Reading Reconsidered Curriculum Freak the Mighty Fluency Practice Teacher Guide

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Pre WCPM** | **Notes**  **Set 1** | **Notes**  **Set 2** | **Notes**  **Set 3** | **Post**  **WCPM** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Fluency Tracker**

**Goal**: Students achieve 110+ Words Correct Per Minute (WCPM) with 99% accuracy and 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:** 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. In 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

**Before Reading**: Set an explicit goal with each student around accuracy, prosody, or rate. **Note:** *Speed alone should not be a goal. The goal is accuracy and expression that get quicker.*

**Example Goals**:

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

**Leading Fluency Practice**

1. **Teacher Model**: Read aloud modeling expression once or twice. Read slightly slower than normal but with full expression.
2. **Shared Reading**: 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**.
   * One student reads and the other student tracks with a ruler for passive decoding.
   * Partners alternate sentences through the set and then switch and read again.
   * Each student should read all of the sentences 3-4 times.
4. **Circulation and Prompting**: During partner reads, circulate to different pairs listening to students reading, identifying miscues, and providing prompts. See the prompting resource to help you.
5. **Comprehension Check**: Have students complete 1-2 comprehension questions when they are finished reading. 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. When students do lots of decoding where they are seeing and saying the word, it supports their fluency development.

**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 teach those lessons in class to set them up for success when reading independently. We recommend waiting to expose students to the narrative sets until 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 the sentences 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 the 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.

*Freak the Mighty*

Set 1: Lesson 3 212 Total Words

Below are some sentences about how human memory works and how reliable it really is.

1. The “**illusion** of memory" refers to the disconnect between how we think memory works and how it actually works.
2. The illusion of memory reflects a basic contrast between what we think we remember and what we actually remember.
3. In other words, what we remember is different from what we think we remember.
4. Memory depends both on what actually happened and on how we made sense of what happened.
5. Your mind **automatically** makes sense of and processes the connections between the things you are trying to remember.
6. When we **perceive** something, we extract the meaning from what we see, hear, or smell rather than record everything in perfect detail.
7. Memory doesn’t store everything we perceive, but instead takes what we have seen or heard and **associates** it with what we already know.
8. These **associations** help us to **discern** what is important and to recall details about what we’ve seen but they can also lead us **astray**, because they lead to an inflated sense of the **precision** of memory.
9. We cannot easily **distinguish** between what we recall **verbatim** and what we create based on associations and knowledge.
10. What is stored in memory is not an exact replica of reality, but a **re-creation** of it.

**Prompting Students:** Use the fewest number of words possible to avoid disrupting the flow of the text.

**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.

**Prompts to Support Possible Decoding Errors:**

**illusion:** *u* says /oo/ like fruit

**automatically:** Chunk it

* au – to – ma – tic – ly
* au says /aw/

**perceive:**

* c is a soft c, like /s/
* e – i says /ee/

**associates:** Chunk it

* a – sso – ci – ates
* a says /uh/
* c is a soft c, and says /s/

**associations:** Chunk it

* a – sso – ci – a – tions
* a says /uh/
* c is a soft c, and says /s/

**discern:** c is a soft c, and says /s/

**astray:**

* a makes the schwa sound, and says /uh/

**precision:**

* c is a soft c, like /s/
* s – i – o – n says /zhun/

**distinguish:** Chunk it

* dis – tin – guish
* g – u – i says /gwi/

**verbatim:** Define (using the exact words)

* Chunk it
* a says the long /e/ sound, like bay

**re-creation:** Chunk it

* re – cre – a – tion
* re says /ree/

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 about how our memory works and how reliable it really is.

1. What is ‘the illusion of memory’?

**Answer:** The illusion of memory is the idea that we think that our memory works differently than it actually does.

1. What two things contribute to the formation of a memory?

**Answer:** (1) What actually happened and (2)how our brain processed what happened

1. Does our memory record everything in perfect detail?

**Answer:** No, our memory makes meaning of our sensory experience and then associates it with things that we already know.

1. What impact do associations have on our memory?

**Answer:** Associations help us to recall things more easily, but they can also lead us astray by making us think that we are remembering something perfectly.

1. Are people able to tell which of their memories are perfectly stored and which are not?

**Answer:** Nope, human can’t easily distinguish between perfect memories and altered memories.

1. What is one memory you have from when you were very young? Do you have any memories that might not be real but were created from stories adults have told you?

**Answer:**  Answers will vary.

*Freak the Mighty*

Set 2: Lesson 1, pg. 2-3; 306 Total Words

Below is a passage from *Freak the Mighty* where Max shares a memory from preschool when he first met Freak.

