


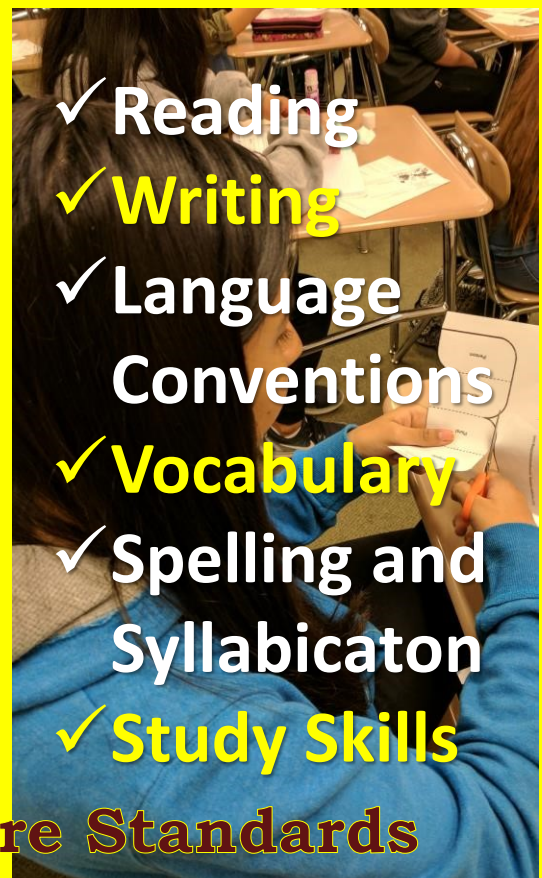
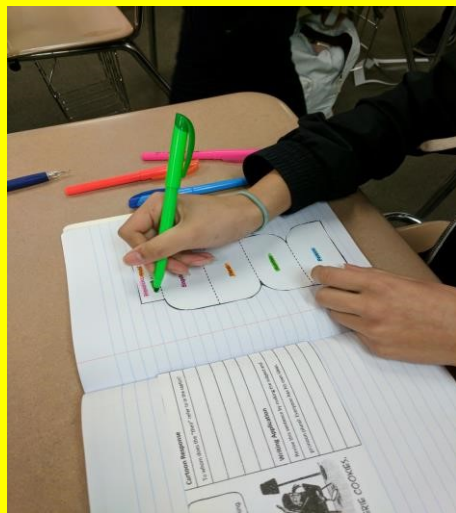
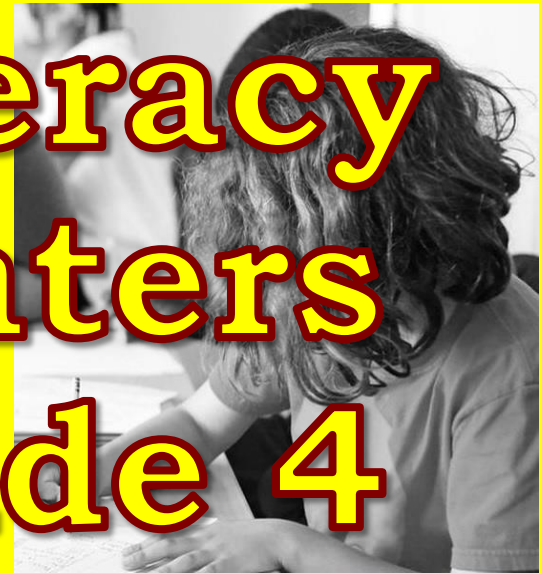


BUNDLE

Academic



Literacy Centers Grade 4



- ✓ Reading
- ✓ Writing
- ✓ Language Conventions
- ✓ Vocabulary
- ✓ Spelling and Syllabication
- ✓ Study Skills



Aligned to the Common Core Standards

Reading Academic Literacy Center Grades 4–8

Table of Contents

Sections	Pages
How to Set up Academic Literacy Centers.....	1–5
FAQs.....	6
Reading Fluency and Reading Comprehension Introduction.....	7
Materials Preparation and Pre-Teaching to the Whole Class.....	8
Task Card Directions for Reading Fluency and Comprehension.....	9
 Animal Reading Fluency Articles	
Animal Fluency Article Timing Charts.....	10–13
Animal Reading Fluency Articles.....	14–57
YouTube Modeled Readings.....	58–100
 SCRIP Reading Comprehension Worksheets	
SCRIP Comprehension Practice with 5 Fairy Tales.....	101–105
SCRIP Comprehension Worksheets.....	106–148
SCRIP Comprehension Worksheets Answers.....	149–158
 Addendum	
▪ Ten Literacy Center Rotations.....	159–171
▪ Literacy Centers Group Norms BE HEROIC! Group Norms.....	172
▪ Literacy Centers LEADERSHIP ROLES.....	173
▪ Writing Center Pocket Cards and Literacy Sign Cards.....	174–177
▪ Writing Academic Literacy Center Task Cards.....	178–179

