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Vocabulary and Comprehension

Effective Upper-Elementary Interventions for Students With Reading Difficulties

by Jeanne Wanzek, Alison Boardman, Sharon Vaughn, and Anita Harbor

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Introduction

Importance of Teaching Reading Comprehension*

The reasons to read are many. We read to learn from nonfiction books and content area texts. We read for enjoyment when we immerse ourselves in novels, magazines, or even comic books. We read to glean practical information from the instructions for a board game or the directions for a math assignment. Yet all of these different types of reading require the ability to understand and remember text. That ability is reading comprehension.

It is commonly understood that students learn to read in the early grades. The need to learn from text increases as students progress though school. Learning and applying comprehension strategies is essential as students move into the upper elementary and middle school grades and encounter more sophisticated texts and concepts (Biancarosa & Snow, 2004; Perfetti, Landi, & Oakhill, 2005). Learning from text can be especially difficult for struggling readers, who are still learning to read yet are expected to read to learn.

It is important for struggling readers to learn the strategies that successful readers use to understand and remember what they read. Successful readers monitor their comprehension while they read. Self-monitoring and self-questioning enable readers to make connections to prior learning, signal when comprehension breaks down, and guide the use of "fix-up strategies" to repair understanding. At one time or another, even successful readers pass over paragraphs or pages of text before realizing that they do not understand or remember what they just read. Once making this realization, a good reader might make the decision to stop and attempt to summarize or to go back and reread. Most struggling readers, however, do not use these techniques. They do not monitor their comprehension, primarily because they lack the tools to identify and then repair misunderstandings when they occur. Research indicates that teaching students to use comprehension strategies before, during, and after reading can improve reading performance (Edmonds et al., in press).

**Section adapted from Boardman et al., 2008.*

Teaching a Set of Reading Comprehension Strategies

This guide provides a set of reading comprehension strategies that students can learn to use before, during, and after reading. Teachers often report that when students learn a routine for reading comprehension, they are better able to actively engage in reading. The set of strategies provided in this guide offer a routine for reading and understanding text, based on current research in effective reading strategies for struggling readers (e.g., National Institute of Child Health and Human Development, 2000). A synopsis of the routine is presented below.

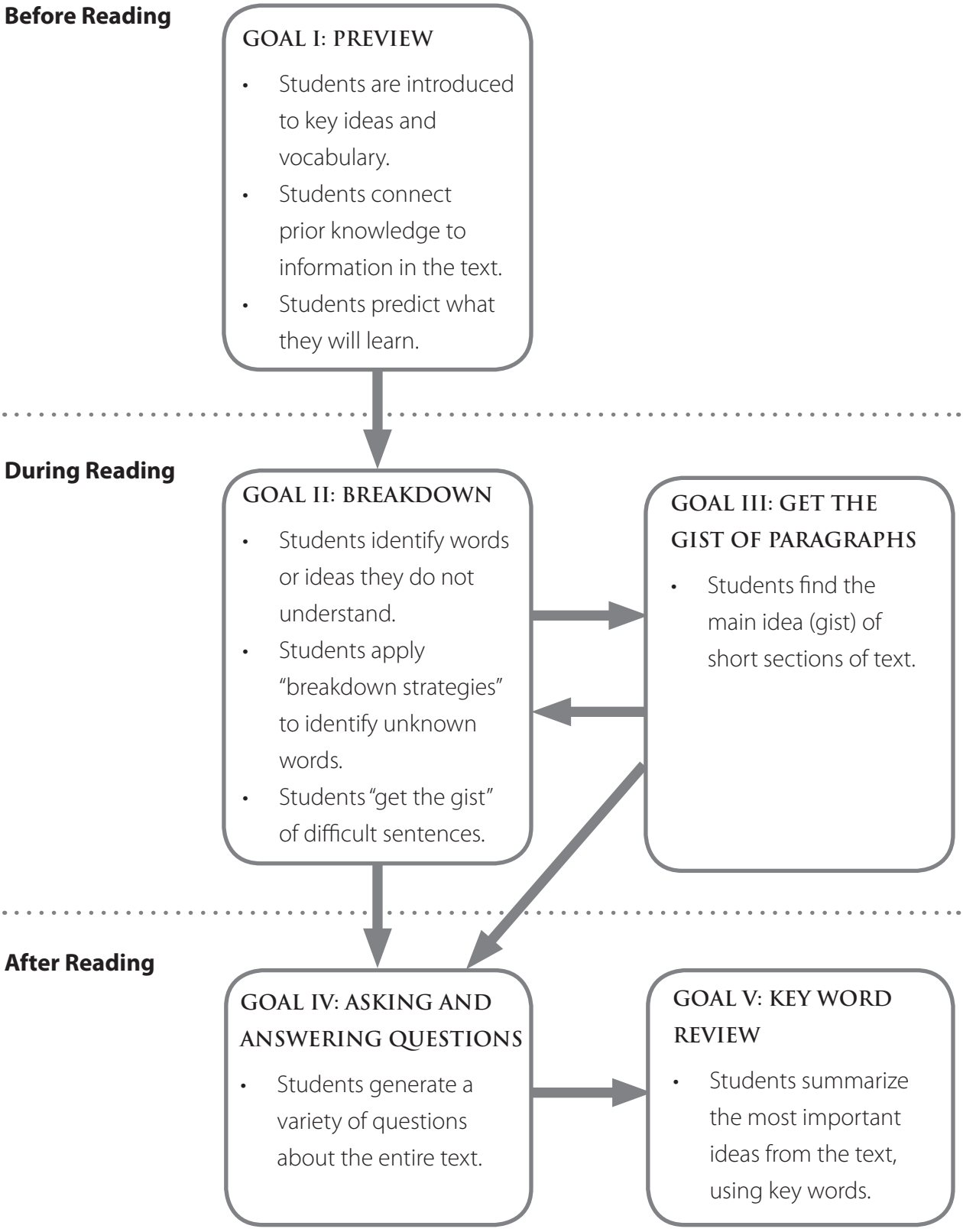
Before reading, the teacher preteaches important vocabulary and presents the "big ideas" of the passage in **Goal I: Preview**. Previewing is an opportunity to build prior knowledge, to focus students on the key ideas of the lesson, and to begin explicitly teaching important vocabulary. Students also preview the passage, making connections to prior knowledge and predicting what they will learn, based on information provided by the teacher and a quick look at the titles, subtitles, and pictures in the text.

During reading, students stop after each paragraph or short section of text (stopping points set by the teacher) to identify and repair misunderstandings in **Goal II: Breakdown** and to determine the main idea in **Goal III: Get the Gist**. Stopping after each paragraph takes longer but supports students in 1) learning to use the strategies and 2) gaining a thorough understanding of what they read. As students gain proficiency at using the strategies, teachers increase the length of sections that students read before stopping.

After reading, students generate and answer questions about what they read in **Goal IV: Asking and Answering Questions**. Students identify key words and provide evidence for their importance by summarizing the most important ideas from the text in **Goal V: Key Word Review**.

A model of the reading comprehension strategies explained in this guide is presented on the following page. Detailed information about each strategy is presented in the Lesson Overview and Examples section.

Reading Comprehension Goals I–V



In this model, students are introduced to the strategies through scaffolded instruction. Teachers first explicitly teach and model a strategy. Teaching focuses on answering the following questions for students:

- What is the strategy?
- When is the strategy used?
- Why is the strategy important?
- How is the strategy performed?

When students become familiar with a strategy, teachers move to the teacher-supported phase, or guided practice. Independent practice begins when students gain proficiency with the strategy. The goal is for students to become proficient at each strategy, so they are able to integrate the strategies into their individual reading practice.

It takes time for students to master reading comprehension strategies. If students are not able to perform a strategy on their own with minimal support, teachers provide more modeling and practice opportunities. For example, some students may require additional opportunities to watch the teacher model the gist strategy before they are ready to move on to guided practice. The teacher may choose to model how to get the gist with two or more paragraphs before moving into the teacher-supported phase, thinking aloud, modeling how to write the gist on the learning log, and so on. When students know what the gist is, and why, how, and when to use the gist, the teacher may offer multiple opportunities to practice. The teacher may read a paragraph with the group and generate a group gist, provide multiple examples and nonexamples and have students discuss what makes a good gist, and have students write a gist in pairs. Throughout the teacher-supported phase, the teacher closely monitors students' understanding.

The Lesson Outlines section of this guide provides suggestions for introducing the strategies in stages and putting the strategies together over time.

SELECTING READING MATERIALS

The set of reading strategies presented here is designed to be used with expository text, or text that provides information and teaches content. Examples include content area textbooks, biographies, newspaper or magazine articles, and online resources. Although learning from narrative text, such as short stories and novels, is important, other strategies are more suited

to its unique features, such as setting, characters, and plot. Although some teachers adapt the strategies presented in this guide to fit narrative text, we suggest focusing on expository text.

We suggest that teachers begin using these strategies with expository text of high interest to students, such as ***Weekly Reader***, ***Time for Kids***, or ***National Geographic Kids***, which are commonly available as school subscriptions or online. Teachers can look for publications with brief articles that capture students' attention with interesting information and a friendly layout and that can be read in a short amount of time. When students become familiar with the strategies, teachers can move into content that supports what students are learning in school—using social studies or science textbooks or articles and books related to what students are studying.

Teachers should select text that is not too difficult for students but not too easy (students should be able to read about 9 of every 10 words correctly). If the text is too easy, it will not engage students, and they will not need to use strategies to understand and remember what they read. If the text is too difficult, students will focus too much of their attention on decoding the words, leading to frustration and difficulty applying the strategies.

ORGANIZATION OF THIS BOOK

Goals I–V

Each comprehension goal includes the following features:

- Overview and examples
- Lesson outlines
- Case studies

Overview and Examples. Each reading comprehension goal is described in detail, with numerous descriptive classroom examples. The overview and examples also provide useful information about how to scaffold instruction, beginning with teacher modeling and moving into guided and independent practice.

Lesson Outlines. The outlines provide suggestions for sequencing lessons. When reading the outlines, if a teacher is unclear about how to teach a reading strategy, he or she should go back to the overview and examples for that goal for more information.

Although the lesson outlines provide a guide for introducing the strategies, teachers should not feel that they must follow the outlines exactly. After the directions to teach the lesson, each lesson outline contains a Next Steps section that provides suggestions for transitioning into subsequent lessons. Deciding what to teach next depends on the strategy, students' understanding and application of it, and the teacher's instructional style.

Case Studies. Case studies follow many of the lesson outlines. The case studies illustrate the classroom application of the lessons, including sample dialogue between teachers and students. Case studies provide examples of what strategy instruction looks like—they do not include the full instruction for each strategy. Multiple teachers who have taught each of these lessons wrote the case studies and included actual student responses.

Appendices

Appendix A: Academic Word Lists. These lists consist of key academic words found in state-adopted content area textbooks for fourth and fifth grades. The lists are organized by content area (e.g., mathematics, social studies, science) within each grade.

Appendix B: Lesson Materials. This book includes many materials, including student learning logs and cue cards. Most of the materials appear first in the overview and examples, lesson outlines, or case studies, and then again as blackline masters in Appendix B.

Appendix C: Resources and References. This section provides useful tools for educators, including recommended books on educational research and instructional strategies, recommended websites, a glossary of terms used in this and other educational publications, and a reference list.

GOAL I

BEFORE READING: PREVIEW

GOAL I: PREVIEW
OVERVIEW AND EXAMPLES

OUTCOMES

- Students are introduced to key ideas and vocabulary.
- Students preview text to predict what they will learn when they read.
- Students connect prior knowledge to information in text.

DESCRIPTION

A preview is a brief, teacher-directed activity that involves three before-reading steps:

1. Present the "big ideas."
2. Preteach vocabulary.
3. Students predict what they will learn.

SCAFFOLDING INSTRUCTIONS

- Steps 1 and 2 are teacher directed. Always provide explicit information about the big ideas and key vocabulary during preview.
- The teacher scaffolds Step 3. There are three levels of scaffolding: teacher-modeled, teacher-supported, and student-led scaffolding.

STEP 1: PRESENT THE BIG IDEAS

- Explain to students that the big ideas are the people, places, things, and concepts that play a big role in understanding the text.

- Ask guiding questions and provide corrective feedback, such as in the example below.

Teacher: This reading is about creating earth-friendly clothing made from recycled or renewable materials. When you hear the term ***earth-friendly***, what do you think about?

Student: Helping the earth by not polluting.

Teacher: Yes, one way people can help the earth is by not polluting. In this reading, you will learn that clothes can be made from materials that do not pollute or make waste that goes into landfills.

Yiqi Yang has figured out how to make earth-friendly clothes from strange materials, such as corn, grass, and chicken feathers.

STEP 2: PRETEACH VOCABULARY

- Teach students how to read the vocabulary words.

- Provide a brief definition of each vocabulary word and relevant examples and nonexamples.

- Have students record the words and brief definitions in their learning logs. Or display words and brief definitions on chart paper or a word wall.

Ask yourself the following questions when selecting words:

- **Will my students know how to read this word?** For example, students may not be able to read the term ***population***, but they probably know what it means**.** For words that are difficult to read but easy to understand, point out and practice reading the word with students a few times.

- **If my students can read this word, will they know what it means?** For example, students may be able to read the term ***environmental impact*** but may not know that

products made from recycled materials that do not create a great deal of waste or pollution have a low environmental impact.

- **If my students do not know what this word means, will they still be able to understand the big ideas in the passage?** For example, in the passage about earth-friendly fabrics, students need to understand what ***environmental impact*** means because it is key to their understanding of the topic. However, the term ***biodiversity*** may also be difficult to read and understand, but it is not essential for comprehending the passage.

In the following example, the teacher has decided that the terms ***recycle*** and ***environmental impact*** are central to understanding the passage and may be difficult for most students to read.

Teacher: *Recycle* is a word that some of you may know. It means "to use something again instead of throwing it away." Let's say the word together: ***recycle***.

Environmental impact refers to how much pollution or waste is left behind when making something. Strawberries that come in a plastic container have a higher environmental impact than strawberries in a paper container that can be composted or recycled. Let's say the term together: ***environmental impact***.

[Students then write the following in their learning logs, or the teacher writes it on the board or another visual display:]

> VOCABULARY
>
> Recycle: to use something again
>
> Environmental impact: how much waste or pollution is left behind

STEP 3: STUDENTS PREDICT WHAT THEY WILL LEARN

- Give students 1 minute to survey the titles, headings, boldface words, and pictures in a passage to predict what they will learn by reading the passage.

- Give students 1–2 minutes to write in their learning logs what they think they will learn by reading the passage.

- Have students share what they wrote in their learning logs. Provide feedback and assist students in making connections to what they predict they will learn. Encourage students to begin statements with the following phrases: "I think…" and "I think that because…"

- If students provide ideas that are only guesses and that do not relate to the topic of the passage, focus students back on the passage by encouraging them again to use "I think this will happen because…" statements to verify their predictions. You might also say something similar to the following.

Teacher: We are not guessing; instead, we are using clues from the text to come up with ideas about what we will read. We won't be correct every time, but we want to connect our predictions to the passage.

- Revisit the passage after reading it to confirm or refute predictions.

SCAFFOLDING STEP 3

If students struggle with any step of preview, provide scaffolding to assist the learning process. We have already presented example scripts and student prompts for steps 1 and 2. Here, we examine in more detail how to scaffold Step 3: Students predict what they will learn.

Teacher-Modeled Scaffolding

First, model the prediction process, using examples, think-alouds, and sample responses, such as in the example below.

Teacher: The first thing I do when I predict what I will learn from a passage is to read the headings, look at the bold print, and look at the pictures.

Let's see, the title is ***Earth-Friendly Fabrics***. I already know that this article is about clothes made from recycled products because that was one of the big ideas. The first heading is "Clothes From Waste," and there is a picture of fabric. I think that may mean that there are ways to make fabric from things we would usually throw away. I see the words ***corn husks*** and ***chicken feathers***; those are things that are usually thrown away. So that prediction makes sense and is connected to a big idea.

So, I'll write in my learning log that we might learn how clothes are made from things we usually throw away.

Teacher-Supported Scaffolding

After seeing a model of the prediction strategy, most students are ready to make a teacher-supported group prediction. However, some students may need strategies modeled more than once before they are ready to move on to the teacher-supported level. In this level of scaffolding, you may still provide some modeling, but students should provide most of the information. Write the group-generated prediction on the board or overhead for students to see and write in their learning logs. Continue to provide corrective feedback, such as in the following example.

Teacher: What is the first thing we do during the prediction part of the preview?

Student: We look at the titles and headings.

Teacher: Yes, we look at the titles and headings, words printed in bold, and any pictures and captions. What do we do next?

Student: We predict what we will learn during reading.

Teacher: Yes, you make connections to the big ideas and predict what you will learn. Let's look at our passage. What do you notice?

Student: The title is *Earth-Friendly Fabrics*.

Teacher: OK, and we already know that a big idea is…

[The teacher and students continue to generate several prediction statements. Students write these statements in their learning logs.]

Student-Led Scaffolding

Once students understand how to make informed predictions, they are ready to lead the prediction strategy, with teacher guidance and feedback. After students write their predictions in their learning logs, ask students to share their predictions and the evidence for them—either the text itself or the students' prior knowledge, such as in the following example.

Student: When I see the subtitle "Born in the Lab," I think I will learn how scientists experiment to make these new clothes. I know that experiments happen in labs because we do experiments in science class sometimes.

Teacher: So Jorge looked at the subtitle and then made a connection to what he knows scientists do in labs.

Teacher-Modeled Prediction Strategies
Lesson 1 Outline

OUTCOMES

- Students are introduced to key ideas and vocabulary.
- Students learn how to preview text to predict what they will learn.
- Students learn how to connect prior knowledge to information in the text.

PREPARATION

- Identify a few big ideas from the section—important people, places, things, or concepts.
- Identify three to five important vocabulary words or ideas for each section.
- Prepare a model of predicting what will be learned from reading the passage.
- Prepare copies of the text and learning logs for students.

STEP 1: PRESENT THE BIG IDEAS

1. Present people, places, or ideas that are central to understanding the passage.
2. Ask guiding questions to activate prior knowledge (e.g., What does _____ make you think about?).
3. Provide corrective feedback that focuses students on the topics to be learned.

STEP 2: PRETEACH KEY VOCABULARY

1. Provide three to five key vocabulary words or new concepts and brief definitions.
2. Read the words aloud with students.

3. Have students write the words and definitions in their learning logs.

STEP 3: MODEL PREDICTING

1. Tell students predicting involves the following:
   a. Examining the title, headings, boldface print, pictures, and captions
   b. Making connections to what you know and what you think you will learn

2. Model the prediction process with the day's reading. Use examples, think-alouds, and sample responses.
   a. Model how to look for key ideas by reading the title, boldface print, and subheadings and by looking at the pictures and picture captions. Remind students of the big ideas.
   b. Write a few prediction statements on the board or learning log on an overhead. As you write, state the evidence for your predictions (e.g., "I think that because…").
   c. Have students write the statements in their learning logs.

NEXT STEPS

After modeling the preview for students, do one of the following:

- Begin reading the passage.
- Transition into Preview: Teacher Supported. The first two steps are identical to this lesson's, so skip directly to Step 3. Allowing students to contribute their ideas increases active learning.

Lesson 1 Case Study

OBJECTIVES

- To introduce vocabulary and key ideas of chosen text
- To model the prediction strategies students need to access background knowledge and set a purpose for reading

MATERIALS

- Science textbook
- Student learning logs
- Pencils

TIPS

- Put flags on the text chosen for the day.
- Write the title, a big idea, and vocabulary words on the board before the class begins, such as in the following example.

TITLE:

The Secret World of Spiders

BIG IDEA:

Spiders

VOCABULARY:

Sac: A baglike pocket that contains things

Prey: A living creature hunted or captured for food

OPENING

Teacher: Today, we will learn the first step to complete before reading a text. But first, raise your hand if you have ever been to the movies.

[Pause for student responses.]

Good! Before the movie starts, there are short clips of movies that will come out in the future. How many of you have seen those?

[Pause for student responses.]

Teacher: Those clips are called previews. I love previews because they give me an idea of which movie I want to see next. After seeing a preview about a movie, what do you learn about the movie?

[Write the ideas as the students share their answers.]

Danny: I know whether the movie is funny or scary.

Teacher: Right! You learn the type of movie. Anyone else?

Kimberly: I know what the story is about.

Teacher: Excellent! You learn about the key ideas in the story. Anything else?

Danny: I can also find who is in the movie.

Teacher: Absolutely! You learn about the characters.

How about you, Justin?

Justin: I've never seen previews because I'm always late to the movies.

Teacher: Oh, that's a pity. Next time, be sure to get to the theater early, so you can see those previews.

You gave me some great ideas about previews. One thing I would add is that previews also tell you about the location and the time the story takes place.

[Write the following on the board:]

MOVIE PREVIEWS:

Previews can tell us:

- *The type of story*
- *The key ideas in the story*
- *The characters*
- *The setting*

So, we learned that even a short preview can tell us a lot about a movie.

INSTRUCTION

Teacher: Preview is also a strategy you can use when you are reading. It is the first step in a set of comprehension strategies we will learn. When do you think preview is used? Think about when the previews are shown when you go to the movies.

Students: Before the movie starts.

Teacher: That's right; they're shown ***before*** the movie begins. So, in the same way, we use the preview strategy ***before*** we start reading. Much like a movie preview, the preview strategy can give us information about what we are about to read.

[Write the following on the board:]

PREVIEW:

1. *Big ideas*
2. *Vocabulary*
3. *Predictions*

The preview strategy has three parts. In the first part, I tell you some big ideas from the text and you brainstorm what you already know about them. In the second part, you learn key vocabulary terms. In the third part, you predict what you will learn when you read. I will take you through each step.

Let's start with the first step. What is step 1 in preview?

Danny: Big ideas.

Teacher: Good! One big idea from today's reading is spiders. Point to the big idea section on your learning log.

[Make sure that all students can find it.]

Great. Now, write our big idea, spiders, in that section.

[Pause.]

Now, I will think about everything I already know about spiders. What I know about spiders could come from books, magazines, movies, or conversations. I'll write these things on the board, so we can all remember what they are.

I have seen spider webs on bushes, so I know spiders make webs.

[Write: "Spiders make webs."]

I also remember from reading ***Charlotte's Web*** that spiders lay lots of eggs.

[Write: "Spiders lay eggs."]

I also know that there are many different kinds of spiders.

[Write: "There are many types of spiders." The board should look similar to the following.]

BIG IDEA:

Spiders

THINGS THAT I ALREADY KNOW:

- Spiders make webs.
- Spiders lay eggs.
- There are many types of spiders.

OK, I thought about what I already know about the big idea.

What is Step 2 of preview?

Kimberly: Vocabulary.

Teacher: Right! I will teach you some vocabulary that is important for understanding this text.

[Direct students to the vocabulary words and definitions you wrote on the board before class. Point to the word "sac."]

Teacher: The first word is ***sac.*** A sac is a baglike pocket that holds things. In this case, the sac carries spider eggs. Let's read the word together: ***sac***. Write ***sac*** in the vocabulary section of your learning log.

[Make sure that students write in the correct section. Then, point to the word "prey."]

Teacher: The next word is ***prey.*** Prey is a living creature that is hunted or captured for food. For example, a fly is the prey of a spider. Let's read the word together: ***prey***. Write ***prey*** in your learning log.

Now I will move on to Step 3. What is Step 3 of preview?

Justin: Predict.

Teacher: You're right! When you predict, you think about what you will learn when you read. But you don't just make a wild guess about it. First, when you predict, you quickly look over the text. Turn to the page where a flag is attached.

[Make sure that everyone is on the right page.]

What is the title?

Students: *The Secret World of Spiders*.

Teacher: We don't read the text during the preview. We scan it and look at the pictures and captions by the pictures. Now, look at the italicized print right below the title. When words are printed in a different font from the rest of the text, you want to pay attention to them.

The italicized sentence reads, "Scientists have studied spiders for years and have discovered that all spiders are born from eggs and produce silk."

Can you find a picture or caption?

Danny: There is a picture of a spider hugging a big, white ball, and it says, "The spider is standing over the egg sac."

Teacher: Great! Looking at the picture, and according to what the caption said, the big, white ball is probably an egg sac. I think we will learn about spiders and what they do with egg sacs. ***Sac*** was one of our vocabulary words, so that's another clue that I'll probably learn about egg sacs. Hmm, ***prey*** is a vocabulary word about catching an animal for food. I think I'll read about how spiders catch prey.

So, I got ideas for my prediction from quickly looking at the pictures and captions. I also got ideas for my prediction from the big ideas and vocabulary words. Now, I'll write my prediction in my learning log.

[Write on the board as you list the following predictions. When you are done, the board should look similar to the example below.]

I predict I will learn about spiders and how they lay their eggs. Maybe I will learn about how spiders care for their eggs. I also predict I will learn how spiders catch prey to eat. I also will write ***why*** I think I will learn these things: the vocabulary words, picture, and caption.

PREDICTIONS:

I think I will learn about how spiders:

- Lay eggs
- Take care of the eggs
- Catch prey

I think that because of the:

- Vocabulary words
- Picture and caption

Now that we have previewed, take turns reading the text with your partner.

Teacher-Supported Prediction Strategies
Lesson 2 Outline

OUTCOMES

- Students are introduced to key ideas and vocabulary.
- Students learn how to preview text to predict what they will learn.
- Students learn how to connect prior knowledge to information in the text.

PREPARATION

- Identify a few big ideas from the section—important people, places, things, or concepts.
- Identify three to five important vocabulary words or ideas for each section.
- Prepare copies of the text and learning logs for students.
- Plan to keep it short. The preview component of a reading comprehension lesson should not be much more than 5 minutes.

STEP 1: PRESENT THE BIG IDEAS

1. Present people, places, or ideas that are central to understanding the passage.
2. Ask guiding questions to activate prior knowledge (e.g., What does _____ make you think about?).
3. Provide corrective feedback that focuses students on the topics to be learned.

STEP 2: PRETEACH KEY VOCABULARY

1. Provide three to five key vocabulary words or new concepts and brief definitions.

2. Read the words aloud with students.
3. Have students write the words and definitions in their learning logs.

STEP 3: SUPPORT PREDICTION

1. Ask students to state the steps of prediction, and provide assistance as necessary. The steps are as follows:
   a. Examine the title, boldface print, subheadings, pictures, and captions.
   b. Make connections to what you know and what you think you will learn.
2. Give students about 1 minute to examine the passage and make predictions.
3. Ask students to share their predictions. For each prediction, ask students to state their evidence (e.g., "I think that because…"). You may do some modeling, but students should provide most of the information. Generate a prediction for the entire group, and write it on the board or overhead for students to see and write in their learning logs.

NEXT STEPS

- Begin reading the selection.
- When students understand the process, they can lead the prediction step in subsequent lessons. For student-led predicting, follow the steps below.
  1. Give students 1–2 minutes to look for key ideas by examining the title, boldface print, subheadings, pictures, and captions. Remind students of the big ideas.
  2. Have students write one or two predictions in their learning logs.
  3. Ask students to share their predictions. Encourage students to state the evidence for their predictions (e.g., "I think that because…"). Assist students in making connections to background knowledge. Correct information that is inaccurate or off topic.
  4. Evaluate students' predictions. Keep in mind that the predictions do not have to be "correct," but they should connect to the text or students' background knowledge. If predictions seem to lack any connection to the text, provide additional modeling and support, as indicated in the teacher-modeled and teacher-supported lesson outlines.

