Reading Reconsidered Curriculum Boy: Tales of Childhood Fluency Practice Teacher Guide

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| **Name** | **Pre WCPM** | **Notes****Set 1** | **Notes****Set 2** | **Notes****Set 3** | **Post** **WCPM** |
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**Fluency Tracker**

Goal: Students achieve 110+ Words Correct Per Minute with 99% accuracy & correct prosody.

Click [here](https://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/tools_for_assessing_prosody.pdf) for a prosody rubric you might find helpful.

**Directions for the teacher:**

1. Practice reading each set of sentences for 2 weeks about 2-3 times per week in a small group. You may choose from 6 different sets depending on the needs of their group. If some cases, you may want to have students use a new set after 1 week of practice. Additional sets may be sent home for practice.

Materials:

* + - A copy of the set of sentences
		- 1 ruler per student
1. Set an explicit goal with each student around accuracy, prosody, or rate.

Examples:

* “See if you can read with more expression.”
* “See if you can chunk words together and link them into longer phrases.”
* “See if you can make it sound suspenseful.”

**Note:** *Speed alone should not be a goal. The goal is accuracy and expression that get quicker*

1. **Teacher models**. Read aloud modeling expression once or even twice. Read slightly slower than normal but with full expression.
2. Students read. Use [FASE Reading](https://docs.google.com/document/d/1PRZoH3p6r-F64FKQa5HcZbJf3tIFVBRaoiulpnKBZKg/edit?usp=sharing) to read through the passage 1-2 times.
3. Partner reads.
	1. One student reads and the other student tracks with a ruler for passive decoding.
	2. Partners alternate sentences through the set and then switch and read again.
	3. Each student should read all of the sentences 3-4 times.
4. During partner reads the teacher should circulate to different pairs listening to students reading, identifying miscues, and providing prompts. See the prompting resource to help you.
5. Have students complete 1-2 comprehension questions when they are finished. You may choose the means of participation (Everybody Writes, Turn and Talk, Cold Call, or Take Hands).
6. End the session with 1-2 students reading aloud a few sentences to celebrate their growth.

**Why repeated readings?**

To develop fluency, readers need to see and hear words to link the pronunciation of the word to its spelling. Once the brain has created a map of the word and its pronunciation, it can recall the word more quickly and this leads to greater fluency over time. In order to develop fluency, students must do lots of decoding where they are seeing and saying the word.

**How do I choose my fluency set?**

Ask yourself, do my students need support with decoding, prosody, or both?

Narrative sets provide increased opportunities for expression with voice and tone shifts as well as increased use of dialogue, phrasing and more complex punctuation.

Knowledge Building sets have an increased number of adjacent consonant blends and polysyllabic words to support students with weak decoding skills. These sets also contain varied sentence structures to support phrasing.

You may want to expose your students to the knowledge building sets before you reach those lessons in class to set them up for success when reading independently. We recommend you wait and expose students to the narrative sets after students have read those pages in the text.

**Teacher Note:** One the first day of intervention, you may want to read through directions on student packet page 2. These are also provided below.

**What is fluency?**

Reading fluently means reading words accurately, at a speed that matches normal conversation, and with expression in order to understand the text. Fluent readers pay attention to:

* **Punctuation:** Which punctuation marks appear in the sentence? What clues does punctuation give you about when you should pause or how you should convey emotion?
* **Important words:** Are there any words that require special emphasis or give clues about the emotion of a sentence?
* **Dialogue:** How does the dialogue change what kind of expression you use? How is the person who is speaking feeling? What might they sound like?
* **The tone of the passage:** Are you capturing the intended meaning behind what you are reading? Are you capturing the voice of the narrator in your reading?

**Directions for students:**

1. Write your personal **reading goal** at the top of the page.
2. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
3. Now your teacher will call on students to read aloud.
4. Now **reread the set of sentences with your partner**.
	1. Partner 1 (reader) reads the first sentence.
	2. Partner 2 (listener) listens while following along with a ruler.
	3. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.
	4. If neither student can read the word, jot it in your ‘Words to Practice’ box.
5. Switch roles for the next sentence and continue alternating through the set of sentences.
6. Reread the set following the above directions 3-4 times.
7. Listen for your teacher’s directions to see which **questions** you will be answering on the back of your sheet.

