Literacy Lesson
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TE 846

My literacy lessons will focus on improving student fluency. Fluency is the measure of a readers ability to quickly read text accuracy which leads to comprehension. To be fluent, a reader must recognize words in text that helps construct meaning. However, not all students are able to rapidly read with accuracy and as result cannot focus on comprehension since their working memory is focused on decoding words (Standard I). My literacy lessons focuses on indirect and direct methods as well as part-by-part decoding. Sustained silent reading, choral reading, and text to speech computer programs are the methods that are examined in the first literacy lesson. The rational for this lesson comes from the studies performed by Chard, Vaughn, and Tyler. They wrote, "The repeated reading of text just once yielded significant better scores for fluency and comprehension" (Chard, Vaughn, and Tyler p. 391). The decoding strategies, specifically part-by-part multisyllabic decoding, is the focus of the second literacy lesson. I have based my decoding methods on the work of Anita Archer's REWARDS approach which emphasizes loops drawn under the various parts of the word.

The student

'Dan' is an eleventh grade high school student at Grand Rapids Creston High School. He is a seventeen year old Caucasian male who will begin his senior year this coming fall. He is the oldest child in the family that settles in Grand Rapids seven years ago. The primary language in his house is English. He has been receiving special education support since the third grade for his reading disability. He did not receive special education services until third grade because he spend second grade in an school in Africa when his family was on a mission trip. The school in Africa did not know how to accommodate his reading disability. Dan mentioned that he struggled with school despite the services he received. It was not until

the sixth grade that he began to enjoy school. The school he attended provided pull-out services as well as offering him a tutor that worked on strategies to help with his reading disability. In high school, he had received similar accommodations but Dan told me that the environment has not supportive when compared to services he has received in the past. In his last IEP meeting, he informed me that the school was looking to offer less accommodations than in previous years. He also informed me that he is taking electronic courses online and he has struggled in this format since he does not receive an assistance in reading this type of class.

I first meet Dan his sophomore year when he tried out for the swim team which I coach. He is a hard working athlete in the pool and he is highly received by his peers – this last year they voted him captain of the team for his senior year. Despite his recent success, this last year he struggled in the pool and in the classroom. Unknown to me, Dan was struggling in school so much that he would often times miss practice to work on his homework so he did not fall behind academically. After one team meeting, in which I addressed missing practice to the whole group, Dan decided to quit the team. He felt he could not give all of his time to the team and did not want bring his team down in the process. A few days later, Dan, his father, and myself sat down to discuss why he left and what factors might have contributed to such an unpredictable reaction. It was during the meeting that Dan's father revealed to me that Dan was learning disabled in reading comprehension. We agreed that Dan needed more time to work on his homework and we began to work out an amended practice schedule. Dan would not be required to attend any morning practices, instead he would focus on his homework. While his times suffered a little during the middle of the season, he still finished the season on a very positive note. At the conference meet, Dan had some of the largest time drops on the team.

I approached Dan about the possibility of using him as the subject of the final project – he was very willing. I also asked his parents permission, and after discussing it with their son in more detail, they were very willing to let Dan take part. I informed Dan that I would be administering a pre-test, a literacy lesson, and a post-test to see if any gains had been made.

The Pretest

I decided to conduct a pre-test of Dan's fluency to get a better understand of his reading skills. Since I do not teach in the district Dan attends (I am his swim coach), I did not have access to his records such as his Lexile, SRI scores, or any other information about his reading skills. I hoped that the high school pre-test would help me identify his needs (high risk, moderate, or low risk) and offer a skill appropriate fluency lesson (Standard V) and give me empirical data I could compared to the post-test data. Since the high school Maze 2006 test can be scored, the data could offer insight into the effectiveness, or ineffectiveness, of the subsequent fluency lessons.

I decided to take Dan to a local restaurant, buy him dinner, (he was coming from work), and then give him the Maze test. Before I administered the test, I wanted to lower his anxiety. Since I am his coach, he might be afraid to let his guard down as I have only been a witness to his strengths and not his weaknesses especially in the area of his learning disability (Standard IV). I shared with him what kind of test would be taking, how long it was going to take, and in order to lower his anxiety, I explained to him my own fear of speaking out loud to when others are around. I also shared with him that any personal information would not be shared or published without his consent. I also shared with him that I would not tell any other members of the team about this meeting or his disability unless he approved on his own accord.

