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Description

This lesson is designed to teach students to identify and understand the combining forms found in words of Greek origin. The ability to identify common Greek combining forms gives students a way to determine the meaning of an unfamiliar word.

TEACHER TIPS

Before teaching Greek combining forms, it is helpful for students to be aware of spelling patterns that are unique to Greek words. Use the Warm-up activity to reinforce these concepts.

PREPARATION/MATERIALS

- Sticky notes

Warm-up

Write the words **phonology**, **chronology**, and **psychologist** on the board.

say *These words have interesting spelling patterns that we only see in words that come from Greek.*

*How do we pronounce the **ph** in the word **phonology**?* (/f/)
*How do we pronounce the **ch** in the word **chronology**?* (/k/)
*How do we pronounce the **y** in the word **psychologist**?* (long **i**)
*And how do we pronounce the **ps** in the word **psychologist**?* (/s/)

Direct Instruction

say *Today we are going to learn about combining forms in words that come from Greek. Combining forms are meaningful word parts that we can see either at the beginning or end of a word. Greek words are often made up of more than one combining form and can have a suffix as well. These words are often used in medical and scientific terminology. You might have seen some of them in other subjects you study in school.*

Write **psych** and **ology** on two sticky notes. Place the notes next to each other so students can read **psychology** as one word.

*The word **psychology** is made of up of two meaningful parts: a combining form and a suffix. When we know the meaning of each part, we can usually figure out the meaning of the whole word.*

Separate the sticky notes.

*The combining form **psych** means "the mind." The suffix **–ology** means "the study of."*

Write the meaning of each part on the sticky notes.

So, we know that psychology means "the study of the mind," as in this sentence: When we study how the mind works, we are learning psychology.

Remember, if you know the meaning of each part of a Greek word, you can often unlock the meaning of the whole word.

Guided Practice

Display the word **pathology**. Have students read it aloud.

say *What part of this word is also in the word **psychology**?* (ology)

Underline ology: **path<u>ology</u>**

*What does the suffix **ology** mean?* (the study of) *Right. And, the combining form **path** means suffering or disease.*

Underline path: **<u>pathology</u>**

*So, what do you think the word **pathology** means?* (the study of disease)

Independent Application

Have students work independently or in pairs. Give students copies of the list of Greek combining forms and their meanings found at the end of this lesson.

Write 10 Greek-based words on the board, and have students copy them onto a piece of paper: **biology**, **astronaut**, **microscope**, **telephone**, **dermatology**, **autograph**, **thermometer**, **polygon**, **megapod**, **hemisphere**.

say *Look at this list of words you have written on your paper. You are going to divide each word into parts to help you decide what the whole word means. After you have determined the meaning of each word, write it next to the word.*

*Let's do the first one together. Remember to divide the word into two parts and then write the meaning. Biology has two parts, **bio** and **logy**.*

Underline each part and draw a line between the two: **<u>bio</u> / <u>logy</u>**

*Look at your list of combining forms. What does **bio** mean?* (life) *And we know **logy** means "the study of." So, biology means **the study of life.***

Write **the study of life** next to the word **biology**.

Now do the rest of the words on your own.

Wrap-up

Check students' understanding.

say *What did we learn today?* (Words of Greek origin are made of combining forms that give clues about the word meaning.)

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: Create a deck of cards with a combining form on one side and its meaning on the other.

You can add pictures to the side with the combining form to provide additional support for the meaning.

Work with students to create and define words that contain two combining forms.

Option 2: Reduce the number of combining forms presented in the lesson.

Focus on simpler forms such as **auto**, **graph**, **meter**, **tele**, **scope**, **micro**, **bio**, **geo**.

FOR STUDENTS READY TO MOVE ON

Option 1: Give students a list of Greek combining forms, and have students create their own words.

Option 2: Give students sentences in which Greek combining forms are used, and have students find the words using the combining form. Then have them write the meaning of the words.

Example: **The student went to see a dermatologist because he had a skin rash.**

Option 3: Give students sentences in which the meanings of Greek combining forms are used. Have students write a word that could be used in place of the underlined words.

Example: **When Serena grows up she wants to <u>study the mind.</u> She wants to be a _____.** (psychologist)

Option 4: To help students focus attention on the unusual spellings of many Greek words, dictate words that contain Greek combining forms, and have students write them.

Suggested words: **biology**, **psychologist**, **geology**, **pathology**, **archaic**, **dermatologist**, **technology**, **theology**, **phonology**, **astrology**, **chronology**, **geologist**, **physical**

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.®

Greek Combining Forms

Greek Combining Forms and Their Meanings

anthro = people, humans
anti = against
arch = original, ancient
astro = star
audio = sound, hearing
auto = self
biblio = book
bio = life
chron = time
crat = rule, govern
cycl = wheel, circle
deca = ten
dem = people
derma = skin
geo = earth
gon = angle
gram = written, drawn
graph = written, recorded
hydro = water
hyper = over, above
hypo = under, below
macro = big, large
mania = enthusiasm
mega = large
meter = measure
micro = small
mono = one
morph = form, shape
naut = ship, navigate
neo = new
nym = word, name
path = suffering, disease
phil = love
phobia = fear
phon = sound
photo = light
phys = body
pod = foot
poly = many
psych = mind
pyro = fire
scope = look
sphere = circle
stat = standing
tech = machine
tele = far, distant
theo = god
therm = heat

Greek Suffix Used With Combining Forms

logy/ology = the study of

Description

This lesson is designed to teach students to identify signal words that indicate the relationship between phrases and clauses within sentences. The ability to identify and understand the meaning of signal words can help students anticipate what might come next as they read and improve comprehension.

TEACHER TIPS

Signal words can be grouped into major categories: Addition, Time, Compare and Contrast, Example, and Summary. The following steps show a lesson that introduces signal words in the Addition and Contrast categories. When students identify these words, they should anticipate that additional or contrasting information about the subject is coming.

You can adapt this lesson based on individual student needs by substituting other types of signal words from the list in the Adaptations section 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 the student activity sheet at the end of the lesson

Warm-up

say *Who can tell me what the different lights on a traffic light mean?* (Green means go, yellow means get ready to stop, and red means stop.) *Each light gives the driver a message, or* ***signal****, to act in a certain way. The driver knows what the signal means, and if the driver ignores the signal, there could be an accident.*

We use many signals to communicate with others. What does a wave of the hand often mean? (hello or goodbye) *What about when we answer a question by shaking our head from side to side?* (no) *Or up and down?* (yes)

We also use signals when we communicate in writing. We use words to signal certain information.

Direct Instruction

say *Today we are going to learn about signal words. These are words in a sentence that give us a signal about what we might expect to come next.*

Display the word **and**.

When we see the word ***and*** *in a sentence, we know that additional information will be added to that sentence.*

Display this sentence: **Tara bought a book and a little light that attaches to the book for reading in bed.**

*Look at this sentence. Notice the signal word **and**. This word signals that more information is being added to the sentence.*

Underline the word **and**.

*We know that Tara bought two things. If the sentence had said "Tara bought a book," we would not know that she also bought the light for reading in bed. The word **and** leads us to more information.*

Display the Addition signal words **plus**, **as well as**, **also** next to **and**.

*These are some other Addition signal words that mean basically the same thing as **and** when we see them in a sentence. **Plus, as well as, also**. These words all tell us that more information is being added.*

Explain to students that other signal words in the same category may not be able to be directly substituted into a sentence but that all of the signal words in a category convey the same basic meaning. Use the following sentences to illustrate this point for Addition signal words:

1. **Tara bought a book plus a little light that attaches to the book for reading in bed.**
2. **Tara bought a book as well as a little light that attaches to the book for reading in bed.**
3. **Tara bought a book; she also bought a little light that attaches to the book for reading in bed.**

Guided Practice

say *Let's look at another type of signal word. Contrast signal words tell us that something unexpected will happen in the next part of the sentence.*

Display the Contrast signal words **but**, **yet**, **except**, **however**.

*These are all Contrast signal words. When we see the words **but, yet, except,** and **however,** it's important to remember that they signal that unexpected information will be added to the sentence.*

Display this sentence: **I called to talk to my friend, but his phone was broken.**

Look at this sentence. Which of these four Contrast signal words do you see in the sentence? (but)

Underline the word **but**.

*When we read "I called my friend," we expect that the person was able to speak to their friend. What does the word **but** signal to us in this sentence?* (that something unexpected is going to happen) *What unexpected information do we get in the second part of the sentence?* (that the person didn't actually get to speak to their friend)

Have students take turns substituting the other Contrast signal words (except, however, yet) into the sentence. Discuss whether or not the wording needs to change slightly to make the substituted word fit and also how the meaning of each new sentence is basically the same as the original sentence.

1. **I called to talk to my friend, except his phone was broken.**
2. **I called to talk to my friend; however, his phone was broken.**
3. **I called to talk to my friend, yet his phone was broken.**

Independent Application

Have students work in pairs or independently. Hand out the activity sheet from the end of this lesson, and review the directions with students.

say *Now you are going to find signal words in sentences and replace them with another signal word from the same category so that the meaning of the sentence does not change. Look carefully at all of the signal words in the lists at the top of the page. You will see the ones we just covered, in addition to more signal words.*

Wrap-up

Check students' understanding.

say *What did we learn about today?* (Addition and Contrast signal words) *What does a signal word indicate?* (Signal words tell us about the relationship between parts of a sentence. Addition signals tell us that more information is being added, and Contrast signals tell us that something unexpected will follow.)

Use students' responses to guide your choice of activities in the Adaptations section below.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Use only the Addition signal words. Provide sentences in which students must identify the signal word, name its category, and state what information has been added to the sentence.

Example: **The child fell, and he cried.**

FOR STUDENTS READY TO MOVE ON

Option 1: Provide partial sentences that students must complete by adding information after a signal word. Then, have them identify the type of signal word (Addition or Contrast).

I thought I was late for school, but ____.

Type of signal word: _____

Option 2: Choose a page from a book students are reading that has examples of signal words. Have students find the signal words. Then, challenge students to substitute another signal word from the same category.

Additional Categories and Examples of Signal Words:

Time: currently, while, as, now, initially, at first, later, subsequently

Comparison: similarly, likewise, also, in the same way, as well, too

Example: for example, for instance, such as, in particular, specifically, primarily, remarkably, notably

Summary: in brief, in short, to sum up, in summary, in the end, ultimately, before long, eventually

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display a list of common signal words, grouped by category. Encourage students to refer to the list during class discussions.
- Use "think-alouds" to model how students can identify signal words in a variety of classroom contexts (e.g., discussing science concepts, explaining homework assignments, talking about after-school activities).

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.®

Read each sentence and underline the signal word. Decide what type of signal word is being used. Find and circle another signal word from the three choices that could be substituted in the sentence and mean basically the same thing.

