FUSION READING

ENGAGE
INVIGORATE AND **EMPOWER**

Struggling Readers in Grades 6–12

RESEARCHED *AND* **FIELD TESTED!**

CCSS

Distinguished
AUTHOR TEAM

Donald D. Deshler, *Director*

Deshler's research includes designing academic interventions for struggling learners, system change, and professional learning. He and his colleagues have developed and validated the Strategic Instruction Model (SIM), a comprehensive approach to adolescent literacy that helps students "learn how to learn" and promotes effective instructional methods for teachers. Deshler is the Williamson Family Distinguished Professor of Special Education.

Michael Hock, *Associate Director*

Hock's research involves the development and validation of reading, motivation, and tutoring interventions that meet the needs of districts or agencies as well as the needs of academically underprepared adolescents and adults. His research also focuses on professional development, instructional coaching, and the school change process. He is also associate research professor at the University of Kansas.

Irma Brasseur-Hock, *Research Associate*

Brasseur-Hock's research interests include adolescent literacy, instructional technology, coaching, and instructional sustainability. She has coordinated several federally funded R & D projects, including one to design and field-test a reading skill profile for struggling adolescent readers. Brasseur-Hock has extensive experience as a classroom teacher and is highly regarded for her skills as a professional development specialist in adolescent literacy and secondary school change.
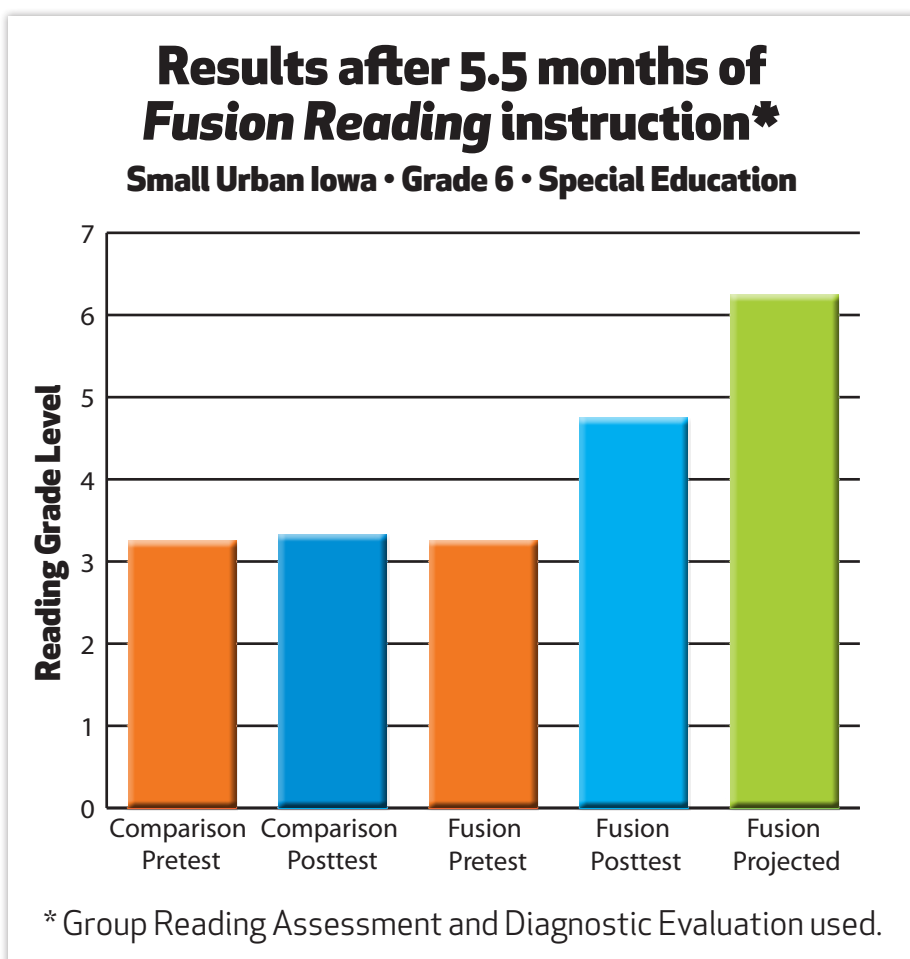
FUSION
READING

Research Driven
WITH PROVEN RESULTS

Fusion Reading was rigorously field tested by the University of Kansas Center for Research on Learning. On standardized measures, students who participated in Fusion Reading significantly increased their ability to:
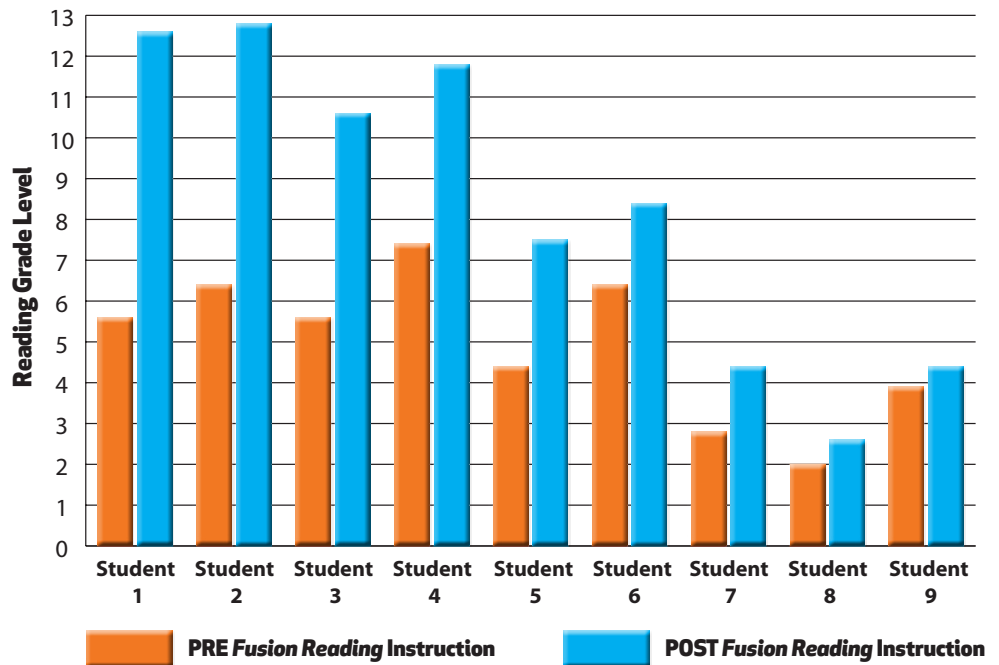
- Comprehend what they read.
- Read more fluently.

Fusion Reading was piloted at over 10 locations around the United States as part of the IES grant. The following charts show the results in a variety of schools with a range of students.

Results after 5.5 months of *Fusion Reading instruction**
Small Urban Iowa • Grade 6 • Special Education

Reading Grade Level

| Comparison Pretest | Comparison Posttest | Fusion Pretest | Fusion Posttest | Fusion Projected |

* Group Reading Assessment and Diagnostic Evaluation used.

Standardized Reading Test Results*

Rural Iowa • Grades 9-11 • General Education/Special Education

Reading Grade Level

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9
PRE	5.6	6.4	5.6	7.4	4.4	6.4	2.8	2.0	3.9
POST	12.6	12.8	10.6	11.8	7.5	8.4	4.4	2.6	4.4

■ **PRE** *Fusion Reading* **Instruction**   ■ **POST** *Fusion Reading* **Instruction**

* Group Reading Assessment and Diagnostic Evaluation used.

Test Results*

Urban Michigan

Reading Grade Level

	TOTAL Students	Grade 6 Students	Grade 7 Students	Female Students	Male Students	ESL Students	Disabled Students	Remaining Students
September 2010 PRE	4.5	4.2	4.9	4.4	4.5	4.7	3.3	4.9
May 2011 POST	6.8	6.5	7.2	6.9	6.7	6.1	5.8	7.2

By Grade   By Gender   Other

■ **September 2010 PRE** *Fusion Reading*   ■ **May 2011 POST** *Fusion Reading*
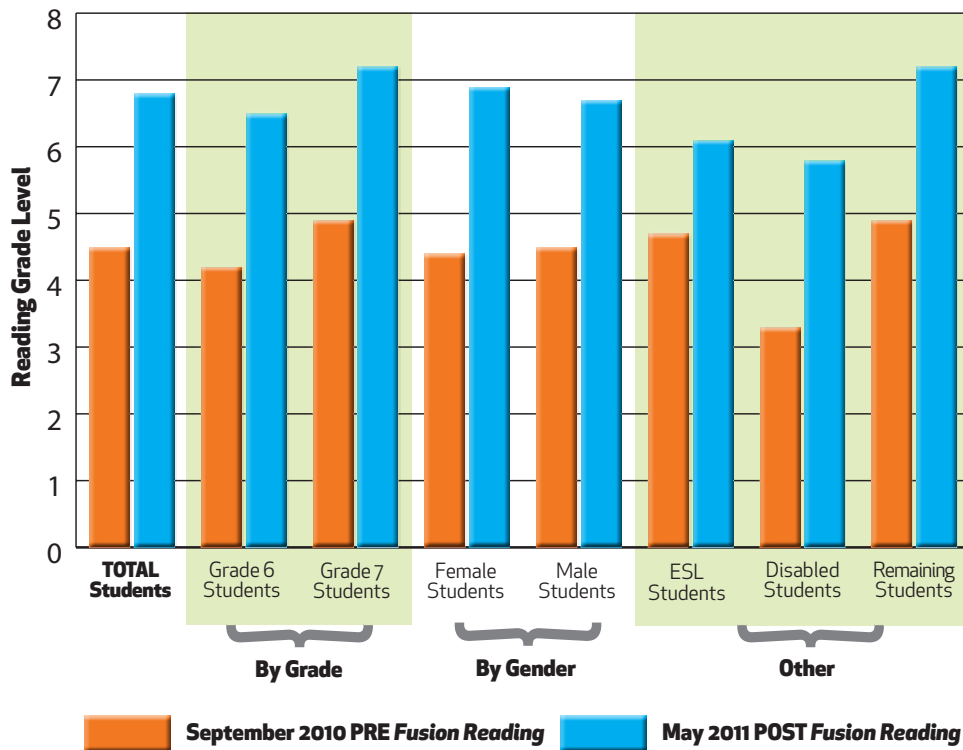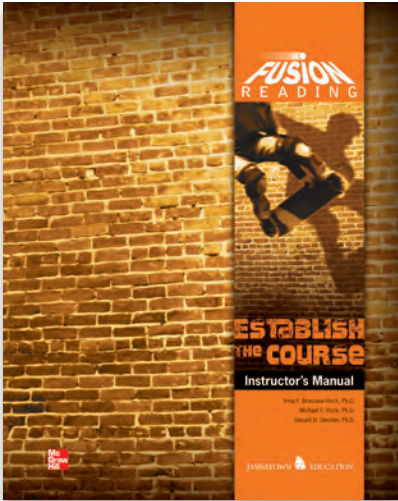
** Test of Silent Contextualized Word Reading Fluency used.*

