

Strategies
To
Achieve
Reading
Success

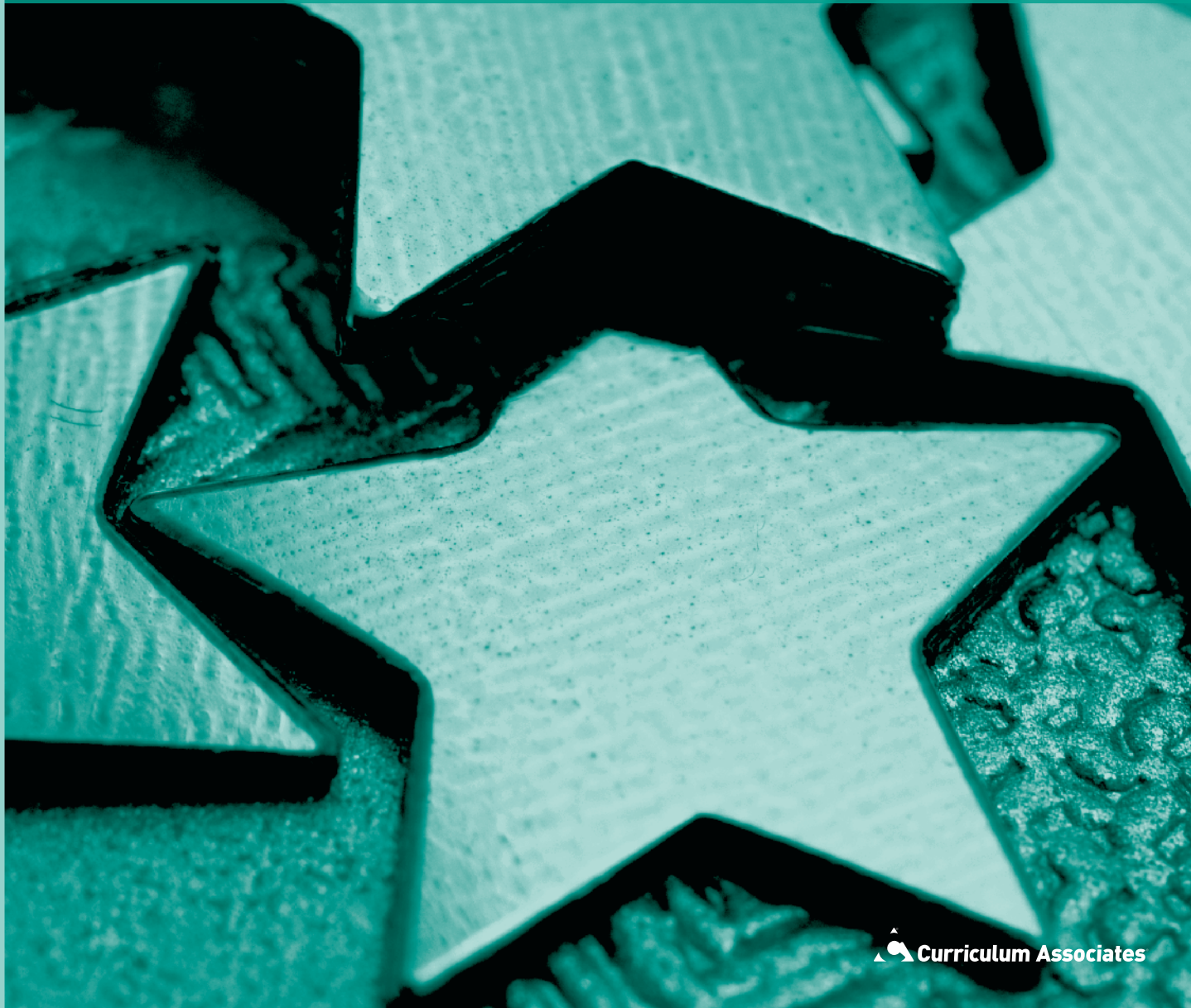


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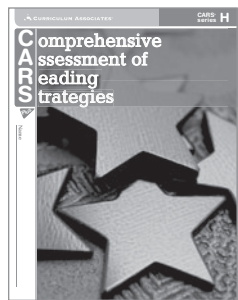
Using the *CARS*® and *STARS*® Series

