

# The Final Frontier:



Language patterns in  
academic texts

# Learn language and prosper:

## *Content-specific purposes and strategies*

	History	Science	Math	E/LA
STRATEGIES	<i>sourcing, corroborating, and contextualizing</i>	<i>self-questioning to explicate mental processes and cope with high lexical density</i>	<i>close reading and re-reading</i>	<i>developing familiarity with situational models and grammatical metaphor</i>
PURPOSE FOR READING	<i>analyzing, interpreting, and critiquing events</i>	<i>transforming information</i>	<i>understanding problems and solutions</i>	<i>developing abstract reasoning skills</i>

*(Christie, 2002; Shanahan & Shanahan, 2008; Shanahan, Shanahan, & Misischia, in press)*

# The Undiscovered Commonalities:

*Language patterns across texts...*

	History	Science	Math	ELA
<b>Vocabulary</b>	<i>General terms describe events</i>	<i>Technical terms describe observations</i>	<i>Technical terms have precise meaning</i>	<i>Situational model specific</i>
<b>Discourse</b>	<i>Narrative and expository</i>	<i>Expository procedures and reports</i>	<i>Expository and argumentation</i>	<i>Narrative and expository</i>
<b>Text Structure</b>	<i>Causal and temporal relations and noun phrases</i>	<i>Causal and temporal relations and noun phrases</i>	<i>Logical relations and formulas</i>	<i>Causal and temporal relations and noun phrases</i>

*Coffin, 2004; 2006; Martin, 2002; Schleppegrell, Achugar, & Oteiza, 2004; Shanahan & Shanahan, 2008; Shanahan, Shanahan, & Misischia, in press; Wolfe & Goldman, 2005*

*Esquinca, 2007; Fang, 2005; Shanahan & Shanahan, 2008; Shanahan, Shanahan, & Misischia, in press; Young & Nguyen, 2002*

*(Shanahan & Shanahan, 2008; Shanahan, Shanahan, & Misischia, in press)*

*(Christie, 2002; Swiderski, 2007)*

# The Wrath of Clauses = Connectives + Co-references

- ◆ The reason for the marked differences in the sensitivity among studies evaluating venous ultrasound imaging for asymptomatic proximal venous thrombosis is uncertain.
- ◆ Because of this relatively high incidence of thrombosis despite primary prophylaxis, some authorities advocate routine venography before hospital discharge in addition to primary prophylaxis to detect silent deep venous thrombosis in patients who have major orthopedic procedures.



# Assessing the setting demands

*(I'm a teacher, not a researcher!)*

Grade level	World history	Biology	English LA
Middle school	<ul style="list-style-type: none"><li>◆ Inver Grove Heights</li><li>◆ Shawnee Mission</li><li>◆ Topeka</li></ul>	<ul style="list-style-type: none"><li>◆ Inver Grove Heights</li><li>◆ Shawnee Mission</li><li>◆ Topeka</li></ul>	<ul style="list-style-type: none"><li>◆ Shawnee Mission</li><li>◆ Topeka</li></ul>
High school	<ul style="list-style-type: none"><li>◆ Lawrence</li><li>◆ Minneapolis</li><li>◆ Topeka</li></ul>	<ul style="list-style-type: none"><li>◆ Lawrence</li><li>◆ Minneapolis</li><li>◆ Topeka</li></ul>	<ul style="list-style-type: none"><li>◆ Saint Paul</li><li>◆ Saint Paul</li></ul>

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# To boldly go...

