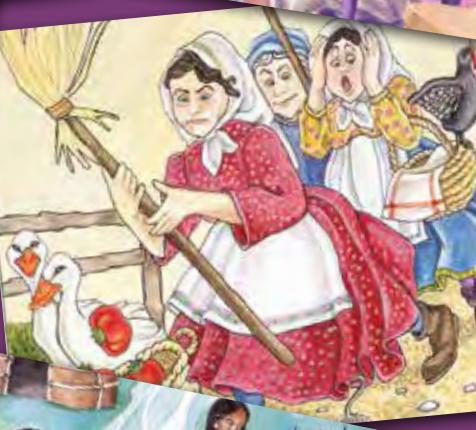


Reading Trends

LEVEL
D**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.

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.

Reading Levels in *Reading Trends*

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 D Lexile Reading Scores by Unit

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
410–490	480–550	510–610	610–630	610–720



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

1	<ul style="list-style-type: none">• Introduce the unit• Teach the comprehension skill through <i>It's Up to You</i>	2	<ul style="list-style-type: none">• Think Aloud (Teacher's Guide)• <i>Your Turn</i> (brief article and activities)	3	<ul style="list-style-type: none">• <i>Before You Read</i>• <i>Reading and Thinking</i> (first selection)	4	<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>
5	<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)	6	<ul style="list-style-type: none">• <i>Before You Read</i>• <i>Reading and Thinking</i> (second selection)	7	<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>	8	<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)
9	<ul style="list-style-type: none">• <i>Before You Read</i>• <i>Reading and Thinking</i> (third selection)	10	<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>	11	<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)	12	<i>Unit Review</i>

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 74–79 of this guide.

Ongoing Assessment

Formal Assessment Options

- Unit Reviews in standardized-test format assess students' grasp of the unit's skills. To prepare students for success on the posttest and standardized tests, the Unit Review passages increase in length and number of items as students progress through the units.
- 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.

Pretest Name _____ Date _____

Read the selection. Then answer the questions.

Chang's Near Miss

One day long ago, a man named Chang walked slowly down a long, lonely road. He had been walking for many days, and he was growing tired. He was on his way to the big city to see the Emperor. Chang felt excited because the Emperor had asked him to come to the city. Chang couldn't believe that the Emperor wanted him to come to the city. Chang couldn't imagine the grand things he would see once the emperor made him rich.

Chang lived in a tiny village far from the big city. As he walked, he knew ways to make the best sheep in the kingdom. As he walked, he imagined the grand things he would see once the emperor made him rich.

Suddenly, a tiger and a large pig appeared from behind the bushes. Chang leaped back in fear. He swung at the animals with his stick. The tiger batted the stick away with his paw and said kindly, "Don't you remember me? Chang. You saved my life even years ago when I was just a cub. A horrible man had captured me and locked me in a cage. I thought I was going to die."

Chang stopped swinging his eyes. This was the tiger he had helped many years before. "What are you here on the road with your pig?" he asked.

The tiger answered. "The two of us from the land near here looking for food and water. We have today to warn you about the emperor."

"Why would you need to warn me about the emperor?" Chang asked.

"The emperor has sent you to help him. He will be your master. He will be friendly and nice at first, but he wants to steal your home. The Emperor knows you are the best sheep farmer in the kingdom. You have many sheep to help you raise fine sheep. He wants his men to steal your sheep for him and make him a lot of money. He will put you in prison for the rest of your life so that you cannot leave the land and tell other people your secret," explained the Tiger.

Chang was shocked. He had almost lost his freedom forever. "How can I thank you both for coming to warn me?" he asked the animals. "You have saved me from a terrible trap!"

Chang was happy on the road again. He was excited to see his family again. He was pleased that the Emperor had sent for him. He thanked the animals once more. His feet moved quickly.

1. One day long ago, a man named Chang walked slowly down a long, lonely road. He had been walking for many days, and he was growing tired. He was on his way to the big city to see the Emperor. Chang felt excited because the Emperor had asked him to come to the city. Chang couldn't believe that the Emperor wanted him to come to the city. Chang couldn't imagine the grand things he would see once the emperor made him rich.

2. Chang lived in a tiny village far from the big city. As he walked, he knew ways to make the best sheep in the kingdom. As he walked, he imagined the grand things he would see once the emperor made him rich.

