



*English Standards of Learning*

# **PROJECT GRADUATION**

# ***READING SKILLS***

*Commonwealth of Virginia*  
*Department of Education*  
*Richmond, Virginia*  
2007

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## **Skill Making predictions about a text**

**SOL** 11.4d Generalize ideas from selections to make predictions about other texts.

**Time** 1 hour for each module

### **Materials/Resources**

Spring 2002 and 2003 Released Tests for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Copies of the “POW Strategy to Analyze Nonfiction” chart (found on p. 12)

### **Module 1**

1. Have students predict what the selection “The Spreading Chestnut Tree,” found on pages 12–13 of the Spring 2003 Released Test, is about. Ask what they already know about the disappearance of chestnut trees or other endangered tree species.
2. Give students a copy of the “POW (Purpose, Organization, Word Choice) Strategy to Analyze Nonfiction” chart (found on p. 12) to use during reading activities. Review the strategy, if necessary, and help students understand the similarity between *theme* in fiction and *purpose* in nonfiction. As students read, have them complete the POW chart. Be sure all students can identify the thesis statement in this informative paper.
3. Divide the students into small groups, and assign each group a different paragraph (or group of paragraphs) from the reading. Have each group discuss and report on their text, using the following prompts:
  - These paragraphs are mostly about \_\_\_\_\_.
  - These ideas are supported by the following specific details: \_\_\_\_\_.
4. In a class discussion, have the whole class draw reasonable conclusions from the text by answering the questions: “What can you conclude about the future of American chestnut trees, using the information in the text?” and “What other endangered plant and animal species would be appropriate topics for research?”

### **Module 2**

1. Have students predict what the selection “Susan B. Anthony Argues for Women’s Rights,” found on page 4 of the Spring 2002 Released Test, is about. Ask what they know about the history of the struggle for women’s rights.
2. Give students a copy of the “POW Strategy to Analyze Nonfiction” chart (found on p. 12). Review the strategy, if necessary, and help students understand the similarity between *theme* in fiction and *purpose* in nonfiction. As students read, have them complete the chart.
3. Divide the students into small groups, and assign each group a different paragraph from the reading. Have each group discuss and report on their paragraph, using the following prompts:
  - These paragraphs are mostly about \_\_\_\_\_.
  - These ideas are supported by the following specific details: \_\_\_\_\_.
4. In a class discussion, have the whole class draw reasonable conclusions from the text by answering the questions: “What views does the speech persuade listeners to take?” and “This reading would properly belong in a collection of books about what?”

## **Skill Working with a good sentence**

- SOL** 10.3 The student will read, comprehend, and critique literary works.  
10.4 The student will read and interpret informational materials.

**Time** 1 hour

### **Materials/Resources**

Independent reading text  
Copies of the attached worksheets

### **Module**

1. Have each student locate in an independent reading text a passage that is particularly interesting and meaningful to him/her. From this passage, have each student extract one sentence that is clear and engaging. Questions to consider in choosing this sentence include the following:
  - What important information does this sentence tell me about a particular person, place, thing, or idea?
  - What kind of verb(s) is used to convey action, make comparisons, and/or indicate consequences?
  - Why is this sentence so interesting? Is it because of the use of descriptive adjectives and/or adverbs? Is it because the sentence contains special phrases and/or clauses? Because it has a unique structure? Because it has similes, metaphors, allusion, or personification? Because it states an important truth or an interesting idea about a character?
2. Model a good sentence, for example, the opening sentence from *What Came before He Shot Her* by Elizabeth George: "Joel Campbell, eleven years old at the time, began his descent towards murder with a bus ride." Ask students what your reason was for choosing this as an example of a good sentence. Discuss the fact that as a first sentence in a novel, this example does several things for the reader: first, it immediately introduces the reader to a character who has a situation that attracts the reader's attention; secondly, it makes the reader initially wonder and ask questions, such as "What happens on this bus ride? Where is Joel headed? What other characters might be involved?"; finally, it causes the reader to make connections to other stories and begin to wonder how a young, innocent boy could become a murderer. Or is he all that innocent? What life experiences might have changed him? Why does this make me think of the play *Macbeth*, where a good man becomes a murderer?
3. Hand out copies of the "Working with a Good Sentence, 1" worksheet, and have each student write the sentence from their passage chosen in step 1. Then, have them explain the reason for their choice.
4. Post these sheets around the room, and allow the students to review their peers' sentences. Hand out copies of the "Working with a Good Sentence, 2" worksheet, and have each student choose three other sentences from the posted sheets that seem particularly interesting and meaningful, write them on this worksheet, and explain the reason for each choice.
5. Have students present and discuss the sentences they wrote on the "Working with a Good Sentence, 1" worksheets. As each sentence is presented, have the students who have commented on it share their observations with the class.



## Working with a Good Sentence, 2

Name: \_\_\_\_\_

Sentence 1 from text:

---

---

Reason for choosing this sentence:

---

---

---

Sentence 2 from text:

---

---

Reason for choosing this sentence:

---

---

---

Sentence 3 from text:

---

---

Reason for choosing this sentence:

---

---

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## **Skill Recognizing point of view**

**SOL** 9.3 The student will read and analyze a variety of literature.

**Time** 1 hour for each module

### **Materials/Resources**

Copies of the attached worksheets

Internet access for each student

Six or seven story excerpts from Released Tests for End of Course English or from a literature book

Copies of the attached point-of-view cards

### **Module 1**

1. Briefly review point of view—the eyes through which the reader “sees” the events unfold. Include explanations of “third person limited” and “third person omniscient.”
2. Distribute copies of the attached “Point-of-View Chart,” and activate students’ prior knowledge by having them record what they know about each item on the chart. Discuss student responses.
3. Have students read about point of view at [http://en.wikipedia.org/wiki/Perspective\\_\(storytelling\)](http://en.wikipedia.org/wiki/Perspective_(storytelling)), including information about first person, third person limited, and third person omniscient. As students gather information, they should record it on the chart.
4. Have students share the information from their chart in a class discussion about point of view. Assess their comments for accuracy.
5. Have students complete the attached “Evidence of Point of View” worksheet, accessing the stories online. Model the thinking process needed to find evidence of point of view, using the story *The Kiss*. Remind students to look for the pronouns or names used and to eliminate information within quotation marks when deciding which person is telling the story. Tell students to skim to find
  - examples in the eyes/minds of most of the characters and/or information known by the reader beyond the scope of the story being told
  - examples in the eyes/mind of only the character telling the story.
6. Have students practice with a partner finding evidence of point of view and then deciding the point of view for the next two stories, *The Adventure of the Cardboard Box* and *Howards End*. Allow 10 minutes maximum for this task. Review the students’ answers.
7. Have students work individually to complete the remaining four stories.
8. Grade worksheets for accuracy of identification and evidence of the point of view.

### **Module 2**

1. If necessary, review the previous lesson, including the answers of the worksheet.
2. Hand out copies of the blank “Evidence of Point of View” worksheet, and provide students with six or seven story excerpts from Released Tests for End of Course English or literature books. Have students work individually to continue their practice identifying point of view and giving evidence from the story.
3. Move around the room to help those who find this task difficult, based on data you discovered from grading the worksheets in step 8 of the previous module.
4. Alternatively, you may wish to have the class match points of view to passages, as follows:
  - Duplicate and cut apart the attached point-of-view cards and excerpts from six or seven stories.
  - Give each student a set of cards and a set of excerpts.
  - Have students work independently to match the excerpts with the point of view.
  - Move around the room to monitor students’ work.

### **Additional Resources**

[http://www.mcps.k12.md.us/departments/isa/staff/abita/english/reading\\_strategies.htm](http://www.mcps.k12.md.us/departments/isa/staff/abita/english/reading_strategies.htm)

<http://www.sdcoe.k12.ca.us/score/promising/tips/rec.html>

<http://www.anitraweb.org/kalliope/pov.html>

## Point-of-View Chart

<i>Point of view is</i> _____		
Person	Pronouns Used	Example
First person		
Third person limited		
Third person omniscient		

## Evidence of Point of View

Name of Story	Evidence of Point of View from Story	Point of View: Why?
<p><i>The Kiss</i> by Kate Chopin  <a href="http://www.readbookonline.net/readOnline/861/">http://www.readbookonline.net/readOnline/861/</a></p>	<p>Brantain sat in one of these shadows; it had overtaken him and he did not mind. The obscurity lent him courage to keep his eyes fastened as ardently as he liked upon the girl who sat in the firelight.                      She knew that he loved her—a frank, blustering fellow without guile enough to conceal his feelings, and no desire to do so.</p>	<p>Third person omniscient: in the minds of both characters</p>
<p><i>The Adventure of the Cardboard Box</i>  <a href="http://www.readbookonline.net/readOnline/2646/">http://www.readbookonline.net/readOnline/2646/</a></p>		
<p><i>Howards End</i>  <a href="http://www.readbookonline.net/read/33/1632/">http://www.readbookonline.net/read/33/1632/</a></p>		
<p><i>The Cask of Amontillado</i>  <a href="http://www.readbookonline.net/readOnline/484/">http://www.readbookonline.net/readOnline/484/</a></p>		
<p><i>The Dreamer</i>  <a href="http://www.readbookonline.net/readOnline/385/">http://www.readbookonline.net/readOnline/385/</a></p>		
<p><i>Our Country Neighbor</i>  <a href="http://www.readbookonline.net/readOnline/756/">http://www.readbookonline.net/readOnline/756/</a></p>		
<p><i>Little Women</i>  <a href="http://www.readbookonline.net/read/93/3583/">http://www.readbookonline.net/read/93/3583/</a></p>		

## Evidence of Point of View (KEY)

Name of Story	Evidence of Point of View from Story	Point of View: Why?
<p><i>The Kiss</i> by Kate Chopin  <a href="http://www.readbookonline.net/readOnline/861/">http://www.readbookonline.net/readOnline/861/</a></p>	<p>Brantain sat in one of these shadows; it had overtaken him and he did not mind. The obscurity lent him courage to keep his eyes fastened as ardently as he liked upon the girl who sat in the firelight. She knew that he loved her—a frank, blustering fellow without guile enough to conceal his feelings, and no desire to do so.</p>	<p>Third person omniscient: in the minds of both characters</p>
<p><i>The Adventure of the Cardboard Box</i>  <a href="http://www.readbookonline.net/readOnline/2646/">http://www.readbookonline.net/readOnline/2646/</a></p>	<p>In choosing a few typical cases which illustrate the remarkable mental qualities of my friend, Sherlock Holmes, I have endeavored, as far as possible, to select those which presented...          “You are right, Watson,” said he.</p>	<p>First person limited to Watson</p>
<p><i>Howards End</i>  <a href="http://www.readbookonline.net/read/33/1632/">http://www.readbookonline.net/read/33/1632/</a></p>	<p>Helen’s letters to her sister.</p>	<p>First person limited to Helen</p>
<p><i>The Cask of Amontillado</i>  <a href="http://www.readbookonline.net/readOnline/484/">http://www.readbookonline.net/readOnline/484/</a></p>	<p>I vowed revenge. I had told them that I should not return until the morning, and had given them explicit orders not to stir from the house.</p>	<p>First person limited to Montessoro</p>
<p><i>The Dreamer</i>  <a href="http://www.readbookonline.net/readOnline/385/">http://www.readbookonline.net/readOnline/385/</a></p>	<p>Which showed that beneath her surface strength of character there flowed a gracious undercurrent of human weakness.          “Grey,” said Cyprian, who had never met the lady in question.</p>	<p>Third person omniscient: information known by the reader beyond the story</p>
<p><i>Our Country Neighbor</i>  <a href="http://www.readbookonline.net/readOnline/756/">http://www.readbookonline.net/readOnline/756/</a></p>	<p>We have just built our house in rather an out-of-the-way place.</p>	<p>First person limited</p>
<p><i>Little Women</i>  <a href="http://www.readbookonline.net/read/93/3583/">http://www.readbookonline.net/read/93/3583/</a></p>	<p>She didn’t say “perhaps never,” but each silently added it, thinking of Father far away, where the fighting was. said Meg, who could remember better times. And Meg shook her head, as she thought regretfully of all the pretty things she wanted. said Jo, who was a bookworm.</p>	<p>Third person omniscient: information known by the reader beyond the story</p>

### Evidence of Point of View

Name of Story	Evidence of Point of View from Story	Point of View: Why?