Teaching *TOOLS*

## Instructor's Manual for Each Module

The following manuals were developed in response to a study analyzing the needs of struggling readers:

Establish the Course sets the road map for this two-year curriculum with lesson plans, thinking reading strategies for novel reading, and explicit instruction for skill development.
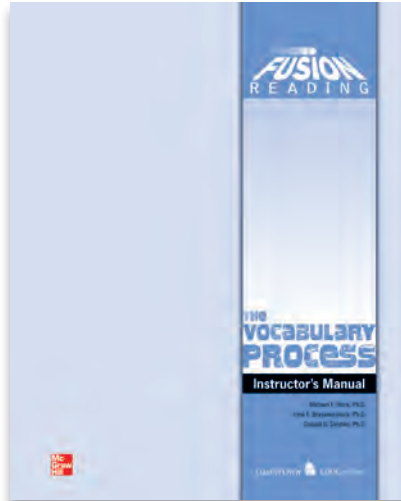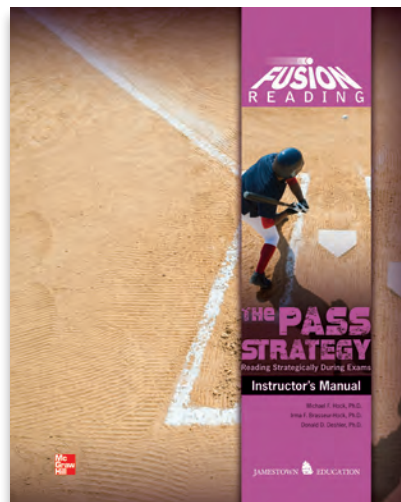
The Vocabulary Process is an online compilation of 360 critical vocabulary words, an analysis of those words' roots, prefixes and suffixes–plus ready-to-give quizzes and answer keys.
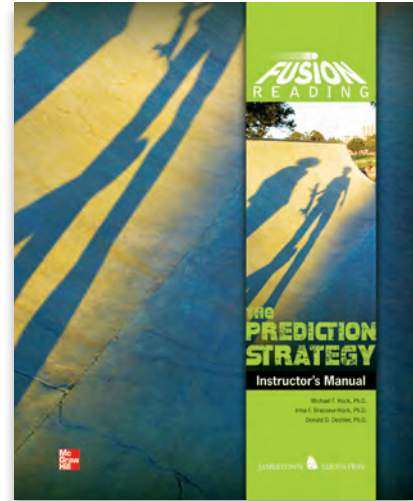
The Prediction Strategy teaches students how to make predictions before and while they read.

The Summarization Strategy shows students how to summarize what they have read.

The PASS Strategy provides instruction to help students succeed on state assessments.

Additional Teacher Materials

- **Flip Chart** detailing classroom procedures.
- **Online Teacher Resources** including Parent Q&A, Posters, and Instructor Manuals

Possible Selves for Readers provides motivation strategies to help students understand how becoming expert readers can impact their futures.

The Bridging Strategy offers advanced phonics, decoding, word recognition, and fluency.

Strategy Integration shows students how to use multiple strategies to become better readers.

FREE with the purchase of the Teacher Kit!

ConnectED

Online Learning Center

- **The Vocabulary Process** eBook
- **The Bridging Strategy** Answer Key eBook
- Introductory Professional Development Module for **Establish the Course**
- Links to University of Kansas Center for Research on Learning

Flexible
TEACHING STRUCTURE

Multiple implementation options to accomodate YOUR schedule!

Time Required for Implementation

Multiple options for implementation are available to accommodate the varied schedules found in middle and high schools. Field test studies are reflective of various models.

If the 2-year module is used, the program is treated like Pre-Algebra/Algebra I or Spanish I/Spanish II

Time Commitment	Days Per Week	Time to Complete Program
90 min.	Every Day	1 Year
90 min.	Every Other Day	2 Years
60 min.	Every Day	2 Years
45 min.	Every Day	2 Years

Fusion Reading Timeframe

Lesson Format	90 Minute Lesson	60 Minute Lesson	45 Minute Lesson
Warm-Up	5	5	5
Thinking Reading	20	15	10-15*
Explicit Instruction	40	25	20-25
Vocabulary	20	10	10-15*
Wrap-Up	5	5	5

*For a 45-minute period, alternate between Thinking Reading and Vocabulary so that each occurs every other day

Time			Lesson Format
90	60	45	
5	5	5	Warm-Up
20	15	10-15	Thinking Reading
			Explicit Intructions
40	25	20-25	• Reading Strategies • Practice with Feedback
20	10	10-15	Vocabulary
5	5	5	Wrap-Up

Units of Study

Every unit of study follows the same lesson format. Time spent in each area depends on time allotted.

Prediction Strategy	Possible Selves
The Bridging Strategy	Strategy Integration

YEAR ONE

Summarization Strategy	Strategy Integration
PASS Strategy	Strategy Integration

YEAR TWO

Professional
DEVELOPMENT

Extensive Professional Development is offered online through ConnectED. The 10 Professional Development modules will give you an overview of the Fusion Reading program as well as detailed instruction for each Fusion Reading unit. Assessment is covered in its own module. Videos of Fusion Reading master teachers offer model lessons for closer study and practice. Activities to check your understanding are included for additional practice.

10 Online modules available

- Establish the Course Year 1
- The Prediction Strategy
- Possible Selves for Readers
- Strategy Integration
- The Bridging Strategy Part 1
- The Bridging Strategy Part 2
- Establish the Course Review Year 2
- The Summarization Strategy
- The PASS Strategy
- Assessment

On-site professional development opportunities are available.
(Contact your Intervention representative for more details.)

Common Core Standards
FOR READING

Fusion Reading helps students accomplish the goals of the Common Core State Standards.

		College & Career Readiness Standards for Reading								
		Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas		Range Of Reading & Level of Text Complexity
Where Fusion Reading responds to each standard	Thinking Reading	●	●	●	●					
	Vocabulary Process	●			●					
	Prediction Strategy	●	●	●		●	●	●		
	Summerization Strategy	●	●	●		●	●	●		
	Strategy Integration	●				●	●	●	●	●
	Bridging Strategy				●					
	The PASS Strategy							●		●
	Book Study				●					●

For a detailed correlation by grade level go to **MHEOnline.com**

Student *RESOURCES*

Student Editions

Consumable workbooks contain expository and narrative reading materials for student practice of The Bridging Strategy, The Prediction Strategy, and The Summarization Strategy

Fusion Reading Plus

Leveled Readers offer additional timed reading support in the content areas

- Three different levels: Introductory, Intermediate, and Advanced
- Reading levels ranging from 5-13, determined by the Lexile® Framework for Reading
- Three units in each book with 18 articles at prescribed reading levels
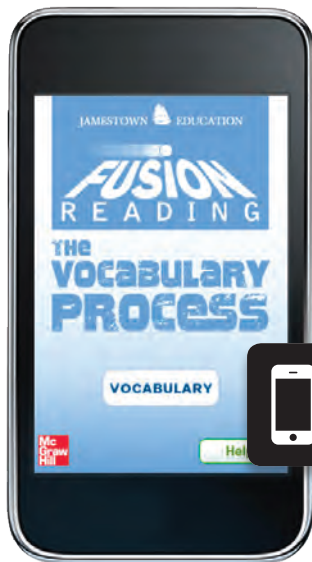
Vocabulary App
available on iTunes®

Reading *SUPPORT*

Fusions Reading Novel Library

Includes Essential novels from the Bluford High Series (Townsend Press), as well as other engaging novels.

- **Summer of Secrets**
- **Brothers in Arms**
- **Secrets in the Shadows**
- **Lost and Found**
- **The Bully**
- **Blood is Thicker**
- **The Gun**
- **Until we Meet Again**
- **Call of the Wild**
- **Great Stories of Suspense and Adventure**
- **Coach Carter**
- **We Beat the Streets**
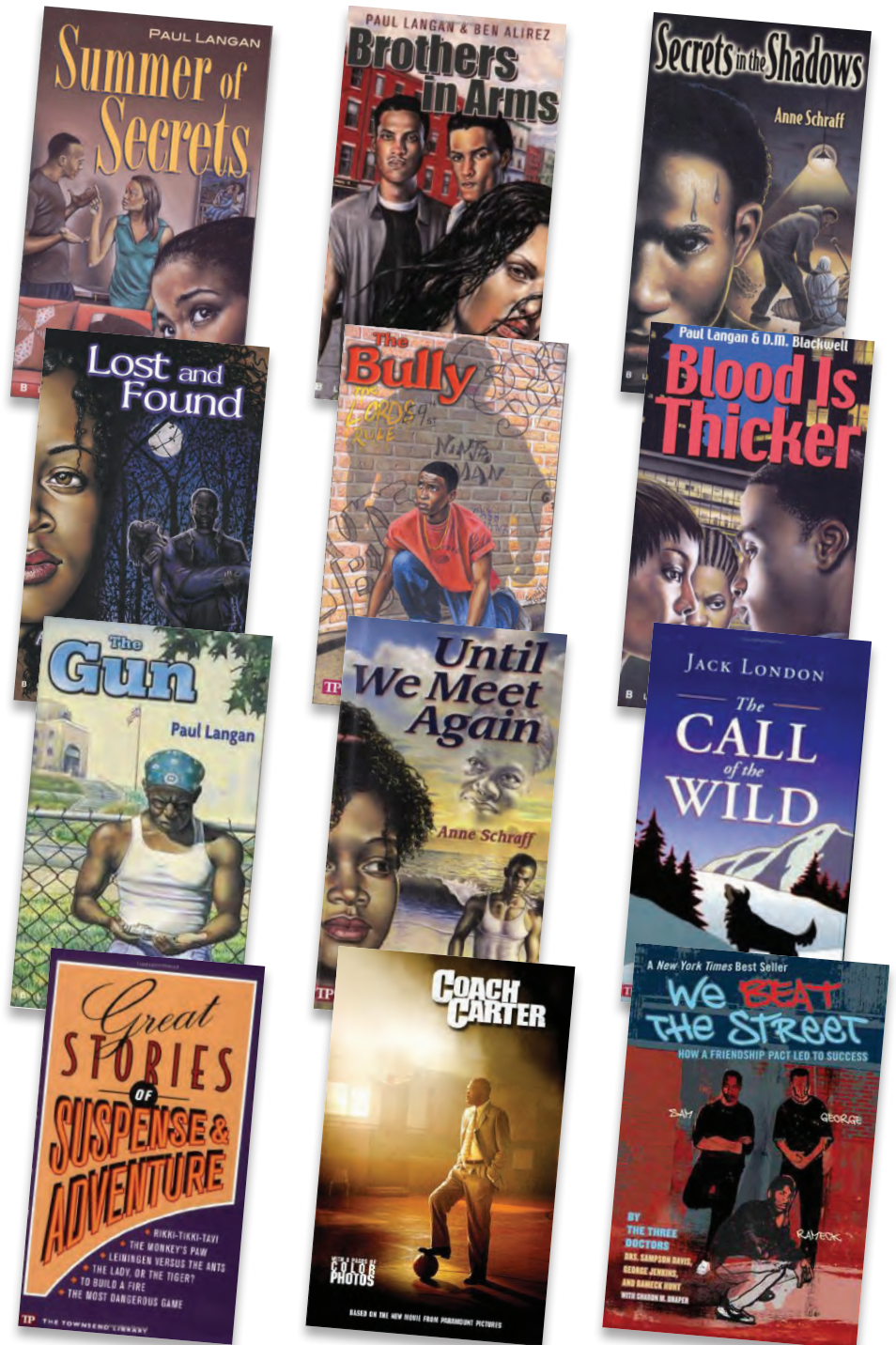
Supplemental Classroom Library

Offers additional reading support with 69 books including Teacher Guides!

