Instructional Design Plan: Increasing Student Reading Levels

Jessica Dickinson

The University of Oklahoma

Instructional Development and Learning Systems

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Dr. Ge

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Abstract

The purpose of this design plan is to increase high school student reading levels among secondary English learners. The current intervention plan is to require each student complete weekly reading assignments based on a book of their choice. The sample group consists of 21 second language learners at Capitol Hill High School in Oklahoma City public school. By continuing weekly independent reading and including weekly reading comprehension activities it is hoped that the students, the students will increase their reading levels. The needs assessment used to determine the need for an instructional design plan was the Gates MacGinitie reading test. The results showed that the students are reading far below their grade level classification; thus, they need to improve their reading comprehension skills. The students need to be taught reading comprehension strategies beyond the current intervention plan because it has proved to be ineffective. The learner analysis used was an informal survey given to the sample group, which determined student motivators for reading and background information. This task analysis breaks down the learning objectives and enabling objectives to determine what needs to be included in the instructional design plan. The instruction design plan includes strategies to be used within the instruction to help increase reading comprehension skills.

Needs and Context Analysis

Context

At Capitol Hill High School in Oklahoma City Public Schools, students are reading far below their grade classification. The school has a year-long goal for all students to grow at least two grade levels each year as set by the English department and administrators. According to the 2016-2017 Oklahoma City Public Schools Statistical Profile, CHHS has a population of American Indian 3.7%, Asian 0.6%, Black 11.1%, Hawaiian/Pacific Islander 0.1%, Hispanic 71.8%, White 11.0%, and Multi 1.7% (2017). 30% are English Language Learners (2017). 95.0% are considered Economically Disadvantaged (2017). The population of the high school is primarily Hispanic, which means the English learner population is high. The current sample group consists of 21 students in sophomore English at CHHS. 100% of these students are second language learners whose primary language is Spanish from Mexico. The original needs assessment given in August, Gates MacGinitie [Fall-Form T], showed that the class average grade level equivalent on the vocabulary section was 5.9; this number represents the grade level as the whole number and month in that grade as the decimal. The reading comprehension grade equivalent was 6.6. Based on the recent assessment given in January of the current sample group, the average English vocabulary grade level equivalent according to the Gates MacGinitie test [Winter-Form S] was 5.4. The reading comprehension score was 5.4. The current comparison data showed a decrease in scores. One of the students enrolled was not in the class last semester, so I do not have comparison data from the first assessment taken in August. The current intervention plan is to require each student to complete independent reading assignments weekly based on a chosen book. Lack of motivation is also a large factor that provides a context for the students in my classroom; this fact is shown by the lack of students turning in their weekly

independent reading assignments. The reason for motivation issues could be because of their difficulties with reading comprehension due to second language learning; thus, the students have a lack of self-efficacy.

Discrepancy based needs assessment

The schoolwide goal as determined by the administration and the English department is that each student at Capitol Hill High School will grow at least two reading levels each year. Schoolwide students are reading far below reading level. According to the breakdown of the Gates MacGinitie results from the 2017-2018 as collected by the school Instructional Coach, Melinda Moore, of the 896 students tested the average reading level is 7.8. With Hispanic students being the majority of the student population, the number of second language learning students is high; 30% are English Language Learners according to the OKCPS Statistical Profile (2017). This information means that modifications and accommodations are met daily for language learning students. The current interventions come from English teachers; each intervention is different for each teacher. For my sample group, their current intervention in my sophomore English class is weekly independent reading assignments. A problem with this intervention is that more explicit skills need to be taught and practiced regularly for students to use them for reading comprehension, especially with a high language learning population. Figure 1 shows the breakdown of reading levels by race and gender, which were separated by Ms. Moore who compiled this data. The white students performed the best and were closely followed by the African American students. The figure illustrates that Hispanic students, as bilingual students, have more difficulty with reading compared to the rest of the student population.
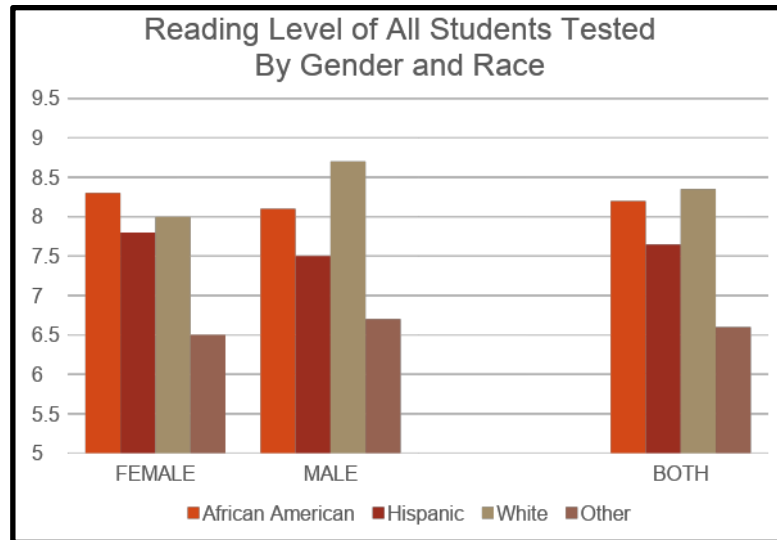
Figure 1. Breaks down the reading levels by race and gender.

A freshman English teacher at CHHS, Corinne Collard, shared her team's strategies to increase reading comprehension:

> Our team is using a combination of strategies. To begin, we wanted the kids that are
> disenchanted with reading to be excited again, so we have selected high-interest,
> culturally-relevant young adult novels. To increase fluency for English Language
> Learners we use an audiobook recording during the reading a few times a week. And to
> build reading stamina we release all students for silent sustained reading the rest of the
> time. Before every reading, our students are given a specific task to complete or find
> evidence for in the pages. This encourages close reading! (personal communication,
> February 21, 2019)

These strategies are not unfamiliar to my team; however, the sample group were not taught them explicitly and has not had a frequency in practice. The key implementation with the sample group is to increase the regularity of the skills. When asked if the strategies have shown positive results, Collard said that she believed it did, but wonders how much external factors like motivation to take the test more seriously plays a factor in the results. Furthermore, she said, "I

believe this increased many student's scores both because they naturally grew as readers and because they took the test more seriously. For example, [Student A] grew 3 grade levels. I think that's a combination of actual growth and taking the test more seriously." She mentioned that external factors like motivation are believed to contribute to their results. Student A originally scored 3 levels lower than the most recent assessment. Collard believes that student motivation at the time of the original assessment compared to the most recent changed. The student had more motivation at the time of the most recent test than the original, thus influencing the score results. Collard shared information based on observation. Likewise, my sample group demonstrates their lack of motivation by not fulfilling the current intervention to increase reading comprehension.

Problem solving

The students at Capitol Hill High School are reading far below their grade classification and are not responding to current intervention measures. Currently, in their sophomore English course, students are required to submit a weekly reading assignment based on a book of their choice. However, students have shown they are not motivated to turn in their assignments as the average rate for students turning in the assignments drops weekly. This motivation issue could be due to the difficulties in reading comprehension. Another factor that contributes to this issue is that the majority of students are second language English learning students. Therefore, the learning environment needs to be conducive in order for the instructional plan to be efficient. In my classroom, students are set in groups which allow for peer group work that is effective for peer modeling to build self-efficacy. Instruction time will need to be adjusted in order to accommodate for more time practicing and learning the reading comprehension skills weekly.

Innovation

The learning goal of the instructional plan is for students to apply learned close reading strategies to increase reading comprehension and vocabulary. These strategies are not new to teaching English as I am consulting with seasoned English teachers and resources to create the instructional plan. While teaching reading comprehension tools, strategies to increase motivation will be implemented. The current intervention plan is for students to complete weekly independent reading assignments based on a book of their choice. Because lack of motivation with the current intervention plan of independent reading is demonstrated, I will need to implement strategies to increase motivation throughout the design plan. Since the goal of this instructional plan is to help students increase reading levels with reading comprehension strategies, I have the support of the school administration. I have consulted the school Instructional Coach, Melinda Moore, who is a huge supporter of this goal and taught English for 20 years. We have met and corresponded several times about the instructional plan in order to make it more effective for my students.

Data

Of the 21 students in the sample group, 12 are male and 9 are female; all are Hispanic from Mexico. Based on the needs assessment, Gates MacGinitie, students are reading far below their grade classification. This assessment was chosen by school administration to monitor and assess student reading growth in their time at Capitol Hill High School. The Gates MacGinitie reading test is used to assess reading scores and growth throughout the year (see Appendix A). Each has two forms of the assessment, Form S and Form T. One is to be given in the fall, another form in the winter, and the first form in the spring (e.g. Form T [Fall], Form S [Winter], Form T [Spring]). Each assessment has a vocabulary section, which is to be given in 20 minutes, and a reading comprehension section, which is given in 35 minutes. The scores are then converted into

grade level equivalents. A student will receive a grade level equivalent separately for vocabulary and reading comprehension; there is also a cumulative grade level equivalent for the raw score of both tests combined. The first needs assessment, Gates MacGinitie [Fall-Form T], showed that the class average grade level equivalent on the vocabulary section was 5.9; this number represents the grade level as the whole number and month in that grade as the decimal. The reading comprehension grade equivalent was 6.6. Based on the second assessment of the current sample group, the average English vocabulary grade level equivalent according to the Gates MacGinitie test [Winter-Form S] was 5.4. The reading comprehension score was 5.4 (see Appendix A). The current comparison data shows a decrease in scores. Although the average showed a decrease, 35% of the students who took both Form S and Form T increased at least one reading level in either reading comprehension or vocabulary (see Appendix A). For those students in the 35%, their motivation may have been higher at the time of the second test than the first as an issue that is present as indicated by Ms. Collard from her classroom observations as well. For this reason, strategies to increase motivation will be included in the instructional plan along with stricter reading comprehension skills. To gather information on what the students believe contributed to their scores, a post-assessment reflection was given after each assessment (see Appendix B). The students were asked about their attitude and motivation about the test and their hopes of improving. Most students answered that they were surprised with their scores. Many said that they did try their hardest and that they believe reading more will increase their skills.

The results show that students struggle with reading comprehension and vocabulary as they are not on level with their grade classification. For this reason, the instructional design plan will be set in place to teach reading comprehension strategies. To assess an increase in reading

comprehension through the design plan, formative assessments in the form of a short answer and multiple choice will be used every other week. As an assessment of increased motivation, I will measure the number of independent reading assignments turned in.

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Learner Analysis

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Procedures

In order to gain more about the students in my class, I gave a survey ask them personal questions about their background and questions relating to reading (see Appendix C). The students were provided with a link to a Google Form to take the survey. Because the class is 100% English language learners, the questions and answer options were provided in both English and Spanish to ensure each student understood the questions and their answer choices wholly (see Appendix D for answers).

Characteristics of the learners

    General descriptors

Of the 21 students in the sample group, 12 are male and nine are female. Of the student sample group, 100% are second language learners; their first language is Spanish from Mexico. Only three of the 21 were born in the United States. Four of the students indicated that they have lived in the United States for four or more years. These characteristics are not changeable, but will be considered in the design implications.

    Motivation

Lack of motivation is also a large factor that provides a context for the students in my classroom, but is something that is malleable. The students show this by not completing independent reading assignments. The reason for motivation issues could be because of their difficulties with reading comprehension due to second language learning;

thus, the students have a lack of self-efficacy. The learner analysis asked the students questions about whether or not they find reading valuable. The orienting context as proven by the results of the survey confirms that a majority of the students do find reading valuable. The survey also asked if the students believe there is a correlation between increasing their reading level growth and their English language learning process. The survey shows that the students do have a transfer context as a majority of the students answered that they believe that increasing their reading level will help them improve their learning of the English language.

Background

The survey provided to the students asked a few questions about their parents to determine what influence they have on the students' reading. The majority of students indicated that one or both parents only completed a high school degree or below. The majority of students said that their parents do not read for fun; however, the majority said that their parents do find reading important and that they are encouraged by their parents to read.

Design implications

General descriptors.

Considering that 100% of the sample group is language learners and a majority have been in the United States less than 5 years, the instructional plan must include accommodations and modifications to help student learn. The accommodations and modifications come from each student's WIDA scores. The WIDA test assesses English learners on their knowledge on ELD (English Language Development) standards; the results are to be used to help guide instruction for second language learning students.

Each teacher is provided with can-do descriptors that explain what a student can be expected to do based on their results ("Can Do Descriptors," n.d.). By using close reading strategies, students will increase comprehension skills; "In close reading, students can see the authors thinking by re-examining the passage and recognizing particular things in a text to ask themselves What does this quote mean?, Why is the event happening?, and How does it affect understanding of detail? By asking a series of more rigorous analytical questions students can find the purpose of what and why they are reading and will derive deeper meaning and understanding" (Dakin, 2013, p. 6). From Dakin's findings, all close reading strategies proved to show growth in student reading comprehension skills (2013). The instructional design plan will have the students first learn the skills and then put them into practice. With increased motivation via increased confidence, students will be more apt to engage in reading comprehension strategies.

Motivation.

The current intervention plan is to require each student to complete independent reading assignments weekly based on a chosen book. However, students in the class are unmotivated to complete the assignments. Of the 21 students and the three current grade reading assignments, 12 turned in the first assignment, nine turned in the second assignment, and seven turned in the third assignment. The amount has quickly dropped to less than half of the class in a span of three weeks. From the learner analysis survey, the majority do believe that increasing their reading level is important and will help them learn the English language. The plan is to continue weekly independent reading assignments but to weave in more explicit reading comprehension activities and other

instructional strategies to grow reading levels. Before increasing instructional strategies, self-efficacy needs to be increased. Students can gain more self-efficacy with vicarious experiences; a student can work together with a peer. By seeing this peer succeed, that student can believe that they can succeed too; "Observations of peers accomplishing a task can raise observers' self-efficacy and lead them to believe that they also can perform the task. When peers are unsuccessful, observers' self-efficacy may decrease. Vicarious effects are aided by perceived similarity" (Schunk, 2005, p. 82). Because of the caveat of decline in self-efficacy due to peer modeling, specific placement of peer to peer needs to be honored in order not to discourage the students who fail compared to their peers. To increase student motivation, celebrating success will be more explicitly implemented. Celebrating success in the classroom has been proven to increase motivation; "Celebrations within the context of the classroom learning community were seen by teachers interviewed as a means to create excitement about learning, increase motivation for learning, and enhance students' abilities to take responsibility for their own learning while contributing to the learning of their fellow classmates" (Farr, 2003, p. 64).

Background.

Knowing that the students come from bilingual homes with parents who are mostly not educated beyond high school, increasing classroom celebration will help. The students indicated that their parents find reading important and encourage them to read. As a part of the current intervention of reading assignments, I require a parent signature before the student can turn in the assignments.

Task Analysis

Introduction

Because all of the sample group is language learners, the instructional plan must include accommodations and modifications to help the student learn. The accommodations and modifications come from each student's WIDA scores. Each teacher is provided with can-do descriptors that explain what a student can be expected to do based on their results. These accommodations and modifications will be applied to the teaching of skills. By using close reading strategies, students will increase comprehension skills. The instructional design plan will have the students first learn the skills and then put them into practice.

The current intervention plan is to require each student to complete independent reading assignments weekly based on a chosen book. However, students in the class are unmotivated to complete the assignments. Of the 21 students and the three current grade reading assignments, 12 turned in the first assignment, nine turned in the second assignment, and seven turned in the third assignment. The amount has quickly dropped to less than half of the class in a span of three weeks. From the learner analysis survey, the majority *do* believe that increasing their reading level is important and will help them learn the English language. However, the motivation is lacking to complete the assignments. When asked why they don't turn them in, students reply with *I don't know*, *I'm busy*, or *I don't like reading*. Before increasing instructional strategies, self-efficacy needs to be increased in order to increase motivation. Students know that their reading levels are low. Based on the student survey after each assessment, students are disappointed in themselves and want to increase their skills. Often they say they need to read more. To increase self-efficacy, a student can work together with a peer. By seeing this peer succeed, that student can believe that they can succeed too. To also increase student motivation,

celebrating success will be more explicitly implemented. Increasing motivation has to be a continuous component of the instructional design plan. The plan is to continue the current intervention plan of weekly independent reading assignments but to weave in more explicit reading comprehension activities and other instructional strategies to grow reading levels. Students will be provided with a guide for instructional strategies to provide more independent practice of the strategies (see Appendix F).

The first stage of the instructional design plan is to teach and review close reading strategies to the students such as circling words they do not know, summarizing the text, underlining important words or phrases, and asking follow up questions about predictions about the text. These strategies will be taught through teacher and whole class modeling. The next step will require students to put the skills to practice. To assess the gained knowledge and use of the skills, formative assessments will be given that ask students to do these steps in the form of multiple choice assessments and/ or turning in their annotated text. While teaching reading comprehension strategies, students will also learn how to use context to determine the meaning of a word. By identifying words they do not know, they have recognized words needing to be defined. The next stage word is to go back to those words after comprehending the text to define the words. While teaching and practicing reading comprehension strategies, motivators will be included to increase motivation. I will monitor motivation progress through the turning in of weekly independent reading assignments.