Lesson 2 Case Study

OBJECTIVES

- Students will answer questions about the preview strategy.
- Students will be guided through the preview strategy to determine what they know about a topic and to predict what they will learn.

MATERIALS

- Science textbook
- Student learning logs
- Pencils

TIPS

- Put flags on the text chosen for the day.
- Write the title, a big idea, and vocabulary words on the board before the class begins (see below for an example).

TITLE:

Conserving Resources

BIG IDEA:

People can help to protect Earth's natural resources and the environment.

VOCABULARY:

Conserving: Saving, protecting

Pollution: Dirtying of the environment

Pollutant: Material that causes pollution

Erosion: The process of wearing away something

OPENING

Teacher: Today, we will practice the preview strategy. Let's quickly review. What are the three parts of preview?

Danny: Brainstorming what you know about the big idea and predicting what you will learn.

Kimberly: Also learning vocabulary words.

Teacher: Excellent! First, we identify a big idea and brainstorm what we know about it. Second, we learn key vocabulary terms. Third, we make a prediction about what we'll learn when we read the text. When do you use the preview strategy?

Kimberly: Before we read the story.

Teacher: Great! How do you think preview will help before we start reading?

Justin: It will help you to understand what you're going to read.

Teacher: That's right.

INSTRUCTION

Teacher: OK, let's get started. As you can see on the board, the title of today's reading is ***Conserving Resources***. The big idea is that people can help to protect Earth's natural resources and the environment. Please write the title and big idea in your learning log.

[Make sure that students are writing as instructed.]

OK, let's brainstorm what we already know about the big idea. What do you think about when you hear that we can protect natural resources and the environment?

[As students offer ideas, write them on the board. When you are finished, it should look similar to the example below.]

Danny: That we cause a lot of garbage by throwing stuff away.

Kimberly: We don't really save a lot of resources.

Justin: You can recycle to save some materials.

BIG IDEA:

People can help to protect Earth's natural resources and the environment.

BRAINSTORMING:

- *People cause a lot of pollution by throwing out garbage.*
- *People do not save many resources.*
- *We can recycle to save materials.*

Teacher: These are wonderful brainstorming ideas. They will definitely get us on the right track.

Now, there are some important vocabulary words in the text that I want to teach you before we start reading.

The first word is ***conserving***. This word means saving something. For example, you can conserve water by turning off a faucet or conserve electricity by turning off the lights during the day. When I leave the faucet running while I brush my teeth, I am ***not*** conserving water. How about when your parents tell you to turn off the light in your bedroom before you leave for school? Is that an example of conserving? If so, how do you know?

Students: Yes, because when you turn off the light, you save energy, instead of wasting it when you are not in the room.

Teacher: Exactly. So, you are conserving the energy. Write ***conserving*** in your learning log.

Next word is ***pollution***. This word means the dirtying of the environment. For example, air pollution comes from millions of cars. Can you think of an example of pollution?

Danny: One time my little brother emptied his juice box into the lake when we went boating. I think he made pollution in the lake.

Teacher: Yes! That's called water pollution because that will dirty the water. That's a great example, Danny! Write ***pollution*** in your learning log.

The next word is similar to the previous word; it is ***pollutant***. This word means the material that causes pollution. For example, spilled chemicals can be pollutants to a clean lake and cause water pollution. Can anyone think of some pollutants that dirty our environment?

Kimberly: Can garbage be a pollutant?

Teacher: Yes. If you don't dispose of or take care of garbage properly, it can be a pollutant. Good job, Kimberly. Write ***pollutant*** in your learning log.

The last word is ***erosion***. This word means the process of something getting worn down. For example, when waves crash into a cliff over a long period of time, they cause erosion on the rocks by wearing them down. Have you seen a mountain or a hill that has been eroded?

Justin: You know the hill we used to play on by the playground? It got smaller after the heavy rainstorm we had last summer. Is that erosion?

Teacher: Yes, you can call that erosion because the water and the wind wore the hill down, even though it was a small amount. Write ***erosion*** in your learning log.

Now we will make our predictions. Who can remind me where our predictions come from?

Kimberly: We look at the book. We look at pictures and words that are highlighted and stuff like that.

Danny: And the vocabulary words will tell us what we're going to learn, too.

Teacher: Yes, you make a prediction by quickly looking at the text and noticing pictures, titles, captions, and highlighted words and sentences. The vocabulary words also give you clues. Do you read the whole text during the preview?

Danny: No, you look at it pretty fast—like a movie preview is fast and short. It doesn't show the whole movie.

Teacher: That's right. Now, I will give you about 2 minutes to skim through the text. Look for key ideas by scanning the pictures, captions, and bolded and highlighted words.

[Provide 2 minutes for students to skim.]

Teacher: Now, let's see what you noticed when you skimmed the text.

Danny, what do you think about the picture of all that garbage?

Danny: We make a lot of garbage, and it must smell really bad when you put all that garbage together. That will probably pollute our air, right?

Teacher: Sure. Good use of the word ***pollute***! Keep looking for more ideas.

Kimberly, what do you notice after looking at the pictures and captions?

Kimberly: That we don't really save a lot of resources. I think we waste a lot.

Teacher: That's a good point. I would think about the same after looking at the mound of garbage. Good job; keep going.

Justin, it seemed like you spent a very short time skimming the text. Did you find any key ideas?

Justin: I know all about natural resources, so I don't need to look at the text.

Teacher: Are you sure? I found a lot of new ideas that I didn't know about. I'm sure you can find some new ideas, too. Let's look at it together. Tell me what the caption says by the picture of the garbage.

Justin: It says, "Tons of garbage is thrown into landfills. This landfill can actually be seen from outer space!"

Teacher: So what does that tell you about how much garbage we produce?

Justin: So much that you can even see it from space—probably too much—and that can't be good for Earth.

Teacher: You are right. Now, let's think about some predictions. What are some things you think you will learn after reading this passage?

[As students offer predictions, write them on the board.]

Danny: I think I will learn about how to reuse some materials.

Teacher: Great! How did you come up with that prediction?

Danny: Because I saw a chart of different types of garbage thrown out, like newspapers and cans. And I remember my mom showing me how to recycle, so some of them can be used again.

Teacher: That's great! I'm glad that you recycle. Any other predictions?

Kimberly: I think we will learn about what to do with all the garbage in the world.

Teacher: That was one of my predictions, too. How did you get that idea?

Kimberly: Well, I saw the word ***landfill*** in the caption. My dad told me that is where garbage is dumped.

Teacher: Great use of captions. How about you, Justin?

Justin: I think we will learn about what causes pollution to our environment.

Teacher: Excellent! How did you come up with that prediction?

Justin: I saw the word ***pollutant*** highlighted.

[The board should now look similar to the following example.]

PREDICTIONS:

I think I will learn about:

- How to reuse materials
- What to do with all the garbage in the world
- What causes pollution to our environment

I think that because of the:

- Chart
- Caption
- Vocabulary words

Teacher: You did a great job previewing! Write the predictions in your learning log. Now, even before we read the text, we have a good idea of what we're about to learn. It is like we saw a preview at the movies. Now, let's read the text.

GOAL II

DURING READING: BREAKDOWN

GOAL II: BREAKDOWN
OVERVIEW AND EXAMPLES

OUTCOMES

- Students learn to identify words or ideas they do not understand.
- Students apply breakdown strategies to identify unknown words or ideas.

DESCRIPTION

Understanding breaks down when students do not know certain words or are confused by concepts or sentences. Breakdown is a set of strategies that students use to identify unknown words or ideas. Breakdown includes three steps.

1. Identify words and sentences that you do not understand.
2. Use fix-up strategies to find the meaning of unknown words.
3. Use the get the gist strategy to find the meaning of confusing sentences.

STEP 1: IDENTIFYING AND MARKING BREAKDOWNS

Step 1 occurs during reading. While students read, they are instructed to do the following:

1. Write words you cannot read in your learning log.
2. Write and underline words you can read but do not understand.
3. Put a sticky note or other removable marker after a sentence (or sentences) that is confusing.

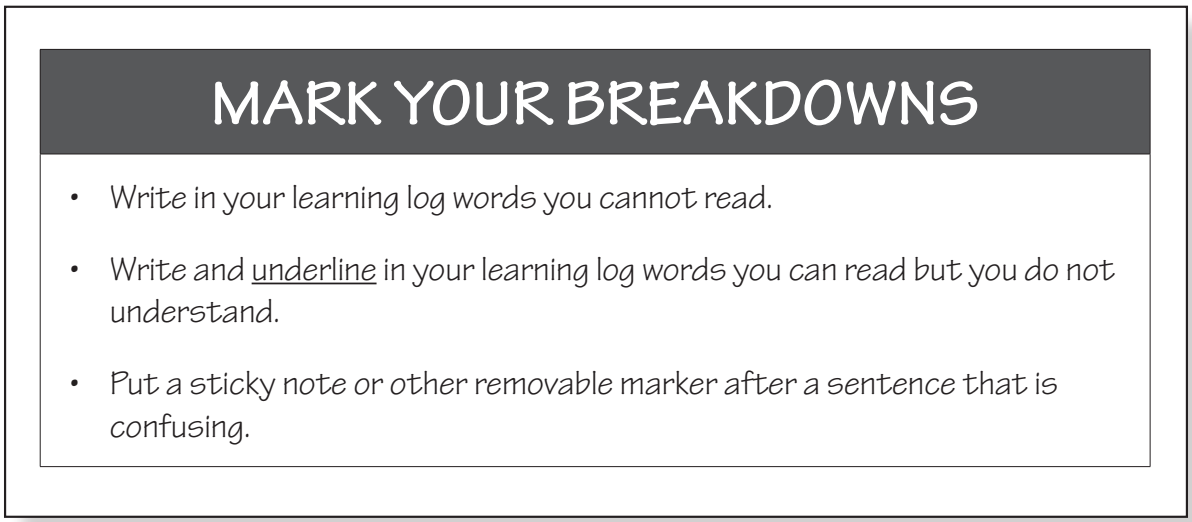
In the teacher-modeled phase, introduce the breakdown strategies and read aloud a paragraph or short section of text, marking each type of breakdown as it occurs. In the teacher-supported phase, students read on their own or with a partner, using the marking procedures as they read.

TEACHER-MODELED PHASE

Teacher: Good readers notice when their understanding breaks down, or when they do not understand how to read a word or find a confusing sentence. When your understanding breaks down, it is similar to when a car breaks down. You need to know what is wrong with the car to figure out how to fix it. During reading, you will learn to notice when your understanding breaks down and to figure out what kind of strategy to use to fix things up and keep your reading going.

You will learn three strategies to use when your reading breaks down. The first strategy is to notice when you cannot read a word, the second is to notice when you can read a word but you do not know what it means, and the third is to notice when a sentence does not make sense or is confusing. We will also learn fix-up strategies to help you repair you understanding after a breakdown.

Post or give out copies of a short paragraph. It is helpful to provide the marking procedures on a card (such as the one pictured below and found in Appendix B) and/or on a poster.



As you read, think aloud to model how to identify and mark each type of breakdown in your learning log. For the following example paragraph, you might stop as you pretend to stumble over the word ***congregating***.

FAIRY PENGUINS

Fairy penguins spend their days out at sea hunting for food in the shallow waters close to the shore. They can often be seen congregating in groups, referred to as "rafts." At dusk, they return to their burrows or rock-crevice colonies. Fairy penguin colonies can be quite noisy, especially before their predawn departure back to sea to feed.

Teacher: I am having trouble reading this word: ***cong***…***congrating***…so I will write it in my learning log. I'll come back to it after I finish reading this paragraph.

[After writing the word in your learning log, continue reading.]

"At dusk, they return to their burrows or rock-crev…creeve colonies."

OK, now I've got two more words. ***Dusk*** is a word I can read, but I'm not sure what it means. So I'll write that one **and** underline it in my learning log. This ***cre*** word, I can't read. So I'll write that one, too.

[Write and underline "dusk" and write "crevice" in your learning log. Then continue reading:]

"Fairy penguin colonies can be quite noisy, especially before their predawn departure back to sea to feed."

Wow, there is a lot of information in this sentence. I'm really confused here. I'll put a sticky note after this sentence.

TEACHER-SUPPORTED PHASE

You may need to support students in identifying words and sentences before and during reading.

- **Preview the passage for words or sentences that students might find difficult.** If fix-up strategies will not help students figure out some words, be prepared to provide definitions during Step 2 (see next page). This situation could occur for passages that do not provide context clues or when breaking down a word does not help with figuring

out its meaning. For example, in the sentence, ***At dusk, penguins return to their burrows or rock-crevice colonies***, if students do not know what ***dusk*** means, the fix-up strategies may provide little help, as the paragraph provides only vague context and ***dusk*** cannot be broken apart to find meaning.

- **Suggest words for students to find.** Sometimes, students are reluctant to say that they do not know what a word means. Encourage students to find words they do not understand. For example, you might say, "I have a few unknown words for you to find today. While you are reading, be sure you understand and can explain the following words: ***crevice***, ***departure***, and ***congregating***."

- **Provide a specific number of difficult or unknown words for students to find.** For example, you might say, "While you are reading today, try to find at least two unknown words or tricky sentences. If you don't have any unknown words, I'll check in with you to be sure you understand what you are reading."

- **Use student responses as models.** Give students positive feedback, credit, and/or points for identifying unknown words or sentences.

Step 2: Using Word Fix-Up Strategies

After reading a paragraph or short section of text, have students identify the meaning of their breakdowns, using fix-up strategies. The purpose of fix-up strategies is to teach students to monitor what they are reading, to recognize when they do not understand what they are reading, and to use strategies to find the meaning of difficult words.

It is helpful to provide the fix-up strategies on a card (such as the one pictured on the following page and found in Appendix B) and/or on a poster.

WORD FIX-UP STRATEGIES

1. Break apart the word and look for smaller words you know.
2. Circle the prefixes and suffixes. Say the parts of the word and then say the whole word.
3. Reread the sentence with the unknown word and look for key ideas to help you figure out the word. Think about what makes sense.
4. Reread the sentences before and after the unknown word, looking for clues.

In the teacher-modeled phase, introduce the fix-up strategies and provide examples. In the teacher-supported phase, students begin to take responsibility for working through the fix-up strategies on their own or with partners.

TEACHER-MODELED PHASE

Begin by explaining that fix-up strategies can be used to find the meaning of unknown words. For example, you might say something similar to the following.

Teacher: Imagine you are driving a car, rolling along just fine until you run over a nail. Then, all the air goes out of the tire and you can't keep driving until you fix the flat. Using a fix-up strategy is like fixing a flat tire when your car breaks down. Let me show you how to use fix-strategies to figure out how to read and understand difficult words.

Not all words need fix-up strategies. Proper nouns and other words that don't get in the way of understanding don't need fix-up strategies.

Sometimes, you can't figure out words by using fix-up strategies. In that case, it's OK to ask the teacher what a word means. Sometimes, when things go wrong with my car that are too hard for me to fix, I ask a mechanic for help. If you have tried all the fix-up strategies and still can't figure out the meaning of a word, it's OK to ask the teacher for help.

Model multiple examples of how to use fix-up strategies. One method is to introduce one fix-up strategy each day before moving on to the next strategy. Though this method may take several days, it will familiarize students with each strategy before using them in combination.

No matter the method, provide many clear examples of each strategy. To practice fix-up strategy 1, sample sentences should include words that can be easily broken apart into easily identifiable smaller words (e.g., ***horseshoe***, ***tablecloth***, ***firefly***, ***backward***, ***fortunate***). Strategy 2 requires words containing recognizable prefixes and suffixes (e.g., ***discharge, sustainable, imprudent***). Strategy 3 works best with sentences that contain only one difficult word. Strategy 4 requires surrounding sentences that are rich in context.

As students begin to understand a strategy, begin modeling less and supporting more—for example, by asking students to use the strategy in passages the group reads together.

Once students begin to understand all four strategies, you may model using them in tandem.

[Return to the "Fairy Penguins" passage, which is posted again below, for your reference.]

FAIRY PENGUINS

Fairy penguins spend their days out at sea hunting for food in the shallow waters close to the shore. They can often be seen congregating in groups, referred to as "rafts." At dusk, they return to their burrows or rock-crevice colonies. Fairy penguin colonies can be quite noisy, especially before their predawn departure back to sea to feed.

[Point to the word "congregating" in your learning log.]

Teacher: I have written this word because I can't read it. I'll start with fix-up strategy 1: Break the word apart into smaller words you know. I don't know any smaller words in this one, so I'll move on to fix-up strategy 2: Circle the prefix and suffix and say the whole word.

OK, I see the prefix ***con***- and the suffix ***-ing***, so I circle them. Now I read the word parts: ***con...gre...gat...ing***. But that doesn't sound right, so I'll try to make it a real

word by changing the short vowel in ***gat*** to a long vowel sound. ***Congregating***. I think I've heard that word before.

I think the word is ***congregating***, but I'm still not sure what it means. I'll try the next fix-up strategy: Reread the sentence and look for key ideas that make sense. ***They can often be seen congregating in groups, referred to as "rafts."*** Now that I know how to read the word ***congregating***, the sentence makes more sense: The penguins congregate in groups. So ***congregating*** must mean "coming together." I'll write the definition in my learning log.

[Write the definition in your learning log.]

Let's try another word: ***departure***. Fix-up strategy 1 is to break the word apart into smaller words you know. I see that the word ***depart*** is part of ***departure***. A plane leaves—or departs—from the airport.

I'm still not sure whether I have it right, so I will go to fix-up strategy 2: Circle the prefix and suffix and say the whole word. But I'm not sure what the prefixes and suffixes are.

I'll go on to fix-up strategy 3: Reread the sentence and look for key ideas that make sense. ***Fairy penguin colonies can be quite noisy, especially before their predawn departure back to sea to feed.*** What makes sense? ***Predawn*** means "before dawn," and it looks like they are going back to sea to get more food. So leaving makes sense here. ***Departure*** must mean "leaving."

TEACHER-SUPPORTED PHASE

During this phase, students begin to take responsibility for using the fix-up strategies on their own or with partners. Continue to question students to be sure they understand the following:

- It is important to monitor when your understanding breaks down.
- Fix-up strategies help to repair breakdowns while you are reading.
- Proper nouns and other words that do not influence understanding do not need fix-up strategies.
- Sometimes, difficult words can't be figured out with fix-up strategies. In that case, it is OK to ask the teacher for help.

Once students understand what the fix-up strategies are, why they are used, and when to use them, students are ready to learn to apply the fix-up strategies on their own or with partners. Start by working through student-identified words as a group. Then move into having students work through the strategies with a partner. Continue to provide support and feedback. Have students continue to write difficult words, use fix-up strategies, and write definitions in their learning logs.

- Students who need more practice may benefit from worksheets that contain simple passages or sentences with words that are easily identified by using fix-up strategies.

- If students do not use fix-up strategies correctly, model, ask guiding questions, and provide guided practice until students are able to use the fix-up strategies on their own.

- Provide many opportunities for students to use the strategies and to explain how they figured out the words or sentences. For example, a student who figured out the meaning of ***crevice*** could say the following to the group: "I used fix-up strategy 3 to find out what ***crevice*** means. I know a burrow is a hidden place or hole where animals live, so I figured a crevice must be a hole or opening in rocks where the penguins can live."

- Be sure to check the reading level of passages when teaching fix-up strategies. At first, use passages in which your students will find only 1–2 difficult words (not more than 1 in 10). Once students are proficient with the fix-up strategies, you can increase the difficulty level of the passages, as needed, to meet grade-level standards.

STEP 3: USING GET THE GIST FOR SENTENCES

The get the gist strategy helps students to find the main idea of what they read; similarly, get the gist can help students figure out the meaning of a confusing sentence. Here, we will apply the strategy to confusing sentences. In the next chapter, we will use the strategy to help make sense of paragraphs or larger sections of text.

It is helpful to provide the get the gist strategy on a card (such as the one pictured on the following page and found in Appendix B) and/or on a poster.

GET THE GIST OF SENTENCES

1. What is the most important "who" or "what?"
2. What is the most important idea about the "who" or "what?"
3. Retell the sentence in your own words.

TEACHER-MODELED PHASE

Introduce students to the get the gist strategy, as applied to individual sentences.

Teacher: Get the gist helps you figure out the most important ideas of what you read. First you figure out the most important "who" or "what" in a sentence, and then you figure out the most important information about the "who" or "what." This strategy can help you find the meaning of sentences that might seem difficult to understand.

Remember this sentence? ***Fairy penguin colonies can be quite noisy, especially before their predawn departure back to sea to feed***. We put a sticky note on it because it was too confusing and we wanted to come back to it later.

Step 1 of the get the gist strategy is: What is the most important "who" or "what" in this sentence? The most important "who" or "what" is fairy penguin colonies.

Step 2: What is the most important idea about the "who" or "what?" Now, I will think about what the author is trying to tell us about fairy penguin colonies in this sentence. It says that they are noisy, especially before they go back to sea to eat.

So I can retell this sentence in my own words to get the gist, like Step 3 asks me to do: Fairy penguin colonies are noisy, especially before they leave to find food.

Continue modeling with additional examples from readings as needed.

TEACHER-SUPPORTED PHASE

Once students understand what the gist is, why it is important, and when to use it, they are ready to move on to the teacher-supported phase. In this phase, students begin to find the gist for difficult sentences or teacher-selected sentences on their own or with a partner.

Begin by asking guiding questions to scaffold the process. For example:

Teacher: The sentence is: ***Fairy penguin colonies can be quite noisy, especially before their predawn departure back to sea to feed***. What is the most important "who" or "what" in the sentence?

Student: Fairy penguins.

Teacher: Well, it is about fairy penguin colonies, where fairy penguins live. What is the author trying to tell us about fairy penguin colonies?

Student: They are noisy.

Teacher: Yes, the fairy penguin colonies are noisy. When are they noisy?

Student: Before they leave to find food.

Teacher: Yes, the colonies are noisy just before the penguins leave to find food. Can you retell the sentence in your own words?

Student: Fairy penguins are noisy right before they leave to find food.

Teacher: Yes, the fairy penguin colonies, where the fairy penguins live, are noisy just before they leave to find food.

Make sure the "who" or "what" is easy to identify in the sentences you choose. Some examples:

- When the water on the surface of a lake becomes heated, it evaporates, or changes into water vapor.
- If the temperature of a cloud is less than 32 degrees Fahrenheit, snowflakes can form.
- Elephants are fond of water and enjoy showering by sucking water into their trunks and spraying it all over themselves.

- The diet of the Nile crocodile is mainly fish, but it will attack almost anything unfortunate enough to cross its path, including zebras, small hippos, porcupines, birds, and other crocodiles.

Scaffold further by asking students to work alone or in partners, using the Get the Gist (Sentences) card to guide them through the process. Go over each sentence, using guiding questions to support students when they are stuck. Depending on group size, students can retell to the group or to a partner. Listen to partners and provide scaffolding questions as needed.

Teacher-Modeled Breakdown Procedure for Words

Lesson 3 Outline

OUTCOME

Students learn how to identify words they do not understand by using the breakdown process.

PREPARATION

- Identify difficult words in a passage that students can figure out by using fix-up strategies.
- Prepare the teacher model for steps 2 and 3.
- Prepare the Mark Your Breakdown and Word Fix-up Strategies cards for students.
- Prepare the text and learning logs for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: MODEL HOW TO IDENTIFY BREAKDOWNS

To model, think aloud as you read the selection, using the same cards or posters that students will use to guide the breakdown process and recording words on a learning log.

1. Tell students that good readers notice when they do not understand how to read a word or find a sentence confusing—in other words, when understanding breaks down.
2. Post or distribute copies of a short paragraph.
3. While you are reading, model by doing the following:
    a. Write words you cannot read in your learning log.
    b. Write and underline words you can read but do not understand.
    c. Put a sticky note or other marker after sentences that are confusing.

STEP 3: MODEL WORD FIX-UP STRATEGIES

Introduce the following word fix-up strategies, one at a time. Provide students with Word Fix-Up Strategies cards for reference.

1. Break the word apart and look for smaller words you know.
2. Circle the prefixes and suffixes. Say the parts of the word and then say the whole word.
3. Reread the sentence with the unknown word and look for key ideas to help you figure out the word. Think about what makes sense.
4. Reread the sentences before and after the unknown word, looking for clues.

Once students become familiar with the strategies, begin modeling how to use more than one at a time. First, use the unknown words that were marked in the demonstration paragraph, talking through each of the strategies until you find the meaning. Then, continue modeling with additional examples as needed.

Lesson 3 Case Study

OBJECTIVE

Students will be guided through the breakdown process to figure out words or phrases they do not understand.

MATERIALS

- Science text passage (see text insert on the following page)
- Learning logs
- Pencils
- Whisper phones (optional)
- Timers
- Word Fix-Up Strategies cue or poster

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), unless the material requires less time.
- Have students write only vocabulary words (not definitions) after the definition is discussed.
- Have some possible breakdown words ready, in case students do not identify any.
- Posting the following information on the board will save preparation time before class.

PAGES: DATE:

TITLE:

BIG IDEA:

VOCABULARY:

EXAMPLE TEXT

> Look at these bottles! Why are they falling apart? Actually, they are disintegrating, which is a good thing. They were designed to disintegrate so they don't stay forever in one of the piles of garbage that are produced every day.
>
> The bottles are special because they are made of biodegradable plastic. "Biodegradable" means that the plastic can be broken down naturally by microorganisms like bacteria and molds into substances that do not harm the environment. The microorganisms literally eat the plastic so it becomes a substance like mush or powder.
>
> Unfortunately, not all plastic is biodegradable. Plastics that aren't biodegradable can stay in landfills and dumps for hundreds, maybe even thousands of years.

The passage also has photographs showing the progression of a bottle disintegrating. The photographs start with day 1, showing a bottle in perfect condition. On day 30, the bottle is just starting to break apart. By day 50, the bottle has broken into pieces. On day 64, we see only the outline of a bottle made up of tiny particles.

OPENING

Teacher: Listen to our big idea for this passage: Some things are made to disintegrate when thrown away. When you hear our big idea, what does it make you think of? Isabella, what do you think of when you hear our big idea?

Isabella: I don't know. I can't think of anything.

Teacher: That's OK. You may not be familiar with what we are discussing—in other words, you might not have much background information about our topic. Does anyone else have any thoughts about our big idea? Yes, Cory, what do you think of?

Cory: Well, let's see, it's about, hold on, I've got it, uh, nope, just lost it.

Teacher: So you had an idea, but it just went away?

Cory: Yep.

Teacher: That can happen. Let's get started and find out what our big idea is actually about.

First, let's look over our vocabulary words. Our first word is ***designed***. Repeat the word after me: ***designed***.

Students: *Designed*.

Teacher: ***Designed*** means "planned or created." Has anyone heard of that word before? No? That's OK. Let me give you an example of how to use the word ***designed***: Our class designed the picture for the school T-shirt.

Can someone tell me something else that has been designed?

Doyoung: Someone designed the cover of our textbook.

Teacher: That's right. Can anyone else think of a way to use the word ***designed***? No? OK. Listen to this and tell me whether I'm using ***designed*** the correct way: I designed the sun that's in the sky.

Cory: That doesn't make sense. We can't plan or create the sun. It's always been there.

Teacher: Let's look at our next vocabulary word: ***produced***. Now, you say it.

Students: *Produced*.

