Strategies to achieve reading success
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Using the CARS® and STARS® Series

CARS® Series

Diagnose needs of the class by administering the Pretest

Benchmark during instruction to monitor progress, using longer reading passages

Assess mastery by administering the Post Test

STARS® Series

Instruct the class in 1 to 12 strategies, based on students’ needs (differentiate instruction using Books K–H)

What are the CARS® and STARS® Series?

The CARS® and STARS® Series are a comprehensive resource that allows you to identify and teach essential reading comprehension strategies. As the diagram above indicates, the CARS® Series is the assessment component, and the STARS® Series is the instruction component.

CARS® Series

The CARS® Series is a diagnostic reading series that allows you to identify and assess a student’s level of mastery for each of 12 reading strategies. It contains a Pretest, Benchmarks, and a Post Test. This ten-level series is designed for students in grades K through 8. The CARS® Series helps teachers place students in the companion STARS® Series for reading instruction and remediation.

STARS® Series

The STARS® Series is a prescriptive reading series that provides essential instruction in the same 12 reading strategies as the diagnostic CARS® Series. This ten-level series is also designed for students in grades K through 8. The STARS® Series provides precise instruction in and practice with the strategies students need to master in order to achieve reading success.

Book H in both the CARS® and STARS® Series features the following 12 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author’s Purpose
- Interpreting Figurative Language
- Summarizing
How do I get started with the CARS® and STARS® Series?

As shown in the diagram on page 4, the CARS® Series is used to diagnose the needs of the class, monitor students’ progress, and assess students’ mastery of the strategies. The STARS® Series is used to instruct the class in targeted reading strategies, based on the diagnosis from the CARS® Series.

To get started, use the following steps:

1. **Diagnose**
   - Administer the Pretest in the CARS® Series to diagnose the needs of the students in your class. (See the CARS® teacher guide for additional information.)

2. **Instruct**
   - **With One or More Strategy Lessons**
     - Based on the results of the CARS® diagnosis, assign students one or more strategy lessons in the STARS® Series to remediate specific areas that need improvement and reinforcement.
     - Each strategy lesson can be completed in five 30–45 minute sessions.
   - **With All 12 Strategy Lessons**
     - Or, have students complete an entire STARS® student book in order to build and reinforce their basic knowledge of all 12 reading strategies. (See the Suggested Pacing Chart on page 9 for assigning all 12 strategies in the CARS® and STARS® Series.)

   For information about differentiating instruction, see pages 7 and 10–11.

3. **Benchmark**
   - Use the five Benchmarks in the CARS® Series and the Review Lessons in the STARS® Series (see page 7) to monitor students’ progress.

4. **Assess**
   - Use the Post Test in the CARS® Series and the Final Review in the STARS® Series to assess mastery of the strategies taught in the STARS® Series (see page 7).

Why do the CARS® and STARS® Series concentrate on 12 reading strategies?

The reading strategies in these series were based on reviews of the following:

- State standards and tests across the nation
- Current research on reading comprehension
- Gaps in basal or core reading programs

The strategies in both series cover a range of areas that lead to success in reading comprehension:

- Literal comprehension
- Inferential comprehension
- Text structure and organizational patterns
- Vocabulary and concept development
- Metacognitive strategies

Practice in these reading strategies leads to success on state tests as well as improves students’ overall reading comprehension.

How do researchers define the relationship between skills and strategies?

According to Regie Routman (2000), strategies are the thinking, problem-solving processes that the learner deliberately initiates, incorporates, and applies to construct meaning. At this point, the reading strategies become instinctively incorporated into one’s reading.

According to Afflerbach et al. (2008), when a reading strategy becomes effortless and automatic, the strategy has become a skill. Reading skills operate without the reader’s deliberate control or conscious awareness.
What is in the STARS® student book?

Strategy Lessons

Each student book contains 12 strategy lessons, one lesson for each reading strategy. Each ten-page lesson provides instruction and practice in the targeted reading strategy. Students read several passages and answer 16 strategy-based selected-response (multiple-choice) questions. The strategy lessons are scaffolded, providing a gradual release of support. Each lesson moves from modeled instruction to guided instruction to modeled practice to guided practice to independent practice. (See Features of a STARS® Lesson on pages 12–23 for more information about the strategy lessons.)

Review Lessons

A four-page review lesson follows every three strategy lessons. Students read two longer passages and answer 12 selected-response questions that focus on the target reading strategies in the three previous lessons.

Final Review

A twelve-page final review gives practice in all 12 reading strategies. Students read four longer passages and answer 48 selected-response questions that focus on all the reading strategies in the book.

What is in the STARS® teacher guide?

Overview

Information about using the CARS® and STARS® Series and the Curriculum Associates Classroom Reading System, including:

• Suggested Pacing Chart
• Features of a STARS® Lesson
• Research Summary
• Reproducible Strategy Bookmarks

Lesson Plans

Six-page guides for each STARS® student-book lesson, including a facsimile of each student-book page with correct answers, teacher tips, and these special features:

• ELL Support
• Genre Focus
• Teacher’s Corner
• Reteaching
• Connecting with Literature

Reproducible Answer Form

A reproducible bubble sheet that students may use to record their answers to Parts Two–Five of each lesson.

Completed Answer Form

A filled-in bubble sheet that may be used for correction purposes

What is the reading level of the passages in the STARS® student book?

The reading passages in each STARS® student book lesson are at or below reading grade level, as determined by Flesch-Kincaid Readability Statistics. For example, no passage in Book H (grade 8) is above a reading level of 8.9.
How can I provide differentiated instruction using the *STARS® Series*?

There are two easy ways to provide differentiated instruction in the classroom using the *STARS® Series*.

**By Reading Strategy**

Use the results from the Pretest in the *CARS® Series* to diagnose the individual needs of the students in your classroom.

