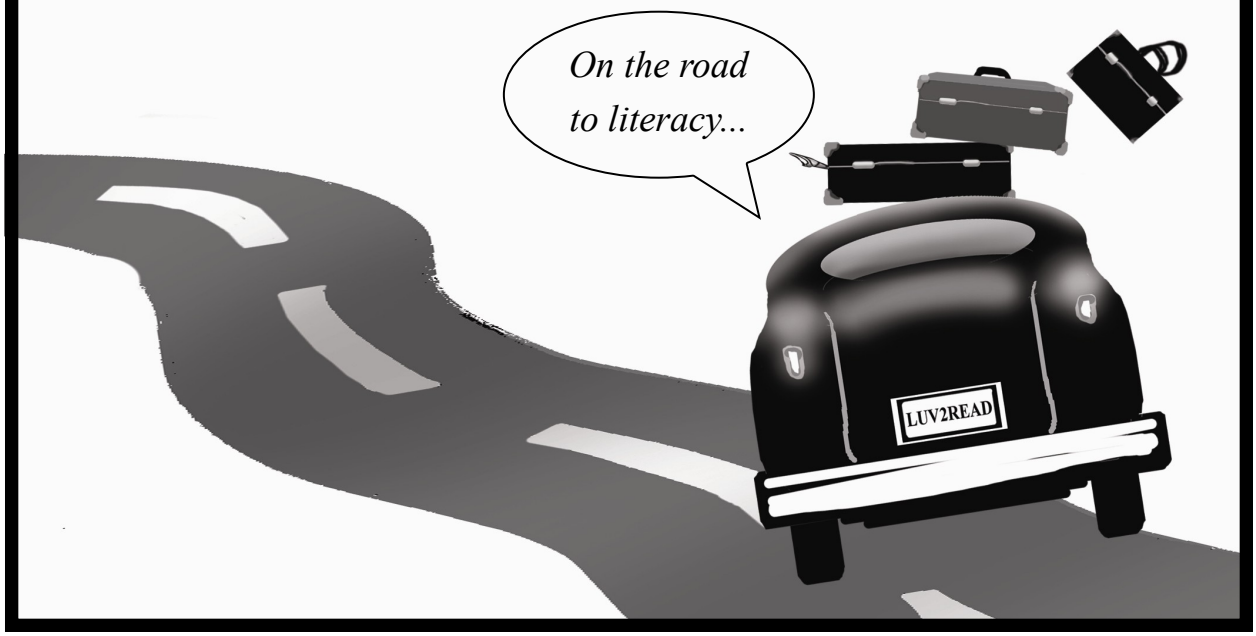
Comprehension

The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from a variety of texts.



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How to Teach a Reading Passage

Steps to aid your student's understanding of what he reads!

Examples used below are from the Lush, Green, and Healthy *on page 14*.

Pre-reading

Have your student read the title and look at the picture(s).

Ask him to predict what the passage is about.

Ask a few questions to get your student talking about the topic.

What kind of work do you think it takes to have a nice lawn?

Teach new vocabulary words that are about the topic, such as *fertilizer*.

Give him a purpose for reading (to see if his prediction is right or to learn some specific information he has mentioned in the previous discussion—*I'd like to find out what I can do to make my lawn look better.*)

Reading

Assign how much to read. *Read to the bottom of page 42*. Keep it as large a chunk of text as possible.

Instruct him to read SILENTLY. ***Always let your student read silently before reading aloud.***

If a student doesn't know a word, tell him what it is. Stopping for a decoding lesson while reading interferes with comprehension. Make a note of the word and teach the word later.

Post-Reading

Ask if his prediction came true. If not, ask where in the passage he revised it and did that one come true. If another purpose had been set, ask him about it. *Did you learn how to make your lawn look better? Read to me those parts.*

Look for reasons to have your student look back in the passage to read aloud to you. *Read to me the part you found most interesting. Was there any part you had trouble understanding? Read it to me.*

Teach the comprehension skills, such as main idea or comparing information. Then come back to the text to have your student find examples.

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Identify Critical Information in Text

One stop on the road to literacy…

LEVEL 3
RC1

The Outcome

The student will identify critical information in a variety of texts, such as:

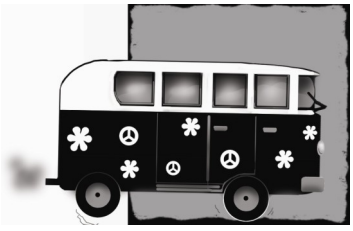
novels	maps	catalogs
short stories	calendars	timelines
essays	advertisements	tables
nonfiction texts	charts	prescription bottles
forms	graphs	labels

Why Go There?

