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Introduction

Exploring Nonfiction: A Differentiated Content-Area Reading Program teaches **nonfiction reading skills and strategies** needed to **understand and interpret content-area text**. This exciting **research- and standards-based program** provides **grade-level and below-grade-level text cards** along with **differentiated lesson plans** to effectively **meet the needs of all students** in your classroom.

Think of this program as your "**passport to comprehension**." You will guide students on a journey through the content areas of science, social studies, language arts, and mathematics as you teach them the skills and strategies they need to comprehend nonfiction text.

This kit consists of 80 informational text cards, including 40 grade-level text cards and 40 below-grade-level text cards; 80 transparencies—one for every card front; a *Management* book; an *Assessment* book; a strategies resource book—*Successful Strategies for Reading in the Content Areas, 2nd Edition*; a *Teacher's Guide* for each content area—*Science, Social Studies, Language Arts*, and *Math*; and a CD with reproducible materials.

The cards are divided into four content areas and incorporate **standards-based science, social studies, language arts, and mathematics topics**. Refer to the indexes at the back of this book and the indexes in the individual *Teacher's Guides* for national standards correlations to the card topics. **Correlated to State Standards in all 50 states!**

The fronts of the cards contain a **variety of informational text types** that students typically encounter within a given content area. These text types are also standards-based and matched to national standards. Each card has been created to teach two specific reading comprehension skills and strategies. There are **seven main comprehension strategy categories** in *Exploring Nonfiction: A Differentiated Content-Area Reading Program.*

Within each category are specific standards-based objectives. You will also find the t**wo strategies/objectives tied to each card/lesson** at the top of the first page of each lesson plan set. For additional reference, the cards have the two categories printed on the left margin of the card. For example, one card may say "Monitor Comprehension/Activate and Connect" and the lesson objectives for that card might be "establishing a purpose for reading" (Monitor Comprehension) and "using prior knowledge to understand new information" (Activate and Connect). The seven categories of comprehension strategies include:

- **Monitor Comprehension**
- **Activate and Connect**
- **Infer Meaning**
- **Ask Questions**
- **Determine Importance**
- **Visualize**
- **Summarize and Synthesize**

Each of these main categories contains several subsections of objectives. Refer to the Scope and Sequence for the chart of specific objectives.

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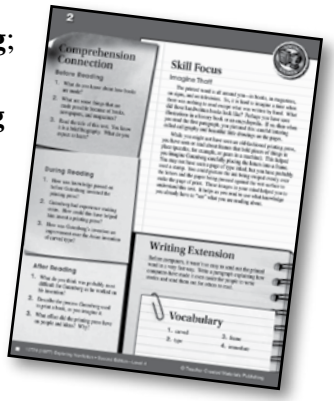
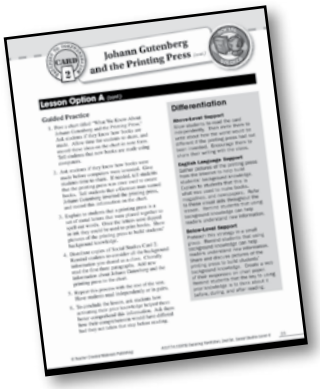
Introduction *(cont.)*

The backs of the cards provide **discussion questions for before, during, and after reading**; **skill focus** activities; key **vocabulary**; and a **writing extension** activity. The coordinating lesson plans contain **direct instruction and guided practice** lessons that are specific to each card. Multiple strategy lessons are included for each card, with **flexible lesson plans**.



Differentiated instruction provides strategies for **English language learners, above-level students, and below-level students**. **Academic vocabulary development** and **fluency strategy practice** are also provided with each lesson. Together, these lessons and cards teach the skills and strategies needed to read nonfiction successfully.



This program addresses the needs of all students and integrates a wide variety of learning modalities: **listening, reading, speaking, writing, drawing, cooperative learning, role-playing, questioning, experimenting, and more**. *Exploring Nonfiction: A Differentiated Content-Area Reading Program* provides exciting new information for students in a fun reading format. Opportunities for active student response are extremely important to maintain enthusiasm for content learning.

When there is a strong reading interest, comprehension increases. The cards, created with content from *TIME For Kids*, generate interest and are short enough to keep even reluctant readers engaged. Students are often turned off by reading long textbooks, and therefore never become good nonfiction readers. The cards give students exposure to different content areas in small doses. This unique format keeps the interest level high, while teaching strategies for reading nonfiction text effectively. Additionally, students **learn standards-based content area material** in the process.

Teachers need to **establish a purpose for reading** various types of reading material. This program provides that purpose through comprehension lessons in each of the content areas.

The *Exploring Nonfiction: A Differentiated Content-Area Reading Program* provides a **supportive, well-structured environment** for reading informational text that is challenging, but not frustrating. The strategies taught in the lessons **explain, model,** and offer **guided practice,** as well as **independent practice,** and **application** to other reading situations.

Research

Introduction

The goals for every teacher should be to have academically successful readers who will also take pleasure in reading and learning for life. "It is likely that students who are capable of understanding a wide range of texts choose to read independently for their own enjoyment" (Guthrie and Wigfield 2000). The proficient reader, either consciously or instinctively, engages in active thinking strategies throughout the reading process in order to gain comprehension. To help students become proficient readers, today's effective teacher must have a variety of teaching strategies, exceptional resources, and quality reading materials readily available.

