

42 Days to Reading Fluency

PART II

CULTIVATING

Read

Answer

Write

FLUENCY, COMPREHENSION,

AND

RETENTION POTENTIAL

IN

DEVELOPING READERS

DRILLS 22-42

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Foreword

Viable action research and productive educational practice are always in sync. One informs the other (Best and Kahn, 1998, p.21). What is demonstrated as true by one is verified by the other. Thus, our educational insight can be increased if productive practice is more closely scrutinized and the integrity of its foundational base better understood.

People have demonstrated repeatedly that they are pre-wired for survival. Why is that a matter of interest to the educator? The reason is made clear in this observation: the brain is a viable part of the human make-up; thus, it too is pre-wired and therefore inclined to make necessary accommodations when survival is at stake.

There is evidently a *natural assumption* made by all living things. The assumption is simply this: whatever the body is inclined to attempt (to do, to gain, or to lose), that same thing is required for its very survival. This natural assumption is an aspect of the aforementioned pre-wiring; therefore, it is necessarily an innate human disposition. Evidence of this phenomenon is seen and accepted as a matter of commonplace occurrence, even among those not given to scientific inquiry. Indeed, the average layperson notes and uses this knowledge daily.

For instance, when the dieter diets, the natural assumption made by the body is that it needs less food to survive, and that it doesn't need to be the size it is, nor store the fat that it's storing; therefore, the fat stores are reduced, and the body's size decreases. When the over-eater over-eats, the natural assumption is that there is a need for extra food, a need to store extra fat; so, the body does. When weightlifters stress their muscles with barbells, the natural assumption is that the body needs to be stronger, the arms and shoulders denser to accomplish these necessary tasks; therefore, the body accommodates by increasing strength and musculature. When athletes or dancers repetitiously practice their crafts, using the same muscles in the same way over and over, the natural assumption is that the muscles need to remember the movements; therefore, they do. There are countless other examples readily evident for even the most casual observer to note. Such an observer might describe this dynamic process using this less-than-scientific, though undeniably true and accurate, expression: *Practice makes perfect*.

Now, what exactly is the relevance of this natural assumption to the educator? Simply this – whatever the brain attempts to do, the natural assumption is that it needs to do this for its very survival; therefore, the brain, with all due haste, begins to comply with the perceived need

or requisite for life. When the brain receives the message that it needs to retain information, it begins to accommodate by increasing its retention capacity.

Despite some of the traditional notions of helping students increase their academic capacities through the one-way dispensing of knowledge from teacher to student, evidence can be gathered from productive educational practice suggesting that actual capacity is gained through *effortful struggle*, not through the dispensation of prepackaged skills. It is the struggle itself that signals the need to our brains. And, it is the need itself that triggers the survival impulse to be accommodated. It is the act or process of accommodation that increases or creates actual capacity.

Though only empirical evidence might be thought mandatory to substantiate such scientific-sounding observations, in actuality only classroom-based observation skills are necessary. Few productive educators, having been in the education arena over time, would have difficulty in making such observations during the typical dynamic of a lesson presentation. For, these observations can be made on any given day, in most of life's circumstances, especially those involving stress springing forth from typical academic endeavors. Physiologically speaking, who among us has ever experienced a need, self generated or outwardly imposed, that the body itself did not attempt to accommodate? Who has ever bled without clotting? -- only those whose bodies are unnaturally cross-wired, and no longer follow the common, healthy, and expected reactive guidelines.

Prior to science and the scientific method being at the forefront driving educational decisions and theory, educators like Plato, Aristotle, Socrates, and even the biblical Solomon used common observation and what was colloquially called "mother wit" to demonstrate axiomatic truths and *evidential postulates* to their students. For instance, Solomon, teaching the sluggard the truth concerning the urgency of thrift and foresight in life, simply said this: *Go to the ant, thou sluggard; consider her ways, and be wise (Proverbs 6:6)*. Solomon apparently knew that common, perspicacious observation, while not obviating the integrity of the scientific method, was a viable heuristic, leading to dependable truths. Assuming that Solomon was right, the humble embracing of such truths evidently makes one wise. With both scientific research and bountiful productive practice available to us, we have the opportunity to be wise indeed.

