



FUSION READING

PROGRAM SAMPLE

ENGAGE
INVIGORATE AND **EMPOWER**
Struggling Readers in Grades 6–12

RESEARCHED AND FIELD TESTED!



CLOSE THE ACHIEVEMENT GAP FOR STRUGGLING READERS

Fusion Reading is a comprehensive, research-based reading intervention program for students in grades 6-12. The flexible, multi-year program provides struggling adolescent students the skills they need to quickly become fluent, competent, and confident readers. Students learn to read award-winning books that are relevant to their lives and the problems they face. Fusion Reading:

- **Engage** students with reading materials relevant to their lives
- **Invigorate** students with skills and strategies they need to become successful readers
- **Empower** students to move to the academic classroom with confidence



Benefits students who . . .

- ☐ Read below grade level
- ☐ Have lower comprehension skills
- ☐ Rarely choose to read
- ☐ Have limited vocabulary
- ☐ Perform poorly on tests

Students learn that reading is essential . . .
and that they can do it successfully!



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Struggling Readers in Grades 6–12

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Distinguished AUTHOR TEAM

Donald D. Deshler, *Director*

Deshler's research includes designing academic interventions for struggling learners, system change, and professional learning. He and his colleagues have developed and validated the Strategic Instruction Model (SIM), a comprehensive approach to adolescent literacy that helps students "learn how to learn" and promotes effective instructional methods for teachers. Deshler is the Williamson Family Distinguished Professor of Special Education.



Michael Hock, *Associate Director*

Hock's research involves the development and validation of reading, motivation, and tutoring interventions that meet the needs of districts or agencies as well as the needs of academically underprepared adolescents and adults. His research also focuses on professional development, instructional coaching, and the school change process. He is also associate research professor at the University of Kansas.



Irma Brasseur-Hock, *Research Associate*

Brasseur-Hock's research interests include adolescent literacy, instructional technology, coaching, and instructional sustainability. She has coordinated several federally funded R & D projects, including one to design and field-test a reading skill profile for struggling adolescent readers. Brasseur-Hock has extensive experience as a classroom teacher and is highly regarded for her skills as a professional development specialist in adolescent literacy and secondary school change.



The contents of this instructional material were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



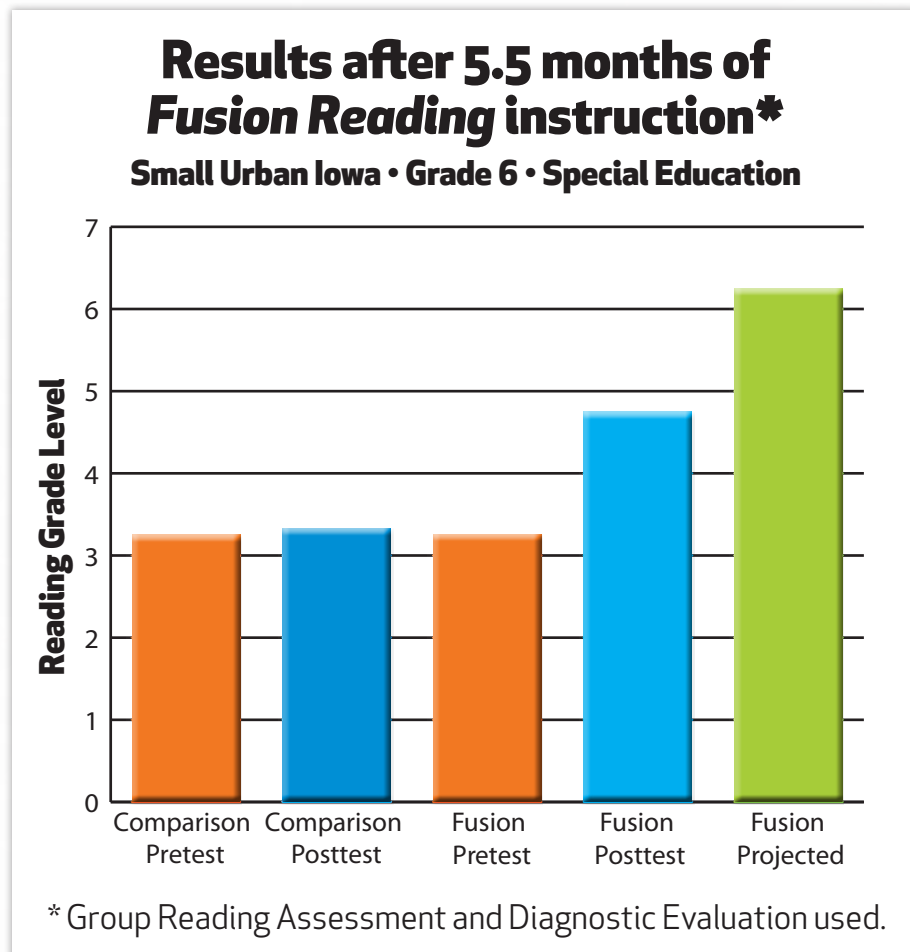
Research Driven

WITH PROVEN RESULTS

Fusion Reading was rigorously field tested by the University of Kansas Center for Research on Learning. On standardized measures, students who participated in Fusion Reading significantly increased their ability to:

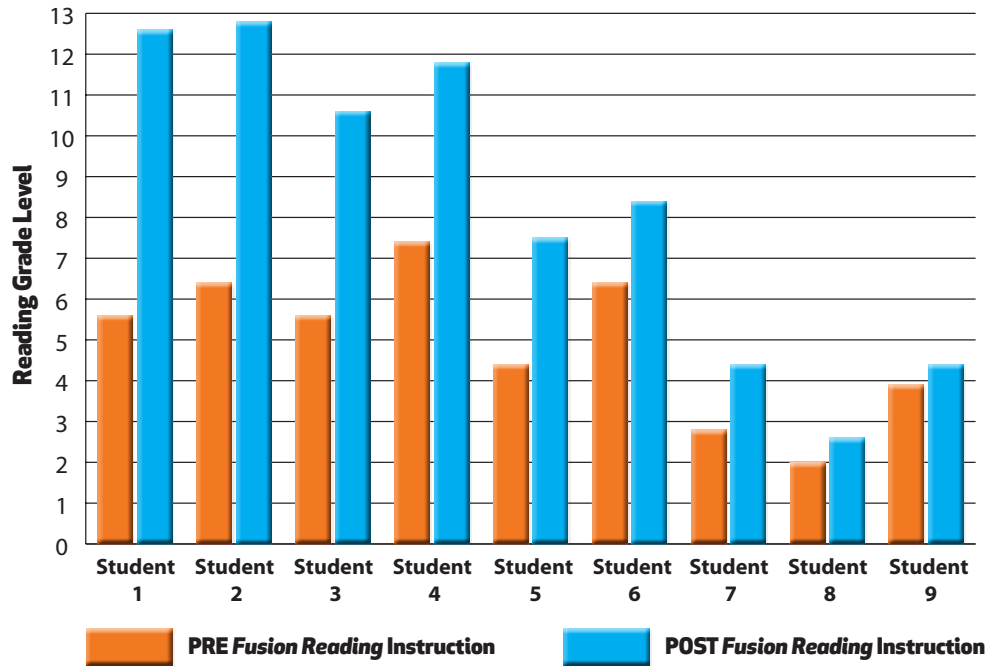
- Comprehend what they read.
- Read more fluently.

Fusion Reading was piloted at over 10 locations around the United States as part of the IES grant. The following charts show the results in a variety of schools with a range of students.



Standardized Reading Test Results*

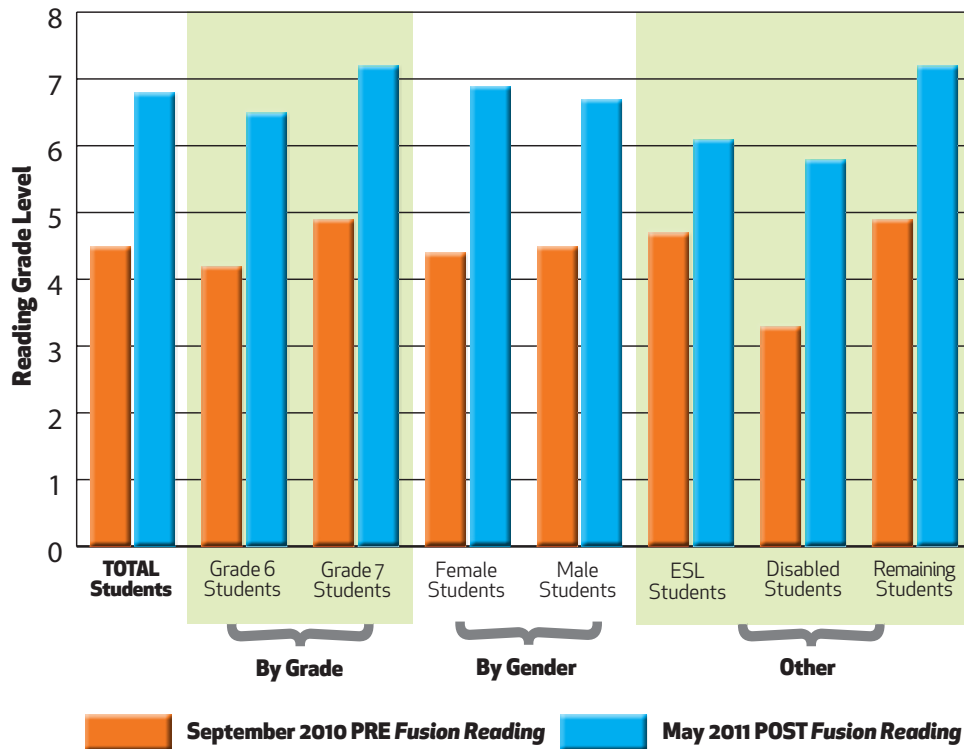
Rural Iowa • Grades 9-11 • General Education/Special Education



* Group Reading Assessment and Diagnostic Evaluation used.

Test Results*

Urban Michigan

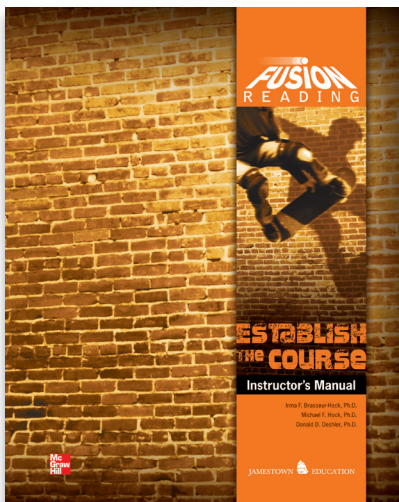


* Test of Silent Contextualized Word Reading Fluency used.

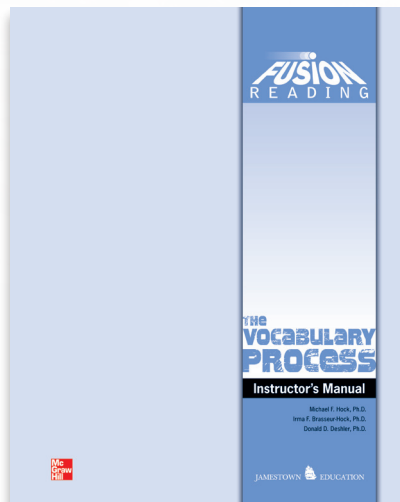
Teaching *TOOLS*

Instructor's Manual for Each Module

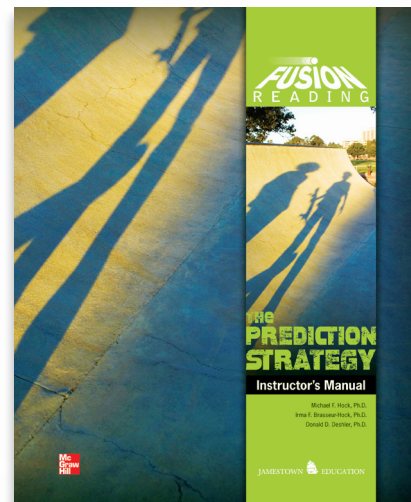
The following manuals were developed in response to a study analyzing the needs of struggling readers:



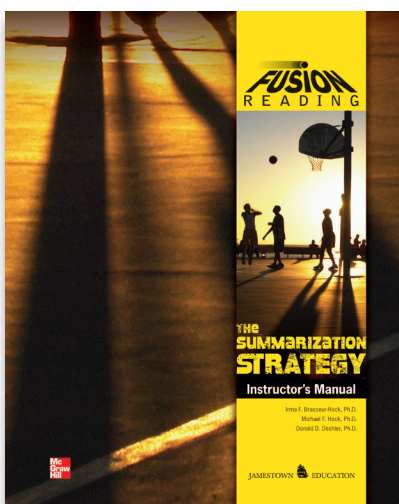
Establish the Course sets the road map for this two-year curriculum with lesson plans, thinking reading strategies for novel reading, and explicit instruction for skill development.



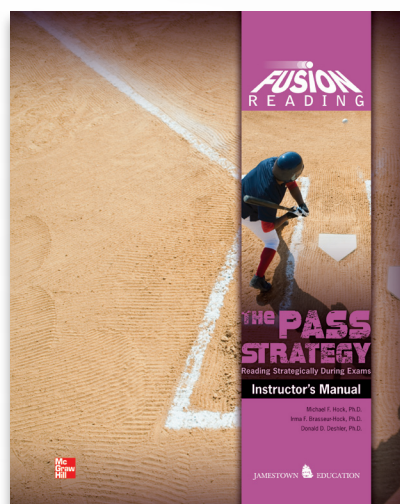
The Vocabulary Process is an online compilation of 360 critical vocabulary words, an analysis of those words' roots, prefixes and suffixes—plus ready-to-give quizzes and answer keys.



The Prediction Strategy teaches students how to make predictions before and while they read.



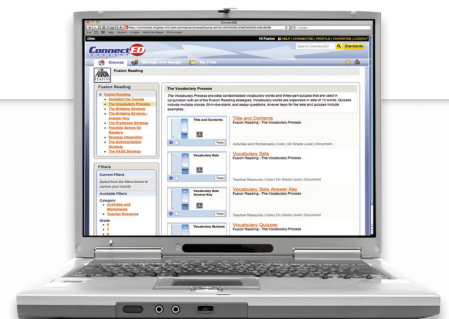
The Summarization Strategy shows students how to summarize what they have read.



The PASS Strategy provides instruction to help students succeed on state assessments.

Additional Teacher Materials

- **Flip Chart** detailing classroom procedures.
- **Online Teacher Resources** including Parent Q&A, Posters, and Instructor Manuals

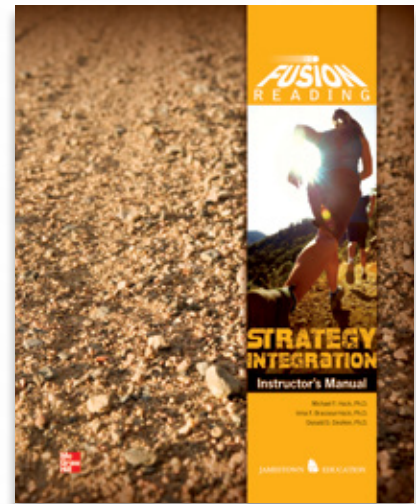




Possible Selves for Readers provides motivation strategies to help students understand how becoming expert readers can impact their futures.



The Bridging Strategy offers advanced phonics, decoding, word recognition, and fluency.



Strategy Integration shows students how to use multiple strategies to become better readers.

Included with the purchase of the Teacher Kit!

Mc
Graw
Hill

connectED

Online Learning Center

- **The Vocabulary Process** eBook
- **The Bridging Strategy** Answer Key eBook
- Professional Development for 10 online modules
- Links to University of Kansas Center for Research on Learning

Flexible TEACHING STRUCTURE

Multiple
implementation
options to accomodate
YOUR schedule!

Time Required for Implementation

Multiple options for implementation are available to accommodate the varied schedules found in middle and high schools. Field test studies are reflective of various models.

If the 2-year module is used, the program is treated like Pre-Algebra/Algebra I or Spanish I/Spanish II

Time Commitment	Days Per Week	Time to Complete Program
90 min.	Every Day	1 Year
90 min.	Every Other Day	2 Years
60 min.	Every Day	2 Years
45 min.	Every Day	2 Years

Fusion Reading Timeframe

Lesson Format	90 Minute Lesson	60 Minute Lesson	45 Minute Lesson
Warm-Up	5	5	5
Thinking Reading	20	15	10-15*
Explicit Instruction	40	25	20-25
Vocabulary	20	10	10-15*
Wrap-Up	5	5	5

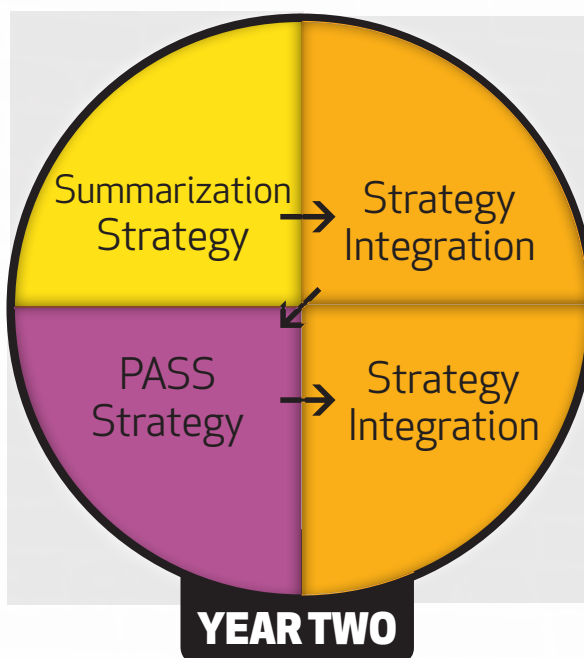
*For a 45-minute period, alternate between Thinking Reading and Vocabulary so that each occurs every other day

Units of Study

Time			Lesson Format
90	60	45	
5	5	5	Warm-Up
20	15	10-15	Thinking Reading
40	25	20-25	Explicit Instructions
			<ul style="list-style-type: none"> • Reading Strategies • Practice with Feedback
20	10	10-15	Vocabulary
5	5	5	Wrap-Up



Every unit of study follows the same lesson format. Time spent in each area depends on time allotted.



Professional DEVELOPMENT

Extensive Professional Development is offered online through ConnectED. The 10 Professional Development modules will give you an overview of the Fusion Reading program as well as detailed instruction for each Fusion Reading unit. Assessment is covered in its own module. Videos of Fusion Reading master teachers offer model lessons for closer study and practice. Activities to check your understanding are included for additional practice.

10 Online modules available

- Establish the Course Year 1
- The Prediction Strategy
- Possible Selves for Readers
- Strategy Integration
- The Bridging Strategy Part 1
- The Bridging Strategy Part 2
- Establish the Course Review Year 2
- The Summarization Strategy
- The PASS Strategy
- Assessment

On-site professional development opportunities are available.

(Contact your Intervention representative for more details.)



Common Core Standards FOR READING

Fusion Reading helps students accomplish the goals of the Common Core State Standards.

College & Career Readiness Standards for Reading													
Where Fusion Reading responds to each standard		Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas			Range Of Reading & Level of Complexity		
		Thinking Reading	●	●	●	●							
		Vocabulary Process	●			●							
		Prediction Strategy	●	●	●		●	●		●			
		Summarization Strategy	●	●	●		●	●		●			
		Strategy Integration	●				●	●	●		●		●
		Bridging Strategy				●							
		The PASS Strategy							●			●	
		Book Study				●						●	

For a detailed correlation by grade level go to **MHEOnline.com**

Student *RESOURCES*

Student Editions

Consumable workbooks contain expository and narrative reading materials for student practice of The Bridging Strategy, The Prediction Strategy, and The Summarization Strategy



Fusion Reading Plus

Level Readers offer additional timed reading support in the content areas

- Three different levels: Introductory, Intermediate, and Advanced
- Reading levels ranging from 5-13, determined by the Lexile® Framework for Reading
- Three units in each book with 18 articles at prescribed reading levels

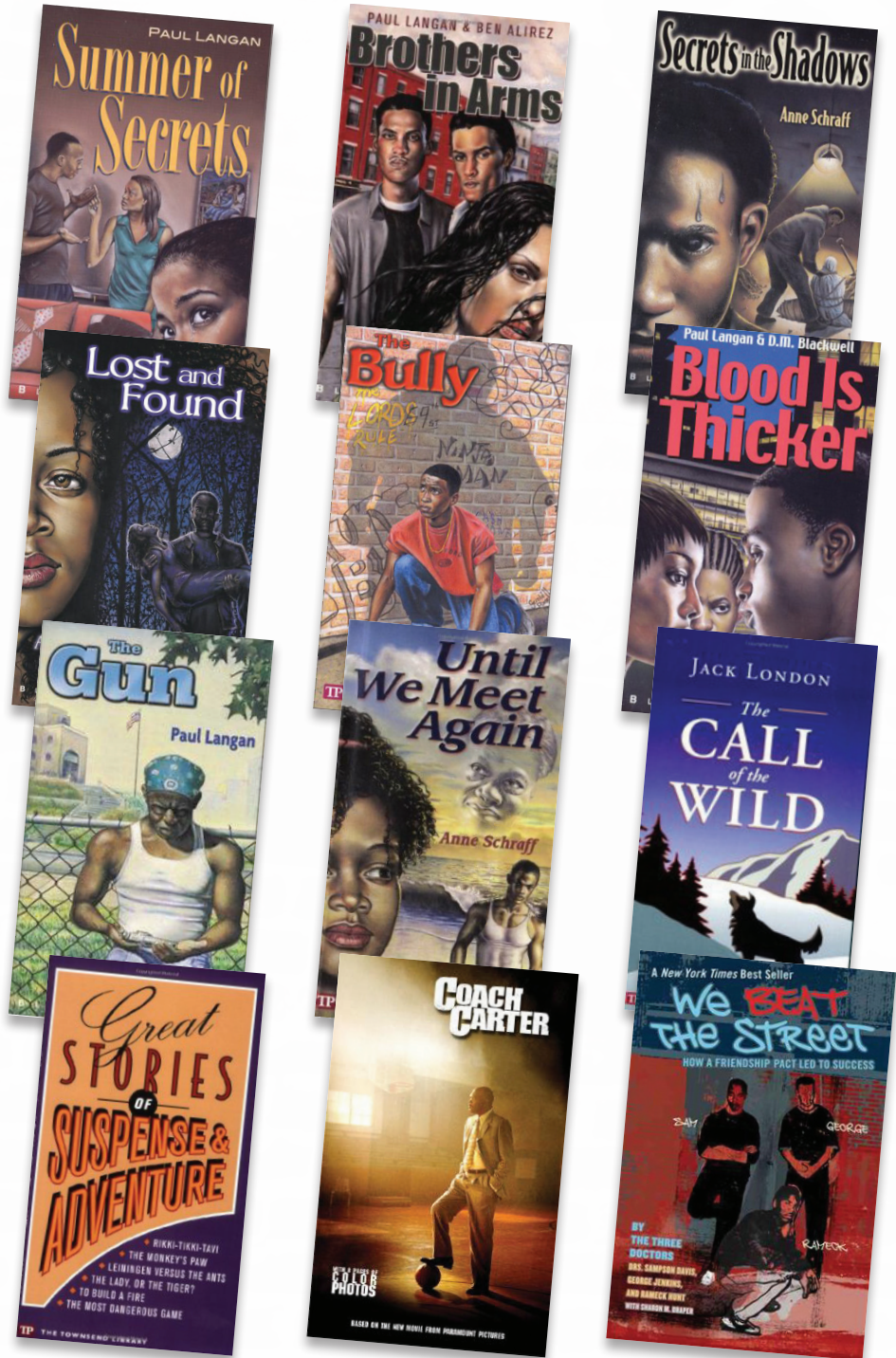


Reading *SUPPORT*

Fusions Reading Novel Library

Includes Essential novels from the Bluford High Series (Townsend Press), as well as other engaging novels.

- **Summer of Secrets**
- **Brothers in Arms**
- **Secrets in the Shadows**
- **Lost and Found**
- **The Bully**
- **Blood is Thicker**
- **The Gun**
- **Until we Meet Again**
- **Call of the Wild**
- **Great Stories of Suspense and Adventure**
- **Coach Carter**
- **We Beat the Streets**



Supplemental Classroom Library

Offers additional reading support with 69 books including Teacher Guides!

- **The Outer Edge™ series**
(6 books—reading levels 2-4)
- **The Wild Side series**
(9 books—reading levels 4-6)
- **Critical Reading series**
(12 books—reading levels 6-8)
- **Above and Beyond series**
(4 books—reading levels 8-10)



- **Timed Reading Plus in Math**
(5 books—reading levels 4-13+)
- **Timed Reading Plus in Social Studies**
(10 books—reading levels 4-13+)
- **Timed Reading Plus in Science**
(10 books—reading levels 4-13+)
- **Timed Reading Plus in Literature**
(10 books—reading levels 4-13+)



Table of Contents

Introduction	1
Establish Year 1	9
End Year 1	65
Establish Year 2	71
End Year 2	103
Warm-ups	117
Classroom Procedures	121
Thinking Reading	123
Vocabulary	137
Book Study	151

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 nonreaders into individuals who devour books and the knowledge they contain.

Fusion Reading is a comprehensive, research-based program that has been rigorously field tested 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 at <http://www.kucrl.org/>.

Fusion Reading consists of several different instructor's 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-up, 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 aloud 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

Welcome to
Fusion Reading!
.....

What makes me think
this will work?
.....

What's actually in
Fusion Reading?
.....

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

Other instructor's manuals in *Fusion Reading* include

- ***The Vocabulary Process***, an online 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 for Readers***, 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 multisyllabic words;
- ***The Summarization Strategy***, a reading strategy that teaches students to summarize what they read;
- ***Strategy Integration***, instruction on 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 instructor's manuals, three different student books are included in *Fusion Reading*. The books 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 *The Prediction Strategy* and *The Summarization Strategy* are located in their corresponding instructor's manuals; *The Bridging Strategy* answer key is available as a downloadable PDF.

During the first year of *Fusion Reading*, instruction should begin with *Establish the Course*, specifically, with the lesson plans found in the "Establish Year 1" section. This instruction will take between two to four 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 online manual, *The Vocabulary Process*. Since vocabulary instruction is built into every program in *Fusion Reading*, *The Vocabulary Process* online manual is used with all other instructor's manuals.

In what sequence do I use these manuals?

.....

The second program to be taught during Year 1 is either *The Prediction Strategy* or *The Bridging Strategy*. To decide which of these programs to teach next, think about your students. How receptive do you think they'll be to learning how to use advanced phonics to decode multisyllabic words? If you think that students will be at all receptive, use *The Bridging Strategy* as the second program. However, if you feel that students may be resistant, use *The Prediction Strategy* as the second program.

The third program of Year 1 is *Possible Selves for Readers*. *Possible Selves for Readers* is designed to jump-start students' thinking about the future, their dreams, and how to achieve those dreams. While thinking about these things, students come to realize the importance that reading can play in achieving the kind of life they'd like to have.

The fourth program that should be taught during Year 1 is either *The Prediction Strategy* or *The Bridging Strategy*; that is, the program that was not selected as the second program.

The final program for Year 1 is *Strategy Integration*. With this program, students learn to simultaneously apply all of the reading skills they have learned to this point. These skills include figuring out the meaning of unknown vocabulary words, pronouncing unknown multisyllabic words, and making predictions before and during their reading. When instruction in *Strategy Integration* has been completed, the year should be wrapped up using the "End Year 1" plans found in *Establish the Course*.

Year 2 of *Fusion Reading* once again kicks off with *Establish the Course*, specifically, with the lesson plans found in the "Establish Year 2" section. From there, instruction moves to *The Summarization Strategy*, where students learn to summarize small sections of books, chapters, and even longer passages. After *The Summarization Strategy*, students revisit *Strategy Integration*, in which they practice integrating all of the strategies they've learned. Next, instruction moves to *The PASS Strategy*. Here, students learn a strategy that they can use to do well on standardized tests. Finally, students revisit *Strategy Integration* for a final time, and then the second year is wrapped up using the "End Year 2" plans found in *Establish the Course*.

For an overview of the *Fusion Reading* instructional scope and sequence, see Figures 1 and 2 on the following pages. In these figures, instruction takes place over two years, with reading classes meeting for 90 minutes every *other* day. However, if your reading classes meet daily for 90 minutes, instruction would be completed within a year.

**Wait a minute.
Must I really teach
PHONICS to high
school students?**
.....

**Okay. So what does a
Fusion Reading lesson
look like?**
.....

**This is a huge
program. How do
I get started?**
.....

Yes. The ability to break multisyllabic words into smaller phonetic parts enables a person to become a fluent reader. Fluency, in turn, enables a person to concentrate on understanding what he or she is reading. Research has shown that high school students who are struggling readers lack the ability to break words apart phonetically. Thus, they are not becoming fluent readers, which in turn prevents them from truly understanding what they read.

Each lesson in *Fusion Reading* typically contains a Warm-up activity, Thinking Reading, Direct Instruction, Vocabulary or Book Study work, and a Wrap-up activity. A one- or two-page synopsis of the basic instruction, with a list of the materials needed for the instruction, is provided for both 90-minute and 60-minute class periods.

With *The Prediction Strategy*, *The Bridging Strategy*, *The Summarization Strategy*, *Strategy Integration*, and *The PASS Strategy*, each synopsis is followed by a more in-depth explanation of the lesson, with examples of how someone might actually explain a particular concept. Supplemental materials for you and your students are available online for each lesson.

First, take a breath. You teach only one program at a time. For the time being, set aside all instructor's manuals except *Establish the Course*. Then flip through the lesson plans and materials for *Establish the Course*. Familiarize yourself with the basic instruction and view or download the added materials you need. Once you've done this, open *The Vocabulary Process*. Review the words found in *Vocabulary Sets 1–36*. Although we recommend that you use the lists in the sequence presented, feel free to alter that sequence based upon the needs of your students.

