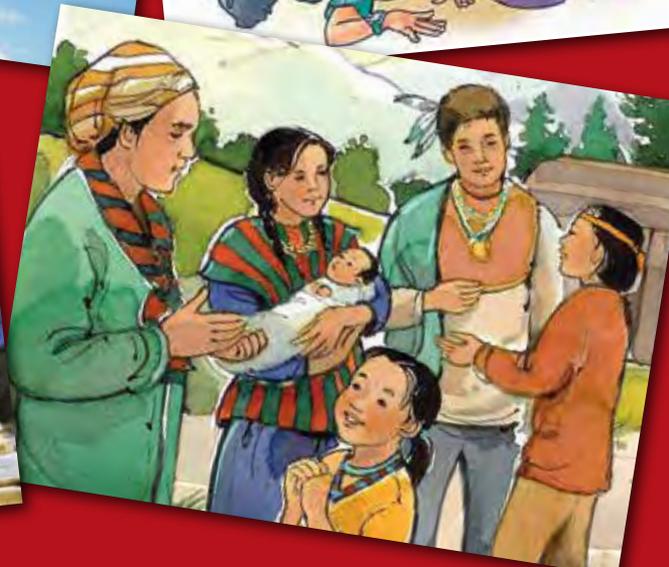


LEVEL
B

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: Finding the Sequence
- Unit 2: Making Inferences
- Unit 3: Finding the Main Idea
- Unit 4: Comparing and Contrasting

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 make connections, complete a graphic organizer, answer questions, summarize, and extend their thinking with a writing activity.

Reading Levels in *Reading Trends*

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

Level B Reading Levels by Unit

Unit 1	Unit 2	Unit 3	Unit 4
1.0–1.5	1.5–2.0	2.0–2.5	2.5–2.9

Assessment

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

- A pretest and a posttest written in standardized-test format assess students' abilities before they begin the program and students' progress after they complete it.
- Unit Reviews, a Cumulative Review, 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 four key comprehension skills covered in *Reading Trends* help students progress from learning to read to reading to learn.

➤ To Support Struggling Readers

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

➤ With English Language Learners

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

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

Keene & Zimmermann (2007)

Suggested Unit Pacing

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

30–60 minutes, 4 Days per Week

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

Reading Trends and Response to Intervention

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



Built-in Support for English Language Learners

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

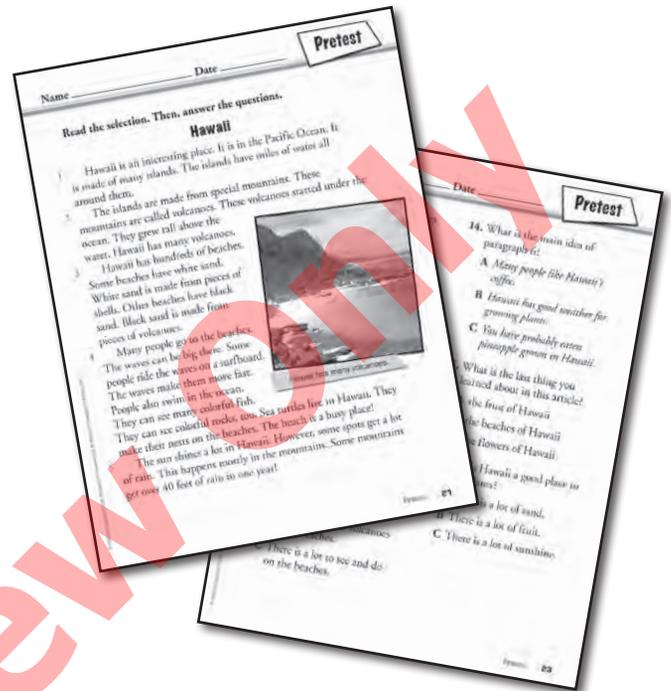


Assessment

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

Pretest and Posttest

- A pretest written in standardized-test format (pages 16–23 of this guide) assesses students' strengths and weaknesses in applying comprehension skills prior to beginning the *Reading Trends* program.
- At the end of the program, a posttest in standardized-test format assesses students' progress. The posttest is on pages 65–70 of this guide.



