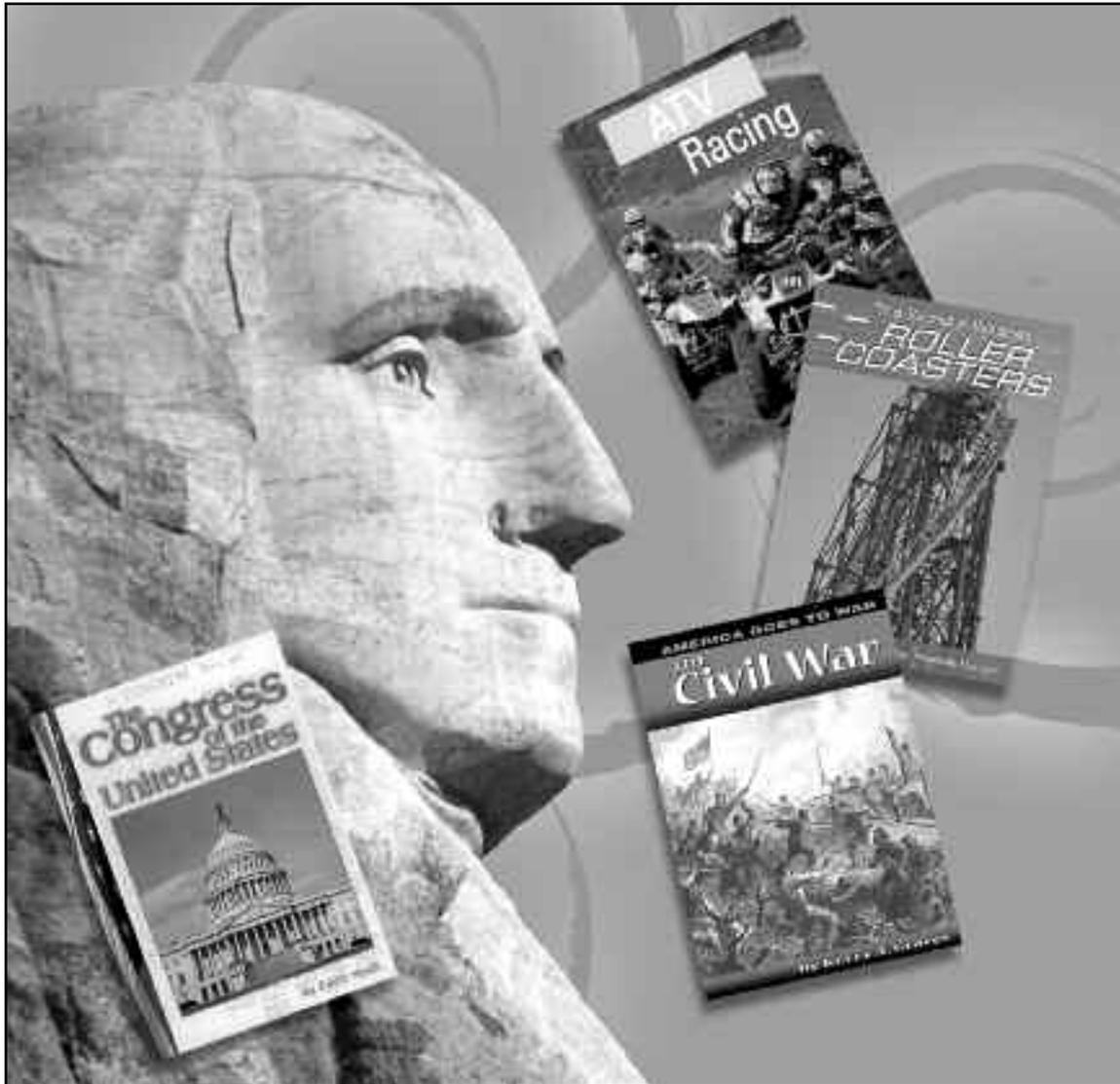


TEACHING GUIDE



for **BRIDGESTONE READING**

Levels S–V



by Ellen McPeck Glisan

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PROGRAM PHILOSOPHY AND GOALS

WELCOME TO BRIDGESTONE READING

Grounded in the latest scientific research, Bridgestone Reading is designed to develop independent readers skilled at applying appropriate skills and strategies to the increasingly demanding reading activities of the intermediate grades. Using quality nonfiction, Bridgestone Reading provides the literacy “bridge” your students need for ongoing reading success.

FUNDAMENTAL, YET FLEXIBLE

Five guiding principles inform Bridgestone Reading and its approach to readers and reading instruction:

1. Fluent, independent readers use a variety of reading and writing skills and strategies.
2. Students benefit from explicit instruction in how to effectively read nonfiction.
3. Developing—and especially struggling—readers are more successful when they use material at their instructional reading levels.
4. Successful reading programs combine an organized regimen of activities for instruction, review, and reinforcement.
5. Effective reading programs are flexible to meet the needs of teacher, reader, and classroom.

SCIENTIFICALLY-BASED

In 2000, the National Reading Panel (NRP) issued a report that identified key skills and methods central to reading achievement. The panel reviewed research in reading instruction, identifying practices that consistently relate to reading success.

Central to the panel’s findings was that instruction must develop knowledge, skills, and strategies in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. This second level of Bridgestone Reading provides instruction, review, and reinforcement in all these areas, helping teachers to ensure a successful transition to the demands of intermediate-grade reading. A range of reading and writing skills and strategies are addressed in Bridgestone Reading.



In reading, students will:

- tap prior knowledge—both their own and others’
- identify and use a range of nonfiction text features
- develop and apply phonics, structural analysis, and other word-attack skills
- develop and apply knowledge of grammar and syntax
- read with understanding a variety of genres
- use visual tools* as a means to better understanding and communication
- use a variety of comprehension and communication strategies

In writing, students will:

- use appropriate spelling, grammar, syntax, and vocabulary
- produce a variety of informational text types
- use visual tools for communication

THE IMPORTANCE OF NONFICTION

As students advance in school, the academic reading load becomes more and more weighted toward nonfiction, informational text. Students are expected to transfer skills and strategies learned reading fiction to nonfiction reading tasks. For decoding, this works well enough. But other reading skills and strategies may not transfer so readily.

Bridgestone Reading prepares students to read nonfiction. Through carefully designed lessons and assessments, students learn to read informational text with both fluency and comprehension.

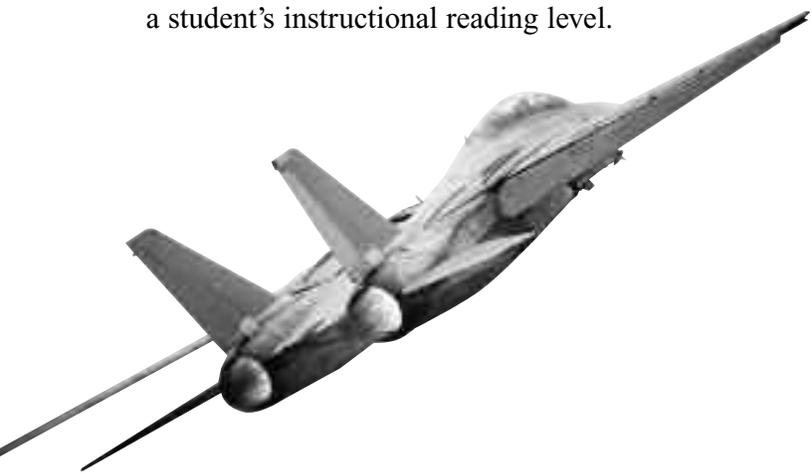
* This term is used by David Hyerle in *Visual Tools for Constructing Knowledge*, © 1996 by the Association for Supervision and Curriculum Development.

GUIDED READING WITH INTERMEDIATE-GRADE READERS

READING LEVELS AND GROUPS

For guided reading instruction, students are placed in like-ability groups of three to six students. Within these groups, the students work on building fluency and comprehension, while reading instructional-level texts. At this level, a student should read with 90–95% accuracy.

A variety of reading, as well as writing, assessment tools can be found on pages 70-82 of this guide. Used in combination with your own informal observations, these tools can help you to determine a student's instructional reading level.



FLUENCY

Oral reading fluency is the ability to read text quickly, accurately, and with appropriate expression. Fluent readers typically decode and recognize words with ease, enabling them to better attend to meaning.

Higher levels of fluency are associated with higher reading proficiency. Proficient readers exhibit greater understanding of text and connect with text more personally, while also being able to stand apart from text and read with a critical eye.

Fluency is a key concern and goal of Bridgestone Reading. To help determine a student's oral reading fluency, an assessment instrument, with rubric and student progress chart, is provided on pages 74-75.

Fluency provides another variable for grouping students for guided reading instruction. Combine this fluency assessment with the writing,

comprehension, word use, decoding, reading, and writing skills and strategies assessments in this teacher's guide to determine appropriate grouping of your students.

FLEXIBLE GROUPING

At the completion of a lesson, students can be regrouped. Students learn at varying rates and the initial groupings will inevitably change.

As students work through Levels M–V in Bridgestone Reading, they will transition from early fluent to fluent readers. At the early fluent stage, readers may be able to decode words and sentences but still lack comprehension of the text. In other words, the student may have oral fluency but be unable to process the information. Teachers should be attuned to the unique needs of students in this transitional stage of reading development.

STRUGGLING READERS: NEW CHANCE FOR SUCCESS

Intermediate-grade struggling readers face a variety of reading challenges. They may decode incorrectly or sight read without comprehension. Often, their vocabularies are poor and they lack reading strategies their more fluent classmates use as second nature. These struggling readers rarely understand why they struggle with reading or that they can play a role in learning to read better. They are frequently discouraged, often unmotivated, and usually foresee a reading future of ongoing frustration and failure.

In a guided reading setting, these students finally can experience success. They receive targeted instruction in those areas where they most need it. Through guided reading lessons, these students learn to read skillfully, strategically, and with purpose, to identify and understand important information, and to connect personally with text.

While all students can benefit from guided reading, intermediate struggling readers especially can move toward at-level reading in the supportive, focused, and motivating atmosphere that guided reading provides.

STEPS OF GUIDED READING



COMMON INSTRUCTIONAL TRAITS

Approaches to guided reading instruction vary from one program to another, but all have some common traits. Some of those traits include:

- requiring the student to be an active learner
- teaching transferable skills and strategies
- focusing on higher-level thinking skills

In a guided reading lesson, the teacher actively works to help students notice and use information that will help them to understand text. As students repeatedly use and discuss various strategies, they begin to internalize them and become able to apply them to other reading tasks.

THE LESSONS

The guided reading lessons in Bridgestone Reading are divided into five parts: before-, during-, and after-reading activities; word study; and writing. Many lessons also include follow-up activities. All parts are interrelated and each uniquely contributes to the reading process.

1. **BEFORE READING**—Students tap prior knowledge, preview the book, make predictions, and set a purpose for reading. Readers thus approach a text with optimal preparation. Text is more meaningful when readers are connected from the beginning.
2. **DURING READING**—Students read with purpose, marking information for recall and later use, often continuing prereading or anticipating postreading activities. The objective is to make the reading process active rather than passive.
3. **AFTER READING**—Students participate in comprehension checks, as well as idea-building and opinion-refining activities. This is the time to respond to the whole text—to consolidate, clarify, enrich, and communicate understandings, both old and new.
4. **WORD STUDY**—Students focus on phonics, syntax, grammar, and vocabulary.

5. **WRITING**—Writing is an essential part of the reading process. Writing allows students to tactilely interact with words, and the writing process involves essential, related comprehension and communication skills. Writing and reading are mutually supportive and integrated throughout this program.

READING BY CHOICE

You may want to allow students to choose some of the books they will read for guided reading. Bridgestone Reading is divided into four-book thematic sets. This format allows students to choose books according to interest area. Students can choose a general topic area and then read up to four titles at about the same reading level on a common topic or theme. Inviting students to read both self-selected and teacher-assigned books also gives them the experience of reading as it takes place in the upper grades and in adult lives.

DEVELOPING SELF-AWARE READERS

Guided reading encourages students to be self-aware as they read, conscious of their own thought processes as readers. This awareness of how one responds to and comprehends text is sometimes called *metacognition* and *metacomprehension*. Skilled independent readers understand their thinking and comprehension processes. Bridgestone Reading encourages this self-awareness, coaching students toward ever greater independence and skill in reading and writing.

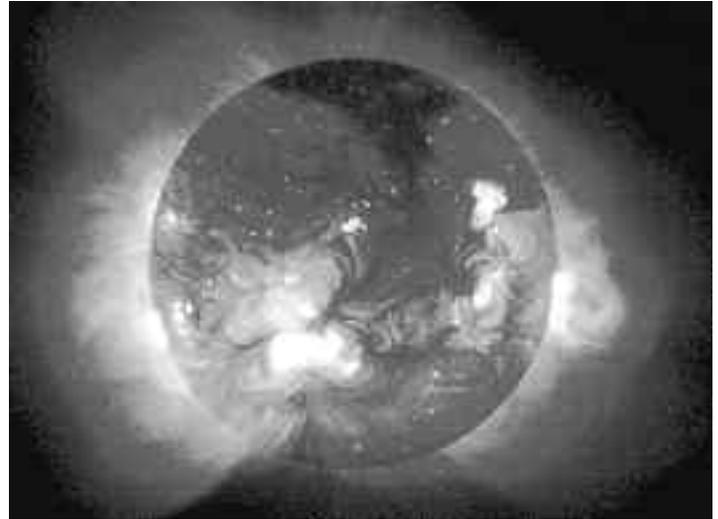


PROGRAM OVERVIEW

NONFICTION TEXT FEATURES

Bridgestone Reading includes three levels of guided reading instruction: M–O, P–R, and S–V. At each level, students encounter a number of nonfiction text features. These include:

- photos with captions
- a variety of text types (italic, bold, etc.)
- headings, subheads, and bulleted text
- charts, diagrams, lists, and sidebars
- contextual definitions of content vocabulary
- bibliographies, glossaries, and indexes
- expert consultants
- hands-on activities
- illustrations, maps, and time lines
- related Internet sites* and mailing addresses

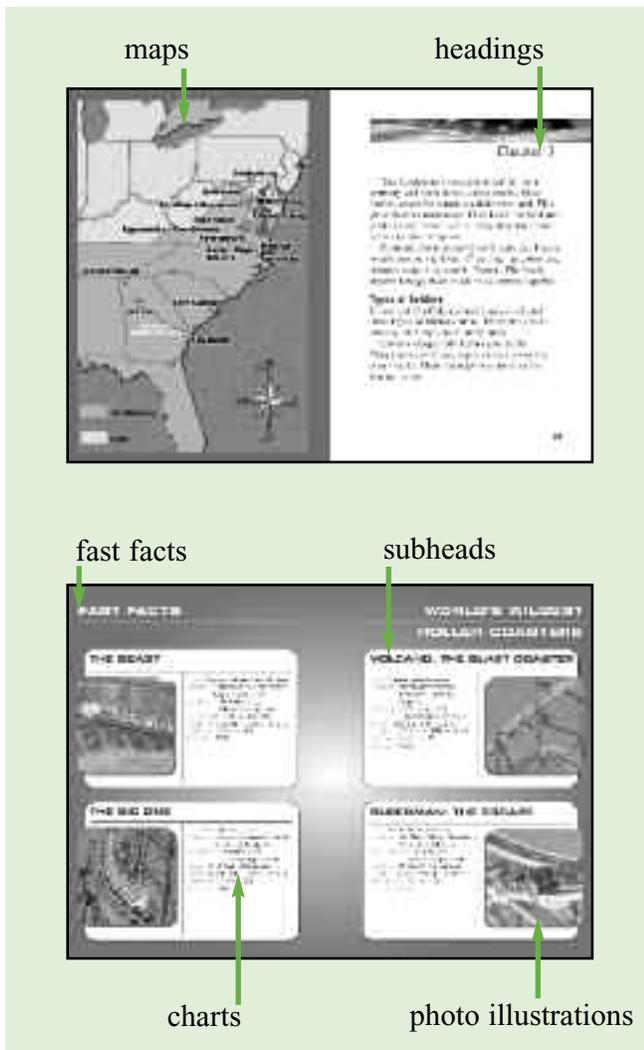


Each 20-book leveled set can be further subdivided into five thematic sets of four books each. These sets represent a mix of nonfiction genres and curricular areas including science, social studies, and sports. You can use these books and book sets to supplement or reinforce other classroom themes or curricula. Some students will select them as pleasure reading; others will use them for report writing.

In addition to the text features listed above, the books in Bridgestone Reading also have other unique characteristics.

- The 24-page Bridgestone books feature curriculum-related topics, “Fast Facts” listings that give an overview of a key block of information, and hands-on activities to tap yet another learning style. (Levels M–O; P–R; S–V)
- The 32-page Capstone High-Interest books feature high-interest topics, unique designs, and chapter previews. (Levels P–R)
- The 48-page Capstone books also offer high-interest topics and a variety of sidebar features. (Levels P–R; S–V)

** All books in Bridgestone Reading provide listings for related Web sites. Be aware that some Web sites may not be functional, as sites are constantly being changed and discontinued. If a Web site no longer exists, have students try another. In some situations, the Web addresses exist but no longer offer material related to the book. Always preview sites to make sure they are appropriate for classroom use.*



HOW THE LESSONS WORK



TEACHING A GUIDED READING LESSON

This Bridgestone Reading Teacher's Guide offers complete lessons to help you integrate nonfiction into your reading program. Each lesson teaches, reviews, and reinforces literacy skills and strategies to use before, during, and after reading.

To teach a guided reading lesson using this program:

- Complete Before-Reading activities before students start to read. These activities involve tapping prior knowledge as well as one other prereading strategy (such as previewing, predicting, setting purpose, and so on).
- Introduce and assign During-Reading activities to help set reading purpose or goals and to introduce reading strategies.
- When students have finished reading, briefly discuss text content, and then complete After-Reading activities.
- Integrate Word Study and Writing from the Book activities according to student/group needs.
- Conclude with the Follow-Up activity.

Earth

Book Summary
Discusses the surface features, interior, atmosphere, magnetic field, and single satellite (the Moon) of Earth.

Glossary Words
atmosphere, aurora, core, crater, crust, mantle, meteorite, ozone, plate

Learning Outcomes
Students will

- create a map or web to outline the book
- mark text according to three criteria
- review the syllable patterns ve/v, ve/v, ve/v, ve/v, and v/v
- write a historical fiction story that includes a rough draft, self-editing, peer-editing, and a final draft

Share Prior Knowledge—Create a form that has many empty boxes or lines, one for each student. Ask the students to think of something they know about Earth that they can write in one sentence. Have each student fill in one box with their sentence. Make a copy of the completed list for each student. Discuss their comments.

Preview Organizer—Tell students that one way to gain a general understanding of a nonfiction book is to create a map or web outline of the book. On the board, draw a circle for the title and write Earth in it. Branching out from this circle, draw 10 more circles. Point out that the first chapter in the book is "Earth and the Solar System." Write this chapter title in the first branching circle. Ask students to copy the web on their own paper. Have them study the table of contents, page through the book, and then finish the web on their paper.

Some students will likely question whether to include the back matter ("Hands On," "Words to Know," etc.). Discuss if there are any differences between main text and back matter and what reasons there might be to include or exclude the back matter from this outline.

During Reading
Mark Information—As they read, have students use marked sticky notes (v, /, or ?) to identify information they already know (v), did not know but understood after reading it (/), and do not understand (?).

