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| <p>b) What are the seven (7) consideration questions referenced in the model for teaching challenging texts?</p> <ul style="list-style-type: none"> <li>• What support do my students need before they begin reading the book?</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> |                                                                |                  |
| 2) What is the author suggest are the two (2) purposes of “focusing the reader”?                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> | Pg. 13<br>Pg. 21 |
| 3) How does the activity chosen in “focusing the reader” assist students in “effective first-draft reading?”                                                                                                                                                                                                |                                                                | Pg. 13           |
| 4) What motivational strategy does the author utilize to encourage students to engage in a second-draft reading?                                                                                                                                                                                            |                                                                | Pg. 16<br>Pg. 22 |
| 5) The work of Edgar Dale states that building in meaningful collaboration time for students raises the comprehension rate of every student in class by _____.                                                                                                                                              | a) 10%<br>b) 30%<br>c) 50 %<br>d) 70%                          | Pg. 17           |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <p>6) Outline the steps of the exercise the author uses to help students learn to think in metaphorical terms.</p> <p>Create a T-chart graphic organizer to be used with this exercise.</p> |                                                                                                                         | <p>Pgs.<br/>17-19</p> |
| <p>7) What are the four (4) ways that metaphors develop the thinking of students?</p>                                                                                                       | <p>Metaphors enable readers to:</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol> | <p>Pg. 23</p>         |

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| <p>8) Complete the following quotes from the “leading students to meaningful connections” sections of the reading.</p> <ul style="list-style-type: none"> <li>• “If students move <i>beyond</i> the text they _____.”</li> <li>• “Literature enables students to experience a safe ‘ _____,’ through the great issues confronting us.”</li> <li>• “Teaching literature gives us a powerful opportunity to have students _____ and to _____.”</li> </ul> |                     | <p>Pg. 20<br/>Pg. 23</p> |
| 9) What does the author use as an essay prompt when students finish a book?                                                                                                                                                                                                                                                                                                                                                                             |                     | Pg. 20                   |
| 10) What are the two benefits of sharing the purpose of each stage of the reading model used in the lesson with students?                                                                                                                                                                                                                                                                                                                               | <p>1.</p> <p>2.</p> | Pg. 24                   |
| <p style="text-align: center;"><b>Essential Terms</b><br/><i>Define the following terms found in the reading in your own words.</i></p>                                                                                                                                                                                                                                                                                                                 |                     |                          |
| foreshadowing                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     | Pg. 16                   |
| metaphor                                                                                                                                                                                                                                                                                                                                                                                                                                                |                     | Pg. 17                   |
| schema                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                     | Pg. 21                   |