“The Eagle” Reading Fluency #2

<p>9 19 29 38 46 48 56 67 80 91 96 109 123 139 156 169 176 189 204 218 232 246 251 270 289 311 329 351 355 374 393 412 429 448</p>	<p>The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a large yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.</p> <p>Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.</p> <p>Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch fish, bald eagles swoop down over the water and grab the fish with their feet, called talons. If the fish is too heavy for the eagle to carry, it might have to swim in the water. Many eagles aren't able to swim very well. Sometimes, bald eagles will steal their food from other birds that are smaller.</p> <p>At about five years old, bald eagles find mates. They pick partners as their mates for life. Sometimes, if the pair cannot have a baby, they will find new partners. Babies are hatched from eggs in their nests, which are made out of twigs and branches. Nests are usually in trees near open water. Mother and father eagles will take turns watching the eggs while the mate finds food or adds on to the nest.</p> <p>The bald eagle is also an important symbol of the United States of America. It is known as the national bird of the United States. In 1782, the Continental Congress named the bald eagle as the national bird. Ben Franklin once wrote that he thought that it was a bad choice. He said the bald eagle was too cowardly to symbolize the nation. Instead, he suggested the turkey. Today, the bald eagle appears on official seals of the United States on the backs of several coins. It was on the back of the quarter until 1999, with its head turned towards an olive branch.</p> <p>The bald eagle used to be a common sight in the United States. But, over the nation's history, this eagle's population has slowly decreased. This decrease is due to hunting and the use of pest spray by farmers. Many farmers used to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made them unable to have babies. Fortunately, the bald eagle population has begun to increase since DDT was banned as a pest spray. The bald eagle was officially removed from the list of endangered species in 1995.</p>	<p>prey salmon Continental official</p>	
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

“The Koi” Comprehension Worksheet #9

Koi fish are fresh water fishes and are kept by many as pets. Koi come in many different colors. Most of them are orange. Koi have eyes on both sides of their heads. Behind their eyes, they have gills. These gills help them breathe under water. On their backs, they have a fin.

The koi fish are related to carps. Carps come from the Caspian Sea in Europe. Colored koi fish were first discovered in Japan. Today, they live everywhere in the world. They are mostly kept as pets, but some have been **released** into the wild. People like keeping koi because of their bright colors. Many people have built koi ponds to enjoy these fish.

Koi will eat many different foods if they are available. Koi owners usually feed them fish food from the store. However, they may feed their fish with some live foods. These foods include worms, prawns, tadpoles, and frogs. Some live foods, like insects, are dangerous for koi to eat. Owners can also feed their koi fish brown bread and lettuce. But, owners need to be careful because there are foods that they can't digest.

Sometimes, male koi will bully females. If this happens, an owner must separate the two. After the babies, called *fry*, are born, they will find a place to hide. After two or three days of growing, the newborn koi fish will start swimming up to the surface of the water. The fry need to be fed and treated differently by their owner to help their growth.

Koi require a constant, good **filtration** system for the water in which they swim and live. Adding simple tap water to their habitat could even kill the fish. Tap water is filled with chlorine and other chemicals that may have negative effects on koi fish. Koi habitats must have water that has the right **texture** (hardness or softness), temperature, sunshine, and chemicals. It is recommended that new koi owners read information about creating a home for their fishes before bringing their fish home.

Since koi are domesticated water animals, they are not threatened by extinction. The population of koi in the world is increasing steadily as the demand for these beautiful colored fishes grows. Humans have destroyed some koi that have been released into the wild, because they pollute the water around them, making it undrinkable for livestock. However, large amounts of money have been spent to try to destroy these wild populations of koi, and those operations have been largely unsuccessful.

Interpret



(1) Why are koi fish popular as pets?

Predict



(2) What problems might result by releasing koi fish into the wild?

