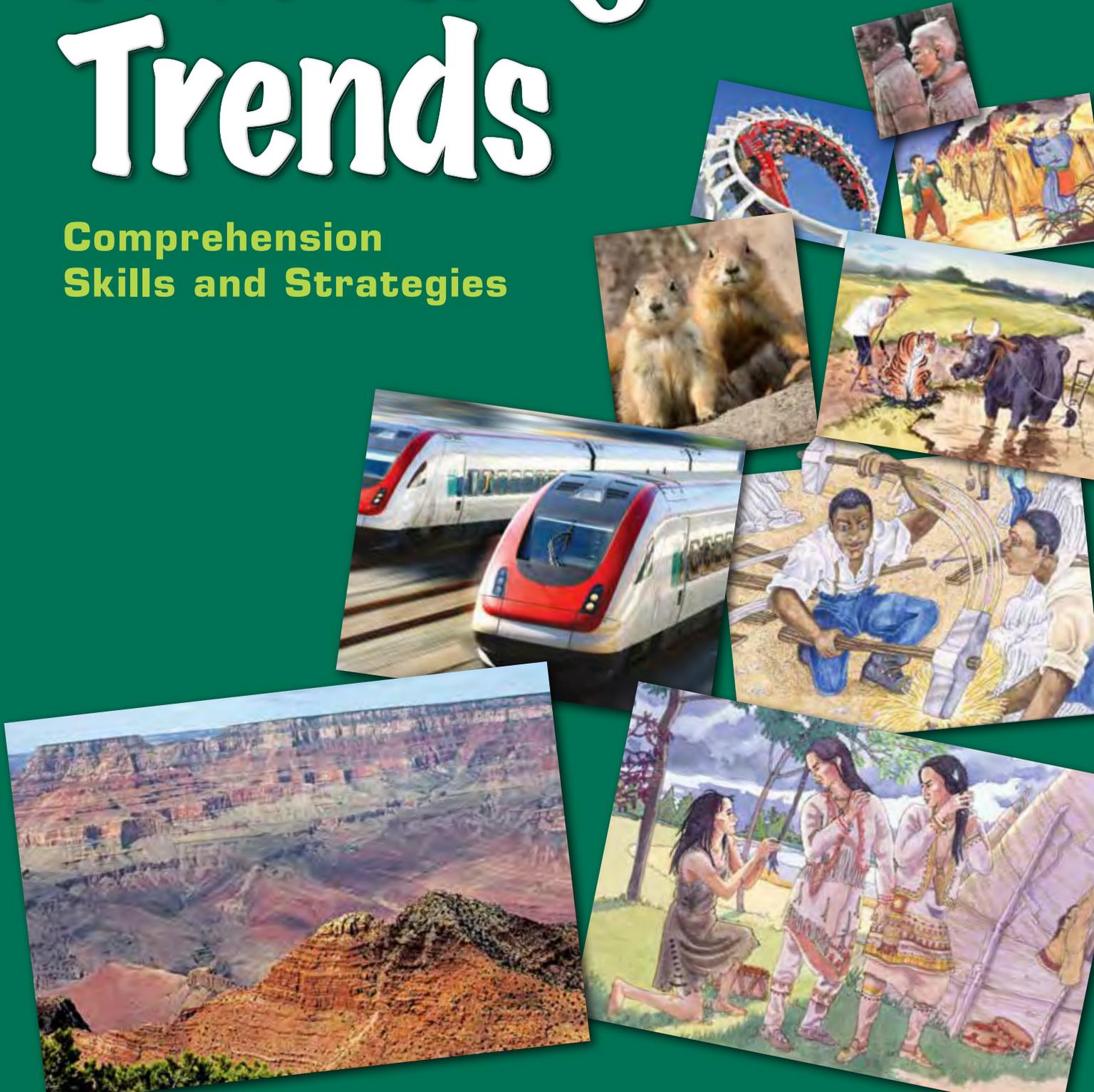


LEVEL  
**E**

# 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 C	Reading Levels 2.0–3.5
Level D	Reading Levels 2.5–4.5
Level E	Reading Levels 3.0–5.5

### Level E Lexile Reading Scores by Unit

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
470–600	570–640	630–710	700–760	720–820

