Reading Reconsidered Curriculum To Kill a Mockingbird 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. 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:** 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 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.

*To Kill a Mockingbird*

Set 1: Lesson 5 181 Total Words

Below are some sentences about churches in America, including the Baptist church to help you better understand life in Maycomb.

1. Throughout history, American churches and **religious** institutions have been concerned about the way **society** is structured and how it acts toward **individual** members.
2. Different churches have often attempted to speak out against what they see as evil in America, and to construct a society that mirrors their **beliefs** about God’s will.
3. Because it is difficult to make life on earth perfect, some church members **concentrate** on preaching God's commandments and preparing for the afterlife.
4. While many in Maycomb would describe themselves as Baptist, a Christian **denomination**, Miss Maudie describes Mr. Radley as a “footwashing Baptist.”
5. Footwashing Baptists, also called Primitive Baptists or Hard Shell Baptists, are very **conservative**.
6. They do not include **instrumental** **music** in their worship services, for example, because musical instruments are not **mentioned** in the New Testament.
7. Footwashing is a biblical **ceremony** in which the feet of saints or holy people are literally washed as a symbol of **humility** and service.
8. Primitive Baptists would imitate these biblical **rituals** in real life because of their literal **interpretation** of the Bible’s teachings.

**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:**

**religious:** Chunk it

* re – li – gious
* e is a short e
* g is a soft g, and says /j/
* i-o-u-s says /us/

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

**individual:** Chunk it

* in – di – vi – du – al
* du says /ju/

**beliefs:** Chunk it

* e is a long e, and says /ee/

**concentrate:** Chunk it

* con – cen – trate
* c is a soft c, and says /s/

**denomination**: Chunk it

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

**conservative:** Chunk it

* con – ser – va – tive

**instrumental:** Chunk it

* in – stru – men – tal

**music:** m-u says /myoo/

**mentioned:** t-i-o-n says /shun/

**ceremony:** c says /s/

**humility:** h-u says /hyoo/

**rituals:** t says /ch/

**interpretation:** Chunk it

* in – ter – pre – ta – tion
* t-e-r says /tur/
* e says /eh/
* a says /ay/
* tion says /shun/

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 5

Below are some questions about the passage you just read about churches in America, including the Baptist church.

1. What has been a focus for American churches and religious institutions throughout history?

**Answer:** Many churches and other religious groups have been concerned about societal structures and the way that they impactindividuals.

1. What is a common goal of churches in America?

**Answer:** Many churches feel the obligation to speak out again the evil that they see prevalent in America and to play their part in creating a society that mirrors God’s will.

1. Why do some churches choose to focus their preaching on God’s commandments?

**Answer:** Some churches spend more time preaching on the commandments and talking about the afterlife because life on Earth will never be perfect.

1. What are “footwashing Baptists”?

**Answer: ‘**Footwashing Baptists’ are very conservative. They do not play musical instruments because of the fact that they are not mentioned in the New Testament.

1. Describe the ritual of footwashing.

**Answer:** It is a biblical ceremony in which the feet of holy people are washed by others as a symbol of humility and service.

1. Which character in the text is considered a “footwashing Baptist”?

**Answer:**  Ms. Maudie described Mr. Radley as a ‘footwashing Baptist.’

*To Kill a Mockingbird*

**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 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.

**“Please don’t…” (1):**

* Reread that with a begging tone.
* Teacher model: Try it like this <teacher models, emphasizing the word ‘please’>

**Atticus’s life lesson (2):**

* Reread Atticus’s advice with a calm and gentle voice.
* Teacher model: Try it like this <teacher model’s Atticus’s compassionate statements>

**“If Walter and I… (3):**

* Reread that line like you understand and accept what Atticus is saying.
* Teacher model: Try it like this <teacher models, sounding empathetic>

**Scout’s idea (4):**

* Reread those lines sounding excited and eager.
* Teacher Model: Try it like this <teacher models, sounding animated>

Set 2: Lesson 4, pg. 33 181 Total Words

Below is a passage from *To Kill a Mockingbird* where Scout tells Atticus about her frustration with her day at school.

