

# FOCUS ON Reading Strategies

## Teacher Guide

All About Reading . . . . .	4
All About the <i>Focus on Reading Strategies</i> Workbooks . . . . .	4
All About Using the <i>Focus on Reading Strategies</i> Workbooks . . . . .	8
All About <i>Focus on Reading Strategies, Level A</i> . . . . .	9
Unit 1: Use Picture Clues . . . . .	11
Unit 2: Use Prior Knowledge . . . . .	12
Unit 3: Sequence Events . . . . .	13
Review 1 . . . . .	14
Listening Comprehension 1 . . . . .	15
Unit 4: Make Predictions . . . . .	16
Unit 5: Think About Characters . . . . .	17
Unit 6: Use Retelling . . . . .	18
Review 2 . . . . .	19
Listening Comprehension 2 . . . . .	20
Response Keys . . . . .	21
References . . . . .	24

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## All About Reading

Reading research clearly indicates that reading and learning are active processes (Vacca & Vacca, 1996; Barton & Billmeyer, 1998). The eight *Focus on Reading Strategies* workbooks, Levels A–H for students in grades 1–8, offer direct instruction and practice in essential active reading strategies. Students need to be taught and have the opportunities to practice active reading strategies, which are the tools needed for comprehension. Competent readers use active reading strategies to seek meaning (Palincsar & Klenk, 1991).

### **What Is Strategic Reading?**

Strategic reading is thinking about and interacting with text—a conversation, either out loud with others or to oneself, between the author and the reader. Strategic readers are active thinkers when they read, not just passive receivers of information (Duke & Pearson, 2002; Irvin, et al., 1995; Vacca & Vacca, 1993).

### **What Are Active Reading Strategies?**

A strategy is defined as “skillful planning and management.” Therefore, think of a reading strategy as a conscious plan that helps readers manage the comprehension skills they have. Reading strategies are about connecting, questioning, visualizing, determining importance, inferring, synthesizing, monitoring, and repairing—not as isolated processes, but as interrelated processes—working together simultaneously during reading. Strategies are plans that require the reader to be an active participant in what is read. Research supports the benefits of using strategies (Pressley, 2000; Barton & Billmeyer, 1998; cf. Barton, 1997; Palincsar & Brown, 1984).

### **What About Reading Skills?**

Skills are the cognitive processes that make up the act of reading. Skills are essential. Good readers must be both skillful and strategic. Anyone who has been involved in sports can recall long practice sessions, drilling on skills until they became automatic. So it is with reading. As students progress beyond “learning to read” and into “reading to learn,” early reading skills, such as decoding, become automatic. At this point, students focus on more advanced comprehension skills. Strategies are the reading tools or behaviors that help readers take their literacy comprehension skills to the next level.

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## All About the *Focus on Reading Strategies* Workbooks

### **How Can *Focus on Reading Strategies* Help?**

Each *Focus on Reading Strategies* workbook offers direct instruction in using essential active reading strategies to master standards-based skills critical to reading and reading comprehension. The high-interest fiction and nonfiction selections span a wide range of genres and topics.

### **How Are the *Focus on Reading Strategies* Workbooks Organized?**

Each workbook has six units with two related lessons. Each lesson, featuring a fiction or nonfiction selection, offers direct instruction and practice in before, during, and after reading strategies to help students develop and manage comprehension skills.

## What Skills Are Covered in *Focus on Reading Strategies*?

The following standards-based literacy skills are covered in the eight workbooks for students in grades 1–8.

