Unit 1 • Lesson 1

Reading Skills and Strategies

- Make text connections.
- Decode multipart words.

PART A 20 minutes TEACHER SUPPORT: STRONG | MODERATE | STUDENT INDEPENDENCE

Comprehension Strategies

Activity **Text Connections**

1. Before you begin reading a chapter or a section in your science or your social studies textbook, think about the topic of the chapter or the section. The topic is what the lesson is about. The topic is usually the title. Why is it important for you to know the topic of a chapter? **Accept** reasonable responses.

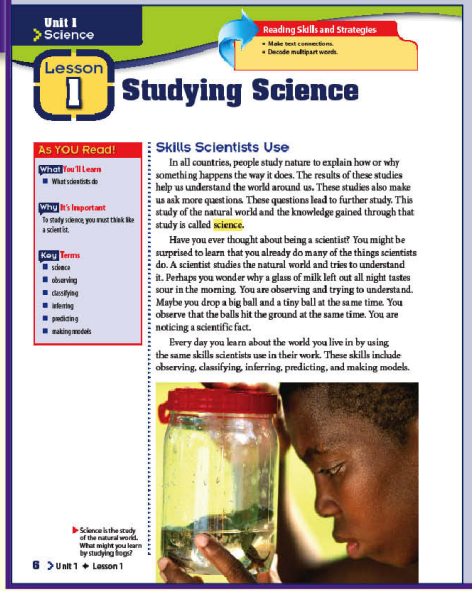
2. Besides thinking about the topic of a chapter or a section in your textbook, think about your purpose for reading the text. You should ask yourself why you're reading. You might say you're reading because the text is a class assignment, but why should you really be reading these science and social studies textbooks? **Accept** reasonable responses.

3. Finally, think about what you may already know about the topic. Doing this gets you interested in the text and helps you connect with it. Making these connections helps you relate to the text and makes reading it more enjoyable. Why does thinking about what you may already know about the text help you? **Accept** reasonable responses.

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

5. The table of contents is essentially an outline of a book. It shows how the book is organized. It lists the units and lessons and their titles as well as the page numbers where the lessons are found. Find Unit 1, Lesson 1, and its page number in the table of contents. On what page will you find Unit 1, Lesson 1? 6. **Direct** students to page 6.

Content Reader


Unit 1 Science

Lesson 1

Studying Science

Reading Skills and Strategies
- Make text connections.
- Decode multipart words.

As YOU Read!

What You'll Learn
- What scientists do

Why It's Important
To study science, you must think like a scientist.

Key Terms
- science
- observing
- classifying
- inferring
- predicting
- making models

Skills Scientists Use

In all countries, people study nature to explain how or why something happens the way it does. The results of these studies help us understand the world around us. These studies also make us ask more questions. These questions lead to further study. This study of the natural world and the knowledge gained through that study is called science.

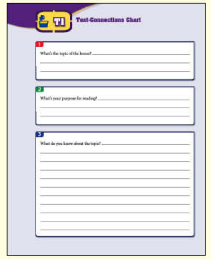
Have you ever thought about being a scientist? You might be surprised to learn that you already do many of the things scientists do. A scientist studies the natural world and tries to understand it. Perhaps you wonder why a glass of milk left out all night tastes sour in the morning. You are observing and trying to understand. Maybe you drop a big ball and a tiny ball at the same time. You observe that the balls hit the ground at the same time. You are noticing a scientific fact.

Every day you learn about the world you live in by using the same skills scientists use in their work. These skills include observing, classifying, inferring, predicting, and making models.

Science is the study of the natural world. What might you learn by studying frogs?

6 > Unit 1 ✦ Lesson 1

6. **Show** Transparency 1: Text-Connections Chart (T1).



Transparency 1

7. Today you'll learn to make text connections to help you understand what you read. In the next lesson, you'll use the Text-Connections Chart in your **Workbook** to help you make connections with what you'll read in your **Content Reader**.

Content Reader


Observing

Scientists spend a great deal of time observing. Like you, they use their five senses to make observations. A scientist studying life in a cave would take careful notes. The notes are a record of the animals the scientist sees, the sounds he or she hears, the feel of the stones underfoot, and the smells in the air. A scientist studying life in a rain forest would also take notes. These notes would tell what can be seen, heard, felt, tasted, and smelled. What observations do you think the scientist in this photograph is making?

Scientists can observe many things in a rain forest.

Some observations can be expressed in numbers. The temperature of the air in a rain forest would be expressed in a number of degrees. Other observations are made by using descriptive words. A scientist might describe the color of a flower or the shape of a leaf. What kinds of observations do you think the scientist in the photograph is making? Would these observations likely be in numbers or in words?

No matter what kinds of observations scientists make, their observations must be accurate. Observations must also be recorded. They may be written in a notebook or on a computer. They may be recorded on a personal data assistant (PDA). Why is accuracy important to scientists?

Classifying

Classifying means putting together things that are alike. When you sort objects into categories, you classify them. You stack plates together in one place in the cupboard. You put cups in a different place. You put bowls in yet a different place. Scientists classify

Studying Science 7

ROUTINE • Making Text Connections

a. **Read** questions 1–3 to students.
- 1: What's the topic of the lesson?
- 2: What's your purpose for reading?
- 3: What do you know about the topic?

b. **Ask** students to read aloud questions 1–3.

c. I'll use the Text-Connections Chart to make connections with what I'll be reading.

d. **Model** think-aloud for T1: question 1.

Think-Aloud Question 1: First, I need to ask myself what the topic of the lesson is. The title of this lesson is "Studying Science." The title is usually the topic, so I'll write *Studying Science* after the first question, "What's the topic of the lesson?" ❖

e. Besides identifying the topic of the lesson, you should establish a purpose for reading it. When you read science and social studies lessons, your purpose for reading is to learn more about the topic.

f. **Model** think-aloud for T1: question 2.

Think-Aloud Question 2: Second, I need to ask myself, "What's my purpose for reading this lesson?" The topic of this lesson is studying science. My purpose for reading this lesson is to learn more about the topic, so my purpose for reading is to learn more about studying science. I'll write *to learn more about studying science* after the second question, "What's your purpose for reading?" ❖

g. After you identify the topic and a purpose for reading, think about what you may already know about the topic.

h. **Model** think-aloud for T1: question 3.

