



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
National Standards for the English-Language Arts	12
All About <i>Focus on Reading Strategies</i> , Level F	13
Unit 1: Find Relevant Details	15
Response Key: Lessons 1 & 2	21
Unit 2: Summarize	23
Response Key: Lessons 3 & 4	29
Unit 3: Recognize Persuasive Techniques	31
Response Key: Lessons 5 & 6	37
Review 1	39
Listening Comprehension 1	41
Review 1 Response Key	42
Listening Comprehension 1 Response Key	42
Unit 4: Make Inferences	43
Response Key: Lessons 7 & 8	51
Unit 5: Understand Characterization	53
Response Key: Lessons 9 & 10	59
Unit 6: Examine Theme	61
Response Key: Lessons 11 & 12	69
Review 2	70
Listening Comprehension 2	72
Review 2 Response Key	73
Listening Comprehension 2 Response Key	73
Graphic Organizer Blackline Masters	74
References	83

All About Reading

Reading research clearly indicates that reading and learning are active processes (Vacca & Vacca, 1996; Barton & Billmeyer, 1998). The six *Focus on Reading Strategies* workbooks, Levels C–H for students in grades 3–8, 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.

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 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 six workbooks for students in grades 3–8.

Focus on Reading Strategies	Grade 3 Level C	Grade 4 Level D	Grade 5 Level E	Grade 6 Level F	Grade 7 Level G	Grade 8 Level H
Reading						
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	✓	✓	✓	✓	✓	✓
Writing						
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		✓		✓	✓	✓
Vocabulary						
Analyze Multiple Meanings		✓	✓	✓		
Build Vocabulary	✓	✓	✓	✓	✓	✓
Classify Words		✓		✓	✓	
Identify Parts of Speech	✓		✓	✓	✓	✓
Recognize Base Words	✓	✓		✓	✓	✓
Understand Prefixes & Suffixes	✓	✓	✓	✓	✓	
Understand Synonyms & Antonyms	✓	✓	✓	✓	✓	✓
Use Context Clues	✓	✓	✓	✓	✓	✓
Use a Dictionary	✓	✓	✓	✓	✓	✓

The following strategies are covered in the six workbooks for students in grades 3–8.

<p>Previewing</p> <ul style="list-style-type: none"> 10 most important words Analyze title Anticipation guide Brainstorm Framed sentence Knowledge chart KWL chart Make connections prompt Predict based on introduction Predict based on key words Prediction chart Prior knowledge prompt Probable passages 	<p>Knowing How Words Work</p> <ul style="list-style-type: none"> 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
<p>Self-Questioning</p> <ul style="list-style-type: none"> Think-along questions 	<p>Monitoring</p> <ul style="list-style-type: none"> Check for understanding multiple-choice questions Review activities Think-along questions
<p>Making Connections</p> <ul style="list-style-type: none"> Make connections prompt Metacognitive statement Op-ed piece Persuasive essay Think-along questions Venn diagram 	<p>Summarizing</p> <ul style="list-style-type: none"> 5 Ws organizer Plot chart Retelling chart Sequence chart Story frame Story string Think-along questions Write newspaper article Write summary
<p>Visualizing</p> <ul style="list-style-type: none"> 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 	<p>Evaluating</p> <ul style="list-style-type: none"> 10 most important words Characterization chart Character map Character sketch 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 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 will be 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 will make and confirm predictions as they complete the questions related to the listening selections.

All About Using the *Focus on Reading Strategies* Workbooks

Which Students Should Use the *Focus on Reading Strategies* Workbooks?

Focus on Reading Strategies workbooks Levels C–H are designed for all students in grades 3–8. By third grade, students have mastered the cognitive processes of reading. It is at this point that they need to begin using strategies to master comprehension.

The standards-based skills and reading strategies featured within each unit of the *Focus on Reading Strategies* workbooks align to the National Standards for the English-Language Arts. The *Focus on Reading Strategies* workbooks are written for students reading at or near grade level. The interest level and reading level of the selections in the workbooks are grade-level appropriate.

How Are the Units Introduced?

Unit introductions are provided in this Teacher Guide. Teachers frontload instruction through discussion, a minilesson, and related standards practice in the teacher guide before students begin each unit in the *Focus on Reading Strategies* workbook. In addition, vocabulary from the two lesson selections in each unit in the Student Workbook is featured with definitions and offered as reproducible word cards at the end of each Unit Introduction to prepare students for reading the selections.

Unit 1: Find Relevant Details

Unit 1 focuses on *Finding Relevant Details* in informational text. Relevant details **explain, support, and/or describe** the featured topic or subject.

