



ENGLISH INSTRUCTIONAL MODULE

ELEVENTH GRADE

August 2020



Web page: <https://de.pr.gov/>  Twitter: @educacionpr

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LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

This instructional module is a document that favors your learning process. It allows you to learn more effectively and independently, in other words, without the need of having a face to face or online class in every moment. Likewise, it contains all the necessary elements for learning the concepts and skills of the English class, without the constant help from your teacher. Its content has been prepared by teachers, facilitators, and Academic Program Directors of the Puerto Rico Department of Education (PRDE) to support your learning process in these extraordinary times in which we live.

I invite you to complete this instructional module following the progress calendar established per week. In it, you will be able to review knowledge, improve skills and learn new concepts about the English class through definitions, examples, reading passages, exercises, and assessments. We also suggest additional resources available on the internet, so that you can expand your learning. Remember that this learning experience is essential in your academic and personal development, so start now.

Dear Families:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. Its purpose is to provide the academic content of the **English** class for the first ten weeks of the new school year. In addition, to develop, reinforce, and evaluate the concepts and skills domain of our students. This is one of the alternatives that PRDE promotes to develop the knowledge of our students, your children, in order to improve their academic achievement.

It is proven that when families are involved in the education of their children, they improve the results of their learning. For this reason, we invite you to support the academic and comprehensive development of your children using this module to **support** their learning.

It is essential that your child advance in this module following the progress schedule established per week.

The PRDE staff recognizes that you will be anxious with the new teaching methods, and that you want your children to do very well in the process. We request all families to provide direct and active collaboration in the teaching and learning process of their children. In these extraordinary times we live in, we remind you that it is important for you to develop your child's confidence, sense of accomplishment, and independence when doing schoolwork. Do not forget that the educational needs of our children and youth are everyone's responsibility.

Estimadas familias:

El Departamento de Educación de Puerto Rico (DEPR) comprometido con la educación de nuestros estudiantes, ha diseñado este módulo didáctico con la colaboración de: maestros, facilitadores docentes y directores de los programas académicos. Su propósito es proveer el contenido académico de la materia de Inglés para las primeras diez semanas del nuevo año escolar. Además, para desarrollar, reforzar y evaluar el dominio de conceptos y destrezas claves. Ésta es una de las alternativas que promueve el DEPR para desarrollar los conocimientos de nuestros estudiantes, tus hijos, para así mejorar el aprovechamiento académico de estos.

Está probado que cuando las familias se involucran en la educación de sus hijos mejora los resultados de su aprendizaje. Por esto, te invitamos a que apoyes el desarrollo académico e integral de tus hijos utilizando este módulo para apoyar su aprendizaje. Es fundamental que tu hijo avance en este módulo siguiendo el calendario de progreso establecido por semana.

El personal del DEPR reconoce que estarán realmente ansiosos ante las nuevas modalidades de enseñanza y que desean que sus hijos lo hagan muy bien. Le solicitamos a las familias que brinden una colaboración directa y activa en el proceso de enseñanza y aprendizaje de sus hijos. En estos tiempos extraordinarios en que vivimos, les recordamos que es importante que desarrolles la confianza, el sentido de logro y la

independencia de tu hijo al realizar las tareas escolares. No olvides que las necesidades educativas de nuestros niños y jóvenes es responsabilidad de todos.

Dear teacher:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. This constitutes a useful and necessary resource to promote an innovative teaching and learning process that allows the holistic and comprehensive development of our students to the best of their abilities. Furthermore, it is one of the alternatives provided to develop the knowledge of PRDE students; in the face of the emergency situations that confronts our country.

The module's purpose is to provide the content of the English class for the first ten weeks of the new school year. It is a work tool that will help develop concepts and skills in students to improve their academic knowledge. When selecting this teaching alternative, you must ensure that students advance in the module following the progress calendar established per week. It is important to promote their full development, providing tools that can support their learning. Therefore, you must diversify the offerings with creative learning and evaluation alternatives of your own creation to significantly reduce the gaps in their academic achievement.

PRDE staff expect that this module can help you achieve that students have a significant progress in their academic achievement. We hope that this initiative can help you develop the abilities of our students to the maximum of their capacities.

Estimada familia:

El Departamento de Educación de Puerto Rico (DEPR) tiene como prioridad el garantizar que a sus hijos se les provea una educación pública, gratuita y apropiada. Para lograr este cometido, es imperativo tener presente que los seres humanos son diversos. Por eso, al educar es necesario reconocer las habilidades de cada individuo y buscar estrategias para minimizar todas aquellas barreras que pudieran limitar el acceso a su educación.

La otorgación de acomodados razonables es una de las estrategias que se utilizan para minimizar las necesidades que pudiera presentar un estudiante. Estos permiten adaptar la forma en que se presenta el material, la forma en que el estudiante responde, la adaptación del ambiente y lugar de estudio y el tiempo e itinerario que se utiliza. Su función principal es proveerle al estudiante acceso equitativo durante la enseñanza y la evaluación. Estos tienen la intención de reducir los efectos de la discapacidad, excepcionalidad o limitación del idioma y no, de reducir las expectativas para el aprendizaje. Durante el proceso de enseñanza y aprendizaje, se debe tener altas expectativas con nuestros niños y jóvenes.

Esta guía tiene el objetivo de apoyar a las familias en la selección y administración de los acomodados razonables durante el proceso de enseñanza y evaluación para los estudiantes que utilizarán este módulo didáctico. Los acomodados razonables le permiten a su hijo realizar la tarea y la evaluación, no de una forma más fácil, sino de una forma que sea posible de realizar, según las capacidades que muestre. El ofrecimiento de acomodados razonables está atado a la forma en que su hijo aprende. Los estudios en neurociencia establecen que los seres humanos aprenden de forma visual, de forma auditiva o de forma kinestésica o multisensorial, y aunque puede inclinarse por algún estilo, la mayoría utilizan los tres.

Por ello, a continuación, se presentan algunos ejemplos de acomodados razonables que podrían utilizar con su hijo mientras trabaja este módulo didáctico en el hogar. Es importante que como madre, padre o persona encargada en dirigir al estudiante en esta tarea los tenga presente y pueda documentar cuales se utilizaron. Si necesita más información, puede hacer referencia a la **Guía para la provisión de acomodados razonables** (2018) disponible por medio de la página www.de.pr.gov, en educación especial, bajo Manuales y Reglamentos.

GUÍA DE ACOMODOS RAZONABLES PARA LOS ESTUDIANTES QUE TRABAJARÁN BAJO MÓDULOS DIDÁCTICOS

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>Cambian la manera en que se presenta la información al estudiante. Esto le permite tener acceso a la información de diferentes maneras. El material puede ser presentado de forma auditiva, táctil, visual o multisensorial.</p>	<p>Cambian la manera en que el estudiante responde o demuestra su conocimiento. Permite a los estudiantes presentar las contestaciones de las tareas de diferentes maneras. Por ejemplo, de forma verbal, por medio de manipulativos, entre otros.</p>	<p>Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodos de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.</p>	<p>Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.</p>
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras ▪ Uso de láminas, videos pictogramas. ▪ Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (highlighters), subrayar palabras importantes. ▪ Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. ▪ Hablar con claridad, pausado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante ▪ Añadir al material información complementaria <p>Aprendiz auditivo:</p>	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Utilizar la computadora para que pueda escribir. ▪ Utilizar organizadores gráficos. ▪ Hacer dibujos que expliquen su contestación. ▪ Permitir el uso de láminas o dibujos para explicar sus contestaciones ▪ Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. ▪ Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Grabar sus contestaciones ▪ Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Ambiente silencioso, estructurado, sin muchos distractores. ▪ Lugar ventilado, con buena iluminación. ▪ Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. ▪ Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p>	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> ▪ Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. ▪ Reforzar el que termine las tareas asignadas en la agenda. ▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear. ▪ Utilizar “post-it” para organizar su día. ▪ Comenzar con las clases más complejas y luego moverse a las sencillas. ▪ Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Asistir al estudiante a organizar su trabajo con

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> ▪ Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. ▪ Leer en voz alta las instrucciones. ▪ Permitir que el estudiante se grabe mientras lee el material. ▪ Audiolibros ▪ Repetición de instrucciones ▪ Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer ▪ Utilizar el material grabado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Presentar el material segmentado (en pedazos) ▪ Dividir la tarea en partes cortas ▪ Utilizar manipulativos ▪ Utilizar canciones ▪ Utilizar videos ▪ Presentar el material de forma activa, con materiales comunes. ▪ Permitirle al estudiante investigar sobre el tema que se trabajará ▪ Identificar compañeros que puedan servir de apoyo para el estudiante 	<ul style="list-style-type: none"> ▪ Hacer presentaciones orales. ▪ Hacer videos explicativos. ▪ Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Señalar la contestación a una computadora o a una persona. ▪ Utilizar manipulativos para representar su contestación. ▪ Hacer presentaciones orales y escritas. ▪ Hacer dramas donde represente lo aprendido. ▪ Crear videos, canciones, carteles, infografías para explicar el material. ▪ Utilizar un comunicador electrónico o manual. 	<ul style="list-style-type: none"> ▪ Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. ▪ Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<p>agendas escritas o electrónicas.</p> <ul style="list-style-type: none"> ▪ Establecer mecanismos para recordatorios que le sean efectivos. ▪ Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. ▪ Establecer horarios flexibles para completar las tareas. ▪ Proveer recesos entre tareas. ▪ Tener flexibilidad en cuando al mejor horario para completar las tareas. ▪ Comenzar con las tareas más fáciles y luego, pasar a las más complejas. ▪ Brindar tiempo extendido para completar sus tareas.

HOJA DE DOCUMENTAR LOS ACOMODOS RAZONABLES UTILIZADOS AL TRABAJAR EL MÓDULO DIDÁCTICO

Nombre del estudiante: _____

Número de SIE: _____

Materia del módulo: _____

Grado: _____

Estimada familia:

1.

Utiliza la siguiente hoja para documentar los acomodados razonables que utiliza con tu hijo en el proceso de apoyo y seguimiento al estudio de este módulo. Favor de colocar una marca de cotejo [✓] en aquellos acomodados razonables que utilizó con su hijo para completar el módulo didáctico. Puede marcar todos los que aplique y añadir adicionales en la parte asignada para ello.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras <input type="checkbox"/> Uso de láminas, videos pictogramas. <input type="checkbox"/> Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (<i>highlighters</i>), subrayar palabras importantes. <input type="checkbox"/> Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. <input type="checkbox"/> Hablar con claridad, pausado <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <input type="checkbox"/> Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. <input type="checkbox"/> Leer en voz alta las instrucciones. <input type="checkbox"/> Permitir que el estudiante se grabe mientras lee el material. <input type="checkbox"/> Audiolibros <input type="checkbox"/> Repetición de instrucciones <input type="checkbox"/> Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer <input type="checkbox"/> Utilizar el material grabado 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizar la computadora para que pueda escribir. <input type="checkbox"/> Utilizar organizadores gráficos. <input type="checkbox"/> Hacer dibujos que expliquen su contestación. <input type="checkbox"/> Permitir el uso de láminas o dibujos para explicar sus contestaciones <input type="checkbox"/> Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. <input type="checkbox"/> Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grabar sus contestaciones <input type="checkbox"/> Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. <input type="checkbox"/> Hacer presentaciones orales. <input type="checkbox"/> Hacer videos explicativos. <input type="checkbox"/> Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Señalar la contestación a una computadora o a una persona. <input type="checkbox"/> Utilizar manipulativos para representar su contestación. <input type="checkbox"/> Hacer presentaciones orales y escritas. <input type="checkbox"/> Hacer dramas donde represente lo aprendido. <input type="checkbox"/> Crear videos, canciones, carteles, infografías para explicar el material.

Acomodos de presentación	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentar el material segmentado (en pedazos) <input type="checkbox"/> Dividir la tarea en partes cortas <input type="checkbox"/> Utilizar manipulativos <input type="checkbox"/> Utilizar canciones <input type="checkbox"/> Utilizar videos <input type="checkbox"/> Presentar el material de forma activa, con materiales comunes. <input type="checkbox"/> Permitirle al estudiante investigar sobre el tema que se trabajará <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizar un comunicador electrónico o manual.
Acomodos de respuesta	Acomodos de ambiente y lugar
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente silencioso, estructurado, sin muchos distractores. <input type="checkbox"/> Lugar ventilado, con buena iluminación. <input type="checkbox"/> Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. <input type="checkbox"/> Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. <input type="checkbox"/> Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. <input type="checkbox"/> Reforzar el que termine las tareas asignadas en la agenda. <input type="checkbox"/> Utilizar agendas de papel donde pueda marcar, escribir, colorear. <input type="checkbox"/> Utilizar “post-it” para organizar su día. <input type="checkbox"/> Comenzar con las clases más complejas y luego moverse a las sencillas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. <input type="checkbox"/> Establecer mecanismos para recordatorios que le sean efectivos. <input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. <input type="checkbox"/> Establecer horarios flexibles para completar las tareas. <input type="checkbox"/> Proveer recesos entre tareas. <input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas. <input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas.

Acomodos de presentación	Acomodos de tiempo e itinerario
	<input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
Otros: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

2.

