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IMPLEMENTATION OF A READING CURRICULUM IN A 6 WEEK

SUMMER ENRICHMENT PROGRAM

by

Katie J. Holz-Russell

A Research Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

REGIS UNIVERSITY

April, 2007

ABSTRACT

In this research project, the author presents an enrichment curriculum that will be implemented in the Denver Summerbridge 6 week summer school program. Denver public school students choose to attend this program because they are seeking academic enrichment during the summer. They seek enrichment from Denver Summerbridge because most supplementary programs at their home schools focus on closing the achievement gap and increasing standardized test scores, rather than offering a structured enrichment program for gifted students.

The curriculum presented in Chapter 4 provides a framework for a 9th grade literacy classroom. The author attempted to strike a balance between reviewing fundamental reading and writing skills and providing a true enrichment environment where students are challenged to grow as independent learners.

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Chapter 1

INTRODUCTION

In the No Child Left Behind (NCLB) Act of 2001 (as cited in Hickock, 2004), there are several provisions that address low performing and low income schools. The Act allocates Title I funds for supplemental education programs that serve low performing students, and it forces districts to allow students the option to transfer out of those schools. Hickock reported that, in the 2002-2003 school year, 52,100 schools qualified for these funds. In 2003-2004, 52,500 schools qualified for Title 1 money. Although the NCLB Act provides Title 1 funds for the supplemental programs in Colorado schools, often, a high percentage of students decline to enroll in those programs in order to take the second option that NCLB provides. In 2003-2004, 659 Colorado schools received Title I money, and 80 of those schools were identified for choice. This meant that any student enrolled in one of those 80 schools was eligible to transfer to a school of his/her choice. In 2003-2004, 86% of those eligible Colorado students transferred out of their neighborhood schools.

Numerous supplemental education programs serve public school students both after school and during the summer. Chaplin and Capizzano (2006) assessed the performance of a 6 week reading program for Title 1 students titled Building Educational Leaders for Life (BELL). The researchers determined that students who participated in the BELL program were 1 month ahead in their reading skills compared to students in the control group who did not participate in the program.

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While Chaplin and Capizzano tracked students' reading improvement, it did not examine the availability and/or success of enrichment opportunities for gifted low income students.

Statement of Problem

The high percentage of students who leave their neighborhood schools instead of participating in supplemental programs indicates a lack of public awareness about the potential success of these programs. Despite their best efforts, often, individual urban schools do not have the staff or resources that are necessary to close the socioeconomic achievement gap within the time constraints of an average school day. Instead, the Title 1 funds are funneled into after school and summer programs. These programs are a popular alternative for students who need extra help, but there is little public focus on enrichment for students in these schools who are on grade level and eager for academic challenges. While after school and summer programs are successful, it is this author's opinion that an increased focus on enrichment programs, in addition to resources for students who are below grade level, would encourage students and families to remain in their neighborhood schools.

Purpose of the Project

The purpose of this project was to develop a literacy curriculum for a summer program to serve urban public school students who seek academic enrichment. An overview of various approaches to teaching literacy and a focus on the implementation of a standards based model that provides students with choice are included. Teachers who are hired for the program will use this curriculum to teach literacy to middle school students during a 6 week academic enrichment program.

Chapter Summary

Coltin (1999) cited the position of the National School-Age Care Alliance (NSCA; 1998) and stated that "children [should] have a chance to join enrichment activities that can promote basic skills and higher-level thinking" (p. 2). It is this author's position that enrichment programs are a necessary component of public education. In Chapter 2, the Review of Literature, this author presents the background material to support the position that enrichment reading programs are beneficial to the development of the participating public school students. In addition, this author presents a variety of instructional strategies that contribute to an enrichment focused summer reading curriculum. In Chapter 3, the method used to develop the enrichment curriculum is detailed.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project was to develop a reading curriculum for a 6 week summer enrichment program. The participant students will be public middle school students who choose to focus on academics during their summer vacation. These students experience the pressure to perform well during the school year and, often, they focus on increasing individual test scores on state standardized tests. Manzo (2006) cited Runzulli's (2006) philosophy that the added focus on test scores, stemming from The No Child Left Behind (NCLB) Act (2001, as cited in Hickock 2004), makes it even more important for teachers to present a variety of instructional options to the students. All students need to be engaged in rigorous content, and the designing of a summer enrichment curriculum is one way to achieve that goal.

The Importance of Enrichment

Wang, Wu, and Lin (2006) reported that, although enrichment is considered one of the most important educational models, it is rarely used as an instructional intervention for culturally diverse students. Wang et al. cited Ford and Grantham (2003) who reported that minority students are underrepresented in gifted education programs by 50-70%. This is an indication that there are students in need of enrichment who do not receive the appropriate opportunities within their local public schools.

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Also, Wang et al. cited Hebert (2002) and Renzulli and Reis (1997) who reported that enrichment is the most successful gifted model for multicultural minority students. Enrichment allows students to participate in interest based extracurricular activities. Frequently, participation in these activities causes students to pursue real world problems and develop their own self-identity.

In addition, Wang et al. (2006) cited Alamprese and Erlanger (1989), Baldwin (1989), Bowman (1993), Clark (2002), Ford (1994), Frasier (1989), and Maker and Schiever (1989) and presented the following suggestions for enrichment programs:

1. recognize students' strengths and develop these potentials;
2. provide for the development of basic abilities students lack
3. consider differences as positive rather than negative traits;
4. emphasize involvement of the community, parents, and mentors/role models
5. create classrooms with a multicultural emphasis;
6. give opportunities to learn in small groups;
7. provide for opportunities for discussions and use of oral language;
8. encourage creative expression;
9. provide multi-sensory learning experiences
10. provide individualized education
11. provide after-school, weekend, and summer enrichment and accelerated courses or advanced courses at local universities
12. encourage goal setting;
13. provide affective support; and
14. each from whole to details. (p. 301)

These suggestions are the key components of a successful enrichment program.

The Role of Summer Programs

The use of summer programs is one way to pursue the enrichment goals outlined in the previous section. Olszewski-Kubilius and Lee (2004) reported positive parent feedback about the Northwestern University summer enrichment programming. The parents of the participant middle school students completed a

survey at the end of the summer. The following results showed that parents

overwhelmingly supported the program: (a) 85.2% believed that the summer

program increased their children's social confidence, (b) 84.8% believed the program

increased students' academic confidence, (c) 83.6% reported increased student

interest in the subject studied, and (d) 80.2% reported that the program helped to

increase students' ability to work independently on academic assignments.

Rigby (2005) reported that the Rocky Mountain Talent Search (RMTS), which

is housed at the University of Denver, has met with similar success with gifted

students in Grades 5-9. To qualify for this enrichment program, students complete a

series of tests or submit a comprehensive portfolio and admissions essay. During the

summer program, students can choose from a variety of courses.

> Course titles have included: forensic science; mock trial and the legal
> system; molecular and cellular biology; global issues and conflict; robotics;
> introduction to Egyptology and hieroglyphs; astronomy; chemistry; creative
> writing; physics; introduction to psychology; statistics; anatomy and
> physiology; genetics and cell biology; optoelectronics; Shakespeare on film;
> twisted literature; Latin; contemporary social issues; investigating geometry;
> actor's workshop: improv; marine and terrestrial ecology. (p. 74)

Participation in these courses provides students with the opportunity to experience

academic coursework in a hands on environment that they might not find in their

local public schools. Parent and student responses to this program are

overwhelmingly positive. In many cases, RMTS is the first place where students and

parents find the appropriate level of academic challenge, because the resources are

not always available in public schools to provide such a rigorous and challenging

course load. Luckily, summer programs exist to help fill in the gap for children and

parents who do not feel adequately served at their local public schools.

From Summerbridge to Breakthrough

Harlow and Baenen (2001) reported on the effectiveness of a Summerbridge Program established in the Wake County Public Schools in North Carolina. Summerbridge is a program started at University High School in San Francisco to serve public middle school students in need of enrichment. Summerbridge middle school students can begin the program in the summer after their sixth grade year. They are required to attend a rigorous 6 week academic summer program for 2 summers, and there is the possibility of an optional third summer. Also, students receive counseling and mentoring and attend six mandatory Saturday schools each semester during the school year. The teachers in the program are exceptional high school and college students who are committed to helping middle school students prepare for success in rigorous academic high school programs.

In the case of Wake Summerbridge, Harlow and Baenen (2001) reported that students who attended this program had a lower dropout rate than a comparison group of students. Those who attended Wake Summerbridge had a 1% dropout rate, whereas students in the comparison group had a dropout rate of 13%. Academic success was not statistically significant at the time of the study, but Harlow and Baenen suggest that it might be of academic significance to the participating students.