Selections Featured

Lesson 1 The Lindbergh Baby Kidnapping by L. L. Owens
This narrative nonfiction account deals with the kidnapping of Charles and Anne Lindbergh's infant son in 1932. Relevant details explain the kidnapping, describe the arrest of Bruno Richard Hauptmann, and support his trial and conviction.

Lesson 2 The Hilo and Aleutian Tsunami by Sarah Beth Cavonah
This narrative nonfiction selection describes, through the experiences of several survivors, the 1946 tsunami that struck Hilo, Hawaii, and the ocean earthquake near the Aleutian Islands in Alaska six hours earlier that started it all. Relevant details explain the cause of the tsunami, describe experiences of survivors as well as others who didn't survive, and support the development of the Pacific Tsunami Warning System in Honolulu, Hawaii, following this natural disaster.

Before the Unit Introduction

Discuss the meaning of *relevant* (*signifiant; tending to prove or disprove a matter or issue*). Explain that in informational writing, relevant details come in the form of:

- examples, illustrations
- facts and statistics
- reasons
- incidents
- descriptive details
- steps or procedures
- comparison or contrast

Create a blank KWL chart on the board or an overhead transparency. Explain that the relevant details of an informational article make up the information that goes into the L column of the chart, or what we learned from our reading. Explain that recognizing relevant details is an important comprehension skill and study skill.

Unit 1: Find Relevant Details | Focus on Reading Strategies, Level F | 13

Teacher-directed minilesson

Minilesson
The Rise of the American Automobile

Materials
Create an overhead transparency of the text on page 17 to practice recognizing relevant details.

Procedure

- Read through the paragraphs together.
- Discuss the questions following each paragraph. Define the questions as active-reading strategies or what strategic readers of informational text should be thinking as they read.
- Model read the first paragraph, including think-alouds provided, to illustrate the thinking processes that help readers comprehend informational text. Continue modeling by reading the first question. Remind students that relevant details come in several forms, but this question asks for details in the form of statistics. Discuss the meaning of *statistics* (a branch of mathematics dealing with numerical data). This means that the relevant details should contain numbers. Ask students to point out the numbers in the passage, including dates, which are numerals. Highlight all of the numbers. Be careful that the number *sixteen million*, which appears in number words rather than numerals, is not overlooked. Once all numbers in the first paragraph are highlighted, refer to the question and remind students that the relevant detail they are searching for should support the rising popularity of the automobile. Discuss each highlighted number in context to determine which relevant detail in the form of a statistic supports the indicated premise: (By the mid-1920s, more than sixteen million cars were in use nationwide.)
- Continue with the remaining paragraphs, releasing more responsibility to the students as you act as facilitator. Highlight the article with answers that students offer for the remaining embedded questions. When students identify the form of the relevant details, accept more than one form if students can justify their answer.

Reproducible Practice
The Silk Road
Use the reproducible informational paragraph and graphic organizer on page 18 for further practice on finding relevant details.

The Rise of the American Automobile

Before the arrival of the automobile, people got around in horse-drawn wagons and carriages, bicycles, trolley cars, and trains. During the first decades of the 20th century, autos gained in popularity but were still too expensive for most families to afford. Then in the early 1920s, Henry Ford's assembly-line model of automobile production made cars affordable, and ownership increased dramatically. In 1910, there were fewer than 500,000 motor cars in the United States. By the mid-1920s, more than sixteen million cars were in use nationwide.

What relevant detail in the form of a statistic supports the rising popularity of the American automobile?

Not only did the automobile change the way Americans traveled, it also changed the way they lived. Road construction projects were initiated across the country to keep up with the needs of the increased number of drivers. In 1926 federal and state highway officials approved a system of interconnected highways for all 48 states. That same year, Route 66, a highway popularly dubbed the "Main Street of America," connected Chicago and Los Angeles. In 1926 constructed, business opportunities were created. Gas stations, roadside diners, hotels, and shops catering to automobile travelers sprang up throughout the country.

What is the topic sentence of the paragraph? What relevant details support the topic sentence? In what form are the relevant details?

Automobiles also changed American family life. Employees no longer live near their place of work. Many suburbs expanded or sprouted new cities after World War II. In the 1950s and 1960s, supermarkets and malls became common, and leisure activities adapted to meet the needs of the motorist. Amusement parks and resorts were built to entertain people.

What is the topic sentence of the paragraph? What relevant details support the topic sentence?

Think-alouds for discussion

Practice related to the featured standard

Directions: Read the paragraph below. Then fill in the organizer. Write the topic in the center oval. Write three relevant details in the boxes around the oval.

