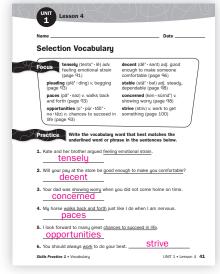
# **Vocabulary Review**

Review with students the selection vocabulary words and definitions they wrote in the vocabulary section of their Writer's Notebooks. For additional practice, have students use **Skills Practice 1** pages 41–42. Also review the concept word *consider*. Have students add to the personal dictionary section of their Writer's Notebooks any other interesting words that they clarified while reading.



Skills Practice 1, p. 41

- Fluency O
- ◆ Turn to page 97. Model fluency and expression by reading the page aloud. Demonstrate how your tone of voice changes when you are reading the speaker's name and stage directions, compared to when you are reading the dialogue. The dialogue should have the feeling and emotion that is appropriate for what the characters are saying.
- ◆ Tell students that as they reread "Langston Hughes: Poet of the People," they should practice reading the character dialogue with emotion and then changing to a less expressive tone when they are reading other text.



### **Small Group**

Have students read "Langston Hughes: Poet of the People" with a



**WORD BANK** To review vocabulary, students should look at all the words related to the theme Risks and Consequences that they added to the Word Bank.

## Monitor Progress



to Differentiate Instruction
Formal Assessment

**Vocabulary** Note how well students understand the vocabulary words and their definitions.

#### APPROACHING LEVEL

**IF...** students are having difficulty with vocabulary,

IF... students are having further difficulty with vocabulary,

**THEN...** have them complete *Reteach* page 18.

THEN... during Workshop, have them complete *Intervention Guide*, Unit 1, Lesson 4.

#### ON LEVEL

IF ... students need practice with vocabulary,

**THEN...** have them write an original definition for each vocabulary word.

#### **ABOVE LEVEL**

**IF...** students would like a challenge with vocabulary,

**THEN** ... have them complete *Challenge Activities* page 16.