

# Reading Apprenticeship® Academic Literacy Course

**TEACHER'S GUIDE**  
**UNIT 1** | READING SELF  
AND SOCIETY



# Introduction

Reading Apprenticeship is an approach to reading instruction that helps young people develop the knowledge, strategies, and dispositions they need to become more powerful readers. It is based on a substantial research base that has identified the importance of metacognition and collaboration for students' reading development. At its heart, Reading Apprenticeship is a partnership of expertise, drawing on what teachers know and do as discipline-based readers, and on adolescents' unique and often underestimated strengths as learners.

Reading Apprenticeship helps students become better readers in these ways:

- ▶ Students engage in more in-class, supported reading.
- ▶ Teachers make their discipline-based reading processes and knowledge visible to students.
- ▶ Students make their reading processes, motivations, strategies, knowledge, and understandings visible to the teacher and each other.
- ▶ Students gain insight into their own reading processes.
- ▶ Students develop a repertoire of problem-solving strategies for overcoming obstacles and deepening comprehension of texts from various academic disciplines.

For over a decade, high school and middle school teachers across the United States and Europe have been using Reading Apprenticeship strategies in their content area classes, expanding the regular curriculum to include disciplinary-based reading support. In parallel, Reading Apprenticeship has been incorporated into a yearlong reading course, Reading Apprenticeship | Academic Literacy Course. In studies over the years, the Reading Apprenticeship approach has been found to benefit readers at all skill levels but has been most powerful for readers who have fallen behind or who are learning English as a new language.

## **Reading Apprenticeship | Academic Literacy Course**

The Reading Apprenticeship | Academic Literacy Course is structured around a curriculum in which students read self-selected as well as assigned class texts, learn and use reading strategies, participate in Metacognitive Conversations with themselves and others about their reading processes, and explore their evolving Reader Identities.

Typically, students come to the Reading Apprenticeship | Academic Literacy Course with many misconceptions about reading, about their own capacities as readers, and about the role reading may play in their lives. Because reading has been unrewarding for most of the students in the course, many have decided they just aren't readers. They have disengaged

and figured out ways to avoid reading to hide their struggles and, above all, to save face. To dispel students' misconceptions, the teacher demonstrates that reading proficiency develops over a lifetime of reading experiences and helps students see that their different reading experiences and unique strengths and resources all contribute to the classroom literacy community.

Creating a classroom environment where it is possible for unsuccessful readers to reveal their thinking and confusion is not an easy task. It is, however, the basis for students' growth as self-monitoring, self-motivated, and capable readers.

The course is organized into three 10-week units, with each week divided into five 50-minute periods. Recognizing that the length of the instructional year and class periods vary across schools, it is expected that teachers will adapt the course schedule as needed.

**Unit 1 | Reading Self and Society: Why Do People Read?** This unit lays the foundation for the year as an inquiry into why and how people read and the role of literacy in people's lives. Students begin to build a classroom community, read multiple first-person narratives about the experience of being a reader, explore their personal Reader Identities, and begin to practice a number of reading and writing strategies that build comprehension. Students complete at least one SSR book.

**Unit 2 | Reading History: How Does Historical Literacy Affect Our Ability to Extend and Protect Our Rights?** This unit introduces close reading of expository text and an inquiry into the reading of history as students study the theory of "natural" individual rights. Students deepen their use of reading and writing strategies that support comprehension and add new historical literacy skills, including thinking about how past events impact the present and analyzing the source of historical information as they read a variety of historical texts and documents—the First Amendment, other primary sources, and textbook excerpts. Students complete at least one SSR book per month.

**Unit 3 | Reading Science: How Does Science Literacy Affect Personal Health?** This unit helps students transfer their knowledge of working with expository text in history to a new disciplinary area. Students continue building and adding reading and writing comprehension strategies as they engage in an extended inquiry into the multiple factors affecting adolescent eating disorders. They add new scientific literacy strategies such as interpreting data and questioning the validity of findings as they read an extensive collection of science texts and documents, including research reports, consumer information, and textbook excerpts. Students complete at least one SSR book per month.

Each unit builds on the Reading Apprenticeship Framework described below.

## The Reading Apprenticeship Framework

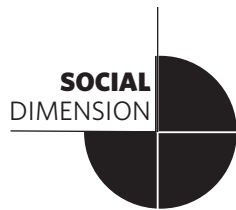
Reading Apprenticeship involves teachers in orchestrating and integrating four interacting dimensions of classroom life to support reading development: social, personal, cognitive, and knowledge-building. These dimensions are woven into subject area teaching through Metacognitive Conversations.<sup>1</sup> Student learning goals are linked to each of these dimensions (see figure 1).

### BUILDING PERSONAL ENGAGEMENT



The personal dimension draws on strategic skills students use in out-of-school settings, students' interest in exploring new aspects of their own identities, their purposes for reading, and their goals for reading improvement. Students operationalize the personal dimension by reinvesting in reading and learning—working toward goals that involve “Building Personal Engagement.”

### COLLABORATING IN A COMMUNITY OF READERS AND WRITERS

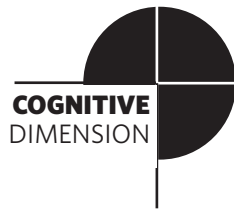


The social dimension draws on adolescents' interests in larger social, political, economic, and cultural issues—and their need for a classroom community that allows them to take risks and get support. Reading Apprenticeship depends on a safe classroom environment in which students share their confusions and difficulties with texts and recognize the diverse perspectives and resources brought by each member of the class. Students and teachers operationalize the social dimension by working on goals for “Collaborating in a Community of Readers and Writers.”

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<sup>1</sup> See *Reading for Understanding*, by Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko, and Lori Hurwitz (Jossey-Bass, 1999), for a full discussion of the Reading Apprenticeship Framework.

## USING COGNITIVE STRATEGIES TO BUILD COMPREHENSION



The cognitive dimension involves developing readers' mental processes, including their repertoire of specific comprehension and problem-solving strategies, so that they can use them spontaneously for their own reading purposes. Student goals in the cognitive dimension support "Using Cognitive Strategies to Increase Comprehension."

## BUILDING KNOWLEDGE



This dimension includes identifying, expanding, and revising the knowledge that readers bring to a text through personal interaction with the text and social interaction about it. "Building Knowledge About . . . the World, Language, and Text" captures the goals students work toward in the knowledge-building dimension.

## MAKING THINKING VISIBLE



Through Metacognitive Conversations, these four dimensions of classroom life are integrated. Teachers and students work collaboratively to make sense of texts, simultaneously engaging in conversation about what constitutes reading and how they are going about it. Metacognitive Conversation is carried on both internally, as teacher and students reflect on their own mental processes, and externally, as they share their reading processes, strategies, knowledge resources, motivations, and interactions with and affective responses to texts. Students and teachers use the Metacognitive Conversation in their work toward the goals of "Making Thinking Visible."

# 1 UNIT

## CONTENTS

### xi | INTRODUCTION

What distinguishes Reading Apprenticeship and this Academic Literacy Curriculum? What learning goals animate a Reading Apprenticeship classroom? How do students learn to read more closely and critically as they progress through the course?

### WEEK 1

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#### 1 | **Overview | Lessons and SSR in Week 1**

#### 3 | **Lesson 1 | Introducing a Community of Readers and Writers**

In this first lesson, students begin the process of building a classroom community and learning about themselves as readers—their evolving Reader Identities.

#### 39 | **Lesson 2 | Choosing SSR Books**

Especially for students who never read for pleasure, learning how to choose an SSR book that is right for them is one of the most important reading skills in this course.

#### 57 | **Lesson 3 | Introducing Metacognition and Think Aloud**

Students add the concept of metacognition and the structure of the Think Aloud to their growing understanding of how making thinking visible helps readers solve problems.

### WEEK 2

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#### 83 | **Overview | Lessons and SSR in Week 2**

#### 87 | **Lesson 4 | Establishing SSR Routines**

As students begin SSR, they learn the routines of silent reading, writing about their reading processes, and talking with classmates about their reading.

