

Strategies
To
Achieve
Reading
Success



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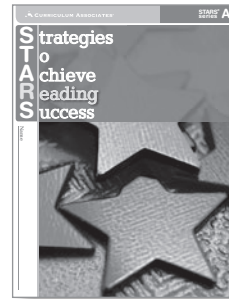
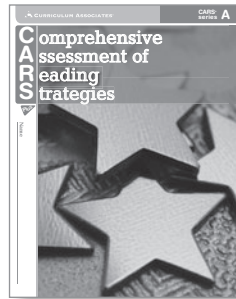
Using the **CARS®** and **STARS®** Series

CARS® Series

Diagnose needs of the class by administering the Pretest

Benchmark during instruction to monitor progress, using longer reading passages

Assess mastery by administering the Post Test



STARS® Series

Instruct the class in 1 to 8 strategies, based on students' needs (differentiate instruction using Books K–H)



What are the **CARS®** and **STARS®** Series?

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

CARS® Series

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

STARS® Series

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

Book A in both the **CARS®** and **STARS® Series** features the following 8 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Reading Pictures



How do I get started with the *CARS*[®] and *STARS*[®] *Series*?

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

To get started, use the following steps:

1. Diagnose

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

2. Instruct

With One or More Strategy Lessons

Based on the results of the *CARS*[®] diagnosis, assign students one or more strategy lessons in the *STARS*[®] *Series* to remediate specific areas that need improvement and reinforcement. Each strategy lesson can be completed in five 30–45 minute sessions.

With All 8 Strategy Lessons

Or, have students complete an entire *STARS*[®] student book in order to build and reinforce their basic knowledge of all 8 reading strategies. (See the Suggested Pacing Chart on page 9 for assigning all 8 strategies in the *CARS*[®] and *STARS*[®] *Series*.)

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

3. Benchmark

Use the five Benchmarks in the *CARS*[®] *Series* and the Review Lessons in the *STARS*[®] *Series* (see page 7) to monitor students' progress.

4. Assess

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

Using the *CARS*[®] and *STARS*[®] *Series*



Why do the *CARS*[®] and *STARS*[®] *Series* concentrate on 8 reading strategies?

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

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

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

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

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



How do researchers define the relationship between skills and strategies?

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

According to Afflerbach et al. (2008), when a reading strategy becomes effortless and automatic, the strategy has become a skill. Reading skills operate without the reader's deliberate control or conscious awareness.



What is in the *STARS*® student book?

Strategy Lessons

Each student book contains 8 strategy lessons, one lesson for each reading strategy. Each ten-page lesson provides instruction and practice in the targeted reading strategy. Students read several passages and answer 16 strategy-based selected-response (multiple-choice) questions.

The strategy lessons are scaffolded, providing a gradual release of support. Each lesson moves from modeled instruction to guided instruction to modeled practice to guided practice to independent practice. (See Features of a *STARS*® Lesson on pages 12–23 for more information about the strategy lessons.)

Review Lessons

A two-page review lesson follows every two strategy lessons. Students read one longer passage and answer 6 selected-response questions that focus on the target reading strategies in the two previous lessons.

Final Review

An eight-page final review gives practice in all 8 reading strategies. Students answer 32 selected-response questions that focus on all the reading strategies in the book.



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

The reading passages in each *STARS*® student book lesson are at or below reading grade level, as determined by Flesch-Kincaid Readability Statistics. For example, no passage in Book A (grade 1) is above a reading level of 1.9.



What is in the *STARS*® teacher guide?

Overview

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

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

Lesson Plans

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

- ELL Support
- Genre Focus
- Teacher's Corner
- Reteaching
- Connecting with Literature

Reproducible Answer Form

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

Completed Answer Form

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



How can I provide differentiated instruction using the *STARS® Series*?

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

By Reading Strategy

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

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

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

By Reading Level

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

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

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



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

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

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

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

STARS® Review Lessons

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

STARS® Final Review

The final review may be used upon completion of the strategy lessons to assess students' mastery of all 8 reading strategies.

CARS® Benchmarks

These five tests may be used throughout instruction in the *STARS®* student book (after the *CARS®* Pretest and before the *CARS®* Post Test) as individual progress-monitoring tools to monitor students' progress in applying all 8 reading strategies. You may space out the Benchmarks to best meet your classroom needs.

CARS® Post Test

The Post Test may be used upon completion of the *STARS®* strategy lessons to assess students' overall mastery of all 8 reading strategies. The results of the *CARS®* Post Test may be compared with the results of the *CARS®* Pretest to assess students' mastery of the reading strategies.



What instructional features in the *STARS*[®] *Series* can be helpful for students, especially ELL students?

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

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

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



Where do students record their answers?

Students may record their answers to Part One on a separate piece of paper or directly in their student book. The answers to Part One are discussed during partner or all-class discussions. Students may record their answers to Parts Two–Five on the reproducible Answer Form (on pages 82 and 83 of this teacher guide) or directly in the student book.