I gave Dan the first practice passage that consisted of two sentences. He circled the

two options and was done in twenty-five seconds. He seemed rather confident. Both of the words he circled were correct. The second test was extremely challenging. The passage consisted of six paragraphs that needed to be completed in three minutes. I started my stopwatch and Dan began. I would look over at his progress and I noticed that he was only on the first paragraph after a minute-and-a-half. At the end of the three minutes, Dan had completed circling words in one-and-half paragraphs.

At the end of the first passage, I asked him to give me some feedback on what he was thinking, what strategies he was using, and any other thoughts that might be worthwhile. His comments were very interesting. One of the first things he said was that needed more time to complete the passage. When I looked over the answers he circled, he did not make a single mistake – his accuracy was 100% and I believe that he would have completed the rest of the Maze test with all of the right answers but it was apparent that he struggled with fluency.

One interesting insight Dan offered was the importance of knowing the topic before reading the passage. Dan said that he we was struggling in the middle of the first paragraph because he did not know what the entire paragraph was about until later. He went back to the title and the first sentence and when he read it again, he then realized that the paragraph was about stars. He said that he had a much easier time filling in the correct word choice once he knew the entire passage was about starts.

One more interesting strategy Dan used in the first paragraph involved changing his reading method mid-test. Dan said that he would read the sentence and when he got to the word options, he would read each word option to see if the word would fit in the rest of the sentence. Before he would read the entire sentence leaving a blank where the word options were. He said that he switched to another strategy because he said it was taking a lot of time to figure out which word best fit the sentence. He said this strategy was much more effective

than the first. All-in-all, Dan circled ten words out of a possible sixty options. The ten words he selected were all correct.

The third and final passage offered more insight into how Dan processed strategies and words in context. The third passage was a historical text that dealt with William Penn. I started the clock and ended the test when the tree minutes were up. The third passage was once again six paragraphs long. In the passage, Dan completed more than the previous passage about stars. Dan circled fifteen words, (he circled three move words after the time had passed since he wanted to, but I did not count these) five more than previous passage.

When we debriefed at the end of the test, Dan offered some insight into his thinking during the test. Once again all of the words he circled were correct but he ran out of time. One of the first things Dan mentioned was that he made sure to focus on reading and comprehending the title before went on to the first sentence. The topic itself, William Penn, was a topic that Dan enjoyed and had prior knowledge about. He said that when he got to the sentence dealing with the Declaration of Independence, he knew that the only word that would fit 'Declaration' and **'Independence',** would be 'of". Having prior knowledge about the topic may have led to a higher completion percentage but it was apparent that Dan needed help with the speed at which he read.

One more idea that came out of the pre-test was the wording of two separate texts. Dan mentioned that he thought the words options in the passage about William Penn were much easier than the words options in the stars passage. Dan believed that easier vocabulary in the William Penn passage allowed him to get the further. Nonetheless, when I looked over the word choice options with Dan, some of the words we came across like 'Quaker', 'converted', and 'privileged' were multisyllabic words that were not easy to pronounce.

Interpreting the Data

The data from the pre-test showed two major themes. In both of the passages, Dan completed less than half of the Maze test. Dan completed 16.6% of the question in passage one and 36.7% in the second. However, of the answers he circled, he scored 100% on both tests. Based on the reading, I believed that one of the best way for us to improve Dan's fluency was to practice using the repetitive reading strategy (Standard VI). Even in 1908 Huey knew that reading fluency was partially a matter of practice. Chard and Vaughn said that Huey saw similarities between tennis and fluency. Huey wrote, "Repetition progressively frees the mind from attention from details, and makes facile the total act, shortens the time, and reduces the extend to which consciousness must concern itself with the process" (Huey p. 108). However not all students go about developing fluency the same way people learn to acquire tennis skills – reading disabilities tamper with the development of fluency. As the National Reading Panel wrote, "Human beings have limited cognitive resources in terms of attention and short-term memory. As readers, there are two things that we must direct our cognitive energies toward: recognizing the printed words (decoding) and constructing meaning (comprehension). If we are very slow readers and must laboriously sound out many words, it is plausible that our cognitive energies will be drawn away from meaning, thus compromising our comprehension." (Archer and Vachon p. 96). Therefore, it is critical to examine the methods that best serve struggling readers and to give students time to practice reading. I decided that my lesson will focus on repetitive reading and decoding multisyllabic words to help Dan's fluency.

