

Print these **Lexia Lessons®** to deliver explicit instruction to address specific areas of need

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Description

This lesson is designed to help students understand narrative structure to enhance comprehension and support story retell. Students use the terms **character**, **setting**, **events**, **climax**, **resolution**, and **central message** (or **theme**) to discuss narrative text and make observations about the relationships among story elements. As students engage in lesson activities, they learn to identify key details and determine what the story is mainly about.

TEACHER TIPS

Depending on the abilities of your students, you may choose to use one of the two story map options that are provided at the end of this lesson.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of Story Map 1 or Story Map 2 at the end of this lesson (for display and for students)
- A copy of "A Special Guest in the Audience" and "Bird Songs" (for display)
- Copies of "Late Again?" (for students)

Direct Instruction

say Today, we are going to read some stories and learn how authors put ideas together for readers. Stories have a beginning, a middle, and an end. The parts work together to tell the story.

Display the story "A Special Guest in the Audience," and have students follow along as you read it aloud. Pause after each paragraph to explain the overall structure of the story:

- The beginning of a story introduces the main **characters**, or who the story is about. The beginning also introduces the **setting** of the story, or where and when the action happens.**
- The middle of the story tells readers what happens. These are the major **events** of a story.**
- The ending of a story usually wraps up the events and shows readers the author's **central message**. In a fable, this central message is called a **moral**. The central message in a folktale is a lesson that the characters learn.**

Display a blank Story Map.

- When we read, we need to pay attention to details to help us follow what is happening. And when we are done reading, we can use a Story Map to help us think about the details we read and decide who or what the story is mainly about.**

Model how to fill out the Story Map by using the prompts below and filling in the boxes with your answers.

Point to the **Main Characters** box.

- One important question is, “**Who** is the story about?” This tells me who the characters are. Let’s listen again to the beginning of the story to see if we can answer that question.

Reread the first sentence of the story.

- This sentence tells me that this story is about a little girl named Delia.

Fill in the **Main Characters** box with these details:

Delia

Next, point to the **Setting** box.

- Another important question to ask myself is, “**Where** and **when** is the story taking place?” This tells me what the setting is.

Reread the first two paragraphs of the story.

- This tells me that this story is happening both at Delia’s home when she practiced and at school when she performed at the recital. This is where and when the story takes place.

Fill in the **Setting** box with these details:

at home when she practiced and at school when she performed

- Now, let’s read the story and think about what problem Delia has.

Reread the second paragraph.

- The story tells me that Delia practiced playing her flute with Smiley, her stuffed bear, as her audience. Smiley always smiled even when she made mistakes. Soon she had to play at the school recital, and she was getting more and more nervous that she wouldn’t be able to stay calm.

Fill in the **Problem/Goal** box with these details:

Delia usually practiced in front of her stuffed bear, Smiley, who always smiled, but soon she had to perform in front of a large audience and she was nervous.

- Now let’s reread the rest of the story and find out what happens next and how the story ends.

Reread the last paragraph.

- The story says that Delia stepped out on the stage and seemed to be looking at the audience, but she was really looking at a chair in the front row where she had put Smiley.

Fill in the **Major Events** box with these details:

Delia stepped out on the stage. She seemed to be looking at the audience. She was really looking at Smiley, whom she had put in the front row.

- Just before the end, most stories have a climax: an event filled with emotion or excitement. The **climax** of a story is the most intense event. I'm going to put a star in the Major Events box next to the sentence "She was really looking at Smiley, whom she had put in the front row." because this event is the climax of the story.

Put a star (★) next to this detail in the Major Events box.

- The story ends with Delia performing without making any mistakes and not nervous at all.

Fill in the **Resolution** box with these details:

Delia played well and was not nervous anymore.

- Next, I need to decide what this story is mainly about. All of the details I wrote in the Story Map will help me think about one sentence to describe what this story is mainly about.

Point to these details on the Story Map as you sum up the information in each box.

- We know that Delia practices her flute in front of her stuffed bear, Smiley, who always smiles even when she makes mistakes. We learned that Delia was nervous because she was going to perform in front of a large audience at her school recital. We read that Delia put Smiley in the front row and looked at him while she played. In the end, she played well and was not nervous. So, I think that this story is mainly about how Delia overcomes her fear.

Fill in the **Mainly About** box with this sentence:

This story is mainly about how Delia overcomes her fear.

- Finally, I want to determine the author's **central message**, or **theme**. That's the big idea in the story that can be a lesson the characters learn or what readers learn by reading the story. The central message, or theme, of this story is **A familiar face can make a new experience easier**.

Guided Practice

Display the story "Bird Songs," and have a student read it aloud while the other students follow along. Then, display the Story Map.

- say** We're going to work together to fill in the Story Map for this story.

Work on one section of the Story Map at a time. Discuss what students need to look for, and help them find this information. Ask them to say what should be filled in on the map. Use questions about *who, where, when, what is the problem*, and so on to prompt students to identify details in the story.

Once you have completed each box, have students take turns using the Story Map to retell different parts of the story. Then, discuss together how all of the details help you decide what what the story is mainly about (Ben and Gil looking for a songbird on their hike).

After students complete the Story Map, work together to determine the author's central message, or theme. Encourage students to ask and answer questions about key details in the story, such as these: *What's the big idea in the story? What lesson is in the story? What do the characters learn? What do we learn from the story?* (Possible central message, or theme: You can't believe everything you hear.)

Independent Application

Have students work in pairs. Give each pair a Story Map and a copy of the story "Late Again?" Students should read the story and work together to complete the Story Map. Possible responses:


- **Main Character:** a boy named Josh
- **Setting:** one morning at Josh's house
- **Problem/Goal:** Josh often missed the school bus because he woke up too late. His dad had to drive him, and he felt bad about it.
- **Major Events:** Josh set his alarm and got everything ready the night before. He went to bed early and got up right away. He got ready quickly. He stood at the bus stop 10 minutes before it was supposed to arrive. His mother told him it was Saturday. ★
- **Resolution:** He was proud that he had gotten there in plenty of time, but unfortunately the bus never came because it was Saturday!
- **This story is mainly about...** a boy named Josh who wants to be on time to catch the school bus.

Circulate as students work, providing guidance as needed. When students have finished working, have partners use their completed Story Maps to retell the story to each other and discuss the central message, or theme. (e.g., Even the best plans don't always work out.)

Wrap-up

Check students' understanding.

 **What are the parts of the Story Map?** (main characters, setting, problem/goal, major events, resolution)

 **How does the Story Map help you remember and retell the story?** (helps identify the structure and the important details)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Keep a story displayed after reading it to students. Give students written choices for each part of the Story Map. Display one set of choices. Read them aloud and have students give a thumbs-up or a thumbs-down to indicate right or wrong answers. For example, you could use these choices for "Late Again?"

Characters:

- a girl named Evey (thumbs-down)
- a boy named Josh (thumbs-up)

Setting:

- every day on the school bus (thumbs-down)
- one morning at Josh's house (thumbs-up)

Option 2: Support students in determining the central message of a story by reading a fable that has a stated moral. Work together to complete the Story Map. Then, reread the moral and review each story element, explaining how these key details convey the central message.

FOR STUDENTS READY TO MOVE ON

Option 1: After students complete a Story Map for two stories, have them think about how the stories are alike and how they are different. Encourage student pairs to use their completed Story Maps to ask and answer questions about story elements, such as these: *How is the main character in one story similar to the main character in the other? How are the two settings different? How is the ending of one story like the ending of the other? How are the two themes alike?*

Option 2: Have students describe the characters in one of the provided stories in greater detail. Then, have them explain how the character's actions contribute to the major events of the story. For example, in "Late Again?" Josh feels bad about missing the bus every day and is motivated to get up early. He wants to "surprise everyone with his speed." Students should understand that a character's traits, motivations, and feelings influence what happens in a story.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided stories (e.g., *recital*, *binoculars*, *thrush*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

- Display and review sentence starters to support student contributions to group discussions:

The main character is...

The setting is...

The character's problem/goal is...

The major events are...

The resolution is...

The theme is...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

A SPECIAL GUEST IN THE AUDIENCE

Delia had been taking flute lessons for a year. Every afternoon, she set her stuffed bear, Smiley, on a chair. She pretended that he was listening as she practiced playing her flute. He always smiled, even when she made mistakes. Smiley seemed to be saying, "Good work! Keep it up!"

Now, Delia was getting ready to perform in front of a live audience for the first time. The music school recital was just a week away! As the day grew closer, Delia grew more nervous. Would she be able to stay calm and focus on her music in front of a big crowd?

On the day of the recital, Delia stepped out on the stage. She seemed to be looking at the audience. But she was really looking at a chair in the front row. In the chair sat Smiley, just where Delia had placed him. Delia lifted her flute to her lips. She kept her eyes on Smiley as she played. She didn't make any mistakes, and she wasn't nervous at all.

BIRD SONGS

Ben and Gil were good friends. They were hiking on a nearby trail early one morning when they heard a noise. They stopped to listen carefully. Ben thought it must be some kind of bird, and he told Gil that there was a songbird nearby.

Gil wanted to try to find the songbird. So, the boys made their way, as quietly as they could, toward the sound. They didn't want to scare off the bird.

They followed the sound to a meadow. A man with binoculars was standing in the middle of the grass. He heard them and turned around. Gil asked the man if he knew what kind of bird made the song they had heard. The man grinned and held up a whistle. It had been him making the same sound as a songbird, trying to get the real birds to fly by. He showed Ben and Gil how he used the whistle, and soon they heard a real song thrush answering the call.

LATE AGAIN?

Just about every morning, Josh missed the school bus. He woke up late and didn't have enough time to get ready. His dad had to drive him to school. Josh felt bad about that and promised himself that he would learn to be on time.

"Tomorrow I'll surprise everyone with my speed," Josh said to himself as he set his alarm clock for 6:30 AM. He laid out his clothes on the bed. He packed his bag and placed it by the door. He went to sleep early, to make sure he would be well rested.

When the alarm rang, Josh leaped out of bed. He quickly washed up and dressed. He made breakfast and finished it in plenty of time. He grabbed his bag and stood outside by the bus stop. It was 7:20 AM, and the bus would arrive at 7:30. Josh waited.

Josh checked his watch. It was 7:40. The bus had not come. His mother joined him. "What are you doing out here?" she asked, smiling.

"Waiting for the bus," said Josh proudly.

"There's no bus today," said his mother. "It's Saturday."

Story Map 1:

WHO IS THE STORY ABOUT? (MAIN CHARACTERS)



WHERE AND WHEN DOES THE STORY HAPPEN? (SETTING)



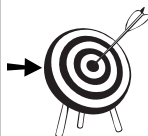
WHAT IS THE PROBLEM OR GOAL? (PROBLEM/GOAL)



WHAT HAPPENS? (MAJOR EVENTS)



HOW DOES THE STORY END? (RESOLUTION)



WHAT IS THE STORY MAINLY ABOUT?



