

# Teaching Reading Vocabulary to ELL

Exploring Quizlet and CommonLit

POLL 1.

# Teaching vocabulary



## dreamreader.net

Free online English reading practice for learners

# QUIZLET- WHAT IS QUIZLET?

Quizlet is....

- the world's largest student and teacher online learning community
- with 40 million active learners worldwide
- from 130 countries
- mastering more than 200 million study sets of content on every conceivable subject and topic

The Quizlet logo is displayed in white text on a solid blue rectangular background. The word "Quizlet" is written in a clean, sans-serif font, with the 'Q' being slightly larger and more prominent than the other letters.

# QUIZLET- WHAT IS QUIZLET?

- BEST tools available for teaching ESL and academic English vocabulary
- Can be used in any setting with any subject
- Learning is measured through interactive games, collaborative activities or formative assessments
- Teaching vocabulary is just easier and much more effective!

The Quizlet logo is displayed in white text on a solid blue rectangular background. The word "Quizlet" is written in a clean, sans-serif font, with the 'Q' being significantly larger than the other letters.

# Quizlet

## ADVANTAGES

### FREE TO SET UP

Free to use

Free to share publicly





Free to download the Quizlet

App.

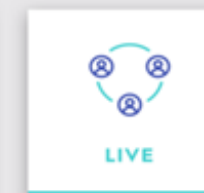
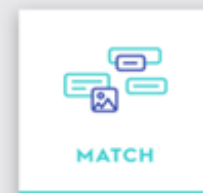
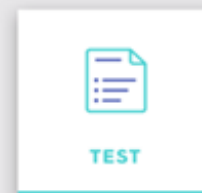
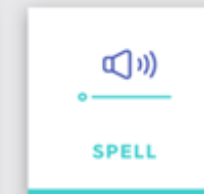
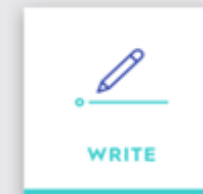
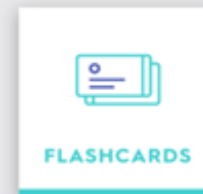
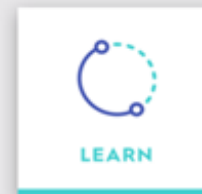
You can create classes to share sets with learners

Quizlet sets can be shared in multiple ways

Input terms and definitions to create a study set at [quizlet.com](https://quizlet.com)

ingenious	clever, resourceful
	  
_____	_____
TERM	DEFINITION
English	English

Use a study set in variety ways...



# Quizlet

**QUIZLET SET UP- LINK**  
**5.50**

NEW! Find GCSE resources for every subject. [View Resources.](#)

## Become your most unstoppable self

Master any subject, one success at a time.

**Get started**

[I'm a teacher](#) | [I'm a parent](#)


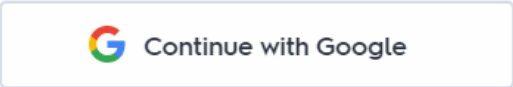


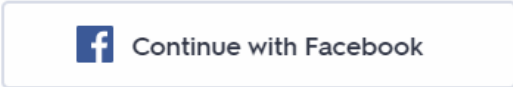
QUIZLET IS FOR

"Tonight I work, so tomorrow I can go places" students



Sign up Log in



OR EMAIL

BIRTHDAY



Month Day Year ?

EMAIL

user@quizlet.com

USERNAME

andrew123

PASSWORD

.....



I accept Quizlet's [Terms of Service](#) and [Privacy Policy](#)

Sign up





NEW! Find GCSE resources for every subject. [View Resources.](#)

Quizlet

Home

Subjects

Create 

# Become your n unstoppable se

Master any subject, one success at a time.

Get started

I'm a teacher

I'm a parent

BIRTHDAY

Month 

Day 

Year 



USERNAME

LIVIA\_PATAKI 

Sign up

I am a teacher

I am a parent

Sign up

# Welcome to Quizlet!



Let's get you started. What class are you teaching?

LIVIA\_PATAKI's class

CLASS NAME

Enter a description (optional)

DESCRIPTION

- Allow class members to add and remove sets
- Allow class members to invite new members

SELECT A SCHOOL

Enter your school name

Create class

LIVIA\_PATAKI's class

CLASS NAME

ESL IELTS INTENSIVE CLASSES

DESCRIPTION

- Allow class members to add and remove sets
- Allow class members to invite new members

SELECT A SCHOOL

Southwark College

SCHOOL NAME

London UK

CITY NAME

United Kingdom

Select school from list

YOU MUST PROVIDE A SCHOOL FOR THIS CLASS.

Create class

**Gain new insights with Class Progress**

See how your students are studying and which concepts need more review so you can make the most of your in-class time.

**Create a study set or add an existing one to share with your students**



Add a study set

[Browse study sets](#)

**Add a set**



**+ CREATE A NEW SET**

Your sets



There are no sets here yet.

## Create a new study set

Saved under 1 min ago



Enter a title, like "Biology - Chapter 22: Evolution"

TITLE



Add a description...

DESCRIPTION



+ Import from Word, Excel, Google Docs, etc.

1

Enter term

TERM



CHOOSE LANGUAGE

Search languages

YOUR LANGUAGES

English

Spanish

TOP QUIZLET LANGUAGES

Chemistry

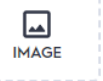
Chinese (Pinyin)

Enter definition

DEFINITION



CHOOSE LANGUAGE



☰+ Add multiple choice options TEACHER

2

Enter term

TERM

Enter definition

DEFINITION



conference

TERM

ENGLISH

Enter definition

DEFINITION



ENGLISH



a meeting that brings people together to exchange views or information

a formal meeting for discussion

meeting

☰+ Add multiple choice options TEACHER

conference

TERM

ENGLISH

Enter definition

DEFINITION

ENGLISH

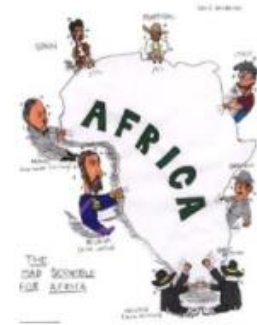


[list icon] Add multiple choice options TEACHER

conference



Or upload your own image



Report image



**lfpataki-york**

Livia Pataki

Study sets

Folders

Classes

Latest

Filter by title

7 sets | 1 member | Southwark College · London, United Kingdom

**IELTS PREPARATION**

1 set | 1 member | YWCA TORONTO · TORONTO, Canada

**EXCEL**

39 sets | 16 members | York University · Toronto, Canada

**PRE-DY**

6 sets | 12 members | York University · Toronto, Canada

**AP5 Nov-Dec 2019**

5 sets | 31 members | York University · Toronto, Canada

**Livia's DY L/S**

19 sets | 1 member | YUELI · Toronto, Canada

**LIVIA'S YUB-ECON 1000**

46 sets | 14 members | York University · Toronto, Canada

**DY- Livia's Destination York Class**



# LEARNING WITH QUIZLET- LIVE

**LEARNING 6:20**

Sent Mail - liviapataki@gmail.co | IELTS WEEK 1. Flashcards | Quizle | Screen Recorder | Screencast-O

quizlet.com/ca/582078775/ielts-week-1-flash-cards/

Apps | Gmail | YouTube | Maps | EX6120 Success Pa... | Examiner job with... | Making Connection... | TOC | Leadership and Ma... | VOCABULARY | New folder | Other bookmarks | Reading list

Quizlet Home Your library Create Upgrade to Teacher Search

## IELTS WEEK 1.

IN-CLASS

- Live

STUDY

- Flashcards
- Learn
- Write 6% finished
- Spell 6% finished
- Test
- Match 45 secs best
- Gravity

to eradicate sth

1/18

UK's Best Selling Teeth Whitening Products 20% OFF FIND OUT MORE

whites BEACONSFIELD

Start Recording

RECORDED WITH SCREENCAST-O-MATIC

Created by lfpataki-york

23°C 6:47 PM 7/12/2021



# TESTING KNOWLEDGE

IELTS WEEK 1.

