

LEVEL
C

Reading Trends

Comprehension
Skills and Strategies



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Program Overview

To become successful readers, students must move beyond decoding to understanding what they read. **Comprehension** is making meaning from text. It is the reason for reading. Comprehension is an active process that requires students to think critically as they read.

Reading Trends provides explicit instruction that teaches students the **research-proven skills and strategies** used by good readers. Each student book begins with easy-to-read selections so that struggling students can focus on learning new skills rather than decoding text. As students work through each unit, responsibility is gradually released from the teacher to the student.

Through **instruction, application, practice,** and **assessment** of comprehension skills and strategies, *Reading Trends* helps students become active, strategic, and confident readers.



Comprehension Skills

- Unit 1: Making Inferences
- Unit 2: Finding the Main Idea
- Unit 3: Comparing and **Contrasting**
- Unit 4: Cause and Effect
- Unit 5: Fact and Opinion

Comprehension Strategies

- previewing
- activating prior knowledge
- using graphic organizers
- making connections
- rereading
- making notes
- asking questions
- summarizing
- visualizing
- predicting
- discussing

Instruction

Explicit Instruction

Explicit instruction in the targeted comprehension skills gives students the tools to read any text.

- Direct instruction is scaffolded through modeling, thinking aloud, and practice.
- Application of comprehension skills is presented in clear, easy-to-follow steps.
- Students complete each unit with an in-depth understanding of how to use the comprehension skill.

“... good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text.”

Duke & Pearson (2002)

Application and Practice

Gradual Release of Responsibility

Each unit in *Reading Trends* moves from instruction and modeling to practice, ensuring a gradual release of responsibility from teacher to student.

- A Think Aloud in each unit provides an opportunity for teachers to model how proficient readers apply each comprehension skill while reading.
- The reading level of the selections gradually increases as students work through the units.

Guided Practice and Independent Practice

Guided practice activities help students build confidence in applying each comprehension skill. Independent practice and partner activities before, during, and after each selection help students integrate the comprehension skills and strategies into their reading process.

- In each unit, guided practice with a short paragraph and a brief article prepares students to apply the comprehension skills to longer texts.
- Students then independently apply the unit's comprehension skill to three high-interest selections.
 - › a fiction selection
 - › a nonfiction science selection
 - › a nonfiction social studies selection.
- After reading each selection, students complete a graphic organizer, answer questions, summarize, make connections, and extend their thinking with a writing activity.

Reading Levels in *Reading Trends*

Level B	Reading Levels 1.0–2.9
Level C	Reading Levels 2.0–3.5
Level D	Reading Levels 2.5–4.5
Level E	Reading Levels 3.0–5.5

Level C Lexile Reading Scores by Unit

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
300–340	240–390	420–500	500–570	600–660

Assessment

Reading Trends provides a variety of assessment tools, including formative, summative, and ongoing assessment of the five targeted comprehension skills.

- A pretest and posttest written in standardized-test format assess students' abilities before they begin the program and students' progress after they complete it.
- Unit Reviews, Cumulative Reviews, and a Final Review provide ongoing assessment of students' progress.
- Interactive questions in the margins of each selection and a writing activity after each selection provide informal, ongoing assessment opportunities.



Using Reading Trends

Differentiating Instruction

Reading Trends is an **easy-to-implement, flexible** program that teachers can use in many different ways.

➤ With Core Reading Programs

Use *Reading Trends* to support core reading programs. The five key comprehension skills covered in *Reading Trends* are those tested most often on state assessments.

➤ To Support Struggling Readers

Reading Trends provides focused comprehension skill instruction for struggling students. The scaffolded instruction combined with below-grade reading levels and high-interest selections gives students the boost they need to succeed.

➤ With English Language Learners

Thematically-connected units, carefully scaffolded instruction, and selections that gradually increase in complexity across the units support English Language Learners.

“There is near unanimity in the field of literacy education that strategic readers are more active readers and that active readers both retain more and are more likely to reapply what they remember in new contexts.”

Keene & Zimmermann (2007)

Suggested Unit Pacing

The flexibility of the lessons in *Reading Trends* allows teachers to adjust their pacing according to students’ needs and available time. This pacing chart shows one way to teach a unit.