What is the correction procedure?

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



What are the Strategy Bookmarks?

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

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



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

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

The Suggested Pacing Chart on page 9 reflects the use of the *CARS*[®] Pretest, Benchmarks, and Post Test as well as the 8 *STARS*[®] strategy lessons, the review lessons, and the final review. You can adapt the Suggested Pacing Chart as needed to accommodate the actual number of strategy lessons you instruct. Which lessons you teach and how you choose to allocate the times are up to you, depending on the needs of your students.

This 12-page section guides teachers through a sample lesson plan from the teacher guide. Each lesson plan contains facsimiles of the student-book lesson. Numbered boxes call out and describe the key features in both the teacher guide and the student book.

INTRODUCTION

Lesson 4 RECOGNIZING CAUSE AND EFFECT

1 ★★☆☆ **LESSON OBJECTIVES**

Students will learn to:

- Recognize cause and effect in a reading passage understanding what happens and why it happens.
- Identify when test questions are asking them to recognize cause and effect.

2 ★★☆☆ **GETTING STARTED**

Tell students that today they will learn how to find what happens in a story and why.

SAY: Good readers think about what happens in a story and why. Knowing what happens in a story and why it happens helps the reader understand the events in the story. You already know about why things happen because you see this in your everyday life.

Model the Strategy

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

SAY: Today is a school day, but you have a fever. Your stomach doesn't feel well. You stay home from school. Why do you stay home from school?

Students should say that they stayed home from school because they were sick. Point out staying home is what happened in this example. Being sick is why it happened. This is an example of recognizing cause and effect.

3 **ELL Support**

Past Tense of Irregular Verbs

Draw the chart below on the board:


bake	play	feel	make
baked	played	felt	made

Point out to students that the ending *-d* or *-ed* is added to many words to show something that already happened. Explain that this rule of adding *-d* or *-ed* is not true for all words, however. Two of these words are *feel* and *made*. The sentence, "I feel sick" tells about something that is happening now. The sentence, "I felt sick yesterday" tells you about something that already happened. Point out that *-ed* cannot be added to *feel* to show what already happened. The same is true for the word *make*. Tell students that as they read the stories in this lesson, they will find the words *feel* and *felt* in one story (page 39) and the word *made* in another story (page 40).

4 **Genre Focus**

Fable

Define this genre for students. Explain that a fable is a story that usually, though not always, contains animals that can talk. A fable is told in order to teach a lesson. Discuss with students that examples of cause and effect show up in all kinds of stories, especially fables. For example, in the fable *The Boy Who Cried Wolf*, the boy cries "wolf" so many times that the townspeople don't come to his aid when a real wolf appears. The lesson in this story is that no one believes a person who lies even when that person tells the truth. Students will read a fable on page 46.



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Recognizing Cause and Effect



Management Tips

- Where possible throughout the lesson, use visuals. For example, write the target strategy on chart paper for easy reference.
- Use the scripted text to help students see how they already use the strategy in their everyday lives.
- To aid ELL students, use explicit instruction, and allow time to practice new concepts. Observe students closely to make sure they understand the concepts. Whenever possible, “show” the concepts through modeling, pantomime, and visual examples.
- Point out examples of the featured language concept in other classroom work.
- Share classroom books that showcase the featured genre.

1 Lesson Objectives: Presents two strategy-related goals for students to achieve as they complete the lesson.

2 Getting Started: Introduces the strategy to students and models how good readers use the strategy when reading.

- Scripted text provides a model for using the strategy in a real-world scenario to tap students’ background knowledge.
- A familiar context builds students’ confidence for interacting with the strategy.

3 ELL Support: Targets a language concept that students may need reinforcement with.

- The language concept is briefly defined. The teacher then guides students through examples and tells them where they will encounter the concept in the upcoming lesson.
- Language concepts in the series include:

★ compound words	★ multiple-meaning words
★ proper nouns	★ plural nouns
★ pronouns	★ regular and irregular past tense verbs
★ contractions	★ homophones

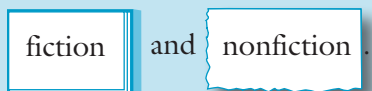
4 Genre Focus: Previews key characteristics of a specific genre.

- Understanding a genre can aid students’ comprehension of a reading passage.
- Genres in the series include:

★ journal entry	★ folktale
★ fable	★ friendly letter
★ short fiction	★ nonfiction
★ poem	★ tall tale

In *STARS® Books A* and *B*, the term *story* is applied to reading passages that are both fiction and nonfiction because this is how these writing forms are often identified for emerging readers, primarily on standardized tests. If you choose, you may distinguish between these two genres with your students in two ways.

