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# PROGRAM TRAINING & RESOURCES

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# LITERARY TEXT: SHORT FICTION (Weeks 1-7)

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<table>
<thead>
<tr>
<th>Week</th>
<th>Literary: Short Fiction</th>
<th>Challenge Week with Teacher’s Choice of Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Literary: Short Fiction Text Organizer</td>
<td>48</td>
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<td></td>
<td>Read to Find Out Question - Writing Frame</td>
<td>50</td>
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<td>Station Checklist/Effort Chart</td>
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</table>

**INFORMATIONAL TEXT: EXPOSITORY (Weeks 8-12)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Informational Text: Expository</th>
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<tbody>
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<td></td>
<td>Comprehension Circuit Training Checklist</td>
<td>73</td>
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<tr>
<td></td>
<td>Expository: Informational Text Organizer</td>
<td>74</td>
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<tr>
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<td>Read to Find Out Question - Writing Frame</td>
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<td>Station Checklist/Effort Chart</td>
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</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Informational Text: Expository</th>
<th>Dogs Vs. Terrorists</th>
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<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist</td>
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<td>Expository: Informational Text Organizer</td>
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<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame</td>
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<td></td>
<td>Station Checklist/Effort Chart</td>
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</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Informational Text: Expository</th>
<th>Challenge Week with Teacher’s Choice of Text</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist</td>
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<tr>
<td></td>
<td>Expository: Informational Text Organizer</td>
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<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame</td>
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<td></td>
<td>Station Checklist/Effort Chart</td>
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</table>

<table>
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<td>Comprehension Circuit Training Checklist</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Expository: Informational Text Organizer</td>
<td>92</td>
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<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame</td>
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<td></td>
<td>Station Checklist/Effort Chart</td>
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<tr>
<td></td>
<td>Station Checklist/Effort Chart</td>
<td>102</td>
</tr>
</tbody>
</table>

**VOCABULARY REVIEW & NOTES**

<table>
<thead>
<tr>
<th></th>
<th>Academic &amp; Text Vocabulary Inventory</th>
<th>105</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary Review Activities</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Words &amp; Definitions</td>
<td>121</td>
</tr>
</tbody>
</table>
COMPREHENSION
CIRCUIT TRAINING

Literary Text: SHORT FICTION
WARM-UP STATION

1. Preview Text Exercise
   - Preview the title and author.
   - Preview and scan the text features (title, subheadings, bolded words, graphs, etc).
   - Read the first 1-2 paragraphs and locate challenging words.

2. Develop Background Knowledge Exercise
   - Teacher helps build background knowledge by introducing title, author, setting, and characters.
   - Teacher identifies and teaches the text vocabulary words.
   - Teacher provides Read to Find Out Question to students.

3. Set Checkpoints Exercise
   - Understand the text type and the Read to Find Out Question and locate the Text Organizer.
   - Skim the text for difficulty and length.
   - Set checkpoints.

READING CORE STATION

1. Read and Check Exercise
   - Read and stop at checkpoints.
   - Review and discuss questions from the Text Organizer with partner.
   - Record answers on the Text Organizer.

2. “Fix It” Exercise
   - Re-read text and adjust reading speed and checkpoints.
   - Mark the text by circling the “who” or “what” and underline the main idea.
   - Imagine yourself in the text by visualizing the actions or information.

KNOWLEDGE FLEX STATION

1. Team-Based Learning Exercise
   - Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question
   - Review information on the Text Organizer.
   - Write the answer to Read to Find Out Question.
In a little district west of Washington Square the streets have run crazy and broken themselves into small strips called “places.” These “places” make strange angles and curves. One Street crosses itself a time or two. An artist once discovered a valuable possibility in this street. Suppose a collector with a bill for paints, paper and canvas should, in traversing this route, suddenly meet himself coming back, without a cent having been paid on account! So, to quaint old Greenwich Village the art people soon came prowling, hunting for north windows and eighteenth-century gables and Dutch attics and low rents. Then they imported some pewter mugs and a chafing dish or two from Sixth Avenue, and became a “colony.”

At the top of a squatty, three-story brick Sue and Johnsy had their studio. “Johnsy” was familiar for Joanna. One was from Maine; the other from California. They had met at the table d’hôte of an Eighth Street “Delmonico’s,” and found their tastes in art, chicory salad and bishop sleeves so congenial that the joint studio resulted.

*From “The Last Leaf” by O. Henry*

Now, rate how well you understood the text.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understood Little to None</td>
<td>Understood Some</td>
<td>Understood Most to All</td>
</tr>
<tr>
<td>“I’m not sure I could explain anything that happened in this story.”</td>
<td>“I could name the characters and the setting, but not what was happening.”</td>
<td>“I could retell this story to a partner.”</td>
</tr>
</tbody>
</table>

What actions did you take to understand the text? What did you do to help you understand?

