

**Boost Achievement with Explicit
Reading-for-Understanding Instruction**



For Middle and High School

SRA Read to *Achieve*

SRA Read to Achieve is the first program to help you teach comprehension strategies that adolescent students can apply successfully to content-area classes. Tailored to meet the more complex literacy requirements of middle and high school, **Read to Achieve** specifically targets the challenges adolescent readers face through two courses:

Comprehending Content-Area Text helps students:

- Read science and social studies texts effectively
- Take notes from textbooks and classroom lectures
- Learn real-world study skills and work strategies



Comprehending Narrative Text helps students:

- Read conceptually challenging text effectively
- Capture main idea, key concepts, and details
- Engage in high-quality, open discussion of content

Targeted to Student Needs

The facts about less skilled readers in middle and high school are well-known:

- They often lack the skills or disposition to read and comprehend academic materials
- They nearly always are less fluent readers
- Many have difficulty decoding and understanding multisyllabic words
- They are less familiar with the common meanings of vocabulary words

Research-Based Instruction

Read to Achieve incorporates research-based practices that meet the needs of struggling adolescent readers. This highly effective program is centered around:

- Systematic, explicit instruction
- An organized plan of action to build reading fluency
- Ongoing instruction that targets decoding multisyllabic words
- Intensive instruction of word-learning strategies

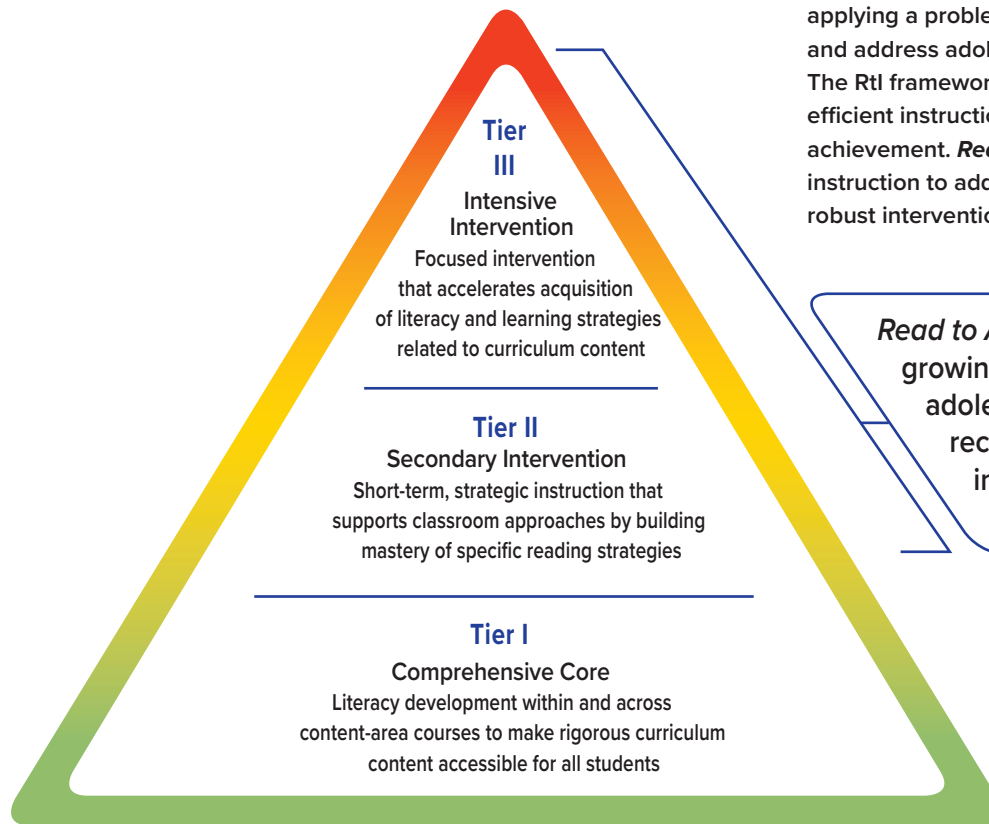
Strong Instructional Guidance

Read to Achieve offers clear, coherent lessons that help you:

- Provide 45 minutes of intensive instruction each day
- Offer supportive practice in the use of effective comprehension strategies
- Show students how to work with and understand informational text
- Meet the needs of students who are not able to comprehend grade-level material

Response to Intervention

Powerful Instruction for Tier II and Tier III Intervention



Response to Intervention (RtI) models focus on applying a problem-solving framework to identify and address adolescents who struggle with reading. The RtI framework provides a continuum of effective, efficient instruction that leads to improved academic achievement. *Read to Achieve* offers comprehensive instruction to address the need for research-based, robust intervention to improve comprehension.

Read to Achieve is supported by the growing scientific research base on adolescent literacy that uniformly recommends using strong instructional guidance to “close the gap”

A Unique Approach to Closing the Gap

- **Explicit teaching and modeling** of strategies through the use of “Think-Alouds”
- **Guided practice** as students apply strategies with support from the teacher and other students
- **Independent practice** using social interaction focused on learning and understanding from text
- **Ongoing integration** of comprehension and word-learning strategies across a variety of topics

- With *Read to Achieve* you will:
- **Introduce text, ideas, and strategies** in new ways
 - **Break down comprehension instruction** into smaller pieces
 - **Provide more guidance** and support when developing new skills
 - **Take concrete steps** to help students apply comprehension strategies to authentic texts

Teacher Resources Streamlined and Easy to Use

Teacher's Edition

- Easy-to-use resource planning pages provide an overview of the skills taught and materials required for each lesson

The image shows two pages from a teacher resource book. The top page is the 'Unit 2 Resource Planner', which is a grid showing lessons 1 through 4, with columns for skills and strategies, teacher resources, and student resources. The bottom page is 'Unit 2 • Lesson 1', which includes a 'Reading Skills and Strategies' section, a 'Vocabulary and Comprehension Strategies' section, and a 'Story Structure: Main Character' section. It also includes a 'Routine: Analyzing the Main Character' section with a 'Character Details' and 'Personal Connections' chart.

