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Introduction

The *Florida Academic Support Program (FL-ASP) for English Language Arts* is a complete, turnkey solution for improving educational performance. Topics are built around accessible core curriculum ensuring that the *FL-ASP* is useful for striving students and diverse classrooms.

This program recognizes that many struggling students aren't reached by traditional "skill and drill" or strict test-prep approaches.

The *FL-ASP* includes components that review, instruct as needed, provide practice, and assess students' skills. Instructional tools and strategies are embedded throughout. The scope and sequence addresses the needs of students who require additional support in meeting many of the Sunshine State Standards for Reading.

This 3-ring binder includes the following:

- Over 40 lessons with reproducible activity sheets keyed to standards
- A section on assessment strategies and a library of practice items
- An English Language Arts strategies teacher's guide that:
 - describes the purpose of the materials and the options for using the package
 - provides pacing guide options
 - recommends a collection of graphic organizers for instructional strategies
 - references relevant national standards and state standards

Purpose of Materials

The *Florida Academic Support Program for English Language Arts* is a flexible program that can be adjusted to fit your students' needs in a variety of settings, including supplemental educational support programs, tutoring, summer school, and even as an enhancement to daily curriculum.

Two suggested pacing guides are provided, one for a 40-hour program and one for an 80-hour program. The pacing guides suggest the scope and sequence for students who need help in all of the topics addressed by the Sunshine State Standards including, but not limited to, the following:

- Vocabulary and Concept Development
- Understanding a Text
- Fiction and Nonfiction
- Writing

Identifying, analyzing, and applying knowledge of language, reading, literature, and composition are infused throughout.

Structure of the Binder

The *FL-ASP* is provided, for your convenience, in a binder format. The materials are completely reproducible, allowing you to make as few or as many copies as you need. If students lose an activity sheet, just make a new one. Tabs allow you to access the sections of the binder quickly and easily.

The Teacher's Guide is the first section. Written for you, this section helps you navigate the materials with the pacing guides, offers 18 graphic organizers and suggested strategies for their use, includes an assessment rubric for essays, and shows how the lessons correlate to the Sunshine State Standards for Reading.

The next five sections focus on content and knowledge of the following: Vocabulary, Understanding Texts, Informational Texts, Literature, and Composition. The units in the *FL-ASP* can be implemented as prescribed in one of the pacing guides, yet the design is flexible so that you can mix and match sections and units as the needs of your students and your instructional style dictate.

The final section focuses on test-taking. This section allows you to demystify tests such as the Florida Comprehensive Assessment Test for your students. There are five practice assessments for each section of instruction. You may choose to administer some of the assessments as you move through the instructional sequence. Or you may choose to utilize them only at the end. Used on their own or in combination with the content-area units, students will gain confidence in their abilities through familiarity of question types within the context of the content they have reviewed.

Structure of Units

Nearly all the units have seven components. In some writing units, however, the post-assessment component is left up to you to decide by asking students to complete a writing assignment.

In each class session, you will present a topic. Some topics may be a review for students. Other topics may be completely new to them. After some instruction, you will provide students with practice activities to try. Students will have a chance to talk about how they completed their work. There are additional materials to use if you are confident that students are ready to extend their learning. If students need more practice or further explanation, you can provide them with that, too!

Vocabulary words, excerpts of informational texts, literary passages, and themes are provided for your convenience. However, the materials included are mere suggestions and models to use for instruction. You will likely find that students will benefit most if they have the opportunity to apply the strategies to familiar word lists and texts.

1. The Goal Statement

Each unit begins with a brief objective of what students should know, understand, or be able to do at the end of the unit.

2. Words to Know

Vocabulary terms are provided as background information for instruction or to review key concepts that are addressed in the unit.

3. Direct Instruction

Written for you, this section is a guide for fifteen to forty-five minutes of teacher-led activity to review and/or instruct students on a skill or topic. Instructional strategies include lecture, modeling, discussion, group facilitation, and more. The activities often include the use of one or more of the graphic organizers found in the Teacher's Guide.

4. Differentiated Strategies

Following the Direct Instruction, this section suggests alternative approaches for stimulating students' interest and motivating them to participate. The strategies address the need to support students who are particularly struggling in an area or who have limited language proficiency.

