THE UTILIZATION OF COOPERATIVE GROUP METHODS AS AN INSTRUCTIONAL METHODOLOGY TO ATTEMPT TO CLOSE THE ACHIEVEMENT GAP IN ENGLISH LANGUAGE ARTS

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PROJECT

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THE UTILIZATION OF COOPERATIVE GROUP METHODS AS AN INSTRUCTIONAL METHODOLOGY TO ATTEMPT TO CLOSE THE ACHIEVEMENT GAP IN ENGLISH LANGUAGE ARTS

A Project

by

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Department of Education
Abstract

of

THE UTILIZATION OF COOPERATIVE GROUP METHODS AS AN INSTRUCTIONAL METHODOLOGY TO ATTEMPT TO CLOSE THE ACHIEVEMENT GAP IN ENGLISH LANGUAGE ARTS

by

Erin Marston

The achievement gap between low-income African-American children and their white counterparts is considerable in grades three, four, and five. In the low-income, urban regions of the Sacramento area, this gap is considerable; white school-aged students in grades three through five, achieve up to nineteen percent and twenty-three percent higher on standardized literacy assessments, respectively. The English Language Arts/California Standards Test (ELA CST) scores for African-American and White students in the school district for which I work, show twenty-four percent of African-American third grade students at the Proficient or Advanced level in ELA as compared to fifty-five percent of White third grade students.
Marginalized Knowledge is a form of curriculum that includes selected “multicultural” content that alters the historical and social authenticity people actually experienced. “The ideology of pluralism in California’s *History/Social Science Framework* (California State Department of Education 1987) and state-adopted textbooks illustrate this kind of Marginalized Knowledge in the transformation of a curriculum” (King, 1995, p. 274). The curriculum essentially marginalizes the actual experiences of African-Americans and the roles they played in the development of American society. Marginalized Knowledge is also found in the ELA curriculum. The majority of the stories focus on a White, Anglo-European culture with White, Anglo-European characters. This curriculum further promotes the achievement gap between African-American children and their White counterparts.

This project is a series of ELA curriculum workshop stations designed for cooperative grouping situations. The goal is to increase third grade comprehension and knowledge of ELA by building cultural capital for students. This project is designed to help teachers explore cooperative grouping in their classroom in hopes to aid the teacher in the Human Relations approach, which is geared toward building self-esteem, eliminating stereotypes, and promoting self-esteem through positive interaction. The cooperative grouping will focus on Afrocentric Pedagogy, and the lessons are based on the Harambee work ethic. The content of these cooperative-grouping lessons are based on African-American history and African-American folktales. The comprehension passages were selected for the purpose of establishing cultural capital for students. The curriculum
will tap into the student’s prior knowledge and it will relate the subject matter to the 
student’s collective memory.

_______________________, Committee Chair
Dr. Forrest Davis

________________________
Date
DEDICATION

This project was developed and implemented at the school site for which I have worked for the last three years. I want to thank all of my students, their parents, my partner teacher, and my principal for all of their help and patience with this process. Without their help and patience, this project would have been much more difficult to implement and modify. Additionally, I would like to thank my son who has had to share more of me the last eighteen months than he has in all six years of his life. His love and understanding has helped give me the strength to push through and finish this project. Furthermore, I would like to give my deepest gratitude to the Bilingual Multicultural Education Department for their guidance, knowledge content, and support. Without whom, this project would never have been.
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Chapter 1

INTRODUCTION

Purpose of the Project

This chapter addresses the issue of the appropriateness of the school curriculum in relation to the needs of African-American male students. The purpose of this curriculum is to build upon African-American male students’ cultural capital by exposing them to an Afrocentric, English Language Arts-based curriculum that incorporates a large emphasis on cooperative group learning. The objective is to formulate a cooperative grouping curriculum that incorporates cultural capital and Afrocentric pedagogy into the English Language Arts (ELA) curriculum as an aid to the mandated ELA curriculum.

As a local elementary school teacher, I was fortunate enough to witness an increase in academic improvement with one of my third grade students. This student was brand new to the school, and his report card from second grade showed he had done poorly in English Language Arts the year prior. Before school started, I was able to assess the student in fluency, sight word recognition, and reading comprehension. This student was reading forty-five words a minute, at a first grade level, and he was unable to quickly recognize and spell most of his sight words. This student’s reading comprehension was in one of the lowest percentiles for the incoming third grade students. As a result, this student was placed into the REACH Program for English Language Arts. REACH is an intervention program designed specifically for reading
comprehension, spelling, vocabulary, and decoding skills. Students in REACH have a rewards system where they track their points on a daily basis; the more points accumulated, the better the performance that day. With help from the REACH Program, fellow students, and myself as an instructor, this student was well on his way to achieving the proficiency status in fourth grade. Although the REACH Program and I helped this student, I saw the majority of his growth occur during cooperative grouping with fellow classmates. His academic abilities in English language Arts grew significantly throughout the school year.

The student described above grew academically and socially by observation of his behavior and by growth in his weekly test scores. As his teacher, I observed vast improvements in his academic performance in fluency, reading comprehension, and spelling. He was also identified as one of the most improved students of the year by our Dean of Students. This situation led me to want to devise a grouping situation in the classroom where all students could participate, learn, and grow academically.

In the 2008-2009 school year, my third grade students were 95% Proficient and Advanced on the California Third Grade Math Standards Test. In English Language Arts (ELA), my students were 53% Proficient or Advanced. After careful reflection of the school year, and the differences between my teaching methods in math and language arts, I started using cooperative groups three times more a week in math than in ELA. In math, I would have the students strategically placed depending on how they performed on a standards-based math pre-assessment. I would have my students heterogeneously mixed to ensure the communication and discussion of how
to go about solving the math problems. I did not do this in ELA. In math, I also had designed my own worksheets, songs, and workshop games to include all types of learning. All students would participate and investigate with these different resources during the week. A post assessment was given at the end of the week and if all students did not receive an 85% or higher, we would continue with the standard until everyone had mastered the skill. This reflection helped conjure up the idea for this project.

In my Master’s course studies, I researched and discussed ways to make the curriculum more multicultural. Research conducted by King (1995) is critical of a predominately Eurocentric curriculum. This country is founded on Eurocentric beliefs and values, and although the culture and society has changed and is more multicultural, the Eurocentric values and beliefs have created and maintained the power hold. In the mandated school curriculum, such as the Open Court Language Arts curriculum, Eurocentric values and beliefs are imposed upon a multicultural student body. The student’s identity and their individuality are ignored by the mandated curriculum.

The unjust social and economic stratification of society, the Eurocentric power hold, is continued by oppressing humans through education. We need critical thinking, independent students who will identify and overturn this unjust stratification. Self-empowerment of one’s identity and self can be taught and celebrated through a carefully planned and implemented curriculum. The curriculum
should be based on promoting the individual student, their culture and history, their life experiences, and reciprocal teaching.

I was looking for a way to incorporate the student’s self-empowerment into an English Language Arts cooperative-grouping curriculum. The problem with the current English language Arts curriculum at Pine Shallows\(^1\) Elementary will be discussed in regards to the African American student population and more specifically how it correlates to the achievement gap between African American students and their Caucasian counterparts.

The achievement gap between low-income African American children and their Caucasian counterparts is considerable in grades three, four, and five. In the low-income, urban regions of the Sacramento area, the achievement gap between African American students and their Caucasian counterparts is considerable; white school-aged students in grades three through five, achieve up to 19% and 23% higher on standardized literacy assessments, respectively. The state of correctional departments looks at third grade reading scores to help predict jail beds for the future (CNN Presentation, 2006). Moreover, according to Freeman (2005), the attendance of African-American students drops significantly in the seventh grade.

This project is designed to try to close the achievement gap in California Standards Test (CST) achievement scores by incorporating Afrocentric pedagogy into English Language Arts instruction through the utilization of cooperative groups in the classroom. The design of the cooperative group curriculum will be to integrate

\(^1\) All names in this document are pseudonyms
cultural capital, more specifically African American history and culture, throughout the English language Arts curriculum in the third grade classroom.

The California Department of Education and Title I of the No Child Left behind Act of 2001 was designed to improve the academic achievement of the disadvantaged. According to the California Department of Education website, section c of Title I says, “closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers” (retrieved at http://star.cde.ca.gov, 2009, May 3). In California, from the 2007 school year to the 2009 school year, the average achievement gap between all grades of African-American students and their Caucasian counterparts is 158 points. The average achievement gap, from the 2007 school year to the 2009 school year, between African-Americans and their Caucasian counterparts in grades two through nine is 145 points. Pine Shallow’s school districts average achievement gap, from the 2007 school year to the 2009 school year, for all grades is 146 points. As this researcher sees it, the 2001 No Child Left Behind Act is still leaving students behind and there is little that has been done to improve this failing school momentum.

Background

During the past three years, I have developed teaching strategies where I incorporate cultural capital into a cooperative grouping curriculum to help students receive a proficient status, receiving a 60% or higher score, on the California
Standards Test (CST’s). Cultural capital is the shared and lived cultural experiences, both differences and similarities of a culture. As a local elementary school teacher, I have wanted to explore ways I could reach each of my students, and give them the time and attention they needed to be successful academically. About a year ago, I was able to clumsily implement cooperative grouping situations for math in my third grade classroom; which then took on a life of its own. The cooperative grouping situation forms the momentum for my thesis project.

I teach in a low economic community where 68% of students who attend Pine Shallows Elementary receive a free or reduced lunch, and 78% of my students receive a free or reduced lunch. The majority of my classroom is comprised of African-American students, seven to eight-years-old, who predominately come from a single-family home. The stamina to keep moving forward and working hard with their education and the resistance to outside negative experiences begged the question: Why does the stamina holds true for some students, and not all students? Students bring with them realities from their world outside of the classroom. “Students’ lives outside of school have a profound impact on what happens inside of school” (Ginwright, p. 103). It is my hope that by creating an environment that uses cultural capital and self-empowerment to teach students, their academic success in English Language Arts will be visible by CST scores.
Definition of Terms

Behavior System

A system used inside the classroom to reward positive behaviors and choices and have consequences for negative choices.

Culture

Culture is “a social groups design for surviving in and adapting to its environment”

(Bullivant, 1989, p. 27)

Culturally Congruent

is when a classroom respects the cultural background of all students. This includes, but is not limited to the language and cultural traditions of individual students.

Cultural Capital

Shared and lived cultural experiences (differences and similarities): FUNDS OF KNOWLEDGE

Cultural Knowledge

“Refers to the learned behaviors, beliefs, and ways of relating to people and the environment that members of a cultural group acquire through normal processes of enculturation” (King, 1995, p. 270)

Culture-centered Knowledge
A concept that includes forms of knowledge (thoughts, belief structures, and perception) by making certain ways of knowing oneself and the world possible (King, 1995, p. 270).

_Harambee_

A Swahili word for “working together”. This is a word used in Afrocentric Pedagogy that refers to groups’ progress and work ethic as a collective effort to get the activity completed. The Harambee approach evokes an idea of collateral, community reflection where learning is a shared practice. Within this approach, students gain a deeper understanding of themselves and their struggle as African-American people.

_Human Relations Approach_

is geared toward building self-esteem, eliminating stereotypes, and promoting self-esteem through positive interaction. The research of Colangelo, Dustin, and Foxley (1995) described “Human Relations is the act of engaging other people in our many interactions; in order to engage successfully with another person, we must develop skills that enable us to recognize our common humanity, as well as acknowledge and respect individual differences” (Sleeter & Grant, 1999, p.76).

_Open Court_

A curriculum used for English Language Arts instruction. Open Court is a widely used ELA curriculum in local schools. This comprehensive reading and
The language arts program is designed for pre-kindergarten through sixth grade students.

Paycheck

A behavior management system used in the third and fifth grade classrooms at Pine Shallows. Good choices are rewarded with added dollars to the paycheck and poor choices take away dollars from the paycheck. Paychecks are totaled at the end of each day for communication with parents, and the paycheck is totaled and recorded at the end of each Thursday. Friday mornings, the paycheck is new, beginning with $100. On Thursdays $100 and above is a great paycheck, $69 and below has consequences, and $79 - $99 is a good paycheck.

Proficiency

As termed by the state of California: receiving a 60% or above on the STAR test section. As termed by my classroom: receiving an 85% or above on a test.

Social Behavior

The way a child behaves in the school setting; with other peers and with school staff members. This will be measured by paycheck totals, referrals to the office, and teacher comments.

STAR (Standardized Testing and Reporting) Test

A series of tests students from second-eleventh grade taken 10 days before or after 85% of a school year has passed. This test is designed to match the state’s rigorous academic content standards for each grade. The scores of the
test are put into one of five categories: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The STAR is strictly for representing school's ranking within the state. Schools who reflect higher test scores from their students will receive a higher budget.

*Teaching the Educationally Exceptional and Culturally Different*

This is a teaching approach where teachers incorporate the culture and backgrounds of their students to help aid in their learning.

*Title I*

The status a school receives when a large portion of the student body, 40% or more, is from low-income households. The US Department of Education distributes funding to these school sites or school districts.

Significance of the Project

In my classroom, I see the students who work in cooperative grouping situations substantially improve academically. I typically use the cooperative grouping situations to teach and re-teach mathematic standards. After one hour a day for three to four days, students have learned to solve math problems two to three different ways. The students that are proficient with the math standard help encourage other students in the classroom. These students do this on a volunteer basis only; it is never forced. I see these helping students flourish as leaders and as communicators. They also gain a deeper understanding of the material they are helping their fellow classmates better understand. This project is designed to more formally replicate the
increased academic performance strategies used in mathematics and use them for English Language Arts instruction. I would like to find commonalities inside my classroom and in the school, so that I can design a program that will help each student gain the extra support to reach the proficiency level on the yearly CST’s.

Teaching at a predominately African-American school, I also see the lack of students’ cultural capital incorporated into the daily curriculum. The Open Court Language Arts curriculum I used in my first two years lacked this incorporation of students’ cultural capital into the curriculum. I observe this mandated curriculum creating robotic children, who will grow up not comprehending their role in a racist society. Caucasian’s norms and privileges have been accepted as the dominant culture in a society of many different ethnicities and cultures. The current curriculum taught in schools is “a culturally specific artifact designed to maintain a White supremacist master script” (Ladson-Billings, 1990, p. 60). It is my opinion that racial domination and economic domination subjugates and demoralizes other human beings. Eurocentric values and beliefs are imposed and taught to students who do not share these Eurocentric ways, and the mandated curriculum taught to students is founded on these Eurocentric values and beliefs. This inevitably weakens students’ identity and their individuality. The power was created and is maintained by Eurocentric values and beliefs which are the racial and economic dominant power structure in our society. Education, or lack of, is one of the main oppressors of millions every day. The dominant power decides what is taught to students, and what students need to know to continue on to higher forms of education.
The American culture is and has been multiethnic since before the Great Migration of 1630. The 2009 census has reported seventy-eight different ancestry groups living within the American borders. Assimilation campaigns and other homogeneous ideologies, such as the “Melting Pot”, have negated this diversity; hence, a dominant ideology has endured. This ideology attributes superiority to the Western, Anglo-European value system which has been written out into the schooling practices and the curriculum since the institutionalization of formalized schooling.

Education within the American culture has historically been geared towards assimilation rather than pluralism. According to Cooper (1999), in 1879 eighty-four Sioux boys and girls were uprooted from their tribes and forced to become students at the Carlisle Indian School in Pennsylvania. This Federally governed school was the first of its kind to “civilize” Indian children. As a solution to killing Native Americans, Captain Richard Pratt, founder of the Carlisle Indian School, wanted to have Indian children forget their traditions and start living like “the white man”. The goal was to teach these Indian children the “white man’s way”. “One of the main lessons taught in every class was that the white man’s way of life was superior to all others” (Cooper, 1999, p. 55). Students were unable to speak their own languages; they had to communicate through sign language until they learned English. Students were stripped of their native clothing and given haircuts and uniforms. The Indian children were taught Christianity and it was prohibited for them to practice their own religious customs. They were also taken from their family and friends to live at these schools among other Indian children who were suffering from the same fate. At the
Indian school, students were taught English, reading and writing, and they were converted to Christianity. While few benefited from the Indian school, many other children experienced isolation and alienation. The content taught to the Indian children was determined by Captain Richard Pratt, which was based on the dominant culture, Eurocentric values and beliefs.

Educational hegemony refers to a process of educational domination through the social practices of the dominating culture. Semmes (1992) refers to key elements related to cultural hegemony with respect to African-Americans: “progress for the subordinated group meant the uncritical assimilation and regurgitation of the conquering culture” (Semmes, 1992, p. 3). Opposition to educational and cultural hegemony is found in Black studies and African-centered theorizing. Unfortunately, these studies and theories are not commonly explored by students until they reach the college level.

The educational system conditions the behaviors and knowledge content of its students to have Eurocentric values and beliefs. This eliminates students’ sense of self, and it weakens their sense of identity and individuality. “The curriculum itself and the way it is taught are often the driving forces responsible for gross inequities that advance the unjust socioeconomic stratification in the country” (Schultz, p. 13). To remedy the unjust socioeconomic stratification, a curriculum needs to be taught to create independent and critical thinkers. This curriculum should be based on reciprocal teaching, the students’ life experiences, the students’ culture and history,
and promoting the individual student. This Afrocentric approach will supply students with the tools necessary for their self-empowerment.

The African-American culture differs from the Western, Anglo-European culture in many ways. The differences include: worldview, ethos, language patterns, and perceptual and value orientations (King, 1995). Despite miseducation, and the effects of enslavement, educators and the developers of school curriculum must realize “the cultural knowledge the enables African-American people to maintain a collective group identity has been passed on, at least in part, through oral and literate expressive traditions” (King, 1995, p. 271).

Unfortunately, school taught curriculum today continues to convey the Western, Anglo-European value system despite the fact that society’s diversity portrays a non-Western, Anglo European culture. By the time an African-American student reaches the third grade, he/she has been taught through a curriculum that is Western, Anglo-European. Human Relations lessons are formulated to undo the psychological and emotional damage of underrepresentation in the curriculum and teacher centered classrooms. The inequity that exists in current curriculums created a gap in the academic achievement between African-American students and their white counterparts. In the low-income, urban regions of the Sacramento area, the achievement gap between African-American students and their Caucasian counterparts is considerable; Caucasian school-aged students in grades three through five, achieve up to 19% and 23% higher on standardized literacy assessments, respectively (California Department of Education, 2009).
The theoretical frame I am using for this project, and the lens I am looking through, is an Afrocentric Pedagogical Frame. This frame will help me see and incorporate material that relates to the student population this project is designed to help. In order to do this, the use of Afrocentric Pedagogy is essential to the success of the cooperative grouping which is designed to improve the ELA academic success of these students.

Cultural capital is the differences and similarities of shared and lived cultural experiences. Afrocentric Pedagogy is the incorporation of African-American perspectives, histories, experiences, and values into a classroom curriculum(s). The differential treatment of African-American students due to the lack of representation of African-American perspectives in the mandated curriculum, through the dominance of White-Eurocentric culture and beliefs, will be replaced by the integration of students’ life experiences, African-American culture and history, promoting the individual student, and reciprocal teaching.

Researchers who focused on the way the daily curriculum is taught inside the classroom have found that when a teacher drew on the culture and history of their students, based their instruction on life experiences, had reciprocal teaching, and promoted the individual student, the students were more successful (Love & Kruger, 2005). Consequently, selecting literature based on important African-American men and women is important for identity development. I want to explore more ways to incorporate African-American literature and history into the daily curriculum. During
my research, I will look for different ways to incorporate African-American literature and African-American historians into the cooperative grouping curriculum. My main objective, however, is to build cooperative grouping lessons around African-American history, culture, and literature and then have the lesson relate to the students’ lives; to make these lessons my main focus. In order for the cooperative grouping to reach the students effectively, it is understood that the student and the content need to be connected culturally. It is my belief these students are “below basic” on the STAR test due to the lack of cultural capital in the mandated Open Court English Language Arts curriculum.

Limitations of the Project

The limitations of this project are that many of the students in this study have been part of a culture which has been a very crucial part of their daily lives for the past four years. The third grade elementary students are in the classroom with the developer of the cooperative grouping curriculum. This project is based on instructional aid for third grade African-American, low income students.

The Third Grade California Standards in English Language Arts will be used to assess the third grade students. The three main California English language Arts Standards addressed in the cooperative grouping curriculum are: reading comprehension, spelling, and fluency. Students cannot be formally assessed in personal growth and self-empowerment; however, observation and student reflection will be used to assess the achievement of promoting the individual student. Other
standards will be used during the cooperative grouping curriculum, such as writing, speaking skills, and making and reading graphs.

Organization of the Study

The next three chapters will discuss, in further detail, the cooperative grouping curriculum and the research that drives the decisions to include material in the curriculum. The next chapter reviews the literature on Black Education and transformative research in the classroom, The Human Relations Approach and group processes, and the negative impact of the Underutilization Model.

Chapter three, the methodology section will look at the research design used for this project and the setting, the population, and a description of the project. Chapter four will discuss a summary of the project, recommendations for further research, and conclusions.
Chapter 2

REVIEW OF LITERATURE

Background

The contents of this section of the literature review are based on the contributions of the following educational researchers and social activists. The primary research and publications associated with the development of this project is the article by King (2005). The author cited numerous research studies and publications that deal with the need for curriculum transformation that coincides with the academic needs, of a specific community, that is struggling with the negative impact of racism in education.

Two decades prior to King’s research, Shade (1982) conducted educational research where she identified a specific type of learning and thought processes. The author in this research identified the cognitive style of African-Americans and a culturally congruent instructional pedagogy as the basis of school success.

In a similar manner, Gordon (1985) conducted research and identified a specific type of pedagogy and instructional modalities to educate a predominately black population.

The discipline of multicultural education was based on research and publications by Sleeter and Grant (1987), which represented the initial development of a theoretical framework that emphasized the need for an educational process that incorporated all the cultural and ethnic populations in the U.S.
King (1990) developed a theoretical construct for African-American education that could be utilized within a context of multicultural education and its impact on Black populations.

Ladson-Billings in the same year (1990) developed a similar theoretical construct that emphasizes the need for educational process that was based on the adaptational process of the African-American community.

In addition, Dr. Hillard (1991) emphasized the need for different types of curriculum because the American population conforms to a pluralistic model rather than a melting pot model. This indicates the need for different populations to maintain and be educated around a knowledge base that is congruent with a specific cultural or ethnic group.

The theoretical construct that emphasizes the need for multicultural education coincides with the research of Hacker (1992). Hacker conducted research that indicates a differentiation of populations in the US based on race where there is inequality and hostility based on racial identity.

Ebstein and Ellis (1992) conducted research on the Oakland School District. This publication indicated a particular social dynamic where the African-American community decided to develop their own multicultural curriculum in order to close the achievement gap for their African-American students.

Moll’s (1992) cited research studies and publications on the Latino population that also emphasizes the need for a specific instructional pedagogy for Latino
students. This pedagogy is based on the cultural knowledge that the student brings to
the classroom.

Furthermore, Nieto (1992) presents case studies on students from different
cultural and linguistic backgrounds where she recognizes the need for modification in
the curriculum to meet the academic needs of these students.

Tatum (1992) applied a theory of racial identity development and emphasized
the need for an educational process to coincide with the racial identity of
African-Americans.

Ogbu (1992) conducted research on different ethnic populations in the US. He
categorized African-Americans, Native Americans, and Mexican Americans as
members of an involuntary migrant population. Furthermore, he categorized Chinese
Americans, Japanese Americans, and Pilipino as members of a voluntary migrant
population. Dr. Ogbu indicated that members of an involuntary migrant population in
the process of cultural adaptation develop “an oppositional identity to education”. As
a result, members of the voluntary migrant population tend to outperform members of
the involuntary migrant population.