CARS® Series

Diagnose needs of the class by administering the Pretest

Benchmark during instruction to monitor progress, using longer reading passages

Assess mastery by administering the Post Test



STARS® Series

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



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

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

CARS® Series

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

STARS® Series

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

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

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Summarizing



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

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

To get started, use the following steps:

1. Diagnose

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

2. Instruct

With One or More Strategy Lessons

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

With All 12 Strategy Lessons

Or, have students complete an entire *STARS*[®] student book in order to build and reinforce their basic knowledge of all 12 reading strategies. (See the Suggested Pacing Chart on page 9 for assigning all 12 strategies in the *CARS*[®] and *STARS*[®] Series.)

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

3. Benchmark

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

4. Assess

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

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



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

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

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

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

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

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



How do researchers define the relationship between skills and strategies?

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

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



What is in the *STARS*® student book?

Strategy Lessons

Each student book contains 12 strategy lessons, one lesson for each reading strategy. Each ten-page lesson provides instruction and practice in the targeted reading strategy. Students read several passages and answer 16 strategy-based selected-response (multiple-choice) questions.

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

Review Lessons

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

Final Review

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



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

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



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

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

By Reading Level

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

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

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



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

STARS® Final Review

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

CARS® Benchmarks

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

CARS® Post Test

The Post Test may be used upon completion of the *STARS®* strategy lessons to assess students' overall mastery of all 12 reading strategies. The results of the *CARS®* Post Test may be compared with the results of the *CARS®* Pretest to assess students' mastery of the reading strategies.



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

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

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

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



Where do students record their answers?

Students may record their answers to Part One on a separate piece of paper or directly in their student book. The answers to Part One are discussed during partner or all-class discussions. Students may record their answers to Parts Two–Five on the reproducible Answer Form (on pages 106 and 107 of this teacher guide) or directly in the student book.



What is the correction procedure?

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



What are the Strategy Bookmarks?

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

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



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

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

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

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

2 ★★☆☆ **GETTING STARTED**
Introduce the Strategy
Tell students that today they will learn how to recognize cause and effect when they read.
SAY: Good readers know how to recognize causes and effects in a reading passage by thinking about what happens and why it happens. You already know about causes and effects because they are part of your daily life. Whenever you understand why something happens, you are recognizing a cause and its effect.

Model the Strategy
Introduce the strategy by describing a situation and asking students to think about what is happening.
SAY: Suppose it is a few minutes before class begins. While everyone is waiting for the teacher to arrive, you and your classmates are talking casually. When your teacher walks into the classroom, you stop talking. What caused you to stop talking?
Point out to students that they stop talking because the teacher walked into the classroom. They know that when a teacher enters a classroom, it means that class will soon start and all talking should stop. In the example, the teacher's entering the classroom is the cause, and that the students stop talking is the effect. The cause leads to the effect. Explain that this is an example of recognizing cause and effect.

3 **ELL Support**
Multiple-Meaning Words
Explain to students that words that have more than one meaning are called multiple-meaning words. Tell students that they can use other words or phrases in a sentence to help them know which meaning of a multiple-meaning word is being used. First, write the word *block* on the board. Work with students to come up with different meanings for the word ("a section of city streets," "to stop movement through"). Then write this sentence on the board: *I walked around the block.* Work with students to figure out which meaning of *block* is correct ("a section of city streets"). Guide them to see which words in the sentence help them choose this meaning (*walked around*).
Point out the multiple-meaning word *block* on student book page 44.

4 **Genre Focus**
Biographical Article
Tell students that on page 46, they will read a biographical article. Define this genre for students. Explain that a biographical article is a piece of nonfiction writing about the events in the life of a real person, written by another person. Biographical articles include facts and details about the person's life. The articles are often written about famous people who have achieved great things, but they can be about anyone. Often a biographical article focuses on someone who lived in the past, but it may also be about a person living today. Have students share biographical articles that they may have read or heard.

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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
 - ★ prefixes
 - ★ suffixes
 - ★ contractions
 - ★ homophones
 - ★ possessives
 - ★ multiple-meaning words
 - ★ regular and irregular plurals
 - ★ regular and irregular past tense verbs
 - ★ comparatives and superlatives

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:
 - ★ biography
 - ★ journal entry
 - ★ myth
 - ★ fable
 - ★ science fiction
 - ★ poem
 - ★ folktale
 - ★ letter to the editor
 - ★ e-mail
 - ★ blog
 - ★ science report
 - ★ history article

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*. You can find examples of causes and their effects almost anywhere.

