



Can be used to review for the ILST

- Review of vocabulary and concepts
- Introduces some concepts that will be expanded on in LE and ES
- Appropriate level text with text dependent questions

Lexile Score

The Lexile Framework for Reading

www.Lexile.com

- This is a measure of the readability of the text.
- Text can be measured using the website.

- The “Stretch” Text Measures are the ones developed by NYS to increase rigor and are the appropriate ones to use

Typical Text Measures, by Grade

Grade	Text Demand Study 2009 25th percentile to 75th percentile (IQR)	"Stretch" Text Measures 25th percentile to 75th percentile (IQR)
1	230L to 420L	220L to 500L
2	450L to 570L	450L to 620L
3	600L to 730L	550L to 790L
4	640L to 780L	770L to 910L
5	730L to 850L	860L to 980L
6	860L to 920L	950L to 1040L
7	880L to 960L	1000L to 1090L
8	900L to 1010L	1040L to 1160L
9	960L to 1110L	1080L to 1230L
10	920L to 1120L	1110L to 1310L
11 and 12	1070L to 1220L	1210L to 1360L

Lexile Score

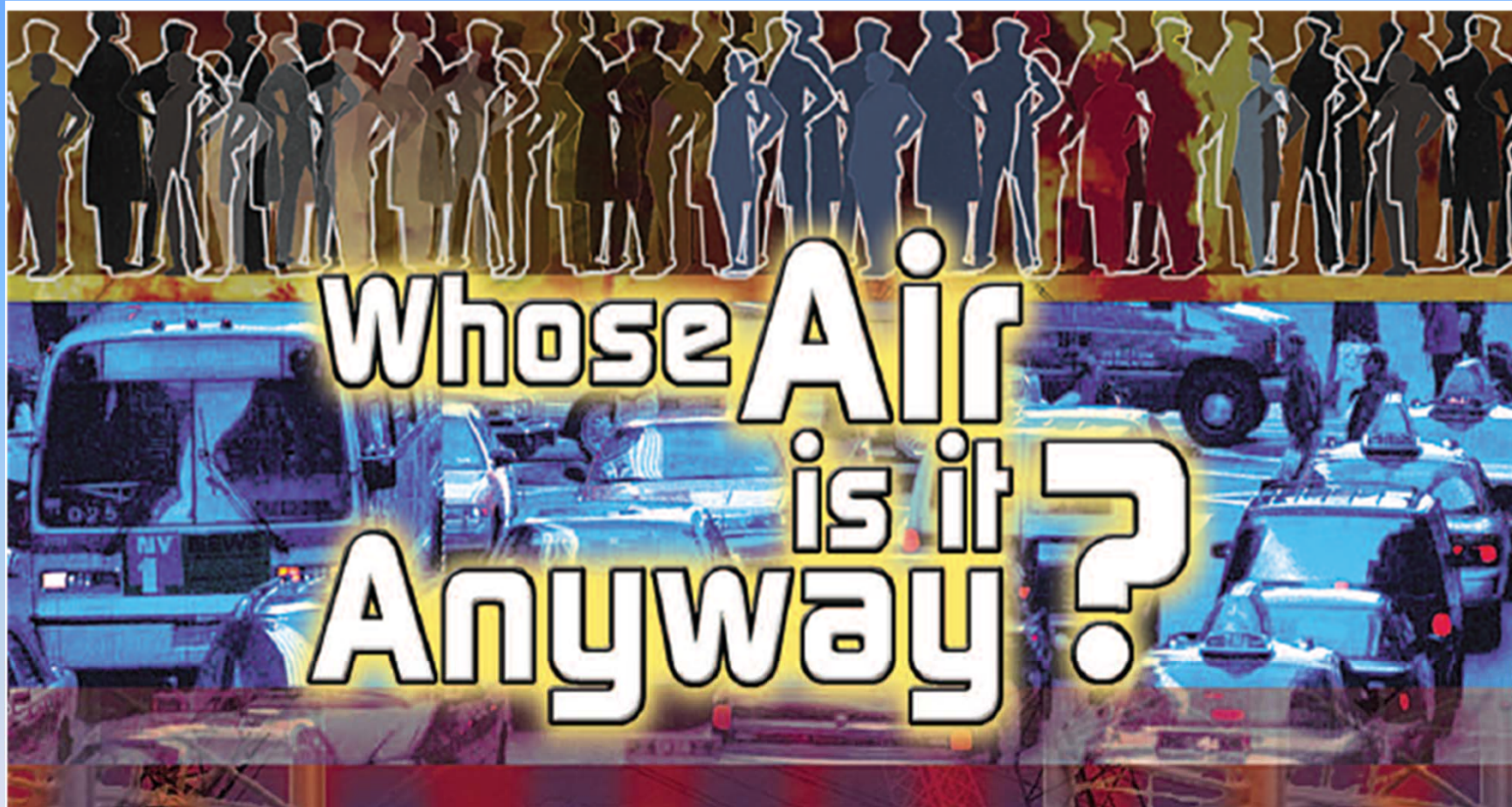
Whose Air is it Anyway?