Second, review the supply list below. This list includes all of the supplemental supplies needed for the course. Some of the items (like the class novels), you will need to order for students. Some of the items (like old magazines, scissors, and glue), you may have on hand. Other items you may want students to provide. Decide whether you will supply all of the following materials or ask students to provide some of them. Supplemental supplies needed for the course include

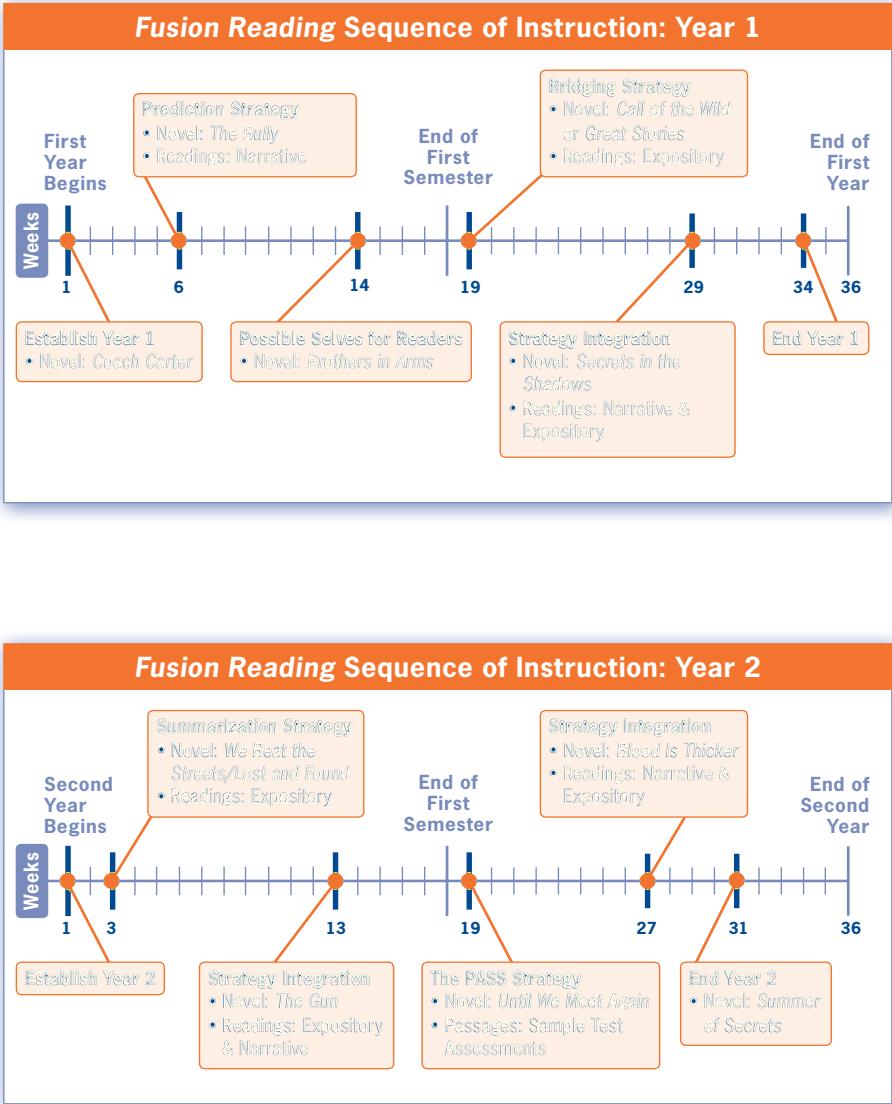
- Class novels (one per student; see the list of novels at the end of the Introduction)
- Steno pads (one per student; for vocabulary work)

- Spiral notebooks (one per student; these will become the journals that students use for their daily warm-ups)
- 2-inch, 3-ring binders (one per student; for organizing all materials received in *Fusion Reading*)
- 10 tabs (one set of tabs per student; for organizing binders)
- Manila file folders (one per student; for *Possible Selves for Readers*)
- dry erase boards and markers (one board and marker for every pair of students; for vocabulary work)
- 11 x 17 or 12 x 18-inch sheets of paper (one per student; for collages in *Possible Selves for Readers*)
- Digital timers (one for every two students; these will be used for paired practice in *The Prediction Strategy*, *The Bridging Strategy*, and *The Summarization Strategy*).

Third, set up your class to facilitate instruction. In doing so,

- Decide where student binders will be stored. Since students retrieve their binders every day, this location should be one that is easily accessed.
- Decide where the daily warm-up and agenda will be posted. The warm-up and agenda should be posted in the same spot every day.
- Arrange student desks to facilitate partner and small-group activities. At the same time, make sure that students are able to see you when providing direct instruction. For suggested room arrangement, see Figure 3.

Figure 1:
Fusion Reading
Instructional Scope and Sequence

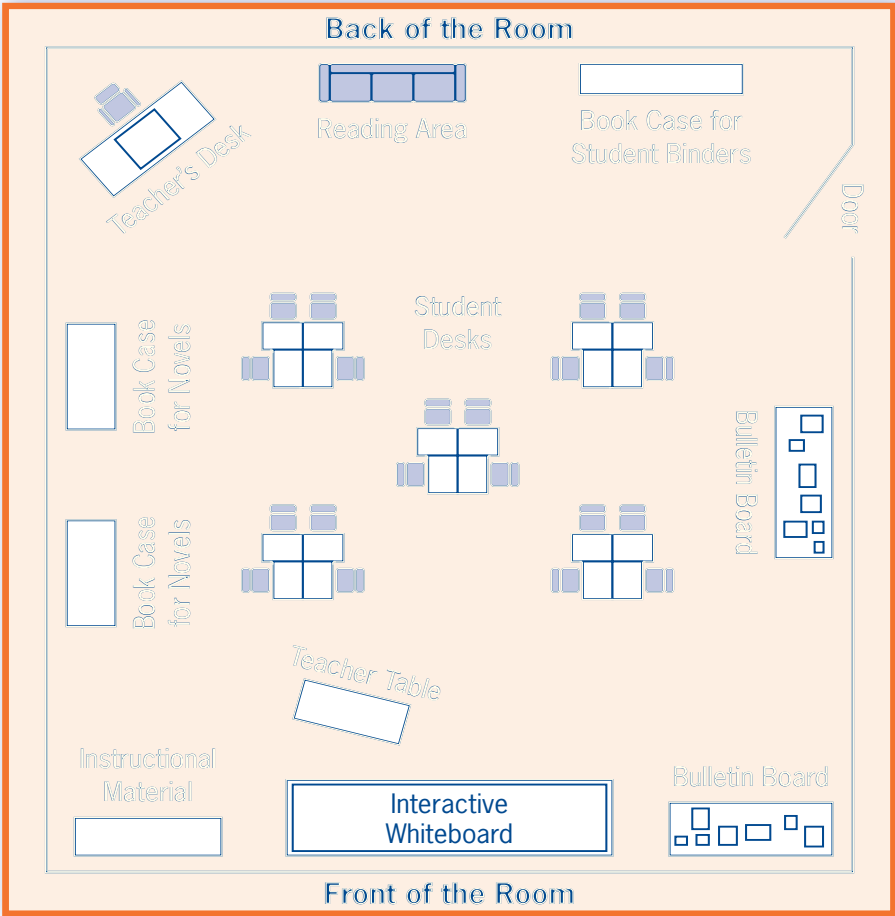


Fusion Reading Sequence of Instruction: Year 1		
Semester	Curriculum Sequence	Thinking Reading Books
1 st semester	<ul style="list-style-type: none"> ▶ Establish Year 1 (ETC manual) ▶ Prediction Strategy ▶ Possible Selves for Readers 	<ul style="list-style-type: none"> — Coach Carter — The Bully — Brothers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

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

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

Figure 3:
Suggested Room Arrangement
for Fusion Reading



Establish Year 1

Lesson 1



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	Greeting	<ul style="list-style-type: none"> ▶ Greet students at the door. ▶ Help students locate their assigned seats. ▶ Have the agenda for the day (i.e., the items located in the “Agenda” column to the left) written on the whiteboard. ▶ Review the agenda with students. 	
20	Introduction Activity: “Identify three things that represent important ideas about you or describe what you like to do.”	<ul style="list-style-type: none"> ▶ 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.” ▶ 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...) ▶ Ask students to speculate as to why these items might be important to you. ▶ Have each student identify or write down three things that are either important to them or describe what they like to do. ▶ 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. ▶ Have partners introduce each other to the class. In doing so, ask them to briefly explain what they learned about their partner. 	<u>Student Materials</u> — Three personal items

Lesson 1 continued

Time	Agenda	Activity	Materials
25	An Experiment	<ul style="list-style-type: none"> ▶ Conduct the following experiment: <ol style="list-style-type: none"> 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. 2. Explain that you will now combine the three containers containing liquid. 3. Before doing so, ask the class, “What do you think will happen to the color of the liquid when this happens?” 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. ▶ 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. 	<u>Teacher Materials</u> <ul style="list-style-type: none"> — Container of cranberry juice — Container of bleach — Container of water — Empty container
25	Benefits of Being an Expert Reader	<ul style="list-style-type: none"> ▶ Read the article <i>How Malcolm X Learned to Read</i> to students. ▶ Once you are finished, ask students the following questions: <ol style="list-style-type: none"> 1. How did learning to read affect Malcolm X's life? 2. What impact did it have on his career? 3. What kind of career do you think YOU might want in the future? 4. What impact do you think reading will have on your ability to have that career? ▶ 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. 	<u>Teacher Materials</u> <ul style="list-style-type: none"> — <i>How Malcolm X Learned to Read</i> PDF — <i>Does Education Matter?</i> PDF — <i>Does Education Impact Salary?</i> PDF <u>Student Materials</u> <ul style="list-style-type: none"> — <i>How Malcolm X Learned to Read</i> PDF

Time	Agenda	Activity	Materials
15	Wrap-up	<ul style="list-style-type: none"> ▶ 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. ▶ 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. ▶ Display the first page of the completed <i>Classroom Procedures</i>. ▶ Distribute the <i>Classroom Procedures Outline</i> to students. Ask students to write their names on the top of the first page. ▶ Describe the “Ending/Exiting Class” procedure. Have students fill in this procedure on their blank outlines. Show students where they will return materials. ▶ Call on a student to model the “Ending/Exiting Class” procedure. ▶ Collect all student outlines. Save them for the next class. ▶ 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. 	<p>Teacher Materials</p> <ul style="list-style-type: none"> — <i>Classroom Procedures Outline</i> PDF — <i>Classroom Procedures</i> PDF <p>Student Materials</p> <ul style="list-style-type: none"> — Index cards — <i>Classroom Procedures</i> PDF

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	Greeting	<ul style="list-style-type: none"> ▶ Greet students. ▶ Remind them of their assigned seats. ▶ Review the day's agenda. 	
15	Classroom procedure: Entering/ Beginning Class	<ul style="list-style-type: none"> ▶ Return students' <i>Classroom Procedures Outlines</i>. ▶ 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. ▶ Explain the "Entering/Begging Class" classroom procedure. When doing so, explain where student binders will be kept. ▶ Call on a student to model the first two steps of the "Entering/Begging Class" classroom procedure (i.e., enter room and pick up binder; return to seat). ▶ 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. 	<u>Teacher Materials</u> — <i>Classroom Procedures</i> PDF <u>Student Materials</u> — <i>Classroom Procedures Outline</i> PDF — Student binders
15	Warm-ups: What they are, how to do them	<ul style="list-style-type: none"> ▶ Explain that the last two steps of the "Entering/Begging Class" classroom procedure deal with "warm-up" activities. ▶ Explain and model how to do warm-ups using the script <i>Introducing and Modeling Warm-up Activities</i>. 	<u>Teacher Materials</u> — <i>Introducing and Modeling Warm-up Activities</i> , p. 118 <u>Student Materials</u> — <i>Classroom Procedures</i> PDF — Student journals

Time	Agenda	Activity	Materials
	<i>continued</i>	<ul style="list-style-type: none"> ▶ Distribute journals to each student. Explain that students will use their journals every day to do their warm-up activity. ▶ Write the following warm-up activity on the board: 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. ▶ Have students do this warm-up activity in their journals. ▶ 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. 	
30	Classroom procedure: Thinking Reading Time	<ul style="list-style-type: none"> ▶ Using the procedures outlined in <i>How to Introduce Thinking Reading</i>, provide students with a brief introduction to Thinking Reading. ▶ 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. ▶ Distribute one copy of <i>Coach Carter</i> to each student. Explain that this will be the first Thinking Reading novel. ▶ 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>.) ▶ After a few minutes, ask a student to read a few pages from <i>Coach Carter</i>. Ask questions as the student reads. ▶ Finally, have the rest of the class take turns reading the book and asking questions. Have students read to the end of Chapter 1. 	<p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> — <i>How to Introduce Thinking Reading</i>, p. 125 — <i>Classroom Procedures</i> PDF — Novel: <i>Coach Carter</i> — <i>How to Do Thinking Reading While Forecasting Strategies</i>, p. 126 — <i>Classroom Procedures Outline</i> PDF <p><u>Student Materials</u></p> <ul style="list-style-type: none"> — <i>Classroom Procedures</i> PDF — Novel: <i>Coach Carter</i> — <i>Classroom Procedures Outline</i> PDF

Lesson 2 continued

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

Notes:

Warm-ups

- To have students engage in an activity at the beginning of class
- To provide students with a 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 steal millions of dollars from the company.
a. wanted b. desired c. answered d. schemed
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 whiteboard: “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 single words or short phrases.”

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

Purpose

Materials

How to Create

Examples

Example Three: Fill-in-the-Blank

1. If your symptoms persist, the doctor may prescribe an antibiotic.
In this sentence, *prescribe* probably means _____.
2. Stanley read the inscription on the lipstick, saying that it belonged to “Kissing Kate Barlow.”
In this sentence, *inscription* probably means _____.
3. The prosecution will dissect your testimony for signs of inconsistency.
In this sentence, *dissect* probably means _____.

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 whiteboard for the day’s warm-up activity. In this class, all warm-up activities will be written on the left side of this whiteboard *(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 whiteboard: ‘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 whiteboard.)

“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 of whether your answers are right or wrong. The main thing is to simply try your hardest. If you complete part of the activity, you’ll earn 2 points. If you just write the activity in your journal but don’t write a response, you’ll earn 1 point. However, if you don’t write anything in your journal, you won’t earn any points.”

Classroom Procedures

Classroom procedures are a set of key structures designed to help shape, organize, and manage student behaviors while participating in the *Fusion Reading* program. The classroom procedures explicitly describe the behaviors that are expected from students during specific activities. Activities include entering and exiting the classroom, direct instruction, thinking reading, partner/independent practice, arriving late to class, and using the restroom.

The three main purposes for implementing classroom procedures are to

- a. ***Create a positive, risk-taking learning environment.*** The underlying purpose for using classroom procedures is to allow the teacher and students to have a set of routines that provide guidance and direction in how the classroom works. Classroom procedures provide teachers with the language in which they can communicate expectations, focus student attention, engage student participation, and redirect student behavior when necessary.
- b. ***Provide guidance on how students are to behave while in the classroom environment.*** The classroom procedures are written in a format that tells students what is expected of them in terms of how to participate, what behaviors they need to use, and when they need to behave in a certain way.
- c. ***Develop a habit of behaviors that becomes routine and allow students to focus on learning rather than guessing about what they should be doing each day.*** The teacher continuously reinforces and practices the classroom procedures in order to establish them as routines.

The goal in using classroom procedures is to create an environment that is organized, manageable, and focused on student learning and risk taking. Classroom procedures provide a nonthreatening way to interact and guide student behaviors while respecting their learning needs.

What Are Classroom Procedures?

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What Is the Purpose of Classroom Procedures?

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What Is the Goal in Using Classroom Procedures?

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Materials

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- Classroom Procedures Poster
- Individual Classroom Procedures Posters
- Classroom Procedures Outline

How to Prepare

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1. Review the procedure.
2. Describe the procedure.
3. Model the procedure.
4. Practice the procedure.
5. Reinforce the procedure on a daily basis.

Thinking Reading

Thinking Reading is a structured process in which the teacher demonstrates the reading behaviors that experts use. It is also an opportunity for students to participate in the process. Thinking Reading uses highly engaging material to involve students in reading.

The three main purposes of Thinking Reading are to

1. **Forecast:** During this process, the teacher demonstrates expert reading strategies by thinking aloud. Students will be learning these strategies in the *Fusion Reading* course. At this point, students will not have had explicit strategy instruction. Thus, as the teacher reads and thinks aloud, she will be implicitly modeling the reading strategy. In effect, she will be **forecasting** the *Fusion Reading* strategies that will be taught explicitly in the future. Thus, students will be **exposed** to strategy language, vocabulary, and specific reading strategies. These strategies are not explicitly taught at this time and everyday language may be used to describe the process of reading.

Note: Teachers are encouraged to use other reading strategies, such as Story Grammar, but the main purpose of Thinking Reading is to highlight the *Fusion Reading* strategies.

2. **Apply:** During this process, the teacher applies a specific strategy like Prediction as she reads and thinks aloud about how to use it. At this point, students will have completed learning the strategy. The goal is to apply the steps of the strategy into Thinking Reading. The focus is on how an expert reader fluently uses the strategy.
3. **Integrate:** During this process, the teacher reads and thinks aloud about how to perform the behaviors associated with multiple strategies that students have learned (e.g., the Prediction Strategy and the Bridging Strategy). In other words, she explicitly integrates the *Fusion Reading* strategies. The goal is to demonstrate fluent use of a variety of strategies at the same time.

The goal of Thinking Reading is to move from the teacher modeling a strategy to the students modeling and practicing the strategy. Thus, this is a “scaffolded” instructional activity. When teachers scaffold instruction, they provide lots of support and guidance at the beginning of the instruction to ensure that students experience success. As students demonstrate the ability to work more and more independently, the teacher provides less and less support.

What Is Thinking Reading?

What Is the Purpose of Thinking Reading?

How to Conduct Thinking Reading

There are three distinct activities that take place during Thinking Reading. The role of the teacher changes as instruction proceeds. These activities are done through forecasting, applying, or integrating strategies.

1. **Teacher-led reading:** The teacher does all the reading and thinking aloud. Students follow along in the book, listen, and observe how the teacher is reading.
2. **Teacher-guided reading:** The teacher selects students to read. As students read, the teacher guides them through the reading process by asking questions and providing prompts that assist in thinking about the strategic behaviors that facilitate interest in and understanding of the text.
3. **Student-led reading:** Students take turns reading. As students read, they demonstrate strategic reading behaviors or guide the class by asking questions about the strategic behaviors being applied for the day. The teacher provides feedback and guidance as needed. She monitors who is reading in order to ensure that all students have an opportunity to read.

- Classroom novels

Materials

How to Prepare

1. Review the class novel. Determine the approximate number of pages that you think students can read and talk about within 15 to 20 minutes. Based on that estimate, divide the whole novel into 15- to 20-minute chunks for reading.
2. Prior to the first class, read the beginning pages of the novel (i.e., the first 15 to 20 minutes of the reading). As you read, identify places to stop and discuss strategies and content. For example, discuss the character's hopes, dreams, and fears, and link the character to the concept of Possible Selves. Discuss the reading clues, predictions, vocabulary, and multisyllabic words that students may not recognize (see the *Forecast Questioning Chart* for a description of *Fusion Reading* questions you can ask during Thinking Reading).
3. Determine how many pages you will actually read to students for your expert read.
4. Prior to every other class, read the next 15- to 20-minute section of the novel. Again, identify places to stop and discuss strategies and content.

Use this script for the first time you introduce Thinking Reading:

1. Give an advance organizer.

“Throughout this course, we will dedicate 15 to 20 minutes of almost every day to something called ‘Thinking Reading.’ This will always take place after the warm-up activity.

“What comes to your mind when you hear the words *thinking reading*?

“Exactly. During this time, we will be reading novels and thinking deeply about them. In other words, we will be working hard to really understand what we’re reading.

“The novels and materials we’ll read were selected because they are highly engaging and involve topics that other students just like you have found to be very enjoyable. I’m sure you will like Thinking Reading and actually look forward to it every day.”

Use this script on all subsequent days to introduce Thinking Reading:

1. Give an advance organizer.

“Today, we are going to be reading _____ (*teacher states the title of the classroom novel*). As we read, we will be using the same reading strategies that experts use when they read.

“Specifically, we’ll be looking for clues that can help us understand the selection we are reading. We’ll also apply the 7-Step Vocabulary Process to words that we don’t know the meaning of, and we’ll figure out how to pronounce those words. All of these strategies will add to our understanding of the text. I’ll begin the process, but then you will do it, too.”

2. State your expectations.

“Please pay attention to what we are reading and be ready to use all the reading strategies you know or those that I’m introducing to you. Also remember to follow the classroom procedures for Thinking Reading. In other words, please be respectful of one another so everyone gets an opportunity to participate.”

3. Focus students on the process of reading.

“Keep in mind that we are engaged in a very special activity here—the process of reading and learning from what we read. And remember, *Fusion Reading* is connected with fulfilling one’s dreams, staying fully engaged during reading, and using strategies throughout a reading experience.”

How to Introduce Thinking Reading

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Vocabulary

1. Introduce the 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 the 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 five 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.)

Introducing Vocabulary for the First Time

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- 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 having a good vocabulary has to do with being a 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 of the text 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.

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 from the online materials.)

“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 the interactive whiteboard.)

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.” *(Download and distribute all pages related to roots, prefixes, and suffixes.)*

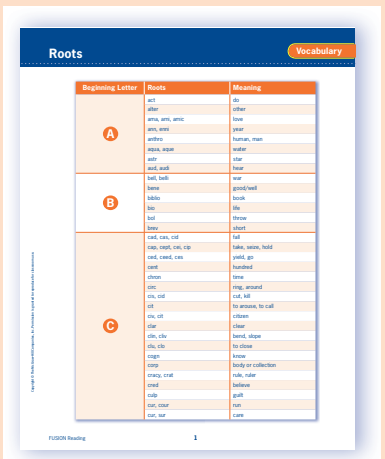
Explain prefixes, suffixes, & roots

“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, they change the meaning of that word. Let’s take a look at these lists and see how this process works.” *(Review a few of the words from all three lists so students understand how to use the lists.)*

Explaining and Modeling the Vocabulary Process

A template for a steno pad with two columns. The left column is labeled 'Word:' and the right column is labeled 'Word:'. Below each 'Word:' label are lines for 'p:', 's:', 'r:', 'Guess:', 'De-Function:', 'Other Words:', and 'Sentences:'. The template is titled 'Steno Pad' and 'Vocabulary'.

Steno Pad Template

A table titled 'Roots' with columns for 'Beginning Letter', 'Roots', and 'Meaning'. The table is divided into three sections: A, B, and C. Section A lists roots starting with 'a', Section B lists roots starting with 'b', and Section C lists roots starting with 'c'. The table is titled 'Roots' and 'Vocabulary'.

Roots

Example sentence:

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

Example analysis:

P: *pro* – before

S: *ion* – act, result, state of

R: *ject* – throw

Model how to check the context

“Let me now show you how to actually do this step of the process. To do so, let’s look at the word *projection* in the following sentence: ‘The company’s projection for the fourth quarter indicated slow but positive growth.’ *(Write this sentence on the whiteboard. Reread the sentence aloud after you have written it.)*

“Hmm . . . *projection for the fourth quarter*: this almost sounds as if a prediction is being made for the future. I’m not really sure about the meaning, though, so now my partner and I analyze the word’s prefix, suffix, and root. To do this, we use the sheets containing these words.”

Model how to analyze prefixes

“We begin this process with prefixes, since those are at the beginning of a word. We turn to our prefix list and scan it until we find prefixes beginning with *P*, the first letter of the word *projection*. Is there anything here that looks like the beginning of *projection*? Yes, the prefix *pro-*, which means ‘before.’ Thus, in our steno pads under the word *projection*, we write a *P* for prefix. Next to that letter, write the prefix *pro-* and its meaning, ‘before.’” *(On steno pad interactive PDF, write pro—before after the letter P.)*

Model how to analyze suffixes

“Now my partner and I need to check whether this word has any suffixes. But how do you find the suffix? Here’s a neat trick: look at the last four letters of the word and see if that group of letters is on your suffix list! If it is, you’ve got your suffix. If it’s not, look at the last three letters and see if that group of letters is on the list. Again, if it is, you’ve got your suffix. If it’s not, look at the last two letters and check whether that group is on your list.

“For example, with *projection*, the last four letters are *t-i-o-n*. So, my partner and I get out our suffix list and see if that group of letters is on the list. Yes, we see *-tion* and *-ion*. Thus, in our steno pads, we write *S* for ‘suffix.’ Then, after that letter, we write the suffix, *-ion*, and its meaning, ‘act, result, state of,’ after it.” *(On the whiteboard, write -ion—act, result, state of after the letter S.)*

Model how to analyze roots

“Finally, we need to check whether there’s a root word left once we remove the prefix and suffix. (*Underline the prefix and suffix on the whiteboard.*) Yes, once we do this, we are left with either *-jec* or *-ject*. So, we now look at our root word list and see if there are any root words that look like this. Yes, there’s *-ject*, which means ‘to throw.’ Thus, in our steno pads under the suffix, we write *R* for ‘Root.’ Next to that letter, we write that root word, *-ject*, and its meaning, ‘throw.’” (*On the whiteboard, write -ject—throw after the letter R.*)

4. Explain and model Step 4: Guess what the word means.

“The fourth step of the vocabulary process is to guess what you think the word means, based upon the clues you found in Step 3. Again, you and your partner will do this together. You will write your guess both in your steno pads and on a dry erase board (or sheet of paper).

“In our analysis of the word *projection*, my partner and I learned that the prefix means ‘before,’ the suffix means ‘an act,’ and the root means ‘to throw.’ If we put these words together, we get something like ‘the act of throwing something before.’

“Hmm . . . the word *before* doesn’t really sound right, though, so I ask my partner if he can figure out how to change this phrase so it means the same thing but sounds better. He suggests, ‘How about just throwing something forward?’ We agree that this sounds pretty good. Thus, based on these clues, we’re going to guess that *projection* means “throwing something forward.” We check that idea by reading the sentence again and seeing if it makes sense. Yes, it does. So we now write this guess in our steno pads and on our dry erase board after the word *Guess*.” (*On the whiteboard, write “throwing something forward” after the word guess.*)

5. Explain Step 5: Discuss and identify a common definition.

“The fifth step of the process is to discuss and identify a common definition. We will always do this as a group. That 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

Example guess:

Throwing something forward

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 whiteboard, if you wish.)*

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"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, 'future' and 'what's going to happen' basically mean the same thing.

"Our teacher says this is correct and writes *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.)*

”

Like	Different
[prediction guess	prediction
throwing	throwing something
[forward out in front	
[future what will happen	

“

“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. So, 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. So, 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 whiteboard.*) “And that is the first part of Step 5.”

”

Definition:

A prediction about the future

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 means. 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—used someplace else? For example, maybe at home? Or on TV? Or in a different classroom?
- Tell me about that usage. Who used the word? What were they talking about? Did it have the same meaning that we’re using for our class definition? Or did it have a different meaning?
- Can you think of another way to use this word? For example, are there other forms of the word?

Other words:

project
protect
process
professional

Sentences:

1. The cost of the building far exceeded the architect's original projection.
2. A professional football player lives in my neighborhood.

8. Explain and model Step 6: Identify other words that contain the same prefix, suffix, or root.

"The sixth step of the process is to identify as a group other words that contain the same prefix, suffix, or root word. I think you will find this step really fun. It will show you how suffixes, prefixes, and roots are used in lots of different ways. It will also expand your vocabulary even more!

"With the word *projection*, I can use any word that begins with *pro-*, ends with *-ion*, or contains the root word *-ject*. "Hmm . . . *project* and *projected* are two easy variations of the basic word. If I'm just thinking of the prefix *pro-*, I can come up with *professional*, *process*, and *protect*. With the suffix *-ion*, I can think of *onion*, *destruction*, and *protection*. New words with the same root are a little harder to think of, but I do know the word *trajectory*. I just heard that in my math class. So, I can think of a lot of words with this step. I think I'll just use *project* and *professional*. To remember them, I write them in my steno pad."

(On the whiteboard, write project, protect, process, professional after the phrase other words.)

9. Explain and model Step 7: Write two example sentences that use the word.

"The final step of the vocabulary process is to write two example sentences on your own. This is not a plot to make you work harder. By using the word in new sentences, you have a better chance of really remembering the word and making it an active part of your vocabulary.

"The first sentence you write should contain the vocabulary word itself, and the second sentence should contain one of the words you identified in Step 6; that is, a word with the same prefix, suffix, or root word.

"For example, for the word *projection*, I might write the following sentence: '1. The cost of the building far exceeded the architect's original projection.' Then, I might write this sentence using the prefix *pro-*: 'A professional football player lives in my neighborhood.'"

(On the whiteboard, write the two sentences after the word sentences.)

Book Study

- To provide students with opportunities to *select highly engaging books* that they want to read.
- To provide students with an opportunity to *apply reading strategies* to their selected books outside the classroom as homework.
- To have students *complete specific assignments* about the books they read.

- Book Study Assignment Sheets (1–10)
- Book Study Progress Chart
- Book Study Scoring Rubric

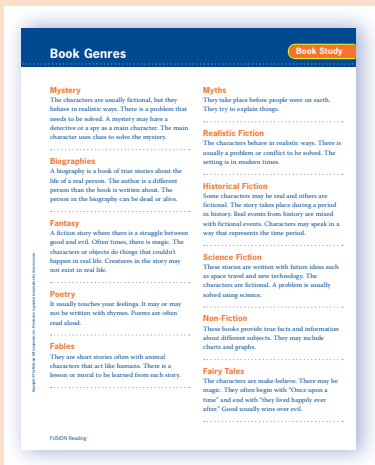
1. Explain the purpose of Book Study.
2. Explain your expectations for students.
3. Explain how students will select books for Book Study.
4. Explain that students will keep track of the books they read using the Books I've Read log.
5. Explain the Book Study Assignment Sheet.
6. Explain how Book Study Assignment Sheets will be scored.
7. Model how to record scores on the Progress Chart.

Purpose

Materials

Procedure

Introducing and Explaining Book Study



Book Genres

1. Explain the purpose of Book Study.

“One of the things we want to do in *Fusion Reading* is become really good readers. One of the best ways to do that is to read lots and lots of books. Thus, throughout most of this class, we’ll devote a portion of every day to something called Book Study. In Book Study, you’ll have the opportunity to select and read several books. During the first year, you’ll select and read four books. During the second year, you’ll select and read six books. You’ll also have the opportunity to apply the reading strategies that you’re learning to those books.”

2. Explain your expectations for students.

- To select and read four different books outside the classroom during the first year and six different books during the second year.
- To read each book by the specified due date.
- To complete four different activities about each book as specified on a *Book Study Assignment Sheet*.
- To turn in all of the completed activities with the *Book Study Assignment Sheet* by the specified due date.

3. Explain how students will select books for Book Study.

- Explain whether students will select books from within your classroom or at the library.
- Provide an overview of the different book genres students may want to read. Download and distribute the *Book Genres* PDF, if you wish.
- Explain that students should select books that are challenging to read, but not frustrating. State that you will check the reading level of each book that students select.
- State that if students select a book they don’t like, they will be able to select a new book.
- If you wish, use the dialogue below to explain how books are selected.

“Since we’re all different people with different preferences, we’re all going to like different kinds of books. Thus, in this class, I’ll have a variety of books for you to choose from. If you don’t like any of the books I have, you can go to the library and the librarian will help you find a book. What I’d really like for you to do, though, is select a book that you REALLY like.

"There are a lot of great books out there, written about all kinds of subjects. Here is handout explaining the different genres or types of books you might want to read." (*Distribute and briefly review each genre.*)

"The books you should select should neither be too easy nor too hard for you to read. They should simply be challenging. For each book you select, I'll check and make sure it's appropriate for your reading level.

"If you should select a book and decide that you really don't like it, please let me know. I don't want you to be stuck reading a book you don't like. You can choose a new book. You just can't wait too long to do this, though, or you might get behind in your reading."

4. Explain the Book Study Assignment Sheet.

- Download and distribute *Book Study Assignment Sheet 1*.
- Provide the due date for the first Book Study.
- Explain the sheet, using the dialogue below if you wish.

"For each of the books you read, you'll need to complete a *Book Study Assignment Sheet*. Each sheet contains a place for you to write your name and the name of the book you read. In addition, the sheet contains different activities for you to complete. I'll explain each of those activities when I give you the sheets. For your first Book Study, these assignments will be due _____.

"Let's now look at the activities that are on the first assignment sheet." (*Explain the different activities on Assignment Sheet 1.*)

5. Explain how Book Study Assignment Sheets will be scored.

- Download and distribute the *Book Study Scoring Rubric* to students.
- Using the criteria on the rubric, explain how *Book Study Assignment Sheets* will be scored. Use the dialogue below to explain this, if you wish.

"Once you have read the book and completed all the assignments on the *Book Study Assignment Sheet*, please staple your completed assignments together with your assignment sheet on top. Then, turn this packet of information in to me.

"I will return your packets to you with a completed *Scoring Rubric* on the top. This sheet will tell you the scores you received for this Book Study in four areas: book selection, deadline or due date, assignment completion, and assignment quality. It will also include the overall percentage score you received for the whole assignment."

Assignment Sheet 1 Book Study

Name: _____ Date: _____

Title of book read: _____

Instructions: From the list below, complete each activity that has a star by it. Then select two of the other activities in the list and complete them. Place a check mark by each item you complete. Clip this sheet to your completed activities before you hand them in.