The Silk Road

The Chinese discovered silk almost 5000 years ago. Chinese legend credits the wife of Emperor Huangdi with the discovery. According to this story, the emperor was dismayed because the mulberry trees in his garden were being destroyed, and he ordered his wife to find out why. She noticed that small white caterpillars were voraciously eating the leaves and spinning glistening cocoons. One day while examining a cocoon, the empress accidentally dropped it into a pot of hot water. The spidery threads that surrounded the cocoon began to unwind into a single tiny glistening thread—silk. The empress found that when several fibers were gathered together, they formed a thick thread that could be woven into fabric.

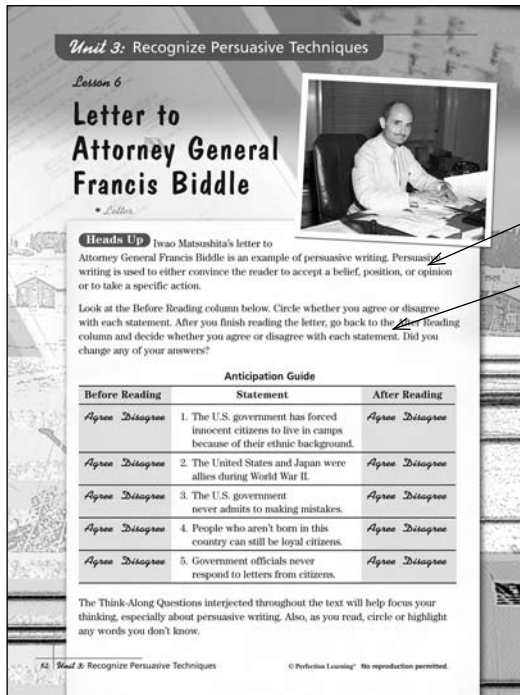
Vocabulary word cards

<p>blow</p> <p>hard hit with a fist or a weapon</p> <p>The Lindbergh Baby Kidnapping</p>	<p>chisel</p> <p>tool for cutting or shaping wood</p> <p>The Lindbergh Baby Kidnapping</p>
<p>electrocute</p> <p>put to death; execute</p> <p>The Lindbergh Baby Kidnapping</p>	<p>gold certificate</p> <p>paper indicating the ownership of gold stored elsewhere</p> <p>The Lindbergh Baby Kidnapping</p>
<p>immigrant</p> <p>person who has come from another country</p> <p>The Lindbergh Baby Kidnapping</p>	<p>kidnap</p> <p>take someone by force</p> <p>The Lindbergh Baby Kidnapping</p>
<p>kidnapping ring</p> <p>group of criminals who kidnap</p> <p>The Lindbergh Baby Kidnapping</p>	<p>law enforcement agency</p> <p>group that protects the rights of citizens; police department; F.B.I.</p> <p>The Lindbergh Baby Kidnapping</p>
<p>nursemaid</p> <p>someone hired to take care of an infant; nanny</p> <p>The Lindbergh Baby Kidnapping</p>	<p>ransom</p> <p>sum of money demanded or paid for the release of someone who has been kidnapped or is held prisoner</p> <p>The Lindbergh Baby Kidnapping</p>
<p>lighthouse</p> <p>building on the coast with a powerful flashing light designed to guide sailors</p> <p>The Hills and Alvarian Tessami</p>	<p>paradise</p> <p>place or situation where someone finds perfect happiness</p> <p>The Hills and Alvarian Tessami</p>

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

The *Focus on Reading Strategies* workbooks are written to be completed independently by students. The direct instruction and clear, detailed directions provide explanations and practice of important literacy skills and strategies. Response Keys for introductory activities and workbook lessons follow each Unit Introduction in this Teacher Guide and can be reproduced for self-correcting.