Currently, many Summerbridge programs have joined together to form The Breakthrough Collaborative. The Princeton Review (2006) ranked an internship in a Breakthrough location as one of the top internships in the country for current college students. In regard to programming, the Collaborative provides programs with the opportunity to network, and with help from other programs, students can achieve

even more academic success. The reading curriculum presented in Chapter 4 will be

implemented at Summerbridge during the 2007 Summer Program of Kent Denver.

Remembering Multiple Intelligences

It is important to consider the importance of multiple intelligences when

planning a reading curriculum. Uhlir (2003) cited Lane (1999), who defined

Gardener's eight multiple intelligences in the following way.

1. Verbal-Linguistic Intelligence—words used effectively. These
   learners have strong auditory skills and think in words. These students
   enjoy reading, playing word games, or writing original poetry or
   stories.
2. Logical-Mathematical Intelligence—ability to calculate, reason, and
   think abstractly. These students enjoy experimentation, solving
   puzzles, or asking "cosmic" questions.
3. Visual-Spatial—thinking in pictures and images and visualize in the
   abstract. These students enjoy drawing, jigsaw puzzles, reading maps,
   and may tend to daydream.
4. Musical Intelligence—appreciate and show sensitivity to rhythm and
   sound. These students enjoy music and the sounds in their
   surrounding environment.
5. Bodily-Kinesthetic Intelligence—using the body effectively and a
   keen sense of body awareness. These students enjoy movement,
   making things, and handling objects skillfully.
6. Intrapersonal Intelligence—self-aware and in tune with inner feelings,
   values, beliefs, and thinking processes. These students tend to shy
   away from others and enjoy self-reflection and privacy.
7. Interpersonal Intelligence—ability to appropriately detect and respond
   to the moods, motivations and desires of others. These students tend
   to have many friends, and enjoy group activities and dialogue.
8. Naturalist Intelligence—demonstrate an expertise in recognizing and
   categorizing plants, animals, and other objects in nature. These
   students enjoy their outside environment and enjoy categorizing new
   and unfamiliar organisms. (pp. 20-21)

Understanding that each student brings a potentially different type of intelligence to

the classroom is a key part of valuing the potential success of each student. In

Multiple Intelligence (MI) theory, it is acknowledged that different students learn in

different ways. Use of MI theory is a key part of developing a strong reading curriculum. Armstrong (2004) stated, "Reading strategies aimed at multiple intelligences can make literacy come to life for all students" (p. 78). If the reading comes to life, students will be invested in what is being taught in the classroom.

A Slice of Reading Instruction History

Ediger (1999) wrote about Joseph Lancaster's somewhat singular approach to reading. Lancaster brought the monitorial system for reading instruction to the U. S. in 1805. In his *Manual of Instruction*, he outlined a reading model that involved the building of basic skills until students reached fluency. Classes were held in large rooms, due to lack of funding, and Lancaster trained Master Teachers, who would come early each morning and learn the reading lessons of the day. Then, they would take a small group of 10 students through the daily lesson. There were no textbooks, so Lancaster posted large charts and tables on the walls around the room, and the Master Teachers rotated their student groups around the room, as they focused on different skills.

As students mastered these skills, they were awarded different class levels. Ediger (1999) noted that this early model mirrors the history of U.S. education in interesting ways. Some of the more relevant practices were:

1. Individual differences were provided for, in part, by promoting learners to the next class level when it was deemed appropriate by the monitor.
2. A correlated curriculum was stressed whereby pupils would learn to read, spell, and write the same words when these were being emphasized in teaching.
3. Sequential learnings were spelled out for pupils to experience as they progressed through the different class levels.
4. Enthusiasm for new approaches in assisting pupils to achieve were in

evidence.

5.   A pioneer in teacher education advocated monitorial instruction for monitors of pupils.

6.   Use of mentors in teaching such as the master teacher supervising monitors, lead to teacher training. (p. 31-33)

The attention that Lancaster paid to individual students, despite the large classroom setting, clearly mirrors more contemporary attempts to differentiate for different types of learners in the classroom. Each of the students in his program was monitored individually and allowed to progress to the next level only when he/she was ready. Also, the use of master teachers nicely mirrors the structure of the Summerbridge program. However, the Summerbridge program not only considers ways for students to progress academically, but also employs strategies that have worked with underserved/at risk youth in modern society.

Targeting Underserved Youth

Condly (2006) cited Cowen, Wyman, Work, and Parker (1990), Garbarino (1995), Dubrow, Kostelny, and Pardo (1992), Katz (1997), Stouthame-Loeber (1993), Werner (1989, 1993), and Zimrin (1986), who asserted that children who are exposed to poverty and its various stressors do not do well in school, and are more likely to be delinquent in later years and experience greater marital and occupational problems. However, within that group, there are children who survive and thrive in less than ideal environments. Condly suggested that this resilience should not be considered immunity to surrounding influences. According to Condly,

> Resilience should not be considered a single dichotomous variable (you either are or not resilient in any and all situations); rather, resilience is better perceived as a label that defines the interaction of a child with trauma or a toxic environment in which success, as judge by societal norms, is achieved by virtue of the child's abilities, motivations, and support systems.

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Additionally, it is more accurate to describe resilience in continuous rather than dichotomous terms. (p. 213)

If a child's resilience is partially determined by his/her support systems, then participation in a program like Summerbridge, as described by Harlow and Baenen (2001), may provide a true opportunity to impact lives both academically and socially. However, in order to achieve success, with specific attention to reading, appropriate strategies need to be implemented in order for a student to realize success.

Mentorship

McCluskey, Noller, Lamoureux, and McCluskey (2004) cited Daloz (1985), who defined a mentor as a guide on a metaphorical journey. As quoted by McCluskey et al., "During the metaphorical journey of discovery, the mentor must indeed become a guide rather than a tour director and provide support through listening, advocacy, sharing of self, establishing structure, highlighting strengths, and making the experience unique and positive" (p. 85). Nicklin (1991) suggested that Summerbridge teachers fill the role of mentor, due to their close proximity in age to the students in the program; also, they fulfill the role of teacher as they group students into reading groups where the students can be independent. The mentor does not seek to read/succeed for the student, but rather empowers the student to read/succeed on his/her own.

The Mosaic of Thought

Mentoring is especially important in regard to teaching reading. Penticoff (2002) cited Keene and Zimmerman (1997) who observed that teachers must examine their own reading strategies in order to teach others how to read. This is a true

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mentorship role that allows the teacher to act as a model for his/her students. However, it is implicit with reading that the student must then appropriate the skills presented by the teacher and find his or her own way of reading.

Penticoff (2002) presented the following key strategies based on the work of Keene and Zimmerman (1997, as cited in Penticoff): (a) metacognition, the act of thinking about one's thinking; (b) activating prior knowledge, the process of making all possible existing connections to a work before one begins to read it; (c) questioning the author, the process of actively examining why the author chose to write a passage in a particular way; (d) using sensory images, the act of truly examining the sensory images left by the author in order to enrich one's understanding of the picture the author paints; (e) inference, the process of drawing meaningful conclusions from hints left by the author, and finally (f) synthesis, the act of ordering the pieces of the text into a concrete whole.

Penticoff (2002) implied that use of these six strategies provides teachers with a way to frame the difficult process of teaching in such a way that allows them to draw from their own experience and, thus, be true mentors to the children they teach. However, in order to use these strategies in the classroom, the teachers must have a structure for their reading classrooms.

<div align="center">Literature Circles</div>

Ediger (2002) recommended the use of literature circles as one possible structure for the organization of a middle school reading classroom. Literature circles consist of four or five students who choose a book to read together in a cooperative learning group. The choice of the book is based on interest, as well as readability.

The teacher acts as a mentor and helps students to choose books that are challenging, but not too challenging to read independently. In some cases, students in a reading group might read different texts that are centered on a similar theme. This allows students to choose books that span different reading levels, while they have a common theme for the purpose of discussion.

