ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ESL teachers must collectively work with general education teachers to provide our students with a sound foundation in the English language as well as high-quality, College and Career Ready standards-aligned instruction.   Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Language and literacy development is recognized as a shared responsibility of all of a student's teachers. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the ESL curriculum planning guides.

Designed with the teacher in mind, the ESL curriculum planning guides focus on literacy teaching and learning, which include the development of foundational skills and instruction in reading, writing, speaking and listening, and language. This planning guide presents a framework for organizing instruction around WIDA Standards, grade-level content, and the TN State Standards (CCR) so that every ELL student acquires English and develops literacy skills that will enable him or her to meet or exceed requirements for college and career readiness. The standards define what to teach within specific grade bands, and this planning guide provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

- A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the ESL Curriculum guides. ESL teachers will use this guide and the standards as a road map for English Language Development.
- The Newcomer/Readiness curriculum provides additional guidance and resources for new immigrant students and those with interruptions in formal education. Newcomer/Readiness materials are designed for use in the first 6 to 9 weeks of enrollment.

How to Use the ESL Curriculum Planning Guides

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right. To enhance ELL access to instructional tasks requiring complex thinking match the linguistic complexity and instructional support to the students' level of proficiency. (Gottlieb, Katz, and Ernst-Slavit 2009)

This curriculum guide is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

(2) Reading, writing, and speaking grounded in evidence from text, both literary and informational.

(3) Building knowledge through content-rich nonfiction.

Additional time, appropriate instructional support, and aligned assessments will be needed as ELL acquire both English language proficiency and content area knowledge. The TN Standards for Foundational Skills should be used in conjunction with this guide.

The Five WIDA English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

```
Introduction to Social and Emotional Learning (SEL)

Social and Emotional Learning Competencies and Indicators
```

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Throughout this curriculum guide, teachers will see high-quality texts that students should be reading, as well as some resources and tasks to support teachers in ensuring that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

The TNCore Literacy Standards	
The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards): http://www.eduToolbox.org	Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Shift 1: Regular Practice with Complex Text and its Academic Language	
Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection	Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.
Student Achievement Partners Academic Work Finder: http://achievethecore.org/page/1027/academic-word-finder	Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.
Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text	
Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources	Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.
Shift 3: Building Knowledge through Content-Rich Non-fiction	
Student Achievement Partners Text Set Projects Sequenced:http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 1
Anchor Text Including Text Dependent Questions: Students in Ferguson play chess to help them heal Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Scaffolding: WIDA MPIs CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Scaffolding: WIDA MPIs CCRA.R.3 SEL Competency- Exhibit empathy	I can determine the central idea of a text and describe how it evolves over the course of the text. I can summarize what the text says without including my own opinion about the subject matter. I can compose a summary stating the key points of the text. I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events. I can analyze how a particular character is shaped by the setting of a story or drama. I can recognize the role a setting plays in shaping the plot of a story or drama. SEL Indicator 3A: Demonstrate awareness of other people's emotions and perspectives.	How can I use the context clues, pictures, images, etc. to determine the main idea of a story? How can I apply the basic elements of the plot in retelling the story? How can I identify and then analyze the interactions between individuals, ideas, and events within a text? SEL Context 6C's: Critical Thinking Tasks How can I become aware of my ability to understand the thoughts or feelings of others?	Beginning: Milestones Intro: Unit 5, Chapter 1 Reading Explorer Foundations: Unit 7, Lesson B (2 Weeks) High Beginning: Reading Explorer Level 1: Unit 7, Lesson B (2 Weeks) Milestones Level A: Unit 5, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 5, Chapter 2 Reading Explorer Level 2: Unit 7, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 5, Chapter 2 Reading Explorer Level 3: Unit 7, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies Strategies for teaching ELLS 40 Ways to Read Like a Detective SEL Strategy: 4 Proven Strategies for Teaching Empathy

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 2
Anchor Text Including Text Dependent Questions: Today's Mayan speakers face communication challenge in U.S. courts Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Scaffolding: WIDA MPIs: CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Scaffolding: WIDA MPIs: CCRA.R.5 SEL Competency- Communicate clearly to express needs and resolve conflicts.	I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (i.e., "Based on what I have read, it is most likely true that . . . "). I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at. I can explain how authors organize text and how the individual parts of a text (i.e., sections, chapters & appendixes) contribute to the overall development of ideas. SEL Indicator 4C: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	How can I use what the text says to support my ideas and statements? How can I determine what the theme of a text is? SEL Context 6C's: Communication How can I help my teachers understand my communication better?	Beginning: Milestones Intro: Unit 5, Chapter 1 Reading Explorer Foundations: Unit 7, Lesson B (2 Weeks) High Beginning: Reading Explorer Level 1: Unit 7, Lesson B (2 Weeks) Milestones Level A: Unit 5, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 5, Chapter 2 Reading Explorer Level 2: Unit 7, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 5, Chapter 2 Reading Explorer Level 3: Unit 7, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies: Strategies for teaching ELLS 40 Ways to Read Like a Detective SEL Strategy: Enliven Class Discussions With Gallery Walks

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 3
Anchor Text Including Text Dependent Questions: Teens turn class culture-shock project into a book Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Scaffolding: WIDA MPIs: CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Scaffolding: WIDA MPIs CCRA.R.4 SEL Competency- Build and maintain relationships with diverse groups and individuals.	I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at. I can define figurative meaning and connotative meaning. I can distinguish between the figurative and connotative meanings of words as they are used in a text. I can analyze and understand how an author's specific word choice affects the meaning and tone of a text. SEL Indicator Develop construc-tive relattionships with individuals of diverse backgrounds and abilities.	How can I use what the text says to support my ideas and statements? How can I monitor my reading to ensure that I understand the text? How can I interpret words and phrases that are used in the text? SEL Context 6C's: Culture How can I manage my emo-tions when dealing with a new culture?	Beginning: Milestones Intro: Unit 5, Chapter 2 Reading Explorer Foundations: Unit 8, Lesson A (2 Weeks) High Beginning: Reading Explorer Level 1: Unit 8, Lesson A (2 Weeks) Milestones Level A: Unit 5, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 5, Chapter 2 Reading Explorer Level 2: Unit 8, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 5, Chapter 2 Reading Explorer Level 3: Unit 8, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies: Strategies for teaching ELLS 40 Ways to Read Like a Detective SEL Strategy: How SEL Can Help Students Gain a Multicultural Perspective

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 4
Anchor Text Including Text Dependent Questions: Cuba, U.S. colleges plan exchanges as the nations become more friendly Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Scaffolding: WIDA MPIs CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Scaffolding: WIDA MPIs CCRA.R.3 SEL Competency- Recognize family, school and community supports.	I can determine the central idea of a text and describe how it evolves over the course of the text. I can summarize what the text says without including my own opinion about the subject matter. I can compose a summary stating the key points of the text. I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events. I can analyze how a particular character is shaped by the setting of a story or drama. I can recognize the role a setting plays in shaping the plot of a story or drama. SEL Indicator 3C: Demonstrate an awareness of how to get help and support as needed.	How can I use the context clues, pictures, images, etc. to determine the main idea of a story? How can I apply the basic elements of the plot in retelling the story? How can I identify and then analyze the interactions between individuals, ideas, and events within a text? SEL Context 6C's: Collaboration How can I let others know when I need support ?	Beginning: Milestones Intro: Unit 5, Chapter 2 Reading Explorer Foundations: Unit 8, Lesson A (2 Weeks) High Beginning: Reading Explorer Level 1: Unit 8, Lesson A (2 Weeks) Milestones Level A: Unit 6, Chapter 1 News ELA Intermediate: Milestones Level B: Unit 6, Chapter 1 Reading Explorer Level 2: Unit 8, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 6, Chapter 1 Reading Explorer Level 3: Unit 8, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies: Strategies for teaching ELLS 40 Ways to Read Like a Detective SEL Strategy: Caring for Teachers Supports SEL for Students

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 5
Anchor Text Including Text Dependent Questions: Cargo drones can make a difference in Africa, elsewhere

Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Scaffolding: WIDA MPIs CCRA.R.3

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Scaffolding: WIDA MPIs CCRA.R.8

SEL Competency- Monitor and achieve behaviors related to school and life success. | I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events.

I can analyze how a particular character is shaped by the setting of a story or drama.

I can recognize the role a setting plays in shaping the plot of a story or drama.

I can outline the argument and specific claims presented in a text, and evaluate whether the reasoning is logical and the evidence is relevant and sufficient.

I can recognize when a text presents irrelevant evidence, and can explain how I know.

SEL Indicator 2C: Demonstrate the ability to set and achieve goals for success. | How can I identify and then analyze the interactions between individuals, ideas, and events within a text?

How can I evaluate the claims of an argument or text and determine their importance?

SEL Context 6C's: Connectivity

How can I use technology to improve my self-awareness? | Beginning: Milestones Intro: Unit 5, Apply and Expand Reading Explorer Foundations: Unit 8, Lesson B (2 Weeks) High Beg.: Reading Exp. Level 1: Unit 8, Lesson B (2 Weeks) Milestones Level A: Unit 6, Chapter 1 News ELA

Intermediate: Milestones Level B: Unit 6, Chapter 1 Reading Explorer Level 2: Unit 8, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks)

Advanced: Milestones Level C: Unit 6, Chapter 1 Reading Explorer Level 3: Unit 8, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks)

Strategies: Strategies for teaching ELLS

40 Ways to Read Like a Detective

SEL Strategy: Using Digital Games for SEL Assessment and Skill Building |

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 6
Anchor Text Including Text Dependent Questions: Weekend design event seeks specific solutions for those with disabilities Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Scaffolding: WIDA MPIs CCRA.R.3 CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Scaffolding: WIDA MPIs CCRA.R.4 SEL Competency- Experience a sense of self efficacy.	I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events. I can analyze how a particular character is shaped by the setting of a story or drama. I can recognize the role a setting plays in shaping the plot of a story or drama. I can define figurative meaning and connotative meaning. I can distinguish between the figurative and connotative meanings of words as they are used in a text. I can analyze and understand how an author's specific word choice affects the meaning and tone of a text. SEL Indicator 1C Demonstrate a sense of self-efficacy.	How can I identify and then analyze the interactions between individuals, ideas, and events within a text? How can I interpret words and phrases that are used in the text? SEL Context 6C's: Creativity How can I use my individual strengths and creativity to contribute positively to the school or community?	Beginning: Milestones Intro: Unit 6, Chapter 1 Reading Explorer Foundations: Unit 8, Lesson B (2 Weeks) High Beg: Reading Explorer Level 1: Unit 8, Lesson B (2 Weeks) Milestones Level A: Unit 6, Chapter 1 News ELA Intermediate: Milestones Level B: Unit 6, Chapter 1 Reading Explorer Level 2: Unit 8, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 6, Chapter 1 Reading Explorer Level 3: Unit 8, Lesson B (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies: Strategies for teaching ELLS 40 Ways to Read Like a Detective SEL Strategy: Creativity in the Classroom

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 7
Anchor Text Including Text Dependent Questions: What if the rain forest ran out of rain? Amazon's water needs protection Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Scaffolding: WIDA MPIs: CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. Scaffolding: WIDA MPIs: CCRA.R.6 SEL Competency- Problem solve effectively.	I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion . I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at. I can determine an author's point of view or purpose in a text. I can analyze how an author distinguishes his or her position from that of others. I can analyze how an author develops the points of view of multiple narrators or characters in a text. SEL Indicator 5B: Use a systematic approach to decision making.	How can I use what the text says to support my ideas and statements? How can I monitor my reading to ensure that I understand the text? How can I explain how an author develops point of view or purpose in a text? SEL Context 6C's: Critical Thinking How can I improve my understanding of a systematic approach to making decisions?	Beginning: Milestones Intro: Unit 6, Chapter 1 Reading Explorer Foundations: Unit 9, Lesson A (2 Weeks) High Beg: Reading Explorer Level 1: Unit 9, Lesson A (2 Weeks) Milestones Level A: Unit 6, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 6, Chapter 2 Reading Explorer Level 2: Unit 9, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 6, Chapter 2 Reading Explorer Level 3: Unit 9, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies: Strategies for teaching ELLS 40 Ways to Read Like a Detective SEL Strategy: Resources on Engaging Student Voices

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 8
Anchor Text Including Text Dependent Questions: Primary Sources: Jefferson's Message on the Lewis & Clark Expedition Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Scaffolding: WIDA MPIs: CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Scaffolding: WIDA MPIs CCRA.R.2 SEL Competency- Identify one's emotions.	I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at. I can determine the central idea of a text and describe how it evolves over the course of the text. I can summarize what the text says without including my own opinion about the subject matter. I can compose a summary stating the key points of the text. SEL Indicator 1A: Demonstrate knowledge of one's emotions.	How can I use what the text says to support my ideas and statements? How can I monitor my reading to ensure that I understand the text? How can I use the context clues, pictures, images, etc. to determine the main idea of a story? How can I apply the basic elements of the plot in retelling the story? SEL Context 6C's: Communication How can I regulate my emotions for improved communication?	Beginning: Milestones Intro: Unit 6, Chapter 2 Reading Explorer Foundations Unit 9, Lesson A (2 Weeks) High Beginning: Reading Explorer Level 1 Unit 9, Lesson A (2 Weeks) Milestones Level A: Unit 6, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 6, Chapter 2 Reading Explorer Level 2 Unit 9, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 6, Chapter 2 Reading Explorer Level 3 Unit 9, Lesson A (2 Weeks) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies: Strategies for teaching ELLS 40 Ways to Read Like a Detective SEL Strategy: Negativity Jammers

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 9
Anchor Text Including Text Dependent Questions: Allentown residents take sides on Spanish street sign proposal Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Scaffolding: WIDA MPIs CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. Scaffolding: WIDA MPIs: CCRA.R.6 SEL Competency- Problem solve effectively	I can determine the central idea of a text and describe how it evolves over the course of the text. I can summarize what the text says without including my own opinion about the subject matter. I can compose a summary stating the key points of the text. I can determine an author's point of view or purpose in a text. I can analyze how an author distinguishes his or her position from that of others. I can analyze how an author develops the points of view of multiple narrators or characters in a text. SEL Indicator 5E Positively contribute to one's community.	How can I use the context clues, pictures, images, etc. to determine the main idea of a story? How can I apply the basic elements of the plot in retelling the story? How can I explain how an author develops point of view or purpose in a text? SEL Context 6C's: Culture How can I become involved in solving problems in my community?	Beginning: Milestones Intro: Unit 6, Chapter 2 Reading Explorer Foundations Unit 9, Lesson B (1 Week) High Beginning: Reading Explorer Level 1 Unit 9, Lesson B (1 Week) Milestones Level A: Unit 6, Chapter 2 News ELA Intermediate: Milestones Level B: Unit 6, Chapter 2 Reading Explorer Level 2 Unit 9, Lesson B (1 Week) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Milestones Level C: Unit 6, Chapter 2 Reading Explorer Level 3 Unit 9, Lesson B (1 Week) News ELA Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies: Strategies for teaching ELLS 40 Ways to Read Like a Detective SEL Strategy:Turning the Community Into a Classroom

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Text Complexity

CEFR Levels (Common European Frame of Reference) Reading Explorer uses these guidelines:

MILESTONES	READABILITY	LEXILE	LEXILE MEASURES
Introductory	0-4	490	0L-850L = K-4
A	4-6	640	445L-1050L = 4-6
B	5-7	740	565L-1075L = 5-7
C	6-8	850	665L-1000L = 6-8

A1 - **Beginners level** - basic knowledge of the language, familiar everyday expressions and simple phrases

A2 - **Pre-Intermediate level** - familiar with frequently used expressions and conversation on routine matters

B1 - **Intermediate level** - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

B2 - **Independent User (upper intermediate)** - Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1 - **Advanced level** - Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Additional resources for text complexity can be found at:

Lexile.com

https://www.teachingchannel.org/videos/simplifying-text-complexity

One way to start thinking about matching text and reader is to begin with what you already have. So, take a text that you teach frequently. Now consider how you would make that text more complex by changing the tasks. This is one way that we dial up Text Complexity. We change the task not the text.

Election Choices infer and support the main idea of a passage(5th-6th grade reading level)
Gwendolyn Brooks, An African American Poet (5th-6th grade reading level)
Inferential Questions: Harold Washington's Acceptance Speech (6th-8th grade)
Labor Day Address--Barack Obama Speech infer and support the main idea of a passage (6th-8th grade)
Learn about Zambia infer and support the main idea of a passage(6th grade reading level)
Nutrition Lesson evaluate information, summarize, and identify and support a main idea (6th grade reading level)
Plants and Food infer and support the main idea of a passage(6th grade reading level)
Prairie Ecology evaluate information, summarize, and identify and support a main idea (6th grade reading level)
Prairie Ecology with Multiple Choice Questions and Activities
Settlement analyze information in a nonfiction text (6th grade reading level)
Settlement with Multiple Choice Questions and Activities
Seasons on the Prairie infer and support the main idea of a passage(6th grade reading level)
Seasons on the Prairie with Multiple Choice Questions and Activities
Traveling West infer and support the main idea of a passage(6th grade reading level)
Gwendolyn Brooks, An African American Poet (7th-8th grade reading level)
Honest Abe infer and support the main idea of a passage (7th-8th grade reading level)
Inaugural Address by John F. Kennedy evaluate information, summarize, and identify and support a main idea (7th-8th grade reading level)
Labor Day Address--Barack Obama Speech infer and support the main idea of a passage (6th-8th grade)

Finally, another way to increase complexity is in juxtaposing or comparing texts. So how could you take a central text that you have in your class? How could you make it more complex to comparison, conversely? How could you make it more accessible?

