

## ESL Grade 9-12 Curriculum Planning Guide – Quarter 4

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

### **By 2025,**

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

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

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

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

### How to Use the ESL Curriculum Planning Guides

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

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

- (1) Regular practice with complex text and its academic language.**
- (2) Reading, writing, and speaking grounded in evidence from text, both literary and informational.**
- (3) Building knowledge through content-rich nonfiction.**



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Additional time, appropriate instructional support, and aligned assessments will be needed as ELL acquire both English language proficiency and content area knowledge. The TN Standards for Foundational Skills should be used in conjunction with this guide.0

### The Five WIDA English Language Development Standards

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

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

Introduction to Social and Emotional Learning (SEL) [REDACTED]

SEL Competencies and Indicators [REDACTED]

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

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

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Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 1
<p>Anchor Text Including Text Dependent Questions: Fixing the shortage of skilled workers in the U.S.</p> <p>Anchor Standards: <a href="#">CCSS.ELA-LITERACY.CCRA.R.6</a> Assess how point of view or pur- pose shapes the content and style of a text.</p> <p>Scaffolding: <a href="#">WIDA MPIs: CCRA.R.6</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.8</a> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.8</a></p> <p>SEL Competency - Exhibit empathy</p>	<p>I can determine an author's point of view or purpose in a text.</p> <p>I can analyze how an author distinguishes his or her position from that of others.</p> <p>I can analyze how an author develops the points of view of multiple narrators or characters in a text.</p> <p>I can outline the argument and specific claims presented in a text, and evaluate whether the reasoning is logical and the evidence is relevant and sufficient.</p> <p>I can recognize when a text presents irrelevant evidence, and can explain how I know</p> <p>SEL Indicator 3A: Demonstrate awareness of other people's emotions and perspectives.</p>	<p>How can I explain how an author develops point of view or purpose in a text?</p> <p>How can I evaluate the claims of an argument or text and determine their importance?</p> <p>SEL Context 6C's: <a href="#">Critical Thinking Tasks</a></p> <p>How can I demonstrate respect for others who have an opposing viewpoint?</p>	<p>Beginning: Visions Intro: Unit 6, Apply and Expand Pathways Foundations: Unit 5, Lesson A (1 Week) High Beginning: Pathways Level 1: Unit 5, Lesson A (1 Week) Visions Level A: Unit 5, Chapter 4 News ELA</p> <p>Intermediate: Visions Level B: Unit 5, Chapter 4 Pathways Level 2: Unit 5, Lesson A (1 Week) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 5, Chapter 4 Pathways Level 3: Unit 5, Lesson A (1 Week) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Strategies <a href="#">Strategies for teaching ELLS</a></p> <p><a href="#">40 Ways to Read Like a Detective</a></p> <p>Teaching Empathy - SEL Strategy</p>

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Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 2
<p>Anchor Text Including Text Dependent Questions: Musicians dream of a faster Internet, for a coast-to-coast jam in real time</p> <p>Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.2</a></p> <p>CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.3</a></p> <p>SEL Competency-Build and main- tain relationships with diverse groups and individuals.</p>	<p>I can determine the central idea of a text and describe how it evolves over the course of the text.</p> <p>I can summarize what the text says without including my own opinion about the subject matter.</p> <p>I can compose a summary stating the key points of the text.</p> <p>I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events.</p> <p>I can analyze how a particular character is shaped by the setting of a story or drama.</p> <p>I can recognize the role a setting plays in shaping the plot of a story or drama.</p> <p>SEL Indicator 4A: Use commun- ication and social skills to positively interact with others.</p>	<p>How can I use the context clues, pictures, images, etc. to determine the main idea of a story?</p> <p>How can I apply the basic elements of the plot in retelling the story?</p> <p>How can I identify and then analyze the interactions between individuals, ideas, and events within a text?</p> <p>SEL Context 6C's: <b>Communication</b></p> <p>How can I filter my instant- aneous communication to avoid impulsive dialogs?</p>	<p>Beginning: Visions Intro: Unit 7, Chapter 1 Pathways Foundations: Unit 5, Lesson B (2 Weeks) High Beginning: Pathways Level 1: Unit 5, Lesson B (2 Weeks) Visions Level A: Unit 5, Apply and Expand News ELA</p> <p>Intermediate: Visions Level B: Unit 5, Apply and Expand Pathways Level 2: Unit 5, Lesson B (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> ( (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 5, Apply and Expand Pathways Level 3: Unit 5, Lesson B (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> ( (4 Weeks)</p> <p>Strategies: <a href="#">Strategies for teaching ELLS</a></p> <p><a href="#">40 Ways to Read Like a Detective</a></p> <p>SEL Strategy for Using Voxer to Streamline Communication</p>

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Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 3
<p>Anchor Text Including Text Dependent Questions: "Totem journey" across North America highlights tribal environmental fears</p> <p>Anchor Standards: <a href="#">CCSS.ELA-LITERACY.CCRA.R.1</a> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Scaffolding: <a href="#">WIDA MPIs: CCRA.R.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.6</a> Assess how point of view or purpose shapes the content and style of a text.</p> <p>Scaffolding: <a href="#">WIDA MPIs: CCRA.R.6</a></p> <p>SEL Competency- Appreciate diversity</p>	<p>I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says.</p> <p>I can define inference and explain how a reader uses textual evidence to reach a logical conclusion</p> <p>I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at.</p> <p>I can determine an author's point of view or purpose in a text.</p> <p>I can analyze how an author distinguishes his or her position from that of others.</p> <p>I can analyze how an author develops the points of view of multiple narrators or characters in a text.</p> <p>SEL Indicator 3B: Demonstrate an awareness of cultural factors and respect for individual differences.</p>	<p>How can I use what the text says to support my ideas and statements?</p> <p>How can I monitor my reading to ensure that I understand the text?</p> <p>How can I explain how an author develops point of view or purpose in a text?</p> <p>SEL Context 6C's: <u>Culture</u></p> <p>How can I connect with members of a different culture regarding environmental issues?</p>	<p>Beginning: Visions Intro: Unit 7, Chapter 2 Pathways Foundations: Unit 5, Lesson B (2 Weeks) High Beginning: Pathways Level 1: Unit 5, Lesson B (2 Weeks) Visions Level A: Unit 5, Apply and Expand News ELA</p> <p>Intermediate: Visions Level B: Unit 5, Apply and Expand Pathways Level 2: Unit 5, Lesson B (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> ( (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 5, Apply and Expand Pathways Level 3: Unit 5, Lesson B (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> ( (4 Weeks)</p> <p>Strategies: <a href="#">Strategies for teaching ELLS</a></p> <hr/> <p><a href="#">40 Ways to Read Like a Detective</a></p> <hr/> <p>SEL Strategy-Global Education Resource Roundup</p>



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Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 4
<p>Anchor Text Including Text Dependent Questions: A student with an idea helps America fight food waste, one click at a time</p> <p>Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.4</a></p> <p>SEL Competency- Recognize, family, school and community supports.</p>	<p>I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events.</p> <p>I can analyze how a particular character is shaped by the setting of a story or drama.</p> <p>I can recognize the role a setting plays in shaping the plot of a story or drama.</p> <p>I can define figurative meaning and connotative meaning.</p> <p>I can distinguish between the figurative and connotative meanings of words as they are used in a text.</p> <p>I can analyze and understand how an author's specific word choice affects the meaning and tone of a text.</p> <p>SEL Indicator 3C Demonstrate awareness of how to get help and support as needed.</p>	<p>How can I identify and then analyze the interactions between individuals, ideas, and events within a text?</p> <p>How can I interpret words and phrases that are used in the text?</p> <p>SEL Context 6C's: <a href="#">Collaboration</a></p> <p>Who would I need to collabor- ate with to reduce food waste at my school?</p>	<p>Beginning: Visions Intro: Unit 7, Chapter 3 Pathways Foundations: Unit 6, Lesson A (2 Weeks) High Beginning: Pathways Level 1: Unit 6, Lesson A (2 Weeks) Visions Level A: Unit 6, Chapter 1 News ELA</p> <p>Intermediate: Visions Level B: Unit 6, Chapter 1 Pathways Level 2: Unit 6, Lesson A (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 6, Chapter 1 Pathways Level 3: Unit 6, Lesson A (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Strategies: <a href="#">Strategies for teaching ELLS</a></p> <p><a href="#">40 Ways to Read Like a Detective</a></p> <p><b>SEL Strategy: 5 Strategies to Deepen Student Collaboration</b></p>



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Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 5
<p>Anchor Text Including Text Dependent Questions: Brave new world's technology still can't solve refugees' suffering</p> <p>Anchor Standards: <a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.6</a> Assess how point of view or pur- pose shapes the content and style of a text.</p> <p>Scaffolding: <a href="#">WIDA MPIs: CCRA.R.6</a></p> <p>SEL Competency- Maintain accountable behaviors in school, personal and community contexts.</p>	<p>I can define figurative meaning and connotative meaning.</p> <p>I can distinguish between the figurative and connotative meanings of words as they are used in a text.</p> <p>I can analyze and understand how an author's specific word choice affects the meaning and tone of a text.</p> <p>I can determine an author's point of view or purpose in a text.</p> <p>I can analyze how an author distinguishes his or her position from that of others.</p> <p>I can analyze how an author develops the points of view of multiple narrators or characters in a text.</p> <p>SEL Indicator 5C: Apply problem- solving skills to responsibly to address daily academic and social situations.</p>	<p>How can I interpret words and phrases that are used in the text?</p> <p>How can I explain how an author develops point of view or purpose in a text?</p> <p>SEL Context 6C's: <a href="#">Connectivity</a></p> <p>How can I use connectivity to learn about the world?</p>	<p>Beginning: Visions Intro: Unit 7, Apply and Expand Pathways Foundations: Unit 6, Lesson A (2 Weeks) High Beginning: Pathways Level 1: Unit 6, Lesson A (2 Weeks) Visions Level A: Unit 6, Chapter 2 News ELA</p> <p>Intermediate: Visions Level B: Unit 6, Chapter 2 Pathways Level 2: Unit 6, Lesson A (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 6, Chapter 2 Pathways Level 3: Unit 6, Lesson A (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Strategies: <a href="#">Strategies for teaching ELLS</a></p> <p><a href="#">40 Ways to Read Like a Detective</a></p> <p><a href="#">SEL Strategy-Connecting I-Generation to the Natural World</a></p>

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<p>Anchor Text Including Text Dependent Questions: Guadalajara counting on technology to change city's image</p> <p>Anchor Standards: <a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Scaffolding: <a href="#">WIDA MPIs: CCRA.R.5</a></p> <p>SEL Competency - Recognize individual strengths.</p>	<p>I can define figurative meaning and connotative meaning.</p> <p>I can distinguish between the figurative and connotative meanings of words as they are used in a text.</p> <p>I can analyze and understand how an author's specific word choice affects the meaning and tone of a text.</p> <p>I can explain how authors organize text and how the individual parts of a text (i.e., sections, chapters &amp; appendixes) contribute to the overall development of ideas.</p> <p>SEL Indicator 1C: Demonstrate a sense of self-efficacy.</p>	<p>How can I interpret words and phrases that are used in the text?</p> <p>How can I determine what the theme of a text is?</p> <p>SEL Context 6C's: <a href="#">Creativity</a></p> <p>How can I use my individual creativity to positively impact my community or school?</p>	<p>Beginning: Visions Intro: Unit 8, Chapter 1 Pathways Foundations: Unit 6, Lesson B (2 Weeks) High Beginning: Pathways Level 1: Unit 6, Lesson B (2 Weeks) Visions Level A: Unit 6, Chapter 3 News ELA</p> <p>Intermediate: Visions Level B: Unit 6, Chapter 3 Pathways Level 2: Unit 6, Lesson B (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 6, Chapter 3 Pathways Level 3: Unit 6, Lesson B (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Strategies: <a href="#">Strategies for teaching ELLS</a></p> <p><a href="#">40 Ways to Read Like a Detective</a></p> <p>SEL Strategy: The Creative Routine</p>

