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Using Critical-Thinking Strategies To Develop Academic Reading Skills Among Saudi IEP Students

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USING CRITICAL-THINKING STRATEGIES TO DEVELOP ACADEMIC READING SKILLS AMONG SAUDI IEP STUDENTS

by

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To my family and friends for never tiring of my stories.

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CHAPTER ONE

Introduction

Dimah (not her real name) graduated high in her class from the women's university in a large city in Saudia Arabia. In my 12-week high-beginner reading and writing class in an Intensive English Program (IEP) at an East Coast community college, she was a bubbly and talkative model student. Every day, she eagerly showed me all of the textbook exercises that she had completed for homework. Like most of my Saudi students, she wanted to learn English as quickly as possible, as her funding from the King Adbullah Scholarship Program would run out after 18 months if she had not been admitted to a degree program at an American college or university.

One of the first things that I noticed about Dimah was her near-perfect recall of rules from the grammar textbook. She could memorize any irregular verb form and ace any discrete-item multiple-choice grammar test involving one or two verb tenses. Likewise, in terms of writing, she could effectively imitate the structure of a basic paragraph – with a topic sentence, three supporting points, and a conclusion – and produce neatly-written simple paragraphs about familiar topics, always carefully using the requisite "formulas" ("First," "Second," "In conclusion," etc.). Although spelling was not easy for her, she excelled at dictations with pre-taught words.

All of this led me to believe that Dimah had outstanding English language skills

and would easily advance from the beginner to the intermediate level of our IEP next semester. However, there was a problem – and an enormous one at that. Dimah could not read even the simplest of texts and understand the ideas.

Uncovering a Mismatch

What was happening? At first I thought this was a vocabulary problem. After all, Arabic learners cannot draw on cognates as can speakers of Romance languages, so they must therefore grapple with many unfamiliar words, making comprehension more difficult, I reasoned. With this obstacle in mind, I pre-taught the vocabulary list that went with each one- to two-page story in our reading textbook and did extensive class practice with the words to make sure that learners understood them. However, when we reread the texts after vocabulary practice, Dimah still could not answer simple comprehension questions; she could do only the "correct-the-mistake," "fill-in-the-missing-word," or "true-false" questions from the textbook that were accuracy-based and required her to scan for and match keywords, for the most part. Any open-ended questions requiring higher-order thinking skills, such as interpreting purpose or meaning, drew a blank.

I then wondered if the reading comprehension difficulties were due to decoding problems with vocabulary words that I had not pre-taught, given that the Arabic alphabet is significantly different from the Roman alphabet. In particular, Arabic has a nearly one-to-one sound and spelling correspondence, meaning that each sound in Arabic largely corresponds to one letter, according to Brown & Haynes (1985) and Randall & Meara (1988) (as cited in Lahniche, 2014). In contrast, decoding in English constitutes a more complex endeavor, as an individual letter in the English alphabet does not always correspond to a single phoneme. For example, the /ʃ/ ("sh") phoneme has multiple

spellings, including –sh (*fish*), -ssi (*impression*), -ti (*declaration*), -ci (*proficient)*, and –ch (*chef*). Therefore, to help my Arabic speakers improve their English decoding skills, I incorporated varied methods of phonics and spelling practice. While I saw a marginal improvement in spelling skills, I did not see any indication that it helped my learners to decode unknown words and thus discern meaning in the texts that we read.

I persisted in trying varied approaches to address my learners' reading challenges. Dimah, like many of my Saudi students, seemed to have very high oral skills, so I drew on this modality by having students discuss ideas from the stories in groups, instead of answering them individually in writing. However, questions that seemed to me relatively straightforward (e.g., "How is Google different from traditional companies?", "Why is life difficult in Alaska?") drew either silence or non-sequiturs. I watched as Dimah furtively scanned the text and blurted out any sentence that she thought gave the answer, even though I had explained and modeled how to paraphrase ideas, emphasizing that learners would not find the exact answers in the story. Instead, they needed to interpret information and put the "big ideas" together to show that they had understood the meaning of the story. However, many learners did not seem able to draw upon the critical-thinking skills needed to perform these tasks.

I decided to scale back my approach and focus on individual paragraphs. After students had read a story, worked extensively on vocabulary with me, and read the story again, they reread an individual paragraph. Then they closed the book and explained to a partner what they had just read, as though telling a friend what had happened in a movie they had just seen. To confirm understanding, they wrote the gist for me to check.

The results perplexed me a great deal. For each paragraph, Dimah memorized a

seemingly random sentence, recited it to a partner, and wrote it just as it had appeared in the text. The sentences typically had irrelevant details, such as the size of the largest fish and vegetables on record in Alaska. They were reproduced so perfectly from the textbook that I would have assumed cheating if the books and cellphones had not been put away.

I grew to realize that Dimah could memorize strings of words from texts but did not understand what they meant; she could decode individual words but could not put them together to discern meaning. There was a complete mismatch between what I perceived as important ideas in a story and what Dimah seemed to regard as sentences to recall and regurgitate. Absent from the reading process were the higher-order thinking skills involved in such interpretive tasks as understanding a text's purpose and main ideas, analyzing how information corresponded to one's knowledge of the world, and evaluating how one felt about the ideas or arguments in a text.

Determined to help, I picked stories that I thought would be easy for Saudi learners like Dimah to understand due to their background knowledge. For instance, I chose a simple story about Death Valley, a desert area with characteristics similar to the landscape and vegetation of Saudi Arabia, as well as a story about Oprah, a television personality who is widely known and popular among many Saudis. However, even with these familiar topics, Dimah seemed unable to interact with a text and make connections to what she already knew, as needed to read for meaning.

From One Learner to Many: A Pattern Emerges

It was not just Dimah. There were many learners like her, and most were from Saudi Arabia. I saw the same pattern each semester: Several Saudi learners could memorize grammar rules and mimic basic paragraph structure in writing but understood

very little of what they read. They had been placed in my high-beginner intensive reading and writing class based on a 30-minute writing test; the rationale was that their reading and writing ability would correlate, so there was no need for a separate reading test.

However, the more I taught in my program, the more I found this correlation to be faulty. New Saudi students often did not have the reading ability to keep up in my class, the third of five levels and the threshold to more demanding intermediate coursework, although they could usually master the basic one-paragraph formulaic writing structure needed to advance. Returning Saudi students who had been promoted from the previous level frequently completed reading assignments at home, where they typically used translators on their phone as they read, and then completed simple accuracy-based content and vocabulary questions. These questions served to confirm that students had done the reading homework, as opposed to whether they truly understood it. When these learners arrived in my level, they were angry that I expected them to read in class without the usage of translators, and that I asked them "Why?" or "How?" questions that called for such critical-thinking skills as analysis, synthesis, and interpretation. They had expected to simply memorize the words or sentences that constituted the "right" answer to a discrete question and could not seem to use the reading strategies that I explicitly taught. I have seen these patterns in the 10 semesters that I have taught the same course.

Dimah had to repeat the class in order to work on her reading skills. Several of my Saudi learners were in the same situation as Dimah; they could improve their writing skills, but their lack of academic reading ability held them back. This was evident not only in my class but also on their self-reported low scores on the standardized International English Language Testing System (IELTS) exam, which many educational

institutions use for international-student admission. My students frequently expressed frustration with their inability to understand the reading questions on the exam, despite numerous private IELTS preparation courses and testing sessions. The IELTS reading questions involve understanding both specific points and the main ideas of a text as well as identifying an author's claims or opinions and representing the information in a text in a diagram or other graphic format (IELTS – International English, 2015).

IELTS Academic Reading Test Scores

Indeed, the self-reported low scores of learners in my classes align with a global trend: Of the 40 countries representing the most frequent places of origin among IELTS test-takers in 2013, only four countries had mean scores on the academic reading test that were lower than five points on a nine-point scale, and those four countries were all in the Arabian Gulf, with Kuwait third to last (4.9 points); Saudi Arabia and Qatar tying for second to last (4.8 points); and the United Arab Emirates in last place, with 4.7 points (IELTS – International English, 2015). This is significantly lower than the minimum IELTS academic band score required to enter an associate's degree program at my community college (6.0 points) or an undergraduate or graduate degree at the nearest four-year state university (6.5 points), according to the IELTS web site (2015).

My Role as a Researcher and Curricular Developer

Faced with reading problems shared by so many of my Saudi learners, and realizing that this might be part of a broader pattern, I knew that I had to address the situation, but I didn't know what to do. Before I started teaching at the community college almost four years ago, I had tutored or taught in non-intensive ESL family literacy or community-based programs for more than 15 years and was accustomed to

working with beginner-level learners who needed more than one semester to develop their literacy skills. However, I had not encountered learners who were literate in terms of writing coherently and successfully completing higher education in their country yet who had not developed the higher-order thinking skills needed to move past the literal decoding of individual words and read to comprehend the meaning of a text as a whole.

It was essential to me to try to find a solution. My first step was to learn more about Saudis studying in the United States. Why did they come here, and what did they expect from our educational system? How was it different from theirs? How was reading regarded in their home culture? If I could find the answers to these questions, I reasoned, I would be one step closer to finding a solution.

Saudis and Higher Education in the United States

Prior to teaching at my community college, I had never encountered Saudi learners. I was surprised to find that they constituted the majority of learners in my IEP, yet apparently this is not unusual in the least. Indeed, increasing numbers of Saudi Arabian students come to the United States each year to begin work toward a higher-education degree from an American college or university. In 2013-14, more than 100,000 Saudis were enrolled in U.S. colleges and universities, constituting the fourth largest contingent of international students in the country (Taylor & Albasri, 2014). These numbers have grown rapidly in the last 10 years; prior to 2005, there were fewer than 5,000 Saudis studying in the United States. One of the reasons for this growth is a popular national scholarship program established in 2005 for study abroad (Taylor & Albasri, 2014).

The King Abdullah Scholarship Program

About three-quarters of Saudis studying abroad are on the King Abdullah Scholarship Program, which guarantees recipients a monthly stipend for their family's living expenses in the U.S., as well as a full scholarship, medical and dental coverage, and round-trip tickets to return home once a year (Taylor & Albasri, 2014). Most Saudis on the scholarship program study in four countries: The United States (54 percent), Great Britain, Canada, and Australia. Participants must have a high GPA and be under age 23 for a bachelor's degree and under age 30 for a doctorate; they may be male or female, although females must be accompanied by a male guardian, whose expenses are covered by the program. The scholarship program helps Saudis to obtain positions in a tight job market upon their return. However, many Saudis in this program have chosen to study abroad not only to boost their job prospects within Saudi Arabia but also because their educational system has not developed as fast as the country's economy has (Taylor & Albasri, 2014). In 2008, the Saudi education system ranked 93rd of 129 countries, putting it on a par with countries still in a developmental stage.

Saudi Enrollment at My Campus

The King Abdullah Scholarship Program has brought many Saudi learners to my geographic area. In the Fall 2014 and Spring 2015 semesters, the language institute at my community-college campus had approximately 190 scholarship students and 10-12 self-sponsored students from Saudi Arabia (Hatch, personal communication, July 31, 2015). My community college system, which has nine campuses, has the seventh largest concentration of Saudi students in a higher education institution in the United States (Taylor & Albasri, 2014). Saudis constitute 35 to 40 percent of the student population

within our language institute as a whole (Hatch, personal communication, July 31, 2015). However, this number reflects both the IEP and the non-intensive language programs; within the IEP, which offers classes for students on F1 visas, the numbers may be higher, particularly within the beginner levels. As Table 1 shows, in the last ten semesters, Saudis have constituted a significant proportion of the students in my high-beginner IEP reading and writing class, averaging about 61 percent.

Table 1
Percentage of Saudis in High-Beginner IEP Reading and Writing Class, 2012-2015

Semester	Class Size	Number of Saudis	Percent of class
Fall 2012	17	7	41%
Spring 2013	20	10	50%
Summer 2013	20	11	55%
Fall 2013	17	10	59%
Spring 2014	15	8	53%
Summer 2014	16	14	87.5 %
Fall 2014	18	8	44%
Spring 2015	18	12	67%
Summer 2015	14	9	64%
Fall 2015	15	14	93%
Total	170	103	61%

Given the high number of Saudi students in my program, I am in an ideal position to research and address the academic reading difficulties that Saudis face in IEP classes.

Challenges for Saudi Learners

For Saudi learners, mastering English can represent a daunting task, as they must learn to read and write in an entirely different alphabet and process phonemes that do not exist in Arabic. Although native-language (L1) interference can presumably cause challenges for Saudis learning English, as it can for speakers of any language seeking to learn another, it is not the only difficulty that they face (Fageeh, 2003; Nezami, 2012). Indeed, as the literature review will show, Saudis may encounter a mismatch between their educational background and culture and the expectations for academic reading and writing in U.S. higher education (Hall, 2013; Hellman, 2013; Moraya, 2012). I have personally seen this mismatch perplex IEP instructors, cause Saudi students to remain in noncredit ESL classes far longer than anticipated, and ultimately hinder their success in credit-bearing content-area classes at American colleges and universities.

Guiding Questions

For all of these reasons, I would like to identify concrete educational and cultural differences that may impact Saudis' mastery of academic English and report on how they potentially affect the attainment of English reading proficiency. This is a precursor to my main task, which is to delineate specific instructional strategies to help Saudis overcome these obstacles and develop the language and critical-thinking skills needed to succeed in U.S. higher education. In particular, I am interested in how to use instruction in critical-thinking skills to help Saudi learners improve academic reading comprehension, so I decided to develop a curricular resource guide to explore this topic. The research question that I will answer is, *What should be included in a critical-thinking curricular resource guide to address Saudi IEP students' difficulties with academic reading skills?*

Chapter Overviews

This chapter has outlined my personal connection with Saudi IEP learners and their academic reading difficulties, as well as its relevance to me as an ESL practitioner. In the next chapter, my literature review will address questions that guide the development of my curricular resource guide. First, I will explore how reading is taught and culturally regarded in Saudi Arabia, and how this conception of reading aligns with U.S. higher education expectations. Next, I will explore what characterizes the basic process and individual components of reading. Lastly, I will consider what constitutes critical thinking, contemplate how it is related to reading, and explore how it has been taught in various academic settings. After addressing these questions in Chapter Two, I will discuss in Chapter Three the goals, rationale, and format of my curricular resource guide. Following this discussion, I will present the guide in Chapter Four. Finally, I will reflect on the guide in Chapter Five and discuss how I plan to implement it in the future and collect data to gauge its effectiveness.

CHAPTER TWO

Literature Review

The story of an individual learner presented in the last chapter illustrates the difficulties that a substantial number of learners in my classes, Saudis in particular, have had with the reading demands of our high-beginner IEP reading and writing course. The reading involves stories six to ten paragraphs in length on topics related to U.S. history or culture from our high-beginner level reading textbook, *All About the USA 4: A Cultural Reader, 2nd Edition* (Broukal & Milhomme, 2007). When reading exercises have been accuracy-based and called for scanning skills, my learners have generally done quite well. However, when tasks have been meaning-based and more open-ended in nature, several students have consistently experienced difficulty. By and large, these students have been from Saudi Arabia.

Over time, I noticed that many of these students appeared to approach reading as a memorization task. They often had astonishing recall of the exact way in which a sentence was stated in the text but seemed to understand very little of the meaning of the sentence, how it related to the paragraph, or how it fit into the text as a whole. It became clear that I needed to supplement my instruction with approaches to help them learn how to substantively interact with a text in order to understand its meaning. This was particularly urgent given that Saudi learners constitute not only a majority of the

international students in my IEP program but also the fourth-largest contingent of international students in higher education in the United States (Taylor & Albasri, 2014). What's more, I had reason to believe that this problem was shared by many Saudis, as students from Saudi Arabia had the second-lowest mean IELTS academic reading test scores of the 40 countries reporting scores in 2013, according to IELTS data (2015).

My observations led me to posit that my Saudi learners needed to develop higher-order thinking skills in order to achieve the academic reading proficiency that would allow them to meet their educational goals. In this chapter, I will explore what the research says on this subject, focusing on four areas of inquiry:

- What characterizes the Saudi educational system and literary culture?
- What components are involved in the reading process?
- How do differing perceptions of reading in the U.S. and Saudi educational systems affect Saudi learners pursuing Western-style higher education?
- What are critical thinking skills, how do they relate to reading, and how are they taught to ELLs?

The Saudi Educational System

In order to understand my Saudi learners, I realized that I had to first understand the educational system and culture that they come from. There is a strong consensus that typical Saudi instructional approaches are characterized by rote learning and memorization (Elyas & Al Grigri, 2014; Fageeh, 2003; Hall, 2013; Hamdan, 2014; Krieger, 2007; Moraya, 2012; Rahman & Alhaisoni, 2013). Hamdan cites an expatriate English instructor who concludes after many years of teaching in Saudi Arabia, "Students are used to using their memory rather than to think, analyze, and critique" (p. 212). Many

researchers, including Al-Seghayer (2014), Fageeh (2003), and Hamdan (2014), characterize English instruction in Saudi Arabia as extremely teacher-centered. Al-Seghayer states that English classes do not require initiative or interaction on the part of the learner; rather, students "dutifully but passively assimilate the teachers' explanations, work through the textbook, and read the text verbatim" (p. 18).

Traditional Teaching Methods

Al-Seghayer (2014) also describes a heavy reliance in Saudi Arabia on two traditional English language teaching methods, the audiolingual method (ALM) and the grammar translation method (GTM). Consequently, "Teachers tend to engage students in extensive drills of grammatical rules and the monotonous repetition of words and phrases" (p. 22). According to Al-Seghayer, English language students in Saudi Arabia typically translate texts word-for-word and memorize vocabulary, short passages, and grammar rules, but do not have to comprehend the meaning of an unknown text. Moraya (2012) notes that the educational system commonly uses such accuracy-focused instructional methods as dictation and reading aloud from textbooks. This emphasis on form as opposed to meaning is at odds with U.S. higher education, the author posits, which calls for students to apply concepts, employ problem-solving, develop communication skills, and formulate and express opinions.

The Importance of Memorization

Along the same lines, reading in Saudi Arabia is widely taught as an exercise in memorization and oral recitation, without interpretation, analysis, or evaluation of content (Hall, 2013; Fageeh, 2003; Moraya, 2012). As Fageeh notes, "Reading is not emphasized or used as a source of knowledge; rather, it is used as a drill of decoding and

memorization" (p. 45). Indeed, middle and high school English language instructors in Saudi Arabia do not provide examples from the real world when explaining a text, nor do they encourage students to participate in discussions or provide their own ideas (Moraya, 2012). Several studies (Al-Seghayer, 2014; Fageeh, 2003; Moraya, 2012; Rahman & Alhaisoni, 2013) note that the primary goal of Saudi reading instruction is for learners to memorize passages from government-issued textbooks and reproduce them, verbatim, on national exams. These exams call for secondary students to write from memory four to five passages from their textbooks with perfect accuracy, according to Al-Seghayer. Indeed, Moraya notes that the main incentive for English language study in Saudi Arabia is to pass exams that may barely relate to the learners' real-life language needs, particularly if they intend to pursue American higher education or work for an international company.

A Collectivist Culture

Another key aspect of the Saudi educational system is its embodiment of collectivist social values emphasizing strict rules and close adherence to traditions. This is reflected in the belief that students should receive knowledge from teachers but refrain from questioning them or offering individual insights (Moraya, 2012; Razek & Coyner, 2013). However, this tradition of learning from "sages who are not to be questioned" (Razek & Coyner, 2013, p. 105) is at odds with the individualistic tradition inherent in American higher education, which emphasizes "personal autonomy, independence, self-realization, individual initiative, privacy, and individual decision-making" (p. 105). In Razek and Coyner's study, Saudi students enrolled in academic programs at a Midwestern university report great difficulty transitioning to this individualistic tradition,

with its central tenet that students are responsible for constructing their own learning. Even such seemingly straightforward tasks as choosing classes, assignment topics, or group roles proved difficult for the study participants, as they had never had to make decisions like these before.

Saudi Oral and Literary Culture

An integral feature of the Saudi culture is its strong oral tradition (Dalton, 2011; Fageeh, 2003; Zaharna, 1995). According to Dalton, in the Arabian Gulf countries, a strong culture of oral communication prevails, and written communication is de-emphasized. This is typical of what anthropologists consider an oral-dominant society as opposed to a print-dominant society (Zaharna, 1995). Print-dominant societies are concerned with the informational aspects of a message and use written approaches that emphasize evidence, reasoning, and analysis, Zaharna explains, whereas oral-dominant societies are more concerned with the socio-affective aspects of a message and favor oral communication approaches appealing to style and audience involvement. In these societies, she writes, "Rather than viewing language as a means for transferring information with a stress on factual accuracy, language appears to be a social conduit in which emotional resonance is stressed" (pp. 244-245).

In oral-dominant societies like Saudi Arabia, Zaharna (1995) notes that communication tends to emphasize the repetition of key messages, as opposed to the simplification or explanation of them. Likewise, she states, imagery and exaggeration (e.g., "My love for you is as deep as the ocean") are favored rhetorical means of conveying a message, as opposed to accuracy and understatement, which are favored in print-dominant societies. Zaharna posits that these cultural differences can cause

misunderstandings among native English speakers who work with Arabic-speaking clients. By extension, they could arguably cause miscomprehension among Arabic speakers who read English texts that express meaning in a completely different way than that to which they are culturally accustomed.

Learning Styles

The influence of the strong Saudi oral tradition may be seen on students' learning styles, according to Yassin (2012). His study of 159 Arabian Gulf students enrolled in three IEPs in the U.S. shows that the majority of the Saudi students in these IEPs have an aural learning style; however, most of their teachers rely on visual methods to teach students. Yassin posits that this "disharmony" (p. 77) leads to weaker academic achievement. Indeed, of the 47 students who report learning styles matching the classroom teaching style, he reports, all achieve 400 or above on the Test of English as a Foreign Language (TOEFL); in contrast, the students who encounter a dominant teaching style contrary to their learning style preference, including the majority of Saudis, all score below 400.

Importance of the Koran

Saudi Arabia's strong oral tradition can be seen in the fact that the Koran, the holy book of the Islamic religion, is itself an oral work that was then put into writing. When recited orally, its prosody has been characterized as melodious; as Zaharna (1995) writes, "recitation of the Koran may be the Western equivalent of classical music" (p. 245). The Koran serves as the model of written expression in the Arabic language (Hellman, 2013). Its influence can be seen in the Saudi rhetorical practice of supporting arguments with passages from it, even if they are not related to the arguments, as the beliefs espoused in

the Koran are held as divine truths that cannot be questioned (Hellman, 2013; Galetcaia & Thiessen, 2010). For this reason, Hellman states, there is no need to analytically support propositions set forth in writing; rather, the writer assumes that the reader will agree with the propositions due to "cultural consensus" (pp. 46-47). This tendency can be seen in an American IEP instructor's report that her Saudi students insisted that U.S. astronauts had never landed on the moon, despite just reading a story to the contrary, and that there was only one moon in the solar system (O'Brien, personal communication, September 1, 2015). These students espoused beliefs commonly held in Saudi Arabia and expected others to agree despite a lack of supporting evidence.

Indeed, Galetcaia and Thiessen's (2010) study of Saudi and Chinese students in an academic English program at the University of Manitoba, Canada, shows that the Saudi students tend to support their ideas with stories or parables similar to those in the Koran, which often have little direct relevance to the argument at hand. As one Saudi participant explains, it is better to support one's opinion with a story or parable from the Koran, "which is the strongest authority by itself" (p. 119), than to use other examples with which readers might disagree. Therefore, the authors write, "evidence and data to support the argument were commonly missing in critiques by our Saudi Arabian students, reflecting an argumentative style in which such elements were unnecessary" (p. 120).

Lack of Extensive Reading Practices

Although religious in nature, the Koran may be viewed as the central element of the Saudi literary tradition (Hellman, 2013). While it is widely read, other works are not; indeed, several researchers note the absence of secular reading practices in Saudi Arabia and other Arabian Gulf countries (Dalton, 2011; Hall, 2013; Nezami, 2012). This may

conceivably be traced to geopolitical factors, namely, the incongruity of a print literary tradition with the nomadic lifestyle of the Bedouin people. The disparate Bedouin tribes, which had originally settled in the desert areas of the Arabian Peninsula, constituted a majority of the population when they were united into the modern-day nation of Saudi Arabia in 1932 (Gannon & Pillai, 2015). As Lahniche (2014) posits:

> One may also assume that a recently-developed desert region such as the Arabian Gulf, with very few trees to produce paper or the technology background to print and distribute books in any language, combined with a transient, Bedouin-based population that did not have a formal education system until the 1970's, would not develop into a culture that extensively collects, reads or prints books. (p. 21)

Several researchers have studied Arabian Gulf students' reading practices. Dalton's (2011) study among first-year engineering students at a technical university in Abu Dhabi which, like the technical universities in Saudi Arabia, uses English as the language of instruction for engineering, applied science, and research, reveals that students "by and large, do not come from a culture of reading either in the home or at the high school level" (p. 60). Along the same lines, Hall's (2013) study of the obstacles faced by Saudis enrolled in undergraduate academic programs at a Midwestern university reveals that one of the most significant is the attitude toward reading in Saudi Arabia. In Hall's study, the Saudis cite the lack of general reading in their culture, whether reading for pleasure or in academic content areas, as one reason they find it so difficult to acquire reading comprehension skills in English. The participants characterize reading in their country as "uncommon" and "mostly something for religion" (p. 89). Hall concludes,

"The tone of many interviews was that reading is not a prevalent part of Saudi lives, with the exception of religious study" (p. 112).

In addition, Nezami (2012), who studied reading problems faced by EFL learners at a community college in Saudi Arabia, calls the students' lack of outside reading "the mother of all problems" (p. 314). In the study, nearly 80 percent of the English faculty surveyed say that their students "never" or "rarely" improve their vocabulary by additional reading; 87.5 percent say that their students "rarely" or "never" read at home. Nezami concludes that this avoidance of outside reading constitutes one of four factors responsible for students' English reading deficiencies, as evidenced by their low performance levels on reading tasks. Similarly, Dalton (2011) writes that the lack of reading, as noted among engineering students in Abu Dhabi, represents an obstacle to academic discourse for those entering higher education, as they must integrate information from outside sources with their own knowledge and interpret what they read for a purpose. If students have not engaged in this tradition, it will be difficult for them to complete higher education, Dalton states.

These findings dovetail with research on the importance of extensive reading. As Burt, Peyton, and Adams (2003) state, learners who read a variety of texts gradually change their reading behaviors. Among other things, they become more adept at focusing on the meaning of a text, which then aids in the kind of "narrow reading" that they need to understand academic texts, the authors explain. If students do not read extensively, they may not successfully develop reading fluency, they write. Moreover, they are not exposed to the types of vocabulary needed to comprehend the concepts, higher-order thinking processes, and relationships in different disciplines (Zwiers, 2008). This is

problematic, given that reading is the most important skill for English learners in academic contexts (Rance-Roney, 1995.) Because academic classes can involve as much as 30-50 pages of reading per night, Rance-Roney states, learners need to prepare by reading long stretches of connected discourse such as novels, textbook chapters, or autobiographies. If learners have not had experience with such extensive reading of a variety of secular texts, they may presumably face great difficulty accomplishing this, particularly in another language.

Models of Reading

One may see substantial differences between the Saudi conception of reading, as described previously, and way that reading is viewed in Western higher education. What characterizes the Western concept of academic reading? It is generally accepted that there are three models to explain how people read (Burt, Peyton, & Adams, 2003; Van Duzer, 1999). Reading can be considered a bottom-up process, a top-down process, or an interactive process that combines bottom-up and top-down elements.

Three Reading Processes

Bottom-up processing was viewed as the main approach to reading in the 1950s and 1960s (Van Duzer, 1999). In bottom-up processing, reading is completed in a linear way, as the reader focuses first on decoding the smallest units of language (letters and sounds) to create meaning and then moves to larger units (syllables, words, phrases, and sentences) (Burt, Peyton, & Adams, 2003; Van Duzer, 1999).

In contrast, top-down processing, popular in the late 1960s and 1970s and sometimes referred to as a psycholinguistic approach (Van Duzer, 1999), involves active participation by the reader in predicting meaning based on contextual and inferential

clues from the text and using one's background knowledge to interpret a text (Burt, Peyton, & Adams, 2003; Van Duzer, 1999). When one reads, one uses top-down processes that call for using one's background knowledge of the world, according to Burt et al. and Adams; if a reader does not apply this information when constructing meaning from a text, then the reader may not be developing an understanding of the in-depth concepts involved. As Burt et al. state, "Part of reading activation involves filling in what is not stated explicitly in the text. This sort of reading between the lines often involves using schema, background knowledge that the reader has of the world" (p. 27).

Interactive models combine both the bottom-up and top-down processes to create meaning. Readers first use bottom-up processes to decode letters, words, and phrases, and when this is not enough to construct meaning, they switch to top-down processes and use context and syntax cues as well as background knowledge, inferences, and predictions about the text to derive meaning. The goal of reading instruction is to assist learners in using both decoding skills and background knowledge to understand the meaning of a text; learners need explicit practice in both types of skills (Burt, Peyton, & Adams, 2003).

The Importance of Interactive Approaches to Reading

According to Carrell and Eisterhold (1983), less proficient readers tend to process written texts word-by-word, focusing on the meaning of individual lexical items. Their meaning tends to break down before they even get to the top-down processes involved in reading. In contrast, more proficient readers try to construct meaning of the text through more global, conceptual processing in the top-down mode.

However, proficiency is not the only factor affecting the way in which one reads in a second language. Some students who are proficient at reading in their native

language have an educational background that may differ significantly from the type found in American higher academic education (Burt, Peyton, & Adams, 2003). Consequently, the authors state, these learners may expect "a great deal of direct teaching and traditional approaches to learning, such as memorizing vocabulary lists and doing mechanical exercises, and they may tend to focus more on reading accuracy than on reading fluency" (p. 16). If readers focus on accuracy – that is, decoding individual letters and words – at the expense of global comprehension, they risk missing important information, the authors write. This presumably applies to Saudi learners, whose reading background involves decoding and memorization, as opposed to comprehension (Fageeh, 2003; Hall, 2013; Moraya, 2012).

Reading Comprehension

It is important for learners to practice reading comprehension, with a focus on understanding the important meanings in the texts as they read (Burt, Peyton, & Adams, 2003). Reading comprehension typically begins with decoding, moves to word and vocabulary recognition, and culminates in the understanding of words, sentences, and main ideas of the text as a whole (McShane, 2005). The Rand report, *Reading for Understanding* (2002, cited in McShane), defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (p. 72). Reading for understanding is thus a highly interactive process. As McShane notes, proficient readers "are active and intentional, constructing meaning by using the message in the text and their own prior knowledge" (p. 71). When reading for understanding, a fluent reader has a purpose in mind and makes predictions, prior to reading, about what will be in the text, as well as what will happen

next while reading. The reader also connects background knowledge with ideas in the text; interprets the text and evaluates its message and quality; and contemplates how to apply ideas from the text in the future, according to McShane and Van Duzer (1999).

Readers who do not interact with a text in these ways may not gain meaning. As McShane (2005) writes, readers who cannot get past decoding processes "are missing the forest for the trees," as "reading may be more about getting the words off the page than getting to the meaning" (p. 74). Given that Saudi reading instruction focuses on decoding, memorization, and recitation (Fageeh, 2003; Hall, 2013; Moraya, 2012), one may infer that Saudi learners have not experienced an interactive approach to reading. As demonstrated in the next section, this can create obstacles to learning in Western higher education.

The Effects of Differing Perceptions of Reading

Because the interactive model of reading used in U.S. higher education institutions differs significantly from the way that reading is viewed or practiced in Saudi Arabia, the resulting mismatch can create challenges for students who seek post-secondary degrees in the United States (Hall, 2013; Hellman, 2013; Moraya, 2012; Rahman & Alhaisoni, 2013; Razek & Coyner, 2013). It can even cause potential challenges among learners completing higher-education degrees in Saudi Arabia and other Gulf countries, given that many subjects, including IT, engineering, and medicine, are now taught in academic English (Onsman, 2012), necessitating extensive reading for meaning in this language.

The Constructivist Challenge

In order to understand the divergent ways in which reading is practiced in Saudi Arabia and the United States, it is necessary to grasp the underlying philosophies as to how knowledge is construed. Knowledge in Saudi Arabia is viewed as a static concept, as opposed a dynamic one shaped by evolving contexts and interpretations (Hamdan, 2014). As Hamdan succinctly states, "Saudi students learn from a very young age that knowledge is absolute truth that does not change according to context" (p. 204). However, this viewpoint is at odds with the interactive processes needed to critically read texts, a dilemma that Hamdan refers to as "the challenge of constructivism in the Saudi Arabian context" (p. 212).

