7-1-2009

Literacy-Rich Emotional Intelligence Curriculum Guide

Carol Louise Fitzgerald
Department of Literacy, Boise State University

LITERACY-RICH EMOTIONAL INTELLIGENCE CURRICULUM GUIDE

by

Carol Louise Fitzgerald

A project

submitted in partial fulfillment

of the requirements for the degree of

Master of Arts in Education, Reading

Boise State University

July 2009

BOISE STATE UNIVERSITY GRADUATE COLLEGE

DEFENSE COMMITTEE AND FINAL READING APPROVALS

of the project submitted by

Carol Louise Fitzgerald

Project Title: Literacy-Rich Emotional Intelligence Curriculum Guide

Date of Final Oral Examination: June 10, 2009

The following individuals read and discussed the project submitted by student Carol Louise Fitzgerald, and they also evaluated her presentation and response to questions during the final oral examination. They found that the student passed the final oral examination, and that the project was satisfactory for a master's degree and ready for any final modifications that they explicitly required.

James Armstrong, Ph.D.   Chair, Supervisory Committee

Stan Steiner, Ph.D.   Member, Supervisory Committee

Lee Dubert, Ph.D.   Member, Supervisory Committee

The final reading approval of the project was granted by James Armstrong, Ph.D., Chair of the Supervisory Committee.

ACKNOWLEDGEMENTS

as a Middle School Principle continue to provide fuel for philosophical conversations about what works best in schools. My other sister, Diane Zimmerman, I must thank for her ability to make me laugh, as I was lamenting the many long hours of writing this project. She would tell me to just say, "That's the way it is. The End!" My brothers, Steve, Mark and Brendan Fitzgerald are silent supporters who usually don't really know what I am up to, but I know they are behind me whatever I do.

I would also like to thank my step-son and the only son I'll ever have, Jim Herwy and his lovely bride, Christie for opening up their guest room to me when I had night classes in Boise. It was so helpful to not have to drive home to Parma late at night and then back to Nampa the early the next morning. They often fed me and always listened to tales of my latest educational adventures.

I would especially like to thank my husband, Dennis Herwy, for supporting me in this journey towards a Master's Degree. Between my job and my education, I have spent long hours away from home and in front of the computer. He put up with these absences and changes in lifestyle and complained very little and always had a good hot meal ready for me when I came home. He has shown understanding of my need to make a difference in the world hasn't begrudged the hardships that desire has brought on us. As I have earned my Bachelor's Degree and now my Master's Degree, he has been there with me every step of the way. Many years ago, I was a happy-go-lucky ski bum. Over the past seven years I've evolved into commuting teacher and graduate student. The road has been a bumpy one, but together we have survived this leg of the journey.

TABLE OF CONTENTS

Power Source Companion Guide

CHAPTER ONE: INTRODUCTION

Current Issues in Programming for At-Risk Students

Students expelled from school suffer serious consequences above and beyond the already extraordinary consequence of missing a year or more of school. As Barr and Parrett (2001) found, expelled students are often unsupervised in the home and in their communities and large numbers are in jail within one year of being expelled. Because of the expulsion, they begin a downward spiral, fall further behind, experience increased social difficulties and seldom return to complete school (Barr & Parrett, 2001). Some school districts offer an Alternative to Expulsion School and most Juvenile Detention Centers offer education classes. In each of these cases, if students are allowed to return to school, they are expected to behave better because of having suffered the punishment of being removed from school.

In my experience, some programs for adjudicated youth experience high teacher turnover rate. I have taught in an Alternative to Expulsion School for the past six years and every year welcomed teacher observers from local detention centers to observe in my classroom. These new teachers always came with questions about curriculum, because these facilities do not have written curriculum. Instead they often focus on piecemeal remedial lessons which center on the student's areas of weakness, as did the Nampa's Alternative to Expulsion, until I took over and created a more literacy-based focus.

In Nampa the alternative programs for at-risk or adjudicated youth are not physically based on a traditional school campus and the supervisory staff changes frequently. In the local detention centers and in the Idaho Department of Corrections facilities, the supervisors of the education programs have a Criminal Justice backgrounds rather than an Education backgrounds. This can lead to poor managerial decisions and the implementation of educationally unsound practices.

There are many troubling issues that arise from the dysfunctional practices of such alternative programs. The first is that student motivation remains low, because students have to always focus on their areas of weakness rather than work from an area of strength. The second concern is that with no defined curriculum except "focus on areas of need," it becomes difficult to show success for the students or the program. The third issue is that emotional needs of the students are compounded, because they continue to feel unmotivated and unsuccessful. These students come into these programs with so many social and emotional needs that their behavior can be difficult to manage, even with solid curriculum and planning in place. Without them the job can be overwhelming and this contributes to the fourth area of concern which is high staff turnover rate.

Programs for at-risk youth need curriculum which can demonstrate student progress. This is necessary to help focus such programs and keep funding in place. Alternative programs for at-risk students are incredibly important and are exceptionally vulnerable to budget cuts, because they serve fewer students. These programs need data that support educational decision making and show student progress. With these details in

place, teachers or supervisory support staff would be better prepared to advocate for their programs before school boards and perhaps even the state board of education.

Fallout from Budgetary Issues

Nampa School District (NSD) had three Alternative programs for at-risk youth housed in one building: the Alpha One Suspension School, The Alternative to Expulsion School, and the Two Roads GED program. Due to state mandated funding changes, the NSD opted to close its highly successful Two Roads GED program. As a result, the Suspension School and The Alternative to Expulsion School suffered serious budgetary shortfalls. The Two Roads GED program served the most students and generated the most funds. Without it in place there was a domino effect regarding funding to the Suspension School and the Alternative to Expulsion School.

I was the teacher of the Alternative to Expulsion School from fall of 2002 until the fall of 2008 when one week before school started I was informed of some major changes. First I learned the GED program no longer existed. The staff had all been reassigned to other positions. Then I was told I would be working with a $6,000 salary cut, no building secretary, and no classroom aide. Additionally I would have more students in the classroom and fundamental changes to the focus of the program had been made without my input.

Decisions were made in the District Office in an effort to increase the funding to the Alternative to Expulsion School by increasing the number of full time equivalencies (FTE's). This meant a change in focus to filling seats. Student eligibility for entrance into

the program would no longer be solely determined by having committed an expellable offense. The new criteria would also include students who had many disciplinary referrals, but who had not yet committed an expellable offense.

The new plan would also change focus by following "time served" as the main exit criteria, rather than requiring specific behavioral or academic gains as exit criteria. Students would spend between 15 and 45 days at the Alternative to Expulsion School. Then at such time as the program's supervisor, who was rarely present and uninvolved with the students, deemed necessary the student would return to the traditional school setting. In this manner students would move more quickly through the program.

The previous practice of breaking large groups of students into two groups would no longer be allowed, which meant that as the classroom teacher for this program, I was being asked to take more students, and have them for longer a longer day, with less help and for less money. Because of these decisions and many others, I offered my resignation and accepted a new job teaching Adult Basic Education and GED preparation to adult male inmates at Snake River Correctional Institute.

This was an extremely difficult decision. I have an affinity for this particular group of students. I had held the job for six years and wanted to continue improving the program. I chose to earn my Master's Degree in Reading, in order to help at-risk youth be more successful in school and in life. Additionally, I had already a lot of time and effort into a Master's Project designed specifically for the Alternative to Expulsion School. However, I decided I would take on a new job teaching adults in a prison, while continuing to work on the same Master's Project focusing on adolescent students.

Connection Between At-Risk Youth and Incarcerated Adults

As a teacher in a prison, it is even more apparent to me that we must reach our most troubled youth or they will end up incarcerated. It is extremely troubling that I am still essentially working with the same clientele only older. Over and over I hear how they were either expelled from school or they dropped out of school. It is clear that for most of them their academic and emotional growth stopped many years ago.

Without a proper education many made a living selling drugs or committing other crimes. Some held respectable jobs, but supplemented their income selling drugs. At first glance, their lack of academic education may not be apparent to many, but their lack of emotional maturity is often quickly discernable. Many of these adults have not developed an "Emotional Intelligence" (emotional maturity) level expected of an adult. Many of them are either carrying their emotions on their sleeves or burying them under a cloak of anger and aggression. This immaturity leads to a life of poor choices and many dysfunctional circumstances.

Goleman (1995) explains that "Emotional Intelligence" is a new name for the old-fashioned concept of maturity. "Emotional Intelligence" is a term first coined by Salovey and Mayer (1990) who defined it as a form of "Social Intelligence" that requires the self-awareness of and the ability to monitor one's own and others' feelings and emotions. Additionally, it includes the ability to discriminate among emotions and to use this information to guide one's own thinking and behavior" (Cherniss, 2000). The term became popularized in the early 1990's when Daniel Goleman wrote, *"Emotional Intelligence": Why it Matters more than IQ"* (1995).

From my experience with my students (young and old) I can see how the lack of "Emotional Intelligence" affects their decision making. Many still deal with stressful situations as a young child might. For example, they still get angry if someone calls them a name or they may get angry when they cannot have everything their own way. Many times, when they get angry, they are likely to work that anger out through physical violence. Before they came to prison many used drugs to avoid dealing with tough emotional issues or even every day stresses. Their emotions have often been acted out through violently visible means or buried through the use of deadly drugs or alcohol.

With this job change I had to decide, if I would continue on with the same project or change the focus to adults rather than adolescents. Because I could see the connection from struggling adolescents to incarcerated adults, I felt compelled to continue on with my initial endeavor to write a literacy-rich "Emotional Intelligence" curriculum for at-risk youth. This curriculum focuses on helping at-risk students become fluent readers who are also emotionally aware of their feelings and are better able to make positive choices about how to handle their emotions.

Two Commonalities Among At-Risk Youth

In my experience at the Alternative to Expulsion School I found that students who met the criteria for an expulsion referral came from all walks of life, had a variety of learning styles, and covered the full spectrum of academic ability. Almost without exception however, these students did share some specific commonalities. These students

all had behavior problems and nearly every student reported they struggled with handling their anger and reading their school work.

When these students explained why they were in trouble they often said they had a terrible temper, they exploded easily, or they were mad all the time. They also blamed anger on other people saying, "I don't get mad until people disrespect me." These "other people" may be other students, parents, school administrators or teachers. Even students, who outwardly appeared calm, cool and collected, reported they were angry underneath. They never said they were frustrated, discouraged, ashamed, or scared, although I believed that these other feelings were likely behind the anger. Anger is a secondary reaction to a primary emotion such as resentment or revenge (Nunley, 2003). It was their inability to handle these emotions effectively that drove their actions and their poor choices, which ultimately resulted in their referral for expulsion. They were emotionally immature or, as Daniel Goleman might say, they were not emotionally literate.

Daniel Goleman's framework of important emotional competencies includes the recognition and regulation of four domains: self-awareness, self-management, social awareness and relationship management. Each of these four domains includes from three to eight personal or social competencies such as, empathy, conflict management or self-control (Cherniss & Goleman, 2001). Brain and behavior researchers suggest that the traditional intelligence quotient (IQ) contributes about only 20 percent of life's success, while "Emotional Intelligence" (EI) contributes the other 80 percent (Goleman, 1995; Jensen, 2006).

Therefore, as I worked with at-risk youth, it seemed important to address "Emotional Intelligence" needs. In fact, I found it was nearly impossible to begin to address academic needs until the student felt validated on an emotional level. This validation came from having discussions and activities that examined who they were as people and who they wanted to become and how they could best do that. Then they began to feel understood and respected and then they could begin to make academic gains as well.

A second commonality among these students relates to reading skills. I assessed students in my classroom to check for reading abilities. These assessments revealed some disturbing facts. Most students were not competent readers and their abilities and needs varied greatly. For example, one classroom might have high school students who read independently at elementary grade levels and middle school students who could read independently at a high school level. Students in both groups often could clearly decode words in a passage, but then were not able to explain or retell what happened in the passage.

Research shows that students need to read more in order to increase their reading abilities (Reis et al., 2005; Shaywitz, 2003; Smith, 2004; Wilhelm, 1997). Proficiency never comes without practice. As a horseback rider, I know that a person can only become a proficient rider by riding frequently. In this same manner, a person can only become a proficient reader, by reading frequently. It is impossible to do a difficult task well, if you never even practice. Most of my students reported that they rarely read anything before attending my class. Few had ever read a book cover to cover. When I

managed to engage students with just the right books, I watched many students get on that metaphorical horse and they became much better readers by becoming engaged with books and reading daily.

While I taught at The Alternative to Expulsion School, I built a classroom library of over 600 books, as I worked with struggling at-risk students. This library with a wide variety of levels and choices certainly helped students find books they were interested in reading and I designated class time for reading and discussing books. As I focused on leading students to books they were interested in reading, they read more.

Over time I noticed that reading levels on classroom assessments increased, often by a year or more. Also, their Idaho State Achievement Test (ISAT) scores often increased from basic level to proficiency level within a school year. These results came without teaching to or practicing the ISAT tests questions. Additionally, by introducing students to books they were capable of reading and interested in, many students not only read their first book cover to cover in my classroom, but went on to read four or five books throughout a semester and they started to enjoy reading as a pastime.

Proposed Project

As I reflect back on my six years as the teacher at the Alternative to Expulsion School, I feel several aspects of the program were successful and this project builds on those components that lead to student success. I feel the two most important teaching methodologies were 1) increasing "Emotional Intelligence" skills by discussing issues important to the students and their lives and 2) increasing their literacy skills by

introducing them to literature that interested them and lead them to read more. Research shows it is extremely important to focus on these two areas for their future success in school and in life (Barr & Parrett, 2001; Gaskins, 2005; Goleman, 1995; Marzano, 2007; Slocumb, 2004; Smith & Wilhelm, 2006; Wilhelm, 1997). Learning to read and loving to read allows a person to continue to learn throughout life. Becoming emotionally intelligent allows a person to know themselves better and make better decisions for themselves and their personal situations.

Because of my experiences with at-risk youth, I created a *Companion Guide* that enables teachers of troubled teens to address "Emotional Intelligence" concepts while simultaneously increasing traditional literacy skills. This guide is based on best- practice recommendations from leaders in the field of literacy education and builds outward from the book *Power Source: Taking Charge of Your Life* (Casarjian & Casarjian, 2003b) published by the National Emotional Literacy Project for Youth At Risk. While I taught at the Alternative to Expulsion School, I struggled to find age- and interest-appropriate "Emotional Intelligence" curriculum and finally discovered *Power Source: Taking Charge of Your Life.* This book allowed my students to make much more progress with their emotional literacy skills than other materials I had used over the years.

I have enriched the *Power Source* modules with lessons that teach and reinforce the vocabulary of the *Power Source* book. I have recommended reading strategies for each topic and have provided a reading list of various reading levels and interests that coordinate with four *Power Source* modules of self-discovery and meditation, risk-taking, choosing friends, and family relationships. These were issues that I and my co-workers

(in the Suspension School and the Two Roads GED program), found our students consistently struggled with. My Companion Guide to *Power Source* covers about half of the topics in the book and offers a sample of what can be done with the whole book.

These lessons will enable students to (1) get at the root of some emotional issues that may be hindering their growth emotionally and academically, (2) change ineffective behavior patterns, (3) see and feel their own progress toward more socially appropriate ways of handling their emotions, (4) increase their reading ability and attitude toward reading, while at the same time (5) see and feel academic and social-emotional success. I include the recommendation of two reading assessment tools, as it will be important to show students' growth in reading abilities. I also recommend a tool to assess the growth of "Emotional Intelligence" skills of adolescents.

Need for the Project

The concept for this project came about as I taught at the Alpha One Alternative to Expulsion program in Nampa School District in Nampa, Idaho. The original philosophical outlook for the Alpha One Alternative to Expulsion program was strongly punitive and the handbook contained clearly defined criteria explaining what types of behaviors constituted points against the student. It included a "three strikes and you're out" policy. If students did not adhere to the rules they "struck out" and their case was referred to the school board for probable expulsion. This is a serious consequence that research shows does not support the best interests of the students or the community (Barr & Parrett, 2001).

My observations at the Alternative to Expulsion School in Nampa revealed that the threat of expulsion and the required compliance with strict behavior codes rarely changed behavior and did not make at-risk adolescents better students. Engaging lessons that addressed students' social and emotional needs did seem to make a difference. Allowing students' choice in what they read and having many books of interest available, also seemed to make a positive difference in my classroom.

This experience coupled with the frequent teacher visits from local detention centers and other alternative programs searching for curriculum exposed the need for this project. Given that these programs are a last-chance effort to help these struggling students find success at school, and given that these students need to increase their emotional and academic abilities, and given that research suggests that curriculum be clearly defined and fit the needs of the students (Tomlinson & McTighe, 2006) the current project is needed.

Limitations

The generalizability of any one curriculum is inherently difficult. This curriculum is built from the perspective gained while I taught at The Alternative to Expulsion School in Nampa. This program is essentially a one-room school house for at-risk youth. There are a multitude of program formats for at-risk students and this curriculum may need to be modified in order to fit within the various program structures.

Objectives

The purpose of this project is multi-faceted. The primary objective is to provide differentiated curriculum which builds literacy skills and a love of reading, as it builds "Emotional Intelligence." This will better prepare the students for success in school and life (Armstrong, 2006; Goleman, 1995; Jensen, 2006). Additionally, as a result of having their academic, social and emotional needs met with clearly defined goals and objectives and differentiated instruction, students' skill levels in all areas are more likely to increase (Armstrong, 2006; Tomlinson & McTighe, 2006).

This curriculum integrates literacy units into the "Emotional Intelligence" modules already provided by the *Power Source Facilitators Manual.* An enriched and accelerated approach to reading which involves student choice and increases the motivation for reading is recommended. Specific academic assessments are suggested and for Reading and "Emotional Intelligence" skills which have the ability to show the success of the program.

Definition of Terms

There are several terms that I use consistently throughout this text and it may be helpful to the reader to know my working definitions. The following is a list of applicable terminology used in this project.

1. At-Risk: The Idaho State Department of Education (n.d.) definition: Any youth in any secondary student grade seven through twelve (7-12) who meets any three (3)

of the following criteria, A through E, or any one (1) of the criteria in F through L:

    a. Has repeated at least one (1) grade.

    b. Has absenteeism that is greater than ten (10) percent during the preceding semester.

    c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.

    d. Has failed one (1) or more academic subjects.

    e. Is two (2) or more semester credits per year behind the rate required to graduate.

---

    f. Has substance abuse behavior

    g. Is pregnant or a parent

    h. Is a previous dropout.

    i. Has serious personal, emotional, or medical problems

    j. Is a court or agency referral

    k. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior.

2. Cloze Activity: This is a comprehension activity whereby the instructor takes a passage from the text and removes specific vocabulary words and leaves a blank space for the student to fill in after reading the complete passage.

3. Figurative Language: Specific phrasing of words to elicit a picture in the readers mind. Similes and metaphors are both examples of figurative language.

4. Emotional Intelligence: Involves a person's ability to use his or her emotions intelligently in order to maintain a balance between reason and emotion. Daniel Goleman organizes emotional intelligence as a set of emotional competencies that occur in four domains: self-awareness, self-management, social awareness, and relationship management (Goleman, 2002)

5. Emotional Literacy: Used as a synonym with emotional intelligence.

6. EQ: Stands for Emotional Quotient and is used in comparison with IQ or Intelligence Quotient.

7. Literacy: the ability to "use language, content and reasoning in ways that are appropriate for particular situations and disciplines…This notion of high literacy refers to understanding how reading, writing, language, content, and social appropriateness work together, and using this knowledge in effective ways. (Langer, 2004, p. 1040)

8. Literacy-rich environment: Students are surrounded by oral language, a wide range of books, and print. Students are allowed the experience of reading self-selected text for extended periods and have the opportunity to discuss their reading with the teacher and other students. (Robinson, McKenna & Wedman, 2004)

9. Self-efficacy: a motivational construct that is key to promoting students' engagement and learning and is largely dependent on previous success in a specific domain.

10. Survey: When a reader surveys a chapter he is looking the chapter over to get an overall view of what is in the chapter.

CHAPTER TWO: REVIEW OF LITERATURE

The lack of published curriculum that simultaneously addresses "Emotional Intelligence" and literacy skills has prompted this project. A literacy-rich "Emotional Intelligence" curriculum addresses the needs of the at-risk population who demonstrate low skill levels in reading and emotional maturity. It also addresses the needs of many teachers and group facilitators working with at-risk youth without a set curriculum. If the curriculum is implemented correctly, an added benefit is an increase in student motivation to read for pleasure.

A curriculum focusing on increasing "Emotional Intelligence," as it increases students' literacy skills through differentiated instruction and increased time spent reading will serve the needs of many students and keep important programs on track and meeting accountability mandates. The book, *PowerSource: Taking Charge of Your Life* (Casarjian & Casarjian, 2003b) engaged and motivated my students to read and have lively discussions. This project aims to take advantage of the engagement stimulated from this book and launch it forward through differentiated Language Arts theme-based lessons. Each theme links students to interesting and developmentally appropriate books.

Research has been examined regarding the topics of literacy, "Emotional Intelligence" and curriculum building recommendations. Additionally, a brief explanation of a reading assessment (Degrees of Reading Power) and an Emotional Intelligence

Inventory (The Perceived Competence Functioning Inventory) are provided, along with a rationale for using these to examine outcomes of this Companion Guide.

The Importance of Being Literate

How is Literacy Defined?

Literacy goes beyond the simple skill set of sounding out words or reading simple sentences. In order to be a participating member of our democratic society we need to be able to comprehend written and spoken words to conduct our business and effectively go about our day. Langer (2004) wrote about "high literacy" and defined it as the ability to use "use language, content and reasoning in ways that are appropriate for particular situations and disciplines…This notion of high literacy refers to understanding how reading, writing, language, content, and social appropriateness work together, and using this knowledge in effective ways " (p. 1040).

What are the Consequences of Illiteracy?

The importance of being a literate adult in the 21st Century cannot be overstated. According to research cited by Barr and Parrett (2001), there is not a more important foundational skill than reading. If children do not learn to read well by the end of second grade they start to believe they are dumb, they will have low self-esteem and will often be disruptive in class. They will be unable to do much of their class work as the assignments grow more difficult and more dependent on reading. Barr and Parrett also cite research which found evidence from many long-term studies that high school drop

outs can be predicted from four identifiers evident by the third grade. If a child is reading one year below grade level, has been retained, is from a low socioeconomic background, and attends school with other poor children, that child will almost certainly drop out of high school. Many of the students attending the Alternative to Expulsion school align with all four of these criteria.

Barr and Parrett's meta-analysis revealed research which found that students who do not learn to read by the third grade tend to use drugs and alcohol, and frequently become teen parents. Many of these students will end up in jail or prison as adults. The same work by Barr and Parrett noted that the state of Indiana was accurately predicting the future need of prison cells for their state by noting the number of low social-economic children that could not read in the second grade. Indiana's corrections commissioner James Aiken told *Newsweek* (Mark of Cain, 1990), "People think prisoners come out of trees, but they don't. They come out of the second grade" (p. 6.).

> Low levels of literacy are powerful predictors of welfare dependency and prison incarceration. More than half of the adult prison population has literacy levels below those required by the labor market. Nearly 40 percent of adjudicated juvenile delinquents in the United States have reading problems and/or have treatable learning disabilities that were overlooked or went untreated by school (Barr & Parrett, 2001, p. 19).

Shaywitz (2003) studies struggling readers and offers advice to those who struggle and those who teach them. When students do not learn to read, they miss out on numerous opportunities for learning. She writes about the importance of a student

learning to love to read, because no other methodology can improve a student's vocabulary, background knowledge and comprehension abilities better than reading. Books present such a vast array of interesting and complicated words and the average sixth grade student will be introduced to more words through reading a book than listening to a college educated speaker. Even college graduates' conversations do not have the variety of rare words that children's books contain. However, just as with any other learned skill, practice is important. In order to read well, one must practice reading.

How Can We Best Help Struggling Readers?

One of the best ways to help struggling readers become proficient readers is to enable them to read more (Atwell, 2007; Beers, 2003; Gallagher, 2009; Guthrie, 2008; Smith, 2004; Stanovich, 1986; Reis et al., 2005; Wilhelm, 1997). Stanovich (1986) wrote about the "Matthew Effect" as it relates to reading. He reviewed the literature on literacy development and found that proficient readers get increasingly richer in reading abilities, while non-proficient readers get increasingly poorer. Many leaders in the literacy field recommend engaging students in active reading by allowing more time for reading and more choice in what they read (Allington, 2006; Atwell, 2007; Daniels & Steineke, 2004; Gallagher, 2009; Ivey & Fisher, 2006). In fact, Allington (2006) insists that if he were change one aspect of the learning environment it would be to increase the quantity of reading accomplished during the school day.

This idea of increasing the amount of time spent reading often leads to thoughts of Silent Sustained Reading (SSR) and a statement from the National Reading Panel (2000)

seemingly discredited SSR. The panel reported they could not find evidence of the effectiveness of SSR, however, it was just that the National Reading Panel only examined 14 studies that met their criteria for true experimental studies (Fisher, 2004). Other studies have found correlations between time spent reading and reading achievement. Guthrie's (2004) meta-analysis of 22 studies revealed that high levels of engagement with texts directly correlated with high levels of NAEP achievement scores. Guthrie, Schafer and Huang (2001) found students who were engaged read more and reading engagement positively impacted reading achievement. They also found reading engagement was more important to student success that students' demographic background and familial education levels. Additionally, Gambrell (2007) examined research about Silent Sustained Reading (SSR) and found much that was written about it was referring to an old model of SSR. According to Gambrell, the current informed version of SSR incorporates reading strategies to scaffold students while reading.

