

Implementation Suggestions

Introduction

This guide provides background information and suggestions for successful implementation of the Literacy Navigator program.

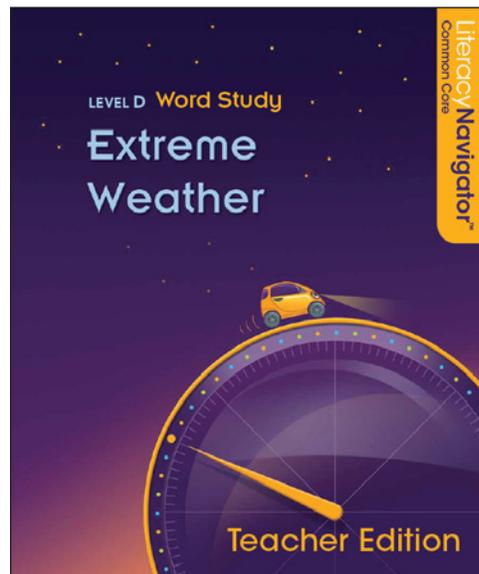
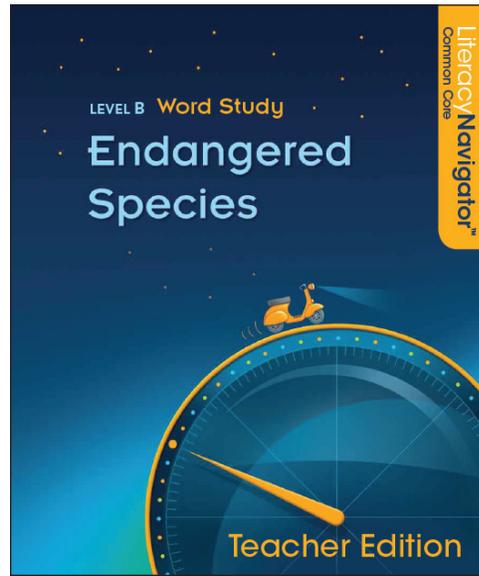
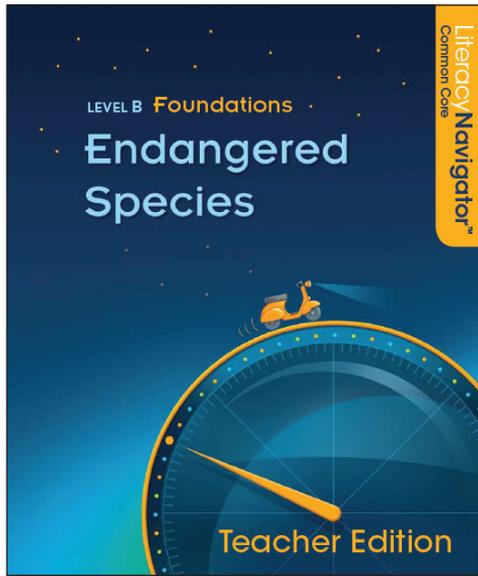
Background

Each element of the Literacy Navigator design, structure, and implementation is shaped by a specific goal: prepare students to transition from reading storybooks and literature to comprehending complex, informational texts in school and in their adult lives.