Within the literature circle, students follow a set of norms for discussion. Ediger (2002) presented the following list of norms for the literature circle:

1. Polite acknowledgement for the thinking of others
2. Acceptance of each other as a community of learners
3. Positive interaction among circle members
4. Intensity rather than survey learning
5. Full participation with no one dominating the discussion
6. Each participant staying on the topic being discussed. (p. 3)

Each day, the teacher's role is to present a skills based minilesson that will help students delve into the texts and use strategies that are appropriate to what they read. These minilessons might lead to the compilation of a list of skills and ideas that the students need to discuss in their literature circle groups while the teacher monitors and evaluates. Ediger presented the following list of skills as an example of what students might be able to discuss after a series of successful mini lessons:

1. Type or kind of major character and how he/she influenced the story outcome
2. The geographical setting of the story and how it affected the major character in the literary selection.
3. The theme and its clarity throughout the story
4. The plot of the story and how it was influenced by the major character as well as the story setting
5. Clear identification of irony in the story, if in evidence
6. Pace of sequence of events presented by the author.
7. Assessment of writing style by the author.
8. Open ended discussions whereby pupils individually identify additional problems and questions. (p. 4)

In this model of teaching reading, teachers empower students to be independent learners. The teacher steps into a mentor role, that is, someone who participates in the reading process with his/her students.

Successful Models

Portocarrero and Bergin (1997) presented one way to implement a Literature Circles/Reader's Workshop model in a public school classroom. When they implemented the program in their elementary school, they allowed 60 minutes each day for reading instruction. Students had access to a school library, which was stocked with books that reflected the objectives of grade level curriculum. In each classroom where Reader's Workshop was implemented, there were: (a) books, (b) reading responses, (c) checklists, and (d) graphic organizers. Also, students were provided with folders in which they kept a checklist of various reading tasks they needed to complete as they read independently. This allowed each student to be prepared when he or she met to discuss the book as a group.

The model presented by Portocarrero and Bergin (1997) followed a more traditional Reader's Workshop model, wherein students: (a) met together as a whole class for a skill based minilesson, (b) then moved to independent reading and conference time, and (c) finally whole group sharing time. However, this Reader's Workshop model can be adapted in order to allow for students to meet in smaller 4-5 person reading groups where, as cited previously in the case of Ediger (2002), the books are connected thematically. It is the job of the individual teacher to diagnose which model would be more effective with his/her students.

Remembering to Re-Write Reading

Nieto (1999) quoted Shor and Friere (1987), who stated, "I say that reading is not just *to walk on the words*, and it is not *flying* over the words either. Reading is re-writing what we are reading" (p. 14). This thought is a key support for the Literature Circle/Reader's Workshop model. In these models, students are required to truly process what they have read and bring their opinions about the reading to discussions where they must address particular skills. When students participate fully in the model, they take independent ownership over what they have read. This takes the form of discussion but, also, it can be manifested in thoughtful reading journals. If students write about what they read each day with a specific focus on the skills their teacher has presented that week, then they can truly engage in the text. They are not merely flying over the words or skimming for basic understanding. Instead, they reinvent their own meaning with the use of appropriate skills.

Benefits of Reader's Workshop/Literature Circles

Use of the Reader's Workshop/Literature Circles model for the structure of a reading classroom has been shown to increase student reading levels. Hewitt, Niego, and Van Ryn (1996) assessed the effect of Reader's Workshop on students in Elk Grove Village, Illinois. At the start of the project, numerous students needed to improve their reading skills. Many did not spend enough time reading at home, either because there were not enough books available or because they were too focused on watching television. Hewitt et al. cited Turner (1992), who suggested that the ability grouping of students, or simply having them read out of basal readers, does not provide students with the level of confidence needed to improve reading skills. In

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order for students to improve, they need to feel comfortable in their learning environment and invested in the subject matter they study. Hewitt et al. quoted Haggerty (1992), who wrote that by following the Reader's Workshop model, "The children not only learn how to read, but they also learn what reading is all about" (p. 32).

In the Hewitt et al. (1996) study, use of the Reader's Workshop model was successful. The teachers implemented a Reader's Workshop model that included a variety of minilessons that were focused on different Multiple Intelligences. Hewitt et al. reported that "Growth was observed and noted in the development of reading strategies for decoding, fluency, expression, and literal and inferential comprehension" (p. 62). Their workshop model served students in Grades 1-3. However, with necessary revisions, this program could be equally successful during the Denver Summerbridge 6 week summer school.

<center>Chapter Summary</center>

The benefit of the use of enrichment programs was provided in this chapter, followed by an overview of how a reading curriculum can fit into a 6 week summer enrichment program to serve students generally considered underserved. A brief look into the history of reading instruction and various approaches to the implementation of a summer reading curriculum was provided as well. Finally, it was suggested that the use of Reader's Workshop/Literature Circles is a successful way to structure a reading curriculum and would work well if implemented in the Denver Summerbridge 6 week summer school program. In Chapter 3, the method to be utilized in this project is detailed.

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Chapter 3

METHOD

The purpose of this project was to design a reading curriculum for a 6 week summer enrichment program. Specifically, the reading curriculum is designed to serve students who attend underperforming public schools. These students will voluntarily attend the 6 week summer enrichment program because they desire a challenge not necessarily provided in the public schools that they currently attend. The reading curriculum designed for this project follows a modified Reader's Workshop/Literature Circles model because the research demonstrates it is: (a) motivating for readers regardless of their reading level, (b) effective in regard to improvement of students' reading skills, and (c) a good way to foster crucial classroom discussion skills. Because this unit is designed for students who will attend ninth grade in the fall, the first 3 weeks focus on *Tears of a Tiger*, a multi-genre novel that will give them exposure to a variety of writing styles, an experience that will prepare them for a traditional high school classroom. The second half of the unit culminates in a presentation of research that draws from a variety of non-fiction readings that can be chosen based on student interest.

Target Audience

This curriculum is designed for students who have just completed Grades 6-8. The teachers who implement this curriculum are high school and college students who have been chosen as reading instructors for the Denver Summerbridge 6 week

summer school program. A Dean of Faculty and a Master Reading Teacher will monitor lesson plans and ensure that the young teachers accurately implement the reading curriculum.

Organization of the Curriculum

This reading curriculum provides teachers with a standards based, weekly guide for reading instruction for each week of the summer enrichment program. Teachers are provided with: (a) a clear unit plan for the 6 week program, (b) an outline of academic skills that students should master by the end of the summer, (c) an outline of skills that need to be taught each week, (d) suggested lesson plans for the first 3 weeks, and (e) an outline of lesson objectives for the last 3 weeks, including a suggested culminating project.

Goals of the Project

The goal of this project is to provide teachers with a usable reading curriculum that allows them to teach engaging, standards based lessons to middle school students who are about to enter Grades 7-9. Also, the reading curriculum can be used to increase student reading and writing competency.

Peer Assessment

Assessment of the reading curriculum was obtained from two experienced teachers who provided informal feedback, recommendations, and suggestions for further development. Each colleague was given a copy of the document and asked to review it for timeliness, ease of use, and relevancy. Each reviewer provided comments, editing marks, and suggestions on the hard copy. Their feedback is discussed in Chapter 5.

Chapter Summary

The importance of enrichment programs for underserved youth is a subject of much research. This author synthesized knowledge gained from an extensive review of literature in order to design a standards based reading curriculum appropriate for the Denver Summerbridge 6 week summer school program. The curriculum is presented in Chapter 4.

Chapter 4

RESULTS

Introduction

The purpose of this unit is to provide a strong, academically challenging

reading curriculum for rising 9th grade students who attend the Denver Summerbridge

6 week summer school program. The curriculum follows a traditional unit plan

format, including: (a) an Introduction; (b) Standards/Benchmarks; (c) Enduring

Understanding; (d) Essential Questions; (e) Prerequisite Knowledge/Skills; (f) an

outline of suggested formative and summative assessments; (g) Weekly objectives for

all 6 weeks; (h) Daily lesson plans for the first three weeks; and finally (g) lesson

objectives for the final three weeks. Summerbridge teacher interns will develop

lesson plans for the final three weeks with guidance from mentor teachers and the

dean of faculty. The author includes three weeks worth of lesson objectives within

otherwise empty lesson plans so that teacher interns will have a workbook where they

can draft lesson plans.

STARS Literacy:
Summer 2007

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Curriculum

STARS Literacy: Summer 2007

Introduction

Greetings English teachers and welcome to your curriculum! This document provides an overview of the academic material that you will teach your students this summer. It starts with a user's guide that outlines the terms that you will need to know in order to successfully implement the curriculum. Then you will find the unit plan, which outlines what you will teach during your 6 weeks with students. After the unit plan, I have included complete lesson plans for weeks 1-3 and suggested lesson objectives for weeks 4-6. The Master Teacher assigned to your content area will work with you to solidify lesson plans for the final three weeks.

User's Guide to STARS Literacy Unit Plan

The unit plan you will use to guide your instruction this summer is composed of 5 main sections. What follows is a brief explanation of each section. The first section is **Enduring Understanding.** The Enduring Understanding section outlines the overarching concepts that you want your students to leave your classroom with at the end of the summer. It is not list of skills or specific concepts, but rather a synopsis of life skills/educational values that you want your students to internalize.

