TEACHING GUIDE

for
BRIDGESTONE READING
Levels P–R

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LEVELS P–R TABLE OF CONTENTS

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.*

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.

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.
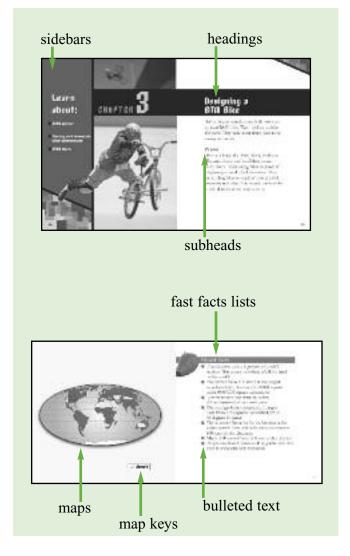
NONFICTION TEXT FEATURES

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

sidebars   headings

subheads

fast facts lists

maps   bulleted text
map keys

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.
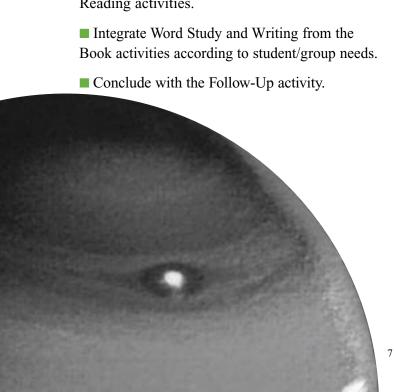
TEACHING A GUIDED READING LESSON

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.

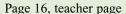To teach a guided reading lesson using this program:

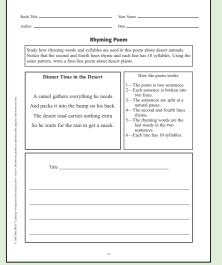■ Complete Before-Reading activities before students start to read. These activities involve tapping prior knowledge as well as one other prereading strategy (such as previewing, predicting, setting purpose, and so on).

■ 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.

Page 16, teacher page

Page 17, 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.
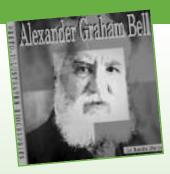
ASSESSMENT

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.]

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Alexander Graham Bell

Book Summary

Presents the story of Alexander Graham Bell, famous inventor and teacher of the deaf, who is best known for inventing the telephone.

Glossary Words

climate, communication, hydrofoil, invent, telegraph, tuberculosis

Learning Outcomes

Students will:
- understand the use of text types
- form questions as they read
- look for answers to self-questions
- identify and divide by syllable words that follow the *vc/cv* pattern
- identify homophone pairs
- describe ways to improve as writers

Before Reading

Preview and Predict—Distribute to each student a copy of "Sneak Previews" (page 48) to complete as you preview the book together. Next ask a volunteer to read aloud the title of the book and the name of the series. Then ask another volunteer to read the table of contents. Ask students what they think they will learn in this book about Alexander Graham Bell. Then ask them to fill out the first two sections of "Sneak Previews." Finally, page through the book as a group, pausing briefly to consider each photo and illustration. Again, discuss what students think they will learn about Bell in this book. Then have students complete "Sneak Previews" individually.

Text Types—Discuss that books vary the color, size, type (bold, italic, various fonts), and location of letters to show different meanings. Turn to page 4 and have students follow along while you read the sidebar. Why is the quotation in bold? Why is the source or person who spoke the quotation in italic? After brief discussion, introduce "Text Types" (page 51). Students can complete this as they read or after they have read the book.

During Reading

Question as You Read—Explain that you can help ensure you are understanding what you read by asking yourself questions as you come to things you do not understand or that you want to know more about. Together turn to page 7. Read the third paragraph. Discuss that one self-question might be, "Did Alec play piano too?" One way to answer self-questions is to look at illustrations. In this case, the picture is no help. Another approach is to reread and/or read ahead. Finish reading the page. The last paragraph answers the question. Sometimes questions are not answered, however. Then readers can ask others questions, do further research, or go without an answer.

Distribute "Question as You Read" (page 9). Tell students to use sticky notes to mark answers they find as they read.

After Reading

Continue During-Reading Activity—Ask students to answer the questions they wrote, using the sticky note markers to retrieve information. Then, as a group, share some questions and answers.

Word Study

Word Structure

Explain that dividing words into syllables can help when sounding out words. Discuss that most words follow a few syllable patterns. One pattern is *vc/cv*, which shows that a word is divided between two consonants flanked by two vowels. In this pattern, the two vowels are usually short.

Write *mid/dle* and *in/tent* on the board as examples of *vc/cv* words. Then make a 12-column chart on the board with the letters *V, C, C,* and *V* over the middle four columns. Make the center line bold to show where the syllables divide. Ask students to find 10 *vc/cv* words in the book and write them in the chart.

Word Use

Review that homophones are words that sound alike but are spelled differently. Students can create a homophone wall by posting homophones they find while reading.

Vocabulary

Have students use their vocabulary words to complete two copies of "Shrinking Words" (page 67).

Writing from the Book

Journal/About My Writing—Discuss that one of the main ways to become a better writer is to actually plan how to improve your writing. Ask students to each write about one thing they might do to be better writers.

Follow-Up

Together, study the photos and illustrations in the book. How are photos and illustrations different today? Discuss possible reasons for differences in subject, quality, etc.

Book Title _____ Your Name _____

Author _____ Date _____

Question as You Read

Before Reading: Write one question for each page below 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.

Page	Question	Answer or where to find it
5		
7		
9		
11		
13		
15		
17		
19		
21		

Cesar Chavez

Book Summary
Presents the life of Cesar Chavez, a Mexican American labor leader who created a union to fight for the rights of migrant farm workers.

Glossary Words
boycott, Great Depression, pesticide, strike, union, violence

Learning Outcomes
Students will:
- connect pictures with text to expand meaning
- enhance comprehension by rereading
- identify words with *vc/v* syllable pattern
- rewrite a sentence using synonyms
- write, edit, and rewrite a speech using four rhetorical forms

Before Reading

Make Connections—Tell students that they are going to read a book about Cesar Chavez, a man who worked for the rights of migrant farm workers. Have students turn to the copyright page. Read the four bulleted summary items. With students, create a word web for the words and phrases *farm worker, union,* and *nonviolence.* Ask how these words and phrases might be related.

Picture Tour—As a group, look at each of the photographs in the book and talk about what each one shows and where and when it might have been taken.

During Reading

Read, Reread, and Read Again—Discuss with students how the first time they read a section of this book they will learn some information. If they read the same section a second time, they will likely discover something they did not catch the first time. A third reading will probably give them still more information. Explain that they are going to be asked to read a section of *Cesar Chavez* three times. Each time they read it, they will need to make a note of something new they learned.

After Reading

Continue During-Reading Activity—After students have finished reading the book the first time, give them a copy of "Read, Reread, and Read Again" (page 11). Assign each student a section of the book and ask them to write something they recall from that section in the first box on the activity sheet. Then ask them to reread the section and write something additional they learn in the second box. Assign a third reading and then have them complete the third box. Finally, have students share some of the facts they picked up during the different readings.

Word Study

Word Structure
Remind students that in words with the syllable pattern *vc/v*, the vowels are usually short. Write these sample words on the board: *finish* and *cover*. Write *vc/v* above *ini* and *ove* in the two words and draw lines between the syllables. Next, ask students to look through the book and find more words that fit this pattern. (Examples include: p. 5—*traveled*; p. 7—*family*; p. 9—*family, during, many, traveled, money*; p. 11—*family, finished, seven.*) Have students write the words they find on the board.

Word Use
Write *synonym* on the board. Explain that a *synonym* is a word that means the same thing as another word. Give an example. Now write *antonym*. Explain that an *antonym* is a word that means the opposite of another word. Give an example. Write *more/less/fewer* and *sad/happy/glad* on the board. Ask volunteers to sort the six words into synonym pairs and antonym pairs and to write the sets under the words *synonyms* and *antonyms*.

Explain that synonyms can help make writing more interesting. Ask students to rewrite the following sentence without using any word or word family more than once: *Ella was excited that the exciting day had finally come, but the excitement of it all made her tired.*

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

Writing from the Book

PEND Story—Discuss these four rhetorical forms: persuasive, expository (explaining), narrative (story telling), and descriptive. Assign students to write a four-paragraph speech that Cesar Chavez might have given, using one of these rhetorical forms for each paragraph. They are to write a rough draft, self-edit, share for peer-editing, and then write a final draft.

Follow-Up
If you have time for another activity, have students use the "Important Dates" list on page 23 to create a "Time Line" (page 27).

Book Title _____   Your Name _____

Author _____   Date _____

Read, Reread, and Read Again

Read a section of the book once. Write some facts that you learned. Now reread the same section. Write some more facts you learned while rereading. Now read the section once more. Then fill in the third box.

1st Reading
(Facts you learned)

2nd Reading
(More facts you learned)

3rd Reading
(More facts you learned)

Chief Joseph of the Nez Perce

Book Summary
Presents the story of Chief Joseph, a Native American leader who fought bravely for his people and today is remembered as a great man of peace.

Glossary Words
reservation, settler, surrender, treaty

Learning Outcomes
Students will:
• take notes to outline key points in a book
• analyze positive and negative classroom discussion techniques
• identify words with *v/cv* syllable pattern
• identify words with multiple meanings
• explore vocabulary words
• reflect on the process of notetaking

Before Reading

Map It—Tell students that they are going to read a book about a great Native American leader. Explain that his people lived in some areas of what are now Idaho, Washington, and Oregon. Have students use a map to locate some of the following places referred to in the book: the area where Idaho, Washington, and Oregon meet; Wallowa Valley, OR; White Bird Canyon, ID; Clearwater River, ID; Big Hole River, MT; Yellowstone National Park; Canyon Creek, MT; Bearpaw Mountains, MT; and Fort Leavenworth, KS.

Notetaking Tool—Tell students that taking notes is one of the best ways to organize and remember key information from nonfiction text. Distribute copies of "Notetaking Boxes" (page 13). Discuss that one way to take notes is to use a visual tool such as these boxes. Have students fill in the book and chapter titles—they can use the table of contents for the latter—so they have the form ready to use as they read.

During Reading

Continue Before-Reading Activity—As they read, students should select one or two key points from each chapter to add to the notetaking boxes.

After Reading

Discussion Habits—Give each student a copy of "Discussion Habits" (page 56). In pairs, have them discuss and complete it. Then, as a group, discuss the positive and negative discussion behaviors that the students identified. Ask for examples to illustrate each behavior. Explain that the group will now discuss how the U.S. government treated the Nez Percé in the late 1800s. Tell students you want them to use helpful discussion behaviors and to avoid harmful ones. When the discussion is ended, give students the opportunity to revise "Discussion Habits" if they wish, based on what they just observed.

Word Study

Word Structure
Remind students that they have studied words with the syllable pattern *v/cv*. Write these words on the board: *label* and *pilot*. Write *v/cv* above *abe* and *ilo* and draw lines between the syllables in the words. Point out that in the *v/cv* syllable pattern, the vowel before the syllable break is usually long. Ask students to find more words in the book that fit this syllable pattern. Students can list these words on the board and, as a class, determine if they follow these syllable and pronunciation patterns.

