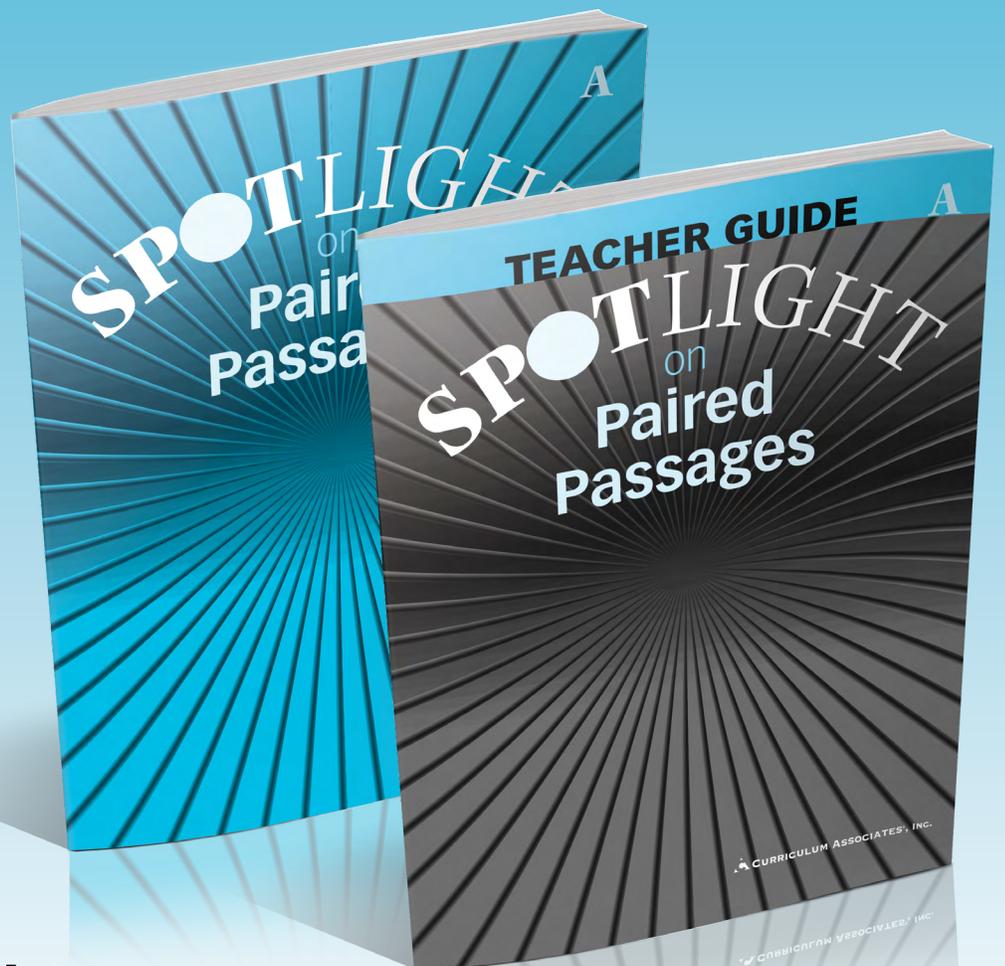


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SPOTLIGHT

Student Book and Teacher Guide:
Lesson Sample
Paired Passages



Curriculum Associates®

A

SPOTLIGHT

on

Paired Passages

To the Student

In this book, you will read passages. You will answer questions. Each lesson has two passages. They are paired. This means that the passages are alike. They tell about the same thing. You will answer questions about each passage, Then you will answer questions about both passages together.

You will answer four different kinds of questions. The first kind asks you to choose an answer. The second kind asks you to fill in the answer. The third kind asks you to write a short answer. The fourth kind asks you to write a long answer.

Reading and answering the questions will help you understand what you read. You will become a better reader. You will enjoy what you read even more.

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Lesson 4

In this lesson, you will read paired passages. You will answer questions about each passage. Then you will answer questions about both passages together.

Read this story about a boy who plays soccer. Then answer the questions about the story.

Teamwork

1 My name is Luke. I like to play soccer. I play on a team called the Bobcats. Our teacher is named Coach Martha. She is the mother of Molly, one of our players.

