

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Reconsidered Curriculum The Giver Fluency Practice Teacher Materials

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. If some cases, you may want to have students use a new set after 1 week of practice. Additional sets may be sent home for practice.

Materials:

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

Examples:

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

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

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

**Why repeated readings?**

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

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

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

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

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

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

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

**What is fluency?**

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

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

**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.

**Directions for students:**

1. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
2. Write your personal **reading goal** at the top of the page.
3. Now read the set of sentences 3-4 times with your partner following the directions in the box.

a. Partner 1 (reader) reads the first sentence.

b. Partner 2 (listener) listens while following along with a ruler.

c. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.

d. If neither student can read the word, jot it in your ‘Words to Practice’ box.

e. Switch roles for the next sentence and continue alternating through the set of sentences.

1. Listen for your teacher’s directions to see which **questions** you will be answering on the back of your sheet.

**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.

**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.

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

**Responding to Errors:** Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**Ritual:**

* t-u sometimes says /ch/

**ceremony:**

* c-e makes the soft c sound like /s/
* y says *eee* at the end of this word

**society:**

* c-I makes the soft c sound
* i-e makes the long i sound
* y says *eee* at the end of this word

**elaborate:**

* chunk the word into syllables

e-lab-or-ate

* start with a long e sound

**sequence:**

* q-u says /k//w/

**consistent:**

* chunk the word into syllables

con-sis-tent

**community:**

* o makes the short u sound

**phase:**

* p h makes the /f/ sound
* a consonant e makes the long a sound

**bat mitzvah:** give students the pronunciation as it originates from Hebrew.

**dynamics:**

* y makes a long i sound

**organizations:**

* o-r-g says *org*
* t-i-o-n-s says *shuns*

**encouraging:**

* start with the short e sound
* o-u here says /errr/
* use the soft g sound like in jelly.

The Giver

Set 1: Lesson 2 Total Words 210

Below are some sentences that describe rituals.

1. A **ritual** is an activity or **ceremony** that is performed the same way every time.
2. Rituals are part of every **society** and might be as **elaborate** as a graduation **ceremony** or as simple as shaking hands to say hello.
3. A ritual can refer to any **sequence** of activities that carries importance and follows a **consistent** set of rules.
4. Usually, rituals are connected to the traditions of a particular **community**, especially a religious community.
5. One common type of ritual is a rite of passage, which marks a person’s **transition** from one **phase** of life to another.
6. In Judaism, for example, boys and girls celebrate a *bar* or ***bat mitzvah***at 13 years old to signal that they have transitioned from childhood to adulthood.
7. Many religions have specific marriage rituals to mark the shift from singlehood to coupledom.
8. Households can also have their own rituals, such as holiday celebrations or mealtime traditions.
9. Rituals often depend upon individuals performing specific roles within the ceremony, and these roles can serve to create or reinforce power **dynamics** within social **organizations**.
10. By **encouraging** participants to engage repeatedly in the same ritual, people in power can normalize their authority and define the social order of a community.

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 2

Below are some questions about the sentences you just read about rituals.

1. What is a ritual?

**Answer:**  A ritual is an activity or ceremony that is performed the same way every time.

1. Give at least two examples of rituals.

**Answer:**  Answers will vary. Ex: A bar mitzvah and a graduation ceremony are rituals.

1. What is a rite of passage ritual?

**Answer:**  A rite of passage ritual is a ceremony that marks a person’s transition from one phase of life to another.

1. What life transitions might be marked with rituals?

**Answer:**  Rituals might mark when a child transitions into adulthood or when a person transitions from singledom to coupledom.

1. Name one ritual in Judaism and describe it.

**Answer:**  A Bar or bat Mitzvah is a religious ceremony and celebration in Judaism that signals a child has transitioned into adulthood. It is usually celebrated at age 13.

1. What is the purpose of a ritual?

**Answer:**  By encouraging participants to engage repeatedly in the same ritual, people in power can normalize their authority and define the social order of a community.

The Giver

Set 2: Lesson 3 Total Words 297

Below is a passage from *The Giver* where Jonas and his family reminisce about the Ceremony of the Ones, and when Jonas’ father confesses to breaking a rule.

**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>

This passage Is a conversation between Jonas and his family. Readers have an opportunity to show different emotions depending on who is speaking. Prompt students to repeat key lines of dialogue to reflect the character’s emotion.