Typical Reader Measures, by Grade

Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Common Core Anchor Standards - Writing			Content Topics/ Suggested Readings based on PARCC Framework % Fourth Quarter at a Glance
CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Beginning: Composition Practice 1 Units 8-10 (9 weeks) Reading Explorer Foundations and Level 1 Units 7-9 (9 weeks) Milestones Level Intro: Unit 5, Ch.1 – Unit 6, Ch.2 (9 weeks) Milestones Level A: Unit 5, Ch.2 – Unit 6, Ch.2 (9 weeks) News ELA– Select relevant current event/topic Intermediate: Composition Practice 2 Units 8-10 (9 weeks) Milestones Level B: Unit 5, Ch.2 – Unit 6, Ch.2 (9 weeks) Reading Explorer Levels 1 and 2 Units 7-9 (9 weeks) News ELA- Select relevant current event/topic Option: TNCore Unit – Influences Unit (4-6 Weeks) Advanced: Composition Practice 3 Units 8-10 (9 weeks) Milestones Level C: Unit 5, Ch.2 – Unit 6, Ch.2 (9 weeks) Reading Explorer Level 3 Units 7-9 (9 weeks) News ELA- Select relevant current event/topic Option: TNCore Unit – Influences Unit (4-6 Weeks) Strategies for teaching ELLS

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Writing Tasks 1 – Use in conjunction with Page 5 **Reading for Information #1**
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Complete cloze sentences that state what the text says explicitly versus inferences drawn, using a word bank with a partner.	Complete a cloze paragraph that states what the text says explicitly as well as inferences drawn with a partner.	Complete a cloze paragraph that states what the text says explicitly as well as inferences drawn.	Compose a paragraph that states what the text says explicitly as well as inferences drawn, citing textual evidence by following a model paragraph.	Compose a multi-paragraph essay differentiating between what the text says explicitly as well as inferences drawn from the text, citing textual evidence.

Writing Tasks 2 – Use in conjunction with Page 6 **Reading for Information #2**
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Supply key words that support the development of the theme or central idea of a text citing details to support the theme, using a cloze graphic organizer with a word bank.	Summarize the development of the theme or central idea of a text citing details to support the theme, using a cloze graphic organizer.	Summarize the development of the theme or central idea of a text citing details to support the theme, using a graphic organizer.	Summarize the development of the theme or central idea of a text citing details to support the theme with a partner.	Summarize the development of the theme or central idea of a text citing details to support the theme.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Writing Tasks 3– Use in conjunction with Page 7 **Reading for Information #3**
Analyze how a text makes connections among and distinctions between individuals, ideas, or events
(e.g., through comparisons, analogies, or categories.)
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Rewrite short phrases that support how a key individual, event or idea is introduced in a text.	Discuss how a key individual, event or idea is introduced, illustrated, and elaborated in a text by filling in sentence frames with a partner.	Describe how a key individual, event or idea is introduced, illustrated, and elaborated in the text, using simple sentences.	Summarize how a key individual, event or idea is introduced, illustrated, and elaborated using details from the text.	Compose a letter to the author explaining how a key individual, event or idea is introduced and how it might have been introduced differently.

Writing Tasks 4– Use in conjunction with Page 8 **Reading for Information #4**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;
analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Label pictures that show the figurative, connotative and technical meanings of key words using a word bank.	Compose a sentence using key words to demonstrate an understanding of the figurative, connotative and technical meanings using sentence frames in a small group.	Compose sentences using key words to demonstrate an understanding of the figurative, connotative and technical meanings using sentence frames.	Produce complete sentences to demonstrate an understanding of the figurative, connotative and technical meaning of key words with a partner.	Produce complete sentences to demonstrate an understanding of the figurative, connotative and technical meaning of key words.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Writing Tasks 5– Use in conjunction with Page 9 **Reading for Information #5**

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Complete a cloze concept map that summarizes the components that develop the ideas in the visually supported text, using a word bank.	Complete a cloze concept map that summarizes the components that develop the ideas in the text, using a word bank.	Explain how a sentence, chapter, or section impacts or contributes to the development of ideas of the text using a paragraph frame with a partner.	Explain how a sentence, chapter, or section impacts or contributes to the development of ideas of the text of a text with a partner.	Extend a specific component of the text, through research, that would further contribute to the development of ideas in the text.

Writing Tasks 6– Use in conjunction with Page 10 **Reading for Information #6**

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Label pictures showing how the author's point of view or purpose is conveyed in the text, using a word bank.	Explain how the author's point of view is conveyed in the text using sentence frames.	Summarize how the author's point of view is conveyed in the text, using cloze paragraph frames.	Cite evidence from the text that shows how the author's point of view is conveyed, using a model paragraph.	Cite evidence from the text that shows how the author's point of view is conveyed.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Writing Tasks 7– Use in conjunction with Page 11 **Reading for Information #7**
Analyze the point of view or purpose of the author and the impact of that purpose, by writing brief paragraphs that describe the author's point of view, author's purpose, examples of bias and underlying assumptions of a text and acknowledgements of the author towards opposing viewpoints or conflicting evidence.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
List words from two different mediums on the same topic or issue, using a picture/word bank with a partner.	List facts provided from two different mediums on the same topic or issue, using a cloze T-Chart with a partner.	Complete sentences using information from two different mediums on the same topic or issue, using sentence starters with a partner.	Compose a paragraph from two different mediums on the same topic or issue, using a model paragraph with a partner.	Summarize, in 2-3 paragraphs, the information from two different mediums on the same topic or issue.

Writing Tasks 8– Use in conjunction with Page 12 **Reading for Information #8**
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Label images that show claims of an argumentative text including claims supported by reasons /evidence and claims that are not, using excerpts of visually supported text and a word bank with a partner.	Compose simple sentences incorporating claims of an argumentative text including claims supported by reasons /evidence and claims that are not, using illustrated sentence frames in a small group.	Compose a paragraph incorporating claims of an argumentative text including claims supported by reasons /evidence and claims that are not, using a paragraph frame in a small group.	Compose a paragraph incorporating claims of an argumentative text including claims supported by reasons /evidence and claims that are not, in a small group.	Critique claims of an argumentative text including claims supported by reasons /evidence and claims that are not.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Writing Tasks 9– Use in conjunction with Page 13 **Reading for Information #9**
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Label a compare contrast illustrated graphic organizer showing how different texts on the same topic vary in structure, use of language and presentation of events using a bilingual dictionary.	Cite evidence how different texts on the same topic vary in structure, use of language, and presentation of events, using a compare contrast cloze graphic organizer In a small group.	Cite evidence how different texts on the same topic vary in structure, use of language, and presentation of events, using a compare contrast graphic organizer In a small group.	Compare and Contrast how different texts on the same topic vary in structure, use of language, and presentation of events, using a teacher model.	Compare and Contrast how different texts on the same topic vary in structure, use of language, and presentation of events.

Writing Tasks 10– Use in conjunction with Page 14 **Reading for Information #10**
Analyze the differences between two highlighted texts' presentation of facts or interpretation of the same topic
by filling out a T-Chart and then writing a multi-paragraph essay comparing and/or contrasting the differences.
Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Label and illustrate a concept map from grade level non-fiction texts including central idea and supporting details, using a word bank.	Summarize grade level non-fiction texts including central idea and supporting details, using a concept map.	Summarize grade level non-fiction texts including central idea and supporting details, using a concept map.	Summarize grade level non-fiction texts including central idea and supporting details, using a concept map with a partner.	Summarize grade level non-fiction texts including central idea and supporting details.

Additional Instructional Resources

ELA UNITS Grades K-12 These units teach students to read complex informational or fictional texts critically and to respond through writing.

ADDITIONAL RESOURCES

- Appendix A to the Common Core State Standards for English Language Arts/Literacy
- Appendix B: Text Exemplars and Sample Performance Tasks
- Checklist for Evaluating Question Quality
- Common Core text complexity grade bands table
- Guide to Close Reading
- Guide to Creating Text-Dependent Questions
- Implementing the Common Core State Standards: A Primer on Close Reading of text
- Informational Text Qualitative Measures Rubric
- Literary Text Qualitative Measures Rubric
- Reader and Task Considerations Guide
- Supplement to Appendix A
- Text Placement Template
- ELA 6-8 Amelia Earhart
- ELA 6-8 Dust Bowl
- ELA 6-8 Eleven
- ELA 6-8 Roll of Thunder Ch. 12
- ELA 6-8 Roll of Thunder Ch. 9
- Text Complexity Grades 6-8

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Literacy Strategies for Teaching in a Second Language, L2

Pre Reading Strategies

• Assess students' background knowledge of the text
• Activate students' background knowledge of the text so students can connect that knowledge with what they will read in the text
• Provide students with the background knowledge needed to comprehend the upcoming text
• Discuss the author, story, or text type
• Consider visual illustrations, drawings, diagrams, or maps
• Predict text content
• Increase students' interest and to motivate students to read the text
• Clarify cultural information to help students to understand the text
• Make students aware of the purpose for reading
• Help students to navigate the type of text they will be reading
• Provide an opportunity for group or collaborative work
• Promote class discussion about the upcoming reading
• Teach skimming and scanning techniques
• Provide any language preparation needed to successfully read the text
• Highlight new vocabulary found in the text

During Reading Strategies

• Draw attention to word formation clues
• Read for specific pieces of information
• Distinguish between cognates and false cognates
• React to texts with summaries
• Make predictions
• Summarize text content
• Clarify and comprehend text content
• Identify and use visual reading aids
• Understand the story line / sequence of ideas
• Restate main ideas
• Interact with the text through directions and questions
• Understand the writer's purpose and intention
• Recognize the text structure and text organization
• Discover cross-cultural differences in reading
• Find the answers to pre-reading questions

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

<u>Post Reading Strategies</u>

• Dramatize interviews based on the text
• Reenact the text
• Transfer the reading content to other types of written or spoken work
• Make connections
• Extend the reading experience
• Cement the learning from the pre-reading and during reading activities
• Lead students into a deeper analysis of the text or meaning of the reading
• Use information in classroom games
• Review target vocabulary words and structures
• Review critical questions and comprehension of the text

40 Ways to Read Like a Detective

40 Ways to Read Like a Detective: # 1

Strategy: Close Reading

Description: Close reading brings the text and the reader close together.
1. Read with a pencil in hand, and annotate the text. Mark the big ideas and skills.
2. Look for patterns in the things you've noticed about the text – repetitions, contradictions, similarities.
3. Ask questions about the patterns you've noticed – especially how and why.

Instructional Activity: One strategy for guiding students through a close reading is to have them look for instances where authors repeat a word or phrase, an image, or event. Choose a rich and worthy text. Follow the steps above to closely read portions of the text. (Teacher may also read aloud.) When you notice something that happens over and over again, stop and ask yourself: Why do you think the author repeats this word(s)? The answer will most likely tell you something about the character, the plot, or the theme.

Research/Resources:
How to Do a Close Reading, Patricia Kain, for the Writing Center at Harvard University
Notice & Note: Strategies for Close Reading, Beers & Probst
Reading for Understanding, RAND Education

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 2

Strategy: Collaborative Annotations (Say Something)

Description: Annotating is a writing-to-learn strategy experienced readers use to make sense of complex texts. It is an interactive process between the reader, text, and peers. This strategy provides students with time to grapple with the text and articulate their thoughts in writing prior to engaging in small and whole group discussion. The use of this strategy increases level of student engagement and classroom participation.

Instructional Activity: In groups of 3, students individually read and annotate a text using metacognitive sentence starters provided by the teacher to prompt thinking. (I think the author _____ because_____.) Students pass their annotated text to the person on the right. Each student responds to original reader's annotations. The next time the papers pass, each individual adds his/her notes to both of the previous readers' responses. This process engages students in one rich text multiple times and serves as a springboard for group dialogue.

Research/Resources: *Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension,* Carol Porter-O'Donnell

When Kids Can't Read, What Teachers Can Do, Kylene Beers

CCSS: Teacher sets the purpose for annotating

40 Ways to Read Like a Detective: # 3

Strategy: Zoom In (See-Think-Wonder)

Description: This strategy focuses on looking closely at an image/text and making interpretations. Only portions of the image are revealed at a time, so each time, the student reassesses his or her interpretation in light of the new information. This strategy engages students with material in a way that seeing the whole image at once sometimes does not. It focuses on the importance of being open-minded and flexible enough to change your mind as new and conflicting information is revealed, thus making the original hypothesis no longer true.

Instructional Activity: Choose a text or an image. (Examples might be a section of a complex painting, a photograph, a historic document, graph, chart or poem.) Look closely at the small bit of image that is revealed. What do you see? Based on what you are seeing, what do you think it means? Reveal more of the image. What new things do you see? Does this change your hypothesis or interpretation? If so, how? Has the new information changed your previous ideas? Now, what are you wondering about that is not observable in the text or image? Continue the process of revealing and questioning until the entire image has been revealed. What other questions are you wondering about?

Research: *See, Think, Wonder,* www.artsintegration.com, Central Connecticut Writing Project

Making Thinking Visible, Ritchhart, Church, & Morrison

CCSS: R.CCR.1

40 Ways to Read Like a Detective: #4

Strategy: Sustained Silent Reading

Description: Sustained Silent Reading develops fluent readers by providing time during the school day for students to select a book and read quietly. Hiebert & Reutzel, 2010, offer 4 conditions that improve the practice of silent reading in the classroom. 1) Student self-selection of reading materials. 2) Student engagement and time on task during silent reading time. 3) Accountability of students 4) Interactions among teachers and students around text.

Instructional Activity: With teacher guidance, students select a text that matches their ability level, is interesting and draws from a variety of genres and topics. 1) Students silently read the passage. 2) With a partner, discuss each passage. 3) Record 3 main ideas in the text or in your notes.

Note for teacher: Be a model for your students by reading during this time.

Research/Resources: *The Book Whisperer*, Donalyn Miller
Building Student Literacy Through Sustained Silent Reading, Steve Gardiner
Revisiting Silent Reading: New Directions for Teachers and Researchers, Hiebert & Reutzel
Website: *Literacy TA*

CCSS: R.CCR.1, 2; SL.CCR.1, 6

40 Ways to Read Like a Detective: # 5

Strategy: Think-Aloud

Description: A metacognitive practice that builds independence in reading. When you think aloud, you stop the reading from time to time and share how you're negotiating the text and constructing meaning. Think-alouds provide the opportunity for students to see how an expert reader returns to the text to understand more fully what is happening in the text. Think-alouds focused on texts use the processes of read alouds and shared readings.

Instructional Activity: 1) Choose a short section of text. 2) Select a few strategies (activating prior knowledge, predicting, visualizing, monitor comprehension, use fix-up strategies to address confusion and repair comprehension). 3) State your purpose for reading and tell the students to focus their attention on the strategies you are using. 4) Read the text aloud to students and model the chosen strategy as you read. 5) Have students annotate the text by underlining the words and phrases that helped you use a strategy. 6) Brainstorm what cues and strategies that were used. 7) Ask students to reflect on the strategies they are using and think about how they could be used in other reading or real life situations. 8) Follow-up lessons may be needed to reinforce the think-aloud strategy.

Research/Resources: *Improving Comprehension with Think-Aloud Strategies*, J. Wilhelm, Ph.D. *Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp
www.readwritethink.org

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 6

Strategy: Read-Aloud

Description: A strategy that models reading for deep understanding of text. Reading aloud to students should include think-aloud or interactive elements and focus intentionally on the meaning within the text, about the text, and beyond the text (Fountas & Pinnell). Use read aloud to build vocabulary, build knowledge, understand story structure, teach the reading process in a meaningful context, model fluency, and motivate students to read. An additional part of the process of read aloud is for the teacher to provide opportunities for students to respond to the text.

Instructional Activity: Read Aloud can be used to begin a class.
The teacher chooses a poem that is above the instructional level of the average students in the class and is appropriate to their interests, developmental, social and emotional levels. Teacher previews and practices the selection. The teacher reads the selection fluently. This sets the tone for the class and provides a model of good writing for students. After reading, a brief discussion about vocabulary, phrases, and/or author's word choice that stood out to students can be discussed.

Research/Resources: *The Art of Slow Reading,* Thomas Newkirk
Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, Fountas & Pinnell
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

CCSS: SL.CCR.6

40 Ways to Read Like a Detective: # 7

Strategy: Making Inferences (Second Draft Reading)

Description: Reading complex texts require students to reread to move beyond surface-level comprehension to making inferences that are not literally found on the page. Reading closely, skilled readers can make inferences in a multitude of ways. Examples include: recognizing the antecedents for pronouns, using context clues, identifying intonation of words, recognizing author's biases, and so much more.