#### 103 | **Lesson 5 | Think Aloud with Student-Generated Out-of-School Texts**

Students observe that because background knowledge and motivation make a difference in reading, texts that may be easy for them to understand may be hard for the teacher. Students relate this understanding to the course goals for Making Thinking Visible.

119

**Lesson 6 | CERA and the Reading Strategies List**

Students establish a baseline for measuring their reading growth by reading and responding to “My Back Pages.” The class begins building the Reading Strategies List.

139

**Lesson 7 | Text Study of “Kevin Clarke”**

Students practice the Think Aloud with in-school text, and for the first time they apply the unit Essential Questions to their reading.

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WEEK 3

161

**Overview | Lessons and SSR in Week 3**

169

**Lesson 8 | Personal Reading Histories**

Students create Personal Reading History timelines that help them to reflect on the basis for their current Reader Identities and to share their lives as readers.

183

**Lesson 9 | Text Study of “Sharon Cho”**

Students practice strategies they applied in the previous text study of “Kevin Clarke,” becoming more facile in making connections, questioning, and identifying roadblocks, and deepening their understanding of the unit theme.

205

**Lesson 10 | Reading Interviews**

Students’ Reading Interviews of adult family or community members expand their sense of Reader Identity and the role of reading in people’s lives. In Part I of the lesson, students prepare for their interviews. Part II, when they report on their interviews, begins week 5.

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WEEK 4

221

**Overview | Lessons and SSR in Week 4**

229

**Lesson 11 | Text Study of “Superman and Me”**

With this somewhat challenging text, students are carefully supported to practice close reading. They learn a set of steps for using context to clarify roadblocks, and they begin a subset of the Reading Strategies List—the Word-Learning Strategies List.

255

**Lesson 12 | Readers Theater: “The Voice You Hear When You Read Silently”**

Groups of three undertake an independent Think Aloud of a poem. Then, in order to perform the poem as choral Readers Theater, trios practice their portion of the text with multiple readings to build comprehension and oral fluency.

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## WEEK 5

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273 **Overview | Lessons and SSR in Week 5**

279 **Lesson 13 | Text Study of “How to Mark a Book”**

Students transition from the oral Think Aloud to the act of “marking” a text with notes, questions, roadblocks, and so on—a silent metacognitive activity called Talking to the Text. Students are introduced to a key clarification tool.

315 **Lesson 14 | Readers Theater: “Learning to Read” and “Tuning”**

This second experience with Readers Theater gives students independent practice Talking to the Text. Groups of four collaborate to make decisions and support each other’s meaning making.

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## WEEK 6

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333 **Overview | Lessons and SSR in Week 6**

339 **Lesson 15 | Text Study of “The New Case for Latin”**

Students explore word analysis and inferring word meanings from word parts. With the teacher’s help and in pairs or groups, they play with word parts and generate word families.

357 **Lesson 16 | Text Study of “Reign of the Reader”**

With this introduction to reading history, students use strategies for accessing informational text. They continue to use and add to the Word-Learning Strategies List.

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## WEEK 7

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375 **Overview | Lessons and SSR in Week 7**

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## WEEK 8

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381 **Overview | Lesson and SSR in Week 8**

383 **Lesson 17 | Schema**

Students analyze the knowledge demands of different kinds of text to see how their networks of background knowledge (schema) support comprehension.

411 **Lesson 18 | Reading Conversation Groups**

Student choice and independence are features of this five-part lesson. Students collaborate in small groups to read an anthology text of their choice, help each other solve reading problems, and debrief their work together.

## WEEK 9

467 **Overview | Lesson and SSR in Week 9**

471 **Lesson 19 | Connecting Ideas Across Texts**

Students draw on their experience and the knowledge they have built reading and thinking about the unit Essential Questions to draft a culminating response to the question Why read?

## WEEK 10

543 **Overview | Lesson and SSR in Week 10**

545 **Lesson 20 | Focusing on Learning Goals**

Students review the unit 1 Learning Goals and find evidence of specific areas of growth. As they share their successes and then create a class poem from their favorite Golden Lines, students are able to celebrate their progress and their evolving Reader Identities.

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# Introducing a Community of Readers and Writers

# 1 LESSON

In this first lesson, students begin the process of building a classroom community and learning about themselves as readers — their evolving Reader Identities.

## AT A GLANCE

STRUCTURES & STRATEGIES	LESSON SEQUENCE	STUDENT GOALS
Building Classroom Community ▶ 20 MIN.	<b>[1]</b> Students meet classmates informally while answering “bingo” questions that foreshadow the Reading Survey.	Students work with partners and groups in ways that are both respectful and risk-taking.
Course Goals and Materials Word Wall Essential Questions ▶ 15 MIN.	<b>[2]</b> The teacher introduces the course goals, expectations, and materials, and students set up their Interactive Notebooks.	Students understand and use the shared literacy vocabulary of the classroom.
Reading Survey ▶ 15 MIN.	<b>[3]</b> Students complete the Reading Survey through partner interviews and working individually.	Students build awareness of reading preferences, habits, strengths, weaknesses, and attitudes their Reader Identity.
 ▶ 5 MIN.	<b>[3]</b> <i>(Continued)</i> The class discusses the survey.	
Classroom Community Guidelines ▶ 30 MIN.	<b>[4]</b> Students work with the teacher to develop classroom guidelines.	Students contribute to maintaining a classroom community that feels safe and where everyone is able to take risks and grow.
Taking Power ▶ 10 MIN.	<b>[5]</b> Students relate the course goals to statistics about the relationships among reading, educational success, and income.	Students read to understand how what they read applies to them and gives them power.

## GETTING READY

### Course Materials

Have on hand samples of the course materials: the Interactive Notebook, Metacognitive Log (pp. 98–102), *Building Academic Literacy* anthology, and student readers for units 2 and 3.

Students should be aware that they will keep their lesson materials in the Interactive Notebook, that they will keep track of their SSR reading in something called a Metacognitive Log, and that the course reading selections will come from the *Building Academic Literacy* anthology and the two student readers. It shouldn't be necessary to go into detail about these materials beyond letting students get a visual image of them at this time.

### Classroom Community Guidelines

This lesson begins with a brief discussion of how partners will work together, which is intended to prepare them to collaborate in the Interview Bingo and Reading Survey activities. A more extensive discussion of classroom guidelines comes toward the end of the lesson, when students develop with you a set of norms or guidelines to post in the classroom. Early in the course you will likely be referring to these guidelines regularly as you help students calibrate how they want to be treated by you and their peers and what that means in turn for their own behavior.

If you already have a routine for establishing class guidelines or norms, decide how to adapt it to focus on the importance in this course for students to feel comfortable exposing their reading confusions and helping each other solve reading problems.

### Essential Questions

Prepare a poster of the Essential Questions for unit 1 and keep it posted for the duration of the unit:

- ▶ *How do people's experiences shape their attitudes toward reading?*
- ▶ *Why do people read?*
- ▶ *How do people read?*
- ▶ *What does literacy have to do with power?*

### Word Wall & Personal Dictionary (p. 13)

Have a mechanism for collecting vocabulary that students can refer to throughout the course, a wall where you can post or write new words that you or students nominate. Students will also be collecting these and other words in Personal Dictionaries (see the accompanying teacher resource page).

### Grading (p. 14)

Grading students for coursework is discussed on the included teacher resource page.

### Interactive Notebooks (p. 16)

Students' Interactive Notebooks serve as portfolios for their written work for each unit. The teacher resource page suggests criteria for assessing the notebooks.

### Timer

Have a loud timer that you can use for timed activities and let its signal become an automatic prompt for moving a lesson along. In this lesson, a timer will signal time is up for Interview Bingo and it will get students into the routine of alternating roles in certain partner or group structures.

## KEEP IN MIND

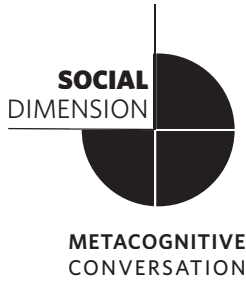
**Pair-Share** A turn-taking Pair-Share participation structure is introduced in this lesson. Variations on the Pair-Share structure are workhorses in this course and students will become very familiar with them. To avoid inappropriate or hurtful partner interactions, be sure students discuss how they want to be treated in partner interactions, especially in the early lessons as you all begin building a classroom community.

