A Reading/Language Arts Program

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In memory of our esteemed colleague and friend,
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**Student Reviewers:** Special thanks to the students of our program reviewers who reviewed the literature selections.

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Vocabulary instruction is defined as learning the meanings of new words, which is one of the most critical components of reading comprehension. Students who know more words comprehend better than those students who know fewer words. Effective vocabulary instruction focuses on highly frequent words that will appear in a variety of texts. Working with words in different ways can help students build rich representations of these words and their connections to other words and concepts.

Best Practices

Effective vocabulary instruction

- teaches students new words through a variety of methods rather than through one method alone;
- teaches rich and deep knowledge of words if the purpose is to impact reading comprehension;
- provides multiple exposures to words in different contexts;
- engages students actively in vocabulary-learning tasks.

References:

During the day, the people of Xiaoli (ZHOW•LEE), China, sit outside their mud-brick shacks. Xiaoli is a poor village. Most people in town are farmers. It has become difficult to make a good living from farming, however. So the farmers wait for darkness to fall. That’s when Xiaoli comes alive. At night, tomb raiders get to work.

Nearly 5,000 years of Chinese history lie underground in Xiaoli. Fields contain tombs of royalty of many dynasties. Valuable works of art are buried in the tombs. Stealing these treasures, called looting, can bring the poor farmers of Xiaoli lots of money.

Little Su, a doctor in Xiaoli, paid for medical school by selling stolen art. He was also able to buy a big-screen TV. Over the past few years, thieves have broken into at least 220,000 tombs in China, according to China’s National Library.

To whom do a country’s valuable objects from past civilizations belong?

This Buddha was nearly smuggled out of Cambodia by a tourist.
Theme: Take a Stand

**ORAL LANGUAGE**
- Listening, Speaking, Viewing

**WORD STUDY**
- Vocabulary
- Phonics/Decoding

**READING**
- Comprehension
- Fluency
- Leveled Readers/ELL Readers

**WEEK 1**
- **Theme**
  - Baseball
- **Build Background**
- **Vocabulary**
  - muttered, gaped, insult, snickering, legendary, fluke, flinched
  - Context Clues: Descriptions
- **Phonics**
  - ch and tch
- **Comprehension**
  - Strategy: Make Inferences and Analyze
  - Skill: Author’s Purpose
- **Fluency**
  - Repeated Reading: Intonation/Pausing
- **Approaching**
  - Wilma Rudolph
- **On Level**
  - Determined to Win
- **Beyond**
  - Jackie Robinson
- **English Language Learners**
  - Champion Athlete

**WEEK 2**
- **Theme**
  - New Places, New Faces
- **Build Background**
- **Vocabulary**
  - overheard, opportunities, boycotts, citizen, unions, strikes, border
  - Dictionary: Word Origins
- **Phonics**
  - th, sh, wh, ph
- **Comprehension**
  - Strategy: Generate Questions
  - Skill: Make Inferences
- **Fluency**
  - Repeated Reading: Punctuation/Quotation Marks
- **Approaching**
  - Lili Kiat
- **On Level**
  - Paolo
- **Beyond**
  - Jin
- **English Language Learners**
  - A New Home

**LANGUAGE ARTS**
- Writing
- Grammar
- Spelling

**Writing**
- Persuasive Letter
- **Grammar**
  - Common and Proper Nouns
- **Spelling**
  - Words with ch and tch

**Grammar**
- Singular and Plural Nouns
- **Spelling**
  - Words with th, sh, wh, and ph
During the day, the people of Xiaoli (ZHOW•LEE), China, sit outside their mud-brick shacks. Xiaoli is a poor village. Most people in town are farmers. It has become difficult to make a good living from farming, however. So the farmers wait for darkness to fall. That’s when Xiaoli comes alive. At night, tomb raiders get to work.

Nearly 5,000 years of Chinese history lie underground in Xiaoli. Fields contain tombs of royalty of many dynasties. Valuable works of art are buried in the tombs. Stealing these treasures, called looting, can bring the poor farmers of Xiaoli lots of money.

