

**S**trategies  
**T**o  
**A**chieve  
**R**eading  
**S**uccess



# Table of Contents



## Overview

USING THE CARS® AND STARS® SERIES.....	4
THE CURRICULUM ASSOCIATES CLASSROOM READING SYSTEM .....	10
FEATURES OF A STARS® LESSON .....	12
RESEARCH SUMMARY .....	24
STRATEGY BOOKMARKS ( <i>Reproducibles</i> ) .....	28

## Lesson Plans

<b>Lesson 1</b>	FINDING MAIN IDEA .....	32
<b>Lesson 2</b>	RECALLING FACTS AND DETAILS .....	38
<b>Lesson 3</b>	UNDERSTANDING SEQUENCE .....	44
<b>Lessons 1–3</b>	REVIEW .....	49
<b>Lesson 4</b>	RECOGNIZING CAUSE AND EFFECT .....	50
<b>Lesson 5</b>	COMPARING AND CONTRASTING .....	56
<b>Lesson 6</b>	MAKING PREDICTIONS.....	62
<b>Lessons 4–6</b>	REVIEW .....	67
<b>Lesson 7</b>	FINDING WORD MEANING IN CONTEXT.....	68
<b>Lesson 8</b>	DRAWING CONCLUSIONS AND MAKING INFERENCES....	74
<b>Lesson 9</b>	DISTINGUISHING BETWEEN FACT AND OPINION.....	80
<b>Lessons 7–9</b>	REVIEW .....	85
<b>Lesson 10</b>	IDENTIFYING AUTHOR’S PURPOSE .....	86
<b>Lesson 11</b>	INTERPRETING FIGURATIVE LANGUAGE.....	92
<b>Lesson 12</b>	SUMMARIZING.....	98
<b>Lessons 10–12</b>	REVIEW.....	103
<b>Lessons 1–12</b>	FINAL REVIEW .....	104

<b>Answer Form</b> ( <i>Reproducible</i> ) .....	106
--	-----

<b>Completed Answer Form</b> .....	108
------------------------------------	-----

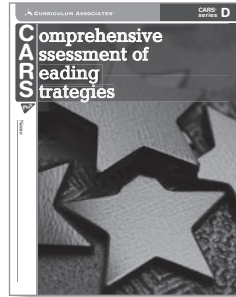
# Using the *CARS*<sup>®</sup> and *STARS*<sup>®</sup> Series

## *CARS*<sup>®</sup> Series

**Diagnose** needs of the class by administering the Pretest

**Benchmark** during instruction to monitor progress, using longer reading passages

**Assess** mastery by administering the Post Test



## *STARS*<sup>®</sup> Series

**Instruct** the class in 1 to 12 strategies, based on students' needs (differentiate instruction using Books K–H)



## What are the *CARS*<sup>®</sup> and *STARS*<sup>®</sup> Series?

The *CARS*<sup>®</sup> and *STARS*<sup>®</sup> Series are a comprehensive resource that allows you to identify and teach essential reading comprehension strategies. As the diagram above indicates, the *CARS*<sup>®</sup> Series is the assessment component, and the *STARS*<sup>®</sup> Series is the instruction component.

### *CARS*<sup>®</sup> Series

The *CARS*<sup>®</sup> Series is a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of 12 reading strategies. It contains a Pretest, Benchmarks, and a Post Test. This ten-level series is designed for students in grades K through 8. The *CARS*<sup>®</sup> Series helps teachers place students in the companion *STARS*<sup>®</sup> Series for reading instruction and remediation.

### *STARS*<sup>®</sup> Series

The *STARS*<sup>®</sup> Series is a prescriptive reading series that provides essential instruction in the same 12 reading strategies as the diagnostic *CARS*<sup>®</sup> Series. This ten-level series is also designed for students in grades K through 8. The *STARS*<sup>®</sup> Series provides precise instruction in and practice with the strategies students need to master in order to achieve reading success.

Book D in both the *CARS*<sup>®</sup> and *STARS*<sup>®</sup> Series features the following 12 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Summarizing





## How do I get started with the *CARS*<sup>®</sup> and *STARS*<sup>®</sup> Series?

As shown in the diagram on page 4, the *CARS*<sup>®</sup> Series is used to diagnose the needs of the class, monitor students' progress, and assess students' mastery of the strategies. The *STARS*<sup>®</sup> Series is used to instruct the class in targeted reading strategies, based on the diagnosis from the *CARS*<sup>®</sup> Series.

To get started, use the following steps:

### 1. Diagnose

Administer the Pretest in the *CARS*<sup>®</sup> Series to diagnose the needs of the students in your class. (See the *CARS*<sup>®</sup> teacher guide for additional information.)

### 2. Instruct

#### With One or More Strategy Lessons

Based on the results of the *CARS*<sup>®</sup> diagnosis, assign students one or more strategy lessons in the *STARS*<sup>®</sup> Series to remediate specific areas that need improvement and reinforcement. Each strategy lesson can be completed in five 30–45 minute sessions.

#### With All 12 Strategy Lessons

Or, have students complete an entire *STARS*<sup>®</sup> student book in order to build and reinforce their basic knowledge of all 12 reading strategies. (See the Suggested Pacing Chart on page 9 for assigning all 12 strategies in the *CARS*<sup>®</sup> and *STARS*<sup>®</sup> Series.)

For information about differentiating instruction, see pages 7 and 10–11.

### 3. Benchmark

Use the five Benchmarks in the *CARS*<sup>®</sup> Series and the Review Lessons in the *STARS*<sup>®</sup> Series (see page 7) to monitor students' progress.

### 4. Assess

Use the Post Test in the *CARS*<sup>®</sup> Series and the Final Review in the *STARS*<sup>®</sup> Series to assess mastery of the strategies taught in the *STARS*<sup>®</sup> Series (see page 7).

Using the *CARS*<sup>®</sup> and *STARS*<sup>®</sup> Series



## Why do the *CARS*<sup>®</sup> and *STARS*<sup>®</sup> Series concentrate on 12 reading strategies?

The reading strategies in these series were based on reviews of the following:

- State standards and tests across the nation
- Current research on reading comprehension
- Gaps in basal or core reading programs

The strategies in both series cover a range of areas that lead to success in reading comprehension:

- Literal comprehension
- Inferential comprehension
- Text structure and organizational patterns
- Vocabulary and concept development
- Metacognitive strategies

Practice in these reading strategies leads to success on state tests as well as improves students' overall reading comprehension.



## How do researchers define the relationship between skills and strategies?

According to Regie Routman (2000), strategies are the thinking, problem-solving processes that the learner deliberately initiates, incorporates, and applies to construct meaning. At this point, the reading strategies become instinctively incorporated into one's reading.

According to Afflerbach et al. (2008), when a reading strategy becomes effortless and automatic, the strategy has become a skill. Reading skills operate without the reader's deliberate control or conscious awareness.



## What is in the *STARS*® student book?

### Strategy Lessons

Each student book contains 12 strategy lessons, one lesson for each reading strategy. Each ten-page lesson provides instruction and practice in the targeted reading strategy. Students read several passages and answer 16 strategy-based selected-response (multiple-choice) questions.

The strategy lessons are scaffolded, providing a gradual release of support. Each lesson moves from modeled instruction to guided instruction to modeled practice to guided practice to independent practice. (See Features of a *STARS*® Lesson on pages 12–23 for more information about the strategy lessons.)

### Review Lessons

A four-page review lesson follows every three strategy lessons. Students read two longer passages and answer 12 selected-response questions that focus on the target reading strategies in the three previous lessons.

