Reading Reconsidered Curriculum Lord of the Flies 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 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. Teachers 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

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:** On 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 the goal can be established by the teacher after the teacher has 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, the teacher should quickly discuss, “Today we are going to work on . . .” and as students develop they can branch off into individual goals as the teacher identifies and addresses 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.

*Lord of the Flies*

Set 1: Lesson 4 224 Total Words

Below are some sentences about the British Empire and its establishment of colonies.

1. For more than a **century** Britain was the greatest empire in the world.
2. It began in the 15th and 16th **centuries** when global exploration **sanctioned** by the English and Scottish people began to establish overseas colonies.
3. **Initially** many colonies were established in North America and the Caribbean but spread to Africa and Asia.
4. When explorers arrived somewhere and found only native **occupants**, they often “took **possession**” of it in the name of a King or Queen.
5. If there were no other **Europeans** there, they assumed they owned it and were in charge.
6. The growth of the Empire was not without **opposition**, and a big loss was **sustained** in 1783 when thirteen American colonies broke away from British rule.
7. Australia and New Zealand were later added to the growing list.
8. The years 1815 to 1914 are referred to as Britain's **imperial** century, and at this time, the Empire included over 14 million square miles of territory and 450 million people.
9. It included more than a quarter of the world's **population**.
10. The Empire was **vital** for trade during the **reign** of Queen Victoria.
11. At the height of the British Empire, British ports were full with ships arriving from far and wide carrying the goods that were processed and sold, making Britain a wealthy nation.
12. British explorers even set out on expeditions to the Arctic and Antarctic.

**Prompting Students:** Use the least amount of words possible to avoid disrupting the flow of 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:**

**century:**

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

**sanctioned:** Chunk it

* sanc – tioned
* t-i-o-n says /shun/

**initially:** Chunk it

* in – i – tia – lly
* i says is a short i, like it
* t-i-a says /sha/

**occupants: u is a long u like in uniform**

**possession:** Chunk it

* po – sse – ssion
* s-s-i-o-n says /zhun/

**Europeans:** Chunk it

* eur – o – pe – ans
* e-u-r says /yur/

**opposition:** Chunk it

* opp – o – si – tion
* s-i says /zih/

**sustained:** t-a-i says /tay/

**imperial:** i is a short /i/, like in

**population:** Chunk it

* pop – u – la – tion
* u says /you/
* l-a says /lay/
* t-i-o-n says /shun/

**vital:**

* v-i says /vy/
* a-l says /ul/

**reign:**

* e-i-g-n says /ain/ like rain

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 4

Below are some questions from the sentences about the British Empire.

1. When did Britain’s status as the greatest empire in the world begin?

**Answer:** It began in the 15th and 16th centurieswhen they began to establish overseas colonies.

1. How did the British Empires acquire these colonies?

**Answer:** When explorers found new territory, they simply took possession of it, despite there being native people already living in many of the territories.

1. Did all of the colonies the British Empire established remain in their power?

**Answer:** No, while they maintained power of many of the colonies, 13 colonies in America and eventually Australia and New Zealand declared independent from Britain.

1. By the year 1914, how much total territory was under Britain’s rule?

**Answer**: They had control of14 million square miles housing 450 million people, a quarter of the world’s population.

1. How did having so much territory benefit the Empire during the rule of Queen Victoria?

**Answer:** The Empire was able to build tremendous wealth because of their access to ports around the world.

1. According to the article, Britain had territory on which continents?

**Answer:**  North America, Africa, Asia and Antarctica

*Lord of the Flies*

Set 2: Lesson 3, pp. 22-23 240 Total Words

Below is a passage from *Lord of the Flies* where the boys decide to vote for a chief.

**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:** This passage has a mix of narration and dialogue. Tone should shift based on who is speaking and what is being said.

**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.

**Exclamation marks:**

* Emphasize the words before the exclamation mark, by altering your voice in the following ways:
  + Change pitch (higher in this passage)
  + Change volume (louder in this passage)
  + Change speed (faster in this passage)

**Narrator’s lines:**

* Read the narrator’s lines like you are watching the story as a bystander.