1 Write what would probably happen if a plant didn't get enough sunlight.
Sample response: It probably wouldn't grow well, and it might die.

2 Tell why this might happen.
Sample response: Plants need enough sunlight in order to grow.

2 **Work with a Partner**

- Take turns giving each other examples of cause and effect.
- You might say, "I couldn't play soccer on Saturday because it rained." In each example, tell which part is the cause and which part is the effect.

38 Recognizing Cause and Effect

How Do You Find Cause and Effect?
Many reading passages include examples of cause and effect. You can find causes and effects by thinking about what happens in a passage and why.

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

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

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

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

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

Cause	Effect
They spent two hours picking up all the trash.	They were too tired to play baseball.

39 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 38

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

Work with a Partner

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

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

Recognizing Cause and Effect

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- Read aloud the information that precedes the reading passage.
- Direct students to read the passage in the box.
- Tell students that after they read the passage, they will use a graphic organizer to help them recognize cause and effect in the passage.
- Guide students through steps 1–3 for completing the graphic organizer by having them follow along as you read the steps aloud.
- Direct students to complete the information in the second box of the graphic organizer.
- Discuss student responses.
- Be sure students have a clear understanding of how to find cause and effect in the passage.

9 **Tip:** If students are having trouble completing the second box, have them find the part of the passage that says that Angelo and his friends spent two hours picking up all the trash. It is in the fifth sentence. What happened as a result of this? Have them look in the last sentence, which tells the effect.





Student Book

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

Teacher Guide

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

Modeled Instruction

Teacher Led

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

Management Tips

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

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.</p> <p>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:

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

★ ★ ★ ★ GETTING STARTED

Introduce the Strategy

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

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

Model the Strategy

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

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

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

ELL Support

Homophones

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

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

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

Genre Focus

Novel

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

Modeled Instruction

Lesson 8
DRAWING CONCLUSIONS AND MAKING INFERENCES

PART ONE: Think About the Strategy

What Are Conclusions and Inferences?

There are many times each day when you figure out something on your own without being told what is happening. If you see someone in a military uniform, you can figure out that this person is probably a member of the armed forces. If you hear a rumbling in a cloudy sky, you can guess that a storm is probably coming.

1 Write something that you figured out on your own about a friend.
Sample response: I figured out that my friend was mad at me.

2 Write the clues that helped you figure this out.
Sample response: She didn't want to talk to me, and she wouldn't even text me.

Work with a Partner

- Take turns asking each other "What is going on?" questions.
- Ask questions such as "If someone is in bed with the covers pulled up, and there is a fever thermometer on the table, how is the person probably feeling?"

★ Drawing Conclusions and Making Inferences

How Do You Draw Conclusions and Make Inferences?

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

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

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

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

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

★ Drawing Conclusions and Making Inferences

AT A GLANCE

Students activate their background knowledge about drawing conclusions and making inferences and then learn how to apply this strategy to a short reading passage.

STEP BY STEP

Page 82

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

Work with a Partner

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

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

Page 83

- Read aloud the information that precedes the reading passage.
- Direct students to read the passage in the box.
- Tell students that after they read the passage, they will use a graphic organizer to help them draw a conclusion using details in the story.
- Guide students through steps 1–4 for completing the graphic organizer by having them follow along as you read the steps aloud.
- Direct students to complete the information in the third box of the graphic organizer, stating the conclusions.
- Discuss student responses.
- Be sure students have a clear understanding of how details stated in the story helped them figure out information not directly stated in the story.

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



Guided Instruction

PART TWO: Learn About the Strategy

WHAT TO KNOW

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

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

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

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



This paragraph does not tell you in which war John Dawes is going to fight. It does, however, provide the following details, which can help you figure out this information on your own.

But John also knew that his parents supported his decision to join the militia and become part of the revolution.

They knew that if freedom from British rule was not won, there might not be any Dawes farm at all.

These detail clues help you determine that John Dawes is going to fight in the American Revolution. From your own knowledge base, you may already know that the term *militia* is often used to describe the group of men who volunteered to fight this war against the British, even though they were not part of the regular army.