Explain to your student that a good reader does not try to remember every detail as she reads. Instead, a good reader picks out the critical information by asking questions:

- Who?
- What?
- When?
- Where?
- Why?
- How much?
- How many?
- How far?

How To Get There



Material: page 4

Directions:

Examine the advertisement on page 4 with your student.

Direct him to read the questions at the bottom of the page and answer them orally.

Then invite your student to bring in authentic text such as other advertisements, labels, or prescription bottles to use for lessons in identifying critical information.

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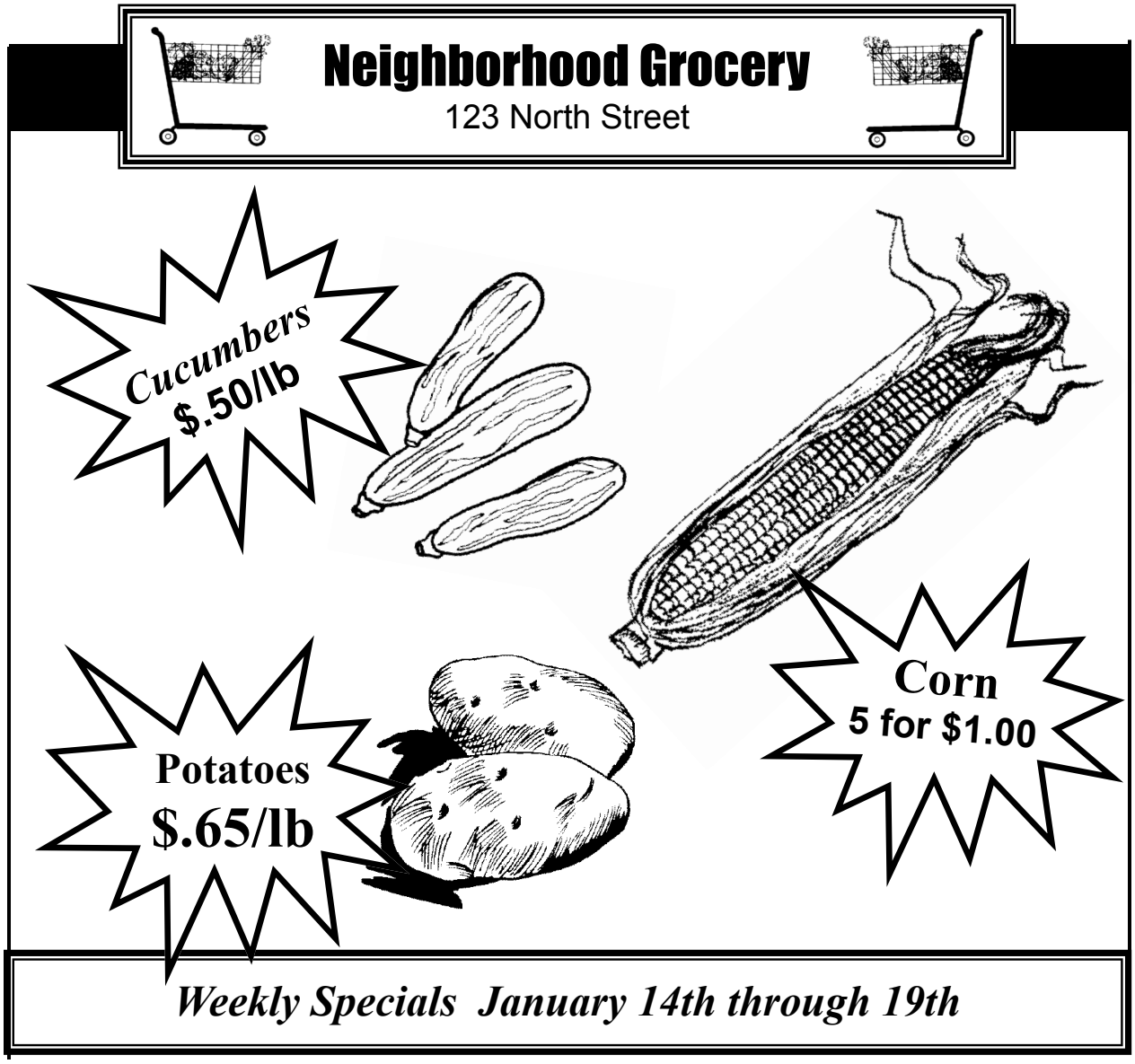
Bargain Hunt



1. What is being advertised?
2. Where is the grocery store?
3. What vegetables are on special?
4. How much per pound are cucumbers?
5. How many ears of corn can you get for $1.00?
6. When are these specials available?