Hamdan's (2014) study of the use of pedagogy by expatriate English teachers in Saudi Arabia describes a mismatch between the constructivist approaches to learning that they favor and the traditional teacher-centered, rote method of learning to which their Saudi learners are accustomed. As Hamdan writes,

> These expatriate teachers found that many students did not realize that learning is something that they must do themselves (in the sense of making and constructing understanding) and that it is not something that is done to them by external powers. (p. 212)

Teachers in the study (Hamdan, 2014) lament that many students appear unaccustomed to making decisions, to the point of not being able to formulate their own learning goals. The study concludes that explicit instruction with a high degree of scaffolding is needed to help Saudi learners develop skills in critical thinking, problem

solving, communications, and leadership, skills essential for those who expect to compete in a knowledge-based economy, as opposed to one that is resource-based.

Consequences Within the Arabian Gulf

Several studies document the effects of differing educational and cultural reading practices that Hamdan (2014) describes. Dalton's (2011) study of engineering students at a technical institute in Abu Dhabi shows that learners face great difficulty with the critical reading required for research projects. In particular, they lack two essential skills: Differentiating between fact and opinion, and stating the implications of text-derived information. The study recommends explicitly teaching these higher-order reading skills along with the critical-thinking skills of identifying different points of view and recognizing assumptions. Likewise, Nezami's (2012) study of EFL learners at a community college in Saudi Arabia reveals that factors other than Arabic-English language differences contribute to Saudis' low levels of reading performance, including the lack of such higher-order thinking skills as using prior knowledge to predict meaning and connect new ideas to previously learned ones, as well as the inability to identify and synthesize the important ideas in a text.

There have been economic consequences as well as academic ones. Krieger (2007) reports in *The Chronicle of Higher Education* that Saudi Arabia has invested billions of dollars to create Western-style higher education institutions within Saudi Arabia and thus establish a knowledge base in science and technology within the country. As part of this effort, it created a technical institution in 2007, Al-Faisal University, modeled on Western universities; its medical school, created with assistance from Harvard Medical School, MIT, and the University of Cambridge, will focus on helping

students to develop perceived deficiencies in problem-solving and critical-thinking skills, which the administrators at Al-Faisal say are "severely lacking in the Kingdom." Indeed, the dean of Al-Faisal's medical college, referring to the rote style of learning that characterizes Saudi higher education, speaks of the need for students to learn through hands-on, problem-solving strategies. As he explains, "We don't want mobile textbooks … We need students applying what they learn." This substantial effort seems to confirm the challenges created by traditional rote educational practices and demonstrates their recognition by those within Saudi Arabia.

Academic Consequences in the U.S.

Studies at American universities also describe the effects of the mismatch between the way reading is practiced in Saudi Arabia and in the United States. This mismatch can exacerbate other challenges that Saudi students face, as Hall (2013) states in a study of Saudi students at a Midwestern university. These Saudi students faced all of the challenges that international students typically face in a new environment with a different language, according to Hall, but the challenges were intensified by the students' lack of a strong academic background in reading instruction.

One difficulty that Hall's (2013) study participants cite is that assignments in Saudi schools are largely accuracy-based exercises from textbooks, whereas U.S. college assignments tend to integrate students' personal knowledge and real-life experiences. Saudi students, Hall writes, are "ill-prepared" to overcome the expectations of a substantially different academic environment (p. 114). Hall concludes, "Saudi students are not only being asked to learn another language and a new area of specialization with their major, but also to navigate an entirely different approach to education" (p. 93).

Similarly, Moraya's (2012) study of the challenges faced by Saudi learners at another Midwestern university finds that the traditional, Saudi teacher-centered approach does not provide learners with the critical-thinking skills they need to meet the demands of undergraduate or graduate programs in the United States. While this deficiency creates challenges for students, he writes, it also burdens their teachers, as they must provide additional instruction to help students learn in a way that does not involve memorization.

Likewise, the participants in Moraya's (2012) study cite the challenges of adjusting to the U.S. tradition of educational pluralism. Because they are used to one interpretation of religious and political issues, they initially find it difficult to accept multiple viewpoints. Moreover, in addition to having to learn how to formulate and articulate their opinions, they have to become more self-reliant. They report a substantial effort in adapting to the expectations of an active, student-centered classroom, Moraya writes, yet say that it ultimately has a positive impact on their learning in English and in other subject areas.

Although Hellman (2013) has studied the effects of the Saudi educational system on graduate engineering students' writing skills, as opposed to their reading skills, some of his findings are nonetheless applicable to reading. In Hellman's words, "Reliance on first language cultural models of teaching such as rote memorization, imitation, and teacher-centered practices impact the way Saudis learn English" (p. 45). The study finds that because Saudi learners are used to accepting the ideas in texts without question, they do not have the experience or skills to critically question written propositions, as expected in their graduate program in the United States. This has potential implications for academic reading skills, as one may infer that the learners are not able to challenge

assumptions or evaluate the merit of claims that they read, among other practices. As a result of these deficiencies, participants in the study need help understanding academic writing expectations; some even report using plagiarism to cope with the rigorous demands of assignments, according to Hellman.

Critical-Thinking Skills

Several of the previously mentioned studies, which document academic reading difficulties due to U.S.-Saudi educational and cultural differences vis-à-vis reading, conclude with a recommendation to teach critical-thinking skills (Hall, 2013; Moraya, 2012; Rahman & Alhaisoni, 2013; Razek & Coyner, 2013). In order to explore how to teach critical-thinking skills, it is necessary to first describe what they are.

The Development of Critical Thinking

Many trace the development of critical thinking skills to the questioning tradition of Socrates 2,500 years ago, according to Sonoma State University's Foundation for Critical Thinking (2013). The Socratic tradition emphasizes analysis, interpretation, evaluation, and inference; it is characterized by the use of questioning as a strategy to teach others to think logically and examine reasons and assumption. The Socratic tradition influenced the practice of the so-called Greek skeptics, who advocated probing beyond surface realities to grasp implications and truths that would lead to deeper understanding, the Foundation states. This tradition of thinking skeptically and critically was continued throughout the Middle Ages by Thomas Aquinas; in the Renaissance, by the English scholar Francis Bacon and the French philosopher Rene Descartes; and in the French Enlightenment, by the philosophers Montesquieu, Voltaire, and Diderot, among others. The Foundation also suggests that critical thinking has influenced such modern-

day works as the American Declaration of Independence, the economic critique of Karl Marx, and the theory of evolution of Charles Darwin.

In the 20th century, scholars such as William Graham Sumner and John Dewey began to associate critical thinking with the mission of higher education (The Foundation for Critical Thinking, 2013). Indeed, critical thinking has become an integral component of education in the United States (Beaumont, 2010). Beaumont notes that critical thinking is not a single concept but rather a compilation of several complex processes. These processes can be seen in the definition of critical thinking put forth by the National Council for Excellence in Critical Thinking (1987, as cited in The Foundation for Critical Thinking):

> Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. ("Defining Critical Thinking," para 4)

The skills in this definition of critical thinking appear to mirror those of Bloom's taxonomy, as described below.

Bloom's Taxonomy

One of the most oft-cited delineations of critical thinking skills is the *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: Cognitive Domain* (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). This handbook, informally referred to as *Bloom's taxonomy,* is regarded in America as a seminal framework for aligning critical-thinking skills with educational objectives. Designed as a

tool to ensure that educational objectives push students toward higher levels of thinking, it presents skills in increasing order of complexity, so that the most complex learning skills may only be achieved after mastering the lower-level ones. Within the cognitive domain, Bloom et al. write, the skills involve knowledge, comprehension, and critical thinking, classified from the lowest-level thought process (knowledge) to the highest (evaluation).

Bloom's Taxonomy of Educational Objectives (Bloom et al., 1956) was revised after nearly 50 years (Anderson & Krathwohl et al., 2001) to reflect new types of psychological knowledge and to help practitioners more easily analyze educational objectives and align them with instructional strategies and assessment. Whereas the original taxonomy had six domains organized in order of complexity, the revised taxonomy has removed the "knowledge" domain and treated it as a separate dimension composed of four knowledge types: factual, conceptual, procedural, and metacognitive.

In the revised taxonomy (Anderson & Krathwohl et al., 2001), the cognitive process dimension comprises six skills that represent the concepts in the original framework but are phrased as action verbs, in increasing order of complexity:

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

"Create," the last and most complex action, had originally appeared as next to last and was called "synthesis"; in addition, "understand" had originally appeared as "comprehension" and was changed to the verb, "understand" (p. 266).

Although the terms "problem solving" and "critical thinking" do not appear on their own as cognitive process dimensions in the revised edition, they are embedded within multiple process dimensions (Anderson, Krathwohl, et al., 2001). For instance, "To think critically about an issue probably involves some *Conceptual Knowledge* to *Analyze* the issue. Then one can *Evaluate* different perspectives in terms of the criteria and, perhaps, *Create* a novel yet defensible perspective on the issue" (pp. 269-270).

Table 2 summarizes the cognitive processes in the revised framework.

Table 2
The Cognitive Process Dimension

Cognitive Process Category	Associated Cognitive Processes
1. Remember	1.1 Recognizing 1.2 Recalling
2. Understand	2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining
3. Apply	3.1 Executing 3.2 Implementing
4. Analyze	4.1 Differentiating 4.2 Organizing 4.3 Attributing
5. Evaluate	5.1 Checking 5.2 Critiquing
6. Create	6.1 Generating 6.2 Planning 6.3 Producing

Adapted from Anderson, Krathwohl, et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (Longman, 2001), pp. 67-68.

The Relation of Critical-Thinking Skills to Reading

As can be seen from Table 2 and the reading research previously cited, many of the skills associated with critical thinking are inherent in the processes that fluent readers use to create meaning. Research (Peyton, Burt, & Adams, 2003; Van Duzer, 1999) shows that reading involves active participation by the reader in predicting meaning based on contextual and inferential clues from the text; drawing on one's background knowledge to make sense of the text; and evaluating a text critically in order to make meaning. These reading skills appear to correlate with the cognitive processes in Bloom's taxonomy, particularly understanding (which encompasses interpreting and inferring), analyzing, and evaluating. Moreover, they embody the very features of the Socratic tradition, namely analysis, interpretation, evaluation, and inference (The Foundation for Critical Thinking, 2013).

Indeed, the type of academic discourse that characterizes Western higher education necessitates integrating information from outside sources with one's own knowledge and interpreting what one reads for a purpose (Dalton, 2011). This is arguably the essence of critical thinking. As Dalton writes,

> In order to do this, readers must be able to read critically, which at least involves knowing what a text says, what a text does, what a text means, and what it can be applied to/utilized for. In turn, this involves (among other things) being able to distinguish between fact and opinion [and] recognize assumptions, inferences, and implications resulting in enhanced clarity and comprehension and an ability in a research context to evaluate the usefulness of the text for an explicit reader purpose. (p. 61)

Along the same lines, Rance-Roney (1995) writes that adult ESL learners need to develop both metacognitive and critical-thinking skills, including synthesis, analysis, and evaluation, in order to successfully meet the higher-education demands of reading. Similarly, Liaw (2007) writes that critical-thinking skills are especially important in an English for Academic Purposes (EAP) curriculum, as students must analyze cause and effect patterns, compare and contrast ideas, and categorize and differentiate between different pieces of information. Van Duzer and Florez (1999) also make a case for teaching what they call critical literacy, which they define as going beyond the literal meaning of a text in order to interpret the author's purpose for writing. In the ESL classroom, Van Duzer and Florez write, this necessitates shifting from "an emphasis on finding a right answer to eliciting ranges of interpretations that are supported by sound reasoning and thoughtful examination" ("Critical Literacy Strategies," Paragraph 12).

The Importance of Formal and Content Schemata

As stated earlier, academic reading necessitates applying one's personal knowledge and experience to the text at hand (Burt, Peyton, & Adams, 2003; Van Duzer, 1999; Van Duzer & Florez, 1999). This interactive approach to reading has a basis in schema theory (Carrell & Eisterhold, 1983), which holds that when learners read, they understand by interacting with the text and incorporating their background knowledge and knowledge of the world, as opposed to simply their knowledge of language. Carrell and Eisterhold (1983) state that before schema theory was conceived, second-language reading approaches had focused on the language that learners needed to understand, as opposed to the learners themselves and what they brought with them in terms of knowledge and experience.

Schema theory appears to embody the skills inherent in critical thinking, including understanding, applying, analyzing, evaluating, and creating. According to schema theory (Carrell & Eisterhold, 1983), a text does not hold meaning in and of itself; rather, it is up to the listener or reader to construct meaning from it by retrieving and applying previously acquired knowledge and knowledge structures, known as *schemata*. Goodman (1967) describes this as "an ongoing, cyclical process of sampling from the input text, predicting, testing and confirming or revising those predictions, and sampling further" (cited in Carrell & Eisterhold, p. 554).

In other words, as readers encounter textual information, they are looking to see if it confirms or fills in missing pieces of their predictions about the content of the text, according to Carrell and Eisterhold (1983). When there is a conflict between the reader's prediction of a text's meaning and the literal meaning of the words that he reads, the reader must revise his original interpretation so that the two are compatible. To develop these skills, the authors recommend making inferences about texts, answering open-ended questions, and justifying one's reasoning, all of which involve critical-thinking skills.

According to Carrell and Eisterhold (1983), one draws on two types of schemata as one reads: *Formal schemata*, or familiarity with different types of texts, and *content schemata*, or background knowledge of the topic area. When a reader is not able to activate either schemata, they state, the reader will experience a degree of uncertainty as to the meaning of the text. For this reason, it is important to build both types of schemata, Carrell and Eisterhold write.

This concept aligns with a key finding of Lahniche (2014), who studied reading

strategies that IEP instructors and Arabic-speaking students find helpful. In the study, Arabic-speaking students cite instruction in discourse markers (words used to connect or organize ideas) as highly important, whereas the teachers do not, suggesting a potential gap in IEP reading instruction. Given that discourse markers, while not integral to the meaning of a text, can help orient students as to key ideas, transitions, contrasts, and so on, one might assume that they are crucial to "top-down" reading processes used by readers to make predictions about the meaning of a text while reading, such as whether a new idea will emerge, and whether this idea is a similar or contrasting one. If Saudi students do not have experience with using formal schemata in their native language and do not receive instruction in this top-down reading strategy in their IEP, they may presumably face difficulty interacting with a text and establishing meaning.

Carrell and Eisterhold (1983) posit that because much content knowledge is culturally based, it is beneficial to ELLs, particularly at beginning or intermediate levels, to engage in pre-reading activities that familiarize them with the content schemata of the text they are about to read and with typical rhetorical structures. Such schemata-building benefits students, they write, as "every culture-specific interference problem dealt with in the classroom presents an opportunity to build new culture-specific schemata that will be available to the EFL/ESL student outside the classroom" (p. 569).

An Argument Against Critical Thinking in ESL

It is precisely this last point, the cultural nature of much content schemata, that has served as an argument against teaching critical thinking in the ESL classroom. In an oft-cited article, Atkinson (1997) argues that practitioners should rethink the favored practice of embedding critical thinking within ESL instruction, as three notions

embedded in critical thought may run counter to culturally accepted traditions in other countries: individualism, self-expression, and using language as a tool for learning. One of Atkinson's principal arguments is that critical thinking is more of a social practice or culturally-based concept than a pedagogical tool. As he writes, "many cultures endorse modes of thought and education that almost diametrically oppose it" (p. 72), so it should not be taught.

Indeed, many other countries do not accept the practices of questioning accepted beliefs or expressing views that conflict with those of the majority, and this is particularly true in Saudi Arabia, whose collectivist traditions and absolutist view of knowledge do not appear to align with critical-thinking traditions, as discussed earlier in this chapter. However, given that critical thinking is an integral component of higher education in the United States (Beaumont, 2010), one may make the counter-argument that it is crucial for teachers in IEPs to explicitly teach it to students who aim to complete degrees in this learning environment. As Galetcaia and Thiessen (2010) note, "Critical thinking is a crucial principle commonly required in North American universities for evaluating academic texts" (p. 116). This presents a problem for students who may be accustomed to cultural norms of accepting the information in texts without analyzing, interpreting, or evaluating it, they write.

Galetcaia and Thiessen (2010) find that their students in China and Saudi Arabia have great difficulty analyzing English academic texts, due to their native countries' differing cultural approaches to reading. Even after the authors present a structural model of how to critique an English text and use charts and diagrams to analyze texts,

> It quickly became evident that the term critical thinking was a concept not clearly understood by our students. They could not tackle the task because it mystified them. … Most frequently, students summarized the content of an article without offering analytical comments. (p. 116)

This experience, which precipitated Galetcaia and Thiessen's case study of the effectiveness of one approach to teaching critical thinking, seems to bolster the necessity of explicitly teaching critical-thinking skills in the ESL classroom.

Another of Atkinson's (2010) arguments is that Western critical thinking practices conflict with differing norms of self-expression. Atkinson states that the Japanese and Chinese educational systems emphasize memorization and recitation, including the use of formulaic phrases in writing, while innovation and creativity are discouraged. This is diametrically opposed to the emphasis found in many ESL classrooms of using the language to express one's beliefs, he argues. Along the same lines, Atkinson states that critical thinking embeds an emphasis on the primacy of the individual and the ability to express oneself in an unrestrained manner, which runs counter to the belief of collectivist societies that one should defer to the positions held by others, including the state. Because of these sociocultural differences, Atkinson claims that it is not appropriate for ESL teachers to focus on critical-thinking instruction.

However, these differences seem to justify the opposite of what Atkinson (2010) argues: Teaching critical-thinking skills in the ESL classroom. Indeed, a study by Johnson and Parrish (2010) provides a compelling rationale for teaching these skills. The study sought to determine whether the academic skills cited by college faculty as necessary for successfully transitioning to post-secondary degree programs aligned with

the skills taught in Adult Basic Education (ABE) classes, in which 45 percent of the students were ESL students. One of the transition skills that ESL students need greater practice in is thinking critically, according to college faculty surveyed in the study. For example, over 80 percent of ABE teachers rarely or never teach synthesis of information from multiple sources, a skill required on the TOEFL, while over 80 percent of college faculty found this skill to be extremely important for success. Therefore, Johnson and Parrish recommend embedding critical-thinking strategies within all levels of ESL instruction. By extension, one may apply this recommendation to college-level IEPs as well as ABE programs, as ELLs in both settings typically seek to transition to degree programs upon completion.

Strategies for Teaching Critical Thinking in ESL Classes

As previously shown, several studies have posited that Saudis in IEPs may initially have a low level of academic reading proficiency due to educational and cultural factors. Many of these studies conclude with a recommendation to teach critical-thinking skills, but most of them do not specify *how* to do so (Hall, 2013; Moraya, 2012; Rahman & Alhaisoni, 2013; Razek & Coyner, 2013). Although there are some studies that explicitly describe strategies for teaching critical thinking, and their effect on reading comprehension and other academic skills, most were not conducted among IEP students at an American university, and several did not involve Saudi learners. However, it is useful nonetheless to explore the findings of these studies in order to contemplate how they could be applied to an IEP setting with Saudi learners.

An Interclass Collaborative Project in College ESL

Perhaps the closest match to a study that describes how to teach critical-thinking skills to IEP students is that of Kasper & Weiss (2005), who explore an interclass collaborative project among advanced ESL students at an American community college. While the study involves learners with an advanced level of English who also take credit classes in academic subject areas, unlike IEP learners who take only English classes and may have anywhere from a beginner to an advanced level, it nonetheless reveals useful critical-thinking strategies. It also shows the quantitative and qualitative effects of using them in regards to academic skill development.

Kasper and Weiss (2005) use collaborative activities between two higher-level ESL classes at a community college to prepare learners for mainstream academic classes through participation in critical thinking and problem-solving activities calling for the creation of solutions to real-world problems. To prepare for the collaborative activities, learners receive instruction in analyzing complex texts in order to identify clues for meaning and to infer ideas. They also read articles with various perspectives about an issue and write a letter to an expert cited, with whom they disagree, in one of the articles, explaining and justifying their position with evidence. For the collaborative session, students hold a mock environmental forum and write in groups on what life would be like in 2050 if steps were not taken to counteract global warming. In each small group, students discuss the topic; then, they choose one consequence of global warming, analyze it, and brainstorm possible solutions.

The post-forum individual essays that students create, as well as their feedback, attest to the value of the activity in terms of fostering critical-thinking development

(Kasper & Weiss, p. 291). Students are able to interpret and synthesize concepts from multiple sources and infer consequences in a "what-if" scenario. What's more, working in groups to identify problems and create solutions leads students to take an active role in their learning, according to Kasper and Weiss. This approach clearly shows how to integrate critical-thinking skills into the ESL classroom, albeit at a higher level of language proficiency than that found in the beginner and intermediate levels of IEPs.

A Study-Skills Orientation Program at a Canadian University

Along the same lines, Galetcaia and Thiessen's (2010) case study of a study-skills orientation program for ELLs at a university in Canada shows several useful strategies for applying critical-thinking strategies to reading instruction. The case study includes only Chinese and Saudi ESL learners, as these two groups had been unable to master the critical analysis of English academic texts due to educational and cultural differences. For these students, Galetcaia and Thiessen explain, writing about a text consists largely of repeating the information in the text, as opposed to analyzing it.

Galetcaia and Thiessen (2010) find that these students can only grasp critical-thinking skills when taught in a practical, as opposed to theoretical, way. In particular, they find that students first and foremost need to relate any text at hand to their personal experience and feel connected to it. For this reason, the authors use a simple text with a real-life situation. In groups, students identify and orally analyze the problem involved and recommend a course of action to solve it. In this way, they gain comfort with the critical-thinking skills of analyzing, synthesizing, evaluating, and persuading/advocating. Later, students can successfully apply these skills to academic texts in a variety of subject areas, the study shows.

A Study of "Think Alouds" in College Classes

Pritchard and O'Hara's 2006 study at a California university among both proficient English readers and IEP students shows that one way to teach learners how to apply critical-thinking strategies as they read is the use of a metacognitive strategy known as "think alouds" – that is, articulating one's thought process while reading in order to show how one arrives at understanding. The study examines strategies of nonnative junior-year students judged to be proficient readers; these strategies are then taught to intermediate-level IEP students. According to Pritchard and O'Hara, the "think aloud" procedure reveals that the proficient readers apply six strategies:

- Using background knowledge to build understanding of a passage
- Visualizing (i.e., creating a visual image evoked by the text)
- Questioning yourself as you read (i.e., raising a question evoked by the text, the reader's background knowledge, or the situational context)
- Accepting ambiguity and reading on
- Searching for connections among different areas in the passage
- Reading selectively (pp. 153-154).

Inherent in these strategies are such critical thinking skills as understanding, analyzing, evaluating, and creating.

During the experimental phase of the study (Pritchard & O'Hara, 2006), teachers model how to apply these strategies while reading a text. Then teachers read passages orally, stopping to "think aloud" and show how they use one of these techniques to monitor their comprehension; students guess the technique. The teachers repeat the exercise in the next class, but this time students mark the symbols assigned to each

strategy (e.g., “V” for “visualizing”). In the final class, students practice the strategies by marking the text with the symbol of the strategy they apply while reading. Pritchard and O’Hara conclude that think-alouds are an effective way to identify and teach reading comprehension strategies, as the treatment group shows a greater gain than the control group on the pre- and post-test reading comprehension questions and written summary scores.

Studies from Technical Universities in the Gulf

Dalton’s (2011) study of first-year engineering students at a technical institute in Abu Dhabi shows that explicitly teaching critical-reading strategies in the classroom affects the students’ development of higher-order reading skills (HORS). The critical-reading strategies include distinguishing between facts and opinion, making implications from what is stated in the text, identifying points of view, and recognizing assumptions.

The HORS approach in Dalton’s (2011) study involves accessing learners’ prior knowledge of reading and discussing their prior reading experiences, which for most of the students, “had been rather negative and largely based on memorization” (p. 62). This process helps the learners to understand the importance of reading and lays the groundwork for the metacognitive reading-skill strategies that they would learn and apply – culminating with the idea that “understanding within a text leads to application beyond it, thereby reinforcing the idea of reading purpose” (p. 69), according to Dalton. The skills include connecting, evaluating, applying, selecting, prioritizing, specifying (use/purpose), contextualizing (use/purpose), describing, exemplifying, linking, developing, and concluding, all of which reflect critical thinking. What is crucial for the

success of the HORS approach is having students apply the new critical-reading skills to a clear academic purpose and task.

The results of Dalton's study (2011) show that learners in the treatment group are better able than those in the control group to distinguish between fact and opinion and answer general comprehension questions about a text. Likewise, Dalton states, on a writing task, members of the treatment group are better able to grasp the implications of a text, whereas members of the control group tend to repeat or summarize information.

In discussing the implications of the study, Dalton highlights the importance of drawing on students' oral culture in order to instill critical-thinking skills. This recommendation is supported by Nezami's (2012) study of EL's reading difficulties as perceived by EFL teachers at a community college in Saudi Arabia. In his discussion of the findings, Nezami suggests using oral techniques, such as group discussions before reading as well as debates, and storytelling, to improve Saudi learners' reading and critical-thinking skills. Nezami writes that these techniques, along with extensive-reading activities and explicit instruction in the processes of predicting and summarizing the content of texts, are needed to address reading deficiencies among Saudi learners that include difficulty in using prior knowledge to predict the meaning of a passage and the inability to identify and summarize the main ideas in a text.

Research Among Secondary School Students

Liaw's (2007) study on critical-thinking skills among middle-school EFL students in Taiwan offers qualitative evidence that a content-based instructional approach helps English language learners to acquire both language and critical thinking skills. The author argues that language development and thinking are often taught separately yet are

inextricably linked, so higher-order thinking skills should play an essential role in an L2 curriculum. Moreover, higher-order thinking skills are becoming increasingly necessary to succeed in a knowledge-based society, Liaw writes; therefore, "without adequate practice in critical thinking, EFL students may lack a full 'scaffold' to academic study, miss the opportunity to advance up the ladder in the global workplace, or not be able to actively participate in the international community" (pp. 50-51).

It is particularly hard for Asian learners of English to learn higher-order thinking skills, Liaw (2007) argues, because their culture emphasizes conforming to group expectations, and their educational practices emphasize the memorization of facts, as opposed to the analysis of ideas. While this appears to correlate with the Saudi collectivist culture and traditional educational system, it does not necessarily correlate with reading proficiency. IELTS test data (IELTS – International English, 2015) show that students from the Asian countries whose scores were reported (China, Hong Kong, Japan, Indonesia, Malaysia, and Vietnam) all had a mean band score above 6.0 on the IELTS reading test in 2013, whereas students from the Arabian Gulf Countries (Qatar, Kuwait, Saudi Arabia, and the United Arab Emirates) all had significantly lower mean reading band scores of 4.7 to 4.9.

Nonetheless, to address any potential gaps in her Taiwanese students' higher-order thinking skills, Liaw (2007) uses the English language as a means of teaching not only academic language skills but also subject-matter content and critical-thinking strategies. The content-based instruction emphasizes the integration of textual information with learners' experience and world knowledge in order to "seek alternatives,

make inferences, pose questions, and solve problems, thereby signaling understanding in a variety of complex ways" (p. 50), according to Liaw.

At the end of the study (Liaw, 2007), the students' classwork, homework, and writing samples show significant application of the critical-thinking skills from Bloom's taxonomy. Moreover, questionnaires reveal that students feel they had gained content knowledge, critical-thinking skills, and English language proficiency as well as confidence and motivation. In particular, the students' coursework show that they had not only understood the subjects they had read about but could also show how they were personally relevant to them, suggesting an ability to read beyond a literal level and an increased facility with critical thinking, the author concludes.

Along the same lines, an article on reading strategy use among ELLs in the United States (Dong, 2006) argues that secondary-school ESL teachers should help learners develop critical-thinking skills as they acquire English, and describes specific ways to do so. The author posits that when teachers tailor instruction to learners' needs and connect their cognitive and linguistic elements, learners develop the higher-order thinking skills needed to succeed in both academic classes and higher education.

While Dong's (2006) article is not based on a study, it describes helpful strategies for embedding critical thinking within reading instruction. For example, Dong describes how a middle-school ESL teacher uses an inquiry-based approach to reading to help learners construct knowledge. First, she models ways of asking questions while reading; then, she gives learners phrases that they could use to formulate their own questions, such as "What does the author mean by …," "Why does the narrator/character say or do," "What is your opinion of …," and "How is this similar to or different from …"? (p. 24).

When students begin each reading lesson, they use sticky notes to compose questions about the reading selection. The teacher collects the notes and randomly chooses a few to discuss in the next class. When students become comfortable with this procedure, the teacher has them ask questions pertaining to the text and author; connecting the text with the reader; and relating the text to the world around the students. After extensive use of these questioning strategies, students are able to "move beyond the surface of the text to grapple with underlying ideas" (Dong, p. 25). Although the activities Dong describes were designed for middle school students, they could presumably be adapted to an IEP.

Research Among non-ESL American University Students

Tsui's (2002) case studies of the use of critical-thinking skills at four different universities in the United States present a rich picture of how instructional strategies may influence the development of higher-order thinking skills. Although the case studies do not include ESL learners, they nonetheless provide strategies to use in an American higher education setting. As Tsui notes, critical thinking is a valued component in Western higher education, yet "very few studies on critical thinking among college students examine the impact of instructional factors" (p. 741).

To help discern which pedagogical practices are the most conducive to critical thinking, Tsui (2002) interviews students and faculty, observes classes in the physical and social sciences and in the humanities; and analyzes information from classroom materials and the university's web site. Tsui discerns that critical thinking correlates with …

- A classroom emphasis on writing and rewriting, which calls for interpreting others' ideas, offering a basis for one's own ideas, and

integrating ideas from multiple sources; this is particularly true when the writing topic is more analytical and less descriptive.

- Extensive use of class discussion, which forces students to articulate their own ideas, consider the perspectives of others, analyze why they agree or disagree, and possibly modify their perspective after contemplating feedback.

Based on these findings, Tsui (2002) recommends applying these strategies to content-area instruction at the university level whenever possible. By extension, they could also be incorporated into IEP instruction, particularly that focused on reading and writing.

Research Among ABE Students

Research on Adult Basic Education (ABE) has underscored not only the need to explicitly teach critical-thinking strategies but also effective ways of doing so in an ABE or ESL setting. In particular, Johnson and Parrish's (2010) study highlights the reading, writing, and critical-thinking skills that post-secondary faculty cite as important for ABE learners to transition to college or the workplace, including:

- Understanding and analyzing data from graphs, charts, and diagrams
- Synthesizing information from multiple texts
- Planning, writing, and revising drafts of papers
- Synthesizing information from multiple texts when reading
- Synthesizing information from lectures with other sources of information
- Evaluating the value of information read
- Summarizing, paraphrasing, and synthesizing information from outside sources for writing

- Taking notes while reading or listening to lectures.

The authors describe in a research brief (Parrish & Johnson, 2010) the transition skills in more detail and provide examples of how to apply them to ESL instruction at all levels. The authors also note that the time it takes ELLs to acquire academic readiness for college depends on their experience with prior schooling, and those with little or no formal education therefore have not had the chance to develop academic skills and strategies in their own language and will need extensive work on developing them in English. Although the circumstances differ with Saudi IEP learners, who by and large have completed secondary education in their country, the needs are parallel. That is, due to an emphasis on rote memorization and a teacher-centered, grammar-translation approach, one may argue that Saudi learners have not developed the critical thinking skills to complete academic reading and writing tasks and therefore would benefit from the transition skills outlined by Parrish and Johnson for learners with limited formal education.

Indeed, based on the results of the study (Johnson & Parrish, 2010), Parrish and Johnson (2010) recommend incorporating the following critical-thinking skills at every level of ESL instruction:

- Identifying assumptions
- Organizing
- Categorizing
- Interpreting
- Inquiring
- Analyzing and evaluating

- Summarizing and synthesizing
- Making decisions.

In addition, Parrish and Johnson (2010) emphasize the need for explicit strategy instruction in all reading and listening lessons, including ways to organize information and recognize the structure of texts. One method that is key to this is the use of graphic organizers. Graphic organizers are visual representations of the discourse structure of a text (Jiang & Grabe, 2007). For example, a Venn Diagram may be used to represent a comparison and contrast structure, whereas a flow chart may represent a process or sequence structure. Students would record significant information from a text into the appropriate sections of the organizer to grasp how the ideas fit together; for instance, they would represent dissimilar or separate ideas or characteristics in separate circles of a Venn Diagram but similar or shared ones in the overlapping portion of the circles. There is strong evidence that graphic organizers have been shown to improve learners' understanding of the discourse structures of different types of texts (Jiang & Grabe, 2007).

Another key component described by Parrish and Johnson (2010) is for lessons to scaffold guided and structured practice of new strategies, with the goal of having learners gradually use the strategies independently. As the authors conclude, "Teachers who are intentional about developing activities that lead to deeper understanding of content, increased critical thinking, and greater independence will provide learners with the tools they need to succeed in post-secondary education and the workplace" (p. 5). This conclusion appears to underscore the other research cited in this chapter as to the benefits of explicit critical-thinking strategy instruction. It also appears particularly relevant for

Saudi learners who seek to successfully transition to a higher-education system with academic reading practices that are substantially different from their own.