The second section is titled **Essential Questions**. These essential questions should guide your instruction. These questions focus on what you want your students

to achieve academically. They are questions that you, the teacher, need to answer in order to successfully teach your students the skills that they need to know by the end of the unit.

Prerequisite Knowledge/Skills comes next. This is a list of the knowledge and skills that your students will need to have in order to accomplish the academic goals of the unit. After this list of skills, you will find the **Assessment** portion of the unit plan. This section includes an explanation of how you will make sure that your students are learning the skills that you are teaching them throughout this unit. Assessment does not refer solely to written tests. This section of the unit refers to two types of assessment, formative and summative.

Formative assessments are given daily. They might take the form of a simple questions that you ask a student about what they have learned so far. Checking a student's homework for accuracy is also a formative assessment. It is essentially a way for you to check how well your students are learning what you are teaching them.

Summative assessments are a way for you to test how well the students understand a larger amount of information that you have presented over a period of time. For example, if you choose to give a test over the book that the students read independently and that test includes the various vocabulary and plot information they should have learned while reading the book, that test is a summative assessment. A summative assessment can also ask students to synthesize what they have learned into a larger creative project.

The last section of the unit plan is the **Unit Overview**. This outlines the skills/information that you will teach your students during each week of the summer. Bullet points divide skills so you can easily see the scope of what you need to teach each week.

When you have finished reading these five sections of your STARS Literacy Unit Plan, you should have a sense of what you are responsible for teaching your students this summer.

STARS Literacy Unit Plan

During this literacy unit, STARS will read multi-genre texts, interpret those texts

through discussion and literary response, and use the skills they learned to

independently research and create a presentation for parents/families on celebration

night. The unit will focus on reading and writing strategies that will prepare the

students for high school. Grammar skills will not be explicitly outlined in this unit. It

will be the job of the individual teacher to incorporate appropriate grammar

instruction while students are revising drafts of their writing. This grammar

instruction will directly address the struggles of individual students. Teachers will

also differentiate instruction in other areas through individual student-teacher

conferences and through the use of leveled texts that will match the reading needs of

students reading on a variety of comprehension levels. A list of the academic

standards addressed in this unit is located in Appendix A.

Enduring Understanding:

*Students will develop knowledge and appreciation of a variety of texts that will
carry through into their independent reading choices.

*Students will value written/discussion-based literary responses as a key part of
understanding the texts that they choose to read.

*Students will cultivate a working knowledge of how to create a research project.

*By the end of the summer students will leave Summerbridge with the confidence to
pursue independent research.

Essential Questions:

*How do students demonstrate both literal and inferential interpretations of the texts that they read?

*How do students evaluate what information is the most useful (and what information is not useful) within a given text?

*How do students create oral presentations that effectively target, and appropriately divulge information, to a specific audience?

*How do students create essays that support their oral presentations?

*How do students craft effective written responses that highlight key points of a text, while also articulating a clear reading of the text?

*How do students successfully take their own writing through the steps of the writing process?

*How do students successfully include primary and secondary sources in their research?

*How do students appropriately cite references within their own writing?

*How do students use literary devices in order to determine the overall quality of a text?

*How do students determine how cultural and historical influences impact a text?

*How do students determine how a text might reveal cultural and historical influences?

Prerequisite Knowledge/Skills:

*Students should be able to craft a complete sentence and a logically organized paragraph.

*Students should be able to identify the difference between different types of writing, specifically the difference between fiction and non-fiction.

*Students should be able to identify the main idea of a passage, whether it is fiction or non-fiction.

*Students should be able to determine the difference between information/ideas that are communicated explicitly vs. information/ideas that are communicated implicitly within a text.

*Students should be able to form a strong, written opinion statement about a text they have read.

*Students should be familiar with the basic steps of the writing process.

*Students should be able to participate in a book talk with other students about something that both of them have read.

*Students should be able to identify basic literary devices within a work of fiction.

*Students should be able to articulate the reason for citing sources they include in their writing.

Assessments

Formative: Formative assessments will take the form of weekly teacher-student conferences about each student's reading/writing. The teacher will also monitor literature circle discussions about the books the students are reading, spot-check student notes on what they have read, and evaluate select homework/in-class assignments for accuracy and mastery of skills taught.

Summative: The students' summative assessment will come in the form of a final project where students create a booth about a particular topic and present their findings to parents on the night of celebration. Students will be required to use the reading skills they have mastered early in the summer to research a topic of their choice, write an essay demonstrating their mastery, and finally create a booth that presents the information they have learned in way that will be accessible to the students/parents/families attending celebration that evening.

Unit Overview

Week 1

* Teach the rules of your classroom.

* Review basic sentence/paragraph structure

* Teach students about expository, narrative, persuasive, and descriptive writing. Also, students should understand the difference between fiction and non-fiction. This knowledge sets up the student's reading of *Tears of a Tiger*, which is multi-genre text. Different chapters represent different types of writing.

* Students will begin reading the book and start to determine the difference between explicitly stated facts and ideas that are implicit in the text. They should also be able to identify what type of writing is found in each section of the book.

Week 2

*Students will continue reading the book. They will create strong written opinion statements about the text. Here they will use their knowledge of explicit and implicit details to determine the main idea of each chapter. They will also take time to share something that they can infer from the text based on what they have read so far. These inferences must be based on something explicitly stated in the text. From this point, they should clearly state their opinion about what they have discovered so far.

*Students will also continue to observe the different types of writing being used in *Tears of a Tiger*. They will determine the purpose of using different types of writing as well as the effect that these types of writing have on the reader.

Week 3

* Students will also identify appropriate literary devices within the text.

*Students will complete reading the book by the end of this week. Throughout the week, students will review skills learned in previous weeks.

* Students will also complete an extension project that will allow them to creatively explore their responses to the book as a whole.

* Students will take their final reading project through all the steps of the writing process. In their projects, students will evaluate cultural and historical influences on the text. Why was this an important text to read? Why did they author feel it was important to write it?

Week 4

*Now that students have had an opportunity to read and respond to a work of fiction that deals with an issue the author feels strongly about, they will create their own presentation focusing on an issue they feel strongly about. The presentation will culminate in a booth that they present to their parents and family members at celebration.

*Students will be given a detailed description of the assignment, including a rubric, and a list of possible topics to help them get started. Their project will include a written research paper as well as an accompanying presentation that will educate others about their topic.

*Students will choose a topic and begin gathering research.

*Students will learn/review how to structure a five paragraph essay.

*Students will brainstorm in order to craft an excellent thesis statement.

*Those students who are ready will draft a basic outline for their five paragraph essay.

Week 5

*Students will complete their outlines and begin writing drafts of the essay.

*Students will learn to differentiate between primary and secondary sources. They will also learn how to cite sources within their essays and create a works cited page for their essays. Students will understand why it is important to cite sources.

*Through conferences about their writing, students will revise drafts, making sure to include details and facts that best support their thesis.

Week 6

*Students will complete essays and assemble presentation posters/handouts for people who come to their booth. (If students have chosen similar topics, they can create a booth together, they just need to have independently completed essays). This will be a good time for them to consider how to present the highlights from their essay. Students might refer back to their outlines. Students will make sure to consider their audience. They want to present information in a way that it is accessible for adults and children. They should be ready to answer questions and direct people where to go if they are interested in learning more about the topic.

* Teachers will evaluate their presentations on Friday when students set up their booths ahead of time and present their booth to the class/teacher in the same way that they will present it to parents on that night.

(During week 6, students will use Life Skills time to work on completing their booths).

User's Guide to Lesson Plans

Now that you have read the unit plan, it is time to get down to daily lesson plans. This section introduces you to the lesson plan template you will be using this summer. In the template below, you will find an explanation of what information you should include in each section of a daily lesson plan.

Lesson Plan Template
Summerbridge at Kent Denver

Teacher:	Subject:	Date: 7/17	
Standard(s) Here you write the Colorado State Standard that matches your objective for the day.			
Objective(s)/SWBAT You write what you want students to be able to do (academically) by the end of the class period.			
Materials Needed What you will need to teach the lesson.			
Assessment Methods How will you make sure the students are learning what you want them to learn? Write it here.			**Time spent on each:**
Do Now Something concrete you will have students do at the start of class to get them focused on learning.			
Hook Something you do to get students interested in the lesson.			
Introduction to New Material This is where you directly teach new material to students.			
Guided Practice/Activity You let the students practice what you have taught them. You continue to lend guidance and further explanation when necessary.			
Independent Practice (Sometimes same as Homework) You let students practice what you have taught them individually; you don't help here unless you are certain the students did not understand.			
Closing You bring the class together as a whole group and briefly summarize what you have focused during the class period.			
Homework What you will assign for homework.			
Reflection/Changes for Next Time After you have taught the lesson, this is where you write what you would have done differently.			

