



ENGLISH INSTRUCTIONAL MODULE

TWELFTH GRADE

August 2020



DE DEPARTAMENTO DE
EDUCACIÓN
GOBIERNO DE PUERTO RICO

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> <ul style="list-style-type: none"> ▪ Leerle el material o utilizar aplicaciones 	<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> <ul style="list-style-type: none"> ▪ Ambiente se le permita moverse, 	<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 agendas escritas o electrónicas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>que convierten el texto en formato audible.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>hablar, escuchar música mientras trabaja, cantar.</p> <ul style="list-style-type: none"> ▪ Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<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 <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) 	<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. <input type="checkbox"/> Utilizar un comunicador electrónico o manual.

Acomodos de presentación	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> <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 	
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. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
<p>Otros:</p> <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

Collaborator

Dr. Eneida Rivera
English Facilitator
Caguas ORE

Prof. Cinthia M. Félix Vázquez
Las Mareas Bilingual School
Salinas

Dra. María de Lourdes Sánchez de Jesús
Adela Brenes Texidor School
Guayama

Dra. Cristal Vázquez Dávila
Dra. María Socorro Lacot Vocational School
Guayama

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MODULE PROGRESSIVE CALENDAR

DAYS/WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Lesson 1 Biography (Introduction-	Biography (Brainstorming Preview)	Read Background (Introduction)	Preview Activity #1	Read Biography: Jeff Bezos
2	Practice Exercise #1	Practice Exercise #2	Practice Exercise #1	Assessment #1	Lesson 2 Timelines Introduction
3	Timeline Preview Activity #1	Read- Robert Frost Timeline	Practice Exercise #1	Practice Exercise #2	Practice Exercise #3
4	What is main idea?	Main Idea Review and Examples	Main Idea Practice #1	Main Idea Practice #2	Grammar- Punctuation
5	Grammar Punctuation Practice #1	Grammar Punctuation Practice #2	Test #1 Biography	Lesson 3 Memoir (Introduction)	Writing Memoir Practice Activity #1
6	Reading Selection Activity #1	Writing Memoir Practice Activity #2	Writing Memoir Practice Activity #3	Reading Selection Activity #2	Test #2 Memoir
7	Lesson 4 Making Connections Introduction	Making Connections Examples	Preview Activity #1	Lesson 4 Fact and Opinion Introduction	Fact and Opinion review
8	Skills Practice	Fact and Opinion Practice Activity #1	Fact and Opinion Practice Activity # 2	Lesson 5 Making Inferences Introduction	Making Inferences Preview Activity #2
9	Reading: Paisley: My Sky	Reading – Paisley: My Sky Preview Activity	Making Inferences Review for practice activities	Making Inferences Reading Practice Exercise #3 Activity 1	Making Inferences Reading Practice Exercise #3 Activity 2
10	Lesson 6 Context Clues Introduction/ Preview Activity #1	Reading: Around the World in 80 Days	Context Clues Practice Activity #1	Context Clues Practice Activity #2	Test #3 Context Clues

Unit: Types of Narrative

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 summarize the important information
- add details for a given main idea.

Standards and Expectations:

Reading

12. 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

12.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

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

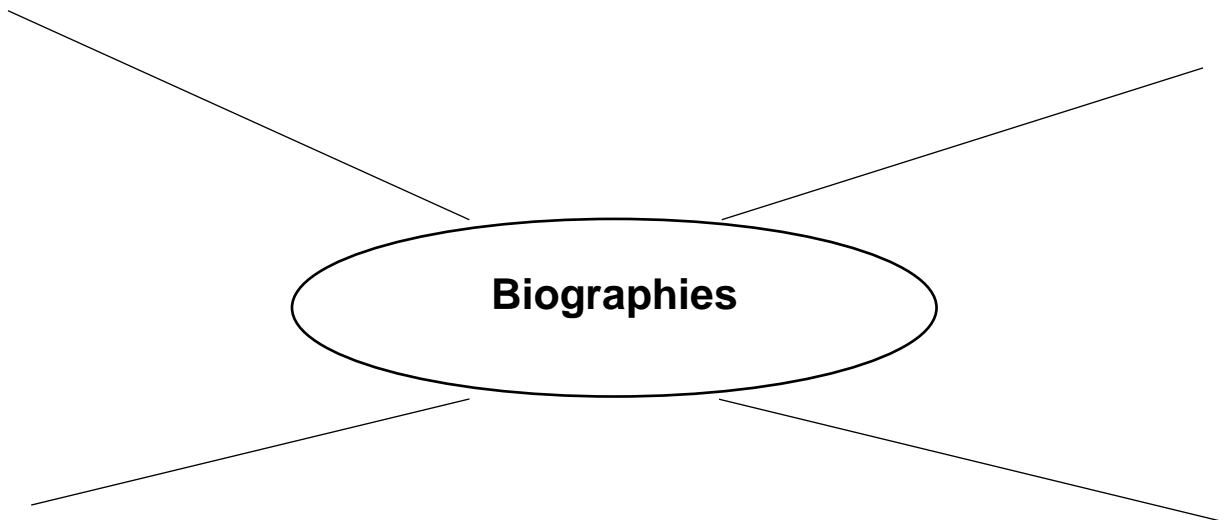
- a. Use punctuation rules correctly.