Teacher's Edition

- Keep instruction on target with detailed lessons and teaching routines

The image shows the 'PQRS Strategy' page, which is a guide for students to use when reading. It includes sections for 'Prediction', 'Question Generation', 'Clarification', and 'Summarization', each with specific steps and questions to guide the student's reading process.

The image shows the 'Unit 3 Assessment' page, which is a 'Show What You Know' assessment. It includes a 'Part A: Answer the following questions' section with multiple-choice and short-answer questions. It also includes a 'Part B: Open the Anthology to page 50, and read the first two paragraphs. Then answer the questions.' section with a 'Character Details' and 'Personal Connections' chart.

The image shows 'Appendix C Training Materials', which includes a 'Read to Achieve Training: Sample Agenda' table and a 'PowerPoint Training Outline' table. The agenda table lists times and topics covered, such as 'Overview Purpose, features, and materials' and 'Instructional sequence: Chart, program examples, Fiction and nonfiction books'. The outline table lists topics like 'Purpose', 'Features', 'Materials', 'Instructional Sequence', 'Scope and Sequence', 'Research Base', and 'Teaching Techniques'.

Assessment Blackline Masters

- Help you monitor and evaluate student progress

Professional Development Guide

- Provides background information about how to build adolescents' reading skills and valuable guidance to help manage daily instruction

A convenient teacher portal features easy-to-use online tools.

ePresentation

- Display program content digitally to illustrate and explain complex concepts and facilitate classroom discussion.

SRA 2Inform

- Place students, track progress, and monitor performance using a variety of reports and tools.

Teacher eBooks

- Access the complete Teacher's Edition online to preview content and prepare for upcoming lessons.

Professional Development

- Access electronic resources for professional development, review exercise formats through video, and facilitate program training.

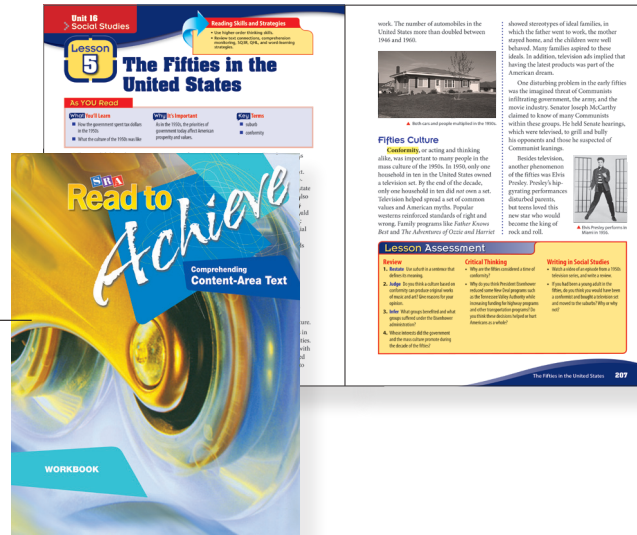
Student Materials

Structured Cross-Curricular Support

Comprehending Content-Area Text

Workbook

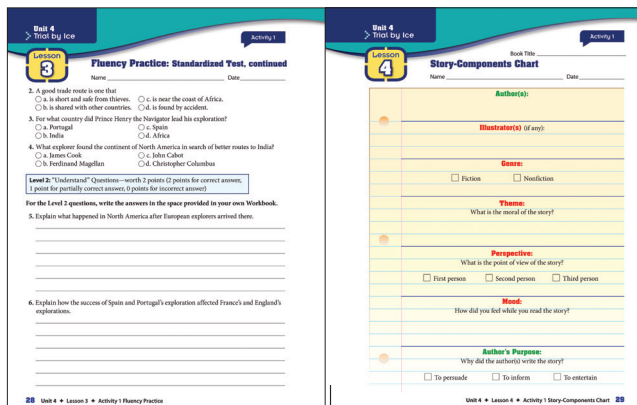
- Interactive practice for each lesson
- Graphic organizers to help structure information and map content
- Gradually replaced by students' own science and social studies textbooks



Content Reader

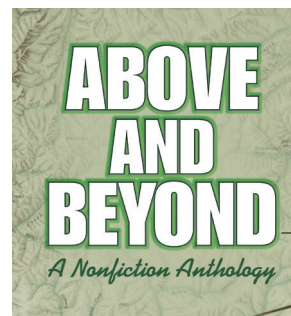
- Provides age-appropriate expository text that matches grade-level and Lexile® recommendations
- Replicates the content, style, and structure of best-selling science and social studies textbooks
 - 70% science
 - 30% social studies
 - Transitions to self-selected textbooks (Units 21–25)
- Lexile levels:
 - Units 1-6: 700-900
 - Units 7-12: 900-1000
 - Units 13-20: 1000-1100

Comprehending Narrative Text



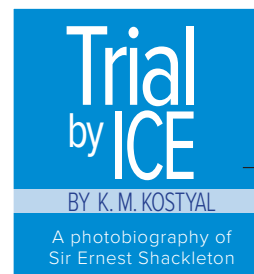
Workbook

- Practice exercises to develop mastery of each concept
- Graphic organizers help track important details and events
- Gradually replaced by notebook paper and sticky notes



Above and Beyond: A Nonfiction Anthology

- Age-appropriate nonfiction text matches grade-level Lexile Framework® recommendations
- Offers a wide variety of high-interest, authentic text to engage and motivate struggling readers
 - No End in Sight
 - Trial by Ice
 - Princess of the Press
 - Phineas Gage
 - Lexile Levels range from 700L to 1100L



Novel Study

- Students also read the novel *Trial By Ice: A Photobiography of Sir Ernest Shackleton* by K.M. Kostyal