After Reading
Continue During-Reading Activity—Point out that something that confuses one reader may not confuse another. For that reason, we can often turn to others to clear up something we have trouble understanding. As a group, go over information marked with a "?" sticky note and together help clear up any points of confusion.

Word Study
Write these words and matching letter patterns on the board: *meteor*—ve/v; *metal*—ve/v; *aurora*—ve/v; *Neptune*—ve/v; *flashlight*—ve/v; and *asteroid*—v/v. Ask a volunteer to say each sample word, divide the word into syllables, and then explain how the syllable pattern can help them to sound out the word. Assign "Syllable Pattern Review" (page 9) to review the syllable patterns, and then go over the results as a group.

Vocabulary
Ask students to look at the glossary words on page 23. Point out that each word is written in bold and followed by a spelled-as-sounds version in parentheses and a definition. Put students and assign each pair one or two glossary words. Ask each pair to find their word(s) somewhere in the 10 main body chapters, invite pairs to present their word(s) to the group, including pronunciation, a sentence from the book that uses the word(s), and an explanation of how the glossary meaning matches the way the word is used in the sentence.

Writing from the Book
Historical Fiction—Explain that historical fiction is a made-up story that uses some nonfiction facts such as actual locations, events, and people. Ask students to write a historical fiction story that includes some facts from the book. For example, they may want to read page 7 with its discussion of Galileo and Copernicus for inspiration. Students are to write rough drafts, self-edit them, share for peer-editing, and write a final draft. Have students pair up and use the "Peer Feedback" form (page 53) to evaluate each other's stories.

Follow-Up
Students can do "General Book Overview" (page 49) to assess their knowledge of the parts of this book.

Page 8, teacher page

Book Title _____ Your Name _____
Author _____ Date _____

Syllable Patterns Review

Copy the words in the word box into the correct letter-pattern boxes. Draw a line to show the pattern. Two samples are done for you. When a word has three or more syllables, draw a line between just the first two syllables.

Word Box									
planet	solar	system	center	comets	understand	inner			
Neptune	farthest	astronomer	orbits	famous	vapor	science			
humans	ozone	damage	mostly	mantle	partly	direct			
liquid	creates	minutes	craters	object	flashlight	exist			

ve/v	ve/v
v/v	vee/v
ve/v	v/v
ve/v	v/v
as/ronomer (sample)	v/v
	science (sample)

Page 9, reproducible activity

FLEXIBLE ACTIVITIES

Each lesson plan includes a reproducible activity designed to reinforce a skill or strategy taught in that lesson. Additional reproducible activities are provided on pages 48–69. While each of these is also integrated into one or more lessons, all are flexible and can be used with any of the lessons in the program, as well as with other books outside the program entirely.

A Scope and Sequence Chart on pages 84–85 identifies concepts, skills, and strategies emphasized in Bridgestone Reading.

ASSESSMENT

Bridgestone Reading provides a variety of assessment options, including checklists, rubrics, a fluency measure, and other measures of reading and writing knowledge and ability. These assessments can be used to test proficiency at general as well as nonfiction-specific skills and strategies. The assessments can be used as a pretest or posttest to facilitate student grouping.

[In the lessons, page number references in parentheses refer to pages in this teacher's guide. Page numbers not in parentheses refer to pages in the student books.]





Book Summary

Discusses the surface features, interior, atmosphere, magnetic field, and single satellite (the Moon) of Earth.

Glossary Words

atmosphere, aurora, core, crater, crust, mantle, meteorite, ozone, plate

Learning Outcomes

Students will:

- create a map or web to outline the book
- mark text according to three criteria
- review the syllable patterns *vc/cv*, *vc/v*, *v/cv*, *vc/ccv*, *vcc/cv*, and *v/v*
- write a historical fiction story that includes a rough draft, self-editing, peer-editing, and a final draft

Before Reading

Share Prior Knowledge—Create a form that has many empty boxes or lines, one for each student. Ask the students to think of something they know about Earth that they can write in one sentence. Have each student fill in one line with their sentence. Make a copy of the completed list for each student. Discuss their comments.

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Some students will likely question whether to include the back matter (“Hands On,” “Words to Know,” etc.). Discuss if there are any differences between main text and back matter and what reasons there might be to include or exclude the back matter from this outline.

During Reading

Mark Information—As they read, have students use marked sticky notes (+, √, or ?) to identify information they already know (+), did not know but understand after reading it (√), and do not understand (?).

After Reading

Continue During-Reading Activity—Point out that something that confuses one reader may not confuse another. For that reason, we can often turn to others to clear up something we have trouble understanding. As a group, go over information marked with a “?” sticky note and together help clear up any points of confusion.

Word Study

Word Structure

Write these words and matching letter patterns on the board: *magnet*—*vc/cv*, *metal*—*vc/v*, *notice*—*v/cv*, *complete*—*vc/ccv*, *flashlight*—*vcc/cv*, and *alien*—*v/v*. Ask a volunteer to say each sample word, divide the word into syllables, and then explain how the syllable pattern can help them to sound out the word. Assign “Syllable Patterns Review” (page 9) to review the syllable patterns, and then go over the results as a group.

Vocabulary

Ask students to look at the glossary words on page 23. Point out that each word is written in bold and followed by a spelled-as-it-sounds version in parentheses and a definition. Pair students and assign each pair one or two glossary words. Ask each pair to find their word(s) somewhere in the 10 main body chapters. Invite pairs to present their word(s) to the group, including pronunciation, a sentence from the book that uses the word(s), and an explanation of how the glossary meaning matches the way the word(s) is used in the sentence.

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Follow-Up

Students can do “General Book Overview” (page 49) to assess their knowledge of the parts of this book.

Book Title _____

Your Name _____

Author _____

Date _____

Syllable Patterns Review

Copy the words in the word box into the correct letter-pattern boxes. Draw a line to show the pattern. Two samples are done for you. When a word has three or more syllables, draw a line between just the first two syllables.

Word Box

planet	solar	system	center	comets	understand	inner
Neptune	farthest	<u>astronomer</u>	orbits	famous	vapor	<u>science</u>
humans	ozone	damage	mostly	mantle	partly	direct
liquid	creates	minutes	craters	object	flashlight	exist

vc/v

vc/cv

v/cv

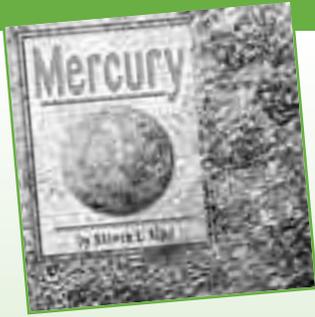
vcc/cv

vc/ccv

as/tronomer (sample)

v/v

sci/ence (sample)



Book Summary

Discusses the orbit, surface, lack of atmosphere, weak magnetic field, and other aspects of the planet Mercury.

Glossary Words

asteroid, astronomer, basin, crater, gravity, meteorite, phases, revolution, rotation, scarp, space probe

Learning Outcomes

Students will:

- predict where in the book particular information will be found
- review syllable patterns *vc/cv*, *vc/v*, *v/cv*, *vc/ccv*, *vcc/cv*, and *v/v*
- create synonym/antonym charts
- reflect in writing on using the table of contents and index to make predictions

Before Reading

Think, Anticipate, Question (TKWL Chart)—

Discuss that the book gives nonfiction facts about the planet Mercury. Ask students to fill out the first two sections of the “TKWL Chart” (page 48) before they begin the book. Briefly discuss their responses. Then, during and after reading, have them fill out the third section regarding what they have learned.

Answer Quest—Ask students to read “Answer Quest” (page 11) and then predict where in the book answers to these questions will be found. Have students study the table of contents and index and then look through the book as a whole before they make their predictions.

During Reading

Continue Before-Reading Activity—Have students keep their “Answer Quest” forms next to their books as they read. As they find answers to the questions, they should record the answer and where they found it.

After Reading

Continue Before-Reading Activity—Have students share the results of “Answer Quest.” Discuss any strategic thinking they used in making their predictions.

Word Study

Word Structure

Ask students to find words in the book that use each of these syllable patterns: *vc/cv*, *vc/v*, *v/cv*, *vc/ccv*, *vcc/cv*, and *v/v*. Create a chart on the board for students to list their words. Ask them not to repeat words already listed.

Word Use

Play this synonym/antonym game with the group:

1. Each student needs a clean sheet of lined paper, a pencil, and a good eraser.

2. Assign each student a number.
3. Have each student find a word in the book for which he or she can think of both a synonym and an antonym.
4. Have students each fold a sheet of paper in thirds to create three long columns.
5. Ask them to number their papers from one to the last student’s number.
6. Have them write *Book Words* at the top of the first column, *Synonyms* at the top of the middle column, and *Antonyms* at the top of the third column.
7. Have student number one call out the word he or she chose from the book; give the other students time to write the word, as well as a synonym and an antonym for the word, on their paper.
8. Repeat until all students have shared their words.
9. Review the synonyms and antonyms on students’ lists. Discuss reasons for choices, differences of opinion, and so on. Allow students to add or subtract words from their lists.
10. When students are satisfied with their lists, post them for a week or two so all students have a chance to view and think about each other’s choices.

Vocabulary

Have students use three of the vocabulary words to complete “Shrinking Words” (page 67).

Writing from the Book

Journal/Reading Reflections—Ask students to explain in their journals how studying the table of contents and index and flipping through a book can help in predicting where in the book certain information will be found.

Follow-Up

Have students use the “Time Line” (page 60) to consider the past and future (planned) exploration of Mercury.

Book Title _____ Your Name _____

Author _____ Date _____

Answer Quest

Before Reading: Read each question. Then study the table of contents and the index and page through the book to predict where you will find the answer.

As You Read: Look for each answer. Did you find it where you expected to? Check “Yes” or “No.” If it is “No,” write where in the book you found the answer. Then answer the question on the back of this sheet.

1. How hot is a hot day on Mercury?

Predict where in the book you will find the answer: _____

Did you predict correctly? Yes _____ No _____

If no, where did you find the answer? _____

2. What are some things people have learned about Mercury from sending a space probe past the planet?

Predict where in the book you will find the answer: _____

Did you predict correctly? Yes _____ No _____

If no, where did you find the answer? _____

3. Huge craters can be seen on Mercury. Where can you find instructions on making your own crater?

Predict where in the book you will find the answer: _____

Did you predict correctly? Yes _____ No _____

If no, where did you find the answer? _____

4. How long are a day and a year on Mercury?

Predict where in the book you will find the answer: _____

Did you predict correctly? Yes _____ No _____

If no, where did you find the answer? _____



Book Summary

Discusses the Sun as a star, its place in the solar system, its atmosphere, rotation, interior, and surface, the study of the Sun, and solar wind.

Glossary Words

astronomer, atmosphere, fusion, orbit, revolution, rotation, space probe, sunspot

Learning Outcomes

Students will:

- create and use an outline for taking notes
- reflect on notetaking strategy
- review the syllable patterns *vc/cv*, *vc/v*, *v/cv*, *vc/ccv*, *vcc/cv*, and *v/v*
- use the dictionary to research a word meaning and apply correct meaning to text
- note/use poetic language and structure

Before Reading

Internet Search—Ask students to turn to the Internet sites listed on page 24. Point out that they can tell the government and university sites by looking at the addresses—*gov* means government, *edu* means education. Have students choose one site each and find one fact about the Sun. Then have students share their facts.

Outlining Notes—Tell students that you want them to take notes as they read. Explain that one way to take notes on a smaller nonfiction book such as *Sun* is to create an outline ahead of time and then fill it in as you read. Have students use the table of contents to help them create a notetaking outline that can hold at least two ideas per chapter. Show students how to use circles and lines to create a note “map” or web, or suggest they draw two columns and list chapters in one column and record details in the other.

During Reading

Continue Before-Reading Activity—Have students fill in their note-taking outlines as they read.

After Reading

Reflect on Strategy—Ask students to compare the notes they have taken to see how their notes are alike and different. Discuss why it is helpful to take notes while reading, rather than taking notes after you have finished. (Waiting to take notes relies on memory and may affect accuracy. Taking notes as you read can also save time, as you are less likely to have to go back and reread.)

Word Study

Word Structure

Ask students to draw three vertical lines on a sheet of paper, dividing the space into four equal columns. Have them write these syllable patterns in the left-most column: *vc/cv*, *vc/v*, *v/cv*, *vc/ccv*, *vcc/cv*, and *v/v*. Then one group at

a time, write these three groups of words on the board. Underline as shown to isolate the pattern the students are to sort by (the syllable patterns are provided here for the instructor only):

- interior (*v/v*), inside (*vc/cv*), wishbone (*vcc/cv*), revolves (*v/cv*), astronomer (*vc/ccv*), galaxy (*vc/v*)
- helium (*v/v*), blindness (*vcc/vc*), object (*vc/cv*), rotates (*v/cv*), electric (*vc/ccv*), second (*vc/v*)
- ethnic (*vcc/cv*), fusion (*v/cv*), compares (*vc/cv*), sunspots (*vc/ccv*), visible (*vc/v*), diameter (*v/v*)

Have students write the first group of words next to the matching letter patterns in the first empty column. Then, put the next group of words on the board and have them match them to the letter patterns in the second empty column. Repeat with the third group of words.

Word Use

Remind students that many words have more than one meaning. Ask them to look up *pole* in a dictionary. Note that *pole* has several entries, because it has different meanings that come from different word origins. Ask a volunteer to summarize two of the main meanings. Write these on the board (e.g., a long, slender, usually round object; either end of an imaginary axis of a sphere). Have students turn to page 9 and decide which meaning is intended in the last paragraph.

Writing from the Book

Poem—Discuss that a poem can be used to share facts in a creative way. Ask students to read “Sun Poem” (page 13). Point out the line pattern in the poem. Have students follow this pattern to write their own poems about the Sun.

Follow-Up

Have students complete “Personal Connections” (page 56) to show how they connect with this topic.

Book Title _____

Your Name _____

Author _____

Date _____

Sun Poem

Study how facts and syllables are used in this poem about the Sun. Notice that the poem is broken into parts or halves. The first half talks about the Sun's warmth. The second half talks about the Sun's light. Notice how the syllables in the poem have a pattern, too. At the bottom, write your own six-line poem about the Sun.

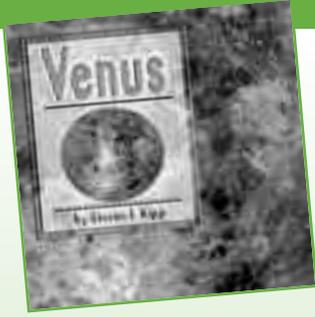
In Appreciation of the Sun

Squeeze some hydrogen
To make some helium gas.
Thank you for keeping all of us warm!
Send your light outward
And let it go toward Earth.
Thank you for giving us some daylight!

How the Poem Works

- The poem uses facts about the Sun.
- Lines one and four have the same number of syllables.
- Lines two and five have two more syllables than lines one and four.
- Lines three and six have two more syllables than lines two and five.
- Each line begins with a capital letter.

Title _____



Book Summary

Discusses the orbit, atmosphere, physical features, exploration, and other facts related to the planet Venus.

Glossary Words

atmosphere, crater, greenhouse effect, meteorite, phases, revolution, rotation, space probe, telescope

Learning Outcomes

Students will:

- cooperatively create a large book map
- use word-by-word reading, scanning, and rereading
- describe a space exploration-related job
- identify words that have irregular plurals
- write a self-appraisal about writing tasks

Before Reading

Explore the Index—Have students study the index and each choose a topic with which they are familiar. Students can then take turns sharing their knowledge.

Group Wall Map—Tell students that they are going to make a wall map showing key points from the book. Divide the group into teams. Together, discuss how to divide the work amongst the teams. Then, within the teams, students should organize to efficiently record information as they read. Each main topic must be written on a large sheet of paper and each detail on a smaller sheet. Make paper and markers available, including a different color of paper for each chapter if possible.

During Reading

Continue Before-Reading Activity—As they read, have students record information for the Group Wall Map. Tell them to read an entire page before deciding what to use from it. Once they have read the page, they can reread or scan to select the details they want. Have students arrange the separate map pieces on the wall under a general heading, “Venus.”

After Reading

Job Description—Ask students to choose a job that relates to the book and fill in a “Job Description” form (page 15). Tell them they can use the Internet, talk to others, or research in the library. Point out that some of the references at the end of the book might be helpful.

Word Study

Word Structure

Remind students that most words form their plural in one of two ways: most words ending in *s*, *z*, *x*, *sh*, and *ch* form their plurals by adding *es*, while most words ending in other letters form their plurals by adding *s*. Some plurals are irregular, however—they do not follow either of these formulas. Write *wife/wives*, *leaf/leaves*, *mouse/mice*,

woman/women, *deer/deer*, *potato/potatoes*, and *banjo/banjos* on the board.

Write these four common types of words with irregular plural forms on the board: 1) words that end in *f* or *fe*; 2) words that change their spelling dramatically; 3) words that are spelled the same, plural or singular, and 4) words that end in *o* and randomly take either an *s* or *es* or can be spelled either way.

Then write these three additional plural rule clues: 1) Change *y* to *i* and add *es*; 2) Double final consonant; 3) Drop silent *e* before adding *es*. Elaborate on these rules as follows: 1) When writing a plural of a word that ends in *y*, typically change the *y* to *i* before adding *es*. 2) When a short vowel syllable ends in a single consonant, double the consonant before adding *es*. 3) When a word ends in a silent *e*, drop the *e* before adding *es*. Note that since a silent *e* is typically dropped when a suffix that begins with a vowel is added, we say we drop the *e* and add *es* rather than that we add an *s*.

Ask students to find the two words on page 21 that follow one of these irregular plurals rules (*radio*, *volcano*—for words ending in *o*). Then have them write one example word for each of the other three irregular categories.

Vocabulary

Have students complete “Glossary Groups” (page 68).

Writing from the Book

Journal/About My Writing—Review the “Writing from the Book” assignments so far: a historical fiction story, a reading strategy explanation, and a poem. In their journals, have students discuss which assignment they felt most successful with and why.

Follow-Up

Assign “Book Summary Card” (page 59) or “Big Ideas and Details” (page 54).

Book Title _____ Your Name _____

Author _____ Date _____

Job Description

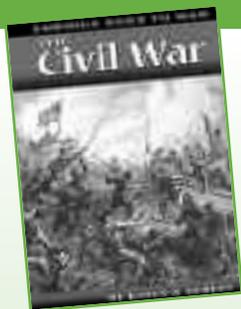
Choose a job that relates to the book you read. Find the information you need to complete the form below.

Job Title _____

Training Needed _____

Helpful Skills _____

Usual Job Tasks _____



Book Summary

Describes the causes, major conflicts, soldier life styles, and outcome of the Civil War.

Glossary Words

artillery, blockade, cavalry, infantry, militia, ration, secede, siege

Learning Outcomes

Students will:

- use a “TKWL Chart” to record prior knowledge, set reading purpose, and record learned information
- do a group research and report activity
- locate irregular plurals used in the book
- use a dictionary to research word forms
- reflect on reading strategies

Before Reading

TKWL Chart—Tell students that they are going to read a nonfiction book about the Civil War. Ask them to prepare to read the book by filling out a “TKWL Chart” (page 48). Ask students to fill out the first two sections of the chart before they begin the book. Briefly discuss their responses. Then, during and after reading, they will fill out the third section regarding what they have learned.