In this lesson, students share with the class something they learned about a partner. It is a good idea for students to get in the habit of checking with their partners about what is okay to share with the class and what is not.

**Building Relationships (p. 17)** Developing relationships among students is an important step toward building a collaborative classroom. The teacher resource page describes ways this course is structured to promote positive classroom relationships.

## LESSON MATERIALS

TEACHER RESOURCES	STUDENT MATERIALS	CLASSROOM RESOURCES
Interactive Notebook model	Interview Bingo, 1a	Word Wall
Metacognitive Log model	Course Overview, 1b	Classroom Community Guidelines
<i>Building Academic Literacy: An Anthology for Reading Apprenticeship</i>	Reading Survey, 1c	Essential Questions Poster
Word Wall and Personal Dictionary	Social Goals: Collaborating in a Community of Readers and Writers, 1d	
Suggested Grading Guidelines		
Assessing Interactive Notebooks		
Building Relationships		
Social Goals: Collaborating in a Community of Readers and Writers TR		
Reading Research TRs 1-4		



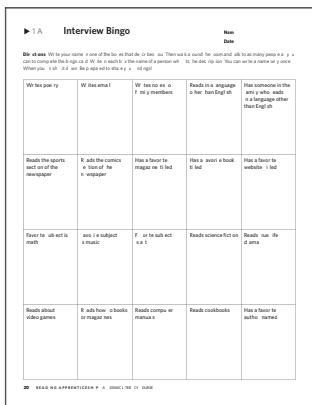
# LESSON NOTES

## [1] Students meet classmates informally while answering “bingo” questions that foreshadow the Reading Survey.

In this first activity of the course, Interview Bingo provides an informal context in which students can meet and learn about their classmates. In addition, the bingo cards foreshadow questions that students will answer later in the lesson as they complete the Reading Survey.

[ 20 MIN. ]

### CLASS CONTENT DISCUSSION



Interview Bingo, 1a

### Building Classroom Community

- ▶ Explain that students will play Interview Bingo to learn more about their classmates.
- ▶ Let students know that in this class they will spend a lot of time working with partners, and in this first experience you want to be sure they think about how to be comfortable working together and sharing information about themselves. Facilitate a short discussion about working with partners.
- ▶ Give directions for completing the bingo card. Ask students to be prepared to share what they learn with the class.

Ask questions, for example:

*What can a partner do that makes you feel comfortable and respected?*

*What can make you feel uncomfortable or disrespected?*

Bingo Directions:

- Complete one of the bingo squares with information about yourself.
- Move around the classroom to fill in the other squares with information from classmates.
- Each square must be filled in with information from a different person.

### PARTNER INTERVIEWS

### Building Classroom Community

- ▶ Set the timer for 5 minutes and monitor as students conduct the interviews.

**CLASS PROCESS DEBRIEF**

**Building Classroom Community**

- ▶ Read some questions from the bingo card and invite students to share who in the class fits the description.
- ▶ Ask students to talk about what they liked or did not like about Interview Bingo.

Some of these ideas may come up again as students are developing class norms later in the lesson.



**[2] The teacher introduces the course goals, expectations, and materials, and students set up their Interactive Notebooks.**

Students learn about the literacy goals for the course, the three units that comprise the course content, the role of SSR and other reading experiences, how they will be graded, and the unit 1 Essential Questions.

[ 15 MIN. ]

**TEACHER INTRODUCTION**

**Building Schema**

- ▶ Refer students to the Course Overview as you explain the course goals and expectations.
- ▶ Invite any questions students may have.
- ▶ Introduce the course materials and guide students to set up their Interactive Notebooks.



Course Overview, 1b

- Interactive Notebook model
- Metacognitive Log model
- Building Academic Literacy anthology
- Unit 2 Student Reader
- Unit 3 Student Reader

## CLASS CONTENT DISCUSSION

Essential Questions Poster

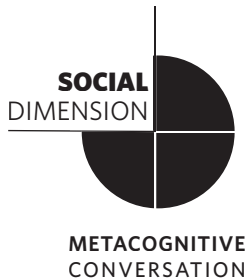
Word Wall: *academic, literacy, apprenticeship*

### Building Schema

- ▶ Introduce the theme of unit 1 and the Essential Questions Poster.
- ▶ Engage students in a brief discussion of some of the key language of the class: *academic, literacy, apprenticeship*.
- ▶ Add these words to the Word Wall.

Be prepared to unpack the Essential Questions as they relate to the course.

Let students know that the class will add to the Word Wall throughout the course, creating a class reference for key concepts and vocabulary.



### [3] Through partner interviews and working individually, students complete the Reading Survey.

The partner interviews associated with the Reading Survey are another way students will learn more about their classmates. The survey's main purpose, however, is for students to establish a baseline against which to measure their growth by the end of the course. The surveys also provide important information for the teacher about individual students and the class as a whole.

[ 15 MIN. ]

## TEACHER INTRODUCTION

### Building Classroom Community Building Reader Identity

- ▶ Explain that the purpose of the Reading Survey is for students to learn more about their classmates and get a sense of themselves as readers—a kind of *Reader Identity*. Let students know that at different points in the year they will take a look at how their Reader Identity is evolving.
- ▶ Add *Reader Identity* to the Word Wall.

Point out that students are already familiar from the Interview Bingo activity with many of the questions on the survey.

Reading Survey, 1c

Word Wall: *Reader Identity*

- ▶ Give directions for completing part 1 of the Reading Survey, questions 1–10, in pairs.
- ▶ Explain that students will complete parts 2 and 3 individually.

◀ Read the first question aloud and ask partners to decide who will answer first. Explain that you are setting the timer for 1 minute and the speaking partner should use the full amount of time to explain his or her answer. When the timer rings, partners should switch roles and you will reset the timer.

**PAIR-SHARE**

**Building Classroom Community**

- ▶ Monitor as partners take turns answering questions 1–10. Encourage students to elaborate their answers, using the full time allotted.

◀ Set and reset the timer for each of the questions in part 1 so that partners alternate talking for 1 minute at a time.

**INDIVIDUAL WORK**

**Building Reader Identity**

- ▶ Ask students to complete parts 2 and 3 individually in class or for homework.



[3 *continued*]

[ 5 MIN. ]

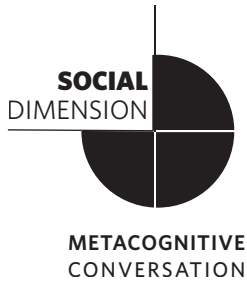
**CLASS CONTENT DISCUSSION**

**Building Classroom Community**

- ▶ Invite students to share something they learned about their partner (and that they have permission to share with the class). Invite students also to share something about their own reading habits or interests.
- ▶ Read the options aloud for questions 19, 26, and 31, and after each question, ask for a show of hands indicating how students responded.
- ▶ Explain that you will save the surveys for students to refer to later in the course, to see how their Reader Identities are evolving.

◀ Explain that in this class it will be important for students to continue to get to know each other.

◀ Invite students to make statements about what each response shows about the class as a whole—trends and exceptions.



**[4] Students work with the teacher to develop classroom guidelines.**

Students consider how they want the class to run so that everyone can feel safe talking about their reading confusions and comfortable collaborating to solve reading problems.

[ 30 MIN. ]

**CLASS CONTENT DISCUSSION**

Classroom Community Guidelines

**Building Classroom Community**

- ▶ Point out that students have already worked together in pairs and explain that collaboration in partners, groups, and class discussions is going to be extremely important in this class. Ask students what guidelines will make it possible for everyone in the class to work in these ways.
- ▶ Record students' ideas on a poster or overhead.