Gordon (1993) continued to conduct research that emphasized the need for
African-American children to be educated utilizing their cultural knowledge and
heritage as a means of acquiring academic success educational process.

Marable (1993) the director of the African-American Research Institute at
Columbia University, introduced the need for racial identity in politics and in
education and developed a theoretical construct for the inclusion of diverse cultural perspectives in a multicultural democracy.

The prominent social activist and author, Dr. Cornel West (1993), similar to Hacker, makes the assertions that there is gross inequality in the US associated with socio-economic processes that negatively impact on minority populations.

Hacker (1992) reminds us that the United States, with its democratic society, has a social framework that is based on a system of racial hierarchy and a belief construction built on racial inferiority and racial superiority. The dominant culture has rationalized racial inequality within society and in educational practices, which results in the construction and implementation of a school curriculum that focuses on the Western, Anglo-European culture: “Such beliefs, induced by culture-centered knowledge in the education system and as a part of normal processes of enculturation, indicate some of the ways in which the social framework of these societies is sustained by a lack of cognitive autonomy” (King, 1995, p. 271).

In concurrence with Dr. West and Hacker, Pinkney (2000) discusses some of the overt ways education discriminates African-American students in today’s society. “De facto segregation in public schools, of course, results from residential discrimination in most cases” (Pinkney, 2000, p. 218). Public schools that consist of a total, or a predominant, African-American student body, results from an overwhelming majority of African-American students living in areas of the city which lie within the same public school boundaries. “Schools in which black children predominate are more likely to be characterized by inadequate facilities” (Pinkney,
2000, p. 82). The inadequate facilities and teaching staff in these facilities differ from the facilities and teaching staff in schools with a predominantly white student body. For example, in 1996, forty-three percent of black elementary-school students in the Northeast attended schools that were at least forty years old, compared to eighteen percent of white students (Pinkey, 2000). In the United States as a whole, there was an average of thirty-two black students per classroom, compared to twenty-nine white students (Pinkey, 2000).

**Human Relations Approach and Group Process**

The Human Relations Approach is geared toward building self-esteem, eliminating stereotypes, and promoting self-esteem through positive interaction. Colangelo, Dustin, and Foxley (1995) described “Human Relations is the act of engaging other people in our many interactions; in order to engage successfully with another person, we must develop skills that enable us to recognize our common humanity, as well as acknowledge and respect individual differences” (Sleeter & Grant, 1999, p. 76). Cook and Cook (1954) describe the group process as the use of a group to help educate their members. “Human Relations educators usually advocate the use of heterogeneous groups; cooperative learning in particular has become very popular” (Sleeter & Grant, 1999, p. 95).

Johnson, Johnson, and Holubec (1991) conducted research on classroom environments where the teacher utilized cooperative groups in order to promote academic proficiency. Their study differentiated traditional grouping from
cooperative grouping. In cooperative grouping situations, Johnson, Johnson, and Holubec (1991) found that students were expected to work together because their task was structured for interdependence. Individuals within the group, as well as the group as a whole, were held accountable for the completion of the activity. Responsibility for leadership and responsibility for others’ achievement was shared within the cooperative grouping activity. The teacher’s responsibilities were to develop a conflict management system, and to teach group listening skills at the beginning of cooperative group training. The responsibilities of a teacher during cooperative grouping were to give feedback to each group as well as to individual students, and to respond with positive reinforcements when groups share tasks.

An activities book written by Tiedt & Tiedt (1995) contains a variety of Human Relations lessons for teachers to incorporate into the daily curriculum. This Human Relations approach is designed to teach students how to interact with people who are different from themselves, and more importantly, designed to help students feel good about themselves and the group to which they belong (Sleeter & Grant, 1999, p. 76).

Afrocentric pedagogy is utilized in the Human Relations approach by evoking an effective kinship between student participants. These effective kinships help build bonds among students who face the same struggles, and help create family-like links between the participants. The participants of the group work as a collaborative unit working towards a common goal. This Harambee approach evokes an idea of collateral, community reflection where learning is a shared practice. Within this
approach, students gain a deeper understanding of themselves and their struggle as African-American people.

The Human Relations approach is important to an effective cooperative grouping situation because towards the end of elementary school and the beginning of middle school, students’ self-esteem and attitudes towards themselves begins to decline. “Madhere (1991), for example, found the self-esteem of African-Americans, and particularly boys, to drop in seventh grade” (Sleeter & Grant p. 89, 1999). The self-image and attitudes students have regarding themselves determines their attitude towards school and how they perform in their school setting. When the mandated school curriculum continues to convey the Western, Anglo-European culture and values, students who do not belong to the culture, and who do not follow the same value system, feel marginalized and forgotten; hence, the self-esteem of the student suffers. School work ethic and school performance reflect the self-esteem of the student. Low self esteem, undoubtedly, contributes to the gap in achievement of African-American students compared to their white counterparts.

According to Sleeter and Grant (1999), “In most schools the chances are great that, on average, students of color, students from low-income homes…are not achieving on par with the White, suburban students with whom they will be competing to get into college” (p. 103). Sleeter and Grant proposes the use of Teaching the Exceptional and Culturally Different, and Human Relations, simultaneously, to employ the desired close of the achievement gap. It is suggested that teachers who use these teaching approaches usually give emphasis to one
approach or the other. Teachers usually focus on teaching the curriculum or improving the feelings in the class. These decisions are due to the limitations in time and the pressure felt by administration to achieve high standardized test scores. With the implementation of standardized testing, and school accountability, most teachers focus strictly on teaching the curriculum to the class. The curriculum is usually taught by a Caucasian female teacher who frequently leads the classroom with a teacher-centered approach.

Teachers should find ways to remedy this unjust disservice by first examining the context of their own classroom. What is the teacher doing or how is the classroom providing for their student’s own self-concept? Teachers who use the Human Relations approach design their classroom to celebrate their students’ individual differences. Instruction is also designed to give each student an opportunity to be successful by providing a range of experiences for which students can participate. According to Sleeter and Grant (2000) this approach helps develop the student’s self-esteem and teaches the philosophy that everyone has something to contribute and nobody is perfect.

Classrooms are comprised of students from different ability levels; it is important that teachers find ways to actively engage all students. “Considerable evidence points to the use of cooperative learning in classrooms as a successful strategy for reducing…social rejection across disability, race, and gender lines” (Sleeter & Grant, 2000, p. 96). In a hegemonic educational society, teachers need to discover ways to dissemble the damage that has been done in the previous schooling
years. “Hegemonic education produces intellectuals who have lost their power base in their own culture and society and who have been provided with foreign culture and ideology” (Fasheh, 1990, p. 25). African-American students’ exit modern institutionalized schooling without their power base in their own culture and society, and they rarely gain a power base in the hegemonic society. To empower students with activities that focus on the strengths of individual students, through lessons that focus on Afrocentric ideology, is an ideal format for a cooperative grouping curriculum.

One model of the Human Relations approach is the “jigsaw” model. This model represents a homogeneous grouping where members of the group are assigned different tasks at the same time, they work together to make sure that all members of the group understand the material and subsequently develop a higher level of expertise. The other Human Relations model is “team games”. This model uses heterogeneous grouping where students master a set of skills or information. The groups compete against other groups in a game or a tournament. The key is for the group members to tutor one another so that all members of a team are “experts” on each piece (Sleeter & Grant, 2000).

Negative Impact of the Underutilization Model

The differences in cultural capital, and the lack of information, influence the outcome of young African-American students in a negative manner. Underutilization is a cycle which will unfortunately cause future generations to adhere to the same
negative attitudes and beliefs about school. Aspiration and motivation to continue with education must be instilled in students at a young age; if not, the desire to continue on with higher education could diminish.

For example, King (1995) speaks of Marginalized Knowledge as a form of curriculum that includes selected “multicultural” content that alters the historical and social authenticity people actually experienced. “The ideology of pluralism in California’s History/Social Science Framework (California State Department of Education, 1987) and state-adopted textbooks illustrate this kind of Marginalized Knowledge in the transformation of a curriculum” (King, 1995, p. 274). The curriculum essentially marginalizes the actual experiences of African-Americans and the roles they played in the development of American society. Marginalized Knowledge is also found in the English Language Arts curriculum. The majority of the stories focus on a Caucasian, Anglo-European culture with Caucasian, Anglo-European characters. This curriculum further promotes the achievement gap between African-American children and their Caucasian counterparts.

Invisibilizing Knowledge refers to a monocultural society which “simply obliterates the historical presence, unique experience, contributions, and perspectives of diverse people in the development of the United States and Western civilization” (King, 1995, p. 275). Invisibilizing Knowledge is found throughout the curriculum, it eradicates a student’s self-image and their group identity. As King (1995) so eloquently puts it, “The interest involved is the restoration or preservation of Western cultural and intellectual dominance through the curriculum” (p. 275).
Freeman (2005b) uses her Underutilization model to explain links between underutilization of the African-American human potential. The Underutilization model is based on three factors: intergenerational effects, increased crime, and adaptability to technology and lifelong learning.

Because generations of Black parents have not been the beneficiaries of education, in many cases, they are unable to transmit education to their children, which impacts students’ transition into school and their experiences once in school, which, in turn, impacts the educational outcomes of future generations (Freeman, 2005b, p. 150).

Summary

“Rectifying the ideological and partial nature of knowledge production in the disciplines and schooling curricula has been one focus of the Black studies movement” (King, 1995, p. 269). This educator asks the questions: Can a Caucasian teacher help rectify the ideological and partial nature knowledge production of the current school curriculum? Can a Caucasian teacher write school curriculum that promotes Black studies? According to King (1992), “The answer, of course, is yes; the issue, however, is the social interests of the perspective from which any scholar writes, regardless of ethnicity, gender, religion, etc.” (p. 325). Researchers who have focused on the way the daily curriculum is taught inside the classroom have found that when a teacher drew on the culture and history of their students, based their instruction on life experiences, had reciprocal teaching, and promoted the individual student, the students were more successful (Love & Kruger, 2005). Selecting
literature based on important African American men and women is important for identity development.

Including Black Americans, not taught in the mandated school curriculum, into the English language Arts cooperative group workshop curriculum will help students see there are successful people in the world who share similar ethnic backgrounds and life situations. Exposure to these important African American’s who are not Martin Luther King Jr. or Rosa Parks, or other important, yet highly celebrated African Americans, will expose students to a more diverse glimpse into their past and the African American culture.

The “traditional knowledge in the curriculum and the disciplines can be multiculturalized and thereby ‘saved’” (King, 1995, p. 275). To transform the disciplines of an English language Arts curriculum one must add the perspectives of the formerly excluded, in this case the African-American perspective. “The inclusion of African-American literature at all levels of education is a common form of curriculum transformation in the category of Expanding Knowledge” (King, 1995, p. 275). Both Baker (1984) and Gains (1988) have used other methods to articulate the distinct character of African-American writing and literature; their methods include blues music and “signifyin” (indirect, boastful, critical, or reproachful speech). African-American literature, music, and speech will be used as activities in the cooperative grouping curriculum.

Culture-centered knowledge “deciphers aspects of the social framework to prepare people for the practice of freedom, that is, to change society and themselves”
(King, 1995, p. 279). Culture-centered knowledge can serve different purposes and different interests. For purposes of this project, culture-centered knowledge will use African-centered activities to empower student cooperative grouping situations, and to employ the desired close of the achievement gap.

Small-group cooperative learning provides an alternative to both traditional whole-class expository instruction and individual instruction systems. The procedures described in this thesis project are realistic, practical strategies for using small groups in English Language Arts workshop stations. The procedures of this thesis project will also help students teach their fellow group members and learn the English Language Arts curriculum with methods applicable to third grade.
Chapter 3

METHODOLOGY

Research Design

The methodology is divided into two parts. The first part represents quantitative data on the proficiency level of the students prior and during my teaching. The second part is lesson plans and group processes that were incorporated in the pedagogy that resulted in the students’ development of a higher level of proficiency. This project is designed to help teachers explore cooperative grouping in their classroom in hopes to aid the teacher in the Human Relations approach, which is geared toward building self-esteem, eliminating stereotypes, and promoting self-esteem through positive interaction. For the purpose of this project, intergenerational effects will be a focal point in the development of the English Language Arts cooperative grouping curriculum. Intergenerational effects refer to the value placed on education. For example, Hearn (1991), and Hossler & Gallagher (1987) documented that children who have had a parent who attended college are themselves more likely to attend some form of higher education. According to Sleeter and Grant (1999), African-American families, for the most part, have been undereducated which causes students to be underutilized at the transition into school and their experiences once in school.
This project is a series of English Language Arts curriculum workshop stations designed for cooperative grouping situations. The goal is to increase comprehension and knowledge of English Language Arts, primarily ELA third grade standards, by building cultural capital for third grade students. In this study, I will focus on incorporating Afrocentric Pedagogy to create the cooperative grouping English Language Arts curriculum.

Love and Kruger (2005) found that “a number of qualitative and observational studies converge on the findings that African American students might learn best in an environment whose style is relational and personal, like an extended family in which high expectations for all are met with accountability for self and others” (p. 87). It is the intent of the cooperative grouping to connect students with different abilities and different skills so they can work together to solve problems. The relationship among students and the teacher should be personal and familial. In order to activate this relationship, the cooperative grouping curriculum will have activities to encourage community between the participants. Monthly and weekly goals will be set by all participants who will graph their achievements using a bar graph. This will also be used to communicate results to students, to the teacher, and to the students’ parents.

The cooperative grouping will be based on the Harambee work ethic. Harambee is a Swahili word which means "let's work together to get this task done." For students to be able to work together, they need a comfortable and safe environment to interact and learn. It is important for students to feel comfortable and safe. A safe and
comfortable classroom environment allows students to explore and challenge themselves. In order for the cooperative grouping curriculum to work effectively, students must feel safe and comfortable with themselves and within their group. Building a classroom environment where students encourage one another is very important to building an effective group learning environment.

I want to find ways for the curriculum to explicitly incorporate cultural models so my students can begin to see the way they make their own choices. The basis for the cooperative grouping situation is to connect third grade students who attended Pine Shallows and allow space to discover and learn material in a different format. The curriculum of the cooperative grouping is designed to benefit students of all ability levels.

The curriculum will tap into the students’ prior knowledge and it will relate the subject matter to the students’ collective memory. Using a collective memory approach is essential to a deeper understanding of the material, and it will also give the student a more responsive comprehension of the material. Through the use of K-W-L charts, students will use what they already know of the material to forge ahead with the lesson. In order to make the content more personal to the students, the material should be relevant; hence, the information retained from instruction will be increased.

Students come to school with a wealth of knowledge that stems from their lived experiences. They not only can learn the material taught in school, but they have the ability to learn everything taught. If the classroom experience reflects and
reinforces the benefits of having a positive attitude towards academic success for the
individual student and their community, the individual achievement the student has
will have a deeper meaning. Through students’ collective memory of present and past
experiences, the student will gain a sense of responsibility towards their community
through their own individual education.

I am using the jigsaw model in my classroom during cooperative grouping.
This model was chosen because all students in a heterogeneous academic class have
some expertise to share with other members of the group. This ensures all students
feel successful and all students participate in their own learning.

Project Setting

The community contiguous with this project is Birch Park. Birch Park is a
community in the southwest area of a large city. My connection to the Birch Park area
is that I am a third grade teacher at a local Charter School in the heart of the Birch
Park community. The cooperative grouping curriculum project will be implemented
with my third grade students from Pine Shallows Elementary.

I have been a teacher at this local Charter School, Pine Shallows Elementary,
for almost three years. I accepted the job to teach at Pine Shallows in June of 2007.
As a recent graduate of the Bilingual/Multicultural Education Department, I wanted
to teach at a school which catered to underprivileged students. Pine Shallows is in a
part of the city known for gangs, drugs, and prostitution. Strong community leaders
have taken part in the effort to rebuild and reenergize the stressed and underprivileged
community. Pine Shallows Elementary school was strategically placed in Birch Park to serve local families with a well thought out curriculum, and a staff tactically placed in Pine Shallows to educate the underprivileged children inside, and outside, the boundaries of the Birch Park community. Pine Shallows is modeled after the successful KIPP (Knowledge Is Power Program) College Preparatory Charter Schools. Pine Shallows Elementary caters to a majority of low socioeconomic African-American Kindergarten through fifth grade students.

In the early 1900’s Birch Park was a strong community with a vibrant economic status. Due to its location, Birch Park had great ties to the Historic area of the city. In the 1960’s a freeway expansion project subdivided parts of the Birch Park community. Birch Park was divided into areas of relative prosperity and poverty. Due to the economic diversity, the strong sense of community undoubtedly deteriorated. In the 1980’s the deterioration of the community resulted in a rise of crime, drug activity, and gang violence. By the year 2000, real estate buyers bought and rented homes in the area which added to the decline of the neighborhoods. The area today faces a variety of challenges; gang violence and turf wars, drugs, and poverty are just a few of the leading problems that face Birch Park.

The community of Birch Park has come together to try and remedy these issues. Community activists and organizations are fighting for reduced crime and cleaner neighborhoods. The increased police presence in the area has helped to clean up the neighborhoods and cut down crime.
I started co-teaching third grade at Pine Shallows during the Summer Intersession of 2007. The following school year, I had my own classroom of twenty, third grade students. My first year, my class was comprised of twenty African-American students. In my second year, my class had twenty African-American students, one African-American/Chinese student, and one Hispanic student. In my third year, the challenges that faced the state budget had taken its toll on most classrooms throughout the state. My class had an increase in size and was now comprised of twenty-four students; twenty African-American students, two Caucasian students, and two African-American/Hispanic students.

On my arrival to Pine Shallows, the California Standardize Tests (CSTs) for third grade English Language Arts was 14% Proficient or Advanced, 33% Basic, 33% Below Basic, and 19% Far Below Basic. My first year teaching the third grade, the CST ELA test scores went up to 34% Proficient or Advanced, 39 % Basic, 22% Below Basic, and 6% Far Below Basic. In my second year, the CST scores went up nineteen percentage points to 53% Proficient or Advanced, 43% Basic, 3% Below Basic, and 3% Far Below Basic. However, I noticed my students’ math scores went up much more dramatically. In my third year, 95% of my students were Proficient or Advanced in mathematics. Upon reflection, I came to realize the way I taught math and English Language Arts (ELA) was completely different. In math I used more workshop centers, and the lessons were more student-led rather than teacher directed. My ELA instruction was teacher led with the majority of the time I spent giving direct instruction and then my students completing worksheets.
Below is a table of the ELA CST test results for my third grade class. In the year, 2007, prior to my arrival to Pine Shallows the combined percent of students at the Advanced and Proficient level was fourteen percent. That percent increased my first year teaching to thirty-four percent, and to fifty-three percent my second year teaching third grade at Pine Shallows.

Table 3.1

2007-2009 ELA CST 3rd Grade Data for Pine Shallows

<table>
<thead>
<tr>
<th>CST ELA Results For Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>2007</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2009</td>
</tr>
</tbody>
</table>

*Test result data is from the California Department of Education Statewide Assessment Division, California Standardized Testing and Reporting (STAR) web site.

Below is a table of the Math CST test results for my third grade class. In the year, 2007, prior to my arrival to Pine Shallows the combined percent of students at the Advanced and Proficient level was thirty-six percent. That percent increased my first year teaching to sixty-four percent, and to ninety-five percent my second year teaching third grade at Pine Shallows.
Table 3.2

2007-2009 Math CST 3rd Grade Data for Pine Shallows

<table>
<thead>
<tr>
<th>YEAR</th>
<th>% Advanced</th>
<th>% Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>12%</td>
<td>24%</td>
<td>14%</td>
<td>43%</td>
<td>7%</td>
</tr>
<tr>
<td>2008</td>
<td>32%</td>
<td>32%</td>
<td>24%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>65%</td>
<td>30%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Test result data is from the California Department of Education Statewide Assessment Division, California Standardized Testing and Reporting (STAR) website.

The large increase in the math CST test scores and the zero percent of students at the Below Basic and Far Below Basic levels had me reflect on the teaching strategies I used in the classroom. The ELA curriculum was taught in a teacher directed manner while the math curriculum was taught using group workshop stations. The stations used were made, by me, to connect students to the material taught.

Below are two tables that show the State of California CST scores for the district in which I work. The first table shows the ELA CST scores for African-American students, and the second table shows the ELA CST scores for White students. The scores below are for grades two through six. The highlighted section shows the scores for third grade.
Table 3.3

2008 School District CST Results for African-Americans, 2nd-6th

| 2008 CST ELA Results For **African American Students** (School District) |
|-----------------|--------|--------|--------|--------|--------|
|                  | 2nd    | 3rd    | 4th    | 5th    | 6th    |
| Enrollment       | 3,699  | 3,615  | 3,565  | 3,644  | 3,549  |
| # Tested         | 726    | 662    | 637    | 631    | 706    |
| % Enrollment     | 19.6%  | 18.3%  | 17.9%  | 17.3%  | 19.9%  |
| Students with Scores | 720   | 657    | 634    | 629    | 703    |
| Mean             | 330.8  | 315.7  | 336.2  | 327.1  | 328.7  |
| % Advanced       | 9%     | 4%     | 15%    | 9%     | 9%     |
| % Proficient     | 29%    | 20%    | 26%    | 24%    | 26%    |
| % Basic          | 32%    | 38%    | 31%    | 36%    | 36%    |
| % Below Basic    | 18%    | 25%    | 19%    | 20%    | 18%    |
| % Far Below Basic | 13%   | 13%    | 9%     | 12%    | 12%    |
Table 3.4

2008 School District CST Results for Whites, 2<sup>nd</sup>-6<sup>th</sup>

<table>
<thead>
<tr>
<th>2008 CST ELA Results For White Students (School District)</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>3,699</td>
<td>3,615</td>
<td>3,565</td>
<td>3,644</td>
<td>3,549</td>
</tr>
<tr>
<td># Tested</td>
<td>784</td>
<td>705</td>
<td>657</td>
<td>696</td>
<td>746</td>
</tr>
<tr>
<td>% Enrollment</td>
<td>21.2%</td>
<td>19.5%</td>
<td>18.4%</td>
<td>19.1%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Students with Scores</td>
<td>782</td>
<td>699</td>
<td>656</td>
<td>695</td>
<td>746</td>
</tr>
<tr>
<td>Mean</td>
<td>367.2</td>
<td>356.6</td>
<td>379.5</td>
<td>363.8</td>
<td>364.9</td>
</tr>
<tr>
<td>% Advanced</td>
<td>29%</td>
<td>22%</td>
<td>46%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>% Proficient</td>
<td>34%</td>
<td>33%</td>
<td>27%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>% Basic</td>
<td>19%</td>
<td>29%</td>
<td>19%</td>
<td>29%</td>
<td>24%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>12%</td>
<td>11%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>6%</td>
<td>5%</td>
<td>2%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>
The tables above show the ELA CST test scores for African-American and White students in the school district for which I work. The tables show twenty-four percent of African-American third grade students are Proficient or Advanced in English Language Arts where fifty-five percent of Caucasian third grade students are Proficient or Advanced. The Proficiency and Advanced level of Caucasian third grade students is more than two times higher than that of African-American third grade students. Results are available online through the California Department of Education’s website.

Population and Sample

The population group relevant to this project is a third grade classroom in Birch Park, a city in Northern California. The classroom consists of twenty-four students: twenty African-American students; two Caucasian students; and two African-American/Hispanic students. More than half of the classroom population comes from low-income families and almost eighty-five percent comes from a single family home. The majority of the students have been part of the Pine Shallows culture for most of their educational career.