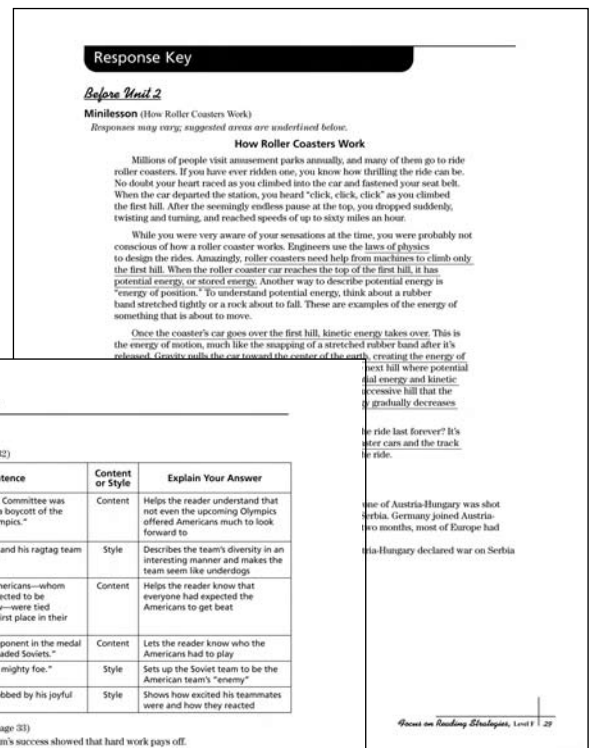
Student Workbook



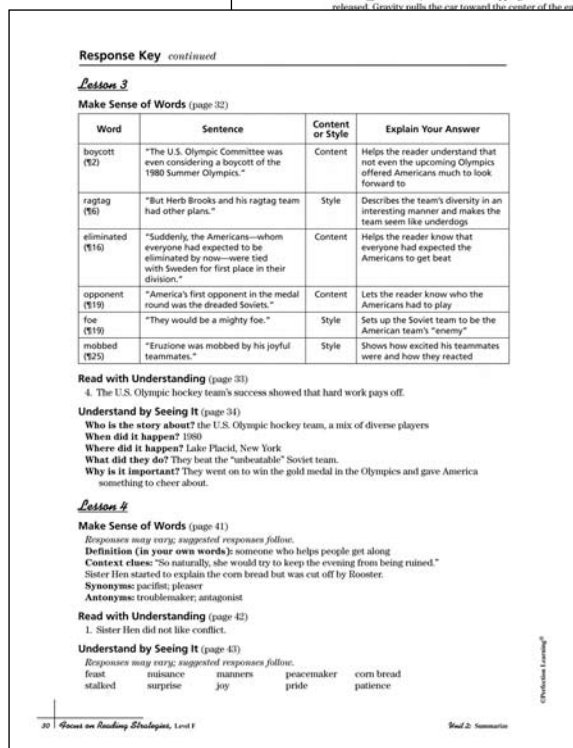
Explanation of the featured skill

Detailed directions

Response Key for introductory activities



Response Key for Student Workbook lessons



What About Students Reading Above or Below Grade Level?

Although levels C–H correspond to grades 3–8, a grade-level designation does not appear on the workbooks. As a result, students can be provided with a workbook at a higher or lower grade level based on their individual needs. English-Language Arts standards cycle up the grades, becoming more challenging as they are based on more difficult reading material. Therefore, students reading above or below grade level can use the *Focus on Reading Strategies* workbooks at their own individual reading level and still practice grade-appropriate English-Language Arts standards.

While the *Focus on Reading Strategies* workbooks are designed to be used independently by students, learning will be enhanced through classroom discussion. Talking about text, whether teacher-directed or student-to-student in partners or small groups, extends and deepens comprehension (Duke & Pearson, 2002). Teacher-directed lessons are recommended for struggling readers and English Language Learners. Although all students benefit from classmates' discussion, this discussion is especially beneficial for struggling readers and English Language Learners.

Blackline masters of graphic organizers used in the workbooks are included at the end of this Teacher Guide. Use these graphic organizers to help struggling or disadvantaged readers extend their use of reading strategies and build comprehension in reading outside their work in *Focus on Reading Strategies*.

At the end of each Unit Introduction, a Jump Start Vocabulary section lists and defines key vocabulary. Preteaching this key vocabulary is critical for English Language Learners, who cannot rely on context clues and general background knowledge to the extent that their English Language peers can.

How Long Will It Take to Complete a Unit?

With a 30- to 40-minute class period, you should be able to cover a unit in two weeks. Shown below is a sample plan.

- Day 1: Unit Introduction and Minilesson
- Day 2: Complete reproducible practice activity and discuss
- Day 3: Heads-Up for first lesson and read selection
- Day 4: Reread selection and complete Make Sense of Words, Read with Understanding, and Understand by Seeing It
- Day 5: Reread selection and complete Write to Learn
- Day 6: Discuss all workbook activities completed for first lesson
- Day 7: Heads-Up for second lesson and read selection
- Day 8: Reread selection and complete Make Sense of Words, Read with Understanding, and Understand by Seeing It
- Day 9: Reread selection and complete Write to Learn
- Day 10: Discuss all workbook activities completed for second lesson

National Standards for the English-Language Arts

Together NCTE (the National Council of Teachers of English) and IRA (International Reading Association) formulated twelve national standards with the vision that “all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society.” These standards do not address specific curriculum or instruction but encourage varied reading and experiences related to reading. *Focus on Reading Strategies* offers a wide range of text and the instruction and practice related to reading, addressing the following eight of the twelve National Standards for English-Language Arts.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

All About *Focus on Reading Strategies, Level F*

The fiction and nonfiction selections represent a wide variety of interesting reading for students in grade 6.