*And teach language patterns  
across content area texts*

- ◆ Noun Phrases
- ◆ Positive and negative connectives
  - ◆ Logical
  - ◆ Causal
  - ◆ Additive
  - ◆ Temporal



# The Maiden Voyage:

## *Scope and Sequence*

Lesson	Concept	Purpose
1	<b>Action Verbs</b>	To teach students the difference between physical and mental activities and help develop variety in verb choice and usage
2	<b>Linking and Helping Verbs</b>	To teach students how to identify and use passive voice
3	<b>Changing Verbs to Nouns</b>	To teach students how to transform verbs into nouns
4	<b>Noun Phrases</b>	To teach students how to structure noun phrases
5	<b>Temporal and Causal Connectives</b>	To teach students how to connect phrases and show relationships between ideas
6	<b>Identifying Text Structures</b>	To teach students how to introduce and track ideas in paragraphs

# Lesson 1 and 2:

*Teaching active vs. passive verbs*

- ◆ Doing
- ◆ Saying
- ◆ Thinking
- ◆ Linking
- ◆ Helping







# Action Verbs

Words that show the physical or mental action  
of the subject of the sentence

## Examples:

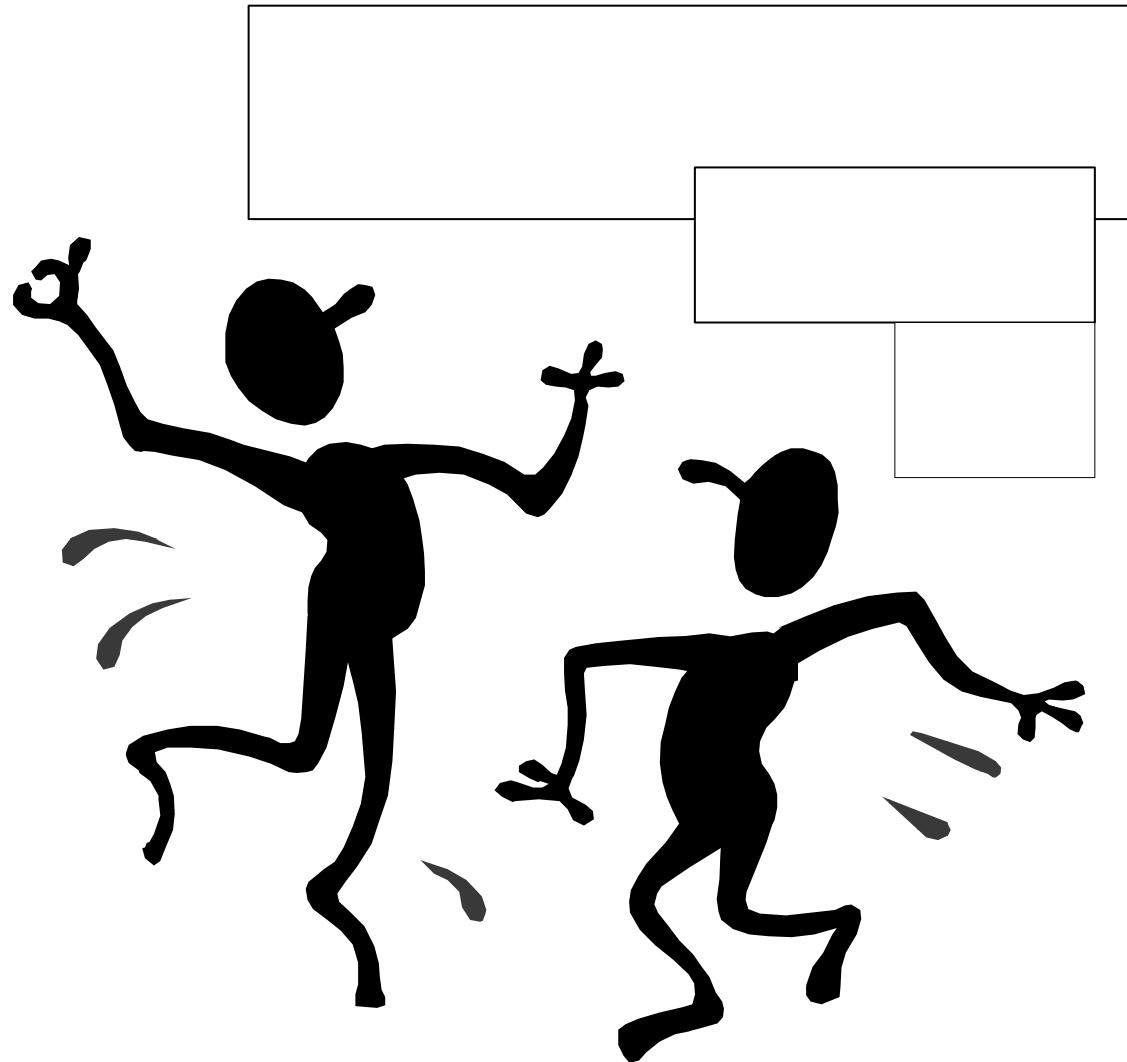
Amy created an art project for school.