1) Expand on the Genre Focus on pages 32 and 38 in the Teacher Guide, which discusses fiction and nonfiction. 2) Point out the varying border designs in the student book for these two genres:





PART ONE

Modeled Instruction

Lesson 4 RECOGNIZING CAUSE AND EFFECT

PART ONE: Think About the Strategy

1 **What Is Cause and Effect?**
There is a reason for everything that happens. What happens is called the *effect*. Why it happens is called the *cause*.

1 Write what happens when you blow air into a balloon.
Sample response: The balloon gets bigger.

2 Write why this happens.
Sample response: The air fills the balloon. The balloon stretches and gets bigger.

2 **Work with a Partner**

- Take turns telling your partner about things that have happened and why.
- You might say, "I tripped because I forgot to tie my shoes."
- See how many examples you can think of.

36 Recognizing Cause and Effect

How Do You Find Cause and Effect?
Many stories tell about cause and effect. You can find examples of cause and effect by thinking about what happens in a story and why it happens.

Read the story. Think about what happens and why.

3 My brother and I were playing catch. My brother threw the ball very far. We heard a crash. The ball broke our neighbor's window.

4

- Let's find a cause and an effect.
- Look at the boxes below.
- The first box tells what happened. This is the *effect*.
- The second box tells why it happened. This is the *cause*. Finish writing the cause in the second box.

What happened? (effect) The ball broke our neighbor's window.	Why did it happen? (cause) My brother threw the ball <u>very far</u> .
---	--

37 Recognizing Cause and Effect

6 AT A GLANCE
Students activate their background knowledge about recognizing cause and effect and then learn how to apply this strategy to a short reading passage.

7 STEP BY STEP
Page 36

- Tell students that today they will practice finding examples of cause and effect.
- Read aloud the information at the top of the page.
- Direct students to respond to items 1–2.
- Discuss the student responses as a class.

Work with a Partner

- Organize students to work in pairs to complete the Work with a Partner activity.
- Encourage volunteers to share their examples of cause and effect with the class.

8 Tip: After students have shared their examples, see if they can identify together which part of the example is the cause and which part is the effect.

Page 37

- Read aloud the information that precedes the reading passage.
- Have students follow along as you read the passage in the box.
- Guide students through steps 1–4 for completing the graphic organizer. Have students follow along as you read the steps aloud.
- Direct students to complete the sentence in the box.
- Discuss student responses.
- Be sure students have a clear understanding that *what* happens is the *effect* and *why* it happens is the *cause*.

9 Tip: Point out to students that there is another example of cause and effect in the reading passage: What happened? "We heard a crash." Why did it happen? "The ball broke our neighbor's window." Explaining cause and effect in this sequence (with the effect first and the cause second) will later help students as they read and process these questions as they read: What happened? Why did it happen?





Student Book

- 1 Introduction:** Describes the strategy. Open-ended questions prompt students to explore what they already know about the strategy from their daily lives.
- 2 Work with a Partner:** Gives student partners the opportunity to discuss ways to use the strategy.
- 3 Reading Passage:** Provides the opportunity for students to work with the strategy in the context of real-world reading.
- 4 Steps:** Guides students through completing the strategy-based graphic organizer.
- 5 Graphic Organizer:** Visually depicts how to apply the strategy.

Teacher Guide

- 6 At a Glance:** Provides a brief overview of what students do in each lesson part.
- 7 Step by Step:** Provides an explicit walk-through of the steps for guiding students through each lesson part.
- 8 Tip:** Provides additional information for the teacher to assist student partners as they discuss the strategy in the Work with a Partner activity.
- 9 Tip:** Provides additional information for the teacher to assist students as they apply the strategy.

Modeled Instruction

Teacher Led

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

Management Tips

- Personalize examples so they make sense for your students. Draw on your own experiences and your knowledge of your students to make sure examples are relevant.
- Plan carefully when grouping students for the Work with a Partner activity. Consider skill levels, social skills, and English language proficiency.
- Circulate and provide tips or encouragement as student pairs work together.

Research Summary

The *STARS® Series* is an instructional program that is solidly grounded in areas of important reading research. Scaffolded strategy-based instruction serves as the organizational framework, while metacognitive strategies foster student self-monitoring and self-assessment. The lessons are carefully planned and sequenced to promote individual understanding and application of reading strategies. With the *STARS® Series*, students build on

their capacity to analyze, reason, and communicate ideas effectively by applying specified reading strategies in a variety of contexts. The *STARS® Series* is a comprehensive reading program designed to meet a broad spectrum of individual needs in the classroom. The full research report for this title may be downloaded from the Research Internet page at <http://www.casamples.com/downloads/STARS-research.pdf>.