Unit 1: Find Relevant Details

Lesson 1: The Lindbergh Baby Kidnapping
Narrative Nonfiction by L. L. Owens

Lesson 2: The Hilo and Aleutian Tsunami
Narrative Nonfiction by Sarah Beth Cavanah

Unit 2: Summarize

Lesson 3: The U.S. Olympic Hockey Team: 1980
Expository Nonfiction by Joanne and James Mattern

Lesson 4: The Old Rooster and Why He Scratches
African American Folktale retold by David Haynes

Unit 3: Recognize Persuasive Techniques

Lesson 5: The Mighty Power Plus Game
Email Advertisement by Jan Keese

Lesson 6: Letter to Attorney General Francis Biddle
Letter by Iwao Matsushita

Review 1

All Together Now
Speech by Barbara Jordan

Listening Comprehension 1

The Fastest Runner
Short Story by Edward Siegel

continued



Unit 4: Make Inferences

- Lesson 7:* This Way Nobody Gets the Blame
Short Story by Lesley Grant-Adamson
- Lesson 8:* I've Got Your Number
Editorial by Robe Imbriano

Unit 5: Understand Characterization

- Lesson 9:* This Girl Gets Her Kicks
Article by Rick Reilly
- Lesson 10:* Charles
Short Story by Shirley Jackson

Unit 6: Examine Theme

- Lesson 11:* The Road Not Taken
Poem by Robert Frost
- Lesson 12:* The Gift of the Magi
Short Story by O. Henry (retold by Peg Hall)

Review 2

- The Lottery Ticket
Short Story by Anton Chekhov (retold by Paula J. Reece)

Listening Comprehension 2

- The Killer
Short Story by Edward Siegel

Unit 6: Examine Theme

Unit 6 focuses on *Examining Theme*. The theme is the broad idea in a piece of writing—the message the author is conveying. This message from the author is usually implied rather than stated. Theme is often compared to the moral in a fable, however, while a moral is more of a lesson, theme is sometimes a lesson but more often just a statement about life.

Selections Featured

Lesson 11 The Road Not Taken by Robert Frost

This classic poem conveys a strong sense of theme.

Lesson 12 The Gift of the Magi by O. Henry, retold by Peg Hall

O. Henry captures the joy of giving in this classic Christmas story.

Before the Unit

Introduction

Explain that the theme of a selection is conveyed through characters, actions, plot, or even images. The theme is generally not stated directly, but rather implied. To discover the theme in a selection, ask yourself, *What message does the author want me to take away from this text?* Remind students that the theme expresses a big idea, not a specific detail.

Some selections written purely for entertainment may not have a theme. Many novels may have more than one or even multiple themes.

Minilesson

A Day of Canoeing

Materials

Create an overhead transparency of the text on page 63 to practice determining theme.

Procedure

- Remind students that the theme is the underlying message that an author is trying to convey. Explain that the first step in determining theme is to think of the big idea or topic.
- Ask students to read the first two paragraphs of the selection to themselves.
- Model read the first two paragraphs, including inserted think-alouds that you as a good reader automatically make in order to illustrate the thinking processes that help readers determine the theme. *Chad must not be happy because he is frowning. He feels as if Uncle David's comments are criticisms, but the comments seem meant to be helpful rather than critical. Chad and David are just not communicating with or understanding each other.*
- Continue by asking a volunteer to read the next paragraph. Lead the students in discussing what the author is expressing through the interactions and actions of his characters.
- Choose two volunteers to read the remaining paragraphs of the selection.
- Discuss the first question. Explain to students that while the selection is about canoeing, that is not the big idea. The big idea is the relationship between Chad and his uncle.
- Continue by discussing the second question, or details of the relationship between Chad and his uncle. Guide students to recognize that the two really do not understand each other. Chad sees his uncle's comments as criticism, and Chad is too busy trying to impress his uncle to enjoy his first canoeing experience or listen to what his uncle has to say. Their uneasiness with each other continues when they stop for lunch. Chad finally breaks the ice when he becomes the swamp monster.
- Guide students in answering question 3 and determining a theme such as *People with different personalities can have trouble understanding one another.*

Reproducible Practice

Tryouts

Use the reproducible on pages 64–65 for further practice on *examining theme*.

A Day of Canoeing

Chad sat in the front of the canoe, frowning. His arms and shoulders ached from paddling for so long, but he could put up with that. What he couldn't stand was Uncle David's constant criticism from the back of the canoe.

"Don't work so hard, Chad." "Watch how I handle the paddle, Chad." "Try not to make a sound, Chad." "You're getting yourself exhausted for no reason, Chad."