Focus on Reading Strategies	Grade 1 Level A	Grade 2 Level B	Grade 3 Level C	Grade 4 Level D	Grade 5 Level E	Grade 6 Level F	Grade 7 Level G	Grade 8 Level H
<b>Reading</b>								
Analyze Plot Structure			✓	✓	✓		✓	
Analyze Tone								✓
Articulate Author's Perspective							✓	
Compare and Contrast		✓	✓	✓			✓	
Describe Mood								✓
Determine Main Idea	✓				✓		✓	
Distinguish Fact and Opinion			✓					
Distinguish Point of View							✓	
Draw Conclusions	✓	✓	✓			✓		✓
Examine Theme			✓	✓	✓	✓		
Find Relevant Details	✓		✓			✓		✓
Interpret Symbolism								✓
Make Connections	✓	✓	✓	✓	✓	✓	✓	✓
Make Inferences	✓		✓			✓		
Practice Active Questioning	✓	✓	✓	✓	✓	✓	✓	✓
Predict	✓	✓	✓	✓	✓	✓	✓	
Recall Facts	✓	✓	✓	✓	✓	✓	✓	✓
Recognize Cause and Effect					✓		✓	
Recognize Persuasive Techniques						✓		✓
Sequence Events	✓	✓	✓	✓				
Summarize	✓	✓				✓	✓	✓
Understand Characterization	✓	✓	✓	✓	✓	✓	✓	
Use Prereading Strategies	✓	✓	✓	✓	✓	✓	✓	✓
Use Visual Mapping	✓	✓	✓	✓	✓	✓	✓	✓
<b>Writing</b>								
Write a Friendly Letter		✓	✓		✓		✓	✓
Write a Prediction	✓	✓	✓		✓	✓	✓	
Write an Interview			✓	✓	✓	✓		
Write to Describe	✓	✓	✓	✓	✓	✓	✓	✓
Write to Entertain		✓	✓	✓	✓	✓	✓	✓
Write to Explain	✓	✓	✓	✓	✓		✓	✓
Write to Inform	✓	✓	✓		✓	✓		✓
Write to Persuade			✓		✓	✓	✓	✓
Write to Summarize	✓	✓		✓		✓	✓	✓
<b>Vocabulary</b>								
Analyze Multiple Meanings		✓		✓	✓	✓		
Build Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓
Classify Words		✓		✓		✓	✓	
Identify Parts of Speech		✓	✓		✓	✓	✓	✓
Recognize Base Words			✓	✓		✓	✓	✓
Understand Prefixes and Suffixes		✓	✓	✓	✓	✓	✓	
Understand Synonyms and Antonyms	✓	✓	✓	✓	✓	✓	✓	✓
Use Context Clues	✓	✓	✓	✓	✓	✓	✓	✓
Use a Dictionary		✓	✓	✓	✓	✓	✓	✓

The following strategies are covered in the eight workbooks for students in grades 1–8.

### Previewing

10 most important words  
 Analyze title  
 Anticipation guide  
 Brainstorm  
 Framed sentence  
 Knowledge chart  
 K-W-L chart  
 Make connections prompt  
 Predict based on introduction  
 Predict based on key words  
 Prediction chart  
 Prior knowledge prompt  
 Probable passages

### Knowing How Words Work

Create a scenario using target word  
 Create sentences with target word  
 Frayer model  
 Identify synonyms  
 Identify word parts  
 Knowledge rating checklist  
 Provide examples  
 Rewrite definitions  
 Student VOC strategy  
 Use context clues  
 Use dictionary  
 Word parts chart

### Self-Questioning

Think-along questions

### Monitoring

Check for understanding multiple-choice questions  
 Review activities  
 Think-along questions

### Making Connections

Make connections prompt  
 Metacognitive statement  
 Op-ed piece  
 Persuasive essay  
 Think-along questions  
 Venn diagram

### Summarizing

5 Ws organizer  
 Plot chart  
 Retelling chart  
 Sequence chart  
 Story frame  
 Story string  
 Think-along questions  
 Write newspaper article  
 Write summary

### Visualizing

Cause-and-effect organizer  
 Character map  
 Comparative organizer  
 Diagram  
 Draw pictures to visualize  
 Frayer model  
 Hierarchical organizer  
 Plot chart  
 Problem/solution organizer  
 Semantic map  
 Sequential organizer  
 Series of events chain  
 Spider map  
 Story frame  
 Story string  
 Venn diagram

### Evaluating

10 most important words  
 Character map  
 Character sketch  
 Characterization chart  
 Think-along questions

## How Is Each Lesson Organized?

Each lesson in *Focus on Reading Strategies* has six sections.\* Students will use multiple strategies as they complete the activities in each section. The variety of activities addresses multiple learning styles.

**Before Reading: *Heads Up*** Direct instruction in this section accesses prior knowledge and builds background knowledge to provide a framework for deeper understanding of the reading selection in the lesson. Research shows that readers are in a better position to understand what they're reading if prior knowledge is activated (Vacca, 2002; Irvin, et al., 1995).

**During Reading: *Think-Along Questions*** In grades 2–8, specific questions are interjected throughout the selection to promote active reading. Readers will question what they read, make predictions, make connections, and practice the featured skill as they answer the questions and interact with the author's words. Research shows that proficient readers keep a constant check on their understanding as they read (Duke & Pearson, 2002; Irvin, et al., 1995).

**After Reading: *Read with Understanding*** This multiple-choice question offers practice in the featured skill. The format of this activity is similar to questions included in state, national, and standardized tests.