This series uses . . .	Example	Research says . . .
<p>Answer Analysis for Students As a part of guided instruction, students receive immediate feedback about their answer choices and read the reasoning behind correct and incorrect answers.</p>	<p>SB: Books K and AA</p> <ul style="list-style-type: none"> Included in teacher and student discussions <p>SB: Books A–H</p> <ul style="list-style-type: none"> In each lesson, Part Three: Check Your Understanding 	<p>Research (Pashler et al, 2007) has shown that when students receive direct instruction about the reasons why an answer is correct or incorrect, they demonstrate long-term retention and understanding of newly learned content.</p>
<p>Cooperative Learning Students work together in pairs or small groups to attain their individual goals.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Work with a Partner feature 	<p>“Having peers instruct or interact over the use of reading strategies leads to an increase in the learning of the strategies, promotes intellectual discussion and increases reading comprehension” (NICHD, 2000, pp. 4–45).</p>
<p>Differentiated Instruction Students of varying abilities learn the same content using different instructional approaches.</p>	<p>SB: Books C–H</p> <ul style="list-style-type: none"> In each lesson, Part One through Part Five, modeled, guided, and independent practice and instruction <p>TG: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Part One through Part Five, teachers are given paired and whole-group instruction options 	<p>“‘Multiple paths’ does not mean that students are given free rein; it means that teachers must find that sweet spot between structure and choice that makes student learning possible....By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that’s all theirs” (Carolan & Guinn, 2007, p. 45).</p>
<p>Direct Instruction Lesson plans include explicit step-by-step instruction of reading and learning strategies as well as lesson objectives.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Part Two: Learn About the Strategy 	<p>“The research demonstrates that the type of questions, the detailed step-by-step breakdowns, and the extensive practice with a range of examples . . . will significantly benefit students’ comprehension” (Gersten & Carnine, 1986, p. 72).</p>
<p>ELL Accommodations English-language learners are a large part of today’s classrooms. These students need extra support and scaffolding while learning new information. Some teaching strategies that have been proven to be effective for ELL students are: graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based instruction.</p>	<p>SB: Books A–H</p> <ul style="list-style-type: none"> In each lesson, graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based reading passages are key ELL instructional accommodations. <p>TG: Books A–H</p> <ul style="list-style-type: none"> See section entitled, “What instructional features in the <i>STARS® Series</i> can be helpful for students, especially ELL students?” Introduction, ELL Support 	<p>“In virtually every part of the country, middle and high schools are now seeing expanding enrollments of students whose primary language is not English. Rising numbers of immigrants, other demographic trends, and the demands of an increasingly global economy make it clear that the nation can no longer afford to ignore the pressing needs of the ELLs in its middle and high schools who are struggling with reading, writing, and oral discourse in a new language” (Short & Fitzsimmons, 2007).</p>



This series uses . . .	Example	Research says . . .
<p>Explicit Instruction Students receive explicit instruction of each reading strategy consisting of a definition, a short example passage, and learning objectives.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Part Two: Learn About the Strategy 	<p>Researchers Maset-Williamson and Nelson (2005) explain, “explicit instruction involves the overt, teacher-directed instruction of strategies, including direct explanation, modeling, and guided practice in the application of strategies” (p. 62).</p>
<p>Genre Instruction Students receive instruction of genre properties of reading passages which aids in both their recall and comprehension of the passages.</p>	<p>TG: Books C–H</p> <ul style="list-style-type: none"> In each lesson, Introduction, Genre Focus 	<p>“The instruction of the content and organization of stories thus improves comprehension of stories as measured by the ability of the reader to answer questions and recall what was read. This improvement is more marked for less able readers” (NICHD, 2000, pp. 4–45).</p>
<p>Graphic Organizers Graphic organizers are visual displays that help learners comprehend and retain textually important information.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Part One: Think About the Strategy <p>TG: Books K and AA</p> <ul style="list-style-type: none"> Refer to Part One: Skill Development section In each lesson, Part Four: Build on What You Have Learned, Reteaching feature 	<p>“When students learn how to use and construct graphic organizers, they are in control of a study strategy that allows them to identify what parts of a text are important, how the ideas and concepts are related, and where they can find specific information to support more important ideas” (Vacca & Vacca, 2005, p. 399).</p>
<p>Listening Comprehension Development and mastery of listening comprehension on the meaning level is one of the first stepping stones in learning how to read.</p>	<p>Series:</p> <ul style="list-style-type: none"> Book K uses listening activities and a selected few reading activities to teach reading strategies. Books AA–H use both listening and reading activities, including the “shared reading” strategy to teach reading strategies. 	<p>“Teachers should emphasize text comprehension from the beginning, rather than waiting until students have mastered “the basics” of reading. Instruction at all grade levels can benefit from showing students how reading is a process of making sense out of text, or constructing meaning” (Armbruster & Lehr, 2001).</p>
<p>Multiple-Strategy Instruction Students are taught that more than one cognitive strategy may be used to gain meaning from text. Strategies such as comparing and contrasting and making predictions work together to make text meaningful.</p>	<p>SB: Books C–H</p> <ul style="list-style-type: none"> After every third lesson, and at the end of each book, Review and Final Review sections 	<p>“Skilled reading involves the coordinated use of several cognitive strategies. Readers can learn and flexibly coordinate these strategies to construct meaning from text” (NICHD, 2000, pp. 4–77).</p>
<p>Prior-knowledge Activation These are learning activities that stimulate knowledge that comes from previous experiences.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Part One: Think About the Strategy <p>TG: Book K</p> <ul style="list-style-type: none"> In Part One: Skill Development section Lesson Opener, Getting Started section 	<p>“Several meta-analyses and reviews of the research have found that direct, explicit instruction in such specific strategies as summarizing, identifying text structure and visual clues, calling on prior knowledge, and using graphic organizers improves students’ reading comprehension” (Biancarosa, 2005).</p>