- ★ 1. Apply the vocabulary process to five or more words from this book.
- 2. Draw or create two different scenes from the book.
- 3. Rewrite the ending of the book.
- 4. Write a paragraph or two describing one of the characters in the book.
- 5. Create an advertising, brochure, or PowerPoint on the book.
- ★ 6. Write three or four sentences that reflect your thoughts on the book in the box labeled "Reflection Statement". Then, rate the book with 1, 2, 3, 4, or 5 stars.
- 7. Invite a friend or family member to read the book with you.

Reflection Statement

Ratings

★ ★ ★ ★ ★

1 star: hated the book

2 stars: didn't like it

3 stars: thought it was ok

4 stars: thought it was good

5 stars: thought it was awesome

FUSION Reading

Book Study Assignment Sheet 1

Scoring Rubric Book Study

Name: _____ Turned In: _____ Book Study #: _____

Book Selection				
1 star	2 stars	3 stars	4 stars	5 stars
Selected a challenging book	Selected a moderately challenging book	Selected an average book	Selected an easy book	Did not select a book

Deadline				
1 star	2 stars	3 stars	4 stars	5 stars
Turned in assignments on time	Turned in assignments 1-2 days late	Turned in assignments 3-4 days late	Turned in assignments 5-6 days late	Assignments not turned in within 7 days of due date

Assignment Completion				
1 star	2 stars	3 stars	4 stars	5 stars
Completed all 4 assignments	Completed 3 assignments	Completed 2 assignments	Completed 1 assignment	Completed none of the assignments

Assignment Quality				
1 star	2 stars	3 stars	4 stars	5 stars
Assignment contains all of the following: • is complete • is accurate • is well written • the final draft • shows exceptional effort to reach above grade level	Assignment contains 3 of the criteria from Column 1	Assignment contains 2 of the criteria from Column 1	Assignment contains 1 of the criteria from Column 1	No quality present because no assignments completed
Assignment 1	Assignment 2	Assignment 3	Assignment 4	

Your total score: _____ /20 total points Your percentage score: _____ %

FUSION Reading

Book Study Scoring Rubric

Book Selection

“Regarding the score you receive for book selection, you will receive anywhere from 4 to 0 points based upon how challenging the book is for you to read. You’ll receive 4 points for selecting a challenging book, 3 points for a moderately challenging book, 2 points for an average book, 1 point for an easy book, and 0 points if you don’t select a book.

“A good way to tell how challenging a book will be is to read the first 60 words of the book. A ‘challenging’ book is one where you would make seven or eight mistakes during that reading. A ‘moderately challenging’ book is one where you would make five or six mistakes. A book would be considered ‘average’ if you make three or four mistakes, and ‘easy’ if you make two or fewer mistakes.

“I will check each book you select to help you determine how challenging it is for you. Your goal should be to select a book that is going to challenge your reading ability, but at the same time, not be too difficult or frustrating. Thus, if you make more than eight mistakes while reading the first 60 words of a book, you should probably consider selecting a different book for the time being. In addition, you should also consider a different book if it’s too easy for you to read.”

Deadline

“The second area you’ll receive a score for is meeting the deadline or due date. If you turn in your assignments on the day they are due, you’ll receive the full 4 points. You’ll receive 3 points if you’re one or two days late in turning in your assignments; 2 points if you’re three or four days late, and 1 point if you’re five or six days late. You won’t receive any points in this area if you don’t turn in your assignments by the sixth day after it’s due.”

Assignment Completion

“The third area you’ll receive a score for is assignment completion. Again, you will receive anywhere from 4 to 0 points, depending upon how many of the activities you complete on the assignment sheet.

“You’ll receive 4 points if you complete all four of the activities, 3 points if you complete three of the activities, 2 points if you complete two of the activities, and 1 point if you complete one of the activities. If you don’t complete any of the assignments, you’ll receive 0 points for this area.”

Assignment Quality

“The final area you’ll receive a score for is the quality of your completed assignments. You can receive anywhere from 4 to 0 points per assignment. Thus, since you have four assignments, you can earn a total of 16 points in this section. Let’s take a look at how those points will be scored.

“You’ll receive 4 points per assignment—the maximum number of points possible—if an assignment is complete, accurate, well written, and it displays exceptional effort. ‘Complete’ means that the assignment is totally done. ‘Accurate’ means that it is correct. ‘Well written’ means that it contains good thoughts and ideas. Finally, ‘exceptional effort’ refers to the appearance of the assignment. Basically, this means that the assignment is neat and well organized. It is something that you are proud of.

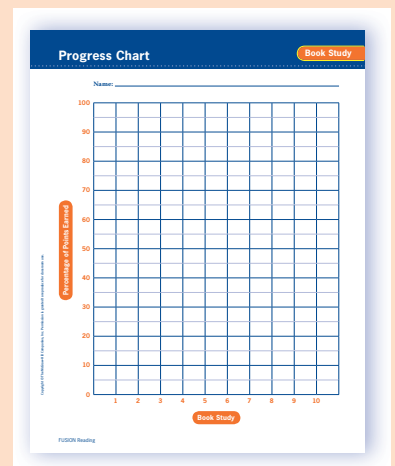
“You’ll receive 3 points if an assignment contains three of these criteria; 2 points if each assignment meets two of the criteria, and 1 point if each assignment meets one of the criteria. If none of these criteria are present, you’ll receive 0 points for this area.”

6. Model how to record scores on the *Book Study Progress Chart*.

- Download and distribute one *Book Study Progress Chart* to each student.
- Display the *Book Study Progress Chart* on the whiteboard.
- Explain the purpose of the progress chart and how to use it. Use the dialogue below to explain this, if you wish.

“Each Book Study that you complete will have a score at the bottom of the scoring rubric that I return. First, you’ll see the total number of points you received on the assignment, and second, you’ll see a percentage score for the assignment. You will then plot your percentage score above the number at the bottom of the chart that corresponds to the Book Study that you just completed. For example, with Book Study 1, if you received an 83 percent, you’d find the line above the number 1 at the bottom of the chart. Then you’d look at the numbers on the side of the chart and find where 83 percent would be. Finally, you’ll place a dot at this point for Book Study 1.”

(Demonstrate how to do this.)



Book Study Progress Chart

Activities on the Book Study Assignment Sheets

.....

As part of the *Fusion Reading* program, students will read 10 different books on their own. For each book that students read, they should complete the corresponding *Book Study Assignment Sheet*. All activities on the sheets correspond to the specific reading skills that students are learning as the *Fusion Reading* program progresses. Thus, it is important that students complete assignment sheets in sequence.

Each assignment sheet should be distributed and explained to students at the beginning of a new Book Study. Below is an explanation of the activities that students complete.

Invite a friend or family member to read the same book.

In this activity, students invite a friend or family member to read the same book that they're reading. Using the Book Talk Log, students should list the name of the book they're reading, the name of the friend or family member also reading the book, and the dates that they met and discussed the book.

Apply the vocabulary process to five or more words from this book.

In this activity, students select five or more words from the book they are reading and apply the 7-Step Vocabulary Process to each of those words. Thus, students should not know the meaning of the words they select. They should write each word on an individual sheet of paper and analyze the word using the 7-Step Vocabulary Process. (That is, the same items that appear in the student's steno pads when applying the vocabulary process should appear on these pages.) If you wish, have students compile all of these words into a "book." Students can create a cover for their book that contains the name of the book and any illustration they wish to provide.

(Note: students also complete word study books during the second semester, but the process is expanded to include use of the Bridging Strategy.)

Draw or create at least two different scenes from the book.

In this activity, students create at least two different scenes from the book. Scenes can be drawings, paintings, or three-dimensional models/dioramas. Each scene should be a separate creation and should contain a description as to what is happening in the scene. The scenes do not need to be artistic masterpieces. They should, however, reflect the content of the book.

Activities

.....

Rewrite the ending of the book.

This activity gives students the opportunity to rewrite the ending to the book they read. There is no right or wrong way to do this. It simply provides students with a great deal of creative license and the opportunity for them to determine how the book will end in one or two paragraphs.

Write a paragraph or two describing one of the characters in the book.

This activity asks students to develop a character sketch or “snapshot” of one of the characters in the book. If you wish, explain that students should pretend that they are “introducing” the character to someone who has not read the book. Tell them that they can describe the character’s appearance, manner of speech, values—anything that will provide a good picture of the character and what he or she is like.

Create an advertising poster, brochure, or PowerPoint presentation on the book.

In this activity, students are asked to create an advertisement for the book, either in the form of a poster, a brochure, or a PowerPoint presentation. If students need help determining how to do this, suggest that they select three or four important ideas that are found in the book (e.g., friendship, loyalty, and overcoming adversity) and develop the advertisement around these concepts. Alternatively, they can illustrate an important scene from the book. Again, illustrations do not need to be artistic masterpieces. This activity simply enables students to think about the book and then be creative.

Write three or four sentences that reflect your thoughts on the book. Rate the book with 1, 2, 3, 4, or 5 stars.

This activity appears on all of the assignment sheets for both semesters. Basically, it asks students to provide their opinion of the book. Did they like it? Why? Why not? There is no right or wrong answer here. This activity simply provides students with the opportunity to evaluate the book. As part of this activity, students should rate the book with one, two, three, four, or five stars. Since stars are printed on the sheet, students should be allowed to determine how to indicate their rating. They may color in the number of stars that correspond to their rating, circle the stars, or cross out excess stars.

Apply the CLUE Steps five different times to a section of the book.

This activity is designed to provide students with practice in using the CLUE Steps from the Prediction Strategy. To complete this activity, students should select a section of the book they are reading and complete the *CLUE Steps Book Study Assignment* included among the online materials. This means that students should apply the CLUE Steps five times to their reading selection.

Write about a character's hopes, dreams, fears, and expectations for the future.

For this activity, students should select one of the characters from the book and then write about the character's hopes, dreams, fears, and expectations for the future. If you wish, allow students to pretend to "be" the character and write from the first person.

Select five unknown words from the book and apply the PART Steps.

In this activity, students select five unknown words from the book they are reading and apply the PART Steps from the Bridging Strategy. Students should write the unknown words on a *Scrimmage Word Form* and follow the instructions on the form, which is included among the online materials.

Conduct a fluency check on a section of the book.

To conduct a fluency check, students choose a portion of their book that contains *some* of the unknown words to which they have applied the PART Steps. Students should photocopy two or three pages from this section of the book. Then, at the beginning of a paragraph, they should count 400 words to read to their partners. Students should make a mark on this document to indicate where the 400 words begin and end.

When students are ready for their fluency check, they should give the photocopied portions of the book they'll be reading to their partners. Partners should also be given a timer or stopwatch and one copy of the *Scrimmage Fluency Score Sheet*, which is included among the online materials. As students begin to read from their books, partners should follow along on the photocopy, placing a slash through any words that students skip or fail to correctly pronounce. In addition, partners should record the number of seconds that the student takes to read the passage. This information should then be used to calculate the

student's "Words Read Correctly," "Speed," and "Comprehension" on the *Scrimmage Fluency Score Sheet*.

Note: A fluency check consists of the student reading the selected passage three different times, as instructed in the Bridging Strategy.

Apply the vocabulary process and PART Steps to words from this book.

In this activity, students select five words from the book that they are reading and apply the 7-Step Vocabulary Process to each of those words. (Students should select words that they do not know how to pronounce AND they do not know the meaning of.) To perform the first step of the vocabulary process ("pronounce the word"), they should apply the PART Steps from the Bridging Strategy. Students should write each word on an individual sheet of paper and analyze the word using the 7-Step Vocabulary Process. In addition, each word should contain marks indicating the application of the PART Steps.

Complete a "Reflecting About Possible Selves" form.

This activity is completed on assignment sheets 5, 6, 7, and 8. To complete this activity, students should complete one *Reflecting About Possible Selves* form for each of the books they read. This form is included among the online materials.

Use the READ Steps to write a summary of two to three sections of the book. This activity is completed on assignment sheets 9 and 10. It is designed to provide students with practice in using the READ Steps from the Summarization Strategy. To complete this activity, students should select two or three sections from the book they are reading and write a summary using the READ Steps.

Table of Contents

Vocabulary Sets 1

Vocabulary Sets Answer Key 37

Vocabulary Quizzes 73

Vocabulary Quizzes Answer Key181

Name: _____

Date: _____

Instructions: Use your steno book to apply the 7-step Vocabulary Process to learn the meaning and use of each word listed.

1. astronaut

The *astronaut* described how Earth looks from space.

2. audible

The quarterback's calls were *audible* over the crowd noise.

3. auditorium

The play will be in the *auditorium* after school.

4. belligerent

The *belligerent* sisters fought over the weekend chores.

5. rebellion

Rebellion began on the boat after the crew had been at sea for months.

6. beneficial

The mayor said that a tax increase would be *beneficial* for the city.

7. bibliography

The student created a *bibliography* of her sources.

8. biography

The actor's *biography* described his childhood.

9. autobiography

President Clinton's *autobiography* described his time as governor of Arkansas.

10. biology

The *biology* lesson required students to dissect a frog.

Instructions: Use your steno book to apply the 7-step Vocabulary Process to learn the meaning and use of each word listed.

1. astronaut

P: none

R: astro: *star*

S: none

Definition: *person trained in spaceflight*

2. audible

P: none

R: aud: *hear*

S: ible: *able*

Definition: *able to be heard*

3. auditorium

P: none

R: aud: *hear*

S: orium: *place of*

Definition: *a large room for an audience*

4. belligerent

P: none

R: belli: *war*

S: ent: *behaving in a certain way*

Definition: *waging war; hostile*

5. rebellion

P: re: *back*

R: bell: *war*

S: ion: *act of*

Definition: *resistance to authority*

6. beneficial

P: none

R: bene: *good/well*

S: al: *relating to*

Definition: *having good effects*

7. bibliography

P: none

R: biblio: *book*

R: graph: *writing*

S: y: *state*

Definition: *written list of sources*

8. biography

P: none

R: bio: *life*

R: graph: *writing*

S: y: *state*

Definition: *a life story written by someone else*

9. autobiography

P: auto: *self*

R: bio: *life*

R: graph: *writing*

S: y: *state*

Definition: *a life story written by oneself*

10. biology

P: none

R: bio: *life*

S: ology: *study of*

Definition: *the study of life and living things*

Name: _____

Date: _____

PART 1: MULTIPLE CHOICE

Instructions: Circle the letter that contains the best definition of the italicized word in each sentence.

1. The *astronaut* wrote a book about his experiences.
 - a. person who studies stars
 - b. person trained to captain a ship
 - c. person trained in spaceflight
 - d. person who studies weather

2. The music on the old tape was still *audible*.
 - a. able to be heard
 - b. current or in-style
 - c. hard to hear
 - d. old-fashioned

3. The library's *auditorium* is big enough for the presentation.
 - a. an outside theatre for concerts
 - b. a stage where people perform
 - c. a large room for an audience
 - d. a conference room for meetings

4. The referee separated the two *belligerent* players.
 - a. hostile
 - b. cheating
 - c. shouting
 - d. worst

5. Parents are often frustrated with teen *rebellion*.
 - a. showing poor attitudes
 - b. avoidance of chores
 - c. fighting with siblings
 - d. resistance to authority

Name: _____

Date: _____

PART 2: FILL IN THE BLANK

Instructions: Fill in the blank for each of the sentences below.

1. It is well known that exercise is beneficial to our health.

In this sentence, *beneficial* probably means:

2. Jose handed in a bibliography along with his research paper.

In this sentence, *bibliography* probably means:

3. This month, we read Abraham Lincoln's biography.

In this sentence, *biography* probably means:

4. In his autobiography, the singer described his childhood.

In this sentence, *autobiography* probably means:

5. The biology book described how a cell divides.

In this sentence, *biology* probably means:

Table of Contents

Lesson 1	Pre-Assessment	1
Lesson 2	Overview	19
Lesson 3	The “C” Step	30
Lesson 4	The “L” Step	44
Lesson 5	The “U” Step	54
Lesson 6	The “E” Step	64
Lesson 7	Verbal Practice	74
Lesson 8	CLUE: Partner/Individual Practice	93
Lesson 9	Post-Assessment	101
Lesson 10	Generalization	105
Answer Key	113



Time: 90 minutes

Overview: This lesson introduces students to the Prediction Strategy.

Objectives:

1. To engage students in reading high-interest novels
2. To engage students in wanting to learn the Prediction Strategy
3. To provide a model of the Prediction Strategy
4. To explain the rationale for learning the Prediction Strategy
5. To enlist students' commitment to learn the Prediction Strategy
6. To explain how students will learn the Prediction Strategy
7. To provide opportunities to apply the 7-Step Vocabulary Process

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
20	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Forecast the Prediction Strategy. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>The Bully</i> <u>Student Materials</u> — Novel: <i>The Bully</i>
25	Introduce and Model the Prediction Strategy	<ul style="list-style-type: none"> ▶ Have students read a short passage. ▶ Define <i>strategy</i> and <i>prediction</i>. ▶ Introduce the Prediction Strategy. ▶ Model how to read <i>Koko's Kitten</i>. Do so first as a non-proficient reader and then as a proficient reader. ▶ Discuss the difference between the two reading methods. 	<u>Teacher Materials</u> — A short passage chosen by the teacher for students to read — <i>Koko's Kitten</i> PDF — <i>The Prediction Strategy</i> PDF <u>Student Materials</u> — <i>Koko's Kitten</i> PDF
10	Rationale	<ul style="list-style-type: none"> ▶ Discuss rationales for using the Prediction Strategy. ▶ Discuss situations in which the Prediction Strategy can be used. 	
10	Commitment and Goal Setting	<ul style="list-style-type: none"> ▶ Discuss the purpose for setting a goal. ▶ Write out a goal and commitment. 	<u>Teacher Materials</u> — <i>Commitment and Goal Setting</i> PDF <u>Student Materials</u> — <i>Commitment and Goal Setting</i> PDF

Lesson 2 continued

Time	Agenda	Activity	Materials
15	Vocabulary	<ul style="list-style-type: none">▶ Apply the 7-Step Process with vocabulary words.	<u>Teacher Materials</u> — Vocabulary Set list <u>Student Materials</u> — Steno pad
5	Wrap-up	<ul style="list-style-type: none">▶ Review the day's activities.▶ Explain tomorrow's goals.	

Notes:

Overview

Lesson 2



Time: 60 minutes

Overview: This lesson introduces students to the Prediction Strategy.

Objectives:

1. To engage students in reading high-interest novels
2. To engage students in wanting to learn the Prediction Strategy
3. To provide a model of the Prediction Strategy
4. To explain the rationale for learning the Prediction Strategy
5. To enlist students' commitment to learn the Prediction Strategy
6. To explain how students will learn the Prediction Strategy
7. To provide opportunities to apply the 7-Step Vocabulary Process

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
15	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Forecast the Prediction Strategy. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>The Bully</i> <u>Student Materials</u> — Novel: <i>The Bully</i>
15	Introduce and Model the Prediction Strategy	<ul style="list-style-type: none"> ▶ Have students read a short passage. ▶ Define <i>strategy</i> and <i>prediction</i>. ▶ Introduce the Prediction Strategy. ▶ Model how to read <i>Koko's Kitten</i>. Do so first as a non-proficient reader and then as a proficient reader. ▶ Discuss the difference between the two reading methods. 	<u>Teacher Materials</u> — A short passage chosen by the teacher for students to read — <i>Koko's Kitten</i> PDF — <i>The Prediction Strategy</i> PDF <u>Student Materials</u> — <i>Koko's Kitten</i> PDF — A short passage chosen by the teacher for students to read
5	Rationale	<ul style="list-style-type: none"> ▶ Discuss rationales for using the Prediction Strategy. ▶ Discuss situations in which the Prediction Strategy can be used. 	

Lesson 2 continued

Time	Agenda	Activity	Materials
5	Commitment and Goal Setting	<ul style="list-style-type: none">▶ Discuss the purpose for setting a goal.▶ Write out a goal and commitment.	<u>Teacher Materials</u> — <i>Commitment and Goal Setting</i> PDF <u>Student Materials</u> — <i>Commitment and Goal Setting</i> PDF
10	Vocabulary	<ul style="list-style-type: none">▶ Apply the 7-Step Process with vocabulary words.	<u>Teacher Materials</u> — Vocabulary Set list <u>Student Materials</u> — Steno pad
5	Wrap-up	<ul style="list-style-type: none">▶ Review the day's activities.▶ Explain tomorrow's goals.	

Notes:

Lesson 2

- ▶ Display the daily warm-up question or vocabulary task.
- ▶ Review the day's agenda.

Review:

- ▶ The Thinking Reading novel
- ▶ Student expectations
 - Participate by reading
 - Answer questions
 - Ask questions
 - Use the reading strategies modeled by the teacher
 - Have fun reading!

While reading, remember to:

- ▶ Highlight new vocabulary
- ▶ Forecast, apply, and integrate the strategies
- ▶ Do an expert read with questions
- ▶ Do student reads with questions

1. Have students read a brief passage.

Distribute one copy of the passage you have chosen to each student.

"Please take a moment to read this short passage. Use all the reading and thinking skills you think would help you understand what the passage is about." (Allow about 2 minutes for this task.)

➡ "Can anyone tell me what this passage is mainly about?"

"How did you come to that conclusion?"

"What were you doing while you were reading that helped you know what the passage was about? That is, what was going on in your mind?"

"Super! What we just experienced and discussed is how good readers understand what they read. They use strategies."

2. Define the words *strategy* and *prediction*.

➡ "What comes to your mind when I say the word *strategy*?"
(If the class has already discussed what a strategy is, use this time to review the definition.)

"Great! That is right. A strategy is a plan of action one uses to complete a task or reach a goal. It includes the way one thinks and acts. Thus, good readers think about what they are reading by asking and answering questions, summarizing what they read, making predictions, and so on. Good readers use many reading strategies as they read just like a video-game player uses many skills when playing video games."

Warm-up

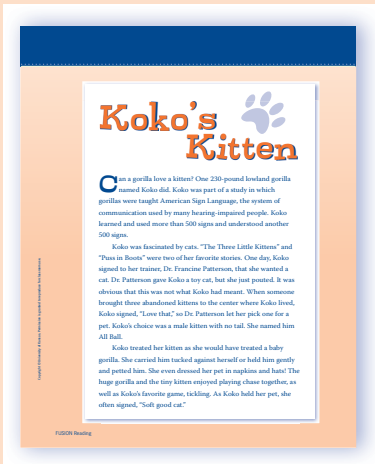
Thinking Reading

Introduce and Model the Prediction Strategy

Possible Passages for the Opening Activity

For the opening activity of this lesson, consider making copies of one of the following items:

- A short article from a newspaper or magazine
- A page from a textbook, novel, or encyclopedia
- A blurb from the front or back cover of a novel



Koko's Kitten

➡ “Does anyone know what it means to make a prediction?”

“Good thoughts. A prediction is a guess as to what’s going to happen. You make a prediction by looking at clues or hints. What I am going to do now is show you how making predictions can help you understand what you are reading.”

3. Introduce the passage, *Koko's Kitten*.

- Distribute the passage. (If you prefer, select an article that is more relevant or engaging to your students.)
- Explain that you will read the passage two different ways.
- State that when you are done, students will be expected to discuss the difference between the two readers.

4. Demonstrate how a nonproficient reader would read the passage.

- Read the words aloud in a normal manner but without using any reading strategies.
- Read the words correctly and at a good pace, but don’t stop to reflect on the passage at any time. Demonstrate good word-reading without attention to comprehension.

5. Demonstrate how someone would read the passage using the Prediction Strategy.

If you wish, use the model script below for this demonstration.

“I’m now going to show you how someone would read this passage using the Prediction Strategy. Watch and listen to me as I read and think aloud.”

Step 1: Check for Clues

“Before I actually begin to read the passage, I’m going to take a quick look at the text and **Check for Clues**. Usually, a passage contains many clues to the content of the passage. These hints can help me remember information I already know about the topic.

“Okay, in this selection, I see the title is *Koko's Kitten*. I don’t see any other clues, though, so I’ll read the first few sentences of the passage.” **(Read the first paragraph aloud.)**

“Well, this paragraph tells me that Koko is a gorilla who learned sign language. It also says that she loved a kitten.”

Step 2: Link to Prior Knowledge

“Now I’m ready for the second step of the Prediction Strategy, **Link to Prior Knowledge**. To do this, I begin by asking myself, what do

the clues suggest about the passage? Well, I think they suggest that Koko is going to get a kitten.

“Now that I’ve said what I think the passage is going to be about, I need to ask myself what I know about this topic. Well, I know that gorillas are really big animals that look like monkeys. I’ve seen them in the zoo before. I think they are supposed to be very smart. In fact, I think some of them can actually communicate with people using sign language. As for kittens, I know that they are very young cats. I also know that a lot of people like them as pets.”

Step 3: Uncover Predictions

“Now, I need to predict what I think the reading selection will be about. This is the third step of the Prediction Strategy, **Uncover Predictions**. Well, based upon the clues and what I already know about this topic, I predict that Koko is going to use sign language to communicate with her kitten.”

Step 4: Examine the Reading

“I now need to begin reading the passage and see what I learn.”

Read the second paragraph of the passage aloud. Identify new information. Link that information to your prior knowledge. Make a new prediction.

“Okay. I learned that Koko used sign language to get her own kitten. The kitten she got had been abandoned. Oh, our cat had been abandoned as a kitten. That’s how we got her! I predict that the rest of the passage is going to be about what Koko did with her kitten.”

Read the third paragraph of the passage aloud. Stop and analyze what you read.

6. Discuss the two different approaches to reading the passage.

“Right now, I’d like to discuss the strategy I just modeled for you and compare and contrast it with the first time I read the passage.”

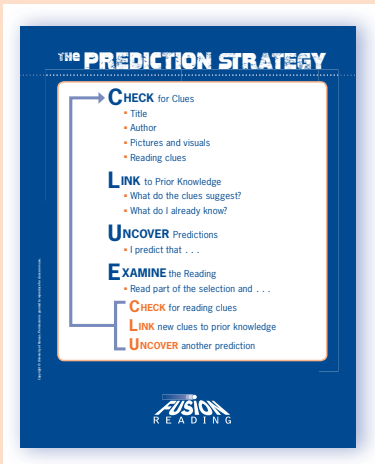
➡ “What questions do you have about what you just observed?”

“What impressions or reactions can you offer?”

“Which reader has the better chance of answering questions about the passage?”

“Why do you think this is true?”

“What suggestions would you have for the first reader if he were preparing for a class test?”



The Prediction Strategy

Rationale

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“What specific reading skills do you think the first reader needs to improve?”

“What is the major difference between the two readers in terms of reading proficiency?”

“Why should this matter to someone who is preparing to take an exam?”

“Think about yourself as a learner. How do you think this strategy would work for you?”

“Do you think this strategy is something you could learn to do?”

7. Provide a quick overview of the Prediction Strategy.

- Tell students they now have the opportunity to learn the same strategy that the second reader used.
- Display *The Prediction Strategy* on the interactive whiteboard.
- Quickly review the four main steps.

1. Discuss rationales for using the Prediction Strategy.

“When you use the Prediction Strategy, you’re actively involved, thinking, and asking yourself questions. Plus, when you put information into your own words, you must really think about what you’ve read. By doing this, you become more likely to understand and remember it.”

➡ “How will using the Prediction Strategy help you when reading information from your classroom textbooks or when taking the state assessment?”

➡ “How will using the Prediction Strategy help you in your classes or at home?”

2. Discuss situations in which the Prediction Strategy can be used.

“You can use the Prediction Strategy any time you read something with multiple paragraphs and you want to make sure you understand and remember the information.”

➡ “Can you think of some situations where it’s important to understand and remember information?” (Elicit responses such as preparing for tests, reading work-related materials, helping friends or siblings with homework, reading the newspaper, or reading articles on the Internet.)

“You can also use the strategy to read stories or novels. Using the strategy with stories helps you understand and remember key parts of the story. It also enables you to enjoy the story more by making connections between actions and noticing details like the setting and characters.”

1. Introduce the Success Formula.

Write *SUCCESS* on the far right-hand side of the whiteboard.

“Each of you has established specific goals related to becoming a successful reader. You now have the opportunity to learn the Prediction Strategy, which is one of the primary strategies used by proficient readers.” (If students have completed *Possible Selves*, connect the importance of being a good reader to achieving one’s hopes and dreams.)

➡ “What would ‘SUCCESS’ as a reader consist of as far as you’re concerned?” (Elicit examples of success. Prompt specific examples related to reading, such as “A passing score on high school or college exams.” Write a few of the examples under “SUCCESS” on the whiteboard.)

2. Introduce the Prediction Strategy as part of the Success Formula.

Write *Prediction Strategy* on the far left-hand side of the board and an equal sign to the left of *SUCCESS*. Your formula should look like this:

Prediction Strategy = SUCCESS

“I know this strategy and have taught it to several other students who, as a result of learning it and changing it to fit their needs, have achieved the kinds of success you seek. What I bring to this learning situation is knowledge of the strategy and knowledge of the instructional procedures to be used to help you learn the strategy.”

3. Introduce “Effort” as part of the Success Formula.

➡ “No matter how well-designed the strategy is and no matter how well I teach it, the instruction won’t work unless what happens?” (Elicit a response like, “I make it work for me” or “I try hard.”)

“Good thinking! Your effort—that is, your willingness to work with the strategy and adapt or change it to fit your own needs plus your willingness to consistently try hard—completes the formula.”

Commitment and Goal Setting

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Write *Effort* between *Prediction Strategy* and *SUCCESS* and write a plus sign (+) between *Prediction Strategy* and *Effort*. Your formula should look like this:

Prediction Strategy + Effort = SUCCESS

4. Make your commitment to students.

“As the Success Formula indicates, you and I need to form a partnership to create success for you in the area of reading. I need to work hard at teaching, and you need to work hard at learning. I am willing to commit to you that I will do my very best to teach you the Prediction Strategy.”

- Distribute one copy of the *Commitment and Goal Setting* sheet to each student.
- Sign your name on each sheet if you haven’t already done so.

5. Obtain each student’s commitment.

“Now that I have made a commitment to you to work hard at teaching, and I have written a success goal to that effect, it’s your turn to indicate what you are willing to bring to the partnership and to write a goal.”

- Prompt the student to write a goal indicating her commitment to learn a strategy for becoming a better reader. Have her write and sign a long-term goal to that effect (e.g., “I want to learn a strategy that will help me improve my skill at understanding what I read, so that I perform at a high level on important materials that I read at home or on the job.”)
- Place the signed goal statement in the student’s folder.
- If the student indicates that he does not wish to write a goal about learning such a strategy, or seems uncertain, spend additional time explaining, in a matter-of-fact way, how the strategy might help him in required high school or college courses, in job-training courses, and in other situations related to the student’s long-term goals. If he still does not wish to write a goal to learn the strategy, invite him to attend the discussion for the Prediction Strategy. Often, when such a student sees that other students are willing to learn a strategy and realizes that the strategy appears simple, he will want to learn it, too. This approach is preferable to forcing a student to commit to learning a strategy, since students need to perceive themselves as being in control and responsible for choosing what they learn in order to become successful learners.

Commitment and Goal Setting

Direct students to continue working on the selected vocabulary set.

“Today, we discussed the idea of making predictions before reading a passage. I gave you a brief demonstration of what this might look like, and we talked about the benefits of learning the Prediction Strategy. Together, we made a goal to learn the Prediction Strategy. On top of finding out about the Prediction Strategy, we continued our Thinking Reading and vocabulary work.

“Tomorrow, you will begin learning the Prediction Strategy. You’ll also have an opportunity to participate in Thinking Reading and work on your vocabulary.”