30–60 minutes, 4 Days per Week

<p>1</p> <ul style="list-style-type: none"> • Introduce the unit • Teach the comprehension skill through <i>It’s Up to You</i> 	<p>2</p> <ul style="list-style-type: none"> • Think Aloud (Teacher’s Guide) • <i>Your Turn</i> (brief article and activities) 	<p>3</p> <ul style="list-style-type: none"> • <i>Before You Read</i> • <i>Reading and Thinking</i> (first selection) 	<p>4</p> <ul style="list-style-type: none"> • Reread first selection • <i>Responding to Your Reading</i> <ul style="list-style-type: none"> ▪ graphic organizer ▪ <i>Checking for Understanding</i> ▪ <i>Summarizing</i>
<p>5</p> <ul style="list-style-type: none"> • <i>Responding to Your Reading</i> <ul style="list-style-type: none"> ▪ <i>Making Connections</i> ▪ <i>Write On!</i> (first selection) 	<p>6</p> <ul style="list-style-type: none"> • <i>Before You Read</i> • <i>Reading and Thinking</i> (second selection) 	<p>7</p> <ul style="list-style-type: none"> • Reread second selection • <i>Responding to Your Reading</i> <ul style="list-style-type: none"> ▪ graphic organizer ▪ <i>Checking for Understanding</i> ▪ <i>Summarizing</i> 	<p>8</p> <ul style="list-style-type: none"> • <i>Responding to Your Reading</i> <ul style="list-style-type: none"> ▪ <i>Making Connections</i> ▪ <i>Write On!</i> (second selection)
<p>9</p> <ul style="list-style-type: none"> • <i>Before You Read</i> • <i>Reading and Thinking</i> (third selection) 	<p>10</p> <ul style="list-style-type: none"> • Reread third selection • <i>Responding to Your Reading</i> <ul style="list-style-type: none"> ▪ graphic organizer ▪ <i>Checking for Understanding</i> ▪ <i>Summarizing</i> 	<p>11</p> <ul style="list-style-type: none"> • <i>Responding to Your Reading</i> <ul style="list-style-type: none"> ▪ <i>Making Connections</i> ▪ <i>Write On!</i> (third selection) 	<p>12</p> <p><i>Unit Review</i></p>

Reading Trends and Response to Intervention

- **Reading Trends** meets the requirements for both Tier 2 and Tier 3 instruction under a Response to Intervention approach.
- The program's pacing is flexible, so it can be used for various intervention models, regardless of the number of days per week or the amount of time allotted for intervention.
- A consistent, predictable lesson structure throughout the program helps students focus on learning the skills rather than worrying about what to do next.
- Students practice each comprehension skill with multiple texts so that they have a thorough understanding of how to apply the skill to their reading.
- Reteaching suggestions in the Teacher's Guide provide instructional support for students who have difficulty with particular skills.
- Unit Reviews at the end of each unit assess each student's understanding of the skills.



Built-in Support for English Language Learners

- *Supporting English Language Learners* in the Teacher's Guide provides ideas for scaffolding the content of the selections through visuals, gestures, definitions of key vocabulary, and focused previewing. This feature also helps the teacher explain idiomatic language and multiple-meaning words that might interfere with students' comprehension of the selection.
- Activities for each selection help fill in gaps in background knowledge and help students connect to personal experiences and their home cultures.
- Selections within each unit are connected thematically so that students have a context for their reading.
- Interactive questions in the margins of each selection help students apply the comprehension skills and strategies and monitor their comprehension as they read.
- Graphic organizers help students organize the content and identify the big ideas in the selections.