Re-think



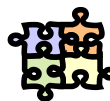
(3) What special equipment would be necessary to raise both male and female koi?

Summarize



(4) Summarize the special care that pet koi require.

Connect



(5) What other animals have a negative impact on a habitat?

Writing Academic Literacy Center Grade 4

Table of Contents

Sections	Pages
How to Set up Academic Literacy Centers.....	1–5
FAQs.....	6
Sentence Revisions and Literary Response Introduction.....	7
Sentence Revisions Instructional Scope and Sequence.....	8–11
Writing Academic Literacy Center Lessons	
Sentence Revisions Lessons.....	12–67
▪ Lesson Focus	
▪ Key Idea(s) Note-taking	
▪ Example(s)	
▪ Sentence Revision Task	
Sentence Revision Answers.....	68–73
Literary Response Lessons.....	74–129
▪ Literary Quotation	
▪ Definition/Explanation/Reflection	
▪ Observation	
▪ Interpretation	
▪ Application	
▪ Revision Task	
▪ Draw: Visual Summary or Response	
Addendum	
▪ Ten Literacy Center Rotations.....	130–142
▪ Literacy Centers Group Norms BE HEROIC! Group Norms.....	143
▪ Literacy Centers LEADERSHIP ROLES.....	144
▪ Writing Center Pocket Cards and Literacy Sign Cards.....	145–148
▪ Writing Academic Literacy Center Task Cards.....	149–150

Sentence Revisions #33

Delete the Unnecessary “here” Word

Lesson Focus

In this lesson we learn to **delete the unnecessary “here” word**. The unnecessary “here” word begins sentences or clauses and follow with a “helping verb” (*has been, had been, will be, shall be, should be, would be, can be, could be, may be, might be, must be*) or a “linking verb” (*is, are, was, were*).

To delete the unnecessary “here” word, place the subject of the sentence at the beginning with or without its article (*a, an, or the*) and change the verb form as needed.

Key Idea(s)

Examples

Here were four pencils in this coffee mug.

This sentence can be changed to...

Four pencils were in this coffee mug.

Here is the blue pen to use to write your grandmother.

This sentence can be changed to...

Use the blue pen to write your grandmother.

Change this sentence by deleting the unnecessary words:

Here were the children eating lunch by themselves on the bench.

Sentence Revision

Literary Response Lesson #2

Literary Quotation

“Indifference and neglect often do much more damage than outright dislike.”

J.K. Rowling (1965 –)

Definition/Explanation/Reflection: *Indifference* means to not be interested. *Neglect* means to not pay attention.

Observation: What do you see? What do you feel? What seem to be the key words?

Interpretation: How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

Application: How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Revision: How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

Draw: Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

Language Conventions Academic Literacy Center Grade 4–8

Table of Contents

Sections	Pages
How to Set up Academic Literacy Centers.....	1–5
FAQs.....	6
Grammar and Mechanics Lessons Introduction and Instructional Format.....	7
Materials Preparation and Task Card Directions.....	8
for the Grammar and Mechanics Lessons	
Grammar and Mechanics Instructional Scope and Sequence.....	8–12
 Language Conventions Literacy Center Lessons	
Grammar and Mechanics Lessons.....	13–236
▪ Cornell Notes, Links and Response for Grade-level Practice	
▪ Cornell Notes Examples, Links and Resources for Extended Learning: Acceleration and Remediation	
▪ Practice	
▪ Practice Answers	
Biweekly Unit Tests and Answers.....	237–252
Common Core State Standards Alignment Grades 4–8 Documents.....	253–258
 Addendum	
▪ Ten Literacy Center Rotations.....	259–271
▪ Literacy Centers Group Norms BE HEROIC! Group Norms.....	272
▪ Literacy Centers LEADERSHIP ROLES.....	273
▪ Language Conventions Center Pocket Cards and Literacy Sign Cards.....	274–277
▪ Language Conventions Academic Literacy Center Task Cards.....	278–279