**Point-of-View Cards**

**First person**

**Third person limited**

**Third person omniscient**

**Skill Identifying author’s purpose, organization, and word choice in nonfiction**

**SOL** 11.4a Use information from texts to clarify or refine understandings of academic concepts.

**Time** 1 hour for each module

**Materials/Resources**

Spring 2003 Released Test for End of Course English: Reading/Literature and Research

(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Copies of the attached “POW Strategy to Analyze Nonfiction” chart

**Module 1**

1. Review basic vocabulary and concepts of informational, nonfiction texts, including purpose (theme), organizational structure (patterns), and word choice (diction).
2. Give students a copy of the attached “POW (Purpose, Organization, Word Choice) Strategy to Analyze Nonfiction” chart to use during reading activities. Go over the strategy, if necessary, and help students understand the similarity between *theme* in fiction and *purpose* in nonfiction. As students read, have them complete the POW chart.
3. Model using the chart to draw general and specific conclusions from an excerpt from “The Wasteland,” found on page 16 of the Spring 2003 Released Test.
4. Allow the students to draw their own conclusions based on their POW chart. For instance, “This selection is mainly about pollution. Al Gore uses the problem-solution organizational pattern to persuade readers to conserve resources.”

**Module 2**

1. Have students apply the POW strategy to another text, “Chief Seattle’s letter,” found on page 17 of the Spring 2003 Released Test.
2. Have students create a Venn Diagram to compare and contrast “The Wasteland” excerpt with “Chief Seattle’s letter.”
3. Discuss organizational methods for a compare-contrast essay, for example, point-by-point analysis, or treatment of differences and similarities in separate paragraphs.

## **POW (Purpose, Organization, Word Choice) Strategy to Analyze Nonfiction**

What is the purpose? (To inform, to persuade, to define, to entertain, to analyze, etc.)
Question the text: <b>Who?</b>  <b>What?</b>  <b>Why?</b>  <b>Where?</b>  <b>When?</b>  <b>How?</b>
Organization ( <b>Consider page design and format: Where are the main ideas? Where are the supporting details?</b> ) <b>Main ideas:</b>   <b>Supporting details:</b>
Word choice ( <b>jargon, technical language, content-specific vocabulary</b> )

Consider the features above to complete the following sentences:

1. General conclusion:

The selection is *mainly* about \_\_\_\_\_.

2. Specific conclusion:

The author uses \_\_\_\_\_ in order to  
(organizational pattern)

\_\_\_\_\_  
(purpose)

## **Skill Determining audience and purpose**

- SOL** 9.3 The student will read and analyze a variety of literature.  
9.4 The student will read and analyze a variety of information materials.  
10.3a Identify text organization and structure.

**Time** 1 hour for each module

## **Materials/Resources**

Spring 2002 and 2004 Released Tests for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Magazines (collected by the teacher or brought in by students)  
Copies of the attached “Understanding Advertisements” handout

## **Module 1**

1. Give pairs of students various sections from “Riding Is an Exercise of the Mind” from the Spring 2002 Released Test or “The Year I Drove through the Car Wash...” from the Spring 2004 Released Test).
2. Have student pairs construct a visual for their section of the narrative. For example, for the following section from “The Year I Drove through the Car Wash...,” students could draw a picture of a car with scabs all over it.

The past year, which is fast becoming just a memory, is the year I drove through the car wash at fifty miles an hour. At least, it felt like fifty miles an hour. The car catapulted through the wash cycle, the wax cycle, and the dry cycle at a ridiculous rate of speed, and then aimed for the street at the end of the tunnel as if shot out of a cannon. The water and the wax had not yet dried – the car looked as if it had caught some terrible disease.

For the following section from “Riding Is an Exercise of the Mind,” students could draw a combined man-horse.

I had a horse named Pecos, a fleet-footed roan gelding, which was my great glory for a time. Pecos could outrun all the other horses in the village, and he wanted always to prove it. We two came to a good understanding of each other, I believe. I did a lot of riding in those days, and I got to be very good at it. My Kiowa ancestors, who were centaurs, should have been proud of me.

3. Have each pair present their visual to the class, explaining
  - why their image best conveys the key idea in the passage
  - why the passage best relates to either “Riding” or “The Year”
  - how the passage helps develop the author’s purpose.

## **Module 2**

1. Give each pair of students a copy of the “Understanding Advertisements” handout, and provide students with access to numerous magazines.
2. Have student pairs search in the magazines for an advertisement that effectively presents a product or idea. In choosing the ad and developing a presentation, they should consider primary purpose or function, textual information, visual appeal, audience, and rhetorical appeal.
3. Have each pair of students present their ad to class, explaining the reasons they chose it.

## Understanding Advertisements

Work with your partner to find an advertisement from a magazine that you think is effective in presenting a product. Consider the following in making your choice:

- In what kind of magazine is the product advertised? Is this a news magazine? Is this magazine focused on home and family? Is this magazine geared to sports? To entertainment? To fashion?
- Does the advertisement emphasize the visual, or is text more important? How are words and images used to attract a reader?
- Why do you and your partner find this advertisement effective?

Discuss each of the following questions with your partner, and choose one more of the given answers. Write a well-developed paragraph to explain your reason(s) for choosing each answer. Be prepared to present your paragraphs to the rest of the class.

1. To what group of people (audience) is this magazine designed to appeal?
  - a. People who are interested in fashion and/or sports
  - b. People who are concerned about world and national events
  - c. People who are concerned with raising children and/or creating an attractive home
  - d. People who like to travel
  - e. People who like to cook
  - f. None of the above
2. What is the purpose of this ad?
  - a. To appeal to the audience's interest in good health
  - b. To appeal to the audience's interest in appearance
  - c. To appeal to the audience's interest in facts and statistics to support an idea
  - d. To appeal to the audience's interest in celebrities
  - e. To appeal to the audience's interest in good bargains
  - f. None of the above
3. How does the visual image in the ad reinforce the message?
  - a. It shows a celebrity using the product.
  - b. It has a stark contrast between image and background.
  - c. It conveys humor through juxtaposition of images.
  - d. It uses charts and/or graphs.
  - e. It uses small print to deemphasize the negatives of the product.
  - f. None of the above
4. How does the text in the ad reinforce the message?
  - a. It uses statistics and/or facts to support claims.
  - b. It uses puns, allusions, and/or suggestive language.
  - c. It repeats the name of product.
  - d. It compares the product to an inferior product.
  - e. It presents the positive effects of using the product.
  - f. None of the above.
5. The following three rhetorical appeals are commonly used to attract audiences: (1) pathos—appeal to feelings and emotions, (2) ethos—appeal to ethics, integrity, and morality; and (3) logos—appeal to logic and reason. Which of these appeals are used in the ad?
  - a. pathos
  - b. ethos
  - c. logos
  - d. pathos and ethos
  - e. pathos and logos
  - f. ethos and logos

## **Skill Monitoring comprehension during reading**

- SOL** 9.3 The student will read and analyze a variety of literature.  
9.4 The student will read and analyze a variety of informational materials.

**Time** 1 hour for each module

### **Materials/Resources**

Copies of the four reading selections specified below (or other fiction or nonfiction selections of your own choice)

Copies of the four attached “Strategies for Reading Comprehension” handouts  
Sticky notes

### **Background**

Many students fail English Reading SOL tests because they do not know how to become engaged in the text as they are reading it. It is important for students to acquire the tools to help them become and remain engaged. Research has shown that good readers monitor their reading as they read. If you are a good reader, think of the strategies you use to read material that you want to read as well as material you have to read.

Using the classroom routine MAPP (Model, Analyze, Practice with a partner, Practice independently) and the attached handouts, guide the students through the strategy good readers use to activate and sustain comprehension while reading. The MAPP routine is used in each module below.

Choose reading material to demonstrate each of the following four strategies. You can use the same reading selection for all four or a different selection for each. The following texts are good possibilities:

- **Asking questions** — *A Child Called “It”: One Child’s Courage to Survive* by Dave Pelzer. Excerpts available at [http://www.bookbrowse.com/excerpts/index.cfm?book\\_number=218](http://www.bookbrowse.com/excerpts/index.cfm?book_number=218)
- **Clarifying** — *Nickel and Dimed* by Barbara Ehrenreich. Excerpts available at [http://www.bookbrowse.com/excerpts/index.cfm?book\\_number=1372](http://www.bookbrowse.com/excerpts/index.cfm?book_number=1372)
- **Making connections** — *My Sister’s Keeper* by Jodi Picoult. Excerpts available at [http://www.bookbrowse.com/excerpts/index.cfm?book\\_number=1411](http://www.bookbrowse.com/excerpts/index.cfm?book_number=1411)
- **Visualizing** — The opening chapter from *The Glass Castle* by Jeanette Walls. Available at [http://www.bookbrowse.com/excerpts/index.cfm?book\\_number=1560](http://www.bookbrowse.com/excerpts/index.cfm?book_number=1560)

Before starting each lesson, pair up students so that the transition to practice can be immediate. Have partners designate partner 1 and partner 2 in advance. Introduce the four strategies one at a time.

### **Module 1: Asking Questions**

1. Discuss with students how you ask questions as you read. Activate students’ prior use of this strategy while reading and/or in life. Give each student a copy of the “Asking Questions” handout.
2. **Model.** Choose a text to read aloud, such as Chapter 1 of *A Child Called “It”: One Child’s Courage to Survive* by Dave Pelzer. Read several paragraphs aloud to the students. As you read, stop and ask yourself both “thin” (short) and “thick” (longer) questions focusing on the who, what, when, where, how, why. Do not ask too many questions, but ask enough to sustain interest in the reading.
3. **Analyze.** Discuss with the students what you as the reader were modeling. Discuss how asking yourself questions as you read helps you keep your mind on the text and gives you a purpose for reading.
4. **Practice with a partner.** Have Partner 1 read the next few paragraphs to Partner 2 and stop to ask questions of the text as he/she reads aloud. Call time in 3–4 minutes, and have partners switch reading-questioning and listening.
5. **Practice independently.** Have students finish reading the passage silently to practice asking themselves questions silently. Have them use sticky notes to mark sections where they asked questions, and have them write on the notes the questions they asked.
6. Finish the lesson by having students complete the activity on the “Asking Questions” handout.

7. Inform students that good readers do not use these strategies in isolation, but they use them simultaneously all the time. Be sure you use all four terms frequently and remind students repeatedly that as they read for understanding, they should always *ask questions*.

### Additional Resources

<http://forpd.ucf.edu/strategies/>

[http://www.mayer.cps.k12.il.us/Strategies\\_that\\_Work/STW.htm](http://www.mayer.cps.k12.il.us/Strategies_that_Work/STW.htm)

### Module 2: Clarifying

1. Discuss with students what and how you clarify as you read. Activate students' prior use of this strategy while reading and/or in life. Give each student a copy of the "Clarifying" handout.
2. **Model.** Choose a text to read aloud, such as Chapter 1 of *Nickel and Dimed* by Barbara Ehrenreich. Read several paragraphs aloud to the students. As you read, stop and clarify ideas or vocabulary that seem unclear at first. Model for students how reading ahead, sometimes just to the end of the sentence, can make the reading clearer. Use a sticky note or margin note to indicate vocabulary that you will look up later if the meaning does not become clear with further reading.
3. **Analyze.** Discuss with the students what you as the reader were modeling. Discuss how reading ahead to get more context, breaking unknown words apart to try to decipher them, thinking beyond the word level to grasp the big picture, and doing research (e.g., by asking someone for help, searching the Internet, or using a reference book) are good ways to clarify unclear text.
4. **Practice with a partner.** Have Partner 1 read the next few paragraphs to Partner 2 and stop to clarify ideas or vocabulary as he/she reads aloud. Call time in 3–4 minutes, and have partners switch reading-clarifying and listening.
5. **Practice independently.** Have students finish reading the passage silently to practice clarifying. Have them use sticky notes to mark sections where they clarified, and have them explain briefly on the notes their clarifications.
6. Finish the lesson by having students complete the activity on the "Clarifying" handout.
7. Remind students that good readers do not use these strategies in isolation, but they use them simultaneously all the time. Be sure you use all four terms frequently and remind students repeatedly that as they read for understanding, they should always *ask questions* and *clarify*.

### Additional Resources

[http://www.mcps.k12.md.us/departments/isa/staff/abita/english/reading\\_strategies.htm](http://www.mcps.k12.md.us/departments/isa/staff/abita/english/reading_strategies.htm)

<http://www.sdcoe.k12.ca.us/score/promising/tips/rec.html>

<http://forpd.ucf.edu/strategies/>

### Module 3: Making Connections

1. Discuss with students how you make connections to self, to other text, to society, and to the world. Activate students' prior use of this strategy while reading and/or in life. Give each student a copy of the "Making Connections" handout.
2. **Model.** Choose a text to read aloud that you can connect to yourself, another text, or the world. A good example is *My Sister's Keeper* by Jodi Picoult. Read several paragraphs aloud to the students. As you read, stop and make connections, connecting the text to yourself, another text that you have read, or the world. Share aloud the connections you make.
3. **Analyze.** Discuss with the students what you as the reader were modeling. Discuss what it means to connect with the story. The words may remind you of something or someone in your life, of another story you have read or movie you have seen, or of something going on in life around you or the wider world.
4. **Practice with a partner.** Have Partner 1 read the next few paragraphs to Partner 2 and stop to explain what connections he/she making as he/she reads aloud. Call time in 3–4 minutes, and have partners switch reading–making connections and listening.

