

**FOCUS  
ON**

# Reading Strategies

Level **G**



National  
Standards  
Edition

## Teacher Guide

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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 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.

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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 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
<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 & 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><b>Previewing</b></p> <ul style="list-style-type: none"> <li>10 most important words</li> <li>Analyze title</li> <li>Anticipation guide</li> <li>Brainstorm</li> <li>Framed sentence</li> <li>Knowledge chart</li> <li>KWL chart</li> <li>Make connections prompt</li> <li>Predict based on introduction</li> <li>Predict based on key words</li> <li>Prediction chart</li> <li>Prior knowledge prompt</li> <li>Probable passages</li> </ul>	<p><b>Knowing How Words Work</b></p> <ul style="list-style-type: none"> <li>Create a scenario using target word</li> <li>Create sentences with target word</li> <li>Frayer model</li> <li>Identify synonyms</li> <li>Identify word parts</li> <li>Knowledge rating checklist</li> <li>Provide examples</li> <li>Rewrite definitions</li> <li>Student VOC strategy</li> <li>Use context clues</li> <li>Use dictionary</li> <li>Word parts chart</li> </ul>
<p><b>Self-Questioning</b></p> <ul style="list-style-type: none"> <li>Think-along questions</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Check for understanding multiple-choice questions</li> <li>Review activities</li> <li>Think-along questions</li> </ul>
<p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>Make connections prompt</li> <li>Metacognitive statement</li> <li>Op-ed piece</li> <li>Persuasive essay</li> <li>Think-along questions</li> <li>Venn diagram</li> </ul>	<p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>5 Ws organizer</li> <li>Plot chart</li> <li>Retelling chart</li> <li>Sequence chart</li> <li>Story frame</li> <li>Story string</li> <li>Think-along questions</li> <li>Write newspaper article</li> <li>Write summary</li> </ul>
<p><b>Visualizing</b></p> <ul style="list-style-type: none"> <li>Cause-and-effect organizer</li> <li>Character map</li> <li>Comparative organizer</li> <li>Diagram</li> <li>Draw pictures to visualize</li> <li>Frayer model</li> <li>Hierarchical organizer</li> <li>Plot chart</li> <li>Problem/solution organizer</li> <li>Semantic map</li> <li>Sequential organizer</li> <li>Series of events chain</li> <li>Spider map</li> <li>Story frame</li> <li>Story string</li> <li>Venn diagram</li> </ul>	<p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>10 most important words</li> <li>Characterization chart</li> <li>Character map</li> <li>Character sketch</li> <li>Think-along questions</li> </ul>

## 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: Articulate Author's Perspective**

Unit 1 focuses on the *Author's Perspective*, or purpose, for writing the passage. Every author has opinions that affect his or her writing. Understanding an author's perspective, or "where the author is coming from," helps readers form opinions of their own and evaluate what they read. Sometimes authors make their perspective clear by telling it to the reader. Other times, the reader can determine the author's perspective through word choice, tone, or descriptions of people or events.

**Selections Featured**

**Lesson 1** *Animals, Vegetables and Minerals* by Jessica Symczyk  
This personal opinion essay examines the issue of using animals for experimental research from the perspective of a veterinary technician who refrains from eating meat or wearing animal products because of her love for animals. She dispels myths about inhumane practices at biomedical labs and identifies, from her perspective, the many benefits for both humans and animals.

**Lesson 2** "I would have preferred to carry through," by Richard M. Nixon  
This excerpt is from a speech given by former President Richard M. Nixon as he was about to resign as president amidst the Watergate scandal. Because of his involvement in the break-in of the Democratic headquarters, Nixon chose to resign to avoid impeachment, explaining his reasoning to the American people.

**Before the Unit Introduction**  
Explain that the author's perspective, or opinions based on experience, directly affects the purpose for writing a passage. The purpose may be to explain or inform, entertain, persuade, or reveal an important truth. An author's perspective may be readily clear, or it may have to be inferred from word choice, tone, and descriptions. When readers become proficient in recognizing the perspective an author is writing from, they are better able to understand the author's purpose.

**Minilesson**  
Global Warming, a Serious Threat!

**Materials**  
Create an overhead transparency of the reproducible text on pages 17 and 18 to model and practice identifying *author's perspective*. Give students a copy of the graphic organizer on page 19.