Vocabulary

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Wrap-up

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Table of Contents

Introduction to Possible Selves for Readers 1

Lesson 1 What Is Success?3

Lesson 2 Who Am I Now?.....10

Lesson 3 Who Will I Become?.....19

Lesson 4 My Possible Selves Tree26

Lesson 5 How Do I Reach My Hopes and Dreams?34

Lesson 6 How Is the Journey?41

Introduction

Teachers and researchers regularly report that student motivation plays a critical role in learning to read. They find that students who are willing to put forth effort, engage in learning activities, and persist in completing a task usually experience a higher rate of success than those who don't (Biancarosa & Snow, 2004; Curtis, 2002; Kamil, 2003; NRP, 2000; Rand, 2002). In addition, John Hattie (2003) found that what students bring to the educational environment accounts for about 50 percent of their success. That is, learners play a critical and active role in learning outcomes. Therefore, improving reading achievement is directly related to our ability to engage disengaged readers in reading instruction (Guthrie & Wigfield, 2000).

Since student motivation to read is a key factor in reading achievement, the success of *Fusion Reading* is dependent upon increasing student motivation. We have responded to this notion by including several motivating units and activities in the program. For example, we have included highly motivating novels that students find relevant and compelling. We have also engineered learner success throughout the program and in all learning activities. Additionally, during a unit called Book Study, students select and study novels and articles that are interesting to them.

Our foundational motivational unit is called *Possible Selves for Readers*. The noted psychologist William James first introduced the concept of Possible Selves in 1897. James believed that each individual possessed multiple ideas about what he or she might become, and that these ideas were important to the individual regardless of his or her actual potential to achieve them. More recently, Hazel Markus (1986) coined the term *Possible Selves* in reference to motivation. She defined *Possible Selves* as "ideas about what one might become in the future" (Markus & Nurius, 1986). Ideas about one's self in the future can be very motivating. That is, individuals with clear ideas and goals about what they want to be often seem willing to put forth the effort needed to attain these goals. Additionally, Markus reported that some individuals will work just as hard to avoid the possible selves that they fear. For example, students who have thought about living on welfare with no money to support a family may be more likely to work hard in school to avoid that future than students who have not seriously considered such an outcome. In either case, the concept of Possible Selves, when put into practice, can increase one's motivation to work hard to attain specific goals; it is an essential link between self-concept and individual motivation (Cross & Markus, 1994; Leondari, Syngollitou, & Kiosseoglou, 1998; Markus & Nurius, 1986; Oyserman & Markus, 1990a; Oyserman & Markus, 1990b).

**Why have we included
*Possible Selves for
Readers in the Fusion
Reading program?***
.....

Some researchers have extended the Possible Selves concept as a visual metaphor—a Possible Selves tree that bears the fruit of hopes and dreams (Borkowski et al., 1992; Day et al., 1994; Estrada, 1990). In *Possible Selves for Readers*, students are invited to create their Possible Selves Trees as a reflection of themselves as readers and as unique persons whose qualities and fears are depicted as roots and branches. In this way, students understand the connection between becoming a proficient reader and achieving personal goals.

All of the lessons in *Possible Selves for Readers* are specifically designed to

- | | |
|--|--|
| <ul style="list-style-type: none">• help students define success• help students define who they are• guide students through a process to determine who they want to become | <ul style="list-style-type: none">• support students as they reflect on their goals• help students develop action plans for attaining their goals• monitor students' action plans and aid in revising them |
|--|--|

You will find that PSR is embedded in all of the units that make up *Fusion Reading* through review activities and continual linking of student goals and reading achievement.

Where we begin . . .

- ▶ Students bring their hopes, dreams, and fears as persons and readers.
- ▶ Teachers bring their instructional skills and a desire to learn more about their students.
- ▶ The school provides support for teaching *Fusion Reading*.

What happens . . .

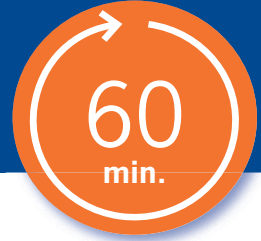
- ▶ Students creatively think about and share their possible selves.
- ▶ Teachers guide and support students through *Possible Selves for Readers* activities.
- ▶ The school provides access to technology that supports student activities.

What we achieve . . .

- ▶ Students formally evaluate their hopes, dreams, and fears.
- ▶ Students create action plans for goal attainment.
- ▶ Students monitor, evaluate, and revise their action plans over the course of *Fusion Reading*.
- ▶ Students are motivated to become better readers.

My Possible Selves Tree

Lesson 4



Time: 3 days, 60 minutes each

Overview: In this lesson, students create a Possible Selves Tree depicting their hopes, expectations, fears, strengths, and needs.

Objectives:

1. To continue reading *Brothers in Arms*
2. To create a tree that depicts student's hopes, expectations, fears, strengths, and needs

IMPORTANT PREPARATION: Prior to beginning this lesson, create a draft of your own Possible Selves Tree. You will need it for modeling the process to students. To create your own Possible Selves Tree, refer to the *Possible Selves Tree Examples* included among the lesson's online materials. Creating your own tree is a good way for students to get to know you. Additionally, doing so will alert you to possible obstacles that students might encounter.

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Write on the whiteboard: "In your journal, write a response to the question, 'Describe an obstacle you faced that made it hard for you to complete a goal. How did you overcome the obstacle?'" ▶ Review the agenda for the day. 	Student Materials — Journals
15	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. Use this time to catch up on students' reading pace or read ahead as time permits. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. ▶ Have students take turns reading and guide them through a read-stop-reflect process. 	<u>Teacher Materials</u> — Novel: <i>Brothers in Arms</i> <u>Student Materials</u> — Novel: <i>Brothers in Arms</i>

Time	Agenda	Activity	Materials
25	Day 1 Introduce the Possible Selves Tree Activity	<ul style="list-style-type: none"> ▶ Explain that another way to show hopes, dreams, and fears for the future is to present the information in a format in which the audience can see all the information in one picture. ▶ Introduce them to the metaphor of the Possible Selves Tree. Show example trees. ▶ Explain each element of the tree using the handout, <i>Possible Selves Tree Outline</i>. ▶ Explain where students can find information for drawing each part of their tree (their completed worksheets: <i>Who Will I Become?</i> and <i>Who Am I Now?</i>, portrait videos, PowerPoint presentations, and portrait books). ▶ Have students gather and review their worksheets and presentations. 	<p>Teacher Materials</p> <ul style="list-style-type: none"> — <i>Possible Selves Tree Examples</i> PDF — <i>Possible Selves Tree Outline</i> PDF <p>Student Materials</p> <ul style="list-style-type: none"> — <i>Possible Selves Tree Outline</i> PDF — Each student's completed <i>Who Will I Become?</i> worksheet or resulting project — Each student's completed <i>Who Am I Now?</i> worksheet or resulting project — Materials for drawing the Possible Selves Tree
25	Day 2 and 3 Complete Possible Selves Trees	<ul style="list-style-type: none"> ▶ Guide students through the creation of their Possible Selves Trees. Do so by modeling how to create a tree for yourself. Show students how to draw and label limbs, branches, roots, and dangers to their trees. Circulate as students work and talk with them about their trees. ▶ Allow students to share their trees with classmates. Final trees could also be posted in the classroom or saved in each student's <i>Fusion Reading</i> binder. 	<p>Teacher Materials</p> <ul style="list-style-type: none"> — Teacher-created Possible Selves Tree <p>Student Materials</p> <ul style="list-style-type: none"> — Poster paper for drawing trees — Colored markers
10	Vocabulary OR Book Study Progress Check	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. OR ▶ Review the requirements for Book Study. ▶ Check students' progress. ▶ Set goals for completing tasks. 	<p>Teacher Materials</p> <ul style="list-style-type: none"> — Vocabulary Set list <p>Student Materials</p> <ul style="list-style-type: none"> — Steno pad OR — <i>Book Study Assignment Sheet</i>
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day's activities. ▶ Explain tomorrow's goals. 	

My Possible Selves Tree

Lesson 4

Warm-up

Thinking Reading

Introduce the Possible Selves Trees Activity

- ▶ Write on the whiteboard:
“In your journal, write a response to the question, ‘Describe an obstacle you faced that made it hard for you to complete a goal. How did you overcome the obstacle?’”
- ▶ Review the day’s agenda.

Review:

- ▶ The Thinking Reading novel
- ▶ Student expectations
 - Participate by reading
 - Answer questions
 - Ask questions
 - Use the reading strategies modeled by the teacher
 - Have fun reading!

While reading, remember to:

- ▶ Highlight new vocabulary
- ▶ Apply and integrate the strategies
- ▶ Do an expert read with questions
- ▶ Do student reads with questions

1. Provide a brief introduction.

“In the past few days, you have created and shared two different kinds of portraits: first, a portrait of who you are now, and second, a portrait of your hopes, dreams, and fears for the future.

“Today, you will review these portraits and create something called a Possible Selves Tree. A Possible Selves Tree will capture all the information from these portraits into a one-page summary. It will also enable you to determine what things in your life you need to strengthen so you can achieve your dreams.”

2. Show several examples of student trees.

“Here are some examples of trees created by other students. Let’s look at them for a minute and examine what the students did. Shortly, you will create a similar tree but give it your own creative touch.”

- Share several example trees with students.
- Use the *Possible Selves Tree Outline* to explain each element of the tree. Explain that the tree is a metaphor for their lives. The trunk represents the student as a whole. Each limb represents one of the student’s major life areas: Learner, Reader, or Person. The branches coming off the limbs represent the student’s hopes and expectations for each life area. The roots represent who the student is now, and the dangers represent the student’s fears or worries in life.

Possible Selves Tree Outline	
Content	What It Represents in the Student's Life
Trunk	Whole person
Three Major Limbs	Three major areas of a student's life <ul style="list-style-type: none">• Learner• Reader• Person Directions regarding limbs: <ul style="list-style-type: none">• If an area has many hopes and expectations, draw a thick, strong limb.• If an area has only a few hopes and expectations, draw a thinner limb.• Label each limb (Learner, Reader, Person) after drawing it.
Branches	Hopes and expectations for the future <ul style="list-style-type: none">• For each hope or expectation, draw (and label) one branch on the corresponding life limb. Then, if a student has no hopes in a reader, his or her reader limb should have no branches. Each branch should be labeled as one of the student's hopes.
Roots	Words that describe the student <ul style="list-style-type: none">• Positive statements should be drawn as thick and long roots.• Negative statements should be drawn as thin and short roots.
Dangers to the Tree	Fears

Possible Selves Tree Outline

- Explain where students can find this information about themselves. Hopes, expectations, and fears are on the *Who Will I Become?* worksheet and project; roots are the descriptive words and statements on the *Who Am I Now?* worksheet and project.

1. Explain that you will now help students create their own trees.

“Okay, let’s begin drawing the tree. Make sure you have a sheet of drawing paper and multiple colored pens or markers. I will model each step of drawing the tree for you, so watch and listen as I do each step.”

2. Draw a tree trunk with three major limbs and have students do the same.

“First, I’m going to draw the trunk of the tree like this.”

(Draw a trunk with three major limbs.)

“Now I’m going to label each limb either Person, Learner, or Reader.”

(Label the limbs.)

“Now you do the same.” **(Have each student draw a tree trunk with three major limbs. Make sure they correctly label each limb.)**

3. Show students how to add branches (hopes and dreams) to the tree. After modeling how to add branches for each limb, have students add branches for the corresponding limb on their tree.

“Now let’s add hopes and dreams to the tree. I’m going to start with the Person limb of my tree. Watch and listen as I model how to do this.

“One of my hopes as a person is to ensure that every student in this class becomes a college-ready reader. Thus, I’ll draw a branch on the Person limb of my tree. On that branch, I’ll write the statement ‘Every student a college-ready reader.’ Now I’ll add ALL of my other hopes and dreams as a person.”

(Finish adding all of your “hope” statements for the Person limb. Make sure you have at least three or four “hope” statements.)

“Now, think about YOUR hopes as a person. For each hope that you have as a person, add one branch to your Person limb. Then, label that hope on the branch. I’ll circulate and provide help as needed.”

(Ensure that students add statements from their *Who Will I Become?* activity. After students have added all their Person hopes, model how to add Learner and Reader hopes. Then have students independently

Complete Possible Selves Trees

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The worksheet is titled "Who Am I Now?" and includes instructions: "Complete each phrase below with several statements." It contains eight prompts in a grid:

As a person, I am ...	I admire people who ...
I am very good at ...	When it comes to learning, I am ...
These are some of my favorite things to do ...	School is important to me because ...
For me, the most important things in life are ...	In school, I am really good at ...

At the bottom left, it says "FUSION Reading" and at the bottom right, it says "1".

Who Am I Now?

add their hopes as learners and readers. Circulate and provide support as needed. Tell students that they can add creative touches such as leaves or fruit if they wish.)

4. Show students how to add roots to the tree, and have students do the same.

“Now we’re going to add roots to our trees based on the statements from our *Who Am I Now?* worksheet.” **(Display the *Who Am I Now?* worksheet. Ask students to locate their completed worksheets.)**

“This worksheet contains words and statements that you used to describe yourself now as a person, a learner, and a reader. Some of the words and statements are positive like *creative*, *hard-working*, *great friend*, and *dependable*. Some are not as positive. For example, some of you wrote, ‘I’m a poor reader,’ ‘I hate school,’ and ‘sometimes I’m lazy.’ Whatever you wrote is okay. These words and statements simply represent who you are now. In other words, they are your current roots. All of the positive statements will be drawn as long, deep roots. The not-so-positive statements will be drawn as shorter roots.

“Watch as I model how to do this. Okay, I said that as a person, I was very hard-working. That’s positive, so I’ll add a root close to the Person limb side of the tree that is long and that goes deep into the soil. That type of root supports my tree.”

(Finish adding all the roots to your tree, drawing some long and deep and some short and shallow, depending on the positive or negative nature. Now have students add roots to their trees. Circulate and check their work as students draw their roots. Answer any questions students have.)

5. Model how to complete the trees by adding fears or worries.

“Great work! We still have one element to add to our trees. What is that? That’s correct. It is the statements about our fears for the future as persons, learners, and readers.”

(Discuss real-life dangers that can threaten a tree’s health. Examples include fire, wind, disease, insects, humans, and toxins in the soil. Draw several of these threats on your tree and label them with statements that reflect the fears you identified as a person, a learner, and a reader. Then have students add their fears to their trees.)

“All right, you have now created your Possible Selves Trees. If you like, you can add things like the sun, clouds, mountains, people, flowers, etc. Remember the examples we looked at earlier?”

6. Conclude the Possible Selves Tree activity.

Allow students to share and explain trees with classmates. Trees can also be posted in the classroom or simply saved in each student's *Fusion Reading* binder.

7. Provide individual feedback to each student.

Feedback should focus on whether the tree includes all of the student's statements about their hopes, dreams, and fears. The tree should have descriptive words or statements as its roots. If you decide to grade the activity, a scoring rubric could be used as the evaluation device, with students earning points for including each item on their worksheet in their Possible Selves Tree.

Direct students to continue working on the selected vocabulary set.

"Take out your *Book Study Assignment Sheet*. I'll come around to check how you are coming along with the tasks. Use this time to work on your Book Study tasks and be prepared to tell me your goals for completing the Book Study."

"Today we continued our class novel, using strategies as we read. You also created a tree that combines your hopes, expectations, fears, strengths, and needs into one picture. Tomorrow, we will begin to develop action plans that identify goals you will work on throughout the year.

"Before you leave today, I want you to complete an exit ticket assignment. The assignment is to identify ONE goal that would strengthen your Possible Selves Tree. Paraphrase the information in three or fewer sentences."

Review students' answers for completion. Begin the next day by highlighting what students learned. Highlight information that is positive in nature.

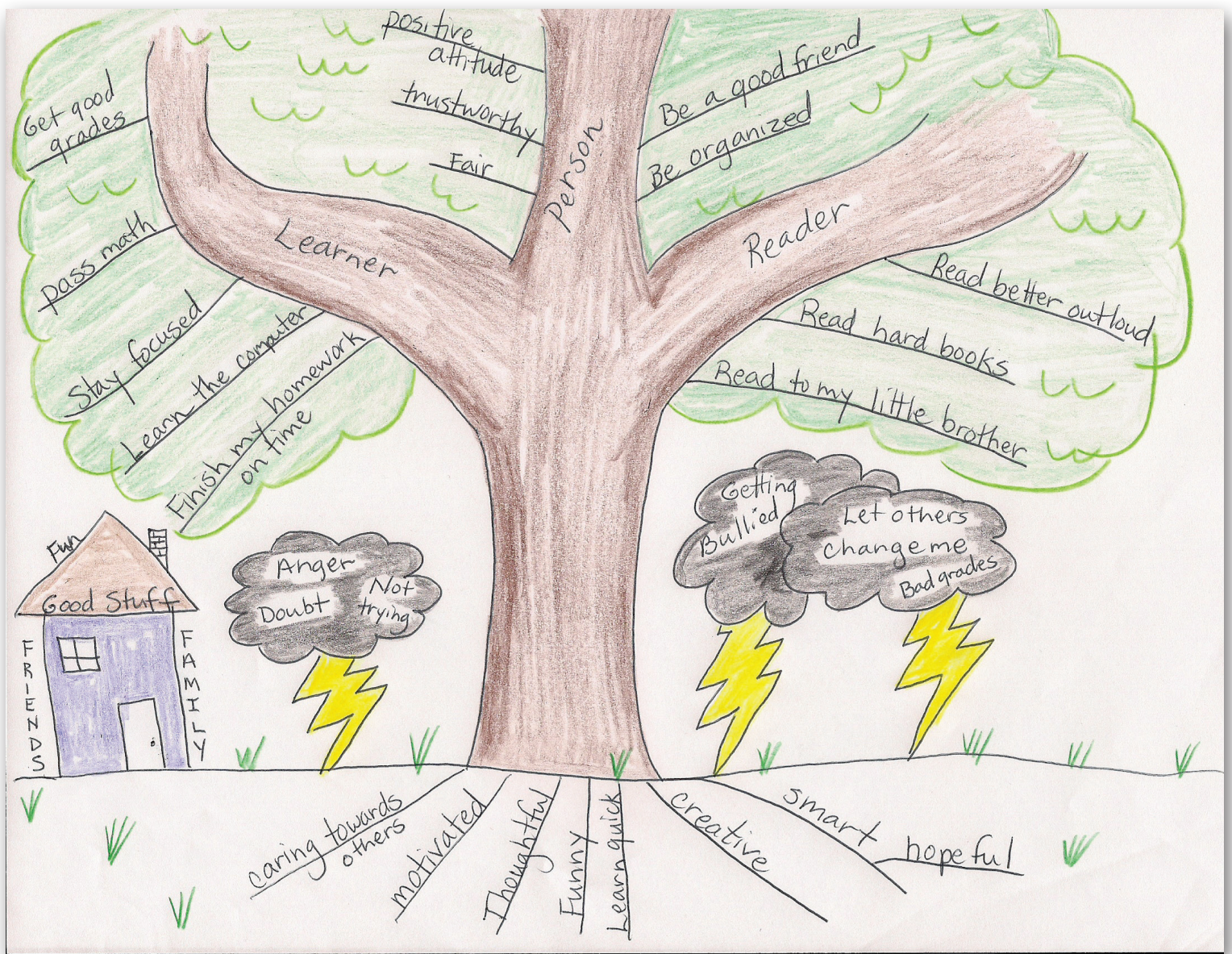
Begin Lesson 5 the next time your class meets.

Vocabulary

Book Study Progress Check

Wrap-up

Where to Go from Here



The trunk represents the student as a Person. The limbs represent the student as Learner and Reader. Students add branches to represent hopes and dreams. Fears and worries are also represented. The roots support the tree and the student's hopes and dreams. The Possible Selves Tree creates connections for the student and shows how becoming a better reader impacts his or her life.

Table of Contents

Lesson 1	Pre-Assessment	1
Lesson 2	Overview	7
Lesson 3	The “P” Step and Vowel Sound Chart #1	19
Lesson 4	The “P” Step and Vowel Sound Chart #2	37
Lesson 5	The “P” Step and Consonant Unit Charts #1 and #2	52
Lesson 6	The “A” Step with Common Word Beginnings and Endings	65
Lesson 7	The “A” Step Practice	75
Lesson 8	The “R” Step and Syllable Formulas	85
Lesson 9	The “R” Step Practice	99
Lesson 10	The “P,” “A,” and “R” Steps	109
Lesson 11	The “T” Step	119
Lesson 12	Verbal Practice	125
Lesson 13	PART: Putting All of the Steps Together	137
Lesson 14	How to Use the Scrimmage Word Form	148
Lesson 15	How to Use the Scrimmage Fluency Score Sheet.	157
Lesson 16	Learning to Do Fluency Checks	165
Lesson 17	Learning to Do Comprehension Checks	173
Lesson 18	Student Practice	179
Lesson 19	Post-Assessment	187
Lesson 20	Generalization	191

Pre-Assessment

Lesson 1



Time: 90 minutes

Overview: In this lesson, students take a pretest to determine how they currently use phonics to break apart multisyllabic words.

Objectives:

1. To forecast the Bridging Strategy during Thinking Reading
2. To establish a baseline of students' current phonics skills
3. To apply the vocabulary process with new vocabulary words

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
20	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Forecast the Bridging Strategy. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> — Novel: <i>The Call of the Wild or Great Stories of Suspense and Adventure</i> <p><u>Student Materials</u></p> <ul style="list-style-type: none"> — Novel: <i>The Call of the Wild or Great Stories of Suspense and Adventure</i>
45	The Bridging Strategy Pretest	<ul style="list-style-type: none"> ▶ Administer the Bridging Strategy Pretest and Posttest to all students in the class. 	<p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> — <i>Procedure for Scoring the Bridging Strategy Pretest and Posttest</i>, p. 5 — <i>Fusion Reading Assessment Scores</i> I-PDF <p><u>Student Materials</u></p> <ul style="list-style-type: none"> — <i>The Bridging Strategy Pretest and Posttest</i> PDF
15	Vocabulary	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. 	<p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> — Vocabulary Set list <p><u>Student Materials</u></p> <ul style="list-style-type: none"> — Steno pad
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day's activities. ▶ Explain tomorrow's goals. 	

Pre-Assessment Lesson 1



Time: 2 days, 60 minutes each

Overview: In this lesson, students take a pretest to determine how they currently use phonics to break apart multisyllabic words.

Objectives:

1. To forecast the Bridging Strategy during Thinking Reading
2. To establish a baseline of students' current phonics skills
3. To apply the vocabulary process with new vocabulary words

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
15	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Forecast the Bridging Strategy. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>The Call of the Wild or Great Stories of Suspense and Adventure</i> <u>Student Materials</u> — Novel: <i>The Call of the Wild or Great Stories of Suspense and Adventure</i>
25	Days 1 & 2 The Bridging Strategy Pretest	<ul style="list-style-type: none"> ▶ Administer the <i>Bridging Strategy Pretest</i> to all students in the class. 	<u>Teacher Materials</u> — <i>Procedure for Scoring the Bridging Strategy Pretest and Posttest</i> , p. 5 — <i>Fusion Reading Assessment Scores</i> I-PDF <u>Student Materials</u> — <i>The Bridging Strategy Pretest and Posttest</i> PDF
10	Vocabulary	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. 	<u>Teacher Materials</u> — Vocabulary Set list <u>Student Materials</u> — Steno pad
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day's activities. ▶ Explain tomorrow's goals. 	

Pre-Assessment

Lesson 1

- ▶ Display a daily warm-up question or vocabulary task.
- ▶ Review the day's agenda.

Review:

- ▶ The Thinking Reading novel
- ▶ Student expectations
 - Participate by reading
 - Answer questions
 - Ask questions
 - Use the reading strategies modeled by the teacher
 - Have fun reading!

While reading, remember to:

- ▶ Highlight new vocabulary
- ▶ Forecast, apply, and integrate the strategies
- ▶ Do an expert read with questions
- ▶ Do student reads with questions

1. Introduce the Bridging Strategy Pretest.

"Today, you are going to take a short test on multisyllabic words. Multisyllabic words are words that have more than one syllable. This test will give us an idea of what you currently know about pronouncing multisyllabic words. If you can't answer a question, don't worry about it. Just do the best you can.

"If you need help reading a question, let me know and I will read it to you. However, I can't tell you what a word means or how to answer the question. Again, don't worry. Just do the best you can. The whole activity will take approximately 30 minutes.

"Any questions? Okay, clear your desk of all materials except for a pencil."

2. Administer the test.

- Give one copy of *The Bridging Strategy Pretest* to each student.
- Ask students to write their name and date on the front page of the test.
- Instruct students to begin. Tell them to be sure to answer the questions on the back of the test.
- When students have completed the activity, collect all the tests and move on to the next activity.

Warm-up

Thinking Reading

The Bridging Strategy Pretest

Bridging Strategy Pretest and Posttest

Name: _____ Date: _____

1. Count the number of syllables that you perceive to be in each of the following words. For example, the word *lighter* has two syllables, the word *diaper* has one, and the word *physician* has three. Write the number of syllables to the right of each word.

cats _____ recreational _____ decidedly _____ shirt _____ walked _____
quilt _____ capital _____ lawyer _____ humane _____ implement _____

2. For each word on the left, divide the word into its syllable parts. For example, the word *remodeling* would be divided into *re/mo/del/ing*.

backwards _____
sneakers _____
elephant _____
believed _____
finger _____

3. A closed syllable is one that ends with a _____
An open syllable is one that ends with a _____

4. What does VCV stand for? _____
An example of a word with a VCV syllable is _____

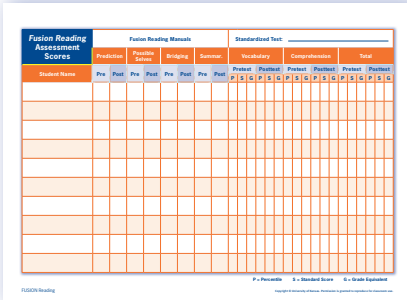
5. What does VCCV stand for? _____
An example of a word with a VCCV syllable is _____

6. Underline all consonant blends and digraphs in the following words.

knight wreck drink squished scratch
climb product first whether

FUSION Reading 1

The Bridging Strategy Pretest and Posttest



The image shows a sample of the 'Fusion Reading Assessment Scores' sheet. It is a grid with columns for 'Fusion Reading Assessments' (Pretest, Posttest, Pretest, Posttest, Pretest, Posttest) and 'Standardized Test' (Pretest, Posttest, Pretest, Posttest, Pretest, Posttest). The rows are labeled with student names. The sheet is titled 'Fusion Reading Assessment Scores' and includes a legend at the bottom: P = Possible, S = Standard Score, E = Grade Equivalent.

Fusion Reading
Assessment Scores

Vocabulary

Wrap-up

Where to Go
from Here

3. Score the tests.

- At a later time, score each student’s test according to the criteria found in *Procedure for Scoring the Bridging Strategy Pretest and Posttest*.
- Record each student’s score on the sheet called *Fusion Reading Assessment Scores*.

Direct students to continue working on the selected vocabulary set.

“Today we began reading our class novel and using strategies as we read. You also took a short pretest where you answered several questions about multisyllabic words. The purpose of this pretest is to give us an idea of what you know about reading and pronouncing long words. Finally, you continued working with your vocabulary words. Tomorrow I’ll introduce you to a reading strategy called the Bridging Strategy.”

Begin Lesson 2 the next time your class meets.

Procedure for Scoring the Bridging Strategy Pretest and Posttest

This test is worth 60 points. Score each question as specified below.

Question 1: A total of 10 points is possible for this question (one point per word). The correct answers are: cat: 1, recreational: 5, decidedly: 4, shirt: 1, walked: 1, spoil: 1, capital: 3, lawyer: 2, banana: 3, implement: 3.

Question 2: A total of 5 points is possible for this question (one point per word). The correct answers are: /book//worm/, /un//i//corn/, /el//e//phant/, /be//lieved/, /fin//ger/.

Question 3: This question is worth 2 points (one point for each answer). The answers are: A closed syllable is one that ends with a *consonant*; an open syllable is one that ends with a *vowel*.

Question 4: This question is worth 2 points (one point for each answer). The answers are:

- What does VCV stand for? Vowel Consonant Vowel
- An example of a word with a VCV syllable is: ever

Question 5: This question is worth 2 points (one point for each answer). The answers are:

- What does VCCV stand for? Vowel Consonant Consonant Vowel
- An example of a word with a VCCV syllable is: mammal

Question 6: A total of 9 points is possible for this question (one point per word). If a word has more than one consonant unit, both items must be underlined. The correct answers are: knight, wreck, drink, squished, scratch, climb, product, first, whether.

Question 7: A total of 5 points is possible for this question (one point per word). The correct answers are: discounted: dis, misnomer: mis, diatribe: dia, avert: a, evident: e.

Question 8: A total of 5 points is possible for this question (one point per word). The correct answers are: resting: ing, replacement: ment, compensate: ate, slowly: ly, owner: er.

Question 9: A total of 5 points is possible for this question (one point per word). To receive credit, students must write a word containing a long vowel sound and underline that vowel. Examples of correct answers would be light, computer, table, recently, fortune.

Question 10: A total of 5 points is possible for this question (one point per word). To receive credit, students must write a word containing a short vowel sound and underline that vowel. Examples of correct answers would be up, alk, possible, when, isten.

Question 11: A total of 4 points is possible for this question. Answers should reflect the four main steps of the Bridging Strategy (Pronounce groups of letter sounds; Analyze the word for beginnings and endings; Review the remaining letters to FIND the syllables; and Try other resources).

Question 12: A total of 5 points is possible for this question. Provide 1 point per word if a student underlines any part of the word.

Question 13: This question is worth 1 point. Answers should reflect trying other resources (e.g., looking up the word in the dictionary or asking for help).

Overview

Lesson 2



Time: 90 minutes

Overview: In this lesson, students are introduced to the Bridging Strategy.

Objectives:

1. To engage students in wanting to learn the Bridging Strategy
2. To explain the rationale for learning the Bridging Strategy
3. To provide a model of the Bridging Strategy
4. To enlist student commitment to learn the Bridging Strategy

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
20	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Forecast the Bridging Strategy. ▶ Integrate the 7-step vocabulary process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>The Call of the Wild or Great Stories of Suspense and Adventure</i> <u>Student Materials</u> — Novel: <i>The Call of the Wild or Great Stories of Suspense and Adventure</i>
15	Establish the Purpose	<ul style="list-style-type: none"> ▶ Read <i>Fantasia's Secret</i>. ▶ Discuss the article by asking guiding questions. 	<u>Teacher Materials</u> — <i>Fantasia's Secret</i> PDF — <i>Possible Selves Tree</i> PDF
5	Introduce the Bridging Strategy	<ul style="list-style-type: none"> ▶ Briefly describe the strategy. ▶ Provide a rationale for using it. ▶ Explain why it's called the Bridging Strategy. 	<u>Teacher Materials</u> — <i>The Bridging Strategy</i> PDF
30	Model the Bridging Strategy	<ul style="list-style-type: none"> ▶ Briefly introduce and model the "P" Step. ▶ Briefly introduce and model the "A" Step. ▶ Briefly introduce and model the "R" Step. ▶ Briefly introduce and model the "T" Step. 	<u>Teacher Materials</u> — <i>The Bridging Strategy with FIND Steps</i> PDF — <i>The Bridging Strategy FIND Steps</i> PDF

Lesson 2 continued

Time	Agenda	Activity	Materials
10	Commitment and Goal Setting	<ul style="list-style-type: none">▶ Ask what students think about the Bridging Strategy.▶ Introduce the Success Formula.▶ Introduce the Bridging Strategy as part of the Success Formula.▶ Introduce students' effort as part of the Bridging Strategy.▶ Make your commitment to the students.▶ Obtain each student's commitment.	<u>Teacher Materials</u> — <i>Commitment and Goal Setting</i> PDF <u>Student Materials</u> — <i>Commitment and Goal Setting</i> PDF
5	Wrap-up	<ul style="list-style-type: none">▶ Review the day's activities.▶ Explain tomorrow's goals.	