2 We don't keep score when we play. But I think we are a good team. Coach Martha says we should pass the ball more. She says that we need to think about teamwork. Teamwork is when we work together to kick the ball into the net.



My Notes

3 This means that one person should not try to kick the ball into the net from far away. Instead, he or she should pass the ball to someone near the net. Then that player should try to kick the ball in. Teamwork is hard. But we are getting better.

4 Wednesday at practice, I did pretty well. When I got the ball, I did not kick it at the net from far away. I kicked it to someone near the net. We had a good time. I could not wait for the real game on Saturday!

5 On Saturday, the game started. Coach Martha put me in the game. A boy from the other team—the Tigers—kicked the ball. I got the ball from him. I ran down the field. I kicked the ball between my feet as fast as I could. I raced to the net. Molly stood in front of the net. I kicked the ball to Molly. She kicked the ball into the net. Our team scored!



6 “What a pass!” said Coach Martha.

7 I felt happy because I helped our team score a point. Now I believe in teamwork, too.

1. Which are the exact words that someone says in the story?

- Ⓐ But I think we are a good team.
- Ⓑ "What a pass!" said Coach Martha.
- Ⓒ We had a good time.

3. What is *teamwork*?

- Ⓐ Teamwork is when players work together.
- Ⓑ Teamwork is when one person kicks the ball into the goal from far away.
- Ⓒ Teamwork is when someone stops a player from kicking a goal.

2. Which happens first?

- Ⓐ On Saturday, the game starts.
- Ⓑ The players practice on Wednesday.
- Ⓒ Coach Martha says the players should think about teamwork.

4. How is Luke different at the end of this story?

- Ⓐ He believes in teamwork.
- Ⓑ He does not like soccer.
- Ⓒ He wants to practice more.

5. Finish the chart. Show what each person does.

Luke	Coach Martha	Molly
Plays soccer for Bobcats. Kicks the ball to _____.	Says players should use _____.	Gets ball from Luke and scores a _____.

6. Write about a time you used teamwork.

Read this story about a girl who wants to ice skate.
Then answer the questions about the story.

My Notes

It Is Fun to Fall!



- 1 Tia wanted to learn to ice skate, but she was afraid that she would fall and hurt herself.
- 2 Tia went out on the ice for the first time. She hugged the wall around the edge of the ice. She did not want to let go. She was afraid her skates would move out from under her. She was afraid that she would fall.

3 Other children were afraid to fall, too. So the teacher, Mr. Valdez, said, “If you are afraid to fall, we will practice how to fall. We will learn to fall so that we do not get hurt.” Then he showed the skaters how to fall and roll so that it did not hurt.

4 It was fun. Tia fell again and again and again. She laughed and fell, laughed and fell, laughed and fell. Who knew it was so much fun to fall?

5 After the skaters all learned to fall, Mr. Valdez said, “Now we will learn to skate. Since you know how to fall, you do not have to worry about that. It is fun to fall. You will not get hurt.”

6 Mr. Valdez was right. Tia was not afraid to be on the ice. She let go of the wall and skated to the middle of the ice. She fell down, but she did not care. She laughed and stood back up. It was fun to fall. Tia was sure it would be fun to skate, too. Tia was now brave enough to try to skate.



7. Where does this story take place?

- Ⓐ on ice
- Ⓑ in a tree
- Ⓒ in a house

9. Who is this story mostly about?

- Ⓐ Tia
- Ⓑ Mr. Valdez
- Ⓒ ice skaters

8. Who said, "If you are afraid to fall, we will practice how to fall"?

- Ⓐ Tia
- Ⓑ Mr. Valdez
- Ⓒ a boy

10. What happens after Tia learns to fall?

- Ⓐ She is no longer afraid.
- Ⓑ She is afraid to skate.
- Ⓒ She is afraid to fall.

11. Complete the chart to show the order in which things happened.

Tia was afraid she would fall.



Mr. Valdez showed her how to _____.



Tia thought falling was _____.



Tia was no longer afraid to be on the ice.

**12. Do you think Tia will like ice skating? Why or why not?
Use details from the article.**

Now answer questions about both passages.
Use "Teamwork" (pages 48–49) and "It Is Fun to Fall!"
(pages 52–53) to answer questions 13–19.