## Chapter 2: Teaching Challenging Text

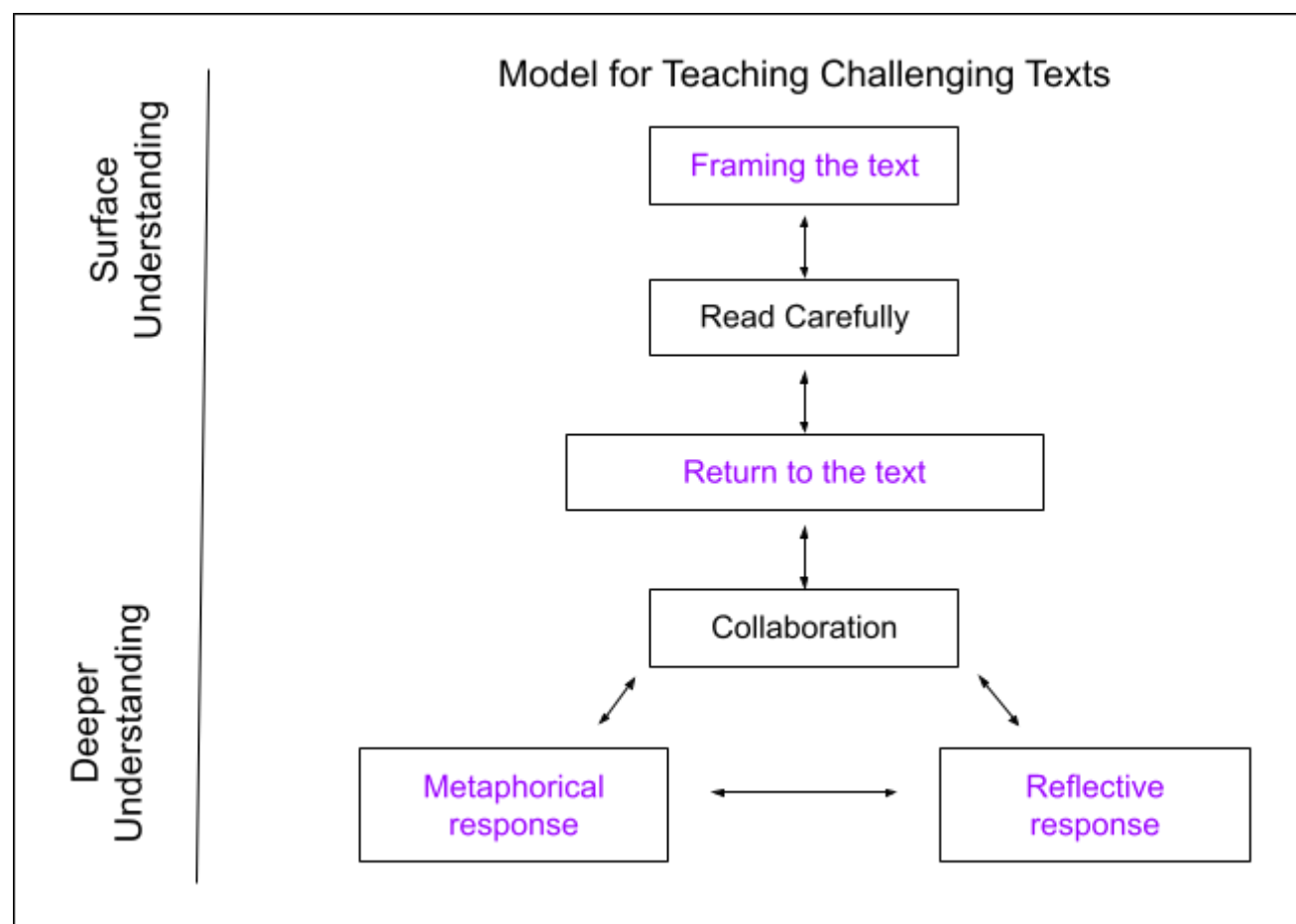
### Study Guide: 2-Column Notes

**Directions:** Preview the items in this study guide before reading. Use the questions to strategically guide your close reading of the text and allow you to read with intentionality.

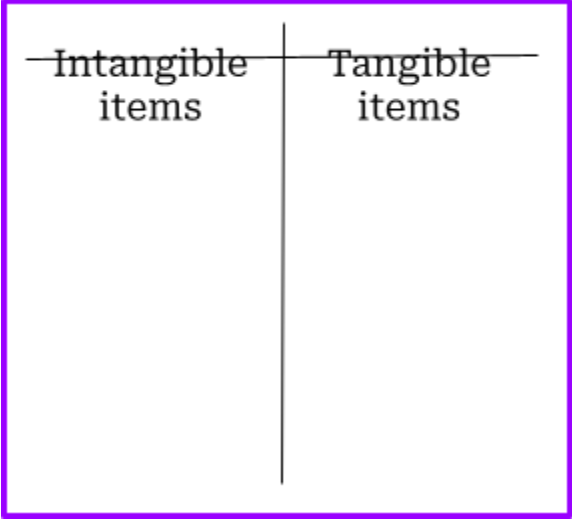
1) Use figure 2.1 to complete the seven (7) considerations needed before planning for teaching a new book.