1. Bit by bit, I told him the day’s misfortunes. “—and she said you taught me all wrong, so we can’t ever read any more, ever. **Please don’t send me back, please sir.**”

Atticus stood up and walked to the end of the porch. When he completed his examination of the wisteria vine he strolled back to me.

1. “First of all,” he said, “if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. **You never really understand a person until you consider things from his point of view**—”

**“Sir?”**

“—**until you climb into his skin and walk around in it**.”

1. Atticus said I had learned many things today, and Miss Caroline had learned several things herself. She had learned not to hand something to a Cunningham, for one thing, but **if Walter and I had put ourselves in her shoes we’d have seen it was an honest mistake on her part.** We could not expect her to learn all Maycomb’s ways in one day, and we could not hold her responsible when she knew no better.
2. “I’ll be dogged,” I said. “I didn’t know no better than not to read to her, and she held me responsible – **listen, Atticus, I don’t have to go to school!**” I was bursting with a sudden thought. “**Burris Ewell, remember? He just goes to school the first day**. The truant lady reckons she’s carried out the law when she gets his name on the roll—"

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 *To Kill a Mockingbird* on page 33.

1. What misfortunes does Scout tell Atticus about?

**Answer:**  She tells him about being embarrassed by Miss Caroline’s accusation that Atticus had taught her all wrong.

1. How does Atticus respond to Scout?

**Answer:**  He advises Scout to put herself in Miss Caroline’s shoes to better understand where she may have been coming from and to try to understand her perspective.

1. How does Scout respond to this advice?

**Answer:**  Scout understands all that Atticus is saying but then requests that instead of having to go back to school and deal with Miss Caroline that she just not go back to school all together.

1. How does Scout try to convince her dad that her plan is a good one?

**Answer:**  Scout mentions that there is another kid who doesn’t go to school, Burris Ewell, so it would be ok if she also just stopped going.

1. What can we figure out about Atticus based on the advice he gives to Scout?

**Answer:**  Atticus seems to be an empathetic person. He seems to be very patient and understanding when people make mistakes and is encouraging Scout to learn to do the same.

1. What is the metaphor that Atticus uses to teach Scout this life lesson?

**Answer:**  Atticus’s suggestion to “climb into his skin and walk around in it” is a metaphor for putting yourself in someone else’s position.

**“Sir?”**

“—**until you climb into his skin and walk around in it**.”

*To Kill a Mockingbird*

Set 3: Lessons 9 174 Total Words

Below are some sentences about code switching.

1. Code-switching is the practice of **alternating** between two or more languages or **varieties** of language in conversation.
2. There are many social **situations** in which people code switch: for example, you might consider some **situations** to be more formal than others, and alter your **speech** to match, speaking differently during an **interaction** with a teacher or a doctor than you would when hanging out with your friends or cousins.
3. Code-switching is more than a response to the **formality** of one’s setting, however.
4. For some speakers, code switching is not just a choice, but a **necessary** strategy to **defy** negative stereotypes, racism, and **discrimination** that is wrongly **associated** with certain language or dialects.
5. In a college interview or a job interview, code switching is often **necessary** because people in power can make incorrect **assumptions** about a person’s intellect or work **ethic** just because of the way they speak.
6. Code switching requires a person to **recognize** and respond to different **situations** with different languages that signal different aspects of their identity.

