The Catholic Children's BIBLE

Strategic Reading Resource

Read It!
Live It!
Love It!®

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Valerie Ellery

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Note: Page numbers after the story title refer to the Featured Story pages in *The Catholic Children's Bible*. Page numbers at the far right refer to this resource.

How to Use This Book

Welcome to *The Catholic Children's Bible Strategic Reading Resource* from Saint Mary's Press. This guide will support you in your efforts to bridge the teaching of religion and the teaching of reading by connecting two valuable resources: *The Catholic Children's Bible,* published by Saint Mary's Press, and *Creating Strategic Readers (CSR),* published by the International Reading Association. We know that God desires to share his Word with us through the Bible, so why not use God's Word to teach our students how to read? By integrating the worlds of religion and reading instruction, we can create a comprehensive approach to crosscurricular learning.

We read the Bible "in order to know Jesus Christ, to have an intimate relationship with God, and to allow the Holy Spirit to work in our lives" (*The Catholic Children's Bible Leader Guide,* page 9). We desire the same outcome for our students as they read the Bible. However, in order for our students to incorporate the full benefit of God's Word into their everyday lives, they must be able to read it effectively and strategically. By applying the strategies and techniques found in this integrated resource, a new generation of children will be able to read Sacred Scripture strategically. It is our hope that through strategic reading, students will grow closer to God as they experience God's Word in a way that is both engaging and exciting.

Educational Rationale and Relevance

The Catholic Children's Bible Strategic Reading Resource is embedded with research-based techniques that can enhance the instruction of reading strategies in the Catholic elementary school classroom. This resource highlights the United States Common Core State Standards, which call for crosscurricular instruction. Implementing *The Catholic Children's Bible Strategic Reading Resource* in your lesson plans, along with *The Catholic Children's Bible,* will lead you to meet the expectations of the Common Core Standards and raise the rigor of your daily instruction. Additionally, the resource noted above, *Creating Strategic Readers,* includes detailed strategies for the teaching of reading, and, on the CD included with it, provides reproducibles helpful to the sessions in this book. These are noted in the lessons at point of use.

Overview of the Featured Stories

The Catholic Children's Bible Strategic Reading Resource focuses on forty Featured Stories from *The Catholic Children's Bible.* "These forty stories are ones that are most often read in the faith formation of young children and are themselves an outline of salvation history" (*The Catholic Children's Bible Activity Booklet,* page 5). This resource offers a plethora of reading instruction to support the reading of Scripture and the ability to comprehend each of these forty stories. At the beginning of each story and its resource pages, you will find the title of each Featured Story (this is the Scripture passage written on the left side of the Featured Story pages in *The Catholic Children's Bible*), the page numbers of the Featured Story pages as found in *The Catholic Children's Bible,* and the Scripture reference for the full story. Each Featured Story in this resource includes techniques from *CSR* that are aligned with the reading components of fluency, vocabulary, and comprehension. Under each component a technique is listed, as well as the Common Core Anchor Standard that aligns with the technique, if applicable. Each technique presented features the purpose, procedural guidelines, and "teacher talk," which encourage the readers to think strategically as they encounter the Featured Story in *The Catholic Children's Bible.*

For each Featured Story, there are two suggested levels of instruction within each component of fluency, vocabulary, and comprehension. Level 1 is designed for a second-grade classroom and aligned with the Common Core State Standards for second grade. Level 2 is designed for a fourth-grade classroom and is aligned with the Common Core State Standards for fourth grade. Because we know that educators strive to create learning experiences that meet the needs of their students, this differentiation allows flexibility for the content of instruction when developing lesson plans for whole-group, small-group, or one-on-one instruction.

You will find page references to *CSR* throughout this resource, providing additional support to enhance reading instruction. In addition, reproducible resources found on the accompanying CD in the back of the *CSR* text are also noted.

Overview of the Reading Components

Fluency

For many educators, the reading component of fluency has become a synonym for the word *speed* or *rate*; however, there are other aspects to consider when teaching fluency strategies to students. Within *The Catholic Children's Bible Strategic Reading Resource,* the fluency strategies of phrasing, assisted reading, rereading, expressing, and pacing have been highlighted. See Table 1 for a correlation of the highlighted fluency strategies, techniques that support the given strategy, and the Featured Stories listed by number.