"Teachers across the grade levels and subject areas have to work collaboratively to shoulder the responsibility of equipping students with the lexical skills to successfully navigate today's high-stakes, standards-based educational environment" (Feldman and Kinsella 2005). Beyond literacy-based classrooms, content-area teachers also find that competent reading is an essential skill that strongly correlates to overall academic accomplishment. In addition, when students struggle with basic reading skills, this creates an even bigger gap in academic success as they progress from the lower grades into the content-heavy secondary grades. Students often hold negative attitudes about reading because of dull textbooks or being forced to read (Bean 2000). As students transition to more demanding content and higher-level textbooks in the content areas, struggling readers often find it difficult to comprehend content-area texts.

Exploring Nonfiction: A Differentiated Content-Area Reading Program combines effective instruction of reading comprehension strategies with standards-based nonfiction content topics. This program helps students develop comprehension strategies and nonfiction reading skills in the social studies, science, math, and language arts content areas. Teacher Created Materials updated this popular program with the creation of this second edition in order to continue to support effective reading instruction and help close the achievement gap evidenced in schools around the country.

The Need for Differentiation

Today's reading classrooms are filled with students of varying backgrounds, reading abilities, levels of English proficiency, and learning styles. Furthermore, teaching reading is not about merely passing on a set of skills that can be memorized or replicated by students. "Learning to read is a complex process. Most children learn to read and continue to grow in their mastery of this process. However, there continues to be a group of children for whom learning to read is a struggle" (Quatroche 1999).

In this present educational realm of high stakes and accountability, teachers are expected to effectively create instructional activities that address varied student needs. The more that is understood about how students learn, the more it is understood why curriculum needs to be differentiated, especially in reading. "A small but significant portion of otherwise normal American children encounter major difficulties in learning to read when provided regular classroom reading instruction" (Klenk and Kibby 2000). These struggling students do not need significantly different instruction than their successful reading peers; however, they do need high-quality instruction (Klenk and Kibby 2000).

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Comprehension Test Proctor Script

Teacher: _____

School: _____

Proctor: _____

Date: _____ Pre-test or Post-test (circle one)

Start Time: _____ End Time: _____

Notes: _____

_____

_____

_____

Directions:

The assessment will take place with the whole group. Students should be seated at their seats.

"Hello, boys and girls. I am going to do a short activity with you today. I am going to read an article to you, and then you are going to answer some questions about it."

Show "Looking Out for Gators" (passage 1) to class.

"I am going to read this to you while you follow along on your paper."

Pass out copies of the text to each student. When each student has a copy, begin reading.

"Remember to read along silently while I read aloud to you."

Hold the text up so students can see it if necessary. Read the entire text, starting first with the title. Then read the subtitle and the article. Then read the caption next to the alligator picture.

"Now you are going to answer some questions."

Pass out the test sheets to the students.

"First write your name at the top of the paper. Be sure to write your first and last name."

Write the teacher's name, school name, and the date on the board for the students to copy.

Infer Meaning
Oral Assessment

Student's Name: _____ **Date:** _____

Directions: Read the following questions to the student. Record the student's responses below each question/statement.

A. In addition to what you have read (or heard me read) so far, what do you think the author wants you to know or learn at this point in the text?

_____

B. Select an event or fact from the text that calls for a conclusion, opinion, or interpretation. Refer to the event or fact when asking the following questions.

What did the author mean by _____? What details in the text help you to know that? What do you already know that helped you to decide that?

_____

C. What do you know about this text that the author didn't write?

_____

D. (Choose one of the questions below to ask the student.)

- We have just talked about inferring. (Restate one of the child's conclusions, opinions, interpretations, or predictions, and identify it as an inference.) What do you understand about this text now that you didn't understand before?
- Why do readers understand better when they infer? Why should readers infer? How does inferring help a reader understand a text better?

_____

_____

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Early Man in America

An Ancient Skeleton Helps Us Understand How People Came to North America

By Andrea del Bianco

Two college students found a skull on a **bank** of the Columbia River. It was near Kennewick, Washington, in the summer of 1996. Later, more bones were found. They looked old. Scientists were surprised to learn just how old they really were. Tests show that the skeleton is 9,400 years old. It is one of the oldest in the Americas. Also, it is one of the most complete skeletons ever found.

The skeleton became known as Kennewick Man. The bones were so unusual that scientists were **eager** to study them. But for years there was an argument about who could study the bones. Indian tribes in the area said the bones belonged to them. If the skeleton was that old, they said, it must be one of their **ancestors**.

The tribes wanted the right to bury the bones according to their customs. Finally in 2005, scientists got to study Kennewick Man for just ten days.

CHIP CLARK/NATURAL HISTORY MUSEUM/SMITHSONIAN

CHIP CLARK/NATURAL HISTORY MUSEUM/SMITHSONIAN

INDIAN COUNTRY TODAY/KRT/NEWSCOM

TIME FOR KIDS

What the Bones Show

The researchers were able to make strong guesses about what Kennewick Man looked like. They **suspect** that he was about 38 years old when he died. He stood about 5 feet, 9 inches (1.75 m) tall. He was right-handed. He had suffered several injuries, including a spear jab to his hip.

Scientists are still trying to answer two important questions. Where did the earliest Americans come from? When did they get to America? The bones may help answer these questions (see map). Did they walk across an ancient land bridge between Russia and Alaska? Could they have traveled down the coast by boat? By studying Kennewick Man and other ancient people, scientists hope to answer such questions.

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Comprehension Connection

Before Reading

1. How do scientists find out about the earliest people on Earth?
2. What do you know about the first people to live in North America?
3. Read the title for this article. What would you like to learn as you read?

During Reading

1. How was Kennewick Man discovered?
2. What does it mean that the tribe wanted to bury the bones "according to their customs"?
3. What are two possible ways the earliest people might have come to America?