**After Reading: *Make Sense of Words*** A featured strategy is applied to vocabulary bolded\* within the selection. Students are encouraged to use this vocabulary strategy with other words that they identify as difficult as they read. Research substantiates vocabulary knowledge as an important factor in successful comprehension (Laflamme, 1997; Barton & Billmeyer, 1998). Building vocabulary will increase students' comprehension (Stahl, 1999).

**After Reading: *Understand by Seeing It*** Students use visual mapping strategies with a variety of graphic organizers to practice the skill featured in the lesson.

**After Reading: *Write to Learn*** Reading instruction should make connections between reading and writing (Duke & Pearson, 2002). Students connect reading and writing and demonstrate their understanding of the selection through this low-stakes writing activity. Research shows that low-stakes writing helps readers interact personally with the text without the pressure of completing a finished piece of writing (Vacca, 2002).

## Will Students Have a Chance to Review?

Two review lessons, one after the first three units and the second after the last three units, offer students an opportunity to make connections as they practice the skills and strategies from the previous three units on a new selection.

## How Is Listening Comprehension Included?

A listening comprehension activity follows each review. The selections for each listening lesson and directions for presenting them are provided in this resource. These selections and the activities that follow help students learn to become attentive, active listeners. Students make and confirm predictions as they complete the questions related to the listening selections.

\**Think-Along Questions* and bolded vocabulary are not included in *Focus on Reading Strategies*, Level A.

# All About Using the *Focus on Reading Strategies* Workbooks

## Which Students Should Use *Focus on Reading Strategies*?

*Focus on Reading Strategies* workbooks level A are designed for students in grade 1. As these early readers begin to unlock the mysterious world of print and learn the cognitive processes involved in reading, introducing them to grade-appropriate strategies will assist them in their acquisition of reading skills, improve their comprehension, and build strong active reading habits for future reading success.

The *Focus on Reading Strategies* workbooks are designed for students reading at or near grade level. The interest level and reading level of the selections as well as the standards-based skills featured in the *Focus on Reading Strategies* workbooks are grade-level appropriate.

## Can Students Work Through the *Focus on Reading Strategies* Workbooks Independently?

Although the lessons in the *Focus on Reading Strategies* workbooks level A can be self-directed and completed independently by students, it is recommended that the lessons be teacher facilitated. Detailed teacher directions for each lesson are provided in this teacher guide. Response keys are also provided.

Suggestions for guiding students through the introductory part of the lesson as a model for the main portion of the lesson

Teacher involvement throughout the remainder of the lesson will vary based on the needs of the students.

### Lesson 1

from *Great Eagle and Small One*  
Original Yaqui Indian Legend

#### Heads Up

The pictures and sentences in this lesson are from the Yaqui Indian legend *Great Eagle and Small One*. As you read, you can learn from the words and the pictures. Pictures can give clues about the characters or what is happening or will happen in the story. Pictures can also help you figure out new words.

Look at the picture on page 6. Let's read the question together.

*Guide children through the exercise on pages 6 and 7 to introduce picture clues. Discuss the picture clues they used to answer the question and how the text alone doesn't tell them what Great Eagle is hunting. When they're ready, move on to the main part of the lesson.*

Let's read more about Great Eagle. Remember to use picture clues.

*Provide as much guidance as the children need to complete the rest of the lesson on pages 8–12 as they make use of picture clues.*

Teacher talk introduces each lesson and the featured literacy skill.

# All About *Focus on Reading Strategies*, Level A

The fiction and nonfiction selections represent a wide variety of interesting reading for students in grade 1.

## Unit 1: Use Picture Clues

*Lesson 1:* from *Great Eagle and Small One*

*Original Yaqui Indian Legend* by Ralph Moisa Jr.

*Lesson 2:* Building a Birdhouse

*"How-to" Informational* by Cathy Elliott

## Unit 2: Use Prior Knowledge

*Lesson 3:* from *Wheels!*

*Informational* by Beth Dvergsten Stevens

*Lesson 4:* from *The Four Seasons*

*Informational* by Molly Blaisdell

## Unit 3: Sequence Events

*Lesson 5:* *Brit Knits* and *Pat at Bat*

*Fiction* by Susan Wilner

*Lesson 6:* *Saturday Night Pizza*

*Procedural Informational* by Karen Lewit Dunn

### Review 1

from *Which One Doesn't Belong?*

*Question and Answer Informational* by Allyson Valentine Schrier

### Listening Comprehension 1

The Crow and the Pitcher

*Aesop's Fable*

*continued*

**Unit 4: Make Predictions**

*Lesson 7:* from *The Mystery of Apartment A-13*

*Fiction* by M.J. Cosson

*Lesson 8:* from *What's the Problem?*

*Question and Answer Informational*

by Karen Lewit Dunn

**Unit 5: Think About Characters**

*Lesson 9:* from *Henry and Mudge: The First Book*

*Fiction* by Cynthia Rylant

*Lesson 10:* from *Little Fish*

*Original Yaqui Indian Legend* by Ralph Moisa Jr.