Now that you have read an explanation of what type of information belongs in a lesson plan, it is time to look at some examples. The next two sections get more specific. **Suggested Lesson Plans for Weeks 1-3** presents complete lesson plans for your first 3 weeks of instruction. You will work with the Master Teacher in your content area to prepare materials that match these lesson plans. Or, if you are a more experienced teacher, you may work on adapting these plans, or creating your own lesson plans for the first 3 weeks that fit with the unit plan outlined above. During these first three weeks, you will also be responsible for working with your Master Teacher to develop lesson plans for weeks 4-6. After implementing the more set curriculum for weeks 1-3, you will be prepared to design your own dynamic lesson plans. This curriculum provides you with suggested lesson objectives that will help guide your planning for weeks 4-6.

   Suggested Lesson Objectives for Weeks 4-6 presents a list of lesson objectives for the last 3 weeks of the summer. You will work with the Master Teacher in your content area to develop lesson plans that match the suggested objectives.

Suggested Lesson Plans for Weeks 1-3

Week 1 Day 1

Teacher:	Subject:	Date: 6/25
Standard 2: *Oral and Written Communication*—Students write and speak for a variety of purposes.		
Objective(s)/SWBAT **"**Students will be able to…" clearly articulate the rules of the classroom.		
Materials Needed Dry erase markers, butcher paper, regular markers, paper, pencils/pens, copies of your classroom rules for all students.		

	Time spent on each:
Assessment Methods Students will demonstrate understanding of classroom rules by acting out how they would break and follow the rules.	
Do Now Write the following journal prompt on the board: "Make a list of behaviors you would see in a classroom where all students are learning. Example: Students are taking notes and listening to the teacher.	5
Hook Allow students to share answers. Create a t-chart on the butcher paper and record their answers. Then, ask them what kind of behavior they would see in a classroom where no one was paying attention. Make a list of those behaviors on the other side of the t-chart. Discuss the differences in behavior and why those differences exist.	10
Introduction to New Material Pass out copies of your classroom rules and read through them with the students—answer questions after each rule in order to ensure that the students understand your expectations.	5
Guided Practice/Activity Explain that the students will now have an opportunity to show you that they understand the rules. Divide the students into groups of two, and assign each group one of the rules (it is OK if there is overlap). In their pairs, have students make a list of behaviors that would break the listed rule. Let them brainstorm for about 5 minutes. Then, take turns giving each group 15 seconds to act out that negative behavior. When each group's time is up, discuss why that behavior breaks the rules of the classroom.	15-20
Independent Practice **(Sometimes same as Homework)** Have students journal about a time when they felt uncomfortable in their home classroom. (They can finish these for homework).	5

Closing Explain that you have created these rules so that students will feel comfortable and learn new things this summer.	**<5**

Teacher:	Subject:	Date: 6/26

Standard 2: *Oral and Written Communication*—Students write and speak for a variety of purposes. Use structured overview to plan writing.

Objective(s)/SWBAT
"Students will be able to…" write a strong paragraph using a clear outline.

Materials Needed
Computer paper, markers, dry erase markers, house outline worksheets…

Assessment Methods	Time spent on each:
Students will create an outline for a strong, high school level paragraph. The teacher will check the outline in class and the student will write a paragraph for homework.	
Do Now Have students write on the board the different parts of a paragraph/have them describe what would be in an excellent paragraph. Collect/check homework assignments while they are writing.	**5**
Hook Have students share their responses. You should write them on the board as the suggestions are made. Then, ask students if they have ever seen a building being constructed. What is the general process that construction workers have to go through when they are building a new structure? Allow students to share their thoughts. Explain that when you are writing, you are also building. You have to think about the foundation and structure of your writing before you start putting up walls. If you don't, then your writing will be weak—just like a poorly planned new building.	**5**
Introduction to New Material Explain that you can think about writing a paragraph like building a house. The foundation is the topic sentence. The first second and third floors are the supporting details, and the conclusion is the roof—only place on the top after the rest of the writing is clearly organized and built on a firm foundation.	**<5**
Guided Practice/Activity Pass out the worksheet that shows how a paragraph outline can be built like a house. One side will have the expectations for each part of the paragraph; the other side will be blank with space for student ideas. After reading the definitions for each space, write a paragraph outline together as a whole class for a topic of your choice.	**10-15**

Independent Practice (Sometimes same as Homework) Have students take the outline and turn it into a paragraph using the outline you generated as a whole class.	**10**
Closing Have one or two students share their paragraphs. Explain how they were detailed because the students took the time to make a strong plan.	**<5**
Homework Create a "house outline" for a paragraph where students respond to the following prompt: "Think about a time when you made a decision that you aren't proud of/that made you unhappy. Write about what you would do to differently if you could go back in time and make a different choice."	**<5**

Teacher:	**Subject:**	**Date: 6/27**

Standard 1: *Reading Comprehension—*Students read and understand a variety of materials. Evaluate accuracy and relevance of information according to the purpose for reading.
Standard 2: *Oral and Written Communication—*Students write and speak for a variety of purposes: Use structured overview to plan writing.

Objective(s)/SWBAT
"Students will be able to…" write a paragraph that makes connections with the book they are about to read. Students will begin to identify different types of writing that they will find in *Tears of a Tiger*.

Materials Needed
Dry erase markers, eraser, white board, *Tears of a Tiger* books, sticky notes

Assessment Methods	Time spent on each:
Assessment Methods Students will produce written statements expressing their thoughts about what they are reading. They will also share ideas in class discussion.	**Time spent on each:**
Do Now Have students take out their homework assignments and read their responses to a partner while you check their homework. Allow 2-3 minutes for sharing, then let a few students share their responses with the whole class.	**<5**
Hook Ask students if they can think about a movie that they have seen or a story that they have read where something went wrong right at the time when everyone in the story was really happy—feeling invincible. (For example: In Spiderman 2 when Peter Parker is about to kiss MJ in the coffee shop, and a car suddenly explodes through the windshield). Let students share with a partner first, and then share with the rest of the class. Once you have shared movie examples, explain that the book you are going to start reading today starts with a bad decision made by basketball players attending a high school, who are excited after a big win.	**<10**
Introduction to New Material Pass out copies of the books to the students. Explain that you are going to read the first chapter of the book aloud to them. While you read, students should think about what they have learned about the story. They should also think about how to answer the question, "What is the purpose of the first chapter?"	**<10**
Guided Practice/Activity Discuss the purpose of the first chapter. Explain that as a newspaper article,	**<15**

its purpose is to inform the reader. It is a type of writing called expository. Draw a chart on the board with the categories: who, what, when, where, why, and how. Go through the chart (either as a whole class or in small groups while you monitor) and have students draw the chart on their own paper, and then fill in what they have learned just in this first chapter. Make sure that you have covered the key details, and answered questions that students have. Explain that book has different chapters that exhibit different types of writing, and that as they read they will have a chance to identify those types of writing and think about why the author chose to write in so many different styles.	
Independent Practice **(Sometimes same as Homework)** Assign students pages 3-29. Explain that at the end of each chapter, they should place a sticky note on which they should explain the purpose of the chapter or what they learned in that chapter. Pass out sticky notes and let students start reading independently. (Make sure that newcomer students are reading with a Summerbridge volunteer).	**Rest of class.**
Closing Have students share what they have noticed in the book so far.	**final 2-3 minutes**
Homework Students should complete reading and sticky notes through page 29.	

Teacher:	Subject:	Date: 6/28

Standard(s)
Standard 1: *Reading Comprehension—*Students read and understand a variety of materials. Evaluate accuracy and relevance of information according to the purpose for reading.
Standard 2: *Oral and Written Communication—*Students write and speak for a variety of purposes: Use structured overview to plan writing.

Objective(s)/SWBAT
"Students will be able to…"
Identify different types of writing. Articulate the author's purpose for writing in different styles.

Materials Needed
Dry erase markers, eraser, types of writing worksheet, notecards, paper, pencils, copies of the text.

Assessment Methods	Time spent on each:
Students will identify different types of writing in *Tears of a Tiger* both orally and in written form.	