### Final Review

A twelve-page final review gives practice in all 12 reading strategies. Students read four longer passages and answer 48 selected-response questions that focus on all the reading strategies in the book.



## What is the reading level of the passages in the *STARS*® student book?

The reading passages in each *STARS*® student book lesson are at or below reading grade level, as determined by Flesch-Kincaid Readability Statistics. For example, no passage in Book D (grade 4) is above a reading level of 4.9.



## What is in the *STARS*® teacher guide?

### Overview

Information about using the *CARS*® and *STARS*® *Series* and the Curriculum Associates Classroom Reading System, including:

- Suggested Pacing Chart
- Features of a *STARS*® Lesson
- Research Summary
- Reproducible Strategy Bookmarks

### Lesson Plans

Six-page guides for each *STARS*® student-book lesson, including a facsimile of each student-book page with correct answers, teacher tips, and these special features:

- ELL Support
- Genre Focus
- Teacher's Corner
- Reteaching
- Connecting with Literature

### Reproducible Answer Form

A reproducible bubble sheet that students may use to record their answers to Parts Two–Five of each lesson

### Completed Answer Form

A filled-in bubble sheet that may be used for correction purposes



## How can I provide differentiated instruction using the *STARS® Series*?

There are two easy ways to provide differentiated instruction in the classroom using the *STARS® Series*.

### By Reading Strategy

Use the results from the Pretest in the *CARS® Series* to diagnose the individual needs of the students in your classroom.

Then use *STARS® Book D* to provide targeted instruction in one specific strategy or in several strategies to remediate areas that need improvement and/or reinforcement.

Or, you may wish to provide instruction using the entire *STARS® Book D* to build students' basic knowledge of all the reading strategies.

### By Reading Level

Students in the same classroom are likely to be reading at different skill levels (below grade level, at grade level, or above grade level). You can use the leveled books in the *STARS® Series* (Books K–H) to meet this need.

To enable this type of differentiated instruction, the sequence of the strategies and the page numbers across the books in the *STARS® Series* are the same from lesson to lesson (with some exceptions in Books K–C). So all students in the classroom receive the same reading-strategy instruction but work with appropriately leveled reading passages.

For example, some fourth-grade students may work in the on-level Book D, which contains reading passages that don't extend beyond a fourth-grade reading level. At the same time, other students in the class may be assigned an above-level book, while other students may be assigned a below-level book.



## How can I assess students' progress in the *STARS® Series*?

After students have been placed into the *STARS® Series*, based on the diagnosis from the *CARS®* Pretest, several methods may be used to assess students' progress in the *STARS® Series*.

You may use classroom observation to monitor and informally assess students' mastery of the strategies taught in each *STARS®* lesson.

You may also use the following to formally assess students' mastery of the strategies:

### *STARS®* Review Lessons

A review lesson follows every three strategy lessons. Each review lesson may be used to assess students' mastery of one, two, or all three of the strategies covered in the review.

### *STARS®* Final Review

The final review may be used upon completion of the strategy lessons to assess students' mastery of all 12 reading strategies.

### *CARS®* Benchmarks

These five tests may be used throughout instruction in the *STARS®* student book (after the *CARS®* Pretest and before the *CARS®* Post Test) as individual progress-monitoring tools to monitor students' progress in applying all 12 reading strategies. You may space out the Benchmarks to best meet your classroom needs.

### *CARS®* Post Test

The Post Test may be used upon completion of the *STARS®* strategy lessons to assess students' overall mastery of all 12 reading strategies. The results of the *CARS®* Post Test may be compared with the results of the *CARS®* Pretest to assess students' mastery of the reading strategies.



## What instructional features in the *STARS® Series* can be helpful for students, especially ELL students?

The *STARS® Series* uses several effective instructional procedures that support all students, including:

- Opportunities to activate prior knowledge before beginning strategy instruction
- Explicit instruction in key English language concepts
- A step-by-step scaffolded approach, beginning with explicit instruction, to build a clear understanding of the reading strategies
- Opportunities to build and reinforce self-esteem
- Use of graphic organizers to visually depict the reading strategies
- Frequent reviews and restatements of concepts
- Allowances for students to work at their own pace
- Ample practice through a variety of high-interest reading passages
- Presentation of selections depicting real-life situations
- Encouragement of paired-learning experiences
- Student discussion of strategies to demonstrate conceptual understanding

In addition to these supports, the teacher guide also provides minilessons on English language topics that may be challenging for ELL students (called ELL Support). See pages 12–13 of this teacher guide for an example.



## Where do students record their answers?

Students may record their answers to Part One on a separate piece of paper or directly in their student book. The answers to Part One are discussed during partner or all-class discussions. Students may record their answers to Parts Two–Five on the reproducible Answer Form (on pages 106 and 107 of this teacher guide) or directly in the student book.



## What is the correction procedure?

For best results, correct each part of the strategy lesson orally with students immediately following its completion. Explain concepts that students do not understand. Encourage students to participate in a discussion about the targeted strategy and how to apply it in everyday life experiences.



## What are the Strategy Bookmarks?

The Strategy Bookmarks are a set of reproducible bookmarks for each of the strategies taught in the *STARS® Series*. You may wish to distribute the appropriate bookmark after students have completed each strategy lesson. The bookmarks serve as a helpful reminder, highlighting the essential points about the strategy that students have learned in the lesson.

Suggest that students use the bookmarks to support their application of the strategy to grade-level text, especially when completing the Connecting with Literature activity (see pages 22–23 for an example of this feature).



## How much time is required to complete the *CARS®* and *STARS® Series*?

The *CARS®* and *STARS® Series* are designed for flexibility in the classroom and can be used effectively in several ways to fulfill your classroom needs.

The Suggested Pacing Chart on page 9 reflects the use of the *CARS®* Pretest, Benchmarks, and Post Test as well as the 12 *STARS®* strategy lessons, the review lessons, and the final review. You can adapt the Suggested Pacing Chart as needed to accommodate the actual number of strategy lessons you instruct. Which lessons you teach and how you choose to allocate the times are up to you, depending on the needs of your students.

This 12-page section guides teachers through a sample lesson plan from the teacher guide. Each lesson plan contains facsimiles of the student-book lesson. Numbered boxes call out and describe the key features in both the teacher guide and the student book.

## INTRODUCTION

**Lesson 4** **RECOGNIZING CAUSE AND EFFECT**

**1** ★ ★ ★ ★ **LESSON OBJECTIVES**

Students will learn to:

- Recognize cause and effect by understanding what happens and why in a reading passage
- Identify when test questions are asking them to recognize cause and effect

**2** ★ ★ ★ ★ **GETTING STARTED**

**Introduce the Strategy**

Tell students that today they will learn how to recognize cause and effect when they read.

**SAY:** Good readers know how to recognize cause and effect in a reading passage by thinking about what happens and why it happens. You already know about causes and effects because they are part of your daily life. Whenever you understand why something happens, you are recognizing a cause and its effect.

**Model the Strategy**

Introduce the strategy by describing a situation and asking students to think about what is happening.

**SAY:** Suppose you stay up late on a Friday night watching movies with your friend. The next day you feel very tired. Why are you so tired?

Point out to students that they feel tired because they stayed up late and didn't get enough sleep. Guide students to understand that staying up late is the cause, and feeling tired the next day is the effect. The cause led to the effect. Explain that this is an example of recognizing cause and effect.

