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Reading Success

Effective Comprehension Strategies

Lesson Sampler



**Targeted
Intervention**



Reading Success

Lesson Sampler

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Reading Success

Improve **Reading Comprehension** with SRA/McGraw-Hill's *Reading Success*. No other intervention program comes close.

With SRA's *Reading Success* you can teach students to **truly understand and appreciate** what they read. The techniques taught in *Reading Success* are **critical reading comprehension** tools that directly influence students' ability to understand the written word. In addition, these are the comprehension **skills most often assessed** on state and standardized tests.

Intervention for struggling readers in Grades 4–12

Systematic, efficient learning and rich content make *Reading Success* an ideal intervention for students who:

- Decode but **struggle with comprehension**
- **Achieve below expectations** in content area coursework
- **Perform poorly on standardized** and content-based assessments

Program components for supplemental reading instruction

Each level of the program includes:

- Teacher Book with instructional guidelines
- Assessment Blackline Masters
- Student Workbook

Four levels to meet the needs of struggling readers

Reading Success is designed to meet the needs of readers who struggle with comprehension at grade level. Each level of the program may be used alone as a targeted intervention, or all may be taught in succession.

- **Foundations:** 60 lessons, Grade 3 readability*
- **Level A:** 80 lessons, Grade 4 readability*
- **Level B:** 80 lessons, Grade 5 readability*
- **Level C:** 70 lessons, Grade 6 readability*

*As measured by The Lexile Framework® for Reading

The Lexile Framework® for Reading is a scientific approach to reading measurement that matches readers to text.

The Lexile Framework measures both reader ability and text difficulty on the Lexile scale.

This approach allows educators to manage reading comprehension and encourages reader progress using Lexile measures and a broad range of Lexile products, tools, and services.

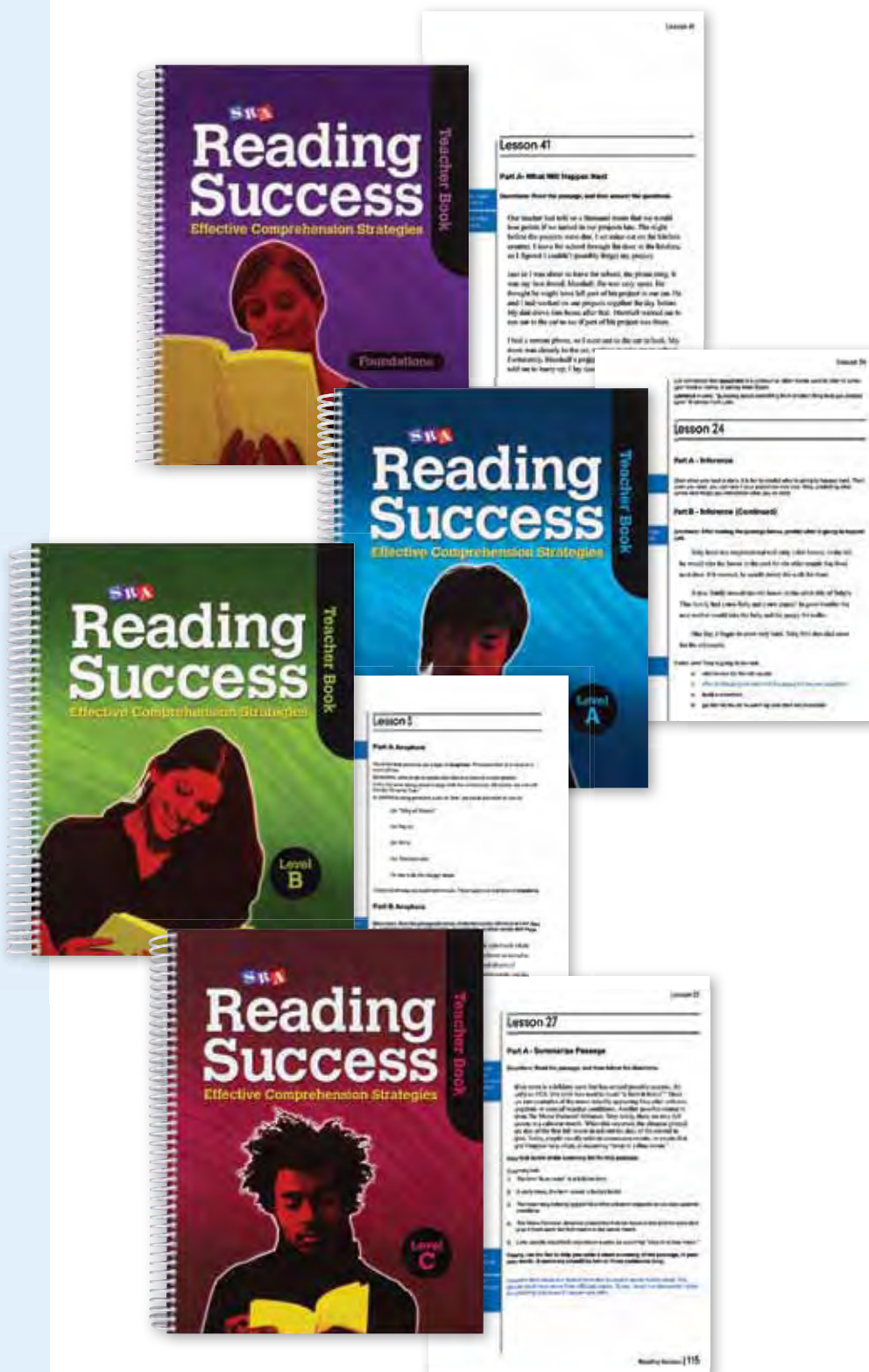
As the most widely adopted reading measure in use today, Lexiles give educators the confidence to choose materials that will help improve student reading skills across the curriculum and at home.

All major standardized tests can report student reading scores in Lexiles.

Brief, targeted lessons

Reading Success lessons are **concise and focused**, taking as little as **15 minutes each**. Lessons can be taught daily or as little as three times weekly. In more advanced levels, lessons take longer as the length and complexity of reading passages increase.

- **Foundations** and **Level A** lessons take 15–20 minutes
- **Level B** lessons take 20–25 minutes
- **Level C** lessons take 25–30 minutes



Practical comprehension concepts and strategies

Reading Success helps you explicitly and thoroughly teach **comprehensive concepts and strategies** that can be applied to any reading task.

At the Foundations Level, students are taught **basic elements of comprehension** including:

- Vocabulary
- Asking Questions
- Memory Techniques
- Literal Comprehension
- Reading Content
- Details, Pronouns, Classification, and Main Idea
- Parts of a Story
- What Will Happen Next

At Levels A, B, and C, the program presents **critical concepts and strategies** including:

- Inference
- Main Idea
- Fact and Opinion
- Literal Comprehension
- Author's Purpose
- Paraphrase
- Rewriting Passages
- Word Meanings
- Text Organization
- Figurative Language
- Poetry
- Bonus Terminology

Reading Success also:

- **Builds vocabulary skills** by helping students determine meaning from context
- **Adds to students' general knowledge** through content-rich readings
- **Prepares students** for varied formats used to assess comprehension on state and standardized tests

Key Features of Reading Success

- **Four levels** for Grades 4–12
- **Short, targeted lessons**
- **Focus on vital comprehension skills and strategies**
- **Comprehension practice corresponding to testing** on national reading assessments
- **Content-rich text** based on the Core Knowledge® Sequence
- **High-interest content** and textbook-style layout
- **Direct, explicit** strategy instruction
- **Careful skill sequencing** with appropriate scaffolding
- **Systematic** and varied review

“Core Knowledge” is a nationwide educational reform based on the premise that a grade-by-grade core—or sequencing—of common learning is necessary to ensure a sound and fair elementary education.

Powerful Instruction and Design

Explicit strategy instruction

In *Reading Success*, students learn to use **specific reasoning strategies** when they encounter barriers to comprehension. All skills and processes are **modeled or explained in detail** so that nothing is left to interpretation.

Guided practice with appropriate scaffolding

When a strategy is introduced, you will read or explain the material. When the strategy is next encountered, **work with the students on questions** that require application of the strategy. In further practices of the strategy, **gradually reduce your support** so students learn to apply the strategy on their own.

Continuous, cumulative review

After each new skill or strategy is introduced, it is **reviewed daily for several lessons**, then used **approximately every other lesson** for the remainder of the program. This practice helps you ensure that **students will transfer skills and processes** to their core reading program and content area textbooks.



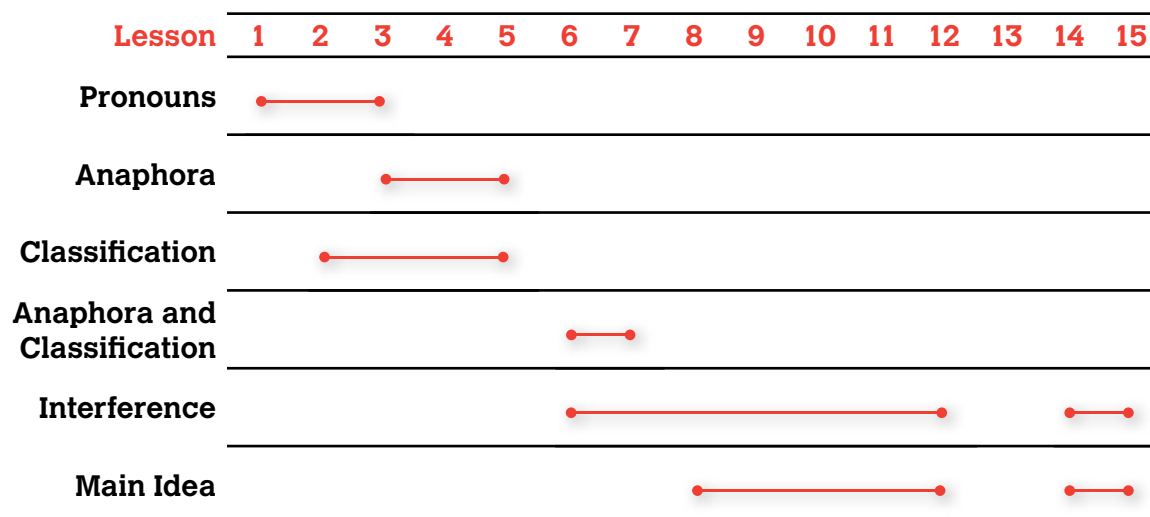
Skills Development

Reading Success lessons are organized using **Track Sequencing**. Track Sequencing accommodates the complexities of teaching reading comprehension to a **high level of mastery**.

Using Track Sequencing, comprehension concepts and strategies are:

- **Introduced**
- **Frequently reviewed**
- **Expanded** throughout the remainder of the program

As shown in the following chart, knowledge and **skills that are prerequisite to the strategy are introduced first** and mastered prior to introducing the actual strategy. Each lesson is represented in numerical sequence.



The first step in the strategy for **Main Idea** is to identify who or what is talked about the most in a passage. In order for students to take that step, they **must be able to recognize every reference** to a given person or thing.

Students learn to **identify pronoun referents and anaphora** before they learn skills needed for the second part of the strategy — to classify details and to make inferences.

Only when students have mastered these prerequisite skills are they asked to write a main idea statement based on the **two-fold strategy** of:

- **First: Identifying who or what** is talked about the most
- **Next: Classifying what is being said** about the person or thing

As the year progresses, **concepts learned in one strand become integrated with skills and strategies** presented in other tracks. Over time, students become able to apply multiple strategies to a wide range of reading passages and question types.

Explicit strategy instruction

Reading Success provides **efficient, generalizable strategies** designed to be effective for a wide range of students. *Reading Success* utilizes:

- **Direct explanation** of the strategy
- **Demonstrations or modeling** of the strategy
- **Guided or scaffolded practice** that assists students as they learn to apply the strategy
- **Application of the strategy**, over time, to a variety of examples until students are able to use it automatically and independently

Before students can identify the main idea in a passage, they must first determine who or what is talked about the most within the passage. To apply this step, students must be able to point out each reference made to a particular person, place, or thing.

The screenshot shows a page from the *Level B Teacher Book*, Lesson 3. The page is titled "Lesson 3" and is divided into two main sections: "Part A- Anaphora" and "Part B- Anaphora".

Part A- Anaphora includes a direct explanation of anaphora, stating that pronouns refer to a noun or a noun phrase. It provides examples of other words that can refer to a noun or a noun phrase, such as "this", "that", "this", "that", "this", "that", and "the one".

Part B- Anaphora includes a guided practice activity. It asks students to read a paragraph and underline every reference to Leo. The paragraph is about a lion named Leo and his life at the zoo. The paragraph is as follows:

Leo is a male lion. He lives at the zoo. Our school took a field trip to the zoo. Before we went, we each had to choose an animal to do some research on. I chose this feline and found all sorts of information. For example, a group of lions is called a pride, and the female lion doesn't have the shaggy mane. This "King of Beasts" used to live in the jungles of Africa, but was brought to the zoo so we could all get a chance to see what this big cat looks like. There are

Red arrows point from the text in the image to the explanatory text on the right. One arrow points to the title "Lesson 3", another points to the definition of anaphora in Part A, and a third points to the paragraph in Part B.

Students have already learned in Lesson 1 that pronouns are a type of anaphora, a way to refer to something by a different name. In Lesson 3, the concept of anaphora is reviewed, then expanded beyond pronouns by direct explanation.

Learning specialized words like "anaphora" is a bonus activity that gives students mature ways to refer to ideas and concepts.

You provide guided practice as students immediately apply their expanded knowledge to paragraphs.

In Lesson 6, students apply knowledge of both anaphora and classification to the same passage, but in separate, guided activities.

Lesson 6

Lesson 6

Part A - Anaphora and Classification

Directions: Read the paragraph below. Underline every reference to "clouds." That is, underline every time "clouds" are referred to in the passage, either by name, by pronouns, or by other words.

Looking up into a blue sky filled with clouds can be a great way to spend some quiet time. I'm not talking about rain clouds, but fluffy balls of cotton. These sailboats of the sky move so quickly on a windy day. Clouds can become masters of disguise. Their images change right before your eyes. With the sun as their partner they are creators of shadows. These collections of tiny bits of water and ice can be a welcome sight to farmers when the weather has been dry. Watching clouds can stir our imagination, or give us the freedom to simply daydream.

Who or what is talked about most in this paragraph?
clouds

How many times are clouds mentioned?
11

Part B - Anaphora and Classification

Directions: Classify these details from the above passage.

look like fluffy balls of cotton
images that change shape right before your eyes
move quickly across the sky
collections of tiny bits of water and ice

These are all phrases that describe
clouds

Students are learning to recognize **every** reference to a given person or thing, even when many different words are used.

