**A myriad of maladies.**Fatherless children are at a dramatically greater risk of drug and alcohol abuse, mental illness, suicide, poor educational performance, teen pregnancy, and criminality.  
**Source:**U.S. Department of Health and Human Services, National Center for Health Statistics, ***Survey on Child Health***, Washington, DC, 1993.

**Deadly predictions.** A family structure index -- a composite index based on the annual rate of children involved in divorce and the percentage of families with children present that are female-headed -- is a strong predictor of suicide among young adult and adolescent white males.  
**Source:** Patricia L. McCall and Kenneth C. Land, "Trends in White Male Adolescent, Young-Adult and Elderly Suicide: Are There Common Underlying Structural Factors?" Social Science Research 23, 1994.

**High risk.**Fatherless children are at dramatically greater risk of suicide.  
**Source:** U.S. Department of Health and Human Services, National Center for Health Statistics, ***Survey on Child Health,***Washington, DC, 1993.

**Suicidal Tendencies.**In a study of 146 adolescent friends of 26 adolescent suicide victims, teens living in single-parent families are not only more likely to commit suicide but also more likely to suffer from psychological disorders, when compared to teens living in intact families.  
**Source:** David A. Brent, et al. "Post-traumatic Stress Disorder in Peers of Adolescent Suicide Victims: Predisposing Factors and Phenomenology." Journal of the American Academy of Child and Adolescent Psychiatry 34, 1995.

**Confused identities.** Boys who grow up in father-absent homes are more likely that those in father-present homes to have trouble establishing appropriate sex roles and gender identity.  
**Source:** P.L. Adams, J.R. Milner, and N.A. Schrepf, Fatherless Children, New York, Wiley Press, 1984.

**Psychiatric Problems.** In 1988, a study of preschool children admitted to New Orleans hospitals as psychiatric patients over a 34-month period found that nearly 80 percent came from fatherless homes.  
**Source:** Jack Block, et al. "Parental Functioning and the Home Environment in Families of Divorce," Journal of the American Academy of Child and Adolescent Psychiatry, 27 (1988)

**Emotional distress.** Children living with a never-married mother are more likely to have been treated for emotional problems.  
**Source:**L. Remez, "Children Who Don't Live with Both Parents Face Behavioral Problems," Family Planning Perspectives(January/February 1992).

**Source:** Joan Ditson and Sharon Shay, "A Study of Child Abuse in Lansing, Michigan," Child Abuse and Neglect, 8 (1984).

**Uncooperative kids.** Children reared by a divorced or never-married mother are less cooperative and score lower on tests of intelligence than children reared in intact families. Statistical analysis of the behavior and intelligence of these children revealed "significant detrimental effects" of living in a female-headed household. Growing up in a female-headed household remained a statistical predictor of behavior problems even after adjusting for differences in family income.  
**Source:**Greg L. Duncan, Jeanne Brooks-Gunn and Pamela Kato Klebanov, "Economic Deprivation and Early Childhood Development," Child Development65 (1994).

**Fatherly influence.**Children with fathers at home tend to do better in school, are less prone to depression and are more successful in relationships. Children from one-parent families achieve less and get into trouble more than children from two parent families.  
**Source:**One Parent Families and Their Children: The School's Most Significant Minority, conducted by The Consortium for the Study of School Needs of Children from One Parent Families, co sponsored by the National Association of Elementary School Principals and the Institute for Development of Educational Activities, a division of the Charles F. Kettering Foundation, Arlington, VA., 1980

**Hungry for love.**"Father hunger" often afflicts boys age one and two whose fathers are suddenly and permanently absent. Sleep disturbances, such as trouble falling asleep, nightmares, and night terrors frequently begin within one to three months after the father leaves home.  
**Source:** Alfred A. Messer, "Boys Father Hunger: The Missing Father Syndrome," Medical Aspects of Human Sexuality,January 1989.

**Fatherless aggression:** In a longitudinal study of 1,197 fourth-grade students, researchers observed "greater levels of aggression in boys from mother-only households than from boys in mother-father households."  
**Source:** N. Vaden-Kierman, N. Ialongo, J. Pearson, and S. Kellam, "Household Family Structure and Children's Aggressive Behavior: A Longitudinal Study of Urban Elementary School Children," Journal of Abnormal Child Psychology 23, no. 5 (1995).