Instructional Activity: Teacher Models: 1) Following a first draft reading of a complex text, the teacher makes inferences in the margins. 2) The teacher explains how he/she used the text to make inferences and describes the different types of inferences skilled readers make using the text (Think-Aloud). Guided Practice: 3) During a second draft reading, students read a text and make inferences in the margins. 4) Students must be able to articulate how the inferences are drawn based on evidence in the text. 5) During a whole group discussion, students generate a list of what experienced readers do to make inferences. Independent Practice: 6) Students create bookmarks with prompts for making inferences.

Research/Resources:

When Kids Can't Read, What Teacher Can Do, Kylene Beers
Deeper Reading, Kelly Gallagher

CCSS: R.CCR.1, R.CCR.10

40 Ways to Read Like a Detective: # 8

Strategy: Speak the Text

Description: Use a speech to analyze the impact of certain words, meaning, and tone.

Instructional Activity: Using a speech, have students insert line breaks anywhere they would naturally pause when speaking the text and underline or highlight words that should carry emphasis. Then, have students reconfigure the highlighted words and line breaks, thus placing emphasis in different places to see how it changes the tone of the text. Discuss the subtle differences when you change which words are emphasized. How do you think the speaker intended to deliver the speech?

Research/Resources:
http://mannerofspeaking.org/ (Click on Speech Analyses)
http://speakanddeliver.blogspot.com/

CCSS: R.CCR.4, L.CCR.3, SL.CCR.6

40 Ways to Read Like a Detective: # 9

Strategy: Skim, Scan, Peruse, or Browse

Description: Guide students in giving a text the once over before committing to it. Though concerns arise when students attempt to scan a text as a deep-reading *methodology*, the *task* of scanning a text to obtain the gist can certainly have value.

Instructional Activity: Select a text for students which has an obvious layout/organization which is approximately 1-2 pages long. Give students 2-3 minutes to skim through the text. Following this, have students break into small groups and discuss briefly their thoughts about the text. It is recommended that teachers avoid "reading check questions" (questions which ask students to look for discrete pieces of information) for this activity.

Research/Resources:
CCSS: Appendix A, pp. 7-8
Reading for Understanding, RAND Education

CCSS: R.CCR.10

40 Ways to Read Like a Detective: # 10

Strategy: Beyond "Right There" Questions

Description: The standards focus on students' ability to read closely to determine what a text says explicitly and to make logical inferences from it. Rather than asking students questions about their prior knowledge or experience, the standards expect students to wrestle with text-dependent questions. These questions can only be answered by referring explicitly back to the text.

Instructional Activity: Teacher creates text-dependent questions that ask students to:
- Analyze paragraphs, sentences, and words
- Investigate how meaning can be altered by changing key words
- Analyze arguments, ideas in informational texts, and key details in literary texts
- Question why the author choose to begin and end when they do
- Consider what the text leaves uncertain or unstated

Research/Resources:

http://www.achievethecore.org/ela-literacy-common-core/text-dependent-questions/

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 11

Strategy: Student-Generated Comprehension Questions

Description: Text-dependent questions keep reading and writing grounded in evidence from the text. These questions are typically generated by the teacher. Using this strategy, students take ownership of their learning by developing questions as they read the text closely.

Instructional Activity: 1) Choose an excerpt from a text that is complex and worthy of rereading. 2) The teacher reads the text aloud as students follow along. 3) Students reread the text silently and mark places where they are confused, have doubt, or wonder about something. 4) Ask students to reread the selection, stopping at the marked spots, and create a question. 5) Teacher collects and displays the questions.   6) In pairs, students look at the questions they find most important. 7) Students share out. 8) Teacher facilitates whole group discussion around the questions collected.

Research/Resources: *Questioning the Author,* Isabel L. Beck

Notice & Note: Strategies for Close Reading, Beers & Probst

Make Just One Change, Rothstein & Santana

CCSS: Teacher sets the purpose for annotating (evidence, structure, etc.)

40 Ways to Read Like a Detective: # 12

Strategy: Ask About It

Description: A number of researchers have argued and demonstrated that including discussion as part of a lesson leads to higher literacy performance. Giving students a chance to make inquiries of the text, the teacher, and each other can foster engagement and bolster literacy skills.

Instructional Activity: Have students read, view, or listen to a text. Ask them to write down, for later discussion, three focused questions relating to: 1) something they found confusing, 2) something that connects to another discipline or current event, and 3) something on which they want to hear someone else's view. Have students pose their questions to the class, making sure to ground them in the text itself, for a whole group discussion.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
What's the Big Idea, Jim Burke

CCSS: R.CCR.1, SL.CCR.1

40 Ways to Read Like a Detective: # 13

Strategy: Discuss It

Description: Ask students to answer thought-provoking, text-centered discussion questions. "High-quality discussion and exploration of ideas—not just the presentation of high-quality content by the teacher or text—are central to the developing understandings of readers and writers," (Applebee, Langer, Nystrand, & Gamoran, p. 688). One important factor to keep in mind when creating discussion questions is that questions must be *both* answerable and discussable; questions that have a "right answer" lose discussion power very quickly. Consider this question: What is going on in the first paragraph? Once a student correctly identifies the goings-on of the first paragraph, "discussion" stops. Now consider this question: Why do you think [character] decides to [action]? Discussion may go on and on because of various interpretations, rationales, and inferences.

Instructional Activity: Have students read silently for about 10 minutes. If the text is a narrative piece, begin the discussion with this question: Why do you think [character] decides to [action]; what evidence is there to support your response? If the text is informational, begin the discussion by asking this: To what degree does [topic/issue] impact the average [citizen/teen]; would the author agree with you?

Research/Resources: Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal,* Applebee, Langer, Nystrand, & Gamoran

CCSS: W.CCR.9, R.CCR.1, SL.CCR.1

40 Ways to Read Like a Detective: # 14

Strategy: Tentative Talk (Grand Conversations)

Description: Students engage in open-ended exchanges that allow them to build from one another's thoughts as they talk about text-related ideas. This helps teachers create scaffolded text-based discussions.

Instructional Activity: It is important to allow students to have informal discussions about text and their ideas. Teachers can scaffold discussions and return students back to the text by using questions such as: I am wondering if _____.; Can you share more about _____?; If what you said is true, then why would _____?

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Reading to Learn: Lessons from Exemplary Fourth-Grade Classrooms, Allington & Johnston

Grand Conversations: An Exploration of Meaning Construction in Literature Study Groups, *Research in the Teaching of English,* Eeds & Wells

CCSS: R.CCR.1, W.CCR.9, SL.CCR.1

40 Ways to Read Like a Detective: # 15

Strategy: Section It!

Description: This approach provides students with a structure for a text-based discussion. It provides questions readers can use to grapple with difficult text in a meaningful way. This strategy can be used with literary and informational texts.

Instructional Activity: Choose texts that incorporate complex ideas and concepts that will promote discussion and debate. Texts can include excerpts from opinion papers, newspaper articles, scientific reports, scholarly articles, personal essays, etc. Have students divide their paper into three or four sections and provide the headings for each that will frame the discussion. Invite students to read the selected text. After reading, students return to the text using the graphic organizer to guide their reading and later discussion. Some examples for sections might be: Ideas: What ideas do you think are the most important in the text? Importance: Why is this important in history? Opinion: In my opinion….. Student takes a position that is backed by examples and evidence. Identify: What passages in the text can you identify with and why? Teacher begins a discussion with the critical questions. Students engage in the discussion using their text-based evidence.

Research/Resources: *Making Thinking Visible*, Ritchhart, Church, & Morrison

Academic Conversations, Zwiers & Crawford

CCSS: R.CCR.1; SL.CCR.1,2,3,4

40 Ways to Read Like a Detective: # 16

Strategy: Summarize It!

Description: Summarizing is a strategy in which readers identify main ideas and supporting details, then organize and combine the ideas to allow the understanding of the text to unfold.

Instructional Activity: Students write a summary of material read using these steps:

1. Identify or select the main information
2. Delete trivial information
3. Delete redundant information; and
4. Write a short synopsis of the main and supporting information for each paragraph

Additional ways to write summaries include: using only one sentence, using an outline; locating and using the main idea in each paragraph; using graphic organizers such as GIST (Generating Interactions between Schemata and Text).

Research/Resources:
Writing to Read: Evidence for How Writing Can Improve Reading, Graham & Hebert
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

CCSS: R.CCR.2

40 Ways to Read Like a Detective: # 17

Strategy: Dictogloss

Description: Dictogloss is a strategy that improves students' knowledge of text structure and grammar within an authentic context (Van Patten, Inclezan, Salazar, & Farley). The collaborative nature of Dictogloss allows all learners, but especially second-language learners and striving readers, to examine an exemplary narrative passage and discover how the author created it.

Instructional Activity: Choose a rich, short, cohesive text. Read the text to the students once through at normal speed, students listen but don't write anything. Read the text again at normal speed, pausing after each sentence to give time for students to make brief notes. Then ask the students to expand their notes. Next, in pairs or groups, the students collaborate to produce their own version of what they heard. (The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible.) Pairs or groups then compare their texts with the original text in order to justify the differences between them.

Research/Resources:

Dictogloss: A Multi-Skill Task for Accuracy in Writing Through Cooperative Learning, K. Smith

Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners, Antonacci & O'Callaghan

Processing Instruction and Dictogloss. Foreign Language Annals, Van Patten, Inclezan, Salazar, & Farley

CCSS: R.CCR.2, 10

40 Ways to Read Like a Detective: # 18

Strategy: Notice

Description: Notice "the how" and contemplate "the why" in texts in order to dig deeply into author's craft.

Instructional Activity: More than cause-effect, have students notice how events, individuals, and ideas develop and then contemplate the why… why did the author choose to do it this way? Have your students complete this sentence three times after reading a text: "Notice how the author _____. I think the author did it this way because _____."

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Notice & Note: Strategies for Close Reading, Beers & Probst

CCSS: R.CCR.3

40 Ways to Read Like a Detective: # 19

Strategy: Side by Side

Description: Compare two texts on the same topic.

Instructional Activity: Have students analyze how two texts address a similar theme or topic in order to build knowledge or to compare the approaches the authors take. Use the Top Hat graphic organizer.

Research/Resource:
Top Hat Graphic Organizer (available online)

CCSS: R.CCR.9, W.CCR.8

40 Ways to Read Like a Detective: # 20

Strategy: Writer's View (Map the Text)

Description: Using collaborative discussion to evaluate a writer's (or speaker's) viewpoint offers students an opportunity to practice speaking and listening skills while closely examining a text and offering text-dependent support of their arguments.

Instructional Activity: Select a short informational text for students to read (or listen to) silently. Ask students to note the ways in which the author conveys his/her point of view and annotate using the following steps: 1) Circle statements that reveal the author's viewpoint/opinion. 2) Draw arrows to statements that convey or support each circled viewpoint. 3) Next to each arrow, explain whether or not the opinion/stance is appropriately presented or supported (through the use of diction, figurative language, organization, etc.). After students have had time to read and annotate, have them break into small groups to discuss their annotations.

Research/Resources: *Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp
Applying Toulmin: Teaching logical reasoning and argumentative writing. *English Journal*, Rex, Thomas, & Engel

CCSS: R.CCR.6, R.CCR.8

40 Ways to Read Like a Detective: # 21

Strategy: Frame the Argument

Description: Frame the Argument serves as a scaffolding tool for students learning to read and write arguments using open ended sentence stems (language frames). Teachers provide students with language frames to guide and frame their thinking after reading an argument text or when preparing to write an argument.

Instructional Activity: Ask students to complete one of the following language frames:

- In discussions about _____, one issue has been_____. People who believe_____ claim that _____. On the other hand, those who believe_____ contend that_____. My own view is_____.

- When it comes to the topic of _____, most of us would agree that _____. Where this agreement ends, however, is on the question of _____. Whereas some are convinced that _____. Others maintain that _____. My own view is that_____.

Research/Resources: *Teaching Students to Read Like* Detectives, Fisher, Frey, & Lapp

The Art of Argumentation. *Science and Children,* Ross, Fisher, & Frey

CCSS: R.CCR.8, W.CCR.1

40 Ways to Read Like a Detective: # 22

Strategy: Is this Legit?

Description: For this strategy, students explore the evidence in a speech. One way in which teachers can help students understand how to support their own arguments is to have them explore the validity of the evidence that others use. Have students: 1) identify the evidence, 2) determine the type of evidence (logical, emotional, persuasive, etc.), and 3) discern the credibility of the evidence.

Instructional Activity: Find two audio recordings of speeches (of no more than 7 minutes each) wherein the speakers take opposing sides (e.g., presidential or gubernatorial debate). Ask students to just listen the first time through. As the speeches play a second time, ask students to take note of what evidence the speakers use to support their points. Following this, have students break into small groups to discuss the types of evidence used and to discern the credibility of the evidence.

Research/Resources:

CCSS: Appendix A

5 Things Every Teacher Should be Doing to Meet the Common Core State Standards, Eye on Education

CCSS: SL.CCR.3

40 Ways to Read Like a Detective: # 23

Strategy: Title It

Description: Remove the title and headings from a text, so students rely on the text only — without making any assumptions or superficial summaries of a text. Provide students with multiple opportunities to engage with the text prior to creating a title based on evidence in the text.

Instructional Activity: 1) Teacher chooses a rich text worthy of rereading and provides multiple opportunities for students to engage in the text. (Read Aloud, Read Silently, Rehearsal or Partner Reading, Chunking, and Annotating the Text) 2) Provide students with a double entry journal with pertinent phrases from the text that could unveil its title. 3) Students use the journal to take notes as they read. 4) Ask students to create a title for the text and write an explanation or rationale using evidence found in the text.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
Assessing Reading, J. Charles Alderson

CCSS: R.CCR.2

40 Ways to Read Like a Detective: # 24

Strategy: Headlines

Description: This strategy asks students to reflect and synthesize as they identify the big ideas and important themes in what they have been learning about in texts they are reading.

Instructional Activity: After students have read a text (literary or informational), ask them to consider the core ideas. 2) Write a headline for the topic or issue that captures an important aspect or core idea. 3) Students share the headline with a partner or small group, including the story and reasoning behind their choices. 4) Teacher creates a class collection of the headlines that documents the group's thinking.

Variation activity: Exploring Literary Themes with "Headlines"
1) Choose a rich literary text for students to read. 2) After reading, ask students to name songs from their mp3 players that would best capture a central theme from the novel they are reading, explaining and justifying their choices. 3) Class listens to the mix of song selections and reflects on how they portray the central theme.

Research / Resources: *Making Thinking Visible*, Ritchhart, Church, & Morrison

Action Strategies for Deepening Comprehension, J. Wilhelm, Ph.D.

CCSS: R.CCR.2

40 Ways to Read Like a Detective: # 25

Strategy: Paragraph Shuffle

Description: More than just putting the paragraphs in order, students reflect on the structure of a text by moving paragraphs around to notice the impact on the text as a whole.

Instructional Activity: Take a section of text, cut it apart, and have students reconstruct it in the same way the author wrote it. Then, shift paragraphs around. What happens to the overall effect (suspense, point of view, development of ideas)?

Research/Resources:

http://www.una.edu/writingcenter/programs-and-resources/writing-resources.html

CCSS: R.CCR.5

40 Ways to Read Like a Detective: *# 26*

Strategy: Sentence-Phrase-Word (Text Rendering)

Description: Sentence-Phrase-Word is a method of deconstructing text by strategically choosing a sentence, phrase, and word after careful analysis of the overall structure of the text. This practice serves as a formative assessment tool to determine how the students comprehend the text. The teacher can adjust discussion to ensure that misconceptions are quickly addressed, allowing more time for discussing the central ideas.

Instructional Activity: The teacher reads aloud as the students read/follow silently. Students reread the text silently and underline or highlight the following: 1) A sentence that they feel captures a central idea of the text and/or is meaningful to understanding the text. 2) A phrase that demonstrates powerful language - author's craft. 3) A single word the author chose that they found particularly effective. In small groups, students share, discuss, and record their choices. Students explain why they chose their sentences, phrases, and words. In a whole group discussion, reflect by identifying commonalities, differences, and what was not captured in their choices.

Research/Resources: *Making Thinking Visible*, Ritchhart, Church, & Morrison

Text Rendering Experience, National School Reform Faculty

CCSS: R.CCR.5

40 Ways to Read Like a Detective: #27

Strategy: Table It

Description: Reading a text is one thing. Being able to understand, explain, and even utilize the information contained therein is another. Converting the data presented in prose allows students to read deeply for relevant information while exploring various methods of presenting an argument or message.

Instructional Activity: Ask students to find a text in which the author presents quantitative information primarily through prose. Pair students and have them share their resources with each other, ultimately choosing one text with which to work. Working together, they should decide how best to present the quantitative information tabularly (i.e., what sort of table, diagram, or other graphic to use). After completing this, have students briefly present their conversion to the rest of the class, justifying their choice of graphic (how it adds to the understanding of the information being presented).

