

# Table of Contents

Introduction .....	1
Establish Year 1 .....	11
End Year 1 .....	83
Establish Year 2 .....	95
End Year 2 .....	133
Warm-ups .....	163
Classroom Procedures .....	167
Thinking Reading .....	183
Vocabulary .....	203
Book Study .....	235
Assessment .....	269
Supplemental Handouts .....	283
Research .....	287

## Welcome to Fusion Reading!

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## What makes me think this will work?

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## What's actually in Fusion Reading?

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# Introduction

Fusion Reading is a two-year program designed to improve the reading skills of struggling adolescent readers. As such, it provides students with the skills they need to quickly become competent readers. In addition, it introduces students to award-winning books that are relevant to their lives and the problems they face. The program's goal is ambitious: to turn non-readers into individuals who devour books and the knowledge they contain.

Fusion Reading is a comprehensive, research-based program that has been rigorously fieldtested in numerous studies. The results have been impressive. On standardized measures, students who participated in Fusion Reading significantly increased their ability to comprehend what they read and to read more fluently. Detailed research reports are located behind the "Research" tab at the end of this manual.

Fusion Reading consists of several different instructors' manuals. Each manual was developed in direct response to a study analyzing the needs of struggling readers.

The first manual in Fusion Reading is *Establish the Course*. This manual contains lesson plans for introducing and concluding the program in Years 1 and 2. Year 1 lesson plans introduce students to the daily lesson format that will be followed throughout the two-year program. This includes:

- Warm-ups, a 5-minute daily activity designed to get students thinking about what they're learning;
- Thinking Reading, a daily activity in which you and your students strategically read a novel out loud as a group;
- Direct Instruction, the primary means by which students learn the skills and strategies of Fusion Reading,
- The Vocabulary Process, a 7-step process that students can use to figure out the meaning of unknown words, and
- Wrap-up, a 5-minute period in which students quickly review what they learned in class and prepare for leaving the class.

In addition, *Establish the Course* quickly introduces a set of classroom procedures and gives students a chance to practice them. As such, a class structure is quickly established and students learn the procedures they

need to follow throughout the course. Finally, reading extension takes place through out-of-class Book Study.

Other instructors' manuals in Fusion Reading include:

- *The Vocabulary Process*, a compilation of 360 critical vocabulary words; an analysis of those words' roots, prefixes, and suffixes, plus ready-to-give quizzes and answer keys;
- *Possible Selves*, a motivation strategy that helps students understand the connection between becoming expert readers and how that impacts their futures;
- *The Prediction Strategy*, a reading strategy that teaches students to make predictions before and while they read;
- *The Bridging Strategy*, a reading strategy that teaches students how to phonetically pronounce multi-syllabic words;
- *The Summarization Strategy*, a reading strategy that teaches students to summarize what they read;
- *Strategy Integration*, instruction in how to use all reading strategies together; and
- *The PASS Strategy*, instruction on how students can do well on state assessments.

In addition to the above instructors' manuals, three different student manuals are included in Fusion Reading. The manuals contain expository and narrative reading materials for student practice of *The Bridging Strategy*, *The Prediction Strategy*, and *The Summarization Strategy*. Answer keys exist for all of these practice materials. The answer keys for Prediction and Summarization are located in their corresponding instructor's manuals; the answer key for Bridging is located in a separate booklet.

## In what sequence do I use these manuals?

During the first year of Fusion Reading, instruction should begin with *Establish the Course*; specifically, with the lesson plans found behind the tab "Establish Year 1." This instruction will take between 2 to 4 weeks, depending upon the length and frequency of your class periods, how much testing your district requires at the beginning of the year, and how long it takes to complete the first Thinking Reading novel. As part of this instruction, students begin learning critical vocabulary, using the words and quizzes found in the separate manual, *The Vocabulary Process*. Since vocabulary instruction is built into every program in Fusion Reading, *The Vocabulary Process* manual is used with all other manuals.

**Figure 2:**  
*Fusion Reading Instructional  
 Scope and Sequence  
 (linear view)*

Fusion Year 1 Sequence of Instruction		
Semester	Curriculum Sequence	Thinking Reading Books
1 <sup>st</sup> semester	<ul style="list-style-type: none"> <li>▶ Establishing Year 1 (ETC binder)</li> <li>▶ Prediction</li> <li>▶ Possible Selves</li> </ul>	<ul style="list-style-type: none"> <li>— Coach Carter</li> <li>— The Bully</li> <li>— Brothers in Arms</li> <li>— Call of the Wild</li> <li>— Great Stories</li> <li>— Secrets in the Shadows</li> </ul>
2 <sup>nd</sup> semester	<ul style="list-style-type: none"> <li>▶ Bridging</li> <li>▶ Strategy Integration 1</li> <li>▶ Ending Year 1 (ETC binder)</li> </ul>	