Story Map 2:

MAIN CHARACTERS:

SETTING:

PROBLEM/GOAL:

MAJOR EVENTS:

RESOLUTION:

THIS STORY IS MAINLY ABOUT...



Description

This lesson is designed to help students use important details to create a summary of informational text. As they engage in lesson activities, students gain a greater understanding of text structure as well as how to use the process of creating a summary to check their understanding as they read informational texts.

TEACHER TIPS

This lesson outlines the process for creating informational text summaries using short paragraphs. If the provided passage is below or above students' independent reading level, you can adapt and substitute other informational passages.

Encourage students to use their own words as they sum up passages rather than using the author's exact words. This practice will help students avoid plagiarism in the future.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of the Text Summary Chart (for display and for students)
- Copies of Passage 1 (for display and for students)
- Copies of Passage 2 (for students)

Direct Instruction

say Today, we are going to talk about how to create a summary of a piece informational text. When we read these kinds of passages, we look at how the facts and ideas are structured. By identifying the most important information in each paragraph, we can create a summary of the passage. A summary is a short version that helps us understand and remember the author's main points.

Display the Text Summary Chart.

Using a chart like this one can help us identify the important details that we want to make sure to include in our summary. A good summary uses key words, facts, and ideas in the text to identify the most important details.


Point to each section of the chart as you explain how to fill it out.

As we read, one way to keep track of the important details is to highlight or underline key words or phrases. Once you have them marked in the passage, you can list those here.

Point to top section of the chart.

The next step in creating a good summary of informational text is to use the key words and phrases that you wrote in the chart to remember the important details in the passage. You can write about each of those important details here.

Point to the middle section of the chart.

 *Finally, we can use the details we wrote to help us identify the main idea of the passage.*


Point to the bottom of the chart.

When we have completely filled in a chart like this, we can use our notes to help us create a summary of the passage.

Guided Practice


 *Let's work together to fill out this chart for the first passage and use it to write a good summary.*

Display Passage 1. Make sure that you or your students can write or highlight on the copy.

 *When we create a summary, we try to first decide what the passage is about, or its topic. Often, the title helps us understand the topic of the passage. "The Water Cycle" helps us know that this passage will be about what happens to water as it changes form.*


Have students tell you what to fill in for the title and the topic on the first two lines on the chart.

Read the passage aloud as students follow along.


 *To create a summary, we need to determine the most important information in the passage. Let's reread this paragraph and underline the words or phrases that are most important.*

As you reread the sentences aloud, think aloud about the information in them, and use underlining or highlighting to show the following:


Read the first 3 sentences aloud.

 *What words or phrases in these sentences do we need to underline? (water in oceans; sun warms the ocean; heat changes liquid to gas) Great, now let's put those words into this section of our chart.*


Read the next 3 sentences aloud.

 *What words or phrases in these sentences do we need to underline? (air rises; carries the gas form of water; air is cold; gas cools and turns back into liquid water) Good, let's put those phrases into our chart.*

Read the next 3 sentences aloud.

 *What words or phrases should we underline in this section of the paragraph? (droplets form clouds; water falls as rain, snow, hail; water heated and rises again) Excellent, we will write those words in the chart and read the last sentence.*


Read the last sentence aloud.

 *Let's look at this sentence — it tells us the main idea of the passage. It tells us that the water cycle never ends. The main idea in this passage is here, at the end, but in other passages, it could be in the beginning or the middle. Sometimes, it's not even stated in a single sentence. You have to look carefully at all of the important details to find the main idea.*

Review by rereading the words and phrases that you underlined and recorded in the chart and thinking aloud about how to put only the most important ideas into phrases in the middle section of the chart.

Write 3 or 4 phrases or short sentences to capture the most important information from these facts. The following are examples:

- **sun warms ocean water, changes it into a gas**
- **liquid becomes clouds, falls back to Earth as rain or snow**
- **gas form of water travels up into colder air, changes back to liquid**
- **water heats and rises again**

 Now, we can think about these important ideas and try putting them together into just one or two sentences. A good summary includes these details but tells the story in a few sentences using your own words.

Have students use the completed chart to generate their own written summaries. Have students share their summaries and use parts of the best summaries to create one that you write on the board or a flip chart. Stress to students that a strong summary of informational text begins with the main idea. Here is an example of a strong summary of Passage 1:

The water cycle never ends. Water falls to Earth, where the sun's heat changes liquid water into a gas that rises. Then it cools to a liquid and falls again.

Independent Application

Give each student or pair of students a copy of Passage 2 and a blank Text Summary Chart. Direct students to do the following:


- Read the passage independently.
- Highlight or underline the important words or phrases.
- List the highlighted words and phrases in the chart.
- Create three or four good phrases or short sentences to capture the important facts and ideas.
- Write the main idea of the passage in the bottom section.
- Use their completed chart to create a summary of the passage.


When they are done, bring the students back together as a group. Have students read their summaries and use ideas or sentences from them to create one strong summary of the passage as a group. Here is an example of a strong summary of Passage 2:

People must use water wisely in order to prevent shortages and have safe water for drinking. Water shortages happen in places where it does not rain. Also, sometimes fresh water is polluted and people cannot drink it.

Wrap-up

Check students' understanding.

 *How is a summary of informational text different from retelling the whole passage? (It includes only the important details from the passage, not every single detail.)*

 *What is one way to help you create a summary? (by underlining important details and taking notes)*

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Reduce the amount of text that students need to sum up. Give students practice “squeezing” a sentence that has details of information, turning it into one sentence that gives the main idea—in fewer than 10 words. Below are a few examples; use students’ own reading to offer others.

- **Rain falls on land and on bodies of water such as rivers, lakes, ponds, and seas.** (Sample squeezed sentence: Rain falls on land and on water.)
- **The sun heats ocean waters, causing liquid water to change into the gas form of water.** (Sample squeezed sentence: The sun’s heat turns liquid water into gas.)

Option 2: Focus on the difference between a detail of information and an important idea, pointing out that it is usually only important ideas that belong in a summary. Display pairs of sentences like those below, to discuss and evaluate together.

- **Whale sharks are the biggest fish in the sea. They have large white spots on top of their body.** (The first sentence is a more general statement, and the second contains more specific facts.)
- **A cat’s whiskers help it feel its way in the dark. A cat has sharp senses.** (The second sentence is a more general statement, and the first contains more specific facts.)

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to multiple-paragraph passages in informational books. Provide a book that has headings.

1. After students read a section, they turn the heading into a sentence that gives the main idea and introduces their summary. For example, in a book about the ocean, the heading “Robots Explore” could lead to this first sentence of a summary: *Robots are machines that explore the ocean.*

2. They write one or two sentences to sum up each paragraph that follows.
3. They read their summary and find a way to make it even shorter.

Option 2: Build students’ awareness of how academic texts are structured. Use students’ content-area texts to point out any summaries provided by the author. Help them to see how the summary corresponds to the information in the text, including headings.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary that might be difficult for students to understand when they read the provided passages (e.g., *renewing*, *shortages*, *regions*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Provide background information and help students access prior knowledge of passage topics, such as the water cycle.

- Display and review sentence starters to support student contributions to group discussions:

This passage is mostly about...

The main idea is...

An important detail is...

This detail supports the main idea...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Text Summary Chart

TITLE

TOPIC

List words or phrases that help you understand the passage or paragraph.

What are the important facts or ideas in the passage or paragraph?

What is the main idea of the passage?

PASSAGE 1



The Water Cycle

Most of Earth's water is in the oceans. Heat from the sun warms the oceans. The heat causes some of the water to change from a liquid into a gas. / As air rises, it carries the gas form of water with it. High above Earth, the air is cold. gas cools and turns back into liquid water. / The droplets of water form clouds in the sky. The water in the clouds falls as rain, snow, sleet, and hail. Over time, all water will be heated by the sun and rise into the air again. / The water cycle never ends.

PASSAGE 2

Using Water Wisely

If water is always renewing itself, then why are there water shortages? Why do people suffer from lack of drinking water? The main reason is that most of Earth's water is in the ocean and too salty to drink. Another reason is that water does not fall evenly over Earth. Some regions get a lot of rain while others get almost none. And fresh water may be polluted, filled with harmful things that make it unsafe to drink. Controlling pollution and managing water use are important actions that people can take. Earth's water will keep traveling—and people must make wise choices about how to use it.



Description

This lesson is designed to help students paraphrase written sentences by putting the ideas into their own words without changing the meaning. By using their own words rather than repeating the author's words, students develop strategies for checking their comprehension as they read.

TEACHER TIPS

This lesson has students paraphrase one sentence at a time. You may want to expand the lesson for students who are learning to do research to guide them in developing concise paraphrases of information in longer texts. This skill is important for helping students learn how to avoid plagiarism.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of Sample Texts (for display and for students)
- Highlighter

Direct Instruction

say Today we are going to work on paraphrasing. When we read, it's always a good idea to pause now and then to ask ourselves how well we understand what we're reading. One way to check understanding is to try to use our own words to restate what we think the author is saying.

Display Sample Text 1. Ask students to follow along as you read it aloud.

Erica's brother, Buddy, was trying to make Erica laugh. Erica pretended not to notice his funny faces. Soon, trying not to laugh took every bit of control Erica could find.

Highlight the last sentence, which has a challenging structure. Read it aloud again.

Soon, trying not to laugh took every bit of control Erica could find.

This sentence is a little tricky. I want to check my understanding of it. What does this sentence mean? I think it means that it was hard for Erica not to laugh. Now, I'll try putting that sentence into my own words: Erica felt like laughing at Buddy, but she tried very hard not to. I'll see if that makes sense.


Write the paraphrased sentence below the original. Reread the first two sentences along with the new third sentence.

Yes, that makes sense.

Help students to understand that there is more than one correct way to paraphrase a sentence. Read the last sentence of Sample Text 1 aloud again. Then, read each of the alternative sentences below, and have students show thumbs-up if it matches the meaning of the original or thumbs-down if it doesn't match. Discuss their reasoning.

- It was hard for Erica to keep a straight face because she felt like laughing. (thumbs-up)
- Erica could not help herself, so she began to laugh. (thumbs-down)
- Erica used all her self-control to keep from laughing. (thumbs-up)


Sum up the strategic behavior:

 As we read, we ask ourselves questions to make sure we understand what we're reading. One way to check understanding is to paraphrase, which means to try to restate the meaning of a sentence in your own words.


Guided Practice

Display Sample Text 2 and have a student read it aloud. Highlight the third sentence and read it aloud again. Then, display the following two possible paraphrased sentences:

- Choice 1 (correct): As Brady's heart beat with excitement, he told himself that someday he would be in a marching band.
- Choice 2 (incorrect): Hearing the drums thumping, Brady promised his friend that he would join a marching band someday.