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Unit 1: Articulate Author's Perspective | Focus on Reading Strategies, Level G | 17

## Teacher-directed minilesson

**Procedure**

- Call attention to the title of the passage. Ask the students what background knowledge they have about global warming and why it might be called a "serious threat." The students may not have extensive background in the topic but will likely be familiar with the concept.
- Ask students to read the first paragraph silently.
- Tell the students that you will be reading this selection one paragraph at a time. Point out that as you are reading, you will be thinking about the statements that might be clues to the author's perspective about the topic.
- Model read the first paragraph, including the think-alouds, to illustrate the processes that help readers determine an author's perspective. Share your thinking by identifying *in paragraph one the author is defining what "greenhouse effect" means. Have students write this in the graphic organizer in the section called "Clues from the text." Discuss: At this point it would appear that the author wants to inform the reader about global warming.*
- Continue by asking a volunteer to read the second paragraph. Guide the students in identifying what clues about the author's perspective are included in this paragraph. The author states: *people who think global warming isn't serious are wrong. Direct students to add this clue to the graphic organizer and discuss that the clues in this paragraph help the reader predict: The author is trying to persuade people that global warming is a serious threat.*
- Continue this process throughout the remainder of the passage. Ask students to read a paragraph and guide them to look for clues, releasing more responsibility to students as you act as facilitator. With each paragraph, discuss the clues and add the information to the reproducible. Additional clues include: *paragraph 3—rising ocean waters can cause destruction of cities; paragraph 4—rising temperatures can harm people and crops; paragraph 5—changing rainfall amounts can lead to hunger; paragraph 6—people can conserve fuel, protect forests, and control chemical use.*
- As you read and discuss each paragraph, ask students to make and revise predictions about the author's perspective based on the additional information.
- Once you read and discuss the entire passage, guide a discussion about what conclusion the reader can draw as to the author's perspective. *People need to be warned about the global warming threat and prompted to take action.*

**Reproducible Practice:**  
Sensational Thai Cooking  
Use the reproducible passage and graphic organizer on pages 20 and 21 for further practice on identifying the author's perspective.

**Global Warming, a Serious Threat!**

The "greenhouse effect" is a term used to describe the warming of the earth due to increasing amounts of carbon dioxide in the atmosphere. Carbon dioxide is a gas that is produced every time a fuel such as coal, oil, or natural gas is burned. This carbon dioxide increases the heat of the atmosphere and thus warms the planet.

The author is defining what "greenhouse effect" means. It appears that the author wants to inform the reader about global warming.

According to some scientists, the greenhouse effect is an illusion. Others say it may even be beneficial. Both of these groups are wrong. The greenhouse effect may be the most serious problem our planet has ever faced.

What clues about his perspective does the author give here?

First of all, the level of the ocean could rise because ocean water expands as it grows warmer. Melting polar ice caps could also contribute to an increase in the level of the ocean. People living on coastlines might lose their homes, and certain areas might be completely submerged. This would be a terrible tragedy!

What words or phrases does the author use here to support his perspective?

Some cities of the world that are already hot might become unbearably so. Some cities that are currently 100 degrees Fahrenheit a few weeks a year might get that hot for several months a year. It means a huge increase in the use of air conditioning (which uses money, and creates pollution). It can make some people—especially the elderly and infants—very ill.

What additional clues does the author give in this paragraph?

*continued*

Think-alouds for discussion

## Practice related to the featured standard

**Directions:** Read the following passage. As you are reading, note clues in the text that indicate the author's perspective. Write those clues in the graphic organizer. After you are finished, decide what you think the author's perspective is and add it to the graphic organizer.

**Sensational Thai Cooking**

With the publication of *Sensational Thai Cooking*, renowned Thai chef Sina Katsur gives readers a chance to learn some of her Thai cooking secrets. The content of the book is outstanding, and the book is visually appealing too; it's filled with color photos and eye-catching graphics. Katsur's cookbook is the best you will ever read.

Katsur includes more than 100 recipes for everything from *Mi Kroy* to *Phat Mi Korn*. The recipes are written in simple, easy-to-understand steps that include helpful advice, such as "A small cut of fish cooks fast, so keep an eye on it!"