Research/Resources:
The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures, Dona Wong

CCSS: R.CCR.7, SL.CCR.5

40 Ways to Read Like a Detective: # 28

Strategy: Present It

Description: One of the best and easiest ways in which teachers can integrate Common Core Speaking and Listening Standards and encourage students to read deeply is to set aside time for students to give presentations on various topics throughout the school year.

Instructional Activity: Ask students to select topics of their choosing which are relevant to current local, national, or global events. Students will choose, explore, and synthesize a minimum of five credible sources (preferably from varying media) pertaining to their chosen topics. Have students prepare presentations (of at least five minutes) on the topics in which they 1) explain the topic, 2) synthesize resources, 3) offer their own points of view, 4) utilize technology to enhance their presentations, and 5) knowledgably answer questions from the audience.

Research/Resources: *Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp
Well Spoken: Teaching Speaking to All Students, Erik Palmer

CCSS: W.CCR.2, W.CCR.6, SL.CCR.4

40 Ways to Read Like a Detective: # 29

Strategy: Mode Translation (Text Reformulation)

Description: Various researchers have asserted that the skill of translating one form of text into another (e.g., translating poetry into painting) is the most valuable skill that students can learn because they must delve deeply into the text and fully understand all aspects of it before they are able to properly reformulate (or "translate") it.

Instructional Activity: First, choose a pair of texts of which one is a reformulation/translation of the other. For example, *The Lady of Shallot* (poem by Tennyson and two paintings by Waterhouse). Have students examine and discuss the texts. After students have had an adequate amount of time to explore the example, have them try it out. Give the students a short prose piece and ask them to translate/ reformulate the text. They should be allowed to choose the reformulation mode (e.g., pictures, song, music, dance, etc.). In elementary grades, students could discuss the connection between the story and its illustrations. Also, elementary students could create their own illustrations to add to the meaning of a story.

Research/Resources:
Media Education: Literacy, Learning and Contemporary Culture, David Buckingham
When Kids Can't Read, What Teachers Can Do, Kylene Beers
Pictures & Words Together, Paul Johnson

CCSS: R.CCR.7, W.CCR.9

40 Ways to Read Like a Detective: # 30

Strategy: Recast Your Text (Story Recycling)

Description: Recasting your text is a strategy in which students transform a text into a different genre. Students can turn informational texts into narratives, speeches into editorials, or short stories into picture books.

Instructional Activity: After students have a strong grasp on the overall meaning of the text, ask students to convert it into another genre. The new text should reflect the author's point of view and intent of the original text. Recasting requires students to read for a purpose; to identify important details (main idea, relationships, or sequencing) that will inform how to write the new text in a different genre.

Research/Resources:

When Kids Can't Read, What Teachers Can Do, Kylene Beers

40 Things to Do with a Text, Braham & Gaughan

Recasting the Text, Claggett, Reid, & Vinz

CCSS: R.CCR.6

40 Ways to Read Like a Detective: # 31

Strategy: Media vs. Media

Description: Evaluating and integrating the message presented in various media allows students to explore and analyze the ways in which authors present their messages, as well as investigate the advantages and limitations of various media formats.

Instructional Activity: Identify a topic for consideration which is fairly arguable. Select three informational texts which explore the issue: 1) newspaper/magazine article, 2) short video clip, and 3) political cartoon. Have students read/view each piece, asking them to annotate and question the text. Once they have finished going through the three texts, have students transfer their annotations/thoughts to a three-column graphic organizer. Finally, ask students to either write a comparative analysis, write a speech integrating the information, or hold a critical discussion on the ways in which messages are conveyed through different media.

Research/Resources:
Reading the Media: Media Literacy in High School English, Renee Hobbs
Media Education: Literacy, Learning and Contemporary Culture, David Buckingham
Literacy in the New Media Age, Gunther Kress

CCSS: R.CCR.9, W.CCR.8

40 Ways to Read Like a Detective: # 32

Strategy: Interview Me

Description: Having students generate interview questions for a person mentioned in a text assists them in exploring what is left unsaid in the piece and requires them to read deeply in order to determine the role, knowledge base, and bias of the person being "interviewed".

Instructional Activity: Select a short informational text wherein a topic of some debate is being explored/discussed (e.g., a newspaper article about a community issue or a magazine article about genetic testing). Ask students to read the piece silently, annotating the text as they read. Remind students to keep their purpose in mind as they read; annotations should indicate or lead to future questions. Once they have finished, ask them to pair with another student, share their annotations with each other, and create 5-7 interview questions. Following this, have students form small groups to share and justify their choices.

Research/Resources:

Beyond Question: Learning the Art of the Interview, Nankani & Ojalvo

What's the Big Idea, Jim Burke

CCSS: W.CCR.4

40 Ways to Read Like a Detective: # 33

Strategy: Letter to the Editor

Description: One way to make a text relevant for students is to have them respond to it. Providing an audience other than the teacher or the rest of the class allows students to adapt to various audiences and affords them a bit of novelty in their writing tasks.

Instructional Activity: Have students read through various articles from a local newspaper. After reading and annotating them, students should choose one to which they will respond. Have students compose a letter to the editor (of the same newspaper from which the article came) according to the editor's guidelines in which they either 1) address and explain flaws and fallacies or 2) summarize and emphasize strengths and well-supported points in the original article. Elementary students should include their own opinions on the topic, supporting a point of view with reasons and information.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
Fifty Alternatives to the Book Report. *The English Journal*, Diana Mitchell

CCSS: W.CCR.1

40 Ways to Read Like a Detective: # 34

Strategy: Problem Finding

Description: Students look for anomalies and gaps in the text. Problem finding has students question the text in a personal way which assists when writing a thesis statement and learning to defend it. It is an essential part of slow reading.

Instructional Activity: Students read closely to create *problem questions*—questions that might not have answers but create deeper thinking and richer insights. They pose possible answers to the questions they have created or exchange with peers.
Why do you think the author chose not to _____?

Research/Resources: *The Art of Slow Reading*, Thomas Newkirk
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
The Creative Vision, Getzels & Csikszentmihalyi

CCSS: R.CCR.1

40 Ways to Read Like a Detective: # 35

Strategy: Step Inside (Circle of Viewpoints)

Description: This strategy helps students consider other people's viewpoints and perspectives around a topic in a text. It requires students to solely rely on information found in the text without making text-to-self connections. Stepping inside a person, character, or object, students analyze how point of view shapes understanding of events in a text.

Instructional Activity: Choose a person, character, or object (personifying it) in a text you are reading. Place yourself within the event or situation to view things from that perspective. Some questions to consider include: What do you now observe? What now do you know to be true? What do you now question?

Ask students to provide evidence from the text to substantiate their responses.

Research/Resources: *Making Thinking Visible*, Ritchhart, Church, & Morrison
Action Strategies for Deepening Comprehension, J. Wilhelm, Ph.D.
Circle of Viewpoints. *Visible Thinking*, Harvard Project Zero

CCSS: R.CCR.3, R.CCR.6

40 Ways to Read Like a Detective: # 36

Strategy: Self Discovery

Description: Themes and topics uncovered in literary texts often connect to real life events and experiences. When a topic surfaces that is of interest to the students, let them conduct research in and outside of class. The intent is to provide students with time to investigate details, articulate initial ideas with new understandings, and to determine a focus for further inquiry about the topic.

Instructional Activity: As students read have them keep a journal of possible research topics. These topics are generated by students based on interest and inspired by texts they have read. On designated days, teachers allow students to review their journals and choose a topic that they would like to investigate further. Students may also fill out a graphic organizer called "I'd Like to Know More About...". As data is collected, students begin to narrow their focus of inquiry. At the elementary level, students can write or draw questions and topics on index cards and store in a recipe box.

Research/Resources:

Write Like This, Teaching Real-World Writing Through Modeling and Mentor Texts, Kelly Gallagher
Inquiry Circles in Action, Harvey & Daniels

CCSS: W.CCR.7

40 Ways to Read Like a Detective: # 37

Strategy: Grammar in Context

Description: Teaching grammar instruction in the context of the writing process improves fluency and comprehension (Graham & Hebert).

Instructional Activity: Using Mentor Texts to Teach Sentence Combining
1) Choose a rich piece of writing (mentor text). 2) Have students highlight or circle how the author uses punctuation to combine sentences and phrases. 3) Analyze the types of sentences the author uses. (Are they simple, compound, complex, compound-complex?) 4) Using a piece of their own writing, students note and annotate their use of punctuation for effect and combine sentences.
This activity could be repeated, highlighting other areas of need. Teachers choose mentor texts that provide excellent examples of grammatical concepts, study and discuss the mentor text as a model, and have students practice with their own writing.

Research/Resources: *Writing to Read: Evidence for How Writing Can Improve Reading.* A Carnegie Corporation Time to Act Report, Graham & Hebert
Grammar to Enrich and Enhance Instruction, Constance Weaver

CCSS: L.CCR.1-3, W.CCR.5

40 Ways to Read Like a Detective: #38

Strategy: Text Impressions

Description: This strategy helps students become familiar with discipline specific vocabulary (Tier 3 Words) by reading words and phrases the teacher strategically chooses from the text they are about to read. Students use the words and phrases to make predictions. Text Impressions help students stay grounded in the text before, during, and after reading and uses informational texts only.

Instructional Activity: 1) Teacher makes a list of 8-10 words that are integral to the meaning of the text. (List words in the order they appear in the text.) 2) Students write a summary based on their predictions using all the words listed. 3) Then, ask students to "think silently" as they read, making comparisons with the reading and their initial predictions. 4) Engage students in a whole class discussion identifying similarities and differences with the text and their predictions. 5) Ask students to write a new summary, using the same list of words, sequencing the events described in the text.

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp
Journal of Reading, McGinley & Denner

CCSS: R.CCR.4

40 Ways to Read Like a Detective: # 39

Strategy: Academic Vocabulary—Elementary

Description: Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. (CCSS: Appendix A, 33)

Instructional Activity: Teacher chooses a rich text and selects the Tier Two words. Refer to the rubric to determine which ones to teach. Now, follow this sequence: Read the text. Contextualize the word within the story. Have students say the word. Provide a student-friendly explanation of the word. Present examples of the word in contexts different from the story context. Engage students in activities that get them to interact with the words. Have students say the word.

Research/Resources: *Academic Vocabulary Rubric* (available on the ELA Resources LiveBinder)
CCSS: Appendix A: Vocabulary
Bringing Words to Life, Beck, McKeown, & Kucan

CCSS: R.CCR.4, L.CCR.4, L.CCR.6

40 Ways to Read Like a Detective: # 40

Strategy: Academic Vocabulary—Secondary

Description: Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. (CCSS: Appendix A, 33)

Instructional Activity: Relationships among words: Teacher chooses a rich text and selects 5-10 Tier Two words. Develop definitions for the words. Then, pair the words in a question format, so students have to consider how meanings interact in order to respond to the question. For example: Would you *suppress* a *profound* thought? Even though this can be answered with *yes* or *no*, accept either as long as it can be justified. By making these connections, students are better able to derive meaning from the contexts in which the words are used.

Research/Resources: *Academic Vocabulary Rubric* (available on the ELA Resources LiveBinder)
CCSS: Appendix A: Vocabulary
Bringing Words to Life, Beck, McKeown, & Kucan

CCSS: R.CCR.4, L.CCR.4, L.CCR.6

Making Annotations: A User's Guide

As you work with your text, consider all of the ways that you can connect with what you are reading. Here are some suggestions that will help you with your annotations:

- Define words or slang; make the words real with examples from your experiences; explore why the author would have used a particular word or phrase.

- Make connections to other parts of the book. Feel free to use direct quotes from the book.

- Make connections to other texts you have read or seen, including:
  - Movies
  - Comic books/graphic novels
  - News events
  - Other books, stories, plays, songs, or poems

- Draw a picture when a visual connection is appropriate.

- Re-write, paraphrase, or summarize a particularly difficult passage or moment.

- Make meaningful connections to your own life experiences.

- Describe a new perspective you may now have.

- Explain the historical context or traditions/social customs that are used in the passage.

- Offer an analysis or interpretation of what is happening in the text.

- Point out and discuss literary techniques that the author is using.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Reading for Information #1 (See Page 17 for corresponding writing tasks)
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify key words that cite evidence to support what the text says explicitly versus inferences drawn, using a modified/illustrated text with a partner.	Identify key words/phrases that cite evidence to support what the text says explicitly as well as inferences drawn using a modified/abridged text with a partner.	Find examples of what the text says explicitly as well as inferences drawn from the text using a teacher-made outline of the text with a partner.	Distinguish between what the text says explicitly as well as inferences drawn from a highlighted text with a partner.	Differentiate between what the text says explicitly as well as inferences drawn from the text.

Reading for Information #2 (See Page 17 for corresponding writing tasks)
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify words in a text that support the theme or central idea of a text citing details to support the theme, using a visually supported text with a partner.	Identify words or phrases in a text that support the theme or central idea of a text citing details to support the theme, using a visually supported text with a partner.	Identify details in a text that support the theme or central idea of a text citing details to support the theme, using a highlighted text with a partner.	Determine the theme or central idea of a text citing details to support the theme, using a highlighted text.	Determine the theme or central idea of a text citing details to support the theme.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Reading for Information #3 (See Page 18 for corresponding writing tasks)
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
(e.g., through examples or anecdotes).

Level 1	Level 2	Level 3	Level 4	Level 5
Point to pictures that show how a key individual, event or idea is introduced in a text, with guided assistance.	Sequence short phrases from a text that outlines details of how a key individual, event, or idea is introduced, illustrated and elaborated in the text.	Describe how a key individual, event or idea is introduced, illustrated, and elaborated in the text using a graphic organizer, in small groups.	Examine how a key individual, event or idea is introduced, illustrated, and elaborated in a text, answering guiding questions as you go.	Explain how the key individual, event, or idea is introduced, illustrated, and elaborated in the text using details and examples from the text, with a partner.

Reading for Information #4 (See Page 18 for corresponding writing tasks)
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Level 1	Level 2	Level 3	Level 4	Level 5
Match key words with the figurative, connotative and technical meanings, using visual support and L1 with a partner.	Match key words with the figurative, connotative and technical meanings, using visual support with a partner.	Match key words with the figurative, connotative and technical meanings, with a partner.	Determine the figurative, connotative and technical meanings of key words in the text with a partner.	Determine the figurative, connotative and technical meanings of key words in the text.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Reading for Information #5 (See Page 19 for corresponding writing tasks)				
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Match specific components of the text with the corresponding development of ideas using a visually supported text with a partner.	Match specific components of the text with the corresponding development of ideas in a small group.	Analyze a specific component of the text and how it contributes to the development of ideas using a concept map in a small group.	Analyze a specific component of the text and how it contributes to the development of ideas in a small group.	Analyze a specific component of the text and how it contributes to the development of ideas.

Reading for Information #6 (See Page 19 for corresponding writing tasks)				
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Point to pictures that show the point of view of the author in a small group.	Locate language in the text associated with the author's point of view, using excerpts of the text and a subject area picture dictionary with a partner.	Locate language in the text associated with the author's point of view, using excerpts from the text with a partner.	Infer how the author's point of view or purpose is conveyed in the text, using a study guide.	Infer how the author's point of view or purpose is conveyed in the text.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Reading for Information #7 (See Page 20 for corresponding writing tasks)
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Level 1	Level 2	Level 3	Level 4	Level 5
Identify one or two words/pictures that are similar in two different mediums on the same topic or issue, using a bilingual dictionary with a partner.	Identify short phrases that are similar in two different mediums on the same topic or issue with a partner.	Organize information found in two different mediums on the same topic or issue, using a T-Chart in a small group.	Evaluate the information from two different mediums on the same topic or issue, using a T- Chart.	Compare and contrast information from two different mediums on the same topic or issue.

Reading for Information #8 (See Page 20 for corresponding writing tasks)
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Level 1	Level 2	Level 3	Level 4	Level 5
Point to claims of an argumentative text including claims supported by reasons /evidence and claims that are not, using excerpts of visually supported texts and L1 and/or L2 with a partner.	Identify claims of an argumentative text including claims supported by reasons /evidence and claims that are not, using excerpts of visually supported text with a partner.	Follow claims of an argumentative text including claims supported by reasons /evidence and claims that are not, using annotated sticky notes in a graphic organizer with a partner.	Trace claims of an argumentative text including claims supported by reasons /evidence and claims that are not, using a graphic organizer in a small group.	Trace claims of an argumentative text including claims supported by reasons/evidence and claims that are not, using a graphic organizer.

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Reading for Information #9 (See Page 21 for corresponding writing tasks)

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Level 1	Level 2	Level 3	Level 4	Level 5
Point to keywords that reflect how two different texts vary in use of language, in visually supported excerpted text.	Locate language that reflects how two different texts vary in use of language in excerpted text, using sticky notes in a small group.	Locate language that reflects how two different texts vary in structure, use of language, and presentation of events using sticky notes in a small group.	Evaluate how two different texts on the same topic vary in structure, use of language, and presentation of events, using a study guide in a small group.	Analyze how two different texts on the same topic vary in structure, use of language, and presentation of events.

