Introduction
Unit title: Increasing Reading Comprehension through Questioning

Grade Level: Third

Target Group: Urban mainstream classroom with integrated ELL students

Source of written reading materials:

The Little Brown Jay: A Tale from India, by Elizabeth Claire and Miriam Katin, Mondo Publishing


Source and context of lessons:
The three lessons in this collection are part of a larger unit that I created in 2008 as part of my BEST portfolio in the area of Special Education. It consists of 8 lessons in total. The overall goal for this learning segment is to increase reading comprehension through asking and answering questions and engaging with text. In planning this learning segment, I utilized a number of tools. First, I reviewed the 2006 Connecticut English Language Arts Curriculum Framework, the CMT Language Arts Handbook, and district curriculum to gather information about the general education curriculum and grade level expectations. The Individualized Education Plans (IEP) of two students with exceptionalities were also important in the learning segment development. Because my teaching context was in an urban, inclusive third grade classroom where I co-taught, this unit portrayed an authentic mainstream setting which included English Language Learners (ELLs). My goal in this assignment is to make a mainstream language arts unit more comprehensible and accessible for ELLs while safeguarding the modifications and accommodations that ensure success for students with learning difficulties.

Learning goals:
I want my students to know how to question during all parts of the reading process.
I want my students to know how to use questioning to better understand what it read.
I want my students to know how use questioning to enhance engagement with text.
I want my students to know how to respond to questions related to texts.
Lesson 1
**Lesson One**

<table>
<thead>
<tr>
<th>Content Objective</th>
<th>Language Objective</th>
</tr>
</thead>
</table>
| 1. Students will **generate** and **explain** questions before, during, and after reading texts. | 1a. Students will **write** questions guided by a record form.  
1b. Students will **orally** discuss their questions with peers. |

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topic/Context</th>
<th>Level 5 Bridging-Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emergent</th>
<th>Level 2 Early Production</th>
<th>Level 1 Pre-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Questions generated from <em>The Little Brown Jay</em> using record form</td>
<td>Write 2 questions for each part of reading process (beginning, middle and end)</td>
<td>Write 1 question of each part of writing process (beginning, middle and end) with partner</td>
<td>Write 1 question for each part of writing process (beginning, middle and end) with partner and question word bank</td>
<td>Write 1 question for each part of writing process (beginning, middle and end) with partner and question stems</td>
<td>Identify points in story where question was generated using sticky notes and question mark</td>
</tr>
<tr>
<td>Speaking</td>
<td>Questions generated from <em>The Little Brown Jay</em> with partner</td>
<td>Read and explain their (6) questions and why they chose their specific questions</td>
<td>Read questions and explain their (3) questions and why they chose their specific questions</td>
<td>Read (3) questions and explain 1 question and why they chose that question</td>
<td>Read and explain one question using question stems and picture cues</td>
<td>Point to part of story or picture cue to indicate where question was generated</td>
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<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Vocabulary</td>
<td>Structural</td>
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<tr>
<td>Generate questions/wondering</td>
<td>before, during and after reading <em>The Brown Jay</em></td>
<td>What do I already know about _______?</td>
<td>birds</td>
<td>Interrogatives</td>
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<td>What did _______ want?</td>
<td>India</td>
<td>nouns</td>
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<td>What will happen next to _______?</td>
<td>folktales</td>
<td>proper nouns</td>
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<td>Princess Maya</td>
<td>tenses</td>
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<td>Prince Rama</td>
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<td>the jay</td>
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<tr>
<td>Explain</td>
<td>questions generated before, during and after reading <em>The Brown Jay</em></td>
<td>Before I read, my question was _______?</td>
<td>Where is India?</td>
<td>Interrogatives</td>
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<td>While I read, my question was _______?</td>
<td>Why is the jay brown?</td>
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<td>After I read, my question was _______?</td>
<td>How does the jay change colors?</td>
<td>Temporal subordinate clauses</td>
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<td>I wondered that because _______?</td>
<td>Does the jay still sing?</td>
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<td>The jay has a sharp voice now.</td>
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Materials: *The Story of Ruby Bridges* by Robert Coles, *The Brown Jay* by Elizabeth Claire and Miriam Katin, Asking Questions sheet, sticky notes, chart paper, QAR key card (On My Own), Asking questions powerpoint, and writing implements

**Instructional strategies and learning activities:**

1. I launch the lesson and unit by playing an interactive game of 20 Q, a popular, hand-held toy that uses 20 questions and guesses the item the player chose. The player can choose any item and there is no predetermined list for students to choose from. Students begin to ask and answer questions about the game and “thing” chosen for the game. For example, if a student chooses “panther,” the class responds to 20 questions prompted by the toy that will narrow down possible responses. The device will successfully identify the word chosen (panther). Specific strategies are used to make discourse comprehensible. A graphic of a panther and L1 equivalents are provided. Also, Questions generated by students will be sheltered and contextualized by paraphrasing and physical cues. The students then turn and talk about this game’s relationship to asking questions in reading. The class will be guided to the point that it is paramount to ask the right questions to get the answer needed. (5 minutes)

2. In order to activate background knowledge, I introduce the “Asking questions and wondering” by linking it to the other comprehension cognitive strategies of study. I discuss the reasons good readers ask questions. There is a guiding question in kid-friendly language and an informational powerpoint as a scaffold (see Appendix A). (10 minutes)