Read this article about young people with extraordinary abilities. As you read, look for details that will help you figure out what happens to most of these children as they grow older. Then answer the questions.

Wolfgang Amadeus Mozart began composing music at the age of five and wrote his first symphony at the age of eight. He is one of history's most famous child prodigies. A prodigy is a person with an exceptional talent.



Wolfgang Amadeus Mozart

Child prodigy is a term that certainly seems to fit violinist Midori. Midori began playing the violin at the age of four, and she first played with the New York Philharmonic when she was only eleven.

The world of chess also has its fair share of young talent. In 1958, at the age of 15, Bobby Fischer became the youngest player in the world to attain the rank of Grand Master. The movie *Searching for Bobby Fischer* was made about another chess prodigy, Josh Waitzkin. Josh began to astound the chess world with his spectacular play at the age of seven.

What happens to child prodigies when they grow up? Midori has been able to carve out a successful career as an adult concert violinist. Mozart, on the other hand, died unappreciated and penniless at the age of 35. After becoming World Champion at 29, Bobby Fischer did not defend his title and eventually dropped out of the chess world. He died in Iceland in January of 2008 at the age of 64.

- There is enough information in this article to conclude that
 - A most child prodigies are female.
 - B a child prodigy is not necessarily successful as an adult.
 - C most child prodigies are unhappy.
 - D all child prodigies are exceptional in either music or chess.
- What clue from the article helped you reach the conclusion?
 - A details about important events in the life of many child prodigies
 - B details about adults who had been child prodigies
 - C details about places mentioned in the article
 - D details about specific objects described in the article

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 drawing conclusions and making inferences.

AT A GLANCE

Students learn how to draw conclusions and make inferences when they read. Students then practice the strategy by using text clues to answer questions about a passage.

STEP BY STEP

Page 84

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

Page 85

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

Tip: Have students underline the details in the passage that they used as clues to answer questions 1 and 2.

(all the details about adult child prodigies in the last paragraph)

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

Modeled Practice

PART THREE: Check Your Understanding

REVIEW

Drawing a conclusion or making an inference is a way of figuring out information that is suggested but not directly stated in a reading passage.

- Think about the details that are provided in a reading passage. Use these details, as well as what you know from your own life, to figure out or understand information that is not fully explained.
- Look for connections between statements. These connections are sometimes not directly stated.
- Look for details that describe how a person or character looks, acts, thinks, feels, and speaks. Think about how people with similar qualities behave.

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

Loomings

Call me Ishmael. Some years ago—never mind how long precisely—having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world. It is a way I have of driving off the spleen, and regulating the circulation. Whenever I find myself growing grim about the mouth; whenever it is a damp, drizzly November in my soul; whenever I find myself involuntarily pausing before coffin warehouses, and bringing up the rear of every funeral I meet; and especially whenever my hypos get such an upper hand of me, that it requires a strong moral principle to prevent me from deliberately stepping into the street, and methodically knocking people's hats off—then, I account it high time to get to sea as soon as I can. This is my substitute for pistol and ball. With a philosophical flourish Cato throws himself upon his sword; I quietly take to the ship. There is nothing surprising in this. If they but knew it, almost all men in their degree, some time or other, cherish very nearly the same feelings towards the ocean with me.



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

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

Which Answer Is Correct and Why?