- **The Outer Edge™ series**
  (6 books—reading levels 2-4)
- **The Wild Side series**
  (9 books—reading levels 4-6)
- **Critical Reading series**
  (12 books—reading levels 6-8)
- **Above and Beyond series**
  (4 books—reading levels 8-10)

- **Timed Reading Plus in Math**
  (5 books—reading levels 4-13+)
- **Timed Reading Plus in Social Studies**
  (10 books—reading levels 4-13+)
- **Timed Reading Plus in Science**
  (10 books—reading levels 4-13+)
- **Timed Reading Plus in Literature**
  (10 books—reading levels 4-13+)

Table of Contents

FUSION READING

Establish the Course sets the road map for this two-year curriculum. It contains lesson plans, thinking reading strategies for novel reading, and explicit instruction for skill development.

ESTABLISH THE COURSE

Instructor's Manual

Irma F. Brasseur-Hock, Ph.D.

Michael F. Hock, Ph.D.

Introduction

Fusion Reading is a two-year program designed to improve the reading skills of struggling adolescent readers. As such, it provides students with the skills they need to quickly become competent readers. In addition, it introduces students to award-winning books that are relevant to their lives and the problems they face. The program's goal is ambitious: to turn nonreaders into individuals who devour books and the knowledge they contain.

Fusion Reading is a comprehensive, research-based program that has been rigorously field tested in numerous studies. The results have been impressive. On standardized measures, students who participated in *Fusion Reading* significantly increased their ability to comprehend what they read and to read more fluently. Detailed research reports are located at http://www.kucrl.org/.

Fusion Reading consists of several different instructor's manuals. Each manual was developed in direct response to a study analyzing the needs of struggling readers.

The first manual in *Fusion Reading* is **Establish the Course.** This manual contains lesson plans for introducing and concluding the program in Years 1 and 2. Year 1 lesson plans introduce students to the daily lesson format that will be followed throughout the two-year program. This includes

- Warm-up, a 5-minute daily activity designed to get students thinking about what they're learning;

- Thinking Reading, a daily activity in which you and your students strategically read a novel aloud as a group;

- Direct Instruction, the primary means by which students learn the skills and strategies of *Fusion Reading*;

- The Vocabulary Process, a 7-step process that students can use to figure out the meaning of unknown words; and

- Wrap-up, a 5-minute period in which students quickly review what they learned in class and prepare for leaving the class.

In addition, *Establish the Course* quickly introduces a set of classroom procedures and gives students a chance to practice them. As such, a class structure is quickly established and students learn the

<div style="sidebar">

Welcome to *Fusion Reading*!

What makes me think this will work?

What's actually in *Fusion Reading?*

</div>

procedures they need to follow throughout the course. Finally, reading extension takes place through out-of-class Book Study.

Other instructor's manuals in *Fusion Reading* include

- *The Vocabulary Process,* an online compilation of 360 critical vocabulary words, an analysis of those words' roots, prefixes, and suffixes, plus ready-to-give quizzes and answer keys;

- *Possible Selves for Readers,* a motivation strategy that helps students understand the connection between becoming expert readers and how that impacts their futures;

- *The Prediction Strategy,* a reading strategy that teaches students to make predictions before and while they read;

- *The Bridging Strategy,* a reading strategy that teaches students how to phonetically pronounce multisyllabic words;

- *The Summarization Strategy,* a reading strategy that teaches students to summarize what they read;

- *Strategy Integration,* instruction on how to use all reading strategies together; and

- *The PASS Strategy,* instruction on how students can do well on state assessments.

In addition to the above instructor's manuals, three different student books are included in *Fusion Reading.* The books contain expository and narrative reading materials for student practice of *The Bridging Strategy, The Prediction Strategy,* and *The Summarization Strategy.* Answer keys exist for all of these practice materials. The answer keys for *The Prediction Strategy* and *The Summarization Strategy* are located in their corresponding instructor's manuals; *The Bridging Strategy* answer key is available as a downloadable PDF.

In what sequence do I use these manuals?

During the first year of *Fusion Reading,* instruction should begin with *Establish the Course,* specifically, with the lesson plans found in the "Establish Year 1" section. This instruction will take between two to four weeks, depending upon the length and frequency of your class periods, how much testing your district requires at the beginning of the year, and how long it takes to complete the first Thinking Reading novel. As part of this instruction, students begin learning critical vocabulary, using the words and quizzes found in the online manual, *The Vocabulary Process.* Since vocabulary instruction is built into every program in *Fusion Reading, The Vocabulary Process* online manual is used with all other instructor's manuals.

The second program to be taught during Year 1 is either *The Prediction Strategy* or *The Bridging Strategy.* To decide which of these programs to teach next, think about your students. How receptive do you think they'll be to learning how to use advanced phonics to decode multisyllabic words? If you think that students will be at all receptive, use *The Bridging Strategy* as the second program. However, if you feel that students may be resistant, use *The Prediction Strategy* as the second program.

The third program of Year 1 is *Possible Selves for Readers. Possible Selves for Readers* is designed to jump-start students' thinking about the future, their dreams, and how to achieve those dreams. While thinking about these things, students come to realize the importance that reading can play in achieving the kind of life they'd like to have.

The fourth program that should be taught during Year 1 is either *The Prediction Strategy* or *The Bridging Strategy;* that is, the program that was not selected as the second program.

The final program for Year 1 is *Strategy Integration.* With this program, students learn to simultaneously apply all of the reading skills they have learned to this point. These skills include figuring out the meaning of unknown vocabulary words, pronouncing unknown multisyllabic words, and making predictions before and during their reading. When instruction in *Strategy Integration* has been completed, the year should be wrapped up using the "End Year 1" plans found in *Establish the Course.*

Year 2 of *Fusion Reading* once again kicks off with *Establish the Course,* specifically, with the lesson plans found in the "Establish Year 2" section. From there, instruction moves to *The Summarization Strategy,* where students learn to summarize small sections of books, chapters, and even longer passages. After *The Summarization Strategy,* students revisit *Strategy Integration,* in which they practice integrating all of the strategies they've learned. Next, instruction moves to *The PASS Strategy.* Here, students learn a strategy that they can use to do well on standardized tests. Finally, students revisit *Strategy Integration* for a final time, and then the second year is wrapped up using the "End Year 2" plans found in *Establish the Course.*

For an overview of the *Fusion Reading* instructional scope and sequence, see Figures 1 and 2 on the following pages. In these figures, instruction takes place over two years, with reading classes meeting for 90 minutes every *other* day. However, if your reading classes meet daily for 90 minutes, instruction would be completed within a year.

Wait a minute. Must I really teach PHONICS to high school students?

Yes. The ability to break multisyllabic words into smaller phonetic parts enables a person to become a fluent reader. Fluency, in turn, enables a person to concentrate on understanding what he or she is reading. Research has shown that high school students who are struggling readers lack the ability to break words apart phonetically. Thus, they are not becoming fluent readers, which in turn prevents them from truly understanding what they read.

Okay. So what does a *Fusion Reading* lesson look like?

Each lesson in *Fusion Reading* typically contains a Warm-up activity, Thinking Reading, Direct Instruction, Vocabulary or Book Study work, and a Wrap-up activity. A one- or two-page synopsis of the basic instruction, with a list of the materials needed for the instruction, is provided for both 90-minute and 60-minute class periods.

With *The Prediction Strategy, The Bridging Strategy, The Summarization Strategy, Strategy Integration,* and *The PASS Strategy,* each synopsis is followed by a more in-depth explanation of the lesson, with examples of how someone might actually explain a particular concept. Supplemental materials for you and your students are available online for each lesson.

This is a huge program. How do I get started?

First, take a breath. You teach only one program at a time. For the time being, set aside all instructor's manuals except *Establish the Course.* Then flip through the lesson plans and materials for *Establish the Course.* Familiarize yourself with the basic instruction and view or download the added materials you need. Once you've done this, open *The Vocabulary Process.* Review the words found in *Vocabulary Sets 1–36.* Although we recommend that you use the lists in the sequence presented, feel free to alter that sequence based upon the needs of your students.

Second, review the supply list below. This list includes all of the supplemental supplies needed for the course. Some of the items (like the class novels), you will need to order for students. Some of the items (like old magazines, scissors, and glue), you may have on hand. Other items you may want students to provide. Decide whether you will supply all of the following materials or ask students to provide some of them. Supplemental supplies needed for the course include
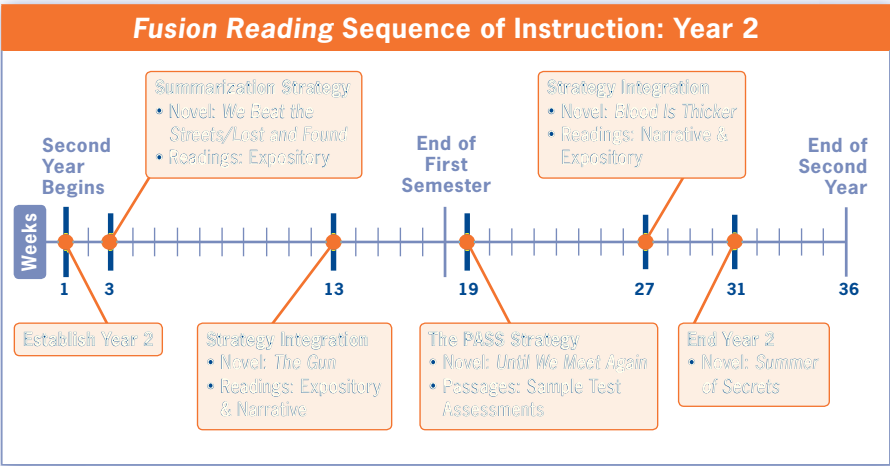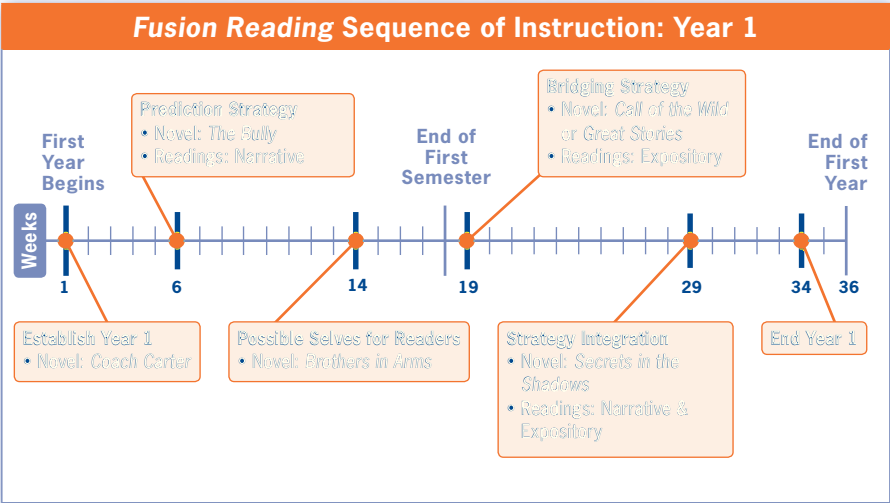
- Class novels (one per student; see the list of novels at the end of the Introduction)
- Steno pads (one per student; for vocabulary work)

- Spiral notebooks (one per student; these will become the journals that students use for their daily warm-ups)

- 2-inch, 3-ring binders (one per student; for organizing all materials received in *Fusion Reading*)

- 10 tabs (one set of tabs per student; for organizing binders)

- Manila file folders (one per student; for *Possible Selves for Readers*)

- dry erase boards and markers (one board and marker for every pair of students; for vocabulary work)

- 11 x 17 or 12 x 18-inch sheets of paper (one per student; for collages in *Possible Selves for Readers*)

- Digital timers (one for every two students; these will be used for paired practice in *The Prediction Strategy, The Bridging Strategy,* and *The Summarization Strategy*).