<table>
<thead>
<tr>
<th>Before I read</th>
<th>While I was reading</th>
<th>After I read</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Introduction:** Comprehension Circuit Training Word Cloud Exercise
**COMPREHENSION CIRCUIT TRAINING**

Checklist

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<tr>
<th>WARM-UP STATION</th>
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<td><strong>1. Preview Text Exercise</strong></td>
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</tr>
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<td>- Skim the text for difficulty and length.</td>
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<tr>
<td>- Set checkpoints.</td>
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<td><strong>1. Read and Check Exercise</strong></td>
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<td>- Read and stop at checkpoints.</td>
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<tr>
<td>- Imagine yourself in the text by visualizing the actions or information.</td>
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<th>KNOWLEDGE FLEX STATION</th>
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</thead>
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<td><strong>1. Team-Based Learning Exercise</strong></td>
</tr>
<tr>
<td>- Take quiz, both individually and with the team.</td>
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<td><strong>2. Answer the Read to Find Out Question</strong></td>
</tr>
<tr>
<td>- Review information on the Text Organizer.</td>
</tr>
<tr>
<td>- Write the answer to Read to Find Out Question.</td>
</tr>
</tbody>
</table>
**Read to Find Out Question**

**Problem or Conflict** (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

<table>
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<th>Checkpoint</th>
<th>Setting (Where and when does the story take place?)</th>
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<th>Why? (Why did the events happen?)</th>
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<tr>
<td>#6</td>
<td></td>
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</tbody>
</table>

**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

**Author’s Style** (Tone, Voice, etc.)

**Teacher’s Choice** (Literary Elements)
In the story, ____________________________, the problem or conflict is ____________________________.

To solve this problem, ____________________________.

Finally, the problem/conflict is solved when ____________________________.

In conclusion, I think the author’s purpose in writing this story ____________________________.
### Effort Chart

**Directions:** Check off the activities and rate your effort.

<table>
<thead>
<tr>
<th>Station Exercise Completion</th>
<th>Did I Put in My Maximum Effort?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I previewed the text.</td>
<td>□ Yes</td>
</tr>
<tr>
<td>- I set checkpoints.</td>
<td>□ Yes</td>
</tr>
<tr>
<td>- I read and checked my comprehension.</td>
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<tr>
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<td>- I answered the Read to Find Out Question.</td>
<td>□ Yes</td>
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COMPREHENSION CIRCUIT TRAINING

Checklist

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</table>
**Short Fiction Text Organizer**

**Title:** ____________________________________  
**Author:** _____________________________

**Directions:** At each checkpoint, take notes on the following questions.  
As you read, remember to build the “big picture” of what the text is saying.

<table>
<thead>
<tr>
<th>Read to Find Out Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem or Conflict</strong>  (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)</td>
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**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

**Author’s Style** (Tone, Voice, etc.)

**Teacher’s Choice** (Literary Elements)
Read to Find Out Question
Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the story, ________________________________________________________________,

the problem or conflict is ____________________________________________________

__________________________________________________________________________

__________________________________________________________________________

To solve this problem, _________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Finally, the problem/conflict is solved when ________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

In conclusion, I think the author’s purpose in writing this story _________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
### Effort Chart

Directions: Check off the activities and rate your effort.

<table>
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<tr>
<th>STATION EXERCISE COMPLETION</th>
<th>DID I PUT IN MY MAXIMUM EFFORT?</th>
</tr>
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<tbody>
<tr>
<td>□ I previewed the text.</td>
<td>□ Yes □ No</td>
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<td>□ I set checkpoints.</td>
<td>□ Yes □ No</td>
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COMPREHENSION CIRCUIT TRAINING
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Short Fiction Text Organizer

Title: ____________________________________  Author: _____________________________

**Directions:** At each checkpoint, take notes on the following questions. As you read, remember to build the “big picture” of what the text is saying.

**Read to Find Out Question**

**Problem or Conflict**  (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

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**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

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**Teacher’s Choice** (Literary Elements)
Read to Find Out Question Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the story, ____________________________, the problem or conflict is ____________________________.

To solve this problem, ____________________________.

Finally, the problem/conflict is solved when ____________________________.

In conclusion, I think the author’s purpose in writing this story ____________________________.
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# Short Fiction Text Organizer

**Title:** ____________________________________  

**Author:** ____________________________________

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## Read to Find Out Question

### Problem or Conflict
(What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

## Plot

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Promoting Adolescents’ Comprehension of Text (PACT), Texas A&M University
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<th>Checklist</th>
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Short Fiction Text Organizer

**Title:** ____________________________________                    **Author:** _____________________________

**Directions:** At each checkpoint, take notes on the following questions.
As you read, remember to build the “big picture” of what the text is saying.

