Story Title: *Maya Lin Architect of Memory*  
Unit: 2  
Pages: 196 – 199

Word Families and Definitions for Steps 1 - 2 - 3

**STEP 1 - Key Words**  
(These definitions are written on the board or chart paper and pre-taught at the start of Step 1.)

(Pg 196) **designed** - to make a detailed plan of the shape or structure of something

(Pg 197) **outlook** - attitude or point of view

(Pg 199) **inscribed** - written, printed, or engraved words or letters on a surface

**STEP 2 - Target Words**  
(These definitions are written on the board or chart paper and pre-taught at the start of Step 2.)

*For designed:*
- **constructed** - built or assembled by putting together separate parts in an ordered way
- **devised** - to have conceived the idea for something and figured out how it will work

*For outlook:*
- **stance** - a way of feeling or thinking
- **perspective** - point of view

*For inscribed:*
- **adorned** - added decoration or ornamentation to something
- **imprinted** - made a pattern, design, or mark by pressing something down on or into something else

**STEP 3 - Target Words**  
(These words are written on the board, but their definitions are NOT TAUGHT in Step 3.)

*For designed:*
- **planned** - worked out in advance how something is to be done or organized
- **fashioned** - to have given shape or form to something

*For outlook:*
- **viewpoint** - a personal perspective from which somebody considers something
- **position** - an official view or opinion

*For inscribed:*
- **etched** - designed by burning lines into something
- **decorated** - made more attractive by adding something beautiful

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**Teacher Questions for Steps 1 - 2 - 3**

**STEP 1 - Questions**  
(When the sentence in story with the key word is reached, stop and ask the following questions.)

(Pg 196) **SENTENCE with Key Word:**
Outside, hundreds of visitors arrived at the site for the opening of the Civil Rights Memorial, which Lin **designed**.

**Questions:**
1. What does the word **designed** mean in this sentence?
2. How does the word **designed** contribute toward the overall meaning of this story so far?

**Definition for Questions 1 - 2:**
**designed** - to make a detailed plan of the shape or structure of something
(Pg 197) **SENTENCE with Key Word:**

That skill first led her toward architecture and now shapes her **outlook** on work.

**Questions:**
1. What does the word **outlook** mean in this sentence?
2. How does the word **outlook** contribute toward the overall meaning of this story so far?

**Definition for Questions 1 - 2:**

**outlook** - attitude or point of view

(Pg 199) **SENTENCE with Key Word:**

**inscribed** on it are the names of 40 freedom fighters and landmark events of the Civil Rights Movement.

**Questions:**
1. What does the word **inscribed** mean in this sentence?
2. How does the word **inscribed** contribute toward the overall meaning of this story so far?

**Definition for Questions 1 - 2:**

**inscribed** - written, printed, or engraved words or letters on a surface

**STEP 2 - Questions** (Students are directed to three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words.)

(Pg 196) **THREE-SENTENCE BLOCK With Key Word: designed:** (For reference- NOT to be re-read)

She stood behind the tinted windows of the Southern Poverty Law Center in Montgomery, Alabama.

Outside, hundreds of visitors arrived at the site for the opening of the Civil Rights Memorial, which Lin **designed**.

"I like standing back quietly," Lin said.

**FIRST TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

She stood behind the tinted windows of the Southern Poverty Law Center in Montgomery, Alabama.

Outside, hundreds of visitors arrived at the site for the opening of the Civil Rights Memorial, which Lin **constructed**.

"I like standing back quietly," Lin said.

**Questions:**
1. What does the word **constructed** mean in this sentence?
2. If the author had chosen **constructed**, how would the word **constructed** contribute toward the overall meaning of this story?
3. Explain whether using the word **constructed** instead of **designed** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3:**

**designed** - to make a detailed plan of the shape or structure of something

**constructed** - built or assembled by putting together separate parts in an ordered way

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

She stood behind the tinted windows of the Southern Poverty Law Center in Montgomery, Alabama.

