How Does Bridging Work?

This graphic illustrates the relationship between all of the components of Bridging.

UNIT 2

U.S. History

LESSON 1: HISTORICAL DOCUMENTS THAT SHAPED AMERICAN GOVERNMENT

Guiding Questions:
1. How have historical documents shaped the American government? (Part 1)
2. How have U.S. Supreme Court rulings shaped American institutions and public policy? (Part 2)

Guiding Questions

Each lesson begins with Guiding Questions that situate the lesson content within a line of inquiry. A line of inquiry is simply a learning pathway that begins with a relevant question and guides students along a path to discover its answer. Guiding questions that are authentic and relevant to students draw them deeper into the lesson and allow them to make connections beyond the content of the lesson. Here are two examples from the Social Studies section:

- How does the campaign process influence who runs for election and who is elected?
- What was the impact of key civil rights rulings on the mood of the nation during the Civil Rights era?

Learning Goals

Learning Goals, the knowledge and skills students will be able to demonstrate upon completion of the lesson, are listed in student-friendly language for four categories of learning: Knowledge, Reading, Vocabulary, and Student Response. All learning goals are directly tied to the GED Assessment Targets for Content Topics and the Social Studies or Science practices. (You can find these targets online in the Assessment Guide for Educators at gedtestingservice.com.) Furthermore, these learning goals are directly aligned to specific parts of each lesson in the
How Does Bridging Work?

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## INFERENCES AND CONCLUSIONS

### Skills-Based Questions

1. How have historical documents shaped the American government? *(Part 1)*
2. How have U.S. Supreme Court rulings shaped American institutions and public policy? *(Part 2)*

### Bridging Language Usage Strategies
- Language usage activities that target integration and student accountability

### Bridging Knowledge Strategies
- References to pre-GED materials
- Guiding questions

### Bridging Reading Strategies
- Example instructional activities

### Bridging Vocabulary Strategies
- Vocabulary practices that target word study and usage

### Bridging Written Response Strategies
- Example instructional activities

#### Skills-Based Questions

Each lesson begins with Skills-Based Questions to focus the lesson on specific skills within the language arts content area. Providing an overview of the skill development students can expect in the form of a question allows students to assess themselves once the lesson is completed.

#### Learning Goals

Learning Goals, the knowledge and skills students will be able to demonstrate upon completion of the lesson, are listed in student-friendly language for five categories of learning: Knowledge, Reading, Vocabulary, Written Response, and Language Usage. All learning goals are directly tied to the GED Assessment Targets for Reasoning Through Language Arts in the areas of Reading, Writing, and Language. (You can find these targets online in the Assessment Guide for Educators at gedtestingservice.com.)

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How Does Bridging Work?

This graphic illustrates the relationship between each unit’s Learning Goals and the Sample Instructional Support Strategies.

- **Bridging Knowledge Strategies**
  - References pre-GED materials and specialized Math Sense lessons on problem solving, using tools, and test-taking techniques

- **Bridging Problem-Solving Strategies**
  - Example instructional activities

- **Bridging Vocabulary Strategies**
  - Example vocabulary strategies and word lists

- **Bridging Math Application Strategies**
  - Example instructional activities

🔗 **Skills-Based Questions**

Each Bridging lesson begins with Skills-Based Questions that focus the lesson on specific skills within the mathematics content of the corresponding Math Sense unit. Providing an overview of the skill development students can expect in the form of a question allows students to assess themselves once the lesson is completed. Here are two examples from the Bridging lesson that supports Math Sense 2, Unit 2, Section 1: Algebra Basics:

- What are three mathematical statements used in algebra? How do you translate their symbols into words?
- What does it mean to evaluate an expression? How do you evaluate expressions?

🔗 **Learning Goals**

Learning Goals, the knowledge and skills students will be able to demonstrate upon completion of the lesson, are listed in student-friendly language for four categories of learning: Knowledge, Problem Solving, Vocabulary, and Math Application. All learning goals are directly tied to the GED Assessment Targets for Mathematics. (You can find these targets online in the Assessment Guide for Educators at gedtesting.service.com.) Furthermore, these learning goals are directly aligned to specific parts of each unit in the Math Sense books. For example, each unit in Math Sense books 1–3 contains four to 10 lessons as well as several specialized Problem Solver, Tools, and Test Taker lessons. Math Sense units with seven or fewer parts are supported by one Bridging lesson. Math Sense units with more than seven parts are supported by two Bridging lessons (Section 1 and Section 2). Bridging refers to each part of the Math Sense units as Part 1, Part 2, etc. following the order they appear in the text.