3. I read aloud portions from *The Story of Ruby Bridges* by Robert Coles (a pre-read class favorite), and think aloud, modeling questioning at all stages of the reading process: before, during and after. These are charted (see Appendix B). After explaining that good readers ask questions for different reasons, I introduce the first QAR (Question-Answer Relationship) question type: *On My Own* questions. This question type is explained and supported with icons with key card scaffolds (book and head- see Appendix A). Students are instructed that the answers to this question type are not found in the book. They are in students’ heads! I model these and explain their important role before reading in activating background knowledge and getting readers ready for a story. I provide active engagement by soliciting student-generated questions. (15 minutes)
4. Students then read the story *The Little Brown Jay* and generate questions. Bridging-Fluent level students and native English speakers read independently. Early Production and Speech Emergent level students will read in a teacher-facilitated guided reading group that will interactively highlight key information. Pre-production level students will work in partners with a copy of text that has the most salient points pre-underlined (see Appendix C). Students will document their questioning also. Native English speakers and Bridging-Fluent level students will use a teacher-created record form (see Appendix D) and write at least two questions for each section: before, during and after reading. Intermediate level students will write one question for each part of the reading process on the same worksheet. Speech Emergent level students will generate one question for each part of the reading process in partnerships using the support of the question word bank (see Appendix E). Early Production level students will write one question generated during all parts of the reading process in partnerships using the support of question stems (see Appendix F). Pre-production level students will identify points in story where question was generated using sticky notes with a question mark. During this time I confer with students and provide additional supports as needed, paying particular attention to the students in Levels 1 and 2 who have the greatest support needs. (20 minutes)

5. Students will then share their questions generated and recorded with each other. Native and Bridging-Fluent level speakers will read and explain what their (6) questions and why they chose their specific questions. Intermediate level speakers will read and explain their (3) questions and why they chose their specific questions. Speech emergent level students will read their (3) questions and explain 1 question and why they chose that question. Early production level speakers will read and attempt to explain one of the questions generated and recorded. Pre-production level speakers will point to part of story or picture to indicate where question was generated and sticky note was placed. Students at all linguistic proficiency levels can use their record forms, support tools and text as scaffolds as needed.

**Teacher/learner discourse:**

I communicate my expectations for learning by incorporating the checklist on the side of the worksheet students were to complete. Students have an opportunity to communicate their
understanding through the active engagement portion of the lesson and during paired sharing of questions.

**Modifications and accommodations for learners with exceptionalities:**
Students with mild exceptionalities, such as specific learning disabilities and ADHD, benefit from task analysis of expectations and self-management cues for the learning process. I was able to provide both with a checklist located on the right column next to the space for the questions.

**Note to a new teacher:**
In revising, designing and adjusting this first lesson, I have incorporated course strategies to enhance success for ELLs by addressing three areas: sheltered instruction strategies, adjusting discourse and enhancing interaction.

First, the lesson is anchored in state content objectives and national TESOL language objectives. Moreover, these language objectives are further examined using the performance indicators relating to the language domains. This lesson is a part of a larger unit on comprehension strategy instruction which provides a shared history and allows learners to celebrate individual interests and strengths. With the tools of modeling and demonstrating, I instructed students in high-level metacognitive strategies. Supporting text comprehension and opportunities for output were crucial also. Using tools such as pre-underlining texts and sticky notes, all language levels of proficiency were afforded the opportunity to access the lesson objectives.

Adjusting discourse was another important aspect of this lesson development. I ensured that ELLs were able to comprehend the talk of this lesson, which was mainly at the beginning. Through strategies such as picture and physical cues, paraphrasing and supports in L1, content became comprehensible.

Lastly, enhancing meaningful interaction was vital in this lesson development. The interaction accomplished by the partner work, turn and talks, and interactive questioning allows students to negotiate meaning. I was purposeful in the systematic planning of this interaction as it allows students to deeply process and extend comprehending.
Lesson 2
### Lesson Two

<table>
<thead>
<tr>
<th>Content Objective</th>
<th>Language Objective</th>
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</thead>
</table>
| 1. Students will **generate** and **verify** “right-there” (basic comprehension) questions before, during, and after reading non-fiction texts. | 1a. Students will **write** questions generated while **reading** stories.  
1b. Students will **orally** verify that questions are “right-there” by finding the right-there answers. |

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topic/Context</th>
<th>Bridging-Fluent</th>
<th>Intermediate</th>
<th>Speech Emergent</th>
<th>Early Production</th>
<th>Pre-Production</th>
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</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Questions generated before, during, and after reading “Seeing Stripes”</td>
<td>Write at least 3 “right there” questions using sticky notes and sticky note record form independently</td>
<td>Write at least 3 “right there” questions using sticky notes and sticky note record form with partner</td>
<td>Write at least 3 “right there” questions using sticky notes and sticky note record form with partner with support of question word bank</td>
<td>Write at least 2 “right there” questions using sticky notes and sticky note record form with partner with support of question stems</td>
<td>Write “right there” answers for 3 teacher created “right there” questions using graphic cues on worksheet</td>
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</table>

