

SUPPORTING RESEARCH



EXTENSIONS IN
READING™ SERIES

EXTENSIONS IN READING

- PROVIDES CHALLENGING INSTRUCTIONAL ACTIVITIES FOR 12 READING STRATEGIES
- STRENGTHENS CRITICAL READING, ORGANIZATIONAL, AND WRITING SKILLS
- FEATURES ASSESSMENT IN READING COMPREHENSION





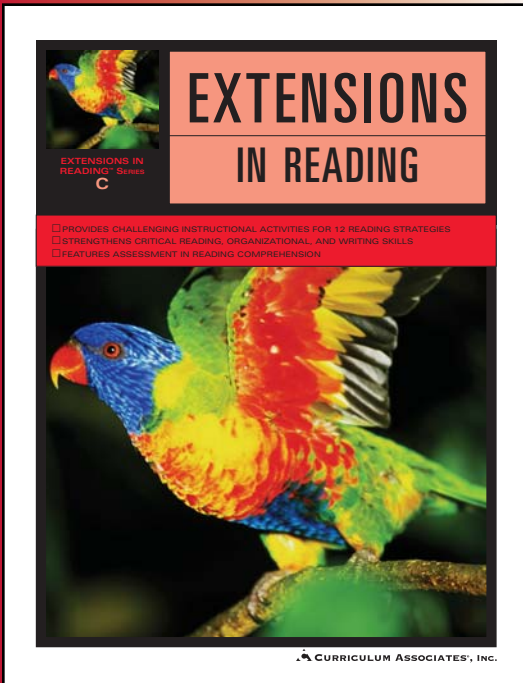
EXTENSIONS IN READING

A Research-based Reading Series

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INTRODUCTION TO THE SERIES



The ***Extensions in Reading™ Series*** is the in-depth, advanced component of a reading program that spans from diagnosis through assessment. The ***Extensions in Reading™ Series*** is a research-based reading series that is designed to strengthen and extend students’ reading strategies through the use of graphic organizers in grades 1 through 8. Learning opportunities that call for the use of graphic organizers include genre-related writing and both fiction and nonfiction reading selections. Reading-strategy learning opportunities continue through extension activities that offer cross-curricular learning and practical application experiences. Each lesson is followed by selected-response assessment questions, the type of questions found on many state and national standardized tests. The ***Extensions in Reading™ Series*** provides students with integrated opportunities to work with reading strategies.

The ***Extensions in Reading™ Series*** complies with the No Child Left Behind Act of 2001 and is also supported by current research regarding reading-strategy instruction. The program utilizes instructional strategies that build reading comprehension in students of all abilities.

LESSON PARTS	INSTRUCTIONAL STRATEGIES
Learn About the Strategy	Modeled/Direct Instruction
Learn About a Graphic Organizer	Modeled/Direct Instruction
Learn About a Form of Writing	Genre Instruction
Prepare for the Selection	Prior-knowledge Activation/Vocabulary Instruction
Reading Selections Part One and Part Two	Guided Instruction
Check Your Understanding	Independent Practice/Extension Activities

HOW IS THE EXTENSIONS IN READING™ SERIES ORGANIZED?

Each book in the ***Extensions in Reading™ Series*** has six parts to each strategy lesson. Scaffolded instruction is the organizational framework of the program. Scaffolded instruction benefits all types of students, including English-language learners (ELL). “Scaffolded instruction optimizes student learning by providing a supportive environment while facilitating student independence” (ERIC Document, 2002). The instructional goal in any curriculum classroom is to develop independent learners. “Yet, many students in today’s diverse classrooms have trouble handling the conceptual demands inherent in text material when left to their own devices to learn . . . In a nutshell, instructional scaffolding allows teachers to support students’ efforts to make sense of texts while showing them how to use strategies that will, over time,

lead to independent learning” (Vacca & Vacca, 2005, p. 25). The **Extensions in Reading™ Series** guides students through the learning process from modeled/direct instruction through guided instruction, and finally, to independent work.

Learning About the Strategy Modeled/Direct Instruction

Students’ exposure to the lesson’s reading strategy begins with the Learn About the Strategy section. This section opens with an instructional page. Here the student receives modeled instruction on what the strategy means, as well as when and how to use the strategy. Direct instruction of the strategy demonstrates the application of the reading strategy. “Many students, particularly low-performing students, learn more quickly from a clear, concise explanation of what to do and how to do it” (Carnine, 1990). Teachers and students together read and discuss the reading strategy and the application of the strategy to a model paragraph. Margin notes guide students to think about the important information in a model paragraph.

STRATEGY SIX Making Predictions

Learn About Making Predictions

Thinking about the strategy When you are reading a story, help yourself stay involved with the story. One way to do that is by making predictions as you read. A prediction is a guess about what will happen next.

To make a reasonable prediction, think about what the author tells you about the story. Think about what you know from your own life.

Story Clues	What I Already Know
Prediction	

It doesn't matter if your prediction is wrong. As you get new information in the story, make new predictions. Then read on to check your predictions.

Studying a model Read the beginning of the story and the notes beside it.

Rosie's mother has allowed her to have lots of pets. I think that means her mother probably likes animals, too.