Word Use
Ask students to turn to page 21 and each find a word that has more than one meaning. Students should then write at least two meanings for the chosen word. Tell them to choose words with meanings that are truly quite different. Examples: Acceptable—A *story* can be a tale or a floor in a building. Not acceptable—*War* means a battle (noun) and to fight against (verb).

Vocabulary
Ask students to use "Idea Web" (page 63) to explore one of the vocabulary words. Have students share their final products.

Writing from the Book

Journal/Reading and Discussion Reflections—Writing in their journals, have students describe:

• what they consider one effective and one ineffective way to take notes while reading
• what they consider the three most important ingredients for a successful class discussion

Follow-Up

As a group, decide which images in the book are photographs and which are illustrations. Make a list of differences between the two types of images.

Book Title _____ Your Name _____

Author _____ Date _____

Notetaking Boxes

Fill in the book and chapter or section titles before you start to read. As you read, write one or two important points from each chapter in the box for that chapter.

Book Title

Chapter Title	Chapter Title	Chapter Title
Important Points	Important Points	Important Points

Chapter Title	Chapter Title	Chapter Title
Important Points	Important Points	Important Points

Chapter Title	Chapter Title	Chapter Title
Important Points	Important Points	Important Points

Eleanor Roosevelt

Book Summary
Presents the life of Eleanor Roosevelt, the First Lady and human rights advocate who became known as First Lady of the World.

Glossary Words
delegation, Great Depression, human rights, polio, Red Cross, United Nations

Learning Outcomes
Students will:
• study the role of photographs with text
• relate to Roosevelt's life and work
• learn *vc/ccv* and *vcc/cv* syllable patterns
• use vivid details to describe photographs
• write creative text that relates to Roosevelt and that includes a four-stage drafting, editing, and revising process

Before Reading

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

Picture Talk—Distribute copies of "Picture Talk" (page 50). Review the instructions and ask students to complete this sheet as they read. Later, the group will discuss the role of photographs in this book.

During Reading

Start After-Reading Activity—Tell students that after they are finished reading, they will discuss how some of Eleanor Roosevelt's life's work relates to their own lives. As they read, students should note ways that her work relates to them personally.

After Reading

Personal Connections—Distribute "Main Ideas and Me" (page 52). To complete this, students should first find three main ideas in the book. Tell them to look at topic sentences for help in selecting these main ideas. Next, have students find information in the book that supports these ideas and then show how these ideas relate to them in their own lives.

Word Study

Word Structure
Note that the first vowels in words with the syllable patterns *vc/ccv* and *vcc/cv* are usually short. Write these two examples on the board: *complete* and *antler*. Write the syllable patterns over the appropriate letters and divide the words into syllables.

Then ask students to find examples in the book with these syllable patterns. They should mark the patterns above the words and divide the words into syllables. Finally, read the words aloud as a group and discuss how each follows this short-vowel pattern.

Word Use
Remind students that vivid descriptions make writing more interesting. Look at the photographs in the book. Ask students to describe them, focusing on such things as people's expressions and clothing, the settings, foods, and any interesting objects. Write any especially vivid words or phrases the students use on the board.

Vocabulary
Have students use the glossary words to complete "Word Graph" (page 15).

Writing from the Book

RAFT—Explain to students that to write a RAFT, they must choose a role, audience, format, and topic. Share this example of a RAFT related to *Eleanor Roosevelt*:

• **R**ole—I am a soldier. Eleanor Roosevelt visited me when I was wounded and in a hospital. It is 1946 and I have been home from the hospital for six months.
• **A**udience—I am writing to President Harry S. Truman.
• **F**ormat—I am writing a letter that includes a proposal.
• **T**opic—I am proposing that a military hospital be built named *The Eleanor Roosevelt Hospital*.

Next, 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.

Students are to write rough drafts of their RAFTs, self-edit, share for peer-editing, and then write a final draft. Have students use the "Peer Feedback" sheet (page 57) to evaluate each others' RAFTs.

Follow-Up

As a group, read the quotations on page 22 and discuss their meanings. Tell students that the read and reread strategy to gain meaning works well with quotations.

If time allows, have students consult "Important Dates" on page 23 to create a "Time Line" (page 27).

Book Title _____   Your Name _____

Author _____   Date _____

Word Graph

List the "Words to Know" glossary words in the left column. Use check marks to show which definitions apply to each word. A definition may apply to more than one word.

Glossary Words ↓	Definitions				
	A group that helps people	A time in history	A group that speaks for a larger group	What all people deserve	An illness

Deserts

Book Summary

Discusses the plants, animals, and climate of a desert ecosystem.

Glossary Words

dormant, ecosystem, estivate, exhaust, fertilize, oases, pollute, reptile

Learning Outcomes

Students will:
• chart prior knowledge, reading purpose, and learned information
• compare some features of desert life
• identify words that follow the *v/v* pattern
• identify words with multiple meanings and match meanings to words in context
• analyze and compose a four-line poem

Before Reading

TKWL Chart—Tell students that they are going to read a book about deserts. Ask them to get ready to read the book by filling out a "TKWL Chart" (page 49). Explain that in the first column they are to write something they think they already know about deserts. In the second column, they are to write something they would like to know about deserts. The third column they will fill in later with what they learn about deserts.

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. 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 these answers in the third column. If they can't answer a question, they should write some other fact they learned in the last column.

After Reading

Features Grid—Have students complete "Comparison Chart" (page 61) to compare animal and plant life in the desert. Tell them to list two plants and two animals across the top row. In the left-hand column, have them write these features: *Gets water*; *Stores or protects water*; *Deals with heat*; *Survives during dry season*. Explain that they are to write a short "answer" in each square. Give students this example: *Mesquite* (left-most box in top row); *Gets water* (top box, left-hand column); *Grows 30-foot roots* (second box, second column, i.e., under *Mesquite* and across from *Gets water*). Note: tell them that some boxes may be left blank.

Word Study

Word Structure

Write these words on the board: *neon* and *diet*. Explain that while vowel pairs often work together to make one sound (e.g. *feet, stream*), other words follow the *v/v* syllable pattern—there is a syllable break between vowels and both vowels are pronounced. Write *v/v* above the *eo* and *ie* in *neon* and *diet* and draw lines between the syllables; then pronounce these words to demonstrate. Finally, have students in pairs choose a page of text from the book and list the *v/v* words they find.

Word Use

Remind students that the dictionary provides both pronunciations and definitions and that many words have more than one definition. Ask students to turn to page 5 and read the information by the last bullet. Point out that the word *plant(s)* has several meanings, including: 1) a factory; 2) a living organism with a green pigment called *chlorophyll* that allows the organism to make food from the energy of the sun. Ask a volunteer which meaning applies to page 5.

Ask each student to find a word in the book that has more than one meaning. Have students write the word and at least two meanings, including the meaning used in the book, in their journals. Encourage them to use the dictionary as needed. Give students a chance to share their words and meanings with their classmates.

Writing from the Book

Poem—Distribute "Rhyming Poem" (page 17). Discuss that poems often follow patterns. Review with students the sentence, syllable, and rhyming patterns in the poem, "Dinner Time in the Desert." Brainstorm with students why the author used these patterns and what effect they had on them as readers. Then have students individually or in groups write a rhyming poem about desert plants.

Book Title _____   Your Name _____

Author _____   Date _____

Rhyming Poem

Study how rhyming words and syllables are used in this poem about desert animals. Notice that the second and fourth lines rhyme and each line has 10 syllables. Using the same pattern, write a four-line poem about desert plants.

Dinner Time in the Desert

A camel can live for several days,

Burning the fat in the hump on his back.

The desert toad goes without between rains,

As food in a hump is something he lacks.

How the poem works

1—The poem is two sentences.
2—Each sentence is broken into two lines.
3—The sentences are split at a natural pause.
4—The second and fourth lines rhyme.
5—The rhyming words are the last words in the two sentences.
6—Each line has 10 syllables.

Title _____

_____

_____

_____

_____

Grasslands

Book Summary

Discusses the plants, animals, and climate in grassland ecosystems.

Glossary Words

burrow, climate, drought, ecosystem, fertile, humus, marsupial, nutrient, perennial, safari

Learning Outcomes

Students will:

• create a web to give a book overview
• mark and retrieve pertinent information
• compare temperate/tropical grasslands
• review the syllable patterns *vc/cv, vc/v, v/cv, vc/ccv, vcc/cv,* and *v/v*
• use a dictionary pronunciation key
• write summary statements

Before Reading

Map Details—Ask students to turn to page 4 and look at the part of the map that shows the grasslands that are in North America. Make a list of some of the states or provinces that have grasslands.

Preview Organizer—Tell students that one way to gain an overview of a book is to create a map or web that outlines the book. On the board, draw a circle and in it write the title. Under this circle, draw nine more circles. Point out that the first section of the book is "Grassland Facts." Write "Grassland Facts" in the first subcircle. Ask students to copy the web in their journals.

Next, have students read the table of contents and flip through the book. Note that the TOC lists 15 sections, but that you have only eight circles open on the board. Ask why this is. Likely students will notice that the book's content and format changes beginning at page 22 with what is sometimes called the "back matter." Discuss the back matter briefly. Then have students complete the web.

During Reading

Start After-Reading Activity—Explain that there are two main kinds of grasslands, temperate and tropical, and that the book discusses some similarities and differences between them. Ask students to use sticky notes to mark these similarities and differences as they read about them in the book.

After Reading

Make Comparisons—Have students compare temperate and tropical grasslands using the "Compare and Contrast" diagram (page 60).

Word Study

Word Structure

Have students complete "Syllable Patterns Review" (page 19).

Word Use

Each student will need a dictionary. First, have the students choose three multisyllabic words from *Grasslands* and record them in their journals. Then, have them look each word up in the dictionary and write the pronunciation under the word. Have them look in the dictionary pronunciation key to find each sound in the word. Students should write each sound and an associated sample word from the key in their journals. For example:

humus
(HYOO-muhss)

	h	**h**ouse
	yoo	**u**se
	m	**m**an
	uh	b**u**s
	ss	ye**s**

Vocabulary

Ask students to turn to page 11 and find *burrows* in the first paragraph. Read the paragraph aloud. Point out that *These tunnels* is a clue to the meaning of *burrows* because it immediately follows *burrows*, making it clear that burrows are tunnels. Explain that the words *dig* and *underground* are also clues that indicate burrows are tunnels below the surface of the ground. A final clue can be gotten by looking at the photograph. All these are called *context clues*.

Ask students to use "Context Clues" (page 65) to identify context clues for four of the other glossary words. Tell students to use the table of contents, the index, and scanning to locate the words in the book.

Writing from the Book

Share a Summary—Ask students to each write a summary statement about *Grasslands* and then share these summaries with a partner to compare.

Book Title ———————————————   Your Name ———————————————

Author ———————————————   Date ———————————————

Syllable Patterns Review

Copy the words in the word box into the correct syllable-pattern boxes. Then underline the syllable pattern. When a word has three or more syllables, just look at the first two syllables.

Word Box

wildlife	grassland	desert	diet	except	receive	central
cover	tropical	climates	summer	winter	Africa	usually
inches	follows	become	depend	several	humus	lions
animals	fertile	level	second	absorb	address	solid

vc/cv

vc/v

v/cv

vc/ccv

vcc/cv

v/v

Rain Forests

Book Summary

Discusses the plants, animals, and climate of a rain forest ecosystem.