Notes:

Overview

Lesson 2



Time: 2 days, 60 minutes each

Overview: In this lesson, students are introduced to the Bridging Strategy.

Objectives:

1. To engage students in wanting to learn the Bridging Strategy
2. To explain the rationale for learning the Bridging Strategy
3. To provide a model of the Bridging Strategy
4. To enlist student commitment to learn the Bridging Strategy

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
15	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Forecast the Bridging Strategy. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>The Call of the Wild</i> or <i>Great Stories of Suspense and Adventure</i> <u>Student Materials</u> — Novel: <i>The Call of the Wild</i> or <i>Great Stories of Suspense and Adventure</i>
30	Day 1 Establish the Purpose	<ul style="list-style-type: none"> ▶ Read <i>Fantasia's Secret</i>. ▶ Discuss the article by asking guiding questions. 	<u>Teacher Materials</u> — <i>Fantasia's Secret</i> PDF — <i>Possible Selves Tree</i> PDF
5	Day 1 Introduce the Bridging Strategy	<ul style="list-style-type: none"> ▶ Briefly describe the strategy. ▶ Provide a rationale for using it. ▶ Explain why it's called the Bridging Strategy. 	<u>Teacher Materials</u> — <i>The Bridging Strategy</i> PDF
30	Day 2 Model the Bridging Strategy	<ul style="list-style-type: none"> ▶ Briefly introduce and model the "P" Step. ▶ Briefly introduce and model the "A" Step. ▶ Briefly introduce and model the "R" Step. ▶ Briefly introduce and model the "T" Step. 	<u>Teacher Materials</u> — <i>The Bridging Strategy with FIND Steps</i> PDF — <i>The Bridging Strategy FIND Steps</i> PDF

Lesson 2 continued

Time	Agenda	Activity	Materials
5	Day 2 Commitment and Goal Setting	<ul style="list-style-type: none">▶ Ask what students think about the Bridging Strategy.▶ Introduce the Success Formula.▶ Introduce the Bridging Strategy as part of the Success Formula.▶ Introduce students' effort as part of the Bridging Strategy.▶ Make your commitment to the students.▶ Obtain each student's commitment.	<u>Teacher Materials</u> — <i>Commitment and Goal Setting</i> PDF <u>Student Materials</u> — <i>Commitment and Goal Setting</i> PDF
5	Wrap-up	<ul style="list-style-type: none">▶ Review the day's activities.▶ Explain tomorrow's goals.	

Notes:

Lesson 2

- ▶ Display a daily warm-up question or vocabulary task.
- ▶ Review the day's agenda.

Review:

- ▶ The Thinking Reading novel
- ▶ Student expectations
 - Participate by reading
 - Answer questions
 - Ask questions
 - Use the reading strategies modeled by the teacher
 - Have fun reading!

While reading, remember to:

- ▶ Highlight new vocabulary
- ▶ Forecast, apply, and integrate the strategies
- ▶ Do an expert read with questions
- ▶ Do student reads with questions

1. Introduce the article *Fantasia's Secret*.

- Show a video clip or a YouTube clip about Fantasia Barrino, or play one of her songs. Before you show the clip or play the song, ask how many students have heard of Fantasia and what they know about her.
- If no one knows who she is, explain that she was the winner of the third season of the TV show *American Idol* and that she is a struggling reader.
- Distribute the article about her.
- Either read the article to the students or ask for volunteers to read it aloud.

2. Discuss *Fantasia's Secret*.

- On the whiteboard, create a Possible Selves tree for Fantasia.
- Ask students to identify the major branches in Fantasia's life. Guide them to identify the following categories: mother, person, singer, reader/learner.
- Discuss the article and create the Possible Selves tree using the questions below.



“How would you describe Fantasia as a singer? As a mother? As a person? As a reader/learner?”

(Use student answers to create the roots on the tree.)

What do you think are some of the hopes, dreams, and expectations that Fantasia has as a singer? As a mother? As a reader? As a person?” (Draw “hopes” on the top of the branches; draw “expectations” on the bottom of the branches.)

Warm-up

Thinking Reading

Establish the Purpose



Fantasia's Secret

Introduce the Bridging Strategy
.....

- “What do you think are some of the fears she has/had?”
(Draw fears around the tree as possible dangers to the tree’s life.)
- “How has she overcome those fears?”
- “Have any of you ever had some of the same fears?”
(Or “Do you know someone who had the same fears?”)
- “If so, how did you (or the person you know) overcome those fears, and do you now have hopes and dreams coming true?”
- “What did Fantasia say about her ability to pronounce words?”
- “Why couldn’t Fantasia read or pronounce words?”
- “What is she doing about it now?”
- “Is it important to be able to pronounce words? How does this help you read?”
- “How did YOU learn to pronounce words?”
- “How do you begin learning to read?”

3. Conclude the discussion.

“The goal of Fusion Reading is to make sure you get the same things that Fantasia wants: a decent job, the ability to understand the contracts you sign, and the ability to read to your children. Remind me of some of your hopes for the future and how reading can help you achieve those hopes.”

1. Introduce the Bridging Strategy

- Provide a rationale for learning the strategy.
- Briefly describe the purpose of the strategy.
- Explain why it’s called the “Bridging” Strategy.

“From time to time when we’re reading, we all encounter words that we don’t know how to say or pronounce. If we skip over those words or can’t figure out how to pronounce them, our comprehension suffers; that is, we don’t really understand what we’re reading.

“Today I’d like to show you a strategy that you can use to figure out how to pronounce multisyllabic words. Multisyllabic words are words that are made up of many or ‘multiple’ syllables.

“The strategy I’d like to show you is called the Bridging Strategy.”

➡ “Who knows what a ‘bridge’ is?”

“Yes. A bridge is a structure that allows us to cross over some kind of obstacle when we’re traveling. That obstacle could be a river, a deep ravine, or a rough road. In the case of the Bridging Strategy, we’ll learn how to pronounce unfamiliar words quickly and fluently so we can focus our energy on understanding what we read. In other words, the Bridging Strategy will allow us to move from just reading words to comprehending the words we read.

“Specifically, we’ll learn how to break big words into smaller parts that we can easily pronounce. Then we’ll connect those parts to form a close approximation of a word that we’ve probably already heard. Usually, once you can pronounce all the parts of a word, you can make a connection between sounds and the actual word. The more you practice this, the more fluent you’ll become at reading.

“Let me *quickly* show you how this strategy actually works.”

1. Introduce the “P” Step, “Pronounce groups of letter sounds within the word.”

- Display *The Bridging Strategy*.
- Briefly explain what the first step means.

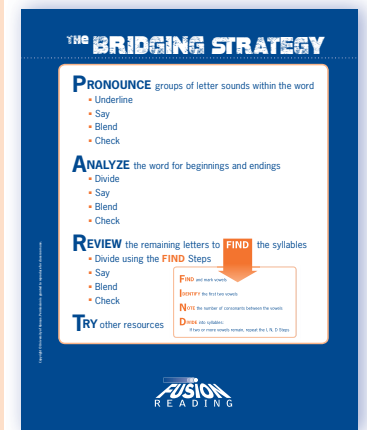
“The Bridging Strategy contains four main steps. The first step is the ‘P’ Step or ‘Pronounce groups of letter sounds within the word.’ That means if you come across a word that you can’t pronounce, you should pronounce any smaller parts of the word that you recognize and can say.”

2. Model the “P” Step.

- Write the following sentence on the whiteboard: “During the game, the team did an extraordinary job of working together.”
- Model how to pronounce the word *extraordinary* by pronouncing smaller groups of letter sounds within the word. Be sure to underline two or three sound groups, say each sound, blend them into one word with the rest of the sounds in the word, and check that the word makes sense in the sentence.
- Use the following dialogue, if you wish.

“For example, with this sentence, I’m not really sure how to say this word (**point to extraordinary**). However, I do know how to say some parts of the word, /extra/ and /din/. Thus, I’ll underline those sounds and say each one: /extra/, /din/. (**Underline extra and din, and then say each sound.**) Now I’ll try to blend them together with the rest of the letters in the word: /extra//or//din//ary/. Extraordinary!

Model the Bridging Strategy



The Bridging Strategy
with FIND Steps

I've heard of that word. It means "great or exceptional." Now I'll read it in the sentence and check that it makes sense: 'During the game, the team did an extraordinary job of working together.' Yes, it makes sense, so I'm done."

3. Explain the "A" Step, "Analyze the word for beginnings and endings."

"The second step of the Bridging Strategy is the 'A' Step or 'Analyze the word for beginnings and endings.' You use this step ONLY if you were unable to figure out how to say the word with the first step of the strategy."

4. Model the "A" Step.

"For example, if I hadn't been able to figure out how to say the word *extraordinary* while using the 'P' Step, I'd move on to the 'A' Step.

"Here, I'd analyze the word for any common beginnings or endings. To do this, I'd check a list of common word beginnings and endings. On that list, I'd find that /extra/ is a common beginning, and /ary/ is a common ending. Thus, I divide off each of those items.

(Divide off /extra/ with a backward L and /ary/ with a forward L.)

"Next, I say each chunk of the word and then try to blend them together with whatever sounds I found in the 'A' Step: /extra//or//din//ary/. *Extraordinary*.

"Finally, I'd check that this word makes sense in the sentence it appears in. 'During the game, the team did an extraordinary job of working together.' Yes, this word makes sense, so I'm done."

5. Introduce the "R" Step, "Review the remaining letters to FIND the syllables."

- Explain that before students get to this step, they will have learned several rules about syllables.

"The third step of the Bridging Strategy is the 'R' Step or 'Review the remaining letters to find the syllables.' You use this step ONLY if you were unable to figure out how to say the word with the 'P' and 'A' Steps.

"Before you actually *do* this step of the strategy, you will have learned a lot of different rules about vowels and consonants and how to pronounce them when they appear in different configurations. For the sake of showing you the 'R' Step, I'm going to act like you already know these rules. Please don't worry if you don't understand everything I do. I really just want to show you what happens with this step."

6. Model the “R” Step.

- Model how to apply the syllable rules to the word *extraordinary*.
- Display *FIND* Steps.
- Use the following dialogue, if you wish.

“So, let’s assume that I’ve just finished the ‘A’ Step. I’ve divided off the beginning /extra/ and the ending /ary/, but I still can’t figure out how to say this word. (Point to the word *extraordinary* with the beginning and ending divided off.)

“So now I move on to the ‘R’ Step. This step tells me to review the remaining letters to FIND the syllables. Basically, this means that I apply the FIND Steps, which are part of the ‘R’ Step, to the remaining letters. (Point to the letters /ordin/ in between the /extra/ and /ary/. Explain that these are the “remaining” letters.)

“The FIND Steps (point to the FIND Steps on the whiteboard) has four main steps:

Find and mark vowels,

Identify the first two vowels,

Note the number of consonants between the vowels, and

Divide into syllables.

“To find and mark vowels, I place a dot under each of the vowels in this remaining group of letters. (Place a dot under the *o* and *i*.)

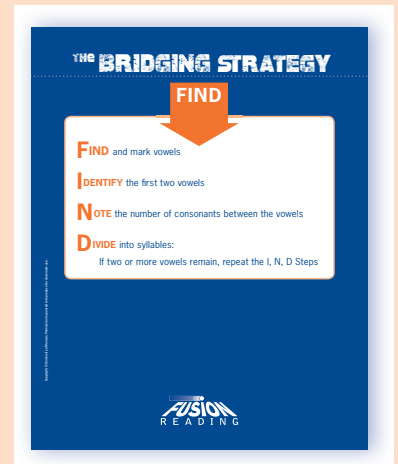
“Next, I identify the first two vowels. Well, there are only two vowels in this group, so they have to be the *o* and the *i*.

(Point to these vowels.)

“Third, I note the number of consonants between the vowels. It looks like two, *r* and *d*.

“Fourth, I divide this group of letters into syllables based on the formulas I’ve learned. This particular group of letters fits the vowel-consonant-consonant-vowel formula (*o-r-d-i*). This formula tells me to divide the letters between the *r* and the *d*. When I do this, I get two syllables, /or/ and /din/.

“I now say each sound group in the word by itself, then blend them into one word: /extra//or//din//ary/. *Extraordinary*. Finally, I check that the word makes sense by reading it in the sentence it appeared in. ‘During the game, the team did an extraordinary job of working together.’ Yes, this word makes sense, so I’m done.”



The Bridging Strategy
FIND Steps

Commitment & Goal Setting

7. Introduce and model the “T” Step, “Try other resources.”

“The final step of the Bridging Strategy is the ‘T’ Step, ‘Try other resources.’ Again, you only use this step if you haven’t been able to figure out how to pronounce the word in the first three steps.

“‘Try other resources’ means that you get outside help with pronouncing the word. This could mean asking your teacher, checking the dictionary, or using the Internet to figure out the word’s pronunciation. Many resources are available, and we’ll talk about them later.”

1. Ask students what they think about the Bridging Strategy.

➔ “So, based on what you just saw, do you think the Bridging Strategy is something that could help *you* become a better reader?”

“Where do you think you could use the strategy?”

“Think about the goals you have for the future. Do you think the Bridging Strategy could help you achieve these goals?”

2. Introduce the Success Formula.

- Write “SUCCESS” on the far right-hand side of the whiteboard.

➔ “Each of you has established specific goals related to becoming a successful reader during Possible Selves. What would ‘SUCCESS’ as a reader consist of as far as you’re concerned?”

(Elicit examples of success. Prompt specific examples related to reading, such as “A passing score on high school or college exams.” Write a few of the examples under “SUCCESS” on the whiteboard.)

3. Introduce the Bridging Strategy as part of the Success Formula.

- Write “Bridging Strategy” on the far left-hand side of the whiteboard and an equal sign to the left of “SUCCESS.” Your formula should look like this:

Bridging Strategy = SUCCESS

“I know the Bridging Strategy and have taught it to several other students who, as a result of learning it, have achieved the kinds of success you seek. What I bring to this learning situation is

knowledge of the strategy and knowledge of the instructional procedures to be used to help you learn the strategy.”

4. Introduce “student effort” as part of the Success Formula.

➡ “No matter how well designed the strategy is and no matter how well I teach it, the instruction won’t work unless what happens?” (Elicit a response like, “I make it work for me” or “I try hard.”)

“Good thinking! Your effort—that is, your willingness to work with the strategy and adapt or change it to fit your own needs plus your willingness to consistently try hard—completes the formula.”

- Write *Effort* between *Bridging Strategy* and *SUCCESS* and write a plus sign (+) between *Bridging Strategy* and *Effort*. Your formula should look like this:

Bridging Strategy + Effort = SUCCESS

5. Make your commitment to students.

“As the Success Formula indicates, you and I need to form a partnership to create success for you in the area of reading. I need to work hard at teaching, and you need to work hard at learning. I am willing to commit to you that I will do my very best to teach you the Bridging Strategy.”

- Distribute one copy of the *Commitment and Goal Setting* sheet to each student.
- Sign your name on each sheet if you haven’t already done so.

6. Obtain each student’s commitment.

“Now that I have made a commitment to you to work hard at teaching, and I have written a goal to that effect, it’s your turn to indicate what you are willing to bring to the partnership and to write a goal.”

- Prompt students to write a goal indicating their commitment to learn a strategy for becoming a better reader. Have students write and sign a long-term goal to that effect (e.g., “I want to learn a strategy that will help me improve my skill at understanding what I read, so that I perform at a high level on important materials that I read at home or on the job.”)
- Place the signed goal statement in the student’s folder.
- If a student indicates that he or she does not wish to write a goal about learning such a strategy, or seems uncertain, spend additional

The image shows a worksheet titled "Commitment and Goal Setting". It is divided into two main sections: "Teacher" and "Student". The "Teacher" section includes a line for "Write the Success Formula:", a statement "I am willing to commit to you that I will do my best to teach you the Bridging Strategy.", and lines for "Signed" and "Date". The "Student" section includes a line for "Write a goal statement:", a statement "I want to learn a strategy that will help me pronounce unfamiliar words and read more fluently so that I can perform at a high level on class assignments, state assessments, and/or college entrance exams.", and lines for "Signed" and "Date". At the bottom left, there is a small logo for "FUSION Reading".

Commitment and Goal Setting

time explaining, in a matter-of-fact-way, how the strategy might help him or her in required high school or college courses, in job-training courses, and in other situations related to the student’s long-term goals. If the student still does not wish to write a goal to learn the strategy, invite him or her to attend the discussion for the Bridging Strategy. Often, when such a student sees that other students are willing to learn a strategy, and realizes that the strategy appears simple, he or she will want to learn it, too. This approach is preferable to forcing a student to commit to learning a strategy, since students need to perceive themselves as being in control and responsible for choosing what they learn in order to become successful learners.

Wrap-Up
.....

“Today, we discussed a reading strategy called the Bridging Strategy and made a commitment to learn it. Tomorrow, we’ll actually start to learn the strategy and review some key skills that will make using the strategy easier.”

**Where to Go
from Here**
.....

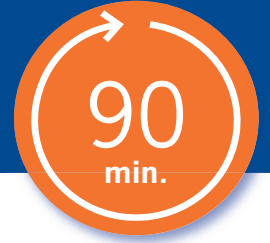
Begin Lesson 3 the next time your class meets.

Table of Contents

Lesson 1	An Introduction to Strategy Integration	1
Lesson 2	Integrating Strategies with Language Arts Textbooks	14
Lesson 3	Integrating Strategies with Social Studies Textbooks	31
Lesson 4	Integrating Strategies with Science Textbooks	49
Lesson 5	Integrating Strategies with Mathematics Textbooks.	67

An Introduction to Strategy Integration

Lesson 1



Time: 90 minutes

Overview: In this lesson, students are introduced to the Strategy Integration process.

Objectives:

1. To engage students in wanting to learn Strategy Integration
2. To provide an overview of the Strategy Integration process
3. To have students develop an action plan to become a strategic reader

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
20	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Forecast Strategy Integration. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>Secrets in the Shadows</i> <u>Student Materials</u> — Novel: <i>Secrets in the Shadows</i>
20	Introduce Strategy Integration	<ul style="list-style-type: none"> ▶ Provide a brief introduction to Strategy Integration. ▶ Show and discuss a video clip from <i>Dancing with the Stars</i>. ▶ Connect the accomplishments in the video clip to a <i>Possible Selves for Readers</i> Action Plan (<i>How Will I Get There?</i>). ▶ Review the strategies learned to date. ▶ Discuss what it means to “read strategically.” ▶ Guide students through the process of writing an action plan. ▶ Conclude the discussion. 	<u>Teacher Materials</u> — Video clip from <i>Dancing with the Stars</i> — <i>How Will I Get There?</i> PDF <u>Student Materials</u> — <i>How Will I Get There?</i> PDF

Lesson 1 continued

Time	Agenda	Activity	Materials
25	Provide an Overview of the Strategy Integration Process	<ul style="list-style-type: none"> ▶ Introduce the Strategy Integration process. ▶ Explain the first action, “Know the Purpose for Reading.” ▶ Introduce the second action, “Have a Conversation with the Text.” ▶ Explain how to have a conversation with the text. ▶ Explain the last action, “Reflect on What You Read.” ▶ Conclude the overview of the Strategy Integration process. 	<u>Teacher Materials</u> <ul style="list-style-type: none"> — <i>Strategy Integration</i> PDF — <i>Know the Purpose for Reading</i> PDF — <i>Have a Conversation with the Text</i> PDF — <i>Reflect on What You Read</i> PDF — <i>After Twenty Years Annotated</i> PDF <u>Student Materials</u> <ul style="list-style-type: none"> — <i>Strategy Integration</i> PDF
15	Vocabulary	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. 	Teacher Materials <ul style="list-style-type: none"> — Vocabulary Set list Student Materials <ul style="list-style-type: none"> — Steno pad
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day’s activities. ▶ Explain tomorrow’s goals. 	

Notes:

An Introduction to Strategy Integration

Lesson 1



Time: 2 days, 60 minutes each

Overview: In this lesson, students are introduced to the Strategy Integration process.

Objectives:

1. To engage students in wanting to learn Strategy Integration
2. To provide an overview of the Strategy Integration process
3. To have students develop an action plan to become a strategic reader

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
20	Day 1 Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Forecast Strategy Integration. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>Secrets in the Shadows</i> <u>Student Materials</u> — Novel: <i>Secrets in the Shadows</i>
30	Day 1 Introduce Strategy Integration	<ul style="list-style-type: none"> ▶ Provide a brief introduction to Strategy Integration. ▶ Show and discuss a video clip from <i>Dancing with the Stars</i>. ▶ Connect the accomplishments in the video clip to a <i>Possible Selves for Readers</i> Action Plan (<i>How Will I Get There?</i>). ▶ Review the strategies learned to date. ▶ Discuss what it means to “read strategically.” ▶ Guide students through the process of writing an action plan. ▶ Conclude the discussion. 	<u>Teacher Materials</u> — Video clip from <i>Dancing with the Stars</i> — <i>How Will I Get There?</i> PDF <u>Student Materials</u> — <i>How Will I Get There?</i> PDF

Lesson 1 continued

Time	Agenda	Activity	Materials
30	Day 2 Provide an Overview of the Strategy Integration Process	<ul style="list-style-type: none"> ▶ Introduce the Strategy Integration process. ▶ Explain the first action, “Know the Purpose for Reading.” ▶ Introduce the second action, “Have a Conversation with the Text.” ▶ Explain how to have a conversation with the text. ▶ Explain the last action, “Reflect on What You Read.” ▶ Conclude the overview of the Strategy Integration process. 	<u>Teacher Materials</u> <ul style="list-style-type: none"> — <i>Strategy Integration</i> PDF — <i>Know the Purpose for Reading</i> PDF — <i>Have a Conversation with the Text</i> PDF — <i>Reflect on What You Read</i> PDF — <i>After Twenty Years Annotated</i> PDF <u>Student Materials</u> <ul style="list-style-type: none"> — <i>Strategy Integration</i> PDF
20	Day 2 Vocabulary	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. 	<u>Teacher Materials</u> <ul style="list-style-type: none"> — Vocabulary Set list <u>Student Materials</u> <ul style="list-style-type: none"> — Steno pad
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day’s activities. ▶ Explain tomorrow’s goals. 	

Notes:

Lesson 1

- ▶ Display a daily warm-up question or vocabulary task.
- ▶ Review the day's agenda.

Review:

- ▶ The Thinking Reading novel
- ▶ Student expectations
 - Participate by reading
 - Answer questions
 - Ask questions
 - Use the reading strategies modeled by the teacher
 - Have fun reading!

While reading, remember to:

- ▶ Highlight new vocabulary
- ▶ Apply and integrate the strategies
- ▶ Do an expert read with questions
- ▶ Do student reads with questions

1. Provide a brief introduction to Strategy Integration.

"Today, we are going to start a new unit in *Fusion Reading*, Strategy Integration. The purpose of this unit is to learn to use all of the reading strategies we know at the same time, just like expert readers do. In other words, we're going to integrate the strategies, or bring them together when we read."

2. Show and discuss a video clip from *Dancing with the Stars*.

- Ask students how many of them have watched the TV show *Dancing with the Stars*.
- Explain that you're going to show them a video clip from the show to illustrate the idea of integrating multiple skills.
- Play a video clip from the show that shows the dancers practicing the steps and then putting them together in a performance. If you wish, use the following clip (or the first half of it) with football player Warren Sapp: <http://www.youtube.com/watch?v=8y3bcQN3FvA>.
- After the clip, ask students the following kinds of questions:



"Were there individual skills that Warren needed to learn and practice before the actual performance? What were they?"

"When Warren was first learning those skills, did he practice them individually or all at the same time?"

"How did it look when he pulled all the skills together?"

Warm-up

Thinking Reading

Introduce Strategy Integration

3. Connect the accomplishments in the video clip to a Possible Selves for Readers Action Plan.

“Warren had to develop a plan to move from being an expert football player to an expert at ballroom dancing. Let’s take a moment and think about the basic skills Warren needed to learn for ballroom dancing. (Make a list of these items on the whiteboard.)

“Warren practiced these skills with a professional who provided him with feedback and guidance on how to perform these basic skills. With this guidance, Warren integrated the newly learned skills into several different types of ballroom dances.”

➡ “What were some of the dances he performed?”

➡ “What different skills did he bring to these dances?”

“Ultimately, Warren and his partner had to perform their dances in front of judges who then determined if he was performing the dances with expertise, flow, and style.

“Throughout *Fusion Reading*, we’ve been talking about the future and what we want our possible selves to look like. As part of that, we’ve developed action plans to help us achieve our goals. If we were to write up Warren’s action plan for achieving his goal of becoming a professional ballroom dancer, what would that look like?

(Display a blank copy of *How Will I Get There?* Have a student come to the whiteboard and fill in the action plan as you lead students through the discussion. Review the plan.)

“You are about to move from learning reading strategies to becoming a strategic reader, much like Warren did when he moved from being a professional football player to a professional ballroom dancer. Let’s take a moment and think about the strategies or skills you have been learning to help you become a better reader.”

(Elicit student responses.)

4. Review the strategies learned to date.

“So far, you have learned the Vocabulary Strategy, the Bridging Strategy, and the Prediction Strategy. Let’s take a few minutes to discuss how you might actually use these strategies in some of your core classes.”

The Vocabulary Strategy

➡ “Imagine that you are reading your history book and you come across a word that you don’t know. You know the Vocabulary Strategy. Would you use the whole strategy on the unknown word, or just parts of it?”

(Probably just parts of it.)

How Will I Get There?

➡ “Which parts would you use?” (I’d probably try to figure out the meaning of the word by analyzing its prefix, suffix, or root, or I’d try to figure out what it means by checking the context surrounding it. I might also look it up in the dictionary or glossary or ask someone what it means.)

The Bridging Strategy

➡ “Great. Now imagine that you need to give an oral report in your English class, but you don’t recognize or can’t pronounce one of the words in your report. What strategy do you know that could help you figure out how to say this word?” (The Bridging Strategy.)

➡ “Right. Would you use ALL of the steps of the Bridging Strategy or just some of them?” (It depends on the word. I might just use one or two steps, or I might use all of them. I might also just use the “R” Step.)

The Prediction Strategy

➡ “Excellent. Now let’s think about the Prediction Strategy. Let’s say that your history teacher told you to read a chapter in your textbook. Is there any way you could use the Prediction Strategy to do this?” (Yes. I could check for clues to get an idea of what the chapter is about and then make a prediction based on the clues I found.)

5. Discuss what it means to “read strategically.”

➡ “Now let’s take a moment to think about what it means to read strategically so that you can understand and learn from what you are reading. What are some of the things you need to do to read strategically?”

(Elicit responses. Example responses include:

- You need to read smoothly, like Warren learned to move smoothly across the floor.
- You need to think about what you are reading so you know if you understand what you read. This is much like Warren monitoring his moves and skills to make sure they were coming together to demonstrate the dance.
- You need to know why you are reading, just like Warren needed to know why he had to do certain skills a particular way for a dance.)

“Super. This is exactly what we are going to do as we work through this section of the course on Strategy Integration. In order to get us started, I would like each of you to develop an action plan for becoming an expert strategic reader. Refer to the list of skills and strategies we discussed and the items we talked about that move you from learning a single strategy to strategically learning and performing.”

6. Guide students through the process of writing an action plan.

- Display and distribute *How Will I Get There?*
- Guide students through the process of developing an action plan for becoming a strategic reader.
- When students have completed their plans, ask a few students to share what they have written.

7. Conclude the discussion.

“You are now to the point where you are going to become just as smooth at reading as Warren is at dancing. You’re going to take all the individual reading skills that you’ve learned and put them together into a fluid and expert performance.”

1. Introduce the Strategy Integration process.

- Display *Strategy Integration*.
- Distribute one copy of *Strategy Integration* to each student.

“In general, the Strategy Integration process consists of three actions: ‘Know the Purpose for Reading,’ ‘Have a Conversation with the Text,’ and ‘Reflect on What You Read.’ (Point to each item on the whiteboard as you discuss it.) Let’s take a closer look at each of these actions now.”

2. Explain the first action, “Know the Purpose for Reading.”

Display *Know the Purpose for Reading*.

“The first action is ‘Know the Purpose for Reading.’ This involves answering two questions: ‘What academic assignment do I need to complete?’ and ‘What reading strategies can I use?’ (Point to the two questions.)

How Will I Get There?
An action plan for my future

One of my future hopes is to:

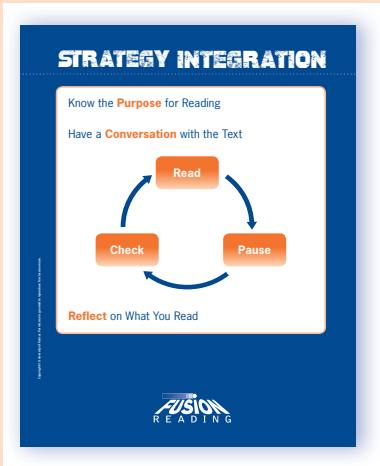
A goal that will enable me to obtain this hope:

To achieve this goal, I will do these things:	I will complete each task by:	Done?

FUSION Reading

How Will I Get There?

Provide an Overview of the Strategy Integration Process



Strategy Integration

“Now there are many different reasons for reading. We might read for enjoyment, we might read to learn how to do something, or we might read to complete a specific assignment. The Strategy Integration process is designed to help you with the reading assignments you get in school.”

➡ **“Think for a moment about the different academic classes you’ve had in the past: English, history, science, math. What are some of the assignments you’ve had to complete for those classes that involved reading?”**

(Elicit responses like the following: To read a passage and write a summary, a reaction, or an analysis; to read a passage and answer questions; to read a passage and prepare for a discussion or a test; to read a passage and compare two characters or events; to read a passage and apply something from it to a different situation.)

“Excellent. Knowing WHY you’re reading something is important because it’s going to affect HOW you read.

“For example, let’s say that your history teacher has asked you to read a chapter in your textbook and answer the questions at the end of that chapter.”

➡ **“What do you think your purpose would be with this assignment?” (To answer the questions at the end of the chapter.)**

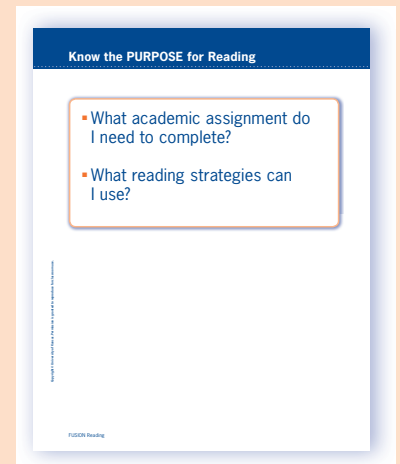
“Absolutely. Knowing this, an expert reader would probably look at those questions before he actually read the chapter. Then he’d probably try to find the answers to those questions as he read.

“Thus, before you ever begin to read, you should know what it is that you want to accomplish. In other words, what academic assignment do you need to complete? **(Point to the first question.)**

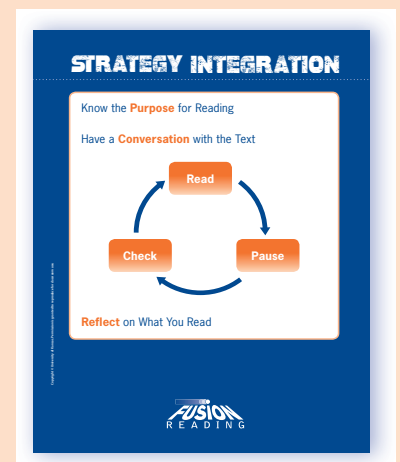
“You should also ask yourself, ‘What reading strategies can I use with this assignment?’ **(Point to the second question.)** Once you’ve identified these strategies, it’s time to begin reading.”