Think-Aloud Question 3: Third, I need to ask myself what I know about the topic. The topic of this lesson is studying science. I know some things about studying science. I know scientists study science, do experiments, and sometimes work in laboratories, so I'll write *Scientists study science, do experiments, and sometimes work in laboratories* after the third question, "What do you know about the topic?" ❖

8. When could you use the Text-Connections Chart? **Accept** reasonable responses.

9. Why should you use the Text-Connections Chart? **Accept** reasonable responses.

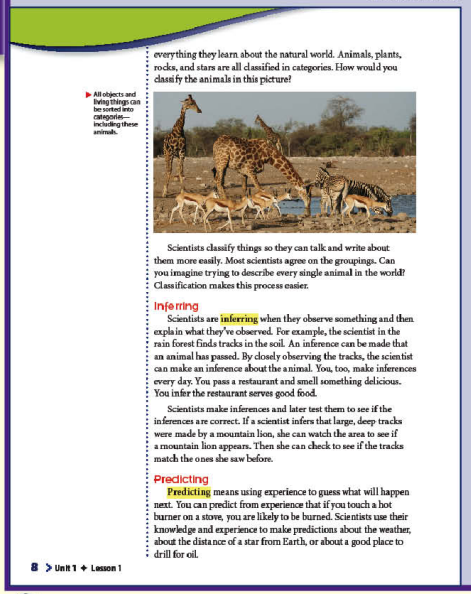
PART B 10 minutes TEACHER SUPPORT STRONG MODERATE STUDENT INDEPENDENCE

Vocabulary Strategies

Activity **Decoding-Multipart-Words Strategy**

1. **Direct** students to **Content Reader** page 6.
2. Read Unit 1, Lesson 1, to yourself. **Allow** six minutes.
3. When you're reading your science and social studies textbooks, you come across many difficult or unknown words. These words are often long and have many parts.
4. Have you ever felt frustrated because you couldn't read or say some of these words? How do you think it affected your understanding of the text? **Accept** reasonable responses.
5. Today you'll learn a strategy to help you read these difficult or unknown words. Because these words are long and have many parts, they're called multipart words. Your strategy is to break them apart using a skill called decoding.
   - For example, *dimensions* is a multipart word. **Emphasize** word parts as you say them. *Di/men/sions* has more than one part. *Inference* is another multipart word. **Emphasize** word parts as you say them. *In/fer/ence* has more than one part.
6. Think of some multipart words you've seen or heard.
   - **Call** on students to name any multipart words they can think of. Ideas: *recreation, construction, encyclopedia.* **Accept** any multipart words.
7. **Direct** students to **Content Reader** page 6: *Observing*, paragraph 1.
8. One of the multipart words I see is *observing.* **Emphasize** word parts as you say them. *Ob/serv/ing* has more than one part. I can also separate the sounds like this—*obs/er/ving*—or like this—*ob/ser/ving.*
9. What are some multipart words you see in this paragraph? How could you separate these words into parts? Ideas: *sci/en/tists, pho/to/graph.* **Accept** any multipart words.

Content Reader



everything they learn about the natural world. Animals, plants, rocks, and stars are all classified in categories. How would you classify the animals in this picture?

All objects and living things can be sorted into categories—including these animals.

Scientists classify things so they can talk and write about them more easily. Most scientists agree on the groupings. Can you imagine trying to describe every single animal in the world? Classification makes this process easier.

Inferring

Scientists are inferring when they observe something and then explain what they've observed. For example, the scientist in the rain forest finds tracks in the soil. An inference can be made that an animal has passed. By closely observing the tracks, the scientist can make an inference about the animal. You, too, make inferences every day. You pass a restaurant and smell something delicious. You infer the restaurant serves good food.

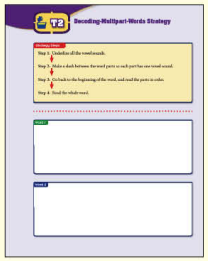
Scientists make inferences and later test them to see if the inferences are correct. If a scientist infers that large, deep tracks were made by a mountain lion, she can watch the area to see if a mountain lion appears. Then she can check to see if the tracks match the ones she saw before.

Predicting

Predicting means using experience to guess what will happen next. You can predict from experience that if you touch a hot burner on a stove, you are likely to be burned. Scientists use their knowledge and experience to make predictions about the weather, about the distance of a star from Earth, or about a good place to drill for oil.

8 > Unit 1 ✦ Lesson 1

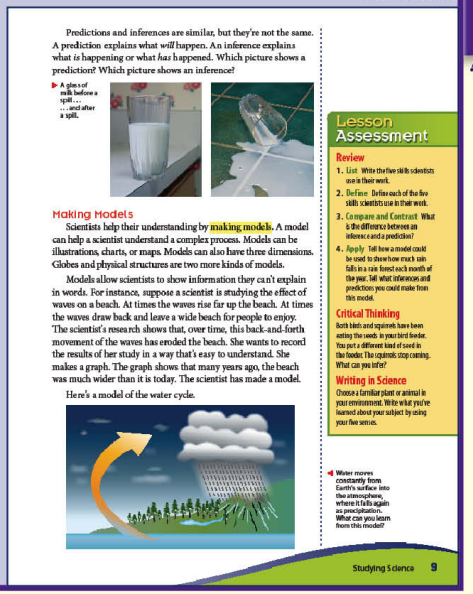
10. **Show** Transparency 2: Decoding-Multipart-Words Strategy (T2).



Transparency 2

11. The strategy you'll learn today is called decoding multipart words. It will help you read the multipart words you see in your science and social studies textbooks. This strategy has four steps.

Content Reader



Predictions and inferences are similar, but they're not the same. A prediction explains what *will* happen. An inference explains what *is* happening or what *has* happened. Which picture shows a prediction? Which picture shows an inference?

A glass of milk before a spill . . . . . and after a spill.

Making Models

Scientists help their understanding by making models. A model can help a scientist understand a complex process. Models can be illustrations, charts, or maps. Models can also have three dimensions. Globes and physical structures are two more kinds of models.

Models allow scientists to show information they can't explain in words. For instance, suppose a scientist is studying the effect of waves on a beach. At times the waves rise far up the beach. At times the waves draw back and leave a wide beach for people to enjoy. The scientist's research shows that, over time, this back-and-forth movement of the waves has eroded the beach. She wants to record the results of her study in a way that's easy to understand. She makes a graph. The graph shows that many years ago, the beach was much wider than it is today. The scientist has made a model.

Here's a model of the water cycle.

Water moves constantly from Earth's surface into the atmosphere, where it falls again as precipitation. What can you learn from this model?

Lesson Assessment

Review

1. **List** Write the five skills scientists use in their work.
2. **Define** Define each of the five skills scientists use in their work.
3. **Compare and Contrast** What is the difference between an inference and a prediction?
4. **Apply** Tell how a model could be used to show how much rain falls in a rain forest each month of the year. Tell what inferences and predictions you could make from this model.

Critical Thinking

Both birds and squirrels have been eating the seeds in your bird feeder. You put a different kind of seed in the feeder. The squirrels stop coming. What can you infer?

Writing in Science

Choose a familiar plant or animal in your environment. Write what you've learned about your subject by using your five senses.

Studying Science 9

ROUTINE • Decoding Multipart Words

a. **Read** steps 1–4 to students.
- Step 1: Underline all the vowel sounds.
- Step 2: Make a slash between the word parts so each part has one vowel sound.
- Step 3: Go back to the beginning of the word, and read the parts in order.
- Step 4: Read the whole word.

b. **Ask** students to read aloud steps 1–4.

c. **Review** vowel sounds: **Write** *cat, boil,* and *race* on the board.

d. **Underline** the vowel sound in each word.
- *cat, boil, race*

e. Now I'll use the decoding-multipart-words strategy to decode *observations,* a multipart word you read in Lesson 1.

f. **Model** think-aloud for T2.