**3**

**ELL Support**

**Suffixes**

Explain to students that many English words have suffixes. A suffix is a group of letters added to the end of a word to change the word's meaning.

Work with students to show how the meaning of a word changes with a suffix. Write the word *fearless* on the board. Ask students if they can identify the suffix (*-less*) and the base word (*fear*). Explain to students that the suffix *-less* means "without." Tell students that adding the suffix *-less* to *fear* changes its meaning to "without fear."

Point out the suffix *-less* in *flightless* on student book page 40. Explain how the suffix *-less* changes *flight* to mean "without the ability to fly."

**4**

**Genre Focus**

**Journal Entry**

Tell students that on page 41, they will read a journal entry. Define this genre for students. Explain that a writer's journal is a record of events and personal thoughts about the events in that person's life. A journal entry is a piece of writing that focuses on a moment in time during the writer's life. Sometimes the writer describes his or her feelings, makes an observation, or tells a private thought about the events that happened on a certain day. The date the entry is written is included somewhere on the entry, usually at the top. Have students share journal entries they may have read.

**50**

Recognizing Cause and Effect





## Management Tips

- Where possible throughout the lesson, use visuals. For example, write the target strategy on chart paper for easy reference.
- Use the scripted text to help students see how they already use the strategy in their everyday lives.
- To aid ELL students, use explicit instruction, and allow time to practice new concepts. Observe students closely to make sure they understand the concepts. Whenever possible, “show” the concepts through modeling, pantomime, and visual examples.
- Point out examples of the featured language concept in other classroom work.
- Share classroom books that showcase the featured genre.

**1 Lesson Objectives:** Presents two strategy-related goals for students to achieve as they complete the lesson.

**2 Getting Started:** Introduces the strategy to students and models how good readers use the strategy when reading.

- Scripted text provides a model for using the strategy in a real-world scenario to tap students’ background knowledge.
- A familiar context builds students’ confidence for interacting with the strategy.

**3 ELL Support:** Targets a language concept that students may need reinforcement with.

- The language concept is briefly defined. The teacher then guides students through examples and tells them where they will encounter the concept in the upcoming lesson.
- Language concepts in the series include:
  - ★ compound words
  - ★ prefixes
  - ★ suffixes
  - ★ contractions
  - ★ homophones
  - ★ possessives
  - ★ multiple-meaning words
  - ★ regular and irregular plurals
  - ★ regular and irregular past tense verbs
  - ★ comparatives and superlatives

**4 Genre Focus:** Previews key characteristics of a specific genre.

- Understanding a genre can aid students’ comprehension of a reading passage.
- Genres in the series include:
  - ★ biography
  - ★ journal entry
  - ★ myth
  - ★ fable
  - ★ science fiction
  - ★ poem
  - ★ folktale
  - ★ letter to the editor
  - ★ e-mail
  - ★ blog
  - ★ science report
  - ★ history article



# PART ONE

## Modeled Instruction

**Lesson 4** **RECOGNIZING CAUSE AND EFFECT**  
PART ONE: Think About the Strategy

**1** **What is Cause and Effect?**  
There is a reason for everything that happens. What happens is called the *effect*. Why it happens is called the *cause*.

**1** Write what happens if you oversleep on a school day.  
Sample response: My dad has to drive me to school.

**2** Write why this happens.  
Sample response: Because I missed the school bus.

**2** **Work with a Partner**

- Take turns giving each other examples of cause and effect. You might say, "I watered the plant because its leaves were drooping."
- In each example, tell which part is the cause and which part is the effect.

38 Recognizing Cause and Effect

**How Do You Find Cause and Effect?**  
Many reading passages include examples of cause and effect. You can find causes and effects by thinking about what happens in a passage and why.

**Read this passage about Marcus and Jake. Think about the things that happen and why they happen.**

Marcus and Jake were hiking along a mountain path. They came to a fork in the trail, and they didn't know which way to go.  
"Look at the map," said Marcus to Jake. Jake checked his pockets and his backpack, but he couldn't find the map.  
"I left it at the last place we stopped to rest. We'll have to go back to find it," said Jake.

**3** Let's find an example of cause and effect in the passage.  
**4** Look at the two boxes below.  
The first box tells what happened. This is the *effect*.  
The second box tells why it happened. This is the *cause*.

<b>What happened? (effect)</b> Marcus and Jake didn't know which way to go on the trail.	<b>Why did it happen? (cause)</b> Jake couldn't find the map.
---	--

**5** Let's find another example of cause and effect in the passage.  
Look at the two boxes below.  
The first box tells the cause for why something happened.  
**4** Fill in the effect in the second box. Tell what happened because Jake left the map behind.

<b>Cause</b> Jake left the map at the last place he and Marcus stopped to rest.	<b>Effect</b> Jake and Marcus will have to go back to find the map.
--	--

39 Recognizing Cause and Effect

**6 AT A GLANCE**  
Students activate their background knowledge about recognizing cause and effect and then learn how to apply this strategy to a short reading passage.

**7 STEP BY STEP**  
**Page 38**

- Tell students that today they will practice recognizing cause and effect.
- Read aloud the information at the top of the page.
- Direct students to respond to items 1 and 2.
- Discuss student responses as a class.

### Work with a Partner

- Organize students to work in pairs to complete the Work with a Partner activity.
- Encourage volunteers to share their examples of cause and effect with the class.

**8 Tip:** If students have trouble thinking of examples, have them complete "\_\_\_ because \_\_\_" sentences. In the first part, they think of an event that happened (I got drenched). In the last part, they tell why (it was raining).

Recognizing Cause and Effect

### Page 39

- Read aloud the information that precedes the reading passage.
- Direct students to read the passage in the box.
- Tell students that after they read the passage, they will use a graphic organizer to help them recognize a cause and effect in the passage.
- Guide students through steps 1–4 for completing the graphic organizer by having them follow along as you read the steps aloud.
- Direct students to complete the information in the Effect box of the graphic organizer at the bottom of the page.
- Discuss student responses.
- Be sure students have a clear understanding of how to find the cause and its effect in the passage.

**9 Tip:** If students have difficulty completing the sentence in the Effect box, have them reread the last paragraph in the passage. Ask, "What will Jake and Marcus have to do *because* Jake left the map at the last place they stopped to rest?" Explain to students that the answer to this question is the effect.





# Student Book

- 1 Introduction:** Describes the strategy. Open-ended questions prompt students to explore what they already know about the strategy from their daily lives.
- 2 Work with a Partner:** Gives student partners the opportunity to discuss ways to use the strategy.
- 3 Reading Passage:** Provides the opportunity for students to work with the strategy in the context of real-world reading.
- 4 Steps:** Guides students through completing the strategy-based graphic organizer.
- 5 Graphic Organizer:** Visually depicts how to apply the strategy.

# Teacher Guide

- 6 At a Glance:** Provides a brief overview of what students do in each lesson part.
- 7 Step by Step:** Provides an explicit walk-through of the steps for guiding students through each lesson part.
- 8 Tip:** Provides additional information for the teacher to assist student partners as they discuss the strategy in the Work with a Partner activity.
- 9 Tip:** Provides additional information for the teacher to assist students as they complete the strategy-based graphic organizer.

## Modeled Instruction

### Teacher Led

After prompting students to tap into their prior knowledge, the teacher uses step-by-step examples to model how to use the strategy, with the support of a strategy-based graphic organizer.