Glossary Words

atmosphere, canopy, carbon dioxide, ecosystem, emergent layer, prehensile, understory

Learning Outcomes

Students will:
• make predictions and validate them while reading
• identify details that support a main idea
• form regular and irregular plurals
• explore parts of speech in dictionaries.
• evaluate different writing assignments
• list differing opinions on rain forest use

Before Reading

Preview the Book—Discuss that the book is about animal life, plant life, and climate in a rain forest. Ask students to fill out "Sneak Previews" (page 48) as you preview the book together.

Make Predictions—Have students begin "Before and After" (page 21) to set reading purpose by predicting answers to questions before they read the book.

During Reading

Continue Before-Reading Activity—Students should watch for answers to the "Before and After" questions as they read the book. Have them record any answers they find along with the page number where they found it. (1. yes, pp. 5 & 19; 2. no, p. 9; 3. yes, p. 11; 4. yes, p. 15; 5. no, p. 17; 6. almost certainly yes, p. 19)

After Reading

Main Idea and Details—Discuss that a diagram and its caption can present a main idea and details. Have students use "Idea Web" (page 63) to show the main idea and details for the diagram on page 8.

Word Study

Word Structure

Explain to 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 that end in other letters. Point out that some plurals are irregular, however—they are not formed by adding just *s* or *es*.

Write *knife/knives, thief/thieves,* and *mouse/mice* on the board. Note that these word pairs represent two types of words that form irregular plurals: those that end in *f* or *fe* and those for which the plural is a different word entirely.

Write these nine words on the board and tell students that each follows one of the plural patterns just described:

cave, foot, half, branch, life, woman, tree, leaf, and *child*. Ask students to write the nine words and their plurals on a piece of paper. Encourage dictionary use as needed.

Word Use

Discuss that dictionaries provide the parts of speech of both main entries and related versions of a word. Review parts of speech abbreviations commonly used in dictionaries: *n*—noun; *v*—verb; *adj*—adjective; *adv*—adverb; and *pron*—pronoun.

Ask students to look up *layer* in the dictionary. Point out that an *n* before the first definition tells that the word is a noun. The *v* before the alternate endings *-ered, -ering,* and *-ers* identifies *layered, layering,* and *layers* as versions of *layer* that are verbs. Ask students to look up *rain, surface,* and *plant*. Ask them to list the different versions of each word and the part of speech of each.

Vocabulary

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

Writing from the Book

Journal/About My Writing—So far, students have done writing assignments which have included a RAFT, a poem, a speech, a summary, and so on. Ask students to answer the following questions about their assignments:

• Which writing assignment did you like best and why?
• Which could you do most quickly and why?
• Which took the greatest writing skill and why?

Follow-Up

Distribute "Pros and Cons" (page 55). Tell students to write this statement in the center box: *Like animals, humans also have a right to use the resources of the rain forest*. Students can use information from the book as well as from other sources such as those listed at the back of the book to list pros and cons regarding this position.

Book Title _____ Your Name _____

Author _____ Date _____

Before and After

Before Reading: Read each question below and circle whether you predict the answer will be yes or no.
During and After Reading: When you find an answer, write it down. Also record the page where you found the answer.

1. Do people eat products that are grown in rain forests?
 	
    Answer: _____
 	
    _____
	Prediction: Yes No
	
	Answer found on
	page(s)_____

2. Is the ground in a rain forest covered with plants?
 	
    Answer: _____
 	
    _____
	Prediction: Yes No
	
	Answer found on
	page(s)_____

3. Can anteaters and porcupines swing from tree limbs like monkeys do?
 	
    Answer: _____
 	
    _____
	Prediction: Yes No
	
	Answer found on
	page(s)_____

4. Can rain forests store water for animals to drink?
 	
    Answer: _____
 	
    _____
	Prediction: Yes No
	
	Answer found on
	page(s)_____

5. Have scientists studied all the kinds of animals that live in the rain forests of the world?
 	
    Answer: _____
 	
    _____
	Prediction: Yes No
	
	Answer found on
	page(s)_____

6. Is there anything in your house that might have come from a rain forest?
 	
    Answer: _____
 	
    _____
	Prediction: Yes No
	
	Answer found on
	page(s)_____

Temperate Forests

Book Summary
Discusses the plants, animals, and climate of a temperate forest ecosystem.

Glossary Words
conifer, deciduous tree, ecosystem, erosion, habitat, nutrient, pollution

Learning Outcomes
Students will:
• use scanning and word-by-word reading according to purpose
• describe a temperate forest-related job
• form regular and irregular plurals
• use the dictionary to find multiple forms of three different words
• compare the Ecosystems books

Before Reading

Make Connections—Tell students that they are going to read a book about temperate forests. Explain that temperate forests grow where summers are warm and winters are cold. Ask students to share facts and opinions they have about forests and changing seasons. Discuss these ideas so that students pool background knowledge before starting to read the book.

Reading Style Review—Remind students that skillful readers adjust their reading style to fit their reading purpose. For example, a reader might combine reading styles to look for specific information. The reader might first scan quickly to locate the information and then read carefully word-by-word to verify that the information found is correct. Ask students to scan page 7 to find out how conifer tree needles are protected from ice and snow. Tell them to read word-by-word once they think they have found the facts they need.

During Reading

Start After-Reading Activity—Tell students that after they are finished reading they are going to gather information about a job that relates to the book. As they read, they should think about jobs that might have something to do with temperate forests.

After Reading

Job Description Form—Distribute "Job Description" (page 53). Ask students to choose a job that relates to the book and then fill out the form. Tell them they can use the Internet, talk with others, or research in the library. Point out that some of the references at the end of the book might be helpful in learning about the chosen job.

Word Study

Word Structure
Remind students that they have worked with plurals that are formed by adding *s* or *es*, changing *f* or *fe* to *v* and adding *es*, and changing the spelling of the word more significantly. Tell them that two other ways to form plurals are to use the same word without changing it and to add *s* or *es* to words ending in *o*. Write these words on the board as examples: *sheep*, *autos,* and *heroes*.

Ask students to use these methods of forming plurals to complete "Forming Plurals" (page 23): adding *s*, adding *es*, changing *f* to *v*, changing the spelling of the word dramatically, and using the same word without changing it. Remind students that when writing a plural of a word that ends in *y*, they often must change the *y* to *i* before adding *es*.

Word Use
Review that dictionary entries often include more than one form of a word, such as plural forms or parts of speech. Dictionaries can save a lot of space by making single entries accommodate several forms. Assign students to find three words in the book that have more than one form in the dictionary. Ask them to write sentences using each of the different word forms.

Vocabulary
Have students use "Words in Pictures" (page 66) to explore three of the glossary words.

Writing from the Book

Reflect on Reading Strategies—Ask students to identify the following in their journals:

 • Three times when a reader might scan text
 • Three times when a reader might read text word-by-word

Follow-Up

Have students complete "Compare the Set" (page 62) to compare facts from the Ecosystems books used in Bridgestone Reading.

Book Title _____ Your Name _____

Author _____ Date _____

Forming Plurals

Write the plural form of each word below. Use a dictionary if you need help.

tooth _____ kangaroo _____

log _____ bush _____

photo _____ wolf _____

tree _____ goose _____

foot _____ cave _____

person _____ baby _____

needle _____ zoo _____

echo _____ box _____

bloom _____ penny _____

deer _____ scarf _____

leaf _____ car _____

BMX Bikes

Book Summary
Discusses BMX bikes, including their history, design, and competitions.

Glossary Words
aerial, aluminum, berm, calipers, chromoly, drivetrain, frame, sprocket, tread

Learning Outcomes
Students will:
• speculate reasons for chapter order
• mark pertinent information while reading
• make a list of regular and irregular plurals
• identify nouns, verbs, and pronouns
• reflect on reading strategies they have been using

Before Reading

Swap and Share—Tell students that they are going to read a book about small, sturdy bikes that are ridden for fun and competition. Ask students to share what they know about BMX bikes and BMX racing.

Explain Chapter Order—Tell students to study the table of contents and to flip through the book. Then ask them to explain why they think the author chose this order of chapters in the book.

During Reading

Mark Text—Discuss that this is the first book in the Bridgestone Reading program that has chapters longer than two pages. It is also the first book that has subheadings. Ask students what a subheading is and encourage them to find a couple of examples of subheadings in the book. Then have them attach a sticky note at the top of each page where a new chapter begins and at the side of each page that has a subheading.

After Reading

Continue Before-Reading Activity—Now that they know more about BMX biking, ask students to discuss whether they consider BMX biking safer or more dangerous than casual biking and why.

Word Study

Word Structure
After students have finished reading the book, write a general heading on the board that reads: *Words that form their plural by....* Ask students to copy this main heading onto a sheet of paper and then to create six subheadings below this general heading that read: 1) adding *s*; 2) adding *es*; 3) changing *f* to *v*; 4) changing the spelling of the word dramatically; 5) using the same word without changing it; 6) adding *s* or *es* to words ending in *o*.

Students should allow room to write at least three words under each subheading.

Next, ask students to scan through the book again and make a list of at least three words that fit under each subheading. Tell them that they can use words they see in the book that are not plurals as long as they write their plural forms on the lists.

Word Use
Ask students to work in pairs. Assign each pair a page from the book. Each pair should divide a sheet of paper into three sections and then label the sections *nouns*, *verbs*, and *pronouns*. The student pairs should then list the nouns, verbs, and pronouns that appear on their assigned page. When students are finished, join together as a group and compare lists. Encourage students to ask questions and to respectfully challenge each other's choices as appropriate. Clarify misunderstandings as they occur.

Vocabulary
Have students choose from their glossary words to complete "Shrinking Words" (page 67). Then share results as a group.

Writing from the Book

Journal/Reading Reflections—Distribute copies of "Reading Strategies" (page 25). Have students complete the activity sheet individually, and then ask for volunteers to share their responses with the group. You may need to review RAFT and TKWL exercises for students. (See pages 14 and 16 in this teacher's guide.)

Follow-Up

If you have time for another activity, have students create a map or web of the book showing the book title, chapter titles, and subheadings.

Book Title _____ Your Name _____

Author _____ Date _____

Reading Strategies

Choose two of the statements below. Write your opinions about those two statements in your journal. Use complete sentences and include examples to explain your opinions.

1. I ask myself questions while I read to make sure I understand the text.

2. The different types of text in a book can mean different things.

3. Class discussions help prepare me to read a book.

4. It is natural for me to reread material. I do it without even thinking about it.

5. I feel better prepared to read a book if I outline the book before I read it.

6. I like to discuss a book in class after we read it. It makes the book more interesting and fun.

7. I like to look over the photos and illustrations in a book before I read it.

8. When I write a RAFT, I think about a book in new and creative ways.

9. TKWL charts help me prepare to read. They also help me to understand what I read.

10. I understand how things relate to each other better when I compare them.

Dirt Bikes

Book Summary

Discusses dirt bikes, their history, design, and uses, including in competitions.