ONGOING Reading for Information #10 (See Page 21 for corresponding writing tasks)

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

40 Ways to Read Like a Detective

Strategies for teaching ELLS

Level 1	Level 2	Level 3	Level 4	Level 5
Understand predetermined key words and phrases that are critical to the meaning of grade level texts, using visual support.	Locate phrases/sentences that are critical to the meaning of grade level texts, using visual support with a partner.	Comprehend grade level non-fiction texts including central idea and supporting details, using a study guide in a small group.	Comprehend grade level non-fiction texts including central idea and supporting details in a small group.	Comprehend grade level non-fiction texts including central idea and supporting details.

Critical Thinking allows the individual to manage information. Information presented in a multitude of forms from a variety of media. Information that must be filtered and analyzed, authenticated and processed, and eventually must be synthesized in a form that will be useful to the individual.

What does *critical thinking* look like in a classroom?

- Case studies
- Making predictions
- Puzzles
- Riddles and "brain squeeze" activities
- Brainstorming and reflective thinking
- Project based learning assignments
- Deductive reasoning activities

Communication provides the means by which the individual can present information. Information presented in a multitude of means through a variety of media. Information that must be clear and concise, effective and engaging, and eventually be presented in a way that is meaningful to the individual and the audience.

What does *communication* look like inside and outside of the classroom?

- Story writing and creative writing
- Technology based communication (i.e. email, chat, social media, blogs, podcasts, video…etc.)
- Presentations
- Listening exercises
- Group discussions
- Role Plays
- Use of various reading sources (i.e. newspapers, magazines, textbooks, story books, websites, encyclopedias, online libraries…etc.)

Culture encourages the individual to appreciate where we have come from, who we are now and how we can move into the future. Culture associates the individual to all that surrounds them: art, drama, dance poetry, history, science, religion, written and unwritten language, technology and the individual themselves.

What does *culture* look like in the classroom?

- Community outreaches
- School dramas
- Cultural immersion days
- Field trips
- Interacting across cultures
- Research of historical and cultural sites
- Trips to the theatre

Collaboration engages the individual in the world they share through association. Association, that is created to benefit an organization and as a means to conduct business and school work. Association that includes partnership and teamwork, leadership and assistance, and alliance that serves to benefit the whole.

What does *collaboration* look like in the classroom?

- Group assignments
- Team building activities and challenges
- Group projects
- Peer evaluation and correction
- Group debate competitions
- Case studies
- Team sports

Connectivity places the individual in touch with their world. In today's existence that is increasingly through the technology that is rapidly changing the way they view their world. Understanding that connections are personal no matter what the means of contact and that humanity must remain in light of how the technology may change for each individual.

What does *connectivity* look like in the classroom?

- Current events research, group discussion and interaction
- Virtual Learning spaces
- Connecting learning across different subjects (interdisciplinary approach)
- Creating videos and podcasts
- Engaging in international online discussion forums
- Utilizing computer based learning

Creativity provides the avenue for expression. The structure means nothing without function. Therefore, the individual must be capable of creating something with the knowledge that they have worked so hard to obtain. It is in creating that the individual gains purpose.

What does *creativity* look like in the classroom?

- Arts & Crafts
- Role play and drama
- Group experiments
- Project based learning
- Making posters, mobiles and models
- Story telling
- Video design

ESL Grade 6-8 Curriculum Planning Guide – Quarter 4

Chess helps Ferguson students build confidence

Chess grandmaster Alejandro Ramirez (left) plays a match with 10-year-old Marion Rodgers of the Ferguson-Florissant School District while 9-year-old Dorielle Guy-Bey (right) watches at the St. Louis Chess Club and Scholastic Center in St. Louis, Missouri, May 24, 2016. Photo: AP Photo/Jim Salter

ST. LOUIS, Mo. — Ten-year-old Tyson Stegall stared intently at the chess board as his opponent, grandmaster Alejandro Ramirez, thought over a move. The fourth-grader gave a little grimace, then a smile, when Ramirez won the game with a checkmate.

"He trapped me," Tyson said.

Tyson is among dozens of students from the Ferguson, Missouri area who have taken to chess over the past school year. The new program is called Your Move Chess. It is aimed at expanding young residents' minds and helping them cope with what has been a difficult couple of years. Ferguson, a suburb of St. Louis, drew national attention after 18-year-old Michael Brown was killed in a 2014 police shooting there.

On Tuesday, 11 students from Walnut Grove Elementary School in the Ferguson-Florissant School District gathered at the St. Louis Chess Club and Scholastic Center for a party. The year-end celebration was complete with T-shirts, certificates and a final set of chess matches. In one, Ramirez played each student at the same time.

Chess Club Makes A Difference

The chess club is open to students in the mainly black district's 17 grade schools and three middle schools. Third-grade teacher Wyntra Strong, an adviser for the young chess players, said the protests and violence that followed Brown's death were difficult on the kids. She said many still tear up when they talk about it.

The chess club is making a difference, helping rebuild their confidence, she said.

"They are learning to focus," Strong said. At first, many of the students said that they couldn't play it and weren't smart enough.

"They found out they could do it, and it really excites them," she said.

Shooting Sparked Violent Protests

Brown, who was black and unarmed, was killed on Aug. 9, 2014, by Darren Wilson, a white police officer. A St. Louis County grand jury and the U.S. Department of Justice later cleared Wilson of criminal wrongdoing, and he resigned in November 2014.

But the shooting and the grand jury decision sparked protests that included violence between protesters and police. Protesters also looted and burned many businesses in the town.

The Catholic health care company Ascension organized the chess program with the St. Louis Chess Club and Scholastic Center. The goal was to help young people from the Ferguson area get through the chaos.

"This is about creating opportunity," Ascension spokesman Johnny Smith Jr. said. "We want them to use their critical thinking skills, to concentrate, to use their patience, to challenge themselves."

An Affordable Sport

Tony Rich is the executive director of the St. Louis Chess Club and Scholastic Center. He said that many people think chess is a sport for the wealthy or elite. In fact, it's inexpensive, easy to teach and fun for kids from all walks of life, he said.

"It gives them the opportunity to realize, 'I can be smart and accomplish things,'" Rich said.

Early evidence from the after-school chess program is encouraging, Ascension officials said. A survey showed that 85 percent of participants look forward to school more on days when they have the chess club; 94 percent say chess has taught them that they can complete difficult tasks with enough effort; 92 percent say it has made them more confident in their ability to learn difficult material.

Students Do Better In School

Nine-year-old Dorielle Guy-Bey said she believes her grades have improved since she learned to play chess.

"It makes me think more," the third-grader said.

Tyson, the fourth-grader, agreed and said he has learned to solve problems.

"It has helped me with my math," he said.

Smith said that Ascension may eventually start the chess program in other school districts in St. Louis and elsewhere.

Text Dependent Questions

1 Which paragraph from the introduction summarizes the MAIN ideas of the article?

2 Which two of the following sentences from the article MOST support central ideas of the article?

> 1. *In one, Ramirez played each student at the same time.*
> 2. *The chess club is making a difference, helping rebuild their confidence, she said.*
> 3. *Brown, who was black and unarmed, was killed on Aug. 9, 2014, by Darren Wilson, a white police officer.*
> 4. *The goal was to help young people from the Ferguson area get through the chaos.*

(A) 1 and 3

(B) 1 and 4

(C) 2 and 3

(D) 2 and 4

3 Wyntra Strong, an adviser for the young chess players, would be MOST likely to agree with which of the following statements?

(A) Protests and violence have consequences.

(B) At first, many of the students weren't smart enough.

(C) Students are capable of more than they realize.

(D) Not every school should have a chess club.

4 Which of the following MOST influenced the St. Louis Chess Club and Scholastic Center and Ascension in organizing the chess program?

(A) the shooting of Michael Brown

(B) the effects of chaotic protests

(C) their shared love of chess

(D) a teacher whose students loved chess

Answer Key

1   Which paragraph from the introduction summarizes the MAIN ideas of the article?

Paragraph 2:
Tyson is among dozens of students from the Ferguson, Missouri area who have taken to chess over the past school year. The new program is called Your Move Chess. It is aimed at expanding young residents' minds and helping them cope with what has been a difficult couple of years. Ferguson, a suburb of St. Louis, drew national attention after 18-year-old Michael Brown was killed in a 2014 police shooting there.

2   Which two of the following sentences from the article MOST support central ideas of the article?

1. *In one, Ramirez played each student at the same time.*
2. *The chess club is making a difference, helping rebuild their confidence, she said.*
3. *Brown, who was black and unarmed, was killed on Aug. 9, 2014, by Darren Wilson, a white police officer.*
4. *The goal was to help young people from the Ferguson area get through the chaos.*

(A)   1 and 3

(B)   1 and 4

(C)   2 and 3

(D)   2 and 4

3   Wyntra Strong, an adviser for the young chess players, would be MOST likely to agree with which of the following statements?

(A)   Protests and violence have consequences.

(B)   At first, many of the students weren't smart enough.

(C)   Students are capable of more than they realize.

(D)   Not every school should have a chess club.

4   Which of the following MOST influenced the St. Louis Chess Club and Scholastic Center and Ascension in organizing the chess program?

(A)   the shooting of Michael Brown

(B)   the effects of chaotic protests

(C)   their shared love of chess

(D)   a teacher whose students loved chess

Today's Mayan speakers face communication challenge in U.S. courts

By Los Angeles Time, adapted by Newsela staff on 08.19.16
Word Count **705**

Aldo Wykam-a Conjobal, a Mayan language interpreter, meets with a client in the parking lot of the federal immigration court in Anaheim, California, before his client's asylum hearing, July 8, 2016. Photo: Mark Boster/ Los Angeles Times/TNS

LOS ANGELES, Calif. — It was the day Vinicio Nicolas was going to find out whether he would be allowed to stay in the United States. He brought along an interpreter. The 15-year-old hoped to get far from a gang he did not want to join in Guatemala.

Vinicio had arrived in the U.S. just eight months before, and his English wasn't good. Even though many people in Guatemala speak Spanish, Nicolas didn't speak that either. He spoke an ancient Maya language called Q'anjob'al, or Konjobal.

He Needed To Tell His Story Clearly

Now, the teenager's future depended on finding the right interpreter. He needed to tell his story clearly if he wanted to stay in the U.S. Nicolas hired interpreter Aldo Waykam after hearing him speak Konjobal on the radio.

Recently, more than 100,000 immigrants have arrived from Central America. Many of them are boys and girls who arrived without their parents. This has created a demand for more people who can translate Mayan languages, especially K'iche (Quiche) and Mam.

Konjobal is common in places like Santa Eulalia, Guatemala, where Vinicio grew up. It is rare everywhere else.

Mam, another Mayan language, recently ranked ninth in the top 10 languages spoken in U.S. immigration court. Quiche ranked 11th.

Five years ago, Quiche and Mam weren't even in the top 25 languages spoken in immigration court.

The shortage of interpreters is leading to many issues. Often, judges delay immigration hearings until an interpreter is found. At times, asylum seekers are deported even if they have a strong case because a qualified interpreter cannot be found in time.

More Mayan Language Speakers Are Coming

Naomi Adelson, a Spanish-English court interpreter in the Bay Area, says more Mayan language speakers are coming. "I'm very concerned about meeting the demand," Adelson said. "The demand for Mam has just gone off the charts."

Vinicio's case was Waykam's second of the week. Waykam helped translate Vinicio's story to the asylum officer.

Gang Recruiters Would Not Give Up

Vinicio was 14 when the gang recruiters came looking for him outside his school. They offered him drugs and weapons.

He told them he did not want to join, but they would not give up, Vinicio said. They told him they would hurt his family if he didn't join.

One night, they came looking for him, and he escaped through the back door. He said he slept in the wooded mountains near his village before catching a bus to Guatemala City the next day.

Next, he made his way to the United States. He walked into a U.S. Customs and Border Protection station in Arizona, asking for protection.

"We Can't Meet The Demand"

Policarpo Chaj, a Quiche interpreter, used to get one or two calls a year for interpreter services in Los Angeles. Now, he said, he gets about 10 calls a month.

"We can't meet the demand," Chaj said.

Many of the services are for immigration court, asylum hearings and Superior Court. In the United States, asylum is sometimes given to people who are unsafe in their homelands. It allows them to stay in the country without fear. Interpreters are also used in hospitals and schools, Chaj said.

Immigrants Have A Right To An Interpreter In Immigration Court

Some immigrants do not know they have a right to an interpreter in immigration court. Instead, they settle for a Spanish interpreter. Often, the translator can't correctly describe the immigrant's case for staying.

Mariano Garcia Matias is a 52-year-old Mam interpreter. Sometimes he's so busy, Matias said, that he has to turn away clients.

Like most Mayan language interpreters, Matias does what's called "relay interpreting." That means he translates from Mam to Spanish and another interpreter translates from Spanish to English.

"Someone's Life On The Line"

"It has to be a perfect translation, and we're talking about someone's life on the line, including that person's family," he said.

Vinicio said he was hopeful about being allowed to stay but Waykam wasn't so sure. Only a tiny percentage of cases are approved.

Minutes later, an immigration official informed Waykam of the outcome of Vinicio's case.

He delivered the news to the teenager in the language he knew.

"Maj ak'lay a caso."

You didn't win your case.

Text Dependent Questions

1   Which paragraph from the section "Gang Recruiters Would Not Give Up" BEST supports the idea that Vinicio fled Guatemala to protect himself and others?

2   Select the sentence from the article that BEST supports the idea that interpreters have a very important role in court.

        (A)   Some immigrants do not know they have a right to an interpreter in immigration court. Instead, they settle for a Spanish interpreter.

        (B)   Sometimes he's so busy, Matias said, that he has to turn away clients.

        (C)   Like most Mayan language interpreters, Matias does what's called "relay interpreting."

        (D)   "It has to be a perfect translation, and we're talking about someone's life on the line, including that person's family," he said.

3   Read the following paragraph from the section "He Needed To Tell His Story Clearly".

> *The shortage of interpreters is leading to many issues. Often, judges delay immigration hearings until an interpreter is found. At times, asylum seekers are deported even if they have a strong case because a qualified interpreter cannot be found in time.*

        Which answer choice BEST describes the structure of the paragraph?

        (A)   compare and contrast

        (B)   problem and solution

        (C)   cause and effect

        (D)   chronological order

4   What is the connection between the article's introduction [paragraphs 1-2] and its final section?

        (A)   The article starts by explaining who Vinicio Nicolas is, and concludes by showing his success in court.

        (B)   The article starts with information about the Maya language called Konjobal, and concludes by giving an example of the language.

        (C)   The article starts by describing the case that was about to be heard, and concludes by showing the outcome of the case.

        (D)   The article starts with information about immigration rights, and concludes by showing how often cases are denied.

Answer Key

1   Which paragraph from the section "Gang Recruiters Would Not Give Up" BEST supports the idea that Vinicio fled Guatemala to protect himself and others?

Paragraph 11:
He told them he did not want to join, but they would not give up, Vinicio said.
They told him they would hurt his family if he didn't join.

2   Select the sentence from the article that BEST supports the idea that interpreters have a very important role in court.

(A)   Some immigrants do not know they have a right to an interpreter in immigration court. Instead, they settle for a Spanish interpreter.

(B)   Sometimes he's so busy, Matias said, that he has to turn away clients.

(C)   Like most Mayan language interpreters, Matias does what's called "relay interpreting."

(D)   "It has to be a perfect translation, and we're talking about someone's life on the line, including that person's family," he said.

3   Read the following paragraph from the section "He Needed To Tell His Story Clearly".

The shortage of interpreters is leading to many issues. Often, judges delay immigration hearings until an interpreter is found. At times, asylum seekers are deported even if they have a strong case because a qualified interpreter cannot be found in time.

Which answer choice BEST describes the structure of the paragraph?

(A)   compare and contrast

(B)   problem and solution

(C)   cause and effect

(D)   chronological order

4   What is the connection between the article's introduction [paragraphs 1-2] and its final section?

(A)   The article starts by explaining who Vinicio Nicolas is, and concludes by showing his success in court.

(B)   The article starts with information about the Maya language called Konjobal, and concludes by giving an example of the language.

(C)   The article starts by describing the case that was about to be heard, and concludes by showing the outcome of the case.

(D)   The article starts with information about immigration rights, and concludes by showing how often cases are denied.

Teens turn class culture-shock project into a book

By Chicago Tribune, adapted by Newsela staff on 01.21.15
Word Count **755**

Glenbard West students Daniela Polencheck (left) and Anusha Rai share their stories about coming to America with Hadley Junior High students in Glen Ellyn, Illinois. Photo: Dawn Rhodes/Chicago Tribune/TNS

GLEN ELLYN, Ill. — Daniela Polencheck was just a toddler in Colombia, where she grew up, when her life completely changed.

Just 2 years old, Daniela was walking with her older siblings when she broke away from her sister's grasp. She darted into the street and was hit by a drunk driver, who never slowed down or stopped. As a result of the accident, Daniela lost the use of her hips and legs.

Daniela is in her first year of Glenbard West High School just outside of Chicago, Illinois. Now 15, she said the horrific experience gives her strength as she navigates life in her new country.

"I could feel sorry for myself for the rest of my life," Daniela said. "Or I could accept being in a wheelchair, and try to make the best of it."