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



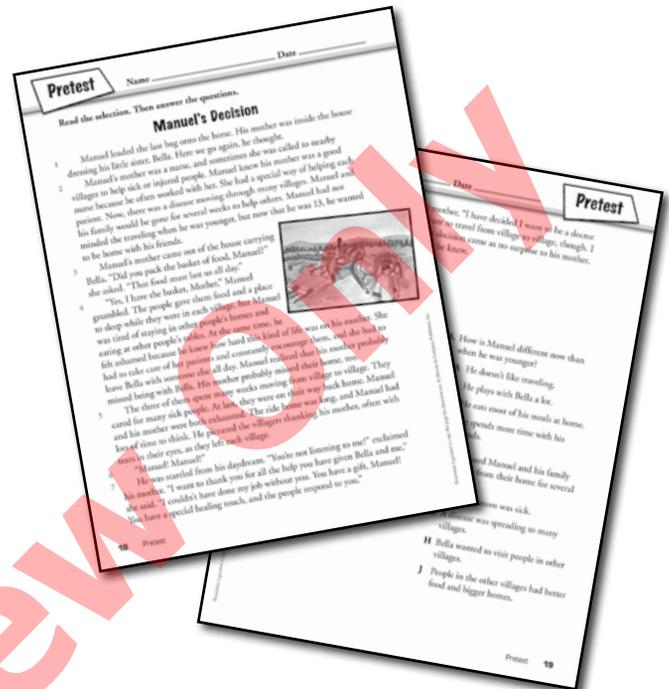
- *Supporting English Language Learners* in the Teacher's Guide provides ideas for scaffolding the content of the selections through visuals, gestures, definitions of key vocabulary, and focused previewing. This feature also helps the teacher explain idiomatic language and multiple-meaning words that 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 74–79 of this guide.



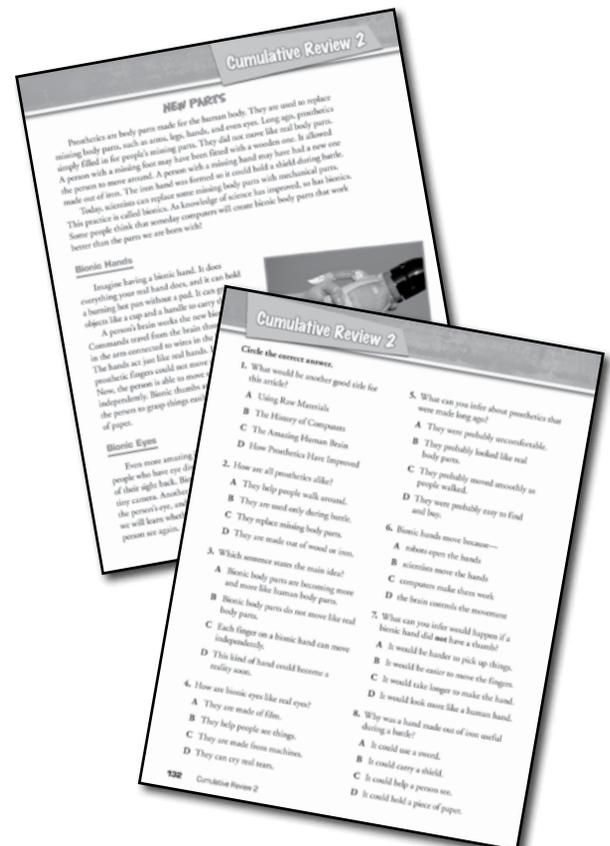
## Ongoing Assessment

### 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.



# UNIT 3 Comparing and Contrasting

## MOTION IN THE OCEAN

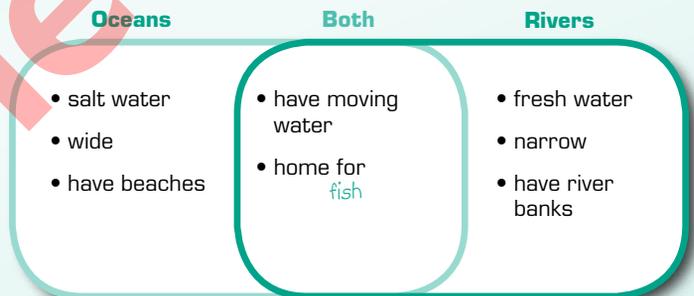
### Introduce the Unit (page 69)

**Activate Prior Knowledge** Introduce the unit. Have students look at the photo and share their experiences with the ocean. Read aloud the introductory paragraph. Discuss how the ocean can be helpful and how the ocean can be dangerous. Have partners read aloud the selection titles and questions. Then, have partners choose one title, read the question, and discuss their answers. Ask partners to share their answers with the group.