Teacher: ***Produce*** means "to make something." Here's an example sentence that uses the word ***produced***: I produced the meal very quickly. Can you think of another way to use ***produce***?

Isabella: The teacher produced a hard test.

Teacher: What about this sentence: I produced the ocean.

Doyoung: That doesn't make sense. You can't produce the ocean. That's something that nature does.

Teacher: Everyone, say our next vocabulary word: ***literally***.

Students: *Literally*.

Teacher: *Literally* means "something actually happening the way it is described." If I said, "My dog literally did not eat yesterday," that means my dog did not eat at all—not one nibble of food! If my dog did eat, even just a little, that would **not** be an example of literally not eating. Let's say you were at a sleep over and you stayed awake all night watching movies and playing video games. Would that be an example of literally staying up all night?

Hannah: Yes, because you didn't sleep at all.

Teacher: How about your friend who fell asleep at 4 a.m. but then woke up at 5:30 a.m. when you told him you set a record on a video game? Did your friend literally stay up all night?

Students: No.

Teacher: Correct. How did you figure that out?

Isabella: Well, because he slept a little. He didn't actually stay awake all night long.

Teacher: Very good. Let's try our next vocabulary word: ***landfill***. Now, you say it.

Students: *Landfill*.

Teacher: A landfill is a low spot in the ground that has been filled in with trash and then has soil put on top of the trash. Does this sentence sound right: The garbage man takes the trash to the landfill.

Students: Yes.

Teacher: That's right. How did you figure that out?

Doyoung: Well, the definition says a landfill is a low spot in the ground that has been filled in with trash. And it would make sense that the garbage man would take our trash to a place like that.

Teacher: Good. Now what about this sentence: It takes a lot of time for trash to get to the landfill on the moon.

Isabella: There aren't any landfills on the moon.

Hannah: But wait, a rocket could get trash to the moon and then cover it up!

Teacher: Well, that is a thought, but in our lifetime, I don't think we will ever see landfills on the moon.

OK, make sure you write these vocabulary words in your learning log before we get started with our reading.

INSTRUCTION

Teacher: Today, I will to show you a procedure to figure out words you don't know. To understand what you are reading, it is important to recognize words you do not understand and then try to figure out what the words mean.

The name of the procedure we will discuss today is breakdown. Breakdown can help you figure out words that you don't understand.

Think about what happens when you are riding your bike. When you are reading and you understand everything, it's like riding your bike smoothly on the road. When you don't understand something you read, it's like riding your bike and then, all of a sudden, you hit a pothole. You can't move ahead because your bike just broke down. In the same way, when you don't understand what you are reading, your comprehension breaks down. You don't understand what the author is saying.

Sometimes, you'll come across a word that you're not familiar with but that is very important to understanding the topic. Not all hard words are important to understanding the topic. Today, we will focus on unknown words that prevent you from understanding what you are reading.

Think back to that bike that broke down when it hit a pothole. You have to fix the bike, so you can keep riding. In the same way, when you hit an important word you don't know, you have to fix your understanding by figuring out the word's meaning.

To help you fix your understanding, breakdown includes four fix-up strategies:

1. Break the word apart and look for smaller words you know.
2. Circle the prefixes and suffixes. Say the parts of the word and then say the whole word.
3. Reread the sentence with the unknown word and look for key ideas to help you figure out the word. Think about what makes sense.
4. Reread the sentences before and after the unknown word, looking for clues.

Let me show you how to use breakdown. I will read the first paragraph of our passage. As I read the paragraph, I will notice words that I don't understand.

[Read the first paragraph, stumbling on the word "disintegrating."]

I don't know what this sentence means: ***Actually, they are disintegrating, which is a good thing***. I don't understand because I don't know the word ***disintegrating***. I will use the fix-up strategies to help me figure out this word.

Let's try the fourth fix-up strategy: Reread the sentence before and after the unknown word, looking for clues. OK, the sentence before says: ***Why are they falling apart?*** And the sentence after the unknown word says: ***They were designed to disintegrate so they don't stay forever in one of the piles of garbage that are produced every day***. I got a clue from the sentence before the unknown word. It talks about the bottle falling apart. Let me try the phrase ***falling apart*** in the sentence with the unknown word: ***Actually, they are falling apart, which is a good thing***. Yes, that makes sense. OK, now I need to write this word and definition in my learning log: ***Disintegrating: falling apart***.

As I read the rest of the passage, listen carefully for any words that you don't know. Write them down, and we will figure out what they mean when I finish reading.

[Read the rest of the passage.]

Teacher: OK, I asked you to write any words that you did not know. Please raise your hand and tell me one of the words you wrote. Hmm, I don't see any hands. Cory, can you tell me one of your words?

Cory: I don't have any.

Teacher: Cory, can you tell me what the word ***landfill*** means?

Cory: Uh, I don't know.

Teacher: Ah ha, so there is a word we don't know. OK, we can look at the fix-up strategies to see which one might help us figure out the word. Oh, I see one that might work. It's the strategy where we break apart the word into smaller parts. The word is ***landfill***. I see the word ***land*** and the word ***fill***. So it must mean something about filling the land.

[Doyoung raises her hand.]

Teacher: Yes, Doyoung?

Doyoung: The word ***landfill*** is one of our vocabulary words. It's right up there on the board.

Teacher: Very good. Now, that isn't a strategy we have discussed, but it is always good to review vocabulary words if you are not sure what a word means. It might be right up in the vocabulary list, just like it is today. I'm so glad you noticed that.

Let's go over the text we just read again and look for more words we don't know. Remember, sometimes an unknown word is a word you can't pronounce. If you can't pronounce it, you might not understand what it means. I will set the timer for 1 minute. Please look over the information again.

[After 1 minute:]

Alright, now that you have looked over our passage again, does anyone have a word they don't know?

Hannah: I have one. It is spelled: ***b-i-o-d-e-g-r-a-d-a-b-l-e***.

Teacher: Ah, that word is ***biodegradable***. Does that help you understand it after hearing how it is pronounced?

Hannah: No. I still don't know what it means.

Teacher: OK, let's look at our fix-up strategy card to see what strategies might help. I think I will use the strategy of rereading the sentence with the unknown word in it and looking for clues. Hmm, I see ***biodegradable*** in two sentences. The first says: ***The bottles are special because they are made of biodegradable plastic***. That sentence doesn't help me. But this second sentence is promising. It says: ***"Biodegradable" means that the plastic can be broken down naturally by microorganisms like bacteria and molds into substances that do not harm the environment***. OK, so ***biodegradable*** means "can be broken down by microorganisms." Let's write this word and definition in our learning logs.

[Model writing the word and definition on a learning log.]

Does anyone have any questions?

Isabella: Well, you didn't write exactly what was in the book.

Teacher: You're right. What I did was generalize. I made a more general definition in my own words that can work in many situations.

My definition for the word ***biodegradable*** works for our passage, but also might work in something else besides our passage. You will most likely see this word again. So I gave a general definition for the word. Does that make sense?

Doyoung: So you mean that it won't always be plastic that is biodegradable?

Teacher: Correct. Biodegradable things won't always be plastics. They might be newspaper, fabric, or something else.

Did anyone else have a word they didn't know?

Isabella: I do now. I'm not real sure about the word ***microorganisms***. I think I know.

Teacher: So what do you think a microorganism is?

Isabella: A big thing?

Teacher: Well, that is a good guess, but let's look at our strategies again. I think I will use the strategy where I look for prefixes and suffixes.

I'm pretty sure that ***micro-*** is a prefix that means "really small." I know that a person looks at really small things with a microscope. Now, the part of the word that is left is ***organism***, and I know that an organism is any living thing that can carry out life processes. That would make sense. The sentence with the unknown word says: ...***microorganisms like bacteria and molds***. Those are really tiny things. So ***microorganisms*** must mean "tiny living things that carry out life processes." Let's write the word and definition in our learning logs. Let's see, I will write: ***microorganisms: tiny things that carry out life processes***.

Now, read the passage silently or with the whisper phone. I will set the timer for 2 minutes. Read it at least two times, and if the timer has not gone off, reread the passage until the timer goes off. Be sure to write in your learning log whether you still have any unknown words. We will work them out later.

FIELD NOTES

This group has to multitask as soon as they arrive. Usually, at least one student has not finished his or her breakfast and has to bring it to the group. I try to go over the date, page number, title, and big idea while students finish their food. This plan seems to be working well.

On this day, as soon as the students arrived, they opened their food and started writing information in their learning logs—before I asked them to do so. I have started putting out napkins before the students arrive. I also prepare their learning logs; books, turned to the correct page; and pencils.

We have to contend with a lot of noise from other classes. On this day, third-graders were practicing songs for their program. My kids were great. Even with all the noise of the third-graders and a movie being played very loud, the kids got right to work.

My one student who likes to talk didn't interrupt too much today. He did, though, come up with the comment about taking trash to the moon in a rocket. He is so full of information and really likes to talk. I have had to ask him to please let others have a chance to talk and time to think. He is not a difficult student—in fact, he usually gets the hang of things quickly—but his talking can be quite a distraction.

Once I broke the ice by challenging the student who claimed he didn't find any words he didn't know, students were more willing to share words they were unfamiliar with.

Teacher-Supported Breakdown Procedure for Words

Lesson 4 Outline

OUTCOMES

- Students learn to identify words or ideas they do not understand.
- Students apply the breakdown procedure to discover the meaning of unknown words.

PREPARATION

- Identify difficult words in a passage that students can figure out by using fix-up strategies.
- Prepare breakdown cards or posters (Mark Your Breakdowns, Word Fix-Up Strategies).
- Prepare the text and learning logs for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: SUPPORT STUDENTS' IDENTIFICATION OF BREAKDOWNS

1. In the teacher-supported phase, students read a section of text on their own or with a partner. Using the Mark Your Breakdowns card as a guide, students identify the following:
   - Words they cannot read

- Words they can read but do not know
- Sentences that are confusing

2. Review the marked breakdowns with students and discuss why they chose each word.
3. Once students know how to mark breakdowns, they are ready to learn fix-up strategies to repair their understanding. If students need more practice marking breakdowns, repeat this procedure with another reading selection.

STEP 3: SUPPORT STUDENTS' USE OF WORD FIX-UP STRATEGIES

Once students understand the fix-up strategies, why they are used, and when to use them, students are ready to apply the strategies on their own or with partners.

1. Remind students that good readers notice when they do not understand how to read a word or find a confusing sentence. Use the analogy of a car breaking down and going to the repair shop to get "fixed up," or something similar, to connect the concept of repairing breakdowns with reading.
2. Start by working through teacher- or student-identified words as a group.
3. Provide multiple opportunities for students to use the fix-up strategies and to discuss what works and why.

NEXT STEPS

- Students need multiple opportunities to use fix-up strategies. Try using worksheets that provide controlled practice with short segments of reading.
- When students begin using the fix-up strategies independently or with a partner, continue to provide support and feedback. Have students write the difficult words and brief definitions in learning logs.
- Monitor progress by asking students to explain how they figured out the meaning of unknown words and by evaluating learning logs.
- Refer to the Overview and Examples section for additional ideas to support students as they learn to use fix-up strategies.

Lesson 4 Case Study

OBJECTIVE

Students will identify words they do not understand, answer questions about the breakdown process, and use fix-up strategies, with teacher support, to figure out the meaning of unknown words.

MATERIALS

- Learning log
- Pencils
- Breakdown cards
- Whisper phone (optional)
- Timers
- Markers or chalk
- Eraser for board

TIPS

- Posting the following information on the board will save preparation time before class.

PAGES: DATE:

TITLE:

BIG IDEA:

VOCABULARY:

UNKNOWN WORDS:

- Identify possible unknown words and applicable fix-up strategies before the lesson. Remember that some students struggle with even the most basic words.
- Keep a small dictionary within your reach.
- Have students write only the vocabulary words themselves (not their definitions).
- OPTIONAL: Students might enjoy using a whisper phone during text reading.
- Remember to set a timer as soon as you sit down with students.

OPENING

Teacher: Good afternoon. How are you all? Open your book to page 48 and take out your learning log. The title of our reading today is ***Earth's Star***. Write that in your learning log next to where it says, "Title." The big idea is that the sun gives us the energy we need to live.

When you hear the big idea, what does it make you think about? Jacques, what do you think of when you hear that the sun gives us the energy we need to live?

Jacques: Well, we get energy from the sun.

Teacher: That's a good thought. Carmela, what do you think of when you hear our big idea?

Carmela: I don't know.

Teacher: Well, maybe you haven't learned about this topic yet. Want to give it a guess?

Carmela: OK, I think it means that we need the sun to live.

Teacher: That's a good guess. Fred, what do you think of when you hear that the sun gives us the energy we need to live?

Fred: Oh, I remember something I saw on TV. It has something do to with animals eating plants.

Teacher: You're on the right track. Deja, what do you think of when you hear that the sun gives us the energy we need to live?

Deja: What I think of when I hear that is that the sun keeps us warm.

Teacher: Well, you are right. The sun does keep us warm.

Let's go over our vocabulary words. After we talk about each word, write the word in your learning log. Our first word is: ***energy***. Everybody say ***energy***.

Students: *Energy*.

Teacher: Does anyone know what that means?

[Everyone shakes their head.]

Well ***energy*** means "the ability to cause change." When I get a lot of sleep, I wake up with a lot of energy. Does that sound right?

Students: Yes.

Fred: Is this right? I have lots of energy when I'm tired.

Teacher: Well let's think about it. ***Energy*** means "the ability to cause change." Do you think you could cause a lot of change when you are tired?

Fred: I can.

Teacher: Hmm, I know I couldn't cause a lot of change when I'm tired. All I want to do is sleep. Can anyone else think of a way to use the word ***energy***?

Deja: I have a lot of energy when I drink soda.

Teacher: Yes, I can see how that would cause you to have a lot of energy. Why do you think that happens?

Deja: I don't know.

Teacher: Well, most sodas have caffeine in them. The caffeine gives you a rush of energy, but then the energy goes away. So having lots of sodas to give you energy is not really a good idea.

Let's go on to our next vocabulary word. The next word is ***different***. Everyone say ***different***.

Students: *Different*.

Teacher: ***Different*** means "not alike" or "not the same." Everyone in my family likes different foods to eat for breakfast. My husband likes breakfast tacos, and my son likes cereal. Can anyone give me an example of using the word ***different***?

Jacques: What about this? I put on socks today that were different colors.

Teacher: Sounds good. You put on socks today that were not the same color. Very good. Now what about a sentence where ***different*** would not make sense?

Carmela: The cars are both red, so they are different colors.

Teacher: Very good.

Let's look at our next vocabulary word: ***diameter***. Everyone say ***diameter***.

Students: *Diameter*.

Teacher: Does anyone know what that means? No? OK, ***diameter*** means "the distance across the center of a circle." The diameter of the moon is 3,474 kilometers. Now, what do you think of this sentence? The diameter of a square is 6 inches.

Deja: That's not right because a diameter is the distance across a circle, and a square is not a circle.

Teacher: That's right. Very good. You are really paying attention. Thanks.

Now, make sure you have written these words in your learning log. If you need help spelling them, look up here on the board.

Let's go on and do our prediction. I'll give you 30 seconds to preview the passage. Remember to look at the title, subtitles, pictures, words under pictures, and any highlighted words. These will all give you a good idea of what you are going to learn today. Then you'll have 30 seconds to write a prediction of what you will learn today.

[Set the timer for 30 seconds. Continue after the 30 seconds.]

Teacher: OK, that was your preview time. Now I'll set the timer again for another 30 seconds. I want you to write a prediction of what you think you will learn today.

[Set the timer for 30 seconds. Continue after the 30 seconds.]

Carmela, what do you think we will learn today?

Carmela: I think we will learn about getting energy from the sun.

Teacher: Thank you. Jacques, will you please tell us your prediction?

Jacques: I think we will learn about the sun's effects on the earth.

Teacher: What makes you think you will learn that?

Jacques: When I was looking at the pictures during the preview, that was the title for several of the pictures.

Teacher: Looking at the pictures and what it says about them is a great idea.

OK, let's see what Deja has.

Deja: I predict we will learn how the sun gives us energy.

Teacher: That's a good prediction. I like the way you used a form of the word ***prediction*** in your sentence.

And now, Fred, what is your prediction?

Fred: I predict we will learn about the sun and the earth.

Teacher: Those are good predictions.

INSTRUCTION

Teacher: Let's get started. The first thing I want to do is review what a breakdown is. Please raise your hand if you can answer this question: What does a breakdown in comprehension mean?

Fred: It means to get to a word I don't understand.

Teacher: OK, what about this question: When do you use the breakdown procedure?

Carmela: Umm, is it during reading?

Teacher: That's right. Good remembering.

Let's answer this question: Why is it important to figure out unknown words?

Jacques: Is it because it makes it so we know what we are reading?

Teacher: Yes, it helps us understand what we are reading.

OK, here is the last review question: What are the fix-up strategies? You can look at the card if you want.

Deja: Break the word apart and look for smaller words you know. Look for prefixes and suffixes. Say each part of the word and then say the whole word.

Teacher: Who wants to help Deja? Carmela? Thank you for offering. What strategies can you think of?

Carmela: Reread the sentence with the unknown word and look for key ideas to help you figure out the word. Think about what makes sense. Reread the sentences before and after the unknown word, looking for clues.

Teacher: You got them. Good. Let's start reading our passage now. Be sure to make a mental note of words you do not know. Deja, would you please read the first paragraph?

Deja: ***When you are outside on a sunny day, you can feel the warmth of the sun on your skin. The sun has energy. That energy warms you. The sun's energy also warms land and water on the earth.***

Teacher: Thanks for reading that. Now, does anyone have any words they didn't know?

Students: No.

Teacher: No? OK, this paragraph was pretty easy to understand. Jacques, would you read the next paragraph please?

Jacques: ***Parts of the earth heat up at different rates. Land, such as soil and sand, warm up faster than water.***

Teacher: Did anyone have any unknown words? Yes, Fred?

Fred: I didn't understand what ***rates*** meant.

Teacher: OK, everyone, find the word ***rates*** in the paragraph we just read and put your finger on it. Now, try to use some fix-up strategies to figure it out.

[Students work silently.]

Teacher: Did anyone figure out what ***rates*** means?

Jacques: Yes.

Teacher: Great. Tell us what it means.

Jacques: I think it means speed, like how fast or slow something happens.

Teacher: Great. What did you do first to figure it out?

Jacques: Well, first I used the fix-up strategy where you reread the sentence and think about what makes sense. When I did that, I saw the word ***different***. I know that ***different*** means "not the same." So I read the sentence again and put in the words ***not the same*** for the word ***different***.

Teacher: So you read it like this? ***Parts of the earth heat up at not the same rates.***

Jacques: Yeah, but that didn't help a whole lot, so I read the next sentence and looked for clues.

Teacher: Good thinking. You used another fix-up strategy. Did that help you?

Jacques: Yes. It talked about soil warming faster than water. That made me think of the speed, so I reread the sentence with ***rates*** in it, putting in the word ***speeds*** for ***rates***.

Teacher: Would you read the sentence that way for the class?

Jacques: ***Parts of the earth heat up at different speeds.***

Teacher: Everyone, does that make sense?

Students: Yes.

Teacher: Very good. That strategy really seemed to help you. Does anyone else have any unknown words for that paragraph?

[Students shake their heads.]

No? OK, let's go on. Sara, would you read the next paragraph?

[Sara reads the next paragraph.]

Does anyone have any unknown words in this paragraph?

Students: No.

Teacher: Are you sure? Deja, can you tell me what ***uneven*** means?

Deja: Yes, it means "not the same" or "not equal."

Teacher: Good explanation. How did you know that?

Deja: I just knew. I've heard that word before.

Teacher: Very good. Let's have Carmela read the next paragraph.

[Carmela reads the next paragraph.]

Nice reading. Thank you. I did notice that you had some trouble reading the word ***photosynthesis***, though.

How many of you know what ***photosynthesis*** means?

Fred: I do. It means "to take a picture."

Teacher: What makes you say that?

Fred: Well, I see the word ***photo*** in the it.

Teacher: So you used the fix-up strategy to break apart the word and look for smaller words you know. That was a really good idea. But, in this case, ***photo*** does not mean "a picture." The word ***photo*** has more than one meaning. In this case it means "light." Let's try another strategy to figure out what ***photosynthesis*** means. Carmela, what strategy should we try?

Fred: Wait, now I know what ***photosynthesis*** means. There's a picture right here of plants getting food and energy.

Teacher: You're on the right track, but let's work this out together to get a clear picture of the word ***photosynthesis***.

Fred: OK, but I know what it means.

Teacher: OK, Carmela, which fix-up strategy do you want to use?

Carmela: Let's try rereading the sentence with the word in it and looking for clues.

Teacher: That's a good choice. Fred, would you reread the sentence with the word in it?

Fred: ***When plants that are green use the energy from the sun to make food, it is called photosynthesis.***

Teacher: Wow, that's quite a sentence. Let's look for key ideas to help us figure out *photosynthesis*.

Deja: It talks about the plant using energy from the sun.

Teacher: Good. Can anyone else see a key idea in that sentence?

Jacques: It says the energy from the sun makes food.

Teacher: OK, we're doing a good job here. So what I'm hearing is that plants use energy from the sun to make food? Do you agree?

Students: Yes.

Carmela: Uh, photosynthesis is when plants get energy from the sun to make their food.

Teacher: Very good. That was a hard one to figure out. I want everyone to write ***photosynthesis*** in your learning log and write what it means. Does anyone else have any unknown words?

[Pause.]

Teacher: Fred, I need you to write ***photosynthesis***, too.

Fred: But I knew what it meant.

Teacher: Go ahead and write it down, and then you will really remember what it means. I know that when I write something, I remember it better.

Fred: Alright, but I did know what it meant.

Teacher: Thank you for writing the word. Does anyone else have any unknown words?

Students: No.

Teacher: I believe you are right. You all did a great job. Now that you have figured out these words, read the whole passage two times, using the whisper phones. As you read, I will come by to listen. Remember, if you come across another unknown word, don't just pass over it. Use the fix-up strategies to try to figure it out. If that doesn't work, ask me. It is important to understand what you are reading, and you can do that only if you know what the words mean.

FIELD NOTES

The students seemed interested in the text today. The students were able to figure out unknown words a little easier than previously, as the text offered more context clues. At this stage, it is important to select texts that allow students to be successful in figuring out unknown words.

One of the students was not feeling well, and it showed. This student did not participate much, and because he normally participates, I did not push him. He did read when asked.

One student that is always ready with an answer is becoming resistant to writing words in his learning log when he thinks he knows what they mean. He often has partial definitions that need to be tweaked to be accurate. After we figure out a definition as a class, he says he does not need to write it in his learning log because he already knew what it meant. I tell him to write the word and definition, regardless of whether he knew what it meant.

I noticed that one of the students is a little more willing to share unknown words, even if no one else volunteers.

Teacher-Modeled Get the Gist of Sentences Lesson 5 Outline

OUTCOME

To model the get the gist strategy at the sentence level

PREPARATION

- Prepare breakdown cards: Mark Your Breakdowns and Get the Gist (Sentences).
- Prepare a model for Step 3.
- Prepare the text and sentence examples for students.
- Identify one or two difficult sentences in the reading.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: MODEL HOW TO IDENTIFY BREAKDOWNS

1. Read a paragraph or short section of text.
2. Show students how to mark sentences they do not understand. Students also can mark words, but this lesson focuses on sentences.

STEP 3: MODEL HOW TO USE THE GIST STRATEGY FOR SENTENCES

1. Explain the get the gist strategy, as applied to sentences:
   a. Find the most important "who" or "what" of the sentence.
   b. Say the most important idea about the "who" or "what."
   c. Retell the sentence in your own words.
2. Model by thinking aloud as you use the card to guide you through the steps of getting the gist of a sentence that could be difficult for students to understand.
3. Repeat the modeling procedure for several sentences in the passage.

NEXT STEPS

- If students need additional examples, post single sentences that might be confusing and repeat the modeling process.
- When students understand the strategy, they are ready to move into the teacher-supported phase, as shown in Lesson 6.

Teacher-Supported Get the Gist of Sentences

Lesson 6 Outline

OUTCOME

Students apply the get the gist strategy at the sentence level.

PREPARATION

- Prepare breakdown cards: Mark Your Breakdowns, Get the Gist (Sentences).
- Prepare text and example sentences for students.
- Identify one or two difficult sentences in the reading.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: SUPPORT STUDENTS' IDENTIFICATION OF BREAKDOWNS

1. Read a paragraph or short section of text aloud.
2. Have students use mark sentences they do not understand. Students can also mark words, but this lesson focuses on sentences.

STEP 3: SUPPORT STUDENTS' USE OF GET THE GIST FOR SENTENCES

1. Review the get the gist strategy, as applied to sentences:
   a. Find the most important "who" or "what" of the sentence.
   b. Say the most important information about the "who" or "what."
   c. Retell the sentence in your own words.
2. Use get the gist with students. Ask guiding questions, such as, "What is the most important 'who' or 'what?'" Provide feedback to students.
3. Repeat this teacher-supported practice with several sentences.

NEXT STEPS

When students demonstrate proficiency with getting the gist of sentences while working in a group, allow students to work in pairs to get the gist of their own sentences. Students can retell the sentences to a partner or to the teacher, depending on their proficiency.

First, provide single sentences and stop after each one to check in with students. Later, use paragraphs or short sections of text where students can identify difficult sentences and then work through the get the gist strategy.

When they become comfortable getting the gist of sentences, students are ready to put the word and sentence breakdown strategies together, as shown in Lesson 7.

Teacher-Supported Breakdown Procedure for Words and Sentences

Lesson 7 Outline

OUTCOME

Students use the breakdown procedure to figure out the meaning of unknown words and sentences.

PREPARATION

- Prepare breakdown cards: Mark Your Breakdowns, Word Fix-Up Strategies, and Get the Gist (Sentences).
- Prepare the text and learning logs for students.
- Identify words and sentences in the passage that students might find difficult.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: SUPPORT STUDENTS' USE OF THE BREAKDOWN PROCEDURE

Guide students through the entire breakdown procedure. Provide support and feedback as necessary.

1. Mark breakdowns:
   a. Read a paragraph or short section of text.
   b. Have students mark words and sentences they do not understand.
2. Use word fix-up strategies:
   a. Have students work with a partner, using the Word Fix-up Strategies card to find the meaning of unknown words.
   b. Have students write the words and brief definitions in their learning logs.
   c. Ask students to share their words, definitions, and which fix-up strategies they used.
3. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

NEXT STEPS

- Many students need several days to practice using fix-up strategies. Monitor carefully to be sure that students gain proficiency with the strategies. Provide corrective feedback.

- Continue to discuss the strategies (what they are, how they are used, when they are used, and why they are used).

- Once students have gained proficiency with the fix-up strategies for words and the get the gist strategy for sentences, they are ready to learn to get the gist for larger sections of text, as shown in Lesson 8.

GOAL III

DURING READING: GET THE GIST OF PARAGRAPHS

GOAL III: GET THE GIST OF PARAGRAPHS
OVERVIEW AND EXAMPLES

OUTCOME

Students learn to find the main idea of short sections of text.

DESCRIPTION

Students should already be successful using the get the gist strategy for sentences (see Goal II). Students can also use the get the gist strategy to find the main idea of a paragraph or short section of text:

1. Retell the paragraph in your own words.
2. Get the gist:
    a. Say the most important "who" or "what."
    b. Tell the most important information about the "who" or "what."
    c. Write the gist in 10 or fewer words.