Here is an abbreviated sample of the Learning Goals from the Bridging lesson that supports Unit 2: The Basics of Algebra, Section 1:
LESSON 7: FACT VS. OPINION

Guiding Questions:
1. How do political figures use fact and opinion to influence public opinion? (Part 1)
2. How does the Supreme Court render "opinions" on the constitutionality of government practices? (Part 2)

Social Studies for the GED Test, Unit 1, Lesson 7: Part 1, p. 17; Part 2, p. 18

Learning Goals:

Knowledge Goals:
1. Describe how political figures use fact and opinion to influence public opinion. (Part 1) CG.e
2. Describe how the Supreme Court uses fact and opinion in its rulings. (Part 2) CG.d

Reading Goals:
1. Determine the difference between fact and opinion in texts. (Parts 1 & 2) SSP7.a

Vocabulary Goals: (Parts 1 & 2)
1. Define key subject and academic vocabulary. SSP4.a
2. Determine the meaning of unknown vocabulary using context clues, word forms, and parts of speech.
3. Produce writing and speech using new vocabulary.

Student Response Goals:
1. Present (in writing or speech) an analysis of the causes of cultural diffusion supported by text evidence. (Part 2) SSP3.c
2. Conduct research to build deeper knowledge of a topic and to present findings to others. (Part 2) SSP9.a–c (written)

Sample Instructional Support Strategies

Bridging Knowledge

Strategy 1: Develop background knowledge to connect to new knowledge.
Strategy 2: Use reading strategies to develop, monitor, and synthesize new knowledge. (See Bridging Reading)
Strategy 3: Demonstrate synthesis of new knowledge through a variety of student response tasks. (See Bridging Student Response)

1. Evaluate students’ knowledge of the following social studies topics and thinking skills. Utilize the chart below to develop student content knowledge and thinking skills as necessary.

<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Skills in Social Studies</td>
<td>NA: The main focus of Core Skills in Social Studies is content and not critical thinking skills. Fact vs. Opinion, however, is referenced in the Skills Tips on pages 47, 98, and 115.</td>
<td></td>
</tr>
<tr>
<td>Scoreboost Thinking Skills</td>
<td>CT: Differentiate Facts from Opinion and Speculation (p. 30)</td>
<td>CT: Differentiate Facts from Opinion and Speculation (p. 30)</td>
</tr>
<tr>
<td>Critical Thinking (CT) book</td>
<td>Data and Graphic Skills (DG) book</td>
<td></td>
</tr>
<tr>
<td>Pre-HSE Workbook: Social Studies</td>
<td>Fact and Opinion (p. 26)</td>
<td>Fact and Opinion (p. 26)</td>
</tr>
</tbody>
</table>
Bridging Reading

**Strategy 1:** Establish reading purpose, orient to text features, and make predictions.

**Strategy 2:** Use text clues, annotation, and sentence frames to analyze text (central idea, inferences, conclusions, etc.)

**Strategy 3:** Develop, monitor, and synthesize reading using annotations, think-alouds, and graphic organizers.

1. For Part 1, have students read the first part of President Barack Obama's speech and make predictions about what the rest of the excerpt will be about. Then have them read the accompanying question to establish reading purpose.

2. Have students read the text and use annotation (p. 8) to identify key words and phrases that indicate facts the author uses to support the purpose. Likewise, have them identify any statement that appears to be an opinion.

3. Share the facts and, in this case, one opinion in a graphic organizer such as this one.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bridging Vocabulary

**Strategy 1:** Identify the component parts and parts of speech of new words to interpret their meanings.

**Strategy 2:** Use context clues to interpret new words, including figurative and connotative language.

**Strategy 3:** Utilize vocabulary-building resources.

**Strategy 4:** Build a deeper knowledge of words through writing and speaking tasks.

1. First, present the shortest form of the word (the base word, often the verb form), followed by other commonly used word forms (if available). Examine prefixes and suffixes and their impact on word meaning and usage.

2. Read the word as used in the context of the text and discuss possible meanings given context clues and word form.

3. Have students find (electronically or in print) the definition or translation of the base form and, if different, the form used in context, and note these definitions for future reference and study.

4. Gradually build deeper knowledge of the word by having students use the word in a sentence frame, guided discussion, and an original sentence.

<table>
<thead>
<tr>
<th>Sentence Frame:</th>
<th>affect(ed) me deeply because</th>
<th>Guided Discussion:</th>
<th>How does a politician's use of facts affect people?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Sentence:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bridging Student Response

Strategy 1: Prepare for a response task by identifying its purpose, audience, and signal words, structure, and style.

Strategy 2: Synthesize a text analysis into a graphic organizer and/or paragraph frame.

Strategy 3: Work collaboratively to articulate one’s text analysis and to build upon the analysis of others.

Strategy 4: Extend text analysis to build upon initial information or claims by using evidence from additional sources.

2. For Part 1, have students use the graphic organizer they completed regarding fact and opinion as a guide to write an evaluation of the author’s claim. Provide a paragraph frame to support this effort. Emphasize the signal words (p. 159) within and between sentences.

(Name of speaker) in his speech ________________, claims that ________________. He supports his claim by using facts such as (quote or paraphrase from text) and (quote or paraphrase from text). However, he also uses opinions such as (quote or paraphrase from text). (Name of author’s) argument is (good/fair/poor) because ________________________.

3. Have students share their evaluations in a group. Provide a list of discourse prompts (p. 159) that help students build on and probe others’ contributions.

Disagree politely: I see what you’re saying, but I think ____________________.

Encourage participation: What do you think?