Think-Aloud I'll write *observations* in the box labeled "Word 1." First, I'll underline all the vowel sounds. I can underline the vowel sounds like this: *observations.* Second, I'll make a slash between the word parts so each part has one vowel sound. I can separate *observations* into these parts: *ob/ser/va/tions.* It doesn't matter how I separate the word as long as each word part has one vowel sound. Third, I'll go back to the beginning of the word and read the parts in order: *ob/ser/va/tions.* Fourth, I'll read the whole word: *observations.* ❖

12. When could you use the decoding-multipart-words strategy? **Accept** reasonable responses.
13. Why should you use the decoding-multipart-words strategy? **Accept** reasonable responses.

PART C 15 minutes TEACHER SUPPORT STRONG MODERATE STUDENT INDEPENDENCE

Fluency Strategies

Activity **Cold Timing**

1. Reading fluency has to do with how quickly and correctly you read text. It also has to do with adding expression to your voice while you read, such as when you see quotation marks, bold words, or question marks. Students who read fluently do better in class, on homework, and on tests. Fluency also helps you understand what you read.
2. To build your fluency, you'll do two timings per week with a partner. The first timing is a cold timing. This means you won't see the passage before you read it. This timing will occur at the beginning of the week. The second timing will be done at the end of the week. It's called a hot timing. It will be the same passage you read at the beginning of the week. During the week, you'll practice reading this same passage to help you become a more fluent reader.
3. **Direct** students to **Workbook** page 1. **Show** Transparency 3: Fluency Sample (T3).

Transparency 3/Workbook page 1

Unit 21 • Lesson 1

Reading Skills and Strategies

- Review text connections, text structure, comprehension monitoring, SQ3R, QHL, Strategy Bookmark, and word-learning strategies.

NOTE: Beginning in this lesson, students no longer use the **Content Reader.** Students are now ready to transition into using their classroom science and social studies textbooks. Before beginning Units 21–25, instruct students to bring their science and social studies textbooks to every class until the end of the program.

PART A 25 minutes TEACHER SUPPORT STRONG MODERATE STUDENT INDEPENDENCE

Comprehension Strategies

Activity **Strategy Bookmark: Comprehension Strategies**

1. Congratulations! You completed twenty units in your **Content Reader,** and you'll no longer use your **Content Reader** to complete your lessons. You'll use your own science and social studies textbooks. It's important to transfer what you learned in this program to the kinds of reading you'll do in other classes. This transfer of learning is called generalization. Why is it important to generalize what you learned in your **Content Reader** to the textbooks you're actually using in your science and social studies classes? **Accept** reasonable responses. Before we begin, we'll take a closer look at your textbooks to see how they're similar to or different from your **Content Reader.** Let's take a look at your science textbook. We'll look at your social studies textbook in a later unit.
2. **Have** students take out their science textbooks and turn to the section assigned from their science class. (If nothing has been assigned, choose a section yourself.) Your science textbook has sections with special features just as in your **Content Reader.** Let's look at the special features at the beginning of the section you'll be reading. **Direct** students to the title, sidebars, or other features at the beginning. How are these features similar to or different from those in your **Content Reader?** **Accept** reasonable responses.
3. Let's look at the special features in the main part of the section. **Direct** students to the subheads, vocabulary, pictures, graphs, charts, or captions in the main part. How are these features similar to or different from those in your **Content Reader?** **Accept** reasonable responses.
4. Let's look at the special features at the end of the section. **Direct** students to the lesson summary or other sidebar information at the end. How are these features similar to or different from those in your **Content Reader?** **Accept** reasonable responses.

Transparency 13

5. **Direct** students to take out their green Strategy Bookmark. You'll use your Strategy Bookmark as you complete activities with your science textbook. You'll also continue to use notebook paper.

ROUTINE • Using the Strategy Bookmark: SQ3R Strategy

a. **Assign** student partners.

b. **Show** Transparency 13: Note-Taking Form (T13). **Provide** notebook paper to students. **Have** students set up the paper for SQ3R notes.

c. **Direct** students to the beginning of the textbook section. Based on the time allotted for this activity, **use** your best judgment to assign the total number of pages to be read.

d. **Have** students refer to the Strategy Bookmark as they complete on their own all SQ3R steps, look for text structure, and then discuss with their partners. **Have** students continue the process until they finish the section. **Monitor** students. **Guide** as needed.

e. **Ask** students to describe how they completed the SQ3R strategy. **Accept** reasonable responses.

f. **Ask** students what they did. **Write** on T13 as needed. (When you have completed this activity, **retain** T13 with any written notes for the next activity.)

NOTE: Before this activity, have ready for each student an encyclopedia, another resource book, or an online search engine and a Web site that includes information on the textbook-section topic. If you are unable to provide each student with a computer, provide computer access to small groups of students.

ROUTINE • Using the Strategy Bookmark: QHL Strategy

a. **Have** students continue to work with their partners. **Provide** notebook paper to students.

b. **Provide** students with access to an online search engine, or pass out encyclopedias or other resource books. **Have** students refer to the QHL strategy on the green Strategy Bookmark as they complete on their own all three QHL questions and then discuss with their partners. **Show** T13 from the previous activity as needed. **Monitor** students. **Guide** as needed.

c. **Ask** what they wrote. **Write** on T13 as needed.

PART B 10 minutes TEACHER SUPPORT STRONG MODERATE STUDENT INDEPENDENCE

Vocabulary Strategies

Activity **Strategy Bookmark: Vocabulary Strategies**

NOTE: Select a vocabulary word from the textbook section. (The definition must appear in the glossary.)

1. **Direct** students to the vocabulary-strategies section on the green Strategy Bookmark.

Transparency 18

ROUTINE • Using the Strategy Bookmark: Word-Learning Strategies

a. **Have** students continue to work with their partners. **Provide** notebook paper to students.

b. **Have** available for students a dictionary or an online dictionary.

c. The word you're going to define is [say word].

d. **Show** Transparency 18: Notebook Paper (T18) as needed. **Have** students write the word. **Write** on T18 as needed.

e. **Have** students refer to the Strategy Bookmark as they find and write the definition. **Monitor** students. **Guide** as needed.

f. **Ask** students for the definition and where it was found. **Write** on T18 as needed.

2. **Direct** students to place the Strategy Bookmark in the next section of the textbook.

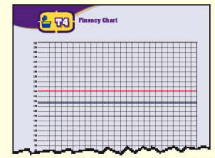
PART C 10 minutes TEACHER SUPPORT STRONG MODERATE STUDENT INDEPENDENCE

Fluency Strategies

Activity **Cold Timing**

NOTE: Prior to the cold timing, select from the textbook one page with at least 350 words. Have ready a plastic overlay and a blue transparency pen for each student. You'll use this fluency passage for Unit 21, Lessons 1–5.

1. You'll still do timings with a partner. This week, you'll use a passage from your science textbook. There won't be numbers on the right side, which means after your timing you'll count the number of words you read.
2. **Direct** to the chosen passage. **Distribute** plastic overlays and blue transparency pens. Do your cold timing using this page from your textbook. Lay this piece of plastic over the passage as you listen to your partner read. If he or she makes an error, mark on the plastic with your transparency pen.