Third, set up your class to facilitate instruction. In doing so,

- Decide where student binders will be stored. Since students retrieve their binders every day, this location should be one that is easily accessed.

- Decide where the daily warm-up and agenda will be posted. The warm-up and agenda should be posted in the same spot every day.

- Arrange student desks to facilitate partner and small-group activities. At the same time, make sure that students are able to see you when providing direct instruction. For suggested room arrangement, see Figure 3.
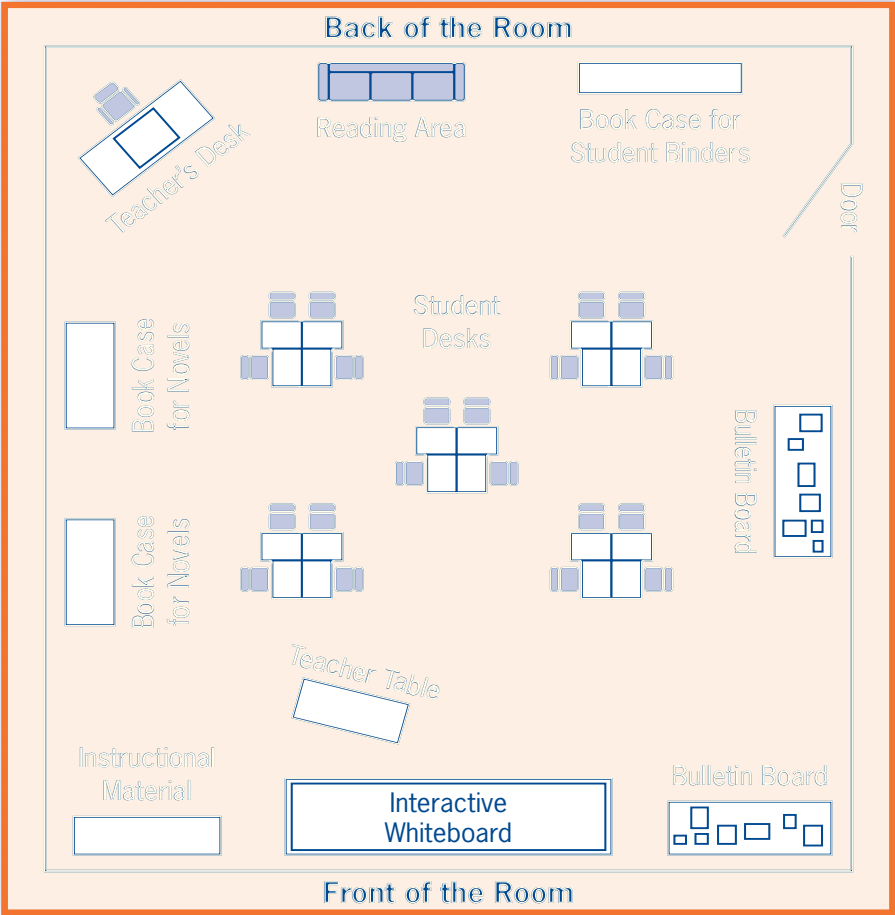
Fusion Reading Sequence of Instruction: Year 1

Prediction Strategy
• Novel: *The Bully*
• Readings: Narrative

Bridging Strategy
• Novel: *Call of the Wild*
  or *Great Stories*
• Readings: Expository

First Year Begins

End of First Semester

End of First Year

Weeks

1   6   14   19   29   34   36

Establish Year 1
• Novel: *Coach Carter*

Possible Selves for Readers
• Novel: *Brothers in Arms*

Strategy Integration
• Novel: *Secrets in the Shadows*
• Readings: Narrative & Expository

End Year 1

Fusion Reading Sequence of Instruction: Year 2

Summarization Strategy
• Novel: *We Beat the Streets/Lost and Found*
• Readings: Expository

Strategy Integration
• Novel: *Blood Is Thicker*
• Readings: Narrative & Expository

Second Year Begins

End of First Semester

End of Second Year

Weeks

1 3   13   19   27   31   36

Establish Year 2

Strategy Integration
• Novel: *The Gun*
• Readings: Expository & Narrative

The PASS Strategy
• Novel: *Until We Meet Again*
• Passages: Sample Test Assessments

End Year 2
• Novel: *Summer of Secrets*

Fusion Reading Sequence of Instruction: Year 1		
Semester	**Curriculum Sequence**	**Thinking Reading Books**
1st semester	▸ Establish Year 1 (ETC manual) ▸ Prediction Strategy ▸ Possible Selves for Readers	— Coach Carter — The Bully — Brothers in Arms — Call of the Wild
2nd semester	▸ Bridging Strategy ▸ Strategy Integration 1 ▸ End Year 1 (ETC manual)	— Great Stories — Secrets in the Shadows

Fusion Reading Sequence of Instruction: Year 2		
Semester	**Curriculum Sequence**	**Thinking Reading Books**
1st semester	▸ Establish Year 2 (ETC manual) ▸ Summarization Strategy ▸ Strategy Integration 2	— We Beat the Streets — Lost and Found — The Gun — Until We Meet Again
2nd semester	▸ PASS Strategy ▸ Strategy Integration 3 ▸ End Year 2 (ETC manual)	— Blood Is Thicker — Summer of Secrets

Figure 2:
Fusion Reading *Instructional Scope and Sequence (linear view)*

Figure 3: Suggested Room Arrangement for Fusion Reading

Back of the Room

Teacher's Desk

Reading Area

Book Case for Student Binders

Door

Book Case for Novels

Student Desks

Bulletin Board

Book Case for Novels

Teacher Table

Instructional Material

Interactive Whiteboard

Bulletin Board

Front of the Room
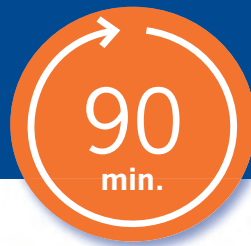
Lesson 1

90 min.

Time: 90 minutes

Overview: This lesson provides students with an introduction to the *Fusion Reading* Course.

Objectives:

1. To provide opportunities for students to get to know one another and the teachers
2. To engage and motivate students about the course
3. To introduce and practice the "Ending/Exiting Class" classroom procedure

Time	Agenda	Activity	Materials
5	**Greeting**	▸ Greet students at the door. ▸ Help students locate their assigned seats. ▸ Have the agenda for the day (i.e., the items located in the "Agenda" column to the left) written on the whiteboard. ▸ Review the agenda with students.	
20	**Introduction Activity:** **"Identify three things that represent important ideas about you or describe what you like to do."**	▸ Have the following statement written on the whiteboard under *Introduction Activity:* "Identify three things that represent important ideas about you or describe what you like to do." ▸ Model how to do this activity. To do so, present three items that pertain to yourself. (Items might include pictures of family, friends, pets, a piece of chalk, a house key, a library card etc…) ▸ Ask students to speculate as to why these items might be important to you. ▸ Have each student identify or write down three things that are either important to them or describe what they like to do. ▸ Once everyone has finished identifying these things, divide students into pairs. Instruct students to take turns sharing their items with their partners. Allow partners to guess the significance of the items, or have students explain the significance. ▸ Have partners introduce each other to the class. In doing so, ask them to briefly explain what they learned about their partner.	<u>Student Materials</u> — Three personal items

| Time	Agenda	Activity	Materials
25	**An Experiment**	▸ Conduct the following experiment: 1. Set out four clear containers: one partially filled with cranberry juice, one partially filled with bleach, one partially filled with water, and one that is empty. 2. Explain that you will now combine the three containers containing liquid. 3. Before doing so, ask the class, "What do you think will happen to the color of the liquid when this happens?" 4. Combine the contents of the three containers into the empty container. After a short period of time, the liquid should become clear in color. ▸ Explain that the results of this experiment represent what happens with *Fusion Reading:* students combine different reading strategies, and eventually, the meaning of written text becomes clear.	Teacher Materials — Container of cranberry juice — Container of bleach — Container of water — Empty container
25	**Benefits of Being an Expert Reader**	▸ Read the article *How Malcolm X Learned to Read* to students. ▸ Once you are finished, ask students the following questions: 1. How did learning to read affect Malcolm X's life? 2. What impact did it have on his career? 3. What kind of career do you think YOU might want in the future? 4. What impact do you think reading will have on your ability to have that career? ▸ Display the two PDFs dealing with reading, employment, and income. Help students interpret the information on the charts. Tie *Fusion Reading* to student goals by explaining that the program will increase their reading abilities and thus enable them to achieve their hopes, dreams, and goals.	Teacher Materials — *How Malcolm X Learned to Read* PDF — *Does Education Matter?* PDF — *Does Education Impact Salary?* PDF Student Materials — *How Malcolm X Learned to Read* PDF

Time	Agenda	Activity	Materials
15	**Wrap-up**	▸ Give each student an index card. Ask students to write down emergency contact information (i.e., student name, parent/guardian name(s), address, phone number). Collect the cards. ▸ State that over the next few days, students will discuss some general procedures for the classroom. Explain that the reason for having these procedures is to establish a positive and safe learning environment for all students. ▸ Display the first page of the completed *Classroom Procedures.* ▸ Distribute the *Classroom Procedures Outline* to students. Ask students to write their names on the top of the first page. ▸ Describe the "Ending/Exiting Class" procedure. Have students fill in this procedure on their blank outlines. Show students where they will return materials. ▸ Call on a student to model the "Ending/Exiting Class" procedure. ▸ Collect all student outlines. Save them for the next class. ▸ Instruct all students to do the end-of-class procedure by cleaning up around their desks, collecting possessions, and waiting for you to dismiss them.	Teacher Materials — *Classroom Procedures Outline* PDF — *Classroom Procedures* PDF Student Materials — Index cards — *Classroom Procedures* PDF

Notes:
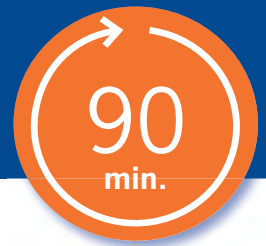
Lesson 2

Time: 90 minutes

Overview: In this lesson, students are introduced to three additional classroom procedures.