Shaywitz (2003) also promotes the idea that struggling readers need to read more frequently. She explains that proficient readers spend more time reading each day and will read from hundreds of thousands to millions more words per year than poor readers. A student who reads twenty minutes per day will read almost two million words per year, reading five minutes per day drops the number of words read to about 300,000 words per year. In this same book, Shaywitz reports a most alarming statistic. She tells us most poor readers fall into the category of reading less than one minute per day and read only about 8,000 words per year. Thus, engaging more students with books they are interested in reading may be the most important thing a teacher does for her students.

Increasing student choice with diverse texts in multiple genres is a recommended method for increasing reading motivation (National Council of Teachers of English, 2004). The lack of motivation to read is a huge hurdle for many adolescents. According to this same website, The National Council of Teachers of English (NCTE, 2004) also advocates wide independent reading, and discussion-based approaches to meaning making to help students develop their vocabulary. Using varied genre for reading and discussing lends support to comprehension skills while also improving student critical thinking skills. The Council suggests explicitly teaching students to self-monitor, interpret, and analyze their reading.

Reis et al. (2005) found systematic reading enrichment with engaging and appropriately challenging texts helped students of all reading levels. Reis is a professor and head of the educational psychology department as well as a principal investigator for the Neag Center for Gifted Education at the University of Connecticut (n.d.) She was also a keynote presenter at the 2008 Edufest Conference, which is a week long conference at Boise State University which focuses on teaching the gifted and talented student. As an attendee at that conference I was thrilled to see the parallel recommendations regarding motivating the gifted and talented student and the at-risk student. Getting to know the student, helping the student find their passion and allowing choice in assignments were all recommendations I was familiar with.

Reis spoke about The Schoolwide Enrichment Model for Reading (SEM-R) Framework. The SEM-R Framework has three main goals: to increase enjoyment in reading, encourage students to pursue challenging independent reading and improve

reading fluency, reading comprehension and increase self-regulation in reading which all lead to higher reading achievement scores.

The Schoolwide Enrichment Model Reading Framework (SEM-R) is a model based on the Renzulli Enrichment Triad Model. The framework includes three general categories of instruction. These areas include broad exposure to developmentally appropriate texts and those of possible interests to the student, higher-order thinking skills, and opportunities for further inquiry into self-selected areas of interest.

When Reis et al. (2005) first implemented their two-year study it was designed to examine the effects of an enriched reading program, rather than a remediation program, on a group of elementary students. They sought to examine reading achievement of urban students by means other than remediation. Randomly assigned teachers in the treatment group were given a comprehensive supply of appropriately challenging high-interest fiction and non-fiction materials and this enhanced student engagement. Teachers were also given professional development regarding the use of genre specific bookmarks and one-on-one conferencing with students about their reading and the development of enriched reading activities. Students' skill levels ranged from learning disabled to gifted and talented and the first study was conducted in three urban schools where the participating students were from culturally diverse families and over 90% were on free and reduced lunch and one suburban school with a large group of special needs students.

Statistically significant differences were found in the students in the treatment groups. Initially, 90% of the students in the treatment groups could not maintain independent reading for more than five to ten minutes. This held true even when they

selected their own books. However, after 12 weeks of the SEM-R intervention 90% of the students could read independently for 30 to 45 minutes. These students demonstrated significantly increased fluency and comprehension skills, increased self-regulation abilities, and increased enjoyment while reading when compared with similar students in the control groups who were only involved in the *Success For All* Reading Program.

SEM-R has since been implemented in many schools and whether the planned enrichment experiences were integrated into a current reading program or used as a stand-alone reading program the results have been steady and promising. In fact the developers of the program received three million dollars in federal funds through the Jacob K. Javits Act to continue their research (Reis & Fogarty, 2006).

The SEM-R program includes three phases. Phase One includes teaching listening comprehension skills as teachers read high quality literature aloud and ask higher-order questions and give thinking skills instruction. These teacher read-aloud sessions paired with ten-minute "book-hooks" create an interest in a wide variety of literature provide instruction in how to select books and how to use active reading strategies to aide in comprehension.

Phase Two of the SEM-R program involves Supported Independent Reading (SIR) which focuses on lengthening the student's capability to engage in structured silent reading time. This is enabled through self-selected reading material and gradual addition of minutes to the daily reading time, while supporting the student with individualized, differentiated reading conferences. In these daily five minute conferences the teacher can support the struggling reader with explicit instruction for decoding or fluency when

needed or foster comprehension by helping the student synthesize, infer, make connections, determine importance, visualize, question or use metacognitive strategies for self-regulation.

Conference discussions are supported with higher-order questions printed on genre specific bookmarks. These bookmark questions help the student learn to think more deeply about the text, while learning reading strategies. These bookmarks and other record keeping resources are available for teachers to download from the University of Connecticut (n.d.) website. Reis et al. (2005) clarify that all students need strategy instruction, but not all students need instruction in the same strategy at the same time. One on one conferences allow the integration of differentiated strategy instruction.

The third phase of the SEM-R program encourages students to move from teacher-directed opportunities to student-choice activities to help develop and explore student interests in reading. For example, students were encouraged to explore new technology, participate in learning centers and interest-based projects, and continue with self-selected reading and book chats. Over a two-year period of the initial SEM-R study, Reis et al. (2007) found significantly higher scores in reading fluency and attitudes toward reading in the treatment groups.

In 2007, Reis et al. repeated this study in two high poverty elementary schools and found similar positive results. These researchers worked from the assumption that all students can learn to read, regardless of ethnicity or economic standing. Again students in the treatment groups scored statistically significantly higher in both reading fluency and attitudes toward reading. The SEM-R approach works by building from students' talents

and interests and offers enriched learning experiences while raising achievement expectations.

Many at-risk students are frequently years behind grade level. Closing the gap between where they are and where they need to be requires hard work. However, it appears that intentionally targeting literacy building skills and helping students develop a love of reading will make that goal possible. Allowing students to frequently read books of their choosing and giving them supported reading time in school appear to be important pieces of this puzzle.

In addition to more time spent reading, struggling readers need reading strategies explicitly taught (Gaskins, 2005). Gaskins founded her School to specifically help struggling readers close the gaps in their reading abilities, after which they are to return to their traditional school. This school has been operating for over 35 years and her students experience much success which they carry with them when they return to a traditional school setting. Gaskins stresses how important it is for these at-risk students to not only catch-up to grade level in their reading, but to also show that they can apply what they have learned about reading and writing to every content area class. Without this ability to transfer what they have learned about reading and writing, their chance of a successful transition back into their traditional school setting will be slim.

She also stresses the importance of professional development for teachers and insists that schools develop teachers' understanding of our language and research-based principles for teaching. Professional development is important for teachers to keep abreast of the latest strategies to help all students learn. The school is constantly striving

to improve their teacher's abilities for working with students who have not been successful at school. In this process they have quantified important actions for becoming a better learner. The teachers at the school all help their students to become independent learners through a six step process that encourages the students to take charge of the learning situation, request explanations, initiate collaboration, figure out what works for them, know what affects their own motivation, accept and use feedback.

The staff has also developed six principles of learning they share with struggling readers. These six principles are:

1) What people learn depends on what they already know, 2) Metacognitive strategies for monitoring and controlling learning are essential to reaching one's learning goal, 3) New information is easier to understand, remember, and use if it is attached to prior knowledge, 4) Organized knowledge is easier to recall than random information, 5) Information that is thoughtfully and deeply processed is likely to be understood and used, 6) Concepts and strategies that are repeatedly practiced and applied are not easily forgotten. (Gaskins, 2005, p. 133).

One of the most important methods the BenchMark teachers use for their specific clientele is teaching students metacognitive thinking strategies. Students who are aware of their own thinking and mental processing make important links toward learning. Many struggling student's self-efficacy levels in the academic domain are extremely low. They have come to believe that they cannot learn and metacognitive strategies to monitor their internal thought patterns help them understand that they can learn. Gaskins (2005) reported, "Catching up is a slow, arduous process –one that is facilitated by a teacher who

implements research-based practices" (p. 245). She lists eleven principles of learning that she and her staff have developed over 35 years of teaching struggling readers.

1. Struggling readers learn what you teach and often do not figure out what is not taught.

2. Children learn at different rates and exhibit different strengths and needs.

3. There is more than one way to learn.

4. Organized knowledge is easier to recall and use than random information, such as lists of words, rules or facts.

5. It is easier to understand and remember information if you attach what you are learning to what you know.

6. Knowledge is socially constructed.

7. Active involvement facilitates learning.

8. Information that is deeply and thoughtfully processed is more likely to be understood and applied than information that is dutifully accepted at face value and/or memorized.

9. Strategies, skills and concepts that are not immediately and repeatedly applied are easily forgotten.

10. Accountability and immediate one-to-one feedback support the learning process.

11. Collaboration, choice, and competence are keys to motivation. (Gaskins, 2005, pp. 188-189).

The research completed by her staff concluded that explicit explanations of how to complete school tasks, how comprehension strategies work and how the brain works, were extremely important to the success of their students. As they taught students using these explicit explanations they were also teaching students to use metacognitive behaviors. This helped students be more in charge of their own thinking, learning, and problem solving. Her staff did this by discussing strategies with their students for taking control of various hurdles students encounter each day while explaining how these strategies helped their brain do a better job for them.

Assessing Literacy Development

There are many methods and tools for assessing literacy development and one must be sure to choose a valid and reliable measure for the given student age or skill level. The assessment used must also fit the skill level of the assessor and the time and budget constraints of the program. Also, in this era of school accountability, it is important to have data that can demonstrate student progress. This data also enables program decision makers and students to see documentation of their success.

One assessment that would easily fit the criteria for this program would be the Degrees of Reading Power (Questar Assessment Incorporated, 2008b). According to the Questar Assessment Incorporated website (www.QuestarAI.com), the Degrees of Reading Power (DRP) is the first criterion-referenced assessment to utilize the concept of readability. This assessment is designed for students in grades K-12 and has Kuder-Richardson 20 reliability in the .90's. It can be administered to whole groups or

individually and in about 45 minutes. The Degrees of Reading Power (DRP) assesses reading comprehension of graded passages using modified CLOZE technique. The scores are expressed in both raw and in DRP levels, which represent the difficulty of materials students can read. This enables the teacher to match students' reading level with varying degrees of challenge.

The main objective of the DRP is to match reading materials to students' reading abilities. Students' raw scores on the DRP are converted to DRP units, a normed scale from 1-99 that is based upon an adaptation of the Bohrmuth Readability Formula. The TASA Corporation (now called Questar Assessments) originally created and published the DRP and has rated thousands of books according to reading difficulty, which is also expressed in DRP units. Thus, a teacher can use the students' test scores (in DRP units) to find interesting reading materials that are within the students' independent and instructional reading levels.

Questar Assessment Incorporated is a leading educational assessment provider and has developed state-level assessment programs for 13 states (Connecticut, Delaware, Florida, Georgia, Indiana, Michigan, Minnesota, Mississippi, Missouri, New Jersey, North Carolina, Texas, Virginia).

The Importance of Being Emotionally Intelligent

How is "Emotional Intelligence" Defined?

The term "literate," as defined by the New World Dictionary, means to be able to read and write (1980). Today this term is used in reference to many areas of a person's

life and carries with it the indication that a person has capable or proficient skills within a specific domain. Some of the more popular phrases seem to be "computer literate," or "numerically literate," and the term "emotionally literate" falls within this same category. Emotional literacy and "Emotional Intelligence" seem to be interchangeable terms which both refer to a person's emotional maturity (Carter, 2006; Casarjian & Casarjian, 2003; Goleman, 2002).

Daniel Goleman is a psychologist who has studied brain and behavior research and may be best known for his work with "Emotional Intelligence." He provides a basic definition of "intelligence" as the capacity to solve problems and meet challenges. (1995). He extends that definition to the concept of "Emotional Intelligence" and his working definition of "Emotional Intelligence" has evolved slightly over time. In his latest writing he defines it as having four domains: self-awareness, social awareness, self-management, and relationship management (Goleman, 2001).

Our educational system seems to place a fairly high value on a person's intelligence quotient (IQ). Any school psychologist will have a means to determine a student's IQ. However "Emotional Intelligence" skills (sometimes referred to as EQ) are a much better predictor of success than a person's intelligence quotient (IQ). This is because emotionally intelligent people have a strong self-efficacy regarding their capability to handle their emotions and deal with life circumstances (Goleman, 1995). In other words, emotionally intelligent people use their skills and practice their skills and become more confident of their ability to act in ways that help them maintain control of their lives.

Perhaps this is why emotionally intelligent people tend to be resilient people. Goleman wrote about many examples of resilient people whose success was dependent not on their good jobs or blessed circumstances, but on their ability to handle frustration, control emotions and get along with other people. Resilient people learn from set-backs and get stronger because of them.

In Gardner's (1983) *Frames of Mind*, he introduced the concept of multiple types of intelligence. He wrote that people are smart in different ways and classified seven different intelligences. "Emotional Intelligence" is comprised of two of Gardner's seven initial intelligences. Those two areas are interpersonal and intrapersonal intelligence. These concepts have to do with how well we get along with others and how well we know ourselves.

What are the Consequences of Being Emotionally Illiterate?

Paul Slocumb, author of *Hear Our Cry: Boys in Crisis* (2004), wrote about the need for men to develop an emotional language, even if they work in fields requiring physical confrontations such as law enforcement. For example, to perform well as a peace-keeper or correctional officer, one must be able to use language, not only to read and write, but to solve deeply emotional issues. Without developing these skills while young, children run the risk of spiraling downward into an emotional black hole.

Slocumb's (2004) work focuses on boys, but he acknowledges the consequences of being emotionally unintelligent can be devastating for both males and females. The lack of empathic ability results in an emotional downward spiral. He reports that it begins

with the lack of emotional language and ends with the inability to empathize. When a child never receives empathic responses to his feelings he does not develop a conscience and/or a solid sense of right and wrong. These factors lead to a lack of boundaries which has a negative impact on the ability to articulate a personal code of ethics or integrity. Without a solid understanding of the concept of ethics or integrity, words are limited. This lack of words and mental frustration result in anger that often turns to rage. The detrimental effects of emotional illiteracy cannot be understated and students who are referred for expulsion or are in juvenile detention are already suffering the effects of it.

Howard Gardner (1999) also explained the effects of emotional illiteracy,

The less a person understands his own feelings, the more he will fall prey to them. The less a person understands the feelings, the responses, and the behavior of others, the more likely he will interact inappropriately with them and therefore fail to secure his proper place in the world (Gardner, 1999, p. 254).

Juvenile detention centers and alternative school settings for at-risk students offer myriad opportunities to observe the effects of youth who are not emotionally literate. Many of these students have already committed some act that warranted expulsion from school or being locked up in a cell, because they were a danger to themselves or their community. They have brought guns or knives to school; have been involved in many physical and verbal confrontations; have been disruptive in their classrooms and disrespectful to students and staff at school. They have been involved with drugs or illegal activities. Many adolescents in juvenile detention centers are defiant boys with no fathers in the home, nor male mentors in their lives.

Many at-risk students belong to gangs or are so out of control they essentially control their house-holds and teaching them becomes more difficult when this is the case. With no emotionally strong adult in these student's lives, they believe they are in charge. They are making important life-changing decisions and no one in their house-hold is capable of appropriately directing them. These students want control of their lives, yet they are making all the decisions that will ultimately result in less and less personal control.

The consequences of being emotionally illiterate become even clearer in adulthood. Goleman found emotional competencies (EQ) mattered twice as much as a person's intelligence quotient (IQ) and expertise in their field of work (Goleman, 1995). He studied the competency models for 181 positions taken from 121 different companies worldwide. These models delineated essential skills for effective performance for millions of employees. He broke the competencies down into those which were purely cognitive or technical skills and those which were emotional competencies. He found that two out of three of the abilities deemed essential for effective performance were emotional competencies. Many people lose their jobs, not because they do not have the technical skills for the position, but because they do not have the people skills to effectively handle the position. His research has been replicated and the same results were found (Boyatzis, 1982; Jacques, 1989).

How Do We Become Emotionally Literate?

Researchers who study "Emotional Intelligence" find that we are not born with these skills. We learn "Emotional Intelligence" skills from our experiences and those of people close to us. We learn and continue to develop them as we go through life. If we are shown lots of love and respect, we learn to love and respect others. If we have positive experiences and role models who handle frustrating situations well, we learn to have positive expectations and to handle frustrations well. But if our models are dysfunctional and do not handle life's daily problems appropriately, we learn dysfunction methods of problem solving (Goleman, 1995; Cherniss, 2000).

Other researchers have agreed that these skills are important and should be explicitly taught, especially to at-risk students and those from a culture of generational poverty (Beegle, 2007; Barr & Parrett, 2001; Payne, 2002; Slocumb, 2004). These students are much less likely than those from middle class or wealth to have appropriate role models in their lives from which to learn these important social skills (Beegle, 2007; Payne, 2008).

Furthermore, Goleman (1998) reported that even as the average IQ of American children rose 24 points between the mid 1970's and the mid 1980's, the average American child became less emotionally intelligent. Comparable sets of parents and teachers were surveyed during this time period and on average they reported "children were growing more lonely and depressed, more angry and unruly, more nervous and prone to worry, and more impulsive and aggressive" (p. 11). The rate of perceived decline was the same across all economic groups.

Robin Casarjian noticed this same phenomenon and ended up founding The National Emotional Literacy Project for Youth At-Risk. She created this foundation specifically to help at-risk students become more emotionally literate. The Lionheart Foundation (n.d.) Website (www.lionheart.org) explains how she came into this work.

She began her career as a special education teacher and then became the Director of a small alternative program for students with severe behavior problems who were excluded from the Boston Public School System. She went on to train in the psychotherapeutic technique of Guided Imagery and Music. Through this methodology she taught students to use visualization as a strong inspirational resource.

Casarjian began volunteering in prisons and taught classes on forgiveness and ultimately wrote *Houses of Healing: A Prisoners Guide to Inner Power and Freedom* (Casarjian, 1995). Incarcerated adults kept telling her that adolescents needed to have this kind of information. From her work with these incarcerated students her career has expanded into public speaking and workshop presentations, as she works to inform people of the importance of teaching "Emotional Intelligence" skills to incarcerated adults, adolescents and those at-risk youth who have a high probability of becoming incarcerated.

The Lionheart Foundation's (n.d.) website further explains how Casarjian learned more about the multitude of complex emotional issues that at-risk students deal with on a daily basis and learned more about the dismal statistics regarding the number of adolescents who are arrested each year (1.5 million). This led her to collaborate with her niece, Bethany Casarjian (child psychologist) to write the appropriately titled book,

Power Source: Taking Charge of Your Life (2003b) and *The Power Source Facilitators Manual* (2003a). There are now over 85,000 books in circulation in over 3000 public schools and special programs across the country. One nationally recognized organization using *Power Source* is ROCA, (which means rock in Spanish) focuses on the development of at-risk youth. This program is located in Chelsea, Massachusetts and it has integrated *Power Source: Taking Charge of Your Life* into all of its programs including the "Via the Street" School which is funded by a Kellogg Foundation Grant. They have purchased over 300 books.

Many other organizations have purchased *Power Source* and are pleased with the results. In Chula Vista, California, the MAAC Community Charter School has bought over 250 books. The New York City public school system is utilizing over 250 books in their programs for high-risk youth. These books were approved and purchased by the New York City Board of Education for Region Five. California's Butte County Juvenile Hall Superintendent bought 410 books so every boy could take a copy home with him. The at-risk adolescents read these books voraciously. These are just a few of the many organizations associated with the Lionheart Foundation and the published works of Robin Casarjian.

The Lionheart Foundation (n.d.) e-mailed its first survey to over 200 *Power Source* users in July of 2004. Respondents were "program managers, counselors, therapists, social workers, correction and probation professionals, public school teachers and administrators in public and private facilities" (Lionheart Foundation website). Every respondent said *Power Source* benefited their programs and reported exceptional

indicators of success such as, youth receiving fewer rule infractions, appearing to have better anger management skills, and appearing to have more insight into their offending/at-risk behaviors. Counselors also reported a high level of group participation and engagement in *Power Source* groups which was noticeably different from other programs they had used in the past.

<div align="center">**Assessing "Emotional Intelligence"**</div>

When working with at-risk youth, especially those already involved in the juvenile justice system, people often wonder if any given program has made a behavior changing impact on the student. For example, school administrators often discuss this issue when deciding whether or not to accept a student back into their school. As I worked with Alternative to Expulsion students, I often wondered if there was a way I could predict whether or not a student would perform well after returning to the traditional school environment.

The Perceived Competency of Functioning Inventory (PCFI) is designed to measure a person's self-efficacy levels regarding "Emotional Intelligence" competencies. This is a measurement instrument that has been shown to reliably predict whether or not a participant in a program has learned the information well enough to usefully incorporate it into his life (Reiger, 2007). It measures a person's self-efficacy in "Emotional Intelligence" areas. Self-efficacy is a concept related to confidence and is defined as a person's belief in their capabilities, and it is increasingly being sought after as a principle outcome of interest for training and education programs that are specifically seeking to

positively impact behavioral change. If a student has a strong belief in his capabilities, this person is confident of his skills in that area. This confidence leads to expectations of positive outcomes in that area and this positive expectation leads to success (Pajares & Schunk, 2001).

According to the PCFI manual, this instrument was developed to assess the person's "perceived ability to function in five areas associated with mental health adjustment: self-esteem, relationships, coping, quality of life, and roles" (Regier, 2008, p. 3). This measurement tool has shown valid and reliable results with adolescents, as well as adults. From the initial development in 1994 and up until 2000, its reliability and validity were assessed using various samples of non-patient, outpatient and inpatient adults. More recently it has also shown to be a valid and reliable measurement tool for outdoor challenge course programs and experiential learning programs working specifically with at-risk youth (Regier, 2007).

The PCFI manual contains the data which show this inventory is a psychometrically sound, practical, and applicable outcomes tool to measure changes in social-emotional competencies. It is a 25-item inventory in which program participants rate their ability to perform each item on a five-point scale from poor to excellent. The internal consistency of the three-factor model (non-patient, outpatient and inpatient) was computed using Cronbach's alpha coefficient. A reliability coefficient of   above .85 is acceptable for individual comparisons and .60 and .70 is acceptable for group comparisons. The General Level of Functioning Scale was above .90 for all three samples indicating adequate reliability to compare one individual with another (Regier, 2007).

According to the Prairie View Process Solutions website (www.//pv-psg.org) (Prairie View Solutions, n. d.), a two day training and certification process is required before being granted access to this testing tool, which can demonstrate the social-emotional outcomes of a program. I was able to attend certification training in Kansas over the summer of 2008. I found the tool easy to administer, it only requires a few minutes to complete, and Prairie View Process Solutions tabulates the data and sends back a colorful bar graph and written summary of results for each person and the group as a whole.

There is a small fee for processing each inventory and the certification to use the instrument must be renewed annually. This training is currently $400 per person and travel to Kansas would be required unless a large group of people wanted to pay for the trainer to come to them. This cost may be a downfall for some programs; however, if there is a staff development budget it seems well worth it to spend the money and be able to show documented positive outcomes to major stake-holders and to the participants. The PCFI would be a valuable tool to demonstrate positive outcomes for any program teaching "Emotional Intelligence" skills.

The Importance of Effective Curriculum

An effective curriculum designed for all students needs to create conditions of success wherein becoming a whole human being is the most important aspect of the curriculum (Armstrong, 2006; Hayes-Jacobs, 2004). Marzano (2007) also indicates the importance of well-articulated curriculum cannot be overstated, but one must realize that

effective teaching is part art and part science. He makes the clear point that no one strategy or method of teaching will work with every student every time and from a Humanistic perspective one would never develop a curriculum that followed one route to achievement, therefore differentiation of instruction is critical.

The manual *Layered Curriculum: The practical solution for teachers with more than one student in their classroom* (Nunley, 2003) provides scaffolding for building lessons or units meeting criteria of differentiation. Nunley recommends creating rubrics and grading schemes for every type of assignment and also recommends providing students with these before starting any unit. Creating rubrics helps ensure objectives are specific, measurable and attainable. Setting due dates for assignments and grading attends to the time-bound aspect of appropriate feedback. Knowing student interests and needs helps the instructor create lessons which are relevant to the students.

A Layered Curriculum aims to engage all students by providing something for everyone through differentiated instruction and assessments with rubrics and plenty of student choice built into each layer. Layers are delineated by "A" layer, "B" layer, and "C" layer. Each layer has at least two or three options from which a student may choose. Choice gives students a greater sense of control, which aids motivation and engagement by addressing the student's preferred learning styles (Nunley, 2003).

The validity behind choice and differentiated instruction is well researched and highly recommended. Most at-risk students and students from a culture of poverty especially need differentiated instruction that clearly explains "the what, the how and the why" (Beegle, 2007; Payne, 2008; Slocumb, 2004; Smith & Wilhelm, 2006) behind

reading strategies and lessons in general. Providing this custom-fit instruction enables students to feel competent and show competence, which is especially important to boys (Smith & Wilhelm, 2006).