Project

The project goal is to design an effective and engaging reading comprehension strategies to increase student reading levels. The learning goal is that by the end of instruction, students will be able to use reading comprehension strategies to understand texts.

Topic analysis. In order to learn reading comprehension strategies, I need to identify which strategies need to be included in the instruction.

I. List of strategies

    A. Circle words you don't understand

    B. Underline the main idea and details

    C. Summarize the text

    D. Make predictions

II. Select appropriate and engaging texts

    A. Use Rewordify.com or Newsela.com to make texts readable by providing accommodations and modifications as determined by the WIDA results

    B. Use Newsela.com to select texts about current topics and issues related to the in class activity

Goal(s)
1. By the end of instruction, students will be able to use reading comprehension strategies to understand texts.

Objective Statement	Specify categories of learning outcomes	Specify type of knowledge Involved and provide examples	Assessment Technique	Assessment Sample Item
Objective 1: By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.				
Enabling objective 1.1: Use known skills for reading comprehension such as being able to read and identify the main idea.	Cognitive strategy	Procedures	Annotate new texts independently.	*Please show your annotation as you read the text.*

Enabling objective 1.2: Summarize a text.	Cognitive strategy	Concepts and facts	Short answer	*Summarize the text after you read it.*
Enabling objective 1.3: Underline important words or phrases.	Cognitive strategy	Concepts and facts	Multiple choice	*What is the main idea of the text?*
Enabling objective 1.4: Ask follow up questions about predictions about the text.	Cognitive strategy	Concepts and facts	Short response	*Make an inference about what will happen next In the story.*
Enabling objective 1.5: Explain the meaning of the words using the English vocabulary they have learned.	Cognitive strategy	Concepts and facts	Short response or multiple choice.	*What is the meaning of the word in the context of the sentence?*
Enabling objective 1.6: Identify words they do not know in a text.	Cognitive strategy	Fact	Annotate new texts independently.	*Please show your annotation as you read the text.*
Objective 2: By the end of instruction, SWBAT demonstrate motivation to increase reading levels by completing assigned independent assignments.				
Enabling objective 1.1: Choose a book that meets the individual student's interests.	Attitude	Attitude	Self-selecting reading	*Check out a book from the library or bookstore.*
Enabling objective 1.2: Demonstrate a desire to complete reading assignments if the student missed the	Attitude	Attitude	Completing and turning in independent reading logs.	*Read each day and log the pages. Complete the questions on the reading log.*

original assignment by completing the alternative assignment.				

Figure 2. Displays the detailed stages of the task process and each stages assessment.
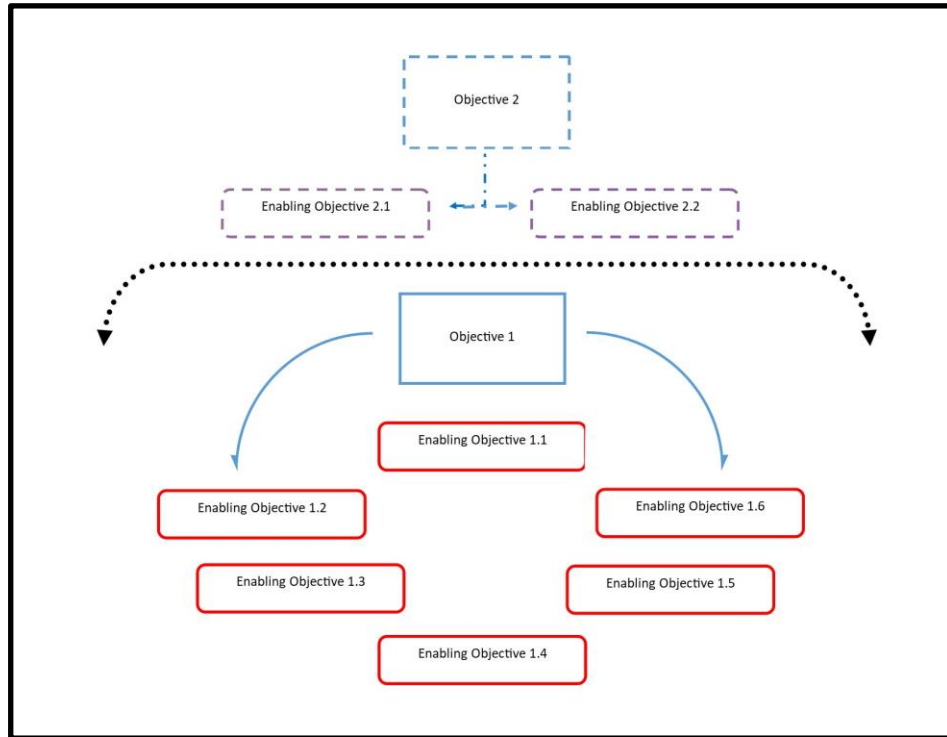
Figure 3. Displays the cyclic order of the objectives and enabling objectives. Objective 1 occurs, while Objective 2 occur continuously throughout the Objective 1 stages. Objective 2 is shown above Objective 1 with the bracket overarching all of Objective 1 to show that Objective 2 occurs throughout Objective 1.

In order to accomplish the instructional plan goal, the objectives have to be met. But first, students need to have the prerequisite skills of reading. Likewise, the enabling objectives are subordinate knowledge that needs to be known before accomplishing the objective. Further objectives will be broken down as formative assessments reveal a misunderstanding or understanding of the objectives. For example, if after practicing identifying the main idea of a

text and the students are still struggling, a discussion point on what makes the main idea of a text the main idea will be completed.

Procedural analysis. In order to use reading comprehension strategies, students need to know in which order to use the steps.

I.   Circle words you don't understand

II.   Identify the main idea and details

    A. Recall what it means to be the main idea

III.   Summarize the text

IV.   Ask questions to make predictions

    A. Make inferences

Critical analysis. With a potpourri of factors contributing to the learning of this sample group. There are three identified learner characteristics to be considered: general descriptors, motivation, and background knowledge.

General descriptors.

Of the 21 students in the sample group, 12 are male and nine are female. Of the student sample group, 100% are second language learners; their first language is Spanish from Mexico. Only three of the 21 were born in the United States. Four of the students indicated that they have lived in the United States for four or more years. These characteristics are not changeable but will be considered in the design implications. Because 100% of the students are English language learner, accommodations and modifications must be included in the instruction as provided by the WIDA can-do descriptors for each student. For example, a student can be provided with a Spanish-English bilingual dictionary to

help them find the Spanish word of the English word they do not recognize. Furthermore, prerequisite skills require some knowledge of the English language. With the students' skills being low many supports will be needed to fill in the gaps of what knowledge is needed.

Motivation.

Lack of motivation is also a large factor that provides a context for the students in my classroom but is something that is malleable. The students show this by not completing independent reading assignments. The reason for motivation issues could not because of their difficulties with reading comprehension due to second language learning; thus, the students have a lack of self-efficacy. The learner analysis asked the students questions about whether or not they find reading valuable. The survey also asked if the students believe there is a correlation between increasing their reading level growth and their English language learning process. The survey shows that the students do have a transfer context as a majority of the students answered that they believe that increasing their reading level will help them improve their learning of the English language. With an increase of motivation, Objective 2, to show increase of motivation by turning in independent reading assignments, will be met.

Background.

The survey provided to the students asked a few questions about their parents to determine what influence they have on the students' reading. The majority of students indicated that one or both parents only completed a high school degree or below. The majority of students said that their parents do not

read for fun; however, the majority said that their parents do find reading important and that they are encouraged by their parents to read. Parental influence affects motivation, but by increasing motivation, the objectives for motivation should be met. If more enabling objectives are revealed throughout the process, interventions will be included to ensure that the objective is met.

Assessment

The following objectives will be assessed as is broken down in the assessment objectives in *Figure 2* above. Throughout the learning process, students will be assessed and re-assessed to ensure mastery of the objective. If students show misunderstanding through formative assessments, objectives will be broken down further. More enabling objectives will be determined if the students show a misunderstanding of the content. For example, if the student does not show mastery on enabling objective 1.2, a new enabling objective will need to be accomplished first such as identify the main idea of the text. If a student can identify the main idea, they can identify the pertinent details that need to be included in the summary to express the message of the text. Formative assessments will be given in a format similar to practice.

The assessment requires the students to use the reading comprehension annotating strategies as well as answer multiple choice questions that question their understanding of the text. This text was chosen because it is related to the sample group who is 100% Hispanic. Relatable texts are more engaging for students to read. As well, it is at the 5th grade reading level. From the original needs assessment in August to the mid-point in January, the results show that a majority of the students read at the 5th grade level. The original needs assessment given in August, Gates MacGinitie [Fall-Form S], showed that the class average grade level equivalent on the vocabulary section was 5.9; this number represents the grade level as the whole number and

month in that grade as the decimal. The reading comprehension grade equivalent was 6.6. Based on the recent assessment given in January of the current sample group, the average English vocabulary grade level equivalent according to the Gates MacGinitie test [Winter-Form T] was 5.4. The reading comprehension score was 5.4. This formative assessment will assess them at their level to authentically show what they have and have not mastered. This test format has the students practice the reading comprehension strategies, then assesses their understanding of the text.

Instructional Design Plan

The instructional design plan is to help increase the reading levels of the 21 students in my sophomore English class at Capitol Hill High School. The current intervention plan is to require each student to complete independent reading assignments weekly based on a chosen book. However, students in the class are unmotivated to complete the assignments. Of the 21 students and the three current grade reading assignments, 12 turned in the first assignment, nine turned in the second assignment, and seven turned in the third assignment. The amount has quickly dropped to less than half of the class in a span of three weeks. The plan is to continue weekly independent reading assignments but to weave in more explicit reading comprehension activities and other instructional strategies to grow reading levels. Throughout the unit, motivation needs to be increased by celebrating success and providing incentives.

These reading strategies are not meant to be taught in isolation but in accordance with the texts of your unit. Weaving in the strategies to the text of the unit will help the unit lesson be reinforced. For example, if the class is reading *Night* by Elie Wiesel and the unit goal is to comprehend Wiesel's use of figurative language to express his experience, using reading comprehension strategies will reinforce the understanding of the figurative language in the text.

The percentages listed as in Figure 5.1-19 (e.g. Objective 20%, Direct Instruction 20%, Engagement 45%, and Closure 15%) represent the amount of time within the lesson the strategies should be taught. For example, the objective should be addressed in 20% of the class time, the Direct Teacher Instruction should be taught in 20% of the class time, student engagement should be 45% of the lesson time, and the remaining 15% of the time should be used for closure.

Figure 4 displays the progression of instruction from highly accommodated to independent individual practice. The teacher should introduce the reading comprehension strategies before modeling. To bolster the recall of the strategies, each student will be provided with a bookmark to use (see Appendix E). Since the current intervention, weekly independent reading assignments, students will be supported with a bookmark to use while reading at home. They can be motivated to complete the assignment with bonus point incentives like showing proof of the use of reading comprehension strategies on the weekly bookmark.

Reading Comprehension Strategies Unit Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Introduction to Reading Strategies *Week 1*	Day 2 Teacher Modeling Practice	Day 3 Teacher Modeling Practice	Day 4 Teacher Modeling Practice	Day 5 Whole Class Practice
Day 6 Whole Class Practice *Week 2*	Day 7 Group Practice	Day 8 Group Practice	Day 9 Group Practice	Day 10 Formative 1
Day 11 Group Practice *Week 3*	Day 12 Teacher Modeling Practice	Day 13 Individual Practice	Day 14 Individual Practice	Day 15 Individual Practice
Day 16 Group Practice *Week 4*	Day 17 Individual Practice	Day 18 Individual Practice	Day 19 Individual Practice	Day 20 Formative 2
Day 21 Whole Class Practice *Week 5*	Day 22 Individual Practice	Day 23 Whole Class Practice	Day 24 Individual Practice	Day 25 Whole Class Practice
Day 26 Whole Class Practiced *Week 6*	Day 27 Individual Practice	Day 28 Whole Class Practice	Day 29 *Gates MacGinitie Assessment*	Day 30 *Gates MacGinitie Assessment*

Figure 4. Displays the order in which instruction should occur as it builds towards a confident independent use of reading comprehension strategies.

Instructional Plan Day-by-Day Instruction

Unit I-Week 1 (Day 1-5): Introduction to Reading Strategies

Day 1

These strategies are not to be taught in a separate unit; the purpose is to weave in these strategies to current unit of the teacher. Initial practice and reviewing the strategies will potentially take away from the unit; however, the addition of the instruction will benefit the students' understanding of the class text.

Before diving into the class novel, introduce the strategies using the examples on the slideshow (see Appendix F). (5-7 minutes)

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Introduction to strategies	Students will be able to use known skills for reading comprehension such as being able to read and identify the main idea.	Teacher should ask students to recall what reading comprehension strategies they have heard of or used: *What strategies have you been taught to understand a text? Do you use them?* Teacher will model the use of the new reading comprehension strategies by doing a read aloud with the class (1. Circle words	Students should follow along with the teacher as the teacher shows examples of the strategies in use on the screen. The teacher should pause after each paragraph or group of paragraphs to ask questions: *What is the main idea of the paragraph? What sentence (s) should I underline to support this? What is a*	The teacher should ask the students what order the reading strategies are done: *What order are the reading strategies used? Should you summarize the text before you identify the main idea? How does identifying the main idea and supporting details help summarize the text?*

	you don't understand, 2. Identify the main idea and details, 3. Summarize the text, and 4. Ask question to make predictions)	*summary of the following paragraphs? What predictions or inferences can we make about the text?*	

Figure 5.1. Displays the breakdown of each section of the lesson plan.

Day 2-4

       Before beginning the class reading of the day, spend time reviewing the strategies such as

strategies 1. Circle words you don't understand, 2. Identify the main idea and details, 3.

Summarize the text, and 4. Ask questions to make predictions (5-7 minutes). Model the

strategies by applying them to the class novel (remaining class period). Use the strategies to help

guide class discussion about the novel.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	**INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%**	**ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%**	**ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE**
Teacher Modeling Practice	Students will be able to use known skills for reading comprehension such as being able to read and identify the main idea.	Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should follow along with the teacher and make the same marks as the teacher. The teacher should pause after each paragraph or group of paragraphs to ask questions: *What is the main idea of the paragraph? What*	The teacher should ask the students what order the reading strategies are done: *What order are the reading strategies used? Should you summarize the text before you identify the main idea? How does identifying the main idea and supporting details help summarize the text?*

			sentence (s) should I underline to support this? What is a summary of the following paragraphs? What predictions or inferences can we make about the text?	

Figure 5.2. Displays the breakdown of each section of the lesson plan.

Day 5

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). As a class read a select section of the text chosen for the lesson together. Again, these strategies are to be taught in addition to any class text. Have the students use the strategies as they read the text (35 minutes). Pause throughout the reading to ask for answers to the reading strategies: words students did not know, underlined main idea and supporting details, and text summary. End class by asking what questions or predictions the students created.

Teacher: Circle words you do not know. What word(s) did you circle?

Students: Nocturnal (p. 34 of Night by Elie Weisel; this will depend on the text chosen for the course).

Teacher: Underline the main idea and supporting details of the paragraph. What is the main idea?

Students: To never forget the horrible things that happened in the Holocaust?

Teacher: Summarize the text in the margin. What is a summary of the text?

Students: There is a teenage boy in Romania who is Jewish. He and his family have been placed in a concentration camp. He has been separated from his mother and sisters.

Teacher: What questions or predictions do you have about the story so far?

Students: What will happen in the concentration camp? What will happen to his mother and sisters?

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Whole Class Practice	Students will be able to use known skills for reading comprehension (e.g., underlying, summarizing, etc.).	Teacher should ask students to recall what reading comprehension strategies they have heard of or use: *What strategies have you been taught to understand a text? What strategies have you learned in this class? Have they helped you understand the text?* Teacher will model the use of reading comprehension strategies by doing a read aloud with the class. The teacher should pause after each paragraph or group of paragraphs to ask questions: *What is the main idea of the paragraph? What sentence (s) should I underline to support this? What is a*	Students should follow along with the teacher as the class reads the text. The teacher pause after each paragraph and have students follow the first 2 steps of the reading strategies. Then ask probing questions such as *what words did you circle?* or *what is a summary of the paragraph?* The teacher and students should then continue reading the text pausing together to underline the main idea and important details.	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

		summary of the following paragraphs? What predictions or inferences can we make about the text?		

Figure 5.3. Displays the breakdown of each section of the lesson plan.

Unit I-Week 2 (Day 6-10): Practicing Strategies

Day 6

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). As a class read a select section of the novel together. Have the students use the strategies as they read the text (35 minutes). Pause throughout the reading to ask for answers to the reading strategies: words students did not know, underlined main idea and supporting details, and text summary. End class by asking what questions or predictions the students created.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	**INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%**	**ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%**	**ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE**
Whole Class Practice	Students will be able to use known skills for reading comprehension (e.g., underlying, summarizing, etc.).	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should follow along with the teacher as the class reads the text. The teacher pause after each paragraph and have students follow the first 2 steps of the reading strategies. Then ask probing questions such as *what words did you circle?* or *what is a*	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

		summary of the paragraph? The teacher and students should then continue reading the text pausing together to underline the main idea and important details.	