Students classify details from the passage as another major component of a strategy for determining the main idea.

Level B Teacher Book, Lesson 6

In early lessons, students are reminded of the steps for determining the main idea. In later lessons, the strategy becomes covert as you simply direct students to read a paragraph, fill in the “main idea boxes,” and write a statement.

Lesson 8

Lesson 8

Part A - Main Idea

Directions: After reading the passage below, follow these steps.

1. Decide who or what is talked about the most.
2. Read the list of details from the passage.
3. Classify the details.
4. Use the information you gather to fill in the main idea boxes.
5. Write a good main idea statement.

Susan B. Anthony was born February 15, 1820, in Massachusetts. She was one of eight children in her Quaker family. Her father did not allow the children to take part in games, music, or to have any toys. He concentrated on self-discipline and believing in your own self-worth.

Susan learned to read and write at an early age, and when a male teacher refused to teach Susan long division, she was taken out of school. Her father set up a school run by a woman teacher.

Susan B. Anthony was independent and believed in the rights of women, and in abolishing slavery. When Susan died, only four states allowed women to vote. In 1979, a United States dollar coin was issued showing a profile picture of Susan B. Anthony.

1. Who or what is talked about the most?
Susan B. Anthony
2. Read this list of details from the passage:
was taken out of school when a male teacher refused to teach her long division
a leader in the fight for women's rights
worked to abolish slavery

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In Lesson 8, the prerequisites of anaphora and classification are combined in an overt strategy for recognizing the main idea.

Students complete the main idea box before writing a sentence that states the main idea.

Check and correct. Accept reasonable alternative answers.

3. Classify these details.
These are all things that describe someone who believed in the rights of everyone
4. Fill in the main idea boxes with the information you have gathered above.

First: Identify who or what is talked about the most.	Next: Classify what is being said about the person or thing.
Susan B. Anthony	believed in the rights of everyone.

NOTE: Remember, a detail from a passage is *never* a main idea statement.

5. The main idea of the passage is
Susan B. Anthony believed in the rights of everyone.

Widely varied review ensures mastery of concepts and transfer to content area texts.

Lesson 18

Part A - Main Idea

Call on a student to read the directions in Part A.

Directions:

1. Read the paragraph below.
2. Next, put an *X* next to the *three* statements that just tell details from the passage.
3. Write *MI* next to the statement that is a good main idea statement.
4. Finally, write *TG* next to the statement that is *TOO GENERAL* to be a good main idea statement for this passage.

HINT: Do the steps in the order above. Make sure you identify the details from the passage first.

Walk around and monitor students as they work.

What's the first thing that pops into your head when you hear the word "bead"? Is it a necklace or jewelry? When you hear or read the word "frame" do you think of glasses or a picture? To hear or read the word "rod" you may think of a lighting rod or a hot rod car.

If you put those three things (bead, frame, and rod) together, you would have what it takes to make a modern day abacus. An abacus is like a calculating machine, only simpler. One rod stands for the "ones" or "units" place. Another rod stand for the 10's place, one for the 100's place, and on it goes. The beads on each rod are used for counting. By moving the beads on the rods you can do addition or subtraction problems. The abacus can also be used for multiplication and division.



Here's an example of using an abacus to do a multiplication problem. Pretend your problem was 12×4 .

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The concept of main idea is expanded and reviewed over the course of the entire program in a wide variety of ways.

Lesson 18

do the same thing *three more times*.

done you should have *four* beads on the 10's rod
the 1's rod to show an answer of 48.

Abacus was made by drawing grooves in the soft dirt. Soon, the Romans and Arabs made an abacus that could be used in many ways. Today many countries, including China, still use the abacus. In North America it is mainly used in "Chinatowns."

contest was held between a Japanese bank clerk and an American using a calculator. They both were given the same addition, subtraction, multiplication and

arithmetic problems. Guess what? The Japanese clerk with the abacus won every time!

Put an *X* next to the three statements that just tell details from the passage. Write *MI* next to the statement that is a good main idea statement. Write *TG* next to the statement that is too general to be a good main idea statement.

- a. ☒ An abacus is made of rods, beads, and a frame.
- b. ☐ An abacus is an important tool.
- c. ☒ An early abacus was made with stones.
- d. ☒ An abacus can be faster than a calculator.
- e. ☐ An abacus is a useful tool used around the world to calculate math problems.

Part B - Literal Questions

Directions: After you read the paragraph below, answer the question.

Not everyone gets to live by an ocean, but sometimes lakes can be just as fun. Some lakes are huge and can almost look like an ocean

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Students learn to recognize and reject main ideas that are too specific or too general.

Track and control

Call an assistant to read the directions in Part B.

Lesson 31 combines skills and concepts introduced in earlier lessons, including:

- Paraphrasing
- Distinguishing detail statements from main idea statements
- Learning that “main idea” and “summary statement” are roughly equivalent

Lesson 31

Part A - Main Idea

Call on a student to read the directions in Part A.

Directions:

1. Read the paragraph below.
2. Next, put an **X** next to the three statements that just tell details from the passage.
3. Write **S** next to the statement that is a good summary statement.
4. Finally, write a paraphrase of the summary statement.

Remember, a summary statement is about the same as a main idea statement.

I live close to Central Park in Manhattan. Central Park is huge! The park is 840 acres. There are a million things to do at the park, and many people can enjoy the park at the same time. Some of the sports you can play at the park are baseball, basketball, soccer, football, handball, tennis, and volleyball. People roller blade and bike on the paths. You can also fish and row boats. Some people ride horses, go ice skating, or play chess there.

Walk around and monitor students as they work.

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Exercises require students to apply more than one previously learned skill, ensuring that students fully understand comprehension concepts and when to use them.

I bet you have a park near your house, but does your park have 8,968 benches to sit on? Central Park does. The park also has 21 playgrounds, 26,000 trees, and 51 fountains, monuments, and sculptures. If you get bored sitting and looking at the trees, fountains, and sculptures, you can ride the carousel, skate in the skating rink, see a play in the open-air theater, or visit the animals in the zoo.

If Central Park sounds like fun to you, maybe you could come and visit sometime. Over 20 million people visit the park every year.

1. Put an **X next to the three statements that just tell details from the passage. Write **S** next to the statement that is a good summary statement.**

- a. ☒ Parks in New York have lots of activities.
- b. ☒ Central Park is a great place to exercise.
- c. ☒ Central Park has millions of visitors a year.
- d. ☐ In Central Park, people participate in many activities, while others appreciate art and nature.

2. Now, cover the good summary statement with your hand. Try to write a paraphrase of the summary statement without looking at it.

If you want to enjoy nature, look at different kinds of art, or get a lot of fun exercise, Central Park is a great place to visit.

Check and correct. Accept reasonable alternative answers to #2.

Level B Teacher Book, Lesson 31

One indicator of effective comprehension is being able to infer the author's purpose.

Students first learn to identify a general purpose such as to inform, entertain, or persuade. Then they learn to identify the author's specific purpose.

Lesson 48

Let's say you've read an article about how caterpillars turn into butterflies. The following would be a good **specific** statement of the author's **main purpose**:

The author's main purpose is to inform the reader about how caterpillars turn into butterflies.

Notice that a specific main purpose is just about the same thing as a main idea. So, you can use the same skills you learned for figuring out the main idea when you are figuring out an author's specific purpose.

Part B - Author's Purpose

Directions: In the passage below, the author's *general purpose* is to persuade the reader to do something or to think something. After reading the passage, choose a statement of the author's main *specific purpose*. Remember, the main idea is part of the statement of the author's *specific purpose*.

Being a *middle* child is exceptional! I'm not the oldest, and I'm not the youngest. I'm right in the *middle*. It doesn't have anything to do with being a child, though. It's the importance that comes with being in the *middle* of anything. Have you ever thought about what a sandwich would be without anything in the *middle*? During the *middle* of the day, the time changes from morning to afternoon. In many places, a special whistle blows to let people know it's the *middle* of the day and time to have lunch. Your bellybutton is in the *middle* of your body, and your nose is in the *middle* of your face. So you see, being the *middle* child is exceptional because of all the importance that comes with being in the *middle* of anything!

Which of the following sentences expresses the author's specific purpose?

- The author's purpose is to persuade the reader that middle children don't have much to be happy about.
- The author's purpose is to inform readers about the middle of a sandwich.
- The author's purpose is to persuade the reader to think that being in the middle is often very good.
- The author's purpose is to persuade the reader to eat sandwiches in the middle of the day.

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Building on prior learning about inference and main idea, students learn to identify the author's specific purpose.

Level B Teacher Book, Lesson 48

Prepare to Teach

Reading Success is easy to use for teachers and students alike. To help you achieve the best results, the *Reading Success* Teacher Book includes guidelines on how to use the program most effectively.

Teacher guidelines appear in the left column.

Lesson 41

What will probably happen next?

Hint: Each answer *could* happen next. The question asks what will *probably* happen next. This is an inference question. You have to decide what is *most likely* to happen next.

- a. The person telling the story will return to the house to get her project.
- b. The person telling the story will jump in the car and drive off to school without her own project.
- c. The person's mom will tell the person telling the story to go back in the house and get the project.
- d. The person telling the story will remember the project, but will leave it home on purpose in order to get to school on time.

Part B- Vocabulary

Directions: Find the definitions from the box that match the words below.

a. things you own
b. smell
c. try
d. fight
e. short

Write the letter of the definition that matches each word.

- 1. argue d
- 2. brief e
- 3. possessions a
- 4. scent b

Check and correct. Explain that "b" is the most likely thing that will happen because the person telling the story is very distracted in the last paragraph. That could make the person forget her own project. Also, the person is under pressure from her mom to get to school. You might discuss why the other answers aren't as good as "b."

Call on a student to read the directions in Part B.

Walk around and monitor students as they work.

Suggested answers appear in blue in the right column.

The wider right column duplicates the material in the Student Workbook.

Presenting new information

You can read or explain the new information to the students. If students have difficulty, you can elaborate or provide additional examples.

Lesson 1

Lesson 1

Part A - Pronouns

You probably know that pronouns refer to people or things. A person named Dylan is referred to 9 times in the passage below, counting his name and the pronouns he, his, and him.

Dylan is a good cook. **He** can make all kinds of meals, and dessert, too. Often, **his** grandmother asks **Dylan** to help her cook or bake something. **He** loves to help, and she loves to have **him** help. **His** grandmother enjoys spending time with **Dylan**, and she likes to eat what **he** cooks, too.

Other common pronouns include I, me, you, we, she, her, hers, it, its, they, them, their, and theirs.

Part B - Pronouns

Directions: Read the paragraph below. Underline every time "my Aunt Martha" is referred to. Next, fill in the blank to show how many times "my Aunt Martha" is referred to.

HINT: Look for the pronouns she, her, and hers.

My Aunt Martha is a firefighter. She works at a fire station near my house. She is the captain at her station. Everyone likes her because she is very brave, and she is a fair boss. I'm not supposed to play with the helmets when I visit, but my Aunt Martha lets me wear hers. She lets me hang around her station whenever I want.

How many times is "my Aunt Martha" referred to in the paragraph above, counting both her name and the pronouns that refer to her?

11

Reading Success | 1

Because *Reading Success* continuously reinforces concepts and strategies, students are not expected to master new information immediately.

Completing items with students

Sometimes an exercise specifies that you should do one or more items with students. Students should not work on those items independently. Instead, you should talk through such activities with students, asking questions or giving further guidance and instruction. The exercise and accompanying dialogue might look like this:

Call on a student to read the directions in Part A.

Complete all items with students.

Lesson 41

Part A - Word Meanings

Directions: Answer the questions that go with each model sentence.

Model: Jeremy kicked in five dollars for the fund raising event.

- What does the underlined word in the model sentence above mean?
 - hit with your foot
 - added
- Choose the sentence that uses the underlined word in the same way as the model sentence.
 - Although Marie was very tired, she kicked the winning goal with just seconds left.
 - With the money that the chess club kicked in, the school was able to buy one new computer.
 - Winston accidentally kicked Luis on the leg during physical education class.

Model: Cory used a saw to cut the tree down.

- What does the underlined word in the model sentence above mean?
 - tool for cutting wood
 - past tense of "see"

Level A Teacher Book, Lesson 41

Sample Dialogue (Teacher/*Student*)

- What is the underlined word in the model sentence? *Kicked.*
- The letters **a** and **b** below the model sentence show two different meanings for the word **kicked**. What is the meaning next to **a**? *Hit with your foot.*
- Is anyone hitting anything with their foot in the model sentence? *No.*
- What is the meaning next to **b**? *Added.*
- Is something being added in the model sentence? *Yes.*

Few students will struggle with lesson content if you break down tasks when an exercise specifies that you should do one or more items with them. It is easier for students to grasp new skills when you guide them step-by-step. Gradually, over a period of a few more lessons, you will need to give them less and less guidance because they will have learned to apply the concept independently.

Here is another example of accompanying dialogue from Level C in the program:

How to Teach the Program

Call on a student to read the directions in Part B.

Complete the first five items with students.

Check and correct.

Part B - Pronouns

Directions: Read the paragraph below. Underline every time Frederick Douglass is referred to. Then fill in the blank to show how many times Frederick Douglass is referred to.

HINT: Look for the pronouns he, him, and his.

Frederick Douglass was born a slave in Maryland in 1817. In the South before the Civil War, it was against the law for him to learn to read and write. But those who were determined, including Douglass, managed to learn.

While in slavery, he worked as a house servant, a field hand, and a ship carpenter. When he was twenty-one, he escaped from slavery and made his way to Massachusetts. In time, he joined the antislavery movement and became a powerful speech maker.

In 1845, he became the author of a book about his years in slavery. The title of his book was *Narrative of the Life of Frederick Douglass*. The book made him famous. The laws at the time said that an escaped slave living in a free state could be caught and returned to his owner. To avoid being recognized and captured, Douglass left America to give speeches in England. When he returned to America, he bought his freedom. At that time, Douglass started an antislavery newspaper. During the Civil War, he recruited African-Americans for the Union Army. Shortly before his death, he became the United States' ambassador to Haiti.

1. How many times is Frederick Douglass referred to in the paragraph above, counting both his name and the pronouns that refer to him?

20

Level C Teacher Book, Lesson 1

Sample Dialogue (Teacher/Student)

- Look at all the words in the first sentence. Does that sentence contain **he**, **him**, or **his**? *No.*
- Does that sentence name **Frederick Douglass**? *Yes.*
- How is **Frederick Douglass** referred to in the first sentence? *By his full name.*
- That's right. Underline **Frederick Douglass** in the first sentence. Look at all the words in the second sentence. Does that sentence contain **he**, **him**, or **his**? *Yes.*
- Which pronoun does the second sentence contain? *Him.*
- Does the pronoun **him** refer to **Frederick Douglass** or some other person? *Frederick Douglass.*
- That's right. No other person has been mentioned yet in the passage. Underline **him** in the second sentence.