 Which of these two sentences is the better paraphrase of the original sentence?

Discuss the meaning of each sentence and why Choice 1 is the better paraphrase. Check that it makes sense by rereading the first two sentences and filling in the new third sentence.

 Now, let's think of another way to paraphrase the original sentence.

Encourage students to restate the sentence in their own words using a complete sentence. If students struggle to produce paraphrases, help them determine the meaning of the original sentence before trying to put it into their own words.

Repeat this procedure with Sample Texts 3 and 4.

Paraphrase Choices for Sample Text 3:

- Choice 1 (incorrect): The toad in my garden made a house under a flower pot, and I placed a stone at an angle to make an opening.
- Choice 2 (correct): I made a house for the helpful toad by turning a flower pot upside down and using a stone to prop it up so he could get in.

Paraphrase Choices for Sample Text 4:

- Choice 1 (correct): Our brain uses pictures from both eyes to decide how far away things are.
- Choice 2 (incorrect): Our eyes take two pictures, and our brain picks the best one based on how far away we are from what we are looking at.

Independent Application

Select complex sentences from classroom texts at students' independent reading levels. Provide copies of these sentences to students to work on paraphrasing.

Have students work in pairs or independently to develop two paraphrased sentences for each original sentence that you selected.

Wrap-up

Check students' understanding.

Choose one of the complex sentences from Independent Application. Ask students to read their paraphrased sentence to you and to discuss with you why they think it's a good paraphrase.

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

To help students understand the concept that the same information can be stated in different ways, display some simple sentences about familiar experiences. One example is provided below. Create additional simple sentences and paraphrased choices as needed for more practice.

Display and read this sentence with students:

It's raining now, but clear skies are on the way.

Display these three choices:

(1) The rain will stop soon.

(2) We see rain, but soon we'll see the sun again.

(3) Rain is coming after the skies clear.

Discuss each paraphrase sentence choice, and ask students if it is a good paraphrase.

FOR STUDENTS READY TO MOVE ON

Option 1: Use students' own reading to practice applying the strategy of paraphrasing while reading.

- Point out challenging sentences for them to restate in their own words.
- Have students demonstrate reading aloud, pausing to restate the meaning of a tricky sentence, and checking that their meaning makes sense in the context.

Option 2: Expand the lesson to introduce paraphrasing for basic research and note taking. Talk about the process that student researchers follow to write thoughtful, responsible reports:

- Reread to make sure you understand the author's ideas.
- Restate the author's most important ideas without copying the wording.
- Check to make sure that your paraphrase has the same meaning as the original.

Choose a paragraph from an informational text on a topic of interest to students. For each paragraph, ask students to create a concise paraphrase using their own words. The example on the last page of this lesson can help students understand how to apply each of the rules above to create a strong paraphrased paragraph.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *splendid*, *prop*). Use these words in simple sentences that draw on familiar topics, people, and situations.
- Provide background knowledge and support students in accessing prior knowledge of example topics (parades, toads).
- After posing a question, allow time for reflection before discussing answers.
- Display and review sentence starters to support student contributions to group discussions:
 - I think this sentence means...*
 - That doesn't make sense because...*
 - Another way to paraphrase that is...*

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Sample Texts for Paraphrasing

1. Erica's brother, Buddy, was trying to make Erica laugh. Erica pretended not to notice his funny faces. Soon, trying not to laugh took every bit of control Erica could find.
2. Brady heard the drums before he could see them. At last, the splendid parade came into view. Heart thumping to the beat, Brady made a secret promise—"I will be in a marching band someday."
3. Bugs eat plants, and toads eat bugs. That's why a toad is always welcome in my garden. I turned a flower pot upside down, used a stone to prop it up at an angle, and made a house for my little helper.
4. Have you ever closed one eye at a time while looking at an object? The object seems to move! Our eyes are spaced apart, so each one sees a slightly different picture of the same thing. Both pictures are sent to our brain, which uses the information to help us judge distances.

Sample Paragraph and Paraphrase

Original: Saber-toothed cats once lived throughout Europe and North and South America. Their name comes from their two long, sharp front teeth—like the heavy swords with curved blades known as sabers. Saber-toothed cats became extinct thousands of years ago. But scientists have found many bones, claws, and teeth, which are clues to what the cats looked like and how they hunted.

Strong Paraphrase: Saber-toothed cats, named for their saberlike front teeth, used to live throughout Europe and the Americas. They died off thousands of years ago. Scientists know about the cats' appearance and hunting habits because of clues the animals left behind—their bones, claws, and teeth.



Description

This lesson is designed to introduce students to a **firsthand** (primary) and a **secondhand** (secondary) source of information. Students are guided to read both texts with understanding and make connections between them. Lesson activities help students determine an author's point of view, or viewpoint, in an account and compare and contrast it with another account of the same topic.

TEACHER TIPS

Preview the texts to determine if your students are likely to need support while reading them. You may prefer to do a first-read together, reading aloud while students follow along.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of "A True Hero" and "An Excerpt from *South*" (for display and for students)


Direct Instruction

say Today we'll be reading about an event in the life of a famous person. We'll read two texts: one written by an author who learned about the person, and the other by the person himself. We'll think about the information and ideas we find in each text and in both.




Distribute copies of the first text, "A True Hero." Have students read aloud the title and author's name. Ask them what Gina LaCava seems to think of the person she is writing about, and how they can tell she has that point of view. Students should note that **true hero** are words that express an admiring, respectful point of view. Tell students that as they read, they should pay special attention to words that show the author's point of view.

After reading, prompt students to reread segments to note the author's point of view and her supporting reasons and evidence, along with the sequential text structure and other features. Possible prompts:

- Look again at the first two paragraphs. In which sentence does the author express an **opinion** of the person she's writing about? (in the last sentence of Paragraph 2: "Among the greatest and bravest was a British explorer named Ernest Shackleton.") What will the author go on to explain in the rest of the text? (why Ernest Shackleton was so great; what he did that was so brave)**
- Look again at the paragraphs that tell what happened between late 1914 and April 1916. How would you sum up those events? (Ernest Shackleton began leading an expedition to Antarctica. But his ship never made it to the continent. Instead, it was trapped in the sea ice. After almost a year, it sank. The men camped on the ice until the water opened in April 1916, and they rowed lifeboats to Elephant Island.)**





-  The author writes, “Shackleton proved what a great leader he was.” What support does she give for that opinion? (In Paragraph 5 the author states, “No matter what went wrong, he never showed fear. He was always planning ways to survive. His men trusted him.” Later, she explains his “wild plan” to rescue the men, showing that he was willing to take big risks and getting others to go along with him. When it was time to hike across the island, he made another plan. Everyone survived because of his leadership.)

Distribute copies of the firsthand account “An Excerpt from *South*.”

-  Whenever we’re learning about events that really happened, we have two main ways of finding information in texts.
-  We can read **secondhand accounts**, like the article about Ernest Shackleton that we just read. These texts are called **secondhand**, or **secondary**, because they were written by authors who weren’t there at the event when it happened. The author of a **secondhand account** pulls together information from different sources and often expresses a point of view about people and events.
-  We can also read **firsthand accounts**. Eyewitness reports, diaries, letters, and other texts written by people who experienced the event are examples of **firsthand accounts**. We’re going to read an excerpt—a short part—from a book that Ernest Shackleton himself wrote about his own experiences in Antarctica. The name of his book is **South**.





Have students read aloud the title. Ask a student to read aloud the introductory paragraph. Pronounce each of the “Words to Know,” and tell students to read the definitions aloud. Point out the rows of dots, called ellipses, which appear in three places in the excerpt. Explain that they stand for words or sentences that were in the original version but were dropped in this excerpt.

After students read independently, or during a group reading, ask the following questions to clarify language and to draw attention to the author’s information and point of view.


-  What is the main problem the explorers face at the start of this excerpt? (They have to keep climbing up and down to try to find a mountain ridge that doesn’t lead to a steep drop. They need to get down to the valley before the fog traps them on the mountaintop, where they won’t be protected from the night cold.)
-  How can you tell that Shackleton’s two companions are relying on him to figure out a plan? (Shackleton goes first. He is making the decisions. He sees that they are “anxious,” and he encourages them by saying, “Come on, boys.”)
-  What is Shackleton describing when he says that they “slid in the fashion of youthful days”? (They slid down the slope as if they were children riding on a sled, or sledge.)
-  At the end of this excerpt, Shackleton writes about the “grey fingers of the fog appearing on the ridge, as though reaching after the intruders.” What does that description help you understand about Shackleton’s feelings? (Shackleton is relieved to have escaped the fog because it was going to capture them. The fog was spooky, scary, and dangerous. The explorers were like intruders who didn’t belong on the fog’s mountain home.)

Guided Practice

Guide students to annotate both texts to show connections between the secondhand and firsthand accounts. Suggested prompts:

-  *Scan the paragraphs of “A True Hero” to find the sentences that tell about the same event described in Shackleton’s account. Then underline the sentences. (Students should find and underline these sentences in Paragraph 10: They faced many steep drops. At one point, the three of them made a coil with their rope and sat on it like a sled, or sledge. Then they zoomed down a slope into whatever lay below.)*
-  *The author writes that the men “zoomed down a slope into whatever lay below.” What word can you write in the margin to describe that event? (Have students give reasons for their suggested words, which may include dangerous, threatening, risky, bold, daring, scary. Direct them to choose a word to write next to their underlined sentences.)*
-  *Reread the last sentence of “A True Hero.” Circle the words that the author uses to describe her hero. (Students circle “calm, bold leadership.”)*
-  *Now look again at Shackleton’s own account. Underline words and sentences that you think fit with the words “calm, bold leadership.” Write a few notes in the margin to explain why those words fit. (Students may underline Shackleton’s descriptions of his own assessments of risk and his willingness to make a plan and take action. Examples of margin notes: sensing danger, thinking about the threat, making a plan, not giving up, leading the two men, knowing when to act.)*

Independent Application

-  *You’ve read two texts. One is a secondhand account, and the other is a firsthand account. Which text is an example of each, and how do they differ?*


Sample response:

“A True Hero” is a secondhand account because it’s written by an author who was not there with Shackleton in the early 1900s. She did research to learn what Shackleton did, and then she put facts and ideas together to write the article. She gave her own opinions about what Shackleton was like.

The excerpt from Shackleton’s book is a firsthand account because it was written by Shackleton himself. He describes what happens through his own eyes. He tells what he saw and felt and decided. He doesn’t say he was “the greatest and bravest,” like the author of “A True Hero” does. Readers can form their own opinions from what he says and does.

Wrap-up

Check students’ understanding.