In addition to the recipes, Katsur includes several chapters that discuss the fundamentals of Thai cooking. "Many people are afraid to try Thai food because they think it is very hot and spicy," Katsur explains. "In truth, only some recipes use hot peppers. Most recipes are a blend of some or all of the four main flavor groups in Thai—sweet, salty, sour, and spicy. Many dishes contain an equal balance of two or three flavors. For example, a dish may contain an equal balance of sweet and sour. This balance-blending is what gives Thai food its unique, rich flavors."

Katsur also gives beginning chefs advice on organizing their kitchens for success. "A lot happens when you're cooking Thai food," she explains. "You might be browning garlic in a pan while you're stir-frying meat in the wok. Cooking Thai food can be overwhelming for the beginner. It's best to keep like things together—group similar spices together in one place and frequently used utensils in another."

Katsur also cautions that using the wok shovel efficiently and correctly takes practice. "It will feel odd at first," she explains. "But as you keep cooking with it, it will feel like part of your arm." Katsur recommends using the cookbook to prepare at least one meal each day for a month. She advises cooking the same recipe several times before switching to another. "This way, when you make a mistake, you can fix it the next day. Once you've mastered a recipe, move on to another. You'll find the improvement in your skills inevitable and delightful," she says.

*Sensational Thai Cooking* is a must-have for anyone who likes to cook—and eat—Thai food.

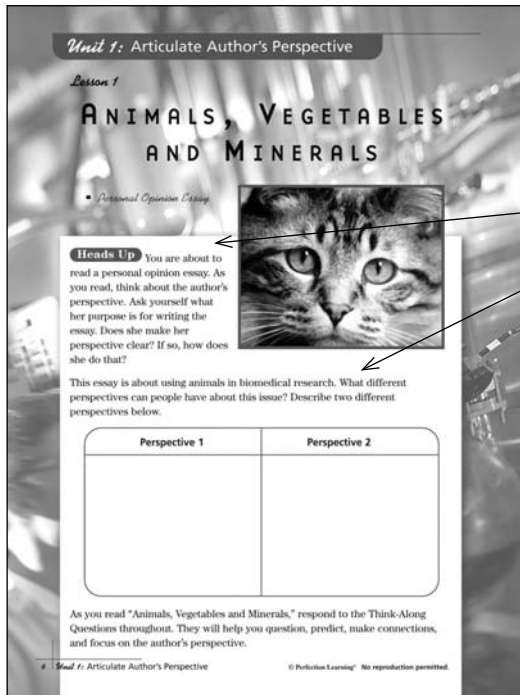
## Vocabulary word cards

<b>anesthetics</b> drugs used to bring about a loss of feeling in the body	<b>biomedical</b> involving biological, medical, and physical science
<b>colleagues</b> fellow workers	<b>cosmetics</b> substances used to make skin or hair beautiful
<b>crucial</b> of the greatest importance	<b>ethical</b> following standards of right and wrong behavior
<b>euthanized</b> killed with as little pain as possible for reasons of mercy	<b>infiltrator</b> person who becomes established to secretly undermine or cause destruction
<b>moral</b> good or right behavior	<b>ovo-lacto vegetarian</b> vegetarian whose diet also includes dairy products and eggs
<b>vegetarian</b> person who chooses to eat no meat and eats mainly vegetables, fruits, nuts, and grains	<b>abhorrent</b> causing disgust