Transparency 4/Workbook page 287

ROUTINE • Conducting Cold Timing

a. **Assign** student partners. **Provide** blue pens. **Follow** the same cold-timing procedure used in Units 1–20, timing students for one minute as they read and correct errors. **Have** students calculate CWPM. **Provide** calculators as needed.

b. **Direct** to **Workbook** page 287. **Show** Transparency 4: Fluency Chart (T4) as needed. **Have** students write their score on their Fluency Chart, graph in blue, and check their goal line.

c. **Collect** the plastic overlays and transparency pens, and wipe off the overlays for later use.

3. **Have** students save notes for the Lesson 5 assessment.

Lesson Wrap-Up

Conclude lesson with a brief review of reading skills and strategies taught (review text connections, text structure, comprehension monitoring, SQ3R, QHL, Strategy Bookmark, and word-learning strategies).

Unit 21 • Lesson 2

Reading Skills and Strategies

- Review text connections, text structure, comprehension monitoring, SQ3R, QHL, Strategy Bookmark, multipart words, and word-learning strategies.

PART A 25 minutes — TEACHER SUPPORT: STRONG | MODERATE | STUDENT INDEPENDENCE

Comprehension Strategies

Activity: **Strategy Bookmark: Comprehension Strategies**

1. **Direct** students to retrieve their green Strategy Bookmark from their science textbook.
2. You'll continue to use your Strategy Bookmark and notebook paper as you complete activities with your science textbook.

Transparency 13

ROUTINE • Using the Strategy Bookmark: SQ3R Strategy

a. **Assign** student partners.

b. **Show** Transparency 13: Note-Taking Form (T13). **Provide** notebook paper to students. **Have** students set up the paper for SQ3R notes.

c. **Direct** students to the beginning of the textbook section. Based on the time allotted for this activity, **use** your best judgment to assign the total number of pages to be read.

d. **Have** students refer to the Strategy Bookmark as they complete on their own all SQ3R steps, look for text structure, and then discuss with their partners. **Have** students continue the process until they finish the section. **Monitor** students. **Guide** as needed.

e. **Ask** students to describe how they completed the SQ3R strategy. **Accept** reasonable responses.

f. **Ask** students what they did. **Write** on T13 as needed. (When you have completed this activity, **retain** T13 with any written notes for the next activity.)

NOTE: Before this activity, have ready for each student an encyclopedia, another resource book, or an online search engine and a Web site that includes information on the textbook-section topic. If you are unable to provide each student with a computer, provide computer access to small groups of students.

ROUTINE • Using the Strategy Bookmark: QHL Strategy

a. **Have** students continue to work with their partners. **Provide** notebook paper to students.

b. **Provide** students with access to an online search engine, or pass out encyclopedias or other resource books. **Have** students refer to the QHL strategy on the green Strategy Bookmark as they complete on their own all three QHL questions and then discuss with their partners. **Show** T13 from the previous activity as needed. **Monitor** students. **Guide** as needed.

c. **Ask** students what they wrote. **Write** on T13 as needed.

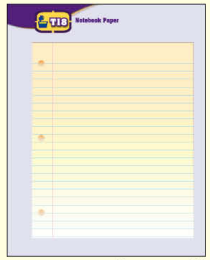
PART B 10 minutes — TEACHER SUPPORT: STRONG | MODERATE | STUDENT INDEPENDENCE

Vocabulary Strategies

Activity: **Strategy Bookmark: Vocabulary Strategies**

NOTE: Select a vocabulary word from the textbook section. (The definition must not appear in the textbook glossary or in context.)

1. **Direct** students to the vocabulary-strategies section on the green Strategy Bookmark.



Transparency 18

ROUTINE • Using the Strategy Bookmark: Word-Learning Strategies

a. **Have** students continue to work with their partners. **Provide** notebook paper to students.

b. **Have** available for students a dictionary or an online dictionary.

c. The word you're going to define is [say word].

d. **Show** Transparency 18: Notebook Paper (T18) as needed. **Have** students write the word. **Write** on T18 as needed.

e. **Have** students refer to the Strategy Bookmark as they find and write the definition. **Monitor** students. **Guide** as needed.

f. **Ask** students for the definition and where it was found. **Write** on T18 as needed. **Accept** reasonable responses. (When you have completed this activity, **retain** T18 with any written notes for the next activity.)

2. **Direct** students to place the Strategy Bookmark in the next section of the textbook.

PART C 10 minutes — TEACHER SUPPORT: STRONG | MODERATE | STUDENT INDEPENDENCE

Fluency Strategies

Activity: **Decoding Multipart Words**

1. **Direct** students to the textbook fluency passage from Unit 21, Lesson 1. Now you'll read the fluency passage again. Use your green Strategy Bookmark if you need it.

ROUTINE • Decoding Multipart Words in Context

a. **Assign** student partners. **Provide** notebook paper to students.

b. **Have** students read the passage to themselves and use the decoding-multipart-words strategy for two difficult or unknown words. If students don't find any difficult words, **tell** students to practice on any two multipart words they find.

c. **Ask** students to discuss with their partners what they did. **Monitor** students. **Guide** as needed.

d. **Ask** students what they did. **Show** T18 from the previous activity as needed. **Write** on T18 as needed.

2. **Have** students save notes from Lesson 2. **Tell** students they will study these for the Lesson 5 assessment.

Lesson Wrap-Up

Conclude lesson with a brief review of reading skills and strategies taught (review text connections, text structure, comprehension monitoring, SQ3R, QHL, Strategy Bookmark, multipart words, and word-learning strategies).

Scope and Sequence

Units 1–4

SKILLS	Unit 1					Unit 2					Unit 3					Unit 4				
Lessons	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
CONTENT-AREA TEXT	Science										Social Studies									
COMPREHENSION STRATEGIES																				
TEXT FEATURES	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
TEXT CONNECTIONS																				
Identify Topic	✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Establish Purpose for Reading	✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
Activate Prior Knowledge	✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
TEXT STRUCTURE																				
Description-or-List						✱	✱	✱	✱		✱	✱	✱	✱		✲	✲	✲	✲	✔
Order-or-Sequence						✱	✱	✱	✱		✱	✱	✱	✱		✲	✲	✲	✲	✔
Cause-and-Effect						✱	✱	✱	✱		✱	✱	✱	✱		✲	✲	✲	✲	✔
Compare-and-Contrast						✱	✱	✱	✱		✱	✱	✱	✱		✲	✲	✲	✲	✔
COMPREHENSION MONITORING *(begins at Unit 6)*																				
Reread and Adjust Reading Rate																				
SQ3R STRATEGY *(begins at Unit 8)*																				
Survey																				
Question																				
Read																				
Reflect																				
Review																				
QHL STRATEGY *(begins at Unit 15)*																				
What Questions do I have?																				
How will I find the answers?																				
What did I Learn after finding the answers?																				
NOTE TAKING *(begins at Unit 17)*																				
Lecture Notes																				
STRATEGY BOOKMARK *(begins at Unit 18)*																				
VOCABULARY STRATEGIES																				
Decoding Multipart Words	✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔
WORD-LEARNING STRATEGIES																				
Context Clues						✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Glossary Use																				
Dictionary Use																				
Online-Dictionary Use																				
STRATEGY BOOKMARK *(begins at Unit 18)*																				
HIGHER-ORDER THINKING																				
Bloom's Taxonomy/ Standardized-Test Practice			✔		✔			✔		✔			✔		✔			✔		✔
Graphic Organizer	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Metacognition	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
FLUENCY STRATEGIES																				
Oral Reading	✔			■	✔	✔			■	✔	✔			■	✔	✔			■	✔
Silent Reading		■	■				■	■				■	■				■	■		
DIFFERENTIATED INSTRUCTION/RESPONSE TO INTERVENTION																				
Strategies and Tips										■					■					■