**Fluency Goals:**

Studies show that when a goal is written down in front of students, they are more likely to attend to it.

To start establish a read aloud goal after you have read aloud. The goal can be based on the content of the day’s reading, the genre or any other component of fluency.

After modeling, you should quickly discuss, “Today we are going to work on . . .” and as students develop, they can branch off into individual goals as you identify and address gaps. Students should write the goal at the top of their fluency set in the space provided.

**Benefits of Partner Reading**:

Students get practice as both readers and listeners. When students follow along with a ruler and alternate sentences or sections, they are more likely to attend to the words. In addition, alternating turns creates opportunities for students to take a break, avoid overloading their working memory and limit frustration.

Partner reading creates a performance aspect that is crucial. It ensures students strive towards fluency and gives a purpose to the reading.

We recommend you avoid pointing to the words with a finger as this tends to limit students’ ability to push eyes forward for phrasing.

**Comprehension Questions:**

End every intervention session with 1-2 comprehension questions. Each time students read, we want to ensure students see reading as tied to creating meaning.

*Boy: Tales of Childhood*

Set 1: Lessons 3 210 Total Words

Below are some sentences about the medicine called penicillin which Dahl refers to in the second chapter (page 20) of the text.

1. **Penicillin** is one of the world’s first **antibiotics**, which are medicines that destroy or slow down the growth of disease-causing bacteria.
2. Penicillin was discovered in London, England in 1928.
3. The discovery of penicillin marks one of the most **significant** medical developments in human history.
4. Hailed as a “miracle drug,” penicillin was (and still is) used to treat a wide variety of infections.
5. It can also **heal** infections in wounds and has been used to help prevent **bacterial** complications during and after surgical **procedures**.
6. Thanks to penicillin, illnesses and injuries that were once highly dangerous and **potentially** fatal, are today considered mild and easy to treat.
7. An expert in **infectious** diseases at the University of Colorado wrote about the **influence** of the discovery of penicillin on global health: The discovery of penicillin changed the world of medicine **enormously**.
8. With its development, **infections** that were **previously** severe and often fatal […] could be easily treated.
9. Even dating all the way back to World War II and today with the war in Iraq, soldiers **experienced** injuries that would have been fatal without penicillin and other antibiotics [...].
10. It is really impossible for me to imagine what the world would be like without it.

**Prompting Students:** Use the least amount of words possible to avoid breaking the narrative.

**Responding to Errors:**

* Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.
* For multisyllabic words, say <Look for little words/sounds you know inside the big word**>**

**Prompts to Support Possible Decoding Errors:**

**Penicillin**: chunk it

* pen – i – cil - lin
* C-i says the soft c sound /s/

**antibiotics**: chunk it

* An – ti – bi – o – tics
* i says /ee/
* b-i says/by/
* o says/awe/

**significant:** chunk it

* si – ni – fi – cant

**heal:** e-a says /ee/

**bacterial:**

* t-e says /tee/

**procedures:** c-e says /see*/*

**potentially:** chunk it

* po – ten – tia – lly
* t-i says /sh/

**infectious:**

* t-i says /sh/
* o-u-s says /uhs/

**Influence:** e-n-c-e says *ens* with the final e being silent

**enormously**: chunk it

* e – nor – mous - ly
* m-o-u-s says /muss/

**infections:** t-i says /sh/

**previously**:

* v-i says /vee/
* o-u-s says /uhs/

**experienced:**

* e says /ee/
* r-i-e-n is a dipthong and says /ren/

Set 1: Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 1: Lesson 3

Below are some questions from the sentences that you just read about the discovery of penicillin.

1. Why was penicillin called a “miracle drug”?

**Answer:** Penicillin was one of the world’s first antibiotics and could treat a wide variety of potentially fatal infections.