STEP 1: RETELL THE PARAGRAPH

The first step in getting the gist is to begin to recall what happened in the paragraph.

TEACHER-MODELED PHASE

Model for students by reading a short paragraph aloud and retelling what takes place.

> Christopher Columbus was a trader and sea captain. Europeans traded with countries in Asia for many things, including spices and other goods. But traveling from Europe to Asia took a long time and was very difficult. Columbus wanted to save time by sailing west across the Atlantic Ocean. He presented his plan to the king and queen of Spain, who agreed to let him try.

Teacher: I know this paragraph is about Christopher Columbus because he is mentioned a few times. He was a sea captain and a trader. Europeans traded a lot in Asia. It took a long time to get to Asia to trade, so Christopher Columbus wanted to try a shortcut by sailing west instead of east. There are a lot of details in that paragraph.

TEACHER-SUPPORTED PHASE

Retelling can be challenging for many students.

Begin with paragraphs that are straightforward and easy to understand. Students should have a high rate of success when they are learning to retell. Once students are comfortable with the strategy and demonstrate mastery, teachers can increase text difficulty.

Ask guiding questions that lead students to retell what happened in their own words. Questions are usually specific to the paragraph but might include some of the following:

- Is there an important person? If so, who is it? How do you know he or she is important? What are some things that happen to the important person?
- Is there an important place? If so, where is it? How do you know it is important?
- When does it take place?

The following questions could be used to guide a student who is struggling to retell the Christopher Columbus paragraph:

- Who is the paragraph mostly about?
- It doesn't say exactly, but can you tell what kind of work Christopher Columbus did that made him interested in trade routes?
- Why did Christopher Columbus want to find a different way to get to Asia?
- What else did you learn from this paragraph?
- Start with Christopher Columbus and tell in your own words the most important ideas from this paragraph. It's OK to use some of the ideas we just talked about.

Students who require guiding questions should still be encouraged to retell the paragraph to help them put the ideas together in their own words.

Step 2: Get the Gist

Teacher-Modeled Phase

Introduce get the gist for paragraphs. It may be helpful to display the following card (also found in Appendix B) as an overhead image or poster.

> **GET THE GIST OF PARAGRAPHS**
>
> 1. What is the most important "who" or "what?"
> 2. What is the most important idea about the "who" or "what?"
> 3. Write the gist in 10 or fewer words in your learning log.

Teacher: I will introduce a strategy that can help you figure out the most important ideas of what you read. It's similar to the strategy we use for confusing sentences, but this time, it's for longer sections of text. The strategy is called the same thing: get the gist.

Just like with sentences, first you figure out the most important "who" or "what" in the paragraph. The next step is to figure out the most important information about the "who" or "what." The last step is to tell the most important idea in 10 or fewer words.

When getting the gist for a larger section of text, like a paragraph, you have to look through more information to tell only the most important ideas in 10 or fewer words. The work you just did to retell what the paragraph is about will help you with your gist.

Model getting the gist with a short paragraph. You can use the same paragraph you used to model the retell or another one. The following example uses the same paragraph (reposted below, for your reference). Have students put away their learning logs, so they focus on your modeling, not on writing what you say. Model writing the ideas on the board or an overhead as you think aloud. Explicitly state the reasoning behind your choices.

> Christopher Columbus was a trader and sea captain. Europeans traded with countries in Asia for many things, including spices and other goods. But traveling from Europe to Asia took a long time and was very difficult. Columbus wanted to save time by sailing west across the Atlantic Ocean. He presented his plan to the king and queen of Spain, who agreed to let him try.

Teacher: There is a lot of information in this paragraph, but let's see whether we can figure out who or what it is mostly about.

I think the most important "who" or "what" is a Christopher Columbus because most of the ideas in the paragraph are about him. He was a sea captain and a trader. He wanted to find a shorter route to Asia to make trading easier. He asked the king and queen to let him find a shorter route.

There is also information about trading goods such as spices, but it seems to be mostly about Christopher Columbus.

[Note the following on the board or overhead.]

MOST IMPORTANT "WHO" OR "WHAT":

Christopher Columbus

Continue thinking aloud, identifying and listing the most important information about the "who" or "what." Identify any details and explain that details may be interesting and help you understand the passage, but they do not belong in the gist because they are not the most important ideas.

Teacher: I found the most important "who." Now, I will look at the card for the next step.

[Display the card.]

The second part of get the gist is to find the most important thing about the "who" or "what."

[Display the paragraph.]

What is the most important thing this paragraph says about Christopher Columbus? Let's see, he was a sea captain and a trader. He wanted to find a shorter route to Asia to make trading easier. He asked the king and queen to let him find a shorter route.

Hmm, I think I've got it. I think the most important thing about Christopher Columbus is that he wanted to find a shorter route to Asia to make trading easier.

I'll write that.

MOST IMPORTANT "WHO" OR "WHAT":

Christopher Columbus

MOST IMPORTANT IDEA:

Wanted to find a shorter route to Asia to make trading easier

Continue thinking aloud as you create a gist. Explain that a good gist is a complete sentence of 10 or fewer words. The "who" or "what" counts as only one word, even if it is actually longer.

NOTE: As the subsequent case studies will demonstrate, some teachers allow gists to go a little longer than 10 words. The word limit is designed to prevent students from adding extraneous details to their gists. This concept is what is most important—not an exact number of words.

An easy way to understand how to write a gist is as an arithmetic problem. Step 1 (who or what) + Step 2 (important information) = Step 3 (a gist). So, 1 + 2 = 3.

Teacher: Now for the last step: Write the gist in 10 or fewer words. So I'm going to combine my first step—the "who" or "what"—with the second step—the most important idea—to get the gist.

The "who" or "what" counts as only one word, even if it's more than one. So ***Christopher Columbus*** counts as only one word. I will count the words in my most important idea:

[Model using your fingers to count.]

Christopher Columbus wanted to find a shorter route to Asia to make trading easier.

That's 13. Is there anything here that's not important? ***To make trading easier*** doesn't seem as important as finding a shorter route to Asia, so I'll try cutting that.

[Model using your fingers to count.]

Christopher Columbus wanted to find a shorter route to Asia.

That's nine words. So I'll write that.

MOST IMPORTANT "WHO" OR "WHAT":

Christopher Columbus

MOST IMPORTANT IDEA:

Wanted to find a shorter route to Asia to make trading easier

GIST:

Christopher Columbus wanted to find a shorter route to Asia.

Teacher: It doesn't have all the details, but it will help me remember the most important idea from the paragraph.

You may wish to review the strategy, if time allows. Example questions include the following:

- When do I use this strategy? (during reading)
- What do I do in Step 1? (identify the most important "who" or "what")
- What do I do in Step 2? (identify the most important information about the "who or "what")
- Why do I not include details? (they are interesting but not as important)
- What makes a good gist? (a complete sentence that states the most important information about the "who" or "what" in 10 or fewer words)

If you have extra time, discuss with students how they can apply the strategy to other classes.

Teacher-Supported Phase

Spend several sessions practicing get the gist with students.

Support whole-class gist writing. On the first day of teacher-supported instruction, use questioning to review when to use the strategy, what the strategy entails, and that students should not include details. Remind students of the 1 + 2 = 3 trick to help them remember.

- Select a short paragraph or passage.
- Read the paragraph with students and then ask students to retell it to a partner or to the teacher. Use guiding questions to assist.
- Ask students to figure out the "who" or "what" together. Use questioning to guide students.
- Ask students to share the most important "who" or "what" and discuss with the class. Have students write it in their learning logs.
- Ask students to identify the most important ideas about the "who" or "what" with their partners. Remind students that this information tells you what the "who" or "what" is or does. Have students share their ideas with the group and write them in their learning logs.
- Lead students to write a class gist. Make sure that the gist meets the criteria of a good gist: a complete sentence that tells the most important information (no details) about the most important "who" or "what" in 10 or fewer words. Have students write their gist statements in their learning logs.

Support partner gist writing. For further scaffolding, lead students through the same exercise, but have partners create gists together. Lead partners through the steps and then give feedback about their gist statements.

- Ask students to share their gists. Write a few gists on the board. If two students have the same gist, put a check mark next to it.

- Ask students to look at the gists on the board to see whether they can determine which is most accurate. Ask students to think about ways that even the most accurate gist might be improved. Working together to further develop gists can be helpful to students.

- Provide feedback about the gists, noting when the information is correct and when students have used details instead of the most important idea. Also point out that there may be more than one "correct" gist.

Support independent gist writing. As students become more proficient at gist writing, allow them to work more independently. They can use the card on their own to write gists; however, for all students, continue to provide assistance and feedback. It is also important to monitor student's gist-writing progress, using their learning logs.

Teacher-Modeled Get the Gist of Paragraphs Lesson 8 Outline

OUTCOME

Students learn how to find the main idea of short sections of text.

PREPARATION

- Identify a paragraph to use.
- Prepare a model of retelling and getting the gist.
- Prepare the text and learning logs for students.
- Prepare the text, card, and learning log to display on the board or overhead.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

Think aloud as you read the paragraph, using the same cards or posters students will use to guide the breakdown process and recording information on the learning log.

1. Read a paragraph or short section of text.
2. Have students mark words and sentences they do not understand.

3. Have students work with a partner, using the Word Fix-Up Strategies card to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

STEP 3: MODEL GET THE GIST OF PARAGRAPHS

1. Tell students that getting the gist of paragraphs is very similar to getting the gist of sentences. Explain the steps to students:
   - Retell the paragraph in your own words.
   - Get the gist.
     - Say the most important "who" or "what."
     - Tell the most important information about the "who" or "what."
     - Write the gist in 10 or fewer words.

       NOTE: The teacher in the following case study used a word limit of 10 to 15 words, rather than 10 or fewer words. Remember that the purpose of setting a word limit—helping students to omit details and write concise gists—is more important than the exact number of words.
2. Model reading a short paragraph aloud and retelling what takes place.
3. Demonstrate how to move from retelling to writing a gist. Use the Get the Gist (Paragraphs) card to guide you. Model how to use you fingers to count the words in a gist. Model writing your gist in your learning log.
4. For each section or paragraph, repeat steps 2 and 3.

NEXT STEPS

- Provide additional examples of retelling and finding the gist of a paragraph.
- When students demonstrate understanding of what a gist is for a paragraph, when to find the gist, and how to find the gist, move on to Lesson 9.

Lesson 8 Case Study

OBJECTIVE

Students learn how to find the main idea of short sections of text by using get the gist.

MATERIALS

- Copies of a short passage or chapter
- Learning logs
- Pencils

TIPS

- Allow 5–6 minutes for preview (see Goal I), if time allows.
- Students need to write only the vocabulary words (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Posting the following information on the board will save preparation time before class.

PAGES: DATE:

TITLE:

BIG IDEA:

VOCABULARY:

- Have students put away their learning logs after completing the preview and breakdown strategies—otherwise, students often try to copy what you are writing, instead of paying attention.

OPENING

Teacher: Today, I will model our next comprehension strategy. It's called get the gist of paragraphs. Get the gist helps you to identify the most important information in each paragraph, which is sometimes called the main idea.

Get the gist is used during reading. What other strategy do we use during reading?

Damien: Breakdown.

Teacher: Right, we figure out our unknown words and sentences. Once we understand them, we try to figure out the main idea, or gist, of the paragraph. Getting the gist is important for two reasons. It helps you check whether you really understand what you're reading, and it helps you remember what you're reading.

The first part of the strategy is to remember what happened in the paragraph by retelling it in your own words.

The second part of the strategy has three steps. First, you think about the most important "who" or "what" in the paragraph. Next, you figure out the most important information about the "who" or "what." In the last step, you combine the "who" or "what" with the important information to write a gist of about 10 to 15 words. But this number of words is just a guide. Depending on what you're reading, sometimes you will have more than 15 words, and sometimes you will have fewer than 10 words.

I'll show you how to do each part.

INSTRUCTION

Teacher: Let's reread the first paragraph together.

> People can help conserve Earth's natural resources by remembering and practicing the three Rs of conservation: reduce, reuse, and recycle. Reducing, reusing, and recycling can be accomplished in many ways. For example, you can use cloth bags to carry your groceries instead of paper or plastic bags. This practice reduces the amount of plastic and paper bags thrown away.

Teacher: The first part of the strategy is to retell what happened in the paragraph. This paragraph talks about ways to keep from wasting resources. It mentions reducing, reusing, and recycling a lot and even uses an example to demonstrate how reusing cloth bags can help reduce waste of plastic and paper bags.

Put away you learning logs, please. You will use them tomorrow when we do this together, but for today, I will show you how it's done. You can look at my learning log to see what I'm writing.

The next step of get the gist is to figure out the most important "who" or "what" in the paragraph. Because this paragraph isn't about a person, it's not going to be a "who"—it's going to be a "what". It talks a lot about not wasting natural resources. It uses the phrase ***conserve Earth's natural resources***, so I think the "what" of this paragraph is ***conserving natural resources***. I will write that on the board.

MOST IMPORTANT "WHO" OR "WHAT":

Conserving natural resources

Teacher: The next step of get the gist is to identify the most important information about the "who" or "what." The most important information often tells us what the "who" or the "what" is or does. So, I'm looking for information that tells me about conserving natural resources.

This paragraph tells me that reducing, reusing, and recycling are ways to conserve natural resources. It also says that there are many ways to reduce, reuse, and recycle. It sounds like reducing, reusing, and recycling are important when you try to conserve natural resources, so I will write ***many ways to reduce, reuse, and recycle*** as my most important information about the "what."

MOST IMPORTANT "WHO" OR "WHAT":

Conserving natural resources

MOST IMPORTANT INFORMATION:

Many ways to reduce, reuse, and recycle

Teacher: It's important to remember that I'm not looking for details. Details are interesting pieces of extra information that help us understand the "who" or "what." But details are not big enough ideas to go in the gist. We want the most important information about the "who" or "what." Details often begin with phrases like ***for example*** or ***in fact***—but not always! This paragraph has a sentence about using cloth grocery bags instead of paper or plastic ones.

[Point to the sentence about cloth grocery bags.]

Simone, what phrase does that sentence start with?

Simone: *For example.*

Teacher: Right! So that gives me a clue that I am about to read a detail. It's interesting and helps me further understand how I can conserve natural resources, but using cloth bags is not the most important idea in the passage, so I will not write it.

Now, I'm ready to write my gist. I remember that it's usually 10 to 15 words but that it's OK if it's a little shorter or longer—as long as it's a complete sentence that tells me the main idea and helps me to remember what I read. I can remember how to write a gist by thinking of a math problem: 1 + 2 = 3. Step 1, where I identified the most important "who" or "what"; plus Step 2, where I identified the most important information about the "who" or "what"; equals Step 3, which is my gist.

In this case, Step 1 is ***Conserving natural resources***. I count that as only one word. Then, I add on Step 2, which is ***many ways of reducing, reusing, and recycling***. So, if Step 1 plus Step 2 equals Step 3, my gist is: There are many ways to reduce, reuse and recycle to conserve natural resources. I will write that.

MOST IMPORTANT "WHO" OR "WHAT":

Conserving natural resources

MOST IMPORTANT INFORMATION:

Many ways to reduce, reuse, and recycle

GIST:

There are many ways to reduce, reuse, and recycle to conserve natural resources.

Teacher: Now, I will check how many words my gist includes. Remember that my "who" or "what" counts as only one word, so ***conserve natural resources*** counts as one word. Now, I will count the rest.

[Count on your fingers.]

Teacher: I count 10 more words, so that makes 11. That's a good gist because it's a complete sentence that includes my "who" or "what," states all the important information, and is between 10 and 15 words.

Before we end class, let's review what you saw me do today. When do we use get the gist?

Jennifer: After preview?

Teacher: Take a look in my learning log. What did we do right before we did get the gist?

Jennifer: Oh! We figured out words we don't know.

Damien: We do get the gist during reading, when we're done reading a paragraph

Teacher: Right. So what did I do first?

Simone: You figured out what the paragraph was about. It was about ways to conserve natural resources.

Teacher: Good. What did I do in next?

Kyle: When are we going to get to do this?

Teacher: In the next lesson. We'll do it together, but I wanted you to watch me today so that tomorrow, you'll have an idea of what you're supposed to do. Can you remember what you're supposed to do in the next step, Kyle?

Kyle: You write important stuff about the "who" or "what."

Damien: And you leave out things like examples.

Teacher: Why do you leave out things like examples?

Jennifer: They are interesting, but they're not really, really important.

Teacher: Excellent. And what's one way I can tell an example from important information?

Simone: It starts with ***for example*** or ***in fact***.

Teacher: Is that foolproof?

Damien: Yeah.

Teacher: Are you sure? Does anyone else have any ideas?

Jennifer: Actually, some details might not start with those words.

Teacher: You're right. We'll see some paragraphs coming up that have details that aren't so easy to tell right away. What do we do in the last step?

Kyle: You write a gist in 10 to 15 words.

Teacher: OK, so how do I put my gist together?

Jennifer: You use the "who" or the "what" and you add the important information, like that math problem you told us about: 1 + 2 = 3.

Simone: And a good gist is a complete sentence, too.

Teacher: We're learning to use this strategy for our science class. Can you think of other classes where you have to find the main idea to understand what you're reading?

Damien: We do in reading class.

Teacher: Why is it important to find the main idea in reading class?

Jennifer: We have to know the main idea, so we can understand what the story is about, like the characters and the plot.

Teacher: Right. What about your other classes?

Kyle: Sometimes we have to find the main idea in social studies.

Teacher: Why do you think it's important to know the main idea in that class?

Simone: We have to know it, so we can understand the places and the people that we're learning about.

Teacher: Those are some great examples of classes where you have to know the main idea. This strategy can help you find the main idea in any of your classes where you read.

FIELD NOTES

As this was a teacher model, the students primarily listened to and watched me complete a gist for a paragraph. They were not responsible for applying the strategy at this point, just observing. Students seemed attentive and interested in the lesson, following along with the reading. I was careful to keep a steady pace and watch the students' body language for confusion. I was also careful to show students where each step is completed in the learning log.

Some students seemed eager to apply the get the gist strategy to other paragraphs in the reading. I had to remind students that they were only observing and that they would get to try it for themselves in the next lesson.

Students were initially confused as to when the strategy is applied. I showed the students my learning log, which follows the steps sequentially. Students also forgot that details do not always start with clue words that give them away. In future readings, it will be important to provide students with paragraphs that include details that are more difficult to discern. I notified students that future lessons may contain such examples.

Teacher-Supported Get the Gist of Paragraphs

Lesson 9 Outline

OUTCOME

Students learn to find the main idea of short sections of text by using get the gist.

PREPARATION

- Identify a paragraph to use.
- Prepare the text, cards, and learning logs for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short section of text.
2. Have students mark words and sentences they do not understand.
3. Have students work with a partner, using the Word Fix-Up Strategies card to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

STEP 3: SUPPORT STUDENTS' USE OF GET THE GIST OF PARAGRAPHS

1. Review the get the gist strategy with students.
2. After reading a paragraph, ask one or more volunteers to retell what the paragraph was about. Provide feedback and ask guiding questions as needed to support the retell. See the Overview and Examples section for question ideas.
3. Use the Get the Gist (Paragraphs) card to work through the rest of the gist strategy. Ask students to provide the most important "who" or "what" and the most important information about it. Then, write the gist in 10 or fewer words. Remind students to use their fingers to come up with the gist.

   NOTE: The teacher in the following case study used a word limit of 10 to 15 words, rather than 10 or fewer words. Remember that the purpose of setting a word limit—helping students to omit details and write concise gists—is more important than the exact number of words.
4. Have students record the group gist in their learning logs.
5. For each section or paragraph, repeat steps 2–4.

NEXT STEPS

- Continue group retelling and finding the gist with additional paragraphs.
- When students demonstrate proficiency with retelling and finding the gist in a group, allow them to retell with a partner, create their own gist, and write the gist in their learning log.
- Monitor progress by listening to student retells and evaluating gists students have written in their learning logs. Students usually need a great deal of support and feedback when using this strategy. Make sure that students write gists that capture the main idea of the paragraph.
- When students demonstrate proficiency with the gist strategy for paragraphs, they are ready to learn the after-reading strategies in subsequent lessons.

Lesson 9 Case Study

OBJECTIVE

The teacher assists students in implementing the get the gist strategy for paragraphs.

MATERIALS

- Selected passage
- Learning logs
- Pencils

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time permits.
- Have students write only the vocabulary words themselves (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Posting the following information on the board will save preparation time before class.

PAGES: DATE:

TITLE:

BIG IDEA:

VOCABULARY:

UNKNOWN WORDS:

- Use the 10 to 15 word limit to help students write concise gists, but do not correct students who produce quality gists that are a little too long. Some students become fixated on having exactly 10 to 15 words and get upset if their gists are longer or shorter.

OPENING

Teacher: Today I will help you get the gist. You will work with a partner to identify the most important "who" or "what" of a paragraph and the most important information about the "who" or "what." Then, we will write a class gist together.

Briefly use questioning to review when to use the strategy, what the strategy entails, and to watch out for details. Remind students of the 1 + 2 = 3 trick.

Read the paragraph aloud and have students follow along.

> Air takes up space, like all matter. When you blow up a balloon, it gets bigger. This happens because the air you blow into the balloon takes up space. Another property of air is weight. Air presses down on the Earth's surface all the time. Air pressure is the weight of air as it presses down. You do not feel air pressure because your body is used to it.

INSTRUCTION

Teacher: First, let's retell what the paragraph is about. What is the paragraph mostly about?

Kyle: It talks about air. It says that when you fill up a balloon, the balloon gets bigger because there's air in it.

Teacher: OK, so air fills up the space in a balloon. What else is the paragraph about?

Jennifer: *Air pressure is the weight of air as it presses down*.

Teacher: Yes, that's a sentence in the paragraph. Can you retell that in your own words?

Jennifer: Umm, air presses down on the Earth, but we don't feel it because we're used to it.

Teacher: Who can take what Kyle and Jennifer said and retell the whole paragraph?

Damien: When air is in a balloon, the balloon is bigger. Air takes up the space in the balloon. And air pressure presses down on the Earth all the time. We don't feel it pressing because we're used to it.

Teacher: Who or what is this paragraph about?

Jennifer: It's about air pressure.

Teacher: Let's see whether the whole paragraph is about air pressure. It says, ***Another property of air is weight***, and it defines air pressure as the weight of air as it presses down on Earth. Is the whole paragraph about air pressure, Jennifer?

Jennifer: No, not really.

Teacher: How do you know it's not just about air pressure?

Damien: Because there is a lot in the paragraph that talks about other things, like air.

Teacher: Right. So even though ***air pressure*** is an important word, it isn't what the whole paragraph is about. So, let's look again. What is this paragraph mostly about?

Simone: I think it's about air.

Teacher: Why do you think it is mostly about air?

Simone: Because I see that all of the sentences except one tell about air.

Teacher: Right. Let's write that down in our learning logs.

Teacher: What important information about air did you find?

Damien: Air takes up space. Air has weight, and when it presses down on Earth, it's called air pressure.

Teacher: That sounds pretty good. Let's write that in our learning logs. Does anyone else have something different or something to add?

Kyle: I wrote down the sentence about the balloon.

Simone: I thought that was a detail!

Teacher: Simone, why did you think it was a detail?

Simone: Because it doesn't really tell you about it, just shows you how it takes up space.

Teacher: It's like an example, right? It didn't really add anything to what air is or what it does.

Jennifer: I thought it was a detail, too.

Teacher: You're right; it is a detail. It's an example of how air takes up space. Remember that examples are details. Examples are interesting, but they're extra information, so we don't include them in the gist.

Do you see why it's a detail, Kyle?

Kyle: Because it just shows how air takes up space. The sentence before already told that. I got confused because it didn't start with ***for example***, so I thought it was important.

Teacher: That's a good point, Kyle. Examples can be tricky. They often start with clue words like ***for example*** or ***in fact*** but not always. It's important to be able to recognize an example when you see it and remember that it's a detail. What else can we add?

Jennifer: Air takes up space.

Teacher: OK, what else?

Damien: Air takes up space and has weight.

Teacher: Is there anything else we can add?

Kyle: The weight is called air pressure when it presses down on Earth.

Teacher: So, let's write our gist. Our "who" or "what" is air, and we have many pieces of important information to put in our gist. Remember, a good gist is a complete sentence and has around 10 to 15 words.

> Air takes up space and has weight, and the weight is called air pressure when it presses down on Earth.

Teacher: Hmm, that sentence is a bit long and clunky. How can we improve it? Kyle?

Kyle: Well, it says ***weight*** twice.

Teacher: OK, I will cross that out. What about the last part, where it says that it presses down on Earth? Do we need all that in the gist?

Jennifer: I don't think it needs the part about Earth. I mean, we already know we're talking about Earth. But all that stuff about pressing down is good because it helps me understand what air pressure is.

Teacher: OK, so I'll cross out the Earth part. Let's see what we have now.

> Air takes up space and has weight, ~~and the weight is~~ called air pressure when it presses down ~~on Earth~~

Teacher: ***Air takes up space and has weight, called air pressure when it presses down.*** How many words is that?

Jennifer: That's 14 words exactly!

Teacher: Is that a good gist?

Simone: Yes.

Teacher: How can you tell?

Simone: It's a complete sentence, it has the "who" or "what" and important information, and it's between 10 and 15 words.

Teacher: Exactly. Remember 1 + 2 = 3 to help you put it together. What's the first step, the 1 in our math problem?

Jennifer: The "who" or "what."

Teacher: And what's Step 2?

Damien: Important information.

Teacher: Right, so if add Step 1 to Step 2, what do we get?

Simone: A gist.

Kyle: Step 3.

Teacher: You're both correct. Step 3 is the gist, made up of the "who" or "what," plus the important information from steps 1 and 2.

FIELD NOTES

Students seemed eager to apply the strategies today. This particular group does well working with partners, but as other groups do not, I might have to teach as a whole group at some point.

The example paragraph was easy enough for the students to figure out. Some students picked ***air pressure*** as the "who" or "what." I explained that the paragraph was actually about air. Students seemed to understand the difference once it was explained to them. It's important to help students see the paragraph as a whole.

Looking back, one strategy I could have used to further illustrate how to find the "who" or "what" is to look for words that appear frequently. Although this strategy does not work all of the time, it can be an effective tool. If used, it is important to point out to students that this strategy does not always work. In this case, the word ***air*** appears seven times in the short paragraph, so the strategy would have been helpful.

One student thought a detail was important information. Students are taught that examples are details and to look for examples by clue words such as ***for example*** or ***in fact***. I used this opportunity to point out that not all examples begin with clue words. The students seemed to understand why the example qualified as a detail once I explained.

Writing a gist as a whole class also seemed to work well. Students provided their information, I synthesized the information into a gist, and then I questioned students to determine whether it was a good gist. The students were able to remember the steps of get the gist and what constitutes a good gist.

GOAL IV

DURING READING: ASKING AND ANSWERING QUESTIONS

GOAL IV: ASKING AND ANSWERING QUESTIONS
OVERVIEW AND EXAMPLES

OUTCOME

Students learn to ask questions about what they read.

DESCRIPTION

Asking and answering questions can help students to identify main ideas, summarize text, monitor their understanding, integrate information from different parts of a text, and make inferences.

Students are taught to ask and answer questions at three different levels:

- Level 1: "right there" questions
  Answers are explicitly stated, word for word, in once place in the text.

- Level 2: "think and search" questions
  Answers require readers to put together information from different parts of the text.