<p>| <strong>Speaking</strong> | Questions generated before, during, and after reading “Seeing Stripes” | Read 3 “right there” questions with partner and verify question type by pointing to “right there” answer in text for each question | Read 3 “right there” questions with partner and verify question type by pointing to “right there” answer in text for 2 out of 3 questions | Read 2 “right there” questions with partner using question word bank and verify question type by pointing to “right there” answer in text | Read or share 2 “right there” questions with partner using question stems and verify question type by pointing to “right there” answer in text | Attempt to read or share 1 “right there” question and point to part of story or picture cue to indicate “right there” answer in text |</p>
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<tr>
<th><strong>Function</strong></th>
<th><strong>Situation</strong></th>
<th><strong>Expression</strong></th>
<th><strong>Vocabulary</strong></th>
<th><strong>Structural</strong></th>
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</thead>
<tbody>
<tr>
<td>Generate questions/</td>
<td>before, during and after reading the “Seeing</td>
<td>What do I already know about ______?</td>
<td>tigers</td>
<td>Interrogatives</td>
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<td>wondering</td>
<td>Stripes”</td>
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<td>India</td>
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<td>Why are tigers ______?</td>
<td>poachers</td>
<td>noms</td>
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<td>being poached</td>
<td>proper nouns</td>
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<td>roaring back</td>
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<td>Verify</td>
<td>questions generated while reading “Seeing Stripes”</td>
<td>Is this a “right-there” question?</td>
<td>Yes</td>
<td>affirmative/negative</td>
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<td>were “right-there” questions</td>
<td>______.</td>
<td>No</td>
<td>statements</td>
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<td>I know it’s a “right-there” question</td>
<td>the answer is right here in the book.</td>
<td>declarative, identification</td>
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<td>because __________________________.</td>
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<td>phrases</td>
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<td>the book tells me the information</td>
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<td>I can point to it.</td>
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</table>
Lesson 2

Materials: “Seeing Stripes” in Weekly Reader News, Issue 20- Volume 77, sticky notes, sticky note record sheet, graphic organizer, Reading/Questioning sign, and writing implements

Instructional strategies and learning activities:

1. Introduce the lesson by linking to prior learning by explaining that the class will do further questioning study with the same question type (*right there*!), but with a different type of text (non-fiction). Students are invited to review the *right there*! question type using their key card, which states that *right there*! questions have answers that are right in the text (see Appendix G). Initiate an interactive discussion about how this question type may differ in non-fiction texts versus fiction texts. Scribe key points and provide icons to make discourse more comprehensible.

2. The student of the day passes out the Weekly Reader News. Begin to model questioning done *before* reading using a "think aloud". Use gesturing to explicitly call attention to the cover, picture, title, and caption. Scribe some of these questions to support less-proficient listeners. Pace speech appropriately, particularly the metacognitive language of the think aloud. Continue this preliminary questioning after opening to the article inside the reader and invite students to turn and talk, sharing a question they may have with a partner.

3. Students then read the article “Seeing Stripes” (see Appendix H). Supports vary in order to make text comprehensible. Bridging-Fluent level students and native English speakers read independently. Intermediate level and speech emergent will partner read text. Early Production level students will read in a teacher-guided reading group that will interactively highlight key information and use the echo-reading technique. Pre-production level students will work in partners with a copy of text that has the most salient points pre-underlined (see Appendix H). Employ gradual release of responsibility with the comprehension strategy. Do this through strategic modeling, stopping and thinking aloud the first question. Cue learners, particularly Ells and students with learning difficulties, to do this independently by using the Reading/Questioning sign (see Appendix I). Model how to verify questions are *right there!* questions by showing that readers need to be able to defend with evidence that is explicitly stated in the text.
Students will generate and record questions differently depending on language proficiency level. Native English speakers and Bridging-Fluent level students will write at least 3 “right there” questions using sticky notes and sticky note record form independently. Intermediate level students will write at least 3 “right there” questions using sticky notes and sticky note record form with partner (see Appendix J). Speech Emergent level students will write at least 3 “right there” questions using sticky notes and sticky note record form with partner with support of question word bank (see Appendix K). Early Production level students will write at least 2 “right there” questions using sticky notes and sticky note record form with partner with support of question stems (see Appendix L). Pre-production level students will write “right there” answers for 3 teacher-created “right there” questions using graphic cues on worksheet (see Appendix M).

4. Students orally share their questions with peers in varying ways depending on language proficiency. Native English speakers and Bridging-Fluent students will read 3 “right there” questions with partner and verify question type by pointing to “right there” answer in text for each question. Intermediate level students will read 3 “right there” questions with partner and verify question type by pointing to “right there” answer in text for 2 out of 3 questions. Speech production level speakers will read 2 “right there” questions with partner using question word bank and verify question type by pointing to “right there” answer in text. Early production level speakers will read or share 2 “right there” questions with partner using question stems and verify question type by pointing to “right there” answer in text. Pre-production level students will attempt to read or share 1 “right there” question and point to part of story or picture cue to indicate “right there” answer in text.

Teacher/learner discourse:

Some specific instructional tools are employed to help encourage discourse. These include “turn and talks” and a dipstick assessment where student evaluate peer responses using 0, 1, or 2 with fingers. As I guide the process, I am able to circulate and observe students as they wrote questions. This allows me to note any students who I may need to follow up with due to difficulty.
Modifications and accommodations for learners with exceptionalities:
I use a timer for tasks which helps students that may struggle with time management. The Reading/Questioning sign is used to make the metacognitive questioning process more overt for students that struggle with conceptual understanding and reading comprehension. I choose to incorporate echo reading of this text for some students because of their difficulty with decoding and word automaticity with grade level texts. As the objective pertains to reading comprehension, I do not want these students to be burdened by trying to decode sophisticated text. Pencil grips are available to assist with handwriting.