## Management Tips

- Personalize examples so they make sense for your students. Draw on your own experiences and your knowledge of your students to make sure examples are relevant.
- Plan carefully when grouping students for the Work with a Partner activity. Consider skill levels, social skills, and English language proficiency.
- Circulate and provide tips or encouragement as student pairs work together.

# Research Summary

The *STARS® Series* is an instructional program that is solidly grounded in areas of important reading research. Scaffolded strategy-based instruction serves as the organizational framework, while metacognitive strategies foster student self-monitoring and self-assessment. The lessons are carefully planned and sequenced to promote individual understanding and application of reading strategies. With the *STARS® Series*, students build on

their capacity to analyze, reason, and communicate ideas effectively by applying specified reading strategies in a variety of contexts. The *STARS® Series* is a comprehensive reading program designed to meet a broad spectrum of individual needs in the classroom. The full research report for this title may be downloaded from the Research Internet page at <http://www.casamples.com/downloads/STARS-research.pdf>.

This series uses . . .	Example	Research says . . .
<p><b>Answer Analysis for Students</b> As a part of guided instruction, students receive immediate feedback about their answer choices and read the reasoning behind correct and incorrect answers.</p>	<p><b>SB:</b> Books K and AA</p> <ul style="list-style-type: none"> <li>Included in teacher and student discussions</li> </ul> <p><b>SB:</b> Books A–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part Three: Check Your Understanding</li> </ul>	<p>Research (Pashler et al, 2007) has shown that when students receive direct instruction about the reasons why an answer is correct or incorrect, they demonstrate long-term retention and understanding of newly learned content.</p>
<p><b>Cooperative Learning</b> Students work together in pairs or small groups to attain their individual goals.</p>	<p><b>SB:</b> Books AA–H</p> <ul style="list-style-type: none"> <li>In each lesson, Work with a Partner feature</li> </ul>	<p>“Having peers instruct or interact over the use of reading strategies leads to an increase in the learning of the strategies, promotes intellectual discussion and increases reading comprehension” (NICHD, 2000, pp. 4–45).</p>
<p><b>Differentiated Instruction</b> Students of varying abilities learn the same content using different instructional approaches.</p>	<p><b>SB:</b> Books C–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part One through Part Five, modeled, guided, and independent practice and instruction</li> </ul> <p><b>TG:</b> Books AA–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part One through Part Five, teachers are given paired and whole-group instruction options</li> </ul>	<p>“‘Multiple paths’ does not mean that students are given free rein; it means that teachers must find that sweet spot between structure and choice that makes student learning possible....By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that’s all theirs” (Carolan &amp; Guinn, 2007, p. 45).</p>
<p><b>Direct Instruction</b> Lesson plans include explicit step-by-step instruction of reading and learning strategies as well as lesson objectives.</p>	<p><b>SB:</b> Books AA–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part Two: Learn About the Strategy</li> </ul>	<p>“The research demonstrates that the type of questions, the detailed step-by-step breakdowns, and the extensive practice with a range of examples . . . will significantly benefit students’ comprehension” (Gersten &amp; Carnine, 1986, p. 72).</p>
<p><b>ELL Accommodations</b> English-language learners are a large part of today’s classrooms. These students need extra support and scaffolding while learning new information.</p> <p>Some teaching strategies that have been proven to be effective for ELL students are: graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based instruction.</p>	<p><b>SB:</b> Books A–H</p> <ul style="list-style-type: none"> <li>In each lesson, graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based reading passages are key ELL instructional accommodations.</li> </ul> <p><b>TG:</b> Books A–H</p> <ul style="list-style-type: none"> <li>See section entitled, “What instructional features in the <i>STARS® Series</i> can be helpful for students, especially ELL students?”</li> <li>Introduction, ELL Support</li> </ul>	<p>“In virtually every part of the country, middle and high schools are now seeing expanding enrollments of students whose primary language is not English. Rising numbers of immigrants, other demographic trends, and the demands of an increasingly global economy make it clear that the nation can no longer afford to ignore the pressing needs of the ELLs in its middle and high schools who are struggling with reading, writing, and oral discourse in a new language” (Short &amp; Fitzsimmons, 2007).</p>





This series uses . . .	Example	Research says . . .
<p><b>Explicit Instruction</b> Students receive explicit instruction of each reading strategy consisting of a definition, a short example passage, and learning objectives.</p>	<p><b>SB:</b> Books AA–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part Two: Learn About the Strategy</li> </ul>	<p>Researchers Maset-Williamson and Nelson (2005) explain, “explicit instruction involves the overt, teacher-directed instruction of strategies, including direct explanation, modeling, and guided practice in the application of strategies” (p. 62).</p>
<p><b>Genre Instruction</b> Students receive instruction of genre properties of reading passages which aids in both their recall and comprehension of the passages.</p>	<p><b>TG:</b> Books C–H</p> <ul style="list-style-type: none"> <li>In each lesson, Introduction, Genre Focus</li> </ul>	<p>“The instruction of the content and organization of stories thus improves comprehension of stories as measured by the ability of the reader to answer questions and recall what was read. This improvement is more marked for less able readers” (NICHD, 2000, pp. 4–45).</p>
<p><b>Graphic Organizers</b> Graphic organizers are visual displays that help learners comprehend and retain textually important information.</p>	<p><b>SB:</b> Books AA–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part One: Think About the Strategy</li> </ul> <p><b>TG:</b> Books K and AA</p> <ul style="list-style-type: none"> <li>Refer to Part One: Skill Development section</li> <li>In each lesson, Part Four: Build on What You Have Learned, Reteaching feature</li> </ul>	<p>“When students learn how to use and construct graphic organizers, they are in control of a study strategy that allows them to identify what parts of a text are important, how the ideas and concepts are related, and where they can find specific information to support more important ideas” (Vacca &amp; Vacca, 2005, p. 399).</p>
<p><b>Listening Comprehension</b> Development and mastery of listening comprehension on the meaning level is one of the first stepping stones in learning how to read.</p>	<p><b>Series:</b></p> <ul style="list-style-type: none"> <li>Book K uses listening activities and a selected few reading activities to teach reading strategies.</li> <li>Books AA–H use both listening and reading activities, including the “shared reading” strategy to teach reading strategies.</li> </ul>	<p>“Teachers should emphasize text comprehension from the beginning, rather than waiting until students have mastered “the basics” of reading. Instruction at all grade levels can benefit from showing students how reading is a process of making sense out of text, or constructing meaning” (Armbruster &amp; Lehr, 2001).</p>
<p><b>Multiple-Strategy Instruction</b> Students are taught that more than one cognitive strategy may be used to gain meaning from text. Strategies such as comparing and contrasting and making predictions work together to make text meaningful.</p>	<p><b>SB:</b> Books C–H</p> <ul style="list-style-type: none"> <li>After every third lesson, and at the end of each book, Review and Final Review sections</li> </ul>	<p>“Skilled reading involves the coordinated use of several cognitive strategies. Readers can learn and flexibly coordinate these strategies to construct meaning from text” (NICHD, 2000, pp. 4–77).</p>
<p><b>Prior-knowledge Activation</b> These are learning activities that stimulate knowledge that comes from previous experiences.</p>	<p><b>SB:</b> Books AA–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part One: Think About the Strategy</li> </ul> <p><b>TG:</b> Book K</p> <ul style="list-style-type: none"> <li>In Part One: Skill Development section</li> <li>Lesson Opener, Getting Started section</li> </ul>	<p>“Several meta-analyses and reviews of the research have found that direct, explicit instruction in such specific strategies as summarizing, identifying text structure and visual clues, calling on prior knowledge, and using graphic organizers improves students’ reading comprehension” (Biancarosa, 2005).</p>