Objectives:
1. To engage and motivate students about the course
2. To introduce and practice three additional procedures: entering the classroom, warm-ups, and Thinking Reading
3. To describe the key components of *Fusion Reading*
4. To read Chapter 1 in *Coach Carter*

Time	Agenda	Activity	Materials
5	**Greeting**	▸ Greet students. ▸ Remind them of their assigned seats. ▸ Review the day's agenda.	
15	***Classroom procedure:*** **Entering/ Beginning Class**	▸ Return students' *Classroom Procedures Outlines*. ▸ Display the first page of *Classroom Procedures*. Review the "Ending/Exiting Class" classroom procedure. Remind students to fill in their outlines as you explain procedures. ▸ Explain the "Entering/Beginning Class" classroom procedure. When doing so, explain where student binders will be kept. ▸ Call on a student to model the first two steps of the "Entering/Beginning Class" classroom procedure (i.e., enter room and pick up binder; return to seat). ▸ Have ALL students practice the first two steps of the procedure as a group; that is, enter the room, pick up their binders, and return to their seats.	Teacher Materials — *Classroom Procedures* PDF Student Materials — *Classroom Procedures Outline* PDF — Student binders
15	***Warm-ups:*** **What they are, how to do them**	▸ Explain that the last two steps of the "Entering/Beginning Class" classroom procedure deal with "warm-up" activities. ▸ Explain and model how to do warm-ups using the script *Introducing and Modeling Warm-up Activities.*	Teacher Materials — *Introducing and Modeling Warm-up Activities,* p. 118 Student Materials — *Classroom Procedures* PDF — Student journals

Time	Agenda	Activity	Materials
	continued	▸ Distribute journals to each student. Explain that students will use their journals every day to do their warm-up activity. ▸ Write the following warm-up activity on the board: Write the following words in your journals: *hailed, dingy,* and *stark.* After each word, write down what you think the word means. ▸ Have students do this warm-up activity in their journals. ▸ Recap what students do at the beginning of every class; enter the room and pick up their binder, return to their seat, read the warm-up activity, and do the warm-up.	
30	***Classroom procedure:*** **Thinking Reading Time**	▸ Using the procedures outlined in *How to Introduce Thinking Reading,* provide students with a brief introduction to Thinking Reading. ▸ Direct students' attention to "Thinking Reading Time" on the *Classroom Procedures Outline.* Explain the steps that students should follow during Thinking Reading. Make sure students fill in their outlines. ▸ Distribute one copy of *Coach Carter* to each student. Explain that this will be the first Thinking Reading novel. ▸ Begin Thinking Reading with students. That is, remind students to use the "Thinking Reading Time" procedure, and then begin reading the first few pages of *Coach Carter.* While you read, forecast strategies. (For more information about how to do this, see *How to Do Thinking Reading While Forecasting Strategies.*) ▸ After a few minutes, ask a student to read a few pages from *Coach Carter.* Ask questions as the student reads. ▸ Finally, have the rest of the class take turns reading the book and asking questions. Have students read to the end of Chapter 1.	<u>Teacher Materials</u> — *How to Introduce Thinking Reading,* p. 125 — *Classroom Procedures* PDF — Novel: *Coach Carter* — *How to Do Thinking Reading While Forecasting Strategies,* p. 126 — *Classroom Procedures Outline* PDF <u>Student Materials</u> — *Classroom Procedures* PDF — Novel: *Coach Carter* — *Classroom Procedures Outline* PDF

Time	Agenda	Activity	Materials
20	***Classroom procedure:*** **Direct Instruction Time**	▸ Explain the "Direct Instruction Time" classroom procedure. State that *direct instruction* refers to any time that you are explaining something or teaching. ▸ State that students will now practice this procedure while you explain the syllabus for the course. ▸ Distribute a *Year 1 Fusion Reading Syllabus* to each student. ▸ Provide students with an overview of *Fusion Reading* by reviewing the contents of the syllabus. ▸ Distribute a *Fusion Reading Course Organizer* to each student. Review the contents.	Teacher Materials — *Classroom Procedures* PDF — *Year 1 Fusion Reading Syllabus* PDF — *Fusion Reading Course Organizer* PDF Student Materials — *Classroom Procedures* PDF — *Year 1 Fusion Reading Syllabus* PDF — *Fusion Reading Course Organizer* PDF
5	**Wrap-up**	▸ Review the "Ending/Exiting Class" classroom procedure. Instruct students to place their materials in their binders. ▸ Explain where students should return class novels. ▸ Have all students do the "Ending/Exiting Class" classroom procedure by returning class materials, cleaning up around their desks, collecting possessions, and waiting for you to dismiss them.	

Notes:

Warm-ups

- To have students engage in an activity at the beginning of class
- To provide students with a connection to the class novels and key strategies

- Class novels used during Thinking Reading

1. Prior to each class, review the part of the novel that students will read during Thinking Reading.

2. Based on the content of that passage, create a quick warm-up activity. Warm-up activities should either prepare students for the reading or get them thinking about something they have recently learned. Activities should take no longer than 5 minutes to complete. Below are examples of three different types of warm-up activities.

Example One: Matching

Match the *italicized* vocabulary word with the closest definition or synonym.

1. There is no *justification* for borrowing the car without permission.
   a. justice   **b.** reason   **c.** system   **d.** release

2. The men *conspired* to steal millions of dollars from the company.
   a. wanted   **b.** desired   **c.** answered   **d.** schemed

3. I was a *spectator* at the Washington vs. Schlagle basketball game.
   a. participant   **b.** referee   **c.** speaker   **d.** witness

Example Two: Writing

Write on the whiteboard: "Look at the cover of *Brothers in Arms.* In your journal describe the type of person ONE of the characters on the cover represents, using single words or short phrases."

Write on the whiteboard: "In your journal, list what Martin hopes will happen in his future and what he fears will happen."

Purpose

Materials

How to Create

Examples

Example Three: Fill-in-the-Blank

1. If your symptoms persist, the doctor may prescribe an antibiotic.
   In this sentence, *prescribe* probably means _____ .

2. Stanley read the inscription on the lipstick, saying that it belonged to "Kissing Kate Barlow."
   In this sentence, *inscription* probably means _____ .

3. The prosecution will dissect your testimony for signs of inconsistency.
   In this sentence, *dissect* probably means _____ .

Introducing and Modeling Warm-up Activities

1. Introduce warm-up activities.

"Just as athletes do daily warm-up exercises to limber up their bodies, we're going to do daily warm-up exercises to limber up our brains. We'll do these exercises during the first 5 minutes of every class period. They'll be very quick, short activities. They're just meant to jump start your thinking about what we'll be doing in class that day and get you focused on reading."

2. Explain the two types of warm-up activities.

"Warm-up activities will fall into one of two categories.

"The first category involves working with words. Here, you may be shown a sentence and asked to figure out what one of the words in the sentence means. All words will come from the novel we're reading. Alternatively, you may be asked to figure out how to pronounce a big word.

"The second type of warm-up activity involves writing about some aspect of the novel we're reading. Here, you may be asked to write a few sentences predicting what a character is going to do next or maybe analyzing part of her character. These questions will vary depending on the novel we're reading.

"Please don't worry about these activities. Both types of activities will be very short and easy to do. Again, their main purpose is simply to jump start your thinking about reading."

3. Explain student expectations.

"When you come in to class every day, you'll need to quickly take your seat and check the whiteboard for the day's warm-up activity. In this class, all warm-up activities will be written on the left side of this whiteboard *(or wherever you plan to write the activities)*. Once you've read the activity, please take out your journal and write that day's date on one of the pages. Then, copy the warm-up activity under that date and write your response."

4. Model how to do a warm-up activity.

"For example, let's say that the following activity was written on the whiteboard: 'Have you ever faced anything similar to what Darrell is facing in *The Bully*? If so, write about it and tell what you did.'" *(Write this activity on the whiteboard.)*

"To complete this activity, I'd get out my journal, write today's date on a page, and then copy the assignment into my journal. Then I'd write a few sentences. For example, I might write, 'No, I've never had to face anything like Darrell is facing. However, my friend Angela did. She responded by…'"

5. Explain scoring for activity.

"At the end of the 5 minutes, I'll come around and quickly check everyone's journal. If you have completed the activity, you'll earn 3 points, regardless of whether your answers are right or wrong. The main thing is to simply try your hardest. If you complete part of the activity, you'll earn 2 points. If you just write the activity in your journal but don't write a response, you'll earn 1 point. However, if you don't write anything in your journal, you won't earn any points."

Classroom Procedures

Classroom procedures are a set of key structures designed to help shape, organize, and manage student behaviors while participating in the *Fusion Reading* program. The classroom procedures explicitly describe the behaviors that are expected from students during specific activities. Activities include entering and exiting the classroom, direct instruction, thinking reading, partner/independent practice, arriving late to class, and using the restroom.

The three main purposes for implementing classroom procedures are to

a. *Create a positive, risk-taking learning environment.* The underlying purpose for using classroom procedures is to allow the teacher and students to have a set of routines that provide guidance and direction in how the classroom works. Classroom procedures provide teachers with the language in which they can communicate expectations, focus student attention, engage student participation, and redirect student behavior when necessary.

b. *Provide guidance on how students are to behave while in the classroom environment.* The classroom procedures are written in a format that tells students what is expected of them in terms of how to participate, what behaviors they need to use, and when they need to behave in a certain way.

c. *Develop a habit of behaviors that becomes routine and allow students to focus on learning rather than guessing about what they should be doing each day.* The teacher continuously reinforces and practices the classroom procedures in order to establish them as routines.

The goal in using classroom procedures is to create an environment that is organized, manageable, and focused on student learning and risk taking. Classroom procedures provide a nonthreatening way to interact and guide student behaviors while respecting their learning needs.

What Are Classroom Procedures?

What Is the Purpose of Classroom Procedures?

What Is the Goal in Using Classroom Procedures?

Materials

- Classroom Procedures Poster
- Individual Classroom Procedures Posters
- Classroom Procedures Outline

How to Prepare

1. Review the procedure.

2. Describe the procedure.

3. Model the procedure.

4. Practice the procedure.

5. Reinforce the procedure on a daily basis.

Thinking Reading

Thinking Reading is a structured process in which the teacher demonstrates the reading behaviors that experts use. It is also an opportunity for students to participate in the process. Thinking Reading uses highly engaging material to involve students in reading.