Introduction

Today we will begin learning about *Types of Narratives and autobiographies*. The first type we are 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 different ideas about what makes a person's journey in life and formation of experiences. Some people think that driving a great car or wearing expensive clothes is a sure sign of importance and part of a journey of life. Still people believe the most important thing in their life are the things they have around them, that make life important.

Jeff Bezos

Early Life and Interests

On January 12, 1964 Bezos was born in Albuquerque, New Mexico. He was the son of a teenage mother, Jacklyn Gise Jorgensen and Ted Jorgensen. His parents were married less than a year. When Bezos was 4 years old, his mother remarried Mike Bezos, a Cuban immigrant.

Young Jeff spent part of his childhood in turning his parents' garage into a laboratory and rigging electrical contraptions around his house as a child. He moved to Miami with his family as a teenager, where he developed a love for computers and graduated valedictorian of his high school. It was during high school that he started his first business, the Dream Institute, an educational summer camp for fourth, fifth and sixth graders.

In 1986, he graduated summa cum laude from Princeton University with a degree in computer science and electrical engineering.

In 1990, after graduating from Princeton, Bezos found work at several firms on Wall Street, including Fitel, Bankers Trust and the investment firm D.E. Shaw where he became the youngest vice president.

After four years, he made a risky move into the world of e-commerce. He quit his job in 1994, moved to Seattle, and targeted the Internet market by opening an online bookstore.



Jeff Bezos is an American business magnate, computer science and electrical engineer and CEO of Amazon, Whole Foods, The Washington Post, Blue Origin Company, Healthcare Venture and One Day Fund. He also launched the Bezos Earth Fund to combat climate change.

Jeff Bezos' Career and Ventures

In 1995, Bezos opened Amazon.com, named after the meandering South American river, on July 16, 1995, after asking 300 friends to check his sight. Amazon went public in 1997, making Amazon flourish with sales from \$510,000 in 1995 to over \$17 billion in 2011.

In 2000, he founded Blue Origin – an aerospace company that develops technologies to lower cost of space travel.

Bezos at the end of 2018 announced Amazon was valued at over \$1 trillion, the second company to ever hit that record just a few weeks after Apple.

For his company, Jeff Bezos founded Amazon Instant Video, Amazon Studios and Kindle E-Reader. He is the owner of The Washington Post, and Whole foods grocery through Amazon.

In 2018, Bezos launched the Bezos Day One Fund, which focuses on “funding existing non-profits that help homeless families and creating a network of new, non-profit tier-one preschools in low-income communities.”

By August of 2019, Bezo’s net worth was estimated at \$110 billion, or more than 1.9 million times the median American household income.

On February 17, 2015, Bezos announced the launch of Bezos Earth Fund to combat potentially devastating effects of climate change. Along with committing \$10 billion to the initiative, ensuing grants and fund “scientists, activists, NGOs- and any effort that offers a possibility to help preserve and protect the natural world.”

On January 30, 2018, Amazon announced plans for a health care company for their U.S. employees. It will be free for workers and reduce healthcare burden while improving outcomes for employees and their families.

As part of his philanthropic work, with the Day One Fund- he gave away \$2 billion of his personal fortune to fund the nonprofit organization and have others contribute to his efforts. Bezos continues his work and expansion of enterprises to create awareness of climate change, workers healthcare and Space travel.

Reading Comprehension Practice #1

After carefully reading each premise, select the correct answer

1. Which fund is Bezos currently invested in?
 - a) One Day
 - b) E-Kindle
 - c) Healthcare
 - d) Whole foods

2. How did Bezos make his initial wealth?
 - a) Creating his first software called Kindle
 - b) Applying into the world of e-commerce
 - c) Selling his first company named Zip2 Corporation
 - d) Establishing his Company Amazon.com

3. What is one of the driving forces behind his desire to create awareness of climate change?
 - a) For combat of devastating climate effects.
 - b) To carry out efforts to preserve and protect the natural world.
 - c) So other people can commit to combat climate change.
 - d) To transport cargo to protect the world.
 - e)

Writing Practice Exercise #2

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

1. In your opinion, what is Jeff Bezos' greatest invention so far?

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

Writing Open-Ended Item – 3 Points

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.

Assessment Activity #1 (Rubric provided for previous practice activity #2 is to be used)

Students select and write an argument defending or challenging a quotation related to theme of journeys (learning activities provides quotations for students to select: http://www.joyofquotes.com/journey_of_life_quotes.html for ideas).

Lesson 2: Timelines

Introduction

*Today we are 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.

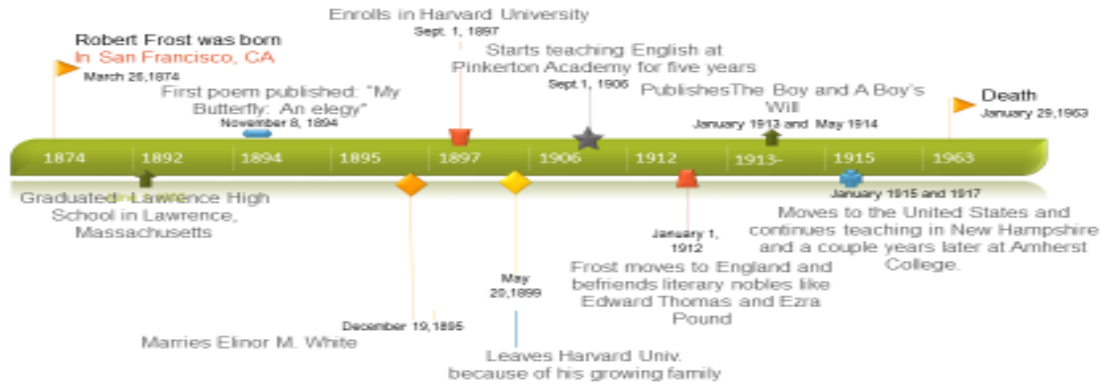
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Preview Activity #1

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

Example of a timeline:

Robert Frost Timeline



1) Which event could you add between 1917 and 1963?