Table 1. Fluency Correlation

Strategies	Techniques and Featured Stories (FS)
Phrasing	Eye-Voice Span (FS: 6, 22) Phrase Strips (FS: 2, 11, 17) Pausing with Punctuation (FS: 8, 26, 27, 31)
Assisted Reading	Echo Reading (FS: 18, 36)
Rereading	Listen to Me (FS: 9, 13, 28, 40) Recorded Reading: Record / Check / Chart (FS: 12, 21, 35) Multimedia Reading (FS: 5, 38)
Expressing	Express Yourself (FS: 1, 14, 20, 29, 37) Totally Tonality (FS: 15, 23, 33, 39) Interpretation / Character Analysis (FS: 4, 7, 19, 24))
Pacing	Beam Reading (FS: 3, 16, 34) Time / Record / Check / Chart (FS: 10, 25, 30) Digital Portfolio for Oral Reading (FS: 32)

Vocabulary

The reading component of vocabulary is essential in today's classrooms. For students to take ownership of new words in their vocabulary, they need to experience words in authentic learning experiences that tap into their learning style and interest level. The vocabulary strategies found in *The Catholic Children's Bible Strategic Reading Resource* are associating, contextualizing, categorizing, visual imaging, and analyzing. See Table 2 for a correlation of the highlighted vocabulary strategies, techniques that support the given strategy, and the Featured Stories listed by number.

Table 2. Vocabulary Correlation
Comprehension

Strategies	Techniques and Featured Stories (FS)
Associating	Reflection Connection (FS: 1, 6, 22, 33) Semantic Feature Analysis (FS: 10, 29, 40) Compare 'n' Share (FS: 18, 25, 37)
Contextualizing	What Do You Mean? (FS: 3, 17, 34) Context Complex Clues (FS: 4, 32) Cloze Passages with Semantic Gradients (FS: 7, 19, 36) Contextual Redefinition (FS: 8, 24, 31) Collaborate and Elaborate (FS: 20, 30)
Categorizing	List / Group / Label (FS: 2, 9, 21) Word Sorts (FS: 5, 13, 28) Alphaboxes (FS: 11, 23, 39)
Visual Imaging	Charades (FS: 14) Museum Walk (FS: 15, 26) Four Corners (FS: 16, 27, 38) Eye Spy with My Eye (FS: 35)
Analyzing	Vocabulary Tree Notebook (FS: 12)

The reading component of comprehension is crucial for students in their understanding of Sacred Scripture. Applying comprehension strategies allows the reader to move beyond literal recall and to make connections to other Scripture passages and to their own lives. The comprehension strategies found in *The Catholic Children's Bible Strategic Reading Resource* are activating and building background knowledge, predicting, questioning, visualizing and sensory imaging, inferring and drawing conclusions, summarizing, and determining importance. See Table 3 for a correlation of the highlighted comprehension strategies, techniques that support the given strategy, and the Featured Stories listed by number.

Table 3. Comprehension Correlation

Strategies	Techniques and Featured Stories (FS)
Activating and Building Background Knowledge	Connect and Reflect (FS: 4, 26, 32)
Predicting	Story Impression (FS: 6, 8, 30)
Questioning	Question-Answer Relationships (FS: 3, 10) Questioning Logs: 3Rs (FS: 25, 31)
Visualizing and Sensory Imaging	Frame This (FS: 13, 24) Sensory Impressions (FS: 5, 16, 22, 40) Sketch to Stretch (FS: 17, 34) Drama (FS: 18, 28)
Inferring and Drawing Conclusions	Talk Show (FS: 2, 9, 35) Save the Last Word for Me (FS: 7, 14) Interpreting Text (FS: 12, 29) Scenarios with T-Charts (FS: 20, 36)
Summarizing	Somebody / Wanted / But / So (FS: 1, 15, 21, 33) Detail Retell (8 and all other FS) Summary Ball (FS: 11, 19) Narrative Pyramid (FS: 23, 38)
Determining Importance	Main Idea Wheel (FS: 27, 39) Picture This (FS: 37)

It is our goal to equip you to bridge your religion instruction with the content area of reading. We hope that the forty Featured Stories and the aligned strategies and techniques presented will prove to be a valuable resource for both you and your students as you integrate religion and reading in your classroom instruction.