Ex: As father describes breaking a rule, the reader’s voice might become softer almost whispering to reflect father’s guilt. As Jonas responds with a question, the reader’s voice should go up at the end to reflect curiosity.

**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.

**At the end of a question:**

* Reread that question and make your voice go up at the end.
* Teacher model: Try reading it like this. <teacher models inflection for question>

.

**Prompts to Support Decoding:**

**Ceremony:**

* c-e makes the soft c sound like **/s/**
* Use the short e sound
* Consonant vowel consonant y makes a long vowel sound
* y at the end of the word says /eee/

**nurturers:**

* chunk it: nur-tur-ers
* t-u says /ch/

**adherence**

* chunk it: ad-here-nce
1. The **Ceremony** for the Ones was always noisy and fun. Each December, all the new children born in the previous year turned One. One at a time **–** there were always fifty in each year’s group, if none had been released **---** they had been brought to the stage by the **Nurturers** who had cared for them since birth. Some were already walking, wobbly on their unsteady legs; others were no more than a few days old, wrapped in blankets, held by their **Nurturers**.
2. “I enjoy the Naming,” Jonas said.

His mother agreed, smiling. “The year we got Lily, we knew, of course, that we’d receive our female, because we’d made our application and been approved. But I’d been wondering and wondering what her name would be.”

1. **“I could have sneaked a look at the list prior to the ceremony,” Father confided.** “The committee always makes the list in advance, and it’s right there in the office at the **Nurturing** Center.”

“As a matter of fact,” he went on, “I feel a little guilty about this. But I ***did*** go in this afternoon and looked to see if this year’s Naming list had been made yet. It was right there in the office, and I looked up number Thirty-six --- that’s the little guy I’ve been concerned about ---- because it occurred to me that it might enhance his **nurturing** if I could call him by a name. Just privately, of course, when no one else is around.”

1. **“Did you find it?”** Jonas asked. He was fascinated. It didn’t seem a terribly important rule, but the fact that his father had broken a rule at all awed him. He glanced at his mother, the one responsible for **adherence** to the rules, and was relieved that she was smiling.

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 *The Giver* pages 14-16.

1. What is the Ceremony of the Ones?

**Answer:**  The Ceremony of the Ones is when all the children who were born in the previous year turn 1 year old and are given names.

1. What is a Nurturer?

**Answer:**  A Nurturer is a person who cares for the new children since birth until they are placed with a family.

1. How did Jonas’ mother know that she was going to be getting a girl at the Ceremony of the Ones?

**Answer:**  Jonas’ mother knew she was getting a girl at the Ceremony of the Ones because she already had a son and every family gets a son and a daughter so it was her turn to receive a daughter.

1. What rule did Jonas’ father break? Why?

**Answer:**  Jonas’ father snuck a look at the naming list used in the Ceremony of the Ones so he could find out the name of the baby he is currently nurturing.

1. How did they refer to the children before they had names?

**Answer:**  The children are referred to by numbers before they have names.

1. Why was Jonas worried about his mother’s reaction when his father confessed to breaking a rule?

**Answer:**  Jonas’ was worried about his mother’s reaction because she is the member of the family who is responsible for making sure everyone follows the rules.

 The Giver

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

**Responding to Errors:** Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**reserves:**

* R-e says /reee/
* Look for the little word inside the big word

**appreciation:**

* Break it into syllables

a-pre-ci-a-tion

* c-i can make the /sh/ sound

**species:**

* Use a long e sound
* C-i makes the soft ci sound here /ss/

**Infrasound:**

* o-u says /ow/
* Chunk it into syllables

In-fra-sound

**reinforced:**

* R-e says /ree/
* c-e says the soft c sound /sss/

**Individual:**

* Chunk it into syllables

In-di-vid-u-al

**survival:**

* Chunk it into syllables

Sur-vi-val

**certainly:**

* c-e makes the soft c sound like /s/
* a-i says the short a sound here
* y says *eee* at the end of this word

**ivory:**

* use the long i sound

OR

* If a student starts with the short I sound you can say “flip the sound.” Use this prompt when you want a student to switch from a long sound to a short sound or vice versa.

Set 3: Lesson 15 246 Total Words

Below are some sentences about elephants and their unique social bonds.