The three main purposes of Thinking Reading are to

1. *Forecast:* During this process, the teacher demonstrates expert reading strategies by thinking aloud. Students will be learning these strategies in the *Fusion Reading* course. At this point, students will not have had explicit strategy instruction. Thus, as the teacher reads and thinks aloud, she will be implicitly modeling the reading strategy. In effect, she will be **forecasting** the *Fusion Reading* strategies that will be taught explicitly in the future. Thus, students will be **exposed** to strategy language, vocabulary, and specific reading strategies. These strategies are not explicitly taught at this time and everyday language may be used to describe the process of reading.

   Note: Teachers are encouraged to use other reading strategies, such as Story Grammar, but the main purpose of Thinking Reading is to highlight the *Fusion Reading* strategies.

2. *Apply:* During this process, the teacher applies a specific strategy like Prediction as she reads and thinks aloud about how to use it. At this point, students will have completed learning the strategy. The goal is to apply the steps of the strategy into Thinking Reading. The focus is on how an expert reader fluently uses the strategy.

3. *Integrate:* During this process, the teacher reads and thinks aloud about how to perform the behaviors associated with multiple strategies that students have learned (e.g., the Prediction Strategy and the Bridging Strategy). In other words, she explicitly integrates the *Fusion Reading* strategies. The goal is to demonstrate fluent use of a variety of strategies at the same time.

The goal of Thinking Reading is to move from the teacher modeling a strategy to the students modeling and practicing the strategy. Thus, this is a "scaffolded" instructional activity. When teachers scaffold instruction, they provide lots of support and guidance at the beginning of the instruction to ensure that students experience success. As students demonstrate the ability to work more and more independently, the teacher provides less and less support.

What Is
Thinking Reading?

What Is the Purpose
of Thinking Reading?

How to Conduct
Thinking Reading

There are three distinct activities that take place during Thinking Reading. The role of the teacher changes as instruction proceeds. These activities are done through forecasting, applying, or integrating strategies.

1. *Teacher-led reading:* The teacher does all the reading and thinking aloud. Students follow along in the book, listen, and observe how the teacher is reading.

2. *Teacher-guided reading:* The teacher selects students to read. As students read, the teacher guides them through the reading process by asking questions and providing prompts that assist in thinking about the strategic behaviors that facilitate interest in and understanding of the text.

3. *Student-led reading:* Students take turns reading. As students read, they demonstrate strategic reading behaviors or guide the class by asking questions about the strategic behaviors being applied for the day. The teacher provides feedback and guidance as needed. She monitors who is reading in order to ensure that all students have an opportunity to read.

Materials

- Classroom novels

How to Prepare

1. Review the class novel. Determine the approximate number of pages that you think students can read and talk about within 15 to 20 minutes. Based on that estimate, divide the whole novel into 15- to 20-minute chunks for reading.

2. Prior to the first class, read the beginning pages of the novel (i.e., the first 15 to 20 minutes of the reading). As you read, identify places to stop and discuss strategies and content. For example, discuss the character's hopes, dreams, and fears, and link the character to the concept of Possible Selves. Discuss the reading clues, predictions, vocabulary, and multisyllabic words that students may not recognize (see the *Forecast Questioning Chart* for a description of *Fusion Reading* questions you can ask during Thinking Reading).

3. Determine how many pages you will actually read to students for your expert read.

4. Prior to every other class, read the next 15- to 20-minute section of the novel. Again, identify places to stop and discuss strategies and content.

*Use this script for the first time you introduce
Thinking Reading:*

1. Give an advance organizer.

"Throughout this course, we will dedicate 15 to 20 minutes of almost every day to something called 'Thinking Reading.' This will always take place after the warm-up activity.

"What comes to your mind when you hear the words *thinking reading*?

"Exactly. During this time, we will be reading novels and thinking deeply about them. In other words, we will be working hard to really understand what we're reading.

"The novels and materials we'll read were selected because they are highly engaging and involve topics that other students just like you have found to be very enjoyable. I'm sure you will like Thinking Reading and actually look forward to it every day."

*Use this script on all subsequent days to introduce
Thinking Reading:*

1. Give an advance organizer.

"Today, we are going to be reading _____ *(teacher states the title of the classroom novel)*. As we read, we will be using the same reading strategies that experts use when they read.

"Specifically, we'll be looking for clues that can help us understand the selection we are reading. We'll also apply the 7-Step Vocabulary Process to words that we don't know the meaning of, and we'll figure out how to pronounce those words. All of these strategies will add to our understanding of the text. I'll begin the process, but then you will do it, too."

2. State your expectations.

"Please pay attention to what we are reading and be ready to use all the reading strategies you know or those that I'm introducing to you. Also remember to follow the classroom procedures for Thinking Reading. In other words, please be respectful of one another so everyone gets an opportunity to participate."

3. Focus students on the process of reading.

"Keep in mind that we are engaged in a very special activity here—the process of reading and learning from what we read. And remember, *Fusion Reading* is connected with fulfilling one's dreams, staying fully engaged during reading, and using strategies throughout a reading experience."

Vocabulary

1. Introduce the jargon activity.

"One of the things we're going to really work on in *Fusion Reading* is developing a strong vocabulary. Before we begin to do this, however, let's get an idea of all the words you currently know related to four different subject areas."

2. Have students create posters with vocabulary words.

- Divide the class into four groups.

- Assign each group one of the following subject areas: math, social studies, science, or language arts.

- Tell students to individually list all the words they know that relate to their assigned subject area. For example, all students assigned to the math group should write down words that relate to math.

- Provide about five minutes for students to create individual word lists.

- After students have created individual lists, have them meet with the rest of their group and condense their individual lists into one master list.

- Provide each group with poster board, markers, and colored pencils to create a high-quality poster listing all the words they know about that particular subject area. If you wish, provide students with magazines to cut up and further illustrate their posters.

- Display all posters on the wall in your classroom.

3. Have students place stickers on the posters where they know the most vocabulary words.

- Give each student four stickers.

- Instruct students to place stickers on the poster or posters where they know the greatest number of words. (For example, if a student feels she knows the words on each list equally well, she should place one sticker on each list. However, if a student feels she really only knows the words on one list, all stickers should be placed on that poster. Students should simply divide their stickers among the posters based upon which list contains the most words that they know.)

- Based upon the number of stickers on each poster, summarize where students seem to know the most vocabulary words.

- Explain that over the course of *Fusion Reading,* students will add new words to each poster as they learn them.

4. Provide a rationale for learning vocabulary.

➡ **"Who can tell me what having a good vocabulary has to do with being a successful reader?"**

"Right. One of the most important things you need to be a successful reader is a good vocabulary. A good vocabulary is important for several reasons. First and foremost, when you know what a word means, your comprehension of the text greatly improves. Second, a good vocabulary improves ALL areas of communication: listening, speaking, reading, and writing. And third, when people improve their vocabulary, their academic and social confidence also improves."

5. Introduce materials for learning vocabulary.

- Explain that students will learn one new set of vocabulary words every week.

- Distribute *Vocabulary Set 1* to each student.

- Instruct students to place this list in their binders behind the vocabulary tab.

- Distribute one steno pad to each student.

- Explain that students will use the steno pads to record and learn all the new vocabulary words.

1. Explain and model Step 1: Write the word.

"The first step of the vocabulary process is to write the word. To do this, you will use the steno pad I gave you, and you will write each new word at the top of a page. This will make studying the words easier.

"Let me show you how to do this using the word *projection.* *(Display the blank template of a steno pad from the online materials.)*

"I open my steno pad and at the top of a page, I write the word, making sure that I spell it correctly." *Write* projection *after the word* word. *(Explain that when students apply the process, they will need to write in the words that are already written on the interactive whiteboard.)*

2. Explain and model Step 2: Pronounce the word.

"The second step of the process is to pronounce the word. For each word we learn, I will say the word several times, and then all of you will say it together as a group.

"For example, the word I've just written is */pro//jec//tion/.* Once again, */pro//jec//tion/* . . . */pro//jec//tion/.* Now you say it three times." *(Have students repeat the word three times.)*

3. Explain and model Step 3: Look for clues to the word's meaning.

Introduce the step

"The third step of the process is to look for clues to the word's meaning. You will do this with a partner. If the word is part of a sentence, you will first check the context surrounding the word. That means you will check the rest of the sentence and surrounding sentences to see if you can figure out what the word means. In addition, you will analyze the word's root, prefix, and suffix." *(Download and distribute all pages related to roots, prefixes, and suffixes.)*
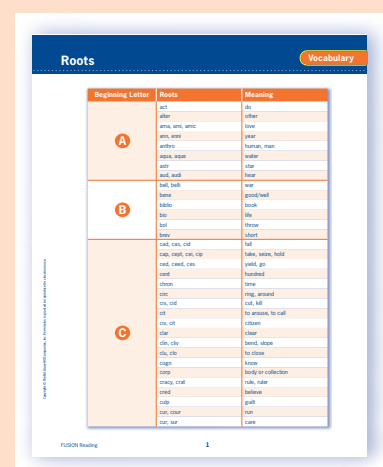
Explain prefixes, suffixes, & roots

"Root words are base words to which prefixes and suffixes are attached. As such, they are core words from which other words grow. Prefixes are attached to the beginning of root words; suffixes are attached to the end of root words. Both prefixes and suffixes have their own meanings, and when added to a root word, they change the meaning of that word. Let's take a look at these lists and see how this process works." *(Review a few of the words from all three lists so students understand how to use the lists.)*

Steno Pad Template

Roots

"The company's *projection* for the fourth quarter indicated slow but positive growth."

Example analysis:

P: *pro* – before
S: *ion* – act, result, state of
R: *ject* – throw

Model how to check the context

"Let me now show you how to actually do this step of the process. To do so, let's look at the word *projection* in the following sentence: 'The company's projection for the fourth quarter indicated slow but positive growth.' *(Write this sentence on the whiteboard. Reread the sentence aloud after you have written it.)*

"Hmm . . . *projection for the fourth quarter*: this almost sounds as if a prediction is being made for the future. I'm not really sure about the meaning, though, so now my partner and I analyze the word's prefix, suffix, and root. To do this, we use the sheets containing these words."

Model how to analyze prefixes

"We begin this process with prefixes, since those are at the beginning of a word. We turn to our prefix list and scan it until we find prefixes beginning with *P,* the first letter of the word *projection.* Is there anything here that looks like the beginning of *projection*? Yes, the prefix *pro-,* which means 'before.' Thus, in our steno pads under the word *projection,* we write a *P* for *prefix.* Next to that letter, write the prefix *pro-* and its meaning, 'before.'" *(On steno pad interactive PDF, write* pro—before *after the letter* P.)

Model how to analyze suffixes

"Now my partner and I need to check whether this word has any suffixes. But how do you find the suffix? Here's a neat trick: look at the last four letters of the word and see if that group of letters is on your suffix list! If it is, you've got your suffix. If it's not, look at the last three letters and see if that group of letters is on the list. Again, if it is, you've got your suffix. If it's not, look at the last two letters and check whether that group is on your list.

