

Program Overview

Twelve fast-paced lesson plans form the instructional framework of *Word Forward Level C*. Each lesson begins and ends with a great book. The specific vocabulary building strategies, comprehension strategies, and literary analysis skills matched to the book focus learning.

Lesson Plan

Each unit of study or “Big Idea” teaches one of the four main research-based strategies: Context Clues, Words and Their Parts, Content Words, or Words and Their Histories.

Words from the book support the specific vocabulary building strategy and link to the literary element.

The specific vocabulary building strategy is introduced through a discussion of the meaning of important words from the book, then linked to students’ experiences.

A graphic organizer is provided to help students think visually as they learn to apply the vocabulary building strategy, generating their own examples.

Questions are provided to help students make text-to-self connections and for informal assessment.

Options, including writing, word games, and skill review, are provided to apply strategies in broader contexts and informally assess student learning.

The screenshot shows a lesson plan for the book *The Adventures of Marco Polo* by Russell Freedman. The page is divided into several sections:

- BIG IDEA 3:** Content Words: Vocabulary From This Book. Words About Civilizations: currency, dynasty, empire, humane, imperial, prosperity, sovereign. Words About Travel: canal, emissaries, envoy.
- BOOK PITCH!** A motivating book pitch uses vocabulary words and sets a purpose for reading. The pitch reads: "He was a sovereign like no other. Kublai Khan was the sovereign, or ruler, of a great empire stretching thousands of miles across Asia. His kingdom contained unimaginable riches and wondrous signs. Or at least that's what Marco Polo believed when he set out on a journey to meet Khan in 1271. What will happen when Marco Polo finally meets him?"
- Introduce Vocabulary Strategy:** BUILD WORD POWER: Engage students' interest by discussing why people are often fascinated by far-away places. Why is it interesting to read about countries and cultures that are not our own? Point out that books about distant places and civilizations from long ago often contain new and challenging words and ideas. Expert readers stop and ask questions that will help to clarify what they are reading. HIGHLIGHT C: words about civ... empire. Explain rules an empire understand that other words rel...
- Read the Book:** LINK VOCABULARY AND COMPREHENSION: Explore asking questions in a historical nonfiction book. Display *The Adventures of Marco Polo* and point out that it is a nonfiction book about Marco Polo, a thirteenth-century merchant who wrote about his travels. Remind students of your earlier discussion of words about civilizations. Explain that when expert readers read a nonfiction book, they use the strategy of asking questions to clarify unknown words and ideas. Tell students that authors use special words to write about travel. Have students offer examples of travel words that might be in historical books. MODEL AND MONITOR COMPREHENSION: Explain that good readers ask questions to help them clearly what they don't understand. Share the book pitch to motivate students. As you read the book, engage students and model what expert readers do to:
 - read content words
 - ask questions
 - explore the genre of historical nonfiction and related travel words
- Professional Development:** Roots of Western Civilization: Many words about civilizations have roots in either Latin or ancient Greek, the languages of two ancient civilizations that greatly influenced European culture. The words prosperity, currency, imperial, and sovereign have roots in Latin, the language of ancient Rome, while economy and dynasty have roots in ancient Greek.
- English Language Learners:** In Other Words: The old-fashioned, formal tone of Marco Polo's quotes might pose difficulties. Have students pair up with fluent speakers to rephrase the quotes in their own words, and to generate a list of questions about any words or events they don't understand.
- Summarize Learning:** Discuss the excerpt and any questions students may still have about it. Ask:
 - What questions did you have as you listened? Is there anything you didn't understand about Marco Polo's time with Kublai Khan?
 - What are some similarities between the Mongol civilization that Marco Polo described and our civilization today? What are some differences?
- Transfer and Expand Learning:** APPLY THE STRATEGIES: Challenge students with one or more of these options to demonstrate learning. Content Words: Build on the Big Idea: Have groups create a crossword puzzle using words related to math, biology, space travel, and civilizations. Students can challenge classmates to complete their puzzles. Students can use the graphic organizer on page 60 and the books they've read as resources. (Crossword Puzzle) Ask Questions: If students need more help with asking questions, see the comprehension mini-lesson on page 48. (Informal Assessment) Historical Nonfiction: Traveler's Log: Ask students to imagine they were envoys sent by Kublai Khan to China. Have them write an entry in their traveler's log. (Quick Write)
- Student Reading:** Invite students to revisit the book by reading it independently. Have them use the Student ThinkMark on page 56 to help focus their reading and responses.

A motivating book pitch uses vocabulary words and sets a purpose for reading.

This part of the lesson helps students think like expert readers. It links the vocabulary strategy to the comprehension strategy. With the support of the Teacher Book Notes (see p. 9) prompts are provided for an interactive read-aloud experience.

Professional development is enhanced through notes on vocabulary development.

Book-specific suggestions for supporting English language learners are provided.

Students revisit the book and apply strategies independently.