Do Now	
Write the book inscription on the board: "A man shrieks in pain Crying to the universe. Panic is abrupt." Have students write a paragraph (using the house format) explaining what they think the poem means. Now that they have started the book, why do they think the author would start everything with this poem? Have a few students share their answers.	**<10**
Hook Ask students to think about how they talk to people differently when they want different things. For example: "How would you talk to your Mom if you wanted her to give you money to go to the movies?" (persuade) "How would you talk to your best friend if the boy/girl you like just asked you to the school dance?" (tell a story)	**<10**

"How would you talk to your friend if you just got back from the mall and had finally found that one thing you just had to save your money for?" (describe) After you are done discussing these questions, explain that when you speak with different purposes it is because you are trying to communicate different things.	
Introduction to New Material Pass out a worksheet that defines the different types of writing: expository, descriptive, narrative, and persuasive. Read through the definitions, and then in the space given for examples, refer back to the reading from last night. Figure out which chapter matches with which type of writing. When you are done, you should have discussed what happened in each section of the book they have read so far, and also why each chapter fits with a particular type of writing.	**<15**
Guided Practice/Activity Once everyone has a good grasp of the different types of writing, return to thinking about the poem that started the book. Ask if anyone knows what kind of poem it is. Explain that it is a haiku. Work together to write one together as a class on the board.	**<10**
Independent Practice **(Sometimes same as Homework)** Pass out notecards and give students a chance to write a haiku of their choice. Explain that when they are done, you will post them on the wall as a reminder that we are all writers who experiment with different types of writing.	**Rest of Class**
Closing Have a few students share their haikus.	**Last 2-3 minutes**
Homework Students should finish haikus. Also, they should read pages 30-51. At the end of each chapter they should place a sticky note that indicates what type of writing was used in that chapter.	**Last 2-3 minutes**

Teacher:	Subject:	Date: 6/29

Standard(s)
Standard 1: *Reading Comprehension*—Students read and understand a variety of materials. Evaluate accuracy and relevance of information according to the purpose for reading. Summarize and synthesize facts and concepts within and across texts at literal and inferential levels.

Objective(s)/SWBAT
"Students will be able to…"
Express in writing what is explicit and implicit in chapters of *Tears of a Tiger*.

Materials Needed
Tears of a Tiger texts, sticky notes, pictures, implicit/explicit worksheets, dry erase markers (enough for each students to have one), and erasers

Assessment Methods	Time spent on each:
Students will fill out a worksheet and sticky notes clearly articulating their thoughts about the book. They will also share ideas orally.	

Do Now	
Post three or four pictures of people on the board. Each picture should display a clear (and different) emotion. Have students come up to the board and write what emotion that person is feeling right next to the picture.	**<5**

Hook	
Once students have returned to their seats, ask them how they knew what the person was feeling when the person is just a picture and therefore unable to tell the students what he/she is thinking. Give students a chance to respond. When you are done discussing, explain that the reason you know if that you can infer what someone if feeling by their facial expression, even if they don't tell you explicitly, their feeling is implicit in their facial expression.	**<5**

Introduction to New Material	**<15**
Pass out a worksheet that has the definition of explicit vs. implicit. Go through the chapters that they read the night before and come up with explicit details (things you know because they are explicitly stated in the text) and things that are implicit (those things you know because of particular clues in the text that let you know how the characters are thinking are feeling).	

Guided Practice/Activity Divide students into reading partners and have them read the chapter beginning on page 52. Have them create a t-chart on a sticky note with explicit written on one side and implicit on the other. Have them make notes about what is explicitly stated in the text vs. what is implicitly stated. Circulate the classroom while students are working. Make sure that newcomer students are partnered with a Summerbridge volunteer who can help them complete the activity. When students are done reading and taking notes, have each group stick their sticky note on the board. Read through the observations and discuss with students how they knew something was explicit vs. implicit. Also check in here to see if they noticed what type of writing they just read. Once you feel that students are confident in the their ability to move on, explain what they need to work on independently over their long weekend.	**<15**
Independent Practice **(Sometimes same as Homework)** Explain that over the break students should read pages 54-122. At the end of each chapter, they should place a sticky note with and explicit/implicit chart that will let you know what they got out of the reading. Let students begin reading independently.	**Rest of class**
Closing Have students share explicit and implicit details that they pulled out of the text while they were reading independently.	**Last 2-3 minutes**
Homework Complete reading and sticky notes.	

Teacher:	Subject:	Date: 7/5

Standard(s)
Standard 1: *Reading Comprehension*—Students read and understand a variety of materials. Evaluate accuracy and relevance of information according to the purpose for reading. Summarize and synthesize facts and concepts within and across texts at literal and inferential levels.

Objective(s)/SWBAT
"Students will be able to…"
They will create strong written opinion statements about the text. They will use their knowledge of explicit and implicit details to determine the main idea of each chapter.

Materials Needed
Copies of reading quiz, student copies of *Tears of a Tiger*, sticky notes, butcher paper, markers,

Assessment Methods	Time spent on each:
Students will complete a written quiz that tests that knowledge of the text. Students will present main ideas to the class.	

Do Now Give students a short reading quiz (no more than 3 questions) covering the reading material they read over the break. Collect it at the end of 10-15 minutes.	**<10**
Hook Ask students if they have ever had a teacher call home to talk about something they have done at school—regardless if it is good or bad. Have them turn and talk to their neighbor about that time for 2 minutes, then have each group share with the rest of the class. Ask them if their story is similar to or different from Andy's experience in the last chapter that they read over the 4th of July break.	**<5**
Introduction to New Material Explain that today they are going to have an opportunity to share their opinions about what they have read and eventually arrive at the main idea of the chapters that they read. Explain that the main idea is the most important point that the author was trying to make. Have students look around the room at the different pieces of butcher paper that you have posted around the room. Each piece of paper has the title of one of the chapters they read over the 4th of July break. Divide students up into groups so that each group is responsible for a chapter, except for the first chapter that they read. Use that chapter as an example where you write down on the poster the explicit things and implicit things that you	**<10**

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noticed as you read. Then, once you have detailed those, use what you have written to model how you arrived at the main idea of the chapter. Write the main idea at the bottom of the poster.	
Guided Practice/Activity Have students fill out the same information on their posters and then share what they came up with as a class. As each group shares, have a discussion about whether or not they have arrived at an appropriate main idea.	**<15**
Independent Practice **(Sometimes same as Homework)** Have students read the next few chapters on their own (p. 123-132). At the end of each chapter have them write a sticky note that states the main idea of the chapter.	**Rest of the class**
Closing Have students share what they have come up with so far.	**Last 2-3 minutes**
Homework Complete reading and sticky notes.	

Teacher:	Subject:	Date: 7/6

Standard(s)
Standard 1: *Reading Comprehension—*Students read and understand a variety of materials. Evaluate accuracy and relevance of information according to the purpose for reading. Summarize and synthesize facts and concepts within and across texts at literal and inferential levels.
Standard 2: *Oral and Written Communication—*Students write and speak for a variety of purposes. *Literary response:* Respond to ambiguities, nuances, and complexities in written work. Interpret passages of a novel in terms of significance to the novel as a whole.

Objective(s)/SWBAT
"Students will be able to…"
Students will create strong written opinion statements about the text.

Materials Needed
Dry erase markers, eraser, sticky notes, and *Tears of a Tiger* text.

Assessment Methods	Time spent on each:
Students will create sample written thesis statements that they will discuss with the entire class.	
Do Now Have students write for five minutes on the following prompt: "If you could be an animal, what kind of animal would you be? Why?"	**<5**
Hook Have students share what they chose their animal. When they have done sharing, ask them why they think Monty compares Andy to a tiger? Why is he a crying tiger? Point out that this is a significant passage because it connects with the title of the book. Today the students will learn how to write reader responses that clearly express opinions that they hold about moments in the book that they find significant.	**<5**
Introduction to New Material Explain to students that when they express the main idea of the text, they are only part way to truly interpreting the complexities of what that piece of writing might be trying to say. They also need to create a clear opinion about what they have read. That opinion usually comes from evaluating both the explicit and implicit information that they collect from the text. (Here is a good place to remind students about the different types of writing. When they state this opinion they are setting up an expository paragraph where they are informing the reader of their opinion). Explain that formulating this kind of opinion in writing is called a reader	**<5**

response. Today they will learn how to write a reader's response by first forming a strong opinion statement that clearly states what will be the main idea/topic sentence of their opinion paragraph. Example opinion statement: "At this point in the book it is clear that Andy can't face his own sadness; this is a problem that will probably cause problems for him later in the book."	
Guided Practice/Activity Make sure that students understand that this opinion statement is based on facts presented in the book, but it should not merely be a summary of what they have read. It needs to give an opinion about what they have read that they could end up writing a paragraph about. Split the class up into group of two and assign each group a different character from *Tears of a Tiger*. Have each group come up with a practice opinion statement that they could write about in a thorough paragraph. Circulate the classroom while they are working. When the groups are done, have one person from each group come up and write their opinion/thesis statement on the board. Go through each statement as a whole class, taking the time to discuss whether or not a strong opinion has been expressed. Also, make sure to evaluate whether or not it is an opinion that is rich enough for them to write about.	**<20**
Independent Practice **(Sometimes same as Homework)** Have students begin reading their homework assignment independently (pp. 133-145). As they read they should be thinking about their own opinions about the text. At some point during their reading, they need to write an opinion/thesis statement on a sticky note that they will bring in on Monday.	**Rest of Class**
Closing Have students share their opinions about what they have read so far.	**Last 2-3 minutes**
Homework Complete reading and thesis statement.	