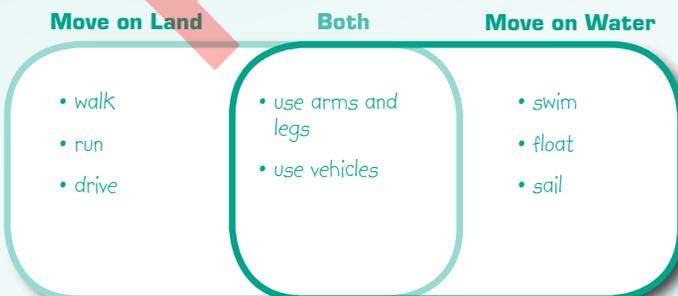


### Teach the Skill: Comparing and Contrasting (pages 70–72)

**What's the Same? What's Different?** Introduce the skill. Tell students that some texts focus on how things or ideas are the same and different. Explain that thinking about how things or ideas are alike and different can help a reader understand the information in a text more clearly. Read aloud the text at the top of page 70 and then discuss comparing and contrasting using the diagram. Ask students to fill in the blank in the center of the diagram.

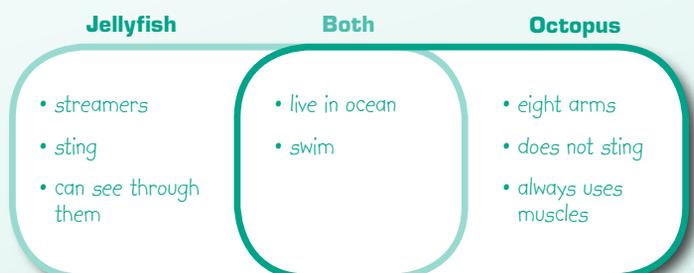


**Try It Out** Read the section aloud and then ask students to complete the diagram on their own. Discuss how students filled in their diagrams.



**Partner Activity** Have each student create a Venn diagram to compare and contrast two different ocean animals and then share it with a partner.

(sample diagram)



**How to Compare and Contrast** Guide students through each step on page 71, emphasizing the clue words and phrases that writers often use to compare or contrast. Explain that readers can also compare and contrast what they read to their own experiences. Ask students to compare and contrast the information in the Venn diagram at the top of page 70 to what they already knew about oceans and rivers.



Read aloud the tip in the margin. Have students look at the diagram at the top of page 70. Ask them to use a clue word or phrase in a sentence comparing oceans and rivers. (Oceans and rivers both have moving water.) Then, have students use a clue word or phrase that contrasts oceans and rivers. (Oceans have salt water, but rivers have fresh water.)

**It's Up to You** Have students read the paragraph. Then, have them underline clue words or phrases that signal that information is being compared and circle clues or phrases that signal contrasts. (Underline: “both”; Circle: “on the other hand”)



**Partner Activity** Have partners create a Venn diagram comparing and contrasting windsurfing and kiteboarding. Then, ask partners to share their diagrams with the group.



(sample diagram)



### Model the Think Aloud: “Saving the Kemp’s Ridleys”

Before students begin *Your Turn* on page 72 of their student books, use the Think Aloud on pages 46–47 of this guide to model comparing and contrasting.

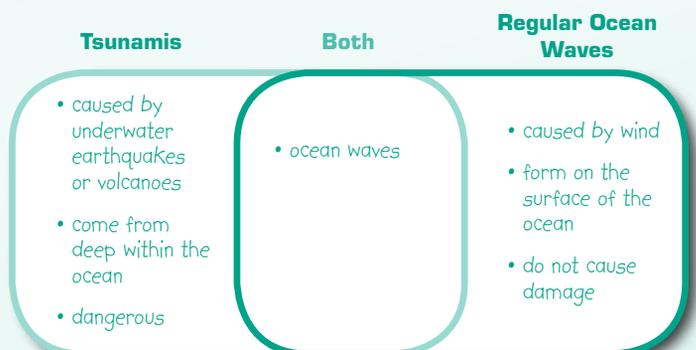
**Your Turn** Have students preview the article. Ask them to predict what the article will be about (big waves). Then, have students read the first paragraph. Discuss the provided answer. Have students read the rest of the article silently and answer the remaining questions. (Underline: “different,” “while”; wind; underwater earthquakes, underwater volcanoes)



**Partner Activity** Have partners create a Venn diagram to compare and contrast tsunamis and regular ocean waves. Have them take turns filling in the differences and work together to fill in the comparisons.