Summary

Leaders in the field of literacy development recommend engaging literacy-rich curriculum to ensure all students are learning to read and wanting to read, as struggling readers will increase reading skills through engaged reading and discussions (Gaskins, 2005; Ivey & Fisher, 2006; Slocumb, 2004; Smith & Wilhelm, 2006; Tomlinson & McTighe, 2006). Many of these same leaders and others, also acknowledge that educators concerned with all students succeeding should not ignore the emotional aspects of their lives and should take care to address these needs in school, as this helps to engage and motivate them (Armstrong, 2006; Beegle, 2007; Gaskins, 2005; Payne, 2008; Slocumb, 2004).

Curriculum developed to especially fit the needs of each student engages each student and has a higher likely-hood of helping the student reach their educational goals (Nunley, 2003; Smith & Wilhelm, 2006; Tomlinson & McTighe, 2006). The methodology of the SEM-R program seems to fit the vision I have for helping at-risk students to increase their reading skills and enjoyment of reading. This framework allows opportunities for frequent self-selected readings coupled with differentiated activities to demonstrate understanding. The SEM-R enrichment model would pair nicely with

"Emotional Intelligence" lessons already available in the book, *Power Source: Taking Charge of Your Life* (Casarjian & Casarjian, 2003b).

This book was engaging and helpful with my struggling readers and over 200 programs across the country are also finding it useful. Also the strategies suggested by the proponents of the SEM-R model and the Layered Curriculum model, both support and encourage self-selected activities for students to demonstrate their understanding of particular concepts. This proposal to create a literacy-rich companion guide to *Power Source*, and the methodology to do so, seems to be supported by many experts in the field of emotional and traditional literacies.

There are a wide range of literacy assessments and depending on the skill level of the assessor and the constraints of the daily classroom routines, any number of assessments may fit the needed criteria. For the purposes of this program, either the Degrees of Reading Power or the Gates-MacGinitie Reading Test 3 would be helpful assessments for any classroom teacher. Either of these assessments would enable useful data collection to help inform further instruction, as well as, demonstrate academic progress.

The Perceived Competency of Functioning Inventory (Reiger, 2008) is a valid and reliable measurement tool for measuring the change of self-efficacy in a given domain. It could be a valuable addition to any program needing to justify its existence to major stake holders, while at the same time supporting the learner's success.

CHAPTER THREE

Design of Project

This Master's project is a companion guide that correlates reading activities and extended reading suggestions for four of the ten modules presented in *Power Source: Taking Charge of your Life* (Casarjian & Casarjian, 2003b). *Power Source* and the accompanying *Facilitators' Manual* are published by The Lionheart Foundation (n.d.) which is the sponsor of The National Emotional Literacy Project for Youth At-Risk. The project is specifically designed to increase "Emotional Intelligence" skills, while simultaneously increasing literacy skills and attitudes toward reading.

I have built lessons and have included a Layered Curriculum assignment sheet, as defined by Kathie Nunley (2003), for each topic. The differentiated lessons have well defined goals and objectives which will enable students to gain and demonstrate competence in academic and social emotional skills. Lessons are literacy-rich, as students will spend up to 45 minutes of class time reading. Additionally students will have many one-on-one conferences with the teacher for individualized reading instruction. Conferences enable differentiated strategy instruction for each student. Students will read many new authors and books that appeal to their interests, as recommended by the Schoolwide Enrichment Model for Reading (SEM-R). These enrichment books will help them gain a more complete understanding of the themes within the "Emotional Intelligence" curriculum and help students grow as readers.

Power Source has a Flesh-Kincaid reading level that varies dramatically from the student written vignettes (5.0) to the informational passages (9.7). Therefore, many students need some assistance with the vocabulary of each chapter. The units in the Companion Guide incorporate the use of various vocabulary activities to scaffold the student's reading.

Most importantly, a list of recommended enrichment books for each unit is included in the companion guide. The book list covers a wide range of genres and reading levels, from children's picture books to novels, fiction and nonfiction, along with biographies and informational text. This book list is especially aimed toward the struggling at-risk reader. The list includes author, title, ISBN number, reading level and interest level of each book.

The reading enrichment instruction follows the recommendations of the Schoolwide Enrichment Model for Reading (SEM-R) Framework (Reis et al., 2005). The SEM-R reading program has three main goals which correlate with my goals for this curriculum. SEM-R seeks to increase enjoyment in reading, encourage students to pursue challenging independent reading, and improve reading fluency, reading comprehension and increase self-regulation in reading which will lead to higher reading achievement scores. These additions to the *Power Source* curriculum will assist in motivating, encouraging and inspiring the students while at the same time improving their reading and "Emotional Intelligence" skills. The internet link to the downloadable teacher resources for SEM-R bookmarks, reading interest inventory, reading log, and teachers log developed by Reis et al. (2005) will also be included.

REFERENCES

Allington, R. (2006). *What really matters for struggling readers: designing research-based programs*. (2nd Ed.). Boston, MA: Pearson.

Armstrong, T. (2006). *The best schools.* Alexandria: Association of Supervision and Curriculum Development.

Atwell, N. (2007). *The reading zone: how to help kids become skilled, passionate, habitual, critical readers.* New York: Scholastic.

Barr, R., & Parrett, W. (2001). *Hope fulfilled for at-risk youth: K-12 programs that work.* Needham Heights, MA: Allyn and Bacon.

Beegle, D. (2007). *See poverty…be the difference*. Tigard, OR: Communication Across Barriers, Inc.

Beers, K. (2003). *When kids can't read what teachers can do: a guide for teachers 6-12.* Portsmouth, NH: Heinemann.

Boyatzis, R. (1982). *The competent manager: a model for effective performance.* New York: John Wiley and Sons.

Carter, C. (2006). *People Smarts for teenagers: Becoming emotionally intelligent*. Denver, CO: Lifebound.

Casarjian, R. (1995). *Houses of healing: a prisoner's guide to inner power and freedom.* Boston: Lionheart Press.

Casarjian, B., & Casarjian, R. (2003a). *The power source facilitator's manual.* Boston:
Lionheart Press

Casarjian, B., & Casarjian, R. (2003b). *The power source: taking charge of your life.*
Boston: Lionheart Press.

Cherniss, C. (2000). *"Emotional Intelligence": What it is and why it matters*. Paper
presented at Rutgers University at the Annual Meeting of the Society for
Industrial and Organizational Psychology. Paper retrieved June 6, 2008, from
www.eiconsortium.org.

Cherniss, C., & Goleman, D. (Eds.). (2001). *The emotionally intelligent workplace: how
to select for, measure, and improve "Emotional Intelligence" in individuals,
groups, and organizations.* San Francisco, CA: Wiley.

Daniels, H., & Steineke, N. (2004). *Mini-lessons for literature circles*. Portsmouth, NH:
Heinemann.

Fisher, D. (2004). Setting the "opportunity to read" standard: resuscitating the ssr
program in an urban high school. *Journal of Adolescent and Adult Literacy*, *48*(2),
138-150.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do
about it.* Portland, MN: Stenhouse Publishers.

Gambrell, L. (2007). Reading: does practice make perfect? *Reading Today, 24*(6), 16.

Gardner, H. (1983). *Frames of mind: the theory of multiple intelligences.* New York:
Basic Books.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21ˢᵗ century.*
New York: Basic Books.

Gaskins, I. (2005). *Success with struggling readers: The benchmark approach.* New
York: Guilford Press.

Goleman, D. (1995). *"Emotional Intelligence": Why it can matter more than IQ.* New
York: Bantam Books.

Goleman, D. (1998). *Working with emotional intelligence.* New York: Bantam Books.

Goleman, D. (2002). An EI-based theory of performance. In C. Charniss & D. Goleman
(Eds.), *The Emotionally Intelligent Workplace* (pp. 27-44). San Francisco, CA:
Wiley & Sons.

Guralnik, D. (Ed.). (1980). *Webster's new world dictionary of the American language*
(2ⁿᵈ College Ed). United States of America: William Collins Publishers,
Incorporated.

Guthrie, J.T. (Ed). (2008). ***Engaging adolescents in reading.*** Thousand Oaks, CA:
Corwin Press.

Guthrie, J.T., Schafer, W.D., & Huang, C.W. (2001). Benefits of opportunity to read and
balanced instruction on the NEAP. *Journal of Educational Research*, 96, 145-162.

Hayes-Jacobs, H. (Ed.). (2004).*Getting results with curriculum mapping*. Alexandria,
VA: Association of Supervision and Curriculum Development.

Idaho State Department of Education. (n.d.). *Idaho Administrative Code 08.02.03.110
State Board of Education rules governing thoroughness*. Retrieved September 05,
2009, from http://www.sde.idaho.gov/site/alternative_schools/.

Ivey, G., & Fisher, D. (2006). *Creating literacy-rich schools for adolescents*. Alexandria, VA: ASCD.

Jacques, E. (1989). *Requisite organization.* Arlington: Cason Hall.

Jensen, E. (2006). *Enriching the brain*. Jossey-Bates: San Francisco

Langer, J. (2004). Beating the odds: teaching middle and high school students to read and write well. In R.B. Ruddell & N.J. Unrau (Eds.), *Theoretical models and processes of r*

eading (pp. 1040-1081).

Lionheart Foundation (n.d.). N*ational emotional literacy project for at-risk youth*. Retrieved October 15, 2008, from http://www.lionheart.org/ youth_proj/ about_nelpyar.html

Mark of Cain. (15 January 1990). *Newsweek*, p. 6.

Marzano, R. (2007). *The art and science of teaching.* Alexandria: Association of Supervision and Curriculum Development.

National Council of Teachers of English. (2004). *A call to action: what we know about adolescent literacy and ways to support teachers in meeting students' needs.* Retrieved January 19, 2009, from http://www.ncte.org.

National Reading Panel. (2000). *Report of the National Reading Panel*. Washington, DC: National Institute of Child Health and Human Development.

Nunley, K. (2003*). Layered curriculum: the practical solution for teachers with more than one student in their classroom.* Kearney, NB: Morris Publishing.

Pajares, F., & Schunk, D. (2001). *Self-beliefs and school success: self-efficacy, self-concept, and school achievement*. In R. Riding and S. Rayner (Eds.) Perception pp 239-266. London: Ablex Publishing.

Payne, R. (2002). *Understanding learning: the how, the why, the what*. Highlands, TX: Aha! Process Inc.

Payne, R. (2008). *Under-resourced learners*: *Strategies to boost student achievement.* Highlands, TX: Aha! Process Inc.

Prairie View Solutions. (n.d.). Retrieved from: http://www.pv-psg.org. August 5, 2008.

Questar Assessment Incorporated. (2008a). *Questar Assessment Inc. publishes new series of highly regarded degrees of reading power (DRP) literacy assessment*. Retrieved from http://www.QuestarAI.com July 5, 2009.

Questar Assessment Incorporated. (2008b). *The DRP: An effectiveness measure in reading*. Retrieved from http://www.QuestarAI.com June 30, 2009.

Regier, N. (2008). *Measuring program outcomes: PCFI outcomes user certification training manual.* Newton, KS: Prairie View Process Solutions.

Reis, S. M., Eckert, R. D., Schreiber, F.J., Jacobs, J., Briggs, C., & Gubbins, Coyne, M., & Muller, L. (2005). *The schoolwide enrichment model reading study.* Storrs, CN: University of Connecticut.

Reis, S.M., & Fogarty, E. (2006). Savoring reading, schoolwide. *Educational Leadership, 64*(2), 32-36.

Reis, Sally M.; McCoach, D. Betsy; Coyne, Michael; Schreiber, Frederic J.; Eckert, Rebecca D.; Gubbins, E. Jean. (2007). Using planned enrichment strategies with

direct instruction to improve reading fluency and comprehension: an evidence-based study. *Elementary School Journal, 108*(1), 3-23.

Robinson, R., McKenna, M. & Wedman, J. (2004). *Issues and trends in literacy education.* Boston, MA: Pearson Education, Inc.

Salovey, P., & Mayer, J. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211.

Shaywitz, S. (2003). *Overcoming dyslexia: a new and complete science-based program for reading problems at any level.* New York: Alfred A. Knopf.

Slocumb, P. (2004). *Hear our cry: Boys in crisis*. Highlands, TX: Aha! Process Inc.

Smith, F. (2004). *Understanding reading: A psycholinguistic analysis of reading and learning to read.* Mahwah*,* NJ: Lawrence Erlbaum Associates.

Smith, M., & Wilhelm, J. (2006). *Going with the flow: How to engage boys (and girls) in their literacy learning.* Portsmouth, MN: Heinemann.

Stanovich, K.E. (1986). Matthew effects in reading: some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*(4), 360-407.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction + understanding by design*. Alexandria: Association for Supervision and Curriculum Development.

University of Connecticut (n.d.) *Neag School of Education*: *Schoolwide Enrichment Model*. Retrieved February 5, 2009, from http://www.gifted.uconn.edu/SEMR/about/teacherdownloads.html.

Wilhelm, J. (1997). *You gotta be the book: Teaching engaged and reflective reading with adolescents.* New York: Teachers College Press.

APPENDIX

Power Source **Companion Guide**

LITERACY-RICH EMOTIONAL INTELLIGENCE COMPANION GUIDE

by

Carol Fitzgerald

July 2009

TABLE OF CONTENTS

SCHOOL-WIDE ENRICHMENT MODEL FOR READING (SEM-R)

OTHER SUPPORTING MATERIALS

TEACHER'S INTRODUCTION TO THE *POWER SOURCE* COMPANION GUIDE OVERVIEW

Welcome to the Literacy-Rich Emotional Intelligence Companion Guide to *Power Source: Taking Charge of Your Life* (Casarjian & Casarjian, 2003b). This Companion Guide is organized around a Getting Started section, followed by six major topics. Within the Getting Started section you will find two Ice Breaker Activities for new groups and two writing activities to help you get to know each other.

After the getting to know you activities, the first major topic is Emotional Intelligence. This section contains some background information on Emotional Intelligence and students will explore their emotional resources. Additionally, students will become conversant on Goleman's (1995) definition of Emotional Intelligence and the essential competencies he has defined. The next five sections address specific topics from the *Power Source* book. Within each of these sections you will find a chapter vocabulary activity, along with pre and post reading activities. Four of these sections (Self-Discovery and Meditation, Risk Taking, Friends, and Family) conclude with Layered Curriculum Assignment Sheets that allow students to have some choice in how they demonstrate what they have learned.

The Appendix to the *Companion Guide* contains important supporting materials for you and your students. Here you will find a link to downloadable teacher resources for the Schoolwide Enrichment Model for Reading (SEM-R) (Reis et al., 2005), along with other supporting materials for the lessons.

 GETTING STARTED WITH THE *COMPANION GUIDE*

In this section you will find Ice Breaker Activities to help you get started with a new group of students. Also included in this section are two writing assignments to help you gage your new student's writing skills. Assessments are an important part of this Companion Guide and I have included a suggestion for how and when to begin assessing your student's reading abilities and their emotional intelligence self-efficacy levels.

Ice Breaker Activities for a New Group

Directions to Teacher:

Be sure to read the section for Group Facilitators in the *Power Source Facilitator's Manual* (Casarjian & Casarjian, 2003a). Whenever you bring new groups together it is wise to allow some time for getting to know one another. Depending on the situation, students may or may not know each other well. "Ice Breaker Activities" are beneficial at the beginning of a new session or when a new person or two joined our classroom. Most students, even those who believe they know each other well, will find some new commonality or a new difference between them and their friend.

It is important to create a team environment and enable the students to get to know each other a little better. Here are some ideas. Time: 45 minutes to an hour.

❖ Kids like to be creative. Show them some business cards and ask them what they think the person on the card is like. Would they go to that business? What do business cards tell you? Activity: Students create their own business card to introduce themselves to others.

❖ Pass out Jolly Ranchers. Each color answers different questions. Teacher asks questions to the class such as,
  o All kids with green Jolly Ranchers, "What is your favorite food? Why?"
  o All kids with red Jolly Ranchers, "What's your favorite movie? Why"
  o All kids with blue Jolly Ranchers, "What is your favorite song? Why"
  o All kids with yellow Jolly Ranchers, "Do you have a favorite scar?"
  o All kids with purple Jolly Ranchers, "Who is your favorite relative?"

❖ Students appreciate little reminders about important concepts. It is a good idea to keep some of these handy and pass them out when you sense someone needs a reminder or could use some positive reinforcement.
  Slinky: Be flexible   Puzzle Piece: Everyone is unique
  Laffy Taffy: Keep your sense of humor   Smarties: Don't forget you're
  smart
  Life Savers: You can save the day   Yo-Yo: You can handle the ups
  Pipe Cleaners: You are so Flexible   and downs
  Gold Coin Candy: *Outsiders* reference to Stay Gold

"Two-Word" Poem Used to Introduce Yourself to the Group

Time: 45 minutes to an hour

Directions to Teacher for another Ice-Breaker Activity Choice

Often just the word "poem" can elicit groaning from a group of adolescents, but with a little guidance they can see how to put one together. It is always a good idea to remind students that poems do not necessarily have to rhyme.

Procedure: On the board, on an over head transparency, on poster paper, on a handout or (if you have the technology) using PowerPoint create the template of this poem and an example like the one given here.

Everyone uses the same type of paper, the same size of paper and the same color of ink (or all pencil). They write their poems privately and then put them in a box or bag. The Teacher or a student draws the poems from the container and reads each one aloud. Students try to guess who it is.

Example: Who is this?

White Hair
Wears glasses
Loves children
Big heart
Laughs often
Very gentle

Answer: Santa Claus wrote this one to introduce himself to one group of elves.

Template:

First line: One adjective and one noun that describes something about you
(Remember adjectives are describing words and nouns are people, places, or things. You are <u>describing</u> one <u>thing</u> about yourself.)

Second line: Two words telling something you usually wear

Third line: Two words telling something you like

Fourth line: Two words telling something specific about your character

Fifth line: Two words telling something that you do

Sixth line: Two words telling something specific about your character

"Two-Word" Poem Used to Introduce Yourself to the Group
(Student Hand Out)

Directions to the Student: In this poem you will describe yourself in six lines. The catch is, you can only use two words on each line. The words can rhyme, but they certainly do not have to.

Do not use your name. Write your poem and do not let anyone see it. Everyone uses the same paper, the same size of paper and the same color of ink or pencil. Everyone puts their poem in a paper bag, someone pulls each poem out one at a time and everyone guesses who wrote that poem.

Example: Who is this?

> White Hair
> Wears glasses
> Loves children
> Big heart
> Laughs often
> Very gentle

Answer: Santa Claus wrote this one to introduce himself to one group of elves.

First line:	One adjective and one noun that describes something about you (Remember adjectives are describing words and nouns are people, places, or things. You are <u>describing</u> one <u>thing</u> about yourself.)
Second line:	Two words telling something you usually wear
Third line:	Two words telling something you like
Fourth line:	Two words telling something specific about your character
Fifth line:	Two words telling something that you do
Sixth line:	Two words telling something specific about your character

Introduction to *Power Source* Companion Guide
(Student Hand Out)

Welcome to the Literacy-Rich Emotional Intelligence program. In this program you will learn many things about yourself, about emotions, and about reading. I have built these lessons around the book *Power Source: Taking Charge of Your Life* (2003b). This book was written by two women, Robin and Bethany Casarjian. They had the help of many young adults, just like yourself. You will read about them and what they have to say in the book. Many other students just like you have really enjoyed this book and I hope you will too.

The ability to read well is so incredibly important, that I have made reading a main focus of this program. But, reading isn't everything. You have to know how to get along with people too. That is what this program is all about. We are going to read *Power Source: Taking Charge of Your Life* and we will do some activities to better learn the concepts. You will also have the opportunity to read many other books of your choosing. I have gathered together many books that I think you will like and be able to read.

During this first week of class I will administer two assessments. One will be examining how you perceive your emotional intelligence skills. (I'll tell you more about that soon). The second assessment will be quick reading assessment. This is an assessment, not a test. That means I am only trying to pin-point what your reading abilities are. This assessment will help you and I work together to find just the right books for you. You will also do a reading Interest-A-Lyzer. This helps me know how you feel about reading, what you like or don't like about reading, and what you like to read.

During this first week of class you will begin to find out what Emotional Intelligence is and what your emotional intelligence abilities are. As we read each chapter in the *Power Source* book, you will read books of your choice that go along with the topic in the *Power Source* chapter. After you will read one or more (depending on the length and difficulty) enrichment books, you will do some assignments.

These assignments are arranged in what is called a Layered Curriculum. This curriculum design was put together in a book for teachers by a lady named, Kathy Nunley in 2003. She had this great idea to give students lots of choice in what they want to do for an assignment. There are layers of assignments. The first layer everyone is expected to do just to get the basic information and participate appropriately in class. Then after those classroom assignments are done, everyone goes to the layered curriculum sheet.

The first layer is the "C" layer. Then there is a "B" layer and finally an "A" layer. In each area there are a certain number of points that you must earn to get that grade. Some assignments are worth more points than others, so you have to see what assignments you want to do and how many points you can get for those choices.

When you are finished with the "C" layer and completed the assignments satisfactorily, then you can stop there and have a "C" grade for that topic. Or, you can continue on into the "B" layer choices. And this works the same way all the way up to the "A" layer. You get to decide what grade you want for each topic area and you know ahead of time what you will need to do to get that grade. Ultimately, when you have completed this program, you will not only be a better reader, but you will also get in less trouble in school and at home, because you will be stronger emotionally.

Assessment Day

Directions to Teacher:

It will be important to do **Pre-Assessing of Emotional Intelligence Skills and Reading Skills** as soon as possible. A **writing sample can also be very helpful** for showing current skills and also showing current attitudes. I found writing samples could show huge change in emotional attitudes toward school or certain behaviors.

If you have an intake meeting where you meet with each student, before putting them in a group, this would be a good time to do these assessments. If that is not possible, have an assessment day as soon as possible after starting a new group. If new students are allowed to enter into an already established group, it will be important to take some time to help this student become part of the group and also, assess that student as soon as possible too.

Process for an Assessment Day:

❖ Explain to students that you want to be able to show them how much they are improving as they work through this program. Impress upon them this they will allow them to see very clearly where they were at the beginning of this program and they will also very clearly see how they are progressing over time. These assessments are all fairly short and quick.

❖ Have students complete a **Perceived Competence of Functioning Inventory (PCFI).** The first time you have students do a PCFI you will want to give them a little background. Inform your students that there are no right or wrong answers to these questions. The assessment is asking for each person's <u>perceived ability</u> (from their own perception or in their own opinion) to do certain things. It is important that they answer honestly. No one is marked down and nothing is marked wrong on these questions. Over time we will have graphs which indicate growth for the group. Individual information will be discussed privately as with any other assessment.

  o **Procedure**: Give each student the inventory sheet. Instruct them not to over think the answers, just read them and go with how they feel about that ability in general. They could think of their abilities in one particular situation, for example, at school or at home. There are only 16 items and the students are asked to rate their present ability to function in the areas described. They rate themselves as being Poor, Fair, Good, Very Good, or Excellent. (Time: 10-15 minutes).

- ❖ The **Degrees of Reading Power** (DRP) presents a valid and reliable tool for assessing reading skills. This assessment can be purchased from the Questar (2008) website http://www.QuestarAI.com. This is one of many assessing options. Just be sure to use one that is valid and reliable for the students that you serve.
    - o **Procedure**: Give each student a test booklet. Follow the assessment directions for the appropriate grade level. The test takes 45 minutes.

- ❖ Essays provide good **writing samples.** Ask students to explain why they are in this class. I am working under the assumption that your students have been in some trouble and have either chosen to take the class, because it sounded like something that might help them, or they were forced to take the class by a juvenile detention officer or a school administrator. Keep this writing sample and compare it with the students writing and perspective at the end of the semester.

    - o **Procedure:** Make sure everyone has paper and a pencil or pen. Inform the students that this is a writing appraisal and you are looking for their best work. Provide each student with a copy of the assignment, read it aloud, and answer any questions. The instructions are purposefully vague as the intent of the assessment is to see what (and how well) the student will write with limited instructions. The student hand out for this is on the next page.

Helpful Hint: Provide students with something to do if they should finish quickly. Display some books they might be interested in or some puzzles they can work quietly or drawing paper and colored pencils. These activities can keep students quiet while others finish their work and you finish reading assessments with everyone.

Why are You Here? Writing Sample
(Student Hand Out)

Please write a short essay explaining why you are in this class. If you have been in some trouble, tell me what happened from your point of view. I would like your essay to be at least 150 words long and no more than 350. If you have written essays before, show me what you know about essays. Perhaps you were taught a particular format or style, go ahead and write it like that. If you have never written an essay, just answer the questions to the best of your ability and include anything else you think I should know. Please provide as much detail as you can. Here are some questions that would help you explain the details.

- What did you do to end up here?
- Was this something that happened once or was it the accumulation of several events?
- Where were you when you got in trouble?
- Who else was with you or were you alone?
- What led up to that situation?
- What was the sequence of events (what happened first, second, third, etc.)?
- What were the consequences for your actions?
- What has happened since that incident?
- Has any part of your life changed because of your actions on that day?
- Is there anything you could have done differently?
- Is there anything you would do differently if you had the chance?

TOPIC 1: EMOTIONAL INTELLIGENCE

Teacher's Introduction:

In this section you will find background information about Emotional Intelligence and the *Power Source* book (Casarjian & Casarjian, 2003b). This information will clarify for you and your students how important Emotional Intelligence skills are. Additionally, students will have an opportunity to become conversant with the vocabulary of Emotional Intelligence by participating in some vocabulary activities. These vocabulary words are often referred to throughout the Companion Guide and, if students are familiar with these terms and able to appropriately use these words they will have a more accurate perception of Emotional Intelligence and its importance.