**Read to Find Out Question**

**Problem or Conflict**  (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

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**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

**Author's Style** (Tone, Voice, etc.)

**Teacher's Choice** (Literary Elements)
Read to Find Out Question Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the story, ____________________________________________________________,

the problem or conflict is ________________________________________________

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To solve this problem, ____________________________________________________

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Finally, the problem/conflict is solved when _______________________________________

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In conclusion, I think the author’s purpose in writing this story _______________________

______________________________________________________________________

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Promoting Adolescents’ Comprehension of Text (PACT), Texas A&M University
# Effort Chart

**Directions:** Check off the activities and rate your effort.

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COMPREHENSION CIRCUIT TRAINING
Checklist

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1. Preview Text Exercise
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**Short Fiction Text Organizer**

**Title:** ____________________________  
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**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

**Author’s Style** (Tone, Voice, etc.)

**Teacher’s Choice** (Literary Elements)
Read to Find Out Question Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the story, ____________________________, the problem or conflict is ____________________________.

To solve this problem, ____________________________.

Finally, the problem/conflict is solved when ____________________________.

In conclusion, I think the author’s purpose in writing this story ____________________________.
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Directions: Check off the activities and rate your effort.

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Text Title: ___________________________ Date: ______

COMPREHENSION CIRCUIT TRAINING
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**Short Fiction Text Organizer**

Title: _____________________________                     Author: _____________________________

**Directions:** At each checkpoint, take notes on the following questions.
As you read, remember to build the “big picture” of what the text is saying.

**Read to Find Out Question**

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**Plot**

**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

**Author’s Style** (Tone, Voice, etc.)

**Teacher’s Choice** (Literary Elements)
Read to Find Out Question
Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the story, ____________________________________________________________,

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To solve this problem, _____________________________________________

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Finally, the problem/conflict is solved when _______________________________

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In conclusion, I think the author’s purpose in writing this story _______________________

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Effort Chart

Directions: Check off the activities and rate your effort.

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COMPREHENSION CIRCUIT TRAINING

Informational Text: EXPOSITORY
COMPREHENSION CIRCUIT TRAINING

Checklist

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1. Team-Based Learning Exercise
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2. Answer the Read to Find Out Question
   - Review information on the Text Organizer.
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## Expository/Informational Text Organizer

**Title:**

___________________________________________________________________________

### Read to Find Out Question

**Directions:** At each checkpoint, take notes on the following questions.
As you read, remember to build a “big picture” of what the text is saying.

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<td><strong>Author’s Style</strong> (List text features, graphics, charts)</td>
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In the text, ____________________________________________________________________________,
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First, I learned ____________________________________________________________________________

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Finally, I learned ____________________________________________________________________________

In conclusion, I think the author’s purpose in writing this text was ____________________________________________________________________________.
Effort Chart

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### Expository/Informational Text Organizer

**Title:**

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**Read to Find Out Question**

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In the text, ________________________________________________________________,
the author, _____________________________________________________________
discusses _______________________.

First, I learned _________________________________________________________

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In conclusion, I think the author’s purpose in writing this text was ______________________

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# Expository/Informational Text Organizer

**Title:**

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**Read to Find Out Question**

**Directions:** At each checkpoint, take notes on the following questions. As you read, remember to build a “big picture” of what the text is saying.

**Checkpoint** | **Topic** (What is the topic? What important information did I learn from this section of text?) | **Conclusions** (What conclusions can I draw from this section of the text?)
--- | --- | ---
#1 |  |  
#2 |  |  
#3 |  |  
#4 |  |  

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*Promoting Adolescents’ Comprehension of Text (PACT), Texas A&M University*
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discusses ____________________________________________________________________________________________
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First, I learned ____________________________________________________________________________________________
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In conclusion, I think the author’s purpose in writing this text was _____________________________
__________________________________________________________________________________________________________
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# Effort Chart

**Directions:** Check off the activities and rate your effort.

<table>
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<tr>
<th>Station Exercise Completion</th>
<th>Did I Put in My Maximum Effort?</th>
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COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

1. Preview Text Exercise
   - Preview the title and author.
   - Preview and scan the text features (title, subheadings, bolded words, graphs, etc).
   - Read the first 1-2 paragraphs and locate challenging words.

2. Develop Background Knowledge Exercise
   - Teacher helps build background knowledge by introducing title, author, setting, and characters.
   - Teacher identifies and teaches the text vocabulary words.
   - Teacher provides Read to Find Out Question to students.

3. Set Checkpoints Exercise
   - Understand the text type and the Read to Find Out Question and locate the Text Organizer.
   - Skim the text for difficulty and length.
   - Set checkpoints.

READING CORE STATION

1. Read and Check Exercise
   - Read and stop at checkpoints.
   - Review and discuss questions from the Text Organizer with partner.
   - Record answers on the Text Organizer.

