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To the Teacher

There are nine books in Jamestown’s Wild Side series. These titles are Angry Animals, Beyond Belief, Bizarre Endings, Close Calls, Crime and Punishment, Extreme Sports, In the Line of Duty, Total Panic, and Weird Science. All the titles include high-interest, nonfiction selections followed by exercises in reading comprehension and critical thinking skills. Each book is divided into three units of five lessons each. The reading levels in each book progress unit-by-unit in the following way:

Unit One Grade 4
Unit Two Grade 5
Unit Three Grade 6

The selections have a universal appeal and are appropriate for use with students ranging from grades 6 through grade 12. These high-interest selections may also be useful with students who are learning English as a second language.

How to Use This Series

Introducing the Book

This series can be an effective tool for learning or improving critical reading skills. Begin by introducing students to the contents and format of the book you are using. Examine the book with students to demonstrate how it is set up and what it is about. Discuss the title of the book and the various meanings that title may have. Read through the Table of Contents with the class to provide an overview of the various topics that will be covered in the book.

The Sample Lesson

To familiarize yourself with the content of each lesson and learn how to proceed through a lesson, turn to a Sample Lesson in one of the Student Edition books on pages 4–11. Work through a Sample Lesson with students so that they have a clear understanding of the purpose of the book and how they are to use it.

The Sample Lesson is structured exactly like the regular lessons. The lesson opens with a photograph followed by the article. The paragraphs in each article are numbered in sequential order. The article is followed by seven types of comprehension and critical thinking exercises: Finding the Main Idea, Recalling Facts, Making Inferences, Using Words Precisely, Author’s Approach, Summarizing and Paraphrasing, and Critical Thinking. Opportunities for Personal Response and Self-Assessment follow these seven exercises. The answers to the Student Edition exercises can be found at www.mhecriticalreadingprogram.com.

The Teacher Guide

The accompanying teaching notes for the Sample Lesson in this Teacher Guide are structured exactly like the teaching notes for the regular student lessons. Each student lesson is supported with a summary of the article and activities to conduct Before Reading, During Reading, and After Reading. The Before Reading section contains activities to build vocabulary, activate prior knowledge, preview the information in the article, and build background knowledge. The During Reading section reinforces reading skills. The After Reading section provides writing prompts that invite students to respond to the article in a handwritten journal or in a blog format. The lesson also includes exercises for differentiated instruction and English language learners (ELLs) as well as activities that use graphic organizers. MP3 downloads of 24 selected articles provide modeled fluency and read-along support for developing readers. The MP3s can be accessed at www.mhecriticalreadingprogram.com. The articles selected for audio are indicated by an audio icon in front of the lesson title.
Working Through the Sample Lesson

Before beginning the lesson with students, read the Summary to become familiar with the article. The Build Vocabulary activity pre-teaches the vocabulary words from the article. You may choose to write the activity on the board, present it on a whiteboard, or prepare it as a handout. Students might complete the vocabulary activity as a class or in small groups. Have students keep a vocabulary journal that includes definitions, illustrations, antonyms, synonyms, and different forms of the vocabulary words. Students might also rate each word according to how familiar they are with it. For example, a number 1 rating means that a student knows the meaning of the word and knows how to use it in context. A number 2 rating means that a student has seen or heard the word but doesn’t know how to use it. A rating of 3 means that a student has never seen or heard the word.

The Activate Prior Knowledge activity suggests two or three questions or ideas to help you prompt students to discuss what they may already know about the topic of the article. Web sites often are listed to provide you with additional information on the topic and to help prepare you for any questions students may have during the discussion.

Read the Build Background notes for students or summarize the information in your own words. These notes offer information to students that will reinforce and build upon their prior knowledge and will pave the way for reading the article.

To begin the Preview activity, have students turn to the Sample Lesson. Have them read the title of the article and look at the photographs and read the photo captions. Ask them what clues these elements provide about the content of the article, and encourage them to draw on the previous discussions during Activate Prior Knowledge and Build Background.

During reading, students apply their knowledge of a Reading Skill as they read the article. The skills in this section help students to visualize, identify sequence, ask questions, find cause and effect, infer, predict, determine word meanings from context, and find vocabulary in context. Students may practice the skill individually, in pairs, or in groups before reading. Have students note each vocabulary word and think about its meaning. Students should refer to the Build Vocabulary activity if they need help remembering the meaning of a vocabulary word.