1. For nearly twenty years, George Wittemyer has studied elephant families on national **reserves** in Kenya.
2. Through his research, he has developed deep **appreciation** for how important elephant social networks are to their survival.
3. “Elephants are highly socially complex and are probably among the most complex **species** next to ourselves,” Wittemyer says.
4. Elephants express their social bonds through highly developed language and communication.
5. Elephants “speak” to each other using screeches, rumbles, trumpeting, and even **infrasound**, which is too low in pitch for humans to hear but can reach other elephants miles away.

1. Social bonds among elephants are **reinforced** through their excellent memories.
2. Elephants remember other elephants and **individual** humans for years after they meet, and they can recognize a familiar elephant even after decades apart.
3. They remember the way to watering holes even after long spans of time or distance, and they pass down this knowledge of **survival** to their children.
4. There **certainly** seems to be some truth to the saying, “an elephant never forgets”!
5. The **ivory** trade has presented one of the greatest threats to the African elephant population, as poachers kill thousands of elephants each year for the valuable **ivory** in their tusks.
6. During the 1980s, up to 80% of herds were lost in some regions as an estimated 100,000 elephants were poached each year.
7. Despite a current ban on th**e** international ivory trade, African elephants are still being poached in large numbers.

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 15

Below are some questions from the sentences you just read about the unique social bonds of elephants.

1. Who led the research on elephant families? Where did this take place?

**Answer:**  George Wittemyer led the research on elephant families on national reserves in Kenya.

1. How do elephants express social bonds?

**Answer:**  Elephants express social bonds through highly developed language and communication.

1. What are some of the ways elephants “speak?”

**Answer:**  Elephants can speak to each other through screeches, rumbles, trumpeting and even infrasound which is too low in pitch for humans to hear but can reach elephants miles away.

1. What is another trait elephants are known for?

**Answer:**  Elephants are known for having good memories

1. Give one detail from the text that shows an elephant never forgets.

**Answer:**  Answers may vary. Elephants can remember another elephant decades after they met.

Elephants can remember the location of a watering hole after long spans of time or distance.

1. What is a threat to elephants?

**Answer:**  The ivory trade is a threat to elephants because poachers kill elephants to take and sell their ivory tusks.

The Giver

**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>

This passage is the first time The Giver shares a painful memory with Jonas. The tone will change several times throughout the passage. Jonas feels delight while sledding. However, it quickly turns to terror when he realizes his sled is out of control. The passage ends with Jonas injured and in pain. Here the reader might reflect a more somber tone.

**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.

**Suspense Building:** Prompt students to read more slowly emphasizing key words to build suspense. If necessary, remind students of the definition.

Suspense is a feeling of uncertainty caused by not knowing what will happen next.

**Prompts to Support Decoding:**

**breathtaking:**

* Chunk it into syllables

Breath-tak-ing

* e-a makes the short e sound

**invigorating:**

* chunk it into syllables

in-vig-or-at-ing

* use the long a sound or if the student uses the short a sound prompt with “Flip the sound”

**acceleration:**

* chunk it into syllables

ac-cel-er-a-tion

**hatchet:** look for the little word inside the bigger word

**agony:**

* use the long o sound
* the y makes a long e sound

Set 4: Lesson 16: pgs 136 - 137 287 Total Words

Below is a passage from *The Giver* where Jonas receives a painful memory from The Giver.

1. It was much the same, this memory, though the hill seemed to be a different one, steeper, and the snow was not falling as thickly as it had before.

It was colder, also, Jonas perceived. He could see, as he sat waiting at the top of the hill, that the snow beneath the sled was not thick and soft as it had been before, but hard, and coated with bluish ice.

The sled moved forward, and Jonas grinned with delight, looking forward to the **breathtaking** slide down through the **invigorating** air.

2. But the runners, this time couldn’t slice through the frozen expanse as they had on the other snow cushioned hill. They skittered sideways and the sled gathered speed. Jonas pulled at the rope, trying to steer, but the steepness and speed took control from his hands and he was no longer enjoying the feeling of freedom but instead, terrified, was at the mercy of the wild **acceleration** downward over the ice.

3. Sideways, spinning, the sled hit a bump in the hill and Jonas was jarred loose and thrown violently into the air. He fell with his leg twisted under him and could hear the crack of bone. His face scraped along jagged edges of ice and when he came, at last, to a stop, he lay shocked and still, feeling nothing at first but fear.