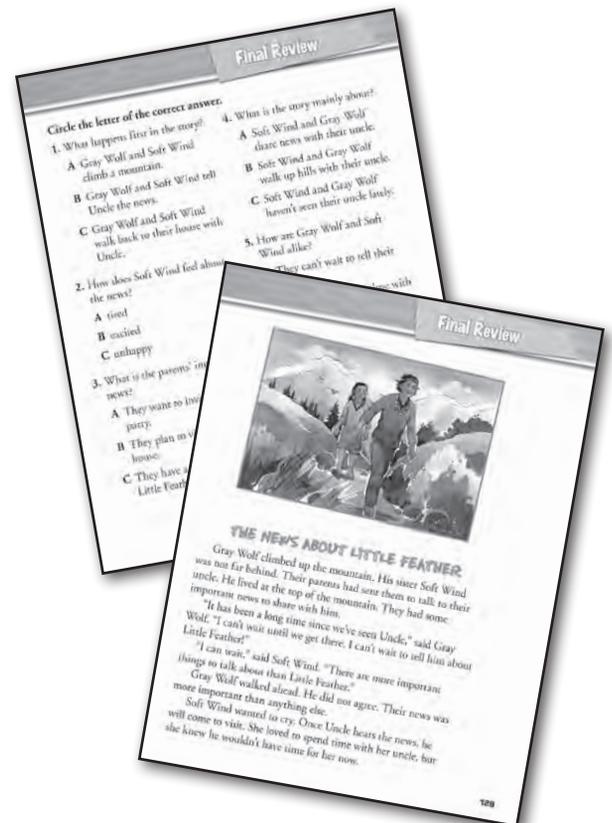
Ongoing Assessment

Formal Assessment Options

- Unit Reviews in standardized-test format assess students' grasp of the unit's skills.
- A Cumulative Review after Unit 2 assesses skills from previous units. A Final Review after Unit 4 assesses skills taught in all four 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 completing graphic organizers and summarizing. Students also complete a writing activity that assesses their comprehension of the selection.



UNIT 1 Finding the Sequence

FRIENDSHIP

Introduce the Unit (page 5)

Activate Prior Knowledge Introduce the unit. Discuss the unit's theme, "Friendship," and the photo. Read aloud the introductory paragraph. Ask students to share one way their friends help them. Discuss with students the purpose of the table of contents. With students, read and discuss the questions for each of the text selections.

Partner Activity Have partners discuss how they help their friends and what they can do first when helping their friends. Ask volunteers to share their experiences and ideas with the group.



Teach the Skill: Finding the Sequence (pages 6-8)

What's the Order? Introduce the skill. Read aloud the paragraph at the top of page 6. Explain that "in an order" means that one event happens after another. Discuss the example. Ask volunteers to share their own sequence of how they get ready for school. Tell students that understanding the sequence in a story or an article can help them to better remember the story or the article. If students have difficulty understanding beginning, middle, and end, act out or talk through a daily task from beginning to end, such as pouring a glass of milk.

1. I get up and get dressed.



2. I eat breakfast.



3. I get on the school bus to go to school.

Try It Out Read the directions aloud and then ask partners to complete the diagram together. Discuss the order of events they supplied for the start of the school day.

(sample diagram)

1. I put away my backpack.



2. I get out my journal.



3. I write in my journal.

How to Find the Sequence Guide students through each step on page 7. Explain that understanding the order of events helps readers to better understand what has happened. Tell students that the beginning of a story or an article is what happened first, the middle is what happened next, and the end is what happened last. As students identify sequence throughout the unit, remind them of how the order of events helps them better understand and remember what has happened.



Read aloud the tip in the margin. Tell students that identifying clue words when they read will help them to identify the order of events. Explain that ordinal words other than *first*, such as *second*, *third*, and so on, are clue words that can also be used to show sequence.