Then use *STARS® Book H* to provide targeted instruction in one specific strategy or in several strategies to remediate areas that need improvement and/or reinforcement.

Or, you may wish to provide instruction using the entire *STARS® Book H* to build students’ basic knowledge of all the reading strategies.

**By Reading Level**

Students in the same classroom are likely to be reading at different skill levels (below grade level, at grade level, or above grade level). You can use the leveled books in the *STARS® Series* (Books K–H) to meet this need.

To enable this type of differentiated instruction, the sequence of the strategies and the page numbers across the books in the *STARS® Series* are the same from lesson to lesson (with some exceptions in Books K–C). So all students in the classroom receive the same reading-strategy instruction but work with appropriately leveled reading passages.

For example, some eighth-grade students may work in the on-level Book H, which contains reading passages that don’t extend beyond a eighth-grade reading level. At the same time, other students in the class may be assigned an above-level book, while other students may be assigned a below-level book.

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How can I assess students’ progress in the *STARS® Series*?

After students have been placed into the *STARS® Series*, based on the diagnosis from the *CARS® Pretest*, several methods may be used to assess students’ progress in the *STARS® Series*.

You may use classroom observation to monitor and informally assess students’ mastery of the strategies taught in each *STARS® lesson*.

You may also use the following methods to formally assess students’ mastery of the strategies:

**STARS® Review Lessons**

A review lesson follows every three strategy lessons. Each review lesson may be used to assess students’ mastery of one, two, or all three of the strategies covered in the review.

**STARS® Final Review**

The final review may be used upon completion of the strategy lessons to assess students’ mastery of all 12 reading strategies.

**CARS® Benchmarks**

These five tests may be used throughout instruction in the *STARS® student book* (after the *CARS® Pretest* and before the *CARS® Post Test*) as individual progress-monitoring tools to monitor students’ progress in applying all 12 reading strategies. You may space out the Benchmarks to best meet your classroom needs.

**CARS® Post Test**

The Post Test may be used upon completion of the *STARS® strategy lessons* to assess students’ overall mastery of all 12 reading strategies. The results of the *CARS® Post Test* may be compared with the results of the *CARS® Pretest* to assess students’ mastery of the reading strategies.
What instructional features in the STARS® Series can be helpful for students, especially ELL students?

The STARS® Series uses several effective instructional procedures that support all students, including:

- Opportunities to activate prior knowledge before beginning strategy instruction
- Explicit instruction in key English language concepts
- A step-by-step scaffolded approach, beginning with explicit instruction, to build a clear understanding of the reading strategies
- Opportunities to build and reinforce self-esteem
- Use of graphic organizers to visually depict the reading strategies
- Frequent reviews and restatements of concepts
- Allowances for students to work at their own pace
- Ample practice through a variety of high-interest reading passages
- Presentation of selections depicting real-life situations
- Encouragement of paired-learning experiences
- Student discussion of strategies to demonstrate conceptual understanding

In addition to these supports, the teacher guide also provides minilessons on English language topics that may be challenging for ELL students (called ELL Support). See pages 12–13 of this teacher guide for an example.

What is the correction procedure?

For best results, correct each part of the strategy lesson orally with students immediately following its completion. Explain concepts that students do not understand. Encourage students to participate in a discussion about the targeted strategy and how to apply it in everyday life experiences.

What are the Strategy Bookmarks?

The Strategy Bookmarks are a set of reproducible bookmarks for each of the strategies taught in the STARS® Series. You may wish to distribute the appropriate bookmark after students have completed each strategy lesson. The bookmarks serve as a helpful reminder, highlighting the essential points about the strategy that students have learned in the lesson.

Suggest that students use the bookmarks to support their application of the strategy to grade-level text, especially when completing the Connecting with Literature activity (see pages 22–23 for an example of this feature).

How much time is required to complete the CARS® and STARS® Series?

The CARS® and STARS® Series are designed for flexibility in the classroom and can be used effectively in several ways to fulfill your classroom needs.

The Suggested Pacing Chart on page 9 reflects the use of the CARS® Pretest, Benchmarks, and Post Test as well as the 12 STARS® strategy lessons, the review lessons, and the final review. You can adapt the Suggested Pacing Chart as needed to accommodate the actual number of strategy lessons you instruct. Which lessons you teach and how you choose to allocate the times are up to you, depending on the needs of your students.

Where do students record their answers?

Students may record their answers to Part One on a separate piece of paper or directly in their student book. The answers to Part One are discussed during partner or all-class discussions. Students may record their answers to Parts Two–Five on the reproducible Answer Form (on pages 106 and 107 of this teacher guide) or directly in the student book.
This 12-page section guides teachers through a sample lesson plan from the teacher guide. Each lesson plan contains facsimiles of the student-book lesson. Numbered boxes call out and describe the key features in both the teacher guide and the student book.

**INTRODUCTION**

### Lesson 4

#### RECOGNIZING CAUSE AND EFFECT

<table>
<thead>
<tr>
<th>Features of a STARS® Lesson</th>
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<tr>
<td>Lesson 4</td>
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<tr>
<td>RECOGNIZING CAUSE AND EFFECT</td>
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#### LESSON OBJECTIVES

Students will learn to:
- Recognize cause and effect by understanding what happens and why it happens in a reading passage
- Identify when test questions are asking them to recognize cause and effect

#### GETTING STARTED

##### Introduce the Strategy

Tell students that today they will learn how to recognize cause and effect when they read.

**SAY:** Good readers know how to recognize causes and effects in a reading passage by thinking about what happens and why it happens. You already know about causes and effects because they are part of your daily life. Whenever you understand why something happens, you are recognizing a cause and its effect.

##### Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

**SAY:** Suppose it is a few minutes before class begins. While everyone is waiting for the teacher to arrive, you and your classmates are talking casually. When your teacher walks into the classroom, you stop talking. What caused you to stop talking?