Many blessings to you!

Valerie Ellery and the Creating Strategic Readers staff

1 God Made Us to Love and to Be Loved

The Catholic Children's Bible, page 22 (full story, Genesis 1:1–2:3)

Fluency

Strategy: Expressing

Technique: Express Yourself *(Creating Strategic Readers [CSR], pages 113–114)*

Purpose: To demonstrate voice and body language as a form of expression to bring "life to reading"

Common Core Anchor Standard: CCRA.R.4

Level 1

CCSS.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Featured Story Sample: Select a quote from the Featured Story "God Made Us to Love and to Be Loved," such as "Then God said, 'And now we will make human beings; they will be like us'" (Genesis 1:26). **Using** the technique Express Yourself, **draw** an "expression card" and read the Scripture quote in that emotion. **Discuss** whether the emotion or tone in God's voice in the Scripture quote matches the emotion being expressed, based on the selected expression card, and why or why not, based on God's personality traits and his heart during the creation of human beings.

Teacher Talk: Think about the Scripture in context. What expression would bring the proper meaning to the text when read?

Level 2

CCSS.RL.4.4 Determine the meaning of words and phrases as they are used in a text.

Featured Story Sample: Select several quotes from God from the Featured Story "God Made Us to Love and to Be Loved" and **record** sentences on cards to create emotion cards.

Sample sentences from Scripture:

1. "And now we will make human beings; they will be like us" (verse 26).
2. "Let there be light" (verse 3).
3. "Let there be a dome to divide the water and to keep it in two separate places" (verse 6).

Sample emotion cards to use (or use the illustrated samples from the CD in CSR): sad, mad, happy, sarcastic, scared

Distribute the sentence cards and the emotion cards randomly to the students. **Follow** the procedures from Totally Tonality, on pages 116–117 in *CSR*, **giving** the students an opportunity to go back into the Bible to reread their particular quote in context and to check for meaning according to the voice they expressed.

Teacher Talk: Did you use the proper tone to convey the meaning? Why or why not? What message can the volume of your voice communicate to the audience?

Vocabulary

Strategy: Associating

Technique: Reflection Connection (*CSR*, pages 134–135. Also see the reproducible on the *CSR* CD.)

Purpose: To connect words that relate to one another and to determine relationships among the words

Common Core Anchor Standard: CCRA.L.5

Level 1

CCSS.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

Featured Story Sample: Discuss with the students the illustrations in the Featured Story pages (*mighty mountain, beautiful flowers, roaring lions*) and the relationship between an adjective and a noun. **Develop** one-to-one word relationships to begin, and then move into word analogies, as the students are ready. **Refer** to the chart on page 135 in *CSR* for different types of analogies. For example, *beautiful* is to *rose* as *gorgeous* is to *sunset* (adjective to noun), or *roaring* is to *lions* as *barking* is to *dog* (adverb to noun). **Have** the students *match* the words and justify their thinking as to why the words relate. Here are some examples: (1) *day / night = Day* is to *night* as *hot* is to *cold* because they are both antonyms. (2) *dome / separated = Dome* is to *separated* as *rain* is to *wet* because they are both cause and effect. (3) *water / sea = Water* is to *sea* as *little* is to *small* because they are both synonyms. (4) *God / pleased = God* is to *pleased* as *water* is to *blue* because they are both descriptive.

Teacher Talk: Which words are connected? Why did you connect these two words? How would you connect these two words together?

Level 2

CCSS.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Featured Story Sample: Complete Level 1. Once the students have an understanding of word analogies, **have** them create and categorize analogies based on words found in the Featured Story "God Made Us to Love and to Be Loved" or the full story Scripture passage. (*Optional*: Puzzle pieces on the *CSR* CD may be used as a visual for the students to reflect on the words and then physically connect them to form an analogy.)