Si tu hijo es un candidato o un participante de los servicios para estudiantes aprendices del español como segundo idioma e inmigrantes considera las siguientes sugerencias de enseñanza:

- Proporcionar un modelo o demostraciones de respuestas escritas u orales requeridas o esperadas.
- Comprobar si hay comprensión: use preguntas que requieran respuestas de una sola palabra, apoyos y gestos.
- Hablar con claridad, de manera pausada.
- Evitar el uso de las expresiones coloquiales, complejas.
- Asegurar que los estudiantes tengan todos los materiales necesarios.
- Leer las instrucciones oralmente.
- Corroborar que los estudiantes entiendan las instrucciones.
- Incorporar visuales: gestos, accesorios, gráficos organizadores y tablas.
- Sentarse cerca o junto al estudiante durante el tiempo de estudio.
- Seguir rutinas predecibles para crear un ambiente de seguridad y estabilidad para el aprendizaje.
- Permitir el aprendizaje por descubrimiento, pero estar disponible para ofrecer instrucciones directas sobre cómo completar una tarea.
- Utilizar los organizadores gráficos para la relación de ideas, conceptos y textos.
- Permitir el uso del diccionario regular o ilustrado.
- Crear un glosario pictórico.
- Simplificar las instrucciones.
- Ofrecer apoyo en la realización de trabajos de investigación.
- Ofrecer los pasos a seguir en el desarrollo de párrafos y ensayos.
- Proveer libros o lecturas con conceptos similares, pero en un nivel más sencillo.
- Proveer un lector.

- Proveer ejemplos.
- Agrupar problemas similares (todas las sumas juntas), utilizar dibujos, láminas, o gráficas para apoyar la explicación de los conceptos, reducir la complejidad lingüística del problema, leer y explicar el problema o teoría verbalmente o descomponerlo en pasos cortos.
- Proveer objetos para el aprendizaje (concretizar el vocabulario o conceptos).
- Reducir la longitud y permitir más tiempo para las tareas escritas.
- Leer al estudiante los textos que tiene dificultad para entender.
- Aceptar todos los intentos de producción de voz sin corrección de errores.
- Permitir que los estudiantes sustituyan dibujos, imágenes o diagramas, gráficos, gráficos para una asignación escrita.
- Esbozar el material de lectura para el estudiante en su nivel de lectura, enfatizando las ideas principales.
- Reducir el número de problemas en una página.

Proporcionar objetos manipulativos para que el estudiante utilice cuando resuelva problemas de matemáticas.

3.

Si tu hijo es un estudiante dotado, es decir, que obtuvo 130 o más de cociente intelectual (CI) en una prueba psicométrica, su educación debe ser dirigida y desafiante. Deberán considerar las siguientes recomendaciones:

- Conocer las capacidades especiales del estudiante, sus intereses y estilos de aprendizaje.
- Realizar actividades motivadoras que les exijan pensar a niveles más sofisticados y explorar nuevos temas.
- Adaptar el currículo y profundizar.
- Evitar las repeticiones y las rutinas.
- Realizar tareas de escritura para desarrollar empatía y sensibilidad.
- Utilizar la investigación como estrategia de enseñanza.
- Promover la producción de ideas creativas.
- Permitirle que aprenda a su ritmo.
- Proveer mayor tiempo para completar las tareas, cuando lo requiera.
- Cuidar la alineación entre su educación y sus necesidades académicas y socioemocionales.

LIST OF COLLABORATORS

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MODULE PROGRESSIVE CALENDER

DAYS/ WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Biography	Reading Comprehension	Reading Comprehension	Assessment	Writing
2	Timeline	Assessment	Writing	Main Idea	Assessment
3	Punctuation Rules	Assessment	Test Biography	Test Timeline	Memoirs
4	Reading Comprehension	Writing	Reading Comprehension	Assessment	Writing
5	Drawing	Test Memoir	Assessment	Making Connections	Reading Comprehension
6	Reading Comprehension	Assessment	Fact and Opinion	Assessment	Preview
7	Skill Practice	Practice Fact and Opinion-1	Assessment	Practice Fact and Opinion-2	Test Fact and Opinion
8	Making Inferences	Assessment	Reading Comprehension	Assessment	Context Clues
9	Context Clues	Assessment	Reading Comprehension	Assessment	Reading Comprehension
10	Context Clues and Literature	Reading Comprehension	Assessment	Assessment	Test Context Clues and Literature

Lesson 1 Biography

Objectives:

After reading a biography, the student will:

- create a timeline of the major events
- complete a biography report which will help them summarize the important information
- add details for a given main idea.

Standards and Expectations:

Reading

11. R.1 Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia (when available). Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

Writing

11.W.4 Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.

Language

11. LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling.

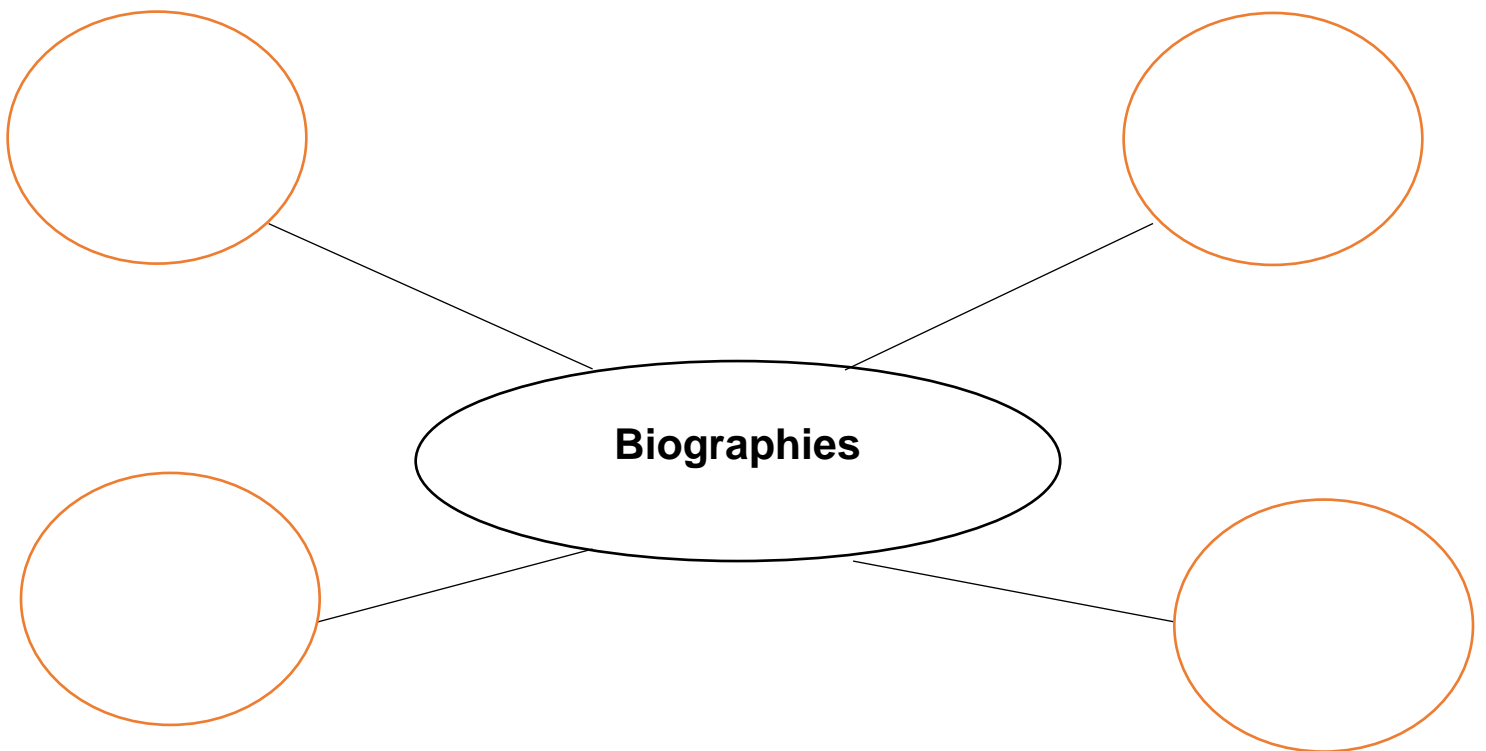
- a. Use punctuation rules correctly.

Introduction

Today we will begin learning about *Types of Narratives*. The first one we're going to study is **biographies**. Biographies are the one genre that can open your eyes and hearts to people who have made a difference in the world. What is a biography? A biography is an account of a person's life written by someone else.

Preview Activity

What sort of things would you expect to find out about a person's life in a biography?



Reading

Preview and Build background

People have lots of different ideas about what makes someone important. Some people think that driving a great car or wearing expensive clothes is a sure sign of importance. Still others believe that the most important people are those who help others.

What do you think makes someone important?

Elon Musk

Early Life and Interests

On June 28, 1971, Elon Reeve Musk was born in Pretoria, South Africa. He was the son of Errol Musk, a pilot and electromechanical engineer and Maye Musk, a dietician from Canada. Young Elon spent part of his childhood in South Africa with his siblings, Kimbal and Tosca. When he was 10, he became interested in computers. By the age of 12, he created his first software called Blaster. He graduated from Pretoria Boys High School before moving to Canada when he was 17. Elon attended Queen's University in Kingston, Ontario, before transferring to the University of Pennsylvania. In May 1997, he graduated with a Bachelor of Science degree in physics. In addition, Musk also earned a Bachelor of Science degree in economics from Wharton School of Business. After a year, at the age of 24, he entered Stanford University for his Ph.D. in applied physics and materials science. He dropped out after two days.



Elon Musk is a South African-Canadian business magnate, engineer and CEO of SpaceX, Tesla Motors, SolarCity, and the Boring Company. He also co-founded X.com, which is now known as PayPal.

Elon Musk's Career and Ventures

In 1995, Elon and his brother Kimbal launched their first company named Zip2 Corporation. It was an online city guide, which soon catered The New York Times and Chicago Tribune. By 1999, they sold it to Compaq Computer Corporation for \$307 million in cash and \$34 million in stock options.

Musk co-founded X.com in 1999. It was an online financial service company that would come to be known as PayPal. He owned 11% of its stock before eBay acquired it in 2002 for \$1.5 billion in stock.

For his third company, Musk founded Space Exploration Technologies Corporation, also known as SpaceX. He established SpaceX in 2002 to build spacecraft for commercial space tourism.

By 2008, SpaceX was commissioned by NASA to transport cargo to the International Space Station. On May 22, 2012, Musk made history by being the first private company to send an unmanned capsule, the Falcon 9 rocket with 1 000 tons of supplies, to astronauts.

Falcon 9 version 1.0 went to space five times from 2010 to March 2013. By September, version 1.1 flew 15 times until January 2016. In February 2015, SpaceX launched another Falcon 9 to observe the emissions from the sun that affect communication systems and power on Earth.

In 2017, the BFR or Big Falcon Rocket design was presented by Musk. According to the plan, it could carry at least 100 people to Mars.

By February 2018, Musk reached another milestone for SpaceX by launching the Falcon Heavy rocket complete with boosters. It's designed to carry out immense missions. Falcon 9 version 1.0

Aside from SpaceX, Musk is also a co-founder and product designer of Tesla Motors. It was founded in 2003 to produce electric cars and battery products, including solar roof tiles.

By 2008, Musk introduced the Roadster, a sports car charged with lithium-ion batteries. In partnership with Toyota, Tesla Motors released it to the public in 2010.

In 2013, Motor Trend magazine awarded Tesla Motors' Model S Car of the Year. By August 2016, Tesla Motors Inc. acquired an all-stock deal purchase of SolarCity Corp for \$2.6 billion.

Additional Ideas for Innovation and Politics

In 2013, Musk introduced the concept of the Hyperloop. It is a transportation system that can carry city-to-city passengers in pods through low-pressure tubes. The project is estimated to cost \$6 billion and take up to 10 years to build.

In 2017, Musk announced his venture on Neuralink, which aimed to expand AI or artificial intelligence by creating a device to be implanted in the human brain.

Upon the election of U.S. President Donald Trump, Musk joined Trump's Manufacturing Jobs Initiative, but he stepped down after the president's announcement of withdrawing the U.S. from the Paris Climate Accord.

As part of his philanthropic work, he founded the Musk Foundation dedicated to promoting renewable and clean energy sources and space exploration.



Reading Comprehension Practice

After carefully reading each premise, select the correct answer

1. Which renewable energy is Musk currently invested in?
 - a) Wind energy
 - b) Solar energy
 - c) Electric energy
 - d) Geothermal energy

2. How did Musk make his initial wealth?
 - a) Creating his first software called Blaster
 - b) Applying in physics and materials science
 - c) Selling his first company named Zip2 Corporation
 - d) Establishing his third Company SpaceX in 2002

3. What is one of the driving forces behind his desire to send people to Mars?
 - a) For commercial space tourism.
 - b) To carry out immense missions.
 - c) So other sources of energy can be found.
 - d) To transport cargo to the International Space Station.

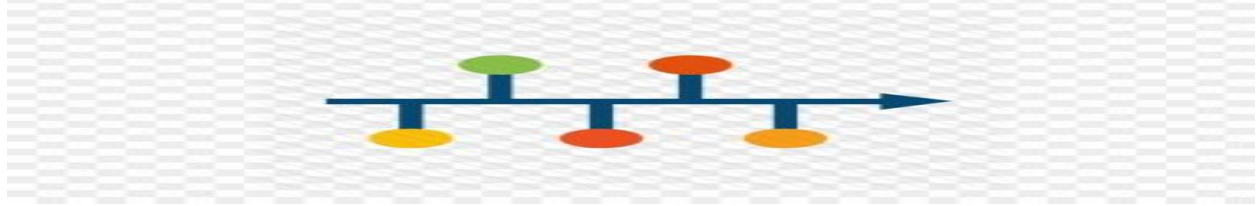
Writing

Open ended questions encourage you to extend your responses, as opposed to yes or no, or one-word answers.

1. In your opinion, what is Elon Musk's greatest invention so far?

2. What other invention could you suggest to make the world we live in a better place?

Lesson 2: Timelines



Introduction

Today we're going to look at **Timelines**. Timelines are combined lists, consisting of a list of dates and a list of events. Significant events are placed on the timeline and there are "gaps" in time between the events. Timelines often provide the reader with considerable information in a highly compacted framework.

Timelines are useful because they display events over a period of time, letting the reader know what happened in chronological order so that connections between the events can be considered.

Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/biography-project-research-class-243.html?tab=4#tabs>

Preview Activity

Name topics for which a timeline could be used to display information (for example: Ancient Greece)

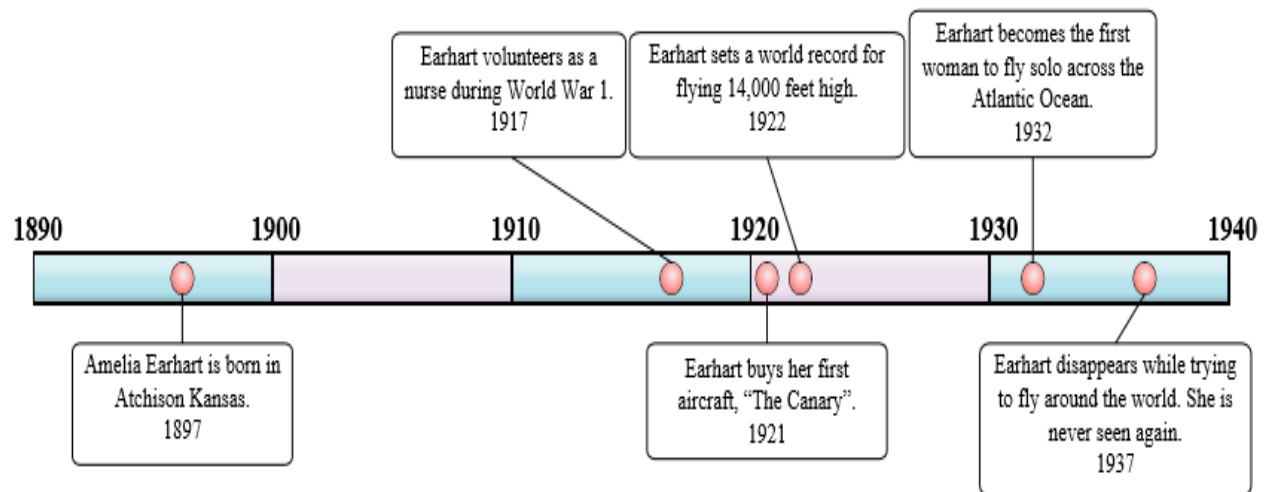
Topics:

1. _____
2. _____
3. _____
4. _____
5. _____

Example of a timeline: Amelia Earhart's Life

She became the first woman to fly solo across the Atlantic Ocean, and the first person ever to fly solo from Hawaii to the U.S. mainland. During a flight to circumnavigate the globe, **Earhart** disappeared somewhere over the Pacific in July 1937.

Amelia Mary Earhart was **born** in Atchison, Kansas on July 24, 1897.



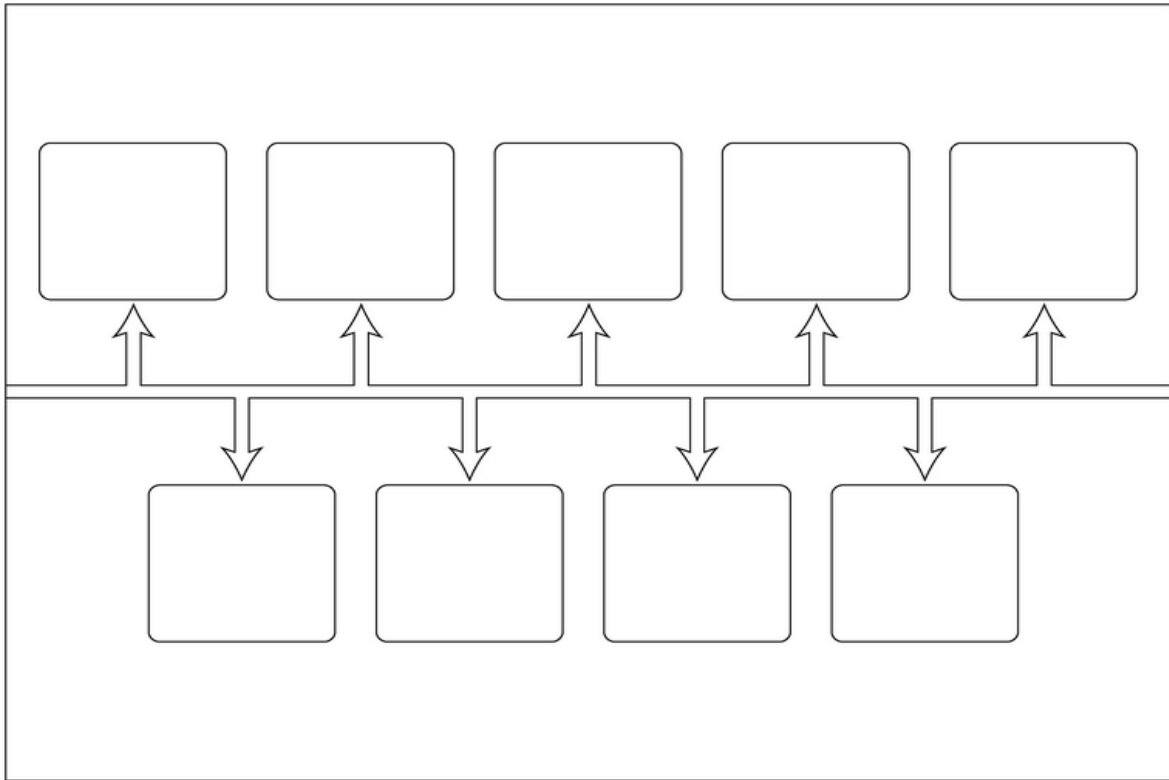
1) Which event could you add between 1900 and 1910?

A. Earhart makes her first test flight or B. Earhart graduates from high school

Timeline Exercises

You can become more actively engaged in learning the sequence of events in history by constructing a timeline. Use the biography of Elon Musk to create a timeline of the major events.

Elon Musk



Tim's Printables - www.timvandevall.com - Copyright © Dutch Renaissance Press LLC

Writing

Select a person whom you would like to learn about.

Use the following outline to summarize the important information about that person.

Biography Report Outline Worksheet

I. Early Life

A. Full Name _____

B. Date of Birth _____

C. Place of Birth _____

D. Word(s) that describe the person: inventor, politician, explorer, etc.

E. Family _____

F. Hobbies/Interests _____

G. Two other interesting facts about childhood _____

II. Career/Education/Accomplishments

A. Education _____

B. Best known for _____

C. Other facts: awards, achievements, etc. _____

III. Later Life

A. Family/Marriage _____

B. Interesting facts _____

C. Death Date and Place _____

Grammar Punctuation

Reading Skill: Main Idea

The **main idea** is the **central** point or thought the author wants to communicate to readers. The **main idea** answers the question, “What does the author want me to know about the topic?” or “What is the author teaching me?” Often the author states the **main idea** in a single sentence.

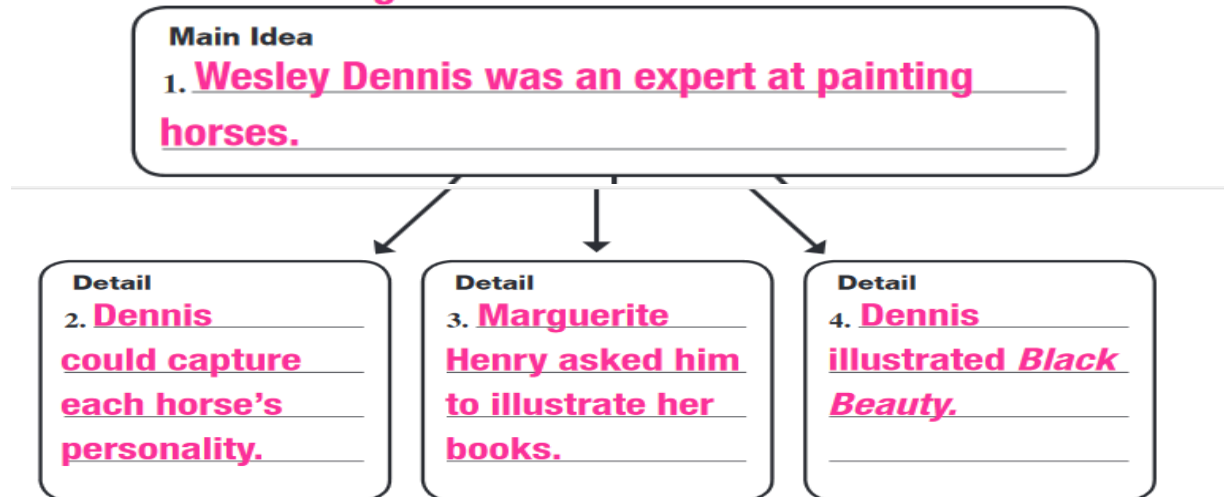
Retrieved from www.mpc.edu



Example:

<p>Artist Wesley Dennis (1903–1966) was an expert at painting horses. He had the ability to capture each horse’s personality in his paintings. In 1945, writer Marguerite Henry asked him to illustrate her first book, <i>Justin Morgan Had a Horse</i>. He illustrated fifteen of</p>	<p>Henry’s horse books, including <i>King of the Wind</i> and <i>Misty of Chincoteague</i>. All three of these books were very popular with children and won awards for children’s literature. Dennis is also known for his paintings in Anna Sewell’s powerful story <i>Black Beauty</i>.</p>
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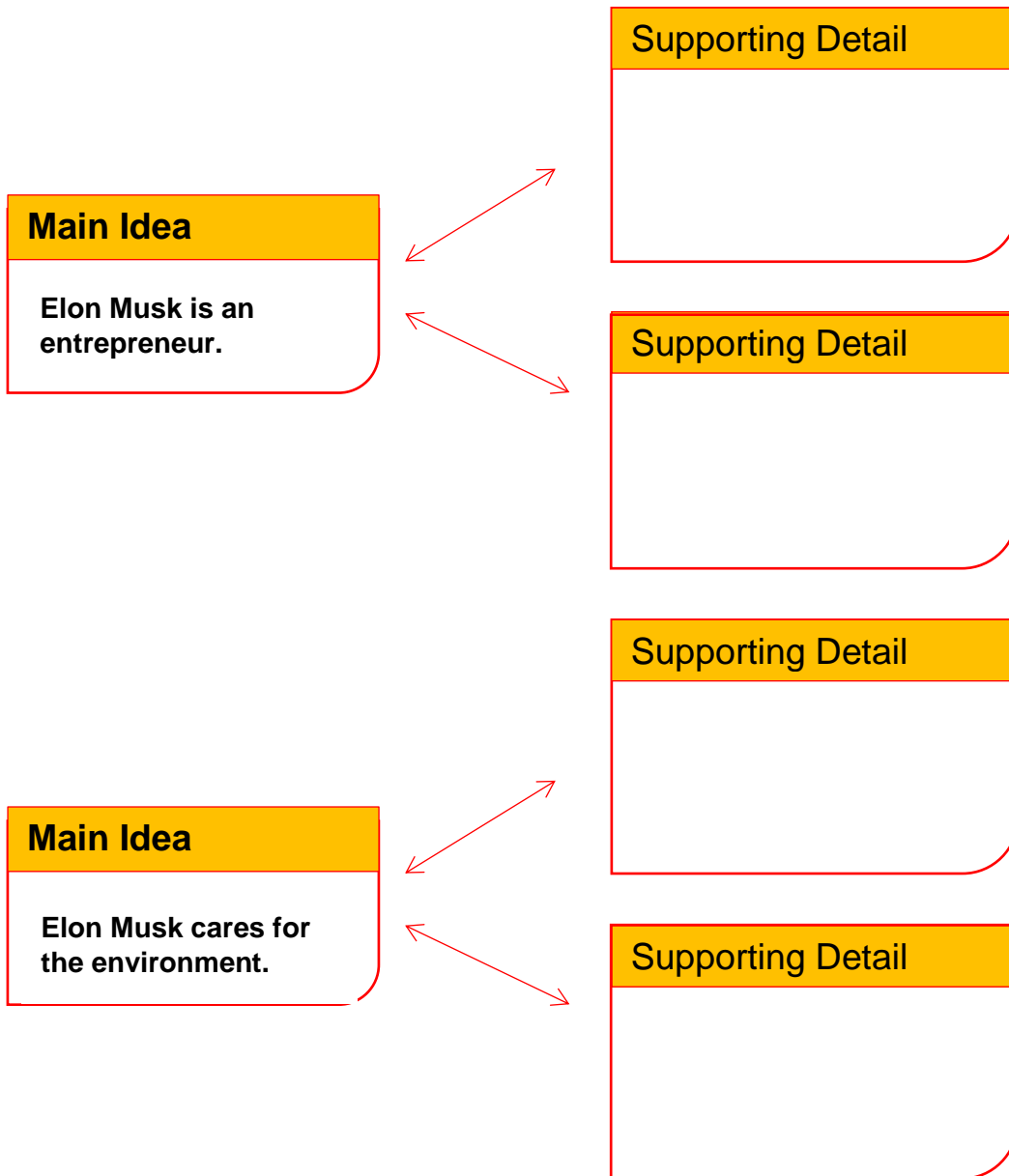
Possible answers given for 2–5.



Retrieved from https://studylib.net/doc/8909839/reader-s-and-writer-s-notebook_gr5_t

Practice

Exercise 1: Using the Elon Musk Biography and this graphic organizer, identify the supporting details that presented the main idea. Use examples and facts included in the text that explain or give evidence supporting the main idea.



Grammar: Punctuation Rules

Period

Use a period (.) at the end of all sentences except for direct questions and exclamations.

Use a period at the end of any indirect question.

- Example: John asked Beth why there were no cookies left.

Use a period after most abbreviations.

- Example: Dr. Ms. Jr.