Scaffolded Instruction and Relevant Content

Sequenced to Build Independence

Program materials are systematically phased out as students transition to notebook paper and teacher-selected readings

Read to Achieve addresses challenges faced by adolescent readers by providing:

- **Daily reading** of challenging and appropriate narrative or informational text
- **Decoding instruction** to help students read multisyllabic words
- **A systematic plan of action** that improves fluency
- **Word-learning strategies** to build new vocabulary
- **Portable comprehension strategies** that can be applied to any narrative text

A Unique Instructional Sequence to Accelerate Comprehension

Carefully scaffolded instruction develops deep understanding and provides the support students need to construct meaning from text

Strong Teacher Support (Week 1)

TEACHER SUPPORT
STRONG MODERATE STUDENT INDEPENDENCE

The Teacher:

- Introduces each new skill or strategy
- Presents steps of the strategy
- Models use of the target strategy through "Think-Alouds"
- Guides students step-by-step as they work through steps of the strategy

Students:

- Read questions and steps
- Copy what the teacher writes during the "Think-Aloud"

Moderate Teacher Support (Week 2)

TEACHER SUPPORT
STRONG MODERATE STUDENT INDEPENDENCE

The Teacher:

- Reviews the strategy one step at a time
- Writes student responses at each step on a transparency
- Provides corrective feedback and further instruction as needed

Students work with a partner as they:

- Discuss and write an answer one step at a time
- Report what they wrote at each step

Student Independence (Week 3)

TEACHER SUPPORT
STRONG MODERATE STUDENT INDEPENDENCE

The Teacher:

- Monitors student partners
- Provides guidance as needed
- Elicits responses and gives feedback

- Records responses at the end
- Students:*
- Work collaboratively with a partner to discuss questions and apply the strategy

Review and Application (Week 4)

TEACHER SUPPORT
STRONG MODERATE STUDENT INDEPENDENCE

The Teacher:

- Monitors students as they work on their own
- Provides assistance if needed

- Records responses at the end
- Students:*
- Apply the strategy on their own
- Share their answers with a partner
- Share and compare responses with the group

Ongoing Assessment

Smart, Data-Driven Decisions

At the start of the year

- Begin with the Placement Test to refine instructional groups

APPENDIX B
Part I
Fiction Fluency Passage

Name _____ Class _____ Date _____
School _____ Teacher _____

Calculations:
Number of Words Read _____ CWPM _____
Number of Errors _____ + Number of Words Read _____
CWPM = _____ % Accuracy = _____

Blazing Escape
The smell of smoke woke Rita. Through her window she saw a strange red glow in the night sky. Hurrying downstairs, she found her father in the kitchen. "What's going on?" Rita asked. "A fire has broken out on White Mountain," he answered. "Mom has already left to assist the firefighters."
"Will the fire reach us?" Rita asked, just saying the words frightened her. She thought of the years her parents had struggled to make Rocky Ridge Stables the best in the area. Every summer, tourists came to rent horses for pack trips and trail rides. If the fire reached Rocky Ridge, all that would be destroyed.
As they talked, a gust of hot, smoky air blew across their faces. Rita's father jumped up and stared out the open window. "The fire's headed our way! We've got to load the horses into the trailer and take them to the Cherry Hills Stables until we know it's safe."
"But, Dad, we can only transport six horses at a time in the trailer," Rita said.
"I know. It will take three trips, so let's get started now!"
When the six horses were loaded, her father said, "I'll be back in an hour. Try to keep the others calm while I'm gone."
Rita felt the wind growing stronger, and each gust brought a new shower of sparks. She realized there was no way her father could get back in time. She and the horses were trapped.
Rita would have to get the horses over Rocky Ridge to the lake on the other side. She ran to the corral and grabbed Cisco's halter and pulled herself up onto his back. The horses were used to following Cisco on the trail rides, and as Rita urged him through the smoke he
The ride up the steep trail top and started down. Flat sky. Finally they reached

Word Count
2
16
30
35
48
53
67
81
97
109
124
139
155
159
175
187
204
211
225
241
245
262
277
293

84

Unit 2
Lesson 3
Fluency Practice: Standardized Test, continued

Name _____ Date _____

Activity 1

2. What are the people who drive the dog sleds called?
a. Jockeys c. Sled drivers
b. Riders d. Mushers

3. How long does it take someone in the Iditarod to complete the race?
a. More than a week
b. Less than a week
c. More than two weeks
d. About a month

4. How were the Iditarod trails first used in the 1920s?
a. To transport injured hikers to safety
b. To take supplies to mining towns and to bring gold back to cities
c. To train search-and-rescue dogs
d. To help settlers expand their settlements

Level 2: "Understand" Questions—worth 2 points (2 points for correct answer, 1 point for partially correct answer, 0 points for incorrect answer)

For the Level 2 questions, write the answer in the spaces provided in your own Workbook.

5. Describe the Iditarod course. Include in your response the cities in which the race begins and ends. *The race begins in Anchorage, Alaska. From there, the racers travel to several checkpoints. The course runs through icy fields, across frozen rivers, and over large mountains. The winner is the first racer to cross the finish line in the city of Nome, Alaska.*

6. Explain how the Iditarod is different from other races. *Ideas: The racers may race and rest whenever they want. Racers decide the pace of the race. Some racers race for long periods, stopping only occasionally. Other racers stop each night and wait until day to race. Mushers might feed their dogs snacks throughout the trip, or mushers might give the dogs large meals once or twice a day.*

12 Unit 2 • Lesson 3 • Activity 1 Fluency Practice

During a lesson

- Multiple-choice and free-response items provide a quick check that guides instruction

At the beginning and end of a unit

- Weekly cold and hot reads track progress toward grade-level oral reading fluency goals