IN-CLASS

- Live

STUDY

- Flashcards
- Learn
- Write  
6% finished
- Spell  
11% finished
- Test
- Match  
45 secs best
- Gravity

to eradicate sth

A WILD DAY OUT  
WEST MIDLANDS SAFARI & LEISURE PARK  
DISCOVER IT ALL

Continue what you

Start Recording

Manage Preferences

Created by tfpataki-york

**GAMIFIED QUIZLET**

## IELTS WEEK 1.

### IN-CLASS

≡ Live

### STUDY

Flashcards

Learn

Write  
6% finished

Spell  
11% finished

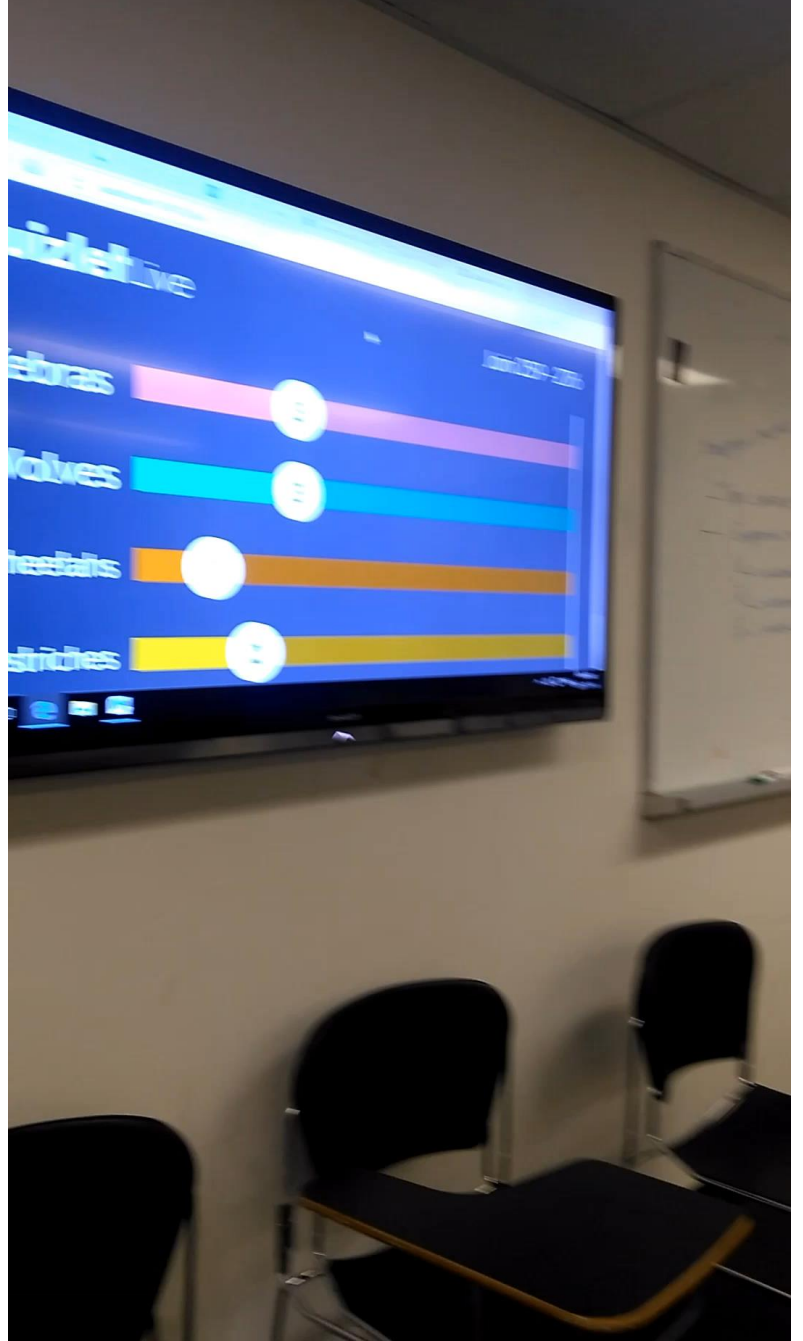
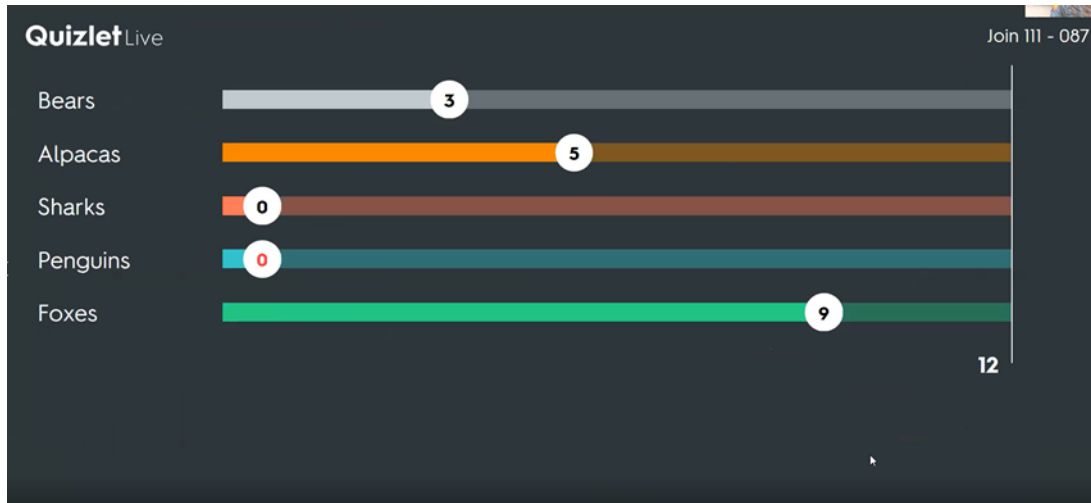
Test

Match  
45 secs best

Gravity

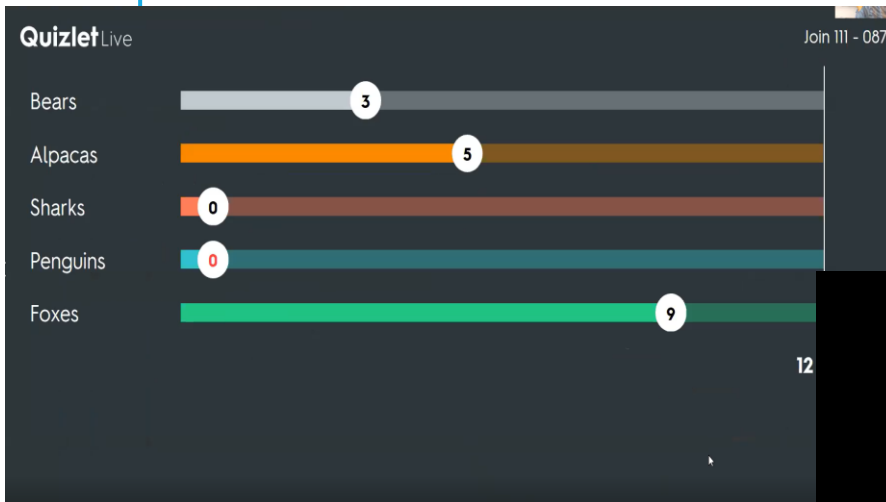


# LIVE QUIZLET IN F2F CLASSROOM



# QUIZLET LIVE IN VIRTUAL ROOMS? YES!

Quizlet



**EXAMPLE VIDEOS:**  
**QUIZLET LIVE IN**  
**ACTION**

POLL 2.