Addition Signal Words		
and	as well as	additionally
plus	along with	furthermore
also	in addition to	moreover

Contrast Signal Words		
but	although	however
yet	though	in contrast
except	instead	on the other hand

1 At the clothing sale, my aunt bought me new pants, shirts, a pair of shoes, and a jacket.

plus | **although** | **however**

2 Everyone caught the flu but me.

furthermore | **except** | **on the other hand**

3 At the concert, I could not see the singer but I could hear him.

although | **additionally** | **along with**

4 I wanted the bright red shirt; however, my father bought me the plain white one.

but | **moreover** | **in addition to**

5 We carried large backpacks as well as heavy suitcases.

in addition to | **but** | **furthermore**

6 The teacher said, "I want you to finish the outlines for your research paper; furthermore, the rough drafts are due next week."

instead | **also** | **on the contrary**

7 In addition to finishing my homework, I am listening to music.

except | **however** | **along with**

8 All the band members except Carlos marched in the parade.

furthermore | **but** | **although**

9 The movie was fun to watch; moreover, it had a great message.

in contrast | **plus** | **on the other hand**

10 The dogs squeezed into the car along with all the kids.

instead | **though** | **as well as**

Description

This lesson is designed to help students read with expression, conveying meaning with their voice. The general term prosody includes the elements of pitch, stress, and phrasing that make for expressive reading. Prosody makes reading sound like spoken language. By listening to good models and practicing with varied texts, students make the necessary links between prosody and meaning that define fluent readers.

TEACHER TIPS

The following steps show a lesson with short texts for students to listen to or read. If necessary, substitute simpler or more complex examples from students' own independent-level reading.

During discussions, remind students to listen to others, take turns, and speak in complete sentences.

PREPARATION/MATERIALS

- A copy of the Sample Passage at the end of this lesson (for display)
- Copies of Practice Passages 1-3 at the end of this lesson (for students)

Direct Instruction

say *Today we are going to talk about reading with expression. When we read aloud, we try to use our voice to show what the author means. This helps us to think about the meaning of what we're reading as we read it.*

Display or distribute the Sample Passage at the end of the lesson with sentences grouped as indicated below.

Tell students to listen as you read the first part of the story aloud and to think about how you can improve your reading. Use a robot-like monotone to read the following sentences.

Tyrese glanced around the school yard, looking for his friend Fabio. The boys were going to do a research project together, and Tyrese was eager to choose a topic. Finally, he saw Fabio sitting on the grass, so he hurried over.

That sounded strange and hard to understand. I was not varying the pitch of my voice. A person's voice naturally changes when speaking, so a reader's voice should also vary.

Reread the sentences naturally, varying the pitch and stressing the important words, such as **looking**, **together**, **topic**, **hurried**.

The sentences make more sense when my voice rises and falls naturally. I also show meaning by giving the most important words more stress. I say them a little more strongly than the other words. Let's listen to the next part of the story.

As you read this part aloud, show a variety of inaccurate phrasings: read word-by-word, pause after two-word phrases, pause in the middle of meaningful chunks, and ignore punctuation.

"Hi, Fabio!" Tyrese said. "Are you ready to plan our project?"
Fabio didn't answer. He was crouched down close to the ground, squinting at something.

Fluent readers group words that belong together and pause between the groups. Sometimes there is a comma to indicate a slight pause, but at other times it's the meaning that indicates the need for a slight pause. End marks, such as exclamation points or question marks, always indicate a slightly longer pause.

Reread the segment. As you read it aloud, add single slashes at points where you pause very briefly. Add double slashes to signal a slightly longer pause at an end mark. For example:

"Hi, / Fabio!" / Tyrese said. // "Are you ready to plan our project?"//
Fabio didn't answer. // He was crouched down / close to the ground, / squinting at something. //

Guided Practice

Have students reread the coded sentence.

say *Let's read these sentences again together. We'll make a very short pause at the single slashes and a slightly longer pause at the double slashes that come at the end of a sentence.*

After students read the segment with you, mark the rest of the story to model appropriate phrasing, and practice reading it together.

"Look at these ants!" / said Fabio. // "I dropped my cookie, / and now they're carrying it away / in pieces! // How do they work together so well / as a team? // How do they communicate?" //

"I don't know," / said Tyrese. // "But I have an idea / for the topic / of our research project!" //

Discuss the following strategies and features as appropriate with given text. List these on the board if needed.

- End marks indicate a pause at the end of a sentence.
- Commas indicate a slight pause within a sentence.
- Quotation marks often indicate words spoken by a character in the story.

Draw students' attention to punctuation marks in the displayed passage. Have students identify each end mark and comma. Review that each punctuation mark signals a pause. Reread a sentence ending with each kind of end mark, telling students to listen to how your voice changes depending on the end mark. To make a statement, it goes down; to show strong feelings, it is more intense. Have students read selected sentences aloud to show these purposes.

Reread sentences with commas, focusing attention on the shorter pause.

Point out the punctuation signaling dialogue: quotation marks, commas, and end marks. Support students as they take turns reading aloud the dialogue to show how the characters and narrator sound.

Independent Application

Review the behaviors for students to focus on.

say *As we read, we think about how to sound like someone speaking naturally and how to show what the author means. We make our voice rise and fall, we stress some words more than others, and we group words in ways that make sense. In order to do this, we often use punctuation as a guide.*

Have students work in pairs. Distribute the passages found at the end of this lesson. Give students time to read each item silently and to ask for any help with decoding.

Use your voice to show what the sentences mean. Use the strategies we have discussed, paying close attention to punctuation and meaningful word groups. You may want to add slashes to help you remember to pause.

Have students read the passages aloud to each other. Encourage them to reread as many times as necessary to give an expressive oral reading.

Wrap-up

Check students' understanding. Choose two sentences from a text, that students are reading independently. Give a halting, dysfluent oral reading, and ask students to play the role of teacher and show you how to read the sentences to express meaning.

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: To develop a better sense of how punctuation affects their prosody, create "mini sentences" using three to four letters from the alphabet with a variety of punctuation marks. For example, *Abc. Def! Ghij? Klm, nop.*

Option 2: When students are ready to move into text, be sure the text contains words that are easily identified as well as simple sentence structures.

Echo Reading is a method for modeling fluent oral reading that students can imitate. Display the text so that students can follow along as you read aloud one or two sentences at a time. Have them repeat the text as they run their finger under it.

Option 3: Help students develop sensitivity to changes in stress. Display one sentence at a time and stress different words in it. Talk about how the meaning changes as one word is spoken more strongly than the others. For example,

- **I** want that apple.
  (The apple is for me.)
- I **want** that apple.
  (I really, really want it.)
- I want **that** apple.
  (I want that one, not a different one.)
- I want that **apple**.
  (I want the apple, not something else.)

FOR STUDENTS READY TO MOVE ON

Option 1: Provide extended practice with both narrative and informational text, and have students use their voices to show meaning. Remind students of the following strategies. Have them work with a partner.

- When reading a story, imagine how the character probably feels. Try to express that feeling as you say the character's words.
- When reading information, imagine that the author is speaking. Try to use your voice to sound like an author explaining ideas clearly.

Option 2: Have students identify end marks, dialogue, and punctuation in their own independent reading. Ask them to explain what those features guide readers to do. Select short passages for them to rehearse to express meaning with appropriate pitch, stress, and phrasing. These can be read aloud or "performed" in front of a group or with a partner.

Sample Passage

Tyrese glanced around the school yard, looking for his friend Fabio. The boys were going to do a research project together, and Tyrese was eager to choose a topic. Finally, he saw Fabio sitting on the grass, so he hurried over.

"Hi, Fabio!" Tyrese said. "Are you ready to plan our project?"

Fabio didn't answer. He was crouched down close to the ground, squinting at something.

"Look at these ants!" said Fabio. "I dropped my cookie, and now they're carrying it away in pieces! How do they work together so well as a team? How do they communicate?"

"I don't know," said Tyrese. "But I have an idea for the topic of our research project!"

PASSAGE 1

"Oops, we forgot to add the sugar," Mara told her sister. "Hurry, and fill this cup to the three-quarters mark."

Mara and Vonnie were baking banana muffins as a surprise for their mother.

"Where's the sugar?" asked Vonnie.

"Over there somewhere," Mara answered, pointing to the counter.

"Here's three-quarters of a cup," said Vonnie as she added the sugar to the bowl of ingredients. At least, she thought it was sugar, but it was actually salt.

When their mother came home, she saw the freshly baked muffins. "Oh, how wonderful and thoughtful of you!" she told the girls.

"Have one!" said the sisters with excitement.

Their mother took a bite of a muffin. "Mmmm," she said at first. She chewed very slowly. "Hmmm," she said next. "Have you tasted these?" she asked.

PASSAGE 2

Do you want to know what makes an athlete great? Then learn about the life of Wilma Rudolph. Rudolph set world records in short distance races, or sprints. At the 1960 Olympic Games, Rudolph won two gold medals in sprinting. She won another gold medal as part of the United States relay team. Wilma Rudolph was not just one of the fastest runners in the world. She was also famous for running with beauty and grace. It's hard to believe that this amazing athlete was once unable to walk!

At the age of four, Rudolph became ill with polio. The disease caused her muscles to weaken. With years of effort, she regained her ability to walk. Then she began running. By the time she was sixteen, Rudolph was competing in the Olympic Games. Wilma Rudolph was truly a great athlete.

PASSAGE 3

What are the biggest living things on Earth? Here's a hint: They are also among the oldest living things. Here's another hint: Their trunks grow larger every year. Did you guess that the biggest living things are trees?

If you want to see the biggest tree in the world, visit Sequoia National Park in California. Many tourists come to gaze with astonishment at the giant sequoia known as the General Sherman Tree. They take photos of themselves against its massive trunk. The General Sherman Tree is called the world's largest because it has more wood in it than any other tree. But it and other giant sequoias are not the tallest trees.

The tallest trees in the world are also sequoias. They're called coast redwoods. Like giant sequoias, they live in California. The tallest coast redwood is taller than a 25-story skyscraper!

Description

This lesson is designed to help students understand and identify subtle differences in meaning among related words. As students work with shades of meaning that involve degree (such as **cool**, **cold**, and **frigid**), they begin to understand that words can be similar in their literal meanings (denotations) but also have differences in their implied meanings (connotations).

TEACHER TIPS

To fully understand shades of meaning, students should have a good grasp of synonyms and antonyms. Use the Warm-Up to determine students' understanding of these concepts. For students who struggle, refer to the *Synonyms* and *Antonyms* Lexia Lessons (Level 11).

Another important aspect of this lesson is the ability to sort words into categories. Students need to understand how certain words fit in the same category and identify a word that doesn't fit. For students who struggle, refer to the *CVC Word Categories* Lexia Lesson (Levels 6 and 9).

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

- Index cards to create word cards for Guided Practice (word list included)
- Copies of the included word strips (for each student). The numbers in the upper-left corners can be used to keep related words together.

Warm-up

say *I'm going to name pairs of words. Some pairs are synonyms. Synonyms are words that have the same meaning, like **cold** and **chilly**. Some pairs are antonyms. Antonyms are words that have opposite meanings, like **cold** and **hot**. I'm going to say some pairs of words. Do thumbs-up if the words have the same meaning. Do thumbs-down if the words are opposites.*

Pairs to use: **leap/jump**, **big/little**, **light/heavy**, **quick/fast**, **wet/dry**, **gift/present**, **forget/remember**, **loud/noisy**

Use student responses to determine whether you move on to Direct Instruction or provide additional instruction using other Lexia Lessons as described in the Teacher Tips.