Sample analogies from the Featured Story

antonym	synonym	descriptive	synonym
light / dark	land / earth	sun / light	make / created

Select words from the Understand It! to support the meaning of Scripture. Here are some examples: *(1) Trinity* (harmony, trio, threesome) "These three Persons of the Trinity were happy loving one another." *Trinity* / trio (synonym); *Trinity* is to God, Jesus, Holy Spirit (descriptive). *(2) created* (formed, shaped, produced) "So God created the universe." *created* / copied (antonym); create / universe (cause and effect).
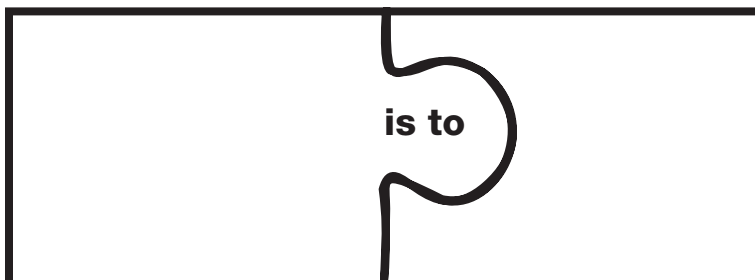
is to

Teacher Talk: Think about these words and how they are associated. The word *[say the word]* is to this word *[say the word].* Explain the relationship between the two words.

Comprehension

Strategy: Summarizing

Technique: SWBS (Somebody / Wanted / But / So) (*CSR*, pages 206–207)

Purpose: To organize key information in a story and construct a graphic organizer to outline the story elements

Common Core Anchor Standard: CCRA.RI.1

Level 1

CCSS.RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Somebody (Characters)	Wanted (Events)
GOD	Share his life and love
But (Problem/Conflict)	**So (Solution)**
He didn't have animals or people	He created the universe and man and woman

Featured Story Sample: Following a read-aloud of the Featured Story "God Made Us to Love and to Be Loved," **ask** the students to complete an SWBS chart by writing a statement or drawing a picture for each section: Somebody (a character), Wanted (describe the character's goal or motivation), But (describe a conflict that impedes the character), and So (describe the resolution of the conflict).

Teacher Talk: How can you use key ideas to condense the information in the story?

Level 2

CCSS.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Featured Story Sample: Ask the students to read the Featured Story "God Made Us to Love and to Be Loved" on their own and to complete the SWBS graphic organizer as they read. Once they complete their reading and graphic organizer, **direct** them to combine the concepts from the four sections to create a written summary of the Scripture.

Sample written summary:

God wanted to share his life and love, but there were not any animals and people. So in the beginning he created light and darkness; sky and sea; plants and animals; and human beings in his image. Then God was pleased and rested.

Teacher Talk: Think about what you read. Which words helped you to describe the gist of the story? How could you summarize or say this using only a few sentences?
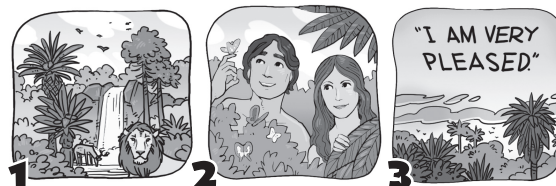
Summary

Strategy: Summarizing

Technique: Detail / Retell (*CSR*, pages 203–204)

Purpose: To recount story details in a sequential order and develop story grammar

Common Core Anchor Standard: CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Featured Story Sample: Listen to the students retell the Featured Story "God Made Us to Love and to Be Loved" by using the pictures. **Highlight** or **underline** key phrases on the chart provided. **Use** the Detail Retell Score to analyze the results. (Or, **use** the Detail Retell Rubric on the *CSR* CD.)

Main Idea with 2–3 Key Details	"God Made Us to Love and to Be Loved" 1. God is the Father, Son, and Holy Spirit. This trinity is the "us" who desired to share their life with others. God created everything. 2. God created man and woman and put them in charge. 3. God is pleased and happy because he can share his life with us and we can love him back.
Key Vocabulary	create, make humans male female love pleased
Main Character(s) and Detailed Character Development	God Father, Son, and Holy Spirit Male—Adam Female—Eve authority and love
Sequence	1. God made the universe. 2. God made the animals and plants. 3. God made man and woman and told them to multiply. 4. God was satisfied and pleased.
Problem / Conflict	God did not have humans to share his life, to love and to be loved by him, and to love others.
Resolution	God created humans. Humans loved God back and could share God's love with others.