3. Suddenly, a tiger and a large pig appeared from behind the bushes. Chang leaped back in fear. He swung at the animals with his stick. The tiger batted the stick away with his paw and said kindly, "Don't you remember me? Chang. You saved my life even years ago when I was just a cub. A horrible man had captured me and locked me in a cage. I thought I was going to die."

4. Chang stopped swinging his eyes. This was the tiger he had helped many years before. "What are you here on the road with your pig?" he asked.

5. The tiger answered. "The two of us from the land near here looking for food and water. We have today to warn you about the emperor."

6. "Why would you need to warn me about the emperor?" Chang asked.

7. "The emperor has sent you to help him. He will be your master. He will be friendly and nice at first, but he wants to steal your home. The Emperor knows you are the best sheep farmer in the kingdom. You have many sheep to help you raise fine sheep. He wants his men to steal your sheep for him and make him a lot of money. He will put you in prison for the rest of your life so that you cannot leave the land and tell other people your secret," explained the Tiger.

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10. Chang was happy on the road again. He was excited to see his family again. He was pleased that the Emperor had sent for him. He thanked the animals once more. His feet moved quickly.

Pretest 19

Cumulative Review 1

BIG CAT IN THE WATER

Have you ever watched a cat when it gets near water? Most of the time, it runs away. Cats don't like to swim or play in the water. They don't like to take baths. Or do they? It depends on the cat. Many big cats love to swim, especially tigers.

Striped Swimmers

Tigers are excellent swimmers. Their large paws help them paddle through the water. They also have webbed feet. They can swim up to 20 miles at one time. Sometimes they just float in one place. Tigers like to take baths to keep themselves cool. The places tigers live are very hot. During the day, their skin gets hot, so they go into the water to soak and cool down. Then, they get out and dry water. If they get hot again, they go back into the water.

Tigers do not like to get water in their eyes. So they do not dive or swim under water. They slowly float into the water. Then, they turn back into the water tail first. The water reaches their neck.

Hunting by Water

Water makes hunting easier for animals that live in or near water. When they are out of the water, they have to walk. They stop by the water. They look for prey and attack. Sometimes they hunt animals there. Hunting by water is hard work.

Cumulative Review 1

Circle the correct answer.

1. Why do tigers back into the water tail first?
A. They do not want their front paws to get wet.
B. They do not want to look at the water.
C. They do not want to splash water on their eyes.
D. They are afraid they will drown in deep water.

2. What is the main idea of "Striped Swimmers"?
A. Tigers have big paws.
B. Tigers are good swimmers.
C. Tigers like to take baths to keep cool.
D. Tigers swim up to 20 miles at one time.

3. How do a tiger's paws help it swim in the water?
A. They help it float.
B. They can paddle.
C. They can cool it off.
D. They help it dive.

4. Which sentence states the main idea of the section "Hunting by Water"?
A. They sleep on the animal shore.
B. Many, sleep on land animals.
C. Water makes hunting easier for tigers.
D. Sometimes they chase the animals into the water.

5. Tigers wait for animals to get close so they can—
A. go for a swim.
B. cannot run away.
C. can get a drink.
D. cannot catch a fish.

6. What can you infer about tigers?
A. Tigers play hide and seek.
B. Tigers swim underwater.
C. Tigers drink lots of water.
D. Tigers are smart hunters.

88 Cumulative Review 1

UNIT 2 Finding the Main Idea

CATS ON THE HUNT

Introduce the Unit (page 35)

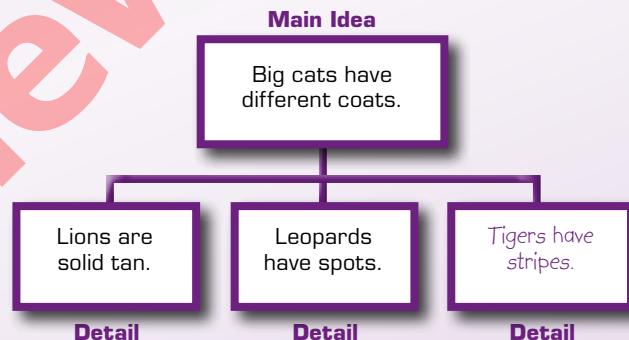
Activate Prior Knowledge

Introduce the unit. Discuss the unit title, the photo, and the introductory paragraph. Ask students what they know about cats, both domestic cats and big cats. Then, pair students and have them read the selection titles and questions and discuss how the questions are alike. Have partners then choose a question and discuss their answers. Ask partners to share their answers with the group.