This series uses . . .	Example	Research says . . .
<p><b>Reading-Strategy Instruction</b> Explicit and direct instruction of each core reading strategy occurs in order to gain meaning from text.</p>	<p><b>Series:</b></p> <ul style="list-style-type: none"> <li>Books K and AA introduce 6 core reading strategies.</li> <li>Book A introduces 8 core reading strategies.</li> <li>Books B–H introduce 12 core reading strategies.</li> </ul> <p><b>TG:</b></p> <ul style="list-style-type: none"> <li>Understanding the Strategies</li> <li>Teacher’s Corner</li> </ul>	<p>Afflerbach, Pearson, &amp; Paris, (2008) explain that reading strategies are “deliberate, goal-directed attempts to control and modify the reader’s efforts to decode texts, understand words, and construct meanings” (p. 368).</p>
<p><b>Scaffolded Instruction</b> An instructional strategy in which gradual withdrawal of support occurs through modeled, guided, and independent instruction and practice.</p>	<p><b>SB:</b> Books AA–H</p> <ul style="list-style-type: none"> <li>Part One: Think About the Strategy (Modeled Instruction)</li> <li>Part Two: Learn About the Strategy (Guided Instruction)</li> <li>Part Three: Check Your Understanding (Modeled Practice)</li> <li>Part Four: Build on What You Have Learned (Guided Practice)</li> <li>Part Five: Prepare for a Test (Independent Practice)</li> </ul>	<p>“There is virtually universal agreement that scaffolding plays an essential and vital role in fostering comprehension” (Clark &amp; Graves, 2005).</p>
<p><b>Shared Reading</b> This is a reading activity where a teacher reads a story while students look at the text being read and follow along.</p>	<p><b>Series:</b></p> <ul style="list-style-type: none"> <li>Book K has several activities where students read silently as the teacher reads orally.</li> <li>Book AA uses shared reading as one of its core teaching strategies.</li> </ul>	<p>Routman (2000) lists several benefits of shared reading, especially for ELL students. Shared reading teaches multiple reading strategies; provides supportive context for reading; and helps children participate as readers (p. 34).</p>
<p><b>Test-taking Practice</b> Selected-response and constructed-response test questions are often used on state and national standardized tests.</p>	<p><b>SB:</b></p> <ul style="list-style-type: none"> <li>Books A–H, in each lesson, Part Five: Prepare for a Test</li> <li>Books A–H, Review and Final Reviews</li> </ul>	<p>Supon (2004) cites that researchers have determined that “Students of all levels of academic achievement and intellectual abilities can be affected by test anxiety.”</p>
<p><b>Theme-based Instruction</b> Theme-based instruction integrates instruction of language and concepts with real-world scenarios and with cross-curricular subjects, such as social studies, science, and literature.</p>	<p><b>SB:</b></p> <ul style="list-style-type: none"> <li>In each lesson, the reading passages have social studies, science, or literary themes.</li> </ul> <p><b>TG:</b></p> <ul style="list-style-type: none"> <li>Books K–H, Introduction Books A–H, Genre Focus</li> <li>Books K–H, Connecting with Literature</li> </ul>	<p>Bergeron, Wermuth, and Rudenga (1996) summarized that theme-based, integrated learning experiences engage young children in meaningful and functional literacy events, focus on real-life experiences by providing socially interactive settings, and provide an organizational framework for language acquisition.”</p>



## REFERENCES

- Abadiano, H. R., & Turner, J. (2003). The RAND report: Reading for understanding: Toward an R&D program in reading comprehension. *New England Reading Association Journal*, 39(2), 74–79.
- Afflerbach, P., Pearson, P. D., and Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), 364–373.
- Armbruster, B., & Lehr, F. (2001). *Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3*. Accessed May 12, 2008 at: [http://www.nifl.gov/partnershipforreading/publications/reading\\_first1.html](http://www.nifl.gov/partnershipforreading/publications/reading_first1.html).
- Bergeron, B.S., Wermuth, S., Rhodes, M., & Rudenga, E. A. (1996, Spring). Language development and thematic instruction supporting young learners at risk. *Childhood Education*, 72, 141–145.
- Biancarosa, G. (2005). After third grade. *Educational Leadership*, 63(2), 16–22.
- Carnine, D. W. (1990). Reforming mathematics instruction. *ADI News*, 10(4), 1–4.
- Carolan, J., & Guinn, A. (2007). Differentiation: Lessons from master teachers. *Educational Leadership*, 64(5), 44–47.
- Chittooran, M. M., & Miles, D. D. (2001, April). Test-taking skills for multiple-choice formats: Implications for school psychologists. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.
- Clark, K. F., & Graves, M. F. (2005). Scaffolding students' comprehension of text. *Reading Teacher*, 58(6), 570–580.
- Collinson, E. (2000). A survey of elementary students' learning style preferences and academic success. *Contemporary Education*, 71(4), 42–8.
- ERIC Development Team. (2002). Using scaffolded instruction to optimize learning. ERIC Digest ED474301 2002-12-00. Retrieved March 18, 2005 from [www.eric.ed.gov](http://www.eric.ed.gov).
- Gersten, R., & Carnine, D. (1986). Direct instruction in reading comprehension. *Educational Leadership*, 43(7), 70–79.
- Gulek, C. (2003, Winter). Preparing for high-stakes testing. *Theory into Practice*, 42(1), 42–50.
- Manset-Williamson, G., & Nelson, J. M. (2005, Winter). Balanced, strategic reading instruction for upper-elementary and middle school students with reading disabilities: A comparative study of two approaches. *Learning Disability Quarterly*, 28(1) 59–74.
- Mevarech, Z. R., & Light, P. H. (Eds.). (1992). Cooperative learning with computers. *Learning and Instruction*, 2(3), 155–285.
- National Institute of Child Health and Human Development (NICHD). (2000). *Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction: Reports of the Subgroups* (NIH Publication No. 00-4754). Washington, D.C.: U.S. Government Printing Office.
- Norton, S. M., & Park, H. S. (1996, November). *Relationships between test preparation and academic performance on a statewide high school exit examination*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
- Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007). *Organizing Instruction and Study to Improve Student Learning* (NCER 2007-2004). Washington, D.C.: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://nces.ed.gov>.
- Pressley, M. (2002). Metacognition and self-regulated comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction*. (pp. 294–295). Newark, DE: International Reading Association.
- Routman, R. (1991). Teaching for strategies. In *Invitations*. Portsmouth, NH: Heinemann, 134–159.
- Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heinemann.
- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners—A report to Carnegie Corporation of New York*. Washington, D.C.: Alliance for Excellent Education.
- Smith, K. S., & Geller, C. (2004, Summer). Essential principles of effective mathematics instruction: Methods to reach all students. *Preventing School Failure*, 48(4), 22–29.
- Steffensen, M., Joag-Dev, C., & Anderson, R. (1979). A cross-cultural perspective on reading comprehension. *Reading Research Quarterly*, 15(1), 10–29.
- Supon, V. (2004). Implementing strategies to assist test-anxious students. *Journal of Instructional Psychology*, 31(4), 292–296.
- Vacca, R. T., & Vacca, J. L. (2005). *Content area reading: Literacy and learning across the curriculum*. Boston: Allyn and Bacon.