The seasons change during the year.

# Types of Action Verbs

- Doing verbs
  - The boy acted in a movie.
  - She behaves strangely around me.
- Saying verbs
  - She speaks loudly.
  - My brother talked too much at dinner.
- Thinking verbs
  - They feel badly about teasing her.
  - I saw the accident from the sidewalk.

# Doing verbs



# Doing Verbs



# Doing verbs

feed

chase

swim

make

grow

write

dance

shoot

ride

race

eat

exercise

drive

dive

draw

bake

brush

walk

run

party

shop

travel

spin

buy

move

jog

skip

drink

fly

# Saying verbs



# Saying verbs



A



B



C



D



E



F



G



H



I



J



# Saying verbs

speak

talk

whine

scream

whisper

giggle

growl

grumble

laugh

boo

ask

yell

whistle

cry

roar

shout

tell

complain

whimper

gasp

announce



# Thinking verbs



# Thinking Verbs





# Thinking verbs

see

feel

remember

forget

dream

amaze

look

think

wonder

believe

enjoy

read

surprise

wish

confuse

outrage

scare

bore

doubt

like

# Passive Voice and Verb Phrases

Linking Verbs

Helping Verbs

1. I could have been running.
2. You \_\_\_\_\_ gone.
3. She \_\_\_\_\_ drinking.

# Verb Types

Doing verbs



Saying verbs



Thinking verbs



~~Linking AND Helping  
Verbs~~

# Model and Practice

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Name \_\_\_\_\_  
Date \_\_\_\_\_

## Lesson 1.2—DOING verbs (CONTROLLED PRACTICE)

Directions: Fill in an appropriate "doing" verb for all the sentences. Then use the "doing" verbs to write new sentences.

1. The two men \_\_\_\_\_ the prisoners into the cell.
2. He \_\_\_\_\_ my hand under his arm.
3. Her black hair \_\_\_\_\_ in the wind.
4. The water \_\_\_\_\_ over the bank of sand.
5. An angler \_\_\_\_\_ the captured trout.
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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Name \_\_\_\_\_  
Date \_\_\_\_\_

## Lesson 2.3—Types of verbs (GROUP ADVANCED PRACTICE)

Directions: Identify the verb by writing a "V" above it and name the process type on the blank line.

- \_\_\_\_\_ 1. The girls studied at the library.
- \_\_\_\_\_ 2. The happy couple were married last Friday.
- \_\_\_\_\_ 3. Rick chatted with Jeff loudly.
- \_\_\_\_\_ 4. The horse kicked Scott in the leg.
- \_\_\_\_\_ 5. London has become famous for its thick fogs.

## Lesson 2.4—Types of verbs (INDIVIDUAL ADVANCED PRACTICE)

Directions: Identify the verb by writing a "V" above it and name the process type on the blank line.

- \_\_\_\_\_ 1. Alice caught up with the kitten.
- \_\_\_\_\_ 2. I saw all of your mischief.
- \_\_\_\_\_ 3. Dinah was trying to clean you up.
- \_\_\_\_\_ 4. You have not been punished yet.
- \_\_\_\_\_ 5. We pretended to be sad.
- \_\_\_\_\_ 6. The poor king looked very unhappy.
- \_\_\_\_\_ 7. She puzzled over this for some time.
- \_\_\_\_\_ 8. It is all in some unfamiliar language.
- \_\_\_\_\_ 9. He took the sword into his hand.
- \_\_\_\_\_ 10. She kept the tips of her fingers on the handrail.