5. Ongoing Assessment and Additional Activities

This section provides a collection of activities that allow you to check student understanding beyond the post-unit assessments as well as extend the learning as students demonstrate interest and proficiency.

6. Student Activity Sheets

Each unit includes three or more lesson tasks and activities to support students' achievement of learning objectives. These sheets are written for the student. They can be used in any combination of teacher-led instruction, cooperative learning, or independent application of knowledge.

7. Post-Assessment

After the unit is completed, a brief assessment is given in which students demonstrate their level of achievement with regard to the learning objectives. Assessments take on a variety of formats: multiple choice, matching, fill-ins, short answer, and essay.

General References and Resources

The *FL-ASP* was created under the guiding principal that a combination of direct instruction, providing support for independent learning, and diversifying strategies for all kinds of learners are among the elements that improve high school literacy. A variety of resources underlie this program. A few are listed here to help explain the rationale for the instructional approaches and strategies utilized in the program.

For further information on adolescent literacy:

The Alliance for Excellent Education: Adolescent Literacy
http://www.all4ed.org/adolescent_literacy/index.html

Building reading proficiency at the secondary level: A guide to resources
<http://www.sedl.org/pubs/reading16/8.html>

Hennings, D. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent & Adult Literacy*, 44 (3), 268-279.

Trabasso, T., & Bouchard, E. (2002). Teaching readers how to comprehend text strategically. In C. Block & M. Pressley (EDs.), *Comprehension Instruction: Research-based best practices* (pp. 176-200). New York: Guilford Press.

For further information on differentiated instruction:

Tomlinson, C. A. (1995). *Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom*. ERIC Clearinghouse on Disabilities and Gifted Education Reston VA. Retrieved May 1, 2007, from <http://www.ericdigests.org/1996-3/mixed.htm>

Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A., (2000). Reconcilable differences? Standards-Based teaching and differentiation. *Educational Leadership* 58 (1), 6-11. Retrieved May 1, 2007, from http://www.ascd.org/ed_topics/el200009_tomlinson.html

For further information on reciprocal teaching:

Palincsar, A. S. & Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension monitoring activities. *Cognition and Instruction*, 1(2), 117-175.

Walker, B. (1988). *Diagnostic Teaching of Reading*. Columbus, Ohio: Merrill Publishing Co.

Promising Practices Network: Programs that Work—Reciprocal Teaching
<http://www.promisingpractices.net/program.asp?programid=144#resources>

For further information on graphic organizers:

Bean, T.W., Singer, H., Sorter, J., & Frazee, C. (1986). The effect of metacognitive instruction in outlining and graphic organizer construction on students' comprehension in a tenth-grade world history class. *Journal of Reading Behavior*, 18, 153-169.

Gallini, J., Spires, H., Terry, S., & Gleaton, J. (1993). The influence of macro and micro-level cognitive strategies training on the prose learning process. *Journal of Research and Development in Education*, 26, 164-78.

Paris, S.G., Wasik, B.A., & Turner, J.C. (1991). The development of strategic readers, In Barr, R., Kamil, M.L., Mosenthal, P. & P.D. Pearson (Eds.). *Handbook of Reading Research, Volume II* (p. 609-640). Mahwah, NJ: Lawrence Erlba

How the Pacing Guides Work

Each session's lessons are in order, with approximate times for each activity listed in parentheses following the title of the activity or a description. Depending on the number of students and their varying ability levels, these times will vary.

Should students complete the scheduled activities during a session and an Extension/Homework activity is not assigned, allow students to engage in independent reading or journal writing. Alternatively, try an activity suggested in the Differentiated Strategies/Ongoing Assessments and Additional Activities sections of the unit materials, or provide students with practice tests from the Test Taking portion of the binder.

- Page numbers are given immediately following the title of the unit or activity.
- Some sessions offer choices of two or more instructional or practice activities to engage and instruct students.
- At the end of some sessions, there is an optional category called "Extension/Homework." These activities can be done or begun by those who finish ahead of the rest of the group, as homework assignments for everyone, or they can be for extra credit/enrichment.
- You may mix and match activities to suit your instructional approach and students' needs.