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<p>Anchor Text Including Text Dependent Questions: Simple question leads 13-year-old to start his own company</p> <p>Anchor Standards: <a href="#">CCSS.ELA-LITERACY.CCRA.R.1</a> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Scaffolding: <a href="#">WIDA MPIs: CCRA.R.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Scaffolding: <a href="#">WIDA MPIs: CCRA.R.5</a></p> <p>SEL Competency- Problem solve effectively</p>	<p>I can locate and summarize several pieces of evidence in the text to support my analysis of what the text says.</p> <p>I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (i.e., "Based on what I have read, it is most likely true that . . .").</p> <p>I can distinguish between what the text explicitly (specifically) states versus what the text implies, or hints at.</p> <p>I can explain how authors organize text and how the individual parts of a text (i.e., sections, chapters &amp; appendixes) contribute to the overall development of ideas.</p> <p>SEL Indicator 5A: Consider ethical and societal factors when making decisions.</p>	<p>How can I use what the text says to support my ideas and statements?</p> <p>How can I monitor my reading to ensure that I understand the text?</p> <p>How can I determine what the theme of a text is?</p> <p>SEL Context 6C's: <a href="#">Critical Thinking</a></p> <p>How can I use critical-thinking to address a real-world problem?</p>	<p>Beginning: Visions Intro: Unit 8, Chapter 2 Pathways Foundations: Unit 6, Lesson B (2 Weeks) High Beginning: Pathways Level 1: Unit 6, Lesson B (2 Weeks) Visions Level A: Unit 6, Chapter 4 News ELA</p> <p>Intermediate: Visions Level B: Unit 6, Chapter 4 Pathways Level 2: Unit 6, Lesson B (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 6, Chapter 4 Pathways Level 3: Unit 6, Lesson B (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Strategies: <a href="#">Strategies for teaching ELLS</a></p> <p><a href="#">40 Ways to Read Like a Detective</a></p> <p><a href="#">SEL Strategy: Critical Thinking Pathways</a></p>

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<p>Anchor Text Including Text Dependent Questions: Inability to hear doesn't mean an inability to own a business</p> <p>Anchor Standards: CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.4</a></p> <p>SEL Competency- Communicate clearly to express needs and resolve conflicts</p>	<p>I can describe how ideas influence individuals or events in a text and how individuals influence ideas or events.</p> <p>I can analyze how a particular character is shaped by the setting of a story or drama.</p> <p>I can recognize the role a setting plays in shaping the plot of a story or drama.</p> <p>I can define figurative meaning and connotative meaning.</p> <p>I can distinguish between the figurative and connotative meanings of words as they are used in a text.</p> <p>I can analyze and understand how an author's specific word choice affects the meaning and tone of a text.</p> <p>SEL Indicator 4A: Use communication and social skills to positively interact with others.</p>	<p>How can I identify and then analyze the interactions between individuals, ideas, and events within a text?</p> <p>How can I interpret words and phrases that are used in the text?</p> <p>SEL Context 6C's: <a href="#">Communication</a></p> <p>How can I control my emotions to improve communication with others?</p>	<p>Beginning: Visions Intro: Unit 8, Chapter 3 Pathways Foundations: Unit 7, Lesson A (2 Weeks) High Beginning: Pathways Level 1: Unit 7, Lesson A (2 Weeks) Visions Level A: Unit 6, Apply and Expand News ELA</p> <p>Intermediate: Visions Level B: Unit 6, Apply and Expand Pathways Level 2: Unit 7, Lesson A (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 6, Apply and Expand Pathways Level 3: Unit 7, Lesson A (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <hr/> <p>Strategies: <a href="#">Strategies for teaching ELLS</a></p> <hr/> <p><a href="#">40 Ways to Read Like a Detective</a></p> <hr/> <p>SEL Strategy: Negativity Jammers</p>

## ESL Grade 9-12 Curriculum Planning Guide – Quarter 4

Anchor Text Common Core Anchor Standards and WIDA MPI's	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics/ Available Resources WEEK 9
<p>Anchor Text Including Text Dependent Questions: Backlash that makes no distinctions leads to bond between Sikhs, Muslims</p> <p>Anchor Standards: <a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Scaffolding: <a href="#">WIDA MPIs CCRA.R.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Scaffolding: <a href="#">WIDA MPIs: CCRA.R.5</a></p> <p>SEL Competency-Build and maintain relationships with diverse groups and individuals.</p>	<p>I can define figurative meaning and connotative meaning.</p> <p>I can distinguish between the figurative and connotative meanings of words as they are used in a text.</p> <p>I can analyze and understand how an author's specific word choice affects the meaning and tone of a text.</p> <p>I can explain how authors organize text and how the individual parts of a text (i.e., sections, chapters &amp; appendices) contribute to the overall development of ideas.</p> <p>SEL Indicator 4B: Develop constructive relationships with individuals from diverse backgrounds, abilities, and lifestyles.</p>	<p>How can I interpret words and phrases that are used in the text?</p> <p>How can I determine what the theme of a text is?</p> <p>SEL Context 6C's: <b>Culture</b></p> <p>How are shared goals achieved by the contributions of diverse groups?</p>	<p>Beginning: Visions Intro: Unit 8, Apply and Expand Pathways Foundations: Unit 7, Lesson A (2 Weeks) High Beginning: Pathways Level 1: Unit 7, Lesson A (2 Weeks) Visions Level A: Unit 6, Apply and Expand News ELA</p> <p>Intermediate: Visions Level B: Unit 6, Apply and Expand Pathways Level 2: Unit 7, Lesson A (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p>Advanced: Visions Level C: Unit 6, Apply and Expand Pathways Level 3: Unit 7, Lesson A (2 Weeks) News ELA <a href="#">Option: TN Core Unit – Analysis of Theme Unit</a> (4 Weeks)</p> <p><b>Strategies:</b> <a href="#">Strategies for teaching ELLS</a></p> <p><a href="#">40 Ways to Read Like a Detective</a></p> <p><a href="#">SEL Strategy:How SEL Can Help Students Gain a Multicultural Perspective.</a></p>

## Text Complexity

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

VISIONS	LEXILE	READABILITY
A	680	4-6
B	740	5-7
C	720	6-8

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

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

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

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

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

C2 - **Proficient User** - Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situation.

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

A second prompt for you to think about, now take a task that is often very challenging for students. Think about how you could scaffold it with more accessible text. This time think about shorter texts. Think about non-traditional texts. Are there ways that you can match text with task in that way?

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

### Typical Reader Measures, by Grade

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



## ESL Grade 9-12 Curriculum Planning Guide – Quarter 4

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

### Additional Instructional Resources

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

### ADDITIONAL RESOURCES

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

## ESL Grade 9-12 Curriculum Planning Guide – Quarter 4

### Pre Reading Strategies

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

### During Reading Strategies

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

### Post Reading Strategies

- Dramatize interviews based on the text
- Reenact the text

## ESL Grade 9-12 Curriculum Planning Guide – Quarter 4

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



40 Ways to Read Like a Detective

## 40 Ways to Read Like a Detective:

# 1



**Strategy:** Close Reading

**Description:** Close reading brings the text and the reader close together.

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

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

### **Research/Resources:**

*How to Do a Close Reading*, Patricia Kain, for the Writing Center at Harvard University

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

*Reading for Understanding*, RAND Education

**CCSS:** R.CCR.1

**40 Ways to Read Like a Detective:**# 2 

**Strategy:** Collaborative Annotations (Say Something)

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

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

**Research/Resources:** *Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension*, Carol Porter-O'Donnell  
*When Kids Can't Read, What Teachers Can Do*, Kyleene Beers

**CCSS:** Teacher sets the purpose for annotating

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

# 3



**Strategy:** Zoom In (See-Think-Wonder)

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

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

**Research:** *See, Think, Wonder*, [www.artsintegration.com](http://www.artsintegration.com), Central Connecticut Writing Project

*Making Thinking Visible*, Ritchhart, Church, & Morrison

**CCSS:** R.CCR.1



## 40 Ways to Read Like a Detective:

# 4



**Strategy:** Sustained Silent Reading

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

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

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

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

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



## 40 Ways to Read Like a Detective:



#5

**Strategy:** Think-Aloud

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

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

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

**CCSS:** R.CCR.1



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

# 6

**Strategy:** Read-Aloud

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

**Instructional Activity:** Read Aloud can be used to begin a class.

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

**Research/Resources:** *The Art of Slow Reading*, Thomas Newkirk

*Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading*, Fountas & Pinnell  
*Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp

**CCSS:** SL.CCR.6

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

# 7



**Strategy:** Making Inferences (Second Draft Reading)

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

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

**Research/Resources:**

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

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

## 40 Ways to Read Like a Detective: # 8



**Strategy:** Speak the Text

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

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

**Research/Resources:**

<http://mannerofspeaking.org/> (Click on Speech Analyses)

<http://speakanddeliver.blogspot.com/>

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



## 40 Ways to Read Like a Detective:

# 9



**Strategy:** Skim, Scan, Peruse, or Browse

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

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

### **Research/Resources:**


CCSS: Appendix A, pp. 7-8

*Reading for Understanding*, RAND Education

**CCSS:** R.CCR.10

## 40 Ways to Read Like a Detective:

# 10



**Strategy:** Beyond “Right There” Questions

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

**Instructional Activity:** Teacher creates text-dependent questions that ask students to:

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

**Research/Resources:**

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

**CCSS:** R.CCR.1





## 40 Ways to Read Like a Detective:

# 11



**Strategy:** Student-Generated Comprehension Questions

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

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

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

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

*Make Just One Change*, Rothstein & Santana

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

**40 Ways to Read Like a Detective: # 12**



**Strategy:** Ask About It

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

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

**Research/Resources:**

*Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp*  
*What's the Big Idea, Jim Burke*

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

**40 Ways to Read Like a Detective: # 13**

**Strategy:** Discuss It

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

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

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

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



**40 Ways to Read Like a Detective: # 14**



**Strategy:** Tentative Talk (Grand Conversations)

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

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

**Research/Resources:**

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

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

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

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

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



**Strategy:** Section It!

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

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

**Research/Resources:** *Making Thinking Visible*, Ritchhart, Church, & Morrison  
*Academic Conversations*, Zwiars & Crawford

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



**40 Ways to Read Like a Detective: # 16**



**Strategy:** Summarize It!

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

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

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

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

**Research/Resources:**

*Writing to Read: Evidence for How Writing Can Improve Reading, Graham & Hebert*

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

**CCSS:** R.CCR.2





**40 Ways to Read Like a Detective: # 17**



**Strategy:** Dictogloss

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

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

**Research/Resources:**

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

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

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

**CCSS:** R.CCR.2, 10

**40 Ways to Read Like a Detective: # 18**



**Strategy:** Notice

**Description:** Notice “the how” and contemplate “the why” in texts in order to dig deeply into author’s craft.

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

**Research/Resources:**

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

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

**CCSS:** R.CCR.3





**40 Ways to Read Like a Detective: # 19**



**Strategy:** Side by Side

**Description:** Compare two texts on the same topic.

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

**Research/Resource:**

Top Hat Graphic Organizer (available online)

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

**40 Ways to Read Like a Detective:** # 20



**Strategy:** Writer's View (Map the Text)

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

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

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

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



**40 Ways to Read Like a Detective: # 21**



**Strategy:** Frame the Argument

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

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

- In discussions about \_\_\_\_\_, one issue has been \_\_\_\_\_. People who believe \_\_\_\_\_ claim that \_\_\_\_\_. On the other hand, those who believe \_\_\_\_\_ contend that \_\_\_\_\_. My own view is \_\_\_\_\_.
- When it comes to the topic of \_\_\_\_\_, most of us would agree that \_\_\_\_\_. Where this agreement ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_. Others maintain that \_\_\_\_\_. My own view is that \_\_\_\_\_.

**Research/Resources:** *Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp  
*The Art of Argumentation. Science and Children*, Ross, Fisher, & Frey

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

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

# 22



**Strategy:** Is this Legit?

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

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

**Research/Resources:**

CCSS: Appendix A

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

**CCSS:** SL.CCR.3

**40 Ways to Read Like a Detective: # 23**



**Strategy:** Title It

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

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

**Research/Resources:**

*Teaching Students to Read Like Detectives*, Fisher, Frey, & Lapp  
*Assessing Reading*, J. Charles Alderson

**CCSS:** R.CCR.2



## 40 Ways to Read Like a Detective: # 24



**Strategy:** Headlines

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

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

**Variation activity:** Exploring Literary Themes with "Headlines"

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

**Research / Resources:** *Making Thinking Visible*, Ritchhart, Church, & Morrison  
*Action Strategies for Deepening Comprehension*, J. Wilhelm, Ph.D.