Some possible questions to get things started:

*What makes you feel comfortable in a classroom?*

*Uncomfortable?*

*What can I do to support your learning?*

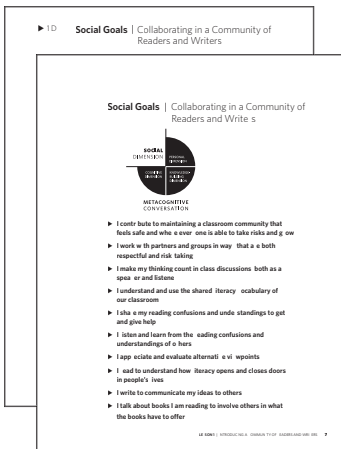
*What can classmates do?*

*Not do?*

**PARTNER WORK / CLASS DISCUSSION**

**Building Classroom Community**

- ▶ Have partners read the goals for Collaborating in a Community of Readers and Writers and choose three that are interesting to them.
- ▶ On a transparency of the social goals, record pairs' interest in the goals.
- ▶ Facilitate a discussion of how the class guidelines students developed will support the course goals.
- ▶ As needed, develop additional guidelines so that all goals can be supported.



*Social Goals: Collaborating in a Community of Readers and Writers, 1d*

*Social Goals: Collaborating in a Community of Readers and Writers TR*

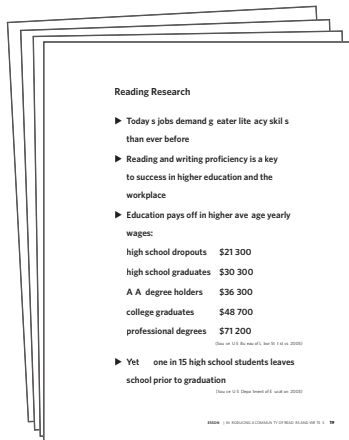


**[5] Students relate the course goals to research about reading, educational success, and income.**

Students learn statistics about the relationships among reading, education, and income and relate them to the course goals and expectations.

[ 10 MIN. ]

**CLASS CONTENT DISCUSSION**



*Reading Research TRs 1-4*

**Building Schema**

- ▶ Read aloud the Reading Research transparencies and lead students in a discussion of the relationship they see between the research and the course goals and expectations.



# Word Wall & Personal Dictionary TEACHER RESOURCE

Word Walls are a way to immerse students in the academic language that they are learning and to visually represent a common classroom vocabulary. Because the number of times students are exposed to a word and the amount of information offered with each exposure influences vocabulary learning,<sup>1</sup> teachers can make Word Walls into powerful instructional resources. By cycling back to the terms on a Word Wall in various contexts, you increase students' ability to appropriate these terms for their own use in speaking and writing. The physical representation of the words on the classroom walls supports students' use of them.

## Preparing a Word Wall

Word Walls are organized in initial-letter groupings, so the first step in preparing a Word Wall is to find space in your classroom where the words can be displayed. If you are short on wall space, you may have to be creative and use cabinets, easels, etc.

Many teachers cut out letters of the alphabet and post them with room to add words underneath. Words are most easily managed if they are written on individual strips of paper for posting. Sometimes the words are those you have selected in advance, but often they are words the class discovers and wants to add to the Word Wall spontaneously. It is helpful to keep a stack of blank strips easily accessible. (For ideas or to see a variety of Word Walls visit <http://www.santarosa.k12.fl.us/reading/WordWall.htm>.)

## Using the Word Wall in Unit 1

Throughout unit 1, the lessons will indicate specific words to add to the Word Wall. Although you may want to prepare these word strips in advance, the words should be posted only as students encounter them. Try to incorporate the words on the Word Wall into your spoken vocabulary, and encourage students to do so when writing as well as speaking. Help students view the Word Wall as an evolving classroom resource that they are invited to contribute to, refer to, and put to work.

## Personal Dictionary

Each student keeps a Personal Dictionary section in the Interactive Notebook. Here they record words from the Word Wall along with a definition from the class discussion of the words and any examples to clarify the concepts or definitions.

The Personal Dictionary is also where students record new words from their SSR and anthology reading, along with definitions, examples, and any word analysis or word family work they do with these words.

Encourage students to keep their Personal Dictionary as a "word journal" where they can experience their vocabulary growth.

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<sup>1</sup> Green, J., 2003. *The Word Wall: Teaching Vocabulary Through Immersion*. Don Mills, Ontario: Pippin Publishing.

# Suggested Grading Guidelines

TEACHER RESOURCE

Rewarding authentic **effort** and **progress** will be key to helping students develop new relationships to reading. Show students that their efforts to learn will pay off in higher grades.

Learning Goals\* for the social, personal, cognitive, knowledge-building, and metacognitive dimensions of a Reading Apprenticeship class describe what we hope students will accomplish in this course. Grading should reflect student *growth* in these areas, no matter where students are beginning.

## Overall Grading Policy

- 25% SSR in class and at home
- 25% Metacognitive Conversation
- 25% Contribution to classroom learning
- 25% Written work

## SSR

- ▶ Students find books they enjoy and complete approximately one book per month.
- ▶ Students engage consistently in reading during SSR time.
- ▶ Students share SSR books with partners and the class.
- ▶ Students complete a Metacognitive Log entry for each SSR period.
- ▶ Students keep a Recordkeeping Log of SSR book titles, time spent reading, and pages read.
- ▶ Students complete a Reflective Reading Letter and Book Project after each book read.
- ▶ Students set and meet appropriate SSR goals.
- ▶ Beginning in unit 2, students engage in one hour of reading at home per week.
- ▶ Students' participation in SSR demonstrates growing stamina and engagement, increasing competence, and an evolving Reader Identity.

## Metacognitive Conversation

- ▶ Students share their reading processes in whole class, partner, and small group discussions.
- ▶ Students demonstrate increased comprehension monitoring and use of strategies in Think Aloud and Talking to the Text.
- ▶ Students' Metacognitive Conversation reflects growing ability to solve comprehension problems and more independence as a reader.

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\* See pages xi–xiii.

## **Contribution to Classroom Learning**

- ▶ Students come to class with materials and are ready to dig into work.
- ▶ Students work productively and collaboratively with other students.
- ▶ Students contribute thoughtfully to discussions based on course readings.
- ▶ Students' participation in class and small groups demonstrates growing competence and knowledge.

## **Written Work**

- ▶ Students complete in-class assignments.
- ▶ Students organize and keep an Interactive Notebook.
- ▶ Students complete homework assignments.
- ▶ Students complete course projects, including longer writing assignments, group projects, and presentations connected to the theme of each unit.
- ▶ Students' work demonstrates growing stamina, competence, and knowledge and an evolving Reader Identity.

# Assessing Interactive Notebooks

TEACHER RESOURCE

Students keep an Interactive Notebook for each unit of the course. Notebook pages accompany each lesson, and the notebooks also have a section where students can organize their Personal Dictionary and Language Study pages. The notebooks are designed to scaffold students' notetaking, active learning, and reflection. By organizing all of their coursework in the Interactive Notebooks, students can use them as portfolios to review and chronicle their growth as readers and learners.

Three criteria are suggested for assessing and grading the notebooks: completion, thoughtfulness, and growth over time.

**Completion.** Are students completing their coursework?

- ▶ **Accountability.** As students are working, stamp or mark pages daily for completion and accountability. Record a grade for completion in your grade book.
- ▶ **Organization.** Informally check students' Interactive Notebooks to get a sense of who may need extra support with notebook organization.
- ▶ **Reteaching.** If you notice students are struggling to complete assignments, you may need to find opportunities for reteaching.

**Thoughtfulness.** When evaluating students' written work for thoughtfulness, consider the following:

- ▶ **Length of written response.** Did the student do this quickly and/or just to get it done? Does the writing show the student thought about the response and tried to capture that thinking on paper?
- ▶ **Appropriate response for the task.** Does the student's response match the question? Does the answer/thinking show an understanding of what was asked?
- ▶ **Evidence of interaction with the text.** Does the writing specifically connect to the text the student is reading? Is the student making a variety of connections to the text, such as text to self, text to world, and text to text?
- ▶ **Evidence from the CERA Rubric.** Where do the student's responses map onto the CERA Rubric?

**Growth Over Time.** To evaluate growth over time, compare a sampling of a student's pages from early and later in the unit. You may want to include students in the decision about which pages to assess. (During lesson 20, students document their own growth; the process could apply at any time after the first few weeks of the unit.)