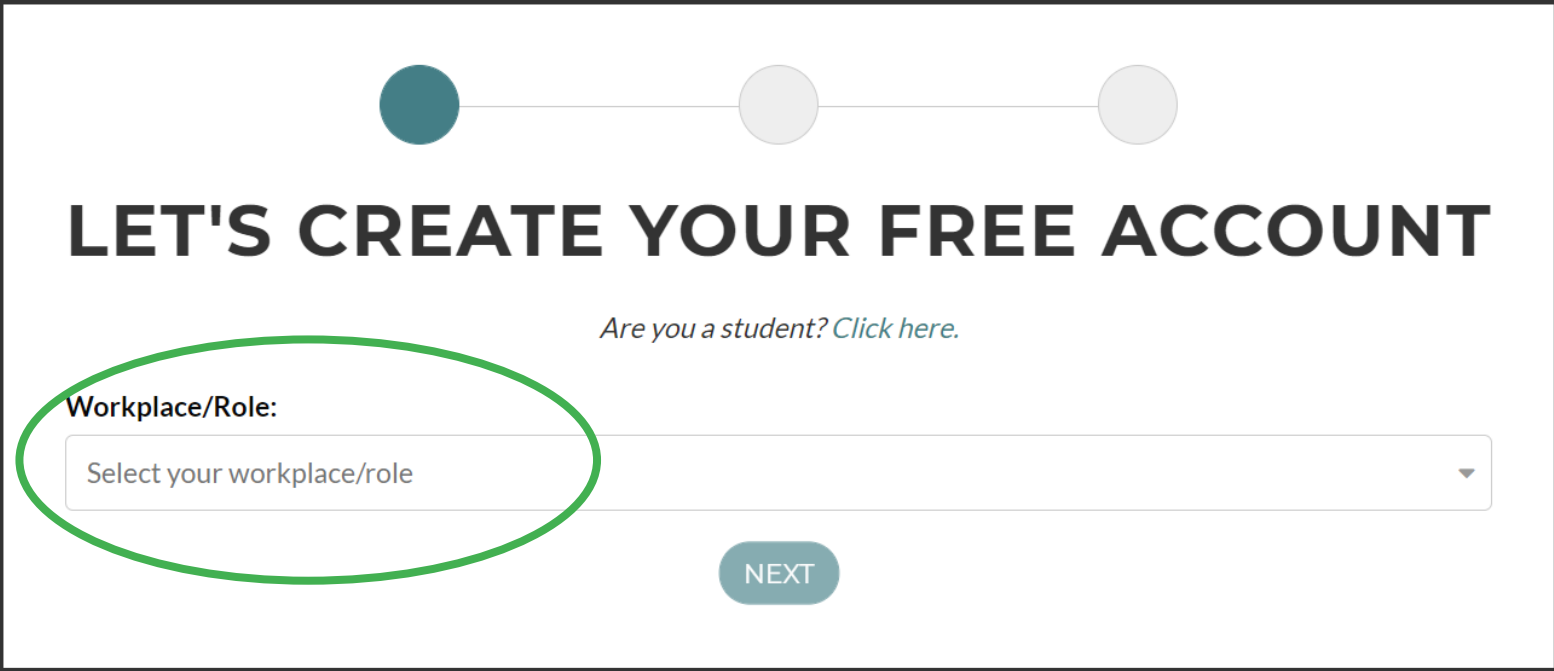
# Introduction to CommonLit



**COMMONLIT**

# Advantages of CommonLit

- ▶ **It's FREE!!**
- ▶ **Variety of Search Filters (grade, genre, etc)**
- ▶ **Student Can Annotate the Text**
- ▶ **Paired Text & Related Media**
- ▶ **View Analytics on Assignment Report**
- ▶ **Assign Text to Specific Student or Group**
- ▶ **Flip Your Classroom**



● — ● — ●

# LET'S CREATE YOUR FREE ACCOUNT

*Are you a student? [Click here.](#)*

**Workplace/Role:**

Select your workplace/role ▾

NEXT



# MY ACCOUNT

## ACCOUNT DETAILS

EDIT

**FIRST NAME** doina  
**LAST NAME** nugent  
**EMAIL** dnugent@yorku.ca  
**PRIMARY ROLE** Teacher  
**OUR TECHNOLOGY** My students all have access to devices and internet sometimes.

## SCHOOLS





Class Name

YUB Term 2

CREATE A NEW CL

## CREATE A NEW CLASS

CREATE A NEW CLASS MANUALLY

*Students and co-teachers will need to join using a class code.*

OR

IMPORT CLASSES FROM GOOGLE CLASSROOM

*Students will be automatically imported. This enables single sign on and posting assignments and scores to Google Classroom.*



# MANAGE CLASSES

TAKE A TOUR

## NON-U.S. SCHOOLNON-U.S. SCHOOL

Class Name	Students	Class Code	
YUB Term 2	4	EKW9Y9 ?	OPTIONS ▾

+ CREATE A NEW CLASS

ARCHIVED CLASSES ⚙





## How to Set Up Your CommonLit Student Account

At CommonLit.org, you will read articles and other reading passages your teacher has assigned you, answer reading comprehension questions, complete written responses, and receive feedback. Let's get started!

### Create Your Account:

- ➔ 1. Open an internet browser. In the URL field, type in [www.commonlit.org/enroll](http://www.commonlit.org/enroll)
- ➔ 2. Type in our **class code**: \_\_\_\_\_
- ➔ 3. Enter your information on the "Set Up Your Account" page. Write down your login information.

**My Username:** \_\_\_\_\_ **My Password:** \_\_\_\_\_

Congratulations, you've created your CommonLit account! Now that you're logged in, you can view and begin completing assignments from your "My Assignments" page.

---



# Managing your students & setting assignments



**COMMONLIT**

I want to... ▾ **APPLY**

**PRINT CLASS ROSTER**

Search:

FIRST NAME	LAST NAME	USERNAME	EMAIL	PASSWORD	CLASS	GRADE	
<input type="checkbox"/> VICTOR	CHEN	victorch...	victorch345@gmail.com	<b>RESET</b>	YUB Term 2 ▾	Post! ▾	<b>VIEW DATA</b>
<input type="checkbox"/> Candy	Lei	leicandy	chenxinlei726@gmail.com	<b>RESET</b>	YUB Term 2 ▾	7th ▾	<b>VIEW DATA</b>
<input type="checkbox"/> Hensy	Liu	hensyliu	Click to edit	<b>RESET</b>	YUB Term 2 ▾	7th ▾	<b>VIEW DATA</b>
<input type="checkbox"/> Lucas	Niu	lucasniu1	970872904@qq.com	<b>RESET</b>	YUB Term 2 ▾	6th ▾	<b>VIEW DATA</b>

◀ | ▶

Previous Page  of 1 25 rows ▾ Next

**Help**



# Choosing Assignments on CommonLit

## Search Library:

- ▶ Search by author, title or keywords

## You can browse under a variety of categories, including:

- ▶ Book - Novel Units or Book Pairings
- ▶ Genre
- ▶ Grade level
- ▶ Literary Device, including: Tone, Irony, et.
- ▶ Text Sets e.g. The Civil Rights Movement
- ▶ Theme: Beauty, Death, etc.



# ASSIGNME

## Assignment Status

In Progress

Completed

## Classes

YUB Term 2

Individual  
Student and Small  
Group  
Assignments

## CREATE NEW ASSIGNMENT

Browse our [library](#) before choosing a text from the list below.

Select...

NEXT

### EXPLAINER: ANIMALS' ROLE IN HUMAN DIS

6th Grade



You are all caught up on grading.

VIEW ASSIGNMENT DATA

Start Date 06/15/2021

Due Date 06/24/2021

DASHBOARD

# ASSIGN THE COMMONLIT PRE-ASSESSMENT (POST-ASSESSMENT)

Help



VIEW ASSIGNMENT REPORT

Due 06/24/2021

- Browse the Library
- 360 Curriculum ★ New!
- Search Library** ▶
- Favorites
- BROWSE BY**
- Book ▶
- Genre ▶
- Grade Level ▶
- Literary Device ▶
- Text Set ▶
- Theme ▶
- Spanish Texts ▶

*Search by text title, author, topic, keyword, etc.*

SEARCH

# ROLE IN HUMAN DISEASE

*...life, livestock, and pets are the source of ... germs that can sicken people.*

by Amanda Leigh Mascarelli

Nearly 75 percent of new, or emerging, infectious diseases in people were first spread by animals. Indeed, half of all germs known to cause human disease come from other animals. Some sources were birds, bats, and other types of wildlife.