A Rationale for Research

The research in this chapter has highlighted significant differences between Saudi educational practices and cultural conceptions of reading and those inherent in Western higher education. In sum, reading instruction in the Saudi educational system appears to consist largely of exercises in decoding, translation, and memorization, whereas the interactive approach to reading commonly used in U.S. academic settings combines bottom-up decoding strategies with the top-down strategies of interpretation, inference, synthesis, and the application of schemata to create meaning. In addition, the Saudi culture features a strong oral tradition, whereas its literary tradition is based largely on the Koran, the holy text of Islam; moreover, the culture reflects an absolutist conception of knowledge and a collectivist tradition of accepting espoused social beliefs. These cultural and educational practices appear to misalign with U.S. higher education practices that embed cultural traditions of individualism and a constructivist view of knowledge. Research suggests that this misalignment may cause challenges with the demands of academic reading for Saudi learners in U.S. post-secondary education. For this reason, many researchers recommend that Saudi students in U.S. higher education receive explicit instruction in critical-thinking skills.

Indeed, several studies (Dalton, 2011; Galetcaia & Thiessen, 2010; Johnson & Parrish, 2010; Kasper & Weiss, 2005; Liaw, 2007) have provided empirical evidence of the academic benefits of teaching critical-thinking skills. Some of these studies, along with others, have described how to apply critical-thinking strategies to improve reading

and writing skills, whether in a college, secondary, or ABE setting. However, for the most part, these resources fall short of offering practical strategies and classroom activities for using critical-thinking strategies to address the unique reading needs of Saudi students in an IEP setting. Therefore, I seek to address this gap by researching the following question: *What should be included in a critical-thinking curricular resource guide to address Saudi IEP students' difficulties with academic reading skills?* It is hoped that this curricular resource guide, designed to be used alongside a reading curriculum, may also be used as a future research tool to describe the effects of explicitly teaching critical-thinking skills in IEP classes and to determine whether this helps "close the gap" in academic reading skills faced by many Saudi learners seeking to pursue U.S. degrees.

Summary

The literature reviewed in this chapter states that Saudi learners face unique academic reading challenges in U.S. higher education due to their educational and cultural background, and that they need explicit instruction in critical-thinking skills to counter these challenges. However, the literature does not show how to apply critical-thinking strategies to address the reading needs of Saudi learners in an IEP setting. Therefore, in Chapter Three, I will outline my plan to develop a curricular resource guide to this end. I will present the purpose and goals of my guide, describe the setting of its use, and summarize its principal components. The guide will then unfold in Chapter Four.

CHAPTER THREE

Methodology

In the last four years, I have taught many Saudi Arabian learners who have experienced consistent difficulty with reading for meaning, as described in Chapter One. I had a sense that my learners needed to transition from reading as an exercise in memorization to reading as a way to construct meaning, but I wasn't sure how to accomplish this. At the same time, I sensed that my learners' reading problems may have been caused by educational and cultural differences, given that most of my learners with difficulty were from the same country, and that they might benefit from explicit instruction in the higher-order skills they did not seem to apply to the reading process. Without a resource to use for this purpose, I decided to create my own by researching this question: *What should be included in a critical-thinking curricular resource guide to address Saudi IEP students' difficulties with academic reading skills?*

The literature reviewed in Chapter Two suggests that Saudi learners in Western higher education face unique academic reading challenges given the mismatch between the way reading is perceived and practiced in their country and in the United States (Hall, 2013; Hellman, 2013; Moraya, 2012; Rahman & Alhaisoni, 2013; Razek & Coyner, 2013). In particular, it reveals an over-emphasis on decoding and memorization, at the

expense of the top-down reading processes shown to lead to greater comprehension (Burt, Peyton, & Adams, 2003; Carrell & Eisterhold, 1983; Van Duzer, 1999). The research also suggests that explicit, scaffolded instruction in the critical-thinking skills embedded in interactive reading can improve learners' academic reading proficiency and help them to develop the analytical skills needed for post-secondary education (Dalton, 2011; Galetcaia & Thiessen, 2010; Kasper & Weiss, 2005; Liaw, 2007; Nezami, 2012; Tsui, 2002). Given that ELLs do not necessarily come to college with these skills, although post-secondary faculty indicate that they are needed across the curriculum, these skills should therefore be explicitly taught at every level in the ESL and ABE classroom (Johnson & Parrish, 2010) and, by extension, in the IEP classroom.

With these findings in mind, I set out to develop a curricular resource guide that would supplement our class reading text and provide explicit instruction in the critical-thinking strategies needed for academic reading while providing scaffolding to meet the unique needs of Saudi learners. In this chapter, I will discuss the methods that I used to create the curricular resource guide. First, I will describe the targeted setting, audience, and materials. Next, I will describe the rationale for the design of my guide as well as its theoretical base and models, drawing from the research presented in Chapter Two. After that, I will enumerate the goals of the curricular resource. Lastly, I will outline how the guide will be presented in terms of its organizational scheme, individual components, and overall design.

The Setting and Audience of the Curricular Resource Guide

Setting

As mentioned in Chapter One, I teach in the IEP of a metropolitan community college. Our two core courses, reading/writing and listening/speaking, each meet daily for a total of 10 hours weekly. The course for which I wrote this curricular resource guide is the reading and writing class, which is a high-beginner level (Level 3 of six levels in the program). The reading objectives of the class, set by the department, are as follows:

- Give main idea and detail information from a reading at a high-beginning level.
- Improve skimming and scanning skills.
- Use context clues to understand meaning of new vocabulary.
- Begin to recognize prefixes and suffixes used to change word forms.
- Begin to summarize short reading selections.

Critical-thinking skills are inherent in these objectives. For example, in order to summarize, one must be able to identify the purpose of a text and understand its general meaning; differentiate between key ideas and supporting information; infer the author's purpose; make assumptions about the implications of the author's message; and evaluate the quality of the text as well as one's position toward it.

Audience

The majority of students in the course tend to be Saudi learners, who are usually between ages 18-25 and have completed secondary education in their country. In the ten semesters that I have taught the course, Saudis have comprised an average of 61 percent of the class.

Informal class discussions and journal-writing activities have revealed that these learners share the short-term goal of scoring high enough on the IELTS exam to gain admission to an undergraduate or graduate degree program, and the long-term goal of completing an undergraduate or graduate degree in a U.S. university. However, an issue I have experienced is that several students are unable to connect the purpose of my class to their short- or long-term goals and do not always see the value in class exercises unless they are practice questions similar to those on the IELTS exam. Indeed, I have had several students tell me that they did not understand why they needed to read in class without the use of an electronic translator, as they planned to use one to do the reading in undergraduate or graduate classes. Therefore, any reading curricular resource guide should make its purpose and connection to future goals explicit.

As shown in the literature review, Saudi learners bring a unique educational and cultural background, resulting in distinct academic needs. Their preferred learning style is usually aural, given their culture's strong oral tradition. They have previously approached reading largely as an exercise of memorization, often in a religious context. I find that learners in my classes lack experience in extensive reading practices and are unfamiliar with the concept of reading for a purpose other than memorization. Therefore, they need not only reading instruction but also an introduction to why and how reading is practiced in the context of Western higher education.

Rationale

There is a strong need for a critical-thinking curricular resource guide in my program. Although each level of the IEP has a set of reading objectives and an assigned reader or novel, we have no resource that spells out how tailor instruction to accomplish

the objectives and the connections to critical thinking. Indeed, many instructors in the program appear to approach reading as something that students do "at home"; activities in class focus on accuracy-based questions that serve to confirm whether students have completed the reading, as opposed to how well they comprehend it. Furthermore, our reading textbook, *All About the USA 4: A Cultural Reader* (Broukal & Milhomme, 2007, 2nd ed.), does not include explicit strategy instruction. Consequently, semester after semester, I see students struggling to make sense of what they read as they rely heavily on decoding or memorization strategies that do not allow them to see "the big picture." Moreover, the majority of textbook exercises are presented as accuracy-based items with one possible correct answer. Thus, I feel the need for a companion resource with expository texts of a similar level that extends instruction into open-ended analysis and application of ideas.

At the same time, I have noticed that many teachers in my IEP program feel "stretched," as they work part time yet teach multiple classes. They do not always have a great deal of time to devote to professional development or in-depth lesson planning. Therefore, I seek to provide a supplementary resource that instructors could use to seamlessly supplement reading, but which would go beyond the surface-level vocabulary and scanning exercises found in most textbooks to more open-ended, interactive activities providing strategy instruction and practice in higher-order thinking.

Theoretical Base

The curricular resource guide that I propose has a theoretical basis in schema theory (Carrell & Eisterhold, 1983), which holds that when learners read, they understand by interacting with the text and incorporating their background knowledge of the world.

Viewed through this lens, reading is an interactive activity that requires the reader to actively construct meaning – as opposed to a text to be passively absorbed. According to Carrell and Eisterhold, to construct meaning, readers use both their personal knowledge (content schemata) and knowledge of textual organization and structure (formal schemata). Formal schemata may involve discourse markers, which help readers to predict the organization and meaning of a text. Given that a recent study (Lahniche, 2014) establishes that Saudi IEP students view instruction in discourse markers as highly important, it will be incorporated within the curricular resource guide.

The other theoretical basis will be the tradition of critical thinking, which dates back to the time of Socrates, as described in the literature review. Critical thinking involves going beyond surface or textual meaning to grasp implications and arrive at a deeper understanding (Foundation for Critical Thinking, 2013). Inherent in this tradition is the practice of questioning to examine reasons and assumptions, according to the Foundation. This practice will be embedded in the curricular resource guide.

Models

The activities in this curricular resource guide are modeled after the critical-thinking tasks described by Parrish and Johnson (2010) and demonstrated in the video, "Tasks to Promote Critical Thinking and Learning" (Parrish & Florez, 2011). These resources show how to incorporate critical thinking into all levels of ESL instruction in order to help learners transition to post-secondary education and the workplace. The organizational framework of the guide is modeled after Numrich's Sequence of Critical Thinking Tasks, as outlined in Beaumont (2010). Beaumont applies critical-thinking tasks in three sequences to a reading lesson. The first part would focus on the students'

world, as schemata are activated and connections to background knowledge are made. The second part would focus on understanding, analyzing, and interpreting the text itself, whereas the final part would focus beyond the text, as students apply key ideas to critical thinking tasks calling for further inquiry, analysis and evaluation, and decision making, according to Beaumont. The guide has also been shaped by Stern's (1992, cited in Graves, 2000) approach of setting meaningful goals and objectives based on students' proficiency, cognitive, and affective needs as well as the intended outcome of transferring knowledge and skills to other areas. Lastly, the resource guide activities will feature graphic organizers to help learners make sense of the language of critical thinking and the discourse structure of texts, as suggested by Zwiers (2008; 2010) and Jiang and Grabe (2007).

Materials

As a source of reading material for the curricular resource guide, I decided on a web site with leveled online nonfiction stories developed specifically for adults, *Reading Skills for Today's Adult* (Southwest ABE – Marshall Region, 2003). I chose to use stories from this resource instead of my class textbook for several reasons. First of all, I did not want to develop a resource that would be tied to one commercial textbook, as my IEP may adopt a new reading textbook series in the future. Secondly, I wanted the resource to be applicable in a variety of settings, so that teachers in other programs could use it; if the resource included stories available to everyone online, I reasoned, it would be more accessible. Lastly, I have used this site extensively with learners in my classes over the last 10 semesters and have gotten positive feedback on the topics and content of the

stories, as well as their online presentation, so I feel very strongly that using it as the textual basis of a companion curricular resource would be beneficial.

However, I wanted to be sure that the reading level of the stories correlated with the reader used in our IEP high-beginner level, so that students were receiving practice in roughly the same level of reading with both resources. Therefore, I used an online tool (Readability-Score.com, 2015) that measures the reading level of textual passages using the Flesch-Kincaid standardized measurement. The Flesch-Kincaid score reflects the approximate grade level in the U.S. education system of a text. A score of 10-12 would roughly correspond to the reading level of a person who has completed high school, according to the web site, whereas a score of eight would represent the grade level of a text that could be understood by the general public.

To compare reading levels, I chose random paragraphs of a similar length (129-142 words) from three stories in our class reader, *All About the USA* (Broukal & Milhomme, 2007), and three stories from the web site, *Reading Skills for Today's Adult* (Southwest ABE – Marshall Region, 2003). The *Reading Skills* web site classifies stories by reading level, from Level 0.7 to Level 8.0; the excerpts chosen correspond to Levels 7.0, 7.5, and 8.0, respectively. I entered each excerpt in the Flesh-Kincaid calculator (Readability-Score.com, 2015) to obtain the corresponding grade level. As Table 3 shows, the stories selected from both sources had a similar grade level, ranging from 6.8 to 7.3; with both materials, the average of the three excerpts was, coincidentally, the same, 6.9 – or just under a seventh-grade reading level.

Table 3
Flesch-Kincaid Grade Level of Excerpts from All About the USA *(Broukal & Milhomme, 2007) and* Reading Skills for Today's Adult *(Southwest ABE – Marshall Region, 2003)*

Source of Excerpt	Paragraph #s	Word Count	Flesch-Kincaid Grade Level
All About the USA:			
"The Google Guys" (pp. 135-136)	Para 5	137	7.3
"Maples and Pecans" (p. 70)	Paras 1-2	132	6.6
"Death Valley" (p. 33)	Para 1	129	6.8
Average grade level, *All About the USA* excerpts			**6.9**
Reading Skills for Today's Adult:			
(Level 7.0) "Identity Theft"	Paras 4-6	132	6.8
(Level 7.5) "A Powerful Presence in Your Home"	Paras 3-4	133	7.0
(Level 8.0): "Secondhand Smoke"	Paras 2-3	142	6.8
Average grade level, *Reading Skills for Today's Adult* excerpt			**6.9**

Because its reading level correlates with that of my class textbook, I will use stories from *Reading Skills for Today's Adult*, Levels 7.0, 7.5, and 8.0, in the curricular resource that I develop. However, it is important to note that the Flesch-Kincaid measure of reading ability was originally designed for native English-speaking U.S. schoolchildren, as opposed to adult ELs. Therefore, in choosing stories from *Reading Skills*, I will also consider learners' background knowledge as to reading topics and familiarity with vocabulary and text structures, as all of these factors will influence reading comprehension. Specifically, I will begin the curricular resource guide with stories about familiar topics such as personal finance. As students progress through the lessons, they will read texts on expository topics that they are likely to encounter in academic classes, such as biological and earth sciences, engineering, and history and political science.

Goals and Objectives

It is hoped that this supplementary curricular resource will accomplish several broad goals for the program as a whole. Designed to address the gap in English reading skills that Saudi learners encounter due to their unique cultural and educational background, the curricular resource guide aims to support Saudis in IEP programs to develop the critical-thinking skills needed to succeed in English reading instruction and subsequently transition to higher education. It also aims to support teachers by outlining critical-thinking skills to promote reading proficiency, mapping out specific strategies to use in teaching them, and providing easy-to-use reading activities for the IEP classroom, correlated with online texts at a sixth- to eighth-grade reading level.

Approach

Before creating this curricular resource guide, I obtained permission from the Human Subjects Review Committee at Hamline University and informed the director of my IEP, who affirmed her support. Because I did not involve students or use their comments or work in this guide, I did not need to obtain their permission.

To develop this curricular resource guide, I relied heavily on the research cited in the literature review as to the critical-thinking and reading skills needed in post-secondary education, as well as the specific instructional strategies used to teach them as part of an English language or content-area lesson. I chose stories from the online *Reading Skills for Today's Adult* (Southwest ABE – Marshall Region, 2003) to serve as texts for critical-thinking and reading activities. I then used these short expository texts as a basis for four curricular units, each of which integrated critical-thinking skills needed to transition to higher education, as identified by Parrish and Johnson (2010). The format is described below.

Format

Organization

The curricular resource guide will feature four stand-alone units, each organized around the critical-thinking skills recommended for ESL learners to transition to post-secondary education and the workplace (Parrish & Johnson, 2010). The critical-thinking skills of inquiring, problem-solving, and decision-making are embedded within all units. There is a balance of texts on familiar topics (e.g., personal finance, such as the use of credit cards) and on more academic subjects (e.g., history, science and technology),

which serves to scaffold increasingly complex critical-thinking tasks. The units progress along the continuum of Bloom's taxonomy.

Curricular units. The four curricular units are as follows:

- Unit 1: Interpreting Texts in Light of Personal Knowledge
- Unit 2: Synthesizing Information from Multiple Sources
- Unit 3: Organizing and Analyzing Ideas
- Unit 4: Identifying Assumptions and Evaluating Information

Framework. Each curricular unit will be presented in three stages, as per Beaumont's (2010) critical-thinking task sequence. Each stage constitutes a single 60- to 90-minute lesson, although teachers with longer classes may be able to combine two or more of the stages into one lesson.

- Stage 1: (Pre-reading) Focus on the students' world
- Stage 2: (While Reading) Focus on the text
- Stage 3: (Post-reading) Focus beyond the text

Components. Each curricular unit will begin with a chart highlighting the featured story from the reading text as well as the cognitive processes, interactive reading strategy, and critical-thinking skill(s) involved. It will then present the reading text itself and activities to use in all three stages of the critical-thinking sequence, including a culminating activity with an assessment component, such as a rubric. The strategies and activities will reflect what the research shows about "what works" in critical-thinking instruction in the context of academic reading. The guide will also include metacognitive journal-writing prompts to allow students to reflect on how they feel about the reading

process, how they have applied reading strategies from lessons, and how their conception of reading has changed over time. The unit components are summarized in Table 4.

Table 4
Curricular Components Within Each Unit

Component	Description
Featured story	One or more stories, downloaded and presented in PDF format, from *Reading Skills for Today's Adult,* from Levels 7.0, 7.5, and 8.0.
Critical thinking skills needed for transition to post-secondary education	These skills are the focal point for each unit. • Unit 1: Interpreting Texts in Light of Personal Knowledge • Unit 2: Synthesizing Information from Multiple Sources • Unit 3: Organizing and Analyzing Ideas • Unit 4: Identifying Assumptions and Evaluating Information
Cognitive processes from Bloom's taxonomy	One or more of these cognitive processes and affiliated sub-processes are in each unit: • Remember • Understand • Apply • Analyze • Evaluate • Create
Interactive reading strategies	Use of the top-down strategies involved in the reading process, including the activation and application of content and formal schemata and the use of metacognitive reading techniques such as think-alouds.
"Bridge" from oral to written understanding	Explicit scaffolding techniques, in the form of strategy instruction and activities catering to aural learning styles
Stage 1 (Pre-reading)	Activities that focus on the students' world
Stage 2 (While reading)	Activities that focus on the text
Stage 3 (Post-reading)	Activities that focus beyond the text
Unit Assessment	Culminating activity and assessment tool

Design. This resource will be designed in a print format consisting of the curricular units and PDF copies of the online stories, which teachers may organize in a binder with tabs separating the four units. After the curricular resource guide has been completed, I hope to also store it online and share it with other teachers on our university's course management system, Blackboard, with links to online versions of the stories.

Conclusion

Chapter Three has outlined the approach I will take to research the question, *What should be included in a critical-thinking curricular resource guide to address Saudi IEP students' difficulties with academic reading skills?* It has also outlined the rationale for the curricular resource guide, as well as the setting in which it will be used and its goals and organization. Chapter Four will then unveil the guide. Finally, Chapter 5 will present my reflections on its development and suggestions for using it in further research.

CHAPTER FOUR

The Curricular Resource Guide

In this chapter, I present my critical-thinking curricular resource guide, designed to address Saudi IEP students' difficulties with academic reading skills. The guide is a "stand-alone" text that may be used to supplement a reading textbook or program. It is based on what the research shows, as described in Chapter Two, to be the unique challenges that Saudi IEP learners face vis-à-vis the demands of academic reading in Western higher education as well as the strategies that educators have found to successfully address them (Dalton, 2011; Galetcaia & Thiessen, 2010; Hall, 2013; Hellman, 2013; Moraya, 2012; Nezami, 2012; Rahman & Alhaisoni, 2013; Razek & Coyner, 2013). The guide begins with an introduction that outlines the rationale for its creation and describes its components. It then presents four stand-alone curricular units with materials, activities, and notes. The resource is written as a step-by-step guide for teachers so that they may easily use and adapt the lessons. Although targeted at Saudi learners and their specific reading needs, as well as the oral strengths that they typically bring (Dalton, 2011; Fageeh, 2003; Zaharna, 1995), the guide presents critical-thinking, reading, and scaffolding strategies that may prove beneficial to students of any background who are preparing to enter Western higher education.

Developing Academic Reading Skills

Among Saudi IEP Students:

A Critical-Thinking Curricular Resource Guide

Developed by Betsy Lindeman Wong, 2016

TABLE OF CONTENTS

Introduction

This curricular resource guide is aimed at teachers who are helping Saudi students to prepare for Western higher education. It reflects research as to "what works" in terms of critical-thinking instruction in a college, ESL, or ABE settings as well as my experience as a community-college educator who has taught many IEP classes with a majority of Saudi Arabian learners.

The Development of This Guide: A Personal Journey

This guide is the result of a consistent difficulty with reading for meaning that I have noticed among my Saudi learners. I had a sense that my learners needed to transition from reading as an exercise in memorization to reading as a way to construct meaning, but I was not sure how to accomplish this. At the same time, I surmised that my learners' reading problems may have been caused by educational and cultural differences, given that most of my learners with difficulty were from the same country. I also noticed that they tended to have high oral skills. What was needed, I concluded, was to tap into these oral skills and use them to scaffold explicit instruction in the higher-order thinking strategies that learners did not seem to apply to the reading process. Without a resource to use for this purpose, I decided to create my own.

What the Research Shows

Research shows a strong consensus that Saudi learners in Western higher education face unique academic reading challenges given the mismatch between the way reading is perceived and practiced in their country and in the United States (Hall, 2013; Hellman, 2013; Moraya, 2012; Rahman & Alhaisoni, 2013; Razek & Coyner, 2013). In particular, it reveals an over-emphasis on decoding and memorization in Saudi education, at the expense of the top-down reading processes shown to lead to greater comprehension (Burt, Peyton, & Adams, 2003;

Carrell & Eisterhold, 1983; Van Duzer, 1999). The research also suggests that explicit, scaffolded instruction in the critical-thinking skills embedded in interactive reading can improve learners' academic reading proficiency and help them to develop the analytical skills needed for post-secondary education (Dalton, 2011; Galetcaia & Thiessen, 2010; Kasper & Weiss, 2005; Liaw, 2007; Nezami, 2012; Tsui, 2002). Given that English learners do not necessarily come to college with these skills, although post-secondary faculty indicate that they are needed across the curriculum, they should therefore be explicitly taught (Johnson & Parrish, 2010).

Goals

It is hoped that this supplementary curricular resource will accomplish several broad goals. Designed to address the gap in English reading skills that Saudi learners encounter due to their unique cultural and educational background, the curricular resource guide aims to support Saudis in IEP programs to develop the critical-thinking skills needed to succeed in English reading instruction and subsequently transition to higher education. It also aims to support teachers by outlining critical-thinking skills to promote reading proficiency, mapping out specific strategies to use in teaching them, and providing easy-to-use reading activities, correlated with online texts at a sixth- to eighth-grade reading level. While it was designed for students in an IEP, it could be used in any setting where Saudi learners are struggling with these skills or where other learners have the same reading struggles. To make it as easy as possible to use the guide, answer keys and suggested teacher scripts are provided for many activities.

An Overview of Curricular Components

The activities in this curriculum are modeled after the critical-thinking tasks described by Parrish and Johnson (2010) and demonstrated in the video, "Tasks to Promote Critical Thinking and Learning" (Parrish & Florez, 2011). These resources show how to incorporate critical

thinking into all levels of ESL instruction in order to help learners transition to post-secondary education and the workplace. The organizational framework of the guide is modeled after Numrich's Sequence of Critical Thinking Tasks, as outlined in Beaumont (2010). Beaumont recommends applying critical-thinking tasks in three sequences to a reading lesson. The first part would focus on the students' world, as schemata are activated and connections to background knowledge are made. The second part would focus on understanding, analyzing, and interpreting the text itself, whereas the final part would focus beyond the text, as students apply key ideas to critical thinking tasks calling for further inquiry, analysis and evaluation, and decision-making, according to Beaumont. Lastly, the resource guide activities feature graphic organizers to help learners make sense of the language of critical thinking, as suggested by Zwiers (2008; 2010).

The curricular guide begins with a set of pre-reading and post-reading activities to use with any unit. The activities include a first-language reading survey; a teacher script and class discussion exercises to introduce learners to the concept of reading for a purpose; and pre-reading and post-reading metacognitive journal-writing prompts. The journal prompts allow students to reflect on how they feel about the reading process in general, and the post-reading prompts also have learners contemplate how they have applied reading strategies from curricular units and how their conception of reading has changed over time.

The components within each curricular unit are summarized in the following chart.

Curricular Components Within Each Unit

Component	Description
Featured story	One or more stories, downloaded and presented in PDF format, from *Reading Skills for Today's Adult,* from Levels 7.0, 7.5, and 8.0.
Critical thinking skills needed for transition to post-secondary education	These skills are the focal point for each unit. • Unit 1: Interpreting Texts in Light of Personal Knowledge • Unit 2: Synthesizing Information from Multiple Sources • Unit 3: Organizing and Analyzing Ideas • Unit 4: Identifying Assumptions and Evaluating Information
Cognitive processes from Bloom's taxonomy	One or more of these cognitive processes and affiliated sub-processes are in each unit: • Remember • Understand • Apply • Analyze • Evaluate • Create
"Bridge" from oral to written understanding	Explicit scaffolding techniques, in the form of strategy instruction and activities catering to an oral/aural learning style preference
Stage 1 (Pre-reading)	Activities that focus on the students' world
Stage 2 (While reading)	Activities that focus on the text
Stage 3 (Post-reading)	Activities that focus beyond the text
Unit Assessment	Culminating activity and assessment tool

Pre-reading and Post-reading Activities to Use Across Units

First Language Reading Survey

Reading in English Discussion Questions

Journaling Instructions

Pre-reading Journal Prompts

Post-reading Journal Prompts

First Language Reading Survey

Ask as many classmates as you can these questions:

1. What kinds of things do you read in your country?
2. Why do you read them?
3. What do you like about reading in your language?
4. What do you dislike about reading in your language?

Reading in English Discussion Questions

Think about the following questions. Then discuss them with a partner.

1. What is hard for you about reading in English?
2. How does the way you read in English compare to how you read in your language?
3. What kinds of things do you usually read in English?
4. What do you like to read the most in English? Why?
5. What do you like to read the least in English? Why?

Journaling Instructions

- Tell students that they will write in journals on a regular basis to express what they do when they read, how they feel about reading, and what they think about what they have read.
- Ask students to use for a journal a composition book or spiral notebook – or looseleaf paper that they keep together in a folder or notebook.
- Explain that journal writing is freewriting; the purpose is to express ideas, as opposed to using correct grammar, spelling, and form. Students can be creative and may even draw pictures to illustrate their ideas.
- Use the pre-reading or post-reading journal prompts.
- Allow students 15-20 minutes to write in their journal. (Optional: Play soft music while students write.)
- Collect the journals and write comments on the ideas expressed; do not correct grammar, spelling, or form.

Pre-reading Journal Prompts

Suggested use: Use these questions for journal writing before you begin a unit. If time allows, have learners discuss the questions first in pairs.

Write in your journal about these questions.

What is hard for you about reading in English?

How does the way you read in English compare to the way you read in your language?

What kinds of things do you usually read in English?

What do you like to read the most in English? Why?

What do you like to read the least in English? Why?

Post-reading Journal Prompts

Suggested use: Use these questions for journal writing after students have completed a unit, or at the end of your term, as a cumulative reflection activity. These would also constitute useful subjects for pair discussion before writing.

Write in your journal about these questions.

Do you feel differently about reading now? Why or why not?

What things did you do when you read this story that you hadn't done before?

How will you read differently in the future?

What activities helped you the most?

What were your favorite activities? Why?

Is there anything else you would like to learn about or practice with reading? If so, what?

Unit 1
Interpreting Texts in Light of Personal Knowledge

UNIT 1 ELEMENTS	
Text from *Reading Skills for Today's Adult*	"Identity Theft: It Could Happen to You" Level 7.0 http://resources.marshalladulteducation.org/reading_skills2.htm
Cognitive Processes from Bloom's Taxonomy	• Main focus: Category 2, Understand (interpreting, exemplifying, classifying, summarizing, inferring) • Sub-foci: Category 1, Remember (recognizing, recalling); Category 6, Create (generating, planning, producing)
Reading Strategies	• Apply one's knowledge of word roots and the parts of speech to guess the meaning of words in context • Use "think-alouds" to monitor comprehension while reading • Draw on pictures and background knowledge to predict what one will read • Sequence events in a story • Relate information in a text to one's personal experience • Identify the author's purpose • Use discourse markers to interpret information.
Critical-thinking Skills Needed for Academic Programs	• Using background knowledge to interpret information in a text • Categorizing and organizing information • Synthesizing and applying information from different sources • Making inferences
Oral Scaffolding	• Group problem-solving tasks • Peer survey • Oral retelling • Oral sequencing of events • Discussion
Culminating Activity	Compose an e-mail with advice for a friend to take to prevent a problem
Assessment	Writing rubric for advice e-mail

UNIT 1 **Stage 1, Pre-reading: Focus on the Students' World** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
(Optional) Pre-reading Activities to Use Across Units: 1. Class survey 2. Pair discussion 3. Journaling	Full class Pairs Individual	(Per activity) 5-10 min. 5-10 min. 15-20 min.	See "Pre-reading and Post-reading Activities to Use Across Units": • First Language Reading Survey • Reading in English Discussion Questions • Journaling Instructions • Pre-reading Journal Prompts
Activity 1: Connecting to What You Know	Small groups	10 min.	None
Activity 2: Using Clues from the Text to Make Predictions	Full class	5 min.	Handout 1, Identity Theft: It Could Happen to You (one copy per student); use handout or download PDF copies from the web site, Group 2, Level 7.0 http://resources.marshalladulteducation.org/reading_skills2.htm

(Note: See "Pre-reading and Post-reading Activities to Use Across Units" for optional pre-reading activities, including a class survey about reading in the native language and questions about reading in English to discuss and/or use as journal-writing prompts.)

Activity 1: Connecting to What You Know

Grouping: Small groups

- Tell students that they will read a story about a real problem that many people have. Explain that students will first explore what they know about the problem and brainstorm ways to solve it.

  Suggested script:

  Imagine that you're in your country. Your friend calls you, very upset, because he has just come home from shopping and can't find his wallet. He needs you to give him some advice about what to do. He also wants to know what could happen if someone else has his wallet. What do you tell him?

- Have students form small groups. Groups list at least three actions that the friend should take and two things that could happen if someone else took his wallet. Then they choose one person from the group to present the list to the class.
- Debrief the activity by having groups present their ideas.
- Explain that in the next part of the lesson, they will read a story about a character in the United States who lost her wallet, and they will find out both what she did to protect herself and what the person who took her wallet tried to do with it. Say, *Maybe the character in the story took some of the actions that you suggested – and maybe she did some other things, too.*

Activity 2: Using Clues from the Text to Make Predictions

Grouping: Full Class

- Distribute the story **(Handout 1, Identity Theft: It Could Happen to You)**.
- Begin to focus students' attention on the text.

  Suggested script:

  We are going to read a story called "Identity Theft." What does identity mean?

  What are some documents that you have that prove your identity?

  Look at the title of the story and picture at the top. What do you think this story will be about?

  What do you think you will learn from this story? Tell a partner.

UNIT 1
Handout 1, Identity Theft: It Could Happen to You

Source:
Reading Skills for Today's Adult (Southwest ABE – Marshall Region, 2003)
Available online:
http://resources.marshalladulteducation.org/reading_skills2.htm

Group 2
Level 7.0

(Text appears on following page)

Identity Theft – It Could Happen to You

Pre-reading

Questions:

- What do you know about identity theft?

Definitions:

- Immediate – happening right away

Reading

Jill had heard about identity theft, but she never thought it could happen to her. She was
17 wrong. During a normal workday in December, her wallet was stolen out of her purse. She had left
35 her purse unattended for only a few minutes. That's all the time it took for someone to steal Jill's
54 cash, credit cards and other personal information; it was all in her wallet.

67 What did Jill do? First, she got her "things in my purse and wallet" list from a home file.
86 Not only did she have a listing of the contents of her wallet and purse, but she also had photocopies
106 of the front and back of each card in her wallet – credit cards, insurance cards, drivers' license,
123 rental cards, and others. She knew exactly what had been stolen.

134 Next, Jill called her credit card companies, reported that her credit cards had been stolen,
149 and canceled every card. It was then that she found out that the thief had already been on a
168 shopping spree at the local mall. The new "Jill" had charged over $1000.00 worth of goods on the
186 real Jill's accounts!

189 Fortunately, Jill was not **liable** for the purchases. Under U.S. law, if a thief uses your cards
206 before you report them missing, the most you will owe for **unauthorized** charges is $50 per credit
223 card. Many credit card issuers will waive that fee for good customers.