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Links and Resources	Mechanics Notes
<p>View the article about how to use the common Latin abbreviations in sentences at http://bit.ly/2cndJM6.</p>	<p>Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.</p> <p>Latin abbreviations are set off from the rest of the sentence by commas or parentheses.</p> <ul style="list-style-type: none"> ▪ etc. (<i>et cetera</i>), which means <u>and so on</u>. <p>Examples: He likes them all: cake, cookies, etc.</p> <ul style="list-style-type: none"> ▪ et al. (<i>et alii</i>), which means <u>and others</u>. <p>Examples: The six researchers (Jones, et al.)</p> <ul style="list-style-type: none"> ▪ e.g. (<i>exempli gratia</i>), which means <u>for example</u>. <p>Examples: I love ice cream, e.g., vanilla.</p> <ul style="list-style-type: none"> ▪ i.e. (<i>id est</i>), which means <u>that is</u>. When using the i.e., think <u>in other words</u> to explain or define, not to signal examples. <p>Examples: He is goofy, i.e., silly (i.e., silly).</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definitions of proper nouns and common nouns at http://bit.ly/2ciSCMG.</p> <p>Check out these three Purdue Online Writing Lab (OWL) exercises on how to use articles before common nouns with answers: https://owl.english.purdue.edu/exercises/2/1</p>	<p>A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p>Examples: Pedro, P.S., Stratford-upon-Avon</p> <p>A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.</p> <p>Examples: liberty, human, capital, desk.</p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That <u>class is</u> noisy."</p> <p>Examples: family, herd, company</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Practice Answers

1. Re-write these sentences correctly: I eat green vegetables, i.e., kale,

beans, and peas. I also exercise, drink plenty of water, etc. **I eat green vegetables, e.g., kale, beans, and peas. I also exercise, drink plenty of water, etc.**

2. Re-write this sentence correctly: Tom read the research study by Dupont,

Jones, et al., and responded with emails, texts, et al. **Tom read the research study by Dupont, Jones, et al., and responded with emails, texts, etc.**

3. Re-write this sentence correctly: I offered them drinks, e.g. sodas, and

desserts, e.g., cake, pie, and cookies. **I offered them drinks, i.e. sodas, and desserts, e.g., cake, pie, and cookies.**

4. Re-write this sentence correctly: Washington d.c. is our nation's

capital, and Ms. Gibson-Lee lived there for two years. **Washington D.C. is our nation's capital, and Ms. Gibson-Lee lived there for two years.**

5. Identify the proper nouns in this sentence: I attended school at Balboa Elementary School

where Ms. Lee-Smith was principal.

Proper Nouns: Balboa Elementary School, Ms. Lee-Smith

6. Identify the common noun and collective noun in this sentence: The class got to hear the

vice-president.

Common Noun: vice-president Collective Noun: class

Vocabulary Academic Literacy Center Grade 4

Table of Contents

Sections	Pages
How to Set up Academic Literacy Centers.....	1–5
FAQs.....	6
Vocabulary Worksheets and Study Guides Introduction,.....	7
Materials Preparation, and Pre-Teaching to the Whole Class Teacher Directions for the Odd-Numbered Vocabulary Worksheets.....	8–10
▪ Multiple Meaning Words	
▪ Greek and Latin Word Parts: Prefixes, Roots, and Suffixes	
▪ Language Resources: Dictionary and Thesaurus	
▪ Figures of Speech	
▪ Vocabulary Study Guides	
Teacher Directions for the Odd-Numbered Vocabulary Worksheets.....	11–12
▪ Word Relationships	
▪ Connotations: Shades of Meaning	
▪ Academic Language	
Task Card Directions for Vocabulary Worksheets and Study Guides.....	12–13
Vocabulary Instructional Scope and Sequence.....	14–18
Vocabulary Worksheets and Biweekly Unit Tests	
Vocabulary Worksheets.....	15–70
Vocabulary Worksheet Answers.....	71–77
Vocabulary Study Guides.....	78–105
Vocabulary Unit Tests.....	106–120
Vocabulary Study Guides.....	121–126
Addendum	
▪ Ten Literacy Center Rotations.....	127–139
▪ Literacy Centers Group Norms BE HEROIC! Group Norms.....	140
▪ Literacy Centers LEADERSHIP ROLES.....	141
▪ Vocabulary Center Pocket Cards and Literacy Sign Cards.....	142–145
▪ Vocabulary Academic Literacy Center Task Cards.....	146–149

Vocabulary Worksheet #3

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

Vocabulary Words Definitions

- | | |
|-----------|---|
| staff (n) | 1. A specific group of workers. |
| staff (n) | 2. A stick or rod used for support or as a symbol of authority. |

The old chief leaned on his wooden staff ____, while our office staff ____ hurried to prepare a comfortable spot for him to sit.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
re			again	_____
	sent		feeling	_____
			resent	_____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

re sent () _____

Directions: Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym _____ Synonym _____

Idioms (non-literal expression used by a certain language group)

Directions: As used in the following sentences, interpret or explain the meaning of this idiom: "Get your ducks in a row." Your room is a mess, your backpack hasn't been cleaned out in a month, and you don't even know what day it is. It's time you got your ducks in a row.