Rosie's mother thinks the kitten is cute. I know that her mother likes the kitten.

"Rosie, are you hiding something under your jacket?" Rosie's mother asked sternly.

"I'm not really hiding it," Rosie replied. "I'm keeping it warm. It's one of Mr. Fuzzie's kittens. He's giving them away."

"No, not that another animal!" said Rosie's mother. "You already have two parakeets, a gerbil, and a guinea pig. And Mittens might not want another cat in the house."

"But Mittens could use a playmate," said Rosie. "And just look at this lovable, fuzzy fellow." Rosie opened her jacket to show the kitten snuggling against her.

Rosie's mother sighed. "What a cute fluff ball he is!" she said, reaching out to stroke the kitten's head.

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Students receive direct instruction of each lesson's reading strategy.

Learn About a Graphic Organizer Modeled/Direct Instruction

Graphic Organizers are invaluable tools for facilitating students’ reading comprehension. A literature review by Harrington et al. (1998) summarizes the many benefits of using graphic organizers with students of all abilities and learning styles. English-language learners benefit from the use of graphic organizers because the organizers permit students to see the relationships between words and concepts, making their experiences with reading more meaningful.

Learn About a Graphic Organizer

Understanding a prediction map A prediction map shows details that lead you to a prediction. Some details come from the story. Other details come from what you already know. A prediction map can help you make predictions as you read stories, fantasies, and other kinds of fiction.

Here is a prediction map for the story beginning on page 54.

In the Story Rosie has parakeets, a gerbil, and a guinea pig. Rosie says Mittens could use a playmate. Wants to describe a kitten: lovable, fuzzy, snuggling, cute fluffball. Rosie's mother sighs and reaches out to stroke the kitten.	What I Already Know People who have a lot of pets often want more pets. Parents sometimes change their mind about not keeping a pet when they see how cute the pet is.
Prediction Rosie's mother will let Rosie keep the kitten.	

Make a prediction based on story clues and what you know.

Filling out a prediction map can help you make reasonable guesses about what might happen next in a story.

How can you find out if Rosie's mother will let Rosie keep the kitten? You can read on to check your prediction and perhaps make a new one.

As you read, ask yourself!

- What does the author tell me?
- What do I know about this kind of story or situation?
- What do I think will happen next?

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Graphic organizers offer concrete, memorable representations of abstract thinking processes.

Graphic organizers are a means of identifying text structures. Graphic organizers can be used to visually present the pattern of information in a text. This pattern of information reflects the text structure of a selection. “Visual structures are powerful tools for comprehension instruction because they offer concrete, memorable representations of abstract thinking processes” (Alvermann & Boothby, 1986; Calfee & Patrick, 1995; Norton, 1992)” (Barton & Sawyer, 2003).

Graphic Organizer STRATEGY ELEVEN—Part One

Name: _____ Date: _____

Figurative Language	What It Means
like lovable puppies	A grade-school play is fun to watch, but it is usually not that good.
disaster waiting to happen	You can expect many things to go wrong during a grade-school play.
she play is a sparkling gem	The Elephant's Child is a very good play.
shines like a bright star	Each child actor performs very well.
set is a dream	
costumes are fanciful works of art	

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The teacher guide provides graphic organizer reproducibles for each lesson for ease of use.

The **Extensions in Reading™ Series** supplies a graphic organizer that represents the text structure specific to each reading strategy. “Graphic organizers are helpful because they are visual and spatial displays designed to facilitate the teaching and learning of textual material through the ‘use of lines, arrows, and a spatial arrangement that describe text content, structure, and key conceptual relationships’ ” (Darch & Eaves, 1986, p. 310). They can be used to illuminate the reading strategy for the students. Some of the graphic organizers used in the **Extensions in Reading™ Series** are Main Idea Chart, Timeline, Sequence Chain, Cause-and-Effect Map, Venn Diagram, Prediction Map, Words-and-Meaning Chart, Conclusions/Inference Diagrams, and many others. These are graphical tools that help students see connections and relationships between ideas in a reading selection. Students experience graphic organizers from the modeled instruction section, through guided instruction, to independent learning in Reading Selection–Part Two.

Learning About a Form of Writing Genre Instruction

Learn About a Form of Writing

Focusing on an informational article

An informational article explains a topic using facts, details, and examples. An informational article may be on any topic. For example, an author might write about a person or an event in history. Many informational articles, however, are about science or nature.

An informational article often has these features.

- It uses facts, details, and examples to help explain a topic.
- It may contain photographs or other visuals to help explain ideas.
- Its main purpose is to give information about the topic.

Here is the opening paragraph of an informational article about an unusual ape.

At first glance, a bonobo looks like a chimpanzee. Look again. The bonobo is much smaller than a chimp. For this reason, bonobos are sometimes called pygmy chimpanzees. Bonobos are different from chimps in other ways, too. For example, a bonobo's skin has a darker hue, or color, than a chimp's skin. Also, a chimp's nose and mouth stick out while a bonobo's face does not protrude as much.

Organizing ideas in a words-and-meaning chart

You can use a words-and-meaning chart to find the meaning of new words in an informational article. Understanding the meaning of these words will give you a better understanding of the topic and will make the article more interesting. Here is a filled-in words-and-meaning chart for the paragraph above.