Question Mark

Use a question mark (?) at the end of a direct question. Do not use a question mark to end an indirect question.

- Examples: How cold is it outside?

When was the Civil War fought?

John asked Beth, “Why are there no cookies left?”

“Why are there no cookies left? ” asked John.

Retrieved from:

<https://wps.pearsoned.com/wps/media/objects/15225/15591052/splash/LanguageArtsReview.pdf>

Exercise 2: Write the correct punctuation mark that best completes each sentence.

Example: I will go to the supermarket after school _____

Answer: (.)

1. Will we go back to school in August _____
2. Basketball and baseball are some people's favorite sports _____
3. I disagree with the legalization of the use of firearms. It's just outrageous _____
4. I want to adopt a rescue pet from the local shelter _____
5. When will we start planning our summer vacation _____
6. The incidence of the corona virus is alarming _____
7. Everything started to move suddenly. Then I shouted, "Earthquake _____"
8. What kind of natural disasters have affected the Caribbean _____
9. Many people are exercising to stay healthy _____
10. Which are the main touristic attractions in Puerto Rico _____

Biography Unit Test

Directions: Read the following biography and answer the questions that follow. Refer to the text to check your answers when appropriate.

Henry Ford

Early Life and Education

Ford was born on July 30, 1863, on his family's farm in Wayne County, near Dearborn, Michigan.

When Ford was 13 years old, his father gifted him a pocket watch, which the young boy promptly took apart and reassembled. Friends and neighbors were impressed and requested that he fix their timepieces too.

Unsatisfied with farm work, Ford left home at the age of 16 to take an apprenticeship as a machinist at a shipbuilding firm in Detroit. In the years that followed, he would learn to skillfully operate and service steam engines and would also study bookkeeping. He attended Goldsmith, Bryant & Stratton Business College in Detroit.



Henry Ford was an [American industrialist](#) who is famous for founding the Ford Motor Company and developing the mass production assembly line. He is responsible for bringing affordable cars to everyday American households who previously couldn't afford to buy one.

Inventions and Early Career

In 1890, Ford was hired as an engineer for the Detroit Edison Company. In 1893, his natural talents earned him a promotion to chief engineer.

All the while, Ford developed his plans for a horseless carriage. In 1892, Ford built his first gasoline-powered buggy, which had a two-cylinder, four-horsepower engine. In 1896, he constructed his first model car, the Ford Quadricycle.

In the same year, he attended a meeting with Edison executives and found himself presenting his automobile plans to Thomas Edison. The lighting genius encouraged Ford to build a second, better model.



Retrieved from: <https://thenewswheel.com/behind-badge-is-that-henry-fords-signature-ford-logo/>

By 1898, Ford was awarded with his first patent for a carburetor. In 1899, with money raised from investors following the development of a third model car, Ford left Edison Illuminating Company to pursue his car-making business full-time.

After a few trials building cars and companies, Ford established the Ford Motor Company in 1903.

Ford introduced the Model T, the first car to be affordable for most Americans, in October 1908 and continued its construction until 1927. Also known as the "Tin Lizzie," the car was known for its durability and versatility, quickly making it a huge commercial success.

For several years, Ford Motor Company posted 100 percent gains. Simple to drive and cheap to repair, especially following Ford's invention of the assembly line, nearly half of all cars in America in 1918 were Model T's.

By 1927, Ford and his son Edsel introduced another successful car, the Model A, and the Ford Motor Company grew into an industrial behemoth.

Additional Ideas for Innovation and Politics

In 1913, Ford launched the first moving assembly line for the mass production of the automobile. This new technique decreased the amount of time it took to build a car from 12 hours to two and a half, which in turn lowered the cost of the Model T from \$850 in 1908 to \$310 by 1926 for a much-improved model.

Philosophy and Philanthropy

Ford was an ardent pacifist and opposed World War I, even funding a peace ship to Europe. Later, in 1936, Ford and his family established the Ford Foundation to provide ongoing grants for research, education and development.

In business, Ford offered profit sharing to select employees who stayed with the company for six months and, most important, who conducted their lives in a respectable manner.

Ford died on April 7, 1947, of a cerebral hemorrhage at the age of 83, near his Dearborn estate, Fair Lane.

"Failure is simply an opportunity to begin again; this time more intelligently."

Henry Ford

Reading Comprehension

Answer the questions that follow. Refer to the text to check your answers when appropriate (10 points)

1. Upon many of Ford's initiatives, which of the following was **not** one of them?
 - a. Developed horseless carriage.
 - b. Industrialized watchmaking.
 - c. Established a motor company.
 - d. Provided workers with steady wages.

2. Which best describes the main idea of the fifth paragraph?
 - a. Explain Ford's pursuit of his car-making business.
 - b. Describe transportation methods of late 1800's.
 - c. Expose Ford's interest in model cars.
 - d. Explain how to establish a car company.

3. Nearly half of all cars in America in 1918 were Model T's. According to the text this was because Model T's were
 - a. easily obtained or used
 - b. massively produced many in factories
 - c. simple to drive and cheap to repair
 - d. powered by affordable gasoline

4. A reason that making cars on an assembly line is cheaper than having groups of three or four people putting together one whole car at a time could be to

- a. ensure safety of all the workers
- b. decreases the amount of time it takes to build
- c. guarantees its commercial success
- d. assures each workers concentration

5. Which could be one of the motivations behind Ford's effort to revolutionize automobile production?

- a. innovates the transportation means
- b. modernizes the fuel industry
- c. commercializes motor vehicles
- d. institute employees labor unions

Answer the questions in complete sentences (3 points each)

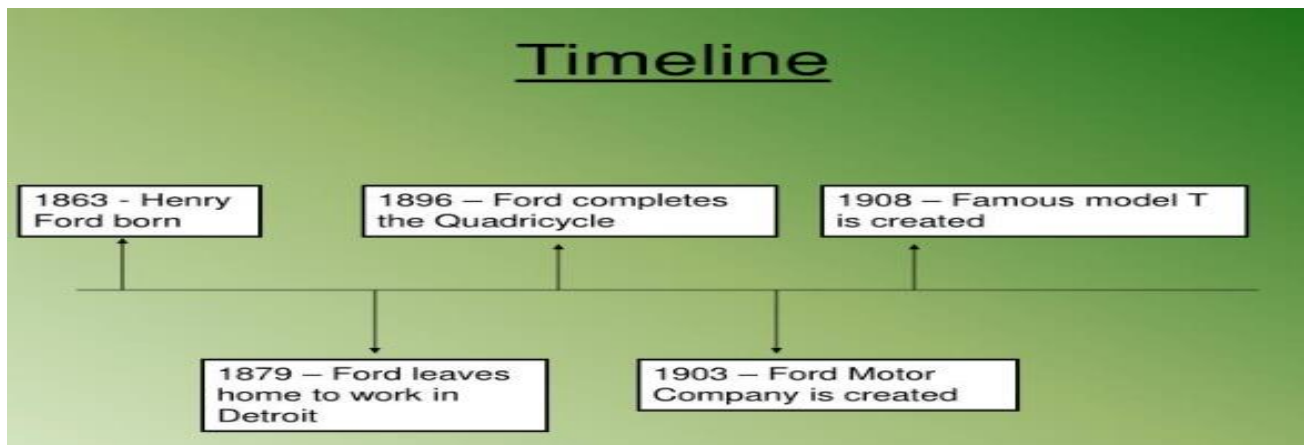
1. Mention three ways the launching of the assembly line would benefit car production? Explain your answer using the text.

2. Write three characteristics that made the Model T one of America's greatest inventions. Refer to the text in your answer.

Map and discuss

Timelines

You can become more actively engaged in learning the sequence of events in history by constructing a timeline. Use the timeline of Henry Ford's life to comprehend major events over a period of time. (2 points each)



Retrieved from <https://www.slideserve.com/kalona/henry-ford>

1) Unsatisfied with farm work, Ford left home to take an apprenticeship as a machinist at a shipbuilding firm in Detroit. At what age was this? At the age of _____.

- a. 16
- b. 13
- c. 14
- d. 12

2) Ford constructed the “Tin Lizzie” in 1927. This event was closer to

- a. creating the Ford Motor Company
- b. launching the first moving assembly line
- c. introducing the Model A car
- d. founding the Ford Foundation

3) Henry Ford’s car model creations span throughout the above timeline. Which of the following is **not** one of them?

- a. Ford Quadricycle
- b. Model T
- c. Model A
- d. Gas powered buggy

4) What was Ford’s third car model named?

- a. Tin Lizzie
- b. Quadricycle
- c. Gas Buggy
- d. Model A

5) Which event could you add between 1896 and 1903? Henry Ford

- a. earned a promotion to chief engineer
- b. awarded with his first patent for a carburetor
- c. presented his automobile plans to Thomas Edison
- d. constructed his first gasoline-powered buggy

Main Idea

The main idea of a paragraph is the author's message about the topic. It is often expressed directly, or it can be implied.

Several sentences in a paragraph can imply the main idea by introducing facts about the topic before stating the topic.

Implied ideas can be drawn from facts, reasons, or examples that give hints or suggestions concerning the main idea. These hints will be clues leading you to discover the main idea in the selected text

Retrieved from: <https://www.ccis.edu/offices/academicresources/writingcenter/studyskills/textbookreadingstrategies/findingthemainidea.aspx>

Identify the Main Idea and supporting details in the following paragraphs: (10 points)

Not all automobile fuels are the same. Currently, automobiles can run on one of three types of fuel: gasoline, diesel, and biodiesel. To power the car, these fuels are burned inside of the engine. The key differences between these fuels stand on the way each one burns, thus its impact on the environment. Gasoline and diesel are both made from crude oil. On the contrary, biodiesel fuel is made from vegetables. These fuels may look similar, but the differences between them go beyond the monetary cost.

Adapted from: <https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/>

1. Which title best expresses the Main Idea of this text?

- a. Gasoline, Diesel, and Biodiesel are all Fuels
- b. Differences in Fuels Makes and Uses
- c. Use of Fuels to Power Cars
- d. Improve Your Economy with Fuels

El Yunque Rainforest is mainly located on the slopes of the Sierra de Luquillo mountains, encompassing 28,000 acres (43.753 mi² or 113.32 km²) of land, making it the largest block of public land in Puerto Rico. The rainforest sits on the northeastern mountain range, and its highest mountain peak in the forest rises 3,494 feet above sea level. This mountain range is bounded on nearly all sides by the municipalities of Canovanas, Las Piedras, Luquillo, Fajardo, Ceiba, Naguabo, and Rio Grande. El Yunque is the rainiest of all the National Forests with up to 240 inches (6.1 m) per year, making it the rainiest place of the island.

Information Retrieved from: <https://welcome.topuertorico.org/reference/yunque.shtml>

2. What is the Main Idea of the paragraph?

- a. Physical features of El Yunque Rainforest
- b. Strange and unique attributes of El Yunque Rainforest
- c. El Yunque Rainforest location in Puerto Rico
- d. The main mountain range in Puerto Rico

Many factors affected the culmination of the past school year in Puerto Rico. Various school communities of the southern area were affected by Earthquakes and the whole island due to the novel Corona Virus pandemic. Consequently, student's achievement in distance learning may be considered as a major concern of the School System in Puerto Rico.

3. A detail to support the Main Idea may include:

- a. high incidence of the pandemic
- b. school's poor organizational skills
- c. student's privation of technological resources
- d. community and school separation

A hale and hearty environment is very important for all life forms in the world. Being active in caring for the environment helps you feel and live better. There are many ways you can inspire other people to join you in this journey. It is very simple to become an advocate for our environment.

4. A detail to support the main idea may include:

- a. Caring alone will make you feel better.
- b. Choosing fun ways to recycle.
- c. Reminding people health is important.
- d. Encouraging people to reduce, reuse, and recycle.

Henry Ford developed automobile plans starting at an early age. He designed various models, each one exceeding the previous in its performance. "Tin Lizzie," was a huge commercial success for its durability and versatility. Ford aimed to make cars affordable for most Americans.

5. A detail to support the main idea may include:

- a. Ford's cars were simple to drive and cheap to repair.
- b. Ford's cars substituted horse carriages.
- c. The Model A was another successful car.
- d. The Ford Motor Company was created

Grammar Punctuation Rules

Period .	Question Mark ?	Exclamation Point !
Use at the end of all sentences (except for direct questions and exclamations)	Use at the end of a direct question	Use at the end of a statement of strong feeling or after an interjection

Retrieved from: <https://wps.pearsoned.com/wps/media/objects/15225/15591052/splash/LanguageArtsReview.pdf>

Examples:

Our family owns two cars.

Where are my books?

Look out for that truck!

Read the following sentences and determine the correct ending punctuation. (10 points)

1. Puerto Rico's economic activity has been affected due to the lock down _____
2. Which natural disasters have affected the island of Puerto Rico _____
3. It is too dangerous to climb that mountain _____
4. Will you come visit our island _____
5. Hiking is a great outdoors activity, but be careful _____
6. Henry Ford was an ardent pacifist _____
7. Everyone shouted, "Earthquake _____
8. Henry Ford established the Ford Motor Company _____
9. Did Henry Ford work as a machinist at a shipbuilding firm in Detroit _____
10. Was there a much-improved Model T car _____

Writing

Open ended questions encourage you to extend your responses, as opposed to yes or no, or one-word answers. (3 points each)

1. Henry Ford made many developments in the automobile industry. In your own words, explain how this industry would be different without his contributions.

2. Henry Ford and Elon Musk have made outstanding automobile creations. Describe an experience or situation in Henry Ford's life that is similar to Elon Musk's life.

LESSON UNIT TEST BIOGRAPHY

Biography Reading Comprehension

Answer the questions that follow. Refer to the text to check your answers when appropriate (10 points)

1. b
2. a
3. c
4. b
5. a

Answer the questions in complete sentences (3 points each)

1. Mention three ways the launching of the assembly line would benefit car production? Explain your answer using the text. **Possible answers**

It delivered mass production of the automobile.