- Level 3: "making connections" questions
  Answers are not found in the text alone; readers must think about what they read, what they already know, and how this information fits together.

Introducing Question Types

- Introduce each question type separately. Model first and then scaffold student application of each question type with guided practice. Once students are successful at writing one question type, move on the next type. Most teachers spend 3–5 days modeling and practicing each question type before moving on.

- If some, but not all, of the students have mastered a question type, you can move on, but continue to provide struggling students with practice in the previous question type. For example, hand out cue cards to students at specific levels that have instructions to write one or two questions. That way, one student could write "right there" questions while another writes "think and search" or "making connections" questions.

- A student has truly mastered a question type when he or she can write a range of questions of that type. For example, a student has mastered "right there" questions when he or she can successfully write "right there" questions with varied question stems (***who***, ***what***, ***where***, ***when***, ***why***, ***how***).

- Depending on students' proficiency, either assign question types (e.g., one question at each level, two "right there" questions) or allow students to create questions at any level they choose.

Level 1: "Right There" Questions

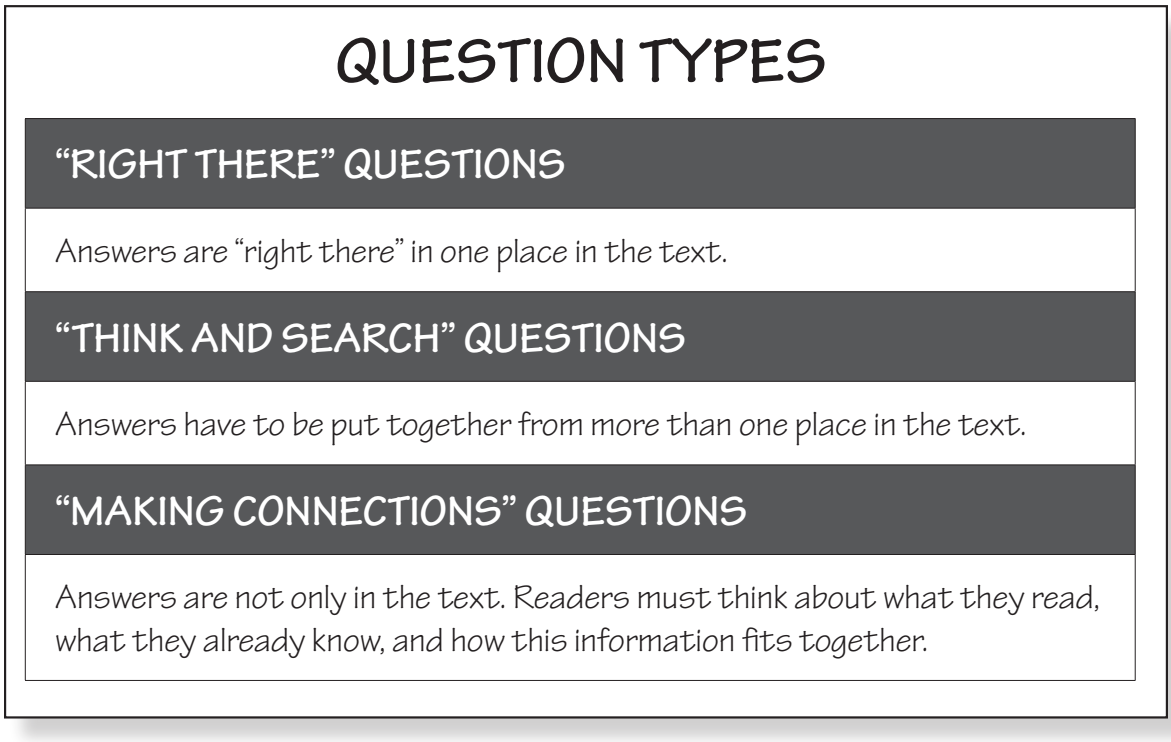
Teacher-Modeled Phase

Tell students that they will learn about reading-related questions.

Teacher: Teachers ask questions to see whether students understand what they read. There are three basic types of questions we ask. Understanding these types will make it easier to find the answers. Some question types require you to find facts about what you read, and others require you to draw conclusions or make inferences.

Creating and answering questions will help you to understand what you read and to remember important information about what you read.

Pass out the Question Types card (pictured below and found in Appendix B) to introduce the first question type: "right there."



Teacher: Your question cards show three different question types: "right there", "think and search", and "making connections." Today, we will practice "right there" questions.

These questions are called "right there" because the information needed to answer them can be found in one place in the reading. Answering "right there" questions is usually easy and requires little thinking or effort.

Use a short passage (or the following example passage) to model how to create a "right there" question. Distribute or display the passage on an overhead projector. Read the passage aloud.

WHAT'S THAT SMELL?

Have you ever remembered something with your nose? Maybe the smell of hot dogs gets you daydreaming about being at a baseball game. Or the smell of burnt marshmallows reminds you of a night around a campfire. Scientists know that the sense of smell can trigger powerful memories.

Sample text continues on the following page.

Wouldn't it be cool to somehow bottle those memories? That's exactly what perfumer Mark Crames tries to do. His company, Demeter Fragrance, makes more than 200 scents. "Imagine every smell in the world as a musical note," Crames [said]. "We try to combine those notes to make a melody." He has created perfumes inspired by Play-Doh, thunderstorms, and even earthworms!

Everyday smells mean different things to different people. "A perfume we call Poison Ivy might remind you of being itchy and miserable," Crames says. "But it could make your sister think of a great time at summer camp."

Crames captures aromas using a high-tech method called headspace technology. A perfumer takes the source of an aroma and puts it into an airtight container. The aroma molecules are collected from the air and analyzed. A chemist then matches those molecules to ingredients in a fragrance library.

This month, Crames is launching fragrances for Tootsie Roll and Junior Mints. But not every smell can be easily copied. "One of our most requested perfumes is puppy's breath," he says. "But it is so chemically complicated that it's very tough to capture."

(Source: **Time For Kids: World Report** May 2, 2008, Volume 13, Issue 26)

Teacher: To create a "right there" question, I need to find information that's in only one place in the passage.

Here's a sentence: ***Demeter Fragrances makes more than 200 scents.*** That looks like the answer to a "right there" question because it is a fact and it is found in one place in the text.

Let me turn that fact into a question. "Right there" questions usually start with one of these words: ***who***, ***what***, ***when***, ***where***, ***why***, or ***how***. Because the answer has a number, my question will probably start with: ***How many***. So, let's try making a question: How many scents does Demeter Fragrances make?

> OK, that looks like a "right there" question because I can easily find the answer in one place in my reading.
>
> Now, I'll make up some more "right there" questions, and you see whether you can find the answers in your reading.

Practice creating and answering "right there" questions with the class. Remind students to look at their question cards to remember what a "right there" question is.

The following are example "right there" questions from ***What's that Smell?***

- What sense triggers powerful memories?
- What new fragrances will be launched this month?
- Where are the scents made?

TEACHER-SUPPORTED PHASE

In the teacher-supported phase, provide students with practice and feedback writing "right there" questions.

First, review the definition of "right there" questions. Review the sentence stems most often used with "right there" questions.

Use a short passage to model one or two examples of "right there" questions. Then, have students suggest "right there" questions for the group to answer. Remind students to explain why their question fits in the "right there" category.

- Students can work alone or with a partner to write their questions, using their question cards to help them remember the criteria. Continue to provide feedback.

- Writing questions helps students remember what they read and provides a study guide to go back to. It also helps students remember their questions while they wait for their turn to share with the class. However, because many students struggle with writing, to save time, you may choose to do the question-and-answer process orally.

- Allowing students to work in pairs allows more opportunities to share and shorter wait time before being able to ask a question.

LEVEL 2: "THINK AND SEARCH" QUESTIONS

TEACHER-MODELED PHASE

Introduce "think and search" questions and review the purpose of asking questions when reading.

Teacher: Teachers ask questions to see whether students understand what they read. There are three basic types of questions we ask. Understanding these types will make it easier to find the answers. Some question types require you to find facts about what you read, and others require you to draw conclusions or make inferences.

Why is learning to create and answer questions important?

[Possible answers include the following: to check what we know about what we read, or test our understanding; to help us remember important information about we read.]

Teacher: We have already worked on asking and answering "right there" questions. You can find the answer to these questions in just one place in your reading. Now we are going to learn about a second type of question. It is called a "think and search" question. Teachers like these questions because to find the answer, you have to put information together. That means you usually have to look in more than one place in your reading to find the answer.

"Think and search" questions usually take a sentence or more to answer. "Think and search" questions are a little more difficult to answer and to ask than "right there" questions.

Use the same passage as the one you used to introduce "right there" questions. Give an example of a "right there" question and then contrast it with the "think and search" type. Ask students several more questions. Example questions for ***What's That Smell?*** include the following:

- How is headspace technology used to create these fragrances?
- How might the scent of poison ivy be interpreted differently by different people?
- Why is it difficult to copy some smells?

For each question, model why it is a "think and search" question and how to find the answer in the text.

Teacher-Supported Phase

Answering teacher-initiated questions may help students learn content and understand a passage, but it does not teach students to use the skills on their own. Students who learn to ask questions about what they read revisit the text to check and strengthen comprehension. Struggling readers can improve their understanding and memory by learning this important skill.

"Think and search" questions can be difficult for students to create. Start by giving students a few straightforward sentences and telling students to combine the information into a "think and search" question. For example, give students the following sentences:

- Greyhounds have a good sense of smell.
- Greyhounds have keen eyesight.

The information can easily be combined into one question, such as: Which senses are very strong in greyhounds?

Continue with straightforward sentences before moving on to paragraphs.

Follow the same procedures for scaffolding as described in the "right there" teacher-supported phase.

Level 3: "Making Connections" Questions

Teacher-Modeled Phase

Introduce "making connections" questions.

Teacher: "Making connections" questions are different from "right there" and "think and search" questions because you cannot answer them only by looking in the text. To answer a "making connections" question, you need to think about what you just read and make connections to your own experiences. "Making connections" questions often start with the following question stems:

- How is this like...
- How is this different from...
- How is this related to...

Model several examples of "making connections" questions from a short passage. Example questions from ***What's That Smell?*** include the following:

- How is a smell related to a musical note?
- What smells would you like to make into perfume? Why?
- Why does the smell of poison ivy have different memories for different people?
- Why do you think so many people want to have a perfume of puppy's breath?

TEACHER-SUPPORTED PHASE

Follow the same instructions as previously shown in teacher-supported phase for "right there" questions.

Note that the goal of creating "making connections" questions is for students to integrate prior learning with the ideas presented in the text. Teacher feedback may be needed to guide students to connect their questions to the text. Reminding students to "stay with the text" and analyzing good student examples will help.

Using ***What's That Smell?*** as an example, a student who asks, ***What is your favorite smell?*** has not stayed with the text; reading the text is not necessary to answer this question. Instead, the question ***How are Crames' scents similar to regular perfume scents?*** focuses on the main ideas of the passage while allowing the reader to make connections to his or her own experience.

Teacher-Modeled Asking and Answering "Right There" Questions

Lesson 10 Outline

OUTCOMES

- Students learn the asking and answering questions strategy.
- Students begin to understand how to generate "right there" questions while watching the teacher model.

PREPARATION

- Identify a short, multiparagraph section of text.
- Identify several "right there" questions and prepare the teacher model.
- Prepare strategy cards and text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short section of text.
2. Have students mark words and sentences they do not understand.

3. Have students work with a partner, using the Word Fix-Up Strategies card to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students work with a partner to do the following, using the Get the Gist (Paragraphs) card as necessary:
    - Retell each paragraph in your own words.
    - Get the gist:
        - Say the most important "who" or "what."
        - Tell the most important information about the "who" or "what."
        - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: MODEL ASKING AND ANSWERING "RIGHT THERE" QUESTIONS

1. Tell students that asking and answering questions can help them to check whether they understand what they read and to remember what they read.
2. Teach students the "right there" question type. Model how to generate "right there" questions by reading a text, thinking aloud through the process, and explaining that the information that can be found in one place in the text.
3. Review why your question fits the "right there" criteria.
4. Provide additional examples.

NEXT STEPS

- End the lesson here or continue to the teacher-supported lesson.
- Students may benefit from having a list of questions after a reading and then identifying which questions are "right there" questions. Discuss with students why each question they selected fits the criteria for a "right there" question.

Lesson 10 Case Study

OBJECTIVES

- Students learn about the asking and answering questions strategy.
- Students begin to understand how to generate "right there" questions after watching the teacher model with a multiparagraph text.

MATERIALS

- Science text: The passage used in this lesson discusses the relationships in an ecosystem between producers and consumers. The lesson introduces the idea that living things need energy to survive and that consumers depend on producers for food.
- Learning logs
- Pencils
- Dry-erase board or flip chart
- Dry-erase makers
- Timer

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time allows.
- Select vocabulary words and provide student-friendly definitions. Have students write the vocabulary words only (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Using a previously read passage will facilitate a smooth transition into the questioning strategy. Students will already have worked through unknown words and have a firm grasp on the gists of the passage.
- Placing tabs on the correct pages in the text as well as in the students' learning log is an efficient way to keep students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

OPENING

Teacher: Let's look at our vocabulary words. Please write the vocabulary words in your learning log, and we will define and discuss each one together.

Our first vocabulary word is ***organism***. What's the word?

Students: *Organism*.

Teacher: An organism is any living thing. Living things grow, reproduce, and move. For example, all plants and animals are organisms, but so are viruses and bacteria. They are called microorganisms, which means they are so small that they can be seen only with a microscope. Some nonexamples of organisms are your desk, pencil, and backpack.

Claire: Would water be an organism?

Teacher: No, but that's a really good question. The reason water isn't an organism is that it doesn't fit our definition. Water doesn't reproduce or grow. However, many organisms do live in the water. Can you think of any?

Kevin: Fish, whales, turtles, snakes, and alligators.

Teacher: Very good! I think you all have the idea.

Our second vocabulary word is ***ecosystem***. What's the word?

Students: *Ecosystem*.

Teacher: An ecosystem is all the living and nonliving things that interact in the same place. For example, fish, frogs, and insects may live in a pond ecosystem. Fish and frogs depend on the insects for food. Can anyone name some organisms that might live in that same type of ecosystem?

Nick: How about trees and flowers? They are living things.

Teacher: Those are certainly organisms that you might find in a pond ecosystem.

Teacher: Our third vocabulary word is ***environment***. What's the word?

Students: *Environment*.

Teacher: Correct. An environment is everything that surrounds and affects a living thing. For example our environment here at school is our classroom, and that environment includes many things, such as desks, windows, posters, and each other. Can anyone think of some things in the environment around a pond?

Wyatt: I think that the weather could be part of the environment around a pond.

Teacher: I agree. That would fit our definition very well.

INSTRUCTION

The purpose of asking and answering questions is to help students identify critical information and key ideas in a text. This strategy also will help students learn the relationship between questions and answers.

Teacher: Students, today I will introduce a new strategy called asking and answering questions. This strategy is used **after** the reading assignment. The asking and answering questions strategy will help you to remember what you read and to prepare for class discussions and tests. It will also help you determine whether you understand the important information that you read. When you use this strategy, you will think of questions about the important information in the passage. You will use your learning log to write questions and information about what you learn.

So, who can tell me what our newest strategy is called and how we use it?

Claire: It's called asking and answering questions, and we make up questions.

Teacher: Exactly. And what type of information do we want to make our questions from?

Kevin: Important stuff we've been reading about.

Teacher: Very good. And when do we use the asking and answering questions strategy?

Nick: While we're reading.

Teacher: Well, you will certainly focus on important information while reading, but we will actually generate our questions **after** we've completed our reading. That way, we can go back and find the most important information from our passage.

Let's continue. Please pay careful attention, as I will share with you many of the secrets that teachers use when creating tests and quizzes. To make a quiz, I must first go back and find the most important ideas. I try to use a variety of questions, so that I can find out whether you really understand what you read. Most questions start with ***who***, ***what***, ***when***, ***where***, ***why***, or ***how***. There are several different types of questions: Some require you to find facts right from the text, and others require you to draw conclusions or make connections to what you already know about the topic.

Today, I will tell you about the first question type: "right there" questions. These questions can be found in one place in the text. When I'm creating a test, I go back to the passage and find the most important ideas. Then I use these important ideas to generate questions. I begin my questions with one of the ***w*** words or an ***h*** word.

[Write the six sentence stems on the board.]

I want to include different types of questions, so I use a variety of these sentence stems. Using different stems helps me make sure that you really understand what you read. Luckily, "right there" questions are usually easy to generate and answer.

Who can tell me where we find the information for generating a "right there" question?

Claire: In one place in the text.

Correct. What kind of information do we look for when creating a "right there" question?

Wyatt: Important ideas.

Teacher: Correct. What are the sentence stems we use at the beginning of a "right there" question?

Students: *Who*, *what*, *when*, *where*, *why*, and *how*.

Teacher: Great! Now, let's go back and reread the passage from yesterday about ecosystems. Then, I will share my thoughts about the important information in the passage. Next, I will take that information and generate some "right there" questions.

The passage has the following sentence in the very first paragraph: ***Producers are organisms that make their own food by using energy from sunlight***. This is a very important concept—one that students should understand. Therefore, I would include a question about producers on a quiz on ecosystems.

Who can tell me why I chose to make a question from the sentence about producers?

Claire: I know: because it's important.

Nick: And you may put this question on our science test.

Teacher: Great. I'm glad you are listening and you are beginning to understand "right there" questions.

[Write the sentence on the board.]

I can easily turn this statement into a question by rearranging the words a little. I want to make sure my students understand what a producer is, so I take the question stem ***what*** and add words right from the sentence: ***are producers***.

[Underline "Producers" and "are".]

I changed the order of the words a bit. The rest of the sentence tells what the answer is.

[Underline "organisms that make their own food by using energy from sunlight."]

This is a "right there" question because the information I used to create and answer it comes from one place in the text. I can actually point to it—right there.

What type of question did I just create?

Kevin: "Right there."

Teacher: Correct! What makes this a "right there" question?

Wyatt: Because you found the information for the question and answer in the same place.

Teacher: Great! What are some other sentence stems that we can use to create these types of questions?

Claire: *Who*, *what*, *when*, *where*, *why*, and *how*.

Teacher: Perfect. Now, as I mentioned before, it is helpful to start questions with different question stems. Let's look at the sentence at the end of the third paragraph, which says: ***A plant stores some of its food in the leaves, stems, and roots***. Because this sentence tells me where the food is stored, I use the question stem ***where***. Watch me underline other words from the sentence that I can use to make my question.

[Underline "plant," "stores," and "food."]

So the question will make sense, I will add the word ***is*** after ***where***. There is my question! ***Where is a plant's food stored?*** I will underline the answer.

[Underline "in the leaves, stems, and roots,"]

Is that a "right there" question?

Students: Yes.

Teacher: How could you tell?

Wyatt: Because the question and answer are in the same place in the text.

Teacher: Let's move on to the fourth paragraph. The third sentence is: ***Consumers get their energy by eating other plants and animals***. That looks like a great sentence for a "right there" question because the sentence is a fact found in one place in the text. What is the main idea of the sentence?

Nick: The sentence tells where the energy comes from.

Teacher: That's right. So I will begin our "right there" question with ***where***. Watch me as I write the sentence on the board and rearrange it into a question.

[Write the sentence on the board and underline "consumers get energy."]

I will move that phrase after the word ***where***. So, our question is: ***Where does a consumer get energy?*** Now, I will underline the answer.

[Underline "by eating other plants and animals."]

Do you think we've made a "right there" question?

Claire: Yes, because you found the question and the answer in the same place in the text.

Teacher: Very good. Let's move on. The first sentence in the last paragraph is: ***Consumers cannot make their own food, so they rely upon producers for food***. That is a really important piece of information, and I can easily turn that into a "right there" question. This time, we will use the sentence stem ***who*** to create our question. I want to ask this question: ***Who do consumers rely upon for food?*** Watch as I underline those words.

[Write the sentence on the board and underline the appropriate words.]

Kevin: I know, I know: It's producers. The answer is right there, at the end of the sentence. That was easy.

Teacher: You are a sharp group. That's exactly right. Now, remember, we wouldn't want to make "right there" questions from every sentence in the passage—only from sentences that contain important information. Remember, you want to think like a teacher!

FIELD NOTES

The lesson went well. Overall, the students were engaged. By the time I created the third and fourth sentences, many of the students were beginning to help, finding additional important information in the text on their own. Hopefully, they will continue their enthusiasm as we move on to the teacher-assisted lesson.

As I wrote the questions on the board, some students were copying the questions and answers in their learning logs. Some students really need to write everything to feel connected to the information, even though I do not always require it.

Teaching small chunks of information and then questioning the students immediately seems to keep the students engaged and helps with comprehension of the strategy. I strive to encourage students to participate in the discussion, even though they may not always correctly answer my questions. The fact that they are thinking is wonderful!

Teacher-Supported Asking and Answering "Right There" Questions

Lesson 11 Outline

OUTCOMES

- Students learn about the asking and answering questions strategy.
- Students begin to generate "right there" questions from a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
- Identify several "right there" questions and prepare the teacher model.
- Prepare cards, learning logs, and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short section of text.
2. Have students mark words and sentences they do not understand.

3. Have students use the Word Fix-Up Strategies card to find the meaning of unknown words with a partner and to write the words and brief definitions in their learning logs.
4. Have students use the Get the Gist (Sentences) card to get the gist of one or more confusing sentences with a partner.

Step 3: Get the Gist of Paragraphs (Optional; See Goal III)

1. Have students use the Get the Gist (Paragraphs) card to do the following with a partner:
    - Retell each paragraph in your own words.
    - Get the gist:
        - Say the most important "who" or "what."
        - Tell the most important information about the "who" or "what."
        - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the text.

Step 4: Support Students Asking and Answering "Right There" Questions

1. Tell students that asking and answering questions can help them to check whether they understand what they read and to remember what they read.
2. Review the "right there" question type. Have students use the Question Types card to create "right there" questions from the text.
3. Have students state why their questions are "right there" questions.
4. Provide feedback and additional examples as needed.

Next Steps

- When students demonstrate proficiency with sharing questions orally, have them write their own questions in their learning logs. They can ask and answer the written questions with a partner or with the group.
- When most students can write "right there" questions, move on to "think and search" questions in Lesson 12. During practice time, students who are struggling can continue to work on "right there" questions while their peers work on "think and search" questions.

Teacher-Modeled Asking and Answering "Think and Search" Questions

Lesson 12 Outline

OUTCOME

Students begin to understand how to generate "think and search" questions while watching the teacher model with a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
- Identify several "think and search" questions and prepare teacher modeling.
- Prepare cards and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.

3. Have students work with a partner, using the Word Fix-Up Strategies card to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

Step 3: Get the Gist of Paragraphs (Optional; See Goal III)

1. Have students work with a partner, using the Get the Gist (Paragraphs) card to do the following:
    - Retell each paragraph in your own words.
    - Get the gist:
        - Say the most important "who" or "what."
        - Tell the most important information about the "who" or "what."
        - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

Step 4: Model Asking and Answering "Think and Search" Questions

1. Review why good readers ask questions while reading.
2. Introduce "think and search" questions.
3. Model how to create a "think and search" question. Contrast the "right there" question with the "think and search" question type. Encourage students to use the Question Types card.
4. Ask for volunteers to answer the questions.
5. Create several more "think and search" questions from the text. For each question, model why it is a "think and search" question.

Next Steps

- End the lesson here or continue to the teacher-supported lesson.
- Provide students who need more support with questions and ask them to select which are "right there" questions and which are "think and search." Discuss and provide feedback.

Teacher-Supported Asking and Answering "Think and Search" Questions

Lesson 13 Outline

OUTCOME

Students begin to generate "think and search" questions for a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
- Identify several "think and search" questions.
- Prepare cards, learning logs, and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.

3. Have students work with a partner, using the Word Fix-Up Strategy card to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students work with a partner, using the Get the Gist (Sentences) card to get the gist of one or more confusing sentences.

Step 3: Get the Gist of Paragraphs (Optional; See Goal III)

1. Have students work with a partner, using the Get the Gist (Paragraphs) card to do the following:
    - Retell each paragraph in your own words.
    - Get the gist:
        - Say the most important "who" or "what."
        - Tell the most important information about the "who" or "what."
        - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

Step 4: Support Students Asking and Answering "Think and Search" Questions

1. Review the "think and search" question type. Ask students to use the Question Types card to create some "think and search" questions from the text.
2. Ask students to state why their questions are "think and search" questions.
3. Ask for volunteers to answer questions.
4. Provide feedback and additional examples as needed.

Next Steps

- Once students are able to offer questions orally, have students work on their own or with a partner to write "think and search" questions in their learning logs.
- "Think and search" questions are often the most difficult to create. See the Overview and Examples section for ideas to support students who struggle.

Lesson 13 Case Study

OBJECTIVE

Students begin to generate "think and search" questions.

MATERIALS

- Science text: The passage used in this lesson discusses the relationships in an ecosystem between producers and consumers. The lesson introduces the idea that living things need energy to survive and that consumers depend on producers for food.
- Learning logs
- Pencils
- Dry-erase board or flip chart
- Dry-erase makers
- Timer

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time allows.
- Select vocabulary words and provide student-friendly definitions. Have students write only the vocabulary words themselves (not their definitions).
- Have some possible breakdown words ready, in case students do not identify any.
- Using a previously read passage will facilitate a smooth transition into the questioning strategy. Students will already have worked through unknown words and have a firm grasp on the gists of the passage.
- Placing tabs on the correct pages in the text as well as in the students' learning logs is an efficient way to keep your students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

- Review the gists that students previously wrote for the text.
- Start by identifying clear, straightforward sentences in the text until students have a good grasp of generating "think and search" questions. Gradually incorporate more complex sentences and larger amounts of text. Then move on to creating "think and search" questions from information that comes from more than one paragraph.

OPENING

Teacher: Let's review our vocabulary words from our previous lesson. We learned three new words for our ecosystem lesson: ***organism***, ***ecosystem***, and ***environment***.

The first vocabulary word was ***organism***. What's the word?

Students: *Organism*.

Teacher: Who can tell us the meaning of the word ***organism***?

Nick: I wrote in my learning log that an organism is any living thing that grows, reproduces, and moves.

Teacher: Great! Who can tell me some examples of organisms?

Claire: All plants and animals are organisms.

Teacher: Correct. Anything else?

Claire: Viruses and bacteria.

Teacher: Great. Who can give me a nonexample?

Kevin: My books and pencils are not organisms because they are not alive. Anything that's not living is not an organism.

Teacher: Exactly. Our second vocabulary word was ***ecosystem***. What's the word?

Students: *Ecosystem*.

Teacher: Who can tell me what you wrote in your learning log for ***ecosystem***?

Wyatt: I wrote that an ecosystem is all the living and nonliving things interacting in the same place.

Teacher: That's right, Wyatt. Can someone give us an example of an ecosystem? Be sure to tell us why your example is an ecosystem.

Claire: A forest is an ecosystem because it has living things like birds, deer, and squirrels and nonliving things like water, air, and dirt.

Teacher: That's a very good example!

Teacher: Our third vocabulary word was ***environment***. What's the word?

Students: *Environment*.

Teacher: What is an environment?

Nick: An environment is everything that surrounds and affects a living thing.

Teacher: That's right, Nick. Can someone give us an example of an environment?

Nick: Water is an environment for fish because it's all around them. A pond or an ocean would be their environment.