5. **Practice independently.** Have students finish reading the passage silently to practice making connections. Have them use sticky notes to mark sections where they made connections, and have them explain briefly on the notes the connections they made.
6. Finish the lesson by having students complete the activity on the “Making Connections” handout.
7. Remind students that good readers do not use these strategies in isolation, but they use them simultaneously all the time. Be sure you use all four terms frequently and remind students repeatedly that as they read for understanding, they should always *ask questions, clarify, and make connections*.

### Additional Resources

[http://www.mayer.cps.k12.il.us/Strategies\\_that\\_Work/STW.htm](http://www.mayer.cps.k12.il.us/Strategies_that_Work/STW.htm)  
<http://forpd.ucf.edu/strategies/>

### Module 4: Visualizing

1. Discuss with students the meaning of *visualizing*. Activate students’ prior use of this strategy while reading and/or in life. Give each student a copy of the “Visualizing” handout.
2. **Model.** Choose a text to read aloud that contains strong visual images. A good example is Chapter 1 of *The Glass Castle* by Jeanette Walls. Read several paragraphs aloud to the students. As you read, stop and tell the students what you are visualizing and what words made you “see” these images.
3. **Analyze.** Discuss with the students what you as the reader were modeling. Discuss what it means to turn the words into a mental picture, movie, or video game as you read so you can “see” what is happening. Tell students that reading can often be like watching a movie in your head.
4. **Practice with a partner.** Have Partner 1 read the next few paragraphs to Partner 2 and stop to describe what he/she is visualizing. Call time in 3–4 minutes, and have partners switch reading-visualizing-describing and listening.
5. **Practice independently.** Have students finish reading the passage silently to practice visualizing. Have them use sticky notes to mark sections where they visualized images, and have them describe briefly on the notes their visualizations.
6. Finish the lesson by having students complete the activity on the “Visualizing” handout.
7. Remind students that good readers do not use these strategies in isolation, but they use them simultaneously all the time. Be sure you use all four terms frequently and remind students repeatedly that as they read for understanding, they should always *ask questions, clarify, make connections, and visualize*.

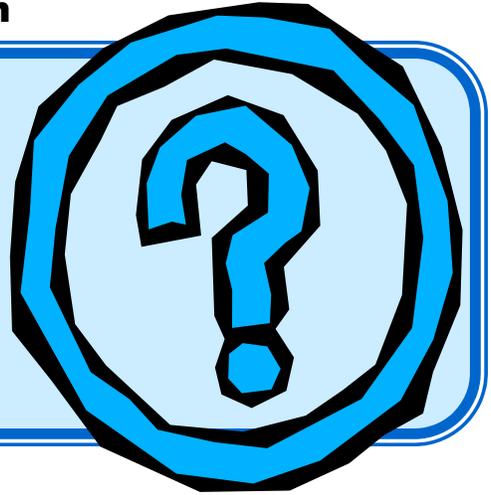
### Additional Resources

<http://www.readinglady.com/Comprehension/Visualizing/visualizing.html>  
<http://www.manatee.k12.fl.us/sites/elementary/palmasola/vis1.pdf>  
<http://forpd.ucf.edu/strategies/>

## Strategies for Reading Comprehension

**A good reader monitors comprehension while reading by**

- ➔ **ASKING QUESTIONS**
- ➔ **CLARIFYING**
- ➔ **MAKING CONNECTIONS**
- ➔ **VISUALIZING**



### Asking Questions...

- ✿ Ask yourself both “thick” and “thin” questions.
  - ✦ Thin questions have short answers—a word or two.
  - ✦ Thick questions have larger answers—several phrases or sentences.
- ✿ Ask yourself questions *before*, *during*, and *after* reading.
- ✿ Ask a variety of questions. Be sure to include
  - ✦ Who?
  - ✦ What?
  - ✦ When?
  - ✦ Where?
  - ✦ Why?
  - ✦ How?

Often a combination of information from the text is needed to formulate an answer.

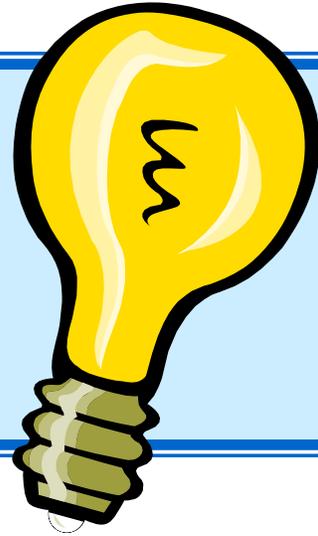
### Activity

1. As you finish reading the given text, use sticky notes to write questions that you ask yourself about the text, following the guidelines listed above.
2. Arrange your sticky note questions on a piece of notebook paper, and answer your questions on the paper.
3. Share your questions and answers with your partner.
4. Write a 25-word summary of the entire selection read, including the part modeled by the teacher, the parts read by you and your partner, and the part you read independently.

## Strategies for Reading Comprehension

**A good reader monitors comprehension while reading by**

- ➔ **ASKING QUESTIONS**
- ➔ **CLARIFYING**
- ➔ **MAKING CONNECTIONS**
- ➔ **VISUALIZING**



### Clarifying...

Good readers expect the text to make sense, and when it doesn't, they pinpoint the unclear spot(s). Clarifying involves two roles: *seeking clarification* and *providing clarification*. Good readers often perform both roles.

Use the following strategies to clarify parts of a text that you don't understand.

- ✱ **Reread or read on** to make use of a richer context.
- ✱ **Break an unknown word apart**, and compare its parts to words you know.
- ✱ **Think beyond the word level** by looking at the big ideas and the details that go with them.
- ✱ **Do research** by asking someone for help, searching the Internet, or using reference book, such as a dictionary.

### Activity

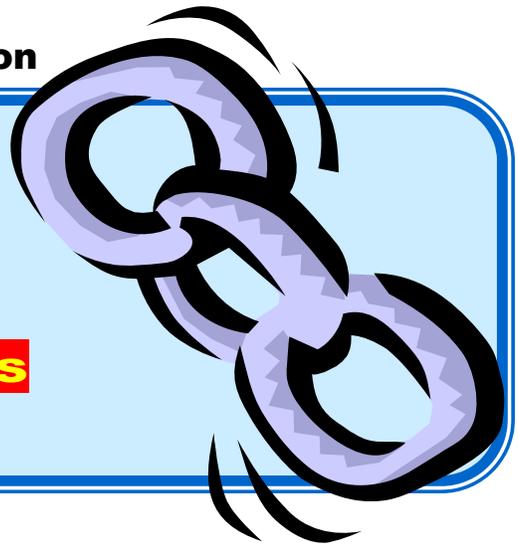
1. As you finish reading the given text, use sticky notes to write any ideas and vocabulary that seem unclear at first.
2. Arrange your sticky notes on a piece of notebook paper, and use the strategies listed above to clarify whatever is unclear. Write your clarifications. You may wish to use a table like the one shown below.
3. Share your clarifications with your partner.
4. Write a 25-word summary of the entire selection read, including the part modeled by the teacher, the parts read by you and your partner, and the part you read independently.

Unclear Text or Vocabulary Word	Strategy Used to Clarify Meaning	Text Meaning
1.		
2.		
3.		
4.		
5.		

## Strategies for Reading Comprehension

**A good reader monitors comprehension while reading by**

- ➔ **ASKING QUESTIONS**
- ➔ **CLARIFYING**
- ➔ **MAKING CONNECTIONS**
- ➔ **VISUALIZING**



## Making Connections...

- ✱ **Text to Self** Reminds you of an experience in your background.
- ✱ **Text to Other Texts** Reminds you of a previously read or heard text.
- ✱ **Text to the World** Reminds the you of events in the world at large.

### Activity

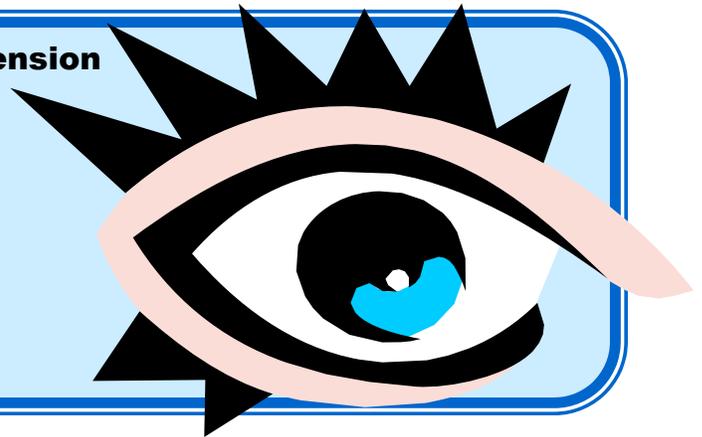
1. As you finish reading the given text, use sticky notes to write examples from the text with which you can connect. Follow the guidelines listed above. You may not find examples for all three kinds of connections.
2. List your examples below.  
Text to self: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Text to other texts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Text to the world: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Write a 25-word summary of the entire selection read, including the part modeled by the teacher, the parts read by you and your partner, and the part you read independently.

Adapted from: E. O. Keene and S. Zimmermann, *Mosaic of Thought* (Portsmouth, N.H: Heinemann, 1997).

## Strategies for Reading Comprehension

**A good reader monitors comprehension while reading by**

- ➔ **ASKING QUESTIONS**
- ➔ **CLARIFYING**
- ➔ **MAKING CONNECTIONS**
- ➔ **VISUALIZING**



### Visualizing...

As you read, “SEE” what’s happening by turning the words into a mental picture, such as a

- ✱ photograph or painting
- ✱ movie
- ✱ video game.



Reading can be like watching a movie in your head if you *visualize!*

### Activity

1. As you finish reading the given text, use sticky notes to write some brief descriptions of images you “see” or visualize in your head. Follow the guidelines listed above.
2. Put your sticky-note descriptions on a sheet of paper, and then draw pictures above them to illustrate the images you visualized. You may wish to organize your drawings into four sections on the page, as shown at right.
3. Write a 25-word summary of the entire selection read, including the part modeled by the teacher, the parts read by you and your partner, and the part you read independently.

What I visualized as the teacher read	What I visualized as my partner read
What I visualized as I read to my partner	What I visualized as I read silently

**Skill Comprehending functional and informational text—applications**

- SOL** 9.4 The student will read and analyze a variety of informational materials.  
10.4c Skim manuals or informational sources to locate information.

**Time** 1.5 hours

**Materials/Resources**

Spring 2002 Released Test for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Internet access for each student  
Dictionaries or an online dictionary

**Module**

1. Have students access the 2002 Released Test and complete the application for employment on pages 16–17.
2. Check students' responses, and discuss any items completed incorrectly.
3. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.
4. Tell students to imagine that each of them is looking for a full-time job following graduation from high school. Have them research on the Internet the background of a company, such as Applebee's, in order to prepare for an imaginary interview.
5. After navigating to [www.Applebees.com](http://www.Applebees.com), have students review the entire Web site, paying particular attention to the "Diversity at Applebee's," "Investors—Company Overview," and "Investors—Company History" sections.
6. As students review the site, have them write answers to the following possible interview questions. Remind them that their responses should reflect their familiarity with Applebee's as gained through their recent research.
  - Why do you want to work at Applebee's?
  - Where do you see yourself in the Applebee's organization one year from now?
  - What do you think is the greatest benefit of employment with Applebee's?
  - What do you know about the goals and mission of the Applebee's organization?
  - What questions that are not answered in the online information would ask your interviewer?

**Skill Comprehending functional and informational text—applications**

**SOL** 11.4 The student will read and analyze a variety of informational materials.

**Time** 1 hour

**Materials/Resources**

Spring 2004 Released Test for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Internet access for each student

Dictionaries or an online dictionary

Copies of the attached “Vocabulary Record Sheet” organizer (optional)

**Module**

1. Inform students that this lesson will focus on the reading skills most Virginians use to find answers in documents that are used every day. Remind students that careful reading is required to find specific information on any form and that they should be careful to note all headings and bold type.
2. Have students navigate to the Virginia Department of Motor Vehicles Web site and the page for applying for a personalized license plate: <http://www.dmv.state.va.us/webdoc/pdf/vsa10.pdf>
3. Have students read the application and respond to the following questions. Remind students that some of the information needed for complete answers may not be on the form.
  - What constitutes a “½ character”?
  - What was one advantage of applying for the clean fuel plate prior to July 1, 2006?
  - What is amount of the uninsured motor vehicle fee?
  - What are the procedures for making a change on your personalized plate order?
  - Where can a hybrid vehicle owner find out whether his/her vehicle qualifies for the special clean fuel plate?
  - If you wish to give a personalized plate as a gift, how much time must you allow for delivery?
4. When students have finished, review the answers, and discuss any difficulties the students may have encountered.
5. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary. You may wish them to use the attached “Vocabulary Record Sheet” organizer found on the next page.
6. Have students access the 2004 Released Test: Reading/Literature and Research and complete the application for a Virginia learner’s permit on pages 3–5.
7. Check students’ responses, and discuss any items completed incorrectly.