- 1130 Lexile
- the 8th grade range is: 1040L – 1160L

How do we teach CC ?

- Teacher reads article to students
- Students should read the passage at least one additional time
- Go paragraph by paragraph
- Check for comprehension
 - Vocabulary - Teach context clues
 - Concepts
- Write summaries

Slide 1 - introduction



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NBCT

ChemMatters, OCTOBER 2003

Slide 2 – Prereading

- Use this slide to introduce the concept of Main Idea prior to students reading the article
- Return to slide 1 and ask students what they think the article is about (class discussion)

Readers identify main idea by paying attention to titles, monitoring comprehension, and looking for repeated words.

What is the Main Idea?

Main idea- the central idea of a story or paragraph; it is what the story is mostly about.

Details- sentences that support the main idea.

- **Facts that tell the who, what, where, when, why and how.**
- **Add information to a story and make it more interesting.**

Slide 3 – Prereading

- After students have predicted what the article is about use this slide to further develop the concept of the main idea and introduce slide 4



1. Look and think about the title.
2. Monitor your comprehension. (stop and think)
3. Look for words or phrases that are repeated.
4. Ask yourself, What is this article mostly about?
5. The Main Idea is not:
 - A statement or an idea that is only a detail
 - A statement or an idea that is not supported by the article.

Slide 4 - Prereading

- This is the introductory paragraph of the article
- Read, or have students read, the paragraph and then discuss what they think the article is about with this additional information

It's a fact of life. We live on the Earth and in the air. As for your share of that air—do you know where it's been?

Air is arguably the closest and most important biological connection we have with the rest of the world. We breathe air into our bodies every few seconds. Like it or not, we share the air we breathe with the people around us, whether friends or strangers.

Slide 5 - Prereading

- Give students copies of the article to read
 - This can be assigned as homework or done as silent reading
- This can be given to the students as a written assignment or done as a class discussion after they have read the article
 - This slide can be used for follow-up (class discussion)

What is the Main Idea of the "Whose Air is it Anyway" article?

What are some supporting details?

Slide 5 - Prereading

- The first reading of the article can be done (modeled) by the teacher for ELL or Special Education students followed by the students rereading the article independently

What is the Main Idea of the "Whose Air is it Anyway" article?

What are some supporting details?

Day 2 - Group reading

- Have students come to a consensus on the main idea of the article (class discussion)
- Have individual students share their supporting ideas (class discussion)

What is the Main Idea of the "Whose Air is it Anyway" article?

What are some supporting details?

Day 2 - Group reading

- Reread, or have students reread, the article a paragraph (or short section) at a time
- Depending on the level of your students (ELL, SWD, gifted) it may be distracting to stop too often

Day 2 - Group reading

The Excel spreadsheet is a teacher resources to be used as the article is reread. It is broken down by page and paragraph and includes:

- Vocabulary
 - Science – testable vocabulary on the ILST is in bold face
 - Non- science
 - Conversational – phrases not literally interpreted

Day 2 - Group reading

- Locations – Social Studies link
- Science topics
- Concepts and text dependent questions by paragraph

Day 2 - Group reading

- The following slides explain the Smartboard lesson designed to be used during the reread
- The intent is to make the lesson interactive for students and enhance class discussion of both science topics and vocabulary

Slide 6 – Group reading

Using Context Clues

- This slide is used to introduce slide 7
- Depending on student levels/needs (SWD, ELL) this sheet can be discussed and assigned to be used during the reread or an example can be done with the class first

Using Context Clues to understand unfamiliar words

- look at next sentence or read further
- go back and reread previous sentences
- make a connection to what you know
- look at word parts (root, prefix or suffix)