Research to Answer a Question—Tell students that after they have finished the book, they will do research to answer this question: *Were the leaders of the Confederacy welcomed back into national politics after the war ended?* Tell them that, as they read, they should pay attention to names and ideas they want to follow up on when they start to research for answers.

During Reading

Continue Before-Reading Activity—Ask students to complete the “TKWL Chart” as they are reading. Tell them to watch for answers to their questions and to write the answers in the third column. They may also look for new information to write in this last column, especially if some of their questions aren’t answered in the text.

After Reading

Continue Before-Reading Activity—Divide the group into teams of three or four students. Review the question they are to research: *Were the leaders of the Confederacy welcomed back into national politics after the war ended?* Explain that the team will be presenting their answer to the group, as well as creating a written response. Members of each team will receive the same grade, so they should work together in the best interest of the team. Provide students with this rubric for grades:

- **A**—Use at least five sources and discuss the post-war activities of at least five leaders. Include written, oral, and visual elements in the report. Information must be accurate and the presentation inviting. Use correct

grammar, punctuation, and spelling. Show evidence of active participation by all team members.

- **B**—Use at least three sources. Report on the post-war activities of at least three leaders. Include written, oral, and visual elements in the report. Information must be accurate and the presentation inviting. Show very few errors in grammar, punctuation, and spelling. Show evidence of active participation by all team members.
- **C**—Use at least two sources. Report on the post-war activities of at least two leaders. Include oral as well as either written or visual elements in the report. Present accurate information. Show few errors in grammar, punctuation, and spelling. Show evidence of participation by all team members.

Assist students/groups as needed. Allow one to two weeks for each group to prepare a five-minute presentation.

Word Study

Word Structure

Ask students to find irregular plurals at the following text locations:

- page 33, first full paragraph (*people, women, children*)
- page 34, partial paragraph at top of page (*potatoes*)
- page 34, last paragraph (*sheep*)

Word Use

Remind students that dictionary entries often include more than one form of a word. Have each student choose a word from the book and look up its word forms in the dictionary. Students should then write one sentence using each of the different word forms.

Vocabulary

Have students complete “Context Clues” (page 65).

Writing from the Book

Journal/Reading Reflections—Have students respond in their journals to two statements from “Understanding Nonfiction” (page 17). Tell them to include examples.

Book Title _____ Your Name _____

Author _____ Date _____

Understanding Nonfiction

Choose two of the statements below. Write your opinions about each of those statements in your journal. Include examples.

1. I feel more connected with a book when I make an outline of it before I start to read.
2. Using sticky notes is one good way to mark text while reading.
3. I should read sidebars and picture captions as well as the main text.
4. The table of contents and index can help me to locate specific information.
5. The best time to take notes on written text is while I am first reading it.
6. Even if two people take notes about the same text, both sets of notes can be helpful.
7. I can think of many jobs that are related to nonfiction topics. Doing this can help me understand why a topic is important.
8. Exploring jobs that are related to what I read about in books can help me learn about jobs that I might not know about otherwise.
9. TKWL charts help me prepare to read. They also help me to understand what I read.
10. I write better when someone shows me what is expected.

The Revolutionary War

Series: America Goes to War
Book Level: S



Book Summary

Describes the causes, soldier lifestyles, major conflicts, and final outcome of the Revolutionary War.

Glossary Words

bayonet, boycott, loyalist, militia, minuteman, musket, patriot, retreat

Learning Outcomes

Students will:

- create mnemonics to remember key facts
- explore use of illustrations in the book
- divide words using several criteria
- write sentences using nouns, verbs, pronouns, adjectives, and adverbs
- research, write, edit, and peer-edit a one-page addition to one of the chapters

Before Reading

What Do You Know?—Discuss that the Revolutionary War was a key factor in deciding the course of life in the United States. Point out that many students probably have some prior knowledge that relates to the Revolutionary War. Write the sentences below on the board and ask volunteers to fill in the blanks. If any supplied answers are wrong, discuss the correct answers or have students skim the book to find them.

- The Revolutionary War hero who later became the first U.S. president was _____. (*George Washington*)
- The Revolutionary War was fought between the American Colonies and _____. (*England*)
- The Revolutionary War was fought in the late _____. (*1700s or 18th century*)

During Reading

Start After-Reading Activity—As they read, have students look for facts that they would like to remember about the Revolutionary War. Suggest that they mark those facts for later reference.

After Reading

Mnemonics—Explain that a *mnemonic* clue or trick is something that is intended to help a person remember. For example, *Roy G. Biv* is a mnemonic clue to help people remember the order of colors in the rainbow by making a name using the first letter in the name of each color: red, orange, yellow, green, blue, indigo, and violet.

Ask students to think of a mnemonic clue they can use to help them remember one of the Revolutionary War facts they marked. Have students share their mnemonics with the class. Make a poster or otherwise display some of the group's favorite mnemonics so they can be reinforced and used again later, such as during a quiz.

Picture Talk—Ask students to complete “Picture Talk”

(page 50) to explore the role of illustrations in the book and to identify information learned from them.

Word Study

Word Structure

Write *e quip ment* on the board and write *v/cv* over the first syllable break, and *RW* (for *Root Word*) & *S* (for *Suffix*) or *vc/cv* over the second syllable break. Remind students that you are marking the patterns that guide you in knowing where to break the word into syllables.

Give students a copy of “Dividing Big Words” (page 19) and ask them to mark the syllable breaks according to the instructions. For extra credit, they might also include the syllable patterns where appropriate. Remind them that most of the time, words that have prefixes, suffixes, or are compound words also match one of the six syllable pattern guidelines learned so far.

Word Use

Ask students to each write a sentence about the Revolutionary War and to use a noun, verb, pronoun, adjective, and adverb in the sentence. Tell them that they are welcome to make up their own sentences, copy the sentences out of the book, or use a sentence from the book and add to it. Ask students to share their sentences, noting each of the above parts of speech.

Vocabulary

Have students use three of the glossary words to complete “Not Quite and Closer” (page 69).

Writing from the Book

Add a Page—Discuss that a great deal of information is available about the Revolutionary War. Ask each student to do research to find information to add a page to one of the chapters. Students should write rough drafts, self-edit, share for peer-editing, and write a final draft. Have students use “Peer Feedback” (page 53) to evaluate each others’ additions.

Book Title _____

Your Name _____

Author _____

Date _____

Dividing Big Words

Follow the directions to divide each word below in two ways. Draw a slash mark to show the divisions. The first one is done for you.

Divide as a compound word.

law/maker (sample)

Minuteman

Divide between syllables.

law/mak/er (sample)

Minuteman

Divide between prefix and root word.

unload

enlist

Divide between syllables.

unload

enlist

Divide between suffix and root word.

constantly

additional

Divide between syllables.

constantly

additional

Divide between prefix, root word, and suffix.

prerevolutionary

independent

Divide between syllables.

prerevolutionary

independent

The Spanish-American War

Series: America Goes to War
Book Level: S



Book Summary

Describes the causes, soldier lifestyles, major battles, and outcome of the Spanish-American war.

Glossary Words

artillery, blockade, cavalry, division, enlist, infantry, ration, regiment

Learning Outcomes

Students will:

- make and check predictions
- summarize graphic information
- decode large words using syllabication rules and adjusting for pronunciation
- use and explain prepositions
- write, edit, revise, and peer edit creative text related to the Spanish-American War

Before Reading

Share Prior Knowledge—Create a form that has one box per student. Ask students to look at the map on page 32 that shows where most of the Spanish-American War took place. Have each student choose a box in which to write something he or she knows about one of the locations on the map. Make a copy of the completed list for each student. Discuss the different comments.

Make Predictions—Make a copy of “Predictions and Answers” (page 21) for each student. Students are to read the questions before they read the book and predict *yes* or *no* for the answers.

During Reading

Continue Before-Reading Activity—Ask students to record answers to the “Predictions and Answers” questions as they read, including the page numbers where they are found. (1. no, p. 4 as well as elsewhere in book; 2. no, p. 4 and elsewhere in book; 3. yes, p. 31; 4. yes, p. 41; 5. no, p. 5; 6. no, p. 41)

After Reading

Chapter by Chapter—Using “Chapter by Chapter” (page 52), ask students to write a summary of the graphics information (charts, photos, illustrations, time lines, and maps) by writing one or two sentences for each chapter. Tell them to summarize “Timeline” on pages 42-43 in the Chapter 6 box.

Word Study

Word Structure

Write these letter patterns and word-syllabication rules on the board and review them with students:

vc/cv vc/v v/cv vc/ccv vcc/cv v/v

Divide between compound words.

Divide between root words and prefixes and root words and suffixes.

Then write these words from the book on the board: *contaminated, legislature, assassination, inexperienced, ammunition, utensils, undetected, and revolutionary*. Tell students to divide the words into syllables and to keep adjusting their pronunciations until the words make sense.

Word Use

Explain that prepositions are words that show the relationship that exists between certain objects in a sentence. Write this sentence on the board: *The cat is on the bed*. Point out that *on* is a preposition and that it shows the relationship between the cat and the bed. Write this list of prepositions on the board: *under, over, beside, to, in, and for*. Ask students to use each word in a sentence and be ready to tell the relationships the prepositions show. As time allows, have each student share one or more examples.

Vocabulary

Have each student choose a vocabulary word to use with “Idea Web” (page 63). They can then share their results in the group.

Writing from the Book

RAFT—Remind students that in a RAFT, they choose a role, audience, format, and topic for a creative writing assignment related to the book topic. Share this example of a RAFT that relates to *The Spanish-American War*:

Role—12-year-old girl living in Cuba in 1895

Audience—Queen Cristina of Spain

Format—Letter

Topic—Please let my Dad out of jail.

Either have each student plan his or her own RAFT or make a group RAFT plan where all students complete separate versions of the same RAFT.

Explain that students are to write rough drafts of their RAFTs, self-edit, share for peer-editing, and write a final draft. Have students use “Peer Feedback” (page 53) to evaluate each others’ RAFTs.

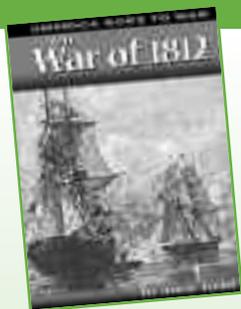
Book Title _____ Your Name _____

Author _____ Date _____

Predictions and Answers

Before you start to read the book, read each question below. In the “Prediction” column, check whether you think an answer will be “Yes” or “No.” As you read, look for the answers to each question. When you find an answer, write it after the question. Write the number of the page where you found the answer in the “Page” column.

Prediction		Questions	Page
Yes	No		
		1. Did the Spanish-American War take place in the United States? _____	
		2. Was the Spanish-American War fought in the 20th century? _____ _____	
		3. Did women serve as U.S. Army nurses in this war? _____ _____	
		4. Did the United States gain control of other countries after this war? _____	
		5. Teddy Roosevelt served as a colonel during the Spanish-American War. Did he also serve as president during this war? _____	
		6. Were most Cuban people happy to have a U.S. military base at Guantánamo, Cuba? _____	



Book Summary

Describes the causes, events, campaigns, personalities, and aftermath of the War of 1812.

Glossary Words

battalion, confederacy, enlist, impress, militia, musket, treaty

Learning Outcomes

Students will:

- explore what they know and want to know about the War of 1812
- review positive and negative discussion techniques; use positive techniques in class
- learn about the *-ure* family of suffixes
- locate and use prepositions
- reflect on grammar and punctuation rules

Before Reading

Think, Anticipate, Question (TKWL Chart)—Ask students to briefly look at the table of contents and index and skim through the general content of this book about the War of 1812. Then have students fill out the first two sections of “TKWL Chart” (page 48) before they start reading. Briefly discuss their responses. Then, during and after reading, they can fill out the third section to record what they have learned.

During Reading

Continue Before-Reading Activity—As they are reading, have students complete the third column of the “TKWL Chart.”

After Reading

Class Discussion—As a warm-up, discuss together the finished “TKWL Chart,” especially the third column.

Next, give each student “Discussion Habits” (page 23). As a group, discuss each category and give examples so that students clearly understand positive and negative approaches to class discussion. Explain that you are going to have a class discussion about how this war helped the United States gain recognition and respect as a nation. Tell students that you want them to use positive discussion behaviors and to avoid negative ones. Have students complete “Discussion Habits” during or after the discussion.

Word Study

Word Structure

Discuss that the suffixes *-ture*, *-sure*, and *-ure* are actually the same suffix and that the suffix means *process* or *function*. Explain that the suffix is actually *-ure* and that the *-ture* and *-sure* endings sound like suffixes because the syllables often break before the *s* and *t* as if they were part of the suffix. Write these words on the board: *seize*,

compose, expose, legislate, close, depart. Ask students to add the *-ure* suffix to each word and then divide the words into syllables. Remind students to pay attention to the rule about dropping a final *e* before adding a suffix that begins with a vowel.

Word Use

Remind students that prepositions are words that show the relationship between two objects in a sentence. Have them copy the first two sentences on page 7 onto a piece of paper and underline the word *from*. Explain that *from* shows the relationship between *Great Britain* and *independence*; that is, the United States gained its independence *from* Great Britain. Ask them to find the preposition in the second sentence (*between*) and circle the words that name what the preposition shows a relationship between (*issues* and *nations*). Ask students to find five more sentences in the book that have prepositions, copy the sentences, underline the prepositions, and circle the words that relate to each other.

Vocabulary

Have students choose two vocabulary words and use them to complete “Vocabulary Pyramids” (page 64).

Writing from the Book

Journal/About My Writing—Hold a general discussion about grammar and punctuation, brainstorming with students any rules, reminders, and clues they can recall. Have students record these in their journals.

Follow-Up

Have students complete “Compare the Set” (page 62), comparing facts from pages 4-5 in each of the four books from the America Goes to War series included in Bridgestone Reading: *The Civil War*, *The Revolutionary War*, *The Spanish-American War*, and *The War of 1812*.

Discussion Habits

Certain behaviors can help or hurt group discussions. Read over the behaviors below. Watch for them in class discussions. Then write how these behaviors can help or hurt group discussions. Use the back of this sheet if you need more room.

How are these behaviors helpful?

Asking useful questions

How are these behaviors harmful?

Asking questions that do not relate to the topic being discussed

Repeating someone else's point before commenting about it

Commenting on someone else's point without understanding it

Encouraging other students to add to the discussion

Talking so much that other students cannot talk



Book Summary

Discusses the history, structure, and duties of the two branches of Congress.

Glossary Words

bill, budget, chamber, committee, constituents, impeach, lobby, political party, veto

Learning Outcomes

Students will:

- use a Venn Diagram to preview the book
- relate details about Congress to their own lives
- differentiate between root words and root words with a *-ure* suffix
- write sentences using conjunctions
- reflect on reading strategies

Before Reading

Internet Search—Ask students to look at the Internet sites on page 47. Point out that the domain suffixes *gov* and *edu* indicate government and education sites, both good for reference when writing nonfiction because they lack the commercial bias of many other sites. Have students each choose one of the sites on page 47 and find one fact to share about the U.S. Congress.

Make Comparisons—Ask students to preview the book using “Compare and Contrast” (page 61). Ask them to name the two branches of Congress (Senate and House of Representatives), and then to write these names as the main topics for the two circles. They can begin this Venn Diagram by skimming the book together to find one detail unique to each branch and one that the two branches share and writing these in the diagram.

During Reading

Continue Before-Reading Activity—Ask students to add details to their “Compare and Contrast” diagrams as they are reading.

After Reading

Relate to the Book—Have students complete “Main Ideas and Me” (page 51). Remind them to choose three ideas they think they can most relate to in their own lives.

Word Study

Word Structure

Explain that sometimes the *-ure* (*-ture*, *-sure*) spellings at the ends of words are not actually suffixes but rather part of the root word. Write these two words on the board: *capture* and *erasure*. Ask a volunteer to say which of the two words is a single root word (*capture*) and which combines a root word and suffix (*erasure* = *erase* + *-ure*). Write these words on the board: *composure*, *disclosure*, *creature*, *culture*, *lecture*, *nature*, *legislature*,

procedure. Ask students to fold a piece of paper in half and write *Root Words* at the top of one half and *Root Words and Suffixes* at the top of the other half. Tell them to copy the words into the correct halves and then to draw lines to divide all the words into syllables. Finally, next to each of the root words with suffix added, ask them to write the root word.

Word Use

Explain that conjunctions join words or groups of words in a sentence. Write these examples on the board: 1) *Kyle and Lisa won the contest.* 2) *The dog drank the water; but he was still thirsty.* Point out that in the first sentence the conjunction joins two words, while in the second it joins two sentences. Write these conjunctions on the board: *and, but, or, for, so, yet, because, if, since, and until.* Ask students to number a piece of paper from one to 10, skipping every other line so that each number has two lines. Have them write one sentence for each conjunction, circling separately the two words or groups of words that each conjunction joins.

Vocabulary

Use “Word Sorter” (page 25) to sort the glossary words by their meanings.

Writing from the Book

Journal/Reading Reflections—Ask students to complete these thoughts in their journals:

- Some things readers can learn from graphics are....
- My favorite trick to help me remember facts is....
- When I answer questions about a book before reading....
- When I try to answer my own questions as I read....
- Discussing a book in class is helpful when....

Follow-Up

Assign “General Book Overview” (page 49).

Book Title _____

Your Name _____

Author _____

Date _____

Word Sorter

Sort the glossary words into the boxes below. Many words can be used in more than one box. The glossary words are *bill*, *budget*, *chamber*, *committee*, *constituents*, *impeach*, *lobby*, *political party*, and *veto*.

1—A place

2—An action

3—A group

**4—A plan that Congress helps
to create**

**5—Can be done by or
to the U.S. president**

6—They elect members of Congress



Book Summary

Discusses the office and duties of the presidency, the system of checks and balances it helps maintain, and past presidents.

Glossary Words

bill, budget, cabinet, impeach, legislation, oath, pardon, political party, succession, veto

Learning Outcomes

Students will:

- read to answer a preassigned question
- form self-questions and look for answers as they read
- orally divide words into syllables
- locate and explain conjunctions
- write a story using persuasive, expository, narrative, and descriptive prose

Before Reading

Explore the Index—Discuss that an index provides an overview of sorts for what is in a nonfiction book. Have students study the index. They can then each choose a topic with which they are familiar and take turns sharing what they know.

Look for Facts—Tell students that as they read they should look for something the president does on a typical afternoon that students also do.

During Reading

Question as You Read—Ask students what they do if they are reading and come to a statement they do not understand or would like to know more about. After a short discussion, together turn to page 12. Read the first sentence in the first full paragraph aloud. Discuss that a logical self-question here might be “Cabinet? *Cabinet* must have a meaning other than a place to put kitchen dishes.” Explain that sometimes photographs or other illustrations can help answer self-questions. In this case, the photo helps illustrate the meaning of *cabinet* as it relates to government. Note that another way to find an answer is to reread and/or read ahead. Read the next sentence aloud and note that it also answers the question.

Distribute copies of “Question as You Read” (page 27). Tell students to write one question just prior to reading each chapter in the book. Have them read the chapter name first to help focus their questions. Tell students to use sticky notes to mark answers they find while reading.

After Reading

Continue During-Reading Activity—Ask a volunteer to answer the question introduced at the top of this lesson: *What does the president do on a typical afternoon that students also do?* (p. 26—*study*) Also ask students to refer to their sticky notes and fill in the answers to the questions they wrote on the “Question as You Read” form.