Glossary Words

accelerate, berm, clearance, clutch, cylinder, modify, piston, throttle, tread

Learning Outcomes

Students will:
- find specific information in the book
- create a time line
- divide multisyllabic words
- identify adjectives and discuss their effect
- write and compare summary statements

Before Reading

Explore the Index—Have students study the index and choose a term with which they are familiar. Ask them to make a few notes about their term, then share this prior knowledge with the group.

Introduce Time Lines—Discuss briefly what sort of information a time line has and how this might apply to the topic of dirt bikes. Then tell students that they are going to create a time line when they are finished reading. Ask them to watch for time line information as they read.

During Reading

Start After-Reading Activity—Have students read the first paragraph on page 9. Ask them to identify a specific date in that paragraph (1885) as well as a date range (the late 1800s). As they read the book, students should use sticky notes to mark both specific dates and date ranges.

After Reading

Complete Time Line—Have students complete "Time Line" (page 27) to show the history of dirt bikes. Tell them to consider the information they marked and decide if they want to use date ranges, specific dates, or a combination. Allow students to tape two copies of "Time Line" together if they need a longer time line.

Word Study

Word Structure

Discuss that although students have used syllable-pattern guidelines with two-syllable words or by using the first two syllables in longer words, the guides can be used with each syllable in longer words as well. Write these syllable patterns on the board: *vc/cv, vc/v, v/cv, vc/ccv, vcc/cv,* and *v/v.* In addition to these patterns, a syllable break also typically occurs between the two words in a compound word and between a root word and a prefix or suffix.

Write these multisyllabic words from the book on the board: *handlebars, perfectly, motorcycle,* and *competition.* Divide each word into syllables and discuss which, if any, of the syllable-dividing guidelines apply. Note that some syllables will not follow any of the guidelines because the guidelines are not definitive rules. After you have worked through these examples, ask students to divide the following multisyllabic words from the book into syllables and identify the guidelines that apply: *performing, Canadian, boneshaker,* and *dangerous.*

Word Use

Explain that adjectives are words that are used to describe something. Read the first sentence on page 5. Ask a volunteer to describe what the bike and mound look like. (bright yellow; large) Explain that we create mental images of the bike and mound based on the adjectives used to describe them in the sentence. Point out the somewhat ambiguous nature of *large* in this sentence. Although we do not know how large the mound of dirt is, we can create a picture in our minds based on our interpretations of the adjective *large* and our prior knowledge about dirt bike riding.

Vocabulary

Without allowing students to view the glossary words, assign one word to each student. Have them use their words to complete "Word Detective" (page 69). Encourage them to share their results with the group.

Writing from the Book

Share a Summary—Distribute notecards. Have each student write a one-paragraph summary of the book on one side of the card and then exchange the card with a partner. Give students five minutes to compare summaries and discuss similarities and differences.

Follow-Up

As a group, try to access the Internet sites listed in the book or do a group Internet search for dirt bikes.

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 the next-earliest date on the line below, and so on. In each box, explain why that date is important in the book.

DATE _____

DATE _____

DATE _____

DATE _____

DATE _____

DATE _____

Monster Trucks

Book Summary
Describes monster trucks' history, equipment, and competitions.

Glossary Words
axle, chassis, cylinder, drivetrain, fiberglass, heat, modify, suspension system

Learning Outcomes
Students will:
• document prior knowledge, reading purpose, and learned information
• create a map or web to outline the book
• record information gained rereading
• divide words using several criteria
• identify adverbs
• write a story using a four-part process

Before Reading

TKWL Chart—Tell students that they are going to read a book about monster trucks. Discuss that monster trucks are oversized, strongly built, powerful trucks used for racing and performing tricks. Ask students to fill out the first two columns in a "TKWL Chart" (page 49) about monster trucks. Explain that in the first column they are to write something they think they already know about monster trucks. In the second column, they will write something they would like to know about these trucks. They are to complete the third column after reading.

Outline Preview—Remind students that one way to get a general understanding of a book before reading it is to create a map or web outline of the book. On the board, draw a circle for the title and write *Monster Trucks* in it. Under the title circle, draw four more circles. Point out that the first chapter in the book is *Monster Trucks*. Write *Monster Trucks* in the first subcircle. Under that circle, draw two more subcircles. Note that the first chapter has two subtitles and that these will go into these subcircles. Write *About Monster Trucks* in one of the circles. Ask students to copy the web to their journal, study the table of contents, skim the book, and then finish the web.

During Reading

Read, Reread, and Read Again—Remind students that the first time they read a chapter of a book, they likely will learn something. If they read the chapter a second time, they probably will learn something more. A third reading will probably yield yet more information. Explain that they are going to read a chapter of *Monster Trucks* three times to see what they learn each time. Tell them to add at least one *learned* idea to their "TKWL Chart" as they read.

After Reading

Continue During-Reading Activity—After students have read the book, give them a copy of "Read, Reread, and Read Again" (page 11). Have them select a chapter and write something they learned from it in the first box. Then have them reread the chapter and write something more they learned in the second box. Have them read the chapter a third time and fill in the third box.

Word Study

Word Structure
Review compound words, prefixes, suffixes, and syllable breaks. Then give students a copy of "Dividing Big Words" (page 29). Review the sample answer as a group, then have students finish the activity sheet on their own. Go over their results as a group.

Word Use
Discuss that adverbs are words that answer questions such as *how?, when?,* and *where*? Write these sentences on the board: *Tara usually likes pizza, but she is busy now. Just leave it here and she will eat it later. Even then, she'll have to eat quickly.* Ask volunteers to find and underline adverbs that answer the three questions: How?—*quickly*; When?—*usually, now, later, then*; Where?—*here*. Divide students into pairs and have them skim through the book hunting for adverbs. When finished, create a class master list of adverbs found in the book.

Writing from the Book

Peer Feedback—Ask students to write a story about a day at a monster truck race. Explain that they are to write a rough draft, self-edit, share for peer-editing, and then write a final draft. Have students use "Peer Feedback" (page 57) for peer editing.

Follow-Up

Have students write a "Pros and Cons" web (page 55) using this statement: *Women should not drive monster trucks.*

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.	Divide between syllables.
over/sized (sample) newspapers	o/ver/sized (sample) newspapers

Divide between prefix and root word.	Divide between syllables.
unpopular reenter	unpopular reenter

Divide between suffix and root word.	Divide between syllables.
demolition popularity	demolition popularity

Divide between prefix, root word, and suffix.	Divide between syllables.
prechampionship supercharged	prechampionship supercharged

Motocross Cycles

Book Summary
Discusses motocross cycles, including their history, parts, and competitions.

Glossary Words
berm, clutch, cylinder, modify, prototype, throttle, tread

Learning Outcomes
Students will:
• demonstrate knowledge of the relationship between photos and text
• divide words using several criteria
• identify homophone pairs
• write about and discuss aspects of the peer-editing process
• compare a set of four books

Before Reading

Cover Story—Ask students to look at the cover of the book and, using information from that photograph alone, brainstorm everything they can say about motocross.

Picture Tour—As a group, look at each of the photographs in the book and list as many racer, bike, and track safety features as you can find.

During Reading

Continue Before-Reading Activity—Tell students that, after they are finished reading, they are going to be asked how each photo in the book relates to the text. They should pay special attention to the photos as they read so they will be ready to answer this question.

After Reading

Continue Before- and During-Reading Activity—Discuss that most nonfiction books that have a lot of photographs include some photos to add information and some simply to add visual appeal. For each photograph in the book, have students tell whether they think it adds information to the chapter or is there simply for looks.

Word Study

Word Structure
Review compound words, prefixes, suffixes, and syllable breaks. Then give students a copy of "Dividing More Big Words" (page 31). Review the sample answer as a group and then assign students to finish the activity sheet on their own. Go over their results as a group.

Word Use
Remind students that homophones are words that sound alike but are spelled differently. Divide students into teams of three or four students. Give each team a blank sheet of paper and 10 minutes to find homophones in the book. For each word they find, tell them to record both the word and its partner homophone(s). For example, if *do* is in the book, they should write *do/dew/due* on their papers.

At the end of the 10 minutes, have teams present their lists. After verifying that the homophones on the lists are correct, award the team with the most pairs the title of Homophone Wizards!

Vocabulary
Divide the glossary words evenly among the students. Have students complete "Idea Web" (page 63), beginning with their assigned vocabulary word in the center circle.

Writing from the Book

Journal/About My Writing—Ask students to reflect on the experience of sharing their writing with other students for feedback (peer editing) by answering these questions in their journals:

• What types of comments from other students are most helpful? Explain.

• What types of comments from other students are least helpful? Explain.

• How have your comments to other students helped them in their writing? Explain.

When they have finished, discuss as a group the peer-editing process.

Follow-Up

Have students complete "Compare the Set" (page 62) using the four books in the Wild Rides! series that are included in Bridgestone Reading: *BMX Bikes, Dirt Bikes, Monster Trucks,* and *Motocross Cycles*. Topics for comparison could include types of competitions, safety features, top speeds, and so on.

Book Title _____   Your Name _____

Author _____   Date _____

Dividing More 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.	Divide between syllables.
motor/cycle (sample)	mo/tor/cy/cle (sample)
understand	understand

Divide between prefix and root word.	Divide between syllables.
prototypes	prototypes
bicycle	bicycle

Divide between suffix and root word.	Divide between syllables.
arrangement	arrangement
manufacturers	manufacturers

Divide between prefix, root word, and suffix.	Divide between syllables.
pre-production	pre-production
misunderstanding	misunderstanding

Jupiter

Book Summary

Describes surface features, atmosphere, rotation, orbit, and moons of the planet Jupiter.

Glossary Words

astronomer, atmosphere, belt, diameter, gravity, meteorite, orbit, revolution, ring, rotation, zone

Learning Outcomes

Students will:
• adjust reading style to verify facts
• compare the revolutions and rotations of Jupiter and Earth
• use synonyms and antonyms and discuss their effects on meaning
• sort glossary words into categories
• discuss limerick form; write a limerick

Before Reading

Preview and Predict—Distribute copies of "Sneak Previews" (page 48). Tell students they will fill out this sheet as you preview the book together. Next, ask a student volunteer to read aloud the title of the book. Then ask another volunteer to read the table of contents. Ask students to share briefly what they think they will learn in this book about Jupiter. Then ask students to fill out the first two sections of "Sneak Previews." Finally, page through the book as a group, pausing briefly to consider each photo and illustration. Again, discuss together what students think they will learn about Jupiter in this book. Then have students complete the final section of "Sneak Previews" individually.

Reading Style Review—Remind students that they can read at different paces and in different ways depending on their purpose. Ask students to open their books to page 5. Tell them that you are going to give them an example of how to adjust their reading style in order to better collect specific information for a specific purpose—in this case, to make a comparison.

Ask the group to follow along as you look for ways to compare the inner and outer planets. Read the first four sentences in paragraph two aloud. Then stop and say, "Does that say that only the outer planets are made of gases? Is that an idea that I can use to compare the inner and outer planets? I think I need to read it again to make sure I understand it."

Reread the four sentences and then say, "I'm not really sure if all eight or nine of the planets are made of gases or just the outer planets. I'll finish reading the paragraph to see if it tells me." Finish the paragraph and then say, "I see now that 'They are made of gases' refers only to the sentence right before it—just like 'It is made of rock and ice' refers only to Pluto. So, I can use 'made of gases' as a fact about the outer planets. Also, in the second sentence

the inner planets are called 'rocky.' That doesn't suggest that they are made of gases. I guess I should have known that 'made of gases' did not refer to the inner planets, since Earth is an inner planet and it is not made of gases."