Outside, hundreds of visitors arrived at the site for the opening of the Civil Rights Memorial, which Lin **devised**.

"I like standing back quietly," Lin said.

**Questions:**
1. What does the word **devised** mean in this sentence?
2. If the author had chosen \textit{devised}, how would the word \textit{devised} contribute toward the overall meaning of this story?
3. Explain whether using the word \textit{devised} instead of \textit{constructed} changes the meaning of the sentence or story.

\textbf{Definitions for Questions 1 - 2 - 3:}
\begin{itemize}
  \item \textit{constructed} - built or assembled by putting together separate parts in an ordered way
  \item \textit{devised} - to have conceived the idea for something and figured out how it will work
\end{itemize}

(Pg 197) \textbf{THREE-SENTENCE BLOCK With Key Word: outlook} (For reference- NOT to be re-read)

\begin{quote}
As Lin grew up in her hometown of Athens, Ohio, one of the subjects she did well in was mathematics.
That skill first led her toward architecture and now shapes her \textit{outlook} on work.
"If you present me with a problem, and if I like it and think I can work with it, I'll do it."
\end{quote}

\textbf{FIRST TARGET WORD SUBSTITUTED and Questions:} (Read by students with substitution)

As Lin grew up in her hometown of Athens, Ohio, one of the subjects she did well in was mathematics.
That skill first led her toward architecture and now shapes her \textit{stance} on work.
"If you present me with a problem, and if I like it and think I can work with it, I'll do it."

\textbf{Questions:}
\begin{enumerate}
  \item What does the word \textit{stance} mean in this sentence?
  \item If the author had chosen \textit{stance}, how would the word \textit{stance} contribute toward the overall meaning of this story?
  \item Explain whether using the word \textit{stance} instead of \textit{outlook} changes the meaning of the sentence or story.
\end{enumerate}

\textbf{Definitions for Questions 1 - 2 - 3:}
\begin{itemize}
  \item \textit{outlook} - attitude or point of view
  \item \textit{stance} - a way of feeling or thinking
\end{itemize}

\textbf{SECOND TARGET WORD SUBSTITUTED and Questions:} (Read by students with substitution)

As Lin grew up in her hometown of Athens, Ohio, one of the subjects she did well in was mathematics.
That skill first led her toward architecture and now shapes her \textit{perspective} on work.
"If you present me with a problem, and if I like it and think I can work with it, I'll do it."

\textbf{Questions:}
\begin{enumerate}
  \item What does the word \textit{perspective} mean in this sentence?
  \item If the author had chosen \textit{perspective}, how would the word \textit{perspective} contribute toward the overall meaning of this story?
  \item Explain whether using the word \textit{perspective} instead of \textit{stance} changes the meaning of the sentence or story.
\end{enumerate}

\textbf{Definitions for Questions 1 - 2 - 3:}
\begin{itemize}
  \item \textit{stance} - a way of feeling or thinking
  \item \textit{perspective} - point of view
\end{itemize}

(Pg 199) \textbf{THREE-SENTENCE BLOCK With Key Word: inscribed} (For reference- NOT to be re-read)

\begin{quote}
Using King's quote as her theme, Lin designed a granite disk that is 12 feet in diameter.
\textit{inscribed} on it are the names of 40 freedom fighters and landmark events of the Civil Rights Movement.
Behind it she designed a black granite wall nearly 9 feet high and 39 feet long, also covered by water.
\end{quote}
FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Using King's quote as her theme, Lin designed a granite disk that is 12 feet in diameter. **adorned** on it are the names of 40 freedom fighters and landmark events of the Civil Rights Movement.

Behind it she designed a black granite wall nearly 9 feet high and 39 feet long, also covered by water.

**Questions:**
1. What does the word **adorned** mean in this sentence?
2. If the author had chosen **adorned**, how would the word **adorned** contribute toward the overall meaning of this story?
3. Explain whether using the word **adorned** instead of **inscribed** changes the meaning of the sentence or story.