Description of Literacy Lesson One

The rational for selecting these two fluency methods was based on reading taken from the course specifically module seven. Repeated reading showed promise in several studies compiled from Chard and Vaughn. Chard and Vaughn wrote, "Repeated reading of text

compared with reading the text just once yielded significantly better scores for fluency and comprehension" (Chard & Vaughn p. 389). Practice and repetition clearly helped both strong readers and LD readers (Standard III). Silent and oral repeated reading helped in terms of fluency but it is worth noting that oral reading also helped in terms of accuracy (Standard III). The first literacy lesson focused on sustained silent reading, repetitive reading from a teacher/ adult figure, and the last strategy would be a taped reading that used a computer assisted device (Standard I).

In literacy lesson one, I meet Dan at the same restaurant, discussed with him the scores from the Maze test and explained to him the goals and objectives of the literacy lesson. The goals of the lesson were to have the student practice repetitive reading strategies to improve fluency. The student would be comfortable pronouncing various words associated with stars. The student would improve comprehension skills by improving text specific fluency.

In the first repetitive reading strategy, Dan would the entire passage in a sustained silent reading environment. The second reading of the text would focus on a choral reading method. I would read the every sentence first and Dan would read and repeat each sentence. The third time through, we would repeat the choral reading method but this time a computer text to speech program would read the passage. The companion passage I selected was a 265 word write up from the national geographic about stars (Standard II).   This passage was selected because it is similar to the first passage from the high school maze tests version of stars.

The sustained silent reading technique was the first method I tried as part of the larger repetitive reading model. Dan read the passage in about six minutes and I asked him a series of questions afterwords. Dan informed me that the text was full of information but it

was rather dry and boring. When I asked him if he preferred to read silently versus reading out loud, he said he did not like to read any text out loud because he does not feel confident. He shared that when he is supposed to read Bible passages on mission trips, he gets out of reading by instead talking about his experiences off the top of his head.

In the second time reading through the text, I selected the choral reading method. I explained to Dan that I too disliked reading out loud in order to bring his anxiety down by hearing that a person he looked up to also dislikes reading out loud (Standard IV). Dan and I read the passage from the National Geographic about stars and their history. At the end of the reading, I asked Dan several questions about the strategy that was used and his understanding of the text. Dan said he collected a lot more information about the text by hearing it and then reading it a second time. He said he understood the text much better when I read the sentence first because he had time to think about what the passage was explaining. He said that when I read first, it gave him time to think about how to pronounce the words he was going to read. When I asked him which reading he gained the most comprehension from, he said the choral reading method helped him the most.

In the third and final reading of the passage, I used a text to speech program (Similar to the taped reading method) from At&t labs natural voices. I would copy and the paste each of the paragraphs into the program and Dan would listen and follow along with the text. I offered Dan ear buds so that he would not be distracted by the background noise (Standard IV). At the end of the reading, Dan offered insight about the methods involved. Dan told me that the computer reading program read the text too fast. Dan said he was doing a good job reading along but when he got stuck on the word 'Radii', the computer kept reading and he did not know how to stop the reading program and didn't think to ask me to stop it for him. Dan said he had lost the focus of the text while trying to catch up with the computer.

Nonetheless, he said that it helped to have the computer read the passage while he read along. At the end of all of the lessons I asked him which of the three strategies helped him the most. He said that the choral reading helped him the most.

At the end of the first literacy lesson, I gave Dan the high school Maze test from 2006. This was the same test and passage given for the pre-test (Standard V). I asked Dan to recall some of the strategies that worked well last time. I also asked him to think about the information he had read from the companion text from the National Geographic. Dan had three minutes to take the test – just like before. At the end of the three minutes, Dan had circled sixteen words. I asked him several questions after the test. One of the first things he was thinking during the test was that he did not want to make a mistake on this test because last time he had received a perfect score. Another interesting insight Dan offered was that he felt the literacy lesson had acted as a warm up and that his brain was ready for the the test this time. He said that last time he had no idea what the text was about and he had not warmed up his brain before the pre-test. He compared the importance of warming up for a swim meet and the importance of warming up his brain for reading. He felt that the repetitive reading text was very similar to the text in the Maze test and reading certain words again was easier than before.