Vocabulary Worksheet #4

Word Relationships: Synonyms

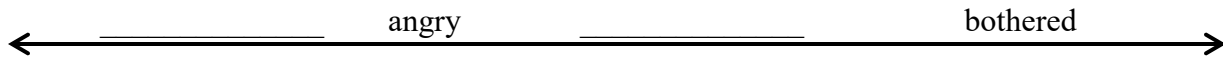
Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
gather (v)	To bring together.
collect (v)	To keep things of a certain kind.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
furious (adj)	Really mad.
upset (adj)	Unhappy or disappointed.



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: assess (v) Definition: To determine the value of something.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: assume (v) Definition: To conclude without proof.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Study Guides #9 and #10

ruler	a tool for drawing straight lines and measuring length	ruler	a person who governs
en	in	dur(e)	hard
sole	the underside of a shoe	slipper	a light, comfortable shoe normally worn indoors
joyous	full of happiness	elated	extremely happy and proud
consist	to make up or form	constitute	to combine and make whole

Spelling and Syllabication Academic Literacy Center Grade 4

Table of Contents

Sections	Pages
How to Set up Academic Literacy Centers.....	1–5
FAQs.....	6
Spelling Sorts and Syllabication Introduction, Materials Preparation, and Pre-Teaching to the Whole Class.....	7
Task Card Directions for Spelling Sorts.....	7
Task Card Directions for Syllabication Worksheets.....	8
Spelling Instructional Scope and Sequence.....	9–10
 Spelling Sort Worksheets	
Spelling Worksheets.....	11–38
Spelling Worksheet Answers.....	39–45
 Syllable Worksheets	
Syllable Worksheets.....	46–73
Syllable Answers.....	74–87
 Addendum	
▪ Ten Literacy Center Rotations.....	88–100
▪ Literacy Centers Group Norms BE HEROIC! Group Norms.....	101
▪ Literacy Centers LEADERSHIP ROLES.....	102
▪ Spelling and Syllabication Center Pocket Cards and Literacy Sign Cards...	103–106
▪ Spelling and Syllabication Academic Literacy Center Task Cards.....	107–110

Spelling Worksheet #15 Consonant Doubling

Spelling Focus

Double the consonant ending a base word or incomplete root when adding on a suffix if all three of these apply: 1. The accent is on the ending base word or incomplete root 2. The base word or root ends in a vowel then a consonant 3. The suffix begins with a vowel.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. funny
2. consonant
3. rancher
4. entertainment
5. rainout
6. stopped
7. started
8. lifting
9. shuteye
10. quickly
11. conference
12. beginning
13. bookend
14. bumper
15. comical
16. abandon
17. fictional
18. pickup
19. darkness
20. dripping

Double the Consonant

No Vowel-Consonant at End of Root

Suffix Begins with Consonant

Compound Words

Accent Not on Ending Base Word or Incomplete Root

SPELLING TIPS

Syllable Rule

Usually divide syllables between double consonants if they are surrounded by vowels. Don't divide between consonant digraphs and most consonant blends.

Schwa Syllable Division Worksheet #16

Schwa Syllable Rule: Unaccented vowel sounds frequently have the *schwa* sound, especially when there is only one letter in the syllable. All vowels can have the *schwa* sound. The schwa makes a long /ūh/ sound. **Examples:** a/lárm, com/mít The schwa can also make a short /ŭh/ or /ĩ/ sound. **Examples:** cúr/tain, gál/lon

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

1. agdairm _____

2. mocwlee _____

3. egneiner _____

4. ecemytre _____

5. tapenrrseetiev _____

Nonsense Words Directions: Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. k e r l i o n

7. a t e n d o u s

8. c o m m e s t r i o u s

9. b u s t a i n l y

10. d o w m a n

Book Search Directions: Find four words which include the schwa: two in the first syllable and two in the second syllable.