During Reading

Mark Information—Tell students that after they have read the book, they will compare the revolutions and rotations of Jupiter and Earth. They should mark related information with sticky notes as they read.

After Reading

More Comparisons—Have students use "Compare and Contrast" (page 60) to compare the revolutions and rotations of Jupiter and Earth.

Word Study

Word Use

Assign each student one paragraph from the book. Have students copy their paragraphs once, using synonyms in place of five words. Then have them write the paragraphs a second time, using antonyms for five words. Have students share some of their paragraphs. Discuss the effects of using synonyms and antonyms.

Vocabulary

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

Writing from the Book

Limericks—Discuss that limericks are simple poems written to amuse. Distribute "Limerick Riddle" (page 33). Read the sample limerick aloud together. Then read and discuss how the limerick "works." Finally, have students compose their own limericks about Jupiter or space.

Follow-Up

Students can complete "Big Ideas and Details" (page 54).

Book Title _____   Your Name _____

Author _____   Date _____

Limerick Riddle

Study the sample limerick and its explanation. Using the same pattern, write a limerick riddle about some other planet or outer space.

What Planet Am I?

Planet of gasses, fifth from the Sun,

Too cold for life, so too cold for fun,

Sixteen moons, three dark rings,

Strong winds blow, clouds take wing,

Named for king of the gods (Roman).

How the Limerick Works

1—Five lines
2—The first, second, and fifth lines rhyme and each has eight or nine syllables.
3—The third and fourth lines rhyme and each has five or six syllables.
4—Each line has to make some sense, but the overall meaning can be nonsensical.
5—As long as the rhymes are close, they do not have to be perfect.
6—A capital letter begins each line.

Title _____

_____

_____

_____

_____

Mars

Book Summary

Discusses the surface features, atmosphere, exploration, and other facts related to the planet Mars.

Glossary Words

asteroid, astronomer, atmosphere, orbit, revolution, rotation, space probe, telescope

Learning Outcomes

Students will:
• study the visuals in the book and discuss their role and the information they convey
• mark pertinent information while reading
• add prefixes *pre-* and *dis-* to root words
• identify and define words with multiple meanings
• write summary statements

Before Reading

Make Connections—Tell students that they are going to read a book about the planet Mars. Ask students to share what they think they know about Mars, as well as fictions about Mars such as are found in movies, books, and comic books. Create a web of all this Mars material on the board, possibly calling one strand "Facts" and the other "Fictions."

Picture Talk—Distribute "Picture Talk" (page 50). Students will complete this during or after reading to identify the role of visuals in the book, as well as new information learned from these photographs and illustrations. Tell students they may also include sidebars (such as on pages 16 and 20) even if they depend on text to convey their meaning. Explain that sidebars present information that is related to but separate from the main text. Since the information is "on the side" and not part of the flow of the regular text, it is a sidebar. Note that sidebars can be all text or text and graphics combined.

During Reading

Mark Text—As they read, have students use marked sticky notes (+, •, or ?) to identify information they already know (+), did not know but understand (•), and do not understand (?). Students may also complete "Picture Talk" as they read or after reading.

After Reading

Continue During-Reading Activity—In pairs or threesomes, have students discuss the information they already knew or that they learned. Students should work together to puzzle out information they still do not understand. At the end of the discussion, attempt to clarify information that the groups were unable to clarify.

Also after reading, ask students to share their "Picture Talk" results.

Word Study

Word Structure

Discuss the prefixes *pre-* and *dis-*. Note that *pre-* means *before* and *dis-* means *the opposite of* or *not*. Write these six words on the board: *prearrange, preview, pretend, disallow, disturb,* and *disgrace.* Note that when *pre-* and *dis-* are added onto root words, they are prefixes, but they can also be part of a root word. Ask volunteers to choose the four words on the list that have prefixes and to circle their root words. *(prearrange, preview, disallow, disgrace)* Write these words on the board: *place, satisfy, set, plan, teen, color, like, cook, honest,* and *heat.* Ask students to add either *pre-* or *dis-* to each word. *(pre-: set, plan, teen, cook, heat; dis-: place, satisfy, color, like, honest)*

Word Use

Ask students to work in their discussion groups to scan the text for words that have more than one meaning. Have them write down at least two of the meanings. Tell them to choose words with meanings that are truly different, as opposed to simply variations of the same meaning. (Examples, page 7: Yes—*Cap* is a head covering as well as a natural cover or top, such as a polar cap; No—*Probe* is a device used to send back information, as well as to examine with a probe or similar device.)

Vocabulary

Assign "Space Vocabulary" (page 35). When students have finished, discuss their choices as a group.

Writing from the Book

Share a Summary—Distribute notecards. Have each student write a one-paragraph summary of the book on the card. Then give student pairs five minutes to compare summaries and discuss similarities and differences.

Follow-Up

Have students complete "Book Summary Card" (page 58). Again, results can be shared as a group.

Book Title _____   Your Name _____

Author _____   Date _____

Space Vocabulary

Sort the glossary words into the boxes below. Some words may be used more than once. Again, the glossary words are: *asteriod, astronomer, atmosphere, orbit, revolution, rotation, space probe,* and *telescope*.

1—A mixture of gases

2—Movements of planets

3—Used to discover more about planets

4—Travels in space

5—A large space rock

6—A person who studies the planets

Neptune

Book Summary

Discusses the orbit, atmosphere, moons, surface features, exploration, and other aspects of the planet Neptune.

Glossary Words

astronomer, condensation, evaporation, gravity, meteorite, orbit, revolution, ring, rotation, space probe

Learning Outcomes

Students will:
• write questions from the table of contents
• look for specific information as they read
• analyze good/bad discussion behaviors
• identify prefixes *pre-* and *dis-*, the *-ion* family of suffixes, and some root words
• write creative descriptions
• reflect on the strategy of marking text

Before Reading

Draw a Picture—Tell students that they are going to read a book about the planet Neptune. Explain that Neptune, like Earth, is in the Milky Way Galaxy. Ask students to draw a picture showing something they think they know about Neptune, space exploration, or the Milky Way Galaxy.

Questions before Reading—Have students read the table of contents. Then ask them to work in pairs to create three questions they will try to answer while reading. Have them fold a piece of paper like a business letter and write one of the questions in each section. Have them create two copies so that each student has a copy of the questions.

During Reading

Continue Before-Reading Activity—As they are reading, have students write answers to the questions they posed with their partners. Discuss the questions and answers as a group.

After Reading

Discussion Habits—Give each student a copy of "Discussion Habits" (page 56). As a group, discuss each behavior and share general (not student-specific) examples so that the group clearly understands the impact of each habit.

Explain that your group will now have a discussion about whether or not it makes sense to spend millions of dollars exploring Neptune and other distant planets. Tell students that you want them to try to use positive discussion behaviors and to avoid negative ones. Proceed with the discussion. When conversation has ended, have students complete "Discussion Habits." Tell students to save their copy so that you can review it later as a group, especially prior to discussions.

Word Study

Word Structure

The suffixes *-ion, -tion, -sion,* and *-ation* are all variations of the same suffix, which joins with a root word to suggest an action or process. Share examples to show that the variations let the suffix work with different root word endings.

Ask students to write the four glossary words that have a version of the *-ion* suffix. In parentheses after each word, have students write the original root word: *condensation (condense; condensate); evaporation (evaporate); revolution (revolve); rotation (rotate)*. Discuss that exactly which form of the suffix is being used is not always clear. As a group, turn to page 19 and read the third paragraph to find another word that uses an *-ion* suffix *(direction)*.

Write on the board: *preclassification, preidentification, prenotification, preselection, disqualification, disorganization, disaffection, disconnection,* and *disassociation*. Ask students to identify the prefixes, root words, and suffixes that make up the words.

Word Use

Have students complete "Writing Descriptions" (page 37) to exercise their creative writing skills.

Vocabulary

Assign students in pairs one or more of the glossary words to act out. These partners should plan and practice before presenting their word to the group. Then have the group try to guess which word the pairs are acting out.

Writing from the Book

Journal/Reading Reflections—Ask students to answer this question in their journals:

• If you are reading a textbook for a class, how might it help to mark certain passages as you read?

Book Title ———————————————————— Your Name ————————————————————

Author ————————————————————— Date —————————————————————

Writing Descriptions

Use descriptive language for this activity. For more space, use the back of this sheet.

1. Describe the photo on page 18. ————————————————————————

   ——

   ——

2. Imagine you are traveling to Neptune. Describe your journey. ————————————

   ——

   ——

3. Describe what you might feel like looking up at the stars on a calm, cool night.

   ——

   ——

4. Describe the appearance of an alien who has traveled from Neptune. ——————————

   ——

   ——

Pluto

Book Summary

Discusses the surface features, atmosphere, orbit, moon, discovery, and exploration of the planet Pluto.

Glossary Words

asteroid, astronomer, gravity, orbit, revolution, rotation, space probe, telescope

Learning Outcomes

Students will:
• evaluate text types for meaning
• read strategically for information
• describe a job related to the book
• add prefixes *de-, non-, fore-, pre-, dis-,* and *-ion* family of suffixes, to root words
• present vocabulary information to peers
• discuss use of visual tools with text

Before Reading

Explore the Index—Have students study the index and choose a topic with which they feel familiar. Have students take turns sharing what they think they know about these topics.

Text Types—Remind students that text can be different sizes, colors, and fonts (italic, bold, etc.), and located in various places on the page. These variations can indicate both the meaning and relative importance of the text. Have students open their books to pages 4-5 and count the different sizes, colors, and styles of text. (Eight different sizes, colors, and/or styles appear on the two-page spread.) Note also the text placement. Then have students complete "Text Types" (page 51) to identify and explain types of text used in the book. Remind them that they can include diagram text such as that on page 4.

During Reading

Start After-Reading Activity—Tell students that after they are finished reading they are going to collect information about a job that relates to the book. Ask them to think about related jobs as they read.

After Reading

Job Description—Ask students to fill out the "Job Description" form (page 53). They can use the Internet, the library, the references in the back of the book, or talk to others to gather information.

Word Study

Word Structure

Introduce these prefixes and their meanings: *de- (opposite), non- (not),* and *fore- (before* or *earlier).* Write these words on the board: *decompress, nonfiction,* and *forehead.* Explain that these words mean *the opposite of 'to compress,' not fiction,* and *before the head.*

Ask students to use "Building Words" (page 39) to make new words by adding prefixes and suffixes to 14 different root words.

Word Use

Remind students that the dictionary provides both pronunciations and definitions. If you look up a word that you do not know how to say and have never seen before, you would probably want to look at both the pronunciation and the definition.

Choose eight words modestly beyond the group's reading level. Divide the words up among the students or sets of partners. Have them look the words up and present both the definitions and pronunciations to the group. Tell them that, for their presentations, they are to use their own words to explain the definitions, they should demonstrate the words in sentences they create, and they are not allowed to use the dictionary.

Vocabulary

Have students complete "Glossary Groups" (page 68).