Word	Context Clues	What I Think Word Means
pygmy	much smaller	something smaller than usual
hue	color, darker	color or shade
protrude	nose and mouth stick out	stick out, push out

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Explicit instruction coupled with graphic organizers provides students with a clear understanding of each form of writing found in the **Extensions in Reading™ Series**.

The **Extensions in Reading™ Series** provides text-structure instruction through a discussion of a genre’s text features and characteristics. This is an essential component of the **Extensions in Reading™ Series** program because, “[i]n order to become competent, literate members of society, students must be able to navigate multiple genres . . . Students need to learn about particular genres through implicit experience and explicit instruction” (Lattimer, 2003, p. 3). Additionally, “[l]ooking for and using text structure helps students to study and think more deeply about ideas encountered during reading” (Vacca & Vacca, 2005, p. 391). The **Extensions in Reading™ Series** explicitly instructs genre features and characteristics of magazine articles, biographies, informational stories, realistic fiction, essays, short stories, plays, folktales, and many other types of fiction and nonfiction. Students then study a graphic organizer that reflects the genre’s features and characteristics. This visual provides a concrete guide of a genre’s organizational features. Once students have learned about a genre’s form, they proceed to a prereading activity that establishes prior content knowledge.

Prepare for the Reading Selection

Prior-knowledge Activation/Vocabulary Instruction

Prior-knowledge Activation

Students gain content and vocabulary background knowledge before reading each selection. Students are exposed to background information about both the reading selection topics and about the reading strategy they are about to experience. Previewing or activating prior knowledge is an effective comprehension strategy because “[S]tudents who listen to the previews before reading the text often significantly outperform students who do not have previews on several measures of comprehension” (Cheney, 1990; Mastropieri, Leinart, & Scruggs, 1999). In the **Extensions in Reading™ Series**, students experience both vocabulary and content knowledge activation.

Vocabulary Instruction

The **Extensions in Reading™ Series** provides direct instruction of important vocabulary words for students to learn before attempting to read the reading selections that follow. Students are encouraged to use dictionaries. They work with synonyms, antonyms, and cloze activities. Students also learn vocabulary words through context-clue activities. The Words-and-Meaning chart follows Reading Selection–Part Two. This indirect vocabulary instruction, combined with direct instruction in the Learn Vocabulary activity, meets the recommendation of the No Child Left Behind Act of 2001. The Finding Word Meaning in Context lesson is dedicated to teaching students how to determine word meaning using context clues.

Reading Selections–Part One and Part Two Guided Instruction

In the Reading Selections section, students apply what they have learned from the modeled instruction about genres and the reading strategy. Reading Selection–Part One provides guided practice before students move on to Reading Selection–Part Two, which is completed independently.

Reading Selection–Part One

Once students have read the reading selection, they are then prompted to complete a graphic organizer that reflects the reading selection’s content and organization. Students receive

Prepare for the Reading Selection

Gaining knowledge On the pages that follow, you will read a play that contains a riddle for the characters to solve. Neither the audience nor you, the reader, are given the solution to the riddle. The author of the play expects the audience to watch for clues and try to figure out the riddle before the characters do. This is a clever way to keep the audience interested in everything that happens in the play. For the characters in the story, solving the riddle leads them to a surprise. For the audience, solving the riddle makes the play more fun.

This play is written in three scenes. Each scene has a different setting.

Learn Vocabulary

Understanding vocabulary The boxed words below are boldfaced in the selection. Learn the meaning of each word. Then write the word or words that could replace the underlined word or words in the sentence.

convince	1. She got <u>amazed</u> her first book in honor of her parents.
annoyed	2. Your mean words have hurt the <u>feelings</u> of your friend.
insulted	3. Try to make Tess <u>believe</u> that it's a good idea.
plaque	4. We gave Ms. Avery a gold metal wall <u>hanging</u> with the words "Coach of the Year" on it.
dedicated	5. His nonstop humming and whistling bothered everyone.

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Students gain content and vocabulary background knowledge before reading each selection.

STRATEGY EIGHT Drawing Conclusions and Making Inferences Pages 74–83

Before students begin the strategy lesson, introduce and discuss the following terms and definition:

Draw conclusions or make inferences—
to use story details that the author gives and what you know from your own life to figure out story details that are not given

Reproducible graphic organizers for Strategy Eight are on pages 41 and 42.

The land itself helps animals stay cool in hot climates. Gerbils that live in the Kara-Kum Desert in Asia dig tunnels. They burrow down only 4 inches to find temperatures more than 60°F cooler than above the ground. Some desert birds also cool off in underground burrows. Others sit in the cool shade of rocks.

Completing a word-and-meaning chart Some of the words-and-meaning chart for the first part of the informational article has been filled in. Complete the chart with more words that are new or unknown to you.

Word	Context Clues	What I Think Word Means
inhabit	parts of the world, live	live in a certain place.
tundra	freezing, North and South poles	land that is frozen and covered with ice.
depth	mountaintops, oceans	the deep part of the ocean.

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The Finding Word Meaning in Context lesson is dedicated to teaching students how to find word meaning with context clues.

Reading Selection—Part One
Read the fable "The Lion and the Mouse."