After Reading

1. How do you think scientists get so much information from old bones?
2. How did the Indian tribes feel about the bones being studied? Why?
3. How is Kennewick Man like a really good clue in a mystery?

Skill Focus

Keep Your "Bag of Tricks" Handy

To be a good reader of nonfiction, you need a "bag of tricks." For example, textbooks give you plenty of new information. Sometimes authors will not state everything. Instead they expect you to put together clues to understand an idea.

Your bag of tricks should include two old standbys: 1) going back into your memory bank and 2) adding up details and experiences to get conclusions. When you read "Tests show that the skeleton in 9,400 years old," what did you think? You may have been confused and wondered "What tests? How can they figure that out?"

You begin sorting through other things you have read or seen. You recall part of a nature show on television. They talked about carbon-14 dating. It allows scientists to figure out exactly how old a fossil is by seeing how the atoms have changed. An ancient skeleton is a lot like a fossil. You conclude that this is probably the test the author is talking about.

You read about the injuries Kennewick Man had suffered. Did you wonder how scientists knew this? Check your memory bank. What have you read or seen that can help you understand what scientists looked at to get this information?

Writing Extension

Think about the questions the author asks in the last paragraph of the article. How would you go about answering them? Imagine that you have found an ancient village. Write a journal entry about what you found and what it tells you about early Americans.

Vocabulary

1. bank
2. eager
3. ancestors
4. suspect

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An Ancient Skeleton Helps Us Understand How People Came to North America

By Andrea del Bianco

Two students found a skull. They found it in 1996. It was on a **bank** of the Columbia River. It was near Kennewick, Washington. Later, more bones were found. They looked old. Scientists were shocked by how old they were. Tests show that the skeleton is 9,400 years old. It is one of the oldest in the Americas. It is one of the most complete skeletons ever found.

The skeleton was named Kennewick Man. His bones were unusual. Scientists were **eager** to study them. But for years there was an argument. Indian tribes in the area said the bones were theirs. They belonged to them. If the skeleton was that old, it must be one of their **ancestors**.

The tribes wanted the right to bury the bones. They wanted to follow their customs. At last, in 2005, scientists got to study Kennewick Man. They had him for ten days.

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CHIP CLARK/NATURAL HISTORY MUSEUM/SMITHSONIAN

INDIAN COUNTRY TODAY/KRT/NEWSCOM

TIME FOR KIDS

What the Bones Show

The researchers were able to make guesses about what Kennewick Man looked like. They **suspect** that he was about 38 years old when he died. He stood about 5 feet, 9 inches (1.75 m) tall. He was right-handed. He had had several injuries. He had had a spear jab to his hip.

Scientists still want to answer two big questions. Where did the first Americans come from? When did they get to America? The bones may help answer these questions (see map). Did they walk across an ancient land bridge between Russia and Alaska? Could they have gone down the coast by boat? By studying Kennewick Man and other ancient people, scientists hope to answer such questions.

© TIME For Kids

Comprehension Connection

Before Reading

1. Scientists can find out about the earliest people on Earth. How do they do this?
2. What do you know about the first people to live in North America?
3. Read the title. What would you like to learn as you read?

During Reading

1. How was Kennewick Man found?
2. The tribe wanted to bury the bones "according to their customs." What does this mean?
3. What are two ways the earliest people might have come to America?

After Reading

1. Scientists can learn from old bones. How do they do this?
2. How did the Indian tribes feel about the bones being studied? Why?
3. Kennewick Man is like a good clue in a mystery. Explain what this means.

Skill Focus

Keep Your "Bag of Tricks" Handy

To be a good reader, you need a "bag of tricks." Textbooks give you lots of new ideas. Authors will not tell everything. They want you to put together clues to figure out an idea.

Your bag of tricks should include two things. 1) Go back into your memory bank. 2) Add up the details and your experiences to put together ideas. You read "Tests show that the skeleton is 9,400 years old." What did you think? You may have been confused. Maybe you wondered, "What tests? How can they figure that out?"

You start thinking through other things you have read or seen. Maybe you think of part of a nature show on TV. They talked about carbon-14 dating. It helps scientists see how old a fossil is. They do this by seeing how the atoms have changed. An ancient skeleton is a lot like a fossil. Maybe you think that this is the test the author is talking about.

You read about how Kennewick Man had been hurt. Did you wonder how scientists knew this? Check your memory bank. What have you read? What have you seen? This can help you know what scientists looked at to learn this.

Writing Extension

Think about the questions the author at the end of the article asks. How would you answer them? Pretend that you have found a very old village. Write a journal entry about what you found. Make sure you write what it tells you about early Americans.

Vocabulary

1. bank
2. eager
3. ancestors
4. suspect

© Teacher Created Materials Publishing

Early Man in America

Introduction to Lesson

Objectives

2B (Activate and Connect): Students use prior knowledge and experience to understand and respond to new information.

3E (Infer Meaning): Students draw conclusions and make inferences based on explicit and implicit information in texts.

Materials

- transparency of Social Studies Card 4
- overhead projector
- overhead markers
- copies of Social Studies Card 4, one per student
- chart paper and markers
- graph paper
- pictures, illustrations, and/or books about archaeology (Lesson Option A)

Background

Readers rely heavily on their experiences and background knowledge to make sense of what they read. The schema that exists in students' minds helps them to interpret and understand new material. Prior knowledge can be activated when students encounter information on a familiar topic. New information is connected to what students already know, thus broadening their knowledge on the particular topic. Furthermore, we draw conclusions and make inferences about a given topic, using what we already know along with the new information that has been gained from the reading. Students need to be taught to access their prior knowledge before, during, and after reading and to draw conclusions after reading. This can be accomplished through class discussions.