**CCSS:** R.CCR.2

**40 Ways to Read Like a Detective: # 25**



**Strategy:** Paragraph Shuffle

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

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

**Research/Resources:**

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

**CCSS:** R.CCR.5





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



**Strategy:** Sentence-Phrase-Word (Text Rendering)

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

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

**Research/Resources:** *Making Thinking Visible*, Ritchhart, Church, & Morrison  
*Text Rendering Experience*, National School Reform Faculty

**CCSS:** R.CCR.5





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

# 27



**Strategy:** Table It

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

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

**Research/Resources:**

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

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



**40 Ways to Read Like a Detective: # 28**



**Strategy:** Present It

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

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

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

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



**40 Ways to Read Like a Detective: # 29**



**Strategy:** Mode Translation (Text Reformulation)

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

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

**Research/Resources:**

*Media Education: Literacy, Learning and Contemporary Culture*, David Buckingham

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

*Pictures & Words Together*, Paul Johnson

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



**40 Ways to Read Like a Detective: # 30**



**Strategy:** Recast Your Text (Story Recycling)

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

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

**Research/Resources:**

*When Kids Can’t Read, What Teachers Can Do*, Kylene Beers

*40 Things to Do with a Text*, Braham & Gaughan

*Recasting the Text*, Claggett, Reid, & Vinz

**CCSS:** R.CCR.6

**40 Ways to Read Like a Detective: # 31**



**Strategy:** Media vs. Media

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

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

**Research/Resources:**

*Reading the Media: Media Literacy in High School English*, Renee Hobbs

*Media Education: Literacy, Learning and Contemporary Culture*, David Buckingham

*Literacy in the New Media Age*, Gunther Kress

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



**40 Ways to Read Like a Detective:** # 32



**Strategy:** Interview Me

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

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

**Research/Resources:**

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

*What’s the Big Idea*, Jim Burke

**CCSS:** W.CCR.4





**40 Ways to Read Like a Detective:** #33



**Strategy:** Letter to the Editor

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

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

**Research/Resources:**

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

**CCSS:** W.CCR.1

**40 Ways to Read Like a Detective: # 34**



**Strategy:** Problem Finding

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

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

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

**CCSS:** R.CCR.1





**40 Ways to Read Like a Detective: # 35**



**Strategy:** Step Inside (Circle of Viewpoints)

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

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

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

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

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



**40 Ways to Read Like a Detective: # 36**

**Strategy:** Self Discovery

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

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

**Research/Resources:**

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

**CCSS:** W.CCR.7

**40 Ways to Read Like a Detective: # 37**



**Strategy:** Grammar in Context

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

**Instructional Activity:** Using Mentor Texts to Teach Sentence Combining

1) Choose a rich piece of writing (mentor text). 2) Have students highlight or circle how the author uses punctuation to combine sentences and phrases. 3) Analyze the types of sentences the author uses. (Are they simple, compound, complex, compound-complex?) 4) Using a piece of their own writing, students note and annotate their use of punctuation for effect and combine sentences.


This activity could be repeated, highlighting other areas of need. Teachers choose mentor texts that provide excellent examples of grammatical concepts, study and discuss the mentor text as a model, and have students practice with their own writing.

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

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



## 40 Ways to Read Like a Detective:



# 38

**Strategy:** Text Impressions

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

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

**Research/Resources:**

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

**CCSS:** R.CCR.4

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



**Strategy:** Academic Vocabulary—Elementary

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

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

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

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



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

**Strategy:** Academic Vocabulary—Secondary

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

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

**Research/Resources:** *Academic Vocabulary Rubric* (available on the ELA Resources LiveBinder)

CCSS: Appendix A: Vocabulary

*Bringing Words to Life*, Beck, McKeown, & Kucan

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



### Making Annotations: A User's Guide

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

- Define words or slang; make the words real with examples from your experiences; explore why the author would have used a particular word or phrase.
- Make connections to other parts of the book. Feel free to use direct quotes from the book.
- Make connections to other texts you have read or seen, including:
  - Movies
  - Comic books/graphic novels
  - News events
  - Other books, stories, plays, songs, or poems
- Draw a picture when a visual connection is appropriate.
- Re-write, paraphrase, or summarize a particularly difficult passage or moment.
- Make meaningful connections to your own life experiences.
- Describe a new perspective you may now have.
- Explain the historical context or traditions/social customs that are used in the passage.
- Offer an analysis or interpretation of what is happening in the text.
- Point out and discuss literary techniques that the author is using.

## ESL Grade 9-12 Curriculum Planning Guide – Quarter 4

### Reading for Information #1 (See Page 17 for corresponding writing tasks)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

### Reading for Information #2 (See Page 17 for corresponding writing tasks)

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

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## ESL Grade 9-12 Curriculum Planning Guide – Quarter 4

### Reading for Information #3 (See [Page 18](#) for corresponding writing tasks)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

### Reading for Information #4 (See [Page 18](#) for corresponding writing tasks)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

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**Reading for Information #5 (See [Page 19](#) for corresponding writing tasks)**

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Level 1	Level 2	Level 3	Level 4	Level 5
Match specific components of the text with the corresponding development of ideas using a visually supported text with a partner.	Match specific components of the text with the corresponding development of ideas in a small group.	Analyze a specific component of the text and how it contributes to the development of ideas using a concept map in a small group.	Analyze a specific component of the text and how it contributes to the development of ideas in a small group.	Analyze a specific component of the text and how it contributes to the development of ideas.

**Reading for Information #6 (See [Page 19](#) for corresponding writing tasks)**

Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Level 1	Level 2	Level 3	Level 4	Level 5
Point to pictures that show the point of view of the author in a small group.	Locate language in the text associated with the author’s point of view, using excerpts of the text and a subject area picture dictionary with a partner.	Locate language in the text associated with the author’s point of view, using excerpts from the text with a partner.	Infer how the author’s point of view or purpose is conveyed in the text, using a study guide.	Infer how the author’s point of view or purpose is conveyed in the text.

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**Reading for Information #7 (See [Page 20](#) for corresponding writing tasks)**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

**Reading for Information #8 (See [Page 20](#) for corresponding writing tasks)**

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

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

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

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

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

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

[40 Ways to Read Like a Detective](#)  
[Strategies for teaching ELLS](#)

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

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

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

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

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

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

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

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

What does *culture* look like in the classroom?

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

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

What does *collaboration* look like in the classroom?

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



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

What does *connectivity* look like in the classroom?

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

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

What does *creativity* look like in the classroom?

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

DRAFT

# PRO/CON: Fixing the shortage of skilled workers in the U.S.

By Tribune News Service, adapted by Newsela staff on 02.12.15

Word Count **1,324**



Job applicant Rafael Ferrer, 49, (left) meets with a representative of the Hilton Bentley Miami Beach Hotel during a job fair at the Hospitality Institute, Jan. 23, 2015, in Miami. Photo: AP Photo/Lynne Sladky

## PRO: Forming partnerships between colleges and companies

WASHINGTON — Right now millions of Americans remain unemployed or stuck in part-time work, yet jobs are out there and sit unfilled. The problem is that too many employers are unable to find qualified candidates for jobs they have open.

Shortcomings in our education system and how we train workers are to blame. Left unchanged, the supply of skilled workers will decline more — leaving some 5 million jobs vacant by 2018. We won't have enough skilled workers to keep pace with the needs of employers. This problem is known as the skills gap.

For many years it has been seen as an education issue and left to politicians, educators and administrators to fix. But companies are the ones that hire people spat out by our education system and they can't afford to wait for others to find a solution.

And many businesses haven't. The nature of enterprise is solving problems and fulfilling needs, so it should surprise no one that business leaders are innovating their way out of the problem.

## **Talent Pipeline Management**

A number of companies and partners have pioneered a whole new approach to finding workers by applying the lessons of supply chains. It's simply the common-sense practice of planning ahead and establishing processes and relationships with trusted suppliers. It ensures that you have what you need, when you need it. When applied to workers we call it talent pipeline management.

Talent pipeline management isn't much different from the supply chains that companies use to source goods and parts, money or information. It involves relationships based on need and demand. In this case, the suppliers are schools that provide the companies with the skilled workers they need — and the schools get what they need in help and support from businesses looking to hire their students.

Rolls-Royce employed this strategy when it built its massive Crosspointe engine manufacturing complex in Virginia.

It was a \$170 million investment in the first-ever Rolls-Royce facility to be built from the ground up on U.S. soil. Before making that very expensive commitment, the company wanted to be sure that skilled workers would be available and in steady supply.

So it partnered with the local community college system to establish a program tailored to its advanced manufacturing operations. Since forging this innovative partnership, Rolls-Royce has provided input on the course work, as well as new tools to train students on the machines that are used at the Crosspointe facility.

## **A Win-Win**

These kinds of arrangements help everyone involved. The employer wins by having steady access to candidates whose skills fit the demands of the position. The school benefits by being able to show that it finds job opportunities for its graduates. In turn, that raises the school's competitive edge and helps it recruit students who see that they can get jobs by going to that school. And those new students will receive an education that comes with real job prospects.

Through talent pipeline management, we can achieve education and worker training truly based on need, or demand. It will help create opportunities for individuals, ensure a steady flow of qualified workers to enable allow businesses to thrive and grow, and keep our nation on the leading edge of global competition.

*ABOUT THE WRITERS: John R. McKernan Jr. is president of the U.S. Chamber of Commerce Foundation. William D. Hansen is president and chief executive of USA Funds, a group of business leaders dedicated to preparing America's college students for jobs in the 21st century economy. Readers may write them at U.S. Chamber, 615 H Street, NW Washington, DC 20062-2000.*

*This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.*

## **CON: Not partnerships, but vocational training**

BALTIMORE — At first, it sounds like a good idea: have business partner with universities and colleges to create course work that provides graduates well-paying jobs in today's growing industries.

There's just one major hitch: The primary role of education, particularly higher education, is to develop citizens with a wide variety of skills needed to live a full and vital life in our modern democracy. The goal is not to custom-tailor graduates to be able to do just one job, at one company which is desperate to hire trained workers.

That's why the recent plan launched by business groups to create a pipeline of skilled workers from universities straight to them is likely to produce only lackluster results.

While it's true that college graduates earn more money over their lifetimes than those without a degree, the problem is that far too many who start college drop out. Then they end up with large amounts of student loan debt with not much chance of paying it off.

### **The German Model**

In the 2011-2012 school year, the Pell Grants, the Department of Education's largest aid program to help students from a low- and moderate-income background pay for a college degree, cost taxpayers a whopping \$34.5 billion with dismal results. Government numbers suggest that a majority of Pell students dropped out before completing their sophomore year.

No wonder. It's clear that many high school graduates don't have the aptitude to go on to college and would rather go directly into the workforce and start careers. The problem is that nearly a million attractive jobs sit unfilled, while millions of Americans remain unemployed or can find only part-time work.

The remedy is not to have schools create new and easier courses to accommodate students who aren't legitimate college prospects. Instead, it should be to create more vocational training opportunities along the lines that have been standard in Germany for decades. The country was forced to rebuild its factories and industries from the rubble of World War II, and the Germans have long placed a high value on vocational education.

In Germany, the educational system begins to set apart those students best suited for higher education and those who may fare better in vocational training at an early age. Often it begins in the eighth grade or at the start of their freshman year in high school.

More than two-thirds of the German workforce has received vocational training from technical schools, trade guilds and company training programs. In 2012 alone, German companies hired and trained some 600,000 workers.

## **The Volkswagen Academy**

The system obviously is working. In October, despite a rough economy, Germany's youth unemployment was 7.7 percent compared to 12.7 percent for the United States.

In Germany, vocational ed students learn both in the classroom and on the job — usually attending vocational schools two days and spending three days a week as apprentices in a chosen vocation. Slightly more than 50 percent of German students choose this career path.

German companies that own factories in the U.S. have brought this system here and U.S. companies could learn from it.

Volkswagen's sprawling auto factory in Chattanooga, Tennessee, is a good example. The company runs its Volkswagen Academy in a large building that also houses its assembly line. Aspiring workers who complete the three-year program earn a starting salary of \$22 an hour and are certified to work at German auto plants anywhere in the world.