It's Up to You Read aloud the directions. Then, have students read the paragraph. Discuss the clue words students circled as they read (“First”, “Finally”). Then, discuss the sentences that students numbered to show the sequence (1. “First, ask your friend what’s wrong.” 2. “Listen carefully to what your friend says.” 3. “Finally, tell your friend that you are there to help!”). Ask volunteers to explain how they knew what happened second.

Model the Think Aloud: “Service Dogs”

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

Your Turn Have students preview the article by reading the title and looking at the photo. Ask them what they think the article will be about. Then, have students read the first paragraph. Discuss the first question and the answer provided. Have students finish reading the article silently and answer the second question (“They paint Mr. Wong’s house.”). Ask students to share how they knew what came after “Dad and Marta buy some paint.” Explain that, although this article does not use clue words, identifying the events will help them find the sequence. It may be helpful to have students underline and number the events in this article.



Partner Activity Have partners make a sequence chart for “Neighbors Helping Neighbors.” Ask volunteers to share their sequence charts.

(sample diagram)

1. Marta visits her neighbor.



2. Marta talks to her dad and they talk to Mr. Wong.



3. Marta and her dad paint Mr. Wong’s house.

Think Aloud: “Service Dogs”

Photocopy and distribute “Service Dogs” to students, project a copy on a whiteboard, or use an overhead projector. Read the text aloud, using the prompts to model finding the sequence.

1. Preview the Text

Model previewing the article. Tell students that before reading a selection, good readers look at the title, photos, illustrations, and captions. This is called previewing. Previewing helps readers understand what they will be reading about. Read the title and caption aloud and discuss the photo. Discuss the meaning of the word *service*. Ask students to predict what the article is about. Discuss various ways animals can help people.

2. Read the passage and model finding the sequence.

TEACHING TIP

Tell students that events in a sequence can be found in the beginning, middle, and end of a text. Discuss how the order of events happen one after another. Remind students that clue words can also help them find the sequence.

3. Review and Reread

After reading “Service Dogs,” ask students to describe what you did to find the sequence. Then, have students reread “Service Dogs.” Have partners circle the clue words that show the sequence. Then, have them make a sequence chart for training a service dog. As a class, discuss what partners circled and the sequence charts they made for training a service dog.

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

Think Aloud: Model Finding the Sequence

Paragraph 2 *I know that first is a clue word for finding the sequence. I also know that the word first signals the beginning. As I read, I will look for more clue words that show the sequence so I can follow the order of the events that happen in the article.*

(Point to cape.) I'm not sure what this word means. I am going to reread this sentence to see if there are other words that can help me understand the meaning of cape. (Point to wears.) I know that wearing something means that it is on your body. I can see in the photo that the dog is wearing a cloth on its back. This piece of cloth must be called a cape.

Paragraph 3 *I know that the word next is also a clue word for finding the sequence. I know that next does not mean the beginning or the end of a sequence, so the event must be happening in the middle.*

Paragraph 4 *The word after is also a clue word for finding the sequence. This is the last paragraph of the article so after probably signals the end of the sequence in this article.*

Watching for clue words and knowing if an event happens in the beginning, middle, or end of a sequence helps me know how to find and follow the sequence of events in an article.

Service Dogs

1 A dog that works is called a service dog. It helps people who cannot do some things on their own. A service dog can do many things. It can open doors. It can push buttons. A service dog can pick up objects. It can carry objects, too.

2 Service dogs need to be trained. First, the dog meets many new people. It learns to be friendly. The dog wears a special cape. The cape lets people know that the dog is working.

3 Next, a service dog learns how to do its job. The trainer shows the dog what to do. The service dog does the work. The trainer tells the dog, "Good job"! The dog is given a treat to eat, too. The trainer and the dog practice many times.

4 After many months, the service dog is ready to work! The dog and its new owner meet. They get to know each other. They learn how to work together. The dog and its owner become best friends.



Service dogs help people in many ways.