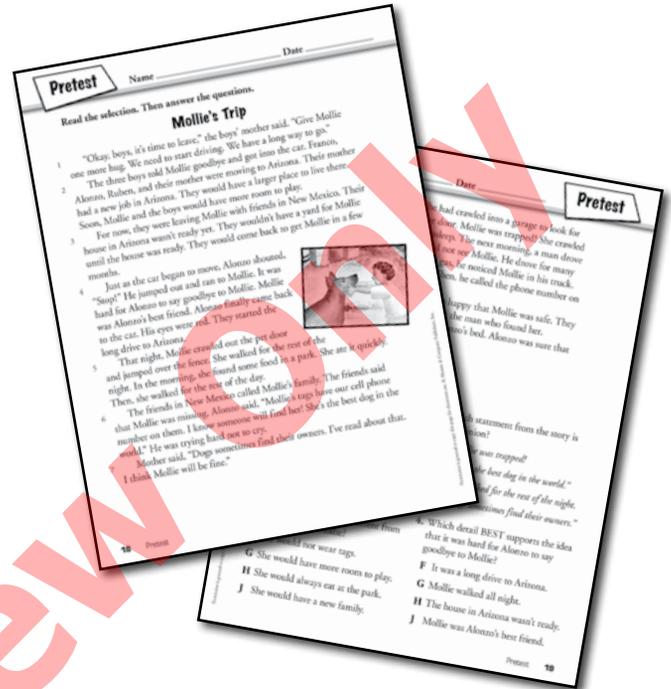


Assessment

Reading Trends provides a variety of assessment tools, including formative, summative, and ongoing assessment of the five targeted comprehension skills.

Pretest and Posttest

- A pretest written in standardized-test format (pages 16–23 of this guide) assesses students' strengths and weaknesses in applying comprehension skills prior to beginning the *Reading Trends* program.
- At the end of the program, a posttest in standardized-test format assesses students' progress. The posttest is on pages 74–80 of this guide.



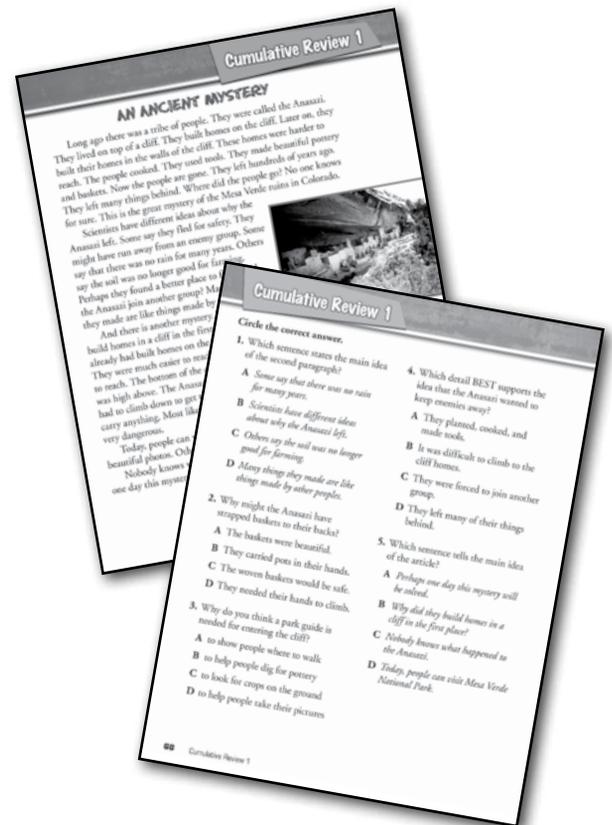
Ongoing Assessment

Formal Assessment Options

- Unit Reviews in standardized-test format assess students' grasp of the unit's skills.
- Cumulative Reviews after Units 2 and 4 assess skills from previous units. A Final Review after Unit 5 assesses skills taught in all five units.

Informal Assessment Options

- Use the *Reading and Thinking* questions throughout each selection in the Student Books as informal assessments of students' comprehension.
- The *Responding to Your Reading* activities and questions can be used to assess each student's understanding of the unit's comprehension skill and to assess ongoing progress with comprehension strategies such as summarizing and making connections. Students also complete a writing activity that assesses their comprehension of the selection.