Background Information:
Emotional Intelligence (EI) and *Power Source*

Directions to Teacher:

If your classroom has internet access, have students log on to www.lionheart.org and read about the LionHeart Foundation (n.d.), the prison project, the youth project and about Emotional Literacy. This is an excellent website and will likely draw students in. If you are not able to share the website with students, the information below gives the background on Daniel Goleman and Emotional Intelligence. Read this information to the students and then discuss it.

Power Source is all about Emotional Intelligence (EI) or Emotional Literacy. These two terms mean the same thing. I'd like to give you a little background about EI. Daniel Goleman (1995) has written several books about emotional intelligence and one of them was titled, "Emotional Intelligence, Why It Can Matter More Than IQ." This book popularized this term "Emotional Intelligence." Goleman found that even if you are really smart academically, if you cannot get along with people, you will have a hard time being happy and successful in life. No one will want to be around you, if you don't know how to get along with others. You will have a hard time getting and keeping a job. In school you will have a hard time getting and keeping friends. You may have a hard time getting along with teachers and this may get you in lots of trouble.

The Lionheart Foundation's (n.d.) website explains what emotional literacy is and the cost of being emotionally illiterate. "Emotional literacy is the ability to identify, manage, and express one's emotions in a mature and conscientious manner. With this ability comes the capacity to empathize with the feelings of others. The cost of emotional

illiteracy is staggering… abusive behavior toward others or oneself; high levels of frustration, anger, sadness, and personal suffering; inept parenting, addictions of all sorts, and much physical dis-ease. Emotional illiteracy is a pivotal factor underlying most crime. One of the clear indicators of emotional illiteracy among youth is the increased violence in American schools."

Emotional Intelligence is the ability to know our emotions and to know what to do about those emotions. Our emotions can work against us and keep us from learning and doing well in school. If we are too scared or too angry, we cannot learn. When our brain is in the flight or fight mode it is flooded with the stress hormone cortisol plus adrenalin. It is kicking the body into survival mode. We cannot learn new things when we are in survival mode. That's why when we are really angry or scared we usually revert to old habits that we know well. We are not in the frame of mind to practice anything new.

Ask Students: Do you know people who seem really smart, but make such bad decisions that they lose their freedom? Perhaps they get grounded or suspended or sent to Juvenile Detention. Let's talk about some of your examples and then focus on the big idea of this section.

To Summarize: What's the Big Idea? Keeping ourselves out of juvenile detention or jail requires keeping a balance between reason and emotion. The same is true for keeping ourselves moving forward for a successful life. The only person who can do this for me is me. I am the Power Source.

What's the Big Idea About Emotional Intelligence?
(Student Hand Out)

Answer:

People respect you more when you act in Emotionally Intelligent ways. Everyone wants to be respected by someone.

When we are Emotionally Intelligent we make better choices and keeping ourselves heading down the right path. For example, staying in school and stay of juvenile detention can be difficult, but it is the right thing to do. Sometimes we think we get respect from certain people when we go to juvenile detention, but that kind of respect only goes so far. Long lasting respect comes from acting in ways that lead to a better life.

Doing the right thing requires keeping a balance between reason and emotion. The only person who can do this for me is me. When I act in emotionally intelligent ways, I am the Power Source and I power myself toward a better life.

Extra! Extra! Read all About It!

Why should you learn emotional intelligence skills?
Those who are more emotionally intelligent are:
- More respected
- In trouble less
- More in control of their lives
- Not easily taken-advantage of
- Safer
- Mentally tougher and stronger
- Learn more and are smarter
- Are highly valued employees
- More successful in school, at work and in life

Emotional intelligence skills strengthen your mind. This is important because your mind can be a tool that works for you or against you. As we continue on reading Power Source, the truth behind this will become clearer.

Emotional Resources Check List

Directions to Teacher:

After introducing and discussing the concept of Emotional Intelligence, students may begin to wonder what skills they have or need. The following Emotional Resource Checklist is a valuable tool. In order to be Emotionally Intelligent, you have to have many emotional resources to rely on.

Procedure: Ask students if they are wondering about their Emotional Intelligence skills. Would they like to know what emotional resources they already have?

Hand out the Emotional Resources checklist on the next page and ask students to carefully read each item and check the box, if they agree with that item.

Some at-risk students do not believe they have any strengths. They are used to being put down and criticized. That is why it is important to inform students they do not have to discuss their findings with the class, but it is important for them to check the boxes honestly.

Be sure to point out that they will probably be pleasantly surprised to find they have some positive resources already. After completing this checklist, students can see that they do indeed have some emotional resources. And they can also see some areas where they could use some help.

Discussion: If a student checks any of the first 11 items in the list, these items indicate the person could use some instruction regarding Emotional Intelligence concerns.

Items 12-18 are strengths and it will benefit students to see where their strengths lie.

After students complete the check list, point out that item number 12 through 29 are all positive emotional resources.

❖ Ask students if they have checked some of these.

❖ Ask students if anyone just now realized that they have some emotional resources that they didn't know they had.

❖ Discuss the various strengths students discovered.

Point out that the first 11 items have a lot to do with out of control anger which refers to self-regulation. Self-regulation is an emotional intelligence skill that can be learned. All emotional intelligence skills can be learned. In fact, most people's skills get stronger with age. (Goleman, 1995).

Emotional Resources Check List
(Student Hand Out)

Resources: Emotional Want to know how you stand with emotional resources? Fill out the Emotional Resource Checklist. You do not have to discuss this with the class.	**Check each box that is true** for you.
1. I lose my temper and yell at others.	
2. I often can't name the feelings I am having.	
3. I often blame others for my feelings.	
4. I threaten and hit others and start fights.	
5. When I am discouraged, I use drugs or alcohol to help me feel better.	
6. I try to control the thoughts, feelings and action of others.	
7. I have rigid rules for how others should act.	
8. I often do things that I am sorry for later.	
9. I act without thinking.	
10. I sometimes harm myself physically.	
11. I often have a negative attitude.	
12. I sometimes use positive self-talk to help deal with problems.	
13. I seldom lose my temper and yell at others.	
14. I seldom get in fights or threaten others.	
15. Sometimes I have positive thoughts and sometimes negative thoughts about the same person or situation	
16. I get along with others at school more often than not.	
17. I have words for my feelings.	
18. I use my thoughts to control my feelings.	
19. I usually choose positive behaviors, even when I have strong negative feelings.	
20. I can solve most problems with others by talking things through.	
21. I mostly take responsibility for my own actions.	
22. I identify my choices before I act.	
23. I can set aside emotional issues and finish what I need to do at the time.	
24. I make most of my decisions based upon future results rather than on how I feel at the time.	
25. I help others see the positive in most situations.	
26. I teach others about feelings and how to deal with them.	
27. I can get along with many different people—different races, religions, political points of view, cultures, etc.	
28. I look for ways to be stronger emotionally.	
29. I can work through strong feelings without drugs and alcohol.	

**Goleman's Framework of
Emotional Competencies**

Directions to Teacher:

Goleman created a Framework of Emotional Competencies. This chart shows the four domains of emotional intelligence and the twenty (20) competencies (skills) emotionally intelligent people have.

In order for students to gain a larger perspective of what Emotional Intelligence is, create a large display of this framework. Discuss how to read the chart by using one finger to draw down from the top and one finger to draw across from the side. As your fingers come together in one square, you see that how two domains together point to specific skills or competencies.

For example, **Self-Awareness** has to do with Recognition of Self. It is a Personal Competence. **Self-Management** has to do with Regulation of Self and is also a Personal Competence. **Social Awareness** has to do with Recognition of others. This is a Social Competence. Relationship Management has to do with Regulation of others (not controlling) and it is a Social Competence.

(Knowing how to read such a chart is an important skill in itself.)

Next give students a copy of page 19. These are vocabulary words from this competency chart that students may have difficulty with. There are three activities on the following pages to help students learn and remember the competencies.

	Self **Personal Competence**	**Other** **Social Competence**
Recognition	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service Orientation - Organizational awareness
Regulation	Self-Management - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	Relationship Management - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & Collaboration

Reprinted with permission. Cherniss, C. & Goleman, D. (Eds). (2002). *An EI-based theory of performance in the emotionally intelligent workplace*. San Francisco, CA: Jossey-Bass. All rights reserved. www.eiconsorcium.org

Emotional Competencies Vocabulary
(Student Hand Out)

Here are the definitions of some of the Emotional Intelligence competencies that may be unfamiliar. These definitions may help you with the discussion and the next activity. Discuss these with a partner and be sure you have an understanding of each word.

Initiative	The ability to think and act on your own without being urged by someone else.
Empathy	The ability to put yourself in someone's shoes and to feel what they are feeling. This is different from Sympathy.
Adaptability	The ability to adjust ones self to new or changing circumstances.
Influence	The ability of a person to cause others to change or act a certain way.
Change Catalyst	A person or thing which stimulates change in a person or item.
Conscientiousness	Acting according to what one knows is right or honest by listening to your conscious.
Collaboration	Working with others and sharing your skills to accomplish some task.
Emotional self-awareness	The ability to know (or be aware of) what emotions you are feeling and the ability to name those emotions.
Organizational awareness	The ability to know (or be aware of) what is going on in your organization. Your organization could be your family, your neighborhood, your school or your work.
Achievement Drive	Having a need to do more. Just getting by is never enough, if you have this drive. You need to be successful in your own eyes.
Service Orientation	Feeling the need or strong desire to help others.

Emotional Competencies Vocabulary Activity I
(Student Hand Out)

Activity: In small groups, work together and draw a diagram (like the one shown on the next page) on a large sheet of poster paper. Then write the following Emotional Intelligence Competencies in the appropriate box on the following diagram.

1. Emotional self-awareness

2. Initiative

3. Teamwork & Collaboration

4. Adaptability

5. Influence

6. Communication

7. Organizational awareness

8. Trustworthiness

9. Self-confidence

10. Achievement drive

11. Empathy

12. Leadership

13. Accurate self-assessment

14. Change catalyst

15. Conscientiousness

16. Conflict management

17. Self-control

18. Building bonds

19. Service Orientation

20. Developing Others

Emotional Competencies Blank Framework Chart
(Student Hand Out)

	Self **Personal Competence**	**Other** **Social Competence**
Recognition	Self-Awareness	Social Awareness
Regulation	Self-Management	Relationship Management

Emotional Competencies Vocabulary Activity II & III

Teacher's Directions

Activity II: Each student gets a blank form like the full size blank one on the previous page. One student will have the list of competencies from page 20. This student will call out competencies one by one write it on the board. The rest of the class will write the competency in the appropriate square.

Activity III: Each student gets four 3x5 cards and writes one domain label on each card. The domains are **self-awareness, self-management, social awareness, and relationship management**. Elect one student to call out a competency from page 20. The rest of the class members hold up the card with the appropriately matching domain label.

	Self **Personal Competence**	**Other** **Social Competence**
Recognition	Self-Awareness	Social Awareness
Regulation	Self-Management	Relationship Management

TOPIC 2: USING THE *POWER SOURCE* BOOK

In this section you will find pre- and post- reading activities to help students comprehend the first chapter of the *Power Source* book. This first chapter is short, but I think it is important for students to realize who the book was written for and why the book was written. Student readers will find the student written vignettes extremely interesting and valuable, as they go forward in this book. Additionally, you will find directions to the *Power Source* Companion Guide. This will be helpful to the reader, as it explains the process of bringing together the *Power Source* literacy activities, the reading of the book and the connections to the enrichment books and the one-on-one conferences.

 Power Source **Chapter "YOU AND THIS BOOK"**

Teacher's Directions:

Introduce the *Power Source* book. Do a Book Talk by showing students the book, reading the reviews on the back, discussing the authors and reminding students how the authors came to write this book. If students had a chance to look at the Lionheart Foundation (n.d.) website, they already heard the story. One of the authors, Robin Casarjian started volunteering in Prisons and was giving talks about forgiveness. Her sessions were very well attended and she ultimately wrote *Houses of Healing: A Prisoners Guide to Inner Peace and Freedom* (1995). Many of the inmates and others who she worked with kept telling her she needed to write a similar book for youth. So she partnered with her niece, Bethany Casarjian, who is a psychiatrist and worked with young people in trouble with the law. Read the vignette on page six and seven aloud.

Introduce Journals: Provide students with a three-ring binder or spiral notebook to keep their journaling thoughts in one place. Inform students that journals are their way of keeping track of their thoughts as they go through this class. These journals will be interesting and helpful to them to look back on occasionally. **Therefore, it will be important to date each entry and put a title on each entry. The title only needs to give a general idea of the topic being discussed.** For example, this first journal entry title could just be, "Introduction." Journal entries will not be graded for penmanship or spelling, but are important for "appropriate participation." Therefore they do need to write at least a short paragraph. This would be three to five sentences.

Pre-Reading and Post-Reading Activities: *Power Source:*
You and This Book

❖ **Introducing vocabulary**

biological	foster care
freedom	strength
wisdom	residential treatment
traditional	power

❖ **Introducing "Think Pair Share" Activity**

Process for Activity: Give students the handout "Pre-reading Activity: *POWER SOURCE:* YOU AND THIS BOOK," and ask what they think of when they see the words listed in the chart. Ask them to not say anything out loud, but to just think abut these words to themselves for a moment. Then ask them to pair up with someone and share their individual thoughts about the vocabulary. Advise them to begin a discussion by asking what images came to their mind when they saw these words. They may want to ask questions such as, did they have any personal connections that came to mind or did their partner? Depending on each student's experience with the juvenile detention system or the foster care system, they may have very different initial perceptions of these terms. Be sure to acknowledge how our experiences affect our perceptions. After students discuss their ideas about these words with their partner, they can write a journal entry about their thoughts regarding these words and their discussions with their partner.

Purpose: Discussing vocabulary prior to reading a chapter can really help with understanding the chapter.

Post-reading Activity: Students will do a CLOZE activity with the vocabulary to demonstrate understanding of this chapter.

Pre-reading and Post-reading Activities: *Power Source*
You and This Book
(Student Hand Out)

❖ **Introducing vocabulary**

biological	foster care
freedom	strength
wisdom	residential treatment
traditional	power

Pre-reading Activity: Think Pair Share. Think about the words listed above and do not talk about your thoughts until instructed to. Then pair up with someone and share your thoughts regarding these words. You might discuss if any images came to mind when you read the words or if you had any particular connection with any of these words.

Post-reading Activity: Complete the Chapter Cloze Passage: Use the vocabulary words listed above to "Cloze" in the holes in this passage.

What type of person was this book written for? It was written for young men and women who struggle every day with hard choices, tough family situations, and big questions about their futures. This book doesn't have all the answers, but it can definitely help you uncover the _____, _____, and _____ that already exist inside of you. It is also for anyone who is tired of getting into trouble or making decisions that cause them to lose their _____.

The authors of this book have worked with many kids who have gone to jail, prison, _____centers and_____. They have talked to kids who have been hurt and who have hurt others. They think this book has a lot of truth in it and this truth can give you a great deal of power.

We don't know where everyone is coming from. We all have different family backgrounds. Some are "_____" some are not. Throughout this book when the authors say "parent" they mean anyone who has been responsible for raising you. This can include _____ parents, foster parents, grandparents, aunts, uncles or anyone else who has cared for you.

Key for Post-reading CLOZE Activity

What type of person was this book written for? It was written for young men and women who struggle every day with hard choices, tough family situations, and big questions about their futures. This book doesn't have all the answers, but it can definitely help you uncover the __**power**__, __**strength**__, and __**wisdom**__ that already exist inside of you. It is also for anyone who is tired of getting into trouble or making decisions that cause them to lose their __**freedom**__.

The authors of this book have worked with many kids who have gone to jail, prison, **residential** **treatment** centers and __**foster**__ **care**. They have talked to kids who have been hurt and who have hurt others. They think this book has a lot of truth in it and this truth can give you a great deal of power.

We don't know where everyone is coming from. We all have different family backgrounds. Some are **"traditional"** some are not. Throughout this book when the authors say "parent" they mean anyone who has been responsible for raising you. This can include __**biological**__ parents, foster parents, grandparents, aunts, uncles or anyone else who has cared for you.

Teacher's Directions to the *Power Source* Companion Guide

It is important to remember this Companion Guide is designed to be used in conjunction with *Power Source: Taking Charge of Your Life* (Casarjian & Casarjian, 2003b) and the *Facilitators' Manual* (Casarjian & Casarjian, 2003a). "The backbone of this program is a belief that becoming more self-aware and in control of one's feelings and behaviors revolves around the ability to quiet one's mind and become more aware of oneself and one's reactions. This goal can be dramatically enhanced through the practice of meditation" (*Facilitators' Manual*, p. 10).

Module One in the *Facilitator's Manual* provides instruction on meditation and also asserts that the course simply will not be the course as intended, if mediation is not practiced in each session. It helps to quiet the mind of youth who live in very stressful circumstances and may have never known the peaceful inner feeling that comes from just being calm. Meditation and Self-Discovery go hand in hand throughout this program, as student continue to mature and come to know who they are or who they really want to be.

Furthermore, as students become engaged with the *Power Source* and are introduced to other books that they can read and are interested in, they will become better readers. Hopefully their attitudes toward reading will also improve. Casarjian and Casarjian (2003) have years of evidence showing that this combination of meditating and learning to calm the mind and body and then reading about and discussing emotions in an engaging format helps lead many at-risk adolescents to a productive future. It is my understanding from my experience and my research that students who read more read

better (Atwell, 2007; Beers, 2003, Gallagher, 2009; Shaywitz, 2003; Smith, 2004; Reis et al., 2005; Wilhelm, 1997).

Process:

At this stage in this in this Companion Guide, you will begin to introduce the enrichment literature. I recommend the following process.

1. Teacher to start the class with the recommended anticipatory activity.

2. Students do the Companion Guide pre-reading activity for the *Power Source* chapter.

3. Students read the *Power Source* chapter.

4. Students do the Companion Guide post-reading activity for the *Power Source* chapter.

5. Students are guided through the Emotional Intelligence activity as recommended by the *Facilitators' Manual*.

6. Teacher presents a Book Talk introducing two to three books or presenting a series or a genre of books. With each book talk the teacher will:
   a. Show the class the book.
   b. Say the title, author and illustrator, if applicable.
   c. Tell students a little about the author and what type of text or genre the author tends to write.
   d. Read the back of the book or the introduction and explain why it seems interesting (from teacher's perspective).
   e. Make some connection to the book: Text to Self, Text to Text or Text to World. Explicitly point out to students what you are doing, so they can observe the modeling and you can refer back to this in later lessons.
   f. Ask students to predict what they think the book might be about.
   g. Read a section of the book. Be sure to read with emotion and voice inflection. The idea is to create interest in the book, so a monotone reading will completely ruin the presentation. It is a good idea to practice what you want to read aloud, in order to present it well.
   h. The reading may be a page or two or more depending on the type of book and the amount of text on the page.
   i. Point out how the specific ways characters in this book are dealing with issues of Emotional Intelligence (if known) or let students know you are predicting what issues the characters might be dealing with.

j. Make a recommendation for reading this book. For example, "If you like to read about issues related to being in a gang, you will really like this book."
k. Put the book where students can still see it and ask students to write down the title if it is a book they think they would like to read.
l. Then do another book talk or a few more, depending on how many students need a book to read for this section and how many books you have that go with this topic.
m. The book talk time should start out lasting about 10 minutes and then expand out to about 20 minutes. This slow extension of book hook time will help students expand their listening skill abilities.
n. After the book talk, allow five minutes or so for students to pick a book and get settled in to reading. Make sure everyone knows this is a quiet time for everyone. The only talking will be very quiet talking about books and the teacher conferences one-on-one with each student.

7. Start the Silent Supported Reading Time.
a. You may need to start with just five to ten minutes of silent supported reading time, but expand this time as students become more and more engaged in their books and are better able to extend their focusing abilities. The goal is to have students reading independently for at least 30 minutes and up to 45 minutes.
b. It is important that students are reading books they have selected. If a book hook has not yet grabbed them, there are some options.
    i. Perhaps a friend can recommend a book.
    ii. Perhaps a one on one conversation is needed. Ask what the student is interested in and help him find a book in that area.
    iii. Perhaps a second introduction to a book or two will grab the student's attention.
    iv. Perhaps a trip to a local book store or library is necessary to find a genre or author that is not yet on your shelf.
c. As students pick out their book, give the student an appropriate Book Mark provided in the SEM-R Supporting Materials Section.
d. Take a few minutes to talk with each student (or the class as a whole) about how to use the SEM-R Book Marks.
    i. Relate to the students that the questions on these Book Marks will help you (the teacher) and the student work together as a team to improve their reading skills.
    ii.   Be sure they understand these are higher level thinking questions. The questions are not lower level comprehension questions, such as "What color was the girls sweater?" These questions are designed to get to the important meaning of the text, such as, "Why do you think this happened?"

      iii. As they get used to thinking about their reading using these higher order questions, these types of questions will start to come to them naturally as they read.

      iv. Relate to the students that honing these critical thinking skills while reading will help them in a few ways. They will gain a deeper understanding of the reading, they will begin to see what type of questions are important and are likely to be on a test.

8. Start one on one conferences with SEM-R Book Marks
   a. Be as unobtrusive as possible and quietly move about the room.
   b. As you meet with each student and see what they are reading, ask them a few questions from the Book Mark they are using.
   c. These conferences will help you, as a teacher; gain a perspective of the student's comprehension of what he is reading. The questions help:
      i. determine if the student understands what he is reading.
      ii. determine if the student is reading at all.
      iii. determine if the student is reading, but does not like the book.
      iv. determine if the book is too hard or too easy.
      v. determine if the student is making connections with the text.
      vi. determine if the student is using recommended strategies and if they are helping.
   d. For the purposes of checking understanding of Emotional Intelligence skills and competencies, the Book Marks for: CHARACTER, RELATIONSHIPS, LONELINESS AND ISOLATION, POWER, GROWTH OR CHANGE IN LIFE, DEATH, PERSONAL BELIEFS AND INTERPRETATIONS WITH NATURE work well for ferreting out Emotional Intelligence competencies of the characters and are a good Book Marks to start with.

TOPIC 3: SELF-DISCOVERY AND MEDITATION

This is the first section that begins to get at the true meat of what the Companion Guide is about. In this section you will find Essential Questions and Essential Skills are specified for Emotional Intelligence and for Reading Strategies and the lessons and reading within this topic area will speak to these. This section begins with the use of a song by "The Who" to spark attention and create discussion about Self-Discovery. You will find pre- and post-reading activities for the *Power Source* chapters and a suggestion for a teacher read-aloud to conclude the topic.

This is also the first section to include the Layered Curriculum Assignment Sheet. Before students will be able to complete the assignments, you will need to begin the Enrichment piece. This requires doing some book talks and getting students involved in reading books of their choice which are just slightly challenging for them. This is the recommendation of the Schoolwide Enrichment Model for Reading strategies (Reis et al., 2005). You will find instructional support to help students make this link on the teacher page titled "Enriching the Lesson through Literature." You will find supporting materials and lists of enrichment books in the Appendix.

Essential Questions and Skills for Self-Discovery and Meditation

Topic: Self-Discovery and Meditation

EI Competency: Self-Awareness and Self-Management

Read *Power Source* Chapter 2: SO WHO ARE YOU ANYWAY
Read *Power Source* Chapter 14: MEDITATION: It's Not What You Think

Essential Emotional Intelligence Questions
    CHAPTER 2: "SO WHO ARE YOU ANYWAY?"
- ❖ What is self-awareness and why is self-awareness important?
- ❖ Can self-awareness help you in school or in life?
- ❖ Do you think self-aware people are better readers? Why or Why Not?
- ❖ Are we more than our actions?

    CHAPTER 14: MEDITATION: IT'S NOT WHAT YOU THINK
- ❖ Why meditate? How does meditation make you more self-aware?
- ❖ Is it important for you to train your brain?
- ❖ Can meditation help us become better readers? How?

Emotional Intelligence Skills: Students will be able to:
- ❖ Describe their core self
- ❖ Identify the masks they use to hide their core selves.
- ❖ Link the concept of Self-Discovery to other texts.
- ❖ Explore how meditation contributes to creating personal change, managing intense emotions, and facilitating relaxation.
- ❖ Name and apply stress reduction techniques.

Essential Reading Strategy Questions
- ❖ How does an Anticipation Guide help our understanding of a chapter?
- ❖ Why do we categorize vocabulary words?
- ❖ How do we recognize figurative language?
- ❖ How does figurative language improve our understanding of a concept?
- ❖ How does predicting change how we read or listen to a text?

Reading Skills: Students will be able to:
- ❖ Survey the Chapter and to get an overview of the main ideas.
- ❖ Use the chapter vocabulary to describe and demonstrate how they see themselves and how others see them.
- ❖ Use the Anticipation Guide to better their understanding of the chapter.
- ❖ Use the Prediction Strategy to help them understand a text.

Teacher's Directions: "*Who are You?*" by The Who

Resource Needed: Townsend, P. (1978). Who are you? On *Who are you*? [Record] London: Universal. Available at Barnes and Noble and other sellers of music CDs.

Anticipatory Set: Have the song playing as students enter the room to help introduce and discuss the concept of self.

Procedure: Create an Overhead Transparency or PowerPoint Presentation to display the song lyrics for discussion. Play song as students get settled in and project the lyrics from an over-head machine or through a PowerPoint presentation. Hand out or read aloud the background behind those lyrics. After this presentation, play the song again and discuss the concept of, "Who are you?" Are you your name? For example my name is Carol. What is a Carol? How do I know I am different from other Carol's? Encourage students to discuss this idea.