**Prompting Students:** Use the fewest 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:** This passage introduces the narrator’s tone and personality.

**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.

**“That year of…” (1):**

* Define phony (fake)
* Reread from the start with nostalgia
* Teacher model: Try reading it like this. <teacher models rereading slowly emphasizing pauses at punctuation>

**“Looking sort of fierce…” (2):**

* Define fierce (strong, intense)
* Reread the line like you admire Freak for being fierce

**“Man those crutches…myself” (4):**

* Reread those lines emphasizing the words “man” and “cool”
* Teacher model: Try reading it like this. <teacher models conveying admiration for the crutches>

**When describing how Freak would act (5):**

* Reread “I’m Robot Man” with excitement and confidence in your voice
* Reread the “rrrr” like you’re a machine making noise
* Reread “don’t mess with me” like you’re trying to intimidate someone
* Teacher model: Try reading it like this. <teacher models Freak’s tone>

**“Then for a long time…” (6)**

* Reread that line with a little bit of sadness in your voice

1. That’s when I got my first look at Freak, **that year of the phony hugs**. He didn’t look so different back then, we were all of us pretty small, right? But he wasn’t in the playroom with us every day, just now and then he’d show up.
2. **Looking sort of fierce, is how I remember him**. Except later it was Freak himself who taught me that remembering is a great invention of the mind, and if you try hard enough you can remember anything, whether it really happened or not.
3. So maybe he wasn’t really all that fierce in day care, except I’m pretty sure he did hit a kid with his crutch once, whacked the little brat pretty good. And for some reason little Kicker never got around to kicking little Freak.
4. Maybe it was those crutches kept me from lashing out at him, **man those crutches were cool. I wanted a pair for myself.** And when little Freak showed up one day with those shiny braces strapped to his crooked legs, metal tubes right up to his hips, **why those were even more cool than crutches.**
5. “I’m Robot Man,” little Freak would go, making these weird robot noises as he humped himself around the playground**. Rrrr . . . rrrr . . . rrrr . . .**  like he had robot motors inside his legs, **going rrrrr . . . rrrr . . . rrrr,** and this look, **like don’t mess with me, man, maybe I got a laser cannon hidden inside these leg braces, smoke a hole right through you.**
6. No question, Freak was hooked on robots even back then, this little guy, two feet tall, and he already knew what he wanted. **Then for a long time I never saw Freak anymore, one day he just never came back to day care…**

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 1

Below are some questions from the passage you read from pages 2-3 of *Freak the Mighty*.

1. When did Max first meet Freak?

**Possible answers:**  Max first met Freak when they were both little kids in daycare. Max’s first memory of Freak is seeing him coming into the playroom with his crutches.

1. What does Max remember about Freak from those early interactions with him?

**Answer:**  Max remembers that Freak was very fierce but acknowledges that that memory of him may not be perfect. He does think he remembers that Freak hit a kid with his crutches.

1. What does Max remember thinking about Freak and why?

**Answer:**  Max remembers thinking that Freak was really cool because of his crutches, and then he was even more amazed by him when he got braces for his legs.

1. What did Freak like to play when he was out on the playground?

**Answer:**  He liked to pretend like he was a robot and would make motor sounds when he moved.

1. Why didn’t Max stay friends with Freak after daycare?

**Answer:**  One day, Freak just disappeared from daycare and never came back.

1. What does this passage foreshadow? (Foreshadow means to give a hint about something that is going to happen).

**Answer:**  Max and Freak are likely to reconnect and become friends again.

*Freak the Mighty*

Set 3: Lesson 9 204 Total Words

Below are some sentences about bionic advancement in the modern world.

1. **Bionic** bodies—and what they may be **capable** of—have captivated the human mind for **centuries**.

**Prompting Students:** Use the fewest number of words possible to avoid disrupting the flow of the reading.

**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.

**Prompts to Support Possible Decoding Errors:**

**bionic:** Chunk it <bi – o – nic>

**capable:** a makes thelong *a* sound, like cake

**centuries:** u – r says /err/

**indestructible:** Chunk it

* in – de – struc – ti – ble

**technology:** e – c – h says /eck/

**continuous**: Chunk it

* con – tin – u – ous
* o – u – s says /us/

**mechanical:** e – c – h says /eck/

**integrated:** Chunk it

* in – te – grat – ed

**various: chunk it**

* var – i – ous
* a makes the long /a/ sound like care
* o – u – s says /us/

**significant:** Chunk it

* sig – ni – fi – cant
* i makes the short /i/ sound, like sit

**prosthetic:** Chunk it

* pro – sthe – tic
* o says /aw/ like honest

**artificial:** Chunk it

* ar – ti – fi – cials
* i makes the short /i/ sound like if
* c – i says /sh/

**mechanically:** c – h says /ck/ like chemical

**intentions:** t – i – o – n says /shun/

**protheses:** Chunk it

* pro – the – ses
* o makes the short /o/ sound like hot
* t – h – e says /tee/
* s – e – s says /sees/