(sample diagram)



## Think Aloud: “Saving the Kemp’s Ridleys”

Photocopy and distribute “Saving the Kemp’s Ridleys” to students, project a copy on a whiteboard, or use an overhead projector. Read the text aloud, using the prompts to model comparing and contrasting.

### 1. Preview the Text

Model previewing the selection. Use the photo, caption, and title to predict what the selection will be about. Discuss what students know about endangered animals and sea turtles in particular.

### 2. Read the passage and model comparing and contrasting.

#### TEACHING TIP

Explain to students that comparing and contrasting as they read can help them see patterns in the information they read. When readers pay attention to patterns of how certain things are alike and different, they can begin to apply these patterns to new information they encounter. This will help them understand the new information.

### 3. Review and Reread

After reading “Saving the Kemp’s Ridleys,” ask students to describe what you compared and contrasted. Then, have students reread “Saving the Kemp’s Ridleys.” When they have finished reading, ask pairs to create a Venn diagram to compare and contrast the Kemp’s ridley and another endangered animal they know. As pairs share their diagrams, discuss patterns in the information they share about endangered animals.

Return to page 45 of this guide, and have students turn to *Your Turn* on page 72 of their student books.

## Think Aloud: Model Comparing and Contrasting

**Paragraph 1** *From reading this far, I can tell that the writer is writing about Kemp’s ridley sea turtles. The writer contrasts them with the leatherback sea turtle. This makes me think that the article will compare and contrast the Kemp’s ridley sea turtle with other sea turtles.*

**Paragraph 2** (Point to *unique*.) *If I didn’t know what this word meant, I could use the words and sentences around it to help me. Because the sentence includes the word however, I know that it probably describes a contrast. It tells me that the Kemp’s ridley is different from other sea turtles in some way. I think unique might mean “different.”*

**Paragraph 6** *The writer compared and contrasted the conditions for the Kemp’s ridleys from before the 1970s to the conditions after the 1970s. Comparing time periods is something that many writers do in articles and books. To help myself understand the similarities and differences between these time periods, I will make a Venn diagram.*

(On the board, draw a Venn diagram and add the labels “Before 1970” and “After 1970”. Write “Both” above the intersecting area. Work with students to add similarities and differences to the diagram.)

# Saving the Kemp's Ridleys

- 1 The Kemp's ridley sea turtle is an endangered sea turtle. It lives in the Gulf of Mexico and the Atlantic Ocean. The Kemp's ridley is the smallest sea turtle in the world. Adult Kemp's ridleys weigh about 100 pounds. They are about two feet long. The leatherback sea turtle, another type of sea turtle, can weigh almost 2000 pounds. It is the largest sea turtle.
- 2 All types of sea turtles come out of the water to lay eggs on beaches. Kemp's ridleys have a unique way of nesting, however. Almost all female Kemp's ridleys lay their eggs on the same beach. The female turtles come to the state of Tamaulipas (tah-mow-LEE-pahs), Mexico each year to nest. They come onshore at the same time. This is called an *arribada* (ah-ree-VAH-dah). The word *arribada* means "arrival" in Spanish.
- 3 A video from 1947 shows a Kemp's ridley *arribada* in Tamaulipas. About 42,000 turtles nested in one day. Unfortunately, by 1978 only about 200 Kemp's ridleys nested each year. What changed for the Kemp's ridleys between 1947 and 1978?
- 4 Many people used to hunt the turtles for meat or to sell them. People also began living closer to the turtle's nesting beaches. The Kemp's ridley nests in only one part of the world. They didn't have another nesting beach to go to.
- 5 Another danger for the Kemp's ridleys is connected to what they eat. Kemp's ridleys like to eat crabs and jellyfish. They stay in shallow areas of the ocean where these creatures live. People also eat crabs and shrimp from these areas. As a result, Kemp's ridleys often get caught in fishing nets. They can get tangled in these nets and die.
- 6 In the 1970s, the Mexican government began protecting the Kemp's ridleys' nesting beaches. They also made it illegal for people to hunt the turtles or sell them. Fishers have begun attaching devices to their fishing nets. These devices keep turtles from getting tangled in the nets. All of these programs have helped the Kemp's ridleys. In the last few years, the numbers of Kemp's ridleys have started to increase. In 2006, over 12,100 nests were counted in Mexico. The Kemp's ridleys are still endangered, though. The size of their population needs to continue growing.



Kemp's ridley sea turtles lay their eggs in the sand.