Note to a new teacher:
As I reviewed and began to adjust and modify this lesson to truly include the English language learner, I was struck by how much discourse was included in the lesson but not apparent on the original lesson plan. I realize I perhaps took for granted the amount of language that is comprehensible input for most students. However, many Ells, particularly those who are in the early production and pre-production level would need more support in making discourse comprehensible. I included the pacing of speech, gesturing, scribing spoken language and iconic representations when possible.

Another change to take note of includes the ways I helped make text more comprehensible. The content objective of this lesson is as follows, “Students will generate and verify “right-there” (basic comprehension) questions before, during, and after reading non-fiction texts.” I underestimated the how the level of text comprehension directly affects student output and success with the learning task. I also needed to rethink my understanding of reading comprehension, especially when considering the less-proficient Ell who is constantly searching to make meaning.

Lastly, opportunities for meaningful interaction help Ells make more meaning. In my original lesson plan I understand and included grouping as a feature. However, I was less knowledgeable about the vital role groupings and partner work play. The creation of the performance indicators for the pre-production level helped me rethink the actions and content of student partnering.
Lesson 3
**Lesson Three**

<table>
<thead>
<tr>
<th>Content Objective</th>
<th>Language Objective</th>
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</thead>
</table>
| 1. Students will **identify** and **respond** to questions for clarifying. | 1a. Students will document points of confusion in **writing** and **orally**.  
1b. Students will document fix-up strategies that they used in **writing** on a record form and **orally**. |

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topic/Context</th>
<th>Bridging-Fluent</th>
<th>Intermediate</th>
<th>Speech Emergent</th>
<th>Early Production</th>
<th>Pre-Production</th>
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</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Document points of confusion and attempts to clarify while reading <em>Roxaboxen</em></td>
<td>Write 3 questions for points of confusion, circle the strategies that worked and cross out the strategies that were used but not successful.</td>
<td>Write 2 questions for points of confusion, circle the strategies that worked and cross out the strategies that were used but not successful.</td>
<td>Write the page number for 3 points of confusion, circle the strategies that worked and if confusion was clarified.</td>
<td>Write the page number for 2 points of confusion, circle the strategies that worked and if confusion was clarified.</td>
<td>Identify points of confusion in story using sticky notes and question mark. Write the strategy number (1-6) that was attempted a ✅ if confusion was clarified.</td>
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<tr>
<td>Speaking</td>
<td>points of confusion while reading <em>Roxaboxen</em> with partner</td>
<td>Read 3 questions and discuss which strategy was the most successful for this lesson.</td>
<td>Read 2 questions and explain which strategy was the most successful for this lesson.</td>
<td>Show and explain 2 points of confusion referencing point in the story, what strategy was utilized, and if it was successful.</td>
<td>Show, point, and/or attempt to explain 1 point of confusion referencing point in the story, what strategy was utilized, and if it was successful.</td>
<td>Show 2 sticky notes marking points of confusion, including 1 attempted strategy per note.</td>
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<td>Function</td>
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<tr>
<td>Identify</td>
<td>points of confusion while reading <em>Roxaboxen</em></td>
<td>Huh? I stopped reading because ______.</td>
<td>I got confused I lost my place I am lost I don’t know what’s going on.</td>
<td>declarative metacognitive phrases</td>
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<td>Respond</td>
<td>points of confusion while reading <em>Roxaboxen</em></td>
<td>I tried to ___ and it ___ help.</td>
<td>(^1)reread (^1)read on (^1)review (^1)try to figure out (^1)start again (^1)think about my thinking (^1)use a picture clue (^1)ask for help (^2)did (^2)did not</td>
<td>verbs/actions to help navigate text</td>
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<td>affirmative/negative statements</td>
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Lesson 3

Materials: *Roxaboxen* by Alice McLerran, sticky notes, Questions for Clarifying worksheets, FM unit, writing implements

Instructional strategies and learning activities:

1. I invite the students to the rug, where I connect to prior learning by showing my copy of *Roxaboxen*, the core story of study, covered with questions on sticky notes. I share that I had asked and even answered many questions, including *On my own, Right There!* and *Think & Search* questions. I explain how I noticed I had asked a different type question a number of times. I then model reading and thinking aloud saying “Huh?” and making a facial expression that signals confusion. I explain that when I say this to myself as I am reading, it is a sign that tells me I am confused. It means I must stop and clarify before I can continue reading. I explain that if I do not stop, I will soon be lost in the story and not know what’s going.

2. I then show a pre-charted list of fix-it strategies (see work sample, Appendix N, for strategies). I review, model, and paraphrase these strategies using a personalized point of confusion from *Roxaboxen* (a pre-read text).

3. Invite students to engage by writing their questions signally confusion (Huh?) on sticky notes and turning and talking. Students shared what tool they would use to try to answer their question. Teach students to mark underneath their question with a check ☑ if they think they are getting close to clearing up (clarifying) their confusion. Tell students that they may not always be able to clear up their confusion immediately and that that is okay.

4. Students then (re)read core text with varying levels of support due to language proficiency level. Bridging-Fluent level students and native English speakers read independently. Intermediate level students will partner read text, pausing after each page to allow to questioning reflection. Speech emergent and early production level students will read in a teacher-guided reading group that will echo-read text. Pre-production level students will work in partners with a copy of text that has the most salient points pre-
underlined and iconic representations of information related to characters and to setting to aid in comprehending text (see Appendix O).