It would make car production faster.

It decreased the amount of time it took to build a car.

It lowered the cost of car production.

2. Write three characteristics that made the Model T one of America's greatest inventions. Refer to the text in your answer. **Possible answers**

It was the first car to be affordable.

Its durability and versatility.

It was simple and cheap to repair.

Timelines

You can become more actively engaged in learning the sequence of events in history by constructing a timeline. Use the timeline of Henry Ford's life to comprehend major events over a period of time. (5 points)

1. a
2. c
3. c
4. a
5. b

Main Idea

Identify the main idea and supporting details in the following paragraphs: (10 points)

1. b
2. a
3. c
4. d
5. a

Grammar Punctuation Rules

Read the following sentences and determine the correct ending punctuation. (10 points)

1. (.)
2. (?)
3. (!)
4. (?)
5. (!)
6. (.)
7. (!)
8. (.)
9. (?)
10. (?)

Writing

Open ended questions encourage you to extend your responses, as opposed to yes or no, or one-word answers.

1. Henry Ford made many developments in the automobile industry. In your own words, explain how this industry would be different without his contributions.

2. Henry Ford and Elon Musk have made outstanding automobile creations. Describe an experience or situation in Henry Ford's life that is similar to Elon Musk's life.

The following Rubric will be applied.

Scoring Rubrics

Writing Open-Ended Item – 3 Points

The 3-point Rubric is longer because it describes the ways in which students can elaborate their answers to obtain a complete score, partial scores (2 and 1) or no points. The 3-point answer are associated with writing indicators which evaluate: supporting opinions, persuading others, providing textual evidence, or describing specific scenario. In addition, students will receive points if they organize ideas correctly and show mastery of vocabulary, grammar, and the mechanics of writing.

Rubric	Description
3	<ul style="list-style-type: none">• Writing addresses the scenario/information in the prompt and picture and fulfills the required task.• Writing effectively conveys intended meaning, and the vocabulary, grammar structures, and mechanics do not interfere with reader's comprehension.
2	<ul style="list-style-type: none">• The writing partially addresses the scenario/information in the prompt and picture and somewhat fulfills the required task.• Writing somewhat effectively conveys intended meaning, and vocabulary, grammar structures, and mechanics only rarely interfere with reader's comprehension.
1	<ul style="list-style-type: none">• Writing only addresses small portion of the scenario/information in the prompt or picture but does not fulfill the required task.• Writing is barely comprehensible, may be just a list of words or phrases loosely related to the prompt or picture. And the grammar structures and mechanics seriously interfere with reader's comprehension.
0	<ul style="list-style-type: none">• The writing is incomprehensible and/or unrelated to the prompt in any way.• Writing may include one or two words or phrases that are not related to the prompt or picture.• No response is given.

Unit: Memoir

Objectives:

At the end of this lesson the students will:

- Identify what a memoir is
- Write and edit their own memoir
- Analyze and comprehend memoirs reflection

Standards and Expectations:

Reading

11.R.5L Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

Writing

11.W.3 Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.

Language

11.LA.1 Demonstrate command of the conventions of English grammar and usage.

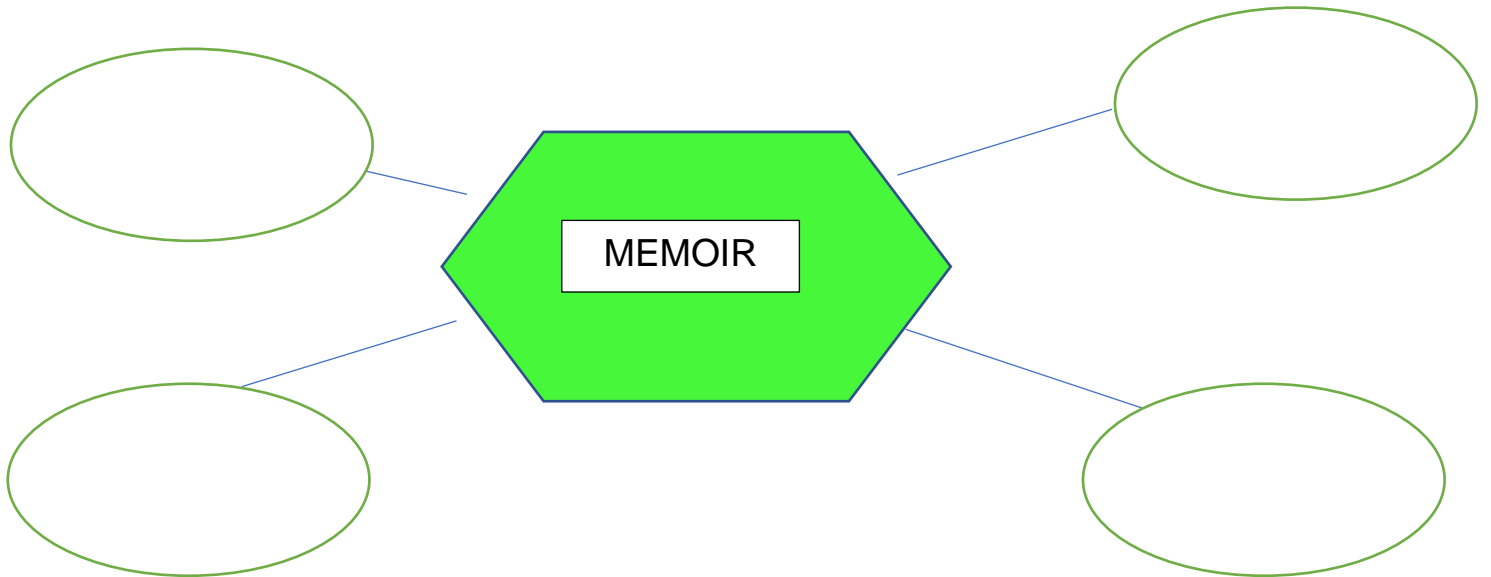
11.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling.

11.LA.6 Accurately use general academic and domain-specific or content area words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 3: What is a Memoir?

Introduction

What comes to your mind when you read the word memoir?

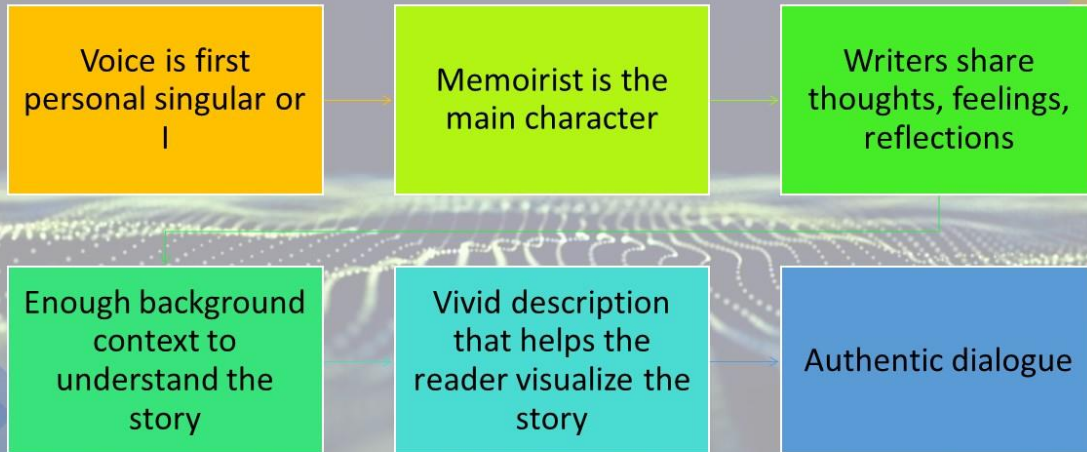


Memoir - A subcategory of an autobiography (part of a life story), memoir is a style/genre of writing that allows writers to explore their pasts from the point of view of the present. It requires writers to reflect on their experiences and make meaning out of them. It showcases one aspect, time, period, slice, or memory of a writer's life.

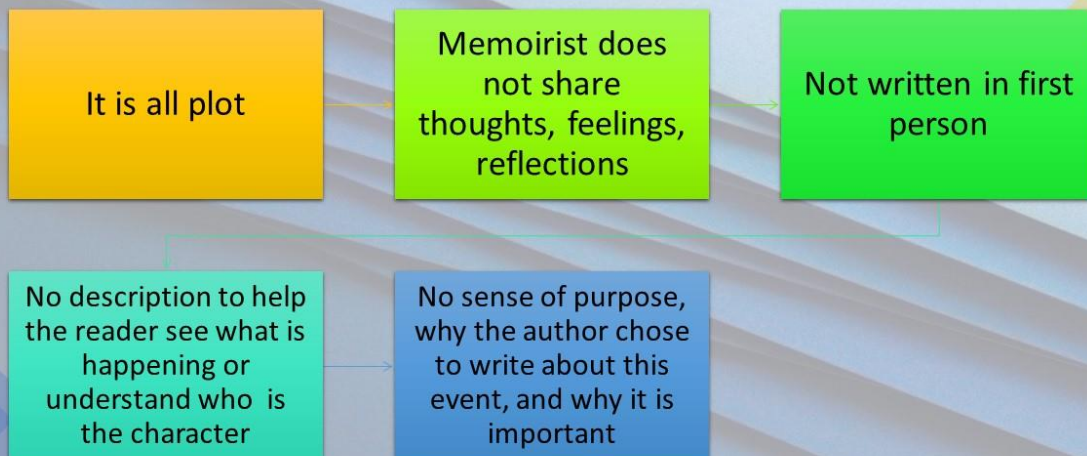
Memoirs – Is a story that has happened to the writer, a story that makes you feel happy, sad, mad, among other emotions. Many are about the author's family or friends. A story about an event that are important to the writes. Important memoirs are true.

MEMOIR

- Some examples of an Effective memoir :



Examples of Ineffective Memoirs



Why we write Memoir

- To make meaning of our lives
- To spur emotional healing
- To discover our identities
- To share personal and family history
- To record what we do not want to be forgotten
- To bear witness for the vulnerable that are silenced
- To understand the human condition
- To understand broader social and political realities
- To break the silences surrounding who we are

Writing Activity

Going way back

Answer the following questions, remember you must go way back in time

1. When was the first time you presented an oral report in school?
2. What grade were you in?
3. What was the topic?
4. How did you feel talking in front of your classmates?
5. Where did you go for your first vacation?
6. Who traveled with you?
7. How old were you?
8. What did you like most about that vacation experience?

Reading Selection

Write Your Memoirs
By Brenda B. Covert

¹ We get our word *memoir* from the French word *mémoire*, which literally means "memory." It comes from the Latin word *memoria*. Isn't it interesting how similar these three words - in English, French, and Latin - are? A memoir is a story of a person's own experience. We most often use this word in its plural form -- memoirs. Those who pen memoirs are writing down their memories. It's the same as an autobiography. It's the story of a life.



² Many celebrities publish their memoirs. It can be fun to read a book about the interesting things they have seen and done, the places they've visited, and the people they have known. Celebrities try to leave out the boring stuff and share only the most amusing, touching, or poignant memories. However, you don't have to be a movie star or sports hero to write your memoirs. You can begin today. It will be easier to write them now. You have fewer years to cover. The longer you live, the longer your memoirs would grow!

³ Someone once compared memoirs to home movies. If you include every dull moment, it will bore everyone but you! It's not supposed to sound like a textbook's list of facts. Unless your birth was unusual, you don't need to pour a lot of effort into describing how it happened. You don't have to include each year of your life if you don't remember something noteworthy occurring during some of those years. Your use of descriptive, colorful words will breathe life into your writing. The lively stories you choose to tell and the emotions you include will add interest as well.

4 Take some time to make a list of things you want to include in your memoirs. Pretend that you are a celebrity. People want to read about your life! Make it as interesting as you can without making things up. If you grow up to be famous, you'll already have a head start on your memoirs!

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Read each one of the following premises and select the correct answer

1. Memoirs comes from a/an _____ word that means "memories."
 - a. American
 - b. Latin
 - c. French
 - d. Italian

2. _____ is a synonym for *memoirs*.
 - a. Celebrities
 - b. Armoire
 - c. Renoir
 - d. Autobiography

3. Celebrities do not want their memoirs to be:
 - a. Touching
 - b. Amusing
 - c. Boring
 - d. Poignant

4. What does the word *sorrowful* mean?
 - a. Heartwarming
 - b. Emotionally painful
 - c. Joy-filled
 - d. Thoughtful

5. Which one of these should you leave out of your memoirs?
 - a. How each one of your baby teeth came out
 - b. How you saved your neighbor's life
 - c. How your hair got caught in the water fountain
 - d. How you cried when a pet died

6. Memoirs are like _____.
 - a. Home movies
 - b. Celebrities
 - c. Textbooks
 - d. Current events

7. If you wanted to include a weakness, you might express:
 - a. Anger about racism
 - b. Sadness about the drug problem in America
 - c. Interest in learning how to kiteboard
 - d. Embarrassment about your worst subject

8. Memoirs should not include _____ statements.
 - a. False
 - b. Bold
 - c. Thoughtful
 - d. True

Writing Activity

Previously you answer a series of questions about your first memory you can use those or take some time to make a list of things you want to include in your memoir. Pretend that you are a celebrity. People want to read about your life! Make it as interesting as you can without making things up. If you grow up to be famous, you will already have a head start on your memoir!

Write a 5 to 10 complete sentences a memoir using all the descriptions discussed about memoirs.

You may exchange with your classmate through digital platforms to received back feed from them as well as with your teacher.