-  *Why is it useful to read firsthand accounts? (You get the information from people who were there. You can put yourself in the situation better because you’re seeing what happened through their eyes.)*

Use students’ responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Reread "A True Hero" together, paragraph by paragraph. Prompt students to find or sum up the main idea of each paragraph. Direct them to find and underline any statements of opinion, and discuss evidence the author gives to support the opinion.

Then, read the firsthand account excerpt to students, pausing to paraphrase to help them picture what the author is describing. Remind them of the opinions expressed in "A True Hero," and ask students to give reasons and evidence from Shackleton's descriptions that support those opinions.

FOR STUDENTS READY TO MOVE ON

Use school and public library resources to locate age-appropriate nonfiction that includes both secondhand and firsthand accounts for students to read and evaluate. Books that describe the work of past and contemporary explorers often include excerpts from their own writings or from interviews. These examples are on topics related to the texts in this lesson: *Extreme Scientists: Exploring Nature's Mysteries*

from Perilous Places by Donna M. Jackson (*Scientists in the Field* series); *Antarctica: Journeys to the South Pole* by Walter Dean Myers; *After the Last Dog Died: The True-Life, Hair-Raising Adventure of Douglas Mawson and His 1911-1914 Antarctic Expedition* by Carmen Bredeson; *How to Survive in Antarctica*, written and photographed by Lucy Jane Bledsoe.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- In addition to the list of "Words to Know" that accompanies the firsthand account, identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *twentieth century, expedition, ordeal, bailed, weathered*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

- Provide background information and help students access prior knowledge of passage topics (Ernest Shackleton, Antarctica).
- Display and review sentence starters to support student contributions to group discussions:

The author's main point is...

The author's point of view is...

I can tell this is an opinion because...

My point of view is...

One difference between the secondhand and firsthand accounts is...

It is useful to read firsthand accounts because...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with *Lexia Skill Builders*®.

A True Hero

by Gina LaCava

1 As the twentieth century began, only one of Earth's continents remained unknown. It was the southernmost land called Antarctica. Nobody knew what lay beyond the icy waters and coasts of the continent. Explorers were drawn to Antarctica. They came searching for knowledge, adventure, and fame.

2 There were many heroic explorers of the time. Among the greatest and bravest was a British explorer named Ernest Shackleton.

3 In 1914, Shackleton had already explored Antarctica twice. Now, late in that year, he was leading another expedition there. He hoped to make the first land journey across the continent. But disaster hit even before his ship, the *Endurance*, reached the mainland. Sea ice trapped the ship. The 28 men spent months on board. Then, as the ice began to melt and move, it crushed the ship. Camping on the ice-covered sea, everyone watched the *Endurance* sink. It was November 1915.

4 In April 1916, when the waters opened, the men set off in three lifeboats. They spent days rowing in freezing, stormy seas. At last, they managed to reach land. They pulled the boats onto the rocky beach of Elephant Island.

5 Throughout the many months of the ordeal, Shackleton proved what a great leader he was. No matter what went wrong, he never showed fear. He was always planning ways to survive. His men trusted him.

6 Shackleton knew that Elephant Island was not a good place to stay. No fishing boats or other ships came near. Nobody would find the stranded sailors there.

7 Shackleton made a plan. He and five men would set off in one of their lifeboats. They would guide it across the roughest seas in the world. After 800 miles (1,300 km), they would reach South Georgia Island. There, they would find help at a whaling station. They would get a ship to come back to Elephant Island to rescue the men waiting there.

8 What a wild plan! So many things could go wrong. And once the little lifeboat set out, many things did go wrong. Fierce winds blew. Waves tossed the boat like a toy. Freezing water drenched the men. They bailed water and chipped ice endlessly. They endured storm after storm. But after 17 days at sea, six frozen, exhausted men landed on South Georgia Island. Then came the hard part.

9 Shackleton had planned to find help at the whaling station. But he had been forced to land their damaged boat on the opposite side of the island. Nobody had ever crossed the island before. The land was unknown and likely to hold countless dangers. Shackleton came up with a new plan.

10 Two of the men were too weak to walk. Shackleton left them in the care of a third man. Then Shackleton and the two others set off to hike thirty miles (48 km) across snow, ice, and mountains to reach the whaling station. They had to avoid hidden, gaping holes that could swallow them easily. They faced many steep drops. At one point, the three of them made a coil with their rope and sat on it like a sled, or sledge. Then they zoomed down a slope into whatever lay below.

11 The journey took them 36 hours. Amazingly, they succeeded.

12 The three men waiting on South Georgia island were rescued. The 22 men waiting on Elephant Island were rescued. Under Shackleton's calm, bold leadership, everyone survived.

An Excerpt from *South*

by Ernest Shackleton

Ernest Shackleton was born in Ireland in 1874. As a teenager, he trained as a British sailor and went on to become an officer. He became famous as an early explorer of Antarctica. When his ship, the *Endurance*, was crushed by pack ice, Shackleton took daring steps to make sure everyone survived. This excerpt comes from Chapter 10 of his book ***South***, published in 1919. In this excerpt, he describes one part of the journey he and two companions took across South Georgia Island to find help at a whaling station.

Words to Know

descend to go down

precipice a tall, steep cliff

elevation height

sheer straight up and down, like a wall

gradient how much something slopes

treacherous dangerous

hesitation pausing before taking an action

1 Once more we started for the crest. After another weary climb we reached the top. The snow lay thinly on blue ice at the ridge, and we had to cut steps over the last fifty yards. The same precipice lay below, and my eyes searched vainly for a way down. The hot sun had loosened the snow, which was now in a treacherous condition, and we had to pick our way carefully. Looking back, we could see that a fog was rolling up behind us.... The creeping grey clouds were a plain warning that we must get down to lower levels before becoming enveloped....

² We were now up 4500 ft. and the night temperature at that elevation would be very low. We had no tent and no sleeping-bags, and our clothes had endured much rough usage and had weathered many storms during the last ten months. In the distance, down the valley below us, we could see tussock-grass close to the shore. And if we could get down it might be possible to dig out a hole in one of the lower snow-banks, line it with dry grass, and make ourselves fairly comfortable for the night. Back we went, and after a detour we reached the top of another ridge in the fading light. After a glance over the top I turned to the anxious faces of the two men behind me and said, "Come on, boys." Within a minute they stood beside me on the ice-ridge. The surface fell away at a sharp incline in front of us, but it merged into a snow-slope. We could not see the bottom clearly owing to mist and bad light, and the possibility of the slope ending in a sheer fall occurred to us. But the fog that was creeping up behind allowed no time for hesitation. We descended slowly at first, cutting steps in the snow; then the surface became softer, indicating that the gradient was less severe. There could be no turning back now, so we unroped and slid in the fashion of youthful days. When we stopped on a snow-bank at the foot of the slope we found that we had descended at least 900 ft. in two or three minutes. We looked back and saw the grey fingers of the fog appearing on the ridge, as though reaching after the intruders.... But we had escaped.

An Excerpt from *South* 2



Description

This lesson is designed to help students identify and describe the narrator in fiction and distinguish among narrators' points of view. Students use and cite what is shown in the text to tell about character development and their own views of characters.

TEACHER TIPS

To help students understand the terms **first person** and **third person**, you may want to provide a chart showing these pronouns in each category:

First Person

I, me, my, mine, myself, we, us, our, ours, ourselves

Third Person

he, she, it, him, her, his, hers, himself, herself, they, them, their, theirs, themselves

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of Passages 1 and 2 at the end of this lesson (for display and for students)
- Copies of Passages 3 and 4 (for students)

Direct Instruction

say Today we'll talk about points of view in stories. A point of view is a way of looking at things. In stories, points of view have to do with narrators and characters. We'll look at different kinds of narrators and the ways in which characters express their ideas and feelings. Listen to the beginning of *Black Beauty*, a novel by Anna Sewell. As I read, think about who is telling the story.






The first place that I can well remember was a pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a ploughed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a planting of fir-trees, and at the bottom a running brook, overhung by a steep bank.

While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a warm shed near the fir-trees.

As soon as I was old enough to eat grass, my mother went out to work in the daytime, and came back in the evening.

There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them and had great fun; we used to gallop all together round the field, as hard as we could go. Sometimes the play was rough, for they would frequently bite and kick, as well as gallop.

Ask the following questions to focus attention on the narrator.





-  Who is telling the story? (a horse)
-  What details in the story help you know that the narrator is a horse? (The narrator tells about staying outside, eating grass, and running with other colts.)
-  How does the narrator seem to feel about these memories? (happy, remembering how much fun it was to gallop together)
-  The storyteller in a written story is called a narrator. If the narrator is also a character in the story, we say that the story is told from the **first-person point of view**. The narrator uses first-person pronouns, such as **I, me, my, we, and us**. We can understand how the character feels, based on what he or she tells us.
-  Now listen as I read from another famous novel. As I read, think about who is narrating the story.

From the far north they heard a low wail of the wind, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp whistling in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

Suddenly Uncle Henry stood up.




"There's a cyclone coming, Em," he called to his wife; "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept. Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed; "run for the cellar!"


-  This passage comes from the novel **The Wonderful Wizard of Oz**, by L. Frank Baum. How can you tell that the narrator is not a character in the story? (The narrator doesn't use first-person pronouns. We don't know who the narrator is, just that the narrator tells about the characters and what they do.)
- Reread the last two paragraphs of the excerpt.
-  How does Aunt Em feel? (worried, scared) How can you tell? (She sees danger close at hand and screams to Dorothy to run for safety in the cellar.)
 -  A narrator who is outside the story has a **third-person point of view**. The narrator uses third-person pronouns, such as **they, them, she, her, he, and his** to tell about the characters. We understand how the characters feel because the narrator describes them and their actions.
 -  When we read a story, it's interesting to think about who the narrator is and what the narrator knows. We can ask ourselves whether the story is told from the first-person or third-person point of view. We can use the narrator's words to understand what is happening and how the characters feel about it.

Guided Practice

Display and distribute the Passage 1. Read aloud the passage as students follow along, or call on volunteers to read the passage aloud. Then, ask these questions to focus attention on point of view:

-  *Who is the narrator of this story? (Penny, the main character)*
-  *Which first-person pronouns help you identify the point of view? (Students should point out examples of I, me, my that are not within dialogue.)*
-  *How does Penny feel when she sees herself in the mirror? (surprised, frightened) How can you tell? (She says, "Oh, help!" with a gasp. Anyone would be surprised to suddenly become invisible.)*

Display and distribute Passage 2, a version of the first passage with write-on lines for students to replace the missing words.

-  *The author decided to make Penny the narrator of the story. But we can change the story from a first-person to a third-person point of view. Let's see how the story changes if we do that.*

Guide students in contrasting the first-person point of view in Passage 1 to the third-person point of view in Passage 2. Discuss which pronouns and other words belong on the blanks, and write them with students. More than one choice can fit on each blank.