It's time to end the negative view long attached to vocational education by adapting the German approach throughout the U.S. Most Americans don't need a university diploma, but all need a well-paying career.

*ABOUT THE WRITER: Whitt Flora, an independent journalist, is a former chief congressional correspondent for Aviation & Science Technology Magazine and a former White House correspondent for the Columbus Dispatch. Readers may write him at 319 Shagbark Road, Middle River, MD 21220-3903.*

*This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.*

## Text Dependent Questions

- 1 How do the PRO authors advance their point of view or purpose?
- (A) By describing the "talent pipeline management" model, citing statistics showing the model is working, and explaining how the model is superior to other models.
  - (B) By describing the "talent pipeline management" model, giving an example of the model's use, and explaining how the model benefits various stakeholders.
  - (C) By describing the "talent pipeline management" model, citing statistics showing the model is working, and explaining how the model benefits various stakeholders.
  - (D) By describing the "talent pipeline management" model, giving an example of the model's use, and explaining how the model is superior to other models.
- 2 How does the CON author advance his point of view or purpose?
- (A) By identifying problems with the "talent pipeline management" model, proposing the "vocational school" model as an alternative and describing how the "vocational school" model has been used effectively in another country.
  - (B) By identifying problems with the "talent pipeline management" model, proposing the "vocational school" model as an alternative and describing how the "talent pipeline management" model has caused major problems in another country.
  - (C) By summarizing the "talent pipeline management" model, proposing the "vocational school" model as an alternative and describing how the "vocational school" model has been used effectively in another country.
  - (D) By summarizing the "talent pipeline management" model, proposing the "vocational school" model as an alternative and describing how the "talent pipeline management" model has caused major problems in another country.



3 Which paragraph from the PRO section provides the BEST evidence for the authors' claims?

- (A) For many years it has been seen as an education issue and left to politicians, educators and administrators to fix. But companies are the ones that hire people spat out by our education system and they can't afford to wait for others to find a solution.
- (B) It was a \$170 million investment in the first-ever Rolls-Royce facility to be built from the ground up on U.S. soil. Before making that very expensive commitment, the company wanted to be sure that skilled workers would be available and in steady supply.
- (C) Through talent pipeline management, we can achieve education and worker training truly based on need, or demand. It will help create opportunities for individuals, ensure a steady flow of qualified workers to enable allow businesses to thrive and grow, and keep our nation on the leading edge of global competition.
- (D) So it partnered with the local community college system to establish a program tailored to its advanced manufacturing operations. Since forging this innovative partnership, Rolls-Royce has provided input on the course work, as well as new tools to train students on the machines that are used at the Crosspointe facility.

4 Each answer option is a sentence from the article that provides evidence supporting the CON author's claim.

Which sentence does NOT support the CON author's claim on its own?

- (A) Government numbers suggest that a majority of Pell students dropped out before completing their sophomore year.
- (B) German companies that own factories in the U.S. have brought this system here and U.S. companies could learn from it.
- (C) In 2012 alone, German companies hired and trained some 600,000 workers.
- (D) In October, despite a rough economy, Germany's youth unemployment was 7.7 percent compared to 12.7 percent for the United States.

## Answer Key

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- (D) In October, despite a rough economy, Germany's youth unemployment was 7.7 percent compared to 12.7 percent for the United States.

# Musicians dream of a faster Internet, for a coast-to-coast jam in real time

By San Jose Mercury News, adapted by Newsela staff on 12.14.14

Word Count **801**



Chris Chafe, director of the Center for Computer Research in Music and Acoustics at Stanford University, hooks up to a group of musicians at Virginia Tech. He's in the center's studio in The Knoll, a building on the university's campus in Stanford, California, Nov. 17, 2014. Photo: Nhat V. Meyer/Bay Area News Group/TNS

SAN JOSE, Calif. — The Internet is already incredibly fast. It's so fast that the San Francisco Bay Area can connect with New York City quicker than you can finish this sentence.

That's a blistering speed — but not quite fast enough for musicians, who dream of a day when notes travel at the speed of light. If that were possible, then the entire globe could play together in a single orchestra, via the Internet.

Right now, problems arise when musicians in distant locations attempt to perform together.

## **30 Milliseconds? "An Eternity"**

"The delays are devastating," said sound engineer Elizabeth Cohen. "Thirty milliseconds? That's an echo — an eternity."

Music is "shared communication" — and a kind of communication that depends on immediate feedback, said Cohen.

So hopes are pinned on an attempt to make computers so much faster that they approach light speed. Light travels at about 186,000 miles per second, the fastest anything in the universe can go.

The new effort was launched in October by a team led by computer research scientist Brighten Godfrey.

Their mission has been named “Networking at the Speed of Light.” It challenges scientists to create an Internet with speeds as fast as physically possible. They imagine instant-messaging chats that don’t oddly slow down, and cat videos that don’t stop, start, lag, then freeze.

They also imagine musicians in Hawaii and Antarctica being able to perform a seamless Beethoven quartet together.

## **Too Slow To Jam**

The problem now is the time delay that occurs when a signal travels across a computer network — a group of computers that are linked together. A computer signal contains coded information that is seen or heard on the other end as text, image or sound.

Signals travel the Internet about 10 times slower than the speed of light — often 100 times slower.

On a typical computer network, a San Francisco–New York connection takes about one second, even longer. If traveling at the speed of light, it would take just 27 milliseconds — a millisecond being one-thousandth of a second.

The relative crawl frustrates musicians. Right now, networked musicians in the same town can jam together online, but it’s far tougher if great distances separate them.

Delays are a big problem for Internet companies, as well, as slow speeds can lead to millions of dollars in lost revenue.

The speed-of-light campaign “represents a significant contribution to our understanding of what causes poor performance on the Internet,” said Google’s Maggie Johnson. “We’d like to minimize the delay between our services and our users.”

## **A Long-Distance Concert**

Technology is already changing the way music is made — for example, lessons and auditions are now being held via YouTube. Composer Eric Whitacre’s “Virtual Choir” mixed 2,052 voices from around the world onto one track.

However, real-time collaboration remains the final frontier. “A faster Internet could allow me to receive better audio that I could monitor in my control room,” said Joe Weed, a Los Gatos-based producer, engineer and musician. With faster speeds Weed could “make decisions about even subtle musical elements, including fine tonal or spatial differences,” he said.

A recent performance at Stanford showed the promise of using Internet speed to build cultural bridges through music.

The concert featured 13 musicians in different locations, all linked together by Stanford scientist-musician Chris Chafe and the university's high-speed Internet connection. The various players were at Stanford, UC Santa Barbara, Virginia Tech and Mexico's University of Guanajuato.

## **"Imagining The Universe"**

Hearing each other as if playing in the same concert hall, they wove together a textured tapestry of music. The performance, called "Imagining the Universe," blended classical, folk and electronic music.

Microphones sent music through a desktop computer, which put the audio onto the network. The sounds zipped through the network to distant computers and then into loudspeakers.

It took 46 milliseconds for Virginia Tech's bass and piano notes to land at Stanford, and another 46 milliseconds for Chafe's cello to be heard in Virginia. Speeds were similar for Mexico's lilting flute. Santa Barbara, closer, was only 7 milliseconds away.

The high-tech event had its glitches. Explosive sounds punctuated the performance, startling the audience and causing a musician to leap from his seat to crank down the volume.

## **"Beyond Where We Are"**

Still, the show seemed miraculous, and the crowd applauded appreciatively.

The performance was possible only because Stanford's Internet connection is fast enough — and the music slow enough, said Chafe. "If we were to play a locked rhythm together, we would not have as easy a time."

The first mission of the challenge is to find what causes delays. Factors at every layer of the Internet will be measured.

"We couldn't have dreamed, 30 years ago, that we'd be where we are," said Godfrey. "Now we are trying go beyond where we are, to truly bring the whole world together."

## Text Dependent Questions

- 1 Select the sentence from the article that is the MOST important to include in a summary.
  - (A) They imagine instant-messaging chats that don't oddly slow down, and cat videos that don't stop, start, lag, then freeze.
  - (B) Delays are a big problem for Internet companies, as well, as slow speeds can lead to millions of dollars in lost revenue.
  - (C) Technology is already changing the way music is made ? for example, lessons and auditions are now being held via YouTube.
  - (D) That's a blistering speed - but not quite fast enough for musicians, who dream of a day when notes travel at the speed of light. If that were possible, then the entire globe could play together in a single orchestra, via the Internet.
  
- 2 Select the paragraph from the section "30 Milliseconds? An Eternity" that BEST supports the main idea of the article.
  
- 3 The article tries to explain why scientists are trying to increase the speed of the Internet by:
  - (A) providing a detailed description of the work the scientists are doing
  - (B) sharing personal anecdotes of musicians and scientists
  - (C) quoting views of musicians and scientists
  - (D) drawing comparisons between music and internet speed
  
- 4 How does the author depict the efforts to create a method for musicians in distant locations to play over the Internet?
  - (A) by comparing two events
  - (B) by describing two events
  - (C) by comparing two people
  - (D) by describing two people

## Answer Key

- 1 Select the sentence from the article that is the MOST important to include in a summary.
- (A) They imagine instant-messaging chats that don't oddly slow down, and cat videos that don't stop, start, lag, then freeze.
  - (B) Delays are a big problem for Internet companies, as well, as slow speeds can lead to millions of dollars in lost revenue.
  - (C) Technology is already changing the way music is made ? for example, lessons and auditions are now being held via YouTube.
  - (D) That's a blistering speed - but not quite fast enough for musicians, who dream of a day when notes travel at the speed of light. If that were possible, then the entire globe could play together in a single orchestra, via the Internet.**
- 2 Select the paragraph from the section "30 Milliseconds? An Eternity" that BEST supports the main idea of the article.
- Paragraph 7:**  
**Their mission has been named "Networking at the Speed of Light." It challenges scientists to create an Internet with speeds as fast as physically possible. They imagine instant-messaging chats that don't oddly slow down, and cat videos that don't stop, start, lag, then freeze.**
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# "Totem journey" across North America highlights tribal environmental fears

By Associated Press, adapted by Newsela staff on 08.31.16

Word Count **974**



Linda Soriano of the Lummi Nation performs a smudge ceremony at Saint Mark's Episcopal Cathedral in Seattle, Washington, fanning smoke from burning sage with eagle feathers onto a totem pole, August 25, 2016. The 22-foot-tall Lummi Nation totem pole is traveling nearly 5,000 miles across the United States and Canada to galvanize opposition to the development of fossil fuel infrastructure. Photo: AP/Manuel Valdes

PORTLAND, Ore. — As part of a symbolic journey, a Pacific Northwest tribe is carrying a 22-foot-tall totem pole on a flatbed truck across Canada and the United States. They hope to ignite opposition to fossil fuel infrastructure projects they believe will endanger native lands.

This is the fourth year the Lummi Nation in northwest Washington state has embarked on a "totem journey." The trip tries to create a unified front among tribes across North America. Many of these tribes are individually fighting plans for coal terminals and crude oil pipelines in their backyards.

## **Tribes Witness Climate Change Close-Up**

More and more Native American tribes are using highly visible tours to bring their environmental activism to the masses, according to Robin Saha. She is a University of Montana associate professor who specializes in tribal issues and environmental justice. Many of these tribes see firsthand the effects of climate change.

"I wouldn't go as far as to say there's an anti-development movement, but tribes are feeling the effects of climate change quite dramatically and are responding in a lot of different ways," Saha said. "Some of them feel as if they're not going to survive."

In North Dakota, for example, people from across the country and members of 60 tribes have gathered in opposition to the four-state Dakota Access oil pipeline. The protest has gained national attention. The totem pole heads to that site, near the Standing Rock Sioux's reservation, next week.

## **Public Protests Thwart Development**

Crude oil and coal companies use the West Coast to reach customers in energy-hungry Asia. Seven crude oil or coal export terminals are proposed for conversion, expansion or construction on the Oregon and Washington coast. Tribes in the Pacific Northwest have protested publicly and taken legal action against this development.

A coalition of tribes turned out in June after an oil train derailed in Mosier in the scenic Columbia River Gorge. The oil from the derailment mostly burned off in a huge fire. However, a small amount entered the Columbia River where the tribes have federally guaranteed fishing rights.