Drawing Activity

Draw a characteristic memoir **anchor chart** in your notebook use your imagination. Be creative we know you can. *Examples: create a figure, do a conceptual map, do it in form of any figure, use emoji to represent the characteristics.*

*(An **anchor chart** is a tool that is used to support instruction (i.e. “anchor” the learning for students). As you teach a lesson, you create a chart, together with your students, that captures the most important content and relevant strategies.)*

Reading Comprehension

Memoir of a Kentucky Thoroughbred

Let me introduce myself. My name is Thunder. I am a Kentucky thoroughbred horse. Just like my Arabian ancestors, I am sleek and powerful and spirited. I was bred and born on the Castleton Farm on Ironworks Road just a few miles out of Lexington. Take the bridle out of your mouth, and let's chew the facts.

The Bluegrass Region of Kentucky is home to scores of big horse farms varying from one thousand to three thousand acres each. Thousands of visitors come from all over the world to the Bluegrass to visit each year.

These beautiful farms produce many farm products besides thoroughbred racing horses. Other fine horses such as trotters and saddle horses are raised, too.

A horse farm operates much like the Toyota Car Manufacturing Company, just down the road from Lexington in Georgetown. Among the many skilled workers are grocers, training jockeys, trainers, and special doctors called equestrian veterinarians.

Bluegrass is the important part of my diet. I eat other feeds of the very best



Kentucky Thoroughbred

quality which will help me grow into a strong healthy racer! Special "racehorse oats" are trucked in by great 18-wheeled trucks from the northwest. The oats are cleaned and loaded on these trucks which can carry 400 bushels each to a horse farm. One of my favorite dinners is a mixture of ground corn and whole chipped oats sprinkled with sliced carrots! YUM!!! Timothy hay is also a part of my regular diet. When I am not out in the pasture, my feed rack is filled with the timothy hay. What a great midnight snack to feed my nightmares!

Other sites on the horse farm include grand mansions and thousands of miles of white or black board or stone fences. It took 29 years to build the stone fence at Keeneland Track.

As a thoroughbred horse, I dream about running in the Kentucky Derby which is held each year on the first Saturday in May. The "Run for the Roses" happens at the famous Churchill Downs in Louisville. Thousands of people will attend the Derby. From admissions and betting on the horses alone, several million dollars will be taken in during each meet! I have a few more years

before I can compete. I can hear it now...
"And they're OFF!"

Keeneland Track, the Lexington Trots, the Lexington Junior League Horse Show, and the colorful Iroquois Hunt Club meet certainly do keep my social schedule full!

Living on a horse farm is truly a good life. Look for "Thunder" someday in the headlines! I want to be right up there with the great Man O' War and other famous Derby winners. After all, racing is what I was born to do!

Memoir of a Kentucky Thoroughbred
Edhelper.com©

Reading comprehension exercise: Select the correct answer.

1. Who is telling the story?
 - a. the old sheep
 - b. a young thoroughbred horse
 - c. a Young boy
 - d. a butterfly

2. What is the storyteller's name?
 - a. Tonto
 - b. Thunder
 - c. Roy Rogers
 - d. Hunter

3. Where is the birthplace of Thunder?
 - a. The Castle in Richmond
 - b. Castle Farm in Versailles
 - c. Castleton Farm in Lexington
 - d. In a valley

4. Where would you find most horse farms?
 - a. the Bluegrass region
 - b. eastern mountains
 - c. western coal fields
 - d. south river side

5. What is one thing you would not see on a horse farm?
 - a. beautiful mansions
 - b. concrete walls and fences
 - c. trotters and saddle horses
 - d. wood fence

6. What famous horse does Thunder want to be like?

- a. Georgia Bulldog
- b. Kentucky Wildcat
- c. Man O'War
- d. Secretariat

Memoir Unit Test

I. Fill in each blank with the word that best completes the Reading comprehension (13 items= 26 points)

autobiography	publish	during	noteworthy
career	memoria	similar	
descriptive	longer	celebrities	
marriage	poignant	celebrity	

We get our word *memoir* from the French word *mémoire*, which literally means "memory." It comes from the Latin word (1) _____. Isn't it interesting how (2) _____ these three words - in English, French, and Latin - are? A memoir is a story of a person's own experience. We most often use this word in its plural form -- memoirs. Those who pen memoirs are writing down their memories. It's the same as an (3) _____. It's the story of a life.

Many (4) _____ (5) _____ their memoirs. It can be fun to read a book about the interesting things they have seen and done, the places they've visited, and the people they have known. Celebrities try to leave out the boring stuff and share only the most amusing, touching, or (6) _____ memories. However, you don't have to be a movie star or

sports hero to write your memoirs. You can begin today. It will be easier to write them now. You have fewer years to cover. The longer you live, the (7) _____ your memoirs would grow!

Someone once compared memoirs to home movies. If you include every dull moment, it will bore everyone but you! It's not supposed to sound like a textbook's list of facts. Unless your birth was unusual, you don't need to pour a lot of effort into describing how it happened. You don't have to include each year of your life if you don't remember something (8) _____ occurring (9) _____ some of those years. Your use of (10) _____, colorful words will breathe life into your writing. The lively stories you choose to tell and the emotions you include will add interest as well.

Here are some memories you might include in your memoirs:

- your first childhood memory
- your home life
- life at school
- two favorite memories
- two least favorite memories
- your talents
- your weakness
- your goals and (11) _____ dreams
- your thoughts on current events
- your thoughts about love and (12) _____

Take some time to make a list of things you want to include in your memoirs.

Pretend that you are a (13) _____. People want to read about your life! Make it as interesting as you can without making things up. If you grow up to be famous, you'll already have a head start on your memoirs!

II. Answer the questions in complete sentences (3 points each)

1. Write three reasons that make an effective memoir

2. Mention four reasons we write a memoir

III. Writing: Your Memoir (25 points)

You will write a memoir remember to use all the elements mention in class. Also remember to use complete sentences and correct use of grammar skills. Use any of the following topics:

- ***a special moment in a certain place***
- ***the moment you accomplish something***

Rubric for Writing a MEMOIR

	Excelling 5	Achieving 4	Developing 3	Beginning +1
Information/ Organization	Establishes a context/point of view on one major life experience by introducing narrator or characters.	Mostly establishes a context/point of view on major life experience by mostly introducing narrator or characters.	Somewhat establishes a context/point of view on life experience by introducing narrator or characters somewhat.	Does not establish a context/point of view on an experience by introducing narrator or characters.
	Memoir has event sequences that unfold naturally and logically.	Memoir mostly has event sequences that unfolds mostly naturally and logically	Memoir has some event sequences that unfolds somewhat naturally and logically	Memoir does not have event sequences and they are unnatural and illogical.
Voice/ Audience	Uses a reflective tone with dialogue, pacing, and description to develop the experiences and events.	Mostly uses a reflective tone with some dialogue, pacing, and description to mostly develop the experiences and events.	Somewhat uses a reflective tone with okay dialogue, pacing, and description to somewhat develop the experiences and events.	Does not have a reflective tone and little description that does not develop the experiences and events.
Content/ Ideas	Uses descriptive details to capture the action and convey the events and story to life.	Mostly descriptive details to capture the action and convey the events and story to life.	Somewhat descriptive details to capture the action and convey the events and story to life.	Few descriptive details to capture the action and convey the events and story to life.
Word Choice/ Clarity	Uses a variety of transition words to show sequence and signal shifts in time and among experiences and events.	Mostly uses transition words to show sequence and signal shifts in time and among experiences and events.	Uses some variety of transition words to show sequence and signal shifts in time and events.	Uses very few transition words to show sequence and signal shifts in time or events.
	Uses a variety of words and phrases throughout.	Mostly uses a variety of words and phrases throughout.	Somewhat uses a variety of words and phrases throughout.	Very little variety of words and phrases throughout.
Sentence Fluency	Well-chosen thoughts and/or questions build suspense.	Well-chosen thoughts and/or questions mostly build suspense.	Thoughts and/or questions somewhat build suspense.	Very little builds suspense.
	A conclusion that follows and reflects the narrated experiences and events.	A conclusion that mostly follows and reflects the narrated experiences and events.	A conclusion that somewhat follows and reflects the narrated experiences and events.	A small conclusion that doesn't follow and reflect the narrated experiences and events.

Unit: Making Connections

Objectives:

At the end of the unit the students will:

- Categorize details as either facts or opinions and be able to explain why they categorized each detail as they did.
- Evaluate information for fact, opinion, point of view, and bias.
- Make inferences from the text and cite textual evidence to support inferences.

Standards and Expectations:

Reading

11.R.1 Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia (when available). Examine ideas, increasingly complex phenomena, processes, and relationships within and across texts

11.R.2.L Determine a theme or main idea of a literary text and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a subjective summary of the text.

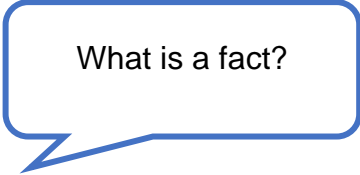
Language

11.4 LA. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.

Lesson 4 Fact and Opinion,


Introduction:

Today we are going to be looking into fact and opinion.



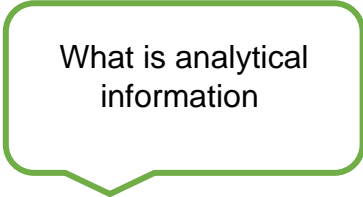
What is a fact?

A fact is a statement that can be tested by experimentation, observation, or research and shown to be true or untrue.



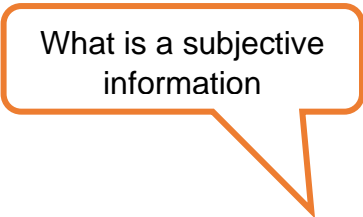
What is an opinion?

An opinion is a person's belief, feeling, or judgment about something. It is a subjective or value judgment, and it cannot be proven.



What is analytical information

An analytical information is the interpretation of facts. This is where some opinion might start to sneak into information.



What is a subjective information

A subjective information is when opinion makes its way into the information presented. It is not a BAD thing, as long as you recognize that the author of the information is presenting it subjectively.

Preview:

Much of the information which you encounter on a daily basis is a mixture of facts AND opinions.

To determine if a statement is a fact or opinion, ask yourself if there is other information out there that could prove or disprove what you are reading. If such information exists, then the information is FACTUAL.

So, why is it important that you recognize the difference between fact and opinion? Well, other than not wanting to look like a doofus when you use someone's opinion as a fact in a college research paper, if you are able to distinguish between fact and opinion, you will be able to identify when something is merely an interpretation of a fact, and avoid using those opinions in research.

Important: A writer may use factual statements to support his or her opinions. Opinion statements may occur even in what seems to be strictly factual material. A reader should look for words that are clues to statements of opinion.

Words such as: (may indicate the possibility of opinions)	Words such as: (clearly may point out that an opinion is being expressed)
perhaps sometimes probably often	I feel I think I believe I like

Build background information:

Write 4 words that also expressed opinions that are not listed in the previous chart

1. _____
2. _____
3. _____
4. _____

Skills Practice:

Distinguishing Between Fact and Opinion

Read the full piece. Which lines in it are facts? Which are opinions? How can you tell the difference?

An article published in The Times on Dec. 13 begins:

“On Saturday, a festive, besotted mob of 20- and 30-somethings, decked out in various measures of Santa Claus dress and undress, will descend on the bars of lower New York City and rain down Christmas cheer like spoiled eggnog.

This obnoxious event is SantaCon. For those living in peaceful oblivion, SantaCon is an annual tradition in which revelers dress up as Kriss Kringle (or, at least, put on a Santa hat) and participate in masse in an often literal bar crawl, cramming 12 nights of Christmas boozing into a single afternoon.”

Comprehension Check:

Where in the newspaper do you think this article was published?

- A) a news report that belongs on the front page.
- B) a review in the Arts section.
- C) an Op-Ed piece in the Opinion section.
- D) an Editorial Letter sections.

Important: **If you chose C, you are right.** In “Bring Drunken Santa’s Under Control,” Jason O. Gilbert argues that Santa Con “contributes absolutely zero value — cultural, artistic, aesthetic, diversionary, culinary or political — to its host neighborhood.” To do this, he relates facts like the history and reach of the event to make his case, but much of the writing is a colorful, impassioned and often funny plea for New Yorkers to ban, or reign in, this tradition.

Practice Exercise 1: Identifying Fact and Opinion

Read each sentence. Decide whether each example is a fact or opinion. Write the word fact or opinion beside the appropriate sentence.

1. _____ Deserts are not as beautiful as forests.
2. _____ Independence's Day is associated with the country of United States of America.
3. _____ Earth's largest ocean is the Pacific Ocean.
4. _____ Barack Obama was the greatest president.
5. _____ San Juan is the capital of Puerto Rico.
6. _____ Leftover spaghetti is delicious.
7. _____ Honeybees are insects.
8. _____ Baseball is much more interesting than soccer.
9. _____ Blue is an attractive color.
10. _____ Cuba is on the Caribbean.
11. _____ My parents like classical music more than pop music.
12. _____ Lemons and limes look similar except for their color.
13. _____ Sunflowers are the prettiest flowers.
14. _____ We live in a concrete house.
15. _____ My aunt is the funniest person I know.
16. _____ I'm expecting a phone call in ten minutes.
17. _____ All dinosaurs are extinct.
18. _____ Horses are the most beautiful animals in the world.
19. _____ Guayama is one of the 78 municipalities of Puerto Rico.
20. _____ I lost my best friend's book.

Practice Exercise 2: Write A Fact and an Opinion

Write one fact and one opinion for each topic.

example: bodies of water

Fact: More than two-thirds of Earth's surface is covered by oceans.

Opinion: The Pacific Ocean is the best ocean to visit.