What is a Natural Disaster?		Lesson 1	
<p>devastated caused extensive damage to</p> <p>innumerable too many to be counted</p>	<p>2 Any one of these events could be considered a natural disaster, a disaster caused by natural rather than human forces that destroys life and property, but on a planetary scale, it's just another typical day on Earth. Some people worry when they tally up the number of disasters that have occurred lately. It's true that the last decade included some extreme weather and Earth events. An earthquake followed by mudslides devastated Pakistan, a vicious quake in Sichuan, China killed thousands of school kids, and a cyclone in Burma took 140,000 lives. A tsunami generated by an earthquake in the Indian Ocean killed almost a quarter million people. Almost 2,000 Americans died as a result of Hurricane Katrina, the storm that shattered lives, separated families, and left countless others feeling forgotten and alone. The United States also saw unrelenting flooding and seemingly innumerable tornadoes; while Down Under, killer bushfires scorched more than a million acres of Australia's landscape. And just a few months into 2011, Japan experienced a 9.0 earthquake, one of the largest ever recorded. Sooner than the shock could wear off, a tsunami slammed into</p>  <p><small>Photo: © Shutterstock.com/Peter Dean</small></p>	 <p><small>The Japanese city of Ishinomaki was one of the hardest hit when a powerful tsunami swept ashore on March 11, 2011. Water is dark blue in this false-color image. Flood-covered land is red, exposed earth is tan, and the city is silver.</small></p> <p>the country, creating millions of homeless and crippling a nuclear power plant that released harmful amounts of radiation.</p> <p>Are they happening more often?</p> <p>3 All that doesn't sound like a typical day on Earth—especially for the people who experience such horrible losses. But Earth has always roared and rumbled, pitched and turned, and stormed itself into a blizzard. The fact is, a large earthquake that is felt only by a few coyote out in the desert is not a disaster at all. It's just an earthquake. And if a colossal tornado roars through an unpopulated area, it is a perfectly natural, though colossal, occurrence of extreme weather but not a disaster. Primarily, it is the proximity of vulnerable human populations—and their communities, structures, and livelihoods—that make a powerful weather phenomenon or an extreme Earth event disastrous.</p> <p><small>Photo: NASA Earth Observatory image created by Jesse Allen, using data provided courtesy of NASA/GSFC/OSW/TREXIDC/JARC, and U.S. Japan ASTER Science Team</small></p>	<p>vulnerable easy to attack or hurt; difficult to defend</p>
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Organization

Literacy Navigator is designed for students in the elementary, middle, and secondary grades. It includes five levels: A, B, C, D, and E. The primary difference between levels is text complexity. Whether students are working in Level A or Level D, they learn to read and understand informational text by applying the same comprehension strategies. The process of identifying relationships, tracking pronoun references, or drawing conclusions is the same at all levels; they become more challenging as text complexity increases.



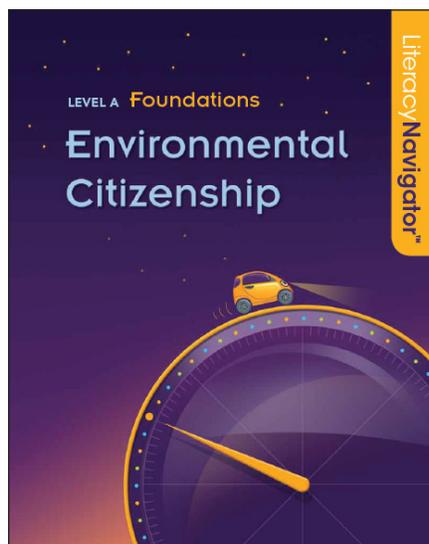
Modules

Each Literacy Navigator level contains two modules that focus on different aspects of text: Foundations and Word Study. Module titles and comprehension strategies are identical at all levels; however, the reading content (theme) and text difficulty vary by level. For instance, Foundations in Level A differs from Foundations in Level B not only in text complexity but also in theme. Level A readings focus on Environmental Citizenship, while Level B selections focus on Endangered Species. The modules provide a solid introduction to the complex structures found in informational text. They also introduce students to the task of developing domain-related vocabulary.

Level	Grade Equivalent	Topic Theme
A	4	Environmental Citizenship
B	5	Endangered Species
C	6	Habitats
D	7	Extreme Weather
E	8	Adaptation

