

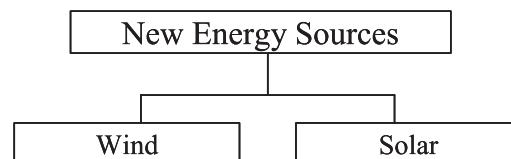
Part A - Text Organization

Read or explain the material in Part A.

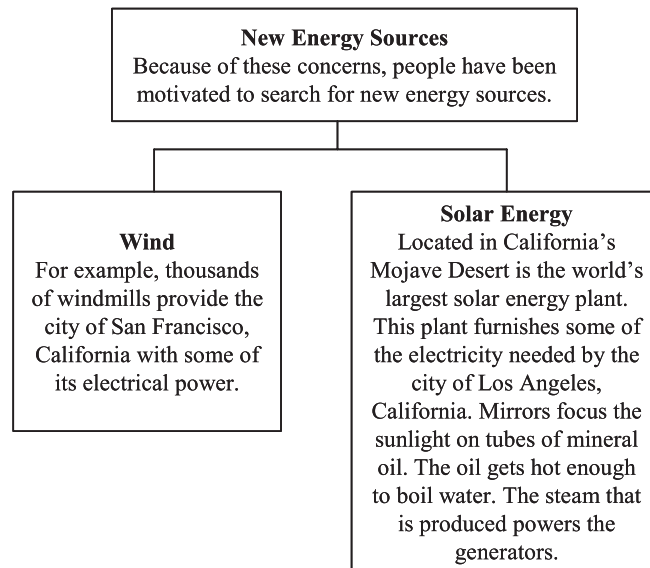
Directions: Read the paragraph below from the passage in Lesson 1. Pay special attention to the underlined words and phrases.

Because of these concerns, people have been motivated to search for new energy sources. For example, thousands of windmills provide the city of San Francisco, California with some of its electrical power. Located in California's Mojave Dessert is the world's largest solar energy plant. This plant furnishes some of the electricity needed by the city of Los Angeles, California. Mirrors focus the sunlight on tubes of mineral oil. The oil gets hot enough to boil water. The steam that is produced powers the generators.

When you think about how a passage is *organized*, it helps you understand what you're reading. Look at the *organizational map* of this passage:



The map shows how the passage is organized. We could even plug portions of the passage into the map.



Maps such as these show clearly the structure of a well-written paragraph.

Again, the material shown *on the right* is identical to the Student Book pages. If you think your students might have unusual difficulty with the new concept of text organization, you might elaborate on the explanation provided, or offer additional examples. Note, however, that students are not expected to master concepts or strategies immediately upon introduction. For instance, following Part A of Lesson 11, students have numerous opportunities throughout the rest of the program to master the concept text organization.

How to Teach the Program

Call on a student to read the directions in Part B.

Complete the first five items with students.

Check and correct.

Part B - Pronouns

Directions: Read the paragraph below. Underline every time Frederick Douglass is referred to. Then fill in the blank to show how many times Frederick Douglass is referred to.

HINT: Look for the pronouns **he**, **him**, and **his**.

Frederick Douglass was born a slave in Maryland in 1817. In the South before the Civil War, it was against the law for him to learn to read and write. But those who were determined, including Douglass, managed to learn.

While in slavery, he worked as a house servant, a field hand, and a ship carpenter. When he was twenty-one, he escaped from slavery and made his way to Massachusetts. In time, he joined the antislavery movement and became a powerful speech maker.

In 1845, he became the author of a book about his years in slavery. The title of his book was *Narrative of the Life of Frederick Douglass*. The book made him famous. The laws at the time said that an escaped slave living in a free state could be caught and returned to his owner. To avoid being recognized and captured, Douglass left America to give speeches in England. When he returned to America, he bought his freedom. At that time, Douglass started an antislavery newspaper. During the Civil War, he recruited African-Americans for the Union Army. Shortly before his death, he became the United States' ambassador to Haiti.

1. How many times is Frederick Douglass referred to in the paragraph above, counting both his name and the pronouns that refer to him?

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“Doing the item with the students” might go something like this for the first three underlined items in Part B of Lesson 1:

Teacher: Look at all the words in the first sentence. Does that sentence contain **he**, **him**, or **his**?

Student(s): No.

Teacher: Does that sentence name Frederick Douglass?

Student(s): Yes.

Teacher: How is Frederick Douglass referred to in the first sentence?

Student(s): By his full name.

Teacher: That's right. Underline **Frederick Douglass** in the first sentence.

Teacher: Look at all the words in the second sentence. Does that sentence contain **he**, **him**, or **his**?

Student(s): Yes.

Teacher: Which pronoun does the second sentence contain?

Student(s): **Him**.

Teacher: That's right. Does that pronoun refer to Frederick Douglass or some other person?

Student(s): Frederick Douglass.

Teacher: That's right. No other person is mentioned yet in the passage. Underline **him** in the second sentence.