Class Project Becomes A Book

Daniela told her story as part of a class project in her English as a learned language class. Like Daniela, most of the students were born in other countries and learned English only after coming to the United States.

Led by teacher Sarah Hoisington, the teens spent all fall writing stories about the biggest hardships they have faced. They then compiled their experiences into a large book they called the "Book of Challenges."

Earlier, the group dedicated the book to the library at Hadley Junior High School, which several of the students attended before high school. They recently returned to the school to share their stories with students from countries around the world.

Bruno Borges, 15, liked telling his story to the younger students, who also have faced challenges in life. "It was fun to tell the kids that everyone has to pass through obstacles," he said.

Empowering Stories

Hoisington's 13 students are from India, Nepal, Pakistan, Thailand, Myanmar, Brazil, Guatemala and Colombia. The idea for the project began after the group read "A Long Walk to Water" by Linda Sue Park. Part of the story features an 11-year-old Sudanese refugee who travels the African continent looking for safe places to live.

Some students told their own stories of living in refugee camps, after their homes became too dangerous. Others focused on the severe culture shock they experienced in a new country.

"I wanted them to feel empowered," Hoisington said. She wants her students to recognize that the skills they have learned to survive hardships do not just help them in school, but will help them throughout their lives. "Their stories are powerful not just for themselves, but for other people to hear and understand," Hoisington said.

Finding Confidence And Persistence

Noushin Ajmeri hails from eastern India. She said she had to adjust to how boldly American girls behaved when her family moved to the United States two years ago.

"I felt embarrassed that the girls wore shorts in the summer, and talked and hug boys," said Noushin, 14. "In our culture, we never talk with boys like that, we never speak up in front of people. But after two or three months, I started to speak English and I got used to it. I don't think their way is wrong. It's your choice to do what you want."

Bruno, who is originally from Sao Paulo, Brazil, has had to get used to a new country not once, but twice. When he was 7, his family moved to Sweden. They returned home to Brazil for several years before moving to Illinois this summer.

"Here, at least I knew a little English," Bruno said of the most recent move. "You need to be confident and you need to expect the best of yourself." He said that kids moving to a new place need to be social and talk to many people, although that can be hard. Using these tactics, he has made lots of friends in America, he said.

Ema Smith shared a similar message of persistence with the younger teens. The 18-year-old said she felt frustrated when her family moved from Zacapa, Guatemala, to Glendale Heights, Illinois, in April 2013. Slowly things got easier as she began celebrating small victories, like when she felt confident enough to ask her teacher for a bathroom break or when she made a new friend in class.

She said that while these events may not seem like much, they were important moments for her. Ema is now a senior and about to graduate from high school. "I am proud that I did not give up. It is OK to take things one day at a time," she said.

Text Dependent Questions

1   Each answer option contains two sentences from the article. In which answer choice does each sentence describe a different challenge faced by students learning a new language?

(A)   They returned home to Brazil for several years before moving to Illinois this summer. "Here, at least I knew a little English," Bruno said of the most recent move.

(B)   The 18-year-old said she felt frustrated when her family moved from Zacapa, Guatemala, to Glendale Heights, Illinois, in April 2013. Slowly things got easier as she began celebrating small victories, like when she felt confident enough to ask her teacher for a bathroom break or when she made a new friend in class.

(C)   "You need to be confident and you need to expect the best of yourself." He said that kids moving to a new place need to be social and talk to many people, although that can be hard.

(D)   Like Daniela, most of the students were born in other countries and learned English only after coming to the United States. Others focused on the severe culture shock they experienced in a new country.

2   Select the paragraph from the section "Class Project Becomes A Book" that suggests the students are hopeful about the future.

3   Read the sentence from the section "Finding Confidence And Persistence."

Ema Smith shared a similar message of persistence with the younger teens.

Which selection from the section gives an example of "persistence"?

(A)   "But after two or three months, I started to speak English and I got used to it."

(B)   "I felt embarrassed that the girls wore shorts in the summer, and talked and hug boys," said Noushin, 14.

(C)   "I don't think their way is wrong. It's your choice to do what you want."

(D)   "In our culture, we never talk with boys like that, we never speak up in front of people."

4   Read the sentence from the section "Class Project Becomes A Book."

They then compiled their experiences into a large book they called the "Book of Challenges."

Which word can replace "compiled" without changing the meaning of the sentence above?

(A)   collected

(B)   wrote

(C)   divided

(D)   stored

Answer Key

1 Each answer option contains two sentences from the article. In which answer choice does each sentence describe a different challenge faced by students learning a new language?

(A) They returned home to Brazil for several years before moving to Illinois this summer. "Here, at least I knew a little English," Bruno said of the most recent move.

(B) The 18-year-old said she felt frustrated when her family moved from Zacapa, Guatemala, to Glendale Heights, Illinois, in April 2013. Slowly things got easier as she began celebrating small victories, like when she felt confident enough to ask her teacher for a bathroom break or when she made a new friend in class.

(C) "You need to be confident and you need to expect the best of yourself." He said that kids moving to a new place need to be social and talk to many people, although that can be hard.

(D) **Like Daniela, most of the students were born in other countries and learned English only after coming to the United States. Others focused on the severe culture shock they experienced in a new country.**

2 Select the paragraph from the section "Class Project Becomes A Book" that suggests the students are hopeful about the future.

Paragraph 7:
Bruno Borges, 15, liked telling his story to the younger students, who also have faced challenges in life. "It was fun to tell the kids that everyone has to pass through obstacles," he said.

3 Read the sentence from the section "Finding Confidence And Persistence."

Ema Smith shared a similar message of persistence with the younger teens.

Which selection from the section gives an example of "persistence"?

(A) **"But after two or three months, I started to speak English and I got used to it."**

(B) "I felt embarrassed that the girls wore shorts in the summer, and talked and hug boys," said Noushin, 14.

(C) "I don't think their way is wrong. It's your choice to do what you want."

(D) "In our culture, we never talk with boys like that, we never speak up in front of people."

4   Read the sentence from the section "Class Project Becomes A Book."

They then compiled their experiences into a large book they called the "Book of Challenges."

Which word can replace "compiled" without changing the meaning of the sentence above?

(A)   collected

(B)   wrote

(C)   divided

(D)   stored

Cuba, U.S. colleges plan exchanges as the nations become more friendly

By Associated Press, adapted by Newsela staff on 08.04.15
Word Count **770**

Cuban students at Marta Abreu Central University in Santa Clara, Cuba, July 11, 2014. Since the U.S. eased travel restrictions in 2015, several colleges have struck agreements with Cuban schools to create exchange programs for students and faculty. More American colleges are planning study trips to Cuba. Both sides are exploring research collaborations. Photo: AP/Franklin Reyes, File

BOSTON, Mass. — There used to be no friendly words between the governments of the United States and Cuba. But as the relationship improves, colleges in both countries are forming partnerships. Doing so was once heavily restricted.

Americans for many years were not allowed to travel to Cuba. In the few months since the United States has moved toward getting rid of strict travel restrictions, several colleges have made agreements with Cuban schools. They have created exchange programs for students and teachers. More American colleges are planning study trips to Cuba. Both sides are exploring research projects.

Many people from both countries will begin to work together, said Mauro Guillen. He works at the University of Pennsylvania's business school.

Auburn University in Alabama agreed to partner with a university in Havana, Cuba's capital. They will have a new five-year exchange program. The University of the District of Columbia and the University of California at Fullerton also made deals with Cuban schools.

Leaders at Florida International University are making plans to open at least one school in Cuba.

Changes Are Encouraging

Under previous travel rules — since the 1960s — some colleges had been granted permission to launch academic trips to Cuba. However, college officials said the process was difficult. Even those who applied often were denied.

Yet President Obama eased those rules this year. Tourism is still forbidden, but the new rules make it easier to travel for educational purposes.

The changes have encouraged many people to rush to form new academic ties, said Bruce Magid. He is the dean, or leader, of the Brandeis International Business School in Massachusetts.

"I think it's going to be significantly easier to plan trips," Magid said. He has led several visits to Cuba in recent years.

Exploring Education And Business

People in many different fields are interested in Cuba. However, business schools in particular have been quick to build relationships with Cuba. They want to study how business is growing there and what its jobs are like. They also want to explore it as a possible place to do business if U.S. trade restrictions are lifted. Right now, Cuba is still not allowed to trade with the United States.

Guillen said that a lot of his students want to go to Cuba. They see themselves doing business there in the future. Guillen has led student trips to Cuba.

For many U.S. colleges, Cuba is also a place to look for new students.

There are still difficulties in the process. However, admissions offices already are drafting plans to attract Cuban students, just like they do from Europe or South America.

High Educational Standards

The Educational Testing Service gives the graduate record exam. It is a standardized test that students take when they apply to postgraduate courses in the United States. The Educational Testing Service recently announced that it will begin testing in Cuba. This could allow Cuban college graduates to apply for graduate school in the United States.

"Cuba has probably the highest educational standards in all of Latin America," Guillen said. "They have a relatively well-educated population and it would be wonderful to attract those students to the United States in big numbers."

Restrictions on money in Cuba would cause most students to rely on financial aid from U.S. schools. Still, Cuban students are interested.

"Here we take two years of English, so in terms of the language I think we are well-prepared," said Omar Concepcion, a student at the University of Havana.

Colleges acknowledged that they would have to provide financial aid to Cuban students that they accept.

Lots Of Catching Up To Do

Even though there has been progress, some experts do not want to begin having academic exchange between the two countries. In many ways, there is still a wide gap between them, said Jorge Duany, an expert on Cuba at Florida International University.

The U.S. trade restriction prohibits most activity, Duany said, and could block professors from presenting or selling their scholarly works. He added that in Cuba, the government keeps a tight grip on universities and their scholars.

"U.S. academics are used to speaking their minds on any topic that they can think of, and usually nothing happens," Duany said. "Cuba's a different society."

Cuba is a bit behind in some ways, and this may be a difficulty, Guillen said. It is still rare to have Internet service there. Still, Guillen is confident that new relationships between colleges will play a part in helping the countries become closer.

"Educational collaboration and exchange" will happen because of the opening, Guillen said, "but it will also contribute to deepening and accelerating the opening."

Text Dependent Questions

1 What is the main idea of the section "Changes Are Encouraging"?

(A)   Colleges are permitted to have educational travel.

(B)   U.S. business schools are moving quickly to set up programs in Cuba.

(C)   Educational travel to Cuba is easier, but American tourists are still forbidden.

(D)   Easier rules for travel to Cuba will be good for Americans who want to study there.

2 Which detail supports the idea that Cuba is "a bit behind in some ways"?

(A)   Until recently, few Americans had permission to travel to Cuba.

(B)   The Educational Testing Service will soon begin testing in Cuba.

(C)   Cuban academics cannot speak their minds as freely as U.S. academics can.

(D)   Many students in the U.S. want to study in Cuba.

3 Which of these is NOT an example of people trying to bring Cuban students to the U.S.?

(A)   exchange programs set up between Cuban and U.S. colleges

(B)   U.S. business school students planning to do business in Cuba in the future

(C)   Colleges in the U.S. offering financial aid to Cuban students

(D)   President Obama ending some rules against student travel to Cuba

4 Which sentence below should be part of a summary of the article?

(A)   Cuban students are having difficulty paying for college in the U.S.

(B)   Studying business in Cuba is a big goal for U.S. universities.

(C)   Students at the University of Havana already take two years of English.

(D)   Florida International University is one of the U.S. schools setting up an exchange program.

Answer Key

1   What is the main idea of the section "Changes Are Encouraging"?

(A)   Colleges are permitted to have educational travel.

(B)   U.S. business schools are moving quickly to set up programs in Cuba.

(C)   Educational travel to Cuba is easier, but American tourists are still forbidden.

(D)   Easier rules for travel to Cuba will be good for Americans who want to study there.

2   Which detail supports the idea that Cuba is "a bit behind in some ways"?

(A)   Until recently, few Americans had permission to travel to Cuba.

(B)   The Educational Testing Service will soon begin testing in Cuba.

(C)   Cuban academics cannot speak their minds as freely as U.S. academics can.

(D)   Many students in the U.S. want to study in Cuba.

3   Which of these is NOT an example of people trying to bring Cuban students to the U.S.?

(A)   exchange programs set up between Cuban and U.S. colleges

(B)   U.S. business school students planning to do business in Cuba in the future

(C)   Colleges in the U.S. offering financial aid to Cuban students

(D)   President Obama ending some rules against student travel to Cuba

4   Which sentence below should be part of a summary of the article?

(A)   Cuban students are having difficulty paying for college in the U.S.

(B)   Studying business in Cuba is a big goal for U.S. universities.

(C)   Students at the University of Havana already take two years of English.

(D)   Florida International University is one of the U.S. schools setting up an exchange program.

Opinion: Cargo drones can make a difference in Africa, elsewhere

By Project Syndicate, adapted by Newsela staff on 11.04.15
Word Count **736**

LAUSANNE, Switzerland – Unmanned aerial vehicles (UAVs), also known as drones, have captured the imagination of people around the world. They have also raised fears about what could be done with them.

In April, the United States Navy announced an experimental program called LOCUST, which stands for Low-Cost UAV Swarming Technology. The weapon can rapidly launch up to 30 drones out of a tube, which then swarm together to gather information or strike at an enemy. Officials promise these war drones will give the military a clear advantage. The U.S. military already uses drones that can kill enemies at a distance. The new program is likely to make some people even more nervous about these flying machines.

The "Science Of Delivery"

That scary scenario of wars fought by drones might be far off, but the everyday use of drones is here to stay. More than three million people are in the air daily in airplanes, and every large city on our planet is connected to another by air transportation. DJI, a Chinese drone manufacturer, is growing quickly. It claims that its business is already worth $10

billion. Cargo drones that fly goods and packages will grow into an even larger business in the coming years. Because these drones are lightweight, they will fly more cheaply, but be just as fast and safe as cargo planes.

In rich countries, interest in cargo drones has focused on the so-called "last mile." It means the ability of drones to deliver a package to its final destination, for instance, dropping a tub of ice cream onto a person's front lawn. But the bigger opportunities are in poorer countries. Some 800 million people around the world have limited access to emergency services. This fact will not change anytime soon, because there will not be enough money to build roads to connect remote villages. By flying medical supplies to these isolated communities, cargo drones can save lives and create jobs.

Cargo drones are a good example of what Jim Yong Kim, the president of the World Bank, calls the "science of delivery." The bank gives loans and advice to poor countries around the world. We know what we need to deliver: the solutions to many of our most pressing problems already exist. The question is how.

A group of people have joined together in Switzerland to answer this question. They have started a new program called Red Line. Companies are just beginning to make emergency cargo drones. Red Line wants to speed this up, so drones can be put to use faster. The group also plans to build the world's first droneports – in Africa.

It's Often The Boring Stuff That Really Makes A Difference

It sounds like the perfect technological solution – and like one that would not work. After all, advanced technology has not been much good at bringing about meaningful change for the poor. It is boring stuff like teacher training, community health care and apprentice programs that makes a difference in their lives.

That is why many experts in helping poor countries develop are in favor of what they call "frugal innovation" over technology. These are solutions that cost less but work better. BRAC, the world's largest charity group, is in Bangladesh. It has 1.3 million children enrolled in one-room schools – and hardly a laptop in sight.

So why be hopeful about cargo drones? One reason is precisely because they can reach remote regions of Africa, Asia and Latin America. In these areas, poverty and disease are widespread, distances are great and roads might never be built.

A Gadget That Works

Cargo drones would be an especially good solution. In many hard-to-reach places in Africa and South Asia, local women have been trained to start tiny businesses. They are often the ones who get essential goods and services for their villages. It does not matter if they have much education. BRAC's community health workers, for example, sell basic health supplies and medicines. Drones could bring supplies to these workers.

Cargo drones will never replace ground transportation, like trains and trucks. Still, they can ensure that important goods get to where they are needed. Mobile phones took off in Africa because the technology was so much cheaper than building landline phone systems. The same can be said today about building roads in Africa. Like the mobile phone, the cargo drone can be a gadget that works for those who need it most.

Text Dependent Questions

1   According to the article, what is a major difference between how drones will be used in rich and poor countries?

   (A)   Rich countries will use drones for war and poor countries will use them for medicine.

   (B)   Rich countries will use drones for the "last mile" and poor countries will use them for remote areas.

   (C)   Rich countries will use them to replace airplanes and poor countries will use them to replace roads.

   (D)   Rich countries will use them with laptops and poor countries will use them with mobile phones.

2   Why do the authors believe that advanced technologies are most often not the best way to help poor people?

   (A)   The equipment may break.

   (B)   The technologies are mostly used for war.

   (C)   There are cheaper and more effective ways to help.

   (D)   There are many people who do not understand the technologies.

3   Read the sentence from the article.

   After all, advanced technology has not been much good at bringing about meaningful change for the poor.

   Why do the authors believe drones will provide a counterexample to the claim above?

   (A)   Drones can fly out of droneports.

   (B)   Drones can be used with mobile phones.

   (C)   Drones can easily reach remote areas.

   (D)   Drones can be cheaper than laptops.