Fluency Chart

Name _____

Unit 1 Fluency

Name _____ Date _____

Check box: ☐ Cold Timing ☐ Hot Timing

The Feel of Money
Take out some paper money. How much is it worth? You probably find out the value by looking at the bill. Many people are blind or cannot see well enough to read paper money.
In the United States, paper bills are the same size and feel exactly the same. This means that people who are blind cannot tell them apart. They must sometimes ask others to tell them how much money they have or are spending.
Some people who are blind use a machine that tells them how much is printed on the bill. The machine is expensive and must always be carried around.
Not all paper money is like ours. Many other countries make paper money that can be "seen" by people who are blind. For example, the paper money of the European Union is printed in various colors and has large numbers. This makes the bills easier to tell apart.
European bills are also various sizes. For example, a bill worth twenty euros would be larger in size than a bill worth ten euros. Large numbers and varying colors allow someone with poor vision to tell bills apart. A person who is blind can tell the value by feeling the size of each bill.
Some people have asked the United States government to change the way it makes money. They believe that people who are blind should not have to depend on others to help them with their money.
Changing paper money will help people who are blind tell how much each bill is worth. For example, the new bills might have raised printing on them that could be "read" by feeling the bills. The new money could have felt placed in different parts of the bill. Or the new bills could simply be different sizes, like European money.
Possible changes to paper money are still being considered. Don't be surprised if in the future you can tell which bill you are spending without looking at it.

Word Count
4
17
32
38
52
65
79
80
94
107
108
120
134
147
156
168
182
195
210
222
236
245
257
271
285
300
305
316
330
333

2 Unit 1 • Fluency

Response to Intervention

Analyze Unit 2 Assessment Results

Differentiated Instruction

Approaching Mastery
• Pair with "at mastery" student to review definitions; have student make test corrections.
• Review definitions until firm (see Teacher Edition Unit 1, Lesson 1, Part A: Story Structure); have student make test corrections.

At Mastery
• Assign student to "be the teacher," partnering with "approaching mastery" or "ELL" student to review definitions.
• Have student design classroom chart showing story-structure components and their definitions.

ELL
• Have student provide oral definitions; provide student immediate oral feedback affirming or correcting. Have student provide oral responses to any other oral questions; provide student immediate oral feedback affirming or correcting. Retest missed items.
• Provide index card with definitions; assist with test corrections; retest missed items.
• Provide verbal scaffolding to encourage use of correct definitions; assist student with test corrections; retest missed items.

Pair with "at mastery" student to review Unit 1 and 2 Workbook charts; have student make test corrections.

Assign student to "be the teacher," partnering with "approaching mastery" or "ELL" student to review Workbook charts.

Have student complete Workbook charts using back of his or her choice.

Read Anthology passage (Unit 2 Assessment) to student, guiding as needed; assist with test corrections; retest missed items.

Use guided interaction to discuss chart completion, including key vocabulary; assist with test corrections; retest missed items.

Unit 2 • Assessment 47

At the end of a unit

- Unit Assessments every 5th lesson show you what students know and don't know
- Guidelines help you modify instruction and provide appropriate support so all students master strategies within the program

Comprehending Content-Area Text

Sample Lesson



In *Comprehending Content-Area Text*, students read material that replicates the content, style, and structure of science and social studies textbooks. Essential tools and strategies help teachers prepare students to effectively read content-area texts, take notes, and learn real world study skills.

All skills and strategies are practiced in an instructional sequence that progresses from strong teacher support to student independence

Sharing and comparing encourages student collaboration and builds motivation to complete program activities

Students spend their time immersed in comprehension, vocabulary, and fluency-building activities

Unit 2 • Lesson 2

Reading Skills and Strategies

- Make text connections.
- Identify text structure.
- Decode multipart words.
- Use word-learning strategies.

PART A
20 minutes

TEACHER SUPPORT
STRONG
MODERATE
STUDENT INDEPENDENCE

Comprehension Strategies

Activity Text Connections

Direct students to **Content Reader** page i.

1. On what page will you find Unit 2, Lesson 2? **22**.
Direct students to page 22.

2. **Direct** students to **Workbook** page 15. **Show** Transparency 1: Text-Connections Chart (T1).

Transparency 1/Workbook page 15

Text-Connections Chart

What do you know about the topic?

What are you going to read?

What do you know about the topic?

ROUTINE • Making Text Connections

- Assign** student partners.
- Ask** students to read aloud question 1.
- Ask** students to discuss question 1 and then to write the answer.
- Ask** students what they wrote. **Write** on T1. *Classifying Organisms*
- Repeat** steps b–d for question 2. *to learn more about classifying organisms*
- Repeat** steps b–d for question 3. **Accept** reasonable responses.

Activity
Text Structure

TEACHER SUPPORT
STRONG
MODERATE
STUDENT INDEPENDENCE

1. **Direct** students to **Content Reader** page 22.

2. Read Unit 2, Lesson 2, to yourself. **Allow** three minutes.

44 Unit 2 • Lesson 2

Content Reader

Unit 2 Science

Lesson 2 Classifying Organisms

As YOU Read!

What You'll Learn

- How scientists name organisms
- What classification is
- How organisms are grouped

Why It's Important

It's easier to study living things that are arranged in groups.

Key Terms

- classification
- binomial nomenclature
- genus
- species

Imagine you're writing a report about a famous scientist. You go to the library to do some research. You find the books aren't in any order. You must look through all the books in the library to find what you need. This will take a long time.

It would also take a long time for scientists to study information about all the organisms on Earth. To solve this problem, scientists put living things in groups. Living things are easier to study if they're organized in groups. The process of grouping things that are similar is called **classification**. Scientists know a lot about an organism based on its group. Taxonomy is the study of how organisms are classified.

The Naming System

An important part of classifying living things is to give each organism a name. The naming system scientists use is **binomial nomenclature**. This system gives each organism a two-part name.

Binomial nomenclature names organisms based on their similarities and special features. The first part of the name, the **genus**, is a group of very similar organisms. The second part, the **species**, names a certain trait. The trait may tell where the organism lives or what it looks like.