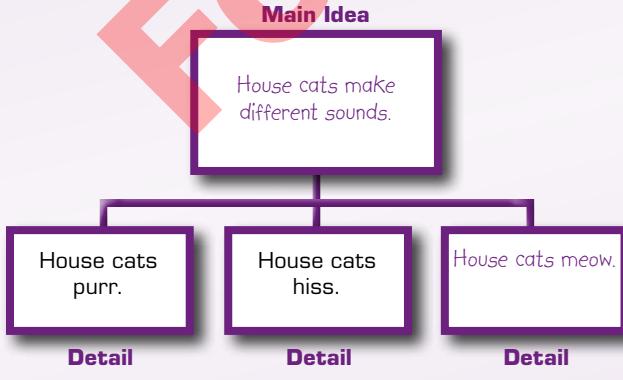


Teach the Skill: Finding the Main Idea (pages 36-38)

What's the Big Idea? Read aloud the paragraph at the top of page 36. Explain to students that identifying main ideas and supporting details as they read can help them understand and remember what they read. Discuss the difference between supporting details and other details. Ask students to supply another supporting detail for the diagram at the top of page 36. Then, challenge students to think of details that would *not* be supporting details.

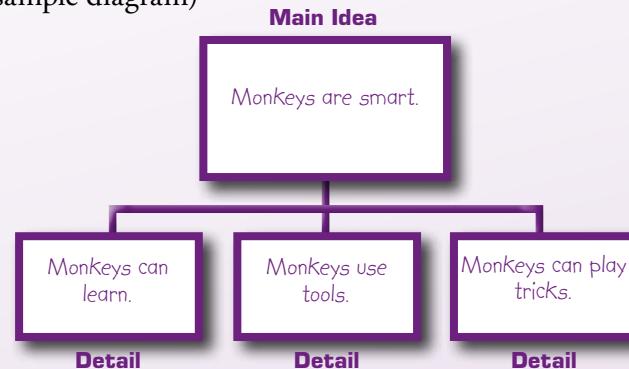


Try It Out Read the section aloud and then ask students to complete the diagram on their own. Discuss the details and the main idea they wrote.



Partner Activity Have each student create a diagram and write a main idea about an animal. Then, have students work with a partner to add three details to their diagrams.

(sample diagram)



How to Find the Main Idea Have students read the steps on page 37. Discuss the three steps, emphasizing the difference between a topic and a main idea. Tell students that they may have to reread a text several times to find the main idea. Ask students which of the details listed in Step 3 is a supporting detail for the main idea listed in Step 2. (“The lion had grown too big for the men to take care of.”)



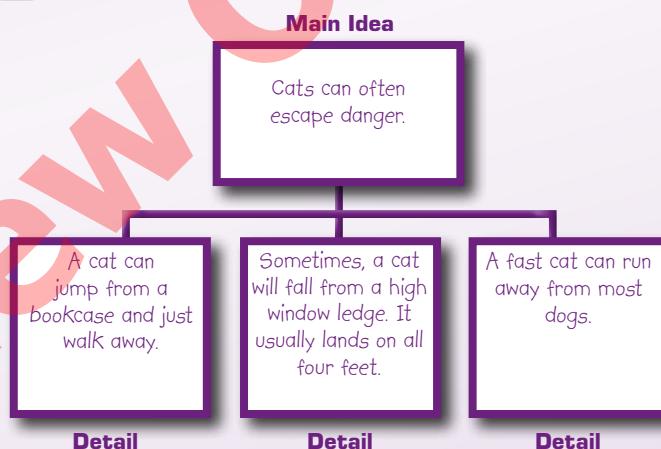
Read aloud the tip in the margin. Tell students that asking themselves whether a sentence tells more about the main idea or about another detail is a good way to identify supporting details.

It's Up to You Have students read the paragraph and underline the main idea. (Cats can often escape danger.) Then have them circle supporting details and cross out details that do not support the main idea. (Cross out: “Perhaps that’s why people say cats have nine lives”; “However, the dog may be upset!”)

Partner Activity Have partners create a main idea and details diagram that includes three supporting details. Ask volunteers to share their diagrams with the group.



(sample diagram)



Model the Think Aloud: “A Cat with Many Names”

Before students begin **Your Turn** on page 38 of their student books, use the Think Aloud on pages 36–37 of this guide to model finding the main idea.