## Vocabulary Record Sheet

<b>Word or term:</b>	<b>Context clues:</b> <b>Definition:</b>

**Skill Comprehending functional and informational text—applications**

**SOL** 11.4b Read and follow directions to complete an application for college admission, for a scholarship, or for employment.

**Time** 1 hour

**Materials/Resources**

Internet access

Copies of a sample college application form, such as “The Common Application for Undergraduate College Admission” found at [http://www.commonapp.org/common2007\\_PrintApp.pdf](http://www.commonapp.org/common2007_PrintApp.pdf). (Note: This is a large PDF file, so it may take some time to download.)

Dictionaries or an online dictionary

**Module**

1. Review basic vocabulary of applications for college admission, as found in a sample application form.
2. Distribute copies of a sample college application form. Brainstorm with the students an identity for an imaginary prospective college student, inventing all the facts that may be needed on a college application. List the imaginary student’s personal data in a graphic organizer on the board.
3. Have small groups of students work on a different page or section of the application, using the prospective college student’s fictitious data.
4. Have each group share the highlights of their work, and discuss with the class any difficulties they may have encountered.
5. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.

**Skill Comprehending functional and informational text—consumer information**

- SOL** 9.4 The student will read and analyze a variety of informational materials.  
9.4d Identify questions not answered by the text.

**Time** 0.5 hour

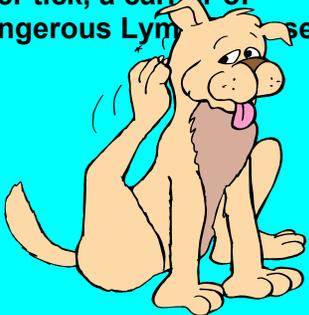
**Materials/Resources**

Copies of the attached “Consumer Information Leaflet” handout  
Dictionaries or an online dictionary

**Module**

1. Distribute copies of the attached leaflet, “Flee for Dogs.” Have students read the leaflet and write responses to the questions. Remind them that the leaflet may not provide answers for all of the questions.
2. Discuss the answers to the questions, and spotlight any that may have caused general difficulty. Ask students to identify the questions that do not have answers in the text.
3. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.

## Consumer Information Leaflet

 <h1 data-bbox="451 247 878 317">Flee for Dogs</h1>    <p data-bbox="188 367 537 499"><i>Flee for Dogs</i>, made by Natural Pets, Inc., is the latest innovation in all-natural flea repellants.</p> <p data-bbox="188 510 586 978">One application of Flee's secret formula of natural herbs will protect your dog and your home from unhealthy flea infestations for up to one month, as long as you do not bathe your dog during that time period. Monthly application is recommended during flea season. If you have any questions about seasonal flea and tick activity, ask your veterinarian.</p> <p data-bbox="188 989 586 1192">Although testing has been inconclusive, Flee appears to be effective in repelling ticks, including the deer tick, a carrier of dangerous Lyme disease.</p> 	<h3 data-bbox="613 373 818 407">How to Apply</h3> <p data-bbox="613 420 1008 884">Remove the outside plastic wrapper, and twist the lid in a clockwise direction exposing the small holes through which the powder will dispense. Shake the powder over your dog's entire body, and brush through the fur with a grooming brush, making sure the powder penetrates the fur. Rub the powder on the dog's abdomen and behind its ears.</p> <p data-bbox="613 896 997 1026">Flee's pleasant scent tells you it is working immediately to rid your dog of fleas.</p> <h3 data-bbox="613 1073 743 1106">Warning</h3> <p data-bbox="613 1119 1003 1220">This product is not for use with dogs younger than 1 year.</p> <p data-bbox="613 1232 1008 1701">Precautions should be taken to keep this product out of the reach of small children. Choking can occur as a result of inhaling the powder. If the powder should be ingested by mouth, encourage the consumption of milk, and phone your local poison hotline. Minor eye and skin irritation may occur in humans following prolonged exposure to Flee.</p>	 <h3 data-bbox="1036 957 1175 991">Warranty</h3> <p data-bbox="1036 1003 1430 1268">While Flee has been proven effective against flea infestations, Natural Pets, Inc, makes no guarantee of its effectiveness and is not responsible for any problems related to the misuse of Flee.</p>
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Read the leaflet thoroughly, and then answer the following questions in writing on a separate page.

- How old must a dog be before it is safe to treat it with this product?

- For human health, what is one significant reason to use a flea and tick control product on a dog?
- Where should the product be applied to the dog?
- How long will one application last?
- What is the recommended frequency of treatment with this product?
- If fleas and ticks are not a significant problem where you live, how frequently might you consider applying this product? Why?
- What are the directions for disposal of the container?
- If this product is swallowed, what initial treatment does the manufacturer suggest?
- How irritating is this product to the eyes and skin of a human?
- What is the purpose of the warranty statement?

**Skill Comprehending functional and informational text—directions/instructions**

**SOL** 11.4b Read and follow directions to complete an application for college admissions, for a scholarship, or for employment.

**Time** 1 hour

**Materials/Resources**

Spring 2002 and 2003 Released Tests for End of Course English: Reading/Literature and Research (<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Copies of the Keyboard Specialist job posting found on page 3 of the 2003 Released Test

Want-ads from a local newspaper

Word processor (optional)

Dictionaries or an online dictionary

**Module**

1. Review basic vocabulary found in employment applications, such as those found in the application on page 16 of the 2002 Released Test.
2. Review basic vocabulary found in résumés. It may be helpful to use a Web site that presents résumé guidelines, such as <http://www.career.cornell.edu/resumesAndCoverLetters/samples.html>.
3. Distribute copies of the Keyboard Specialist job posting, and have students read it carefully. Alternatively, have the students read a want-ad from a newspaper. Then, have students use a standard résumé format, such as one of those found on the Web site in step 4, to create a résumé for a potentially qualified fictitious applicant for the job.
4. Have students present the highlights of their résumés to the class. Review any items that may have caused been difficult to complete. Determine whether any instructions in the résumé were generally misunderstood.
5. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary, if necessary.

**Additional Resources**

Copies of the “POW Strategy to Analyze Nonfiction” chart (found on p. 12)

**Skill Comprehending functional and informational text—directions/instructions**

- SOL** 9.4 The student will read and analyze a variety of informational materials.  
9.4f Read and follow instructions to complete an assigned project or task.

**Time** 1 hour

**Materials/Resources**

Internet access for each student  
Copies of the attached “How Do You Change a Tire?” handout  
Dictionaries and an online dictionary

**Module**

1. Provide students with the following scenario: “Your best friend calls saying she has a flat tire and is 200 miles away on a secondary road where she is not likely to be found by Motorist Assistance. She does not have the money to pay for a tow truck, yet she has never changed a tire before.” What can you do to help her? You decide the best thing to do is to talk her through changing the tire herself, so you go online to a Web site that gives directions for changing a tire, [http://www.ehow.com/how\\_1863\\_change-flat-tire.html](http://www.ehow.com/how_1863_change-flat-tire.html), and you give your friend the instructions over the phone.
2. Distribute copies of the attached “How Do You Change a Tire?” handout. Have students go to the above Web site, read the instructions for changing a tire, and respond to the questions on the handout.
3. Discuss responses when students have finished. Ask, “Were any of the instructions difficult for you to understand? Do you think any of the instructions would be difficult for your friend to understand under the circumstances? Why, or why not?”
4. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.

## How Do You Change a Tire?

Answer the following questions, based on the information gained from the tire-changing Web site

1. Which of the following is *not* one of the recommended safety precautions listed on this site?
  - A. Place a large rock behind the diagonally positioned tire.
  - B. Place flares behind and in front of the vehicle.
  - C. Raise the hood.
  - D. Move the car to level ground if necessary.
2. Prior to changing the tire, which of the following sets of materials must one assemble?
  - A. A jack, a tire iron, the spare tire
  - B. A spare tire, a jack, a length of pipe
  - C. A spare tire, a jack, a hubcap
  - D. A tire iron, a wrench, a jack
3. What is a useful piece of equipment not included with a car's tire changing equipment?
  - A. A lubricant for the lug nuts
  - B. A piece of pipe two feet in length
  - C. Emergency flares
  - D. Knee pads
4. Which of the following may be variable depending on the make of the automobile?
  - A. The location of the hubcaps
  - B. The availability of a spare tire
  - C. The safe positioning of the jack
  - D. The tightness of the lug nuts
5. Which of the following best describes things to remember when working with the lug nuts?
  - A. Lubricate them if they can't be loosened.
  - B. Loosen in a star-shaped pattern.
  - C. Place the lug nuts on level ground so they won't roll.
  - D. All of the above.
6. On the occasion of a flat tire, what is the driver most likely to find?
  - A. The lug nuts can't be loosened.
  - B. The jack doesn't work.
  - C. The spare tire is flat.
  - D. The car is also out of gas.

**Skill Comprehending functional and informational text—job descriptions**

**SOL** 11.4 The student will read and analyze a variety of informational materials.

**Time** 1 hour

**Materials/Resources**

Copies of the “City of Smallville – Job Description” handout  
Copies of the attached “Job Description Vocabulary” worksheet  
Questions about job descriptions

**Module**

1. Distribute copies of the “City of Smallville Job Description” handout. Have students read the job description carefully, focusing first on vocabulary.
2. Distribute copies of the “Job Description Vocabulary” worksheet, and have the students complete the activity.
3. After students have finished, review the vocabulary definitions. Determine whether the students were able to write accurate definitions by using context clues.
4. After the vocabulary activity has been reviewed, have student pairs work together to list the top five skills this employee must have.
5. Review and discuss.

## City of Smallville – Job Description

page 1

Classification: **STOCK CLERK I, II, SENIOR**  
Position Code: 1151, 1153, 1155

Department: Citywide  
Effective Date: 02-07-2006

### **GENERAL STATEMENT OF RESPONSIBILITIES:**

Responsible for performing a variety of stock and inventory work.

### **WORK BEHAVIOR STATEMENTS/JOB RESPONSIBILITIES:**

THE FOLLOWING WORK RESPONSIBILITIES ARE REPRESENTATIVE OF THE TYPES AND LEVEL OF WORK IN THIS CLASSIFICATION BUT DO NOT NECESSARILY DESCRIBE ANY SPECIFIC ASSIGNMENT.

Stocks, shelves and catalogues materials, tools, equipment and supplies. Performs shipping and receiving functions. Conducts periodic inventories and audits. Depending on assignment may enter or retrieve information from computerized programs or systems that process or store inventories, purchasing information or work tickets.

Processes paperwork, files records and completes inventory reports; files or distributes warranty, schematics and Material Data Safety Sheets (MSDS) information.

Assists others with check in/check out or work ticket processing for regular stock items, supplies and equipment. Reconciles orders or request tickets, forecasts inventory and prepares necessary paperwork to ensure that specified stock remains at acceptable levels or count.

Examines equipment and materials for discrepancies and damages. Packages or crates items for delivery or return and contacts suppliers to document appropriate shipping priorities.

Prepares reports or checklists of items for purchasing. Prepares, gathers or researches information for small purchase authorizations (SPA's) or processes SPA's.

Performs some bench tests, basic repair, maintenance or service associated with stock items.

Processes obsolete items or equipment for pickup, disposal or recycling by most efficient means or according to department or policy guidelines.

Responsible for the pick-up or delivery of special issue items to various locations.

Responsible for operating assorted types of material handling equipment such as forklifts, pallet jacks, dollies and other similar equipment if required by the functional assignment.

Depending on assignment may perform basic research or contact vendors or suppliers concerning material/supply availability, costs and delivery options.

Depending on assignment may be responsible for refueling, fluids check, pick-up and delivery of motor pool vehicles.

Performs other related work as assigned.

### **KNOWLEDGE, SKILLS, ABILITIES AND OTHER COMPETENCIES:**

Knowledge of stock and inventory recordkeeping.

Knowledge of the use and type of materials, parts, equipment, supplies, or other items in the assigned warehouse, materials yard, stock room or storeroom involved in the functional assignment.

Knowledge of basic arithmetic.