Teacher: That's a great example.

Let's review the get the gist strategy for a moment. What is a gist?

Wyatt: It's like the main idea when you've read something.

Teacher: That's right. Can you tell me how we find a gist?

Kevin: I know. It's when you find who or what the passage is mostly about and write a sentence 10 words or less.

Teacher: Very good. Is there anything else we need to know about the gist?

Claire: We leave out the details.

Teacher: Great. Now let's review the gists from our previous lesson. Who can tell me their gist for the first paragraph?

Nick: I wrote in my learning log that ***Producers and consumers are organisms in an ecosystem***.

Teacher: Does anyone have anything different?

Wyatt: I put that ***Organisms in an ecosystem are made of producers and consumers***.

Teacher: That's also a good gist. It's just a different way of saying the main idea.

Does anyone have a gist for the second paragraph they'd like to share with us?

Kevin: I would. My gist says ***Consumers and producers need energy to live***.

Teacher: Does anyone have something different?

Wyatt: That's very similar to what I wrote.

Claire: Me, too.

Teacher: Great. Because finding good gists is something we've worked on for quite some time, I'm not surprised that you came up with similar gists.

Now, let's move on to "think and search" questions.

INSTRUCTION

Teacher: Let's review for a moment. So far, we've learned about two types of questions. Who can tell us the names of the questions and how to make them?

Nick: I know. One kind is called "right there" questions, and you find the information in one place in the text.

Teacher: Exactly. We look for important information in a particular place in a text, make a question, and find the answer, mostly using the words right from the text. The other type of question we learned about requires the reader to put information together from different parts of the text. Who remembers what it is called?

Wyatt: "Think and search" is the other kind.

Teacher: Correct.

Claire: "Think and search" questions are harder to make than the "right there" questions.

Teacher: That's right, Claire. They can be a little more difficult to create and answer. Why do you think that is?

Claire: I guess because you've got to look in lots of places in the passage to find information and then come up with a question.

Teacher: Thanks, Claire. Well, that was a good review of what we've learned about these two types of questions.

Let's move on. Today, I will help **you** make some "think and search" questions from the text. Let's begin by rereading the first paragraph in our science lesson. Claire, please read the first paragraph. Everyone else, follow along.

[Claire reads.]

Teacher: In the paragraph Claire just read, we heard about two types of organisms in the ecosystem. We also had some information about organisms in our gist. Why is this important?

Nick: Because the paragraph is telling us about two different kinds of organisms. And organisms are in the gist, so it must be important information.

Teacher: That's right, Nick. I'll begin by writing these sentences from the paragraph on the board, so that we can discuss them.

[On the board, write, "One type of organism in an ecosystem is a producer" and "The other type of organism in an ecosystem is a consumer."]

Teacher: What is the first sentence mainly about?

Students: Organisms.

Teacher: What about the second sentence?

Students: Organisms.

Teacher: Notice that this information comes from two different sentences. Do you think we can make a good "think and search" question, using this information? I'll give you a hint to help get you started. Let's begin our sentence with the word ***what***.

Nick: We could ask: ***What types of organisms are found in the ecosystem?***

Teacher: That's a great question. And what would your answer be?

Nick: Producers and consumers.

Teacher: Exactly. Because we had to put together the information from two different parts of the text, we have created a "think and search" question.

The first sentence in the paragraph says that producers make their own food. What if I asked the question: ***What organism makes its own food?*** Would that be a "think and search" or a "right there" question?

Wyatt: That would be a "right there" question because you found the information in the same place.

[Write the following comparison of question types on the board.]

"RIGHT THERE" QUESTION:

- Exact sentence from the text:
  Producers are organisms that make their own food.
- Question: What organism makes its own food?
- Answer: producers

"THINK AND SEARCH" QUESTION:

- Exact sentences from the text:
  One type of organism in an ecosystem is a producer.
  The other type of organism in an ecosystem is a consumer.
- Question: What types of organisms are found in the ecosystem?
- Answer: producers and consumers

Teacher: Let's continue reading to see whether we can make some more "think and search" questions. Everyone please reread the second paragraph silently.

[While students read, write the following sentences on the board: "Eating plants gives consumers the energy they need to survive" and "Consumers also receive energy by eating animals that eat plants for food."]

Look at these sentences from the second paragraph.

What important information do we see in these sentences? Don't forget to look back at your gist for the second paragraph.

Claire: Both sentences are talking about energy.

Teacher: They certainly are, so how could we put together the information about how consumers get energy, using these two sentences?

Let's think about our sentence stems. I think a good word to begin this sentence would be ***where***.

[Write "Where" on the board to start students thinking about the sentence construction.]

Kevin: Can I tell you my sentence?

Teacher: Sure.

Kevin: *Where does energy come from?*

Teacher: OK. How would you answer that question?

Kevin: From consumers.

Teacher: You are on the right track. But we need to work on the wording a little.

Let's think about what these sentences are telling us. The first sentence tells us that consumers get energy from plants, and the second sentence tells us that consumers also get energy from animals that eat plants. I want to find out where consumers get their energy. How could we make that question?

Claire: I think I know. *Where do consumers get their energy?*

Teacher: What do we think, class? Do we find the answer to Claire's question from information in both sentences?

Students: Yes.

Teacher: I agree. So what would the answer to her question be?

Claire: From plants and also animals that eat plants.

Teacher: Great job, class.

FIELD NOTES

It was important to review both the "right there" and "think and search" questions. The students benefited from both the review and the comparison strategies.

The "think and search" questions will need several more days of teacher support. Students will continue to need guidance in using the correct sentence stems when creating sentences. I will remind students that they need to zero in on the important information in the text as they construct their questions.

Sometimes, the students have a hard time identifying different sentences that relate to each other and that can be put together in a "think and search" question, so I scaffolded this lesson in several ways:

1. I used text we had previously read and for which we had already written gists.
2. We reviewed the vocabulary and gists, so the information was fresh.
3. I identified the sentences with important information and wrote them on the board, so students could better focus on constructing the questions.

As students progress in skill, they will identify the sentences themselves. Beginning with scaffolded sentences and moving on to larger amounts of text will give students opportunities to identify and monitor their understanding.

In subsequent lessons, I will continue to give hints when I come across ideas or concepts that lend themselves to "think and search" questions. I also will emphasize to students that putting together their ideas in a question helps them to integrate information from different parts of a text.

Teacher-Modeled Asking and Answering "Making Connections" Questions

Lesson 14 Outline

OUTCOME

Students begin to understand how to generate "making connections" questions while watching the teacher model with a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
- Identify several "making connections" questions and prepare the teacher model.
- Prepare cards and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategy card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.

4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
    - Retell each paragraph in your own words.
    - Get the gist:
        - Say the most important "who" or "what."
        - Tell the most important information about the "who" or "what."
        - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: MODEL ASKING AND ANSWERING "MAKING CONNECTIONS" QUESTIONS

1. Introduce "making connections" questions and review why the purpose of asking questions when reading.
2. Model how to create a "making connections" question. Encourage students to use the Question Types card.
3. Ask for volunteers to answer the questions.
4. Create several more "making" questions from the text. For each question, model why it is a "making connections" question, emphasizing that it should connect to the text.

NEXT STEPS

- End the lesson here or continue to the teacher-supported lesson.
- Provide students who need more support with questions and ask students to select which questions are "making connections", which are "think and search" and which are "right there." Discuss with students and provide feedback.

Teacher-Supported Asking and Answering "Making Connections" Questions

Lesson 15 Outline

OUTCOME

Students begin to generate "making connections" questions with a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
- Identify several "making connections" questions.
- Prepare cards, learning logs, and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

Step 3: Get the Gist of Paragraphs (Optional; See Goal III)

1. Have students work with a partner, using the Get the Gist (Paragraphs) card to do the following:
    - Retell each paragraph in your own words.
    - Get the gist:
        - Say the most important "who" or "what."
        - Tell the most important information about the "who" or "what."
        - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

Step 4: Support Students Asking and Answering "Making Connections" Questions

1. Review the "making connections" question type. Ask students to use the Question Types card to create "making connections" questions from the text.
2. Ask students to state why their questions are "making connections" questions.
3. Ask for volunteers to answer the questions.
4. Provide feedback and additional examples as needed.

Next Steps

- Once students are able to offer questions orally, they can work on their own or with a partner to write additional "making connections" questions in their learning logs.
- Students have mastered a question type when they can write a variety of questions at that level. If every question begins with the same stem, encourage students to be more flexible by varying the types of questions they create.

Teacher-Supported Asking and Answering All Question Types

Lesson 16 Outline

OUTCOME

Students generate and answer a variety of questions after reading a multiparagraph text.

PREPARATION

- Identify a short, multiparagraph text.
- Identify several "making connections" questions.
- Prepare cards, learning logs, and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.

3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
    - Retell each paragraph in your own words.
    - Get the gist:
        - Say the most important "who" or "what."
        - Tell the most important information about the "who" or "what."
        - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: SUPPORT STUDENTS ASKING AND ANSWERING ALL QUESTION TYPES

1. After reading, guide students to ask a variety of questions at different levels.
2. When students share their questions, continue to ask why they qualify as the different question types.
3. Students can ask and answer questions with the group or with a partner.
4. Provide feedback and additional examples as needed.

NEXT STEPS

- Encourage students to be flexible and to try a variety of question stems.
- Students benefit from mastering one question type at a time. For students who struggle to gain proficiency with question generation, continue to focus on one question type at a time, differentiating for various students as needed.

GOAL V

AFTER READING: KEY WORD REVIEW

Goal V: Key Word Review
Overview and Examples

Outcome

Students learn to summarize the most important things learned, using key words.

Description

Identifying a key word or words after reading requires students to consider the most important aspects of what they read. To identify the most important information, students must remember what they learned, combine main ideas, and make inferences. The key word review strategy (adapted from Beers, 2003; Bleich, 1975) often provokes lively debate as students make a case for why their word or words are the "most important" in the text. Using the key word review strategy provides a bridge for students who may struggle to glean the most important information when they read multiple paragraphs.

In the key word review strategy, students are taught to do the following:

1. Review their learning logs and gist statements.
2. Select one to three key words that are the most important in the text.
3. Make a case for one of the key words, using elements of the text, such as setting, time period, characters, and conflict.

TEACHER-MODELED PHASE

Introduce students to the key word review strategy.

Teacher: One way to wrap up and review what you've read is to think of the most important word from the text. Because you've done the hard work already, you can use your learning log to help you come up with the most important word or words.

Think aloud to model the key word review strategy. Post or provide students with copies of the text and a completed learning log. An example of each is on the following pages.

Model for students how to reread the gists and the big idea on your learning log and how to glance back at the text to remember what you just read.

Teacher: The first key word I chose is ***revolution***. The Texans were frustrated with Mexico's rules and treatment. This led them to fight for their independence, which is what a many revolutions are about. It is in the title, and it seems like all of the events that I read about, such as the March on San Antonio and Stephen F. Austin being angry with Santa Anna and his troops, led to the Texans' revolution against Mexico.

When I think about the most important words in a reading, I review my learning log, look back at the text, and then check whether I have evidence that my words really are the most important. There is never just one important word. My important words might be different from yours. As long as you can make a case for why your key word represents the most important things you learned, your key word will help you summarize and remember what you read.

Continue modeling with the remaining words. You may wish to begin the teacher-supported phase as you model.

THE REVOLUTION BEGINS

Section 1

In 1835, Stephen F. Austin returned to a troubled Texas. He had been held in a Mexican prison. This made Texans angry. They were also angry because Santa Anna, Mexico's dictator, was demanding that Texans pay taxes on goods from the United States. He wanted Texans to trade with Mexico instead.

Texans wanted Santa Anna to pay attention to the Mexican Constitution of 1824, the plan of government Mexico adopted after it won independence from Spain. Many rights in it were important to the Texans. But Santa Anna wanted more power than the constitution gave him.

Section 2

Santa Anna sent troops into Texas, and on October 2, 1835, fighting began. A commander in the Mexican army had ordered his soldiers to take a cannon from the town of Gonzales. The people of Gonzales placed a white flag on the cannon. The flag had a picture of a cannon on it and the words "Come and Take It." What a dare it was! The battle of the canon lasted only a few minutes. The Mexicans were easily defeated.

A week later, on October 9, Texans attacked a Mexican fort at Goliad. They wanted to protect the settlers from the Mexican soldiers there. Once again, the Texans were victorious.

These two battles gave Texans courage. They believed they were on the road to independence. They also knew that they could defeat Santa Anna's army. And they had a purpose. As one colonist said: "We have to either fight for our homes or fly and leave them."

Section 3

A few months later, about 300 Texan troops gathered at Gonzales to begin the March on San Antonio. Soldiers there had chosen Stephen F. Austin as their commander in chief. In San Antonio, the Texan soldiers would face the last Mexican troops in Texas. Again, Austin and his soldiers defeated the Mexican troops.

Texans hoped the fighting had ended. But Santa Anna had other ideas. He planned to lead an army into Texas himself.

Adapted from: **Social Studies, Grade 4 Texas Edition** (2003). Glenview, IL: Pearson Education.

LEARNING LOG

NAME: DATE:

BEFORE READING		
Title *The Revolution Begins*	**Big idea** *Growing unhappiness with Mexican rule led Texas colonists to fight for independence.*	
Pretaught vocabulary *revolution, constitution, colonist*		
I think I will learn... *about how the revolution starts* *about fights between Texans and Mexicans.* **because...** *title and pictures*		
DURING READING		
TEXT SECTION 1		
Unknown words *DEMAND—insist, order that something happen*	*INDEPENDENCE—freedom*	*TAXES—extra charge on things you buy, goes to government*
Gist for text section 1 *The Texans were angry with Mexico's dictator, Santa Anna.*		
TEXT SECTION 2		
Unknown words *COMMANDER—chief, person in charge*	*VICTORY—win*	*DEFEAT—beat, win*
Gist for text section 2 *The Texans easily defeated Santa Anna's Mexican troops in the first two battles.*		
TEXT SECTION 3		
Unknown words *VOLUNTEER—someone who helps without being paid*	*JOIN—connect, become part of*	*OVERPOWER—overcome, take over*
Gist for text section 3 *Texas troops marched from Gonzales to San Antonio and defeated the Mexicans there.*		

LEARNING LOG (cont.)

AFTER READING

ASKING AND ANSWERING QUESTIONS

Right there

Q: Who was Stephen F. Austin?

A: Stephen F. Austin was the commander who led the Texans in their fights against the Mexican army.

Think and search

Q: Why were the Texans angry when Stephen F. Austin returned?

A: They were angry because he had been put in jail and because they didn't want to pay taxes to Mexico for things they bought.

Making connections

Q: What other ways could the Texans and the Mexican people have worked things out without fighting?

A: The leaders from Texas and the leaders from Mexico could have sat down and discussed the issues and created a peace treaty. They could have come to an agreement by talking instead of fighting. They could have decided to share the land.

KEY WORD REVIEW

1. *Revolution*
2. *Stephen F. Austin*
3. *Santa Anna*

TEACHER-SUPPORTED PHASE

The teacher-supported phase for the key word strategy could begin in the same lesson as the teacher modeling. For example, after modeling the first key word, ***revolution***, you might ask a student to say why one of the other two words could also be considered the most important.

Teacher: Which key word did you choose? You can choose one of mine or one of your own.

Student: I think Stephen F. Austin is the most important.

Teacher: OK, tell me why you think that.

Student: Well, he's not in the gists, but he is mentioned in the reading three times.

Teacher: Yes, that's right. Who was Stephen F. Austin?

Student: He was the leader of the Texas army. It says here that he was made the commander in chief. I think that makes him important.

Teacher: Yes, he was the leader of the Texas army. What was the problem in this text?

Student: Well, the big problem was that the Texans didn't want to follow the Mexicans' rules, and they were mad because Santa Anna had put Stephen F. Austin in jail and that wasn't fair.

Teacher: So, you think Stephen F. Austin is the most important word because he is mentioned a lot in the passage, because he was the commander in chief, and because he was in the middle of the fighting with Santa Anna. I agree. Does anyone have anything to add?

Remind students to look at the big idea and the gists and to reread portions of the text as needed.

Once students have practiced justifying why key words are important, students can identify their own key words for a text. Do the following to support students' use of the strategy:

- Ask guiding questions to help students identify the most important parts of the text.

- Post the following questions to guide students in selecting and justifying key words:
  - Who is the most important person in the text?
  - Where did most of the events take place?

  - Why are those places important to what you learned in the text?
  - Are there any bold words that are important?
  - Was there a big problem in the text? What was the solution?
  - For each reason you give, be ready to answer these questions: ***How do you know?*** and ***Why do you think that?***

- Remind students to use their gists to support their key words.

- Provide a number of justifications students must give for their keywords. For example, tell students to come up with three reasons why their word is important to what they learned.

- Allow students to work in pairs to find support for their key words. Then, students can present to the group one of their key words and their reasons why it is important.

If you call on a student who has the same key words as those already discussed, encourage the student to choose a different key word that has not been mentioned, restate in his or her own words why one of the key words is important, or add to what has already been said. The focus should be on summarizing the most important information, not coming up with an original word.

Sometimes, students will select words such as ***and*** or ***the***. Although students can make the case that these words are used often, that is about as far as the reasoning goes. Encourage students to select other words that represent the most important information from the text.

As students gain proficiency, make the task more difficult by telling students they cannot use a word from the title or the name of one of the characters.

If students have extra time, ask them to write the reasons why their word is the most important. Students can also use the key word review strategy to write a summary of what they read.

Teacher-Modeled Key Word Review
Lesson 17 Outline

OUTCOMES

- Students learn about the key word review strategy.
- Students learn to summarize the most important things they read, using key words.

PREPARATION

- Identify a short, multiparagraph text.
- Identify several key words and prepare the teacher model.
- Prepare learning logs and the text for students. (If skipping steps 1–4 below, you may want to provide filled-out learning logs.)

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.

4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

Step 3: Get the Gist of Paragraphs (Optional; See Goal III)

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
   - Retell each paragraph in your own words.
   - Get the gist:
     - Say the most important "who" or "what."
     - Tell the most important information about the "who" or "what."
     - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

Step 4: Ask and Answer Questions (Optional; See Goal IV)

1. Have students use the Question Types card to generate and write questions in their learning logs.
2. Have students answer one another's questions.

Step 5: Model Key Word Review

1. Introduce the key word review strategy:
   a. Review your learning logs and gist statements.
   b. Select one to three key words that are the most important in the text.
   c. Provide evidence for the importance of one of the key words.
2. Model how to reread the gists and the big idea and to glance back at the text.
3. Model how to select key words.
4. Tell why the key words are important, using evidence from the learning log and the text.
5. Repeat the modeling with other words.

Next Steps

- End the lesson here or continue to the teacher-supported lesson.

Lesson 17 Case Study

OBJECTIVES

- Students learn to select key words that represent the most important ideas in the text.
- Students learn to support their choice of key words with facts from the text.
- Students learn to summarize important ideas in the text, using key words.

MATERIALS

- Text: ***Pollinators and Seed Dispersal***
- Previously completed learning log (see the following pages and Appendix B for an example)
- Index cards with preselected key words: ***pollen***, ***seeds***, and ***reproduction***
- Vocabulary written on the board: ***pollen***, ***nectar***, ***deposit***, ***waste***

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time allows.
- Selecting vocabulary words and provide student-friendly definitions. Have students write only the vocabulary words themselves (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Using a previously read text will facilitate a smooth transition into the questioning strategy. Students will already have worked through unknown words and have a firm grasp on the gists of the text.
- Placing tabs on the correct pages in the text as well as in the students' learning logs is an efficient way to keep students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

OPENING

Teacher: Today, we will learn another after-reading strategy. What after-reading strategy have we been working on so far?

Shaelan: Asking and answering questions about what we've read.

Teacher: And why is that strategy important?

Zachary: To help us be sure we are understanding what we've read.

Bianca: To think about what we've read and connect different parts of the text.

INSTRUCTION

Teacher: Today we're learning the key word review strategy. One way to wrap up and review after reading is to think of the most important words from the text—words that stick with us and trigger our memory when we tell someone about what we've read. We can use the information in our learning logs to figure out the most important word or words.

I have given you a completed learning log of a passage we read during our previous class. The information in the learning log is important to finding our key words. Even though I will find the key words today, you need to understand the information to see whether you agree that my words are key to understanding.

LEARNING LOG

NAME: DATE:

BEFORE READING	
Title *Pollinators and Seed Dispersal*	**Big idea** *Plants are dependent on animals to pollinate and move seed so they can reproduce.*
Pretaught vocabulary *pollen, nectar, deposit, waste*	
I think I will learn... *about how animals move seed so plants can grow* **because...** *of the title and the picture.*	

DURING READING		
TEXT SECTION 1		
Unknown words *BASIC—the main part of something*		
Gist for text section 1 *Living things help each other carry out the basic need to reproduce.*		
TEXT SECTION 2		
Unknown words		
Gist for text section 2 *Pollen moves from plant to plant by pollinators in order to make seed.*		
TEXT SECTION 3		
Unknown words *SCATTERING—carrying away*		
Gist for text section 3 *Seeds are relocated to other places by animals.*		

LEARNING LOG (cont.)

AFTER READING

ASKING AND ANSWERING QUESTIONS

Right there

Q: When do seeds form?

A: Seeds form when pollen touches the right part of the flower.

Think and search

Q: How do animals help plants reproduce?

A: As pollinators, they feed on the pollen and nectar they find on plants, then carry the pollen from flower to flower. Animals also eat fruit with seeds and deposit the seeds, where they grow.

Q: Why is it important to living things that the process of reproduction is carried out for plants?

A: Animals need plants for food and shelter. Animals would die.

Making connections

Q: What would happen if there were no insects or butterflies to pollinate?

A: Plants couldn't reproduce and animals would die.

KEY WORD REVIEW

1.

2.

3.

Teacher: Let's review the vocabulary. Zachary, can you tell us what ***pollen*** means?

Zachary: The powder that is moved from place to place that helps make a seed.

Teacher: Shaelan, what about ***nectar***?

Shaelan: Nectar is the sweet liquid in a flower.

Teacher: Chang, ***deposit***?

Chang: Deposit is to leave or drop.

Teacher: And what about ***waste***, Bianca?

Bianca: Waste is what is not needed by our bodies, so it's removed.

Teacher: We have been talking about ways living things are interdependent in an ecosystem. And this passage is about plants being dependent on animals to reproduce. Everyone, read the passage silently.

[Students read.]

Teacher: Now, I will show you how looking back at the learning log will help me with the key word review strategy. I will reread my gists and my big idea. The big idea for this lesson is: ***Plants are dependent on animals to pollinate and move seed, so they can reproduce***.

Let's see, my gist says: ***Living things help each other carry out the basic need to reproduce***. I might need help remembering what ***basic*** means. Oh, that was one of our unknown words we used breakdown to figure out. Chang, can you remind me what ***basic*** means?

Chang: The main part of something.

Teacher: OK, the next gist says: ***Pollen moves from plant to plant by pollinators in order to make seed***. I will look back in the book because I can't remember exactly what a ***pollinator*** is.

[Teacher locates text.]

Teacher: It says in the book that a pollinator is an animal that helps plants make seeds. Zachary, would you read the last gist, please?

Zachary: *Seeds are relocated to other places by animals.*

Teacher: Yes, now I remember that sometimes seeds get caught in animals' fur; then, when the animal moves, the seed stays on it. An animal can be pretty far away when the seed falls off.

Rereading the gists helped me remember the main idea of each section.

Now, let's review the questions written in the learning log. Bianca, read the "right there" question and answer.

Bianca: *When do seeds form? Seeds form when pollen touches the right part of the flower.*

Teacher: Again, I can see the importance of the pollen to the formation of the seed.

Please read the "think and search" question and answer, Zachary.

Zachary: *How do animals help plants reproduce? As pollinators, they feed on the pollen and nectar they find on plants and carry the pollen from flower to flower. Animals also carry seeds to new places. Animals also eat fruit with seeds and when it's deposited in their waste, the seeds grow.*

Teacher: So, there I can see how the process of reproduction takes place.

Please read the "making connections" question and answer, Shaelan.

Shaelan: *Why is it important to living things that the process of reproduction is carried out for plants? Animals need plants for food and shelter. Without plants making more plants, animals would die.*

Teacher: And Chang, please read the other "making connections" question and answer.

Chang: *What would happen if there were no insects or butterflies to pollinate? The pollen wouldn't make it from plant to plant and plants couldn't reproduce.*

Teacher: Reproduction of the plants couldn't happen without the animals, and the process of reproduction is important because without it, animals couldn't live.

Now, I am ready to find my key words. I am choosing the words ***pollen***, ***seeds***, and *reproduction*.

[Display the index cards or write the words on the board.]

Teacher: Now, I should be able to explain why I chose these words.

I chose ***pollen*** because a form of it is in the title and because the text says the process of reproduction starts with pollen. We are talking about animals moving the pollen, and if they didn't move the pollen, reproduction would not happen.

I chose ***reproduction*** because the whole passage is describing how the process can take place, from pollen to seed to animals. ***Reproduction*** is also a bolded word, and it's in the gist and the big idea.

Why do you think I picked ***seed***?

Bianca: Because that's the last step of the process before it becomes a plant.

Zachary: The passage talks about how the seeds move and get planted.

Teacher: That's right. I notice my gists focus on pollination, seeds, and reproduction. The big idea mentions how butterflies and insects pollinate and animals move seed. My three key words will trigger my memory of what I read, so I can give a summary of the passage. For instance, my summary of this passage would be: ***Reproduction in plants starts with pollinators moving pollen and ends when seeds are planted and grow***.

When I think about the key words in a reading, I review my learning log, look back in the text, and then seek evidence that my words are really important. There is never just one important word, and our words may be different. We want to choose words that will help us remember what we've read and summarize what the passage is about. If you can defend your words, and you can answer the questions ***How do you know that?*** or ***Why do you think that?***, your key words will help you summarize and remember what you read.

Is there a word you would have picked that I didn't?

Zachary: I would have chosen ***plant***.

Teacher: Can you defend your answer?

Zachary: Well, the whole process the text is talking about—from pollination to seed to being planted and growing—is happening to a plant. Without the plant, none of this would be happening. I would want to remember the plant's role in helping the other living things.

Teacher: And you know this how?

Zachary: Because it says so in the sentences. ***Plants make seeds. Plants depend on animals to carry seeds. Pollen from the plant must be moved from the plant.***

Shaelan: Plants are also mentioned the most.

Teacher: You have supported your choice of key word with good reasons. Any other words?

Chang: *Animals*. It mentions that they move and sometimes bury the seed. They also help pollinate, which means they are an important part of the process.

Bianca: I would have picked ***wind***, ***water***, and ***soil***. The wind moves the pollen sometimes, and you have to have water and soil for plants to grow.

Teacher: That is true, but are these part of your gists, title, or big idea? Are these words going to help you summarize the passage?

Shaelan: They're only mentioned once.

Bianca: But I think they're important to the process.

Teacher: Yes, they are needed for things to grow, but what process are we talking about, growing or reproduction?

Bianca: Oh, I see. This passage is about reproduction, and those words wouldn't help me remember that. I'd probably just remember these things are needed to grow, but I wouldn't remember about the pollen, seeds, and plants leading to reproduction.

Teacher: Right. We want to look at what is important to the text to be able to summarize and remember the whole text.

So, where do we want to look to find our key words?

Shaelan: In our learning log and the gists.