The Lion and the Mouse

One afternoon, Lion slept in the shade of a large rock. Mouse, scampering above, slipped and fell right on the lion's nose. Lion awoke with a roar. He clapped his paw over Mouse. Then Lion opened his huge jaws and dangled Mouse in front of his teeth.

"Please, Lion, please don't eat me!" squeaked Mouse. "Have mercy, oh, great Lion. I am so small, and you are so large. I could not possibly satisfy your hunger."

Lion shook his head at the fast-talking creature.


Mouse continued. "I am weaker than you. You are I am too easy a catch for a hunter such as yourself. I have mercy!"

Lion was amused by it.

"Off with you, then!" said releasing the tiny creature.

"Someday, you too are yourself in danger," said I will repay you for your Lion just chuckled. "What ridiculous idea," he thought and drifted back to sleep.

Not long afterward, Lion stepped into a hole. It was on top of Lion. He struggled more tightly around him.



Lion roared with rage. He roared with helplessness. He roared loudly enough to shake the leaves on trees. Off in the distance, Mouse heard the roars. He recognized Lion's voice.

Soon Mouse appeared beside the net. "Quiet down," he said to Lion. "I will help you." Mouse set to work on the cords that bound Lion.

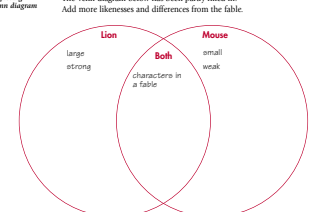
Mouse gnawed and nibbled. One cord snapped. He nibbled and gnawed. Another cord snapped. The opening grew larger and larger as Mouse worked. At last, Lion broke out of the net. He leaped from the hole.

"I told you I would help you," said Mouse.

"Thank you," Lion answered gratefully.

No kindness is ever wasted.

Completing a Venn diagram: The Venn diagram below has been partly filled in. Add more likenesses and differences from the fable.



Students receive guided instruction in Reading Selection—Part One.

Reading Selection—Part Two
Read the fable "The Fox and the Stork."

The Fox and the Stork

Fox was in a playful mood when he saw Stork in the distance. "Greetings, my good company this evening. Thank you for inviting me to this evening. Fox could hardly resist. It held its head high. "It's delicious. Help yourself, of course, Stork's me and narrow for the flat of my belly."

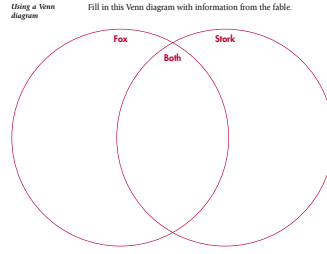
"Please, have some!" Stork said, holding out a morsel of food. "I'd be delighted to do me the honor of visit the next evening, Fox."

"Good. The food is ready," said Stork, pointing to a large container on the floor. It was a tall vase with a narrow neck. Stork had no trouble reaching in with her long bill. She ate heartily. Fox, however, couldn't get his wide nose into the vase. He could not get even a morsel to his mouth.

Fox's belly rumbled, but he did not complain.

After all, how could he find fault with Stork when she was merely repaying his generosity?

Using a Venn diagram: Fill in this Venn diagram with information from the fable.



Students work independently on Reading Selection—Part Two.

assistance through a partially completed graphic organizer. Students then make explicit their comprehension of the reading selection by providing the information needed to complete the graphic organizer. Guided instruction helps students reflect upon and then articulate their thought processes in comprehending a reading selection. Vacca and Vacca (2005) recommend that practice sessions should guide students to think about the "why" and "how" application of a reading strategy. In this section, students are encouraged to adapt the graphic organizer to meet their comprehension needs—to reflect their comprehension of the reading selection.

Reading Selection—Part Two

Students once more experience a specific genre by independently reading a second selection of the same genre. At this point, students are applying the reading strategy and their knowledge of graphic organizers without any aid from peers or the teacher. "Students should reach a point where they have internalized the steps and feel in control of the strategy" (Vacca & Vacca, 2005, p. 82). Students transfer what they have learned from the lesson by completing a graphic organizer of their own. Students may refer to the graphic organizer from Reading Selection—Part One as a guide.

Check Your Understanding
Independent Practice

A true measure of success is when a student becomes an independent learner. The instructional goal of developing a class of independent learners is valued because "Reported patterns include that high-achieving students prefer independent study and are significantly more self-motivated, persistent, responsible, teacher and adult motivated, and prefer tactile rather than auditory instruction. They also strongly prefer self-direction, flexibility, and options as well as a minimum of structure and lecture" (Collinson, 2000).

When students reach the Check Your Understanding section, they work independently much like they do in a testing situation. Gulek (2003) discusses the several benefits researchers have found about test preparation. "Adequate and appropriate test preparation plays an important role in helping students demonstrate their knowledge and skills in high-stakes testing

Check Your Understanding
Think about what you've read. Then answer these questions.