Writing from the Book

Reading Strategies—Ask students to answer these questions in their journals:

• Look at the diagram on page 4. Read the text on page 5. Why do you think the book includes both?
• The chart on page 8 compares Pluto and Earth. Is a chart a good way to do this? Explain your answer.

Follow-Up

Have each student use one of the "Read More," "Useful Addresses," or "Internet Sites" resources listed on pages 23–24 to find a new piece of information about Pluto to present to the group.

Book Title ———————————————   Your Name ———————————————

Author ———————————————   Date ———————————————

Building Words

Join 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 prefix or suffix to a root word and write the new word in two answer boxes.

Word Box						
sense	create	like	see	allow	bug	heat
act	form	believer	satisfy	brief	serve	noon

pre-

dis-

**-ion family of suffixes
(-ion, -tion, -sion, -ation)**

de-

non-

fore-

Polar Exploration Adventures

Book Summary
Describes polar exploration, its history, and the adventures of some polar explorers.

Glossary Words
axis, compass, crevasse, floe, frostbite, kayak, lead, scurvy

Learning Outcomes
Students will:
• list prior knowledge, reading purpose, and learned information
• compare the Arctic and Antarctic regions
• use prefixes and suffixes with root words
• find word forms and parts of speech in the dictionary
• write creative text that relates to the book

Before Reading

TKWL Chart—Tell students that they are going to read a book about travel and research in the Arctic and Antarctic areas of the world. Point out that these areas include the North and South Poles. Ask students to use what they think they know or would like to know about Arctic and Antarctic regions to fill out the first two columns in a "TKWL Chart" (page 49).

Share Ideas—Have the group share some of what they have written on their "TKWL" charts. Ask students if they expect to find answers to all their questions in the book, and why or why not.

During Reading

Continue Before-Reading Activities—Ask students to complete the "TKWL Chart" as they read. Tell them to watch for answers to their questions and to write these answers in the third column. They may also write other information they learn from the book in this last column.

After Reading

Compare Polar Regions—Have students complete the "Comparison Chart" (page 61) to compare the Arctic and Antarctic regions. Across the top, they will need to list both regions twice. In the left-hand column, they should list these features: *temperature*, *explorers*, *seasons*, and *notable events*. Explain that they are to write short explanations in the squares. Give them this example for one of the *Arctic/seasons* squares: *24 hours of darkness in winter*.

Word Study

Word Structure
Discuss that three common suffixes and their meanings include: *-less (without)*, *-ness (state of)*, and *-ment (action or state of)*. Write these three words and their explanations on the board: *colorless (without color),* *happiness (state of being happy),* and *excitement (state of being excited)*. Write these words from the story on the board: *move, cold, measure, dark, harsh, announce, direction, point, dog, ice, cold, tired, time,* and *advance*. Ask volunteers to go to the board and add one of the three suffixes to each word.

Next, ask students to write sentences about the book using some of the suffix-added words as well as some of these words: *exploration, expedition, direction, companion, prearrange, disappear, foreshadow, foresight, forebear, debrief, delouse, nonsense,* and *nonfiction*. Tell them to circle each prefix and suffix in the words they use.

Word Use
Remind students that they can find word forms and parts of speech in the dictionary. Ask them to complete "Parts of Speech and Word Forms" (page 41) to show that they understand how to find this type of information. Discuss that dictionaries may vary. 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 dictionary. If students do not find the word they need, tell them to look around a little.

Vocabulary
Ask students to complete "Vocabulary Pyramids" (page 64) for two of their glossary words.

Writing from the Book

RAFT—Assign students to write a RAFT related to the book. (See page 14 for an example.) Either have each student plan his or her own RAFT, or assign a group RAFT where all students complete individual versions of the same RAFT plan. Students are to write rough drafts of their RAFTs, self-edit, share for peer-editing, and then write a final draft. Have students use "Peer Feedback" (page 57) to evaluate each others' RAFTs.

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. There are several correct answer possibilities for many of the blanks.

Word Family: Might

Part of Speech	Word Form
	mighty
adjective	
	mightiest
adverb	
	mightiness

Word Family: Believe

Part of Speech	Word Form
verb	
verb	
verb	
adjective	
noun	

Word Family: Travel

Part of Speech	Word Form
	traveled or travelled
	traveling or travelling
	travels
noun	
	traveler or traveller

Word Family: Locate

Part of Speech	Word Form
verb	
verb	
verb	
	locatable
	locater

Deep Diving Adventures

Book Summary

Describes deep sea diving, its history, dangers, and some divers' underwater adventures.

Glossary Words

decompression chamber, ichthyologist, marine biologist, oceanographer, scuba, submersible, wet suit

Learning Outcomes

Students will:
• complete an outline of the book as an exercise in notetaking
• discuss and use a variety of suffixes and prefixes
• identify adjectives used in the book
• reflect through writing on the process of composing an outline

Before Reading

Cover Story—Ask students to look at the cover of the book and make a list of details they can learn from studying the photograph. Create a master list of these observations on the board.

Nonfiction Notetaking—Tell students that taking notes is one of the best ways to organize and remember key information from nonfiction text. Discuss that one way to take notes is to organize them with Roman numerals, letters, and regular numbers. Distribute copies of "Nonfiction Outline" (page 43), review the directions with students, and assign.

During Reading

Continue Before-Reading Activity—As they read, students should record subheads by the capital letters on "Nonfiction Outline." Help them to note that the subheads are in smaller bold letters than the chapter titles and that they introduce ideas related to the chapter as a whole. Per instructions on "Nonfiction Outline," ask the students to choose two of the most important ideas from each subsection and record them under the subheads.

After Reading

Continue Before-Reading Activity—Have students use their own paper to outline the other three chapters in the book as they read, using the same "Nonfiction Outline" format. Explain that one way to take effective notes is to review them shortly after writing them and fill in gaps and clarify as needed. Ask students to read over and "edit" their notes on the book in just this way.

Word Study

Word Structure

Write the words *inactive, immature, irregular,* and *illegal* on the board. Point out that all four of the prefixes used in these words (underline *in-, im-, ir-,* and *il-*) mean *not*. Discuss that different second letters are used to make the words easier to pronounce. For example, point out that *imregular* is much harder to say than *irregular*. When uncertain, students should use a dictionary to figure out which of the prefixes to use.

Write these words on the board and ask volunteers to add one of the four prefixes to each: *logical, responsible, material, effective, personal, accurate, literate, rational, patient,* and *mobile.* As they do this, ask students if they notice any patterns. Discuss that *il-* is usually added to words that begin with *l, ir-* to words that begin with *r, im-* to words that begin with *m,* and *in-* to words that begin with vowels. Note that these are not set rules and students should always check with a dictionary when unsure.

Write the following prefixes and suffixes on the board: *pre-, dis-, -ion, -tion, -sion, -ation, de-, non-, fore-, -less, -ness, -ment, in-, im-, ir-,* and *il-*. Ask students to write one word that uses each of these affixes. Have students share their words.

Word Use

Remind students that adjectives are words that are used to describe nouns. Ask students to draw three columns of equal width on a sheet of paper. Ask them to find 20 adjectives in the book. They are to write each adjective in the first column, the page number where they found it in the second, and the word it describes in the third.

Writing from the Book

Journal/About My Writing—Ask students to complete this sentence:

• The hardest/easiest thing about writing an outline is....

Follow-Up

Students can complete "Big Ideas and Details" (page 54).

Book Title _____   Your Name _____

Author _____   Date _____

Nonfiction Outline

Use the outline below to take notes on the first two chapters of *Deep Diving Adventures*. Write chapter titles by the Roman numerals and subheadings by the capital letters. By the regular numbers, write two important details from each subsection.

Book Title _____

I. _____

    A. _____

        1. _____

        2. _____

    B. _____

        1. _____

        2. _____

II. _____

    A. _____

        1. _____

        2. _____

    B. _____

        1. _____

        2. _____

    C. _____

        1. _____

        2. _____

    D. _____

        1. _____

        2. _____

Ballooning Adventures

Book Summary
Describes ballooning, its history, dangers, equipment, and some aeronauts' adventures.

Glossary Words
envelope, gondola, helium, hydrogen, jet stream, parachute, pilot

Learning Outcomes
Students will:
• preview the book and speculate about its content and organization
• form questions/seek answers as they read
• identify main and supporting ideas
• add prefixes and suffixes to root words
• add adverbs to sentences from the book
• write a story using four prose types

Before Reading

Sneak Previews—Discuss that the book is about balloons that carry people through the sky. Give each student a copy of "Sneak Previews" (page 48). Tell students they will be asked to fill out this sheet as you preview the book together.

Ask student volunteers to read aloud the title and table of contents. Then ask students to share briefly what they think they will learn in this book about balloons and ballooning. Students should then fill out the first two sections of "Sneak Previews." Finally, page through the book as a group, pausing briefly to consider illustrations, photos, charts, and graphs. Again, discuss what students think they will learn about ballooning. Then have students complete "Sneak Previews."

Explain Chapter Order—Ask students to offer explanations as to how the author chose the order of the chapters in the book. Tell them to study the table of contents and to flip through the book before answering.

During Reading

Question as You Read—Remind students that one good way to make sure they understand what they read is to ask themselves questions when they come to a statement they do not completely understand or about which they would like to know more. Ask them to record any questions they have as they read in their journals.

After Reading

Main Topic and Details—Discuss that each chapter in the book has its own "main topic" related to the book's overall main topic of ballooning. Have students use "Idea Web" (page 63) to show one main topic from the book along with details that relate to that topic. Make sure students understand that the chapter subheadings represent some of the details.

Word Study

Word Structure
Ask students to complete "Building Words" (page 45), making new words by adding prefixes and suffixes to root words.

Word Use
Remind students that adverbs are words that answer questions such as *how?, when?,* and *where?* Have students choose 10 sentences from the book and write them on a piece of paper, adding at least one adverb to each sentence. Students can then share their altered sentences and discuss how each adverb has changed the original sentence.

Vocabulary
Have students complete "Context Clues" (page 65) to identify context clues for four of the glossary words.

Writing from the Book

PEND Story—Review these four types of writing: persuasive, expository (explaining), narrative (storytelling), and descriptive. Have students write a four-paragraph story—one paragraph using each type of writing—that a ballooning pioneer from the book might have written. Students are to write a rough draft, self-edit, share for peer-editing, and write a final draft.

Follow-Up

As a group, discuss the pros and cons of the time line on pages 38-39 as a means of conveying information. Use the activity sheet "Pros and Cons" (page 55) if you find it helpful with the group. Discuss alternative ways to convey the same information and why the author or editor may have chosen to use a time line format.

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 prefix or suffix to a root word and write the new word in more than one answer box.

Word Box

approve	legible	assign	direct	lodge	believe	plan	grade
head	modest	happy	view	rational	moral	accurate	like
member	sight	responsible	amuse	courage	child	eager	code

pre-

dis-

-ion, -tion, -sion, or -ation

de-

non-

fore-

-less

-ness

-ment

in-

im- or ir-

il-

Mountaineering Adventures

Book Summary
Describes mountain climbing, its history, equipment, dangers, and some adventures.