Week 3 Day 1

Teacher:	Subject:	Date: 7/9

Standard(s)	
Standard 1: *Reading Comprehension—*Students read and understand a variety of materials. Evaluate accuracy and relevance of information according to the purpose for reading. Summarize and synthesize facts and concepts within and across texts at literal and inferential levels. **Standard 2:** *Oral and Written Communication—*Students write and speak for a variety of purposes. *Literary response:* Respond to ambiguities, nuances, and complexities in written work. Interpret passages of a novel in terms of significance to the novel as a whole.	
Objective(s)/SWBAT "Students will be able to…" Students will write a strong reader-response paragraph.	
Materials Needed Dry erase markers, eraser, paper, pencils, and *Tears of a Tiger* text.	

Assessment Methods Students will create written outlines and paragraphs that support their teacher-checked thesis statement.	**Time spent on each:**
Do Now Have students turn to a neighbor and share the thesis statement they wrote last night. They should evaluate whether or not each statement makes a clear opinion statement that can be supported in paragraph form.	**<5**
Hook When students are done sharing, ask them whether or not they feel like Andy is doing a good job of being honest with himself about his feelings. Ask if they have ever had a time when they felt that way. Discuss this for a few minutes. When you are done discussing, explain that it is our job as readers to think about what the characters are thinking and feeling and evaluate the situation for them—even when they are not able to do it for themselves.	**<5**
Introduction to New Material Draw a house outline on the board and ask students to copy it in their notes. Write your sample thesis from yesterday in the space for topic sentence. Go through an example of how you might include three text-based supporting details and a conclusion sentence. As you go, make sure to model your thought process for the students. Make	**<15**

sure to include examples from the text as part of your supporting details. Periodically stop and ask questions to see if the students are following you appropriately.	
Guided Practice/Activity Have students look at the their thesis statements from last night. Have them work with their partner from earlier in the class. Have them take five minutes to work together on starting one partner's outline. Then take the next five minutes to work on the other partner's outline. Make sure to circulate the classroom while students are working. Answer any questions they have about building the outline. At the end of ten minutes, discuss with the whole class what kinds of problems they were having. Refer back to your example for support.	**<15**
Independent Practice **(Sometimes same as Homework)** Have students complete their own outlines, and then turn those outlines into a complete paragraph.	**Rest of Class**
Closing Have a few students share their outlines/paragraphs with the whole class.	**Last 2-3 minutes**
Homework Complete outlines and paragraphs. Read pages 146-167.	

Teacher:	Subject:	Date: 7/10

Standard(s)

Standard 1: *Reading Comprehension—*Students read and understand a variety of materials. Evaluate accuracy and relevance of information according to the purpose for reading. Summarize and synthesize facts and concepts within and across texts at literal and inferential levels.

Standard 2: *Oral and Written Communication—*Students write and speak for a variety of purposes.
Literary response: Respond to ambiguities, nuances, and complexities in written work. Interpret passages of a novel in terms of significance to the novel as a whole.

Objective(s)/SWBAT
"Students will be able to…"
Students will evaluate the quality of each other's paragraphs using a rubric. Students will discuss the reading with the purpose of understanding Andy's choice, and how it affects other characters in the story.

Materials Needed
Dry erase markers (enough for each student), copies of rubric, paper, pencils, and *Tears of a Tiger* text

Assessment Methods	Time spent on each:
Students will evaluate one another using a clear reader response rubric.	
Do Now Have students write a journal entry from the perspective of one of the characters in *Tears of a Tiger*. This journal entry should show the character responding to the news of Andy's suicide. After about seven minutes, let a few students share their journal entries.	**<10**
Hook Have each student come up to the board and write down a word or phrase that describes what they were feeling when they completed last night's reading. Once everyone is back in their seats discuss the different responses that are on the board. When you are done, remind them that learning to write reader responses is important because it is one way to express all those different feelings in a clear organized way. Also, it is a skill that they will need in high school English	**<7**

classes.	
Introduction to New Material Pass out a copy of your paragraph from yesterday with the paragraph rubric copied on the back. Model how you would grade the paragraph using the given rubric. (They should grade it with you).	**<10**
Guided Practice/Activity Pair students into groups of two, and make sure that each student has a fresh copy of the rubric. Have them each student grade another student's paper using the rubric you provided. When they are done, they should discuss their grading choices with their partner. Make sure you are circulating the room during this time, checking to see if students need help on their assignments.	**<15**
Independent Practice **(Sometimes same as Homework)** Once students have their paragraphs back, they should rewrite them based on student feedback with the intent of earning a higher score when they turn them in to you tomorrow. If they finish the paragraph, they can start reading for their homework assignment.	**Rest of Class**
Closing Have students share what they ended up improving.	**Last 2-3 minutes**
Homework Complete rewriting paragraph. Students will turn in a completed copy tomorrow at the start of class. Read pages 168-180. This means they finish the book!	

Teacher:	Subject:	Date: 7/11

Standard(s)
Standard 1: *Reading Comprehension*—Students read and understand a variety of materials.
*Summarize and synthesize facts and concepts within and across texts at literal and inferential levels.
*Apply literal and inferential comprehension strategies to a variety of genres and texts
*Evaluate accuracy and relevance of information according to the purpose for reading

Objective(s)/SWBAT
"Students will be able to…"
Students will respond in both writing and discussion to the ending of *Tears of a Tiger*.

Materials Needed
Dry erase markers, eraser, paper, pencils, *Tears of a Tiger* text that includes student reflection questions.

Assessment Methods Students will complete written responses to questions about the text.	Time spent on each:
Do Now Have students journal on the following prompt: "Were you satisfied by the end of the novel? Why or why not?" Have a few students share their journal entries.	**<7**
Hook Ask students what they think it really means that Monty ends the book by stating that it is OK to put dinosaurs in the jungle and tears on a tiger. What is implicit in that statement? Discuss the answers as a class. Then explain that today is a day when the class will explore more big questions about *Tears of a Tiger*.	**<10**
Introduction to New Material Have students turn to the *Tears of a Tiger* discussion questions as the back of their book. Read through the questions as whole class. Split the students up into groups of two and divide the questions evenly. Explain that they need to answer the questions in writing and then share back with the rest of the class when they are done.	**<5**
Guided Practice/Activity Have students complete their answers and then share with the class.	**<15**
Independent Practice	**Rest of**

(Sometimes same as Homework) If there is time left, have them read through the Activities and Research topics at the back of their *Tears of a Tiger* text. Explain that their homework for tomorrow is to choose one of those topics that they will complete by the end of Firday's class.	**Class**
Closing Have students share which topics they are thinking about focusing on for their projects.	**Last 2-3 minutes**
Homework Choose a topic and write a few sentences explaining why you chose that topic.	

Teacher:	Subject:	Date: 7/12

Standard(s) **Standard 1:** *Reading Comprehension*—Students read and understand a variety of materials. *Summarize and synthesize facts and concepts within and across texts at literal and inferential levels. *Apply literal and inferential comprehension strategies to a variety of genres and texts *Evaluate accuracy and relevance of information according to the purpose for reading	

Objective(s)/SWBAT **"Students will be able to…"** Create a strong final project for *Tears of a Tiger*.	

Materials Needed Computers, printer, paper, student topics, *Tears of a Tiger* text.	

Assessment Methods Students will complete independent projects reflecting on *Tears of a Tiger*.	**Time spent on each:**
Do Now Have students take out their topics and the few sentences they wrote for homework last night and share them with their neighbor.	**<5**
Hook Explain to students that today and tomorrow are like the end of a race. They have done so much work that it might be tempting to simply stop and take a long rest. However they truly need to be like runners getting their second wind, working hard to complete this final reading project.	**<5**
Introduction to New Material Explain that you are going to the computer lab in order to work on independent projects that will be due at the end of class tomorrow.	**<5**
Guided Practice/Activity Students will work in the computer lab to complete their projects while the teacher monitors their work.	**Rest of class**
Independent Practice **(Sometimes same as Homework)** Each student continues working, making sure to print off what they have completed so far so they can work more at home if they want to.	**Rest of Class**
Closing Have a few students share what they have completed so far.	**Last 2-3 minutes**
Homework Keep working on independent project! It is due at the end of class tomorrow.	