UNIT 1 Making Inferences

SMART PEOPLE, CLEVER ANIMALS

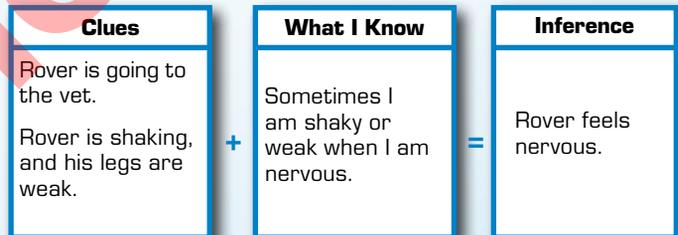
Introduce the Unit (page 5)

Activate Prior Knowledge Introduce the unit. Discuss the unit title, the photo, and the answers to the questions in the introductory paragraph. Have students tell you the purpose of the table of contents. Discuss with students animals they know that are smart. Then, read aloud the selection titles as students follow in their books. Pair students and have them choose a question and discuss their answers. Ask partners to share their answers with the group. Discuss students' answers as a class, and then have students predict what each selection will be about.

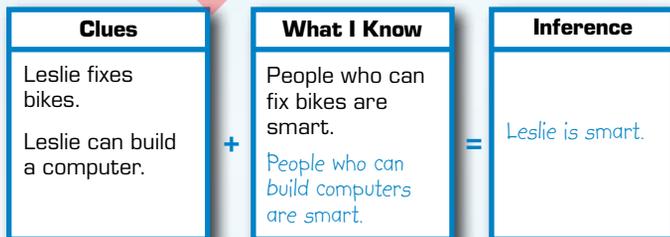


Teach the Skill: Making Inferences (pages 6–8)

Reading Between the Lines Introduce the skill. Explain to students that writers do not have enough space to explain every piece of information in a text. Instead, writers depend on readers to figure out the text. Tell students that making inferences can help readers understand more about characters, events, and topics. Read aloud the paragraph at the top of page 6. Then, discuss making inferences using the diagram.



Try It Out Read the section aloud and then ask students to complete the diagram on their own. Discuss the information they supplied and the inferences they made.



Partner Activity Have each student draw an inference diagram and write three clues about a friend. Then, have students exchange their diagrams with a partner. Partners will complete the “What I Know” and “Inference” boxes.

(sample diagram)



How to Make an Inference Guide students through each step on page 7. Explain that the word *topic* means “what a text is mostly about.” Explain to students that paying attention to their inner voices as they read will help them make inferences because the inner voice often comments on what we already know as we read. Explain that everyone has had different experiences, so different people will make different inferences. As students share their inferences throughout the unit, point out how their inferences help everyone understand a text in new ways.



Read aloud the tip in the margin. Tell students that underlining clues in a text and writing down what they already know next to the clues will help them make inferences as they read.

It's Up to You Have students read the paragraph and identify three things that tricksters do. (“Tricksters take things.” “Tricksters hide.” “Tricksters play tricks.”)



Partner Activity Have each student create an inference diagram about tricksters. Then, have them share what they wrote with a partner. Ask volunteers to share their diagrams with the group.



(sample diagram)



Model the Think Aloud: “Trickster Tales”

Before students begin *Your Turn* on page 8 of their student books, use the Think Aloud on pages 26–27 of this guide to model making inferences.

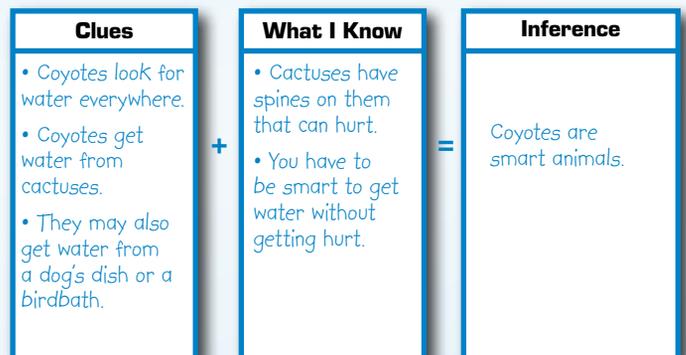
Your Turn Have students preview the article by reading the title and looking at the photo. Ask them what they think the article will be about. Have students read the first two paragraphs. Discuss the answer provided. Then, have students make an inference to answer the second question. (One coyote may not be strong enough to kill a large animal.) Have students finish reading the article silently. Ask them to underline clues that support the inference in the margin box. (“They may drink from a dog’s dish.” “They may drink from a bird bath.”)



Partner Activity Have partners make an inference diagram for “On the Hunt.” They should focus on making an inference about how smart coyotes are.