Application of new strategies or information

The application of new strategies or information is the most frequently used instructional routine in *Reading Success*. You:

1. **Call on a student to read the directions** for an activity. As the student reads, the rest of the class follows along.
2. **Walk among students** and monitor them as they work.
3. **Check and correct the work** as soon as all or most of the students are finished.

<p>Call on a student to read the directions in Part B.</p>	<p>Part B - Paraphrase</p> <p>Directions: Read each model sentence below. Then write a paraphrase of the model sentence.</p> <p>Part of each paraphrase is already written for you.</p>
<p>Walk around and monitor students as they work.</p>	<p>1. I have often wondered how stars got their names. How stars got their names is something I've wondered about many times.</p> <p>2. Susie and some of her friends ate pizza and then went to a movie on Saturday. Before going to a movie on Saturday, Susie and her friends ate pizza.</p> <p>3. The secretary reads the important announcements over the intercom each morning before school starts. Before school starts each morning the secretary reads the essential announcements over the intercom.</p>
<p>Check and correct. Accept reasonable alternative answers.</p>	<p>4. I knew the plane was getting ready to land because I heard the landing gear being lowered, so I buckled my seat belt. The landing gear was lowered so I buckled my seat belt because I knew the plane was beginning to land.</p>

Level A Teacher Book, Lesson 36

Monitoring students as they work

If you notice that several students are having difficulty with a particular item, you should step in immediately and lead the students through the task. Because new information is always introduced explicitly, you can easily guide students through the steps presented earlier in the program using your own words.

For example, suppose that several students are having difficulty with the first item. Paraphrase was first introduced in Lesson 27 so students already know that there are two ways to paraphrase a sentence: 1) Change the order of the words, and 2) Use different phrases with similar meanings.

You first remind students that there is more than one way to paraphrase a sentence and then ask what the two ways to paraphrase a sentence are.

Monitoring students as they work (continued)

If at this point you think students need more help, you could model a sentence which you paraphrase by changing the order of the words:

*It's freezing down in that cave. In the next sentence, I'll change the order of the words,
"Down in that cave, it's freezing."*

It may be necessary to provide more than one example before asking students to back up and independently do the item that appears in their workbook.

Careful monitoring is critical to achieve the level of success possible with *Reading Success*. It enables you to:

- **Spot small problems** quickly and correct them before they become big problems
- **Provide scaffolding** when needed to help students assimilate and integrate new concepts

Monitoring students as they work requires on-the-spot teacher judgment. You need to determine if students are demonstrating skills as they work independently. Many times, you will simply observe. Sometimes you will need to lead students to the correct answer by reminding them of steps presented in an earlier lesson, asking questions, giving hints, or offering extra instruction.

Call on a student to read the directions in Part E.

Walk around and monitor students as they work.

Part E- Word Meaning

Directions: Look at the underlined word in the model sentences. Then choose the sentence that uses the underlined word in the same way as the model sentence.

1. **Model:** I broke the nail on my big toe.

- a. Pound that nail in a little further.
- b. I keep the nail on my thumb long for picking my guitar.
- c. The police hope to nail their suspect before he leaves the country.
- d. I got blood poisoning from stepping on a rusty nail.

Level B Teacher Book, Lesson 51

Leading students to the correct answer might have a dialogue like this:

Sample Dialogue (Teacher/Student)

- What is the underlined word in the model sentence? *Nail.*
- What kind of **nail** is in the model sentence? *Idea: Nails that grow on fingers and toes.*
- Look at choice **a**. In that sentence, does the word **nail** mean the things that grow on fingers and toes? *No.*
- You're right. In choice **a**, the word **nail** refers to what you hit with a hammer. Look at choice **c**. Does the word **nail** mean the things that grow on fingers and toes? *No.*
- That's right. In choice **c**, the word **nail** refers to catching a criminal. Now decide whether choice **b** or choice **d** uses the word **nail** to refer to the things that grow on fingers and toes. When you think you have the right answer, raise your hand. I'll walk around to see your choice.

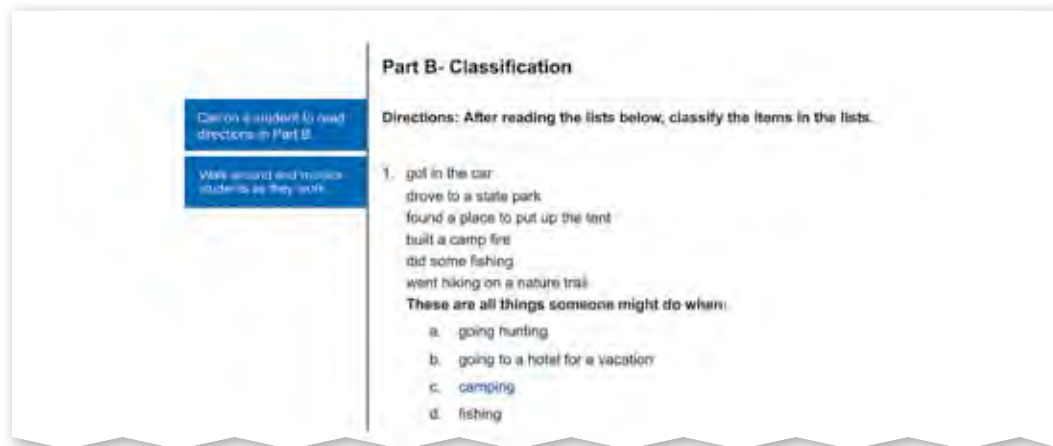
There is more than one right way to lead students to the answer, so scaffolding depends on your judgment. As students advance, you will not always want to model an entire series of steps. Instead, you determine what piece of knowledge is needed to move students to the correct answer without totally depending on you.

Correcting errors

Reading Success has been designed to ensure a minimum of student errors. Concepts are presented in manageable steps to enable students to move forward in the program without the lessons becoming too difficult. However, there may be times when students have trouble grasping a difficult concept or make errors during independent work.

It is important to give students immediate, corrective feedback when they make mistakes. Your goal is to teach the skill before moving to the next activity. This means that you should stop in the middle of an exercise to provide additional instruction any time you see students having difficulty.

An error correction for this exercise might have a dialogue like this:



Foundations Teacher Book, Lesson 42

Sample Dialogue (Teacher/*Student*)

- The first detail is **got in the car**. Is that something you might do if you were going hunting? *Yes.*
- Is that something you might do if you were going to a hotel for a vacation? *Yes.*
- Is that something you might do if you were going camping or fishing? *Yes.*
- The second detail is **drove to the state park**. Is that something you might do if you were going hunting? *No or possibly.*
- Is that something you would do if you were going to a hotel? *No or possibly.*
- So the answer is probably not **a** and it's probably not **b**. The next detail is **put up a tent**. Is that something you might do if you were going camping? *Yes.*
- Is that something you might do if you were going fishing? *Yes or possibly.*
- So the answer might be **c** or it could be **d**. The next detail is ...

If students are having trouble with a particular concept, you can return to the lesson where the strategy was introduced by referring to the Scope and Sequence. Teach the exercise again to remind students of the steps used.

Additional Techniques

Classroom posters

Comprehension concepts that have multiple steps may be difficult for students. To prevent confusion, you can post the steps in a visible place in your classroom. Before teaching an exercise involving a particular concept, take a few moments to review the steps orally with your students.

For example, if students find it hard to grasp main idea, you could post the steps and review them daily (shown in the image on the right).

Checklists

Once students have demonstrated an understanding of the main idea strategy, you can remove the chart and replace it with the newest strategy they are working on, for example, the checklist used to determine author's purpose (shown in the image below).

Steps for Determining Main Idea

1. Decide who or what is talked about the most
2. Write a list of details from the passage
3. Classify the details
4. Use the information to fill in the main idea

First: Identify who or what is talked about most	Next: Classify what is being said about the person or thing

5. Write a good main idea statement

Three Major Purposes Authors Have for Writing:

Inform	Entertain	Persuade
The passage sounds like a textbook or an encyclopedia.	The passage sounds like a story.	The passage sounds like an advertisement.
The author is trying to teach you some facts that might be new to you.	The author is not trying to teach you any facts.	The author is using facts to change your mind about something.
The author does not try to influence your feelings.	The author tries to make you feel some emotion, such as happiness, sadness, or fear.	The author has an obvious opinion and tries to convince you to feel the same way.

Assessing student performance

Reading Success includes a quiz or test every fifth lesson.

Tests are relatively long and include Lessons 20, 40, 60, and 80. Quizzes take approximately 15 minutes and comprise Lessons 5, 10, 15, 25, 30, 35, 45, 50, 55, 65, 70, and 75.

Student copies of tests and quizzes are found in the Blackline Masters Book. Teacher copies of tests and quizzes are in the Teacher Book.

Some quizzes also include instruction and practice on test taking.

Lesson 20 - Test

Part A - Test Preparation

Remember, when you take a reading quiz or test, you usually read a passage first, and then answer some questions after that.

What you *should* do is always read the questions quickly *before* you read the passage. That way, you will know what to focus on the most when you read the passage.

Part B - Test Preparation

Directions: After reading the questions below, turn your paper over.

1. Put an X next to the *three* statements that just tell details from the passage. Write *MI* next to the statement that is a good main idea statement. Write *TG* next to the statement that is too general to be a good main idea statement.
2. Christa McAuliffe can be described by each one of these except:
3. All of these lessons were to be taught from space except:
4. Choose the phrase with a meaning similar to that of the phrase in the model sentence.
5. Christa McAuliffe can best be described as:

Lesson 20 - Test

something about Christa McAuliffe, how would you probably describe her? Christa McAuliffe Planetarium?

Section 1

Read the passage below, and then answer the questions that follow.

Christa McAuliffe has dreams about their future: becoming a teacher; a performer in a Broadway musical; graduating from college; or having a job they truly love. One day, her dream did become a reality.

Christa McAuliffe had always been fascinated with the United States Space Shuttle. In 1986, Christa stepped out of her teaching job in New Hampshire. She then stepped into the NASA Teacher in Space program in Houston, Texas. Christa trained with astronauts for 114 hours.

Although she was not a teacher, because of her childhood dream, she was chosen to be the first Teacher in Space.

There were a total of 11,500 people who applied, but Christa was chosen. She was an ordinary person, with a husband and children, who was about to do something extraordinary.

Other teachers were inspired by Christa, and everyone felt they could relate easily to the teacher. People across the country once again became interested and excited about the space program.

Christa wasn't just along for the ride though. She was to teach two lessons from space to us students. The first lesson included: an introduction of each flight member; an explanation of their roles;

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Level B Teacher Book, Lesson 20

All quizzes and tests in Levels A–C have a customized Score Sheet listing items and concepts assessed. The Score Sheet makes it easy to identify which items and concepts need review.

Student names are written in the left column, and each item a student misses is checked in the appropriate column.

Each student's score is entered in the right column.

Score Sheet for Lesson 75

	1. Poetry	2. Paraphrasing	3. Fact & Opinion	4. Word Meaning	5. Literal	6. Inference	Bonus: Narrative Writing	Bonus: Sonata		Score
1. Jennifer Sanders		X				X	X			5
2. Joel Nickels	X									7
3. Kylie Trent		X								7
4. Chris Lee				X						7
5. Brandon Johnson	X		X				X			5
6. Cassidy Howard										8
7. Kristy Brown		X								7
8. Jimmy Howard					X					7
9. Jerome Williams							X			7
10. Antonio Bruno						X				7
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
# Items answered correctly	8	7	9	9	9	9	9	7		
# Students	10	10	10	10	10	10	10	10		
Items to review		X						X		

Level A Blackline Masters, Score Sheet 75

In the first line on the bottom of the Score Sheet, enter the number of items answered **correctly** in each column.

Enter the total number of students. Divide the number of correct answers by the number of students for each column.

Wherever fewer than 75% of the class answered correctly, check the corresponding box in the last row of the Score Sheet.

Review or re-teach all checked items with the class.

Reading Success: Foundations Scope and Sequence

(Italicized lesson numbers identify activities taught as review.)

Concept	Lessons Covered
Asking Questions	1, 2, 3, 4, 6, 8, 11, 16, <i>17</i> , 21
Literal Questions	1, 2, 3, 4, 7, <i>17</i> , 22, 23, 24, 26, 27, 28, 29, 31, 33, 37, 39, 41, 43, 46, 47, 48, <i>51</i> , <i>52</i> , <i>54</i> , <i>57</i>
Memory Techniques	1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 27, 29, 31
Reviewing Details	2, 3, 4, 9, 12, 13, 19, 22, 23, 24, 26, 27, 28, 29, 31, 33, 37, 39, 41, 43, 48, <i>51</i> , <i>57</i>
Words in Context	6, 7, 8, 9, 11, 12, 13, 14, 16, <i>17</i> , 19, 22, 23, 24, 26, 27, 28, 29, 31, 33, 37, 39, 41, 43, 46, 48, <i>51</i> , <i>52</i> , <i>57</i>
Remembering What You Read	6, 7, 14, 18, 23
Inference Questions	8, 9, 12, <i>17</i> , 22, 23, 24, 26, 27, 28, 29, 31, 33, 37, 39, 46, 47, 48, <i>51</i> , <i>52</i> , <i>54</i> , <i>57</i>
Mostly About	17, 18, 19, 21
Parts of a Story	24, 26, 28, 29, 31, 33, 36, 38, 39, 41, 43, 46, 47, <i>54</i> , <i>57</i>
Reading Subject Matter Books	26, 27, 28, 29, 32, 34, 36, 38, 41, 42, 43, 44, 47, 48, 49, 51, 52, 53, <i>57</i>
Counting Pronouns	33, 34, 37, 39, 41, 43, 47, <i>57</i>
What Happens Next	41, 42, 44, 46
Classification	42, 43, 44, 46, 47, 48
Pronouns and Classification	49, 52, 54
Main Idea	56, 58, 59
Vocabulary (Word Meanings)	11, 12, 13, 14, 16, 18, 21, 22, 23, 24, 26, 27, 28, 31, 32, 34, 37, 39, 41, 43, 46, 47, 53, 54, 57, 58
Vocabulary (New Bonus Words)	1, 6, 11, 16, 21, 31, 36, 37, 41, 46
Quizzes	5, 10, 15, 25, 30, 35, 45, 50, 55
Tests	20, 40, 60

The Foundations level of *Reading Success* is designed for students of any age who decode at a low to mid-third grade level, but who struggle with reading comprehension. The program's content corresponds to the types of comprehension questions often found on state and national assessments at Grade 3 and higher.