Pg. 12

a) Use figure 2.1 to complete the model below.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                |                  |
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| <p>b) What are the seven (7) consideration questions referenced in the model for teaching challenging texts?</p> <ul style="list-style-type: none"> <li>• What support do my students need before they begin reading the book?</li> <li>• What support do my students need before reading each chapter?</li> <li>• What strategies will assist them to read the text with purpose and clarity?</li> <li>• How can I encourage a second-draft reading to facilitate deeper meaning?</li> <li>• Which collaborative activities will help deepen their understanding?</li> <li>• How can encouraging students to think metaphorically deepen their comprehension?</li> <li>• How can I help students see the relevance this book plays in their world?</li> </ul> |                                                                                                                                                                                |                  |
| 2) What is the author suggest are the two (2) purposes of “focusing the reader”?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• gets students ready and focused for an upcoming reading</li> <li>• activates their schema to build a sense of anticipation</li> </ul> | Pg. 13<br>Pg. 21 |
| 3) How does the activity chosen in “focusing the reader” assist students in “effective first-draft reading?”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The activity helps students connect the reading to something in their own lives.                                                                                               | Pg. 13           |
| 4) What motivational strategy does the author utilize to encourage students to engage in a second-draft reading?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students search for clues they have missed during the first reading, which sets a purpose for the second reading and provides a challenge                                      | Pg. 16<br>Pg. 22 |
| 5) The work of Edgar Dale states that building in meaningful collaboration time for students raises the comprehension rate of every student in class by _____.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>a) 10%</p> <p>b) 30%</p> <p>c) 50 %</p> <p>d) 70%</p>                                                                                                                       | Pg. 17           |

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| <p>6) Outline the steps of the exercise the author uses to help students learn to think in metaphorical terms.</p> <p>Create a T-chart graphic organizer to be used with this exercise.</p>  | <ol style="list-style-type: none"> <li>1. Explain the meaning of “intangible”.</li> <li>2. Have students brainstorm a list of random intangible items in the left column of a T-chart.</li> <li>3. Ask students to infer the meaning of “tangible”. Ensure accurateness of their definition.</li> <li>4. Have students brainstorm a list of random tangible items in the right column of the T-chart.</li> <li>5. Students complete the following sentence stem using items from their T-chart:<br/><b><u>(Intangible item) is like a (tangible item) because...</u></b></li> <li>6. Students extend their metaphor using the following sentence stem:<br/><b><u>(Intangible item) is like a (tangible item) because _____, _____, and _____.</u></b></li> <li>7. Create a sentence stem that utilizes metaphor related to the current reading and have students complete it.</li> </ol> | <p>Pgs.<br/>17-19</p> |
| <p>7) What are the four (4) ways that metaphors develop the thinking of students?</p>                                                                                                                                                                                          | <p>Metaphors enable readers to:</p> <ol style="list-style-type: none"> <li>1. make much more complex connections when they read</li> <li>2. understand abstract material as well and as rapidly as literal language</li> <li>3. enhance their thinking processes by encouraging students to seek out associations and connection they would not ordinarily make</li> <li>4. gain insight into relationships among ideas that help to forge a more thorough understanding of new learning</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                      | <p>Pg. 23</p>         |

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| <p>8) Complete the following quotes from the “leading students to meaningful connections” sections of the reading.</p> <ul style="list-style-type: none"> <li>• “If students move <i>beyond</i> the text they <u>consider the implications to them as human beings who live in the world today.</u>”</li> <li>• “Literature enables students to experience a safe ‘<u>practice run</u>’ through the great issues confronting us.”</li> <li>• “Teaching literature gives us a powerful opportunity to have students <u>reflect on the human condition</u> and to <u>consider their own place in the world.</u>”</li> </ul> |                                                                                                                                                                                                                                                                                                                  | <p>Pg. 20<br/>Pg. 23</p> |
| 9) What does the author use as an essay prompt when students finish a book?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>“Why did we read this? Write an essay explaining the value this book holds for the modern teenager.”</p>                                                                                                                                                                                                      | Pg. 20                   |
| 10) What are the two benefits of sharing the purpose of each stage of the reading model used in the lesson with students?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>1. to show students that the reading model process helped them reach deeper levels of understanding as they read</p> <p>2. to demonstrate to them that if they learn the strategies of good readers they will eventually internalize and utilize them with automaticity as their reading abilities mature</p> | Pg. 24                   |
| <p style="text-align: center;"><b>Essential Terms</b><br/><i>Define the following terms found in the reading in your own words.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                  |                          |
| foreshadowing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | a warning or indication of a future event                                                                                                                                                                                                                                                                        | Pg. 16                   |
| metaphor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | a figure of speech in which a word or phrase is applied to an object or action which it is not literally applicable                                                                                                                                                                                              | Pg. 17                   |
| schema                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | mental concept of how things work                                                                                                                                                                                                                                                                                | Pg. 21                   |