- The author wrote this journal mainly to
 - explain how to have a wildlife contest.
 - entertain readers with a story about how a contest affects one boy's imagination.
 - persuade readers to look for wildlife in the city.
 - describe different types of city wildlife.
- Which of these details is a key to the author's purpose?
 - animals that turn out to be nonliving things
 - description of a city park
 - facts that tell how to set up contest rules
 - opinions about city animals
- From the information in the journal, you can figure out that
 - pigeons are often found in a city.
 - there are no worms or squirrels in the city.
 - Sam and Lewis argue a lot.
 - Sam doesn't enjoy living in the city.
- A pencil with a shattered point has a point that is
 - sharp.
 - smashed.
 - black.
 - stubby.
- Which of these animals does Lewis see to win the contest?
 - wild cat
 - butterfly
 - snake
 - monkey
- Which of these events happens first?
 - Sam thinks he sees a tortoise.
 - Sam watches a program about alligators.
 - Sam thinks he sees a huge butterfly.
 - Sam thinks he sees a snake.
- Sam compares the butterfly to
 - a wiggling worm.
 - a graceful dancer.
 - the sparkling sun.
 - a giant bird.
- What is the best meaning of the word *contests* in the journal entry on page 99?
 - "bright and cheerful"
 - "belonging to another part of the world"
 - "not real"
 - "clear and able to see through"
- An accurate drawing of a butterfly would
 - look very much like the butterfly.
 - show different kinds of butterflies.
 - be a cartoon of a butterfly.
 - show only one side of the butterfly.
- When Sam squinted, he probably
 - bent over.
 - squinted up his eyes.
 - drew a picture.
 - lifted his hand.

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Students gain valuable test-taking experience through the Check Your Understanding Activity.



Students work independently on Reading Selection—Part Two.

situations. Norton and Park (1996) found a significant relationship between test preparation and academic performance. Chittooran and Miles (2001) also concluded that adequate test preparation significantly improves student attitudes toward test taking and, hence, actual performance on high-stakes tests” (p. 42). The **Extensions in Reading™ Series** offers additional practice with test preparation in the Review lesson.

The **Extensions in Reading™ Series** delivers a comprehensive and effective learning experience that provides comprehensive content coverage coupled with test-preparation practice. The organizational framework of the **Extensions in Reading™ Series** is grounded in reading-comprehension research, making the program an effective instructional tool for students who desire a deeper study of reading strategies. Other research-based instructional features, such as those recommended by the No Child Left Behind Act of 2001, further support the **Extensions in Reading™ Series**.

HOW DOES THE EXTENSIONS IN READING™ SERIES COMPLY WITH THE NO CHILD LEFT BEHIND ACT OF 2001?

The No Child Left Behind Act of 2001 was established to provide teachers with research-based instructional strategies in order to ensure that every child becomes a reader. There are five areas that the National Reading Panel stressed as being essential to an effective reading program. These five areas are phonemic awareness, phonics instruction, fluency, vocabulary, and text comprehension instruction. The **Extensions in Reading™ Series** embraces the recommendations of the National Reading Panel in the areas of vocabulary instruction and text comprehension.

Vocabulary Instruction Recommendations

Vocabulary is defined as words students must know to communicate effectively. According to the National Reading Panel’s report, there is a strong connection to vocabulary in the reading process (NICHD, 2000, p. 4-15). Specifically, this report recommends that vocabulary instruction for achieving reading comprehension should be both indirect and direct. Effective vocabulary instruction also requires active participation from students. The **Extensions in Reading™ Series** meets these instructional recommendations through several features in each book.

<i>Extensions in Reading</i>	National Reading Panel
Vocabulary	✓
Reading Comprehension	✓

Extensions in Reading employs both direct and indirect vocabulary instruction to gain maximum student learning.

Direct Instruction

In the **Extensions in Reading™ Series**, students receive direct instruction of significant vocabulary words prior to each reading selection. "Direct instruction was found to be highly effective for vocabulary learning . . . Pre-instruction of vocabulary in reading lessons can have significant effects on learning outcomes" (NICHD, 2000, pp. 4-24 & 4-25). In the Learn Vocabulary activity, the vocabulary words introduced before the reading selection are presented in a word bank next to the vocabulary activity. Students learn each word's meaning through the use of a dictionary and then through varying types of vocabulary activities: synonyms, antonyms, cloze, and context clues. Once direct instruction has been initiated, students then experience indirect instruction through context learning.

Students are actively engaged with vocabulary words before they read each selection

"Pre-instruction of vocabulary in reading lessons can have significant effects on learning outcomes" (NICHD, 2000, pp. 4-24 & 4-25).

Indirect Instruction through Context Learning

Indirect learning is learning that occurs through incidental exposure (NICHD, 2000, p. 4-21). In the **Extensions in Reading™ Series**, there is a lesson dedicated to finding word meanings in context. This lesson provides indirect instruction of vocabulary words through context learning. Context learning is one of the most recommended and useful strategies for learning vocabulary (Graves & Watts-Taffe, 2002, p. 143). Context learning is a strategy students use to infer or predict the meaning of a word by scrutinizing the semantic and syntactic cues present in the preceding and following words, phrases, and sentences (Baumann, Kame'enui, & Ash, 2003). In the Finding Word Meaning in Context lesson, students receive direct instruction on how to find word meanings in the text. They then participate in both indirect and direct instructional vocabulary activities.