Figure 5.4. Displays the breakdown of each section of the lesson plan.

Day 7-10

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). Place the students in groups to read a select section of the novel together. Have the students use the strategies as they read the text (35 minutes). End class by reviewing the words students did not know, underlined main idea and supporting details, text summary, and questions; these strategies are the knowledge that is practiced throughout the unit.

On test day, review with the students the strategies. Provide the students the assessment. When the students are complete, pick up the assessment. End class by reviewing the answers to the test.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/ RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Group Practice	Students will be able to use known skills for reading	Teacher should ask students to recall what reading	Students should read the text together. Together they should	The teacher should ask the students follow-up questions

	comprehension (e.g., underlying, summarizing, etc.).	comprehension strategies they have heard been taught in this course. Teacher will place students in groups.	answer the following questions: *what words did you circle? what is a summary of the paragraph? what did you underline as the main idea? what predictions can you make about the text?*	reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*
Formative Assessment 1	Students will be able to use known skills for reading comprehension.	The teacher should administer the assessment to the students.	Students should independently complete the assessment.	Teacher should review questions on assessment after students turn in the test.

Figure 5.5. Displays the breakdown of each section of the lesson plan.

Unit I-Week 3 (Day 11-15): Continued Practice

Day 11

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). Place the students in groups to read a select section of the novel together. Have the students use the strategies as they read the text (35 minutes). End class by reviewing the words students did not know, underlined main idea and supporting details, text summary, and questions; these strategies are the knowledge that is practiced throughout the unit.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	**INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%**	**ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%**	**ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/ RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE**
Group Practice	Students will be able to use known skills for reading comprehension (e.g.,	Teacher should ask students to recall what reading comprehension	Students should read the text together. Together they should answer the following	The teacher should ask the students follow-up questions reading the

underlying, summarizing, etc.).	strategies they have heard been taught in this course. Teacher will place students in groups.	questions: *what words did you circle? what is a summary of the paragraph? what did you underline as the main idea? what predictions can you make about the text?*	strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

Figure 5.6. Displays the breakdown of each section of the lesson plan.

Day 12

Before beginning the class reading of the day, spend time reviewing the strategies based on the results from Formative 1 (5-7 minutes). Model the strategies by applying them to the class novel (remaining class period). Use the strategies to help guide class discussion about the novel. The purpose of this review day is to remediate misunderstanding of reading comprehension strategies.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Teacher Modeling Practice	Students will be able to use known skills for reading comprehension (e.g., underlying, summarizing, etc.).	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should follow along with the teacher and make the same marks as the teacher. The teacher should pause after each paragraph or group of paragraphs to ask questions: *What is the main idea of the paragraph? What*	The teacher should ask the students what order the reading strategies are done.

		sentence (s) should I underline to support this? What is a summary of the following paragraphs? What predictions or inferences can we make about the text?	

Figure 5.7. Displays the breakdown of each section of the lesson plan.

Day 13-15

      Before beginning the class reading of the day, spend time reviewing the strategies. (5-7

minutes). Have students read a select section of the novel independently Have the students use

the strategies as they read the text (35 minutes). End class by reviewing the words students did

not know, underlined main idea and supporting details, text summary, and questions; these

strategies are the knowledge that is practiced throughout the unit.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	**INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%**	**ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%**	**ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/ RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE**
Individual Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a	Students should read the text independently and answer the following questions: *what words did you circle? what is a summary of the paragraph? what did you underline as the main idea? what predictions can you make about the text?*	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea? or what predictions can you make about the text?*

		read aloud with the class.		

Figure 5.8. Displays the breakdown of each section of the lesson plan.

Unit I-Week 4 (Day 16-20): Practicing Strategies for Mastery

Day 16

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). Place the students in groups based on assessment results to read a select section of the novel together. Have the students use the strategies as they read the text (35 minutes). End class by reviewing the words students did not know, underlined main idea and supporting details, text summary, and questions. The purpose of regrouping is to remediate misunderstandings of reading comprehension strategies that can be helped by peers.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/ RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Group Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will place students in groups.	Students should read the text together. Together they should answer the following questions: *what words did you circle? what is a summary of the paragraph? what did you underline as the main idea? what predictions can you make about the text?*	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

Figure 5.9. Displays the breakdown of each section of the lesson plan.

Day 17-20

Before beginning the class reading of the day, spend time reviewing the strategies such as strategies 1. Circle words you don't understand, 2. Identify the main idea and details, 3. Summarize the text, and 4. Ask questions to make predictions (5-7 minutes). Have students read a select section of the text independently. Again, these lessons are to be a supplement to the current lesson plan. Have the students use the strategies as they read the text (35 minutes). End class by reviewing the words students did not know, underlined main idea and supporting details, text summary, and questions.

On test day, review with the students the strategies. Provide the students the assessment. When the students are complete, pick up the assessment. End class by reviewing the answers to the test.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/ RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Individual Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should read the text independently and answer the following questions: *what words did you circle? what is a summary of the paragraph? what did you underline as the main idea? what predictions can you make about the text?*	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

Formative Assessment 2	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	The teacher should administer the assessment to the students.	Students should independently complete the assessment.	Teacher should review questions on assessment after students turn in the test.

Figure 5.10. Displays the breakdown of each section of the lesson plan.

Unit I-Week 5 (Day 21-25): Continued Practice

Day 21

Before beginning the class reading of the day, spend time reviewing the strategies based on Formative 2 results. (5-7 minutes). As a class read a select section of the novel together. Have the students use the strategies as they read the text (35 minutes). Pause throughout the reading to ask for answers to the reading strategies: words students did not know, underlined main idea and supporting details, and text summary. End class by asking what questions or predictions the students created.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	**INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%**	**ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%**	**ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE**
Whole Class Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in	Students should follow along with the teacher as the class reads the text. The teacher pause after each	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what*

	strategies by putting them to use when reading.	this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	paragraph and have students follow the first 2 steps of the reading strategies. Then ask probing questions such as *what words did you circle?* or *what is a summary of the paragraph?* The teacher and students should then continue reading the text pausing together to underline the main idea and important details.	*predictions can you make about the text?*

Figure 5.11. Displays the breakdown of each section of the lesson plan.

Day 22

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). Have students read a select section of the novel independently Have the students use the strategies as they read the text (35 minutes). End class by reviewing the words students did not know, underlined main idea and supporting details, text summary, and questions.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/ RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Individual Practice	By the end of instruction, SWBAT demonstrate an	Teacher should ask students to recall what reading	Students should read the text independently and answer the	The teacher should ask the students follow-up questions

	understanding of reading comprehension strategies by putting them to use when reading.	comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	following questions: *what words did you circle? what is a summary of the paragraph? what did you underline as the main idea? what predictions can you make about the text?*	reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

Figure 5.12. Displays the breakdown of each section of the lesson plan.

Day 23

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). As a class read a select section of the novel together. Have the students use the strategies as they read the text (35 minutes). Pause throughout the reading to ask for answers to the reading strategies: words students did not know, underlined main idea and supporting details, and text summary. End class by asking what questions or predictions the students created.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Whole Class Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should follow along with the teacher as the class reads the text. The teacher pause after each paragraph and have students follow the first 2 steps of the reading strategies. Then ask probing questions such as *what words did you circle?* or *what is a summary of the paragraph?* The teacher and students should then continue reading the text pausing together to underline the main idea and important details.	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

Figure 5.13. Displays the breakdown of each section of the lesson plan.

Day 24

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7

minutes). Have students read a select section of the novel independently Have the students use

the strategies as they read the text (35 minutes). End class by reviewing the words students did

not know, underlined main idea and supporting details, text summary, and questions.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/ RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Individual Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should read the text independently and answer the following questions: *what words did you circle? what is a summary of the paragraph? what did you underline as the main idea? what predictions can you make about the text?*	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

Figure 5.14. Displays the breakdown of each section of the lesson plan.

Day 25

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7

minutes). As a class read a select section of the novel together. Have the students use the

strategies as they read the text (35 minutes). Pause throughout the reading to ask for answers to

the reading strategies: words students did not know, underlined main idea and supporting details,

and text summary. End class by asking what questions or predictions the students created.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Whole Class Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should follow along with the teacher as the class reads the text. The teacher pause after each paragraph and have students follow the first 2 steps of the reading strategies. Then ask probing questions such as *what words did you circle?* or *what is a summary of the paragraph?* The teacher and students should then continue reading the text pausing together to underline the main idea and important details.	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

Figure 5.15. Displays the breakdown of each section of the lesson plan.

Unit I- Week 6 (Day 26-30): Final Practice and Assessment

Day 26

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). As a class read a select section of the novel together. Have the students use the strategies as they read the text (35 minutes). Pause throughout the reading to ask for answers to the reading strategies: words students did not know, underlined main idea and supporting details, and text summary. End class by asking what questions or predictions the students created.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	**INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%**	**ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%**	**ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE**
Whole Class Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should follow along with the teacher as the class reads the text. The teacher pause after each paragraph and have students follow the first 2 steps of the reading strategies. Then ask probing questions such as *what words did you circle?* or *what is a summary of the paragraph?* The teacher and students should then continue reading the text	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

			pausing together to underline the main idea and important details.	

Figure 5.16. Displays the breakdown of each section of the lesson plan.

Day 27

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). Have students read a select section of the novel independently Have the students use the strategies as they read the text (35 minutes). End class by reviewing the words students did not know, underlined main idea and supporting details, text summary, and questions.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/ RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Individual Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should read the text independently and answer the following questions: *what words did you circle? what is a summary of the paragraph? what did you underline as the main idea? what predictions can you make about the text?*	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea?* or *what predictions can you make about the text?*

Figure 5.17. Displays the breakdown of each section of the lesson plan.

Day 28

Before beginning the class reading of the day, spend time reviewing the strategies. (5-7 minutes). As a class read a select section of the novel together. Have the students use the strategies as they read the text (35 minutes). Pause throughout the reading to ask for answers to the reading strategies: words students did not know, underlined main idea and supporting details, and text summary. End class by asking what questions or predictions the students created.

	GOAL: OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RE TEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Whole Class Practice	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher should ask students to recall what reading comprehension strategies they have heard been taught in this course. Teacher will model the use of reading comprehension strategies by doing a read aloud with the class.	Students should follow along with the teacher as the class reads the text. The teacher pause after each paragraph and have students follow the first 2 steps of the reading strategies. Then ask probing questions such as *what words did you circle? or what is a summary of the paragraph?* The teacher and students should then continue reading the text pausing together to underline the main idea and important details.	The teacher should ask the students follow-up questions reading the strategies: *what did you underline as the main idea? or what predictions can you make about the text?*

Figure 5.18. Displays the breakdown of each section of the lesson plan.

Day 29-30

On the vocabulary test day, review with the students the strategies. Provide the students the assessment. When the students are complete, pick up the assessment and continue with your lesson.

On reading comprehension test day, review with the students the strategies. Provide the students the assessment. When the students are complete, pick up the assessment.

	GOAL:OBJECTIVE/LEARNING GOAL/ ACTIVATE PRIOR KNOWLEDGE 20%	INSTRUCT: TEACHER INPUT/DIRECT INSTRUCTION —I DO/WE DO 20%	ENGAGE: STUDENT ACTIVE PARTICIPATION – YOU DO (STUDENT ACTIVITY) 45%	ASSESS: IDENTIFY STUDENT SUCCESS/MONITOR/RETEACH AND EXTEND LESSON 15% PROVIDE CLOSURE
Gates MacGinitie Vocabulary Assessment	By the end of instruction, SWBAT define words based on context.	Teacher will instruct student to begin Gates MacGinitie Vocabulary section. Teacher will go over example questions.	Student will take the Gates MacGinitie Vocabulary section to assess their reading level. (20 minutes for this section)	Teacher will instruct students to complete their exam.
Gates MacGinitie Reading Comprehension	By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.	Teacher will instruct student to begin Gates MacGinitie Reading Comprehension section. Teacher will go over example questions.	Student will take the Gates MacGinitie Reading Comprehension section to assess their reading level. (35 minutes for this section)	Teacher will instruct students to complete their exam.

Figure 5.19. Displays the breakdown of each section of the lesson plan.

Instructional Design Rationale

The purpose of the instructional design plan is to teach reading comprehension strategies to increase reading comprehension. As stated before, the plan is not to teach the strategies in isolation but within the units not only to better comprehend the class texts, but also provide reinforced practice. The chosen strategies (1. Circle words you don't understand, 2. Identify the main idea and details, 3. Summarize the text, and 4. Ask questions to make predictions) were chosen because they are simple tools that force readers to slow down when reading. When readers slow down while reading, they can better recall information. The purpose of the plan is not to take away from any current lesson plan or units, but to enhance them. These strategies can be used with any text.

Because motivation is lacking, enhancing incentives and celebrating student success must be implemented. It is suggested to provide incentives such as bonus for turning in the reading strategies bookmark with each reading assignment. To celebrate success, provide authentic feedback to each student individually and celebrate the whole class' success.

The assessments chosen require the students to use the reading comprehension annotating strategies as well as answer multiple choice questions that question their understanding of the text. This text was chosen because it is related to the sample group who is 100% Hispanic. Relatable texts are more engaging for students to read. As well, it is at the 5th grade reading level. From the original needs assessment in August to the mid-point in January, the results show that a majority of the students read at the 5th grade level. The original needs assessment given in August, Gates MacGinitie [Fall-Form S], showed that the class average grade level equivalent on the vocabulary section was 5.9; this number represents the grade level as the whole number and month in that grade as the decimal. The reading comprehension grade equivalent was 6.6. Based

on the recent assessment given in January of the current sample group, the average English vocabulary grade level equivalent according to the Gates MacGinitie test [Winter-Form T] was 5.4. The reading comprehension score was 5.4. This formative assessment will assess them at their level to authentically show what they have and have not mastered. This test format has the students practice the reading comprehension strategies, then assesses their understanding of the text.

With guided practice building towards individual practice, the students will have sufficient support and practice with the strategies. By weaving in guided practice after assessment, it provides a chance for remediation and review if necessary.

<div align="center">Evaluation Plan</div>

Formative Evaluation Plan 1

The instructional design plan is to help increase the reading levels of the 21 students in my sophomore English class at Capitol Hill High School. The current intervention plan is to require each student to complete independent reading assignments weekly based on a chosen book. However, students in the class are unmotivated to complete the assignments. Of the 21 students and the three current grade reading assignments, 12 turned in the first assignment, nine turned in the second assignment, and seven turned in the third assignment. The amount has quickly dropped to less than half of the class in a span of three weeks. The plan is to continue weekly independent reading assignments but to weave in more explicit reading comprehension activities and other instructional strategies to grow reading levels. Throughout the unit, motivation needs to be increased by celebrating success and providing incentives.

These reading strategies are not meant to be taught in isolation but in accordance with the texts of your unit. Weaving in the strategies to the text of the unit will help the unit lesson be reinforced. For example, if the class is reading *Night* by Elie Weisel and the unit goal is to comprehend Weisel's use of figurative language to express his experience, using reading comprehension strategies will reinforce the understanding of the figurative language in the text.

The project goal is to design an effective and engaging reading comprehension strategies to increase student reading levels. The learning goal is that by the end of instruction, students will be able to use reading comprehension strategies to understand texts.

Goal(s)
1. **By the end of instruction, students will be able to use reading comprehension strategies to understand texts.**

Objective Statement	Specify categories of learning outcomes	Specify type of knowledge Involved and provide examples	Assessment Technique	Assessment Sample Item
Objective 1: By the end of instruction, SWBAT demonstrate an understanding of reading comprehension strategies by putting them to use when reading.				
Enabling objective 1.1: Use known skills for reading comprehension.	Cognitive strategy	Procedures	Annotate new texts independently.	*Please show your annotation as you read the text.*
Enabling objective 1.2: Summarize a text.	Cognitive strategy	Concepts and facts	Short answer	*Summarize the text after you read it.*

Enabling objective 1.3: Underline important words or phrases.	Cognitive strategy	Concepts and facts	Multiple choice	*What is the main idea of the text?*
Enabling objective 1.4: Ask follow up questions about predictions about the text.	Cognitive strategy	Concepts and facts	Short response	*Make an inference about what will happen next In the story.*
Enabling objective 1.5: Explain the meaning of the words using the English vocabulary they have learned.	Cognitive strategy	Concepts and facts	Short response or multiple choice.	*What is the meaning of the word in the context of the sentence?*
Enabling objective 1.6: Identify words they do not know in a text.	Cognitive strategy	Fact	Annotate new texts independently.	*Please show your annotation as you read the text.*
Objective 2: By the end of instruction, SWBAT demonstrate motivation to increase reading levels by completing assigned independent assignments.				
Enabling objective 3.1: Choose a book that meets the individual student's interests.	Attitude	Attitude	Self-selecting reading	*Check out a book from the library or bookstore.*
Enabling objective 3.2: Demonstrate a desire to complete reading assignments if the student missed the original assignment by completing the alternative assignment.	Attitude	Attitude	Completing and turning in independent reading logs.	*Read each day and log the pages. Complete the questions on the reading log.*

Figure 6. Displays the detailed stages of the task process.