Each assignment (early and a comparable later assignment) should be assessed on the following categories:

- ▶ Making Thinking Visible
- ▶ Collaborating in a Community of Readers and Writers
- ▶ Building Personal Engagement
- ▶ Using Cognitive Strategies to Increase Comprehension
- ▶ Building Knowledge

The Learning Goals document (pp. xi–xiii) can point you to specific evidence to look for in each of these categories.

# Building Relationships

TEACHER RESOURCE

This course depends on students understanding that they are resources for each other. Beginning with this first lesson, students learn each other's names and tidbits of information in the bingo activity and are encouraged to refer to one another by name in class conversations. During the lesson's Reading Survey activity, students talk with each other about their recreational interests as well as their reading experiences. In later lessons, students share Personal Reading Histories and interviews they conduct with family or community members. The goal of having students exchange personal information is to help establish the grounds for respectful and supportive interactions about students' reading processes and confusions.

As the teacher, you are important in modeling this strategic interest in students and what they bring to the classroom. By knowing students' interests and goals, you can help forge connections to the curriculum and to reading, draw students into the class conversation as appropriate, and serve as a more-informed mentor. The mentoring relationship itself is one you work to build by sharing your own reading struggles and experiences as well as your problem solving approaches and successes. You will find yourself in this mentoring role during whole class as well as individual interactions with students.



## Reading Research

▶ Today's jobs demand greater literacy skills than ever before.

▶ Reading and writing proficiency is a key to success in higher education and the workplace.

▶ Education pays off in higher average yearly wages:

high school dropouts. . . . \$21,300

high school graduates . . \$30,300

A.A. degree holders . . . . \$36,300

college graduates . . . . . \$48,700

professional degrees. . . . \$71,200

(Source: U.S. Bureau of Labor Statistics, 2005)

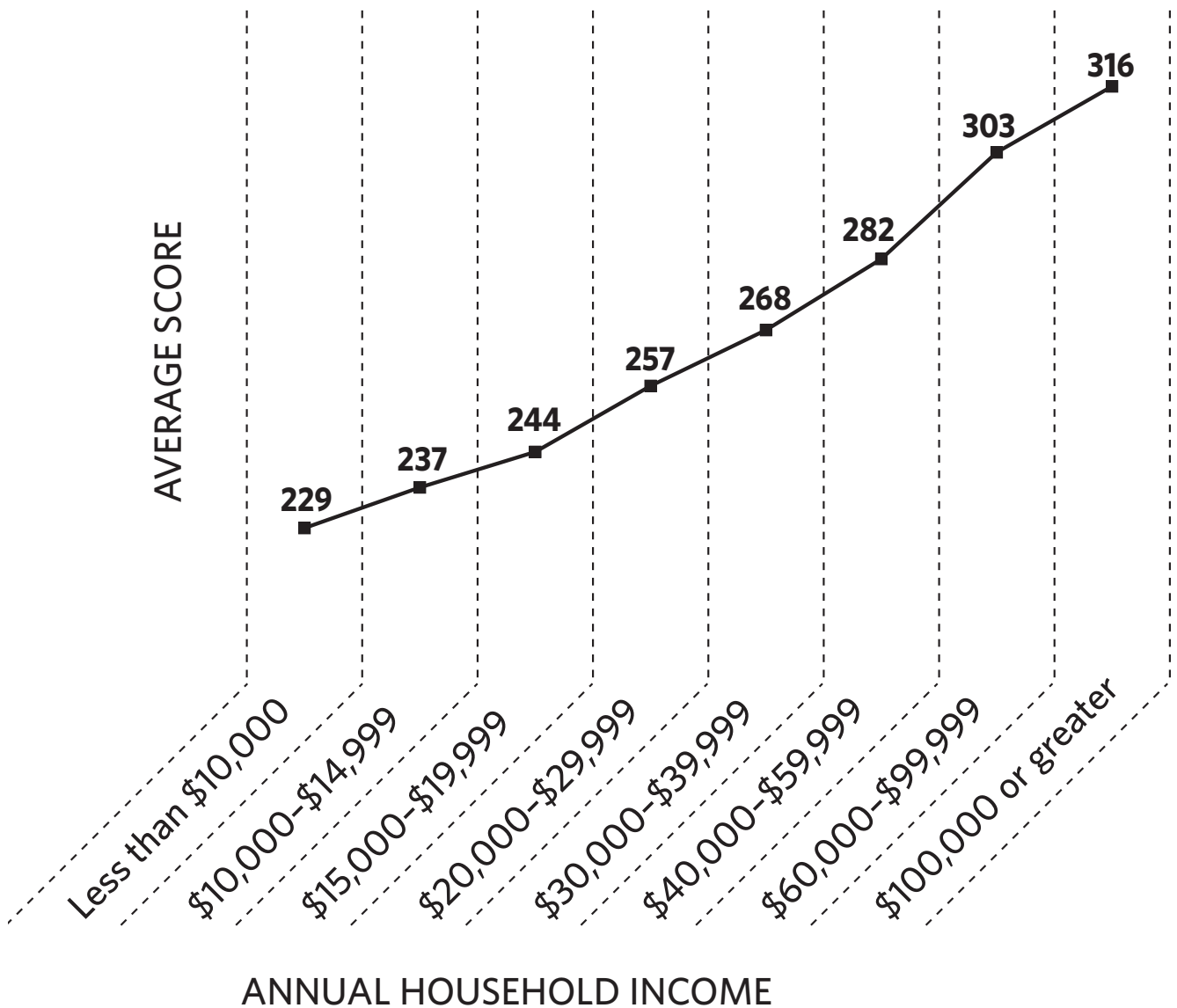
▶ Yet . . . one in 15 high school students leaves school prior to graduation.

(Source: U.S. Department of Education, 2003)



In another study, the better people read as adults, the higher their household income:

### Relationship of Adult Prose Reading Skill and Household Income



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy



**Compared with people who don't read,  
people who read a lot**

- ▶ **know more,**
- ▶ **get better grades,**
- ▶ **express themselves better when speaking and writing,**
- ▶ **score higher on tests and college entrance exams,**
- ▶ **are more prepared for college level work, AND**
- ▶ **earn more money.**

**The good news is . . . it's never too late to become a better reader. In fact, people grow as readers over their whole lives, as long as they keep reading.**



**In this course, you will become a better reader by**

- ▶ **reading about and discussing interesting topics,**
- ▶ **learning what you like to read and what you have trouble reading,**
- ▶ **learning ways to read so you understand more of what you are reading,**
- ▶ **building stamina for reading longer at a time and for reading harder materials (just as you build stamina in running or practicing a musical instrument).**

**You will read almost 2 million words this year!**

**And, the more you read, the easier it will get.**



# Interview Bingo

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Write your name in one of the boxes that describes you. Then walk around the room and talk to as many people as you can to complete the bingo card. Write in each box the name of a person who fits the description. You can write a name only once. When you finish, sit down. Be prepared to share your findings!

Writes poetry	Writes e-mail	Writes notes to family members	Reads in a language other than English	Has someone in the family who reads in a language other than English
Reads the sports section of the newspaper	Reads the comics section of the newspaper	Has a favorite magazine, titled	Has a favorite book, titled	Has a favorite website, titled
Favorite subject is math	Favorite subject is music	Favorite subject is art	Reads science fiction	Reads true-life drama
Reads about video games	Reads how-to books or magazines	Reads computer manuals	Reads cookbooks	Has a favorite author, named

# Course Overview | Reading Apprenticeship Academic Literacy

## WHAT ARE THE GOALS FOR THE COURSE?

- ▶ In this course you will learn about yourself as a reader, writer, and learner.
- ▶ This course will help you
  1. discover what kinds of reading you enjoy,
  2. take control of your reading by breaking down difficult texts, and
  3. learn strategies that will make reading in your other classes easier.
- ▶ In other words, you will become an engaged, fluent, and competent reader of a variety of texts.