It was Chad's first time in a canoe. Right off the bat, he had jumped into the canoe and Uncle David had yelled, "Careful—you'll put a foot through!" Embarrassed, Chad had tried to paddle extra hard to impress his uncle. But it turned out if you really knew what to do in a canoe, you didn't have to paddle hard. So five hours after their departure, Chad was soaked in sweat and his hands were covered with blisters. Uncle David looked as cool as a cucumber, except for his nose, which was turning bright red.

Uncle David suggested they stop for lunch. They pulled the canoe ashore. Uncle David smiled as he devoured sandwiches and guzzled iced tea. Chad frowned as he ate. He felt a little better, but he couldn't think of anything to say. Still he didn't want Uncle David to think that he was sulking like a baby. So Chad jumped into the water to cool off. He brought up a handful of gray clay. Quickly he daubed the clay all over his face and body. To finish the effect, he grabbed a handful of long reeds and turned and charged toward his uncle making loud, inhuman sounds.

"Whoa!" laughed Uncle David. "You look like something out of a horror movie."

"The Swamp Monster meets Rudolph the Red-Nosed Reindeer," laughed Chad.

Uncle David rubbed his nose. "It hurts too. I should have remembered sunscreen."

"Here," said Chad as he handed his uncle a glob of clay.

Uncle David rubbed the clay on his nose and smiled at Chad.

1. What is the big idea?
2. What do Uncle David and Chad do and say that relates to the big idea?
3. What is the message the author is trying to convey in this selection?

Directions: Read the selection. Then fill in the graphic organizer about the theme. Identify the big idea, three events that relate to the big idea, and the theme.

Tryouts

The car slowed to a stop at the last traffic light before the school. Tryouts would begin in less than an hour. “Uncle Sonny, I sure hope I make the team,” Rondell said nervously. “I’ve been working on dribbling with my left hand all summer, and my jump shot is getting more consistent.”

Rondell definitely has the athletic ability to make the team, Uncle Sonny thought. But as he pulled the car into the parking lot, he pondered how to say what was on his mind to his nephew.

“Rondell, there’s one thing coaches look for in every player. You need to be a team player and share the ball, because it’s a team game. Use your skills to create scoring chances for teammates, just like Jason Kidd and Magic Johnson.”

“I don’t know, Uncle Sonny,” Rondell replied as he opened the passenger door. “The team needs scorers, and I can either rain jumpers or go to the hoop. I could lead the team in scoring this year!”

“Please close the door, Rondell,” Uncle Sonny said.

Uncle Sonny thought back to his days on the high school mound. He’d had loads of talent, but it had all gone wrong. “Check this out,” Uncle Sonny said, pulling an old newspaper clipping from his pocket. “I brought this just in case you said something like that.”

Uncle Sonny handed the article to Rondell, who looked it over carefully. It described a no-hitter thrown by a talented pitcher in the city finals many years earlier. There was even an action shot above the text, and Rondell recognized the pitcher immediately.

“That’s you, Uncle Sonny! You threw a no-hitter? Why didn’t I ever hear about this?” Rondell asked.

“Well, it’s a long story. That was my junior season, and after that, I thought I had it all—a scholarship, pro scouts, everything,” Uncle Sonny remembered. “I started looking out only for myself, and Coach didn’t like my approach. I ended up quitting the team before my senior season even started.”

“The coach let you quit?” Rondell demanded. “He must not have known very much about baseball!”