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

3. From the paragraph, you can figure out that the speaker
- Ⓐ feels abandoned by friends and family. This answer is not correct because there are no details in the paragraph that refer to friends or family. One could conclude that the speaker attended the funerals of friends; however, one could not draw the conclusion that he feels abandoned by friends and family from this detail.
 - Ⓑ finds relief from his troubles when he is at sea. This answer is correct because several details in the paragraph support this conclusion. "Whenever I find myself growing grim about the mouth . . . then, I account it high time to get to sea as soon as I can" and "This is my substitute for pistol and ball."
 - Ⓒ treasures the ocean more than most men do. This answer is not correct because the last sentence in the paragraph states that ". . . almost all men in their degree, some time or other, cherish very nearly the same feelings towards the ocean with me." The reader can conclude that the speaker believes that most men probably feel the same way about the ocean as he does.
 - Ⓓ prefers a life on land to a life at sea. This answer is not correct because most details in the paragraph suggest that the sea is where the speaker feels the most at peace. These details also suggest that he can stay on land only for so long before feeling the need to escape to the sea.
4. Readers of the paragraph can conclude that Ishmael is
- Ⓐ proud of his wealth and power. This answer is not correct because the first sentence of the paragraph suggests that there was a time when the speaker had little money: "Some years ago—never mind how long precisely—having little or no money in my purse . . ." There are no other details to suggest that the speaker has since become wealthy or powerful.
 - Ⓑ tired of spending so much time at sea. This answer is not correct because most of the details in the paragraph point to the fact that it is at sea where the speaker finds the most peace. Also, the last sentence states that he cherishes the ocean. Therefore, one could not conclude that he was tired of spending so much time at sea.
 - Ⓒ prone to feeling melancholy. This answer is correct because most of the details in the paragraph describe grim feelings which the speaker feels the need to break away from. The speaker uses these details to describe why he prefers his time at sea to his time on land.
 - Ⓓ respected by others as a philosopher. This answer is not correct because there are no details in the paragraph to suggest that the speaker is considered a philosopher or a great thinker by others.

AT A GLANCE

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

STEP BY STEP

Page 86

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

Page 87

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

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



Teacher's Corner

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

One way readers can think about conclusions and inferences is that a conclusion is a big idea generated by synthesizing related smaller ideas; inferences are smaller ideas generated by analyzing a bigger idea.



Guided Practice

PART FOUR: Build on What You Have Learned

MORE TO KNOW

- Readers usually make inferences while they are reading. Inferences may be more specific than general.
- Readers usually draw conclusions after reading either an entire selection or part of a selection. A conclusion may be more general than an inference.
- Think about the information you figured out on your own. Ask yourself, “Which details in the reading passage help me draw this conclusion or make this inference?”

Read this science article about the different states of matter. Then answer the questions.



All matter is made up of atoms. Atoms are too small to be seen with the eye or even under a microscope. Atoms are the smallest unit of an element. All atoms of one element are alike, and they are all different from the atoms of other elements.

Atoms and molecules are always in motion. Increased temperature means a greater energy of motion, so most substances expand when heated. In solids, atoms are closely locked in position and can only vibrate. When heated, solids vibrate more and more. The atoms begin to move away from each other. This is called melting. In liquids, the atoms or molecules have higher energy, are more loosely connected, and can slide past one another. When heated, liquids get enough energy to escape into a gas. The atoms or molecules of gases are free to move away from one another except during occasional collisions.

Solid	Liquid	Gas
from solid to liquid: melting	from liquid to solid: freezing from liquid to gas: evaporation	from gas to liquid: condensation

- You can conclude that the main difference between a solid, a liquid, and a gas is how
 - large or small their atoms are.
 - much their particles move.
 - high the temperature must be before they melt.
 - quickly they are able to change form.
- You can tell that when a liquid is brought to a boil,
 - the molecules of the liquid become locked in position.
 - the liquid becomes a solid.
 - the liquid expands.
 - the liquid has a decreased energy of motion.
- If a substance has tightly packed particles, you can figure out that the substance is most likely
 - a gas.
 - an atom.
 - a molecule.
 - a solid.
- From the chart, you can conclude that the change in state from a gas to a liquid is called
 - condensation.
 - freezing.
 - boiling.
 - evaporation.

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Drawing Conclusions and Making Inferences

Read this report about sign languages. Then answer the questions.

Sign Languages

If you have ever watched two people using sign language, you might think that they are translating English into gestures, but that is not the case. They are actually using a completely different language, known as American Sign Language (ASL).

What makes ASL a language? It has a grammar that is different from spoken and written English. For example, in ASL, a question word such as *where* or *what* usually comes at the end of a sentence. Spoken language consists of meaningless sounds that are grouped together to make meaning. In the same way, sign languages have basic meaningless elements that come together to make meaningful signs. The basic elements of a sign are the shape of the hand, which way the palm faces, where on the body the sign is made, the movement of the hands, and facial expression. Changing any one of these elements can change the meaning of a sign.

ASL is only one of hundreds of sign languages that have developed among deaf communities around the world. The native users of one sign language cannot understand another sign language unless they learn it. So, even though English is spoken by hearing people in England and the United States, deaf people in those two countries have two completely different sign languages: ASL and BSL (British Sign Language). The reverse situation also occurs. South Africa has eleven official spoken languages but only one sign language. Most official sign languages got started among groups of deaf individuals who lived near each other or went to the same school.