- A. Frost goes back to work at college B. Frost wins Pulitzer prize for writing poetry.

Timeline Practice Exercise #1

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

A blank timeline template for a practice exercise. It consists of a horizontal line with five boxes above it and four boxes below it. Arrows point from the boxes below to the line, and from the line to the boxes above.

Jeff Bezos

Writing Practice Exercise #2

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

Paragraph 1 should include the following:

- Person's Name: _____
- Birthday (month): _____
- Where they were born: _____
- A description of his/her family: _____

- A description of his or her childhood: _____

Paragraph 2 should include the following:

- Where did he/she go to school: _____

- What is he/she known for: _____

- What are his/her accomplishments: _____

Paragraph 3 should include the following:

- Interesting facts about this person:

- When and where this person died: (If deceased) _____

Write a three (3) paragraph essay using the answer you wrote in the Biography Report Outline. Remember to **use details and complete sentences in your writing and use appropriate capitalization, punctuation, and spelling.**

Grammar

Reading Skill: Main Idea

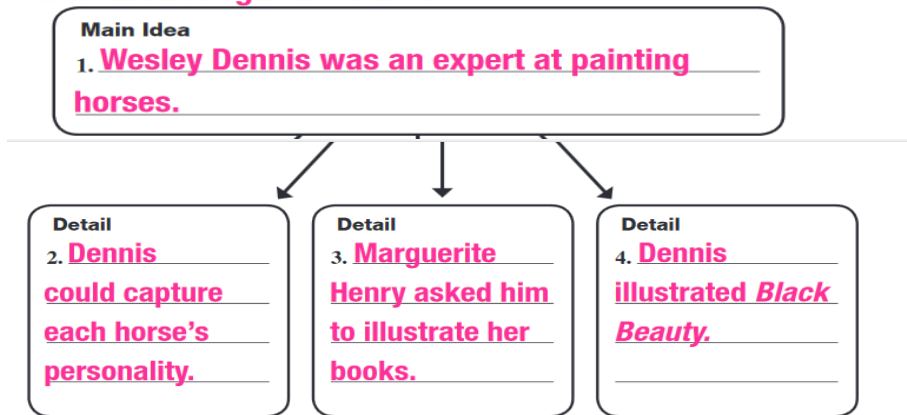
The **main idea** is the **central** point or thought the author wants to communicate to readers. The **main idea** answers the question, “What does the author want me to know about the topic?” or “What is the author teaching me?” Often the author states the **main idea** in a single sentence.

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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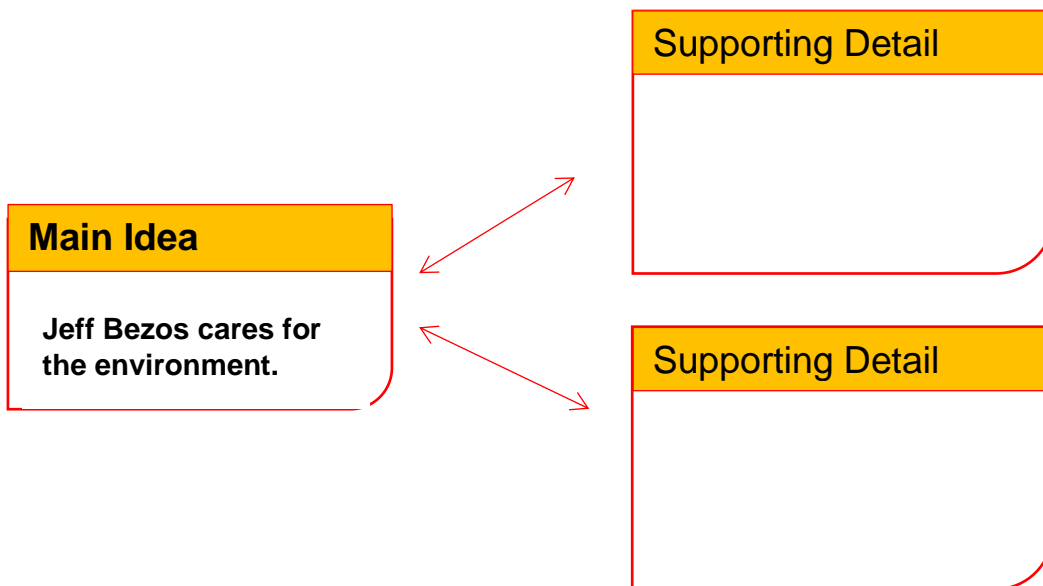
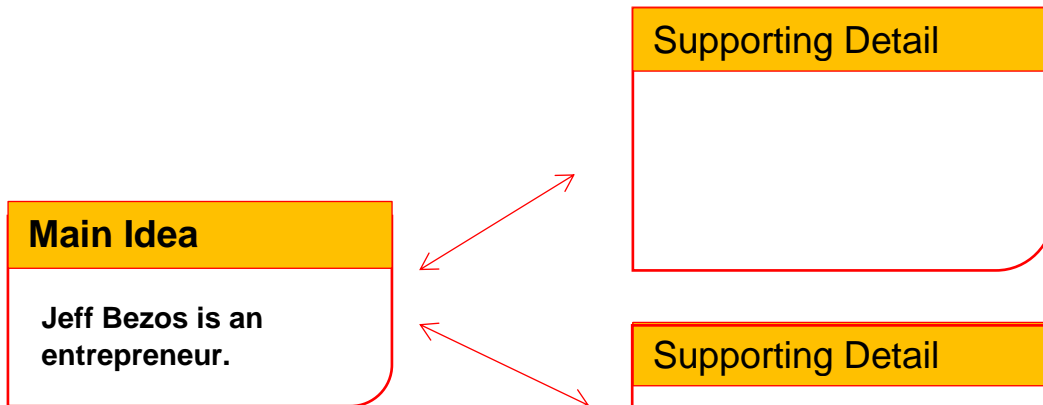
Possible answers given for 2–5.