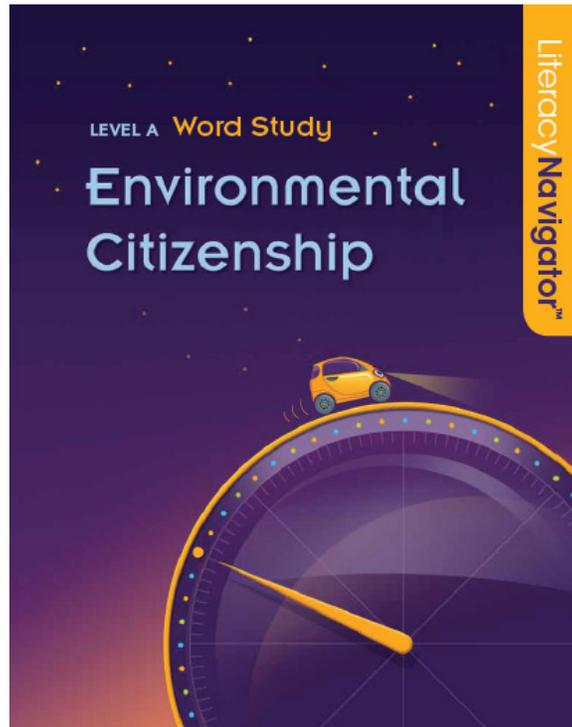
Foundations

Foundations has a series of thirty lessons in which students learn strategies for reading informational text. Students learn the routines that successful readers use to develop a coherent textbase and apply background knowledge to create an expanded mental model. Before the module begins, students take a pre-test to establish a baseline of students' reading accuracy, comprehension and vocabulary skills. Checkpoints occur during specific lessons throughout the module to assess students' comprehension. These checkpoints provide feedback on students' use of the reading strategies. The last lesson, Lesson 30, is the Cumulative Research project that spans five days of instruction. Upon completion of the module, students take the post-test, which measures improvement.



Word Study

The Word Study module has fifteen lessons focusing on vocabulary. This module includes lessons that give students the techniques they need to dig deeper into the foundations of language. Students learn to identify word parts and word families to the extent that vocabulary development becomes a generative process. They focus on roots, prefixes, and suffixes; similes and metaphors; denotative and connotative meanings; and shades of meaning.



Implementation

Deliver Literacy Navigator to students who are reading on or near grade level. Use the program to augment, not replace, students' core curriculum during a regular literacy block or extended learning time. Literacy Navigator can be taught as a course, a reading intervention, an informational text unit, or in a summer session. Implement a level's lessons three to five days a week, to a whole class or small group of students. Most lessons are based on a single, daily reading. The lessons take about 45–50 minutes and follow a structured format that includes: Introduction, Work Time, Guided Practice and Reflection. The Word Study module can be embedded in the Foundations module.

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What Is Good Citizenship?

Good Citizenship and Community

OBJECTIVES

- Discuss the content, answer questions, and identify important information.
- Develop a working definition of *citizenship* and *environmental citizenship*.
- Compare the rights and responsibilities of citizens.
- Link the idea of good citizenship to reading about the environment.
- Identify connecting words in text.

ACTIVITIES

- Lead a discussion of rights and responsibilities.
- Explain connecting words showing adversative relationships.
- Demonstrate the link between citizenship and reading about the environment.
- Introduce new vocabulary.

PREP

- Read the article and preview the lesson.
- Write domain-related words and their definitions on sentence strips.
- Create a T-chart titled Rights and Responsibilities on chart paper (or use the visual).
- Determine which right and responsibility to model for students.

Domain-Related	Helpful (defined in margins)
rights: freedoms and privileges allowed by law	democracy
responsibilities: a person's duties or tasks	consequences
	organic

MATERIALS

<p>For Teacher</p> <ul style="list-style-type: none"> • Chart paper and markers • "What Is Good Citizenship?" (pp. 12–13) • "Good Citizenship and Community" and My Notes (pp. 5–6, N3) • Rights and Responsibilities visual* <small>*Available on Community of Learning</small> 	<p>For Students</p> <ul style="list-style-type: none"> • "What Is Good Citizenship?" (pp. 3–4) • "Good Citizenship and Community" and My Notes (pp. 5–6, N3) • Rights and Responsibilities T-chart (p. 7) • Environmental Citizenship Vocabulary (pp. 8–10)
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Introduction

- Tell students they will continue exploring the meaning of citizenship. Explain that students are all citizens. They are members of a community. Ask:
Have you ever wondered what it means to be a citizen?
- Have students turn to a partner and say what they think.
 - Listen in to gauge students' present level of understanding.
- Tell students that this lesson has two reading passages. The first one is titled "What Is Good Citizenship?" Repeat the title then ask if students noticed the question.
- Ask students what they would expect to read about in this article. (*An answer to the question—an explanation of what good citizenship is*)
 - Have one or two students share.
- Tell students that they will continue to practice saying what the text means or "putting it in their own words." Explain that this is also called *paraphrasing*.