Compare and Contrast

Instruction

Goal: To learn to compare and contrast information in a passage

WORDS TO KNOW

compare to show how two or more things are alike

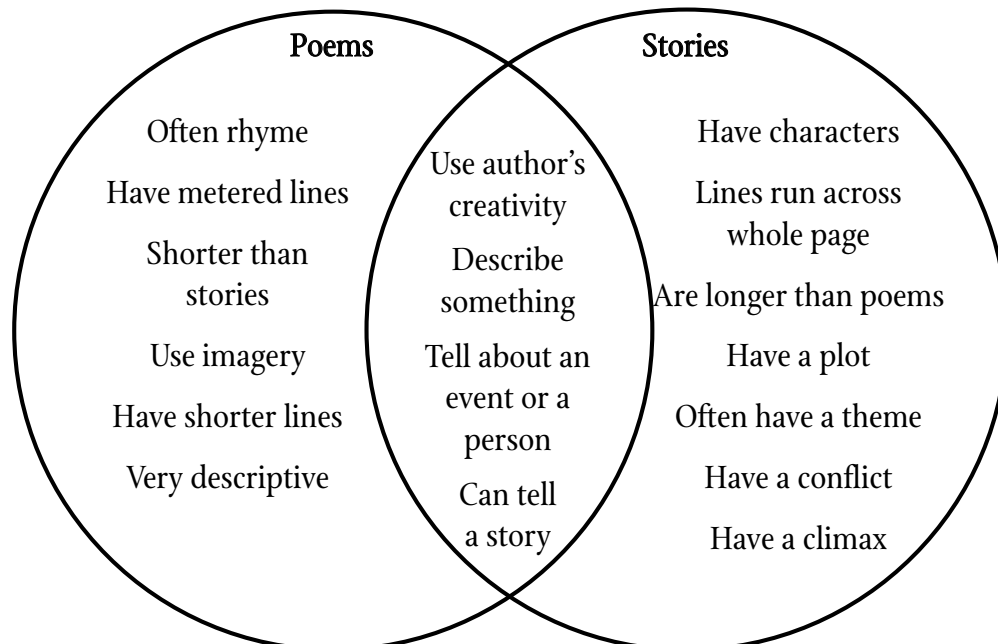
contrast to show how two or more things are different

Direct Instruction

Write the words “alike” and “different” on the board. Ask students what these two words mean to them and what the words prompt them to think about. Explain that these words prompt people to compare and contrast. Say, “Every day you hear examples of things being compared and contrasted. When you read for information, you listen to people speak. When you engage in conversations, you are hearing about things being compared and contrasted.”

Ask, “What does *compare and contrast* really mean?” Look for students to explain that to compare two things, one shows how those things are alike. When one contrasts two things, it shows how the things are different.

Work through an example of comparing two things. Use a graphic organizer such as a Venn diagram, comparison matrix, or other compare and contrast diagram of your choosing. Compare either an object or an idea. For example, compare and contrast poems and stories:



Instruction

Now that the students are warmed up for making comparisons, discuss how to identify comparisons that are made when reading. Explain how when reading for information, one can easily spot key words that signal that an author is using the compare/contrast pattern.

Brainstorm with students a list of some words that are commonly used when things are being compared.

Comparing Words	
also	in the same way
as compared (to) with	likewise
both	same as
common	similar to
further	similarly
in addition	too

Contrasting Words	
although	in spite of
as opposed to	instead of
but	on the other hand
contrast	opposite of
conversely	rather
difference	unlike
different from	while
however	

Write the following sentences on the board:

Callie walked to school when the weather was clear. Like Callie, Kerry liked to get exercise on the way to school. Gabbi, on the other hand, chose to ride the bus.

Ask students which girls are being compared? *Callie and Kerry*. Ask students to explain the clues that the sentences gave to draw that conclusion. Look for students to say that the signal word *like* tells that Callie and Kerry have something in common. They are the same in some way.

Furthermore, look for students to say that Gabbi is being *contrasted* with the other girls. She does something different. The contrast signal words are “on the other hand.”

Before moving on, hand out the paragraph titled “Native American Population.” Use the paragraph to illustrate how readers can gain new knowledge by comparing and contrasting. Tell students to read the paragraph and consider how comparing and contrasting can help them to draw conclusions about things in relation to one another.

Discuss how in comparing present and past Native American populations, readers can draw several conclusions. Ask students what those might be and to explain their responses. Look for students to say that they can conclude that the Native American population dropped severely between 1492 and 1900. The present Native American population is twice that of the fifteenth century. The word *however* points out a change in the pattern of the past.