Knowledge of safe, effective and efficient handling and storage of stock, material, tools and supplies.

Knowledge of office equipment, personal computers and related software.

## City of Smallville – Job Description

page 2

Knowledge or ability to learn in a reasonable amount of time, the safe and effective operation of powered industrial vehicles including forklifts, pallet jacks and other similar equipment if required by the functional assignment.

Ability to maintain and post routine records either manually or on a computer.

Ability to take basic measurements, approximate weights, research and resolve discrepancies and problems with stock and material orders, quantities or sizes.

Ability to use standard supply, stock room tools or hand tools such as tape measure, calipers, hammers, staple guns, labeling equipment, pliers, wrenches, screwdrivers or other specialized tools or equipment if required by the functional assignment.

Ability to establish and maintain effective work relationships, work independently and in team settings.

Ability to read and understand written materials and follow oral instructions.

Ability to operate a motor vehicle if required in the area of assignment.

### **JOB STRUCTURE:**

There are three (3) levels of Stock Clerk distinguished by the type and level of work performed and the qualifications of the employee. These levels, the distinguishing features of each, the requirements for placement at each level and the qualifications for promotion from one level to the next are stated below.

### **STOCK CLERK I**

#### **Work Performed:**

This is the entry and developmental level of the job. At this level, the **Stock Clerk I** generally performs the more routine work of the job or specific assignment under close supervision and assists other staff with the more difficult work or assignments. The employee may perform more complex work of the job but generally does so under closer supervision, in a team setting or with senior staff. In most placements at the **Stock Clerk I** level, the employee is expected to progressively perform higher levels of work and to develop higher levels of knowledge, skills, abilities and other competencies necessary to perform at the **Stock Clerk II** level.

#### **Knowledge, Skills, Abilities and other Competencies:**

Placement at the **Stock Clerk I** level requires some level of knowledge, skills, abilities and other competencies sufficient to perform the responsibilities of the position or assignment at this level.

#### **Education and Experience:**

Requires any combination of education and experience equivalent to a high school diploma and 6 months related experience.

### **STOCK CLERK II**

#### **Work Performed:**

The **Stock Clerk II** is the fully competent level of the job with the employee performing a full range of responsibilities of the job or assignment under general supervision and direction. More difficult work may be performed under closer supervision. The **Stock Clerk II** may coordinate or assist in coordinating a responsible project, function or assignment. The employee may also be responsible for some lead responsibilities and for training others.

#### **Knowledge, Skills, Abilities and other Competencies:**

Placement at the **Stock Clerk II** level requires the employee to have consistently demonstrated a general level of knowledge, skills, abilities and other competencies sufficient to regularly perform a full scope of work responsibilities of the position or assignment at a fully proficient level.

## City of Smallville – Job Description

page 3

### **Education and Experience:**

Requires any combination of education and experience equivalent to a high school diploma and 2 years of supply, stock or warehouse experience.

### **SENIOR STOCK CLERK**

*The Senior Stock Clerk level is filled through a competitive selection process with a limited number of positions at this level.*

### **Work Performed:**

The **Senior Stock Clerk** performs a wide variety of the most difficult work of the job, deals with highly specialized stock or materials as needed and has considerable latitude in judgment to resolve problems and discrepancies. May be responsible for a supply room, storeroom or large section of a larger warehouse or function. The **Senior Stock Clerk** typically processes difficult SPA's and makes recommendations to management on larger purchases, has regular contact and deals with vendors and suppliers on special purchases, replacement, alternate or seasonal orders, conducts research and may be responsible for negotiating with vendors for better pricing. The employee typically has lead, supervisory and training responsibilities. The employee may be responsible for coordinating or assisting with the coordination of a responsible project, function or similar level work.

### **Knowledge, Skills, Abilities and other Competencies:**

Placement at the Senior Stock Clerk level requires the employee to have consistently demonstrated a thorough level of knowledge, skills, abilities and other competencies sufficient to regularly perform a full scope of work responsibilities of the position or assignment at a fully proficient level.

*In addition to the knowledge and abilities stated for **Stock Clerk II** above, the following are required for placement at this level:*

Thorough knowledge of the parts, supplies and inventory including replacement and substitutions, availability and shipping options within the supply or stock room.

Ability to lead, supervise and train others is preferred if needed in the area of assignment.

### **Education and Experience:**

Requires any combination of education and experience equivalent to a high school diploma and at least 3 years of supply, stock or warehouse experience. Some experience as a lead worker is preferred.

### **ADDITIONAL REQUIREMENTS:**

Requires a valid driver's license with an acceptable driving record.

Depending on area of assignment, the operation of powered industrial vehicles is required.

Depending on area of assignment, an acceptable background check is required.

Stock Clerk I, II, Senior-CW  
Supersedes Stock Clerk Composite, JD 1151, 1153, 1155 eff 07-01-94;  
Stock Clerk I, JD 1523 eff 02-06-04; Stock Clerk II JD 1524 eff 07-01-95;  
Sr. Stock Clerk JD 1525 eff 11-04-05

Analysts: B. Checked, I. Examined

**THIS IS A STATEMENT OF REPRESENTATIVE RESPONSIBILITIES, WORK BEHAVIORS AND REQUIREMENTS FOR THE JOB. NOT ALL RESPONSIBILITIES AND WORK BEHAVIORS ARE STATED. NOT ALL POSITIONS COVERED BY THE JOB DESCRIPTION WILL PERFORM ALL RESPONSIBILITIES. EMPLOYEES MAY BE ASSIGNED SIMILAR OR RELATED WORK AND ANY OTHER WORK NECESSARY TO ACCOMPLISH ASSIGNED RESPONSIBILITIES. EDUCATION AND EXPERIENCE ARE STATED IN TERMS GENERALLY REQUIRED TO PROVIDE THE ENTRY KNOWLEDGE, SKILLS, AND ABILITIES.**  
**APPROVALS**

## Job Description Vocabulary

Read the job description carefully, and find the words listed below. Use context clues to write a definition of each word. Then use a dictionary to check the accuracy of your definition.

<b>Vocabulary</b>	<b>Definition</b>
<i>catalogues</i>	
<i>inventories</i>	
<i>audits</i>	
<i>schematics</i>	
<i>reconciles</i>	
<i>discrepancies</i>	
<i>obsolete</i>	
<i>routine</i>	
<i>competencies</i>	

**Skill Comprehending functional and informational text—online brochures/handbooks**

- SOL** 9.4 The student will read and analyze a variety of informational materials.  
10.4b Skim manuals or informational sources to locate information.

**Time** 1.5 hours

**Materials/Resources**

Internet access for each student  
Dictionaries or an online dictionary

**Module**

1. Tell students to imagine they are planning a trip on Amtrak, going on the Auto Train. Have students go to Amtrak's Internet homepage at <http://www.amtrak.com> and click on **Traveling with Amtrak** → **How to Book** → **Using Schedules and Time Tables** → **Routes** and choose **Auto Train** on the **Choose a Route** dropdown menu.
2. Have students write responses for the following questions:
  - Define the terms *timetable* and *schedule*.
  - What is the Auto Train?
  - Where does the Auto Train originate? What city is the final stop?
  - How long does the trip take?
  - What must a traveler do to guarantee use of a digE player?
  - What is the cost to rent the player?
  - What are the differences between the Superliner Bedroom Suite and the Superliner Roomette?
  - What are the advantages of traveling on the Auto Train?
3. Discuss student responses.
4. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.
5. Have students use any remaining time to review the **Using Schedules and Time Tables** page in preparation for the lessons on timetables and schedules on pages 40 and 41.

**Skill Comprehending functional and informational text—online brochures/handbooks**

**SOL** 9.4 The student will read and analyze a variety of informational materials.

**Time** 1.5 hours

**Materials/Resources**

Internet access for each student

Dictionaries or an online dictionary

**Module**

1. Have students explore the Web site of the YMCA Earth Service Corps (YESC) at <http://www.yesc.org/> to research the organization as a possible service learning project for their high school class.
2. As students read **About YESC** and the **Program Impact** information, have them write answer the following questions about the program in preparation for presenting their findings:
  - What is YESC?
  - What is the size of the program?
  - What are some of the activities participants could be involved in?
  - What sort of ratings have people given YESC?
  - How long has YESC been in existence?
  - What are some of the “must haves” in order to start a YESC club?
  - Where do most YESCs exist?
  - What is one fundraising idea that you like? Explain it.
  - What is the definition of *service learning* in one sentence?
  - What is the crawl approach to project planning?
  - How does the handbook define *global citizen*?
3. Have students use the information they have gathered to write a short news article announcing the formation of an Earth Service Corps at their school.
4. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary..

**Skill Comprehending functional and informational text—owner’s manuals**

- SOL** 9.4 The student will read and analyze a variety of informational materials.  
9.4f Read and follow instructions to complete an assigned project or task.

**Time** 1 hour

**Materials/Resources**

Internet access for each student  
Owner’s manuals for automobiles  
Dictionaries and an online dictionary

**Module**

1. Well in advance of this module, announce that for this lesson, each student will need to bring in an owner’s manual for an automobile, preferably a vehicle that he or she is likely to drive.
2. On the day of this lesson, have each student use his/her manual’s index to locate and read the information about the following topics. Remind students to read as if they were actually going to have to do these things:
  - Change a tire
  - Change windshield wiper blades
  - Change the oil
3. Have student pairs exchange manuals and read the same information in a different manual. Have the pairs compare their manuals. Tell them to be ready to discuss the following questions:
  - Did you have any difficulty using the index to find the information?
  - Do you believe you could accomplish each task by following the instructions given? Why, or why not?
  - Are the illustrations and diagrams helpful? Why, or why not?
  - Of the two manuals you have examined, which seems the most user friendly? Why?
4. Encourage students to compare the information, pictures, and diagrams in their manuals to the applicable vehicles. Students should be ready to report back to the class at its next meeting about the accuracy of their manuals.
5. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.

**Skill Comprehending functional and informational text—timetables and schedules**

**SOL** 9.4 The student will read and analyze a variety of informational materials.  
 10.4a Analyze and apply the information...to complete specific tasks.

**Time** 1 hour

**Materials/Resources**

Internet access for each student  
 Dictionaries or an online dictionary

**Module**

1. Give students the following scenario: You and your cousin are planning a trip to New York City, using Amtrak. Your cousin must take the train from Charlottesville to Richmond, and you must travel from Newport News to Richmond, where you will meet and travel together to New York’s Penn Station. You want to arrive in Richmond as close to the same time as possible. Upon your return to Richmond from New York, the two of you will part ways, with your cousin returning to Charlottesville and you going home to Newport News.
2. Have students use timetables provided at <http://www.amtrak.com> to make travel plans for this trip. Students should begin by reviewing the online information for **Using Schedules and Time Tables**.
3. Have student pairs use the appropriate online timetables on the Amtrak Web site to determine the arrival and departure times for both travelers for all parts of the trip. Have them create a chart such as this:

Your Schedule		Your Cousin’s Schedule	
Journey Segment	Depart / Arrive	Journey Segment	Depart / Arrive
Newport News to Richmond	/	Charlottesville to Richmond	/
Richmond to NYC	/	Richmond to NYC	/
NYC to Richmond	/	NYC to Richmond	/
Richmond to Newport News	/	Rich to Charlottesville	/

4. Have student pairs research and answer the following questions:
  - What is the cost of each round-trip ticket?
  - What is the total cost of the tickets?
  - What trains will you ride?
  - How far in advance must you reserve your tickets to get the best price?
5. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.

**Skill Comprehending functional and informational text—timetables and schedules**

- SOL** 9.4 The student will read and analyze a variety of informational materials.
- 10.4a Analyze and apply the information...to complete specific tasks.
  - 10.4b Skim manuals or informational sources to locate information.

**Time** 1 hour

**Materials/Resources**

Internet access for each student  
Dictionaries or an online dictionary

**Module**

1. Give students the following scenario: “You’re helping your teacher plan a field trip to Cape May, New Jersey, for an afternoon at one its Victorian festivals. You’ll travel by bus up the Eastern Shore of Virginia to Lewes, Delaware, where your bus will board the ferry to Cape May. You must be in Cape May by noon to hear guest speakers at a Victorian luncheon at 12:30. In the afternoon, you will hear a renowned speaker on Dickens’ treatment of women and tour the Dickens museum before you return home.
2. Have students choose a day for the trip. Then, have them go to the Cape May – Lewes Ferry Web site at <http://www.capemaylewesferry.com/schedfares/schedfares.asp>, read the ferry schedule carefully, and use the chart of fares and reservations information to answer the questions below. Also, have them use the Cape May schedule of events to help plan the activities of the trip.
3. Facilitate discussion of students’ responses to the following questions:
  - What is the approximate duration of the one-way ferry ride?
  - What time must you depart Lewes to be on time for your first scheduled activity?
  - What time must your bus be at the ferry terminal in Lewes in order to board?
  - Will you be able to purchase food on the ferry?
  - What will be each student’s cost for the ferry ride?
  - What time must you be at the terminal in Cape May for the return trip?
  - In order to guarantee your place on the ferry, what two things must your teacher do?
  - In the event of inclement weather, what safety guidelines should passengers be prepared to observe? (Access this information through online reservations; read the terms and conditions.)
  - What are some of the agreements inherent in the purchase of a ferry ticket?
4. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.