Fusion Year 2 Sequence of Instruction		
Semester	Curriculum Sequence	Thinking Reading Books
1 <sup>st</sup> semester	<ul style="list-style-type: none"> <li>▶ Establishing Year 2 (ETC binder)</li> <li>▶ Summarization</li> <li>▶ Strategy Integration 2</li> </ul>	<ul style="list-style-type: none"> <li>— We Beat the Streets</li> <li>— Lost and Found</li> <li>— The Gun</li> <li>— Until We Meet Again</li> <li>— Blood is Thicker</li> <li>— Summer of Secrets</li> </ul>
2 <sup>nd</sup> semester	<ul style="list-style-type: none"> <li>▶ PASS</li> <li>▶ Strategy Integration 3</li> <li>▶ Ending Year 2 (ETC binder)</li> </ul>	

## Purpose

## Materials

## How to Create

## Examples

# Warm-ups

- To have students engage in an activity at the beginning of class.
- To provide students with connection to the class novels and key strategies.
- Class novels used during Thinking Reading

1. Prior to each class, review the part of the novel that students will read during Thinking Reading.
2. Based on the content of that passage, create a quick warm-up activity. Warm-up activities should either prepare students for the reading or get them thinking about something they have recently learned. Activities should take no longer than 5 minutes to complete. Below are examples of three different types of warm-up activities.

### Example One: Matching

Match the *italicized* vocabulary word with the closest definition or synonym.

1. There is no *justification* for borrowing the car without permission.  
a. justice      b. reason      c. system      d. release
2. The men *conspired* to bilk the company out of millions of dollars.  
a. wanted to      b. desired to      c. answered to      d. schemed to
3. I was a *spectator* at the Washington vs. Schlagle basketball game.  
a. participant      b. referee      c. speaker      d. witness

### Example Two: Writing

Write on the board: "Look at the cover of *Brothers in Arms*. In your journal, describe the type of person ONE of the characters on the cover represents using words or short phrases."

Write on the board: "In your journal, list what Martin hopes will happen in his future and what he fears will happen."

### Example Three: Fill-in-the-Blank

1. If your symptoms persist, the doctor may prescribe an antibiotic. In this sentence, "prescribe" probably means \_\_\_\_\_.

## Introducing and Modeling Warm-up Activities

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### 1. Introduce warm-up activities.

“Just as athletes do daily warm-up exercises to limber up their bodies, we’re going to do daily warm-up exercises to limber up our brains. We’ll do these exercises during the first 5 minutes of every class period. They’ll be very quick, short activities. They’re just meant to jump start your thinking about what we’ll be doing in class that day and get you focused on reading.”

### 2. Explain the two types of warm-up activities.

“Warm-up activities will fall into one of two categories.

“The first category involves working with words. Here, you may be shown a sentence and asked to figure out what one of the words in the sentence means. All words will come from the novel we’re reading. Alternatively, you may be asked to figure out how to pronounce a big word.

“The second type of warm-up activity involves writing about some aspect of the novel we’re reading. Here, you may be asked to write a few sentences predicting what a character is going to do next or maybe analyzing part of her character. These questions will vary depending on the novel we’re reading.

“Please don’t worry about these activities. Both types of activities will be very short and easy to do. Again, their main purpose is simply to jump start your thinking about reading.”

### 3. Explain student expectations.

“When you come in to class every day, you’ll need to quickly take your seat and check the board for the day’s warm-up activity. In this class, all warm-up activities will be written on the left side of this chalkboard (or wherever you plan to write the activities). Once you’ve read the activity, please take out your journal and write that day’s date on one of the pages. Then, copy the warm-up activity under that date and write your response.”

### 4. Model how to do a warm-up activity.

“For example, let’s say that the following activity was written on the board: ‘Have you ever faced anything similar to what Darrell is facing in *The Bully*? If so, write about it and tell what you did.’”

*(Write this activity on the board.)*

“To complete this activity, I’d get out my journal, write today’s date on a page, and then copy the assignment into my journal. Then I’d write a few sentences. For example, I might write, ‘No, I’ve never had to face anything like Darrell is facing. However, my friend Angela did. She responded by...’”

### 5. Explain scoring for activity.

“At the end of the 5 minutes, I’ll come around and quickly check everyone’s journal. If you have completed the activity, you’ll earn 3 points, regardless

## How to do Thinking Reading While FORECASTING Strategies

### What is “forecasting”?

- Forecasting is a demonstration of the expert reading strategies that students will learn in Fusion Reading.
- It is done *without* naming or explicitly explaining the strategies being demonstrated.

### When do you do it?

- You forecast strategies during the “teacher-led” portion of Thinking Reading; in other words, while YOU read aloud a section of the class novel to students.
- You do it *prior* to providing explicit instruction in the strategy.

### What does it look like?

- See example dialogue below.

## Teacher-Led Reading

“Today we will begin reading the novel, *Coach Carter*.

### Forecasting Checking for Clues

“As I look at the cover of this book, I see a man wearing a suit. He’s standing in what looks like a gymnasium and has his foot on a basketball.

“Now I read what is written on the back of the book.”

*(Teacher reads aloud text on back of book.)*

### Forecasting Making a Prediction

“Based on the title, the pictures, and the writing on the back of the book, I think this book is going to be about a high school basketball coach who is really hard on his players.

“I am now going to turn to Chapter 1 and begin reading: ‘Test one two, a reporter said into his...’