# 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.

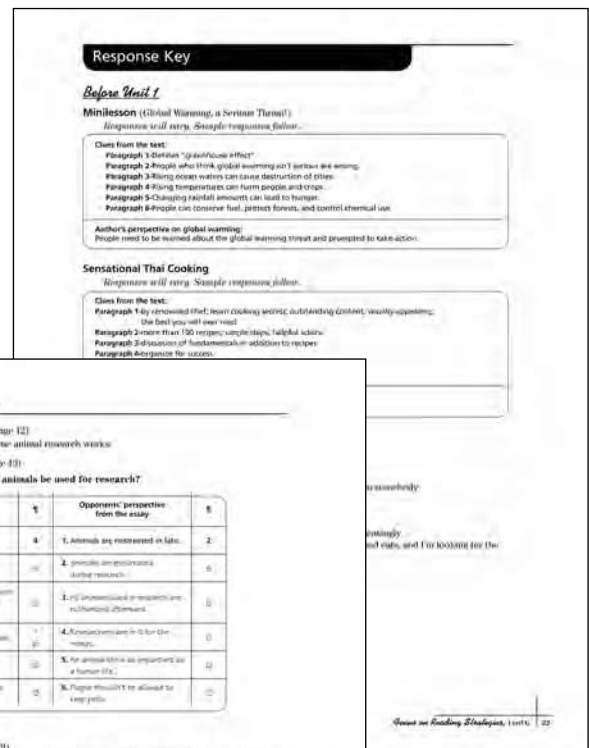
## Student Workbook



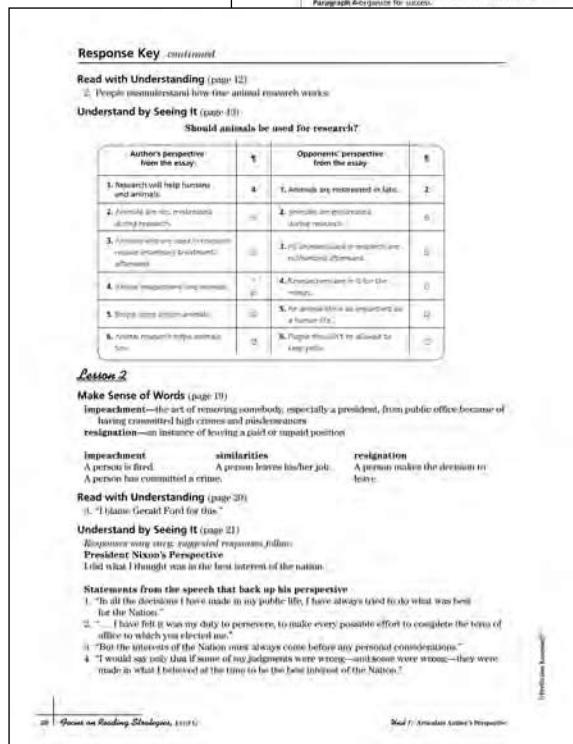
Explanation of the featured skill

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 G

The fiction and nonfiction selections represent a wide variety of interesting reading for students in grade 7.

## ***Unit 1: Articulate Author's Perspective***

- Lesson 1:*** Animals, Vegetables and Minerals  
*Personal Opinion Essay* by Jessica Szymczyk
- Lesson 2:*** "I would have preferred to carry through"  
*Speech* by Richard Nixon

## ***Unit 2: Determine Main Idea***

- Lesson 3:*** Must We Sleep?  
*Expository Nonfiction* by Janet Myers
- Lesson 4:*** And Justice for All  
*Article* by Johnny D. Boggs

## ***Unit 3: Summarize***

- Lesson 5:*** Global Warming  
*Web Page* by U.S. Environmental Protection Agency
- Lesson 6:*** The Fine Madness of Iditarod  
*Autobiography* by Gary Paulsen