235 Jill was wise in calling the credit card companies as soon as she discovered that her wallet
252 was missing. The quicker a loss or theft is reported, the better. After being contacted, a credit card
270 company puts an immediate stop on the card so that it cannot be used.

284 Jill also contacted the three major credit bureaus, Experian, Equifax, and Trans Union. They
298 put fraud alerts on all of Jill's accounts. A fraud alert means creditors must contact you before
315 opening new accounts in your name.

321 The fraud alerts worked very well. A week after her wallet was stolen, Jill received a call
338 from a credit card company asking if she had recently applied for a new credit card. The real Jill
357 had not, but the fake Jill, using all of Jill's real identification, had! The new account was denied.

375 Two weeks after Jill's wallet was stolen, Jill got a call from a phone company. The phone
392 representative said, "Hi. Is this Jill Smith?" Jill responded, "Yes." The caller then said she had a
409 woman on another line claiming to be Jill Smith and wanting phone service installed at a home 100
427 miles from where the real Jill Smith lived. The thief was again using Jill's personal information and
444 taking on Jill's identity, this time for a new phone service.

455 Based on the information the phone company employee received, she was able to determine
469 the place from where the thief was calling. Police officers in the area quickly apprehended the thief.
486 Officers found Jill's wallet and its contents at the address where the new phone service was to be
504 installed. They also found the merchandise that had been charged to Jill's accounts.

517

Level 7.0

UNIT 1 **Stage 2, Reading: Focus on the Text** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
Activity 1: Initial Reading	Individual	10 min.	(To play the reading) http://resources.marshalladulteducation.org/rs/l7/theft_read1.htm
Activity 2: Sequencing	Full class	5-10 min.	Handout 2, Sequencing Sheets *Note: Print these sheets as one-sided individual pages so that one student can hold up each page*
Activity 3: Teacher Think-aloud	Full class	5 min.	Handout 3, Think-aloud Scripts (teacher copy)
Activity 4: Student Think-aloud	Pairs	10 min.	None
Activity 5: Guessing Vocabulary	Full class	15 min.	Handout 4, Guessing Vocabulary: Identity Theft (one copy per student) Handout 5, Guessing Vocabulary: Identity Theft, Teacher Script (teacher copy)
Activity 6: Recall of Events	Pairs	5 min.	

Activity 1: Initial Reading

Grouping: Individual

- Before students read, explain that they will not use dictionaries or translators the first time they read the story; rather, they will read without stopping to get a general sense of what the story is about.
- Optional: Use the suggested script to elaborate on the point above.

  Suggested script:

  In order to complete a college or master's degree in the U.S., you will have to complete a great deal of academic reading. You will probably have to read 30-50 pages from one class to the next. So, how closely will you read? Will you have time to stop and look up

every word you don't know? You'll need to read for important ideas and not stop too much for unknown words. What about using a translator each time you come to an unknown word? Unfortunately, you also can't rely very much on a translator, because the information it gives you doesn't always tell you what the writer is trying to say, particularly if it's a word or expression with multiple meanings. In fact, sometimes it gives you information that doesn't make any sense and leaves you confused.

We will practice strategies for guessing the words you don't know. For now, try to focus on the ideas that you can understand without knowing all of the words. Also, think about what you already know about the topic of the story. In other words, look at the title of the story and any subheadings or pictures that you see. Use this information to make a guess as to what the story will be about. Use this prediction to help you understand what you don't know in the text.

- Read aloud the definition of *immediate* in the preface to the story.
- Set a timer for 5 minutes. Tell students that they will read, report on one big idea, and tell whether they found any connections to their prediction. **Do not allow translators or dictionaries.**
- After reading, ask students, *What was one big idea that you read about?* Elicit general ideas. Then ask if any of the students' guesses about what they would learn were correct.
- Tell students that they will now read the story again as they listen to it. Explain that this will give them an idea of approximately how fast they should read the first time.
- Play the story on the computer as students follow along on their text, at: http://resources.marshalladulteducation.org/rs/l7/theft_read1.htm
- Have students reread the story silently, circling any words they don't know; explain that you will discuss them later, after you've had a chance to work on vocabulary.

Activity 2: Sequencing

Type: Full class

- Tell students that they will now try to put together the key events from the story in the order in which they appear. Give eight students a sheet with one of the actions from the story; use **Handout 2, Sequencing Sheets**. Tell the other students that they will be the audience.

- Have the students with sheets stand up and form a horizontal line, from left to right, starting with the first event in the story (as noted on the sheet) and ending with the last. They should show their sheet to the audience, so they know which event it represents.
- The audience tells the students with event sheets where to stand.
- Use the answer key below to confirm the correct order.

  Answers:

  (1) Jill makes a list of the important things in her wallet and purse.

  (2) Someone steals Jill's purse.

  (3) Someone charges more than $1,000 worth of purchases on Jill's credit cards.

  (4) Jill reports that her credit card was stolen.

  (5) Jill cancels her credit cards.

  (6) A credit card company calls Jill to ask if she had applied for a new account.

  (7) Someone uses Jill's name to install phone service at a different address.

  (8) The police catch the thief and find Jill's wallet.

Activity 3: Teacher Think-aloud

Grouping: Full class

- Explain that students will use comprehension-monitoring strategies as they read by conducting a think-aloud.

  Suggested script:

  Now that you have had a chance to read and listen to the story, I am going to show you how I read something. I ask myself questions as I read to make sure that I understand. Listen and look at the story as I do this.
- Read the first three paragraphs aloud, using the text and comments on **Handout 3, Think-aloud Scripts**.
- When you have finished, help students to notice the techniques that you just used. Ask the following questions:

  As I read out loud, I stopped and made comments or asked questions. What kinds of things did I say to myself?

  What kinds of questions did I ask?

Did I talk about only the words in the story or about my own life as well?

Did I give my opinion about anything that happened in the story?

Activity 4: Student Think-aloud

Grouping: Pairs

- Tell students that they will now practice thinking out loud as they read.
- Assign students partners. Explain that they will each read a paragraph silently – and then out loud, to each other, to show what they think about as they read.
- Have Partner A silently read Paragraph 4 ("Fortunately, Jill was not liable …") while Partner B silently reads Paragraph 5 ("Jill was wise in calling …").
- Explain how to complete the activity.

  Suggested script:

  You will now read your paragraph to your partner, just as I did. Stop and tell your partner anything that you …

  - *Don't understand*
  - *Guess will happen next*
  - *Have experienced in real life or already know*
  - *Find surprising, wonderful, or terrible.*
- Reiterate that although students have already read the story and know what happens next, they will practice making guesses so they get in the habit of doing this while they read.
- Debrief this exercise; if possible, have two volunteers model for the class.
- Repeat the exercise with Paragraphs 6 and 7; then, with 8 and 9.

Activity 5: Guessing Vocabulary

Grouping: Full class

- Explain that you will practice two strategies for guessing words you don't know: Looking at the parts of a word, and determining the function of the word – that is, what it does in the sentence.
- Distribute **Handout 4, Guessing Vocabulary: Identity Theft**, and display the sentences.

- Go through the sentences one by one, allowing learners to make a guess before you explain the strategies and the unknown words. Refer to **Handout 5, Guessing Vocabulary: Identity Theft, Teacher Script**.
- Ask if there were any other words that students circled because they didn't understand them. Use the strategies that learners just practiced (looking at the parts of a word or its function in the sentence) to have learners try and guess the meaning of the unknown words. Then offer definitions.

Activity 6: Recall of Events

Type: Pairs

- Tell students that now that they have practiced the vocabulary, they will read the story again for the important ideas.
- Have students read the story again. When they finish, they should turn over the paper so that they can't see the story.
- Have students form pairs and retell the story, using the new vocabulary that they just learned. One partner is the speaker, and the other is the listener. Give the following directions:

  Partner A: Tell your partner what happened in the story. Start with, "Oh my God! You won't believe what happened to Jill!"

  Partner B: Listen and tell your partner if s/he forgot any important information. Also, ask questions about anything you don't understand.

Jill makes a list of the important things in her wallet and purse.

Someone steals Jill’s purse.

Someone charges more than $1,000 worth of purchases on Jill’s credit cards.

Jill reports that her credit card was stolen.

Jill cancels her credit cards.

A credit card company calls Jill to ask if she had applied for a new account.

Someone uses Jill's name to install phone service at a different address.

The police catch the thief and find Jill's wallet.

UNIT 1
Handout 3, Think-aloud Scripts

Paragraph 1	
Line from text	**Teacher comment**
"Jill had heard about identity theft,"	*Hmm … What is "identity theft"? I see a picture of a thief with a Social Security card and maybe a credit card, so maybe it's when somebody takes these things.*
"but she never thought it could happen to her. She was wrong."	*Okay, I'm guessing that this story will tell me that somebody stole Jill's credit card.*
"During a normal workday in December, her wallet was stolen out of her purse."	*I'm right! Someone stole her wallet and probably her ID cards.*
"She had left her purse unattended for only a few minutes."	*What is "unattended"? I've never heard this word. I'll keep reading to see if it's important.*
"That's all the time it took for someone to steal Jill's cash, credit cards and other personal information; it was all in her wallet."	*Oh, no! Poor Jill! I remember when someone stole my friend's wallet. It was terrible; she had to change all her credit cards and get a new driver's license.*
Paragraph 2	
Line from text	**Teacher comment**
"What did Jill do?"	*Okay, I think the story is going to tell me what Jill did after somebody stole her wallet. I'm guessing that she probably had to call the credit card company and ask for new credit cards, but I don't know what else.*
"First, she got her "things in my purse and wallet" list from a home file."	*I'm confused. What is a "home file"? Is that a computer file?*

Handout 3, Think-aloud Scripts (Cont.)

"Not only did she have a listing of the contents of her wallet and purse, but she also had photocopies of the front and back of each card in her wallet – credit cards, insurance cards, drivers' license, rental cards, and others."	*Okay. She had photocopies of these documents, so I'm guessing they're paper copies. Maybe this list is just a paper list that she kept at home in a safe place.*
"She knew exactly what had been stolen."	*Wow – Jill is very organized! She had copies of all the information on her cards, and she knew exactly what important things were in her wallet and purse. That's more than I know. Maybe I will try this.*
Paragraph 3	
Line from text	**Teacher comment**
"Next, …"	*"Next"? Next what? Let me look back in the last paragraph … Oh, it's a list of the things that Jill does when she knows that someone took her wallet.*
"Jill called her credit card companies,"	*I was right! I knew she would call her credit card companies. She'll probably ask for new cards.*
"reported that her credit cards had been stolen, and canceled every card."	*Hmm, I didn't guess this part. I forgot that you have to tell the credit card company first to cancel the old cards before you ask for new cards.*
"It was then that she found out that the thief had already been on a shopping spree at the local mall."	*What is "spree"? I know "shopping" and I know "mall," so I'm guessing that it's related to shopping. Maybe it means that the person who took the wallet went shopping with Jill's credit cards. I'll just keep reading and find out.*
"The new 'Jill' had charged over $1,000 worth of goods on the real Jill's accounts!"	*I was right! The thief spent more than $1,000 from Jill's credit card accounts.*

UNIT 1
Handout 4, Guessing Vocabulary: Identity Theft

1. *She had left her purse **unattended** for only a few minutes.*
   *The most you will owe for **unauthorized** charges is $50 per credit card.*

Look at the words *unattended* and *unauthorized*.
MAKE A GUESS. What do you think the prefix "*un*-" means?

2. *Fortunately, Jill was **not liable** for the purchase.*

What does *able* mean?
MAKE A GUESS. What do you think *"not liable"* means?

3. *The most you will owe for **unauthorized** charges is $50 per credit card. Many credit card issuers will **waive** that fee for good customers.*

Do you think that ***waive*** is a person, place, thing, action, or describing word? What makes you think so?

MAKE A GUESS. Is there another word or group of words that you could use in the same place?

4. *Police officers in the area quickly **apprehended** the thief. Officers found Jill's wallet and its contents.*

Do you think that ***apprehended*** is a person, place, thing, action, or describing word? What makes you think so?

MAKE A GUESS. Is there another word or group of words that you could use in the same place?

UNIT 1
Handout 5, Guessing Vocabulary: Identity Theft, Teacher Script

1. *She had left her purse **unattended** for only a few minutes.*
   *The most you will owe for **unauthorized** charges is $50 per credit card.*

Look at the words *unattended* and *unauthorized*.
MAKE A GUESS. What do you think the prefix "*un*-" means?

Suggested script/answers:

- Sometimes the prefix of a word can give you a clue to its meaning. The prefix "un" means "not," so it gives a word a negative meaning.
- "Attended" means watched or taken care of by someone, so this means that she had left her purse "not attended" – meaning she wasn't watching it.
- "Authorized" means that something is officially allowed; for example, a parking permit authorizes you to park somewhere. "Unauthorized" means that somebody did something without permission – in this case, used Jill's credit card to charge things.

2. *Fortunately, Jill was **not liable** for the purchase.*

What does *able* mean?
MAKE A GUESS. What do you think *not liable* means?

Suggested script/answers:

- Just like a prefix, a suffix can give you a clue to meaning. "Able" often means something that you can do. For example, if something is understandable, you can understand it; if it's not understandable, you can't understand it "Unable" means you CAN'T do something.
- We can make a guess that "liable" has a similar meaning to "can do"; since we use it negatively here ("not liable"), it means "can't do."
- The word "fortunately" at the beginning of the sentence gives us a clue that it's lucky Jill *couldn't* do something related to the purchase.
- Both of these clues help us to understand that Jill couldn't do the purchase; in other words, she wasn't responsible for the things the other person bought with her credit card.

3. *The most you will owe for **unauthorized** charges is $50 per credit card. Many credit card issuers will **waive** that fee for good customers.*

Do you think that ***waive*** is a person, place, thing, action, or describing word? What makes you think so?

MAKE A GUESS. (Cover the word "waive") Is there another word or group of words that you could use in the same place?

Handout 5, Guessing Vocabulary: Identity Theft, Teacher Script (Cont.)

Suggested script/answers:

- When you look at the two sentences together, you see the phrases:
  "The most you **will owe** …"
  "Many credit card issues **will waive** that fee …"
- You have a clue that the two words that come after "will" are verbs that are used to form what verb tense? (Answer: future)
- We can guess that "waive" is an action. We also have a noun after the action – "that fee" – that is used as the direct object; it tells us what is receiving the action. So, we know that "waive" is an action that does something to the credit card fee for unauthorized charges.
- Can you think of other words to say here? (Possible answers: "Stop," "Cancel," "Forget," "Not make them pay")
- "Waive" means to say that something is not necessary. For example, if you get a parking ticket and the parking office waves the fine, that means you don't pay it.

4. *Police officers in the area quickly **apprehended** the thief. Officers found Jill's wallet and its contents.*

Do you think that ***apprehended*** is a person, place, thing, action, or describing word? What makes you think so?

MAKE A GUESS. (Cover the word "apprehended") Is there another word or group of words that you could use in the same place?

Suggested script/answers:

- When we look at this sentence without the word "apprehended," we don't see a verb. Maybe "apprehended" could be the verb. Suffixes can help you to know the part of speech of a new word. Look at its ending ("-ed"). Is there a verb tense that ends in "-ed"? (Answer: Past tense.)
- We have another word used next to this one, "quickly." We know that "quickly" means "in a fast way." It's a describing word called an adverb that can tell how somebody did an action; like many adverbs, it ends in "-ly."
- We have a direct object after the word, "the thief." We can guess that this is an action that the police officers did to the thief. Can you think of another verb that you could use here? (Possible answers: "Caught," "Got," "Took".)
- "Apprehend" means to catch someone that you think committed a crime.

UNIT 1 **Stage 3, Post-reading: Focus Beyond the Text** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
Activity 1: Identity Theft Discussion	Small groups	5 min.	Handout 6, Identity Theft Discussion Questions (one copy to show on LCD projector)
(Optional) Activity 2: Interpreting Purpose	Pairs	5 min.	
Activity 3: Inferring Information	Full class/ pairs	10-15 min.	Handout 7, Making Inferences (one copy per student) Handout 7, Making Inferences, Answer Key (teacher copy)
Activity 4: Integrating Personal Information	Small groups	10-15 min.	Handout 8, Graphic Organizer: Protecting Yourself from Identity Theft (one copy per student)
Activity 5: Advice for Jill (Culminating Activity)	Individual	25-30 min.	(For assessment) Handout 9, Writing Activity Rubric: Identity Theft (one copy per student)
(Optional) Post-reading Journaling	Individual	15-20 min.	See "Pre-reading and Post-reading Activities to Use Across Units": • Journaling Instructions • Post-reading Journal Prompts

<u>Activity 1: Identity theft discussion</u>

Grouping: Small groups

- Explain that now that students have read a story about identity theft, they will discuss what it means – and whether it has happened to them.
- Place students in small groups. Say that they will talk about a few questions in their group and will then share their answers with the class. Allow students in each group to choose one of the following roles:

  Group leader – Makes sure that everyone participates in the discussion

Timekeeper – Tracks time and makes sure that the group stays focused/ on task

Secretary – Takes notes of the reasons for the decision

Presenter – Presents the group's decision and reasons for it.

- Display **Handout 6, Identity Theft Discussion Questions**. Read it aloud.
- Set a 5-minute time limit for the activity and have groups discuss the questions. As they do so, circulate and monitor progress.
- When time is up, have each small group presenter say a few things that their group talked about.

Activity 2: Interpreting purpose

Grouping: Pairs

- Introduce the activity by explaining the concept of writing for a purpose.

  Suggested script:

  An author always writes for a purpose. Sometimes the purpose is to entertain readers and tell them an interesting or funny story. Other times the purpose is to express an opinion about a topic or to teach others new information.
- Have students discuss the following questions with a partner:

  What do you think the purpose of this story is?

  Where might you find a story like this? (That is, would it be with the news articles in a newspaper? In a popular magazine? In a textbook? On a web site?)
- Debrief the activity by eliciting statements as to purpose.

  Sample answers:

  The author's purpose was to explain what to do if you are a victim of identity theft.

  The author wrote the story to help people protect themselves if someone steals their identity.

  You might find a story like this on a web site with information to help persons who have this problem. It's not an academic story, so you probably wouldn't find it in a textbook. It doesn't represent important news, so if it were in a newspaper or magazine, it wouldn't be one of the top news or entertainment stories on the front page or magazine cover, but it might appear in another section where you would usually find "self-help" articles, like ways to save money for college.

Activity 3: Inferring information

Type: Full class/pairs

- Introduce the concept of making inferences.

  Suggested script:

  When you read something, you learn new things from a story. You also make guesses about information that isn't in the story – but you know that it's true because of other information in the story and things you know from real life. We call this making inferences. *We say that you* infer *information that isn't written directly in the text.*
- Read through Example 1 on **Handout 7, Making Inferences**.
- Elicit answers from students (refer to possible answers on **Handout 8, Making Inferences, Answer Key**).
- Repeat with Example 2.
- Have students form pairs, read Examples 3A-3C, and discuss them with their partner. In particular, they should decide with their partner if there is enough information in the story to support each inference.
- After students have discussed the examples in pairs, go through them aloud, asking if you can make each inference. Refer to the suggested script in **Handout 8.**
- Tell students that they will now use the information in the story to make an inference about Jill. Have students discuss this question with their partner: *Based on what you read in the story, what kind of a person do you think Jill is?*
- Elicit adjectives to describe Jill (e.g., *careful, smart, safe, cautious, organized).*

Activity 4: Integrating personal information

Grouping: Small groups

- Explain that students will now organize ideas from the text about how Jill protected herself from identity theft.
- Place students in groups and distribute **Handout 9, Graphic Organizer**. Have groups discuss and note in the first column at least two ways that Jill protected herself from identity theft. (Emphasize that "protect" means to avoid or stop something *before* it happened and not afterwards.)

- After students have discussed the question, elicit ways that Jill protected herself. (Answers: She made a list of the contents of her important things in her purse and wallet; she copied the cards in her wallet.)
- Explain that students will now think of examples from their own lives to help Jill.
  Suggested script:
  We know what Jill's story told us about how to protect ourselves from identity theft. What are some other ways that you know of to protect your personal and financial information? For example, how do you protect the information in your computer or phone? See if you can think of at least three ways that aren't mentioned in the story.
- Have students brainstorm ways to protect themselves from identity theft. They should note them in the second column of the graphic organizer.
- Debrief by eliciting suggestions in the full group. As students present suggestions, encourage other students to note them in the second column of their chart so that they may use them in the next activity.

Activity 5: Advice for Jill (Culminating Activity)
Grouping: Individual

- Introduce the purpose of the advice-letter assignment.
  Suggested script:
  We know what Jill's story recommends about protecting ourselves from identity theft. We've also discussed our own ideas for this. Let's imagine that you are writing an e-mail to a friend to give some advice. You want to tell your friend about Jill's story. Also, you want to add other ideas to help protect your friend from identity theft.
- Tell students that they will write an e-mail to a friend with advice. They will show what they know about identity theft – including what they learned from Jill's story. They will also include the ideas from everyday life that they discussed in groups. Then they will choose the best ideas to include in their e-mail to a friend with advice for how to protect himself or herself.
- Write or show the following prompt and read it aloud.
  "This week, we read about a woman named Jill who protected her identity.

She_____.

However, there are some other things you can do to prevent ID theft."

- Tell students that they will use this opening for their e-mail to a friend. In the second sentence, they will state how Jill protected herself. Then they will use ideas from their own life to give their friend advice.
- State that the advice should be in the form of a paragraph and not a list.
- As a prewriting exercise, have students take out **Handout 9, Graphic Organizer: Protecting Yourself from Identity Theft**. Tell them to circle the ideas that they think are the best ways for Jill to protect herself, and that they should have at least three ways.
- Emphasize that students should not use **all** of the information from the chart; they should decide which ideas are the most important and include them.
- Tell students, *Let's practice what you can write in an e-mail when you are at your computer.* (Students could also draft an email if the class has computer-lab time.)
- Elicit some words and expressions used for transitions (e.g., "First," "Next," "Finally," etc.). Then elicit ways to give advice (e.g., "You should," "It's a good idea to …," etc.). Note them on the board.
- Have students write the paragraph. As they finish, encourage them to exchange their paper with a partner and give the partner feedback on what s/he wrote.
- Collect the paragraphs when students finish. To evaluate the assignment, use the rubric in **Handout 10: Writing Activity Rubric, Identity Theft**.

(Note: See "Pre-reading and Post-reading Activities to Use Across Units" for optional post-reading journal prompts.)

UNIT 1
Handout 6, Identity Theft Discussion Questions

1. Based on Jill's story and what you know from real life, what is identity theft?

2. How is Jill's story similar to something you or someone you know have experienced?

3. How is it different?

4. Is there anything that Jill's story doesn't tell you to do that you would do?

UNIT 1
Handout 7, Making Inferences

Example 1

The story tells us that Jill canceled all of her credit cards, but it doesn't tell us ***why****. However, we can make a guess from the rest of the story.*
We know that someone stole Jill's wallet, which had her credit cards.
We also know that someone charged more than $1,000 on her credit cards.
So, why did Jill cancel her credit cards?
We can make an inference that she canceled the cards so that …

Example 2

The story tells us that the police found the thief, Jill's wallet, and the merchandise the thief had bought with Jill's credit card at the address where the thief had asked for new phone service. However, the story doesn't tell us what happened next. What can we infer?

Example 3A

Can you infer this statement from the information in the story?

If you are a victim of identity theft, you will lose thousands of dollars.

Example 3B

Can you infer this statement from the information in the story?

There are ways to protect yourself from identity theft.

Example 3C

Can you infer this statement from the information in the story?

The police always catch criminals who steal someone's identity.

UNIT 1

Handout 8, Making Inferences, Answer Key

Example 1

The story tells us that Jill canceled all of her credit cards, but it doesn't tell us ***why****. However, we can make a guess from the rest of the story.*
We know that someone stole Jill's wallet, which had her credit cards.
We also know that someone charged more than $1,000 on her credit cards.
So, why did Jill cancel her credit cards?
We can make an inference that she canceled the cards so that …

(Possible answers:
The thief can't buy any more things and charge them to Jill's credit cards./
Nobody could use her credit cards anymore.)

Example 2

The story tells us that the police found the thief, Jill's wallet, and the merchandise the thief had bought with Jill's credit card at the address where the thief had asked for new phone service. However, the story doesn't tell us what happened next. What can we infer?

(Possible answers:
The police took away the thief.
The thief went to jail.
The police charged the thief with a crime.)

Example 3A

Can you infer this statement from the information in the story?
If you are a victim of identity theft, you will lose thousands of dollars.

Answer: No
Suggested script:
You can't make this guess because the story tells us that if you are a victim of identity theft, you are only liable for $50 – so that's all you have to pay.

Handout 8, Making Inferences, Answer Key (Cont.)

Example 3B

Can you infer this statement from the information in the story?

There are ways to protect yourself from identity theft.

Answer: Yes
Suggested script:
You can make this inference because the story describes specific ways to protect yourself from identity theft. What are some of these ways? (Elicit answers, such as listing what's in your wallet; copying your documents; canceling your credit cards and calling the police if you think someone is using your identity, etc.)

Example 3C

Can you infer this statement from the information in the story?

The police always catch criminals who steal someone's identity.

Answer: No
Suggested script:
You can't make this guess because nothing in the story makes us think that the police ALWAYS catch criminals who commit ID theft. We only know that they caught the criminal in Jill's case because Jill acted quickly and contacted her credit card companies, the three credit bureaus, and the police.

UNIT 1

Handout 9, Graphic Organizer: Protecting Yourself from Identity Theft

What Jill does to protect her identity	What I do to protect my identity

UNIT 1
Handout 10, Writing Activity Rubric: Identity Theft

CRITERIA	**Yes**	**Almost "Yes"**	**No**
Accurately summarizes what Jill did to protect herself from identity theft			
Incorporates ideas from personal experience or from the group brainstorm			
Does not copy all of the ideas but chooses the most important ones			
Uses transition words to move from one idea to the next			
Clearly states ideas			
COMMENTS			

Unit 2
Synthesizing Information from Multiple Sources

UNIT 2 ELEMENTS	
Text from *Reading Skills for Today's Adult*	"Martin Luther King, Jr." Level 7.0 http://resources.marshalladulteducation.org/reading_skills2.htm
Cognitive Processes from Bloom's Taxonomy	• Main focus: Category 2, Understand (interpreting, exemplifying, classifying, summarizing, inferring, explaining) • Sub-foci: Category 4, Analyze (organizing, attributing)
Reading Strategies	• Identify main ideas and supporting examples and details • Use discourse markers to interpret meaning • Contrast the characteristics of different genres (speeches and written texts), including text structure and common transitions)
Critical-thinking Skills Needed for Academic Programs	• Summarizing • Interpreting • Categorizing and organizing information • Inquiring • Synthesizing information from different sources
Oral Scaffolding	• Group problem-solving task • Group jigsaw reading activity • Mock interviews • Discussion
Culminating Activity	Write a recommendation for Dr. Martin Luther King, Jr., to receive the Presidential Medal of Freedom.
Assessment	Writing rubric for recommendation paragraph

UNIT 2 **Stage 1, Pre-reading: Focus on the Students' World** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
(Optional) Pre-reading Activities to Use Across Units: 1. Class survey 2. Pair discussion 3. Journaling	Full class Pairs Individual	(Per activity) 5-10 min. 5-10 min. 15-20 min.	See "Pre-reading and Post-reading Activities to Use Across Units": • First Language Reading Survey • Reading in English Discussion Questions • Journaling Instructions • Pre-reading Journal Prompts
Activity 1: Dreams for the Future	Pairs	5 min.	
Activity 2: Connecting to What You Know	Small groups	20 min.	Handout 1, Social Problems T-Chart (one per small group) Optional: Butcher-block paper (one sheet per small group)
Activity 3: Solving a Social Problem	Small groups	10 min.	
Activity 4: Using Clues from the Text to Make Predictions	Full class	5 min.	Handout 2, Martin Luther King, Jr. (one copy per student); use handout or download PDF copies from the web site, Group 2, Level 7.0 http://resources.marshalladulteducation.org/reading_skills2.htm

(Note: See "Pre-reading and Post-reading Activities to Use Across Units" for optional pre-reading activities, including a class survey about reading in the native language and questions about reading in English to discuss and/or use as journal-writing prompts.)

Activity 1: Dreams for the Future

Grouping: Pairs

- Tell students that in this unit, they will read part of a famous speech called, "I Have a Dream."
- Explain that *dream* has two meanings.

  Suggested script:

In a literal sense, dream *means what you do when you sleep and you imagine things that don't happen in real life. However, it also means wishes that you have for the future. These wishes may or may not come true. They are similar to goals but might be more difficult to achieve. For example, you might have a goal to find a job as a writer. That's something you can take specific steps to achieve. Your dream is to write a best-selling book that millions of people read and enjoy. You can try to accomplish this dream, but you don't know if it will happen.*

- Have students find a partner and discuss their personal dreams. The dreams can be anything that they hope for themselves or their family in the future.

Activity 2: Connecting to What You Know

Grouping: Small groups

- Reiterate that there are many different purposes for reading. In this lesson, students will read about a famous person who tried to solve a difficult social problem.
- Ask students what a *social problem* is. After you've elicited responses, you may want to elaborate, as follows.

  Suggested script:

  A social problem is a problem in your community. It can be a negative behavior, like drunken driving, or it can be condition that negatively affects one group of people, such as poverty. A social problem might be a problem that you see in your neighborhood, such as many people who are homeless. It might also be a problem that people experience in your country, such as discrimination – that is, treating a group of people differently than others because of their race, social class, religion, sexual orientation, or gender.
- Have students form small groups. Tell them that they will discuss social problems in their country and in the United States.
- Show **Handout 1, Social Problems T-Chart**. Tell groups that they will complete this chart with notes from their group discussion. Have each group assign a note taker, presenter, and timekeeper (and, if there is a fourth person, a group manager who keeps everyone on task and speaking English).
- Optional: Give each group a sheet of butcher-block paper to record their chart.
- Allow about 15 minutes for the activity. Debrief by having each group present its chart.

Activity 3: Solving a Social Problem

Grouping: Small groups

- Have students continue working in the same small groups for the next activity.
- Tell students that they will choose one of the social problems from the chart and discuss ways to solve it. For example, should people go in the streets and protest? Should the government make new laws? If so, what kind of laws? Are there other ways to enact social change?
- Give students time to discuss the question. (Optional: Set a timer for 5 minutes.)
- Debrief the activity by having each group present its problem and solution.
- If any of the proposed solutions involved violence, discuss whether violence is ever necessary to solve social problems.
- Tell students that in the next part of the lesson, they will read a story about Dr. Martin Luther King, Jr., a civil rights leader in the United States who used nonviolent ways to address social problems. As they read about Dr. King, they will also learn about the history of social problems in the United States. Say, *Maybe he used some of the ways that you suggested to solve social problems – and maybe he did some other things, too.*

Activity 4: Using Clues from the Text to Make Predictions

Grouping: Full Class

- Begin to focus students' attention on the text.
  Suggested script:
  We are going to read a story about a famous American leader, Martin Luther King, Jr. Have you ever heard of this man? What do you know about him?
- Distribute **Handout 3, Martin Luther King, Jr.**
- Call students' attention to the picture at the top of the page.
  Suggested script:
  Look at the picture at the top of the story. What do you see?
  What do you think that this man is doing?
  When do you think this picture was taken? Why?

- (Optional) Show other pictures of Dr. King from the Internet, such him speaking at the March on Washington or protesting with other civil rights leaders. Ask students what they think is happening in the pictures.
- Point out the part of the text with the "I Have a Dream" excerpt. Ask students how this part looks different from the rest of the text. (Possible answers: It has a separate heading; it is indented on both sides; it has a name and date on a line by itself, toward the end of the line instead of the beginning.)
- Explain that this section is called an *excerpt* – that is, part of something that somebody else wrote. In this case, the excerpt is from a speech that Martin Luther King, Jr., gave called "I Have a Dream."
- Ask students to scan the text to find the date of the speech (1963).
- Explain that the style of a speech is different from the style of formal writing.
  Suggested script:
  Someone who gives a speech often repeats phrases and shows a lot of emotion in order to persuade you. Persuade *means to make you believe something. Politicians frequently do this because they want you to vote for them; advertisers do this to make you believe that you should buy their product.*
- Ask students to guess why Martin Luther King, Jr., is giving a speech.
- Have students tell a partner what they think they will learn in this story.
- Elicit predictions in the full class.

UNIT 2

Handout 1, Social Problems

Social Problems in My Country	Social Problems in the United States

UNIT 2

Handout 2, Martin Luther King, Jr.

Source:
Reading Skills for Today's Adult (Southwest ABE – Marshall Region, 2003)
Available online:
http://resources.marshalladulteducation.org/reading_skills2.htm

Group 2
Level 7.0

(Text appears on following page)

Martin Luther King, Jr.

Pre-reading

Questions:

- What do you know about Martin Luther King, Jr?