Students complete the Learn Vocabulary exercise. The vocabulary words introduced in the lesson are presented in a word bank next to the reading selection. The vocabulary words in the word bank are highlighted within the reading selection, giving the words prominence within the text. Context clues are found near these words. Students then complete a personalized chart of words and their meanings that are unfamiliar to them.

Students receive explicit instruction for finding word meanings in context.

Prepare for the Reading Selection

Gaining knowledge The informational story you will read on the following pages is about a right whale. Right whales got their name hundreds of years ago. Then people who hunted for whales said that these whales were the "right" whales to kill. The whales were so full of blubber, or fat, that the whales floated even after they were dead. This made it easy for the hunters to pull a dead whale back to shore. Today right whales are endangered. That means that there are so few of them that they are in danger of becoming extinct. There are only about 300 right whales left in the world. These whales are protected by law. However, human activities, such as fishing and boating, continue to threaten their lives. When a right whale is hurt, ocean scientists try everything they can to save it.

Learn Vocabulary

Understanding vocabulary The bolded words below are boldfaced in the selection. Learn the meaning of each word. Then write the word beside its definition.

advice	1. a note that can make someone sick _____
injured	2. words meant to help another person _____
plight	3. loudness _____
infection	4. hurt or wounded _____
injected	5. stuck with a needle filled with medicine _____
sedative	6. a difficult condition or problem _____
volume	7. a kind of medicine that helps calm people or animals _____

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STRATEGY SEVEN Finding Word Meaning in Context

Learn About Finding Word Meaning in Context

Thinking about the strategy When you read, you may not understand the meaning of every word in a selection. To find the meaning of words you don't know, you can look for context clues in surrounding words and phrases. Often, you can find context clues in the same sentence as the word. Sometimes, you have to look at sentences that come before and after the word.

Here are some different kinds of context clues that you can use to figure out the meaning of a new or an unknown word.

CONTEXT CLUES

Synonym (a word that means the same as another word)

Antonym (a word that means the opposite)

Definition

Examples

You can find the word about.

Studying a model Read the text.

Bright and cheerful are context clues in the meaning of "dark or cheerful."

Change is a context clue in the meaning of "transform."

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Learn About a Graphic Organizer

Understanding a words-and-meaning chart A words-and-meaning chart will help you keep track of new words and context clues so that you can figure out the meaning of the new words. You can use a words-and-meaning chart every time you read. Sometimes, you may just write the word in the chart and come back later to figure out its meaning. Other times, you may want to figure out the meaning of the word before you continue reading.

Here is a words-and-meaning chart for the paragraph on page 64. It shows context clues and what the reader thinks the word means based on those context clues.

Word	Context Clues	What I Think Word Means
dimly	dark, bright, cheerful	dimly, not clearly
transform	change, fresh pairs	To change or make different.

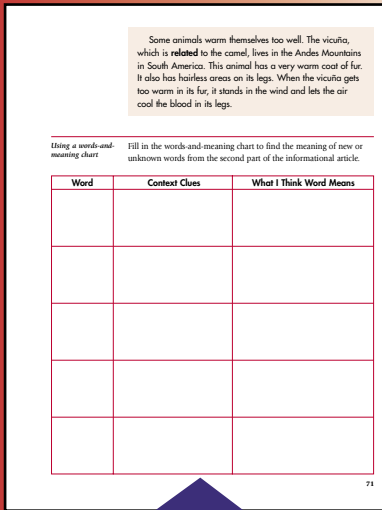
When you complete a words-and-meaning chart, you use context clues to find the meaning of a word. You better understand what the sentence, paragraph, or whole selection is about.

Why isn't Mom upset about the dark living room?
Mom has a plan for making the room bright and cheerful.

As you read, ask yourself!

- How is the new word used in the sentence?
- What words around the new word give clues to its meaning?
- How can I be sure of a word's meaning?

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Students make personal connections to a reading selection by creating their own list of vocabulary words they would like to explore.

These recommended reading comprehension strategies from the National Reading Panel are integrated into the Extensions in Reading™ Series:

- Comprehension Monitoring
- Prior-Knowledge Activation
- Graphic Organizers

The **Extensions in Reading™ Series** uses indirect and direct instruction of vocabulary words as recommended by the National Reading Panel. The program also integrates the National Reading Panel’s recommendations for reading comprehension instruction.

Reading-Comprehension Instruction Recommendations

The **Extensions in Reading™ Series** employs reading comprehension instruction recommendations from the National Reading Panel. Reading comprehension is defined as the ability to understand and gain meaning from what has been read. The **Extensions in Reading™ Series** employs multiple instructional strategies such as comprehension monitoring, prior-knowledge activation, and graphic organizers as a means for teachers to gauge students’ comprehension of the reading selections. The use of these multiple strategies is part of effective reading-comprehension instruction. In addition, Almasi et al. (1996) found that “use of comprehension strategies is both a sign of active engagement and a stimulus for that engagement.”