(sample diagram)



Think Aloud: “Trickster Tales”

Photocopy and distribute “Trickster Tales” to students, project a copy on a whiteboard, or use an overhead projector. Read the text aloud, using the prompts to model making inferences.

1. Preview the Text

Tell students that before reading a selection, good readers look at it. This is called previewing. Previewing helps readers understand what they will be reading about. Point to the illustration and read aloud the caption and the title. Ask students to predict what the selection will be about based on the illustration and the information in the caption and title.

2. Read the passage and model making inferences.

TEACHING TIP

As you discuss and practice making inferences with students, be sure to give students enough time to pause and listen to their inner voice. Students struggling with making inferences may not trust their inner voice or may not be used to paying attention to their inner voice.

3. Review and Reread

After reading “Trickster Tales,” ask students to describe the inferences you made and the process you used to make the inferences. Then, have students reread “Trickster Tales.” When they have finished reading, ask pairs to discuss characters in familiar books, movies, and TV shows and to use what they now know about tricksters to think about whether any of those characters are tricksters. Have partners share their responses with the group.

Return to page 25 of this guide, and have students turn to *Your Turn* on page 8 of their student books.

Think Aloud: Model Making Inferences

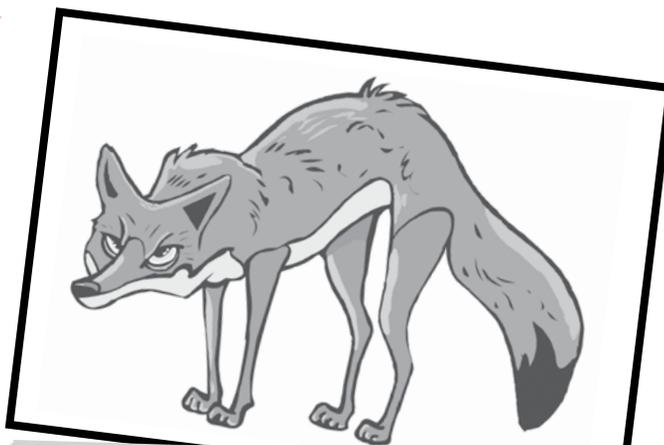
Paragraph 2 *This paragraph makes me curious about trickster tales. I wonder if the stories changed a lot as people told them through the years. I know from games of “telephone” that listeners don’t always hear everything or remember exactly what was said. This makes me think that trickster tales probably changed through time, too. Based on my experiences, I can infer that the people who heard the stories might have forgotten small parts and left them out when they told the stories to others.*

Paragraph 4 *I read that Coyote is sometimes a hero and that sometimes he causes trouble. Coyote seems like a strange character. In other books I have read and movies I have seen, usually one person is the hero and another person causes the trouble. Coyote is both a hero and a troublemaker. Using what I read and what I know, I can infer that a trickster is different from other kinds of characters in stories. A trickster can be both good and bad.*

Paragraph 6 *Why do you think people like trickster tales so much?*

Trickster Tales

- 1 Has anyone ever played a trick on you? It isn't always fun. But people love to hear about tricksters. Tricksters play tricks on people. People all over the world tell trickster tales.
- 2 Long ago, trickster tales were not written down. Parents told the stories to their children. Later, those children told them to their children. Many years later, someone wrote them down. Then, people could read them.
- 3 In Africa, different animals are tricksters. Sometimes the trickster is a rabbit. Sometimes the trickster is a turtle. Sometimes the trickster is a spider. In some stories, the spider's name is Anansi. This spider has become well-known. There are many stories about him. Often, Anansi is not very strong. But he uses his brain. He can fool others.
- 4 Coyote is the trickster in many Native American tales. Sometimes Coyote is a hero. Sometimes he causes trouble. In one story, Coyote brings fire to the people. The fire keeps the people warm. In another story, he traps Duck in a cave.
- 5 New trickster tales are still being written. Movies tell trickster tales. TV does, too. Bugs Bunny is a trickster. Wile E. Coyote tries to use tricks to fool Roadrunner.
- 6 People loved trickster tales long ago. And people still love them today.



A coyote is a trickster in many stories.