3. Introduce the second action, “Have a Conversation with the Text.”

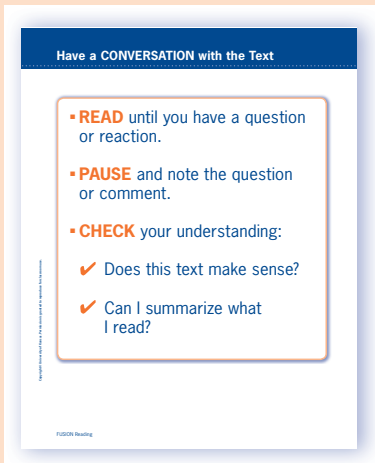
Display *Strategy Integration*.



Know the Purpose for Reading



Strategy Integration



Have a Conversation with the Text

“The second action in the integration process is to have a conversation with the text. (Point to the second action on the page.) To do this, you will quickly perform three simple actions over and over again: you’ll read, you’ll pause, and you’ll check your understanding. (Point to the cyclical diagram in the middle of the page.) Let’s take a look at this process.”

4. Explain how to have a conversation with the text.

- Display *Have a Conversation with the Text*.
- Point to each element on the page as you explain it.

“To have a conversation with a text, you begin reading. You read until you have a question or a reaction to the text.

“At that point, you pause and ask your question or state your thought. For example, you might say, ‘What does that mean?’ or ‘Uh-oh. I think something awful is going to happen.’ We will then write this question or statement in the margin of the text or on a sticky note to help us remember our thought.

“Then, you check your understanding. To do this, you begin by asking yourself if what you’ve read makes sense. It may or may not. If it does, great. If not, that’s okay, too. You may need to reread some of the text you just read. Alternatively, you may need to read MORE of the text.

“You can also check your understanding by trying to summarize what you just read.”

➡ **“Who knows what it means to summarize something?”**

“Yes. Putting something in your own words is a great way to make sure that you understand what you read.

“If your assignment was to answer specific questions, you might know the answer to one of those questions now. Thus, you might write that answer now. Alternatively, you could wait to write your answer until you’ve finished reading the whole assignment.

“Once you’ve checked your understanding (or written an answer to a question), you continue reading. You read until the text triggers another question or reaction. You then check your understanding and read some more. Thus, you repeat this process of reading, pausing, and checking until you have finished your passage—and maybe your assignment.”

5. Explain the last action, “Reflect on What You Read.”

Display *Reflect on What You Read*.

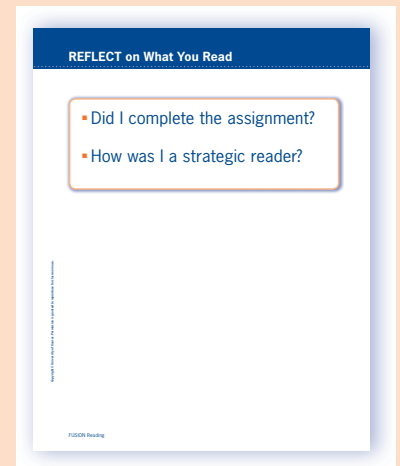
“Finally, once good readers finish their reading, they think about what they just did. First, they ask themselves whether they completed their assignment. **(Point to the first question.)** That is, are they ready for the upcoming discussion or test? Did they answer the assigned questions? Can they tell someone else what the book was about? If they still have work to do to complete their assignment, they do it.

“In addition, good readers think about the strategies they actually used while reading. **(Point to the second question.)** Did they use all the strategies they thought they would? Did they modify the strategies in any way? And which strategies actually worked the best?

“To do this, we will look back over the statements and questions we’ve written and identify which strategy or part of a strategy we used. For example, we might have used the Bridging Strategy to help us figure out how to pronounce a word. If that were the case, we would then write *Bridging* or *TBS* somewhere on our text. We might do this directly next to the place where we used the strategy. Alternatively, we might do it at the end of the text. As good readers perfect this skill, they make a mental note of the answers to these questions and file them away until the next time they have a similar assignment. At that time, they either use the same strategies, modify them, or try new ones.”

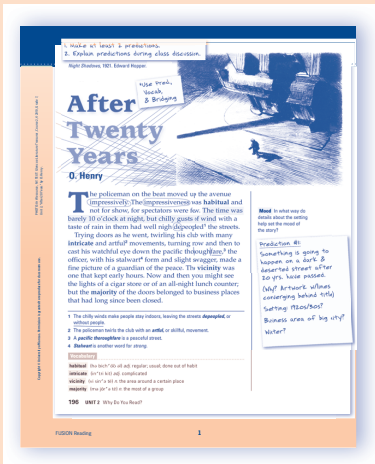
6. Conclude the overview of the Strategy Integration process.

“Now all of these actions may seem like a lot. However, expert readers don’t even think about all these things. They just do them. They quickly think about why they are reading a selection, and then they have a conversation with that text. Specifically, they read, pause, and check. Finally, they reflect on how they accomplished their task.



Reflect on What You Read

Lesson 1 continued



After Twenty Years Annotated

“Each of you knows a lot of really good reading strategies by now. And now you’re going to practice using them all together. However, instead of focusing on all the separate little steps to those strategies, you’re going to practice them in a very broad way. You’ll use materials similar to those you work with every day in school—materials from language arts, social studies, science, and math. And you’ll practice the integration process directly ON those materials, just like this person did when she read this passage. **(Display the first page of the annotated copy for After Twenty Years. Display other pages of the copy as you ask students questions about the passage.)**

“Let’s take a moment to look at this passage.”

➡ “What exactly has the reader done to the passage?”
(Written comments and questions all over it.)

“Is there evidence that she’s actually used the Strategy Integration process?” (Yes.)

“Right. What was the academic assignment the student needed to complete, and where do you see that?” (To make at least two predictions and explain those predictions during a class discussion. We see it at the top of the first page.)

“Has the reader had a conversation with the text?” (Yes.)

“How do you know that?” (By looking at all the questions and comments she’s written on her paper.)

“Has the reader taken time to reflect on her use of reading strategies?” (Yes.)

“How do you know that?” (By looking at the questions and comments written on the text, and by seeing that she wrote the names of each strategy used at the end of the text.)

“Excellent. This is exactly what you’ll start doing tomorrow with materials from your language arts class.”

Direct students to continue working on the selected vocabulary set.

“Today we began reading our class novel and using strategies as we read. You also got an overview of the Strategy Integration process. Tomorrow we’ll start working on integrating all of the strategies we’ve learned using materials from your language arts class.”

Begin Lesson 2 the next time your class meets.

Vocabulary

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Wrap-up

.....

Where to Go from Here

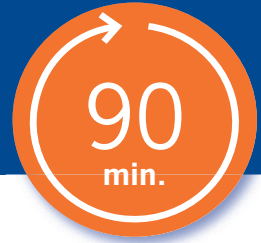
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Table of Contents

Lesson 1	Pretest	1
Lesson 2	An Introduction to Summarization	18
Lesson 3	Step 1: Preview the Selection	29
Lesson 4	Step 2: Paraphrase Each Paragraph.	44
Lesson 5	Step 3: Summarize the Selection.	66
Lesson 6	Verbal Rehearsal of the Steps	82
Lesson 7	Putting Everything Together.	95
Lesson 8	Practicing the Summarization Strategy.	108
Lesson 9	Posttest.	116
Lesson 10	Generalization of the Strategy	120
Answer Key	128

An Introduction to Summarization

Lesson 2



Time: 90 minutes

Overview: This lesson introduces students to the Summarization Strategy.

Objectives:

1. To engage students in reading high-interest novels
2. To engage students in wanting to learn the Summarization Strategy
3. To provide a model of the Summarization Strategy
4. To explain the rationale for learning the Summarization Strategy
5. To provide opportunities to apply the 7-Step Vocabulary Process

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
20	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading Novel. ▶ Forecast the Summarization Strategy. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>Lost and Found</i> <u>Student Materials</u> — Novel: <i>Lost and Found</i>
20	Kick Off the New Unit	<ul style="list-style-type: none"> ▶ Kick off the unit by showing a video clip of "The Three Doctors." ▶ Create a mission statement for George, Sam, and Rameck, the three doctors. ▶ Have students update their own mission statements. ▶ Introduce the new unit "The Summarization Strategy." 	<u>Teacher Materials</u> — Internet video clip of "The Three Doctors" <u>Student Materials</u> — Students' mission statements from <i>Possible Selves for Readers</i>
20	Introduce and Model the Summarization Strategy	<ul style="list-style-type: none"> ▶ Provide an overview of the Summarization Strategy. ▶ Introduce the passage <i>Schools Go Local for Better Food</i>. ▶ Demonstrate how to read the passage using the Summarization Strategy. 	<u>Teacher Materials</u> — <i>Schools Go Local for Better Food</i> PDF — <i>The Summarization Strategy Steps</i> PDF <u>Student Materials</u> — <i>Schools Go Local for Better Food</i> PDF
5	Rationale	<ul style="list-style-type: none"> ▶ Discuss rationales for using the Summarization Strategy. ▶ Discuss situations where the Summarization Strategy can be used. 	

Time	Agenda	Activity	Materials
15	Vocabulary	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. 	<u>Teacher Materials</u> — Vocabulary Set list <u>Student Materials</u> — Steno pad
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day's activities. ▶ Explain tomorrow's goals. 	

Notes:

An Introduction to Summarization

Lesson 2



Time: 2 days, 60 minutes each

Overview: This lesson introduces students to the Summarization Strategy.

Objectives:

1. To engage students in reading high-interest novels
2. To engage students in wanting to learn the Summarization Strategy
3. To provide a model of the Summarization Strategy
4. To explain the rationale for learning the Summarization Strategy
5. To provide opportunities to apply the 7-Step Vocabulary Process

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
15	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Read Novel. ▶ Forecast the Summarization Strategy. ▶ Integrate the 7-Step Vocabulary Process and other strategies learned. 	<u>Teacher Materials</u> — Novel: <i>Lost and Found</i> <u>Student Materials</u> — Novel: <i>Lost and Found</i>
20	Day 1 Kick Off the New Unit	<ul style="list-style-type: none"> ▶ Kick off the unit by showing a video clip of "The Three Doctors." ▶ Create a mission statement for George, Sam, and Rameck, the three doctors. ▶ Have students update their own mission statements. ▶ Introduce the new unit "The Summarization Strategy." 	<u>Teacher Materials</u> — Internet video clip of "The Three Doctors" <u>Student Materials</u> — Students' mission statements from <i>Possible Selves for Readers</i>
15	Day 2 Introduce and Model the Summarization Strategy	<ul style="list-style-type: none"> ▶ Provide an overview of the Summarization Strategy. ▶ Introduce the passage <i>Schools Go Local for Better Food</i>. ▶ Demonstrate how to read the passage using the Summarization Strategy. 	<u>Teacher Materials</u> — <i>Schools Go Local for Better Food</i> PDF — <i>The Summarization Strategy Steps</i> PDF <u>Student Materials</u> — <i>Schools Go Local for Better Food</i> PDF
5	Day 2 Rationale	<ul style="list-style-type: none"> ▶ Discuss rationales for using the Summarization Strategy. ▶ Discuss situations where the Summarization Strategy can be used. 	

Time	Agenda	Activity	Materials
15	Vocabulary	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. 	<u>Teacher Materials</u> — Vocabulary Set list <u>Student Materials</u> — Steno pad
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day's activities. ▶ Explain tomorrow's goals. 	

Notes:

Lesson 2

Warm-up

Thinking Reading

Kick Off the New Unit

- ▶ Display a daily warm-up question or vocabulary task.
- ▶ Review the day's agenda.

Review:

- ▶ The Thinking Reading novel
- ▶ Student expectations
 - Participate by reading
 - Answer questions
 - Ask questions
 - Use the reading strategies modeled by the teacher
 - Have fun reading!

While reading, remember to:

- ▶ Highlight new vocabulary
- ▶ Forecast, apply, and integrate the strategies
- ▶ Do an expert read with questions
- ▶ Do student reads with questions

1. Kick off the unit by showing a video clip of “The Three Doctors.”

“Do you remember the book *We Beat the Street*? Well, to kick off this unit, I’d like to show you a video clip that summarizes some of the things that the book’s authors have been doing over the past few years. Many of the things they have done reflect what they believe is their mission or overriding purpose in life. Watch the video and see if you can pick out their mission statements.”

Show the YouTube video clip

<http://www.youtube.com/watch?v=PTD61k1TVGI&feature=related>

2. Create a mission statement for George, Sam, and Rameck.

- Explain that you’d now like for students to help create a joint mission statement for George, Sam, and Rameck.
- On the whiteboard, write “Mission Statement.”
- Review with students that a mission statement includes ideas about what one wants to be, to be like, and to do in life. It is a short and powerful statement that helps define an individual’s purpose in life.
- Create a mission statement by asking the following kinds of questions:

➡ **“What was the pact that George, Sam, and Rameck originally made?” (They would stick together, go to college, graduate, and become doctors.)**

“How would you write some of the ideas that George, Sam and Rameck shared in the video as a mission statement?”

(Elicit a statement like, “We will stick together, go to college, graduate, and become doctors.” Write the statement on the whiteboard.)

“Did the boys achieve their goal?” (Yes.)

“Based on the video clip you’ve just seen, what NEW goals would you add to their mission statement? That is, what can we say about what do they want to be, do, and be like in life?” (Elicit statements like these: “We want to go back into our communities and show other children that they, too, can achieve the same kinds of things. We want to make an impact on the lives of other children and show them how to take control of their lives.” Add the new goals to the mission statement.)

3. Have students update their own mission statements.

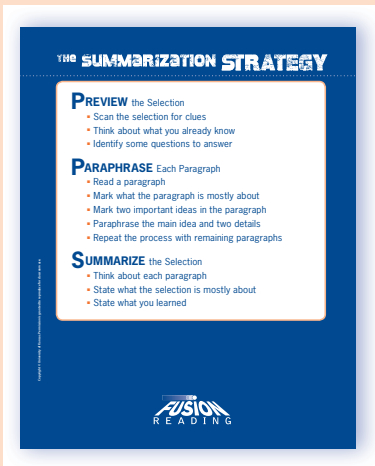
“Mission statements aren’t static things, then. They change as their authors change. Thus, I’d now like for you to take a few minutes to review the mission statement you created during *Possible Selves for Readers*. Is it still accurate? Is it still complete? Have you developed any new goals since writing this statement? If so, update your mission statement with a brief summary of those new hopes and dreams, just like we did for the three doctors. Remember, *Fusion Reading* is all about giving you the tools to accomplish your hopes and expectations for the future. So think deeply about your mission in life and what is truly important to you.”

- Give students a few minutes to update their mission statements.
- Ask a few students to share the summaries of their new goals.
- Make sure that students understand what a summary is, namely, a brief statement or recap of something in your own words.

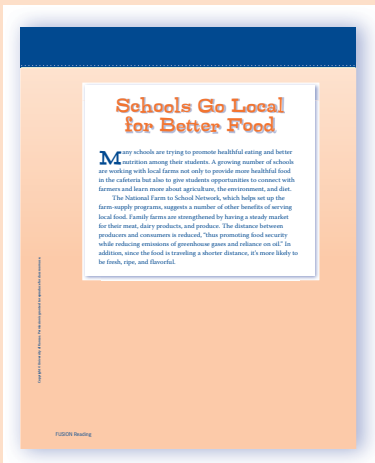
4. Introduce the new unit “The Summarization Strategy.”

“Having a clear sense of purpose or mission in life, like the three doctors in the video, is an essential first step in building a successful life. George, Sam, and Rameck provided information about their mission in life. You did the same thing during *Possible Selves for Readers*. Now, we will explore a valuable new tool that will, in all likelihood, help you accomplish your mission. That tool is called the Summarization Strategy. With this strategy, you’ll learn to read and comprehend material at a level that will enable you to have hundreds of careers: doctor, teacher, business person—whatever you want. Let’s take a look at this strategy now.”

Introduce and Model the Summarization Strategy



The Summarization Strategy Steps



Schools Go Local for Better Food

1. Provide a quick overview of the Summarization Strategy.

Display *The Summarization Strategy Steps* on the whiteboard.

Quickly review the steps of the strategy.

2. Introduce the passage *Schools Go Local for Better Food*.

- Distribute the passage. (If you prefer, select an article that you feel is more relevant or engaging to your students.)
- Explain that you will read the passage using the Summarization Strategy.

3. Demonstrate how to read the passage using the Summarization Strategy.

- If you wish, use the model script below for your model.
- Your goal is to quickly and efficiently demonstrate how the Summarization Strategy works to improve comprehension.

“I’m now going to show you how someone might read this passage using the Summarization Strategy. Watch and listen to me as I read and think aloud.”

Step 1: “Preview the Selection”

“The first step of the Summarization Strategy is “Preview the Selection.” I do this by just scanning the selection, not actually reading it. When scanning, I’ll look for clues to what the selection is about. Then I’ll figure out what I already know about those clues and ask myself a few questions about them. This process is very similar to what I learned to do with the Prediction Strategy.

“Okay, in this selection, I see the title is ‘Schools Go Local for Better Food.’ Scanning the passage, I see the words *schools*, *food*, and *farms* repeated several times. This makes me think that the passage might have something to do with the food served in schools.

“What do I already know about the food in schools? I know most of it tastes pretty awful. I also know some of it is not healthful. I wonder if something could be done to make it taste better and be more healthful.”

Step 2: “Paraphrase Each Paragraph”

“Now I’m ready for the second step of the Summarization Strategy, “Paraphrase Each Paragraph.” To do this step, I start by reading the first paragraph. (Read first paragraph aloud.)

“Many schools are trying to promote healthful eating and better nutrition among their students. A growing number of schools are working with local farms not only to provide more healthful food in the cafeteria but also to give students opportunities to connect with farmers and learn more about agriculture, the environment, and diet.”

“Next I will actually mark or highlight the sentence that tells me what the paragraph is mostly about. I’d say the main point of this paragraph is located in the first sentence **(mark or highlight “Many schools are trying to promote healthful eating and better nutrition among their students.”)**

“Now I will do the same for two important details. One important detail in this paragraph is located in the second sentence: a growing number of schools are working with local farms to provide healthful food. **(Underline “a growing number of schools are working with local farms . . . to provide healthful food.” Write the numeral 1 in the margin.)**

“Another important detail is located in the end of the second sentence: by working with local farms, schools are giving students an opportunity to learn more about agriculture, the environment, and diet.” **(Underline this portion of the sentence and write the numeral 2 in the margin.)**

“Before I read the next paragraph, I need to paraphrase the main idea and two details that I’ve just found. In other words, I need to put that information in my own words.

“Well, the main idea is located in the first sentence. **(Point to underlined statements.)** To paraphrase this, I think I’ll say, ‘Many schools are trying to encourage their students to eat healthful food.’ **(Write this statement on the whiteboard.)**

“Now I need to paraphrase the details I found. **(Point to underlined statements.)** To do this, I’ll put that information into my own words. For the first detail, I think I’ll say, ‘Many schools are working with local farms to provide healthful food in their cafeterias.’ For the second detail, I think I’ll say ‘One benefit of working with local farms is that students can learn about agriculture, the environment, and their diets.’ **(Write these phrases on the whiteboard.)**

Paraphrase Paragraph 2

“Now I need to paraphrase the second paragraph of this selection. To do this, I repeat the process I just went through with Paragraph 1. Thus, I begin by reading the paragraph. **(Read the second paragraph aloud.)**

“The National Farm to School Network, which helps set up the farm-supply programs, suggests a number of other benefits of serving local food. Family farms are strengthened by having a steady market for their meat, dairy products, and produce. The distance between producers and consumers is reduced, ‘thus promoting food security while reducing emissions of greenhouse gases and reliance on oil.’ In addition, since the food is traveling a shorter distance, it’s more likely to be fresh, ripe, and flavorful.”

“Now I will mark or highlight the sentence that tells me what the paragraph is mostly about. I’d say the main point of this paragraph is located in the first sentence. (Underline “other benefits of serving local food.”)

“Now I will mark or highlight two important details. One important detail is this: Family farms are strengthened by having a steady market for their meat, dairy products, and produce. (Underline this sentence in the paragraph. Write the number 1 by it.)

“Another important detail is found in the last sentence: since the food is traveling a shorter distance, it’s more likely to be fresh, ripe, and flavorful. (Underline this part of the last sentence. Write the number 2 by it.)

“Now I need to paraphrase this information or put it in my own words.

“To paraphrase what the paragraph is mostly about (point to the first underlined phrase), I’ll say, ‘There are several benefits to serving local food in schools.’ (Write this paraphrase on the whiteboard.)

“To paraphrase the first important detail (point to the first detail underlined), I think I’ll say, ‘Family farms benefit because they can sell their products to schools on a regular basis.’ (Write this paraphrase on the whiteboard.)

“To paraphrase the second important detail (point to the second detail underlined), I think I’ll say, ‘Another benefit is that food tastes better because it travels only a short distance between the local farm and school.’ (Write this paraphrase on the whiteboard.)

Step 3: “Summarize the Selection”

“Finally, I need to come up with a summary of the whole selection. To do this, I begin by looking at the paraphrases I wrote. (Re-read paraphrases aloud.)

“Okay. I think this entire selection is mainly about schools turning to local farms to provide students with healthful, better-tasting foods. (Write this statement on the whiteboard.)

“Other benefits include the facts that students end up learning about farming and nutrition, and local farms are strengthened because they gain steady customers.” (Add these statements to the last statement on the whiteboard.)

4. Conclude the model.

“There, that’s the Summarization Strategy. You can use it on short selections like this two-paragraph article, or you can use it on longer selections, like chapters in a textbook. The purpose of the Summarization Strategy is to help you better understand the material you read.”

1. Discuss rationales for using the Summarization Strategy.

“When you use the Summarization Strategy, you’re actively involved, thinking and asking yourself questions. Plus, when you put information into your own words, you must really think about what you’ve read. By doing this, you become more likely to understand and remember it.”

➡ “How will using the Summarization Strategy help you when reading information from your classroom textbooks or when taking the state assessment?”

➡ “How will using the Summarization Strategy help you in your classes or at home?”

2. Discuss situations where the Summarization Strategy can be used.

“You can use the Summarization Strategy any time you read something with multiple paragraphs and you want to make sure you understand and remember the information.”

➡ “Can you think of some situations where it is important to understand and remember information?” (Elicit responses such as preparing for tests, reading work-related materials, helping friends or siblings with homework, reading the newspaper, reading articles on the Internet.)

“You can also use the strategy to read stories or novels. Using the strategy with stories helps you understand and remember key parts of the story. It also enables you to enjoy the story more by making connections between actions and noticing details like the setting and characters.”

Rationale

Vocabulary

Direct students to continue working on the selected vocabulary set.

Wrap-up

“Today, we discussed the idea of summarizing the texts that we read. I gave you a brief demonstration of what this might look like, and we talked about the benefits of learning the Summarization Strategy. On top of this, we continued our Thinking Reading and vocabulary work.

“Tomorrow, you will begin learning the Summarization Strategy. You’ll also have an opportunity to participate in Thinking Reading and work on your vocabulary.”

Table of Contents

Lesson 1	Pretest and Introduction to the PASS Strategy	1
Lesson 2	Modeling the PASS Strategy	13
Lesson 3	Verbal Rehearsal of the PASS Strategy	22
Lesson 4	Guided Practice of the PASS Strategy	33
Lesson 5	Partner and Individual Practice of the PASS Strategy	45
Lesson 6	Posttest.	56

Pretest and Introduction to the PASS Strategy

Lesson 1



Time: 90 minutes

Overview: This lesson introduces students to the PASS Strategy.

Objectives:

1. To find out how students currently take standardized reading tests
2. To engage students in wanting to learn the PASS Strategy
3. To briefly explain the steps of the PASS Strategy
4. To enlist students' commitment to learn the strategy

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
15	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Integrate all the reading strategies learned as you read the novel. 	<u>Teacher Materials</u> — Novel: <i>Until We Meet Again</i> <u>Student Materials</u> — Novel: <i>Until We Meet Again</i>
10	Tie the New Strategy to Possible Selves for Readers	<ul style="list-style-type: none"> ▶ Connect students' dreams to their ability to take standardized tests. <ul style="list-style-type: none"> • Have students identify a career goal on their Possible Selves Trees. • Have students identify tests they will have to pass to achieve their goal. ▶ Provide a rationale for learning the PASS Strategy: to improve students' ability to take standardized tests and achieve their goals. 	<u>Teacher Materials</u> — <i>Examples of Standardized Reading Tests</i> PDF <u>Student Materials</u> — Students' Possible Selves Trees
15	Conduct the Pretest	<ul style="list-style-type: none"> ▶ Introduce the pretest. ▶ Distribute the pretest and the <i>Response Sheet</i>. ▶ Provide instructions for the pretest. ▶ Provide students with approximately 10 minutes to complete the pretest. 	<u>Teacher Materials</u> — <i>Wheelchair Rugby</i> PDF OR A standardized reading assessment from your state — <i>Response Sheet</i> PDF — <i>Example Response Sheet #1 and #2</i> PDF — <i>Pretest/Posttest Response Score Sheet I</i> -PDF — <i>Pretest/Posttest Response Score Sheet Example 1 and Example 2</i> PDF — <i>Pretest/Posttest Scoring Guidelines</i> , p. 11

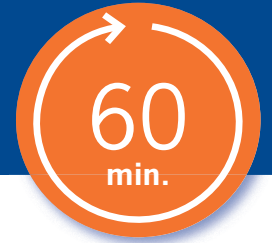
Lesson 1 continued

Time	Agenda	Activity	Materials
	<i>continued</i>		<u>Student Materials</u> — <i>Wheelchair Rugby</i> PDF OR A standardized reading assessment from your state — <i>Response Sheet</i> PDF
15	Provide an Overview of the PASS Steps	<ul style="list-style-type: none"> ▶ Introduce the PASS Steps. ▶ Briefly explain the “P” Step. ▶ Briefly explain the “A” Step. ▶ Briefly explain the first “S” Step. ▶ Briefly explain the second “S” Step. ▶ Conclude your introduction to the steps. 	Teacher Materials — <i>The PASS Steps</i> PDF Student Materials — <i>The PASS Steps</i> PDF
10	Commitment and Goal Setting	<ul style="list-style-type: none"> ▶ Discuss the purpose for setting a goal. ▶ Write out a goal and sign the commitment statement. 	Teacher Materials — <i>Commitment and Goal Setting</i> PDF Student Materials — <i>Commitment and Goal Setting</i> PDF
15	Vocabulary	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. 	Teacher Materials — Vocabulary Set list Student Materials — Steno pad
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day’s activities. ▶ Explain tomorrow’s goals. 	

Notes:

Pretest and Introduction to the PASS Strategy

Lesson 1



Time: 2 days, 60 minutes each

Overview: This lesson introduces students to the PASS Strategy.

Objectives:

1. To find out how students currently take standardized reading tests
2. To engage students in wanting to learn the PASS Strategy
3. To briefly explain the steps of the PASS Strategy
4. To enlist students' commitment to learn the strategy

Time	Agenda	Activity	Materials
5	Warm-up	<ul style="list-style-type: none"> ▶ Conduct a warm-up activity. ▶ Review the day's agenda. 	
15	Thinking Reading	<ul style="list-style-type: none"> ▶ Read the Thinking Reading novel. ▶ Integrate all the reading strategies learned as you read the novel. 	<u>Teacher Materials</u> — Novel: <i>Until We Meet Again</i> <u>Student Materials</u> — Novel: <i>Until We Meet Again</i>
10	Day 1 Tie the New Strategy to Possible Selves for Readers	<ul style="list-style-type: none"> ▶ Connect students' dreams to their ability to take standardized tests. <ul style="list-style-type: none"> • Have students identify a career goal on their Possible Selves Trees. • Have students identify tests they will have to pass to achieve their goal. ▶ Provide a rationale for learning the PASS Strategy: to improve students' ability to take standardized tests and achieve their goals. 	<u>Teacher Materials</u> — <i>Examples of Standardized Reading Tests</i> PDF <u>Student Materials</u> — Students' Possible Selves Trees
10	Day 1 Conduct the Pretest	<ul style="list-style-type: none"> ▶ Introduce the pretest. ▶ Distribute the pretest and the <i>Response Sheet</i>. ▶ Provide instructions for the pretest. ▶ Provide students with approximately 10 minutes to complete the pretest. 	<u>Teacher Materials</u> — <i>Wheelchair Rugby</i> PDF OR A standardized reading assessment from your state — <i>Response Sheet</i> PDF — <i>Example Response Sheet #1 and #2</i> PDF — <i>Pretest/Posttest Response Score Sheet I</i> -PDF — <i>Pretest/Posttest Response Score Sheet Example 1 and Example 2</i> PDF — <i>Pretest/Posttest Scoring Guidelines</i> , p. 11

Lesson 1 continued

Time	Agenda	Activity	Materials
	<i>continued</i>		<u>Student Materials</u> — <i>Wheelchair Rugby</i> PDF OR A standardized reading assessment from your state — <i>Response Sheet</i> PDF
10	Day 2 Provide an Overview of the PASS Steps	<ul style="list-style-type: none"> ▶ Introduce the PASS Steps. ▶ Briefly explain the “P” Step. ▶ Briefly explain the “A” Step. ▶ Briefly explain the first “S” Step. ▶ Briefly explain the second “S” Step. ▶ Conclude your introduction to the steps. 	<u>Teacher Materials</u> — <i>The PASS Steps</i> PDF <u>Student Materials</u> — <i>The PASS Steps</i> PDF
10	Day 2 Commitment and Goal Setting	<ul style="list-style-type: none"> ▶ Discuss the purpose for setting a goal. ▶ Write out a goal and sign the commitment statement. 	<u>Teacher Materials</u> — <i>Commitment and Goal Setting</i> PDF <u>Student Materials</u> — <i>Commitment and Goal Setting</i> PDF
15	Vocabulary	<ul style="list-style-type: none"> ▶ Apply the 7-Step Process with vocabulary words. 	<u>Teacher Materials</u> — Vocabulary Set list <u>Student Materials</u> — Steno pad
5	Wrap-up	<ul style="list-style-type: none"> ▶ Review the day’s activities. ▶ Explain tomorrow’s goals. 	

Notes:

Lesson 1

- ▶ Display a daily warm-up question or vocabulary task.
- ▶ Review the day's agenda.

Review:

- ▶ The Thinking Reading novel
- ▶ Student expectations
 - Participate by reading
 - Answer questions
 - Ask questions
 - Use the reading strategies modeled by the teacher
 - Have fun reading!

While reading, remember to:

- ▶ Highlight new vocabulary
- ▶ Integrate strategies
- ▶ Do an expert read with questions
- ▶ Do student reads with questions

1. Connect students' dreams to their ability to take standardized tests.

- Have students locate their completed Possible Selves trees.
- Tell them to look at their career branch and identify one of their hopes or dreams for the future in a career area. Ask for volunteers to share some of their dreams about careers.
- Next, ask students to explore and identify any possible tests they might have to take to make this dream a reality.
- Discuss the different kinds of tests students must take to reach their dreams and how students feel about taking those tests.
- If you wish, display *Examples of Standardized Reading Tests* and discuss which of these tests students have already taken or might need to take in the future.
- Close with a comment like, "It seems clear that many career paths contain gateways that require the taking and passing of tests. Our next strategy is designed to give you the tools to get through those gateways and on to your career goals."

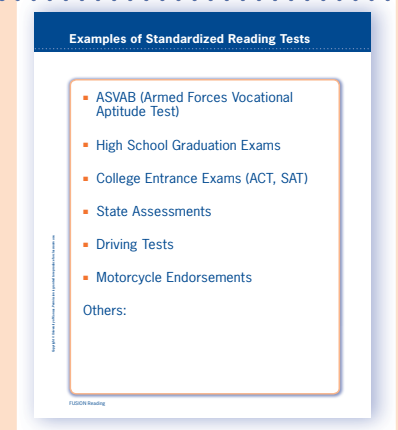
2. Provide a rationale for learning the PASS Strategy.