After reading the Sample Lesson, work through the Reading Comprehension and Critical Thinking exercises with students. Make sure students understand how to respond to the different types of questions and activities and how to determine their scores. The correct answers and sample scores for the Sample Lesson appear in the student text. In addition, the Finding the Main Idea and Making Inferences exercises include explanations for the correct answers to provide students with models for how to think through these types of exercises.

Once students complete the exercises in the Sample Lesson, show them how to record their total score for these activities on the Reading Comprehension Graph on page 57. Discuss with students the purpose of charting their progress on this graph and the Reading Speed Graph on page 56. Make sure they understand how these will be used. You may need to help them find and mark their scores for the first lesson or two.

After students complete the Critical Thinking exercises in the Sample Lesson, have them turn to the Critical Thinking Chart on page 58. Explain the directions for this chart and discuss possible comments that they might enter for each category. Make sure that students understand that all charts, graphs, and tables are provided at the end of each unit.
Respond to the Article in this Teacher Guide provides two or three questions to encourage students to respond in a personal way to the article or its theme. These prompts help students to think critically about what they have read and make connections. Teachers may have students write their responses in a journal or in a blog. A blog provides creative use of Internet technology in the classroom. Go to http://teachingtoday.glencoe.com/howtoarticles/blog-basics for information on how to set up a classroom blog. Whether you use response journals or blogs, be sure to offer students feedback on the substance of their entries.

Differentiated Instruction activities address the multiple learning styles of students by offering diversified activities and strategies for maximizing the participation of all students. The English Language Learners section offers modified activities geared toward students whose first language is not English. Both the Differentiated Instruction and the English Language Learners activities are connected to a lesson’s During Reading skill. In addition, 27 Language Development Activities, one for each unit of each book, are provided in this Teacher Guide. These activities are designed for ELLs and are differentiated for all students. The activity sheets that are part of many of the Language Development Activities can be found at www.mhecriticalreadingprogram.com.

The Graphic Organizers section suggests one of nine graphic organizer templates to use with the lesson, found at www.mhecriticalreadingprogram.com. The templates are meant to be downloaded and printed for students’ use. The Teacher Guide provides instructions for using a graphic organizer as an aid for a specific comprehension skill, such as understanding concepts, main idea and details, cause and effect, sequence of events, classifying information, categorizing, distinguishing between fact and opinion, and comparing and contrasting. When appropriate, the instructions include text that students use to partially complete the graphic organizer. Write this information on the board, present in on a whiteboard, or partially complete a copy of a graphic organizer template before making photocopies for students. Once students have a partially completed graphic organizer, direct them to complete the organizer according to the instructions provided. The answers to the graphic organizers can be found at www.mhecriticalreadingprogram.com.

Timing the Reading
If you time the students’ reading, explain that the purpose of timing is to help students keep track of and see the improvement in their reading rates.

One suggestion for timing is to have all students begin reading the selection at the same time. After one minute, write on the chalkboard the time that has elapsed, and then begin updating it at 10-second intervals (1:00, 1:10, 1:20, etc.). Instruct students to write down the last time shown on the chalkboard when they have finished reading. They should write their reading time in the space designated at the end of the selection.

Students can check their reading rates by using the Words-per-Minute Table at the end of each unit. They should enter their reading rate for the appropriate lesson number on the graph according to the directions provided. Graphing their reading rates enables students to keep track of improvements in their reading speed.

The Charts and Graphs
The charts and graphs at the end of each unit serve several purposes. The Words-per-Minute Table helps students determine their average reading speed. The Reading Speed and Reading Comprehension charts show in a concrete and easily understandable way how a student is progressing. Seeing a line of progressively rising scores gives students the incentive to continue striving for improvement. The Compare and Contrast and Critical Thinking charts provide students the opportunity to reflect on their reading and thinking with each selection and throughout a unit.
Working Through Each Lesson

After students become familiar with the format of the Sample Lesson, they should be ready to work through the regular lessons as you guide them using the teaching notes in this Teacher Guide. Have students preview the article and discuss their thoughts and any prior knowledge they may have on the topic as they did with the Sample Lesson.

Then have students read the article. If you time them, have them enter their reading time, find their reading speed, and record their speed on the graphs after they have finished reading the article.