Detail Retell Score:

__ Recalls main ideas with key details

Level 1 = 1–2   Level 2 = 2–3

__ Utilizes vocabulary words from Scripture properly

Level 1 = 5–6   Level 2 = 7+

__ Describes characters

Level 1 = 3–4   Level 2 = 5+ character development

__ Chronologically follows the Scripture's order

Level 1 = 4–5   Level 2 = 6+

__ Describes problem and solution from the Scripture

Level 1 = some   Level 2 = most

2 Adam and Eve Disobey God

The Catholic Children's Bible, page 26 (full story, Genesis 3:1–24)

Fluency

Strategy: Phrasing

Technique: Phrase Strips (*Creating Strategic Readers [CSR],* page 100)

Purpose: To read more words together seamlessly before pausing

Common Core Anchor Standards: CCRA.R.4, CCRA.L.4

Level 1

CCSS.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Featured Story Sample: Record phrases from the guardian angel prayer on eight sentence strips. **Follow** the procedures on page 100 in *CSR*. Refer to the examples of reading behaviors in the box below as a guide for the progression of fluent reading. If needed, cut the sentence strips apart to show the students the difference between "robot" reading and "phrase" reading.

1. Angel of God,
2. my guardian dear,
3. to whom God's love
4. commits me here.
5. Ever this day
6. be at my side
7. to light and guard,
8. to rule and guide. Amen.

| Angel | of | God | = "robot" reading |

| Angel of God | = "phrase" reading |

| Angel of God | my guardian dear | = "multi-phrase" reading |

| Angel of God, my guardian dear, | = "conversational" reading |

Teacher Talk: What would happen if I paused after each word? How does phrasing the words together help the reader to not sound like a robot speaking?

Level 2

CCSS.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.RL.4.4 Determine the meaning of words and phrases as they are used in a text.

CCSS.L.4.3a Choose words and phrases to convey ideas precisely.

Featured Story Sample: Record phrases from the Featured Story "Adam and Eve Disobey God" on sentence strips. (See samples below.) **Cut** the strips apart, separating each word. **Ask** the students to reassemble their phrases as grammatically correct and then to match with the other students to create the proper sentence. **Have** the students explain their thinking.

Ask the students to read the sentences aloud with appropriate phrasing.

| We | may | eat | the | fruit | | of | any | tree | | in | the | garden |

Sample sentences from Scripture:
1. "We may eat the fruit of any tree in the garden." (Genesis 3:2)
2. "God told us not to eat the fruit of that tree or even touch it; if we do, we will die." (Genesis 3:3)
3. "God said that because he knows that when you eat it, you will be like God." (Genesis 3:5)

Teacher Talk: How does grouping the words together help you to make sense of what you are reading?

Vocabulary

Strategy: Categorizing

Technique: List / Group / Label (*CSR*, page 147. Also see the reproducible on the *CSR* CD.)

Purpose: To organize and connect word attributes, images, and descriptions

Common Core Anchor Standards: CCRA.L.2, CCRA.L.4

Level 1

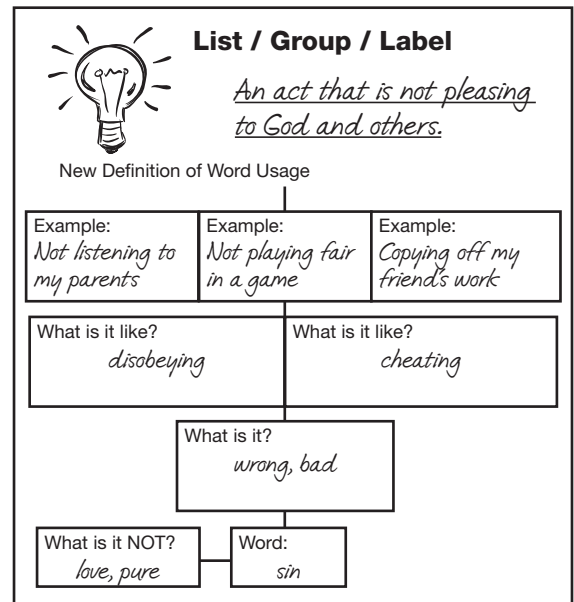**CCSS.L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

Featured Story Sample: Read the sentences from the Featured Story "Adam and Eve Disobey God" that include the word *sin*. **Isolate** the word *sin* and have the students think about the clues that are in the sentence to create a definition for *sin*. With the whole group, **model** the List / Group / Label technique.