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# Lesson 3:

## *Changing Verbs to Nouns*

- ◆ -age      package
- ◆ -al      refusal
- ◆ -ance      inheritance
- ◆ -ancy      occupancy
- ◆ -ant      inhabitant
- ◆ -ee      employee
- ◆ -er      worker
- ◆ -ing      painting
- ◆ -ment      argument
- ◆ -tion      operation



# From verbs

- Pack      He packed the books into a box.
- Refuse
- Inherit
- Occupy
- Inhabit
- Employ
- Work
- Paint
- Argue
- Operate



# To nouns

- Pack + age = package
- Refuse + al
- Inherit + ance
- Occupy + ancy
- Inhabit + -ant
- Employ + ee
- Work + er
- Paint + ing
- Argue + ment
- Operate + tion

Example sentence:

The package was sent  
in the mail.

# From verbs to nouns

- marry → → an extremely short **marriage**
- apply → → the important **application**
- hear → → a public **hearing**
- violate → → a gross **violation**
- punish → → the harsh **punishment**
- feel → → the sinking **feeling**

# From verbs to nouns

- Not all verbs follow the pattern
  - travel → a long **trip**
  - relate → a beautiful **relationship**
  - fly → the bumpy **flight**
  - leave → the soldier's shore **leave**
  - study → a research **study**

# Model and Practice

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## Lesson 3.1—From Verbs to Noun Phrases (MODEL)

Directions: Identify the verb of the sentence for each picture and then convert each of the verbs into noun phrases using describing words, ordering words, and prepositional phrases.



1. Alice in Wonderland was amused by several strange characters



3. The woman and the pirate avoided the crowded fairgrounds.



2. The magic bottle illuminated the entire tree trunk.



4. Freddy the tiger chased after the three frightened mice.



5. Winnie the pooh sat below the tree to think.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Lesson 3.2—From Verbs to Noun Phrases (CONTROLLED PRACTICE)

Directions: Convert each of the verbs into nouns.

1. Imagine \_\_\_\_\_

2. Run \_\_\_\_\_

3. Arrange \_\_\_\_\_

4. Remember \_\_\_\_\_

5. Race \_\_\_\_\_

6. Land \_\_\_\_\_

7. Mold \_\_\_\_\_

8. Tolerate \_\_\_\_\_

9. Sleep \_\_\_\_\_

10. Confirm \_\_\_\_\_



# Lesson 4:

## *Unpacking and repacking noun phrases*

- ◆ Teach students the verb-subject identification procedure
- ◆ Demonstrate how to write noun phrases when given a main subject

# Unpacking and repacking noun phrases:

Identifier	Ordering words	Describing words	Main subject	Prepositional phrase
the	single	wobbly	leg	of the chair
the	other	big	event	in his life
the	only	alarm	clock	in the room
the	two	young	boys	from Nashville
the	lone	angry	dog	on my street

# Model and Practice

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## Lesson 4.1—Structuring noun phrases with Describing Words (MODEL)

Directions: Fill in a describing word to the left of the main subject to form a grammatically correct noun phrase. Identify the complete verb and list its process type on the line before the sentence.

1. The \_\_\_\_\_ aunt is not following her new diet.
2. The \_\_\_\_\_ wagon should not have been filled to the top.
3. The \_\_\_\_\_ piper played a happy tune.
4. The \_\_\_\_\_ sunbeam could have pierced the clouds.
5. The \_\_\_\_\_ man thought about the peace treaty.

## Lesson 4.2—Structuring noun phrases with Ordering Words (MODEL)

Directions: Fill in an ordering word to the left of the main subject to form a grammatically correct noun phrase. Identify the complete verb by placing a "V" above it and the main subject by writing an "S" above it.

1. The \_\_\_\_\_ aunt is not following her new diet.
2. The \_\_\_\_\_ wagon should not have been filled to the top.
3. The \_\_\_\_\_ piper played a happy tune.
4. The \_\_\_\_\_ sunbeam could have pierced the clouds.
5. The \_\_\_\_\_ man thought about the peace treaty.