One example of a completed text:

"Penny, look what I found at a flea market," Penny's mother told her. She pointed to a small chest of three drawers and said, "It's just what you need for your room."

Penny carried the chest to her room and opened the drawers. Hidden in the back of the bottom drawer was a black cloth. She unfolded it. It was a cape, like one that magicians wear when they perform their acts.


Penny put the cape around her shoulders. She felt a strange tingle from head to toe. She walked over to the mirror to see how it looked.





"Oh, help!" Penny gasped.

She saw nothing in the mirror, no reflection at all. The cape had made her invisible!

Independent Application




Distribute Passages 3 and 4, and have students read them independently. Then, prompt students to think about the different points of view.

-  *Is Passage 3 told from a first-person or third-person point of view? (In Passage 3, the narrator is outside the story, telling what happens from the third-person point of view. The narrator tells what Vinnie is thinking and doing.)*

-  What words from *Passage 3* help you know how each character feels? (Vinnie is “afraid” and thinks he “might drown” if he swims underwater. After he dives for the coin, he “waves it overhead” and shouts “happily,” so he probably feels proud of his success. Vinnie’s older sister Celia wants him to try swimming underwater and laughs at the end of the story because she’s happy for Vinnie.)
-  Is *Passage 4* told from a first-person or third-person point of view? (It is told from the first-person point of view. Celia is the narrator.)
-  What words from *Passage 4* help you know how each character feels? (When Celia says, “Then I had an idea,” she probably feels smart about thinking of a way to get Vinnie to overcome his fear. Celia, the narrator, tells readers that Vinnie “can’t resist” money and describes him making a “fast dive” for the coin after she throws it.)
-  How does the point of view from which each story is narrated shape what you learn about the characters? (In *Passage 3*, which is told from a third-person point of view, readers learn about both characters from a narrator outside the story. In *Passage 4*, which is told from a first-person point of view, readers learn about Vinnie from the perspective of his older sister Celia, the narrator. Readers learn that Celia threw the coin to trick Vinnie.)

Wrap-up

Check students’ understanding.

-  What is the difference between an author and a narrator? (The author makes up the story and also decides who the narrator will be. The narrator is like the storyteller.)
-  How can you tell that the narrator of a story is also a character in the story? (The narrator will say *I* and *me* to show who is telling the story. The narrator has a first-person point of view.)
-  What is the difference between a first-person point of view and a third-person point of view? (When a story is told from a first-person point of view, a character is the narrator of the story, using first-person pronouns like *I* and *me*. A narrator uses third-person pronouns like *he*, *she*, *him*, *her*, *they* to tell about the characters in a story told from a third-person point of view.)

Use students’ responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Before having students answer the questions in the Independent Application activity, read Passages 3 and 4 together with them. Highlight or underline any dialogue and descriptions of the characters to draw attention to the different points of view.

Option 2: Use students' independent reading to find a story rich with dialogue. Select an excerpt for students to read with you. Ask students to name each speaker and tell how the speaker probably sounds, based on clues in the text. Distribute the roles of narrator and characters, and have students read the excerpt aloud.

FOR STUDENTS READY TO MOVE ON

Option 1: Display a range of chapter books or novels at students' reading levels, and have students choose a chapter to explore. They should note the point of view of the narrator and list five things they can tell about the main character(s). For each listed statement, students should tell why it is a valid description. Provide time to discuss the listed items and students' reasoning: Is the information directly stated in the text? What clues in the text support an inference?

Option 2: Talk about familiar fables and fairy tales. Ask how each story might be different if told from an alternative point of view. Encourage students to try to write part of the story with a new narrator.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *colts*, *gallop*, *cyclone*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

- Provide background information and help students access prior knowledge of passage topics (horses, tornadoes, flea markets).
- Display and review sentence starters to support student contributions to group discussions:

The difference between an author and a narrator is...

This story is told from the point of view of...

I can tell how this character feels by...

My point of view is...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

PASSAGE 1

"Penny, look what I found at a flea market," my mother said to me. She pointed to a small chest of three drawers and said, "It's just what you need for your room."

I carried the chest to my room and opened the drawers. Hidden in the back of the bottom drawer was a black cloth. I unfolded it. It was a cape, like one that magicians wear when they perform their acts.

I put the cape around my shoulders. I felt a strange tingle from head to toe. I walked over to the mirror to see how it looked.

"Oh, help!" I gasped.

I saw nothing in the mirror, no reflection at all. The cape had made me invisible!

PASSAGE 2

"Penny, look what I found at a flea market," _____. She pointed to a small chest of three drawers and said, "It's just what you need for your room."

_____ carried the chest to _____ room and opened the drawers. Hidden in the back of the bottom drawer was a black cloth. _____ unfolded it. It was a cape, like one that magicians wear when they perform their acts.

_____ put the cape around _____ shoulders. _____ felt a strange tingle from head to toe. _____ walked over to the mirror to see how it looked.

"Oh, help!" _____ gasped.

_____ saw nothing in the mirror, no reflection at all. The cape had made _____ invisible!

PASSAGE 3

Vinnie was learning to swim. He could float with his face in the water, and he could float on his back.

"Try swimming underwater," his older sister told him. "It's fun."

"I just don't want to, Celia," Vinnie answered. But he knew the real reason. He was afraid. If he put his whole head underwater, he might drown!

"Hey, what's down there?" Celia suddenly said as she pointed to the bottom of the pool. "It looks like a coin."

"Where?" asked Vinnie, peering into the water through his goggles. He saw something shiny. "I'll get it!" he said without thinking. Holding his breath, he kicked his way to the bottom and grabbed the coin. He reached the surface and waved it overhead. "Look what I found!" he shouted happily.

Celia laughed. "See?" she said, "You *can* swim underwater!"

PASSAGE 4

I love swimming. My younger brother Vinnie is just a beginner. He'll put his face into the water, but I can tell that he's afraid of being completely underwater. I told him it was fun, but he didn't believe me. "I just don't want to, Celia," he said to me.

Then I had an idea. If there's one thing that Vinnie can't resist, it's money! When he wasn't looking, I tossed a coin into the pool, not far from where he was floating. "Hey, what's down there?" I shouted. "It looks like a coin."

"Where?" Vinnie asked quickly. He saw something shiny on the bottom of the pool and made a fast dive for it.

When he came up waving the coin, I had to laugh. "See?" I said, "You *can* swim underwater!"



Description

This lesson is designed to focus students' attention on the sequence of events in informational and narrative text. Students will develop strategies to clarify the time order in which things occur. The lesson will focus on helping students identify clues to sequence in the text and interpret and use signal words.

TEACHER TIPS

The following steps show a lesson in which students use sequence signal words with written procedures (informational text) and with narratives. You can adapt and use this lesson for older students by using examples from their classroom reading that are better suited to their independent reading levels.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- A copy of the Recipe for Spider Cracker Snacks (for display)
- Copies of Paragraph Set 1 (for display and for students)
- Copies of Paragraph Set 2 (for students)

Direct Instruction

say Today we are going to learn how to understand the sequence of events in a story or passage. The sequence tells us the order in which things happen. A good example is when we read to follow a procedure. We pay attention to the order of steps. We ask ourselves, "What should I do first? Next? After that? Finally, what is the last thing I do?"

Display the Recipe for Spider Cracker Snacks (or provide your own). Read the steps aloud as students follow along. Use the words below (in bold) to signal sequence.

To make this snack, the **first** thing I should do is gather the ingredients. **Next**, I spread a thick layer of cream cheese on ten round crackers. **After** that, I place eight pretzel sticks on each cracker to make spider legs. **Then**, I cover each set of pretzel sticks with another round cracker. **Finally**, I use two dots of cream cheese to stick raisin "eyes" on each snack.

Use sequence **signal words** to draw attention to the sequence of events as you ask and answer questions that restate the order of the steps you need to follow.

What do I do **before** I spread cream cheese on each cracker? I gather the ingredients. I need to remember what I do **after** I cover the pretzel legs with another cracker ... I know, I stick raisin "eyes" on each one! So, which of these steps comes **first**: placing pretzel sticks on each cracker or spreading a layer of cream cheese? I have to spread the cream cheese first.

Display and read aloud the following Sequence Signal Words chart:

Sequence Signal Words			
ago	until	while	after
before	now	soon	at last
earlier	as	next	finally
first	as soon as	then	

These are some words that can help us answer the question **When**? Sequence signal words are helpful when we read. We may find them in narrative or informational text. We may also use them to think about how steps or events are connected in time. Thinking about what happens first, next, and at the end helps readers paraphrase what they've read.

Now, listen as I read some examples of how sequence signal words can be used to show the order of events in a narrative text.

Display and read aloud the narrative sequence below, drawing attention to the underlined signal words:

Yesterday, Sela had been so happy about moving to a new home. Now that the move was over, she lay in bed wide awake, worried about going to a school where she knew no one. Meanwhile, her easygoing sister was snoring softly beside her.

To understand the story, I have to pay attention to when events are taking place. The author takes us back to the past-**yesterday**-when Sela had been happy about moving. Next, the author takes us to the present time-**now** that the move was over. Then, the author takes us to another event in the present time-**meanwhile**-when Sela's sister was snoring.

Sum up the strategic behavior.

To understand sequence when I read, I ask myself **when** questions. I can look in the sentences for words that signal a sequence, and I can use sequence signal words to check my understanding of when events occur.

Guided Practice

Display and distribute copies of Paragraph Set 1.

say Let's work together to read and paraphrase each of these paragraphs that show steps in a procedure or a sequence of events.

For each paragraph, draw attention to the underlined sequence signal words as you read. Then, think aloud about the time order of events. Finally, work with students to restate the sequence using different signal words. Possible paraphrases:

Paragraph A: **To take a written test, you should read the directions first. Next, circle any keywords in the directions. Finally, start the test when you know what to do.**

Paragraph B: **A car sped by as Henry was about to cross Baxter Street. While he jumped out of the way, he yelled that the car had run a red light. After that, he heard about a bank robbery on the same street.**

Paragraph C: **Two thousand years ago, glassblowing got its start in Italy. A thick liquid forms as glass is heated. Glassblowers roll the liquid onto the end of a metal tube and blow to make a bubble. Then, they shape it, break it off the tube, and let it cool.**

If students need additional practice before moving to Independent Application, you can provide text selections from classroom reading material at their independent reading level.

Independent Application

Distribute Paragraph Set 2. Have students work in pairs or independently to read each paragraph and underline the sequence signal words. Then, they should paraphrase each sequence, orally or in writing. The goal is not for students to make one-to-one substitutions of the signal words, but rather to identify words or phrases that are clues to the sequence of steps or events, and then restate the information. Explain that there is more than one correct way to do this.

Have students share their paraphrased paragraphs. Together, check that the restatement has the same meaning as the original.