Direct Instruction

say *Today we are going to learn about "shades of meaning." Some words have meanings that are similar but also slightly different. These words are related to the same concept, but they describe different degrees or levels of that concept. We call those differences "shades of meaning."*

Write the word **warm** on the board.

*This word is connected to temperature and heat. A summer day can be **warm**.*

Write the word **hot** on the board.

*This word is also connected to temperature and heat. A summer day can be **hot**. We can use both **warm** and **hot** to describe the temperature, but a hot day feels different from a warm day. The word **hot** describes a higher temperature than the word **warm**. So we can say that **hot** and **warm** show shades of meaning.*

Write the word **boiling** on the board.

*This word is connected to temperature and heat, too. If we described a summer day as **boiling**, we would be saying that the temperature is even higher than it is on a hot day!*

Draw arrows from **warm** to **hot** and from **hot** to **boiling**.

*These words are all connected to temperature and heat. In that way, they are similar. But each one has more heat than the last. In that way, they are slightly different. So **warm**, **hot**, and **boiling** all show shades of meaning related to temperature.*

Guided Practice

say *Now let's work together to figure out how other sets of words show shades of meaning. Each set contains three words.*

Write these words in this order: **angry** / **annoyed** / **furious**. Read the words aloud.

Think how you feel when you're angry . . . annoyed . . . or furious. Are you happy? (no) *Are you sad?* (no) *How do you feel?* (mad)

*All of these words describe the concept **mad**. Let's put them in order, from the least mad to the most mad.*

Have students direct you how to list the three words **annoyed**, **angry**, **furious**. If necessary, prompt the students with these questions.

Which word means "kind of mad"? (annoyed) *Which word means "very, very mad"?* (furious) *These words are all connected to the emotion of feeling mad. **Annoyed**, **angry**, and **furious** all show shades of meaning related to feeling mad.*

If students need more practice before moving on to Independent Application, follow a similar procedure using the word sets below (display words in the order shown here).

- **howl** / **sob** / **whimper** (all crying sounds; arrange from quietest to loudest)
- **street** / **path** / **highway** (all types of roads; arrange from smallest to biggest)
- **mat** / **rug** / **carpet** (all floor coverings; arrange from smallest to largest)
- **sometimes** / **often** / **always** (all about frequency; arrange from least to most)

Independent Application

Have students work independently or in pairs. Make copies and cut apart the words from strips 1-5 at the end of this lesson. Give students each a full set of words.

Have students put the words in each set into order according to their shades of meaning. Allow students to share their answers and explain to the group how they determined the correct order.

Encourage students to use complete sentences and the term "shades of meaning" in their explanations.

As a group, work with students to identify the relationship among the three words in each set, and discuss how the shades of meaning relate to a single concept.

Note: Students may order the words from either least to most or most to least – you can use this as an opportunity to discuss the concept of a continuum, keeping in mind that either order can be correct.

Wrap-up

Check students' understanding. Display these three words: **urge**, **encourage**, **suggest**. Have students read the words and explain how they are related (e.g., getting someone to do something). See if students can arrange these three words from least to most emphatic (suggest, encourage, urge).

Use students' responses to guide your choice of activities in the Adaptations section below. To give students additional practice with shades of meaning that involve degree or to extend the lesson, see the Differences in Degrees word lists at the end of this lesson.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Cut apart and display the words from any set of word strips at the end of this lesson.

- Read each word to students and discuss the meaning.
- Tell students what concept the three words are related to.
- Have students work with either "least" or "most" by asking them to identify which word describes either end of the spectrum.
- Follow up by having students work from that starting point to identify which word would come next in their order and, finally, which word would complete the continuum of the shades of meaning.
- Reinforce by using examples or acting out the words to show the subtle differences in meaning.

FOR STUDENTS READY TO MOVE ON

Option 1: Have students brainstorm other words that could be added to the groups of three related words in word strips 1-5.

Option 2: Have students use the Differences in Degrees word lists at the end of the lesson to write short stories or essays to demonstrate different connotations of a concept.

Option 3: Provide students with a list of negative and positive words. Suggested words: **nosy**/**curious**, **reckless**/**daring**, **cramped**/**cozy**, **hasty**/**quick**, **tricky**/**clever**

Explain that these words have similar meanings (denotations) but different implied meanings (connotations). One of the words has a positive sense (compliment); the other word has a negative sense (insult).

For each pair, have students put minus sign (–) next to the negative word and a plus sign (+) next to the positive word. Have students discuss their work, perhaps coming up with context sentences using each word and talking about how the two sentences are different.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Provide students with written, oral, and visual representations of words to reinforce pronunciation and meaning. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Students whose native language is not English may not have as many opportunities to learn vocabulary indirectly, so explicit instruction is especially important. Use word walls, cognates, dictionaries, word maps, drawing, comparing, contrasting, and reviewing to teach and reinforce new vocabulary.

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.®

Differences in Degree

Least	Middle	Most	How Words Are Related
rest	doze	slumber	degrees of sleep
strict	harsh	cruel	tone while enforcing rules
drizzle	shower	downpour	amount of rainfall
suggest	direct	command	degree of direction
tired	weary	exhausted	degree of exhaustion
yelp	scream	shriek	loudness of a yell
clever	smart	brilliant	degrees of intelligence
run	rush	race	speed of movement
task	project	career	amount of time spent working
like	love	adore	levels of affection
quarrel	conflict	war	degree of disagreement
unusual	strange	bizarre	degree of oddness
sliver	chip	chunk	size of pieces
amuse	delight	enchant	degree of pleasure
some	enough	lots	amount of something
startled	frightened	shocked	degree of surprise
safe	risky	dangerous	level of danger

1 fib	1 lie	1 whopper
2 snack	2 meal	2 feast
3 nervous	3 alarmed	3 terrified
4 whisper	4 talk	4 shout
5 frown	5 smile	5 grin

Description

This lesson is designed to help students identify and understand cause and effect relationships in their reading. This lesson focuses on both explicit relationships, which use signal words (e.g., *because, since, so, therefore*) to indicate the relationship between two events, as well as implicit relationships that require the reader to infer a cause and effect relationship. Cause and effect relationships are common in both fiction and nonfiction, and strategic readers can identify these relationships while reading.

TEACHER TIPS

You can adapt and use this lesson with students of various ages and reading levels by using cause and effect relationships from students' classroom reading material (history and science texts are good sources) and from fictional texts that students have read.

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 Cause-Effect Chart at the end of the lesson (for display and for students)
- Copies of the sentence sets at the end of this lesson (for students)

Direct Instruction

Display the words **cause** and **effect**.

say *Today we're going to learn about cause and effect relationships in our reading. The **cause** is the reason that something happened. The **effect** is the result of what happened. I will show you an example of cause and effect.*

Turn the classroom lights off.

I turned off the lights and the room got dark. What was the reason that the room got dark? I turned off the lights. What happened because I turned off the lights? The room got dark. So, the cause was turning off the lights. And the effect was that the room got dark.

Display the Cause-Effect Chart. In the Cause box, write this sentence and read it aloud to students: **I turned off the light.** In the Effect box, write this sentence and read it aloud to students: **The room got dark.**

These two sentences show a cause and effect relationship.

Point to each sentence.

This is the cause. This is the effect. We come across many cause and effect relationships when we read. Understanding how they work helps us understand and remember what we read.

Sometimes certain words are used to help you see that one event causes another event to happen. The writer uses these words to signal the reader to look for a cause and effect relationship.

Display the following Signal Words Chart.

Signal Words	
Cause	**Effect**
since	so
because	as a result
if ... then	consequently

Point to the first column.

Here are some words that a writer might use to signal a cause.

Read the words **since**, **because**, and **if ... then**. Refer to the sentences that you wrote in the Cause-Effect Chart.

Let's use these cause signal words first and combine the two sentences to show a cause and effect relationship.

Write these sentences on the first three lines in the chart:

Since I turned off the light, the room got dark.
The room got dark because I turned off the light.
If I turn off the light, then the room will get dark.

Read the sentences, and underline or highlight the signal word in each. Point to the second part of the second sentence, and write the number 1 above it.

First, I turned off the light, and second, the room got dark.

Write a 2 above the first part of the sentence.

Did you notice that in the second sentence, the cause came after the effect? In the other two sentences the cause came before the effect.

Write the numbers 1 and 2 above the first and second parts of the other two sentences to illustrate.

Follow the same procedure for introducing the signal words for effects, writing these sentences in the chart. Note the use of a comma, a period, or a semicolon after the first clause.

I turned off the light, so the room got darker.
I turned off the light. As a result, the room got darker.
I turned off the light; consequently, the room got darker.

Writers don't always use signal words. They expect the reader to understand that one thing caused another to happen.

Write these sentences on the last lines in the chart, and read them together:

I turned off the light. The room got darker.

These two sentences show a cause and effect relationship — but there are no signal words to give us a clue. We have to pay attention when we read and always think about how the ideas in sentences go together.

Guided Practice

Keep the Signal Words Chart displayed. Give each student a blank Cause-Effect Chart and a copy of the sentence sets (cut apart).

say *Let's work together to identify the causes and effects in some sentences. Remember our class discussion rules to listen to others, take turns, and speak in complete sentences.*

Display the two sentences from Sentence Set 1 **(Workers are repairing the road. Drivers must find a detour.)** Read the sentences together.

One of these sentences is the cause and the other is the effect. Let's start by figuring out which one is the cause.

Point to **Drivers must find a detour.**

Did the need for the drivers to find a detour cause the workers to repair the road? Does that make sense? (no)

Point to **Workers are repairing the road.**

Did the workers repairing the road cause the drivers to need to find a detour? (yes) *So, what sentence is the cause?* (Workers are repairing the road.) *And what is the effect?* (Drivers must find a detour.)

Have students fill in the chart by placing each sentence strip into the correct box. Refer to the Signal Words Chart again.

Let's try rewriting these sentences with signal words.

Have students take turns using each signal word with the displayed sentence set. Ask students to select a signal word, and then discuss how to use it with the two sentences to show cause and effect. After you create sentences together, have students write them on the lines below the boxes in the Cause-Effect Chart.

Possibilities:

(Because/Since) workers are repairing the road, drivers must find a detour.
Drivers must find a detour (because/since) workers are repairing the road.
If workers are repairing the road, then drivers must find a detour.
Workers are repairing the road, (so/consequently) drivers must find a detour.
Workers are repairing the road. As a result, drivers must find a detour.

If students need additional practice before moving to Independent Application, you can use the additional sample sentences and repeat the above procedure. You may also choose to provide text selections from classroom reading material at their independent reading level.

Independent Application

Keep the Signal Words Chart displayed. Have students work in pairs or independently. Give students a copy of the Cause-Effect Chart and sentence sets not used in Guided Practice.

say *One of these events caused the other to happen. Think about which sentence is the cause and which sentence is the effect. Then put each sentence in the correct box.*

Circulate and make sure students have chosen correctly. If students are unsure or have chosen incorrectly, pose each possibility and ask which makes sense. For example,

Did the brown and dry grasslands cause there to be little rain this year? Or did little rain this year cause the grasslands to be brown and dry?

Then, give student pairs one of the signal words to use, and direct them to rewrite the two sentences using this signal word. Again, circulate to make sure students are using the signal words correctly. Remind students to ask each other clarifying questions if needed.