LESSON 1 MR. KNEE-HIGH MAN (pages 9–16)

Teaching Focus

Comprehension

- Finding the sequence
- Applying prior knowledge
- Previewing
- Predicting
- Visualizing
- Making connections
- Using graphic organizers
- Summarizing

Text Features

- Illustrations
- Glossed word

Literary Elements

- Character
- Plot

Vocabulary

stump

Writing

- Thank-you note

Instructional Support

Summary Mr. Knee-High Man was a very small man. He wished to grow bigger so he could see far away. He asked his friends Sister Horse, Brother Bull, and Sister Hoot Owl how he might grow big. They all gave him ideas. He tried their ideas and discovered a solution to his problem. Finally, he was able to see far away.

Building Background Knowledge Explain that the plot of a story tells what happens in the story, and that what happens has an order or a sequence. Read the summary aloud. Tell students that the plot of this story is about a small man with a problem who asks his friends for help. Have students tell a partner what happened (the plot) in a story they have read before. Ask volunteers to share their stories with the group.

ELL

Supporting English Language Learners

Read aloud the first two sentences on page 10: “*Mr. Knee-High Man was very small. He was the smallest man in town.*” Discuss why the name “Mr. Knee-High Man” is appropriate for this character. Explain how the words *small* and *smallest* help readers compare Mr. Knee-High Man to other things. Have students complete the sentence *Mr. Knee-High Man was even smaller than _____*. On the board, write the words *small*, *smaller*, and *smallest*. Then, have students use each of the words in a sentence as they compare one object to another.

Answer Key

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

Before You Read (page 9)

Look Ahead: Mr. Knee-High Man soaks his feet; Mr. Knee-High Man is very short; Mr. Knee-High Man talks to a horse, a bull, and an owl.



Predict: I think the story will be about a very short man who talks to animals.

Reading and Thinking (pages 10–13)

Page 10: “Each morning he went outside.”

Page 11: He runs around, and his stomach gets very big.

Page 12a: (Drawings may vary but should show one thing Mr. Knee-High Man does after he listens to Brother Bull, such as eating grass.)

Page 12b: “Then”

Page 13: Mr. Knee-High Man climbs a tree to see far away.

Responding to Your Reading (pages 14–16)

Finding the Sequence (page 14)

1. Mr. Knee-High Man checked to see if he had grown.



2. Mr. Knee-High Man walked and saw Sister Horse.
He ate corn and ran around.



3. Mr. Knee-High Man walked and saw Brother Bull.
He ate grass and yelled.



4. Mr. Knee-High Man found Sister Hoot Owl. He climbed a tree to see far away.

Checking for Understanding (page 15)

1. B 2. C

Summarizing (page 15)

Beginning: Mr. Knee-High Man wants to grow big.

Middle: He talks to Sister Horse and Brother Bull. He eats corn and grass.

End: He talks to Sister Hoot Owl. He climbs a tree to see far away.



Read Aloud (page 13)

Have students use a different voice for each character as they read aloud.



Making Connections (page 13)

Have partners discuss a time when they solved a problem with a friend. Ask volunteers to share their experiences with the group.



Write On! (page 16)

Write the following checklist on the board for students to use as they complete *Write On!* Then, read the list aloud together.

- ✓ Begin with a greeting.
- ✓ Thank Sister Hoot Owl.
- ✓ Sign the note from Mr. Knee-High Man.

Review students' thank-you notes. Make sure each item from the checklist is included.

Possible answer:

Dear Sister Hoot Owl

Thank you for telling me to climb a tree. You helped me solve my problem. I am very happy that I can see far away now.

Your friend, Mr. Knee-High Man

Reteach Finding the Sequence

If students need more support with finding the sequence, have them turn to page 7 in their student books. Reread each of the steps aloud. Then, read page 11 aloud. Have students listen carefully for the order of events. As you read aloud, emphasize the clue words that show the sequence (“Then”, “Soon”). Draw a sequence chart on the board. Have volunteers complete each part of the chart as they recall the order of events on this page.