### Forecasting Pronouncing Unknown Words

“Hmm, I am stuck on how to say this word. Let’s see, there are some parts of the word I can say, ‘micro’ and ‘phone’. Oh, that helped. The word is microphone. I will back up and reread this sentence: ‘Test one two, a reporter said into his microphone as he stood before the battered walls of the Richmond High School gym.’”

*(Teacher continues to read through page 7, “White had said everything he had to say.” She then stops and thinks aloud about what she just read.)*

## Introducing Vocabulary for the First Time

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### 1. Introduce jargon activity.

“One of the things we’re going to really work on in Fusion Reading is developing a strong vocabulary. Before we begin to do this, however, let’s get an idea of all the words you currently know related to four different subject areas.”

### 2. Have students create posters with vocabulary words.

- Divide class into four groups.
- Assign each group one of the following subject areas: math, social studies, science, or language arts.
- Tell students to individually list all the words they know that relate to their assigned subject area. For example, all students assigned to the math group should write down words that relate to math.
- Provide about 5 minutes for students to create individual word lists.
- After students have created individual lists, have them meet with the rest of their group and condense their individual lists into one master list.
- Provide each group with poster board, markers, and colored pencils to create a high quality poster listing all the words they know about that particular subject area. If you wish, provide students with magazines to cut up and further illustrate their posters.
- Display all posters on the wall in your classroom.

### 3. Have students place stickers on the posters where they know the most vocabulary words.

- Give each student four stickers.
- Instruct students to place stickers on the poster or posters where they know the greatest number of words. (For example, if a student feels she knows the words on each list equally well, she should place one sticker on each list. However, if a student feels she really only knows the words on one list, all stickers should be placed on that poster. Students should simply divide their stickers among the posters based upon which list contains the most words that they know.)
- Based upon the number of stickers on each poster, summarize where students seem to know the most vocabulary words.
- Explain that over the course of Fusion Reading, students will add new words to each poster as they learn them.



#### **4. Provide a rationale for learning vocabulary.**

 **“Who can tell me what a good vocabulary has to do with being successful reader?”**

“Right. One of the most important things you need to be a successful reader is a good vocabulary. A good vocabulary is important for several reasons. First and foremost, when you know what a word means, your comprehension greatly improves. Second, a good vocabulary improves ALL areas of communication: listening, speaking, reading, and writing. And third, when people improve their vocabulary, their academic and social confidence also improves.”

#### **5. Introduce materials for learning vocabulary.**

- Explain that students will learn one new set of vocabulary words every week.
- Distribute Vocabulary Set 1 to each student.
- Instruct students to place this list in their binders behind the vocabulary tab.
- Distribute one steno pad to each student.
- Explain that students will use the steno pads to record and learn all the new vocabulary words.

## Explaining and Modeling the Vocabulary Process



Blank Steno Pad Template

Vocabulary: Roots, Prefixes & Suffixes

**ROOTS**

Beginning Letter	Roots	Meaning
A	act	do
	alter	other
	ambigu, amba, ambi	both
	ambi, amba	both
	ambly, amba	human, man
	ambi, amba	man
	ambi, amba	man
	ambi, amba	man
	ambi, amba	man
	ambi, amba	man
C	chose	time
	chose	time, around
	chose, coll	coll, kill
	chose, coll	to attempt, to call
	chose, coll	attempt
	chose, coll	chose
	chose, coll	chose, chose
	chose, coll	to chose
	chose, coll	chose
	chose, coll	body or collection
C	chose, coll	chose, chose
	chose, coll	chose
	chose, coll	chose
	chose, coll	chose
	chose, coll	chose
	chose, coll	chose
	chose, coll	chose
	chose, coll	chose
	chose, coll	chose
	chose, coll	chose

Roots, Prefixes, & Suffixes  
(p. 1)

### Example sentence:

“The company’s *projection* for the fourth quarter indicated slow but positive growth.”

### 1. Explain and model Step 1: write the word.

“The first step of the vocabulary process is to write the word. To do this, you will use the steno pad I gave you, and you will write each new word at the top of a page. This will make studying the words easier.

“Let me show you how to do this using the word ‘projection.’

*(Display the blank template of a steno pad.)*

“I open my steno pad and at the top of a page, I write the word, making sure that I spell it correctly.”

*(Write “projection” after the word “word.” Explain that when students apply the process, they will need to write in the words that are already written on this overhead.)*

### 2. Explain and model Step 2: pronounce the word.

“The second step of the process is to pronounce the word. For each word we learn, I will say the word several times, and then all of you will say it together as a group.

“For example, the word I’ve just written is ‘pro-jec-tion. Once again, pro-jec-tion... pro-jec-tion. Now you say it three times.”

*(Have students repeat the word three times.)*

### 3. Explain and model Step 3: look for clues to the word’s meaning.

#### Introduce the step

“The third step of the process is to look for clues to the word’s meaning. You will do this with a partner. If the word is part of a sentence, you will first check the ‘context’ surrounding the word. That means you will check the rest of the sentence and surrounding sentences to see if you can figure out what the word means. In addition, you will analyze the word’s root, prefix, and suffix.”