Slide 7 – Group reading

Using Context Clues

- Students should fill out the vocabulary sheet for any unfamiliar words while reading the article
- During the reread students should discuss each word that they included on their sheet as each paragraph is read and fill in the corrected definitions

Using Context Clues

Vocabulary While Reading Using Context Clues

Word: _____ Page: ___ Paragraph ___

What I think the word means:

Correct definition:

Word: _____ Page: ___ Paragraph ___

What I think the word means:

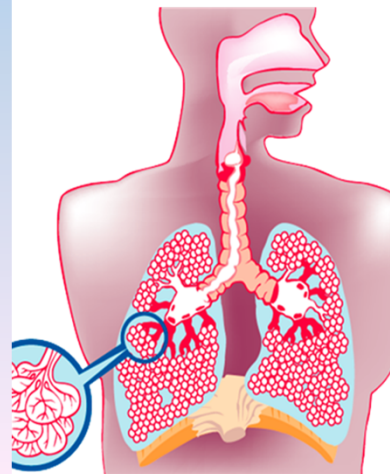
Correct definition:

Slide 8 – Group reading

Paragraph 2

- After reading the paragraph have a brief review of breathing and respiration
- With this slide concentrate on breathing
- Have students draw arrows from the descriptions to the to the appropriate location on the model

1.2d During respiration, cells use oxygen to release the energy stored in food. The respiratory system supplies oxygen and removes carbon dioxide (gas exchange).



air enters the body

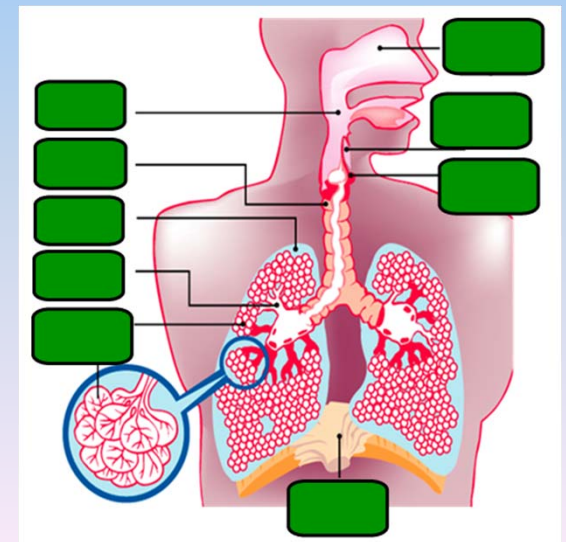
air is cleaned, moistened and warmed

exchange of O_2 and CO_2 with blood

Slide 9 – Group reading

Paragraph 2-3

- Respiratory System review – interactive class discussion
- Students can move the green boxes to reveal the labels for each organ after they have identified it

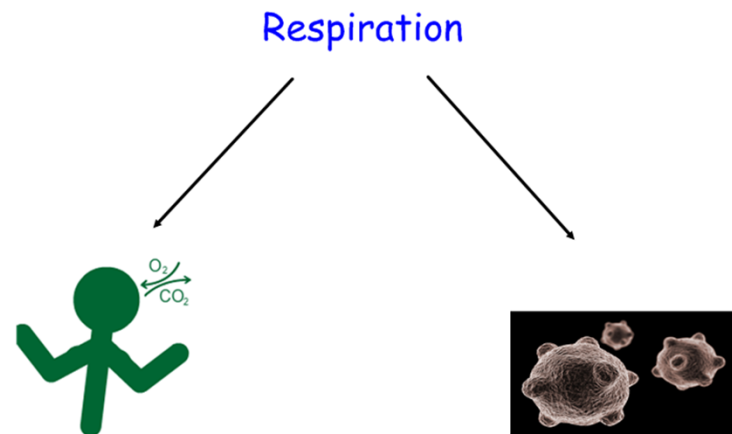


Slide 10 – Group reading

Paragraph 3

- Respiration Review – Major Understanding 5.1c of the Intermediate Core Curriculum
- Use the slide to initiate a class discussion comparing aerobic and anaerobic respiration

5.1c All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food.



Slide 11 – Group reading

Paragraph 3

- Vocabulary Review – interactive slide to initiate class discussion about what the relationship is between the paragraph and the words on the left
- Students can pull the words to the left to reveal the definitions

We share the air we breathe not only with other people but also with the rest of our environment—cars, trucks, buses, factories, airports, trees, grass, livestock and wildlife, lakes and oceans—you name it.