Sequence words and possible paraphrases:

Paragraph A: **first, then, after**

You can test a dog's problem-solving skills by hiding a treat under an empty can while someone else holds the dog. Next, count how many seconds it takes the dog to uncover the treat after it is released.

Paragraph B: **as, soon, until**

The princess found an empty cabin when it was almost nighttime. After she lay down on a straw bed in the corner, she fell asleep. The next morning, she set out to look for food.


Paragraph C: **when, before, after, while**

Slow-motion videos show what happens as a frog uses its tongue to catch an insect. First, the frog's tongue stretches out and wraps around the insect. Then, the frog pulls its tongue back into its mouth. At the same time, the insect gets stuck in the frog's glue-like saliva.

Wrap-up

Check students' understanding.

 **What do we call the order in which events happen in a story or passage? (sequence)**

 **What clues help us determine the sequence of events? (words that tell about time; sequence signal words)**

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Have students read simple sentences with sequence signal words, underline the signal word, and tell what happened **first**, **after**, or **at the same time**. For example,


Before we marched, we sang songs.

Students should underline **before**.

 What happens first? (singing)


We danced on the grass after we sang songs.

Students should underline **after**.

 What happens after singing songs? (dancing)

While we danced, the rain started falling.

Students should underline **while**.

 What happens at the same time? (dancing and raining)

FOR STUDENTS READY TO MOVE ON

Option 1: Have students locate a how-to article on a topic of interest: how to play a game, how to do a crafts project, or how to improve a skill. Display the Sequence Signal Word chart. Have students select words to explain the steps in the instructions. Then, have them work together, following the written multi-step directions, to play the game, make the craft, or improve the skill.

Option 2: Have students create a timeline after reading a biography or an informational text about a historical event. Encourage students to use sequence signal words to determine the order of events. Alternatively, have students create an oral or written summary that uses signal words to describe events on a timeline.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:
- Provide students with written, oral, and visual representations of sequential events. Photographs, illustrations, and objects can be helpful in reinforcing the meaning of sequence signal words.
- Have students work in pairs to act out and narrate a sequence of events using sequence signal words. Encourage students to practice with each other before presenting their "play" to the class.

Some words that signal sequence are...

The first event/step is...

The next event/step is...

The last event/step is...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

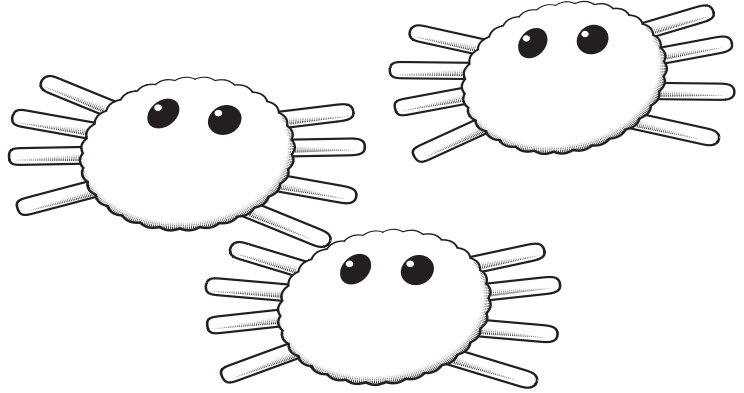
For further practice with these skills, provide students with Lexia Skill Builders.®



Recipe for Spider Cracker Snacks

Ingredients

- 20 round crackers
- 1/2 cup cream cheese
- 1/4 cup raisins
- 1 bag of pretzel sticks



Directions

- Spread a thick layer of cream cheese on 10 round crackers.
- Place 8 pretzel sticks on each cracker to make spider legs.
- Cover each set of pretzel sticks with another round cracker.
- Use two dots of cream cheese to stick raisin "eyes" on each snack.

Eat and enjoy!

PARAGRAPH SET 1

Paragraph A

Before you take any written test, read the directions carefully and completely. Then, circle the words that tell what you are being asked to do. Start the test only after you're sure you know what is required.

Paragraph B

Henry was about to cross Baxter Street when a white car with a dented door sped past him. As he jumped back, Henry yelled, "That car just ran a red light!" Later that day, Henry heard a report about a bank robbery on Baxter Street.

Paragraph C

The art of glassblowing was first developed in Italy two thousand years ago. When glass is heated in a furnace, it creates a thick liquid that can be rolled onto the end of a metal tube. After blowing through the tube, glassblowers shape the glass bubble with tools, break it off, and allow it to cool.

PARAGRAPH SET 2

Paragraph A

To test a dog's problem-solving skills, first hold out a treat for the dog to sniff. Then, have someone else hold the dog, place the treat on the floor on the opposite side of the room, and cover it with an empty can. After the dog is let go, count how many seconds pass before it uncovers the treat.

Paragraph B

As night began to fall, the princess followed the path through the trees until she reached an empty cabin. She saw a bed of straw in the corner, lay down, and soon fell into a deep sleep. She slept until sunlight streamed through the windows and set out again in search of food.

Paragraph C

When a frog catches an insect with its tongue, the action is over before human eyes can see it. Slow-motion videos show that immediately after the frog's stretchy tongue shoots out, it wraps itself around the insect. The frog's saliva acts like liquid glue that hardens while the frog pulls its tongue back into its mouth.



Description

This lesson is designed to help students identify the structure of information text. As students think about the way that information is presented, they become more strategic readers and are better equipped to understand and remember what they read.

TEACHER TIPS

The following steps show a lesson in which the structure of each text is made clear by the use of common signal words. You can adapt and use this lesson with more complex, multi-paragraph passages that are better suited to advanced students.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of the Text Structures Chart (for display and for students)
- A copy of Passages 1 and 2 (for display)
- Copies of Passages 3-5 (for students)

Direct Instruction

say Authors choose how to present information based on the topic and the reason, or purpose, for writing. The way written information is presented is called **text structure**. Today, we are going to learn how to identify some common text structures.

Display the Text Structures Chart. Name and explain each text structure. Discuss the words and phrases that can help students identify how the information is presented.

Chronology/Sequence: Some informational texts describe events in the order they happen. This is called chronological or sequential order. Words like **first, next, finally, earlier, after, and later** can help you identify a Chronology/Sequence text structure.


Identify a familiar example of information that shows a chronology or sequence (e.g., describing the daily classroom schedule, explaining how to make a sandwich). Then, ask students to suggest their own examples.

Comparison and Contrast: An author may choose to present information by explaining how two things are alike and how they are different. This is called comparing and contrasting. Words like **both, alike, similar, also, different, in contrast, unlike, and however** can help you identify a Comparison and Contrast text structure.


Identify a familiar example of information that shows comparison and contrast (e.g., describing how cats and dogs are alike and how they are different). Then, ask students to suggest their own examples.

Cause and Effect: Some informational texts explain what happens (an effect) and why it happens (a cause). Words like **because, led to, caused, as a result, consequence, and effect** can help you identify a Cause and Effect text structure.

Present a familiar example of information that shows a cause and effect relationship (e.g., what happens if you stay up too late). Then, ask students to suggest their own examples.

-  **Problem and Solution:** Some informational texts describe a problem and offer ways to solve it. Words like **problem, issue, question, solution, in response, and answer** can help you identify a Problem and Solution text structure.


Identify a familiar example of information that shows a problem and solution relationship (e.g., giving advice to a friend). Then, ask students to suggest their own examples.

-  **Claim and Reasons:** An author may present an argument by stating a claim and supporting it with reasons and evidence. Words like **reason, therefore, in conclusion, in fact, and proves that** can help you identify a Claim and Reasons text structure.


Identify a familiar example of a claim supported by reasons (e.g., a speech given by a student running for class president). Then, ask students to suggest their own examples.

Guided Practice


Display the Text Structures Chart and Passage 1. Have a student read the passage aloud. Then, discuss words and phrases that can help students identify the text structure.

-  **say** This passage has information about a new volcano in Mexico. The author describes the stages of the volcano from beginning to end. Let's think about how this information is presented. What clues in the text can help us identify the text structure?


Underline **first, then, one week later, after one year, and finally** in the passage. Have a student locate these words in the Text Structures Chart.

-  The words **first, then, later, after, and finally** are often found in texts that present information in a **Chronology/Sequence** text structure. That makes sense because the passage presents events in the volcano's life cycle in the order they happened.

Repeat this procedure with Passage 2.

-  This passage has information about reptiles and amphibians. Let's think about how the information about these two groups of animals is presented. What clues in the text can help us identify the text structure?

Underline **similar, different, in contrast, unlike, alike, and same** in the passage. Have a student locate these words in the Text Structures Chart.

-  The words **similar, different, in contrast, unlike, alike, and same** are often found in texts that present information in a **Comparison and Contrast** text structure. That makes sense because the passage explains how reptiles and amphibians are alike and how they are different.

Independent Application







Have students work independently or in pairs. Distribute copies of the Text Structures Chart and Passages 3-5. As students read each passage, they should highlight or underline words and phrases that can help them identify the text structure. When students are able to identify the text structure, have them write it next to the passage title.

Circulate as students work, providing help, prompting, and guidance as needed. Encourage students to explain how they were able to identify the text structure of each passage.

Answers: *Ahhh-chooo!* **Cause and Effect**; *Our School Mascot*, **Claim and Reasons**; *Heat Exhaustion: A Hot Issue*, **Problem and Solution**

Wrap-up

Check students' understanding. Display the Text Structures Chart, and ask the following questions:

-  **say** What do we mean when we talk about text structures? (the way an author chooses to present information in a text)
-  When you read the words **because**, **as a result**, and **leads to**, which text structure is most likely being used to present information? (Cause and Effect)
-  When you read the words **issue**, **question**, **answer**, and **in response**, which text structure is most likely being used to present information? (Problem and Solution)
-  When you read the words **first**, **next**, **after**, and **finally**, which text structure is most likely being used to present information? (Chronology/Sequence)
-  When you read the words **reason**, **proves that**, and **in conclusion**, which text structure is most likely being used to present information? (Claim and Reasons)
-  When you read the words **similar**, **both**, **in contrast**, and **however**, which text structure is most likely being used to present information? (Comparison and Contrast)

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Simplify the lesson by focusing on only one text structure (e.g., Chronology/Sequence). Give students multiple examples, and point out signal words they can use to identify how the information is presented.

Option 2: Some students may need additional scaffolding to identify and fully understand information in a Problem and Solution text structure. In addition to identifying signal words, encourage students to ask three questions:

What is the problem?

Why is it a problem?

How can the problem be solved?

FOR STUDENTS READY TO MOVE ON

Option 1: After students identify the structure of an informational text, have them explain how the way information is presented supports an author's purpose for writing.