- Q2 ✓ ▶
- Q3 ✓ ▶
- Q4 ✎ ▶

## QUESTION 1 : MULTIPLE CHOICE -

Which statement identifies the central idea of the text?

- A. Diseases that seriously harm animals have little to no effect on humans.
- B. It's safer to avoid all contact with animals than to risk contracting a virus.
- C. Animals help the humans they come in contact with build an immunity to diseases.
- D. Humans can contract dangerous diseases by coming in contact with**

Windows taskbar with icons for Mail, File Explorer, Chrome, Edge, OneDrive, PowerPoint, and system tray (network, volume, ENG, 7:52 AM).



# New Feature - Commonlit 360 Curriculum

## **Comprehensive full-year units for grades 6 - 10 including:**

- ▶ *Reading, writing, discussion, vocabulary, grammar*
- ▶ *Scaffolded lessons*
- ▶ *Supplemental texts*
- ▶ *Optional materials for differentiation*

## **Digital instruction options, including:**

- ▶ *Digitally-assignable lessons*
- ▶ *Tools for grading and giving feedback*
- ▶ *Integrations with Clever and Google Classroom*



# FEATURES OF A COMMONLIT LESSON



Learn how to navigate all the features of a CommonLit lesson and download or assign it to your students.

The screenshot shows a CommonLit lesson page for a text titled "SEVENTH GRADE" by Gary Soto. The page includes navigation options like "LIBRARY", "MY CLASSES", and "Text". Below the text, there are buttons for "ASSIGN TEXT" and "DOWNLOAD PDF". An overlay titled "Four Types of Activities to Measure Student Progress" is positioned over the text, listing:

- Annotation Tool:** Highlighter and note-taking tool that encourages students to read the text closely and recognize important details.
- Guiding Questions (optional):** Quick, embedded checks for understanding to help struggling readers. Students receive immediate feedback. *Only available on digital assignments.*
- Assessment Questions:** Rigorous, standards-aligned multiple-choice and short-answer questions that push students to analyze the text deeply and critically.
- Discussion Questions:** Open-ended, subjective questions to engage students in a lively discussion. *Not yet available on digital assignments.*

Below the overlay, there is a video player showing a play button and a progress bar at 0:28 / 1:58. To the right of the video player, there is a "HELP" button.

ASSIGN THIS TEXT

Help

A vertical navigation bar on the right side of the screen, typical of an Android or iOS interface. It contains several icons: a magnifying glass (search), a home button, a list of apps, a folder icon, the Chrome browser icon, a social media icon, the Microsoft Office icon, the PowerPoint icon, a back arrow, a battery icon, a Wi-Fi icon, a speaker icon, a share icon, the text "ENG", the time "9:42 PM", and a notification icon with the number "6".



# ASSIGNMENT

## Assignment Status

In Progress ?

Completed ?

## Classes

YUB Term 2

- Individual
- Student and Small Group
- Assignments

### Annotation Task: ?

**I** **↶** **↷** **B** **I** **≡** **≡** **≡** **≡** **≡**

As you read, take notes on how scientists prevent viruses from spreading further after an outbreak is identified.

POWERED BY TINY

Enable Guided Reading Mode? ?  NO

Start Date: 06/15/2021

Due Date: 06/24/2021

CANCEL

SAVE CHANGES

[? Help](#)



# ASSIGNMENTS

TAKE A TOUR > YUB Term 2

ADD ASSIGNMENT

## Assignment Status

In Progress

Completed

## Classes

YUB Term 2

- Individual
- Student and Small Group
- Assignments

IN PROGRESS



## EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE

6th Grade

1/4



Start Date 06/15/2021

Due Date 06/24/2021

You are all caught up on grading.

VIEW ASSIGNMENT DATA

DASHBOARD

New! Beta Feature

# ASSIGN THE COMMONLIT PRE-ASSESSMENT (POST-ASSESSMENT NOW ALSO AVAILABLE)

Help

Annotation Task: ?

*I* *x* ↶ ↷ **B** *I* ≡ ≡ ≡ ≡ ≡ ≡ ≡ ≡ ≡ ≡

As you read, take notes on what happens to the plants in space.

POWERED BY TINY

Enable Guided Reading Mode? ?  NO

Assessment Options:

Assign all assessment questions (Recommended)

Assign all assessment questions (Recommended)

Only assign multiple-choice questions

Only assign short-answer question(s)

Do not assign assessment questions

ASSIGN

In this informational text, Amy Hansen discusses scientists' work to grow plants in space, specifically Dr. Mary Musgrave's accomplishments with the task.  
**As you read, take notes on what happens to the plants in space.**

[1] What will astronauts eat when a space voyage **1** takes years or even decades?



READ ALOUD TRANSLATE

ACTIVITIES

- 1
- 2
- 3
- 4

1. PART A: Which statement identifies the central idea of the text?

- A Farming techniques that are used in space can also be applied to plants on Earth.
- B The plants grown in space don't provide the same nutrients as those grown on Earth.
- C Scientists are still struggling to keep plants that are grown in space alive.
- D Growing plants in space presents problems that gardeners don't encounter on Earth.

SAVE & NEXT

Navigation icons: search, home, back, forward, volume, ENG, 10:10 PM, 6



Library → Farming in Space

ASSIGN

Download PDF

Favorite

Share

Student Preview

Add Favorite

# FARMING IN SPACE

by Amy Hansen • 2015

5th Grade

Lexile: 830

Font Size A A A A

In this informational text, Amy Hansen discusses scientists' work to grow plants in space, specifically Dr. Mary Musgrave's accomplishments with the task. **As you read, take notes on what happens to the plants in space.**

[1] What will astronauts eat when



READ ALOUD

TRANSLATE



## ACTIVITIES

Annotation Tool

Guiding Questions

Assessment Questions

Discussion

This text has **Guided Reading Mode**. Should you choose to enable Guided Reading Mode with your students for this assignment, they will be prompted to answer guiding comprehension questions as they read. The text is revealed as students answer questions correctly and multiple attempts are allowed. Guiding questions are not scored.

Click the icon to preview the guiding questions







### HOW ASTRONAUTS GROW PLANTS IN SPACE

3:25

Show this video to students to provide them with additional information about growing food in space. Ask students to discuss how farming in space compares to farming on Earth. What additional benefits would farming in space provide astronauts, other than an abundance of food?



### GROWING FOOD ON MARS | MARS: HOW TO SURVIVE ON MARS

1:33

In this video, scientists discuss what it would look like to grow food on Mars. Ask students to discuss the resources that plants need to grow that aren't readily available in space or on other planets. Why is it important that scientists learn how to grow food



- Back to Assignm...
- Dashboard
- Grading Page
- Assignment Rep...
- Student Annota...
- Student Preview