4   Which sentence from the article shows the type of drone use that the authors think is most important?

    (A)   Unmanned aerial vehicles (UAVs), also known as drones, have captured the imagination of people around the world.

    (B)   Officials promise these war drones will give the military a clear advantage.

    (C)   It means the ability of drones to deliver a package to its final destination, for instance, dropping a tub of ice cream onto a person's front lawn

    (D)   By flying medical supplies to these isolated communities, cargo drones can save lives and create jobs.

Answer Key

1   According to the article, what is a major difference between how drones will be used in rich and poor countries?

  (A)   Rich countries will use drones for war and poor countries will use them for medicine.

  (B)   Rich countries will use drones for the "last mile" and poor countries will use them for remote areas.

  (C)   Rich countries will use them to replace airplanes and poor countries will use them to replace roads.

  (D)   Rich countries will use them with laptops and poor countries will use them with mobile phones.

2   Why do the authors believe that advanced technologies are most often not the best way to help poor people?

  (A)   The equipment may break.

  (B)   The technologies are mostly used for war.

  (C)   There are cheaper and more effective ways to help.

  (D)   There are many people who do not understand the technologies.

3   Read the sentence from the article.

  After all, advanced technology has not been much good at bringing about meaningful change for the poor.

  Why do the authors believe drones will provide a counterexample to the claim above?

  (A)   Drones can fly out of droneports.

  (B)   Drones can be used with mobile phones.

  (C)   Drones can easily reach remote areas.

  (D)   Drones can be cheaper than laptops.

4   Which sentence from the article shows the type of drone use that the authors think is most important?

(A)   Unmanned aerial vehicles (UAVs), also known as drones, have captured the imagination of people around the world.

(B)   Officials promise these war drones will give the military a clear advantage.

(C)   It means the ability of drones to deliver a package to its final destination, for instance, dropping a tub of ice cream onto a person's front lawn

(D)   By flying medical supplies to these isolated communities, cargo drones can save lives and create jobs.

Weekend design event seeks specific solutions for those with disabilities

Sarah Esquela, 17, works to assemble a prosthetic hand that is being made for a military veteran during the TOM:DC Makeathon at Nova Labs in Reston, Virginia, July 24, 2016. Photo: Photo by Jahi Chikwendiu, Washington Post

RESTON, Va. — John Gluck's eyes glistened with joy and amazement. The excited 8-year-old was looking at set of wooden shelves lit up in bright blue.

This is no ordinary shelf: It moves up and down and in and out so that John, who is in a wheelchair, can easily reach its contents. The special system was conceived, designed and built at the TOM:DC Makeathon. The three-day marathon-design event is hosted in Reston, Virginia, by the Tel Aviv-based nonprofit start-up TOM.

The T and O part of TOM comes from "Tikkun Olam," which is Hebrew for "fixing the world." The M stands for "makers": people who take a do-it-yourself approach to inventing, designing and tinkering. TOM takes the maker movement one step further by focusing specifically on technology to assist people with disabilities.

"Affordable Solutions For Neglected Issues"

"We want to create extremely affordable solutions for neglected issues," said Arnon Zamir, the founding director of TOM.

Zamir is referring to problems that have not yet been solved by a business or a government. It may be that disabled people have too many different types of needs for one company to work on, or that there is no way to bring the solution to the market.

This is where TOM comes in, said Gidi Grinstein, founder and president of the Reut Institute, the group which launched TOM in late 2013.

There is an "ocean of talent" and an "ocean of needs," Grinstein said. The idea is to bring the two oceans together.

TOM wants to create a globally conscious maker community. To help make that happen, all plans and designs for inventions created at TOM Makeathons are made free and available online. Users might even tweak and improve the designs.

At the TOM:DC Makeathon, held at Nova Labs, more than 30 makers split up into several teams. Each team worked directly with what event organizers call "need knowers": people living with disabilities who have a personal understanding of the challenges they face.

Making Shelves For John

Max Painley, who is 21 years old, and Noam Platt, who is 26, formed a team to address John's mobility needs. John, who lives in Herndon, Virginia, was diagnosed with congenital muscular dystrophy when he was 2 1/2. The disease limits how much he can move. Because he uses a wheelchair, he cannot reach very far beyond his lap. He often has to ask for help when he wants to reach for something.

The team came up with the idea of an easy-to-reach shelf: a system of shelves that would go up and down to the right height, and then slide out for John to reach into.

However, neither Jennifer nor Charles Gluck, John's parents, knew how to actually put a shelf like that together. TOM, therefore, matched these three need-knowers with Painley and Platt, who had the technical knowledge to try and make the idea a reality.

Painley is a senior at James Madison University. He is studying engineering, with a minor in robotics. Platt works as a health-care designer in Lafitte, Louisiana. Together, they spent long hours on Saturday in Nova Lab's woodworking shop, working through the night into Sunday. They finally produced a working model of their easy-to-reach shelving system.

Reaching A Breakthrough

They had originally thought of using a pulley system to move the shelving unit up and down, and individual motors to slide each of the three shelves in and out. This idea turned out to be too hard to manage. It just wasn't working.

"We were basically one step forward and two steps back," Painley said. He and Platt did not want to let John down.

Around midnight Sunday, the two had a breakthrough. Instead of an elaborate system of motors, someone suggested a much simpler cam mechanism. A cam is a three-part system that includes a piece of metal or plastic attached to a rotating shaft or rod. As this rod turns, cams, which can be different shapes, turn, too. The cams hit a follower, which either moves up, moves down or stays still.

The cam forces a hinge to open at a set height, Platt explained. The edge of the shelf is pushed out. As it passes through the peak of the cam, the spring action of the hinge brings the shelf back in.

Rewarding Results

"To see his face when we turned on the lights - that's just pure joy," Platt said.

Elsewhere at the Nova Labs makerspace, teams worked on projects including a voice-activated elevator button and a remote-controlled breathing machine.

As John marveled at his new set of movable shelves, he started thinking about all the things that he could put in them.

He might put his Kindle in one shelf, and tissues in another.

But the thing that he's most excited about storing in the shelves?

"My stash of candy that I'm going to put in it."

Text Dependent Questions

1   What is the MOST LIKELY reason why the author included the information about Painley and Platt in the section "Making Shelves For John"?

   (A)   to show that they worked well together

   (B)   to show that they are both good students

   (C)   to explain why they wanted to help John

   (D)   to explain what kinds of skills they each had

2   Based on the article, which of the following statements is TRUE?

   (A)   TOM makes money by selling the designs created at the Makeathon.

   (B)   John's parents helped design their son's shelf at the Makeathon.

   (C)   The shelf project proved satisfying and beneficial to all involved.

   (D)   Makers and "need knowers" never directly meet each other.

3   Read the paragraph from the section "Affordable Solutions For Neglected Issues."

   There is an "ocean of talent" and an "ocean of needs," Grinstein said.
   The idea is to bring the two oceans together.

   What is meant by the word "ocean" in the paragraph?

   (A)   a huge amount

   (B)   an unknown source

   (C)   a changing selection

   (D)   an unhappy group

4   Read the sentence from the section "Reaching A Breakthrough."

   Around midnight Sunday, the two had a breakthrough.

   Which of the following options BEST explains the meaning of the word "breakthrough" as used in the sentence?

   (A)   a step backwards

   (B)   a new development

   (C)   a slow discovery

   (D)   a similar idea

Answer Key

1 What is the MOST LIKELY reason why the author included the information about Painley and Platt in the section "Making Shelves For John"?

   (A)   to show that they worked well together

   (B)   to show that they are both good students

   (C)   to explain why they wanted to help John

   (D)   to explain what kinds of skills they each had

2 Based on the article, which of the following statements is TRUE?

   (A)   TOM makes money by selling the designs created at the Makeathon.

   (B)   John's parents helped design their son's shelf at the Makeathon.

   (C)   The shelf project proved satisfying and beneficial to all involved.

   (D)   Makers and "need knowers" never directly meet each other.

3 Read the paragraph from the section "Affordable Solutions For Neglected Issues."

   There is an "ocean of talent" and an "ocean of needs," Grinstein said. The idea is to bring the two oceans together.

   What is meant by the word "ocean" in the paragraph?

   (A)   a huge amount

   (B)   an unknown source

   (C)   a changing selection

   (D)   an unhappy group

4 Read the sentence from the section "Reaching A Breakthrough."

   Around midnight Sunday, the two had a breakthrough.

   Which of the following options BEST explains the meaning of the word "breakthrough" as used in the sentence?

   (A)   a step backwards

   (B)   a new development

   (C)   a slow discovery

   (D)   a similar idea

What if the rain forest ran out of rain? Amazon's water needs protection

A man navigates his boat along the Lorencillo River in the municipality of Ciudad Constitucion in Peru's Amazon, Oct. 27, 2015. Photo: AP/Rodrigo Abd

Deforestation of the Amazon gets a large amount of attention and scientists are worried about that, but they are also worried about something just as important. The freshwater ecosystems in the Amazon basin need protection, too.

The Amazon is the world's largest remaining rain forest. It is home to one of the greatest varieties of plants and animals on Earth. It covers 2.1 million square miles of land. The Amazon is shared by Brazil, Peru, Colombia and six other countries. The whole area covers 40 percent of South America, which is one of the world's seven continents.

World's Largest Water Network At Risk

Freshwater ecosystems are bodies of water where plants and animals interact with their environment. Scientists say they are critical to the health of the Amazon basin. The basin is the largest network of rivers, streams and lakes in the world. It covers over 2.6 million square miles and funnels water into the 4,000-mile-long Amazon River.

The plants and animals that make their homes in the Amazon are facing a number of threats. In the magazine Global Change Biology, scientists recently wrote that finding better ways to protect the water systems is especially important. They say the people who live there need protection, along with the plants and animals.

Leandro Castello is a professor at Virginia Tech University. He helped write the article. He used to work on fish conservation in the Amazon. Castello says he was disappointed in how much more attention was paid to the rain forest's trees than its water systems.

Freshwater ecosystems in the Amazon provide many crucial services to the plants, animals and people who live there. The ecosystems move water through the rain forest, cycle soil and regulate microclimates, spots where the climate is different from the other areas nearby. The water systems are also home to a variety of plants and animals, including thousands of fish species. In addition, people who live in the Amazon need the ecosystems for food and water. In spite of their importance, the freshwater ecosystems are in trouble.

Damage From Too Many Dams

One cause of the troubles is a change in hydrology or the way water moves around. Castello says that kind of change is one of the worst things for a freshwater ecosystem.

"If you change the amount of water in either a lake or river or stream, you will change a lot of processes," Castello says.

Dams change hydrology by interrupting natural water flow and collecting water in reservoirs. When that happens, fish and other animals cannot move through the water and nutrients in the water cannot move downstream. Studies show that damming is not only a threat to people who make their living by fishing, but also a threat to people who eat the fish.

There are many dams in the Amazon basin already, and more are planned. In the magazine, scientists say that if all the new dams are built, only three rivers will be left untouched.

Mining Pollution, Deforestation Danger

Mining can also change water systems. Gold mining often removes sand and mud from the bottom of rivers and streams. The process can alter river beds and introduce pollutants such as heavy metals into the water.

In addition to dams and mining, deforestation is one of the most serious threats to freshwater ecosystems. Trees perform an important step of the water cycle, Castello says. Trees take water from the soil and let it evaporate through their leaves. When there are fewer trees to do this, water trickles back into the rivers, bringing soil with it.

Deforestation can also reduce rainfall and make droughts worse. In addition, plants and trees are important for the soil structure on land. Removing them can cause soil to wash into the water and even reshape rivers and streams.

Hotter Climate, Fewer Streams

Climate change, the heating up of the Earth's climate, may add another problem. As temperatures in the Amazon basin go up, droughts and severe storms may become more frequent and intense. Drier conditions may also lower water levels in rivers, and some streams might disappear completely.

Castello says that the key to better conservation is for lawmakers to develop a plan that includes both land and freshwater ecosystems. He also says that satellites could be useful for monitoring freshwater ecosystems in the Amazon. Satellites already help governments track illegal deforestation.

Scientists also say that although much of the Amazon is protected, many freshwater areas are not. Some freshwater ecosystems are even in protected areas, but they're still affected by dams outside their boundaries. There are also exceptions in the rules to allow activities such as mining.

Scientists Urge Conservation Across Borders

Marcia Macedo is a scientist with the Woods Hole Research Center in Massachusetts. She also helped write the article. She says policymakers should consider how effects from development projects like dams do not stay in one place.

"You have the impacts moving downstream in the river, across official boundaries, across state and country lines," Macedo says.

Claudio Maretti works for a conservation organization in Brazil.

"The most important thing is to build the information across borders," Maretti says. If countries have the same rules and policies, they can do a better job of protecting species and ecosystems, he believes.

Text Dependent Questions

1   Which section of the article highlights specific ways trees and water systems work together?

    (A)   "World's Largest Water Network At Risk"

    (B)   "Damage From Too Many Dams"

    (C)   "Mining Pollution, Deforestation Danger"

    (D)   "Hotter Climate, Fewer Streams"

2   Select the paragraph from the section "Damage From Too Many Dams" that explains the specific ways dams affect rivers.

3   What is the author's MAIN purpose for including quotes from Macedo and Maretti in addition to Castello?

    (A)   to demonstrate how damaging dams are to river systems in the Amazon

    (B)   to give credibility to Castello's argument and emphasize the importance of working across borders

    (C)   to give a critique of Castello's point of view and argue that he is not paying enough attention to border issues

    (D)   to show different viewpoints, since the article is not just about Castello but about the different ideas of water scientists

4   With which of the following would Castello be MOST likely to agree?

    (A)   It is too late to save most of the freshwater ecosystems in the Amazon.

    (B)   Dams are the greatest danger to Amazonian rivers.

    (C)   Lawmakers should stop being concerned with saving the trees and focus on saving the water.

    (D)   Freshwater ecosystems are connected to all life in the Amazon but are not receiving enough attention.

Answer Key

1   Which section of the article highlights specific ways trees and water systems work together?

         (A)   "World's Largest Water Network At Risk"

         (B)   "Damage From Too Many Dams"

         (C)   **"Mining Pollution, Deforestation Danger"**

         (D)   "Hotter Climate, Fewer Streams"

2   Select the paragraph from the section "Damage From Too Many Dams" that explains the specific ways dams affect rivers.

     Paragraph 8:
     Dams change hydrology by interrupting natural water flow and collecting water in reservoirs. When that happens, fish and other animals cannot move through the water and nutrients in the water cannot move downstream. Studies show that damming is not only a threat to people who make their living by fishing, but also a threat to people who eat the fish.

3   What is the author's MAIN purpose for including quotes from Macedo and Maretti in addition to Castello?

         (A)   to demonstrate how damaging dams are to river systems in the Amazon

         (B)   **to give credibility to Castello's argument and emphasize the importance of working across borders**

         (C)   to give a critique of Castello's point of view and argue that he is not paying enough attention to border issues

         (D)   to show different viewpoints, since the article is not just about Castello but about the different ideas of water scientists

4   With which of the following would Castello be MOST likely to agree?

         (A)   It is too late to save most of the freshwater ecosystems in the Amazon.

         (B)   Dams are the greatest danger to Amazonian rivers.

         (C)   Lawmakers should stop being concerned with saving the trees and focus on saving the water.

         (D)   **Freshwater ecosystems are connected to all life in the Amazon but are not receiving enough attention.**

Primary Sources: Jefferson's Message on the Lewis & Clark Expedition

By Original document from the public domain, adapted by Newsela staff on 06.21.16
Word Count **640**
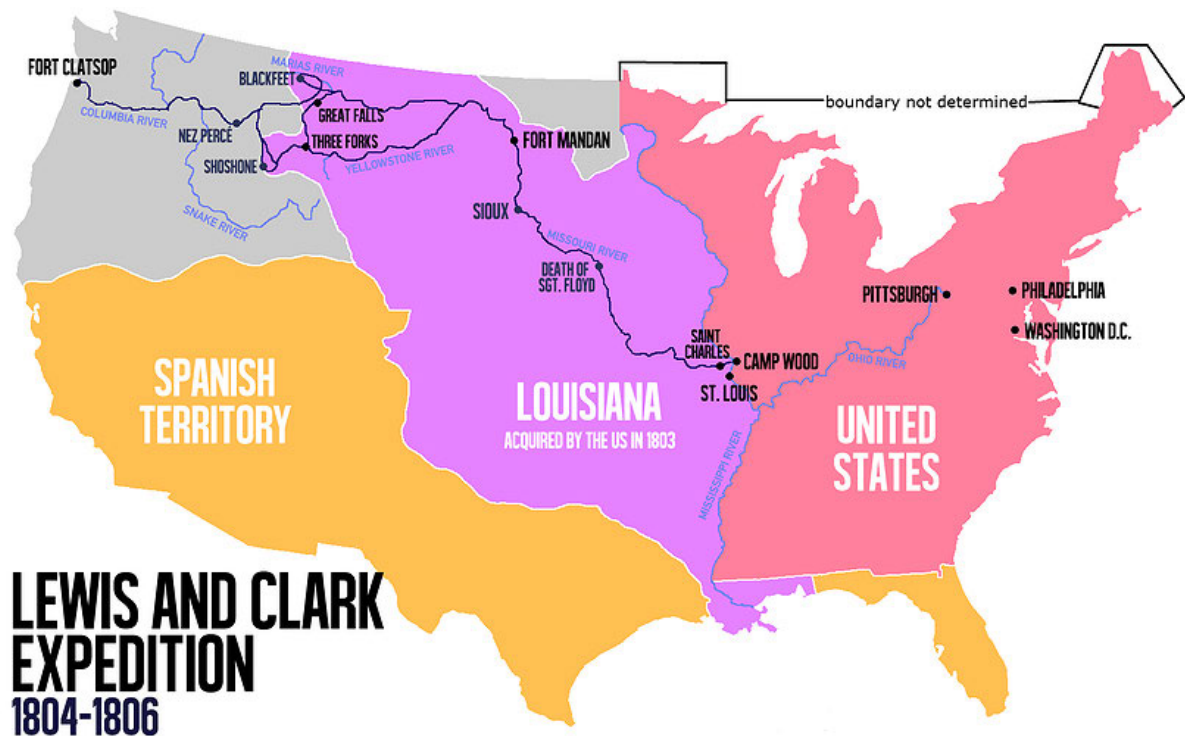
The map shows the land that is now the United States as it was controlled at the time Lewis and Clark set out on their expedition. The Louisiana Territory (purple) was purchased July 4, 1803, about six months after Jefferson wrote this letter to Congress. The U.S. bought the territory from France. Photo: Victor van Werkhooven, Wikimedia Commons

Editor's Note: President Thomas Jefferson sent this secret message on Jan. 18, 1803, to ask Congress for $2,500 to explore the land west of the Mississippi River. At the time, the territory did not belong to the United States. Congress agreed to pay for the expedition. It was led the following year by Meriwether Lewis and William Clark.