Little Su, a doctor in Xiaoli, paid for medical school by selling stolen art. He was also able to buy a big-screen TV. Over the past few years, Xiaoli has become a major tourist destination due to the high number of visitors interested in looting the tombs.
Screening, Diagnostic, and Placement Assessments

Screening
Use the Oral Reading Fluency passages on pages 28–39 in our Screening, Diagnostic, Placement Assessment book for screening.

Diagnostic Tools for Instructional Placement
For an individually administered Diagnostic, use the Informal Reading Inventory passages on pages 104–111 in our Screening, Diagnostic, Placement Assessment book.

For a group administered Placement Test, see pages 215–223 in our Screening, Diagnostic, Placement Assessment book.

Use the results from these assessments to determine the instructional levels of your students for differentiated instruction grouping.

Monitoring Progress

Ongoing Informal Assessments
- Daily Quick Check Observations
- Weekly Comprehension Check
- Weekly Fluency Practice Passages

Formal Assessments
- Weekly Assessment includes
  - On Level Assessments
  - Approaching Level Assessments
- Fluency Assessment
- Running Records
- Unit and Benchmark Assessment
- ELL Practice and Assessment
  - Weekly Assessments
  - Unit Progress Test

Managing and Reporting

Assessment Online
- Instructional Navigator Interactive Lesson Planner
  - All Teacher Edition Pages
  - Student Blackline Masters
- Electronic Lesson Planner

Assessment Tool
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**KEY**

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Theme Project

Build Background  Write this theme statement on the board: To take a stand you need to take action. Ask, What kinds of events or issues inspire people to take a stand? What kind of stories or people inspire you to take a stand?

Research and Inquiry
Self-Selected Theme Project

Step 1 State the Problem and Identify Needed Information  Tell students that they will research a person or group of people who took a stand they believed in. Help students identify key words to help them in their search.

Step 2 Identify Resources for Finding Information  Tell students to make a list of all the possible sources that will help them in their search. These may include library books, magazines and newspapers, Web sites, documentaries, interviews, experiments, surveys, letters, and photographs. Encourage them to consider how they can gather useful information from government or community sources, such as local experts.

Step 3 Find the Information  Encourage students to ask parents, teachers, and librarians for help locating information in print and electronic sources based on key words and phrases. Students should take notes and cite sources.
  ■ For books, use the index or table of contents.
  ■ For reference Web sites, type your person’s name in the search box.

Step 4 Organize the Information  Students should organize notes and identify information. They should include main ideas and important details.

See the Unit Closer on pages 275K–275L for Step 5: Create the Presentation and Step 6: Review and Evaluate.
Cross-Curricular Projects

Math and Media Activity: Solving Problems
Students should locate information in a text that is needed to solve a problem. Have students use an encyclopedia or the Internet to locate articles containing scientific or mathematical information. Students can use this background information to help them solve real-life problems, such as how to grow and care for cactus plants.

- To begin their research, students can use a term ("cactus plants") or broadly defined topic ("small business") as key words.
- Have students put a star next to each piece of information needed to solve the problem. Have them justify their potential solutions to problems by verifying and supporting them with evidence from multiple sources.

Media Activity: Critical Viewing
Many groups have taken a stand on the kind and degree of influence exerted by the media. Have students explore the impact of television, film, and the Internet.

- Point out that the media focuses people’s attention on current events. By choosing events and explaining them, the media helps shape what people say, think, and do about important issues.
- Assign teams of students a film, video, or Web site to examine and evaluate. Preview each film, video, and Web site that you assign.
- Have students identify the purpose of their source and write summaries. Remind them to distinguish facts, opinions, and probabilities.
- For their final presentation, students can play clips from a film or video, pausing to interpret each clip. Alternatively, they can create a PowerPoint presentation, downloading text and visuals from a Web site.

CHARACTER BUILDING: CARING
- While the class is exploring the impact of the media, discuss the idea of respecting people who have different opinions.
- Ask students how they can show respect for people with different beliefs or opinions and how others can show respect for them.
- Have students write slogans that encourage respecting everyone’s feelings.
- Post the signs around the classroom.

DISCUSSION AND CONVERSATION GUIDELINES

Listening and Speaking
Remind students to
- Show respect for others’ ideas.
- Show respect when responding to others’ ideas and opinions.
- Be good listeners and do not interrupt while others are speaking.

For Technology research and presentation strategies, see the Computer Literacy Lessons on pages 275I–275J.