✱ = Strong Teacher Support ✲ = Moderate Teacher Support ✣ = Student Independence ■ = Practiced ✔ = Knowledge/Evaluative Check

Units 5–8

SKILLS	Unit 5					Unit 6					Unit 7					Unit 8				
Lessons	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
CONTENT-AREA TEXT	Science																			
COMPREHENSION STRATEGIES																				
TEXT FEATURES	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
TEXT CONNECTIONS																				
Identify Topic	✣				✔	✣				✔	✣					✣	✣	✣	✣	✔
Establish Purpose for Reading	✣				✔	✣				✔	✣					✣	✣	✣	✣	✔
Activate Prior Knowledge	✣				✔	✣				✔	✣					✣	✣	✣	✣	✔
TEXT STRUCTURE																				
Description-or-List	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔				✣	✔
Order-or-Sequence	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔				✣	✔
Cause-and-Effect	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔				✣	✔
Compare-and-Contrast	✲	✲	✲	✲	✔	✣	✣	✣	✣	✔	✣	✣	✣	✣	✔				✣	✔
COMPREHENSION MONITORING																				
Reread and Adjust Reading Rate						✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
SQ3R STRATEGY																				
Survey																✱	✱	✱	✱	
Question																				
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Review																				
QHL STRATEGY *(begins at Unit 15)*																				
What Questions do I have?																				
How will I find the answers?																				
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NOTE TAKING *(begins at Unit 17)*																				
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Decoding Multipart Words	✣	✣	✣	✣	✔		✣			✔		✣			✔		✣			
WORD-LEARNING STRATEGIES																				
Context Clues	✣	✣	✣	✣	✔		✣			✔		✣			✔		✣			
Glossary Use						✱	✱	✱	✱		✲	✲	✲	✲	✔	✣	✣	✣	✣	✔
Dictionary Use											✱	✱	✱	✱		✲	✲	✲	✲	✔
Online-Dictionary Use																✱	✱	✱	✱	
STRATEGY BOOKMARK *(begins at Unit 18)*																				
HIGHER-ORDER THINKING																				
Bloom's Taxonomy/ Standardized-Test Practice			✔		✔			✔		✔			✔		✔			✔		✔
Graphic Organizer	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Metacognition	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
FLUENCY STRATEGIES																				
Oral Reading	✔			■	✔	✔			■	✔	✔			■	✔	✔			■	✔
Silent Reading		■	■				■	■				■	■				■	■		
DIFFERENTIATED INSTRUCTION/RESPONSE TO INTERVENTION																				
Strategies and Tips					■					■					■					■

✱ = Strong Teacher Support ✲ = Moderate Teacher Support ✣ = Student Independence ■ = Practiced ✔ = Knowledge/Evaluative Check

Unit 25 • Lesson 5

Reading Skills and Strategies

- Use higher-order thinking skills.
- Review text connections, text structure, comprehension monitoring, SQ3R, QHL, note taking, Strategy Bookmark, multipart words, and word-learning strategies.

NOTE: Lesson 5, Part A: Prepare Unit 25 Assessment:

- *Assessment Part A:* Select four short-answer questions from the Lessons 1–4 sections. In Part A, Questions 1–4, Unit 25 Assessment (**Assessment Masters** page 46), write the question and page numbers.
- *Assessment Part B:* Locate the section before which students placed the Strategy Bookmark at the end of Lesson 4, Part B. Select a subhead and the paragraph(s) under it. (Subhead should be near the beginning of the section.) In Part B and Question 5, write the page number and subhead.
- *Assessment Part C:* Select a vocabulary term from the section used in Part B. In Part C, write the word.

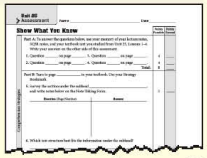
NOTE: Lesson 5, Part B: Write on Transparency 18: Notebook Paper (T18) a question related to the assessment section. *Suppose you're a _____ asked about _____. Use your knowledge of _____ to* [apply/analyze/evaluate/create] _____.

PART A 20 minutes

TEACHER SUPPORT: STRONG | MODERATE | STUDENT INDEPENDENCE

Review

Activity Show-What-You-Know Assessment



Assessment Masters page 46/
Assessment Masters
Answer Key page 57

ROUTINE • Conducting Assessment

a. **Reproduce,** and distribute prepared Unit 25 Assessment, **Assessment Masters** p. 46. **Have** ready dictionary/online. **Tell** students to complete Part A on back of assessment and to retrieve bookmark. **Administer.** (No notes.) **Score** (Unit 25 Assessment Answer Key, **Assessment Masters** p. 57). **Refer** to **Teacher's Edition** p. 489.

PART B 15 minutes

TEACHER SUPPORT: STRONG | MODERATE | STUDENT INDEPENDENCE

Higher-Order Thinking Skills

Activity Think-Pair-Share Strategy

Bloom's Taxonomy

1. **Show** prepared question on T18. **Direct** students to the textbook section used in the assessment. (After activity, **direct** students to save the red bookmark for later use.)

Transparency 18

ROUTINE • Using the Think-Pair-Share Strategy

a. **Assign** partners. **Provide** notebook paper. **Call** on a student to read your T18 question. **Allow** one minute for think time and five minutes for work.

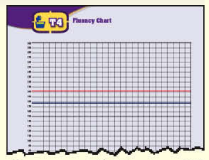
PART C 10 minutes

TEACHER SUPPORT: STRONG | MODERATE | STUDENT INDEPENDENCE

Fluency Strategies

Activity Hot Timing and Self-Reflection

1. **Direct** students to the textbook fluency passage from Unit 25, Lesson 1.



Transparency 4/Workbook page 287

ROUTINE • Conducting Hot Timing/Self-Reflection

a. **Assign** partners. **Provide** red pens, red transparency pens, and overlays. **Proceed** with the hot timing (**Workbook** page 287). **Have** students compare graphs/answer questions. **Collect,** wipe.

Program Wrap-Up

Conclude lesson with a brief discussion of the skills and strategies taught in the program. **Have** students reflect on what they learned and how it will help them with their classroom textbooks in the future. **Tell** students to save their Strategy Bookmarks for use in other classes.