Using Binomial Nomenclature

- Scientific names contain Latin words.
- The first word is capitalized.
- Names are printed in italics or underlined in handwriting.

Levels of Classification

Today's system of classification has eight levels. The highest level is the most general. Each level is smaller than the one above. You can tell how alike two organisms are by the number of levels they share.

Domains are the top level of classification. They contain the most organisms. As you move down through the levels, each group has fewer members. Species is the smallest level and contains only one type of organism.

22 > Unit 2 • Lesson 2

3. As you know, textbook authors organize, or arrange, paragraphs in certain ways to help you gather meaning. This organizational arrangement is called text structure. You've already learned about the Description-or-List Chart.

4. **Show** Transparency 5: Text-Structure Overview (TS).

5. **Point** to each type of text structure as you read each title.

- Description-or-List Chart
- Order-or-Sequence Chart
- Cause-and-Effect Chart
- Compare-and-Contrast Chart

6. **Ask** students to read aloud each text structure. **Review** Description-or-List Chart as needed.

7. **Point** to the Order-or-Sequence Chart. *Order-or-Sequence is the second type of text structure you'll learn.*

Transparency 5

Text-Structure Overview

TS1 Description-or-List Chart

TS2 Order-or-Sequence Chart

TS3 Cause-and-Effect Chart

TS4 Compare-and-Contrast Chart

Lessons address the motivational challenges faced by adolescent readers

- Goals and expectations are clear and specific, setting the stage for success
- Students determine their own fluency goals and track their progress
- Opportunities for peer interaction through reading are built into every lesson
- Reading materials relate directly to subjects students take

Content Reader

The Major Levels of Classification

Domains and Kingdoms

Scientists classify organisms in three domains: Bacteria, Archaea, and Eukarya. Living things are grouped in domains based on their ability to make food, the number of cells in their bodies, and their type of cells.

Three Domains

Bacteria cells do not have a nucleus. A nucleus is a dense area in a cell that controls the cell's activities. Bacteria are prokaryotes. They are on everything you touch and inside your body.

Members of the domain Archaea are one-celled prokaryotes that live in extreme environments. They are found in hot springs and in cow intestines.

The domain Eukarya consists of eukaryotes. These organisms have cells with a nucleus.

Six Kingdoms

The three domains are made up of six kingdoms: Archaeobacteria, Eubacteria, Fungi, Plantae, Animalia, and Protista.

Some organisms are similar to bacteria but have different cell structures (kingdom Archaeobacteria).

Some one-celled organisms have no nucleus at all (kingdom Eubacteria).

Have you ever eaten a fungus (kingdom Fungi)? A mushroom is a fungus. Most fungi are multicelled organisms that live on land. Mold is a fungus. Fungi feed on dead or decaying organisms.

Plants (kingdom Plantae) are multicelled. They use sunlight to make their own food. Plants can be as small as tiny mosses on a rock or as tall as redwood trees.

Like plants, all animals (kingdom Animalia) are multicelled organisms. Animals obtain energy by eating plants or other animals.

Protists (kingdom Protista) are made up of eukaryotes that can't be classified in any other kingdom. Most protists are one-celled, but a few, such as seaweed, are multicelled.

Lesson Assessment

Review

1. Identify: What are the two parts of an organism's scientific name?
2. List: Name the eight levels of classification, from largest to smallest.
3. Define: What does taxonomy mean?
4. Identify: What two domains consist of prokaryotes?

Critical Thinking

What do a mushroom and a fish have in common?

Writing in Science

Write a plan for classifying the objects in your room.

Classifying Organisms 23

ROUTINE • Using the Order-or-Sequence Chart

a. I'll use the Order-or-Sequence Chart for the information I just read.

b. Model think-aloud for T8.

Think-Aloud There are eight levels of classification. Domain is the highest level and includes the most organisms; species is the lowest level and includes one type of organism. In my Content Reader, I noticed a diagram showing these levels arranged in a particular or logical way. This diagram shows an order. I'll write one classification level in each box of my Order-or-Sequence Chart, with Domain in the top box and Species in the bottom box.

Write Domain, Kingdom, Phylum, Class, Order, Family, Genus, Species. ♦

11. When could you use the Order-or-Sequence Chart?
Accept reasonable responses.

12. Why should you use the Order-or-Sequence Chart?
Accept reasonable responses.

PART B 15 minutes **TEACHER SUPPORT** **STRONG** **MODERATE** **STUDENT INDEPENDENCE**

Vocabulary Strategies

Activity **Decoding-Multipart-Words Strategy**

1. **Direct** students to the first activity on **Workbook** page 16. **Show** Transparency 7: Context-Clues Strategy (T7).

Context-Clues Strategy

Step 1: Underline all the words in the text.

Step 2: Write a dash between the word parts so each part has one word next to it.

Step 3: Circle the beginning of the word, and read the parts to order.

Step 4: Write the definition.

Step 5: Write the word in a box.

Step 6: Write the word in a box.

Step 7: Write the word in a box.

Step 8: Write the word in a box.

Step 9: Write the word in a box.

Step 10: Write the word in a box.

Transparency 7/Workbook page 16

Reduced versions of **Content Reader** pages eliminate the need to juggle multiple components while presenting lessons

Teacher "Think-Alouds" offer direct, strong instructional guidance

A flexible decoding strategy enables students to articulate and identify the words with which they struggle the most—multisyllabic words

Graphic organizers help students apply each strategy and internalize the process for comprehending content-area text

8. What does it mean to place information in an order or a sequence? **Accept** reasonable responses.

9. **Direct** students to **Content Reader** page 22: *Levels of Classification*. Read to yourself all the text under the subtitle *Levels of Classification*. **Allow** one minute.

10. **Show** Transparency 8: Order-or-Sequence Chart (T8).