"We're all trying to unite our voices to make sure we're all speaking out," said Jewell James, a Lummi tribal member who has been carving totem poles for 44 years.

In recent years, more and more utility companies in the United States have turned to cheap natural gas, driving down the demand for coal. Asian coal markets have become a potential lifeline for the coal mining industry, and Pacific Northwest ports are seen as the anchor.

The Lummi Nation launched a savvy public relations campaign last year. Their target was what would have been the nation's largest coal export terminal proposed for Cherry Point, Washington, at the heart of their ancestral homeland. The permit for the terminal was denied after the government discovered it would damage tribal fishing rights.

## **Columbia River Concerns**

This year's 19-day totem trek starts this week in Vancouver, British Columbia. It will make a stop in Longview, Washington, where a similar shipping terminal would export 44 million tons of coal annually to Asian markets. If Longview goes through, it would be the nation's largest coal export terminal.

It would mean well over a thousand ship journeys a year in the lower Columbia River, said Jasmine Zimmer-Stucky. She is a senior organizer with the Columbia Riverkeeper. There are concerns that wake from the ships could strand juvenile salmon and affect tribal fishing, she said.

Bill Chapman is president and CEO of the company that wants to build the coal terminal. He said in an emailed response that an environmental review by Washington state and county officials found there would be no effects to tribal fishing. Trains already run through the area on established tracks and have caused no issues, he added. He pointed out that the terminal, built on the site of a former factory, would create hundreds of much-needed jobs.

"We're building on a location where industry has existed for over 70 years," he wrote. "Our export terminal is sited on a stretch of the Columbia River dotted with manufacturing plants and docks."

A third large coal terminal in Oregon was struck down this month. A judge upheld the state's right to deny the project based on a similar threat to tribal fishing rights.

If the coal company decides to appeal, the case will go to trial in November.

## **"You Can't Put A Price On The Sacred"**

This year's brightly painted totem weighs 3,000 pounds and is carved of western red cedar. An eagle with a 12-foot wingspan sits on top. The pole itself features a wolf and bear — symbols of leadership, cunning and courage— as well as white buffalo and tribal figures.

To the sounds of drums and a prayer song, the 22-foot-tall totem pole was blessed in a smudge ceremony at the entrance of Saint Mark's Episcopal Cathedral in Seattle last week. Lummi Nation member Linda Soriano fanned smoke from burning sage, covering the pole in a haze as sun rays beamed down. She then fanned the smoke through the crowd gathered outside the church.

"Mother Earth is hurting," Lummi Nation member Randy Peters Sr. said as he began his prayer song, "Mother Earth has been hurting from all of the abuse that has been going on. The unsafe practices of the coal, and the mining and the transportation of energy."

Tribes in Oregon, Montana, Idaho, North Dakota, South Dakota and Canada will host the Lummi. Their end point is in Winnipeg, Manitoba, where tribes are fighting oil pipelines bound for the East Coast.

"You can't put a price on the sacred. Our land and our water are sacred," said Reuben George, manager of the Tsleil-Waututh Nation Sacred Trust Initiative in Vancouver, British Columbia, where his tribe is opposed to a major oil pipeline. "This totem pole represents our laws, our culture and our spirituality."

## Text Dependent Questions

- 1 What paragraph from the section "Columbia River Concerns" MOST CLEARLY shows that it can take a long time to see results from environmental activism?
- 2 Read the section "Public Protests Thwart Development." According to the section, why do coal companies want to develop along the West Coast?
- (A) to create more jobs
  - (B) to protect tribal fishing
  - (C) to sell coal to Asia
  - (D) to expand business to Oregon

- 3 Read the third paragraph of the section "You Can't Put A Price On The Sacred."

*"Mother Earth is hurting," Lummi Nation member Randy Peters Sr. said as he began his prayer song, "Mother Earth has been hurting from all of the abuse that has been going on. The unsafe practices of the coal, and the mining and the transportation of energy."*

All of the following people would MOST LIKELY share the same perspective as Randy Peters Sr. EXCEPT:

- (A) Reuben George
  - (B) Jewell James
  - (C) Jasmine Zimmer-Stucky
  - (D) Bill Chapman
- 4 Read the section "Tribes Witness Climate Change Close-Up." Which of the following BEST describes Saha's views on tribal opposition to pipelines?
- (A) passionate and supportive
  - (B) empathetic but objective
  - (C) critical and suspicious
  - (D) detached and informative

## Answer Key

- 1 What paragraph from the section "Columbia River Concerns" MOST CLEARLY shows that it can take a long time to see results from environmental activism?

**Paragraph 15:**

**If the coal company decides to appeal, the case will go to trial in November.**

- 2 Read the section "Public Protests Thwart Development." According to the section, why do coal companies want to develop along the West Coast?

- (A) to create more jobs
- (B) to protect tribal fishing
- (C) to sell coal to Asia**
- (D) to expand business to Oregon

- 3 Read the third paragraph of the section "You Can't Put A Price On The Sacred."

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# A student with an idea helps America fight food waste, one click at a time

By Washington Post, adapted by Newsela staff on 01.11.16

Word Count **900**



A worker removes leaves as nectarines get sorted for packaging at Eastern ProPak Farmers Cooperative in Glassboro, New Jersey, Aug. 27, 2013. Photo: AP Photo/Mel Evans BELOW: MEANS Database's Maria Rose Belding (right), co-founder and executive director, along with Grant Nelson, chief operating officer, with their homepage visible on the computer screen in their office. Photo: Ricky Carioti/ The Washington Post

One of the most profound contradictions of modern America is that more than 45 million Americans don't have enough to eat, but the country wastes an estimated 40 percent of its food.

The forces behind this inconsistency are complicated: Grocery stores think they'll be legally responsible if they donate food to food pantries and it makes people sick. Farmers allow edible, but ugly fruit to rot in fear it won't sell. Bananas blacken on all our shelves.

## **Frustrated Teen Has An Idea**

But the reasons behind this waste didn't feel so complicated to a teenage girl named Maria Rose Belding on a chilly day five years ago.

The whole thing felt simple. It felt wrong. It felt like something had to change.



Belding, then a volunteer at a local food pantry in Pella, Iowa, had just thrown out hundreds of boxes of expired mac and cheese in front of numerous hungry people lining up outside to collect free food.

"We were throwing away all of this food just because we couldn't communicate," Belding, then a freshman in high school, remembers. That frustration would ultimately lead the American University sophomore to develop a groundbreaking advancement in the long — and often inefficient — war on hunger.

## **Connecting 24 States**

After years of research, Belding, 20, has founded an online network that connects thousands of food pantries in 24 states, allowing them to quickly share surplus food that might have otherwise gone to waste. Pantries simply post their excess food to the program — and someone else in the network picks it up and puts it to use. So far, the database has saved an estimated two tons of food.

L'Oréal Paris, the cosmetics company, has since praised the program, last week naming Belding one of its 10 women of worth. So has Arianna Huffington of the Huffington Post. And experts agree programs like the interactive MEANS website, which stands for Matches Excess and Need for Stability, can close lapses in communication between pantries and chip away at the country's colossal problem with persistent waste.

## **Food Waste Hurts The Environment Too**

Food waste "needs to be addressed on multiple levels," said Mathy Stanislaus, an official with the Environmental Protection Agency who works on ending food waste. "Part is wider knowledge of the problem, but also tools [like this] to reduce waste."

The stakes couldn't be higher. Food production accounts for around 10 percent of the national energy budget, uses half of the country's land and consumes around 80 percent of all the freshwater used in the United States, according to a paper published in 2012 by the National Resources Defense Council.

The study noted that Americans waste \$165 billion every year on food destined for landfills. Inside these landfills, the food decomposes and emits 16 percent of the country's methane — a greenhouse gas that has an effect on global warming 25 times greater than carbon dioxide does.

## **Launching A Website**

Even people who donate to their local pantries are contributing, to some degree, to the problem. Emergency food centers have long been the last stop for whatever's lurking in the back of America's cupboards. And so, people donate an endless supply of near-expired creamed corn, beans and Honeybuns. The excess of product often does one of two things. It expires on the shelf and gets thrown out. Or it clutters the pantry so much that non-profits can't accept better donations that could immediately service a community.

When Belding started researching the idea behind the MEANS database while in high school, she was sure someone had beat her to it. She was wrong.

It took more than a year. She spent a year planning, researching and building program after program along with her co-founder, Grant Nelson. Then in February, the website launched.

## **Cool Beans!**

Months passed. In May, Belding was sitting in class when she saw one of their early users had posted an item to the site. This was the moment, she realized, when the project would either succeed or fail. A sense of panic seized her when she saw someone was giving away assorted varieties of canned beans. "They're like the off-brand Mountain Dew in the food world," Belding said. "You'll take it only if you have no other option. . . . So we were all anxiously sitting by our computers hitting refresh, and I said, 'Please, someone take this.' And then, it's gone. It just disappeared. . . . The beans had moved."

"We were kind of desperate," said Stephanie Shallah, an official with Washington, D.C.'s So Others Might Eat who had posted the item. "Beans come so often to me that I didn't think anyone would want them. So I said, 'I'm going to just post it and see what happens.' I said, 'I have nothing to lose.'" She said a Landover, Maryland pantry servicing a large Hispanic population took the goods.

## **Building On Her Success**

Things then happened very quickly for MEANS. The organization now commands a staff of several computer programmers paid through grant money and even a few interns whom Belding admits are older than she. The number of members on the site has grown from around 50 larger food banks in June to more than 200.

But there's still a lot of work to do, Belding said. There are still 26 states that remain untapped. There's still the world. Belding said she had more calls to make. More connections to forge.



## Text Dependent Questions

1 In the section "Cool Beans!" which word BEST describes Marie Rose Belding's reaction after the beans had moved?

- (A) panic
- (B) disappointment
- (C) excitement
- (D) arrogance

2 Which of the following selections from the article demonstrates irony?

- (A) In May, Belding was sitting in class when she saw one of their early users had posted an item to the site.
- (B) The number of members on the site has grown from around 50 larger food banks in June to more than 200.
- (C) Even people who donate to their local pantries are contributing, to some degree, to the problem.
- (D) The study noted that Americans waste \$165 billion every year on food destined for landfills.

3 Which word can BEST replace "immediately" in this sentence from the section "Launching A Website" without changing its meaning?

*Or it clutters the pantry so much that non-profits can't accept better donations that could immediately service a community.*

- (A) eventually
- (B) permanently
- (C) completely
- (D) readily

4 Which paragraph in the section "Frustrated Teen Has An Idea" helps you understand what Belding believes to be the main problem with food waste?

## Answer Key

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**Paragraph 5:**

**"We were throwing away all of this food just because we couldn't communicate," Belding, then a freshman in high school, remembers. That frustration would ultimately lead the American University sophomore to develop a groundbreaking advancement in the long — and often inefficient — war on hunger.**

# Opinion: Brave new world's technology still can't solve refugees' suffering

By Project Syndicate, adapted by Newsela staff on 02.09.16

Word Count **915**



A youth uses his mobile outside the closed Turkish border crossing with Syria, on the outskirts of the town of Kilis in southeastern Turkey, Feb. 7, 2016. Photo: AP/Lefteris Pitarakis

DAVOS, Switzerland -- The theme of this year's World Economic Forum (WEF) meeting of world leaders and businesspeople was the Fourth Industrial Revolution. The subtitle should have been: Of Robots and Refugees. Although much of the meeting focused on the technological marvels of the near future, others highlighted the world's inability to address one of humanity's oldest problems: how to feed, house and care for large populations driven by conflict from their homes and countries.

The First Industrial Revolution occurred with the invention of the steam engine and mechanical production; the second was defined by electricity and mass production; and the third was the digital revolution, which began in the 1960s with the invention of computers, semiconductors and the Internet.

According to WEF Chairman Klaus Schwab, the Fourth Industrial Revolution is beginning now, characterized by a much more widespread and "mobile Internet, by smaller and more powerful sensors that have become cheaper, and by artificial intelligence and machine learning." It is ushering in a world in which virtual and actual systems are intertwined in manufacturing, services and the human body itself.