**inert:** define (unable to move)

1. From the bumbling Inspector Gadget to the near‐**indestructible** Terminator, the idea of using **technology** to build a ‘better human’ has resulted in **continuous** technological advances.
2. The term ‘**bionics**’ was first used in the 1960s. It combines the prefix ‘bio’—meaning life—with the ‘nics’ of electronics.
3. **Bionics** is the study of **mechanical** systems that function like living organisms or parts of living organisms.
4. **Bionics** can be highly advanced pieces of **technology**, able to be **integrated** with **various** parts of the human body to replace or assist damaged limbs or organs.
5. Recently, progress in both materials science and **technology** has resulted in **significant** advancements in **prosthetic** limbs.
6. A man used a thought-controlled **bionic** leg to climb all 103 floors of a tower in Chicago.
7. The i-limb Ultra is an **artificial** hand with five independently moving artificial fingers.
8. Those limbs don't just react **mechanically** to pressure, they actually respond to the thoughts and **intentions** of their owners, flexing, extending, gripping, and releasing on mental command.
9. The age when **prostheses** were largely inert pieces of wood, metal, and plastic is passing.

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: Lesson 9

Below are some questions from the sentences you just read about bionics and the advancements of prosthetics.

1. What does the word bionics mean?

**Answer:**  Bionics refers to the study of mechanical systems that function like the human body or part of the human body.

1. What are some famous examples of bionics being used in movies or TV shows?

**Answer:**  The Terminator and Inspector Gadget both incorporate the use of technology to improve the human body.

1. What is a common way that bionics are used now?

**Possible Answers:**  They are built to replace or assist damaged or missing organs or limbs.

1. How have bionics improved in recent years?

**Answer:**  Humans are now able to control prosthetic limbs with their thoughts, enabling them to move things like fingers and legs simply by thinking.

1. What is one example of a remarkable feat made possible by prosthetics?

**Answer:**  A man was able to climb to the top of a tower in Chicago, conquering 103 flights of stairs with his thought-controlled prosthetic limb.

1. How do protheses compare to what they once were?

**Answer:**  They are much more advanced! What was once made of pieces of wood, metal and plastic is now capable of being controlled by human thought.

Freak the Mighty

Set 4: Lesson 10, pp. 60-61 285 Total Words

Below is a passage from *Freak the Mighty* where Freak and Max are trying to get ‘treasure’ out of the sewer.

1. “I devised a special retrieval device,” Freak says.

**“Looks like a bent paper clip on a string,”** I say, and Freak tells me to shut up and follow orders.

“You hold the string,” he says, and then he gets down on his knees and shines the little flashlight through the grate. **“Can you see it?” he asks. “Can you?”**

1. I look, but it’s hard to see anything and it smells like something died in the storm drain, **which come to think of it, it probably did. Rats or worse.**

“Down there,” Freak says. “The beam is hitting it right now.”

**“That? That’s just a piece of junk.”**

1. “Wrong,” Freak says, real fierce. “**It looks like** a piece of junk. It may very well contain fabulous wealth. Drop the line down and see if you can hook it.”

I’m thinking, **boy what a butthead**, rolling in the dirt for this little Darth Vader so he can play pretend games in the middle of the night, but I do what he asks, I drop the hook down, and much to my surprise, it actually hooks into something and when I pull on on the kite string I can see what it is. “A purse,” I say. “Looks like a grotty old purse.”

1. “Careful,” Freak says. “Pull it up to the grate so I can grab the strap.”

I bring it up an inch at a time, and Darth - excuse me, Freak - manages to get his small hand down through the grate and grab hold of the soggy old purse and then he almost drops it. I yank up on the kite string and we both manage to squeeze the slimy purse up through the bars.

**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:** If time allows, ask students to go back in their text to skim the lead up to this passage (pp. 55-59). Ask, <What are the character’s attitudes about this quest going into it?> Freak is much more enthusiastic about it than Max, which students should convey with their tone as they read.