RtI Response to Intervention

Analyze Unit 25 Assessment Results

Differentiated Instruction

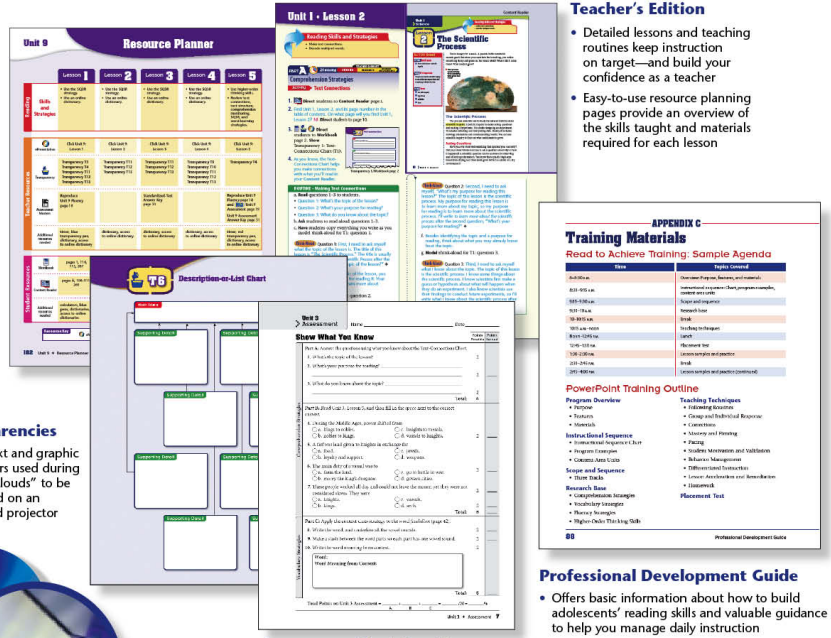
Points Scored for Part	Approaching Mastery	At Mastery	ELL
Part A: 7 or fewer points = Approaching Mastery; 8 points = At Mastery; 7 or fewer points = ELL	• **Encourage** review of lecture notes, SQ3R notes, textbook (pages used in Lessons 1–4); observe to ensure correct use; have student make test corrections.	• **Encourage** student to help other at-mastery students as they review lecture notes, SQ3R notes, textbook (pages used in Lessons 1–4). • **Provide** additional textbook (pages used in Lesson 5) assessment questions.	• **Partner** students to review lecture audiotape, lecture notes, SQ3R notes, textbook (pages used in Lessons 1–4); have student make test corrections; retest missed items. • **Lead** student through review of lecture notes, SQ3R notes, textbook (pages used in Lessons 1–4); have student make test corrections; retest missed items.
Part B: 7 or fewer points = Approaching Mastery; 8 points = At Mastery; 7 or fewer points = ELL	• **Review** until firm SQ3R and QHL strategies on Strategy Bookmark; have student make test corrections. • **Provide** and review SQ3R/QHL-Strategy Checklist (T14), and have student write questions and answers for "Review" or complete questions at end of textbook (pages used in Lesson 5); have student make test corrections.	• **Encourage** student to help other at-mastery students use Strategy Bookmark in other content-area materials. • **Direct** student to use SQ3R/QHL-Strategy Checklist (T14) and identify text structure in other content-area materials; have student complete questions at end of textbook (pages used in Lesson 5).	• **Provide** guided rationale on Strategy Bookmark; encourage student to repeat rationale in own words and complete questions at end of textbook (pages used in Lesson 5); have student make test corrections; retest missed items. • **Develop** and use expanded SQ3R/QHL-Strategy Checklist (T14), noting specific features of surveying, questioning, reading, reflecting, reviewing, QHL questions; have student make test corrections; retest missed items.
Part C: 3 or fewer points = Approaching Mastery; 4 points = At Mastery; 3 or fewer points = ELL	• **Review** until firm word-learning strategies on Strategy Bookmark; have student make test corrections. • **Assist** with discovery of definition(s); have student make test corrections.	• **Assign** student to research one or more topics covered in textbook pages used in Unit 25; have student apply word-learning strategies on Strategy Bookmark to words in researched materials. • **Encourage** student to use word-learning strategy (T11) not used in assessment and compare discovered definition to other definitions.	• **Use** primary language equivalents, cognates, pantomiming, or realia, when available, for targeted words; assist with test corrections; retest missed items. • **Provide** ELL beginner's dictionary; assist with test corrections; retest missed items.

Comprehension Strategies

Vocabulary Strategies

The Right Tools for Any Teaching Style

Teacher materials are streamlined and available at your fingertips



Teacher's Edition

- Detailed lessons and teaching routines keep instruction on target—and build your confidence as a teacher
- Easy-to-use resource planning pages provide an overview of the skills taught and materials required for each lesson

Transparencies

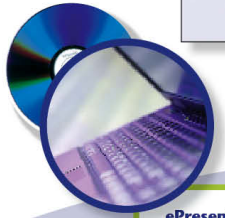
- Allow text and graphic organizers used during "Think-Alouds" to be displayed on an overhead projector

Professional Development Guide

- Offers basic information about how to build adolescents' reading skills and valuable guidance to help you manage daily instruction

Assessment Blackline Masters

- Help you monitor and evaluate student progress



ePresentation CD-ROM

- Interactive transparencies allow you to present lessons electronically using available classroom technologies

ePlanner

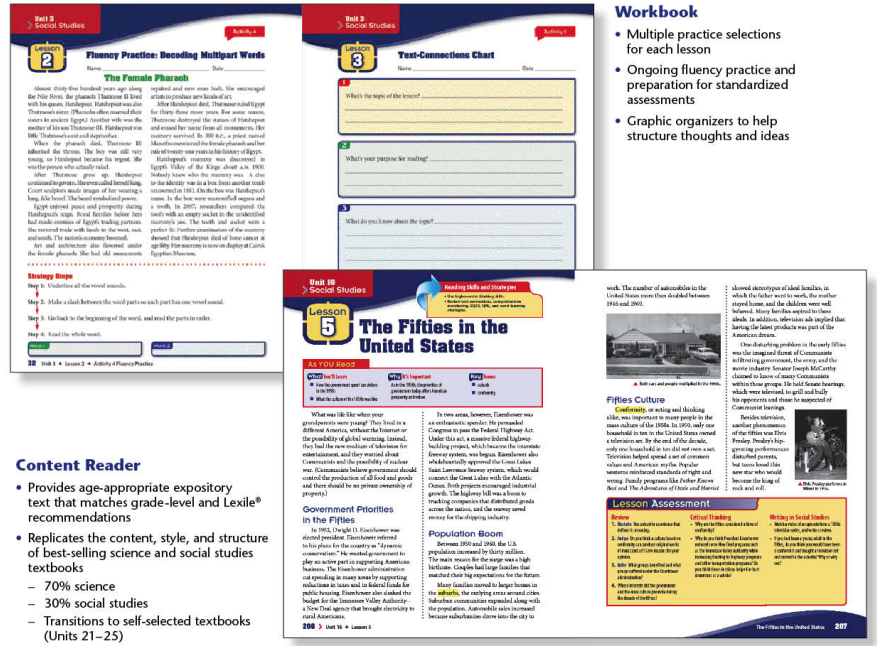
- Everything needed to plan lessons and view state standards is available anytime with an Internet connection

Teaching Tutor CD-ROM

- Features professional development advice and classroom vignettes of a master teacher engaging students and orchestrating instruction

Bolster Instruction with Targeted Student Resources

Content-focused to help students become independent readers



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 are:
  - 700–900 for Units 1–6
  - 900–1000 for Units 7–12
  - 1000–1100 for Units 13–20