## **A Vision Of Tomorrow**

The WEF's programs featured discussions on robotics, biotechnology, nanotechnology and space travel. The Victoria and Albert Museum in London, England, created an interactive exhibit called "This Time Tomorrow." It featured six scenarios of possible futures, including a world in which full three-dimensional casts of human faces can be created from a single strand of DNA; buildings are covered with a skin capable of photosynthesis, so it can act like leaves, taking in carbon dioxide and releasing oxygen; and death can be beaten by bringing back those who choose to be cryogenically frozen.

Other exhibits, however, focused on urgent current problems. Participants were able to experience being a refugee through a virtual reality headset. They could also don a headscarf and spend 75 minutes being treated like a refugee and face heart-wrenching choices. Many of the real refugees who flooded into Europe this past summer are living in a world that is barely through the Second Industrial Revolution. They cram into leaky rafts and place themselves at the mercy of ocean waves, and sleep on the floors of railroad stations.

Yet the majority of the millions refugees headed to Europe -- primarily fleeing civil war in Syria -- had access to the Internet that is part of the Fourth Industrial Revolution. Many received real-time advice via social media on their smartphones on how to make the journey.

## **New Age For The Refugee**

Michel Bauwens is the founder of the Peer-to-Peer Foundation. He described 2015 as the year in which millions of refugees "were organized by social media (specifically through secret Facebook groups) and in which scores of citizens organized themselves through peer-to-peer networks to assist them." These "Facebook refugees," as the media quickly dubbed them, used Facebook not only to coordinate with smugglers but also to help one another.

Alessandra Morelli is an official with the United Nations High Commissioner for Refugees. The tens of thousands of Syrian refugees arriving on the Greek island of Lesbos "know exactly where they have to go, who they have to talk to. They know what to buy," she said. Facebook posts showed them what kinds of tents to purchase, which routes to take, and how to avoid being pushed back out to sea by Greek officials.

## **But Technology Works Against Them Too**

The question remains, however, whether robots or gene sequencing or micro-sensors can help refugees integrate into European societies or else help them get back home. These countries are increasingly hostile to them, and it is easy enough to imagine them tracking

the refugees in various ways. After all, the Unique Identification Authority of India has enrolled nearly a billion Indians in its biometric identification program and scans the irises of participants' eyes.

Combine iris identification with new phones that identify its users, and any refugee using a smartphone would also signal his or her location. Tracking and finding refugees and economic migrants before they reach European soil will become a priority.

Yet, aside from the human rights problems with this kind of tracking, no technology can successfully address the underlying problem: the conflicts from which millions of people are seeking refuge. Historically, we have been far better at developing technologies to kill people than we have been at protecting them.

## **Peace Still Begins With Human Will**

Early in the Syrian civil war, President Bashar al-Assad's government was claiming that the many pictures of atrocities that opposition members posted to social media were fake. At that point, it would have been possible to develop a United Nations platform to ensure the authenticity of the photos and videos. But no technology can overcome some governments' lack of political will to hold other governments to account.

Likewise, no technology can compel militants to negotiate a peace. Even the atomic bomb, which the United States dropped to force Japan to surrender and ended World War II, depended on President Harry S. Truman's will to use it.

P.W. Singer and August Cole's novel *Ghost Fleet* is set in a future war between the United States and China. It is remarkable that the authors describe all of the astonishing technologies that both sides use actually based on publicly available information from U.S. and Chinese military sources. Micro-drones, robots and holograms abound in the book. But the outcome of the war is still determined by human will, courage and determination. These same qualities are needed to stop human suffering in any age.

## Text Dependent Questions

- 1 Read the paragraph below.

*According to WEF Chairman Klaus Schwab, the Fourth Industrial Revolution is beginning now, characterized by a much more widespread and "mobile Internet, by smaller and more powerful sensors that have become cheaper, and by artificial intelligence and machine learning." It is ushering in a world in which virtual and actual systems are intertwined in manufacturing, services and the human body itself.*

Which of the following words would BEST replace "ushering in" in the final sentence above?

- (A) discovering
- (B) challenging
- (C) introducing
- (D) destroying

- 2 Read the excerpt from the article.

*Early in the Syrian civil war, President Bashar al-Assad's government was claiming that the many pictures of atrocities that opposition members posted to social media were fake. At that point, it would have been possible to develop a United Nations platform to ensure the authenticity of the photos and videos.*

What does the author mean by the phrase "ensure the authenticity"?

- (A) check that something is real
- (B) question something on social media
- (C) express doubts about information
- (D) confirm that information is current

- 3 Which excerpt MOST accurately expresses the author's opinion about the Internet?

- (A) The Internet can intrude on people's privacy.
- (B) The Internet often causes the spread of false information.
- (C) The Internet should be credited with saving countless lives.
- (D) The Internet is helpful, but is not a cure-all.

- 4 According to the author, which of the following has the biggest influence on a crisis such as war?
- (A) advanced weapons such as micro-drones and robots
  - (B) human attributes such as courage, determination, and will
  - (C) improved social media apps and platforms developed by the United Nations
  - (D) tracking programs using biometrics such as iris scans

## Answer Key

- 1 Read the paragraph below.

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# Guadalajara counting on technology to change city's image

By Washington Post, adapted by Newsela staff on 05.23.16

Word Count **1,004**



Engineers at the Intel campus in Guadalajara, Mexico, are shown on May 2, 2016. BOTTOM: Bikers cross a road in the Guadalajara metropolitan area. Photo: Meghan Dhaliwal for The Washington Post

GUADALAJARA, Mexico — The young men look like your average 20-something computer programmers. Huddling in the midday sun, they sip coffee out of paper cups, smoking cigarettes and scrolling through iPhones.



Behind them sits a bustling shared work space with 850 tech workers for dozens of startup companies. The vibe feels much like Silicon Valley, the Northern California hub of computer and technology. These workers are hundreds of miles south, however, in Guadalajara, the capital of the state of Jalisco, Mexico. Here, government assistance and affordable talent attract foreign tech giants.

About \$120 million has been invested in nearly 300 Guadalajara startups since 2014, much of it coming from the United States. Jalisco annually exports \$21 billion in tech products and services, according to the state.

## **Working To Overcome Its Past**

Mexico, however, is better known for other distinctions.

From 2007 to 2014, the Mexican drug war took 164,000 lives. An astonishing 99 percent of all crimes go unpunished, according to Insight Crime, an organization that tracks law and justice in Latin America.

Jalisco is comparatively calm. Most of the crime practiced here is less violent than in other parts of Mexico and is usually invisible. Meanwhile, local tech workers are thriving, doing work for foreign companies at a rate of \$12 billion a year.

"Doing business here is almost like doing business in the U.S.," says Anurag Kumar, chief executive and co-founder of iTexico, a Texas software development firm with 107 of its 121 employees in Guadalajara.

Kumar has worked with Mexican teams for five years, flying in twice a month from Texas. He says they have kept talent in Guadalajara thanks to Guillermo Ortega, a Mexican national and businessman who runs operations as iTexico's third founder.

"Mexico's very complicated," Ortega says. "We're very active in the ecosystem to create and convert talent. This is what I work on every day: how we train, how we attract people, how we retain them."

## **Close Ties To The U.S.**

Kumar believes Mexico has ideal startup conditions, thanks to the North American Free Trade Agreement (NAFTA) and how close the country is, physically and culturally, to the U.S.

NAFTA promotes tax-free exchange across the U.S.-Mexico border and allows Mexicans to obtain U.S. work visas if they are sponsored by a U.S. company. Free trade has created a generation of educated, English-speaking Mexican workers, and NAFTA ensures U.S. companies in Mexico retain full copyright and patent protection. Shipping to the U.S. from Mexico is also fast and easy.

This makes Mexico more cost-effective than even India, long touted as the cheapest place for tech companies to send their work.

Drew Anderson, who traveled here for the first time in February, says working with Mexicans is 20 percent cheaper than the same work would be in the U.S.

## **Tech Startup Firms Emerge**

Not only are foreign companies finding success in Mexico, but local businesses are thriving as well. Before 1990s, local companies were mostly focused on manufacturing, but software engineering firms began to emerge in recent years.

"The startup movement began in 2010," says Mak Gutiérrez, 35, who since late 2011 has hosted the local chapter of Hackers and Founders, a weekly meet-up for tech workers.

Gutiérrez says there was no funding for startups until a firm called Mexican VC began investing small amounts, about \$20,000 per company, in 2011. Soon, more American investors arrived.

"There's a growing sense of opportunity," Gutiérrez said.

## **Looking For Own Identity**

While being known as "Mexico's Silicon Valley" is a sign of Guadalajara's success, the city's tech workers see themselves as a unique new force in the global tech world. "We have to have our own name," says Jacobo Gonzalez, chief executive of Jalisco's Institute of Information Technology, a nonprofit business advocacy.

"All the elements are there for the region to be a household name in technology," says Guillermo González King, executive director of Mexico IT, which helps private tech companies coordinate with the Mexican government. "Unfortunately, the perception is that personal safety is a deal-breaker."

Mexico, seen by many as a violent and unstable country, suffers from a negative stigma. Tourism has declined significantly, and 50 percent of all Mexicans are hobbled by poverty.

## **Criminal Elements Disrupting Progress**

Last April, a criminal organization in Jalisco murdered 15 police officers in a highway ambush outside Guadalajara, the worst police attack in a decade. Then a number of hijacked buses were set ablaze in crowded downtown streets. Violence directed at police and women seems ever present.

The governor of Jalisco, Aristóteles Sandoval, and Guadalajara's new mayor, Enrique Alfaro, called these isolated incidents.

"It's true that today Mexico is dangerous," Alfaro says, before describing the opportunities that technology creates. He says the tech sector accounts for 30 percent of the city's economy, and he's implementing school programs to encourage training in science, technology, engineering and math.

Alfaro admits it is hard. There is tremendous unemployment here, he says, much worse than what is officially reported, which can make recruitment easy for drug cartels.

## **"Only Research Lab In Latin America"**

Nevertheless, tech companies have invested heavily in Guadalajara. Intel built a 220,000-square-foot campus atop a hill that overlooks a shanty town on a dirt road. On the hilltop, Intel's general manager, Jesus Palomino, shows off "Intel's only research lab in Latin America."

Palomino came to Guadalajara 26 years ago, leading a joint project between IBM and the Mexican government to set up a design center for personal computers. He says the partnership helped lay the groundwork for the business environment that has emerged.

There has never been a security breach here "and I hope that stays the same," Palomino says. He says there's no armed security because "our weapon is technology." As he sees it, "This is where the future is being built."

Perception is important, and it takes many small steps to change people's ideas about Mexico.

Kumar says, "I saw it in Delhi, in Bangalore. There's no reason there can't be larger companies in Mexico. Mexico has advantages we haven't found anywhere else."

## Text Dependent Questions

- 1 Read the paragraph from the article.

*Mexico, seen by many as a violent and unstable country, suffers from a negative stigma. Tourism has declined significantly, and 50 percent of all Mexicans are hobbled by poverty.*

What does the phrase “negative stigma” MOST LIKELY mean in the paragraph above?

- (A) a weak economy
- (B) a bad reputation
- (C) a disease epidemic
- (D) a corrupt government

- 2 Read the paragraph from the article.

*Nevertheless, tech companies have invested heavily in Guadalajara. Intel built a 220,000-square-foot campus atop a hill that overlooks a shanty town on a dirt road. On the hilltop, Intel's general manager, Jesus Palomino, shows off "Intel's only research lab in Latin America."*

Which word or phrase from the paragraph above BEST helps explain the meaning of the phrase “shanty town”?

- (A) have invested heavily
- (B) atop a hill
- (C) on a dirt road
- (D) shows off

3 Read the following paragraph from the article.

*The young men look like your average 20-something computer programmers. Huddling in the midday sun, they sip coffee out of paper cups, smoking cigarettes and scrolling through iPhones.*

Why does the author MOST LIKELY include this paragraph in the article?

- (A) to show that Guadalajara is beginning to attract tech workers from all over the world
- (B) to emphasize the similarities between Guadalajara and places like Silicon Valley
- (C) to describe how working in Guadalajara is different from working in the United States
- (D) to illustrate the differences between the educated youth of Guadalajara today and previous generations

4 Read paragraph 2 of the section "Looking For Own Identity." What does this paragraph accomplish?

- (A) It shows that personal safety is more of a concern in Guadalajara and other parts of Mexico.
- (B) It illustrates the differences between booming Guadalajara and other, crime-ridden parts of Mexico.
- (C) It explains how negative perceptions of Mexico are still preventing Guadalajara from thriving as much as it should.
- (D) It describes why Guadalajara is an attractive location for Mexican companies looking for an educated, low-cost workforce.