**Act now, pay later:** "Children from mother-only families have less of an ability to delay gratification and poorer impulse control (that is, control over anger and sexual gratification.) These children also have a weaker sense of conscience or sense of right and wrong."  
**Source:** E.M. Hetherington and B. Martin, "Family Interaction" in H.C. Quay and J.S. Werry (eds.), Psychopathological Disorders of Childhood. (New York: John Wiley & Sons, 1979)

**Expelled:** Nationally, 15.3 percent of children living with a never-married mother and 10.7 percent of children living with a divorced mother have been expelled or suspended from school, compared to only 4.4 percent of children living with both biological parents.  
**Source:** Debra Dawson, "Family Structure...", Journal of Marriage and Family, No. 53. 1991.

**That crowd:** Children without fathers or with stepfathers were less likely to have friends who think it's important to behave properly in school. They also exhibit more problems with behavior and in achieving goals.  
**Source:**Nicholas Zill, C. W. Nord, "Running in Place," Child Trends, Inc. 1994.

**Justified guilt.** A 1990 L.A. Times poll found that 57 percent of all fathers and 55 percent of all mothers feel guilty about not spending enough time with their children.  
**Source:** Lynn Smith and Bob Sipchen, "Two Career Family Dilemma," Los Angeles Times, Aug. 12, 1990.

**Waiting Works:** Only eight percent of those who finished high school, got married before having a child, and waited until age 20 to have that child were living in poverty in 1992.  
**Source:** William Galston, "Beyond the Murphy Brown Debate." Institute for Family Values. Dec. 10, 1999

**Vocabulary Hunt**

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I was reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. As I was reading, I found five words that I don’t know, YET. I used 3 different reading strategies.

­

Word #1 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategy #1 = **Analyze the word’s part of speech**

Circle which part of speech the unknown word is and answer the questions that correspond to that part of speech.

* 1. Verb = What action is it performing? Who/what is performing this action? What is receiving the action of this verb?
  2. Noun = Is it singular or plural? Is it a common or proper noun? Is it concrete or abstract? What words describe this noun from the sentence?
  3. Adjective = What noun is it describing? What another adjectives describe this same noun?
  4. Adverb = Does it end in “-ly”? What action verb is it describing?

Word #2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategy #2 = **Break the word down into parts**

1. Does it have a prefix? What is the prefix? What does that prefix mean?
2. Does it have a suffix? What is the suffix? What does that suffix mean for the word?
3. Does the root word look like a word that I already know? What does the cognate mean?

Word #3 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategy #3 = **Use context clues**

Here is the sentence that the word was in:

Using the word’s environment, my best guess is that the word means\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BECAUSE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| --- | --- | --- | --- |
| **New word**  **(List the five you figured out)** | **3 word definition in my own words** | **Part of speech** | **English 11 vocab word with same part of speech** |
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| --- | --- | --- | --- | --- |
| **Learning Target** | 4.0 | 3.0 | 2.0 | 1.0 |
| Build **vocabulary** by  determining meanings  of unknown words by  using context, word  parts & parts of speech. | **I can** accurately master  unfamiliar words  accurately & incorporate  these words into **my own**  **writing** seamlessly  beyond teacher’s  expectations. | **I can** accurately learn  unfamiliar words  consistently & incorporate these words into **my own**  **writing** plainly and  regularly. | **I can** partially learn  unfamiliar words somewhat  consistently & inconsistently.  I incorporate these words  into **my own writing**. | **I struggle to** personalize  unfamiliar words and/or  incorporate these words into  **my own writing**. **I need**  **teacher help to do this proficiently.** |

What was said? How did the author use details to make the main idea clear? What facts, specifics and details did the author use to prove and/or explain his/her thesis? How are the main ideas and details related?

Draw a chart or graph or picture of how specific details demonstrate the text’s main idea. Draw a visual that demonstrates how the main ideas and details related: Venn diagram, flow chart, web, metaphorical picture.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| **Comprehend** and  explain the **literal**  main ideas & details  & **cite text**  **evidence** | **I can** insightfully  explain author’s  meaning by  citing text evidence  accurately beyond  teacher’s expectations. | **I can** plainly explain  the author’s meaning  by citing text evidence  relatively accurately &  consistently. | **I can** just mention the  author’s meaning by  citing text evidence  somewhat accurately  and somewhat  consistently. | **I struggle to** identify the  author’s meaning by  citing text evidence.  I have some inaccuracies  and/or **need teacher**  **assistance.** |