Point out to students that they stop talking because the teacher walked into the classroom. They know that when a teacher enters a classroom, it means that class will soon start and all talking should stop. In the example, the teacher’s entering the classroom is the cause, and that the students stop talking is the effect. The cause leads to the effect. Explain that this is an example of recognizing cause and effect.

#### ELL Support

##### Multiple-Meaning Words

Explain to students that words that have more than one meaning are called multiple-meaning words. Tell students that they can use other words or phrases in a sentence to help them know which meaning of a multiple-meaning word is being used.

First, write the word **block** on the board. Work with students to come up with different meanings for the word (“a section of city streets,” “to stop movement through”). Then write this sentence on the board: I walked **around the block**. Work with students to figure out which meaning of **block** is correct (“a section of city streets”). Guide them to see which words in the sentence help them choose this meaning (**walked around**).

Point out the multiple-meaning word **block** on student book page 44.

#### Genre Focus

##### Biographical Article

Tell students that on page 46, they will read a biographical article. Define this genre for students. Explain that a biographical article is a piece of nonfiction writing about the events in the life of a real person, written by another person. Biographical articles include facts and details about the person’s life. The articles are often written about famous people who have achieved great things, but they can be about anyone. Often a biographical article focuses on someone who lived in the past, but it may also be about a person living today. Have students share biographical articles that they may have read or heard.
**Lesson Objectives:** Presents two strategy-related goals for students to achieve as they complete the lesson.

**Getting Started:** Introduces the strategy to students and models how good readers use the strategy when reading.
- Scripted text provides a model for using the strategy in a real-world scenario to tap students’ background knowledge.
- A familiar context builds students’ confidence for interacting with the strategy.

**ELL Support:** Targets a language concept that students may need reinforcement with.
- The language concept is briefly defined. The teacher then guides students through examples and tells them where they will encounter the concept in the upcoming lesson.
- Language concepts in the series include:
  - compound words
  - prefixes
  - suffixes
  - contractions
  - homophones
  - possessives
  - multiple-meaning words
  - regular and irregular plurals
  - regular and irregular past tense verbs
  - comparatives and superlatives

**Genre Focus:** Previews key characteristics of a specific genre.
- Understanding a genre can aid students’ comprehension of a reading passage.
- Genres in the series include:
  - biography
  - journal entry
  - myth
  - fable
  - science fiction
  - poem
  - folktale
  - letter to the editor
  - e-mail
  - blog
  - science report
  - history article

**Management Tips**
- Where possible throughout the lesson, use visuals. For example, write the target strategy on chart paper for easy reference.
- Use the scripted text to help students see how they already use the strategy in their everyday lives.
- To aid ELL students, use explicit instruction, and allow time to practice new concepts. Observe students closely to make sure they understand the concepts. Whenever possible, “show” the concepts through modeling, pantomime, and visual examples.
- Point out examples of the featured language concept in other classroom work.
- Share classroom books that showcase the featured genre.
Many reading passages include examples of cause and effect. You can find causes and effects by thinking about what happens in a passage and why they happen.

Read this passage about Angelo and his friends. Think about things that happened and why they happened.

Angelo and his friends were meeting at the park for a game of baseball. When they arrived, their hearts sank. Someone had dumped trash in the park. The boys put down their bats, gloves, and other equipment and rolled up their sleeves. They spent two hours picking up all the trash. By the time they finished, Angelo and his friends were too tired to play baseball.

1. Let's find an example of cause and effect in the passage.
   - What happened?
     - Their hearts sank.
   - This is an effect.
   - Why did this happen?
     - It happened because someone had been dumping trash in the park.
   - This is the cause.

2. Let's find another example of a cause and its effect.
   - Look at the chart below.
   - The first box below shows a cause.

3. Fill in the missing information in the second box to tell the effect of the cause.

4. What Is Cause and Effect?
   - There is a reason for everything that happens. What happens is called the effect.
   - Why it happens is called the cause.
   - You can find examples of causes and their effects almost anywhere.

5. Write what would probably happen if a plant didn't get enough sunlight.

6. Tell why this might happen.

7. Recognizing Cause and Effect
   - It probably wouldn't grow well, and it might die.
   - Plants need enough sunlight in order to grow.

8. Work with a Partner
   - Have partners give each other examples of cause and effect.
   - For example, have they ever gone to bed because they felt tired?

9. Tip: If students have difficulty thinking of causes and effects, have them think about an action they took as the direct result of something else. For example, have they ever gone to bed because they felt tired?
**Student Book**

1. **Introduction:** Describes the strategy. Open-ended questions prompt students to explore what they already know about the strategy from their daily lives.

2. **Work with a Partner:** Gives student partners the opportunity to discuss ways to use the strategy.

3. **Reading Passage:** Provides the opportunity for students to work with the strategy in the context of real-world reading.

4. **Steps:** Guides students through completing the strategy-based graphic organizer.

5. **Graphic Organizer:** Visually depicts how to apply the strategy.

**Teacher Guide**

6. **At a Glance:** Provides a brief overview of what students do in each lesson part.

7. **Step by Step:** Provides an explicit walk-through of the steps for guiding students through each lesson part.

8. **Tip:** Provides additional information for the teacher to assist student partners as they discuss the strategy in the Work with a Partner activity.

9. **Tip:** Provides additional information for the teacher to assist students as they complete the strategy-based graphic organizer.

**Modeled Instruction**

**Teacher Led**

After prompting students to tap into their prior knowledge, the teacher uses step-by-step examples to model how to use the strategy, with the support of a strategy-based graphic organizer.