Combustion

Respiration

Photosynthesis

Diffusion

Slide 12 – Group reading

Paragraph3

- This interactive slide allows students to pull each word from the paragraph into the column that they think it belongs
- Class discussion will probably develop over some of the choices

We share the air we breathe not only with other people but also with the rest of our environment— cars , trucks , buses , factories , airports , trees , grass , livestock and wildlife , lakes and oceans - you name it.

Combustion

Respiration

Photosynthesis

Diffusion

Slide 12 – Group reading

Paragraph 3

- Students will most likely group the grass and trees under the Photosynthesis column
- After students have said they are happy with their results I move the grass and trees to the respiration column initiating a discussion about plant respiration
- We decide to put them in the middle between the 2 columns

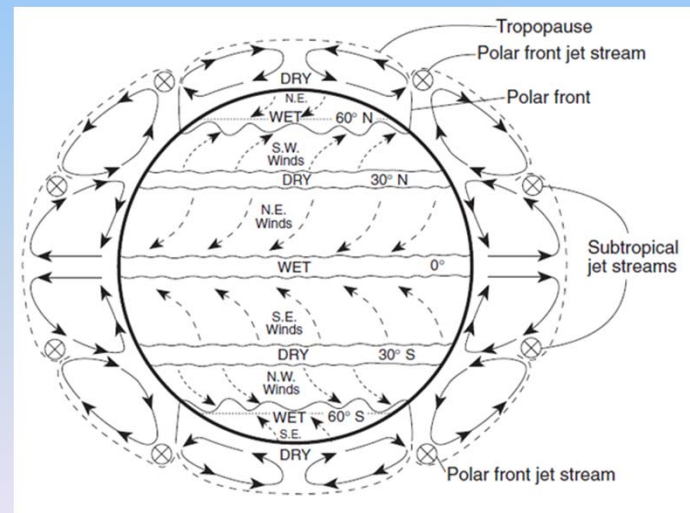
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Combustion Respiration Photosynthesis Diffusion

Slide 13 – Group reading

Paragraph 4

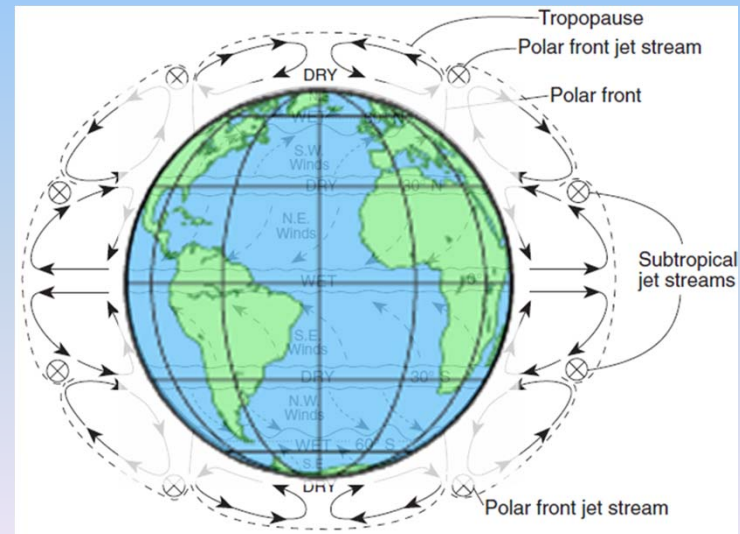
- This slide is from the Earth Science Reference tables
- Initiates a class discussion on global wind patterns



Slide 14 – Group reading

Paragraph 4

- Students fill in the student sheet and correlate areas on a globe



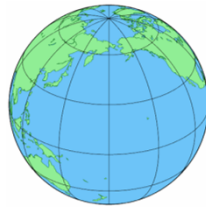
Slides 15 – 18 Group reading

- Interactive:
 - Students fill in the equator 30°, 60° and 90° latitudes
 - Students draw in the prevailing winds between the latitude lines prior to locating the points on each slide

Dust from the Sahara has turned up on coral reefs in Florida



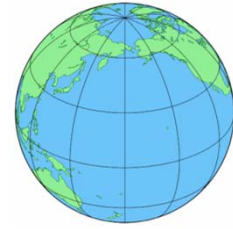
... dust from the Asian Gobi Desert has appeared as far away as the East Coast of North America.