5. Students will document their points of confusion in writing differently depending on English language proficiency. Bridging-fluent level and native English students will write 3 questions for points of confusion, circle the strategies that worked and cross out the strategies that were used but not successful using a teacher-created worksheet (see Appendix N). Intermediate level students will use the same worksheet to write 2 questions for points of confusion, circle the strategies that worked and cross out the strategies that were used but not successful. Speech emergent level students will use a teacher-created worksheet (see Appendix P) to write the page number for 3 points of confusion, circle the strategies that worked and answer if confusion was clarified. Early production students will use the same worksheet to write the page number for 2 points of confusion, circle the strategies that worked and if confusion was clarified. Pre-production level students will identify points of confusion in story using sticky notes and question mark. They will then write the strategy number (1-6) that was attempted a ☑ if confusion was clarified. A strategy guide with icons will be provided for pre-production level students (see Appendix Q).

6. Students share their questions orally with peers in differently depending on language proficiency. Native English speakers and Bridging-Fluent students will read 3 questions and discuss with partner which strategy was the most successful for this lesson. Intermediate level students will Read 2 questions and discuss with a partner which strategy was the most successful for this lesson. Speech production level speakers will show and explain with a partner 2 points of confusion referencing point in the story, what strategy was utilized, and if it was successful. Early production level speakers will show, point, and/or attempt to explain to a partner 1 point of confusion referencing point in the story, what strategy was utilized, and if it was successful. Pre-production level students will show 2 sticky notes to a partner marking points of confusion, including 1 attempted strategy per note.
**Teacher/learner discourse:**
Expectations are communicated using the Clarify worksheets, which had spaces for students to document personal confusion points and a menu of strategies students have to utilize. Furthermore, students share their moments of confusion with peers.

**Modifications and accommodations for learners with exceptionalities:**
Students with fine motor difficulties are supported with an alphabet strip, handwriting chart, and gel pen. I employ preferential seating on rug for students with difficulties with attending. The FM unit is also used to increase attending for students with ADHD and learners who are auditory learners.

**Note to a new teacher:**
As I reworked this lesson to more effectively meet the needs of Ells, I struggled. As a literacy lesson that focused on metacognitive strategies, I had difficulty getting away from the excessive discourse. However, as I reviewed and addressed the three areas of modification (sheltered instruction strategies, adjusting discourse and enhancing interaction), I realized I needed to focus more on supplementing and complimenting rather than eliminating.
For example, I sheltered the instruction about questioning to clarify using simplified speech (e.g. kid-friendly language), visuals (e.g. charted strategies), paraphrasing, modeling and demonstration. Through strategically including these techniques I was able to maintain the rigorous, high-level objective of the original lesson while supporting all levels of Ells.
The text *Roxaboxen* seemed more difficult to navigate as I reviewed it with my know ESL pedagogical knowledge. This could be due to genre (fiction vs. non-fiction), length of story, or other factors. This caused me to include more ways to make text more comprehensible, which is represented in the lesson plan.
Lastly, I felt that opportunities for student interaction could play a pivotal role in this lesson due to the nature of the objective. Kids are able to make connections, extend and deepen learning and I was mindful of this as I designed grouping situations.
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<th>SHELTERED STRATEGIES</th>
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<td>II. Make Text Comprehensible</td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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Unit: Increasing Reading Comprehension through Questioning

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<td>Proper nouns</td>
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<td>Declarative phrases</td>
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<tr>
<td>Verbs</td>
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<td>Affirmative/negative statements</td>
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<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
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</thead>
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<tr>
<td>Explain</td>
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</tr>
<tr>
<td>Verify</td>
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<tr>
<td>Identify</td>
<td>3</td>
</tr>
<tr>
<td>Respond</td>
<td>3</td>
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Appendix
Asking Questions

Good readers ask questions and wonder before, during, and after reading their texts.

Why do good readers ask questions?

- Make meaning
- Enhance understanding
- Find answers
- Solve problems
- Find specific info
- Discover new info

- Inspire you to learn more about a topic
- Clarify
- Understand an entire idea
used For key card Scaffolds

In my head: On My Own
- The answer is not in the story. Tell what you think.
  - What do I already know about...
  - What do I think about...
  - What in my life is like...
  - What is my opinion about...
  - Do you know anyone who...
  - How do you feel about...
  - If I were going to...
- Strategies:
  - Think about what you already know (BK).
  - Think about what you've read or heard before.

In the book: Right there!
- The words used to create the question and the answer are in the same sentence.
  - What did...
  - Who did...
  - How many...
  - What was...
  - Who are...
  - What does mean?
- Strategies:
  - Scan the text
  - Look for keywords?

In the book: Think & Search
- The answer is found in different parts of the story.
  - How do you...
  - What...
  - What happened to...
  - What happened before/after...
  - How many times...
  - What examples...
  - Where did...
  - Summarize...
- Strategies
  - Skim the text.
  - Search for important info in different places.