# LESSON 7 THE GREAT WAVE (pages 73–80)

## Teaching Focus

### Comprehension

- Comparing and contrasting
- Applying prior knowledge
- Previewing
- Making connections
- Predicting
- Asking questions
- Using graphic organizers
- Summarizing

### Text Features

- Illustrations
- Title

### Literary Elements

- Dialogue
- Characters

### Writing

- Journal entry

## Instructional Support

**Summary** Hamaguchi and his grandson, Tada, live on a mountain overlooking the ocean. One evening, Hamaguchi notices the water moving away from the land. He knows that this means a tsunami is coming. He torches his rice fields. The villagers come up the mountain to put out the fire and are safe from the tsunami. They are grateful and share their rice with him.

**Building Background Knowledge** Ask students if they have heard of a particular tsunami. Explain that the tsunami that hit Sri Lanka in 2004 was the deadliest in history. It was triggered by a 9.0 magnitude earthquake in the Indian Ocean. Hundreds of thousands of people died. Scientists collected data after the tsunami hit to help understand which parts of the world are most at risk.

ELL

### Supporting English Language Learners

Read aloud the first three sentences of the story on page 74. Tell students that the words “*for a living*” in the second sentence mean “a job, or a way of making money.” Explain that the third sentence lets us know that growing rice is their only job, or means of making money to buy things. Discuss what could happen if they lost their rice. Model sentences that include *for a living*, such as, *I teach for a living*.

## 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 73)

**Look Ahead:** Tada thinks Hamaguchi is crazy for lighting the fields on fire. Hamaguchi does not say much.

**Connect:** They can be fun to ride on. They can be dangerous if they pull you under the water.

 **Predict:** I think this story will be about a big wave that puts out a fire. I think this because of the title and the dialogue on page 75.

## Reading and Thinking (pages 74–76)

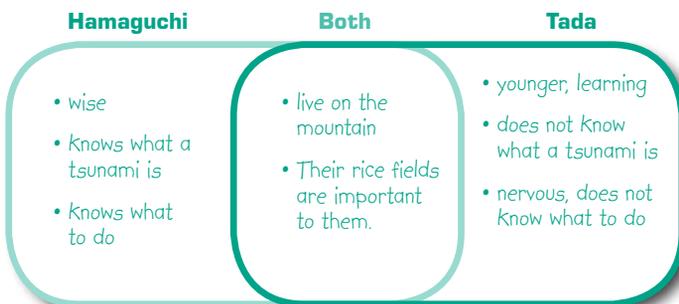
**Page 74:** The field is a soft green in the growing season and golden brown in the harvest season.

**Page 75a:** Why did the house shake?

**Page 75b:** The water was moving away from the land.

## Responding to Your Reading (pages 77–80)

### Comparing and Contrasting (page 77)



 **Partner Activity** Have partners create a new diagram to compare and contrast Hamaguchi with the other villagers. Have them take turns filling in similarities and differences.

### Checking for Understanding (page 78)

1. D
2. C

### Summarizing (page 78)

In “The Great Wave,” a wise man knew that a tsunami was coming because he saw the water moving away from the land.

**What did Hamaguchi do? Why?** Hamaguchi burned the rice fields so the people would race to the mountain and be safe from the tsunami.

**Page 76a:** They ran up the road to the mountain while the others brought water.

**Page 76b:** Yes; the tsunami caused the house to shake. I can reread the story or research the answer to my question.

**What happened at the end of the story?** The town was destroyed, but the villagers were safe. Later, the villagers gave Hamaguchi some of their rice.

### Making Connections (page 79)

1. Hamaguchi would not have been able to set the rice fields on fire. The people would probably have died.
2. Yes, he was able to help the people. No, I would have torched the fields because going down to warn people would have taken too long.
3. I would run away from the ocean. I would tell my parents to drive far away from the water.
4. He is wise like my grandfather. My grandfather makes sure that we are safe. He calls us when bad weather is on the way.

### Write On! (page 80)

1. I was happy to see that the rice fields were ready for harvest.
2. I ran up the mountain to see if I could help put out the fire.
3. I saw a huge wave hit my village and knock down my home.
4. I was very sad that our village and rice fields were destroyed.

## Reteach Comparing and Contrasting

If students need more support with comparing and contrasting, together review the steps at the top of page 71 of the student book. Discuss the clue words for comparing and for contrasting and write them on the board. Explain that writers use these words to show how things are alike and how things are different. Draw a Venn diagram on the board and practice comparing and contrasting two characters or stories familiar to students. Then, have partners create a new Venn diagram to compare and contrast “The Great Wave” with one of their favorite stories.