## Answer Key

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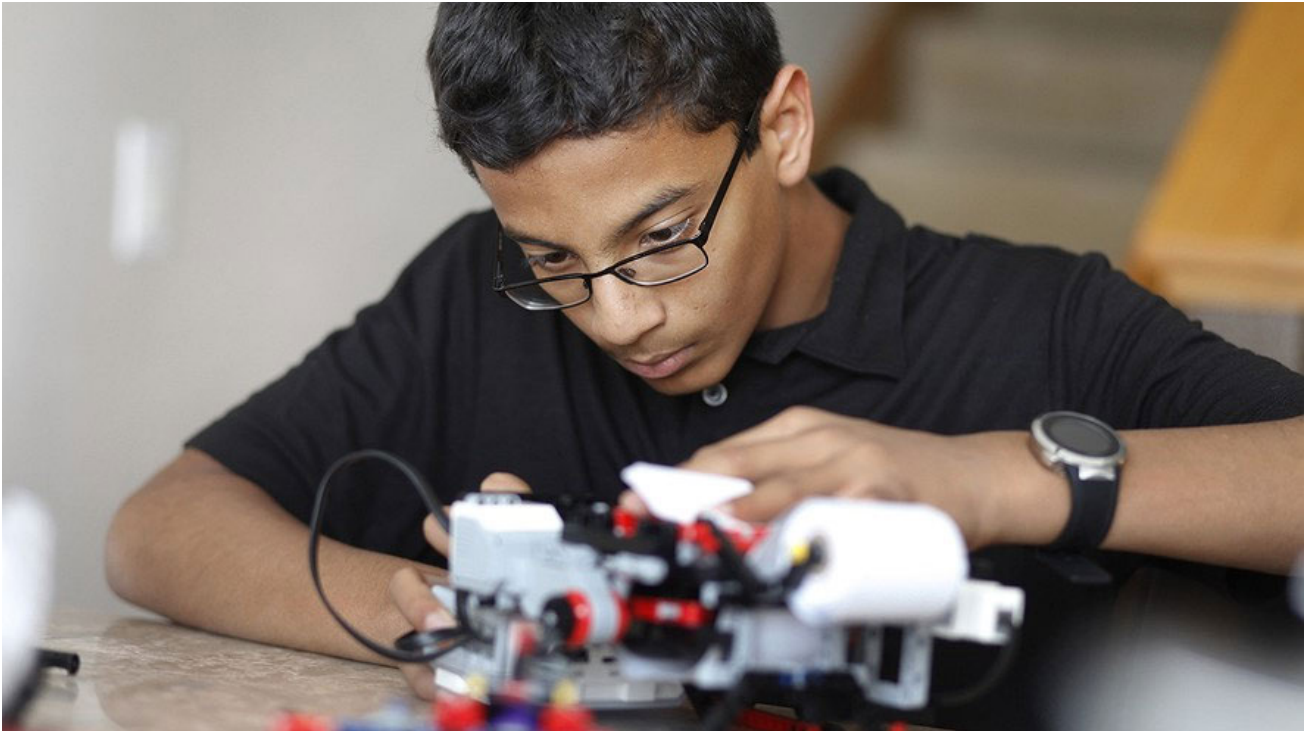
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# Simple question leads 13-year-old to start his own company

By San Jose Mercury News, adapted by Newsela staff on 11.10.14

Word Count **862**



Shubham Banerjee assembles the Braille printer he built out of Legos in his San Jose, California, home, Nov. 1, 2014. The 13-year-old is creating a sensation in the venture capital world after he built the Braille printer. He has received a round of venture funding and with his parents has launched a startup to create an affordable Braille printer. Photo: Patrick Tehan/Bay Area News Group/MCT

SANTA CLARA, Calif. — Last December, seventh-grader Shubham Banerjee asked his parents how blind people read.

His dad, who works for a computer company, told his son to “Google it.”

So Shubham did, and with a few Internet searches he learned about Braille, the writing system of raised dots used by the blind. He also read about Braille printers, which, to the middle-schooler’s shock, cost thousands of dollars.

One school science fair victory, \$35,000 of his parents’ savings and a visit to the White House later, Shubham today is the founder of a business. Shubham’s company, Braigo Labs, aims to be the first manufacturer of low-cost, portable Braille printers. Braille is printed with raised dots on paper, which blind people read with their fingers.

## **He Is Always Thinking**

On Tuesday, Intel, one of the world's largest computer chip makers, announced that it has invested in the teenager's company. This makes Shubham the world's youngest owner of a tech startup to receive venture capital funding. Venture capital is a type of funding given to a new company to get it off the ground.

"It was curiosity," explained Shubham, now 13 and an eighth-grader at Champion School in San Jose. "I'm always thinking up something. If you think it can be done, then it can probably be done."

What started as a home-built Lego project for a school science fair has transformed into a family run startup. His mom, Malini Banerjee, serves as the president and CEO. His dad, Neil Banerjee, is on the board of directors and is Shubham's chauffeur and chaperone to press events, interviews and business meetings.

## **From Kitchen Table To Place In History**

The money from Intel will allow the family to hire engineers and product designers, enabling Shubham to concentrate on school. Shubham's father had been thinking about dipping into his retirement savings to fund the company before Intel offered the money. Intel declined to disclose how much it is giving Shubham's company.

"It's a classic Silicon Valley story, isn't it?" said Neil Banerjee, who works as director of software operations for Intel. Silicon Valley is the nickname of an area in Northern California where many high-tech companies are located. "Everyone else started in a garage, but (Shubham) started at the kitchen table."

The investment also earns Shubham a place in history. He is two years younger than Nick D'Aloisio of Britain, the British tech whiz kid who received venture capital funds for his startup Summly, a news reading app, in 2011 when he was 15. According to business groups and media organizations that track these kinds of investments, Yahoo later bought Summly for a reported \$30 million.

## **New Printer Will Help More People Read**

Shubham published the code for the software on the Web, so other developers can use it, but the family has taken out a patent for the printer. Intel engineers, including his dad, helped Shubham build a working model of the printer, which is run with a new Intel chip.

Organizations for the visually impaired welcome an affordable Braille printer, which they say could give blind people better access to literature and news. They also say it would improve Braille literacy rates. Only about 8.5 percent of the 60,000 blind schoolchildren in the country can read Braille, according to the American Printing House for the Blind.

"There is absolutely a need," said Gary Mudd, a spokesman for the Printing House for the Blind. "Being blind is sometimes very expensive."

Braille printers start at about \$2,000 for an individual and go up to at least \$10,000 for schools and businesses. Braigo plans to sell its printer for about \$350.

“We had no idea that someone could reinvent a Braille printer and bring the cost down by an order of magnitude,” said Mike Bell, Intel vice president and general manager of the company’s New Devices Group. “We think this has big potential to help a lot of people.”

## **"Believe In Your Child"**

Because Braigo uses Intel technology, it is an obvious investment for the company’s venture fund. Possibly the biggest challenge facing Braigo, though, is whether it can get enough customers. The National Federation of the Blind estimates that fewer than 10 percent of blind people can read Braille. And with more advanced technology available, including electronic Braille screens and text-to-speech functions on smartphones, some experts expect the demand for Braille printers will drop.

“The number of potential sales are quite limited because there aren’t that many people who read Braille,” said Ike Presley. He is the national project manager for the American Foundation for the Blind. “We don’t know what the demand will be for hard copy Braille five to 10 years from now.”

In five to 10 years, Shubham will be in college. But whether or not the company survives, the experience is almost certainly something his parents will treasure.

“He would stay up until 2 a.m., and I would be like, ‘Give it up Shubham, just give it up,’” Malini Banerjee said. “He would keep building and breaking things and I would get so discouraged, asking, ‘Why is he wasting his time?’”

But now she tells every mom, “Believe in your child.”

## Text Dependent Questions

- 1 Select the paragraph in the section "He Is Always Thinking" that describes the transformation of Shubham's project over time.
  
- 2 Which of the following quotes describes a problem that Shubham's invention might solve?
  - (A) "He would keep building and breaking things and I would get so discouraged, asking, 'Why is he wasting his time?'"
  - (B) "We don't know what the demand will be for hard copy Braille five to 10 years from now."
  - (C) "It's a classic Silicon Valley story, isn't it?"
  - (D) "Being blind is sometimes very expensive."
  
- 3 Read the sentence from the section "New Printer Will Help More People Read."

*Only about 8.5 percent of the 60,000 blind schoolchildren in the country can read Braille, according to the American Printing House for the Blind.*

Which section of the article elaborates on the information found in the sentence above?

- (A) "From Kitchen Table To Place In History"
- (B) the introduction [paragraphs 1-4]
- (C) "He Is Always Thinking"
- (D) "Believe In Your Child"

Read the paragraph from the section "From Kitchen Table To Place In History"

*The investment also earns Shubham a place in history. He is two years younger than Nick D'Aloisio of Britain, the British tech whiz kid who received venture capital funds for his startup Summly, a news reading app, in 2011 when he was 15. According to business groups and media organizations that track these kinds of investments, Yahoo later bought Summly for a reported \$30 million.*

Why does the author include the paragraph in the article?

- (A) to provide context by comparing Shubham's work to that of business groups and media organizations
- (B) to provide context by comparing Shubham's work to that of other young businessmen
- (C) to analyze technology companies by comparing Shubham's work to that of other young businessmen
- (D) to analyze technology companies by comparing Shubham's work to that of business groups and media organizations

## Answer Key

- 1 Select the paragraph in the section "He Is Always Thinking" that describes the transformation of Shubham's project over time.

**Paragraph 6:**

**What started as a home-built Lego project for a school science fair has transformed into a family run startup. His mom, Malini Banerjee, serves as the president and CEO. His dad, Neil Banerjee, is on the board of directors and is Shubham's chauffeur and chaperone to press events, interviews and business meetings.**

- 2 Which of the following quotes describes a problem that Shubham's invention might solve?

- (A) "He would keep building and breaking things and I would get so discouraged, asking, 'Why is he wasting his time?'"
- (B) "We don't know what the demand will be for hard copy Braille five to 10 years from now."
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# Inability to hear doesn't mean an inability to own a business

By Associated Press, adapted by Newsela staff on 11.18.15

Word Count **894**



Melody (left) and Russ (right) Stein are the owners of Mozzarella restaurant. They are also deaf and have run their San Francisco restaurant since 2011. Pictured here, they are receiving a certification from a representative of Associazione Verace Pizza Napoletana that endorsed Mozzarella's pizza. Photo: Mozzarella via Facebook

NEW YORK, N.Y. — Soon after customers arrive at Mozzarella for the first time, they notice that something's different about the restaurant: Nearly every worker is deaf.

Owners Russ and Melody Stein are also deaf, and have run their San Francisco restaurant since 2011. The business is thriving because customers love the food and the Steins have overcome obstacles deaf people can face when they become small business owners. They have had to deal with lingering bias and prejudice, and fewer resources than hearing business owners.

"We have the same skills as a hearing individual," Russ Stein said.

Running Mozzarella comes naturally to Melody Stein, whose family is in the restaurant business.

"It's something I've always wanted to do," she said.

## **A Growing Interest In Entrepreneurship**

Deaf people have the same ambition and ability to own their own businesses as those who can hear, said Tom Baldrige. He is the director of the business administration program at Gallaudet University, the largest educational institution serving the deaf and hard of hearing. There's a growing interest among Gallaudet students in entrepreneurship, or starting a business, something that is seen at business schools across the country. The university is expanding its entrepreneurship offerings beyond just classes, and giving students experience in running businesses like campus coffee shops.

"A lot is happening right now beyond a few courses in entrepreneurship. We've hired a consultant who's going to guide us (and) infuse corporate entrepreneurship into all the academic disciplines," Baldrige said.

The hearing world is still catching up to the idea of deaf business owners. The Steins have encountered discrimination from people who hear and don't want to make accommodations to help those who are deaf or hard of hearing.

For example, the couple has run into resistance when they asked for help at local government offices, including when they were trying to get permits to open the restaurant.

"We have had our rough moments," Russ Stein said. "There have been times when I had to ask for interpreters, and I was made fun of. I was looked down upon."