Probe others’ contributions: Could you explain that further? or What did you mean by ____________________?

Assessment & Next Steps

Students should complete the suggested practice activities and the questions included in each lesson. Evaluate which learning goals were not met and remediate by using other resources, such as those identified in the Bridging Knowledge section. Upon successful completion, continue to Unit 1 Practice and then to Unit 2: U.S. History.
2. demonstrate (verb) demonstration (noun) demonstrative (adjective) [de•mon•strate]
3. protest (verb) protestor (noun-person) [pro•test]
4. seize (verb) seizure (noun) [seize]
5. warrant (verb/noun) warranty (noun) [war•rant]

Lesson 4: Academic Words
1. conflict (verb/noun) [con•flíct] (verb) [cón•flíct] (noun) [con•flíct]
2. offend (verb) offender (noun-person) [of• fend]
3. prohibit (verb) prohibition (noun) prohibitive (adjective) [pro•hi•bit]
4. value (verb/noun) valuable (adjective) [val•ue]
5. violate (verb) violation (noun) violator (noun-person) [vi•o•late]

Lesson 5: Content Words
1. campaign (verb/noun) campaigner (noun-person) [cam•paign]
2. candidate (noun-person) candidacy (noun) [can•di•date]
3. debate (verb/noun) [de•bate]
4. local (adjective) [lo•cal]
5. politics (noun) politician (noun-person) political (adjective) [pol•i•tics]

Lesson 5: Academic Words
1. convince (verb) [con•vinc]e
2. oppose (verb) opposition (noun) opponent (noun-person) [op•pose]
3. persuade (verb) persuasion (noun) persuasive (adjective) [per•suade]
4. stalemate (noun) [stale•mate]
5. sway (verb) [sway]

Lesson 6: Content Words
1. colony (noun) colonize (verb) colonist (noun-person) [col•o•ny]
2. found (verb) founder (noun-person) foundation (noun) [found]
3. minor (adjective) minority (noun-person) [mi•nor]
When you read passages on the social studies test, you will need to distinguish between facts and opinions. A fact is something that can be proved true. An opinion is someone’s belief, and it may or may not be true. Read carefully and think about whether the statements you read are fact or opinion.

Read the following excerpt from President Barack Obama’s speech on January 30, 2016:

…We live in a time of extraordinary change—change that’s affecting the way we live and the way we work. New technology replaces any job where work can be automated. Workers need more skills to get ahead. These changes aren’t new, and they’re only going to accelerate. So the question we have to ask ourselves is, “How can we make sure everyone has a fair shot at success in this new economy?”

The answer to that question starts with education. That’s why my Administration has encouraged states to raise standards. We’ve cut the digital divide in our classrooms in half. We’ve worked with Congress to pass a bipartisan bill to set the expectation that every student should graduate from high school ready for college and a good job. And thanks to the hard work of students, teachers, and parents across the country, our high school graduation rate is at an all-time high.

Sample Question

Which of these statements from Obama’s speech reflects his opinion and is not based on fact?

A. “Workers need more skills to get ahead.”
B. “The answer to that question starts with education.”
C. “…My Administration has encouraged states to raise standards.”
D. “…Our high school graduation rate is at an all-time high.”

Think It Through

Q: What is the difference between facts and opinions?
A: Facts can be proved true.

Q: What does the question ask?
A: Which statement is an opinion?

Q: Which answer is the correct choice?
A: Choice A is incorrect. It can be proven that workers need more skills to get ahead.

Choice B is correct. Obama’s opinion is that education is the answer. Other answers are possible.

Choice C is incorrect. Evidence proves that Obama’s Administration has encouraged states to raise standards.

Choice D is incorrect. It can be proven true with statistics.
In 2014 the U.S. Supreme Court overturned a California case against a man whose cell phone was searched when a police officer pulled him over for a traffic violation. The Court ruled that police need a warrant to search a person’s cell phone. The following is an excerpt from the Supreme Court opinion on Riley v. California.

The Fourth Amendment provides: “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.”

Our cases have recognized that the Fourth Amendment was the founding generation’s response to the reviled “general warrants” and “writs of assistance” of the colonial era, which allowed British officers to rummage through homes in an unrestrained search for evidence of criminal activity. Opposition to such searches was in fact one of the driving forces behind the Revolution itself. In 1761, the patriot James Otis delivered a speech in Boston denouncing the use of writs of assistance. A young John Adams was there, and he would later write that “[e]very man of a crowded audience appeared to me to go away, as I did, ready to take arms against writs of assistance.” According to Adams, Otis’s speech was “the first scene of the first act of opposition to the arbitrary claims of Great Britain. Then and there the child Independence was born.”

Modern cell phones are not just another technological convenience. With all they contain and all they may reveal, they hold for many Americans “the privacies of life.” The fact that technology now allows an individual to carry such information in his hand does not make the information any less worthy of the protection for which the Founders fought. Our answer to the question of what police must do before searching a cell phone seized incident to an arrest is accordingly simple—get a warrant.