**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:**

**alternating:** Chunk it

* al – ter – na – ting
* n-a says /nay/

**varieties:** Chunk it

* var – i – e – ties
* t-i-e-s says /tees/

**situations:** Chunk it

* si – tu – a – tions
* t says /ch/

**interaction:** Chunk it

* in – ter – ac – tion
* a-c says /ack/
* t-i-o-n says /shun/

**formality:** Chunk it

* for – mal – i – ty
* i says /ih/

**necessary:** Chunk it

* ne – ce – ssar – y
* n-e says /neh/
* c says /s/
* s-s-a-r says /sair/
* y says /ee/

**defy:** y says long i sound /eye/

**discrimination**: Chunk it

* dis – crim – i – na – tion
* i says /ih/
* a says /ay/

**associated:** Chunk it

* as-so-ci-at-ed
* c-i says /see/

**assumptions:** Chunk it

* as-sump-tions

**ethic:**

* e says /eh/
* i-c says /ick/

**recognize:**

* e says /eh/

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 code switching.

1. What is code switching?

**Answer:**  Code switching is the act of switching from one way of speaking to another way of speaking. It is to use one form of language and then switch to a different form of language.

1. Give an example of a situation in which someone might code-switch.

**Answer:**  Someone might code switch when they go from talking with their friends in the hallway at school, into a classroom for class at school. They will talk to their friends differently than they will their teacher.

1. Why might some people feel the need to code-switch more than others?

**Answer:**  Due to racism and prejudices that exist, people who speak a minority language or a language that is not used by the dominant group, may find themselves in more situations where they find a need to code switch.

1. What are some examples of situations in which code-switching might be necessary?

**Answer:**  It is necessary to code switch during an interview. People speak more professionally in an interview for a job they’re trying to get than they speak doing most other things.

1. What is a potential consequence for not code-switching during an interview?

**Answer:** You might not be taken seriously if you don’t speak professionally during an interview, and it may decrease your chances of getting the job.

1. Give an example of a time when you used code-switching when communicating with others.

**Answer:**  Answers will vary.

*To Kill a Mockingbird*

Set 4: Lesson 11, pp. 137-138 229 Total Words

Below is a passage from *To Kill a Mockingbird* where Scout and Jem accompany Calpurnia church with her.

1. Zeebo rose from his pew and walked down the center aisle, stopping in front of us and facing the congregation. He was carrying a battered hymn-book. He opened it and said, “**We’ll sing number two seventy-three.”**

That was too much for me. **“How’re we gonna sing it if there aint any hymn-books?”**

Calpurnia smiled. **“Hush baby,”** she whispered, “you’ll see in a minute.”

1. Zeebo cleared his throat and read in a voice like the rumble of a distant artillery:

**“There’s a land beyond the river.”**

Miraculously on pitch, a hundred voices sang out Zeebo’s words. The last syllable, held to a husky hum, was followed by Zeebo saying,

**“That we call the sweet forever.”**

1. Music again swelled around us; the last note lingered and Zeebo met it with the next line: **“And we only reach that shore by faith’s decree.”**

The congregation hesitated, Zeebo repeated the line carefully and it was sung. At the chorus Zeebo closed the book, a signal for the congregation to proceed without his help.

1. On the dying notes of “Jubilee,” Zeebo said, **“In that far-off sweet forever, just beyond the shining river.”**

Line for line, voices followed in simple harmony until the hymn ended in a melancholy murmur.

I looked at Jem, who was looking at Zeebo from the corners of his eyes**. I didn’t believe it either, but we had both heard it**.

**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. 133-137). Ask, <Where are Scout and Jem going and with who?> Scout and Jem are going with Calpurnia to her church.

**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.

**Zeebo’s lines:**

* Reread those lines with confidence and melody.
* Teacher model: Try it like this <teacher model’s the authoritative flow of Zeebo>

**Scout’s question (1):**

* Reread that line with some curiosity in your voice.
* Teacher model: Try it like this <teacher models Scout’s initial puzzlement>

**Calpurnia’s response (1):**

* Reread that line with a calm and comforting voice.
* Teacher model: Try it like this <teacher model’s Calpurnia’s reassuring voice>

**“I didn’t believe it either…” (4):**

* Reread that line with some surprise in your voice.
* Teacher model: Try it like this <teacher model’s Scout’s wonder in the singing of the hymn>

Set 4 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 11

Below are some questions from the passage you read in *To Kill a Mockingbird* pages 137-138.