In order to accomplish the instructional plan goal, the objectives have to be met. But first, students need to have the prerequisite skills of reading. Likewise, the enabling objectives are subordinate knowledge that needs to be known before accomplishing the objective. Further objectives will be broken down as formative assessments reveal a misunderstanding or understanding of the objectives. For example, if after practicing identifying the main idea of a text and the students are still struggling, a discussion point on what makes the main idea of a text the main idea will be completed.

By the time of the first formative assessment, as seen in Figure 2, students will have multiple opportunities for teaching modeling and peer work reinforcement. Formative 1 assesses the student's ability to use the reading strategies as well as their reading comprehension (see Appendix G). The reading comprehension questions will assess the influence of reading strategies on reading comprehension. Students are required to use the learned strategies (e.g. 1. Circle words you don't understand, 2. Identify the main idea and details, 3. Summarize the text, and 4. Ask questions to make predictions) as they read the text. The following vocabulary questions require the students to define words as they are used in context. The multiple choice questions assess the students' comprehension of the text.

Materials needed for Formative 1:

- Formative 1 (hard copies)
- Pencils

Reading Comprehension Strategies Unit Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Introduction to Reading Strategies *Week 1*	Day 2 Teacher Modeling Practice	Day 3 Teacher Modeling Practice	Day 4 Teacher Modeling Practice	Day 5 Whole Class Practice
Day 6 Whole Class Practice *Week 2*	Day 7 Group Practice	Day 8 Group Practice	Day 9 Group Practice	Day 10 Formative 1
Day 11 Group Practice *Week 3*	Day 12 Teacher Modeling Practice	Day 13 Individual Practice	Day 14 Individual Practice	Day 15 Individual Practice
Day 16 Group Practice *Week 4*	Day 17 Individual Practice	Day 18 Individual Practice	Day 19 Individual Practice	Day 20 Formative 2
Day 21 Whole Class Practice *Week 5*	Day 22 Individual Practice	Day 23 Whole Class Practice	Day 24 Individual Practice	Day 25 Whole Class Practice
Day 26 Whole Class Practiced *Week 6*	Day 27 Individual Practice	Day 28 Whole Class Practice	Day 29 *Gates MacGinitie Assessment*	Day 30 *Gates MacGinitie Assessment*

Figure 7. Displays the order in which instruction should occur as it builds towards a confident independent use of reading comprehension strategies.

After Formative 1, Week 3-4 of instruction are created to provide immediate feedback and remediation for the reading strategies. Week 3 includes teacher modeling, peer work, and individual practice before Formative 2. The purpose of Formative 2 is to assess the student's ability to use the reading strategies as well as their reading comprehension since the first formative (see Appendix H). Students are required to use the learned strategies (e.g. 1. Circle words you don't understand, 2. Identify the main idea and details, 3. Summarize the text, and 4. Ask questions to make predictions) as they read the text. The multiple choice questions assess the students' comprehension of the text and require the students to define words as they are used in context.

Materials needed for Formative 2:

- Formative 1 (hard copies)

- Pencils

Both formative assessments were chosen because the text is relatable to the sample group and are who is 100% Hispanic. Relatable texts are more engaging for students to read. As well, it is at the 5th grade reading, which according to the needs assessment is the average for the class.

Summative Evaluation Plan

The summative assessment, Gates MacGinitie Form T, chosen for this instructional design plan is the third in a sequence of assessments (see Appendix J). This assessment was chosen by school administration to monitor and assess student reading growth in their time at Capitol Hill High School. The Gates MacGinitie reading test is used to assess reading scores and growth throughout the year. In August the students were given the Gates MacGinitie Form T. The results from this assessment revealed that students struggle with reading comprehension and vocabulary as they are not on level with their grade classification. The first needs assessment,

Gates MacGinitie [Fall-Form T], showed that the class average grade level equivalent on the vocabulary section was 5.9; this number represents the grade level as the whole number and month in that grade as the decimal. The reading comprehension grade equivalent was 6.6. As per assessment schedule, students were given the follow up assessment, Gates MacGinitie Form S, in January (see Appendix I). Based on the second assessment of the current sample group, the average English vocabulary grade level equivalent according to the Gates MacGinitie test [Winter-Form S] was 5.4. The reading comprehension score was 5.4 (see Appendix A). The current comparison data shows a decrease in scores. Although the average show decrease, 35% of the students who took both Form S and Form T increased at least one reading level in either reading comprehension or vocabulary. Because of the decrease in scores from the August test to the January, the instructional design plan was set in place to supplement in current intervention of independent reading.

The final Gates MacGinitie assessment (Form T) will show whether or not the supplication of taught reading comprehension strategies help students with reading comprehension and vocabulary.

Materials needed for summative:

- Gates MacGinitie Form T (online assessment)
- Chromebooks

Appendix A-Gates MacGinitie Results

TB	1-6.9(B) 7-9.9(NM) 10-12 (M) PHS	August-Form T				January -Form S			
		Vocab	Vocab GE	Comp	Comp GE	Vocab	Vocab GE	Comp	Comp GE
1		14	7.6	11	6.1	21	8.8	10	5.2
2		6	4.7	11	6.1	4	3.2	10	5.2
3		10	6.2	14	7.1	9	4.9	15	6.9
4		9	5.8	14	7.1	5	3.6	11	5.6
5		10	6.2	9	5.4	8	4.6	12	5.9
6		12	6.9	8	5	11	5.4	10	5.2
7		4	3.8	7	4.7	12	5.8	9	4.7
8		10	6.2	15	7.4	12	5.8	11	5.6
9		8	5.4	11	6.1	9	4.9	6	3.6
10		9	5.8	12	6.4	12	5.8	13	6.2
11		8	5.4	16	7.7	15	6.7	13	6.2
12		9	5.8	12	6.4	9	4.9	2	2.3
13		15	8	14	7.1	13	6.1	18	7.7
14		11	6.6	17	8	10	5.1	14	6.5
15		3	3.2	14	7.1	12	5.8	16	7.2
16		5	4.2	11	6.1	10	5.1	5	3.2
17		11	6.6	16	7.7	16	7	9	4.7
18		14	7.6	10	5.8	9	4.9	15	6.9
19						9	4.9	13	6.2
20		8	5.4	11	6.1	10	5.1	10	5.2
21		15	8	19	8.6	11	5.4	7	3.9
Averages			5.97		6.6		5.419047619		5.433333333

Highlighted in red indicates scores that are far below mastery, levels 1-6.9. Mastery is set at levels 10-12 since the goal for these students is to be at their grade classification. Highlighted in yellow are scores near mastery, levels 7-9.9. The pink highlights the students who grew at least one reading level from August Form T to January Form S; the percentage is 35% of the students which is 7 out of 20. Student 19 is not counted in the growth average because they were not enrolled in the course at the time of the first Gates Assessment.

Appendix B-Student Reading Level Reflection

Student Reading Level Reflection

1st Assessment

My reading level score is: Vocab _____ Reading Comprehension _____

Write a reflection on your thoughts about your score. Are you surprised? Are you disappointed? Did you try your hardest on the test?

Answer the following question in the space provided: Are you looking forward to raising your reading level? How are you going to do it?

2nd Assessment

My reading level score is: Vocab _____ Reading Comprehension _____

Write a reflection on your thoughts about your score. Are you surprised? Are you disappointed? Did you try your hardest on the test? Did you show improvement?

Answer the following question in the space provided: Are you looking forward to raising/

continuing to raise your reading level? How are you going to do it?

3rd Assessment

My reading level score is: Vocab _____ Reading Comprehension _____

Write a reflection on your thoughts about your score. Are you surprised? Are you disappointed? Did you try your hardest on the test? Did you show improvement?

Answer the following question in the space provided: Are you looking forward to raising/ continuing to raise your reading level? How are you going to do it?

Appendix C-Context and Learner Survey

Increasing Your Reading Level

* Required

1. **Email address** *

_____

2. **I am male or female (Soy masculino o femenina):** *

Mark only one oval.

◯ Male (masculino)

◯ Female (femenina)

3. **1. Were you born in the United States? (Nacistes en los Estados Unidos?)** *

Mark only one oval.

◯ Yes

◯ No

4. **2. How long have you been in the United States? (Cuanto tiempo llevas en los Estados Unidos?)** *

Mark only one oval.

◯ 1 year

◯ 2 years

◯ 3 years

◯ 4 years

◯ 5 or more years

5. **3. Do you think it is important to grow your reading level? (Crees que es importante que crezcas en tu nivel de lectura?)** *

Mark only one oval.

	1	2	3	4	5	
Least Important (menos importante)	◯	◯	◯	◯	◯	Very Important (muy importante)

6. **4. Do you think increasing your reading level will help you learn the English language? (Crees que aumentando tu nivel de lectura te ayudaria a aprender el idioma Ingles?)** *

Mark only one oval.

	1	2	3	4	5	
Not at all (para nada)	◯	◯	◯	◯	◯	Most definitely (Definitivamente)

7. **5. Do you think increasing your reading level will help you succeed in your other classes? (Crees que el aumentar tu nivel de lectura te ayudaria a tener exito en otras clases?)** *

Mark only one oval.

	1	2	3	4	5	
Not at all (para nada)	◯	◯	◯	◯	◯	Most definitely (Definitivamente)

8. **6. Do you think speaking in English in class will help you increase your language skills? (Crees que el hablar Ingles en clase te ayudaria a aumentar tus habilidades en el idioma?)** *

Mark only one oval.

	1	2	3	4	5	
Not at all (para nada)	◯	◯	◯	◯	◯	Most definitely (Definitivamente)

9. **7. Do you think reading independently will help you increase your reading skills? (Crees que leer independientemente te ayudaria a aumentar tus habilidades en la lectura?)** *

Mark only one oval.

	1	2	3	4	5	
Not at all (para nada)	◯	◯	◯	◯	◯	Most definitely (Definitivamente)

10. **8. Do you think the independent reading logs or annotation journals help you improve your reading skills? (Crees que los registros de lectura independiente o los cuadernos de anotaciones te ayudarian a mejorar tus habilidades de lectura?)** *

Mark only one oval.

	1	2	3	4	5	
Not at all (para nada)	◯	◯	◯	◯	◯	Most definitely (Definitivamente)

11. **9. Do your parents read for fun? (Tus padres leen por diversión?)** *

Mark only one oval.

	1	2	3	4	5	
Not at all (para nada)	◯	◯	◯	◯	◯	All the time (Todo el tiempo)

12. **10. Highest school completed by Parent 1 (La escuela más alta completada por el padre 1):** *

Mark only one oval.

◯ Elementary (escuela primaria)

◯ Middle School (escuela intermedia)

◯ High School (escuela secundaria)

◯ College or more (universidad o mas)

◯ Unknown (desconocido)

13. **11. Highest school completed by Parent 1 (La escuela más alta completada por el padre 2): ***
Mark only one oval.

- ( ) Elementary (escuela primaria)
- ( ) Middle School (escuela intermedia)
- ( ) High School (escuela secundaria)
- ( ) College or more (universidad o mas)
- ( ) Unknown (desconocido)

14. **12. Do your parents find reading important? (Tus padres encuentran la lectura importante?) ***
Mark only one oval.

	1	2	3	4	5	
Not at all (para nada)	( )	( )	( )	( )	( )	Most definitely (Definitivamente)

15. **13. Do your parents encourage you to read? (Tus padres te animan a leer?)**
Mark only one oval.

- ( ) Yes (sí)
- ( ) No

16. **14. Do you have books at home? (Tienes libros en tu casa?) ***
Mark only one oval.

- ( ) Yes (sí)
- ( ) No

Appendix D-Context and Learner Analysis Answers

I am male or female (Soy masculino o femenina):

21 responses
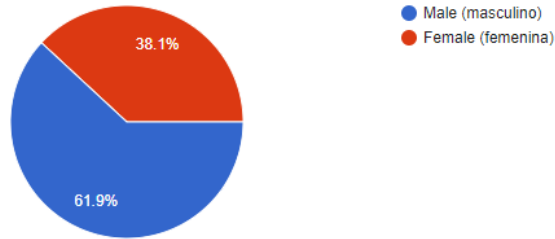
- Male (masculino)
- Female (femenina)

38.1%

61.9%

1. Were you born in the United States? (Nacistes en los Estados Unidos?)

21 responses

- Yes
- No

85.7%

14.3%

2. How long have you been in the United States? (Cuanto tiempo llevas en los Estados Unidos?)

21 responses

- 1 year
- 2 years
- 3 years
- 4 years
- 5 or more years

33.3%

14.3%

42.9%
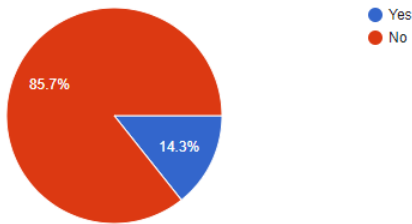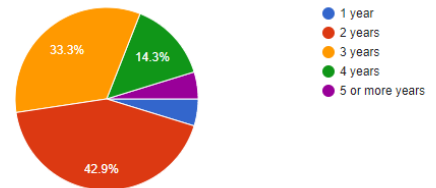
3. Do you think it is important to grow your reading level? (Crees que es importante que crezcas en tu nivel de lectura?)

21 responses
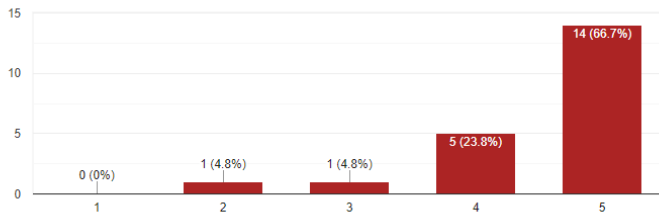
0 (0%)   1 (4.8%)   1 (4.8%)   5 (23.8%)   14 (66.7%)

4. Do you think increasing your reading level will help you learn the English language? (Crees que aumentando tu nivel de lectura te ayudaria a aprender el idioma Ingles?)

21 responses
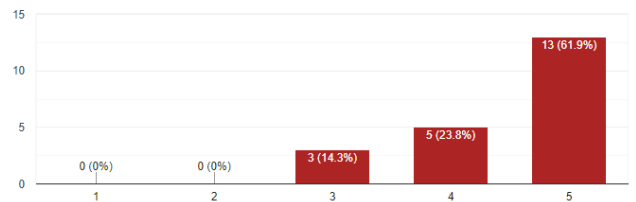
0 (0%)   0 (0%)   3 (14.3%)   5 (23.8%)   13 (61.9%)

5. Do you think increasing your reading level will help you succeed in your other classes? (Crees que el aumentar tu nivel de lectura te ayudaria a tener exito en otras clases?)

21 responses
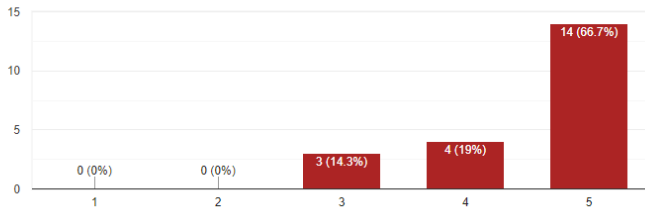
6. Do you think speaking in English in class will help you increase your language skills? (Crees que el hablar Ingles en clase te ayudaria a aumentar tus habilidades en el idioma?)

21 responses
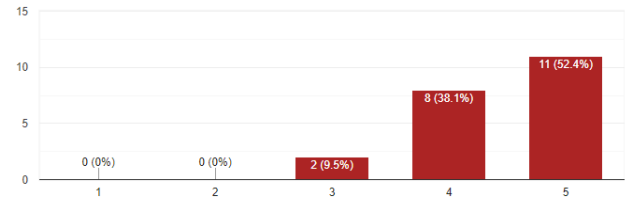
7. Do you think reading independently will help you increase your reading skills? (Crees que leer independientemente te ayudaria a aumentar tus habilidades en la lectura?)

21 responses
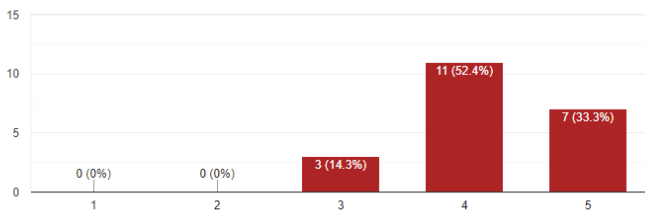
8. Do you think the independent reading logs or annotation journals help you improve your reading skills? (Crees que los registros de lectura independiente o los cuadernos de anotaciones te ayudarian a mejorar tus habilidades de lectura?)

21 responses
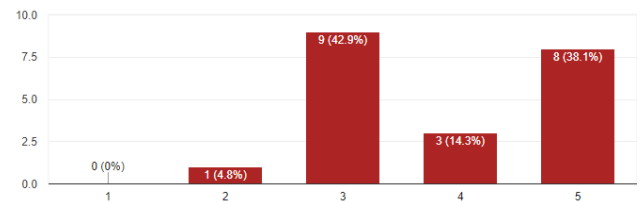
9. Do your parents read for fun? (Tus padres leen por diversión?)