**Management Tips**

- Personalize examples so they make sense for your students. Draw on your own experiences and your knowledge of your students to make sure examples are relevant.
- Plan carefully when grouping students for the Work with a Partner activity. Consider skill levels, social skills, and English language proficiency.
- Circulate and provide tips or encouragement as student pairs work together.
The *STARS® Series* is an instructional program that is solidly grounded in areas of important reading research. Scaffolding strategy-based instruction serves as the organizational framework, while metacognitive strategies foster student self-monitoring and self-assessment. The lessons are carefully planned and sequenced to promote individual understanding and application of reading strategies. With the *STARS® Series*, students build on their capacity to analyze, reason, and communicate ideas effectively by applying specified reading strategies in a variety of contexts. The *STARS® Series* is a comprehensive reading program designed to meet a broad spectrum of individual needs in the classroom. The full research report for this title may be downloaded from the Research Internet page at http://www.casamples.com/downloads/STARS-research.pdf.

<table>
<thead>
<tr>
<th>This series uses . . .</th>
<th>Example</th>
<th>Research says . . .</th>
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<tr>
<td><strong>Answer Analysis for Students</strong>&lt;br&gt;As a part of guided instruction, students receive immediate feedback about their answer choices and read the reasoning behind correct and incorrect answers.</td>
<td>SB: Books K and AA&lt;br&gt;• Included in teacher and student discussions&lt;br&gt;SB: Books A–H&lt;br&gt;• In each lesson, Part Three: Check Your Understanding</td>
<td>Research (Pashler et al, 2007) has shown that when students receive direct instruction about the reasons why an answer is correct or incorrect, they demonstrate long-term retention and understanding of newly learned content.</td>
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<td><strong>Cooperative Learning</strong>&lt;br&gt;Students work together in pairs or small groups to attain their individual goals.</td>
<td>SB: Books AA–H&lt;br&gt;• In each lesson, Work with a Partner feature</td>
<td>“Having peers instruct or interact over the use of reading strategies leads to an increase in the learning of the strategies, promotes intellectual discussion and increases reading comprehension” (NICHD, 2000, pp. 4–45).</td>
</tr>
<tr>
<td><strong>Differentiated Instruction</strong>&lt;br&gt;Students of varying abilities learn the same content using different instructional approaches.</td>
<td>SB: Books C–H&lt;br&gt;• In each lesson, Part One through Part Five, modeled, guided, and independent practice and instruction&lt;br&gt;TG: Books AA–H&lt;br&gt;• In each lesson, Part One through Part Five, teachers are given paired and whole-group instruction options</td>
<td>“‘Multiple paths’ does not mean that students are given free rein; it means that teachers must find that sweet spot between structure and choice that makes student learning possible….By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that’s all theirs” (Carolan &amp; Guinn, 2007, p. 45).</td>
</tr>
<tr>
<td><strong>Direct Instruction</strong>&lt;br&gt;Lesson plans include explicit step-by-step instruction of reading and learning strategies as well as lesson objectives.</td>
<td>SB: Books AA–H&lt;br&gt;• In each lesson, Part Two: Learn About the Strategy</td>
<td>“The research demonstrates that the type of questions, the detailed step-by-step breakdowns, and the extensive practice with a range of examples . . . will significantly benefit students’ comprehension” (Gersten &amp; Carnine, 1986, p. 72).</td>
</tr>
<tr>
<td><strong>ELL Accommodations</strong>&lt;br&gt;English-language learners are a large part of today’s classrooms. These students need extra support and scaffolding while learning new information. Some teaching strategies that have been proven to be effective for ELL students are: graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based reading passages are key ELL instructional accommodations.</td>
<td>SB: Books A–H&lt;br&gt;• In each lesson, graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based reading passages are key ELL instructional accommodations.&lt;br&gt;TG: Books A–H&lt;br&gt;• See section entitled, “What instructional features in the <em>STARS® Series</em> can be helpful for students, especially ELL students?”&lt;br&gt;• Introduction, ELL Support</td>
<td>“In virtually every part of the country, middle and high schools are now seeing expanding enrollments of students whose primary language is not English. Rising numbers of immigrants, other demographic trends, and the demands of an increasingly global economy make it clear that the nation can no longer afford to ignore the pressing needs of the ELLs in its middle and high schools who are struggling with reading, writing, and oral discourse in a new language” (Short &amp; Fitzsimmons, 2007).</td>
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<tr>
<td>This series uses . . .</td>
<td>Example</td>
<td>Research says . . .</td>
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<td><strong>Explicit Instruction</strong>&lt;br&gt;Students receive explicit instruction of each reading strategy consisting of a definition, a short example passage, and learning objectives.</td>
<td>SB: Books AA–H&lt;br&gt;• In each lesson, Part Two: Learn About the Strategy</td>
<td>Researchers Manset-Williamson and Nelson (2005) explain, “explicit instruction involves the overt, teacher-directed instruction of strategies, including direct explanation, modeling, and guided practice in the application of strategies” (p. 62).</td>
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<tr>
<td><strong>Genre Instruction</strong>&lt;br&gt;Students receive instruction of genre properties of reading passages which aids in both their recall and comprehension of the passages.</td>
<td>TG: Books C–H&lt;br&gt;• In each lesson, Introduction, Genre Focus</td>
<td>“The instruction of the content and organization of stories thus improves comprehension of stories as measured by the ability of the reader to answer questions and recall what was read. This improvement is more marked for less able readers” (NICHD, 2000, pp. 4–45).</td>
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<td><strong>Graphic Organizers</strong>&lt;br&gt;Graphic organizers are visual displays that help learners comprehend and retain textually important information.</td>
<td>SB: Books AA–H&lt;br&gt;• In each lesson, Part One: Think About the Strategy&lt;br&gt;TG: Books K and AA&lt;br&gt;• Refer to Part One: Skill Development section&lt;br&gt;• In each lesson, Part Four: Build on What You Have Learned, Reteaching feature</td>