Workbook

- Multiple practice selections for each lesson
- Ongoing fluency practice and preparation for standardized assessments
- Graphic organizers to help structure thoughts and ideas

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

Program Objectives

In this program, students will learn to use the following strategies:

Comprehension Strategies		Unit range
1	**Identify** lesson topics within theme-based units.	1–25
2	**Read** content-area text with a clearly established purpose.	1–25
3	**Use** background knowledge on specified topics.	1–25
4	**Use** text features to navigate textbooks and their contents.	1–25
5	**Examine** a variety of text structures, and explain their effect on text meaning.	2–25
6	**Use** descriptions and lists to identify the main idea and supporting details to determine meaning.	2–25
7	**Identify** the order and sequence of the text to determine meaning.	2–25
8	**Identify** cause-and-effect relationships to determine meaning.	2–25
9	**Compare** and contrast text to determine meaning.	2–25
10	**Use** pre-, during-, and post-reading strategies to improve text understanding.	8–25
11	**Use** graphic organizers to keep track of important information.	1–25
12	**Monitor** comprehension, including rereading and adjusting reading rate.	6–25
13	**Use** strategies such as SQ3R or QHL to organize information and to gain meaning from text.	8–25
14	**Write** detailed notes from text and lectures.	17–25

Vocabulary Strategies		Unit range
15	**Use** strategies to decode multipart words.	1–25
16	**Use** context clues to determine unfamiliar word meaning.	2–25
17	**Use** a glossary to determine unfamiliar word meaning.	6–25
18	**Use** a dictionary to determine unfamiliar word meaning.	7–25
19	**Use** a computer to determine unfamiliar word meaning.	8–25
20	**Use** graphic organizers to keep track of important information.	1–25

Higher-Order Thinking Skills		Unit range
21	**Answer** questions aligned with all levels of Bloom's Taxonomy.	1–25
22	**Answer** standardized-test questions.	1–25
23	**Use** graphic organizers to track important information.	1–25
24	**Use** metacognitive strategies to select strategies, and explain why you chose them.	1–25

Fluency Strategies		Unit range
25	**Read** content-area text fluently using repeated reading techniques.	1–25
26	**Use** various practice activities, such as oral, shared, and silent reading, to improve fluency and reading for meaning.	1–25

Lesson 2

The Scientific Process

Reading Skills and Strategies

- Make text connections.
- Decode multipart words.

As YOU Read!

What You'll Learn

- How scientists use scientific inquiry

Why It's Important

The process used in scientific inquiry is one of the best ways to find out if something is likely to be true.

Key Terms

- scientific inquiry
- hypothesis
- variables
- data

You're hungry for a snack. A peanut-butter sandwich sounds good. But when you reach into the bread bag, you notice something fuzzy and green on the bread. Mold! Where did it come from? What made it grow?

Have you ever wondered why food sometimes turns green and fuzzy?

The Scientific Process

The process scientists use to study the natural world is called **scientific inquiry**. Scientific inquiry includes asking questions and making a hypothesis. It includes designing an experiment. It includes collecting and interpreting data. Finally, it includes drawing conclusions and communicating results. You can use scientific inquiry to find out what mold needs to grow.

Asking Questions

Have you ever observed something that sparked your curiosity? Did your observations lead you to ask a question about why or how it happened? A scientific question can be answered by observing and collecting information. You know that a plastic bag keeps bread from drying out. Does mold grow better in a moist or a dry environment?

Making a Hypothesis

A **hypothesis** is a prediction of what you expect to happen. "Mold needs a moist environment to grow" is a hypothesis you could test. The information you gather during an experiment can support or disprove your hypothesis. That is, the results show whether or not the hypothesis is likely to be true.

Designing an Experiment

To test a hypothesis, you must first design an experiment. When you design an experiment, you must identify the variables. **Variables** are the parts of an experiment that can change. You change only one variable, such as the environment in which the bread is kept. Other variables, such as the type and amount of bread, must be controlled, or kept the same. In this way, you can learn whether mold grows better in a moist or a dry environment.

Scientists conduct experiments by identifying and controlling variables. What variables are present in this experiment?

Collecting and Interpreting Data and Drawing Conclusions

Data are the notes and measurements you collect as you do an experiment. Data are examined for patterns. Scientists use tables and graphs to organize their data. They write a summary, or conclusion, about whether the data support the hypothesis. You conclude that bread mold grows faster in a moist environment.

Communicating

The scientific process doesn't end when the experiment is finished. Scientists carefully describe their experiments so others can repeat them. They may communicate their ideas on the Internet. They may present papers at scientific meetings. They may publish articles in scientific journals.

Lesson Assessment

Review

1. **Describe** Describe the process scientists use in scientific inquiry.
2. **Define** What is a hypothesis? What are variables? What are data?
3. **Discuss** Why is it important for scientists to collect and interpret data and draw conclusions?
4. **Discuss** What scientific question are you wondering about? Explain why you are wondering about this.

Critical Thinking

- Why is it important to test a hypothesis?
- Suppose your boss has assigned you to perform a certain experiment. In what way will you communicate your findings? What details will you include?

Writing in Science

Write two lists. In one list, write three characteristics of scientific thinkers. In the other list, write three characteristics of unscientific thinkers.

Reading Skills and Strategies

- Review text connections, text structure, comprehension monitoring, SQ3R, QHL, note taking, Strategy Bookmark, multipart words, and word-learning strategies.

Lesson 2 The Inner Planets

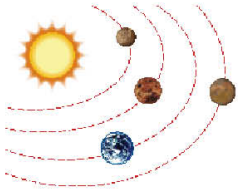
As YOU Read

What You'll Learn
- The characteristics of the inner planets of our solar system

Why It's Important
People have long been interested in the planets nearest Earth and most similar to it.

Key Terms
- Mercury
- Venus

The planets in our solar system are categorized according to their distance from the sun. Earth belongs to the group of planets called the inner planets, which orbit closest to the sun. The inner planets are smaller and warmer than the rest of the planets. In addition, the inner planets are composed of solid, rocklike materials.



The diagram shows the sun and the inner planets. Can you name each planet? Read on.

Mercury

Mercury is the planet closest to the sun. It is also the smallest of the inner planets. Temperatures on Mercury's surface are extreme compared to those on Earth because Mercury has no atmosphere to regulate temperature. Daytime temperatures reach 425°C, while nighttime temperatures can drop to –170°C. Because Mercury is so close to the sun, it takes only eighty-eight days to complete its orbit. Mercury is also close to Earth, and you can often see it in the night or early morning sky. Mercury has been observed for much of human history and was named for the god Mercury by the Romans.

Venus

The planet **Venus** is the second planet from the sun and the one that is most similar to Earth. Not only is Venus about the same size and mass as Earth, it also has an atmosphere. The surface of Venus is not visible from Earth because of the thick gases that swirl around the planet. Scientists used to believe that Venus was a likely candidate for supporting life because of its atmosphere and location. However, we now know that the atmosphere on Venus produces a greenhouse effect that causes surface temperatures of 450°C to 475°C. Many robotic space probes have penetrated Venus's atmosphere and mapped its surface. The probes show that the surface of Venus has some very large volcanoes and few craters.