21 responses
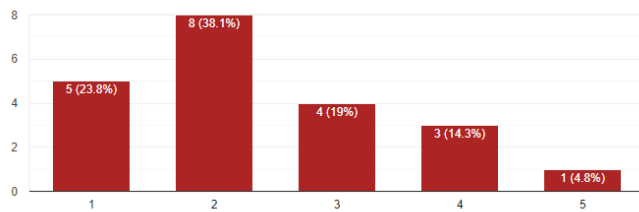
10. Highest school completed by Parent 1 (La escuela más alta completada por el padre 1):
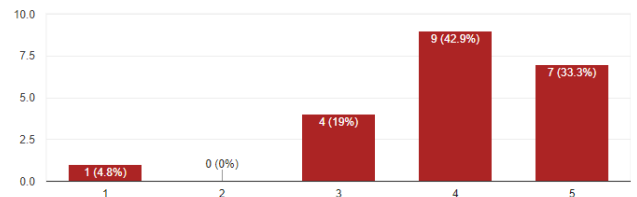
21 responses

- Elementary (escuela primaria)
- Middle School (escuela intermedia)
- High School (escuela secundaria)
- College or more (universidad o mas)
- Unknown (desconocido)
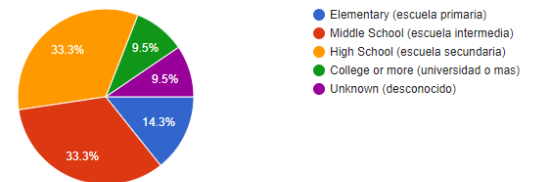
11. Highest school completed by Parent 1 (La escuela más alta completada por el padre 2):

21 responses

- Elementary (escuela primaria)
- Middle School (escuela intermedia)
- High School (escuela secundaria)
- College or more (universidad o mas)
- Unknown (desconocido)
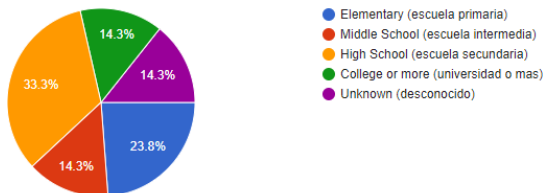
12. Do your parents find reading important? (Tus padres encuentran la lectura importante?)

21 responses

13. Do your parents encourage you to read? (Tus padres te animan a leer?)

21 responses

- Yes (sí)
- No

90.5%
9.5%
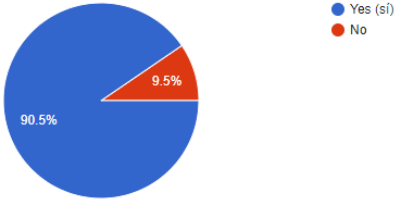
14. Do you have books at home? (Tienes libros en tu casa?)

21 responses

- Yes (sí)
- No

71.4%
28.6%
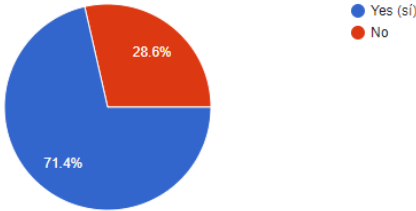
Appendix E-Reading Strategy Bookmarks

Front   **Back**

Appendix F-Reading Strategy Slideshow[1]

CLOSE READING STRATEGIES

1) (Circle) words you don't know

2) Underline the main idea and supporting details

3) Summarize the text

4) ? Ask questions to make connections
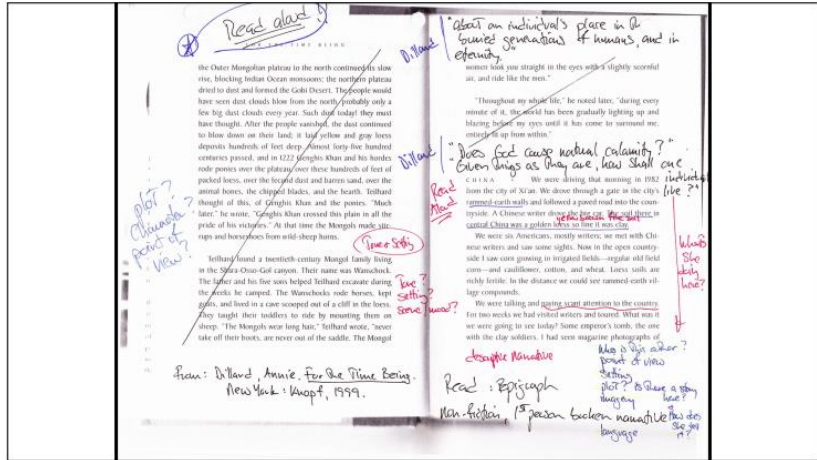
THEY CALLED HIM Moishe the Beadle, as if his entire life he had never had a surname. He was the jack-of-all-trades in a Hasidic house of prayer, a shtibl. The Jews of Sighet—the little town in Transylvania where I spent my childhood—were fond of him. He was poor and lived in utter penury.

As a rule, our townspeople, while they did help the needy, did not particularly like them. Moishe the Beadle was the exception. He stayed out of people's way. His presence bothered no one. He had mastered the art of rendering himself insignificant, invisible.

The narrator talks about his childhood in Sighet. He discusses that there were many Jews in the town, a particular one that was significant to him was Moishe the Beadle.
- **What will happen to the Jews of Sighet?**
- **Will Moishe be treated bad by the people?**

---

[1] Wiesel, Elie. (2006). *Night.* New York: Hill and Wang.

Appendix G-Formative Example 1

Reading Comprehension Strategies Formative 1[2]

Directions: Use the reading comprehension strategies as practiced in class. 1) Circle words you don't understand, 2) Identify the main idea and details, 3) Summarize the text, and 3) Ask question to make predictions. Use the spaces after paragraphs to identify the main idea and summarize the text.

Cesar Chavez "Si, Se Puede" ("Yes, it can be done")

By: Sue Peterson

Cesar Estrada Chavez (1927-1993) was a Mexican-American labor leader who used non-violent methods to fight for the rights of migrant farm workers in the southwestern United States. Migrant workers often move from farm to farm or from town to town to find work. It is usually difficult work and does not pay a high wage. Chavez was influenced greatly by the peaceful philosophies of St. Francis of Assisi and Mohandas Gandhi.

Chavez was born in Arizona. When he was ten-years old, his parents lost the family farm because of the Great Depression. They were forced to become migrant workers themselves. Chavez worked part-time in the farm fields with his family in Arizona and later in California when his family lived there. After graduating from 8th grade, Chavez worked full-time to help support his family. He served in the U.S. Navy during WWII, married Helen Fabela in 1948, and eventually helped raise a family of eight children. Chavez and his wife helped teach Mexican immigrants to read and helped them with voting registration.

Describe Cesar Chavez: _____

---

[2] Grade 5 Reading Comprehension Worksheet and Story Exercises. (n.d). Retrieved from
    https://www.k5learning.com/sites/all/files/worksheets/K5_RC_Gr5_LT1_SampleW.pdf

Chavez was concerned over the health and working conditions of the migrant population. He did not like the use of pesticides, the name of the chemicals used to kill bugs on the crops. He knew that pesticides could make human beings sick. He organized a group of people to help work for the rights of farm workers. They worked on many goals like increasing the wages for the workers, improving their working conditions, and improving the safety for the farm workers.

Chavez helped organize strikes, whereby the workers chose to stop working to protest some important issues related to work. For example, the migrant workers went on strike to protest the poor wages, poor working conditions, and lack of safety on their jobs. They refused to work until something changed regarding their salary and these working conditions. The public, that is consumers like you, sometimes chooses to support the strike by not buying certain products or not buying from a certain store, etc. This is called a boycott. Boycotts put pressure on the people who make decisions regarding those who are protesting and striking. Chavez went on many hunger strikes, too, which is another type of strike to prove a point and draw attention to what his concerns were. In a hunger strike, you basically do not eat until the demands are met. Chavez was able to use the hunger strikes to move legislators to change the laws to improve the lives of farm workers.

What is the main idea? _____

Because of Chavez's actions, he was jailed many times. Despite this, he continued his goal of helping to fight for the migrant worker. Chavez, with aid from Dolores Huerta and Gilbert Padilla, started a union called the National Farm Workers Association (NFWA) to help fight for social justice. He organized a national boycott of lettuce and grapes. The name NFWA was changed to the United Farm Workers (UFW) in 1974. In 1978, some of the demands for better wages and working conditions were met, so the

boycott for the lettuce and grapes was lifted.

Throughout his life, Chavez's motto was "Si, se puede". This meant, "Yes, it can be done". Chavez proved that it could be done. His work for fair treatment and better pay for migrant workers helped make the lives of millions of people better. After a lifetime of working to help these people, Chavez died in 1993. He received the Presidential Medal of Freedom after his death. Chavez's children and grandchildren continue in his footsteps to help fight for the rights for migrant workers.

Summarize the text: _____

_____

_____

1. Definitions (Write the meaning of each word as it is used in the text.)

    a. Migrant: _____

    b. Boycott: _____

    c. Pesticides: _____

2. What are 3 reasons that there were migrant farm worker "strikes" mentioned in the text?

    a. to protest poor wages

    b. to protest working conditions

    c. to protest safety conditions

    d. to be able to go on vacation

3. What is the name of the union that Chavez started?

    a. The Migrant Association

    b. The National Farm Workers Association

    c. Farmers All United

    d. All for One

Appendix H-Formative Example 2

Reading Comprehension Strategies Formative 2[3]

Directions: Use the reading comprehension strategies as practiced in class. 1) Circle words you don't understand, 2) Identify the main idea and details, 3) Summarize the text, and 4) Ask question to make predictions.

Veronica Sees Stars

Halfway through the fourth quarter, Veronica's team trailed its rival by three points. *Take it slow*, Veronica reminded herself as she pivoted around one of her opponents and dribbled confidently down the court toward the basket for what she thought would be an easy layup. But as her feet left the ground and the ball left her hand, one of her opponents tried to stuff her, accidentally striking Veronica in the forehead with her elbow. Veronica's father had just arrived to catch the last part of the game and saw Veronica get fouled and hit the floor.

He flinched when he heard the resounding thump as her head hit the wooden floor of the gym. "Why isn't she getting up?" he asked himself as slow seconds ticked by.

The coach, moving toward Veronica on the floor, signaled for her father to join them. Veronica's dad hurried to the court, hoping her injury wasn't as serious as it seemed.

Describe Veronica: _____

Veronica, who had heard the ref's whistle blow for the foul when she hit the gym floor, now seemed to be hearing something else.

---

[3] Benchmark Passages & Running Records. (n.d.). Retrieved from
    https://www.razplus.com/assessments/benchmark-passages/

"Are you okay?" the coach asked.

Veronica heard the words, but she could not respond. She saw little bursts of light, like tiny stars twinkling in the air.

"Are you okay?" the coach asked again.

Now Veronica recognized the coach kneeling beside her.

"I think so," Veronica said, pushing up to a sitting position. She saw her father next to the coach, which confused her. *What's he doing here?* She wondered. Together, the two men helped Veronica back to the bench, and the ref's whistle signaled that play could resume.

Veronica's coach handed her a cold pack, which pressed to the swelling bump on the back of her head.

"A concussion?" Veronica repeated after her doctor had completed the medical examination. She hadn't the faintest notion what that meant.

"Yes, a mild concussion," the doctor answered. "That blow to your head shook your brain inside your skull, so I'm insisting that you rest your brain and your body for a while."

"How long?" Veronica asked nervously, thinking about the basketball finals scheduled to take place on Saturday.

"At least a week," said the doctor. "A concussion is a serious injury, Veronica."

Veronica's treatment still included bed rest on the day of the basketball finals. She begged her father to relent and relax on enforcing the doctor's orders, but each time her father shook his head and repeated, "A concussion is a serious injury."

"But these are the finals!" Veronica pleaded.

"There will be other games," Veronica's father said with such finality that Veronica knew not to argue.

Veronica wasn't supposed to read, so instead she listened to an audiobook as a distraction. Lightning outside her window caught her attention. *Wow, that's some storm!* she thought. That night, Veronica anxiously texted her teammate Caitlin, determined to find out how the Fighting Cougars had performed.

Why couldn't Veronica play? _____

Postponed. Storm flooded highway, Caitlin texted back.

Veronica smiled at the ceiling, delighted that their challengers' bus driver wouldn't risk getting the team caught in the storm. The first three quarters of the final game flew by. Veronica felt phenomenal— better than ever— and it showed in her game. She made two three-pointers and several key rebounds. In the last seconds, Veronica passed the ball to Caitlin, who was in midair near the basket and caught the ball to score the winning points of the game.

As Veronica hugged her teammates in celebration, she saw stars flashing in the air, but this time the flashes were coming from the cameras and phones as spectators photographed the new champions.

Summarize the text: _____

_____

_____

1. What caused the regional basketball finals to be moved to a later date?	4. On which of the following topics does the author express a specific point of view?
a. A bad rainstorm caused dangerous flooding on local high ways.	a. The value of education
b. Veronica fell while playing basketball and suffered a mild	b. Dealing with concussions
	c. Fair play during a game
	d. The importance of family

concussion.

c. The coach for the Fighting Cougars was unable to attend the game.

d. The bus that carried the opposing team broke down on the highway.

2. Which word best describes how Veronica's father felt about Veronica's need to rest?

a. Hesitant

b. Relieved

c. Uncertain

d. determined

3. What event would likely have occurred if Veronica had played basketball right after her injury?

a. She would have helped her team win the finals.

b. She would have made her injury worse.

c. She would have made her father proud.

d. She would have proven to her

5. What is the meaning of the word **relent** as it is used on page 3?

a. yield

b. obey

c. remark

d. adopt

father that the doctor's advice was wrong.	

Appendix I-Gates MacGinitie Form S[4]

Needs Assessment

Form S- Vocabulary

Vocabulary

V-1. a big garage

- (K) place for cars
- (L) machine
- (M) sidewalk
- (N) covered porch
- (O) cloth sack

V-2. They will close it.

- (P) stay near
- (Q) begin
- (R) make
- (S) shut
- (T) go past

I

---

[4] MacGinitie, W. H., & Riverside Publishing Company. (2000). *Gates-MacGinitie reading tests*. Itasca, IL: Riverside.

1. They can **recline**.
   - (A) lie back
   - (B) turn over
   - (C) grow weaker
   - (D) rebel
   - (E) look around

2. He must **crave** it.
   - (F) cut
   - (G) try to avoid
   - (H) crank
   - (I) want
   - (J) reach for

3. a **pesky** animal
   - (K) rare
   - (L) stray
   - (M) disease-carrying
   - (N) lucky
   - (O) troublesome

4. a different **stanza**
   - (P) tune
   - (Q) verse
   - (R) volume
   - (S) row of seats
   - (T) stamp

5. the **peculiar** person
   - (A) careful
   - (B) worried
   - (C) dangerous
   - (D) strange
   - (E) impeccable

6. the expected **climax**
   - (F) correct answer
   - (G) weather
   - (H) high point
   - (I) mountain climber
   - (J) parallax

7. a pretty **damsel**
   - (K) dressing gown
   - (L) castle
   - (M) dance
   - (N) young woman
   - (O) flower

8. the better **lounge**
   - (P) couch
   - (Q) leash
   - (R) blast-off
   - (S) blanket
   - (T) soft floor covering

9. a good **basis**
   - (A) guess
   - (B) experience
   - (C) foundation
   - (D) audience
   - (E) emphasis

10. They are **somber**.
    - (F) soggy
    - (G) asleep
    - (H) thick
    - (I) uneven
    - (J) gloomy

GO ON ▶

11. a big <u>hindrance</u>

- (K) rear axle
- (L) obstacle
- (M) loss of money
- (N) contest
- (O) back entrance

12. She will be <u>ostracized</u>.

- (P) excluded from the group
- (Q) arrested
- (R) put in a trance
- (S) worn out
- (T) yelled at

13. the clear <u>grounds</u>

- (A) gains
- (B) reasons
- (C) sayings
- (D) decisions
- (E) moans

14. They were <u>dilated</u>.

- (F) cleaned
- (G) pleased
- (H) made larger
- (I) paid off
- (J) diverted

15. a successful <u>debut</u>

- (K) opera singer
- (L) collection of a debt
- (M) concert
- (N) argument
- (O) first appearance

16. a small <u>gully</u>

- (P) cloth sack
- (Q) artificial lake
- (R) wagon
- (S) trench
- (T) clay jug

17. He did it <u>readily</u>.

- (A) carelessly
- (B) easily
- (C) realistically
- (D) by the book
- (E) after all

18. It should be <u>amended</u>.

- (F) explained
- (G) praised
- (H) asked for
- (I) returned
- (J) corrected

19. They may be <u>erected</u>.

- (K) voted in
- (L) built
- (M) erased
- (N) sent away
- (O) painted

20. It might <u>befit</u> them.

- (P) behold
- (Q) punish
- (R) surprise
- (S) suit
- (T) show

3

GO ON ▶

21. They can <u>evade</u> it.
    - Ⓐ invade
    - Ⓑ grade
    - Ⓒ chase after
    - Ⓓ cover
    - Ⓔ escape

22. the welcome <u>legacy</u>
    - Ⓕ inheritance
    - Ⓖ promotion
    - Ⓗ law
    - Ⓘ job
    - Ⓙ prize