Comprehension-Monitoring Strategy

Comprehension monitoring is also referred to as metacognitive awareness. A demonstration of metacognitive awareness or comprehension-monitoring behavior occurs when a reader realizes that he/she is confused by a passage and stops to reread the passage for clarification. The **Extensions in Reading™ Series** applies the comprehension-monitoring strategy through two avenues. Foremost, students complete a self-assessment sheet after each lesson. This self-assessment sheet prompts students to think about their reading performance—their challenges and successes in the lesson. Students are directed to create a reading goal for the lesson that follows. This self-created reading goal is an internal stimulus for students to keep in mind when they proceed through the next lesson.

Self Assessment

Student's Name: _____ Date: _____
 Teacher's Name: _____ Strategy: _____

Complete this page after you have finished the strategy lesson.

1. How well did you do on this lesson? _____
2. How well did you understand the strategy taught in this lesson? _____

Will this strategy be useful to you when you read? Why or why not? _____

3. Which parts of the lesson did you enjoy the most? _____
4. Which parts did you find the easiest? _____
5. Did any part of the lesson give you trouble? If so, which part? _____
6. Complete this sentence: I could have done a better job on this lesson if _____
7. What is your goal for the next lesson? _____

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Student Self-Assessment

Students gain content and vocabulary background knowledge before reading each selection.

- As you read, ask yourself**
- What story clues does the author give?
 - What do I know from my own life?
 - What can I figure out from story clues and what I know?

As You Read, Ask Yourself Prompt

“Because readers draw from background knowledge to help them bridge the gap between what they know and what they are learning, activating prior knowledge is critical to the success of obtaining meaning from the text” (Dochy, Segers, & Buehl, 1999; Tierney & Pearson, 1981).

A second method of metacognitive awareness that is used by students comes from an external prompt called As You Read, Ask Yourself. This is a list of questions students should ask themselves as they apply the lesson’s reading strategy. The questions present clues as to what students should look for as they are reading. “Good readers monitor themselves as they read, with the result that the good reader is metacognitively aware during reading” (Pressley, 2002, p. 296). The **Extensions in Reading™ Series** strives not only to improve student’s reading-goal-strategy abilities, but also to develop metacognitively aware readers.

Prior-Knowledge Activation Strategy

“Prior knowledge affects comprehension by creating expectations about the content, thus directing attention to relevant parts, enabling the reader to infer and elaborate what is being read, to fill in missing or incomplete information in the text, and to use existing mental structures to construct memory representations that facilitate later use, recall, and reconstruction of text” (NICHD, 2000, p. 4-84). The **Extensions in Reading™ Series** is designed to give students experience with activating prior knowledge in two areas—text organization and content. Students experience prior-knowledge activation through the Prepare for the Reading Selection section of each lesson. Here, students gain background information about the reading selection they are to read. This background knowledge stimulates any connections students may have to the selection’s topic. Activating prior knowledge is a strategy that works hand-in-hand with story-structure identification.

In the Learn About a Form of Writing section of each lesson, students read the information about the structure or genre of the reading selection. When students make the connection between what they are expecting to read and what they have read in the past, prior knowledge is activated. Through discussion, students

Three prereading activities are specifically designed to activate student's prior knowledge.

Learn About a Form of Writing

Knowing an act of play A play is a special kind of story. It is meant to be performed. Actors take the parts of the story characters. An audience follows the story by listening to what the actors say, watching how they say it, and watching what they do.

A play has these features:

- It is written to tell the words the actors are to say.
- It often contains directions to the actors.
- It often describes the setting.

Read this part of a play. Notice the characters' names before the words they speak and the information in parentheses.

WOMAN: (Smoking point on park bench) There! That's done. . . Now, where did I put that *Wipe Paint sign*? It must be in my truck. (Leads)

BOY: (Talking with GRU) This bench is empty. Let's sit here.

Prepare for the Reading Selection

Getting knowledge On the pages that follow, you will read a play that contains a riddle for the characters to solve. Neither the audience nor you, the reader, are given the solution to the riddle. The author of the play expects the audience to watch for clues and try to figure out the riddle before the characters do. This is a clever way to keep the audience interested in everything that happens in the play. For the characters in the story, solving the riddle leads them to a surprise. For the audience, solving the riddle makes the play more fun.

This play is written in three scenes. Each scene has a different setting.

Learn Vocabulary

Understanding vocabulary The boxed words below are boldfaced in the selection. Learn the meaning of each word. Then write the word or words that could replace the underlined word or words in the sentence.

- She **dedicated** her first book in honor of her parents.
- Your mean words have **insulted** your friend.
- Try to **convince** **amused** that it's a good idea.
- We gave Mrs. Terry a **plaque** **dedicated** with the words "Coach of the Year '03."
- His workshop humming and whirring **dedicated** everyone.

Reading Selection—Part One

Read the first part of the play *The Riddle*.


Characters

CAI and LENA (eleven-year-old twins)
 MOM (Cai and Lena's mom)
 DAD (Cai and Lena's dad)
 MIMI (Cai and Lena's grandmother)
 POPPI (Cai and Lena's grandfather)

SCENE 1: It is late afternoon. Cai and Lena are at the kitchen table doing homework. Their schoolbags are on the floor. Dad is at the counter, getting dinner ready.