This series uses . . .	Example	Research says . . .
<p>Reading-Strategy Instruction Explicit and direct instruction of each core reading strategy occurs in order to gain meaning from text.</p>	<p>Series:</p> <ul style="list-style-type: none"> Books K and AA introduce 6 core reading strategies. Book A introduces 8 core reading strategies. Books B–H introduce 12 core reading strategies. <p>TG:</p> <ul style="list-style-type: none"> Understanding the Strategies Teacher’s Corner 	<p>Afflerbach, Pearson, & Paris, (2008) explain that reading strategies are “deliberate, goal-directed attempts to control and modify the reader’s efforts to decode texts, understand words, and construct meanings” (p. 368).</p>
<p>Scaffolded Instruction An instructional strategy in which gradual withdrawal of support occurs through modeled, guided, and independent instruction and practice.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> Part One: Think About the Strategy (Modeled Instruction) Part Two: Learn About the Strategy (Guided Instruction) Part Three: Check Your Understanding (Modeled Practice) Part Four: Build on What You Have Learned (Guided Practice) Part Five: Prepare for a Test (Independent Practice) 	<p>“There is virtually universal agreement that scaffolding plays an essential and vital role in fostering comprehension” (Clark & Graves, 2005).</p>
<p>Shared Reading This is a reading activity where a teacher reads a story while students look at the text being read and follow along.</p>	<p>Series:</p> <ul style="list-style-type: none"> Book K has several activities where students read silently as the teacher reads orally. Book AA uses shared reading as one of its core teaching strategies. 	<p>Routman (2000) lists several benefits of shared reading, especially for ELL students. Shared reading teaches multiple reading strategies; provides supportive context for reading; and helps children participate as readers (p. 34).</p>
<p>Test-taking Practice Selected-response and constructed-response test questions are often used on state and national standardized tests.</p>	<p>SB:</p> <ul style="list-style-type: none"> Books A–H, in each lesson, Part Five: Prepare for a Test Books A–H, Review and Final Reviews 	<p>Supon (2004) cites that researchers have determined that “Students of all levels of academic achievement and intellectual abilities can be affected by test anxiety.”</p>
<p>Theme-based Instruction Theme-based instruction integrates instruction of language and concepts with real-world scenarios and with cross-curricular subjects, such as social studies, science, and literature.</p>	<p>SB:</p> <ul style="list-style-type: none"> In each lesson, the reading passages have social studies, science, or literary themes. <p>TG:</p> <ul style="list-style-type: none"> Books K–H, Introduction Books A–H, Genre Focus Books K–H, Connecting with Literature 	<p>Bergeron, Wermuth, and Rudenga (1996) summarized that theme-based, integrated learning experiences engage young children in meaningful and functional literacy events, focus on real-life experiences by providing socially interactive settings, and provide an organizational framework for language acquisition.”</p>



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★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Find the main idea by figuring out the most important idea in a reading passage.
- Identify when test questions are asking them to find main idea.

★ ★ ★ ★ GETTING STARTED

Introduce the Strategy

Tell students that today they will learn how to find the main idea of a story.

SAY: Good readers know that the most important idea of a story tells what the story is mostly about. The most important idea is the main idea. You already know about main idea because you think about what is most important in the things that happen to you every day.

Model the Strategy

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

SAY: You had a fun at a friend's birthday party. You played games, got treats, and ate cake. Later, someone asks you, "How was the party?" What would you say?

Students will probably respond, "The party was fun," or something similar. Point out to students that answer tells mostly about the party. Explain that this is an example of finding the main idea.

ELL Support

Contractions

Draw the chart below on the board:

cannot	do not	did not
can't	don't	didn't

Read aloud the words in each column. Point out to students that words in each column have the same meaning. The words on the bottom are called contractions. Contractions are usually two words that have been joined together to form one (*cannot* is one exception to this rule). The two words are shortened by an apostrophe.

For each contraction in the chart, show where letters have been dropped and an apostrophe put in its place. Tell students that as they read the stories in this lesson, they will find the contractions *can't* (page 7), *don't*, (page 11) and *didn't* (page 13).

Genre Focus

Short Fiction

Define this genre for students. Explain that some stories are made up by the writer. The people and events that happen come from the writer's imagination. Explain that every story has three parts—a beginning, a middle, and an ending.