1. What was penicillin used for?

**Answer:** Penicillin was used to treat a wide variety of infections and to prevent bacterial complications that could be caused by surgical procedures.

1. What did the expert at the University of Colorado think about penicillin?

**Answer:** The expert believed that the discovery changed global health treatment for the better.

1. Why was penicillin such a significant medical discovery?

**Answer:** It was significant because prior to its discovery there were many diseases that were potentially fatal because doctors didn’t have a good way to treat the infections.

1. What would have happened to some of the soldiers who fought during WWII and the Iraq War if penicillin wasn’t discovered?

**Answer:** Some of them likely would have died from infection because there likely wouldn’t have been another antibiotic that could’ve treated the disease.

1. If Mr. Fleming had not discovered Penicillin, what impact might that have had on our life today?

**Answer:** The fatality rate for common diseases would probably be much higher.

*Boy: Tales of Childhood*

Set 2: Lesson 2 - pgs. 12 - 13; 235 Total Words

Below is a passage from *Boy: Tales of Childhood* where Roald Dahl shares the story of what his father and uncle did after they left school.

1. My father was a year or so older than his brother Oscar, **but they were exceptionally close**, and soon after they left school, they went for a long walk together to plan their future.
2. They decided that a small town like Sarpsborg in a small county like Norway was no place in which to make a fortune. So what they must do, they agreed, was go away to one of those big countries, either England or France, where opportunities to make good would be boundless.
3. Their own father, **an amiable giant nearly seven foot tall**, lacked the drive and ambition of his sons, and he refused to support this **tomfool** idea.
4. When he **forbade** them to go, they ran away from home, and somehow or other the two of them managed to work their way to France on a cargo ship.
5. From Calais they went to Paris, and in Paris they agree to separate because each of them wished to be independent of the other. Uncle Oscar, for some reason, headed west for La Rochelle on the Atlantic coast, while my father remained in Paris for the time being.
6. The story of how these two brothers each started a **totally separate business** in different countries and how **each of them made a fortune** is interesting, **but there is not time to tell it here except in the briefest manner.**

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again”. <Give prompt on phrasing, inflection> or the teacher may choose to model the sentence and have student repeat the sentence mimicking the teacher.

**Text context:** Remind students that Dahl uses different forms of humor throughout his autobiography (re: K.O.). Some words that convey a lot of emotion are intentionally not emphasized to make them more humorous.

**Prompts to support prosody:**

**Commas:**

* Give a short pause at each comma
* If a student struggles to read the words within the comma as a phrase, the teacher should model and have the student repeat.

**“...but they were exceptionally close…”(1):**

* Repeat that clause, emphasizing the phrase “exceptionally close”

**When father gives input on idea (3, 4):**

* Notice the caricature & the critical words (“tomfool” and “forbade”) but do not emphasize them.
* Reread this section using a neutral tone to convey the dry humor Dahl is using.

**When explaining their travel (5)**:

* Use a neutral tone, pausing at each comma.
* There are a lot of commas, separating each step of their journey, so it should sound choppy like this <teacher models lines>

**When explaining the story (6):**

* Reread this clause, emphasizing the phrases that show how surprising the story is.

**Final clause:**

* Reread that last clause with a sense of urgency.
* Reread that last clause, emphasizing the phrase “briefest manner.”

Set 2 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 2: Lesson 4

Below are some questions from the passage you read in *Boy: Tales of Childhood* pages 12 - 13.

1. Why did Harald and Oscar want to leave Norway?

**Possible answers:** After they left school, they decided they wanted to try to make a fortune and they didn’t think that was possible to do in a small country like Norway.

1. How did their father’s opinion of the idea to move impact the boys?

**Answer:**  He did not support the idea, but Harald and Oscar ignored his input and ran away from home.

1. What was their first destination after leaving Norway and how did they get there?

**Answer:**  They took a cargo ship to France.

1. Why did the men decide to separate from one another?

**Answer:**  They wanted to do their own thing, independent of one another.

1. Where did each brother go when they separated?

**Answer:**  Uncle Oscar went to La Rochelle and Harald stayed in Paris.

1. Were the men successful in their hope to make a fortune?

**Answer:**  Yes, Roald Dahl says that they each made a fortune from their respective businesses.

*Boy: Tales of Childhood*

Set 3: Lesson 9 203 Total Words

Below are some sentences about adenoids and their function in the human body, which Dahl refers to on pages 68-71 of your text.