Have students share some of their questions and answers with the group.

Word Study

Word Structure

Remind students that they have used slash marks to divide long words into syllables to make them easier to read. Point out that they can divide syllables as they read by saying each syllable separately. Say *rep-re-sen-ta-tives* as an example.

Write the following words on the board and ask students to read each one syllable by syllable: *executive, neglecting, succession, objectives, ambassadors, department, Democratic, qualifications, Republican, unconstitutional, ceremonies, receptions, decorations, revolutionary, Emancipation, and Proclamation.*

Word Use

Remind students that conjunctions join words or groups of words in a sentence. Read the first sentence about Abraham Lincoln on page 36. Ask a volunteer to identify the conjunction and the words or groups of words it connects. (*and—public speaker and politician*)

Ask students to find three other sentences in the book that have conjunctions. Have them copy the sentences onto a sheet of paper, underline the conjunctions, and circle the words they join.

Vocabulary

Have students complete “Context Clues” (page 65).

Writing from the Book

PEND Story—Review these four types of nonfiction writing: persuasive, expository (explaining), narrative (storytelling), and descriptive. Have students use all four types to compose a short speech that one of the presidents might have given. Students should write a rough draft, self-edit, share for peer-editing, and write a final draft.

Book Title _____ Your Name _____

Author _____ Date _____

Question as You Read

Before Reading: Write one question for each chapter as you come to it in your book.
During and After Reading: Write any answers you find to your questions. If you do not find an answer, write where you might go to find it.

Chapter	Question	Answer or where to find it
1		
2		
3		
4		
5		



Book Summary

Discusses national, state, and local elections, as well as political parties and the electoral college.

Glossary Words

ballot, candidate, caucus, delegate, electoral college, platform, primary election, referendum

Learning Outcomes

Students will:

- complete a “TKWL Chart”
- create a map or web to outline the book
- use an outline to recall information
- identify and discuss meanings of root words and same root words with the prefixes *sub-*, *trans-*, and *mid-* added
- identify homophone pairs
- complete opinion charts about the book

Before Reading

TKWL Chart—Tell students that they are going to read a nonfiction book about elections in the United States. Ask them to get ready to read the book by filling out a “TKWL Chart” (page 48). Explain that in the first column, they are to write something they think they already know about U.S. elections. In the second column, they are to write something they would like to find out about elections. They will complete the last column while they are reading.

Outline the Book—Tell students that one way to gain a general understanding of a nonfiction book is to create a map or web outline of the book. On the board, draw a circle for the title and write *Elections in the United States*. Under the title circle, draw five more circles. Point out that the first chapter in the book is “Elections in a Democracy.” Write this in the first subcircle. Add three circles under this subcircle. Ask students to look for the subheadings on pages 7, 8, and 9. Have volunteers come up and write the subheadings in these three circles. Ask students to copy the web into their journals. Have them study the table of contents and the book and then finish the web.

During Reading

Continue Before-Reading Activity—Ask students to complete the “TKWL Chart” as they are reading. Tell them to watch for answers to their questions and to write these in the third column. Also, have them look for additional new information and write this in the third column as space allows.

After Reading

Reflect on Strategy—Ask volunteers to use their outline to orally summarize the different chapters. Discuss how a good outline can help a person recall information in a logical, organized way.

Word Study

Word Structure

Write these prefixes and their meanings on the board: *sub-* (*below, secondary, or less than*), *trans-* (*across or change*), and *mid-* (*middle*). Discuss that these prefixes are used with many words the students know, so they can easily figure out what the words mean with the prefixes added. Write these words on the board: *midfield, midday, midnight, midsummer, subconscious, subdivide, subgroup, subplot, transform, transplant, and transatlantic*. Ask students to copy each word and circle the root word. Then have them write the meaning for the root word and the meaning for the word with the prefix attached.

Word Use

Remind students that homophones are words that sound alike but are spelled differently and have different meanings. Divide the group into teams of two or three. Assign one page from the book to each team. Ask teams to use the words on their pages to create homophone lists. Tell them to write both the words in the book and their matching homophones. Have teams share their lists.

Vocabulary

Have students use three of the vocabulary words to complete “Shrinking Words” (page 67).

Writing from the Book

Opinions—Discuss that, even in nonfiction, authors’ opinions show through. Ask students to complete “Find Opinions, Give Opinions” (page 29). Then, have them trade their answers with a classmate and discuss the similarities and differences.

Follow-Up

Have students do “Using the Back Matter” (page 57).

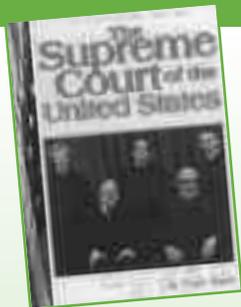
Book Title _____ Your Name _____

Author _____ Date _____

Find Opinions, Give Opinions

Read each question. Then check what you think the author believes about the question. Write at least one reason for your answer. Then on the back of this sheet, give your own opinion on each question and explain your answer.

Questions	Author's Opinion		Reason(s) you think author believes this
	Yes	No	
1. Should a book about elections have more photographs from one political party than another?			_____ _____ _____
2. In 1920, Americans voted to give women the right to vote. Was this the right thing to do?			_____ _____ _____
3. Without polling place workers, would some people try to vote more than once?			_____ _____ _____
4. Referendums allow individual citizens to vote directly on an issue instead of having their elected representatives vote for them. Are referendums a good way to make some decisions?			_____ _____ _____ _____ _____ _____



Book Summary

Discusses the duties, powers, checks and balances, chief justices, and important decisions of the Supreme Court.

Glossary Words

appeal, bench, bias, impeachment, legislation, opinion, precedent

Learning Outcomes

Students will:

- make and check predictions about where in the book to find answers to questions
- write and use in sentences words using the prefixes *sub-*, *trans-*, and *mid-*
- use synonyms and antonyms in sentences
- reflect in writing on one important Supreme Court decision

Before Reading

What Do You Know?—Ask students what impact they think the court system has on U.S. life. After discussion, ask if students have heard of the Supreme Court. Allow students to share prior knowledge. Then write the sentences below on the board and ask volunteers to fill in the blanks. If volunteers answer any of these questions incorrectly, either supply and discuss the correct answers or have students look through the book to find them.

- The U.S. Supreme Court is located in _____. (*Washington, D.C.*)
- The three parts of the U.S. government involved in the checks and balances system are the courts, the Congress, and _____. (*the president*)
- The judges who work on the Supreme Court are called _____. (*Supreme Court Justices*)

Answer Quest—Ask students to read the questions on “Answer Quest” (page 31). Point out that nonfiction books often have a detailed table of contents and index that help readers locate specific information. Have students study the table of contents and index and skim through the book as a whole to predict where in the book they will find each answer.

During Reading

Continue Before-Reading Activity—Ask students to complete “Answer Quest” as they read.

After Reading

Continue Before-Reading Activity—Have students discuss “Answer Quest.” Ask them to describe the reasons for their predictions. Also discuss their answers to the questions themselves.

Word Study

Word Structure

Write these prefixes and their meanings on the board: *sub-* (*below, secondary, or less than*), *trans-* (*across or change*), and *mid-* (*middle*). Remind students that these prefixes are used with a lot of words they know. Ask them to each write three words, one using each of the three prefixes. Tell them they can use a dictionary if they need help thinking of words. Students should also write original sentences using their words to show they know what they mean.

Word Use

Remind students that synonyms are words that mean the same as each other and antonyms are words that mean the opposite. Each student should choose a sentence from the book that has a word for which they can think of both a synonym and an antonym. Students should write the sentence twice, one time replacing the word with a synonym, the other time replacing it with an antonym. Ask them to share their sentences and test classmates’ knowledge of the book by asking which of the sentences uses a synonym and which uses an antonym.

Vocabulary

Have students write sentences for each of the seven glossary words, then share their sentences with the group.

Writing from the Book

Journal/About My Writing—In their journals, have students write a one-paragraph reflection on what they consider the most important Supreme Court decision discussed in the book.

Follow-Up

Have students discuss the photos and illustrations in the four American Civics books used in Bridgestone Reading—do they give a fair picture of American democracy? Why or why not?

Book Title _____ Your Name _____

Author _____ Date _____

Answer Quest

Before Reading: Read each question. Then study the table of contents and the index and page through the book to predict where you will find the answer.

As You Read: Look for each answer. Did you find it where you expected to? Check “Yes” or “No.” If it is “No,” write where in the book you found the answer. Then answer the question on the back of this sheet.

1. Why is the Miranda vs. Arizona case still important today?

Predict where in the book you will find the answer: _____

Did you predict correctly? Yes _____ No _____

If no, where did you find the answer? _____

2. How are new justices chosen for the Supreme Court?

Predict where in the book you will find the answer: _____

Did you predict correctly? Yes _____ No _____

If no, where did you find the answer? _____

3. What does the outside of the Supreme Court building look like?

Predict where in the book you will find the answer: _____

Did you predict correctly? Yes _____ No _____

If no, where did you find the answer? _____

4. When does the Supreme Court meet?

Predict where in the book you will find the answer: _____

Did you predict correctly? Yes _____ No _____

If no, where did you find the answer? _____



Book Summary

Introduces the history, cars, tracks, people, and safety of pro stock car racing.

Glossary Words

cab, chassis, fire extinguisher, fire suit, flagman, infield, pit lane, road-course track, roll cage, short track, superspeedway, suspension system, tri-oval track, Victory Lane

Learning Outcomes

Students will:

- create a book outline for taking notes
- describe a job that relates to pro stock car racing
- orally divide words into syllables
- discuss words with multiple meanings and write a sentence using one such word
- reflect on reading strategies that they have been using

Before Reading

Share Prior Knowledge—Create a form that has one box or line for each student. Discuss that students are going to read a nonfiction book about professional stock car racing. Ask each student to think of something he or she knows about racing and can write in one sentence. Have each student write his or her sentence in one box or line of the form. Circulate the form; then make a copy of the completed list for each student. Discuss students' comments.

Outline for Notes—Tell students that you want them to take notes while they are reading the book. Explain that one way to take notes on a smaller book like this is to create an outline ahead of time and then fill it in as you read. Have students use the chapter titles and subheadings to help them create a notetaking outline. Tell students that they can organize their notes any way they would like, but to be consistent and to leave ample space to add details as they read.

During Reading

Continue Before-Reading Activity—Have students fill in their notetaking outlines as they read.

After Reading

Job Description—Ask students to choose a job that relates to the book and fill in a “Job Description” form (page 15). Tell them they can use the Internet, talk to others, or research in the library. Point out that some of the references at the end of the book might be helpful.

Word Study

Word Structure

Remind students that they have divided many long words into syllables to make them easier to read. Review that when they are reading, instead of dividing long words with slash marks, they can divide them by saying each

syllable separately. Say *man-u-fac-tur-ers* as an example. Then write the following words on the board and ask for volunteers to read each of them syllable by syllable: *spectators, automobile, association, organization, exhibition, determine, organizers, international, interiors, modified, southeastern, individuals, straightaways, stamina, concentrate, announcers, spectators, and disqualified.*

Word Use

Remind students that many words have more than one meaning. Ask students to look up the word *show* in a dictionary. Point out the several meanings for *show*. Ask volunteers to list some of these meanings on the board. (Examples could include: to make visible; to guide; to exhibit; to finish third or better; a striking appearance; a theatrical troupe; a theatrical production.) Ask students to use the word *show* to write a sentence that relates to the book. Have students compare their sentences and check to see how many different meanings for the word *show* have been used.

Vocabulary

Have students use “Glossary Groups” (page 68) to sort the vocabulary words into three categories.

Writing from the Book

Journal/Reading Reflections—Have students choose two statements from “Reading Strategies” (page 33). Ask students to write their opinion of each of the statements in their journal. Tell them to include examples to demonstrate their opinions.

Follow-Up

Have students summarize the key points in Chapter 2 by using “Order of Events” (page 55).

Book Title _____ Your Name _____

Author _____ Date _____

Reading Strategies

Choose two of the statements below. Write your opinion of each statement in your journal. Include examples to demonstrate your opinions.

1. The Internet helps me do my school work.
2. Reading is more meaningful if I can find a way to relate what I read to my own life.
3. I can use the index to find information in a book.
4. New words are not a problem in a reading assignment. I just need to go over them ahead of time.
5. If I make an outline of a book before I read it, I feel more connected with the book.
6. I know several ways to figure out unknown words.
7. Context clues help me understand unknown words.
8. I understand a book better if I have a little information about the topic before I read.
9. TKWL charts help prepare me to read a book.
10. When I compare two things, I understand both of them better.



Book Summary

Introduces the equipment, tactics, race courses, skills, and safety measures of snowmobile racing.

Glossary Words

accelerate, asphalt, carbide, cross-country race, face shield, flagman, race course, race track, sanction, sponsor, tether kill switch, terrain, throttle

Learning Outcomes

Students will:

- create a group information map
- use word-for-word reading, scanning, and rereading
- create mnemonics for key facts
- practice using the suffixes *-able* and *-ible*
- describe sensory features of photographs
- research and write a chapter add-on page

Before Reading

Sneak Previews—As a group, brainstorm what a book about snowmobile racing might include. Then turn to the table of contents and read this together. Next, invite students to page through the book, paying special attention to the photographs. Finally, distribute “Sneak Previews” (page 35) for the students to complete.

Group Wall Map—Tell students that they are going to make a wall map showing key points from the book. Divide the group into teams. Together, discuss how to divide the work amongst the teams. Then, within the teams, students should organize to efficiently record information as they read. Each main topic must be written on a large sheet of paper and each detail on a smaller sheet. Make paper and markers available, including a different color of paper for each chapter if possible.

During Reading

Continue Before-Reading Activity—As they read, have students record information for the Group Wall Map. Tell them to read an entire page before deciding what to use from it. Once they have read the page, they can reread or scan to select the details they want. Have students arrange their map pieces on the wall under the general heading, “Snowmobile Racing.”

After Reading

Mnemonics—Explain that a *mnemonic* clue is something that is intended to help a person remember. Ask students to think of a mnemonic they can use to remember the parts of a snowmobile as shown on the photo diagram on pages 22-23. Have students share their mnemonics with the class. Make a poster or otherwise display some of the group’s favorite mnemonics so they can be reinforced and used again later.

Word Study

Word Structure

Write on the board *-able* and *-ible*. Explain that these suffixes, added to a word, create an adjective. Also note that no clear rules explain when to use *-able* or *-ible*. Students will have to memorize spellings with these suffixes or use a dictionary. Also remind students about three general guidelines for adding a suffix that starts with a vowel: 1) *change y to i*, 2) *drop the final e*, and 3) *double consonants that follow short vowels*. Note that some but not all words follow these guidelines.

Write on the board and ask students to add *-ible* or *-able* to each: *replace, collapse, break, steer, fix, change, sense, defense, believe, read, reverse, drive, ride, allow, and response*. Explain that a dictionary will offer both spellings as acceptable for some of these words. If no spelling is given, choose the spelling that seems best. When both spellings are listed, choose by personal preference.

Word Use

Remind students that readers like lively, vivid, interesting descriptions. Ask students to write descriptions of the sights, sounds, scents, and other sensations the photos in the book suggest.

Vocabulary

Have students use three of the glossary words to complete “Not Quite and Closer” (page 69).

Writing from the Book

Add a Page—Have students research information that could be used to add a page to one of the chapters. They might consult the back matter of the book for potential resources. Students should then compose a rough draft, self-edit, share for peer-editing, and write a final draft. They can use “Peer Feedback” (page 53) for peer-editing.

Book Title _____ Your Name _____

Author _____ Date _____

Sneak Previews

Read the title and table of contents of your book. Also look at the photos and illustrations. Then complete this sheet. Share your answers with a partner.

Write three things you think you know about the topic of your book.

Write three things the chapter titles seem to tell you about the topic of your book.

Write three things the photos and other illustrations seem to tell you about the topic of your book.



Book Summary

Introduces the history, types of races, safety concerns, and other aspects of All-Terrain Vehicle racing.

Glossary Words

accelerate, axle, four-wheel drive, jockey, obstacle, sanction, shock absorber, stock vehicle, studded tire, suspension system, terrain, two-wheel drive, whoop

Learning Outcomes

Students will:

- research and give a group presentation on ATV racing age limits
- add suffixes *-ible* and *-able* to words and use them in sentences.
- find word forms and parts of speech in a dictionary
- summarize pros and cons regarding the issue of ATV racing age limits

Before Reading

Search the Internet—Have students look at the Internet sites on page 47. Discuss the differences between a *com* and *org* site—the former likely being commercial and the latter possibly a not-for-profit organization, a club, or a news organization. Have students compare these two sites and in the process learn a bit about ATV racing.

Research and Report—Tell students that after reading the book, they will be asked to do additional research and to give a group presentation addressing this question: *Since ATV racing is such a dangerous sport, should children as young as 6 years old continue to be allowed to participate?* As they read, they should pay attention to ideas they want to follow-up on.

During Reading

Continue Before-Reading Activity—Students should use sticky notes to mark information they can use or want to research further for the group report activity.

After Reading

Continue Before-Reading Activity—Divide the group into teams of three or four students. Review the question they are to research and present on. Explain that the team will be presenting their answer to the group, as well as creating a written response. Members of each team will receive the same grade, so they should work together in the best interest of the team. Provide students with this rubric for grades:

- **A**—Use at least five sources. Choose a position on children as young as age 6 participating in ATV racing. Provide at least five reasons, backed up with details, to support your opinion. Include written, oral, and visual elements in the report. Information must be accurate and the presentation inviting. Use correct grammar, punctuation, and spelling. Show evidence of active participation by all team members.

- **B**—Use at least three sources. Choose a position on children as young as age 6 racing ATVs. Provide at least three reasons, backed up with details, to support your opinion. Information must be accurate and the presentation inviting. Show very few errors in grammar, punctuation, and spelling. Show evidence of active participation by all team members.
- **C**—Use at least two sources. Choose a position on children as young as age 6 racing ATVs. Provide at least two reasons, one backed up with details, to support your opinion. Include oral and either a written or visual element in the report. Present accurate information. Show few errors in grammar, punctuation, and spelling. Show evidence of participation by all team members.

Assist students/groups as necessary. Allow one to two weeks for groups to prepare a five-minute presentation.

Word Study

Word Structure

Ask volunteers to write five words on the board to which *-ible* or *-able* can be added. Ask students to use each word in a sentence and then to add either *-ible* or *-able* to each and use each new word in a sentence. Compare the parts of speech of the original words and the new words.

Word Use

Remind students that dictionary definitions include word forms and parts of speech. Ask them to complete “Parts of Speech and Word Forms” (page 37) to show that they can access this information. Discuss that dictionaries may vary in how they list word forms. A word that is included as a word form under a main word entry in one dictionary might be included as its own entry in another.

Writing from the Book

Summarize Pros and Cons—Ask students to use “Pros and Cons” (page 58) to highlight the most convincing points from the research and report activity.

Book Title _____

Your Name _____

Author _____

Date _____

Parts of Speech and Word Forms

Use the word forms and parts of speech provided in a dictionary to complete the four charts below.

Word Family: Tread

Part of Speech	Word Form
	tread
verb	
	treading
	treads
adjective	

Word Family: Track

Part of Speech	Word Form
noun	
noun	
verb	
verb	
adjective	

Word Family: Narrow

Part of Speech	Word Form
	narrower
	narrowest
	narrowness
	narrowly
	narrowed

Word Family: Protect

Part of Speech	Word Form
	protects
adverb	
	protection
	protectively
adjective	



Book Summary

Introduces the history, race courses, and safety aspects of off-road truck racing.