13. What do Luke and Tia both do?

- Ⓐ They both try something new.
- Ⓑ They both learn to fall.
- Ⓒ They both learn about teamwork.

15. How do Luke and Tia feel by the end of each story?

- Ⓐ They both are tired.
- Ⓑ They both are happy.
- Ⓒ They both are sad.

14. Both of the stories are about

- Ⓐ ice skating.
- Ⓑ sports.
- Ⓒ soccer.

16. The stories happen in different places. Where do the stories take place?

- Ⓐ on a soccer field and on ice
- Ⓑ in the woods and on the dirt
- Ⓒ on grass and on gravel

17. Look at the chart. Write words from the stories that tell about each sport.

Soccer	Ice Skating
players _____ a ball	skaters a teacher _____

**18. Each passage tells about a sport.
Which sport sounds like the most fun to you?
Why? Use details from the stories.**

19. Think about “Teamwork” and “It Is Fun to Fall!”

In each story, there was a coach or teacher who helped a child. Tell how the coach and the teacher helped the child.

In your answer, write about

- **how Coach Martha helped Luke**
- **how Mr. Valdez helped Tia**

You may plan your writing here if you want. But do not write your answer here. Write your answer on page 59.

TEACHER GUIDE

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SPOTLIGHT
on
**Paired
Passages**

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For the Teacher

What is the **SPOTLIGHT** series?

The **SPOTLIGHT** series is a targeted-practice series that currently consists of three strands: **SPOTLIGHT on Paired Passages**, **SPOTLIGHT on Revising and Editing**, and **SPOTLIGHT on Responding to Writing Prompts**. Each strand in the **SPOTLIGHT** series covers eight levels, A–H, and targets a specific format found on many state tests.

What is **SPOTLIGHT on Paired Passages**?

SPOTLIGHT on Paired Passages is the first strand in the **SPOTLIGHT** series and consists of Books A–H, grades 1–8. **SPOTLIGHT on Paired Passages** is a targeted-practice reading series that focuses on answering comprehension questions about reading passages. Each lesson has a pair of reading passages with a similar topic (various genres), along with nineteen comprehension questions. There are questions related to each individual passage and to both passages together. There are four types of comprehension questions in each lesson: selected-response (multiple-choice) questions, short-response graphic-organizer questions, short-response writing questions, and extended-response writing questions.

What is in each student book?

Each **SPOTLIGHT on Paired Passages** student book contains these features: a Learn About (Modeled Instruction), a Preview (Guided Practice), four Lessons (Independent Practice), and an Answer Form. See the section **How should I use **SPOTLIGHT on Paired Passages** in the classroom?** on page 6 in this teacher guide for suggestions about using each feature. A description of each feature follows.

Learn About (Modeled Instruction)

The Learn About is a two-page spread that consists of two short passages (one fiction and one nonfiction). The passages are paired; they have a shared topic. The Learn About introduces students to the concept of paired passages. Students read each passage and think about what each passage is about. Then they think about what *both* passages are about, the shared topic.

At the end of the Learn About, a simple graphic organizer visually depicts the relationship of the two passages, showing the titles of the two passages and the topic that they share. Students are then told that test questions sometimes ask about individual passages and sometimes ask about paired passages. This leads to the questions in the Preview feature, which follows.

My Notes in the Learn About provides sample notes that students might take while reading the passages. These kinds of notes will help students remember important information and answer questions about the passages.

Preview (Guided Practice)

The Preview consists of four two-page spreads (eight pages total). The Preview contains ten comprehension questions related to the two passages on the Learn About spread. Students answer the questions and then read why the answers are correct.

The comprehension questions are on pages 4, 6, 8, and 10. The answers or sample answers along with explanations of why the answers are correct are on pages 5, 7, 9, and 11.

The Preview guides students through answering the types of questions that occur throughout the book. The questions ask about each individual passage and about the paired passages together. The questions are geared to overall reading comprehension and utilize a variety of reading strategies. The four spreads in the Preview are as follows:

Pages 4 and 5 of the Preview: Questions 1–3:

These questions ask about the first reading passage in the Learn About. There is one selected-response (multiple-choice) question, one short-response graphic-organizer question, and one short-response writing question. These three questions are followed by answers or sample answers and explanations of why the answers are correct.