<td>“When students learn how to use and construct graphic organizers, they are in control of a study strategy that allows them to identify what parts of a text are important, how the ideas and concepts are related, and where they can find specific information to support more important ideas” (Vacca &amp; Vacca, 2005, p. 399).</td>
</tr>
<tr>
<td><strong>Listening Comprehension</strong>&lt;br&gt;Development and mastery of listening comprehension on the meaning level is one of the first stepping stones in learning how to read.</td>
<td>Series:&lt;br&gt;• Book K uses listening activities and a selected few reading activities to teach reading strategies.&lt;br&gt;• Books AA–H use both listening and reading activities, including the “shared reading” strategy to teach reading strategies.</td>
<td>“Teachers should emphasize text comprehension from the beginning, rather than waiting until students have mastered “the basics” of reading. Instruction at all grade levels can benefit from showing students how reading is a process of making sense out of text, or constructing meaning” (Armbruster &amp; Lehr, 2001).</td>
</tr>
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<td><strong>Multiple-Strategy Instruction</strong>&lt;br&gt;Students are taught that more than one cognitive strategy may be used to gain meaning from text. Strategies such as comparing and contrasting and making predictions work together to make text meaningful.</td>
<td>SB: Books C–H&lt;br&gt;• After every third lesson, and at the end of each book, Review and Final Review sections</td>
<td>“Skilled reading involves the coordinated use of several cognitive strategies. Readers can learn and flexibly coordinate these strategies to construct meaning from text” (NICHD, 2000, pp. 4–77).</td>
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<td><strong>Prior-knowledge Activation</strong>&lt;br&gt;These are learning activities that stimulate knowledge that comes from previous experiences.</td>
<td>SB: Books AA–H&lt;br&gt;• In each lesson, Part One: Think About the Strategy&lt;br&gt;TG: Book K&lt;br&gt;• In Part One: Skill Development section&lt;br&gt;• Lesson Opener, Getting Started section</td>
<td>“Several meta-analyses and reviews of the research have found that direct, explicit instruction in such specific strategies as summarizing, identifying text structure and visual clues, calling on prior knowledge, and using graphic organizers improves students’ reading comprehension” (Biancarosa, 2005).</td>
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<tr>
<td>This series uses . . .</td>
<td>Example</td>
<td>Research says . . .</td>
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<td><strong>Reading-Strategy Instruction</strong></td>
<td>Series:</td>
<td>Afflerbach, Pearson, &amp; Paris, (2008) explain that reading strategies are “deliberate, goal-directed attempts to control and modify the reader’s efforts to decode texts, understand words, and construct meanings” (p. 368).</td>
</tr>
<tr>
<td>Explicit and direct instruction of each</td>
<td>- Books K and AA introduce 6 core reading strategies.</td>
<td></td>
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<tr>
<td>core reading strategy occurs in order</td>
<td>- Book A introduces 8 core reading strategies.</td>
<td></td>
</tr>
<tr>
<td>to gain meaning from text.</td>
<td>- Books B–H introduce 12 core reading strategies.</td>
<td></td>
</tr>
<tr>
<td>TG:</td>
<td>- Understanding the Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher’s Corner</td>
<td></td>
</tr>
<tr>
<td><strong>Scaffolded Instruction</strong></td>
<td>SB:</td>
<td>“There is virtually universal agreement that scaffolding plays an essential and vital role in fostering comprehension” (Clark &amp; Graves, 2005).</td>
</tr>
<tr>
<td>An instructional strategy in which</td>
<td>Series:</td>
<td>Routman (2000) lists several benefits of shared reading, especially for ELL students. Shared reading teaches multiple reading strategies; provides supportive context for reading; and helps children participate as readers (p. 34).</td>
</tr>
<tr>
<td>gradual withdrawal of support occurs</td>
<td>- Book K has several activities where students read</td>
<td></td>
</tr>
<tr>
<td>through modeled, guided, and</td>
<td>orally as the teacher reads.</td>
<td></td>
</tr>
<tr>
<td>independent instruction and practice.</td>
<td>- Book AA uses shared reading as one of its core</td>
<td></td>
</tr>
<tr>
<td></td>
<td>core teaching strategies.</td>
<td></td>
</tr>
<tr>
<td><strong>Shared Reading</strong></td>
<td>SB:</td>
<td>Supon (2004) cites that researchers have determined that “Students of all levels of academic achievement and intellectual abilities can be affected by test anxiety.”</td>
</tr>
<tr>
<td>This is a reading activity where a teacher</td>
<td>Series:</td>
<td></td>
</tr>
<tr>
<td>reads a story while students look at the</td>
<td>- Books A–H, in each lesson,</td>
<td></td>
</tr>
<tr>
<td>text being read and follow along.</td>
<td>- Part Five: Prepare for a Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Books A–H, Review and Final Reviews</td>
<td></td>
</tr>
<tr>
<td><strong>Test-taking Practice</strong></td>
<td>SB:</td>
<td></td>
</tr>
<tr>
<td>Selected-response and constructed-</td>
<td>Series:</td>
<td></td>
</tr>
<tr>
<td>response test questions are often used</td>
<td>- In each lesson,</td>
<td></td>
</tr>
<tr>
<td>on state and national standardized</td>
<td>- the reading passages</td>
<td></td>
</tr>
<tr>
<td>tests.</td>
<td>- have social studies, science, or literary themes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Books K–H, Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Books A–H, Genre Focus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Books K–H, Connecting with Literature</td>
<td></td>
</tr>
<tr>
<td><strong>Theme-based Instruction</strong></td>
<td>SB:</td>
<td>Bergeron, Wermuth, and Rudenga (1996) summarized that theme-based, integrated learning experiences engage young children in meaningful and functional literacy events, focus on real-life experiences by providing socially interactive settings, and provide an organizational framework for language acquisition.”</td>
</tr>
<tr>
<td>Theme-based instruction integrates</td>
<td>Series:</td>
<td></td>
</tr>
<tr>
<td>instruction of language and concepts</td>
<td>TG:</td>
<td></td>
</tr>
<tr>
<td>with real-world scenarios and with</td>
<td>- Books K–H, Introduction</td>
<td></td>
</tr>
<tr>
<td>cross-curricular subjects, such as social</td>
<td>- Books A–H, Genre Focus</td>
<td></td>
</tr>
<tr>
<td>studies, science, and literature.</td>
<td>- Books K–H, Connecting with Literature</td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