## STUDENT ASSIGNMENT PREVIEW [Edit Assignment](#)

ASSIGNMENT IN PROGRESS FOR YUB TERM 2  
DUE 2021-06-24

READ ALOUD TRANSLATE



# EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE

*Wildlife, livestock, and pets are the source of most germs that can sicken people.*

by Amanda Leigh Mascarelli • 2013

Font Size A A A A





### ACTIVITIES

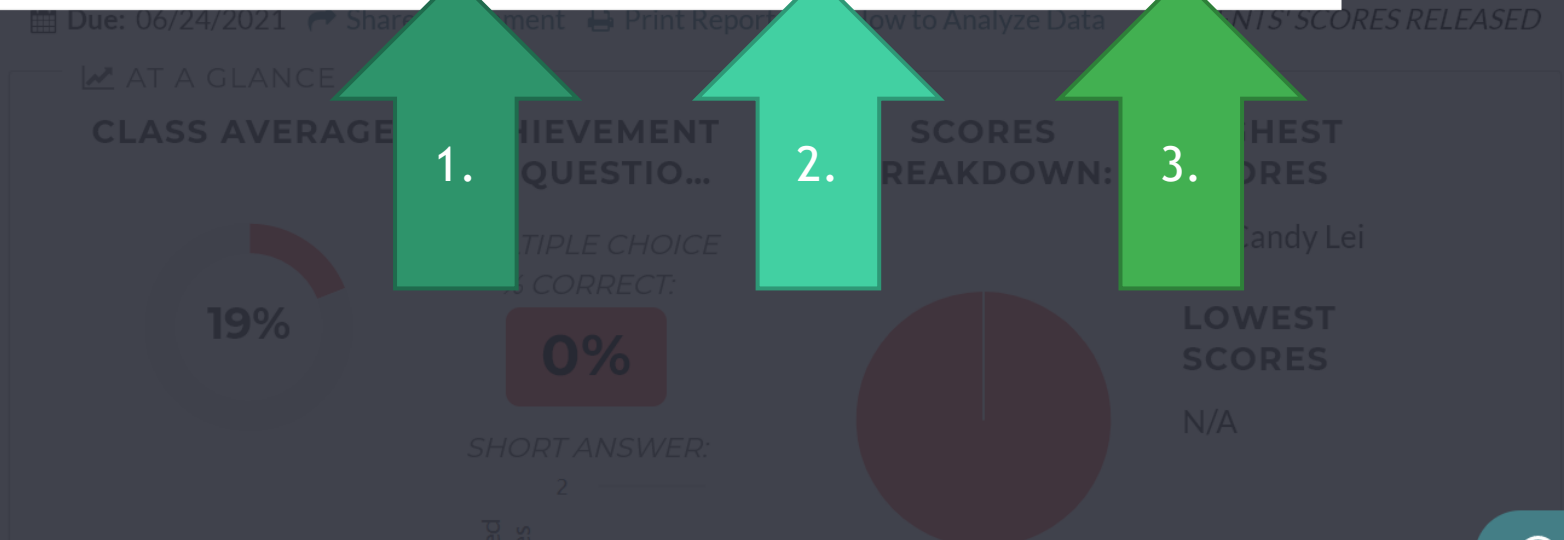
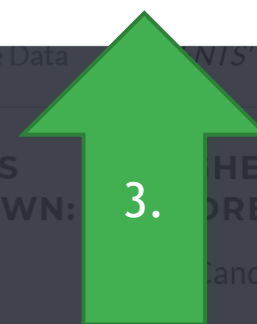
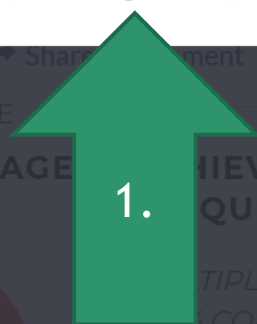
- 1
- 2
- 3
- 4

1. Which statement identifies the central idea of the text?  
 A Diseases that seriously harm animals have little to no effect on humans.



### SHARE ASSIGNMENT

-   
Post Assignment and Scores to Google Classroom
-   
Post Announcement to Google Classroom (click image above)
-   
Copy the link to this assignment
-   
Email the link to this assignment



Assignments → YUB Term 2 → Dashboard

Back to Assignm...

Dashboard

Grading Page

Assignment Rep...

Student Annota...

Student Preview



# ASSIGNMENT DASHBOARD

TAKE A TOUR > YU

## EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE

6th Grade

Start Date: 06/15/2021 Due Date: 06/24/2021



Amanda Leigh Mascarelli discusses how diseases among animals can impact humans.

### INFO

### PROGRESS



You are all caught up on grading.

VIEW ASSIGNMENT DATA

### SUBMITTED

Candy Lei 19%

### NOT YET STARTED

VICTOR CHEN  
Hensy Liu  
Lucas Niu

UNSUBMIT ?

Help



Windows taskbar with icons for search, task view, file explorer, chrome, edge, onedrive, word, and system tray (network, volume, ENG, 7:14 PM, 6 messages)

From a student's point of view...



**COMMONLIT**

## LOG IN

 Log in with Google  Log in with Clever

or

Log in with CommonLit

Email (Educators) or Username (Students)

Password

Keep me logged in

**SUBMIT**

New user? [Sign up](#) [Forgot your password?](#)



## CREATE ACCOUNT

**I AM AN EDUCATOR**

**I AM A PARENT/GUARDIAN**

**I AM A STUDENT**

*CommonLit is 100% free for teachers and students.*



## ENTER CLASS CODE

**SUBMIT**

I don't have a class code.

[Existing User? Log In](#)



# SIGN UP WITH COMMONLIT

*Existing User? Log In*

First Name

Livia

Last Name

Pataki

Grade:

7th

E-mail Address (Optional):

Please enter your email

Password

Please enter your password

Confirm password

Retype password

SET UP YOUR ACCOUNT

## WRITE THIS DOWN

Make sure to write down your CommonLit username and password so that you can log in easily next time

Username: liviapataki5582

GOT IT



COMMONLIT

# COMMONLIT STUDENT VIEW

**COMMONLIT**  
**STUDENTS**  
**VIEW 6.00**

The screenshot displays the CommonLit student dashboard. At the top, there are browser tabs for 'Inbox (16) - liviafataki@gmail.c...', 'TESOL ONTARIO - Google Drive', and 'CommonLit | MY ASSIGNMENTS'. The address bar shows 'commonlit.org/en/students/student\_lessons'. The navigation bar includes 'COMMONLIT' and tabs for 'My Account and Classes', 'My Assignments', 'My Performance', 'Favorites', and 'Library'. The main content area is titled 'MY ASSIGNMENTS' and is divided into two sections: 'ASSIGNMENTS TO DO' and 'GRADING IN PROGRESS'. Under 'ASSIGNMENTS TO DO', there are three assignments: 'THESE TEENS HAVE SOME IDEAS FOR STOPPING CLIMAT...' (due 06/15/2021), 'EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE' (due 06/24/2021), and 'GETTING STARTED ON SAVING THE EVERGLADES' (due 06/28/2021). Under 'GRADING IN PROGRESS', there is one assignment: 'TODAY'S TELEPHONE' (submitted 07/12/2021, 8:15 PM). A 'Start Recording' button is visible in the bottom left corner, and a 'RECORDED WITH SCREENCAST MATIC' watermark is present at the bottom of the screen. The Windows taskbar at the bottom shows the time as 8:17 PM on 7/12/2021.



[My Account and Classes](#)[My Assignments](#)[My Performance](#)[Favorites](#)[Library](#)

# MY ASSIGNMENTS

1

## ASSIGNMENTS TO DO

### YUB TERM 2




**THESE TEENS HAVE SOME IDEAS FOR STOPPING CLIMAT...**

 This assignment was due 06/15/2021.



**TODAY'S TELEPHONE**

 This assignment is due 07/17/2021.

2

## GRADING IN PROGRESS

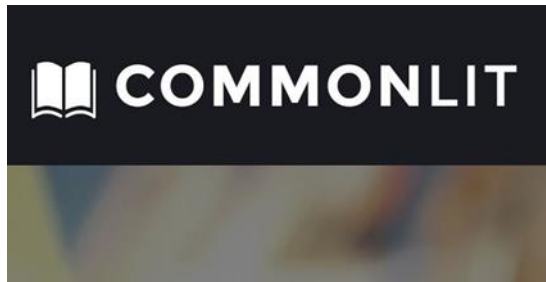
Assignments will be moved to this section once responses have been submitted.

3

## COMPLETED ASSIGNMENTS

Assignments will be moved to this section once all student responses have been submitted and graded.

# INSTRUCTIONS



Alexander Graham Bell (1847-1922) was a scientist, engineer, and inventor who was born in Scotland but became an American citizen in 1882. He invented the telephone in 1876, after years of putting in effort and proving his determination to technology. In his later years, he famously considered his invention a distraction, refusing to keep a telephone in his study.

As you read, take notes on how communication technology has changed over time.