**Skill Comprehending functional and informational text—warranties**

**SOL** 9.4 The student will read and analyze a variety of informational materials.

**Time** 1 hour

**Materials/Resources**

Internet access for each student

Copies of the attached “Reading a Warranty” handout

Dictionaries or an online dictionary

**Module**

1. Have students visit the Web site <http://www.edmunds.com/warranty/index.html> to read about automobile warranties.
2. Distribute copies of the “Reading a Warranty” handout, and have students complete the outline and answer to the questions.
3. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.

## Reading a Warranty

Complete the outline below, using information from the Web site <http://www.edmunds.com/warranty/index.html>.

1. A basic warranty
  - A. covers everything except items subject \_\_\_\_\_.
  - B. \_\_\_\_\_ have their own warranties.
  - C. emission equipment is covered for \_\_\_\_\_.
  
2. A drive-train warranty
  - A. begins after the basic warranty \_\_\_\_\_.
  - B. covers parts that make \_\_\_\_\_.
  - C. covers most \_\_\_\_\_ parts of the engine.
  
3. A rust or corrosion warranty
  - A. covers sheet metal \_\_\_\_\_.
  - B. protects from rust and corrosion severe enough \_\_\_\_\_.
  
4. Roadside assistance covers
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_

Answer the following questions about extended warranties:

1. What is the difference between a true warranty and an extended warranty?
  
2. When does purchase of an extended warranty make sense?
  
3. What is an aftermarket warranty?
  
4. What is a deductible?
  
5. What should a consumer look out for on an extended warranty?

## **Skill Doing research and evaluating information**

- SOL** 9.9 The student will use print, electronic databases, and online resources to access information.
- 10.11a Organize information from a variety of sources.
  - 10.11c Verify the accuracy and usefulness of information.
  - 10.11f Use technology to access information, organize ideas, and develop writing.
  - 11.4 The student will read and analyze a variety of informational materials.
  - 11.10d Evaluate quality and accuracy of information.
  - 11.10e Synthesize information in a logical sequence.

**Time** 1 hour

## **Materials/Resources**

Copies of the three attached handouts

Internet access for each student (or a variety of reference books and journals)

## **Module**

1. Give each student six copies of the “Web Site Checklist,” one copy of the “Web Site Evaluation” worksheet, and one copy of the “Research Synthesis Chart.”
2. Go over the “Web Site Checklist” worksheet with the students, and conduct a class discussion about using the Internet for research. You may wish to use information found at the Web site *Bellingham School District Online Research Investigations*, <http://www.bham.wednet.edu/studentgal/onlineresearch/newonline/online.htm>
3. Have students go to the Internet sites listed on the “Web Site Evaluation” worksheet and evaluate the sites, using a copy of the “Web Site Checklist” for each site.
4. After all students have finished, allow students to meet in groups of four to discuss their findings and the ratings they gave to the sites. Challenge each group to come to a consensus about the rating of each site.
5. Next, have students complete step 2 on the “Web Site Evaluation” worksheet, recording data on the “Research Synthesis Chart.”
6. Have students individually answer the questions at the bottom of the “Web Site Evaluation” worksheet.

## Web Site Checklist

Use the statements below to evaluate a Web site. Read each statement, and check the box if the statement is *true* about the site. Then add the number of checks to get the total.

- 1. The Web site is from one of the following:
  - A university or school Web site (.edu)
  - A government Web site (.gov, .mil, or .us)
  - An online magazine or journal
  - An online encyclopedia or dictionary
- 2. The Web site has an author who
  - is clearly identified.
  - is qualified as an authority on the topic.
- 3. The purpose of the Web site is
  - to inform about the particular topic.
  - to inform about a general topic similar to the particular one.
  - *not* designed to advertise or sell anything.
- 4. The Web site is recent or has been recently updated.
- 5. The Web site has links to other information about the topic, including the following:
  - Where the author got his/her information
  - Additional or more detailed information on the topic
  - Sources that are reliable (see #1 and #2)
- 6. The Web site includes details and explanations about the topic.
- 7. The Web site covers all aspects or arguments concerning the topic.
  - It does *not* cover only one side of an argument.
  - It does *not* avoid controversy when a topic is controversial.
  - It does *not* ignore evidence that I have found elsewhere about the topic.
- 8. The Web site explains the information in multiple ways for multiple audiences.
- 9. The Web site is not a personal page or a user-created page like MySpace or Wikipedia.
- 10. The information on the Web site fits with the information I have already researched on the topic.

TOTAL SCORE (1 through 10): \_\_\_\_\_ This is the reliability number for the Web site.

## Web Site Evaluation

1. Evaluate the following Web sites according to the criteria on the “Web Site Checklist.” Circle the number giving the total score for each site.
  - a. *Busch Gardens Europe, Williamsburg, VA*      1 2 3 4 5 6 7 8 9 10  
<http://www.seaworld.com/bgw/default.aspx>
  - b. *2007 Williamsburg VA Calendar of Events*      1 2 3 4 5 6 7 8 9 10  
<http://www.vacationsmadeeasy.com/WilliamsburgVA/eventCalendar/index.cfm>
  - c. *Williamsburg, Virginia*      1 2 3 4 5 6 7 8 9 10  
<http://www.countryinns.com/destinations/displayGuide.do;jsessionid=FvC5GkgL8ISLxGtBn5GyBz9TKG3mG4jyWGQ7HYLh9TpXywFb5sFn!15168753?destination=Williamsburg%3AVA%3AUS>
  - d. *Colonial Williamsburg*      1 2 3 4 5 6 7 8 9 10  
<http://www.history.org/>
  - e. *City of Williamsburg, Virginia*      1 2 3 4 5 6 7 8 9 10  
<http://www.ci.williamsburg.va.us/>
  - f. *Williamsburg Marketplace*      1 2 3 4 5 6 7 8 9 10  
<http://www.williamsburgmarketplace.com/>
2. Complete the “Research Synthesis Chart.”
  - a. Think of three really excellent questions about Williamsburg, and write them in the appropriate blocks on the “Research Synthesis Chart.”
  - b. Record things you already know about each question.
  - c. Meet with two three other students to discuss the questions, and add information they know about each.
  - d. Choose the three best sites for information about Williamsburg. Read and take notes from each of the sites you choose.
  - e. Synthesize the answer to each question by combining the information you found in each source.
  - f. In the Conclusion box at the bottom of the chart, write a 20-word GIST statement.
3. Answer the following questions:
  - a. Which one of the three Web sites you used was the most reliable for your research?
  - b. Why was this site the most reliable of the three?
  - c. Why should you know who created and who sponsored the Web site?
  - c. Why is the purpose of the Web site important?
  - e. Why would you not use a personal Web site for research? What might be an exception to this?

## Research Synthesis Chart

Research Topic: \_\_\_\_\_

Research Objective: \_\_\_\_\_

Questions to be answered	#1	#2	#3
Prior knowledge about question (What do you know?)			
Group knowledge about question (What does your group know?)			
Source 1 (_____) answer to question			
Source 2 (_____) answer to question			
Source 3 (_____) answer to question			
Synthesis of sources' answers to question			
Conclusion (20-word GIST statement)			

## **Skill Summarizing and synthesizing information**

- SOL** 9.3 The student will read and analyze a variety of literature.  
9.4 The student will read and analyze a variety of informational materials.

**Time** 1 hour

### **Materials/Resources**

Copies of the attached “Synthesis Chart”  
Internet access for each student

### **Module**

Summarizing and synthesizing are difficult concepts for many students. The attached graphic organizer can facilitate the process of pulling important information from text and coming to a conclusion based on the information presented as well as prior knowledge.

1. Distribute three copies of the graphic organizer “Synthesis Chart” to each student. Review the steps shown on the chart for the process of answering a discussion question about a text.
2. Have students access the text “Living What You Do Every Day” by Yolanda O’Bannon (at <http://www.npr.org/templates/story/story.php?storyId=6431548>), and present the students with the discussion question, “Should a person take a job based on education and training or based on interest?” Model for the class working through the process and filling in the chart.
3. Have students access the text “Do What You Love” by Tony Hawk (<http://www.npr.org/templates/story/story.php?storyId=5568583>). Have them use a blank Synthesis Chart to address the same discussion question asked in step 2. Have them work through the process, either individually or in pairs. Monitor partners’ work, and give guidance as needed.
4. Have students write a comparison/contrast essay, comparing the opinions of the two authors about this question.
5. Have students access the text “The 50-Percent Theory of Life” by Steve Porter (at <http://www.npr.org/templates/story/story.php?storyId=4704772>). Have them use a blank Synthesis Chart to write in the text title, name of the author, and the discussion question, “Is the 50-percent theory—i.e., that things better than normal half the time and worse the other half—true?” Have students work individually to complete the chart. Monitor student work, and give guidance as needed.

### **Additional Resources**

*Bellingham School District Online Research Investigations,*  
<http://www.bham.wednet.edu/studentgal/onlineresearch/newonline/online.htm>

## Synthesis Chart

Title of text: \_\_\_\_\_ Author: \_\_\_\_\_ Date: \_\_\_\_\_

1. Read the text to gather evidence to answer the discussion question in row 1 of the chart below.
2. In row 2, list evidence from the text that supports the author's thoughts on the question.
3. In row 3, write your own personal experience and/or thoughts about the question.
4. In row 4, write your answer to and/or conclusion about the question, using the information you wrote in rows 2 and 3.
5. In row 5, write a synthesis or GIST statement to summarize your reasoning.

<b>1. Discussion question:</b>
<b>2. Evidence from text that supports the author's thoughts on the question:</b>
<b>3. My personal experience and/or thoughts about the question:</b>
<b>4. My answer to and/or conclusion about the question:</b>
<b>5. Synthesis or GIST statement:</b>

**Skill Using vocabulary to complete a task**

**SOL** 11.4c Apply concepts and use vocabulary in informational and technical materials to complete a task.

**Time** 1 hour

**Materials/Resources**

Spring 2003 and 2004 Released Tests for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

**Module**

1. Using the “Think Aloud” activity on pages 3–5 of the Spring 2004 Released Test, have students practice filling out an application for a driver’s license. Model asking questions about the text, such as the following:
  - What is the purpose of this text?
  - How is the text organized?
  - What words or concepts do I need to know?
  - What documentation does the application ask me to provide?
  - Where do I find the important information that tells me what documentation is required?
  - What special vocabulary do I need to know to provide the needed documentation and to fill out the application correctly?”
2. Once these questions are answered, have students reread the text and highlight textual instructions for “required documentation.” Have them also identify special vocabulary and/or concepts that are needed to complete the task correctly.
3. Have students practice the skill of applying concepts and using vocabulary to complete a task by reading the job description on page 3 of the Spring 2003 Released Test and making a list of all duties required by the job.

**Skill Using vocabulary to complete a task**

**SOL** 11.4c Apply concepts and use vocabulary in informational and technical materials to complete a task.

**Time** 1 hour

**Materials/Resources**

Spring 2001 Released Test for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Dictionaries or an online dictionary

Highlighters

**Module**

In this lesson, students apply knowledge of employment applications (see lesson on page 29 and 32) and college-admission applications (see lesson on page 25) to a similar, related technical text—a scholarship application.

1. Have students brainstorm how scholarship applications might be similar to and different from employment and college-admission applications. List their ideas and predictions on the board.
2. Have students read the scholarship application on page 6 of the Spring 2001 Released Test. Ask them to highlight as they read any vocabulary that is unique to the scholarship application.
3. Discuss ways students can figure out unfamiliar or confusing concepts (e.g., “programs of study,” “exemptions,” “affirmations”) based on their prior knowledge of other types of applications and on the context of scholarship applications.
4. Have students add any previously unfamiliar vocabulary and their definitions to a list of terminology for informational reading materials. Allow them to use dictionaries or an online dictionary.