1. Which of the following statements is a fact?
   A. “The right of the people to be secure … against unreasonable searches and seizures, shall not be violated, …”
   B. “In 1761, the patriot James Otis delivered a speech in Boston denouncing the use of writs of assistance.”
   C. “Modern cell phones are not just another technological convenience.”
   D. “The fact that technology now allows an individual to carry such information in his hand does not make the information any less worthy of the protection for which the Founders fought.”

2. Which statement sums up the opinion of the Court?
   A. The Supreme Court overturned the California case.
   B. The Court ruled that police need a search warrant to search cell phones.
   C. Even handheld technology deserves to be protected according to the Constitution.
   D. Get a warrant before seizing a cell phone.
# Vocabulary Development Template

<table>
<thead>
<tr>
<th>Word or phrase (usage)</th>
<th>Word Family (usage)</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>syl • lab • ic break down</td>
<td>prefix • base word • suffix</td>
<td></td>
</tr>
</tbody>
</table>

**Definition:**

**In context:**

**Sentence frame:**

**Guided discussion:**

**Original sentence:**

---

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**In context:**

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**Guided discussion:**

**Original sentence:**

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**In context:**

**Sentence frame:**

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**Definition:**

**In context:**

**Sentence frame:**

**Guided discussion:**

**Original sentence:**

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</tr>
</tbody>
</table>

**Definition:**

**In context:**

**Sentence frame:**

**Guided discussion:**

**Original sentence:**
## Plot

### Skills-Based Questions
1. What parts of a story make up its plot?
2. How does each part of the plot lead to the next?

### Learning Goals:

<table>
<thead>
<tr>
<th>Knowledge Goals:</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the parts of a plot and how they lead from one to the other.</td>
<td>R.3.3</td>
</tr>
<tr>
<td>2.</td>
<td>R.5.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Goals:</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make inferences about plot, characters, settings, or ideas in text.</td>
<td>R.3.2</td>
</tr>
<tr>
<td>2. Describe how events in a text contribute to the plot or conflict.</td>
<td>R.3.3</td>
</tr>
<tr>
<td>3. Describe how parts of the text (words, phrases, clauses, and paragraphs) relate to other parts of the text.</td>
<td>R.5.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Goals:</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define key subject and academic vocabulary.</td>
<td>R.4.1</td>
</tr>
<tr>
<td>2. Determine the meaning of unknown vocabulary using context clues, word forms, and parts of speech.</td>
<td></td>
</tr>
<tr>
<td>3. Produce writing and speech using new vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Response Goals:</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe how the text demonstrates the parts of a plot and support this with details from the text.</td>
<td>W.1</td>
</tr>
<tr>
<td>2. Respond to text by describing how the parts of the plot work together to tell a story, organizing the text to support this, and focusing on the writing task.</td>
<td>W.2</td>
</tr>
<tr>
<td>3. Use standard English language conventions. (See Language Usage Goals)</td>
<td>W.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Usage Goals:</th>
<th>GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and correct fragments, run-on sentences and comma splices with correct punctuation.</td>
<td>L.2.2</td>
</tr>
<tr>
<td>2. Edit writing to include a variety of sentence structures with appropriate transition words and punctuation.</td>
<td>L.2.4</td>
</tr>
<tr>
<td></td>
<td>L.1.9</td>
</tr>
</tbody>
</table>
Sample Instructional Support Strategies

- **Bridging Knowledge**

  **Strategy 1:** Develop prior knowledge and skills to connect to new knowledge.
  **Strategy 2:** Use guiding questions to make connections beyond the lesson to broader life themes and topics.
  **Strategy 3:** Use reading strategies to develop, monitor, and synthesize new knowledge. (See Bridging Reading)
  **Strategy 4:** Demonstrate (and further develop) synthesis of new knowledge through written student response tasks. (See Bridging Written Response)

1. Evaluate students’ knowledge of the following language arts concepts and skills. Utilize the chart below to develop student background knowledge and skills as necessary.

<table>
<thead>
<tr>
<th>Plot</th>
<th>Reading</th>
<th>Writing</th>
<th>Language Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing for the GED Test</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Book 1: Grammar, Usage, and Mechanics</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Sentence Fragments (p. 26);</td>
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<td></td>
<td></td>
<td></td>
<td>Run-ons and Comma Splices</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(p. 28); Other Kinds of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pronouns (p. 40); Commas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(p. 66); Semicolons (p. 68)</td>
</tr>
<tr>
<td>Core Skills in Reading &amp; Writing</td>
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<tr>
<td>Unit 1, Lesson 4: Plot (p. 21)</td>
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<td>Unit 4, Lesson 2: Sentence</td>
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<td></td>
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<td>Structure (p. 84); Lesson 4:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Commas (p. 92)</td>
</tr>
<tr>
<td>Scoreboost: Writing Across the Tests</td>
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<tr>
<td>Sentence Structure, Usage, and Mechanics</td>
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</tr>
<tr>
<td>(SS); Responding to Text (RT)</td>
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<td></td>
<td></td>
<td></td>
<td>RT: Use Varied and Precise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Words (p. 19)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SS: Correct Run-Ons and</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Fused Sentences (p. 4);</td>
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<td></td>
<td>Correct Sentence Fragments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(p. 10); Use Commas Correctly</td>
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<td></td>
<td></td>
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<td>(p. 32)</td>
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<td>Pre-HSE Workbook</td>
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<td>Reading (R); Writing 1 (W1); Writing 2</td>
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<td></td>
<td></td>
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<tr>
<td>(W2)</td>
<td></td>
<td></td>
<td>W1: Run-Ons and Comma</td>
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<td></td>
<td>Splices (p. 40); Sentence</td>
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<td></td>
<td></td>
<td></td>
<td>Fragments (p. 42)</td>
</tr>
</tbody>
</table>