23. They want to <u>woo</u> him.
    - Ⓚ express concern for
    - Ⓛ inspire
    - Ⓜ try to persuade
    - Ⓝ scare
    - Ⓞ save

24. a strong <u>fulcrum</u>
    - Ⓟ balance beam
    - Ⓠ hawk
    - Ⓡ vacuum
    - Ⓢ crane
    - Ⓣ support for a lever

25. It was <u>inert</u>.
    - Ⓐ filled with gas
    - Ⓑ dry
    - Ⓒ not active
    - Ⓓ without purpose
    - Ⓔ not wanted

26. the last <u>hurdle</u>
    - Ⓕ faint hope
    - Ⓖ difficulty
    - Ⓗ fall
    - Ⓘ group
    - Ⓙ short race

27. She was <u>debilitated</u>.
    - Ⓚ weakened
    - Ⓛ in debt
    - Ⓜ irritated
    - Ⓝ lied to
    - Ⓞ embarrassed

28. a great <u>torrent</u>
    - P rushing stream
    - Q tortoise
    - R snowfall
    - S valley
    - T vacant space

29. the old <u>trowel</u>
    - Ⓐ soft cloth
    - Ⓑ trick
    - Ⓒ garden tool
    - Ⓓ steep path
    - Ⓔ fairy-tale creature

30. the shiny <u>vial</u>
    - Ⓕ flower vase
    - Ⓖ visor
    - Ⓗ faucet
    - Ⓘ little bottle
    - Ⓙ stone

4

31. They may <u>contend</u>.

- (K) continue
- (L) attend
- (M) appear
- (N) compete
- (O) join together

32. the small <u>urchin</u>

- (P) scamp
- (Q) bully
- (R) sad face
- (S) chain
- (T) city house

33. a large <u>receptacle</u>

- (A) closet
- (B) pair of glasses
- (C) container
- (D) amount of credit
- (E) dump

34. the real <u>anguish</u>

- (F) love
- (G) anger
- (H) difficulty
- (I) slant
- (J) sorrow

35. He did it <u>lackadaisically</u>.

- (K) cheerfully
- (L) without help
- (M) without understanding
- (N) incorrectly
- (O) without interest

36. the old <u>beacon</u>

- (P) flagpole
- (Q) signal light
- (R) watchman
- (S) food
- (T) airport

37. They may <u>straggle</u>.

- (A) choke
- (B) fight
- (C) come back
- (D) stray
- (E) tingle

38. He will <u>wield</u> authority.

- F hold and use
- G break with
- H take back
- I depend on
- J hide from

39. They are <u>deluged</u>.

- K swamped
- L scared away
- M turned over
- N put in sacks
- O delighted

40. the last <u>jaunt</u>

- (P) swim
- (Q) bus
- (R) expense
- (S) pleasure trip
- (T) connecting part

5

GO ON ▶

41. They will **expunge** it.

   - (A) say
   - (B) not see
   - (C) be ready for
   - (D) arrange
   - (E) erase

42. the long **veranda**

   - (F) porch
   - (G) hallway
   - (H) sofa
   - (I) path
   - (J) verse of a poem

43. an annoying **nonchalance**

   - (K) silence
   - (L) facial expression
   - (M) lack of concern
   - (N) personality
   - (O) way of talking

44. It had been **defiled.**

   - (P) trimmed off
   - (Q) made definite
   - (R) recorded
   - (S) explained
   - (T) made dirty

45. an old **statute**

   - (A) work of art
   - (B) law
   - (C) boundary
   - (D) building
   - (E) toll road

STOP

6

Form S- Reading Comprehension

Comprehension

Sometimes—not very often—we get two full moons in one month. That second full moon is called a "blue moon." No one knows why. Now we say "once in a blue moon" to mean "once in a long time."

C-1. To be a "blue moon," the moon must be

I dark.

J long.

K blue.

L full.

C-2. What is it that no one knows?

M What the name is.

N Who uses the name.

O Where the name came from.

P What the name means.

STOP

A crowd of people surged in to the Eighth Avenue express at 59th Street. By elbowing other passengers in the back, by pushing and heaving, they forced their bodies into the coaches, making room for themselves where no room had existed before. As the train gathered speed for the long run to 125th Street, the passengers settled down into small private worlds, thus creating the illusion of space between them and their fellow passengers. The worlds were built up behind newspapers and magazines, behind closed eyes or while staring at the varicolored show cards that bordered the coaches.

1. Why was it difficult to get on the train?

(A) The train didn't stop long enough.

(B) There was a barrier in the way.

(C) The train was already full.

(D) The people were reading newspapers.

2. The newspapers helped the passengers

(E) pass the time more quickly.

(F) forget where they were going.

(G) sleep.

(H) feel that they were by themselves.

3. Staring at the show cards served the same purpose as

I finding a seat.

J getting on the train.

K shutting one's eyes.

L staring at other passengers.

4. In this passage, the word run means

M trip.

N race.

O string of good luck.

P series of performances.

GO ON▶

8

In later life, John Quincy Adams recalled an incident typical of his mother Abigail's bravery and resourcefulness. In 1775 British troops from Boston were advancing on Braintree, searching for rebel arsenals. All day neighbors traveled the road in front of the Adams' farmhouse, retreating from the expected attack. Abigail was alone in her home with her children. When rebel troops arrived, they advised Abigail to flee. Instead she stayed, handing over all her precious pewter to the rebels, helping them melt down the metal for bullets. The rebel soldiers departed, and Abigail remained, expecting the worst but refusing to give in to the panic that possessed some of her neighbors. "Do you wonder," wrote her son, "that a boy of seven who witnessed this scene is a patriot?"

5. The neighbors who passed the Adams' house were trying to

Q defend their homes.

R avoid being hurt.

S join one of the armies.

T get to Boston.

6. The passage suggests that the rebels had little

A ammunition.

B concern for Abigail.

C knowledge of the countryside.

D warning that the British were advancing.

7. What demonstrated Abigail's resourcefulness was the way she

E fooled the British troops.

F sent messages to the rebel troops.

G learned where the British troops had come from.

H provided what was needed from what she had available.

8. John Quincy Adams believed that this experience was a source of his

I resourcefulness.

J interest in military history.

K courage.

L love of country.

GO ON ▶

9

Fresco involves painting into wet lime plaster with pigment mixed into limewater. The layer of calcium carbonate formed by the limewater binds the pigment to the plaster wall, and the mutual wetness of the pigment and the surface causes the color to dye the wall. This makes for a highly permanent decoration, as long-lived as the building itself. Permanence is the main advantage of fresco and is, of course, its own recommendation.

Michelangelo's *Creation of Adam*, like all the other works on the ceiling of the Sistine Chapel in the Vatican, is an example of fresco painting. Since plaster cannot be rewet, once it is dry, the fresco artist never applies more plaster to his surface than he knows he can finish in a single day. Consequently, we can find places in this fresco where plaster joints occur. There is a seam where Adam's neck fits onto his body and another at the line between the torso and the legs. Adam is about twelve feet long, and it took Michelangelo three sessions to complete him.

9. **In fresco painting, the pigment is first mixed into**

(M) plaster.

(N) limewater.

(O) oil.

(P) the wet part of the wall.

10. **Why are fresco paintings long lasting?**

Q The seams are strong.

R The pigment becomes part of the wall.

S The plaster is protected by the layer of pigment.

T The painting is protected by a layer of plaster.

11. **About how long does the plaster stay wet enough to paint?**

(A) Ten minutes.

(B) An hour.

(C) A day.

(D) A week.

GO ON ▶

12. A fresco artist must be careful to

- (E) rewet the plaster as needed.
- (F) apply the plaster to small enough areas.
- (G) let the plaster dry before beginning to paint.
- (H) let the paint dry before applying plaster.

13. A seam in a fresco is a line

- (I) where the wall joins the ceiling.
- (J) between different colors.
- (K) between areas painted at different times.
- (L) where material has been added to strengthen the plaster.

14. The example of the *Creation of Adam* shows how one can tell

- (M) where the artist applied plaster.
- (N) how long ago the fresco was painted.
- (O) how large the figures on a ceiling fresco are.
- (P) how many sessions it took to do a fresco.

GO ON ▶

An author's introduction to the story of his life:
I had planned to write chronologically, but then realized that, of course, I don't think chronologically. Writing a memoir is like fishing. You cast your line and you pull on it when a fish strikes, but you never know what will be on the other end, for the ocean is deep and is filled with marvelous <u>creatures</u> that do not break the surface in expected order. Nor do they swim under the waves with the whales leading and the minnows at the end of long straight lines. A memoir, like a fish, will not thrive under every <u>discipline</u>. Another way of putting this is that if you alphabetize the Iliad you will have approximately the Athens telephone book. When I think back, things don't line up, they stand out, so I will take them as they come, as once I took them as they came.

15. In this passage, the author explains why he

Q decided to write about himself.

R waited so long to begin writing.

S included details that seem unimportant.

T changed his mind about how he would write.

16. What do the ocean <u>creatures</u> represent?

A Events in the author's life.

B People the author has known.

C All the words in the language.

D The dangers of looking into one's past.

17. In this passage, the word <u>discipline</u> means

E punishment.

F a field of study.

G rules by which something is organized.

H training that perfects mental or moral qualities.

18. The Athens telephone book is used as an example of something that is

I too long.

J impossible to read.

K orderly but boring.

L full of information.

19. When the author says "... as once I took them," he means that

M he was always eager to do things.

N he could stand up to any difficulty.

O he believed that he deserved what he got.

P he dealt with experiences as they happened.

GO ON ▶

12

All "symmetrical" organisms develop asymmetries. A fruit fly, no larger than the tip of a lead pencil, having developed while stuck to the inside of a glass culture vessel, has different numbers of sensory bristles on its left and right sides, some flies having more on the left, some more on the right. Moreover, this side-to-side variation is as large as the difference among different flies. But the genes on the left and right sides of a fly are the same, and it seems absurd to think that the temperature, humidity, or concentration of oxygen was different between left and right sides of the tiny developing insect. The variation between sides is a result of random events in the timing of division and movement of the individual cells that produce the bristles, so-called developmental noise.

20. Why does the author put symmetrical in quotation marks?

Q It is a scientific term.

R It is a new word that the author made up.

S The author is referring to another author's use of the term.

T The usual meaning of the word is not completely accurate in this context.

21. In this passage, the vessel is

A a boat.

B a container.

C a vein or artery.

D a window.
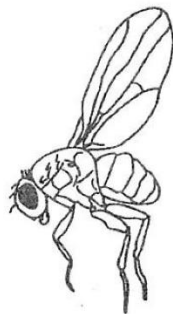
22. The passage implies that differences such as that between right- and left-hand fingerprints could be a result of

E differences in genes.

F differences between individuals.

G symmetry.

H unpredictable variations in the way cells divide.

23. How does the number of bristles on the right side affect the number of bristles on the left?

I It has no effect.

J It makes the left side have fewer bristles.

K It makes the left side have an equal number of bristles.

L It makes the left side have more bristles.

GO ON ▶

13

Margaret had just gotten her first pair of eyeglasses, perfect cat-eyes, and she was amazed at how much she could see. She lay in the scrub grass beneath a stand of cottonwoods, took them off, and watched the branches turn gauzy and familiar. Then she put the glasses back on, _bracing_ a little for the barrage of detail. Thousands of leaves leaped out, trembling and hard-edged. The narrow river, a few yards away, turned crunchy-looking again. Bird sounds attached themselves to small shapes on high branches.

She didn't know when her vision had started to go seriously bad. It had been so gradual, this nearsightedness, that she hadn't noticed it for a while. At first, it seemed only that a luxurious vagueness had come into her life. Then it had begun to make her uneasy. But this sudden return of all the details was more than she really wanted. It was unnerving. It gave her the same feeling she got when someone explained how something scientific works—osmosis, say, or photosynthesis. The explanations crowded out her imagination and made her feel bleak with information.

24. What was Margaret not sure of?

(M) Why she had been feeling uneasy.

(N) When she started to need glasses.

(O) Whether her glasses were working properly.

(P) Why everything looked so different through glasses.

25. What had Margaret liked about not seeing well?

Q She needed to imagine things.

R She didn't have to work.

S She could get people to explain things.

T She wasn't expected to understand science.

_GO ON_ ▶

26. It seemed to Margaret that, when she wore the glasses, she had

Ⓐ a feeling of luxury.

Ⓑ a greater enjoyment of nature.

Ⓒ too much information.

Ⓓ a greater awareness of sounds.

27. The passage suggests that Margaret would have been happier with glasses that were

Ⓔ weaker.

Ⓕ smaller.

Ⓖ like cat-eyes.

Ⓗ more stylish.

28. In this passage, the word <u>bracing</u> means

Ⓘ turning.

Ⓙ pushing away.

Ⓚ stimulating.

Ⓛ getting ready.

GO ON ▶

A pulsar is thought to be a rapidly spinning neutron star. Such stars can arise from the gravitational collapse of a supernova's core. It is in conserving angular momentum as it shrinks to a diameter of only several kilometers that the neutron star attains its high rotational velocity. If the neutron star continuously emits a beam of electromagnetic radiation from a spot in the magnetized plasma overlying its surface, the beam is swept around like the beacon of a lighthouse. Such a radio beam, striking the earth with each revolution of the neutron star, can account for the observed radio-frequency pulsations.

29. **A supernova's core becomes a neutron star because of**

Ⓜ rotation.

Ⓝ gravity.

Ⓞ pulsation.

Ⓟ magnetized plasma.

30. **A neutron star speeds up because it**

Ⓠ gets smaller.

Ⓡ has a radio frequency.

Ⓢ is magnetized.

Ⓣ emits a beam.

31. **Pulsars are thought to send out a radio beam from**

Ⓐ their magnetic poles.

Ⓑ explosions in their interior.

Ⓒ one place near their surface.

Ⓓ the place where the beam strikes the earth.

32. **What does like the beacon of a lighthouse describe?**

Ⓔ Radiation sent out by a pulsar.

Ⓕ The star from which a pulsar is formed.

Ⓖ Signals scientists send out to detect pulsars.

Ⓗ The path of an object caught in a pulsar's gravity.

33. **How often the beam from a pulsar strikes the earth depends on**

Ⓘ how far the pulsar is from the earth.

Ⓙ how large the pulsar is.

Ⓚ how fast the pulsar is spinning.

Ⓛ how strong the pulsar's magnetic field is.

GO ON▶

16

It is customary to place the date for the beginnings of modern medicine somewhere in the mid-1930s, with the entry of the sulfonamides and penicillin into the pharmacopoeia, and it is usual to ascribe to these events the force of a revolution in medical practice. This is what things seemed like at the time. Medicine was upheaved, revolutionized indeed. Therapy had been discovered for great numbers of patients whose illnesses had previously been untreatable. Cures were now available. As we saw it then, it seemed a totally new world. Doctors could now *cure* disease, and this was astonishing, most of all to the doctors themselves.

34. **During the 1930s, what did people believe had happened in the field of medicine?**

   Ⓜ A destructive trend.

   Ⓝ A dramatic change.

   Ⓞ A return to old practices.

   Ⓟ A slowing down.

35. **Sulfonamides and penicillins made doctors feel**

   Ⓠ confused.

   Ⓡ like scientists.

   Ⓢ old-fashioned.

   Ⓣ more confident.

36. **In this passage, pharmacopoeia means**

   Ⓐ a medical research laboratory.

   Ⓑ medical school textbooks.

   Ⓒ a school for pharmacists.

   Ⓓ a stock of available medicines.

37. **According to the passage, who was most amazed by sulfonamides and penicillin?**

   Ⓔ Sick patients.

   Ⓕ Doctors.

   Ⓖ Patients who had recovered.

   Ⓗ Pharmacists.

GO ON ▶

Stephen's mother and his brother and one of his cousins waited at the corner of quiet Foster Place while he and his father went up the steps and along the colonnade where the Highland sentry was parading. When they had passed into the great hall and stood at the counter Stephen drew forth his orders on the governor of the bank of Ireland for thirty and three pounds; and these sums, the moneys of his exhibition and essay prize, were paid over to him rapidly by the teller in notes and in coin respectively. He bestowed them in his pockets with feigned composure and suffered the friendly teller, to whom his father chatted, to take his hand across the broad counter and wish him a brilliant career in after life.

38. The passage suggests that the building was

Ⓘ hidden.

Ⓙ crowded.

Ⓚ impressive.

Ⓛ hard to get into.

39. What had Stephen done?

Ⓜ He had won a prize.

Ⓝ He had carried out orders.

Ⓞ He had sold a painting.

Ⓟ He had had a brilliant career.

GO ON▶

40. Why did the teller give the notes to Stephen *rapidly*?

- Ⓞ To get rid of Stephen.
- Ⓡ To show that he was not impressed.
- Ⓢ Because he was being efficient.
- Ⓣ Because Stephen's mother was waiting.

41. It was difficult for Stephen to

- Ⓐ act calmly.
- Ⓑ pass into the hall.
- Ⓒ give up the orders.
- Ⓓ leave his mother waiting.