Option 2: Work together with students to create a text structures bulletin board. Have students write the five text structures discussed in this lesson on index cards to use as column headers on the board. As different informational texts are read in class, have students identify the way the information is presented and display a copy of the text on the board, under the appropriate heading.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *erupting, classify, traits, allergies*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Provide background information and help students access prior knowledge of passage topics (volcanoes, reptiles and amphibians, school mascots, bees).
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

This passage has information about...

I found these signal words...

I think the text structure is ____ because...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Text Structures Chart

Text Structure	Explanation	Example
Chronology/Sequence	The author describes events in the order they happen.	first next finally earlier after later then second last
Comparison and Contrast	The author explains how two or more things are alike and how they are different.	both alike similar same different/difference in contrast unlike however
Cause and Effect	The author explains what happens (effect) and why it happens (cause).	because leads to cause as a result consequence effect
Problem and Solution	The author describes a problem and offers ways to solve it.	problem issue question solution in response answer
Claim and Reasons	The author presents an argument by stating a claim and supporting it with reasons and evidence.	reason in addition therefore in fact proves that in conclusion

PASSAGE 1

A New Mountain

On February 20, 1943, a strange event occurred in a cornfield in southwestern Mexico. First, a farmer working in the field felt the earth rumble. Then, he noticed a crack in the ground. Suddenly, the ground lifted up, and the farmer heard hissing sounds. Hot ash and gas exploded from the crack! Within hours, the erupting material had formed a cone shape. A volcano was being born!

One week later, the volcano was taller than a skyscraper. It continued to grow at an amazing rate. After one year, it was almost three times as tall. By that time, lava and ash had covered the fields and nearby villages. One of the destroyed villages was called Parícutin (puh REE kuh TEEN), and that became the name of the brand-new volcano.

In 1952, Parícutin finally stopped erupting. The volcano had reached the end of its remarkable life cycle.

PASSAGE 2

Reptil or Amphibian?

Scientists classify animals into groups to better understand and study them. Reptiles and amphibians (am FIB ee uns) are two groups that are similar in some ways and different in others.

Reptiles include thousands of species, or kinds, of snakes, lizards, turtles, alligators, and crocodiles. All have dry, scaly skin and breathe air with lungs. Most reptiles hatch from eggs, though a few species are born alive. At birth, they look like smaller versions of their parents.

Frogs, toads, newts, and salamanders are amphibians. In contrast to reptiles, they have smooth, moist skin. Most amphibians that live on land breathe through lungs, but unlike reptiles, they can also take in oxygen through their skin. Young amphibians hatch from eggs, live in water, breathe air through gills like fish, and don't look like their parents.

Reptiles and amphibians share some traits. Both are "cold-blooded," which means that their body temperature changes with the outside air. Reptiles and amphibians are also alike in having a backbone, which puts both in the same class of animals that includes mammals, birds, and fish.

PASSAGE 3

Ahhh-chooo!

You know the feeling. It starts as a tickle inside your nose. The tickle grows stronger. Air flies out noisily through your nose and mouth. Ahhh-chooo! You just sneezed. Why?

When a tickle starts in the nose, nerves send a signal from the nose to the brain. As a result, the brain sends commands to muscles in the belly, the chest, the back of the throat, and other body parts. In an instant, the muscles work together to cause the nose owner to sneeze.

A sneeze is the body's way of getting rid of something inside the nose. Some people have allergies to pollen, dust, or other things in the air. These tiny particles land inside the nose, which leads to sneezing.

Some people sneeze because they have a cold. One effect of the cold virus is that the lining of the nose swells and feels uncomfortable. That can also lead to sneezing.

Sneezing can cause problems for people around the sneezer. A sneeze sends a cloud of invisible and germey droplets into the air at high speed. Other people then breathe in those germs or touch things that the germs have landed on. The effect may be the spread of illness.

PASSAGE 4

Our School Mascot*by Celia Z.*

At Blossom Elementary School, we students will soon vote on our choice of a mascot—an animal or a character that will be a symbol of our school. Our mascot will boost pride in our school. Like the mascots of sports teams, it might even bring us luck! I suggest Buzzy Bee. A bee is a perfect mascot for our school, and here's why.

My first reason is that bees are famous for working hard. They fly around hunting for flowers. They collect pollen and nectar to bring back to the hive to feed the other bees. At Blossom Elementary, we work hard, too. We're as busy as bees!

In addition, bees are helpers! They spread pollen to help plants grow. Bees live in a community called a colony and work together to raise the young and defend the hive. Our school is also a community where everyone tries to be as helpful as bees.

Finally, think of the name of our school. Blossom is another name for a flower. Bees fly to the blossoms of plants. This proves that Buzzy Bee belongs here at Blossom Elementary. Please vote for Buzzy Bee for school mascot!

PASSAGE 5

Heat Exhaustion: A Hot Issue

It's a hot summer day, and James is outside playing ball. He's sweating so much that his shirt is wet. He starts to feel tired, weak, and dizzy. His skin is cool and damp to the touch. These are the warning signs of a health problem! It's likely that James has an illness called heat exhaustion.

What should James-or anyone else suffering from heat exhaustion-do? The answer is to take action quickly to cool off:

- Move to a cool spot.
- Place cool, wet cloths on the body.
- Take sips of water.

If the person doesn't start to feel better, then medical treatment is needed. Untreated heat exhaustion can become a dangerous illness called heat stroke. A person with heat stroke has a very high body temperature and has passed out. A helper must call for emergency responders so that the person's life can be saved.

There's an even better way to solve the problem of heat-caused illnesses. That solution is to stop them from happening in the first place. On very hot days, people should find a cool place to stay. They should drink plenty of water and limit their outdoor activities.



Description

This lesson is designed to help students understand how words and visual elements work together in informational texts to provide facts, reasons, evidence, and other details in support of an author's main idea(s). Students practice connecting written information with a **diagram**, a **graph**, and a **timeline**. As students think about the connections between visual and written information, they become more strategic readers and are better equipped to understand and remember what they read.

TEACHER TIPS

The following steps show a lesson in which a single visual element (a diagram, graph, or timeline) supports each informational text. Depending on the skills of your students, you may want to expand the lesson to texts that include more than one type of visual information.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- A copy of "Everyday Machines: Levers" (for display)
- Copies of "The Olympic Games: Marathon" (for display and for students)
- Copies of "A Phenomenal Athlete" (for students)

Direct Instruction

***say** Today we'll be reading informational texts that include visual information, such as a diagram, a graph, or a timeline. When you read, you can learn information from the words. You can also learn information from the pictures. Informational texts often include visual information to help readers understand what is written.*

Display "Everyday Machines: Levers." Then ask,

- What is the title? (Everyday Machines: Levers)*
- What do you notice about the pictures in this informational text? (Each one has a title and labels.)*
- This kind of picture with a title and labels is called a **diagram**.*

Read aloud the titles of the diagrams and the labels.

- What do you think this text will be about? What clues can you use?*

Encourage varied predictions, and explain that visual information, like diagrams, and the title of a passage itself can help readers predict what a text will be about.

Have students follow along as you read the text aloud. Then ask,

- What do you see in the diagrams that matches the information in the text (information about the different kinds of levers: first-class, second-class, and third-class; examples of each kind of lever)*


 Now let's think about which words in the text tell about the diagram.

Reread these paragraphs from the text, and think aloud about the information in them. Underline phrases and sentences that describe the diagrams:

The most common type of lever belongs to the "first class." In first-class levers, the effort and load move in opposite directions around the fulcrum. A playground see-saw and a balance scale are first-class levers; effort down on one side lifts the load on the other. Another first-class lever is a hammer claw, which can lift out a driven nail when force is applied to the hammer's handle. A rowboat oar is another first-class lever. Scissors are first-class double levers.


In a second-class lever, the load is between the effort and the fulcrum. The effort and load move in the same direction. A wheelbarrow is one example of a second-class lever. A bottle opener is another.


In a third-class lever, the effort is between the load and the fulcrum. Brooms, shovels, and fishing rods are examples of third-class levers.

 How do the diagrams help you understand what is written in the text? (The written details in the text explain concepts that can be difficult to imagine. The diagrams help readers form a mental picture of each type of lever.)

Guided Practice

Display the informational text "The Olympic Games: Marathon," and distribute copies to students.


 *Like the last informational text we read, this text also has visual information that supports the written information. This visual element is different from the diagram we saw earlier. What do you notice about it? (It shows labeled bars in a graph. It has a title and labels, like the diagram.)*


 *This kind of visual information with dates and labels along a line is called a **graph**. Like a diagram, a graph can help you make predictions about a text and understand the written information.*


Have a student read aloud the title of the graph and the labeled axes. Point out the key (below the x-axis) that shows how to read the information in the graph. Give students an opportunity to discuss the information the graph provides.


What can you predict about this text by looking at the graph? (It will tell about marathons run by men and women in the Olympic Games. It will give the record finishing times of past marathons.)

Have students read the passage. Then, ask questions to focus on the connections between the written information and the graph:

 *What do you learn from the words in the text? (how marathons became an event in the Olympic Games; when the Olympic Games are held; the distance covered in a marathon; who can compete in Olympic marathons; record Olympic marathon times)*

 *What do you see in the graph that matches the information in the text? (record Olympic marathon times for men and women in the years 1984 through 2016)*

 *What sentences in the text are connected to the graph? Let's underline this written information. (from Paragraph 2: **In that year, American Joan Benoit won with a time of 2:24:52.** from Paragraph 3: **The current Olympic record for a woman marathoner was set in 2012 by Tiki Gelana of Ethiopia, 2:23:07. The Olympic record for a male marathoner was set by Samuel Kamau Wanjiru of Kenya in 2008. His time was 2:06:32.**)*

 *How does the graph help you understand what is written in the text? (The graph helps readers picture how the Olympic marathon times changed between 1986 and 2016. The graph also helps readers see the differences between men's and women's times. The text gives details about the history of marathons and some of the people who scored the record finishing times.)*

Independent Application

Distribute copies of the informational text "A Phenomenal Athlete." Explain that a timeline is another source of visual information, like a diagram and a graph. Have students read the passage and look closely at the timeline. Students should underline phrases or sentences in the text that describe information in the timeline. Then, display these discussion prompts and read them aloud with students:

When I read the text, I learned ____

When I looked at the timeline, I learned ____


The timeline helped me understand what was written because ____

Have students work with a partner to look back at what they underlined in the text and discuss how to complete each sentence. Then, provide time for student pairs to share their responses with the group, pointing out details in the text and the timeline to support their thinking.

Wrap-up

Check students' understanding. Have them refer to any of the informational texts from the lesson and point out these features:

- a diagram label, a data point on a graph, or a date on a timeline
- a sentence that connects to information in a diagram, a graph, or a timeline

 *Why should you read the words and look at visual information, too? (The words and visual elements go together. The words tell you facts and other information, and the visual information helps you understand it. The visual information shows the parts of an object or where something is located; it supports information in the text. The words can explain the visual elements.)*

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Focus on one type of visual information at a time: labeled diagrams, graphs, or timelines. Give students multiple opportunities to find examples in informational texts in their classroom library. Encourage them to explain how to use the visual element to better understand the written information.