In addition, students should be able to conclude that the Native American population will likely be larger in the future, since that has been the trend for over 50 years. This means the trends that caused the dropping population have not been present over the past 50 years. Students might be correct in guessing that the arrival of the European explorers and white settlers led to the drop. But they should note there are no facts in the paragraph to support this conclusion.

Differentiated Strategies

- For students who are having difficulty identifying key word clues for comparing and contrasting, provide them with index cards to use as a reference. On one card, help students to create a list of “Comparison Clues” and a list of “Contrast Clues” on another.
- Have students compare and contrast themselves. Call out several qualities. Have students stand up or sit down based on the comparisons they can make. For example, have all students who wear sneakers stand up and those wearing other shoes sit. Compare and contrast the sneakers further by type or color. Be careful with this activity to ensure students are respectful in making comparisons.
- Focus on one form of comparison at a time. Have students list similarities first. Count the number of similarities. Then, have students focus on differences. Count the number and chart the numeric conclusion. Discuss the conclusions that can be drawn from the information gathered.

Ongoing Assessments and Additional Activities

- Provide students with a passage that describes two or more characters from a novel. Have them use a graphic organizer to compare the persons.
- Ask students to identify key words in a passage from a history textbook that compares and contrasts the past and present. Have students write an analysis of their findings.
- Assign a writing assignment to students. Have them write about a favorite item, such as food, a sports figure, etc., and a least favorite of the same item. Remind students that they are to use key words that signal the similarities and differences between the two items. Students might also represent this comparison graphically.

Read the following paragraph. Think about what is compared and contrasted. Don't forget to consider the main ideas and supporting details.

Use a graphic organizer or draw a chart if it will help you to draw conclusions about the past and present of the Native American population.

Native American Population

No one knows for sure how many people lived in what is now the United States in 1492, when Columbus voyaged to the New World. Some experts estimate that there were over a million Native Americans at that time.

By 1900, that figure had fallen to less than half a million. Since the 1950s, however, the Native American population has grown rapidly. Today, more than two million Native Americans live in the United States.

Compare and Contrast Key Words

Read the short article below about skiing and snowboarding. Look for key words that signal that the two sports are being compared and contrasted. Then answer the questions that follow.

Will Snowboarding Replace Skiing?

Many skiers still turn up their noses at snowboarders, who are beginning to dominate the downhill sport scene. Those skiers are a little chauvinistic about their sport. After all, they've been around since the cave days. Snowboarders, on the other hand, have only recently hit the slopes.

Skiing and snowboarding have much in common. They both require snow, a downhill slope, warm clothes, and the ability to stay upright while sliding down a mountain.

However, the two sports are very different, too. Skiers stand on two skis, as opposed to snowboards, where boarders place both feet on a single board. Skiing originated at least 4,500 years ago, while snowboarding has only

become popular in the last ten years or so. Snowboarding grew out of surfing and skateboarding. The average snowboarder is 18 years old and male. In contrast, skiing is enjoyed by people of all ages, from the very young to the very old, and it is a continuation of a sport first made "legitimate" as an Olympic sport at the 1936 Olympics in Norway.

Will snowboarding replace skiing? It's possible. Statistics show that snowboarders are three times as likely to hit the slopes each year as skiers are. But avowed skiers will promise you that skiing will never be replaced by faddish snowboarding!

1. Was compare and contrast a good organization for this article? Why or why not?

2. What comparing words and contrasting words did you find?

3. In what reading/writing situations would compare and contrast work particularly well?

4. In what reading/writing situations would this not be a useful pattern?

Compare and Contrast Using a Venn Diagram

Now it's your turn to create and fill in a Venn diagram. Read the article below about the differences and similarities between colleges and universities. Remember to ask yourself these questions: What is being compared? What are the similarities? What are the differences? Then complete the Venn diagram on the next page.

College or University?

Are you planning to go to college? This is a question you'll often hear as you near the middle of your high-school education or as you complete your GED. But what if you want to go somewhere that is called a university? Would that be better than going to college? What's the difference? What are the similarities? Does one offer a better education?