Early tracks are often prerequisites for later tracks. For example, the instructional tracks for Pronouns, Classification, and Pronouns/Classification become Main Idea at lesson 56.

No topic is ever suddenly dropped from the program. The tracks for many concepts recur in later lessons as review exercises (shown in the chart above in italics).

Lesson 6

Part A- Vocabulary: Words in Context

Students learn new useful words in context.

Read to explain the material in Part A.

The following passage has a word missing. You can probably figure out what that word should be, however, because there are clues about the word in the sentences.

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Our dog is harmless, but she _____ loudly at strangers.
That makes her a pretty good watchdog.

You know what dogs might do that would scare strangers. The dog **barks** at strangers.

Part B- Vocabulary: Words in Context

Practice with target words in a variety of tasks helps students learn meaning in context, enabling easy recall when they encounter the words in passages.

Call on a student to read the directions in Part B.

Directions: Choose the word that would best fill in the blank for each sentence.

Walk around and monitor students as they work.

1. We heard a storm was coming. I was not happy because I don't like thunder, but I especially don't like _____.
a. lightning
b. news
c. storms
2. Because of the drought, few people are watering their _____. That's okay with me because I don't like to mow and trim.
a. flowers
b. vegetables
c. lawns
3. James doesn't have a single _____. He doesn't collect baseball cards, or listen to music, or build models, or anything like that.
a. free minute
b. hobby
c. penny

Check and correct.

Part C - Asking Questions

Students are required to ask themselves questions as they read to encourage them to remember what they have read.

Call on a student to read the directions in Part C.

Directions: Read the short passage below. Write as many questions about the passage as you can think of. Your teacher will call on some students to read their questions and others to answer them.

Monitor students as they write their questions. Assist them as needed.

You have read about five Canadian provinces: British Columbia, Alberta, Newfoundland and Labrador, Prince

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Lesson 6

Edward Island, and Nova Scotia. Canada has ten provinces altogether. Another province is called New Brunswick. New Brunswick is near Nova Scotia. The provinces of Nova Scotia and New Brunswick are called *maritime* provinces. That means there is a lot of shipping and boating in the ports of those provinces. Prince Edward Island is also a *maritime* province. The French settled in the area where the *maritime* provinces are now and called that area *Acacia*. The western border of New Brunswick is with the American state, Maine. All three *maritime* provinces have many hilly areas called *highlands*.

Call on a student to read a question and then call on another student to answer it. Repeat these steps for several questions.

Examples:

1. What does *maritime* mean? (a lot of shipping and boating)
2. In addition to Prince Edward Island, what are the maritime provinces? (Nova Scotia and New Brunswick)
3. What are the hilly areas of the maritime provinces called? (highlands)
4. What did the French originally call the area where the maritime provinces are now? (Acacia)
5. What American state borders New Brunswick to the west? (Maine)
6. What are Nova Scotia, New Brunswick, and Prince Edward Island called? (maritime provinces)

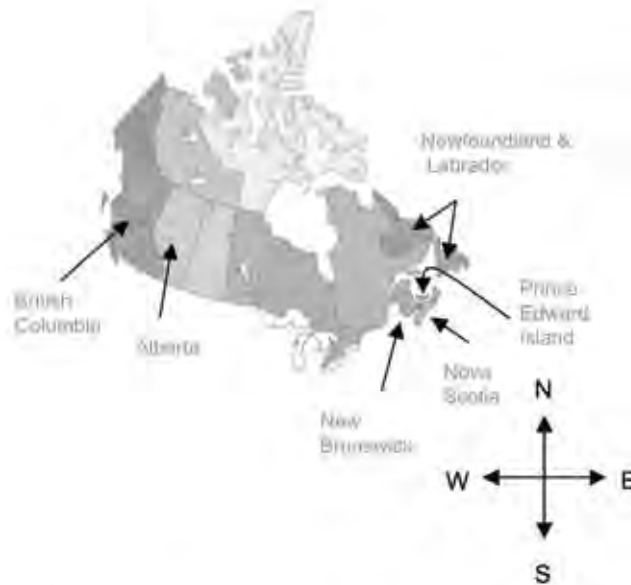
Part D- Memory Techniques

Read or explain the material in Part D.

Based on what you have read, write the names of the Canadian provinces next to the correct arrows on the map below.



Several exercises demonstrate and require various memory techniques for learning new information. Most content is based on the *Core Knowledge Sequence: Content Guidelines for Grades K-8®* to build background knowledge.



Part E- Remembering What You Read

Call on a student to read the directions in Part E.

Walk around and monitor students as they work.

Directions: Answer the questions about Canada below. Try to remember the answers without looking back on your worksheet.

1. How many provinces does Canada have?
ten
2. How many *maritime provinces* does Canada have?
 - a. ten
 - b. three
 - c. thirteen
3. What does Nova Scotia mean?
 - a. Latin
 - b. maritime provinces
 - c. New Scotland
 - d. Acacia

Exercises that require students to remember and understand what they've read set the stage for more complex activities. They are also very similar to the formats of many tests.

Lesson 6

4. British Columbia and Alberta are _____ provinces.
 - a. small
 - b. large
 - c. maritime
 - d. Russian
5. Which Canadian province is also an island?
 - a. Nova Scotia
 - b. British Columbia
 - c. Prince Edward Island
 - d. Newfoundland and Labrador
6. Part of _____ and Labrador is an island.
 - a. British Columbia
 - b. New Brunswick
 - c. Prince Edward Island
 - d. Newfoundland
7. Which province is NOT a maritime province?
 - a. Alberta
 - b. New Brunswick
 - c. Nova Scotia
 - d. Prince Edward Island

Check and correct.

Read or explain the material in Part F.

Part F- Bonus

The bonus word for this lesson is **inference**.

Inference is pronounced like this:

IN•fur•unse

Inference means "guessing about something from another thing that you already know." When you read, you often have to **infer** something that isn't told to you directly in the passage.

Inference comes from Latin.

Every five lessons, a new bonus term is introduced to teach students mature vocabulary.

Lesson 7

Inference will be a bonus item on some quizzes or tests that you take. To learn **inference**, you will have to know what it means, how to spell it, and where it comes from.

Bonus Review

Remember, a detail in a reading passage is a small part of the passage. The word detail comes from a Latin word that means "cut."

Optional Prosody Exercise

Part G - Reading Aloud

Directions: Listen to your teacher read the sentences below. If your teacher calls on you to read one of the sentences, try to read it so that it sounds like someone speaking. Take your time. You can read the sentence silently before reading it aloud.

1. How many *maritime* provinces does Canada have?
2. The French settled in the area where the *maritime* provinces are now and called that area *Acacia*.
3. You know what dogs might do that would scare strangers.

Call on a student to read the directions in Part G.

Read sentence #1 aloud, and then call on two or three students to also read it aloud. Reinforce reading that approximates "good expression."

Repeat for sentences 2 and 3.

The first nineteen lessons provide exercises that demonstrate normal, expressive reading, encouraging students to develop fluency.

Students learn to predict a likely outcome and compare it to what actually happens. This skill helps students make connections among various events in a story.

Lesson 41

Part A- What Will Happen Next

Call on a student to read the directions in Part A.

Walk around and monitor students as they work.

Directions: Read the passage, and then answer the questions.

Our teacher had told us a thousand times that we would lose points if we turned in our projects late. The night before the projects were due, I set mine out on the kitchen counter. I leave for school through the door in the kitchen, so I figured I couldn't possibly forget my project.

Just as I was about to leave for school, the phone rang. It was my best friend, Marshall. He was very upset. He thought he might have left part of his project in our car. He and I had worked on our projects together the day before. My dad drove him home after that. Marshall wanted me to run out to the car to see if part of his project was there.

I had a remote phone, so I went out to the car to look. My mom was already in the car, waiting to take me to school. Fortunately, Marshall's project was in the car. As my mom told me to hurry up, I lay down the phone in the garage.

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Lesson 41

What will probably happen next?

Hint: Each answer *could* happen next. The question asks what will *probably* happen next. This is an inference question. You have to decide what is *most likely* to happen next.

- a. The person telling the story will return to the house to get her project.
- b. The person telling the story will jump in the car and drive off to school without her own project.
- c. The person's mom will tell the person telling the story to go back in the house and get the project.
- d. The person telling the story will remember the project, but will leave it home on purpose in order to get to school on time.

Check and correct. Explain that "b" is the most likely thing that will happen because the person telling the story is very distracted in the last paragraph. That could make the person forget her own project. Also, the person is under pressure from her mom to get to school. You might discuss why the other answers aren't as good as "b."

Call on a student to read the directions in Part B.

Part B- Vocabulary

Directions: Find the definitions from the box that match the words below.

- a. things you own
- b. smell
- c. try
- d. fight
- e. short

Write the letter of the definition that matches each word.

- 1. argue d
- 2. brief e
- 3. possessions a
- 4. scent b

Walk around and monitor students as they work.

Cumulative review of vocabulary words reinforces word meaning.

Students must be able to use the conventions of text to aid their understanding of subject matter. This lesson shows the importance of cues provided by titles and chapter headings in understanding a text.

Lesson 41

Check and correct

5. attempt c

Note: This is solely an oral activity. The questions appear in the student book, but students answer the questions orally.

Call on a student to read the directions in Part C.

Monitor students as they read

Part C- Reading Subject Matter Books

Directions: Read the information below from a science book, and then follow your teacher's instructions.

Name of Book: General Science Today

Table of Contents:

Unit 1.....Classification of Animals

Unit 2.....The Human Body

Chapter 1: The Muscle System

Chapter 2: The Skeletal System

Introduction

The Spine

The Ribs

Hands

The Skull

Legs

Joints

Taking Care of your Bones

Chapter 3: The Nervous System

Chapter 4: Vision

Chapter 5: Hearing

Unit 3.....Light and Optics

Unit 4.....Sound

Unit 5.....Ecology

Foundations Teacher Book Lesson 41

Lesson 41

Call on a student to read a question and then call on one or more students to answer it. Repeat for each question.

Unit 6.....Astronomy

1. What is Unit 2, Chapter 2 probably about? (the skeletal system, bones)
2. What is the human spine? (the backbone, the bones up the middle of our back)
3. Do you think bones are dead or living, and why do you think so? (Examples: Bones are living. They grow. They help make blood. They heal when you break them. Bones in museums make it look like bones are dead.)
4. What are the names of some human bones? (Accept reasonable responses. Examples: spine, skull, ribs)
5. What do you already know about bones? (Accept any reasonable responses.)

Part D- Review

Call on a student to read the directions in Part D.

Monitor students while they work.

Directions: Read the passage, and then answer the questions.

Have you ever wondered why leaves change color in the fall? You may have noticed that some trees are always green. These trees are called evergreen trees. They stay green throughout all the seasons. The trees that change color in the fall are called deciduous (duh-SID-you-us) trees.

You may know that trees need sunlight to make food. They use a chemical called chlorophyll (KLOR-o-fil) to make their food. Chlorophyll causes the tree's leaves to look green. In the fall, the days get shorter and trees get less sunshine. Because they only get a brief amount of sun, trees stop making chlorophyll. The other colors in the leaves that were covered up by the green chlorophyll come out.

Some years the colors of the leaves are brighter and prettier than others. If the weather in early fall is cool but not

Reviews are frequent and cumulative to ensure mastery and transference when students read other materials.

Lesson 41

freezing, the leaves turn brighter colors. Also, if there is only a small amount of rain, the leaves are brighter.

You also know that deciduous trees lose their leaves in the fall. After the leaves change color, they drop to the ground. These trees are preparing for winter. You can think of the trees as hibernating for the winter months. In the spring, new leaves will grow in the place of the fallen leaves.

1. According to the passage, what chemical helps trees make their own food?
chlorophyll
2. What are trees that stay green throughout the whole year called?
evergreen
3. Is this passage fiction or nonfiction?
nonfiction
4. Why do you think deciduous trees drop their leaves in the fall?
 - a. there is not enough sun in the winter for the leaves to make food
 - b. no one likes to look at trees in the winter
 - c. the leaves would get in the way of snow falling
 - d. trees die each fall
5. Why do you think the fall colors are less bright when there is a lot of rain?
 - a. the trees don't know that winter is coming
 - b. the trees get depressed
 - c. the leaves don't get the sunshine they need to change color
 - d. the trees want the leaves to protect them from the rain
6. Look at the second paragraph of the passage. Count how many times pronouns are used to refer to trees.
3
7. In this passage, brief means:
short
8. Which belongs in box 2 below?

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In Review exercises several discrete types of skills and strategies are reviewed together—literal, inference, order of events, counting pronouns, and discriminating between fiction and nonfiction.

Lesson 41

days get shorter		color of leaves changes
1	2	3

- a. it rains
- b. there is less sunshine
- c. it is cold

9. Put an X next to each statement that is a small *detail* from the passage about leaves changing color in the fall.

Check and correct

- 1. X There are two kinds of trees.
- 2. X Trees need chlorophyll to make food.
- 3. X The days get shorter in the fall.
- 4. X Deciduous trees lose their leaves in the fall.
- 5. _ Autumn is another name for fall.

Part E- Bonus

Read or explain the material in Part E.

You probably know how to **classify** things. For example, the following items belong in one **class** of things:

cars, airplanes, trains, trucks, boats, motorcycles

To **classify**, you must decide what all of those things have in common. In this case, all of the things belong to the **class** of "types of transportation."

Many times, being able to **classify** well helps you better understand what you read. **Classifying** also helps you when you write.

BONUS REVIEW

You know that **fiction** comes from the imagination of a writer. When writing is true or factual, it is called **nonfiction**.

Remember that all the words below are **pronouns**:



Bonus activities provide additional review of key concepts and introduce vocabulary words used in academic settings.

Reading Success: Level A Scope and Sequence

Concept	Lessons Covered
Pronouns and Anaphora	1, 2, 3, 4
Classification	2, 3, 4
Anaphora and Classification	6, 7
Inference	6, 7, 8, 9, 11, 12, 14, 17, 18, 19, 22, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 43, 44, 46, 48, 49, 52, 53, 54, 56, 58, 59, 62, 64, 67, 69, 73, 74, 76, 77, 78, 79
Main Idea	8, 9, 11, 12, 13, 16, 18, 21, 23, 26, 27, 28, 29, 31, 32, 33, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 51, 52, 53, 54, 56, 58, 59, 61, 62, 64, 66, 67, 68, 69, 71, 72, 73, 74, 77, 79
Fact and Opinion	13, 14, 21, 22, 24, 26, 41, 42, 43, 48, 51, 64, 69, 73, 74
Literal Questions	16, 17, 19, 23, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 47, 49, 53, 56, 57, 63, 67, 72, 76, 77, 78, 79
Author's Purpose	21, 22, 23, 24, 26, 27, 29, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, 51, 52, 53, 54, 56, 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72, 76, 78
Word Meanings	33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79
Paraphrasing Passages	46, 47, 48, 49, 51, 53, 57, 59, 61, 63, 66, 68, 71, 72, 74
Paraphrasing	27, 28, 29, 31, 32, 33, 34, 36, 37, 38, 39, 41, 44, 52, 54, 58, 62, 64, 68
Poetry	57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72, 73, 74, 76, 77, 78, 79
New Bonus Words	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61
Quizzes	5, 10, 15, 25, 30, 35, 45, 50, 55, 65, 70, 75
Tests	20, 40, 60, 80

Reading Success Level A is designed for students of any age who decode at a low to mid-fourth grade level, but who struggle with reading comprehension. The program's content corresponds to the types of comprehension questions often found on state and national assessments at Grade 4 and higher.