Definitions:

- Content – something that is inside
- Character – what a person is really like as shown through his/her thoughts, words, and actions
- Creed – a set of beliefs held by a person or group, often religious in nature
- Civil rights – the rights of a citizen

Reading

I Have a Dream

I have a dream that my four little children will one day live in a
Nation where they will not be judged by the color of their skin,
But by the content of their character.
I have a dream today!
I have a dream that one day… little black boys and girls
will be able to join hands with little white boys and girls
as sisters and brothers.
I have a dream today!

Martin Luther King, Jr. 1963

The dream of most Americans is a good education for their children. People with a good education get better jobs and earn more money. They have more **opportunities** to be successful.

There are laws in the United States that promise an equal education for all children. These laws are for children of all colors, creeds, and cultures. Children of both rich and poor families are to be given equal educational opportunities.

People like Martin Luther King, Jr. fought for such laws. In the 1960's Dr. King and other civil rights leaders saw that poor black children were not receiving a good education. Their schools were separate. Black children attended one school, while white children attended a different school.

The black children's schools were **inferior** to the white children's schools. The "white only" schools had more money, more educational materials, and better facilities. White children had a better chance of getting a good education.

This **segregation** was also happening in other public places. Black people had to drink out of different water fountains than white people. Black people also had to sit in separate areas from white people on city buses. Black people were told to sit at the back of the bus, while white people sat toward the front. Some restaurants would not even serve black people a meal.

Dr. King and other civil rights leaders worked extremely hard to change these conditions. Through the efforts of many people, change did happen. New laws were passed creating greater equality for all. However, many parents throughout the country still think their children are not receiving an equal education. The struggle for racial equality continues.

Level 7.0

UNIT 1 **Stage 2, Reading: Focus on the Text** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
Activity 1: Initial Reading	Individual	15 min.	(To play the reading) http://resources.marshalladulteducation.org/rs/l7/king_read1.htm
Activity 2: Think as You Read	Small groups	20 min.	Handout 3, Think as You Read Scripts, Martin Luther King, Jr. (teacher copy)
Activity 3: Guessing Vocabulary	Pairs	15-20 min.	Handout 4, Guessing Vocabulary: Martin Luther King, Jr. (one copy per student) Handout 5, Guessing Vocabulary: Martin Luther King, Jr., Teacher Script (teacher copy)
(Optional) Activity 4: Paraphrasing	Individual/ Pairs	10 min.	Handout 6, Paraphrasing (one copy per student OR one copy to display)

Activity 1: Initial Reading

Grouping: Individual

- Before students read, explain that they will not use dictionaries or translators the first time they read the story; rather, they will read without stopping to get a general sense of what the story is about.
- Optional: Use the suggested script to elaborate on the point above.

  Suggested script:

  In order to complete a college or master's degree in the U.S., you will have to complete a great deal of academic reading. You will probably have to read 30-50 pages from one class to the next. In order to do this, you will need to read for ideas. You won't have time to stop and look up every word you don't know. You also can't rely too much on a translator, because the information it gives you doesn't always tell you what the writer is trying to say. In fact, sometimes it gives you information that doesn't make any sense and leaves you confused.

We will practice strategies for guessing the words you don't know. For now, try to focus on the ideas that you can understand without knowing all of the words. Also, think about what you already know about the topic of the story. Use this to help you understand what you don't know in the text.

- Read aloud the definitions at the top of **Handout 3**.
- Set a timer for 7 minutes. Have students read the story to themselves, emphasizing that for this first reading, they will read and report on one big idea. **Do not allow translators or dictionaries.**
- After reading, ask students, *What was one big idea that you read about?* Elicit general ideas. Then ask if any of the students' guesses about what they would learn were correct.
- Tell students that they will now read the story again as they listen to it. Explain that this will give them an idea of approximately how fast they should read the first time.
- Play the story on the computer as students follow along on their text, at: http://resources.marshalladulteducation.org/rs/l7/king_read1.htm
- Have students reread the story silently, circling any words they don't know; explain that you will discuss them later, after you've had a chance to work on vocabulary.

Activity 2: Think as You Read

Grouping: Small groups

- Tell students that they will read the story again; this time, they will use "think-aloud" symbols as they read to note what they understand and think about the story.
- Write the following symbols on the board. Explain that students will write them in the text to help them read more carefully and focus on ideas.

  ? = Don't understand

  ! = Surprises me

  :) = Know it or like it

  : (= Don't like it
- Read through the symbols and what they stand for.
- Model how to mark a text with them. Use the examples and suggested script from **Handout 4, Think as You Read Scripts, Martin Luther King, Jr.**
- Have students reread the story, marking the text as they read.

- Form small groups. Have students discuss what they marked and why. Encourage students to offer explanations for anything that was not understood.
- Debrief the activity by eliciting examples in the full group. Prompt students to explain their reasoning (e.g., *Why did that surprise you?).*
- Note any words or expressions on the board that students do not understand and explain that you will discuss them in the next exercise, after you've had a chance to practice different guessing strategies.
- Say that when students read information at a college or university, they often use these marks in the margins to help recall information later when they are studying for a test.

Activity 3: Guessing Vocabulary

Grouping: Pairs

- Explain that you will practice three strategies for guessing words you don't know. The first is to look at examples that come before or after a word because the examples show you what the word means. The second is to look at words like "this" or "that," which refer to previous ideas. The third is to look at words that connect ideas and tell you whether the ideas are similar or different.
- Distribute **Handout 5, Guessing Vocabulary: Martin Luther King, Jr.**
- Go through the first example ("opportunities") together. Refer to the suggested script on **Handout 6, Guessing Vocabulary: Martin Luther King, Jr., Teacher Script**.
- Have students form pairs and go through the examples on Handout 5 together, discussing the questions.
- Debrief the activity by eliciting answers to the questions for each example. Refer to the suggested script on **Handout 6, Guessing Vocabulary: Martin Luther King, Jr., Teacher Script**.
- Ask if there were any other words that students had marked with a question mark in the previous activity because they didn't understand them. Elicit guesses from the class and offer definitions.

Activity 4: Paraphrasing

Grouping: Individual/Pairs

- Tell students that you will now explore the important ideas in the story. Write the term *paraphrase* on the board. Explain that this means to say something in your own way and show that you understand.
- Distribute **Handout 7, Paraphrasing**. Read the first example aloud and elicit ways to restate it. Possible answers:
  "I hope that one day, my kids will live in a country where people don't care what race they are."
  "I dream that in the future, people will care about what kind of person you are and not what race you are."
- Explain that although Dr. King gave the example of his children in the speech, he was really talking about all Americans and his hopes for everybody in the future.
- Have students try to paraphrase the other sentences in **Handout 7**. Emphasize that they should use their own words to express ideas; they shouldn't use more than three words together from the original sentence.
- As they finish, ask students to find partners and share the sentences they wrote.
- Elicit examples in the full class and note them on the board.
  Possible paraphrases:
  (From Paragraph 2) *"The law says that all children should have the same opportunities at school."*
  (From Paragraph 6) *"The government made new laws for equal opportunities for all races."*
  (From Paragraph 6) *"People are still fighting for equal conditions for all races."*
- Direct students' attention to the last paraphrased statement (from Paragraph 6), *"The struggle for racial equality continues."* Ask students whether they agree or disagree with this statement. Encourage students to share examples from the news or from their everyday lives that explain their opinion.
- As you close the activity, you may want to note that paraphrasing can be hard, but it's a requirement for academic writing. If you don't know how to restate ideas in your own words, you risk plagiarizing them, which is a serious violation of rules at any university. Therefore, it's essential to learn how to paraphrase and to practice this skill.

UNIT 2

Handout 3, Think as You Read Scripts, Martin Luther King, Jr.

[Third paragraph of text; teacher comments in italics]

Example 1:

People like Martin Luther King, Jr. fought for such laws. :)

I like that he tried to change the laws that were not fair, so I'm going to put a smiley face there.

Example 2:

In the 1960's Dr. King and other civil rights leaders ... ?

What are 'civil rights leaders'? I'm going to put a question mark after them, so I can go back later and try and guess the meaning.

Example 3:

… saw that poor black children were not receiving a good education. : (

I'm sad that some children couldn't get a good education because they were poor and black. Education should be available to everyone.

Example 4:

Black children attended one school, while white children attended a different school. !

Wow; I'm surprised. Different schools for black and white children? I didn't know this about the United States. I thought that all the kids always went to the same public schools.

UNIT 2

Handout 4, Guessing Vocabulary: Martin Luther King, Jr.

1. *People with a good education get better jobs and earn more money. They have more* ***opportunities*** *to be successful.*

   - Do you think that *opportunities* is an action or a person, place, or thing? Why?
   - Look at the previous sentence. What are some examples of *opportunities?*
   - Is there another word you could substitute in its place?

2. *The black children's schools were* ***inferior*** *to the white children's schools. The "white only" schools had more money, more educational materials, and better facilities. White children had a better chance of getting a good education.*

   - Do you think that *inferior* is an action, describing word, or person, place, or thing? Why?
   - Look at the sentences after the one with "inferior." The writer gives some examples to show how the black children's schools were inferior. What are they?
   - Based on these examples, what do you think "inferior" means?

3. *This* ***segregation*** *was also happening in other public places. Black people had to drink out of different water fountains than white people. Black people also had to sit in separate areas from white people on city buses. Black people were told to sit at the back of the bus, while white people sat toward the front. Some restaurants would not even serve black people a meal.*

   - The first sentence starts with "This segregation." The word "this" refers back to what the writer talked about in Paragraphs 3 and 4. It's something that was happening in a public place, and we know that the name for it is "segregation."
   - Reread Paragraphs 3 and 4. What kind of place was the writer talking about? What was happening?

- Look at the sentences after the one with “segregation.” The writer gives some examples of segregation. What are they?
- Based on these examples, what do you think “segregation” means?

4. *Dr. King and other civil rights leaders worked extremely hard to change **these** conditions.*

- Look at the word “these” in “these conditions.” The word “these” refers back to something the writer talked about earlier in the story.
- MAKE A GUESS. What are “these conditions”?

5. *Black children attended one school, **while** white children attended a different school. Black people were told to sit at the back of the bus, **while** white people sat toward the front.*
   *New laws were passed creating greater equality for all. **However**, many parents throughout the country still think their children are not receiving an equal education.*

- Look at the word “while” in the first two sentences. The word “while” can refer to time; for example, “He was studying while I was doing the dishes.” Here it’s used in a different way, though. What do you think it means here?
- Look at the word “However” in the last example. This word connects this sentence with the previous sentence and shows the relationship between the two. Does it show a similar or an opposite idea?
- What is another word that you could substitute in these sentences for “while” or “however”?

UNIT 2

Handout 5, Guessing Vocabulary: Martin Luther King, Jr., Teacher Script

1. *People with a good education get better jobs and earn more money. They have more* ***opportunities*** *to be successful.*

- Do you think that *opportunities* is an action or a person, place, or thing? Why?
- Look at the previous sentence. What are some examples of *opportunities?*
- Is there another word you could substitute in its place?

Suggested script/answers:

- The word "opportunities" answers the question, *They have more what?* .So, it's logical to guess that it's a thing that you have. "Opportunities" is the direct object of the verb "have" and therefore a noun.
- If you look at the sentence before it, you see "better jobs" and "earn more money." These are examples of opportunities to be successful.
- You could substitute the words "chances" or "possibilities" for "opportunities."

2. *The black children's schools were* ***inferior*** *to the white children's schools. The "white only" schools had more money, more educational materials, and better facilities. White children had a better chance of getting a good education.*

- Do you think that *inferior* is an action, describing word, or person, place, or thing? Why?
- Look at the sentences after the one with "inferior." The writer gives some examples to show how the black children's schools were inferior. What are they?
- Based on these examples, what do you think "inferior" means?

UNIT 2

Handout 5, Guessing Vocabulary: Martin Luther King, Jr. (Cont.), Teacher Script

Suggested script/answers:

- The word "inferior" is a describing word that tells you how one thing (black children's schools) compares to another (white children's schools).
- The examples are that the "white" schools had more money and educational materials and better facilities, meaning school buildings and classrooms.
- You can guess that "inferior" means "not as good as" or "lower quality than."

3. *This **segregation** was also happening in other public places. Black people had to drink out of different water fountains than white people. Black people also had to sit in separate areas from white people on city buses. Black people were told to sit at the back of the bus, while white people sat toward the front. Some restaurants would not even serve black people a meal.*

- The first sentence starts with "This segregation." The word "this" refers back to what the writer talked about in Paragraphs 3 and 4. It's something that was happening in a public place, and we know that the name for it is "segregation."
- Reread Paragraphs 3 and 4. What kind of place was the writer talking about? What was happening?
- Look at the sentences after the one with "segregation." The writer gives some examples of segregation. What are they?
- Based on these examples, what do you think "segregation" means?

UNIT 2

Handout 5, Guessing Vocabulary: Martin Luther King, Jr. (Cont.), Teacher Script

Suggested script/answers:

- The phrase "this segregation" refers to examples in Paragraphs 3 and 4 of the practice of separating schools by race.
- The examples are separate drinking fountains, seating areas on buses, and restaurants for black people, who were not allowed to use the same facilities as white people.
- You can guess that "segregation" means "separating by race" – with the idea of keeping one group of people away from another. Segregation often refers to practices that keep people of one race, religion, or gender away from another.

4. *Dr. King and other civil rights leaders worked extremely hard to change **these** conditions.*

- Look at the word "these" in "these conditions." The word "these" refers back to something the writer talked about earlier in the story.
- MAKE A GUESS. What are "these conditions"?

Suggested script/answers:

- The phrase "these conditions" refers to the separate and unequal conditions in public places for blacks and whites – that is, segregation.

5. *Black children attended one school, **while** white children attended a different school. Black people were told to sit at the back of the bus, **while** white people sat toward the front.*

*New laws were passed creating greater equality for all. **However**, many parents throughout the country still think their children are not receiving an equal education.*

UNIT 2

Handout 5, Guessing Vocabulary: Martin Luther King, Jr. (Cont.), Teacher Script

- Look at the word "while" in the first two sentences. The word "while" can refer to time; for example, "He was studying while I was doing the dishes." Here it's used in a different way, though. What do you think it means here?
- Look at the word "However" in the last example. This word connects this sentence with the previous sentence and shows the relationship between the two. Does it show a similar or an opposite idea?
- What is another word that you could substitute in these sentences for "while" or "however"?

Suggested script/answers:

- The word "while" is used to introduce an idea that's the opposite of the previous idea.
- "However" also shows an opposite or contrasting idea. It's like "but."
- Both "while" and "however" can show opposition or contrast; you could substitute "but" or "on the other hand." "While" is used with a dependent clause, while "however" is often used by itself at the beginning or end of a sentence.

UNIT 2

Handout 6, Paraphrasing

1. (From "I Have a Dream" speech excerpt)
   "I have a dream that my four little children will one day live in a Nation where they will not be judged by the color of their skin, But by the content of their character."

Paraphrase:

2. (From Paragraph 2)
   "Children of both rich and poor families are to be given equal educational opportunities."

Paraphrase:

3. (From Paragraph 6)
   "New laws were passed creating greater equality for all."

Paraphrase:

4. (From Paragraph 6)
   "The struggle for racial equality continues."

Paraphrase:

UNIT 2 **Stage 3, Post-reading: Focus Beyond the Text** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
Activity 1: Organizing Ideas from the Text	Full class		Handout 7, Graphic Organizer (one copy per student)
(Optional) Activity 2: Listening to a speech	Full class		Video, "I Have a Dream" http://www.teachertube.com/video/i-have-a-dream-speech-20916
Activity 3: Finding Information on the Web	Individual	10 min.	Wikipedia Simple English, "Martin Luther King, Jr." https://simple.wikipedia.org/wiki/Martin_Luther_King,_Jr. Note: Students will also use Handout 7, Graphic Organizer
Activity 4: Jigsaw Reading and Notetaking	Groups of three	20 min.	(Same materials as Activity 3) Handout 8, Graphic Organizer, Answer Key
(Optional) Activity 5: Mock Interviews	Pairs	15-20 min.	
Activity 6: Writing a Recommendation (Culminating Activity)	Individual /Pairs	25-30 min.	(For assessment) Handout 9: Writing Activity Rubric, Recommendation for the Presidential Medal of Freedom (one copy per student)
(Optional) Post-reading Journaling	Individual	15-20 min.	See "Pre-reading and Post-reading Activities to Use Across Units": • Journaling Instructions • Post-reading Journal Prompts

Activity 1: Organizing Ideas

Grouping: Small groups

- Tell students that they will organize important ideas from the story.

- Place students in small groups. Distribute **Handout 7, Graphic Organizer**. Tell students that they will talk about the topics in the left column and will make notes about them in the right column.
- Point to the first row ("Social Problems in the 1960s"). Elicit an example of a social problem that the story describes, and note it in the right column. Example:
  Segregation in education:
  - Separate schools for black and white children
  - "White" schools had more money
- Have groups discuss other social problems and complete this row. Then elicit ideas and note them on the board.
  Possible answers:
  Segregation in Public Places:
  - Separate water fountains for blacks and whites
  - Black people had to sit in back of bus
  - Black people couldn't eat in same restaurants
- Point to the second row ("Dreams"). Explain that one of the main ideas of the story is that Dr. King had a dream for the future of America. Have groups discuss Dr. Martin Luther King's dreams and make notes in the chart. Encourage them to use the phrases that they paraphrased in the last exercise.
- Elicit ideas and note them on the board.
  Possible answers:
  Judge people by their character, not race.
  Black and white children can live and play together.
- Have students look at the other columns ("Life," "Actions," "Accomplishments"). Ask what the story tells them about the life of Dr. King.
- Explain that the story tells very little about his personal life – for example, where he was born, what his occupation was, or when he died.
- Read aloud the first sentence from Paragraph 3, "People like Martin Luther King, Jr. fought for such laws." Ask, *Does the story say what they did to fight for the laws? (Answer: No.)* Explain that the story tells little about the actions or strategies that civil rights leaders used to change the laws.

- Read the third sentence of the last paragraph ("New laws were passed creating greater equality for all"). Say that the story doesn't tell you much information about what kind of laws were passed.
- Tell students that they will look for more information about Dr. King's life, actions, and accomplishments so that they have a better understanding of who Dr. King was and why he is important. They will also listen to part of his "I Have a Dream" speech to more fully understand his vision for an America with equal opportunities for all races.

Activity 2: Listening to a Speech

Grouping: Full class

- Tell students that although they read an excerpt from Dr. King's "I Have a Dream" speech, it was a very small part. In order to understand it better, they will listen to more of the original speech.
- Explain that Dr. King gave this speech on the National Mall in 1963. Students will listen to it two times; as they do so, they should think about the social conditions that Dr. King wanted to change.
- Play the "I Have a Dream Speech", from 5:53 to 11:00 minutes: http://www.teachertube.com/video/i-have-a-dream-speech-20916
- After students have watched the speech twice, they should write a few notes about what they remember in the "Dream" row of the handout they used in the last activity (**Handout 7, Graphic Organizer**).
- Have students form partners and discuss what they learned from the speech.
- Discuss the speech in the full class. Ask students what they remember, what surprised them, and how they think the speech made the audience feel.

Activity 3: Finding Information on the Web

Grouping: Individual

- Tell students that they will look for more information about Martin Luther King, Jr., and will share it with a group in this exercise.
- Remember these guidelines when choosing Web resources (or for learners to use as they evaluate resources online):

Accuracy. Does the webpage list the author and the institution that published the page, and provide contact information?

Authority. Does the page list the author credentials and have one of the following domains: .edu, .gov, .org, or .net?

Objectivity. Does the page provide accurate information with limited advertising?

Currency. Is the page current and updated regularly (as stated on the page)?

Coverage. Can you view the information properly--not limited to fees, browser technology, or software requirement?

(Cornell University, 2014)

- Ask students if they have ever used Wikipedia. Explain that this is like an online encyclopedia with information about different subjects, but anyone can change the information on it. Tell students that the site is in different languages, including "simple English," which has easier language than the English site.
- Pull up the "Simple English" Wikipedia site: https://simple.wikipedia.org/wiki/Martin_Luther_King,_Jr.
- Show students how information is attributed to sources that are listed in the "References" section at the end of the page. Explain that this is important because it tells you where the information is coming from.
- Point out the next to last sentence under the "Legacy" section which has the annotation, "[source?]". Explain that someone wrote this information, but they didn't say where it came from, so you don't know who wrote it and whether it's true. Note that you don't want to use information like this when you complete an assignment.
- Have students use their phones, tablets, or laptops to access the site and read over the first section, "Martin Luther King, Jr."
- Discuss what new information students learned.

Activity 4: Jigsaw Reading and Notetaking

Grouping: Groups of three

- Have students form groups of three.
- Explain the assignment.

  Suggested script:

You will read the first section of the wiki, "Martin Luther King, Jr." In your groups, each person will search the text for different information and take notes on it. Then you will discuss the information as a group.

- Reiterate that students will first scan the text for the information they need to complete their row of **Handout 7, Graphic Organizer, Dr. Martin Luther King, Jr.**
- Write the following on the board:
  Student 1: Life
  Student 2: Actions
  Student 3: Accomplishments
- In each small group, give each student the number 1, 2, or 3. (If a group has four students, two students can work together on the "Actions" row.)
- Explain the assignment.
  Suggested script:
  Student 1 will note four to six facts about Dr. King's life, including when and how he died.
  Student 2 will find three nonviolent strategies or actions that Dr. King used to promote equal rights and will explain what they are or what he did.
  Student 3 will note "accomplishments" – that is, awards or honors Dr. King received.
- Tell students that after they finish taking notes, they will compare the notes they took with the notes taken by other students with the same topic. Then they will share their information with the others in their small group. Group members should discuss the information and add notes to their own chart. They should also say if they think there is important information that the group member forgot to note.
- Debrief the activity by eliciting information from each of the three rows of the chart that students discussed. Refer to **Handout 8, Graphic Organizer, Dr. Martin Luther King, Jr., Answer Key**.
- Reiterate the importance of notetaking and notetaking conventions. Explain that in order to remember ideas, it's helpful to take notes on them in your own words – and to organize them in a chart or outline so that you can see the different topics at a glance. Reiterate that when you take notes, you want to use abbreviations and symbols whenever possible and avoid writing complete sentences. Elicit some abbreviations and symbols that

students used and note them on the board. (Examples: *& for "and"; ≠ for "not"; > for "more than"; "rts" for "rights"; "ldr" for "leader".)*

Activity 5: Mock Interviews

Grouping: Pairs

- Tell students that they will now show that they understand all of the information about Dr. King by acting like him in a role-play.
- Have students form pairs. Explain that students will pretend that Dr. King is still alive. Then they will role-play one of two scenarios:
  Scenario 1. One partner will role-play Dr. King, and the other will role-play a journalist who interviews him. Then students will switch roles.
  Scenario 2. Imagine that Dr. King is telling his son or daughter what he dreams for them. The student role-playing the child can then ask why he has these dreams for him or her.
- Have students brainstorm questions to ask Dr. King based on what they have learned and noted about him. They should also think about how they would answer the questions. Brainstorm a few questions in the full group to help students get started.
  Possible questions:
  Tell me about your life.
  Why don't you want black and white children to attend separate schools?
  Can you explain what a boycott is and why you did this?
- Model how to do the role-play. Have a student be the journalist while you play Dr. King. Example:
  Student: Why don't you want black and white children to attend separate schools?
  Teacher: My dream is for black and white children to attend the same schools so that they all receive the same high-quality education and can become friends.
- As students role-play, circulate around the room and monitor conversations.
- After students have switched roles and repeated the exercise, ask for volunteers to role-play a mock interview for the class.

Activity 6: Writing a Recommendation (Culminating Assessment)

Grouping: Individual/Pairs

- Explain that students will now put together all of the information that they learned from the story, the speech, and Wikipedia. They will take the most important ideas and use them in a recommendation.
- Ask students if they know what a recommendation is; for example, have they ever asked a teacher to write a letter of recommendation for college?
- Explain as needed that when you write a recommendation, you try to persuade the reader that the person you are writing about is the best person for a position. You give reasons why that person should get something, like job, a place in a college program, or an award.
- Show an image of a medal on the computer. Then explain the following:
  Dr. King received the Presidential Medal of Freedom after he died. This medal is an award given to an American citizen who has performed outstanding service to others.
- Ask students, *What does service mean?* Elicit a definition from them. If needed, explain that service means an action that helps other people.
- Give students the following scenario*:*
  The Medal of Freedom honors someone who has served their community, helped their fellow citizens, and tried to solve a very serious, long-term problem.
  Imagine that you have been asked to write a recommendation for Dr. King to receive the Presidential Medal of Freedom. Your recommendation should tell who Dr. King is and at least three reasons why he deserves to win the award.
- Explain that the recommendation should be one paragraph, 8-10 sentences long.
- Emphasize that students will not use all of the information that they have noted about Dr. King; rather, they should choose information that explains the reasons why Dr. King should win the medal.
- Have students brainstorm aloud with a partner. They should think of reasons for Dr. King to get the medal and examples or details that give more information about these reasons. Note that students may refer to the information in **Handout 7, Graphic Organizer**.
- After students have brainstormed, elicit a topic sentence that they may use to start their paragraphs. Example:
  I would like to recommend Dr. Martin Luther King, Jr., for the Presidential Medal of Freedom for several reasons.
- Have students write the recommendation.

- As they finish, encourage them to exchange their paper with a partner and give the partner feedback on what s/he wrote.
- Collect the recommendations when students finish. To evaluate the assignment, use the rubric in **Handout 9, Writing Activity Rubric: Recommendation for the Presidential Medal of Freedom.**

(Note: See "Pre-reading and Post-reading Activities to Use Across Units" for optional post-reading journal prompts.)

UNIT 2

Handout 7, Graphic Organizer: Martin Luther King, Jr.

Facts About Dr. Martin Luther King, Jr.	
Social Problems in 1960s	
Dreams	
Life	
Actions	
Accomplish-ments	

UNIT 2

Handout 8, Graphic Organizer: Martin Luther King, Jr., Answer Key

Facts About Dr. Martin Luther King, Jr.	
Social Problems in 1960s	Segregation in education: • Separate schools for black and white children • "White" schools had more money Segregation in public places: • Separate water fountains for blacks and whites • Black people had to sit in back of bus • Black people couldn't eat in same restaurants
Dreams	Judge people by their character, not race. Black and white children can live and play together.
Life	Lived from 1929-1968 Graduated from Morehouse College Was a clergyman and activist Married Coretta Scott King; had four children Murdered by James Early Ray in 1968
Actions	Speeches ("I Have a Dream") Sit-ins (refuse to leave a restaurant) Boycotts (refused to buy things from people who did not treat blacks and whites the same) March on Washington
Accomplish-ments	Nobel Peace Prize Presidential Medal of Freedom Congressional Gold Medal Martin Luther King, Jr., Day established as federal holiday Streets named in his honor Statue of him on National Mall

UNIT 2

Handout 9, Writing Activity Rubric: Recommendation for the Presidential Medal of Freedom

CRITERIA	**Yes**	**Almost "Yes"**	**No**
The paragraph is 8-10 sentences.			
It clearly states at least three reasons why Dr. King should receive the medal.			
It presents some details and examples to support the reasons.			
The writer does not copy all of the ideas but chooses the most important ones.			
The writer paraphrases information.			
COMMENTS			

Unit 3
Organizing and Analyzing Ideas

UNIT 3 ELEMENTS	
Text from *Reading Skills for Today's Adult*	"Wind Energy" Level 7.5 http://resources.marshalladulteducation.org/reading_skills2.htm
Cognitive Processes from Bloom's Taxonomy	• Main focus: Category 4, Analyze (differentiating, organizing) • Sub-foci: Category 2, Understand (comparing, explaining); Category 3, Apply (implementing); Category 5, Evaluate (judging)
Reading Strategies	• Use visualizing while reading to understand key concepts and processes • Draw on knowledge of word roots and syntactical function to guess the meaning of unknown words • Identify cause-and-effect patterns • Extrapolate and diagram steps in a process • Compare and contrast information
Critical-thinking Skills Needed for Academic Programs	• Categorizing and organizing information • Taking notes and integrating information from print and oral sources • Inquiring • Analyzing • Making Decisions
Oral Scaffolding	• "Think-aloud" visualizing • Pair information gap task • Video viewing • Group jigsaw reading and discussion activity • Group decision-making task and presentation • Small group discussions
Culminating Activity	Write a letter to persuade the local government of your home country to invest or not invest in wind power
Assessment	Writing rubric for letter of recommendation

UNIT 3 **Stage 1, Pre-reading: Focus on the Students' World** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
(Optional) Pre-reading Activities to Use Across Units: 1. Class survey 2. Pair discussion 3. Journaling	Full class Pairs Individual	(Per activity) 5-10 min. 5-10 min. 15-20 min.	See "Pre-reading and Post-reading Activities to Use Across Units": • First Language Reading Survey • Reading in English Discussion Questions • Journaling Instructions • Pre-reading Journal Prompts
Activity 1: The Workings of a Windmill	Full class/pairs	5 min.	Internet (to show an image of a windmill) Optional: Youtube (to show a video of a working mill)
(**Optional**) Activity 2: Visualizing a Wind Turbine	Small groups	10 min.	Video from the Department of Energy http://energy.gov/eere/wind/how-do-wind-turbines-work Handout 1, Group 3-2-1 Reflection Tree (one copy to display) Optional: Butcher-block paper (one sheet per small group)
Activity 3: Connecting to What You Know About Clean Energy	Small groups	10-15 min.	Handout 2, Clean Energy Group Discussion Questions (one copy to show on LCD projector)
Activity 4: Using Clues from the Text to Make Predictions	Full class	5 min.	Handout 3, Wind Energy (one copy per student); use handout or download PDF copies from the web site, Group 2, Level 7.5 http://resources.marshalladulteducation.org/reading_skills2.htm

(Note: See "Pre-reading and Post-reading Activities to Use Across Units" for optional pre-reading activities, including a class survey about reading in the native language and questions about reading in English to discuss and/or use as journal-writing prompts.)

Activity 1: The Workings of a Windmill

Grouping: Full class/pairs

- Ask students to close their eyes and imagine a day at a windy place. Then have them discuss with a partner where they would be and what this would look like.
- Ask, *What are some ways that people can use the wind?* Give pairs a few minutes to brainstorm and then elicit examples in the full group. (Possible answers: Fly a kite; sail a boat; go hang-gliding; go surfing.)
- Tell students that they will talk about a special kind of power in this unit: Wind power. Explain that the wind has many different uses, including a source of energy.
- Show an image of a windmill and ask students if they know what it is. Explain that it is called a *windmill*. Ask if students have seen one and what it is used for.
- Point to the blades and say what they are. Explain that when the wind turns the blades, it makes power that farmers used to use to grind wheat or pump water.
- Tell students that the first windmills were used in Persia in the ninth century to grind grain into flour. Demonstrate what it means to grind or crush something.
- (Optional) Show a video of a working windmill from YouTube, such as a flour mill. Have students explain to their partner how windmills work to grind flour, using hand gestures if necessary, based on what they saw in the videos. Elicit a few sentences about this process and write them on the board. Example:
  The wind turns the blades of the windmill. That causes big circles, or gears, to spin around inside. When the gears spin around, they make a long stick, or shaft, turn around and apply pressure to the grain. This crushes the grain into a fine powder.

Activity 2: Visualizing a Wind Turbine

Grouping: Small groups

- Reiterate that there are many different uses for the wind. In the last activity, students talked about how the wind could be used for fun things like flying a kite or sailing – and how it could be applied to useful processes like crushing grain to make flour.
- Tell students that the wind can also be used to make energy. Ask students to form small groups and guess how the wind could be used to generate power.
- Elicit suggestions in the full group.

- Tell students that wind power is a source of energy that is becoming more and more popular. Explain that *wind turbines* are similar to windmills, but instead of grinding flour or pumping water, they generate electricity. Ask students if they have wind turbines in their countries; if so, see if they could tell the class what they know about them.
- Show a short video two times about how wind power works: http://energy.gov/eere/wind/how-do-wind-turbines-work
- Display **Handout 1, Group 3-2-1 Reflection Tree**, or draw it on the board.
- Have small groups copy the chart. Group members should discuss and note on the chart three things they learned from the video about wind power, two things that surprised them, and one thing that they liked.
- (Optional) Have students use butcher-block paper for the charts so that everyone in the group can easily see the chart.
- Debrief the activity by having a student from each group present its chart.

Activity 3: Connecting to What You Know About Clean Energy

Grouping: Small groups

- Mention that the video used the terms "clean energy" and "renewable energy."
- Explain the concept of "renewable."

  Suggested script:

  When you renew something, you make it new again. You do this when your visa expires. You have to renew it so it's good for a new period of time.

  Something that is renewable is something that you are able to renew, or use again. It doesn't run out. For example, if you live in a place where there is regular rain, you can always get more water, so it is renewable.
- To confirm students' understanding, ask them what another renewable resource is. (Answer: Sunshine.)
- Have students form small groups. Display the questions on **Handout 2, Clean Energy Group Discussion Questions**. Have students discuss the questions. Note that students may not be able to answer all of the questions, but they should share what they know.
- Debrief the activity by eliciting responses in the full group.