*Definitions for Questions 1 - 2 - 3:*
- **inscribed** - written, printed, or engraved words or letters on a surface
- **adorned** - added decoration or ornamentation to something

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Using King's quote as her theme, Lin designed a granite disk that is 12 feet in diameter. **imprinted** on it are the names of 40 freedom fighters and landmark events of the Civil Rights Movement.

Behind it she designed a black granite wall nearly 9 feet high and 39 feet long, also covered by water.

**Questions:**
1. What does the word **imprinted** mean in this sentence?
2. If the author had chosen **imprinted**, how does the word **imprinted** contribute toward the overall meaning of this story?
3. Explain whether using the word **imprinted** instead of **adorned** changes the meaning of the sentence or story.

*Definitions for Questions 1 - 2 - 3:*
- **adorned** - added decoration or ornamentation to something
- **imprinted** - made a pattern, design, or mark by pressing something down on or into something else

STEP 3 - Questions (Students are directed to the three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words. REMINDER- DEFINITIONS FOR THESE WORDS ARE NOT TAUGHT.)

(Pg 196) **THREE-SENTENCE BLOCK With Key Word: designed** (For reference - NOT to be re-read)

*She stood behind the tinted windows of the Southern Poverty Law Center in Montgomery, Alabama.*

*Outside, hundreds of visitors arrived at the site for the opening of the Civil Rights Memorial, which Lin **designed**.*

"I like standing back quietly," Lin said.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

She stood behind the tinted windows of the Southern Poverty Law Center in Montgomery, Alabama.

Outside, hundreds of visitors arrived at the site for the opening of the Civil Rights Memorial, which Lin **planned**.

"I like standing back quietly," Lin said.

**Questions:**
1. What does the word **planned** mean in this sentence?
2. If the author had chosen **planned**, how would the word **planned** contribute toward the overall meaning of this story?

3. Explain whether using the word **planned** instead of **devised** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
- **devised** - to have conceived the idea for something and figured out how it will work
- **planned** - worked out in advance how something is to be done or organized

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

She stood behind the tinted windows of the Southern Poverty Law Center in Montgomery, Alabama. Outside, hundreds of visitors arrived at the site for the opening of the Civil Rights Memorial, which Lin **fashioned**.
"I like standing back quietly," Lin said.

**Questions:**
1. What does the word **fashioned** mean in this sentence?
2. If the author had chosen **fashioned**, how would the word **fashioned** contribute toward the overall meaning of this story?
3. Explain whether using the word **fashioned** instead of **planned** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
- **planned** - worked out in advance how something is to be done or organized
- **fashioned** - to have given shape or form to something

(Pg 197) **THREE-SENTENCE BLOCK With Key Word: common-sense** (For reference- NOT to be re-read)

As Lin grew up in her hometown of Athens, Ohio, one of the subjects she did well in was mathematics.
That skill first led her toward architecture and now shapes her **viewpoint** on work.
"If you present me with a problem, and if I like it and think I can work with it, I'll do it."

**FIRST TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

As Lin grew up in her hometown of Athens, Ohio, one of the subjects she did well in was mathematics.
That skill first led her toward architecture and now shapes her **viewpoint** on work.
"If you present me with a problem, and if I like it and think I can work with it, I'll do it."