Book Titles: _____

_____ p.____ _____ p.____

_____ p.____ _____ p.____

Study Skills

Academic Literacy Center

Table of Contents

Sections	Pages
Introduction from the Author’s Children.....	1
Directions.....	2
Motivational Study Skills	
1. How to Get Motivated.....	3–5
2. How to Prevent Procrastination.....	6–8
3. How to Set Goals.....	9–11
4. How to Develop a Positive Mental Attitude.....	12–14
Organization and Time Management Study Skills	
5. How to Create a Home Study Environment.....	15–17
6. How to Get Organized for Homework.....	18–20
7. How to Complete a Daily Review.....	21–23
8. How to Manage Time for Homework.....	24–26
Reading Strategy Study Skills	
9. How to Choose Books for Independent Reading.....	27–29
10. How to Develop Good Reading Habits.....	30–32
11. How to Improve Oral Reading Fluency.....	33–35
12. How to Improve Silent Reading Fluency.....	36–38
13. How to Read Interactively.....	39–41
14. How to Improve Reading Comprehension.....	42–44
15. How to Make Inferences.....	45–47
16. How to Use Marginal Annotations.....	48–50
17. How to Read Non–Fiction Textbooks.....	51–53
18. How to Identify the Main Idea.....	54–56
19. How to Complete a Close Reading for Narrative Text.....	57–59
20. How to Complete a Close Reading for Expository Text.....	60–62
21. How to Use Context Clues.....	63–65

Sections	Pages
-----------------	--------------

Research Study Skills

22. How to Quote and Cite Textual Evidence.....	66–68
23. How to Identify Bias and Errors in Reasoning.....	69–71
24. How to Research Safely and Evaluate Online Sources.....	72–74

Memorization Strategy Study Skills

25. How to Memorize with the Grouping Strategy.....	75–77
26. How to Memorize with the Association Strategy.....	78–80
27. How to Memorize with the Linking Strategy.....	81–83
28. How to Memorize with the Catch Words Strategy.....	84–86
29. How to Memorize with the Catch Sentence Strategy.....	87–89
30. How to Memorize with the Location Strategy.....	90–92

Essay Writing Study Skills

31. How to Dissect a Writing Prompt.....	93–95
32. How to Write a Thesis Statement	96–98
33. How to Avoid Errors in Writing Style.....	99–101
34. How to Follow Essay Writing Rules.....	102–104
35. How to Write an Essay Introduction	105–107
36. How to Write an Essay Body Paragraph.....	108–110
37. How to Write an Essay Conclusion.....	111–113
38. How to Write Complex Sentences.....	114–116

Listening and Note-taking Study Skills

39. How to Practice Active Listening.....	117–119
40. How to Take Notes.....	120–122
41. How to Organize Cornell Notes.....	123–125
42. How to Organize Formal Outline Notes.....	126–128

Grammar, Spelling, and Mechanics Study Skills

43. How to Identify and Use the Parts of Speech.....	129–131
44. How to Use Grammatical Sentence Openers for Sentence Variety.....	132–134
45. How to Use Precise Verb Tenses.....	135–137
46. How to Eliminate the “to be” Verbs.....	138–140
47. How to Spell by the Rules.....	141–143
48. How to Apply the Syllable Rules.....	144–146
49. How to Punctuate Properly.....	147–149
50. How to Capitalize Correctly.....	150–152
51. How to Revise Non-Standard Usage.....	153–155

Sections**Pages****Test Preparation and Test-taking Study Skills**

52. How to Prepare for Tests.....	156–158
53. How to Use Objective Test-taking Strategies.....	159–161
54. How to Use Matching Test-taking Strategies.....	162–164
55. How to Use Fill-in-the-Blank Test-taking Strategies.....	165–167
56. How to Use Multiple Choice Test-taking Strategies.....	168–170

Addendum

▪ Ten Literacy Center Rotations.....	171–183
▪ Literacy Centers Group Norms BE HEROIC! Group Norms.....	184
▪ Literacy Centers LEADERSHIP ROLES.....	185
▪ Study Skills Center Pocket Cards and Literacy Sign Cards.....	186–189
▪ Study Skills Academic Literacy Center Task Cards.....	190–191

How to Get Motivated Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. To get motivated to do something I don't want to do, I just get started and don't stop until it's done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I set goals for myself to get motivated to accomplish tasks that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I reach my goals, I celebrate my achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I try my best, even on tasks that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get expert help to show me how to accomplish tasks which I feel unmotivated to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Results

- 23-25 You know the all key strategies that allow you to motivate yourself to do things that you do not want to do.
- 20-22 You know most of the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 17-19 You know some of the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 13-16 You know few of the key strategies that allow you to motivate yourself to do things that you do not want to do. Knowing these strategies will get you motivated.
- <13 You do not know the key strategies that allow you to motivate yourself to do things that you do not want to do. Knowing these strategies will get you motivated.