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Locate Critical Information in Everyday Reading

One stop on the road to literacy…

LEVEL 3
RC2

The Outcome

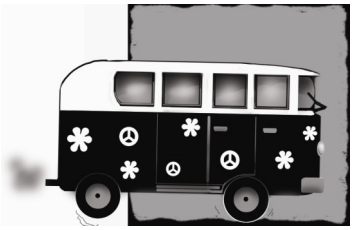
The student will locate critical information in everyday social context.

Why Go There?

Explain to your student that when reading text of a social context, a good reader does not try to remember every detail. Instead, a good reader picks out the critical information by asking questions.

- Who?
- What?
- When?
- Where?
- Why?
- How much?
- How many?

How To Get There



Materials: page 6

Directions:

Tell your student that it is important to read social context material, such as invitations and magazines, carefully because it contains a lot of information.

Discuss the invitation on page 6.

Direct your student to read aloud each question at the bottom of the page and answer it by referring back to the invitation.

Then invite him to bring in authentic text, such as newspaper articles, to use for lessons in identifying critical information.

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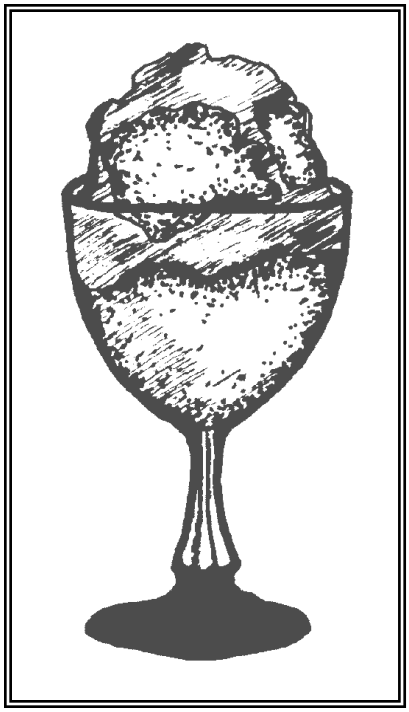
It's a Social!



—*City Employees*—

You're Invited!

13th Annual
Ice Cream Social

Downtown Community Center

456 South Street
Saturday at 3:00 pm

Bring your employee badge for FREE ice cream!

1. What is the invitation for?
2. Who is invited?
3. When is the social?
4. Where is it held?
5. Why go to the social?
6. How much is the ice cream?

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Determine Author's Purpose

One stop on the road to literacy…

LEVEL 3
RC3

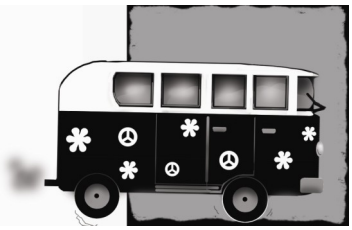
The Outcome

The student will determine the author's purpose from a variety of texts.

Why Go There?

Explain to your student that a good reader knows an author has a purpose in writing. Whether the purpose is to entertain, inform, or persuade, a good reader determines the author's purpose and decides whether or not the author was successful in reaching his goal.

How To Get There



Materials: page 8 or 9

Directions:

Use the activity on page 8 to introduce the concept of author's purpose: to persuade, inform, and/or entertain.

Then use the log on page 9 for further practice. Invite your student to determine the author's purpose from different types of texts, such as

- newspaper articles
- travel brochures
- store catalogs
- ads
- novels
- nonfiction stories or books.

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Read each paragraph silently and determine the author's purpose:

● to persuade ● to inform ● to entertain

Answers are at the bottom of the page.

Who Doesn't Love a PB&J?

1 To make a peanut butter and jelly sandwich you will need two slices of bread, peanut butter, jelly, and a knife. With the knife, spread the peanut butter on a slice of bread. Then spread jelly on top of the peanut butter. Place the other slice of bread on top of the jellied slice. If you like, cut the sandwich in half and put it on a plate. Enjoy with chips and a beverage.