**“Shut up” (1):**

* Reread that like you’re a tiny bit annoyed at the small boy.
* Teacher model: Try it like this <teacher models Ralph’s annoyance>

**“Well then”(2):**

* Reread that line with the same simple arrogance as his earlier lines.

**“But there was a stillness about Ralph” (5):**

* Reread that line with a sense of curiosity.

1. Jack spoke.

“We’ve got to decide about being rescued.”

There was a buzz. One of the small boys, Henry, said that he wanted to go home.

**“Shut up,”** said Ralph absently. He lifted the conch. “Seems to me we ought to have a chief to decide things.”

1. **“A chief! A chief!”**

**“I ought to be chief,”** said Jack with simple arrogance, “because I’m chapter chorister and head boy. I can sing C sharp.”

Another buzz.

**“Well then,”** said Jack, “I—”

1. He hesitated. The dark boy, Roger, stirred at last and spoke up.

**“Let’s have a vote.”**

**“Yes!”**

**“Vote for chief!”**

“Let’s vote—"

1. This toy of voting was almost as pleasing as the conch. Jack started to protest but the clamor changed from the general wish for a chief to an election by acclaim of Ralph himself. None of the boys could have found good reason for this; what intelligence had been shown was traceable to Piggy, while the most obvious leader was Jack.
2. **But there was a stillness about Ralph** as he sat that marked him out: there was his size, and attractive appearance; and most obscurely, yet most powerfully, there was the conch. The being that had blown that, had sat waiting for them on the platform with the delicate thing balanced on his knees, was set apart.
3. “Him with the shell.”

**“Ralph! Ralph!”**

“Let him be chief with the trumpet-thing.”

Ralph raised a hand for silence.

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 3

Below are some questions from the passage you read in *Lord of the Flies* page 2.

1. What decision does the group need to make?

**Possible answers:**  Jack suggests that the group of boys have a chief to help in the decision about how they should be rescued.

1. Why does Jack believe he should be the chief?

**Answer:**  Jack believes he should be the chief because he is the chapter chorister and head boy, and he can sing C sharp.

1. How does the idea of having a chief evolve? What proposal does Roger make to determine the chief?

**Answer:**  Right about when Jack starts to just assume he will take on the role of chief, Roger suggests that they let the group decide on the chief by taking a vote.

1. Who does the author describe as intelligent? What phrase does the author use?

**Answer:**  Piggy

1. What characteristics make Ralph stand out as a potential leader?

**Answer:**  Ralph’s stillness and physical appearance, combined with his possession of the conch – a powerful symbol amongst the boys – make him another potential leader for the group.

1. Who does it appear will become the chief at the end of the passage and why?

**Answer:**  The boys all start chanting Ralph’s name, “Ralph! Ralph!”, suggesting the majority would elect Ralph to be the chief.

*Lord of the Flies*

Set 3: Lesson 9 158 Total Words

Below are some sentences about the differing opinions about human nature.

1. The state of nature is what the lives of people might have been like before **societies** existed.
2. In thinking about human life before modern civilization, **philosophers** have debated human nature.
3. Human nature is the **qualities** and **characteristics** that humankind possesses at birth, **presumed** to be possessed by all of mankind.
4. Some of these qualities include having a basic sense of **morality**, social **inclination**, curiosity, emotional range, and an **inherent** ability to **acquire** language.
5. Not everyone agrees that humans are born with these **qualities** and **philosophers** have differing views on whether humans are **inherently** good or bad.
6. Thomas Hobbes argued that humans are **inherently** selfish and driven by self-**preservation**.
7. Other **philosophers**, like John Locke, believe that humans are born with a **neutral** mind and **acquire** **traits** through experiences.
8. While still some others, including Jean-Jacques Rousseau, were more **optimistic** about human nature, arguing that humans in their natural state were noble and **cooperative**.