*(Distribute all sheets related to roots, prefixes, and suffixes.)*

#### Explain prefixes, suffixes, & roots

“Root words are base words to which prefixes and suffixes are attached. As such, they are core words from which other words grow. Prefixes are attached to the beginning of root words; suffixes are attached to the end of root words. Both prefixes and suffixes have their own meanings, and when added to a root word, change the meaning of that word. Let’s take a look at these lists and see how this works.”

*(Review a few of the words from all three lists so students understand how to use the lists.)*

Like	Different
prediction guess	prediction
throwing	throwing
front	ing
future what will happen	

is, once you have written your guesses on your dry erase boards, I'll collect those boards and post them for everyone to see. Then we'll talk about the definitions and decide on one to use in class.

"Once we've identified that definition, we're then going to talk about where and how you might have heard the word—or different forms of it—used before. I'm guessing that although you may not realize it, you have probably heard this word before, and maybe even used it yourself. If you can connect this word to your life, your chances of really remembering the word and making it an active part of your vocabulary will greatly increase. This is how we really learn vocabulary: we think about and apply the word both to our lives and to what we're reading."

## 6. Model Step 5: Discuss and identify a common definition.

"Okay. Now I'm going to show you how to identify a common definition of our word using all the definitions written by the partner teams. Thus, I'm going to model how to participate in a discussion that helps us come up with a class definition of the word we're learning. I will do exactly what I expect you to do during this step. So, watch me carefully, listen to what I have to say, and be prepared to answer any questions I may ask."

"To begin, let's say that all of the dry erase boards are up in the front of the room. There's one that says 'a prediction regarding the future,' another that says 'a guess as to what's going to happen,' a third that says 'throwing something forward,' and a fourth that says 'the act of throwing something out in front.'"

*(Write each of these guesses on the interactive whiteboard, if you wish.)*



"Then our teacher asks us the question, **'What do all these definitions have in common? For example, what common words or ideas do they share?'**

"I think about this for a minute and decide that the words 'prediction' and 'guess' are pretty much the same thing, so I raise my hand and say this. In addition, I say that two of the definitions both involve throwing, and that throwing something 'forward' and 'out in front' are pretty much the same. Likewise, the words 'future' and 'what's going to happen' basically mean the same thing.

"Our teacher says this is correct, and writes the words 'prediction,' 'guess,' 'throwing,' 'forward,' and 'out in front' on the interactive whiteboard under the word 'Like.'"

*(For an example of how this can be done, see the diagram in the margin.)*

"Next, the teacher says, 'So now that we've identified what's similar about these definitions, what are some of the key differences among them?'"





"In looking at the definitions, I realize that two of them involve a prediction about the future, and two of them involve throwing something forward. Thus, I raise my hand and say this."

"Excellent," our teacher says. "So basically we're down to two different definitions for the word 'projection.' Now think back to the sentence that contained the word. Which of these definitions best applies to the context of this sentence and why?"

"To answer this question, I reread the sentence: The company's projection for the fourth quarter indicated slow but positive growth. (Read the sentence aloud.) 'Throwing something forward' doesn't fit at all, but a prediction regarding the future does. Thus, I raise my hand and say this.

"What does everyone think of this definition? our teacher asks. Is this the one we should use for our class? Everyone agrees that it is, so we all write it in our steno pads. To do this, we write 'definition-' followed by 'a prediction about the future.'" (Demonstrate how to write this on the interactive whiteboard.) "And that is the first part of Step 5."



## **7. Connect the vocabulary word to your students' lives.**

"The next part of Step 5 is to talk about where you might have heard the word 'projection' before (or some form of it) and what it meant. It's important to note here that many words can have LOTS of meanings. Thus, you may have heard this word before, but it had a different meaning than the one we're using in class. That would be great! So, please answer the questions I'm about to ask based on your experience. There's no right or wrong answer. We're just expanding our knowledge of the word."

- Have you ever heard this word—or some form of it—



# Lesson 1


 90  
min.

**Time:** 90 minutes

**Overview:** This lesson provides students with an introduction to the *Fusion Reading Course*.

**Objectives:**

1. To provide opportunities for students to get to know one another and the teachers
2. To engage and motivate students about the course
3. To introduce and practice the "Ending/Exiting Class" classroom procedure

Time	Agenda	Activity	Materials
5	<b>Greeting</b>	<ul style="list-style-type: none"> <li>☑ Greet students at the door.</li> <li>☑ Help students locate their assigned seats.</li> <li>☑ Have the agenda for the day (i.e., the items located in the "Agenda" column to the left) written on the whiteboard</li> <li>☑ Review the agenda with students.</li> </ul>	
20	<b>Introduction Activity:</b> <b>"Identify three things that represent important ideas about you or describe what you like to do."</b>	<ul style="list-style-type: none"> <li>☑ Have the following statement written on the whiteboard under <i>Introduction Activity</i>: "Identify three things that represent important ideas about you or describe what you like to do."</li> <li>☑ Model how to do this activity. To do so, present three items that pertain to yourself. (Items might include pictures of family, friends, pets, a piece of chalk, a house key, a library card etc...)</li> <li>☑ Ask students to speculate as to why these items might be important to you.</li> <li>☑ Have each student identify or write down three things that are either important to them or describe what they like to do.</li> <li>☑ Once everyone has finished identifying these things, divide students into pairs. Instruct students to take turns sharing their items with their partners. Allow partners to guess the significance of the items, or have students explain the significance.</li> <li>☑ Have partners introduce each other to the class. In doing so, ask them to briefly explain what they learned about their partner.</li> </ul>	— Three personal items