FOR STUDENTS READY TO MOVE ON

Option 1: Provide students with an informational paragraph. Ask them to create a labeled diagram, graph, or timeline that supports the written information. Then, have students share their visual element and explain how it connects to the text.

Option 2: Have students research a topic of their choice. They should prepare a presentation that includes both written and visual information.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *fixed, exertion, exception, endurance, phenomenal*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Provide background information and help students access prior knowledge of passage topics (levers, the Olympic Games, marathons).
- Display and review sentence starters to support student contributions to group discussions:
 - The diagram shows...*
 - The graph shows...*
 - The labels on the timeline explain...*

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.

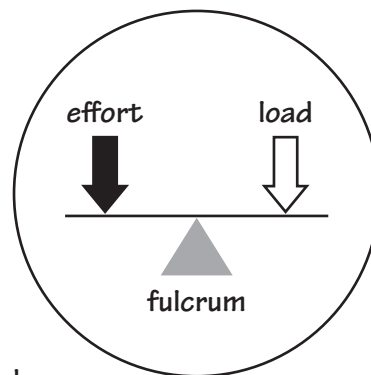
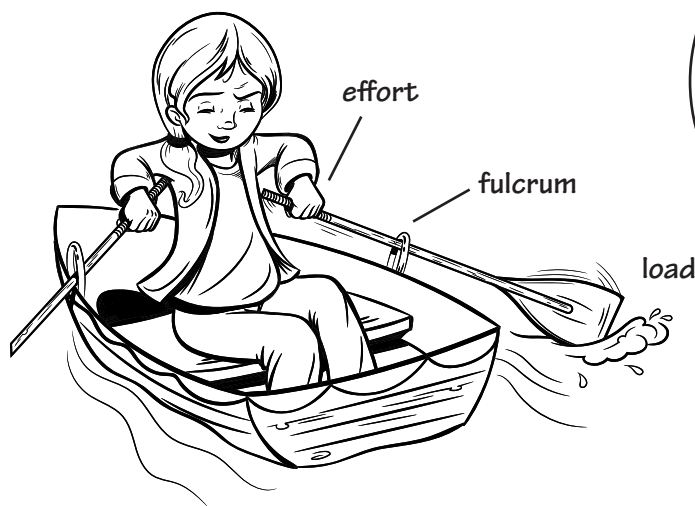
Everyday Machines: Levers

Chances are good that you've used at least one lever today. A lever is one of six simple machines that are used alone or in combination with others. (The other simple machines are the inclined plane, the pulley, the wheel-and-axle, the screw, and the wedge.) Like other simple machines, levers make work easier.

A lever is basically a stiff bar that moves around a supporting fixed point. The fixed point is called the *fulcrum*. The force that is applied to the bar is called the *effort*. The *load* is what is moved or changed by the effort.

The most common type of lever belongs to the "first class." In first-class levers, the effort and load move in opposite directions around the fulcrum. A playground seesaw and a balance scale are first-class levers; effort down on one side lifts the load on the other. Another first-class lever is a hammer claw, which can lift out a driven nail when force is applied to the hammer's handle. A rowboat oar is another first-class lever. Scissors are first-class double levers.

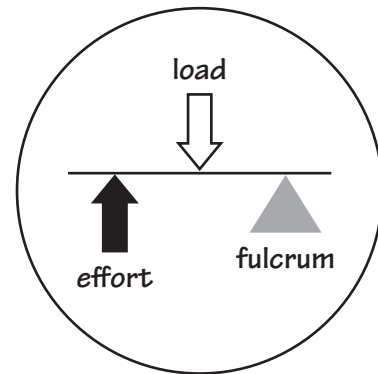
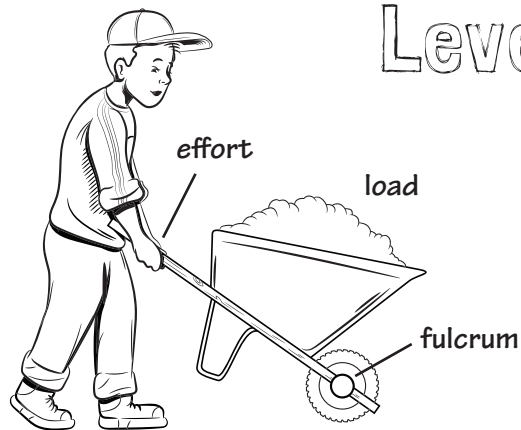
First-class Lever



Levers continued

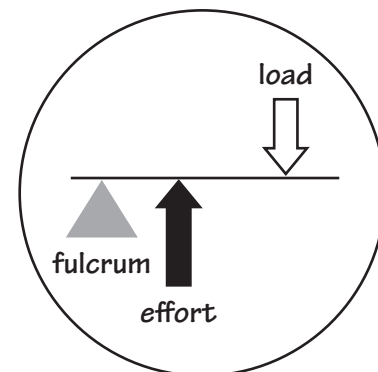
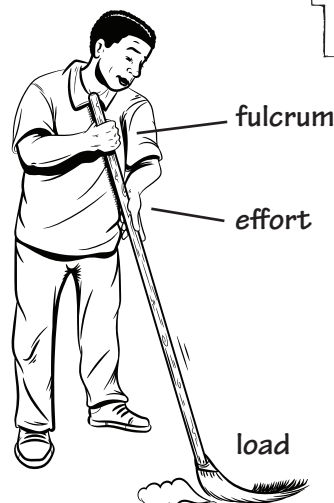
In a second-class lever, the load is between the effort and the fulcrum. The effort and load move in the same direction. A wheelbarrow is one example of a second-class lever. A bottle opener is another.

Second-class Lever



In a third-class lever, the effort is between the load and the fulcrum. Brooms, shovels, and fishing rods are examples of third-class levers.

Third-class Lever



Think about a lever you used today. What work did it help you do?

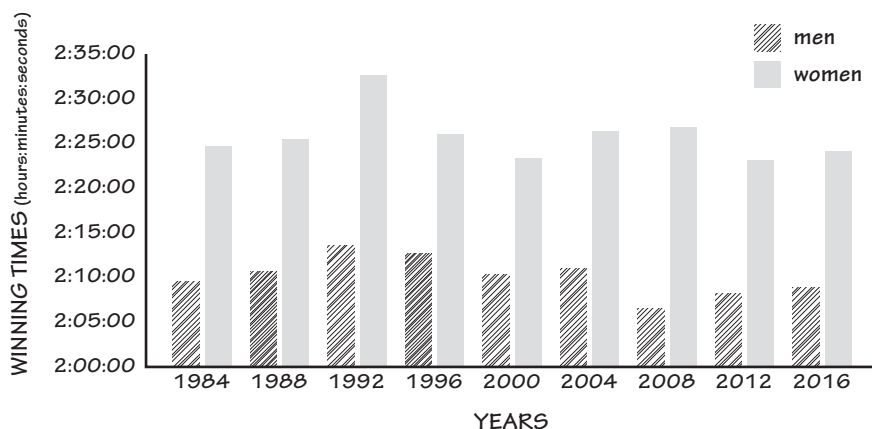
The Olympic Games: Marathon

In ancient Greece, an important battle was fought on a coastal plain called Marathon in 490 BC. According to legend, a soldier ran about 25 miles (40 km) to Athens, delivered news of the Greek victory, and promptly died from the exertion. That story inspired the footrace called a marathon, introduced at the first modern Olympic Games in 1896, held in Athens. The marathon has been an Olympic track-and-field event ever since. The Games are typically held every four years.

The marathon is the longest footrace at the Summer Olympic Games. Runners from many nations test their speed and endurance as they cover a distance of just over 26 miles (42.2 km). The fastest marathoner at the 1896 Olympics was the Greek runner Spyridon Louis, who completed the race in 2 hours, 58 minutes, 50 seconds (2:58:50). A marathon for women was introduced in the 1984 Games. In that year, American Joan Benoit won with a time of 2:24:52.

Developments in training methods, footwear, and more have helped champion marathoners cut winning times, second by second. The current Olympic record for a woman marathoner was set in 2012 by Tiki Gelana of Ethiopia, 2:23:07. The Olympic record for a male marathoner was set by Samuel Kamau Wanjiru of Kenya in 2008. His time was 2:06:32. He would have beaten the first Olympic champion by more than 52 minutes!

Olympic Marathons, 1984–2016



A Phenomenal Athlete

James Cleveland Owens was born in Alabama in 1913. Nicknamed J.C., he was the youngest child of poor farmers. J.C. was sickly as a child. But he loved running. As he recalled much later, "I wasn't very good at it, but I loved it because it was something you could do all by yourself, and under your own power."

J.C. was nine or ten when his family moved to Cleveland, Ohio, in search of better jobs. His name was changed to Jesse by a teacher who misheard "J.C." When he entered junior high school, Jesse met track coach Charles Riley. This coach would encourage and guide the young runner for years.

Jesse Owens became one of the most phenomenal track-and-field athletes ever known. He broke speed records in the short footraces called sprints. Doing that made him "the world's fastest human." He also broke world records in the low hurdles and the long jump. His graceful running style was often described as effortless. It only looked easy, though. Owens put enormous effort into his sport and trained long and hard.

Owens was already a celebrated college track star in 1936. That year he competed in the Olympic Games and became even more famous. The 1936 Olympic Games were held in Berlin, Germany. The dictator Adolf Hitler and his Nazi party had come to power in Germany in 1933. Hitler was using the Games to show off the skill of German athletes. He believed that certain groups of white Europeans were superior to all other people. Jesse Owens and a number of his American teammates were black.

Owens, the superstar of those Games, proved Hitler wrong. Owens won gold medals in two sprinting events, the long jump, and a team relay race. What's more, he formed a friendship with a rival athlete, Lutz Long of Germany. The two showed the world that racial hatred has no place in sports.

Events in the Life of Jesse Owens

- 1913** ○ born in Alabama, United States
- 1922** ○ moves to Cleveland, Ohio, with family
- 1928** ○ breaks junior high school track-and-field records
- 1930** ○ begins competing in track-and field events in high school
- 1933** ○ graduates from high school; ties and breaks world records in sprints; enters Ohio State University as student athlete
- 1935** ○ breaks three world records in running and jumping and ties a fourth
- 1936** ○ wins four gold medals at Olympics; welcomed home as hero
- 1941** ○ works for US government setting up fitness programs
- 1950** ○ appointed chairman of Illinois State Athletic Commission, promoting sports for youngsters
- 1976** ○ is awarded Presidential Medal of Freedom, highest civilian honor in the United States
- 1980** ○ dies in Arizona, United States