Zachary: The big idea and vocabulary.

Chang: Also rereading the text, like the title and subtitles.

Teacher: And why do we want to use this strategy?

Bianca: Because it will help us to summarize and remember what we've read.

Teacher-Supported Key Word Review
Lesson 18 Outline

OUTCOME

Students learn to summarize the most important things they read, using key words..

PREPARATION

- Identify a short, multiparagraph text.
- Identify several key words.
- Prepare learning logs and the text for students.

STEP 1: CONDUCT PREVIEW (OPTIONAL; SEE GOAL I)

1. Present the "big ideas."
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN (OPTIONAL; SEE GOAL II)

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students using the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS (OPTIONAL; SEE GOAL III)

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
    - Retell each paragraph in your own words.
    - Get the gist:
        - Say the most important "who" or "what."
        - Tell the most important information about the "who" or "what."
        - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: ASK AND ANSWER QUESTIONS (OPTIONAL; SEE GOAL IV)

1. Have students use the Question Types card to generate and write questions in their learning logs.
2. Have students answer one another's questions.

STEP 5: SUPPORT STUDENTS' USE OF KEY WORD REVIEW

1. Review key word review. Remind students that there is not only one "correct" key word.
2. Select key words and ask students to state why each might be considered most important.
3. Use guided questions to support students' selection and justification of key words. See the Overview and Examples section for suggestions.
4. Encourage students to add to one another's responses to support summarizing skills and memory of what was read.

NEXT STEPS

- When students can successfully provide evidence for teacher-chosen words, students can begin to select key words of their own.
- Students can work in partners or as a group to find and justify key words.
- The key word review strategy can be done orally or in writing.
- Make key word review more difficult by limiting the words students may choose. Provide restrictions, such as no words from the title or the names of characters.

Lesson 18 Case Study

OBJECTIVES

- Students select key words that represent the most important ideas in the text.
- Students support their choice of key words with facts from the text.
- Students summarize the important ideas in the text, using key words.

MATERIALS

- Blank sentence strips, three per student
- Index cards with one of each of the following words per card: ***trees***, ***consumer***, ***animals***, ***energy***, ***plants***, ***macaw***, ***environment***, ***food***, ***organisms***, ***producer***
- Sentence strips with the following on them:
  - ***Without this, the flow of energy couldn't start.***
  - ***The organisms in an ecosystem couldn't survive with this part missing.***
  - ***Found in the big idea and gist***
- Blank learning logs
- Spinner or four-sided die marked with the three question types and a "free choice" space

TIPS

- Allow 5 or 6 minutes for preview (see Goal I), if time permits.
- Select vocabulary words and provide student-friendly definitions. Have students write only the vocabulary words themselves (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Using a previously read text will facilitate a smooth transition into the questioning strategy. Students will already have worked through unknown words and have a firm grasp on the gists of the text.
- Placing tabs on the correct pages in the text as well as in the students' learning logs is an efficient way to keep students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

OPENING

Teacher: We have talked about the key word review strategy. Can you tell me why this strategy is important?

Shaelan: The strategy helps us remember what we've read.

Chang: We should be able to tell what we've learned in the passage.

Teacher: Yes, we should be able to summarize what we've read. Where do we look to find these key words?

Zachary: The gists, big idea, and remembering important ideas.

Bianca: Titles and bold words.

Teacher: How do you know you have a good key word?

Shaelan: You can defend your word with reasons and you can summarize the text.

INSTRUCTION

Teacher: We have been learning about plants and animals working together to reproduce. Today, we will talk more about the relationships of living things in an ecosystem. The title of the passage today is ***The Relationships Found in Ecosystems***.

Today, we will fill in our learning logs. Our vocabulary is ***rely***. ***Rely*** means "to depend on someone or something." You might rely on someone to take you home

at the end of the day, or you might rely on your teacher to teach you. Would you rely on a pencil to write with?

Students: Yes.

Teacher: Preview your text, make your prediction, and be prepared to share.

[Give students time to work.]

Bianca, what have you predicted?

Bianca: I think we'll learn that plants and animals help each other because the title uses the word ***relationship***.

Shaelan: We'll learn about producers and consumers because of the bolded words.

Chang: Living things get energy and pass it to other living things because the caption is talking about energy from the sun.

Zachary: We're going to find out what animals eat to survive in an ecosystem because of the caption that says animals eat producers.

Teacher: Let's read.

[Read the passage as a group.]

Teacher: Are there any unknown words?

Chang: *Transferred.*

Teacher: What fix-up strategy can we use to figure out this word?

Shaelan: I see the prefix ***trans-***, which means "across," and I know ***transport*** means "to carry across" because we've talked about the words ***export*** and ***import*** in social studies and ***port*** means "carry," so I think it means some kind of movement across.

Zachary: I remember my dad was transferred once. It meant we moved.

Teacher: We can reread the sentence and try ***move across*** instead of ***transfer***: ***Energy is moved across to an animal from a plant after an animal eats a plant***. It makes sense. So write that in your learning log.

Any other unknown words?

Bianca: *Role*: *The role of producer is played by plants.*

Teacher: Does anyone have any ideas?

Chang: Well, I've heard of a role in a play, like a part, and it does say ***played***. If I reread it like *The part of producer is played by plants*, it makes sense.

Teacher: Write that in your learning log.

Now, let's reread.

[Students reread.]

Let's write a gist together. Bianca, would you start us?

Bianca: Animals are consumers…

Chang: …and plants are producers…

Shaelan: …in an ecosystem.

Teacher: Now, let's write questions. Let's spin the spinner to see which kind of question you will write.

[Students write questions in their learning logs for the type indicated by the spinner.]

Chang, would you read your "right there" question and answer?

Chang: *What is the food a plant makes used for? Organisms that eat the plant use it for energy.*

Teacher: Shaelan, would you read your "think and search" question?

Shaelan: *What is the path that energy follows from sunlight to helping an animal live? Sunlight gives energy to the plants, so they can grow. Plants provide energy to the animals that eat them, so they can live.*

Teacher: Bianca, would you read your "making connections" question?

Bianca: *Why would a drought be a terrible thing to happen in an ecosystem? The plants would die, and the organisms cannot live without the producers.*

Teacher: Zachary, you had free choice. What did you choose?

Zachary: I chose "think and search." ***What is the relationship between consumers and producers? Consumers depend on producers, or other animals that eat producers, for food.***

Teacher: Very nicely done! I have chosen one of my key words, but I'm keeping it a secret. I will tell you why I chose this word; then, you can guess my word and tell me whether you agree that it is a key word. Remember, we should be able to explain why our word is a key word. My reasons for choosing the key word are on these sentence strips.

[Display the sentence strips with the reasons on them.]

What do you think my key word is?

Chang: I think your word is ***producer***. It fits your reasons. I see it in the gist and the big idea, and the process couldn't start without the producer.

Teacher: How do you know that? Let's look back in the passage.

Chang: Well, in the passage it says that all consumers depend on producers, and the living things in an ecosystem couldn't live without the producers. Without the producer being first in the path of energy being passed on, the consumer couldn't live.

Teacher: Do you feel this word will help you remember what you've read and summarize the text? I think it's a good word, but I think we need more.

OK, I have put several index cards with words on the table. Pick one that you think is a key word. After you have chosen a word, write three reasons why it is important on the sentence strips. When you have finished, put the sentence strips on the board and be prepared to share with us.

[Students work on the reasons.]

Bianca, will you share your work with us?

Bianca: The word I chose was ***consumer***. It's the other half of the relationship that goes with your word, ***producer***. It's also a bolded word. It's in the gist.

Teacher: Zachary?

Zachary: I chose ***energy***. My first reason is it's repeated lots of times, even in the captions. Second reason: The word ***energy*** was in the answers to our questions, and the passage says that energy starts this whole process.

Teacher: Shaelan?

Shaelan: *Trees*: There are pictures of trees. I couldn't think of any other reasons.

Teacher: If we can't think of more reasons, do you think it will trigger our memory and help us summarize the passage?

Shaelan: Probably not.

Teacher: So, we don't want to choose that word because we want key words that will help us remember what we've read.

Shaelan: Well, I really wanted one of the other words, but it was already taken.

Teacher: That's OK because you helped us see how some words will not help us summarize. You also showed us that we might need to choose the same words and that's OK.

Chang?

Chang: *Food*, because the food is where the organisms get the energy. The passage talks about plants making food and then the animal eating the plant for food. In my gist, when it says ***producers*** and ***consumers***, it's talking about what they produce and consume, and that's food.

Teacher: You've done a very good job defending your choices. Let's look at a few of the words left. Why do you think they weren't chosen?

Shaelan: Some were mentioned only to give an example of either a producer or consumer—kind of like a detail. Like ***macaw***—that was just an example that wouldn't help me remember the passage.

Bianca: Some would have been OK, like ***animal***, ***plant***, or ***organism***, but just not as strong to me. And because these have been in everything we've read on ecosystems, I'm not sure they would help me remember the information today.

Teacher: So, it's fine to choose the same words, and some words are more important and help us remember the text better than others. The words that are stuck in our head after we finish reading are likely our best key words.

Let's review one more time what the requirements are for a key word, where we find them, and why this strategy is important.

Shaelan: They should trigger our memory about what we've read, and they should help us to summarize.

Chang: We should be able to tell at least three reasons why that word is important. This strategy will help us remember better what we read and answer questions on a test or when our teachers ask.

Bianca: Or even later when we study this subject again.

Zachary: We can find them in our learning logs, bold words, and vocabulary.

Bianca: Also, sometimes captions, words used a lot in the passage, in our gists, big ideas, and learning logs. And important words that we remember after we read.

PUTTING IT ALL TOGETHER

Putting It All Together
Lesson 19 Outline

OUTCOME

Students apply all five reading comprehension strategies (preview, breakdown, get the gist, asking and answering questions, and key word review) to text.

PREPARATION

- Identify a three-paragraph text (or a text that can be divided into three short sections).
- Identify the "big ideas," vocabulary words, gists, questions, and key words.
- Prepare learning logs, cards, and the text for students.

STEP 1: CONDUCT PREVIEW

1. Present the big ideas.
2. Preteach important vocabulary.
3. Predict.

STEP 2: CONDUCT BREAKDOWN

1. Read a paragraph or short text.
2. Have students mark words and sentences they do not understand.
3. Have students use the Word Fix-Up Strategies card with a partner to find the meaning of unknown words and to write the words and brief definitions in their learning logs.
4. Have students use the Get the Gist (Sentences) card with a partner to get the gist of one or more confusing sentences.

STEP 3: GET THE GIST OF PARAGRAPHS

1. Have students use the Get the Gist (Paragraphs) card with a partner to do the following:
   - Retell each paragraph in your own words.
   - Get the gist:
     - Say the most important "who" or "what."
     - Tell the most important information about the "who" or "what."
     - Write the gist in 10 or fewer words.
2. Repeat for every paragraph in the selection.

STEP 4: ASK AND ANSWER QUESTIONS

1. Have students use the Question Types card to generate and write questions in their learning logs.
2. Have students answer one another's questions.

STEP 5: CONDUCT KEY WORD REVIEW

1. Have students review their learning logs and the text.
2. Have students select three key words.
3. Have students justify why one key word is the most important word in the text.

NEXT STEPS

- For longer passages, the lesson may extend to more than one session. Monitor how students use their time and use a timer to limit the time spent on each section or the amount of writing. Do not eliminate any of the above steps.
- Continue to evaluate student use of the strategies by listening carefully to oral responses and evaluating learning logs.
- If students struggle with one or more steps, provide a mini-lesson that focuses on strengthening that particular skill. Periodically return to modeling and provide additional support to tune up skills.

Lesson 19 Case Study

OBJECTIVE

Students apply all five reading comprehension strategies (preview, breakdown, get the gist, asking and answering questions, and key word review) to text.

NOTE: Because students have gained mastery of all the strategies by this point, and instruction is more student-led, this case study is one teacher's lesson plan, rather than a lesson script.

MATERIALS

- Dry-erase board, chalkboard, or poster to use as a visual aid
- 10 to 15 prepared index cards (see description in Tips section below)
- Student checklist for all five strategies (if laminated, these lists can be used repeatedly with dry-erase markers)
- Dry-erase markers (if using the laminated student checklist)
- Learning logs

TIPS

- Select vocabulary words and provide student-friendly definitions. Have students write only the vocabulary words themselves (not their definitions).
- Have some possible unknown words ready, in case students do not identify any.
- Placing tabs on the correct pages in the text as well as in the students' learning logs is an efficient way to keep students on track.

- Posting the following information on the board will save preparation time before class.

PAGES:	DATE:
TITLE:	
BIG IDEA:	
VOCABULARY:	

- Prepare 10–15 index cards. On the front, number the cards. On the back, write one task that corresponds with one of the five reading strategies.
- Draw a stair-step with as many steps as you have index cards. On each step, write a number. After the last (top) step, write a word or phrase that symbolizes successfully applying all of the strategies, such as ***Reading Expert*** or ***Textpert***. Be creative, but consider the age of your students. You could also use the word ***Jackpot*** and make a game in which students must complete all of the steps in a certain amount of time to win a reward.
- Begin this lesson with an excited tone, as the students should be congratulated for learning all of the strategies by this point.

INSTRUCTION

This teacher-supported lesson provides students with the opportunity to use all five reading strategies in the correct order with more independence. Depending on the number of students, you may have them work individually, in pairs, or in groups.

Read each of the prepared cards to students or give students' one card at a time and instruct them to complete the task before you give them the next card.

For example, using a text that has three paragraphs or sections, you could create the following 12 index cards for 12 different tasks:

- **Card 1.** As the teacher introduces key vocabulary, write the vocabulary words in your learning log.

- **Card 2.** In your learning log, write your preview for the text.

- **Card 3.** Read the first paragraph. Use the breakdown procedure to discover the meaning of one unknown word or get the gist of a difficult sentence. Use fix-up strategies to write the meaning of the unknown word or the gist of the sentence in your learning log. Reread the paragraph.

- **Card 4.** In your learning log, write a good gist for the first paragraph.

- **Card 5.** Read the second paragraph. Use the breakdown procedure to discover the meaning of one unknown word or get the gist of a difficult sentence. Use fix-up strategies to write the meaning of the unknown word or the gist of the sentence in your learning log. Reread the paragraph.

- **Card 6.** In your learning log, write a good gist for the second paragraph.

- **Card 7.** Read the third paragraph. Use the breakdown procedure to discover the meaning of one unknown word or get the gist of a difficult sentence. Use fix-up strategies to write the meaning of the unknown word or the gist of the sentence in your learning log. Reread the paragraph.

- **Card 8.** In your learning log, write a good gist for the third paragraph.

- **Card 9.** Create a "right there" question about what you just read. Write it in your learning log.

- **Card 10.** Create a "think and search" question about what you just read. Write it in your learning log.

- **Card 11.** Create a "making connections" question about what you just read. Write it in your learning log.

- **Card 12.** Review your learning log and circle three key words. Think about why those words are the most important words in the text and raise your hand to share your reasoning.

Have students tell you the reason for their key words, and then congratulate them on becoming a "Textpert" or hitting the "Jackpot."

Ask guiding questions as students progress through each step, and as all students complete a step, erase or cross out the number on the board to indicate the completion of each task. Make sure students use their checklists as well.

APPENDIX A:

ACADEMIC WORD LISTS

Fourth-Grade Lists

Fourth-Grade Social Studies

abolition
adapt
adobe
aerospace
agribusiness
agriculture
alliance
Allies
ally
amendment
American Revolution
ancestor
Anglo-Americans
annexation
archaeology
arid
artifact
assembly line
atmosphere
Axis Powers
band
barbed wire
barter
basin
Battle of the Alamo
Battle of Boyaca
Battle of San Jacinto
bay
belt
bilingual
bill
Black Codes
blizzard
blockade
boom town
border
boundary
boycott
branch
brand
brazilwood
budget
butte
canal
candidate
cape
capital
capital resources
cardinal directions
cash crop
cattle drive
cause
cavalry
CD-ROM
census
Central Powers
century
checks and balances
circle graph
citizen
city council
city manager
civil rights
Civil War
civilization
climate
coast
coastal plain
cold front
colony
Columbian exchange
command economy
commemorate
commercial farming
communication
commuter

Fourth-Grade Social Studies (cont.)

compass rose
Compromise of 1850
conclusion
Confederacy
conflict
congress
conqueror
conquistador
consequence
conservation
constitution
consumer
continent
convention
cost of living
county
cradleboard
crop rotation
crops
crude oil
culture
dam
Davis Guards
debt
decade
decision
degrees
delegate
delta
demand
democracy
democratic republic
dictator
dictionary
distribution map
drip irrigation
dugout
ecology
economy
ecosystem
editorial
effect
elect
election
elevated train
elevation
Emancipation Proclamation
empire
empresario
encyclopedia
enslaved
entrepreneur
environment
equator
erosion
ethnic group
evaluate
evaporation
executive branch
expedition
explore
export
extinct
fact
factors of production
factory
fault
fertile
flow resources
food processing
forecast
fossil fuel
frame of reference
free-enterprise system
Freedmen's Bureau
frontier
generalization
geography
glacier
globe
Goliad Massacre
goods
government
governor
Grange
graph
Great Depression
guide word
gusher
habitat
hemisphere
heritage
high-tech industry
historical map
history
homestead
Hood's Texas Brigade
hub
humid
hunters and gatherers
hurricane
hydroelectric power
Ice Age
immigration
import
index
industrialization

Fourth-Grade Social Studies (cont.)

industry
inference
interdependent
interior
intermediate directions
international
international law
international trade
Internet
interstate highway
invention
investor
irrigation
isthmus
jazz
judicial branch
jury
kerosene
landform
landform maps
large-scale map
latitude
legend
legislative branch
levee
liberty
line graph
livestock
locator
lock
longhorn
longitude
Louisiana Purchase
lowland
lumber
manifest destiny
manufacturing
map
map key
map scale
map symbol
maquiladoras
marsh
mayor
meridian
mesa
mesquite
mestizo
metropolitan area
Mexican War
mineral
mining
mission
missionary
monarchy
municipal government
mural
NAFTA
natural resource
New Deal
nomadic
nonrenewable
nonrenewable resources
Norteño
nutrients
ocean
The Old Three Hundred
Olympic Games
opinion
opportunity cost
parallel
peninsula
petrochemical
physical features
physical maps
pilgrim
pioneer
plain
Plan of Iguala
plantation
point of view
political
political map
political party
pollution
population
port
prairie
prairie dog
precipitation
prehistory
presidio
primary source
prime meridian
producer
product
professional
profit
prosperity
pueblo
Pulitzer Prize
ragtime
ranch
raw materials
Reconstruction

Fourth-Grade Social Studies (cont.)

recreation
reference source
refinery
reform
region
relative location
religion
renewable
report
representative
republic
research
reservation
reservoir
resolution
river basin
road map
Roaring Twenties
Runaway Scrape
rural
scale
scarcity
seasonal
secede
secondary source
seeds of change
segregation
senator
service
service industry
sharecropper
skilled worker
skyscraper
slavery
small-scale map
sod
special district
specialize
stampede
states' rights
stock
subsistence farming
suburb
subway
suffrage
summary
Sun Belt
supply
tax
technology
teepee
Tejano
temperate
temperature
term
Terry's Texas Rangers
Texas Declaration of Independence
Texas Railroad Commission
Texas Rangers
Texas Revolution
textile
time line
tornado
tourist
trade
transportation
transportation map
treaty
Treaty of Guadalupe Hidalgo
Treaty of Medicine Lodge Creek
Treaty of Velasco
tributary
tribute
trotline
tundra
Union
U.S. Congress
U.S. Supreme Court
urban
vegetation
vegetation map
veto
volunteer
wages
wagon train
weather
weathering
wilderness
World War I
World War II
World Wide Web

Fourth-Grade Mathematics

absolute value
acute angle
addend
addition
angle
approximation
area
array
associative property of addition
associative property of multiplication
average
bar graph
base
benchmark
bilateral symmetry
capacity
celsius
centi-
centimeter
commutative property of addition
commutative property of multiplication
compatible numbers
composite
composite number
congruent
conversion
convert
coordinate plane
coordinates
cubic units
cup
customary
data
decimal
decimal equivalent
decimal point
degree
denominator
deposit
diameter
difference
digit
distributive property of multiplication
dividend
divisible
divisor
double bar graph
doubles
elapsed time
equation
equivalent
equivalent fractions
estimate
estimation
expanded form
exponent
expression
face
fact family
factor
foot
fraction
frequency table
function
gallon
gram
graph
grid
grid intersection
hundredth
hypotenuse
improper fraction
inch
inequality
inference
integer
inverse
is greater than
is less than
isosceles
kilo-
kilogram
length
line of symmetry
linear function
liter
mass
mean
median
meter
method
metric system
milliliter
minuend
mixed number
mode
multiple
multiplicand
multiplier
multiply

Fourth-Grade Mathematics (cont.)

negative integer
net
number line
numerator
obtuse angle
ordered pair
origin
ounce
outcome
parallel
parentheses
partial product
pattern
percent
perimeter
perimeter area
perpendicular
pint
place value
plane
plane figure
point
polygon
polyhedron
positive integer
power
precision
prime number
probability
product
Pythagorean theorem
quadrilateral
quart
quotient
radius
range
rational number
ray
reflection
regroup
regular polygon
remainder
right angle
rotation
round
rounding
scale
sequence
similar
solid figure
solve
square units
standard form
subtrahend
sum
survey
tally chart
tenth
ton
transformation
translation
tree diagram
unit cost
vertex
volume
weight
withdraw

Fourth-Grade Science

adaptation
adult
air mass
air pressure
artery
atmosphere
atom
axis
behavior
biodegradable
blood
buoyant
camouflage
capacity
capillary
carnivore
cell
chemical change
chemical property
chemical reaction
chlorophyll
circulatory system
classify
climate
collaborate
communicate
community
compare
components
conclusion
condensation
conduction
conductors
conservation
constant
constellation
consumer
convection
core
crust
data
decay
decomposer
density
deposition
digestive system
dissolve
ecosystem
egg
electric cell
electric charges
electric circuit
electric current
electromagnet
embryo
environment
era
erosion
esophagus
evaporation
experiment
external stimulus
extinct
flow
food chain
food web
force
fossil
fossil fuel
friction
front
galaxy
gas giants
generator
germinate
gravity
greenhouse effect
habitat
heart
heat
herbivore
hibernate
humus
hypothesize
igneous rock
inclined plane
infer
inherit
inherited behavior
instinct
insulators
internal stimulus
investigate
kinetic energy
large intestine
larva
lava
leaf
learned behavior
lever
life cycle
life process
life span
light

Fourth-Grade Science (cont.)

lunar eclipse
magma
magnet
magnetic field
magnetic poles
mantle
map
mass
matter
measure
metamorphic rock
metamorphosis
metric system
microorganism
migrate
mimicry
mineral
mixture
model
molecule
motion
motor
muscular system
natural resource
niche
nonrenewable resource
nymph
observe
omnivore
orbit
organ
organ system
organic matter
organism
paleontologist
parallel circuit
phases of the Moon
photosynthesis
physical change
physical property
planet
polar climate
pollinator
pollutant
pollution
population
position
potential energy
prairie
precipitation
predator
predict
prey
producer
product
pulley
radiation
rainforest
reactant
recycling
reflection
refraction
reliability
renewable resource
reproduce
reproduction
research
respiratory system
response
revolution
rock
rock cycle
root
rotation
scavenger
sediment
sedimentary rock
seed
seed dispersal
sequence
series circuit
simple machine
skeletal system
small intestine
soil
solar system
solution
sound
species
speed
star
states of matter
static electricity
stem
stimulus
stomach
symmetry
table
temperate climate
temperate zone
temperature
theory
thermal energy
tissue
topsoil
trait
translation

Fourth-Grade Science (cont.)

tropical climate

universe

vein

velocity

vibration

volume

water cycle

weather

weathering

wedge

weight

wheel and axle

wind

Fifth-Grade Lists

fifth-grade social studies

abolitionist
absolute location
accord
agriculture
alliance
ally
amendments
annexation
antifederalist
apprentice
armada
armistice
arms race
artisan
assassination
assembly line
assimilate
astrolabe
atomic bomb
baby boom
backcountry
banish
bar graph
barbed wire
barrier
barter
battle
battle map
benefit
Bill of Rights
Black Codes
boomtown
border state
boycott
budget
Cabinet
camp
campaign
canal
cape
capital
capital resources
capitalism
caravan
caravel
cardinal directions
carpetbaggers
cash crop
casualties
cause
cease-fire
century
ceremony
cession
charter
checks and balances
circle graph
circumnavigate
citizen
civil rights
Civil War
civilian
civilization
claim
clan
climate
coalition
colonization
colony
commander
communism
compact
compass rose
competition
compromise
concentration camp

Fifth-Grade Social Studies (cont.)