In my head: Author & Me
- The answer is not in the story. I use what I already know and information from the story to make my answer.
  - Would you...
  - Which character...
  - Do you agree with...
  - What did you think of...
- Strategies
  - Make inferences from clues found in the story.
  - Make predictions before, during, and after reading.
ON MY OWN

ON MY OWN

ON MY OWN
ON MY OWN

Answers are beyond the text; readers or listeners make an evaluation.
Before Reading

Where is she going?
Is that Ruby?
Why are those people yelling?
Why is she dressed up?
Who is Ruby Bridges?
Why does she have a story?
Is she famous?
Why is she going inside the building?
Is this story happening now?
Why does Ruby look sad?
Why do the men have their arms up, holding back the crowd?
What does 'KEEP THIS A WHITE SCHOOL!' mean?
Why does the crowd look angry?
During Reading

Why were they poor?
Why did Dad lose his job when they brought in machines?
Why do they have suitcases?
Where is New Orleans?
Where is Dad?
Does the family eat when Dad’s not there?
Why did black and white children go to separate schools?
If it was against the law, why did it happen?
Why does she have a hat on?
Why didn’t anybody go with Ruby?
Why does the judge have lipstick on his ears?
Do the people in the town like to go to church?
Why do they have a “White only” sign?
Why are they being rude?
Why didn’t the police help?
What’s a lunch counter?
Why were people marching?
Was Ruby scared? Angry?
The Little Brown Jay
A Tale from India
The Little Brown Jay

A TALE FROM INDIA

Retold by Elizabeth Claire
Illustrated by Miriam Katin
Folklore Consultant: Bette Bosma
Once there was a princess named Maya. She was as beautiful and good as the morning sunshine, but her voice was ugly and sharp.
Every day, handsome young Prince Rama rode by Maya's window. Prince Rama never looked at the beautiful princess. He was blind.
“What can I do?” wondered Maya. She was afraid to speak to him in her ugly voice. Rama did not know she was there.
One day, Maya heard a little jay singing in her garden. The jay was a plain brown bird, but its voice was the sweetest in all of India.
Maya began to cry. The jay stopped singing. "Beautiful lady, why are you crying?"

"Beauty is nothing to me," said Maya. "I wish I could sing like you.
“Please don’t cry,” said the little brown jay. “I will give you my voice.”
"But how?" asked Princess Maya.

"At midnight, tonight, go to the lotus pool," said the jay. "Pick the largest lotus flower. Hold it and make your wish."
That night, the moon was full, and the air was cold. Maya put on her beautiful blue silk scarf and went down to the lotus pool.
She picked the largest lotus flower in the pool and made her wish: "I wish I had a voice like the little brown jay's."
The magic worked. Maya began to sing the sweetest sounds she had ever heard.

"My wish has come true!" she cried in her beautiful new voice.
“I’m glad I could help you,” said a sharp voice beside her. It was the little brown jay.

“Oh, thank you! Thank you!” said Maya.
She looked at the jay. "You poor thing, you are shivering from the cold. Let me put my scarf around you."
“I’m warm now,” said the jay in his sharp new voice. “And this color is lovely.”

“Yes,” said Maya. “I wish you could always wear blue.”
Instantly, the jay’s feathers took the color of the scarf.
"Oh, thank you, Princess!"

"Don’t thank me," Maya said.
"It was the magic lotus flower."
The next day, Prince Rama heard Maya singing. They fell in love and were very happy. Even happier was a beautiful new bird—the little blue jay.
**Asking Questions all the time!**
*Good readers ask questions **before**, **during** and **after** reading their text. Share yours!*

<table>
<thead>
<tr>
<th>Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE READING</strong></td>
</tr>
<tr>
<td>___________________</td>
</tr>
<tr>
<td>___________________</td>
</tr>
<tr>
<td>___________________</td>
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<td>___________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CHECKLIST:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did I write at least two questions? <strong>YES</strong>  <strong>NO</strong></td>
</tr>
</tbody>
</table>

| **DURING READING** |
| ___________________ |
| ___________________ |
| ___________________ |

| **AFTER READING** |
| ___________________ |
| ___________________ |

| 2. Did I share them with my partner? **YES**  **NO** |

| ___________________ |

| 1. Did I write at least two questions? **YES**  **NO** |

| _________________ |

| 2. Did I share them with my partner? **YES**  **NO** |
## Appendix E – Speech Emergent

<table>
<thead>
<tr>
<th>Question Word Bank</th>
</tr>
</thead>
</table>

## Appendix F – Early Production

### Question Stems

What happened after...?
How many...?
Who was it that...?
Can you name the...?
Describe what happened at...?
Who spoke to...?
Can you tell why...?
What is...?
What do you think could have happened next...?
Who do you think...?
Who was a main character...?
What was the problem with...?
What do you think about...?
Do you believe?
Do you think ... is a good or a bad thing?
RIGHT THERE

RIGHT THERE

RIGHT THERE

RIGHT THERE
Answers are right in the text.
Seeing Stripes

Cubs help India's tigers roar back.

A park in India is full of surprises—tiger cubs! India is a country in Asia. At least 10 Bengal tiger cubs have been born in the past two years at Ranthambhore (RAN-tham-bore) National Park in India. They may be the start of Bengal tigers’ roaring comeback.

Today, there are fewer than 1,500 Bengal tigers in India, according to the Wildlife Institute of India. Poachers target the cats for their striped fur. Poachers are people who hunt illegally.

India’s growing human population is also putting tigers at risk. The country has the world’s second-largest population. About 1.1 billion people live there. Growing cities are shrinking tigers’ habitats, or homes. That’s a big problem. Tigers like to hunt alone, so they need plenty of room to prowl.

U.S. officials recently met with Indian leaders to find a way to save the tigers. Stronger security has helped police find and arrest more than 50 poachers in two parks over the past three years.

Officials have also limited the number of safari trucks that bring tourists through Ranthambhore. They hope the new rules will protect the tigers. Wildlife groups say India’s Bengal tigers can thrive, or succeed, with help. Eric Dinerstein of the World Wildlife Fund told WR News, “Wherever we protect tigers and their habitats, tigers come roaring back.”

**THINK ABOUT IT** Why might India have chosen the tiger as its national animal?

---

Discover More About India

**People:** India has one of the oldest civilizations, or communities, in the world. Experts trace the Indus Valley Civilization back at least 4,500 years.