Your Turn Have students preview the article and write the topic (snow leopards). Then, have students read the first paragraph. Discuss the provided answer. Have students read the rest of the article silently and answer the questions. (supporting detail: “The tail is thick and warm”; other detail: “It has black rings”; Main idea: “The snow leopard also has powerful legs.”)



Partner Activity Have partners reread the article and identify a detail in each paragraph that supports another detail and not the main idea. Ask pairs to share with the group which details they chose and why.

Think Aloud: “A Cat with Many Names”

Photocopy and distribute “A Cat with Many Names” to students, project a copy on a whiteboard, or use an overhead projector. Read the text aloud, using the prompts to model finding the main idea and supporting details.

1. Preview the Text

Model previewing the article. Point to the photo and read the caption and title aloud. Explain that the article has more than one paragraph. Tell students that when they read articles that are longer than one paragraph, each paragraph or section in the article may have a main idea. Finding the main idea of each paragraph or section can help readers find the main idea of the entire article.

2. Read the passage and model finding the main idea.

TEACHING TIP

Tell students that as they read each paragraph in an article, they can highlight the main idea. This will help them see the main ideas they chose for each paragraph when they are trying to determine the main idea for the entire article.

3. Review and Reread

After reading “A Cat with Many Names,” ask students to describe the process you used to find the main idea and supporting details. Then, have students reread “A Cat with Many Names.” Have partners highlight the main idea in each paragraph. Remind them to ask themselves, “What is the most important thing the author wants me to know from this paragraph?” As a class, discuss what partners highlighted.

Return to page 35 of this guide, and have students turn to **Your Turn** on page 38 of their student books.

Think Aloud: Model Finding the Main Idea

Paragraph 1 *From what I have read so far, I think the topic of this article is “cougar names.” I think the article will tell me why the cougar has so many names and how it got its names.*

Paragraph 2 *(Point to the word *catamount*.) If I weren’t sure how to read this word, one of the things I could do is break it into parts. I see the word cat at the beginning, and I see the word part mount at the end. These word parts make sense because the article is talking about a cat and about mountains. I’ll read this word *cat-a-mount*. It is another name for a cougar.*

Paragraph 5 *I need to find the main idea of the entire article. I said earlier that I think the topic of the article is “cougar names.” I ask myself, “What is the most important thing the writer wants me to know about the topic?” To help myself answer that question, I will reread the beginning and end of the article because writers often put the main idea in one of these places. After reading these two paragraphs, I think that the main idea of the article is part of the last paragraph. I will combine the first few sentences to state the main idea. Cougars have many names because of their large habitat, the way they hunt, and their unique traits.*

A Cat with Many Names

1 Have you ever seen a puma in a zoo? What about a mountain lion? You were actually looking at a cougar. Cougars are known by many different names. In 2004, cougars received a world record. The cougar was the animal with the most names. Common names for cougars are “puma” and “panther.” Cougars also have other, less common names. Each name tells us more about this mysterious cat.

2 Cougars may have many names because they live in a large area. They live throughout North, Central, and South America. Different groups of people gave cougars different names. Cougars can also live on different kinds of land. They can live in mountains, deserts, and forests. In the mountains, people sometimes call cougars “mountain lions.” They also call cougars “catamounts.”

3 People rarely see cougars. This is another reason for the many names cougars have. Cougars travel alone and hunt at night. Cougars are also ambush predators. They hide and wait for their prey. They do not want other animals to see them. When people do see cougars, it is usually dark. A person might see only the cougar’s tail or face. Some people call cougars “night crawlers” or “shadow cats.” They are also called “ghost cats.”

4 Cougars also have unique traits. These traits are another source for names. Cougars are famous for making high-pitched screams. They scream to attract mates. For this reason, some people call cougars mountain screamers. Cougars also have strong back legs. They use these legs to leap. They can leap 20 feet up a cliff. They can also leap down on their prey. Sometimes they leap from as high as 50 feet. This is how they catch deer. They leap onto a deer’s back. Because of this, some people call them “deer tigers.”

5 Cougars have many names for several reasons. They have a large habitat. They need to stay hidden when they hunt. They have some unique traits. Their many names tell us a lot about how cougars survive.



A cougar’s strong back legs help it leap.