Activity 4: Using Clues from the Text to Make Predictions

Grouping: Full Class

- Begin to focus students' attention on the text. Say that you are going to read a story about wind energy.
- Distribute **Handout 3, Wind Energy**.
- Call students' attention to the picture at the top of the page.
- (Optional) Show other pictures of wind turbines from the Internet.
- Discuss the pictures with students.

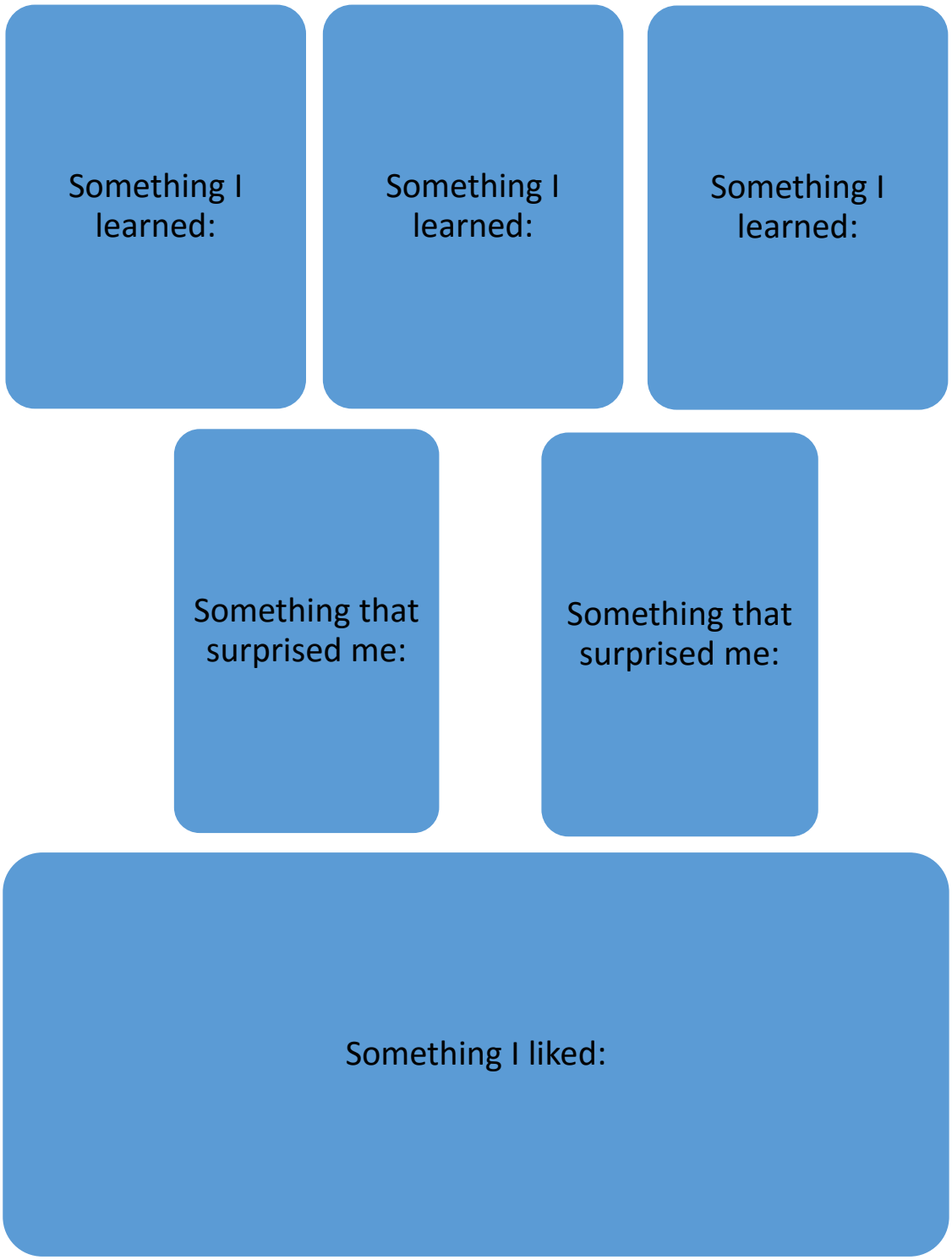
  Suggested script:

  Look at the pictures at the top of the story and on the Internet. What do you see?
- *What do you think is happening?*

  Where do you think the picture in the story was taken? Why? Have students tell a partner what they think they will learn in this story.
- Elicit predictions in the full class.

UNIT 3

Handout 1, Group 3-2-1 Reflection Tree



UNIT 3

Handout 2, Clean Energy Group Discussion Questions

1. What do you think that clean or renewable energy is?

2. How do you guess that it's different from traditional energy?

3. Why do you think that clean energy is important?

4. What are some other forms of clean or renewable energy?

5. Is clean energy used in your country? If so, in what form?

6. What do you think about clean energy?

7. Have you ever used it?

8. Do you think that you will use it in the future?

UNIT 3

Handout 3, Wind Energy

Source:
Reading Skills for Today's Adult (Southwest ABE – Marshall Region, 2003)
Available online:
http://resources.marshalladulteducation.org/reading_skills2.htm

Group 2
Level 7.5

(Text appears on following page)

Wind Energy*

Pre-reading

Questions:

- What do you know about the subject of this reading?
- What more would you like to know? What questions do you have about it?

Definitions:

- Fossil fuels – fuels that take millions of years to form, nonrenewable
- Kinetic energy – the energy of motion
- Conventional – ordinary or commonplace

Reading

The energy picture for the country and the world has changed. The price of oil keeps rising, and it is becoming scarcer. Changes in the global climate, which are related to our use of fossil fuels, are happening at an alarming rate. The need for **alternative** energy sources has paved the way for the re-entry of the windmill to generate electricity.

Like old-fashioned windmills, today's wind machines use blades to collect the wind's kinetic energy. Windmills work because they slow down the speed of the wind. The wind flows over the airfoil-shaped blades, causing lift, which causes them to turn. The blades are connected to a drive shaft that turns an electric generator to produce electricity.

One wind machine can produce 1.5 to 4.0 million kilowatt hours of electricity a year. That is enough electricity to power 150 to 400 homes. The most common type of wind machine is the horizontal axis type. Its blades are like airplane propellers.

A typical horizontal wind machine stands as tall as a twenty-story building and has three blades that span 200 feet across. The largest wind machines in the world have blades longer than a football field!
Wind machines stand tall and wide to capture more wind.

Wind power plants, or wind farms as they are sometimes called, are clusters of wind machines used to produce electricity. A wind farm usually has dozens of wind machines scattered over a large area. The Big Spring Wind Power Project in Texas has forty six wind turbines that generate enough electricity to power 7,300 homes. Wind machines generate electricity in thirty different states. The states with the most wind production are California, Texas, Minnesota, Iowa, and Wyoming. All together, wind machines in the United States generate 17 billion kilowatt hours of electricity per year. That is enough to serve 1.6 million households.

Wind energy offers a **viable**, **economical** alternative to conventional power plants in many areas of the country. Wind is clean fuel. Wind farms produce no air or water pollution because no fuel is burned. The most serious environmental drawbacks to wind machines may be their negative effect on wild bird populations and the visual impact on the landscape. To some, the blades of windmills on the horizon are an eyesore; to others, they're a beautiful alternative to conventional power plants.

*Text used with permission from the Energy Information Administration **Level 7.5**

UNIT 3 **Stage 2, Reading: Focus on the Text** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
Activity 1: Initial Reading	Individual	15 min.	Handout 3, Wind Energy (used in last activity) (To play the reading) http://resources.marshalladulteducation.org/rs/l75/wind_read1.htm
Activity 2: Visualizing	Full class/ Individual/ Pairs	25 min.	Handout 4, Visualizing Scripts, Wind Energy (teacher copy)
Activity 3: Guessing Vocabulary	Pairs	20 min.	Handout 5, Guessing Vocabulary: Wind Energy (one copy per student) Handout 6, Guessing Vocabulary: Wind Energy, Teacher Script (teacher copy)
(Optional) Activity 4: Inquiring	Small groups	25-30 min.	Handout 7, Inquiring About Wind Energy (one copy per small group) Handout 8, Inquiring About Wind Energy, Possible Questions (teacher copy)
Activity 5: Diagramming Steps in a Process	Pairs	25 min.	Handout 9, Process Diagram: Steps to Create Wind Energy (one copy per student) Handout 10, Process Diagram: Steps to Create Wind Energy, Answer Key (teacher copy) Web site of the Department of Energy: http://energy.gov/eere/wind/how-does-wind-turbine-work

Activity 1: Initial Reading

Grouping: Individual

- Before students read, explain that they will not use dictionaries or translators the first time they read the story; rather, they will read without stopping to get a general sense of what the story is about.

- Optional: Use the suggested script to elaborate on the point above.

  Suggested script:

  In order to complete a college or master's degree in the U.S., you will have to complete a great deal of academic reading. You will probably have to read 30-50 pages from one class to the next. In order to do this, you will need to read for ideas. You won't have time to stop and look up every word you don't know. You also can't rely too much on a translator, because the information it gives you doesn't always tell you what the writer is trying to say. In fact, sometimes it gives you information that doesn't make any sense and leaves you confused.

  We will practice strategies for guessing the words you don't know. For now, try to focus on the ideas that you can understand without knowing all of the words. Also, think about what you already know about the topic of the story. Use this to help you understand what you don't know in the text.

- Read aloud the definitions at the top of the story in **Handout 3, Wind Energy**. Then define the following concepts by writing the terms on the board and pointing them out in the picture at the top of the story:
- *A **shaft** is the long, skinny part of a tool or machine; in a machine, it holds in place or turns another part that moves or turns around.*

  ***Airfoil** refers to the property of a wing or blade to react to the air that moves through it; this reaction can cause the wing or blade to lift up, move, or turn.*
- Set a timer for 7 minutes. Have students read the story to themselves, emphasizing that for this first reading, they will read and report on one big idea. **Do not allow translators or dictionaries.**
- After reading, ask students, *What was one big idea that you read about?* Elicit general ideas. Then ask if any of the students' guesses about what they would learn were correct.
- Tell students that they will now read the story again as they listen to it. Explain that this will give them an idea of approximately how fast they should read the first time.
- Play the story on the computer as students follow along with the text, at: http://resources.marshalladulteducation.org/rs/l75/wind_read1.htm
- Have students read the story one more time, circling any words they don't know; explain that you will discuss them later, after you've worked on vocabulary.

Activity 2: Visualizing

Grouping: Full class/individual/pairs

- Explain that today, students will use a strategy called *visualizing* to help them understand as they read. They will make a picture in their mind – and on paper – as they read to imagine what something looks like, which will help them to understand it more deeply.
- Tell students that you will demonstrate what visualizing means. Have students close their eyes. Tell them to imagine a picture of what you read from the story.
- Go through Example 1. Use the directions and script on **Handout 4, Visualizing, Wind Energy**.
- Repeat with Examples 2 and 3.
- Tell students that they will now visualize the ideas in the story as they read. Have them read the second paragraph; they should stop after each sentence, close their eyes, and make a picture in their mind of what they just read.
- Say that students will now read the paragraph again – but this time, they will draw a picture of what they have visualized. Emphasize that it can be a very simple picture, like a diagram, with lines and arrows to show movement.

  Suggested script:

  This time, you're visualizing a process – that is, how a wind machine uses wind to make power. You might begin by drawing something that represents the wind, such as an arrow. [Draw an arrow on the board.] *Then you might have a windmill with blades.* [Draw a windmill with blades.] *Use arrows to show the wind going over the blades and the blades spinning around.* [Add arrows to the drawing.] *Then you can draw the inside of the wind machine, using a spiral* [motion with hand to denote *spiral*] *to show the drive shaft spinning around as it turns the electric generator.* [Draw a straight horizontal drive shaft with a spiral around it to show the motion of spinning; the end of the drive shaft should connect to a spinning oval, representing the generator.]
- Have students reread the paragraph and make drawings. As they do so, circulate throughout the room, looking at the sketches and offering prompts if students seem "stuck." (Example: *What happens after the wind turns the blades? What is the next thing that turns?*)

- Ask a volunteer to draw the diagram on the board, or show it on the projector.
- Tell students that they will now repeat the process for Paragraphs 4 and 5. Explain that both paragraphs describe places where wind power is used, so students will visualize those places as they read; then, they will draw them.
- (Optional) Before students start, show a picture from Google Images of a football field so that students can envision its size and scale.
- As students finish, pair them. Partner A shows the drawing of Paragraph 4 and explains what he drew and why; Partner B does the same for Paragraph 5.
- After students finish, ask how they felt about using the process of visualization. Did it help them to make a picture in their mind as they read? If so, how?

Activity 3: Guessing Vocabulary

Grouping: Pairs

- Explain that you will practice three strategies for guessing words you don't know.
  Suggested script:
  The first you will practice is to look at word roots – that is, the base of a word – or different word forms, such as the noun and adjective form. If you know the root or one form of a word, you might be able to guess what the complete word means. The second strategy is to identify cause and effect patterns and analyze whether words are describing the cause or the result. The third strategy is to make connections with other ideas in the text to see how they are related.
- Distribute **Handout 5, Guessing Vocabulary: Wind Energy**.
- Go through the first example together. Refer to the suggested script on **Handout 6, Guessing Vocabulary: Wind Energy, Teacher Script**.
- Have students form pairs and go through the examples on Handout 6 together, discussing the questions.
- Debrief the activity by eliciting answers to the questions for each example. Refer to the suggested script on Handout 6.
- Ask if there were any other words that students didn't understand. Elicit guesses from the class and offer definitions.

Activity 4: Inquiring

Grouping: Small groups

- Tell students that you will now explore the important ideas on the story. You will use a technique called *inquiring*, which means asking questions.
- Have students form small groups. Give each group a copy of **Handout 7, Inquiring About Wind Energy**. Show the handout on the document camera or draw the chart on the board.
- Tell students that in groups, they will discuss the important ideas in each paragraph. Then they will write a question about the information in each paragraph, using the question words from the chart on Handout 7.
- Model the activity with Paragraph 1.

  Suggested script:

  This paragraph is the introduction. There are many details, which lead to the important idea. What is the important idea in this paragraph?
- Explain that the last sentence in this paragraph gives the key idea. Ask students what it means. Then elicit a "Why?" question about the information and note it in the Paragraph 1 "Questions" row of Handout 7.

  Possible questions:

  Why are people using windmills again?

  Why are people using windmills to generate electricity?

  Why do people need alternative energy sources?
- Have students complete the exercise in groups. As they work, circulate and monitor to be sure that students are brainstorm and discussing questions together – and not just writing questions individually. Refer to **Handout 8, Inquiring About Wind Energy, Possible Questions**, if anyone is "stuck."
- Debrief the activity by eliciting possible questions. Display the chart and note questions in each row.
- Have students discuss the questions displayed in the chart. Elicit answers in the full class.

Activity 6: Diagramming Steps in a Process

Grouping: Pairs

- Ask students, *What does Paragraph 2 present?* Explain as needed that it presents a process – that is, a series of steps that explain how to do something. Ask, *What process does Paragraph 2 explain?* (Answer: How windmills work).
- Explain that students visualized this process in an earlier activity; that is, they created a picture of each step in their mind – and then on paper. Now, students will create a diagram to help them remember the steps in the process to produce energy from the wind. Emphasize that this is an important way to organize information from texts so that you can understand it better and refer to it later.
- Distribute **Handout 9, Process Diagram: Steps to Create Wind Energy**, and show it on the projector or draw the diagram on the board.
- Explain that each box in the diagram represents one step in the process. Tell students that they will work in pairs to complete the missing information in each step.
- Have students form pairs and complete the activity.
- Debrief the activity by showing the diagram on the overhead projector, or copying it on the board, and eliciting answers. Refer to **Handout 10, Process Diagram: Steps to Create Wind Energy, Answer Key**.
- -To help students fully picture how wind energy is created, show the animated graphic "How Does a Wind Turbine Work?", from the Department of Energy web site, or have students look at the mobile version on their phones, at: http://energy.gov/eere/wind/how-does-wind-turbine-work
- Have students compare their drawing and diagram of the process to online wind turbine graphic. Ask, *How does the online wind turbine compare to the drawing that you made in Activity 2?* Discuss the question. Note that although students' drawings were probably very simple, they likely showed the same process that the online turbine shows.
- Place students in pairs. Have pairs look at their Handout 9 diagram and point out on the wind turbine where each of the steps in the diagram takes place, as though they were explaining the wind energy process to a friend.

UNIT 3

Handout 4, Visualizing Scripts, Wind Energy

[First paragraph of text]

Example 1:

- Have students close their eyes.
- Read aloud: "The energy picture for the country and the world has changed."
- Close your eyes and pause for a minute. Then describe your visualization.
  Suggested script:
  Hmm. Right now, I'm thinking about the words "energy" and "world." I have a picture in my mind of what the most common source of energy is – oil. I'm thinking of places where oil is found, so right now I have a picture in my mind. I see a warm, sunny place with sand. I see workers pumping for oil in the sand.
  This is my visualization – but there are many other ways to visualize the same sentence. That is, you could see many different pictures in your mind. For instance, maybe you could imagine the frozen Alaska tundra, and workers pumping for oil there.
- Ask: *What other things did you see when you closed you eyes and listened to me read the line from the text?*

Example 2:

- Have students close their eyes.
- Read aloud: "The price of oil keeps rising, and it is becoming scarcer."
- Close your eyes and pause for a minute. Then describe your visualization.
  Suggested script:
  I'm thinking about the phrase, "The price of oil keeps rising." I have a picture in my mind of the big sign at a gas station that shows the price. I imagine that I'm in my car, driving down the street, and I need to get gas. I'm looking at the signs on gas stations as I drive, comparing prices to find the cheapest one.
- Ask: *What did you see when you closed your eyes and listened to me read?*

Handout 4, Think-aloud Scripts, Wind Energy (Cont.)

Example 3:

- Have students close their eyes.
- Read aloud: "The need for alternative energy sources has paved the way for the re-entry of the windmill to generate electricity."
- Close your eyes and pause for a minute. Then describe your visualization.
  Suggested script:
  I'm thinking about windmills, like the ones we saw in the videos. I'm imagining a windmill; on the outside, the blades are spinning from the wind. Now I see the inside, and the long shaft is moving up and down, crushing grain at the bottom. I also see circular gears spinning around at the top. However, I don't really understand how a windmill could generate electricity, so I don't have a picture of that in my mind yet.
- Ask: *What did you see when you closed your eyes and listened to me read?*

UNIT 3

Handout 5, Guessing Vocabulary: Wind Energy

1. *The price of oil keeps rising, and it is becoming **scarcer.***

- GUESS. Is "scarcer" is an action, describing word, or a person, place, or thing?
- Look at the first clause in the sentence. It tells us that the price of oil is getting higher. Why do you think that the price of oil is increasing?
- What is another way to say, "it is becoming scarcer"?

2. *The need for **alternative** energy sources has paved the way for the **re-entry** of the windmill to generate electricity.*

- Look at the "**re-entry** of the windmill to generate electricity." "Entry" is the noun form of the verb "enter," and we know that the prefix "re-" means to do again.
- If we put "re" and "entry" together, what do they mean?
- We see a cause-and-effect pattern here; the cause makes the effect happen.
  CAUSE: The need for **alternative** energy sources
  EFFECT: The **re-entry** of the windmill to generate electricity
- We know that "alternative" describes "energy sources." What do you think that "alternative" means? What does the sentence tell us?

3. *One wind machine can produce 1.5 to 4.0 million kilowatt hours of electricity a year. **That** is enough electricity to power 150 to 400 homes.*

- Look at the word "that" at the start of the second sentence ("That is enough …"). The word "that" refers to something in the previous sentence.
- MAKE A GUESS. What does "that" in "That is enough electricity" refer to?

4. *The most common type of wind machine is the **horizontal** axis type.*
   *A typical **horizontal** wind machine stands as tall as a twenty-story building …*

*To some, the blades of windmills on the **horizon** are an eyesore …*

- Look at the words "horizontal" and "horizons." What kind of words are they? (Actions, describing words, or persons, places, or things?)
- "Horizon" is a place – a long, flat place that is visible as far as you can see. It's the line where the land or water looks like it's touching the sky.
- "Horizontal" is a describing word. It's the opposite of "vertical." Both of them are used to describe directions. One means "across," and the other means "up and down." GUESS. Which one has each meaning?

5. *Wind energy offers a **viable, economical** alternative to conventional power plants in many areas of the country.*

- Look at the word "viable." What does the suffix "-able" mean?
- Look at the word "economical." The root is "econom-." Do you know any words with this root? What do they mean? What do you think "economical" means?
- What is another way to say "a viable, economical alternative"?

6. *The most serious environmental **drawbacks** to wind machines may be their negative effect on wild bird populations and the visual impact on the landscape.*

- GUESS. Is "drawbacks" a describing word or an action or persons, places, or things? Does it refer to positive or negative things?
- Can you think of another word to substitute for "drawbacks"?
- INFER. What negative effects could wind machines have on birds? What visual impact could they have on the landscape? That is, how would they change it?

UNIT 3

Handout 6, Guessing Vocabulary: Wind Energy, Teacher Script

1. *The price of oil keeps rising, and it is becoming **scarcer.***

- GUESS. Is "scarcer" is an action, describing word, or a person, place, or thing?
- Look at the first clause in the sentence. It tells us that the price of oil is getting higher. Why do you think that the price of oil is increasing?
- What is another way to say, "it is becoming scarcer"?

Suggested script/answers:

- The word "scarcer" is a describing word that goes with "it," which refers to "oil." It the comparative form of the adjective "scarce," so the idea is that oil is becoming more and more scarce. We can guess that "scarce" is a property that we can use to talk about oil.
- The price of something usually increases when more people want it and there is less of it. We can guess that there is less and less oil in the ground, so the price keeps going up.
- You can paraphrase with "there is less of it."

2. *The need for **alternative** energy sources has paved the way for the **re-entry** of the windmill to generate electricity.*

- Look at the "**re-entry** of the windmill to generate electricity." "Entry" is the noun form of the verb "enter," and we know that the prefix "re-" means to do again.
- If we put "re" and "entry" together, what do they mean?
- We see a cause-and-effect pattern here; the cause makes the effect happen.
  CAUSE: The need for **alternative** energy sources
  EFFECT: The **re-entry** of the windmill to generate electricity

Handout 6, Guessing Vocabulary: Wind Energy, Teacher Script (Cont.)

- We know that "alternative" describes "energy sources." What do you think that "alternative" means? What does the sentence tell us?

Suggested script/answers:

- "Re-entry" means to enter again, or to come back into use.
- "Alternative" means "different" or "another kind of".
- Earlier we saw how people used to use windmills to grind flour. This sentence tells us that the windmills are coming back as a way to generate electricity.

3. *One wind machine can produce 1.5 to 4.0 million kilowatt hours of electricity a year.* ***That*** *is enough electricity to power 150 to 400 homes.*

- Look at the word "that" at the start of the second sentence ("That is enough …"). The word "that" refers to something in the previous sentence.
- MAKE A GUESS. What does "that" in "That is enough electricity" refer to?

Suggested script/answers:

- The "that" in "that is enough electricity" refers to "1.5 to 4.0 million kilowatt hours of electricity a year" – that is, how much energy a wind machine produces.

4. *The most common type of wind machine is the* ***horizontal*** *axis type.*
A typical ***horizontal*** *wind machine stands as tall as a twenty-story building …*
To some, the blades of windmills on the ***horizon*** *are an eyesore …*

- Look at the words "horizontal" and "horizons." What kind of words are they? (Actions, describing words, or persons, places, or things?)

Handout 6, Guessing Vocabulary: Wind Energy, Teacher Script (Cont.)

- "Horizon" is a place – a long, flat place that is visible as far as you can see. It's the line where the land or water seems to touch the sky.
- "Horizontal" is a describing word. It's the opposite of "vertical." Both of them are used to describe directions. One means "across," and the other means "up and down." GUESS. Which one has each meaning?

Suggested script/answers:

- "Horizontal" is a describing word that describes "axis type" and "wind machine." "Horizon" is a place; you can guess this from, "windmills **on** the horizon."
- When we think of the horizon, we think of a place that stretches across a very long way, so, we use "horizontal" to mean "across" and "vertical" to mean "up and down."

5. *Wind energy offers a **viable, economical** alternative to conventional power plants in many areas of the country.*

- Look at the word "viable." What does the suffix "-able" mean?
- Look at the word "economical." The root is "econom-." Do you know any words with this root? What do they mean? What do you think "economical" means?
- What is another way to say "a viable, economical alternative"?

Suggested script/answers:

- The suffix "-able" means something that you can or are able to do, such as "dependable" (i.e., you can depend on someone).
- An alternative is a different way of doing something or a substitute.

Handout 6, Guessing Vocabulary: Wind Energy, Teacher Script (Cont.)

- A "viable, economical alternative" is something that doesn't cost too much and that you are able to use in place of something else. So, you could use wind power in place of ordinary power

6. *The most serious environmental **drawbacks** to wind machines may be their negative effect on wild bird populations and the visual impact on the landscape.*

- GUESS. Is "drawbacks" a describing word or an action or persons, places, or things? Does it refer to positive or negative things?
- Can you think of another word to substitute for "drawbacks"?
- INFER. What negative effects could wind machines have on birds? What visual impact could they have on the landscape? That is, how would they change it?

Suggested script/answers:

- "Drawbacks" are things that are negative, such as negative effects on wild bird populations and the visual effect on the landscape.
- We can substitute the word "disadvantages" or "negative consequences."
- Wind machines could trap and hurt wild birds who fly between the blades.
- They could also change the way the landscape looks; instead of seeing just grass or sea, people would see lots of metal machines, which are ugly.

UNIT 3

Handout 7, Inquiring About Wind Energy

Inquiring About Wind Energy		
Para-graph	Question Word	Question
1	Why?	
2	How?	
3	How much? or How many?	
4	What or How?	
5	What?	
6	Where?	
7	Why?	

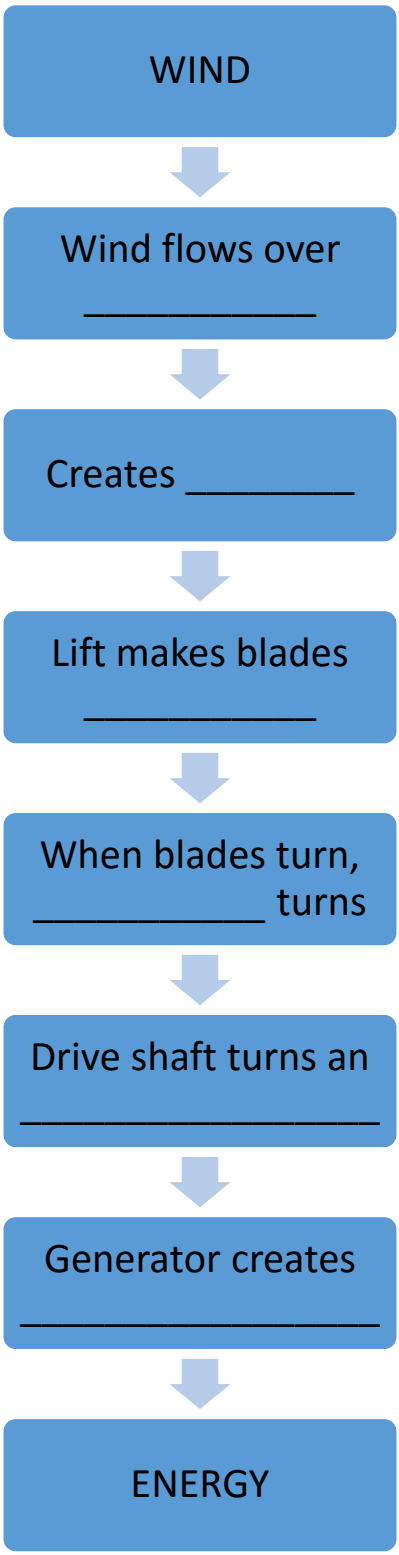
UNIT 3

Handout 8, Inquiring About Wind Energy, Possible Questions

Inquiring About Wind Energy		
Para-graph	Question Word	Possible Questions
1	Why?	*Why are people using windmills again?* *Why are people using windmills to generate electricity?* *Why do people need alternative energy sources?*
2	How?	*How do windmills work?* *How do wind machines use kinetic energy?*
3	How much? or How Many?	*How much electricity can one wind machine produce?* *How many kilowatts of energy per year can a wind machine make?*
4	What or How?	*What does a wind machine look like?* or *How large is a wind machine?* *How tall typically are wind machines?*
5	What?	*What are wind farms?*
6	Where?	*Where do wind machines generate electricity?*
7	Why?	*Why do people use wind energy?* *Why is wind a clean fuel?*

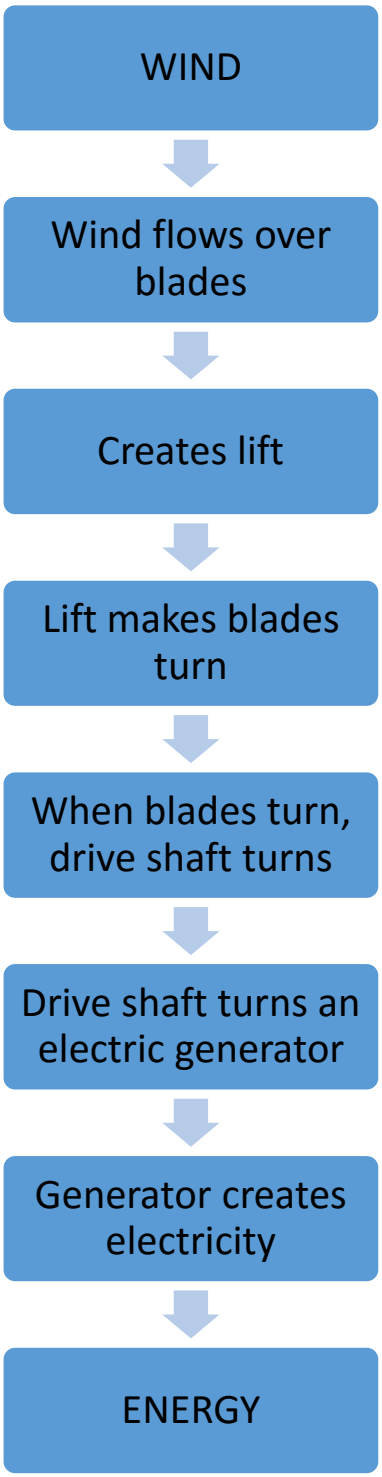
UNIT 3

Handout 9, Process Diagram: Steps to Create Wind Energy



UNIT 3

Handout 10, Process Diagram: Steps to Create Wind Energy, Answer Key



UNIT 3 **Stage 3, Post-reading: Focus Beyond the Text** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
Activity 1: Advantages and Disadvantages of Wind Power	Pairs	15 min.	Handout 11, Advantages and Disadvantages of Wind Power, T-Chart (one copy to show on LCD projector)
Activity 2: Supporting Ideas with Information on the Web	Pairs	15 min.	Web site, "Advantages and Challenges of Wind Energy" http://energy.gov/eere/wind/advantages-and-challenges-wind-energy (Note: Students will also use Handout 11, from the last exercise)
Activity 3: Debating Wind Energy	Small groups	25 min.	
Activity 4: Writing a Letter to Your Home Government (Culminating Activity)	Individual	30 min.	(For assessment) Handout 12, Writing Activity Rubric: Letter for or Against Wind Energy (one copy per student)
(Optional) Post-reading Journaling	Individual	15-20 min.	See "Pre-reading and Post-reading Activities to Use Across Units": • Journaling Instructions • Post-reading Journal Prompts

Activity 1: Advantages and Disadvantages of Wind Power

Grouping: Pairs

- Tell students that they have explored how wind can be turned into power; now, they will explore the advantages and disadvantages of using this type of energy. Explain that *advantages* are positive aspects of something, and *disadvantages* are negative aspects. When you make any decision, you usually consider the possible advantages and disadvantages of the situation; for example, you might reasons to buy or not to buy a particular car.

- Call students' attention to the last paragraph of the text. Explain that this briefly mentions the benefits and drawbacks of wind energy.
- Have students form pairs. Display **Handout 11, Advantages and Disadvantages of Wind Energy**, or draw the T-chart on the board.
- To model the activity, read the first sentence of Paragraph 7 aloud ("Wind energy offers a viable, economical alternative to conventional power plants in many areas of the country").
- Elicit an advantage or disadvantage.
  Suggested script:
  Does the term "economical" tell you about an advantage or disadvantage of wind power? How would you state this in your own words?
- Write the advantage in the first column in the **Handout 11** T-chart, paraphrasing the language in the text if possible. (Example: *It is cheap* or *It is affordable*).
- Have pairs analyze the rest of the paragraph for advantages and disadvantages, noting them in the T-chart.
- Debrief the activity by eliciting advantages and disadvantages in the full class. Note them on **Handout 11** or on the T-chart drawn on the board.
- Possible answers:
  ADVANTAGES – It can be used in many places (viable); it is cheap; no pollution
  DISADVANTAGES – Birds can get caught in the blades and die; ugly to look at

<u>Activity 2: Supporting Ideas with Information on the Web</u>

Grouping: Pairs

- Tell students that they will now search for other advantages and disadvantages to wind power, using information on the Internet.
- Remember these guidelines when choosing Web resources (or for learners to use as they evaluate resources online):
  Accuracy. Does the webpage list the author and the institution that published the page and provide contact information?
  Authority. Does the page list the author credentials and have one of the following domains: .edu, .gov, .org, or .net?

