
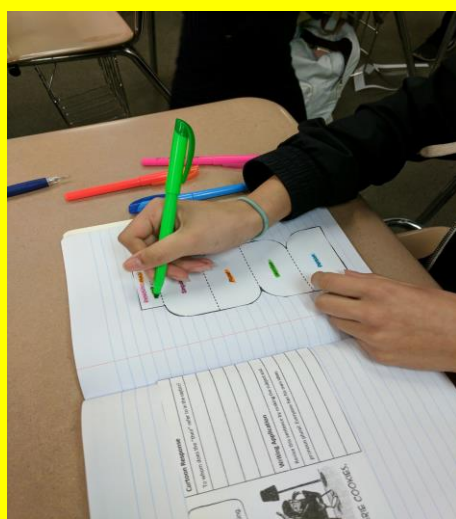
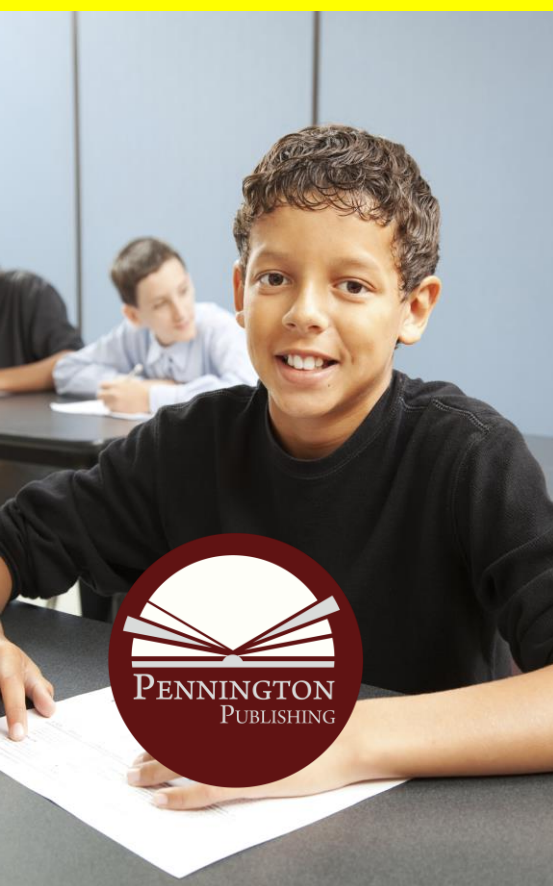
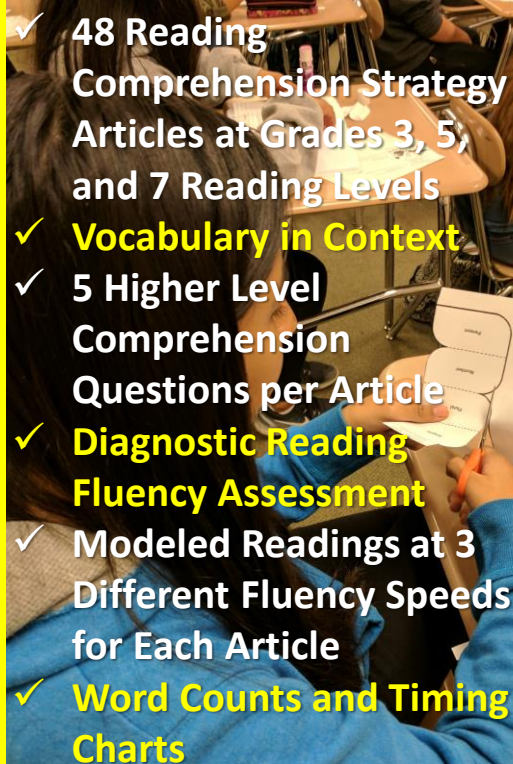


Reading Academic



Literacy Center Grades 4,5,6,7,8



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- ✓ 48 Reading Comprehension Strategy Articles at Grades 3, 5, and 7 Reading Levels
 - ✓ **Vocabulary in Context**
 - ✓ 5 Higher Level Comprehension Questions per Article
 - ✓ **Diagnostic Reading Fluency Assessment**
 - ✓ Modeled Readings at 3 Different Fluency Speeds for Each Article
 - ✓ **Word Counts and Timing Charts**

Reading Academic Literacy Center Grades 4–8

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Animal Fluency Article Timing Charts

[illegible]