## ★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Recognize cause and effect by understanding what happens and why in a reading passage
- Identify when test questions are asking them to recognize cause and effect

## ★ ★ ★ ★ GETTING STARTED

### Introduce the Strategy

Tell students that today they will learn how to recognize cause and effect when they read.

**SAY:** Good readers know how to recognize cause and effect in a reading passage by thinking about what happens and why it happens. You already know about causes and effects because they are part of your daily life. Whenever you understand why something happens, you are recognizing a cause and its effect.

### Model the Strategy

Introduce the strategy by describing a situation and asking students to think about what is happening.

**SAY:** Suppose you stay up late on a Friday night watching movies with your friend. The next day you feel very tired. Why are you so tired?

Point out to students that they feel tired because they stayed up late and didn't get enough sleep. Guide students to understand that staying up late is the cause, and feeling tired the next day is the effect. The cause led to the effect. Explain that this is an example of recognizing cause and effect.

## ELL Support

### Suffixes

Explain to students that many English words have suffixes. A suffix is a group of letters added to the end of a word to change the word's meaning.

Work with students to show how the meaning of a word changes with a suffix. Write the word *fearless* on the board. Ask students if they can identify the suffix (*-less*) and the base word (*fear*). Explain to students that the suffix *-less* means "without." Tell students that adding the suffix *-less* to *fear* changes its meaning to "without fear."

Point out the suffix *-less* in *flightless* on student book page 40. Explain how the suffix *-less* changes *flight* to mean "without the ability to fly."

## Genre Focus

### Journal Entry

Tell students that on page 41, they will read a journal entry. Define this genre for students. Explain that a writer's journal is a record of events and personal thoughts about the events in that person's life. A journal entry is a piece of writing that focuses on a moment in time during the writer's life. Sometimes the writer describes his or her feelings, makes an observation, or tells a private thought about the events that happened on a certain day. The date the entry is written is included somewhere on the entry, usually at the top. Have students share journal entries they have read or heard.



# Modeled Instruction

**Lesson 4** **RECOGNIZING CAUSE AND EFFECT**

**PART ONE:** Think About the Strategy

**What Is Cause and Effect?**

There is a reason for everything that happens. What happens is called the *effect*. Why it happens is called the *cause*.

**1** Write what happens if you oversleep on a school day.  
Sample response: My dad has to drive me to school.

**2** Write why this happens.  
Sample response: Because I missed the school bus.

**Work with a Partner**

- Take turns giving each other examples of cause and effect. You might say, "I watered the plant because its leaves were drooping."
- In each example, tell which part is the cause and which part is the effect.

38 Recognizing Cause and Effect

**How Do You Find Cause and Effect?**

Many reading passages include examples of cause and effect. You can find causes and effects by thinking about what happens in a passage and why.

**Read this passage about Marcus and Jake. Think about the things that happen and why they happen.**

Marcus and Jake were hiking along a mountain path. They came to a fork in the trail, and they didn't know which way to go.  
"Look at the map," said Marcus to Jake. Jake checked his pockets and his backpack, but he couldn't find the map.  
"I left it at the last place we stopped to rest. We'll have to go back to find it," said Jake.

**1.** Let's find an example of cause and effect in the passage.  
**2.** Look at the two boxes below.  
The first box tells what happened. This is the *effect*.  
The second box tells why it happened. This is the *cause*.

What happened? (effect)	Why did it happen? (cause)
Marcus and Jake didn't know which way to go on the trail.	Jake couldn't find the map.

**3.** Let's find another example of cause and effect in the passage.  
Look at the two boxes below.  
The first box tells the cause for why something happened.  
**4.** Fill in the effect in the second box. Tell what happened because Jake left the map behind.

Cause	Effect
Jake left the map at the last place he and Marcus stopped to rest.	Jake and Marcus will have to go back to find the map

Recognizing Cause and Effect 39

## AT A GLANCE

Students activate their background knowledge about recognizing cause and effect and then learn how to apply this strategy to a short reading passage.

## STEP BY STEP

### Page 38

- Tell students that today they will practice recognizing cause and effect.
- Read aloud the information at the top of the page.
- Direct students to respond to items 1 and 2.
- Discuss student responses as a class.

### Work with a Partner

- Organize students to work in pairs to complete the Work with a Partner activity.
- Encourage volunteers to share their examples of cause and effect with the class.

**Tip:** If students have trouble thinking of examples, have them complete "\_\_\_ because \_\_\_" sentences. In the first part, they think of an event that happened (I got drenched). In the last part, they tell why (it was raining).

Recognizing Cause and Effect

### Page 39

- Read aloud the information that precedes the reading passage.
- Direct students to read the passage in the box.
- Tell students that after they read the passage, they will use a graphic organizer to help them recognize a cause and effect in the passage.
- Guide students through steps 1–4 for completing the graphic organizer by having them follow along as you read the steps aloud.
- Direct students to complete the information in the Effect box of the graphic organizer at the bottom of the page.
- Discuss student responses.
- Be sure students have a clear understanding of how to find the cause and its effect in the passage.

**Tip:** If students have difficulty completing the sentence in the Effect box, have them reread the last paragraph in the passage. Ask, "What will Jake and Marcus have to do *because* Jake left the map at the last place they stopped to rest?" Explain to students that the answer to this question is the effect.

# Guided Instruction

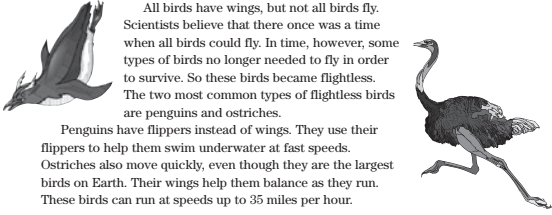
## PART TWO: Learn About the Strategy

### WHAT TO KNOW

What happens and why is called **cause and effect**. Why something happens is the **cause**. What happens because of the cause is the **effect**.

- A cause is the reason that something happens.
- An effect is what happens as a result of the cause.
- Clue words such as *so, so that, since, because, and if* often signal cause and effect. Other clue words are *reason* and *as a result*.

Read this article about birds that don't fly. As you read, think about one thing that happened to some types of birds and why.



All birds have wings, but not all birds fly. Scientists believe that there once was a time when all birds could fly. In time, however, some types of birds no longer needed to fly in order to survive. So these birds became flightless. The two most common types of flightless birds are penguins and ostriches.

Penguins have flippers instead of wings. They use their flippers to help them swim underwater at fast speeds. Ostriches also move quickly, even though they are the largest birds on Earth. Their wings help them balance as they run. These birds can run at speeds up to 35 miles per hour.

One thing that happened to some types of birds and why is:  
What happened: **They became flightless.**  
Why it happened: **They no longer needed to fly in order to survive.**

Read this journal entry written by a girl named Hannah. As you read, look for clue words to help you understand what happens and why it happens. Then answer the questions.

January 15

Today my parents took me to an art museum. The museum was exhibiting the paintings of Vincent van Gogh, a Dutch painter of the late 1800s. Because I like to paint, my parents thought I would enjoy seeing van Gogh's work. I just thought I'd be bored. Boy, was I ever surprised! The minute I walked into the van Gogh gallery, I was fascinated. Van Gogh used bold, bright colors to express his feelings about what he saw. I spent hours looking at van Gogh's vivid paintings. When it was finally time to leave, I was disappointed. My parents had to drag me away because I was having such a good time.

