Alignment to the Common European Framework

Fiction Readers Sample Lesson
Early Fluent, Ages 7–8

Build English language proficiency and literacy skills through high-interest, appropriately leveled original and adapted fiction books. These collections of fiction readers are designed to stimulate students' interest about the world, broaden their language and reading experiences with authentic and purposeful opportunities to develop reception, interaction, production, linguistic, sociolinguistic, and pragmatic language skills.

Students are introduced to a range of genres, including realistic fiction, historical fiction, adventure, poetry, science fiction, humor, diaries, journals, traditional stories, fables, fairy tales, biographies, and autobiographies. The books feature increasingly complex vocabulary, sentence structures, plots, characters, literary devices and illustrations to grow reading and language skill gradually and appropriately.

Each kit includes:

- **Books**—15 titles, 6 copies each, 12–32 pages per book in print and digital formats
- **Teacher’s Guide** with lesson plans for each book
- **Assessment Guide** provides placement tests, formative and summative assessments in print and digital formats
- **Digital resources** including student reproducibles, Reader’s Theater scripts, and school and home connection resources
- **Interactiv-eBooks** with two activities per book (one comprehension and one writing)
- **Audio recordings** of books and supporting Reader’s Theater scripts to build fluency
Using the Sample Lessons Aligned to the Common European Framework

What Is the Common European Framework?

The Common European Framework is a language development framework that sets forth the theory and pedagogy for how language develops. It discusses in depth the language demands in career and society. Through Illustrative Scales, the framework sets forth language proficiency levels and descriptors for listening, speaking, reading, and writing and lays out what a language learner needs to be able to know and do in a breadth of areas of language and contexts. It also outlines methods and recommendations for teaching language learners. This is not just for English, but across all languages.

How are the Sample Lessons Aligned?

This sample lesson is meant to demonstrate how all lessons in Fiction Readers can support instruction within the Common European Framework. The language development opportunities and language demands in the selected sample lesson shown below and on the subsequent pages are aligned to the Illustrative Scales from the Common European Framework. The Illustrative Scale categories that are addressed in each lesson part or section are annotated on the sample lesson plan. The graphic below shows a lesson part. The yellow boxes show the Illustrative Scale category and the Reference Level within that scale to which a specific lesson section aligns. It also includes the page number citation where that Illustrative Scale can be found in the Common European Framework.
What Are the Illustrative Scales?

The Illustrative Scales are set forth as a way to measure language proficiency in specific categories. They are designed to measure how well an individual uses language in a variety of contexts.

The following is the general global scale used within each Illustrative scale category.

<table>
<thead>
<tr>
<th>SUSTAINED MONOLOGUE: Describing experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C0</td>
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<tr>
<td>B2</td>
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<td>A0</td>
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<td>A3</td>
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<tr>
<td>A4</td>
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<tr>
<td>A5</td>
</tr>
</tbody>
</table>

Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment, e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about objects and positions. Can explain what he/she likes or dislikes about something. Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.

Table 1. Common Reference Levels: global scale

<table>
<thead>
<tr>
<th>Proficient User</th>
<th>C2</th>
<th>Can understand with ease, even when interpreting from different sp topics and accounts in a spontaneously, very fluently a meaning even in more complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Can understand a wide range of spoken language, expressing knowledge, ideas, and feelings in a natural way.</td>
<td></td>
</tr>
<tr>
<td>Independent User</td>
<td>B1</td>
<td>Can understand the main ideas in abstract topics, including technical and specialist language. Can interact at any level of complexity, making regular interaction with people who share common interests.</td>
</tr>
<tr>
<td>B2</td>
<td>Can understand the main ideas in abstract topics, including technical and specialist language. Can interact at any level of complexity, making regular interaction with people who share common interests.</td>
<td></td>
</tr>
<tr>
<td>Basic User</td>
<td>A2</td>
<td>Can understand sentences and most immediate relevance (e.g., shopping, routine transactions). Can follow a simple conversation with a minor adjustment of his/her own interest.</td>
</tr>
<tr>
<td>A1</td>
<td>Can understand and use familiar words and phrases in the context of a simple conversation.</td>
<td></td>
</tr>
</tbody>
</table>