Confederacy
confederation
conflict
congress
conquistador
conservation
constitution
consumer
convert
corporation
corps
correspondence
cost
credit
data
debtor
decade
declaration
deficit
delegate
demand
democracy
demonstration
depression
deregulation
desegregation
desert
dictator
discoveries
discrimination
dissenter
diversity
division of labor
draft
drought
economic depression
economy
ecosystem
effect
Electoral College
emancipation
Emancipation Proclamation
empire
entrepreneur
environment
epidemic
equator
erosion
ethnic
ethnic group
executive branch
Exoduster
expedition
export
extinct
fact
fall line
famine
federal
federalism
flatboat
foreign policy
forty-niner
free enterprise
free market economy
free state
free-trade agreement
freedmen
Freedmen's Bureau
front
frontier
fugitive
geography
glacier
gold rush
Great Compromise
growing season
habitat
hacienda
heritage
high-tech
home front
homestead
human resources
immigrant
immigration
impeach
imperialism
import
impressment
inauguration
indentured servant
independence
indigo
individualism
Industrial Revolution
industry
inflation
injustice
inset map
interchangeable parts
interdependent
interest
intermediate directions
International Date Line
Internet

Fifth-Grade Social Studies (cont.)

internment camp
interpreter
invasion
invest
irrigation
isolationism
isthmus
Jim Crow
judicial branch
kingdom
labor union
laborer
landform
legislative branch
legislature
liberty
line graph
lodge
longhouse
loyalist
manifest destiny
manufacturer
map legend
map scale
maquiladora
mass production
massacre
mechanization
mercenary
merchant
meridian
Middle Passage
migrant worker
migration
militia
millennium
mineral
minutemen
mission
missionary
monopoly
motto
muckraker
multicultural
NAFTA
nationalism
natural resources
naturalization
navigation
neutral
New Jersey Plan
nomad
nonrenewable resource
nonviolent protest
Northwest Passage
nullification
olive branch
opinion
opportunity cost
ordinance
outline
overseer
parallel
parallel timelines
patriot
persecution
petition
philanthropist
physical map
pilgrim
pioneer
plantation
plantation system
plateau
point of view
political map
political party
pollution
popular vote
population
population map
potlatch
preamble
precipitation
prejudice
presidio
primary source
prime meridian
proclamation
productivity
profit
progressives
proprietor
prosperity
protest
province
pueblo
quarter
railhead
rapid transit
ratify
rebellion
Reconstruction
reform
refuge
refugee
region

Fifth-Grade Social Studies (cont.)

register
Renaissance
renewable resource
repeal
representative
republic
research
reservation
resign
responsibility
retreat
revolt
revolution
rights
ruling
scalawag
scarcity
secession
secondary source
sectionalism
segregation
self-government
settlement
settlement house
sharecropping
Silk Road
skyscraper
slave state
slave trade
slavery
slum
smuggling
sodbusters
source
space race
specialization
spiritual
staple
states' rights
stock
stock market
stockyard
strategy
strike
suffrage
summary
supply
surplus
surrender
tariff
tax
technology
telegraph
temperance
tenement
territory
terrorism
textile
tidewater
time zone
timeline
tolerance
total war
town meeting
trade
trade union
traitor
transcontinental
transcontinental railroad
travois
treason
treaty
trench warfare
trial by jury
unalienable rights
unconstitutional
Underground Railroad
unemployment
Union
veteran
veto
victory
Virginia Plan
volunteer
wagon train
wampum
war bonds
world war

Fifth-Grade Mathematics

absolute zero
addend
algorithm
angle
approximation
area
associative law
average
axis
bar graph
base
billions
capacity
Celsius
centimeter
certain
circle graph
clockwise
clustering
common denominator
common factor
commutative law
compatible numbers
compensation
composite
composite number
concave
cone
congruent
constant
convex
coordinate
coordinate grid
corresponding
counterclockwise
cup
customary system
customary units
cylinder
data
decimal
defining the variable
degree
denominator
diameter
difference
discount
distributive law
dividend
divisor
edge
elapsed time
equally likely
equation
equilateral triangle
equivalent fraction
estimate
evaluate
expanded form
experiment
exponent
expression
face
factor
factor tree
Fahrenheit
favorable outcome
fluid ounce
foot
formula
fraction
frequency table
function
function machine
function table
gallon
generalization
gram
graph
greatest common factor (GCF)
hundredths
identity function
impossible
improper fraction
integer
inverse operation
isosceles triangle
iterated
kilometer
kilogram
like denominators
line
line graph
line plot
linear equation
liter
map scale
mass
mean
median
meter
metric system

Fifth-Grade Mathematics (cont.)

mile
mixed number
mode
multiple
multiplicand
multiplier
negative
net
numerator
ordered pair
ounce
outcome
parallel lines
parallelogram
partial product
pattern
percent
perimeter
period
perpendicular
pictograph
picture graph
place value
point
polygon
polyhedron
pound
prime factorization
prime number
prism
probability
product
quadrant
quadrilateral
quotient
range
rate
ratio
rational number
rectangular prism
reflect
regroup
relationship
remainder
rhombus
right angle
rotate
rotational symmetry
round
scale
scalene triangle
sector
similar
simplest form
solution
standard form
standard notation
straight angle
sum
surface area
tenth
thousandth
three-dimensional figure
ton
transformation
translate
tree diagram
triangle
value
variable
vertex
volume
weight
whole number
x-coordinate
y-coordinate

Fifth-Grade Science

acceleration
acquired trait
adaptation
air mass
angiosperms
asexual reproduction
asteroid
atmosphere
atom
autumnal equinox
axis
biome
boiling point
carbon cycle
cell
characteristic
chemical change
chemical formula
chemical property
chemical symbol
chlorophyll
chloroplasts
chromosome
cilia
circuit
classification
classify
climate
collaborate
comet
communicate
community
compare
components
compound
conclusion
condensation
conduction
conductivity
conductor
conservation
constructive force
consumer
contour lines
convection
core
crust
data
density
deposition
desert
destructive force
diffusion
DNA
dome mountains
dominant trait
earthquake
ecosystem
el Niño
electric cell
electric circuit
electric current
electric generator
electric motor
electromagnet
electron
element
endangered species
energy
epicenter
erosion
evaluation
experiment
extinction
fault
fault-block mountains
flagellum
focus
fold mountains
food chain
food web
force
fossil
fossil fuel
friction
front
fungi
galaxy
gas
gene
grasslands
gravity
gymnosperms
habitat
heat
heredity
hybrid
hypothesize
infer
inner planets
insulator
invertebrate
investigate
kinetic energy

Fifth-Grade Science (cont.)

kingdom
landform
life cycle
light-year
liquid
lithosphere
lunar cycle
lunar eclipse
magma
magnitude
mantle
measure
mechanical wave
melting
melting point
mesosphere
metal
meteor
meteorites
mixture
model
molecule
moon phases
motion
mutation
natural resource
neutron
newton
niche
nitrogen cycle
noble gas
nonmetal
nonrenewable resource
nonvascular plant
nucleotide
nucleus
observe
ocean current
orbit
organ
organ system
organelle
osmosis
outer planets
parallel circuit
penumbra
periodic table
phloem
photosynthesis
physical change
physical property
pitch
planet
plate tectonics
pollination
pollution
population
population density
potential energy
predator
predict
prey
producer
protist
proton
protostar
radiation
recessive trait
record data
recycling
reflection
refraction
reliability
renewable resource
research
residual soil
revolution
scientific inquiry
sediment
seismic waves
selective breeding
semi-metal
series circuit
sexual reproduction
simple machine
soil
soil profile
solar eclipse
solid
solubility
solute
solution
solvent
speed
spores
stars
state of matter
static electricity
stomata
stratosphere
sublimation
subsoil
summer solstice
switch
symbiosis
table
taiga

Fifth-Grade Science (cont.)

technology
temperate
temperature
theory
thermal energy
thermal expansion
thermosphere
threatened species
tissue
topographic map
topsoil
transpiration
transported soil
tropical rainforests
troposphere
umbra
vaporization
vascular plant
velocity
vernal equinox
vertebrate
vibration
visible light
voltage
volume
weathering
winter solstice
work
xylem

APPENDIX B:

LESSON MATERIALS

BREAKDOWN CUE CARD

PROBLEM	SOLUTION
I *can't read a word...*	1. Write the word in your learning log. 2. After you finish reading the section, use fix-up strategies to read the word.
I *can read the word, but I don't know what it means...*	1. Write and <u>underline</u> the word in your learning log. 2. After you finish reading the section, use fix-up strategies to read the word.

BREAKDOWN CUE CARD

PROBLEM	SOLUTION
I *can't read a word...*	1. Write the word in your learning log. 2. After you finish reading the section, use fix-up strategies to read the word.
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BREAKDOWN STRATEGIES

MARK YOUR BREAKDOWNS

- Write in your learning log words you cannot read.
- Write and underline in your learning log words you can read but you do not understand.
- Put a sticky note or other removable marker after a sentence that is confusing.

WORD FIX-UP STRATEGIES

1. Break apart the word and look for smaller words you know.
2. Circle the prefixes and suffixes. Say the parts of the word and then say the whole word.
3. Reread the sentence with the unknown word and look for key ideas to help you figure out the word. Think about what makes sense.
4. Reread the sentences before and after the unknown word, looking for clues.

GET THE GIST OF SENTENCES

1. What is the most important "who" or "what?"
2. What is the most important idea about the "who" or "what?"
3. Retell the sentence in your own words.

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GET THE GIST OF PARAGRAPHS

1. What is the most important "who" or "what?"
2. What is the most important idea about the "who" or "what?"
3. Write the gist in 10 or fewer words in your learning log.

GET THE GIST OF PARAGRAPHS

1. What is the most important "who" or "what?"
2. What is the most important idea about the "who" or "what?"
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QUESTION TYPES

"RIGHT THERE" QUESTIONS

Answers are "right there" in one place in the text.

"THINK AND SEARCH" QUESTIONS

Answers have to be put together from more than one place in the text.

"MAKING CONNECTIONS" QUESTIONS

Answers are not only in the text. Readers must think about what they read, what they already know, and how this information fits together.

QUESTION TYPES

"RIGHT THERE" QUESTIONS

Answers are "right there" in one place in the text.

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Answers have to be put together from more than one place in the text.

"MAKING CONNECTIONS" QUESTIONS

Answers are not only in the text. Readers must think about what they read, what they already know, and how this information fits together.

LEARNING LOG

NAME: DATE:

BEFORE READING		
Title	Big idea	
Pretaught vocabulary		
I think I will learn... because...		
DURING READING		
TEXT SECTION 1		
Unknown words		
Gist for text section 1		
TEXT SECTION 2		
Unknown words		
Gist for text section 2		
TEXT SECTION 3		
Unknown words		
Gist for text section 3		

LEARNING LOG (cont.)

AFTER READING
ASKING AND ANSWERING QUESTIONS
Right there
Think and search
Making connections
KEY WORD REVIEW
1.
2.
3.

LEARNING LOG

NAME: DATE:

BEFORE READING	
Title *The Revolution Begins*	**Big idea** *Growing unhappiness with Mexican rule led Texas colonists to fight for independence.*
Pretaught vocabulary *revolution, constitution, colonist*	
I think I will learn... *about how the revolution starts* *about fights between Texans and Mexicans.* **because...** *title and pictures*	

DURING READING		
TEXT SECTION 1		
Unknown words *DEMAND—insist, order that something happen*	*INDEPENDENCE—freedom*	*TAXES—extra charge on things you buy, goes to government*
Gist for text section 1 *The Texans were angry with Mexico's dictator, Santa Anna.*		
TEXT SECTION 2		
Unknown words *COMMANDER—chief, person in charge*	*VICTORY—win*	*DEFEAT—beat, win*
Gist for text section 2 *The Texans easily defeated Santa Anna's Mexican troops in the first two battles.*		
TEXT SECTION 3		
Unknown words *VOLUNTEER—someone who helps without being paid*	*JOIN—connect, become part of*	*OVERPOWER—overcome, take over*
Gist for text section 3 *Texas troops marched from Gonzales to San Antonio and defeated the Mexicans there.*		

LEARNING LOG (cont.)

AFTER READING

ASKING AND ANSWERING QUESTIONS

Right there

Q: Who was Stephen F. Austin?

A: Stephen F. Austin was the commander who led the Texans in their fights against the Mexican army.

Think and search

Q: Why were the Texans angry when Stephen F. Austin returned?

A: They were angry because he had been put in jail and because they didn't want to pay taxes to Mexico for things they bought.

Making connections

Q: What other ways could the Texans and the Mexican people have worked things out without fighting?

A: The leaders from Texas and the leaders from Mexico could have sat down and discussed the issues and created a peace treaty. They could have come to an agreement by talking instead of fighting. They could have decided to share the land.

KEY WORD REVIEW

1. *Revolution*
2. *Stephen F. Austin*
3. *Santa Anna*

LEARNING LOG

NAME: DATE:

BEFORE READING	
Title *Pollinators and Seed Dispersal*	**Big idea** *Plants are dependent on animals to pollinate and move seed so they can reproduce.*
Pretaught vocabulary *pollen, nectar, deposit, waste*	
I think I will learn... *about how animals move seed so plants can grow* **because...** *of the title and the picture.*	

DURING READING		
TEXT SECTION 1		
Unknown words *BASIC—the main part of something*		
Gist for text section 1 *Living things help each other carry out the basic need to reproduce.*		
TEXT SECTION 2		
Unknown words		
Gist for text section 2 *Pollen moves from plant to plant by pollinators in order to make seed.*		
TEXT SECTION 3		
Unknown words *SCATTERING—carrying away*		
Gist for text section 3 *Seeds are relocated to other places by animals.*		

LEARNING LOG (cont.)

AFTER READING

ASKING AND ANSWERING QUESTIONS

Right there

Q: When do seeds form?

A: Seeds form when pollen touches the right part of the flower.

Think and search

Q: How do animals help plants reproduce?

A: As pollinators, they feed on the pollen and nectar they find on plants, then carry the pollen from flower to flower. Animals also eat fruit with seeds and deposit the seeds, where they grow.

Q: Why is it important to living things that the process of reproduction is carried out for plants?

A: Animals need plants for food and shelter. Animals would die.

Making connections

Q: What would happen if there were no insects or butterflies to pollinate?

A: Plants couldn't reproduce and animals would die.

KEY WORD REVIEW

1.

2.

3.

APPENDIX C:

RESOURCES AND REFERENCES

Resources

BOOKS

Reading Research in Action
by McCardle, Chhabra, and Kapinus

This book explains the basics of research and how its findings can be used in the classroom. Teachers are often the last to know about new educational research, or, if they do hear it, they question its quality and therefore do not trust it. This book starts by explaining the components of a quality research study and then summarizes the findings of the major reports done on reading in the past several years (e.g., ***Preventing Reading Difficulties***, National Reading Panel reports, RAND reports). Next, the book reviews some key research findings on the various components of reading, providing scenarios in each chapter of how the findings might transfer to the classroom. Chapter topics include vocabulary, alphabetics, fluency, comprehension, writing, and spelling. The authors conclude the book by discussing motivation and engagement, the value and types of assessments, what teachers need to know to help students be successful and response to intervention (RTI). This book is useful for teachers to learn the basics of quality research, the findings of major studies, and, best of all, how to use those findings to improve their instruction.

Is Literacy Enough?
by Snow, Porche, Tabors, and Harris

This book tells the story of a longitudinal study following 83 students, initially from preschool to grade 4, but then the researchers continued to follow some of the students through high school. At the end of the study, researchers were still in contact with 47 of the original students. The researchers set out to answer three questions:

1. What aspects of early literacy robustly predict later reading achievement?
2. What aspects of later achievement are most strongly related to early literacy success?
3. What child characteristics and environmental variables influence the above relationships?

The writing is more in story form than that in research journals, and several case studies connect to a real child. The final chapter discusses lessons learned from this study and contains many important points. An interesting finding is that the students who felt a connection with an adult, felt that an adult believed in them and cared what happened to them, were less likely to drop out of school, regardless of reading ability. This book provides an interesting perspective, spanning from preschool to high school, and some of the "red flags" teachers can look for along the way.

Finding the Right Texts: What Works for Beginning and Struggling Readers
by Hiebert and Sailors

This book emphasizes the paucity of research on choosing instructional texts through three areas:

1. The linguistic content of texts
2. The conceptual content of texts
3. How teachers select and scaffold texts

Several authors contribute to each section. In the linguistic-content section, authors discuss the decadeslong debate about what sounds and phonetic elements should be included in texts for various levels of learners and how often and when should they appear. The authors discuss the importance of motivational and relevant content and a balance of narrative and expository texts, even with young students. The book concludes with recommendations for the selection of texts for various profiles of students, based on assessment data, and ways to identify the components of mandated texts that should be scaffolded.

Improving Reading Comprehension: Research-Based Principles and Practices
by Carlisle and Rice

This resource covers the foundations of language and their connection to reading, research from multiple disciplines related to a variety of populations, and obstacles to the development of comprehension skills. The authors discuss the theories behind the research and how the findings translate into comprehension practice. Each chapter begins with a "getting started" section that lays out what is covered in the chapter and ends with a "commonly asked questions" section about the chapter topic. This format is helpful for teachers who want to learn about the latest research-validated classroom practices.

Vocabulary Development
by Stahl

Stahl presents answers to four questions about vocabulary development:

1. What is the relationship between vocabulary knowledge and reading comprehension?
2. How many words do people know?
3. What does it mean to know a word?
4. How do people learn from context?

This short, easy-to-read resource provides quick answers to frequently asked questions about vocabulary instruction. Stahl provides some general guidelines for vocabulary instruction, including individual words, words as concepts, and words as parts. He also provides a list of the most frequently occurring prefixes and suffixes in English. This list is helpful for determining which affixes to introduce first in vocabulary instruction. This book is part of a series titled ***Reading Research to Practice***, edited by Chall.

The Key Three Routine: Comprehension Strategy Instruction
by Sedita

This book discusses the key three routine, a combination of comprehension, writing, and study skills that help students in grades 4–12 understand and retain the information presented in their daily classes. Sedita provides teachers with strategies, activities, and lessons to build students' ability to independently apply comprehension strategies across all content areas. The book provides details about comprehension as one of the five components of reading; discusses variables that might affect a student's ability to comprehend; and provides lessons, templates, and activities to teach students to understand and organize the material they encounter daily. Strategies in the book include main idea, note-taking, summarizing, and generating questions; additionally, there is an explicit and organized description of how to present these tools to students through the key three routine. The appendix offers several templates and sample student responses. This book is a good guide for teachers of students of all abilities in grades 4–12, but it is especially important for teachers working with struggling adolescent readers. A companion book, ***The Key Vocabulary Routine: Content Vocabulary Instruction***, includes a similar organizational framework for teaching vocabulary. The reproducible templates and words lists in the appendices can simplify the complex task of teaching vocabulary.

Bringing Words to Life
by Beck, McKeown, and Kucan

This book provides a framework for meaningful vocabulary instruction that uses evidence-based methods and strategies. The strategies and activities include lively interactions, student-friendly definitions, and tiered levels of words. Robust instruction focuses on Tier II words, or "words that are of high frequency for mature language users and are found across a variety of domains" (p. 8).

Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples
by Beck, McKeown, and Kucan

This follow-up book to *Bringing Words to Life* addresses remaining questions about using the tiered approach to vocabulary instruction. The book was created by using several of the questions that the authors received from educators in the field. Examples of such questions include the following:

- Is instruction in Tier II words appropriate for English language learners?
- Should the multiple meanings of a word be introduced at the same time?
- Can a word be a Tier I word for some children and a Tier II word for others?

At the end of the book are several lists of Tier II words from classic children's literature, ranging from a kindergarten reading level through high school. The authors also provide several examples of the various activities that can be used during robust vocabulary instruction.

Differentiated Reading Instruction: Strategies for the Primary Grades
by Walpole and McKenna

This book is helpful for teachers who find themselves asking the question, "How do I meet the needs of all of my students?" The book is structured to allow use of the ideas and lessons across programs, grade levels, and settings. The first two chapters provide an overview of differentiated instruction and assessment tools to aid differentiation. The chapters that follow provide ideas on how to differentiate phonemic awareness, word recognition, fluency, vocabulary, and comprehension lessons. The book ends with four chapters that cover a differentiation plan for kindergarten, and first, second, and third grades. The book provides many hands-on, practical ideas that can be used in the classroom immediately. The glossary of terms provided is also a helpful tool.

Voice of Evidence in Reading Research
by McCardle and Chhabra

An abundance of reading research is available to educators, but how does one know what is quality research and what the trends are? This book is an excellent tool in answering those questions. The book starts with an overview of research and then discusses the methods used in reading research and the three types of research (clinical trial, longitudinal study, and meta-analysis). The book then provides several chapters on evidence-based practices in the five components of reading, as identified by the National Reading Panel. Sections also cover topics such as motivation of students, professional development for teachers, time allocation in the classroom, and the latest findings from neuroimaging studies. The book concludes with a discussion of how research can inform policy and practice.

WEBSITES

www.readwritethink.org

This website, sponsored by International Reading Association and the National Council of Teachers of English, provides teachers with a link to classroom resources, professional development, and parent and after-school resources. There are links to lesson plans, student "interactives," calendar activities, and printouts. The lesson plans are broken into those featured and those most popular.

www.weeklyreader.com

The website of the poplar magazine includes links to elementary resources, secondary resources, free kits and contests, printable activities, and products.

www.ldonline.org

This website provides information on learning disabilities (LD) and attention-deficit/hyperactivity disorder (ADHD). A section specially designed for educators includes instructional strategies for teaching students with LD or ADHD, articles, resources, recommended links, and other teaching tools.

www.adlit.org

The sister site of LD Online, this site is designed specially for teachers and parents of students in grades 4–12. The site includes classroom strategies, recommended books, research, and a glossary of terms.

www.interventioncentral.org

This website provides resources on response to intervention and general intervention for both academics and behavior. In the academic resources section are suggestions for teaching reading comprehension, reading fluency, mathematics, writing, and study and organizational skills. The website also features descriptions of workshops that can be scheduled for schools.

www.centeroninstruction.org

The Center on Instruction website provides scientifically based research and information on K–12 instruction in reading, mathematics, science, special education, and English language learning. It contains links to topic-based materials, syntheses of recent research, and exemplars of best practices.

www.ccsso.org

The Council of Chief State School Officers provides support and resources to support educators. The council has partnered with the National Governors Association to create a set of Common Core State Standards. The website reviews these standards and links to a website addressing them.

www.rtinetwork.org

The RTI Network website is a program of the National Center for Learning Disabilities. This comprehensive website provides information about the basics of response to intervention: getting started, essential components, and professional development.

Glossary

academic vocabulary	Terms associated with a specific content area or topic; language used across content areas to teach and learn skills and concepts.
activating background knowledge	Connecting prior knowledge to what is being taught.
affix	A prefix or suffix added to a base word or root that changes the word's meaning or function. Examples: **re**view, rent**ing**.
automaticity	The ability to recognize sounds, letters, and words quickly, accurately, and effortlessly.
base word	A word to which affixes are added to change its meaning or function. Examples: **peace**ful, dis**agree**.
blending	The process of combining individual sounds to decode or say a word.
breve	The diacritical mark that represents a short vowel's sound. Example: c**ă**t.
choral response	Students answering a question or responding to a prompt in unison.
click and clunk strategy	A strategy used in Collaborative Strategic Reading in which students monitor their comprehension during reading and implement strategies to fix "clunks," or areas in which their comprehension breaks down.

closed syllable	A syllable that ends in only one vowel and a consonant.
cloze (activity)	An activity in which a word is left out of a sentence and the student supplies the missing word.
compound word	A word composed of two or more smaller words. Frequently, the meaning of the compound word can be derived from the smaller words. Examples: football, birthday.
comprehension	The ability to understand and gain meaning from reading a passage or listening to a passage being read.
consonant blend	Two or more adjacent consonants in a word, each representing a distinct sound. Examples: ju**mp**, **st**ay.
consonant digraph	Two adjacent letters that represent one sound. Examples: **sh**ip, bun**ch**.
consonant-***le*** syllable	A syllable that consists of a consonant followed by the letters ***l*** and ***e***. Examples: ap**ple**, ta**ble**.
context clue	A hint to the meaning of a word or phrase that is derived from text that surrounds the unknown word or phrase.
continuous consonant sound	A consonant sound that can be sustained without distortion. Examples: /l/, /m/, /s/. Nonexamples: /p/, /d/, /k/.
contraction	A word formed by combining two words and replacing one or more letters with an apostrophe. A contraction is a shortened way of saying the two separate words. Examples: wouldn't = would not; you're = you are.
decodable text	Text in which most words follow the letter-sound relationships that the reader has learned.
decoding	To read a word by sounding it out; the process of converting printed words to spoken words by applying knowledge of letter-sound relationships.
encode	To spell a word; the process of converting spoken words to printed words by applying knowledge of letter-sound relationships.

expository text	Text that presents factual information.
fluency	The ability to read quickly, accurately, smoothly, and with expression.
generalize	To apply a specific learned skill to a broader situation.
genre	A category of literature with unique characteristics. Examples: poetry, mystery, science fiction, biography, fantasy.
gist	The main idea of a section of text.
graphic organizer	A visual representation of the relationship between words, concepts, or events that is intended to enhance understanding. Examples: Venn diagram, flow chart, word web.
high-frequency word	A word that appears frequently in text and spoken language.
high-utility word	A content-specific word that is useful to know because it occurs frequently and is essential to understanding text.
homophone	A word that sounds the same as another word but has a different meaning and spelling. Examples: made and maid, past and passed.
irregular word	A word whose letters do not follow their most common sounds. Examples: o**f**, th**ey**, s**ai**d.
letter-sound correspondence	The ability to identify the letters of the alphabet and the sounds associated with them.
long vowel sound	A vowel sound that is the same as the name of the vowel. Examples: m**a**de, P**e**te, r**i**de, h**o**me, c**u**be.
macron	The diacritical mark that represents a long vowel's sound. Example: /ā/.
morpheme	The smallest unit of meaning of language. Example: The ***ed*** in ***rented*** indicates past tense.

multisyllabic	Containing more than one syllable.
narrative	A type of text that tells a story or sequence of events.
nonsense word	Nonwords that students use their phonic knowledge to decode and encode accurately. Examples: trum, ribfot.
open syllable	A syllable containing only one vowel and ending in a vowel sound; the vowel sound usually is long. Examples: hi, **mu**sic.
past tense	A verb tense that indicates action that took place in the past. Examples: looked, ran.
predict	To anticipate what will be learned or what will happen in a text, based on background knowledge or previewing.
prefix	A word part added to be beginning of a root or base word that changes the word's meaning. Examples: **un**load, **trans**port.
preview	A strategy in which a reader scans a text before reading to activate background knowledge and form a prediction.
prior knowledge	Knowledge gained from previous experience and learning.
prosody	Reading with appropriate expression, rhythm, and intonation.
r-controlled vowel	A vowel whose sound is influenced by an ***r*** that immediately follows it. Example: h**ar**m vs. h**a**m.
root	A Greek or Latin unit of meaning to which affixes are added to form words. A root differs from a base word in that it is not a word on its own. Examples: ***dem*** (from the Greek ***demos***, which means "people"): **dem**ocracy, epi**dem**ic; ***pac*** (from the Latin ***pax***, which means "peace"): **pac**ify, **pac**ifist.
scaffold	A temporary support that allows a student to accomplish a task that he or she otherwise would not be able to accomplish; scaffolding is gradually reduced as a student gains mastery. Examples: modeling and guided practice.

schwa	The vowel sound that often occurs in unstressed syllables and that often is represented by the following symbol: **ə**.
segmenting	To break apart words into individual sounds or word parts.
short vowel sounds	The initial vowel sounds heard in the following examples: **a**nt, **e**ducation, **i**nch, **o**ctopus, **u**p.
sight words	A word that one is able to read instantly.
sound options	The sound differences that a letter combination represents in different words. Example: tr**ou**t vs s**ou**p.
spelling options	The spelling differences for the same sound in different words. Example: /ā/ in ***flame***, ***raid***, and ***spray***.
stop consonant	A consonant sound that is distorted if not said quickly. Examples: /t/, /g/, /b/ vs. /m/, /s/, /f/.
suffix	A word part added to be end of a root or base word that changes the word's meaning. Examples: live**ly**, plant**ed**.
syllable	A unit of pronunciation containing one vowel sound. Examples: fan–tas–tic.
syllable stress (accent)	The emphasis put on a particular syllable in a word. Examples: **ba**con, a**part**ment, be**gin**.
syllable type	A category of syllables by predictable spelling patterns and pronunciation. Examples: consonant-***le***, vowel-consonant-***e***, open, and ***r***-controlled.
synonym	A word whose meaning is similar to another word. Examples: messy, sloppy; try, attempt.
think-aloud	A technique in which the teacher verbalizes the thought process of a reader using instructional strategies. Example for previewing text: "The title of the section is ***Earthquakes***, and there's a picture of a street with a huge crack in the middle. Once, on TV, I saw a building that crumbled during an earthquake. I think we are going to learn about what happens during an earthquake."

unvoiced sound	A sound whose production does not make the vocal cords vibrate. Examples: /s/, /f/.
vocabulary	The knowledge of words and word meanings; types of vocabulary include receptive (words we hear and read) and productive (words we say and write).
voiced sound	A sound whose production makes the vocal cords vibrate. Examples: /z/, /m/, /g/.
vowel	A sound that is produced with unobstructed air passing through the mouth.
vowel-consonant-***e*** syllable	A syllable with a vowel followed by a consonant and a silent ***e***; the first vowel usually makes its long sound, and the final ***e*** is silent. Examples: fl**ute**, p**ine**, ape.
whole word	A word that is formed when word parts are put together. Example: punish + ing = **punishing**.
word recognition	The ability to identify a word in print.
word sort	An activity in which words are categorized according to common features.
word study	A comprehensive approach to word-reading instruction in which the student learns the phonics, structure, spelling, and meaning of words.
word web	A graphic organizer that illustrates the relationship among words.

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