Guiding Pedagogical Philosophy

The philosophy governing this reading program hinges on the application of several well established and scientifically demonstrable educational practices: repeated reading (Allington, 2001, p. 82); leveled questioning (Ryder & Graves, 1999, p. 103-107); and the writing of unaided summaries / retellings (Tierney & Readence, 2000, p.508). This program utilizes these three practices in tandem, causing their products and by-products to engender, complement, and substantiate one another. Through this program, students will learn to read fluently, analyze logically, comprehend implicitly, and retain completely.

Initially, through the repetitious reading of designed literacy selections, grapho-phonemic fluency will be created and enhanced. Repeated reading creates familiarity with the verbiage and syntax of all selections of literature. Developing readers struggle for many reasons; however, prominent among them is unfamiliarity with the grapho-phonemic cueing system (Tierney & Readence, 2000, p.160). Without actually delving into the ramifications of phonetics, context clues, and syntax, the act of repeated reading accomplishes many of the same goals as the purposeful practicing of this cueing system.

Much of the operation of repeated reading tends to take place within the confines of the brain / mind of the student; thus, its actual dynamic is not observable. One must conclude that the productive consequence of repeated reading is to be received as an additional evidential postulate. Nonetheless, its concrete benefits hail its success.

Also, after repeated readings, students demonstrate better recognition of the presence of phrases in sentences. These phrases, normally existing in recognizable patterns, tend to hold and convey the essential and significant messages of the literature. Just as orators speak in phrases, authors write in them as well; therefore, the students have unhindered access to these essential messages once the ability to discern these phrases has been gained. Consequently, the act or process of repeated reading increases *comprehensive fluency*. Therefore, another pragmatic conclusion relative to repeated reading is this: repeated reading, due to the verbal echo that it produces, transforms the reading process into something akin to the speaking process, revealing and establishing the link between verbal (spoken) fluency and reading fluency. Reading patterns and speaking patterns are typically prone to synchronicity, especially if both are practiced to the same extent. Rapid speakers tend to become rapid readers; methodical speakers tend to become methodical readers. Though, on occasion, one might encounter a rapid-speaking methodical

reader. This situation intimates that the reading fluency is not yet synchronous with the individual's speaking and comprehensive fluencies.

This synchronicity, again as an evidential postulate, is most likely due to the natural comprehension rate which is unique to every individual reader and speaker. When both processes (reading and speaking) have been synchronized through the repeated reading process, then can the comprehension rate be increased through the aforementioned effortful struggle. All too often, well-intentioned educators attempt to increase reading fluency without taking into account comprehensive fluency (which, remember, is typically revealed in the normal speech patterns of a given student). Only through the increase in comprehensive fluency can there be a concomitant increase in reading fluency.

Through repeated reading, perhaps the most fundamental prerequisite for increasing reading fluency is established. It is simply this: the existence of a fluency foundation. *Fluency can't be increased until fluency first exists! A fluent structure can only be built on a fluent foundation! Where no foundation exists, no viable structure can stand!* Assuming these statements can be accepted as axiomatic, three more evidential postulates, the value of repeated reading is raised to an incomparable level among developmental reading strategies. For, repeated reading, when running its common and natural course, sets and fortifies a new fluency foundation through each of its cycles -- the more plentiful the cycles, the broader, the deeper the resulting foundation.

This program also uses leveled questions that are designed to climb the steps of *Bloom's Taxonomic Ladder*. The value of these questions is in the opportunity they provide the students to reflect upon and analyze the message(s) contained in the literacy selection. Because Bloom's escalating taxonomic levels are used as guiding benchmarks, each successive question tends to challenge on a higher and more demanding level.

Also, the contemplating and answering of these questions are fundamental parts of the process of enhancing the depth and scope of the students' comprehension. For, contemplation itself is a mental exercise not unlike the physical lifting of the previously mentioned barbells. Its activity, especially under gentle pressure, signals to the psyche a need for its enhancement. And, that need, like all others, is accommodated with all due haste and diligence.

Finally, the writing of unaided summaries / retellings creates practical opportunities to enhance student recall and retention abilities. Because of the *without-looking-back* requisite in

the procedural flow, the students will be nudged with a gentle though deliberate pressure to retain and recall recently read literacy selections. The practice of this approach is foundational to enhancing reading comprehension in struggling students. Remember, it's the action of the effortful struggle that makes the request for a capacity increase. Additionally, the very act of memorizing (according to Dr. Roger Taylor in a Florida League of Teachers conference in Orlando in the spring of 2004) creates new synaptic connections in the brain. Essentially, the dynamics of this memory process enhance student intelligence; it literally makes students smarter!