2. “Fix It” Exercise
   - Re-read text and adjust reading speed and checkpoints.
   - Mark the text by circling the “who” or “what” and underline the main idea.
   - Imagine yourself in the text by visualizing the actions or information.

KNOWLEDGE FLEX STATION

1. Team-Based Learning Exercise
   - Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question
   - Review information on the Text Organizer.
   - Write the answer to Read to Find Out Question.
**Title:**

---

**Read to Find Out Question**

**Directions:** At each checkpoint, take notes on the following questions. As you read, remember to build a “big picture” of what the text is saying.

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Read to Find Out Question
Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the text, ____________________________________________,
the author, ___________________________________________discusses ________________

__________________________________________________________________________

__________________________________________________________________________

First, I learned ________________________________________________

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In conclusion, I think the author’s purpose in writing this text was ____________________

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### Title: ____________________________________________________________________________

**Read to Find Out Question**

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VOCABULARY:
Academic & Text Vocabulary
Academic & Text Vocabulary Inventory

Directions: Make a grid of all of the vocabulary words you've learned so far.

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Vocabulary Review Activity #1

**Password**

**Purpose:** To describe a word from the Vocabulary Inventory, without using the word itself, in an effort to have another person guess the word.

**Directions:**

**Step 1**: Choose a partner.

**Step 2**: The first partner chooses a vocabulary word from the Vocabulary Inventory and provides clues, such as a definition or explanation of that word in an effort to have your partner guess the word.

**Example Clues:**
- For the word sensible you might say,
  - “Good judgment.”
  - “Good choice.”
  - “Practical.”

**Step 3**: The partner guessing the word gets up to three clues in order to guess it. Award the following points according to how many clues are required to identify the word:

1. One clue: 3 points
2. Two clues: 2 points
3. Three clues: 1 point

**Step 4**: If the partner guesses the word or does not guess it within three clues, switch roles and repeat until time is up. Keep track of your points. Switch roles and repeat until time is up. The winner is the partner who has the most points when time is up.
Connect Three

Vocabulary Review Activity #2

Purpose: To write a sentence using three words from the Vocabulary Inventory.

Directions:

Step 1: Choose 3 words from the Vocabulary Inventory.

Step 2: Write a sentence that uses these three words. Be sure to underline the vocabulary words that you use.

Step 3: Share your sentence with your partner and record on your Vocabulary Organizer. (If time is limited, students can share sentences orally rather than writing them down).

Progressive Writing

Vocabulary Review Activity #3

Purpose: To write a story that follows the short story structure, using as many words from the Vocabulary Inventory as possible.

Directions:

Step 1: The teacher chooses a topic for students to write about from the following plot ideas, character descriptions, and story starters:

Step 2: Using your Literary/Short Fiction Text Organizer as a guide, write a story using the story starter/plot idea/character description provided by your teacher. Remember to introduce the characters, the setting, and the problem or conflict that your characters face. Be sure to include how your characters attempt to solve the problem and the resolution or the solution to the problem.

Step 3: Try to use as many vocabulary words from the Vocabulary Inventory in your story as possible. Please underline each vocabulary word as you use them.

Step 4: You will work on this same story over several days, so write as much as you can each day. Try to beat your score (the number of vocabulary words you use each day). Aim for a minimum of three vocabulary words per day.

Step 5: Be creative and have fun!
Vocabulary Review Activity #4

**Three Questions**

**Purpose**: To choose two words from the Vocabulary Inventory and think more deeply about these words by answering three questions.

**Directions**:

**Step 1**: Each partner chooses a word from the Vocabulary Inventory.

**Step 2**: For each word, partners take turns answering the three questions below. Using his/her word, partner A will answer question one for that word. Partner B will answer the same question for the same word, trying to come up with something different than partner A. Continue through each question. Complete the same process for the second word. Record answers for each word on Vocabulary Organizer. (If time is limited, students can share answers orally rather than writing them down).

1. What is it?
2. What is it like?
3. What are some examples?

**Step 3**: Share your sentence with your partner and record on your Vocabulary Organizer.

Vocabulary Review Activity

Date: _______________

_____________________________________________________________________
_____________________________________________________________________
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Vocabulary Review Activity

Date: _______________

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Vocabulary Words

Directions: For each vocabulary word, write the word, definition, use the word in a sentence, and draw and complete either a vocabulary map or t-chart in the designated area.

Word: _______________________________________________________________________________

Definition: ____________________________________________________________________________

_____________________________________________________________________________________

Sentence: ____________________________________________________________________________

_____________________________________________________________________________________

Vocabulary Map: Draw your vocabulary map or t-chart below.

Word: _______________________________________________________________________________

Definition: ____________________________________________________________________________

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Vocabulary Map: Draw your vocabulary map or t-chart below.
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These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from Texas A&M University, The University of Texas at Austin, and Florida State University.