## Lesson 1 continued

Time	Agenda	Activity	Materials
25	<b>An Experiment</b>	<ul style="list-style-type: none"> <li>☑ Conduct the following experiment:               <ol style="list-style-type: none"> <li>1. Set out four clear containers: one partially filled with cranberry juice, one partially filled with bleach, one partially filled with water, and one that is empty.</li> <li>2. Explain that you will now combine the three containers containing liquid.</li> <li>3. Before doing so, ask the class, "What do you think will happen to the color of the liquid when this happens?"</li> <li>4. Combine the contents of the three containers into the empty container. After a short period of time, the liquid should become clear in color.</li> </ol> </li> <li>☑ Explain that the results of this experiment represent what happens with <i>Fusion Reading</i>: students combine different reading strategies, and eventually, the meaning of written text becomes clear.</li> </ul>	<ul style="list-style-type: none"> <li>— Container of cranberry juice</li> <li>— Container of bleach</li> <li>— Container of water</li> <li>— Empty container</li> </ul>
25	<b>Benefits of Being an Expert Reader</b>	<ul style="list-style-type: none"> <li>☑ Read the article <i>How Malcolm X Learned to Read</i> to students.</li> <li>☑ Once you are finished, ask students the following questions:               <ol style="list-style-type: none"> <li>1. How did learning to read affect Malcolm X's life?</li> <li>2. What impact did it have on his career?</li> <li>3. What kind of career do you think YOU might want in the future?</li> <li>4. What impact do you think reading will have on your ability to have that career?</li> </ol> </li> <li>☑ Display the two PDFs dealing with reading, employment, and income. Help students interpret the information on the charts. Tie <i>Fusion Reading</i> to student goals by explaining that the program will increase their reading abilities and thus enable them to achieve their hopes, dreams, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>How Malcolm X Learned to Read</i> PDF</li> <li>— <i>Does Education Matter?</i> PDF</li> <li>— <i>Does Education Impact Salary?</i> PDF</li> </ul>



Time	Agenda	Activity	Materials
15	<b>Wrap-up</b>	<ul style="list-style-type: none"> <li>☑ Give each student an index card. Ask students to write down emergency contact information (i.e., student name, parent/guardian name(s), address, phone number). Collect the cards.</li> <li>☑ State that over the next few days, students will discuss some general procedures for the classroom. Explain that the reason for having these procedures is to establish a positive and safe learning environment for all students.</li> <li>☑ Display the first page of the completed <i>Classroom Procedures</i>.</li> <li>☑ Distribute the <i>Classroom Procedures Outline</i> to students. Ask students to write their names on the top of the first page.</li> <li>☑ Describe the "Ending/Exiting Class" classroom procedure." Have students fill in this procedure on their blank outlines. Show students where they will return materials.</li> <li>☑ Call on a student to model the end-of-class procedure.</li> <li>☑ Collect all student outlines. Save for the next class.</li> <li>☑ Instruct all students to do the end-of-class procedure by cleaning up around their desks, collecting possessions, and waiting for you to dismiss them.</li> </ul>	<ul style="list-style-type: none"> <li>— Index Cards</li> <li>— <i>Classroom Procedures Outline</i> I-PDF</li> <li>— <i>Classroom Procedures</i> I-PDF</li> <li>— Posters of individual classroom procedures for displaying in the room</li> </ul>

**Notes:**



# Establish Year 1

## Lesson 2



**Time:** 90 minutes

**Overview:** In this lesson, students are introduced to three additional classroom procedures.

**Objectives:**

1. To engage and motivate students about the course
2. To introduce and practice three additional procedures: entering the classroom, warm-ups, and Thinking Reading)
3. To describe the key components of *Fusion Reading*
4. To read Chapter 1 in *Coach Carter*

Time	Agenda	Activity	Materials
5	<b>Greeting</b>	<ul style="list-style-type: none"> <li>☑ Greet students.</li> <li>☑ Remind them of their assigned seats.</li> <li>☑ Review the day's agenda.</li> </ul>	
15	<b>Classroom procedure:</b> <b>Entering/Beginning Class</b>	<ul style="list-style-type: none"> <li>☑ Return students' <i>Classroom Procedures Outlines</i>.</li> <li>☑ Display the first page of <i>Classroom Procedures</i>. Review the "Ending/Exiting Class" classroom procedure. Remind students to fill in their outlines as you explain procedures.</li> <li>☑ Explain the "Entering/Beginning Class" classroom procedure. When doing so, explain where student binders will be kept.</li> <li>☑ Call on a student to model the first two steps of the "Entering/Beginning Class" classroom procedure (i.e., enter room and pick up binder; return to seat).</li> <li>☑ Have ALL students practice the first two steps of the procedure as a group; that is, enter the room, pick up their binders, and return to their seats.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>Classroom Procedures Outline</i> I-PDF</li> <li>— <i>Classroom Procedures</i> I-PDF</li> <li>— Student binders</li> </ul>
15	<b>Warm-ups:</b> <b>What they are, how to do them</b>	<ul style="list-style-type: none"> <li>☑ Explain that the last two steps of the "Entering/Beginning Class" classroom procedure deal with "warm-up" activities.</li> <li>☑ Explain and model how to do warm-ups using the script <i>Introducing and Modeling Warm-up Activities</i>.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>Classroom Procedures</i> I-PDF</li> <li>— <i>Introducing and Modeling Warm-up Activities</i>, p. X</li> <li>— Student journals</li> </ul>