Just as no student should be expected to understand data that's not fluently read, no student should be asked to manipulate data that's not clearly remembered. Also, answering higher leveled questions, which typically requires the deft and simultaneous maneuvering of multiple items of data, at least becomes a feasible expectation, if that data has been retained. No student can maneuver items that aren't retained. Retention ability, like all others, can be learned and enhanced. In essence, if retention is practiced, it too can be made perfect.

In sum, the tandem use of these established practices can and will create and drive the actual increase in student reading skills. Through these methodologies, many of the struggles which typically predominate and often subdue the attitudes and potential achievements of developing (struggling) readers can be substantially reduced and eventually eliminated. Through these practices, the cultivation of the raw fluency, comprehension, and retention potential in developing readers can be brought to fruition.

AXIOMATIC FORMULAE

(±) Fluency → (±) Comprehension → (±) Retention

(±) Retention :: (±) Comprehension :: (±) Fluency

Sunshine State Benchmark Correlations to Repeated Reading Selections, Individual Questions, and Summary / Retelling Writings

Reading Selections 22-42 and Summaries / Retellings 22-42 are all compliant with SSS Benchmark LA.A.1.3.4 which correlates with the NGSSS and the CCSS Standards for close reading protocol.

Questions 1-6 from Selection 22

1. L.A.A.1.3.2
2. LA.A.1.3.2
3. LA.E.2.3.1
4. LA.A.1.3.2
5. LA.E.1.3.2
6. LA.E.1.3.2

Questions 1-6 from Selection 25

1. LA.A.2.3.1
2. LA.A.1.3.2
3. LA.A.2.3.1
4. LA.E.2.3.1
5. LA.A.2.2.7
6. LA.A.2.3.2

Questions 1-6 from Selection 23

1. LA.A.1.3.2
2. LA.A.2.3.1, LA.E.2.3.1
3. LA.E.2.3.1
4. LA.E.1.3.2
5. LA.A.2.3.1
6. LA.E.1.3.3

Questions 1-6 from Selection 26

1. LA.A.2.3.1
2. LA.A.2.3.1
3. LA.E.1.3.2
4. LA.E.1.3.2
5. LA.E.2.2.1, LA.A.1.3.2
6. LA.A.1.3.2

Questions 1-6 from Selection 24

1. LA.E.1.3.2
2. LA.E.1.3.2
3. LA.A.2.3.1
4. LA.E.1.3.2
5. LA.E.2.3.1
6. LA.E.2.3.1, LA.A.1.3.2

Questions 1-6 from Selection 27

1. LA.A.2.3.1
2. LA.A.1.3.2
3. LA.A.1.3.2
4. LA.A.1.3.2
5. LA.A.1.3.2
6. LA.A.1.3.2

Questions 1-6 from Selection 28

1. LA.A.2.3.1
2. LA.A.2.3.1
3. LA.A.1.3.2
4. LA.A.1.3.2
5. LA.A.1.3.2
6. LA.A.1.3.2, LA.E.2.3.3

Questions 1-6 from Selection 32

1. LA.A.1.3.2
2. LA.A.1.3.2
3. LA.A.2.3.1
4. LA.E.1.3.3
5. LA.A.1.3.2
6. LA.E.2.3.2

Questions 1-6 from Selection 29

1. LA.A.1.3.2
2. LA.A.2.3.1
3. LA.A.1.3.2
4. LA.A.2.3.1
5. LA.E.2.3.2
6. LA.A.1.3.2

Questions 1-6 from Selection 33

1. LA.A.1.3.2
2. LA.A.2.3.1
3. LA.A.1.3.2
4. LA.A.2.3.1
5. LA.E.1.3.2
6. LA.E.1.3.1

Questions 1-6 from Selection 30

1. LA.A.1.3.2
2. LA.A.1.3.2
3. LA.A.2.3.1
4. LA.A.1.3.2
5. LA.A.1.3.2
6. LA.A.1.3.2, LA.E.2.3.3

Questions 1-6 from Selection 34

1. LA.A.2.3.1
2. LA.A.2.3.1
3. LA.A.2.3.1
4. LA.A.2.3.1
5. LA.A.2.3.1
6. LA.A.2.3.2

Questions 1-6 from Selection 31

1. LA.A.1.3.2
2. LA.A.1.3.2
3. LA.A.1.3.2
4. LA.E.2.3.1
5. LA.E.1.3.3
6. LA.E.1.3.5

Questions 1-6 from Selection 35

1. LA.A.2.3.1
2. LA.A.2.3.1
3. LA.A.2.3.1
4. LA.A.2.3.2
5. LA.A.1.3.1
6. LA.A.1.3.2

6. LA.E.1.3.2

Questions 1-6 from Selection 36

1. LA.A.2.3.1
2. LA.E.2.3.1
3. LA.E.2.3.3
4. LA.E.2.3.1
5. LA.E.2.3.1
6. LA.E.2.3.8, LA.E.2.3.4

Questions 1-6 from Selection 40

1. LA.A.2.3.1
2. LA.A.2.3.1
3. LA.E.2.3.1
4. LA.A.1.3.2
5. LA.E.1.3.3
6. LA.A.1.3.2

Questions 1-6 from Selection 37

1. LA.A.2.3.1
2. LA.A.2.3.1
3. LA.A.2.3.1
4. LA.E.1.3.2
5. LA.E.1.3.2
6. LA.E.1.3.3

Questions 1-6 from Selection 41