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Practice Exercise #1

Exercise 1: Using the graphic organizer identify the supporting details to the presented 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.

Exclamation Point

An exclamation point (!) is used to at the end of a statement of strong feeling or after an interjection.

- Example: Look out for that truck! Hey! Somebody stole my wallet!

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 fire arms. 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 _____

Unit: My Journey So Far

Objectives:

At the end of this lesson the students will:

- writes personal narratives and explores various organizational structures for the narratives
- Write and edit their own writing

Standards and Expectations:

Reading

12.R.10- Read and comprehend a variety of culturally diverse literature, of appropriate grade level.

Writing

12.W.3. Write narratives (personal) using transitional words and other cohesive devices to better organize writing to develop real experiences or events using effective literary devices (techniques and elements), well-chosen details, and structured sequences.

Language

12.La.2 - Demonstrate command of the conventions of English capitalization, punctuation, and spelling.

Lesson 3: What is a Personal Narrative

Introduction

Steps in writing a personal narrative

The writer gives his or her narrative a title

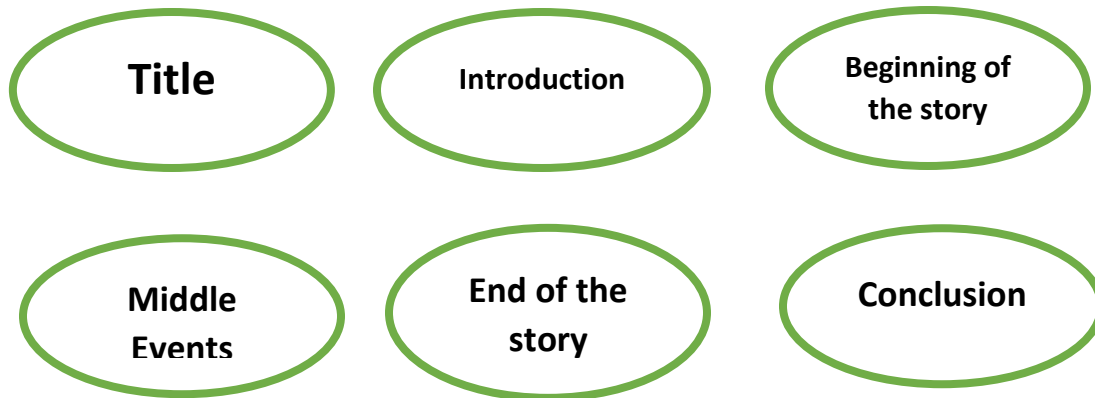
The writer describes an experience that happened to him or her.

The writer describes his or her feelings about the situation.

The writer describes the events in the order in which they happened.

The writer ends his or her story by sharing what he or she learned from this experience.

Structure of a Personal Narrative



Practice

Now you will create a personal narrative. Select one topic from the list and remember to use the writing process.

1. Your first day of school.
2. Your favorite summer vacation.
3. A time that you experienced something truly frightening.
4. The moment when you met someone who changed your life.
5. A time that the power went out.