**Skill Recognizing American literary periods**

**SOL** 11.3 The student will read and analyze relationships among American literature, history, and culture.

**Time** 2 hours

**Materials/Resources**

Internet access for each student  
Large flip-chart paper  
Markers  
Sticky notes

**Module**

1. Divide students into groups, one group per American literary period.
2. Have each group research an assigned American literary period, using a search engine to locate Web sites. Discuss/review with students factors that make a Web site reliable (see lesson on page 44).
3. Have each group use Cornell, or 2-column, notes (format shown below) to organize the information they find.
4. Have each group construct a timeline of their literary period on a large sheet of paper, using the information they gathered.
5. String the timelines together chronologically on the board or on a wall of the room. Use sticky notes to add authors, dates, definitions, and themes.

Main Ideas	Details
Summary	

**Skill Making predictions and generalizations; drawing inferences and conclusions**

- SOL** 10.3c Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.  
11.4e Analyze information from a text to draw conclusions.

**Time** 1 hour

**Materials/Resources**

Spring 2001 Released Test for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)  
Copies of the attached “POW Strategy to Analyze Nonfiction” chart (found on page 12)

**Module**

1. Have students predict what the selection “Nature” on page 4 of the Spring 2001 Released Test is about. Ask students to think about what it means to love and respect nature.
2. As students read, have them complete a POW chart. Help students understand the similarity between *theme* in fiction and *purpose* in nonfiction. Be sure everyone can identify the purpose of this expository essay: to explain the power of the natural world.
3. Divide the students into small groups, and assign each group different paragraphs from the reading. Have each group identify and discuss Emerson’s *aphorisms* (wise, terse sayings) and report on their text, using the following prompts:
  - These paragraphs are mostly about \_\_\_\_\_.
  - These ideas are supported by the following specific details: \_\_\_\_\_.
4. Have the whole class draw reasonable conclusions from the text by discussing the following:
  - This text includes enough information to conclude \_\_\_\_\_ about the power and mystery of nature.
  - This piece belongs in a collection of stories about \_\_\_\_\_.

**Skill Making predictions and generalizations; drawing inferences and conclusions**

- SOL** 10.3c Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.  
11.4e Analyze information from a text to draw conclusions.

**Time** 1 hour

**Materials/Resources**

Spring 2002 Released Test for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)  
Copies of the attached “POW Strategy to Analyze Nonfiction” chart (found on page 12)

**Module**

1. Have students predict what the selection “Riding is an Exercise of the Mind” on pages 9–10 of the Spring 2002 Released Test is about. Ask what they already know about horseback riding and whether they have ever ridden a horse.
2. As students read, have them complete a POW chart. Help students understand the similarity between *theme* in fiction and *purpose* in nonfiction. Be sure everyone can identify the purpose of this personal narrative: to express the power of the imagination.
3. Divide the students into small groups, and assign each group different paragraphs from the reading. Have each group discuss and report on their text, using the following prompts:
  - These paragraphs are mostly about \_\_\_\_\_.
  - These ideas are supported by the following specific details: \_\_\_\_\_.
4. Have the whole class draw reasonable conclusions from the text by discussing the following:
  - This text includes enough information to conclude \_\_\_\_\_ about the narrator’s childhood memories.
  - This piece belongs in a collection of stories about \_\_\_\_\_.
  - What other topics could be explored as “exercises of the mind”? \_\_\_\_\_

## **Skill Making predictions and generalizations; drawing inferences and conclusions**

- SOL** 9.3 The student will read and analyze a variety of literature.  
10.3c Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.  
11.4 The student will read and analyze a variety of informational materials

**Time** 1 hour

### **Materials/Resources**

Copies of the story *Death by Scrabble* by Charlie Fish (<http://www.short-stories.co.uk/>)  
Copies of the attached “Monitoring Comprehension” notes and worksheet  
Copies of the attached “Fiction Margin Notes” worksheet (found on p. 62)  
Internet access for each student

### **Module**

#### **Background**

1. Discuss the game of Scrabble, making sure the students understand how it is played and scored. If possible, bring in a Scrabble game to show to the students.

#### **Prereading**

2. Review how to make predictions and generalizations and draw inferences and conclusions. Give students a copy of the attached sheet showing notes on predictions, generalizations, inferences, and conclusions. Expect the students to give examples from previous readings and life, prompting when necessary.
3. Distribute copies of the attached “Monitoring Comprehension, 1” worksheet. Read the text excerpt aloud to the students while they follow along.
4. Without discussion, have students answer the questions.
5. Ask for volunteers to share their answers and the exact words that led them to the answers.

#### **During Reading**

6. Have students read the excerpt on the “Monitoring Comprehension, 2” worksheet independently and then answer the questions.
7. Hold a class discussion on the predictions, generalizations, inferences, and conclusions the students made when answering the questions.
8. Have students finish reading the story individually, writing down their predictions, generalizations, inferences, and conclusions.

#### **After Reading**

9. Distribute copies of the attached “Character Development” chart, and have students complete it, rereading as needed.
10. Place students into groups of two or three, and assign each group one of the four strategies—making predictions, making generalizations, drawing inferences, or drawing conclusions. Several groups may work at the same strategy. Have members of each group compare and contrast their own notes on their group’s assigned strategy in order to synthesize a group response. Have each group plan and present based on their group’s discussion.
11. Have pairs of students write a continuation of the story, telling what happened after the story ended. Or have them write a new ending to the story, based on predictions made while reading.

### **Additional Resources**

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/inferentialreading.htm>  
[http://www.mayer.cps.k12.il.us/Strategies\\_that\\_Work/infering\\_poster.pdf](http://www.mayer.cps.k12.il.us/Strategies_that_Work/infering_poster.pdf)

## **Making Predictions and Generalizations** **Drawing Inferences and Conclusions**

- ✦ **Predictions** are the result of forecasting what is expected to happen.
- ✦ **Generalizations** are the result of inferring from a limited sample a principal or conclusion that applies to all.
- ✦ **Inferences** are the result of judging or concluding by combining background knowledge with information in the text.
- ✦ **Conclusions** are the result of making deductions based on or inferred from evidence.

## Monitoring Comprehension, 1

*It's a hot day and I hate my wife.*

*We're playing Scrabble. That's how bad it is. I'm 42 years old, it's a blistering hot Sunday afternoon and all I can think of to do with my life is to play Scrabble.*

*I should be out, doing exercise, spending money, meeting people. I don't think I've spoken to anyone except my wife since Thursday morning. On Thursday morning I spoke to the milkman.*

*My letters are crap.*

Carefully read the above excerpt from *Death by Scrabble* by Charlie Fish. Then, answer the following questions:

### Make a Prediction

Based on the title, what can you predict will happen in the story? What exact words in the excerpt led you to this prediction?

### Draw an Inference

What can you infer about this character? What exact words in the excerpt led you to this inference?

### Make a Generalization

Describe the husband and wife based on the information in this excerpt and what you know about husbands and wives. What exact words in the excerpt led you to this generalization?

### Draw a Conclusion

At this point in the story, what conclusion(s) can you draw? What exact words in the excerpt led you to this conclusion?

## Monitoring Comprehension, 2

*I play, appropriately, BEGIN. With the N on the little pink star. Twenty-two points.*

*I watch my wife's smug expression as she rearranges her letters. Clack, clack, clack. I hate her. If she wasn't around, I'd be doing something interesting right now. I'd be climbing Mount Kilimanjaro. I'd be starring in the latest Hollywood blockbuster. I'd be sailing the Vendee Globe on a 60-foot clipper called the New Horizons — I don't know, but I'd be doing something.*

*She plays JINXED, with the J on a double-letter score. 30 points. She's beating me already. Maybe I should kill her.*

*If only I had a D, then I could play MURDER. That would be a sign. That would be permission.*

*I start chewing on my U. It's a bad habit, I know. All the letters are frayed. I play WARMER for 22 points, mainly so I can keep chewing on my U.*

Carefully read the above excerpt from *Death by Scrabble* by Charlie Fish. Then, answer the following questions:

### Make a Prediction

If all the words in a short story are important, what can you predict about the husband's habit of chewing on his letter tiles? Underline evidence from the excerpt that led you to this prediction.

### Draw an Inference

Do you have any new information about the husband or the wife? What is the author NOT saying? Circle evidence from the excerpt that led you to these inferences.

### Make a Generalization

What words does the husband make on the board? What words does the wife make? Are the husband's reactions to his wife beating him at Scrabble normal in society?

Draw a box around evidence from the excerpt that led you to these generalizations.

### Draw a Conclusion

What conclusions can you make about the husband now? Bracket evidence from the excerpt that led you to this conclusion.

## Character Development

1. Write situations and/or events from the story in the first column.
2. Conclude from the story the husband's and the wife's reactions.

Situation/Event	Husband's Reaction	Wife's Reaction
1. Playing Scrabble	Wishes he were doing something more active and exciting.	Enjoys playing Scrabble
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Skill Making predictions and generalizations; drawing inferences and conclusions**

**SOL** 10.3c Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.

**Time** 1 hour

**Materials/Resources**

Local newspaper

**Module**

1. Have students find an article in the newspaper that provides complete details about a crime.
2. Have students use the information in the article to develop a trial brief about the crime, including the following:
  - A summary of the crime. (What was the crime? How was it committed? When was it committed? Who was the victim or victims?)
  - A presentation of evidence found.
  - A description of possible witnesses.
  - A written discussion that gives reasons why this crime should be prosecuted. (Here students should make predictions and generalizations and draw inferences and conclusions.)
  - A written determination about whether the writer would like to be the prosecuting attorney, the defense attorney, or the judge in this case, and the reasons for this choice.
3. Have each student present his/her brief to the class. Have the class take notes on each brief and then prioritize the cases in the order they should go to trial.

## **Skill Making margin notes**

- SOL** 9.3 The student will read and analyze a variety of literature.  
10.3 The student will read, comprehend, and critique literary works.

**Time** 1 hour

### **Materials/Resources**

Copies of the attached “Fiction Margin Notes” worksheet  
A variety of fiction from all genres

### **Module**

1. Review before-, during-, and after-reading strategies with students.
2. Model use of the “Fiction Margin Notes” worksheet by folding the sheet along the vertical lines and placing the first column alongside a page of text. Write the page number at the top of the column, and then read the page of text, writing information in the appropriate blocks as you read. When finished with that page, proceed to the next page of text, and repeat the process with the second column folded to fit alongside the page. Then, repeat the process with the next page of text. This can be demonstrated using an overhead, a computer projection system, or simply a book and the sheet of paper.
3. Have students work in pairs to practice using the “Fiction Margin Notes” worksheet. Have partners take turns reading passages of a given text aloud and simultaneously making notes. Encourage partners to discuss the margin notes they are writing.
4. Have two student pairs join together and compare notes, discussing the accuracy and completeness of the notes. Then have “student squares” (four students) fill in an accurate and complete column(s) of notes.
5. Have students continue the reading and note-taking process individually, completing a column per page of reading. Stress the importance of accuracy and completeness.
6. When students have finished the entire text, have them complete a story map and/or writing based on the reading and their notes taken during reading.
7. At each step of the process, allow time for students to ask questions to clarify what they do not understand.

### **Additional Resources**

<http://www.bedfordsmartins.com/LITLINKS/fiction/readfict.htm>  
[http://www3.iptv.org/pd/strategicReading/RWS\\_StratWelcome.cfm](http://www3.iptv.org/pd/strategicReading/RWS_StratWelcome.cfm)  
[http://www3.iptv.org/pd/strategicReading/RWS\\_ClassStratSearch.cfm](http://www3.iptv.org/pd/strategicReading/RWS_ClassStratSearch.cfm)

## Fiction Margin Notes

Page no. _____	Page no. _____	Page no. _____
Setting:	Setting:	Setting:
Characters:	Characters:	Characters:
Events:	Events:	Events:
Foreshadowing:	Foreshadowing:	Foreshadowing:
Evidence of Theme:	Evidence of Theme:	Evidence of Theme:
Prediction:	Prediction:	Prediction:

## **Skill Making margin notes**

- SOL** 9.3 The student will read and analyze a variety of literature.  
10.3 The student will read, comprehend, and critique literary works.

**Time** 1 hour

### **Materials/Resources**

Copies of the attached “Nonfiction Margin Notes” worksheet  
A variety of nonfiction reading materials

### **Module**

1. Review before-, during-, and after-reading strategies with students.
2. Model use of the “Nonfiction Margin Notes” worksheet by folding the sheet along the vertical lines and placing the first column alongside a page of text. Write the page number at the top of the column, and then read the page of text, writing information in the appropriate blocks as you read. When finished with that page, proceed to the next page of text, and repeat the process with the second column folded to fit alongside the page. Then, repeat the process with the next page of text. This can be demonstrated using an overhead, a computer projection system, or simply a book and paper.
3. Have students work in pairs to practice using the “Nonfiction Margin Notes” worksheet. Have partners take turns reading passages of a given text aloud and simultaneously making notes. Encourage partners to discuss the margin notes they are writing.
4. Have two student pairs join together and compare notes, discussing the accuracy and completeness of the notes. Then have “student squares” (four students) fill in an accurate and complete column(s) of notes.
5. Have students continue the reading and note-taking process individually, completing a column per page of reading. Stress the importance of accuracy and completeness.
6. When students have finished the entire text, have them complete an appropriate graphic organizer or write a summary, using the key vocabulary found in the reading and their notes taken during reading.
7. At each step of the process, allow time for students to ask questions to clarify what they do not understand.