Directions for the Teacher

- Before using the card text to teach specific skills and strategies, preteach vocabulary words from the text to build students' background knowledge. Use the vocabulary development strategies on the next page for this purpose.
- The two lessons on the following pages each provide instruction for a specific comprehension skill that is related to Social Studies Card 4. The lessons give direct instruction and guided practice for students. Choose one or both of these lessons to teach, depending on the needs of your students. Lesson Option A, on pages 46–49, teaches using prior knowledge, while Lesson Option B, on pages 50–53, teaches drawing conclusions and making inferences.
- See page 54 for instructional strategies to develop fluency.
- See pages 54–55 for the answer key to the questions on the back of the card.

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Early Man in America *(cont.)*

Introduction to Lesson *(cont.)*

Vocabulary Development

The following words from the text have been identified as key academic vocabulary words that students need to know to understand the text content. Sample sentences using everyday language are included following the definitions to provide context for these words. This will help students understand the words and how they can be used before reading the card. Choose one or more of the instructional strategies below to preteach the words and build students' background knowledge.

ancestors (n.)—people in the past to whom one is related: *Through research, I found out that my ancestors are from Russia.*

bank (n.)—the side of a river or stream: *During our trip to the river, we sat on the bank and fished.*

eager (adj.)—excited; impatient: *She was eager for graduation day.*

suspect (v.)—to guess based on evidence: *I suspect that she is late because of the traffic on the freeway.*

1. Create a chart titled "Early Man in America." As you preview the text and guide students through the lesson, write the vocabulary words that students think are most important on the chart. Refer to this chart often to reinforce vocabulary and require that students spell these words correctly in their writing, since they can now easily see the words posted in the room.
2. Have each student create a crossword puzzle with the vocabulary words. The definitions can be the clues for the words. Provide graph paper for students to use for creating the puzzle.
3. Have students discriminate between examples and non-examples of a word. For example, say to students, "If anything I say is an example of *ancestors*, say 'ancestors.' If not, don't say anything." Provide choices such as grandparents (example), aunts and uncles (example), and neighbors (non-example).
4. Using one of the strategies described above or in another vocabulary development lesson, teach the following high-utility academic words from the text to help facilitate student discussions and writing activities: *argument* (n.)—a disagreement; *belonged* (v.)—used to be the property of someone; *complete* (adj.)—having all the needed parts; *right* (n.)—the power to do something; *unusual* (adj.)—very different, rare.

Early Man in America *(cont.)*

Lesson Option A

Strategy Instruction: Activate and Connect

lesson length: approximately 30 minutes

- Before teaching one or both of the strategy lessons provided for this card, preteach the vocabulary and build students' background knowledge. Use the vocabulary strategies on page 45 for this purpose.
- This lesson gives direct instruction and guided practice in using prior knowledge with Social Studies Card 4. An additional strategy lesson (pages 50–53) using the same text focuses on drawing conclusions and making inferences. Choose one or both of these lessons to teach, depending on the needs of your students.
- See pages 54–55 for fluency strategies and the answer key to the questions on the back of the card.

Introduce and Explain

Tell students that today they will be using their *prior knowledge*, or what they already know about a topic, to help them learn new information. Explain to students that it is important to use prior knowledge when they read because it helps them to understand new material. Tell students that they will practice using prior knowledge as they read a magazine article. Display the transparency of Social Studies Card 4.

Model

Read this text aloud to model the thinking process for students. Or, choose to think aloud using your own words. This text has been provided for you as an example and can be modified to fit the needs of your students.

Think Aloud:
(Read the title.) "I can tell from the title that this is a magazine article about early man in America. Before I begin reading, I want to think about what I might already know about this subject. I know that scientists are really interested in learning about ancient people, in order to understand where we came from and where we are headed. I have also read that scientists believe that the first people to come to North America from Asia crossed the Bering Land Bridge, but now we call it the Bering Strait. By reading this article, I will add to my prior knowledge about the early people who lived in North America."

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Early Man in America *(cont.)*

Lesson Option A *(cont.)*

Guided Practice

1. Begin a KWL chart with the class. Activate prior knowledge by asking students what they know about American Indians and archaeological discoveries. Fill out the "K" section prior to reading the card.
2. Tell students that they will be reading about what scientists discovered after studying the remains of an ancient set of bones that were found in 1996. Ask students what they would like to know about early people who lived on this continent. Record student responses in the "W" section of the KWL chart.
3. Distribute copies of Social Studies Card 4. Chorally read the top section of the card. Ask students which of their questions have been answered, and write the answers in the "L" section of the chart.
4. Ask students to independently read the bottom section of the card. Again, ask them to identify which questions have been answered, and record those answers on the chart.
5. After reading, ask students to share with the class any other new information they have learned. Add this information to the "L" section of the KWL chart.
6. In conclusion, ask students how their prior knowledge helped them to understand this article. Allow time for students to share with the class.

Differentiation

Above-Level Support

Ask students to use the information generated on the KWL chart and rearrange it to show how their knowledge base has grown after reading the card text. For example, they might create a multiple-flow map that shows what they knew about American Indians' religious beliefs, diet, and clothing before and after the reading.

English Language Support

Preteach the vocabulary words that may be challenging for students. Give students copies of Social Studies Card 4. Point out the photo and the map that are on the card. Describe what you see on the map and in the photo, by using vocabulary words that students will encounter when they read the passage. Point out these words to students as you say them, and have students label them on their copies.