Follow the same procedure with additional sentence sets as needed. When students are done, have them take turns reading their rewritten sentences aloud. Have students identify the signal word and the cause and effect for each set.

Wrap-up

Check students' understanding. Display these numbered sentences, without underlining:

1. Lin got wet because she went out in the rain.
2. Glen was thirsty, so he drank some water.
3. I missed the bus. I was late for school.

Have students identify the cause (underlined above) and the effect in each numbered item. Then have them look for and identify any signal words (**because** in Sentence 1 and **so** in Sentence 2).

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Write or display **Cause ➡ Effect**

To help students understand the concept of a cause and an effect, ask a series of what-would-happen-if questions. Each time, restate the cause (and point to the word "cause") and identify students' answer as the effect (while pointing to the word "effect".)

Possible questions with answers:

- What would happen if I forgot to eat lunch? (You would be hungry).
- What would happen if I went out in the rain with no umbrella? (You would get wet.)
- What would happen if I jumped in a mud puddle? (You would get muddy/dirty.)
- What would happen if I stayed up all night? (You would be sleepy.)

After completing this, revisit the lesson with students.

FOR STUDENTS READY TO MOVE ON

Option 1: Make two variations to the Cause-Effect Chart at the end of this lesson:

(1) One box labeled Cause and three arrows going from this box to three Effect boxes.

(2) Three boxes labeled Cause with three arrows pointing to one Effect box.

Point out to students that one cause can make more than one thing happen.

Display these sentences: **There was a loud crash of thunder. Dad put his hands over his ears, the dog ran under the bed, and Lee screamed.**

Display the first chart variation (1) and fill it out with students.

Then point out that several causes may create one effect. Use the procedure above and the second chart variation (2) with these sentences: **All her friends came, they all had fun, and her birthday cake was great. Beth thought this was the best birthday ever!**

Option 2: Direct students to look for cause and effect relationships in classroom story books and textbooks. Have them copy the sentence(s) on a piece of paper. After five or ten minutes, ask them to share the sentences they have found. Listeners should identify the cause, the effect, and any signal word used.

FOR STUDENTS READY TO MOVE ON

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow 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 cause is…

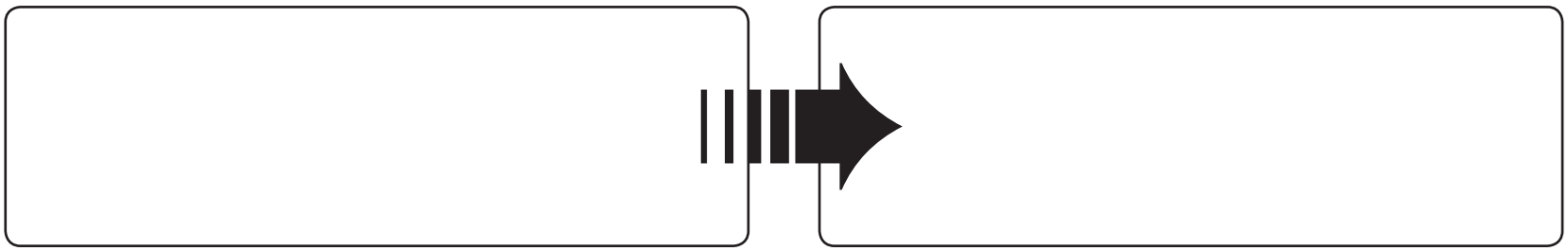
  The effect is...

  I noticed these signal words...

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.®

Cause-Effect Chart



1 Workers are repairing the road.	1 Drivers must find a detour.
2 The grasslands are brown and dry.	2 There has been little rain this year.
3 Explorers sailed to unknown lands.	3 Different cultures met for the first time.
4 A peace treaty was signed.	4 The soldiers went home to their families.
5 The wind blew furiously.	5 Trees fell on rooftops.
6 The summer was especially dry.	6 The corn harvest was reduced.

Description

This lesson is designed to help students identify the main idea(s) of an informational text and distinguish it from supporting details. As students think about how informational text is structured, they become more strategic readers and are equipped to understand and remember what they read.

TEACHER TIPS

The following steps show a lesson in which the main idea is directly stated at the beginning of a paragraph. You can adapt and use this lesson with passages that are better suited to older students. Depending on the skills of your students, you may want to expand the lesson to informational paragraphs in which the main idea is not at the beginning or is implied rather than stated as a sentence.

You may also want to include additional multi-paragraph essays to introduce the concept of more than one main idea in a text and how each must be supported by key details. Text structure maps for single paragraph and multi-paragraph material, as well as a sample multi-paragraph essay, can be found 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 the Text Structure Map (for display and for students)
- A copy of Passages 1 and 2 (for display)
- Copies of Passage 3 (for students)

Direct Instruction

say *Today we are going to learn how to identify the main idea in informational text, as well as the key details. The most important idea in a passage is the main idea. The key details are pieces of information that tell us more about the main idea. It is important to understand how the details support and explain the main idea.*

Display a blank Text Structure Map.

When we read informational text, we think about what the author is telling us, and we also think about how the author has structured the passage. This is a Text Structure Map.. I am going to read a passage, and then I'll show you how we fill it out.

Display Passage 1 and have students follow along as you read it out loud. When you are done, display the blank Text Structure Map.

Now I'm going to fill in the Text Structure Map for the passage we just read. When we read informational text, we ask ourselves two questions to make sure we understand what we're reading.

1. What is the main idea of the passage?

2. What details support and explain the main idea?

To fill out the Main Idea box, I need to think about the most important idea in the paragraph.

- *Is the paragraph mainly about different species of falcons?* (No, it's also about how they look and how they catch prey.)
- *Is it mainly about how we like to watch them fly?* (No, there is no information about what we like.)
- *Is it mainly about how falcons speed and power help them catch prey?* (yes) *In this passage, the main idea can be found in the first sentence: "Falcons are fast and powerful birds of prey."*

Copy the first sentence of Passage 1 into the Main Idea box.

Key details in informational texts support and explain the main idea. These details are the evidence that an author gives to show the main idea.

Reread the sentences that tell about the falcons, and write a detail in each box in the Text Structure Map.

- Detail 1: **body designed for catching prey–hooked bill, sharp eyesight, wing shape, and sharp talons**
- Detail 2: **prey on birds by diving at great speed through the air–dive is called a stoop**
- Detail 3: **peregrine's stoop makes it fastest animal in the world**

Guided Practice

Display Passage 2. Ask a student to read the passage out loud while the other students follow along. Then display a blank Text Structure Map.

say *We're going to work together to fill in the Text Structure Map for this passage.*

Work on one section of the Text Structure 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 Text Structure Map. Use these prompts to help students determine the main idea and important details:

What do we need to ask ourselves to find the main idea? (What is this passage mostly about?)

Which sentence in this passage states the main idea? (Ancient Chinese inventors had a big impact on the world.)

What should we write about in the three Detail boxes? What are the key details, or evidence that supports and explains the main idea?

- Detail 1: **developed methods of unwinding strong silk fibers from moths' cocoons–created desire for valuable silk fabric that connected Asia and Europe in trade**
- Detail 2: **created glasslike, decorated ceramic called porcelain–today called china and used all over the world**
- Detail 3: **figured out art of making paper from plant fibers–spread to Arabs and then Europeans**

These key details explain what the inventions were and how they had an impact on the world.

Independent Application

Divide students into pairs. Give each pair a blank Text Structure Map and a copy of Passage 3. Have the students read the passage together. Then have students work to fill in a Text Structure Map for this passage. Possible responses include the following:

Main Idea box: **If a drill could reach to the center of planet Earth, it would pass through varied layers.**

- Detail 1: **crust—outermost layer includes landforms and ocean floor (the thinnest)**
- Detail 2: **mantle—middle layer increases in heat and pressure until rock flows like a slow liquid (much thicker)**
- Detail 3: **core—outer core is liquid and inner core is solid iron**

These key details explain *what* the layers of the planet Earth are.

Circulate as students work, providing help, prompting, and guidance as needed. When students are done, have each pair present their completed Text Structure Map.

Wrap-up

Check students' understanding.

say *When we read informational text, we ask ourselves two questions to make sure we understand what we're reading. What are the two questions we ask ourselves?* (What is the main idea of the passage? What evidence or key details support and explain the main idea?)

Display these sentences and have students read them: **The largest hammerhead shark is called the great hammerhead. Different kinds of hammerhead sharks swim in the sea.**

Which sentence is more likely to be the main idea of the paragraph? (Different kinds of hammerhead sharks swim in the sea.) *Why do you think that?* (The other sentence gives a detail about one kind of hammerhead shark.)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Develop Main Idea sentences for students. For example,

- Some classes in our school have pets.
- There are many things to do at recess.
- You can get different kinds of food in the cafeteria.

Have students come up with details or evidence that could support that main idea in a passage, and assist students in putting this information into the Text Structure Map. Use prompts if needed to scaffold student responses.

FOR STUDENTS READY TO MOVE ON

Encyclopedia articles (both print and online) are often written with main-idea/supporting-details text structures. Use students' own interests to suggest possible topics to explore, and suggest articles or sites written for intermediate-level students. You can also use the multi-paragraph passage, "Imaginary Lines," at the end of this lesson.

1. Distribute a copy of the Text Structure Map, and discuss the concept of a general topic in multi-paragraph texts.
2. Brainstorm topics of interest with students, and have them choose one.
3. Students should find an article on their topic to read independently or with support.
4. Have students fill in the Text Structure Map beginning with their topic of choice.
5. Point out a paragraph or section and ask, "What is this section mainly about?" Talk about any headings or sentences that signal the main idea.
6. Take turns finding evidence in the text (facts and examples) that support the main idea.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *talons, pulp, volume, sphere*). 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 (birds of prey, maps and globes).
- 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 most important idea is…

  A detail that supports the main idea is…

  This evidence 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 Structure Map

MAIN IDEA

DETAIL 1

DETAIL 2

DETAIL 3

This Advanced Text Structure Map can be adjusted depending on the number of paragraphs in a selection and the number of details within a paragraph.

Advanced Text Structure Map

TOPIC		
MAIN IDEA (PARAGRAPH 1)	**MAIN IDEA** (PARAGRAPH 2)	**MAIN IDEA** (PARAGRAPH 3)
DETAIL 1	**DETAIL 1**	**DETAIL 1**
DETAIL 2	**DETAIL 2**	**DETAIL 2**
DETAIL 3	**DETAIL 3**	**DETAIL 3**

PASSAGE 1

Falcons are fast and powerful birds of prey. The family of falcons includes more than fifty species found throughout the world. Among them are the large gyrfalcon of the Arctic and the small kestrels of Europe, Africa, Asia, and the Americas. Falcons have hooked bills and feet with sharp talons. They have amazingly sharp eyesight. Their wings are long and pointed, designed for speed. Many falcons prey on birds. A high-flying falcon spots a bird in the air below and turns downward. It folds its wings back and goes into a dive, called a stoop. It speeds toward its flying prey and uses its powerful feet to strike the bird. Then it carries the bird off in its sharp talons. The peregrine falcon has a stoop that has been clocked at more than 200 miles per hour. The peregrine's breathtaking stoop makes it not just the fastest bird, but the fastest animal in the world.