Word: sin	**Examples:**
What it is not: love, pure	• Not listening to my parents
What it is: wrong, bad	• Not playing fair in a game
What it is like: disobeying, cheating	• Copying off my friend's work
Definition: An act that is not pleasing to God and others.	

Teacher Talk: What clues from the Scripture supported your thinking?

List / Group / Label

An act that is not pleasing to God and others.

New Definition of Word Usage

Example: Not listening to my parents	Example: Not playing fair in a game	Example: Copying off my friend's work

What is it like? disobeying	What is it like? cheating

What is it? wrong, bad

What is it NOT? love, pure	Word: sin

Level 2

CCSS.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Featured Story Sample: Ask the students to locate the word *disobedience* in the Featured Story "Adam and Eve Disobey God." **Have** the students think about the clues in the sentence to create a definition of the word *disobedience*, completing a List / Group / Label form independently.

Word: *disobedience*

What it is not: following rules, obedience, submission

What it is: rule breaking, defiance, rebellion

What it is like: unruliness, misbehaving

Examples:

Breaking rules at school
Deliberately defying my parents' wishes

Definition: A refusal to obey God and others

Teacher Talk: After examining the clues, distinguish how you used the word in context.

Comprehension

Strategy: Inferring and Drawing Conclusions

Technique: Talk Show (*CSR*, pages 200 and 201)

Purpose: To reflect on and construct interpretation of Scripture

Common Core Anchor Standards: CCRA.R.1, CCRA.R.6

Level 1

CCSS.RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

CCSS.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Featured Story Sample: Assign the roles of host, Adam, Eve, and snake. **Ask** assigned students to read through their scripts and practice reading with appropriate prosodic functions (i.e., pitch, tone, stress). **Have** the students perform the Talk Show and answer questions about the key details *(who, what, where, when, why,* and *how).*

Host: Eve, tell us about that day in the garden. How were you feeling? Why did you listen to the snake? How did you get Adam to eat the fruit too?

Eve: The day started like all the others. It was beautiful, and I was just strolling through the garden enjoying what God created for us. I was startled by the snake, and I got confused. I took my thoughts and eyes off God for just a moment, and the next thing I knew I was tricked. I am deeply saddened by my choice to disobey God. *(Eve begins to cry.)*

Host: Adam, why did you eat the fruit too? Did you see or hear the snake?

Adam: The day started like all the others. It was beautiful, and I was just strolling through the garden enjoying what God created for us. I heard Eve call out for me, and I ran to check on her. She was holding the fruit in her hand. Then she offered it to me. I was confused. I took my thoughts and eyes off God for just a moment, and the next thing I knew I was tricked. I am deeply saddened by my choice to disobey God. *(Adam drops his head.)*

Host: Snake, why did you tempt Eve? Tell us about your conversation with Eve and how you got her to eat the fruit.

Snake: The day started like all the others. I was trying to figure out a way to get the humans separated from God. I saw the woman alone and schemed up a way to trick her into disobeying God. *(The snake rubs his or her hands together.)* She took the bite, and the rest is history. *(The snake laughs a maniacal, evil-sounding laugh: "Mwahahaha!")*

Teacher Talk: Reflect on how asking questions about each character from the Scripture helps you to draw conclusions and comprehend the story.

Level 2

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

(continued on next page)

Featured Story Sample: **Assign** teams the roles of host, Adam, Eve, and snake. **Ask** each team to write a script to explain what the Scripture is saying. **Have** the students perform their Talk Show and explain the inferences they had to include in their dialogues to bring out the meaning of the passage.

Teacher Talk: How do you combine the clues in the paragraph with what you already know in order to draw a conclusion? What reasoning helped you to make an inference?