Glossary Words

cab, competitor, fire extinguisher, four-wheel drive, fuel injector, kill switch, obstacle, roll cage, shock absorber, skid plate, sponsor, stock vehicle, street legal, suspension system, terrain

Learning Outcomes

Students will:

- respond to the graphics in the book
- ask and answer questions as they read
- discuss and practice discussion habits
- locate and write irregular plurals
- write sentences using nouns, verbs, pronouns, adjectives, and adverbs
- write a poem following a certain format

Before Reading

Explore the Index—Have students study the index and each choose a topic with which they are familiar, then take turns sharing their knowledge.

Picture Talk—Ask students to complete “Picture Talk” (page 50) to discuss the role of graphics in the book.

During Reading

Question as You Read—Remind students that one way to ensure they understand what they read is to ask themselves questions when they encounter something they do not understand or want to know more about. Review that two ways to try to answer such self-questions is to look at the photos or illustrations and to reread and/or read ahead. Distribute and assign “Question as You Read” (page 27). Suggest that students use sticky notes to mark answers they find while reading.

After Reading

Class Discussion—Give each student a copy of “Discussion Habits” (page 23). As a group, discuss each category and give examples so students clearly understand positive and negative approaches to class discussion. Allow students to complete the activity sheet during this discussion. Once they have finished, hold a group discussion about how much money a person should spend on a hobby. Ask students to monitor discussion behaviors, especially their own.

Word Study

Word Structure

Review with students that the plurals for most words are created by adding *es* to words that end in *s*, *z*, *x*, *sh*, and *ch* and by adding *s* to words ending in other letters. Some plurals are irregular, however. List these four common irregular categories on the board: words that end in *f* or *fe*; words where the plural is spelled quite differently from

the singular; words that are identical whether singular or plural; and words that end in *o* and randomly take an *s* or *es* or can be spelled either way to form the plural.

Ask students to find irregular plurals on page 11, first paragraph (*equipment*), and page 28, first paragraph (*feet*). Then write these five words on the board and ask students to write their plurals: *video*, *echo*, *self*, *fireman*, and *deer*. (*videos*, *echoes*, *selves*, *firemen*, *deer*) Encourage them to use a dictionary if necessary.

Word Use

Ask students to each write two sentences about off-road truck racing and to use a noun, verb, pronoun, adjective, and adverb in each sentence. Tell them that they may make up their own sentences, copy the sentences out of the book, or use a sentence from the book and add to it. Students should then share their sentences, identifying the various parts of speech.

Vocabulary

Assign “Idea Web” (page 63). Have students write “off-road truck” in the center circle and four glossary words related to off-road trucks in the outer circles. Have students read the instructions on the sheet to learn what to include in the boxes.

Writing from the Book

Poem—Discuss poetry as a creative way to share ideas. Have students read “Sentence Poem” (page 39). Discuss the structural explanation of the poem given on the right. Have students follow this pattern to write their own poems about off-road truck racing.

Follow-Up

If you have time for another activity, have students complete “Using the Back Matter” (page 57).

Book Title _____

Your Name _____

Author _____

Date _____

Sentence Poem

The poem *My Goal* uses letters and sentence patterns to give special meaning. At the bottom, write your own poem.

My Goal

I can't drive my

Big

trophy truck to school, but I hope to soon win a

Trophy

with my truck so everyone will know it is a real

Winner!

How the Poem Works

- The poem has one sentence broken up so that the lines “Big,” “Trophy,” and “Winner!” receive special emphasis.
- A larger bold font emphasizes certain words and ideas.
- The poem uses standard punctuation.
- The poem uses capitalization for emphasis.

Title _____

The World's Fastest Boats

Series: Built for Speed
Book Level: U



Book Summary

Discusses the history, features, and development of some of the world's fastest boats.

Glossary Words

aluminum, catamaran, drag, fiberglass, friction, hull, hydroplane, ignite, knot, lift, mast, propeller, radar, sailboat

Learning Outcomes

Students will:

- use a TKWL chart to record prior knowledge, purpose, and new information
- write short chapter summaries
- add suffixes *-ous*, *-eous*, *-ious* to words
- identify conjunctions and prepositions
- write a historical fiction story that includes a rough draft, self-edit, peer-edit, and a final draft

Before Reading

TKWL Chart—Tell students that they are going to read a book about some of the world's fastest boats. Ask them to fill out the first two columns in a “TKWL Chart” (page 48) regarding what they think they know and would like to know about fast boats. They will complete the last column during and after reading.

Student Questions—Ask students to turn the information in the middle column of the “TKWL Chart” into a question that they can answer while they read. Do a sample to demonstrate. Make sure they understand that they might or might not find the desired information in this book.

During Reading

Continue Before-Reading Activity—Ask students to complete the “TKWL Chart” as they read. Tell them to watch for answers to their questions and to write the answers in the last column. If they can't answer one of their questions, they may fill in the last column with some other new information they learned.

After Reading

Chapter by Chapter—Distribute copies of “Chapter by Chapter” (page 52). Have students summarize the book by writing a one- or two-sentence summary of each chapter.

Word Study

Word Structure

Write these suffixes on the board: *-ous*, *-eous*, and *-ious*. Explain that these suffixes with a root word create an adjective meaning “full of (something).” The main suffix is *-ous*, while the other two forms often combine the last letter of the root word with *ous* such as in *outrage*—*outrageous*. Also, sometimes one of the three suffixes is added to part but not all of a root word, such as in *numeral*—*numerous*.

Write the following words on the board. Students should then add *-ous*, *-eous*, or *-ious* to each: *fury, continue, courage, religion, gas, anxiety, fame, joy, rebel, study, space*. (*furious, continuous, courageous, religious, gaseous, anxious, famous, joyous, rebellious, studious, spacious*) Students may use the dictionary.

Word Use

Remind students that conjunctions are words such as *and, or, because, so*, and *but* that join words or groups of words in a sentence.

Write on the board: *These boats carry people and their automobiles across waterways*. Put a box around the conjunction (*and*) and circle the preposition (*across*). Then assign “Here's to Prepositions and Conjunctions!” (page 41). Tell students that not all of the sentences have both a conjunction and a preposition, and some of the sentences have more than one preposition or conjunction.

Vocabulary

Have students use “Words in Pictures” (page 66) to further explore three of the vocabulary words.

Writing from the Book

Historical Fiction—Ask students to read the sidebar on page 38. Remind them that historical fiction is a made-up story that uses some facts such as actual locations, events, and people. Ask students to write a historical fiction story about Ken Warby. They should write a rough draft, self-edit, share for peer-editing, and then write a final draft. Have students use “Peer Feedback” (page 53) to evaluate each others' stories.

Follow-Up

Ask students to choose one of the diagrams on pages 7 and 27 and write a paragraph that explains the information that the diagram shows. After they have finished, discuss why the author/editor may have put this information in diagram rather than text form.

Book Title _____ Your Name _____

Author _____ Date _____

Here's to Prepositions and Conjunctions!

The sentences below contain a preposition, a conjunction, or both. Read them and put a box around each conjunction and a circle around each preposition.

conjunctions

prepositions

1. Some boats carry passengers and cargo across waterways.
2. Most boats have one hull, but catamarans have two.
3. Hydrofoils lift their hulls out of the water and sail on wing-like foils.
4. Hydroplanes skim across the surface of the water.
5. Some boats use engines with propellers.
6. A boat's hull creates drag and friction as it travels through the water.
7. The foils are smaller than the hull, so their size creates less drag than the hull does.
8. People often put larger engines in cars or airplanes to increase their speed.
9. Boat builders find ways to cut friction and drag.
10. People sail these boats on frozen lakes or rivers.
11. Many people had financial problems during the Great Depression.
12. The driver and the engine or mast sit on the centerboard.



Book Summary

Discusses the history, development, and features of some of the world's fastest cars.

Glossary Words

aerodynamic, altitude, chassis, horsepower, methanol, nitromethane, traction, wind resistance

Learning Outcomes

Students will:

- make and check predictions
- convert questions into factual statements
- add the suffixes *-ous*, *-eous*, and *-ious* to words
- write sentences that use commonly confused words
- write a story using four rhetorical forms

Before Reading

What Do You Know?—Discuss that fast cars fascinate many people and almost everyone in the United States drives and/or rides in cars. Write the sentences below on the board and ask volunteers to fill in the blanks. Note that most students will be able to name words to fill in the blanks because they know something about cars.

- Although fun and challenging, high-speed car racing is a _____ sport. (*dangerous*)
- Fast cars are _____ to build and operate. They often require special fuel, equipment, and parts. (*expensive* or *costly*)

Anticipation/Reaction Chart—Have students use “Predictions and Answers” (page 43) to set a reading purpose by reading the questions before they read the book and predicting whether the answers are *yes* or *no*.

During Reading

Continue Before-Reading Activity—Ask students to watch for answers to the questions as they read the book. When they find an answer, have them record it and the page number where they found it on the chart. (1. no, p. 5; 2. yes, p. 6; 3. yes, p. 43; 4. yes, p. 26; 5. yes, p. 36; 6. yes, p. 28)

After Reading

Continue Before-Reading Activity—Have students take the “Predictions and Answers” questions and edit them to read as true statements instead of questions.

Word Study

Word Structure

Write these suffixes on the board: *-ous*, *-eous*, and *-ious*. Remind students that the three suffixes create adjectives and that they mean *full of*. Review that the main suffix is *-ous* and that the other two are often—but not always—the last letter of the root word attached to *-ous* such as in

outrage—outrageous. Finally, remind students that sometimes one of the three suffixes combines with just part of a word such as in *numeral—numerous*.

Write the following words on the board and ask students to add one of the three suffixes to each: *prestige, poison, advantage, glory, adventure, uproar, grace, joy, marvel, harmony, vary*. (*prestigious, poisonous, advantageous, glorious, adventurous, uproarious, gracious, joyous, marvelous, harmonious, various*) Encourage dictionary use!

Word Use

Discuss that some words are commonly confused because they are alike in either appearance or sound. Ask students to each use three or more of the following commonly confused word pairs in two different sentences (i.e., six words, six sentences): *altitude, attitude, finally, finely, find, fine, loose, lose, once, ounce, reality, realty, farther, father*. Share the results as a group.

Vocabulary

Have students choose two vocabulary words and use them to complete “Vocabulary Pyramids” (page 64).

Writing from the Book

PEND Story—Review these four types of nonfiction writing: persuasive, expository (explaining), narrative (storytelling), and descriptive. Have students use all four types of writing to compose a speech that a race car driver might give to a group of high school students. Students are to write a rough draft, self-edit, share for peer-editing, and write a final draft. Have some or all students in the group rehearse their speech with a partner or the instructor and then present it to the group.

Follow-Up

Have students use “Time Line” (page 60) to show the speed records that have been set over the years.

Book Title _____ Your Name _____

Author _____ Date _____

Predictions and Answers

Before you start to read the book, read each question below. In the “Prediction” column, check whether you think an answer will be “Yes” or “No.” As you read, look for the answers to each question. When you find an answer, write it after the question. Write the page where you found the answer in the “Page” column.

Prediction		Questions	Page
Yes	No		
		1. Was the first recorded speed record faster than 40 miles per hour? _____	
		2. Has a car ever gone faster than 500 miles per hour? _____ _____	
		3. Do some fast cars use jet engines? _____ _____	
		4. Have organized drag racing events been held for more than 50 years? _____	
		5. Might a specially designed car break the sound barrier? _____	
		6. Do some cars use parachutes? _____ _____	

The World's Fastest Military Airplanes

Series: Built for Speed
Book Level: V



Book Summary

Discusses the operating details, uses, designs, and functions of some of the world's fastest military airplanes.

Glossary Words

afterburner, dogfight, hypersonic, lift, Mach, radar, reconnaissance mission, supersonic, thrust

Learning Outcomes

Students will:

- compare two types of military airplanes
- relate book details to their own lives
- add affixes to root words
- make a crossword puzzle using commonly confused words
- write creative text that relates to fast military airplanes

Before Reading

Share Prior Knowledge—Create a form that has one box per student. Ask each student to write in one box a sentence stating something she or he knows about military airplanes. Make a copy of the completed list for each student. Discuss the different comments.

Compare and Contrast—Distribute copies of “Compare and Contrast” (page 61). Tell students to skim the book for the names of two types of military airplanes. They can then write these names as the main topic in each of the two circles. Students will complete the diagram as they read by writing in each circle details that are unique to each airplane, and in the overlap of the circles details that the two airplanes share.

During Reading

Start After-Reading Activity—Tell students that after reading the book, they will be asked to work with three chapters that connect with them in some personal way. Have students use sticky notes to mark details in the book that connect with them personally.

After Reading

Connecting with the Book—Have students complete “Main Ideas and Me” (page 51) by finding three topics in the book with which they can make some personal connection. Maybe they build or fly model airplanes, have a relative in the air force, or have been to an air show. These topics will serve as the three main ideas they will use to complete the activity sheet.

Word Study

Word Structure

Ask students to use “Building Words” (page 45) to make new words by adding prefixes and suffixes to the various root words.

Word Use

Remind students that some words are commonly confused because they are alike in either appearance or sound. Ask students to work in pairs to make a crossword puzzle using each of these commonly confused words: *month, mouth, startled, started, sign, sing, angel, angel, even, ever, starred, stared, stores, stories, quiet, and quit*. Make sure students write word clues for each word.

Vocabulary

Note that glossary words often relate to each other. In this book, the glossary word *Mach* is used in definitions for both *hypersonic* and *supersonic*. Ask students to describe how these three words relate to each other.

Writing from the Book

RAFT—Remind students that a RAFT is a writing assignment where they choose a role, audience, format, and topic to create a piece of writing related to the book topic. Share this possible plan for a RAFT that relates to *The World's Fastest Military Airplanes*:

Role—An F-15 pilot

Audience—The pilot's 5-year-old son

Format—A poem

Topic—I think of you when I am flying.

Either have each student plan his or her own RAFT, or make a group RAFT plan where all students complete separate versions of the same RAFT. Explain that students are to write rough drafts of their RAFTs, self-edit, share for peer-editing, and write a final draft. Have students use “Peer Feedback” (page 53) to evaluate each others' RAFTs.

Follow-Up

Have students complete a “Book Summary Card” (page 59).

Book Title _____

Your Name _____

Author _____

Date _____

Building Words

Add the root words in the word box to the prefixes and suffixes below to create new words. Write at least one new word in each answer box. Use a dictionary if you need help. If you want, you can add more than one affix to a root word.

Word Box

continue destruct comfort erase victory way furnish lease
drink flame laugh plant sized marine courtesy Atlantic

-ture, -sure, or -ure

sub-

trans-

mid-

-able

-ible

-ous, -eous, -ious

BONUS

On the back of this sheet, write a sentence that uses as many of the words on this page as you can!

The World's Wildest Roller Coasters

Series: Built for Speed
Book Level: V



Book Summary

Describes the history, kinds, and operation of some of the world's wildest roller coasters.

Glossary Words

barrel roll, circuit, corkscrew, gravity, helix, hypercoaster, inversion

Learning Outcomes

Students will:

- look for a specific detail while reading
- create mnemonics to remember key facts
- write words with certain affixes
- write sentences using commonly confused words
- create a graphic organizer to show how to use certain reading strategies

Before Reading

Sneak Previews—Discuss that charts are common features in nonfiction books because they present detailed information clearly and easily. Ask students to look at the “Fast Facts” charts on pages 38-39. Survey to see if any have ridden the roller coasters pictured there or coasters like them. Ask students to fill out “Sneak Previews” (page 35) to tap their prior knowledge and experience and preview the book as well.

Look for Facts—Tell students that while they are reading, you would like them to look for the country and time period connected with the first roller coasters.

During Reading

Start After-Reading Activity—Review that a mnemonic is a memory clue. Tell students that after reading the book, they will create mnemonics to remember the locations of some of the world's biggest roller coasters. Ask them to mark every roller coaster location they find.

After Reading

Mnemonics—Ask students to think of a mnemonic they can use to help them remember the locations of five wild roller coasters. Have students share their mnemonics with the class. Make a poster or some other form of written record of the mnemonics so they can be used to reinforce this technique as well as this particular set of facts.

Also, ask for someone to answer the question asked earlier: *What country and time period are connected with the first roller coasters?* (page 17—France, early 1800s)

Word Study

Word Structure

Write these affixes on the board: *-ture, -sure, -ure, sub-, trans-, mid-, -able, -ible, -ous, -eous, and -ious*. Ask students to write one word that uses each affix. Have them share their words.

Word Use

Some words are commonly confused because they either look or sound alike. Ask students why each of the following word pairs are often confused: *tired, tried, accept, except, thorough, through, adapt, adopt, massage, message, assistance, assistants, emigrant, immigrant, formerly, formally*. Have students compose sentences using three of these word pairs.

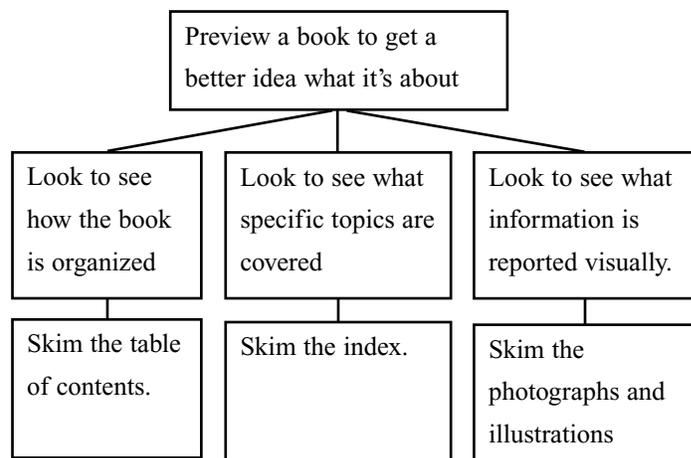
Vocabulary

Have students use “Words in Pictures” (page 66) to explore three of the vocabulary words.

Writing from the Book

Journal/Reading Strategies—Discuss that good readers use different strategies for different situations. Ask students to complete “Think about Reading” (page 47) to show how different strategies can be used. Go over the sample at the top first. Then make sure students understand the blank graphic organizer has two layers of support. Have students share their results and briefly explain the organization.

Intended answer:



Follow-Up

Have students complete “Personal Connections” (page 56).