Teacher:	Subject:	Date: 7/13

Standard(s)
Standard 1: *Reading Comprehension*—Students read and understand a variety of materials.
*Summarize and synthesize facts and concepts within and across texts at literal and inferential levels.
*Apply literal and inferential comprehension strategies to a variety of genres and texts
*Evaluate accuracy and relevance of information according to the purpose for reading

Objective(s)/SWBAT
"Students will be able to…"
Complete independent projects.

Materials Needed
Computers, printer, paper, student topics, *Tears of a Tiger* text.

	Time spent on each:
Assessment Methods Students will turn in completed project at the end of today's class.	
Do Now Have students begin working immediately, and let them know that the project is due at the end of class.	
Independent Work day	
Closing Have students turn in their projects at the end of the period.	
Homework None	

Lesson Planning

Writing good lesson plans can be difficult when you are trying to balance everything that Summerbridge throws your way. However, learning to write excellent lesson plans is a vital part of being a summer teacher. This year we have split up the summer so that you can choose to teach the lesson plans we provide for the first 3 weeks while you get acclimated to teaching life. However, in weeks 4-6, you will have the opportunity to plan your own lessons. These lessons will be developed ahead of time with the help of your Master Teacher. That way, when you get to weeks 4-6, you will be ready to teach lesson plans that you have designed based on the objectives outlined in the next section.

Suggested Lesson Objectives for Weeks 4-6

Week 4 Day 1: Students will review a research project overview. Students will choose their research topics.

Week 4 Day 2: Students will learn how to structure an outline for a five paragraph essay.

Week 4 Day 3: Students will adapt a sample five paragraph essay into draft using appropriate transitions.

Week 4 Day 4: Students will begin gathering research for their topic. They will organize gathered information in a way that will help them create an outline for their paper that includes an excellent thesis statement.

Week 4 Day 5: Students will continue gathering research, knowing that they need to present a strong thesis statement about their topic for the teacher to check at the end of the period.

Week 5 Day 1: Students will complete a strong outline for their paper, and write a first draft that sites sources when appropriate. (This draft can be due Tuesday).

Week 5 Day 2: Students will learn to differentiate between primary and secondary sources. They will also learn how to cite sources within their essays and create a works cited page for their essays. Students will understand why it is important to cite sources.

Week 5 Day 3: Through conferences about their writing, students will revise drafts, making sure to include details and facts that best support their thesis.

Week 5 Day 4: Through conferences about their writing, students will revise drafts, making sure to include details and facts that best support their thesis.

Week 5 Day 5: Through conferences about their writing, students will revise drafts, making sure to include details and facts that best support their thesis.

Week 6 Days 1-5: Students will complete essays and assemble presentation posters/handouts for people who come to their booth.

Chapter Summary

This curriculum includes a clear unit plan with accompanying lesson plans that will serve rising 9th grade students in the Denver Summerbridge 6 week summer school program. A discussion of the contribution of this project, limitations, peer assessment, and recommendations for further development is presented in Chapter 5.

Chapter 5

DISCUSSION

The purpose of this project was to create a 6 week reading curriculum to serve the students in the Denver Summerbridge 6 week summer school program. The students in the program choose to attend summer school because they want an opportunity for academic enrichment that is most likely not offered in the school where they attend middle school. The lack of enrichment programs in many Denver Public Schools is the reason Denver Summerbridge exists. In this chapter the author evaluates whether or not this reading curriculum provides strong, academically rigorous, enrichment for students in the Denver Summerbridge 6 week summer school program. The limitations of the project, peer assessment, and recommendations for further development are also discussed in this chapter.

Contribution of this Project

The reading curriculum presented in Chapter 4 is grounded in Colorado State Standards and Denver Public School expectations. It is not written to merely address basic reading or writing skills, but instead, presents a structured classroom where there is a balance between student choice and teacher directed activities. This allows students to review fundamental skills and then use those skills to complete a final project where they use what they have learned to teach their families about a topic of their choice. This is where the enrichment lies. When children have the opportunity to prove mastery of basic skills by teaching others, they are truly going above and

beyond a cursory understanding of the material. This curriculum presents a

successful enrichment option because it provides a framework that will allow students

to spend 6 weeks in the summer becoming truly independent readers and writers who

are able to evaluate what they have learned and then synthesize that knowledge in a

way that will bring new knowledge to others.

Limitations

The greatest limitation of the curriculum is that it doubles as a teaching tool

for the teacher interns. These high school and college students will come to Denver

Summerbridge with minimal teaching experience. Part of the mission of the program

is to give each teacher intern experience designing and implementing strong lesson

plans. In order to gain this experience, they need to have a clear model to follow, and

a chance to spread their wings. It was difficult to determine when to lend structure

and when to pull back. Since the program is 6 weeks long, the mid point seemed like

a nice time to transfer some of the lesson planning responsibility. With guidance

from the Denver Summerbridge administrative team, teachers should be able to create

3 weeks worth of strong lessons, but it will be impossible to completely measure the

success of the curriculum until it is implemented in summer of 2007. After this

summer session, revisions may be required.

Peer Assessment

Two experienced teachers assessed the curriculum. The first teacher praised

the balance between student centered activities and more traditional lectures or class

discussions. He felt that the lessons were appropriately scaffolded in order to ensure

student understanding. The teacher interns are given guidance in the lesson plans that does not limit their creativity.

The second teacher echoed the sentiments of the first teacher, but she also offered constructive criticism. She felt that the curriculum would be stronger with an added vocabulary focus. Even if the lesson focused on 3-5 words a week that fit conceptually with what the students were learning, it would allow students to contextualize meaningful concepts and words. She also felt that the curriculum should include an open-ended, conceptual rubric that teacher interns could use as a framework for measuring student success on the final project. Students will choose how to reach the overarching goals, but an overarching template ensures that all students are being held to the same standards.

<div align="center">Recommendations for Further Development</div>

Future drafts of this curriculum will include: (a) a specific vocabulary focus for each week; (b) a more user friendly unit plan that guides teacher interns through each section of the project; (c) a rubric to help assess the research project; (d) an introductory page that instructs teacher interns how to use the curriculum and what to do if they feel a lesson needs to be changed or adapted; and (e) a method for gathering feedback from teacher interns about the effectiveness of the curriculum. These are the five areas where immediate improvement is most needed. The author will also revise the curriculum at the end of the summer, according to feedback received from the teacher interns. This type of revision will be necessary at the end of each summer that the curriculum is used.

Project Summary

The purpose of this project was to develop a literacy curriculum for a summer program to serve urban public school students who seek academic enrichment. The author took pertinent education literature into account when designing the curriculum. Peer assessors suggested minor improvements, but the true test of the curriculum's success will not occur until it is implemented in the summer of 2007.

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APPENDIX A

Standards/Benchmarks

Standards/Benchmarks:

Standard 1: *Reading Comprehension*—Students read and understand a variety of materials.

*Summarize and synthesize facts and concepts within and across texts at literal and inferential levels.

*Apply literal and inferential comprehension strategies to a variety of genres and texts

*Evaluate accuracy and relevance of information according to the purpose for reading

Standard 2: *Oral and Written Communication*—Students write and speak for a variety of purposes.

Oral Development:

*Deliver oral presentations the include explanations and definitions according to the audience's knowledge of the topic, interest in the topic, and expected ability to use information.

Writing Process:
*Use structured overview to plan writing.

*Rethink content, organization, and style and redraft for readability and reader's needs.

*Review precision of word choice.

*Use details to enliven and surprise.

*Use descriptive language to create memorable images.

*Use technical terms and notations accurately.

*Use a checklist to guide proofreading.

*Use technology to publish written work.

Genre Focus:

Expository: Synthesize and organize information from first and second-hand sources (e.g. books, magazines, computer databases, the community…)

Literary response: Respond to ambiguities, nuances, and complexities in written work. Interpret passages of a novel in terms of significance to the novel as a whole.

Standard 5: *Research*—Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources.

*Evaluate information for specific needs, validity, credibility, and purpose.

*Cite references in proper format and recognize copyright as protection.

Standard 6: *Literature to Understand Human Experience*—Students read and recognize literature as a record of human experience.

*Evaluate effects of complex literary devices and techniques on a work's overall quality.

*Relate personal response to the text with the author's intended response.

*Understand historical and cultural influences on literary works.

*Read historical documents, texts, literature, and poetry and describe how these reveal cultural contexts and practices.