Time	Agenda	Activity	Materials
15	<i>continued</i> <b>Warm-ups:</b> <b>What they are, how to do them</b>	<ul style="list-style-type: none"> <li>☑ Distribute journals to each student. Explain that students will use their journals every day to do their warm-up activity.</li> <li>☑ Write the following warm-up activity on the board:  <p style="margin-left: 20px;">Write the following words in your journals: <i>hailed</i>, <i>dingy</i>, and <i>stark</i>. After each word, write down what you think the word means.</p> </li> <li>☑ Have students do this warm-up activity in their journals.</li> <li>☑ Recap what students do at the beginning of every class; enter the room and pick up their binder, return to their seat, read the warm-up activity, and do the warm-up.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>Classroom Procedures I</i>-PDF</li> <li>— <i>Introducing and Modeling Warm-up Activities</i>, p. X</li> <li>— Student journals</li> </ul>
30	<b>Classroom procedure:</b> <b>Thinking Reading Time</b>	<ul style="list-style-type: none"> <li>☑ Using the procedures outlined in <i>How to Introduce Thinking Reading</i>, provide students with a brief introduction to Thinking Reading.</li> <li>☑ Direct students' attention to "Thinking Reading Time" on the <i>Classroom Procedures Outline</i>. Explain the steps that students should follow during Thinking Reading. Make sure students fill in their outlines.</li> <li>☑ Distribute one copy of <i>Coach Carter</i> to each student. Explain that this will be the first Thinking Reading novel.</li> <li>☑ Begin Thinking Reading with students. That is, remind students to use the Thinking Reading Time procedure, and then begin reading the first few pages of <i>Coach Carter</i>. While you read, forecast strategies. (For more information about how to do this, see <i>How to Do Thinking Reading While Forecasting Strategies</i>.)</li> <li>☑ After a few minutes, ask a student to read a few pages from <i>Coach Carter</i>. Ask questions as the student reads.</li> <li>☑ Finally, have the rest of the class take turns reading the book and asking questions. Have students read to the end of Chapter 1.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>How to Introduce Thinking Reading</i>, p. X</li> <li>— <i>Classroom Procedures I</i>-PDF</li> <li>— Novel: <i>Coach Carter</i></li> <li>— <i>How to Do Thinking Reading While Forecasting Strategies</i>, p. X</li> <li>— <i>Classroom Procedures Outline I</i>-PDF</li> </ul>



## Lesson 2 continued

Time	Agenda	Activity	Materials
20	<b>Classroom procedure:</b> <b>Direct Instruction Time</b>	<ul style="list-style-type: none"> <li>☒ Explain the “Direct Instruction Time” classroom procedure. State that <i>direct instruction</i> refers to any time that you are explaining something or teaching.</li> <li>☒ State that students will now practice this procedure while you explain the syllabus for the course.</li> <li>☒ Distribute a <i>Year 1 Fusion Reading Syllabus</i> to each student.</li> <li>☒ Provide students with an overview of <i>Fusion Reading</i> by reviewing the contents of the syllabus.</li> <li>☒ Distribute one <i>Fusion Reading Course Organizer</i> to each student. Review contents.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>Classroom Procedures</i> I-PDF</li> <li>— <i>Year 1 Fusion Reading Syllabus</i> I-PDF</li> <li>— <i>Fusion Reading Course Organizer</i> I-PDF</li> </ul>
5	<b>Wrap-up</b>	<ul style="list-style-type: none"> <li>☒ Review the “Ending/Exiting Class” classroom procedure. Instruct students to place their materials in their binders.</li> <li>☒ Explain where students should return class novels.</li> <li>☒ Have all students do the “Ending/Exiting Class” classroom procedure by returning class materials, cleaning up around their desks, collecting possessions, and waiting for you to dismiss them.</li> </ul>	

### Notes:



# Establish Year 1

## Lesson 1

60  
min.

**Time:** 60 minutes

**Overview:** This lesson provides students with an introduction to the *Fusion Reading Course*.

**Objectives:**

1. To provide opportunities for students to get to know one another and the teacher
2. To engage and motivate students about the course
3. To introduce and practice the "Ending/Exiting Class" classroom procedure