Summary

Strategy: Summarizing

Technique: Detail / Retell (*CSR*, page 203)

Purpose: To recount story details in a sequential order and develop story grammar

Common Core Anchor Standard: CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Featured Story Sample: **Listen** to the students retell the Featured Story "Adam and Eve Disobey God" by using the pictures. **Highlight** or **underline** key phrases on the chart provided. **Use** the Detail Retell Score to analyze the results. (Or, **use** the Detail Retell Rubric on the *CSR* CD.)

Main Idea with 2–3 Key Details	"Adam and Eve Disobey God" 1. The snake, representing the enemy, questions Eve about what God told her. 2. Eve listens to the snake, shares the fruit with Adam, and they both choose to disobey God by eating the fruit. 3. The effect of their choice brings sin into the world and separates them from God.
Key Vocabulary	eat tree fruit die garden disobedience judgment
Main Character(s) and Detailed Character Development	snake God Adam Eve temptation lies sin
Sequence	1. The snake questions Eve. 2. Eve responds with what God told her about the fruit from the tree in the middle of the garden. 3. The snake tempts Eve with a lie. 4. The woman is deceived / misled by the lie and eats the fruit. 5. Eve shares with Adam and they both disobey God.
Problem / Conflict	The snake encouraged Eve to question God's Word and authority. The snake tempted Eve with a lie. Eve got confused and listened to the snake. Eve believed the lie and ate the forbidden fruit.
Resolution	The snake got Eve to believe the lie. Adam and Eve disobeyed God, and sin entered into the Garden of Eden.

Detail Retell Score:

__ Recalls main ideas with key details

Level 1 = 1–2   Level 2 = 2–3

__ Utilizes vocabulary words from Scripture properly

Level 1 = 2–3   Level 2 = 4–5

__ Describes characters

Level 1 = 2–3   Level 2 = 3–4

__ Chronologically follows the Scripture's order

Level 1 = 2–3   Level 2 = 3–4

__ Describes problem and solution from the Scripture

Level 1 = some   Level 2 = most

3 **God Saves Noah's Family**

The Catholic Children's Bible, page 34 (full story, Genesis 6:9—9:17)

Fluency

Strategy: Pacing

Technique: Beam Reading (*Creating Strategic Readers [CSR]*, page 121)

Purpose: To track and observe reading rate using a light

Common Core Anchor Standards: Reading Foundational Skills (CCSS.RF) do not have anchor standards.

Level 1

CCSS.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Featured Story Sample: Display the Featured Story "God Saves Noah's Family" on a screen through the use of technology. **Turn off** the classroom lights and shine a flashlight on the words being said as the class reads the Scripture aloud at the appropriate rate, **providing** a visual image for the movement of their voices across the words.

Teacher Talk: Try to keep up with the light to increase your reading rate. Is it easy or difficult to keep up with the pace?

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Level 2

CCSS.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Featured Story Sample: Provide the students with individual flashlights to use while reading the Featured Story "God Saves Noah's Family" independently or in pairs. If working in pairs, one student can move the beam of light while the other student reads the text and keeps the pace her or his partner sets. As the students read, **notice** the movement of light across the page to assess a student's ability to read at an appropriate rate for her or his ability level.

Teacher Talk: How does the speed or rate at which you are reading make a difference for you?

Vocabulary

Strategy: Contextualizing

Technique: What Do You Mean? (*CSR*, page 140. Also see the reproducible on the *CSR* CD.)

Purpose: To demonstrate how the students use words in different contexts that change the meanings of the words

Common Core Anchor Standard: CCRA.L.4

Level 1

CCSS.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

Featured Story Sample: Ask the students to discuss the word *right*. **Have** them examine the word in context in the Featured Story "God Saves Noah's Family" to determine meaning.

Other suggested words from Scripture: unclean, destroy, evil, commanded

Teacher Talk: Think about the definition of the word. Compare the definition to the way the word was used in the story. What context clues in the text help you to figure out the word?

Level 2

CCSS.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Featured Story Sample: Give each pair of students one word to use in two different sentences. **Have** one partner create a sentence using the word as one part of speech (e.g., noun) while the other partner uses the word as a different part of speech (e.g., verb) in a different sentence. **Ask** the students to reread their words in context. **Ask** the students to explain their thinking.