Colleges and universities have many things in common. They are both places you go after graduating from high school or after you have scored well on the GED. Colleges and universities both offer a bachelor's degree once you've taken and passed all your courses. You can earn a bachelor of arts degree if most of your classes are history, philosophy, English, or fine arts. Or you can earn a bachelor of science. This is the degree you get when you study math, any of the sciences, or music.

Admission to colleges and universities is basically the same. Highly ranked colleges or universities tend to be harder to get into. But a college isn't necessarily harder to get into than a university—or vice versa.

Colleges and universities can be private or

public. If they are public, they receive funding from their state government. If they are private, they rely on admissions fees and money donated from people who have already graduated.

But colleges and universities are different, too. Colleges tend to be smaller, and classes are usually taught only by college teachers. Universities generally tend to be larger than colleges. Sometimes university classes are taught by graduate students. There are no graduate students at colleges. Only universities offer degrees higher than bachelor's degrees, such as a master's degree or a doctor of philosophy, known as a Ph.D.

Universities often split their faculty attention between teaching and research. Sometimes colleges are contained within a university, such as Harvard College, which is a division of Harvard University.

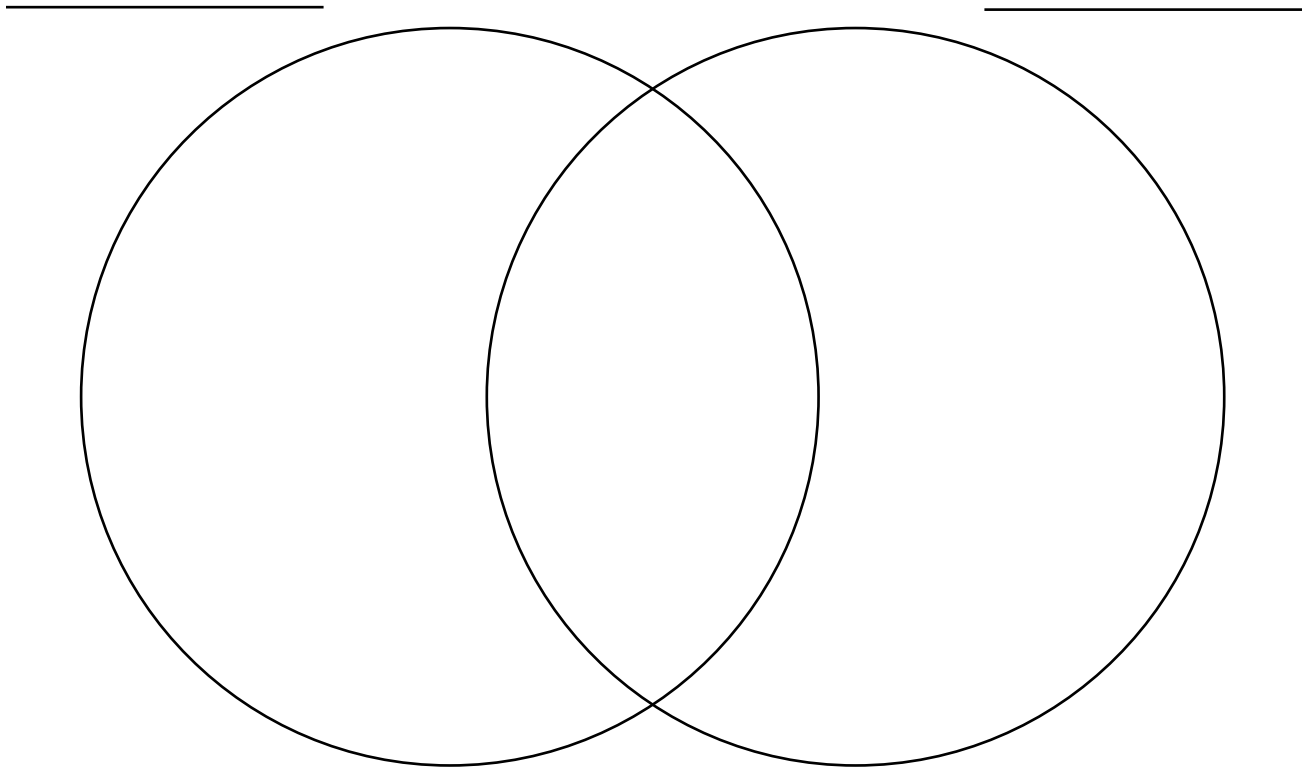
So which will you choose? Is a small college your choice? Or do you prefer a larger university where you can earn advanced degrees? Whatever you choose, it won't matter if it's a university or a college. Either way, you're bound to get a good education if you dedicate yourself to your studies.

continued

NAME: _____

PART 3 • READING COMPREHENSION: UNDERSTANDING TEXTS
Compare and Contrast

Use this diagram to compare and contrast the information in the passage. Label each circle. Write things that are unique to each topic in the open area of each circle. Write things both topics have in common in the intersecting area.