Instruct students to complete the Reading Comprehension and Critical Thinking exercises without looking back at the article. When they have finished, review the questions and answers with them, using the answer keys that are provided at www.mhecriticalreadingprogram.com. Students should grade their own exercises and make any necessary corrections. Have them enter their Reading Comprehension Score on the Reading Comprehension graph. They should use the Critical Thinking chart to reflect on their success and write a brief comment for each of the Critical Thinking exercises.

In addition, this Teacher Guide provides 27 unit assessment tests, one for each unit of each book in the series. These tests offer students another opportunity to practice mastering comprehension and critical thinking skills. The answers to the unit assessments can be found at www.mhecriticalreadingprogram.com.

The information provided in this To the Teacher section is intended only as a framework for using the Wild Side series. You may wish to tailor your use of this series to meet the specific needs of your students.
Using Multimedia to Model Fluency

Reading fluently means reading at a good pace, with accuracy and proper intonation and phrasing. As students practice fluency, they demonstrate decoding skills and knowledge of reading strategies as well as comprehension skills, which enable them to monitor what is being read to make sure it sounds like language.

Students “Practice Their Way to Competence”

Fluency practice calls on students to integrate many reading abilities into one activity, the oral reading of text. Having students do a lot of reading at an appropriate level—with a teacher, tutor, or peer supporting them and helping them self-monitor—is a good way for students to practice their way to competence. When you provide fluency practice in your classroom, you give students the opportunity to demonstrate and develop their reading skills.

Include fluency in your daily class instruction by letting students hear what fluent reading sounds like. Too often students who struggle hear only other students who struggle. This Teacher Guide includes MP3 downloads of readings of 24 selected articles from The Wild Side Student Edition. These readings provide excellent modeling of smooth, accurate, and expressive oral reading. It is also a good idea to model fluent reading by reading aloud several times a week.

Ways to Develop Fluency

The following are possible methods for using The Wild Side Student Edition articles and other texts for low- and high-level readers.

- **The Recorded Model** Encourage students who are fluent and expressive readers to prepare recorded models of the articles for less-fluent readers. Recording themselves gives more-fluent readers extra practice in reading. The recordings they produce provide models for less-fluent readers to practice.

- **Choral Reading** Choral Reading is an activity in which groups of students read text in unison. It is an entertaining, collaborative activity that allows all students to participate comfortably in reading aloud. To use choral reading, divide the class into groups. Assign a segment of an article to each group. Have each group of students practice reading their text segment, in unison. Then lead the class to present the whole text. Each group will read its segment of text (in unison) at the correct time. Poetry, songs, and text that include rhymes or repeated words or sounds also are especially suitable for choral reading.

- **Repeated Readings** Have students choose an article from The Wild Side series or a longer selection from peer writings or other sources, such as newspapers or magazines. Have them read orally to you or to a partner for their first readings. Partners should track the reader’s overall performance in word-recognition accuracy, pace, and expression. Set the criteria for number of miscues and kinds of miscues allowed. For example, oral reading miscues may include mispronounced words, word substitution, inserted words, and skipped words. Before students read the passage a second time, have them practice reading the same passage several times until they feel comfortable with the text. They may practice in class, either alone or with a partner, or they may prefer to practice by recording themselves reading and then reading silently along with the playback. Students may also choose to read the passage to a listener at home. On another day, but in the same week, have students do their second readings. This method can be particularly helpful for students who are anxious or who have language problems. It is motivating for students to see a dramatic increase in their second reading scores. When students have achieved an acceptable reading fluency score, assign a new reading at the same level or just above the level just completed.
Using the Language Development Activities

One avenue for differentiated instruction in the Critical Reading Program is the Language Development Activities. These activities use material from the reading selections to develop areas of language in which ELLs need extra support, such as multiple meanings, multi-word verbs, and idioms. While the activities are differentiated in this manner for ELLs, all students can gain from participating in different ways.

The Format of the Activities

There is one 15- to 25-minute lesson per unit—a single activity in which the entire class participates. In addition to differentiating material by topic for ELLs, the activities include different roles, tasks, and types of peer interaction that provide all students with multiple ways of expressing their knowledge and skills. Downloadable activity sheets are included with some of the lessons.