Checking for Comprehension: After reading the lyrics, listening to the song and discussing the lyrics, continue the discussion about "Who are You?" Ask students to write a journal entry about this idea of defining themselves. Possible questions to think about as they write and try to answer: Can you define yourself? How do you do that? Is it by what you do? Or is it by what you wear or who you hang out with? Are you defined by your family? Is it easy to say who you are?

**Background of Song Lyrics to support the discussion retrieved from
http:www.songfacts.com/detail.php?id=2394**

(Teacher can read or report this information to students.)

There are various interpretations of what motivation lay behind the lyrics of this

song. One version from *Songfacts.com* (n.d.) claims this song is based on a long day Pete

Townsend had in London. He is the author and singer of this song. This particular day he

had been in an all day royalties meeting with the publishers of his songs.

His publishers were located in an area of London called "**Tin Pan**" which is short

for **Tin Pan Alley**. It was (and still is) called Tin Pan Alley because there were so many

piano players playing at the same time that people said it sounded like a bunch of tin pans

being banged together. This nick-name dates back to 1885 when a large number of music

publishers began working out of an area of Manhattan in the United States. Many large cities now have areas which are referred to as "Tin Pan Alley" for the same reason.

Pete Townsend's meeting on this particular day lasted 11 hours and so when he says, "**Eleven hours in the Tin Pan**, **there has to be a better way**" he is referring this long meeting about money. In many cases the publishers make all the money while the artist continues to struggle financially.

But, on this day after 11 hours of bargaining, Pete Townsend managed to come away with a large sum of money. You might think this was a good thing, but he was conflicted about making so much money. He was wondering if he had sold out. *The Who* were some of the original Punk Rockers and they were all about rebellion and he thought maybe if they were making all this money, maybe now they were part of the main stream and he didn't want to be main stream.

So, he went to a bar in **Soho (a part of London where there are lots of bars**) and got really drunk. He ended up passing out in a doorway on the street and a policeman recognized him and told him if he could walk home he could go home rather than spend the night in jail. The "underground" and the "tube" are both references to the London Subway system.

The lyrics, "I remember throwing punches around and preaching from my chair" may have something to do with Townsend insisting to other groups (The Sex Pistols) that *The Who* were the original punk rockers. And one writer on the "Songfacts" website felt the last verse, "I spit out like a sewer hole, yet I still receive your kiss. How can I measure up to anyone now, after such a love as this?" was saying that, "we are all in this together and I accept you for you and you accept me for me."

Personally, this last part seems a little off base from the explanation of the rest of the song. It does not seem to match up. I would think it would be more along the line of, "If I am now not part of the counter culture and I am now part of the mainstream, who am I now? How can I measure up to what I was before?" When we identify so strongly as being counter-culture or alternative, it can be like a love affair. And, if all of a sudden, it seems like we don't fit in there anymore, that can be very disturbing. Most people like to know where they fit in.

A side note about Songfacts.com. The name of this site is somewhat of a misnomer, because anyone can post their view on the site and opinions are not the same as facts. One common thread running through the posting though was that all the writers did all agree that the song was definitely about individual identity.

Enriching the Self-Discovery Lesson Through Literature

In this section students will learn about the power of Prediction. As students complete the Anticipation Guide for the chapter, be sure to address the Prediction Questions at the bottom of that page. These are the questions:

❖ **Based on the title to this chapter, what do you Predict Chapter 2 is about?**

❖ **Based on these questions, what do you Predict Chapter 2 is about?**

Procedure for Introducing the Strategy: Ask students if they know what it means to predict. Most students will have a general definition of the word. I find it helpful to tell students how I define prediction.

I say, "**Prediction** is making a guess as to what the chapter is about, or what will happen, or what a character might do. For example, if the title of a book is, "Holes" and the picture on the cover shows a piece of ground with holes in it and a shovel handle sticking out of one hole, I would predict that the characters in the book will end up digging some holes. If you know that story, that is a pretty good guess or prediction. But we can take it further by also predicting why the character might have to dig holes and what possible things might happen as they dig holes. Guessing or making Predictions about a text, helps our brains engage and helps us comprehend and remember what we have read."

Procedure for Transferring the Strategy to other Texts: There are many possibilities for helping students make the link from using the **Prediction Strategy** (as they read *Power Source)* to using it as they read a different text. However, I suggest starting with the **"Character" Bookmarks** in the Appendix.

As indicated by the title of these Bookmarks, these questions all relate to character traits. Give the student the first Character Bookmark from page 103 in the Appendix. Show the student how to change the Question on the bookmark into a Prediction Statement. For example:

Take this Question: Do any of the characters display the trait of honesty?

You can make this Prediction Statement: I predict the characters in this story will display the trait of honesty. Or you may predict the opposite scenario as in, "I predict the characters in this story will not display the trait of honesty."

Pre-Reading Activity: "So Who Are You Anyway"?
Power Source, **Chapter 2: Self Discovery**
(Student Hand Out)

Directions: Using scissors, cut these words and definitions apart, mix them up and then match them up again. Discuss with a partner. Do you have the same pairs?

Vocabulary   **So Who Are You, Anyway?**

Insecure	Not secure, not safe from danger; not confident; filled with anxieties. Synonyms = not self confident, anxious, self-doubting. Antonym = confident
Lifestyle	The consistent, integrated way of life of an individual as typified by his manner, attitudes, possessions, etc.
Violence	Physical force used so as to injure, damage, or destroy; extreme roughness of action. Synonyms = aggression, ferocity, hostility, brutality, cruelty. Antonyms = peacefulness, friendliness
Revenge	To inflict damage, injury or punishment in return for (an injury, insult, etc). Synonym = vengeance, retribution, payback,
Nature	The essential character of a thing; quality or qualities that make something what it is; essence. Inborn character; innate disposition; inherent qualities.
Negative acts	Acts that are lacking in positive character or quality.
Intimidate	To make timid or to make afraid. To force or deter with threats or violence.
Identity crisis	The condition of being uncertain of one's feelings about oneself, esp. with regard to character, goals, and origins, occurring esp. in adolescence as a result of growing up under disruptive, fast changing conditions.
Identity	The condition of being a specific person or thing, individuality.
Wise	Having or showing good judgment

Read Chapter 2 of *Power Source: Taking Charge of Your Life* by Bethany Casarjian and Robin Casarjian

While reading this chapter, take some small sticky notes and look for these words in the chapter. Put the sticky note in the margin by the word. Write the word on the sticky note and, "Yes, I knew it!" or "I learned it!" or "I still don't get it!"

Anticipation Guide: So Who Are You Anyway?
***Power Source,* Chapter 2: Self Discovery**
(Student Hand Out)

Directions: Before reading this chapter, make an "**A**" for agree or a "**D**" for disagree in the column marked **Before.** After reading this chapter, do the same thing in the **After** column. Did your opinion change from the reading?

Before   **After**

____   ____   1. If you constantly hear that you are good-for-nothing, you will begin to believe it.

____   ____   2. It is not always easy to know who we really are.

____   ____   3. Strong emotions are easy to identify and don't affect us.

____   ____   4. Some people are just born bad.

____   ____   5. When you are disconnected from your true self, you never feel peaceful and powerful.

____   ____   6. We can always see the "real person" inside by the look on someone's face.

____   ____   7. The labels people carry define them well.

____   ____   8. There are many masks people wear to conceal who they are at their core.

As you read, look for the answer to the statements above. After you finish reading, come back to this page and read these statements again. Did your opinion change?

Post-Reading Activity: "So Who Are You Anyway?"
Power Source, **Chapter 2: Self Discovery**
(Student Hand Out)

1. **Cut these words apart and sort them in four groups according to (1) how you see yourself and (2) how other people (friends, parents, teachers, school administrators) see you. (3)The third pile will be terms that fit in both piles and the last pile (4) will be terms that do not seem to apply to you at all.**

Insecure	Patient	Kind	Permanent
Violence	Low Life	Creative	Peaceful
Passionate	Natural	Delinquent	Loving
Powerful	Bad human being	Used	Emotional
Communities	Monster	Hateful	False
Bad seed	Revengeful	Misunderstood	Thief
Responsible	Strength	Violent	Thoughtful
Disrespected	Resilient	Depressed	Full of Wisdom
Protected	Survive	Knows true self	Athlete
Trustworthy	Stressed Out	Good Kid	Disconnected
Mask Wearing	Family Oriented	Ignored	Wise

2. **Write a comparison/contrast essay using the words you sorted. Describe the difference between how you see yourself and how others see you. If there is not a difference, write about how you are exactly what others see you as.**

Pre-Reading Activity: Meditation, It's Not What You Think!
Power Source, **Chapter 14**
(Student Hand Out)

Pre-Reading Activity: Using Scissors cut these words apart and sort them in 2 groups according which words are benefits from meditation or are related to meditation and which words are not benefits of meditation or related to mediation.

Discuss your categories with a partner and the teacher.

Chicago Bulls	L.A. Lakers	Centered	Aware	Meditation
High powered	Awkward	Opinions	Judgments	Questions
Fantasies	Impulsivity	Consequences	Regret	Focused
Drifted	Awareness	Practice	Alert	Wandering mind
Process	Criticize	Present	Steadier	Comfortable
Big Sky Meditation	Mountain Meditation	Thought machine	The Breathing Guard	Brain Training
Power of Self	Just notice it	Peaceful	Uptight	Sensations

Anticipation Guide: Meditation, It's Not What You Think
Power Source, **Chapter 14**
(Student Hand Out)

Directions: Before reading this chapter, make an "**A**" for agree or a "**D**" for disagree in the column marked **Before.** After reading this chapter, do the same thing in the **After** column. Did your opinion change from the reading?

Before   **After**

____   ____   1. Meditation is for wimps.

____   ____   2. The core part of meditation is focusing your attention
                              and awareness on one thing.

____   ____   3. Your mind is almost always thinking about something.

____   ____   4. The word "impulsive" means you think before you act.

_____   ____   5. There are three basic steps to meditation.

**Turn to page 215 and read the *Power Source* CHAPTER 14:
MEDITATION, IT'S NOT WHAT YOU THINK.**

As you read, look for the answer to the statements above. After you finish reading, come back to this page and read these statements again. Did your opinion change?

Post-Reading Activity: Meditation: It's Not What You Think
Figurative Language Assignment
(***Power Source,*** **Chapter 14)**
(Student Hand Out)

Figurative Language helps us, as readers, to "see" a concept that may be otherwise difficult to put into words.

Draw a picture or Write a Cartoon or Write a Poem or a Rap or a Comparison/Contrast essay (4-5 paragraphs) using the figurative statement below. Use your vocabulary lists from Chapters 2 and 14 and incorporate at least 10 of those words.

"Sometimes we lose the station and just get static. But that doesn't mean the station isn't there." (*Power Source,* p. 30).

Comparison/Contrast Essay Example
Figurative Language (*Power Source*, Chapter 14)
(Student Hand Out)

<u>I Am Not Who I Used to Be</u>
by
Unknown Student

"Sometimes we lose the station and just get static. But that doesn't mean the station isn't there." (p. 30) I think this is true and there was definitely a time in my life when I did lose the station and all I could get was static. The station of my homegrown family values was still there and I eventually found it again. As I consider who I am, I think about who I am not. There definitely is a difference between the defiant juvenile delinquent that I was and the responsible adult I have become.

When I was acting like a juvenile delinquent I hurt and disrespected my family. I was not acting like my true self. I was not the person they raised me to be. I was acting out a false self. I created this self and put on a mask of toughness and thought that was the real me. During this emotional phase of figuring out who I was I took advantage of my parents trust, I abused alcohol, and at a low point I began shoplifting to impress my friends.

This was an emotionally insecure time of my life and I felt disconnected from my true self or my true nature. I was full of hatefulness and resentment. I ignored what my parents said and copied some of the bad habits of my friends and relatives, like drinking and smoking. But thankfully, I eventually began to grow up.

As I began to look at who I was becoming, I decided I wanted to live a life that was closer to my core self. I wanted a peaceful life not a stressful one. I took off the mask of toughness and found the real me underneath. I began to exercise more and eat better. I ran on a regular basis and running became a meditative activity. The more I was able to quiet my mind and go into the meditative calmness, I began to find the person I really was.

As I became more responsible for my health, I became closer to the power within me. Calming my mind allows me to find the power that has always been there within me. Getting connected to this higher power, this calmness, this sense of powerfulness, gives me the strength I need to act in ways that are in alignment with who I really am.

Exercise is like a meditation to me. When I work out on a regular basis, I feel more like the real me. This is who I am. I am a healthy, responsible, trustworthy person. I no longer struggle with the negative emotional turmoil that used to bring me down. I know who I am at the core. Sometimes we do lose the station and just get static, but that doesn't mean the station isn't there. With some fine tuning, we can hear it again.

Picture Book Read Aloud to Conclude Self-Discovery Topic

The Velveteen Rabbit or *How Toys Become Real*
by
Margery Williams (1922)

Lesson Flow:

> Important! It is always wise to do a practice read aloud at home with an audience before reading aloud to students.
>
> As students enter the room, have *Who Are You* by The Who playing on the CD player. Have enough copies of the Excerpts so each student has one.
>
> Hand out 4 x 6 cards with different excerpts from the *Velveteen Rabbit* written on each one. Only tell the students that what they are reading are excerpts from <u>a book</u>. Be sure and define excerpt, but don't say the name of the book.
>
> After student's read their own cards, instruct students to get up and share (read) their card to as least two other classmates. Everyone should get a chance to read and to listen to another read.
>
> Next students discuss how their cards might be related and speculate on what is happening in the story or what the story might be about.
>
> Finally, students return to their seats and write a few sentences predicting what they think will happen in the story.
>
> After the reading, ask students how this story relates to our topic of knowing who we really are.

Introduce the book:

> The title: Does this give us any clues about the story?
>
> The author: She lived from 1880 to 1944. How old was she when she died?
>
> The illustrator: Show the cover and the first few inside pictures. Explain that this book was illustrated in 1983 by Tien Ho, but the drawings were made to look older.
>
> Discuss how to find the copyright date etc.
>
> As I begin to read this story, I always tell students that this is one of my favorite stories and I didn't read it until I was an adult. However, I like the message and I have a couple of favorite parts that I will point out along the way. I then remind the students to listen for the excerpts they have been reading and see if their predictions are right.
>
> Read the story
>
> After reading, discuss the predictions they made. Were they correct? What is the message the author is giving us? Link back to the song, "Who Are You?" and journal write thoughts about being real that came about because of this.
>
> Choose another book to read from the Self-Discovery booklist.

Excerpts for Pre-read Aloud Activity
(Student Hand Out)

#1

For a long time he lived in the toy cupboard or on the nursery floor, and no one thought very much about him. He was naturally shy, and being only made of velveteen, some of the more expensive toys quite snubbed him. The mechanical toys were very superior and looked down on everyone else; they were full of modern ideas, and pretended they were real.

#2

He was so old that his brown coat was bald in patches and showed the seams underneath, and most of the hairs in his tail had been pulled out to string bead necklaces. He was wise, for he had seen a long succession of mechanical toys arrive to boast and swagger, and by and by break their mainsprings and pass away….

#3

'You become. It takes a long time. That's why it doesn't often happen to people who break easily, or have sharp edges, or who have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby. But these things don't matter at all, because once you are Real you can't be ugly, except to people who don't understand."

#4

"Can you hop on your hind legs?" That was a dreadful question, for the Velveteen Rabbit had no hind legs at all! The back of him was made all in one piece, like a pincushion. He sat still in the bracken, and hoped that the other rabbits wouldn't notice. "I don't want to!" he said again.

ℹ️ **Layered Curriculum Assignment Sheet**
(Student Hand Out)

Name: _____Date Due:_____ Date Completed: _____

Explanation of Layered Curriculum: We will have one of these assignment sheets for each topic we cover from *Power Source*.

In a Layered Curriculum there are activities that everyone is expected to do and then there are additional assignments groups in "C," "B," and "A" levels. Each level has several activities to choose from.

If you are happy with working toward a "C" for the topic area, you would do the **required for all** activities, plus earn at least 25 points from the "C" level assignments.

If you would like a "B" for this topic area, you also earn at least 25 points from the "B" level.

If you would like to earn an "A" in the topic area, you will complete the work for the "C", the "B" and then earn at least 25 points in the "A" level choices.

Required for All for the Topic of Self-Discovery and Meditation

1. Everyone will listen to the song or poem that depicts the theme of this unit and appropriately participate in the discussion. **(5)**

2. Everyone will participate in the meditation for three minutes (we will lengthen this time as we grow more experienced with it) at the beginning and ending of each class. **(10)**

3. Everyone will appropriately participate in the pre-reading vocabulary activities. **(5)**

4. Everyone will read the chapter silently to themselves or quietly with a partner. **(10)**

5. Everyone will appropriately participate in the class discussion and PowerSource "Who are You?" post-reading activity. **(10)**

_____/ 50 possible whole group points

'C' level- Choose the assignments you would like to do. You need a maximum of 25 points for this section.

1. Sort the vocabulary words from the chapter and write an explanation about why you sorted them into the categories you did.   **(10)**

2. Choose two people from the *Power Source* chapter and complete a character trait map for each of them, using page numbers of supporting details from the book.   **(10)**

3. Complete a figurative language assignment. Choose one of the options from your Student Hand Out page 45.   **(10)**

4. Write a poem or rap using the figurative language and at least six (6) vocabulary words.   **(10)**

5. Make vocabulary flash cards and practice spelling the vocabulary words.   **(10)**

6. Make a comparison/contrast chart on the values of two people from the *Power Source* chapter or from one of the enrichment books you have read.   **(5)**

7. Pick another book to read from the Self-Discovery list. Practice the pre-reading strategy (using sticky notes) by yourself   **(10)**

8. Draw a big square on a piece of paper. On the inside of the square write how you see yourself. On the outside of the square write how (you think) others see you. Use the words from the word sort and be sure to spell them correctly.   **(5)**

9. Find two sentences using figurative language in Chapter 14. Use your own words to explain what these sentences mean.   **(5)**

_____/ 25possible points

'B' level- choose one- worth 25 pts each.

1. This unit is about Self-Discovery and becoming more self-aware. After listening to the Booktalk session, you have already chosen one of the enrichment books to read. After reading your chosen book, **pick one assignment** from following options and be sure to use vocabulary from the chapter.

   ❖ Create a PowerPoint presentation to inform your classmates what you learned so far about emotional intelligence and self- awareness and meditation. Present your project to the class and include a five point quiz at the end.

   ❖ Draw a detailed cartoon depicting at least two characters one who displays self-awareness qualities and one who does not. Perhaps one character meditates and one does not. Be sure to include at least ten of the vocabulary words from Chapters Two and Fourteen and one example of figurative language.

   ❖ Design a brochure/pamphlet/children's book using your new knowledge about emotional intelligence and gaining self-awareness through meditation.

2. Many of the people in the *Power Source* vignettes violated the rights of others or had their rights violated. Pretend you are a person in one of the vignettes and

   ❖ Write a letter to two other people in that person's life telling them how you feel about that incident. Tell them how this experience has changed your life for better or for worse. Be sure to include the several vocabulary words from the chapters.

   ❖ Draw a detailed cartoon depicting the incident from the chapter and how you feel now about that incident.

   ❖ Write two poems: One portraying how you felt then, one portraying how you feel now (assuming it is many years later). Be sure to include the vocabulary from the chapter.

_____/ 25possible points

'A' level- worth 25 pts. Choose one.

1. Read one of the Picture Books in the classroom. Look for the Emotional Intelligence skill of self-awareness in the characters. Write an essay summarizing the story (be sure to explain the plot (what happened), setting (where it happened), major conflict (what was the problem). Then define the Emotional Intelligence of self-awareness and whether you believe the character posses this skill or not. Does this affect the character in a positive or negative way?

2. Choose a quotation from one of the enrichment books you have read and write an essay explaining how this quote shows the character's self-awareness or lack of self-awareness.

3. The theme of this module is self-awareness. Read another book on the suggested list under the theme of self-awareness and write an essay explaining how self-awareness (or lack thereof) affected a character in this book. Be sure to include specific examples.

4. Write a report about how this basic theme of self-awareness affects the world. (Some examples would be: How does self-awareness or the lack of it affect relationships? How do relationships affect our communities, our state or our country? Does self-awareness or lack thereof have any effect on who someone might chose to love or hate? Does it come into play when we talk about good vs. evil, child abuse, or gang behavior? How does self-awareness or the lack of it affect a classroom or a school?) Be sure to support your argument with details.

<u>Final Accumulation of Points</u>

Whole class activities = 50 points   _____ earned points

C   level activities   = 25 points   _____ earned points

B   level activities   = 25 points   _____ earned points

A   level activities   = 25 points   _____ earned points

Total Points Possible = 125 points   _____ earned points

C grade for 85 - 95 points earned

B grade for 96 – 106 points earned

A grade for 107- 117 points earned

A+ grade for 118 – 125 points earned

 TOPIC 4: RISK-TAKING

In this section you will find Essential Questions and Essential Skills are specified for Emotional Intelligence and for Reading Strategies. The lessons and reading within this topic area will answer these questions and teach to these skills. This section begins with the use of a song by Dierks Bentley titled "What Was I Thinking?" to spark attention and create discussion about the important topic of Risk-Taking. You will find pre- and post-reading activities for the *Power Source* chapters and a suggestion for a teacher read-aloud to conclude the topic. As with other topic areas, you will find the Layered Curriculum Assignment Sheet which is filled with many assignment choices for students.

The layered Curriculum Assignments have been built around the expectation that students are doing additional reading. Before students will be able to complete the assignments, they will need to read one or more of the Enrichment books. If you have been working through this Companion Guide in sequential order, you are already doing book talks and getting students involved in reading books of their choice which are just slightly challenging for them. This additional free choice reading is the recommendation of the Schoolwide Enrichment Model for Reading strategies (Reis et al., 2005). You will find instructional support to help students make this link on the page titled "Enriching the Lesson through Literature". You will find supporting materials and lists of enrichment books in the Appendix.

Essential Questions and Skills for Risk-Taking

Topic: Risk Taking

EI Competency: Self-Awareness and Self-Management

Read *Power Source* **Chapter 1: RISK TAKING**
Read *Power Source* **Chapter 6: DRUGS AND ALCOHOL**

Essential Emotional Intelligence Questions
       CHAPTER 1: RISK TAKING
       CHAPTER 6: DRUGS AND ALCOHOL
- ❖ What is self-regulation and why is self-regulation important?
- ❖ What does it mean to be free?
- ❖ What are the psychological benefits of high risk behavior?
- ❖ What are the consequences of high risk behavior?
- ❖ What emotional needs or negative moods or states of mind trigger risk taking?

Emotional Intelligence Skills: Students will be able to:
- ❖ explain the difference between "negative" high-risk behaviors versus "other" high risk behaviors.
- ❖ analyze why kids take risks.
- ❖ discuss the way risk taking is connected to identity.
- ❖ examine their risk-taking history.
- ❖ illustrate the Cycle of Negative Risk Taking.
- ❖ explain consequences of high risk behaviors.
- ❖ name their thoughts and feelings that trigger high risk behaviors.
- ❖ name five ways to feel good without taking a high risk.
- ❖

Essential Reading Strategy Questions
- ❖ Why is it a good idea to make text to text connections while reading?
- ❖ Why is it a good idea to make text to self connections while reading?
- ❖ Why is it a good idea to make text to world connections while reading?
- ❖ What does a Semantic Differentiation Scale help us with?
- ❖ What is one way to learn vocabulary?
- ❖ How do we recognize figurative language?

Reading Strategy Skills: Students will be able to:
- ❖ make text to text connections.
- ❖ make text to self connections.
- ❖ make text to world connections.

"What Was I Thinking?" By Dierks Bentley

Teacher's Directions:

Resource Needed: Bentley, D. (2003). What was I thinking? On Dierks Bentley. [CD] New York: Capitol. Available at Barns and Noble Bookstore and other stores that sell music CD's.

Anticipatory Set: Have the song playing as students enter the room to help introduce and discuss the concept of self-control or self-regulation.

Procedure: Create an Overhead or PowerPoint Presentation to display for discussion. Have the song playing as students enter the room. After students are settled, play the song again and project the lyrics from an over-head machine or through a PowerPoint presentation. The lyrics in this song are pretty straight forward. There are only a few phrases that might be hinder student comprehension, so it would be wise to discuss these. The first is "nine pound hammer," which is a sledge hammer. The second is "time in the slammer" which refers to doing jail time or being incarcerated. Not everyone will know what a "twelve gage" is and this is a shot gun.

Next discuss the concept of self-regulation or self-control. Say to students: "The title and the repeated line, "What was I thinking?" is a great question for a risk-taking discussion. Sometimes we get so caught up in the emotions of the moment that we really aren't thinking. Specifically, we aren't thinking about the consequences of our actions, we are only acting on the emotions of the moment. When we act this way, we are taking risks that we shouldn't take."

Ask students: "Have you ever been caught up in the moment and done something you wished you hadn't? Have you ever asked yourself, "What was I thinking? Stop and think for a moment now and see if you can remember what you were feeling before you took that risk? In this section of Power Source we will learn about the Cycle of Risk. There are identifiable emotions that we feel before, during and after taking a risk. Is the guy in this song caught up in any particular emotion? He is taking several risks. What are the risks? What are the possible consequences of his actions?"

Checking for Comprehension: Ask students to write a journal entry answering the question, "How do you feel about your own ability to control your actions?"