1. Who is Zeebo and what is he doing throughout the passage?

**Answer:**  Zeebo seems to be the pastor of this church or leader of the choir, and he is leading the church congregation through singing a hymn by saying the verses before the congregation sings them.

1. How does Scout feel about singing the hymn and how does Calpurnia react?

**Answer:**  Scout it confused about how the church will be able to sing the hymn without access to a hymnal. Calpurnia comforts her, telling her she’ll see soon enough.

1. Describe Zeebo’s voice as he leads the congregation through the hymn.

**Answer:**  Zeebo’s voice is melodic, confident and clear.

1. What is the atmosphere like in the church while they are singing the hymn?

**Answer:** The church is completely focused on the hymn, and it is filled with incredible music as they follow Zeebo’s lead through the song.

1. What impact does the hymn have on Scout and Jem?

**Answer:**  They are in awe of how beautiful it sounded to hear the whole church singing in harmony.

1. How might this experience change the characters’ perception of Zeebo?

**Answer:**  Scout and Jem likely have much more admiration of Zeebo because of his incredible talent as a leader and singer at church.

T*o Kill a Mockingbird*

**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:**

**guarantees**: Chunk it

* guar – an – tees
* g-u-a-r says /

**procedural**: Chunk it

* pro – ce – dur – al
* c-e says /see/
* d-u-r says /jur/
* a-l says /uhl/

**ensure:** Find the little word inside the big word <sure>

* s says /sh/

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

**jury:** y says /ee/

**appointed**: Chunk it

* ap – point – ed

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

**reasonable:** Chunk it

* rea – son – a - ble
* e-a says /ee/
* s says /z/
* a says /uh/

**prosecuting:** Chunk it

* pro – se – cu – ting
* o says /aw/
* e says /eh/
* c-u says /kyoo/

**explanation:** Chunk it

* ex – pla – na – tions
* n-a says /nay/
* t-i-o-n says /shun/

**thorough:**

* o-r says /ur/
* o-u-g-h says /oh/

**convincing:** Chunk it

* con – vin – cing
* c says /s/

**evidence:** Chunk it

* ev – i – dence
* i says /ih/
* c-e says /s/

**doubt:**

* o-u says /ow/
* b-t says /t/

**acquit:**

* q says /kw/

**proves:** o says /oo/

Set 5: Lesson 18 164 Total Words

Below are some sentences about criminal court cases in the United States.

1. The sixth amendment to the U.S. Constitution **guarantees** the right to a speedy, public trial and legal representation for the accused.
2. Criminal court cases strictly adhere to **procedural** rules to safeguard the integrity of the trial process.
3. In a criminal court case, there are several distinct roles that individuals assume to **ensure** a fair trial.
4. Among those is a group of **citizens** selected at random, called a **jury**, that is **appointed** to decide whether the defendant is guilty.
5. Juries are told not to convict someone unless they are **certain** beyond all **reasonable** **doubt**, that the defendant is guilty.
6. In the American legal system, this means that the **prosecuting** attorney must prove that there is no other **reasonable explanation** of the crime.
7. They must present a **thorough** and **convincing** case with compelling **evidence** to leave no room for doubt.
8. If the jury can think of another logical **explanation** for the crime based on the **evidence** presented, that means there is **reasonable** **doubt**.
9. In that case, they should be considered innocent, and the jury must **acquit** the defendant.
10. You can’t say someone committed a crime unless you’re certain that the **evidence** **proves** that they did.

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 18

Below are some questions from the sentences you just read about criminal court case proceedings in the United States.

1. What is the purpose of a jury in a criminal case?

**Answer:**  The jury listens to evidence presented in a case and then makes a final decision about whether or not the defendant is guilty.