The culture of the school is based on five pillars: high expectations, choice and commitment, more time, focus on results, and power to lead. These five pillars communicate to students, families, and staff that we are all here to work hard and do whatever it takes to ensure all students are successful academically and socially. Furthermore, all students, and the guardian of the student, who attend Pine Shallows,
must sign a contract stating that they will do whatever it takes to succeed academically and socially.

Description of the Project

The main section of this project is a set of comprehension stories for third grade students. The comprehension stories are based on African-American history and African-American folktales. Each comprehension passage has four to six comprehension questions that correlate to the story. The comprehension passages were selected for the purpose of establishing cultural capital for students. The project also has a description of the behavior system used to help establish cooperative groups, a black line KWL chart, a black line of the comprehension bar graph communication sheet, writing prompts and a project, and a set of third grade English Language Arts CST practice tests.

The first portion of the project is the description of the classroom management policy, the paycheck system, I use in my classroom. The paycheck system is used to motivate students to compete with themselves. They strive to have a high average so they can participate in extra learning activities, field lessons. This system is used because most students come to the classroom with an individualistic ideal. This behavior system helps them first get involved, and finally work proactively in shared activities while encouraging others to do well. To ensure the construction of Harambee, students work together in groups to receive money on their paycheck. In
order to receive money on their paycheck, the group needs to work together as one collaborative unit to get the activity finished. The paycheck system is also used as a way to get families involved. Parents like this system because it is fair, students can lose and earn money, and the system helps communicate their student’s behavior in a way that is tangible to the parents.

The next section of the project is two black lined replicates of a KWL chart and the comprehension communication bar graph. I included these two items because I feel it is important for students, parents, and teachers to communicate. This is one way to evoke a fictive kinship in a classroom community. Building bonds in a classroom by creating family-like links is a great way to have all actively participate in the learning process. The KWL chart helps students and teachers communicate. Discussing what students know and what they want to know about a topic helps build a common thought process and community reflection. Discussing what students have learned to one another, to the teacher, and to parents helps build the fictive kinship. This is done through communication where all individuals can share their knowledge of a topic.

The comprehension stories in this project are comprised into three sections. The first section is a series of African-American history passages, which focus on slavery and African-American civil rights. The second section is a series of retold African-American folklores, which focus on oral stories of Africa and the American South. The last section of comprehension stories are two passages which focus on successful and historical African-Americans of today.
These comprehension stories were chosen using an Afrocentric-Centered pedagogy. To ensure students have a common thought process, a collective memory needs to be introduced. The Afrocentric-Centered pedagogy suggests that in the practices of inquiry, students need to experience their present in light of their past. This means students should learn and discuss their history to have a deeper understanding of their present situation in life. The history of African-Americans and the African-American folklores were chosen primarily to meet this criteria.

The history passages show students the struggles African-Americans had in the United States. Addressing the historical struggle of African-American people is important to employing a living curriculum in the classroom. The living curriculum helps ensure student engagement and participation of all involved.

The African-American folklores are repositories of an African-American collective memory and gives students this memory and wisdom. Developing the cultural props and conceptual tools is done through incorporation of culturally established knowledge traditions. The African-American folklores are an oral tradition used in this project to aid in student engagement and participation of the cooperative grouping situations.

The two passages which focus on successful and historical African-Americans of today were chosen to show how far some African-Americans have come in the United States. Students have learned about the historical struggles of African-Americans, and they have read passages of African-American folklore; but, students need to know that African-Americans have fought for freedom and some have
overcome the social and economic struggles. These stories were chosen to help students think about and create an individual self-definition by learning about African-Americans who have become successful without playing a sport or entertaining others.

The writing portion of this project was designed to help build the fictive kinship among students, teachers, and families. The main objective of these writing assignments is to have students learn about people around them. The writing assignments include: a biography of a fellow student, conducting an interview of a family member, and a family heritage project. These assignments have students ask others about their personal history. The first assignment is designed to have students conduct an interview inside the classroom so the teacher can model and help students through the process. The second assignment is to get families and students thinking about the similarities and differences of their childhood experiences. The last writing assignment is the family heritage project. The last two writing assignments have helped students build up to this project. The project is a combination of oral history, cultural heritage, and interpersonal engagement. Students gain a deeper understanding of themselves through knowledge of their family history.

The last part of the cooperative grouping curriculum is practice CST test questions. Having students complete the practice test individually, and then correct and discuss the questions as a group ensures the students have their own answers to the practice test questions. The discussion portion of this task is the most important
because students discuss and learn from one another. This forum gives them the opportunity to explain their answer to other students. After the students in a group discuss each question, the class then discusses each question with the assistance of the teacher. This process creates opportunities for students to practice the subject matter, encourage the use of individual knowledge in multiple settings, and gives students a sense of place within the learning community in the classroom.
Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In summarizing this project I utilized the theoretical framework of the Human Relations Approach. The theoretical construct under this approach emphasizes the utilization of group processes as an instructional pedagogy in order to improve the academic proficiency level of African-American students. The data that I presented in chapter three, part one, represented quantitative data that described the proficiency level of students prior to the utilization of the group process methodology. In addition I presented quantitative data on proficiency levels (see table 4.1) after the utilization of the group processes. The data indicated an increase in the proficiency levels and a major step in closing the achievement gap. In methodology, part two, I presented lesson plans and group processes that were utilized in the classroom in order to achieve this objective. Similar to the findings of the research conducted by Cook and Cook (1954) I used members of the group in order to educate each other, as a result the learning process in some ways were similar to natural family dynamics, where siblings learn from each other. Therefore, I created a family model in the classroom in order to change the behavior of the students and create a more optimal and efficient learning environment. From my perspective the classroom environment represents a micro-culture. Therefore, as the teacher in the classroom I successfully changed their patterns of behavioral interaction and presented lessons that are congruent with their
thought processes in order to bring about a change in the CST test scores that
categorized their levels of proficiency.

A lot of contemporary dialogue has transpired in an effort to close the
academic achievement gap; but, few education practices describe specifically how it
is done. This dialogue also fails to build a method of accountability.

Starting with a consistent teacher, implementing a functional behavioral
system, and using group work to implement the standards, show how the results
below demonstrate a pattern of improvement in ELA and Math academic
performance.

The math results below show a dramatic improvement in CST test results. The
percent of Advanced and Proficient students went from thirty-four percent in the 2007
school year, to sixty-four percent in the 2008 school year. I incorporated the
cooperative grouping workshops during my second year teaching at Pine Shallows
Elementary, the 2009 school year. The CST results show ninety-five percent of the
third grade students, at Pine Shallows Elementary, were at the Advanced and
Proficient levels of the CST’s (see Table 4.1).

The math results below also show impressive declines in the percent of Basic,
Below Basic, and Far Below Basic third grade students in the three year span. The
percent of students at these levels decreased dramatically in the 2009 school year.
Sixty-seven percent of students were at the Basic, Below Basic, and Far Below Basic
levels in the 2007 school year. In the 2008 school year, the percent dropped to thirty-
five percent. However, the fewest percent of students at the Basic, Below Basic, and
Far Below Basic was in the 2009 school year. Only five percent of the third grade students at Pine Shallows Elementary were at this level (see Table 4.1).

Table 4.1

2007-2009 Math CST 3rd Grade Data for Pine Shallows

<table>
<thead>
<tr>
<th>YEAR</th>
<th>% Advanced</th>
<th>% Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>12%</td>
<td>24%</td>
<td>14%</td>
<td>43%</td>
<td>7%</td>
</tr>
<tr>
<td>2008</td>
<td>32%</td>
<td>32%</td>
<td>24%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>65%</td>
<td>30%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Test result data is from the California Department of Education Statewide Assessment Division, California Standardized Testing and Reporting (STAR) web site.

The ELA CST results below also show a decline in the Basic, Below Basic, and Far Below Basic levels of the third grade students at Pine Shallows Elementary. However, the decline in ELA Basic, Below Basic, and Far Below Basic is not as dramatic as the decline in math CST percentages. In the 2007 school year, eighty-five percent of the third grade students were at the Basic, Below Basic, and Far Below Basic levels on the CST’s. This percent dropped to sixty-seven percent in 2008, and dropped again to forty-nine percent in the 2009 school year (see Table 4.2).
There was also an increase in ELA Advanced and Proficient CST test results. Again, this increase is not as impressive as the math CST test scores. In the 2007 school year, fourteen percent of third grade students were at the Advanced and Proficient level on the ELA portion of the CST’s. This percentage increased to thirty-four percent in the 2008 school year, and to fifty-three percent in the 2009 school year (see Table 4.2).

The quantitative data in Table 4.2 describes the ELA proficiency level of students prior to the utilization of the group process methodology. The ELA cooperative grouping curriculum presented in this project was not used for the 2008 or the 2009 school years. The increase in CST test scores relied primarily on a consistent teacher in the classroom, standards based teaching, and an effective classroom management system.

Table 4.2

2007-2009 ELA CST 3rd Grade Data for Pine Shallows

<table>
<thead>
<tr>
<th>YEAR</th>
<th>% Advanced</th>
<th>% Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
<th>% Far Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2%</td>
<td>12%</td>
<td>33%</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>2008</td>
<td>3%</td>
<td>31%</td>
<td>39%</td>
<td>22%</td>
<td>6%</td>
</tr>
<tr>
<td>2009</td>
<td>15%</td>
<td>38%</td>
<td>43%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Test result data is from the California Department of Education Statewide Assessment Division, California Standardized Testing and Reporting (STAR) website.*
I would attribute the majority of the improvement in Math test scores to the use of cooperative groups. The development of cooperative groups has to be done in incremental steps. To ensure the group works together as a team, another system I have in place during workshop time is group work roles. All students have group work roles during workshop time, and these roles switch bi-weekly in order to give each student an opportunity to work with a different responsibility. There are five roles that are distributed to each member of the group. The “Monitor” is in charge of the whole group. Her job is to make sure the group runs smoothly. She is responsible for giving each student in her group money on their paycheck for participating and for working together as a team. She is also responsible for subtracting money from each student’s paycheck if they are off-task, disrespectful, or not following directions.

Another group work role is the “Time Keeper”. His job is to make sure his group stays on task during the activity and to make sure the group finishes the task within the time allotted for the activity. He keeps the group moving along with the activity to ensure that the activity is completed.

The “Materials” person is in charge of collecting, distributing, and putting away of the materials needed for the activity. She makes sure all members of the group have materials to complete the activity. She is also the only person allowed out of her seat during the workshop time.

The “Recorder” must record what the group discusses during workshop time. He must make sure his handwriting is legible and that he writes quick enough to record his group’s information in the time allotted for the activity. The Recorder must
also contribute to the conversation and write down what his group agrees on as an answer.

The “Reporter” is the person who reports the group’s findings to the whole class. She must listen and pay careful attention during group work time to ensure she knows what to report out to the class. The Reporter needs to be able to read what the Recorder has written down. She must also participate in the group discussion and have a meaningful contribution during group work time.

Developing a successful classroom management system that rewards positive choices and has consequences for negative choices, for both individual behavioral issues and group behaviors, must be established and consistent. It took two years with numerous setbacks and challenges, working after school and on weekends, to develop a consistent behavioral system. After two years and a consistent behavior management system, I could only then implement the cooperative grouping into the classroom successfully.

A behavioral system I use in my classroom, and the system that works best for my students, is called the paycheck system. The goal of the paycheck system is to provide a clear, consistent and fair system by which to track student behavior, motivation and academic effort on a daily, even hourly, basis. Paychecks are meant to provide rewards for positive choices, and consequences for negative choices. This is done in a manner that students can relate too and where rewards are emphasized over consequences. In addition, this system will be used, exactly the same,
throughout the upper grade classrooms. The Paycheck behavior system is used for the benefit of all students, teachers, administrators and parents.
## Project Lesson Plans

<table>
<thead>
<tr>
<th>ELD Lesson Plan</th>
</tr>
</thead>
</table>
| **Title:** Slavery in Virginia  
See appendix pages 94-95 | **Length:** 30-45 minutes |

### Background

| **Grade Level:** Third Grade  
**Materials:** One reading comprehension worksheet per student and writing materials. A map of the United States (to show where the students live and where Virginia is located). KWL Chart per student |

### Preparation

| **ELD Standard:** Generate and respond to comprehension questions related to the text.  
**Content area and topic:** English Language Arts: Reading Comprehension  
**Language function:** Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.  
**Essential content related vocabulary:** indentured servant, slaves, slave owner, whip/lash, brand, maim, and slave codes  
**Language forms or structures needed to express target concept or skill:** Read and listen to paragraphs of a story. Be able to summarize the paragraph in own words.  
**Vocabulary for use in above structures (mortar words and phrases):** Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.  
**Lesson objective/s:** SWBAT demonstrate comprehension by identifying answers in the text, read and understand the comprehension story, and be able to read the comprehension story with appropriate intonation and speed.  
**Multicultural/Social Justice Perspective:** Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.  
**Grouping configuration/s:** Students will be in groups of 5-6, facing each other. |
### Instruction

**Description:**
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.

**Write 2 questions to expand on the lesson:** Have students discuss these questions in pairs. Give students three to five minutes to discuss.

- What is a slave, and how did slaves arrive in America?
- Would you like to be a slave? Why or why not?

### Practice/ Application

**Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):

- Have students independently fill out the KWL chart and read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.

**To expand on the lesson:**

- Write the two questions: *What is a slave, and how did slaves arrive in America?/
  Would you like to be a slave? Why or why not?*
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete third grade sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

### Review

**Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):

- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

### Assessment

**Description:** (include but not restricted to your formative and summative assessments):

**FORMATIVE:** Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).

**SUMMATIVE:** Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
# ELD Lesson Plan

**Title:** Slavery in Maryland  
See appendix pages 96-97  

**Length:** 30-45 minutes

## Background

**Grade Level:** Third Grade

**Materials:**  
One reading comprehension worksheet per student and writing materials. A map of the United States (to show where the students live and where Maryland is located).  
KWL Chart per student

## Preparation

**ELD Standard:**  
Generate and respond to comprehension questions related to the text.

**Content area and topic:**  
English Language Arts: Reading Comprehension

**Language function:**  
Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.

**Essential content related vocabulary:**  
established, enslaved, labor, settlement, territory, Christianity, and uprising

**Language forms or structures needed to express target concept or skill:**  
Read and listen to paragraphs of a story. Be able to summarize the paragraph in own words.

**Vocabulary for use in above structures (mortar words and phrases):**  
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

**Lesson objective/s:**  
SWBAT demonstrate comprehension by identifying answers in the text, read and understand the comprehension story, and be able to read the comprehension story with appropriate intonation and speed.

**Multicultural/Social Justice Perspective:**  
Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.

**Grouping configuration/s:**  
Students will be in groups of 5-6, facing each other.

## Instruction

**Description:**  
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.
Write 2 questions to expand on the lesson: Have students discuss these questions in pairs. Give students three to five minutes to discuss.
Why do you think slave owners wanted to keep their slaves forever?
If being a Christian meant being a slave forever, would you be a Christian? Why or why not?

<table>
<thead>
<tr>
<th>Practice/ Application</th>
</tr>
</thead>
</table>
| **Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
  - Have students independently fill out the KWL chart and read the comprehension story.
  - In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
  - The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.
  **To expand on the lesson:**
  - Write the two questions: *Why do you think slave owners wanted to keep their slaves forever?*
    - If being a Christian meant being a slave forever, would you be a Christian? Why or why not?
  - First, have students discuss and answer these two questions orally in pairs.
  - Then, have the students write 3-4 complete third grade sentences to answer each question.
  - Finally, students will switch partners and read their answers to another student.

<table>
<thead>
<tr>
<th>Review</th>
</tr>
</thead>
</table>
| **Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
  - As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
  - As a whole class, we will discuss and correct the comprehension questions.

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Description:** (include but not restricted to your formative and summative assessments):
  FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
  SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
| **Title:** Slavery in North and South Carolina  
See appendix pages 98-99 | **Length:** 30-45 minutes |
|-----------------------------|--------------------------|

**Background**

**Grade Level:** Third Grade  

**Materials:**  
One reading comprehension worksheet per student and writing materials. A map of the United States (to show where the students live and where North Carolina and South Carolina is located). KWL Chart per student  

**Preparation**

**ELD Standard:**  
Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.  

**Content area and topic:**  
English Language Arts: Reading Comprehension  

**Language function:**  
Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.  

**Essential content related vocabulary:**  
proprietors, colony, revolt, slave codes, humane, prohibit, and Quakers  

**Language forms or structures needed to express target concept or skill:**  
Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.  

**Vocabulary for use in above structures (mortar words and phrases):**  
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.  

**Lesson objective/s:**  
SWBAT recall major points in the text and make and modify predictions about forthcoming information; and demonstrate comprehension by identifying answers in the text, by reading and understanding the comprehension story.  

**Multicultural/Social Justice Perspective:**  
Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.  

**Grouping configuration/s:**  
Students will be in groups of 5-6, facing each other.  

**Instruction**

**Description:**  
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.
**Write 2 questions to expand on the lesson:** Have students discuss these questions in pairs. Give students three to five minutes to discuss.

Why was North Carolina and South Carolina so different?
If you were given free land for buying a slave, would you buy a slave? Why or why not?

<table>
<thead>
<tr>
<th>Practice/ Application</th>
</tr>
</thead>
</table>
| **Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart and read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.

**To expand on the lesson:**
- Write the two questions: Why was North Carolina and South Carolina so different? If you were given free land for buying a slave, would you buy a slave? Why or why not?
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete third grade sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

<table>
<thead>
<tr>
<th>Review</th>
</tr>
</thead>
</table>
| **Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Description:** (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
### ELD Lesson Plan

<table>
<thead>
<tr>
<th>Title: Slavery in New York</th>
<th>Length: 30-45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>See appendix pages 100-101</td>
<td></td>
</tr>
</tbody>
</table>

#### Background

**Grade Level:** Third Grade  
**Materials:** One reading comprehension worksheet per student and writing materials. A map of the United States (to show where the students live and where New York is located). KWL Chart per student

#### Preparation

**ELD Standard:** Generate and respond to comprehension questions related to the text, and describe relationships between the text and one’s personal experience.

**Content area and topic:** English Language Arts: Reading Comprehension

**Language function:** Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.

**Essential content related vocabulary:** plantation, manumission, loyally, conversion, oath, revolt, and executed

**Language forms or structures needed to express target concept or skill:** Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.

**Vocabulary for use in above structures (mortar words and phrases):** Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

**Lesson objective/s:** SWBAT recall major points in the text and make and modify predictions about forthcoming information; and demonstrate comprehension by identifying answers in the text, by reading and understanding the comprehension story.

**Multicultural/Social Justice Perspective:** Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.

**Grouping configuration/s:** Students will be in groups of 5-6, facing each other.

#### Instruction

**Description:** Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.
Write 2 questions to expand on the lesson: Have students discuss these questions in pairs. Give students three to five minutes to discuss.
Explain to your partner why slave codes were made.
If you were a slave would you revolt? Why or why not?

Practice/ Application
Description: (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart and read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.
**To expand on the lesson:
- Write the two questions: Explain to your partner why slave codes were made.
  If you were a slave would you revolt? Why or why not?
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete third grade sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

Review
Description: (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

Assessment
Description: (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
<table>
<thead>
<tr>
<th><strong>ELD Lesson Plan</strong></th>
</tr>
</thead>
</table>
| **Title:** Anti-Slavery Movement: The Underground Railroad  
(See appendix pages 102-103) | **Length:** 30-45 minutes |

<table>
<thead>
<tr>
<th><strong>Background</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level:</strong> Third Grade</td>
</tr>
<tr>
<td><strong>Materials:</strong> One reading comprehension worksheet per student and writing materials. <em>(Book or other literature on the Underground Railroad)</em> KWL Chart per student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preparation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD Standard:</strong> Generate and respond to comprehension questions related to the text, and describe relationships between the text and one’s personal experience.</td>
</tr>
<tr>
<td><strong>Content area and topic:</strong> English Language Arts: Reading Comprehension</td>
</tr>
<tr>
<td><strong>Language function:</strong> Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.</td>
</tr>
<tr>
<td><strong>Essential content related vocabulary:</strong> assist, fugitive, route, escape, antislavery, and territory</td>
</tr>
<tr>
<td><strong>Language forms or structures needed to express target concept or skill:</strong> Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.</td>
</tr>
<tr>
<td><strong>Vocabulary for use in above structures (mortar words and phrases):</strong> Listen to the words spoken by the teacher/students; be able to use the word in a sentence correctly.</td>
</tr>
<tr>
<td><strong>Lesson objective/s:</strong> SWBAT recall major points in the text and make and modify predictions about forthcoming information; and demonstrate comprehension by identifying answers in the text, by reading and understanding the comprehension story.</td>
</tr>
<tr>
<td><strong>Multicultural/Social Justice Perspective:</strong> Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.</td>
</tr>
<tr>
<td><strong>Grouping configuration/s:</strong> Students will be in groups of 5-6, facing each other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.</td>
</tr>
</tbody>
</table>
Write 2 questions to expand on the lesson: Have students discuss these questions in pairs. Give students three to five minutes to discuss.
Why do you think the Underground Railroad helped make an escape successful? Knowing the consequences, if you were a slave would you escape? Why or why not?

Practice/ Application
Description: (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart and read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.
**To expand on the lesson:
- Write the two questions: Why do you think the Underground Railroad helped make an escape successful? Knowing the consequences, if you were a slave would you escape? Why or why not?
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete third grade sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

Review
Description: (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

Assessment
Description: (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
## ELD Lesson Plan

<table>
<thead>
<tr>
<th>Title: Anti-Slavery Movement: The Underground Railroad Participants</th>
<th>Length: 30-45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>See appendix pages 104-105</td>
<td></td>
</tr>
</tbody>
</table>

### Background

**Grade Level:** Third Grade

**Materials:**
One reading comprehension worksheet per student and writing materials. *(Book or other literature on the Underground Railroad/ Harriet Tubman/ Josiah Henson)*
KWL Chart per student

### Preparation

**ELD Standard:**
Generate and respond to comprehension questions related to the text, and describe relationships between the text and one’s personal experience.

**Content area and topic:**
English Language Arts: Reading Comprehension

**Language function:**
Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.

**Essential content related vocabulary:**
financial, legal, social, ostracized, manual labor, safe haven, and export.

**Language forms or structures needed to express target concept or skill:**
Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.

**Vocabulary for use in above structures (mortar words and phrases):**
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

**Lesson objective/s:**
SWBAT respond to comprehension questions related to the text; and demonstrate comprehension by identifying answers in the text, by reading and understanding the comprehension story.

**Multicultural/Social Justice Perspective:**
Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.

**Grouping configuration/s:**
Students will be in groups of 5-6, facing each other.
**Instruction**

**Description:**
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.

**Write 2 questions to expand on the lesson:** *Have students discuss these questions in pairs. Give students three to five minutes to discuss.*
- Why do you think two escaped slaves, Josiah Henson and Harriet Tubman, helped other slaves escape?
- Knowing the consequences, would you help a slave escape? Why or why not?