**Prompting Students:** Use the least number of words possible to avoid disrupting the flow of 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:**

**societies:** Chunk it

* so – ci – i – ties
* c is a soft c, and says /s/
* i-e says /i/
* i-e-s says /ees/

**philosophers:** Chunk it

* phil – o – so – phers
* p-h says /f/
* o says /aw/

**qualities:** Chunk it

* qual – i – ties
* q says /kw/
* i-e-s says /ees/

**characteristics:** Chunk it

* char – ac – ter – is – tics
* c-h says /k/

**presumed:** s says /z/

**morality:** Chunk it

* mor – al – i – ty

**inclination:** Chunk it

* in – clin – a – tion
* t-i-o-n says / shun/

**acquire:** Chunk it

* ac – quire
* q says /kw/

**inherently:** Chunk it

* in – her – ent – ly
* e-r says /air/

**preservation:** Chunk it

* pre – ser – va – tion
* e says /eh/

**neutral:** e-u says /oo/

**traits:** a-i says /ay/, like say

**optimistic:** Chunk it

* op – tim – is – tic

**cooperative:** Chunk it

* co – op – er – a – tive
* c-o says /koh/

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 the differing views on the state of nature.

1. What does the term “state of nature” refer to in this text?

**Answer:**  It refers to the characteristics and qualities that humans are born already having.

1. What are philosophers debating about human life before modern civilization?

**Answer:**  Philosophers argue about what qualities humans were born with and which they developed from the nurturing of others.

1. What are some of the qualities that some argue humans are born with?

**Possible Answers:**  Having a basic sense of morality (what is right vs. wrong), social inclination (a desire to connect with other humans), curiosity, emotional range and an ability to learn language.

1. What did Thomas Hobbes believe about human nature?

**Answer:**  Hobbes believed that humans were inherently selfish at birth.

1. What did John Locke believe about human nature?

**Answer:**  Locke believed that humans were born with a neutral state of mind, therefore, being neither good nor bad.

1. What did Jean-Jacques Rousseau believe about human nature?

**Answer:**  Rousseau was optimistic about human nature. He believed that humans in their human state were noble and cooperative.

Lord of the Flies

Set 4: Lesson 12, pp. 110-111 275 Total Words

Below is a passage from *Lord of the Flies* where Ralph and Simon are talking while watching the sea.

1. **Wave after wave,** Ralph followed the rise and fall until something of the remoteness of the sea numbed his brain. Then gradually the almost infinite size of this water forced itself on his attention. This was the divider, the barrier.

On the other side of the island, swathed at midday with mirage, defended by the shield of the quiet lagoon, one might dream of rescue; but here, faced by the **brute obtuseness** of the ocean, the miles of division, **one was clamped down, one was helpless, one was condemned, one was ---**

1. Simon was speaking almost in his ear. Ralph found that he had a rock painfully gripped in both his hands, found his body arched, the muscles of his neck stiff, his mouth strained open.

**“You’ll get back to where you came from.”**

Simon nodded as he spoke. He was kneeling on one knee, looking down from a higher rock which he held with both hands, his other leg stretched down to Ralph’s level.

**“It’s so big, I mean –”**

1. Simon nodded.

**“All the same. You’ll get back all right. I think so, any way.”**

Some of the strain had gone from Ralph’s body. He glanced at the sea and then smiled bitterly at Simon.

**“Got a ship in your pocket?”**

Simon grinned and shook his head.

**“How do you know, then?”**

1. When Simon was still silent Ralph said curtly, **“You’re batty.”**

Simon shook his head violently til the coarse black hair flew backwards and forwards across his face.

**“No, I’m not. I just think you’ll get back**

**alright.”**

For a moment nothing more was said. And then they suddenly smiled at each other.

**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.

**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.

**“Wave after wave” (1):**

* Reread that line slowly, with a longer pause between each word.

**“One was…(1)”**

* The author is conveying a sense of sadness or hopelessness. Read each phrase with a sad voice.
* Teacher model: Try it like this <teacher models the hopelessness in their tone>

**Simon and Ralph’s dialogue (2-4):**

* Context: Simon is trying to remain optimistic and have a good attitude about their situation. Ralph isn’t so sure that they’re going to make it home.
  + Reread Simon’s lines with a higher pitch to convey his hopefulness.
  + Reread Ralph’s lines with a lower pitch to convey his pessimism.
  + If necessary, define optimism (expecting a positive outcome) & pessimism (expecting a negative or bad outcome).