Analysis of Literacy Lesson One

The data from the pre-test and post-test is another important area the needs to be analyzed since it offers insight into the effectiveness of the literacy lesson. Interpreting the pre-test results to the post test data showed an improvement fluency score (Standard VI). Dan circled sixteen words in the post test– six more than the pre-test. Dan showed an increase of 37.5% in the number of words he circled. However, the post test revealed that Dan's accuracy dropped in the post test. Dan had scored a perfect 100% (10 out of 10) on the

words he circled in the pre-test. In the post test, Dan correctly circled fifteen of the sixteen words. He scored a 93.7% on the post-test in terms of accuracy. He had a 6.3% drop in accuracy.

Examining the goals of the objectives of the first literacy lesson is a critical area of analysis. The goals and objectives that were established at the start of the lesson were selected because they were an extension of the previously established work of researchers who examined effective methods regarding fluency (Standard I). Chard and Vaughn showed positive outcomes when repeated reading was given to students who were learning disabled in reading. Silent reading, choral reading, and recorded reading were effective indirect and direct methods to combat poor fluency among learning disabled students. The goals and objectives were in line with the high school curriculum in terms of an appropriate high school reading level test. In terms of selecting obtainable goals and objectives in relation to the needs of the student, any additional skill that helps Dan simultaneously recognize most words in text automatically and effectively construct meaning from that text is a vital academic skill at any age (Standard II). Giving Dan strategies, such a indirect sustained silent reading, or indirect instruction such as taped (text to speech) and choral reading helps Dan's working memory focus on comprehension and less on idling on words.

Reflection on Literacy Lesson One

Supporting the learners during the lesson was one of the goals in the lesson. In selecting the lessons I wanted to make sure that he would be trying a fluency strategy that had a track record for success. Furthermore I tried to explain as much as I could to Dan orally, modeled all of the tasks, and encouraged him to ask questions if he was confused (Standard III). I wanted Dan to feel confident, have low anxiety, and feel supported.

Several critical moments emerged occurred during my lesson that impacted the

direction of the lesson. During the second repetitive reading session, Dan offered some invaluable advice that I never would have considered if he did not stop the lesson at the end of fourth paragraph. I was about to start reading the final two paragraphs of the text when Dan asked me to stop reading. He said that I should stop and give him a bit longer at the end of each paragraph to digest and process what the paragraph was about before I jumped on to the next paragraph. I was so focused on speeding up his reading fluency, to help his working memory, but I forgot that I still need to give him time to digest and comprehend the paragraph as a whole (Standard VI).

Another critical moment emerged during the lesson that was student initiated. Soon after reading the fifth paragraph, Dan asked me to stop reading a second time. He asked me if I could slow down the rate at which I was reading so he could hear the words being spoken and think about what the words mean. Fluency is about about increasing the speed at which words are read, but as I found out, choral reading requires balance between speed and student comprehension. Furthermore, since students with reading disabilities have varying degrees of needs, it is critical for my future choral reading technique to frequently ask students if I'm reading to slow or to fast (Standard IV). Allowing for break between paragraphs and finding out the correct reading tempo would be one of the first changes I would make if I taught this lesson again.

One of the last things I would change about the literacy lesson would be to consider a text to speech program that allowed the student to control the speech tempo. The At&t natural labs program had several bonuses. The voice sounded very natural and clear, entire paragraphs could be copied and pasted into the text box and then read, and it had a stop button; however, the tempo at which the program read the text could not be controlled. At one point in the text to speech repetitive reading session, Dan lost his place in the test while he

was listening to the program. He said the computer was reading the text very fast and he could not keep up following along with the reading. If I could teach the lesson again I would look for a program that had a speed or tempo control. I would also make sure that the student was fluent and confident enough with the computer to be able to adjust the programs controls so that they would have minimal technical difficulties so they can focus on the words pronunciation.