**Practice/Application**

**Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart & read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.

**To expand on the lesson:**
- Write the two questions: *Why do you think two escaped slaves, Josiah Henson and Harriet Tubman, helped other slaves escape?*
  *Knowing the consequences, would you help a slave escape? Why or why not?*
- First, have students discuss and answer these two questions orally in pairs.
- Then, have students write 3-4 complete sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

**Review**

**Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

**Assessment**

**Description:** (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
<table>
<thead>
<tr>
<th><strong>ELD Lesson Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Anti-Slavery Movement: The Fugitive Slave Law</td>
</tr>
<tr>
<td><strong>Length:</strong> 30-45 minutes</td>
</tr>
<tr>
<td><strong>Background</strong></td>
</tr>
<tr>
<td><strong>Grade Level:</strong> Third Grade</td>
</tr>
<tr>
<td><strong>Materials:</strong> One reading comprehension worksheet per student and writing materials. <em>(Book or other literature on the Underground Railroad/ Harriet Tubman/ Josiah Henson)</em> KWL Chart per student</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td><strong>ELD Standard:</strong> Generate and respond to comprehension questions related to the text, and describe relationships between the text and one’s personal experience.</td>
</tr>
<tr>
<td><strong>Content area and topic:</strong> English Language Arts: Reading Comprehension</td>
</tr>
<tr>
<td><strong>Language function:</strong> Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.</td>
</tr>
<tr>
<td><strong>Essential content related vocabulary:</strong> fugitive, capture, identification, require, citizens, commissioner, and abolitionists</td>
</tr>
<tr>
<td><strong>Language forms or structures needed to express target concept or skill:</strong> Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.</td>
</tr>
<tr>
<td><strong>Vocabulary for use in above structures (mortar words and phrases):</strong> Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.</td>
</tr>
<tr>
<td><strong>Lesson objective/s:</strong> SWBAT respond to comprehension questions related to the text; and demonstrate comprehension by identifying answers in the text, by reading and understanding the comprehension story.</td>
</tr>
<tr>
<td><strong>Multicultural/Social Justice Perspective:</strong> Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.</td>
</tr>
<tr>
<td><strong>Grouping configuration/s:</strong> Students will be in groups of 5-6, facing each other.</td>
</tr>
</tbody>
</table>
### Instruction

**Description:**
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.

**Write 2 questions to expand on the lesson:** Have students discuss these questions in pairs. Give students three to five minutes to discuss.

What do you think would happen if a slave catcher captured a freed slave?
If you were alive during the 1850’s, would you help free all slaves? Why or why not?

### Practice/Application

**Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart and read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.

**To expand on the lesson:**
- Write the two questions: What do you think would happen if a slave catcher captured a freed slave? If you were alive during the 1850’s, would you help free all slaves? Why or why not?
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

### Review

**Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

### Assessment

**Description:** (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
<table>
<thead>
<tr>
<th><strong>ELD Lesson Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Jim Crow Laws</td>
</tr>
<tr>
<td>See appendix pages 108-109</td>
</tr>
<tr>
<td><strong>Length:</strong> 30-45 minutes</td>
</tr>
<tr>
<td><strong>Background</strong></td>
</tr>
<tr>
<td><strong>Grade Level:</strong> Third Grade</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td>One reading comprehension worksheet per student and writing materials. <em>(Book or other literature on the 13th, 14th, and 15th Amendments)</em> KWL Chart per student</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td><strong>ELD Standard:</strong></td>
</tr>
<tr>
<td>Generate and respond to comprehension questions related to the text, and describe relationships between the text and one’s personal experience.</td>
</tr>
<tr>
<td><strong>Content area and topic:</strong></td>
</tr>
<tr>
<td>English Language Arts: Reading Comprehension</td>
</tr>
<tr>
<td><strong>Language function:</strong></td>
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<tr>
<td>Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.</td>
</tr>
<tr>
<td><strong>Essential content related vocabulary:</strong></td>
</tr>
<tr>
<td>amendments, discriminate, segregation, separate, condoned, and restricted</td>
</tr>
<tr>
<td><strong>Language forms or structures needed to express target concept or skill:</strong></td>
</tr>
<tr>
<td>Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.</td>
</tr>
<tr>
<td><strong>Vocabulary for use in above structures (mortar words and phrases):</strong></td>
</tr>
<tr>
<td>Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.</td>
</tr>
<tr>
<td><strong>Lesson objective/s:</strong></td>
</tr>
<tr>
<td>SWBAT respond to comprehension questions related to the text; and demonstrate comprehension by identifying answers in the text, by reading and understanding the comprehension story.</td>
</tr>
<tr>
<td><strong>Multicultural/Social Justice Perspective:</strong></td>
</tr>
<tr>
<td>Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.</td>
</tr>
<tr>
<td><strong>Grouping configuration/s:</strong></td>
</tr>
<tr>
<td>Students will be in groups of 5-6, facing each other.</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.</td>
</tr>
</tbody>
</table>
Write 2 questions to expand on the lesson: Have students discuss these questions in pairs. Give students three to five minutes to discuss.
Do you think the 13th, 14th, and 15th Amendments, and the Civil Rights Act of 1875 were beneficial to African-Americans?
Would you be happy if you lived in the South, before 1875? Why or why not?

Practice/ Application
Description: (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart and read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.
**To expand on the lesson:
- Write the two questions: Do you think the 13th, 14th, and 15th Amendments, and the Civil Rights Act of 1875 were beneficial to African-Americans?
  Would you be happy if you lived in the South, before 1875? Why or why not?
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete third grade sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

Review
Description: (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

Assessment
Description: (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
# ELD Lesson Plan

<table>
<thead>
<tr>
<th><strong>Title:</strong> Jim Crow Laws Fade: Brown v. Board of Education</th>
<th><strong>Length:</strong> 30-45 minutes</th>
</tr>
</thead>
</table>

## Background

| **Grade Level:** Third Grade |
| **Materials:** One reading comprehension worksheet per student and writing materials. *(Book or other literature on “separate but equal”) KWL Chart per student* |

## Preparation

| **ELD Standard:** Generate and respond to comprehension questions related to the text, and describe relationships between the text and one’s personal experience. |
| **Content area and topic:** English Language Arts: Reading Comprehension |
| **Language function:** Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story. |
| **Essential content related vocabulary:** momentum, decelerate, denied, unconstitutional, overturned, dismantle, and plaintiff |
| **Language forms or structures needed to express target concept or skill:** Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words. |
| **Vocabulary for use in above structures (mortar words and phrases):** Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly. |
| **Lesson objective/s:** SWBAT respond to comprehension questions related to the text; and demonstrate comprehension by identifying answers in the text, by reading and understanding the comprehension story. |

## Multicultural/Social Justice Perspective:

Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.

## Grouping configuration/s:

Students will be in groups of 5-6, facing each other.

### Instruction

| **Description:** Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade |

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See appendix pages 110-111
sentences.

Write 2 questions to expand on the lesson: Have students discuss these questions in pairs. Give students three to five minutes to discuss.
How would you feel if you could not go somewhere because of the color of your skin? Do you think that laws making students go to separate schools because of their skin color, is unconstitutional? Why or why not?

Practice/ Application
Description: (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart and read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.
**To expand on the lesson:
- Write the two questions: How would you feel if you could not go somewhere because of the color of your skin?
  Do you think that laws making students go to separate schools because of their skin color, is unconstitutional? Why or why not?
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete third grade sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

Review
Description: (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

Assessment
Description: (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
ELD Lesson Plan

<table>
<thead>
<tr>
<th>Title: Beautiful Brown Eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retold from folklore, this story originally came from the Yoruba-speaking people of West Africa.</td>
</tr>
<tr>
<td>See appendix pages 112-114</td>
</tr>
<tr>
<td>Length: 45 minutes-1 hour</td>
</tr>
</tbody>
</table>

**Background**

Grade Level: Third Grade

Materials:

One reading comprehension worksheet per student and writing materials. *(A map or globe showing West-Africa) KWL Chart per student* 

**Preparation**

ELD Standard:

Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

Content area and topic:

English Language Arts: Reading Comprehension

Language function:

Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.

Essential content related vocabulary:

maiden, drought, riverbed, gourd, spewed, embraced, and outcasts

Language forms or structures needed to express target concept or skill:

Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.

Vocabulary for use in above structures (mortar words and phrases):

Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

Lesson objective/s:

SWBAT comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world; determine what characters are like by what they say or do and by how the author or illustrator portrays them; and distinguish common forms of literature.

Multicultural/Social Justice Perspective:

Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.

Grouping configuration/s:

Students will be in groups of 5-6, facing each other.
### Instruction

**Description:** Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade sentences.

**Write 2 questions to expand on the lesson:** Have students discuss these questions in pairs. Give students three to five minutes to discuss.
Why do you think the girl decided to marry a fish?
Have you ever experienced hard times in your family where you had to do extra work?

### Practice/Application

**Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart and read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.

**To expand on the lesson:**
- Write the two questions:
  Why do you think the girl decided to marry a fish?
  Have you ever experienced hard times in your family where you had to do extra work?
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3–4 complete third grade sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

### Review

**Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

### Assessment

**Description:** (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 4 out of 5, or 5 out of 5, on the comprehension questions.
**Title:** The Sizimweh  
*Retold from folklore, this story comes from one of the Tonga-speaking people of Zimbabwe.*  
See appendix pages 115-117

<table>
<thead>
<tr>
<th><strong>Length:</strong></th>
<th>45 minutes-1 hour</th>
</tr>
</thead>
</table>

**Background**

**Grade Level:** Third Grade

**Materials:**  
One reading comprehension worksheet per student and writing materials. *(A map or globe showing Zimbabwe.)* KWL Chart per student

<table>
<thead>
<tr>
<th><strong>Preparation</strong></th>
</tr>
</thead>
</table>

**ELD Standard:**  
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

<table>
<thead>
<tr>
<th><strong>Content area and topic:</strong></th>
</tr>
</thead>
</table>

English Language Arts: Reading Comprehension

<table>
<thead>
<tr>
<th><strong>Language function:</strong></th>
</tr>
</thead>
</table>

Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.

<table>
<thead>
<tr>
<th><strong>Essential content related vocabulary:</strong></th>
</tr>
</thead>
</table>

riverbank, cattle, shelter, customs, refused, drumhead, waded

<table>
<thead>
<tr>
<th><strong>Language forms or structures needed to express target concept or skill:</strong></th>
</tr>
</thead>
</table>

Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.

<table>
<thead>
<tr>
<th><strong>Vocabulary for use in above structures (mortar words and phrases):</strong></th>
</tr>
</thead>
</table>

Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

<table>
<thead>
<tr>
<th><strong>Lesson objective/s:</strong></th>
</tr>
</thead>
</table>

SWBAT comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world; and ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

<table>
<thead>
<tr>
<th><strong>Multicultural/Social Justice Perspective:</strong></th>
</tr>
</thead>
</table>

Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.

<table>
<thead>
<tr>
<th><strong>Grouping configuration/s:</strong></th>
</tr>
</thead>
</table>

Students will be in groups of 5-6, facing each other.
### Instruction

**Description:**
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, & write the answer on the worksheet using complete third grade sentences.

**Write 2 questions to expand on the lesson:** *Have students discuss these questions in pairs. Give students three to five minutes to discuss.*
- Why didn’t the girls want to go home after they were told the Sizimweh came to the house?
- Have you ever not been truthful to protect someone? If yes, when and why?

### Practice/ Application

**Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart & read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.

**To expand on the lesson:**
- Write the two questions: *Why didn’t the girls want to go home after they were told the Sizimweh came to the house? Have you ever not been truthful to protect someone? If yes, when and why?*
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

### Review

**Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

### Assessment

**Description:** (include but not restricted to your formative and summative assessments):
**FORMATIVE:** Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
**SUMMATIVE:** Student to receive 4 out of 5, or 5 out of 5, on the comprehension questions.
### ELD Lesson Plan

**Title:** Wild Man  
*Retold from Southern folklore, this story probably comes from one of the Tonga-speaking people of Zimbabwe. It is told in Mississippi and other parts of the American South.*  
See appendix pages 118-120  

**Length:** 45 minutes-1 hour

### Background

**Grade Level:** Third Grade  
**Materials:**  
One reading comprehension worksheet per student and writing materials. *(A map or globe showing Zimbabwe, Mississippi, and American South.)* KWL Chart per student

### Preparation

**ELD Standard:**  
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.  

**Content area and topic:**  
English Language Arts: Reading Comprehension  

**Language function:**  
Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.  

**Essential content related vocabulary:**  
fried pies, footbridge, shallow, wade, marsh, floorboards, and iron rod  

**Language forms or structures needed to express target concept or skill:**  
Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.  

**Vocabulary for use in above structures (mortar words and phrases):**  
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.  

**Lesson objective/s:**  
SWBAT comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world; and ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.  

**Multicultural/Social Justice Perspective:**  
Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.  

**Grouping configuration/s:**  
Students will be in groups of 5-6, facing each other.
**Instruction**

**Description:**
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete sentences.

**Write 2 questions to expand on the lesson:** Have students discuss these questions in pairs. Give students three to five minutes to discuss.

Have you ever done something you were not supposed to do, and you wished you had listened to your parent(s)?

If you were Mandy or Junior, would you be afraid? Why or why not?

---

**Practice/ Application**

**Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):

- Have students independently fill out the KWL chart & read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.

**To expand on the lesson:**

- Write the two questions: *Have you ever done something you were not supposed to do, and you wished you had listened to your parent(s)?*  
  *If you were Mandy or Junior, would you be afraid? Why or why not?*

  - First, have students discuss and answer these two questions orally in pairs.
  - Then, have the students write 3–4 complete third grade sentences to answer each question.
  - Finally, students will switch partners and read their answers to another student.

---

**Review**

**Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):

- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

---

**Assessment**

**Description:** (include but not restricted to your formative and summative assessments):

**FORMATIVE:** Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).

**SUMMATIVE:** Student to receive 4 out of 5, or 5 out of 5, on the comprehension questions.
| **Title:** | Great African-Americans in History |
| **Length:** | 30-45 minutes |

**Background**

**Grade Level:** Third Grade

**Materials:**
One reading comprehension worksheet per student and writing materials. A book or material on Dr. Guion Stewart Bluford Jr. and Shirlly Anita St. Hill/ Chisholm, KWL Chart per student

**Preparation**

**ELD Standard:**
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

**Content area and topic:**
English Language Arts: Reading Comprehension

**Language function:**
Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.

**Essential content related vocabulary:**
impact, astronaut, engineer, colonel, assemblywoman, House of Representatives, and Democrat

**Language forms or structures needed to express target concept or skill:**
Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.

**Vocabulary for use in above structures (mortar words and phrases):**
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

**Lesson objective/s:**
SWBAT distinguish the main idea and supporting details in expository text; and ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

**Multicultural/Social Justice Perspective:**
Students will be able to read and understand some of the African-American history while relating the story to themselves and the history of their culture.

**Grouping configuration/s:**
Students will be in groups of 5-6, facing each other.
### Instruction

**Description:**
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete sentences.

**Write 2 questions to expand on the lesson:** Have students discuss these questions in pairs. Give students three to five minutes to discuss.
- Why do you think the first African-American in space was in the year 1979?
- If you were the first African-American to do something to help our country, what would it be? Why?

### Practice/ Application

**Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently fill out the KWL chart & read the comprehension story.
- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.
- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.

**To expand on the lesson:**
- Write the two questions: Why do you think the first African-American in space was in the year 1979? If you were the first African-American to do something to help our country, what would it be? Why?
- First, have students discuss and answer these two questions orally in pairs.
- Then, have the students write 3-4 complete third grade sentences to answer each question.
- Finally, students will switch partners and read their answers to another student.

### Review

**Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and make predictions.
- As a whole class, we will discuss and correct the comprehension questions.

### Assessment

**Description:** (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).
SUMMATIVE: Student to receive 3 out of 4, or 4 out of 4, on the comprehension questions.
### ELD Lesson Plan

<table>
<thead>
<tr>
<th>Title:</th>
<th>Obama: The 44th President of the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>See appendix pages 123-126</td>
<td><strong>Length:</strong> 45 minutes-1 hour</td>
</tr>
</tbody>
</table>

### Background

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Third Grade</th>
</tr>
</thead>
</table>

**Materials:**
One reading comprehension worksheet per student and writing materials. A book or material on past presidents and President Obama. KWL Chart per student.

### Preparation

**ELD Standard:**
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

**Content area and topic:**
English Language Arts: Reading Comprehension

**Language function:**
Students will be able to decode and read with appropriate intonation the reading comprehension story. Students will listen to other students read, as they follow along (track), the comprehension story.

**Essential content related vocabulary:**
inaugurated, oath, transferred, political science, international relations, legislature, and elected

**Language forms or structures needed to express target concept or skill:**
Read and listen to paragraphs of a story. Be able to make predictions and summarize the paragraph in own words.

**Vocabulary for use in above structures (mortar words and phrases):**
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

**Lesson objective/s:**
SWBAT distinguish the main idea and supporting details in expository text; and ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

**Multicultural/Social Justice Perspective:**
Students will be able to read and understand some of the African-American current events while relating the story to themselves and the history of their culture.

**Grouping configuration/s:**
Students will be in groups of 5-6, facing each other.

### Instruction

**Description:**
Students will first read the comprehension story independently. Then, students will trade-off reading a paragraph to their partner. Once they have finished, the pair will answer the reading comprehension questions together. They will discuss the question, find the answer, and write the answer on the worksheet using complete third grade
Write 2 questions to expand on the lesson: Have students discuss these questions in pairs. Give students three to five minutes to discuss.
What colleges did President Obama attend? What college are you going to attend?
What did President Obama study in college? What are you going to study in college?

<table>
<thead>
<tr>
<th>Practice/ Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):</td>
</tr>
<tr>
<td>- Have students independently fill out the KWL chart and read the comprehension story.</td>
</tr>
<tr>
<td>- In pairs, have the students switch off reading a paragraph at a time. The student not reading will summarize the paragraph, just read to them, in his/her own words.</td>
</tr>
<tr>
<td>- The pair will read and answer the reading comprehension questions together. They will discuss the question, find the answer in the story, and write the answer on the worksheet using third grade complete sentences.</td>
</tr>
<tr>
<td><strong>To expand on the lesson:</strong></td>
</tr>
<tr>
<td>- Write the two questions: What colleges did President Obama attend? What college are you going to attend? What did President Obama study in college? What are you going to study in college?</td>
</tr>
<tr>
<td>- First, have students discuss and answer these two questions orally in pairs.</td>
</tr>
<tr>
<td>- Then, have the students write 3-4 complete third grade sentences to answer each question.</td>
</tr>
<tr>
<td>- Finally, students will switch partners and read their answers to another student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> (include but not restricted to your review of key vocabulary and language frames, and key content concepts):</td>
</tr>
<tr>
<td>- As a whole class, we will read the comprehension story together, stopping after each paragraph to summarize and identify the main idea and details.</td>
</tr>
<tr>
<td>- As a whole class, we will discuss and correct the comprehension questions.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong> (include but not restricted to your formative and summative assessments):</td>
</tr>
<tr>
<td>FORMATIVE: Participation: read, summarize, answer all comprehension questions, and use complete third grade sentences (correct punctuation and sentence structure).</td>
</tr>
<tr>
<td>SUMMATIVE: Student to receive 10 (or more) out of 12 on the comprehension questions.</td>
</tr>
</tbody>
</table>
# ELD Lesson Plan

**Title:** Weekly Writing Assignment: Biography  
See appendix pages 127-128

**Length:** (20-25 minutes)1 week

## Background

**Grade Level:** Third Grade

**Materials:**  
One biography letter and biography writing prompt worksheet per student and writing materials. An example of a completed biography including a rough draft and final draft.

## Preparation

**ELD Standard:**  
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

**Content area and topic:**  
English Language Arts: Writing Strategies

**Language function:**  
Students will be able to decode and read with appropriate intonation the biography letter and guidelines. Students will ask questions, listen to another person’s answers, and write their answers in paragraph form.

**Essential content related vocabulary:**  
biography, interview, indent, time order, interesting, and publish

**Language forms or structures needed to express target concept or skill:**  
Read and ask questions to another student. Take that information and write answers in the form of a paragraph.

**Vocabulary for use in above structures (mortar words and phrases):**  
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

**Lesson objective/s:**  
SWBAT write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

**Multicultural/Social Justice Perspective:**  
Students will be able to gain a deeper understanding of their fellow classmates. This will give them some insight into this classmate and they will find commonalities; thus, helping build classroom culture and team relationships.

**Grouping configuration/s:**  
Students will be in groups of 5-6, facing each other.
**Instruction**

**Description:**
Students will first read the biography letter independently. Then, students will look over the format of the paragraph directions. Once they have finished, the class will go over and discuss the procedures and expectations of the writing assignment. The teacher will answer all student questions. An example will be presented to show students what the process looks like. An example of a rough draft and an example of a finished product. Each day the class will move through the writing process. Monday-Brainstorm questions; Tuesday-Interview; Wednesday-Pre-write; Thursday-Draft and Edit; Friday-Share

**Write 2 questions to expand on the lesson:** No questions to expand on lesson. HOWEVER, allow students the freedom to ask their own interview questions

**Practice/Application**

**Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently read the biography letter and paragraph description.
- As a class, go over the procedures and expectations of the writing assignment. Answer all questions.
- Show an example of a rough draft and go through the process of how to start the project.
- Show an example of a finished product and go through the process of how and what a finished product looks and sounds like.
- MONDAY: First, select students to work together. Then, have all students write their own interview questions. Finally, show the students how to write the interview answers in paragraph form.
- TUESDAY: Have students work together; interview each other.
- WEDNESDAY: Show the students how to draft. Then, have the students start their paragraph pre-write.
- THURSDAY: Show students how to draft. Then, have the students start their draft
- FRIDAY: Have students share published paragraph. Celebrate each individual student

**Review**

**Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the biography letter.
- As a whole class, we will answer all students’ questions about the assignment.

**Assessment**

**Description:** (include but not restricted to your formative and summative assessments):
FORMATIVE: Participation: read, ask and help answer questions, write interview questions, and work through the writing process.
SUMMATIVE: Student to turn in a final copy of the biography writing assignment: a rough draft, and a published paragraph.
# ELD Lesson Plan

<table>
<thead>
<tr>
<th>Title: Weekly Writing Assignment: Conduct an Interview</th>
<th>Length: (20-25 minutes) 1 week</th>
</tr>
</thead>
</table>

## Background

**Grade Level:** Third Grade

**Materials:**
One conducting an interview writing prompt worksheet per student and writing materials. An example of a completed interview writing, including a rough draft and final draft.

## Preparation

**ELD Standard:**
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

**Content area and topic:**
English Language Arts: Writing Strategies

**Language function:**
Students will ask questions, listen to another person’s answers, and write their answers in paragraph form.

**Essential content related vocabulary:**
interview, indent, and publish

**Language forms or structures needed to express target concept or skill:**
Read and ask questions to a parent and a grandparent. Take that information and write answers in the form of a paragraph.

**Vocabulary for use in above structures (mortar words and phrases):**
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

**Lesson objective/s:**
SWBAT write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

**Multicultural/Social Justice Perspective:**
Students will be able to gain a deeper understanding of where they come from; it gives them a sense of identity that they can be proud of; and to help students find their roots and to have a deeper understanding of who they are as individuals.