You may choose to illustrate the story parts using a familiar tale, such as *The Three Little Pigs*. Explain that the beginning of a story tells something about the main characters. (The three pigs each build a house, one of straw, one of sticks, and one of bricks.) Explain that the middle part of the story is where most of the action takes place. (A wolf blows down the house of sticks and the house of straw. The frightened pigs all go to the house of bricks.) The ending of the story tells what finally happened. (The wolf couldn't blow down the house of bricks and the pigs were safe.) Students will read short fiction on pages 7, 10, 11, and 13.

Modeled Instruction

Lesson

FINDING MAIN IDEA

PART ONE: Think About the Strategy

What Is Main Idea?

Stories and books all have a main idea. Movies and TV shows also have a main idea. The main idea is the most important idea. It tells what something is mostly about.

- 1 Write the name of your favorite book.

Sample response: Nate the Great

- 2 Write one thing that happens in the book.

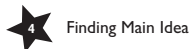
Sample response: Nate's friend asks him to find a missing picture.

- 3 Write what the book is mostly about.

Sample response: Nate and his dog solve a mystery about a missing picture.

Work with a Partner

- Tell your partner about a TV show you have watched.
- Take turns telling each other what the TV show was mostly about.



Finding Main Idea

How Do You Find the Main Idea?

You can find the main idea of most stories in the first sentence or last sentence.

Read the story below.

Think about the most important idea in the story.

People wear different clothes in winter. I wear a coat and boots. Sometimes I wear a hat and a scarf. These clothes keep me warm.

1. Let's look at the boxes below.
2. The sentences in the top three boxes tell about the main idea of the story. But they do not tell the most important idea.
3. The first sentence in the story does tell the most important idea. This sentence tells what the story is mostly about.
4. Finish writing the main idea in the large box at the bottom.

I wear a coat and boots.

Sometimes I wear a hat and a scarf.

These clothes keep me warm.

People wear different clothes in winter

Finding Main Idea



AT A GLANCE

Students activate their background knowledge about finding main idea and then learn how to apply this strategy to a short reading passage.

STEP BY STEP

Page 4

- Tell students that today they will practice finding main idea.
- Read aloud the information at the top of the page.
- Direct students to respond to items 1–3.
- Discuss the student responses as a class.

Work with a Partner

- Organize students to work in pairs to complete the Work with a Partner activity.
- Encourage volunteers to share their main ideas with the class.

Tip: Tell students that they should be able to tell their partner what the TV show was mostly about using just one or two sentences.

Finding Main Idea

Page 5

- Read aloud the information that precedes the reading passage.
- Have students follow along as you read the passage in the box.
- Guide students through steps 1–4 for completing the graphic organizer. Have students follow along as you read the steps aloud.
- Direct students to finish the main idea sentence.
- Discuss student responses.
- Be sure students have a clear understanding that the main idea of a passage tells what the passage is *mostly* about.

Tip: If students are having trouble completing the main idea sentence, read the three sentences in the boxes of the graphic organizer. Ask students when people usually wear these types of clothes. Guide them through completing the main idea sentence.

Guided Instruction

PART TWO: Learn About the Strategy

WHAT TO KNOW

The most important idea in a story is called the **main idea**. The main idea tells what a story is mostly or mainly about.

- The main idea is sometimes in the first sentence of a story.
- The main idea is sometimes in the last sentence of a story.

Read this story about dogs. As you read, think about the most important idea in the story.

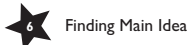
A pet dog needs many things. A dog needs a soft bed. It also needs special food made for dogs and a dish for water. You might also want to give your dog a toy to play with. Dogs love to play.



The most important idea is in the first sentence of the story.

The most important idea in the story is:

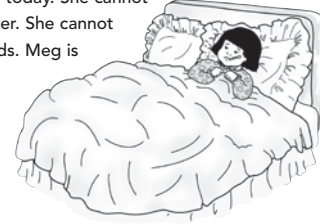
A pet dog needs many things.



Finding Main Idea

Read this story about Meg. As you read, think about the main idea of the story. Then answer the questions.

Today is the first day of school. Meg has been waiting for this day. She can't wait to begin first grade. But Meg cannot go to school today. She cannot meet her new teacher. She cannot be with all her friends. Meg is sick with the flu.



1. What is the main idea of the story?
 Ⓐ Meg cannot meet her teacher.
 Ⓑ Meg is sick with the flu.
 Ⓒ Today is the first day of school.
2. Where did you find the main idea?
 Ⓐ in the first sentence
 Ⓑ in the second sentence
 Ⓒ in the last sentence



Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about finding main idea.

Finding Main Idea



AT A GLANCE

Students learn how to find the main idea as they read. Students then practice the strategy by reading a passage and answering two questions about main idea.