1. museum

Fact: _____

Opinion: _____

2. vacation

Fact: _____

Opinion: _____

3. camera

Fact: _____

Opinion: _____

4. baseball

Fact: _____

Opinion: _____

5. flower

Fact: _____

Opinion: _____

Lesson 5 Making Inferences

Introduction



What is an inference?

Making inferences involves using personal experience or background knowledge / schema, along with the information from the text, to make assumptions about what is not written. Inferential thinking is often referred to as “reading between and beyond the lines.” Inferring is required when part of the knowledge to understand a passage is found in the text, but some is not.

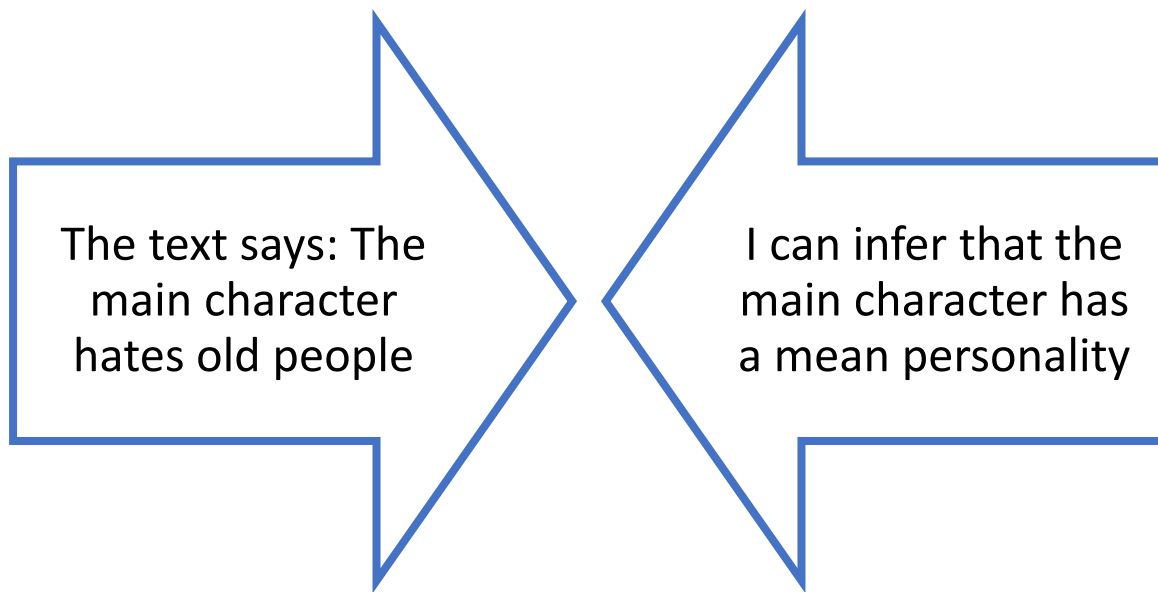
For example: If you see someone eating a new food and he or she makes a face, then you **infer** he does not like it. Or if someone slams a door, you can **infer** that she is upset about something.

Whenever we are reading in literature there are some essential questions that a reader must make:

- What words signal the reader to go beyond what's written to what is implied in the text?
- How do readers infer the meaning of unknown words?
- How do readers determine the main idea when it is inferred?
- How do readers use text clues to make inferences in an assessment passage?
- How can inferring and summarizing help readers identify main idea and relevant details?
- How do readers use prior knowledge to make and confirm predictions?

Now let us think thoroughly. Have I Used Inference Before in a Reading? An inference is not based solely on your opinion. It is based on **EVIDENCE**. In a story, everything you read in the text (what characters say or do, what events happen in the plot, etc.) can be used as the basis for making an inference.

Example:



Good Readers:

- ♣ Infer to figure out what the author is saying
- ♣ Read between the lines
- ♣ Look for clues in pictures and/or words to help them figure out what the book, video, or picture is about
- ♣ Keep thinking if their inference is correct or needs to be revised

Now we are going to make some inferences:

Preview:

Complete the following anticipation guide.

Statement	Yes	No
It is normal to sleep during a car drive?		
Is it normal to be happy when someone visits?		
You should be able to trust who you are visiting?		
We should believe everything we see.		

Reading: Jacob the Great

Build Background information:

Do have hobbies?



Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shoveled driveways all winter, and he didn't spend his money on candy and chips like his classmates. By the time spring came he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had

they didn't leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

Given Jacob's history with hobbies, it was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday. "Geez, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. "Dad, you've got to get me the magician's kit. This time I'll stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, "Oh, I don't know, Jacob. Things are awfully tight right now." But Jacob's father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob's birthday came around, Jacob was both surprised and pleased to find the magician's kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. "*Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can.*" As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. "*For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life time experience.*" Jacob's cry rang throughout the house as he yelled, "MOM!" He now knew what his true purpose in life was.

Practice Exercise

Directions: After reading the story, choose the best answer for each question. Circle one answer.

1. According to the text, why does Jacob stop playing the guitar?
 - a. It hurt his fingers.
 - b. He'd rather play drums.
 - c. It was too easy.
 - d. He failed math.

2. To whom did Jacob want to play Black Eyed Peas songs?
 - a. Alex
 - b. Angie
 - c. Mom
 - d. Dad

3. According to the passage, why does Jacob decide that he wants a metal detector?
 - a. He sees a man at the park with one.
 - b. His father had one as a child.
 - c. He saw a TV commercial for one.
 - d. He read an ad for one in a comic book.

4. How does Jacob get the items that he wants in the story?
 - a. He asks his mom.
 - b. He asks his dad.
 - c. He shovels driveways and mows lawns.
 - d. He does all of these things to get what he wants.

5. When did Jacob buy the metal detector?
- In the fall
 - In the summer
 - In the spring
 - In the winter
6. True or False: The metal detector was a good investment for Jacob.
- True
 - False
7. Why doesn't Jacob's father want to get him the magician's kit for his birthday?
- Jacob failed math class.
 - Jacob quits too many expensive activities.
 - Jacob has been mean to his younger brother.
 - Jacob went to the park without permission.
8. Why does Jacob's father buy Jacob the magician's kit?
- Jacob mowed the lawn.
 - Jacob reminded his father of himself.
 - Jacob bought ice cream for his brother.
 - Jacob found his father's key ring.
9. Which word is closest in meaning to the italicized word in the following sentence from paragraph four: "It was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday"?
- Happy
 - Willing
 - Proud
 - Hesitant

10. What distracts Jacob from the magician's kit?

- a. A TV commercial
- b. His father
- c. The kitchen table
- d. A comic book

11. Based on the end of the story, Jacob is *most likely* to go on and do which of the following?

- a. Become a great magician
- b. Learn to play guitar well
- c. Detect an incredible hidden treasure
- d. Raise money to go to space camp

12. Which happened first in the text?

- a. Jacob asked his dad for the magician's kit.
- b. Jacob got a guitar for Christmas.
- c. Jacob mowed lawns.
- d. Jacob shoveled driveways.

13. Which happened last in the text?

- a. Jacob saved up \$200.
- b. Jacob found forty-seven cents in the park.
- c. Jacob took guitar lessons.
- d. Jacob was influenced by a comic book.

Literary Elements Questions

Directions: After reading the story, choose the best answer for each question.

14. Which **character trait** *best* describes Jacob in regard to his hobbies?

- a. Dedicated
- b. Impulsive
- c. Committed
- d. Devoted

15. What was the author's purpose in writing this text?

- a. Inform
- b. Persuade
- c. Entertain
- d. Confuse

16. In what genre is this story?

- a. Fiction
- b. Nonfiction
- c. Folklore
- d. Poetry

17. In what subgenre is this story?

- a. Biography
- b. Historical Fiction
- c. Realistic Fiction
- d. Fable

18. In which pattern is the text organized?
- a. Problem and Solution
 - b. Chronological
 - c. Sequence
 - d. Cause and Effect
19. From what point is view is the story narrated?
- a. First-Person
 - b. Third-Person Objective
 - c. Second Person
 - d. Third-Person Omniscient
20. Which poetic technique is used in the following line: “He beeped it around the park for a while”?
- a. Onomatopoeia
 - b. Simile
 - c. Personification
 - d. Hyperbole
21. Which technique is used in the following line: “He had gotten into a million hobbies and activities”
- a. Onomatopoeia
 - b. Simile
 - c. Personification
 - d. Hyperbole
22. Which technique is used in the following line: “The five-hundred dollars guitar lives under his bed.”
- a. Onomatopoeia
 - b. Simile
 - c. Personification
 - d. Hyperbole

Lesson 6: Context Clues

Introduction and Building Background:

Look at the sentence

“His emaciation, that is, his skeleton-like appearance, was frightening to see.”

Do you understand what the word emaciation means?

Not an easy word; right? Now let us see if they are context clues that can help us. Remember a context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.

In the sentence we can see that there are clues that can help us establish the meaning of the word **emaciation** there is a comma and the group word that is. By using those factors as clues, we can establish that “Skeleton-like appearance” is the definition of “emaciation.”

There different types of context clues and each context clues can help us be detectives and find the meaning of the words we are trying to learn and understand.

9 Types of Context Clues

Type of Context Clues	Explanation	Example
Definition	The new term may be formally defined, or sufficient explanation may be given within the sentence or in the following sentence. Clues to definition include “that is,” commas, dashes, and parentheses.	<p>Fluoroscopy, examination with a fluoroscope, has become a common practice.</p> <ul style="list-style-type: none"> • The commas before and after “examination with a fluoroscope” point out the definition of “fluoroscopy”
Example	Sometimes when a reader finds a new word, an example might be found nearby that helps to explain its meaning. Words like including, such as, and for example, point out example clues.	<p>Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean.</p> <ul style="list-style-type: none"> • “Piscatorial” obviously refers to fish.
Synonym/ Restatement	The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. Synonyms are words with the same meaning.	<p>The mountain pass was a <u>tortuous</u> road, winding and twisting like a snake around the trees of the mountainside.</p> <ul style="list-style-type: none"> • “Tortuous” means “winding and twisting.”
Contrast / Antonym	Antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Words like “although,” “however,” and “but” may signal contrast clues.	<p>When the light brightens, the pupils of the eyes contract; however, when it grows darker, they dilate.</p> <ul style="list-style-type: none"> • “Dilate” means the opposite of “contract.”
Mood/ Tone	The author sets a mood, and the meaning of the unknown word must harmonize with the mood.	<p>The lugubrious wails of the gypsies matched the dreary whistling of the wind in all but deserted cemetery.</p> <ul style="list-style-type: none"> • “Lugubrious,” which means “sorrowful,” fits into

Type of Context Clues	Explanation	Example
Experience	Sometimes a reader knows from experience how people or things act in each situation. This knowledge provides the clue to a word's meaning.	<p>the mood set by the words "wails," "dreary," and "deserted cemetery."</p> <p>She walked away from her closet and quickly slipped a jersey over her head. She smoothed it into place over her hips, added a belt, glanced at the mirror, and left for work.</p> <ul style="list-style-type: none"> • "Jersey" means type of cloth by the details we can experience and imaging the piece of cloth.
Analysis or Structure	The parts used to construct a word can be direct clues to meaning. Knowledge of prefixes, roots, and suffixes can aid a reader in using this type of context clue. Learning one-word part can add dozens of words to a reader's vocabulary. The power of word parts lies in the ability to combine the roots and affixes with the context in which a word is used to discover the author's meaning.	<p>The somnambulist had to be locked in his bedroom at night for his own safety.</p> <ul style="list-style-type: none"> • If a reader knows the meaning of ambular (walk) and somn (sleep) and sees the sentence, the reader may realize that a "somnambulist" is a sleepwalker.
Inference	Sufficient clues might be available for the careful reader to make an educated guess at the meaning.	<p>She told her friend, "I'm through with blind dates forever. What a dull evening! I was bored every minute. The conversation was absolutely vapid."</p> <ul style="list-style-type: none"> • "Vapid" means "uninteresting."
Cause and Effect	The author explains the reason for or the result of the word. Words like "because," "since," "therefore," "thus," "so," etc. may signal context clues.	<p>She wanted to impress all her dinner guests with the food she served, so she carefully studied the necessary culinary arts.</p> <ul style="list-style-type: none"> • "Culinary" means "food preparation."




Limitations of Context Clues

1. Context clues only give the immediate definition for that particular context.
2. Context clues seldom lead to a precise, complete definition.
3. Sometimes the passage will not contain clues to the meaning of the unfamiliar word.

Applying What You Have Learned

Look at the following sentence:

“He seemed quite free and easy with a few friends, but at large parties he was quite **inhibited**.”

-  Can you find the unfamiliar word?
-  Name the context clue that helped you?
-  What was the signal word that helped?

Practice Context Clues

Read each of the sentences below carefully. A word in underlined in each sentence. Circle the word from the list that has the same meaning.

1. Anthony’s eyes resemble our dear grandmother.

- a) look like
- b) his
- c) feel like
- d) eyes

2. The company has a strategy for increasing production.

- a) meeting
- b) intention
- c) plan
- d) guess

3.Plaza las Americas decided to exhibit the Bridal Collection this weekend.

- a) trade
- b) pretend
- c) show
- d) place

4.At Pedro party, we were offered a variety of cupcakes.

- a) suggested
- b) gift
- c) hold
- d) send

5.My little sister gets anxious when I drive my car.

- a) happy
- b) nervous
- c) sleepy
- d) hungry

6.My sister dried the spoons as it began to sprinkle the kitchen floor.

- a) fell on
- b) decorate
- c) watered
- d) colored

TEST

I. Read each statement and then circle whether it is a fact or opinion (25 items= 25 points). Explain your answer (25 explanations= 25 points).