1. LA.A.2.3.1
2. LA.A.1.3.2
3. LA.A.1.3.2
4. LA.E.2.3.2
5. LA.E.2.3.2
6. LA.E.2.3.2

Questions 1-6 from Selection 38

1. LA.E.1.3.2
2. LA.E.1.3.2
3. LA.A.2.3.1
4. LA.A.2.3.1
5. LA.E.1.3.2
6. LA.E.1.3.1

Questions 1-6 from Selection 42

1. LA.A.2.3.1
2. LA.A.2.3.1
3. LA.E.1.3.3
4. LA.E.2.3.1
5. LA.E.2.3.2
6. LA.A.1.3.2

Questions 1-6 from Selection 39

1. LA.A.2.3.1
2. LA.A.2.3.1
3. LA.A.1.3.2
4. LA.A.1.3.2
5. LA.A.2.3.12

Procedures for Selections 22-42**

- a. **Unaided**, the student(s) will silently read selection # 14 for the **first time**.
- b. **Without looking back** at the selection, the student(s) will answer questions 1 thru 6 from selection # 14.
- c. **From memory**, the student(s) will write a single and complete summary / retelling of selection # 14, including all concepts and details.
- d. The day following the final reading, question answering, and summary / re-telling writing for each selection the teacher will assess student gains by verifying the accuracy of the answers to the questions and examining the summaries / retellings for completeness and accuracy. It is recommended that the students be allowed and encouraged to read their own single summaries / retellings to the class and have a general discussion of them. Also, this would be a perfect opportunity to have reading competitions and auditions (using volunteers only) between and among the members of the class. Of course, any of the recently finished selections could be the instruments read by all contestants. In the spirit of competitive fun, new and more positive attitudes toward the reading process can be fostered. In such an atmosphere, an *easy confidence* can be developed and nurtured. This is critical for struggling readers, in as much as the presence of reading confidence is necessary for reading competence to be fully gained. Good readers *know* they can read.

****NOTE: The students may need to do a double reading of selections 14 thru 16 before their single summaries / retellings are written. This may be a necessary bridge for some students. Consider giving them the option of a single or a double reading, depending on their level of comprehension after their initial read. After selection 16, however, only the single reading should be encouraged.**

Preliminary Reading Instructions

Before the following procedures are implemented, these instructions, reminders, and advisements should be given to the students. This should be done prior to the reading of each selection:

- Students, as you read, listen to yourselves.
- Look for phrases, groups of words that naturally go together; the messages are always there.

Note: The following sentence has *14 words* but only 4 phrases. *Early this morning, just before dawn, my dog, Spot, started to bark and growl.*

- Think about what you're reading while you're reading it.
- Try to paint pictures in your mind of everything that's said in this selection.
- Remember, this selection was written for you; listen to it very carefully.
- At the end of your reading, you will be asked to try to remember everything that this selection said. Remember this: **EFFORT IS EVERYTHING!!**
- So, put forth your best effort to try to remember after each reading. The harder you try, the more your brain will get the message that it needs to learn to remember more easily. Essentially, you'll be practicing your memory. And, as you know, practice makes perfect.
- Great effort leads to great mental growth; little effort leads to little mental growth; no effort leads to no mental growth.
- Now, open your selection booklet to the first selection and silently read it.