After discussing these questions, have students do the Pre-reading vocabulary page and the anticipation guide and then the reading for this section.

Enriching the Risk-Taking Lesson Through Literature

In this section the students will learn about making text to text, text to self and text to world connections. As students complete the Anticipation Guide for the Chapter, be sure to address the "Connection" questions at the bottom of that page.

It is important for readers to make connections as they read. This will help them internalize the information and remember the information.

Procedure for introducing the strategy: Ask students if they know what it means to have a strategy. Most students will be able to relate a particular understanding of a strategy, especially those who play sports. Tell students that good readers do some specific things to help them make sense of what they read. These are called reading strategies.

Say, "Making connections is one major strategy that good readers use. Some readers do this without intentionally thinking about it. It just becomes a habit. When readers make connections they tend to three kinds of connections. They connect what they are reading to themselves. Or they connect what they are reading to other books. Or they connect what they are reading to the world at large. Depending on the type of reading they are doing, certain connections may come more easily than others. In this *Power Source* Chapter on Risk-Taking, it may be fairly easy to relate what is happening to yourself. After you finish this *Power Source* Chapter, I would like you to try and connect the information from Chapter 1 and 6 to the characters in the other books you read. For example, in Nora McClintock's novel "*Down*, the main character gets in a fight with guys he doesn't even know, because his friends don't like them. Have you ever done that or seen that happen?"

Procedure for Transferring the Strategy: There are many questions on the SEM-R Bookmarks that directly relate to making connections between the text and the self, the text and other texts, and the text and the world. Help your students find a bookmark with some of these Connection types of questions. Different genres ask connection questions differently. For example:

- ❖ A nonfiction bookmark question: Would you have wanted to live during the time that is the setting of the book? Why or Why not?
- ❖ A biography question: What did you learn about yourself while reading this biography?

In your one-on-one conferences with students, make sure they are able to answer these types of Connection Questions.

Pre-Reading Activity: Risk-Taking
(Student Hand Out)

Work with a partner. One person use scissors and cut the words and definitions into individual pieces. The second person will pair each of the words with its proper definition. The first person may offer help if asked. When you are done you may check with another group to see if they all agree on the definitions.

Vocabulary	Risk Taking: Life on the Edge
Ashamed *Adjective*	Feeling bad because something bad, wrong or foolish was done. Synonyms = embarrassed or humiliated Antonym = proud
High-risk behaviors	Activities that could cause physical harm or death to you or others. The harm could also be suffering serious consequences.
Violate *verb*	To use force or violence; to break (a law, a rule, promise, etc). To offend, insult or outrage (to violate someone's sense of decency.) Synonyms = infringe, abuse, disobey Antonym = disobey
Consequence	A result of an action or process; outcome; effect. A logical result or conclusion. Synonyms = result, outcome, effect
Rush *slang*	A sudden euphoric effect. Euphoric = high spirits, feeling great
Zombies *slang*	A person considered to be acting in listlessness, mechanical manner etc. Listless = having no interest in what is going on
Crave *verb*	To long for eagerly, to desire strongly. Synonyms = long for, desire, yearn for. Antonym = dislike
Turnstiles *noun*	A coin operated post with revolving horizontal bars, place in an entrance to allow the entrance of paying customers.
Stakes *noun*	Something risked, usually money, but in this sense it could mean freedom.
Emotionally intimate	To know someone's most private or personal feelings
Sexually intimate	To know someone sexually
Invincible *adjective*	That which cannot be over-come, unconquerable. Synonym = unbeatable, unshakeable, indestructible. Antonym = Vulnerable
Invincibility *noun*	Having the qualities of being invincible.
Illusion *noun*	A false idea or conception not in line with the facts. A false perception, conception or interpretation of what one sees.
Dignity *noun*	The quality of being worthy of esteem, or honor.

Anticipation Guide: Risk-Taking
(*Power Source,* Chapter 1*)*
(Student Hand Out)

Directions: Before reading this chapter, make an "**A**" for agree or a "**D**" for disagree in the column marked **Before.** After reading this chapter, do the same thing in the **After** column. Did your opinion change from the reading?

Before   **After**

____   ____   1. All high risk behaviors are bad.

____   ____   2. All kids like high risk behaviors.

____   ____   3. Risk taking behavior is very random.

____   ____   4. There is no such thing as "high risk" sex.

____   ____   5. If you feel invincible, you are invincible.

Turn to page 11 of *Power Source* and read Chapter 1.

As you read, look for the answer to the statements above. After you finish reading, come back to this page and read these statements again. Did your opinion change?

Post-Reading Activity : Risk-Taking
(Student Handout)

Read the vignettes in *Chapter 1: Risk Taking* and think about where each person would fall on these scales. Circle the number that best describes the character. For example, is Jesse stronger or weak for acting as he did? (pages 12, 16, & 17)

1.   Jesse was

Strong	2	1	0	1	2	Weak
Strong	2	1	0	1	2	Weak
Wise	2	1	0	1	2	Foolish
Happy	2	1	0	1	2	Sad
Immature	2	1	0	1	2	Mature

2.   Robert was

Strong	2	1	0	1	2	Weak
Wise	2	1	0	1	2	Foolish
Happy	2	1	0	1	2	Sad
Immature	2	1	0	1	2	Mature

3.   Doug was

Strong	2	1	0	1	2	Weak
Wise	2	1	0	1	2	Foolish
Happy	2	1	0	1	2	Sad
Immature	2	1	0	1	2	Mature

Discuss you answers with a partner. Do you agree? Why or why not?

Figurative Language Activity: Risk-Taking
(Student Hand Out: Power Source, Chapter 1)

- **Playing with a loaded gun**
- **When the smoke clears**

Figurative language is often used to create a mental picture for readers. Choose one of the activities below to show your understanding of the meaning of these two phrases.

In your project, be sure to use at least ten (10) of the vocabulary words from *Power Source* Chapter One.

- ❖ Draw a detailed cartoon which illustrates the concept of the figurative language.

- ❖ Write a poem which illustrates the concept of the figurative language.

- ❖ Write a short essay and include both of these examples of figurative language to illustrate the concept of the figurative language.

Pre-Reading Activity: Drugs and Alcohol
(Student Hand Out: Power Source, Chapter 6--Risk-Taking)

Pre-Reading Activity: Use these words from Chapter 6 to write a short story about someone who has a problem and uses drugs or alcohol to feel better about the problem. Be sure to tell your reader what feelings the person is having about the problem. What does your character do to try to get rid of these feelings? What happens after that? Does the problem get solved or does the problem get worse? How does it end?

Substance Abuse	Doctors	Marijuana	Cooler
Alcohol	Intense feelings	Cigarettes	Older
Addiction	Secrets	Dependent	Freer
Psychologist	Denial	Inhalants	Mellower
Social workers	disease	Consequences	Less angry
Angry	Ashamed	Disappointed	Sad
Guilty	Embarrassed	Alone	Tired
Confused	Frustrated	Mad	Like it's unfair
Afraid	Different	Scared	Trapped
Helpless	Hurt	Out of control	Tense

Anticipation Guide: Drugs and Alcohol
(*Power Source,* **Chapter 6: Risk-Taking)**
(Student Hand Out)

Directions: Before reading this chapter, make an "**A**" for agree or a "**D**" for disagree in the column marked **Before.** After reading this chapter, do the same thing in the **After** column. Did your opinion change from the reading?

Before   **After**

_____   _____   1. Using drugs or alcohol is O.K., because it only hurts the user.

_____   _____   2. Using drugs or alcohol is O.K., because you can always
                                      be in control of how much you take.

_____   _____   3. Parents who are substance abusers often break promises to
                                      their kids.

_____   _____   4.   Drug problems never pass from parent to child.

_____   _____   5.   A teenager's brain is fully developed.

_____   _____   6.   You can still be your true self and use drugs.

Turn to page 93 of *Power Source* and read Chapter 6.

As you read, look for information about the statements above. After you finish reading, come back to this page and read these statements again. Did your opinion change?

Post-Reading Discussion and Writing Topics
(*Power Source,* **Chapter 6: Risk-Taking**)
(Student Hand Out)

In a family dealing with addiction, there are four main roles kids will tend to take on: the troublemaker, the clown, the rescuer, and the lost kid.

According to the PowerSource authors, why do family members take on these roles? What does this do? What are the consequences of taking on these roles?

Do you see yourself in one of these roles? Which one?

Read Aloud Activity -- Risk-Taking: Life On The Edge

Down
by
Nora McClintock (2007)

Teacher Directions:

Show the students the cover of the book and discuss the title and author and illustrator.

* ❖ Ask students to predict what they think the book might be about.
* ❖ Ask what mental connections they make when thinking about tables?
* ❖ Ask if the picture on the cover gives them any clues as to what the story might be about.
* ❖ Inform the students that the characters in this story take some particular risks and they should be able to identify the risky behavior when they hear it.
* ❖ Ask them to be on the look out for risky behavior and to raise their hand and speak up when they think the characters might be about to get into trouble.
* ❖ This book is longer than the other read books that have been read aloud so far, so extended listening skills will be required.

Read the book aloud stopping periodically to ask questions and to ask students to predict, clarify or make a connection to the characters or situations in the story.

This is a 103 page book from the Orca Soundings collection of Orca Book Publishers. Expect to take two or three half-hour sessions to complete this read aloud.

Layered Curriculum Assignment Sheet
(Student Hand Out)

Name: _____Date Due:_____ Date Completed: _____

Explanation of Layered Curriculum: We will have one of these assignment sheets for each topic we cover from *Power Source*.

In a Layered Curriculum there are activities that everyone is expected to do and then there are additional assignments groups in "C," "B," and "A" levels. Each level has several activities to choose from.

If you are happy with working toward a "C" for the topic area, you would do the **required for all** activities, plus earn at least 25 points from the "C" level assignments.

If you would like a "B" for this topic area, you also earn at least 25 points from the "B" level.

If you would like to earn an "A" in the topic area, you will complete the work for the "C", the "B" and then earn at least 25 points in the "A" level choices.

Required for All for the Topic of Risk-Taking

1. Everyone will listen to the song or poem that depicts the theme of this unit and appropriately participate in the discussion.   **(5)**

2. Everyone will participate in the meditation for three minutes (we will lengthen this time as we grow more experienced with it) at the beginning and ending of each class.
                                                                                                                (10)

3. Everyone will appropriately participate in the pre-reading vocabulary activities. **(5)**

4. Everyone will read the chapter silently to themselves or quietly with a partner. **(10)**

5. Everyone will appropriately participate in the class discussion and PowerSource pre and post-reading activities.   **(10)**

_____/ 50 possible whole group points

'C' level- Choose the assignment which you would like to do. You need a maximum of 25 points for this section.

1. With a partner, sort the vocabulary words from the chapter and explain to your teacher or classroom aide why you sorted them into the categories you did.   **(10)**

2. Choose two people from a *Power Source* chapter and complete a character trait map for each of them, using page numbers of supporting details from the book.   **(10)**

3. Complete a figurative language assignment.   **(10)**

4. Write a poem or rap using the figurative language and at least six (6) vocabulary words.   **(10)**

5. Make vocabulary flash cards and practice spelling the vocabulary words.   **(10)**

6. Make a comparison/contrast chart on the values of two people from either the Risk-Taking Chapter or the Drugs and Alcohol Chapter of *Power Source*. You may also use one of the extension books you have read.   **(5)**

7. Pick another book to read from the Risk Taking list. Practice the reading strategy your teacher has suggested. Discuss the benefits of this strategy with another student.   **(10)**

8. Draw the cycle of risk taking. Label each phase and list the accompanying feelings for that phase.   **(5)**

9. Find two sentences using figurative language in Chapter 1. Use your own words to explain what these sentences mean.   **(5)**

_____/ 25possible points

'B' level- choose one- worth 25 pts each.

1. This unit is about Risk Taking and the consequences of those risks. It is also about becoming better about regulating your own behavior. This is also called self-management. You have now also read at least one enrichment book that dealt with high risk behavior. **Pick one assignment** from following options and be sure to use vocabulary from the chapter.

   ❖ Create a PowerPoint presentation to inform your classmates what you learned so far about emotional intelligence. Present your project to the class and include a five point quiz at the end.

   ❖ Draw a detailed cartoon depicting at least two characters one who displays self-awareness qualities and one who does not. Perhaps one character meditates and one does not. Another option could be that one character is better at self-control than the other. Choose one of these or think up your own ideas. Be sure to include at least ten of the vocabulary words from the *Power Source* Chapters One and Six and one example of figurative language.

   ❖ Design a brochure/pamphlet/children's books using your new knowledge about emotional intelligence and risk taking and how it relates to drug and alcohol abuse.

2. Many of the people in the *Power Source* vignettes violated the rights of others or had their rights violated. Pretend you are a person in one of the vignettes and

   ❖ Write a letter to two other people in that person's life telling them how you feel about that incident. Tell them how this experience has changed your life for better or for worse. Be sure to include the several vocabulary words from the chapters.

   ❖ Draw a detailed cartoon depicting the incident from the chapter and how you feel now about that incident.

   ❖ Write two poems: One portraying how you felt then, one portraying how you feel now (assuming it is many years later). Be sure to include the vocabulary from the chapter.

_____/ 25possible points

'A' level- worth 25 pts. Choose one.

1. Read one of the Picture Books in the classroom. Look for the emotional intelligence skill of self-management in the characters. Write an essay summarizing the story (be sure to explain the plot (what happened), setting (where it happened), major conflict (what was the problem). Then define the emotional intelligence of self-awareness and whether you believe the character posses this skill or not. Does this affect the character in a positive or negative way?

2. Choose a quotation from one of the enrichment books you have read and write an essay explaining how this quote shows the character's self-control or lack of trustworthiness, as it relates to risk taking.

3. The underlying EI competency of this topic area is self-management or self-regulation as it relates to RISK-TAKING. Read another book on the suggested list under this theme and write an essay explaining how self-control (or lack thereof) affected a character in this book.

4. Write a report explaining how these EI competencies of self-awareness or self-management affects the world. (Some examples would be: How does self-regulation or the lack of it affect a person's life? Does self-regulation or lack thereof have any effect on who someone might chose to love or hate? Does it come into play when we talk about good vs. evil, child abuse, or gang behavior? How does self-regulation or the lack of it affect a classroom or a school?) Be sure to support you argument with details.

 Final Accumulation of Points

Whole class activities = 50 points   _____ earned points

C level activities   = 25 points   _____ earned points

B level activities   = 25 points   _____ earned points

A level activities   = 25 points   _____ earned points

Total Points Possible = 125 points   _____ earned points

C grade for 85 - 95 points earned

B grade for 96 – 106 points earned

A grade for 107- 117 points earned

A+ grade for 118 – 125 points earned

 TOPIC 5: FRIENDS

In this section you will find Essential Questions and Essential Skills are specified for Emotional Intelligence and for Reading Strategies. The lessons and reading within this topic area will answer these questions and teach to these skills. This section begins with the use of a song by James Taylor titled "You've Got a Friend" to spark attention and create discussion about friends and their effect on us. You will find pre- and post-reading activities for the *Power Source* chapters and a suggestion for a teacher read-aloud to conclude the topic.

As with other topic areas, you will find the Layered Curriculum Assignment Sheet for the Friends topic, which is filled with many assignment choices for students. The layered Curriculum Assignments have been built around the expectation that students are doing additional reading. Before students will be able to complete the assignments, they will need to read one or more of the Enrichment books. If you have been working through this Companion Guide in sequential order, you are already doing book talks and getting students involved in reading books of their choice which are just slightly challenging for them. This additional free choice reading is the recommendation of the Schoolwide Enrichment Model for Reading strategies (Reis et al., 2005). You will find instructional support to help students make this link on the page titled "Enriching the Lesson through Literature". You will find supporting materials and lists of enrichment books in the Appendix.

Essential Questions and Skills for Friends – Our Friends, Our Choice

Topic: Friends

EI Competency: Social Awareness and Relationship Management

Read *Power Source* Chapter 10: FRIENDS – OUR FRIENDS, OUR CHOICE

Essential Emotional Intelligence Questions:
- ❖ What does it mean to be trustworthy?
- ❖ Are there risks and benefits of developing trustworthy relationships?
- ❖ Is there a connection between the problems our friends have and the problems we personally have?
- ❖ Are our friends pulling us in the right direction or the wrong direction? Can I stand apart from my friends and still be part of the group?
- ❖ How do we learn to trust?
- ❖ How do we know who we can trust?

Emotional Intelligence Skills: Students will be able to:
- ❖ Explain how what it means to be trustworthy.
- ❖ Examine their trust history.
- ❖ Discuss peer pressure and identify tactics to resist it.
- ❖ Acknowledge the reasons that kids join gangs

Essential Reading Strategy Questions
- ❖ Why is it a good idea to make text to text connections while reading?
- ❖ Why is it a good idea to make text to self connections while reading?
- ❖ Why is it a good idea to make text to world connections while reading?
- ❖ Does a Think-Link Chart help us make connections?
- ❖ What does a Semantic Differentiation Scale help us with?
- ❖ What is one way to learn vocabulary?
- ❖ How do we recognize figurative language?

Reading Strategy Skills: Students will be able to:
- ❖ use a Think-Link Chart to make connections outward from the text.
- ❖ make text to text connections.
- ❖ make text to self connections.
- ❖ make text to world connections.
- ❖ use chapter vocabulary appropriate in unit assignments.
- ❖ demonstrate effective use of figurative language.

"You've Got a Friend" By James Taylor

Teacher's Directions:

Resource Needed: Taylor, J. (1976). You've Got a Friend. On *James Taylor's Greatest Hits.* Burbank, CA: Rhino Records.

Anticipatory Set: Have the song playing as students enter the room to help introduce and discuss the concept of friendship.

Procedure: Create an Overhead Transparency or PowerPoint Presentation to display lyrics for discussion. Have the song playing as students enter the room. After students are settled, play the song again and project the lyrics onto a screen.

Say, "Listen to the lyrics. As you listen, think about what it means to be a friend."

Next, point out that friendship requires all of the emotional competencies. In order to be a good friend and maintain a solid friendship one must have good Relationship Management skills. In order to do this, Self-Awareness and Self-Management also come into play. Social Awareness is also important with the interaction of multiple friends.

Ask students: "After listening to the lyrics of this song, do you think you could ever be that good of a friend? Would you be that good of a friend to just anyone? What are the "good friend" criteria?

Checking for Comprehension: Ask students to write a journal entry answering these questions: What does friendship mean to you? How do you define friendship?

Enriching the "Friends" Lesson Through Literature

In this section the students continue to add to what they have learned about reading strategies. This section introduces a Think-Link Chart to help students make connections. Reaffirm to students that if they are able to connect what they are reading to what they already know, they will be much more likely to understand the information and remember it.

Procedure for introducing the strategy: After complete the pre-reading activities for this *Power Source* Chapter, assigned students a portion or chunk of text to read silently. This chunk could be the first chapter of a novel or the first few paragraphs of a nonfiction selection.

While students are reading, you can enter a model statement under each column of the think-link chart that is either sketched on the whiteboard or posted on an easel chart or on the wall. As students complete their silent reading, they are invited to add their own original comments and initial each statement. The end product is a visual representation of the mental processing that occurred during the student's reading. You can then lead the class in a discussion of entries under each column.

Typical responses under the "*observations*" column include both literal and inferential comprehension statements; under the "*wonderings*" column, questions, confusions and vocabulary that needs clarification; under the "*connections*" column, links to similar experiences, related ideas about content, as well as recollections of television shows, movies, song lyrics, and literature with common themes and elements.

During discussion, you can focus on the "wonderings" column, before assigning the next chunk of text to be read silently. This reading-writing cycle can continue throughout the reading of the selection. The visual display before the entire class can then, with subsequent selections, become a think-link chart in individual students' response logs.

Procedure for transferring the strategy: Once students are cognizant of these during reading strategies, they can resort to a simple check mark, question mark and exclamation mark in the margins of texts while reading. You may want to recommend small sticky notes for them to mark on, if they are not reading their own book. I always like my students to know that I mark up my books. It helps me make connections as I go and it helps me find important points when I want to refer back to them.

Pre-Reading and Post-Reading Activity
(***Power Source***, **Chapter 10--Our Friends, Our Choice)**
(Student Hand Out)

1. **Using scissors, cut these words apart and sort them in groups according to what you think about friends.**

Influence	Collateral	Suspicious	Trustworthy	Surround
Deserve	Harass	Batterers	Rejected	Boundaries
Assertive	Peer pressure	Save-face	Asserting	Escape hatches
Enemies	Emotional factors	Violent	Protected	Myth of Gang's Protection
Promote	Admire	Attractive	Authority	Powerlessness
Weight	Victim	Personal freedom	Your best interest	Human nature
Potential	Power force	Identity	Recruiting	Hustle

2. **Use this word sort as a post-reading activity. Write an essay using the words you sorted. In this essay, describe the difference between what you thought about friendship before you read the chapter and what you know about it after you read the chapter.**

Figurative Language Activity: Friends
(*Power Source,* Chapter 10)
(Student Hand Out

Figurative language is often used to create a mental picture for readers. Choose one of the activities below to show your understanding of the meaning of these two phrases.

Be sure to use at least ten (10) of the Chapter Ten vocabulary words in your project.

- ❖ Draw a detailed cartoon which illustrates the concept of the figurative language.

- ❖ Write a poem which illustrates the concept of the figurative language.

- ❖ Write a short essay and include both of these examples of figurative language to illustrate the concept of the figurative language.

Figurative Language:

Snaked = disappointed	One eye was watching their backs
Building up walls around yourself	It comes with a big price tag
Escape hatches	Pecking order
It's like a hole inside me	

Anticipation Guide: Our Friends, Our Choice
(***Power Source,*** **Chapter 10**)
(Student Hand Out)

Directions: Before reading this chapter, make an "**A**" for agree or a "**D**" for disagree in the column marked **Before.** After reading this chapter, do the same thing in the **After** column. Did your opinion change from the reading?

Before   **After**

____   ____   1. Friendship offers: companionship, protection, someone to
                              listen to you, and someone who really cares.

____   ____   2. If you live your life being suspicious of others, you give
                              up a lot.

____   ____   3. The true self of everyone is wise, strong, good, and loveable.

____   ____   4. There is never a good reason to stay in an abusive relationship.

____   ____   5. People can become addicted to the thrill of break-up make-up
                              cycle of a relationship.

____   ____   6. There are certain questions you can ask yourself to help
                              determine if a person is trustworthy or not.

____   ____   7. It is only a myth that gangs offer protection.

As you read, look for information about the statements above. After you finish reading, come back to this page and read these statements again. Did your opinion change?

Picture Book Read Aloud to Conclude Our Friends, Our Choice

Teacher Directions:

<div align="center">

Enemy Pie
by
Derek Munson (2000)

</div>

Before showing students the book, Enemy Pie, ask students:

- ❖ to define an enemy and write their definitions on the board.

- ❖ if enemies are always enemies forever.

- ❖ if they ever had an enemy that they turned into a friend?

- ❖ what would they like to feed an enemy?

Show students the book and discuss title, author and illustrator. Read the book aloud stopping periodically to ask questions and to ask students to predict or make a connection to the characters in the story.

Layered Curriculum Assignment Sheet
(Student Hand Out)

Name: _____Date Due:_____ Date Completed: _____

Explanation of Layered Curriculum: We will have one of these assignment sheets for each topic we cover from *Power Source*.

In a Layered Curriculum there are activities that everyone is expected to do and then there are additional assignments groups in "C," "B," and "A" levels. Each level has several activities to choose from.

If you are happy with working toward a "C" for the topic area, you would do the **required for all** activities, plus earn at least 25 points from the "C" level assignments.

If you would like a "B" for this topic area, you also earn at least 25 points from the "B" level.

If you would like to earn an "A" in the topic area, you will complete the work for the "C", the "B" and then earn at least 25 points in the "A" level choices.

Required for All for the Topic of Friends

1. Everyone will listen to the song or poem that depicts the theme of this unit and appropriately participate in the discussion. **(5)**

2. Everyone will participate in the meditation for three minutes (we will lengthen this time as we grow more experienced with it) at the beginning and ending of each class. **(10)**

3. Everyone will appropriately participate in the pre-reading vocabulary activities. **(5)**

4. Everyone will read the chapter silently to themselves or quietly with a partner. **(10)**

5. Everyone will appropriately participate in the class discussion and PowerSource pre and post-reading activities. **(10)**

'C' level- Choose the assignment which you would like to do. You need a maximum of 25 points for this section.

1. With a partner, sort the vocabulary words from the chapter and explain to your teacher or classroom aide why you sorted them into the categories you did.   **(10)**

2. Choose two people from the *Power Source* chapter and complete a character trait map for each of them, using page numbers of supporting details from the book.   **(10)**

3. Complete a figurative language assignment.   **(10)**

4. Write a poem or rap using the figurative language and at least six (6) vocabulary words.   **(10)**

5. Make vocabulary flash cards and practice spelling the vocabulary words.   **(10)**

6. Make a comparison/contrast chart on the values of two people from the *Power Source* chapter or from one of the extension books you have read.   **(5)**

7. Pick another book to read from the Self-Discovery list. Practice the pre-reading strategy (using sticky notes) by yourself   **(10)**

8. Draw a big square on a piece of paper. On the inside of the square write how you see yourself. On the outside of the square write how (you think) others see you. Use the words from the word sort and be sure to spell them correctly.   **(5)**

9. Find two sentences using figurative language in Chapter 14. Use your own words to explain what these sentences mean.   **(5)**

_____/ 25possible points

'B' level- choose one- worth 25 pts each.