**LESSON OBJECTIVES**

Students will learn to:

- Draw conclusions and make inferences about a reading passage by using details along with their background knowledge
- Identify when test questions are asking them to draw conclusions and make inferences

**GETTING STARTED**

**Introduce the Strategy**

Tell students that today they will learn how to draw conclusions and make inferences when they read.

**SAY:** Good readers draw conclusions and make inferences by using what they read, along with their own background knowledge, to figure out something that is suggested but not directly stated in a reading passage. You already know how to draw conclusions and make inferences because you often figure out things on your own in your daily life.

**Model the Strategy**

Introduce the strategy by describing a situation and asking students to think about what is happening.

**SAY:** Suppose you introduce a new person to your friend. You wonder if your friend likes the new person. The next day, you see your friend and the new person sitting together at lunch and chatting. Do you think your friend likes the new person?

Point out to students that they can conclude that their friend likes the new person. They know that people who enjoy each other’s company like to eat lunch together and chat. Since the new person and their friend are eating lunch together and chatting, it is reasonable to assume that their friend likes the new person. Explain that this is an example of drawing a conclusion.

**ELL Support**

**Homophones**

Explain to students that homophones are two words that sound alike but have different meanings and spellings.

Say the word *hour* to students. Some students may hear *our*. Work with students to come up with a definition for the word they heard. As students give a definition, write it on the board. Then, next to the definition, write the word. For example, if students say “sixty minutes,” write *hour*. Repeat for the other word (*our*: “belonging to us”). Explain that both words sound alike, but have different meanings.

Point out to students the homophones *for* and *four* on student book page 85. Pronounce the two words and discuss their meanings.

**Genre Focus**

**Novel**

Tell students that on page 86, they will read the introduction to a novel. Define this genre for students, after pointing out that an introduction is a beginning. Say that a novel is a long fiction story. Like other fiction stories, novels have a setting, a plot, a main character, and secondary characters. Novels include lengthy descriptions of characters, places, and events. In a novel, the nature of the characters is revealed through their speech, actions, and thoughts—as well as through the ways in which other characters act toward them. Novels are often realistic, including believable events and characters. Some novels are based on real people, places, events, or eras. Have students share novels that they may have read or heard.
Students activate their background knowledge about drawing conclusions and making inferences and then learn how to apply this strategy to a short reading passage.

**STEP BY STEP**

**Page 82**
- Tell students that today they will practice drawing conclusions and making inferences.
- Read aloud the information at the top of the page.
- Direct students to respond to items 1 and 2.
- Discuss student responses as a class.

**Work with a Partner**
- Organize students to work in pairs to complete the Work with a Partner activity.
- Encourage volunteers to share their questions and answers with the class.

**Tip:** If students give a wild guess instead of a probable conclusion, ask about sense. For example, if there is a fever thermometer out, does the person probably feel good?

**How Do You Draw Conclusions and Make Inferences?**

There are many times when you read that you draw conclusions or make inferences. Sometimes the author does not give you all the details. You need to figure something out by yourself. An author might describe a character in a story crossing the Golden Gate Bridge. The author does not tell you where the story takes place, but you can use story clues and what you already know to figure out on your own that it probably takes place in California.

Read this passage about Lisa. See what you can figure out on your own.

Lisa had lots of work to do to get ready for the party. She had to buy the food and prepare it. She also had to pick up the cake and buy candles to place on top. She would have just enough time to clean the house. People would be arriving at five o’clock. Her mother wouldn’t arrive until six o’clock. That would be enough time for all the guests to arrive and hide. When Lisa’s mother arrived, they would all jump out and yell “Happy Birthday!”

1. Let’s draw a conclusion.
   - Think about what the author tells you.
   - Also think about what is just suggested.
2. Look at the chart below.
   - The first box tells details that are directly given in the passage.
   - The second box tells what is suggested but not directly stated.
3. Think about the details that are given, along with your own background knowledge.
4. Fill in the missing information in the last box to show what you can figure out.

<table>
<thead>
<tr>
<th>What details are given?</th>
<th>What information is not directly stated?</th>
<th>What can you figure out on your own?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa is planning a party.</td>
<td>The author does not state who the party is for.</td>
<td>Lisa is planning a surprise party.</td>
</tr>
<tr>
<td>Lisa has lots of preparation to do for the party.</td>
<td>The author does not state whether or not the party will be a surprise.</td>
<td>Lisa is having a party for her mother.</td>
</tr>
<tr>
<td>Lisa is having a party because it’s her mother’s birthday.</td>
<td>The author does not state what kind of party Lisa is planning.</td>
<td>Lisa is having a party because it’s her mother’s birthday.</td>
</tr>
</tbody>
</table>

**Work with a Partner**
- Take turns asking each other “What is going on?” questions.
- Ask questions such as “If someone is in bed with the covers pulled up, and there is a fever thermometer on the table, how is the person probably feeling?”
- Also think about what is just suggested.
- Let’s draw a conclusion.

**Tip:** If students are having trouble completing the third box, guided them to combine the detail clues with their own knowledge. If people yell, “Happy Birthday,” it’s probably a birthday party. The party was for Lisa’s mother, so it was probably her birthday.
**Guided Instruction**

**PART TWO: Learn About the Strategy**

**WHAT TO KNOW**

Details are sometimes not clearly stated or explained in a reading passage. You must draw your own conclusions and make your own inferences. Whenever you figure out something that is not directly stated in a reading passage, you are drawing a conclusion or making an inference.