GOT IT

Background information  
about the text & basic  
instructions

A blue thought bubble with a black outline, containing the text "Background information about the text & basic instructions". The bubble is connected to the text above by a vertical line and three smaller circles of decreasing size.



ASSIGNMENT IN PROGRESS FOR YUB TERM 2

DUE JUNE 24, 2021

# EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE

*Wildlife, livestock, and pets are the source of most germs that can sicken people*

by Amanda Leigh Mascarelli • 2013

Font Size



While we may not readily think of our pets or farm animals as being dangerous, animals play a significant role in human disease. In this informational text, Amanda Leigh Mascarelli discusses how humans are impacted by animals infected with a virus or bacteria.

As you read, take notes on how scientists prevent viruses from spreading further after an outbreak is identified.

infections that people pick up from animals as being zoonotic (ZOO-oh-NOT-ik).

The germs and other infectious agents that cause these diseases are known as pathogens

such as viruses or bacteria; others include fungi – teeny-tiny w

In zoonotic diseases, animal

become sickened. When a virus commonly lives inside an animal without harming it, that host is now called a *reservoir*. For instance, birds – especially ducks – have evolved into a natural reservoir for flu viruses.

Pathogens move among hosts continuously, explains Jonathan Epstein. A veterinary epidemiologist, he's a scientist who studies the spread of disease in animals. (He works at EcoHealth Alliance in New York City.) Many pathogens will encounter a human host. If that person's immune system had never yet encountered the microbe, it will have built up no immunity to fight the germ. That lucky pathogen can now survive and spread to others.

Understanding how pathogens spread between species can help scientists not only combat current disease outbreaks, but also prevent or lessen future ones.



"IAEA Trains Veterinary Scientists (05510242)" by IAEA under CC BY-NC-ND 2.0.

Microbes, also known as microorganisms, are too small to be seen by the unaided eye.

1. Target vocabulary-numbered.
2. ON CLICK- a short definition is provided to students
3. The definitions also appear in the glossary/ notes section

### Notes



1. farm animals
2. Microbes, also known as microorganisms, are too small to be seen by the unaided eye.
3. a plant or animal on or in which another organism lives
4. a sudden and uncontrollable muscle movement
5. nearness in space to something

We don't want to show this to students too much!

Can read all or part of the text (Learners with visual impairment can greatly benefit!)

The screenshot shows the top navigation bar with three buttons: 'READ ALOUD' (with a speaker icon), 'TRANSLATE' (with a globe icon), and an edit icon (pencil). Below this is a dark header with the text 'ASSESSMENT QUESTIONS'. Underneath are four numbered tabs: '1' (highlighted in orange), '2', '3', and '4'. The main content area displays a question: '1. Which statement identifies the central idea of the text?' followed by four radio button options: A, B, C, and D. At the bottom of the question area is a 'SAVE & NEXT' button.

## Student accessibility tools

ALL annotations are visible to the teacher

While we may not readily think of our pets or farm animals' role in human disease. In this informational text, Americans impacted by animals infected with a virus or bacteria. As you read, take notes on how scientists prevent viruses identified.

SAVE & NEXT

75%

[1] Nearly 75 percent of new, or emerging, infectious diseases in people were first spread by animals. Indeed, half of all germs known to cause human disease come from other animals. Some sources were birds, bats, and other types of wildlife. Livestock <sup>1</sup> and pet animals have spread many other diseases. Scientists refer to the infections that people pick up from animals as being zoonotic (ZOO-oh-NOT-ik).

Select text to highlight or add annotations.

ASSIGNMENT IN PROGRESS FOR YUB TERM 2

DUE JUNE 24, 2021

# EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE

*Wildlife, livestock, and pets are the source of most germs that can sicken people.*

by Amanda Leigh Mascarelli • 2013

Font Size A A A A

While we may not readily think of our pets or farm animals as being dangerous, animals play a significant role in human disease. In this informational text, Amanda Leigh Mascarelli discusses how humans are impacted by animals infected with a virus or bacteria. As you read, take notes on how scientists prevent viruses from spreading further after an outbreak is identified.

- (1) Nearly 75 percent of new, or emerging, infectious diseases in people were first spread by animals. Indeed, half of all germs known to cause human disease come from other animals. Some sources were birds, bats, and other types of wildlife. Livestock <sup>1</sup> and pet animals have spread many other diseases. Scientists refer to the infections that people pick up from animals as being zoonotic (ZOO-oh-NOT-ik).



"IAEA Trains Veterinary Scientists (05510242)" by IAEA Imagebank is licensed under CC BY-NC-ND 2.0.

The germs and other infectious agents that cause these diseases are known as pathogens. Most are microbes <sup>2</sup> such as viruses or bacteria; others include fungi — even teeny-tiny worms and ticks.

In zoonotic diseases, animals serve as a pathogen's *host*. <sup>3</sup> Over time, some long-term hosts no longer become sickened. When a virus commonly lives inside an animal without harming it, that host is now called a *reservoir*. For instance, birds — especially ducks — have evolved into a natural reservoir for flu viruses.

← READ ALOUD TRANSLATE ↵

## ASSESSMENT QUESTIONS

1 2 3 4

4. How does the author's discussion of the shared virus between the pigs and the bats help us understand animals' role in human disease?

B I U ↺

Usual editing toolbar is available for students.

Most questions are multiple choice (set by default) but teacher can manually enter short-answer questions. This is the student-view for short-answer questions.



# GUIDED READING MODE:


- breaks up the text into small chunks with a question students answer after each section.
- Once students answer correctly, they can see the rest of the text.

**COMMONLIT**

had been at war for more than three years and several hundred thousand Americans had already died. Thousands of Union soldiers died at the Battle of Gettysburg alone, which took place just a few months before Lincoln delivered this Gettysburg Address. **As you read, take notes on how Lincoln's use of diction contributes to the purpose of the speech.**

[1] Four score **1** and seven years ago **2** our fathers brought forth on this continent, a new nation, **conceived** **3** in Liberty, and dedicated to the proposition **4** that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.



"Lincoln Memorial at Night" by Anthony Citrano is licensed under CC BY-NC-ND 2.0.

he compares life and death using dramatic diction.

**GUIDING QUESTIONS**

Question 1 of 2

Lincoln claims that the Civil War...

- (A) brought forth a new nation on the continent.
- (B) has tested whether or not a nation dedicated to liberty and freedom can endure.
- (C) can only endure while soldiers are willing to give up their lives.
- (D) has been the proper way to decide whether or not all men are created equal.

The Gettysburg Address by President Abraham Lincoln is in the public domain.

# EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE

*Wildlife, livestock, and pets are the source of most germs that can sicken people.*

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Font Size A A A A

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Indeed, half of all germs known to cause human disease come from other animals. Some sources were birds, bats, and other types of wildlife.

Livestock <sup>1</sup> and pet animals have spread many other diseases. Scientists refer to the infections that people pick up from animals as being zoonotic (ZOO-oh-NOT-ik).

The germs and other infectious agents that cause these diseases are known as pathogens. Most are microbes <sup>2</sup> such as viruses or bacteria; others include fungi — even teeny-tiny worms and ticks.

In zoonotic diseases, animals serve as a pathogen's *host*. <sup>3</sup> Over time, some long-term hosts no longer become sickened. When a virus commonly lives inside an animal without harming it, that host is now called a *reservoir*. For instance, birds — especially ducks — have evolved into a natural reservoir for flu viruses.

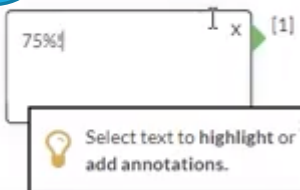


"IAEA Trains Veterinary Scientists (05510242)" by IAEA Imagebank is licensed under CC BY-NC-ND 2.0.

Learners select the text 1<sup>st</sup> & then can use highlighter (different colours)



Can add text annotations



READ ALOUD

TRANSLATE

## ASSESSMENT QUESTIONS

1 2 3 4

4. How does the author's discussion of the shared virus between the pigs and the bats help us understand animals' role in human disease?