## Lesson 4.3—Structuring noun phrases with Prepositional Phrases (MODEL)

Directions: Fill in a prepositional phrase to the right of the main subject to form a grammatically correct noun phrase. Identify the complete verb by placing a "V" above it and the main subject by writing an "S" above it.

1. The aunt on \_\_\_\_\_ is not following her new diet.
2. The wagon in \_\_\_\_\_ should not have been filled to the top.
3. The piper upon \_\_\_\_\_ played a happy tune.
4. The sunbeam above \_\_\_\_\_ could have pierced the clouds.
5. The man at \_\_\_\_\_ thought about the peace treaty.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Lesson 4.4—Structuring noun phrases (CONTROLLED PRACTICE)

Directions: Fill in words on BOTH sides of the main subject to form a grammatically correct noun phrase. Identify the complete verb and list its process type on the line before the sentence.

1. The \_\_\_\_\_ garden behind \_\_\_\_\_ was shady.
2. The \_\_\_\_\_ part of \_\_\_\_\_ involved the flowers.
3. The \_\_\_\_\_ cat across \_\_\_\_\_ looked at the forest.
4. The \_\_\_\_\_ queen from \_\_\_\_\_ gasped and sat down.
5. The \_\_\_\_\_ lion along \_\_\_\_\_ roared loudly.
6. The \_\_\_\_\_ man near \_\_\_\_\_ struggled weakly.
7. The \_\_\_\_\_ enemy over \_\_\_\_\_ fought to the death.
8. The \_\_\_\_\_ places below \_\_\_\_\_ were not accessible.
9. The \_\_\_\_\_ twilight during \_\_\_\_\_ made it difficult.
10. The \_\_\_\_\_ stairs under \_\_\_\_\_ wound around the trunk.



# Lesson 5:

*Joining phrases with connectives*

- ◆ Connecting ideas **within** sentences (conjunctions)
- ◆ Connecting ideas **across** sentences (transitions)



# Connectives Chart

Temporal 🕒		Causal ⚡	
<u>Conjunctions</u> after already as soon as before now that once then since still until when while	<u>Transitions</u> at last at once at the same time finally first meanwhile next now previously subsequently recently	<u>Conjunctions</u> + as +as long as + because + by + in order to + since + so – although – but – even though – unless	<u>Transitions</u> + as a result + consequently + in conclusion + therefore + thus – admittedly – however – nevertheless – nonetheless

# Model and Practice

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## Lesson 5.1—TEMPORAL Ⓞ conjunctions (MODEL)

Directions: Circle or fill in the temporal connectives, and use the verb-subject identification procedure to indicate the complete verbs and the main subjects for each clause in the sentence.

1. (Ⓞ) We can discover when artifacts were buried by using a number of simple techniques.
2. (Ⓞ) Some archaeologists use carbon dating \_\_\_\_\_ others analyze the rock carvings in ancient caves.
3. (Ⓞ) These scientists must find the artifacts before they are able to experiment.
4. (Ⓞ) Ancient civilizations left clues \_\_\_\_\_ they interacted with their surroundings.
5. (Ⓞ) We cannot form a hypothesis based on data until we observe the geographic environment.

## Lesson 5.2—TEMPORAL Ⓞ transitions (MODEL)

Directions: Circle or fill in the temporal connectives, and use the verb-subject identification procedure to indicate the complete verbs and the main subjects for each clause in the sentence.

1. (Ⓞ) Copernicus suggested the planets orbit the sun. Finally, Galileo pointed a telescope at the sky 100 years later.
2. (Ⓞ) Scientists began to learn more about the planets. \_\_\_\_\_, we send rockets into space to learn more.
3. (Ⓞ) We use large telescopes to see the stars. Subsequently, we can compare pictures of stars with images of the sun.
4. (Ⓞ) Astronomers thought about life on other planets. \_\_\_\_\_, they believed Earth was the center of the universe.
5. (Ⓞ) Scientists have not found any life except on Earth. At the same time, tiny once-celled life once lived on Mars.