Order-or-Sequence Chart

1. Domain

2. Kingdom

3. Phylum

4. Class

5. Order

6. Family

7. Genus

8. Species

Transparency 8

See more of this sample lesson on page 10

Comprehending Content-Area Text

Sample Lesson

Word-learning strategies prepare students to encounter the wide range of vocabulary words presented in content-area text

Scaffolded instruction provides a fail-proof way to teach comprehension and word-learning strategies

Student daily reading mirrors content from popular science and social studies texts

Metacognitive strategies help you teach “thinking” and problem solving

Continued: Unit 2 • Lesson 2

ROUTINE • Decoding Multipart Words

- Assign student partners.
- Have students write *nucleus* in the “Word” box. Write on T7.
- Ask students to read aloud Step 1.
- Ask students to discuss and to complete Step 1. Write on T7. Review vowel sounds as needed. *Nucleus*.
- Ask students to read aloud Step 2.
- Ask students to discuss and to complete Step 2. Write on T7. Idea: *Nu/cle/us*.
- Ask students to read aloud Step 3.
- Ask students to discuss and to complete Step 3. Idea: *Nu/cle/us*.
- Ask students to read aloud Step 4.
- Have students complete Step 4. *Nucleus*.

Activity

STRONG TEACHER SUPPORT MODERATE STUDENT INDEPENDENCE

Word-Learning Strategy: Context Clues

- Direct students to the second activity on **Workbook** page 16. Show T7. As you know, the context-clues strategy helps you figure out what words mean. You use hints in the text to define words. Sometimes these hints are obvious, such as bold and highlighted words. Sometimes these hints are not as obvious.

ROUTINE • Using the Context-Clues Strategy

- Read steps 1–3 to students.
 - Step 1: Read the sentence containing the word.
 - Step 2: Look for a definition or for examples of the word in the sentence.
 - Step 3: Read before or after the sentence for a definition or for examples of the word.
- Ask students to read aloud steps 1–3.
- Direct students to **Content Reader** page 23: *Three Domains*, paragraph 1, sentence 1.
- Remind students *nucleus* is not a bold and highlighted word, so the hints may not be obvious.
- Have students copy what you write as you model think-aloud for T7.

46 Continued: Unit 2 • Lesson 2

Unit 2
Science

Lesson 2

Classifying Organisms

As YOU Read!

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- How organisms are grouped

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- Names are printed in italics or underlined in handwriting.

Levels of Classification

Today's system of classification has eight levels. The highest level is the most general. Each level is smaller than the one above. You can tell how alike two organisms are by the number of levels they share.

Domains are the top level of classification. They contain the most organisms. As you move down through the levels, each group has fewer members. Species is the smallest level and contains only one type of organism.

Think-Aloud First, I'll read the sentence containing the word. Read **Content Reader** page 23: *Three Domains*, paragraph 1, sentence 1. Second, I'll look for a definition or for examples of the word in the sentence. I don't see a definition or examples, so I need to go to step 3 and read before or after the sentence for a definition or for examples of the word. Because this is the first sentence in the paragraph, I can read only after the first sentence. Read sentence 2. As I read on, I see a definition in the second sentence. I'll write *A dense area in a cell that controls the cell's activities* as a definition. I didn't find any examples of a nucleus, so I'll keep reading. Read the rest of paragraph 1. I didn't find anything more about a nucleus, but I do know the definition. ♦

- When could you use the context-clues strategy? Accept reasonable responses.
- Why should you use the context-clues strategy? Accept reasonable responses.

In Units 21–25, students work with authentic texts from their own science and social studies classes!

Comprehending Content-Area Text

Course Summary

Comprehending Content-Area Text provides:

- Detailed guidance for 25 units (125 lessons)
- 45–55 minutes per lesson
- Content that mirrors popular science and social studies text
- Selections that steadily increase from 700 to 1000 Lexile Level

A Complete Skill Set for Improving Comprehension

Comprehension Strategies	<i>Before Reading</i>	<i>During Reading</i>	<i>After Reading</i>
	<ul style="list-style-type: none"> • Survey the beginning, middle, and end • Use text features to navigate textbooks • Identify lesson topics • Set a purpose for reading • Activate and use prior knowledge and background information • Generate questions 	<ul style="list-style-type: none"> • Recognize text structure (cause/effect, order/sequence, compare/contrast, description/list) • Write detailed notes while reading • Use graphic organizers to show information and relationships • Monitor comprehension and use fix-up strategies to resolve difficulties in meaning • Reread and adjust reading rate • Connect the topic to you and things you have read 	<ul style="list-style-type: none"> • Review written notes • Summarize the main idea and details that support it • Identify and retell new information • Use information gathering strategies for questions you still have
Decoding	<ul style="list-style-type: none"> • Use a flexible strategy to decode multi-part words • Recognize and understand selection vocabulary 		
Word-Learning Strategies	<ul style="list-style-type: none"> • Use context clues • Use glossaries • Use print and online dictionaries • Create graphic organizers to study and retain vocabulary 		
Fluency	<ul style="list-style-type: none"> • Read and reread to improve rate and accuracy • Read the same text for different purposes • Read silently with a clearly established purpose 		
Study Skills	<ul style="list-style-type: none"> • Use SQ3R—Survey, Question, Read, Reflect, Review—to organize information and gain meaning • Use QHL—Questions I have, How I'll find the answers, What I Learned—to locate, collect, and summarize information • Write detailed notes from lectures • Use graphic organizers to track important information • Rehearse information learned • Use comprehension strategies flexibly and in combination 		

Comprehending Narrative Text

Sample Lesson



In *Comprehending Narrative Text*, students study award-winning literature, and a variety of popular and age-appropriate nonfiction texts. This course helps teachers prepare students to effectively read challenging texts, capture main ideas, key concepts, and details, and engage in high quality open discussions.

Organizational steps help students focus their attention and support the development of comprehension strategies

All skills and strategies are practiced in an instructional sequence that progresses from strong teacher support to student independence

Teacher “Think-Alouds” offer direct, strong instructional guidance

Unit 3 • Lesson 2



Reading Skills and Strategies

- Identify story structure.
- Use the PQCS strategy: prediction.