Annotations:

1. Supports learners' comprehension skills
2. Can take notes/ annotate longer academic texts
3. Active reading- taking notes
4. Note-taking is not on paper any more
5. GREAT TOOL!

# MY PERFORMANCE

Students can see their grades and their own performance

Student Test3's Classes

- All Classes
- Period 3 ELA
- Individual Student and Small Group Assignments

## ALL CLASSES: SUBMITTED ASSIGNMENTS

TEACHER	ASSIGNMENT	DUE DATE	SUBMITTED	OVERALL SCORE	MULTIPLE CHOICE % CORRECT	SHORT ANSWER AVERAGE (0-4)
Average:				75.00%	66.67%	4.0
Accounts	The Gettysburg Address	09/13/2019	07/15/2019 at 5:25 pm	Not yet graded		
Accounts	I Wandered Lonely as a Cloud	03/05/2019	03/04/2019 at 1:06 pm	75.0%	66.67%	4.0 VIEW RESPONSE(S)

## ALL CLASSES: INCOMPLETE ASSIGNMENTS

TEACHER	ASSIGNMENT	DUE DATE	ACTIONS
Accounts	Fish Cheeks	09/13/2019	BEGIN ASSIGNMENT
Accounts	The Landlady	09/06/2019	BEGIN ASSIGNMENT



# TEACHER'S CAN ALSO VIEW STUDENTS' ANNOTATIONS

**COMMONLIT**

LIBRARY ▾ MY CLASSES ▾

Assignments Student Performance Manage Classes

**THE STOLEN PARTY**  
Liliana Heker 7th Grade 650L  
1/7 [Pencil] [Short Answer] [1] [Bar Chart] [Share]  
You have 1 short answer response to grade.  
GO TO GRADING [DASHBOARD]

**FISH CHEEKS**  
Amy T... 6th Grade 910L  
1/7 [Pencil] [Short Answer] [1] [Bar Chart] [Share]  
View student annotations  
You have 1 short answer response to grade.  
GO TO GRADING [DASHBOARD]

**ALL SAINTS' DAY AT NIGHT**  
Linda Rae Apolzon 3rd Grade 560L  
0/7 [Pencil] [Short Answer] [Bar Chart] [Share]  
No students have submitted yet.  
Start Date 12/11/2019  
Due Date 12/13/2019



READ ALOUD

TRANSLATE



## ASSESSMENT QUESTIONS

1 2 3 4

You have answered all questions!

SUBMIT YOUR ASSIGNMENT

GO BACK



## ARE YOU SURE YOU ARE READY TO SUBMIT?



You have answered all questions!

Are you sure you want to submit your answers? You will NOT be able to go back and revise your answers after you submit this assignment.

BACK

SUBMIT YOUR ASSIGNMENT

# Grading & assignment data



**COMMONLIT**

Assignments → YUB Term 2 → Dashboard → Grading

- Back to Assignm...
- Dashboard
- Grading Page**
- Assignment Rep...
- Student Annota...
- Student Preview

# GRADING [TAKE A TOUR](#) > YUB Term 2

[VIEW ASSIGNMENT REPORT](#)

Due 06/24/2021

## EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE

*Wildlife, livestock, and pets are the source of most germs that can sicken people.*

by Amanda Leigh Mascarelli

Nearly 75 percent of new, or emerging, infectious diseases in people were first spread by animals. Indeed, half of all germs known to cause human disease come from other animals. Some sources were birds, bats, and other types of wildlife.

- Q1
- Q2
- Q3
- Q4**

### QUESTION 4 : SHORT ANSWER

How does the author's discussion of the shared virus between the pigs and the bats help us understand animals' role in human disease?

**EXEMPLARY RESPONSE:** Answers will vary; students should discuss how the example helps readers understand how humans are exposed to animal viruses. In the text, the author explains how the virus moved from bats to pigs and, eventually, to humans. The author emphasizes how serious these viruses contracted from animals can be, stating, "farm workers also

[Help](#)

Answer Key  
Parent Guide

Library → Getting Started on Saving the Everglades → Answer Key

# ANSWER KEY > Getting Started on Saving the Everglades

by Meg Chorliane

- 1. PART A: Which sentence describes the main idea of the text? RI.2
  - A. The damage to the Everglades has been reversed since it was made a national park.
  - B. Humans helped improve the land in southern Florida by preventing flooding.
  - C. Changes to the weather in southern Florida has damaged the Everglades.
  - D. **Humans upset the balance in the Everglades and need to continue to protect it.**
  
- 2. PART B: Which detail from the text best supports the answer to part A? RI.1
  - A. "South Florida has two seasons — a dry season and a wet season. During the wet season from April to November, rain historically saturated the land." (Paragraph 2)
  - B. "It is the largest wilderness area east of the Mississippi River. It became the first park in the United States created for its biodiversity." (Paragraph 5)
  - C. **"Today, people understand that the changes made to the land nearly 100 years ago are jeopardizing the Everglades' future. Some things cannot be reversed." (Paragraph 6)**

Help

Assignments → YUB Term 2 → Dashboard → Grading Page → Assignment Report

Back to Assignm...

Dashboard

Grading Page

Assignment Rep...

Student Annota...

Student Preview

# ASSIGNMENT REPORT

TAKE A TOUR

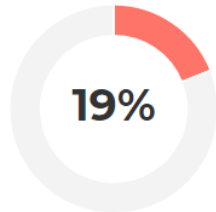
>YUB Term 2

## EXPLAINER: ANIMALS' ROLE IN HUMAN DISEASE

Due: 06/24/2021 Share Assignment Print Report How to Analyze Data STUDENTS' SCORES RELEASED

### AT A GLANCE

CLASS AVERAGE:



ACHIEVEMENT BY QUESTIO...

MULTIPLE CHOICE  
% CORRECT:



SHORT ANSWER:

2

2

SCORES BREAKDOWN:



HIGHEST SCORES

Candy Lei

LOWEST SCORES

N/A

Assignment Status

In Progress

Completed

Classes

YUB Term 2

Individual  
Student and Small  
Group  
Assignments

## RELEASE SCORES



Do you want to release scores for "Explainer: Animals' Role in Human Disease"?

Students whose assignments have already been graded will receive their results and feedback immediately.

Students who submit an assignment after you release scores will see their results and feedback as soon as you finish grading.

CANCEL

RELEASE SCORES

Release scores and feedback to students.

RELEASE SCORES

DASHBOARD

GETTING STARTED ON SAVING THE EVERGI

4th Grade

Help



# STUDENT PERFORMANCE > All Classes

PRINT REPORT

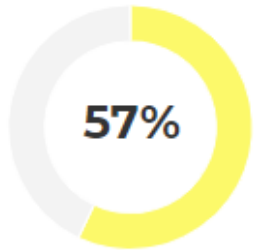
## Class Performance

All Classes

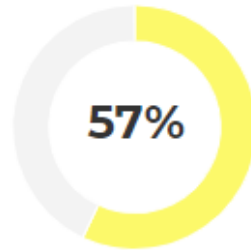
Destination York

### ASSIGNMENT AVERAGES

ALL CLASSES



DESTINATION YORK



### LITERARY VS INFORMATIONAL

LITERARY AVERAGE



INFORMATIONAL AVERAGE

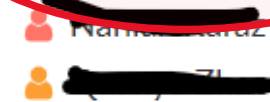


### HIGHLIGHTS

HIGHEST PERFORMERS




NEED IMPROVEMENT



## ASSIGNMENT BREAKDOWN: ALL CLASSES

How are my classes doing on different CommonLit assignments?