## WHAT WILL THIS COURSE BE ABOUT?

- ▶ In Unit 1: Reading Self and Society, we will explore our own and other people's reading histories, examine the connections between literacy and power, and work to understand how and why we read.
- ▶ In Unit 2: Reading History, we will focus on strategies for reading historical and contemporary texts about our First Amendment rights.
- ▶ In Unit 3: Reading Science, we will focus on strategies for reading science materials as we investigate teen health in the United States.

## WHAT KINDS OF READING WILL THERE BE?

- ▶ You will learn to choose and read books that you enjoy for **Sustained Silent Reading (SSR)**.
- ▶ By reading in SSR, you will increase your reading fluency and vocabulary.
- ▶ You will keep an SSR Metacognitive Log to become more aware of your reading strengths and challenges.
- ▶ You will practice using different strategies to help you understand different kinds of reading material.
- ▶ Additionally, you will learn how to focus your attention, deal with distractions, and organize your time in order to become a more effective learner. These skills, habits, and understandings will help you in all of your other classes.
- ▶ In all three units, you will have **Course Readings** related to the theme of the unit.
- ▶ These course readings will be more academic and challenging than SSR, and we will work together on them to solve reading problems and understand what they have to offer.

## HOW WILL GRADES BE BASED?

**Progress** toward learning goals and **effort** on the following:

- ▶ SSR (reading, Metacognitive Log, Reflective Reading Letters, and goals)
- ▶ Metacognitive Conversation (monitoring, sharing, and increasing the strategies you use to read)
- ▶ Contribution to Classroom Learning (prepared daily, collaborative, participate in class discussions)
- ▶ Written Work (in-class assignments, Interactive Notebook, homework, longer projects)

**Part 1: Getting to know each other**

1. What is your favorite subject in school?
2. What is your favorite pastime or hobby?
3. What obligations do you have besides school?
  - Work If so, how many hours per week?      Where
  - Sports If so, what sports?
  - Music If so, what?
  - Family (taking care of siblings, chores, etc.) If so, what?
  - Community/School Activities If so, please list below:
4. What are your talents? Sports? Music? Drawing? Interacting with others? Making friends? Studying? Reading? Other (describe)? Please list below:
5. What is a possible career or occupation you are considering pursuing after completing your education?
6. What kind of writing do you do besides school writing? Letters? Poetry? Notes to people? Journal writing? E-mail? Other (describe)? What is your favorite kind of writing? Please list below:
7. What is your favorite movie?
8. What type of music do you like best?
9. Name one of your favorite musicians/musical groups
10. Do you have a favorite poet?  Yes  No  
If yes, please tell me who

## Part 2: Getting to know each other as readers

11. How many books are there in your home?

- 0-10    More than 10    More than 25    More than 50    More than 100

12. How many books do you own?

- 0-10    More than 10    More than 25    More than 50    More than 100

13. Does your family get a newspaper regularly?    Yes    No

If yes, what is the name of the newspaper?

14. Does your family get any magazines regularly?    Yes    No

If yes, which magazines?

15. Is there a computer in your home?    Yes    No

If yes, who uses the computer most often?

For what? (Check ALL the ones that are true)

- Internet browsing    e-mail    business    school work    games  
 other (explain)

16. Does your family read in a language other than English?    Yes    No

If so, which language(s)?

17. Who reads a lot in your home?

What do they read?

18. What are some different reasons people read?

19. What does someone have to do to be a good reader? (Check ONLY the 3 most important ones.)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> read aloud well                       | <input type="checkbox"/> enjoy reading                 | <input type="checkbox"/> understand what they read                       |
| <input type="checkbox"/> read with expression                  | <input type="checkbox"/> read a lot                    | <input type="checkbox"/> concentrate on the reading                      |
| <input type="checkbox"/> pronounce all the words correctly     | <input type="checkbox"/> read harder books             | <input type="checkbox"/> know when they are having trouble understanding |
| <input type="checkbox"/> know the meaning of most of the words | <input type="checkbox"/> read different kinds of books | <input type="checkbox"/> use strategies to improve their understanding   |
| <input type="checkbox"/> read fast                             | <input type="checkbox"/> other                         |  |

20. Do you think you are a good reader?  Yes  No  It depends

Explain why:

21. Do you think reading will be important to your future?  Yes  No

Explain why:

22. From what you can remember, learning to read was

very easy for you  easy for you  hard for you  very hard for you

23. Do you read in a language other than English?

If yes, which language(s)?

In which language do you read best?

24. What do you usually do when you read? (Check ALL the ones that describe what you do.)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> I read silently.                                     | <input type="checkbox"/> I try to figure out the meaning of words I don't know. | <input type="checkbox"/> I look over what I'm going to read first to get an idea of what it is about. |
| <input type="checkbox"/> I read aloud to myself in a quiet voice.             | <input type="checkbox"/> I look up words I don't know in the dictionary.        | <input type="checkbox"/> I picture what is happening in the reading.                                  |
| <input type="checkbox"/> I try to pronounce all the words correctly.          | <input type="checkbox"/> I get distracted a lot while I'm reading.              | <input type="checkbox"/> I ask myself questions about what I'm reading.                               |
| <input type="checkbox"/> I try to read with expression.                       | <input type="checkbox"/> I have trouble remembering what I read.                | <input type="checkbox"/> I put what I'm reading into my own words.                                    |
| <input type="checkbox"/> I try to get the reading over with as fast as I can. | <input type="checkbox"/> I try to understand what I read.                       | <input type="checkbox"/> I read a section again if I don't understand it at first.                    |
| <input type="checkbox"/> I try to read smoothly.                              | <input type="checkbox"/> I try to concentrate on the reading.                   | <input type="checkbox"/> I think about things I know that connect to the reading.                     |

25. What is the best way for you to read?

- read silently to myself  read aloud by myself or with a partner
- listen to the teacher read in class  listen to other students read in class

26. Do you ever read at home, OTHER than for your school assignments?  Yes  No

If yes, what kinds of things do you read? (Check ALL the ones you like to read.)

- |  |   |                                      |   |
|--|---|--------------------------------------|---|
| <input type="checkbox"/> newspapers        | <input type="checkbox"/> magazines                              | <input type="checkbox"/> comic books | <input type="checkbox"/> website pages    |
| <input type="checkbox"/> novels            | <input type="checkbox"/> information books                      | <input type="checkbox"/> song lyrics | <input type="checkbox"/> computer manuals |
| <input type="checkbox"/> letters or e-mail | <input type="checkbox"/> poetry                                 | <input type="checkbox"/> cookbooks   | <input type="checkbox"/> how-to books     |
| <input type="checkbox"/> other             | <input type="checkbox"/> video game strategy books or magazines |                                      |   |

27. How often do you read, OTHER than for your school assignments?

- every day  frequently  once in a while, not often  never

28. How often do you read at home for school assignments, including SSR?

- every day  frequently  once in a while, not often  never

29. How long do you usually read at a time?

- 1 10 minutes  11 30 minutes  31 60 minutes  more than an hour

30. During the past 12 months, how many books have you read?

How many of these were NOT for school?

How many of these were books you chose for SSR?