Work Time

- Direct students to the article titled "What Is Good Citizenship?" in the Student Reader. You can find a copy of the reading on page 12 of this Teacher Edition.
- Read paragraph 1 aloud to students.
- Tell students you will model how good readers pause to check their understanding by saying what the text means in their own words.
- Ask students to listen carefully. Pause to study the paragraph. Then say:

••• **This paragraph says...**
that people who live in a community have rights and responsibilities. Good citizens know their rights and responsibilities and take part in important community events.

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consider
having students create a "Students Bill of Rights and Responsibilities" to demonstrate the give and take of citizenship.

Student Reader
"What is good citizenship?" p. 3

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Getting Started

Schools and teachers use a variety of evidence to select students to participate in Literacy Navigator. Student work, classroom grades, state test results, and anecdotal information from teachers help identify students who will benefit most from the program. Good data are essential for making two determinations: identifying students who will realize the greatest benefit from Literacy Navigator, and identifying the level that is most appropriate for students to use. Students whose reading scores and performance histories show them reading below or near grade level are most likely candidates for Literacy Navigator. Students with slightly higher reading scores who have little experience beyond storybooks can also benefit from Literacy Navigator. Literacy Navigator aims to give students the skills and strategies they need to comprehend complex, informational text before they experience a problem. If students have not mastered phonics, or are not yet fluent readers, they require more intervention, and are not yet prepared for Literacy Navigator instruction.

Implementation Suggestions

1. Complete a preliminary review of students' scores from different assessments.
2. Look for separate comprehension scores based on literary passages versus informational passages. These are extremely useful.
3. If breakdowns are given, identify students whose literary text scores are markedly higher than their informational text scores or students who have particularly low subscores in specific areas applicable to informational text.
4. Combine exam results with classroom data to create an overall picture of readers' strengths and weaknesses.

Instruction

Literacy Navigator instructors provide instruction, administer tests, and monitor student progress. Be sure to follow the course outline. Teach the lessons in the order and at the pace outlined in the Teacher Edition. Before beginning a lesson, always read the Introduction section. Model strategies often, and monitor all discussions. Pay particular attention to the activities in the Student Readers, such as the graphic organizers that provide visual evidence that students understand the structure of the texts and are able to link ideas.

Desert Comparison Chart

	Desert			
	Antarctica	Atacama	El Azizia	Death Valley
Dry?				
Hot?				
Record Temperature				
Record Surface Temperature				
Precipitation				
Altitude				

Reflection
Why did the authors not include all the information for this chart in their writings?

Death Valley Timeline

Tertiary Period (65.5 million years ago to present)
 Mesozoic Era (251 to 65.5 million years ago)
 Paleozoic Era (542 to 251 million years ago)

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LESSON 21

LESSON 22

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Progress Monitoring

In preparation for implementing the program, view the assessments on Assessment and Reporting Online at <http://aro.savvascmg.com>. To begin, read the pre-test and its instructions. Administer the test and record the results. Review the test results for any error trends and use the data to inform future instruction. Administer the program's checkpoints for regular progress monitoring opportunities that occur throughout a level. Checkpoint rubrics are provided to score students' responses to the reading. Read the post-test and its instructions, administer this test, and record the results. Like with the pre-test, review the test results, look for error trends, and evaluate changes in student performance.



pre-test

Before beginning the module, students take the pre-test, which establishes a baseline of their reading accuracy, comprehension skills, and facility with vocabulary. Use the pre-test's results to identify students' common mistakes, focus on their individual needs, anticipate grouping for partner and group activities, and emphasize specific lessons.

The pre-test is available on ARO at <http://aro.pearsoncmg.com>.

Review

This guide discussed the background, organization, and implementation of Literacy Navigator. It described the two modules, Foundations and Word Study, and provided suggestions for delivering instruction. It also outlined identifying students who would benefit from the program.