1. **Adenoids** are a patch of fleshy **tissue** that sit in the back of your nasal cavity.
2. Adenoids help keep your body healthy by trapping harmful bacteria and **viruses** that you **breathe** in or swallow.
3. They are **especially** helpful infection fighters for babies and young children, but they become less important as people get older and their bodies develop more ways to fight infection.
4. Because adenoids trap **germs** that enter the body, they sometimes swell as they try to fight off infection.
5. In some cases, the adenoids themselves can become infected, which can make it hard to breathe through your nose.
6. Since **antibiotics** weren’t yet commonplace in the early 1900s, surgical removal was often the quickest and easiest way to prevent **potentially** dangerous infections.
7. It was very common for children to have their adenoids removed.
8. Many people thought swollen adenoids not only led to **frequent** illness and difficulty breathing but also lowered **intellectual** ability and cognitive problems.
9. Young students often had their adenoids removed much like Dahl did, with a sharp blade and without **anesthesia**.
10. Today, adenoid removal is less commonplace because there is a wider **variety** of treatments available to help with infections.

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:**

* Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.
* For multisyllabic words, say <Look for little words/sounds you know inside the big word**>**

**Prompts to Support Possible Decoding Errors:**

**Adenoids:** chunk it

* A – de – noids
* e says the short e sound
* o-i says /oy/, both the o and the I are short vowel sounds

**tissue:**

* ss says /sh/
* ue says /you/

**viruses:** vi says /vy/

**especially:** chunk it

* e – spe – cia – lly
* both e’s says the short e sound
* c-i says /sh/

**germs:** g says the soft g sound (j)

**antibiotics:** chunk it

* an – ti – bi -o - tics

**potentially**: chunk it

* po – ten – tia – lly
* t-i says /sh/

**frequent:**

* e says the long e sound /ee/
* qu says /qw/

**intellectual**: chunk it

* in – tel – lec – tu – al
* t-e says /tuh/
* t-u says /choo/
* a-l says /uhl/

**anesthesia**: chunk it

* an – es – thes - ia
* es says /us/
* the says /tee/
* s-i-a says /zhuh/

**variety:** i says the long I sound /igh/

Set 3 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 3: Lessons 9

Below are some questions from the sentences you just read about the adenoids and the procedure to remove them.

1. What function do adenoids have in the human body?

**Answer:**  Adenoids trap bacteria that enters your body when you breathe or swallow and helps to fight infection.

1. What population of people do adenoids most benefit?

**Answer:**  They help babies and young children the most because their bodies haven’t yet developed other ways to fight infection.

1. What sometimes happens to adenoids as they trap bacteria?

**Possible Answers:**  Sometimes adenoids swell and they can even get infected which can make it harder to breath.

1. Why did they remove adenoids surgically in the early 1900s?

**Answer:**  Antibiotics hadn’t been invented yet so removing adenoids surgically was the most effective way to prevent diseases that could become dangerous.

1. What did swollen adenoids suggest about a person?

**Answer:**  If someone had swollen adenoids not only were they frequently sick but people also believed that they were not very smart.

1. How is the treatment of adenoids different now compared to when Dahl was a child?

**Answer:**  Adenoid removal is much less common because there are now other ways to fight an infection. If someone were to have to have them removed now, it would be a much less painful experience because of the development of anesthesia.

 *Boy: Tales of Childhood*

Set 4: Lesson 10 – page 77 231 Total Words

Below is a passage from *Boy: Tales of Childhood* where the Headmaster cunningly explains the importance of sending a tuck box.