**Religion:** Four world religions originated, or began, in India. They include: Hinduism, Buddhism, Jainism, and Sikhism.

**Taj Mahal:** This building is one of India’s famous landmarks. It is a tomb, or burial place, to honor the favorite wife of the emperor Shah Jahan.

**The Himalayas:** The world’s tallest mountain system rises along India’s northern border. The mountains stretch across southern Asia.

www.weeklyreader.com
Meet the Big Cats

Tigers aren’t the only ferocious felines. This chart shows how the tiger compares with other big cats. Study the chart. Then answer the questions that follow.

<table>
<thead>
<tr>
<th>Big Cat</th>
<th>Weight (pounds)</th>
<th>Length (feet)</th>
<th>Habitat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiger</td>
<td>420</td>
<td>9</td>
<td>Africa, Asia</td>
</tr>
<tr>
<td>Lion</td>
<td>375</td>
<td>9</td>
<td>Africa, Asia</td>
</tr>
<tr>
<td>Jaguar</td>
<td>300</td>
<td>8.5</td>
<td>North America, Central America, South America</td>
</tr>
<tr>
<td>Leopard</td>
<td>160</td>
<td>9</td>
<td>Africa, Asia</td>
</tr>
<tr>
<td>Cheetah</td>
<td>132</td>
<td>7</td>
<td>Africa</td>
</tr>
</tbody>
</table>

Source: World Book Online Reference Center

1. According to the chart, which cat weighs the least?
   A) jaguar  B) lion  C) cheetah

2. How many of the big cats listed on the chart live in Africa?
   A) three  B) four  C) five

3. What is one continent where leopards can be found?
   A) Asia  B) North America  C) South America

4. How many feet long is the lion?
   A) 7  B) 8.5  C) 9

5. The tiger weighs how many more pounds than the cheetah?
   A) 288  B) 300  C) 302

知新闻

Fill in the circle in front of the correct answer.

1. What is the main idea of the story “Seeing Stripes”?
   A) Several Bengal tiger cubs have been born in India in the past two years.
   B) About 1.1 billion people live in India.
   C) Increased protection is helping India’s Bengal tiger population make a comeback.

2. What is another word for thrive?
   A) decrease  B) fail  C) succeed

3. People in Finland created the first ice skates about _______ years ago.
   A) 5,000  B) 8,000  C) 9,000

4. After reading the story “Boy Scouts vs. Bullies,” you can conclude that Boy Scouts _______.
   A) do not know how to camp  B) sometimes have to deal with bullies  C) are bullies

Word Power

A prefix is a word part that is added to the beginning of a root word to form a new word. The prefix un- means "not." Unhappy means "not happy." On a separate piece of paper, write a list of 10 words that begin with the prefix un-.
Inside: Stopping Bullies

Seeing Stripes

Can new cubs help India's tigers make a comeback?

Better protection is increasing India's tiger population.
Icy Invention

All ice-skaters should thank Finland. That is a country in Europe. Scientists recently discovered that people who lived in Finland in ancient, or long-ago, times were the first to create and use ice skates. They made the first ice skates about 5,000 years ago. Instead of metal blades, they used animal bones, including horse bones.

Finland has many lakes that freeze during the winter. Scientists say those lakes form the highest concentration, or collection, of ice in the world. People in ancient times used the skates as a way to cross the frozen lakes. That cut down their travel time.

“Wherever people needed to travel, they would find at least one lake on their route,” Federico Formenti, study coauthor, told WR News. “In Finland, people [using ice skates] could save almost two hours [on their] journey.”

Scientists created this model of the world’s first ice skate. Years ago, skates were made out of animal bones.

Boy Scouts vs. Bullies

Sure, Boy Scouts know their way around a campsite, but can they outsmart bullies? The Boy Scouts of America organization is making sure that they can. Recently, it added a new section to its handbook. New scouts must demonstrate, or show, that they know how to handle bullies.

Rehearsing, or practicing, what to say to a bully is one way to avoid being pushed around. The Boy Scouts also suggest sticking close to friends. Spencer Anderson, 9, of Greenwood Village, Colo., follows that tip. “Bullies don’t usually like to mess with more than one kid,” the scout told WR News.

How to Handle Bullies

How can you stop a bully? Here are some tips from the 2008 Boy Scout Handbook.

1. If ignoring a bully doesn’t work, stand up for yourself with words. Practice what you want to say. For example, if a bully is making fun of your clothes, ask the bully why he or she cares.

2. Tell the bully how hurtful being bullied feels. Ask why you are the target. Then ask the bully to stop.
**In my head: Own My Own**
The answer is not in the story. Tell what you think.

- What do I already know about...
- What do I think about...
- What in my life is like...
- What is my opinion about...
- Do you know anyone who...
- How do you feel about...
- If I were going to...

**Strategies:**
- Think about what you already know (BK).
- Think about what you've read or heard before.

**In the book: Right there!**
The words used to create the question and the answer are in the same sentence.

- What did...
- Who did...
- How many...
- What was...
- Who are...
- What does ____ mean...

**Strategies:**
- Scan the text
- Look for keywords.

**In my head: Author & Me**
The answer is not in the story. I use what I already know (BK) and information from the story to make my answer.

- Would you...
- Which character...
- Do you agree with...
- What did you think of...