4. Then, the first wave of pain. He gasped. It was as if a **hatchet** lay lodged in his leg, slicing through each nerve with a hot blade. In his **agony** he perceived the word “fire” and felt flames licking at the torn bone and flesh. He tried to move and could not. The pain grew.

 He screamed. There was no answer.

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 16

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

1. What is Jonas doing in this memory?

**Answer:**  Jonas is receiving a painful memory from The Giver for the first time. The memory is Jonas sledding down a steep hill on a cold day. He loses control of his sled and falls injuring himself.

1. At first Jonas is happy. What in the text tells us this?

**Answer:**  We know Jonas is happy because in the third paragraph the author says, “Jonas grinned with delight looking forward to the breathtaking slide down through the invigorating air.”

1. Jonas goes from feeling happy and excited to terrified. Why?

**Answer:**  Jonas is terrified because his sled begins to accelerate down the hill and he has no control over it as it turns sideways and spins down the hill.

1. What made this memory painful for Jonas?

**Answer:**  The memory is painful for Jonas because he has never felt pain. His life in the community has no pain. (Student may also answer that the memory is painful because Jonas injures himself.)

1. How did Jonas get hurt?

**Answer:**  Jonas got hurt because his sled hit a bump causing him to fly up in the air. When landed on his leg where it lay twisted and broken.

1. How does Jonas describe the pain in this moment?

**Answer:**  The pain is described as a hatchet slicing into each nerve like a hot blade. It felt like flames on his torn bone and flesh.

The Giver

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

**Responding to Errors:** Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**genre:**

* g makes a /j/ sound
* e makes the /ah/ sound
* the final e makes the /uh/sound
* prompt students to make a note in their packet to support pronunciation. Sounds like
	+ *jahnruh*

**technological:**

* Chunk it into syllables

tech/no/log/i/cal

* c-h makes a /k/ sound

**environmental:**

* Chunk it into syllables

en/vi/ron/men/tal

**resemblance:**

* Chunk it into syllables

re/sem/balance

* c-e says the soft c sound /sss/

**alternate:**

* Chunk it into syllables

al/ter/nate

* a makes the /aw/ sound

**survival:**

* Chunk it into syllables

sur/vi/val

**utopian:**

* Use the long u sound
* i-a makes the long e sound

**potential:**

* Look for little words inside the big word “tent”
* t-i makes the /sh/ sound

**consequences:**

* q-u says /k/
* c-e makes the soft c sound

**authority:**

* a-u says /aw/
* y says /ee/

Set 5: Lesson 17 233 Total Words

Below are some sentences about science fiction and alternate realities.

1. Science fiction is a **genre** of text that explores the impact of major **technological** or **environmental** changes on society.

2. Sometimes, science fiction authors imagine fantasy worlds that bear little **resemblance** to our own; for example, they might include aliens from outer space or worlds inhabited only by robots.

3. However, science fiction worlds can also be **alternate** realities, versions of the real world that have been **distorted** to seem strange or unusual.

4. An **alternate** reality is a **reimagining** of a familiar world or society.

5. In science fiction, **alternate** realities often emerge when characters or societies attempt to become more **utopian.**

6. **Utopian** society is designed to be perfect with ideal conditions and no problems.

7. Authors consider ways in which people might try to solve real-world problems, then imagine the **potential consequences**.

8. Often in science fiction, the **consequences** of working toward a more **utopian** society actually make the world more dystopian.

9. Dystopian is used to describe societies where everything is bad or dangerous, often as the result of a broken or corrupt government.

10. Other well-known dystopian novels for young adults include The Hunger Games, Divergent, and 1984.

11. Dystopian **literature** is popular with teens because teens in these novels often get to act against **authorit**y or conquer a dismal future which can feel empowering and liberating to teens who are used to answering to authoritarian figures.

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 science fiction.

1. What is science fiction?

**Answer:**  Science fiction is a genre of text that explores the impact of major technological or environmental changes on society.

1. What is an alternate reality?

**Answer:** An alternate reality is a version of the real world that has been **distorted** to seem strange or unusual.

1. What is a utopian society?

**Answer:**  A utopian society is a world that is designed to be perfect with no problems.

1. What is one common consequence when working towards a more utopian society?

**Answer:**  A common consequence of working toward a more utopian society is that the problem solving makes the world more dystopian.