Time	Agenda	Activity	Materials
5	<b>Greeting</b>	<ul style="list-style-type: none"> <li>☑ Greet students at the door.</li> <li>☑ Help students locate their assigned seats.</li> <li>☑ Have the agenda for the day (i.e., the items located in the "Agenda" column on the left) written on the interactive whiteboard.</li> <li>☑ Review the agenda with students.</li> </ul>	
20	<b>Introduction Activity:</b> <b>"Identify three things that represent important ideas about you or describe what you like to do."</b>	<ul style="list-style-type: none"> <li>☑ Have the following statement written on the whiteboard under <i>Introduction Activity</i>: "Identify three things that represent important ideas about you or describe what you like to do."</li> <li>☑ Model how to do this activity. To do so, present three items that pertain to yourself. (Items might include pictures of family, friends, pets, a piece of chalk, a house key, a library card etc...)</li> <li>☑ Ask students to speculate as to why these items might be important to you.</li> <li>☑ Have each student identify or write down three things that are either important to them or describe what they like to do.</li> <li>☑ Once everyone has finished identifying these things, divide students into pairs. Instruct students to take turns sharing their items with their partners. Allow partners to guess the significance of the items, or have students explain the significance.</li> <li>☑ Have partners introduce each other to the class. In doing so, ask them to briefly explain what they learned about their partner.</li> </ul>	— Three personal items



## Lesson 1 continued

Time	Agenda	Activity	Materials
20	<b>An Experiment</b>	<ul style="list-style-type: none"> <li>☑ Conduct the following experiment:               <ol style="list-style-type: none"> <li>1. Set out four clear containers: one partially filled with cranberry juice, one partially filled with bleach, one partially filled with water, and one that is empty.</li> <li>2. Explain that you will now combine the three containers containing liquid.</li> <li>3. Before doing so, ask the class, "What do you think will happen to the color of the liquid when this happens?"</li> <li>4. Combine the contents of the three containers into the empty container. After a short period of time, the liquid should become clear in color.</li> </ol> </li> <li>☑ Explain that the results of this experiment represent what happens with <i>Fusion Reading</i>: students combine different reading strategies, and eventually, the meaning of written text becomes clear.</li> </ul>	<ul style="list-style-type: none"> <li>— Container of cranberry juice</li> <li>— Container of bleach</li> <li>— Container of water</li> <li>— Empty container</li> </ul>
15	<b>Wrap-up</b>	<ul style="list-style-type: none"> <li>☑ Give each student an index card. Ask students to write down emergency contact information (i.e., student name, parent/guardian name(s), address, phone number). Collect the cards.</li> <li>☑ State that over the next few days, students will discuss some general procedures for the classroom. Explain that the reason for having these procedures is to establish a positive and safe learning environment for all students.</li> <li>☑ Display the first page of the completed <i>Classroom Procedures</i>.</li> <li>☑ Distribute the <i>Classroom Procedures Outline</i> to students. Ask students to write their names on the top of the first page.</li> <li>☑ Describe the "Ending/Exiting Class" classroom procedure. Have students fill in this procedure on their blank outlines. Show students where they will return materials.</li> <li>☑ Call on a student to model the end-of-class procedure.</li> </ul>	<ul style="list-style-type: none"> <li>— Index Cards</li> <li>— <i>Classroom Procedures Outline</i> I-PDF (one copy per student)</li> <li>— <i>Classroom Procedures</i> I-PDF</li> <li>— Posters of individual classroom procedures for displaying in the room</li> </ul>



Time	Agenda	Activity	Materials
15	<i>continued</i> <b>Wrap-up</b>	<ul style="list-style-type: none"> <li>☒ Collect all student outlines. Save for the next class.</li> <li>☒ Instruct all students do the "Ending/Exiting Class" classroom procedure by cleaning up around their desks, collecting possessions, and waiting for you to dismiss them.</li> </ul>	<ul style="list-style-type: none"> <li>— Index Cards</li> <li>— <i>Classroom Procedures Outline</i> I-PDF (one copy per student)</li> <li>— <i>Classroom Procedures</i> I-PDF</li> <li>— Posters of individual classroom procedures for displaying in the room</li> </ul>

**Notes:**



# Establish Year 1

## Lesson 2



**Time:** 60 minutes

**Overview:** In this lesson, students learn the benefits of becoming an expert reader.

### Objectives:

1. To highlight the benefits of becoming an expert reader
2. To engage and motivate students about the course
3. To practice the "Ending/Exiting Class" classroom procedure

Time	Agenda	Activity	Materials
5	<b>Greeting</b>	<ul style="list-style-type: none"> <li>☑ Greet students at the door.</li> <li>☑ Help students locate their assigned seats.</li> <li>☑ Have the agenda for the day (i.e., the items located in the "Agenda" column on the left) posted in the classroom.</li> <li>☑ Review the agenda with students.</li> </ul>	
40	<b>Benefits of Being an Expert Reader</b>	<ul style="list-style-type: none"> <li>☑ Read the article <i>How Malcolm X Learned to Read</i> to students.</li> <li>☑ Once you are finished, ask students: <ul style="list-style-type: none"> <li>• How did learning to read affect Malcolm X's life?</li> <li>• What impact did it have on his career?</li> <li>• What kind of career do you think YOU might want in the future?</li> <li>• What impact do you think reading will have on your ability to have that career?</li> </ul> </li> <li>☑ Display the two PDFs dealing with reading, employment, and income. Help students interpret the information on the charts.</li> <li>☑ Tie <i>Fusion Reading</i> to student goals by explaining that the program will increase their reading abilities and thus enable them to achieve their hopes, dreams, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>How Malcolm X Learned to Read</i> PDF</li> <li>— <i>Does Education Matter?</i> PDF</li> <li>— <i>Does Education Impact Salary?</i> PDF</li> </ul>
15	<b>Wrap-up</b>	<ul style="list-style-type: none"> <li>☑ Display the first page of the completed <i>Classroom Procedures</i>.</li> <li>☑ Review the "Ending/Exiting Class" classroom procedure.</li> <li>☑ Call on a student to model the procedure.</li> <li>☑ Instruct all students to do the end-of-class procedure by cleaning up around their desks, collecting possessions, and waiting for you to dismiss them.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>Classroom Procedures I</i>-PDF</li> <li>— Posters of individual classroom procedures for displaying in the room</li> </ul>