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Name \_\_\_\_\_  
Date \_\_\_\_\_

## Lesson 5.3—TEMPORAL Ⓞ joiners (CONTROLLED PRACTICE)

Directions: Circle or fill in the temporal connectives, and use the verb-subject identification procedure to indicate the complete verbs and the main subjects for each clause in the sentence.

1. (Ⓞ) Using your ruler, draw a line segment. Next, draw the other two sides of your triangle.
2. (Ⓞ) Label one end of the line segment A, \_\_\_\_\_ call the other end B.
3. (Ⓞ) You have a line segment called  $\overline{AB}$  since you joined the two points together.
4. (Ⓞ) Put the point of the compass on A \_\_\_\_\_ you place the pencil end on B.
5. (Ⓞ) Meanwhile, draw a circle with A as the center, and flip the compass around.
6. (Ⓞ) Switch the point of the compass to be on B. \_\_\_\_\_, put the pencil end on point A.
7. (Ⓞ) Draw another circle after you have flipped the compass.
8. (Ⓞ) \_\_\_\_\_, label the two points where the circles intersect with the letters C and D.
9. (Ⓞ) Draw a line connecting points A and C. Subsequently, draw a line between points B and C.
10. (Ⓞ) You will not see a triangle \_\_\_\_\_ you connect all the points.



# Lesson 6:

## *Identifying text structures*

- ◆ Introducing main ideas
- ◆ Tracking information throughout the paragraph

# Identifier Chart

Introducing	Tracking
<ul style="list-style-type: none"><li>• A</li><li>• An</li><li>• One</li><li>• Someone</li><li>• Anyone</li><li>• Some</li><li>• Any</li><li>• Every</li><li>• None</li><li>• All</li><li>• Proper nouns</li></ul>	<ul style="list-style-type: none"><li>• The</li><li>• This</li><li>• That</li><li>• These</li><li>• Those</li><li>• I</li><li>• Me</li><li>• You</li><li>• She</li><li>• He</li><li>• It</li><li>• We</li><li>• Us</li><li>• They</li><li>• Them</li></ul>

# Model and Practice

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## Lesson 6.1—Introducing and Tracking Identifiers (MODEL)

Directions: Circle the identifiers, place the appropriate connective icon (⊕/⊗) above each of the 5 joiners in the passage, and use the verb-subject identification procedure to indicate the complete verbs and main subjects for each clause in the sentences below. Give a short title that captures the theme of the paragraph.

Title: \_\_\_\_\_

Tom lay thinking. Presently it occurred to him that he wished he was sick. Then he could stay home from school.

Here was a vague possibility. He canvassed his system. No ailment was found, and he investigated again. This time he thought he could detect colicky symptoms. He began to encourage them with considerable hope, but they soon grew feeble. Subsequently, they died wholly away.

As soon as Tom reflected further, he discovered something. One of his upper front teeth was loose. This was lucky. He was about to begin to groan when something occurred to him. If he came into court with that argument, his aunt would pull it out, and that would hurt.

## Lesson 6.2—Introducing and Tracking Identifiers (MODEL)

Directions: Circle the identifiers, place the appropriate connective icon (⊕/⊗) above each of the 5 joiners in the passage, and use the verb-subject identification procedure to indicate the complete verbs and main subjects for each clause in the sentences below. Give a short title that captures the theme of the paragraph.

Title: \_\_\_\_\_

As soon as a boy named Huck came in, the old gentleman locked the door. He barred it and bolted it while he told the other men to come in with their guns. They all went into a big parlor that had a new rag carpet on the floor.

Next, they got together in a corner that was out of the range of the front windows. They held the candle, and took a good look at the boy. Then the old man said he hoped the boy would not mind being searched for arms because he did not mean any harm by it and was only trying to make sure. He did not pry into the youngster's pockets, but only felt outside with his hands, and said it was all right.