The reading instruction could have been more developmentally appropriate or responsive to his needs if I had access to his student records (Standard VI). By looking at the his records I could have seen at what level Dan's reading comprehension and ability. I could have then selected skill appropriate companion text to serve as a repetitive model without having to take an educated guess. For the students in my own district who are reading disabled, I will have access to their records, this will give me a better idea of the students reading level.

This was my first literacy lesson using repetitive reading (sustained silent reading, choral reading, and text to speech) as an effective reading strategies for a student who is reading disabled. I would structure the lesson in a similar format. I would draw from proven research, model instruction, and use the pre and post test to show student growth and the effectiveness of the literacy lesson (Standard I). The data from the post test (37.5 % increase in fluency speed) suggested that the decoding strategy used in this lesson was a success. However, I would change the tempo at which the text to speech program reads. I would include breaks at the end of each paragraph during choral reading sessions and text to speech sessions. I would also be curious to see how additional repetitive reading sessions would correlate with a fluency score.

Literacy Lesson II

The second literacy lesson I selected was a part-by-part decoding strategy of multisyllabic words. In order to increase Dan's fluency, I designed a lesson that would focus on breaking up large multisyllabic words. It was clear to me from data on the pretest that Dan was able to select the correct word, but he only finished two paragraphs out of the six. My theory was that if could be taught to decode the large multisyllabic words, which are more challenging, he could be able to complete more of the Maze test. Therefore in the literacy lesson, Dan would first be taught to identify one or more parts of the word, such as the suffix, prefix, and middle part of the word. After breaking the word down into smaller parts, and then focusing on the whole word, Dan would be able to identify and read the word without spending a significant amount of time on the multisyllabic words. I selected three multisyllabic words per paragraph (eighteen total) from the Maze 2006 test involving the history of William Penn. Each word had several loops drawn under each part of the word. I would ask Dan to read out loud each part of the word. I asked Dan three questions per word. I asked, "What does the first part (prefix) say?", "What does the middle part say?", and "What does the end (suffix) say?" Once those part by part questions were broken down, I would ask Dan to read the whole word. I selected this method based on research conducted by Anita Archer. At the end of the lesson, I allowed Dan to perform a sustained silent reading of a companion text of William Penn before he began the post test since he thought warming his brain up with a pre read that helped in the last literacy lesson.

I modeled for Dan how I would ask him the part by part multisyllabic word and how to pronounce each word part. I modeled and read a few practice words to him using the strategy. I asked him if he had any questions about the strategy and he said he was ready to go. Dan and I worked on the eighteen words. I asked Dan to sound out each part of the word at a slow pace so he did not feel rushed. I would correct his pronouncement if he

mispronounced part of the prefix, middle, or suffix. I would then ask him to try and pronouncing it again. I had to correct the middle part of "topi" in "Utopian" and "lished" in "Established". Dan was able to read all of the multisyllabic words at the end of the lesson.

At the end of the multisyllabic lesson, I asked Dan if he preferred to have a warm up read of a companion text before he took the Maze test. He said he would like to read the companion text and I offer him a choice of silent reading, choral reading, or the text to speech program. He selected the silent read.

Once Dan completed the silent read of the companion text, I explained to him the rules of the Maze test for the last time. He had three minutes to read the passage on William Penn. At the end of the three minutes, Dan had circled nineteen words. A four word improvement from the data on the pre-test.

Analyze

A comparison of data from the pre-test and post-test offered insight into the effectiveness of the literacy lesson (Standard VI). Like the first literacy lesson, Dan once again showed an improvement in his fluency score but he still struggled to complete the majority of the high school Maze test. Dan circled nineteen words – four more than the pre-test. Dan showed an increase of 21% in the number of words he circled in the post test than the pre-test. In terms of accuracy, Dan scored 100% of the questions he circled. Dan had scored a perfect 100% (15 out of 15) on the words he circled in the pre-test. When compared to the other passage post test data, Dan circled and completed more questions in the star passage than the William Penn – a complete change from the pre-test. While further testing would need to be done to validate the effectiveness of one strategy over the other, the repetitive reading strategy produced a larger gain (37.5 % improvement compared to 21% improvement) than the decoding strategy.