**Grouping configuration/s:**
Students will be in groups of 5-6, facing each other.
<table>
<thead>
<tr>
<th><strong>Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> Students will first look over the format of the paragraph directions. Once they have finished, the class will go over and discuss the procedures and expectations of the writing assignment. The teacher will answer all student questions. An example will be presented to show students what the process looks like. An example of a rough draft and an example of a finished product. Each day the class will move through the writing process. Monday-Brainstorm questions; Tuesday-Interview; Wednesday-Pre-write; Thursday-Draft and Edit; Friday-Share.</td>
</tr>
<tr>
<td><strong>Write 2 questions to expand on the lesson:</strong> No questions to expand on lesson. HOWEVER, allow students the freedom to ask their own interview questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Practice/ Application</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> (include but not restricted to your activities for students to apply new knowledge and skills in the classroom): -Have students independently read the paragraph description. -As a class, go over the procedures and expectations of the writing assignment. Answer all questions. -Show an example of a rough draft and go through the process of how to start the assignment. -Show an example of a finished product and go through the process of how and what a finished product looks and sounds like. -MONDAY: First, have students select someone at home to interview. Then, have all students write their own interview questions. Finally, show the students how to write the interview answers in paragraph form. -TUESDAY: Have students practice asking the interview questions to one another. -WEDNESDAY: Show the students how to draft. Then, have the students start their paragraph pre-write. -THURSDAY: Show students how to draft. Then, have the students start their draft. FRIDAY: Have students share published paragraph. Celebrate each individual student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Review</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> (include but not restricted to your review of key vocabulary and language frames, and key content concepts): -As a whole class, we will read the paragraph description. -As a whole class, we will answer all students’ questions about the assignment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> (include but not restricted to your formative and summative assessments): FORMATIVE: Participation: read, ask and help answer questions, write interview questions, and work through the writing process. SUMMATIVE: Student to turn in a final copy of the writing assignment: a rough draft, and a published paragraph.</td>
</tr>
</tbody>
</table>
# ELD Lesson Plan

**Title:** Family Heritage Project  
See appendix pages 130-134  
**Length:** (30-45 minutes) 1-2 weeks

## Background

**Grade Level:** Third Grade

**Materials:**  
One Family Heritage letter, three paragraph description, and interview questions worksheet per student and writing materials. An example of a completed project including a rough draft and final draft.

## Preparation

**ELD Standard:**  
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

**Content area and topic:**  
English Language Arts: Writing Strategies

**Language function:**  
Students will be able to decode and read with appropriate intonation the Family Heritage letter and guidelines. Students will ask questions, listen to another person’s answers, and write their answers in paragraph form.

**Essential content related vocabulary:**  
heritage, generation, interview, diagram, family tree, and identity

**Language forms or structures needed to express target concept or skill:**  
Read and ask questions to a parent and a grandparent. Take that information and write answers in the form of a three paragraph essay and a family tree.

**Vocabulary for use in above structures (mortar words and phrases):**  
Listen to the words spoken by the teacher/student; be able to use the word in a sentence correctly.

**Lesson objective/s:**  
SWBAT write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

**Multicultural/Social Justice Perspective:**  
Students will be able to gain a deeper understanding of where they come from; it gives them a sense of identity that they can be proud of; and to help students find their roots and to have a deeper understanding of who they are as individuals.

**Grouping configuration/s:**  
Students will be in groups of 5-6, facing each other.
**Instruction**

**Description:**
Students will first read the Family Heritage letter independently. Then, students will look over the format of the three paragraph essay and the interview questions. Once they have finished, the class will go over and discuss the procedures and expectations of the project.

The teacher will answer all student questions. An example will be presented to show students what the process looks like. An example of a rough draft and an example of a finished product.

**Write 2 questions to expand on the lesson:** No questions to expand on lesson

**HOWEVER, allow students the freedom to ask their own interview questions**

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<table>
<thead>
<tr>
<th>Practice/ Application</th>
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</thead>
</table>
| **Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
- Have students independently read the Family Heritage Project letter, three paragraph description, and interview questions.
- As a class, go over the procedures and expectations of the project. Answer all questions.
- Show an example of a rough draft and go through the process of how to start the project.
- Show an example of a finished product and go through the process of how and what a finished product looks and sounds like.
**Tell students that it is ok to expand on the interview questions. Do a mock trial of an interview to model for students**
  - First, select one student to interview you.
  - Then, have all students write the answers to the interview questions for practice.
  - Finally, show the students how to write the interview answers in paragraph form.

---

<table>
<thead>
<tr>
<th>Review</th>
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</thead>
</table>
| **Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
- As a whole class, we will read the Family Heritage Project letter.
- As a whole class, we will answer all students’ questions about the project.

---

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
</table>
| **Description:** (include but not restricted to your formative and summative assessments):
**FORMATIVE:** Participation: read, ask and help answer questions, write interview answers during teacher interview.
**SUMMATIVE:** Student to turn in a final copy of the Heritage Project: a rough draft, a published three paragraph essay or a video tape/DVD, and a diagram of their family tree.
**ELD Lesson Plan**

<table>
<thead>
<tr>
<th>Title: CST Review Unit</th>
<th>Length: 1 hour-2 hours, each day for eight days</th>
</tr>
</thead>
</table>

**Background**

<table>
<thead>
<tr>
<th>Grade Level: Third Grade</th>
</tr>
</thead>
</table>

**Materials:**

Each student should receive their own copy of the ELA CST review worksheet packet. There are eight different ELA CST worksheet packets. One packet per day.

**Preparation**

<table>
<thead>
<tr>
<th>ELD Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ELD standards are met in this unit. This is a comprehensive ELA unit to prepare students for the CST’s.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content area and topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts: All Standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language function:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify the correct from incorrect grammar by reading the CST prep questions. Students will also be able to communicate why they chose an answer on the worksheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language forms or structures needed to express target concept or skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read independently and answer questions independently that focus on the third grade ELA California Standards. Students will also need to share out, communicate, why they chose an answer to a question.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary for use in above structures (mortar words and phrases):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the directions and questions on the worksheet and be able to internalize the information and use it to guide the student to the correct answer.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Lesson objective/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT complete each CST ELA worksheet packet with an 85% or higher. All ELA standards are being assessed.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Multicultural/Social Justice Perspective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to gain a deeper understanding what ELA information they were able to retain from the academic school year. Students will encourage and help each other in groups and during workshop.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grouping configuration/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be in groups of 5-6, facing each other.</td>
</tr>
</tbody>
</table>

**Instruction**

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will receive a ELA CST worksheet packet. The students will complete the packet individually, correct and discuss as a group, correct as a class, and be divided up into different strategic workshop groups.</td>
</tr>
<tr>
<td>Practice/ Application</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| **Description:** (include but not restricted to your activities for students to apply new knowledge and skills in the classroom):
  - Have students independently complete the ELA CST worksheet packet. Allow as much time is needed to complete the worksheet.
  - In their groups of 5/6, have students discuss and correct their practice test.
  - As a class, correct the packet. Have students correct their own work.
  - Discuss each question and investigate each multiple choice answer and how it relates to the question.
  - Have students practice test taking strategies (for example, go back to find the answer, eliminate answers that do not make sense, skip difficult questions and go back later, substitute difficult names of people with more familiar names, etc.)
  - Students who miss one or more question on a specific standard will be placed into a strategic workshop group. Students should be first placed into a group where more focus is needed.
  - Each workshop group will focus exclusively on one standard. The four standards tested will each have their own workshop station.
  - Students will spend 20-30 minutes at each workshop station and then rotate. |

<table>
<thead>
<tr>
<th>Review</th>
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</thead>
</table>
| **Description:** (include but not restricted to your review of key vocabulary and language frames, and key content concepts):
  - As a whole class, we will read and discuss each question and answer in the packet.
  - As a whole class, we will answer all students’ questions about the assignment. |

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
</table>
| **Description:** (include but not restricted to your formative and summative assessments):
  - **FORMATIVE:** Students will complete and correct an ELA CST worksheet packet. They will also participate in discussion and analysis of the worksheet.
  - **SUMMATIVE:** Student to complete one to two activities at a workshop station with an 85% or higher score. |
Handbook of the Project

Paycheck System

**Goal:** The goal of the paycheck system is to provide a clear, consistent, and fair system by which to track student behavior. The system is also used to motivate behavior and academic effort on a daily, even hourly basis. Paychecks are meant to provide rewards for positive choices and consequences for negative choices.

**Framework:**
- Every student begins Friday Morning with $100.00
- Paychecks will be sent home to be signed every Thursday afternoon
- Throughout the week students can earn or lose money based on their choices in the areas of behavior, motivation, and academic performance.
- Teachers will track the weekly paycheck totals as well as averages.
- Paycheck averages will be used to determine student’s eligibility for all field lessons.
- Weekly paycheck and averages also correspond with rewards and consequences
  - 100+: 
    - Paycheck brought home to be signed
    - $100.00 Friday Lunch club (Paycheck must be signed in order to attend)
  - 90-80: 
    - Paycheck brought home to be signed
  - 79-70: 
    - Paycheck brought home to be signed
  - 69 and below 
    - Lunch detention for the entire next week

Types of Choices to track with Paychecks

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</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>+5</td>
<td>TW</td>
<td>No Homework</td>
<td>-10</td>
<td>NHW</td>
</tr>
<tr>
<td>Good Attitude</td>
<td>+5</td>
<td>GA</td>
<td>Out of Uniform</td>
<td>-10</td>
<td>U</td>
</tr>
<tr>
<td>Participation</td>
<td>+5</td>
<td>P</td>
<td>Late</td>
<td>-10</td>
<td>L</td>
</tr>
<tr>
<td>Good Work</td>
<td>+5</td>
<td>GW</td>
<td>Disrespectful</td>
<td>-10</td>
<td>DR</td>
</tr>
<tr>
<td>Leadership</td>
<td>+10</td>
<td>LE</td>
<td>Not following directions</td>
<td>-5</td>
<td>NFD</td>
</tr>
<tr>
<td>Being Respectful</td>
<td>+10</td>
<td>R</td>
<td>Off Task</td>
<td>-5</td>
<td>OT</td>
</tr>
<tr>
<td>Being Helpful</td>
<td>+10</td>
<td>H</td>
<td>Shouting Out</td>
<td>-5</td>
<td>SO</td>
</tr>
<tr>
<td>Being a Class Leader</td>
<td>+15</td>
<td>L</td>
<td>Talking</td>
<td>-5</td>
<td>T</td>
</tr>
<tr>
<td>Organized Desk</td>
<td>+15</td>
<td>D</td>
<td>Bathroom</td>
<td>-5</td>
<td>B (write time)</td>
</tr>
<tr>
<td>Level 6 Decision</td>
<td>+15</td>
<td>L6</td>
<td>No Signed Paycheck</td>
<td>-15</td>
<td>NSP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teasing</td>
<td>-15</td>
<td>TE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Messy Desk</td>
<td>-15</td>
<td>MD</td>
</tr>
<tr>
<td>Unnecessary Drama</td>
<td>-25</td>
<td>UD</td>
<td>Hands on Another Student</td>
<td>-50</td>
<td>HOAS</td>
</tr>
</tbody>
</table>

Additional Benefits:
- Any student with an $90 average will be eligible to attend all subject related field lessons
- Any student with a $100 average will be eligible to attend field experiences
- Any student who maintains a $100.00 average will be eligible to attend $100.00 field lessons. (One each trimester)

Parent’s role in Paychecks:
- Discuss your students’ paycheck with them each week
- Ask if they can tell you some of the positive and/or negative choices that they made that week.
- If you notice a large dip in your students paycheck (ie- a student who has a $100 average brings home an $80.00 paycheck) ask your student to explain or describe this situation
- Feel free to call your students teacher(s) at anytime during the week to ask how much your student has on their paycheck.
- Hold your student accountable for bringing their paycheck to you on Thursday evening, not Friday morning.

** Students will bring their paycheck home every Thursday. **

I have read and understand the PS7 Paycheck System. If I have any questions or concerns I will call my student’s teacher.

Ms. Marston    (916) 275-9557

Parent Signature ____________________________ Date ______________________
Directions: Before you begin reading, list details in the first two columns. Fill in the last column after completing your reading. Write the title of the story as your topic.

**K-W-L Chart**

<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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# ELA Comprehension Bar Graph

## Scores

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### Story Title:

- __________
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### Monday’s Score

- __________

### Thursday’s Score

- __________
Directions: Read the passage below. Then read and answer the questions that follow. You may look back at the story to help you.

Slavery in Virginia

In the early 1600’s Jamestown, Virginia had 20 Africans who had positions similar to indentured servants. An indentured servant is someone who is brought to a country and they work under a contract for about three to seven years to pay for transportation, food, a place to live, and clothing. Unlike a slave, indentured servants are free after they work off their contract. In Jamestown, Virginia Africans who finished their indentured servitude were given land and were free people. This system helped the growth of free African people.

This system of indentured servants made it expensive for farmers to hire other people to do the difficult field work. Farmers started to make Africans and Indians servants for life. In 1661 Virginia made slavery a law, which meant it was alright to have slaves. One year later, Virginia made it a law that a newborn child of a slave would also be considered a slave. These laws ensured a cheap work force for the Virginia farmers.

The work on a farm was very difficult so farmers bought more male slaves than female slaves. However, by the 1700’s this view changed and women were expected to do the same work as the men on the farm.

By the late 1600’s more than a thousand slaves were brought to Virginia each year. The slave population increased and so did the fear of slave rebellion. To make sure slaves did not rebel, Virginia had slave codes, or laws, put into place to harshly punish a slave who did not do what their owner wanted them to do. For example, slaves were not allowed to leave the farm without written permission from their owner. If a slave stole something he/she was punished by being lashed, or whipped, 60 times and they had their ears cut off. For a petty, or small, crime a slave was either whipped, branded, or maimed.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. An indentured servant is:
   a) slave who works on a farm in Virginia
   b) a farmer who grows cotton in Virginia
   c) a person who works under a contract for food, transportation, clothing, etc.
   d) a child of a slave

2. Why were men slaves bought more often than women slaves?
   a) men slaves were cheaper than women slaves
   b) the work on the farm was very difficult
   c) there were just more men slaves than women slaves
   d) women were better at working in the fields

3. What did slave owners do to make sure slaves did not rebel?
   a) They made sure the children of slaves were slave too.
   b) They bought more men slaves than women slaves.
   c) They made slave codes to harshly punish slaves.
   d) They made the slaves indentured servants.

4. What was the punishment for a small crime?
   a) to be sent back to Africa
   b) to have 60 lashes
   c) to cut off slaves ears
   d) to whip, brand, or maim a slave
Maryland had slaves shortly after its first settlement in 1634. Slavery existed in Maryland for twenty-nine years before slavery laws were first established, or made. The first slavery law said that all blacks, even free blacks, would be slaves and all of their children would be slaves, even if the mother was free. In 1681, a new law changed this by saying that children whose black mother was free would also be free and children who were half black and half white, with a white mother, would be free.

Maryland slave owners wanted to make sure they kept their slaves forever. The white slave owners relied on their slaves for most of the work, and they did not want to lose this cheap labor. In order to ensure blacks remained enslaved, Maryland passed a law that said if a slave converted to Christianity they would never become free. Christianity is a belief in Jesus Christ and the teachings of Jesus. This law helped slave owners feel secure that they would not lose the rights to their investments, or slaves.

By 1750, 116 years after the first settlement, Maryland had about 40,000 blacks and about 100,000 whites living in the territory. This is 4 slaves for every 10 white people.

Slaves brought to Maryland from Africa continued to increase. Many laws were made because the law makers and slave owners in Maryland feared a slave uprising. Like Virginia, Maryland made severe consequences for slaves and free blacks. These laws restricted the movements and actions of both free blacks and slaves. One law declared that slaves would be punished by death, branding, or whipping if they were found guilty of murder, arson, theft, association with whites, and traveling without permission.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. The first slave law in Maryland said:
   a) if a slave converted to Christianity they would be a slave forever.
   b) that racially mixed children born to a white woman were free.
   c) that all blacks, even children, were slaves.
   d) that if a black mother was free, her children were free.

2. The main idea in paragraph four is:
   a) Slaves brought to Maryland from Africa continued to increase.
   b) Many laws were made because the law makers and slave owners in Maryland feared a slave uprising.
   c) Like Virginia, Maryland made severe consequences for slaves and free blacks.
   d) Maryland had slaves shortly after its first settlement in 1634.

3. The main idea in paragraph two is:
   a) Maryland slave owners wanted to make sure they kept their slaves forever.
   b) The white slave owners relied on their slaves for most of the work, and they did not want to lose this cheap labor.
   c) In order to ensure blacks remained enslaved, Maryland passed a law that said if a slave converted to Christianity they would never become free.
   d) This law helped slave owners feel secure that they would not lose the rights to their investments, or slaves.

4. These laws restricted the movements and actions of both free blacks and slaves.

In this sentence you can tell that restricted is something that:
   a) helped slaves.
   b) controlled slaves.
   c) slaves liked.
   d) slave owners disliked.
Directions: Read the passage below. Then read and answer the questions that follow. You may look back at the story to help you.

**Slavery in North and South Carolina**

Slavery was part of the Carolina colony since the very beginning. The four proprietors, or owners, of the colony were members of the Royal African Company, a slave trading company. In 1663, the proprietors encouraged settlers to buy slaves with the promise that they would be given 20 acres of land for every black male slave, and 10 acres of land for every black female slave brought to the colony within the first year. This encouragement worked because by 1683 the black population was equal to the white population in the Carolina colony.

In 1712, 49 years later, South Carolina became its own separate colony. South Carolina relied heavily on slave labor and North Carolina was opposed to slavery. By 1715 in South Carolina, blacks outnumbered whites by 10,500 to 6,250. Less than ten years later, black slaves outnumbered whites by almost three times. (Make a prediction...what do you think will happen in South Carolina now?)

The large amount of slaves in South Carolina made law makers and slave owners uneasy. To keep the slaves from revolting, slave codes, or laws, were made to control the slaves. One slave code made it illegal to sell alcohol to any slave. Unlike Maryland and Virginia, South Carolina believed to prevent a slave uprising slave owners needed to be more humane to their slaves. By prohibiting cruelty against slaves, it was illegal for slave owners to work slaves for more than fifteen hours between March 25th and September 25th, and not more than 14 hours between September 25th and March 25th.

North Carolina was the opposite of South Carolina. They had a large Quaker population that was opposed to slavery. Even though the slave population was small, North Carolina established regular religious meetings for slaves and urged slave owners to treat their slaves well. In 1770, Quakers tried to prohibit slavery in the colony. This prohibition was unsuccessful and slavery continued. By 1775, 66,000 slaves occupied North Carolina.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. The Carolina colony was owned by:
   
   a) slaves
   
   b) members of a slave trading company
   
   c) Quakers
   
   d) George Washington

2. South Carolina differed from North Carolina by:
   
   a) South Carolina wanted to free the slaves and North Carolina wanted to keep their slaves.
   
   b) North Carolina wanted to free the slaves and South Carolina wanted to keep their slaves.
   
   c) North Carolina was cruel to their slaves and South Carolina was kind to their slaves.
   
   d) South Carolina wanted to work slaves all day and North Carolina wanted to work slaves for fifteen to fourteen hours a day.

3. Free Response: Think about your day at school. Do you think it was kind or cruel to have slaves work for 15 to 14 hours a day? Why or why not?
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________

4. Free Response: Think about the other stories you have read. Would you like to be a slave in Virginia, Maryland, North Carolina, or South Carolina? Why?
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
Directions: Read the passage below. Then read and answer the questions that follow. You may look back at the story to help you.

Slavery in New York

New York was originally called New Netherlands by the Dutch who settled there. Slave labor was used on plantations and by 1638 it was not uncommon to have slaves. Slavery under the Dutch was different from the South. Slaves were treated more humane and manumission, the act of freeing slaves, was commonly granted to slaves who served loyally for a long time.

In 1664, New Netherlands was taken over by the British. Twenty-four years later slavery was recognized as legal and the slave population grew. In 1698 there were 2,170 slaves and by 1715 the slave population grew to over nine times that amount to 19,883.

Like the South, New York enacted slave codes. The concern for New York lawmakers and slave owners focused on slaves escaping or becoming free because of conversion to Christianity. In 1706, one slave code said a slave would not be free if he or she was baptized. Another slave code made it legal to kill a slave who tried to escape to Canada. Slaves who were caught 40 miles north of Albany, Canada would be executed based upon the oath, or sworn statement, of two people.

Slaves in New York did revolt even though there were laws to keep them under control. In 1712, twenty-three slaves got guns and knives, and set fire to the home of a slave owner. They then killed nine white people and injured six others. The slaves responsible were caught and put on trial. Twenty-one of the slaves were found guilty and executed.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. Looking back at paragraph one, would a slave be freed if he or she did what the slave owner wanted?
   a) No, once a slave always a slave.
   b) No, they never made any money.
   c) Yes, but they had to trade.
   d) Yes, but they needed to be loyal for a long time.

2. Like the South, New York **enacted** slave codes.
   In this sentence you can tell that a synonym for *enacted* is:
   a) light
   b) went
   c) made
   d) sold

3. The concern for New York lawmakers and slave owners was:
   a) slaves stealing and running away.
   b) slaves running away and converting to Christianity.
   c) slaves converting to Christianity and stealing.
   d) slaves escaping to Mexico and converting to Christianity.

4. Fill in the blanks:
   New York was originally called ____________ and settled by the _________.
   a) Netherlands, Dutch
   b) New Netherlands, British
   c) Netherlands, British
   d) New Netherlands, Dutch
The Anti-Slavery Movement:

The Underground Railroad

Despite the name, the Underground Railroad was not really a railroad; it was a network of people who assisted fugitive slaves. The fugitive slaves were escaping from their white owners so they could be free people. The runaway slaves were escaping to the North and to Canada; they received assistance from people along the way.

There were always people who helped fugitive slaves but after 1831, the term “The Underground Railroad” was used to describe this organization of people who helped the fugitive slaves. Fugitive slaves were called “parcels” and “passengers”, the helpers were called “stationmasters”, and the homes were referred to as “depots” or “stations”.

The route of the Underground Railroad was an important part of a successful escape. A conductor could use numerous secret routes, or paths. The route used depended on where the search parties and slave catchers were stationed. Some escapes required more than one route. If it seemed like they were in danger, a conductor would change the path. Some conductors and slaves would hide out in bushes and swamps for days, waiting for it to be safe to continue on. The main focus of the escape was making sure everyone stayed safe.

Two main factors determined a route that was used: the location in the country and availability of Underground workers. For example, Iowa did not have many escape routes because it bordered slave territory and it was newly developed, which meant there were long distances between stations. Ohio, on the other hand, had many routes. There were many more stations because there were more people living in Ohio; it also had rivers which made traveling much faster. Ohio had at least twenty routes because of the Underground Railroads many workers. The workers included Quakers, antislavery residents, and Ottawa Indians.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. The Underground Railroad was:
   a) A railroad that was underground.
   b) A route used to free slaves from Iowa.
   c) A network of people who assisted runaway slaves.
   d) Slave owners who searched for their fugitive slaves.

2. What was the main focus of the Underground Railroad?
   a) The safety of the people.
   b) How fast they escaped.
   c) The path of the slave catchers.
   d) How quickly the river moved.

3. What two main factors determined the route of the Underground Railroad?
   a) The amount of Underground Railroad workers and the rivers.
   b) The location in the country and the availability of the workers.
   c) The location of the slave owners and the location in the country.
   d) The availability of the workers and the location of the slave owners.

4. The Underground workers in Ohio included:
   a) Quakers, slave catchers, and Ottawa Indians
   b) Antislavery residents, Ottawa Indians, and slave owners
   c) Ottawa Indians, antislavery residents, and slave catchers
   d) Antislavery residents, Quakers, and Ottawa Indians
Directions: Read the passage below. Then read and answer the questions that follow. You may look back at the story to help you.

The Anti-Slavery Movement:

The Underground Railroad Participants

Those who assisted a fugitive slave faced financial, legal, and social consequences. Often, their neighbors ostracized, or hated, them, and many were arrested for their involvement and charged expensive fines that could be as high as $4,000. While some paid these expenses from their own pockets, anti-slavery societies also helped. Even with the help, many suffered financially because the fines were so high.

Free African-Americans and escaped slaves also assisted the runaway slaves. After Josiah Henson escaped, he helped other slaves escape and provided support for them after they were free. He created a movement for black ownership of land, established a manual labor school, ran a sawmill that made wood for pianos, and started the Dawn Settlement community.

The Dawn Settlement Community was a safe haven for runaway slaves built on 200 acres of land in Dawn Township, Canada. The community opened in 1842 where fugitive slaves of all-ages could go to be trained as teachers or to receive a general education, to grow crops, or to work and raise a family. The Dawn Settlement also included mills and a brickyard. Settlers grew crops, mainly tobacco and wheat, and exported the crops locally.