"For example, with *projection,* the last four letters are *t-i-o-n.* So, my partner and I get out our suffix list and see if that group of letters is on the list. Yes, we see *-tion* and *-ion.* Thus, in our steno pads, we write *S* for 'suffix.' Then, after that letter, we write the suffix, *-ion,* and its meaning, 'act, result, state of,' after it." *(On the whiteboard, write* -ion—act, result, state of *after the letter* S.)

Model how to analyze roots

"Finally, we need to check whether there's a root word left once we remove the prefix and suffix. *(Underline the prefix and suffix on the whiteboard.)* Yes, once we do this, we are left with either *-jec* or *-ject.* So, we now look at our root word list and see if there are any root words that look like this. Yes, there's *-ject,* which means 'to throw.' Thus, in our steno pads under the suffix, we write *R* for 'Root.' Next to that letter, we write that root word, *-ject,* and its meaning, 'throw.'" *(On the whiteboard, write* -ject—throw *after the letter* R*.)*

4. Explain and model Step 4: Guess what the word means.

"The fourth step of the vocabulary process is to guess what you think the word means, based upon the clues you found in Step 3. Again, you and your partner will do this together. You will write your guess both in your steno pads and on a dry erase board (or sheet of paper).

"In our analysis of the word *projection,* my partner and I learned that the prefix means 'before,' the suffix means 'an act,' and the root means 'to throw.' If we put these words together, we get something like 'the act of throwing something before.'

"Hmm . . . the word *before* doesn't really sound right, though, so I ask my partner if he can figure out how to change this phrase so it means the same thing but sounds better. He suggests, 'How about just throwing something forward?' We agree that this sounds pretty good. Thus, based on these clues, we're going to guess that *projection* means "throwing something forward." We check that idea by reading the sentence again and seeing if it makes sense. Yes, it does. So we now write this guess in our steno pads and on our dry erase board after the word *Guess.*" *(On the whiteboard, write "throwing something forward" after the word* guess*.)*

5. Explain Step 5: Discuss and identify a common definition.

"The fifth step of the process is to discuss and identify a common definition. We will always do this as a group. That is, once you have written your guesses on your dry erase boards, I'll collect those boards and post them for everyone to see. Then we'll talk about the definitions and decide on one to use in class.

"Once we've identified that definition, we're then going to talk about where and how you might have heard the word—or different forms of it—used before. I'm guessing that although you may not realize it, you have probably heard this word before, and maybe even used it yourself. If you can connect this word to your life, your chances of really

Example guess:
Throwing something forward

remembering the word and making it an active part of your vocabulary will greatly increase. This is how we really learn vocabulary: we think about and apply the word both to our lives and to what we're reading."

6. Model Step 5: Discuss and identify a common definition.

"Okay. Now I'm going to show you how to identify a common definition of our word using all the definitions written by the partner teams. Thus, I'm going to model how to participate in a discussion that helps us come up with a class definition of the word we're learning. I will do exactly what I expect you to do during this step. So, watch me carefully, listen to what I have to say, and be prepared to answer any questions I may ask.

"To begin, let's say that all of the dry erase boards are up in the front of the room. There's one that says 'a prediction regarding the future,' another that says 'a guess as to what's going to happen,' a third that says 'throwing something forward,' and a fourth that says 'the act of throwing something out in front.'" *(Write each of these guesses on the whiteboard, if you wish.)*

Like	Different
⌐prediction └guess	prediction
throwing	throwing something
⌐forward └out in front	
⌐future └what will happen	

"Then our teacher asks us the question, **'What do all these definitions have in common? For example, what common words or ideas do they share?'**

"I think about this for a minute and decide that the words *prediction* and *guess* are pretty much the same thing, so I raise my hand and say this. In addition, I say that two of the definitions both involve throwing, and that throwing something 'forward' and 'out in front' are pretty much the same. Likewise, 'future' and 'what's going to happen' basically mean the same thing.

"Our teacher says this is correct and writes *prediction, guess, throwing, forward,* and *out in front* on the interactive whiteboard under the word *Like.*" *(For an example of how this can be done, see the diagram in the margin.)*

> "Next, the teacher says, 'So now that we've identified what's similar about these definitions, **what are some of the key differences among them?**'"
>
> "In looking at the definitions, I realize that two of them involve a prediction about the future, and two of them involve throwing something forward. So, I raise my hand and say this."
>
> "Excellent," our teacher says. "So basically we're down to two different definitions for the word *projection*. **Now think back to the sentence that contained the word. Which of these definitions best applies to the context of this sentence and why?**"
>
> "To answer this question, I reread the sentence: The company's projection for the fourth quarter indicated slow but positive growth. *(Read the sentence aloud.) Throwing something forward* doesn't fit at all, but a prediction regarding the future does. So, I raise my hand and say this.
>
> "**'What does everyone think of this definition?'** our teacher asks. **'Is this the one we should use for our class?'** Everyone agrees that it is, so we all write it in our steno pads. To do this, we write *definition*—followed by *a prediction about the future*." *(Demonstrate how to write this on the whiteboard.)* "And that is the first part of Step 5."

Definition:
A prediction about the future

7. Connect the vocabulary word to your students' lives.

"The next part of Step 5 is to talk about where you might have heard the word *projection* before (or some form of it) and what it means. It's important to note here that many words can have LOTS of meanings. Thus, you may have heard this word before, but it had a different meaning than the one we're using in class. That would be great! So, please answer the questions I'm about to ask based on your experience. There's no right or wrong answer. We're just expanding our knowledge of the word."

- Have you ever heard this word—or some form of it—used someplace else? For example, maybe at home? Or on TV? Or in a different classroom?

- Tell me about that usage. Who used the word? What were they talking about? Did it have the same meaning that we're using for our class definition? Or did it have a different meaning?

- Can you think of another way to use this word? For example, are there other forms of the word?

Other words:

  project
  protect
  process
  professional

Sentences:

1. The cost of the building far exceeded the architect's original projection.
2. A professional football player lives in my neighborhood.

8. Explain and model Step 6: Identify other words that contain the same prefix, suffix, or root.

"The sixth step of the process is to identify as a group other words that contain the same prefix, suffix, or root word. I think you will find this step really fun. It will show you how suffixes, prefixes, and roots are used in lots of different ways. It will also expand your vocabulary even more!

"With the word *projection,* I can use any word that begins with *pro-,* ends with *-ion,* or contains the root word *-ject.* "Hmm . . . *project* and *projected* are two easy variations of the basic word. If I'm just thinking of the prefix *pro-,* I can come up with *professional, process,* and *protect.* With the suffix *-ion,* I can think of *onion, destruction,* and *protection.* New words with the same root are a little harder to think of, but I do know the word *trajectory.* I just heard that in my math class. So, I can think of a lot of words with this step. I think I'll just use *project* and *professional.* To remember them, I write them in my steno pad."
(On the whiteboard, write **project, protect, process, professional** *after the phrase* **other words.***)*

9. Explain and model Step 7: Write two example sentences that use the word.

"The final step of the vocabulary process is to write two example sentences on your own. This is not a plot to make you work harder. By using the word in new sentences, you have a better chance of really remembering the word and making it an active part of your vocabulary.

"The first sentence you write should contain the vocabulary word itself, and the second sentence should contain one of the words you identified in Step 6; that is, a word with the same prefix, suffix, or root word.

"For example, for the word *projection,* I might write the following sentence: '1. The cost of the building far exceeded the architect's original projection.' Then, I might write this sentence using the prefix *pro-:* 'A professional football player lives in my neighborhood.'"
(On the whiteboard, write the two sentences after the word **sentences.***)*

Book Study

- To provide students with opportunities to *select highly engaging books* that they want to read.
- To provide students with an opportunity to *apply reading strategies* to their selected books outside the classroom as homework.
- To have students *complete specific assignments* about the books they read.

- Book Study Assignment Sheets (1–10)
- Book Study Progress Chart
- Book Study Scoring Rubric

1. Explain the purpose of Book Study.
2. Explain your expectations for students.
3. Explain how students will select books for Book Study.
4. Explain that students will keep track of the books they read using the Books I've Read log.
5. Explain the Book Study Assignment Sheet.
6. Explain how Book Study Assignment Sheets will be scored.
7. Model how to record scores on the Progress Chart.

Introducing and Explaining Book Study

Book Genres

1. Explain the purpose of Book Study.

"One of the things we want to do in *Fusion Reading* is become really good readers. One of the best ways to do that is to read lots and lots of books. Thus, throughout most of this class, we'll devote a portion of every day to something called Book Study. In Book Study, you'll have the opportunity to select and read several books. During the first year, you'll select and read four books. During the second year, you'll select and read six books. You'll also have the opportunity to apply the reading strategies that you're learning to those books."

2. Explain your expectations for students.

- To select and read four different books outside the classroom during the first year and six different books during the second year.

- To read each book by the specified due date.

- To complete four different activities about each book as specified on a *Book Study Assignment Sheet.*

- To turn in all of the completed activities with the *Book Study Assignment Sheet* by the specified due date.

3. Explain how students will select books for Book Study.

- Explain whether students will select books from within your classroom or at the library.

- Provide an overview of the different book genres students may want to read. Download and distribute the *Book Genres* PDF, if you wish.

- Explain that students should select books that are challenging to read, but not frustrating. State that you will check the reading level of each book that students select.

- State that if students select a book they don't like, they will be able to select a new book.

- If you wish, use the dialogue below to explain how books are selected.

"Since we're all different people with different preferences, we're all going to like different kinds of books. Thus, in this class, I'll have a variety of books for you to choose from. If you don't like any of the books I have, you can go to the library and the librarian will help you find a book. What I'd really like for you to do, though, is select a book that you REALLY like.
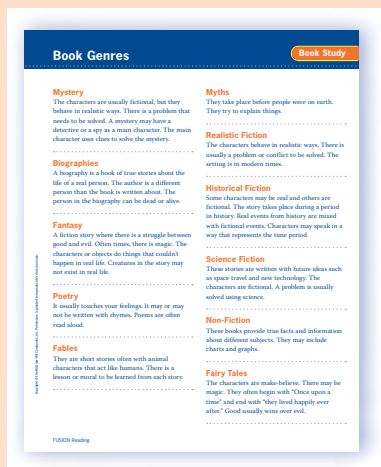
"There are a lot of great books out there, written about all kinds of subjects. Here is handout explaining the different genres or types of books you might want to read." *(Distribute and briefly review each genre.)*

"The books you should select should neither be too easy nor too hard for you to read. They should simply be challenging. For each book you select, I'll check and make sure it's appropriate for your reading level.

"If you should select a book and decide that you really don't like it, please let me know. I don't want you to be stuck reading a book you don't like. You can choose a new book. You just can't wait too long to do this, though, or you might get behind in your reading."

4. Explain the *Book Study Assignment Sheet.*
- Download and distribute *Book Study Assignment Sheet 1.*
- Provide the due date for the first Book Study.
- Explain the sheet, using the dialogue below if you wish.