Examining how well the the goals and objectives of the second literacy lesson is a critical area of analysis. The goals and objectives were selected because they were based on the established work of researchers who examined effective methods of multisyllabic decoding strategies. The part-by-part decoding was based on the work or Anita Archer and the REWARDS program (Standard I). The goals and objectives were in line with the high school curriculum in terms of high school reading level (Standard III). In relation to the needs of the student, any additional skill that helps Dan decode multisyllabic words and increase his fluency, helps his short term memory focus on comprehension – instead of idling on word pronunciation.

Reflection on Literacy Lesson II

After the success of the last literacy lesson, I wanted make sure that used another fluency strategy that had a track record for success. The Archer's REWARDS multisyllabic decoding process had track record for success among students who struggled with reading comprehension. Once the literacy strategy was established and the lesson was built, I wanted to explained as much as I could to Dan orally (Standard VI). I modeled the pronunciation of the prefix, middle, and suffixes so that Dan could hear and see what I was asking him to do. Like before, I encouraged him to ask questions if he was confused in any way. I wanted him to feel confident and have a lower anxiety level during the lesson.

Unlike the first literacy lesson that had several critical moments emerge, the second literacy lesson seemed to have less. Dan did offer some helpful suggestions for the next time I used the loops for the part-by-part decoding. I had not included enough spaces between the different parts of the word – as a result, it was hard for Dan to recognize where one loop exactly ended and where another started. If I left more space, we would have spend less time figuring out where the word part ended and more time sounding out the different

pronunciations of the word.

The lesson was developmentally appropriate and responsive to Dan's needs. I selected a skill appropriate companion text. The multisyllabic words that were selected challenging but since I broke the words down into smaller parts that were very easy for Dan to pronounce, the skills required for this type of activity were appropriate for Dan's reading ability level.

This was my first literacy lesson that focused on part-by-part decoding. I could not rely on extensive practice facilitating the decoding strategy but by using proven strategies, modeling the expectations, and incorporating time for reflection and feedback were critical the lessons success. I would use these ideas into future lessons. I would keep the pre and post test analysis since it offered insight into the the learners progress. The pre and post test also can be used to measure the effectiveness of the literacy strategies that were employed. The data from the post test for literacy lesson two (21% increase in fluency speed) suggested that the decoding strategy used in this lesson was a success. In terms of making changes to future literacy lessons. I will include larger spaces between the different parts of the words so that the student can clearly distinguish where one loop ends and the other begins.

Appendix:

Literacy Lesson I & Literacy Lesson II

Lesson Plan 1 – Repeated Reading via Sustained Silent reading, Choral Effect, and Text to Speech
Target – Improved Fluency
Supporting Research – Chard and Vaughn

Goals and Objectives:

- The student will practice repetitive reading strategies to improve fluency

- The student will be comfortable pronouncing various words associated stars
- The student will improve comprehension skills by improving text specific fluency
- The student will take a post-test Maze Fluency test
- The student will use the following state standards for reading
  - CE 2.1.12 - Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
  - CE 2.3.2 - Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
  - CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

Before the lesson:

- I will Explain to the student what repeated reading is and how I will administer the lesson.
- I will explain the use of the National Geographic article about starts.

Method #1 – Sustained silent reading
- In the first repetitive reading session, the student will silently read the passage. The student will have as much time as they need to complete the reading.
- I will ask the student for feedback in regards to their comfort level with silent reading
- I will ask the student about what thoughts or feelings they had about the text itself
- I will ask the to offer any other questions, comments, or statements about the text or reading method.

Method #2 – Choral reading
- In the second repetitive reading, I will explain to Dan that I will read a sentence first and he will then read the sentence – Choral reading
- I will ask the student for feedback in regards to their comfort level with silent reading
- I will ask the student about what thoughts or feelings they had about the text itself
- I will ask the to offer any other questions, comments, or statements about the text or reading method.

Method #3 – Text to voice (modification of tape recorded reading)
- In the third passage, I will explain to the student that we will use a computer assisted text to voice program that he/she will control.
- The student will follow along with the text as the computer reads
- The At&t program will translate text to speech one paragraph at a time

End of the lesson
- Dan will take the 2006 High School Maze test again. He will have three minutes to complete the test on the passage about the stars.
- We will debrief after the end of each passage

Appendices: Companion text is below

Stars

Stars are cosmic energy engines that produce heat, light, ultraviolet rays, x-rays, and other forms of radiation. No one knows how many stars exist, but the number would be staggering. Our universe likely contains more than 100 billion galaxies, and each of those galaxies may have more than 100 billion stars. Yet on a clear, dark night Earth's sky reveals only about 3,000 stars to the naked eye.