# Establish Year 1

## Lesson 3

60  
min.

**Time:** 60 minutes

**Overview:** In this lesson, students are introduced to three additional classroom procedures.

**Objectives:**

1. To introduce and practice three additional classroom procedures (entering the classroom, warm-ups, and direct instruction)
2. To describe the key components of *Fusion Reading*

Time	Agenda	Activity	Materials
5	<b>Greeting</b>	<ul style="list-style-type: none"> <li>☑ Greet students.</li> <li>☑ Remind them of their assigned seats.</li> <li>☑ Review the day's agenda.</li> </ul>	
15	<b>Classroom procedure:</b> <b>Entering/Beginning Class</b>	<ul style="list-style-type: none"> <li>☑ Return students' <i>Classroom Procedures Outlines</i>.</li> <li>☑ Display the first page of <i>Classroom Procedures</i>. Review the "Ending/Exiting Class" classroom procedure. Remind students to fill in their outlines as you explain additional procedures.</li> <li>☑ Explain the "Entering/Beginning Class" classroom procedure. When doing so, explain where student binders will be kept.</li> <li>☑ Call on a student to model the first two steps of the "Entering/Beginning Class" classroom procedure (i.e., enter room and pick up binder; return to seat).</li> <li>☑ Have ALL students practice the first two steps of the procedure as a group; that is, enter the room, pick up their binders, and return to their seats.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>Classroom Procedures Outline</i> I-PDF (one copy per student)</li> <li>— <i>Classroom Procedures</i> I-PDF</li> <li>— Student binders</li> </ul>
15	<b>Warm-ups:</b> <b>What they are, how to do them</b>	<ul style="list-style-type: none"> <li>☑ Explain that the last two steps of the "Entering/Beginning Class" classroom procedure deal with "warm-up" activities.</li> <li>☑ Explain and model how to do warm-ups using the script <i>Introducing and Modeling Warm-up Activities</i>.</li> <li>☑ Distribute journals to each student. Explain that students will use their journals every day to do their warm-up activity.</li> </ul>	<ul style="list-style-type: none"> <li>— <i>Classroom Procedures</i> I-PDF</li> <li>— <i>Introducing and Modeling Warm-up Activities</i>, p. X</li> <li>— Student journals</li> </ul>



## Lesson 3 continued

Time	Agenda	Activity	Materials
15	<i>continued</i> <b>Warm-ups:</b> <b>What they are, how to do them</b>	<ul style="list-style-type: none"> <li>☑ Write the following warm-up activity on the whiteboard: Write the following words in your journals: <i>hailed</i>, <i>dingy</i>, and <i>stark</i>. After each word, write down what you think the word means.</li> <li>☑ Have students do this warm-up activity in their journals.</li> <li>☑ Recap what students are to do at the beginning of every class; enter the room and pick up their binder, return to their seat, read the board for the warm-up activity, and do the warm-up.</li> </ul>	<ul style="list-style-type: none"> <li>— Classroom Procedures I-PDF</li> <li>— <i>Introducing and Modeling Warm-up Activities</i>, p. X</li> <li>— Student journals</li> </ul>
20	<b>Classroom procedure:</b> <b>Direct Instruction Time</b>	<ul style="list-style-type: none"> <li>☑ Explain the “Direct Instruction Time” procedure. State that <i>direct instruction</i> refers to any time that you are explaining something or teaching.</li> <li>☑ State that students will now practice these procedures while you explain the syllabus for the course.</li> <li>☑ Distribute a <i>Year 1 Fusion Reading Syllabus</i> to each student.</li> <li>☑ Provide students with an overview of <i>Fusion Reading</i> by reviewing the contents of the syllabus.</li> <li>☑ Distribute one <i>Fusion Reading Course Organizer</i> to each student. Review the contents.</li> </ul>	<ul style="list-style-type: none"> <li>— Classroom Procedures</li> <li>— <i>Year 1 Fusion Reading Syllabus</i> I-PDF</li> <li>— <i>Fusion Reading Course Organizer</i> I-PDF</li> </ul>
5	<b>Wrap-up</b>	<ul style="list-style-type: none"> <li>☑ Review the “Ending/Exiting Class” classroom procedure. Instruct students to place their materials in their binders.</li> <li>☑ Explain where students should return the class novels.</li> <li>☑ Have all students do the “Ending/Exiting Class” classroom procedure by returning class materials, cleaning up around their desks, collecting possessions, and waiting for you to dismiss them.</li> </ul>	