Other suggested words: descendants, faults, covenant, sacrifice

Teacher Talk: After examining the clues, distinguish how you used the word in context. Show the text evidence that surrounded the unknown word and helped to reveal its meaning.

Comprehension

Strategy: Questioning

Technique: QAR (Question-Answer Relationships) (*CSR*, pages 189–190. Also see the reproducible on the *CSR* CD.)

Purpose: To determine various questioning techniques to aid in comprehension of the text

Common Core Anchor Standard: CCRA.R.1

Level 1

CCSS.RI.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Featured Story Sample: Model the four different types of question-answer relationships. **Record** the questions and answers on index cards and distribute to the students. **Have** the students find their QAR partner. (*Optional:* Create matching QAR card sets from the *CSR* reproducible and write questions and answers on the back of cards.)

In the Bible:

Right There

Q: What did the Lord say to Noah?

A: "Go into the boat with your whole family. I have found that you are the only one in all the world who does what is right."

Q: How many days and nights did it rain?

A: 40

Think and Search

Q: Why did God choose Noah?

A: Noah did what is right. Noah did everything that the Lord commanded.

Q: Whom and what does God save?

A: Noah's whole family; ritually clean animals, unclean animals; every kind of bird and animal

In My Head:

Author and Me

Q: Why did Noah need an ark?

A: To keep his family and all the animals from drowning

Q: Why did God destroy all the other living beings with the Flood?

A: Everyone was sinning; they were disobeying God.

On My Own

Q: What do you think it means to obey God?

A: To listen to and do what God says is right; to not sin

Q: What was the courage that Noah had?

A: To be different; to stand strong

Teacher Talk: Reflect on your thinking as you answered the questions. Justify your choice of answers to align with the levels of questions.

Level 2

CCSS.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Featured Story Sample: Ask the students to create their own questions and answers to correspond with the Scripture and each of the QAR categories.

Teacher Talk: Describe the relationship between literal, interpretive, and evaluative questions and your thinking process as you generated comprehension questions. What text evidence supports your thinking?

Summary

Strategy: Summarizing

Technique: Detail / Retell (*CSR*, page 203)

Purpose: To recount story details in a sequential order and develop story grammar

Common Core Anchor Standard: CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Featured Story Sample: Listen to the students retell the Featured Story "God Saves Noah's Family" by using the pictures. **Highlight** or **underline** key phrases on the chart provided. **Use** the Detail Retell Score to analyze the results. (Or, **use** the Detail Retell Rubric on the *CSR* CD.)

Main Idea with 2–3 Key Details	"God Saves Noah's Family" 1. God tells Noah to take his whole family and seven pairs of each animal and bird on the ark because he has done what is right. 2. It rains for forty days and forty nights and destroys every living being on earth. 3. God makes a covenant with Noah.
Key Vocabulary	boat ark right ritually clean animals unclean animals reproduce forty rain commanded
Main Character(s) and Detailed Character Development	God Noah Noah's wife sons (Shem, Ham, Japheth) sons' wives animals righteous courageous obedience
Sequence	1. Noah lives in fellowship with God and obeys God. 2. God instructs Noah to build an ark because it will rain for forty days and forty nights. Everything outside of the boat will be destroyed. 3. Noah's family and seven pairs of each animal and bird go into the ark. It rains for forty days and forty nights. Every living being on earth dies except those on the ark. 4. God directs Noah and his family and all the animals to reproduce. 5. Noah offers a sacrifice to God. 6. God makes a covenant with Noah, promising never to flood the earth again. 7. God gives the rainbow as a sign of his everlasting covenant.
Problem / Conflict	Everyone was sinning. Others may have made fun of Noah because it had not rained yet.
Resolution	Noah listened to God and had the courage to be different from others.

Detail Retell Score:

__ Recalls main ideas with key details

Level 1 = 1–2   Level 2 = 2–3

__ Utilizes vocabulary words from Scripture properly

Level 1 = 2–3   Level 2 = 4–5

__ Describes characters

Level 1 = 2–3   Level 2 = 3–4

__ Chronologically follows the Scripture's order

Level 1 = 2–3   Level 2 = 3–4

__ Describes problem and solution from the Scripture

Level 1 = some   Level 2 = most