**** Note to the Teacher:**

After the 3rd or 4th selections have been completed, many students may be retaining such a quantity of information, it may become necessary to have them write only the new information they retain in their second summaries / retellings. This will help reduce the writing-fatigue factor. Though fatigue becomes a problem, it's a good problem; for it indicates a marked increase in student retention, which normally indicates a similar increase in fluency and comprehension. It signals that the program is working effectively. All students should still, however, write a full and complete third summary / retelling.

42 Days to Reading Fluency (Part II)

Continuing the Process

CULTIVATING

Read

Answer

Write

FLUENCY, COMPREHENSION,

&

RETENTION POTENTIAL

IN

DEVELOPING READERS

(±) Fluency → (±) Comprehension → (±) Retention

(±) Retention :: (±) Comprehension :: (±) Fluency

DRILL -- 22

Program Premise

Through repeated reading, perhaps the most fundamental prerequisite for increasing reading fluency is established. It is simply this: the existence of a fluency foundation. *Fluency can't be increased until fluency first exists! A fluent structure can only be built on a fluent foundation! Where no foundation exists, no viable structure can stand!* Assuming these statements can be accepted as axiomatic, three more evidential postulates, the value of repeated reading is raised to an incomparable level among developmental reading strategies. For, repeated reading, when running its common and natural course, sets and fortifies a new fluency foundation through each of its cycles -- the more plentiful the cycles, the broader, the deeper the resulting foundation.

This program also uses leveled questions that are designed to climb the steps of *Bloom's Taxonomic Ladder*. The value of these questions is in the opportunity they provide the students to reflect upon and analyze the message(s) contained in the literacy selection. Because Bloom's escalating taxonomic levels are used as guiding benchmarks, each successive question tends to challenge on a higher and more demanding level.

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the procedural flow, the students will be nudged with a gentle though deliberate pressure to retain and recall recently read literacy selections. The practice of this approach is foundational to enhancing reading comprehension in struggling students. Remember, it's the action of the effortful struggle that makes the request for a capacity increase. Additionally, the very act of memorizing (according to Dr. Roger Taylor in a Florida League of Teachers conference in Orlando in the spring of 2004) creates new synaptic connections in the brain. Essentially, the dynamics of this memory process enhance student intelligence; it literally makes students smarter!

Just as no student should be expected to understand data that's not fluently read, no student should be asked to manipulate data that's not clearly remembered. Also, answering higher leveled questions, which typically requires the deft and simultaneous maneuvering of multiple items of data, at least becomes a feasible expectation, if that data has been retained. No student can maneuver items that aren't retained. Retention ability, like all others, can be learned and enhanced. In essence, if retention is practiced, it too can be made perfect.

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Procedures for Selection 22**

- a. **Unaided**, the student(s) will silently read selection # 22 for the **first time**.
- b. **Without looking back** at the selection, the student(s) will answer questions 1 thru 6 from selection # 22.
- c. **From memory**, the student(s) will write a single and complete summary / retelling of selection # 22, including all concepts and details.
- d. The day following the final reading, question answering, and summary / re-telling writing for each selection the teacher will assess student gains by verifying the accuracy of the answers to the questions and examining the summaries / retellings for completeness and accuracy. It is recommended that the students be allowed and encouraged to read their own single summaries / retellings to the class and have a general discussion of them. Also, this would be a perfect opportunity to have reading competitions and auditions (using volunteers only) between and among the members of the class. Of course, any of the recently finished selections could be the instruments read by all contestants. In the spirit of competitive fun, new and more positive attitudes toward the reading process can be fostered. In such an atmosphere, an *easy confidence* can be developed and nurtured. This is critical for struggling readers, in as much as the presence of reading confidence is necessary for reading competence to be fully gained. Good readers *know* they can read.

****NOTE:** The students *may* need to do a double reading of selections 22 thru 25 before their single summaries / retellings are written. This *may* be a necessary bridge for some students. Consider giving them the option of a single or a double reading, depending on their level of comprehension after their initial read. After selection 25, however, *only* the single reading should be encouraged.