**Prompts for Possible Decoding Errors:**

**Infinite**: Chunk it

* in – fin – ite
* i says /ih/

**obtuseness**: u says /oo/

**violently**: Chunk it

* vi – o – lent – ly

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 12

Below are some questions from the passage you read in *Lord of the Flies* pages 110-111.

1. What does Ralph observe about the sea and how does it seem to affect him?

**Answer:**  Ralph seemed to notice just how remote the sea really was which made him feel numb and somewhat hopeless because of just how far they seemed to be from civilization.

1. Does Ralph seem optimistic or pessimistic that the boys will be rescued, and why?

**Answer:**  Ralph seems pessimistic because the ocean seems like a barrier from the rest of the world that they could not overcome.

1. What do you notice about Ralph’s physical state as Simon is talking to him?

**Answer:**  Ralph seems to be very tense. He is gripping a rock and the rest of his muscles seem to be strained.

1. How does Simon reassure Ralph and how does Ralph respond?

**Possible Answers:**  Simon tries to encourage Ralph, saying “You’ll get back to where you came from,” and while some of the tension seems to leave Ralph’s body, his questioning of Simon reveals that he is still doubtful that they will ever be rescued.

1. Why does Ralph ask Simon if he has a ship in his pocket?

**Answer:**  He asks this in a mocking way, teasing Simon for his belief that they will be rescued because he doesn’t really have any reason to believe that anyone will ever find them.

1. How does Simon respond to Ralph’s pessimism?

**Answer:**  Simon seems to brush it off and just repeats that he still believes that they’ll be rescued and get back home.

*Lord of the Flies*

Set 5: Lesson 17 218 Total Words

Below are some sentences about herd mentality and how people’s decisions are influenced when they’re in a group.

1. **Herd** mentality is a phrase used to explain why and how people are **influenced** by others.
2. The term comes from herding—the banding together of animals in groups to improve their chances of survival against **predators**.

**Prompting Students:** Use the least amount of words possible to avoid disrupting the flow of 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:**

**herd:** e-r says /ur/

**influenced:** Chunk it

* in – flue – enced
* f-l-u-e says /floo/

**predators:** Chunk it

* pred – a – tors
* a says /uh/

**individuality:** Chunk it

* in – div – i – du – al – i – ty
* i says /ih/
* du says /ju/

**peer:** e-e-r says /ear/, like hear

**pressure**

* s-s says /sh/
* u-r-e says /ur/

**believe**: i-e says /ee/

**perception:**

* c says /s/
* t-i-o-n says /shun/

**situations:**

* t-u says /chu/
* t-i-o-n says /shun/

**encourage:**

* c-o-u-r says /cur/
* a-g-e says edge

**experiment**

* p-e-r says /peer/

**scientists**: s-c-i says /sai/

**assured**: s-s says /sh/

1. They trade freedom and **individuality** for the safety of numbers.
2. **Peer** pressure is a common situation in which a herd mentality can influence behavior.
3. Students in school sometimes feel **pressure** to do things they don’t want to do, or that they know better than to do, because they **believe** that most other people are doing those things.
4. Ironically, their **perception** of what their peers are doing is often mistaken, but if their actions **influence** other students, a few people can end up **influencing** the actions of a large group.
5. On the other hand, in some **situations** peer **pressure** can be positive, as in a school where students consistently **encourage** one another to be honest and truthful.
6. Researchers at Leeds University performed a group **experiment** to test the degree to which herd mentality **influenced** people.

9. The **scientists** discovered that people ended up following those people without having any reason to.

10. A small number of people who seemed very self-**assured** managed to **influence** the behavior and decisions of the great majority of people.

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 herd mentality and how people’s decisions are influenced when they’re in a group.

1. What does the phrase “herd mentality” suggest about people?

**Answer:**  It suggests that people are influenced by each other when they are in a group, potentially making decisions that they wouldn’t make on their own.

1. How was this term developed and what does it have to do with animals?

**Answer:**  The term is derived from the herding of animals. Animals tend to band together and travel as a group in order to increase their odds of survival should they encounter a predator.