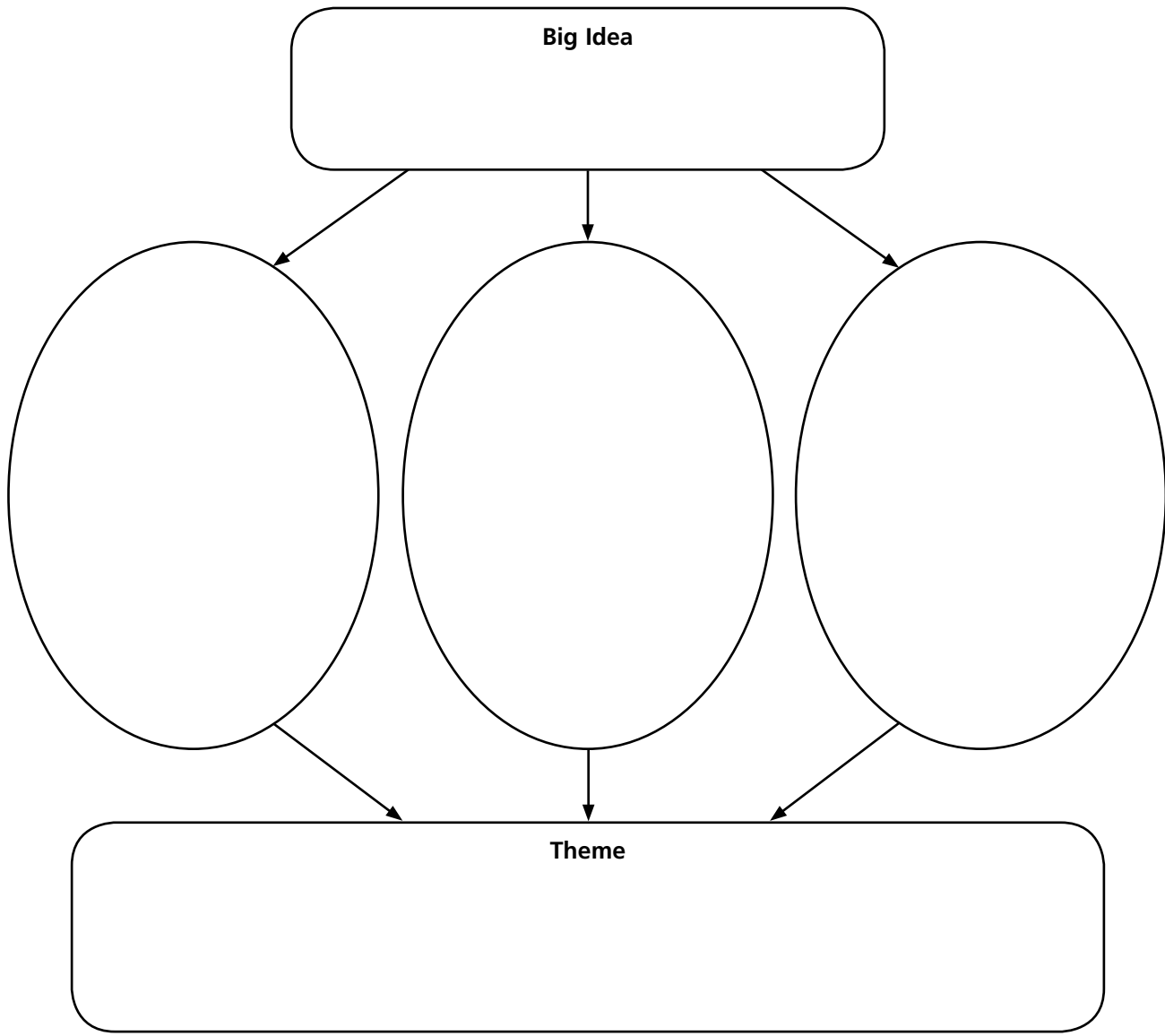
continued

“He knew much more than I did, that’s for sure. Rondell, baseball is a team game, just like hoops. After I quit, the team went on to win the state title. Everyone was looking out for one another, and they didn’t miss their selfish superstar pitcher one bit,” he explained firmly.

“I learned a lot that year,” Uncle Sonny continued. “And I don’t want you to make the same mistake I did. You have all the talent in the world, Rondell, but it’s still a team game. You can’t change that.”

“I guess I see your point, Uncle Sonny. OK, assists are my game today! Dribble, pass, and create for teammates. Look out, Magic!” Rondell exclaimed. The young man smiled at his uncle as he jumped out of the car and sprinted to the gym door.

Uncle Sonny looked at the faded newspaper article and sighed. Go get ’em, big man, he thought, and he drove slowly from the parking lot.



Jump Start Vocabulary

Preteach key vocabulary to English Language Learners and struggling readers. Without this preteaching, they may be unable to access the concepts. Important vocabulary and relevant definitions are shown below and in reproducible format on page 67. Discuss the meanings and provide examples. Whenever possible, provide visual clues as well.