"For each of the books you read, you'll need to complete a *Book Study Assignment Sheet.* Each sheet contains a place for you to write your name and the name of the book you read. In addition, the sheet contains different activities for you to complete. I'll explain each of those activities when I give you the sheets. For your first Book Study, these assignments will be due _____.

"Let's now look at the activities that are on the first assignment sheet." *(Explain the different activities on Assignment Sheet 1.)*

5. Explain how *Book Study Assignment Sheets* will be scored.
- Download and distribute the *Book Study Scoring Rubric* to students.
- Using the criteria on the rubric, explain how *Book Study Assignment Sheets* will be scored. Use the dialogue below to explain this, if you wish.

"Once you have read the book and completed all the assignments on the *Book Study Assignment Sheet,* please staple your completed assignments together with your assignment sheet on top. Then, turn this packet of information in to me.

"I will return your packets to you with a completed *Scoring Rubric* on the top. This sheet will tell you the scores you received for this Book Study in four areas: book selection, deadline or due date, assignment completion, and assignment quality. It will also include the overall percentage score you received for the whole assignment."

Book Study Assignment Sheet 1

Book Study Scoring Rubric

Book Selection

"Regarding the score you receive for book selection, you will receive anywhere from 4 to 0 points based upon how challenging the book is for you to read. You'll receive 4 points for selecting a challenging book, 3 points for a moderately challenging book, 2 points for an average book, 1 point for an easy book, and 0 points if you don't select a book.

"A good way to tell how challenging a book will be is to read the first 60 words of the book. A 'challenging' book is one where you would make seven or eight mistakes during that reading. A 'moderately challenging' book is one where you would make five or six mistakes. A book would be considered 'average' if you make three or four mistakes, and 'easy' if you make two or fewer mistakes.

"I will check each book you select to help you determine how challenging it is for you. You goal should be to select a book that is going to challenge your reading ability, but at the same time, not be too difficult or frustrating. Thus, if you make more than eight mistakes while reading the first 60 words of a book, you should probably consider selecting a different book for the time being. In addition, you should also consider a different book if it's too easy for you to read."

Deadline

"The second area you'll receive a score for is meeting the deadline or due date. If you turn in your assignments on the day they are due, you'll receive the full 4 points. You'll receive 3 points if you're one or two days late in turning in your assignments; 2 points if you're three or four days late, and 1 point if you're five or six days late. You won't receive any points in this area if you don't turn in your assignments by the sixth day after it's due."

Assignment Completion

"The third area you'll receive a score for is assignment completion. Again, you will receive anywhere from 4 to 0 points, depending upon how many of the activities you complete on the assignment sheet.

"You'll receive 4 points if you complete all four of the activities, 3 points if you complete three of the activities, 2 points if you complete two of the activities, and 1 point if you complete one of the activities. If you don't complete any of the assignments, you'll receive 0 points for this area."

Assignment Quality

"The final area you'll receive a score for is the quality of your completed assignments. You can receive anywhere from 4 to 0 points per assignment. Thus, since you have four assignments, you can earn a total of 16 points in this section. Let's take a look at how those points will be scored.

"You'll receive 4 points per assignment—the maximum number of points possible—if an assignment is complete, accurate, well written, and it displays exceptional effort. 'Complete' means that the assignment is totally done. 'Accurate' means that it is correct. 'Well written' means that it contains good thoughts and ideas. Finally, 'exceptional effort' refers to the appearance of the assignment. Basically, this means that the assignment is neat and well organized. It is something that you are proud of.

"You'll receive 3 points if an assignment contains three of these criteria; 2 points if each assignment meets two of the criteria, and 1 point if each assignment meets one of the criteria. If none of these criteria are present, you'll receive 0 points for this area. "

6. **Model how to record scores on the *Book Study Progress Chart*.**

   - Download and distribute one *Book Study Progress Chart* to each student.

   - Display the *Book Study Progress Chart* on the whiteboard.

   - Explain the purpose of the progress chart and how to use it. Use the dialogue below to explain this, if you wish.

"Each Book Study that you complete will have a score at the bottom of the scoring rubric that I return. First, you'll see the total number of points you received on the assignment, and second, you'll see a percentage score for the assignment. You will then plot your percentage score above the number at the bottom of the chart that corresponds to the Book Study that you just completed. For example, with Book Study 1, if you received an 83 percent, you'd find the line above the number 1 at the bottom of the chart. Then you'd look at the numbers on the side of the chart and find where 83 percent would be. Finally, you'll place a dot at this point for Book Study 1."
(Demonstrate how to do this.)
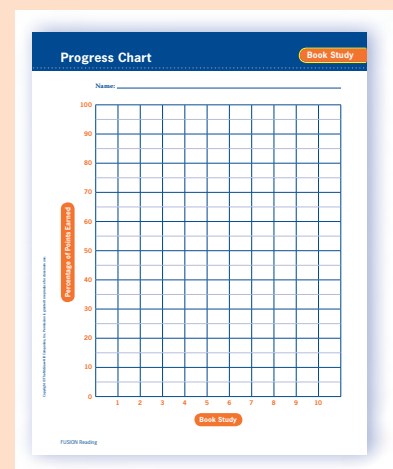
Book Study Progress Chart

Activities on the Book Study Assignment Sheets

As part of the *Fusion Reading* program, students will read 10 different books on their own. For each book that students read, they should complete the corresponding *Book Study Assignment Sheet.* All activities on the sheets correspond to the specific reading skills that students are learning as the *Fusion Reading* program progresses. Thus, it is important that students complete assignment sheets in sequence.

Each assignment sheet should be distributed and explained to students at the beginning of a new Book Study. Below is an explanation of the activities that students complete.

Activities

Invite a friend or family member to read the same book.

In this activity, students invite a friend or family member to read the same book that they're reading. Using the Book Talk Log, students should list the name of the book they're reading, the name of the friend or family member also reading the book, and the dates that they met and discussed the book.

Apply the vocabulary process to five or more words from this book.

In this activity, students select five or more words from the book they are reading and apply the 7-Step Vocabulary Process to each of those words. Thus, students should not know the meaning of the words they select. They should write each word on an individual sheet of paper and analyze the word using the 7-Step Vocabulary Process. (That is, the same items that appear in the student's steno pads when applying the vocabulary process should appear on these pages.) If you wish, have students compile all of these words into a "book." Students can create a cover for their book that contains the name of the book and any illustration they wish to provide.

(Note: students also complete word study books during the second semester, but the process is expanded to include use of the Bridging Strategy.)

Draw or create at least two different scenes from the book.

In this activity, students create at least two different scenes from the book. Scenes can be drawings, paintings, or three-dimensional models/dioramas. Each scene should be a separate creation and should contain a description as to what is happening in the scene. The scenes do not need to be artistic masterpieces. They should, however, reflect the content of the book.

Rewrite the ending of the book.

This activity gives students the opportunity to rewrite the ending to the book they read. There is no right or wrong way to do this. It simply provides students with a great deal of creative license and the opportunity for them to determine how the book will end in one or two paragraphs.

Write a paragraph or two describing one of the characters in the book.

This activity asks students to develop a character sketch or "snapshot" of one of the characters in the book. If you wish, explain that students should pretend that they are "introducing" the character to someone who has not read the book. Tell them that they can describe the character's appearance, manner of speech, values—anything that will provide a good picture of the character and what he or she is like.

Create an advertising poster, brochure, or PowerPoint presentation on the book.

In this activity, students are asked to create an advertisement for the book, either in the form of a poster, a brochure, or a PowerPoint presentation. If students need help determining how to do this, suggest that they select three or four important ideas that are found in the book (e.g., friendship, loyalty, and overcoming adversity) and develop the advertisement around these concepts. Alternatively, they can illustrate an important scene from the book. Again, illustrations do not need to be artistic masterpieces. This activity simply enables students to think about the book and then be creative.

Write three or four sentences that reflect your thoughts on the book. Rate the book with 1, 2, 3, 4, or 5 stars.

This activity appears on all of the assignment sheets for both semesters. Basically, it asks students to provide their opinion of the book. Did they like it? Why? Why not? There is no right or wrong answer here. This activity simply provides students with the opportunity to evaluate the book. As part of this activity, students should rate the book with one, two, three, four, or five stars. Since stars are printed on the sheet, students should be allowed to determine how to indicate their rating. They may color in the number of stars that correspond to their rating, circle the stars, or cross out excess stars.

Apply the CLUE Steps five different times to a section of the book.

This activity is designed to provide students with practice in using the CLUE Steps from the Prediction Strategy. To complete this activity, students should select a section of the book they are reading and complete the *CLUE Steps Book Study Assignment* included among the online materials. This means that students should apply the CLUE Steps five times to their reading selection.

Write about a character's hopes, dreams, fears, and expectations for the future.

For this activity, students should select one of the characters from the book and then write about the character's hopes, dreams, fears, and expectations for the future. If you wish, allow students to pretend to "be" the character and write from the first person.

Select five unknown words from the book and apply the PART Steps.

In this activity, students select five unknown words from the book they are reading and apply the PART Steps from the Bridging Strategy. Students should write the unknown words on a *Scrimmage Word Form* and follow the instructions on the form, which is included among the online materials.

Conduct a fluency check on a section of the book.

To conduct a fluency check, students choose a portion of their book that contains *some* of the unknown words to which they have applied the PART Steps. Students should photocopy two or three pages from this section of the book. Then, at the beginning of a paragraph, they should count 400 words to read to their partners. Students should make a mark on this document to indicate where the 400 words begin and end.

When students are ready for their fluency check, they should give the photocopied portions of the book they'll be reading to their partners. Partners should also be given a timer or stopwatch and one copy of the *Scrimmage Fluency Score Sheet,* which is included among the online materials. As students begin to read from their books, partners should follow along on the photocopy, placing a slash through any words that students skip or fail to correctly pronounce. In addition, partners should record the number of seconds that the student takes to read the passage. This information should then be used to calculate the

student's "Words Read Correctly," "Speed," and "Comprehension" on the *Scrimmage Fluency Score Sheet.*

Note: A fluency check consists of the student reading the selected passage three different times, as instructed in the Bridging Strategy.

Apply the vocabulary process and PART Steps to words from this book.

In this activity, students select five words from the book that they are reading and apply the 7-Step Vocabulary Process to each of those words. (Students should select words that they do not know how to pronounce AND they do not know the meaning of.) To perform the first step of the vocabulary process ("pronounce the word"), they should apply the PART Steps from the Bridging Strategy. Students should write each word on an individual sheet of paper and analyze the word using the 7-Step Vocabulary Process. In addition, each word should contain marks indicating the application of the PART Steps.

Complete a "Reflecting About Possible Selves" form.

This activity is completed on assignment sheets 5, 6, 7, and 8. To complete this activity, students should complete one *Reflecting About Possible Selves* form for each of the books they read. This form is included among the online materials.

Use the READ Steps to write a summary of two to three sections of the book. This activity is completed on assignment sheets 9 and 10. It is designed to provide students with practice in using the READ Steps from the Summarization Strategy. To complete this activity, students should select two or three sections from the book they are reading and write a summary using the READ Steps.