Below-Level Support

Frontload the text content by having an extended discussion about American Indians and archaeologists. Show pictures, illustrations, or additional books about archaeology so that students have some knowledge to draw upon while reading the card.

Early Man in America *(cont.)*

Lesson Option A *(cont.)*

Guided Practice *(cont.)*

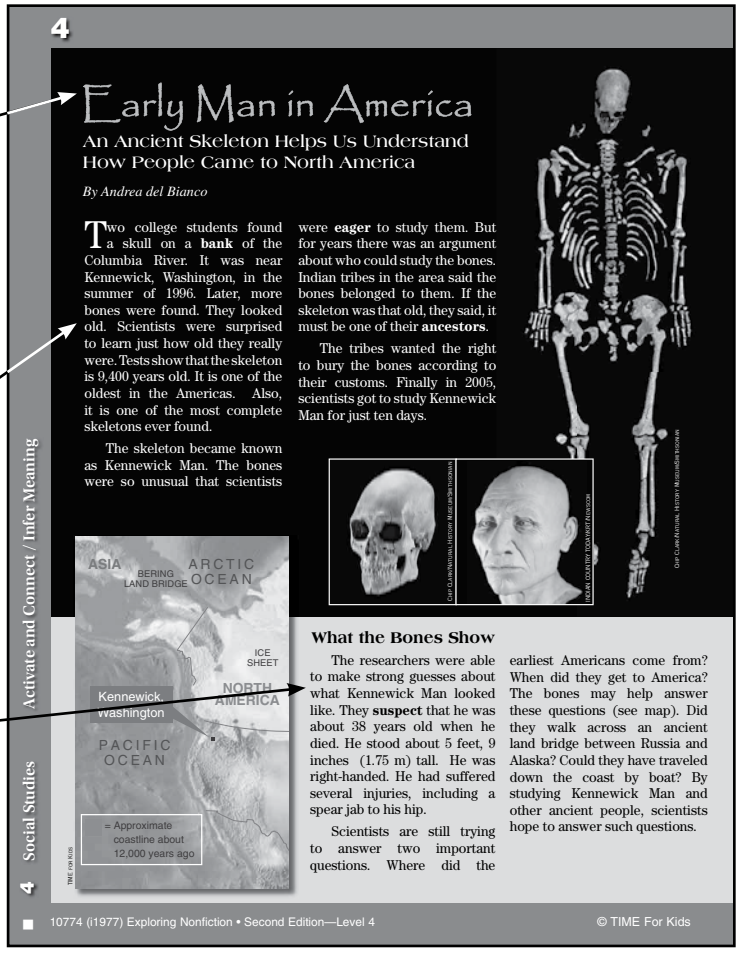
Note: This card shows the grade-level text. Use either or both levels of text for this lesson. Card callouts have been provided to help guide your lesson instruction.

Word Watch: The word *bank* in the first paragraph is a multiple-meaning word. Use the context of this word in the text to select the meaning of this word that best fits what the author intended.

Preview the text—title, subtitle, illustrations, and boldfaced words. Do the Think Aloud from the lesson. Begin a KWL chart with students, recording what they know in the "K" column about America's early man and archaeology.

Record what students would like to know about early man in the "W" column on the group chart. Students read the top section of text. Ask students to identify important facts they learned to add to the "L" section of the chart.

Students read the bottom section of text. Record what they learned in the "L" column of the KWL chart.



4

Early Man in America

An Ancient Skeleton Helps Us Understand How People Came to North America

By Andrea del Bianco

Two college students found a skull on a **bank** of the Columbia River. It was near Kennewick, Washington, in the summer of 1996. Later, more bones were found. They looked old. Scientists were surprised to learn just how old they really were. Tests show that the skeleton is 9,400 years old. It is one of the oldest in the Americas. Also, it is one of the most complete skeletons ever found.

The skeleton became known as Kennewick Man. The bones were so unusual that scientists were **eager** to study them. But for years there was an argument about who could study the bones. Indian tribes in the area said the bones belonged to them. If the skeleton was that old, they said, it must be one of their **ancestors**.

The tribes wanted the right to bury the bones according to their customs. Finally in 2005, scientists got to study Kennewick Man for just ten days.

ASIA
BERING LAND BRIDGE
ARCTIC OCEAN
ICE SHEET
Kennewick, Washington
NORTH AMERICA
PACIFIC OCEAN
= Approximate coastline about 12,000 years ago

What the Bones Show

The researchers were able to make strong guesses about what Kennewick Man looked like. They **suspect** that he was about 38 years old when he died. He stood about 5 feet, 9 inches (1.75 m) tall. He was right-handed. He had suffered several injuries, including a spear jab to his hip.

Scientists are still trying to answer two important questions. Where did the earliest Americans come from? When did they get to America? The bones may help answer these questions (see map). Did they walk across an ancient land bridge between Russia and Alaska? Could they have traveled down the coast by boat? By studying Kennewick Man and other ancient people, scientists hope to answer such questions.

Activate and Connect / Infer Meaning

4 Social Studies

10774 (i1977) Exploring Nonfiction • Second Edition—Level 4

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Students review the KWL chart. What "facts" recorded under the "K" column were confirmed by the article? What questions written under the "W" column were answered by the text? Underline the text facts that answered any of the students' questions. Were any questions not answered by the article?

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Early Man in America *(cont.)*

Lesson Option A *(cont.)*

Independent Practice

lesson length: approximately 30 minutes

Reinforce the skills taught with this lesson using the strategies on pages 59–80 from the book *Successful Strategies for Reading in the Content Areas* included with this kit. Choose one or more of the activities from these pages for students to complete as a class, in small groups, with a partner, or individually.