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Date \_\_\_\_\_

## Lesson 6.5—Introducing and Tracking Identifiers (CONTROLLED PRACTICE)

Directions: Circle the identifiers, place the appropriate connective icon (⊕/⊗) above each of the 5 joiners in the passage, and use the verb-subject identification procedure to indicate the complete verbs and main subjects for each clause in the sentences below. Give a short title that captures the theme of the paragraph.

Title: \_\_\_\_\_

No one would have believed in the last years of the nineteenth century that a world was being watched closely by intelligences greater than man's but as mortal as his own. Men were studied almost as carefully as a man with a microscope while they busied themselves about their various concerns. They went about their little affairs since they were sure of their safety.

No one gave a thought to the older worlds of space as sources of human danger unless they thought of them only to dismiss the idea of life upon them as impossible. It is curious to recall some of the mental habits of those days. At most, men fancied there might be others upon Mars. However, these beings would be less intelligent.

## Lesson 6.6—Introducing and Tracking Identifiers (CONTROLLED PRACTICE)

Directions: Circle the identifiers, place the appropriate connective icon (⊕/⊗) above each of the 5 joiners in the passage, and use the verb-subject identification procedure to indicate the complete verbs and main subjects for each clause in the sentences below. Give a short title that captures the theme of the paragraph.

Title: \_\_\_\_\_

Buck was not a house dog or a kennel dog although the whole property around the big house was his. He plunged into the swimming tank or went hunting with the Judge's sons; he escorted Mollie and Alice, the Judge's daughters, on long twilight or early morning rambles. On wintry nights, he lay at the Judge's feet before the roaring library fire.

At the same time, he carried the Judge's grandsons on his back, or rolled them in the grass while guarding their footsteps through wild adventures down to the fountain in the stable yard, and even beyond, where the paddocks were, and the berry patches. Among the terriers he stalked imperiously, and Toots and Ysabel he utterly ignored since he was king over all things at Judge Miller's place, humans included.

Name \_\_\_\_\_

# Model and Practice

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Date \_\_\_\_\_

**Lesson 6.7a—Tracking Identifiers and Level I (Ⓞ/↗) joiners (ADVANCED PRACTICE)**

Directions: Circle the identifiers, place the appropriate connective icon (Ⓞ/↗) above each of the 5 joiners in the passage, and use the verb-subject identification procedure to indicate the complete verbs and main subjects for each clause in the sentences below. Give a short title that captures the theme of the paragraph.

Title: \_\_\_\_\_

Chile is long and thin so that it has a ribbon-like shape. It is 4,300 kilometers long and averages 175 kilometers wide. As a result of Chile's shape, the climate varies throughout the country. Chile is dry in the north, but it is cool and damp in the south.

This South American country's terrain also varies. The north is made up of desert. This region extends from the Peruvian border in north to the Aconcagua River north of Valparaiso. The land is free from air pollution and bright artificial lights because it is barren and remote. Consequently, it is a great place to study the stars and planets and astronomers do just that.

**Lesson 6.7b—Tracking Identifiers and Level I (Ⓞ/↗) joiners (ADVANCED PRACTICE)**

Directions: Circle the identifiers, place the appropriate connective icon (Ⓞ/↗) above each of the 5 joiners in the passage, and use the verb-subject identification procedure to indicate the complete verbs and main subjects for each clause in the sentences below. Give a short title that captures the theme of the paragraph.

Title: \_\_\_\_\_

Cells are the most basic units of life in the body, but they must do many jobs. Each cell does not have to do every job since they have specific duties. Nerve cells move electrical messages around the body while white blood cells patrol the body and attack bacteria.

There are many additional different types of cells, including red blood cells, skin cells, cells that line the inside of your stomach, and muscle cells. As a result, cells are grouped together to carry out specific functions. A group of cells that work together is called a tissue. In conclusion, these tissues make up all structures and contents of your body.