[DOWNLOAD TO CSV](#)

GRADE	ASSIGNMENT	AVERAGE 	DESTINATION YORK
9th	'Chasing Memories' In Their Refugee Camp 40 Years After Fleeing Vietnam	86.3%	86.3%
10th	China's Cultural Revolution	74.7%	74.7%
3rd	Excerpt from "Inuit"	65.0%	65.0%
9th	Excerpts from "The Perils of Obedience"	37.5%	37.5%
7th	Klondike Gold Rush	51.0%	51.0%
11th	On Various Kinds of Thinking	40.5%	40.5%
9th	Quiet Town	35.8%	35.8%
8th	Stephen Hawking	62.5%	62.5%
9th	The Gospel of Doubt	65.7%	65.7%
10th	The Persian Wars	51.2%	51.2%



# STUDENT PERFORMANCE > Destination York

PRINT REPORT

PRINT ALL STUDENTS' REPORTS

## Class Performance

All Classes

Destination York

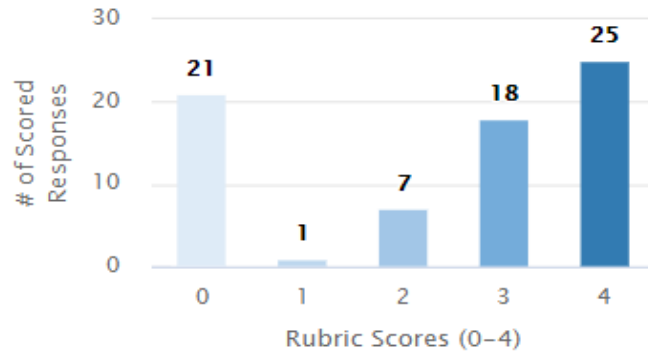
### AT A GLANCE

#### CLASS ASSIGNMENT AVERAGE

57%

#### ACHIEVEMENT BY QUESTION TYPE

##### SHORT ANSWER

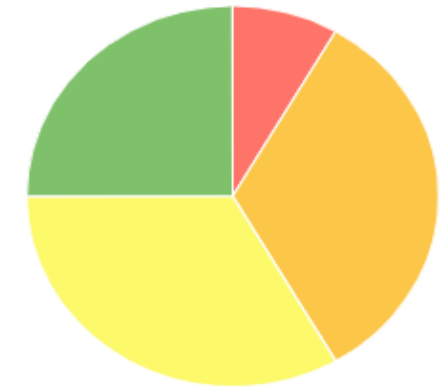


##### MULTIPLE CHOICE % CORRECT

58%

#### PERFORMANCE SNAPSHOT

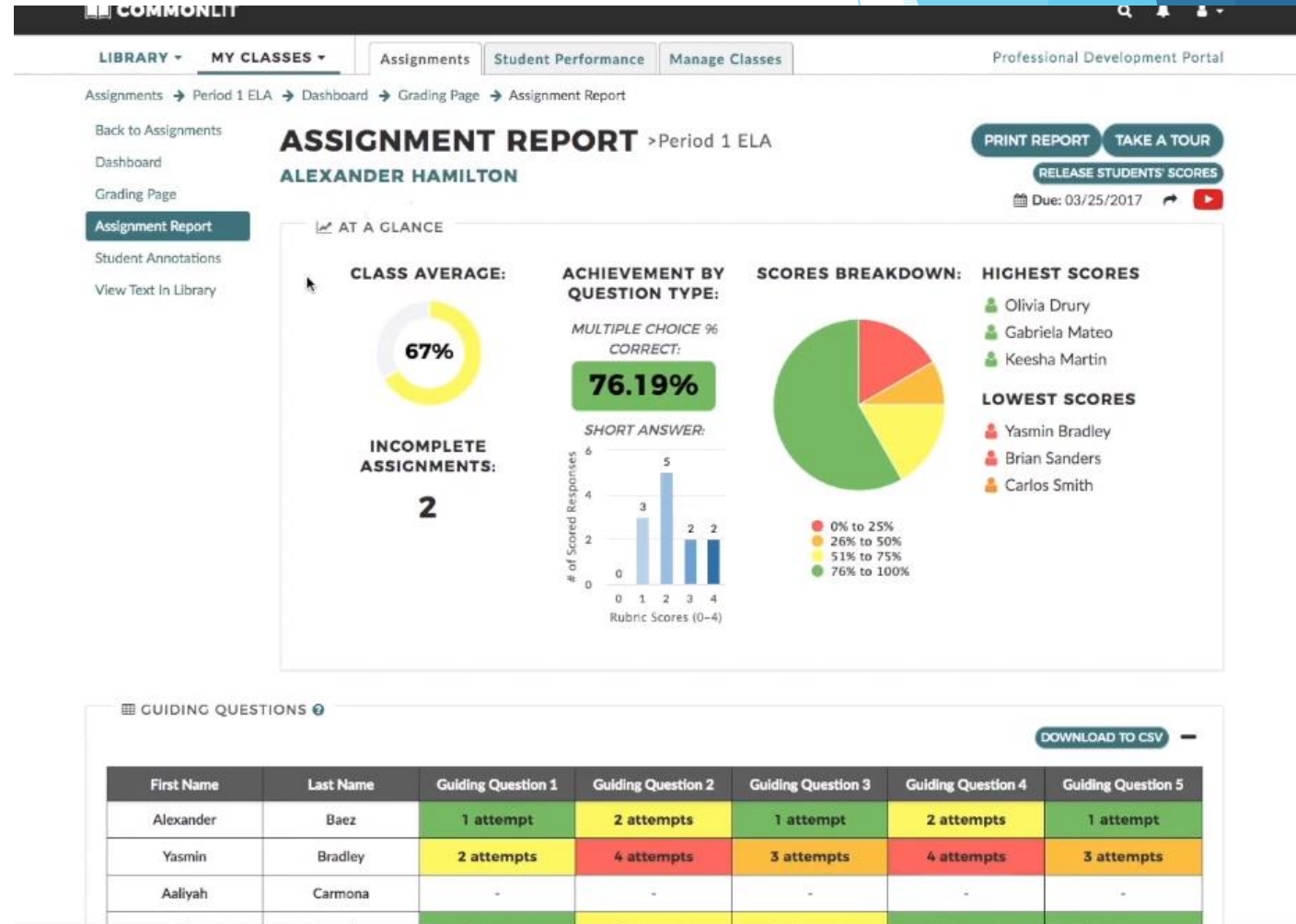
How are my students in Destination York doing overall?



● 0% to 25%     ● 26% to 50%  
● 51% to 75%     ● 76% to 100%

STUDENT NAME	COMPLETED	INCOMPLETE	AVERAGE	Excerpt from "Inuit"	Klondike Gold Rush	'Chasing Memories' In Their Refugee Camp 40 Years After Fleeing Vietnam
Amirhossein Aghahassani	1	9	90.0%	-	-	-
Almond Cui	7	3	44.8%	50.0%	-	-
Linjia Fang	6	4	73.5%	-	-	-
Xiaowei Han	10	0	58.8%	100.0%	66.7%	95.0%
matin Heidari	4	6	60.2%	-	-	-
Jintao WU John 1	3	7	47.8%	-	-	-
matin nasab	0	10	N/A	-	-	-
jackson ou	7	3	76.7%	-	-	68.8%
Nahian Rafaz	4	6	14.1%	-	-	-
Holden wang	10	0	70.3%	62.5%	86.4%	95.0%
Jiatong Wang	4	6	46.9%	50.0%	-	-
Quanyu Zhao	8	2	27.3%	62.5%	0.0%	-
Bruce Zhou	2	8	80.0%	-	-	-

# Analyzing Data on CommonLit



# Additional resources on CommonLit

- ▶ Shared presentation will have the video demos included.
- ▶ Other resources & videos to be used:
- ▶ How To Manage Students on CommonLit and Student Video
  - ▶ CommonLit Manage Students - YouTube
  - ▶ Student Video - Getting Started on CommonLit shows your students how to use various features: Student Video - getting Started on CommonLit:
- ▶ Learn how to use CommonLit's annotation tool for students to highlights and take notes digitally- CommonLit's Annotation Tool - YouTube
- ▶ Learn how to analyze data on CommonLit Assignment Report to help plan your instructional next steps. (3:19)  
<https://www.youtube.com/watch?v=u3SAniKEmcw&t=2s>

POLL 3.