2. Contextualize the GED Application portion of the lesson (p. 50) within a broader theme or topic by beginning the lesson with Guiding Questions. Guiding questions that are authentic and relevant to students draw them deeper into the lesson and allow them to build deeper knowledge beyond the content of the lesson.

**Guiding Questions:**

1. How does each component of the plot of _Legend of the Buffalo_ demonstrate the values of the Blackfoot?
2. What does the resolution of the central conflict of the story tell us about the Blackfoot and their relationship with the buffalo?

- **Bridging Reading**

  **Strategy 1:** Determine the type of text, establish reading purpose, and make predictions using text features and signal words.
  **Strategy 2:** Develop text analysis using think-alouds, annotation, sentence frames, and graphic organizers.
  **Strategy 3:** Overcome text analysis barriers using prior knowledge, analyzing language usage, and using resources.
  **Strategy 4:** Synthesize text analysis using paraphrasing, text frames, graphic organizers, and peer discussions.
1. Have students use pre-reading strategies (p. 8) to scan the text features and signal words to determine the type of text, its purpose, the purpose of the reading task (test prompt or question), and make predictions about the text. Given only a few obvious text features or clues, students may scan the first paragraph. A graphic organizer may be helpful for noting this information.

| Example: Guided Practice (p. 48), Cherokee Myth of the Pleiades |
|---|---|---|
| **Text Type** | Myth | Title |
| **Text Purpose** | To tell a story that explains how something came to be | Title |
| **Reading Purpose** | Answer questions about conflict and plot | The directions, the questions in margins |
| **Prediction** | Will tell how the Pleiades came to be: the boys do something and the mothers are angry | Title, beginning phrase of each paragraph |

<table>
<thead>
<tr>
<th>Answers</th>
<th>Text Features</th>
<th>Signal Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Type</strong></td>
<td>Myth</td>
<td>“Myth,” “When the earth was new…”</td>
</tr>
<tr>
<td><strong>Text Purpose</strong></td>
<td>To tell a story that explains how something came to be</td>
<td>Same as above</td>
</tr>
<tr>
<td><strong>Reading Purpose</strong></td>
<td>Answer questions about conflict and plot</td>
<td>“What conflict,” “What actions,” “story’s plot”</td>
</tr>
<tr>
<td><strong>Prediction</strong></td>
<td>Will tell how the Pleiades came to be: the boys do something and the mothers are angry</td>
<td>“seven Cherokee boys,” “the mothers became fed up,” “the boys rushed off”</td>
</tr>
</tbody>
</table>

2. Annotation strategies (p. 9) help students make meaning from fictional text as well as nonfictional text. However, students need to look for different text elements to help shape that meaning. Here is a sample annotation for three readings of the Cherokee Myth of the Pleiades. The first read identifies characters, setting, central conflict, and resolution by answering who, where, when, and what. On the second read through, students identify confusing words or passages to help build greater understanding of the details of the text as they note who, where, when, what’s happening, and why for each paragraph. Finally, students return to confusing areas of the text and interpret words using vocabulary strategies and dissect confusing, complex sentences for subject, verb, phrases, and dependent clauses.

| Example: Guided Practice, Annotation |
|---|---|---|
| 1. **Who:** Cherokee boys and mothers  
**Where:** in their town  
**When:** when the earth was young  
**What:** The boys are playing too much and not helping their families and the mothers are angry  
**What:** The boys become the constellation the Pleiades; one became the pine tree |
| 2. “absorbed in their play” (didn’t pay attention to chores); “mothers scolded them” (yelled at them) |
| 3. Paragraph 2:  
**Who:** the mothers and boys  
**Where:** at home for dinner  
**When:** dinnertime  
**What’s happening:** mothers put stones in corn  
**Why:** because boys wouldn’t listen to their mothers |

3. Student peers are powerful resources in the classroom. When students are struggling with text analysis, pairing them with a partner can provide the support they need. This could be a partner of equal or greater skill in the area of text analysis. Equal-ability pairing holds each learner accountable, as neither has the expertise required to master the task alone. Through negotiation, equal-ability pairs may arrive at the desired outcome or approximations of it. With unequal-ability pairing, the higher-ability partner coaches the struggling partner toward the desired outcome. Without this “coaching” element, the effectiveness of unequal-ability pairing is questionable, and could enable the struggling partner instead of support. Here is some collaborative language that may be helpful in facilitating either pairing.