2 As a first grade teacher, I sit with my six-year-old students at lunch. It's the same routine almost every day. My students go through the lunch line and carry their trays to their seats. Then I get my tray. As I approach our tables, several of my students wave for me to sit by them. Choosing a spot, I set down my tray. Then it begins. Nonstop chatter directed at me. Jake invites me to his house. He gives me vague directions—go down the street out there...turn...turn again at the white fence...I'll be in the yard waiting for you. When Jake pauses to take a bite, Davie dives in with a detailed account of his favorite cartoon—sound effects and all. Not to be outdone, Darla describes the same cartoon as if I hadn't just heard it. Not waiting for Darla to finish, Janie jumps in to tell me about her trip to Florida—the same trip every day. Listening numbly, I long for adult conversation, or better yet, peace and quiet. But not on days that peanut butter sandwiches are served. Conversation is out of the question as my students chew thick, gooey peanut butter sandwiches. I can see in their eyes there's much they want to tell me, but their peanut-butter-glued mouths will not cooperate. Who would have thought? Bliss—served up in a sandwich!

3 Peanut butter and jelly sandwiches are the best sandwiches in the world! The nuts in the peanut butter contain essential fatty acids and the jelly adds a wonderful sweetness. You can use different kinds of bread, nut spread, and jelly to give you infinite choices every day of the week. Nothing could be better when you're craving a good, thick sandwich.

Answers: 1—to inform, 2—to entertain, 3—to persuade

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Use the log below to track authors' purposes from different types of texts.

Log: Author's Purpose

	Inform	Persuade	Entertain
TITLE: AUTHOR: TYPE OF TEXT: DATE:			
TITLE: AUTHOR: TYPE OF TEXT: DATE:			
TITLE: AUTHOR: TYPE OF TEXT: DATE:			
TITLE: AUTHOR: TYPE OF TEXT: DATE:			
TITLE: AUTHOR: TYPE OF TEXT: DATE:			
TITLE: AUTHOR: TYPE OF TEXT: DATE:			

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Identify the Components of Simple Reading Passages

One stop on the road to literacy…

LEVEL 3
RC4

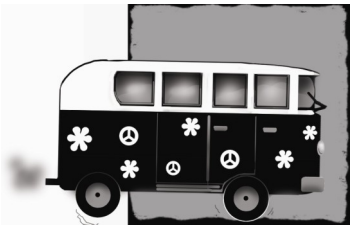
The Outcome

The student will identify the components of simple reading texts.

Why Go There?

Explain to your student that a good reader thinks about what he reads. That means a good reader picks out the main idea and supporting details, makes inferences, and draws conclusions.

How To Get There



Materials and Directions:

- main idea and supporting details—pages 11-15
- inferences—pages 16-18
- drawing conclusions—pages 19-20

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Main Idea

Materials: pages 12-13 or 14-15

Directions:

Follow the steps on how to teach a reading passage (page 2) and guide your student to read the passage on page 12 (or 14). Then teach understanding main idea by following these directions:

Explain to your student that the main idea is the most important topic in the paragraph. Knowing the main idea helps to understand what the passage is about.

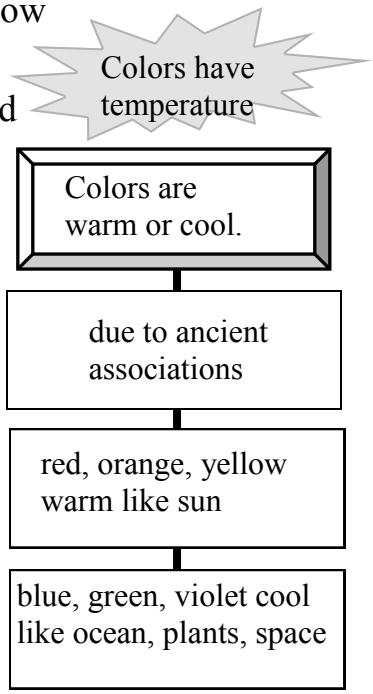
Then explain that supporting details give information about the main idea.

Page 12:

Introduce the main idea and supporting details.

Complete the one-paragraph graphic organizer for main idea and supporting details on page 13 together. An example of how it may be filled out is shown at the right.