Early tracks are often prerequisites for later tracks. For example, the instructional tracks for Pronouns/Anaphora, Classification, and Anaphora/Classification are assimilated into the Main Idea track by Lesson 8.

No topic is ever suddenly dropped from the program. The tracks for many concepts such as Main Idea and Literal Comprehension recur in later lessons as review exercises.

In Level A, students learn to make a variety of inferences from information in the text, including the setting, feelings of characters, what a character learned, and what will probably happen next.

Lesson 24

Part A - Inference

Read or explain the material in Part A.

Often when you read a story, it is fun to predict what is going to happen next. Then when you read, you can see if your prediction was true. Also, predicting what comes next helps you remember what you've read.

Part B - Inference (Continued)

Call on a student to read the directions in Part B.

Directions: After reading the passage below, predict what is going to happen next.

Toby lived in a neighborhood with only a few houses. In the fall, he would rake the leaves in the yard for the older couple that lived next door. If it snowed, he would shovel the walk for them.

A new family moved into the house on the other side of Toby's. That family had a new baby and a new puppy! In good weather the new mother would take the baby and the puppy for walks.

One day, it began to snow very hard. Toby first shoveled snow for the old couple.

Complete item with students.

Predict what Toby is going to do next:

- a. rake leaves for the old couple
- b. offer to shovel snow and walk the puppy for the new neighbors
- c. build a snowman
- d. go into his house to warm up and drink hot chocolate

Lesson 24

Do NOT check and correct until after Part C.

Why do you think so?

Toby seems like a good neighbor who would help the woman with the baby.

Read or explain the material in Part C.

Part C - Inference (Continued)

Here is the rest of the passage about Toby. See how your predictions turned out.

Next, he shoveled snow for the new neighbors. When he finished that, he took the puppy for a walk. The woman was grateful because she didn't feel safe walking the dog in the snow while carrying her baby. Toby never accepted any money, but if anyone offered him cookies, he never turned them down.

Check and correct Part B now, if necessary.

Part D - Review: Fact or Opinion, Inference, Author's Purpose

Call on a student to read the directions in Part D.

Directions: After reading the passage, answer the questions.

John and Joe were good friends. They lived in the same apartment building. After spending part of the summer together, they became even closer.

They had great times hiking, canoeing, swimming, and riding horses. Sometimes in the evening, they sat around a campfire, singing songs and roasting marshmallows. If the evening was warm and dry, they would sleep outdoors. Every week, they would write postcards home to their parents. Once their parents came to visit. It was really cool to see them, and they brought "goodie bags" full of candies. The kids hoped they could do this every summer.

Walk around and monitor students as they work.

1. Read each statement below. Circle the letter **O** if the statement is an opinion. Circle the letter **F** if the statement is a fact. On the line below the statement, write a sentence explaining how you made that decision.

A variety of practice ensures students receive exposure to many types of reading tasks and question types they are likely to encounter on assessments.

a. John is the best when it comes to horse riding. O / F

Someone else might think that John isn't that good.

b. Going to camp together is the only way to strengthen a friendship. O / F

There are many activities other than going to camp that can strengthen friendships.

c. Parents could keep in touch with their children while they were away. O / F

Postcards were mailed every week, and parents came for a visit.

2. Where does this passage probably take place?

at summer camp

3. Why do you think so?

because they did many activities you would do at camp

4. Fill out this short version of the author's purpose checklist.

Inform	Entertain
The passage sounds like a textbook or an encyclopedia. ____	The passage seems too informal to appear in a textbook or an encyclopedia. ✓
The passage is not a story. ____	The passage is a story. ✓

5. What is probably the author's main purpose for writing this passage?

a. entertain

b. inform

Part E - Bonus

Remember, one major purpose a writer has for writing is to inform the reader or explain something to the reader. Writing that informs or explains is called **expository** writing.

And remember that the goal of **skimming** is to quickly learn what a passage is about. To do that, when you **skim**, you should

1. Read headings
2. Read the first sentence in every section, and the first sentence of paragraphs
3. Read captions under pictures

Check and correct. Accept reasonable alternative answers.

Read or explain the material in Part E.

Bonus exercises introduce additional reading techniques, such as skimming, to boost comprehension across a wide variety of texts.

Level A Teacher Book Lesson 61

Students are taught to determine an author's *general* purpose and *specific* purpose using a checklist (shown on the next page). This scaffolding is removed in later lessons so students learn to read any passage and state the author's general and specific purposes.

Lesson 61

Lesson 61

Part A - Author's Purpose

Call on a student to read the directions in Part A.

Directions: Read the passage below.

Everyone should have a pet, especially kids and older people. Senior citizens can really benefit from having a pet. Having pets around is like having kids. They keep you from feeling lonely. In fact, pets make some people feel so good that their health improves. A pet's companionship has helped some people lower their blood pressure. Children also benefit from having pets. Pets make good companions for kids while teaching them to be responsible.

Schools can also introduce children to the joys of pets. Certain dogs that are calm and friendly can visit schools and interact with students. Schools can also invite guest speakers, such as veterinarians and pet groomers. Guests like these can teach the benefits and responsibilities of having pets. In this way, children can gain confidence in interacting with animals. They also learn about responsible pet ownership and careers involving animals. Animals in the classroom sometimes lessen tension between students. Having pets around can also increase attendance and get students to participate. Furthermore, learning respectful relationships with animals can help build respectful relationships with teachers and classmates.

Note: Be flexible with the checklists below. There is not a hard, clear line between authors' different purposes. The checklists are for guidance only.

Directions: Use the checklists to determine if the author's purpose is to inform, entertain, or persuade. Put a check next to the statements that are true for the passage you just read.

Inform	Entertain	Persuade
The passage sounds like a textbook or an encyclopedia. ____	The passage sounds like a story. ____	The passage sounds like an advertisement. ✓
The author is trying to teach you some facts that might be new to you. ____	The author is not trying to teach you any facts. ____	The author is using facts to change your mind about something. ✓
The author does not try to influence your feelings. ____	The author tries to make you feel some emotion, such as happiness, sadness, or fear. ____	The author has an obvious opinion and tries to convince you to feel the same way. ✓

The list with the most checks will tell you the author's purpose.

Which list has the most checks?

- a. inform
- b. entertain
- c. persuade

Therefore the author's purpose is to:

- a. inform
- b. entertain
- c. persuade

Part B - Rewrite Passages

Directions: First, read the passage.

Sandra felt overwhelmed by all the homework assignments that were coming up. She was really nervous about a math test on fractions she was to take on Tuesday. On Wednesday, the class was to turn in a 100-word paper on "How I Got My Name." Thursday, a history project they had been working on for three weeks was due. Most of the paper and the project were done, but all of a sudden she felt

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The ability to rewrite a passage is a strong indicator of reading comprehension. Students progress through a series of steps that eventually result in rewriting a passage in their own words.

Lesson 61

Note that students are now to create their own summary lists.

Try to check as many passages as possible as you monitor students.

Check and correct any passages you couldn't get to during monitoring. Accept reasonable alternative answers. Read the example answer to students or ask a student to read his or her answer to the class.

Call on a student to read the directions in Part C.

Complete both items with students.

Check and correct. Accept reasonable alternative answers.

Call on a student to read the directions in Part D.

like she didn't even know what to do first. Her mom helped her figure out a list of what things needed to be done on each project.

Next, create a summary list for the passage.

Summary List:

1. Sandra was overwhelmed with homework.
2. She had math Tuesday, a paper Wednesday, and history Friday.
3. She didn't know what to do first.
4. Her mom helped her.

Finally, look at the your list and write the passage in your own words.

Example: Sandra had a lot of homework coming up. She had a math test on fractions on Tuesday. She had a paper due Wednesday, and a history project Friday. She had done a lot of work, but still didn't know what to do. Her mom helped her figure that out.

Part C - Poetry

Directions: After reading the poem, answer the questions.

We went to the lake one summer day,
The water was like glass in every way,
My friends and I were like a school of fish,
Could we come to the lake everyday if we wish?

1. How could the water in the lake be like glass?
both are smooth; both are clear enough to see through; both are shiny
2. How could the friends be like a school of fish?
they all swim together in a group; they chased each other while they swam; they caused lots of activity while in the water

Part D - Main Idea Variations

Directions:

1. Read the passage below.

Because students are frequently assessed on their understanding of the central point of a passage, the program helps you teach strategies for identifying the main idea, as well as various ways of referring to it.

In Level A, students practice identifying figurative language and explaining how it is used to create imagery.

2. Next, put an **X** next to the three statements that just tell details from the passage.
3. Write **GT** next to the phrase that would make a good title for the passage. Remember, a good title for a passage is like a short version of a main idea statement.

Before cameras were invented, people could be remembered by having their portrait painted. One of the most important painters of the Revolutionary War era was John Singleton Copley. Copley's parents came to the United States from Ireland. He was born in Boston in 1738. When Copley was about fifteen years old he started to paint. Copley became known for his portraits. He painted people in Boston including Samuel Adams and Paul Revere.

Copley was influenced by an English painter names Joseph Blackburn. He began to use a technique called portrait d'apparat. Portrait d'apparat means painting a person with things that he might use in his daily life. For example, Copley painted the silversmith Paul Revere with a silver teapot and engraving tools. In 1774, Copley moved to England. He joined the Royal Academy of Art. Copley died in England in 1815.

Put an **X** next to the three statements that just tell details from the passage. Write **GT** next to the phrase that would be a good title for the passage.

Check and correct.

- a. ☒ Before Cameras
- b. ☒ A Painter Moves to London
- c. ☐ GT A Revolutionary War Era Painter
- d. ☒ X Samuel Adams and Paul Revere

Part E - Review: Word Meanings

Call on a student to read the directions in Part E.

Directions: Look at the underlined word in the model sentence. Then choose the sentence that uses the underlined word in the same way as the model sentence.

1. **Model:** As soon as the fire alarm sounded, people began to bolt for the exits.

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After students are introduced to new vocabulary words, they are given ample opportunity to develop a rich understanding of the words through activities emphasizing multiple meanings and use in context.

Lesson 61

- a. The wedding dress took an entire bolt of fabric.
- b. In a hardware store, the nuts and bolts are always on the same aisle.
- c. The lightning bolt split the tree in half.
- d. As soon as the gates open, the horses bolt for the finish line.

2. **Model:** My favorite time of the year is when the three ring circus comes to town.

- a. My dad gave my mom a new ring for their anniversary.
- b. The fighter stepped into the ring while listening to the roar of the crowd.
- c. The phone began to ring as soon as I walked out the door.
- d. The police were finally able to arrest the gambling ring and its leader.

Check and correct.

Read or explain the material in Part F.

Part F - Bonus

A **stanza** is a group of lines that stand together in a poem. Not just any group of lines is a **stanza**. Look at the beginning of a poem by Henry Wadsworth Longfellow.

The Fire of Drift-Wood

DEVEREUX FARM, NEAR MARBLEHEAD

- 1 We sat within the farm-house old,
- 2 Whose windows, looking o'er the bay,
- 3 Gave to the sea-breeze damp and cold,
- 4 An easy entrance, night and day.

- 5 Not far away we saw the port,
- 6 The strange, old-fashioned, silent town,
- 7 The lighthouse, the dismantled fort,
- 8 The wooden houses, quaint and brown.

Lines 1-4 are the first **stanza**. Lines 5-8 make up the second **stanza**. A **stanza** is usually at least four lines long. A poet might simply write the lines and group them together. But the lines of a **stanza** stand together in at least two other ways:

1. They might stand together in rhyme pattern
2. They might stand together because they share one idea

Stanza comes from the Latin word *stare* (STAR ay) which means to "stand." There are many English words that come from *stare* such as "stand," "stagnant," "state," and "static." There are also many other words that have *stare* in them like "constant," "distant," and "substance."



Students are introduced to the specialized bonus terms such as *stanza* that are specific to their study of poetry. They also learn the word's derivation and relationship to other words.

Reading Success: Level B Scope and Sequence

(Italicized lesson numbers identify activities taught as review.)

Concept	Lessons Covered
Pronouns	1, 2
Anaphora and Classification	3, 4, 6
Inference	2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 39, 41, 42, 43, 44, 46, 48, 49, 51, 52, 54, 56, 57, 61, 62, 66, 67, 68, 71, 72, 73, 74, 76, 77, 78, 79
Main Idea	7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 39, 41, 42, 43, 44, 46, 48, 49, 52, 54, 57, 58, 59, 61, 62, 63, 68, 69, 72, 73, 74, 76, 78, 79
Fact and Opinion	9, 11, 14, 21, 23, 29, 36, 44, 47, 59, 62, 69, 71, 73, 74
Literal Comprehension	1, 2, 4, 7, 8, 9, 12, 13, 16, 17, 18, 19, 21, 22, 23, 24, 27, 33, 34, 37, 39, 41, 42, 46, 48, 49, 51, 52, 53, 56, 57, 58, 59, 61, 63, 66, 67, 68, 69, 71, 72, 73, 74, 76, 77, 78, 79
Author's Purpose	46, 47, 48, 49, 51, 52, 53, 54, 56, 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72, 73, 76, 77, 78, 79
Poetry	12, 13, 16, 17, 19, 22, 24, 31, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, 51, 52, 53, 54, 56, 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 79
Paraphrase	21, 22, 23, 24, 26, 27, 28, 29, 39, 43, 44, 47, 58, 72
Rewriting Passages	46, 47, 48, 49, 51, 53, 57, 59, 61, 63, 66, 68, 71, 74
Vocabulary (Word Meanings)	26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 49, 51, 52, 53, 54, 56, 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72, 73, 74, 76, 77, 78, 79
Vocabulary ("Bonus Words")	1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, 51, 52, 53, 54, 56, 57, 58, 59, 61, 62, 63, 64 4, 12, 22, 23, 24, 27, 28, 29, 32, 33, 34, 36, 37, 38, 39, 42, 44, 47, 48, 49, 52, 53, 54, 57, 58, 59, 62, 63, 64, 66, 67, 68, 69, 71, 72, 73, 74
Vocabulary (Word Meanings)	11, 12, 13, 14, 16, 18, 21, 22, 23, 24, 26, 27, 28, 31, 32, 34, 37, 39, 41, 43, 46, 47, 53, 54, 57, 58
Vocabulary (New Bonus Words)	1, 6, 11, 16, 21, 31, 36, 37, 41, 46
Quizzes	5, 10, 15, 25, 30, 35, 45, 50, 55, 65, 70, 75
Tests	20, 40, 60, 80

Reading Success Level B is designed for students of any age who decode at a low mid-fifth grade level, but who struggle with reading comprehension. The program's content corresponds to the types of comprehension questions often found on state and national assessments at Grade 5 and higher.