Provide students with some discourse prompts (Appendix B, p. 136) to encourage discussion.

Disagree politely: I see what you’re saying but _____________. Another way to think about this is _____________. Have you thought about _____________?

Encourage participation: I’d like to hear what you have to say about _____________. Do you have anything more to add?

Probe others’ contributions: Could you explain that further? What did you mean by _____________? Can you give me an example?
4. The Guided Practice portion of this lesson provides a graphic organizer for students to synthesize their understanding of the story’s plot by entering the events of the story into their corresponding plot component boxes. A variation on this would be to have students write a summary sentence for each paragraph using their annotations and then add their sentences into the provided graphic organizer.

Example: Paragraph 2 [Rising Action]:

The mothers put stones in the boys’ corn at dinnertime because they were angry at the boys for not listening to them.

➤ Bridging Vocabulary

| Strategy 1: Identify the component parts and usage of new words to interpret their meanings. |
| Strategy 2: Use context clues to interpret new words, including figurative and connotative language. |
| Strategy 3: Utilize vocabulary-building resources. |
| Strategy 4: Build a deeper knowledge of words through writing and speaking tasks. |

1. First, present the shortest form of the word (the base word, often the verb form), followed by other commonly used word forms (if available). Examine prefixes and suffixes and their impact on word meaning and usage.
2. Read the word as used in the context of the text and discuss possible meanings given context clues and word form.
3. Have students find (electronically or in print) the definition or translation of the base form and, if different, the form used in context and note these definitions for future reference and study.
4. Gradually build a deeper knowledge of the word by having students use the word in a sentence frame, guided discussion, and an original sentence (see Appendix D, p. 144).

➤ Bridging Written Response

| Strategy 1: Prepare for a response task by identifying its purpose, audience, signal words, structure, and style. |
| Strategy 2: Organize text analysis for a written response using a graphic organizer and/or paragraph/essay frame. |
| Strategy 3: Overcome barriers to producing clear/coherent writing by using models, language analysis, and resources. |
| Strategy 4: Revise writing by utilizing peer- and self-editing checklists, rubrics, and writing resources. |
| Strategy 5: Extend text analysis to build upon initial information or claims by using evidence from additional sources. |

1. To prepare for the response task, students need to identify the writing purpose (based on the writing prompt), the language they will use to meet their purpose (the signal words), and the area of language usage on which they will focus (Language Usage Goals). The graphic organizer below may help students with this preparation.

Task: Write a paragraph describing how the events of the story Legend of the Buffalo demonstrate the different parts of the plot. Make sure to define each part of the plot and describe an event from the story that demonstrates each part.

| Text Type | Informational |
| Text Purpose | Describe how the story demonstrates the parts of a plot. |
| Writing Purpose | Write a paragraph to describe how the story shows each part of the plot. Support it with examples from the text. |
| Signal Words | Definition: is defined as, means, is called, referred to as, is when |
| | Examples: for example, such as, including, one example is, for instance, to illustrate |
| | Demonstrate: shows, illustrates, represents, reflects |
| Language Usage Goal | Student chooses a language usage area on which to focus. |
2. Students can use a paragraph frame to develop their response to the task above.

_(The name of the story) _demonstrates the five parts ____________. The first part is the ____________. This is defined as ____________. An example from the text is when ____________. ____________ is the second part of the plot, and this means ____________. An event in the text that illustrates this is ____________. ____________ is the ____________, which means ____________. One example from the text is ____________. Then comes the ____________, defined as ____________. ____________ is an example of ____________. Finally, the ____________ (definition). This is demonstrated in the text when ____________.

4. Based on the area of language usage students have chosen to target, provide resources to help them revise their writing. At first, this may require the teacher to identify the problem area. However, with consistent exposure to self and peer editing, students should be able to identify such areas in their own and their peers' writing.

5. The Legend of the Buffalo provides insight into Blackfoot cultural values. Have students write a paragraph answering one of the Guiding Questions from Bridging Knowledge. Provide additional resources for students to read in preparation for this task that will help them better understand the events of the story and how they reflect cultural values.

➢ Bridging Language Usage

**Strategy 1:** Determine and target areas of language usage that require further development.

**Strategy 2:** Analyze specific areas of language usage as modeled in authentic and relevant communication tasks.

**Strategy 3:** Develop specific areas of language usage through participation in authentic communication tasks.

**Strategy 4:** Revise language usage by utilizing peer- and self-editing checklists, rubrics, and language resources.

1. Determine the language needs of the students and choose a particular language usage area to focus on for this lesson. As an example, let's focus on identifying and correcting sentence fragments, run-on sentences, and comma splices.

2. Paragraph 3 of the Guided Practice presents an example of long, compound, complex sentences. Rewrite the paragraph without punctuation and project it for students to read aloud. This will give them a sense of why punctuation is important for comprehension. Cut a copy of this rewritten paragraph into sections and have students, in pairs, add punctuation to their section. Then have each student pair seek out other pairs to reconstruct the complete paragraph. Together, the larger group will check over the complete paragraph and then check it against the original.