Then continue practice with the passage on page 14 and graphic organizer on page 15. This graphic organizer is for a passage with several paragraphs. Adapt the organizer to suit your needs or have your student create his own.



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Warm or Cool?

Did you know that color has a "temperature"?

Colors are considered warm or cool. This comes from ancient associations. Red, orange, and yellow tend to be warm colors because we associate them with fire and the sun. Blue, green, and violet are considered cool colors because they remind us of the ocean, sky, plants, and the depths of space.

So next time you see a color you really like, check it's temperature!

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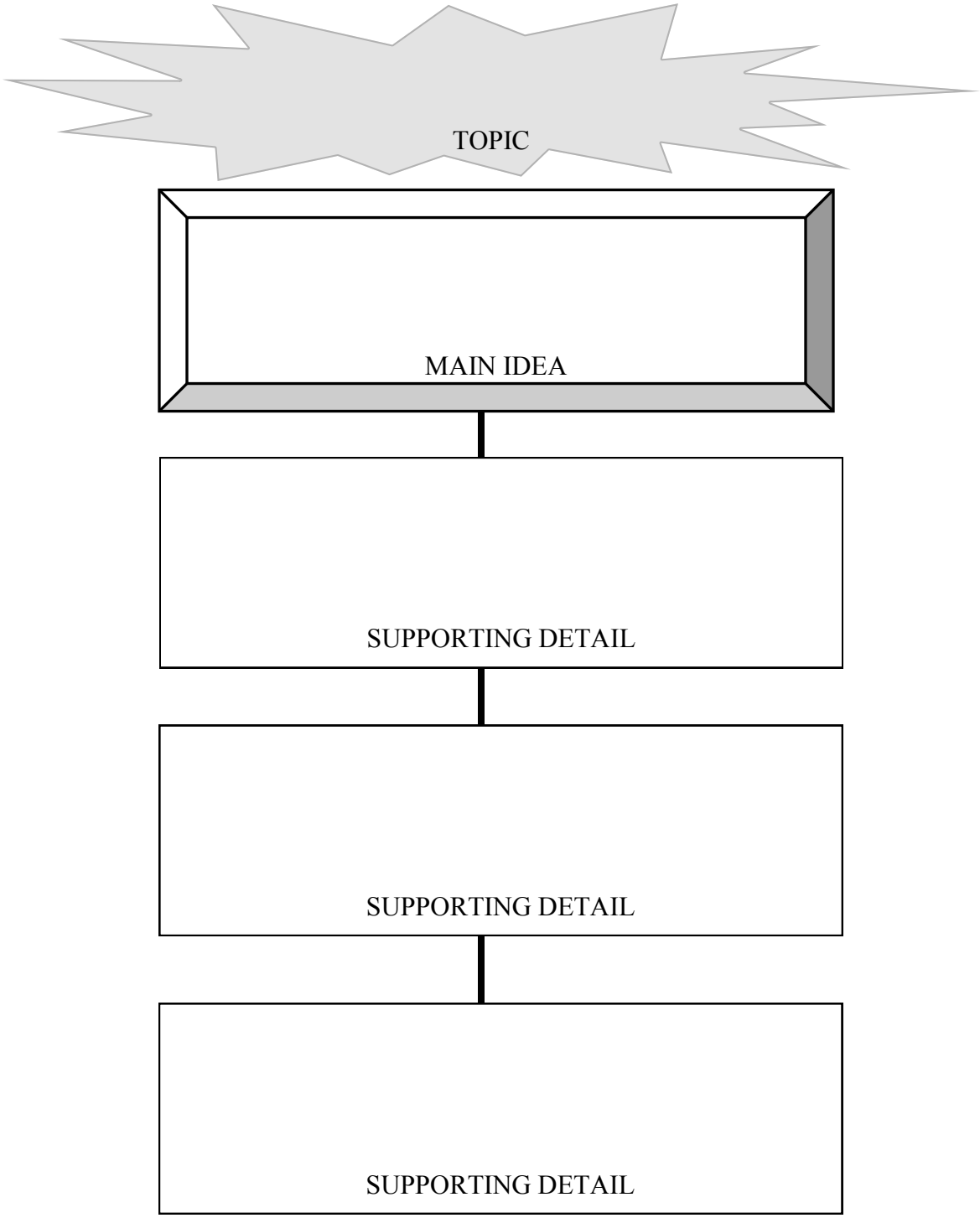
One-Paragraph Graphic Organizer: Main Idea



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Lush, Green, and Healthy

A beautiful lawn doesn't just happen. It takes a lot of work. One of the key ingredients to a healthy and beautiful lawn is keeping it fertilized. Trees, shrubs and weeds can absorb the nutrients needed for the lawn. So lawns need to be fertilized to add nutrients to soil. Fertilizer gives a lawn good color, thickness, and vigor. A healthy lawn not only looks good, but will less likely be hurt by insects, weeds, and disease.