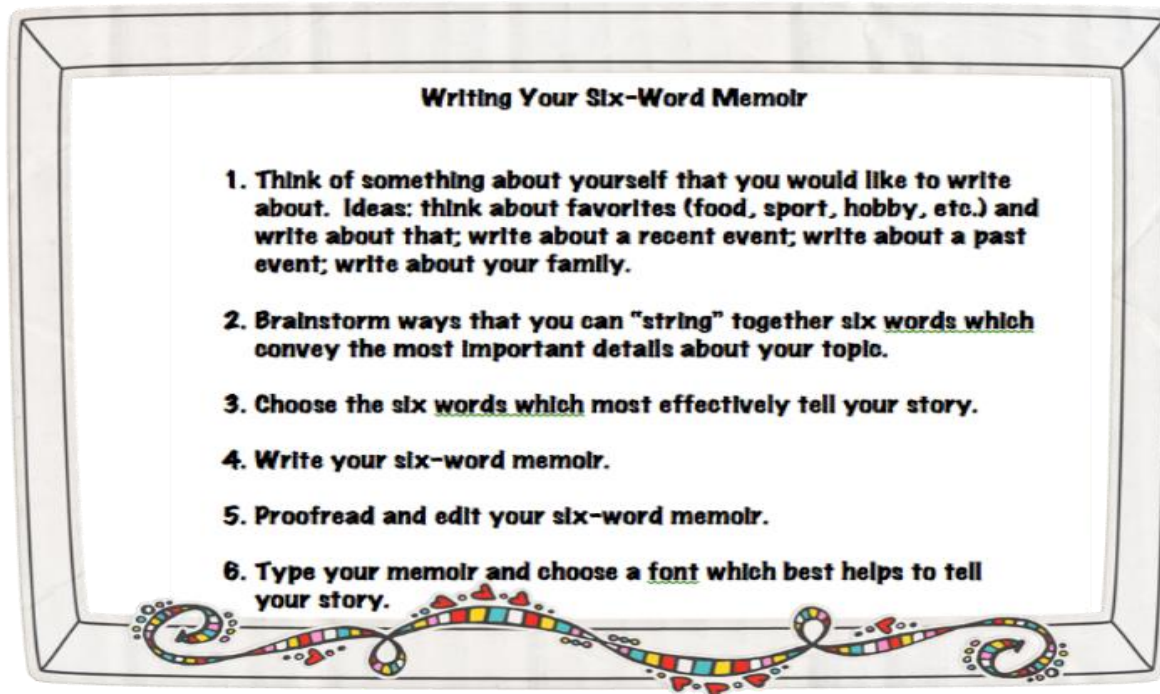
Writing Activity 2

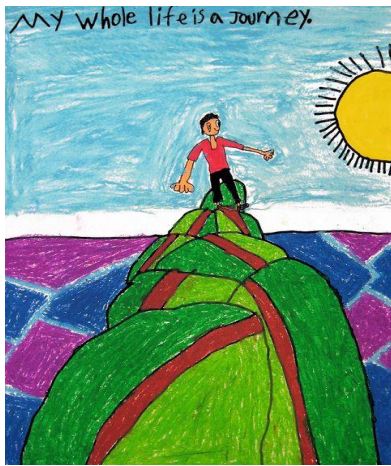
What is a memoir?

- A memory is a description of a true past event
- Written in the 1st person
- Reveals the feelings of the writer
- Memoirs has meaning because it shows what the writer learned from his/her experiences
- About the writer's experience more than about the event itself

Six Anchor Memoir! (A Quick Write Activity: Janet Ilko Writing for Change 2010)

Student will draw a characteristic six-memoir anchor chart (six words to present your life) in notebook by use of imagination. Be creative we know you can. *Examples: create a figure, do a conceptual map, do it in form of any figure, use emoji's to represent the characteristics. Share one memoir word you selected to represent you and what is going on right now in your life. (A Memoir Writing Rubric is provided below).*





Memoir Writing Rubric

Criteria	4	3	2	1
Memorable Moment	Memoir focuses on a single moment that seems significant to the author's life.	Memoir focuses on a single moment that seems kind of significant to the author's life.	Memoir focuses on a single moment that does not seem significant to the author's life.	Author does not seem to be aware of the significance of the moment.
Structure -Events before	Author clearly "shows" attitudes and feelings numerous times through the thoughts, action and dialogue of the characters.	Author's attitudes and feelings before are evident & occur numerous times through the thoughts and actions of the character.	Direct statements indicate the author's feelings and attitudes and/or some events are not necessarily significant.	Memoir includes irrelevant events that cause the reader confusion in trying to determine the before feelings and attitudes.
Structure - Events after	The memoir clearly "shows" how the learning changed the author's life.	Although word choice does not always "show", it is clear to the reader how the learning changed the author's life.	Change is evident; but is "told" to the reader through direct statements.	Memoir includes irrelevant events that cause confusion when noticing the change in the author's life.
Style & Technique	Author consistently "shows" the significance of the events through engaging details, compelling language, and a balance of action, thoughts, and dialogue.	Author sometimes "shows" the significance of the events through details, compelling language, and a balance of action, thoughts, and dialogue.	Author "tells" the significance of the events through direct statements.	No effort is made to reveal the significance of the events to the reader.
Format	Memoir is neatly done and published in an appropriate and attractive format and could be used as a model for others.	Memoir is neatly done and published in an appropriate format.	Format of memoir may or may not be appropriate. Memoir may or may not be neat.	Format of memoir is not appropriate and piece is not published neatly.
Conventions	Memoir is error-free.	Memoir contains minimal mistakes that do not interfere with meaning.	Numerous minor errors often make memoir difficult to read.	Many errors in spelling, capitalization, and punctuation often interfere with meaning.

Name _____

Score _____

Comments:

Reading Comprehension

Black Friday

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

The day after Thanksgiving is the start of the holiday shopping season.

Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. Some items like TVs are much cheaper than usual. Stores may even lose money on these items. They hope that shoppers will buy gifts for other people while they are in the store.

Black Friday is a great time to get good deals. The problem is that there are not enough low-priced items to go around. Each store may only have a few. These items are in high demand. People stand in long lines to get such great deals. They may line up hours before a store opens. They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or people cutting in line. People have shot



So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

Now people all over the country take part in the event known as Black Friday. It is even spreading to other parts of the world. Stores have held Black Friday events in the U.K., Australia, and Brazil since 2012. In Costa Rica Black Friday is known as "Viernes Negro." And in Mexico, stores offer an annual weekend of discounts. They call it "El Buen Fin," which means "the good weekend" in Spanish. I guess the language of savings is universal.

one another over parking spots. But most Black Friday events are safe and fun. Still, if you plan on going, expect large crowds and a bit of shoving.