Objectivity. Does the page provide accurate information with limited advertising?
Currency. Is the page current and updated regularly (as stated on the page)?
Coverage. Can you view the information properly--not limited to
fees, browser technology, or software requirement?
(Cornell University, 2014)

- Show "Advantages and Challenges of Wind Energy," from the U.S. Department of Energy, and have students use computers, tablets, or smartphones to access the site: http://energy.gov/eere/wind/advantages-and-challenges-wind-energy
- Ask students why the site may be a reliable source of information. (Possible answers: It has a ".gov" domain; it provides accurate, current information with limited advertising; and you can view the information properly on either a phone, laptop, or tablet.)
- Preteach the following words:
  Domestic – In this case, it means something produced within the country, as opposed to something imported from other countries
  Sustainable – Something that can last or continue for a long time
  Harnessed – Used for a particular purpose
- Have students read the "Advantages" and "Challenges" section. Emphasize that students should note extra or new information in the chart; they should not repeat information that they have already noted in the chart.
- As students work in pairs, circulate around the room, clarify information from the text as needed, and be sure that students are adding to existing information or writing new information but not repeating ideas.
- Debrief the activity by eliciting and discussing advantages and disadvantages in the full class, noting them on **Handout 11**.
- Possible answers to add to **Handout 11**:
  ADVANTAGES – Domestic source of energy; saves space (can be built on existing farms)
  DISADVANTAGES – Fossil fuels are cheaper; creates noise

Activity 3: Debating Wind Energy

Grouping: Small groups

- Write the following question on the board:
  Should our school's city invest in wind power to supplement traditional energy sources?
- Tell students that they will debate this question. One team will argue in favor of wind energy and will present its advantages while the other team will argue against it and will present its disadvantages.
- Have students form small groups with even numbers of students, if possible. Assign half the students in each group to argue for wind power and the other half to argue against it.
- Allow the students to have a brief team meeting to discuss their strategy – that is, the advantages or disadvantages of wind power that they will present.
- Explain that when you argue in a debate, you also want to use examples from real life and personal experience. For example, if you are arguing for wind power, you could talk about why the city where your school is located is ideal for wind power. If you are arguing against wind power, you could say that you did not want to look out of your living room window and see ugly wind turbines.
- Elicit some phrases to use in the debate for different language functions, as suggested by academic language expert Jeff Zwiers in *Building Academic Language* (2008):
  State an opinion (Examples: In my opinion/From my point of view)
  Add to what someone has said (Examples: I'd like to add that/Along the same lines, …)
  Change the focus (Examples: Let's consider something else/Let's look at …)
  Disagree (Examples: That's a good point, but I believe that/ I see what you mean, but I think that …)
  Clarify (Examples: "Could you explain that a little more?" "I'm not sure I follow you.")
- Give teams about 10 minutes to prepare their arguments.
- Have the teams in each group present their debate.
- Debrief the activity by asking students in each group to share the arguments or examples that they felt were the most powerful; have them explain why.

Activity 4: Writing a Letter to Your Home Government (Culminating Activity)

Grouping: Individual

- Say that students have debated the pros and cons of wind energy, they will analyze whether to use it for their city and will write a letter to argue their position.
- Give students the following scenario:
  Imagine that your home city or town is considering whether to adopt wind energy. Should the city build wind turbines and use wind energy? Why or why not?
- Write the following on the board:
  Dear Local Leaders,
  I am writing to urge you to [adopt/not adopt] wind power for our city. Wind power has many [advantages/disadvantages]. First of all, … Second, …. Third, … Finally, …
  For all of these reasons, I highly recommend that you [adopt/not adopt] wind power.
  Thank you for your consideration.
  Sincerely,
- Go through the prompt above. Explain that students should complete the sentences on the board with their own ideas and add more information to explain the reasons for their choice, just as they did in the last activity.
- Tell students that before they begin writing, they should talk to a partner for a few minutes about why they would or would not recommend wind energy for their home city.
- After students have discussed the choice in pairs, give more details about the letter itself. Explain that it should be one paragraph, 8-10 sentences long.
- Emphasize that students will not use all of the information that they have noted; rather, they should choose information that tells why their type of energy is the best type for their particular city. In order to do that, they should also tell a little bit about the location, climate, and perhaps economy of their home.
- Have students write their letters. As they write, circulate and assist them.
- As students finish, they should find a partner and switch papers. They should read their partner's letter and discuss whether the partner's reasons are clear.
- To evaluate the assignment, use the rubric in **Handout 12, Writing Activity Rubric: Letter for or Against Wind Energy.**
  (Note: See "Pre-reading and Post-reading Activities to Use Across Units" for optional post-reading journal prompts.)

UNIT 3

Handout 11, Advantages and Disadvantages of Wind Power, T-Chart

Advantages	Disadvantages

UNIT 3

Handout 12, Writing Activity Rubric: Letter for or Against Wind Energy

CRITERIA	**Yes**	**Almost "Yes"**	**No**
The letter is 8-10 sentences.			
Presents clear information about wind energy.			
States in a persuasive way why the writer thinks that wind energy is or isn't suited to the writer's home city or town.			
Gives details and examples to support the writer's opinion.			
Paraphrases information but doesn't copy it word-for-word from a text.			
COMMENTS			

Unit 4
Identifying Assumptions and Evaluating Information

UNIT 3 ELEMENTS	
Text from *Reading Skills for Today's Adult*	"The Mall of America" Level 8.0 http://www.marshalladulteducation.org/reading-skills-for-todays-adult
Cognitive Processes from Bloom's Taxonomy	• Main focus: Category 5, Evaluate (judging) • Sub-foci: Category 6, Create (planning); Category 4, Analyze (attributing)
Reading Strategies	• Formulate open-ended questions while reading to foster understanding and clarify connections to the text • Identify figurative language • Recognize rhetorical features used to express opinions • Use textual features to predict content • Compare and contrast information
Critical-thinking Skills Needed for Academic Programs	• Categorizing and organizing information • Interpreting • Inquiring • Analyzing and evaluating • Recognizing assumptions • Making decisions
Oral Scaffolding	• Video viewing • Pair and small group discussions • Pair jigsaw note taking task • Group decision making and presentation • Small group discussions
Culminating Activity	Write a "Trip Advisor"-style review of a shopping mall
Assessment	Writing rubric for review

UNIT 4 **Stage 1, Pre-reading: Focus on the Students' World** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
(Optional) Pre-reading Activities to Use Across Units: 1. Class survey 2. Pair discussion 3. Journaling	Full class Pairs Individual	(Per activity) 5-10 min. 5-10 min. 15-20 min.	See "Pre-reading and Post-reading Activities to Use Across Units": • First Language Reading Survey • Reading in English Discussion Questions • Journaling Instructions • Pre-reading Journal Prompts
Activity 1: Visualizing a Mall	Pairs	5 min.	
Activity 2: Connecting to What You Know About Shopping Malls	Full class	5 min.	
Activity 3: Making Assumptions About a Text	Full class	5 min.	Handout 1, The Mall of America (one copy per student); use handout or download PDF copies from the web site, Group 2, Level 8.0 http://resources.marshalladulteducation.org/reading_skills2.htm Handout 2, My Assumptions

(Note: See "Pre-reading and Post-reading Activities to Use Across Units" for optional pre-reading activities, including a class survey about reading in the native language and questions about reading in English to discuss and/or use as journal-writing prompts.)

Activity 1: Visualizing a Mall

Grouping: Pairs

- Tell students that they will talk about a popular subject today: Shopping malls.
- Discuss as a group whether students like to go to shopping malls, and if so, which ones.
- Ask students to close their eyes and imagine a day at shopping mall that they like to go to. Then have them turn to a partner and discuss where the mall is, what is looks like, and what they would do there.

- Ask, *What are some things about the mall that you like? Dislike?* Have partners discuss this for a few minutes with their partner. Then elicit examples in the full group. Emphasize that any shopping mall has positive and negative aspects.
- Explain that in this unit, students will read a story about the positive aspects of a shopping mall; then, they will do some research to discover the negative aspects.

Activity 2: Connecting to What You Know About Shopping Malls

Grouping: Full class

- Say, *People in many countries enjoy a day at the mall. Are shopping malls popular in your country? How are they similar to or different from shopping malls in the U.S.?*
- Briefly discuss the questions in the full group.
- Say, *Let's see what you know about shopping malls. What do you think is the largest mall in the United States?*
- Elicit guesses in the full group.
- Show the Wikipedia web site, "List of Largest Shopping Malls in the United States," at: https://en.wikipedia.org/wiki/List_of_largest_shopping_malls_in_the_United_States
- Point out the largest mall in the United States, the Mall of America, located in Minnesota. Ask if anyone has visited this mall, and if so, what they thought about it.
- Tell students that more than 42 million people visit the Mall of America each year. Ask, *Why do you think that people like malls so much?*
- Elicit ideas from students and note them on the board.

Activity 3: Assumptions About a Text

Grouping: Full Class

- Begin to focus students' attention on the text. Reiterate that you are going to read a story about the Mall of America.
- Display **Handout 1, The Mall of America**. Discuss the pictures at the top of the page.
  Suggested script:
  Look at the pictures at the top of the story. What do you see?
  What do you think you will learn in this story?
- (Optional) Show other pictures of the Mall of America from the Internet.

- Distribute **Handout 2, My Assumptions**. Explain what is meant by *making assumptions*. Suggested script:

  When we read, we assume *that certain things will be true because of our beliefs. These beliefs are called* assumptions, *and they are based on our experience and knowledge of the world. For example, if I read a story about the Mall of America, I might predict that it will tell me it's an awesome place to visit. I'm making an assumption that all malls are fun places for shopping or hanging out, so the Mall of America will be a fun place.*
- Display **Handout 2**. Explain that students will examine their assumptions about shopping malls before they read the story about the Mall of America.
- Point out the letter symbols used to show agreement or disagreement. Explain that students will write one of the symbols to the left of each number to show whether they agree or disagree with each statement. Then they will write a few words next to "Why?" to explain their opinion.
- Have students fill in the guide. Tell them not to worry about the second column of "Why?" questions, as they will complete this after they have read about the Mall of America to explore whether their beliefs have changed.
- Ask students to find a partner and share what they wrote for each statement and why.

UNIT 4

Handout 1, The Mall of America

Source:
Reading Skills for Today's Adult (Southwest ABE – Marshall Region, 2003)
Available online:
http://resources.marshalladulteducation.org/reading_skills2.htm

Group 2
Level 8.0

(Text appears on following page)

The Mall of America

Pre-reading

Questions:

- What do you know about the Mall of America?
- What would you like to know about it?

Definitions:

- Skeptic – a person who shows doubt, questions, or does not believe

Reading

The Mall of America welcomes more visitors each year than Walt Disney World, the Grand Canyon and Graceland combined. The early skeptics who thought the mega-mall would be a "mega-disaster" have happily been proved wrong.

In 1982, Minnesota's baseball and football teams, the Twins and the Vikings, moved from the Met Stadium in Bloomington to the Metrodome in downtown Minneapolis. Losing the two teams, gave the city of Bloomington 78 acres of prime real estate. The land was located only a mile and a half from the Minneapolis/St. Paul International Airport and at the intersection of four major highways.

A vision for the Mall of America was born. In 1986 the Ghermezian brothers signed an agreement to develop the nation's largest retail and entertainment complex. The Ghermezians had just completed building the world's largest retail and entertainment center, the West Edmonton Mall in Alberta, Canada.

On June 14, 1989 ground was broken and three years of construction began. The Mall of America opened its doors on August 11, 1992. On that date, the 4.2 million square foot complex was 71 percent leased with 330 brand new stores open for business. It was the first time in history that the department store giants, Bloomingdale's, Macy's, Nordstrom, and Sears were all together under one roof.

Despite the fact it is known for its awesome shopping (it now has more than 520 stores), the Mall of America is more than just a shopping mall. It is a retail and entertainment experience. You can see a movie at the fourteen screen movie theater. If you like amusement parks, you'll love Camp Snoopy, the nation's largest indoor theme park. You can take a ride on the 74-foot Ferris wheel or experience the rush of the Flume. The new Timberland Twister will take you on a fast spinning quarter-mile ride through the park.

Explore life underwater at Underwater Adventures, a 1.2 million gallon walk-through aquarium. Traveling 14 feet underwater in the 300 foot-long curved tunnel, you can experience breathtaking views of sharks, stingrays, and other "giants" of the sea. A great time for ocean enthusiasts of all ages!

Has all of that shopping and playing made you hungry? The Mall of America offers much more than a simple food court. There are 30 fast-food restaurants and 20 sit-down restaurants. You could have lunch at Little Tokyo and dinner at The Rainforest Café, without leaving the building.

Feeling a little tired? A new store will sell you a nap for 70 cents a minute. (Yes, the Mall has it all!) The store is called MinneNAPolis, and is aimed at those who need a nap after a long flight and don't want to book a hotel room. The store's sound-proof rooms allow for a quiet rest.

Do you desire a unique wedding? The Mall of America can meet those needs too. In the last ten years, more than 4,000 couples have been married at the Chapel of Love.

The mega-mall continues to attract mega-visitors and generate mega-dollars. Over 42 million people visit the Mall of America each year. Annual sales in 2001 were nearly 900 million dollars. The Mall of America is a mega-success.

UNIT 4

Handout 2, My Assumptions

Source:

Adapted from “The Anticipation Guide,” from *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities* by Jeff Zwiers. Copyright ©2010 by the International Reading Association. Available online: http://www.jeffzwiers.org/tools--resources.html

(Handout appears on following page)

My Assumptions

Topic/Text: **Shopping and The Mall of America**

Directions: Before reading, look at each statement and decide whether you agree or not. Put the letter that corresponds on the left side. Write your reason under "Why?" Then after you read the text, put whether you agree or not on the line ***and why.*** Write your new reason under "Why" or write "same."

A = Agree strongly | **a** = agree somewhat | **d** = disagree somewhat | **D** = Disagree strongly

BEFORE READING			AFTER READING
_____	1.	**The bigger a shopping mall, the better it is.**	_____
		Why? / Why?	
_____	2.	**If you don't like to go shopping, you won't like the Mall of America.**	_____
		Why? / Why?	
_____	3.	**The Mall of America is the best place in the USA for shopping.**	_____
		Why? / Why?	
_____	4.	**The Mall of America is a complete success.**	_____
		Why? / Why?	

UNIT 4 **Stage 2, Reading: Focus on the Text** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
Activity 1 Initial Reading	Individual	15 min.	(To play the reading) http://resources.marshalladulteducation.org/rs/l8/mall_read1.htm
Activity 2: "I Wonder" Think-aloud	Full class/ Individual/ Pairs	20 min.	Handout 3, "I Wonder" Think-aloud (one copy per student)
Activity 3: Guessing Vocabulary	Pairs	20 min.	Handout 4, Guessing Vocabulary: The Mall of America (one copy per student) Handout 5, Guessing Vocabulary: The Mall of America, Teacher Script (teacher copy)
Activity 4: Categorizing Ideas	Small groups	10 min.	Handout 6, Categorizing Ideas, The Mall of America (teacher copy)
Activity 5: Recognizing Assumptions	Full class	10 min.	Handout 7, Recognizing Assumptions (one copy per student) Handout 8, Recognizing Assumptions, Answer Key (teacher copy)

Activity 1: Initial Reading

Grouping: Individual

- Read aloud the definitions at the top of the story, **Handout 1, The Mall of America**.
- Because the story references the Grand Canyon and Graceland, preteach what these places are and show images of them from the Internet, if possible.

  Suggested script:

  The story talks about a few other places in America. What is Walt Disney World? Who has been there?

  Has anyone been to the Grand Canyon? What is it? …

  Has anyone been to Graceland? What is it? …

- Set a timer for 7 minutes. Have students read the story to themselves, emphasizing that for this first reading, they will read and report on one big idea. **Do not allow translators or dictionaries.**
- After reading, ask students, *What was one big idea that you read about?* Elicit general ideas. Then ask if any of the students' guesses about what they would learn were correct.
- After students have read the story silently, play the story on the computer as students follow along with the text, at: http://resources.marshalladulteducation.org/rs/l8/mall_read1.htm
- Have students read the story one more time, circling any words they don't know; explain that you will discuss them later, after you've worked on vocabulary.

Activity 2: "I Wonder" Think-aloud

Grouping: Full class/individual/pairs

- Tell students that they will practice asking themselves questions as they read in order to fully understand the ideas. Suggested script:
  As you read a text, you can ask yourself questions about the ideas, which will help you to understand them more deeply. It can be a question about something the text doesn't tell you that you'd like to know, or a question about your feelings toward something in the text.
- Write the following prompts on the board, and explain that "wonder" means to be curious about something; it's used to make indirect questions like these:
  "I wonder why …"
  "I wonder if …"
- Tell students that they will use these phrases to make questions as they read, noting them on **Handout 3, "I Wonder" Think-aloud**. Distribute the handout and show it on the projector, or draw the chart on the board.
- Read the first paragraph of the text aloud. Tell students that you have a question about something the text doesn't tell you, and note the following in the "I wonder why" column of the chart:
  The early skeptics thought the mega-mall would be a disaster

- Elicit answers to this question. (Possible answer: Maybe some people thought that it would be impossible to build such a big mall, or that it would cost a lot of money to build the mall and then not very many people would come.)
- Ask students to reread the second and third paragraphs. Note the following questions in the "I wonder if" column of the chart:
  The people of Bloomington wanted to use the land for a mall.
  I would like a big mall like this in my hometown.
- Discuss answers to these questions in the full group.
- Have students reread the story and write "I wonder" questions on **Handout 3**.
- When students finish, pair them. Have them share their questions with a partner and discuss possible answers.
- Debrief the activity by eliciting and discussing a few questions in the full class.
- Ask students how they felt about using this questioning process. Did it help them to understand the story? If so, in what ways?

Activity 4: Guessing Vocabulary

Grouping: Pairs

- Explain that you will practice some strategies for guessing words you don't know, including using word roots, prefixes, and suffixes to guess what a word means; analyzing figurative meaning; and recognizing transition words to predict what kind of idea is coming.
- Distribute **Handout 4, Guessing Vocabulary: The Mall of America**.
- Go through the first example together. Refer to the suggested script on **Handout 5, Guessing Vocabulary: The Mall of America, Teacher Script**.
- Have students form pairs and go through the examples on Handout 4 together, discussing the questions.
- Debrief the activity by eliciting answers to the questions for each example. Refer to the suggested script on Handout 5.
- Ask if there were any other words that students had marked with a question mark in the previous activity because they didn't understand them. Elicit guesses from the class and offer definitions.

Activity 5: Categorizing Information

Grouping: Small groups

- Tell students that you will now review information in the story by categorizing it.
- Draw **Handout 6, Features of the Mall of America**, on the board or display it on the projector. Have students copy the headings in their notebooks.
- Elicit examples of *retail*, *entertainment,* and *services.* If needed, explain that *retail* refers to a store that sells a product to consumers; *entertainment* refers to things that you do for recreation; and *services* are things that people do for you, often to help you.
- Have students form small groups. Groups should look for different features in the Mall of America and discuss whether they constitute retail features, entertainment, or services. Then they should note them in the chart.
- To debrief the activity, elicit examples in the full class and note them in each category of the chart. If there is a disagreement as to the category of an example, prompt students to explain their reasoning.
- *Note*: Students may disagree about the category for restaurants. Ask them to explain their reasoning; you may also want to explain that we frequently say "food services" to refer to food preparation, so restaurants may be a service; however, restaurants also sell customers food, so they may constitute a retail feature as well.
- Close the activity by telling students that categorizing information from a text helps you to understand it and remember it later on, and students will use the notes from this chart in an activity later.

Activity 6: Recognizing Assumptions

Grouping: Small groups

- Tell students that it is important to consider the purpose of the story that you're reading – that is, the reasons why the author wrote it. For example, did the author want to give information about a topic, explain a process, or make an argument?
- Ask, *What is the purpose of "The Mall of America" story? Why did the author write it?*
- Elicit answers. Explain that the story was written to give information about the mall, such as when and why it was built, what features it has, and how many people visit it.

- Tell students that before they read the text, they examined their own assumptions about shopping malls by responding to statements about what they believed to be true about them. Explain that just as readers bring their own beliefs to what they read, so do authors make assumptions about what is generally true; sometimes you can identify the author's assumptions.
- Tell students that they will now examine some statements from the text for assumptions – that is, a belief the author has that he assumes the reader will agree with. Emphasize that assumptions can be a problem because they're not always true.
- Show **Handout 7, Assumptions and Problems with Them**. Read through the first example and explanation together.
- Have students complete the other examples. Then discuss them in the full group, referring to **Handout 8, Assumptions and Problems with Them, Answer Key.**

UNIT 4

Handout 3, "I Wonder" Think-aloud

I wonder why …	*I wonder if …*

UNIT 4

Handout 4, Guessing Vocabulary: The Mall of America

1. *The early skeptics who thought the **mega-**mall would be a **"mega-**disaster" have happily been proved wrong.*
   *The **mega**-mall continues to attract **mega**-visitors and generate **mega**-dollars.*

   - "Mega-" is added to a word to give the word a slightly different meaning. It describes a property that all of the words have.
   - Look at how "mega-" is used with other words. What kind of property do you think "mega-" describes?
   - What would be another way to say, "mega-mall"?

2. *A vision for the Mall of America **was born**.*
   *On June 14, 1989 **ground was broken**, and three years of construction began.*

   - These sentences have examples of figurative language. When you use this type of language, you don't say the basic meaning of a word; rather, you express an idea in an interesting way that goes beyond the exact meaning of the words.
   - We usually use the phrase "to be born" to talk about a baby or animal. What "was born" in this sentence?
   - In the phrase, "ground was broken," we know that "broken" doesn't mean something that doesn't work anymore and needs to be fixed. We know that it's something that happened before construction began.
   - Make an image in your mind of someone who is starting to build something new.
   - MAKE A GUESS. What does "ground was broken" mean?

3. ***Despite** the fact that it is known for its awesome shopping (it now has more than 520 stores), the Mall of America is more than just a shopping mall.*

Handout 5, Guessing Vocabulary: The Mall of America (Cont.)

- The word "despite" is a transition word, like "however" or "additionally," that is used to introduce a new idea.
- This sentence is separated by a comma. The first part tells us that the Mall of America is known for its awesome shopping; the second part tells us that the mall is for more than just shopping. Are these two ideas similar or different?
- MAKE A GUESS. What does "despite" mean? What other words could you use in its place?

4. *You can experience **breathtaking** views of sharks, stingrays, and other "giants" of the sea.*

- Look at the word "breathtaking." What kind of word is it? (An action, a describing word, or a person, place, or thing?)
- Do you recognize any words inside of the word "breathtaking?"
- "Breathtaking" is another example of figurative language. It doesn't mean someone taking your breath. Make a picture in your mind of when you see sharks, stingrays, and giant sea creatures. You are amazed by what you see, and maybe a little scared, too. How do you physically react?
- MAKE A GUESS. What is a "breathtaking" view?

5. *Do you desire a **unique** wedding?*

- Look at the word "unique." It starts with the prefix "uni-." A unicycle is a bicycle with one wheel. A unilateral decision is a decision made by one person.
- Would a wedding at the Mall of America be the kind of wedding that many people would have?
- MAKE A GUESS. What does "unique" mean?

UNIT 4

Handout 5, Guessing Vocabulary: The Mall of America, Teacher Script

1. *The early skeptics who thought the **mega-**mall would be a **"mega-**disaster" have happily been proved wrong.*
   *The **mega**-mall continues to attract **mega**-visitors and generate **mega**-dollars.*

- "Mega-" is added to a word to give the word a slightly different meaning. It describes a property that all of the words have.
- Look at how "mega-" is used with other words. What kind of property do you think "mega-" describes?
- What would be another way to say, "mega-mall"?

Suggested script/answers:

- "Mega-" describes something extremely large.
- You could say a "huge," "gigantic," or "enormous" mall.

2. *A vision for the Mall of America **was born**.*
   *On June 14, 1989 **ground was broken**, and three years of construction began.*

- These sentences have examples of *figurative* language. When you use this type of language, you don't say the basic meaning of a word; rather, you express an idea in an interesting way that goes beyond the exact meaning of the words.
- We usually use the phrase "to be born" to talk about a baby or animal. What "was born" in this sentence?
- In the phrase, "ground was broken," we know that "broken" doesn't mean something that doesn't work anymore and needs to be fixed. We know that it's something that happened before construction began.

Handout 5, Guessing Vocabulary: The Mall of America, Teacher Script

- Make an image in your mind of someone who is starting to build something new.
- MAKE A GUESS. What does "ground was broken" mean?

Suggested script/answers:

- The vision, or idea, for the Mall of America was born.
- Before you begin building something, you have to prepare the land in order to lay the foundation. You might see someone with a large jackhammer or shovel digging or making a large hole in the dirt.
- "Ground was broken" means that workers began digging in the ground in order to prepare for construction.

3. ***Despite*** *the fact that it is known for its awesome shopping (it now has more than 520 stores), the Mall of America is more than just a shopping mall.*

- The word "despite" is a transition word, like "however" or "additionally," that is used to introduce a new idea.
- This sentence is separated by a comma. The first part tells us that the Mall of America is known for its awesome shopping; the second part tells us that the mall is for more than just shopping. Are these two ideas similar or different?
- MAKE A GUESS. What does "despite" mean? What other words could you use in its place?

Suggested script/answers:

- The two ideas are different.
- "Despite" means that one thing is true, so you expect something else to be true, but the opposite is true. You could use "even though" or "although."

Handout 5: Guessing Vocabulary: The Mall of America, Teacher Script (Cont.)

4. *You can experience **breathtaking** views of sharks, stingrays, and other "giants" of the sea.*

- Look at the word "breathtaking." What kind of word is it? (An action, a describing word, or a person, place, or thing?)
- Do you recognize any words inside of the word "breathtaking?"
- "Breathtaking" is another example of figurative language. It doesn't mean someone taking your breath. Make a picture in your mind of when you see sharks, stingrays, and giant sea creatures. You are amazed by what you see, and maybe a little scared, too. How do you physically react?
- MAKE A GUESS. What is a "breathtaking" view?

Suggested script/answers:

- "Breathtaking" is a describing word that describes "view."
- Inside "breathtaking" are the words "breath" (the noun form of "breathe") and "taking," the participle form of the verb "take."
- You might physically react by taking a deep breath in amazement when you see a shark or stingray. *(Note: demonstrate what this looks like).*
- A "breathtaking" view is one that is so amazing or spectacular that it takes your breath away because you feel so surprised and excited.

5. *Do you desire a **unique** wedding?*

- Look at the word "unique." It starts with the prefix "uni-." A unicycle is a bicycle with one wheel. A unilateral decision is a decision made by one person.
- Would a wedding at the Mall of America be the kind of wedding that many people would have?

Handout 5, Guessing Vocabulary: The Mall of America, Teacher Script (Cont.)

- MAKE A GUESS. What does “unique” mean?

Suggested script/answers:

- A wedding at the Mall of America would be very unusual because most people don’t get married in a mall.
- “Unique” means one of a kind; something that is very special and shared by few other people.

UNIT 4

Handout 6, Features of The Mall of America

Retail	Entertainment	Services

UNIT 4

Handout 7, Assumptions and Problems with Them

1. “The early skeptics who thought the mega-mall would be a ‘mega-disaster’ have happily been proved wrong.”
Assumption: The skeptics were happy that the mall was a success and not a disaster.
Problem with assumption: The reader doesn’t know how the skeptics felt about the mall. Maybe they didn’t like it and weren’t happy about it.

2. “If you like amusement parks, you’ll love Camp Snoopy.”
Assumption:
Problem with assumption:

3. “A great time for ocean enthusiasts of all ages!”
Assumption:
Problem with assumption:

4. “Yes, the Mall has it all!”
Assumption:
Problem with assumption:

UNIT 4

Handout 8, Assumptions and Problems with Them, Answer Key

1. "The early skeptics who thought the mega-mall would be a 'mega-disaster' have happily been proved wrong."

Assumption: The skeptics were happy that the mall was a success and not a disaster. Problem with assumption: The reader doesn't know how the skeptics felt about the mall; maybe they didn't like it and weren't happy about it.

2. "If you like amusement parks, you'll love Camp Snoopy."

Assumption: Everyone who likes an amusement park will like Camp Snoopy.

Problem with assumption: Maybe readers don't like indoor amusement parks.

3. "A great time for ocean enthusiasts of all ages!"

Assumption: Everyone who likes the ocean will have a great time at Underwater Adventures.

Problem with assumption: Maybe someone will get scared in the aquarium or have a bad experience, or maybe they only like to experience the ocean outdoors.

4. "Yes, the Mall has it all!"

Assumption: The mall has everything a visitor could possibly want.

Problem with assumption: The writer doesn't know what everyone needs at the mall; maybe it doesn't have everything for everyone.

UNIT 3 **Stage 3, Post-reading: Focus Beyond the Text** **Activities and Materials at a Glance**			
Activities	**Grouping**	**Time**	**Materials**
(Optional) Activity 1: Distinguishing Between Facts and Opinions	Pairs	10 min.	Handout 9, Fact or Opinion? (one copy to display) Handout 10, Fact or Opinion? Answer Key (teacher copy)
Activity 2: Evaluating Information	Small groups	15 min.	Web site www.tripadvisor.com
(Optional) Activity 3: Deciding Whether to Visit	Pairs/Small groups	15-20 min.	Handout 11, Pros and Cons (one copy to display)
Activity 4: Looking Back on Assumptions	Pairs	5 min.	Handout 2, My Assumptions (from Stage 1)
Activity 5: Comparing Two Malls	Individual/ Pairs	5-10 min.	Handout 12, Venn Diagram: Comparing Two Malls (one copy to display)
Activity 6: Writing a Review (Culminating Activity)	Individual	25-30 min.	(For assessment) Handout 13, Writing Activity Rubric: Trip Advisor Review (one copy per student)
(Optional) Post-reading Journaling	Individual	5-10 min.	See "Pre-reading and Post-reading Activities to Use Across Units": • Journaling Instructions • Post-reading Journal Prompts

Activity 1: Distinguishing Between Facts and Opinion

Grouping: Pairs

- Say that when you read a text, you have to evaluate whether you are reading factual information or the author's opinions.
- Write the following sentences on the board:

The Mall of America is the best mall ever.

The Mall of America has many shops and restaurants.

You'll have a fabulous time at the Mall of America!

- Ask students to read the sentences. Discuss how they are different.

  Possible answers:

  The first sentence gives the writer's opinion about the mall; that is, how the writer feels about it. The second sentence states a specific fact. The third sentence sounds like a commercial; it is promotional because it "promotes," or advertises, the Mall of America in order to make other people go there.

- Clarify the difference between opinions, assumptions, and facts. (Optional: You may want to write some of the following examples on the board as you explain the concepts.)

  Suggested script:

  An opinion is a judgment that you make and support with facts or evidence. For example, if your opinion is that solar power is more practical than wind power for your city, you show reasons why this is true. People often use strong adjectives when they express opinions, including superlatives (i.e., "the most …" or "the greatest"). Also, opinions often use exclamation points to show emphasis.

  An assumption is a belief that you have. You may not have evidence to support it; it's just something that you consider true. For example, Everyone loves shopping *is an assumption. I have no specific reasons to support this; it's a general belief that I have. People frequently make assumptions with words like "everyone," "always," or "without a doubt" to express the idea that something is generally true.*

  A fact is real information; you can prove that it is true or that it exists. Facts are usually expressed with specific details and supporting information, such as numbers or dates.

- Tell students that they will practice distinguishing between facts and opinion. Show **Handout 9, Fact or Opinion?**.
- Have students read the statements and discuss with a partner whether they are facts or opinions. As they do so, they should look for signal words like the ones you just discussed that indicate a statement of fact or an expression of opinion.
- Discuss the statements in the full class, referring to **Handout 10, Fact or Opinion? Answer Key**.

Activity 2: Evaluating Information

Grouping: Small groups

- Reiterate that students are now familiar with the author's opinion of the Mall of America, and they have explored the author's assumptions about the mall as well as their own assumptions about shopping.
- Explain that they will now consider other points of view that may be different.
- Tell students that they will now read information from a web site that features opinions. Ask students if they have ever used Trip Advisor; explain as needed that it is a web site that people use to review, or post their opinions, of places to travel, including hotels, restaurants, and attractions such as museums or shopping centers.
- Ask why someone might use a web site like Trip Advisor. (Possible answer: It's useful in planning a trip so that you can read how other people liked or disliked something before you decide to go there.) Then discuss whether it is as reliable a source of information as other web sites. Emphasize as needed that it presents opinions, which you need to evaluate for yourself in deciding whether to agree or disagree.
- Open the Trip Advisor web site, www.tripadvisor.com and show students how to search for reviews of the Mall of America. Tell them that they will read reviews together and note the positive and negative aspects of the mall that are noted in the reviews.
- Have students form small groups and use their phones, tablets, or laptops to access the Trip Advisor web site and read reviews of the Mall of America.