There are many types of fertilizer. They all contain the same basic elements but differ in other ways. There are natural organic fertilizers that are made up of dried plant or animal waste. Time-released fertilizers break down slowly in the soil and tend to be more costly. Complete fertilizers contain the primary nutrients nitrogen, phosphorus, and potassium. In recent years, fertilizers that contain herbicides and pesticides have become popular. They save time by getting two jobs done at once.

Once the fertilizer is chosen, determining how much to use is the next step. If a lawn is not well fertilized, it may easily suffer when there is little rain. Too much fertilizer can burn grass.

The general rule of thumb is to fertilize a lawn twice a year—spring and fall. Some yards need to be fertilized more often, some less. If a lawn is mowed more than once a week, fertilize less. If it turns yellow even though it is watered regularly, it may need to be fertilized more often.

There are several ways to apply fertilizer. The most common way is to use liquid fertilizer with a hose-end sprayer. For dry fertilizer, a broadcast spreader is an easy way to apply it. However you apply fertilizer, be sure to do it evenly.

Fertilizer is just one thing to think about when taking care of a lawn. It is important to know which fertilizer to use, how much to apply, when to apply it, and how. Having a beautiful lawn can be well worth the time and energy it takes to keep it looking healthy.

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Graphic Organizer: Main Idea

TOPIC

PARAGRAPH 1

MAIN IDEA

SUPPORTING DETAIL

SUPPORTING DETAIL

SUPPORTING DETAIL

PARAGRAPH 2

PARAGRAPH 3

PARAGRAPH 4

PARAGRAPH 5

PARAGRAPH 6

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Understanding Inferences

Materials: pages 17-18

Directions:

Follow the steps on how to teach a reading passage (page 2) and guide your student to read the passage on page 17. Then teach understanding inferences by following these directions:

Explain to your student that an inference is information that is indirectly stated.

For example, *The woman grabbed the man and hugged him as she sobbed in relief. He had saved her child.* The author does not specifically say the woman was grateful, but putting the information together, one can infer that she was.

Have him skim the passage for the places where he made inferences. Ask him to read aloud the parts that helped him to make the inference.

Show him how to fill out the graphic organizer on page 18. Examples are below.

Then direct him to complete the graphic organizer on his own.

Implied...

Tony's hand shook.

I think...

He was upset.

Implied...

They still had so many expenses before their lives changed in six weeks.

I think...

Amy is pregnant.

Implied...

Time for humble pie.

I think...

Tony is going to ask for his job back.

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No Time to Quit

Tony's hand shook as he tried to put the key in the car's keyhole. Had he really just yelled at his boss and quit his job? He stopped struggling with the key and bent forward, resting his forehead on the cool hood of the car. Traffic rumbled on the street as Tony fought to keep the panic down. What had he been thinking? What was he going to tell his wife Amy?

With a jerk he spun around and headed back into the building. He didn't know what he was going to do, but he had to do something. He pressed the button for the elevator and swore at his stupidity. This wasn't the time to quit a job. Amy was about to take leave from *her* job—doctor's orders. And they still had so many expenses before their lives changed in six weeks. Despite his present predicament, Tony grinned at the thought. And then his stomach clenched. He just couldn't believe it. He'd quit his job. How could he have done such a stupid thing?

The elevator doors slid open and Tony stepped in, grateful no one was in it. The doors closed and Tony stood with his index finger poised in front of the panel of buttons. Which button should he push—the one to the second floor so he could clear out his desk? Or the one to his boss's office?

Tony straightened his tie, tugged at his cuffs, and punched the bottom button. "Time for humble pie," he thought.

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It Doesn't Really Say, But...

Implied...

I think...

Implied...

I think...

Implied...

I think...

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Drawing Conclusions

Materials: page 20

a reading passage, such as a newspaper article

Directions:

Teach your student that drawing conclusions means to figure out an opinion based on information in a text that has not been directly stated.