"When you take a test—any test—you are actually being tested on two things: how much you know about the subject and how much you know about taking a test. Today, you're going to begin learning a new strategy called the PASS Strategy. This strategy will increase your ability to take standardized reading tests like the ones we just discussed. In doing so, it will also help you feel more confident about your test-taking ability."

Warm-up

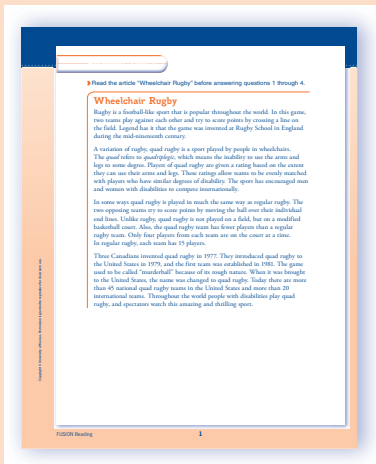
Thinking Reading

Tie the New Strategy to Possible Selves for Readers



Examples of Standardized Reading Tests

Conduct the Pretest



Wheelchair Rugby

Response Sheet

1. Introduce the pretest.

“Before we begin learning this strategy, however, I’d like to find out what you already know about taking standardized tests. Thus, we’re going to begin with a short pretest. You won’t actually have to answer the questions on the pretest—you’ll just tell me how you’d go about answering the questions. Let’s take a look at the pretest now.”

2. Distribute the pretest and the *Response Sheet*.

- Distribute the pretest and questions provided with this lesson, *Wheelchair Rugby*, or a sample of a standardized reading test for your state.
- Distribute one *Response Sheet* to each student for whatever pretest you use.

3. Provide instructions for the pretest.

“This is a copy of an actual standardized reading test. **(Display the reading pretest, *Wheelchair Rugby*.)** Please do not answer the questions. Instead, review the materials and then write down exactly what you’d do if you had 20 minutes to take the test. Please write down each action you’d take in one of the boxes on this response sheet. Try to write down as many things as possible.” **(Display the *Response Sheet*.)**

4. Provide students with approximately 10 minutes to complete the pretest.

- Circulate as students work.
- Once students have finished, collect all the response sheets, but tell students to save the pretest for later use.
- Score the response sheets at a later time according to the criteria in the *Pretest/Posttest Scoring Guidelines* at the end of this lesson.

1. Introduce the PASS Steps.

- Display *The PASS Steps*.
- Distribute one copy of *The PASS Steps* to each student.

“The PASS Strategy consists of four steps, which we’ll call the PASS Steps. Each step will cue you to take certain actions during standardized reading tests. You can remember these steps by thinking of the word *pass*, because that’s what these steps will enable you to do—pass the standardized test. As we discuss the steps of PASS, see how they compare to the test-taking strategies you already use and listed during the pretest.”

2. Briefly explain the “P” Step.

“The first step, ‘Prepare to Succeed,’ has two parts: say an affirmation and review the time allotment.”

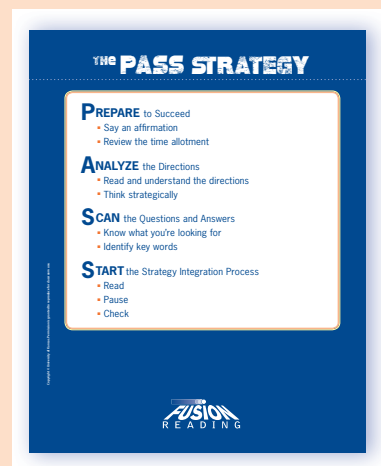
- ➡ “Who can tell me what an affirmation is?”
(Repeated positive statements about what one wants to happen.)
- “What’s an example of an affirmation?”
(I studied this material so I know I’ll do well.)
- “Why are affirmations helpful?”
(Repeating positive statements triggers positive actions.)
- “Great. Now let’s talk briefly about the second action—review the time allotment. Who can tell me what a time allotment is?” (The amount of time you have to take the test.)
- “Right. Most standardized tests are timed. That means you have only a certain number of minutes to complete it, so you need to figure out how much time you can devote to each section of the test.”

3. Briefly explain the “A” Step.

“The second step, ‘Analyze the Directions,’ also has two parts: read and understand the directions and think strategically.”

- ➡ “If a test is timed, why should you analyze its directions? Isn’t this actually wasting time when you could be answering the questions?” (No, because the directions tell you what you need to do and look for.)
- ➡ “Great. Now let’s think about the phrase ‘think strategically.’ What are some of the reading strategies you’ve learned in this course?” (Vocabulary, Prediction, Summarization, Bridging, etc.) “Right. Thus, ‘think strategically’ means you should think about these strategies and decide which ones will work best with the test you are taking.”

Provide an Overview of the PASS Steps



The PASS Steps

4. Briefly explain the first “S” Step.

“Once you’ve analyzed the directions, you move to the third step, ‘Scan the Questions and Answers.’

➡ **“Who can tell me what it means to scan a passage?”**
(To look it over quickly.)

“Right. You’re not reading the text word-for-word. Instead, you’re skimming it quickly. In this case, you scan the questions and answers for two reasons. First, you want to get some idea of the questions you’ll need to answer. Second, you want to identify some key words in those questions so you can look for those words when you’re actually reading the passage.”

5. Briefly explain the second “S” Step.

“The final step of PASS is the biggest step of the strategy: ‘Start the Strategy Integration Process.’”

➡ **“Who remembers this process and the basic actions you perform while reading?”** (Elicit responses.)

“Right. When you are reading a passage and using the Strategy Integration process, you use *Fusion Reading* strategies while you perform three basic actions over and over again: read, pause, and check. With standardized reading tests, you read until you have a reaction or question about the text. For example, you might see one of the key words you identified when scanning the questions. At that point you’ll pause. Then you’ll check the question and your understanding. Does the information you just read answer the question? If so, you mark the answer. Then you’ll repeat this process until you finish reading the passage.”

6. Conclude your introduction to the steps.

“I’ll go over these steps a lot more carefully as we learn this strategy. For now, though, I just wanted you to have an idea of what the strategy you’ll be learning looks like.”

➡ **“Does anyone have any questions so far?”**

1. Introduce the Success Formula.

Write “SUCCESS” on the far right-hand side of the whiteboard.

“Each of you has established specific goals related to becoming a successful reader. You now have the opportunity to learn the PASS Strategy, which is one of the primary strategies used by proficient readers.” (Remind students of their goals from

Possible Selves for Readers, and how the ability to do well on standardized tests will help them accomplish their goals.)

➡ **“What would success as a reader consist of as far as you’re concerned?”** (Elicit examples of success. Prompt specific examples related to reading, such as “A passing score on high school or college exams.” Write a few of the examples under “SUCCESS” on the whiteboard.)

2. Introduce the PASS Strategy as part of the Success Formula.

Write “PASS Strategy” on the far left-hand side of the whiteboard and an equal sign to the left of “SUCCESS.” Your formula should look like this:

PASS Strategy = SUCCESS

“I know this strategy and have taught it to several other students who, as a result of learning it and changing it to fit their needs, have achieved the kinds of success you seek. What I bring to this learning situation is knowledge of the strategy and knowledge of the instructional procedures to be used to help you learn the strategy.”

3. Introduce student effort as part of the Success Formula.

➡ **“No matter how well designed the strategy is and no matter how well I teach it, the instruction won’t work unless what happens?”** (Elicit a response like, “I make it work for me” or “I try hard.”)

“Good thinking! Your effort—that is, your willingness to work with the strategy and adapt or change it to fit your own needs plus your willingness to consistently try hard—completes the formula.”

Write “Effort” between “PASS Strategy” and “SUCCESS,” and write a plus sign (+) between “PASS Strategy” and “Effort.” Your formula should look like this:

PASS Strategy + Effort = SUCCESS

4. Make your commitment to students.

“As the Success Formula indicates, you and I need to form a partnership to create success for you in the area of reading. I need to work hard at teaching, and you need to work hard at learning. I am willing to commit to you that I will do my very best to teach you the PASS Strategy.”

The worksheet is titled "Commitment and Goal Setting" in a blue header. It is divided into two main sections: "Teacher" and "Student". The "Teacher" section includes a box for "Write the Success Formula:" with three lines, followed by a statement "I am willing to commit to you that I will do my best to teach you the PASS Strategy." and lines for "Signed" and "Date". The "Student" section includes a box for "Write a goal statement:" with three lines, preceded by a statement "I want to learn a strategy that will help me perform at a high level on state assessments, college entrance exams, and other standardized reading tests." and lines for "Signed" and "Date". A small "FUSION Reading" logo is at the bottom left.

Commitment and Goal Setting

- Distribute one copy of *Commitment and Goal Setting* to each student.
- Sign your name on each sheet if you haven't already done so.

5. Obtain each student’s commitment.

“Now that I have made a commitment to you to work hard at teaching, and I have written a success goal to that effect, it’s your turn to indicate what you are willing to bring to the partnership and to write a goal.”

- Prompt the student to write a goal indicating his or her commitment to learn a strategy for becoming a better reader. Have him or her write and sign a long-term goal to that effect (e.g., “I want to learn a strategy that will help me improve my skill at understanding what I read so that I perform at a high level on important materials that I read at home or on the job.”)
- Place the signed goal statement in the student’s folder.
- If the student indicates that he or she does not wish to write a goal about learning such a strategy, or seems uncertain, spend additional time explaining, in a matter-of-fact way, how the strategy might help him or her in required high school or college courses, in job-training courses, and in other situations related to the student’s long-term goals. If he or she still does not wish to write a goal to learn the strategy, invite the student to attend the discussion for the PASS Strategy. Often, when such a student sees that other students are willing to learn a strategy and realizes that the strategy appears simple, he or she will want to learn it, too. This approach is preferable to forcing a student to commit to learning a strategy, since students need to perceive themselves as being in control and responsible for choosing what they learn in order to become successful learners.

Vocabulary

Wrap-up

Direct students to continue working on the selected vocabulary set.

“Today we applied all the strategies we’ve learned so far during Thinking Reading. We started learning the PASS Strategy. We discussed the rationale for learning this strategy and set a goal to learn it. I showed and explained to you the steps of the strategy, and tomorrow we will begin to practice them.”

Pretest/Posttest Scoring Guidelines

To score pretests and posttests, use the *Pretest/Posttest Response Score Sheet*. Students receive two scores on each score sheet: a “Total Correct Responses Score” and a “PASS Strategy Mastery Score.”

Total Correct Responses Score: In the first column, mark each statement that relates to the PASS Strategy with a “C” for *Correct*, and each statement that does not relate to the PASS Strategy with an “I” for *Incorrect*. Tally the number of correct responses and record that number on the score sheet after “Total Correct Responses.”

PASS Strategy Mastery Score: For each correct response in Column 1, place a check mark under the column containing the name of the corresponding PASS Step. For example, if a statement relates to the “Prepare to Succeed” Step, place a check mark in that column. Students may make multiple statements about a step, but to reach mastery, they must make at least one correct statement for ALL of the PASS Steps.

You will need to use your judgment, but the following responses are examples of acceptable statements:

- Say an affirmation.
- Pay attention to the time allotment.
- Figure out how much time to spend on each section of the test.
- Think strategically.
- Make sure I understand the directions.
- Use the *Fusion Reading* strategies.
- Use the Prediction Strategy (or any of the individual *Fusion Reading* strategies).
- Scan the test questions for possible clues.
- Know the purpose for reading the passage.
- Read, pause, and check while I read.
- Answer all of the test questions.

On *Example Response Sheet #1* (PDF), there is at least one statement for each PASS Step. Thus, the total mastery score for Response Sheet #1 is 100%. See *Pretest/Posttest Response Score Sheet Example 1* (PDF).

On *Example Response Sheet #2* (PDF), the first four responses do not relate to the PASS Steps. The only response that relates to the PASS Steps is, “Use *Fusion Reading* strategies as I read.” Thus, the total mastery score for Response Sheet #2 is 25%. See *Pretest/Posttest Response Score Sheet Example 2* (PDF).

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READING

THE PREDICTION STRATEGY



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The Prediction Strategy

Table of Contents

Assignment Sheet	1
TPS Practice Record Form	2
The Prediction Strategy Progress Chart	3
Prediction Passages	Prediction Comprehension Tests
1A: Down on the Farm. 4	Comprehension Test 1A61
1B: The Dragonfly 6	Comprehension Test 1B62
1C: Clean Your Teeth Well 7	Comprehension Test 1C63
1D: John Ericsson, Inventor 8	Comprehension Test 1D64
1E: The Ships of Salem.....10	Comprehension Test 1E65
2A: Fables12	Comprehension Test 2A66
2B: The Need for Power13	Comprehension Test 2B67
2C: Early Olympics.....15	Comprehension Test 2C68
2D: The National Anthem.....17	Comprehension Test 2D69
2E: A Western Roundup.....19	Comprehension Test 2E70
3A: To Be a Knight21	Comprehension Test 3A71
3B: People and Myths.....23	Comprehension Test 3B72
3C: King Me!25	Comprehension Test 3C73
3D: Ending the Slave Trade27	Comprehension Test 3D74
3E: The True Fish.....29	Comprehension Test 3E75
4A: The Bobcat30	Comprehension Test 4A76
4B: America's Roads.....32	Comprehension Test 4B77
4C: Crickets, Grasshoppers, and Katydid.....34	Comprehension Test 4C78

Prediction Passages continued

4D: Leif the Lucky	36
4E: Fencing.	38
5A: Go with the Flow.	40
5B: Give Me a Brake.	42
5C: Weapons of War.	43
5D: Building Roads	45
5E: The Changing Zoo	47
6A: A Daily Record	49
6B: A Romantic Weapon	50
6C: Solar System.	52
6D: Seeker of Gold.	54
6E: White and Bright	56

Prediction Comprehension Tests continued

Comprehension Test 4D	79
Comprehension Test 4E	80
Comprehension Test 5A	81
Comprehension Test 5B	82
Comprehension Test 5C	83
Comprehension Test 5D	84
Comprehension Test 5E	85
Comprehension Test 6A	86
Comprehension Test 6B	87
Comprehension Test 6C	88
Comprehension Test 6D	89
Comprehension Test 6E	90

America's Roads

by Sol Fried

The first paved road in the world is believed to have been built in about 2500 BC in Egypt to aid the construction of the Great Pyramids. The first organized road building was done in western Asia. The most famous road builders, however, were the Romans. They built roads for military and trade use throughout Europe and Britain.

The first major road system in the United States began to take shape in the late 18th century. Following the American Revolution, stagecoaches were in general use, and there was a demand for surfaced, all-weather roads. In 1806, Congress authorized construction of the Cumberland Road. It ran between Cumberland, Maryland, and Vandalia, Illinois. The Cumberland Road opened up the American West.

At this time, many of the roads in the eastern United States were turnpikes, or toll roads. Travelers paid a fee to use them. Turnpikes were surfaced with tree trunks that were laid across the width of the road, forming a so-called corduroy road. Other roads were plank roads, paved with split logs. America's early highway designs were largely the work of Europeans. Two Scottish engineers pioneered the use of pavements built of broken stone carefully placed in layers and well compacted. In England, John Metcalf was the first engineer to design roads that had adequate drainage.

Beginning in 1910, modern road-building techniques began to evolve rapidly. Hundreds of miles of concrete and asphalt pavements were laid. In 1921, Congress made the first move toward creating a national integrated road system by passing the first federal-aid highway law. Under this law, states were eligible for financial help in building main rural roads. In turn, they were required to maintain the roads.

Today, taxes are paid by motorists when they buy gasoline, oil, tires, and other supplies. The federal government collects the taxes and places

them in the Highway Trust Fund. These taxes are then distributed to the states for use in road construction and improvement. Each state also collects road-user taxes. Additional funds are raised through tolls and financial bonds.

New types of roads have been proposed for the future. Over time, heavy trucks can cause serious damage to pavements. It has been proposed that special roads be built for use only by trucks. Also proposed has been the building of an electronic highway with a remote-control system. It would automatically guide vehicles from their point of entry to the desired exit.



Name: _____

Date: _____

America's Roads

- _____ 1. The first paved road was built in
 - a. Rome.
 - b. Greece.
 - c. Egypt.
- _____ 2. Early turnpikes were surfaced with
 - a. tar.
 - b. tree trunks.
 - c. slate.
- _____ 3. Money for road construction comes from
 - a. taxes and tolls paid by motorists.
 - b. property taxes.
 - c. businesses.
- _____ 4. The first federal-aid highway law provided
 - a. financial help to states for building roads.
 - b. benefits for people robbed on the highways.
 - c. aid to the poor.
- _____ 5. Roads built today are composed of
 - a. railroad ties.
 - b. concrete and asphalt.
 - c. bricks.
- _____ 6. From the article you can conclude that taxes paid by motorists
 - a. provide enough money to maintain our roads.
 - b. should be used for purposes other than road maintenance.
 - c. do not provide sufficient funds for road maintenance.
- _____ 7. From the article you can conclude that before engineer John Metcalf designed the first roads with adequate drainage,
 - a. flooding on roads was a problem.
 - b. cars used bridges.
 - c. there were many road accidents.
- _____ 8. The article's author wants you to understand that the U.S. highway system is
 - a. run by the states.
 - b. regulated by the government.
 - c. in danger of bankruptcy.
- _____ 9. New types of roads have been proposed for the future, which suggests that
 - a. there is a need for change in road construction.
 - b. most of our roads are outdated.
 - c. our highway system is poorly managed.
- _____ 10. One possible advantage of an electronic highway is that
 - a. guided vehicles would have fewer accidents.
 - b. cars would go faster.
 - c. tolls would be lower.

SCORE: _____ /10

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FUSION
READING

THE BRIDGING STRATEGY

READING WORKOUT



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The Bridging Strategy

Table of Contents

Assignment Sheets	1
Stretch	
Closed Syllable	3
Open Syllable	7
VCE, Closed, and Open Syllables	11
Vowel Units	15
R-controlled Vowels	23
Consonant Unit Sounds	27
Word Beginnings and Endings	31
Syllables	35
Train	
Progress Chart	37
“P” Step	39
“A” Step	57
“R” Step	75
“P-A-R” Steps	93
Scrimmage	
Comprehension Progress Chart	101
Fluency Progress Chart	103
Passages and Comprehension Tests	105

Assignment Sheet

Name: _____

Stretch					
Date	Stretch #	Date	Stretch #	Date	Stretch #

Train					
Date	Train #	Date	Train #	Date	Train #

Scrimmage					
Date	Level/Pg. #	Date	Level/Pg. #	Date	Level/Pg. #

Assignment Sheet

Name: _____

Stretch					
Date	Stretch #	Date	Stretch #	Date	Stretch #

Train					
Date	Train #	Date	Train #	Date	Train #

Scrimmage					
Date	Level/Pg. #	Date	Level/Pg. #	Date	Level/Pg. #

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Marking
Model
hat
non
sud
Guided Practice
hot
ish
ment
Individual/Partner Practice
fat
bet
rob
tum
il

Listening
Model
Guided Practice
Individual Practice

Marking
Model
slo
me
la
Guided Practice
tu
so
li
Individual/Partner Practice
gra
clo
fru
ha
ni

Listening
Model
Guided Practice
Individual Practice

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VCE, Closed, and Open Syllables

Stretch 3A

Marking	Syllable	Saying
Model	Model	Model
maze		
pro		
lest		
Guided Practice	Guided Practice	Guided Practice
gasp		
ro		
cave		
Individual/Partner Practice	Partner Practice	Individual Practice
sho		
plate		
snab		
rame		
su		

Marking	Saying
Model	Model
stray	
cheap	
light	
Guided Practice	Guided Practice
float	
fright	
essay	
Individual Practice	Individual Practice
low	
roast	
peace	
cay	
claim	

R-controlled Vowels

Stretch 6A

Marking	Saying
Model	Model
cor	
sharp	
ver	
Guided Practice	Guided Practice
birth	
turb	
thirst	
Individual Practice	Individual Practice
nor	
cir	
tar	
burb	
ber	

Marking	Syllable	Say It
Model	Model	Model
grat		
swim		
click		
Guided Practice	Guided Practice	Guided Practice
pride		
skip		
sprite		
Individual or Partner Practice	Partner Practice	Partner Practice
squib		
front		
must		
wrote		
scratch		

Listening
Model
Guided Practice
Individual Practice

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Word Beginnings and Endings

Stretch 8A

Marking & Saying		
Model		
unacceptable	persecution	bilateral
Guided Practice		
inaccessible	predicament	transmit

Partner Practice	
distrust	insanity
prepared	debate
community	catatonic
organize	distance
unfairly	affect
unwise	forecaster
nondrinker	indebted
prefabricate	expensive
translate	exceeding

Individual Practice
imprint
multicolor
irresponsive
pretend
accentuate
perfume
subtraction
unwilling
delusion

Marking	Syllable Formula	Saying
Model	Model	Model
utmost		
burrow		
omit		
Guided Practice	Guided Practice	Guided Practice
scarlet		
permit		
chorus		

Partner Practice	Partner Practice	Individual Practice
swallow		
target		
closet		
basket		
person		

Instructions: Use the “P” Step of the Bridging Strategy to divide each word into smaller chunks. Be prepared to pronounce the words.

1. manage

Brent has been able to manage his money for years.

2. recognize

Did you recognize Marina with her new haircut?

3. satisfy

To satisfy your hunger, be sure to eat three meals a day.

4. accent

Emily has a beautiful British accent.

5. habit

Brushing your teeth three times a day is a good habit to have.

6. salesman

Peter works as a computer salesman.

7. action

Action speaks louder than words.

8. wagon

The old wagon rolled slowly down the road.

9. supreme

“You have done a supreme job!” Betsy said.

10. distance

What is the distance between San Diego and Los Angeles?

Instructions: Use the “A” Step of the Bridging Strategy to divide each word into smaller chunks. Be prepared to pronounce the words.

1. **impossible**

Kevin found the assignment impossible to complete.

2. **history**

All students must enroll in American history.

3. **projection**

The blank wall served as a makeshift projection screen.

4. **direction**

In which direction should I turn to get to your house?

5. **adventure**

My friends had a grand adventure while camping this summer.

6. **weather**

The weather has been beastly hot for several weeks now.

7. **perfect**

Your penmanship is perfect.

8. **disappoint**

Nick did not want to disappoint his parents.

9. **automobile**

Henry Ford was an automobile manufacturer.

10. **subcontinent**

Ellen planned a safari on the subcontinent of southern Africa.

Instructions: Use the "R" Step of the Bridging Strategy to divide each word into smaller chunks. Write the syllable formula(s) in the box provided. The formulae are vc|cv, v|cv, vc|v, and vce. You may need more than one formula. Be prepared to pronounce the words.

Example

1. **i|dent|if|ic|ation**

v|cv vc|cv

Did you remember to bring your school *identification* card to the dance?

1. **somersault**

Kendra turned one *somersault* after another.

2. **spectac|le**

The fireworks display proved to be quite the *spectacle*.

3. **com|merci|al**

Is there really such a thing as *commercial*-free TV?

4. **govern|or**

Governor Smith signed the law into effect.

5. **generos|ity**

"Your *generosity* is greatly appreciated," Tom said.

Instructions: Use the P-A-R Steps of the Bridging Strategy *as needed* to divide each word into smaller chunks. Write the syllable formula(s) in the box provided. The formulae are closed, open, vc|cv, v|cv, and vc|v. You may need more than one formula. Be prepared to pronounce the words.

Example**1. identification**

v | cv vc | cv

Did you remember to bring your school *identification* card to the dance?

1. sedentary

A *sedentary* lifestyle is not good for your health.

2. recapitulate

Jen paused as she began to *recapitulate* the assignment.

3. scurrilous

“That is a *scurrilous* remark!” Rita snapped.

4. inordinate

Martin spends an *inordinate* amount of time surfing the Web.

JAMESTOWN  EDUCATION


FUSION
READING

the SUMMARIZATION STRATEGY



Education

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The Summarization Strategy

Table of Contents

TSS Practice Record Form	1
---	---

The Summarization Strategy Progress Chart	2
--	---

Summarization Passages

1A: Leaving a Fire	3
1B: Backpacking	5
1C: A Family of Planets	7
1D: Alfred the Great	9
1E: Tracking the Emperor Goose	11
2A: Building the Pyramids	13
2B: Colors	15
2C: Machines for Transportation	16
2D: A Pet Parakeet	18
2E: People's Best Friend	19
3A: A Desert Fox	20
3B: Building a 10-Speed	22
3C: The Florida Keys	24
3D: The Amoeba	26
3E: Take a Deep Breath	28
4A: Flax	30
4B: Everyday Life in Ancient Egypt	32
4C: The Lions of Africa	34

Summarization Comprehension Tests

Comprehension Test 1A	60
Comprehension Test 1B	61
Comprehension Test 1C	62
Comprehension Test 1D	63
Comprehension Test 1E	64
Comprehension Test 2A	65
Comprehension Test 2B	66
Comprehension Test 2C	67
Comprehension Test 2D	68
Comprehension Test 2E	69
Comprehension Test 3A	70
Comprehension Test 3B	71
Comprehension Test 3C	72
Comprehension Test 3D	73
Comprehension Test 3E	74
Comprehension Test 4A	75
Comprehension Test 4B	76
Comprehension Test 4C	77

Summarization Passages continued

4D: Icebergs 36

4E: Training Your Puppy. 38

5A: Flowering Plants 40

5B: Coin Collecting. 42

5C: Clothing, a Basic Need. 44

5D: Animal Tracks 46

5E: Calling All Engineers 47

6A: Swordfish 49

6B: The Basics of Bicycling 51

6C: Dragons 53

6D: Have a Prune 55

6E: Acid Rain. 57

Summarization Comprehension Tests cont.

Comprehension Test 4D 78

Comprehension Test 4E 79

Comprehension Test 5A 80

Comprehension Test 5B 81

Comprehension Test 5C 82

Comprehension Test 5D 83

Comprehension Test 5E 84

Comprehension Test 6A 85

Comprehension Test 6B 86

Comprehension Test 6C 87

Comprehension Test 6D 88

Comprehension Test 6E 89

Acid Rain

by Marna Lee

When **fossil fuels** such as coal, gasoline, and fuel oils are burned, they emit oxides of sulfur, carbon, and nitrogen into the air. These oxides combine with moisture in the air to form sulfuric acid, carbonic acid, and nitric acid. When it rains or snows, these acids fall on Earth in what is called acid rain.

During the twentieth century, the acidity of the air and acid rain have come to be recognized as leading threats to the stability and quality of Earth's environment. Most of this acidity is produced in the industrialized nations of the Northern Hemisphere—the United States, Canada, Japan, and many countries of Europe. The **effects of acid rain** can be devastating to many forms of life, including human life. Its effects can be most vividly seen, however, in lakes, rivers, and streams. Acidity in water kills virtually all life forms. By the early 1990s, tens of thousands of lakes had been destroyed by acid rain. The problem has been most severe in Norway, Sweden, and Canada.

Scientists use what is called the *pH factor* to measure the acidity or alkalinity of liquid solutions. On a scale from 0 to 14, the number 0 represents the highest level of acid. Fourteen represents the most basic or alkaline. Rainfalls in the eastern United States and in Western Europe often have a pH factor ranging from 4.5 to 4.0.

The threat posed by acid rain is not limited by geographic boundaries. Prevailing winds carry the pollutants around the globe. For example, much research supports the conclusion that pollution from coal-powered electric generating stations in the midwestern United States is the ultimate cause of the severe acid-rain problem in eastern Canada and the northeastern United States. Nor are the **destructive effects** of acid rain limited to the natural environment. Structures made

of stone, metal, and cement have also been damaged or destroyed. Some of the world's greatest monuments have shown signs of deterioration. This deterioration is probably caused by acid rain.

The cost of antipollution equipment such as burners, filters, and chemical and washing devices is great. However, the cost in damage to the environment and human life is estimated to be much greater because the damage caused by acid rain may be irreversible. Although preventive measures are being taken, up to 500,000 lakes in North America may be destroyed before the end of the twentieth century.



PHOTO: George Diebold/Photographer's Choice RF/Getty Images

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Name: _____

Date: _____

Acid Rain

- _____ 1. Acid rain originates from
 - a. freezing water.
 - b. burning fossil fuels.
 - c. the natural environment.
- _____ 2. The acidity of liquid solutions is measured by
 - a. rainfall amounts.
 - b. electrical generators.
 - c. the pH factor.
- _____ 3. Acid rain is a threat to lakes because
 - a. acidity in the water kills virtually all life forms.
 - b. it causes water to overflow its banks.
 - c. the water becomes too alkaline.
- _____ 4. The effects of acid rain are not limited by geographic boundaries because
 - a. it rains everywhere.
 - b. prevailing winds carry pollutants around the globe.
 - c. antipollution equipment is too costly.
- _____ 5. It is estimated that by the end of the twentieth century,
 - a. up to 100,000 lakes in North America may be destroyed.
 - b. up to 300,000 lakes in North America may be destroyed.
 - c. up to 500,000 lakes in North America may be destroyed.
- _____ 6. You can conclude from the article that acid rain
 - a. is a problem that cannot be solved by one country alone.
 - b. can never be eliminated.
 - c. is the most important problem facing the world.
- _____ 7. You can conclude that the destruction of lakes by acid rain has been the most severe where
 - a. there is the most industry.
 - b. the level of acidity in rainfall is the highest.
 - c. wind is the strongest.
- _____ 8. You can conclude that lakes are destroyed by acid rain because
 - a. plants and animals that live in the water die.
 - b. acidity kills the water.
 - c. surrounding vegetation is killed.
- _____ 9. You can conclude that the only way to reverse the effects of acid rain is
 - a. through education.
 - b. with antipollution equipment.
 - c. by measuring water acidity.
- _____ 10. The most devastating effects of acid rain may eventually be
 - a. loss of all rivers, lakes, and streams.
 - b. destruction of great monuments.
 - c. loss of human life.

SCORE: _____ /10

JAMESTOWN  EDUCATION

FUSION READING Plus

Introductory



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Contents

To the Student. i

To the Teacher vii

Unit One Articles 1

Reading Rate graph 37

Comprehension Score graph 38

Unit Two Articles 39

Reading Rate graph. 75

Comprehension Score graph 76

Unit Three Articles 77

Reading Rate graph. 113

Comprehension Score graph 114

Answer Key 115

To the Student

You probably speak at a rate of about 150 words per minute. If you are a reader of average ability, you read at a rate of about 250 words per minute. So your reading speed is nearly twice as fast as your speaking or listening speed. This example shows that reading is one of the fastest ways to get information.

About This Book

.....

The purpose of this book is to help you increase your reading rate and understand what you read. The 54 lessons in this book will also give you practice in reading informational articles and in preparing for tests in which you must read and understand nonfiction passages within a certain time limit.

Reading Faster and Better

.....

The following are some strategies that you can use to read the articles in each lesson.

Previewing

.....

When you read, do you start with the first word, or do you look over the whole selection for a moment? Previewing before you read is a very important step. This helps you to get an idea of what a selection is about and to recall any previous knowledge you have about the subject. Here are the steps to follow when previewing.

Read the title. Titles are designed not only to announce the subject but also to make the reader think. Ask yourself questions such as What can I learn from the title? What thoughts does it bring to mind? What do I already know about this subject?

Read the first sentence. If they are short, read the first two sentences. The opening sentence is the writer's opportunity to get

your attention. Some writers announce what they hope to tell you in the selection. Some writers state their purpose for writing; others just try to get your attention.

Read the last sentence. If they are short, read the final two sentences. The closing sentence is the writer’s last chance to get ideas across to you. Some writers repeat the main idea once more. Some writers draw a conclusion—this is what they have been leading up to. Other writers summarize their thoughts; they tie all the facts together.