PART 3 • READING COMPREHENSION: UNDERSTANDING TEXTS
Compare and Contrast**Comparing and Contrasting**

Answer the following questions. Circle the letter of each correct answer.

1. Which sentence contains a comparison?
 - a. Route 1 goes from north to south.
 - b. Like his brother, Rasheed is a good swimmer.
 - c. Maine's climate is nothing like Florida's.
2. Which sentence contains a contrast?
 - a. Gillian is not going to Ben's party.
 - b. Both Sally and Jennifer like movies.
 - c. Unlike collies, pit bulls have short hair.
3. Which sentence contains a comparison?
 - a. She goes outside but avoids the sun.
 - b. He planned to go away, but he stayed home instead.
 - c. The temperature is the same today as it was yesterday.
4. Which sentence contains a contrast?
 - a. Even though they're twins, their personalities are much different.
 - b. Both Africa and Asia are continents.
 - c. Beatrice's nose is similar to her father's.
5. Which sentence contains a comparison?
 - a. Lobsters have shells, but starfish do not.
 - b. Wherever the cat goes, the dog goes, too.
 - c. That recipe is too spicy for me.
6. Which sentence contains a comparison?
 - a. Jillian and Wanda went to New York City.
 - b. Jillian likes the city, but Wanda prefers the country.
 - c. Jillian and Wanda both like to travel.
7. Which sentence contains a comparison?
 - a. The Dooleys run a farm stand.
 - b. Like their neighbors, the Dooleys grow their own vegetables.
 - c. Sometimes, the neighbors trade what they have grown.
8. Which sentence contains a contrast?
 - a. Dylan and Colin have tickets to the concert.
 - b. Although Dylan can drive, his dad will drop him off.
 - c. Although Dylan is excited about the show, Colin is worried about their poor seats.
9. Which sentence contains a contrast?
 - a. Even if Jetta takes advanced math, Torie will not.
 - b. She has decided that an advanced class is too stressful.
 - c. Both girls will take Latin.
10. Which sentence contains a comparison?
 - a. Julia and Erica are identical twins.
 - b. Julia is an inch taller than Erica.
 - c. Like their father, the girls have red hair.

Post-Assessment: Compare and Contrast

Read the sentences below. Decide whether things are being compared or contrasted. Write *compare* or *contrast* on the line provided.

1. Grant loves sports. Conor is a sports fan, too. _____
2. Grant's favorite sport is football. Conor, on the other hand, prefers soccer. _____
3. Unlike his brothers, Ricky prefers music. _____
4. The boys' taste in music differs. Ricky likes hip-hop, but Darby is into jazz. _____

Read the following paragraph. Then circle the letter of the correct answer to each question.

Long before coal fueled Europe's industrial revolution in the 1700s, the Chinese were using it to heat their homes. In contrast to the vast forests of Europe, the treeless plains of northern China provided no wood for fuel. But there were large deposits of coal close to the surface. Chinese peasants found that coal caught fire and burned slowly. So they regularly used it as a fuel more than a thousand years before it was used in Europe.

5. Which comparison is supported by the paragraph?
 - a. The Chinese are more clever than the Europeans.
 - b. The Chinese had a greater need than the Europeans to find a fuel source like coal.
 - c. The Chinese have more coal deposits than the Europeans do.
 - d. China's coal is easier to mine than Europe's.
6. Europeans may have discovered and used coal sooner if
 - a. their fuel needs had not been met by trees.
 - b. they had been as intelligent as the Chinese.
 - c. they had needed a slow-burning fuel.
 - d. they had explored China sooner.
7. From this paragraph, you can conclude that
 - a. there is more coal in China than in Europe.
 - b. Chinese peasants preferred coal to wood.
 - c. coal has long been used as an energy source.
 - d. Europe's climate is warmer than China's.