1. What is a dystopian society?

**Answer:**  A dystopian society is one where everything is bad or dangerous and the government is often broken or corrupt.

1. Why might dystopian novels be popular with teens?

**Answer:**  Dystopian literature is popular with teens because teens in these novels often get to act against authority or conquer a dismal future which can feel empowering and liberating to teens who are used to answering to authoritarian figures.

**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>

This passage describes moments after Jonas realizes what the word release really means. This passage contains dialogue between Jonas and The Giver and provides multiple opportunities for students to reflect the speaker’s emotion. Prompt students to repeat key lines of dialogue to reflect the character’s mood.

**Prompts to Support Prosody:**

**Prompts to Support Dialogue:**

* Encourage students to reflect on the emotion of the characters after your initial read aloud. Point them to the adverbs in the speaker tag or adjectives used to describe the character. (see bolded words)
	+ Jonas: deeply upset and angry
	+ The Giver: calm and firm
	+ Wall speaker’s voice: no emotion; robotic
	+ Jonas: sarcastic, mocking

**Exclamation Point:**

* The exclamation point means this line is being said with emotion. Read that again and show \_\_\_\_\_\_ in your voice.

**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.

**At the end of a question:**

* Reread that question and make your voice go up at the end.
* Teacher model: Try reading it like this. <teacher models inflection for question>

The Giver

Set 6: Lesson 23: pgs. 190 - 191 244 Total Words

Below is the passage from *The Giver* right after Jonas realizes what *release* really means. He is horrified in this moment and does not want to go home to his family unit.

1. “I WON”T! I WON’T go home! You can’t make me!” Jonas sobbed and pounded the bed with his fists. “Sit up Jonas,” The Giver told him **firmly**.

Jonas obeyed him. Weeping, shuddering, he sat on the edge of the bed. He would not look at The Giver.

2. “You may stay here tonight. I want to talk to you. But you must be quiet now, while I notify your family unit. No one must hear you cry.”

Jonas looked up **wildly**. “No one heard that little twin cry, either! No one but my father!” He collapsed in sobs again.

The Giver waited silently. Finally Jonas was able to quiet himself and he sat huddled, his shoulders shaking.

3. The Giver went to the wall speaker and clicked the switch to on.

“Yes, Receiver. How may I help you?”

“Notify the new Receiver’s family unit that he will be staying with me tonight for additional training.”

 “I will take care of that sir. Thank you for your instructions,” the voice said.

4. “I will take care of that sir, I will take care of that sir,” Jonas mimicked in a **cruel sarcastic voice**. I will do whatever you like, sir. I will kill people, sir. Old people? Small newborn people? I’d be happy to kill them, sir. Thank you for your instructions, sir. **How may I help y ----”** He couldn’t seem to stop.

The Giver grasped his shoulders firmly. Jonas fell silent and stared at him.

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 23

Below are some questions from the passage you read in *The Giver* pgs 190-191.

1. What does it mean when a member of society is released?

**Answer:**  When a member of society is released it means that the person has died.

1. A verb is a word that shows an action. List three verbs or verb phrases the author uses to show Jonas is upset.

**Answers may vary.**  Some phrases that show Jonas is upset include “Pounded the bed with his fists, “collapsed into sobs” and “sat huddled, his shoulders shaking.”

1. Why might the author capitalize the words *I WON’T* at the start of the passage?

**Answer:**  The author might have capitalized the words “I WON’T” at the start of the passage to show that Jonas is deeply upset and possibly yelling.

1. Why doesn’t Jonas want to go home?

**Answer:**  Jonas doesn’t want to go home because he has realized that his father has helped release newborn babies when they aren’t thriving with their nurturers.

1. Reread this line from p. 191:

“I will take care of that sir, I will take care of that sir,” Jonas mimicked in a cruel sarcastic voice. I will do whatever you like, sir. I will kill people, sir. Old people? Small newborn people? I’d be happy to kill them, sir. How may I help y ----” He couldn’t seem to stop.”

What quality in the community Is Jonas criticizing here?

**Answer:**  Jonas is criticizing the community for the passive way everyone follows the rules and doesn’t question the authority.

1. In one sentence, describe Jonas’ reaction to learning the true meaning of release.

**Answers may vary.**  Jonas’ reaction to learning the true meaning of release was one of shock, disgust, and terror because he feels like he can’t trust anyone.