**Strategies:**
- Make inferences from clues found in the story.
- Make predictions before, during, and after reading.

**In the book: Think & Search**
The answer is found in different parts of the story.

- How do you...
- What...
- What happened to...
- What happened before/after...
- How many times...
- What examples...
- Where did...

**Strategies:**
- Scan the text
- Search for important info in different places.
“Right there” Questions (?)

1. What animal is in danger?

2. Where do Bengal tigers live?

3. Why are Bengal tigers in danger? HINT: and
Asking Questions to Clarify:
I'm Confused!!

Question: **HUH? WHERE IS FORTE?**

Cross the fix-it strategies after you try them. Circle the one that worked.
Reread  Read on  Review  Try to infer (figure out)
Start again  Think about my thinking  Use a picture clue
Ask for help

Question: **HUH? WHAT WAS THE FIRE**

Cross the fix-it strategies after you try them. Circle the one that worked.
Reread  Read on  Review  Try to infer (figure out)
Start again  Think about my thinking  Use a picture clue
Ask for help

Question: **HUH? WHY BOAST THE KARE WAR**

Cross the fix-it strategies after you try them. Circle the one that worked.
Reread  Read on  Review  Try to infer (figure out)
Start again  Think about my thinking  Use a picture clue
Ask for help

Did this list of fix-it strategies help when you were confused?
Marian called it Roxaboxen. (She always knew the name of everything.) There across the road, it looked like any rocky hill—nothing but sand and rocks, some old wooden boxes, cactus and greasewood and thorny ocotillo—but it was a special place.

The street between Roxaboxen and the houses curved like a river, so Marian named it the River Rhode. After that you had to ford a river to reach Roxaboxen.

Of course all of Marian's sisters came: Anna May and Frances and little Jean. Charles from next door, even though he was twelve. Oh, and
Eleanor, naturally, and Jamie with his brother Paul. Later on there were others, but these were the first.

Well, not really the first. Roxaboxen had always been there and must have belonged to others, long before.

When Marian dug up a tin box filled with round black pebbles everyone knew what it was: it was a buried treasure. Those pebbles were the money of Roxaboxen. You could still
find others like them if you looked hard enough. So some days became treasure-hunting days, with everybody trying to find that special kind. And then on other days you might just find one without even looking.

A town of Roxaboxen began to grow, traced in lines of stone: Main Street first, edged with the whitest ones, and then the houses. Charles made his of the biggest stones. After all, he was the oldest. At first the houses were very plain, but soon they all began to add more rooms. The old wooden boxes could be shelves or tables or anything you wanted. You could find pieces of pottery for dishes. Round pieces were best.

Later on there was a town hall. Marian was mayor, of course; that was just the way she was. Nobody minded.
After a while they added other streets. Frances moved to one of them and built herself a new house outlined in desert glass, bits of amber, amethyst, and sea-green: A house of jewels.

And because everybody had plenty of money, there were plenty of shops. Jean helped Anna May in the bakery—pies and cakes and bread baked warm in the sun. There were two ice cream parlors. Was Paul's ice cream the best, or Eleanor's? Everybody kept trying them both. (In Roxaboxen you can eat all the ice cream you want.)
Everybody had a car. All you needed was something round for a steering wheel. Of course, if you broke the speed limit you had to go to jail. The jail had cactus on the floor to make it uncomfortable, and Jamie was the policeman. Anna May, quiet little Anna May, was always speeding—you’d think she liked to go to jail.

But ah, if you had a horse, you could go as fast as the wind. There were no speed limits for horses, and you didn’t have to stay on the roads.

All you needed for a horse was a stick and some kind of bridle, and you could gallop anywhere.
Sometimes there were wars. Once there was a great war, boys against girls. Charles and Marian were the generals. The girls had Fort Irene, and they were all girl scouts. The boys made a fort at the other end of Roxaboxen, and they were all bandits.

Oh, the raids were fierce, loud with whooping and the stamping of horses! The whirling swords of ocotillo had sharp thorns—but when you reached your fort you were safe.

Roxaboxen had a cemetery, in case anyone died, but the only grave in it was for a dead lizard. Each year when the cactus bloomed, they decorated the grave with flowers.
Sometimes in the winter, when everybody was at school and the weather was bad, no one went to Roxaboxen at all, not for weeks and weeks. But it didn’t matter; Roxaboxen was always waiting. Roxaboxen was always there. And spring came, and the ocotillo blossomed, and everybody sucked the honey from its flowers, and everybody built new rooms, and everybody decided to have jeweled windows. That summer there were three new houses on the east slope and two new shops on Main Street.

And so it went. The seasons changed, and the years went by. Roxaboxen was always there.
The years went by, and the seasons changed, until at last the friends had all grown tall, and one by one, they moved away to other houses, to other towns. So you might think that was the end of Roxaboxen—but oh, no.

Because none of them ever forgot Roxaboxen. Not one of them ever forgot. Years later, Marian's children listened to stories of that place and fell asleep dreaming dreams of Roxaboxen. Gray-haired Charles picked up a black pebble on the beach and stood holding it, remembering Roxaboxen.

More than fifty years later, Frances went back and Roxaboxen was still there. She could see the white stones bordering Main Street, and there where she had built her house the desert glass still glowed—amethyst, amber, and sea-green.
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Huh? I'm Confused!!

Huh?

Page Number: ________

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Circle the fix-it strategies that worked.
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Start again Think about my thinking Use a picture clue
Ask for help

Huh?

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1. Reread
2. Read on
3. Try to infer (figure out)
4. Think about my thinking
5. Use a picture clue
6. Ask for help