Book Title _____

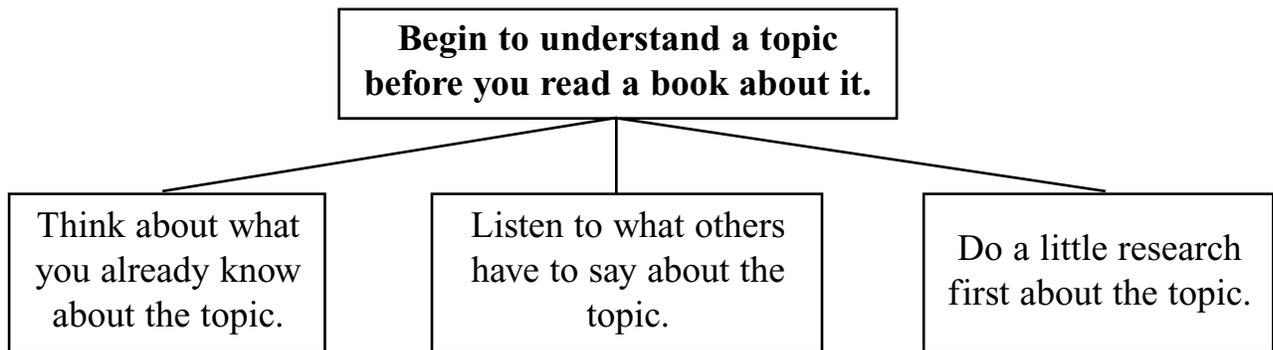
Your Name _____

Author _____

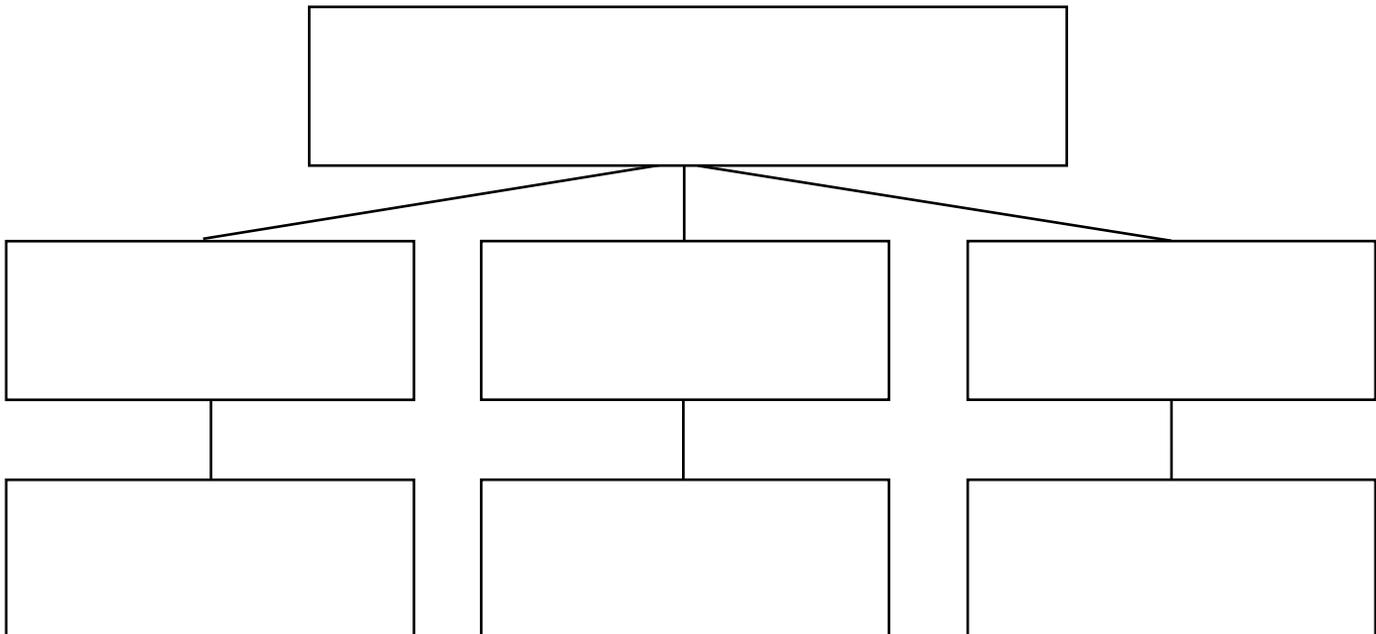
Date _____

Think about Reading

FIRST: Look at the first diagram below. The main idea is “Begin to understand a topic before you read a book about it.” Under it are supporting ideas that tell how you might do this. **SECOND:** Read the scrambled ideas in “Idea Box.” Then sort them by writing them in the empty diagram. The main idea should go in the top box. The supporting ideas go below it. A second set of supporting ideas goes below the first set.



Idea Box		
Skim the index	Look to see how the book is organized	Look to see what specific topics are covered
Preview a book to get a better idea what it's about	Look to see what information is reported visually.	Skim the photographs and illustrations
Skim the table of contents		



Book Title _____ Your Name _____

Author _____ Date _____

TKWL Chart

Before Reading: In the first column, write three things that you think you already know about your book topic. In the second column, write three things you would like to know about this topic.

After Reading: In the third column, write three facts you learned from the book about this topic.

Think You Know	Want to Know	Learned

Book Title _____ Your Name _____

Author _____ Date _____

General Book Overview

Complete this sheet after reading the book. To complete it, use the table of contents, front and back matter, and your understanding of the book as a whole.

Number of chapters _____ One related Internet site _____

Author _____ Copyright year _____

Series title _____ Number of books in series _____

One organization for more information _____ Name of one "Read More" title _____

Vocabulary Words _____

Summary _____

Book Title _____ Your Name _____

Author _____ Date _____

Picture Talk

Choose three photographs or other illustrations from the book. Then explore them by completing this chart.

Page ____	Describe this photo or illustration. <hr/> <hr/> <hr/> <hr/>
Page ____	Does this photo or illustration need a caption? Explain your answer. <hr/> <hr/> <hr/> <hr/>
Page ____	Does this photo or illustration give important information? Explain your answer. <hr/> <hr/> <hr/> <hr/>

Book Title _____ Your Name _____

Author _____ Date _____

Main Ideas and Me

Choose three main ideas from the book. Write these ideas in the top three boxes. In the middle three boxes, give information from the book that supports each main idea. In the bottom three boxes, tell some way that each main idea relates to you. Use the back of this sheet if you need more room.

	1st Main Idea	2nd Main Idea	3rd Main Idea
Main idea from the book	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Information from book that supports main idea	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How the main idea relates to you	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Book Title _____

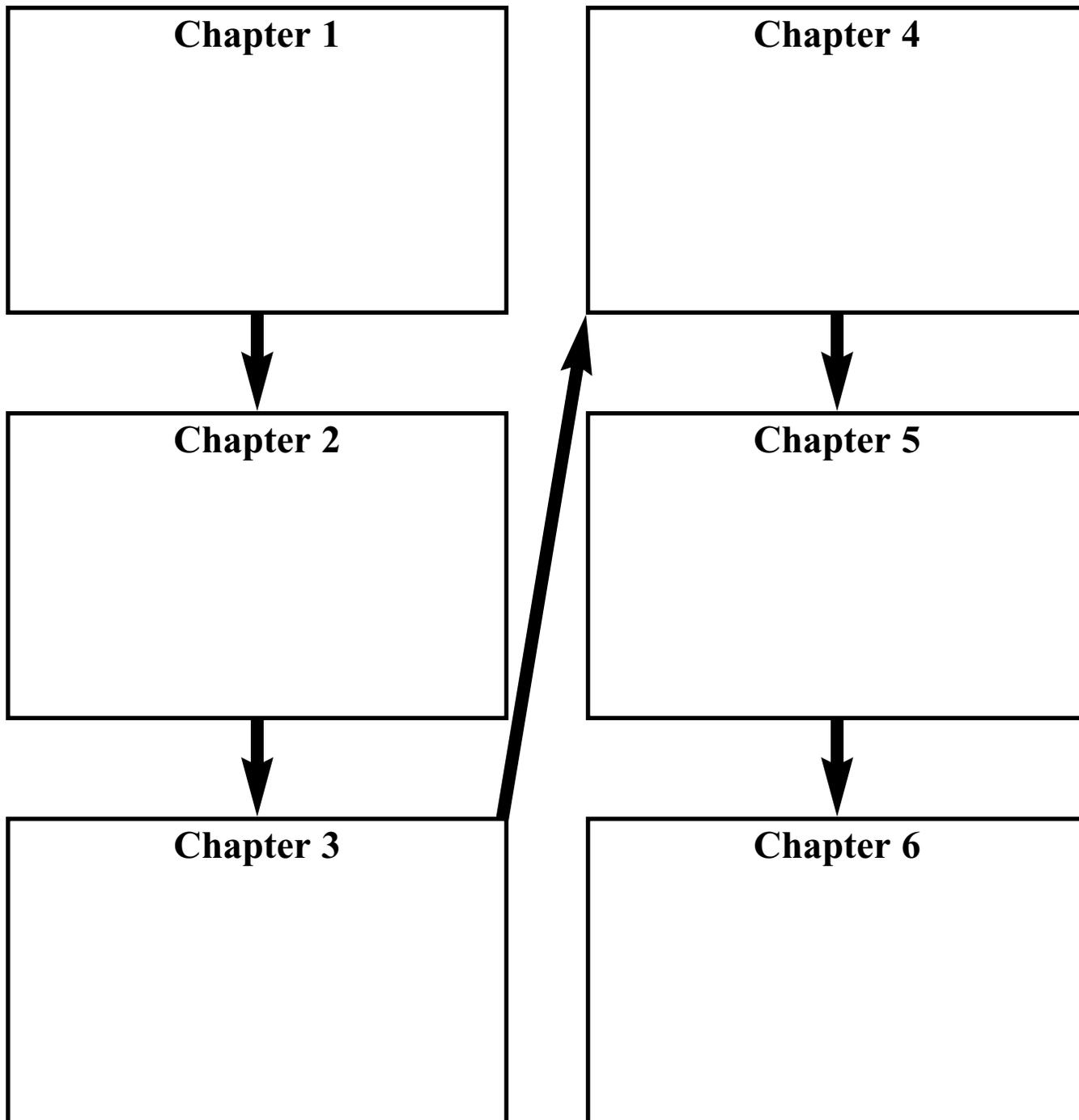
Your Name _____

Author _____

Date _____

Chapter by Chapter

Write one or two sentences to summarize the key points in each chapter.



Peer Feedback

Ask one or more of your classmates to use this form to give you feedback on a writing assignment.

What works well	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What doesn't work well	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ideas for improvement	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Book Title _____ Your Name _____

Author _____ Date _____

Big Ideas and Details

You are using this form with a book that has one main idea or topic and some supporting facts. What is the “big idea” or main topic of your book? Write it in the center box. What facts in your book support this main idea or topic? Write them in the circles around the box. Make sure to include page numbers where these facts are found.

Page _____
Fact _____

Page _____
Fact _____

Page _____
Fact _____

BIG IDEA

Page _____
Fact _____

Page _____
Fact _____

Page _____
Fact _____

Book Title _____ Your Name _____

Author _____ Date _____

Order of Events

All or parts of your book are written in time order. Choose some key events in the book. In the boxes below, write the events in the order that they happened. Write the page number and something about each event. Use the back of this sheet if you need to.

Box 1: Page _____ ①
Event _____

Box 2: Page _____ ②
Event _____

Box 3: Page _____ ③
Event _____

Box 4: Page _____ ④
Event _____

Box 5: Page _____ ⑤
Event _____

Box 6: Page _____ ⑥
Event _____

Box 7: _____ done ⑦
_____ continued on
back of this sheet

Book Title _____ Your Name _____

Author _____ Date _____

Using the Back Matter

Back matter is the information that follows the last chapter in the book, such as the index or glossary. Look at the back matter in your book. Then fill in this chart.

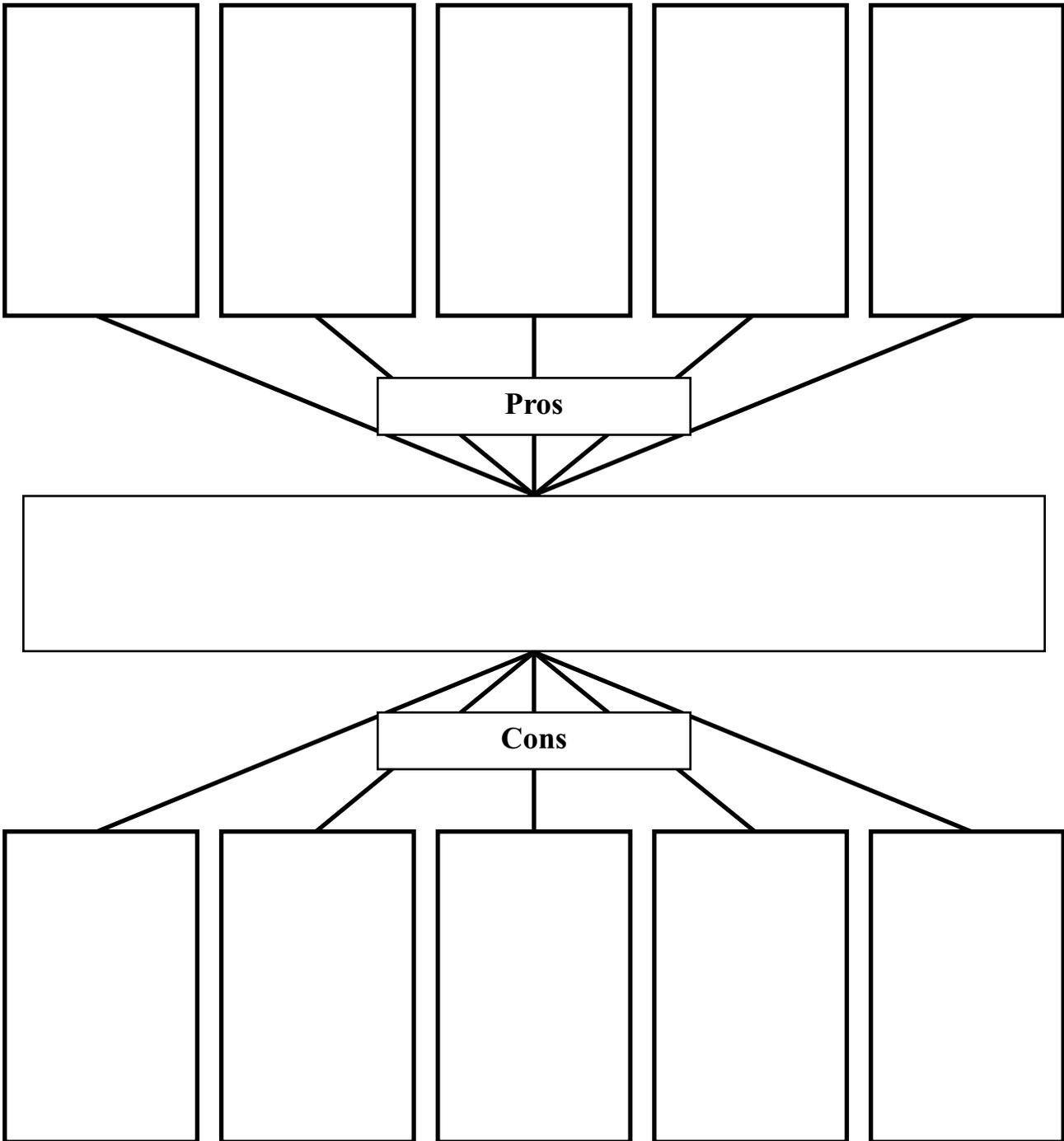
What is the type of back matter?	Why is this information included? When might you use this kind of information?
_____	_____ _____

Book Title _____ Your Name _____

Author _____ Date _____

Pros and Cons

Write the statement your teacher gives you in the center box. Then, write facts and ideas from the book that support this statement in the “Pros” boxes. Also, write facts and ideas that go against this statement in the “Cons” boxes.



Book Title _____ Your Name _____

Author _____ Date _____

Book Summary Card

Complete this Book Summary Card about the book you read.

Publisher

Summary of book

Number of pages

Number of chapters

Year published

**International Standard
Book Number (ISBN)**

**Number of entries
in the index**

**Number of
photography sources**

**Name of an expert who helped with
the book**

Your opinion about the book

Book Title _____ Your Name _____

Author _____ Date _____

Time Line

Choose six or fewer dates from the book. Write the earliest date at the top of this time line. Write another date on each date line. In each box, explain why that date is important in the book.

DATE		

DATE		

DATE		

DATE		

DATE		

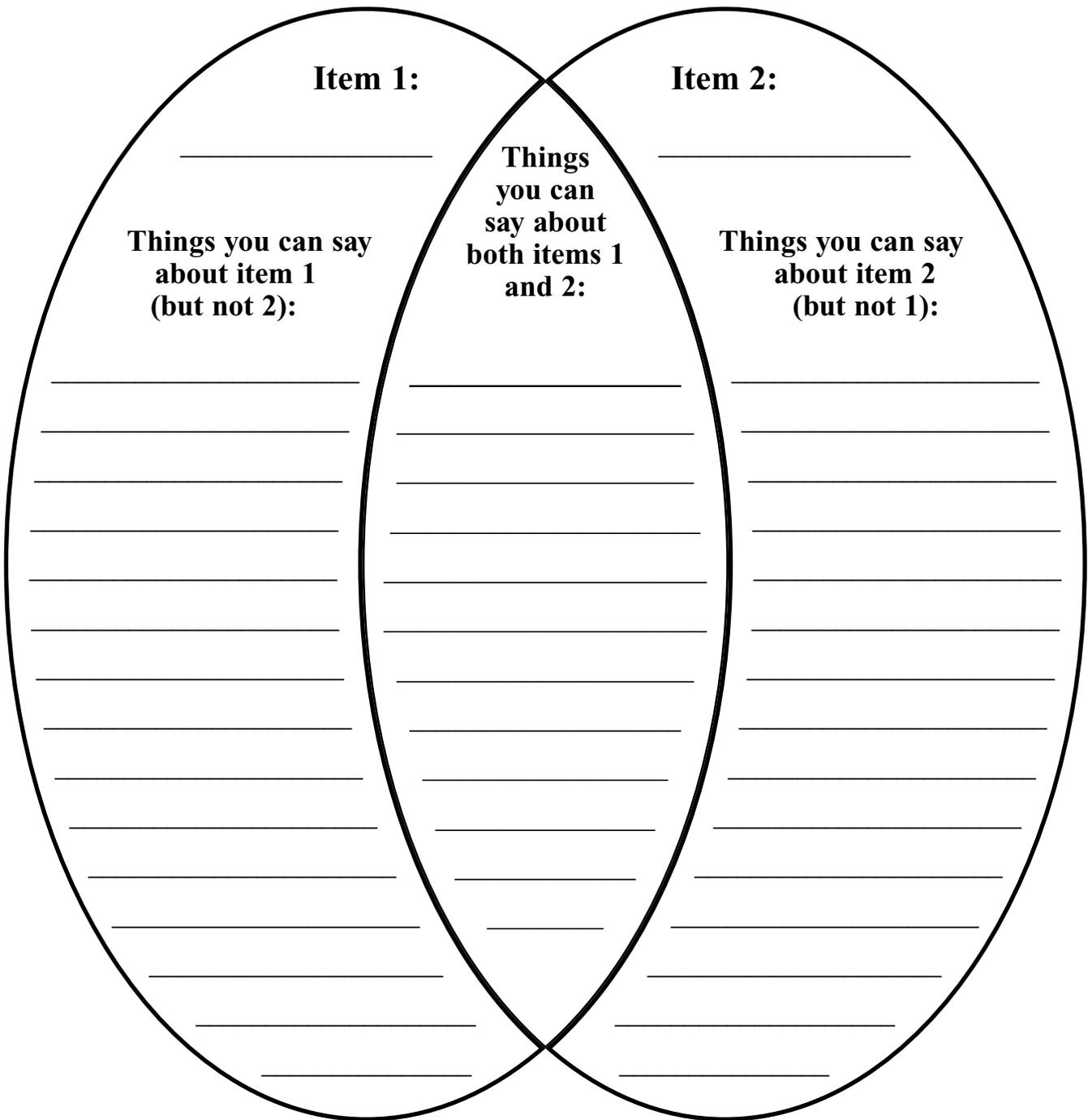
DATE		

Book Title _____ Your Name _____

Author _____ Date _____

Compare and Contrast

Choose two people, ideas, or objects from the book that you can compare. Then compare them in the diagram below.