The Road Not Taken

hence: for this reason

trodden: stepped on

undergrowth: shrubs or small trees

The Gift of the Magi

cloak: coat



hence

for this reason

The Road Not Taken

trodden

stepped on

The Road Not Taken

undergrowth

shrubs or small trees

The Road Not Taken

cloak

coat

The Gift of the Magi

Response Key

Before Unit 6

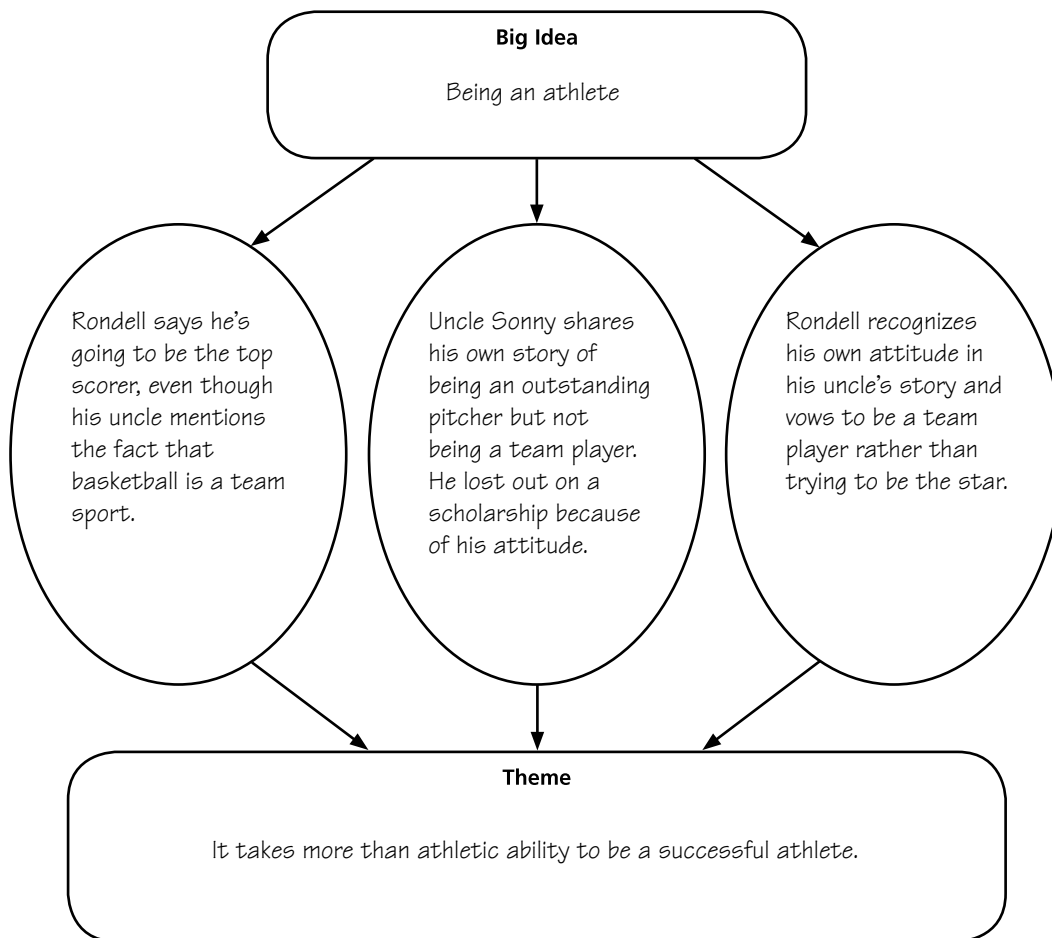
Minilesson (A Day of Canoeing) [CA 3.4, 3.6]

Responses may vary. Suggested responses follow.

1. Relationships; communication; the relationship between Chad and Uncle David
2. Chad couldn't stand Uncle David's constant criticism; Uncle David tells Chad not to work so hard and tries to show Chad how to paddle the canoe so he won't get so exhausted; Chad wanted to impress his uncle; Chad frowned and sulked and didn't know what to say when they stopped for lunch
3. People with different personalities need time to get to know one another before they can understand each other.

Tryouts [CA 3.4, 3.6]

Responses may vary. Suggested responses follow.



Lesson 11

Make Sense of Words (page 110)

Definition of *diverged*: Separated and went in different directions

Synonyms: *Responses may vary; suggested responses follow.*

departed forked branched off

Why do you think Frost chose *diverged*? *Responses may vary; suggested responses follow.*

Diverged has a poetic sound, more so than other synonyms. “Di-” means “two,” which refers to the choice the narrator in the poem had to make.

Read with Understanding (page 111)

2. Sometimes it is best to make the less popular choice.

Understand by Seeing It (page 112)

Responses may vary; suggested responses follow.

The author’s message: *Responses may vary.*

Information provided:

- traveler stood and looked down path as far as he could
- one road “wanted wear”
- traveler knew he could never go back from his decision
- taking the road less traveled has made all the difference to the traveler

Lesson 12

Make Sense of Words (page 121)

Responses may vary; suggested responses follow.

shabby	worn-out; ragged
rare	uncommon
rosy	cheery; gleeful
elegant	fancy; expensive; high-class
task	chore

Read with Understanding (page 122)

2. It is better to give a gift than to receive one.

Understand by Seeing It (page 123)

Responses may vary; suggested responses follow.

Theme (in own words): It is better to give than to receive.

Examples that support the theme:

1. Della sold her hair to buy a watch chain for Jim.
2. Jim sold his watch to buy combs for Della’s hair.
3. Della was still excited to get the combs from Jim.
4. Jim was touched to have received the watch chain from Della.