Already Know: What I already know about getting motivated is _____

Want to Know: What I want to know about getting motivated is _____

How to Get Motivated Lesson

It's easy to get motivated to do something you enjoy. If your parents announce plans to go out to your favorite restaurant, it isn't hard to get excited about that doing that task. However, it's harder to get motivated to do something that you do *not* enjoy. If your parents announce plans to go to visit your least favorite relative, it is hard to get excited about doing that task. The trick is to learn how to self-motivate to accomplish the things that you do not enjoy. Learning and applying the steps of **The Motivation Cycle** will help you achieve your goals and feel good about your accomplishments. Fill in the blanks in the graphic as you read this lesson.

The Motivation Cycle



Step 1 Practice

The only way to get motivated to complete a task is by starting on that task through effective practice. Effective practice means to do things repeatedly *the right way*. To find out *what* the best practice is and *how* to do it, you need to consult an expert. Teachers, parents, or friends who are successful at the task can be excellent coaches. Famous basketball star, Michael Jordan, said that he started listening to his coaches in high school after failing to make the varsity team in his freshman year. *How* you practice is just as important as *how much* you practice.

Step 2 Achievement

As you continue practice, you will begin to see results. It may take a while to reach your goal. If you haven't done any homework all year in Math, it will take some time to improve your grade and catch up on missing skills. If you do not experience achievement after a reasonable amount of time, ask for help and adjust your practice. Michael Jordan made the varsity the next year.

Step 3 Satisfaction

Once you start experiencing achievement, you start feeling good about yourself and your accomplishments. In fact, this sense of personal satisfaction, that is connected to the goal, will increase your motivation to continue practicing. When people sense that there is a "pay-out," they will continue to work well. I'd say Michael Jordan must have felt plenty of satisfaction with his personal achievements, and I'd say that he probably did not mind the continued practice.

How to Get Motivated Reflection

1. Something I did not know about getting motivated is that _____

2. My specific goal about getting motivated is _____

3. Accomplishing this goal will especially help me because _____

4. Experts I plan to go to for help will be _____

5. I will tell _____ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to _____

7. I plan to begin working toward my goal when _____

8. This is how and when I will evaluate progress toward my goal: _____

9. I will know that I have accomplished my goal when _____

10. After reading the tips, I would still like to know _____

Teacher/Parent Review _____ (signature)

Teacher/Parent Comments: _____

**6 Groups, 3 Rotations (60 Minutes Total) per Day, 4 Days per Week,
6 Literacy Centers**

Day 1							
Group 1	Reading	Writing	Language Conventions	Group 4	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Language Conventions	Reading	Group 5	Study Skills	Vocabulary	Spelling & Syllabication
Group 3	Language Conventions	Reading	Writing	Group 6	Spelling & Syllabication	Study Skills	Vocabulary
Day 2							
Group 1	Vocabulary	Spelling & Syllabication	Study Skills	Group 4	Reading	Writing	Language Conventions
Group 2	Study Skills	Vocabulary	Spelling & Syllabication	Group 5	Writing	Language Conventions	Reading
Group 3	Spelling & Syllabication	Study Skills	Vocabulary	Group 6	Language Conventions	Reading	Writing
Day 3							
Group 1	Reading	Writing	Language Conventions	Group 4	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Language Conventions	Reading	Group 5	Study Skills	Vocabulary	Spelling & Syllabication
Group 3	Language Conventions	Reading	Writing	Group 6	Spelling & Syllabication	Study Skills	Vocabulary
Day 4							
Group 1	Vocabulary	Spelling & Syllabication	Study Skills	Group 4	Reading	Writing	Language Conventions
Group 2	Study Skills	Vocabulary	Spelling & Syllabication	Group 5	Writing	Language Conventions	Reading
Group 3	Spelling & Syllabication	Study Skills	Vocabulary	Group 6	Language Conventions	Reading	Writing