35 minutes

STRONG

TEACHER SUPPORT

MODERATE

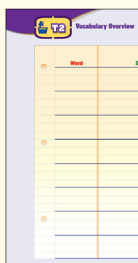
STUDENT INDEPENDENCE

Vocabulary and Comprehension Strategies

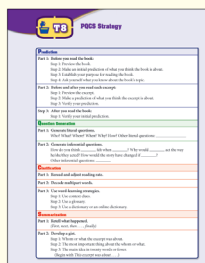
Activity PQCS Strategy: Prediction

NOTE: This lesson requires a review of up to ten vocabulary words. Suggestions of these words and their definitions are provided. Student-friendly definitions should always be used. You may want to survey the excerpt and select and define your own words before beginning the lesson. Write these words on Transparency 2: Vocabulary Overview (T2) before the lesson.

- Show Transparency 8: PQCS Strategy (T8).



Transparency 2



Transparency 8

- As you know, the PQCS strategy helps you get to know books on a more personal level so you'll have better understanding. The *P* stands for “Prediction” in the PQCS strategy. Predictions can be made both before you begin a book and while you read it. What are predictions? *Idea: Statements you make about what you think might happen.*

- Today you'll preview another excerpt of *Trial by Ice*. You'll then make another prediction and verify it using the same Prediction Chart you used in the previous lesson.



Transparency 9/Workbook page 16

ROUTINE • Using the PQCS Strategy: Prediction

- Read** “Prediction” Parts 1–3 to students.
 - Part 1: Before you read the book:**
 - Step 1:** Preview the book.
 - Step 2:** Make an initial prediction of what you think the book is about.
 - Step 3:** Establish your purpose for reading the book.
 - Step 4:** Ask yourself what you know about the book's topic.
 - Part 2: Before and after you read each excerpt:**
 - Step 1:** Preview the excerpt.
 - Step 2:** Make a prediction of what you think the excerpt is about.
 - Step 3:** Verify your prediction.
 - Part 3: After you read the book:**
 - Step 1:** Verify your initial prediction.
- Ask** students to read aloud “Prediction” Parts 1–3.
- Direct** to **Anthology** pages 52–58 (paragraph 1) (second excerpt) and **Workbook** page 16. **Show** Transparency 9: Prediction Chart (T9) from the previous lesson. I'll use the Prediction Chart to make a prediction before I read the second excerpt of *Trial by Ice*. **Have** students copy everything you write as you model the think-aloud for T9: Part 2.

Think-Aloud Part 2: First, I need to preview the excerpt. I'll thumb through the excerpt to get a better idea of what it's about and think about what I've already read. **Thumb** through **Anthology** pages 52–58, looking at pictures, reading captions, and making comments about what you see. I don't need to write anything in the box for Step 1.


Reciprocal-teaching strategies build student autonomy

- Students work in groups of five
- Role cards identify each person's unique role
- Students use sticky notes to help them prepare for their roles in the discussion
- The roles in the group switch as the selection is read

Second, I need to make a prediction of what I think the excerpt is about. I can make this prediction based on what I've already read and on what I previewed in this second excerpt. I think this excerpt is about Shackleton getting stuck in the ice in Antarctica. In the second-excerpt box for Step 2, I'll write *Shackleton getting stuck in the ice in Antarctica*.

Third, I need to verify, or check, my prediction to see if it was correct. I'll do this after I read the second excerpt. ♦

d. Before you read this excerpt, we'll review some vocabulary words to help you better understand what you'll read.

e.  **Show T2.** Read any difficult words and definitions to students, and discuss their meanings. (**Explain** that a ship is frequently referred to as "she.") Ideas: *Flank*: A side of something. *Floe*: A large, flat piece of ice. *Foul*: Disgusting. *Frontier*: Wilderness. *Gale*: A very strong wind. *Glacial*: Formed by a glacier. *Outcropping*: A rock sticking out of the ground. *Plague*: To cause problems. *Plume*: A small cloud. *Shaly*: Covered with shale, a type of rock.

f. **Have** students read the second excerpt silently. **Allow** up to ten minutes. After reading, **discuss** the vocabulary words as needed and what students visualized as they read.

g. **Show T9.** **Have** students copy everything you write as you model the think-aloud for T9: Part 3.


Think-Aloud Part 3: Now that I'm finished reading the excerpt, I'll verify my prediction. My prediction was that I thought this excerpt was about Shackleton getting stuck in the ice in Antarctica. My prediction was correct, so I'll circle "CORRECT" in the second-excerpt box for Step 3. **Retain** T9 with its written notes for Unit 3, Lesson 3.

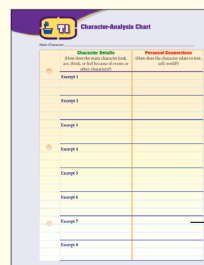
4. When could you use the Prediction Chart? **Accept** reasonable responses.

5. Why should you use the Prediction Chart? **Accept** reasonable responses.

Activity


Story Structure: Main Character

1.  **Direct** students to **Workbook** page 17.



Transparency 1/Workbook page 17

ROUTINE • Analyzing the Main Character

- a. **Assign** student partners.
- b.  **Show** Transparency 1: Character-Analysis Chart (T1) from the previous lesson.
- c. **Ask** students to discuss character details and personal connections and then to write in the second-excerpt boxes in the "Character Details" and "Personal Connections" columns. **Monitor** students. **Guide** as needed.
- d. **Ask** students what they wrote. **Write** on T1. Ideas: *Character Details: Sailed to Antarctica aboard Discovery; one of first to stand on Antarctic ground; appointed commander of three-man expedition to find route to Pole; had talent commanding men. Personal Connections: Accept* reasonable responses. **Retain** T1 with its written notes for Unit 3, Lesson 3.
- e. **DISCUSSION: Discuss** the rivalry between Scott and Shackleton.