The most well know fugitive slave was Harriet Tubman, who after her own escape, returned to help others escape to the North and Canada. She was referred to as “Moses” and became well known for her toughness. Any fugitive she helped was not allowed to turn back. If they tried, Tubman gave them a choice, death or continue on to the north. No one ever turned back. It is estimated that she helped over 300 slaves escape.

One of Harriet Tubman’s last missions was to retrieve her aging parents. In 1855 her father had purchased her mother from a slave owner for twenty dollars. Even though both of her parents were free, the area was very hostile, or unsafe. Two years later, Harriet received word that her father had helped eight runaway slaves and was at risk of being arrested. She traveled to Maryland and led her parents north to St. Catherine’s, Canada where a community of former slaves, including many members of the Tubman family, lived.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. Two participants of the Underground Railroad were:
   a) Harriet Tubman and Dawn Settlement
   b) Josiah Henson and Dawn Settlement
   c) Dawn Settlement and St. Catherine’s
   d) Josiah Henson and Harriet Tubman

2. From the story, the antonym for the word ostracized means:
   a) to hate
   b) to like
   c) to be disgusted
   d) to help

3. Why was Harriet Tubman known for her toughness?
   a) She could not get caught.
   b) She helped over 300 slaves escape.
   c) She would not let any slave turn back.
   d) She led many people to freedom.

4. How did Josiah Henson help runaway slaves?
   a) He hid them in his house and gave them shelter.
   b) He helped them escape and gave them support after they were free.
   c) He paid for them to live in Canada and learn how to work.
   d) He bought them from their slave owners and brought them to Canada to live.
The Anti-Slavery Movement:
The Fugitive Slave Law

Even after escaping, slaves could always be captured and returned to their owner. This threat was even more real in 1850 after the passing of the Fugitive Slave Law. Under this new law, the identification of a fugitive slave depended only on the word of the slave catcher. Which meant the slave catcher could catch any black person and say he, or she, was a runaway slave. This new law also required citizens to help recover slaves. With the help of citizens, it made the process easier for slave owners to get their slave back. This law also denied the black person the right to a jury trial. A special commissioner was paid to handle the case. If a slave was freed, the commissioner was paid $5, if the slave was sent to the slave owner the commissioner was paid $10.

Communities of fugitive slaves in the Northern states moved to Canada to escape being found. In about ten years, as many as 20,000 blacks moved to Canada in order to escape the Fugitive Slave Law.

The Fugitive Slave Law also had an effect on the number of antislavery supporters. The number of abolitionists and volunteers increased and they became more dedicated to freeing slaves. Between 1850 and 1860, the number of slaves who escaped through the Underground Railroad reached its highest numbers.

In 1863, slavery abolitionists received their greatest victory when the Emancipation Proclamation freed all slaves. The Emancipation Proclamation was enacted by President Abraham Lincoln during the American Civil War. There were two parts of the Emancipation Proclamation. The first part freed all slaves in the Confederate States, the South, that did not return to Union control by January 1, 1863. By July 1865 nearly four million slaves had been freed. It wasn’t until December 18, 1865, when the thirteenth amendment made slavery illegal in the United States.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. When was the Fugitive Slave Law passed?
   a) 1860
   b) 1863
   c) 1850
   d) 1853

2. Which of these statements is false?
   - The Emancipation Proclamation…
     a) was enacted by President Lincoln.
     b) freed all slaves at once.
     c) was made up of two parts.
     d) first freed slaves in the Southern states.

3. Which of these statements is true?
   - The Fugitive Slave Law…
     a) required citizens to catch runaway slaves.
     b) was passed in 1863.
     c) gave fugitive slaves the right to a trial by jury.
     d) was passed by President Lincoln.

4. Free Response: If you were a fugitive slave in 1852 what would you do? Why?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
Jim Crow Laws

Prior to the Jim Crow laws, African-Americans enjoyed some of the rights granted after the American Civil War. African-Americans also made great gains during this time including the addition of the Thirteenth Amendment (freedom of all slaves), the Fourteenth Amendment (gave slaves U.S. citizenship), the Fifteenth Amendment (gave black men the right to vote), and the Civil Rights Act of 1875 (made it illegal to discriminate because of color).

Jim Crow laws were laws that imposed racial segregation, or separating whites and blacks, on African-Americans. They existed mainly in the southern states and came about in the late 1800’s and lasted until the 1960’s. Jim Crow laws banned blacks from such places as restaurants, hospitals, schools, parks, and barbershops. This created blacks to enter from separate entrances or use different facilities.

In 1875, Tennessee passed the first Jim Crow law. The U.S. Supreme Court, in 1883, said it was unconstitutional to discriminate people from public places based on race. The Civil Rights Act of 1875 made it illegal to discriminate. However, in 1896, the Supreme Court in Plessy v. Ferguson created the policy of “separate but equal”. This ruling made it legal for Louisiana to require blacks to sit on separate train cars than whites. The U.S. Supreme Court further condoned discrimination in 1899 with its ruling in Cumming v. County Board of Education. It held that separate schools were legal even if the schools for blacks were not as good as the white schools. The Supreme Court decisions continued to promote racial segregation.

Southern states passed laws that restricted African-American access to schools, restaurants, hospitals and public places. Signs that said “Whites Only” or “Colored” were posted at entrances and exits, water fountains, waiting rooms, and restrooms. Laws were made that restricted all aspects of life and varied from state to state. In 1905 Georgia passed a law requiring separate public parks, Mobile, Alabama in 1909 created a 10 p.m. curfew for blacks, and in 1915, South Carolina black and whites were restricted from working together in the same room of textile factories.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. The U.S. Supreme Court further **condoned** discrimination in 1899 with its ruling in Cumming v. County Board of Education.

   Using context clues, the word **condoned** means:
   
   a) allowed  
   b) prevented  
   c) banned  
   d) prohibited

2. Jim Crow laws were:
   
   a) freed all slaves  
   b) gave slaves the right to vote  
   c) made it legal to segregate whites and blacks  
   d) made slaves citizens of the U.S.

3. Which of the following was not an example of segregated areas used in the story above?
   
   a) bathrooms  
   b) schools  
   c) zoos  
   d) parks

4. Free Response: How would you feel if the law made you go to a different school that was only for black/or white students? Why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
**Jim Crow Laws Fade:**

Brown v. Board of Education

By 1915, the momentum of the Jim Crow laws started to decelerate, or slow down. Jim Crow laws were being challenged in court because they were not fair, nor were they following the Civil Rights Act of 1875. In one court case in 1915, Guinn v. United States ruled that an Oklahoma law that denied the right to vote to some citizens was illegal. This meant that the Court said African-American men were allowed to vote, and a state law could not take that right away. In another case in 1917, in Buchanan v. Warley the Court said it was unconstitutional for a Kentucky law to segregate in residential areas. This meant that the law could not deny African-Americans a house simply because of the color of their skin.

Seventy-four years after the Civil Rights Act of 1875, two court cases, Sweatt v. Painter (1949) and McLaurin v. Oklahoma (1950), helped break down the ruling of Plessy v. Ferguson. But it was the Supreme Court's decision in 1954 in Brown v. Board of Education that overturned the Court's decision in Plessy v. Ferguson. It said that separate schools were unequal and its ruling helped dismantle, or take apart, racial segregation. The Court helped create the momentum for the growing civil rights movement that eventually led to the end of racial segregation.

Brown v. Board of Education of Topeka, Kansas, which challenged school segregation, was argued in the United States District Court of Kansas. The plaintiffs wanted the court to make it illegal for cities of more than 15,000 to provide separate schools for black and white children. The District Court found that segregation had a negative effect on African-American children, but determined the schools were equal. The Court found in favor of the school Board so the plaintiffs brought the case to the United States Supreme Court.

The Brown v. Board of Education was argued before the Supreme Court in 1952 and 1953. The Justices could not agree on a decision, so the case was argued a year later. In 1954 President Eisenhower appointed Earl Warren as the new Chief Justice. Justice Warren convinced the other Justices to join a unanimous decision, where they all agreed that segregating schools was unconstitutional. The Court said that segregated schools hurt African-American student’s education and it made them feel inferior, or lower than white students.
COMPREHENSION: Questions 1-4
You may look back at the story to help you answer these comprehension questions.

1. By 1915, the momentum of the Jim Crow law started to **decelerate**.

   A synonym of **decelerate** is:
   
   a) go faster  
   b) go slow  
   c) race  
   d) teach

2. Which two Court cases helped break down the ruling of “separate but equal”?

   a) Brown v. Board of Education and Plessy v. Ferguson  
   b) Sweatt v. Painter and McLaurin v. Oklahoma  
   c) Sweatt v. Painter and Plessy v. Ferguson  
   d) McLaurin v. Oklahoma and Brown v. Board of Education

3. Brown v. Board of Education was a court case that was fighting for the rights of African-Americans to:

   a) vote  
   b) buy a house anywhere  
   c) to sit anywhere on a bus  
   d) go to school with white children

4. Looking at the prefix **de-**, to **desegregate** means to:

   a) separate  
   b) bring together  
   c) divide  
   d) take apart
Directions: Read the passage below. Then read and answer the questions that follow. You may look back at the story to help you.

**Beautiful Brown Eyes**

Retold from folklore, this story originally came from the Yoruba-speaking people of West Africa.

In Bénin, along the Ouémé River on the Atlantic coast of equatorial Africa, lived a lovely maiden with beautiful brown eyes. She had the most beautiful brown eyes of everyone in her village, and she quite possibly had the most beautiful brown eyes in the whole world. Every man who walked through her village was captured by her beautiful brown eyes. Women would admire her eyes and talk about what beautiful children she would have, and how lucky a man would be to marry her.

When the girl with the beautiful brown eyes was old enough to get married, a great and terrible drought came upon the land. No rain had fallen for many months, and when the rainy season came, not a single drop fell from the sky. Only hot wind blew, and the sun beat down on the village without mercy. First all of the leaves began to wilt, and the ground dried up and cracked. Then the crops in the forest began to die, and the river slowly thinned. Soon the river was only brown mud and the mud was far down the slippery bank. There was no clean water to drink, and the people began to be thirsty.

When the girl should have been making plans to get married, she was instead climbing up and down the slippery river bank bringing jugs of muddy water to her friends and family. Each day she made many trips to the drying riverbed, and the water she carried saved many of her friends and family in the village. Other girls were also going for water, but she seemed to find more because she was very dutiful and did as her parents had asked her to do. She worked slowly and lovingly, letting the gourd rest in the mud and fill very slowly with precious water. At last the time came when she could no longer find any water to drink.

One morning, as she stood in the muddy river bed, she began to cry because she could not find any drinking water. One of her tears hit the mud, and up out of the mud came a beautiful fish. He had beautiful brown eyes.

“Give me your jug, and I will fill it for you,” said the fish. At first the girl was afraid, but the fish spoke so kindly, and had such beautiful, sad eyes, that she finally lowered the jug toward him, wondering how he would take it from her without any hands.

The fish did not take the jug, but put his mouth over the mouth of the jug and spewed cool, clear water into the jug until it was full! Then the fish sank back into the mud without a word. When she returned to the village, everyone wanted to know how she was able to get so much cool, clear water. She did not tell them, for she was afraid they would accuse her of lying if she told them the truth.
The following day she returned to the same place, and again the fish appeared out of the mud. “Give me your jug, and I will fill it for you,” he said again, and she held the jug down to him. As he filled it with cool, clear water, she looked at his beautiful scales. In the bright sun, his scales scattered the sunlight into all directions in all the colors of the rainbows.

Each day the girl went to the river, and on the seventh day, as the fish filled up the jug, he looked up and into her eyes. She had grown to like the fish very much. His voice was pleasant, his scales were beautiful, and he was very kind. She bent low and allowed the fish to kiss her. Instead of being cold, as she had thought, he was warm and gentle. She embraced the fish, and she became his bride.

The girl’s family had been very happy to get the clear water, but they like the other villagers, had wondered where she found it. And on this seventh day, her father had sent one of her younger brothers to follow the girl to the riverbed. The brother saw his sister kiss the fish. He ran back to the village to tell his father.

The family was angry that their daughter had married a fish, for this meant that there would be no wedding or exchange of gifts, and the rest of the villagers would consider the girl an outcast. They might also treat the girl’s family as outcasts because they had a fish for an in-law.

The next day the father would not let his daughter return to the riverbed. Instead, he sent the oldest brother. As the brother stood in the muddy riverbed, the fish came up; thinking the shadow he saw on the mud was the shadow of his wife. The brother took out a knife and killed the fish.

The brother brought the fish back and gave it to his father. The father believed that the fish might be an evil spirit, but he saw it was dead, and threw it at the feet of his daughter. She took the fish in her arms and began to cry. She walked out of the hut carrying the body of her husband. No one tried to stop her, now that the fish was dead.

She walked back to the riverbed and stood in the mud, crying. Her tears hit the mud, and the river began to fill. As her tears fell, the river rose and flowed past her. As the water rose, the fish in her hands sank to the bottom of the river. Her white dress flowed all around her as the water began to rise and flow down the riverbed. The water eventually rose above her head, and she joined her husband in death.

But as she died, she and her white dress turned into a water lily. As a water lily, she had the most beautiful children, thousands of them, who spread out along the river and remember her to this day.

Retold from African-American Folktales: For Young Readers by Richard & Judy Dockery Young
COMPREHENSION: Questions 1-5

You may look back at the story to help you answer these comprehension questions.

1. What is one word that best describes the character of the girl with beautiful brown eyes?
   a) vain
   b) mean
   c) loyal
   d) old

2. What is one word that best describes the character of the fish?
   a) vain
   b) kind
   c) loyal
   d) old

3. This story is an example of:
   a) a fable
   b) non-fiction
   c) biography
   d) folktale

4. Why was her family upset that she married a fish?
   a) They already had a husband for her.
   b) They thought the fish was too good for her.
   c) The fish did not give them any gifts.
   d) There would not be a wedding.

5. The family knew she had married a fish because:
   a) the older brother saw her marrying the fish.
   b) the other villagers heard her talking about marrying a fish.
   c) the younger brother saw her kiss the fish.
   d) she told her parents that she married a fish.
The Sizimweh

Retold from folklore, this story comes from one of the Tonga-speaking people of Zimbabwe.

A group of girls went down to the river to fish with their fish baskets. A young boy, who had no duties around his home that day, followed them, for many of them were friends of his older sister. Although the girls usually didn’t mind the boy hanging around, today they told him to go back to the village and leave them alone. The girls continued down the path along the river, trying to get away from the lonely boy. Each time the stopped to fish, they saw him still following them.

They went further from the village then they had ever gone before, and stepped out into the shallow river and began to catch fish. The boy came and sat on the riverbank and watched them. After a few minutes, a storm blew in and heavy rain began to fall. The girls ran towards the opposite bank, away from the direction of the blowing rain. The boy stood and waved his arms at them. “Don’t go to that side of the river,” he called. “The Sizimweh lives over there!” The girls paid no attention, for they did not believe in the Sizimweh, the beast who comes and kills by night and can eat many cattle or people at one sitting. The girls took shelter under a large tree and laughed at the boy in the rain. The boy swam across the river and sat with them.

“Don’t go to that side of the river,” he called. “The Sizimweh lives over there!” The girls paid no attention, for they did not believe in the Sizimweh, the beast who comes and kills by night and can eat many cattle or people at one sitting. The girls took shelter under a large tree and laughed at the boy in the rain. The boy swam across the river and sat with them.

When the rain stopped, the girls were curious, and began to walk away from the river along a wide pathway. The boy looked at the path and said, “See how wide this pathway is? It was not made for men, but for a beast!” The girls only laughed and walked on.

They came to a hut with a wide doorway. The boy said, “See how wide that doorway is? It was not made for men, but for a beast!” The girls laughed and walked to the door and called. No one answered, and the girls went in. The great hut was decorated with the skins of every animal, and skulls and horns hung from every wall.

The boy said, “See the big game here? They were not hunted by men, but by a beast!” The girls were impressed, but they thought that the hut was that of a great warrior, and imagined marrying such a man. They built a fire, cooked the fish, and ate supper.

When the girls fell asleep, the boy shut the door to the great hut. He slept just inside it. In the middle of the night, the Sizimweh came home and found his door shut. Even the Sizimweh obeys polite customs, so he called for whoever was inside to open the door. The boy refused to open the door. The Sizimweh pushed the door and stepped in. He sniffed the air with huge sniffs, drooled at the smell of humans, and said, in a voice like the growl of a lion, “Let me have one of these girls to eat!” The boy said, “No! These are my people and you will not eat them.” The beast snorted, but backed out of the doorway politely.
When the sun came up and the girls awoke, the boy asked, “Did you not hear him? Did you not see him? The Sizimweh came at midnight!” The girls laughed and said the boy had dreamed it all.

The girls went down to the river to fish, and the boy went to the trees and cut a trunk to carve a drum. Instead of going home that night, the girls went back to the great hut with the skulls and horns, still hoping to meet a great warrior. They cooked their fish and the boy brought in the drum he had carved. He took a skin off the wall and made the drumhead.

That night the girls slept on mats as before. The boy put the door back in its frame and shut it. He slept on the dirt just inside the door. At midnight the Sizimweh came home and found the door shut. He called for the boy to open the door. The boy again refused to open the door, and sang and played his drum as his answer. The drum woke the girls who lay very still. The Sizimweh pushed the door over and stepped in. He sniffed the air with huge sniffs and drooled at the smell of human beings.

The beast spoke, in a low voice like the low call of an elephant. “Let me have one of these girls to eat!” The brave boy said, “No! These are my people and you will not eat them.” The beast snarled, but backed out politely.

When the sun came up, the boy asked, “Did you not hear him? Did you not see him?” The girls answered that they had heard him and seen him. The boy told the girls to hide in the drum. The girls made themselves small, and got in the drum to hide. The boy left, carrying the drum with him.

The Sizimweh came back to the great hut as the sun rose, and with him came his many meat-eating friends: lions, wild dogs, leopards, and hyenas. They walked all around the hut, sniffing. All they could smell was the fish cooked the night before. They accused the Sizimweh of being mistaken, and of having smelled fish instead of human beings.

Then the hyenas found the tracks of the boy, and the beasts all went out and tracked him to the river. They overtook him and asked where all the girls were. “There are no girls here, just me and my drum,” said the boy. He began to play the drum, and the girls inside sang a pretty song. All the animals stood up on their back legs and began to dance. After the dance, the animals thanked the boy for playing for them. Then they turned to the Sizimweh and called him a liar. They killed him and ate him.

The boy ran to the river and held the heavy drum over his head as he waded across. Back at the village, the girls came out of the drum and made themselves their true sizes again. They all thanked the boy. And after that, when the boy played his drum all the village came to listen and sing and dance, and the girls never tried to chase the boy away again.

Retold from *African-American Folktales: For Young Readers* by Richard & Judy Dockery

*Young*
COMPREHENSION: Questions 1-5
You may look back at the story to help you answer these comprehension questions.

1. Why did the meat-eating animals kill and eat the Sizimweh?
   a) They thought he lied.
   b) They were hungry.
   c) They were not his friend.
   d) They thought he was a human.

2. Why did the boy hide the girls in the drum?
   a) To have them sing from inside the drum.
   b) To hide them and keep them safe.
   c) To give them as a gift to the Sizimweh.
   d) To give the drum to the girls.

3. Why did the meat-eating animals call the Sizimweh a liar?
   a) He was giving them fish to eat.
   b) He told them he was human.
   c) They could not find the fish.
   d) They could not find the girls.

4. What did the Sizimweh do when he got to his hut?
   a) He growled like a lion.
   b) He spoke like an elephant.
   c) He asked to come inside.
   d) He knocked on the door.

5. What time did the Sizimweh come home to find the boy and girls inside?
   a) in the morning
   b) 12:00 a.m.
   c) in the evening
   d) 12:00 p.m.
Wild Man

Retold from Southern folklore, this story probably comes from one of the Tonga-speaking people of Zimbabwe. It is told in Mississippi and other parts of the American South.

Mandy and John Junior were almost the same age and got along pretty well, considering that they were brother and sister. Their mother had made some fried pies and wanted to send some over to their aunt’s house on the other side of the big marshy river. There were two bridges over that river: the wide, paved highway bridge and a little wooden footbridge way on down the river.

As she wrapped the pies in a dish towel and put them in a bucket, their mother said, “Take these fried pies over to Aunt Sarah’s house, and don’t stay and play all day, either.” As Junior and Mandy were stepping off the porch, carrying the bucket between them, their mother added, “And go on the hard road, don’t go down on the path through the marsh!” Then she smiled and waved goodbye.

Junior and Mandy had gone about a quarter-mile down the blacktop road when they laughed and decided to take the shortcut. Off the roadbed they went, and down into the marsh along the path the fishermen took. They were walking along, singing a song and swinging the bucket between them when they came to the footbridge. Some of the boards on the footbridge were rotten, and as they started across it the boards broke through. The two kids jumped back off the footbridge and scrambled to the bank. “We can’t get across here,” Mandy said. “Let’s go on downstream to where the river widens out and gets shallow,” said Junior.

Instead of going back to the hard road, and getting to Aunt Sarah’s late, they went downstream. The river widened out and became shallow, and they tried to wade across. Out in the marsh they got lost. They wandered about, and then they sat down and ate a pie. “We’re in trouble now,” said Mandy, “we’re out in the marsh. This is where the Wild Man lives.”

“Ain’t no such thing as the Wild Man,” said Junior. “Yes, there is,” she answered, “and he steals cattle and he probably kills lost children, too.” Junior said, “Ain’t no such thing.” They got up and started walking again, and came to an old, two-story house. They went up on the porch and knocked on the door to ask directions. A man came to the door and invited them in. He was very kind and smiled, and the kids went in.

“Sit down, children, and we’ll have supper,” he said. The two sat down at the table, but started getting a little worried when the man locked the door. “I get scared at night,” the man explained, “so I lock the door to keep the Wild Man out.” He went to his kitchen and brought out big steaks he had been cooking on the stove, almost as if he’d known they were
coming. They ate and ate; that man sure had a lot of beef. When the kids thanked the man for
the supper and said they had better start back home, he wouldn’t let them go. “Oh, no,
children,” he said, “you must stay the night here, where you’ll be safe. If you go out in the
marsh and it gets dark, the Wild man might get you.”

The man showed the children, who were very worried by now, upstairs to a bedroom
with a big mattress with lots of quilts on the floor. “I live alone,” said the man, “so I only
have my one bed. You can sleep on this old mattress, though.” The kids thanked him and he
said goodnight and shut the door. They heard the key turn in the lock. “This is the Wild
Man!” said Mandy suddenly, in a whisper. “We’ve been trapped by the Wild Man.”

“Maybe there is such a thing after all,” said Junior. He got down on the floor and
looked for a crack between the floorboards. He found one and saw the man heating a long
iron rod over the fire in his kitchen. “There is such a thing after all!” said Junior. “He’s
heating up a hot iron rod. That’s how he kills cattle without people knowing it!”

Mandy put her finger over her lips to say “Be quiet,” and the two kids tiptoed slowly
and quietly to the window. They slowly opened the window and were climbing very slowly
out, when the man downstairs listened, and heard nobody moving around upstairs. As Mandy
set her foot quietly onto the tin roof, the man downstairs walked slowly
over to the spot directly under the mattress. As Junior put his foot
slowly onto the tin roof, the man raised the hot iron rod and pushed it
against the ceiling.

The kids looked back and saw the hot iron rod burn up through
the mattress where they would have been lying. Then they jumped off
the low roof and landed in the high marsh grass with a splash. They ran
and ran. They finally hit the fishing path and ran along it to the footbridge.