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Sample Lesson, “This Is the Tower that Frank Built”
Fiction Readers, Early Fluent Ages 7-8

Lesson Overview

Focus Objectives
Students will be able to:
• use prior knowledge
• use meaning clues

Standards
• CCSS: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
• Content: Use meaning clues to aid comprehension and make predictions about content
• Language: Communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics

Word Work
• High-Frequency Words: this, these
• Word Study: -ea and -ee words (gleam, cream, teen, seen)
• Word Play: patterns (“This Is the House that Jack Built” poem)
• Academic Vocabulary: architect, tower, school
• Cross Out! activity sheet (page 164)

Comprehension
• Using Prior Knowledge
• Using Meaning Clues
• Missing Words activity sheet (page 165)

Writing
Write variations on the poem or “This Is the House that Jack Built.”

Cross-curricular Connections
• Mathematics: Students analyze their school and compare it to 8 Spruce Street.
• Science: Students learn about simple machines.

Building Fluency
• Reading the Book: echo reading; reading with tower omitted; reading with sound effects
• Reader’s Theater: reading from soft to loud; reading while building a tower
• This Is the Tower reader’s theater script (page 163)

Throughout Lesson, Overall Reading Comprehension, A2, Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (pg. 69)

Throughout Lesson, General Linguistic Range: A2,….Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc…(pg. 110)

Throughout Lesson, Vocabulary Control: A2, Can control a narrow repertoire dealing with concrete everyday needs. (pg. 112)

Throughout Lesson, Overall Written Production: A1, Can write simple isolated phrases and sentences. (pg. 61)

Throughout Lesson, Overall Listening Comprehension: A2, Can understand phrases and expressions related to areas of most immediate priority (e.g. local geography) provided speech is clearly and slowly articulated. (pg. 66)

Throughout Lesson, Overall Spoken Interaction: A2, Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep the conversation going of his/her own accord. (pg. 74)
Word Work

1. High-Frequency Words—Practice using the words that occur often in the text.
   - Write the following sentence on the board: This is the book.
   - Read the sentence aloud, holding up any book. Underline the words This is.
   - Ask, "How would I change the sentence if I had more than one book?" Write the following on the board: These are the books. Have students generate more examples that show singular and plural, such as This is the desk. These are the desks.

2. Word Study—Practice -ea and -ee words.
   - Write the words seam and seem on the board. Discuss how they have the same sound but different spellings and different meanings.
   - Write the word gleam on the board. Discuss its meaning, and tell students that they will see it in the story.
   - Brainstorm words that rhyme with gleam: beam, cream, dream, team, team.
   - For additional practice with -ea and -ee words, have students complete the Cross Out! activity sheet on page 164.

3. Word Play—Listen for a pattern.
   - Write the following sentence on the board: This is the house that Jack built.
   - Say, "This is the beginning of a traditional poem." Say, "The next line is: This is the cheese that lay in the house that Jack built."
   - This story has a pattern. You see that it repeats much of what was said before.
   - Say, "You are going to read a story with a pattern like this." If time allows, go through the whole poem, which can be found on the Digital Resource CD (resource name: House that Jack Built).

Tip: Rewrite part of the poem "This is the House ..." in the following way on the board.

This is the rat, 
That ate the cheese, 
That lay in the house that Jack built.

Discuss how a sentence written as a poem may be punctuated and capitalized differently than when it is written as one sentence.

4. Academic Vocabulary—Practice using the word architect. Write the words school and tower on the board.
   - Say, "When a new school or tower is built, someone has to make the plans for the design. Do you know what that person is called?"
   - Write the word architect on the board. Discuss the pronunciation and say, "This story is about an architect named Frank Gehry and what he built."