**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.

**“Looks like a bent paper clip…” (1):**

* Reread that line in a mocking tone
* Teacher model: Try reading it like this <teacher models sarcasm in Max’s voice>

**“Can you see it…” (1):**

* Reread that first question with a sense of urgency, like this <teacher model>
* Reread the second “can you” in a demanding tone, like this <teacher model>

**“…which come to think of it…” (2):**

* Reread that line like you’ve just realized something, like this <teacher model>

**“Rats or worse” (2):**

* Reread that line like you’re disgusted, like this <teacher model>

**“That? That’s just a piece of junk.” (2):**

* Reread that line in a dismissive tone.

**“It looks like…” (3):**

* Reread that line with a fierce, serious tone of voice, like this <teacher model’s Freak’s excitement>

**“…boy what a butthead…” (3):**

* Reread that line like you’re annoyed, like this <teacher model’s Max being-self-deprecating>

**“I bring it up an inch at a time…” (4):**

* Reread that line slowly to emphasize how careful Max is being.

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 *Freak the Mighty* pages 60-61.

1. What are Freak and Max doing in this scene?

**Answer:**  They are on a quest to try to fish out what Freak believes is treasure from a sewer.

1. What did Freak create to assist with their getting the treasure?

**Answer:**  He made a ‘special retrieval device’ that was really just a bent paperclip on a string, but it helped them to fish out the object.

1. What does Max think about what Freak is doing?

**Answer:** Max is certainly not as invested in this quest as Freak is and thinks that all they’re going to find is junk in the sewer.

1. What does Max notice about the sewer?

**Answer:** He seems to think it’s gross because it smells so bad. He realizes that really anything could’ve died down there… ‘rats or worse.’

1. What does Freak claim the treasure may contain?

**Answer**: Fabulous wealth!

1. What does the object in the sewer turn out to be?

**Answer:**  The object ends up being a ‘soggy old purse.’

Freak the Mighty

Set 5: Lesson 18 247 Total Words

Below are some sentences about the process in which our memories our stored.

1. Whenever you witness an event, learn a fact, or **experience** something you want to remember, the memory network of your brain starts the memory-making process.
2. Here’s how scientists think it works: First, your brain **consciously** registers the memory, a process called **encoding**.
3. Not all incoming information gets encoded, for example, if you’re not paying attention when someone new **introduces** himself, you may not encode his name and then realize you don’t remember it moments later.
4. Scientists call the next step **consolidation**, which means building a record of the encoded information and creating a pathway to recall the memory again.
5. **Replaying** the experience makes the connections between cells stronger and strengthens this pathway.
6. However, this system isn’t **foolproof** because the mental replay of something we only imagined can feel as vivid as a real **experience**.
7. If you picture the sights and sounds of a scene based on a description, you **activate** similar brain networks as if you had really been there and the more you mentally replay the scene, the more it feels like a real memory, even if it never really happened.
8. The final step is known as **retrieval.**
9. Every time you remember something, the **neural** path to that memory gets stronger, making it even easier to recall again and again.
10. There’s no one location in the brain that serves as our memory bank, instead, many brain cells and several regions work together to make one memory.

**Prompting Students:** Use the fewest words possible to avoid disrupting the flow of the reading.

**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.

**Prompts to Support Possible Decoding Errors:**

**experience:** Chunk it

* ex – per – i – ence
* e makes the long e sound like peer

**consciously:** Chunk it

* con – sci – ous – ly
* s – c - i says /sh/
* o – u – s says /us/

**encoding:** Chunk it

* en – co – ding
* o says /oh/

**introduces:** Chunk it

* in – tro – du – ces
* u says /yoo/

**consolidation:** Chunk it

* con – sol – i – da – tion
* o says /ah/

**replaying:** Chunk it

* re – play – ing
* e makes the long /e/ sound like be

**foolproof:** oo makes the long /oo/ sound like pool

**activate**: Chunk it

* ac – ti - vate

**retrieval:** Chunk it

* re – trie – val
* t – r – i – e says /tree/

**neural:** n – e – u – r says /nur/

**location**: Chunk it

* lo – ca – tion
* o says /oh/
* a says /ay/
* t-i-o-n says /shun/

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 13

Below are some questions from the sentences you just read about the memory making process.

1. According to the passage, what is the first step in the memory-making process according to the passage?

**Answer:**  The first step of the process is called ‘encoding’ which is when your brain first consciously registers the memory.

1. Does all incoming information get encoded and become a permanent memory?

**Answer:**  No, not everything becomes a memory, especially if you’re not fully paying attention when you get new incoming information.