1. The history of ballet began in Italy during the fifteenth and sixteenth centuries.

Fact or Opinion

Explain: _____

2. Dancing is a safe and healthy activity.

Fact or Opinion

Explain: _____

3. Hip hop dancing has been featured in movies such as *Step Up* and *Stomp the Yard*.

Fact or Opinion

Explain: _____

4. People have been dancing for thousands of years.

Fact or Opinion

Explain: _____

5. Ballet dancing requires more training than hip hop dancing.

Fact or Opinion

Explain: _____

6. Dancing isn't a real sport.

Fact or Opinion

Explain: _____

7. It takes two people to do the Tango as it was intended to be done.

Fact or Opinion

Explain: _____

8. In 2007 over 8,400 people were hospitalized in America for dance related injuries.

Fact or Opinion

Explain: _____

9. Ballet dancing is more respectable than hip hop dancing.

Fact or Opinion

Explain: _____

10. The longest that anyone has played a dancing video game in one session is 24 hours and 2 minutes.

Fact or Opinion

Explain: _____

11. Dancing is a lot more fun when you have a partner.

Fact or Opinion

Explain: _____

12. Break dancing is a style of dance that originated in New York in the 1970s.

Fact or Opinion

Explain: _____

13. Michael Jackson is one of the greatest dancers of all time.

Fact or Opinion

Explain: _____

14. Dancing is forbidden in some societies.

Fact or Opinion

Explain: _____

15. Kevin Bacon plays the leading role in the movie *Footloose*.

Fact or Opinion

Explain: _____

16. It is hard to dance without the right kind of music playing.

Fact or Opinion

Explain: _____

17. The waltz is danced in triple time.

Fact or Opinion

Explain: _____

18. The tarantella is a folk dance that originated in Italy.

Fact or Opinion

Explain: _____

19. The waltz is a classy dance.

Fact or Opinion

Explain: _____

20. Tap dancing is one of the most difficult styles of dance to master.

Fact or Opinion

Explain: _____

21 Tap dancing shoes have a piece of metal called a “tap” attached to the heel and toe.

Fact or Opinion

Explain: _____

22. Ballroom dancing is more sophisticated than krump dancing.

Fact or Opinion

Explain: _____

23. Choreography is an important part of the music industry.

Fact or Opinion

Explain: _____

24. Line dancers generally do not make physical contact with each other.

Fact or Opinion

Explain: _____

25. More youngsters should settle their rivalries through competitive dance instead of fighting.

Fact or Opinion

Explain: _____

II. Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. (10 items = 20 points)

1. Thunder struck and rain poured. Max stared out the window. He dropped the kite from his hand and started to cry.

Why is Max upset?

- a. He hurt his hand
- b. He wanted to fly his kite
- c. He is scared of thunder
- d. He broke the hand

2. Mom got home from the grocery store and saw the kitchen window was smashed. There was a baseball lying on the kitchen floor. She called out "Tommy!", but her son did not answer.

How did the window get broken?

- a. Tommy threw a baseball through it
- b. Someone broke into the house
- c. A tree branch smashed it
- d. A wind blew strong

3. Cassie opened her eyes and looked at her clock. It said "9:48." "Holy cow!" she yelled, as she jumped out of bed, threw on the first outfit she could find, and ran out the door.

What problem is Cassie having?

- a. She is tired.
- b. She overslept and is late for school.
- c. She couldn't find an outfit she liked.
- d. She is lazy.

4. Today, I got to push the cart. One of the front wheels was wobbly, so it was hard to keep it straight. As mom put things in, it got harder and harder to push.

Where am I?

- a. Store
- b. Go-kart racing track
- c. The zoo
- d. Lake

5. The crowd clapped as I practiced swinging the bat. I pulled my helmet on and stepped up for my turn.

Where am I?

- a. Football game
- b. Baseball game
- c. Soccer game
- e. Basketball game

6. I like to work in the morning when the light is bright. The canvas had time to dry overnight. I check to make sure my brushes are clean before I start.

Who am I?

- a. An artist
- b. A hairdresser
- c. A lifeguard
- d. A teacher

7. I opened the window and heard birds chirping. It smelled like rain and the flowers were just starting to open.

What time of year is it?

- a. Fall
- b. Winter
- c. Spring
- d. Summer

8. Tommy was wearing sandals, but mom told him to put on tennis shoes instead. They grabbed their tickets and got in the car. Tommy knew they had a long drive ahead of them, but he couldn't stop thinking about the roller coasters.

Where are Tommy and mom going?

- a. The zoo
- b. An amusement park
- c. The movie theater
- d. The beach

9. Jamie got out the marshmallows, graham crackers, and chocolate, while Tanner made the fire. "Don't make it so close to the tent!" Jamie said.

Where are Jamie and Tanner?

- a. On a camping trip
- b. In the kitchen
- c. At the circus
- d. At the pep rally

10. It was Joey's least favorite gym activity today: dodgeball. He got hit in the face and his glasses clattered to the ground. "Can someone find my glasses for me?" he asked. Why does Joey need help finding his glasses?

- a. He's upset
- b. He cannot see well enough to find them
- c. He's lazy
- d. He's scare he will fall over

III. Read each question CAREFULLY and select the correct answer on your sheet. The word you are defining may be in bold, underlined or both. (15 items= 30 points)

1. Poor Farmer Chavez **labors** sixteen hours a day and never has time for a vacation. He deserves better! Everyone should have at least one day a week for rest and relaxation.
 - a. Plays
 - b. Eats
 - c. Works
 - d. Unions

2. It's not that I'm unfriendly, but sometimes I want to leave society behind and be alone for a while.
 - a. people living as members of a group
 - b. homes with messy floors
 - c. the fastest runners
 - d. people who are afraid of Girl Scouts

3. Our new alarm system will wake up the entire neighborhood if an **intruder** gets in the house. An intruder is someone who intrudes. To intrude is to ____.
- a. paint or repair old buildings
 - b. wear one's shoes on the wrong feet
 - c. go where one is not wanted or doesn't belong
 - d. be very noisy
4. Those scientists want to hear what our professor thinks about their theory because he is the **foremost** expert in their field.
- a. The first or main one
 - b. Craziest
 - c. Least informed
 - d. Loudest
5. Your cousin claimed to be late because the doors of his house were frozen shut. Even though I have my doubts, his explanation is **plausible**. It got cold last night. I'll just have to take his word for it. If a statement is plausible, _____.
- a. you must always believe it
 - b. you should never believe it
 - c. it's hard to understand because it makes no sense
 - d. it's believable enough to possibly be true
6. If you don't curtail your spending, you'll be broke in no time at all! Which word is a synonym of "curtail"?
- a. reduce
 - b. follow
 - c. behind
 - d. buy

7. No word must ever leak out about this military action! It has to be a **clandestine** operation in order to succeed. Which word is a synonym of "clandestine"?
- a. family
 - b. useful
 - c. dangerous
 - d. secret
8. Put this medicine on your arm and rub it into your skin until it's invisible. It will **inhibit** the infection's attempt to spread. What does "inhibit" mean?
- a. live in a certain place
 - b. block or slow down
 - c. itch or burn
 - d. help to do something important
9. Fortunately, the dizzy spell was transient. He was able to continue playing within seconds and had no trouble winning the match. When you describe an event as "transient," you are saying that ___.
- a. it sounds like a train
 - b. it is quite harmful
 - c. it helps you win
 - d. it doesn't last long
10. Brea and Elizabeth are having a **dispute** over which radio station to play at work. It would be so much simpler if they both liked the same kind of music. A dispute is a _____.
- a. musical instrument
 - b. choice of music
 - c. discovery
 - d. disagreement

11. When they heard the good news about the court's decision, the angry crowd cheered and then began to **disperse**. "It looks like everyone is going home," one reporter stated. Which would be the opposite of "disperse"?
- a. come together
 - b. smile
 - c. fly like a bird
 - d. sing
12. It's a wonder to me how anyone can still be undecided about this election. These two candidates are certainly **distinct**. Each would lead our nation in opposite directions. What does "distinct" mean?
- a. needing a bath
 - b. dishonest
 - c. clearly different
 - d. about the same age
13. Mr. Huge was very proud of his auto superstore. "We have such an extensive selection of cars," he said, "so everyone should find a vehicle that he or she will love!" The word "extensive" means _____.
- a. costing a lot of money
 - b. large amount
 - c. having no color
 - d. not enough
14. Friendship is a priceless thing. If Chris put a price, or conditions, on her friendship, it's no longer **priceless**. In fact, it's not real friendship at all! If something is priceless, _____.
- a. it has a missing tag
 - b. it has no value
 - c. it has great value
 - d. it is made out of rice

15. The news story was based on a letter that was a **fabrication**. Now the reporter who wrote the story is in big trouble. Will anyone believe him again? A fabrication is _____.

- a. made of cloth
- b. full of long words
- c. funny
- d. fake

PRACTICE EXERCISES ANSWER KEY

Unit Biography

Reading Comprehension

1. b

2. c

3. a

Writing

Open ended questions

1. answers will vary

2. answers will vary

Writing Scoring Rubric can be applied

Writing Open-Ended Item – 3 Points

The 3-point Rubric is longer because it describes the ways in which students can elaborate their answers to obtain a complete score, partial scores (2 and 1) or no points. The 3-point answer are associated with writing indicators which evaluate: supporting opinions, persuading others, providing textual evidence, or describing specific scenario. In addition, students will receive points if they organize ideas correctly and show mastery of vocabulary, grammar, and the mechanics of writing.

Rubric	Description
3	<ul style="list-style-type: none">• Writing addresses, the scenario/information in the prompt and picture and fulfills the required task.• Writing effectively conveys intended meaning, and the vocabulary, grammar structures, and mechanics do not interfere with reader's comprehension.
2	<ul style="list-style-type: none">• The writing partially addresses the scenario/information in the prompt and picture and somewhat fulfills the required task.• Writing somewhat effectively conveys intended meaning, and vocabulary, grammar structures, and mechanics only rarely interfere with reader's comprehension.
1	<ul style="list-style-type: none">• Writing only addresses small portion of the scenario/information in the prompt or picture but does not fulfill the required task.• Writing is barely comprehensible, may be just a list of words or phrases loosely related to the prompt or picture. And the grammar structures and mechanics seriously interfere with reader's comprehension.
0	<ul style="list-style-type: none">• The writing is incomprehensible and/or unrelated to the prompt in any way.• Writing may include one or two words or phrases that are not related to the prompt or picture.• No response is given.

Example of a timeline: Amelia Earhart's Life

1) Which event could you add between 1900 and 1910?

Answer is b

Main Idea practice

1. Elon Musk is an entrepreneur.

Supporting details may include: He created the aerospace and space transport services company, SpaceX. Musk is also the founder and owner of Tesla Motors, the world's leading manufacturer of electric cars.

2. Elon Musk cares for the environment.

Supporting details may include: He is invested in renewable energy. He is the founder and owner of Tesla Motors, the world's leading manufacturer of electric cars. He envisions a near future where our reliance is on renewable energy.

Grammar

Punctuation Rules practice

1. (?)
2. (.)
3. (!)
4. (.)
5. (?)
6. (.)
7. (!)
8. (?)
9. (.)
10. (?)

Unit Memoir

Writing Activity Answer to questions will vary.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Reading Selection

1. Latin
2. Autobiography
3. Boring
4. Emotionally painful
5. How each one of your baby teeth came out
6. Home movies
7. Embarrassment about your worst subject
8. False

Writing Activity Answer to questions will vary. Writing your Memoir

Drawing activity

1. Some answers they may vary depending on the students
2. First person singular
3. Share thoughts, feelings, and reflections
4. Enough background context to understand the story
5. Authentic dialogues

Reading Comprehension

1. B
2. B
3. C
4. A
5. B
6. C

Reading Test Answer Key

1. Similar
2. Writing
3. Celebrities
4. Publish
5. Boring
6. Poignant
7. Write
8. Bore
9. Effort
10. During
11. Childhood
12. Career
13. Marriage

Answer question #1

1. Voice is first person singular o I
2. Memoirist is the main character
3. Writers share thoughts, feelings and reflections
4. Enough background context
5. Vivid descriptions that helps readers visualize
6. Authentic dialogue

Answer question #2

1. To make meaning of our live
2. To spur emotional healing
3. To discover our identities
4. To share personal and family history
5. To record what we do not to be forgotten
6. To bear witness for the vulnerable that are silenced
7. To understand the human condition
8. To understand broader social and political realities
9. To break the silence surrounding who we are

Writing Activity Answer to questions will vary. Writing your Memoir

Unit Making Connections

Lesson 4 Fact and Opinion

Exercise 1: Identifying Fact and Opinion

1. O	6. O	11. F	16. F
2. F	7. F	12. F	17. F
3. F	8. O	13. O	18. O
4. O	9. O	14. F	19. F
5. F	10. F	15. F	20. F

Exercise 2: Write a Fact and an Opinion

Free response questions. Answers will vary.

Lesson 5 Making Inferences

Exercise 1:

1. The speaker's baby.
2. Drop of spittle; reminded me of dad; did not want to awaken Paisley's trust
3. Answers may vary; but it should be VIVID words to describe both words
4. The author uses terms of nature to describe (e.g. trees, waves, etc.). Also, the word "sky" has religious; spiritual connotations to make us know that Paisley is the author's world.
5. The author uses metaphor to compare Paisley as the fabric by being colorful and detailed.

Exercise 2:

1. Clearly not enough information to speculate about the future but we can assume by the speaker's tone that is a future filled with love and joy.
2. Is never stated.
3. Answers vary.
4. Answers vary depending on interpretation.

Lesson 6 Context Clues

Apply what you learn Exercise

- The definition of the unfamiliar word is "controlled, restrained."
- The context clue was contrast.
- The signal word was "but."

Practice Context Clues

Read each of the sentences below carefully. A word is underlined in each sentence. Circle the word from the list that has the same meaning.

1. A
2. C
3. C
4. A
5. B
6. C

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