Skim the entire selection. Glance through the selection quickly to see what other information you can pick up. Look for anything that will help you read fluently and with understanding. Are there names, dates, or numbers? If so, you may have to read more slowly.

Reading for Meaning
.....

When you read, do you just see words? Are you so occupied with reading words that you sometimes fail to get their meaning? Here are some ways to make sure you are making sense of what you read.

Build your concentration. You cannot understand what you read if you are not concentrating. When you discover that your thoughts are straying, correct the situation right away. Avoid distractions and distracting situations. Keep in mind the information you learned from previewing. This will help focus your attention on the selection.

Read in thought groups. Try to see words in meaningful combinations—phrases, clauses, or sentences. If you look only at one word at a time (called word-by-word reading), both your comprehension and your reading speed suffer.

Ask yourself questions. To sustain the pace you have set for yourself and to maintain a high level of concentration and comprehension, ask yourself questions such as What does this mean? or How can I use this information? as you read.

Finding the Main Ideas

.....

The paragraph is the basic unit of meaning. If you can quickly discover and understand the main idea of each paragraph, you will build your comprehension of the selection. Good readers know how to find main ideas quickly. This helps make them faster readers.

Find the topic sentence. The topic sentence, which contains the main idea, is often the first sentence of a paragraph. It is followed by sentences that support, develop, or explain the main idea. Sometimes a topic sentence comes at the end of a paragraph. When it does, the supporting details come first, building the base for the topic sentence. Some paragraphs do not have a topic sentence; all of the sentences combine to create a meaningful idea.

Understand paragraph structure. Every well-written paragraph has a purpose. The purpose may be to inform, define, explain, illustrate, and so on. The purpose should always relate to the main idea and expand on it. As you read each paragraph, see how the body of the paragraph tells you more about the main idea.

Organizing the Facts

.....

When you read, do you tend to learn a lot of facts without any apparent connection or relationship? Understanding how the facts all fit together to deliver information is, after all, the reason for reading. Good readers organize facts as they read. This helps them read rapidly and well.

Determine the writer's purpose. Every writer has a plan or outline to follow. If you can discover the writer's method of organization, you have a key to understanding the selection. Sometimes there are obvious signals. The statement "There are three reasons . . ." should prompt you to look for a listing of three items. Other less obvious signal words such as *moreover*, *otherwise*, and *consequently* help you decide how to process the information.

Relate ideas as you read. As you read the selection, keep in mind the information you learned from previewing. See how the writer is attempting to piece together ideas. As you discover the relationship among the ideas, the main ideas come through quickly and clearly.

Mastering Reading Comprehension

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Reading fast is not useful if you don't remember or understand what you read. The reading-comprehension exercise provides a check on how well you have understood the article.

Recalling Facts

.....

These multiple-choice questions provide a quick check to see how well you recall important information from the article. As you learn to apply the reading strategies described above, you should be able to answer these questions more successfully.

Understanding Ideas

.....

These questions require you to think about the main ideas in the article. Some of these ideas are stated in the article; others are not. To answer some of the questions, you need to draw conclusions about what you read.

Working Through Each Lesson

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- 1. Preview the article.** Locate the timed selection of the lesson that you are going to read. Wait for your teacher's signal to preview. You will have 20 seconds for previewing. Follow the previewing steps that begin on page i.
- 2. Read the article.** When your teacher gives you the signal, begin reading. Read carefully so that you will be able to answer questions about what you have read. When you finish reading, look at the board and note your reading time. Write this time at the bottom of the page on the line labeled Reading Time.

- 3. Complete the exercises.** Answer the 10 questions that follow the article. There are five fact questions and five idea questions. Choose the best answer to each question and put an X in that box.
- 4. Correct your work.** Use the Answer Key at the back of the book to check your answers. Circle any wrong answer and put an X in the box you should have marked. Record the number of correct answers on the appropriate line at the end of the lesson.

Plotting Your Progress

.....

Find your reading rate. Turn to the Reading Rate graph that follows each unit. Put an X at the point where the vertical line that represents the lesson intersects your reading time, shown along the left-hand side. The right-hand side of the graph will reveal your words-per-minute reading speed. Your teacher will review this graph from time to time to evaluate your progress.

Find your comprehension score. Determine your total number of correct answers and record that number on the appropriate line. Turn to the Comprehension Score graph that follows each unit. Put an X at the point where the vertical line that represents your lesson intersects your total correct answers, shown along the left-hand side. The right-hand side of the graph will show the percentage of questions you answered correctly.

To get the most benefit from these lessons, you need to take charge of your own progress in improving your reading speed and comprehension. Studying these graphs will help you to see whether your skills are improving and to determine what skills you need to work on. Your teacher will also want to review the graphs to see how your reading rate is progressing and to detect any comprehension problems you may be experiencing. Your achievement, as shown on both of the graphs, will determine your readiness to move on to higher and more challenging levels.

To the Teacher

About the Fusion Reading Plus Series

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Fusion Reading Plus consists of three books with reading levels that range from 5–13. Each book contains three units, each of which has 18 articles at a prescribed reading level. The Introductory level contains material at reading levels 5–7; the Intermediate level at reading levels 8–10; and the Advanced level at reading levels 11–13. The reading levels are determined by the Lexile Framework for Reading and are not to be confused with grade or age levels. The books are designed for use with students at middle school level and above.

The purposes of the series are as follows:

- to provide systematic, structured reading practice that helps students improve their reading rate and comprehension skills
- to give students practice in reading and understanding informational articles
- to prepare students for taking standardized tests that include timed reading passages
- to provide materials with a wide range of reading levels so that students can continue to practice and improve their reading rate and comprehension skills

The topics in this series are not correlated to any grade-level curriculum because the books are designed for use with students at designated reading levels rather than in a particular grade. Most standardized tests require students to read and comprehend passages.

About the Books

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Each book in the series contains 54 lessons. Each lesson focuses on improving reading rate. These lessons consist of a 400-word timed informational article on a topic followed by a multiple-choice reading-comprehension exercise. Recalling Facts includes five fact questions; Understanding Ideas includes five critical thinking questions.

Timed Reading and Comprehension

.....

Timed reading is the best-known method of improving reading speed. There is no point in someone reading at an accelerated speed if the person does not understand what she or he is reading. There is nothing more important than comprehension in reading: the main purpose of reading is to gain knowledge and insight; to understand the information that the writer and the text are communicating.

Very few students will be able to read a passage once and answer all of the questions correctly. Usually a score of 70 or 80 percent correct is relatively normal. If the student gets 90 or 100 percent correct, he or she is probably either reading too slowly or the material is at too low a reading level. A comprehension or critical thinking score below 70 percent indicates a need for improvement.

One method of improving comprehension and critical thinking skills is for the student to go back and study each question answered incorrectly. First, the question should be read again very carefully. It is surprising how many students get the wrong answer simply because they have not read the question carefully. After doing this, the student should look back in the selection to find the place where the question is answered, reread that part of the selection, and think about how to arrive at the correct answer. It is important to be able to recognize a correct answer when it is embedded in the text. Teacher guidance or class discussion will help a student find an answer.

Speed Versus Comprehension

It is not unusual for students' comprehension scores to decline as their reading rate increases during the early weeks of timed readings. If this happens, the student should attempt to level off his or her speed—but not lower it—and concentrate more on comprehension. Usually, if the student maintains the higher speed and concentrates on comprehension, scores will gradually improve and within a week or two return to normal levels of 70 to 80 percent.

Achieving a proper balance between speed and comprehension is one of the most important things to learn. An inefficient reader typically reads everything at one speed, usually slowly. Some poor readers, however, read rapidly, but without satisfactory comprehension. The important thing is to achieve a balance between speed and comprehension. The practice this series provides enables students to increase their reading speed while maintaining normal levels of comprehension.

Getting Started

As a rule, the passages in a book designed to improve reading speed should be relatively easy for the student. The student should not have much difficulty with the vocabulary or the subject matter. Don't worry about the passages being too easy; students should see how quickly and efficiently they can read a passage.

Begin by assigning students to a level. A student should start with a book that is one level below his or her current reading level. If a student's reading level is not known, a suitable starting point would be one or two levels below the student's present grade in school.

Timing the Reading

One suggestion for timing the reading is to have all students begin reading the selection at the same time. Use a stopwatch or an interactive whiteboard timer to keep track of the time. After one minute, indicate that the time has elapsed and begin updating it at 10-second intervals (1:00, 1:10, 1:20, etc.).

How to Use the Books

Introduce students to the contents and format of the book you are using. Examine the book to see how it is set up. Talk about the parts of each lesson. Discuss the purpose of timed reading and the use of the progress graphs at the end of each unit.

Teaching a Lesson

1. Give students the signal to begin previewing the lesson. Allow 20 seconds for this. Pause to discuss any special terms or vocabulary that students have found in their previewing.
2. Use one of the methods described above to time students as they read the passage. (Include the 20-second preview time as part of the first minute.) Tell students to write down the last time shown on the board or stopwatch when they finish reading. Have them record the time in the designated space after the passage and on the Reading Rate graph that follows each unit.
3. Next, have students complete the reading-comprehension exercise by marking the correct answers with an X. Work with them to check their answers using the Answer Key that begins on page 115. Have them circle incorrect answers and then record their scores on the appropriate line at the end of the lesson. Correct responses to eight or more questions indicate satisfactory comprehension and recall.

Monitoring Progress

Scoring

Have students find their total correct answers and record them on the Comprehension Score graphs at the end of each unit.

Using the Graphs

Reading times are plotted on the Reading Rate graph that follows each unit. The legend on the graph automatically converts reading times to words-per-minute rates. Comprehension totals are plotted on the Comprehension Score graph. Plotting automatically converts the raw scores to a comprehension percentage based on 10 points per correct answer.

These graphs provide a visual record of a student's progress. This record gives the student and the teacher an opportunity to evaluate the student's progress and determine what types of exercises and skills she or he needs to concentrate on.

Diagnosis and Evaluation

The following are typical reading rates.

Slow Reader—150 words per minute

Average Reader—250 words per minute

Fast Reader—350 words per minute

A student who consistently reads at an average or above rate (with satisfactory comprehension) is ready to advance to the next level in the series. Before moving on to the next level, students should be encouraged to maintain their speed and comprehension by completing several additional lessons.

Birds of the Air

1

Almost all animals that fly belong to two groups, one without and the other with backbones. In the days of the dinosaurs, the birds had backboned rivals in the air. There were many flying reptiles. But times have changed. Birds now outnumber several hundred to one the other vertebrates (those with backbones) that can fly.

Just as there are a few flying vertebrates that are not birds, there are some birds that cannot fly. Since the time when birds were new on the Earth, there have been some flightless birds. Among the flightless birds of today are the ostriches and kiwis. Most birds, however, can fly at least a short distance. Many are remarkable flyers—they fly both fast and for long distances.

Scientists have timed some birds to find out exactly how fast they can fly. The robin's speed is about 30 miles (48 kilometers) per hour. The chimney swift can fly more than twice as fast.

Wings are needed for real flight. A flying fish can soar through the air for a little way. A flying squirrel can glide from one branch to another. But only creatures with true wings can really fly.

A typical bird's wings are powered by strong wing muscles. On the breastbone, there is a projection called a keel to which the wing muscles are fastened. As it flies, a bird beats its wings against the air and pushes itself forward.

A bird's light weight is a help in flying. A chimney swift weighs less than a mouse or toad of the same size. One reason a bird is so light is because many of its bones are hollow. They are filled with air. Connected with its lungs, a bird also has tiny air sacs throughout its body. These tiny air sacs act like little hot-air balloons.

Many birds use their power of flying to spend their winters in one part of the world and their summers in another. In the northern part of the United States, the appearance of robins is one of the first signs of spring. The robin goes south in the fall and returns in early spring. The chimney swift is a traveler, too. It leaves earlier than the robin in the fall, comes back later in the spring, and travels farther.

Not all birds travel. Some live in one region all their lives.

Reading Time _____

Recalling Facts

1. Birds are
 - ☐ a. vertebrates.
 - ☐ b. animals without backbones.
 - ☐ c. flying reptiles.
2. To really fly, creatures need
 - ☐ a. feathers.
 - ☐ b. real wings.
 - ☐ c. long tails.
3. Many of a bird's bones are
 - ☐ a. filled with water.
 - ☐ b. hollow.
 - ☐ c. like tiny hot-air balloons.
4. A bird's wing muscles are fastened to
 - ☐ a. a bone on its back.
 - ☐ b. each side.
 - ☐ c. a keel on its breastbone.
5. A bird that flies twice as fast as a robin is the
 - ☐ a. kiwi.
 - ☐ b. canary.
 - ☐ c. chimney swift.

Understanding Ideas

6. You can conclude from the article that vertebrates that fly
 - ☐ a. include birds and other animals.
 - ☐ b. are all birds.
 - ☐ c. are mostly animals other than birds.
7. It is likely that the smaller a bird is,
 - ☐ a. the faster it can fly.
 - ☐ b. the more hollow bones it has.
 - ☐ c. the lighter it is.
8. Compared to a mammal of the same size, a bird probably weighs
 - ☐ a. about the same.
 - ☐ b. more.
 - ☐ c. less.
9. It is likely that robins fly south in order to
 - ☐ a. get exercise.
 - ☐ b. avoid cold weather.
 - ☐ c. mate.
10. You can conclude that the speed at which different birds fly
 - ☐ a. is about the same.
 - ☐ b. varies from bird to bird.
 - ☐ c. depends mostly on the weather.

Correct Answers _____

Nearly every child and adult enjoys the zoo, but what about the animals? Many people wonder if it is cruel to remove animals from their homes and confine them behind bars and trenches where thousands of human beings stare at them.

In certain ways animals may fare better in zoos than in their natural surroundings. Wild animals may be underfed. Some must roam far and wide to find sufficient food. Some wild animals suffer from wounds or disease. Most animals must be on guard constantly against enemies. After a few weeks in a zoo, the steady food supply, clean living quarters, and medical care often give rise to an improvement in the physical health and appearance of captive animals. Many mate and rear young in captivity. Many also seem to enjoy human visitors just as much as the visitors enjoy them.

Bears and seals, for example, love to show off for zoo visitors. Monkeys and apes also appear to enjoy human companionship, especially that of their keepers. The Lincoln Park Zoo in Chicago once tried using one-way glass in the monkey house. People could look in and see the monkeys, but the monkeys could not look out and see the people. The monkeys became unhappy, and the glass was removed. At once, the animals regained their lively spirits.

Visitors may mistake certain animal actions as signs of unhappiness. Endless pacing back and forth may be simply an animal's way of getting exercise. When brown bears pad the ground for hours, they are following an instinct to pack down snow, even though they have no snow to pack. If a monkey gazes longingly into space, is it wishing it was back in the jungle? It is probably just waiting for its food.

Most animals have a great need to feel secure. They want an area to claim as their territory, a place where they can hide and feel safe. On the rare occasions when an animal escapes from a zoo, it usually comes back to its quarters after a few hours or days, especially if it escapes into areas of human habitation. That world—so different from the animal's native habitat and from its zoo quarters—is likely terrifying. The animal returns to the place where it feels secure and where it can find food and water. Often the animals walk back through the open cage door of their own accord.

Reading Time _____

Recalling Facts

1. Animals in the wild
 - ☐ a. are better fed than animals in zoos.
 - ☐ b. are often without sufficient food.
 - ☐ c. are well fed.
2. Animals in captivity
 - ☐ a. never mate.
 - ☐ b. may mate and rear young.
 - ☐ c. must often fight to protect themselves.
3. Most animals have a great need for
 - ☐ a. security.
 - ☐ b. isolation.
 - ☐ c. freedom.
4. Living in the wild is dangerous for animals because of
 - ☐ a. natural enemies.
 - ☐ b. bad weather.
 - ☐ c. lack of shelter.
5. Animals that like to show off include
 - ☐ a. lions.
 - ☐ b. crocodiles.
 - ☐ c. seals.

Understanding Ideas

6. From the article you can conclude that animals in zoos
 - ☐ a. are healthier than animals in the wild.
 - ☐ b. miss their natural surroundings.
 - ☐ c. dislike being caged.
7. Monkeys placed behind one-way glass were unhappy, which suggests that monkeys
 - ☐ a. like their privacy.
 - ☐ b. are social creatures.
 - ☐ c. are afraid of glass.
8. According to the article, animal instinct
 - ☐ a. disappears in captive animals.
 - ☐ b. remains strong in captive animals.
 - ☐ c. is stronger in wild animals.
9. From the article you can conclude that animals
 - ☐ a. imitate human behavior.
 - ☐ b. behave according to instinct.
 - ☐ c. change their behavior in a zoo environment.
10. The article suggests that concern about the well-being of captive animals is
 - ☐ a. justified.
 - ☐ b. exaggerated.
 - ☐ c. not based on fact.

Correct Answers _____

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Contents

To the Student. i

To the Teacher vii

Unit One Articles 1

Reading Rate graph 37

Comprehension Score graph 38

Unit Two Articles 39

Reading Rate graph. 75

Comprehension Score graph 76

Unit Three Articles 77

Reading Rate graph. 113

Comprehension Score graph 114

Answer Key 115

The Gray Kangaroo

1

When Captain James Cook and his crew were exploring the coast of Australia in 1770, they saw a strange animal. At times, the creature stood upright, braced firmly on its hind legs and huge tail. It moved by great leaps. Thus, Europeans first met the gray kangaroo.

More than one hundred species of the kangaroo family live in the open spaces of Australia, New Guinea, and nearby islands. They belong to the marsupial family, which includes animals that carry their young in pouches.

The gray kangaroo, one of the best-known species of the family, reaches an average weight of 145 pounds (66 kilograms) and a length of 10 feet (3 meters) from the nose to the tip of the tail. The tail alone is about four feet (1 meter) long, and the strong muscles at its base make it nearly as thick as the animal's body. Its head is relatively small. The ears are large and rounded, and the mouth is small, with prominent lips. The fur is soft and woolly and, in many individuals, is grizzled or shiny on the tips. Stripes may be present on the head, back, or upper limbs.

The kangaroo's body is specially built for jumping. There are four toes on each of the two hind feet. The two inner toes are partially fused. The second toe from the outside is much stronger and longer than the others and bears the longest claw; this toe and the shorter outside toe are used in the great leaps that the kangaroo makes. The front legs are short and slender and end in five-toed, clawed paws. The paws are used like hands to handle food. Three-fourths of the animal's size and weight are in its hindquarters. It can leap along the ground at more than 30 miles (48 kilometers) per hour.

The female has a large pouch on the belly made by a fold in the furry skin. When the baby kangaroo, or joey, is born, it is only one inch (2.5 centimeters) long and is only partially developed. It climbs unassisted into its mother's pouch, where it completes its growth in about 10 months. When the joey is about seven months old, it is able to lean out of the sheltering pouch and nibble grass. Soon it climbs out and learns to hop around in search of food. It continues for several weeks longer to climb back into the pouch for sleep, safety, and occasional nourishment.

Reading Time _____

Recalling Facts

1. Kangaroos carry their young
 - ☐ a. on their backs.
 - ☐ b. in their mouths.
 - ☐ c. in pouches.
2. Most kangaroos live in or near
 - ☐ a. Africa.
 - ☐ b. Australia.
 - ☐ c. the Arctic.
3. The kangaroo's body is specially built for
 - ☐ a. swimming.
 - ☐ b. jumping.
 - ☐ c. climbing.
4. Most of the kangaroo's size and weight are in its
 - ☐ a. hindquarters.
 - ☐ b. head and neck.
 - ☐ c. belly.
5. After a baby kangaroo is born, it
 - ☐ a. is able to fend for itself.
 - ☐ b. rides on its mother's back.
 - ☐ c. climbs into its mother's pouch.

Understanding Ideas

6. You can conclude from the article that Captain James Cook and his crew
 - ☐ a. had never seen a kangaroo before exploring Australia.
 - ☐ b. brought kangaroos back with them to Europe.
 - ☐ c. found Australian kangaroos terrifying.
7. You can conclude from the article that kangaroos are part of the marsupial family because they
 - ☐ a. live in Australia.
 - ☐ b. are great leapers.
 - ☐ c. share characteristics with other marsupials.
8. It is likely that if left to fend for itself after birth, a joey would
 - ☐ a. not survive.
 - ☐ b. quickly learn how to survive.
 - ☐ c. partially develop.
9. A kangaroo's ability to leap quickly probably
 - ☐ a. helps it escape from its enemies.
 - ☐ b. is a disadvantage when searching for food.
 - ☐ c. is typical of most marsupials.
10. You can conclude from the article that a kangaroo's front legs
 - ☐ a. are not as useful as the rear legs.
 - ☐ b. help it leap higher.
 - ☐ c. serve a different function than the rear legs.

Correct Answers _____

Africa is home to some of the largest and most varied wildlife in the world—from the rare mountain gorillas in the highlands of Rwanda and the Democratic Republic of Congo to the lemurs of Madagascar. In the past 50 years, however, the wildlife of Africa has been greatly reduced. In the savanna regions there were once vast herds of zebras, wildebeest, and antelopes. With them were their predators: the lions, cheetahs, and leopards. Other large-animal populations included the hyenas, jackals, rhinoceroses, hippopotamuses, and elephants. The numbers of these animals and others are dwindling, partly as a result of overhunting and poaching and partly because large areas of their natural habitats have been taken over for farming.

Many species are in such danger that they are threatened with extinction. To protect wildlife, several countries have set aside land for the exclusive use of wild animals. These areas, called national parks, have tourist facilities that permit visitors to watch the animals in a natural setting. The parks also make it possible for scientists to study animal behavior in the wild.

Although scientists, tourists, and animal lovers praise the national parks, creation of these areas has led to conflict with people who want to use the land for other purposes. The population of Africa is growing rapidly and there is a shortage of land for raising domestic animals. People often associate Africa with big game, yet there are far more farm animals in Africa than there are wild ones. The cattle, poultry, goats, and pigs that are raised for food compete with the wild animals for living space and grazing lands. The parks are blamed for depriving herders and farmers of land.

In addition to the conflict between the national parks and the herders and farmers, there are other conflicts addressing how people and animals live together in Africa. The tsetse fly, which transmits sleeping sickness, has made large tracts of land in East and Central Africa uninhabitable for people or cattle. The Anopheles mosquito is a carrier of malaria and other diseases. Rodents eat grain and can carry diseases, such as cholera. Even the beautiful birds of Africa can be destructive to grain crops.

Not all animals are in conflict with people in Africa; some are very helpful. One common ant in the southern part of Africa builds high anthills. The clay mud from these anthills is ideal for making bricks for houses and farm buildings.

Reading Time _____

Recalling Facts

1. In the past 50 years the wildlife of Africa has
 - ☐ a. greatly increased.
 - ☐ b. been greatly reduced.
 - ☐ c. been tamed.
2. African animals are threatened with extinction due to
 - ☐ a. parks and tourism.
 - ☐ b. hunting, poaching, and loss of habitat.
 - ☐ c. climate changes.
3. The greatest number of animals in Africa are
 - ☐ a. big game animals.
 - ☐ b. birds.
 - ☐ c. domestic farm animals.
4. A carrier of malaria and other diseases is the
 - ☐ a. African ant.
 - ☐ b. tsetse fly.
 - ☐ c. Anopheles mosquito.
5. African birds are a problem because they
 - ☐ a. kill big game.
 - ☐ b. carry diseases.
 - ☐ c. destroy grain crops.

Understanding Ideas

6. The land conflict between people and animals in Africa
 - ☐ a. should be resolved in favor of animals.
 - ☐ b. should be resolved in favor of people.
 - ☐ c. is difficult to resolve.
7. The main advantage of national parks is that
 - ☐ a. tourism is promoted.
 - ☐ b. animals are protected.
 - ☐ c. scientists can study animals in the wild.
8. Land for raising domestic animals in Africa is important because these animals
 - ☐ a. are a source of food for a growing population.
 - ☐ b. take up less space than wild animals.
 - ☐ c. provide enjoyment for tourists.
9. The article points out that
 - ☐ a. there is no easy answer to Africa's animal problems.
 - ☐ b. Africa's animal problems are the result of poor management.
 - ☐ c. the major problem facing Africa today is disease-carrying animals.
10. You can conclude from the article that
 - ☐ a. hunting is no longer allowed in Africa.
 - ☐ b. animals threatened with extinction can be saved.
 - ☐ c. the extinction of wild game in Africa is inevitable.

Correct Answers _____

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Contents

To the Student. i

To the Teacher vii

Unit One Articles 1

Reading Rate graph 37

Comprehension Score graph 38

Unit Two Articles 39

Reading Rate graph. 75

Comprehension Score graph 76

Unit Three Articles 77

Reading Rate graph. 113

Comprehension Score graph 114

Answer Key 115

Designed for Living

1

The field of design goes beyond painting and drawing, sculpture, architecture, and handicrafts. It includes thousands of mass-produced objects that were created for everyday use. Many industrial designers' products, from chairs to stereo equipment, are exhibited in art museums.

Throughout the ages, people have designed things to meet their varying needs. The armor worn by knights protected them in medieval warfare. Birch bark canoes met the mobility needs of the American Indians. Skyscrapers conserved valuable space on the ground.

As new materials and methods are developed, designs are created to make use of them, and as needs change, new or improved designs are made to meet those needs. Today's standard office telephone could not have been designed 100 years ago. The modern office telephone, with digital numerical displays, is convenient to use due to its compact design.

The first step in the modern design of any object is to consider its use, which helps determine its shape, material, color, and size. Objects designed for use, or with functional design, have no needless ornamentation, and their parts are large enough to function effectively but no larger. Modern functional design appears in many homes, especially in the kitchen, where the clean, simple lines of appliances offer beauty as the appliances themselves help save work. Manufacturers of refrigerators, stoves, and washing machines combine the talents of fine engineers and designers to produce machines that are beautiful as well as useful.

People are slower to accept improved designs in some home furnishings, however. The common dining-room chair, for example, is often still made of straight slabs of wood. Its shape has little in common with the shape of the human body, and after a time, it becomes uncomfortable. Designers have been developing lightweight chairs that conform to the natural curves of the body and support it with ease and comfort. The molded plywood chair designed by Charles Eames in 1940 is a classic of contemporary design.

Good design extends to the styling of clothes, the sleek aerodynamic lines of automobiles, the patterns of superhighways, and the planning of growing cities. In these and in other areas, people use their creative abilities to design things for better living.

Reading Time _____

Recalling Facts

1. Mass-produced designer objects are usually intended for
 - ☐ a. museum exhibits.
 - ☐ b. display only.
 - ☐ c. everyday use.
2. Design for use is
 - ☐ a. limited design.
 - ☐ b. functional design.
 - ☐ c. classic design.
3. Charles Eames is known for designing
 - ☐ a. heavy dining room chairs.
 - ☐ b. comfortable, lightweight chairs.
 - ☐ c. a new line of kitchen products.
4. People are slow to accept improved design in
 - ☐ a. home furnishings.
 - ☐ b. kitchen appliances.
 - ☐ c. clothing.
5. Birch bark canoes met American Indians'
 - ☐ a. need for protection during warfare.
 - ☐ b. communication needs.
 - ☐ c. mobility needs.

Understanding Ideas

6. People probably prefer everyday objects that are
 - ☐ a. attractive as well as functional.
 - ☐ b. more functional than attractive.
 - ☐ c. more attractive than functional.
7. The article suggests that contemporary industrial design
 - ☐ a. varies little from past design.
 - ☐ b. is more desirable than designs of the past.
 - ☐ c. is less desirable than designs of the past.
8. From the article, you can conclude that today's standard telephone
 - ☐ a. is less colorful than earlier telephones.
 - ☐ b. has a more ornate design than earlier telephones.
 - ☐ c. is easier to use than earlier telephones.
9. The purpose of product design should be to
 - ☐ a. follow design formulas.
 - ☐ b. copy the past.
 - ☐ c. improve the quality of living.
10. You can conclude from the article that most people decorate their living rooms with
 - ☐ a. traditionally designed furnishings.
 - ☐ b. furnishings with functional designs.
 - ☐ c. furnishings with contemporary designs.

Correct Answers _____

Come Follow the Band

37

Although the word *band* can apply to any ensemble of musicians, originally the instruments played in a band were all from the same group, usually wind instruments. A band, as the term is most broadly understood, is one of two principal types—the marching band and the concert band.

A marching band plays only instruments that musicians can carry as they walk. As a result, the instruments are usually limited to wind and percussion instruments. The wind instruments most commonly used in marching bands are the flute and piccolo; the reeds, including the clarinet, saxophone, and other saxhorns; and the brass winds, including the cornet, trumpet, trombone, sousaphone, and tuba. The chief percussion instruments are drums, cymbals, and the triangle. Some marching bands also carry a glockenspiel.

A concert band is led by a conductor, as is a symphony orchestra, whereas a marching band is usually led by a drum major. The actual musical director of a marching band has a less obvious role. The drum major is traditionally a tall person of commanding stature who wears a uniform topped by a hat with a high crown and plume. The drum major often carries a baton to establish the beat for the band. With the aid of a whistle, the drum major signals the various steps and turns in marching formation. Besides a drum major, many marching bands include baton twirlers and a flag corps.

Marching formations have developed into such elaborate and spectacular patterns that a good marching band must spend weeks practicing the marching steps. The position of every band member is plotted on charts and memorized. College and university bands are especially noted for such clever formations as moving and intertwining letters of their teams' names and schools.

Concert bands play while seated or in stationary formation, so they can use a larger variety of instruments. In addition to those instruments played by marching bands, concert bands often include cello, double bass, timpani, harp, chimes, xylophone, and vibraphone.

A jazz band is made up of two distinct groups. There's a rhythm section most often consisting of drums, string bass (or tuba), guitar (or banjo), and piano or a selection of these as well as a melody section most often consisting of trumpets, trombones, clarinets, and saxophones. Early New Orleans jazz bands were marching bands that played for parades, funerals, picnics, and parties.

Reading Time _____

Recalling Facts

1. Originally a band consisted of
 - ☐ a. any ensemble of musicians.
 - ☐ b. one group of instruments.
 - ☐ c. wind and percussion instruments.
2. A marching band
 - ☐ a. plays only instruments musicians can carry.
 - ☐ b. is led by a conductor.
 - ☐ c. is made up of two distinct groups.
3. Reed instruments include
 - ☐ a. trombones and tubas.
 - ☐ b. clarinets and saxophones.
 - ☐ c. flutes and drums.
4. Concert bands can use a larger variety of instruments than marching bands because
 - ☐ a. concert musicians are better trained.
 - ☐ b. concert musicians play while stationary or seated.
 - ☐ c. concert bands are bigger.
5. A jazz band is made up of
 - ☐ a. a rhythm section and a melody section.
 - ☐ b. percussion instruments.
 - ☐ c. three musicians.

Understanding Ideas

6. You can conclude from the article that the meaning of the word *band*
 - ☐ a. has become more specific over time.
 - ☐ b. has not changed over time.
 - ☐ c. has broadened over the years.
7. The cello is not part of a marching band because it is
 - ☐ a. too hard to play.
 - ☐ b. not loud enough.
 - ☐ c. a large, hard-to-carry instrument.
8. The person most likely to attract attention in a marching band is the
 - ☐ a. drum major.
 - ☐ b. tuba player.
 - ☐ c. flag carrier.
9. A large, outdoor sporting event would most likely feature a
 - ☐ a. concert band.
 - ☐ b. marching band.
 - ☐ c. jazz band.
10. The article suggests that different types of bands evolved
 - ☐ a. to meet changing needs.
 - ☐ b. as new instruments were invented.
 - ☐ c. to provide more jobs for musicians.

Correct Answers _____



FUSION

READING

**CLOSE THE ACHIEVEMENT GAP
FOR STRUGGLING READERS**

Engage students with reading materials relevant to their lives

Invigorate students with skills and strategies they need to become successful readers

Empower students to move to the academic classroom with confidence