The use of sign languages around the world is an extensive topic. Writing this report has taught me that I have much more to learn about it.

- According to the report, which of these individuals is most likely a native speaker of BSL?
 - a deaf person living in South Africa
 - a hearing person living in England
 - a deaf person living in the United States
 - a deaf person living in England
- The author of this report is most likely
 - a teacher of deaf students.
 - a hearing student.
 - a deaf student.
 - an author of books about ASL.
- You can conclude that one reason there are so many different sign languages is that
 - each one started informally among a group of deaf people who wanted to communicate with one another.
 - each country has to have its own unique sign language.
 - teachers at schools for the deaf often create a new sign language for their own students.
 - each spoken language has been translated into a sign language.
- With which of these statements would the author of the report most likely agree?
 - ASL is more interesting than BSL.
 - Everyone should learn to sign.
 - Sign language is an interesting topic.
 - BSL is not a real language.

Drawing Conclusions and Making Inferences

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AT A GLANCE

Students are introduced to additional information about drawing conclusions and making inferences, and then they answer questions about two passages.

STEP BY STEP

Pages 88–89

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

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

11: “*Writing this report . . . learn about it.*”

12: “*ASL is only one . . . around the world.*”



Reteaching

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

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

Independent Practice

PART FIVE: Prepare for a Test

TEST TIPS

- A test question about drawing conclusions or making inferences asks you to figure out something that is not directly stated in a reading passage. Use information in the selection, combined with what you already know, to arrive at an answer.
- A test question about drawing conclusions or making inferences often contains the words *you can tell, determine, or conclude*.

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

The Lake Isle of Innisfree

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattle made:
Nine bean-rows will I have there, a hive for the honeybee,
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnights all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core.

13. There is enough information in the poem to suggest that the speaker presently lives
- Ⓐ on a lonely island.
 - Ⓑ in a busy town or city.
 - Ⓒ on a farm in the country.
 - Ⓓ in a place called Innisfree.
14. From the poem, you can tell that the speaker most wants
- Ⓐ peace and tranquility.
 - Ⓑ a small cabin in the woods.
 - Ⓒ an opportunity to study nature.
 - Ⓓ the company of close companions.

Read this article about a successful singer and her connection to a noted author. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

Singer-songwriter Lauryn Hill launched her solo career with the album *The Miseducation of Lauryn Hill*, which debuted at number one on the Billboard pop chart. Hill said she had wanted to make an album that had "... the roots, the integrity, and the sound of an old record." These qualities were expressed in the album's music, as well as its title.

The title *The Miseducation of Lauryn Hill* recalls a book written in 1933 by noted African American historian and educator Carter G. Woodson. In his book *The Miseducation of the Negro*, Woodson wrote about the American education system. He felt that African American children did not receive proper instruction. Woodson saw no black faces in the textbooks of his time. He observed that teachers seldom mentioned Africa or the achievements of black Americans.

Carter Woodson was born in 1875. Both of his parents were freed slaves. Although they themselves could not read, Woodson's parents stressed the importance of education. Despite having his schooling delayed by the necessity of work, Woodson went on to college. He eventually received his doctorate in history from Harvard University in 1912.

Lauryn Hill is not the only one to have honored Carter Woodson. Every February, when we observe Black History Month, we also celebrate Woodson's legacy. Woodson worked hard to establish Negro History Week, the forerunner to Black History Month. Woodson wanted to remind all students of the role played by black Americans throughout the history of America.



Carter G. Woodson

15. You can tell that Lauryn Hill
- Ⓐ did not expect her album to be successful.
 - Ⓑ did not support many of Carter Woodson's opinions.
 - Ⓒ was familiar with Carter Woodson's book before she made her album.
 - Ⓓ consulted with Carter Woodson on her album.
16. Readers of the article can conclude that Carter Woodson
- Ⓐ was the most notable author of his time.
 - Ⓑ never received a high-school diploma.
 - Ⓒ struggled to achieve a high level of education.
 - Ⓓ would not appreciate his ideas being expressed in music.

AT A GLANCE

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

STEP BY STEP

Pages 90–91

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

Connecting with Literature

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