31. What kinds of books do you like to read? (Check ALL the ones you like to read.)

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> science fiction | <input type="checkbox"/> adventure/action  | <input type="checkbox"/> horror         | <input type="checkbox"/> mysteries       |
| <input type="checkbox"/> thrillers       | <input type="checkbox"/> true-life drama   | <input type="checkbox"/> poetry         | <input type="checkbox"/> short stories   |
| <input type="checkbox"/> picture books   | <input type="checkbox"/> comic books       | <input type="checkbox"/> romance        | <input type="checkbox"/> fantasy/myth    |
| <input type="checkbox"/> how-to books    | <input type="checkbox"/> information books | <input type="checkbox"/> science/nature | <input type="checkbox"/> (auto)biography |
| <input type="checkbox"/> history         | <input type="checkbox"/> sports            | <input type="checkbox"/> teen problems  | <input type="checkbox"/> humor           |
| <input type="checkbox"/> none            | <input type="checkbox"/> other (describe)  |   |  |

32. Which are your three FAVORITE kinds of books? (CIRCLE 3 of the ones you checked in question 31.)

33. Who are your favorite authors? (List as many as you'd like.)

**34.** How do you choose a book to read? (Check ALL the ones that describe what you do.)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> look at the book cover                                   | <input type="checkbox"/> see how long the book is                       | <input type="checkbox"/> ask a teacher or librarian                            |
| <input type="checkbox"/> look for an interesting title                            | <input type="checkbox"/> pick a book that looks easy                    | <input type="checkbox"/> ask a family member                                   |
| <input type="checkbox"/> look at the pictures in the book                         | <input type="checkbox"/> look for a particular author                   | <input type="checkbox"/> ask a friend or classmate                             |
| <input type="checkbox"/> look to see if it has gotten an award                    | <input type="checkbox"/> look for books on a particular subject         | <input type="checkbox"/> look in special displays at the library or book store |
| <input type="checkbox"/> read the book cover or jacket                            | <input type="checkbox"/> look for books I've heard about                | <input type="checkbox"/> pick from a best-sellers list                         |
| <input type="checkbox"/> read a few pages   | <input type="checkbox"/> look for books that have been made into movies | <input type="checkbox"/> look for books about my culture                       |
| <input type="checkbox"/> look for particular kinds of books (drama, horror, etc.) | <input type="checkbox"/> I have no method of choosing a book            | <input type="checkbox"/> other (describe)                                      |
- 
- 

**35.** Do you ever talk with a friend or someone you live with about something you have read?

- |  |   |
|--|---|
| <input type="checkbox"/> almost every day      | <input type="checkbox"/> once or twice a week |
| <input type="checkbox"/> once or twice a month | <input type="checkbox"/> never or hardly ever |

**36.** Do you borrow books from friends, family members, or teachers?

- |  |   |
|--|---|
| <input type="checkbox"/> almost every day      | <input type="checkbox"/> once or twice a week |
| <input type="checkbox"/> once or twice a month | <input type="checkbox"/> never or hardly ever |

**37.** Do you borrow books from the school or public library?

- |  |   |
|--|---|
| <input type="checkbox"/> almost every day      | <input type="checkbox"/> once or twice a week |
| <input type="checkbox"/> once or twice a month | <input type="checkbox"/> never or hardly ever |

**38.** In general, how do you feel about reading?

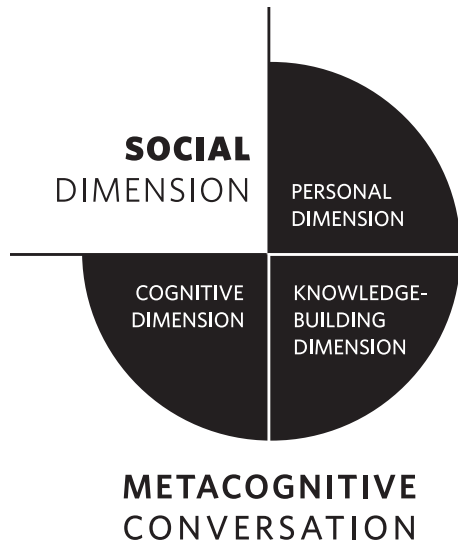
### **Part 3: Final Reflections**

39. Write any comments or concerns you have about this class

40. What do you hope to achieve in this class?

► *Thank you for completing this survey. I will use your answers to help guide my teaching.*

# Social Goals | Collaborating in a Community of Readers and Writers



<b>Contributing to Our Community</b>	I contribute to maintaining a classroom community that feels safe and where everyone is able to take risks and grow.
<b>Collaborating Effectively</b>	I work with partners and groups in ways that are both respectful and risk-taking.
<b>Participating Thoughtfully</b>	I make my thinking count in discussions, both as a speaker and listener. I share my reading confusions and understandings to get and give help. I listen and learn from the reading confusions and understandings of others.
<b>Building a Literacy Context</b>	I understand and use the shared literacy vocabulary of our classroom.
<b>Being Open to New Ideas</b>	I appreciate and evaluate alternative viewpoints.
<b>Developing a Literacy Agenda</b>	I read to understand how literacy opens and closes doors in people’s lives.
<b>Sharing Books</b>	I talk about books I am reading to involve others in what the books have to offer.
<b>Writing to Communicate</b>	I write to communicate my ideas to others.



# Reading Apprenticeship® Academic Literacy Course

**TEACHER'S GUIDE**  
**UNIT 2** | READING  
HISTORY



# 2 UNIT

## CONTENTS

### xi | READING AND THINKING HISTORICALLY

What new Reading Apprenticeship | Academic Literacy Course learning goals help students approach and succeed in reading history texts? What themes and history standards do students address in this unit?

#### WEEK 1

TEXTS

#### 1 | Overview | Lessons and SSR in Week 1

#### 9 | Lesson 1 | History-Reading Histories

In this first lesson of the Reading History unit, students are introduced to the texts they will be reading, consider how the course personal engagement goals may apply to their individual reading of history, and create a new Personal Reading History this one focused on the events that shaped their identities as readers of history.

#### 41 | Lesson 2 | CERA and the History Reading Strategies List

Students read and respond to a textbook selection on voting rights, establishing a baseline for measuring their growth as readers of history. The class begins building a new Reading Strategies List this one focused on disciplinary strategies for reading history.

“The Right to Vote”  
*Macgruder’s American Government*  
Prentice Hall, 2001  
Interactive Notebook,  
page 2a

#### 65 | Lesson 3 | History Detectives

Students continue building historical identities as they experience the work of historians by reading, observing, and interpreting documents and artifacts from their own lives through a historical lens.

#### WEEK 2

#### 99 | Overview | Lessons and SSR in Week 2

#### 105 | Lesson 4 | Understanding Rights

Students anticipate, read, and respond to the *Universal Declaration of Human Rights* to mobilize and build their schema for understanding the concept of *rights* in this and succeeding lessons.

Universal Declaration of  
Human Rights  
United Nations, 1948  
Student Reader, page 2

125	<p><b>Lesson 5   First Amendment Rights</b></p> <p>Students do a close reading of the First Amendment, choose First Amendment legal issues to investigate, read about related court cases, and present their learning to classmates.</p>	<p>First Amendment, 1791 Interactive Notebook, page 5b</p>
<p>WEEK 3</p>		
181	<p><b>Overview   Lessons and SSR in Week 3</b></p>	
185	<p><b>Lesson 6   Voting Rights and Community Interviews</b></p> <p>In this two-part lesson, students build schema about voting rights, practice reading voting data in tables and graphs, and prepare to interview members of their community about voting. After the interviews, the class builds its own tables, with information the students gathered.</p>	<p>“The Youth Vote 2004” The Center for Information and Research on Civic Learning and Engagement, July 2005 Interactive Notebook, page 6c</p>
235	<p><b>Lesson 7   Fighting for the Right to Vote</b></p> <p>To build motivation and historical context for an extended inquiry into women’s suffrage in the United States, students watch a film portrayal of historic moments in the suffragist movement and use Readers Theater to experience a primary source account that establishes a scene in the movie.</p>	<p><i>Iron Jawed Angels</i> Home Box Office, 2004 <i>Jailed for Freedom</i> Doris Stevens Liveright and Boni, 1920 Student Reader, pages 21, 22</p>
<p>WEEK 4</p>		
255	<p><b>Overview   Lessons and SSR in Week 4</b></p>	
259	<p><b>Lesson 8   Declaration of Independence</b></p> <p>Students complete a close reading of an excerpt from the Declaration of Independence and consider the role of this document in promising the rights that Americans have since established and continue to shape.</p>	<p>Declaration of Independence, 1776 Student Reader, page 28 Interactive Notebook, page 8e</p>
287	<p><b>Lesson 9   Noticing Change Over Time</b></p> <p>Students learn to recognize question answer relationships, create timelines, and write summaries as they read <i>Women’s Suffrage: Giving the Right to Vote to All Americans</i>. Students all read chapter one, and small groups each present one of the remaining chapters and facilitate question and answer sessions with the class.</p>	<p><i>Women’s Suffrage: Giving the Right to Vote to All Americans</i> Jennifer MacBain-Stephens The Rosen Publishing Group, 2006</p>
<p>WEEK 5</p>		
331	<p><b>Overview   Lessons and SSR in Week 5</b></p> <p>Lesson 9 continues in Week 5</p>	

## WEEK 6

### 379 Overview | Lessons and SSR in Week 6

#### 397 Lesson 10 | Exercising Rights to Extend Rights

In this lesson, students focus on building schema about how women exercised First Amendment rights to extend their own rights and the rights of others—especially children and young people. Students source, read, and then reread primary source documents: excerpts from the Declaration of Sentiments and a speech by Florence Kelley. They source and interpret Lewis Hine photographs of child labor.