Vocabulary Range:
A2, Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (pg. 112)
Comprehension

Before Reading

1. Using Prior Knowledge—Have students look at the cover and read the title of the book.
   - Discuss the title's similarity to the poem, “This is the House That Jack Built.”
   - Discuss the illustration. Ask, “Do you know a word for a tall tower like that?” Discuss the word skyscraper.
   - Tell students “Architect Frank Gehry built a new skyscraper for New York City. Some people just call it the Beekman Tower. Others call it by its address, 8 Spruce Street.” Show the image of the building provided on the Digital Resource CD (resource name: 8 Spruce Street).
   - Ask, “Who has been in a skyscraper or a tall building?”
   - Ask, “What kinds of things are in tall buildings?” Discuss how most tall buildings are apartment buildings or office buildings.
   - Say, “This is the Tower that Frank Built has a few surprises. Let’s read.”

During Reading

1. Using Meaning Clues—Read through the end of the story highlighting the details that support the text.
   - Say, “This writer uses a pattern a lot like the poem about Jack. There is one big difference—the character named Dee. Why do you think the author includes her?”
   - Ask, “Which two lines are the same throughout the story?” Help students identify them by scanning through the story: Which reflect the light. That stands in New York City.
   - Say, “Many poems rhyme, but this one doesn’t. What makes it fun to listen to or read?” Discuss how the rhythm and repetition provide an entertaining pattern.

2. Using Prior Knowledge—Discuss how knowledge of the traditional version of the poem helped students understand “This is the Tower that Frank Built” (rhythm and structure of the poem). Ask, “What is the same about each poem? What is different?”

3. Rereading—Divide the class into two groups. Have them stand facing each other. Alternate the reading from one side to the other, helping students emphasize the beats of the poem.

Assessment Opportunity—Write the following words on index cards: cream, dream, team, teen, bean, dean, glean, green, Jean, keen, lean, mean, seen, teen. Say, “I’m holding a card that says cream. Do I put it with -ea words or -ee words?” Alternatively, have students sort the cards accordingly, while using each word correctly in a sentence.
Comprehension (cont.)

After Reading

1. Using Meaning Clues—Review how the structure of the story affects the meaning.
   • Say, “This is the House that Jack Built” inspired this story. Why do you think the author chose this format to tell the story? How would the story be different if it was told in a more traditional way?
   • Ask, “Does the format of this story change the way you feel about Frank Gehry’s building? Why or why not?”
   • For additional practice with comprehension, have students complete the Missing Words activity sheet on page 165.

2. Building Oral Language—Brainstorm a list of words that describe or have to do with buildings, such as alcove, apartment, balcony, eave, elevator, entrance, foundation, gargoyle, gutter, latticework, lobby, office, overhang, railing, stair, terrace, veranda, or window.

Orthographic Control:
A2. Can copy short sentences on everyday subjects…Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (pg. 118)

Sociolinguistic Appropriateness:
A2. Can perform and respond to basic language functions such as information exchange and requests and express opinions and attitudes in a sample way…. (pg. 125)

Thematic Development:
A2. Can tell a story or describe something in a simple list of points. (pg. 125)

Creative Writing:
A2…Can write short, simple imaginary biographies and simple poems about people. (pg. 62)

Sustained Monologue:
A2. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience…Can use descriptive language to make brief statements about and compare objects and possessions.

Processing Text:
A2. Can pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience.

Writing

Brainstorm things besides a tower that could be built (a castle, a peanut butter and jelly sandwich, a sandcastle, an earring, a go-kart, a bridge, a farm, or a city).

• Have below-grade-level students use the model of the Jack poem (see Tip box on page 159) to write three lines about something to build. Have students illustrate what is being built.
• Have on-grade-level students follow the model of the Jack poem or the Frank story to create a longer version of it, complete with an illustration.
• Have above-grade-level students create an illustrated book of five or more pages, with the poem structured cumulatively, following the model of the Jack poem or the Frank story.

Mathematics—Have students investigate their school. Count the number of steps, doorways, windows, rooms, bathrooms, floors, and elevators. Compare the numbers of these items found at school to the information about the Beekman Building found at www.newyorkbygehr.com.