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Date \_\_\_\_\_

**Lesson 6.10a—Tracking Identifiers and Level I (Ⓞ/↗) joiners (ADVANCED PRACTICE)**

Directions: Circle the identifiers, place the appropriate connective icon (Ⓞ/↗) above each of the 5 joiners in the passage, and use the verb-subject identification procedure to indicate the complete verbs and main subjects for each clause in the sentences below. Give a short title that captures the theme of the paragraph.

Title: \_\_\_\_\_

The Persian thinker Zoroaster propagated a major religious movement. This historical figure lived around the eighteenth century B.C. and helped unite the Persian Empire. He introduced Zoroastrianism by rejecting the old Persian gods and suggesting that a single wise god, Ahura Mazda, ruled the world. However, Ahura Mazda often fought with Ahriman, the prince of evil and lies. Subsequently, each person had to choose a side to support.

Zoroaster's teachings were compiled into a book called the Zend-Avesta in order to emphasize that Ahura Mazda would conquer Ahriman in the end. At last, all the people would be judged for their actions and enter paradise or be condemned to eternal suffering.

**Lesson 6.10b—Tracking Identifiers and Level I (Ⓞ/↗) joiners (ADVANCED PRACTICE)**

Directions: Circle the identifiers, place the appropriate connective icon (Ⓞ/↗) above each of the 5 joiners in the passage, and use the verb-subject identification procedure to indicate the complete verbs and main subjects for each clause in the sentences below. Give a short title that captures the theme of the paragraph.

Title: \_\_\_\_\_

Air is extremely easy to take for granted. This difficult to detect substance cannot be sensed, except when it blows or during cloud formation. Nonetheless, its gases are very important for life. Nitrogen helps build proteins and nucleic acids. At the same time, oxygen helps to sustain life, and carbon dioxide provides the carbon to build bodies.

Outdoor air pollution consists of either chemical, physical, or biological agents. They modify the natural characteristics of the atmosphere. Therefore, pollution leads to unwanted changes to the environment and human health. Primary pollutants are added directly to the atmosphere. Meanwhile, secondary pollutants are formed when primary pollutants interact with sunlight, air, or each other.

# Generalization:

## *The Final Frontier*

- ◆ Applying language knowledge to academic texts
- ◆ Improving understanding of critical academic concepts
- ◆ Preparing to engage in discipline-specific strategies



# Question #1:

- ◆ In addition to a maze procedure,

Curriculum-Based Measurement: <i>Mass Passage</i> Student Copy			W/Correct	W/Errors
Student Name:	Classroom:	Date:		
<b>Science</b> Feedback				
<p>If you have observed an aquarium, you have seen a filter at work. Water moves through the filter, which captures and traps waste materials from the water. Just like these tanks, the filter in a fish tank captures and collects wastes from the water. Structures in cephalopods, such as the urinary system, filter wastes from your blood. Below are two organs located high in the body, up and toward the rear of the body. Each kidney, one on each side of the body, filters and traps wastes from the blood. The filter in the body is called the kidney. Materials found in your blood to be filtered out are called wastes. Some substances are removed from the blood and returned to the blood.</p> <p>From the kidney, filter chemical wastes from the blood. After filtering the blood, the liquid travels down two tubes, called ureters. The ureters bring the filtered wastes to the bladder, a storage and waste container. The bladder is a sac-like structure. The bladder contracts and forces the wastes out of the body. Voluntary muscles in the bladder allow you to hold the wastes in the bladder until you are ready to urinate. At that time, the bladder contracts and sends the liquid wastes out of the body.</p> <p>At any moment, about one-quarter of the blood is being filtered by the kidneys. The kidneys are about as long as your little finger. Only 10 centimeters (4 inches) long, the kidneys filter the blood in your body many times every day.</p> <p style="text-align: right;"><small>www.interventioncentral.org - Copyright © 2009 Jim Wright</small></p>				

how else would you assess student learning of text patterns, and ultimately, reading comprehension?





## Question #2:

- ◆ How is this intervention different from other approaches to teaching language (grammar) patterns?



## Question #3:

- ◆ Would you introduce doing, saying, and thinking verbs one by one or all together?



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