1. At Prep School in those days, a parcel of tuck was sent once a week by anxious mothers to their ravenous little sons**,** an average tuck-box would probably contain**,** at almost any time**,** half a home-made currant cake**,** a packet of squashed-fly biscuits**,** a couple of oranges**,** an apple**,** a banana**,** a pot of strawberry jam or Marmite**,** a bar of chocolate**,** a bag of Liquorish Allsorts and a tin of Basset’s lemonade powder.
2. An English school in those days was purely a money-making business owned and operated by the Headmaster. It suited him, therefore, to give the boys as little food as possible himself and to encourage the parents in various cunning ways to feed their offspring by parcel-post from home.
3. ‘By all means, **my dear Mrs Dahl**, do send your boy some little treats not and again,’ he would say.
4. ‘Perhaps a few oranges and apples once a week’ – **fruit was very expensive** – ‘and a nice currant cake, a large currant cake perhaps because small boys have large appetites do they not, **ha-ha-ha… Yes, yes, as often as you like.**
5. More than plenty good food here, the best there is, but it never tastes quite the same as home cooking, does it?
6. I’m sure you wouldn’t want him to be the only one who doesn't get a lovely parcel from home every week.’

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again.” <Give prompt on phrasing, inflection> or the teacher may choose to model the sentence and have student repeat the sentence mimicking the teacher.

**Text context:** Remind students that Dahl uses different forms of humor throughout his autobiography. This passage is heavy with ‘sarcastic’ and ‘sardonic’ humor (re: K.O.). The Headmaster is manipulating Mrs. Dahl into sending her son food.

 **Prompts to Support Prosody:**

**Comma:**

1. Give a short pause at the comma.
2. If a student struggles to read the words within the comma as a phrase, teacher should model and have student repeat.

**List of tuck box contents (1):** Change your voice to sound the ‘ravenous little son’ opening a tuck box, getting more and more excited as you discover each item in the box.

**“…my dear Mrs. Dahl” (3):**

1. Reread that phrase sarcastically, like you don’t actually think that Mrs. Dahl is dear.
2. Teacher model: Try reading if like this. <teacher models insincerity of the line>

**“…fruit was very expensive…” (3):**

1. Reread that line like a reporter, interjecting a fact in the middle of a sales pitch.
2. Teacher model: Try reading it like this. <teacher models shift in tone>

**“…ha-ha-ha… Yes, yes, as often as you like.” (4):**

1. Reread that line in a cold tone of voice, sounding like villain would.
2. Teacher model: Try reading it like this. <teacher models tone>

**Last two paragraphs (5, 6):**

1. Reread that line slowly and like you’re trying to persuade.
2. Teacher model: Try reading it like this. <teacher models patronizing tone>

Set 3 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 4: Lesson 10

Below are some questions from the passage you read in *Boy: Tales of Childhood* pages 108-109.

1. What was a tuck box?

**Answer:**  Tuck boxes were packages sent to boys are boarding school by their mothers, filled with all sorts of food and treats for their sons to eat.

1. What kinds of things did mothers put in tuck boxes?

**Answer:**  Mothers put food and treats in the boxes, including baked goods, expensive fruit and candy.

1. Why did the headmasters at boarding schools encourage mothers to send tuck boxes?

**Answer:**  Headmasters were just trying to make as much money as possible, so by encouraging their mothers to send food they didn’t have to spend as much of the school’s money to feed the boys because they wouldn’t need as much to eat.

1. What tactics did the Headmaster use to convince Mrs. Dahl that tuck boxes were necessary?

**Possible Answers:**  He lied, saying that there was plenty of good food at the school, and he guilt-tripped her, explaining that Dahl would be left out if he was the only one who didn’t get a box.

1. What types of humor is Roald Dahl using in this passage?

**Answer:**  Sarcasm, sardonic

1. Based on what you read, how would you describe the Headmaster in this passage?

**Answer:**  The headmaster is evil and is trying to manipulate Mrs. Dahl by making her feel like she has to send Roald Dahl food in order to him to feel loved while he’s away from home, and not left out from the other boys whose mothers were also sending them tuck boxes.