Preliminary Reading Instructions

Before the following procedures are implemented, these instructions, reminders, and advisements should be given to the students. This should be done prior to the reading of each selection:

- Students, as you read, listen to yourselves.
- Look for phrases, groups of words that naturally go together; the messages are always there. Reading phrase by phrase is a much easier process than reading word by word. Note: The following sentence has *14 words* but only *4 phrases*. *Early this morning, just before dawn, my dog, Spot, started to bark and growl.*
- Think about what you're reading while you're reading it.
- Try to paint pictures in your mind of everything that's said in this selection.
- Remember, this selection was written for you; listen to it very carefully.
- At the end of your reading, you will be asked to try to remember everything that this selection said. Remember this: **EFFORT IS EVERYTHING!!**
- So, put forth your best effort to try to remember after each reading. The harder you try, the more your brain will get the message that it needs to learn to remember more easily. Essentially, you'll be practicing your memory. And, as you know, practice makes perfect.
- Great effort leads to great mental growth; little effort leads to little mental growth; no effort leads to no mental growth.

SHORT

STORY

S E L E C T I O N

22

Name: _____ Date _____ Pd. _____

PRE-READING PREDICTIONS!
USE GRAPHIC CLUES
TO DISCOVER PLOTS AND THEMES!

READING FLUENCY DRILL-22 (42 Days)

A RESEARCH-BASED READING FLUENCY PROGRAM THAT WORKS!



SHARK! SHARK!



CLICK ▲

FLU = FLOW!

CLICK ▲

WHAT DO YOU SEE?

Literacy Selection 22: Shark! Shark!

Splashing bathers are thrown into a tizzy whenever the cries *Shark! Shark!* are heard. That's the signal to change any and all plans, and get out of the water. The world's oldest predator has been sighted. Sharks, scientists believe, have been on earth about 400 million years longer than the dinosaurs. They are thought to have arisen during the Silurian Period, sometimes called the *Age of Fishes*. They vary in size: the largest is the krill-eating whale shark; it can reach 45 ft. and weigh 30,000 lbs. – the smallest is the pygmy shark, measuring just a few inches. Like humans, sharks have dispositions: some aggressive; others docile.

When attack-numbers are considered, however, the actual danger to people is not that alarming. Only about 100 attacks on humans are reported each year, and only 1/10 of those are fatal. But, when attacks do occur, this is the order of likely culprits: the great white, the tiger, the bull shark, the mako, and the hammerhead. Why should people heed the *shark, shark* warning? The answer is *people can't out-swim sharks*. These sleek, aqua-dynamically designed creatures can easily slide through water at 30 mph – That's faster than the 23 mph burst of the world's fastest human. In a race with other sharks, a mature, healthy mako would accelerate to victory with little effort, instantly reaching its top speed of 43 mph.

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Name: _____ Date _____ Period _____

Questions 1 thru 6 from Selection 22

Read each question carefully. Read each answer choice then circle the alphabet of the answer that best and most completely answers that question.

1. Of the sharks listed below, which is considered the most likely to attack a beach bather?

- a. the mako shark
- b. the bull shark
- c. the tiger shark
- d. the great white shark

2. Of a shark's senses, which is the keenest?

- e. his eyesight
- f. his hearing
- g. his olfactory sense
- h. his taste

3. Whale shark : Pygmy shark ::

- a. great white : mako
- b. small : large
- c. 23 mph : 43 mph

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ASSESSMENT

RUBRIC

FOR

SELECTION 22

Note: Whenever possible, have the students to “trade and grade” their work. The rubric below is designed to reward their diligence and effort, not just their accuracy! With this program, students learn quickly that half of their grade depends solely on how hard they try! Remind them constantly of the truth conveyed in this following adage: *Diligence, on most occasions, is more rewarding than ingenuity!*

Assessment Rubric for RRP42

Student's name _____ Period _____ Date _____

Peer Editor's name _____

Selection 22

Student's Diligence Assessment: Read, Answer, & Write

1st Reading and Summary / Retelling _____ / 100

Subtotal #1 _____ / 100

Student's Objective Assessment: Leveled Questions

Question 1 _____ / 10

Question 2 _____ / 10

Question 3 _____ / 10

Question 4 _____ / 10

Question 5 _____ / 10

Question 6 _____ / 10

Subtotal #2 _____ / 60

Student's Objective Assessment: **Final** Summary / Retelling

Accuracy _____ / 15

Completeness _____ / 25

Subtotal #3 _____ / 40

Final Score Calculation for Selection 22

Subtotals 1 + 2 + 3 = _____ / 200

SCALE

200 – 180 = A

179 – 160 = B

159 – 140 = C

139 – 120 = D

119 – 0 = F

FINAL GRADE _____

ANSWERS TO SELECTION 22

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