Pages 6 and 7 of the Preview: Questions 4–6: These questions ask about the second reading passage in the Learn About. There is one selected-response (multiple-choice) question, one short-response graphic-organizer question, and one short-response writing question. These three questions are followed by answers or sample answers and explanations of why the answers are correct.

Pages 8 and 9 of the Preview: Questions 7–9: These questions ask about both reading passages (the paired passages) in the Learn About. There is one selected-response (multiple-choice) question, one short-response graphic-organizer question, and one short-response writing question. These three questions are followed by answers or sample answers and explanations of why the answers are correct.

Pages 10 and 11 of the Preview: Question 10: This question asks about both reading passages (the paired passages) in the Learn About. The question is an extended-response writing question, and it is followed by a sample answer and an explanation of why the answer is correct.

The questions in the Preview exemplify all four types of comprehension questions that will be asked in Lessons 1–4.

Four Lessons (Independent Practice)

There are four independent lessons in each student book. Each twelve-page lesson consists of two two-page reading passages (paired passages) and nineteen comprehension questions, as follows:

- The first reading passage is followed by six questions about that individual passage—four selected-response (multiple-choice) questions, one short-response graphic-organizer question, and one short-response writing question.
- The second reading passage is followed by six questions about that individual passage—four selected-response (multiple-choice) questions, one short-response graphic-organizer question, and one short-response writing question.
- The two reading passages and their related questions are followed by seven questions about both reading passages together—four selected-response (multiple-choice) questions, one short-response graphic-organizer question, one short-response writing question, and one extended-response writing question.

In each lesson, students read the passages, take notes, answer questions about the individual passages, and then answer questions about the paired passages.

Reading Passages: The reading passages in each book fall within the range of the reading level of the book (within the 3.0–3.9 range for Book C, for example) and represent a variety of genres. The passages in each lesson are as follows:

Lesson 1: two fiction passages, shared topic, different forms (science fiction and historical fiction, for example)

Lesson 2: two nonfiction passages, shared topic, different forms (biography and informational article, for example)

Lesson 3: one fiction passage and one nonfiction passage, shared topic, different forms (realistic fiction and journal entry, for example)

Lesson 4: two fiction passages, shared topic, same form (two myths, for example)

Research Summary

The following is a summary of the research upon which the series *SPOTLIGHT on Paired Passages* is based. The full research report for this title may be downloaded from the Research Internet page at <http://www.CAinc.com/research>.

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Introduction

SPOTLIGHT on Paired Passages is a targeted practice reading series that is based on the types of reading found in many state standards and on state tests. Demonstrating comprehension of paired passages is a skill that is founded on higher-order thinking and critical reading strategies. Current research literature supports the use of targeted practice on paired passages as well as the strategies and features *SPOTLIGHT on Paired Passages* employs to provide maximum learning.

What Is the Benefit of Targeted Practice?

Targeted practice provides students with intensive practice of specific skills and strategies taught in various curriculum areas. Targeted practice of skills and strategies has received increased attention as a means to help students who are struggling in general education classes. One such approach that has received considerable attention from professional education organizations and researchers (Batsche & Curtis, 2007; Cassidy & Cassidy, 2007; Horowitz, 2005; International Reading Association, 2007; National Center for Learning Disabilities, 2007) is the Response to Intervention process. This process strives for early identification

of struggling students and for providing them with increasing intensive instruction so that they may have every opportunity to master a specific learning goal before being moved to special education. This process involves close monitoring, benchmarking, and assessing to monitor a student's progress.

There are typically three tiers in the Response-to-Intervention process. In Tier I, a teacher works with the whole class and integrates supplemental instructions when needed. Then, through careful progress monitoring, the teacher identifies students who are struggling with a skill or strategy. These struggling students enter Tier II intervention where small-group instruction using research-based instructional strategies is implemented. Once more, progress monitoring occurs, and if a student has not yet mastered a skill or strategy, he or she enters Tier III intervention. Tier III intervention uses individualized, intense instruction. At this intensive and comprehensive intervention level, eligibility for special education is considered.