Reading Comprehension

Choose the correct answer

1. According to the text, why do stores set prices so low on some items that they lose money?

- a. They want people to enjoy the holidays.
- b. They hope people will buy other gifts while they are in the store.
- c. They are in a giving mood because the holiday season is just beginning.
- d. They are trying to get rid of old items from last year to make room for new items.

2. Which is **not** true about Black Friday?

- a. Black Friday is always the day after Thanksgiving.
- b. Black Friday is the busiest shopping day of the year.
- c. Black Friday is a national holiday.
- d. Black Friday is the start of the holiday shopping season.

3. Where does the name Black Friday come from?

- a. The police called this day Black Friday because there is a lot of traffic.
- b. The stores called this day Black Friday because it is a serious shopping day.
- c. The police called this day Black Friday to remember the victims of violence.
- d. The stores called this day Black Friday because they make a lot of money.

4. Which best explains the main idea of the third paragraph?

- a. People stand in long lines on Black Friday.

- b. Black Friday is the best time of the year to get good deals.
- c. Black Friday is a really disappointing time of the year.
- d. Black Friday deals are limited and not everyone will get one.

5. Which country does **not** participate in Black Friday?

- a. France
- b. Costa Rica
- c. Brazil
- d. United Kingdom

6. Which happened first?

- a. Stores tried to rename the day after Thanksgiving "Big Friday."
- b. Black Friday events began happening in Australia.
- c. Police began calling the day after Thanksgiving "Black Friday."
- d. Black Friday became the busiest shopping day of the year.

7. Which title best expresses the author's purpose in writing this text?

- a. *Black Friday: Stories from the Parking Lot*
- b. *Black Friday: Why You Should Go This Year*
- c. *Black Friday: The Stuff That You Should Know*
- d. *Black Friday: How to Save Money on the Big Day*

8. Which best describes the overall structure of the fifth paragraph?

- a. chronological order
- b. problem and solution
- c. compare and contrast
- d. order of importance

9. Which was **not** cited as one of the downsides of Black Friday?

- a. Stores run out of high demand items quickly.
- b. Nobody really saves any money on Black Friday.
- c. There are large crowds and lots of shoving.

d. Sometimes violence occurs at Black Friday events.

10. Which best explains why Costa Ricans call Black Friday "Viernes Negro"?

- a. Costa Rican stores don't want the shopping day associated with American violence.
- b. *Viernes Negro* sounds more exotic and exciting than *Black Friday*.
- c. Costa Ricans want to establish their own shopping tradition.
- d. This is how you say "Black Friday" in Spanish, the language of Costa Rica.

Open Ended Questions

1. How do stores try to **lure** shoppers during Black Friday events? Use the text to support your response.

2. Why is Black Friday a frustrating experience for some people? Refer to the text in your answer.

3. Why is violence more likely to occur in a store on Black Friday? Use evidence from the text to support your response.

Unit 2

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

12.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

12.R.9 Evaluate the reasoning in seminal texts (narrative, persuasive and descriptive writing)

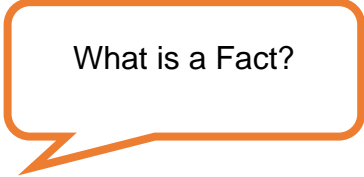
Language

12.4 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.



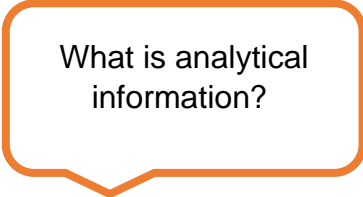
What is a Fact?

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



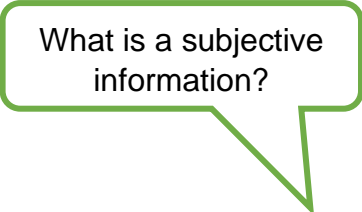
What is an opinion?

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 factual 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	I feel
sometimes	I think
probably	I believe
often	I like

Build background information: Preview #1

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 section?

Important: **If you chose C, you are right.** In “Bring Drunken Santas Under Control,” Jason O. Gilbert argues that SantaCon “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 Activity 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 Activity# 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: _____

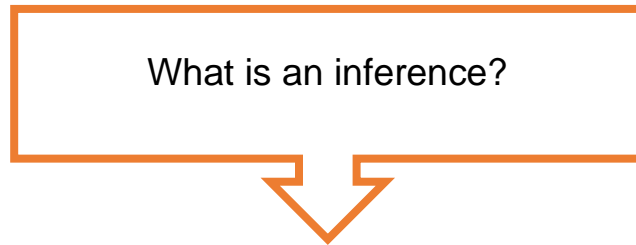
5. flower

Fact: _____

Opinion: _____

Lesson 5 Making Inferences

Introduction



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.