Compare the Set

Each of the four books you read has a main subject. Choose two things to compare about those subjects. Write those things under "What to Compare." Then compare the main subjects in the chart.

Name of Series	What to Compare	What to Compare
_____ _____	_____ _____	_____ _____
1. Book Title: _____ _____ Author: _____ _____		
2. Book Title: _____ _____ Author: _____ _____		
3. Book Title: _____ _____ Author: _____ _____		
4. Book Title: _____ _____ Author: _____ _____		

Book Title _____

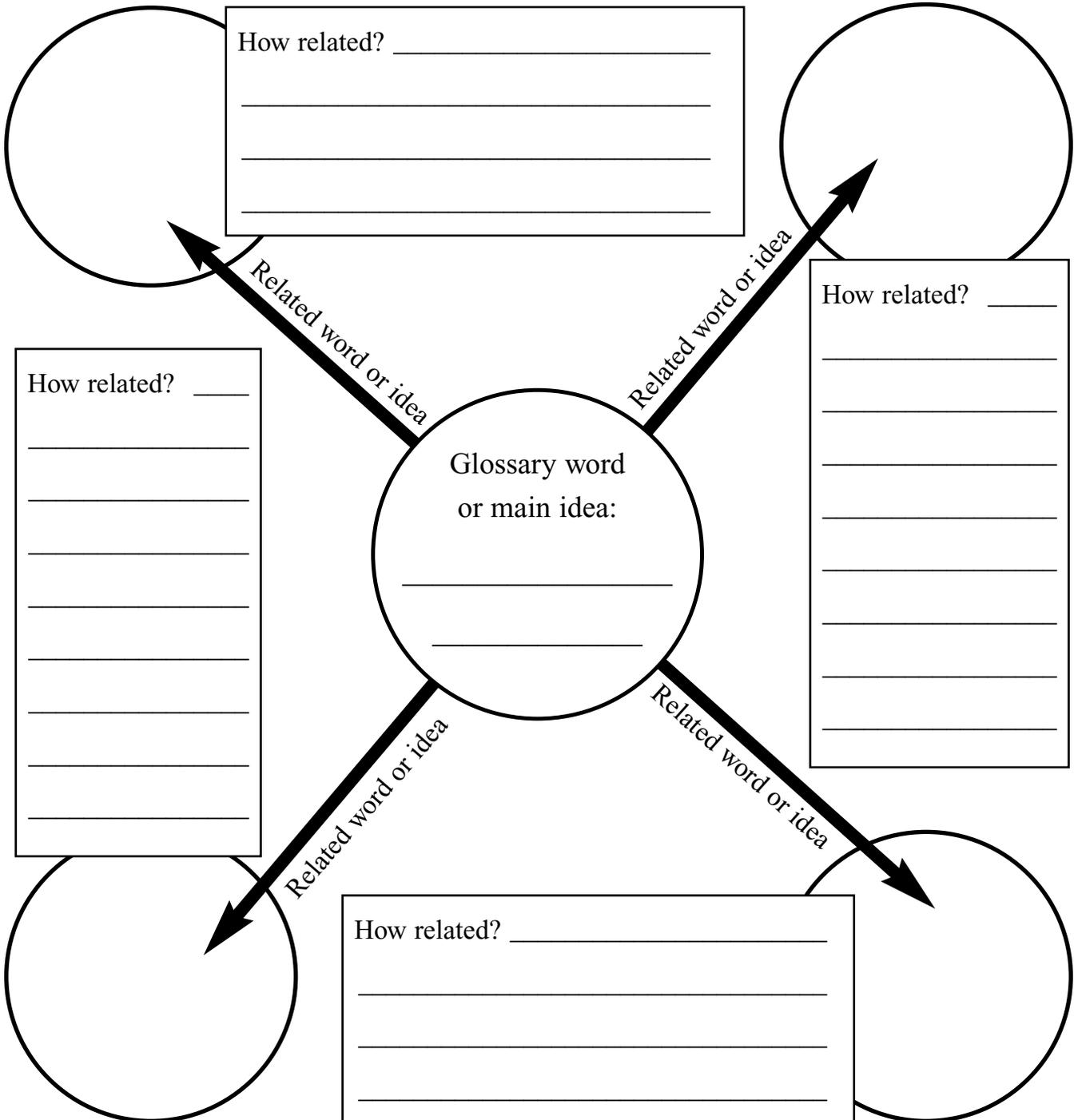
Your Name _____

Author _____

Date _____

Idea Web

Write a glossary word or main idea in the center circle. Write four related words or ideas in the outer circles. In the boxes, write how these words or ideas are related to the glossary word or main idea.



Book Title _____ Your Name _____

Author _____ Date _____

Vocabulary Pyramids

Choose two words from the glossary and fill in these word pyramids. Remember, a synonym is a word that means the same or nearly the same as another word.

Word:

Definition from glossary:

Find the word in the book and copy the sentence it appears in.

Rewrite the sentence, but replace the glossary word with a synonym.

Word:

Definition from glossary:

Find the word in the book and copy the sentence it appears in.

Rewrite the sentence, but replace the glossary word with a synonym.

Book Title _____

Your Name _____

Author _____

Date _____

Context Clues

Choose four glossary words and write them in the “Word” boxes below. Use context clues (such as other words or pictures) to tell what the words mean.

Context clue and what it tells me:

Word:

Context clue and what it tells me:

Word:

Another context clue and what it tells me: _____

Another context clue and what it tells me: _____

Context clue and what it tells me:

Word:

Context clue and what it tells me:

Word:

Another context clue and what it tells me: _____

Another context clue and what it tells me: _____

Book Title _____ Your Name _____

Author _____ Date _____

Words in Pictures

Choose three glossary words. Write their definitions. Then draw a picture that shows the meaning of each.

<p>Glossary Word:</p> <p>_____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Draw the Word</p>
<p>Glossary Word:</p> <p>_____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Draw the Word</p>
<p>Glossary Word:</p> <p>_____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Draw the Word</p>

Book Title _____

Your Name _____

Author _____

Date _____

Shrinking Words

FIRST: Choose two words from the glossary. Write the words in the “Glossary word” boxes and their definitions in the “Definition” boxes. (A sample is done for you.)

SECOND: Make a smaller word from the letters in each glossary word. Write a definition for these words, too. Use a dictionary if you need to. (See sample.)

THIRD: Make even smaller words from the letters in each glossary word. Write a definition for these words, too. Use a dictionary if you need to. (See sample.)

Glossary word #1 [sample]: carriage	Definition: A vehicle with wheels, sometimes pulled by horses.
Smaller word: cage	Definition: A container in which birds or other kinds of animals are kept, made of wires or bars.
Smallest word: age	Definition: The number of years that someone has lived or that something has existed.

Glossary word #2:	Definition:
Smaller word:	Definition:
Smallest word:	Definition:

Glossary word #3:	Definition:
Smaller word:	Definition:
Smallest word:	Definition:

Book Title _____ Your Name _____

Author _____ Date _____

Glossary Groups

Divide the “Words to Know” into two or three groups. How did you form each group? By what the words mean? By their letter patterns? By whether they are nouns or verbs? Give each group a title that tells what kind of group it is.

Words: _____

Title for First Group: _____

Words: _____

Title for Second Group: _____

Words: _____

Title for Third Group: _____

Book Title _____ Your Name _____

Author _____ Date _____

Not Quite and Closer

Choose three glossary words and write one on the first line in each box. On the second line, write a word that is similar in meaning to the glossary word. On the third line, write the best synonym for the glossary word. You may use a thesaurus.

The word _____ means something like
_____, but that is not quite what it means. A better
synonym is _____.

The word _____ means something like
_____, but that is not quite what it means. A better
synonym is _____.

The word _____ means something like
_____, but that is not quite what it means. A better
synonym is _____.

ASSESSMENT INSTRUMENTS

Used in combination, these rubrics and assessments provide a way to approximate a student's reading level. Bear in mind that no student reads at only one level. A student's ability to read a book with comprehension and fluency will vary according to the book's subject matter, text structures, genre, and content vocabulary. Student interest alone can drive reading levels up and down. Finally, you may want to share assessment and rubric information with students, to encourage them to be self-evaluating readers and writers.



WRITING RUBRIC AND SCORE SHEET

This rubric lists variables to gauge a student's writing skills and strategies. An accompanying score sheet allows the teacher to mark and track student progress. (pages 72–73)

ORAL READING FLUENCY ASSESSMENT: RUBRIC AND PROGRESS CHART

The instructor assesses the student's oral reading fluency, as judged by pace (words read per minute, errors, and percent rate of accuracy), automaticity (ability to decode with little or no effort), and prosody (appropriate phrasing, pitch, and stress). The student is scored and evaluated on his or her reading of an instructional-level text passage for one minute. An oral reading fluency rubric and oral reading fluency progress chart are provided. (pages 74–75)

For guided reading, students should be assigned books that are at their instructional reading level, i.e., readable with 90%–95% accuracy (a 5%–10% error rate). If a student reads the teacher-selected passage with below 90% accuracy, assign a leveled passage at a lower level and retest. Likewise, if a student reads the assigned passage with above 95% accuracy (independent reading level), assign a leveled passage at a higher level and retest.

RETELLING RUBRIC FOR COMPREHENSION/SCORE SHEET

This rubric is used to rate student comprehension based upon the student's ability to retell the content of an assigned text. The student is also scored on the structure and style of that retelling—the ability to paraphrase content in an interesting, orderly, smooth, and coherent way. (pages 76–77)

AND SCORING OVERVIEW



SHORT-ANSWER QUIZ FOR COMPREHENSION

These five, generic comprehension questions will provide a fairly clear idea about a student's comprehension of any of the 20 books in Bridgestone Reading, Levels S-V. (page 78)

Reading at their instructional level, students comprehend at about 75%. Comprehension below 50% is at a student's frustration level and a lower-level book is appropriate. For this specific comprehension assessment, a total of 10 points are available. Students reading at their instructional level should score at least 5 points, with 7 or 8 points being the comfortably acceptable range. Students who consistently score below 7 points should move to a lower-level book. Students who consistently score 9-10 points are reading at their independent level and should move to a higher-level book.

WORD USE QUIZ

The Word Use Quiz tests for understanding of, and ability to identify, homophones, synonyms, antonyms, descriptive words, nouns, pronouns, verbs, multiple meanings, conjunctions, prepositions, and dictionary use. The assessment can be used as a pretest and/or posttest. (page 79)

DECODING SKILLS QUIZ

The Decoding Skills Quiz checks student understanding of word structure skills that are taught in the lessons. This assessment can be used as a pretest and/or posttest. (page 80)

READING STRATEGIES ASSESSMENT

Use this assessment to test student understanding of how to use nonfiction features to enhance meaning. The assessment can be used as a pretest and/or posttest. (page 81)

READING AND WRITING NONFICTION

This assessment tests student understanding of peer-editing, "historical fiction," and persuasive and expository writing. The assessment can be used as a pretest and/or posttest. (page 82)



Writing Rubric

Use this rubric as a guide to assess student writing skills and strategies. Use the accompanying Writing Rubric Score Sheet (page 73) to track student progress.

Excellent - 1	Good - 2	Satisfactory - 3	Needs Improvement - 4
<p>Research</p> <ul style="list-style-type: none"> • Knows where to look for needed data • Knows how to use different research tools • Generates usable notes <p>Content</p> <ul style="list-style-type: none"> • Expresses ideas clearly • Uses details to develop the topic • Includes only relevant information • Meets assignment requirements <p>Structure</p> <ul style="list-style-type: none"> • Has no spelling errors • Uses a variety of sentence types and lengths • Capitalizes words correctly • Makes few or no punctuation errors • Makes few or no grammatical errors • Uses interesting and/or creative wording • Presents ideas in a logical and flowing sequence <p>Editing</p> <ul style="list-style-type: none"> • Creates a comprehensive first draft • Revisions between first and second draft show changes in both content and structure • Response to peer editing is both thoughtful and meaningful 	<p>Research</p> <ul style="list-style-type: none"> • Has some ideas about where to look for data, but needs help thinking of other options • Knows how to use some different research tools, but can benefit from some pointers <p>Content</p> <ul style="list-style-type: none"> • Generates usable notes • Expresses most ideas clearly • Uses some details to develop the topic, but more would be helpful • Includes only relevant information • Meets assignment requirements <p>Structure</p> <ul style="list-style-type: none"> • Has almost no spelling errors • Uses a variety of sentence types and lengths • Capitalizes words correctly • Makes a few punctuation errors • Makes several grammatical errors • Uses interesting and/or creative wording • Presents ideas in a logical and flowing sequence <p>Editing</p> <ul style="list-style-type: none"> • Creates a comprehensive first draft • Revisions between first and second draft show only structural changes • Response to peer editing shows some thought 	<p>Research</p> <ul style="list-style-type: none"> • Has to be told where to look for needed data • Has to be shown how to use different research tools • Generates somewhat usable notes <p>Content</p> <ul style="list-style-type: none"> • Expresses some ideas clearly, but many are confusing • Uses some details to develop the topic, but more are needed to be complete • Includes some irrelevant information, but most information is relevant • Meets assignment requirements <p>Structure</p> <ul style="list-style-type: none"> • Has a few spelling errors • Has some sentences that are not short or run-on • Capitalizes words correctly • Makes a few punctuation errors • Makes several grammatical errors • Uses common, simple wording • Presents most ideas in a logical and flowing sequence <p>Editing</p> <ul style="list-style-type: none"> • Creates an incomplete first draft • Revisions between first and second draft show little effort or evaluation • Response to peer editing shows agreement without thought 	<p>Research</p> <ul style="list-style-type: none"> • Has to be told where to look for needed data • Has to be shown how to use different research tools • Does not generate usable notes <p>Content</p> <ul style="list-style-type: none"> • Expresses ideas in a confusing way • Presents topics with no supporting details • Does not appear to differentiate between irrelevant and relevant information • Does not meet assignment requirements <p>Structure</p> <ul style="list-style-type: none"> • Has many spelling errors • Uses all short sentences and/or run-on sentences • Does not show an understanding of which words need capital letters • Uses little or no punctuation • Makes many grammatical errors • Uses common, simple wording • Ideas follow no logical sequence <p>Editing</p> <ul style="list-style-type: none"> • Creates only one draft • Does not respond to peer editing

Student Name: _____

Writing Rubric Score Sheet

Date: _____	Score:	Comments:
Research	_____	_____
Content	_____	_____
Structure	_____	_____
Editing	_____	_____
Date: _____	Score:	Comments:
Research	_____	_____
Content	_____	_____
Structure	_____	_____
Editing	_____	_____
Date: _____	Score:	Comments:
Research	_____	_____
Content	_____	_____
Structure	_____	_____
Editing	_____	_____
Date: _____	Score:	Comments:
Research	_____	_____
Content	_____	_____
Structure	_____	_____
Editing	_____	_____
Date: _____	Score:	Comments:
Research	_____	_____
Content	_____	_____
Structure	_____	_____
Editing	_____	_____

Oral Reading Fluency Assessment

Fluency

Oral reading fluency is the ability to read text quickly and accurately. Fluent readers can focus more attention on meaning because decoding and word recognition require less effort. In order to be fluent, the reader must develop:

1. **Pace**—the speed at which oral or silent reading occurs
2. **Automaticity**—the ability to decode with little or no effort, promoting smooth and accurate reading
3. **Prosody**—the ability to read text orally using appropriate phrasing, pitch, and stress

To help determine a student’s oral reading fluency, a formula is provided below. On page 75, an Oral Reading Fluency Rubric provides a four-stage description of fluency that the instructor can reference in recording and tracking the student’s fluency using the Oral Reading Fluency Progress Chart, also provided on that page.

Text Selection and Times Read

Select a passage from instructional-level material (see “Reading Levels and Groups,” page 4). On the Oral Reading Fluency Progress Chart, indicate the amount of practice a student has had with the text. For example, if the student has already read the passage aloud two times without being timed, record a 3 for times read (formal fluency assessment is being done on the third reading). Be sure to afford students the chance to be assessed on both familiar and unfamiliar text. Familiar text allows students to build confidence, which will motivate them to read more. Unfamiliar text will ensure that students are not memorizing the text. Assessing fluency on unfamiliar text will also allow the teacher to observe error patterns and determine instructional strategies to address them. Repeat this assessment periodically throughout the year to track reading growth.

Calculating Words Correct Per Minute and Accuracy Rate

1. Have the student read the passage aloud for exactly one minute.
2. Put a slash over words read incorrectly (see “Words Read Correctly/Incorrectly” below).
3. Count the total number of words the student read during the one-minute period (WPM).
4. Count the number of errors the student made during the one-minute period.
5. Subtract number of errors from total number of words for the Words Correct Per Minute (WCPM).
6. Divide the WCPM by the total number of words to determine the student’s percent rate of accuracy.

$$\frac{\text{Total Number of Words Read} - \text{Number of Errors}}{\text{Total Number of Words}} = \text{\% Rate of Accuracy}$$

For example, if Ben read 67 words during a timed reading of one minute and made four errors while reading, his rate of accuracy would be 91% ($67 - 4 = 63 / 67 = .94$ or 94%).

Scoring Directions

WORDS READ CORRECTLY	WORDS READ INCORRECTLY
<ul style="list-style-type: none">• Words read correctly• Self corrections within 3 seconds (Mark <i>sc</i> above the word and count as correct.)• Repeated words (not counted as incorrect)• Inserted words (Ignore these and do not count as errors. If a student frequently inserts words, note on scoring instrument.)• Hyphenated words (Count these as two words if each word can stand alone as an individual word.)• Articulation and dialect (Students are not penalized for imperfect pronunciation due to dialect; base judgment on prior knowledge of speech patterns.)	<ul style="list-style-type: none">• Words read incorrectly• Omitted words• Out of order words (All words, read correctly, in the wrong order are counted as errors.)• 3-second rule (If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark as an error.)• Discontinue rule (If the student does not read any of the words in the first row, discontinue the task and record a score of zero.)

Student Name: _____

Oral Reading Fluency Rubric

1 - Excellent	2 - Good	3 - Satisfactory	4 - Needs Improvement
<ul style="list-style-type: none"> • Reads primarily in larger meaningful phrases • Fluent, phrased reading with a few word-by-word slowdowns for problem solving • Expressive interpretation is evident in places throughout the reading • Attention to punctuation and syntax • Rereading for problem solving may be present but is generally fluent 	<ul style="list-style-type: none"> • A mixture of word-by-word reading and fluent, phrased reading (expressive interpretation) • There is evidence of attention to punctuation and syntax • Rereading for problem solving may be present 	<ul style="list-style-type: none"> • Mostly word-by-word reading but with some two-word phrasing and even a couple of three- or four-word phrases (expressive interpretation) • Evidence of awareness of syntax and punctuation, although not consistently so • Rereading for problem solving may be present 	<ul style="list-style-type: none"> • Very little fluency • All word-by-word reading with some long pauses between words • Almost no recognition of syntax or phrasing (expressive interpretation) • Very little evidence of awareness in punctuation • Perhaps a couple of two-word phrases but generally disfluent • Some word groupings awkward

Oral Reading Fluency Progress Chart

Date	Passage/ Level	Times Read	Total Words	Errors	WCPM	Accuracy Rate	Rubric Score *	Comments

Retelling Rubric for Comprehension

Use this rubric as a guide to assess student comprehension based upon ability to retell text. To proceed, ask the student to tell about a book he or she has read. The student can turn the pages of the book as a review but is not to read during the retelling. Use the accompanying Retelling Rubric Score Sheet (page 77) to track student progress.