Glossary Words
altitude sickness, avalanche, crampon, expedition, frostbite, hypothermia, summit

Learning Outcomes
Students will:
• make predictions and check for answers while reading
• relate mountaineering to their own lives
• create words using prefixes and suffixes
• list nouns, verbs, pronouns, adjectives, and adverbs and use them in sentences
• write reflections on reading strategies

Before Reading

Make Connections—Tell students that they are going to read a book about climbing mountains. Ask students to share facts and fictions about climbing mountains. Write their ideas on the board for all to see and discuss before starting to read the book.

Make Predictions—Have students use "Predictions and Answers" (page 47) to set a reading purpose by predicting answers to questions before they read and then reading to check the accuracy of their predictions.

During Reading

Continue Before-Reading Activity—Tell students to look for information as they read that proves or disproves their predictions. When they find an answer, have them record it and the page number where they found it on the activity sheet. (1. yes, p. 5; 2. yes, p. 8; 3. no, p. 17; 4. no, p. 30; 5. no, pp. 33-37; 6. yes, p. 40)

After Reading

Real-Life Application Chart—First, ask students to share results of their "Predictions and Answers" activity sheets. Then have them complete "Main Ideas and Me" (page 52). Remind them to choose ideas that most relate to their own lives.

Word Study

Word Structure
Write the following prefixes and suffixes on the board: *pre-, dis-, -ion, -tion, -sion, -ation, de-, non-, fore-, -less, -ness, -ment, in-, im-, ir-,* and *il-.* Ask students to each write one word that uses each of these affixes. Have students share their words.

Word Use
As a group, brainstorm lists of 20 nouns, 20 verbs, 20 pronouns, 20 adjectives, and 20 adverbs. Write the words on slips of paper and place the slips for each part of speech in a separate container. Have students take turns pulling one slip out of each container and using the drawn words to write a sentence on the board. Tell them that their sentences must be grammatically sound, but that they can be nonsensical.

Vocabulary
Have students choose two of their glossary words to use in "Vocabulary Pyramids" (page 64). Then have students share their finished pyramids.

Writing from the Book

Journal/Reading Reflections—Ask students to reflect in their journals on two of the following:

• The purpose of an index
• How paying attention to different type sizes and styles can help a reader understand text
• How it can be helpful to identify what you know about a topic and what you want to know before you begin a book
• Some reasons you might want to put information in a chart rather than writing it out in paragraph form
• How to take effective notes
• Why it is important to ask questions while you read

Follow-Up

Ask students to turn to page 31. Have them study the chart to see if any one person has been the first to climb more than one mountain. (no)

Divide students into teams and ask each team to come up with a question that can be answered by using the chart. Have teams take turns asking questions and fielding answers.

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. Has anyone ever climbed to the top of the world's highest mountain? _____	
		2. Is peanut butter a common food for mountain climbers? _____	
		3. Did people climb mountains for fun in the 1500s? _____	
		4. Was the exact height of Mount Everest known before the year 1990? _____	
		5. By the 1990s, had mountain climbing become safe enough that lives were no longer in danger? _____	
		6. Are there more than 20 mountains in the United States? _____	

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 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 _____

Picture Talk

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

Page ____	Describe this photo or illustration.
	_____
	_____
	_____
	_____
Page ____	Does this photo or illustration need a caption? Explain your answer.
	_____
	_____
	_____
	_____
Page ____	Does this photo or illustration give important information? Explain your answer.
	_____
	_____
	_____
	_____

Book Title ——————————————— Your Name ———————————————

Author ——————————————— Date ———————————————

Text Types

FIRST: In the first column, there are samples of different types of text. Find examples in your book of these text types.
SECOND: In the second column, write words from your book that use each text type. Include the page number where you found the words.
THIRD: In the third column, write why each type of text was used.

Type of text	Word(s) that use this text type	Why this text type was used in this example
(SAMPLE) *italic type*	*The Pueblo Indians* Page 23	To show it is the title of a book
italic type		
bold type		
bold type		
colored type		
colored type		
large type		
large type		
small type		
small type		

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.

	1st Main Idea	**2nd Main Idea**	**3rd Main Idea**
Main idea from the book	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Information from book that supports main idea	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
How the main idea relates to you	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

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 job description form below.

Job Title _____

Training Needed_____

_____

_____

_____

Helpful Skills_____

_____

_____

_____

Usual Job Tasks_____

_____

_____

_____

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 _____

_____

_____

_____

Page_____

Fact _____

_____

_____

_____

BIG IDEA

_____

_____

_____

_____

Page_____

Fact _____

_____

_____

_____

Page_____

Fact _____

_____

_____

_____

Page_____

Fact _____

_____

_____

_____

Page_____

Fact _____

_____

_____

_____

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.

Pros

Cons

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?	**How are these behaviors harmful?**
Asking useful questions	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

Your Name _____ Date _____

Peer Feedback

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

What works well	
What doesn't work well	
Ideas for improvement	

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 _____

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 _____

Compare and Contrast

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

Item 1:

_____

Things you can say about item 1 (but not 2):

Things you can say about both items 1 and 2:

Item 2:

_____

Things you can say about item 2 (but not 1):

Book Title _____ Your Name _____

Author _____ Date _____

Comparison Chart

Compare four people, places, or objects from the book. List the people, places, or objects across the top of this chart. Down the left side, write some ways you can compare these people, places, or objects. Then compare them in the rest of the boxes.

People, Places, or Objects →				
Ways to Compare These People, Places, or Objects ↓				

Compare the Set

Each of the four books you read has a main subject. Compare those subjects using the chart below. Write what you will compare about the subjects at the top of 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.

How related? _____
_____
_____
_____

Related word or idea

How related? _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Related word or idea

Glossary word
or main idea:

_____

_____

How related? _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Related word or idea

Related word or idea

How related? _____
_____
_____
_____

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:

Another context clue and what it tells

me: _____

_____

_____

Context clue and what it tells me:

_____

_____

_____

Word:

Another context clue and what it tells

me: _____

_____

_____

Context clue and what it tells me:

_____

_____

_____

Word:

Another context clue and what it tells

me: _____

_____

_____

Context clue and what it tells me:

_____

_____

_____

Word:

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.

Glossary Word:	Draw the Word
—————————————————— Definition: —————————————————— —————————————————— ——————————————————	
Glossary Word: —————————————————— Definition: —————————————————— —————————————————— ——————————————————	Draw the Word
Glossary Word: —————————————————— Definition: —————————————————— —————————————————— ——————————————————	Draw the Word

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 _____

Word Detective

Choose a word that is new to you from your book. Do some detective work to figure out what the word means, how to use it, and how to remember it. Follow the footsteps!

WORD:

Sentence from book that uses the new word (underline the new word): _____

_____

Your guess about what the word means:

_____

_____

_____

What will you do to remember this word? _____

_____

_____

_____

Show that your detective work has paid off. Use the word in a sentence of your own. _____

_____

_____

Check the meaning. Ask someone or look the word up in a dictionary or glossary. Write the definition: _____

_____

_____

_____

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)

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 P–R. (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, and multiple meanings. 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 knowledge of four nonfiction text types and two common nonfiction tools: a time line and a dictionary. 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
Research • Knows where to look for needed data • Knows how to use different research tools • Generates usable notes **Content** • Expresses ideas clearly • Uses details to develop the topic • Includes only relevant information • Meets assignment requirements **Structure** • 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 **Editing** • 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	**Research** • 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 • Generates usable notes **Content** • Expresses most ideas clearly • Uses some details to develop the topic, but more would be helpful • Includes only relevant information • Meets assignment requirements **Structure** • 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 **Editing** • Creates a comprehensive first draft • Revisions between first and second draft show only structural changes • Response to peer editing shows some thought	**Research** • Has to be told where to look for needed data • Has to be shown how to use different research tools • Generates somewhat usable notes **Content** • 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 **Structure** • 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 **Editing** • Creates an incomplete first draft • Revisions between first and second draft show little effort or evaluation • Response to peer editing shows agreement without thought	**Research** • 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 **Content** • 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 **Structure** • 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 **Editing** • 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
• Words read correctly	• Words read incorrectly
• Self corrections within 3 seconds (Mark *sc* above the word and count as correct.)	• Omitted words
• Repeated words (not counted as incorrect)	• Out of order words (All words, read correctly, in the wrong order are counted as errors.)
• Inserted words (Ignore these and do not count as errors. If a student frequently inserts words, note on scoring instrument.)	• 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.)
• Hyphenated words (Count these as two words if each word can stand alone as an individual word.)	• 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.)
• Articulation and dialect (Students are not penalized for imperfect pronunciation due to dialect; base judgment on prior knowledge of speech patterns.)	

Student Name: _____

Oral Reading Fluency Rubric

1 - Excellent	2 - Good	3 - Satisfactory	4 - Needs Improvement
• 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	• 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	•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	• 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
Retelling Content • 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 **Retelling Structure/Style** • 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	**Retelling Content** • 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 **Retelling Structure/Style** • 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	**Retelling Content** • 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 **Retelling Structure/Style** • 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	**Retelling Content** • 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 **Retelling Structure/Style** • 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

Use the words in the word box to answer 1-10 below. Use each word only once.

Word Box

cell   start   rings   her   well   cord   long   hear   softly   fast

1. Homophones	
won	one
here	

2. Synonyms	
happy	glad
begin	

3. Antonyms	
big	little
sick	

4. Nouns	
tree	leaf
phone	

5. Verbs	
tree	grows
phone	

6. Pronouns	
Rover	him
female caller	

7. Descriptive Words	
could describe a tree	leafy
could describe a bicycle	

8. Multiple Meanings	
body part and measurement	foot
type of phone and room in a jail	

9. Adjectives
The tree has <u>large</u> lemons.
We talked a _____ time.

10. Adverbs
The leaves drifted <u>slowly</u>.
She talked so _____ I could not hear her.

Use a dictionary to fill in the blanks below.

Two definitions for *match*		Pronunciation for *match*
1. _____ _____	**2.** _____ _____	**3.**

One form of *match* for each part of speech					
4.	*verb*	**5.**	*noun*	**6.**	*adjective*

Your Name: _____ Date: _____

Decoding Skills Quiz

1. Draw a line to match the correct syllable pattern with the word. Then draw a line through the word to show the syllable pattern. One example is done for you.

v/v	olive
vc/cv	sulphur
vc/ccv	mushroom
vc/v	di/et
vcc/cv	rebuke
v/v	market
v/cv	riot

2. Look at the first word (*prearrangement*). Note how the lines separate the word into a prefix, a root word, and a suffix. Draw lines to divide the other five words the same way.

Prefix	Root Word	Suffix
p r e / a r r a n g e / m e n t		

Prefix	Root Word	Suffix
i m m o r t a l i t y		

Prefix	Root Word	Suffix
d i s c o u r a g i n g		

Prefix	Root Word	Suffix
i l l o g i c a l n e s s		

Prefix	Root Word	Suffix
d i s g u i s e l e s s		

Prefix	Root Word	Suffix
i n d e c i s i o n		

Your Name: _____ Date: _____

Reading Strategies Assessment

Answer these four questions about how to read nonfiction.

1. Explain how you can use photographs and illustrations to preview a book.

_____

_____

2. Describe one way that taking notes can be helpful while you are reading.

_____

_____

_____

3. Explain what it means to read at different rates and why a reader would do that.

_____

_____

_____

4. Using one of the books in this program, find some bulleted text or a chart. Explain

how the bullets or chart help make the information easier to understand. _____

_____

_____

_____

Reading and Writing Nonfiction

Answer these questions about reading and writing nonfiction.