LESSON 1 WHEN COYOTE STOLE FIRE (pages 9–16)

Teaching Focus

Comprehension

- Making inferences
- Applying prior knowledge
- Previewing
- Making connections
- Predicting
- Rereading
- Discussing
- Using graphic organizers
- Summarizing

Text Features

- Illustrations
- Glossed word

Literary Elements

- Setting
- Characters

Vocabulary

mesa

Writing

- New ending

Instructional Support

Summary Long ago, people had no fire. Coyote felt sorry for them and asked his friends to help him steal fire from the Fire Keepers. The friends take turns running with a burning branch as the Fire Keepers pursue them. The trees also help the animals by hiding the fire when the Fire Keepers get too close. Coyote finally delivers fire to the people. He shows them how to rub two sticks to create a spark.

Building Background Knowledge Discuss what life might have been like for Native Americans who lived in the desert long ago. Ask students what Native Americans might have eaten, what kinds of homes they lived in, and what kinds of stories they told. Tell students that the story they are about to read is a Native American myth. Explain that myths are made-up stories that often explain how or why something in nature happens, and that many myths include characters with special powers.

ELL

Supporting English Language Learners

Read aloud the sentence “*He felt sorry for them*” from the first line of page 11. Tell students that to feel sorry for someone means to understand another person’s problem and want to help the other person. Explain to students that we can feel things by touching them and that we can also use the word *feel* when we talk about emotions we experience. Smile and say, *I feel happy*. Make facial expressions for other emotions as you say, *I feel _____*. Have partners think of emotions and practice saying “*I feel _____*.”

Answer Key

Have students answer the questions in their student books. Review their answers to monitor their comprehension. Most questions are open-ended, so the provided answers are examples only.

Before You Read (page 9)

Look Ahead: The story takes place in the desert. The story takes place long ago.

Connect: Native Americans tell a story about how the bear lost its tail.

 **Predict:** A coyote steals fire for people.

Reading and Thinking (pages 10–12)

Page 10a: They worried about getting too cold.

Page 10b: “The winter sun hid behind tall mountains.”

Page 11a: They will help him take the fire.

Page 11b: They are mean. They won’t share their fire. They go after Coyote.

Page 12a: They hide the fire from the Fire Keepers.

Page 12b: The Fire Keepers are not smart. They have been tricked.

Responding to Your Reading (pages 13–16)

Making Inferences (page 13)

Clues		What I Know		Inference about Coyote
<ul style="list-style-type: none">• Coyote tricks the Fire Keepers.• Coyote steals fire.	+	<ul style="list-style-type: none">• Tricksters trick people.• Tricksters take things.• Tricksters play jokes on people.	=	Coyote is a trickster.

 **Partner Activity** (I think Coyote is a trickster because he steals fire from the Fire Keepers.)

Checking for Understanding (page 14)

1. C
2. B

Summarizing (page 14)

What Coyote did: He stole a burning branch from the Fire Keepers.

Why he did it: Coyote felt sorry for the people. He wanted them to stay warm.

Who helped: Elk, Bighorn Sheep, and Deer

The end of the story: Coyote gave the fire to the people.

Making Connections (page 15)

1. Coyote. He is smart. He helped the people.
2. The person didn’t get caught.
3. I helped my sister with her homework.
4. What do they do for fun?

Write On! (page 16)

1. They will thank him for helping them.
2. The people will use the fire to keep warm and cook their food.
3. The Fire Keepers will try to take the fire back. They will sneak up on the people.

Reteach Making Inferences

If students need more support with making inferences, have them turn to page 7 in their student books. Reread each of the steps aloud. Discuss some everyday inferences that students might make without being aware of it. For example, act out being angry. Fold your arms and narrow your eyes. Ask students what they notice. How do they think you feel? Explain that when they said that you were angry, they were making inferences. They used clues from your posture and expression combined with what they already knew about how people look when they’re angry to infer that you were angry. Tell them that they can do the same thing as they read. Ask them to tell you how Maria is feeling if they read, “Maria folded her arms across her chest and glared at Danielle.” Return to the story on page 10. Read several paragraphs and then pause. Guide students to use clues from the text plus what they already know to make inferences.