Air pollution from the northeastern United States sometimes reaches Europe, and, occasionally, European pollution travels the opposite direction in return.



Satellite photos have revealed smoke from Asian fires crossing the Pacific to reach southern California.



Air pollution from China often drifts directly over Japan.

Slide 15 – Group reading

Paragraph 5

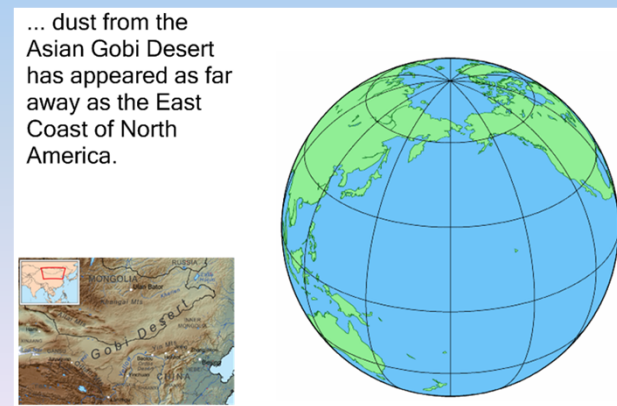
- Students locate and label Florida and the Sahara desert
- Class discussion on the direction of the prevailing winds and movement of dust



Slide 16 – Group reading

Paragraph 5

- Students locate the Gobi Desert (map segment added to aid in location) and the East Coast of NA
- Class discussion regarding wind patterns

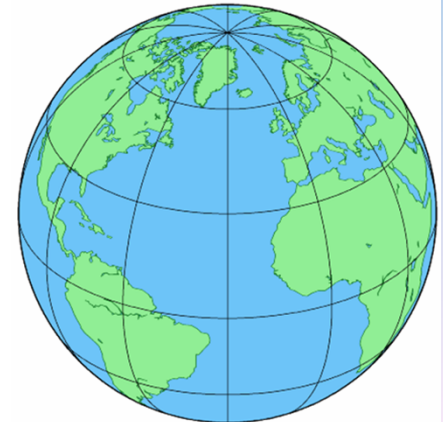


Slide 17 – Group reading

Paragraph 5

- After locating the US and Europe and discussing wind patterns introduce the concept of the shift in global wind patterns with the seasons and the possible reversal of prevailing winds at a location

Air pollution from the northeastern United States sometimes reaches Europe, and, occasionally, European pollution travels the opposite direction in return.



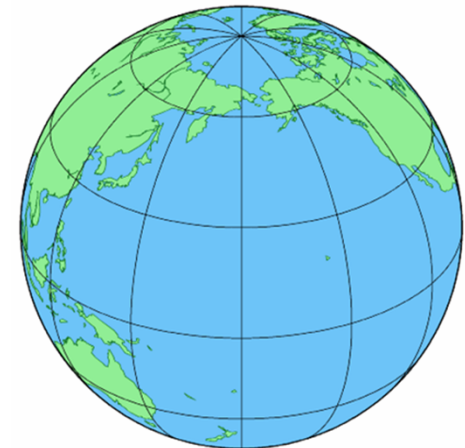
Slide 18 – Group reading

Paragraph 6

- Locate Asia, China, Japan and southern California
- Class discussion of wind patterns

Satellite photos have revealed smoke from Asian fires crossing the Pacific to reach southern California.

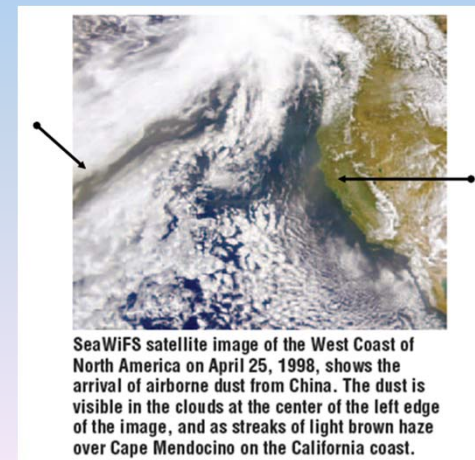
Air pollution from China often drifts directly over Japan.



Slide 19 – Group reading

Page 7

- Color slide of picture at top of page 7 with arrows pointing to
 - dust in clouds
 - Haze over Cape Mendocino



Slide 8 – Group reading

Paragraph