3. Reinforce the accurate construction of sentences and the elimination of sentence fragments, run-on sentences, and comma splices during the Bridging Written Response task for Strategies 2 and 5.

4. To revise problematic areas of usage, students can use peer editing. Here is an example of how this may look in this lesson given a language usage goal of identifying and eliminating sentence fragments, run-on sentences, and comma splices.

   During the written response task, students can peer edit for sentence fragments, run-on sentences, and comma splices using the Editing Rubric (p. 131). They should identify the subject, predicate, and coordinating conjunction (if any) in each sentence and circle problem areas. Ask them to make suggestions on how to correct these areas. They might continue through the checklist to evaluate other areas of language usage as well, but do not specifically identify these or offer suggestions. Have students meet, share feedback, and revise their writing. Pay attention to supporting constructive peer conversations (see Discourse Prompts, p. 136).

➢ Assessment & Next Steps

Students should complete the suggested practice activities and the activities included in each lesson. Evaluate which learning goals were not met and remediate by using other resources, such as those identified in the Bridging Knowledge section. Upon successful completion, continue to the next lesson.
**DECIMALS: Section 1**

**Skills-Based Questions:**
1. When is it necessary to use a number with decimal points? What information does the decimal point tell us about the numbers to the left and to the right of it? *(Part 1)*
2. How do you represent decimals in numbers and words? *(Part 2)*
3. What is rounding? How do you round decimals to a whole number or a particular place value? *(Part 3)*
4. How do you know which decimal is greater or less than another? *(Part 4)*

**Math Sense 1: Focus on Operations:** Part 1, p. 38; Part 2, p. 40; Part 3, p. 42; Part 4, p. 44

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**Learning Goals:**

**Knowledge Goals:**
1. Describe what a decimal point means and the relationship between the numbers to the left and right of it. *(Part 1)*
2. Describe the place values to the left and right of a decimal point. *(Part 2)*
3. Describe the rounding process when rounding decimals to whole numbers or to particular place values. *(Part 3)*
4. Describe the relationship (greater than, less than, equal to) between different decimals. *(Part 4)*

**Problem-Solving Goals:**
1. Order decimals, including on a number line. *(Part 1)*
2. Identify place values to the left and write of the decimal point and write decimals in words and numbers. *(Part 2)*
3. Round decimals to whole numbers and named place values. *(Part 3)*
4. Compare decimals to determine which is greater or less than. *(Part 4)*

**Vocabulary Goals:**
1. Define key mathematical terms.
2. Determine the meaning of unknown vocabulary using context clues, word forms, and parts of speech.
3. Apply new vocabulary to mathematical tasks and discussions.

**Math Application Goals:**
1. Apply conceptual understanding of decimals to real life situations. *(Parts 1–4)*
2. Defend math applications and reasoning to others. *(Parts 1–4)*
Sample Instructional Support Strategies

- Bridging Knowledge

  Strategy 1: *Develop and connect background knowledge, skills, and conceptual understanding to new knowledge.*
  
  Strategy 2: *Use guiding questions to make connections beyond the lesson to broader math applications.*
  
  Strategy 3: *Use problem-solving strategies to develop, monitor, and synthesize conceptual understanding and fluency.*
  
  Strategy 4: *Extend problem-solving skills and mathematical reasoning to broader math applications in life and work.*
  
1. Evaluate students’ knowledge of the following mathematical skills. Utilize the chart below to develop student content knowledge as necessary.

<table>
<thead>
<tr>
<th>Unit 2 Decimals, Section 1</th>
<th>Part 1 Understanding Decimals</th>
<th>Part 2 Writing Decimals</th>
<th>Part 3 Rounding Decimals</th>
<th>Part 4 Comparing Decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Skills in Mathematics</td>
<td>Unit 1, Lesson 1: Representing Numbers on a Number Line (p. 12); Lesson 2: Understanding Place Value (p. 15)</td>
<td>Unit 1, Lesson 3: Rounding Numbers and Estimating (p. 19)</td>
<td>Unit 1, Lesson 1: Representing Numbers on a Number Line (p. 12); Lesson 2: Understanding Place Value (p. 15)</td>
<td></td>
</tr>
<tr>
<td>Pre-HSE Workbook: Math 1</td>
<td>Representing Numbers on a Number Line (p. 8)</td>
<td>Rounding Numbers and Estimating (p. 10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The unit preview for each unit in *Math Sense 1: Focus on Operations* provides a list of context examples in which to apply the target math concepts as well as questions that connect to students’ prior knowledge and experience (for Unit 2, p. 37). These questions also provide a bridge to broader math applications in life and work.

3. Each unit also provides specialized lessons that focus on problem solving, using tools, and test taking techniques using the math skills taught in the lesson. Utilize these lessons to build student knowledge in these areas.