The reading passages in Level B are longer than those in Level A and have somewhat more complex syntax and advanced vocabulary. In addition, Level B introduces new topics and expands on some topics previously introduced. Strategies introduced in Level A are taught as review in Level B, not as new learning.

Early tracks are often prerequisites for later tracks. For example, the instructional tracks for Pronouns and Anaphora and Classification are assimilated into the Main Idea track by Lesson 7.

No topic is ever suddenly dropped from the program. The tracks for many concepts such as Main Idea and Literal Comprehension recur in later lessons as review exercises (shown in the chart above in italics).

Students are reminded that a detail from a passage is *never* a main idea statement. They also learn that some statements are too general to be a good main idea statement.

Read or explain the material in Part A.

Lesson 16

Part A - Main Idea

You know that **details** from a passage are never the **main idea** of that passage. You also know that a **main idea** statement can be **too general**. A statement that is **too general** does not say exactly what the passage is about.

Example:

Justin takes his lunch to school on most days, except for Thursdays. He likes the pizza that the cafeteria serves on Thursdays, and the green salad with broccoli. Some of his friends don't like broccoli, but Justin loves it. His cafeteria also has chocolate milk on Thursdays only.

The passage talks the most about Justin. The details talk about the things his cafeteria serves on Thursdays. A good **main idea** statement would be:

Justin likes the foods his school cafeteria serves on Thursdays.

The following statement is **too general**. It would make you think the passage was about more than just the foods that Justin's cafeteria serves on Thursdays.

Justin likes to eat lunch at his school cafeteria.

The concept of main idea is expanded and reviewed throughout the entire program.

Lesson 16

Call on a student to read the directions in Part B.

Walk around and monitor students as they work.

Check and correct.

Read or explain the material in Part C.

Part B - Main Idea

Directions:

1. Read the paragraph below.
2. Next, put an *X* next to the *three* statements that just tell details from the passage.
3. Write *MI* next to the statement that is a good main idea statement.
4. Finally, write *TG* next to the statement that is **TOO GENERAL** to be a good main idea statement for this passage.

HINT: Do the steps in the order above. Make sure you identify the details from the passage first.

The thyroid gland is one of the endocrine glands in our bodies. The endocrine glands produce hormones for the body. The hormones that the thyroid gland produces are important for normal growth. Also, the thyroid hormones determine how fast or slowly our bodies burn calories. The thyroid gland is shaped like a butterfly. It's located in the front of the throat, with one "wing" on each side of our Adam's apple.

Put an *X* next to the *three* statements that just tell details from the passage. Write *MI* next to the statement that is a good main idea statement. Write *TG* next to the statement that is too general to be a good main idea statement.

- a. *X* The shape of the thyroid gland is similar to the shape of a butterfly.
- b. *X* Normal growth depends upon hormones.
- c. *MI* The thyroid gland is an important endocrine gland.
- d. *TG* Endocrine glands are very important.
- e. *X* Thyroid hormones relate to burning calories.

Part C - Literal

Synonyms are words with meanings very similar to each another. The words "gigantic" and "huge" are **synonyms**.

Phrases can be **synonyms**, too.

Look at the pairs of phrases below. The phrases in each pair are very similar to one another.

- Pair #1: **packed down dirt** and **hard ground**
 Pair #2: **a dense forest** and **thick with trees**
 Pair #3: **a smile on her face** and **looks happy**

Call on a student to read the directions in Part D:

Complete the first two items with students.

Read or explain the material in Part E.

Part D - Literal

Directions: Look at the underlined phrase in the model sentence. Then choose the phrase with a meaning similar to that of the underlined phrase in the model sentence.

1. Model: We had loads of fun at the picnic.
 - a. a ton of food
 - b. a wonderful time
2. Model: The burning sun made us all perspire a lot.
 - a. terrible heat
 - b. beautiful sunrise
3. Model: The coal fueled locomotive carried the passengers up the mountain.
 - a. huffing, puffing iron train
 - b. ski lift
4. Model: The contestants were wolfing down their food hoping to win.
 - a. cutting it into small bites
 - b. eating as quickly as they could

Part E - Poetry

Look at the short poem below.

The sunset is gift wrapping paper and bows,
 To be enjoyed for a short time and then it goes.
 The moon takes its shift as guard for the night,
 As the sun moves on to warm and shed its light.

You learned **figurative language** in previous lessons. **Figurative language** doesn't really mean exactly what it says. Instead, **figurative language** tells us how things are similar to one another in some ways. There are two examples of **figurative language** in this short poem.

1. the sunset is gift wrapping paper and bows
2. the moon takes its shift as guard for the night

Poems are used to present concepts of figurative language, including simile, metaphor, and symbolism.

Bonus terms such as *metaphor* are introduced to offer students more precise or mature ways of referring to ideas and concepts.

Lesson 16

Call on a student to read the directions in Part F.

Complete both items with students.

Read or explain the material in Part G.

Part F - Poetry

Directions: List two ways that the sunset could be like gift wrapping paper and bows, and list one way that the moon could be like a guard.

1. How could the sunset be like gift wrapping paper and bows?
colorful, pretty to look at, can be breathtaking
2. How could the moon be like a guard?
shedding light where it's dark so people can see; watching from high above

Part G - Bonus

The bonus word for this lesson is **metaphor**.

Metaphor is pronounced like this:

met-uh-for

Metaphor means "a figure of speech that describes how two very different things are alike."

A **metaphor** is an example of figurative language. You've learned that authors of stories and poetry use figurative language to help us make pictures in our head about what we've just read. It makes stories and poems more interesting and descriptive.

Here is an example of a **metaphor**: "Laughter is the best medicine."

Metaphor comes from the Greek language. *Meta* means "to transfer" and *pherein* means "to carry" in Greek. So a metaphor "transfers and carries" the similarities between two words.

Metaphor will be a bonus item on some quizzes or tests that you take.

Optional Prosody Exercise

Part H- Reading Aloud

Directions: If your teacher calls on you to read one of the sentences, try to read it so that it sounds like someone speaking.

1. Here is an example of a **metaphor**: "Laughter is the best medicine."
2. How could the sunset be like gift wrapping paper and bows?

Call on a student to read the directions in Part H.

Call on two or three students to read sentence #1 aloud.

Repeat for sentence #2.

The first nineteen lessons contain exercises designed to help students read with proper expression, placing appropriate emphasis on inflection and intonation.

Building on earlier lessons in which students determined an author's general and specific purposes, this lesson teaches students to recognize why authors include some parts in a passage. Later lessons will require students to determine what might reasonably be added to a passage.

Lesson 56

Part A - Author's Purpose

Read or explain the material in Part A.

You know that authors have different purposes for writing the things they write. Good authors also have reasons for each *part* of something they write.

In the passage below from Lesson 18, the author has a purpose for the first paragraph. To figure out why that part is in the passage, think about what the passage would be like without it. Without the first introductory paragraph, the passage would start right out talking about an abacus, and that might not be as interesting.

The author is trying to get the reader interested in the subject by asking questions.

What's the first thing that pops into your head when you hear the word "bead?" Is it a necklace or jewelry? When you hear or read the word "frame" do you think of glasses or a picture? To hear or read the word "rod" you may think of a lighting rod or a hotrod car.

If you put those three things (bead, frame, and rod) together, you would have what it takes to make a modern day abacus. An abacus is like a calculating machine, only simpler. One rod stands for the "ones" or "units" place. Another rod stand for the 10's place, one for the



Students will learn to recognize and understand how authors use examples to illustrate important ideas in the text. Here the author uses the example of multiplication to show how the abacus is used.

Lesson 56

100's place, and on it goes. The beads on each rod are used for counting. By moving the beads on the rods, you can do addition or subtraction problems. The abacus can also be used for multiplication and division.

Here's an example of using an abacus to do a multiplication problem. Pretend your problem was 12×4 .

- a. First, set up the number 12 on the abacus by putting *one* bead on the 10's rod and *two* beads on the 1's rod.
- b. Next, do the same thing *three* more times.

When you're done you should have *four* beads on the 10's rod and *eight* beads on the 1's rod to show an answer of 48.

The earliest abacus was made by drawing grooves in the soft dirt and using pebbles. Soon, the Romans and Arabs made an abacus that could be moved around. Today many countries, including China, Japan, and India, use the abacus. In North America it is mainly used by some shopkeepers in "Chinatowns."

Years ago, a contest was held between a Japanese bank clerk using an abacus and an American using a calculator. They both were given exactly the same addition, subtraction, multiplication and division problems. Guess what? The Japanese clerk with the abacus won every time!

Part B - Author's Purpose

Call on a student to read the directions in Part B.

Walk around and monitor students as they work.

Directions: Read the third paragraph of the passage in Part A about abacuses. Next, answer the questions.

1. To figure out why the author wrote the third paragraph of the passage, think about what the passage would be like *without* that paragraph. Without the third paragraph, would you know how an abacus works?

no

Lesson 56

Check and correct. Accept reasonable alternative answers.

Read or explain the material in Part C.

2. Why would the author include a specific example of how to use an abacus?
The passage tells about abacuses, and the most important thing about an abacus is how it works.

Part C- Poetry

Here is about the first half of a well-known poem by Ernest L. Thayer, entitled "Casey at the Bat."

NOTE: a "hoodoo" is a person who brings bad luck. The word is a variation of "voodoo."

The outlook wasn't brilliant for the Mudville nine that day,
The score stood four to two, with but one inning more to play.

And then when Cooney died at first, and Barrows did the same,
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair,
The rest clung to that hope which springs eternal in the human breast.

They thought, "if only Casey could but get a whack at that.
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake;
and the former was a hoodoo, while the latter was a cake.

So upon that stricken multitude, grim melancholy sat;
for there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball.

And when the dust had lifted,
and men saw what had occurred,



Beginning with Ernest L. Thayer's "Casey at the Bat," students are required to answer questions with growing independence about the poem's symbolism and literal meaning.

Lesson 56

there was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;
it rumbled through the valley, it rattled in the dell;

it pounded through on the mountain and recoiled upon the flat,
for Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place,
there was pride in Casey's bearing and a smile lit Casey's face.

And when, responding to the cheers, he lightly doffed his hat,
no stranger in the crowd could doubt 't'was Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt.
Five thousand tongues applauded when he wiped them on his
shirt.

Remember, a **stanza** is a group of lines in a poem.

Also remember –

Usually, in order to understand poems, you have to read them more carefully than other types of writing. Here are some things you need to do to understand a poem:

1. Make sure you know what all the words mean.
2. Look carefully at word order.
3. Look for hints about the setting of the poem.
4. Look for **figurative language**. In the last stanza of the part of the poem above, "five thousand tongues applauded" is an example of **figurative language**.

Part D - Poetry

Call on a student to read the directions in Part D.

Directions: Answer the questions about the section of "Casey at the Bat" in Part C.

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Students also learn about the structure of poems, including the concepts of stanza and rhyming pattern.

Lesson 56

Note that beginning with this poem, students work on their own, with you monitoring and helping as needed.

Check and correct. Accept reasonable alternative answers.

Call on a student to read the directions in Part E.

Walk around and monitor students as they work.

1. What is unusual about the stanzas in this poem?
The stanzas in this poem are of different lengths. Stanzas are two, three, and four lines long.
2. Who are the five players of the "Mudville nine" mentioned by name in the poem?
Cooney, Barrows, Flynn, Blake, and Casey
3. When Flynn came up to bat, how many outs were there?
two outs: Cooney and Barrows
4. The first stanza has an "a a" rhyming pattern. What is the rhyming pattern of the third stanza?
a b c c
5. Why is the crowd of Mudville fans afraid that Casey won't get a chance to bat?
There are two outs, and Flynn and Blake are up before Casey. The narrator of the poem says those two aren't very good players.

Part E - Word Meaning

Directions: Look at the underlined word in the model sentence. Then choose the sentence that uses the underlined word in the same way as the model sentence.

1. **Model:** The thermometer showed the temperature was negative three degrees.
 - a. On a number line, any number to the left of zero is a negative number.
 - b. "If you only have something negative to say, don't say anything" is pretty good advice.
 - c. The part of an atom with a negative charge is the electron.
 - d. A battery has a negative end shown with a (-), and a positive end shown with a (+).
2. **Model:** In first grade, if the class was getting noisy, the teacher would make us put our heads down on our desks.
 - a. At my grandmother's house, we get to sleep on a down featherbed.
 - b. This summer, I will mow lawns to help pay down the debt I owe my father.
 - c. When you first learn to ice skate, you can expect to fall down a lot.
 - d. I have cousins who live down south in Florida.
3. **Model:** Our house number isn't easy to see from the street, so we also put it on the mailbox.

Through the use of context clues, students must determine which sentence uses the target word in the same way as the model sentence.

Lesson 56

- a. The band performed a musical number that inspired the crowd to clap along.
- b. The number Jackie Robinson wore on his uniform has been retired, so no other player can wear '42' on his jersey.
- c. The coach had us number off so we could divide up into two teams.
- d. The total number of things we needed to get at the grocery store for dinner was too many to carry by hand, so we drove.

Check and correct.

4. **Model:** The ice pack gave the pain in my swollen ankle some relief.

- a. The Red Cross relief team moved in.
- b. Land elevations can be shown on a relief map.
- c. The relief pitcher came into the game with the score tied and the bases loaded.
- d. It will be a relief when the heat wave is finally over.

Part F - Review

Call on a student to read the directions in Part F.

Directions: Read the passage and then answer the questions.

Walk around and monitor the students as they work.

Could you answer this question? AB positive, O negative, and B positive are all types of what? If you answered "blood types," you are correct.

There are four major types of blood. Each type has a different chemical marker that's attached to your red blood cells. The markers determine if you have type A blood, type B blood, type O blood, or type AB blood. Each one of these types can be positive (+) or negative (-). It's important that medical workers know which type of blood you have. If you're ever going to have surgery, you might need to be given extra blood.

Blood is made of a yellowish liquid called plasma. Inside plasma there are three types of cells floating around.