PASSAGE 2

Ancient Chinese inventors had a big impact on the world. Thousands of years ago, they developed methods of unwinding the strong silk fibers from moths' cocoons. They used the fibers to make threads and then wove beautiful fabric. Silk fabric became highly prized by wealthy people in other parts of the world. The desire for silk led to ancient trading networks that connected Asia and Europe for centuries. Another Chinese invention was the glasslike, decorated ceramic called porcelain. (A ceramic is made from fired clay.) To make porcelain, Chinese potters found ways to combine a pure white clay with a mineral powder. They fired it at extreme temperatures. Like silk, porcelain objects were treasured by wealthy people. To this day, porcelain dishes are commonly called china. More than two thousand years ago, Chinese inventors figured out how to pound plant fibers into a pulp to create a flat material. The material was the first paper. The art of papermaking then spread to Arabs and later to Europeans.

PASSAGE 3

If a drill could reach to the center of planet Earth, it would pass through varied layers. The outermost layer of our planet is called the crust. All landforms and the ocean floor are part of the crust. The average thickness of the crust is 19 miles (30 km). No drill can drill that deep! Yet the crust is Earth's thinnest layer, making up only 1 percent of Earth's volume. Below the crust is the mantle, which takes up 84 percent of Earth's volume. Heat and pressure increase from the upper to lower sections of the mantle. At temperatures above 2,400 degrees Fahrenheit (1,300 degrees Celsius), the mantle rock flows like slow-moving liquid. It is much hotter deeper inside Earth, at the core. Earth's core is divided into the outer core and inner core. Scientists have studied earthquake waves and other evidence to determine that the outer core is liquid and the inner core is solid iron.

MULTI-PARAGRAPH PASSAGE

Imaginary Lines

A globe is a sphere that represents planet Earth. If you place a finger anywhere on a globe, you are at a particular location. To think about locations on planet Earth, we imagine lines on it.

Some imaginary lines stretch between the North and South poles. They are called lines of longitude. If we travel east or west, we cross lines of longitude. Each is labeled in degrees. By international agreement, the line labeled zero degrees runs through Greenwich, England. It is called the prime meridian. Sailors and pilots use lines of longitude to determine how many degrees east or west of the prime meridian they are located.

Time zones are also based on lines of longitude. Starting at the prime meridian, each of 12 time zones to the east is one hour later than the one before. Each of 12 time zones to the west is one hour earlier. The time zones meet at an imaginary line halfway around the globe from Greenwich, England. That line is called the International Date Line. (It zigzags around islands and other land masses.) The date to the west of that line is one day later than the date to the east. When we cross that imaginary line, it suddenly becomes one day earlier or later!

Other imaginary lines on planet Earth are called lines of latitude. These are the horizontal circles that divide Earth into northern and southern zones. The largest circle divides Earth in half, into a northern hemisphere and a southern hemisphere. This line of latitude is called the equator and is labeled zero degrees. The North Pole is at 90 degrees north latitude; the South Pole is at 90 degrees south.

Any location on Earth can be pinpointed in degrees latitude and longitude. Are you living north or south of the equator? Are you living east or west of the prime meridian? What is your location?

Description

This lesson is designed to help students determine when a text involves persuasive writing and identify the author's position, or what the author is trying to persuade the reader to think or do. As they engage in lesson activities, students learn to distinguish fact from opinion and form their own judgments. Students are also better able to determine whether or not a source is credible.

TEACHER TIPS

Because identifying an author's position in persuasive writing and distinguishing fact from opinion involve inferential thinking, you may also want to reference the Lexia Lesson on *Drawing Inferences and Conclusions*.

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

- Find a film advertisement with short testimonials and/or persuasive language and with good graphics (for display and for students).
- Copies of the Persuasive Text Chart at the end of this lesson (for display and for students)
- Copies of the two opinion essays at the end of this lesson (for students)

Direct Instruction

Display the film advertisement.

say *Today we are going to work on identifying authors' positions in the text that we read. Many times, when authors want us to feel or think a certain way, they write text that is meant to persuade us. We need to read carefully to determine what is a fact and what is the author's opinion.*

This is a film ad. You may have seen it or others like it. The purpose of this ad is to make you want to see this film. The ad uses things like dramatic graphics, enthusiastic comments from reviewers, an interesting title, and the names of popular stars to persuade us that we should see this film.

Some of the information in this ad is based on facts. Facts are statements that can be proved to be true.

Point to the film title, stars, and credits.

This is the real name of the film, these are the actual stars in the film, and these are the actual people who helped make this film. These are facts.

Point to various comments in the ad, and read some of them aloud.

These are not facts. These are the opinions of some reviewers. The people who want you to see the film only included comments from reviewers that are positive, not the comments from reviewers who didn't like the film. Some reviewers probably didn't like it. No one person is wrong or right; they just have different opinions.

This film ad wants to persuade people to see the film. Authors sometimes try to persuade people, too. They write opinion essays, reviews, persuasive letters, and speeches. They write to persuade readers to do something or think a certain way. When we read this kind of writing, we can agree or disagree with the author based on the facts and our own opinions. Here is a way to understand persuasive text.

Display the Persuasive Text Chart, and go over the sections with students.

Make sure these points are made:

- **Author's Position:** Knowing what the author is trying to persuade a reader to do or think helps the reader decide if the author is presenting facts fairly and if the source of information is credible, or reliable.
- **Fact/Opinion:** Sometimes, opinions are presented as facts *(Everybody knows that dogs make the best pets)*. A good reader needs to figure out if each statement the writer makes can be proved true or not. If it's not a fact, then the reader needs to see if the opinions given are supported with good reasons.
- **Your Response:** Students should understand that they are free to agree or disagree with an author's position but that they should have reasons for why they feel as they do.

Guided Practice

say *Let's read some persuasive text together and figure it out by filling in responses to the questions on this sheet.*

Display "Recite a Poem from Memory." Have a student read the passage aloud as other students follow along.

Display the Persuasive Text Chart, and discuss each section together. Fill in the answers that students provide.

Possible responses are shown below.

- **Author's Position:** Students should recite poetry.
- **Facts:** Students in the past were required to recite poems, a practice that is not as common today. People sing along to popular songs and know the verses. Poems have layers of meaning and sounds. People can feel sad, confused, lonely, or joyful.
- **Opinions:** Reciting poetry is fun and rewarding. It feels good to listen to poems and music. Students need to read a poem aloud many times to recite it from memory. Reading a poem more than once creates new and interesting ideas. Poems can comfort a person who is sad, confused, or lonely.
- **Supporting Evidence:** The author lists some rewards of reciting poetry (feels good, helps to make connections and discoveries, a sense of ownership). The author cannot give evidence to show that it feels good to listen to music, that it is fun to recite poetry, or that poems give comfort because feelings vary from person to person.
- **Your Response:** Say the following:

There are two sides to an argument. Some of you may agree with the author, and some may disagree. Show a thumbs-up if the author persuaded you and a thumbs-down if the author did not persuade you.

Students who agree should point to things in the essay that convinced them. Students who disagree should explain why they are not convinced.

Independent Application

Give each student a copy of "Third Street Community Garden" and the Persuasive Text Chart. You may want to read this passage together to make sure all students read the text fully. Then, have students work in pairs or independently to fill in the chart. Possible responses:

- **Author's Position:** People should urge city officials to turn an empty lot into a community garden, not a supermarket.
- **Facts:** The city purchased a house on the corner of Third Street and Randolph Avenue and plans to tear it down. There will be an empty lot after the house is torn down. Community gardeners grow vegetables in soil. The temperature in the summer is hot.
- **Opinions:** clean aroma of fresh, ripe tomatoes; can be a reality with your help; beautiful change; ugly and unnecessary; better choice; sweet smell of soil; safe place; fantastic taste of fresh-picked vegetables; nothing healthier
- **Supporting Evidence:** The author explains how community members can help make a garden a reality (*Tell the city NO to a supermarket*). The author draws attention to the potential benefits of a community garden, but she cannot give evidence to show that tomatoes smell clean, that gardens are beautiful, that supermarkets are ugly, or that vegetables taste fantastic because feelings and tastes vary from person to person.
- **Your Response:** Students may agree or disagree, but they should support their response with at least one reason.

You may want to give students a chance to discuss their responses with the group. Because students may have different answers, remind them of rules of discussion, including being respectful of others' ideas, listening to others with care, and speaking one at a time about the topic.

Wrap-up

Check students' understanding.

say *In a piece of persuasive writing, what do we mean by an author's "position"?* (what the author is trying to persuade the reader to do or think)

How is a fact different from an opinion? (A fact is a statement that can be proved to be true. An opinion is a feeling and can't be proved.)

When you read persuasive writing, what are some things you should be able to identify? (Answers should include the points on the Persuasive Text Chart.)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Present the difference between a fact and an opinion. Hold up a pencil.

say *A fact is something that can be proved to be true. An opinion is something that you think or feel. It's not true or false. If I say, "This is a pencil," you can see that this is true. I am holding a pencil. But if I say, "Pencils are better than pens," I can't prove it. If you like pencils, you'll agree with me. If you like pens, you'll disagree with me.*

Then, display the following pairs of sentences, one pair at a time, and explain that one of them is a fact and one is an opinion. Help students identify which is which.

- **The temperature is very high today.** (F)
  Hot days are better than cold days. (O)
- **Cats make the very best pets.** (O)
  Cats purr and meow. (F)
- **Broccoli is a vegetable.** (F)
  Broccoli tastes delicious. (O)
- **Ana bought a purple rug.** (F)
  Rugs should never be purple. (O)

FOR STUDENTS READY TO MOVE ON

Option 1: Ask students to brainstorm an issue they care about. Help them select one about which students have clearly differing opinions. Group students into teams, and have them put together their best argument in support of their positions. Remind them to include some facts as well as good reasons for their opinions. Then give students a chance to hear one another's arguments.

Option 2: Have students use your film ad as a guide to create ads of their own. Provide time for them to present their ads, and challenge the other students to identify the opinions.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *recite, tap into, aroma, oasis, thrive*). 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 (reciting poetry, community gardens).
- Display and review sentence starters to support student contributions to group discussions:

  The author's position is...

  One fact the author states is...

  One of the author's opinions is that...

  The author supports that opinion by...

  I agree/disagree with the author 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.®

Persuasive Text Chart

AUTHOR'S POSITION

What is the author trying to persuade you to do or think?

FACTS

Which information is factual and can be proved?

OPINIONS

Which information states opinions?

SUPPORTING EVIDENCE

Does the author give reasons for these opinions? If so, what are they?

YOUR RESPONSE

Do you agree or disagree with the author's position? Tell why or why not.

Recite a Poem from Memory

by Yaz Hakim

In the past, students were required to learn poems by heart and recite them. Although students today read poetry, they are rarely asked to recite a poem from memory. I think they should. Reciting poetry is fun and brings valuable rewards.

First of all, reciting poetry is something that people do naturally. Do you enjoy singing along to a popular song? Well, you've probably committed the verses to memory. Poetry taps into the human sense of rhythm. It feels good to respond to the beats of spoken language or words set to music!

Another reason to recite poetry is to make connections and discoveries. A poem has layers of meaning. The sounds of words contribute to its ideas and images. Reciting a poem from memory requires reading it aloud many times with focused attention. Each reading brings something new and interesting to think about.