- To draw a conclusion or make an inference, you must reach a decision by using your reasoning abilities. Pay attention to people, places, and objects that are not fully presented or explained in a reading passage. Use details that are given, as well as what you know from your own life, to draw a conclusion or make an inference.
- To draw a conclusion or make an inference, look for connections between statements. These connections are sometimes not directly stated.
- To draw a conclusion or make an inference about a person or character, pay attention to details that describe how a person or character looks, acts, thinks, feels, and speaks. Think about how people with similar qualities behave.

Read the paragraph about a boy who is about to go fight in a war. As you read, see if you can figure out in which war the boy is going to fight.

---

**John Dawes**

...exercised the contents of his pack one more time to make sure that he had everything he needed. Mother was at the stove preparing a hardy meal for him, and Father was outside, plowing one of the many fields of their farm. John wondered how his parents would manage while he was gone. Running a farm was arduous work; every pair of hands was needed. They knew that if freedom from British rule was not won, there might not be any Dawes farm at all. Running a farm was arduous work; every pair of hands was needed. They knew that if freedom from British rule was not won, there might not be any Dawes farm at all.

---

**Conclude the lesson by reviewing the concepts**

**STEP BY STEP**

**Page 84**

- Introduce the lesson by reading aloud the information in the What to Know box.
- Tell students that together you will read a passage and talk about how good readers can figure out information that is not directly stated in the text.
- Have a student volunteer read aloud the paragraph.
- Direct students to follow along as you read the information under the paragraph.
- Direct students to underline the two details in the paragraph.
- Conclude the lesson by reviewing the concepts in the What to Know box.

---

**Page 85**

- Direct students to read the passage and answer the questions. Guide students as needed.
- Organize students to work in pairs to complete the Work with a Partner activity.
- When students have finished working in pairs, discuss the answers as a class.

**Tip:** Have students underline the details in the passage that they used as clues to answer questions 1 and 2. (all the details about adult child prodigies in the last paragraph)

**Tip:** Mention that the last paragraph gives examples of three different outcomes of child prodigies as adults: successful, not successful (at least at the time), and detached. The words *not necessarily successful* support the conclusion in answer choice B, the correct answer to question 1.
**Modeled Practice**

**PART THREE: Check Your Understanding**

**Review**

Read the opening paragraph from Herman Melville's novel *Moby Dick*. As you read, ask yourself, “What details in the paragraph help me figure out what is happening? What do I know from my own life that will help me figure out what is happening?” Then answer the questions.

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### Lessons

**Call me Ishmael.** Some years ago—never mind how long precisely—having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world. It is a way I have of divesting myself of coarseness, and regulating the circulation. Whenever I find myself growing grave about the mouth; whenever it is a damp, drizzly November in my soul; whenever I find myself insensibly palening before coffee coolers, and bringing up the rear of every funeral I meet; and especially whenever my hypogues get such an upper hand of me, that I require a strong moral principle to prevent me from deliberately stepping into the street, and methodically knocking people's hats off—a then I account it high time to get to sea as soon as I can. This is my substitute for pistol and ball. With a philosophical flourish whenever it is a damp, drizzly November in my soul; or a melancholy October—then, I account it high time to get to sea as soon as I can. This is my substitute for pistol and ball. With a philosophical flourish whenever it is a damp, drizzly November in my soul; or a melancholy October—then, I account it high time to get to sea as soon as I can.

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### Drawing Conclusions and Making Inferences

3. From the paragraph, you can figure out that the speaker:
   - feels abandoned by friends and family.
   - feels relief from his troubles when he is at sea.
   - treasures the ocean more than most men do.
   - prefers a life on land to a life at sea.

4. **Readers of the paragraph can conclude that Ishmael is**
   - proud of his wealth and power.
   - tired of spending so much time at sea.
   - prone to feeling melancholy.
   - respected by others as a philosopher.

### AT A GLANCE

Students reinforce their understanding of strategy concepts through reading a passage, answering questions, and discussing why answers are correct or not correct.

### STEP BY STEP

**Page 86**

- **Read aloud the information in the Review box.**
- **Direct students to read the passage and answer the questions on the page.**
- **Remind students to use the information in the Review box to help them.**

**Page 87**

- **Tell students that this page models how to find the correct answers and explains why each one is correct.**
- **Share the correct answers.**
- **Read aloud the explanations for all the answer choices for questions 3 and 4. Solicit questions and comments from the class.**

**Which Answer Is Correct and Why?**

Look at the answer choices for each question. Read why each answer choice is correct or not correct.

3. From the paragraph, you can figure out that the speaker:
   - feels abandoned by friends and family.
   - feels relief from his troubles when he is at sea.
   - treasures the ocean more than most men do.
   - prefers a life on land to a life at sea.

**This answer is correct because**

- The first sentence in the paragraph states that Ishmael is tired of spending so much time at sea.
- The last sentence of the paragraph suggests that the sea is where the speaker feels the most peace.
- There are no other details to suggest that the speaker prefers a life on land to a life at sea.

**This answer is not correct because**

- The first sentence in the paragraph states that Ishmael is tired of spending so much time at sea.
- The last sentence of the paragraph suggests that the sea is where the speaker feels the most peace.
- There are no other details to suggest that the speaker prefers a life on land to a life at sea.

4. **Readers of the paragraph can conclude that Ishmael is**
   - proud of his wealth and power.
   - tired of spending so much time at sea.
   - prone to feeling melancholy.
   - respected by others as a philosopher.