No Experience Necessary

No special experience is necessary to lead a Language Development Activity because the instructions are highly explicit. For teachers who prefer less detailed or more customized lesson plans, activity steps can be deleted or modified. Certain instructions such as “Circulate among groups to support students’ work” are reminders and can be implemented at any point in a lesson.

User-Friendly Technology

There are no technology requirements other than the teacher’s computer/printer (or photocopy machine) for producing activity sheets. A whiteboard may be used as an alternative to writing on the board where it is called for.

Seven ESL/DI Skills

There are seven lesson types, all of which are based on principles of differentiated instruction (DI). The lesson models rotate from unit to unit and are based on seven ESL-specific skills. These lesson types are:

- **Multiple Meanings:** Students work together to use context to identify two meanings of words from a reading selection in the unit.
- **Multi-Word Verbs:** Students summarize the reading selection by putting sentences containing multi-word verbs into a sequence diagram.
- **Vocabulary Review:** Students interview each other and report to the class on each other’s answers using vocabulary words from the reading selection.
- **Syntax:** Kinesthetic, hands-on learners lead small groups in constructing sentences with correct syntax by ordering paper word squares.
- **Idioms:** Students keep a flashcard collection of idioms in English, both from the reading selection and other sources, and share idioms from their cultures.
- **Parts of Speech:** Small groups search the reading selection for nouns, verbs, adjectives, pronouns, etc. in order to create original sentences using sentence models.
- **Prefixes/Suffixes:** Students create graphic organizer diagrams showing the construction of selection words that contain prefixes and suffixes.

All Language Development Activities follow one of these seven models, and the teacher can use the models to create additional activities for other reading selections in the unit.
Activity Highlights
Language Development Activities are completed collaboratively by the entire class, and every student comes away with a better understanding of the ESL/DI skill. At the same time, there is also a list of general skills—the “Activity Highlights”—that students may practice to a greater or lesser extent during the activity. For example, if small groups are charged with sharing personal stories, a student may choose simply to listen attentively. In partnered activities, students are challenged to participate more actively but may still give answers of any length. In whole-class discussions, volunteers participate actively and others listen. The “Activity Highlights” box at the top of each lesson lists the particular skills that students may choose to practice. These include:

- Listening attentively, with the option to respond at a later time
- Answering questions verbally or in writing
- Working collaboratively in different capacities
- Sharing knowledge, ideas, or personal experiences verbally
- Interviewing, summarizing partners’ responses
- Creating original sentences verbally or in writing
- Note taking, dictation
- Reading sentences to group members or the whole class
- Leading a group task such as constructing sentences
- Playing a specific role in a group task, such as note taking, moving paper word squares, or summarizing group responses

Assessing Students’ Participation
The assessment intended for these activities is an individual portfolio-based record of progress as defined by the students themselves. There is a Self-Assessment of Participation sheet provided in this Teacher Guide in which students check off and describe their participation in a given activity. While students choose the way in which they participate in any given activity, the record they keep of their participation should show a branching out into unfamiliar areas over time. For students who always answer questions right away, for example, growth objectives may include learning to spend more time listening, or letting others give answers first. As part of students’ goals, the activity sheets may be used to provide remedial practice or to serve as a basis for original individual work.

If more concrete assessment data is required, there are several possible approaches:
- Use a blank activity sheet as a quiz, based on either the material covered in the activity or on a new example for the same skill.
- Collect students’ written work for grading.
- Give credit for different kinds of class participation.
- Use questions posed during the activity as quiz questions.
- Have individuals, partners, or groups give formal presentations to the class.

Teachers are encouraged to embrace the collaborative, inclusive nature of these activities. Assessment at its best is a tool for getting to know students and continually redesigning instruction to meet their needs.
Self-Assessment of Participation
Language Development Activity

Unit: ______ Selection Title: ____________________________________________

Check the box or boxes next to the things you did during the activity.

❑ I learned from listening.

❑ I answered aloud one or more of the teacher’s questions to the class.

❑ I worked on a task with one or more people.

❑ I spoke in a small group.

❑ I gave a suggestion or shared my knowledge in a small group or with a partner.

❑ I played a special role in a small group (for example, note taking, forming words, etc.).

❑ I created or helped create one or more sentences.

❑ I wrote one or more sentences.

❑ I read aloud one or more sentences to the group.

❑ I read aloud one or more sentences to the class.

Signature: ____________________________________________________________

Date: ________________________________________________________________