STEP BY STEP

Page 6

- Introduce the lesson by reading aloud the information in the What to Know Box.
- Tell students that together you will read a passage and talk about how good readers are able to find the main idea of a story. The main idea tells what the story is mostly about.
- Read aloud or have a student volunteer read aloud the story.
- Direct students to follow along as you read the information under the story.
- Direct students to find and underline the main idea of the story.
- Conclude the lesson by reviewing the concepts in the What to Know box.

Page 7

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

Tip: If students are having trouble answering the questions, remind them to think about what the story is mostly about. Then point out that the main idea is often found in the first or last sentence.

Tip: Have students underline the main idea of the passage, which is found in the last sentence.

Modeled Practice

PART THREE: Check Your Understanding

REVIEW

The main idea tells what a story is mostly or mainly about.

- The main idea is sometimes in the first sentence of a story.
- The main idea is sometimes in the last sentence of a story.

Read this story about cats. As you read, ask yourself, “What is the story mostly about?” Then answer the questions.

Cats come in many shapes and sizes. Some cats are wild cats. Other cats are house cats. Lions and tigers are wild cats. Wild cats live outside. House cats live inside with people.

Some house cats are gray, and some are white. Some are dark and some are light. Many cats have stripes or patches.



3. What is the story mostly about?
- Ⓐ Many cats have stripes or patches.
 - Cats come in many shapes and sizes.
 - Ⓒ Some cats are wild cats.
4. Where did you find the main idea?
- in the first sentence
 - Ⓑ in the second sentence
 - Ⓒ in the last sentence



Which Answer Is Correct and Why?

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

3. What is the story mostly about?
- Ⓐ Many cats have stripes or patches. This answer is not correct. This answer tells about only one idea from the story. The story is not mostly about cats that have stripes or patches.
 - Cats come in many shapes and sizes. This answer is correct. The story is mostly about different kinds of cats. Cats come in many shapes and sizes.
 - Ⓒ Some cats are wild cats. This answer is not correct. This answer tells about only one idea from the story. The story is not mostly about wild cats.
4. Where did you find the main idea?
- in the first sentence This answer is correct. The first sentence of the story says that “Cats come in many shapes and sizes.” This sentence tells what the story is mostly about.
 - Ⓑ in the second sentence This answer is not correct. The main idea is in the first sentence of this story. The second sentence says that “Some cats are wild cats.” This is just one idea in the story. The story is not mostly about wild cats.
 - Ⓒ in the last sentence This answer is not correct. The last sentence of the story says that “Many cats have stripes or patches.” The story is not mostly about cats that have stripes or patches. The story is mostly about all kinds of cats. Cats come in many shapes and sizes.



AT A GLANCE

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

STEP BY STEP

Page 8

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

Page 9

- Tell students that this page tells the correct answer to each question and explains why it is correct.
- Share the correct answers.
- Then read aloud the explanations for all the answer choices for questions 3 and 4. Solicit questions and comments from the class.

Tip: Explain that all of the ideas in the reading passage tell about the main idea: Cats come in many shapes and sizes. Point out one or two sentences from the story to illustrate this.



Teacher's Corner

Readers may think that the most *interesting* idea in a passage is the main idea. This is not so. The most interesting idea of a passage can vary from person to person. What one person thinks is most interesting could be very different from what another person thinks. Main idea does not change from person to person. There can only be one main idea. Main idea always tells the same thing, no matter what the passage is about.

Guided Practice

PART FOUR: Build on What You Have Learned

MORE TO KNOW

- The main idea is sometimes not in the story. You can figure out the main idea by thinking about what the story is mostly about. Ask yourself, “What is the story telling me?”
- Many stories have a title. A title usually tells something about the main idea of a story.

Read the first part of a story about Max. Then answer the questions.

Getting Ready to Paint

Max held a paintbrush in one hand. He held a cup of water in his other hand. Paper and paint lay in front of him. Max was about to paint a picture when his friend stopped by.

“Do you need help painting?” Tim asked.

“I helped my mother paint our house last year.”

“This kind of painting is different,” Max said.

“You have to do it by yourself.”



- What is the story mostly about?
 - Ⓐ Max likes to paint.
 - Ⓑ Max does not want any help.
 - Ⓒ Max is going to paint a picture.
- Where or how did you find the main idea?
 - Ⓐ in the first sentence
 - Ⓑ in the last sentence
 - Ⓒ by thinking about the most important idea in the story
- The title of the story gives you a clue about
 - Ⓐ the ending of the story.
 - Ⓑ the most important idea in the story.
 - Ⓒ all the things that will happen in the story.
- What is another good title for this part of the story?
 - Ⓐ “How to Paint”
 - Ⓑ “Pretty Pictures”
 - Ⓒ “Max Is a Painter”

10 Finding Main Idea

Read the next part of the story about Max. Then answer the questions.