**This answer is correct because**

- Most of the details in the paragraph suggest that Ishmael is tired of spending so much time at sea.
- The last sentence implies that the speaker prefers his time at sea to his time on land.
- The speaker is considered a philosopher by others.

**This answer is not correct because**

- Most of the details in the paragraph suggest that Ishmael is tired of spending so much time at sea.
- The last sentence implies that the speaker prefers his time at sea to his time on land.
- The speaker is considered a philosopher by others.

---

**Teacher’s Corner**

**Tip:** In question 4 students use their understanding of what melancholy means (sad, depressed, gloomy) along with the descriptive details about the speaker, to figure out that the speaker is prone to feeling melancholy.

Readers can draw conclusions and make inferences about characters from illustrations in a passage that has scanty dialogue or description, such as a cartoon. If the text isn’t clear about how a character is feeling, an illustration can elicit this. For example, if an illustration shows a character with steam rising from his head, one can infer that he is probably angry. If a character has Z’s over her head, she is probably sleeping.

One way readers can think about conclusions and inferences is that a conclusion is a big idea generated by synthesizing related smaller ideas; inferences are smaller ideas generated by analyzing a bigger idea.
Read this science article about the different states of matter. Then answer the questions.

5. You can conclude that the main difference between a solid, a liquid, and a gas is how large or small their atoms are. 
   - In solids, atoms are closely locked in position and can only vibrate. When heated, solids vibrate more and more. The atoms begin to move away from each other. This is called melting. In liquids, the atoms or molecules have higher energy, are more loosely connected, and can slide past one another. When heated, liquids get enough energy to escape into a gas. The atoms or molecules of gases are free to move away from one another except during occasional collisions.

6. You can tell that when a liquid is brought to a boil, the molecules of the liquid become locked in position. The liquid becomes a solid.
   - If a substance has tightly packed particles, you can figure out that the substance is most likely a solid.
   - If the substance is a liquid, you can figure out that the substance is most likely a gas.
   - If the substance is a gas, you can figure out that the substance is most likely a molecule.

7. From the chart, you can conclude that the change from gas to liquid is called condensation.
   - The change from solid to liquid is called melting.
   - The change from liquid to gas is called evaporation.

8. Information in the last column of the chart
   - So, even though English is spoken . . . and BSL (British Sign Language).

9. According to the report, which of these individuals is most likely a native speaker of BSL?
   - A deaf person living in South Africa
   - A deaf person living in England
   - A deaf person living in the United States
   - A deaf person living in England

10. With which of these statements would the author of the report most likely agree?
    - ASL is a more interesting sign language than BSL.
    - Everyone should learn to sign in ASL.
    - Sign language is an interesting topic.
    - BSL is not a real language.

11. “Writing this report . . . learn about it.”
12. “ASL is only one . . . around the world.”

Draw a chart to show what each sign language is made up of:

- The basic elements of sign language are the shape of the hand, which way the palm faces, where on the body the sign is made, the movement of the hands, and facial expression.
- Changing any one of these elements can change the meaning of a sign.

For example, American Sign Language (ASL) is made up of letters of the alphabet, the positions of the hands, the movement of the hands, and facial expressions. Changing any one of these elements can change the meaning of a sign.

Use a graphic organizer to verify the correct answer to question 9. Draw the graphic organizer below, leaving the boxes blank. Work with students to fill in the missing information, using details from the passage. Sample responses are provided.

<table>
<thead>
<tr>
<th>What details are given?</th>
<th>What information is not directly stated</th>
<th>What can you figure out on your own?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many different sign languages around the world.</td>
<td>The author does not directly state why there are so many different sign languages.</td>
<td>People in the same community or school want to communicate with each other.</td>
</tr>
<tr>
<td>Most sign languages started among groups of deaf people who learned to communicate with each other.</td>
<td></td>
<td>Deaf individuals in the same community or school would create their own sign language to be able to communicate with each other.</td>
</tr>
</tbody>
</table>

Tip: Ask students to identify sentences or information in the passages that helped them answer each question:

5. “In solids . . . occasional collisions.”
6. “Increased temperature . . . when heated.”
   “When heated, liquids . . . into a gas.”
7. “In solids, atoms are closely locked . . . only vibrate.”
8. Information in the last column of the chart
9. “So, even though English is spoken . . . and BSL (British Sign Language).”
10. “The use of sign languages. . . learn about it.”
Indepedent Practice

**PART FIVE: Prepare for a Test**

**TEST TIPS**

- A test question about drawing conclusions or making inferences asks you to figure out something that is not directly stated in a reading passage.

- Use information in the selection, combined with what you already know, to arrive at an answer.

- A test question about drawing conclusions or making inferences often contains the words you can tell, determine, or conclude.

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Read this poem by William Butler Yeats. Then answer questions about the poem. Choose the best answer for Numbers 13 and 14.

**Drawing Conclusions and Making Inferences**

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13. There is enough information in the poem to suggest that the speaker presently lives
   - in a lonely island
   - in a busy town or city
   - on a farm in the country
   - in a place called Innisfree

14. From the poem, you can tell that the speaker most wants
   - peace and tranquility
   - to have a small cabin in the woods
   - an opportunity to study nature
   - the company of close companions

---

**AT A GLANCE**

Students practice answering questions about drawing conclusions and making inferences that might appear on a reading test.

**STEP BY STEP**

**Pages 90–91**

- Point out the Test Tips to students and explain that these tips will help them answer test questions.
- Tell students to read and complete pages 90 and 91.
- Discuss the correct responses as a class.

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**Connecting with Literature**

As students read books they self-select from the classroom or school library, encourage them to draw conclusions and make inferences about information the author merely suggests. Invite them to choose a favorite book and present a brief Book Share. Have students read a page or a selection from the book and tell how they used text details and their own knowledge to figure out information that is merely suggested in the text. Ask about specific inferences. Did they infer a setting or a character’s feelings? How?