Perhaps the most valuable reward is ownership: A poem belongs to whoever can recite it from memory. Someone may feel sad or confused or lonely or joyful, but no matter what the feeling, there's a poem that will provide understanding, even comfort. Anyone who owns that poem can call it up whenever it's needed.

Third Street Community Garden

by Nan Berthoud

Imagine walking down Third Street and hearing the scratch of a rake on fresh soil. Then, you smell the clean aroma of fresh, ripe tomatoes. You walk a bit farther and see friends and families gathered around an oasis of green plants. This vision can be a reality with your help!

Friends and fellow citizens, we have a chance to bring a big and beautiful change to our community: a garden. The house on the corner of Third Street and Randolph Avenue has just been purchased by the city. The house is falling apart, and the city will tear it down. What will the empty lot be used for? There's talk that it will be turned into a supermarket. What an ugly and unnecessary choice!

There's a much better choice-a community garden! Imagine a green, cool place to enjoy on hot summer days, away from sun-baked concrete. Imagine the sweet smell of soil. Imagine a safe place where friends can share their learning and love of plants. Imagine the fantastic taste of fresh-picked vegetables. Nothing could be healthier!

Tell the city NO to a supermarket. Say YES to a community garden, where the spirit of community can grow and thrive.

Description

This lesson is designed to help students develop strategies for inferring the meanings of unfamiliar or confusing vocabulary when reading. Students will practice using morphological clues (e.g., base words, prefixes, and suffixes) and context clues, in tandem, to support comprehension.

TEACHER TIPS

The following steps show a general strategy lesson for using morphology and context to figure out meanings of unfamiliar and multiple-meaning words. The same strategy may be used to track references, terms or phrases that point back to previously mentioned topics in the text (e.g., *Photosynthesis does not happen at night. This process requires sunlight.*) The lesson may be expanded to include particular context clues often found in informational and academic texts. See the Context Chart at the end of this lesson for examples.

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 Sample Texts at the end of this lesson (for display and for students)

Direct Instruction

say *Today, we are going to learn how to figure out the meaning of an unfamiliar word using parts of the word and the context of what we are reading. The **context** includes the words and sentences around the word we don't know.*

Display the following four steps shown below in **bold**. Read and explain each step.

Step1: Reread and read ahead. When you find a word you don't know, stop and reread the other words that come before it and after it.

Step 2: Identify word clues and context clues. Look for familiar parts of the word you don't know, and think about the meaning of the other words in the text.

Step 3: Decide on a meaning. Use what you know from the word parts and the context to decide what the unfamiliar or confusing word means.

Step 4: Check that meaning in the context. The meaning you decided on should make sense in the sentence.

Display Sample Text 1, and have students follow along as you read it aloud:

In cartoons, a light bulb above a person's head signifies an idea. Birds and stars suggest that a person has been knocked out or is stunned.

Point to each step as you model the following.

In Sample Text 1, point to the underlined word **signifies**.

*I'm not sure what **signifies** means. So I am going to use these four steps to use the context of the story to help me figure it out. First, I'll reread and read ahead.*

Reread Sample Text 1.

*Next, I look for word clues and context clues. In the word **signifies**, I see the shorter word **sign**. I know that a **sign** is a symbol or clue. The context tells about birds and stars that "suggest that a person has been knocked out." I know what what suggest means.*

*Those word clues and context clues help me think about **signifies**. I think it means **is a symbol of** or **suggests**.*

*Last, I'll reread the sentence with that meaning to see if it makes sense: **In cartoons, a light bulb above a person's head is a symbol of an idea**. Yes, that makes sense. Now I know from word clues and context clues that signifies means is a symbol of.*

Guided Practice

Display Sample Text 2, and have students follow along as you read it aloud:

Wheat, rice, and corn are basic food items. A cook can use these staples to make many different dishes.

In Sample Text 2, point to the underlined word **staples**.

say *This word can be confusing. What do you think of when I say the word **staples**?*

Make a paper stapling motion as you ask this question. Students will probably answer that they think of staples as little pieces of metal that hold papers together.

But, does that make sense in this sentence? (no) *Right, it doesn't make sense that little pieces of metal would be in food. So I think this word has another meaning.*

What should we do first to figure out what it means? (Reread and read ahead.)

Point to the steps if students need prompting. Ask one student to reread the text aloud.

Ok, now that we have reread the sentences, what do we do next? (Look for context clues.)

*Yes, but for this word, looking at word parts doesn't help us with the meaning. What words do we know that can give us hints about the meaning of **staples**?* (basic, food, cook)

*Now that we have some clues, the next step is to decide on a meaning for the word **staples**. Cooks use the same basic types of food to make many different dishes. So **staples** might mean important basic foods.*

What is the last thing we have to do? (Check to see if that makes sense.) *Does it make sense that a cook can use important basic foods to make many different dishes?* (yes)

Sum up the strategy.

When we come to a new word or a word used in a new way, we can often use the context to figure out its meaning.

If students need additional practice before moving to Independent Application, you can use any of the provided sample sentences and repeat the above procedure. You may also choose to provide text selections from classroom reading material at the appropriate reading level.

Independent Application

Have students work in pairs or independently. Ask students to read the remaining sample texts. Be sure that they know how to pronounce the underlined words in the texts as well as any other words that may be difficult.

Students should use the four steps to figure out the best meaning for the underlined word. Remind students to ask each other clarifying questions if needed. Ask students to share their answers by explaining to the group how they used each of the four steps.

Wrap-up

Check students' understanding.

say *When we come to a new word or a word used in a new way, we can use word clues and context clues to try to figure out meaning. What are the four steps we can take?* (Reread and read ahead; identify clues; decide on a meaning; check the meaning in context.)

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: Provide practice with the concept of context by displaying sentences with blanks for missing words. Encourage students to suggest words that fit in the blank. Talk about the other words in the sentence that helped them make their suggestions. Examples of sentences:

Kamal was the oldest ___ in his family. (son, boy, child)

He had two sisters and one ___. (brother)

The family ___ in a little house. (lived)

The ___ was on a busy street. (house)

Option 2: When reading aloud to students, pause to check comprehension of unfamiliar vocabulary. Use the term **context** when discussing how to figure out likely meanings, and model how to use the four steps.

Option 3: When teaching prefixes and suffixes, point out to students that these word parts can be used to help figure out unfamiliar words. Provide students with examples of words containing prefixes or suffixes in sentence context to show how morphology and context can be used together to determine meaning.

FOR STUDENTS READY TO MOVE ON

Option 1: As students read textbooks and informational books and articles, they encounter new terms. Often, academic texts provide particular kinds of context clues that students can learn to look for.

Display the Context Chart shown on the last page of this lesson. Review the chart with students, and have them give meanings for the underlined words in the examples. Discuss how they knew the meaning and what kind of clue they found in the context.

Expand the lesson by using this chart during students' own readings to identify context clues. Encourage students to look for other examples of each type of clue.

Option 2: Expand the lesson to present other strategic behaviors that proficient readers use when meeting a new word. Use examples from students' own reading to ask and answer these questions together:

- Do I need to understand the meaning of this word to understand the text? (If the answer is no, keep reading. If the answer is yes, try using the context to get a likely meaning.)
- Do word clues or context clues help me understand the meaning of the word? (If the answer is yes, keep reading. If the answer is no, use a dictionary or other source to get meaning.)

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.
- When students have figured out the meaning of an unfamiliar word, provide photographs, illustrations, and objects to make the meaning concrete and support vocabulary retention.
- Encourage students to read aloud each set of sentences to develop fluency with newly learned words. Students can also practice new vocabulary with a partner and in small-group discussions. Likewise, model the use of new vocabulary in a variety of classroom contexts.

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

1. In cartoons, a light bulb above a person's head signifies an idea. Birds and stars suggest that a person has been knocked out or is stunned.

2. Wheat, rice, and corn are basic food items. A cook can use these staples to make many different dishes.

3. The two nations fought many wars over the centuries. But when both faced a new threat, they formed an alliance. The nations worked together to defeat their shared enemy.

4. In many folktales, a tricky character tries to cheat others. Often these tricksters fail and are punished. They get their comeuppance by the end of the tale.

5. The Gardening Club convened every Thursday after school. The meetings always started late because it was hard to gather the members together in a room when they just wanted to be out in the garden.

6. Scientists are able to tell a lot about animals of the past just by looking at fragments of bone. Even a small piece of a jawbone holds clues to the animal's body and diet.

Context Chart

Kind of Clue	Explanation	Example
Direct Definition	The meaning is stated.	Chinese junks were sailing ships with flat bottoms.
Definition After Comma (appositive)	The definition is set off by commas and may be introduced with *or*.	Travelers crossed the plains, flat lands with few trees. A country imports, or brings in, products from other countries.
Antonym	An opposite meaning is in the context.	Unlike animals that hunt during the day, nocturnal hunters must find their way at night.
Synonym	A similar meaning is in the context.	A beaver uses its big front teeth to gnaw trees. These incisors continue to grow as they are worn away.
Example	A group of items fit in a category.	The animals feed on grasses, leafy plants, shrubs, and other vegetation.

Description

This lesson is designed to help students practice drawing inferences and conclusions and supporting them with evidence from the text or from their own experiences. Inferential thinking is a critical reading skill needed to fully comprehend both narrative and informational texts.

TEACHER TIPS

You can adapt and use this lesson for older students by using narrative and informational texts 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

- Copies of the Conclusion Chart at the end of the lesson (for display and for students)
- Copies of the 6 passages at the end of the lesson (for display and for students)

Direct Instruction

say *Today we are going to learn how to make inferences when we read. Authors can't tell you everything when they write; it would take too long. Instead, an author expects readers to use clues in the text, like words and pictures, along with their own experiences, to understand everything that is happening, even if it is not written in the story or passage. Using these clues to figure out what is happening (or what might happen next) is called making inferences or drawing conclusions.*

I'm going to show you how to be a good text detective. I'm going to read a selection to you. Then I'm going to answer some questions about it even though the author never directly tells me the answers! Listen to this story.

Display and read Passage 1 to students. Display the story and the Conclusion Chart for students to see.

Why does Ingrid think Aunt Winnie spelled the word "walk"? I'm going to use clues from the text to help me figure that out.

Write **Why does Ingrid think Aunt Winnie spelled the word "walk"?** in the first box of the chart under Questions to Answer.

In this passage Aunt Winnie doesn't tell Ingrid why she spells the word "walk," but Ingrid uses clues to figure it out.

In Passage 1, underline "Shhh, don't say the word," as she pointed to her dog.

I will write these two clues in the second box on my chart.

Write **"Shhh, don't say the word," as she pointed to her dog** in the box under Clues to Use.

*Because Aunt Winnie **spelled the word** and **pointed to the dog**, Ingrid inferred that Aunt Winnie believed that Zabby could understand words. Now, I can write my conclusion in the last box: **Ingrid inferred that Aunt Winnie thought Zabby could understand the word "walk."***

Write the conclusion sentence in the last box on the chart.

I also want to know, How did Ingrid feel? The part that tells how Zabby appeared with her leash in her mouth after Ingrid pronounced the word "walk" shows Ingrid that Zabby really can understand the word.