The thick gases of Venus's atmosphere swirl constantly across the planet's surface, making the planet intensely hot.

Because Venus is so close to Earth in the solar system, it is easily visible from our own planet. As a matter of fact, except for the moon, Venus is the brightest natural object in our night sky.

Earth

Earth is the third planet from the sun. The supply of water on its surface makes it an ideal environment for supporting life. Earth's distance from the sun along with Earth's atmosphere keeps temperatures in an appropriate range for humans and other organisms to survive.

Mars

Like Venus, Mars has long caused speculation that it might be a good candidate for supporting life. Mars is close to Earth, and scientists have been able to see its surface for much of recent history. Mars, like Earth, has polar ice caps. Space probes have revealed such surface features as valleys and channels. These surface features seem to indicate that water may have been present on Mars's surface at some point in the past. This supposition has led some scientists to wonder whether Mars could have supported life at one time.

You can see Mars in the sky from Earth's surface. Mars appears red because its surface is covered with red soil. Mars has a very thin atmosphere and is very cold, with surface temperatures ranging from –125°C to 35°C.

Mars is often called the red planet. Can you tell why?

Lesson Assessment

Review

1. **Define** Name the inner planets. What characteristics do the inner planets have in common?
2. **Compare and Contrast** Compare and contrast Earth and Mars.
3. Why did scientists once believe that Venus might be capable of supporting life? What characteristics did scientists discover that make the planet an unlikely place for life as we know it?
4. **Relate Cause and Effect** Temperature ranges on the surface of Mercury are much more extreme than the temperature ranges of the other inner planets. Why is this so?
5. **Explain** Why is Mars called the red planet?

Critical Thinking

- What characteristics make a planet habitable for humans? What causes Earth to have these characteristics?
- Many scientists believe Mars may have supported life at one time. Why do they think that? Is it currently possible for Mars to support life? Why or why not?
- The greenhouse effect is believed to be occurring on Earth. Could the greenhouse effect on Earth turn Earth's atmosphere into that of Venus? Why or why not?

Writing in Science

Look in your local newspaper or on an astronomy Web site to learn which planets are visible in your area at this time. Then try to find them in the night or morning sky. Record your efforts and observations for a few weeks to see if you can track the orbits of the planets. Write your findings in a short report.

Fluency Sample

Name _____ Date _____

Check box: ☐ = Cold Timing ☐ = Hot Timing

Dian Fossey

	Word Count
Dian Fossey was a famous scientist who studied mountain gorillas.	12
She had been interested in animals her whole life. She went to college as a	27
preveterinary student. But then Fossey changed her major to occupational	37
therapy so she could help people learn to live and work independently.	49
Fossey worked for many years as an occupational therapist.	58
Fossey became interested in gorillas after she read a book about them by	71
a zoologist. A zoologist is a scientist who studies animals. Fossey traveled	83
to Africa and spent six weeks there. While in Africa, she met Dr. Louis	97
Leakey, a famous scientist, who later asked her to return to Africa to study	111
gorillas. Fossey agreed. Her life would forever be changed.	120
Fossey lived among the gorillas for almost eighteen years. She spent	131
countless hours watching the gorillas, living among them, and imitating	141
their behaviors and sounds so she could earn their trust. Fossey was	153
so interested in gorillas she studied about them intensely, earning her	164
doctorate from Cambridge University in 1976. She later became a professor	175
at Cornell University and wrote a book about her experiences, *Gorillas in*	187
the Mist. This book is one of the best-selling books about gorillas of all	201
time. In fact, the book was so popular it became a movie.	213
One day, when a gorilla touched Fossey's hand, she became the first	225
known person ever to have voluntary contact with a gorilla. She became	237
very close to one gorilla. She named this gorilla Digit. Fossey watched	249
Digit grow, and the two of them became very close. Digit was later killed	263
by poachers. Poachers are people who kill animals that are endangered	274
or that live on protected land. Fossey was so upset over Digit's death she	288
developed the Digit Fund (now called the Dian Fossey Gorilla Fund) to	300
raise money for the protection of gorillas.	307
In 1985, Fossey was killed. Her death is still considered an unsolved	319
mystery. Her dream was to preserve the safety of gorillas and to watch	332
their numbers grow.	335

Total Words Read	
Total Errors —	
Correct Words per Minute (CWPM) =	

Activity 1

Lesson 2

Text-Connections Chart

Name _____ Date _____

1

What's the topic of the lesson? _____

2

What's your purpose for reading? _____

3

What do you know about the topic? _____

Activity 2

Lesson 2

Decoding-Multipart-Words Strategy

Name _____ Date _____

Strategy Steps

Step 1: Underline all the vowel sounds.

Step 2: Make a slash between the word parts so each part has one vowel sound.

Step 3: Go back to the beginning of the word, and read the parts in order.

Step 4: Read the whole word.

Word 1

Word 2

Lesson 3

Fluency Practice: Standardized Test, continued

Name _____ Date _____

2. Which of the following was planned to bridge the gap between Eastern cities and Pacific ports?
   - ◯ a. Telephone service
   - ◯ b. Better wagon trails
   - ◯ c. The postal service
   - ◯ d. The transcontinental railroad

3. To entice Easterners to move west and build towns along the way, officials used the promise of
   - ◯ a. cheap land.
   - ◯ b. no taxes.
   - ◯ c. finding gold.
   - ◯ d. government subsidies.

4. Who was hired to provide buffalo meat for the soldiers on the plains?
   - ◯ a. The Cheyenne Indians
   - ◯ b. "Buffalo Bill" Cody
   - ◯ c. Billy the Kid
   - ◯ d. Chief Sitting Bull.

5. By the late 1870s, about how many buffalo remained in the United States?
   - ◯ a. Six thousand
   - ◯ b. One thousand
   - ◯ c. Four thousand
   - ◯ d. Two thousand

6. Where did most of the Plains Indians eventually have to settle?
   - ◯ a. In Native American villages
   - ◯ b. On reservations
   - ◯ c. In white settlements
   - ◯ d. In big cities

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

For the Level 2 question, write the answer in the space provided in your own Workbook.

7. Explain how in fifteen years the Plains Indians' way of life vanished.

Lesson 4

SQ3R/QHL-Strategy Checklist

Name _____ Date _____

SQ3R Strategy	Yes
Survey	
Step 1: Make text connections. **1:** What's the topic of the lesson? **2:** What's your purpose for reading? **3:** What do you know about the topic?	
Step 2: Read the beginning of the lesson.	
Step 3: Look at the main part of the lesson.	
Step 4: Read the end of the lesson.	
Question	
One section at a time, change the lesson title, subheads, or bold and highlighted words into *who, what, where, when, why,* or *how* questions.	
Read	
One section at a time, read any question, and write the answer. Reread, and adjust reading rate as needed.	
Reflect	
Step 1: Reread your notes.	
Step 2: Think about how the topic relates to you, your world, and other things you've read.	
Review	
Step 1: Read the questions. Say the answers.	
Step 2: Read the answers. Say the questions.	
QHL Strategy	
What **Questions** do I have?	
How will I find the answers?	
What did I **Learn** after finding the answers?	