LESSON 4 BIG CATS (pages 39–46)

Teaching Focus

Comprehension

- Finding main ideas and details
- Applying prior knowledge
- Making connections
- Predicting
- Rereading
- Making notes
- Visualizing
- Using graphic organizers
- Summarizing

Text Features

- Photos
- Headings
- Title
- Captions
- Chart
- Glossed words

Vocabulary

pride, prey, nostrils

Writing

- Wildlife-park sign

Instructional Support

Summary Lions, tigers, leopards, and cheetahs are examples of big cats. Each big cat is special in a different way: tigers are the largest of the big cats; lions are the only big cats that hunt together; leopards are the strongest tree climbers; and cheetahs are the fastest of the big cats. Each type of cat uses its unique traits to hunt and survive.

Building Background Knowledge Point to the leopard on page 40. Explain that the leopard's spots help it hide because the spots look like shadows or patches of dirt. Tell students that animals have traits that help them survive in the area where they live. Ask partners to discuss other animal traits they know about that help animals survive. Then, ask pairs to share what they discussed with the group.



Supporting English Language Learners

Read the second paragraph on page 40 aloud. Write *largest, strongest, and fastest* on the board. Explain that words ending in *-est* are usually a certain kind of describing word. Use pictures, acting, and objects to model the comparative and superlative forms. For example, hold up three books of different sizes as you say *large, larger, largest*. Model *strong, stronger, strongest* and *fast, faster, fastest* as well. Ask students to create sentences using one of the words. If time permits, discuss the comparative and superlative forms of other describing words.

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 39)

Look Ahead: I see lions, cheetahs, and leopards. I think the topic is big cats.

Connect: Lions have manes. Lions roar. I want to know why they roar. I want to know what they eat.

Predict: Big cats have many interesting traits.

Reading and Thinking (pages 40–42)

Page 40: Each kind of big cat is special.

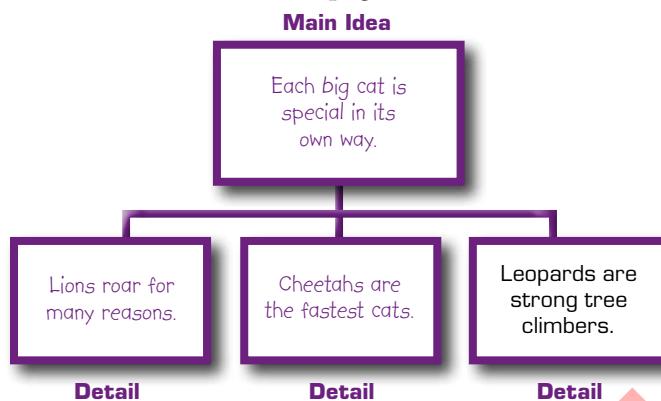
Page 41a: “A male lion roars for many reasons.”

Page 41b: “Tigers are the largest of all cats.”

Page 41c: “Some tigers weigh 800 pounds.”

Responding to Your Reading (pages 43–46)

Finding the Main Idea (page 43)



Partner Activity Have partners share their diagrams and discuss what they wrote. Then, ask volunteers to share their diagrams with the group.

Checking for Understanding (page 44)

1. D 2. C

Summarizing (page 44)

Main idea: Each big cat is special in its own way.

Details about each animal: Lions roar for many reasons. Tigers are the largest of all cats. Leopards are the best climbers. Cheetahs are the fastest cats.

Page 42a: (Students should make notes or draw pictures about how a cheetah’s body helps it run fast.)

Page 42b: Each big cat is special in its own way.

Making Connections (page 45)

1. Leopards. I learned that they can catch animals in trees.
2. How long can a cheetah run before it gets tired?
3. They are the fastest animals.
4. Both kinds of cats hunt. House cats cannot roar like lions. Cheetahs are faster than house cats.

Write On! (page 46)

Lead a discussion about what visitors to a wildlife park might want to learn from a sign describing an animal. Then, have partners answer the questions on page 46. Extend the activity by having students research the cat they chose at the library.

1. lion
2. large, tan color, males have manes
3. It lives in a pride. It has a roar that can be heard for five miles.
4. It rests during the day. It hunts at night. Females do most of the hunting.

Reteach Finding the Main Idea

If a student needs more support with finding main ideas and identifying supporting details, review the steps at the top of page 37 in the student book. Then, turn to page 40 and reread “Big Cats” together, section by section. At the end of each section, pause and have the student retell what the section was about. Ask, *What was the most important thing the writer wanted you to know in that section?* Then, ask, *What details support this information?* When you have completed the passage, have the student briefly summarize the article. Discuss the main idea of the article and have the student list details that support the main idea.