Application/ Extension

Reinforce or have students practice using prior knowledge using Science Card 6, Science Card 7, Social Studies Card 2, Social Studies Card 7, Language Arts Card 6, Language Arts Card 8, Math Cards 8, and Math Card 10.

Assessment

Refer to the *Assessment* book included in this kit. Here you will find specific assessments for the strategy of activating and connecting, as well as pre- and post-tests for assessing all of the comprehension strategies and skills. Also, have students practice assessments related to this card that match the format of your state's exam.

Comprehension Connection

Use the questions on the back of the card to check student comprehension. Choose either the grade-level text or the below-grade-level text, depending on your students' reading levels. You may ask questions orally of individual students, small groups, or the whole class. Or, have students write answers to the questions. Use the questions to guide students in the rereading process as they are labeled—before, during, and after reading.

Note: Questions and the skill focus vary on the backs of the cards for the differentiated levels of text. The answers to the questions remain the same for both levels.

After you finish going over the questions, go back and reread the card all the way through, providing a good model of oral reading for students. Be sure to read with appropriate tone and inflection.

Early Man in America *(cont.)*

Lesson Option B

Strategy Instruction: Infer Meaning

lesson length: approximately 30 minutes

- Before teaching one or both of the strategy lessons provided for this card, preteach the vocabulary and build students' background knowledge. Use the vocabulary strategies on page 45 for this purpose.
- This lesson gives direct instruction and guided practice in drawing conclusions and making inferences with Social Studies Card 4. An additional strategy lesson (pages 46–49) using the same text focuses on using prior knowledge. Choose one or both of these lessons to teach, depending on the needs of your students.
- See pages 54–55 for fluency strategies and the answer key to the questions on the back of the card.

Introduce and Explain

Tell students that they will be reading new information and then *drawing conclusions* and *making inferences* based on what they have read. Tell students that this strategy can sometimes be challenging because it requires two things: using their prior knowledge about the topic of the text and understanding text clues that the author uses. By thinking about their prior knowledge and using the clues in the text, students can develop a deeper understanding of a text. Display the transparency of Social Studies Card 4.

Model

Read this text aloud to model the thinking process for students. Or, choose to think aloud using your own words. This text has been provided for you as an example and can be modified to fit the needs of your students.

Think Aloud:
(Read the title and subtitle.) "In this magazine article, we will be learning about this ancient skeleton. I am going to infer that scientists studied these bones and made conclusions based on what they saw. I can also infer that this skeleton provided some very important information about the people who lived there long ago. Based on what scientists found out, we can draw conclusions on what life was like for people who lived during this time."

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Early Man in America *(cont.)*

Lesson Option B *(cont.)*

Guided Practice

1. Distribute copies of Social Studies Card 4. Tell students that after reading, they will be making guesses about what life was like for people who lived 9,400 years ago.
2. Chorally read the top section of the card in groups. Ask students to underline important information about Kennewick Man.
3. Next, go through the "What the Bones Show" section of the article. On the transparency, underline important information about Kennewick Man. Have students underline the same information on their copies.
4. After reexamining the information, ask students what this information tells us about people who lived 9,400 years ago (e.g., they used spears, had shorter life spans, etc.). Record student responses on a two-column chart titled "Early Man in America." In the first column, record students' conclusions or inferences. In the second column, record text clues or details that support each conclusion or inference.
5. Finally, ask students to think about how drawing conclusions about this text helped deepen their understanding of Kennewick Man. Acknowledge those students who may say that drawing conclusions is sometimes challenging, and encourage them to persevere in developing these higher-level comprehension skills.

Differentiation

Above-Level Support

Allow students to read the card with a partner. Next, challenge them to create a description of what life may have been like for American Indians 9,400 years ago. Instruct them to write in journal form, using the first-person point of view. Have students write from the American Indian point of view, such as a young girl or a hunter. Remind them to synthesize the information that they read on the card with their prior knowledge.

English Language Support

Preteach the vocabulary words in a small group. Pass out copies of the card, and have students underline these words on the card. Explain the words as they are used in the context of the card.

Below-Level Support

As you read the card to students, have them look for clues in the text that tell what life may have been like for the Kennewick Man. Explain to students that these clues help them draw conclusions and infer meaning about the Kennewick Man. Tell them that they will use these clues during the Guided Practice lesson to help them do just that.