Write this question and the clue in the boxes in the second row of the chart.

Now I can use my own experience to figure out how Ingrid might feel. I know how I'd feel if I came up with a wrong conclusion. I'd be a bit embarrassed. So, I think that Ingrid would feel a little embarrassed, too.

Write the conclusion **Ingrid felt a little embarrassed** in the last box in the second row of the chart.

Sum up for students.

Whether you're reading stories or informational articles, look for clues the author gives you and use your own experience to figure out things the author does not tell you. This can help you understand what you are reading.

Guided Practice

say *Let's work together as text detectives to make inferences and figure out what the author isn't telling us in another story.*

Display Passage 2 and a Conclusion Chart. You may want to read each column heading aloud.

Now let's read the passage.

Have a student read Passage 2 aloud while the rest follow along.

Let's ask ourselves a question about the text, something we want to figure out. How about this: ***How does Tran feel when he sees Mrs. Gomez?*** *What should I do with the question we want to ask?* (Write it in the chart.)

Write this question in the first row under Questions to Answer.

So let's see how Tran may have been feeling.

As students name things, underline the relevant text in Passage 2. Responses should include *"That's strange," knew his mother wasn't home, rang doorbell anyway, saw that it was his downstairs neighbor.*

We have a lot of clues here from the text. What should we do with them? (Write them in the chart.)

Write the underlined phrases in the second box on the chart.

Tran did not expect to see Mrs. Gomez. How do people feel when they see something they are not expecting? (Students should understand that Tran is probably feeling a little confused or surprised.)

So, using these clues, what conclusion can we draw about how Tran feels when he sees Mrs. Gomez?

When the group, with your guidance, has arrived at a conclusion, fill in the last box on the chart with the sentence **Tran feels confused and surprised.**

Remember to ask yourself questions as you read. When you read informational text, the questions you ask yourself may be different. You can always use text clues and your own experience to draw the right conclusions or figure out what might happen next.

If students need more practice before moving to Independent Application, you can use the additional text selections and repeat the above procedure. You may also choose to provide text selections from classroom reading material at their independent reading level.

Independent Application

Give each student one Conclusion Chart and a copy of one of the passages that was not used in Guided Practice. Have them work in pairs or independently to read the text and complete the Conclusion Chart.

Circulate and make sure students have chosen appropriate questions to answer. If students are unsure or have chosen incorrectly, you can use the list below to pose some possible questions.

Sample questions:

Passage 3: Why do people in the city and the country see different night skies?
Where must you be in order to see the Milky Way?

Passage 4: What does it mean to "blend the sounds and meanings of two different words"?
What is a spork?

Passage 5: What kind of game is being played? Which team does Edwin Valdez play for?

Passage 6: What is "gripping ability"? What kinds of "improvements in sticky materials" might develop from studying geckos' feet?

When they are done, have students use their charts to discuss their conclusions and to share what they filled in on their charts.

Wrap-up

Check students' understanding.

say *Why do you need to make inferences or draw conclusions when you are reading?* (Students should understand that authors leave some things out—they can't explain everything.)

What clues can you use to draw the right conclusions? (clues in the text, your own experience)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Develop Main Idea sentences for students. Simplify the task by using situations that students are familiar with or have experienced. Point out to students that they draw conclusions all the time. Pose these situations and prompt students to draw conclusions.

Possible scenarios:

- A boy is going to school. He looks outside and sees that it's raining. What does he do before he leaves? (puts on a raincoat or rain poncho, takes an umbrella) How did you figure this out? (That's what we do if we're going out in the rain.)
- A girl falls down and really scrapes up her knees. How does she feel? (upset, hurt) How did you figure this out? If necessary, prompt further: How did you feel when you got a bad scrape?
- A girl sees her cat run into the den. There is a loud crash and the cat runs out again. The girl goes into the den and sees a broken lamp. No one else is in the room What happened? (The cat knocked over the lamp.) How did you figure this out? (The text says the cat was the only one in the den when there was a crash. We know that when lamps fall to the ground and break, they make a crashing noise.)

FOR STUDENTS READY TO MOVE ON

Option 1: Have students use the Conclusion Chart they completed in the Guided Practice activity to create their own Conclusion Chart, with several rows. Have them fill in their charts as they revisit a story or informational article. Give them an opportunity to share and compare their completed charts.

Option 2: Use comic strips to encourage students to make inferences about what might happen next. For each comic strip, cut out the final panel. Have students read the remaining panels fill out the Conclusion Chart to predict what might happen in the final panel. Then, display the missing panel and discuss what actually happened.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Introduce this comprehension skill through visual examples (e.g., Display a bag with sunglasses, flip flops, and sunscreen. Ask students, "What can you infer about the person who owns this bag?")
- Provide background knowledge and support students in accessing prior knowledge of passage topics (basketball, geckos).
- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *artificial*, *dome*, *lay-up*, *utensil*, *bristles*). 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.
- Display and review sentence starters to support student contributions to group discussions:

  The clues in the text tell me…

  That makes me think that...

  I know that...

  I can infer that…

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.®

Conclusion Chart

QUESTIONS TO ANSWER	CLUES TO USE	YOUR CONCLUSION

PASSAGE 1 (NARRATIVE)

"Maybe later, we'll take a w-a-l-k to the park," Aunt Winnie told Ingrid.

Ingrid asked, "Why are you spelling instead of saying wa–?"

Aunt Winnie held a finger to her lips and said, "Shhh, don't say the word," as she pointed to her dog, Zabby, sleeping quietly.

Ingrid laughed and said, "Zabby is just a dog, and dogs don't know words. Anyway, she's in the living room, and we're here in the kitchen, and she doesn't know that we are thinking about going on a walk."

Within a few seconds, Zabby appeared in the kitchen with the leash in her mouth.

"Oops, I guess we're going for a walk," said Ingrid.

PASSAGE 2 (NARRATIVE)

When the elevator stopped, Tran stepped out and walked down the hall to Apartment B. He placed his house key in the lock. It didn't turn! Tran looked at his key, looked at the lock, and tried again. The key didn't work. "That's strange," Tran thought. He knew his mother wasn't home yet, but he rang the doorbell anyway. He heard footsteps, and a woman answered the door. Tran saw that it was his downstairs neighbor, Mrs. Gomez. But what was Mrs. Gomez doing in Tran's apartment? Then Tran saw 4B on the door. He was on the fourth floor!

PASSAGE 3 (INFORMATIONAL)

Do you ever look up at the night sky? If you live in or near a city, you may see the moon glowing. At times, you may see diamond-like planets. You probably see some twinkling stars. But if you live out in the country, far from artificial lights, your night sky looks very different. Overhead is a dome filled with brightly shining stars. You may even see the whitish glow of the stars of our own galaxy, the Milky Way.

PASSAGE 4 (INFORMATIONAL)

New words are being invented all the time. One method that English speakers use to make up words is to blend the sounds and meanings of two different words. For example, smog is a kind of air pollution. The word *smog* was formed from smoke and fog. The word *brunch* was formed from breakfast and lunch. The word *spork* names an eating utensil that campers may use when they want to pack light.

PASSAGE 5 (NARRATIVE)

With less than a minute left, Ian Watts stole the ball. He passed it to Edwin Valdez, who took it to the hoop for a lay-up. The home-team fans rose to their feet, waving and cheering. After falling behind the Blue Dragons by 12 points at halftime, the Leopards now led 54 to 52 and won the game. Valdez not only made the winning move, he was also the high scorer, with 17 points.

PASSAGE 6 (INFORMATIONAL)

The little lizards called geckos are remarkable climbers, famous for their gripping ability. Geckos are able to cling to a smooth wall and even walk upside down on a horizontal surface. How do they do it? Geckos' toes end with pads holding thousands of tiny hairs. These bristles make the geckos' toes stick like glue—until the gecko easily lifts its foot. Scientists have been studying geckos' feet for decades, trying to figure out exactly how the bristles work. Scientific understanding of geckos' footpads may lead to improvements in sticky materials used by humans.

Description

This lesson is designed to help students compare and contrast story elements or information within a passage. As they engage in lesson activities, students gain familiarity with words and structures that signal comparisons and contrasts (e.g., **same** signaling a comparison and **different** signaling a contrast) within both informational and narrative text.

TEACHER TIPS

The sections of this lesson focus on informational text. To focus on narrative text, refer to the lesson variation section and use any narrative stories familiar to your students.

If five or fewer students are in your instructional group, have them work as one team for the Independent Application section of this lesson. For instructional groups with more than five students, break students up into pairs or small teams.

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

- 1 blue marker and 1 red marker
- Copies of the Venn diagram at the end of the lesson (for display and for students)
- Copies of the informational text passages at the end of the lesson (for display and for students)

Direct Instruction

say *Today we are going to learn how to **compare and contrast** the information we find when we read. When we compare and contrast two things, we figure out how they are alike and different.*

Hold up the red and the blue markers.

First, I'll compare these two things, which means I'll figure out how they are alike. They are both markers. I can write or draw with both of them.

Use the red marker to write **compare = alike, same**. Read this phrase aloud with students.

When we contrast two things, we show how they are different. Now, I'll contrast these two markers.

Hold up the red marker and then the blue one.

This one is red, but this one is blue. They are different.

Next to your phrase in red, use the blue marker to write **contrast = unlike, different**. Read this phrase aloud with students.

When authors write, they look for ways to present ideas in a story or passage. One way is to compare and contrast two things, showing how they are alike and different.

I'm going to read some examples. Give a thumbs-up if the example is a comparison that tells how two things are alike. Give a thumbs-down if the example is a contrast that tells how two things are different.

Display the following four sentences:

Planes and birds are alike. Both can fly. (thumbs-up)

Planes are different from birds. A bird is an animal, but a plane is not. (thumbs-down)

Like other birds, penguins have wings. (thumbs-up)

Unlike most birds, a penguin cannot fly. (thumbs-down)

Underline these words in the above sentences in red: **alike**, **Both**, **Like**.

Words like these are often used to compare two things, or to show how two things are alike.

Underline these words in the above statements in blue: **different**, **but**, **Unlike**.

Words like these are often used to contrast two things, or to show how two things are different.

Display the following Signal Words Chart:

Signal Words			
Compare		**Contrast**	
alike	all	different	however
both	same	but	in contrast
like	similar	unlike	

Highlight or underline **Compare** in red and **Contrast** in blue to reinforce same and different.

Review the Compare words first. Underline in red the words students have already seen: **alike**, **both**, **like**. Use the example sentences below to illustrate how **all**, **same**, and **similar** are also words we use to compare. Stress these words and underline them in red in the sentences.

It is hard to tell zebras apart. They all look the same.

A pet cat's walk is similar to a lion's walk.

Do the same for the Contrast signal words in the list and the sentence below, underlining **different**, **but**, and **unlike** and **however** in blue.

Most birds fly; however, a penguin cannot fly.

Keep the Signal Words Chart displayed for the rest of the lesson.

Guided Practice

say *Let's look at an informational text together. We'll make comparisons and contrasts and record them on this Venn diagram.*

Display the Venn diagram.

You may have seen Venn diagrams before. A Venn diagram helps us structure our thoughts about what is the same and what is different about two ideas or topics.