1. What happens during the consolidation step of memory-making?

**Answer:**  During consolidation, our brains build a record of encoded information and a pathway to recall the memory again.

1. Are our memories always perfect replicas of exactly what happened?

**Answer:**  No, our memories aren’t always accurate. Sometimes we can even encode a memory of something that we never actually experienced.

1. What happens in the final step of the memory making process?

**Answer:**  The final process is retrieval, which is the strengthening of the neural pathway. Each time you remember something, the neural pathway gets stronger which makes it easier to recall the memory each time.

1. List the steps of the memory-making process in order.

**Answer:**  Encoding, consolidation, retrieval

Freak the Mighty

Set 6: Lesson 17, pgs. 136-137 343 Total Words

Below is the passage from *Freak the Mighty* where Max and Freak are having a conversation after Killer Kane has been caught.

**1.** It turns out to be a pretty weird Christmas vacation, as you might imagine, and Gram keeps fussing at me and won’t let me sleep in the cellar.

“I don’t care if he is under lock and key,” she says.

**Grim, he says, please humor the woman, she’s worried about you to death,** and so I sleep upstairs on the foldout and at night, Gram keeps checking to see I’m there. Which is a pain, but she can’t help herself**,** and anyhow I’m just glad not to be alone in the down under.

**2.** Freak**,** well**,** the Fair Gwen just about threw a fit when she got him home**,** because of him obeying a direct order and sneaking away to rescue me**,** but after a while she calms down and all she does is look at him and shake her head.

**“What am I going to do with you?” she asks.**

“Put me up for adoption,” he says. “I want to go live with the Waltons.”

He meant the tv show that keeps repeating, and of course he’s teasing her, but the Fair Gwen is not amused.

**3.** **“No more crazy adventures or dangerous quests, young man. You have to be careful,” she keeps saying. “Extra careful.”**

She means the trouble he sometimes has catching his breath, because of the way his insides keep growing faster than his outside, which hasn’t really grown at all.

Freak goes into the medical research place every few months now, which he says is a real pain, not that it actually hurts.

**4.** **“Dr. Spivak says my unique status as a marvel of genetic aberration makes me an object of intense curiosity,”** he says in that lofty way of his. “Specialists from around the world over are familiar with my case.

**“What about the secret operation?” I ask when the Fair Gwen can’t hear us. ”The one where you’ll get a robot body?”**

Freak gets this very cool scientific look on his face, and he always says the same thing: “The bionic research continues, my friend. The work goes on.”

**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>

**Prompts to Support Prosody:**

**Comma:**

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

**“Grim, he says, please humor …” (1):**

* Emphasize the pausing at the commas before and after *he says*.
* Reread that line with a pleading tone.
* Teacher model: Try reading it like this <teacher models Grim’s lines, using a pleading tone >

**“What am I going to do with you?” (2):**

* Reread the line to show it is a question.
* Reread the line with an exasperated tone in your voice.

**“No more crazy adventures…” (3):**

* Reread that line in an authorative tone.
* Teacher model: Try reading it like this <teacher models Fair Gwen’s lines, using a warning tone >

**“Dr. Spivak says…” (4)**

* Give the meaning of the word ***aberration:*** something strange that rarely occurs.
* Teacher model: Try reading it like this <teacher models Freak’s lines, using a confident tone.”

**“What about the secret operation?...(4) :**

* Reread Grim’s lines in a whisper voice emphasizing the need for privacy from Fair Gwen.

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 17

Below are some questions from the passage you read in *Freak the Mighty* pages 136-137.

1. Where is Max sleeping during Christmas vacation?

**Answer:**  Max is sleeping on a foldout bed instead of in the basement or what he calls the “down under”.

1. Why is Fair Gwen so upset with Freak?

**Answer:**  Fair Gwen is upset because Freak didn’t listen to her and snuck out to save Grim.

1. Why does Fair Gwen want Freak to be extra careful?

**Answer:**  Fair Gwen wants Freak to be extra careful because his condition can make it hard to breath.

1. Where does Freak go every few months? Why?

**Answer:**  Freak has to go to a medical research facility every few months for doctors to study his genetic condition.

1. How does the doctor describe Freak’s condition according to Freak? How does Freak feel about this?

**Answer:**  Freak says the doctor called him a “marvel of genetic aberration.” Freak sounds proud as he tells Grim this.

6. Who says, “What about the secret operation?” Why are they whispering?

**Answer:**  Max asks the question about the secret operation. He whispers because he doesn’t want Fair Gwen to hear them talking about it.