### **Additional Resources**

<http://www.bedfordstmartins.com/LITLINKS/essays/index.htm>

[http://www.newsweekeducation.com/online\\_activities/nonfiction.php](http://www.newsweekeducation.com/online_activities/nonfiction.php)

## Nonfiction Margin Notes

Page no. _____	Page no. _____	Page no. _____
Key Terms:	Key Terms:	Key Terms:
Main Topics:	Main Topics:	Main Topics:
Events:	Events:	Events:
Other Information Needed:	Other Information Needed:	Other Information Needed:
Information Needing Clarification:	Information Needing Clarification:	Information Needing Clarification:

**Skill** Improving test-taking skills

**SOL** None

**Time** 1 hour

**Materials/Resources**

Spring 2003 Released Test for End of Course English: Reading/Literature and Research  
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Copies of the attached “Test-Taking Problems Assessment” handout  
Highlighters

**Module**

1. Have students practice test-taking by taking the Spring 2003 Released Test.
2. After scoring the test, hand out or post answer sheets, and have each student review the questions he/she answered incorrectly.
3. Distribute copies of the “Test-Taking Problems Assessment” handout, and have students use it to evaluate the problems they had. Have them highlight each problem spot and assign code letters to identify each problem and the strategy to be used to improve in the future.

## Test-Taking Problems Assessment

1. Identify the type of error that you made. Highlight each area of the text where you had a problem, and assign the problem one or more of the following code letters:
  - A** Skipped parts of the text that I did not understand
  - B** Did not read questions and/or answer choices carefully
  - C** Was not able to figure out difficult words from context
  - D** Was not able to focus on the main idea in the text
  - E** Did not take time to highlight or underline important ideas
  - F** Did not reread passages that were initially unclear
  - G** Did not go back to check my answer
  
2. Identify the strategies that you will use to improve your test-taking abilities. Assign the problem one or more of the following code letters:
  - H** Will adjust my reading pace to the difficulty of text
  - J** Will reread problem passages and break them down into smaller parts to uncover meaning
  - K** Will use context clues to determine the meaning of words
  - L** Will read questions and answer choices carefully
  - M** Will highlight or underline key details and terms
  - N** Will ask questions about and mark text to determine the following:
    - What is the author's purpose?
    - How has the writer organized his/her ideas?
    - How does a particular idea connect to the main topic?
    - How is this idea connected to other details in text?

## **Skill Understanding text organizational patterns**

- SOL** 9.4 The student will read and analyze a variety of informational materials.  
11.4 The student will read and analyze a variety of informational materials.

**Time** 1 hour

### **Materials/Resources**

Internet access for each student

Copies of the attached worksheets

A variety of newspapers, magazines, textbooks, and/or other print materials

Released Tests for End of Course English: Reading/Literature and Research

(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

### **Module**

1. Review briefly the following organizational patterns:
  - Enumerating/Listing
  - Time Sequence
  - Development/Process
  - Main Idea and Details
  - Fact and Opinion
  - Compare/Contrast
  - Cause/Effect
2. Have students complete the attached worksheets, using the Internet links and information provided, in order to become more familiar with the organizational patterns.
3. Have students examine a variety of print materials and released SOL passages to identify the organizational patterns. For example, use “Driver’s Manual, Section A, Getting a Virginia Learner’s Permit,” found on page 3 of the Spring 2004 Released Test.

### **Additional Resources**

<http://mclibrary.nhmccd.edu/lit/memoirs.html>

<http://www.bedfordmartins.com/LITLINKS/essays/index.htm>

<http://www.aisling.net/journaling/old-diaries-online.htm>

<http://infotree.library.ohiou.edu/bysubject/humanities/history/oral-history/>

## Text Organizational Patterns – Enumerating/Listing

Go to the following Web site, read the passage found there, and summarize it by enumerating or listing. <http://www.ala.org/ala/online/selectedarticles/10reasonswhy.cfm>

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## Text Organizational Patterns – Time Sequence

Go to the following Web site, read the passage found there, and summarize it by time sequence. <http://www.npr.org/templates/story/story.php?storyId=4761448>

First:

Next:

Then:

Finally:

Go to the following Web site, read the passage found there, and summarize it by time sequence. <http://www.trumanlibrary.org/diary/page12.htm>

Date:	Events:

## Text Organizational Patterns – Development/Process

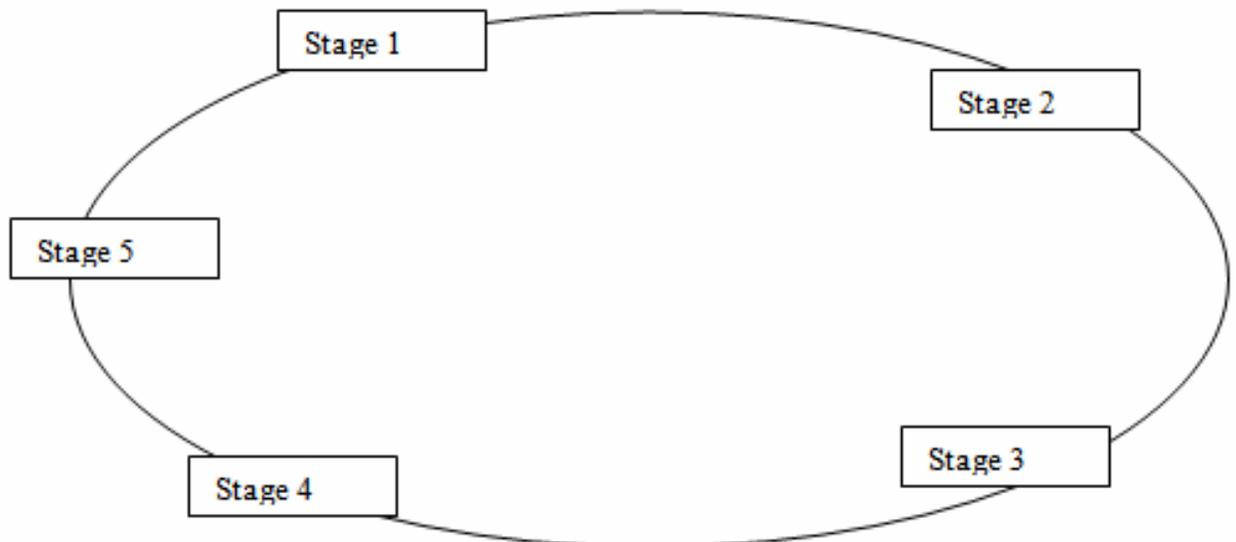
Go to the following Web site, read the passage found there, and summarize it by process.

<http://www.juliantrubin.com/encyclopedia/chemistry/caulkadhesion.html>

Science Experiment	
Steps for the experiment:	Explain or sketch what you will do:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Read the following description of each stage in the life cycle of a heartworm, and illustrate it by development.

1. A mosquito bites a heartworm-infected animal.
2. The mosquito is then carrying microscopic versions of the heartworm, called microfilariae.
3. The mosquito bites another animal, infecting it with the heartworm microfilariae.
4. Within 70 to 90 days, the microfilariae enter the tissues of the animal's heart, where they reproduce (if both male and female worms are present) and live for several years. If both sexes of worms are present, they will produce their own microfilariae within 6 to 7 months after that mosquito bite.
5. The cycle continues.



## Text Organizational Patterns – Main Idea and Details

Go to the following Web sites, read the passages found there, and summarize each passage by (1) main idea and (2) details. Possible details include the following:

- Changes in the earth’s orbit
- Changes in the sun’s intensity
- Volcanic eruptions
- Aerosol emissions
- Carbon dioxide emissions
- Changes in greenhouse gas concentrations
- Changes in ocean currents

### Science

1. Past Climate Changes: <http://www.epa.gov/climatechange/science/pastcc.html>
2. Recent Climate Changes: <http://www.epa.gov/climatechange/science/recentcc.html>
3. Future Climate Changes: <http://www.epa.gov/climatechange/science/futurecc.html>
4. State of Knowledge: <http://www.epa.gov/climatechange/science/stateofknowledge.html>

### Greenhouse Gas Emissions

5. Greenhouse Gas Overview: <http://www.epa.gov/climatechange/emissions/index.html#ggo>
6. Greenhouse Gas Inventories: <http://www.epa.gov/climatechange/emissions/index.html#inv>
7. Projections: <http://www.epa.gov/climatechange/emissions/index.html#proj>

Main Idea	Details
1. Past Climate Changes	
2. Recent Climate Changes	
3. Future Climate Changes	
4. State of Knowledge	
5. Greenhouse Gas Overview	
6. Greenhouse Gas Inventories	
7. Projections	
8. Past Climate Changes	
9. Recent Climate Changes	

**Skill Make connections, using metaphor**

**SOL** 9.3c Use literary terms in describing and analyzing selections.

**Time** 1 hour

**Materials/Resources**

Independent reading text

Copies of the attached “Multiple-Response Activity – Understanding Metaphor” worksheet

Overhead, whiteboard, or Smartboard

**Module**

1. Have students consider the following questions: Why do authors use objects to make a comparison to an idea, to represent an idea? Why do they develop metaphors? Discuss the meaning of the word *metaphor*.
2. Have students brainstorm ways in which the following objects can be used to represent an idea:
  - ship
  - ladder
  - thread
  - mirror
  - window
3. Have students consider the following passage from “Letter to President Pierce, 1855” by Chief Seattle, excerpted from the Spring 2003 Released Test for End of Course English: Reading/Literature and Research (<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

The whites, too, shall pass—perhaps sooner than other tribes. Continue to contaminate your bed, and you will one night suffocate in your own waste. When the buffalo are all slaughtered, the horses all tamed, the secret corners of the forest heavy with the scent of many men, and the view of the ripe hills blotted with talking wires, where is the thicket? Gone. Where is the eagle? Gone.
4. Ask students: “What is the significance of the use of the object ‘bed’ in this passage? What is Chief Seattle’s purpose in using this word?” Discuss student responses.
5. Ask students to identify a passage from their independent reading text in which the author effectively presents an object to represent an idea. Distribute copies of the “Multiple-Response Activity – Understanding Metaphor” worksheet. Have each student write out the passage and then write an explanation of the use of metaphor in the passage. Finally, have each student exchange his/her passage-and-explanation with two other students who will provide responses to the original passage.

## Multiple-Response Activity – Understanding Metaphor

Write the passage in the space below. Then, underline the metaphor(s) in the passage.

Write your explanation of how and why the author uses this metaphor(s) to convey meaning.

First peer response to explanation:

Second peer response to explanation:

**Skill** Locating supporting details

**SOL** 10.3b Identify main and supporting ideas.

**Time** 1 hour

**Materials/Resources**

The classified section of a local newspaper  
Highlighters in various colors

**Module**

1. Have each student locate a classified ad for a job for which the student thinks he/she is qualified. Have each student highlight
  - the job title in one color
  - the skills required for the job in a second color
  - the information about *whom* to contact, *when*, and *how* in a third color
2. Have students make a two-column list, listing in the first column all required skills that he/she already possesses and in the second column all required skills that he/she may be able to acquire in training.
3. Have students use the highlighted information as well as the two-column list to develop a list of possible interview questions that the employer might ask, such as
  - What hours are you available to work?
  - Whom might I contact to find out about your past experience and work history?
  - What courses have you taken in high school that might be relevant to this position?
  - What is the strongest skill or attribute that you could bring to this job?
4. Have students exchange their ad, two-column list, and questions and then role play the part of employer asking the questions for each job.
5. Have students write an evaluation of the interview.

**Skill Linking details to topics**

**SOL** 9.3a Identify format, text structure, and main idea.

**Time** 1 hour

**Materials/Resources**

The first section of a local newspaper containing national and world news

Highlighters

Strips of paper

**Module**

1. Have each student find a newspaper article dealing with national or world news, read it carefully, and highlight the following:
  - The headline
  - The five W's in the first paragraph (the main idea)
  - Five details used by the author to develop and/or explain in subsequent paragraphs the main idea
  - Any passages that are italicized, indented, bold-faced, or boxed
  - Charts or graphs
2. Have each student write the headline of his/her article on a strip of paper and then, on a separate sheet of paper, write a summary of the article, including the key information from the highlighted items.
3. Post the headline strips around the classroom. Shuffle the summaries, and redistribute them so that students can read and analyze a peer's summary and locate the corresponding headline.