1. Hannah's parents thought she would enjoy seeing van Gogh's work because she  
 Ⓐ likes art museums.  
 Ⓑ has always enjoyed van Gogh's work.  
 Ⓒ likes to paint.  
 Ⓓ had nothing else to do.
2. Which clue word or words in the journal entry signals the reason that Hannah's parents had to drag her away?  
 Ⓐ so that  
 Ⓑ because  
 Ⓒ since  
 Ⓓ if

### Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about recognizing cause and effect.

## AT A GLANCE

Students learn how to recognize cause and effect when they read. Students then practice the strategy by thinking about what happens and why it happens, using any available clue words, to answer questions about a passage.

## STEP BY STEP

### Page 40

- Introduce the lesson by reading aloud the information in the What to Know box.
- Tell students that together you will read a passage and talk about how good readers can recognize causes and effects in a passage.
- Have a volunteer read aloud the passage.
- Direct students to follow along as you read the information under the passage.
- Ask students to circle in the passage what happened (the effect) and underline why it happened (the cause). Then have them identify the clue word *So*.
- Conclude the lesson by reviewing the concepts in the What to Know box.

### Page 41

- Direct students to read the passage and answer the questions. Guide students as needed.
- Organize students to work in pairs to complete the Work with a Partner activity.
- When students have finished working in pairs, discuss the answers as a class.

**Tip:** Have students underline the sentence in the passage that they used to answer question 1.  
*(Because I like to paint, my parents thought I would enjoy seeing van Gogh's work.)*

Then have students circle the clue word (*Because*).

**Tip:** Have students underline the sentence in the passage that they used to answer question 2.  
*(My parents had to drag me away because I was having such a good time.)*

Then have students circle the clue word (*because*).

Point out that in the underlined sentence for question 1, the cause is stated before the effect, but in the sentence for question 2, the effect is stated before the cause.

# Modeled Practice

## PART THREE: Check Your Understanding

- What happens and why is called cause and effect.
- To find a cause, look for a reason that something happened. Ask yourself, "Why did it happen?"
  - To find an effect, look for a result, or something that happened. Ask yourself, "What happened?"
  - Look for clue words that signal cause and effect, such as *so, so that, since, because, if, reason, and as a result.*

### REVIEW

Read this silly poem. As you read, ask yourself, "What are some things that happen in the poem? Why do these things happen?" Then answer the questions.

A silly young girl had a dream in her head,  
Her dream was to sleep on a big feather bed.  
She thought, "Feathers are light and soft as a breeze.  
I'd sure like to sleep on a bed made of these!"  
So she spread some goose feathers on a flat rock.  
She had happened to find them on a boat dock.  
She lay down on the feathers and tried to sleep.  
But the bed was so hard she wanted to weep!  
Soon she felt pains in her knees, neck, and head.  
"Feather beds are hard! I don't want one!" she said.



3. Why did the silly girl want to sleep on a feather bed?
- She knew that feathers were soft.
  - Ⓐ She had a dream about feathers.
  - Ⓒ Her friend had a feather bed.
  - Ⓓ She had pains in her knees.
4. The silly girl wanted to sleep on a bed of feathers, so she
- Ⓐ bought a mattress made of feathers.
  - Ⓑ plucked feathers off a goose.
  - Ⓒ slept on a dock covered with feathers.
  - spread feathers on a flat rock.

## Which Answer Is Correct and Why?

Look at the answer choices for each question. Read why each answer choice is correct or not correct.

3. Why did the silly girl want to sleep on a feather bed?
- She knew that feathers were soft.  
This answer is correct because the girl thinks to herself, "Feathers are light and soft as a breeze. I'd sure like to sleep on a bed made of these!"
  - Ⓑ She had a dream about feathers.  
This answer is not correct because the girl had a dream of sleeping on a big feather bed, not a dream about feathers.
  - Ⓒ Her friend had a feather bed.  
This answer is not correct because nothing is said in the poem about a friend with a feather bed.
  - Ⓓ She had pains in her knees.  
This answer is not correct because the pains in the girl's knees are caused by lying on the hard rock. Having pains in her knees was not the reason for her wanting to sleep on a feather bed.
4. The silly girl wanted to sleep on a bed of feathers, so she
- Ⓐ bought a mattress made of feathers.  
This answer is not correct because the girl does not buy a mattress of any kind.
  - Ⓑ plucked feathers off a goose.  
This answer is not correct because the girl does not pluck feathers off a goose. The poem says that she had found goose feathers on a dock.
  - Ⓒ slept on a dock covered with feathers.  
This answer is not correct because the girl does not sleep on a dock. She finds feathers on a dock and spreads them on a flat rock.
  - spread feathers on a flat rock.  
This answer is correct because the effect is stated directly in the poem (she spread feathers on a flat rock) after the cause (she wanted to sleep on a bed made of feathers). The clue word *so* in the poem signals this cause-and-effect relationship.

## AT A GLANCE

Students reinforce their understanding of strategy concepts through reading a passage, answering questions, and discussing why answers are correct or not correct.

## STEP BY STEP

### Page 42

- Read aloud the information in the Review box.
- Direct students to read the passage and answer the questions on the page.
- Remind students to use the information in the Review box to help them.

### Page 43

- Tell students that this page models how to find the correct answers and explains why each one is correct.
- Share the correct answers.
- Then read aloud the explanations for all the answer choices for questions 3 and 4. Solicit questions and comments from the class.



## Teacher's Corner

In a cause-and-effect relationship, the order in which events are presented in a reading passage doesn't make a difference. The event that is the cause always *happens* first, before the event that is the effect.

For example: *Tony went shopping for a new suit because his brother had asked him to be the best man at his wedding.* Even though the effect is presented first, the cause *happened* first, resulting in the effect.

## Guided Practice

### PART FOUR: Build on What You Have Learned

#### MORE TO KNOW

Sometimes, there are no clue words to signal cause and effect in a reading passage. When there are no clue words, do the following:

- To find an effect, think about *what* happened.
- To find a cause, think about *how* or *why* it happened.
- Think about what you already know about how one thing might cause another thing to happen.

Read this article about a spring holiday. Then answer the questions.

#### April Fool's Day

On April 1, people like to play jokes on one another. This day is called April Fools' Day. No one is sure how this custom to fool people began. Some people think the tradition began in France. Until the mid-1500s there, April 1 had been the first day of the new year. The calendar was changed in 1564. The first day of the new year was moved to January 1. Some people, though, still celebrated New Year's Day on April 1. Others made fun of them for celebrating the new year on the wrong day. They called these people "April fools."

When the new year had begun on April 1, people gave gifts to one another. After the new calendar changed New Year's Day to January 1, some people still gave presents on April 1. But they chose joke gifts. As a result, people came to play jokes on one another on April Fools' Day.

- How did people come to play jokes on one another on April Fools' Day?
  - Ⓐ They were not allowed to give gifts on this day.
  - Ⓑ They once gave joke gifts to one another on this day.
  - Ⓒ It was a French custom to play jokes on this day.
  - Ⓓ They wanted to act like fools.
- Which clue word or phrase in the article signals the reason that people play jokes on April 1?
  - Ⓐ since
  - Ⓑ so
  - Ⓒ as a result
  - Ⓓ because
- When the calendar was changed in 1564,
  - Ⓐ January 1 became New Year's Day.
  - Ⓑ April 1 became New Year's Day.
  - Ⓒ the month of January was dropped from the calendar.
  - Ⓓ people began acting like fools.
- Why were people called "April fools"?
  - Ⓐ Before 1564, they celebrated the new year on April 1.
  - Ⓑ They liked to give joke gifts in April.
  - Ⓒ They thought that January 1 began the new year.
  - Ⓓ After 1564, they continued to celebrate April 1 as New Year's Day.