*Boy: Tales of Childhood*

Set 5: Lesson 17 202 Total Words

Below are some sentences about public schools in Britain, like the one that Dahl attended.

1. In Britain, public schools, also called independent schools, are private**, tuition**-based educational **institutions** for students of about 13 to 18 years old.
2. **Traditionally**, these schools were all-made boarding schools, but many are now co-**educational** and accept day students as well as boarders.
3. Public schools in Britain have a strong **association** with the ruling classes.
4. In the 19th and 20th **centuries**, as the British Empire expanded to places like India and Eastern Africa, British officers and administrators would still send their sons back to England to be educated at public schools.
5. These schools prepared young British boys to be members of a “gentlemanly elite” class, and they **taught** not only academic, but a class-**conscious** code of behavior, speech, and appearance that set the standard for the British upper classes.
6. Each public school had its own songs, uniform, and **traditions**, and it was common for men to identify themselves of each other by the school they attended.
7. The choice about where to attend school could, and often did, define a man’s future **career** and **social** opportunities.
8. While some former public school students look back on their experiences with **nostalgia**, others **criticize** the elitism of the institutions.

**Prompting Students:** Use the least amount of words possible to avoid breaking the narrative.

**Responding to Errors:**

* Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.
* For multisyllabic words, say <Look for little words/sounds you know inside the big word**>**
* Every time your chin goes down it’s a new syllable

**Prompts to Support Possible Decoding Errors:**

**tuition:**

* ui says /oo/
* t-i-o-n says /shun/

**institutions:** chunk it

* in – sti – tu – tions
* t-i-o-n says /shun/

**traditionally**: chunk it

* tra – di – tion – al – ly
* t-i-o-n says /shun/

**educational**: chunk it

* e – du – ca – tio – nal
* e says the short e sound like bed
* d-u says /juh/
* t-i-o-n says shun

**association:** chunk it

* as – sco – ci – a – tion
* C-i says the soft c sound. /s/

**centuries:**

* t says /ch/
* u-r says /err/ like burn

**taught:**

* a-u says /aw/
* g-h is silent

**conscious**

* s-c says /sh/
* o-u-s says /us/

**traditions**: t-i-o says /sh/

**career**: ee says the long e sound

**social:**

* c-i says /sh/
* a-l says /uhl/

**nostalgia:**

* o says says the short o sound
* g says /j/
* i-a says /uh/

**criticize**:

* C-i says the soft c sound. /s/

Set 5 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 5: Lesson 17

Below are some questions from the sentences you just read about public schools in Britain.

1. Describe public schools in Britain.

**Answer:**  Public schools are independent schools that families pay to send their older children to school, ages 13 to 18.

1. How have public schools changed since they were created?

**Answer:**  At first they were only for boarding students, meaning students lived there and went to school there full time, but now students can come just for the day. They were also initially only for men but they are now co-ed so women can also attend.

1. What social class tended to send their children to public schools?

**Answer:**  The ruling class

1. What was the primary focus of the education received?

**Answer:**  Students learned the skills necessary to become a part of the ‘gentlemanly elite,’ which included traditional academics but also incorporated lessons in how to behave, speak and appear in order to fit into the upper class.

1. How did each school distinguish itself from the other schools?

**Answer:**  Each school had its own song, uniform, and traditions.

1. How do public school graduates feel about their experience now that it’s behind them?

**Answer:**  While some graduates having good memories of being in public school others criticize them for being so elite.

*Boy: Tales of Childhood*

Set 6: Lesson 15 - pgs. 123-124 364 Total Words

Below is the passage from *Boy: Tales of Childhood* where Roald Dahl is in the sick room with his friend Ellis.

1. During my third term at St. Peter’s, I got flu and was put to bed in the Sick Room, **where the dreaded Matron reigned supreme**. In the next bed to mine was a seven-year-old boy called Ellis, whom I liked a lot. Ellis was there because he had an immense and angry-looking boil on the inside of his thigh. I saw it. It was as big as a plum and about the same colour.
2. One morning, in came the doctor to examine us, and sailing along beside him was the Matron. Her mountainous bosom was enclosed in a starched white envelope, and because of this she somehow reminded me of a painting I had once seen of a four-masted shooner in full canvas running before the wind.
3. ‘What’s his temperature today?’ the doctor asked, pointing at me.