**Unit 6: Use Retelling**

*Lesson 11:* from *Arthur Tricks the Tooth Fairy*

*Fiction* by Marc Brown

*Lesson 12:* from *Scaly and Scary*

*Informational* by Helen Lepp Friesen

**Review 2**

from *Junie B., First Grader (at last!)*

*Fiction* by Barbara Park

**Listening Comprehension 2**

The Lion and the Mouse

*Aesop's Fable*



# Unit 1: Use Picture Clues

## Lesson 1

from *Great Eagle and Small One*  
Original Yaqui Indian legend

### Heads Up

The pictures and sentences in this lesson are from the Yaqui Indian legend *Great Eagle and Small One*. As you read, you can learn from the words and the pictures. Pictures can give clues about the characters or what is happening or will happen in the story. Pictures can also help you figure out new words.

Look at the picture on page 6. Let's read the question on page 7 together.

*Guide children through the exercise on pages 6 and 7 to introduce picture clues. Discuss the picture clues they used to answer the question and how the text alone doesn't tell them what Great Eagle is hunting. When they're ready, move on to the main part of the lesson.*

Let's read more about Great Eagle. Remember to use picture clues.

*Provide as much guidance as the children need to complete the rest of the lesson on pages 8–12 as they make use of picture clues.*

## Lesson 2

*Building a Birdhouse*  
“How-to” Informational

### Heads Up

Have you ever used directions to help someone put something together? Have you ever followed directions yourself to build or make something? Most directions come with words and pictures. The pictures help you understand what the words mean. The pictures can show you the materials you need and the steps you need to follow. Our next lesson is about using pictures to help us follow the directions for building a birdhouse.

Look at the picture and sentence on page 13. Let's read together.

*Guide children through the exercise on page 13 to introduce picture clues in directions. Discuss the picture clues they used to answer the question. When everyone is ready, move on to the main part of the lesson.*

Let's read the rest of the directions to find out what else we need to do to make a birdhouse. Remember to use the picture clues.

*Provide as much guidance as the children need to complete the rest of the lesson on pages 14–19 as they make use of picture clues.*

# Response Keys

## Lesson 1

### Heads Up (page 7)

1 B

### Make Sense of Words (page 9)

1 C

2 A

3 C

### Read with Understanding (page 10)

1 B

### Understand by Seeing It (page 11)

Great Eagle's head is bent.

Great Eagle's left foot is missing.

Great Eagle can stand.

### Write to Learn (page 12)

*Responses will vary.*

## Lesson 2

### Heads Up (page 13)

1 B

### Make Sense of Words (page 15)

1 A

2 C

3 B

### Read with Understanding (page 16)

1 C

### Understand by Seeing It (page 17)

Glue the roof pieces together.

Glue the bottom onto the house.

Put glue on the first wall.

Paint the birdhouse.

Glue the roof onto the house.

### Write to Learn (page 19)

*Responses will vary.*

## Lesson 3

### Heads Up (page 21)

1 A

### Make Sense of Words (page 23)

1 C

2 B

3 A

### Read with Understanding (page 24)

1 C

### Understand by Seeing It (page 25)

car

bike

bus

train

### Write to Learn (page 26)

*Responses will vary.*

## Lesson 4

### Heads Up (page 27)

1 C

### Make Sense of Words (page 29)

1 A

2 B

3 A

### Read with Understanding (page 30)

1 A

### Understand by Seeing It (page 30)

Winter, Spring, Summer, Fall

### Write to Learn (page 31)

*Responses will vary.*

## Lesson 5

### Heads Up (page 33)

1 B

### Make Sense of Words (page 35)

1 A

2 C

3 B

### Read with Understanding (page 36)

1 A

### Understand by Seeing It (page 37)

1 Pat goes up to bat.

2 Pat pulls his hat.

3 Pat taps the mat.

4 A rat yells, "Drat!"

### Write to Learn (page 38)

*Responses will vary.*

*continued*