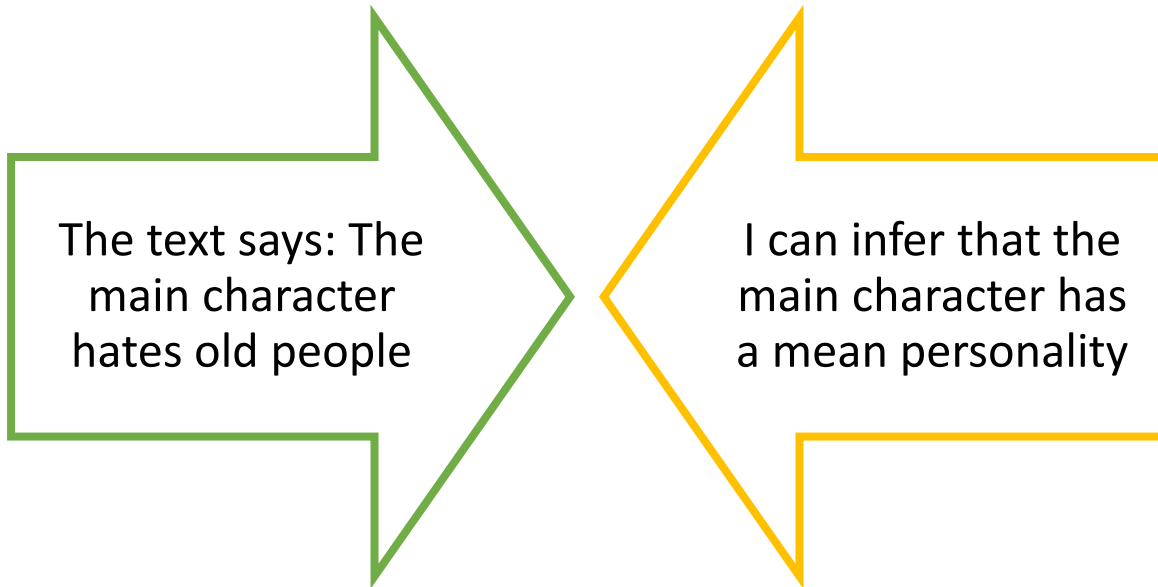
Whenever we are reading in literature there are some essential questions that a reader must make:

- 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 Activity #2

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: Paisly my Sky by Glynn Sharpe

Build Background information:

What do you think of when you hear the phrase my sky?

Let's star with the reading and then look at the questions:

Paisley My Sky
Glynn Sharpe

Paisley slept most of the way there, her chin spilling over onto her jumper in white waves of flesh. I watched her in the rear-view mirror as the trees rolled by, silently and unchanging.

My parents were waiting at the front door for us as we pulled into the driveway. I could see their smiling, bobbing faces through the frost-scraped window. They were excited. It was Paisley's first visit.

I carried her in my arms into the kitchen. She was still asleep. My parents cooed quietly so that they wouldn't wake her. They were both eager to get a turn to hold her. As I gazed down at her, my mother said that I looked just like my father did when he used to hold me.

I did not take my eyes off Paisley as I lifted her high above my head. I slowly turned with her in my outstretched arms, and I could hear my parents' muffled protests. They sounded as if they were a world away from the two of us. Paisley's eyes burst open and met mine. The blades of the ceiling fan just above her head floated slowly like wooden clouds. It was in that instant that I knew that everything would be different for her. She smiled and her face erupted into creases and pink gums. A thread of spittle slipped from her mouth, held there, and fell toward my face like a liquid diamond. It landed above my lip and I felt it with my tongue. It tasted like trust. 🍷

Practice Exercise Activity #3

Exercise 1: Answer this inference questions concerning the story

1. What **conclusion** (inference) can the reader draw about **whom or what** Paisley is?

2. Support your conclusion with three pieces of **textual evidence**.

3. Choose two words that create strong **sensory imagery**. Write the word below and describe the imagery you see, hear, smell, taste, or can feel in your mind.

Word One: _____

Word Two: _____

4. Analyze the title closely, word-by-word. **Infer** why the author entitled the story "Paisley My Sky."

5. **Infer** why the speaker might have chosen the name "Paisley."

"Paisley" – a soft woolen fabric woven with a pattern of colorful and minutely detailed figures.

6. **Infer** whether or not the speaker will be a loving parent. Support and explain your reasoning.

Exercise 2: Re-read the short story and find evidence to support the following questions:

1. Is the **speaker** male or female? _____
2. What textual evidence + background knowledge supports this answer?

3. What **questions** do you think the author purposely left unanswered?

4. Why do authors purposely create a sense of **ambiguity** in their writing?

Ambiguity is a characteristic of modern and post-modern arts. **It** is used as a literary device to create two or more possible meanings or interpretations.

Rate this story:



Justify your rating:

Lesson 6: Context Clues

Introduction and Building Background:

Look at the sentence

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

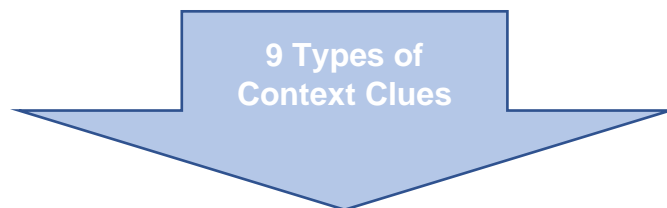
Do you understand what the word emaciation means?

Not an easy word; right? Now let us see if they are context clues that can help us.

Remember a context clue is a hint 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 are different types of context clues and each context clue can help us be detectives and find the meaning of the words we are trying to learn and understand.



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.	Fluoroscopy , examination with a fluoroscope, has become a common practice. <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	Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean.