1. This unit is about friends and becoming more socially aware and more adept at relationship management. After listening to the Booktalk session, choose one of the books to read. After reading your chosen book, **<u>pick one</u>** assignment from following options and be sure to use vocabulary from the chapter. Check the rubrics for important criteria for each type of work.

- Create a PowerPoint presentation to inform your classmates what you learned so far about emotional intelligence skills of choosing friends. Present your project to the class and include a five point quiz at the end.
- Draw a detailed cartoon depicting the challenges of choosing friends. Be sure to include at least ten of the vocabulary words from the Chapter Two and Fourteen and one example of figurative language.
- Design a brochure/pamphlet/children's book using your new knowledge about emotional intelligence and gaining self-awareness through meditation.

2. Many of the people in the *Power Source* vignettes violated the rights of others or had their rights violated. Pretend you are a person in one of the vignettes and

- Write a letter to two other people in that person's life telling them how you feel about that incident. Tell them how this experience has changed your life for better or for worse. Be sure to include the several vocabulary words from the chapters.
- Draw a detailed cartoon depicting the incident from the chapter and how you feel now about that incident.
- Write two poems: One portraying how you felt then, one portraying how you feel now (assuming it is many years later). Be sure to include the vocabulary from the chapter.

_____/ 25possible points

'A' level- worth 25 pts. Choose one.

1. Read one of the enrichment books in the classroom. Look for character who knows how to pick good friends or one who struggles with making good friends. Write an essay summarizing the story (be sure to explain the plot (what happened), setting (where it happened), major conflict (what was the problem). Then define the emotional intelligence of self-awareness and whether you believe the character posses this skill or not. Does this effect the character in a positive or negative way?

2. Choose a quotation from one of the enrichment books you have read and write an essay explaining how this quote shows the character's self-awareness or lack of self-awareness. Must meet essay criteria.

3. The underlying EI Competency of this topic area is Social Awareness and Relationship Management, as they relate to CHOOSING FRIENDS. Read another book on the suggested list under the topic of friendship and write an essay explaining how Social Awareness and Relationship Management (or lack thereof) affected a character in this book.

4. Write a 500 word report about how these EI Competencies (Social Awareness and Relationship Management) affect the world. (Some examples would be: How does self-awareness or the lack of it affect relationships? Does self-awareness or lack thereof have any effect on who someone might chose to love or hate? Does it come into play when we talk about good vs. evil, child abuse, or gang behavior? How does self-awareness or the lack of it effect a classroom or a school?) Be sure to support you argument with details.

<u>Final Accumulation of Points</u>

Whole class activities = 50 points   _____ earned points

C level activities   = 25 points   _____ earned points

B level activities   = 25 points   _____ earned points

A level activities   = 25 points   _____ earned points

Total Points Possible = 125 points   _____ earned points

C grade for 85 - 95 points earned

B grade for 96 – 106 points earned

A grade for 107- 117 points earned

A+ grade for 118 – 125 points earned

 TOPIC 6: FAMILY

In this section you will find Essential Questions and Essential Skills are specified for Emotional Intelligence and for Reading Strategies. The lessons and reading within this topic area will answer these questions and teach to these skills. This section begins with the use of a song by Crosby, Stills, Nash and Young (1970), titled "Teach Your Children" to spark attention and create discussion about Families and the affect they have on us. You will find pre- and post-reading activities for the *Power Source* chapters and a suggestion for a teacher read-aloud to conclude the topic.

The layered Curriculum Assignments have been built around the expectation that students are doing additional reading. Before students will be able to complete the assignments, they will need to read one or more of the Enrichment books. If you have been working through this Companion Guide in sequential order, you are already doing book talks and getting students involved in reading books of their choice which are just slightly challenging for them. This additional free choice reading is the recommendation of the Schoolwide Enrichment Model for Reading strategies (Reis et al., 2005). You will find instructional support to help students make this link on the page titled "Enriching the Lesson through Literature". You will find supporting materials and lists of enrichment books in the Appendix.

 Essential Questions and Skills for Families: Where We Come From

Topic: Family

EI Competencies: Self-Management, Relationship Management, Self-Awareness, and Social Awareness

Read *Power Source* Chapter 5: FAMILIES: WHERE WE COME FROM

Essential Emotional Intelligence Questions:
- ❖ Is there a connection between the problems our families have and the problems we personally have?
- ❖ If someone in our family is in trouble, does that affect us too?
- ❖ Can I stand apart from my family and still be part of the family?
- ❖ How can I maintain my core self in times of trouble?

Emotional Intelligence Skills: Students will be able to:
- ❖ Explain how some families experience patterns or cycles of problem behavior.
- ❖ Generate a list of feelings that kids with family problems might experience
- ❖ Define the roles that emerge in families with problems
- ❖ Identify the role that they may play in their family]
- ❖ Define the term resilience
- ❖ Differentiate the difference between parental discipline and abuse.
- ❖ Explain parental incarceration and its effect on the family.
- ❖ Examine their beliefs and thoughts about prison.

Essential Reading Strategy Questions
- ❖ Why is it a good idea to make text to text connections while reading?
- ❖ Why is it a good idea to make text to self connections while reading?
- ❖ Why is it a good idea to make text to world connections while reading?
- ❖ What is one way to learn vocabulary?
- ❖ How do we recognize figurative language?

Reading Strategy Skills: Students will be able to:
- ❖ make text to text connections.
- ❖ make text to self connections.
- ❖ make text to world connections.
- ❖ use chapter vocabulary appropriate in unit assignments.
- ❖ use demonstrate effective use of figurative language
- ❖ appropriately use the semantic differentiation scale

"Teach Your Children" by Crosby, Stills, Nash, & Young

Teacher's Directions:

Resource Needed: Crosby, Stills, Nash, & Young (1970). Teach Your Children. On *Déjà Vu.* Japan: Warner Music.

Anticipatory set: Have the song playing as students enter the room to help introduce and discuss the concept of family.

Procedure: Create an Overhead Transparency or PowerPoint Presentation to display the song lyrics for discussion. Have the song playing as students enter the room. After students are settled, play the song again and project the lyrics onto a screen.

Discuss: What is a family? How much influence do our families have on us? Are we just like our families? Can we be different from our families? What do Crosby, Stills, Nash, and Young believe about families?

Say, "Listen to the lyrics. As you listen, think about what it means to be a family."

Next, point out that family relationships are similar to friendships and maintaining strong family bonds requires using all of the emotional competencies. In order to have strong family bonds one must have good Relationship Management skills. In order to do this, Self-Awareness and Self-Management also come into play. Social Awareness is also important with the interaction of multiple friends.

Ask students: "After listening to the lyrics of this song, do you think you could ever have that kind of family? When you think about growing your own family, do you think you can have a family where you will "Know they love you"?

Checking for Comprehension: Ask students to write a journal entry answering the question, "What does family mean to you?"

Enriching the "Family" Lesson Through Literature

In the "Family" section the students will continue to practice making text to text, text to self and text to world connections. As students complete the Anticipation Guide for the Chapter, be sure to address the "Connection" questions at the bottom of that page.

It is important for readers to make connections as they read. This will help them internalize the information and remember the information. These "Connection Questions will help them do that.

Procedure for introducing the strategy: Ask students to name some of the reading strategies they have learned so far. Remind students how important clear strategies are. Those who play sports may relate particularly well to this concept. Think about the difficulty football or basketball coaches would have if they did not have clear and specific strategies for their team members to follow. Reading strategies can be that helpful to readers. Remind students that good readers do some specific things to help them make sense of what they read. These are called reading strategies.

If you are going through these lessons sequentially, you have already discussed the three ways of making connections with texts. These are questions where the reader looks for connections in three ways which are: Text to Self, Text to Text, and Text to World. This was first discussed in the ENRICHING THE RISK-TAKING LESSON THROUGH LITERATURE. If you have already covered that initial making connections lesson this is a review and reminder about the importance of making connections.

Ask students to tell you what three ways they can make connections to their reading. They should be able to provide these answers: They connect ideas or thoughts from what they are reading to themselves. Or they connect what they are reading to other books. Or they connect what they are reading to the world at large.

Procedure for Transferring the Strategy: Continue to use the SEM-R Bookmarks and find those that particularly help students make these important connections. There are many questions on the SEM-R Bookmarks that directly relate to making connections between the text and the self, the text and other texts, and the text and the world. Help your students find a bookmark with some of these Connection types of questions.

In your one-on-one conferences with students, make sure they are able to answer the three types of Connection Questions. Ask each student to explain a text to text, text to self and text to world connection. Students may say they do not see a connection to their self. This is normal and O.K. Students may not have had the same experiences as the characters in the book, but there is usually something a person can connect to. Take the discussion a little further and help the student find connections.

Pre-Reading Activity: Families: Where We Come From
(Student Hand Out)

The following words are from Chapter 5 of *Power Source*. Are there any words you do not know? The words marked with an asterisk (*) are especially important in this chapter. Let's find each one in the chapter and use the context of the sentence to help us define the word or phrase.

Cut these words apart and create one group of words which you feel describe your family. Discuss your choices with a partner or write your explanation in your journal.

Families: Where We Come From

* Emotional support	* Emotional wounds	* Legacy of prison
Expressions	* Emotionally protecting	* Addiction
* Natural instincts	* Victim/victimizer	* Violating
* Discipline	Witnessing	Abuse
* Resilience	Consequences	Patterns
* Neglect	Trauma	Legit/legitimate
Therapist	Healing	Freedom
Peace	Power	hopefulness

Anticipation Guide: Families: Where We Come From
(Student Hand Out)

Directions: Before reading this chapter, make an "**A**" for agree or a "**D**" for disagree in the column marked **Before.** After reading this chapter, do the same thing in the **After** column. Did your opinion change from the reading?

Before   **After**

_____   _____   1. Families shape how we feel about ourselves and how we see the world.

_____   _____   2. The better you understand the patterns and history of your family, the more power you have to break cycles of unhealthy behavior.

_____   _____   3. Children, teens and adults all have a natural instinct to protect the ones they love.

_____   _____   4. Many kids who get caught up in high-risk behavior have been victims of physical and emotional abuse.

_____   _____   5. There is a strong connection between having a family member go to jail (or prison) and winding up there yourself.

_____   _____   6. No matter what has happened to you, you still have choices.

Turn to page 62 and read this chapter.

As you read, look for information about the statements above. After you finish reading, come back to this page and read these statements again. Did your opinion change?

Read Aloud to Conclude Families: Where We Come From

A Table Where Rich People Sit
by
Byrd Baylor (1998)

Teacher Directions:

Show the students the cover of the book and discuss the title and author and illustrator.

❖ Ask students to predict what they think the book might be about.

❖ Ask what mental connections they make when thinking about tables?

❖ Ask if the picture on the cover gives them any clues as to what the story

might be about.

Read the book aloud stopping periodically to ask questions and to ask students to predict, clarify or make a connection to the characters or situation.

Layered Curriculum Assignment Sheet
(Student Hand Out)

Name: _____Date Due:_____ Date Completed: _____

Explanation of Layered Curriculum: We will have one of these assignment sheets for each topic we cover from *Power Source*.

In a Layered Curriculum there are activities that everyone is expected to do and then there are additional assignments groups in "C," "B," and "A" levels. Each level has several activities to choose from.

If you are happy with working toward a "C" for the topic area, you would do the **required for all** activities, plus earn at least 25 points from the "C" level assignments.

If you would like a "B" for this topic area, you also earn at least 25 points from the "B" level.

If you would like to earn an "A" in the topic area, you will complete the work for the "C", the "B" and then earn at least 25 points in the "A" level choices.

Required for All for the Topic of Self-Discovery and Meditation

1. Everyone will listen to the song or poem that depicts the theme of this unit and appropriately participate in the discussion. **(5)**

2. Everyone will participate in the meditation for three minutes (we will lengthen this time as we grow more experienced with it) at the beginning and ending of each class. **(10)**

3. Everyone will appropriately participate in the pre-reading vocabulary activities. **(5)**

4. Everyone will read the chapter silently to themselves or quietly with a partner. **(10)**

5. Everyone will appropriately participate in the class discussion and PowerSource pre and post-reading activities. **(10)**

_____/ 50 possible whole group points

'C' level- Choose the assignment which you would like to do. You need a maximum of 25 points for this section.

1. With a partner, sort the vocabulary words from the chapter and explain to your teacher or classroom aide why you sorted them into the categories you did.   **(10)**

2. Choose two people from the *Power Source* chapter and complete a character trait map for each of them, using page numbers of supporting details from the book.   **(10)**

3. Complete a figurative language assignment.   **(10)**

4. Write a poem or rap using the figurative language and at least six (6) vocabulary words. There are many types of poems you can do. Ask your teacher about them   **(10)**

5. Make vocabulary flash cards and practice spelling the vocabulary words.   **(10)**

6. Make a comparison/contrast chart on the values of two people from the *Power Source* chapter or from one of the extension books you have read.   **(5)**

7. Pick another book to read from the Self-Discovery list. Practice the pre-reading strategy (using sticky notes) by yourself   **(10)**

8. Draw a big square on a piece of paper. On the inside of the square write how you see yourself. On the outside of the square write how (you think) others see you. Use the words from the word sort and be sure to spell them correctly.   **(5)**

_____/ 25possible points

'B' level- choose one- worth 25 pts each.

1. This unit is about Self-Discovery and becoming more self-aware. After listening to the Booktalk session, choose one of the books to read. After reading your chosen book, **pick one** assignment from following options and be sure to use vocabulary from the chapter. Check the rubrics for important criteria for each type of work.

- Create a PowerPoint presentation to inform your classmates what you learned so far about emotional intelligence and self- awareness and meditation. Present your project to the class and include a five point quiz at the end.
- Draw a detailed cartoon depicting at least two characters one who displays self-awareness qualities and one who does not. Perhaps one character meditates and one does not. Be sure to include at least ten of the vocabulary words from the Chapter Two and Fourteen and one example of figurative language.
- Design a brochure/pamphlet/children's book using your new knowledge about emotional intelligence and gaining self-awareness through meditation.

2. Many of the people in the *Power Source* vignettes violated the rights of others or had their rights violated. Pretend you are a person in one of the vignettes and

- Write a letter to two other people in that person's life telling them how you feel about that incident. Tell them how this experience has changed your life for better or for worse. Be sure to include the several vocabulary words from the chapters.
- Draw a detailed cartoon depicting the incident from the chapter and how you feel now about that incident.
- Write two poems: One portraying how you felt then, one portraying how you feel now (assuming it is many years later). Be sure to include the vocabulary from the chapter.

_____/ 25possible points

'A' level- worth 25 pts. Choose one.

1. Read one of the Picture Books in the classroom. Look for the emotional intelligence skill of self-awareness in the characters. Write an essay summarizing the story (be sure to explain the plot (what happened), setting (where it happened), major conflict (what was the problem). Then define the emotional intelligence of self-awareness and whether you believe the character posses this skill or not. Does this effect the character in a positive or negative way?

2. Choose a quotation from one of the enrichment books you have read and write an essay explaining how this quote shows the character's self-awareness or lack of self-awareness. Must meet essay criteria.

3. All four of the EI Competencies are important for maintaining positive family relationships. Read another book on the suggested list under the topic area of FAMILES and write an essay explaining how one of the four EI Competencies (Self-Awareness, Self-Regulation, Social-Awareness, and Relationship Management) affected a character in this book.

4. Write a report about how one of the EI Competencies affects the world. (Some examples would be: How does self-awareness or the lack of it affect relationships? Does relationship management or lack thereof have any effect on who someone might chose to love or hate? Does it come into play when we talk about good vs. evil, child abuse, or gang behavior? How does self-management or the lack of it affect a classroom or a school?) Be sure to support you argument with details.

 Final Accumulation of Points

Whole class activities = 50 points   _____ earned points

C   level activities   = 25 points   _____ earned points

B   level activities   = 25 points   _____ earned points

A   level activities   = 25 points   _____ earned points

Total Points Possible = 125 points   _____ earned points

C grade for 85 - 95 points earned

B grade for 96 – 106 points earned

A grade for 107- 117 points earned

A+ grade for 118 – 125 points earned

SCHOOL-WIDE ENRICHMENT MODEL FOR READING

(SEM-R)

SUPPORTING MATERIALS

Directions to Teacher: SEM-R Supporting Materials

The School-Wide Enrichment Model for Reading (SEM-R) methods and materials were originally developed for Gifted and Talented programs. However, they have also been shown to produce significant positive results when implemented in low social economic urban schools (Reis et al, 2005). These helpful documents are available to teachers from http://www.gifted.uconn.edu/SEMR/about/teacherdownloads.html (University of Connecticut, n. d.).

On this website you will find many helpful documents to assist you in implementing a literacy-rich classroom. The first document contains all the SEM-R Bookmarks with the important questions that teachers and students can use to enable better conversations about books. These Bookmarks remind students to think critically while they are reading and discussing books. The teacher can choose to give a student a Bookmark with higher order questions that are genre specific or that are concept specific. For example, some Bookmarks refer to the concept of Change in Life, Relationships or Inhumanity, while other Bookmarks examine Elements of Story or Character Motivation. These are just a few of the many types of Bookmarks available.

The next document contains the Teacher Log Templates. Here you will find a Conference Rubric to help you track student goals, books read, choices offered and weekly reflections of these individual conferences. Also available is the SEM-R Reading Log for the student. This Reading Log contains a five day calendar where the student can log the book read, the page, the number of minutes spent reading and whether or not he conferenced with the teacher. There is also a student Reflection page and a page to keep

track of books finished and books to read in the future. The last item in this document is a

chart where a student can keep data on the number of minutes read per day.

Another helpful SEM-R document that is not available on the website is the

Reading Interest-A-Lyzer. I have included a copy of it here. Students' interests in reading

were assessed during the SEM-R studies (Reis et al., 2005)

SEM-R Reading Interest-A-Lyzer
(Student Hand Out)

Name: _____   Age:_____   Date: _____

1.) When I read for pleasure, I pick the following (check all that apply).

___ Novels/chapter books ___ Cartoons/comic books ___ Humorous books
___ Sports books   ___ Newspapers   ___ Magazines
___ Poetry books   ___ Fantasy books   ___ Mystery books
___ History books   ___ Science books   ___ Scary books
___ Biographies   ___ Other _____

2.) If I were in charge of my reading/language arts class, I would have my students
do 10 of the following activities (check 10).

___ write a story   ___ learn sign language
___ write a book   ___ create a game or puzzle
___ write a poem   ___ learn about an author or illustrator
___ write a newspaper article   ___ read a poem
___ talk about a book with a friend ___ write the story of your life (autobiography)
___ write a play   ___ draw/illustrate a story or poem
___ give a speech   ___ read a true story
___ read a favorite book again   ___ read a biography or autobiography
___ read a challenging new book   ___ work on a crossword or do other word puzzles
___ tell a story   ___ read a crossword or other word puzzles
___ make a cartoon or comic   ___ read a book aloud
___ learn a different language   ___ watch a play/movie of a book that you have read
___ listen to someone read aloud   ___ write a story about someone's life (biography)

3.) I am most likely to read a book for pleasure that:
____ a teacher suggests   ___ my friend suggests
___ a librarian suggests   ___ has won an award
___ is by an author whose books I have read
___ I just happened to see or hear about in _____

4.) Three favorite books that I would take on a month long trip are:
1. _____
2. _____
3. _____

5.) In the past week, I have read for pleasure for at least half an hour (30 minutes):
___ no days   ___ 1-2 days   ___ 3-4 days   ___ 6-7 days

6.) In the past month, I have read _____ books for pleasure:
___ no books   ___ 1-2 books   ___ 3-4 books   ___ 5-7 books   ___ 8 or more books

Reis, S. M., Eckert, R. D., Schreiber, F.J., Jacobs, J., Briggs, C., Gubbins, E., Coyne, M., Muller, L. (2005). *The schoolwide enrichment model reading study.* Storrs, CN: University of Connecticut.

7.) My favorite time to read for pleasure is:

___ Never   ___ in the morning before school
___ during school   ___ during the midmorning
___ lunchtime   ___ after school
___ in the evening   ___ before falling asleep
___ whenever I can   ___ _____

8.) When I read I like to: ___ read one book   ___ juggle more than one book at a time

9.) I like to receive books as presents.   ___ yes   ___ no

10.)   I view books as presents.   ___ yes   ___ no

11.)   I have a library card.   ___ yes   ___ no

12.)   If I read a book that I like I am likely
        to read more books by the same author   ___ yes   ___ no

13.)   If I read a book that I enjoy, I am likely
        to read more books about that topic.   ___ yes   ___ no

14.)   I borrow books from the library:
        ___ once a week   ___ twice a week   ___ a couple times a month
        ___ every few months   ___ a few times a year ___ hardly ever
        ___ never

15.)   The number of books I have at home:
        ___ none   ___ less than 10   ___ 11-20
        ___ 21-30   ___ 31-40   ___ too many to count

16.)   If I could meet any literary character (for example, Laura from Little
        House on the Prairie, the Lion from The Wizard of Oz, Harry from Harry
        Potter, Curious George, etc) I would want to meet:

        _____
        _____
        _____

17.)   Where is your ideal reading spot?
        ___ bedroom   ___ living room   ___ family room
        ___ public library   ___ kitchen   ___ bookstore
        ___ car   ___ home library   ___ other

18.)   The last three books that I have read were:

        _____
        _____
        _____

Reis, S. M., Eckert, R. D., Schreiber, F.J., Jacobs, J., Briggs, C., Gubbins, E., Coyne, M., Muller, L.
(2005). *The schoolwide enrichment model reading study.* Storrs, CN: University of Connecticut.

"Good Readers _Make _ Meaning"
Reading Strategies
(Student Hand Out)

"I can read, but I can't remember what I have read!" Have you ever said that? There are many ways to we can help ourselves remember and understand what we have read. These are called reading strategies.

MAKE CONNECTIONS

One of the first ways is to make connections as we read. We can do this in three different ways.
   1.   Connect what we are reading to our own life.
         a.   This is called TEXT To SELF CONNECTIONS.
   2.   Connect what we are reading to other books we have read.
         a.   This is called TEXT TO TEXT CONNECTIONS.
   3. Connect what we are reading to the world.
         a.   This is called TEXT TO WORLD CONNECTIONS.

USING PRIOR KNOWLEDGE

In order to make connections, we need to use our prior knowledge. We all come to class with different experiences and different background knowledge. We can use prior knowledge by asking ourselves these questions as we read.
   1. Did the story (text) remind you of anything you already know about?
   2. Are there things you know already know about that help you to understand this text?
   3. With a partner or the teacher, discuss what the text reminds you of and how it helps you understand the text.

MAKE PREDICTIONS

Another strategy is to make conclusions or predictions about what we think will happen next. Predictions are conclusions we can come to based on something that is **explicitly** or **implicitly** said in the text. These are tools authors use as they write.

     If something is explicitly stated, it is clearly said. For example, if the author writes, "It was a dark and stormy night when tragedy struck." The author has just told us the weather was bad and something bad happened.

     If something is **implicitly** stated, the author may be **implying** or **inferring** something without coming right out and saying it. The author may just be trying to trick us into predicting one thing is going to happen, but having something else happen. Mystery writers do this a lot. For example, an author may write, "The wind blew, the rain poured down on the skinny starving kitten. She couldn't find shelter or food and the temperature was dropping toward freezing. There was no one in sight who could possibly save her from a certain death on this cold winter night." By this time, I would sure be predicting that this poor little kitten was going to die. I might be right or I might be wrong. I would have to read more to see what happened.

INFERENCE

Inference is the act of coming to a conclusion. Proficient readers use their inference skills frequently while they are reading. We come to conclusions as we think about what is <u>explicitly</u> written in the text and what is <u>implied</u> in the text. Then this gets all mixed up with our prior knowledge (or our lack of prior knowledge) about the topic. Like in the example above about the kitten, it seemed like the author was inferring and therefore I made the inference (or came to the conclusion) the kitten would die. Only by reading on, would I know whether or not my inference was correct.

Maybe the next line said, "Suddenly, the headlights of a car lit up the dark road. The car was coming quickly down the road and the near-dead kitten sat on the yellow line. Her eyes must have reflected the light back to the driver, as the car swerved to miss her. The kitten was too near death to do anything but sit there. The car slowed down, came to a stop and the door opened." Now I would make the inference that the person is going to save the kitten. I would have to read on to see, if I was right or wrong.

Questioning

Asking ourselves questions as we read or as we finish reading a text is an extremely helpful strategy. If we learn to create good questions, we may even come up with the exact question that might be on the test or in the discussion! Students who always seem to know the answers are students who are asking themselves questions as they read. As we create and then answer our own questions, we end up remembering more of the text.

Visualizing

This is when you create a picture in your mind. You try to see what is actually happening in the text. For example, we can help ourselves visualize by pretending we are going to paint a scene of the book. Visualizing not only helps us understand the text, it also helps us to remember the information better. We can visualize two ways. The first way is my making mental pictures the second way is by actually drawing a picture.

Summarizing

We summarize by determining the most important facts in a chapter or parts of a story. We don't retell the whole story, we just tell the main points. We don't re-write the whole chapter, we just write down the main ideas.

Metacognition

Metacognition is thinking about one's thinking. In other words when we use Metacognition we become more aware of what is going on in our brain and the processes we are using as we read. We become aware of thinking that adds to confusion or thinking that helps clarify what is happening. When we get used to doing this, we can notice whether or not we are using strategies to help us.