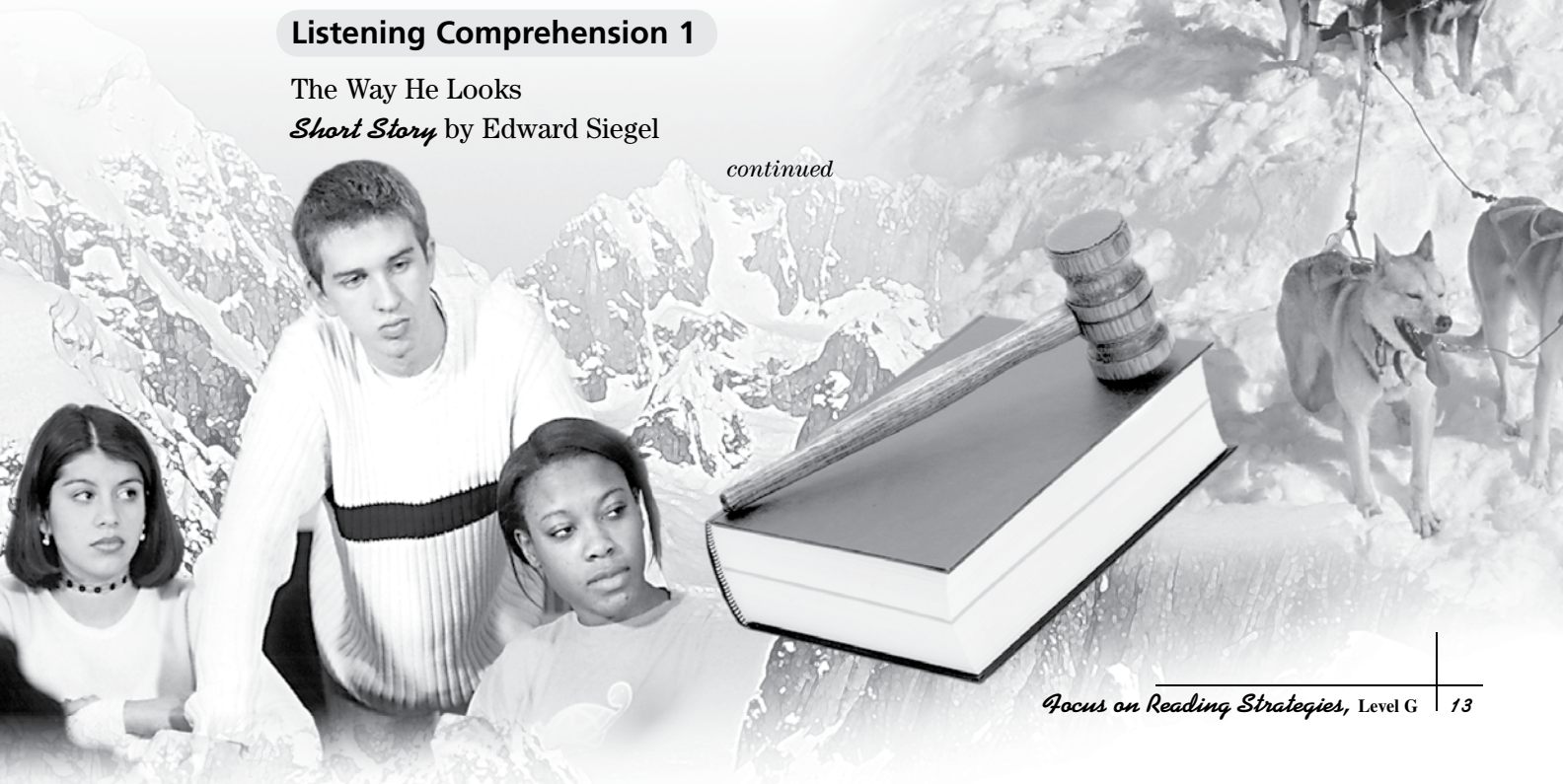
## **Review 1**

The Man in the Water  
*Personal Essay* by Roger Rosenblatt

## **Listening Comprehension 1**

The Way He Looks  
*Short Story* by Edward Siegel

*continued*



**Unit 4: Analyze Plot Structure**

*Lesson 7:* The Last Leaf  
*Short Story* by O. Henry (retold by Wim Coleman)

*Lesson 8:* Appointment with Love  
*Short Story* by Sulamith Ish-Kishor

**Unit 5: Distinguish Point of View**

*Lesson 9:* Why Folks Must Die  
*African Myth* retold by Eleanora E. Tate

*Lesson 10:* from The Code  
*Novel Excerpt* by Alexandra Powe Allred

**Unit 6: Understand Characterization**

*Lesson 11:* Moving into the Mainstream  
*Personal Essay* by Slade Anderson

*Lesson 12:* Sir Bors Fights for a Lady  
*Arthurian Legend* by Rosemary Sutcliff

**Review 2**

The Luck of Roaring Camp  
*Short Story* by Bret Harte (retold by Peg Hall)

**Listening Comprehension 2**

The Election  
*Short Story* by Edward Siegel

## Unit 3: Summarize

Unit 3 concentrates on *Summarizing* informational text. Summarizing is a critical reading strategy. It focuses the reader's attention on what is important in the piece of writing. A reader must have a thorough understanding of informational text in order to summarize it.

### ***Selections Featured***

#### ***Lesson 5*** Global Warming by the U.S. Environmental Protection Agency

This Web page explains how the greenhouse effect contributes to global warming and tells how climate is affected. Readers will be able to summarize the identified causes of global warming and ways to help the environment by reducing greenhouse gases.