Type of Context Clues	Explanation	Example
	as, and for example, point out example clues.	<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 the mood set by the words “wails,” “dreary,” and “deserted cemetery.”
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>She walked away from her closet and quickly slipped a <u>jersey</u> 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-	<p>The <u>somnambulist</u> had to be locked in his bedroom at night for his own safety.</p>

Type of Context Clues	Explanation	Example
	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.	<ul style="list-style-type: none"> If a reader knows the meaning of ambular (walk) and somnb (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

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

Applying What You Have Preview Activity #1

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?

Using Context Clues in Literature Practice Exercise Activity #1

Jules Verne published "Around the World in Eighty Days" in 1873. It's the story of English gentleman Phineas Fogg who takes a bet that he can travel around the world in eighty days. This was almost impossible in those days with limited railroads and no air travel at all. The passage below is when Fogg tells his servant Passe-partout to prepare for the trip.

Instructions: Read the passage and pay special attention to the underlined words. Afterwards, complete the grid.

Around the World in 80 days

By Jules Verne

"...We start for Dover and Calais in ten minutes." A puzzled grin overspread Passepartout's round face; clearly, he had not comprehended his master. "Monsieur is going to leave home?" "Yes," returned Phileas Fogg. "We are going round the world." Passepartout opened wide his eyes, raised his eyebrows, held up his hands, and seemed about to collapse, so overcome was he with stupefied astonishment. "Round the world!" he murmured. "In eighty days," responded Mr. Fogg. "So, we haven't a moment to lose." "But the trunks?" gasped Passepartout, unconsciously swaying his head from right to left. "We'll have no trunks; only a carpet-bag, with two shirts and three pairs of stockings for me, and the same for you. We'll buy our clothes on the way. Bring down my mackintosh and traveling cloak,

and some stout shoes, though we shall do little walking. Make haste!"

Passepartout mechanically set about making the preparations for departure. Around the world in eighty days! Was his master a fool? No. Was this a joke, then?

They were going to Dover; good! To Calais; good again! After all, Passepartout, who had been away from France five years, would not be sorry to set foot on his native soil again. Perhaps they would go as far as Paris, and it would do his eyes good to see Paris once more. But surely a gentleman so chary of his steps would stop there; no doubt—but then, it was none the less true that he was going away, this so domestic person hitherto! By eight o'clock Passepartout had packed the modest carpetbag, containing the wardrobes of his master and himself; then, still troubled in mind, he carefully shut the door of his room, and descended to Mr. Fogg.

Grid Exercise

Word	Parts of speech	What do you think it means?	What were your clues?
1. overspread			
2. returned			
3. stupefied			
4. carpetbag			
5. mackintosh			
6. stout			
7. native			
8. chary			
9. hitherto			
10. wardrobes			

Practice Exercise Activity #2

Fact and Opinion Directions: Read each statement and then circle whether it is a fact or opinion. Explain your answer.

1. The fastest land dwelling creature is the Cheetah. Fact or Opinion Explain:

2. Michael Jordan has a career average of 30.4 points per game. Fact or Opinion Explain: _____

3. George Washington was the first President of the United States under the Constitution. Fact or Opinion Explain:

4. The ugliest sea creature is the manatee. Fact or Opinion Explain:

5. Michael Jordan is the greatest basketball player of all time. Fact or Opinion Explain:

6. There seems to be too much standardized testing in public schools. Fact or Opinion Explain: _____

7. Prison is one of the worst places on the planet. Fact or Opinion Explain:

8. It is wrong for people under the age of 21 to drink alcohol. Fact or Opinion Explain:

9. Sister Carrie was written by Theodore Dreiser. Fact or Opinion Explain:

10. Lord of the Rings: Return of the King won eleven Oscars (Academy Awards). Fact or Opinion Explain:

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

Example of a timeline: Robert Frost

1) Which event could you add between 1917 and 1963?

Answer is b

Main Idea practice

1. Jeff Bezos is an entrepreneur.

Supporting details may include: He created One Day Fund, Kindle, Wholesale foods, Healthcare and Blue Origin- aerospace transport services. Bezos is also the founder and owner of Amazon.com, the world's leading product and delivery services.

2. Jeff Bezos cares for the environment.

Supporting details may include: He is invested in preserving climate. He is the founder of One Day Fund to support climate change. He envisions a near future where our reliance is climate preservation.

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

Six Word Memoir -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 six word memoir
5. Effective Word use related to students' memoir.

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 2

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 spitted; reminded me of dad; did not wanted to awaken Paisley's trust
3. Answers may vary; but it should be VIVID words to describes 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.”

Using Context clues in literature Exercise

Word	Parts of speech	What do you think it means?	What were your clues?
1. overspread	Verb	Spread over	Answers vary
2. returned	Verb	Replied	Answers vary
3. stupefied	Adjective	Confused	Answers vary
4. carpetbag	Noun	Small piece of luggage	Answers vary
5. mackintosh	Noun	Coat or raincoat	Answers vary
6. stout	Adjective	Strong	Answers vary
7. native	Adjective	Birth	Answers vary
8. chary	Adjective	Careful	Answers vary
9. hitherto	Adjective	Before	Answers vary
10. wardrobes	Noun	Clothes	Answers vary
Fact and Opinion	1. Fact 2. Fact 3. Fact 4. Opinion 5. Opinion	6. Opinion 7. Opinion 8. Opinion 9. Fact 10. Fact	

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