Back at the two-story house, the man opened the door to the bedroom. There was the
mattress with two holes burned in it, but there were no kids. Seeing the open window, the
man knew what had happened. He ran downstairs and unlocked the front door. He ran out
into the night to try to catch Junior and Mandy. He followed them through the marsh, running
a lot faster than they could.

At the footbridge, they didn’t know what to do. Should they try to cross the bridge
and go on to Aunt Sarah’s, which was closer, or go back along the fishing path to the roadbed
and toward home? Just then, they saw the Wild Man coming through the high grass. “Let’s
cross the bridge,” said Mandy. “We’ll step over the missing boards. It’s dark and he won’t
see how the bridge is falling in.” Mandy and Junior walked out onto the footbridge, and
stepped very carefully over the holes as they crossed. The Wild Man saw them and came
running toward the bridge. He ran out onto the footbridge and fell through into the deep part
of the river.

Mandy and Junior ran all the way to Aunt Sarah’s house and told what they had seen.
The Wild Man was never heard of again, and no cattle were missing for a long time after that.
Retold from African-American Folktales: For Young Readers by Richard & Judy Dockery
Young
COMPREHENSION: Questions 1-5
You may look back at the story to help you answer these comprehension questions.

1. Why were Mandy and Junior going to their Aunt Sarah’s?
   a) They needed to get some fried pies from her.
   b) They were hungry.
   c) They were bringing her some fried pies.
   d) They were told to go by their dad.

2. Why did Mandy and Junior take the path down through the marsh?
   a) Because their mother told them not to take that path.
   b) Because they thought it would keep them safe.
   c) Because they thought it was a shortcut.
   d) Because they wanted to fish.

3. When did Junior and Mandy start to get worried?
   a) When they ate the steaks.
   b) When they saw the man heating the iron rods.
   c) When they knew the man was home.
   d) When the man would not let them leave.

4. Why did the children trust the man in the first place?
   a) He helped them find their way home.
   b) He was kind and smiled.
   c) He looked like the Wild Man.
   d) He gave them food and a place to sleep.

5. How did the children escape from the Wild Man?
   a) They climbed out a window and ran to the footbridge.
   b) They snuck out the front door and ran to their Aunt Sarah’s.
   c) They jumped out a window and hid under the house.
   d) They waited for the man to fall asleep and they snuck out of the house.
Great African-Americans in History

In America’s history there have been many great African-American men and women who have made a positive impact on our world. Two such great African-American people are Dr. Guion Stewart Bluford Jr. and Shirlly Anita St. Hill. These two African-Americans helped move our country forward into a world of knowledge and change.

Dr. Guion Stewart Bluford Jr. was the first African-American in space. He became a NASA astronaut in August 1979. As a NASA astronaut, he flew aboard the Challenger Space Shuttle mission STS-8 as a mission specialist. The flight lasted from August 30, 1983, until September 5, 1983. Dr. Bluford is an aerospace engineer with a Ph.D from the Air Force Institute of Technology. He is also a colonel in the US Air Force. He later flew on other space missions, including STS-61A (in 1985), STS-39 (in 1991), and STS-53 (in 1992). In total, Bluford logged over 688 hours in space.

Shirley Chisholm was the first African-American woman elected to the US Congress. Shirley Anita St. Hill was born in Brooklyn, New York. After being a teacher and serving as a New York state assemblywoman, Chisolm was elected as a Democrat to the House of Representatives. She served in Congress for seven terms, from January 3, 1969, until January 3, 1983. In 1972, Chisholm was the first African-American woman to run for a major-party presidential nomination. During her long political career, she fought for the rights of women and minorities.
DIRECTIONS: Looking back at the story, “Great African-American’s in History”, answer the comprehension questions below.

1. Which is the main idea of this passage?
   a) Shirley Chisholm was the first African-American woman elected to the US Congress.
   b) Dr. Guion Stewart Bluford Jr. was the first African-American in space.
   c) In America’s history there have been many great African-American men and women who have made a positive impact on our world.
   d) Americans helped move our country forward into a world of knowledge and change.

2. Which detail supports this main idea?
Shirley Chisholm was the first African-American woman elected to the US Congress.
   a) Today, thousands of people have been elected into Congress.
   b) Dr. Guion Stewart Bluford Jr. became a NASA astronaut in August 1979.
   c) Chisholm served in Congress for seven terms, from January 3, 1969, until January 3, 1983.
   d) Chisholm had no brothers or sisters.

3. Which detail supports this main idea?
Dr. Guion Stewart Bluford Jr. was the first African-American in space.
   a) African-American men and women have made significant contributions to society.
   b) Chisholm was a teacher before she was elected into Congress.
   c) Buzz Aldrin was the first man on the moon.
   d) Dr. Bluford was a NASA astronaut who flew aboard the Challenger Space Shuttle mission STS-8 as a mission specialist.

4. Which main idea supports this detail?
These two African-Americans helped move our country forward into a world of knowledge and change.
   a) President Obama has a dog named Bo.
   b) There have been many great African-American men and women who have made a positive impact on our world.
   c) Dr. Bluford was an astronaut for NASA.
   d) Shirley Chisholm was elected into Congress in 1969.
Obama
The 44th President of the United States

Barack Hussein Obama II was born on August 4, 1961 in Honolulu, Hawaii. President Barack Obama is forty-seven years old. He is married to Michelle Obama, and he has two daughters, Malia Ann Obama and Natasha Obama. His daughter Malia Ann Obama is eleven years old, and Natasha, also called Sasha, is eight years old. The Obama family lives in the White House in Washington, D.C.

Barack Hussein Obama II is the first African-American man to be President of the United States of America.

President Obama is the 44th president of the United States. He was inaugurated, an event where the president takes an oath to uphold the law and protect the people of America, on January 20th, 2009 in Washington
D.C. President Obama chose Joseph Biden as his running mate, and Joseph Biden is now the Vice President of the United States.

After high school, Barack Obama moved to Los Angeles, California to attend Occidental College. After two years, he transferred to Columbia University in New York. He majored in political science and international relations. In 1983, Barack Obama graduated with his Bachelors of Art degree from Columbia University. For five years Barack Obama worked with the community to help the people of Chicago. In 1988 Barack Obama went back to college. He attended Harvard Law School in New York and graduated with a Juris Doctor degree in 1991. Barack Obama was also the first black president of the Harvard Law Review.

Barack Obama first started his career as a lawyer and as a professor. After he received his Juris Doctor Degree from Harvard, he worked for twelve years as a professor of constitutional law at the University of Chicago Law School. He then joined a law firm specializing in civil rights cases, to protect people from discrimination and racism. From 1997-2004 Barack Obama was in the state legislature for the state of Illinois. In 2004, Barack Obama was elected into the United States Senate for the state of Illinois. In 2007 he announced that he would be running for President of the United States. He ran for President of the United States against Hillary Clinton and John McCain. He won the Presidential Election in November, 2008.

Now that you have read this story, write three things you have learned about President Obama.
Paragraph One:

1. Write the Main Idea:
   
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Where did you find the main idea? ______________________________________

3. What are three details?
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

Paragraph Two:

4. Write the Main Idea:
   
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Where did you find the main idea? ______________________________________

6. What are three details?
   1. ____________________________________________________________
   2. ____________________________________________________________
Paragraph Three:

7. Write the Main Idea:
   
   ____________________________________________________________________
   
   ____________________________________________________________________

8. Where did you find the main idea? ________________________________

9. What are three details?

   1. ________________________________________________________________
   
   2. __________________________________________________________________
   
   3. __________________________________________________________________

Paragraph Four:

10. Write the Main Idea:
   
   ____________________________________________________________________
   
   ____________________________________________________________________

11. Where did you find the main idea? ________________________________

12. What are three details?

   1. ________________________________________________________________
   
   2. __________________________________________________________________
   
   3. __________________________________________________________________
Dear Parent,

Your third grade student has a writing assignment due this Friday, September 4th, 2009. We have been working with the format of Biographies in class. We have read a biography of Abraham Lincoln and our story this week is a biography of Ellen Ochoa the first female Hispanic astronaut. In class we have look through and discussed how a biography is formatted. Your student knows that a biography: **gives facts and information about a real person’s life. The writer of the biography is not the person who is the topic of it. A biography gives dates and facts about a real person’s life. The events in a biography are often told in time order, the order in which they happened.**

On **Wednesday night** please have your student write a biography draft of their classmate and help them edit their draft. Check for indenting the first word of a paragraph, spelling mistakes, capitalization errors, and punctuation errors. Please also make sure the biography flows in time order (from birth to now in the third grade). The draft direction and writing space is on the back of this letter.

On **Thursday night** please have your student publish their biography. Check for indenting the first word of the paragraph, that it is written in pen on white binder paper, and that the title of their biography is the student’s name. **The published biography is due on Friday, September 4th.**

If you have any questions **please** call me or see me before or after school. My number is 916-275-9557.

Thank you for all you do,

Erin Marston
Weekly Writing Assignment

Writing Prompt- Biography
Choose one classmate to interview (write their first and last name). Ask them to tell you: one interesting fact about themselves; when they were born; where they were born, if they have brothers and/or sisters; and what school(s) they have attended.

Don’t forget to include:
- The first sentence should tell the main idea (the one interesting fact)
- The following sentences should be their answers, in time order
- Sentences should have correct punctuation and capitalization
- Make sure you include time order words (then, next, after)

Write your rough draft below. Have a parent help you edit.

__________________________________
Title (student’s name you interviewed)

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________

After you edit, publish your writing in pen, on white binder paper.
Weekly Writing Assignment

Writing Prompt- Conduct an Interview
Choose one family member to interview. Ask your mother, father, or grandparents to tell you about how things were when they were young. Ask them to think about what they enjoyed doing, or things that were different then (phones, TV, etc).

Don’t forget to include:
- The first sentence should tell the main idea
- The following sentences should be details about the main idea
- Sentences should have correct punctuation and capitalization
- Draw a picture that goes with your story

________________________________________________________________________

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Family History/Heritage Project

Dear Families,

We have been reading the book Maniac Magee in class. From this book we began discussing our heritage and where we come from. Students are curious about where their parents, grandparents, and great-grandparents were born. They have also been curious about what generation, born in the USA, they are.

It is important for us all to know where we come from; it gives us a sense of identity that we can be proud of. This family history/heritage project is intended to help students find their roots and to have a deeper understanding of who they are as individuals. As part of this project students are required to have a discussion/interview with a parent and a grandparent, write the answers on an interview data chart, and diagram a family tree (going back as many generations as they can). Also, students have a choice to write a three paragraph description of their heritage (see attached format) or to have a family member come to the class to share their family oral history. Some families may not have access to a grandparent or the history of their family, which is ok. I want your student to have the discussion with you and I would like your student to gain a deeper knowledge of their family heritage.

If you have any questions, please call me at 916-275-9557. THIS PROJECT IS DUE ON THE WEDNESDAY WE COME BACK TO SCHOOL, MARCH 18TH, 2009.

Thank you for all you do,

Erin Marston
Family Heritage Project: Three Paragraph Description

PARAGRAPH ONE: The first paragraph should include a main idea and at least three supporting details.

This paragraph should tell the reader what grandparent was interviewed (give a name) and where they were interviewed (at a home, over the phone, etc.). Give three of your favorite interview answers given by your grandparent; why are they your favorite. (If you know, tell what generation born in the United States your grandparent is.)

PARAGRAPH TWO: The second paragraph should include a main idea and at least three supporting details.

This paragraph should tell the reader what parent was interviewed (give a name) and where they were interviewed (at a home, over the phone, etc.). Give three of your favorite interview answers given by your parent; why are they your favorite. (If you know, tell what generation born in the United States your parent is.)

PARAGRAPH THREE: The third paragraph should include a main idea and at least three supporting details.

This paragraph should compare your answers to your grandparent’s and your parent’s answers. Give examples of where you had different answers from your grandparent and parent, and give examples of similar, or the same, answers you had with your parent and grandparent. (If you know, tell what generation born in the United States you are.)
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>YOU</th>
<th>PARENT</th>
<th>GRANDPARENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did (YOU) they go to elementary school (Name &amp; Location; CITY, STATE)</td>
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<td>How did their parents feel about school</td>
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<td>Favorite Subject/Least favorite subject</td>
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<td>Favorite Teacher; why</td>
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<td>How did they get to school (grades; any report cards)</td>
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<td>Were there rewards in school; consequences</td>
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<td>Were parents encouraged to do well in school</td>
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<tr>
<td>Do they stay in contact with people from school (childhood)</td>
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<tr>
<td>What did they do outside of school/hobbies</td>
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<td>Any collections (Do they still have it)</td>
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<td>----------------------------------------</td>
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<tr>
<td>Friends from childhood</td>
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<td>Favorite games/toys/etc.</td>
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<td>What generation are you; born in the USA?</td>
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<td>Why did you or your family come to the United States?</td>
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<tr>
<td>Where were you born and where were</td>
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</table>
1. Read this sentence: **You must clean your room before you go outside to play.** What type of sentence is this? (WC 1.1)
   a. Declarative
   b. Interrogative
2. Read this sentence:  **My dog, cat, and bird are as playful as a board game.**
What type of sentence is this? (WC 1.1)
   a. Declarative
   b. Interrogative
   c. Imperative
   d. Exclamatory

3. Read this sentence:  **Did you know that Wisconsin's capital is Madison?**
What type of sentence is this? (WC 1.1)
   a. Declarative
   b. Interrogative
   c. Imperative
   d. Exclamatory

4. Read this sentence:  **My mom went to the beauty shop to get her hair done.**
The underlined word is a: (WC 1.2)
   a. Verb
   b. Adjective
   c. Article
   d. Pronoun

5. Read this sentence:  **Jesse Owens ran fastest at the 1936 Olympics.**
The underline word is a: (WC 1.2)
   a. Verb
   b. Adjective
   c. Article
   d. Pronoun

6. Read this sentence:  **The bear slept in the cave during the cold winter months.**
The underline word is a: (WC 1.2)
   a. Verb
   b. Adjective
   c. Article
   d. Pronoun

7. Read this sentence:  **I went to an auction with my mom and dad last weekend.**
The underline word is a: (WC 1.2)
   a. Verb
   b. Adjective
   c. Article
   d. Pronoun
8. Read this sentence: Tricia and I exercise every day.
What is the correct way to write the underlined word? (WC 1.3)
   a. Exercises
   b. Exercise
   c. Exercising
   d. Correct as is

9. Read this sentence: Brian rides his bike to school every day.
What is the correct way to write the underlined word? (WC 1.3)
   a. Ride
   b. Riding
   c. Rided
   d. Correct as is

10. Read this sentence: Veins carry blood back towards the heart.
What is the correct way to write the underlined word? (WC 1.3)
    a. Carry
    b. Carries
    c. Carrying
    d. Correct as is

11. Read this sentence: I played golf on Saturday with my mom.
    Is the underlined word a subject or predicate? (WC 1.4)
        a. subject
        b. predicate
        c. both
        d. neither

12. Read this sentence: The books were on the top shelf of the bookcase.
    Is the underlined word a subject or predicate? (WC 1.4)
        a. subject
        b. predicate
        c. both
        d. neither

13. Read this sentence: Mairlyn have only six more laps to go!
    Does the subject agree with the predicate? (WC 1.4)
        a. Yes
        b. No

14. Read this sentence: Alexus and Alisha was playing on the playground together.
    Does the subject agree with the predicate? (WC 1.4)
15. Read this sentence: My favorite book is Maniac Magee.
How should the title of the book, Maniac Magee, be written? (WC 1.5)
   a. “Maniac Magee”
   b. Maniac Magee
   c. Maniac Magee
   d. maniac magee

16. Read this sentence: My favorite song is Boom, Boom, Pow.
   How should the title of the song, Boom, Boom, Pow, be written? (WC 1.5)
   a. boom, boom, pow
   b. Boom, Boom, Pow
   c. “Boom, Boom, Pow”
   d. Boom, Boom, Pow

17. Read this sentence: I watched the movie X-Men Origins last Saturday.
   How should the title of the song, X-Men Origins, be written? (WC 1.5)
   a. X-Men Origins
   b. “X-Men Origins”
   c. X-men origins
   d. X-Men Origins
Read this letter and answer questions 18-22.

5201 Strawberry Lane
(1) Sacramento CA 95820
(2) Wednesday May 6th, 2009

(3) Dear Lupe,

Today was the first day of ballet. It was really hard being the new person in the class. There was a really nice girl named Alexus who helped me with some of the ballet steps the class had been learning. She dances so beautifully! I got to learn how to pirouette, a ballet step where you turn on one leg. I also learned how to arabesque, that’s where you put one leg back, your arms out, and your chin up. It is really beautiful! I don’t have the arabesque down yet, but I’m going to keep practicing.

I have my first dance recital on (4) Thursday May 28th. I hope you can make it. I miss you a lot, and I also miss everyone else at step class. Please tell them all I say, “Hi!” I hope to see you soon.

(5) Your Friend,

Gracie

18. How should (1) be written? : Sacramento CA 95820 (WC 1.6)
   a. Sacramento, CA 95820
   b. Sacramento, ca 95820
   c. Sacramento Ca 95820
   d. Sacramento CA 95820

19. How should (2) be written? : Wednesday May 6th, 2009 (WC 1.6)
   a. Wednesday, may 6th, 2009
   b. Wednesday, May 6th 2009
   c. wednesday, May 6th, 2009
   d. Wednesday, May 6th, 2009
20. How should (3) be written? : Dear Lupe, (WC 1.6)
   a. Dear Lupe
   b. Dear Lupe,
   c. Dear lupe,
   d. Dear, Lupe,

21. How should (4) be written? : Thursday may 28th (WC 1.6)
   a. Thursday, may 28th
   b. Thursday May 28th
   c. Thursday, May 28th
   d. thursday, may 28th

22. How should (5) be written? : Your Friend, (WC 1.6)
   a. Your friend,
   b. Your Friend
   c. Your Friend,
   d. your friend,

23. Which holiday is NOT capitalized correctly? (WC 1.7)
   a. Thanksgiving
   b. Fourth of july
   c. Christmas
   d. Flag Day

24. Which noun does NOT need to be capitalized? (WC 1.7)
   a. Friday
   b. November
   c. I
   d. Dog
25. Which geographical place is capitalized correctly? (WC 1.7)
   a. Pacific Ocean
   b. United states of America
   c. Mississippi river
   d. Lake erie

26. Which noun is capitalized correctly? (WC 1.7)
   a. The olympics
   b. Los angeles
   c. Dr. Erin h. Marston
   d. Mrs. R. J. Sanchez

27. Which word is NOT spelled correctly? (WC 1.8)
   a. dirtiest
   b. prettiest
   c. earphones
   d. flury

28. Which word is NOT spelled correctly? (WC 1.8)
   a. pretzel
   b. yodel
   c. boque
   d. collage

29. Which word does NOT have a similar vowel sound? (WC 1.8)
   a. tail
   b. stain
   c. hate
   d. fair
30. Which words have similar vowel sounds? (WC 1.8)
   a. deal, feel, tell, easy
   b. send, tell, ready, neat
   c. neat, feel, deal, ready
   d. feel, deal, beep, easy

31. Which set of words are in alphabetical order? (WC 1.9)
   a. sly, slippery, smash, sniff
   b. disk, dismiss, distort, dissent
   c. lean, leaf, lath, large
   d. dizzy, do, doctor, dodge

32. Which set of words are not in alphabetical order? (WC 1.9)
   a. conduct, complain, contrast, cook
   b. gnat, gnaw, gnome, goal
   c. meadow, meal, medal, mayfly
   d. sleepy, slide, slate, slave

33. Which word will fit in this blank? map, _____, matter, medium (WC 1.9)
   a. master
   b. many
   c. mall
   d. may

34. Which word will fit into this blank? rein, render, ______, renown (WC 1.9)
   a. remote
   b. renege
   c. renal rehearsal
Day One CST ELA Review

3RW1.4 *Vocabulary and Concept Development:* Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

3RW1.6 *Vocabulary and Concept Development:* Use sentence and word context to find the meaning of unknown words.

3RW1.7 *Vocabulary and Concept Development:* Use a dictionary to learn the meaning and other features of unknown words.

3RW1.8 *Vocabulary and Concept Development:* Use knowledge of prefixes [e.g., un-, re-, pre-, bi-, mis-, dis-] and suffixes [e.g., -er, -est, -ful] to determine the meaning of words.

1. The dog wanted to _____ the area by running down the ___________.
   (RW 1.4)
   Which pair of words makes the sentence correct?
   a) flee, stares
   b) flea, stairs
   c) flee, stairs
   d) flea, stares

2. I want to _____ that you put the vase down over ___________. (RW 1.4)
   Which pair of words makes the sentence correct?
   a) see, their
   b) sea, there
   c) sea, they’re
   d) see, there
3. Read this sentence. (RW 1.4)

The tire was not easy to fix.
What is a synonym for the word fix?
   a) ride
   b) see
   c) repair
   d) roll

4. Read this sentence. (RW 1.4)

That cookie is tiny!
What is an antonym for the word tiny?
   a) delicious
   b) small
   c) huge
   d) mine

5. Read this sentence. (RW 1.4)

Why are you laughing?
What is an antonym for the word laughing?
   a) running
   b) weeping
   c) sleeping
   d) learning
6. Read this sentence. (RW 1.4)

He won the award for the best story.

What is a synonym for the word award?

a) prize

b) name

c) slip

d) paper

7. The severe drought led to a famine in the country. (RW 1.6)

In this sentence you can tell that drought is something

a) that you eat.

b) that you can sell.

c) that causes hunger.

d) that is plenty.

8. One beautiful day in Lagos, a young girl walked down the road on her way to the market. (RW 1.6)

In this sentence you can tell that Lagos is

a) a time of day.

b) a place in the road.

c) a place in Africa.

d) a way to walk.
9. The dog *bounded* and pinned the ball down on the ground.

(RW 1.6)

In this sentence you can tell that *bounded* is something

a) you eat.

b) you sell.

c) you chase.

d) you jump.
USE REFERENCE SOURCES
➢ Use the dictionary page below to answer the questions.

\[
\begin{align*}
\text{mad} & \quad \text{adj.} \\
\text{main} & \\
\text{mad} \ (\text{mād}) & \quad \text{1. Feeling anger or resentment.} \quad \text{2. Suffering from a disorder of the mind, insane.} \quad \text{3. Not being able to control one’s self, to make poor judgment.} \quad \text{4. Feeling or showing strong liking; mad about sports.} \\
\text{made-up} \ (\text{mād’ūp’}) & \quad \text{adj.} \quad \text{1. Fictitious: a made-up story.} \quad \text{2. Wearing makeup.} \\
\text{magic} \ (\text{māj’ik}) & \quad \text{n.} \quad \text{1. To control natural events, effects, or forces by using charms, spells, or rituals.} \\
\text{magnet} \ (\text{māg’nĭt}) & \quad \text{n.} \quad \text{1. An object that is surrounded by a magnetic field and attracts iron.} \quad \text{2. An electromagnet.} \quad \text{3. A person, place, or object that attracts.} \\
\text{mail} \ (\text{māl}) & \quad \text{n.} \quad \text{1. Letters and packages that are handled in a postal system.} \quad \text{2. Messages sent electronically; e-mail.} \quad \text{v.} \quad \text{3. To send by mail.} \quad \text{4. Flexible armor composed of small overlapping rings.}
\end{align*}
\]

10. Which meaning of \textit{mad} is used in the sentence below? (RW 1.7)

\textit{We knew he was mad when he tried to eat his dinner with his shoe.}

a) Feeling anger or resentment.
b) Suffering from a disorder of the mind, insane.
c) Not being able to control one’s self, to make poor judgment.
d) Feeling or showing strong liking.