**Questions:**
1. What does the word **viewpoint** mean in this sentence?
2. If the author had chosen **viewpoint**, how would the word **viewpoint** contribute toward the overall meaning of this story?
3. Explain whether using the word **viewpoint** instead of **perspective** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
- **perspective** - point of view
- **viewpoint** - a personal perspective from which somebody considers something

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

As Lin grew up in her hometown of Athens, Ohio, one of the subjects she did well in was mathematics.
That skill first led her toward architecture and now shapes her **position** on work.
"If you present me with a problem, and if I like it and think I can work with it, I'll do it."
Questions:
1. What does the word position mean in this sentence?
2. If the author had chosen position, how would the word position contribute toward the overall meaning of this story?
3. Explain whether using the word position instead of viewpoint changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)

position - an official view or opinion

viewpoint - a personal perspective from which somebody considers something

(Pg 199) THREE-SENTENCE BLOCK With Key Word: inscribed (For reference - NOT to be re-read)

Using King’s quote as her theme, Lin designed a granite disk that is 12 feet in diameter. inscribed on it are the names of 40 freedom fighters and landmark events of the Civil Rights Movement.

Behind it she designed a black granite wall nearly 9 feet high and 39 feet long, also covered by water.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Using King’s quote as her theme, Lin designed a granite disk that is 12 feet in diameter. etched on it are the names of 40 freedom fighters and landmark events of the Civil Rights Movement.

Behind it she designed a black granite wall nearly 9 feet high and 39 feet long, also covered by water.

Questions:
1. What does the word etched mean in this sentence?
2. If the author had chosen etched, how would the word etched contribute toward the overall meaning of this story?
3. Explain whether using the word etched instead of imprinted changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)

imprinted - made a pattern, design, or mark by pressing something down on or into something else

etched - designed by burning lines into something

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Using King’s quote as her theme, Lin designed a granite disk that is 12 feet in diameter. decorated on it are the names of 40 freedom fighters and landmark events of the Civil Rights Movement.

Behind it she designed a black granite wall nearly 9 feet high and 39 feet long, also covered by water.

Questions:
1. What does the word decorated mean in this sentence?
2. If the author had chosen decorated, how would the word decorated contribute toward the overall meaning of this story?
3. Explain whether using the word decorated instead of etched changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)

etched - designed by burning lines into something

decorated - made more attractive by adding something beautiful

Step 4 - Expansion Task Using Key and Target Words (All Key and Target Words are written on board, but in a “random” arrangement (i.e., words are NOT grouped by meaning)
Variation 1: Students are asked to select a word on the board and then use the word in a sentence that involves something they have either done or experienced. Students present their sentence orally to the class.

Variation 2: The teacher points to different words on the board and has one or more students use the word in a sentence that involves something they have done or experienced. Students present their sentence orally to the class.

General Implementation Notes

1. Before starting a lesson, mark the key words (and three-sentence blocks) in the teacher edition using Post-It™ notes. (Optional: Have students use Post-It™ notes to mark these pages in their text books as well.)

2. To help focus your instruction and pacing, feel free to mark or highlight any portions of this teacher guide as needed before starting the lesson.

3. Write the three key words and definitions on the board or chart paper before starting the lesson.

4. Step 1 should occur the first time the story is read aloud by students. Write the key words and definitions on the board or chart paper before starting Step 1. Suggestion: Have different students read the story on a paragraph-by-paragraph basis. Interrupt the reading process when the sentence with the key word is read. Then ask the two questions for each key word before continuing. Continue reading until the entire story has been read. (Other approaches to Shared Reading may be employed to accomplish this same purpose.)

5. For Step 2, after the entire story has been read, add the target words and definitions on the chart paper next to the key words previously taught. After students read a three-sentence block and substitute a target word, ask the three scripted questions. Note: For the third question in Step 2, the substituted word is always compared to the preceding target word that was used.

6. For Step 3, erase all the words on the board--or cover the chart paper--and write each pair of new target words on the board or chart paper; however…

   DO NOT WRITE OR TEACH DEFINITIONS IN STEP 3. Follow the script for Step 3.

7. Correcting student errors: In Steps 1 and 2 refer students to the definitions and re-ask the question(s). For Step 3, refer students only to the sentence or story context. Do NOT provide students with definitions.

8. For cumulative review: Place sample words from the semantic family on the board, and have students use the words in a sentence, following either Variation 1 or 2.