1. How is a jury selected?

**Answer:** The jury is a group of randomly selected citizens.

1. How does the jury determine whether or not a defendant is guilty?

**Answer:**  The jury listens to all the evidence presented and weighs the arguments of each of the attorneys.

1. What should happen if the jury is not certain that the defendant is guilty?

**Answer:**  The jury should never accuse a defendant of being guilty if they are uncertain about any part of the argument. If they are not certain of the defendant’s guilt, the defendant should not be convicted.

1. What is the prosecuting attorney’s job in a criminal case?

**Answer:**  The prosecuting attorney should present all the necessary evidence to prove beyond all reasonable doubt a defendant’s guilt.

1. Describe what kind of evidence is needed to prove that a defendant is guilty.

**Answer:**  It is necessary that the evidence presented proves a defendant’s guilt beyond all reasonable doubt.

*To Kill a Mockingbird*

Set 6: Lesson 18, pgs. 230-231 349 Total Words

Below is the passage from *To Kill a Mockingbird* where Atticus makes a statement to the jury.

1. “Gentlemen,” he was saying, “I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure **beyond all reasonable doubt** as to the guilt of the defendant. The case is not as simple as black and white.”
2. “The state has not produced **one iota of medical evidence** to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination but has been flatly contradicted by the defendant. **The defendant is not guilty, but someone in this courtroom is.**
3. “I have nothing but pity in my heart for the chief witness for the state, **but my pity does not extend so far as to her putting a man’s life at stake**, which she has done in an effort to get rid of her own guilt.
4. “I say guilt, gentleman, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white.
5. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, as her subsequent reaction is something that all of us have known as one time or another.
6. She did something every child has done—she tried to put the evidence of her offense away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim—of necessity she must put him away from her—**he must be removed from her presence, from this world. She must destroy the evidence of her offense.”**

**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.

**Atticus’s lines throughout:**

* Throughout his argument, Atticus remains calm and logical. There are specific things that he says that warrant emphasis because of the nature of what is being said, but his voice does not change drastically. His voice is steady throughout and he speaks clearly with confidence, but not arrogance or anger.

“**Beyond all reasonable doubt” (1):**

* Reread that line, raising your voice slightly and emphasizing the word ‘all’
* Teacher model: Try it like this <teacher model’s Atticus’s slight change in voice>

**“One iota…” (2):**

* Reread that line, slowing down when you say the words ‘one iota.’
* Teacher model: Try it like this <teacher models Atticus’s frustration>

**“The defendant is not guilty…” (2):**

* Reread that line, slightly emphasizing the word ‘not’ and in a confident tone.
* Teacher models try is like this <teacher models his clarity and confidence>

**“…but my pity does not extend so far…” (3):**

* Reread that line slowly and calmly.

**“…he must be removed…” (6):**

* Reread that line slowly and calmly.

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 18

Below are some questions from the passage you read in *To Kill a Mockingbird* pages 230-231.

1. What does Atticus remind the jury of at the beginning of his statement?

**Answer:**  Atticus reminds the jury that they must be absolutely certain that the defendant is guilty in order to find him guilty.

1. What does Atticus believe is missing in the case against Tom Robinson?

**Answer:**  He believes that the missing medical evidence is a crucial part of the case, and without it he is suggesting it is impossible to be certain about the defendant’s guilt.

1. Does Atticus believe Tom Robinson is guilty?

**Answer:**  He does not believe Tom Robinson is guilty.

1. Who does Atticus believe is guilty in this case and why?

**Answer:**  Atticus believes that the chief witness is guilty of creating a lie.

1. What does Atticus suggest is the motivation of the chief witness in bringing forth this case?

**Answer:**  He suggests that she brought forth the case in order to remove him from her presence so he doesn’t remind her of her actions.

1. What does Atticus mean when he says “—he must be removed from her presence…”?

**Answer:**  This means that the chief witness would like for Tom Robinson to be put away in prison or put to death.