Have him read the passage silently and then out loud.

Discuss any conclusions he drew from having read the passage.

Then show him the graphic organizer on page 20. Explain that the flow chart visually organizes the previously taught skills of identifying main ideas/supporting details and making inferences. Using that information will aid in drawing conclusions.

Then have your student complete a page 20 on his own, giving assistance when needed.

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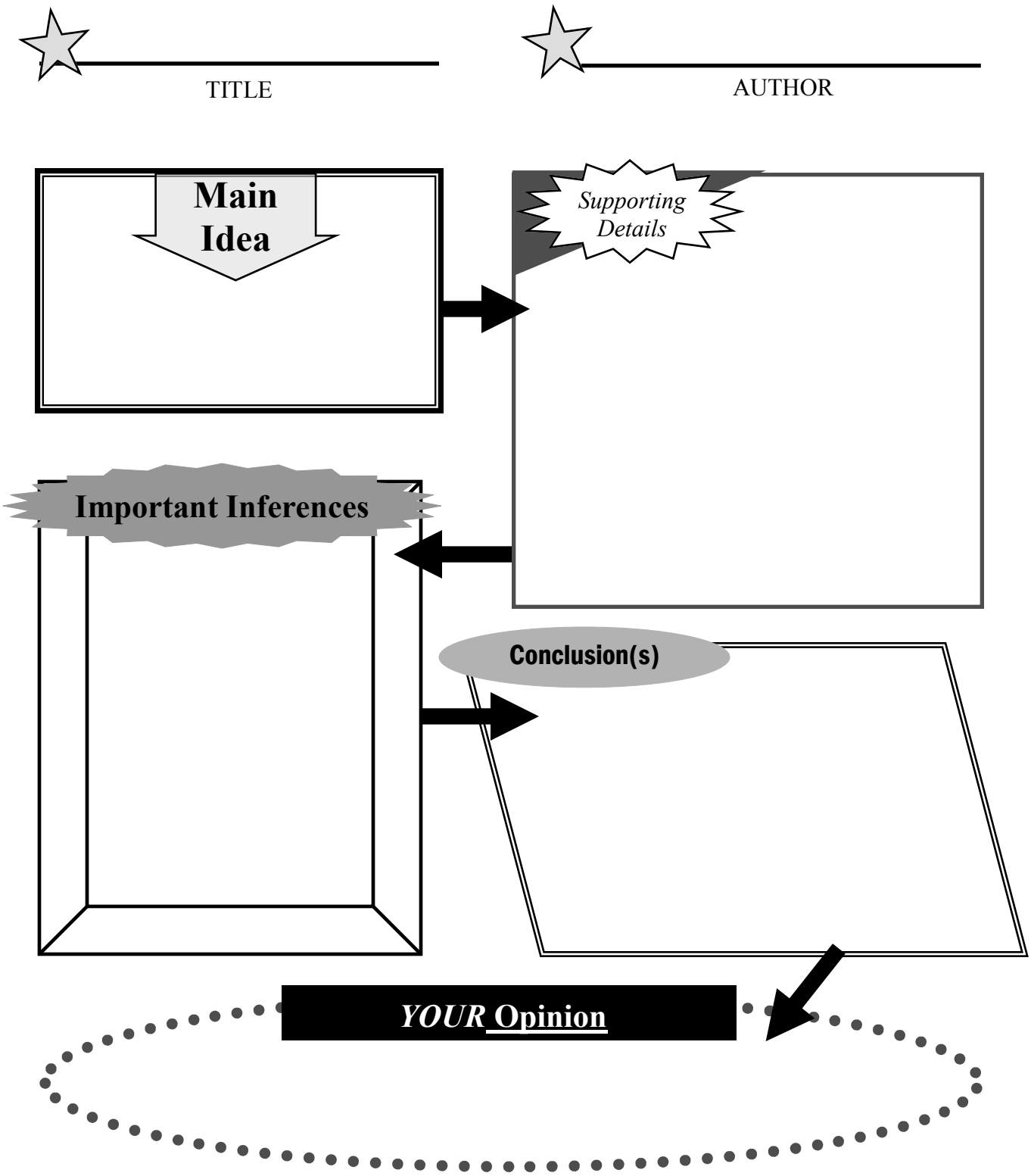
Putting It All Together



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