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New topics are reviewed daily for several lessons, then approximately once every third day. Factual information is used to build background information.

Lesson 56

Red blood cells give your blood its red color, carry oxygen from the lungs through your body, and then bring the carbon dioxide back to your lungs so you can exhale it.

White blood cells help your body fight infection. Platelets help your blood clot after a cut.

Almost all blood donations are from volunteers. When you turn 17 years old, if you are healthy and weigh at least 110 pounds, you too can give blood if you wish. A blood drive may be set up at schools, churches, blood banks, or even in parking lots.

1. Which of the following sentences expresses the author's specific purpose?
 - a. The author's specific purpose is to entertain readers by telling a story about donating blood.
 - b. The author's specific purpose is to inform readers about blood and blood donations.
 - c. The author's specific purpose is to persuade the reader to donate blood.
 - d. The author's specific purpose is to inform the reader about plasma.
2. Choose the best possible meaning for the underlined word in the model sentence.
Model: A blood drive may be set up at schools, churches, blood banks, or even in parking lots.
 - a. a trip in a car or other vehicle
 - b. a public road or street for driving
 - c. an organized effort to carry out a purpose
 - d. a way of giving motion to a machine
3. Red blood cells are connected with all of the following **except**:
 - a. oxygen
 - b. lungs
 - c. carbon dioxide
 - d. infection

Check and correct

4. People probably donate blood in order to:

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Once students learn new strategies, they have many opportunities to practice with a broad range of passages and question types to ensure understanding and transfer to other texts.

The bonus word *symbol* introduces specialized vocabulary specific to the students' reading comprehension.

- a. earn extra money
- b. be helpful to others who may need extra blood
- c. get rid of extra blood our body makes
- d. find out what their blood type is

Part G - Bonus

Read or explain the material in Part G.

The bonus word for this lesson is **symbol**.

To understand the meaning of **symbol**, you need to understand two other words:

1. **Concrete.** When something is **concrete**, you know it exists because of your senses. For example, a tree is **concrete**. You can see a tree, feel it, maybe smell the aroma it gives off, and you might hear the wind rustling the leaves.
2. **Abstract.** Something that is **abstract** is the opposite of **concrete**. For example, we can't see or hear or touch *freedom*. Freedom is an idea.

A **symbol** is something **concrete** that is associated with something else that is **abstract**, or invisible, or very difficult to see.

The bald eagle is a **symbol** of the United States.

To learn **symbol**, you will have to know what it means and how to spell it.

BONUS REVIEW

Anaphora means "a pronoun or other words used to refer to some other word or name." The underlined parts below are examples of anaphora:

Sarah McDonald is a great baseball player. When she isn't playing baseball, the speedy shortstop is thinking about playing baseball.

Reading Success: Level C Scope and Sequence

(Italicized lesson numbers identify activities taught as review.)

Concept	Lessons Covered
Pronouns	1, 2
Anaphora and Classification	3, 4, 6, <i>44, 56, 62</i>
Inference	2, 3, 6, 7, 8, 9, 11, 12, 13, 14, <i>16, 17, 18, 19, 21, 23, 24, 26, 27, 28, 29, 31, 32, 33, 34, 36, 39, 42, 43, 44, 46, 48, 49, 51, 52, 53, 54, 56, 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69</i>
Main Idea	7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, <i>46, 47, 52, 53, 56, 57, 59, 61, 63, 64, 67, 69</i>
Fact and Opinion	9, 26, 32, 37, <i>41, 46, 47, 49, 52, 56, 58, 61, 64, 66, 68</i>
Literal Comprehension	1, 2, 4, 7, 8, 9, 11, 12, 13, 14, <i>16, 17, 18, 19, 21, 22, 24, 26, 27, 29, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, 51, 52, 53, 57, 59, 61, 62, 63, 66, 67, 68, 69</i>
Author's Purpose	16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, 32, 33, 34, 36, 37, 43, 44, 49, 51, 52, 53, 54, 56, 57, 58, 59, <i>62, 63, 66, 69</i>
Poetry	31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, 61, 62, 63, 64
Text Organization	11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, <i>31, 34, 37, 38, 41, 47</i>
Summarize Passage	26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, <i>53, 38, 61, 66, 67, 68</i>
Paraphrase Paragraph	46, 47, 48, 49, 51, 52, 53, 54, 56, 57, 58, 59
Vocabulary (Word Meanings)	21, 22, 23, 24, 28, 29, <i>31, 33, 37, 38, 41, 42, 43, 47, 48, 49, 51, 52, 53, 54, 56, 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69</i>
Vocabulary ("Bonus Words")	anaphora, literal, inference, fable, cognitive map, idiom, stanza, rhyming pattern, trochaic metrical foot, partial rhyme, internal rhyme, quatrameter, pentameter, octameter, quatrain, sestet, myth, mythology, Pygmalion, hyperbole
Quizzes	5, 10, 15, 25, 30, 35, 45, 50, 55, 65
Tests	20, 40, 60, 70

Reading Success Level C is designed for students of any age who decode at a low to mid-sixth grade level, but who struggle with reading comprehension. The program's content corresponds to the types of comprehension questions often found on state and national assessments at Grade 6 and higher.

The reading passages in Level C are longer than those in Level A and Level B, and have somewhat more complex syntax and higher vocabulary. In addition, Level C introduces new topics and expands on some topics previously introduced. Strategies introduced in Level A and Level B are taught as review, not as new learning.

Early tracks are often prerequisites for later tracks. For example, the instructional tracks for Pronouns and Anaphora and Classification are assimilated into the Main Idea track by Lesson 7.

No topic is ever suddenly dropped from the program. The tracks for many concepts such as Main Idea and Literal Comprehension recur in later lessons as review exercises (shown in the chart above in italics).

Students are shown how to rewrite relatively short passages in their own words, initially using a list of details to supply structure as they convert the list to a summary.

Lesson 27

Lesson 27

Part A - Summarize Passage

Call on a student to read the directions in Part A.

Walk around and monitor students as they work.

Directions: Read the passage, and then follow the directions.

Blue moon is a folklore term that has several possible sources. As early as 1528, this term was used to mean "a foolish belief." There are rare examples of the moon actually appearing blue after volcanic eruptions or unusual weather conditions. Another possible source is from *The Maine Farmers' Almanac*. Very rarely, there are two full moons in a calendar month. When this occurred, the almanac printed the date of the first full moon in red and the date of the second in blue. Today, people usually refer to uncommon events, or events that don't happen very often, as occurring "once in a blue moon."

Now look below at the summary list for this passage.

Summary List:

1. The term "blue moon" is a folklore term.
2. In early times, the term meant a foolish belief.
3. The moon may actually appear blue after volcanic eruptions or unusual weather conditions.
4. The *Maine Farmers' Almanac* printed the first full moon in red and the second in blue if there were two full moons in the same month.
5. Later, people described uncommon events as occurring "once in a blue moon."

Try to check as many summaries as possible as you monitor students.

Check and correct any summaries you couldn't get to during monitoring. Accept reasonable alternative answers.

Finally, use the list to help you write a short summary of the passage, in your own words. A summary should be two or three sentences long.

Example: Blue moon is a folklore term that is used to mean foolish belief. The phrase could have come from different places. Today, "once in a blue moon" refers to something that doesn't happen very often.

Call on a student to read the directions in Part B.

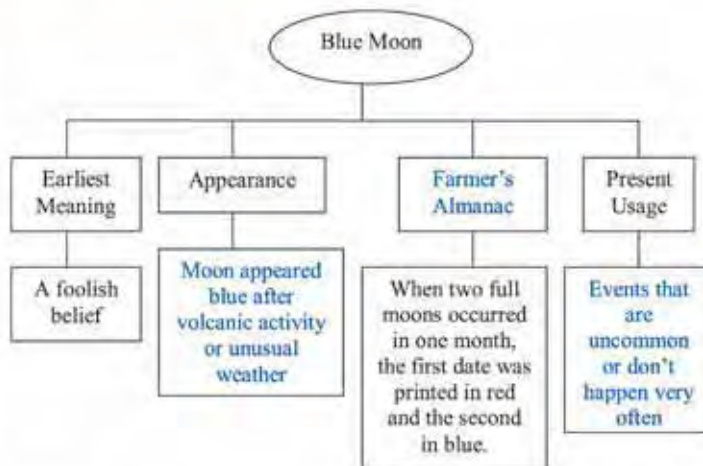
Monitor students as they work.

Check and correct. Accept reasonable alternative answers.

Part B- Text Organization

Directions: Using information from the paragraph above, follow the instructions.

1. Fill in the blank rectangle in the first row of boxes in the diagram below.
Farmer's Almanac
2. Fill in the two blank rectangles in the second row of the diagram below.
moon appeared blue after volcanic activity or unusual weather; events that are uncommon or don't happen very often



Part C - Main Idea

Call on a student to read the directions in Part C.

Directions: Below are three statements that are details from the passage in Part A. After reading the details, write a statement that would make a good main idea statement for the passage. Part of the statement is already written for you.

Every once in a while, two full moons will occur in the same month.

A farmer's almanac would print the first full moon in red and the second full moon in blue.

The meaning of the term "blue moon" is based in folklore.

As students learn to rewrite the main idea statement in their own words, the first part of the statement is provided. This prompt is gradually removed until students complete the task independently.

Students work with a wide range of visual organizers, at first filling in missing details and titles, and later using the organizers to help them summarize and paraphrase passages.

All strategies are continuously and cumulatively reviewed throughout the program to ensure students can independently apply the strategies to all types and lengths of passages.

Lesson 27

Check and correct. Accept reasonable alternative answers.

Call on a student to read the directions in Part D.

Walk around and monitor students as they work.

The meaning of the phrase "blue moon" has changed over time.

Part D - Review

Directions: Read the passage and then answer the questions.

Buying clothes in the store seems like a pretty easy, and most often enjoyable, task. But, did you ever stop to think about the actual process it takes to turn raw material, such as cotton, into a shirt or pair of socks?

The fuzzy strands of cotton fiber need to be spun into yarn. The yarn can then be woven into cloth. English inventors developed machines that could spin cotton much faster than ever before. In fact, with these new machines, workers could spin cotton fiber into yarn much faster than the weavers could turn the yarn into cloth.

One day, a weaver by the name of James Hargreaves watched his daughter, Jenny, accidentally knock over the family spinning wheel. The spindle continued to revolve. Seeing this gave him the idea that a whole line of spindles could be made to revolve from one wheel. Hargreaves built a machine using eight spindles onto which thread was spun. By turning a single wheel, eight threads could be spun at once. Later, improvements were made so that the "spinning jenny" could handle 80 threads at once.

By now, the spinners and the weavers couldn't get enough cotton fiber. An American, Eli Whitney, was the inventor of the cotton gin. The cotton gin was able to separate the cotton fiber from the seeds. This work was usually done by hand, but the cotton gin made it much faster and more efficient. Therefore, the need for the cotton fiber could be filled at a faster rate.

1. Which of the following sentences expresses the author's specific purpose?
 - a. The author's purpose is to inform the reader about the uses of spinning wheels.
 - b. The author's purpose is to inform the reader about separating the cotton seeds from the fiber.
 - c. The author's purpose is to inform the reader about the inventions of the "spinning jenny" and the cotton gin, and their uses in manufacturing cloth.
 - d. The author's purpose is to persuade the reader that the cotton gin was an important invention to clothing manufacturers.

Lesson 27

2. Which event happened *last*?
 - a. Eli Whitney invented the cotton gin.
 - b. Spinners and weavers couldn't get enough cotton fiber.
 - c. James Hargreaves invented the "spinning jenny."
 - d. Jenny Hargreaves knocked over the family spinning wheel.
3. What is the job of the weavers?
 - a. separate the cotton seed from the fiber
 - b. spin the fibers into yarn
 - c. turn yarn into cloth
 - d. color the cloth
4. There is enough information in this passage to show that:
 - a. New ideas can sometimes be the result of something simple happening.
 - b. If there is a need for something that will make work more efficient, an invention may soon follow to fill that need.
 - c. Many times one invention leads to another invention.
 - d. All of the above.
5. The inspiration for James Hargreaves' invention took place:
 - a. in a factory
 - b. at his home
 - c. at an inventors convention
 - d. from reading a book on weaving
6. Using information from the passage, briefly describe in your own words the three steps in making cloth from cotton.
 First, the cotton fibers need to be separated from the seeds. Then, the fibers are spun into yarn. Finally, the yarn is woven into cloth.

Check and correct. Accept reasonable alternative answers to #6.

Read or explain the material in Part E.

Part E - Bonus

Here are the first two stanzas of a Longfellow poem:

a We sat within the farm-house old,
 b Whose windows, looking o'er the bay,
 a Gave to the sea-breeze damp and cold,
 b An easy entrance, night and day.
 a Not far away we saw the port,
 b The strange, old-fashioned, silent town,

This bonus provides clear examples of the terms *rhyming pattern* and *stanza* for easier understanding of these concepts.

- a The lighthouse, the dismantled fort,
- b The wooden houses, quaint and brown.

This clearly shows the **rhyming pattern** of both **stanzas** of the poem.

a, old

b, bay

a, cold

b, day

a, port

b, town

a, fort

b, brown

BONUS REVIEW

An example of an **idiom** is "bad hair day."

This demonstrates a rare case when a line from a movie turns into a widely used **idiom**. The movie was "Buffy the Vampire Slayer," first shown in 1992.

The meaning is "one of those days when everything seems to go wrong."

The bonus term *idiom* continues the process of making mature language part of the students' everyday practice.

Edgar Allan Poe's "The Raven" shows students how prosody — the rhyme, meter, sounds, internal rhymes — can heighten the effect of language and theme. The poem is ideal for creating student interest because it *sounds* scary.

Lesson 47

Read or explain the material in Part F.

Part F - Bonus

A **stanza** of a poem with four lines is called a **quatrain**.

A **stanza** of a poem with six lines is called a **sestet**.

All the **stanzas** in "The Raven" have six lines. Those **stanzas** are all **sestets**.

Quatrain and **quatrameter** can be confusing. Remember that meter means "to measure." A **quatrameter** is a measure of the number of **metrical feet** (such as **trochees**) in a line. A **quatrain** tells the number of lines in a **stanza**.

Lesson 47

Read or explain the material in Part A.

Part A - Poetry

First, look at the third stanza of "The Raven" below.

Stanza 3

And the silken sad uncertain rustling of each purple curtain
Thrilled me - filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
'Tis some visitor entreating entrance at my chamber door -
Some late visitor entreating entrance at my chamber door; -
This it is, and nothing more.'

There are **six lines** in this stanza. A stanza that has six lines is called a **sestet**.