To be kept secret.

Gentlemen of the Senate and of the House of Representatives:

The Congress is currently deciding whether to continue the law that creates trade houses with the Indians. Therefore, it is my duty to share my views on the subject. These views will help the Congress decide whether to continue the law or end it altogether.

The Indian tribes in the United States have been growing uneasy. They are concerned about their shrinking territory. The idea of refusing all further land sales has been gaining popularity with them. Anyone who tries to buy even a small piece of their land irritates them. Only a few tribes do not yet share this view.

To stop this idea of theirs, and to extend American territory, two measures are necessary. First, we must encourage the Indians to abandon hunting. They must instead begin raising animals and growing crops. This will show them that less land and work will provide them an easier way of life than their old way did.

Secondly, we must create trading houses where they may barter for American goods. We must place within their reach the things needed to improve their comfort at home. This will teach them the wisdom of trading some of their land for our goods. In leading them to farming and manufactured comforts, we are acting for their greatest good.

"The Interests Of Trade"

At these trading houses we have kept prices low. We have driven out private traders and those who would make the Indians suspicious and fearful of us. In doing so, we have earned the good will of the Indians. A letter enclosed shows the effect of this. The Indians see the advantage of purchasing from us and request that we establish trading houses among them.

In one area this is particularly interesting. The Congress must know how much we want to control a large stretch of land on the Mississippi River. This would allow us to present as strong of a defense on that side of our territory as on our Eastern border. We already control what is below the Yazoo River. However, the country between the Yazoo River and the Ohio River belongs to the Chickasaw Indians. This tribe refuses to sell its land, but they have recently shown a desire to begin farming. This leads to buying goods and comforts. If we grant these desires, we may be able to secure land on the Mississippi.

Now that trade is expanding among the Indian tribes, Congress may wish to point our citizens in another direction. The Missouri River is not well known to us. It crosses a mild climate and offers a route from the Western Ocean to the Atlantic. An intelligent officer and a team of men might explore the whole route of the river to the Western Ocean. They could speak with natives, find opportunities for our traders, and return with information after two summers. Their arms, tools and gifts for the Indians would be the primary costs of the expedition. It would benefit our nation to explore this territory because it offers the only easy way to travel across the continent.

The interests of trade give Congress the power to approve this expedition. Learning more about the geography of our continent is another reason to make this voyage. $2,500 is requested for the purpose of extending trade across the United States. This sum will cover the entire undertaking.

TH. Jefferson Jan. 18. 1803.

Text Dependent Questions

1   Based on information in Jefferson's message to Congress, which of these statements is TRUE?

    (A)   President Jefferson thought the cost of exploring land west of the Mississippi River was too high.

    (B)   Most Indian tribes were refusing to sell any of their territory to the United States.

    (C)   President Jefferson thought it was too dangerous to explore the land west of the Mississippi River.

    (D)   Most Indian tribes liked the idea of raising animals and crops instead of hunting.

2   Which of these selections from the message explains Jefferson's MAIN reason for wanting to trade with the Indians?

    (A)   This will show them that less land and work will provide them an easier way of life than their old way did.

    (B)   We must place within their reach the things needed to improve their comfort at home.

    (C)   We have driven out private traders and those who would make the Indians suspicious and fearful of us.

    (D)   This leads to buying goods and comforts. If we grant these desires, we may be able to secure land on the Mississippi.

3   What is a main idea of Jefferson's message?

    (A)   Congress has the chance to explore a new territory within a period of two summers.

    (B)   American territory is shrinking because Indian tribes are refusing to sell their land.

    (C)   America needs to defend itself against the Indian tribes who are growing uneasy.

    (D)   Congress should pay for an expedition to extend trade with Indian tribes.

4   Which excerpt includes an idea that is MOST important to include in a summary of Jefferson's message?

    (A)   Secondly, we must create trading houses where they may barter for American goods.

    (B)   We have driven out private traders and those who would make the Indians suspicious and fearful of us.

    (C)   [The Missouri River] crosses a mild climate and offers a route from the Western Ocean to the Atlantic.

    (D)   Their arms, tools and gifts for the Indians would be the primary costs of the expedition.

Answer Key

1   Based on information in Jefferson's message to Congress, which of these statements is TRUE?

    (A)   President Jefferson thought the cost of exploring land west of the Mississippi River was too high.

    (B)   Most Indian tribes were refusing to sell any of their territory to the United States.

    (C)   President Jefferson thought it was too dangerous to explore the land west of the Mississippi River.

    (D)   Most Indian tribes liked the idea of raising animals and crops instead of hunting.

2   Which of these selections from the message explains Jefferson's MAIN reason for wanting to trade with the Indians?

    (A)   This will show them that less land and work will provide them an easier way of life than their old way did.

    (B)   We must place within their reach the things needed to improve their comfort at home.

    (C)   We have driven out private traders and those who would make the Indians suspicious and fearful of us.

    (D)   This leads to buying goods and comforts. If we grant these desires, we may be able to secure land on the Mississippi.

3   What is a main idea of Jefferson's message?

    (A)   Congress has the chance to explore a new territory within a period of two summers.

    (B)   American territory is shrinking because Indian tribes are refusing to sell their land.

    (C)   America needs to defend itself against the Indian tribes who are growing uneasy.

    (D)   Congress should pay for an expedition to extend trade with Indian tribes.

4   Which excerpt includes an idea that is MOST important to include in a summary of Jefferson's message?

(A)   **Secondly, we must create trading houses where they may barter for American goods.**

(B)   We have driven out private traders and those who would make the Indians suspicious and fearful of us.

(C)   [The Missouri River] crosses a mild climate and offers a route from the Western Ocean to the Atlantic.

(D)   Their arms, tools and gifts for the Indians would be the primary costs of the expedition.

Allentown residents take sides on Spanish street sign proposal

By Associated Press, adapted by Newsela staff on 10.14.16
Word Count **645**

In this October 6, 2016, photo, Willy Castillo makes a point while his brother, Steven Castillo (right), looks on at the Los Compadres Barber Shop in Allentown, Pennsylvania. A city councilman is stirring controversy with his proposal to install decorative Spanish-language street signs on Seventh Street, where the barber shop is located. Photo: AP Photo/Michael Rubinkam

ALLENTOWN, Pa. — When Hispanic people in Allentown, Pennsylvania, want to grab a bite, get their hair cut or shop for groceries, they often head to Seventh Street. But, they don't call it that. To them, it's Calle Siete.

A member of the city council wants to honor the city's growing Hispanic population. He wants to install Spanish-language street signs on one of the city's main streets. The street has many Latino-owned restaurants, barbershops and corner stores. The street reflects the rapidly changing population of Pennsylvania's third-largest city. Nearly half the population of 120,000 speaks Spanish.

Councilman Julio Guridy, other residents and business owners on Seventh Street see the Calle Siete signs as a small but long overdue gesture of respect. However, others call the idea unnecessary and divisive.

A Distraction From Bigger Issues

Those who are against the Spanish street signs also say the idea is a distraction from issues of poverty, drugs, crime and lack of opportunity in parts of Allentown.

"With all the problems this community has, please don't talk to me about signs," said John Rosario. He moved to the United States from the Dominican Republic in Central America about 40 years ago. He owns an insurance, tax and real estate business on Seventh Street. "If you really want to help somebody, roll up your sleeves, come down here and let's talk about it."

A city council committee decided the street sign idea needs more discussion before any action is taken. Guridy hopes the city council will be able to vote on the idea in a month. Dozens of people showed up at a public meeting to voice support and opposition for the Spanish street signs.

Latino Population Has Doubled

The debate in Allentown would have been unimaginable not so long ago. Latinos used to be just a small part of the population. For much of its history, the city, an hour's drive north of Philadelphia, was populated largely by European immigrants and their descendants.

As manufacturing declined, so did the population. Then, drawn in part by cheap housing, Latinos began increasing Allentown's population again. The Latino population has more than doubled since 2000.

Guridy said the Latino community has contributed to Allentown's efforts to have more successful businesses. The community deserves to be recognized, he said.

"It is a good thing for Allentown because it provides a sense of pride, and a sense of belonging, to the Hispanic community, who have been working hard and contributing to this community, and who feel alienated because they are not recognized for their contributions," he said.

Could Be A Good Marketing Tool

Inside Seventh Street's bustling Los Compadres Barber Shop, Steven Castillo views the Spanish-language signs as a good marketing tool. He thinks it will bring more people to the city. He says the idea is no different from cities that have Chinatowns or Little Italys. These are sections of cities with large numbers of residents and businesses from one particular country.

"When you want Spanish food in Allentown, where do you go? Calle Siete," he said.

Zack Alali is an immigrant from Syria. He moved to the United States about 25 years ago, and opened Casa Dollar on Seventh Street. He said the name "Calle Siete" simply reflects what the street has become.

"It's just a little appreciation for the people here," Alali said. "It's just a name."

Controversial For Some

But the controversy goes deeper than those two words.

For some, it's about language and culture. Shaniqua Andrews is 25 years old. She lives a block from Seventh Street and works in a warehouse. Andrews said her co-workers mostly speak Spanish and her boss typically gives instructions in Spanish. She said she does not like having to ask to be spoken to in English.

"It makes me upset," said Andrews, who's black. "They should come here with the mindset that it's America."

Text Dependent Questions

1   Which detail would be MOST important to include in a summary of the article?

    (A)   Seventh Street is home to many barbershops and grocery stores.

    (B)   Nearly half of the population of Allentown now speaks Spanish.

    (C)   John Rosario moved to the United States from the Dominican Republic.

    (D)   Allentown was originally populated by European immigrants.

2   What is the summary of the section "Controversial For Some"?

    (A)   Some people believe that the signs are an unnecessary addition to the streets.

    (B)   Some people do not like working in warehouses near Seventh Street.

    (C)   Some people believe that they should not have to speak Spanish in the United States.

    (D)   Some people believe that everyone should work together to build a stronger culture.

3   According to the article, which of the following people or groups MOST supports adding the Spanish-language street signs to Seventh Street?

    (A)   John Rosario

    (B)   Shaniqua Andrews

    (C)   Councilman Guridy

    (D)   Allentown's city council committee

4   How does the viewpoint of Steve Castillo compare with the viewpoint of John Rosario?

    (A)   Castillo believes that the signs will be good for business, while Rosario thinks they are a distraction from real issues.

    (B)   Castillo believes that the signs are unnecessary, while Rosario believes they will help to support his business.

    (C)   Rosario believes the signs will be too expensive, while Castillo believes they are a distraction from real issues.

    (D)   Rosario believes that street signs should only be in English, while Castillo believes all street signs should be in Spanish.

Answer Key

1   Which detail would be MOST important to include in a summary of the article?

(A)   Seventh Street is home to many barbershops and grocery stores.

(B)   Nearly half of the population of Allentown now speaks Spanish.

(C)   John Rosario moved to the United States from the Dominican Republic.

(D)   Allentown was originally populated by European immigrants.

2   What is the summary of the section "Controversial For Some"?

(A)   Some people believe that the signs are an unnecessary addition to the streets.

(B)   Some people do not like working in warehouses near Seventh Street.

(C)   Some people believe that they should not have to speak Spanish in the United States.

(D)   Some people believe that everyone should work together to build a stronger culture.

3   According to the article, which of the following people or groups MOST supports adding the Spanish-language street signs to Seventh Street?

(A)   John Rosario

(B)   Shaniqua Andrews

(C)   Councilman Guridy

(D)   Allentown's city council committee

4   How does the viewpoint of Steve Castillo compare with the viewpoint of John Rosario?

(A)   Castillo believes that the signs will be good for business, while Rosario thinks they are a distraction from real issues.

(B)   Castillo believes that the signs are unnecessary, while Rosario believes they will help to support his business.

(C)   Rosario believes the signs will be too expensive, while Castillo believes they are a distraction from real issues.

(D)   Rosario believes that street signs should only be in English, while Castillo believes all street signs should be in Spanish.

Introduction to Social and Emotional Learning (SEL)

Defining SEL[1]

According to the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), social and emotional learning is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. CASEL identifies five social and emotional competencies, each of which is composed of multiple skills and abilities (CASEL, 2013):

- Self-awareness is the ability to recognize one's own emotions, interests, strengths, and limitations.
- Self-management refers to the ability to regulate one's own emotions and manage daily stressors.
- Social awareness refers to the capacity to take other's perspective and to appreciate similarities and differences.
- Relationship skills are when individuals exhibit "prosocial" behavior and demonstrate positive social skills in order to develop meaningful relationships.
- Responsible decision making refers to the capacity to make ethical decisions and develop appropriate solutions to identified problems.

Importance of SEL

SEL is a universal approach for all students. The goal of SEL is to address the social and emotional needs of all students to ensure their success in school and in life. Developing SEL skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards. In order to meet rigorous standards, students need to be able to regulate their emotions when they become frustrated, collaborate with their peers, communicate their ideas, and take the perspective of others (Yoder, 2013).

In a major review of 213 studies evaluating SEL programs in schools, Durlak et al. (2011) found that students who participated in SEL programs, compared with students who did not, demonstrated the following attributes:
- Increased academic achievement
- Increased social and emotional skills
- Improved attitude toward self and others
- Improved positive social behaviors
- Decreased conduct problems and emotional distress

---

[1] Although the CASEL framework focuses on defining SEL and describing its components, other frameworks set forth a broad set of skills similar to SEL. Other frameworks include the 21st Century Competencies (National Research Council); Non-Cognitive Factors (Chicago Consortium); and the Strive Network (University of Minnesota). To observe the overlap among these various frameworks, see Hagen, 2013.

Social and Emotional Learning Standards

SEL is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

Self-Awareness

Develop self-awareness competencies to:

- Identify one's emotions
- Maintain an accurate and positive self-concept
- Recognize individual strengths
- Experience a sense of self-efficacy

INDICATORS

1A. Demonstrate knowledge of one's emotions.
1B. Demonstrate knowledge of personal strengths, challenges, and potential.
1C. Demonstrate a sense of self-efficacy.

Self-Management

Develop self-management competencies to:

- Regulate emotions
- Manage stress
- Monitor and achieve behaviors related to school and life success

INDICATORS

2A. Demonstrate ability to manage emotions.
2B. Demonstrate an understanding of honesty and integrity.
2C. Demonstrate ability to set and achieve goals for success.

Social-Awareness

Develop social awareness competencies to:

- Exhibit empathy
- Appreciate diversity
- Understand social and ethical norms for behavior
- Recognize family, school, and community supports

INDICATORS

3A. Demonstrate awareness of other people's emotions and perspectives.
3B. Demonstrate an awareness of cultural factors and respect for individual differences.
3C. Demonstrate awareness of how to get help and support as needed.

Relationship Skills

Develop relationship competencies to:

- Build and maintain relationships with diverse groups & individuals
- Communicate clearly to express needs and resolve conflict

INDICATORS

4A. Use communication and social skills to positively interact with others.
4B. Develop constructive relationships with individuals of diverse backgrounds, abilities and lifestyles.
4C. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Responsible Decision Making

Develop responsible decision making skills to:

- Problem solve effectively
- Maintain accountable behaviors in school, personal, and community contexts

INDICATORS

5A. Consider ethical and societal factors with making decisions.
5B. Use a systematic approach to decision making.
5C. Apply problem-solving skills to responsibly address daily academic and social situations.
5D. Understand and demonstrate personal responsibility.
5E. Positively contribute to one's community.