‘Just over a hundred, doctor,” the Matron told him.

‘He’s been up here long enough,’ the doctor said. ‘Send him back to school tomorrow.’ Then he turned to Ellis. ‘Take off your pyjama trousers,’ he said. He was a very small doctor, with steel-rimmed spectacles and a bald head. He frightened the life out of me.

1. Ellis removed his pyjama trousers. The doctor bent forward and looked at the boil. ‘Hmmm,’ he said. ‘that’s a nasty one, isn’t it? We’re going to have to do something about that, aren’t we, Ellis?

**‘What are you going to do?’ Ellis asked, trembling.**

**‘Nothing for you to worry about,’ the doctor said. ‘Just lie back and take no notice of me.’**

1. Little Ellis lay back with his head on the pillow. The doctor had put his bag on the floor at the end of Ellis’s bed, and now he knelt down on the floor and opened the bag. Ellis, even when he lifted his head from the pillow, couldn’t see what the doctor was doing there. He was hidden by the end of the bed. **But I saw everything.**
2. I saw him take out a sort of scalpel which had a long steel handle and a small, pointed blade. He crouched below the end of Ellis’s bed, holding the scalpel in his right hand.

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at decoding error or punctuation mark and say, “Try again”. <Give prompt on phrasing, inflection>

**Text context:** Remind students that Dahl uses different forms of humor throughout his autobiography (re: K.O.).

**Prompts to Support Prosody:**

**Comma:**  Give a short pause at the comma.

**“…where the dreaded Matron reigned supreme” (1):**

1. Reread that phrase as if you are disgusted or full of hate towards the Matron.
2. Teacher model: Try reading it like this. <teacher models loathing tone of the line>

**Description of the Matron (2):** Dahl is making fun of the Matron here. He is using dry humor, so *tone doesn’t change*. The ridiculous description of her is made funnier by the lack of emotion.

**Dialogue between doctor and Matron (3):**

* Reread the doctor’s lines like you are stuck-up snob.
* Reread the Matrons line like you are being a bossy, know-it-all.
* Teacher model: Try reading it like this <teacher models the distinct tones for each>

**Dialogue between doctor and Ellis (4):**

* Reread the doctor’s lines as like you are stuck up or snobby.
* Reread Ellis’s line’s like you are really nervous
* Teacher model: Try reading it like this <teacher models the distinct tone for each>

**“But I saw everything.” (5):**

* Reread this line, lowering your voice, and slowing down, to make it a little bit more suspenseful.
* Teacher model: Try reading it like this <teacher models suspense>

Set 6 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 6: Lesson 15

Below are some questions from the passage you read in *Boy: Tales of Childhood* pages 123-124.

1. Why were Roald and Ellis put in the Sick Room?

**Answer:**  Roald was there because he had the flu and Ellis was there because he had a huge boil on his thigh.

1. What does Dahl compare the Matron to? How does Dahl feel about the Matron?

**Answer:**  He compares her to a large ship sailing through the waters. This unflattering description along with his previous descriptions of her from earlier in the novel demonstrate that he really does not like the Matron.

1. What was the doctor’s decision for Roald Dahl?

**Answer:**  The doctor told the Matron that Roald had been there long enough so he should return to school the following day.

1. What was the doctor’s decision for Ellis?

**Answer:**  The doctor examined Ellis’s boil and decided that something needed to be done about it but didn’t tell Ellis exactly what he was going to do.

1. How does Ellis seem to feel as the doctor examines the boil and decides what to do?

**Answer:**  Ellis is trembling, so we can tell that he’s nervous about what the doctor might do.

1. How does Dahl build tension as the doctor gets ready to do the procedure?

**Answer:**  He explains that while Ellis couldn’t see anything, he watched the whole thing happen. The short statement “…I saw everything” helps us infer that there was indeed a lot to see.