<table>
<thead>
<tr>
<th>Unit 2, Section 1</th>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solver</td>
<td>Solving Multistep Problems</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Powers of Ten</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Figuring Unit Price and Total Cost</td>
<td>58</td>
</tr>
<tr>
<td>Tools</td>
<td>Calculators and Decimals</td>
<td>60</td>
</tr>
<tr>
<td>Test Taker</td>
<td>Use Estimation to Choose an Answer</td>
<td>62</td>
</tr>
</tbody>
</table>
**Bridging Problem Solving**

**Strategy 1:** Preview the problem to determine problem-solving strategies and tools and predict general solutions.

**Strategy 2:** Develop conceptual understanding of mathematical problems using visual representations, think-alouds, and collaboration.

**Strategy 3:** Overcome barriers to problem solving using math models, language and structural analysis, and resources.

**Strategy 4:** Demonstrate and defend problem solving and mathematical reasoning through reverse problem solving, mental mathematics, visual representations, and peer discussions.

1. For Parts 1–4 of Unit 2, orient students to features of each mathematical concept such as the symbols, language, and structure. Students should identify the math language and symbols to determine what is being asked of them and use this information to determine which strategies to use to complete the task. Although it is not necessary for students to fill out a graphic organizer for each math problem they attempt, completing the following graphic organizer is helpful for annotating and reviewing math concepts and choosing appropriate strategies to complete tasks. The following is an example of how a student (with guidance) might fill out this graphic organizer:

<table>
<thead>
<tr>
<th>Part</th>
<th>Symbols</th>
<th>Language</th>
<th>Operation or Action</th>
<th>Structure</th>
<th>Strategies/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understanding Decimals</td>
<td>.</td>
<td>place value, whole numbers, tens/tenths</td>
<td>understand</td>
<td>whole numbers = 1 &amp; up; numbers to right of (.) = less than 1</td>
<td>use a number line to order decimals; line up place values in columns to left and right of (.)</td>
</tr>
<tr>
<td>Part 2 Writing Decimals</td>
<td>.</td>
<td>and = decimal point, ths for places right of decimal point</td>
<td>write</td>
<td>place values increase moving left, decrease moving right</td>
<td>use leading zero and placeholder zero; write spaces as placeholders before and after decimal point</td>
</tr>
<tr>
<td>Part 3 Rounding Decimals</td>
<td>.</td>
<td>rounding, whole number, place value</td>
<td>round</td>
<td>use one place value to the right to round</td>
<td>identify which place value to round to; use 1 number to the right; 0–4 rounds down and 5–9 rounds up</td>
</tr>
<tr>
<td>Part 4 Comparing Decimals</td>
<td>&lt; &gt; + =</td>
<td>greater than, less than, equal to</td>
<td>compare</td>
<td>value of number increases to the left and decreases to the right</td>
<td>add placeholder zeros so that each number has the same number of place values, then compare like whole numbers</td>
</tr>
</tbody>
</table>
Bridging Vocabulary

**Strategy 1:** Identify the component parts and usage of new words to interpret their meanings.

**Strategy 2:** Use context clues to interpret new words.

**Strategy 3:** Utilize vocabulary-building resources.

**Strategy 4:** Build a deeper knowledge of words through math application tasks and collaborative discussions.

**Strategy 5:** Memorize words through repetitive study such as using flashcards (digital or print) and notes.

1. First, present the shortest form of the word, referred to in this text as the “base word” in the case of academic words and some subject-specific terms. Follow the base form with other commonly used word forms (if available). Examine prefixes and suffixes and their impact on word meaning and part of speech.

2. Read the word as used in the context of the text and discuss possible meanings given context clues and word form.

3. Have students find (electronically or in print) the definition or translation of the base form and, if different, the form used in context and note these definitions in the space provided for future reference and study.

4. Gradually build a deeper knowledge of the word by having students use the word in a sentence frame, guided discussion, and an original sentence within a mathematical context.

<table>
<thead>
<tr>
<th>Sentence Frame:</th>
<th>The decimal point separates the ____________ from the _____________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Discussion:</td>
<td>Why do we need a decimal point in some numbers? Give an example to support your answer.</td>
</tr>
<tr>
<td>Original Math Sentence:</td>
<td>___________________________________________</td>
</tr>
</tbody>
</table>

Encourage students to use these words in math applications and collaborative discussions such as the task described in Bridging Problem Solving Strategy 4.

5. The high volume of mathematical terminology requires repeat exposure to the words over time. Word walls, intentionally including the words in questions to students and when eliciting responses from them, and explicit reminders to use the vocabulary in verbal tasks provide built-in reinforcement. However, this is often not enough so it is important that students learn ways to study words independently. Flashcards or websites that offer repetitive vocabulary practice are excellent ways for students to do this. Students may also use their notes, however, they will need to do repetitive activities, similar to flashcard practice, and not simply read and reread their notes.

Bridging Math Application

**Strategy 1:** Prepare for math applications by identifying the problem type and the problem-solving strategies and tools.

**Strategy 2:** Organize the problem using visual, symbolic, and written representations.

**Strategy 3:** Overcome barriers to problem solving using math models, language and structural analysis, and resources.

**Strategy 4:** Demonstrate and defend problem-solving application and mathematical reasoning through reverse problem solving, mental mathematics, visual representations, and peer discussions.