Read this brochure for a unique tourist attraction. Then answer the questions.

Looking for things to do in San Jose, California? Why not visit the city's largest house? The Winchester House is fun to visit because of its unusual history and uncommon style.



The Winchester House was once an eight-room farmhouse. It was built by Oliver Winchester, the inventor of the Winchester rifle. Oliver died in 1886. His widow, Sarah, felt great sorrow. She went to see a woman who claimed she could speak with the dead. She told Sarah that spirits of people killed by her husband's rifles were angry. The spirits were a danger to Sarah. There was only one way for Sarah to avoid danger. She must keep adding on to her house.

Over the next 36 years, the Winchester House grew and changed. Carpenters worked 24 hours a day. To keep them busy, Sarah often ordered them to build useless features. Many doors opened to blank walls. Some staircases led nowhere.

Building didn't stop on the Winchester House until Sarah's death in 1922. By then, the house had become a mansion seven stories high with 160 rooms.

- What happened as a result of Sarah's visit to the woman who claimed she could speak with the dead?
  - Ⓐ Sarah talked to her dead husband.
  - Ⓑ Sarah began adding on to her house.
  - Ⓒ Sarah ignored the woman's advice.
  - Ⓓ Winchester rifles were no longer made.
- Why did Sarah add useless features to her house?
  - Ⓐ to keep the carpenters busy
  - Ⓑ to anger the spirits of the dead
  - Ⓒ to make the house more mysterious
  - Ⓓ to please tourists
- Construction on the Winchester House stopped because
  - Ⓐ the carpenters had finished the job.
  - Ⓑ Sarah could no longer afford to keep adding on.
  - Ⓒ the house had become a popular tourist attraction.
  - Ⓓ Sarah had died.
- One reason the Winchester House is a fun place to visit is that
  - Ⓐ it is haunted.
  - Ⓑ it is unusually small.
  - Ⓒ it has an unusual history.
  - Ⓓ it is the largest house in California.

## AT A GLANCE

Students are introduced to additional information about recognizing cause and effect, and then they answer questions about two passages.

## STEP BY STEP

### Pages 44–45

- Read aloud the information in the More to Know box.
- As needed, guide students as they complete both pages.
- Discuss the correct responses as a class.

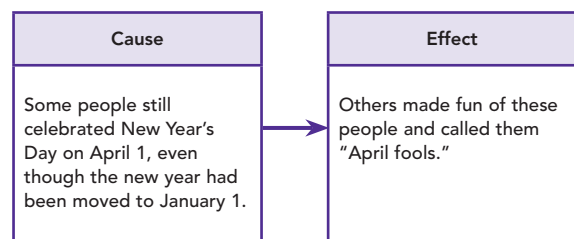
**Tip:** Ask students to identify sentences or information in the passages that helped them answer each question:

- all the information in paragraph 2
- "After the new calendar . . . As a result, people came to play jokes on one another on April Fools' Day."
- "The calendar was changed in 1564. The first day of the new year was moved to January 1."
- "The first day of the new year was moved to January 1. Some people, though, still celebrated . . . called these people 'April fools.'"



## Reteaching

Use a graphic organizer to verify the correct answer to question 8. Draw the graphic organizer below, leaving the boxes blank. Work with students to fill in the boxes, using information from the passage. Sample responses are provided.





## Independent Practice

### PART FIVE: Prepare for a Test

#### TEST TIPS

- A test question about cause and effect may ask you *what* happened in a reading passage (the effect).
- A test question about cause and effect may ask you *why* something happened (the cause).
- A test question about cause and effect often contains words such as *because, why, reason, or what happened*.

Read this story from Mexico. Then answer questions about the story. Choose the best answer for Numbers 13 and 14.

#### Twelve on a Bench

One day, the people of Lagos got into a great argument. Finally, they asked the twelve oldest and wisest men of Lagos for their help. The men decided to meet on the bench in the town square to discuss the matter.

Six of the men arrived first. Each man wore a big, wide sombrero. It was a hot day, so the six men took off their straw hats. As they sat down, they put the hats right next to them. The hats took up more space than the men did, so the bench was full.

Soon, the other six men came. They tried to sit down, but there wasn't any space.

"There is no room on the bench for us," said one of the men standing.

"I think the bench has shrunk," answered one of those sitting.

"Why don't we try to stretch the bench?" suggested the oldest man.

So the six sitting on the bench arose, put their sombreros on their heads, and got hold of one end of the bench. Then the six standing got hold of the other end of the bench, and each group began pulling the wood as hard as they could. After some time, they put the bench down.

All twelve men sat down, each with his sombrero on his head. Of course, now the hats took up no space, and there was plenty of room for all.

"Now that we have done a fine job of stretching that bench, we can discuss our problem," spoke the oldest. So the men of Lagos, feeling very pleased with themselves, went on with their discussion.

13. Why did the first six men take off their hats?
- Ⓐ They were being polite.
  - Ⓑ Their straw hats were itchy.
  - Ⓒ It was too hot to wear the hats.
  - Ⓓ The other six men asked them to.
14. What happened to the bench as a result of being pulled?
- Ⓐ The bench became longer.
  - Ⓑ The bench stayed the same size.
  - Ⓒ The bench became shorter.
  - Ⓓ The bench broke in half.

Read this article about the human body. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

#### The Wonders of the Human Body

How the human body works is a mystery to most people. For example, do you know why you blink? Or blush? Or sneeze? For every bodily mystery, there is a scientific answer.

Everyone blinks—thousands of times a day. Blinking is important because it washes tears over the eyeballs. These tears clean away dirt and dust. If you stopped blinking, the outer covering of your eyeballs would dry out and get infected. You might even go blind.

Blushing can be embarrassing, but there's nothing you can do to stop it. People usually blush when someone teases or threatens them. One part of the brain sends out a message, and the body is told to get ready to defend itself. So extra blood flows to the muscles. When blood rushes to your arms and legs, no one notices it. But there's no hiding the redness in your face.

Sneezing is the way your body protects your lungs. If dust sneaks past your nose to the throat, the brain sends out an alarm. This warning causes the tubes in the throat to tighten so that the dust can't get through to the lungs. But when you try to breathe, pressure builds up in the narrow tubes. When the pressure becomes too great, the tubes are forced open with a quick blast of air. Achooo!



15. Blinking is important because it
- Ⓐ prevents pressure from building up behind the eyes.
  - Ⓑ tells the body to get ready to defend itself.
  - Ⓒ helps the body protect the lungs.
  - Ⓓ cleans away dirt and dust from the eyes.
16. What usually happens when people are teased or threatened?
- Ⓐ They blink.
  - Ⓑ They blush.
  - Ⓒ They sneeze.
  - Ⓓ They hiccup.

## AT A GLANCE

Students practice answering questions about recognizing cause and effect that might appear on a reading test.

## STEP BY STEP

### Pages 46–47

- Point out the Test Tips to students and explain that these tips will help them answer test questions.
- Tell students to read and complete pages 46 and 47.
- Discuss the correct responses as a class.

## Connecting with Literature

As students read books they self-select from the classroom or school library, encourage them to look for examples of cause and effect. Invite them to choose a favorite book and present a brief Book Share. Have students read a page or a selection from the book and explain how one thing caused another thing to happen. Ask them to point out any clue words that helped them recognize the cause-and-effect relationship. Are any of the cause-and-effect relationships in the selection similar to situations in their own lives or the world around them? How so?