Remember:

- When one word within a line of poetry rhymes with another word in that line, the rhyming words are called an **internal rhyme**.
- A **trochaic metrical foot** has one stressed syllable followed by one unstressed syllable.
- Lines with **eight metrical feet** are called **octameter lines**.
- Lines with **four metrical feet** are called **quatrameter lines**.

Part B - Poetry

Directions: After you read the fourth stanza of "The Raven," answer the questions. You may look at Part A to help you answer the questions.

Stanza 4

Presently my heart grew stronger; hesitating then no longer,
'Sir,' said I, 'or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,

That I scarce was sure I heard you' - here I opened wide the door; -
Darkness there, and nothing more.

1. The first and third lines of this stanza have **internal rhymes**. Which words rhyme in those lines?
first line: *stronger and longer*
third line: *napping and rapping*
2. Are there any internal rhymes in line 5?
no.
3. Which line is a quatrameter line?
6, the last
4. Lines 1-5 are octameter lines, meaning they each have eight metrical feet. What kind of metrical feet do they have?
trochaic
5. Which word below is a **trochaic metrical foot** by itself? Remember, a trochaic metrical foot has one stressed syllable, followed by one unstressed syllable.
 - a. forgiveness
 - b. faintly
 - c. scarce
6. This stanza is a sestet. That means it has what?
six lines

Check and correct. Accept reasonable alternative answers.

Call on a student to read the directions in Part C.

Part C - Paraphrase Paragraph

Directions: Paraphrase the paragraph below. The paragraph structure is provided for you in the chart below the paragraph. Write about the parts of the paragraph structure, using your own words.

A simple word like *for* has many different meanings. You can be *for* something, rather than against it. *For* can mean "in spite of," as in "He is a nice guy, *for* all the problems he has had." If a piece of equipment is *for* the Army, that means it is intended to be used by them. If you trade one type of card *for* another, then the word means to exchange. You can use *for* to express a wish, as in, "What I'd give *for* some chocolate ice cream about now." Actually, most words have more than one meaning, including simple words like *for*.

Students learn to paraphrase by finding key details in each passage, beginning with simple sentences and working up to full paragraphs. Through a series of carefully planned steps, students are taught to outline the structure of a paragraph using lists or graphic organizers before rewriting those key ideas in their own words.

Lesson 47

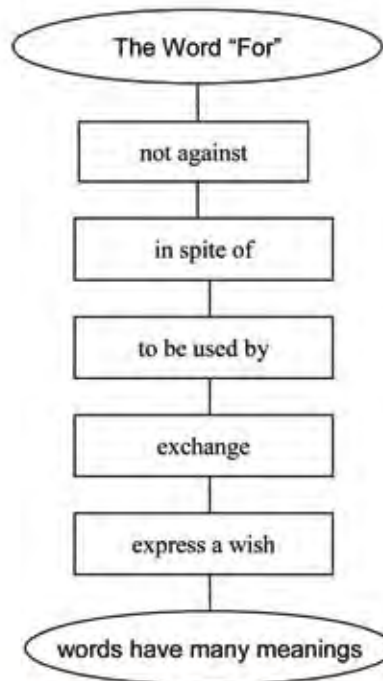
Walk around and monitor students as they work.

Check and correct any paraphrases you couldn't get to during monitoring. Accept reasonable alternative answers.

Read the example answer to students, or have a student read his or her answer to the class.

Call on a student to read the directions in Part D.

Walk around and monitor students as they work.



A little easy word like "for" can have many meanings. It can mean the opposite of being against something, like you are "for" a plan to make the school day shorter. It can mean in spite of. "For" can mean that something is intended to be used by someone. For example, the books are for the students. If you say you'd give me a dollar for my lunch, then for would mean in exchange. You can also make a wish using for. Many words like "for" have several different meanings.

Part D - Review

Directions: Read the passage and then answer the questions.

When most of us hear the word "desert" we usually think of hot dry places. But there are actually places called "cold deserts." Scientists define deserts as areas of land where less than ten inches of rain falls per year and few plants grow. These conditions apply to the arctic

Graphic organizers help students summarize important information and identify multiple word meanings.

and Antarctic regions. The little amount of moisture that does fall is always frozen in the form of ice or snow, so plants can't use it to grow.

Most deserts are a result of weather patterns. For example, The Gobi Desert in Asia is cold for most of the year. In another example, mountains on the edge of deserts prevent rain from entering. The rain stays on the other side of the mountain, creating rain forests next to many deserts. These deserts are called rain shadows. Tropical rain forests have the greatest variety of plants and animals. Deserts run a close second in number of different species of plants and animals. While deserts have a several different species of plants, because of the harsh conditions, very few of those plants are able to grow and survive.

Deserts can also be created as a result of man's overuse of the land. Two thousand years ago a desert was created by people where there had been a forest before. During the time of the Roman Empire, the northern Sahara was ideal for farming. Forests were cut for firewood and to make fields. The land was plowed (turned over) so much of the soil was continuously exposed. The soil was blown away by the wind or washed away by the rain. Animals overgrazed the supply of grass which also exposed the soil. The loss of topsoil resulted in a reduction of plants that could grow. Because there were fewer plants to hold moisture, water evaporated quickly.

It's hard to imagine, but two thousand years is a relatively short time in the history of the earth. During that short time, the climate in the area changed from moist to dry. In this case, the desert was actually damaged land. But the activities that occurred during the Roman Empire are still going on in some places on the Earth.

1. This passage is mostly about:
 - a. the variety of plants and animals that live in the desert
 - b. the creation of natural deserts, and the continuing activities of man that can create "damaged land" deserts
 - c. tropical rain forests and deserts living side by side separated only by mountains
 - d. the deserts of the Arctic and Antarctic regions
2. Deserts are the result of which of the following? (Note: There are **TWO** correct answers.)
 - a. many years of drought
 - b. rain patterns
 - c. man's use of the land

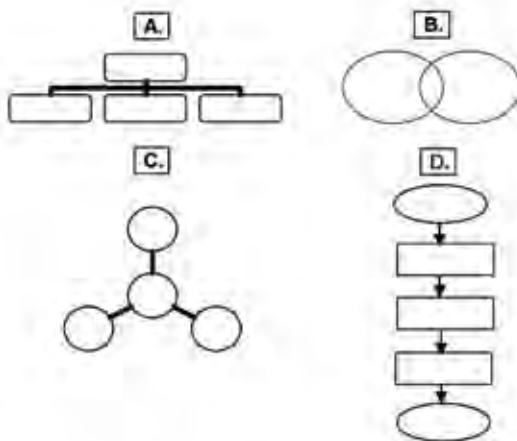
Continuous and cumulative review of all concepts and strategies throughout the program helps ensure students can independently apply comprehension strategies in all situations, including formal assessments.

Lesson 47

- d. huge sandstorms covering the topsoil with sand over hundreds of years
3. Which sentence from the passage would support the model statement?
Model: Even today, the forests of the world are shrinking.
 The activities that occurred during the Roman Empire are still going on in some places on the Earth.
4. Which of the following is an *opinion*?
- Desert land is best used for something productive such as farming.
 - In order to grow crops in the desert, they need to be irrigated.
 - Many forms of wildlife would die out if deserts were destroyed.
 - The Sahara is the largest desert in the world.
5. All of the following were mentioned in the passage as man's use of land that may cause the development of a desert **except**:
- overgrazing of livestock
 - extended plowing of the land
 - cutting down forests
 - planting crops that need large amounts of water
6. Choose the best possible meaning for the underlined word in the model sentence.
Model: The loss of topsoil resulted in a reduction of plants that could grow.
- variety
 - decrease
 - rare type
 - surprising number
7. According to the passage, which of the following do rainforests and deserts have in common?
- They both have a wide variety of animals.
 - One has lots of rain and the other one doesn't.
 - Each area is disappearing at the same rate.
 - One is man-made and the other one isn't.
8. When *comparing* deserts with rainforests, which of the following cognitive maps would probably work best?
- B
 - C

Check and correct. Accept reasonable alternative answers to question #3.

- c. D
d. A



Part E - Bonus Review

Read or explain the material in Part E.

Here is an **idiom**: "know the ropes." When you belong to any organization, such as scouts, or a club, or even your school, you need to know the rules of the organization and how things work there.

Sailors of sailing vessels literally need to know the ropes. That is, they need to know which rope controls which sail on the boat.

Read this **quatrain stanza** from a Longfellow poem:

The first slight swerving of the heart,
That words are powerless to express,
And leave it still unsaid in part,
Or say it in too great excess.

The **rhyming pattern** of this stanza is: a b a b.

Each one of the four lines is **quatrameter**. Each line has four **metrical feet**.

This bonus review combines several earlier bonus terms to help students better understand idioms. It also gives them a fuller understanding of poetry.

Placing Students

Students who struggle with decoding have great difficulty focusing their attention on extracting meaning. Therefore, to get the most out of *Reading Success*, it is important to make sure that students in the program do not struggle with the majority of reading tasks. The Oral Reading Test will help you determine a student's reading rate and accuracy for placement in a given level.

Materials for the Oral Reading Test

- Blackline Masters of the oral reading portion of the placement test are on pages 73–76 of this Lesson Sampler. Make copies of the appropriate pages for each student. Administer the tests in order, starting with the test for the Foundations level. With students in Grades 9–Adult, you may begin with the Level A test and move up or down until the student places in a *Reading Success* level or places out of the program.
- You will need a stopwatch or a watch with a second hand.
- Guidelines for placement are on page 72 of this Lesson Sampler.

Testing Setup

- Select a quiet place to administer the placement test. Students who will be tested later should not observe or listen to another student being tested. When administering the test, sit across from the student. Position the test form so the student cannot see what you are writing on it.
- Fill out the student information lines of the test form. Keep it and hand the student a clean copy of the test.
- Time the student for one minute.
- Mark errors as the student reads.
- Count the total number of words read and the total number of errors made.
- Subtract the number of incorrectly read words from the total number of words read to find the correct words read per minute.
- If the student finishes the passage early, divide the total number of words read by the total number of seconds and multiply that number by 60 to get the number of words per minute.

Scoring Guidelines

- Count the following as errors:
 - Word omissions/insertions
 - Each misidentified word
 - Cannot identify a word within three seconds
- Do not count as errors:
 - Rereading words or phrases
 - Self-corrections

Guidelines for Placement

Foundations Placement Test

Results from Oral Reading Test	Student Placement
Less than 70 correct words per minute	Student's decoding skills are probably too low for success in the Foundations level
70-90 correct words per minute	Place students in Foundations
More than 90 correct words per minute	Administer the Level A Placement Test

Level A Placement Test

Results from Oral Reading Test	Student Placement
Less than 95 correct words per minute	Student's decoding skills are probably too low for success in Level A
95-110 correct words per minute	Place students in Level A
More than 110 correct words per minute	Administer the Level B Placement Test

Level B Placement Test

Results from Oral Reading Test	Student Placement
Less than 125 correct words per minute	Student's decoding skills are probably too low for success in Level B
125-140 correct words per minute	Place students in Level B
More than 140 correct words per minute	Administer the Level C Placement Test

Level C Placement Test

Results from Oral Reading Test	Student Placement
Less than 125 correct words per minute	Student's decoding skills are probably too low for success in Level C
125-140 correct words per minute	Place students in Level C

Foundations Oral Reading Test

Name _____ Date _____

Reading Placement _____

William Penn was born in England in 1644. When he was 22 years old, he became a	17
Quaker. Quakers didn't share the religious beliefs of the government. They were	29
treated very badly. Many of them were arrested. William Penn was arrested many	42
times. Penn wanted to create a place where people would be free to believe	56
whatever they chose. In 1681 Penn got his chance. The king of England gave him	71
an area of land in the New World. William Penn named the area Sylvania. That	86
means "woods" in Latin. The king added "Penn" in honor of William's father. And	100
so the area became known as Pennsylvania.	107

Words read: _____

Errors made: _____

Correct words: _____

- 70-90 correct words per minute, place in Foundations
- More than 90 correct words per minute, continue testing

Level A Oral Reading Test

Name _____ Date _____

Reading Placement _____

Why do elephants like peanuts? Because marshmallows get	8
stuck in their trunks! We've probably heard that joke a number of	20
times. Elephants eat peanuts because peanuts are full of nutrition and	31
taste great as a snack. Humans eat peanuts for the same reasons. Did	44
you know that peanuts are also used in some shoe polishes,	55
shampoos, and shaving creams? The shells of peanuts can be used in	67
manufacturing plastic and floor covering. And, let's not forget one of	78
our favorite snacks, peanut butter! In the 1890's, some people ate	89
peanuts as a protein substitute because they couldn't chew meat. In	100
those days, peanut butter was sold out of barrels for about 6 cents a	114
pound. You can easily make your own peanut butter. You just grind	126
roasted peanuts and mix them with a little oil and salt.	137

Words read: _____

Errors made: _____

Correct words: _____

- 95-110 correct words per minute, place in Level A
- More than 110 correct words per minute, continue testing

Level B Oral Reading Test

Name _____ Date _____

Reading Placement _____

For many people, just hearing a word can bring about feelings of	12
fear and terror. The word “shark” might be one of those words. For	25
others, nothing is quite as exciting as actually swimming among	35
these finned creatures with razor sharp teeth. But no matter how the	47
human race feels about sharks, the fact is, they have been around for	60
many years. The oldest shark fossil is more than 300 million years	72
old. That’s even before the age of dinosaurs! There are many	83
different kinds of sharks. A few of them today look exactly like they	96
did more than 150 million years ago. Scientists have been able to find	109
out a lot of new information about sharks in recent years. But a “day	123
in the life” of a shark is fairly hard to study because sharks travel	137
quickly, and they can travel long distances. Sometimes, sharks live so	148
deep in the sea that humans are unable to follow them.	159

Words read: _____

Errors made: _____

Correct words: _____

- 125-140 correct words per minute, place in Level B
- More than 140 correct words per minute, continue testing

Level C Oral Reading Test

Name _____ Date _____

Reading Placement _____

I have never seen such a fine parade. It started out with a fabulous	14
horse patrol followed by flags and banners that looked like a moving	26
rainbow. The parade's spectators "oohed and aahed" as the floats	36
slowly made their way along the parade route. Its announcer could	47
barely be heard above the noise of all the marching bands. The	59
judges' stand was located high enough over the parade so that they	71
could see its beauty from beginning to end. The grand marshal of the	84
parade rode in a red convertible and threw candy to the crowd. The	97
fire trucks brought up the rear of the parade, complete with a	109
Dalmatian riding in the front seat! As icing on the cake, the setting	122
sun put on a spectacular show as the parade snaked its way to the	136
fairgrounds.	137

Words read: _____

Errors made: _____

Correct words: _____

- 125-140 correct words per minute, place in Level C

Notes

Notes

Notes



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