Excellent - 1	Good - 2	Satisfactory - 3	Needs Improvement - 4
<p>Retelling Content</p> <ul style="list-style-type: none"> • Clearly and accurately identifies most of the main idea(s) and includes most of the relevant supporting details • Includes some relationships between main ideas in retelling • Shows a complete understanding of the overall topic of the book • Uses key vocabulary words correctly • Indicates a personal connection with concepts in the book • Combines information in text and pictures with prior knowledge to draw conclusions <hr style="width: 20%; margin-left: 0;"/> <p>Retelling Structure/Style</p> <ul style="list-style-type: none"> • Uses own words to retell • Relays content in an interesting way • Presents main ideas in order • Presents main ideas and related supporting details as a package • Retells with a smooth flow • Uses pages of books as reminders, but retells without reading 	<p>Retelling Content</p> <ul style="list-style-type: none"> • With a few inaccuracies, identifies the main idea(s) and includes most of the relevant supporting details • Does not comment on relationships between main ideas • Shows a general understanding of the overall topic of the book • Uses at least one key vocabulary word correctly • Indicates a personal connection with concepts in the book • Combines information in text and pictures with prior knowledge to draw conclusions <hr style="width: 20%; margin-left: 0;"/> <p>Retelling Structure/Style</p> <ul style="list-style-type: none"> • Uses own words to retell • Relays content in a stiff and formal way • Presents main ideas in order • Presents main ideas and related supporting details as a package • Retelling is somewhat choppy • Uses pages of books as reminders, but retells without reading 	<p>Retelling Content</p> <ul style="list-style-type: none"> • With a few inaccuracies, identifies the main idea(s) and includes a few relevant supporting details • Does not comment on relationships between main ideas • Shows a general understanding of the overall topic of the book • Does not include key vocabulary words in retelling • Does not indicate a personal connection with concepts in the book • Combines information in pictures with prior knowledge to draw conclusions <hr style="width: 20%; margin-left: 0;"/> <p>Retelling Structure/Style</p> <ul style="list-style-type: none"> • Uses language and wording from the book to retell • Relays content in a stiff and formal way • Presents main ideas in random order • Presents main ideas and related supporting details independently of each other • Retelling is quite choppy • Reads some parts of the book in an attempt to find information to share during retelling 	<p>Retelling Content</p> <ul style="list-style-type: none"> • With several inaccuracies, identifies the main idea(s) but does not include relevant supporting details • Does not comment on relationships between main ideas • Shows little understanding of the overall topic of the book • Does not include key vocabulary words in retelling • Does not indicate a personal connection with concepts in the book • Shows no understanding of a prior knowledge connection with the book <hr style="width: 20%; margin-left: 0;"/> <p>Retelling Structure/Style</p> <ul style="list-style-type: none"> • Uses language and wording from the book to retell • Relays content in a confusing and awkward way • Presents main ideas in random order • Retelling is very choppy • Reads much of retelling information from the book during retelling • In retelling, only includes information that is related to pictures

Student Name: _____

Retelling Rubric Score Sheet

Date: _____ Title: _____

Retelling Content - Score:

Comments: _____

Structure/Style - Score:

Comments: _____

Date: _____ Title: _____

Retelling Content - Score:

Comments: _____

Structure/Style - Score:

Comments: _____

Date: _____ Title: _____

Retelling Content - Score:

Comments: _____

Structure/Style - Score:

Comments: _____

Date: _____ Title: _____

Retelling Content - Score:

Comments: _____

Structure/Style - Score:

Comments: _____

Book Title _____ Your Name _____

Author _____ Date _____

Short-Answer Quiz for Comprehension

Write short answers to these five questions.

1. In three sentences or fewer, tell what the book was about. (3 points)

2. Tell one thing that you learned (did not know before) from the book. (2 points)

3. Tell one thing that was in the book that you already knew. (2 points)

4. With what school subject does this book go best? (1 point) _____

5. Choose one photograph or illustration in the book. Why do you think that photograph or illustration was included? (2 points) _____

Word Use Quiz

Directions: Choose the correct word from the word box and write it on the line.

Word Box							
drill	speeds	it	boring	horn	weather	fancy	engaging

1. Homophones	
Sample: won	one
whether	

2. Synonyms	
Sample: happy	glad
interesting	

3. Antonyms	
Sample: big	little
interesting	

4. Nouns	
Sample: tree	leaf
car	

5. Verbs	
Sample: tree	grows
car	

6. Pronouns	
Sample: Rover	him
car	

7. Descriptive Words	
Sample: could describe a tree	leafy
could describe a car	

8. Multiple Meanings	
Sample: body part & measurement	foot
to exercise and a tool	

Directions: Draw a circle or a rectangle around the part of speech in each sentence.

9. Adjectives and Adverbs	
adjective	adverb
The tall boy suddenly turned around.	

10. Conjunctions and Prepositions	
conjunction	preposition
Sally and Tai stopped after school.	

Directions: Use a dictionary for numbers 13–15.

13. Two definitions for <i>express</i>	

14. Pronunciation for <i>express</i>	

15. Three forms of <i>express</i> as three different parts of speech			
express	verb		adjective
			noun

Decoding Skills Quiz

Directions: Draw lines to divide each word into syllables. Then write one of these six syllable patterns above the word it matches. Use each pattern only once. A sample is done for you.

Syllable patterns: v/v; vc/v; v/cv; vc/cv; vcc/cv; vc/ccv

v / c v

s o / l a r

f l a s h l i g h t

s o l d i e r

s c i e n c e

r e v o l t

C o n g r e s s

S e n a t e

Directions: Write the plural form of each word below.

child _____ roof _____

deer _____ mouse _____

leaf _____ video _____

cage _____ person _____

sheep _____ life _____

banjo _____ foot _____

girl _____ self _____

Your Name: _____ Date: _____

Reading Strategies Assessment

Answer these questions about how to read nonfiction.

1. Give at least two examples of when you might want to make an outline of a book or chapter. Be specific. _____

2. Give at least two examples of when you might want to use the index of a nonfiction book. Explain your answer. _____

3. Explain how context clues can help show the meaning of an unfamiliar word. Use an example from a book you read to demonstrate.

Reading and Writing Nonfiction

Answer these questions about reading and writing nonfiction.

1. Explain how a classmate might help you edit your writing. _____

2. What is “historical fiction”? If you can, give examples from your own reading to help explain your answer. _____

3. People write for many different reasons. Two reasons are to persuade and to explain. Describe the difference between these two reasons for writing. Also, give an example of when you might use each approach. Use the back of this sheet if you need more space. _____

Nonfiction Features of Books and Lessons in Bridgestone Reading Levels S–V

	The Galaxy (Levels)				America Goes to War (Levels)				American Civics (Levels)				MotorSports (Levels)				Built for Speed (Levels)			
	S	S	S	S	S	S	S	S	S	S	S	T	T	T	U	U	U	U	V	V
	Earth	Mercury	Sun	Venus	The Civil War	The Revolutionary War	The Spanish-American War	The War of 1812	The Congress of the United States	The Presidency of the United States	Electons in the United States	The Supreme Court of the United States	Pro Stock Car Racing	Snowmobile Racing	ATV Racing	Off-Road Truck Racing	The World's Fastest Boats	The World's Fastest Cars	The World's Fastest Military Airplanes	The World's Wildest Roller Coasters
Genre	Sc	Sc	Sc	Sc	SS	SS	SS	SS	SS	SS	SS	SS	Sp	Sp	Sp	Sp	Sp	Sp	Sc	SS
High Interest/Easy Readability (x)													x	x	x	x	x	x	x	x
Curriculum Area #1	A	A	A	A	H	H	H	H	C	C	C	C	P	P	P	P	H	H	Ae	H
Curriculum Area #2	P	P	P	P	G	G	G	G	G	G	G	G	H	H	H	H	P	P	H	P
Students will study these nonfiction features:																				
Bulleted Text																				
Chart		●	●	●	●	●	○	○	●	●		○					●	●	●	●
Consultants	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●
Diagram	●	●	●	●									●	●	●	○	○	●	●	
Glossary	○	○	●	○	○	○	○	○	○	○	○	○	○	○	●	○	○	●	○	○
Hands-On Activity	●	●	●	●																
Illustrations	●	●	●	●	○	○	○	●	●	●	●	○								
Index	●	○	●	○	●	●	●	○	●	○	○	○	●	●	●	○	●	●	○	●
Internet Sites	○	●	○	●	●	●	●	●	○	●	○	●	○	●	○	○	●	●	●	○
List					●	●	●	○	●	●	●	●								
Maps					○	●	○	●												
Photos/Captions	●	●	●	○	○	○	○	●	●	○	●	○	●	○	●	○	●	●	○	○
Quotations																				
References/Further Study	○	●	●	●	●	●	●	●	○	●	○	●	○	○	○	○	●	●	●	●
Sidebars	●	●	●	●	○	●	○	●	●	●		●					○	●	●	●
Subheadings					●	●	●	●	●	●	○	●	○	●	●	●	●	●	●	●
Text Variations	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●
Time Line					●	●	○	●												
Useful Addresses	○	●	●	●	●	●	●	●	○	●	○	●	○	○	○	○	●	●	●	●
Statistics (Facts Using Numbers)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	○	●

KEY

Open bullet (○)—included in book and addressed in lesson

Closed bullet (●)—included in book but not addressed in lesson

Genre—B (Biography), Sc (Science), Sp (Sports), SS (Social Studies)

Curriculum Areas—A (Astronomy), Ae (Aeronautics), An (Anthropology), B (Biology), C (Civics), E (Environmental Science), G (Government), Ge (Geography), H (History), P (Physical Science)

Bridgestone Reading Scope and Sequence (p. 1)

Book Levels S-V

The Galaxy (Levels)				America Goes to War (Levels)				American Civics (Levels)				MotorSports (Levels)				Built for Speed (Levels)			
S	S	S	S	S	S	S	S	S	S	S	T	T	T	U	U	U	U	V	V
Earth				The Civil War				The Congress of the United States				Pro Stock Car Racing				The World's Fastest Boats			
Mercury				The Revolutionary War				The Presidency of the United States				Snowmobile Racing				The World's Fastest Cars			
Sun				The Spanish-American War				Elections in the United States				ATV Racing				The World's Fastest Military Airplanes			
Venus				The War of 1812				The Supreme Court of the United States				Off-Road Truck Racing				The World's Wildest Roller Coasters			

BEFORE READING

Students will share prior knowledge and develop background knowledge:

Share Prior Knowledge	•							•	•				•	•			•		•	•	•
Internet Search			•						•							•					
Explore the Index				•							•		•				•				
TKWL Chart		•			•			•				•						•			
What Do You Know? (Cloze Exercise)						•							•						•		

Students will preview book:

Outline	•			•								•		•							
Group Wall Map				•											•						
Picture Talk						•											•				
Compare and Contrast									•											•	

Students will predict:

Answer Quest		•											•								
Predictions and Answers								•											•		

Students will set reading purposes:

Notetaking Set-Up			•											•							
Research and Report					•											•					
Look for Facts											•								•		•

DURING READING: Students will complete these activities:

Mark and Retrieve Text	•					•				•					•	•			•	•
Reread or Read ahead				•		•				•				•		•				
Questions as You Read										•						•				

AFTER READING: Students will complete these activities:

Personal Connections			•																	•
Book Summary Card/Overview	•			•	•				•										•	
Time Line		•																•		
Main Ideas and Me									•										•	
Reflect on Strategy		•	•								•									
Job Description				•									•							
Class Discussion Habits								•								•				
Mnemonics						•								•						•
Chapter by Chapter							•										•			

Bridgestone Reading Scope and Sequence (p. 2)

**Book Levels
S-V**

	The Galaxy (Levels)				America Goes to War (Levels)				American Civics (Levels)				MotorSports (Levels)				Built for Speed (Levels)			
	S	S	S	S	S	S	S	S	S	S	S	T	T	T	U	U	U	U	V	V
Earth																				
Mercury																				
Sun																				
Venus																				
The Civil War																				
The Revolutionary War																				
The Spanish-American War																				
The War of 1812																				
The Congress of the United States																				
The Presidency of the United States																				
Elections in the United States																				
The Supreme Court of the United States																				
Pro Stock Car Racing																				
Snowmobile Racing																				
ATV Racing																				
Off-Road Truck Racing																				
The World's Fastest Boats																				
The World's Fastest Cars																				
The World's Fastest Military Airplanes																				
The World's Wildest Roller Coasters																				

WORD STUDY

Students will identify, decode, and use correctly:

vc/cv	•	•	•			•	•													
vc/v	•	•	•				•													
v/cv	•	•	•			•	•													
vc/ccv & vcc/cv	•	•	•				•													
v/v	•	•	•				•													
Irregular Plurals				•	•											•				
Long-Word Decoding						•	•			•				•						
-ture, -sure, & -ure										•										
sub-, trans-, & mid-												•	•							
-able, & -ible														•	•					
-ous, -eous, & -ious																•	•			
General Affix Review																	•	•		•

Students will identify, decode, and use with meaning:

Homophones												•								
Synonyms/Antonyms		•											•							
Multiple Meanings			•											•						
Descriptive Words				•											•					
Dictionary/Definitions			•		•			•								•				
Nouns/Pronouns/Verbs/Adjectives/Adverbs						•											•			
Prepositions							•	•										•		
Conjunctions									•	•									•	
Commonly Confused Words																			•	•

Students will study content-specific vocabulary.

Vocabulary/Glossary Activity	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

WRITING: Students will complete reproducibles that involve practice in genre (G), technique (T), and recording information (RI).

PEND Story (G; T)												•							•	
Peer Feedback (T)	•					•	•			•	•			•				•		•
Poem (G; T)			•													•				
Add a Page (G; T; RI)						•									•					
Journal/Reading Reflections (G; RI)		•			•				•					•						•
Journal/About My Writing (G; RI)				•				•				•								
RAFT Story (G; T)							•												•	
Historical Fiction (G; T; RI)	•																	•		

**Bridgestone Reading S–V
Standards Correlation Chart**

*Content Knowledge: A
Compendium of Standards and
Benchmarks for K–12 Education*

**Grade 3-5 Language Arts
Standards (S) / Benchmarks (B)**

[http://www.mcrcel.org/products/standards/
contentknowledge.asp](http://www.mcrcel.org/products/standards/contentknowledge.asp)

S 1: Uses the general skills and strategies of the writing process
B1-B4. Uses strategies to plan, draft, revise, edit, publish, and evaluate written work
B6-B9. Writes expository, narrative, and autobiographical compositions
B12. Writes personal letters

S 2: Uses the stylistic and rhetorical aspects of writing
B1. Uses descriptive language in writing
B2. Uses paragraph form in writing

S 3: Uses grammatical and mechanical conventions in written compositions
B3-B8. Uses various parts of speech in written compositions
B10-B12. Uses conventions of spelling, capitalization, and punctuation in written compositions

S 4: Gathers and uses information for research purposes
B1. Uses a variety of strategies to plan research
B2-B4. Uses a variety of media to gather information for research topics
B5-B6. Uses a variety of nonfiction features to find information
B7-B8. Uses strategies to gather, record, and compile information

S 5: Uses the general skills and strategies of the reading process
B1-B2. Previews text and sets purpose
B4. Makes, confirms, and revises simple predictions about what will be found in a text
B5-B7. Uses a variety of techniques and materials to decode unknown words and determine their meanings, pronunciations, and derivations
B8. Understands level-appropriate reading vocabulary
B9. Monitors own reading strategies and makes modifications as needed
B10. Adjusts speed of reading to suit purpose and difficulty of the material

S 7: Uses reading skills and strategies to understand and interpret a variety of informational texts
B1-B2. Knows the defining characteristics of a variety of informational texts and uses reading skills and strategies to understand them
B3-B4. Uses tools and strategies to determine main ideas and to locate information in a text
B5. Summarizes and paraphrases information
B6. Uses prior knowledge and experience to understand and respond to new information
B7-8. Understands author's viewpoint and structural patterns or organization in informational texts

S 8: Uses listening and speaking strategies for different purposes
B1-B4. Fully participates in group discussions
B5. Uses strategies to convey a clear main point when speaking
B7. Makes basic oral presentations to class
B10. Organizes ideas for oral presentations

	The Galaxy				America Goes to War				American Civics				MotorSports				Built for Speed			
	(Levels)				(Levels)				(Levels)				(Levels)				(Levels)			
	S	S	S	S	S	S	S	S	S	S	S	T	T	T	U	U	U	U	V	V
	Earth	Mercury	Sun	Venus	The Civil War	The Revolutionary War	The Spanish-American War	The War of 1812	The Congress of the United States	The Presidency of the United States	Elections in the United States	The Supreme Court of the United States	Pro Stock Car Racing	Snowmobile Racing	ATV Racing	Off-Road Truck Racing	The World's Fastest Boats	The World's Fastest Cars	The World's Fastest Military Airplanes	The World's Wildest Roller Coasters
S 1: Uses the general skills and strategies of the writing process																				
B1-B4. Uses strategies to plan, draft, revise, edit, publish, and evaluate written work	•				•	•	•		•	•	•			•	•	•		•	•	•
B6-B9. Writes expository, narrative, and autobiographical compositions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B12. Writes personal letters																				
S 2: Uses the stylistic and rhetorical aspects of writing																				
B1. Uses descriptive language in writing			•											•		•				
B2. Uses paragraph form in writing		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
S 3: Uses grammatical and mechanical conventions in written compositions																				
B3-B8. Uses various parts of speech in written compositions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B10-B12. Uses conventions of spelling, capitalization, and punctuation in written compositions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
S 4: Gathers and uses information for research purposes																				
B1. Uses a variety of strategies to plan research			•	•	•	•			•	•		•	•	•						
B2-B4. Uses a variety of media to gather information for research topics			•	•	•	•			•	•		•	•	•						
B5-B6. Uses a variety of nonfiction features to find information	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B7-B8. Uses strategies to gather, record, and compile information	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
S 5: Uses the general skills and strategies of the reading process																				
B1-B2. Previews text and sets purpose	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B4. Makes, confirms, and revises simple predictions about what will be found in a text		•					•					•		•				•		
B5-B7. Uses a variety of techniques and materials to decode unknown words and determine their meanings, pronunciations, and derivations	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B8. Understands level-appropriate reading vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B9. Monitors own reading strategies and makes modifications as needed				•	•					•					•					
B10. Adjusts speed of reading to suit purpose and difficulty of the material																				
S 7: Uses reading skills and strategies to understand and interpret a variety of informational texts																				
B1-B2. Knows the defining characteristics of a variety of informational texts and uses reading skills and strategies to understand them	•									•								•		
B3-B4. Uses tools and strategies to determine main ideas and to locate information in a text	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B5. Summarizes and paraphrases information		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B6. Uses prior knowledge and experience to understand and respond to new information	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B7-8. Understands author's viewpoint and structural patterns or organization in informational texts	•										•									
S 8: Uses listening and speaking strategies for different purposes																				
B1-B4. Fully participates in group discussions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B5. Uses strategies to convey a clear main point when speaking	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B7. Makes basic oral presentations to class	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B10. Organizes ideas for oral presentations	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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