Think-Link Chart

Observations I noticed ……….	Wonderings I wonder ……….	Connections This reminds me of ……..

Example Activity:

After introducing a reading selection to the class and facilitating appropriate pre-reading strategies and activities, students are assigned a portion or chunk of text to read silently. This chunk could be the first chapter of a novel or the first few paragraphs of a nonfiction selection.

While students are reading, the teacher enters a model statement under each column of the think-link chart that is either sketched on the whiteboard or posted on an easel chart or on the wall. As students complete their silent reading, they are invited to add their own original comments and initial each statement. The end product is a visual representation of the mental processing that occurred during the student's reading. The teacher can then lead the class in a discussion of entries under each column.

Typical responses under the "*observations*" column include both literal and inferential comprehension statements; under the "*wonderings*" column, questions, confusions and vocabulary that needs clarification; under the "*connections*" column, links to similar experiences, related ideas about content, as well as recollections of television shows, movies, song lyrics, and literature with common themes and elements.

During discussion, the teacher can focus on the "wonderings" column, before assigning the next chunk of text to be read silently. This reading-writing cycle can continue throughout the reading of the selection. The visual display before the entire class can then, with subsequent selections, become a think-link chart in individual students' response logs.

Finally, once students are cognizant of these during reading strategies, they can resort to a simple check mark, question mark and exclamation mark in the margins of texts while reading

Perceived Competence of Functioning Inventory

Pre-Assessment

Please rate your PRESENT ability to function in the areas described below while at school or home.
Your Ability To:

	Poor	Good	Very Good	Excellent
1. be assertive…………………………………				
2. work toward personal goals……………………..				
3. believe in yourself to do things well…………….				
4. perform activities of daily living………………...				
5. feel secure with others…………………………..				
6. have satisfying relationships with family……….				
7. feel good about yourself…………………………				
8. experience satisfaction with your personal life…………………………………………….				
9. manage feelings of anxiety and depression……..				
10. experience life as meaningful………………….				
11. cope with problems without using alcohol/ drugs…………………………………………....				
12. think positive thoughts…………………………				
13. trust others……………………………………...				
14. control anger…………………………………...				
15. accept yourself…………………………………				
16. feel close to others…………………………….				

REFERENCES

Atwell, N. (2007). *The reading zone: How to help kids become skilled, passionate, habitual, critical readers.* New York: Scholastic.

Beers, K. (2003). *When kids can't read what teachers can do: a guide for teachers 6-12.* Portsmouth, NH: Heinemann.

Bentley, D. (2003). What was I thinking? On Dierks Bentley. [CD] New York: Capitol. Available where music CD's are sold.

Baylor, B. (1998). *A table where rich people sit.* New York: Simon and Schuster Children's Publishing.

Casarjian, R. (1995). *Houses of healing: a prisoner's guide to inner power and freedom* Boston, MA: Lionheart Press.

Casarjian, B., & Casarjian, R. (2003a). *The power source facilitator's manual.* Boston, MA: Lionheart Press.

Casarjian, B., & Casarjian, R. (2003b). *The power source: Taking charge of your life. B*oston, MA: Lionheart Press.

Cherniss, C., & Goleman, D. (Eds). (2001). *An EI-based theory of performance in the emotionally intelligent workplace*. San Francisco, CA: Jossey-Bass.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it.* Portland, MN: Stenhouse Publishers.

Goleman, D. (1995). *"Emotional Intelligence": Why it can matter more than IQ*. New York: Bantam Books.

Goleman, D. (2002). An EI-based theory of performance. In C. Charniss & D. Goleman (Eds.), *The Emotionally Intelligent Workplace* (pp. 27-44). San Francisco, CA: Wiley & Sons.

Crosby, Stills, Nash, & Young. (1970). Teach Your Children. On *Déjà Vu.* Japan: Warner Music. Available where music CD's are sold.

Lionheart Foundation (n.d.). N*ational emotional literacy project for at-risk youth.* Retrieved October 15, 2008, from http://www.lionheart.org/youth_proj/ about_nelpyar.html.

McClintock, N. (2007). *Down.* Vancouver: Orca Book Publishers.

Munson, D. (2000). *Enemy pie*. San Francisco: Chronicle Books, LLC.

Nunley, K. (2003*). Layered curriculum: the practical solution for teachers with more than one student in their classroom.* Kearney: NB Morris Publishing.

Payne, R. (2008). *Under-resourced learners*: *strategies to boost student achievement.* Highlands, TX: Aha! Process Inc.

Prairie View Incorporated. (1994). *Perceived competence of functioning inventory.* Newton, KS: Author.

Questar. (2008). *Degrees of Reading Power Literacy Assessment*. Brewster, NY: Questar Assessment Incorporated.

Reis, S. M., Eckert, R. D., Schreiber, F.J., Jacobs, J., Briggs, C., Gubbins, E., Coyne, M., & Muller, L. (2005). *The schoolwide enrichment model reading study.* Storrs, CN: University of Connecticut.

Shaywitz, S. (2003). *Overcoming dyslexia: a new and complete science-based program for reading problems at any level.* New York: Alfred A. Knopf.

Smith, F. (2004). *Understanding reading: A psycholinguistic analysis of reading and learning to read.* Mahwah, NJ: Lawrence Erlbaum Associates.

Songfacts.com. (n.d.). Retrieved from: http:www.songfacts.com/detail.php?id=2394. [Author's Note: Background of song lyrics to support the discussion of various songs in project].

Taylor, J. (1976). You've got a friend. On *James Taylor's Greatest Hits.* Burbank, CA: Rhino Records. Available where music CD's are sold.

Townsend, P. (1978). Who are you? On *Who are you*? [Record] London: Universal. Available where music CD's are sold.

Under-Resourced learners 8 strategies to boost student achievement. (2008). Aha! Process, Inc. Retrieved from www.ahaprocess.com.

University of Connecticut. (n.d.) *Neag School of Education*: *Schoolwide Enrichment Model*. Retrieved February 5, 2009, from http://www.gifted.uconn.edu/SEMR/about/teacherdownloads.html.

Wilhelm, J. (1997). *You gotta be the book: Teaching engaged and reflective reading with adolescents.* New York: Teachers College Press.

Williams, M. (1922). *The velveteen rabbit or how toys become real.* New York: Doran.

LITERACY RICH EI CURRICULUM BOOK LIST

Self-Discovery			Reading Grade	Interest Grade
			Level	Level
Asher, S. & Harrison, D.	Dude! Stories and Stuff For Boys	978-0-525-47684-9	5.1	5 to 9
Bechard, Margaret	Hanging On To Max	978-0-689-86268-7	3.3	7 to 12
Birtha, Becky	Grandma's Pride	978-0-807-53028-3	3.7	2 to 4
Burch, Jennings	They Cage the Animals at Night	978-0-451-15941-0	3.3	9 +
Courtenay, Bryce	The Power Of One	978-0-345-41005-4	6.9	9+
Crutcher, Chris	Deadline	978-0-06-085089-0	5.1	9 to 12
Curtis, Jamie Lee	I Like Me	978-0-14-050819-2	2	K-3
Draper, Sharon	Forged By Fire	978-0-689-81851-6	4.7	7 to 12
Garza, Carmen	In My Family	978-0-892-39163-9	4.7	2 to 5
Guzman, Lila & Rick	George Lopez	978-0-7660-2968-2	6	7 to 12
Henkes, Kevin	Chrysanthemum	978-0-688-14732-7	3.3	P to 2
Hobbs, Valerie	Letting Go Of Bobby James	978-0-374-34384-2	4.5	7 to 12
Johnson, Angela	The First Part Last	978-0-689-84923-7	4.7	7 to 12
Jones, Traci L.	Standing Against the Wind	978-0-374-37174-6	4.8	7 to 12
Kaysen, Susanna	Girl Interrupted	978-0-679-74604-1	5.4	9+
Levine, Ellen	Henry's Freedom Box	978-0-439-77733-9	3	K-3
Myers, Walter Dean	Slam	978-0-590-48668-2	4.5	7 to 12
O'Dell Scott	Island Of Blue Dolphins	978-0-440-43988-2	5.4	5 to 9
Paulson, Gary	Hatchet	978-1-416-93646-6	5.7	5 to 9
Paulson, Gary	The River	978-0-440-22750-2	5.5	7 to 12
Paulson, Gary	Father Water, Mother Woods	978-0-440-21984-2	6.2	4 to 7
Paulson, Gary	Brian's Winter	978-0-440-22719-9	5.9	7 to 12

Self-Discovery			Reading Grade Level	Interest Grade Level
Paulson, Gary	Brian's Return	978-0-440-41379-0	5.5	7 to 12
Paulson, Gary	Car	978-0-15-205827-2	4.8	7 to 12
Paulson, Gary	Shelf Life: Stories By The Book	978-0-689-84180-4	4.8	5 to 9
Pena, Matt De La	Mexican White Boy	978-0-385-73310-6	4.3	9 to 12
Pena, Matt De La	Ball Don't Lie	978-0-385-73425-7	4.7	9 to 12
Perez, K.L. & Casilla, R.	First Day In Grapes	978-1-584-30045-8	3.2	K to 3
Richards, Beah	Keep Climbing, Girls	978-1-416-90264-5	3.6	K-3
Schraff, Anne	Rosa Parks: "Tired of Giving In"	978-0-7660-2463-2	7.4	7 to 12
Schraff, Anne	A Song To Sing	978-0-7569-8384-0	3.9	7 to 12
Schraff, Anne	Anne Frank	978-1-599-05247-2	5	5 to 12
Schraff, Anne	Jaime Escalante: An Inspirational Math Teacher	978-0-7660-2967-5	7	7 to 12
Schraff, Anne	Martin Luther King Jr: We Will Overcome	978-0-7660-1774-0	7.7	7 to 12
Schuman, Michael A.	Barack Obama: We Are One People	978-0-7660-3649-9	7.2	7 to 12
Schuman, Michael A.	Will Smith	978-0-7660-2465-6	7.3	7 to 12
Silverstein, Shel	Giving Tree	978-0-060-25665-4	2.6	K to 4
Soto, Gary	Baseball in April and Other Short Stories	978-0-15-202567-0	5.1	7 to 12
Soto, Gary	Cesar Chavez: A Hero	978-0-689-85922-9	5.6	2 to 5
Soto, Gary	Too Many Tamales	978-0-698-11412-8	3.4	K-3
Spinelli, J.	Maniac Magee	978-0-316-80906-1	4.7	5 to 9
Spinelli, J.	Wringer	978-0-06-059282-0	4.5	5 to 9
Yangsook, Choi	Name Jar	978-0-440-41799-6	3.1	K to 3
Zusak, Markus	The Book Thief	978-0-375-84220-7	5.1	7 to 12

Risk Taking			Reading Grade Level	Interest Grade Level
Ambrose, Stephen	Undaunted Courage: Opening the American West	978-0-684-82697-4	9	9+
Aquado, Bill	Paint Me Like I Am: Teen Poems from Writer Corps	978-0-06-447264-7	7	7 to 12
Buckhanon, Kalisha	Upstate	978-0-312-33269-3	5.2	9+
Burgess, Melvin	Smack	978-0-06-052187-5	4.6	7 to 12
Decker, Carl	Gym Candy	978-0-618-77713-6	4.6	7 to 12
Draper, Sharon	The Tears of a Tiger	978-0-689-80698-8	4.3	7 to 12
Draper, Sharon	Battle of Jericho	978-0-689-84233-7	4.7	7 to 12
Draper, Sharon	Romiette and Julio	978-0-689-84209-2	4.7	7 to 12
Fleishman, Paul	Whirligig	978-0440228356	4.9	7 to 12
Franco, Betsy	Things I have to Tell You: Poems and Writings by Teenage Girls	978-0-7636-1035-7	6	7 to 12
Franco, Betsy	You Hear Me? Poems and Writings by Teenage Boys	978-0-7636-1159-0	7	7 to 12
Hinton, S.E.	The Outsiders	978-0-14-038572-4	4.7	7 to 12
Hinton, S.E.	Tex	978-0-440-97850-3	4.7	7 to 12
Hinton, S.E.	That was Then This is Now	978-0-14-038966-1	4.6	7 to 12
Hinton, S.E.	Rumble Fish	978-0-440-97534-2	4.1	7 to 12
Hinton, S.E.	Star Runner	978-0-440-20479-4	4.7	7 to 12
Hopkins, Ellen	Crank	978-0-689-86519-0	4.3	9 to 12
Hopkins, Ellen	Flirtn' With the Monster	978-1933771670	4.3	9 to 12
Hopkins, Ellen	Glass	978-1416940906	4.3	9 to 12
Hopkins, Ellen	Burned	978-1-416-90355-0	4.2	9 to 12
Hornby, Nick	Slam	978-1-594-48345-5	4.4	9 to 12

Risk Taking			Reading Grade Level	Interest Grade Level
Hughes, Mark Peter	Lemonade Mouth	978-0-385-73511-7	5.3	7 to 12
Johnson, Angela	The First Part Last	978-0-689-84923-7	4.7	9 to 12
Keys, Alicia	Tears for Water	978-0-425-20560-0	6	9+
Maclean, Norman	Young Men and Fire	978-0-226-50062-1	8	9+
Markus, Zusak	I Am The Messenger	978-0-375-83667-1	3.9	9 to 12
McClintock, Nora	Snitch	978-1-551-43484-1	3.7	7 to 12
Myers, Walter Dean	Beast	978-0439368421	4.7	7 to 12
Myers, Walter Dean	Antarctica: Journeys to the South Pole	978-0-439-22001-9	8	4.7
Myers, Walter Dean	Beast	978-0-439-36842-1	4.7	7 to 12
Myers, Walter Dean	Blues Journey	978-0-8234-1613-4	5	4 to 7
Myers, Walter Dean	Dope Sick	978-0-06-121477-6	4.5	9 to 12
Myers, Walter Dean	Dream Bearer	978-0-06-029521-9	4.5	5 to 9
Myers, Walter Dean	Handbook for boys	978-0-06-440930-8	4.9	5 to 9
Phillips, Suzanne	Burn	978-0-316-00165-6	4.1	7 to 12
Picoult, Jodi	The Pact	978-0-06-115014-2	5.9	9+
Rodriguez, Louis J.	Always Running: La Vida Loca: Gang Days in L.A.	978-0-671-88231-0	6.2	9+
Salzman, Mark	True Notebooks	978-0-375-72761-0	5.3	9+
Sewell, Earl	Keysha's Drama	0-373-83079-3	4	9 to 12
Shakur, Tupac	A Rose Grew From the Concrete	978-0-671-02844-2	6.3	9+
Smith, Roland	Peak	978-0-15-206268-2	5	7 to 12
van Diepen, Allison	Snitch	978-1-416-95030-1	3.7	9 to 12
Volponi, Paul	Black and White	978-0-670-06006-1	4.9	7 to 12
Zusak, Markus	The Book Thief	978-0-375-84220-7	5.1	7 to 12

Family			Reading Grade Level	Interest Grade Level
Agee, James	A Death In The Family	978-0-375-70123-8	6.1	9+
Anaya, Rudolfo	Bless Me Ultima	978-0-446-60025-5	5.4	9+
Atwood, Margaret	Surfacing	978-0-385-49105-1	8	9+
Atwood, Margaret	Alias Grace	978-0-385-49044-3	6.9	9+
Atwood, Margaret	Blind Assassin	978-0-385-72095-3	6.8	9+
Banks, Russell	Rule Of The Bone	978-0-06-092724-0	6.4	9+
Beah, Ishmael	A Long Way Gone: Memoirs Of A Boy Soldier	978-0-374-53126-3	6.1	9+
Bechard, Margaret	Hanging On To Max	978-0-689-86268-7	3.3	7 to 12
Booth, Coe	Tyrell	978-0-439-83880-1	4.4	7 to 12
Buck, Pearl	Good Earth	978-0-671-51012-1	6.8	9+
Castillo, Ana	So Far From God	978-0-452-27209-5	7.4	9+
Choldenco, Gennifer	Al Capone Does My Shirts	978-0-14-240370-9	3.5	5 to 9
Creech, Sharon	Rubby Holler	978-0-06-056015-7	4.3	4 to 7
Creech, Sharon	Love That Dog	978-0-06-440959-9	4.5	4 to 7
Curtis, Christopher	Bud Not Buddy	978-0-440-41328-8	5	5 to 9
Curtis, Christopher	The Watson's Go To Birmingham	978-0-440-41412-4	5	5 to 9
Draper, Sharon	Forged By Fire	978-0-689-81851-6	4.7	7 to 12
Dressen, Sarah	Just Listen	978-0-14-241097-4	4.9	7 to 12
Dressen, Sarah	The Truth About Forever	978-0-14-240625-0	5.2	7 to 12
Dressen, Sarah	That Summer	978-0-14-240172-9	5.8	7 to 12
Gaiman, Neil	The Graveyard Book	978-0-06-053092-1	5.1	5 to 9
Gaiman, Neil	Coraline	978-0-06-082543-0	5	4 to 7
Gaiman, Neil	The Day I Swapped My Dad For Two Goldfish	978-0-06-058703-1	2.8	2 to 5
Hinton, S. E	The Outsiders	978-0-14-038572-4	4.7	7 to 12

Family			Reading Grade Level	Interest Grade Level
Hopkins, Ellen	Burned	978-1-416-90355-0	4.2	9 to 12
Horowitz, A.	Stormbreaker	978-0-14-240165-1	5.1	5 to 9
Hosseini, Khaled	A Thousand Splendid Suns	978-1-594-48385-1	5.4	9+
Johnson, Angela	The First Part Last	978-0-689-84923-7	4.7	7 to 12
Johnston, Tony	Bone, By Bone, By Bone	978-1-596-43113-3	4.2	7 to 12
Kadohata, C	Kira-Kira	978-0-689-85639-6	4.7	5 to 9
Kesey, Ken	Sometimes A Great Notion	978-0-14-004529-1	9	9+
Koertge, Ron	Strays	978-0-7636-2705-8	3.8	9 to 12
Maclean, Norman	A River Runs Through It And Other Stories	978-0-226-50066-9	6.1	9+
Maraire, J. Nozipo	Zenzele	978-0-385-31822-8	8	9+
Na, An	A Step From Heaven	978-0-14-250027-9	4.2	7 to 12
Peltzer, Dave	A Child Called It: One Child's Courage To Survive	978-1-558-74366-3	5.8	9 +
Peltzer, Dave	The Lost Boy: A Foster Child's Search For A Family	978-1-558-74515-5	5.1	9 +
Peltzer, Dave	The Privilege of Youth: A Teenagers Story	978-0-452-28629-0	6.9	9 +
Peltzer, Dave	A Man Named Dave: A Story of Triumph And Forgiveness	978-0-452-28190-5	5.9	9 +
Picoult, Jodi	My Sister's Keeper	978-0-7434-5453-7	5.3	9+
Rowling, J.K.	Harry Potter And The Sorcerer's Stone	978-0-590-35342-7	5.5	5 to 9
Rowling, J.K.	Harry Potter And The Chamber Of Secrets	978-0-439-06487-3	6.7	5 to 9
Rowling, J.K.	Harry Potter And The Prisoner Of Azkaban	978-0-439-13636-5	6.7	5 to 9
Rowling, J.K.	Harry Potter And The Goblet Of Fire	978-0-439-13960-1	6.8	5 to 9
Rowling, J.K.	Harry Potter And The Order Of The Phoenix	978-0-439-35807-1	7.12	5 to 9
Rowling, J.K.	Harry Potter And The Half Blood Prince	978-0-439-78596-9	7.2	5 to 9
Ryan, Pam	Esperanza Rising	978-0-439-12042-5	5.3	5 to 9

Family			Reading Grade Level	Interest Grade Level
Sachar, L.	Holes	978-0-440-41480-3	4.6	5 to 9
Soto, Gary	Too Many Tamales	978-0-698-11412-8	3.4	3
Spinelli, J.	Maniac Magee	978-0-316-80906-1	4.7	
Spiegelman, Art	Complete Maus	978-0-679-40641-9	3	
van Diepen, Allison	Street Pharm	978-1-416-91154-8	3.4	
Volponi, Paul	Hurricane Song	978-0-670-06160-0	5.4	
Walls, Jeanette	The Glass Castle	978-0-7432-4754-2	5.9	

Friends			Reading Grade Level	Interest Grade Level
Alexie, Sherman	Reservation Blues	978-0-446-67235-1	4.6	9+
Alexie, Sherman	Absolutly True Story Of A Part-Time Indian	978-0-316-01368-0	4	7 to 12
Apollo	Concrete Candy: Stories	978-0-385-47780-2	7	9+
Chabon, Michael	The Amazing Adventures Of Kavalier & Clay	978-0-312-28299-8	7.8	9+
Coy, John	Crackback	978-0439697347	3.2	7 to 12
De La Pena, Matt	Ball Don't Lie	978-0811827782	4.7	9 to 12
Draper, Sharon	Copper Sun	978-1-416-95348-7	5.2	9 to 12
Dressen, Sarah	Just Listen	978-0-142-41097-4	4.9	7 to 12
Flinn, Alex	Fade To Black	978-0-06-056842-9	3.7	7 to 12
Holt, Kimberly Willis	When Zackery Beaver Came To Town	978-044238416	4.5	4 to 7
Hosseini, Khaled	The Kite Runner	978-1-594-48000-3	5.2	9+
Kesey, Ken	One Flew Over The Cuckoo's Nest	978-0-451-16396-7	6.2	9+
Klass, Davis	Dark Angel	978-0-060-88700-1	5	7 to 12
Klass, Davis	Firestorm #1 Caretaker Trilogy	978-0312380182	5	7 to 12
Klass, Davis	Whirlwind #2 Caretaker Trilogy	978-0312384296	4.9	7 to 12
Klass, Davis	Home Of the Braves	978-0-06-053171-3	6.1	7 to 12
Klass, Davis	You Don't Know Me	978-0-06-447378-1	6.4	7 to 12
Langan, P	Summer of Secrets: Blueford Series # 10	978-0-439-90491-9	4.6	7 to 12
Langan, P.	The Bully: Blueford Series # 5	978-0-439-86546-3	4.7	7 to 12
Langan, P.	Payback: Blueford Series # 6	978-0-439-90487-2	4.7	7 to 12
Langan, P. & Alirez, B.	Brothers in Arms: Blueford Series # 9	978-0-439-90490-2	4.1	7 to 12

Friends			Reading Grade Level	Interest Grade Level
Langan, P. & Blackwell, D.	Blood is Thicker: Blueford Series # 8	978-0-439-90489-6	4.8	7 to 12
Meyer, Stephanie	Twilight	978-0316015844	4.9	7 to 12
Meyer, Stephanie	New Moon	978-0316024969	4.7	9 to 12
Meyer, Stephanie	Eclipse	978-0316160209	4.5	9 to 12
Meyers, Walter Dean	Game	978-0-060-58296-8	4.9	7 to 12
Munson, Derek	Enemy Pie	978-0811827782	3.2	K to 3
Myers, Walter Dean	Autobiography Of My Dead Brother	978-0-06-058293-7	4.9	7 to 12
Myers, Walter Dean	Amiri & Odette	978-0-590-68041-7	4.6	7 to 12
O'Brian, Tim	The Things They Carried	978-0-7679-0289-2	5.8	9+
Robbins, Tom	Skinny Legs And All	978-0-553-37788-0	7	9+
Rosa, Guy	Friends	978-0-440-22667-3	5	7 +
Samson, D.,Jenkins, G., & Hunt, R.	We Beat the Streets: How A Friendship Lead To Success	978-0142406274	5.8	7 to 12
Schraff, A.	Lost and Found: Blueford Series # 1	978-0-439-89839-3	4.7	7 to 12
Schraff, A.	Until We Meet Again: Blueford Series # 7	978-0-439-90488-9	4.8	7 to 12
Schraff, A. & Langan, P.	A Matter of Trust: Blueford Series # 2	978-0439865470	4.6	7 to 12
Schraff, A. & Langan, P.	Secrets in the Shadows: Blueford Series # 3	978-0-439-90485-8	4.7	7 to 12
Schraff, A. & Langan, P.	Someone to Love Me: Blueford # 4	978-0-439-90486-5	4.5	7 to 12
Sedais, David	Me Talk Pretty One Day	978-0-316-77696-7	8	9+

Friends			Reading Grade Level	Interest Grade Level
Soto, Gary	Accidental Love	978-0152054977	4.8	7 to 12
Soto, Gary	Afterlife	978-0-15-205220-1	5.2	7 to 12
Soto, Gary	Baseball In April and Other Stories	978-0-15-202567-0	5.1	7 to 12
Soto, Gary	Buried Onions	978-0-15-206265-1	5.3	7 to 12
Soto, Gary	Chato's Kitchen	978-0399226588	3.6	K to 3
Soto, Gary	Chato and the Party Animal	978-0399231599	3	K to 3
Tharp, Tim	Knights of the Hill Country	978-0553495133	5.3	7 to 12
Volponi, Paul	Black and White	978-0-670-06006-1	4.9	7 to 12
Volponi, Paul	Rooftop	978-0-14-240844-5	5.1	7 to 12
Volponi, Paul	Hand You're Dealt	978-1-416-93989-4	5.3	7 to 12
Volponi, Paul	Homestretch	978-1-416-93987-0	4	7 to 12
Volponi, Paul	Response	978-0-670-06283-6	5.4	7 to 12
Volponi, Paul	Rucker Park Setup	978-0-670-06130-3	5	7 to 12
Woodson, Jacqueline	After Tupac and D. Foster	978-0399246548	4.7	5 to 9