#### ***Lesson 6*** The Fine Madness of Iditarod by Gary Paulsen

This autobiographical excerpt from *Winterdance: The Fine Madness of Running the Iditarod* shares what it was like for the author to participate in this famous dogsled race for the first time. The reader will summarize important aspects of this difficult and dangerous race.

## **Before the Unit**

### ***Introduction***

Explain that summarizing is an important reading strategy as well as a necessary study skill for taking notes. When readers summarize, they

- recognize main ideas;
- focus on relevant details;
- condense larger ideas; and
- attend to key words and phrases.

An inability to recognize what's important to remember will leave a reader overwhelmed with too much information.

### ***Minilesson***

The Oysters of Chesapeake Bay

### **Materials**

Create an overhead transparency of the text on page 38 to model and practice *summarizing*.

### **Procedure**

- Remind students that summarizing includes recognizing main ideas, focusing on relevant details, condensing larger ideas, and attending to key words and phrases.
- Ask students to read the first paragraph to themselves.

- Model-read the first paragraph, including think-alouds, to illustrate the thinking processes that help readers determine what is important to include in a summary. Discuss each sentence and highlight key words and phrases that focus on critical information. When finished, ask a volunteer to summarize. A possible summary: *The Chesapeake Bay supported a huge oyster fishery, but now few oysters are left, and those that remain are sick.*
- Explain that from this summary, the main idea can be implied: *What happened to the oysters of Chesapeake Bay?*
- Ask a volunteer to read the second paragraph. Then continue to model by reading each sentence and determining whether all or part of it should be highlighted as an important detail to be included in the summary. *The problem began with overfishing . . . remaining oysters couldn't reproduce fast enough.*
- Continue with the remaining paragraphs, releasing more responsibility to the students as you act as a facilitator. Highlight the sentences or fragments within the article that are critical to understanding the topic and should be included in a summary. *Another problem is pollution; survivors are now under attack by a disease; the Chesapeake will soon be empty of oysters.* Guide students to condense larger ideas. *Is it important that I know the number of poisons in the Chesapeake, or only that pollution is part of the problem?*
- Once you have finished discussing and highlighting the passage, model-write a summary of the material, concentrating on the highlighted sentences. Explain that it is okay to paraphrase and combine sentences when creating a summary. An example of an appropriate summary: *Oysters were once abundant in the Chesapeake Bay, but due to overfishing, pollution, and disease, their numbers have dwindled to almost nothing.*

### ***Reproducible Practice***

#### **Amish Quilters**

Use the reproducible informational paragraphs on page 39 for further practice on *summarizing*.

## The Oysters of Chesapeake Bay

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In 1680, English settlers in Maryland complained they had so little food that they had to resort to eating oysters. Soon they stopped complaining and started to regard oysters as a delicacy. The Chesapeake Bay supported a huge oyster fishery, and nobody saw any reason to limit the number of oysters caught. The yearly catch was greatest in 1885, but then it began to drop. Today, fishermen who have made a living on oysters mourn that the industry is almost dead. Few oysters are left, and those that remain are sick.

How would you summarize this paragraph? What is important to remember?

The problem began with overfishing: oysters were caught in such great numbers that the remaining oysters couldn't reproduce fast enough to replace those taken. Oysters live in clusters on reefs. When an oyster bed is stripped of all oysters, the other creatures that live on the reef die too. Then, even if oysters can be raised somewhere else, they can never be returned to that bed. The complex balance among numerous life forms has been destroyed forever.

What were the most relevant details here?

Another problem is pollution. Scientists have noted the presence of 70,000 poisons in the Chesapeake. Some of them kill oysters directly. Others just weaken them.

The weakened survivors are now under attack by a disease known as MSX. Scientists do not know where this disease has come from, but they know that unless they find oysters able to resist it, the Chesapeake will soon be empty of oysters.

What key words or phrases help me focus on important ideas?

**Directions:** Read the paragraphs below. Highlight important details. Then use the highlighted information to write a three-sentence summary in the first box. Next, write a one-sentence summary using 20 words or fewer in the second box.

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## Amish Quilters

If you ask quilters what types of designs inspire them, they will more than likely say Amish designs. The Amish, who live a simple life without modern conveniences, produce stunning quilts.