Appearance

Some stars have always stood out from the rest.
Stars may occur in many sizes, which are classified in a range from dwarfs to supergiants. Supergiants may have radii a thousand times larger than that of our own sun.
Hydrogen is the primary building block of stars.

Life Cycle

Stars evolve over billions of years. When their main sequence phase ends they pass through other states of existence according to their size and other characteristics. The larger a star's mass, the shorter its lifespan will be.

As stars move toward the end of their lives much of their hydrogen has been converted to helium. Helium sinks to the star's core and raises the star's temperature—causing its outer shell to expand. These large, swelling stars are known as red giants.

The red giant phase is actually a prelude to a star shedding its outer layers and becoming a small, dense body called a white dwarf. White dwarfs cool for billions of years, until they eventually go dark and produce no energy. At this point, which scientists have yet to observe, such stars become known as black dwarfs.

A few stars eschew this evolutionary path and instead go out with a bang—detonating as supernovae.

Literacy Lesson II

Literacy Lesson II – Part by part decoding instruction of multisyllabic words

Lesson objectives

- ⚼ Have student highlight words he/she struggled to pronounce or understand
- ⚼ Teach the student to break down large multisyllabic words
- ⚼ Students will be taught to identify one or more parts, read the known

- parts first, and then read the whole word
- Upon completion of the mini lesson, the student will take the Post Test involving the 2006 Maze Fluency Test.
- The student will use the following state standard(s)
  - CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries
  - CE 2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
  - CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

Start of the lesson

- Dan will be shown several multisyllabic words from the passage about William Penn.
- The words will have loops drawn under prefix, middle, and suffix.
- I will ask him "What does the first part (prefix) say"
- I will ask him "What does the middle part say"
- I will ask him "What does the end (suffix) say"

William Penn Word Bank

Proponents

Independence

Relationships

Privileged

Converted

Utopian

Requested

Resources

Established

Objective

Previous

Principles

Belonged

Legally

Unusual

Involved

Negotiations

Delaware

Middle of the lesson

- ✒ After completing the multisyllabic lesson Dan will have the option to read a companion text.
- ✒ I will offer the student a choice of a choral read, sustained silent reading, or text to speech program.
- ✒ The companion text is listed below the appendix

End of the Lesson

- ✒ The student will take the Maze 2006 Fluency Test.
- ✒ The student will have three minutes to complete the passage.

Appendix:

William Penn, America's First Great Champion for Liberty and Peace

by Jim Powell

William Penn was the first great hero of American liberty. During the late seventeenth century, when Protestants persecuted Catholics, Catholics persecuted Protestants, and both persecuted Quakers and Jews, Penn established an American sanctuary which protected freedom of conscience. Almost everywhere else, colonists stole land from the Indians, but Penn traveled unarmed among the Indians and negotiated peaceful purchases. He insisted that women deserved equal rights with men. He gave Pennsylvania a written constitution which limited the power of government, provided a humane penal code, and guaranteed many fundamental liberties.

Penn was the only person who made major contributions to liberty in both the New World and the Old World. Before he conceived the idea of Pennsylvania, he became the leading defender of religious toleration in England. He was imprisoned six times for speaking out courageously. While in prison, he wrote one pamphlet after another, which gave Quakers a literature and attacked intolerance. He alone proved capable of challenging oppressive

government policies in court--one of his cases helped secure the right to trial by jury. Penn used his diplomatic skills and family connections to get large numbers of Quakers out of jail. He saved many from the gallows.

Despite the remarkable clarity of Penn's vision for liberty, he had a curious blind spot about slavery. He owned some slaves in America, as did many other Quakers. Antislavery didn't become a widely shared Quaker position until 1758, 40 years after Penn's death. Quakers were far ahead of most other Americans, but it's surprising that people with their humanitarian views could have contemplated owning slaves at all.