42. The teller took Stephen's hand to

- Ⓔ greet him.
- Ⓕ congratulate him.
- Ⓖ give him confidence.
- Ⓗ show him how to handle money.

GO ON ▶

The Museum that Alexander the Great set up in Alexandria was in effect the first university in the world. As its name implies, it was dedicated to the service of the Muses. It was, however, a religious body only in form, in order to meet the legal difficulties of endowment in a world that had never foreseen such a thing as a secular intellectual process. It was essentially a college of learned men engaged chiefly in research and record, but also to a certain extent in teaching.

43. Why was the Museum set up as a religious body?

(I) So money could be given to it.

(J) So people could come worship there.

(K) So priests could work there.

(L) So religion could be taught.

44. The Museum was most like a

(M) temple.

(N) university.

(O) hospital.

(P) show.

45. Which answer best describes the Museum?

(Q) Famed for its athletes.

(R) Ineffective.

(S) Pioneering.

(T) Entertaining.

GO ON ▶

20
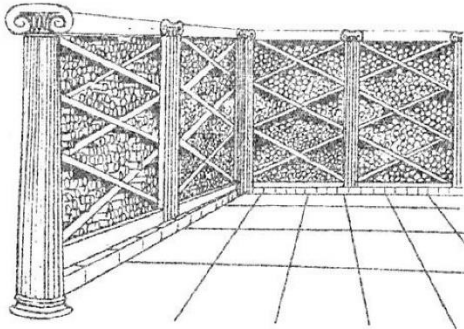
Any list of mutualistic relationships would be heavily weighted toward the highly organized, impersonal world of the insects. The story of ants protecting and "milking" their cattlelike aphids, for example, is well known. Much less common is evidence of mutualism among warmblooded vertebrates, and mutualistic relationships that cross taxonomic class lines, say, between birds and mammals, are especially rare.

46. The passage mentions the relation between ants and aphids as an example of

(A) crossing taxonomic class lines.

(B) insects being similar to people.

(C) an impersonal world.

(D) mutualism.

47. In this passage, class means a

(E) style.

(F) school group.

(G) social group.

(H) category.
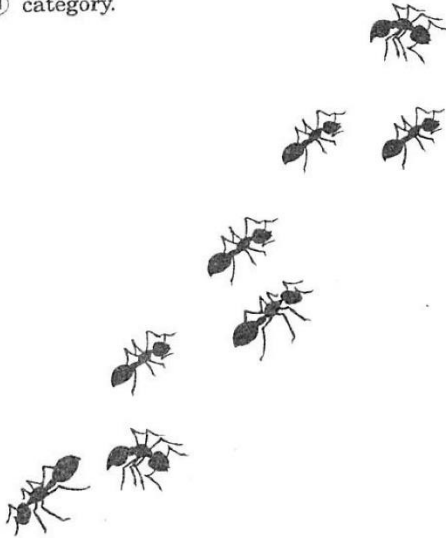
48. The passage characterizes insect societies as

(I) ordered.

(J) highly motivated.

(K) small in scale.

(L) weighted.

STOP

Appendix J-Gates MacGinitie Form T[5]

Summative Assessment

Form T - Vocabulary

1. Try to **unwind**.
   - Ⓐ exercise
   - Ⓑ relax
   - Ⓒ take off the cap
   - Ⓓ breathe quickly
   - Ⓔ get better

2. the **least** one
   - Ⓕ final
   - Ⓖ likely
   - Ⓗ ordinary
   - Ⓘ smallest
   - Ⓙ farthest

3. It was **rather** sad.
   - Ⓚ suddenly
   - Ⓛ hardly
   - Ⓜ somewhat
   - Ⓝ doubly
   - Ⓞ often

4. the big **turmoil**
   - Ⓟ whirlpool
   - Ⓠ tornado
   - Ⓡ greasy substance
   - Ⓢ group of people
   - Ⓣ commotion

5. the new **apparel**
   - Ⓐ clothing
   - Ⓑ equipment
   - Ⓒ request
   - Ⓓ approach
   - Ⓔ perfume

6. about his **sanity**
   - Ⓕ treatment
   - Ⓖ having a sound mind
   - Ⓗ security
   - Ⓘ cleanliness
   - Ⓙ telling lies

7. a big **rebate**
   - Ⓚ surplus
   - Ⓛ argument
   - Ⓜ restored building
   - Ⓝ return of money
   - Ⓞ clearance sale

8. too many **calories**
   - Ⓟ food choices
   - Ⓠ burners
   - Ⓡ units of energy
   - Ⓢ containers
   - Ⓣ signals

9. the last **ovation**
   - Ⓐ enthusiastic applause
   - Ⓑ repetition
   - Ⓒ formal meeting
   - Ⓓ chance to leave
   - Ⓔ group performance

10. The rules were **lax**.
   - Ⓕ unwritten
   - Ⓖ not strict
   - Ⓗ always followed
   - Ⓘ annoying
   - Ⓙ complicated

2

GO ON ▶

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[5] MacGinitie, W. H., & Riverside Publishing Company. (2000). *Gates-MacGinitie reading tests*. Itasca, IL: Riverside.

11. **They will merge.**

- Ⓚ take over
- Ⓛ combine
- Ⓜ move
- Ⓝ get a promotion
- Ⓞ drive around

12. **He was defiant.**

- Ⓟ loud
- Ⓠ sick
- Ⓡ courageous
- Ⓢ disobedient
- Ⓣ distant

13. **a satisfactory bounty**

- Ⓐ reward
- Ⓑ treaty
- Ⓒ dividing line
- Ⓓ meal
- Ⓔ salary

14. **a silver urn**

- Ⓕ platter
- Ⓖ coin
- Ⓗ serving spoon
- Ⓘ frame
- Ⓙ vase

15. **It was obliterated.**

- Ⓚ objected to
- Ⓛ done as a favor
- Ⓜ isolated
- Ⓝ required
- Ⓞ destroyed completely

16. **They can ply it.**

- Ⓟ calm
- Ⓠ run away from
- Ⓡ learn about
- Ⓢ use
- Ⓣ listen to

17. **It may be ratified.**

- Ⓐ distributed
- Ⓑ approved
- Ⓒ rated
- Ⓓ labeled
- Ⓔ explained

18. **her great wrath**

- Ⓕ fortune
- Ⓖ weeping
- Ⓗ anger
- Ⓘ conceit
- Ⓙ compassion

19. **the long wharf**

- Ⓚ warehouse
- Ⓛ anchor chain
- Ⓜ sea creature
- Ⓝ dock
- Ⓞ whinny

20. **They are indicted.**

- Ⓟ marked
- Ⓠ accused
- Ⓡ located
- Ⓢ invited
- Ⓣ left alone

GO ON▶

21. the distant **knoll**
   A. small hill
   B. bell tower
   C. large cave
   D. storm
   E. pasture

22. a **meager** meal
   F. cold
   G. festive
   H. insufficient
   I. meatless
   J. delicious

23. the successful **novice**
   K. athlete
   L. player
   M. advice
   N. book
   O. beginner

24. He **officiated.**
   P. became an officer
   Q. built the office
   R. led the ceremony
   S. started the business
   T. broke the law

25. from the **aqueduct**
   A. diver
   B. channel
   C. large supply
   D. product
   E. waterfall

26. She **winced.**
   F. drew back
   G. grinned
   H. cried out
   I. bit her tongue
   J. winked

27. a **jovial** person
   K. merry
   L. worried
   M. silly
   N. critical
   O. powerful

28. They were **emancipated.**
   P. asked to participate
   Q. made stronger
   R. made uncomfortable
   S. asked questions
   T. set free

29. It can be **abridged.**
   A. spoiled
   B. sent quickly
   C. denied
   D. shortened
   E. irritated

30. He may **nettle** them.
   F. go after
   G. need
   H. alarm
   I. disapprove of
   J. annoy

GO ON ▶

4

31. a successful <u>hoax</u>

Ⓚ magician
Ⓛ performance
Ⓜ practical joke
Ⓝ comedian
Ⓞ persuasive argument

32. his unusual <u>stature</u>

Ⓟ carving
Ⓠ height
Ⓡ secret
Ⓢ way of talking
Ⓣ field of study

33. a faint <u>hue</u>

Ⓐ clue
Ⓑ image
Ⓒ color
Ⓓ whisper
Ⓔ breeze

34. a long <u>procession</u>

Ⓕ robe
Ⓖ parade
Ⓗ confession
Ⓘ concert
Ⓙ job

35. the new <u>sprig</u>

Ⓚ petal
Ⓛ season
Ⓜ water source
Ⓝ spree
Ⓞ small branch

36. They did <u>forsake</u> it.

Ⓟ smash
Ⓠ ask about
Ⓡ try to help
Ⓢ leave
Ⓣ advertise

37. the dark <u>shale</u>

Ⓐ rock
Ⓑ shape
Ⓒ moss
Ⓓ outer cover
Ⓔ cliff

38. It must be <u>curbed</u>.

Ⓕ pulled down
Ⓖ washed away
Ⓗ cupped
Ⓘ cleaned up
Ⓙ held back

39. He will <u>waive</u> a trial.

Ⓚ start
Ⓛ give up the right to
Ⓜ report on
Ⓝ preside over
Ⓞ learn about

40. the old <u>ledger</u>

Ⓟ checkbook
Ⓠ scale
Ⓡ amount
Ⓢ computer part
Ⓣ account book

GO ON ▶

41. She will <u>stoke</u> it.

- (A) add fuel to
- (B) block
- (C) tie
- (D) find the answer to
- (E) brush

42. an interesting <u>periodical</u>

- (F) news story
- (G) predicament
- (H) magazine
- (I) new discovery
- (J) study

43. They run <u>competently</u>.

- (K) to help people
- (L) compulsively
- (M) some of the time
- (N) capably
- (O) against others

44. They may <u>impede</u> it.

- (P) hamper
- (Q) send for
- (R) imprint
- (S) construct
- (T) bring

45. a different <u>facade</u>

- (A) kind of makeup
- (B) point of view
- (C) parade
- (D) false front
- (E) bit of knowledge

STOP

Form T – Reading Comprehension

Elizabeth played Adelaide, and when she sang "Adelaide's Lament" she stopped the show. Willowy, poised, her long auburn hair loose and free, she not only had a stage presence that was breathtaking to her parents, her sense of timing and comedy was stunning. Laura and Ben were <u>moved</u> and astonished. They had always been involved parents. They had watched carefully over every step of their daughter's development since she was an infant, and yet suddenly she had grown into a unique person of her own—overnight, it seemed, when they weren't looking.

1. When Elizabeth's parents were watching the show, they were

Ⓐ impressed.

Ⓑ nervous.

Ⓒ ashamed.

Ⓓ proud of themselves.
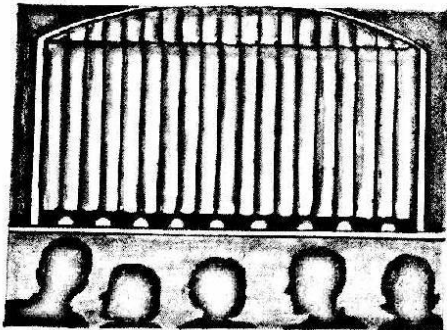
2. Elizabeth's performance made her parents realize that they

Ⓔ had been protecting her too much.

Ⓕ should have tried harder.

Ⓖ didn't know all there was to know about her.

Ⓗ should not have discouraged her from performing.

3. In this passage, <u>moved</u> means

Ⓘ kept going.

Ⓙ started up.

Ⓚ taken away.

Ⓛ deeply affected.

GO ON ▶

8

Not all spiders spin webs, although all use silk in some way, if only to make a cocoon to shelter their eggs, but the best performance is probably that of the trapdoor spider of the tropics. This not only excavates a vertical tunnel in the ground and lines it with silk, it makes a thickened rim at the entrance to the tunnel and constructs on this a hinged circular lid that fits the entrance exactly.

4. The inside of this spider's tunnel would be

Ⓜ light.

Ⓝ sandy.

Ⓞ soft.

Ⓟ hinged.

5. You can tell from the passage that *all* spiders

Ⓠ catch flies.

Ⓡ spin webs.

Ⓢ come from the tropics.

Ⓣ lay eggs.
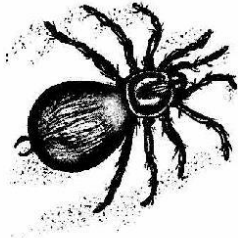
6. This passage is mainly about how one kind of spider

Ⓐ excavates a tunnel.

Ⓑ traps its food.

Ⓒ fools its enemies.

Ⓓ builds with silk.

GO ON ▶

9

A basketball player tells how he felt during two weeks of hard practice.

Mysterious. I had never been mysterious to me before. I liked it. I always liked other people who surprised me with good stuff because I thought I was smart enough to expect everything before they showed what they had. Now I could like myself the same way. It was like meeting this new dude, invisible, who was made by the moves, and what they made was, he was me. I played harder and harder every night, no stopping me now, cutting through things I never knew could be done, pushing it and forgetting everything else for hours until I would suddenly notice my feet were hot, or I would not be able to breathe if I ran to the hoop once more. During that time, all those hours, I was one thing only—the moves.

7. What the narrator found mysterious about himself was his ability to

E outsmart other people.

F do things he didn't know he could do.

G predict what other people would do.

H play for hours without getting tired.

8. The narrator says that he liked it when other people

I thought of him as mysterious.

J thought he was smart.

K did things he wasn't prepared for.

L expected a lot from him.

9. What they had refers to

Ⓜ basketball moves.

Ⓝ money they could offer.

Ⓞ what they thought of the narrator.

Ⓟ what they wanted to trade.

10. This new dude refers to

Ⓠ the narrator himself.

Ⓡ the narrator's imaginary opponent.

Ⓢ a person the narrator tries to imitate.

Ⓣ a mysterious person watching the game.
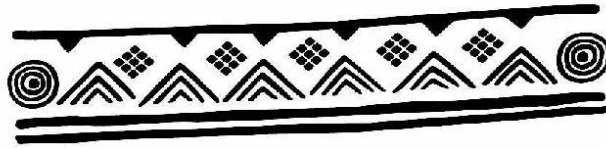
GO ON▶

11. In this passage, cutting through means

(A) driving to the hoop.

(B) doing readily.

(C) getting down to the main point.

(D) going between two other players.

12. When the narrator was out of breath, he realized that

(E) he needed to practice more.

(F) he was not concentrating enough.

(G) he was getting too old to play.

(H) he had been practicing a long time.

GO ON ▶

Like other mountain villages, La Cima had just one street. It curved along the top of a narrow ridge, faced on both sides by thick-looking houses built of heavy logs with mud chinking. Many of them seemed to have no windows at all; others had hide stretched tightly over small square holes, the hide oiled to let light through. Apparently the only outsider the La Cima citizens had allowed to stay for a while was a galvanized tin salesman. All the roofs were of corrugated metal, pitched steeply like those on Swiss chalets, shining dully in the firelight.

13. The narrator thought that a tin salesman had come because of the

I) pitch.

J) roofs.

K) pots.

L) chinking.

14. The passage suggests that the citizens of La Cima were

M) unhappy.

N) lonely.

O) dishonest.

P) suspicious of strangers.

15. Which word best describes La Cima?

Q) Bustling.

R) Spread out.

S) Remote.

T) Muddy.

GO ON ▶

12

All of us instinctively seek to arrange the elements of our environment in satisfying patterns of color, sound, texture, and so on, and human beings who were cut off from acquaintance with traditions of art would promptly set about improvising patterns and forms of their own. But in a society where we are surrounded by paintings, music, poems, and architecture it is impossible to respond to the unadorned reality about us with senses unaffected (or should I say untrained) by our predecessors' selectively ordered reflections of it.

16. The author speaks of art as a way of

(A) overcoming reality.

(B) organizing one's world.

(C) creating moods.
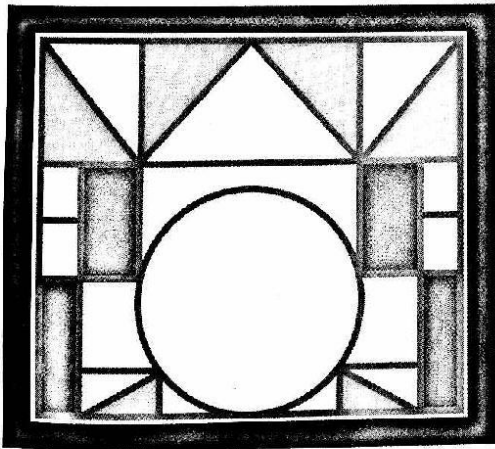
(D) making acquaintances.

17. The author believes that people's need for pattern and form is

(E) cut off.

(F) improvised.

(G) surprising.

(H) universal.

18. This passage is mainly about how our view of the world is influenced by

(I) reality.

(J) unaffected senses.

(K) artistic traditions.

(L) our hopes.