of Words Read in Two-Minute Timing

Animal Fluency Article

“The Ibex” Reading Fluency #3

9	An ibex is a wild goat. Ibexes have big,	Europe herbivores predators taxidermists medicinal	
18	long horns that turn behind their heads. The horns		
28	have spiky bumps on them. Their fur is very short,		
38	and not shaggy like a dog’s fur. As the weather		
47	warms, the fur gets darker. Ibexes are about five		
56	feet long and three feet high. They weigh about		
63	as much as two people put together.		
70	Ibexes live in the mountains. They are		
78	found in Europe, Asia, and Africa. Their homes		
88	are made in the rocks. Ibexes have very hard feet,		
102	so they can walk on rocks all day long. Some even live in snowy		
114	mountains, where it’s very cold. Mostly, they like to stay in the		
120	shade of trees in the daytime.		
134	Ibexes are <i>herbivores</i> , so they eat only plants. In the daytime, when it is		
148	warm, they search for food. They usually eat leaves from trees that grow in		
162	their natural habitat. Many ibexes also search for fruit to eat. However, fruit is		
175	less common in some of their grazing areas. Although ibexes are plant eaters,		
188	this does not mean that they are less dangerous to humans. Ibexes dislike being		
201	near humans and will sometimes attack. The main animal that hunts for ibexes		
205	is the leopard.		
219	Ibexes live in two different groups. Groups are made up of about ten to		
232	twenty ibexes. Males make up one group, and females and babies make up the		
247	other. Males fight each other to establish power in their groups and to win		
260	females as their mates. The most powerful male ibexes avoid each other and		
269	do not fight. This helps them avoid serious injury.		
284	Ibexes are known for their charging abilities when they attack predators. Ibexes put down their heads		
302	and butt into their predators. Although younger ibexes often fight, they avoid hurting each other. In fact, much		
316	of their fighting involves circling and pretend charges, which are called <i>mock</i> charges.		
333	Ibexes used to be the subjects of many game hunts. The handsome male heads were prized by hunters,		
352	and many of these heads were stuffed by <i>taxidermists</i> and then displayed in the homes of big game hunters.		
368	They were also hunted because of the medicinal properties of various parts of their bodies. However, the		
385	advancement of modern medicine has stopped most of the hunting of ibexes for their medicinal value. About		
396	ten thousand ibexes still live today in the world.		
	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 Eagle” Comprehension Worksheet #2

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.

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.

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.

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.

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.

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.

Interpret



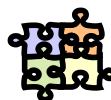
(1) Why might bald eagles move their nests so often?

Re-think



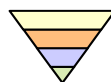
(2) Why might eagles be poor swimmers?

Connect



(3) Why would the location near water be important?

Summarize



(4) Summarize the selection of the bald eagle as the national bird.

Predict



(5) Why might the future of the bald eagle be safer than that of other endangered species?

**8 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
4 Literacy Centers Twice per Week (2 of Each Literacy Center per Day)**

Day 1			Day 2			Day 3			Day 4		
Group 1	Literacy Center 4	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Literacy Center 4	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 1	Literacy Center 4	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 1	Literacy Center 4	Group 2	Literacy Center 3	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Literacy Center 4	Literacy Center 1	Group 3	Literacy Center 2	Literacy Center 3	Group 3	Literacy Center 4	Literacy Center 1
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Literacy Center 4	Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Literacy Center 4
Group 5	Literacy Center 4	Literacy Center 1	Group 5	Literacy Center 2	Literacy Center 3	Group 5	Literacy Center 4	Literacy Center 1	Group 5	Literacy Center 2	Literacy Center 3
Group 6	Literacy Center 1	Literacy Center 4	Group 6	Literacy Center 3	Literacy Center 2	Group 6	Literacy Center 1	Literacy Center 4	Group 6	Literacy Center 3	Literacy Center 2
Group 7	Literacy Center 2	Literacy Center 3	Group 7	Literacy Center 4	Literacy Center 1	Group 7	Literacy Center 2	Literacy Center 3	Group 7	Literacy Center 4	Literacy Center 1
Group 8	Literacy Center 3	Literacy Center 2	Group 8	Literacy Center 1	Literacy Center 4	Group 8	Literacy Center 3	Literacy Center 2	Group 8	Literacy Center 1	Literacy Center 4

**4 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers,
1 Guided Reading Literacy Center 2 Days per Week
and 1 Remedial (or other) Center 2 Days per Week**

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 3	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 4	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 2									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 3	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 4	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 3	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 4	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 4									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 3	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 4	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

Reading Literacy Center Task Card: Reading Fluency and Comprehension

1. The Clarifier picks up the task card, and the Task Manager passes out the *cold* and *hot* color pencils and erasers. The Task Manager notes the ending time for this literacy center. The People Manager makes sure that everyone in the group has the reading fluency article and reminds students to write their names on the page.
2. The Clarifier points to the **boldfaced** pronunciation words in the upper right corner of the article and says, “Ready, begin.” The group reads the words together out loud. The Clarifier asks the teacher if unsure of the pronunciation.
3. The Task Manager sets the timer for two minutes. The Reader reads the article title and then says, “Ready, begin.” The Task Manager starts the timer and students read the article in quiet voices (slightly louder than a whisper) at their own individual paces until the timer rings. When the timer rings, the students place a finger on their ending word.
4. Students look to the left column of their finger for the word count. Students add on the number of words on the line up to their finger to determine their cold or hot timings. The People Manager tells the students to record their cold timings quickly and neatly on the Fluency Timings Chart.
5. **Modeled Reading Option:** Students practice reading with model reader at the fluency level assigned by their teacher in a quiet voice (not a whisper). Students continue to read and re-read the article until the Task Manager says, “Stop” (after 10 minutes).
6. The Reader reads the article title and then the first SCRIP question. Next, the Reader begins reading the article in a quiet voice until someone in the group says, “Stop,” because the first SCRIP question has been answered or the related information has been read.
7. Students discuss how to word the answer and write the answer in the spaces provided below the SCRIP question. The Clarifier turns over the task card and reads the suggested answer. Students revise their answers if necessary.
8. When the Reader finishes a sentence in which a **boldfaced** vocabulary word appears, the Reader stops and students discuss the meaning of the word from surrounding **SALE** (Synonym, Antonym, Logic, Example) context clues. Students discuss how to word each definition and write the vocabulary words and their definitions in the article margins.
9. Continue these steps until the article is read, the SCRIP questions are answered, and the vocabulary words are defined. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
10. Follow the same directions (#3) for the hot timing and use the hot pencil to record your score on top of cold timing. If you read fewer words on this hot timing than you did on your cold timing, simply draw a line across the bar at the correct spot.