1. When might a writer want to use a time line? ————————————————

————————————————————————————————————

————————————————————————————————————

————————————————————————————————————

————————————————————————————————————

2. What kind of information can you find in a dictionary? ————————————

————————————————————————————————————

————————————————————————————————————

————————————————————————————————————

————————————————————————————————————

Match the sentence beginnings on the left with sentence endings on the right.

3. A time line   a. breaks a chapter into parts.

4. A sidebar   b. might tell where to find more information.

5. A subheading   c. gives important dates.

6. The back matter in a book   d. gives information related to the main text.

Nonfiction Features of Books and Lessons in Bridgestone Reading Levels P–R

Feature	Photo-Illustrated Biographies (Levels)				Ecosystems (Levels)				Wild Rides! (Levels)				The Galaxy (Levels)				Dangerous Adventures (Levels)			
	P	P	P	P	Q	Q	Q	Q	R	R	R	R	R	R	R	R	R	R	R	R
	Alexander Graham Bell	Cesar Chavez	Chief Joseph of the Nez Perce	Eleanor Roosevelt	Deserts	Grasslands	Rain Forests	Temperate Forests	BMX Bikes	Dirt Bikes	Monster Trucks	Motocross Cycles	Jupiter	Mars	Neptune	Pluto	Polar Exploration Adventures	Deep Diving Adventures	Ballooning Adventures	Mountaineering Adventures
Primary Genre	B	B	B	B	Sc	Sc	Sc	Sc	Sp	Sp	Sp	Sp	Sc	Sc	Sc	Sc	SS	Sc	SS	SS
High Interest/Easy Readability (x)									x	x	x	x					x	x	x	x
Curriculum Area #1	P	C	H	H	B	B	B	B	An	An	An	An	A	A	A	A	H	B	H	Ge
Curriculum Area #2	H	H	An	G	E	E	E	E	H	H	H	H	P	P	P	P	Ge	E	Ge	H

Students will study these nonfiction features:

Feature	Alexander Graham Bell	Cesar Chavez	Chief Joseph of the Nez Perce	Eleanor Roosevelt	Deserts	Grasslands	Rain Forests	Temperate Forests	BMX Bikes	Dirt Bikes	Monster Trucks	Motocross Cycles	Jupiter	Mars	Neptune	Pluto	Polar Exploration Adventures	Deep Diving Adventures	Ballooning Adventures	Mountaineering Adventures
Bulleted Text		○	●	●	○	●	●	●	●	●	●	●								
Chart													●	○	●	○	●	●	○	○
Consultants	●	●	●	●	○	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●
Diagram						○	●				●		●	○	●	○	●		○	●
Glossary	○	○	●	●	●	○	○	○	●	●	●	○	●	○	○	○	○	●	○	○
Hands-On Activity					●	●	●	●					●	●	●	●				
Illustrations	○		○				●	●					○	○	●	●	●	●	○	●
Index	●	●	●	○	○	○	●	●	●	○	●	●	●	○	●	○	●	●	●	○
Internet Sites	●	●	●	●	●	●	○	●	●	○	●	●	●	●	●	○	●	●	●	●
Maps					●	○	●	●					●	●	●	○	●		○	●
Photos/Captions	○	○	●	○	○	●	●	●	●	●	●	○	○	○	●	●	●	○	○	●
Quotations	○	●	●	○																
Bibliography	●	●	●	●	●	●	○	○	●	●	●	●	●	●	●	○	●	●	●	●
Sidebars	○												●	○	●	●				
Subheadings									○	●	●	●					●	○	○	●
Text Types	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○	●	○	●	○
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 P–R

	Photo-Illustrated Biographies (Levels)				Ecosystems (Levels)				Wild Rides! (Levels)				The Galaxy (Levels)				Dangerous Adventures (Levels)			
	P	P	P	P	Q	Q	Q	Q	R	R	R	R	R	R	R	R	R	R	R	R
	Alexander Graham Bell	Cesar Chavez	Chief Joseph of the Nez Perce	Eleanor Roosevelt	Deserts	Grasslands	Rain Forests	Temperate Forests	BMX Bikes	Dirt Bikes	Monster Trucks	Motocross Cycles	Jupiter	Mars	Neptune	Pluto	Polar Exploration Adventures	Deep Diving Adventures	Ballooning Adventures	Mountaineering Adventures
BEFORE READING																				
Students will share prior knowledge and develop background knowledge:																				
Outline the Book						●					●							●		
Make Connections		●						●						●						●
Draw a Picture									●						●					
Explore the Index				●						●						●				
TKWL Chart					●						●						●			
Map It/Map Details			●			●														
Students will preview book:																				
Preview and Predict	●					●	●				●		●						●	
Picture Talk/Picture Tour/Cover Story		●		●								●		●				●		
Text Types	●															●				
Outline the Book						●			●										●	
Make and Check Predictions							●													●
Students will set reading purposes:																				
Nonfiction Notetaking			●			●												●		
Questions before Reading					●									●						
Reading Style Review								●					●							
Look for Facts						●	●	●									●			●
DURING READING: Students will complete these activities:																				
Mark Text for Recall/Retrieve Text	●					●			●	●			●	●					●	
Reread/Read Ahead for Information		●									●		●							
Ask Questions While Reading	●												●						●	
AFTER READING: Students will complete these activities:																				
Context Clues						●													●	
Discussing Pros and Cons							●			●										
Main Ideas and Me				●																●
Using Back Matter						●														
Book Summary Card					●									●						
Main Ideas & Details/Topics-Subtopics							●						●					●	●	
Make Comparisons	●					●	●					●	●				●			
Job Description Form								●								●				
Discussion Habits			●											●						
Time Line *		●		●						●									●	

* Some time lines are created as follow-up activities

Bridgestone Reading Scope and Sequence (p. 2)

—————

Book Levels P–R

	Photo-Illustrated Biographies (Levels)				Ecosystems (Levels)				Wild Rides! (Levels)				The Galaxy (Levels)				Dangerous Adventures (Levels)			
	P	P	P	P	Q	Q	Q	Q	R	R	R	R	R	R	R	R	R	R	R	R
	Alexander Graham Bell	Cesar Chavez	Chief Joseph of the Nez Perce	Eleanor Roosevelt	Deserts	Grasslands	Rain Forests	Temperate Forests	BMX Bikes	Dirt Bikes	Monster Trucks	Motocross Cycles	Jupiter	Mars	Neptune	Pluto	Polar Exploration Adventures	Deep Diving Adventures	Ballooning Adventures	Mountaineering Adventures
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										●	●	●								
pre- & dis-														●	●	●	●	●	●	●
-tion, -sion, -ion, & -ation														●	●	●	●	●	●	●
de-, non-, & fore-																●	●	●	●	●
-less, -ness, & -ment																	●	●	●	●
in-, im-, ir-, & il-																		●	●	●
Students will identify, decode, and use with meaning:																				
Homophones	●											●								
Synonyms/Antonyms		●											●							
Multiple Meanings			●		●									●						
Descriptive Words				●						●					●					
Dictionary/Definitions					●			●										●		
Dictionary/Pronunciations							●									●				
Dictionary/Parts of Speech							●	●									●			
Dictionary/Word Forms							●	●									●			
Nouns/Pronouns/Verbs							●		●											●
Adjectives							●			●									●	●
Adverbs							●				●								●	●
Students will study content-specific vocabulary.																				
Vocabulary/Glossary Activity	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
WRITING: Students will complete activities that involve practice in genre (G), technique (T), and recording information (RI).																				
PEND Story (G; T)		●																	●	
Peer Feedback (T)		●		●							●									
Poem (G; T)					●								●							
Share a Summary (RI)							●			●								●		
Journal/Reading Reflections (G; RI)			●					●	●						●	●				●
Journal/About My Writing (T; RI)	●					●						●						●		
Strategy-Use Sentence Completion (T)								●												
RAFT Story (G; T)				●													●			

Bridgestone Reading P-R 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.mcrel.org/products/standards/contentknowledge.asp

Standard / Benchmark	AGB (P)	Cesar Chavez (P)	Chief Joseph of the Nez Perce (P)	Eleanor Roosevelt (P)	Deserts (Q)	Grasslands (Q)	Rain Forests (Q)	Temperate Forests (Q)	BMX Bikes (R)	Dirt Bikes (R)	Monster Trucks (R)	Motocross Cycles (R)	Jupiter (R)	Mars (R)	Neptune (R)	Pluto (R)	Polar Exploration Adventures (R)	Deep Diving Adventures (R)	Ballooning Adventures (R)	Mountaineering Adventures (R)
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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Bridgestone Reading P-R Standards Correlation Chart

	Photo-Illustrated Biographies (Levels)				Ecosystems (Levels)				Wild Rides! (Levels)				The Galaxy (Levels)				Dangerous Adventures (Levels)			
	P	P	P	P	Q	Q	Q	Q	R	R	R	R	R	R	R	R	R	R	R	R
	Alexander Graham Bell	Cesar Chavez	Chief Joseph of the Nez Perce	Eleanor Roosevelt	Deserts	Grasslands	Rain Forests	Temperate Forests	BMX Bikes	Dirt Bikes	Monster Trucks	Motocross Cycles	Jupiter	Mars	Neptune	Pluto	Polar Exploration Adventures	Deep Diving Adventures	Ballooning Adventures	Mountaineering Adventures
Benchmarks for Science Literacy: Project 2061 http://www.project2061.org/tools/benchol/bolframe.htm																				
B4. The Physical Setting																				
A. The Universe													●	●	●	●				
E. Energy Transformations									●	●	●	●								
F. Motion									●	●	●	●								
B5. The Living Environment																				
A. Interdependence of Life					●	●	●	●												
National Science Education Standards Content Standards (K-4) http://www.nap.edu/readingroom/books/nses/html/ 6a.html																				
SB. Physical Science									●	●	●	●								
SC. Life Science					●	●	●	●												
SD. Earth and Space Science													●	●	●	●				
SE. Science and Technology									●	●	●	●								
National Standards for History (K-4) http://www.sscnet.ucla.edu/nchs/standards																				
T3: The History of the United States: Democratic Principles and Values and People From Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage S4C. The student understands historic figures who have exemplified values and principles of American democracy	●	●	●	●																
National Council for the Social Studies http://www.socialstudies.org/standards/toc.html																				
TSIV. Individual Development and Identity	●	●	●	●																
National Geography Standards http://www.ncge.org/publications/tutorial/standards/																				
EE2. Places and Regions S4. The physical and human characteristics of places					●	●	●	●									●	●	●	●
S6. How culture and experience influence people's perception of places and regions																	●	●	●	●
EE3. Human Systems S8. The characteristics and spatial distribution of ecosystems on Earth's surface					●	●	●	●									●	●	●	●

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International Reading Association, Inc.

Reading Public Schools Curriculum Guide Page
www.reading.k12.ma.us/curriculum/scopeseq.html

Reading Recovery Council of North America
www.readingrecovery.org/

Reading Scope & Sequence SISD & Curriculum
http://isd.saginaw.k12.mi.us/curriculum/scope.html

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