SPOTLIGHT on Paired Passages provides targeted practice for the types of reading required by state standards. This series may be used as a support to the implementation of the Response-to-Intervention process. Depending on a teacher's preference, this series may be appropriate to use in each of the intervention tiers. Students may work as a whole class, in small groups, or individually to receive targeted practice. Progress monitoring is made easier by use of the two student assessments and the teacher assessment. "Children who read well below grade level have little chance of academic success without effective, targeted interventions that are incorporated into all of their core curricula classes." (Biancarosa, 2005, p. 20)

Why Provide Targeted Practice on Paired Passages?

Paired passages are two reading passages that share a common topic. They may also share characters, organizational structures, or implied ideas. This type of reading is often called upon in content-area classrooms, in middle-school classrooms, and on state and national standardized tests. The Reading Framework for the

2009 NAEP reading assessment (National Assessment Governing Board, 2005) has been redesigned to include comprehension questions that reflect the type of reading that students must master when reading paired passages, multiple texts, or across genres.

A common task for readers at all grades is integrating information across a set of texts. It is often the case that readers have multiple questions for which they need or want answers. A single text may answer some questions incompletely. Or a single text might contain answers for only a portion of the questions a reader has. The solution is to use other texts to find the additional information. In consulting multiple texts, readers must engage in all the processes to read individual texts, but they must also engage in other processes to compare those texts on multiple dimensions and decide on the accuracy, bias, and credibility of the multiple texts. These skills need to be assessed to see how well students can read and comprehend texts that contain different information, reach different conclusions about the same material, or have different levels of credibility (National Assessment Governing Board, 2005, p. 12).

In each setting, students are asked to show that they understand the relationships between the two passages. Making text-to-text connections is one way in which students see the relationships between two passages. ***SPOTLIGHT on Paired Passages*** provides targeted practice for struggling readers to develop sophisticated and deep reading skills.

Adolescent Literacy

Students often face many transitional problems when they enter middle-school (Cassidy & Cassidy, 2007). In contrast to the elementary classroom, where students are taught multiple subjects with one teacher, students in the middle-school classroom are faced with multiple teachers and segregated classrooms for each subject. With these challenges, these older students face another challenge: “There is a crisis in American middle and high schools: one in four adolescents cannot read well enough to identify the main idea in a passage or understand informational text. This keeps them from succeeding in challenging high school coursework and from graduating from high school prepared for the option of postsecondary education” (Kamil, 2003, p. 29).

SPOTLIGHT on Paired Passages provides a scaffolded reading program that moves students from reading and comprehending single reading passages to reading and

comprehending paired passages. Practicing this type of reading will aid students to develop deeper reading and comprehension in more demanding settings.

Text-to-text Connections

Making text-to-text connections is a primary way in which students see the relationships between two passages. This higher-order thinking strategy enables students to deepen their understanding of the texts (Harvey & Goudvis, 2000; Livingston & Kurkjian, 2004; Vacca & Vacca, 2005). Text-to-text connections are built from a student’s prior knowledge about a content area, topic, theme, or genre. This type of connection builds a student’s ability to comprehend text. “When readers have an abundance of background knowledge about a specific content area, they understand more completely the new information they read. Additionally, when readers have a general understanding of the nature of text and literature itself, they comprehend more completely” (Harvey & Goudvis, 2000, p. 21).

SPOTLIGHT on Paired Passages makes maximum use of text-to-text connections in each of the four pairs of passages. Questions stimulate students to make connections between features, such as content, themes, and literary elements.

Do Standards Play a Role in ***SPOTLIGHT on Paired Passages***?

Phrases such as “aligning to the standards,” “testable standards,” and “standards-based instruction” are all signals of the national movement toward rigorous and meaningful standards. Stimulated by the No Child Left Behind law, schools must prove that their assessment system is aligned to curriculum content standards (Olsen, 2007). Attaining annual yearly progress by means of state standardized tests is also a weighted issue for schools in terms of what is being taught in each classroom. Targeted practice of curriculum standards is an effective way to boost students’ achievement levels.

SPOTLIGHT on Paired Passages is aligned with the types of reading found on curriculum standards, and on national and state assessments. Students are asked to prove comprehension by answering questions on single passages and then on paired passages. Additionally, the types of questions (selected-response, constructed-response, and extended-response) elicit the types of responses students are expected to generate.