Declaration of Sentiments  
Susan B. Anthony, 1848  
Student Reader, page 35  
Interactive Notebook,  
page 10a  
Florence Kelley Speech  
Against Child Labor,  
1905  
Student Reader, page 40  
Interactive Notebook,  
page 10e  
Photographs Documenting  
Child Labor, Lewis W. Hine,  
1906–1918  
Student Reader, page 42

#### Lesson 11 | Comparing Textbook Accounts

431 Working primarily in independent groups, students gauge the role of interpretation in the telling of history and corroboration in the reading of it. They read a second presentation of the women's suffrage movement, in the Prentice Hall *The American Nation* textbook, and compare the account with the one they read previously in *Women's Suffrage*.

"Progress for Women"  
*The American Nation*  
Prentice Hall, 2000  
Student Reader, page 46

## WEEK 7

### 463 Overview | Lessons and SSR in Week 7

#### 467 Lesson 12 | Reading the Historical Record

Students work independently in pairs and groups of four with a set of primary source documents related to Susan B. Anthony's early work in the suffrage movement. They ask and answer historical questions and think about how to evaluate the significance and impact of historical figures and events.

Susan B. Anthony Portrait,  
not dated  
Petition to Congress, 1871  
Testimony Following Voting  
Arrest, 1872  
Fourteenth Amendment,  
1868  
Fifteenth Amendment, 1870  
"Is It A Crime for a Citizen of  
the United States to Vote?"  
1873  
Sentencing in the Case of  
*United States vs Susan B  
Anthony*, 1873  
Petition to Congress, 1874  
"Miss Susan B. Anthony  
Died This Morning"  
*New York Times*, 1906  
Student Reader, pages 52–63

## WEEK 8

517 **Overview | Lesson and SSR in Week 8**

521 **Lesson 13 | Document-Based Response**

Students think across texts and cite primary sources as they write a document-based essay response to a culminating question: *How did suffragists use their First Amendment rights to secure the equal and inalienable rights promised by the Declaration of Independence?*

Excerpt from *Declaration of Sentiments*, 1848

Excerpt from *Is It a Crime...*, 1873

Interactive Notebook, page 13g

*The Awakening*, 1915

*Suffragists marching*, 1913

Interactive Notebook, page 13j

*The first picket line*, 1917

Excerpt from "Occoquan Workhouse"

*Jailed for Freedom*, 1920

Interactive Notebook, page 13m

## WEEK 9

571 **Overview | Lesson and SSR in Week 9**

Lesson 13 continues in Week 9

601 **Lesson 14 | Growth Over Time: Post-Instruction CERA**

Students take the CERA a second time, compare their current responses with those from lesson 2, and discuss their observations with a partner.

"The Right to Vote"  
*Macgruder's American Government*  
Prentice Hall, 2001

Interactive Notebook, page 14a

## WEEK 10

617 **Overview | Lesson and SSR in Week 10**

621 **Lesson 15 | Voicing Historical Figures**

Working in small groups, students choose an historical figure from the unit to introduce to the class. Groups write in the first person, using as many words from the Word Wall as can be accurately incorporated in the introduction.

629 **Lesson 16 | Learning Goals and Golden Lines**

Students review the Unit 2 Student Learning Goals, find evidence of specific areas of growth, and add an entry to their History-Reading Histories related to their experience of unit 2. The class brainstorms ideas about the question *Why read history?* In small groups, students review their Golden Lines to find supporting evidence.

# TEACHER RESOURCE PAGES

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# LESSON LOCATOR: UNIT 2 TEXTS, STRUCTURES, AND STRATEGIES

Lesson	Student Texts	Structures and Strategies First Appearance	All Appearances*
1	Personal Goals History-Reading History History-Reading Interview	Mobilizing Schema	1, 3, 4, 5, 6, 7, 8, 10, 13, 16
		Historical Documents and Artifacts	1, 3, 6, 10, 13
		Essential Questions	1, 2, 5, 6, 7, 8, 9, 10, 11, 12
		Previewing	1, 8, 9, 11, 12
		Taking Power	1, 16
		Personal Goals	1,
		Historical Identity	1, 3, 4, 14, 16
		Chronological Thinking	1, 5, 9, 10, 11, 13
		History-Reading History	1, 16
		Class Timeline	1, 7, 8, 9, 11, 12, 15
		Historical Contextualization	1, 3, 4, 7, 9, 10, 12, 13, 15
		Word Wall	1, 3, 4, 7, 8, 9, 10, 11, 15
2	CERA: "The Right to Vote"	Tolerating Ambiguity	2, 14
		Writing to Reflect	2, 6, 8, 9, 10, 12, 14, 16
		History Reading Strategies List	2, 3, 5, 8, 9, 10, 11
		Making Connections	2, 5, 10, 13
3	Personal Documents and Artifacts Primary and Secondary Sources Goals for Building Knowledge About the Discipline of History	Talking to the Text	3, 4, 5, 7, 13
		Comparing and Contrasting	3, 11, 13
		Questioning	3, 5, 6, 9, 10, 11, 12, 15
		Primary and Secondary Sources	3, 11
		Document Sourcing	3, 5, 7, 8, 9, 10, 11, 12, 13
		Classroom Community Guidelines	3
		Writing to Communicate	3, 5, 13
		Historical Record and Interpretation	3, 9, 11, 12, 13
4	Universal Declaration of Human Rights Unit 2 Topic Goals	Clarifying	4, 5, 8, 9, 10, 11
		Building and Revising Schema	4, 5, 6, 8, 9, 10, 12, 13
		Being Open to New Ideas	4, 15

\* Does not include SSR reinforcement

Lesson	Student Texts	Structures and Strategies First Appearance	All Appearances*
5	First Amendment Magnetic Posters First Amendment Court Cases: Press Releases	Setting a Reading Purpose	5, 7, 8, 9, 10, 11, 12, 13
		Using Context	5
		Chunking	5, 8
		Identifying Referents	5, 8
		Signal Words and Punctuation	5
		Getting the Gist	5, 8, 9, 10
		Text Features	5, 11, 13
		Text Structure	5, 6, 9
		Organizing Ideas and Information	5, 6, 9
		Summarizing	5, 6, 9, 11, 13
		Synthesizing	5, 6, 10, 16
		Developing a Literacy Agenda	5
6	"The Youth Vote 2004" Class Voting Interviews Tables	Using Evidence	6, 7, 12, 13, 16
		Predicting	6, 10
		3-Part Discussion	6, 9, 10, 12
7	<i>Iron Jawed Angels</i> <i>Jailed for Freedom</i> Excerpts	Setting a Viewing Purpose	7
		Historical Schema	7, 9, 15
		Fluency	7
		Listening for Voice	7, 10, 15
8	Declaration of Independence Pre- amble	Reciprocal Questioning	8, 9
		Paraphrasing	8, 10
9	<i>Women's Suffrage: Giving the Right to Vote to All Americans</i>	Question Answer Relationships	9, 12, 13
		Rereading	9, 10, 13
		Practicing	9, 12
		Historical Cause and Effect	9, 10, 12, 13, 14
10	Declaration of Sentiments Excerpt Florence Kelley Speech Excerpt Lewis Hine Photographs		
11	"Progress for Women"	Thinking Aloud	11, 12
		Document Corroboration	11
12	Susan B. Anthony Documents	Digging In	12
13	Document-Based Response Texts	Writing to Clarify Understanding	13
14	CERA: "Progress for Women"		
15	All unit texts Word Wall		
16	Unit 2 Learning Goals Unit 2 Interactive Notebook Metacognitive Log	Evolving Reader Identity	16

• Does not include SSR reinforcement