1. What is a common situation in which herd mentality can influence behavior?

**Answer:**  Peer pressure is a common form of herd mentality. We can often make decisions because we believe that most other people are making the same decision.

1. Does this passage suggest that peer pressure is all bad?

**Answer:**  No, it suggests that while some peer pressure can lead to poor choices being made, it can also influence people into making good decisions too!

1. What did the researchers at Leeds University find about herd mentality?

**Answer:**  They found that a small group of very self-assured people influenced the decisions of the whole group, despite the other group members having no real reason to follow their lead.

1. In what ways have you been influenced by herd mentality?

**Answer:**  Answers will vary.

*Lord of the Flies*

Set 6: Lesson 17, pgs. 151-152 292 Total Words

Below is the passage from *Lord of the Flies* where the boys begin to do their dance before a storm.

1. “I’ll blow the conch and,” said Ralph breathlessly, “and call an assembly.”

**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.

**Exclamation marks:**

* Emphasize the words before the exclamation mark, by altering your voice in the following ways:
  + Change pitch (higher in this passage)
  + Change volume (louder in this passage)
  + Change speed (faster in this passage)

**“Come away…(2)”**

* Reread that line in a hushed/quiet voice.
* Teacher model: Try it like this <>

**“Who’s clever now? Where are your shelters? What are you going to do about that? (3)”**

* Reread each question in a mocking tone.

**“Roger (4)”**

* Emphasize Roger’s name to stamp who became the pig.

**Possible Prompts for Decoding Errors:**

**clamorously**: Chunk it

* clam – or – ous – ly
* o-u-s says /us/

**governable:** Chunk it

* gov – er – na – ble
* a says /uh/
* b-l-e says /bull/

“We shan’t hear it.”

Piggy touched Ralph’s wrist.

1. **“Come away. There’s going to be trouble. And we’ve had our meat.”**

There was a blink of bright light beyond the forest and the thunder exploded again so that a littlun started to whine. Big drops of rain fell among them making individual sounds when they struck.

1. “Going to be a storm,” Ralph said, “and you’ll have rain like when we dropped here. **Who’s clever now? Where are your shelters? What are you going to do about that?”**

The hunters were looking uneasily at the sky, flinching from the stroke of the drops. A wave of restlessness set the boys swaying and moving aimlessly. The flickering light became brighter and the blows of thunder were only just bearable. The littluns began to run about, screaming.

1. Jack leapt on to the sand.

**“Do our dance! Come on! Dance!”**

He ran stumbling through the thick sand to the open space of rock beyond the fire. Between the flashes of lightning was dark and terrible; and the boys followed him, **clamorously**. **Roger** became the pig, grunting and charging at Jack, who sidestepped.

1. The hunters took their spears, the cooks took spits, and the rest clubs of firewood. A circling movement developed and a chant. While Roger mimed the terror of the pig, the littluns ran and jumped on the outside of the circle.
2. Piggy and Ralph, under the threat of the sky, found themselves eager to take a place in this demented but partly secure society. They were glad to touch the brown backs of the fence that hemmed in the terror and made it **governable**.

***“Kill the beast! But his throat! Spill his blood!***

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 *Lord of the Flies* pages 151-152.

1. Why does Ralph want to blow the conch?

**Answer:**  He wants to blow the conch to call an assembly.

1. What is Piggy’s initial reaction to the idea of having an assembly?

**Answer:** Piggy wants to leave because he senses trouble. They’ve already eaten and a storm seems to be coming, so he thinks the better decision would be to leave.

1. Why does Ralph ask the boys questions as the storm is approaching?

**Answer:**  He is taunting the boys as the storm rolls in, teasing them for not having shelters.

1. How do Jack and the boys react to the impending storm?

**Answer:**  The boys started swaying and moving aimlessly, the young boys begin to scream and Jack leaps up on to the sand and suggests they do their dance.

1. What role does Roger play in the dance?

**Answer:**  Roger becomes the ‘pig’ as the rest of the boys dance around him.

1. Do Piggy and Ralph end up leaving or staying? Why?

**Answer:**  They end up staying because they are eager to take part in the group activity. Despite being demented, the idea of participating in an activity with others gives them a sense of security.