The teacher initially models and explains the strategies, but gradually students assume responsibility for implementing them

Graphic organizers help students apply each strategy and internalize the process for comprehending fiction and nonfiction text

The structure of activities encourages student collaboration and moves the process from teacher-directed to student-directed

Students become proficient in each strategy before strategies are combined into a multiple-strategy approach

See more of this sample lesson on page 14

Comprehending Narrative Text

Sample Lesson

Student responsibility for demonstrating techniques gradually increases; the teacher supplies prompts and corrective feedback as needed

Group discussion allows students to share information, explain, and present their knowledge


Repeated reading of passages emphasizes the independent use of comprehension strategies; silent reading is supported by guided oral reading and partner reading for less fluent readers

Continued: Unit 3 • Lesson 2

Activity

Story Structure: Setting

1. **Direct** students to **Workbook** page 18.



Transparency 3/Workbook page 18

TEACHER SUPPORT

STRONG MODERATE STUDENT INDEPENDENCE

ROUTINE • Analyzing the Setting

a. **Assign** student partners.

b. **Show** Transparency 3: Setting-Analysis Chart (T3) from the previous lesson.

c. **Ask** students to discuss setting details and personal connections and then to write in the second-excerpt "Where," "When," and "Personal Connections" boxes. **Monitor** students. **Guide** as needed.

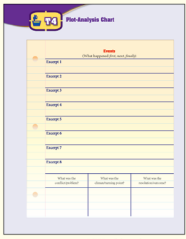
d. **Ask** students what they wrote. **Write** on T3. *Ideas: Where: England to Antarctica. When: July 1901 to winter 1902. Personal Connections: Accept reasonable responses. Retain T3 with its written notes for Unit 3, Lesson 3.*

e. **DISCUSSION:** **Discuss** what Antarctica was like.

Activity

Story Structure: Plot

1. **Direct** students to **Workbook** page 19.



Transparency 4/Workbook page 19

TEACHER SUPPORT

STRONG MODERATE STUDENT INDEPENDENCE

ROUTINE • Analyzing the Plot

a. **Assign** student partners.

b. **Show** Transparency 4: Plot-Analysis Chart (T4) from the previous lesson.

c. **Ask** students to discuss the *first, next, and finally* details and then to write in the second-excerpt box.

d. **Ask** students what they wrote. **Write** on T4. *Idea: First, Shackleton set sail as crew member on Discovery under Scott; one of first to stand on Antarctic ground. Next, Shackleton went on expedition to find Pole; fought bad weather; earned respect; rivalry with Scott. Finally, men became sick with scurvy; diet changed because of Shackleton. Retain T4 with its written notes for Unit 3, Lesson 3.*

e. **DISCUSSION:** **Discuss** how a lack of sunlight could affect one's health.


PART B 10 minutes **TEACHER SUPPORT**

STRONG MODERATE STUDENT INDEPENDENCE

Fluency Strategies

Activity **Mental Imagery**

1. **Direct** students to **Workbook** page 20.



Workbook page 20

TEACHER SUPPORT

STRONG MODERATE STUDENT INDEPENDENCE

ROUTINE • Using Mental Imagery

a. **Have** students read the passage silently and use mental imagery. **Have** students illustrate in their **Workbook** what they thought about. **Monitor** students. **Guide** as needed.

b. **Ask** students to share what they illustrated.

Lesson Wrap-Up

Conclude lesson with a brief review of reading skills and strategies taught (identify story structure and use the PQCS strategy: prediction).

In Units 14 and 15, teachers choose the text students read from a selection of recommended titles or their own list!

Comprehending Narrative Text

Course Summary

Comprehending Narrative Text provides:

- Detailed guidance for 15 units (75 lessons)
- 45–55 minutes per lesson
- High-interest fiction and nonfiction text
- Selections that steadily increase from 700 to 1100 Lexile Level

A Complete Skill Set for Improving Comprehension

Comprehension Strategies	<i>Before Reading</i>	<i>During Reading</i>	<i>After Reading</i>
	<ul style="list-style-type: none"> • Survey beginning, middle, and end • Make predictions • Activate prior knowledge • Set a purpose for reading • Use text features to navigate narrative text 	<ul style="list-style-type: none"> • Recognize story structure and literary elements • Generate literal and inferential questions • Use mental imagery • Adjust reading rate, reread, and read on • Answer text-explicit and text-implicit questions • Use graphic organizers to show information and relationships • Monitor comprehension, and use fix-up strategies 	<ul style="list-style-type: none"> • Review written notes • Recall important details and retell in sequence • Summarize main idea • Draw inferences and conclusions and support with textual evidence • Identify similarities and differences of characters and events within and across selections
Decoding	<ul style="list-style-type: none"> • Use a flexible strategy to decode multipart words • Recognize and understand selection vocabulary 		
Word-Learning Strategies	<ul style="list-style-type: none"> • Use context clues • Use glossaries • Use print and online dictionaries • Create graphic organizers to study and retain vocabulary 		
Fluency	<ul style="list-style-type: none"> • Read and reread to improve rate and accuracy • Read the same text for different purposes • Read silently with a clearly established purpose 		
Study Skills	<ul style="list-style-type: none"> • Use PQCS: Prediction, Question Generation, Clarification, Summarization • Write detailed notes while reading • Use graphic organizers to track important details and events • Rehearse information learned • Use comprehension strategies flexibly and in combination • Assume role of teacher in helping peers construct meaning from text 		

SRA **Read to** *Achieve*

Lift reading comprehension abilities for secondary students, and ensure college and career readiness, so they can:

- Construct the meaning of content-area texts and literature encountered in school
- Build the kind of reading proficiencies typically assessed on state-level accountability measures
- Meet the demands posed by more challenging academic expectations

Visit **directinstruction.com** for:

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