GO ON ▶

13

A coral animal starts life as a small planktonic larva which eventually comes to rest on a substrate and changes into a polyp. This begins dividing to form identical polyp neighbors. Each polyp secretes a wall of limestone around it, but each member of the colony is connected to others by thin strands of tissue passing through pores in its hard wall. Within the polyps' skins are small yellow-brown granules which are primitive plants called dinoflagellates. These plants photosynthesize, releasing oxygen which is used by the polyp, which in turn produces phosphates and nitrate wastes and carbon dioxide to be utilized by the plants. Coral reefs are formed by the compacted and cemented skeletons of sedentary organisms such as corals and some algae which become smothered by the next layer of coral animals and so support the new "skin." These organisms need clear, sunlit and warm water and thus coral reefs are not found in deep water or near the mouths of large rivers or urban centers where the water is full of sediment.

19. How does a coral colony get started?

M A coral animal settles and divides.

N Coral animals attach to one that has settled.

O A coral animal grows until it touches others.

P A school of young coral animals settles close together.

20. What do coral animals get from dinoflagellates?

Q Limestone.

R Phosphates.

S Oxygen.

T Carbon dioxide.

GO ON▶

21. Coral animals benefit dinoflagellates by

(A) producing nitrate wastes.

(B) purifying the water.

(C) releasing heat energy.

(D) releasing oxygen produced by algae.

22. What sometimes smothers the algae in coral reefs?

(E) Granules.

(F) Small planktonic larvae.
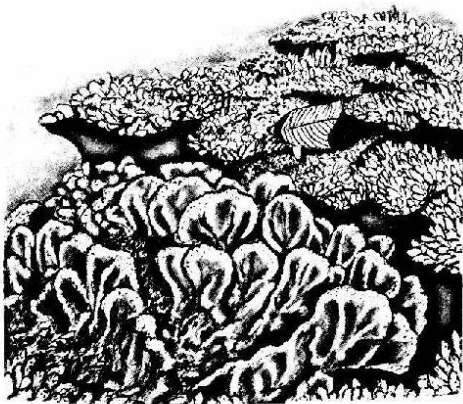
(G) Dinoflagellates.

(H) New coral animals.

23. Corals grow only in water that is

(I) clear.

(J) cold.

(K) deep.

(L) near river mouths.

24. Coral neighbors connect with one another through pores in the

(M) substrate.

(N) limestone.

(O) smothered layer.

(P) compacted and cemented skeletons.

GO ON ▶

15

Maid's work in Las Vegas has become something of a high-tech industry, studied by teams of professionals, who have plotted, for instance, the most efficient routes through a room. "When I started as a maid," a housekeeping instructor recalled, "I had a bucket with soap, and I had this big old brush, and I had to rub and scrub. Nowadays, they got everything so it's spray and wipe—they got the soap in the bottle and you spray it on and you wipe it and you rinse it off." The work is akin to that of an assembly-line worker's, and, as in many factories, it pays union scale.

25. Why has the maid's job been so thoroughly studied?

Q To protect the maids.

R To satisfy the union.

S So the job can be done in the least time.

T So the maids can be paid less for a day's work.

26. Nowadays, Las Vegas maids clean with

A brushes.

B buckets and bars of soap.

C computers.

D spray solutions.

27. What does the passage suggest that maid's work in Las Vegas is like?

E It is fully automated.

F It follows a set pattern.

G It is dangerous.

H It is exhausting.

28. The passage compares Las Vegas hotel maids to

I factory workers.

J teams of professionals.

K maids in other cities.

L workers in a high-tech lab.

GO ON▶

A restless excited mood hurried me forth at a late hour into the darkening grounds.

I sought the orchard: driven to its shelter by the wind, which all day had blown strong and full from the south; without, however, bringing a speck of rain. Instead of subsiding as night drew on, it seemed to augment its rush and deepen its roar: the trees blew steadfastly one way, never writhing round, and scarcely tossing back their boughs once in an hour; so continuous was the strain bending their branchy heads northward—the clouds drifted from pole to pole, fast following, mass on mass: no glimpse of blue sky had been visible that July day.

It was not without a certain wild pleasure I ran before the wind, delivering my trouble of mind to the measureless air-torrent thundering through space.

29. Why did the narrator hurry outside?

(M) She was planning to meet someone.

(N) She felt unable to relax.

(O) She had many errands to do.

(P) She was afraid to be alone in the house.

30. Why did the narrator go into the orchard?

(Q) To be protected from the wind.

(R) To get out of the rain.

(S) To find a quiet place to think.

(T) To avoid being seen.

31. How had the weather changed since earlier in the day?

(A) It had begun to rain.

(B) It had become cloudy.

(C) The wind had become stronger.

(D) The sky had begun to clear.

32. What did the narrator notice about the clouds?

(E) They formed fantastic shapes.

(F) They were bringing rain.

(G) They drifted slowly.

(H) They moved straight across the sky.

33. The narrator seemed to find the evening

(I) gloomy.

(J) beautiful.

(K) frightening.

(L) stimulating.

GO ON▶

In about 1460 King René of Anjou wrote a book describing the proper way to hold a tournament.

The ceremonies he describes are very elaborate. They began many days before the tournament itself, with the sending of a challenge from one great noble to another. The king-at-arms then proclaimed the tournament far and wide, inviting nobles to attend. On the opening day judges and contestants rode into town in formal procession; the banners of the chief knights were hung from the windows where they lodged. On the second day the helms of the contestants were displayed, so that the ladies might inspect them, and denounce any knight guilty of an unchivalrous act. On the third day a "chevalier d'honneur" was chosen. During the contest he carried a handkerchief upon a lance and any knight he touched with it was spared further attack. On the fourth day the tournament was held, followed by the awarding of prizes. Each day ended with feasting, music and dancing.

34. When a tournament was going to be given, what happened first?

(M) A knight was denounced.

(N) One noble challenged another.

(O) The king-at-arms made a proclamation.

(P) An invitation was sent out to all the nobles.

35. Who inspected the helms of the contestants?

(Q) The king-at-arms.

(R) The chief knights.

(S) Ladies attending the tournament.

(T) A panel of judges.

GO ON ▶

36. Why were the helms inspected?

(A) To check for damage to them.

(B) So the judges could recognize them.

(C) To make sure no one had an unfair advantage.

(D) To identify any knights who had done something wrong.
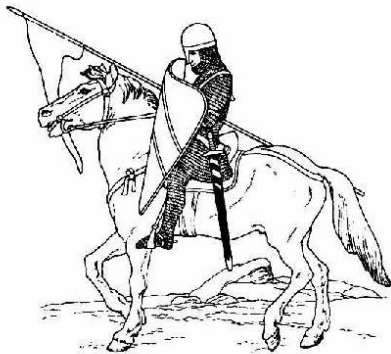
37. What did the "chevalier d'honneur" have the power to do?

(E) Declare a knight the winner.

(F) Excuse a knight from further combat.

(G) Appoint a knight to the panel of judges.

(H) Stop a knight from entering the tournament.

38. The passage suggests that tournaments were

(I) festive.

(J) disorganized.

(K) unfair.

(L) denounced.

GO ON ▶

19

As newly minted one-dimensional chains, proteins are useless. For them to assume their myriad forms and carry out their vital duties, they must bend and twist into intricate three-dimensional shapes held in place by chemical bonds. Imagine crushing a length of yarn in your hand. The tangled mass resembles a folded protein. Some proteins coil into loops or spirals, others bend into hairpins or press into pleated sheets resembling accordions. Any given protein may contain several of these shapes, in unique and specific arrangements. Shape promotes function. For example, the nooks and crannies in the folds of a digestive enzyme trap starch molecules, which can then be placed near chemicals that break them down into sugar. Similarly, bacteria and viruses fit snugly into the folds of antibodies, which hold them tight while summoning help from other immune system defenders.

39. To be useful, protein chains must

(M) become folded.

(N) move to the right place.

(O) be activated by a chemical.

(P) become attached to other chains.

40. What holds the three-dimensional form of a protein together?

(Q) Molecular "pins."

(R) Chemical connections.

(S) Tangles.

(T) Links within the chain.
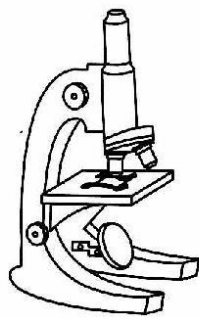
41. What do digestive enzymes do with starch molecules?

(A) Combine them into sugar.

(B) Carry them to the cell.

(C) Keep them near substances that turn them into sugar.

(D) Prevent them from leaving the digestive system.

42. An enzyme must be a kind of

(E) bacterium.

(F) protein.

(G) immune system defender.

(H) starch molecule.

43. How does an antibody hold a virus?

(I) By enclosing it within a cell wall.

(J) By binding it to bacteria.

(K) By coiling around it.

(L) By fitting it into a kind of pocket.

GO ON ▶

Model T Cars

Before I was nineteen I owned or shared ownership in three different rattletrap Model T's, and I had always accepted them as a part of the natural environment.

My teacher, however, made me see them for the remarkable machines they were, comparing them to the living, breathing steam locomotives that were beginning to pass from the railroads. When one cranked a Model T into life, it would nudge forward like a friendly horse eager to be in motion. If the motor had been badly treated so that the spark lever had to be pushed down to make it start, the crank would kick, sometimes so hard the thrust could break a wrist. If a Model T stopped running, a ten-year-old could repair it, and drive it.
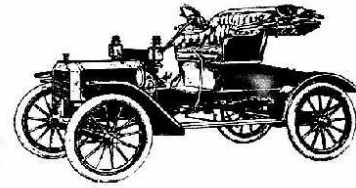
44. At first, the author thought that Model T's were

(M) wild things.

(N) nothing special.

(O) beginning to pass.

(P) remarkable machines.

45. The teacher compared Model T's to locomotives because he thought they both

(Q) seemed alive.

(R) were dangerous.

(S) were out of date.

(T) used steam power.

46. Why does the author like the way a Model T started?

(A) It seemed impatient to go.

(B) It responded to kindness.

(C) It didn't need cranking.

(D) A small child could crank it.

47. What was the result when the Model T had not been treated well?

(E) It sparked.

(F) It pushed people down.

(G) It was hard to start.

(H) It had to be cranked.

48. The passage suggests that the teacher would have thought that today's cars are

(I) easier to drive than Model T's.

(J) more fun than Model T's.

(K) more like locomotives than Model T's.

(L) more complicated to fix than Model T's.

STOP

Appendix K-SME and Peer Feedback

Subject-Matter Expert Report

The subject-matter expert with whom I consulted for this instructional design project is the Instructional Coach at Capitol Hill High School, Melinda Moore. She taught freshman English for over 20 years and has since been an Instructional Coach in Oklahoma City Public Schools and CHHS for 3 years. Mrs. Moore has been very influential in my classroom as I teach sophomore English at Capitol Hill High School for the last 3 years. I have consulted with her for many lessons and ideas over the years.

For my instructional design project, she has advised me from the beginning. She helped guide my choice in the project and helped come up with the instructional strategies in my plan. We have met in person and have consulted over email.

To discuss my questions about my instructional design plan, I emailed the project for her to review before we met on April 4th for her to share her thoughts. As she reviewed the needs, context, and learner analysis; task analysis; and instructional design plan, I asked her to focus on these specific questions:

For the needs, learner, and context analysis, can you review needs, context, and learner analysis sections?

For the task analysis, can you review the learning objectives?

For the instructional design plan, can you review the objectives and progression?

Needs, Learner, and Context Analysis.

Moore: Looks good. It was good for you to use quotes from a 9th-grade teacher. How are you going to celebrate success? Perhaps you can do weekly celebrations.

Me: I will do celebrations each day as I congratulate students. I will look into doing weekly celebrations.

Task Analysis.

Moore: The assessments look great. Maybe you can do weekly assessments with a short passage for students to show they can use the strategies. As far as the formative assessments go, I will leave a space after each paragraph or group of paragraphs for students to use write questions, make predictions, etc. (See changes in Appendix G-H).

Instructional Design Plan.

Moore: The objectives look good. Some verbiage to focus on is that summarizing = main idea and paraphrasing = comprehension. For added instructional strategies, have students circle words they don't understand independently and then discuss as a small group to determine the definition. The progression of instructional strategies is suitable and follows the I do/ You do/ We do strategy.

Self-Reflection from SME Report

Working with Melinda Moore has been very helpful, not only for the instructional design plan but also for other classroom lesson plans. As an instructional designer, it is beneficial for someone to double check your work, especially someone that has much knowledge of the subject matter. Mrs. Moore is the Instructional Coach at my school and also taught high school English for over 20 years; she is a very suitable subject matter expert when it comes to instructional plans regarding English topics.

As mentioned within my debrief with Mrs. Moore, she suggested I make slight changes to the formative assessments by providing space in between paragraphs for students to use the reading comprehension strategies. I have made the change to Formative 1 (see Appendix A).

Peer Feedback Report

To review my instructional design plan; needs, context, and learner analysis; and my task analysis, I asked two classmates who are also teachers. One, Jessica Kamp, is an elementary teacher, and Ja'Corie Maxwell who is a high school teacher.

To discuss my questions about my instructional design plan, I emailed the project to them so they could share their thoughts. As they reviewed the needs, context, and learner analysis; task analysis; and instructional design plan, I asked them to focus on these specific questions:

For the needs, learner, and context analysis, can you review needs, context, and learner analysis sections?

For the task analysis, can you review the learning objectives?

For the instructional design plan, can you review the objectives and progression?

Kamp comments

Needs, Learner, and Context Analysis.

Kamp: Looks good to me! Very well-articulated and discussed all the pertinent information.

Task Analysis.

Kamp: I would put this part before the objective table because it's important info to have before the objectives. (Referring to the Topic Analysis Section)

I decided to move this section to better explain this portion before discussing the objectives.

> *Kamp: I'm confused by both tables with objectives! They seem to be the same thing.* (Referring to Figure 3 in the Task Analysis).

I have decided to remove this part because it is included already.

Instructional Design Plan.

> *Kamp: Overall, I think you have a great sequence and direction on the progression of the instruction. But the actual teaching of the strategies is still confusing for me. As someone who is not a high school teacher, I don't understand the sequence of teaching the specific strategies. I get that you introduce and model and they practice, but the actual how to of teaching each strategy is missing for me! I hope that makes sense! I really like it though. That's just the one thing that I struggled with!*

I will be sure to express my clarifications in my instructional design plan and in my final presentation.

Maxwell comments

Needs, Learner, and Context Analysis.

> *Maxwell: Overall, your documents seemed very concise and though out. I did not see anything glaring. My comments are more auxiliary in nature. I think you have done an excellent job!*

> *Maxwell: Would it be possible to omit this outlier for validity's sake?*

"One of the students enrolled was not in the class last semester, so I do not have comparison data from the first assessment taken in August."

> *Maxwell: One would argue that this factor is secondary to the reading comprehension difficulties. The difficulty with reading comprehension could be*

the cause of their lack of motivation. This could be evidenced based on grades in

other classes.

Lack of motivation is also a large factor that provides a context for the students

in my classroom; this fact is shown by the lack of students turning in their weekly

independent reading assignments. I have chosen not to omit the information about the

outlier because their data affects the class averages. As well, I agree that motivation is a

secondary issue; however, his reasoning for the lack of motivation is not pertinent to my

instructional plan as I have already discussed that I know students have a lack of

motivation based on not turning in weekly assignments.

Task Analysis.

> *Maxwell: From my understanding of the assignment, it seems as though your*
>
> *goal is achievable and measurable. Your objectives properly support the*
>
> *achievement of that goal and your enabling objectives do the same for your*
>
> *objectives. The activities are appropriate and sufficient to develop the skills that*
>
> *will aid participants in the development of the skills that the project is*
>
> *researching.*

Instructional Design Plan.

> *Maxwell: Again, from my understanding, it seems like the objectives are*
>
> *supported appropriately as there is a progression that gradual releases the*
>
> *responsibility from the teacher to the student. The student tasks get increasing*
>
> *more "difficult" as they become more familiar with the content. The concepts are*
>
> *reinforced midway through the learning process to correct any misconceptions*
>
> *that may have occurred as a result of absences, lack of attention, etc. I believe*

that this project is one that has a very solid design.

Excellently done! I'm sorry that I couldn't say more!

Maxwell: *I love this gradual release of responsibility. This type of scaffolding will ensure that your students are successful. I like how you reinforce the model at Day 12. I believe that we don't often reinforce the model and that leads to a loss of those characteristics that the model was illustrating.* (Referring to the Unit Plan Calendar)

Self-Reflection from Peer Feedback Report

I specifically chose these two peers because they are also teacher. Although they are not both high school teachers, they both can provide feedback from a teacher's perspective. This support is especially important because a teacher will be reading this unit plan; it is important that a teacher be able to understand each component of this plan.

My peers brought up questions or concerns that I did not notice like the need to clarify information, so I added more explanation in the design plan. For example, Jessica Kamp was confused about the actual teaching of the reading comprehension such as when they begin. In my instructional design plan, I have added more explicit instructions about teaching the new reading comprehension strategies versus what students previously knew. As I mentioned in the peer feedback section above for Mr. Maxwell's comments on motivation, I agree that motivation is a secondary issue; however, his reasoning for the lack of motivation is not pertinent to my instructional plan as I have already discussed that I know students have a lack of motivation based on not turning in weekly assignments.

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