Early Man in America *(cont.)*

Lesson Option B *(cont.)*

Guided Practice *(cont.)*

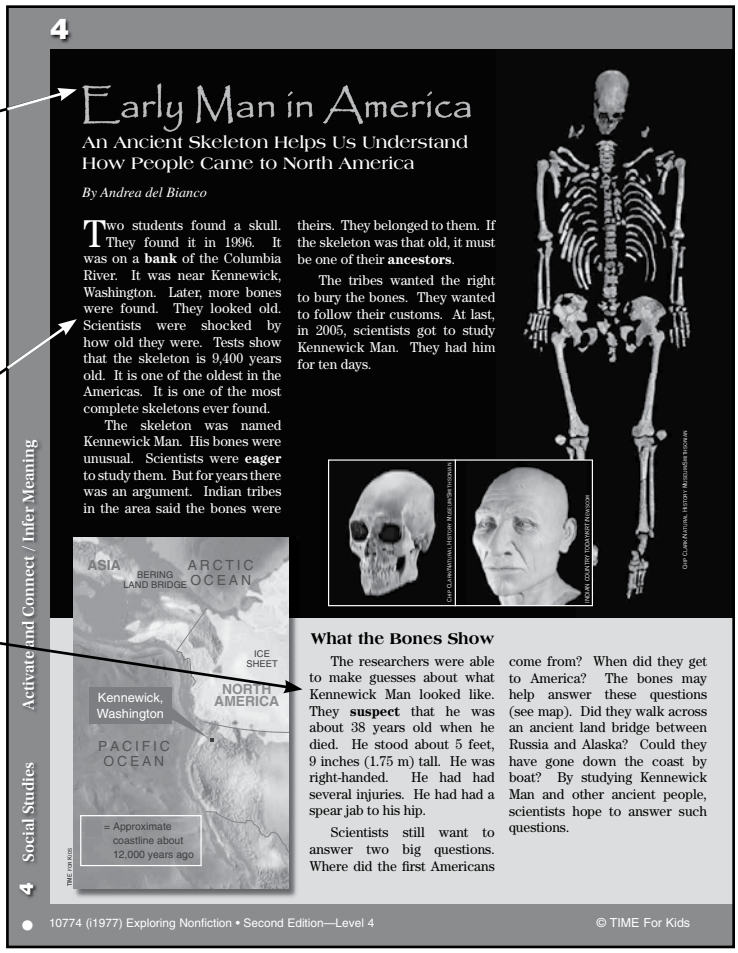
Note: This card shows the below-grade-level text. Use either or both levels of text for this lesson. Card callouts have been provided to help guide your lesson instruction.

Word Watch: The word *bank* in the first paragraph is a multiple-meaning word. Use the context of this word in the text to select the meaning of this word that best fits what the author intended.

Preview the title and subtitle. Do the Think Aloud from the lesson. Preview the rest of the text organizers with students—subtitle, map, illustrations, and boldfaced words. What other predictions or conclusions can the students make or draw?

Students read the top chunk of text. Have students underline important information about Kennewick Man.

Students read the bottom chunk of text, underlining important details about Kennewick Man.



4

Early Man in America

An Ancient Skeleton Helps Us Understand How People Came to North America

By Andrea del Bianco

Two students found a skull. They found it in 1996. It was on a **bank** of the Columbia River. It was near Kennewick, Washington. Later, more bones were found. They looked old. Scientists were shocked by how old they were. Tests show that the skeleton is 9,400 years old. It is one of the oldest in the Americas. It is one of the most complete skeletons ever found.

The skeleton was named Kennewick Man. His bones were unusual. Scientists were **eager** to study them. But for years there was an argument. Indian tribes in the area said the bones were theirs. They belonged to them. If the skeleton was that old, it must be one of their **ancestors**.

The tribes wanted the right to bury the bones. They wanted to follow their customs. At last, in 2005, scientists got to study Kennewick Man. They had him for ten days.

What the Bones Show

The researchers were able to make guesses about what Kennewick Man looked like. They **suspect** that he was about 38 years old when he died. He stood about 5 feet, 9 inches (1.75 m) tall. He was right-handed. He had had several injuries. He had had a spear jab to his hip.

Scientists still want to answer two big questions. Where did the first Americans come from? When did they get to America? The bones may help answer these questions (see map). Did they walk across an ancient land bridge between Russia and Alaska? Could they have gone down the coast by boat? By studying Kennewick Man and other ancient people, scientists hope to answer such questions.

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Students draw conclusions or make inferences about Kennewick Man based on the important details they underlined. On a chart titled "Early Man in America," make two columns. In the first column, record students' conclusions or inferences. In the second column, record text clues or details that support the conclusion or inference. (Example: Conclusion—Kennewick Man used spears. Clue—*He had a spear jab to his hip.)*

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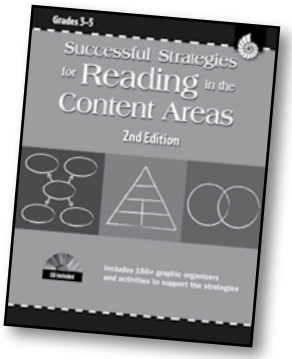
Early Man in America *(cont.)*

Lesson Option B *(cont.)*

Independent Practice

lesson length: approximately 30 minutes

Reinforce the skills taught with this lesson using the strategies on pages 81–102 from the book *Successful Strategies for Reading in the Content Areas* included with this kit. Choose one or more of the activities from these pages for students to complete as a class, in small groups, with a partner, or individually.



Application/Extension

Reinforce or have students practice drawing conclusions and making inferences using Science Card 2, Language Arts Card 10, and Math Card 9.

Assessment

Refer to the *Assessment* book included in this kit. Here you will find specific assessments for the strategy of inferring meaning, as well as pre- and post-tests for assessing all of the comprehension strategies and skills. Also, have students practice assessments related to this card that match the format of your state's exam.

Comprehension Connection

Use the questions on the back of the card to check student comprehension. Choose either the grade-level text or the below-grade-level text, depending on your students' reading levels. You may ask questions orally of individual students, small groups, or the whole class. Or, have students write answers to the questions. Use the questions to guide students in the rereading process as they are labeled—before, during, and after reading.

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After you finish going over the questions, go back and reread the card all the way through, providing a good model of oral reading for students. Be sure to read with appropriate tone and inflection.