Activity 3: Deciding Whether to Visit

Grouping: Pairs/Small Groups

- Tell students that they will now analyze positive and negative aspects in the Trip Advisor reviews.
- Show **Handout 11, Pros and Cons**, and have students copy it.
- Have students form pairs. Partner A should note under the "Pros" column of the chart the reasons to visit the Mall of America; Partner B should note under "Cons" the reasons not to visit it. They should take reasons from both the story and the Trip Advisor reviews.

- As partners finish, have them share the information they noted so that their partner may note it in the chart.
- Have pairs form a small group with another pair. Explain that groups will discuss whether to visit the Mall of America and come to a decision together. Then they will present their decision and reasons for it.
- Allow each student in a group to choose one of the following roles:
  Group leader – Makes sure that everyone participates in the discussion
  Timekeeper – Tracks time and makes sure that the group stays focused/ on task
  Secretary – Takes notes of the reasons for the decision
  Presenter – Presents the group's decision and reasons for it.
- Set a time limit for the activity, such as 10 minutes, and have groups complete the task. As they do so, circulate and monitor progress.
- When time is up, have each small group representative report the group's decision and reasons for it. Allow for questions by other group members.

Activity 4: Looking Back on My Assumptions

Grouping: Pairs

- Tell students that now that they have explored pros and cons of the Mall of America, they will re-examine their original assumptions about shopping to see if any have changed.
- Ask students to take out **Handout 2, My Assumptions**. Read through the statements again; emphasize in the last statement that a "*complete* success" means something with no problems or drawbacks.
- Have students fill in the second column of the chart based on what they know about the Mall of America now. Reiterate that they should write a few words next to "Why?" to explain their opinion.
- Tell students to find a partner and discuss whether their assumptions remained the same or changed.
- Debrief the activity in the full class by asking if any students had changed their assumptions – and if so, why.

Activity 5: Comparing Two Malls

Grouping: Individual/Pairs

- Tell students that they will now think about a mall that they like and how it compares to the Mall of America.
- Show or draw **Handout 12, Venn Diagram: Two Malls**. Explain that students will think about how a mall that they like to visit is similar to – and different from – the Mall of America.
- Advise students to refer to the notes they made in **Handout 6, Features of The Mall of America**, which they completed in the last stage of the lesson. They could think about how those features and others they learned about in the Trip Advisor reviews compare to the features of another mall.
- To help students understand the concept of a Venn Diagram, think of a mall that most students would be familiar with. Elicit a few similarities and differences with the Mall of America, noting them in the appropriate circles.
- As students complete the diagram, have them find a partner and discuss their diagram.

Activity 6: Writing a Trip Advisor Review

Grouping: Individual

- Say that now that students have explored Trip Advisor reviews for the Mall of America and have outlined the features of a mall they like, they will write a Trip Advisor review for that mall.
- Write the following on the board:
  Headline: *Ratings: ooooo*
  [WHY SOMEONE SHOULD VISIT THE MALL]
  [AT LEAST 3 REASONS WITH EXAMPLES]
  [1 DRAWBACK OR PROBLEM]
- Explain that students should write an 8-10 sentence review in the style of the other reviews that they read. Their review must include a headline that gives the reader a clue as to the author's opinion and a rating, with five circles being the highest and one circle the lowest. It should also present at least three reasons with examples of why someone should visit the mall as well as one drawback or problem at the mall.

- Elicit a topic sentence and write it on the board. (Example: "_____ is a great place to visit with a family" or "_____ has the best shopping in the area.")
- Remind students that when they express their opinion, they should use adjectives to emphasize their reasons.
- Have students brainstorm by finding a partner and discussing the reasons they would recommend their shopping mall, as well as drawbacks or problems with it.
- After students have discussed the choice in pairs, have them write their recommendations. As they write, circulate and assist them.
- As students finish, have them switch papers and discuss whether a partner's reasons are clear.
- To evaluate the assignment, use the rubric in **Handout 13, Writing Activity Rubric: Review of a Mall.**

(Note: See "Pre-reading and Post-reading Activities to Use Across Units" for optional post-reading journal prompts.)

UNIT 4

Handout 9, Fact or Opinion?

Are the following statements facts or opinions?

1. “In 1986 the Ghermezian brothers signed an agreement to develop the nation’s largest retail and entertainment complex.”

2. “… It is known for its awesome shopping …”

3. “You can take a ride on the 74-foot Ferris wheel.”

4. “The Mall of America offers much more than a simple food court.”

UNIT 4

Handout 10, Fact or Opinion? Answer Key

Are the following statements facts or opinions?

1. "In 1986 the Ghermezian brothers signed an agreement to develop the nation's largest retail and entertainment complex."

Fact

Explanation: It is a specific event that happened; it doesn't tell you how the author feels about it.

2. "… It is known for its awesome shopping …"

Opinion

Explanation: The writer shows his opinion with the word "awesome." Ask students if he supports his opinion with a reason. (Answer: Yes, with the reason that the mall has more than 520 stores.)

3. "You can take a ride on the 74-foot Ferris wheel."

Fact

Explanation: It tells you something real that is possible to do, with details about the size of the wheel. It doesn't tell you what the author thinks about it.

4. "The Mall of America offers much more than a simple food court."

Opinion

Explanation: A fact would be, "The Mall of America offers a food court"; we know it's an opinion because the author tells us that he thinks the mall has much more than an ordinary food court. The author supports his opinion with a description and examples of the different kinds of restaurants that a Mall has, which aren't usually found in a mall food court.

UNIT 4

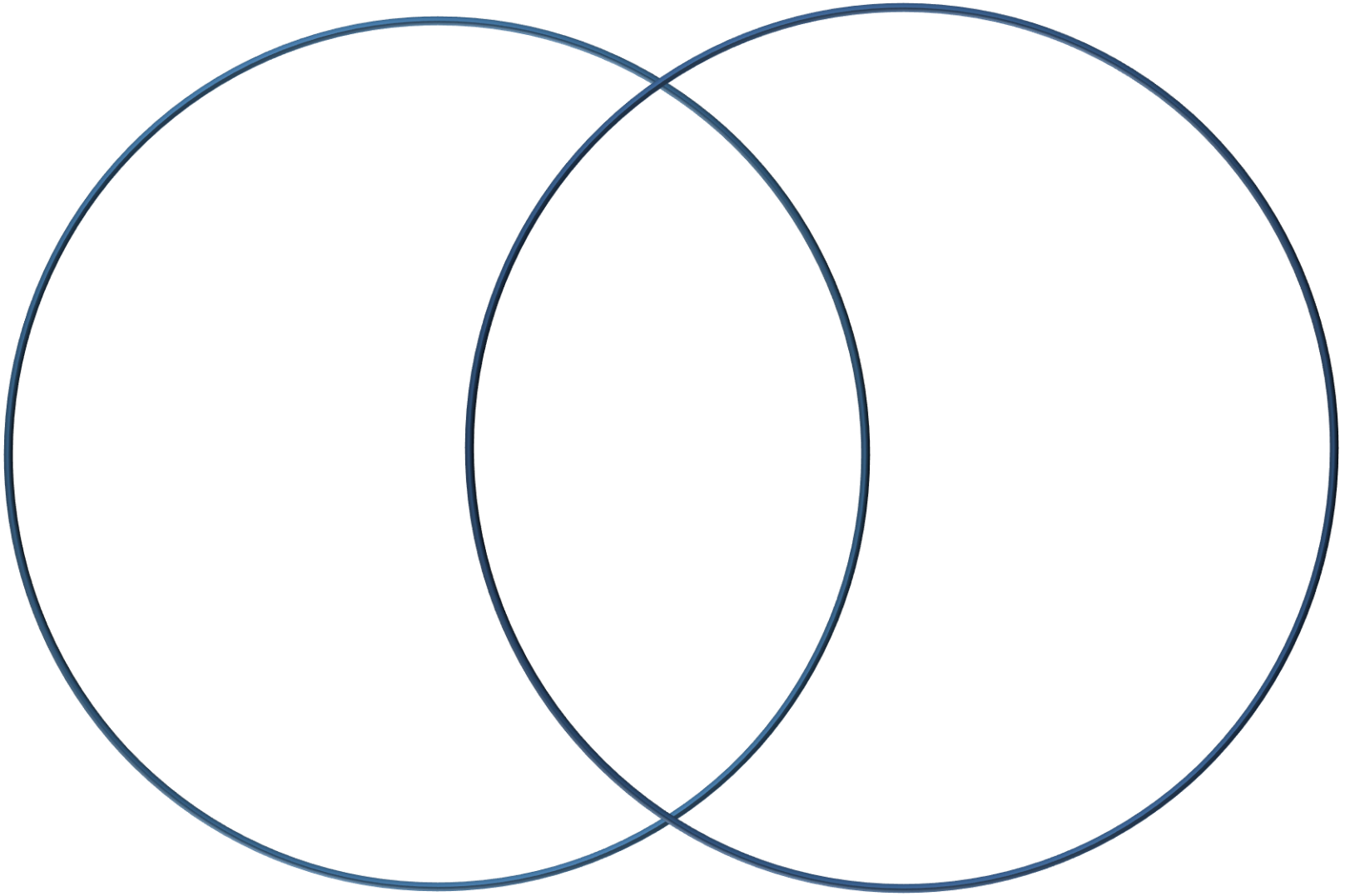
Handout 11, Pros and Cons of the Mall of America

Pros	Cons

UNIT 4

Handout 12, Venn Diagram: Comparing Two Malls

My Mall Both The Mall of America



UNIT 4

Handout 13, Writing Activity Rubric: Review of a Mall

CRITERIA	**Yes**	**Almost "Yes"**	**No**
The review is 8-10 sentences.			
Headline gives an indication of the writer's opinion.			
Includes a rating of 1-5 circles.			
Presents at least 3 clear reasons for opinion.			
Includes examples to illustrate reasons.			
Uses adjectives to emphasize opinions.			
Presents at least one drawback or problem.			
COMMENTS			

Additional Resources for Teachers

Video

"Tasks to promote critical thinking and learning skills," from the video series *Teaching ESL to Adults: Classroom Approaches in Action, 4,* by Betsy Parrish and MaryAnn Florez (2011). Available: http://www.newamericanhorizons.org/training-videos

This 30-minute video shows how to incorporate critical thinking into all levels of ESL instruction in order to help learners transition to post-secondary education and the workplace.

Web sites

Academic Language and Literacy, http://www.jeffzwiers.org
The web site of Jeff Zwiers, this comprehensive resource has ready-to-use graphic organizers to help learners make sense of the language of critical thinking

Critical Thinking Foundation, www.criticalthinking.org [URL]
A one-stop resource for critical thinking, with background information and lesson plans.

Reading Skills for Today's Adult,
http://resources.marshalladulteducation.org/reading_skills_home.html
The source of the stories in the curricular resource guide, this web site has online stories for adult ESL learners, grouped by language level. The stories include audio and may be accessed online or downloaded in PDF format, with accompanying questions and exercises.

Online Research Brief

"Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness from the Beginning," http://www.cal.org/caelanetwork/resources/transitions.html

This CAELA Network Brief by Betsy Parrish and Kimberly Johnson (2010) presents beginner and intermediate ESL activities that prepare ELLs for higher education and the workforce.

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Conclusion

In Chapter Four, I presented a brief overview of the curricular resource guide and its component as well as the guide itself. The guide includes pre-reading and post-reading activities to use across units, such as reflective journaling prompts; lessons and activities; answer keys; recommended resources for teachers; and a reference list. In Chapter Five, the final chapter, I will return to my literature review and discuss how key findings correlate with the completed guide. I will then discuss possible uses of the guide as well as its potential limitations. Lastly, I will discuss future research plans to gauge the guide's effectiveness and will reflect on the overall process of writing the guide.

CHAPTER FIVE

Conclusions

In this research project, I attempted to answer the question, *What should be included in a critical-thinking curricular resource guide to address Saudi IEP students' difficulties with academic reading skills?* In the last chapter, the resource guide was presented in its entirety. In this chapter, I will return to the major findings highlighted in the literature review and discuss the ways in which the curricular resource guide correlates with them. Recommendations for future implementation of the guide will then be presented, followed by a brief analysis of the potential limitations to the resource guide's effectiveness. The chapter will then conclude with a plan for future research.

Correlations with the Literature Review

The research that I highlighted in Chapter Three shaped my decisions on what to include in my resource guide. The curricular units reflect research on the unique challenges that Saudi learners face and the strengths that they bring. They also align with research on how people learn to read in a second language and what role critical-thinking skills play in this process. Finally, the units bring to life instructional strategies shown to help ESL students develop the critical-thinking skills needed to master the demands of academic reading in Western higher education.

Unique Challenges and Strengths of Saudi Learners

The literature suggests that Saudi learners face academic reading challenges unlike many other ELLs due to their unique educational and cultural background. Reading instruction in Saudi Arabia tends to emphasize decoding and memorization (Hall, 2013; Hellman, 2013; Moraya, 2012; Rahman & Alhaisoni, 2013; Razek & Coyner, 2013), whereas the interactive approach to reading found in Western higher education emphasizes the integration of bottom-up decoding strategies with the top-down reading strategies needed to interact with a text and create meaning. Likewise, reading for non-religious purposes is not a standard practice in Saudi culture, nor is extensive reading commonly practiced (Dalton, 2011; Hall, 2013; Nezami, 2012). Learners therefore may lack experience in reading for a purpose and exposure to a variety of literary genres and discourse types. They also may fail to develop the types of academic vocabulary needed to understand the ideas, critical-thinking-processes, and relationships in different disciplines (Zwiers, 2008).

Saudi culture is characterized by a rich oral tradition (Dalton, 2011; Fageeh, 2003; Zaharna, 1995), with a literary tradition largely limited to the Koran (Hellman, 2013). The culture reflects an absolutist view of knowledge and a collectivist tradition of accepting espoused social beliefs (Hamdan, 2014; Moraya, 2012; Razek & Coyner, 2013). These traditions are in stark opposition to the U.S. traditions of formulating and expressing one's opinion and constructing knowledge through interpretation and context.

The curricular resource guide addresses the cultural mismatch vis-à-vis reading in several different ways. First, learners engage in metacognitive journaling and contemplate throughout the course how reading in their country and in the United States

differs. They also reflect on how their perceptions of reading change as they gain more exposure to top-down reading processes that involve critical thinking. Second, the guide presents reading as a multifaceted process as opposed to a one-dimensional "read and memorize" task. This is reflected in the guide's organization. Each unit is divided into three stages, as per Beaumont's (2010) critical-thinking task sequence: Activities that focus on the students' world, on the text itself, and beyond the text. In this way, students learn to make connections between what they read and what they know or have experienced. They also learn how to create meaning from what is both said and unsaid in a text and to how interpret, analyze, evaluate, and apply the information in the text. Key to this process is the use of graphic organizers, featured in every unit of the guide, as recommended by Parrish and Johnson (2010) and shown by Jiang & Grabe (2007) to improve learners' knowledge of textual discourse structures.

Moreover, the guide draws on learners' oral strengths by using oral activities as a bridge to written understanding. Oral activities include discussions, interviews, debates, and role-plays. The guide also presents explicit scaffolding techniques, in the form of strategy instruction and activities catering to an oral/aural learning style preference, in order to help learners transition from reading for memorization to reading for meaning. For example, "think-alouds" modeled by the teacher and performed while reading are a key part of the guide's reading activities, as they give learners a concrete way to see and apply the top-down processes used to interpret and evaluate ideas. Finally, vocabulary activities in the guide help learners to analyze the meaning of unknown words and the role of familiar discourse markers, both of which help learners to infer meaning, see relationships between ideas, and comprehend abstract concepts.

Learning to Read in a Second Language

The research shows that the reading process is a highly interactive one that combines bottom-up decoding processes with top-down interpretation and construction of meaning (Burt, Peyton, & Adams, 2003; Van Duzer, 1999). According to schema theory (Carrell & Eisterhold, 1983), when learners read, they understand by interacting with the text and incorporating their background knowledge of the world. Indeed, reading comprehension involves connecting one's background knowledge with ideas in the text, interpreting the text, evaluating the text's message and quality, and contemplating how to apply ideas from the text in the future (McShane, 2005; Van Duzer 1999). Proficient readers construct meaning of a text through global processing in the top-down mode (Carrell & Eisterhold, 1983). They also read with a purpose in mind and make predictions about what will happen in the text (McShane, 2005; Van Duzer 1999).

The resource guide dovetails with these processes in that each unit begins with schemata-building activities to help learners connect what they know with what they are about to read. It then features activities that help learners to extract key ideas from the text, evaluate the significance of those ideas, and apply them in a culminating project. For instance, in Unit 3, Organizing and Analyzing Ideas, learners see a picture of a wind farm, discuss what they know about it, and watch a video of a windmill that illustrates the process of harnessing the wind and using this energy to crush grain. Then they make predictions about what clean energy is and why it is beneficial. After reading a story about wind energy, they analyze discourse markers in the text in order to interpret meaning. Next, they diagram the process of using the wind to create energy; discuss the advantages of wind energy; read and synthesize information from other sources about

wind energy; debate its pros and cons; and write a letter to the leader of their town advocating for or against this type of energy. These activities exemplify "best-practice" research in reading and critical thinking.

The Role of Critical Thinking

Research shows that in order to meet the reading demands of higher education, learners must be able to interpret, synthesize, analyze, evaluate, and apply information from written texts, as well as identify patterns, compare and contrast ideas, categorize and differentiate between different pieces of information; and interpret information in a way that reflects sound reasoning (Rance Roney, 1995; Dalton, 2011; Liaw, 2007; Van Duzer and Florez, 1999). The resource guide embodies these processes, as its units are centered around the critical-thinking skills formulated by Bloom and widely used in higher education, including understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl et. al, 2001) as well as related cognitive processes (e.g., interpreting, classifying/categorizing, synthesizing, identifying assumptions, and planning). Although each unit integrates several of the critical-thinking skills, it has a primary emphasis on one or more of the skills. For instance, Unit 2, Synthesizing Information from Multiple Sources, has a main focus of understanding, with the associated cognitive processes of interpreting, exemplifying, classifying, summarizing, inferring, and explaining; the sub-focus is on analyzing, with the associated cognitive processes of organizing and attributing. All four of the units integrate critical-thinking skills in this manner. Along the same lines, the units reflect the research findings of Parrish and Johnson (2010) as to the critical-thinking skills needed for academic or workplace transitions, which should be incorporated into ESL instruction. Moreover, the

guide reflects Parrish and Johnson's (2010) recommendation that ESL instruction should scaffold guided and structured practice of these strategies.

Instructional Strategies to Develop Critical Thinking

The curricular resource guide also reflects research not only vis-à-vis the instructional strategies shown to foster critical thinking in an academic context but also the techniques and activity types that help to build on Saudis' strengths. Nezami (2012) recommends drawing on students' oral culture in order to instill critical-thinking skills to such techniques as pre-reading group discussions, debates, and storytelling. All of these techniques are embedded in activities throughout the curricular guide. Moreover, Nezami's (2012) study concludes that in order to improve reading skills, Saudi university students need to develop the critical-thinking skills of using prior knowledge to predict meaning and connect new ideas to previously learned ones, as well as identifying and synthesizing the important ideas in a text. The first stage in each curricular unit is designed to elicit learners' prior knowledge and have them apply this to predictions of what they will read. Likewise, Units 1 and 2 have a primary emphasis on identifying and synthesizing the important ideas in a text.

Similarly, Kasper and Weiss's (2005) study demonstrates that community-college EL learners develop critical-thinking skills through group activities drawing on oral skills, such as discussions, debates, and projects involving real-life scenarios, activities that are present across the resource guide. The study also shows that instructional strategies that call for students to interpret and synthesize concepts from several sources and to analyze problems and propose solutions result in improved analytical, reading, and writing skills. Along the same lines, Galetcaia and Thiessen's (2010) study demonstrates

that university EL learners acquire higher-order thinking skills when they identify and orally analyze a problem involved in a text and recommend a course of action to solve it, an approach espoused in every unit of the guide.

Dalton (2011) posits that learners need explicit teaching of higher-order reading skills in order to differentiate between fact and opinion and to state the implications of text-derived information. The author recommends teaching these skills along with the critical-thinking skills of identifying different points of view and recognizing assumptions, which are the focus of Unit 4, Identifying Assumptions and Evaluating Information. Likewise, Tsui's (2002) study finds that students build critical thinking skills through activities requiring them to interpret others' ideas, synthesize information from several sources, and justify one's own ideas. For instance, she writes, class discussions call for learners to analyze an issue, articulate an opinion, and evaluate others' viewpoints. Such discussions are a key feature of the resource guide's activities.

In terms of applying critical-thinking skills to the reading process, Dong (2006) recommends an inquiry-based approach to help learners construct knowledge; specifically, Dong suggests that learners formulate questions while reading, which is the principal reading strategy presented in Unit 3, Organizing and Analyzing Ideas. This unit also underscores Dong's recommendations of exploring a theme (in this case, wind energy) by tapping into learners' prior knowledge, relating it to the topic at hand, reading multiple perspectives on a topic and comparing and contrasting them, and applying this perspective to create a product, such as the Unit 3 letter urging a town council to adopt or not adopt wind energy.

Lastly, Pritchard & O'Hara's (2006) study shows the efficacy of using "think-alouds" as one reads to monitor comprehension. The resource guide uses several of Pritchard and O'Hara's strategies to this end, such as applying background knowledge to build understanding of a passage, visualizing, and questioning yourself as you read.

Implementation

The curricular resource guide units are designed for use as "stand-alone" reading lessons. An optimal time to use one or more of them would be during the first week of class, as it would fulfill two needs. Firstly, students may not have their textbooks at the start of class (indeed, in my IEP, they are not required to have them until the fourth class), so this would "fill the gap" until students have purchased books and serve as an initial source of reading activities. If some students are repeating the class, the teacher could choose a different unit in the guide, given that there are four. Secondly, because the units provide valuable instruction in reading strategies and include reflective activities on the reading process itself, they would serve as useful precursors to the in-depth reading required in many IEP courses. Because the critical-thinking skills are useful to students regardless of reading level, the units could be used in classes with reading materials at a higher level than those featured in the guide. Teachers across multiple levels of an IEP could use different units in the guide as a source of "first-week" preliminary reading activities. Moreover, if teachers noticed at a certain point in the term that students were having challenges vis-à-vis higher-order thinking, they could use one or more of the units to help students overcome those challenges.

Alternatively, the four units taken together could constitute most or all of the reading curriculum in an integrated-skill class, such as a reading and writing class. In that

case, teachers could supplement the units with extensive reading assignments outside of class, perhaps using the leveled stories from the *Reading Skills for Today's Adult* web site as a source of texts. Along the same lines, the curricular resource guide could serve as the basis for an elective or specialty class aimed at those who needed supplementary instruction in academic reading and critical-thinking strategies.

Applying Resource Guide Strategies to Classroom Texts

The activities in the curricular resource guide have a broad application, as they serve as a model for ways to integrate critical-thinking instruction in any IEP reading curriculum. Teachers could use the same strategies and activity types with their own class reader or textbook to "stretch" instruction and help students dig deeper into the key ideas and purpose of the text. In other words, teachers could have students apply the strategies in the guide before, while, and after they read other texts. For instance, if students are reading a story about the history of cars in America, they could use oral pre-reading activities similar to those in the guide to elicit prior knowledge and build schemata. Students could compare the design and use of cars in their country and in the U.S.; create a group T-chart presenting the advantages and disadvantages of using cars; and look at pictures and headings in order to predict what the text will tell them. Next, after initially reading the text for gist, students could do a "close reading" of several paragraphs, using think-aloud symbols to mark in the text the ideas they didn't understand, already knew, liked or disliked, or found surprising. They could also use discourse markers to guess the meaning of unknown vocabulary and use information in the text and background knowledge to make inferences about ideas or concepts not stated in the text. Lastly, after they have read the text several times, they could critically explore its ideas by role-

playing a pair interview between a journalist and Henry Ford; completing a timeline of key events from the story; and using the timeline to write a paragraph about how cars developed and changed the American way of life. All of these activities are similar to those presented in the four units of the curricular resource guide; as they show, the guide's strategies lend themselves well to readings and activities on a broad range of texts and topics.

A Broad Audience for the Guide

The curricular resource guide is not limited to those working with Saudi learners. Indeed, much of the research cited in the literature review points to the benefits of using critical-thinking strategies to develop academic reading skills among students of any nationality. Several of the studies explore the benefits of using critical-thinking strategies in reading instruction among learners from all of the Gulf states (Dalton, 2011; Onsman, 2012; Yassin, 2012). Likewise, Kasper and Weiss (2005) show that the use of critical-thinking and problem-solving strategies facilitates the development of academic reading and writing skills in a multinational group of advanced ESL students at an American community college, and Galetcaia and Thiessen (2010) document the benefits of applying these strategies to both Saudi and Chinese students in an academic English program at the University of Manitoba (Canada). Along the same lines, Liaw's (2007) study on critical-thinking skills among middle-school EFL students in Taiwan offers qualitative evidence that a content-based instructional approach helps English language learners develop the ability to read beyond a literal level and arrive at a deeper meaning of texts. Lastly, the research by Johnson and Parrish (2010) shows that ESL students of all nationalities need greater practice in thinking critically in order to successfully transition to higher

education. One may therefore conclude that reading instruction that emphasizes critical-thinking strategies may benefit IEP learners of any nationality and not just Saudis.

This is of particular importance in light of recent changes in Saudi Arabia that may affect Saudi students in the King Abdullah Scholarship Program. Due to a steep decline in oil prices in late 2015, the Saudi government is likely to cut back on government programs, including scholarship programs to Western universities (Batrawy, 2015). Likewise, King Abdullah died in January 2015 and was succeeded by the 79-year-old King Salman, who is generally seen as more conservative and unlikely to continue Abdullah's incremental steps toward the liberalization of social policies (Cunningham & Murphy, 2015). Moreover, King Salman is said to be highly influenced by his 30-year-old son, Mohammed bin Salman, whom he appointed Defense Minister and second in line to the throne (Cunningham & Murphy, 2015; Tharoor, 2016). Bin Salman has also assumed the role of Saudi Arabia's chief economic planner (Tharoor, 2016), but unlike many other crown princes of his generation, he did not study in the United States or Europe (Cunningham & Murphy, 2016) and therefore may not consider the scholarship program a priority. One may infer that all of these changes could result in fewer Saudis studying in American higher education. However, the curricular resource guide constitutes a useful resource for IEP instructors nonetheless in that it provides an introduction to the critical-thinking strategies needed for academic reading and writing tasks, which all English language learners are likely to encounter in degree programs.

Limitations to Resource Guide Effectiveness

There are several potential limitations to the resource guide's effectiveness, however. First of all, each unit consists of three parts: Focus on the students' world

(before reading), focus on the text (while reading), and focus beyond the text (after reading). While the first two parts could easily be combined, the third part would ideally take place in the next lesson so that students would have a chance to reread the text and absorb the idea that one should read a text multiple times for maximum benefit. However, this would mean spending 60-90 minutes on reading alone in at least two classes. For those teaching an integrated-skill reading and writing class, it might not be possible to devote so much class time to reading. To overcome this limitation, teachers could assign some of the reading activities as homework, particularly the vocabulary guessing exercises in the second stage of each unit.

Another possible limitation is that of technology. Each unit features the synthesis of additional information available online. If one's classroom does not have an Internet connection, one could not show the online videos or web sites mentioned in the activities; if there is not reliable (or free) wifi access, students might not be able to access data through their smartphones, tablets, or computers. Teachers should take these considerations into account when planning for lessons and omit or adapt activities with online components (e.g., by printing hard copies of web sites or video transcripts or embedding screen shots in their Powerpoints). Alternatively, they could assign them for homework, when students presumably have reliable Internet access.

Future Research Plans

I plan to implement my curricular resource guide in the future in order to gauge its effectiveness. For this post-capstone data collection, I would like to use learner diaries to capture how three aspects of reading had changed with respect to the use of my critical-thinking curricular resource guide. Specifically, I would use diary entries to

obtain qualitative data as to the learners' attitudes toward reading, usage of reading strategies, and self-perceived reading ability before and after the use of one or more units from the guide.

The diary method provides an unobtrusive way to gain insights directly from learners over time as to how they read. As Mackey and Gass (2005) note, learner diaries can provide insights into learning processes themselves, as opposed to just outcomes. They can also measure how attitudes or perceptions change over time. This method would be very practical for me, as I regularly use journal writing in my reading and writing class. I could seamlessly incorporate journal entries on prompts related to both the reading process and the influence of the strategies taught in the resource guide; this would not interrupt the learning process as might, say, an experiment. Likewise, I could get specific feedback on particular activities from my guide shortly after the fact, when they are fresh in learners' mind, as opposed to waiting until the end of the semester for a "post-survey." Individual entries could provide highly useful descriptive information as to how students felt about reading and whether the use of the critical-thinking activities had changed these feelings (and if so, in what ways). The diaries would also create vivid firsthand accounts of what learners did, felt, and thought during the reading process itself.

However, a potential drawback is that the data I collect would be highly subjective. In other words, I would need to make sure that the prompts I supplied would be as targeted as possible, and that learners incorporated specific examples whenever they could. Clear directions for journal entries along with examples and modeling would be essential to this end. I could also make use of the post-reading writing that the students complete in class.

Moreover, I'd have to choose a method to interpret the data, being sure that it reflected the views of all of the students and not just the few who tended to write the most. As suggested in Mackey and Gass (2005), I would use the diary entries to cull information that was quantitative in nature. For instance, I could tally how many students applied a particular reading strategy from the resource guide (such as the use of questioning while reading) to another in-class reading assignment. I could also correlate learners' reactions with dates, comparing learner perceptions and self-perceived ability before and after using one or more curricular resource guide units and/or applying the strategies from the guides to other texts.

I wanted to note that my choice of a data-collection method was strongly influenced by Auerbach and Paxton's (1997) study, in which students kept learning diaries to reflect on their use of various reading strategies. The diaries showed not only that students became more aware of different strategies and consciously chose which ones to use, but also that they enjoyed reading significantly more in the end. What really made the study come alive for me was reading the learners' comments in their diaries, so I'd like to try the same approach.

Presenting the Resource Guide to Others

I have presented activities from the curricular resource guide along with key findings from the literature review at both an all-staff meeting for my program and at my TESOL affiliate conference, both in the fall of 2015. I received affirmative informal feedback that the activities and strategies would help instructors to meet the challenges presented not only by their Saudi learners but by learners of other nationalities in IEPs. Moreover, after the TESOL affiliate conference, I was asked to write an article for the

affiliate's newsletter summarizing my presentation so that teachers who were unable to attend could learn about the research findings and strategies I presented. My article has been accepted and will appear in the spring newsletter issue, which has a readership of roughly 400 members in three states. Indeed, the enthusiastic feedback I have received from my two presentations has encouraged me to submit a proposal for next year's national TESOL conference.

Informally piloting several of the activities from the resource guide with my own IEP learners, most of whom are Saudi, has allowed me to see how potentially useful they could be. In particular, I have used the "Identity Theft" text from the first curricular resource guide unit with several different classes over the last few years, and it has served as a useful entry point for introducing critical-thinking strategies, as students can easily identify with the character's problem of having credit cards and/or identity stolen and can brainstorm how to solve this real-world problem, integrating information from the text as they do so. Likewise, I have applied "while-reading" strategies from all of the units in the guide. Particularly helpful have been the "think-aloud" reading and questioning techniques; practice in making inferences; and use of discourse markers to guess unknown vocabulary, which have all allowed my learners to "dig deeper" and focus on meaning as they read. It has been immensely satisfying to watch students apply these reading and critical-thinking strategies on their own throughout the semester. Because the informal observations at this stage have been encouraging, I strongly hope to gather data in the future through formal study of the effects of the guide.

Conclusion

This project has enriched my teaching practice in several ways. When I began, I looked upon my Saudi students' difficulty with reading as a problem, whereas I now view it as a challenge that calls for me to apply my professional knowledge, creativity, and compassion. I greatly appreciate where my learners "come from," so to speak, and how difficult it must be for them to approach reading in a whole new way. Furthermore, I am far more confident in my ability to tailor reading instruction to my learners' unique needs. In particular, I feel that I have gained valuable strategies to use while students are reading, whereas prior to this capstone, I had pre- and post-reading activities but no strategies or approaches to guide learners through the reading process itself. Finally, I feel a huge sense of accomplishment in having identified a pressing and complex need, which I then addressed through a concrete resource that I plan to share with other teachers. I hope that many students, teachers, and programs will benefit from my curricular resource guide in the future.

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