## **Most Vendors Adapt**

Restaurant suppliers and other business owners who can hear are often startled or feel awkward when they first meet the couple. Some have assumed that because the Steins are deaf, they didn't know what they were doing, Russ Stein said. Some have been impatient about writing down what they want to say, or have said offensive or inappropriate things.

"People ask, 'how do you drive?'" Stein said.

But most vendors adapt to working with the Steins, such as Mozzarella's wine seller who has even helped them learn more about the restaurant business.

And customers, most of whom can hear, seem happy to write their questions about items on the menu. Some seem awkward when they first come in, but they soon relax and enjoy their meals.

"They learn to overcome their fear," Melody Stein said.

## **She Wanted A Fashion Career**

Many deaf owners have dealt with this kind of prejudice. Hearing people have told them that the best careers for deaf people are teaching or counseling other deaf people.

Mara Ladines, who owns By Mara, a clothing manufacturer and store in New York, wanted a career in fashion design. But some counselors in college tried to steer her toward a job that would require less communication with others.

"They believed a deaf individual can't get a job in the fashion industry," she said.

Ladines insisted on taking design courses and got jobs at clothing companies, including H&M. In 2008, she began designing T-shirts and other clothes with a logo that shows the American Sign Language sign for "I love you." She started the business online and it has grown to the point where she could open her store last spring; many of the people who walk in are hearing, and Ladines is able to communicate with them and make sales.

Ladines wants to keep building her business, but she's frustrated by a lack of money. She wants to find an adviser who understands the deaf culture.

"It seems that most hearing individuals don't understand that a deaf individual can own a business," she said. "I feel I was born as a natural business owner."

## **Technology Has Been Helpful, But It's Also A Barrier**

With email a central part of any business, deaf owners communicate with vendors, bankers, customers and government offices. The Internet makes phone service easier. Free services, like video relays, allow deaf people to communicate in sign language with an interpreter who then speaks to a hearing person via phone.

The Small Business Administration (SBA), a government agency that helps small businesses, started a videophone service this year. It lets deaf owners communicate through sign language with SBA employees, which makes it easier to get help and information about loans and other services. Previously, owners had to use other services that were slower and didn't offer the human contact video relay does.

But owners say the Internet could be much more helpful. Few videos and online seminars designed for small business owners have captioned or sign language interpreters. It's frustrating to Melissa Greenlee, who runs deaffriendly.com, a website that helps deaf people find services and companies that accommodate their needs.

"While technology has been a wonderful advancement for our community in so many ways, it also has been my biggest barrier to advancement," she said.

## Text Dependent Questions

- 1 According to the article, why do deaf people often experience difficulties when starting a business?
- (A) Hearing people make unfair assumptions or have prejudices against deaf people.
  - (B) There has been little interest in the deaf community for deaf people to start or own businesses.
  - (C) Deaf people are hesitant to try to interact with hearing people in many situations.
  - (D) Educational institutions for deaf people do not offer them training in business development.
- 2 Read the section "She Wanted A Fashion Career." Which of the following answer choices would BEST describe Mara Ladines' perspective on her experience as a business owner?
- (A) She does not see differences between herself and a hearing person and has not encountered major difficulties in opening her business.
  - (B) She struggles with the challenges of being a deaf business owner and would like to find an adviser who understands her situation.
  - (C) She knows that there are many obstacles in her way as a deaf person, but she never lets those issues bother her.
  - (D) She has overcome many difficulties as a deaf business owner and now wants to advise other deaf people on starting businesses.
- 3 Read the first paragraph of the section "A Growing Interest In Entrepreneurship." Which phrase BEST clarifies the meaning of "entrepreneurship"?
- (A) ambition and ability
  - (B) business administration program
  - (C) educational institution
  - (D) starting a business

4 Read the excerpt below.

*It's frustrating to Melissa Greenlee, who runs deaffriendly.com, a website that helps deaf people find services and companies that accommodate their needs.*

The author uses the word "accommodate" to mean:

- (A) consider
- (B) ignore
- (C) question
- (D) predict

## Answer Key

- 1 According to the article, why do deaf people often experience difficulties when starting a business?
- (A) **Hearing people make unfair assumptions or have prejudices against deaf people.**
  - (B) There has been little interest in the deaf community for deaf people to start or own businesses.
  - (C) Deaf people are hesitant to try to interact with hearing people in many situations.
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# Backlash that makes no distinctions leads to bond between Sikhs, Muslims

By Associated Press, adapted by Newsela staff on 12.17.15

Word Count **906**



Indian Sikh children participate in a religious procession ahead of the birth anniversary of Guru Gobind Singh in Jammu, India, Jan. 5, 2015. Photo: AP/Channi Anand

CHICAGO — Pardeep Kaleka spent several days after the Sept. 11, 2001, attacks at his father's South Milwaukee gas station, fearing that his family would be targeted by people who assumed they were Muslim. No, Kaleka explained, the family was Sikh, a southeast Asian religion based on equality and not related to Islam.

But there has been a new wave of anti-Islamic sentiment since the terror attacks in Paris and San Bernardino. Now Kaleka is vowing to take an entirely different approach.

"For us it does not matter who they're targeting," said Kaleka. He is a former Milwaukee police officer and teacher whose father was one of six people killed in 2012 when a white supremacist opened fire at a Sikh temple in Oak Creek, Wisconsin. "This time we cannot differentiate ourselves; when hate rhetoric is being spewed we cannot be on the sidelines."

Across the United States, Sikhs and Muslims are banding together to defend their religions. Someone bent on harming Muslims wouldn't understand — or care about — the distinction between the two faiths, which both deserve to live in peace.



## **"We Are In This Fight Together"**

So they plan educational sessions and rallies and successfully pushed the FBI to track hate crimes against Sikhs. They speak to lawmakers and support each other's legal action. One such action is a lawsuit filed over a New York City police surveillance program that kept a close watch on Muslims.

"We are in this fight together," said Gurjot Kaur, a attorney at The Sikh Coalition, which was founded the night of Sept. 11, attacks.

Sikhism, a monotheistic faith like Christianity, Judaism and Islam, was founded more than 500 years ago in Southeast Asia. It has roughly 27 million followers worldwide, most of them in India.

There are more than 500,000 Sikhs in the U.S. Male followers often cover their heads with turbans, which are considered sacred, and do not shave their beards.

## **Harassment, Vandalism On The Rise**

Reports of bullying, harassment and vandalism against Sikhs have risen in recent weeks.

Last week, a Sikh temple in Orange County, California, was vandalized. A truck in the temple's parking lot was also damaged. Someone had tried to write the word "Islam" on it and made an obscene reference to the Islamic State extremist group (also known as ISIS and ISIL).

A Sikh woman who is nursing a child said she recently was forced to show her breast pump before taking her seat on an airplane in Minneapolis. Another passenger thought she might be an extremist and carrying a bomb. Several Sikh football fans said they initially were not allowed into Qualcomm Stadium in San Diego to watch a football game last Sunday because some of them were wearing turbans. Schoolchildren also say they've been bullied.

For most Sikhs, much of the backlash has been frequent stares or comments and occasional online insults.

## **Ignorance, Fear Fuel Rage**

Former NCAA basketball player Darsh Singh said he has heard insults throughout his life. Recently, someone yelled "Osama!" at him as he was crossing a street, referring to Osama Bin Laden, who was responsible for the 9/11 attacks.

Then last week, a photo on Facebook showed the former Trinity University basketball player — the first turbaned Sikh to play in the NCAA — with the caption, "Nobody wants to guard Muhammad, he's too explosive." A friend came to his defense with a lengthy post. "Do the world a favor and educate yourself," said the post, which got tens of thousands of likes.

"A lot of people act out of fear or ignorance," said Singh. "I don't know who started it, but whoever they are, I forgive them."

Rajinder Singh Mago is the community outreach director at the Sikh Religious Society of Chicago. He said it's especially difficult for Sikh schoolchildren, who sometimes are bullied.

"Ninety-nine percent of Americans are good ... then that one person who just came out of a tavern after a few beers, you don't know what he's thinking at that point," Mago said.

## **Haters Target Many Different Groups**

Madihha Ahussain is a staff attorney at the national group Muslim Advocates. She said people who are misinformed about both religions not only are "blaming entire faith communities, now they're blaming multiple groups for the acts of a couple of individuals."

As a result, some Sikhs have been the victims of violence.

A Chicago-area teenager was charged with a hate crime against a Sikh taxi driver. He allegedly called the 53-year-old man "Bin Laden" and repeatedly hit him in the face, breaking his cheekbone.

In 2013, a Green Bay, Wisconsin, man was charged with a hate crime. He allegedly set fire to a convenience store owned by a Sikh-American.

## **Muslims, Other Faiths, Reach Out**

That was less than a year after white supremacist Wade Michael Page killed six people and wounded four others at the Oak Creek temple. Kaleka said his father, Satwant Singh Kaleka, was the last person killed inside the temple, after Page broke into an office where he was calling 911.

Kaleka said the Muslim community reached out to Sikhs after the attack, and members of both faiths — along with Christians, Jews and others — are continuing to work together to combat inflammatory speech. Last weekend, he spoke at a Muslim women's coalition.

"I think this is just another test," Kaleka said. "Unfortunately," he added, "I think as bad as the comments are from some politicians, it does surface some underlying issues we haven't addressed."

## Text Dependent Questions

- 1 Read the quote from the introduction [paragraphs 1-4].

*"For us it does not matter who they're targeting," said Kaleka. He is a former Milwaukee police officer and teacher whose father was one of six people killed in 2012 when a white supremacist opened fire at a Sikh temple in Oak Creek, Wisconsin. "This time we cannot differentiate ourselves; when hate rhetoric is being spewed we cannot be on the sidelines."*

Which word is the BEST substitute for "differentiate"?

- (A) fool
  - (B) defend
  - (C) isolate
  - (D) separate
- 2 Read the sentence from the section "Muslims, Other Faiths, Reach Out."

*Kaleka said the Muslim community reached out to Sikhs after the attack, and members of both faiths — along with Christians, Jews and others — are continuing to work together to combat inflammatory speech.*

Which of the following has the closest meaning to "combat inflammatory speech" above?

- (A) protest white supremacy groups
- (B) outlaw any speech these groups don't like
- (C) challenge speech that may provoke violence
- (D) protest the fire-bombing of stores and residences of Sikhs and Muslims

3 Why does the author conclude the article with this quote?

*"I think this is just another test," Kaleka said. "Unfortunately," he added, "I think as bad as the comments are from some politicians, it does surface some underlying issues we haven't addressed."*

- (A) to give a sense that Sikhs need to take responsibility for protecting their religion
- (B) to give the impression that anti-Muslim feeling in the country is not very dangerous
- (C) to give the impression that this issue can be solved with help from Sikh leaders
- (D) to give a sense that some growth may result from the current tense situation

4 Why does the article begin with the story about Pardeep Kaleka?

- (A) Kaleka's experience is shared by every other Sikh in the U.S. today.
- (B) The article is largely about Kaleka, so this is a proper introduction to him and his family.
- (C) Kaleka's story helps the reader understand what it might be like to be Sikh in the U.S. today.
- (D) The article is making the case that Kaleka and other Sikhs are peaceful people, unlike some Muslim extremists.

## Answer Key

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## Introduction to Social and Emotional Learning (SEL)

### Defining SEL<sup>1</sup>

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

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

### Importance of SEL

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

In a major review of 213 studies evaluating SEL programs in schools, Durlak et al. (2011) found that students who participated in SEL programs, compared with students who did not, demonstrated the following attributes:

- ☐ Increased academic achievement
- ☐ Increased social and emotional skills
- ☐ Improved attitude toward self and others
- ☐ Improved positive social behaviors
- ☐ Decreased conduct problems and emotional distress

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

# Social and Emotional Learning Standards

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

## Self-Awareness

*Develop self-awareness competencies to:*

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

### INDICATORS

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

## Self-Management

*Develop self-management competencies to:*

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

### INDICATORS

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

## Social-Awareness

*Develop social awareness competencies to:*

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

### INDICATORS

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

## Relationship Skills

*Develop relationship competencies to:*

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

### INDICATORS

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

## Responsible Decision Making

*Develop responsible decision making skills to:*

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

### INDICATORS

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