11. Which meaning of \textit{mail} is used in the sentence below? (RW 1.7)

\textit{My computer said, “You have mail.”}

a) Letters and packages that are handled in a postal system.
b) Messages sent electronically; e-mail.
c) To send by mail.
d) Flexible armor composed of small overlapping rings.
12. What are the guide words on this dictionary page? (RW 1.7)
   a) mad, made-up
   b) mad, main
   c) made-up, main
   d) magic, magnet

13. What part of speech is the word mail? (RW 1.7)
   a) noun
   b) noun and verb
   c) verb
   d) adjective

14. The cat is ____________ than the turtle. (RW 1.8)
    Which suffix should be added to the word fast to make this sentence true?
    a) –er
    b) –est
    c) –full
    d) -ing

15. The cheetah is the __________ animal on Earth. (RW 1.8)
    Which suffix should be added to the word fast to make this sentence true?
    a) –er
    b) –est
    c) –full
    d) -ing

16. Read this sentence: (RW 1.8)
    The boy and his dog were headed homeward.
    In this sentence, the suffix –ward tells us that…
    a) they were going to their own home.
    b) they were going into someone’s home.
    c) they were leaving their home.
    d) they didn’t have a place to go.
17. Read this sentence: (RW 1.8)
The shirt had been prewashed.
In this sentence, the prefix pre- tells us that…
   a) the shirt needs to be washed.
   b) the shirt has never been washed.
   c) the shirt has already been washed.
   d) the shirt doesn’t need to be washed.

18. Read this sentence: (RW 1.8)
The pirate needed to retrace his steps to find the buried treasure.
In this sentence, the prefix re- tells us that…
   a) he needed to go back over his steps.
   b) he already went over his steps.
   c) he made a map of the buried treasure.
   d) he needed to make a map of the buried treasure.
Day Two CST ELA Review

3RC2.1 **Structural Features of Informational Materials** Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

3RC2.2 **Comprehension and Analysis of Grade-Level-Appropriate Text:** Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

3RC2.3 **Comprehension and Analysis of Grade-Level-Appropriate Text:** Demonstrate comprehension by identifying answers in the text.

3RC2.4 **Comprehension and Analysis of Grade-Level-Appropriate Text:** Recall major points in the text and make and modify predictions about forthcoming information.

**USE REFERENCE SOURCES**

➢ Choose the best answer for each question.

1. What would be the best resource to read about animal homes? (RC 2.1)
   - a) an atlas
   - b) a dictionary
   - c) an encyclopedia
   - d) a thesaurus

2. Where would you look to find a word that has the same meaning as *cranky*? (RC 2.1)
   - a) an atlas
   - b) a dictionary
   - c) an encyclopedia
   - d) a thesaurus

3. You are writing a report about Africa. Where would you look to learn facts about the country’s geography, history, and culture? (RC 2.1)
   - a) an atlas
   - b) a dictionary
   - c) an encyclopedia
   - d) a thesaurus
Use the encyclopedia volumes below to answer the questions.

4. In which encyclopedia volume would you find information about farming? (RC 2.1)
   a) Vol. 2
   b) Vol. 3
   c) Vol. 4
   d) Vol. 5

5. In which encyclopedia volume would you find information about iguanas? (RC 2.1)
   a) Vol. 2
   b) Vol. 3
   c) Vol. 4
   d) Vol. 5
Reptiles

Reptiles are one of the many animals found around the world. You can find reptiles on most of the continents. Today there are over 6,800 reptile species on Earth. Reptiles include lizards, snakes, turtles, crocodiles, and alligators.

Some say, dinosaurs were the first reptiles on Earth. The first reptile known to live is thought to be an ancestor of the turtle. Other reptile-like species have been discovered too. Scientists found a 315 million year old fossilized footprint that belonged to a small lizard-like dinosaur. When you think of dinosaurs you probably think about the Mesozoic (Mēz-ō-zō-īk) Age, the “Age of Reptiles”. The Mesozoic Age was about 115 million years after the lizard-like footprint was made in the mud.

Reptiles have survived millions of years and live in many parts of the world. It is said that reptiles will continue to survive and live for many more millions of years to come.

1. Scientists found a 315 million year old fossilized footprint. What is another type of fossil? (RC 2.2)
   A. An old car.
   B. Handprints you made in the cement.
   C. Dinosaur bones.
   D. Chicken bones.

2. Which animal below is not a reptile mentioned above? (RC 2.2)
   A. alligator
   B. turtle
   C. lizard
   D. frog
3. **How many syllables are in the word Mesozoic? (RC 2.3)**
   
   A. 2  
   B. 3  
   C. 4  
   D. 5

4. **The first reptile known to live is thought to be an ancestor of the __________.**  
   (RC 2.3)
   
   A. turtle  
   B. lizard  
   C. snake  
   D. crocodile

5. **The best place to find dinosaur fossils is in_______________. (RC 2.4)**
   
   A. the zoo.  
   B. a museum.  
   C. your back yard.  
   D. the animal store.

6. **Reptiles have been around for ________________. (RC 2.4)**
   
   A. thousands of years.  
   B. hundreds of years.  
   C. many years.  
   D. millions of years.
Day Three CST ELA Review

3RW1.6 Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.

3RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.

3RC2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.

3RL3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Barking Dogs

1. One of the biggest complaints about dog behavior is barking. A barking dog is probably the biggest problem of many non-dog owners. In some cities, owners of dogs that bark a lot must take steps to eliminate, or stop the barking.

2. Barking is a natural response for many dogs. The bark is an alarm when other dogs or people go into their territory. Alarm barking makes many dogs valuable as household watchdogs. A watchdogs’ barking is important, it helps keep intruders away.

3. Some dogs bark when their barking is rewarded. For example, dogs may bark when they wish to come in the house or to get out of a kennel. Some dogs are trained to bark when they hear the words “speak” for food or a reward.

4. To stop a barking dog, a dog owner must first identify why the dog is barking. If a dog is rewarded when it barks, to stop the barking, the dog must not again be rewarded. If the dog barks and is then allowed in the house, not allowing the dog into the house until it stops barking should eliminate the barking.

1. What is the main idea in paragraph 2? (RC 2.5)

   A. Dogs are watchdogs.
   B. Barking is a natural response for dogs.
   C. Dogs bark to alarm their owners.
   D. Dogs love to bark.
2. **What is the main idea in paragraph 4? (RC 2.5)**
   
   **A.** How to stop a barking dog.
   
   **B.** Don’t let a dog in the house until it stops barking.
   
   **C.** Do not reward a barking dog.
   
   **D.** Why you need to stop the barking.

3. **What is one of the biggest complaints of non-dog owners? (RC 2.6)**

   **A.** Feeding a pet.
   
   **B.** The cost of owning a pet.
   
   **C.** A dog that barks.
   
   **D.** Not picking up after a dog.

4. **Why do some dogs bark? (RC 2.6)**

   **A.** They bark because that is how they sing.
   
   **B.** Because other dogs go into their territory.
   
   **C.** Barking is how dogs talk.
   
   **D.** Some dogs bark because they are happy.

5. **Read the sentence from the story: (RW 1.6)**

   In some cities, owners of dogs that bark a lot must take steps to **eliminate** or stop the barking.

   **What does the word “eliminate” mean?**

   **A.** Continue

   **B.** Reward

   **C.** Territory

   **D.** Stop
6. **Read the sentence from the story: (RW 1.6)**

   Some dogs are trained to bark when they hear the words “speak” for food or a reward.

   **What does the word “trained” mean?**
   
   A. Taught
   
   B. Listen
   
   C. Punished
   
   D. Bought

7. **The story Barking Dogs is BEST described as…(RL 3.1)**

   A. Biography
   
   B. Folktale
   
   C. Fiction
   
   D. Nonfiction

8. **The story Barking Dogs is NOT…(RL 3.1)**

   A. Nonfiction
   
   B. Informational
   
   C. A riddle
   
   D. None of the above
Day Four CST ELA Review

3RW1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

3RC2.7 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

3RW1.7 Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words.

3WC1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

1. Which word means the same as “to wash before”? (RW 1.8)
   A. Washer
   B. Rewash
   C. Prewash
   D. Wishful

2. Which word means the same as “full of pride”? (RW 1.8)
   A. Hopeful
   B. Dispride
   C. Prideful
   D. Prideless
Use the directions below to answer questions 3-5

Ice Cream In A Bag
Ingredients:
1 gallon Ziploc bag
1 quart Ziploc bag (heavy duty)
4 cups ice
¼ cup salt
1 cup whole milk
1 teaspoon vanilla extract
2 tablespoons sugar
Cup and spoon

Procedure:
1. Pour the milk, vanilla extract, and sugar into the small ziploc bag. Squeeze as much air out as possible and seal the bag carefully.
2. Place the small Ziploc bag down into the large bag. Cover with the ice and salt. Seal the large bag tightly.
3. Shake, toss, and flip the ice cream machine for 5 to 10 minutes. If the bag gets too cold to handle, wrap it with a towel or pass it from person to person. Do not open the large bag to check the ice cream because it may not seal properly afterwards.
4. Open both bags and spoon the ice cream into the cup. Enjoy!

Flavor variations:
1. Substitute other extract flavors for the vanilla.
2. Omit the vanilla and half the sugar. Add strawberry or chocolate syrup to the milk mixture.

3. The first thing you should do to make your Ice Cream In A Bag is to…(RC 2.7)
   A. Put ice and salt into the gallon sized bag.
   B. Place the small Ziploc bag into the large Ziploc bag.
   C. Seal the Ziploc bag
   D. Put sugar into the small Ziploc bag.
4. In which step should you add the salt? (RC 2.7)
   A. 1  
   B. 2  
   C. 3  
   D. 4

5. What flavor ice cream do the directions NOT tell you how to make? (RC 2.7)
   A. Lemon  
   B. Vanilla  
   C. Chocolate  
   D. Strawberry

6. You should not open the bag to see if the ice cream is working because…(RC 2.7)
   A. You could make a mess.  
   B. You could make the ice cream taste like salt.  
   C. The bag may not close the correct way again.  
   D. The bag might rip.

---

Read this dictionary entry for questions 7-8. (RW 1.7)

**Natural** (nāch′ər-əl) adj. 1. Present in or produced by nature. 2. Of or relating to nature. n. 3. One especially suited by nature or qualifications, a natural for the job. n. 4. In music, the sign placed before a note.

7. The baseball player was a natural. In this sentence, natural is…(RW 1.7)
   A. Present in or produced by nature.  
   B. Of or relating to nature.  
   C. One especially suited by nature or qualifications.  
   D. The baseball player was not very good.

8. The element is a natural occurrence. In this sentence, natural means…(RW 1.7)
   A. Present in or produced by nature.  
   B. One especially suited by nature or qualifications.  
   C. In music, the sign placed before a note.  
   D. Made in a laboratory.
9. Determine the type of sentence below: (WC 1.1)
   Wow, that was fantastic!
   A. Interrogative
   B. Declarative
   C. Exclamatory
   D. Imperative

10. Determine the type of sentence below: (WC 1.1)
    What were you doing last night?
    A. Interrogative
    B. Declarative
    C. Exclamatory
    D. Imperative

11. Determine the type of sentence below: (WC 1.1)
    You need to go clean your room before you can go outside.
    A. Interrogative
    B. Declarative
    C. Exclamatory
    D. Imperative
Day Five CST ELA Review

3RL3.2 **Narrative Analysis of Grade-Level-Appropriate Text:**
Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3RL3.3 **Narrative Analysis of Grade-Level-Appropriate Text:**
Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3RL3.4 **Narrative Analysis of Grade-Level-Appropriate Text:**
Determine the underlying theme or authorís message in fiction and nonfiction text.

3RL3.5 **Narrative Analysis of Grade-Level-Appropriate Text:**
Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

3RL3.6 **Narrative Analysis of Grade-Level-Appropriate Text:**
Identify the speaker or narrator in a selection.

**The Ugly Duckling**

It was summer and the oats were still green and the wheat was turning yellow. In the middle of the wild and lonely woods a duck sat waiting for her eggs to hatch. She was feeling sorry for herself because it was taking so long and hardly anybody came to visit her.

Finally, the eggs began to crack. “Peep…Peep,” they said one after another. “Quack…Quack,” said their mother. The ducklings were excited to see the whole world and wanted to explore, but the biggest egg of the bunch had not yet hatched. “Oh no, the biggest egg hasn’t hatched yet; and I’m so tired of sitting here! I wonder how long it will take?” the mother duck wailed, and sat down again.

A passing duck heard the mother ducks cries and went for a closer look. “Let me look at the egg that won’t hatch,” demanded the old duck. "I am sure that it’s a turkey egg! I was fooled that way once.” The mother lifted her tired body away from the egg to let the old duck see the egg. “Yes, yes! That is a turkey egg. You better let it lie there and go teach your ducklings how to swim, that’s my advice.”
The mother duck was tired but she wanted to wait a little longer to see if the hatchling was indeed a turkey. She sat there another day until at last the big egg cracked too. "Peep...Peep," said the young one as it tumbled out. He was big and very ugly.

The mother duck gathered her ducklings and took them to the water to swim. "He is no turkey" mumbled the mother. "See how beautifully he uses his legs and how straight he holds his neck" He is my own child and, when you look closely at him, he’s quite handsome..."

As the proud mother paraded her ducklings through the woods and to the farm the other animals started to tease the big one. "Look how ugly one of them is! He’s the last straw!" said one of the ducks. Another duck flew over and bit the ugly duckling on the neck.

"Leave him alone!" shouted the mother. "He hasn’t done anyone any harm."

"He’s big and he doesn’t look like everybody else!" replied the duck that had bitten him. "And that’s reason enough to beat him."

The mother duck quickly hurried her children away to safety. As they retreated, they passed the head duck who said, "Your children are all beautiful except one. He didn’t turn out very well. I wish you could make him over again."

"That’s not possible, Your Grace," answered the mother duck. "He may not be handsome, but he has a good character and swims as well as the others, if not a little better. Perhaps he will grow more handsome as he gets older and becomes a bit smaller."

The poor little duckling, who had been the last to hatch, and was so ugly, was bitten and pushed and made fun of both by the hens and the other ducks. The turkeys gobbled so loudly at him that their faces turned red. The little girl that came to feed the fowls kicked him.

The duckling was sad and grieved over his own ugliness. At last the duckling ran away. The weather began to grow colder and colder as the months passed. The ugly duckling hid in a hollow tree to scared to been seen for the fact that his own ugliness would get him into trouble.

As the weather warmed again and the oats were green and the wheat was turning yellow, the ugly duckling wanted nothing more than to swim in the water. He slowly crept out of his hiding place.

"I shall fly over the trees and to the water," he said. He flew high above the treetops and lighted on the water. He began to swim towards the magnificent swans. When they saw him they ruffled their feathers and started to swim in his direction. They were coming to meet
“Please do not harm me,” pleaded the ugly duckling as he lowered his head. As he waited for them to attack he looked into the water. But what was that he saw in the water? It was his own reflection; and he was no longer an awkward, clumsy, ugly grey bird. He was a swan, a beautiful and magnificent swan! He slowly raised his head and looked at the others. His movements were as elegant as a slow melody.

He was too happy, but not proud, for a kind heart can never be proud. He thought of the times when he was teased and mocked. And now everyone said that he was the most beautiful of the most beautiful birds. The sun shone so warm and brightly. He ruffled his feathers and raised his slender neck, while out of the joy in his heart, he thought, “Such happiness I did not dream of when I was the ugly duckling.”

1. Where did the ugly duckling go to hide? (RL 3.2)
   A. The lake.
   B. A hollow tree.
   C. A barn.
   D. Back in the egg.

2. What animal did NOT mock or tease the ugly duckling? (RL 3.2)
   A. Turkey
   B. Hens
   C. Swans
   D. Ducks

3. Which word BEST describes the mother duck? (RL 3.3)
   A. Afraid
   B. Protective
   C. Weak
   D. Foolish

4. Based on the passage, the reader can tell that the ugly duckling is...(RL 3.3)
   A. shy around others.
   B. glad to have a mother.
   C. happy to be ugly.
   D. angry at the little girl.
5. **This passage teaches readers that it is better to be...** (RL 3.4)
   A. fast than slow.
   B. pretty than ugly.
   C. ugly on the inside.
   D. beauty is within us all.

6. **Which of these is a theme in the story?** (RL 3.4)
   A. Special things are not always perfect.
   B. Good things come to those who wait.
   C. Beauty is from the inside out.
   D. Being ugly is not good.

7. **The story *The Ugly Duckling* is written in...** (RL 3.6)
   A. First person
   B. Second person
   C. Third person
   D. Fourth person

8. **Who is the speaker in this passage?** (RL 3.6)
   A. A narrator
   B. The mother duck
   C. The ugly duckling
   D. The swan

9. **Read this sentence from the passage:**

    *His movements were as elegant as a slow melody.*

   **This sentence is an example of...** (RL 3.5)
   A. Alliteration
   B. Onomatopoeia
   C. Metaphor
   D. Simile
10. Which sentence below is an example of **Onomatopoeia**? (RL 3.5)
   A. Big brown bears bow before brunch.
   B. Her heart was a pit of fire.
   C. “Peep…Peep,” said the duckling.
   D. The stars sparkled like diamonds.

11. Which sentence below is an example of **Alliteration**? (RL 3.5)
   A. Big brown bears bow before brunch.
   B. Her heart was a pit of fire.
   C. “Peep…Peep,” said the duckling.
   D. The stars sparkled like diamonds.
Day Six CST ELA Review

3WS1.0 WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., pre-writing, drafting, revising, editing successive versions).

3WS1.1 Organization and Focus: Create a single paragraph:
1) Develop a topic sentence;
2) Include simple supporting facts and details.

3WS1.3 Research & Technology: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

3WS1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

Giant Panda

(1) After reading a story about the giant panda in school, I wanted to learn more about the mammal. (2) I did some research in the library and on the internet. (3) I learned that the giant panda is not a true bear, like bears, they evolved from doglike ancestors. (4) The giant panda is only found in the mountains of Sichuan in southwest China. (5) The panda is an endangered species. (6) The loss of their habitat, due to deforestation, and poachers threaten their survival. (7) I also learned that the giant panda must spend most of its time eating to stay alive. (8) Bamboo leaves and stems make up about 99% of the giant pandas diet. (9) The giant panda is also known to eat small animals and fish. (10) Making this animal a carnivore. (11) The weight of an adult giant panda is between 220-275 pounds. (12) The giant panda can live 25-30 years.

1. What is the topic sentence of the paragraph “Giant Panda”? (WS 1.1)

A. The giant panda can live 25-30 years.
B. I learned that the giant panda is not a true bear, like bears, they evolved from doglike ancestors.
C. I did some research in the library and on the internet.
D. After reading a story about the giant panda in school, I wanted to learn more about the mammal.
2. Read this sentence from the story:

The weight of an adult giant panda is between 220-275 pounds.

Which sentence could be BEST added to provide supporting details? (WS 1.1)

A. A newborn baby panda weighs about one nine-hundredth of its mother’s weight.

B. A panda’s home range is about half a square mile.

C. Pandas thick fur help keep it warm in the snowy, cold mountains of China.

D. The eyes of a panda look similar to the eyes of a cat.

3. After sentence nine, a sentence should be added that explains (WS 1.1)

A. where the panda lives in the mountains.
B. the types of small animals and fish the panda eats.
C. why the pandas live for so long.
D. where exactly in China do the pandas live.

4. Read this sentence:
The giant panda is a black and white mammal that is smaller than a grizzly bear.

Between which guide words is the word mammal found in a dictionary? (WS 1.3)

A. manatee – maze
B. marble – Mexico
C. mammary – melon
D. mambo – market
5. Which encyclopedia volume should you use to find more information about panda bears? (WS 1.3)
   A. Volume I Aa-At
   B. Volume IX Be-Bu
   C. Volume XII Pd-Qb
   D. Volume XI Oh-Pd

6. To learn more about the giant panda, you would find MOST of your information (WS 1.3)
   A. in the dictionary under “giant panda”.
   B. in the thesaurus under “giant panda”.
   C. under the word “giant panda” in a reference book about word choices.
   D. under the heading “giant panda” in an encyclopedia.

7. Which would be the BEST way to begin sentence 10? (WS 1.4)
   A. Then,
   B. Instead,
   C. For these reasons,
   D. For example,

8. Read this sentence:
   The grizzly bears of North America are more bigger, the giant panda are not the biggest.
   What is the BEST way to revise this sentence to fit with the main idea of the passage? (WS 1.4)
   A. The North American grizzly bear are more larger than the giant panda, it dwarfs the giant panda in size.
   B. Despite its name, the giant panda is dwarfed by the grizzly bear of North America.
   C. Grizzly bears from North America, the giant panda is not.
   D. The giant panda bear, North America and the grizzly bears are large bears.
Day Seven CST ELA Review

3WC1.2 **Grammar:** Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

3WC1.3 **Grammar:** Identify and use past, present, and future verb tenses properly in writing and speaking.

3WC1.4 **Grammar:** Identify and use subjects and verbs correctly in speaking and writing simple sentences.

3WC1.5 **Punctuation:** Punctuate dates, city and state, and titles of books correctly.

**Giant Panda**

(1) After reading a story about the giant panda in school, I wanted to learn more about the mammal. (2) I does some research in the library and on the internet. (3) I learned that the giant panda is not a true bear, like bears, they evolved from doglike ancestors. (4) The giant panda is only found in the mountains of Sichuan in southwest China. (5) The panda an endangered species. (6) The loss of their habitat, due to deforestation, and poachers threatens their survival. (7) I also learned that the giant panda must spend most of its time eating to stay alive. (8) Bamboo leaves and stems make up about 99% of the giant panda's diet. (9) The giant panda is also known to eat small animals and fish. (10) Making this animal a carnivore. (11) The weight of an adult giant panda is between 220-275 pounds. (12) The giant panda can live 25-30 years.

1. What is the subject in sentence 9? (WC 1.2)

   A. The giant panda
   
   B. I
   
   C. known
   
   D. is
2. What is the correct way to write the underlined part in sentence 5? (WC 1.2)
   A. The panda was an
   B. The panda is an
   C. The panda was an
   D. The panda did an

3. Read this sentence from the story:
   I does some research in the library and on the internet.

   What is the correct way to write the underlined portion of the sentence? (WC 1.3)
   A. done
   B. will do
   C. doing
   D. did

4. What tense is the underlined verb in sentence 3? (WC 1.3)
   A. Future
   B. Past
   C. Present
   D. Last

5. Which sentence is divided correctly into its subject and predicate? (WC 1.4)
   A. The shiny black kitten licks / his clean, soft fur.
   B. Stars are shining / in the midnight sky.
   C. A tall tree stands in the / middle of the park.
   D. Five small children / dance to the lively music
6. Which sentence is divided correctly into its subject and predicate? (WC 1.4)

   A. My mom went to the / grocery store to buy food.
   B. The dog barked / at the cat in the tree.
   C. The bald man / sat in the middle of the park.
   D. Four cups of tea sat / full on the table.

7. Read this sentence. (WC 1.5)

   My school is in Los Angles California

   What is the correct way to punctuate the underlined part of this sentence?

   A. My school is in Los Angles California,
   B. Los Angles, California,
   C. Los Angles, California
   D. Leave as is.

8. Which sentence is written correctly? (WC 1.5)

   A. My brother likes to visit San, Diego, California.
   B. The dog was bought from Sacramento California.
   C. Fort Lauderdale, Florida is where I am going on vacation.
   D. Tuesday, May 19 2009 we will start our ELA CST test.
REFERENCES