The Amish first came to America from Switzerland in the 1700s to seek religious freedom. They settled in Lancaster County, Pennsylvania, where the rich soil was suited for farming. These early Amish settlers did not have a tradition of quilting. However, the Amish who arrived later, in the mid-1800s, learned the craft from their neighbors. Many of their neighbors had come from England and Wales, bringing a long history of quilting with them. Quilting soon became a common practice among the Amish.

Quilting is still an important part of Amish family and community life. Amish women not only make quilts for everyday use, but also to sell. The Amish have no books of patterns or rules for quilting. While designs may differ among Amish communities, Amish quilts are easily recognized by their bright colors and bold geometric designs. Most Amish-made quilts have two to three main colors and a wide border. An inner border may frame the quilt's design. Some of the favorite designs of the Amish are called Amish Bars, Amish Diamond, and Diamond-in-Square. Amish quilts are highly sought after by collectors and are often shown in museums.

### Three-Sentence Summary

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### One-Sentence Summary

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## ***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. Discuss the meanings and provide examples. Whenever possible, provide visual clues as well.

### **Global Warming**

**absorb:** to take in something

**atmosphere:** air surrounding the earth

**conserving:** saving; not wasting

**environment:** natural world in which people, animals, and plants live

**pollute:** to make dirty or contaminate

**recycle:** to use again and again or put to a new use

### **The Fine Madness of Iditarod**

**Anchorage:** city in Alaska

**banquet:** formal dinner for many people

**bellow:** to shout in a deep voice

**briefing:** meeting where information or instructions are given

**canyon:** deep, narrow valley with steep sides

**chutes:** passages through which things enter

**dubious:** causing doubt

**edded:** moved in circles against the flow

**Iditarod:** yearly 1150-mile dogsled race in Alaska

**interior:** inland part of a country

**mushers:** people who drive sleds pulled by dogs

**remnants:** small parts remaining

**runners:** long, narrow pieces on which a sled slides

**scratch:** to withdraw from a competition

**snowhook:** device used to stop or anchor a dogsled team

**spectators:** people who watch without taking part



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Global Warming

## **atmosphere**

air surrounding the earth

Global Warming

## **conserving**

saving; not wasting

Global Warming

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Global Warming

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The Fine Madness of Iditarod

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## **Iditarod**

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## **snowhook**

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The Fine Madness of Iditarod

## **spectators**

people who watch  
without taking part

The Fine Madness of Iditarod

# Response Key

## Before Unit 3

### **Minilesson** (The Oysters of Chesapeake Bay)

*Responses will vary. Sample responses follow.*

**Important Details:** The Chesapeake Bay supported a huge oyster fishery, and nobody saw any reason to limit the number of oysters caught. Few oysters are left, and those that remain are sick. The problem began with overfishing; remaining oysters couldn't reproduce fast enough. Another problem is pollution; survivors are now under attack by a disease; the Chesapeake will soon be empty of oysters.

**Summary:** Oysters were once abundant in the Chesapeake Bay, but now, due to overfishing, pollution, and disease, their numbers have dwindled to almost nothing.

### **Amish Quilters**

*Responses will vary. Sample responses follow.*

**Three-Sentence Summary:** The Amish produce stunning quilts with bright colors and bold geometric designs. They learned the craft from their English and Welsh neighbors in the 1800s, and it soon became an important part of Amish life. Amish quilts are valuable.

**One-Sentence Summary:** The Amish produce beautiful quilts that are valued for everyday use and for their artful design.

## Lesson 5

### **Make Sense of Words** (page 49)

**bio-** means life

**sphere** means any object similar in shape to a ball

**biosphere** means the whole area of the Earth's surface, atmosphere, and sea that is inhabited by living things

**Illustration of a biosphere:** *Responses may vary.*

**Sentence using biosphere:** *Responses may vary.*

### **Read with Understanding** (page 50)

2. Annual amounts of rainfall or snowfall can increase or decrease.

### **Understand by Seeing It** (page 51)

**Problem:** The Earth is getting warmer due to the greenhouse effect.

**Why is it a problem?** Even a little extra warming can cause problems for humans, plants, and animals.

**Possible solutions:**

Learning about the environment

Saving electricity

Planting trees

Recycling

Buying products that don't use as much energy

Reducing pollution from cars

**Summary statement for the solution you would recommend:** *Responses may vary.*