Science—Introduce students to simple machines that are used in building, such as levers, inclined planes, and pulleys. Show students pictures of these simple machines on the Digital Resource CD (resource name: Simple Machines).
Listening to Audio Media and Recordings: A2, Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. (pg. 68)

Building Fluency

1. Reading the Book—Use one or more of the following methods for fluency practice:
   - Use echo reading to help students establish the rhythm.
   - Tell students this time they are to leave out the word tower every time they see it, clapping instead.
   - Have students brainstorm special sound effects to add to the end of each page during the reading. For example, students may make honking sounds at the end of page 2 to represent the busy street.

2. Reader's Theater—Use one or more of the following methods for fluency practice:
   - Start by reading the script on page 163 very softly. It will gradually build with the added readers.
   - Supply a student with a set of seven boxes. With the first reader, place a box on the floor. Add another box for each set of lines. Consider decorating the boxes so that they look like 8 Spruce Street when stacked.
   - To model proper fluency and expression, allow students to listen to the professional recording of the reader's theater script (provided on the Audio CD).

Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students' ability to read the book fluently and accurately.
4.3.5 Aesthetic uses of language:
The production, reception and performance of literary texts, e.g. reading and writing texts (short stories, novels, poetry, etc.) and performing and watching/listening to recitals, drama, opera etc. (pg. 56)

This Is the Tower

**Note:** Begin with one reader. Keep adding readers until everyone is reading the story at the end. Full text can be found on the Digital Resource CD (filename: thisisthetower_script.pdf).

**Reader 1:** This is a tower, which reflects the light, that stands in New York City.

**Readers 1–2:** This is a tower with rippling walls, which reflect the light, that stands in New York City.

**Readers 1–3:** This is the man who drew the plans, and designed the tower with rippling walls, which reflect the light, that stands in New York City.

**Readers 1–4:** This is the school at the base of the tower, designed by the man who drew the plans, to make the tower with rippling walls, which reflect the light, that stands in New York City.

**Readers 1–5:** This is the pool above the school, designed by the man who drew the plans, to make the tower with rippling walls, which reflect the light, that stands in New York City.

**Readers 1–6:** These are the windows, which billow and fold. They really are a sight to behold. Designed by the man who drew the plans, to make the tower with rippling walls, which reflect the light, that stands in New York City.

**Readers 1–7:** This is the time, five years in all, it took the man and his builders tall, to make the tower with rippling walls, which reflect the light, that stands in New York City. This is the tower that Frank built!
Orthographic Control, A2 Can copy short sentences on everyday subjects...Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (pg. 118)

Cross Out!

Directions: Read each sentence. If the underlined word is spelled incorrectly, write it correctly on the line. If the underlined word is spelled correctly, write correct on the line.

1. Frank Gehry had a dream to build a tower in New York City. __________________

2. The bully was meen to the other children at school. ________________

3. There was a gleam in the man’s eye as he spoke about his family. ________________

4. Sayah’s a teen now that she had a birthday. ________________

5. Does it seem like it’s going to rain today? ________________

6. Have you seen my blue pencil lately? ________________

7. Jerrod enjoys strawberries and cream for dessert. ________________

8. Be sure to clean your room before you go out to play. ________________
Identifying Cues and Inferring:
A2. Can use an idea of overall meaning of short texts and utterances on everyday topics of a concrete type to derive probable meaning of unknown words in context. (pg. 72)

Name: ___________________________ Date: __________________

Missing Words

Directions: Think about the story. Write the missing words in the blanks.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
</tr>
<tr>
<td>floor</td>
</tr>
</tbody>
</table>

1. This is the ____________ that Frank built.
2. This is the ____________ who drew the plans.
3. This is the ____________ above the school.
4. To make the tower with the rippling ____________
5. This is Dee’s home on the 23rd ____________.
6. This is the time, five ____________ in all.
7. That stands in New York ____________
8. 8 Spruce ____________

Do more! Write your own missing word sentence for one of the words in the Word Bank.

______________________________________________________________