CAI: Do you think Mimi and Poppi will send us a surprise for our birthday this year?
 LENA: (in a loud whisper so that Dad is sure to hear) I wish they'd **convinced** Mom and Dad to let us have a puppy.
 DAD: I heard that.
 CAI: You know they never go against Mom and Dad's decisions.
 LENA: Remember last year. They sent us a map of our house. We had to follow it to find a hidden package. Inside the package was another map that led us to another package and another map.
 CAI: Right! And the last package was tiny. Inside was a slip of paper with an answer and the word garage.
 LENA: We ran like the wind to the garage. We practically fell over our new bikes.
 The children go back to their homework. The front door opens.
 Mom walks in. She has a briefcase and some mail. She drops the mail on Lena's homework paper.
 LENA: (nervously annoyed) Mom! I'm trying to . . . (Lena looks at the top piece of mail and picks it up.) Look! It's from Mimi and Poppi!
 CAI: Open it! Open it, quick!

The Riddle



Learn About a Graphic Organizer

Understanding a cause-and-effect diagram A cause-and-effect diagram will help you identify a cause-and-effect relationship. A cause-and-effect diagram can also help you see the connection between events in a story. You can use a cause-and-effect diagram when you read fiction and nonfiction selections.

Here is a cause-and-effect diagram for the paragraph on page 34. It shows how events in the paragraph are connected.

CAUSE	EFFECT
Mrs. Como enjoys gardening.	She spends hours planting, weeding, and watering.
Mrs. Como works hard in her gardens.	She has the most beautiful gardens in the neighborhood.
Her plants are healthy and strong.	Neighbors ask for advice.
She writes a gardening column.	People in the whole town can learn her gardening secrets.

When you complete a cause-and-effect diagram, you see connections between events in a story. You understand why things happen.

Why do so many people in the neighborhood want to know Mrs. Como's gardening secrets?
 Mrs. Como has the most beautiful gardens in the neighborhood.

As You Read, Ask Yourself!

- What happened? Why did it happen?
- What clue words show causes and effects?
- What do I already know in real life about how things cause other things to happen?

Students have the opportunity to experience 60 interactions with graphic organizers.

learn about the characteristics and features of the genre. Students then move on to organizing the ideas of the specified genre into graphic organizers. Through discussion, students learn about the characteristics and features of the genre. Guided discussion of both the Learn About a Form of Writing section and the Prepare for Reading section involves having students make text-to-text connections. "Guided discussion enhances students' comprehension ability and creates opportunities for students to see connections between the texts they have read and their own lives" (Au, 2003, p. 963).

Graphic Organizers

"Teaching students to organize the ideas that they are reading about in a systematic, visual graph benefits the ability of the students to remember what they read and may transfer, in general, to better comprehension and achievement in social studies and science content areas" (NICHD, 2000, p. 4-45). Students using the **Extensions in Reading™ Series** engage with approximately 60 opportunities at each book level to work with graphic organizers, through modeled instruction to direct and independent application. Graphic organizers actively engage students with applying each reading strategy. This active engagement heightens students' motivation and interest in the text they are reading. Graphic organizers move students to become active readers. Kirylo and Millet (2000) summarize the effectiveness of graphic organizers. "The construction of graphic organizers are prereading activities that are designed to activate prior knowledge and to demonstrate the connection that exists among the overarching concepts and terms to be studied." As Vacca and Vacca (2005) underscore, "To make connections effectively, students must have some familiarity with the concepts in advance of their study of the material" (p. 276).

Summary of Compliance to the No Child Left Behind Act of 2001

Through the **Extensions in Reading™ Series**, students are exposed to and practice several of the National Reading Panel's recommended instructional strategies. Students participate in direct and indirect vocabulary instruction. The vocabulary is anchored in several reading selections; the words are not taught in isolation. Students are actively engaged in learning and improving their use of reading strategies. They learn to apply their knowledge of text genres and content knowledge through the use of graphic organizers. Background-knowledge activation serves to amplify students' awareness of any connections to the text they are reading. Students become metacognitively-aware readers who are able to monitor their reading performance as they progress toward the attainment of every reading goal.

Graphic Organizer STRATEGY NINE—Part Two
Name: _____ Date: _____

FACT Can it be proved or checked?	OPINION Is it what someone believes, thinks, or feels?

Graphic Organizer STRATEGY TEN—Part One
Name: _____ Date: _____

QUESTION	ANSWER
What does the author say?	I should never have told Leslie that I could spot more wildlife than he could. We live in the middle of the city.
What are key ideas and details?	Pigeons, cats, dogs, worms, squirrels, and sparrow hawk's court in the contest. On the way home from school, I saw a snake. When I went to sketch it, it turned into a broken pencil.
What is the author trying to do?	

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The teacher guide provides reproducible graphic organizers for students to use.

SUMMARY

The ***Extensions in Reading™ Series*** is an extension program that is built upon a research-based framework and is supported by research-based instructional strategies. Students will improve their reading comprehension through its diverse types of reading-strategy activities. These activities require students to use graphic organizers to demonstrate their mastery of a reading strategy. Scaffolded instruction provides the guideposts for students as they progress toward becoming independent learners. Metacognitive strategies give students insights into their own thought processes, strengthening their reading comprehension. Further strengthened by the National Reading Panel recommendations, the ***Extensions in Reading™ Series*** is a program that applies research-based instructional experience to improve and extend students' reading comprehension.



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