Early Man in America *(cont.)*

Conclusion to Lesson

Fluency

Choose from the following instructional strategies to help students develop fluency:

1. Organize students into groups of four. Assign roles to students, where each student will be responsible for a given section of the text. Allow students to practice their assigned role several times. Then invite groups to record their readings for a "radio show" to be played for an audience, such as another class or an administrator.
2. Pair students who read at similar levels. Have students take turns reading the passage, while their partners listen.
3. Once every few weeks, have students check their reading rates using the following procedure. You will not use this activity with every card. Set a timer for one minute. Have each student read the passage and make a slash mark after the last word read. Students should then count how many words were read. Next, have students record their word counts on the Fluency Record Chart (see the *Management* book). Repeat this process daily throughout the week. Students should see an improvement in the number of words read. The fourth-grade goal is to read 118 words correctly in one minute. It is important to remind students not to speed-read. Practicing reading for fluency means reading with intonation and accuracy and at a normal rate of speed.

The grade-level text contains 276 words. The below-grade-level text contains 270 words.

Answer Key to Card Questions

Before Reading

1. Scientists study the places they lived and the things they used, wore, and ate. They look at skeletons if they can.
2. Answers will vary. Possible answer: The first people living in North America had been living here a long time when explorers came from Europe.
3. Answers will vary. Possible answer: I would like to find out what the ancient man looked like.

During Reading

1. His skull was found by accident on a river bank; the rest of his skeleton was located as scientists searched.
2. They think of the man as their ancestor. They want to treat the skeleton with dignity and bury it with a religious ceremony.
3. They could have walked across a land bridge from Russia to Alaska or traveled by boat down the coast.

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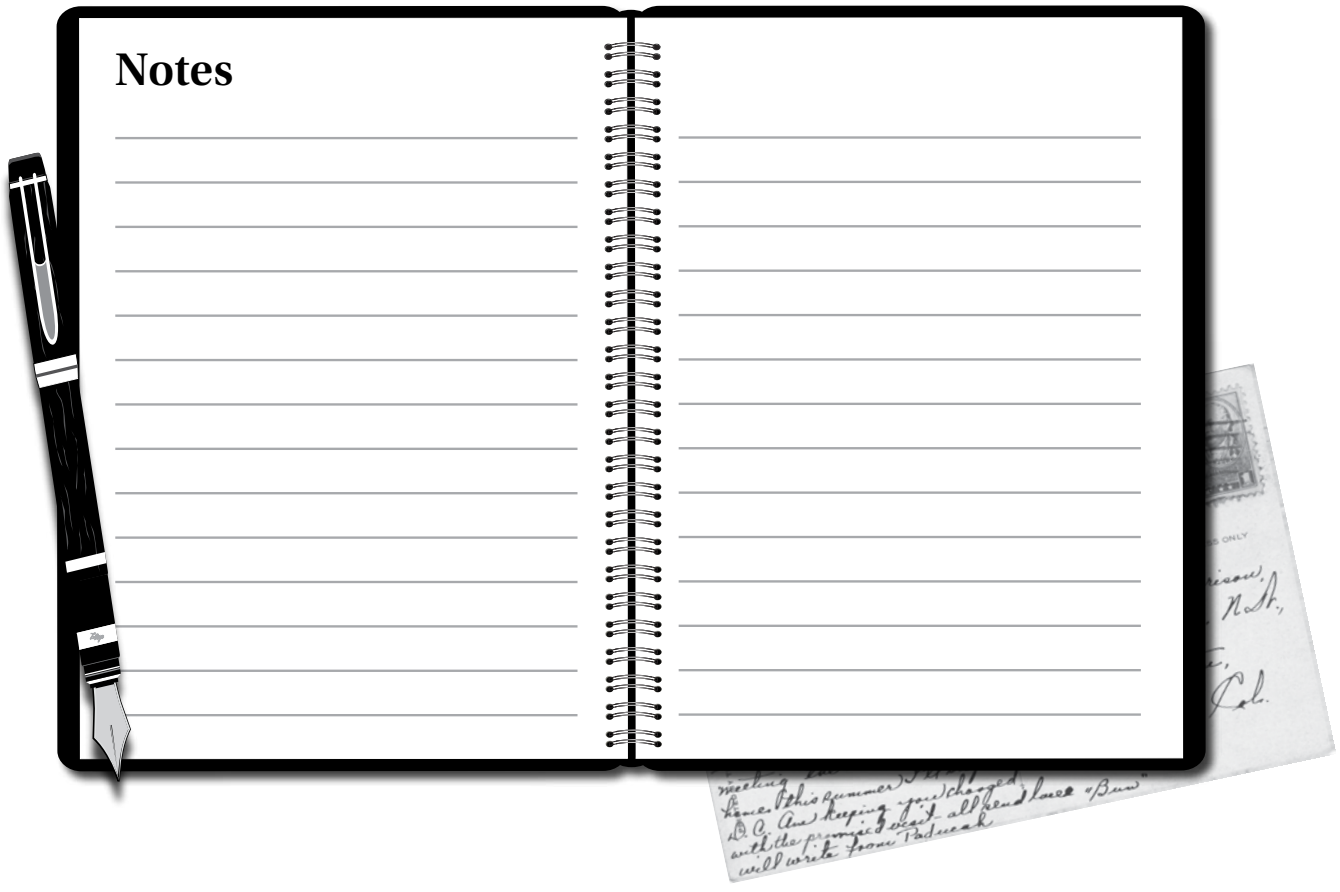
Early Man in America *(cont.)*

Conclusion to Lesson *(cont.)*

Answer Key to Card Questions *(cont.)*

After Reading

1. Answers will vary. Possible answer: They might use chemicals and microscopes that show how old they are and what condition they are in. Doctors could study them to see if they were weak or strong, and this might tell about their diet.
2. They did not want their ancestor's bones to be handled by a lot of people or changed in any way. They want to bury the man.
3. His skeleton is so complete that it can give a lot of information. It is so old that it will extend what we know about early humans in America far back into the past. So far, how and when people got here has been a mystery.