“You don’t want my help?” Tim said, sadly.
 “No,” Max said. He dipped his brush into some red paint.
 “But if you want, you can paint a picture of your own.”
 “Really?” said Tim. He was much happier now.
 “Sure,” said Max. “I have lots of paper and extra brushes.”
 “This sounds like fun,” said Tim. He sat down next to Max.
 “It’s a lot more fun than painting a house,” said Max.

- What is this part of the story mostly about?
 - Ⓐ Tim feels sad.
 - Ⓑ Max wants to be alone.
 - Ⓒ Max shares his things with Tim.
- What is the story telling you?
 - Ⓐ Max is kind to his friend.
 - Ⓑ Max does not need any help.
 - Ⓒ Max is not painting a house.
- What is the main idea of this part of the story?
 - Ⓐ Tim asks if he can help Max paint.
 - Ⓑ Max asks if Tim wants to paint.
 - Ⓒ Tim feels sad that his friend does not need his help.
- What is a good title for this part of the story?
 - Ⓐ “Left Out”
 - Ⓑ “Helping a Friend”
 - Ⓒ “Let’s Paint Together”

Finding Main Idea 11

AT A GLANCE

Students are introduced to additional information about finding main idea, and then they answer questions about two passages.

STEP BY STEP

Pages 10–11

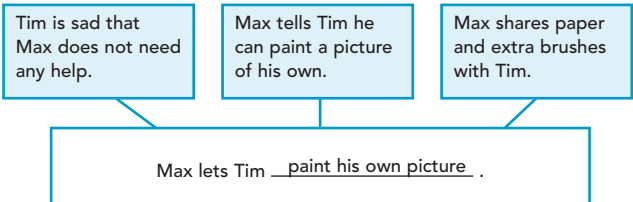
- Read aloud the information in the More to Know box.
- As needed, guide students as they complete both pages.
- Discuss the correct responses as a class.

Tip: Ask volunteers to provide information from the passage that helped them identify correct answers for each question.

- The most important idea is that Max is going to paint a picture.
- The main idea is found by thinking about the beginning, the middle, and the ending.
- The title, *Getting Ready to Paint*, tells about the main idea of the story.
- Since this part of the story is mostly about a boy who likes to paint, the best title is *Max Is a Painter*.

Reteaching

Draw the graphic organizer below to verify the correct answer to question 11. Discuss the three ideas in the boxes. Then, using these ideas, work with students to complete the main idea sentence.



Independent Practice

PART FIVE: Prepare for a Test

TEST TIPS

- A test question about the main idea may ask you what a story is *mostly* or *mainly* about.
- A test question about the main idea may ask you to choose the best name or the best title for a story. A good title tells something about the main idea of a story.

Read this story about feathers.
Then answer questions about the story.
Choose the best answer for Numbers 13 and 14.

Feathers are important for birds. Feathers are warmer than fur. Birds fluff up their feathers on cold days. This keeps them warm.

About once a year, birds get new feathers. The old feathers fall out. New ones grow in their place.



13. The story tells mainly about
- Ⓐ how birds keep warm.
 - Ⓑ why feathers are important.
 - Ⓒ what kind of animals have fur.
14. What is the best title for the story?
- Ⓐ "All About Birds"
 - Ⓑ "Feathers and Fur"
 - Ⓒ "Birds and Their Feathers"

Read this story about a fish.
Then answer questions about the story.
Choose the best answer for Numbers 15 and 16.

Mia's Fish

Mia held a bowl filled with water. A small orange fish was inside.

"This is my new fish," she told her brother.

"Where did you catch it?" Jim asked.

"I didn't catch it," Mia said. "I bought it at a store."

"I didn't know you could buy a fish,"

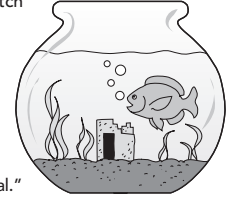
Jim said. "I thought you could only catch them in a lake."

Mia laughed. "Fish from a lake are for eating."

"Are we going to eat this fish?"

Jim asked.

Mia smiled. "No. This fish is a pet. Besides, it would make a very small meal."



15. What is the main idea of the story?
- Ⓐ Not all fish come from a lake.
 - Ⓑ New pets need a lot of care.
 - Ⓒ A girl gets a fish for a pet.
16. What is another good name for the story?
- Ⓐ "The New Pet"
 - Ⓑ "The Silly Question"
 - Ⓒ "The Fish from the Lake"

AT A GLANCE

Students practice answering questions about finding main idea that might appear on a reading test.

STEP BY STEP

Pages 12–13

- Point out the Test Tips to students and explain that these tips will help them answer test questions.
- Tell students to read and complete pages 12–13.
- Discuss correct responses as a class.

Connecting with Literature

Read a short picture book with a clear beginning, middle, and ending. Ask students to use one sentence to describe what happens in the beginning of the story, one sentence to describe what happens in the middle, and one sentence to describe what happens in the ending. (You may even have students draw what happens in these story parts.) Together, use what happens in these three story parts to figure out the main idea of the story.