If students are unfamiliar with a Venn diagram, explain the format.

On this diagram, you can compare and contrast two things.

Write the two things you are comparing and contrasting: one on the A line and the other on the B line at the top of each circle.

On this side, list things that make A different from B.

Point to the circle on the left and the heading DIFFERENT.

On this side, list things that make B different from A.

Point to the B circle on the right.

In the middle, list all the ways that A and B are alike.

Point to the overlap and the heading SAME.

Now, we'll fill in the Venn diagram for a passage about two kinds of trees.

Display Passage 1. Read the passage aloud while students follow along.

Then, fill in **arteries** for A, and ask students what kind of tubes to fill in for B. (Veins)

Have students find signal words in the text, referring to the Signal Words Chart as needed. They should find **different**, **however**, **unlike**, **both**, **but**, **different**, **In contrast**. As students identify each signal word, decide together whether the word signals a comparison or a contrast. Underline comparison signal words in red and contrast signal words in blue.

Work on the SAME section first. Help students find and express these similarities: **are tubes**; **carry blood throughout the body**; **connect to the heart**; **have capillaries**.

Fill in pairs of differences at the same time. Help students find and express these differences: **(A) bright red blood rich in oxygen**, **(B) purplish blood poor in oxygen**; **(A) tubes get smaller as move away from heart**, **(B) tubes get bigger as move toward the heart**; **(A) walls have muscles that contract to move blood to distant parts of the body**, **(B) walls have valves that close to stop blood from flowing backward**.

Independent Application

Keep the Signal Words Chart displayed. Have students work alone or with a partner. Give each student or pair a blank Venn diagram and a copy of Passage 2.

Before students begin, you may want to read the passage together, to make sure students have no trouble reading it. Have students determine what two things are being compared and contrasted and write them on lines A and B. (Platypus and Echidna)

Ask students to find the signal words and underline them with red (**both**, **Like**, **also**, **similar to**) or blue (**different**, **but**, **unlike**) as appropriate. Then students should list similarities and differences in the appropriate places on the diagram.

Students should find these similarities: **are mammals that lay eggs**; **have fur**; **have no teeth**; **crush food with horny plates in their mouth**; **make burrows**; **lay leathery-shelled eggs**; **babies nurse on mother's milk**.

Students should find these pairs of differences: **(A) uses bill to dig up worms and shellfish in steams**, **(B) uses sticky tongue to catch ants and termites**; **(A) has webbed feet**, **flat tail**, **and hairless snout**, **(B) has sharp spines covering its back and sides**, **long, thin snout**; **(A) lays its eggs in a burrow**, **(B) lays its egg in a pouch on her belly**.

VARIATION FOR NARRATIVE LESSON

Note: For this variation, choose a story with significant differences in one or two story elements, such as setting or characters.

say *Looking for similarities and differences in a story is a good strategy to use to help you understand key details. You can compare and contrast two characters or two settings.*

Display the Venn diagram.

Using a Venn diagram is a good way to help you compare and contrast story elements, such as characters or settings. After you complete the Venn diagram, you can see what is similar or different. Let's try this with two characters in a story we already know. I am going to do the first one for you, and then we'll do the rest together.

Recall, or have students take turns recalling, two characters from the story.

How would you describe the first character? Think about physical characteristics, like appearance, age, or abilities. Think, too, about internal character traits, such as bravery, laziness, or trustworthiness.

Repeat this procedure with the second character from the story.

Then, fill in the Venn diagram with details about both characters. You may want to have students help you sum up and record these similarities and differences on the Venn diagram.

Wrap-up

Check students' understanding.

say *What does it mean to compare and contrast two things?* (to look for ways they are similar and different)

Name some words that authors might use to compare two things. (Possibilities include alike, both, like, all, same, similar.)

Name some words that authors might use to contrast two things. (Possibilities include different, but, unlike, however.)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Display two classroom objects that have some similarities and differences while giving students more practice and scaffolding in comparing and contrasting. Here are some possible classroom objects:

- a gluestick and a roll of tape
- a clock and a watch
- a crayon or marker and a pencil
- a cup and a glass
- an atlas and a dictionary

Have students name a way in which the two objects are alike. Give them this sentence frame to express the similarity: **Here is one way _____ and _____ are alike. They both _____.**

Follow the same procedure with differences, using this sentence frame: **Here is one way _____ and _____ are different. One _____ but the other one _____.**

FOR STUDENTS READY TO MOVE ON

Option 1: Have students pick two things in their content area texts (or classroom literature) to compare and contrast, filling in a Venn diagram and sharing/discussing their work with others.

Option 2: Challenge students to think of two things that share one hard-to-guess similarity and pose it as a riddle for others to guess. For example,

say *How are the sun and pepper alike?*
(Both are hot.)

How is a corn plant like an elephant?
(Both have big ears.)

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

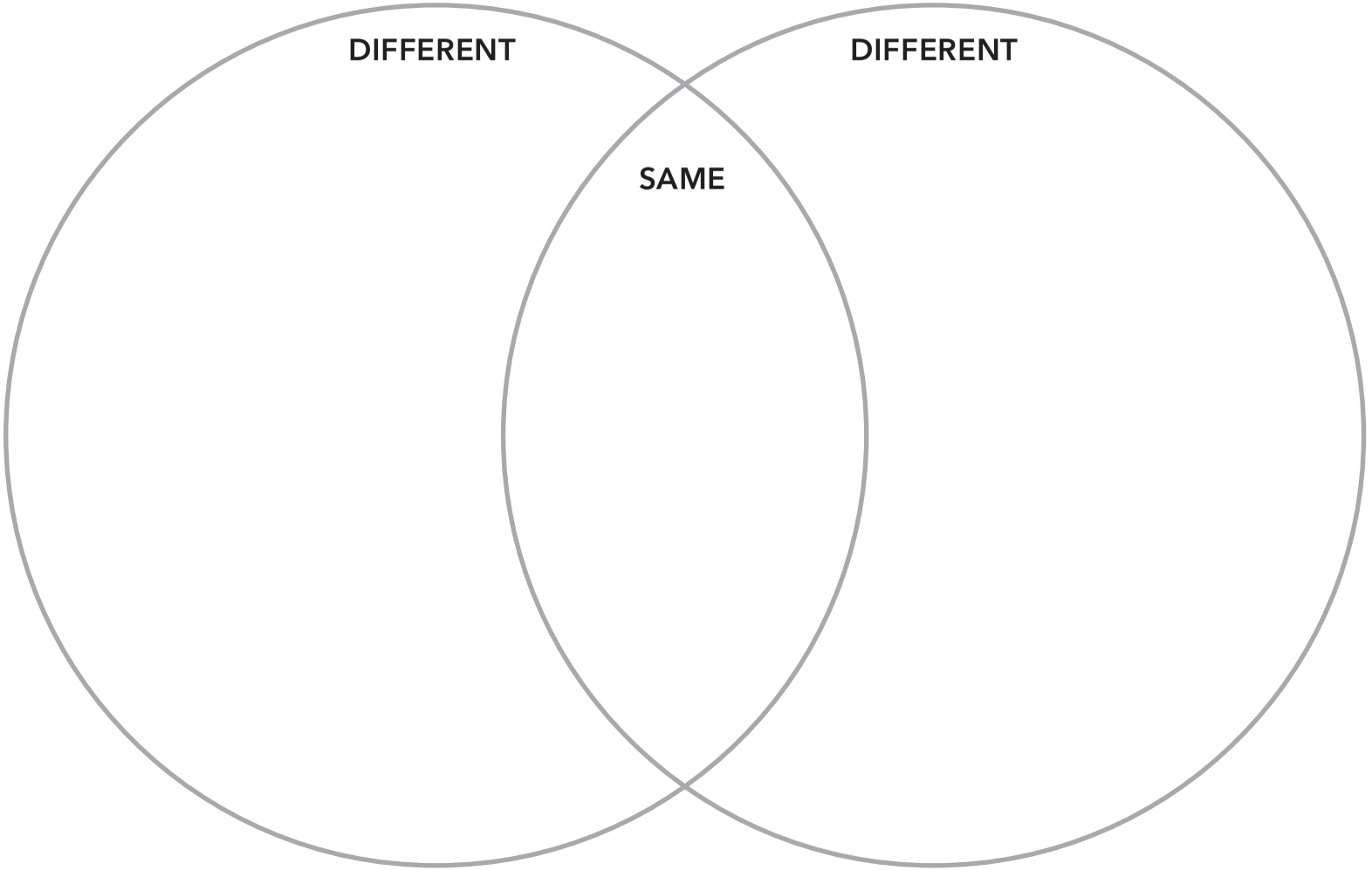
- Provide background knowledge and support students in accessing prior knowledge of passage topics (e.g., the circulatory system, mammals that lay eggs).
- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *contract*, *vessels*, *valves*, *burrows*, *stream banks*). 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.
- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

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.®

Venn Diagram

A _____ B _____



PASSAGE 1

If you place two fingers gently on the side of your neck, you will feel a regular beat. The beat, or pulse, comes from blood being pumped through your body. Blood pumped from the heart travels through the body in tubes called arteries. The blood in an artery is bright red from the oxygen it has picked up from the lungs. The walls of arteries have muscles that contract to help the blood reach distant parts of the body. The largest artery in the body comes directly from the heart and is called the aorta. The aorta branches off into smaller and smaller arteries. The smallest arteries flow into tiny blood vessels called capillaries.

After oxygen is delivered to the body's cells through the capillaries, the blood continues on its way through different kinds of tubes, called veins. However, these tubes begin as tiny capillaries and then join together to form ever larger veins. Unlike the blood in arteries, this blood is now purplish and poor in oxygen. One large vein empties into the heart from the head and arms. Another large vein carries blood to the heart from the rest of the body.

In other words, both arteries and veins carry blood, but arteries carry it away from the heart while veins carry it back to the heart. The walls of veins are also different from those of arteries. The blood carried by veins is at lower pressure than the blood carried by arteries. In contrast to the muscular squeezes of arteries, veins have valves that close to stop blood from flowing backward.

PASSAGE 2

Two of the world's most unusual mammals live in Australia. All mammals give birth to live young—except the platypus and the echidna. Both of these animals are the only living members of a group of mammals that lay eggs.

Like other mammals, a platypus has fur. It also has webbed feet, a flat tail, and a hairless snout that resembles a duck's bill. A platypus spends its time in streams, using its bill to dig up worms, shellfish, and other creatures of the stream bottom. It grinds its food using horny plates in its mouth. Platypuses live in burrows dug along the stream banks. A female platypus blocks her burrow with soil before laying her eggs. Inside, she lays from one to three eggs with leathery shells. After about ten days, the bean-sized babies hatch. They stay inside the burrow nursing on their mother's milk for several months.

An echidna looks very different from a platypus. An echidna's fur grows between the sharp spines covering its back and sides. An echidna's snout is long and thin, and its sticky tongue captures the ants and termites that make up its diet. Like the platypus, the echidna has no teeth and crushes its food with horny plates in its mouth. It may also dig burrows. Unlike the platypus, the female echidna lays one leathery-shelled egg inside a special pouch that has formed on her belly. About ten days later, the egg hatches. The baby remains in the pouch for two to three months, and similar to the platypus, it feeds on its mother's milk.