

Developing Readers

Grades 5



Modeling → Independence

Strategies for Reading Comprehension

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Connect, Compare, and Contrast Across Texts

Teacher Talk

What?

It has become common on high stakes tests that students compare and contrast ideas, themes, or issues in paired selections. In addition to testing situations, students should learn how to make connections and compare different text selections to contrast ideas, themes, and issues. Students should come to understand that often they must go beyond the author's words to compare how ideas, themes, and issues are alike or different.

Why?

There are many reasons why students should develop the skill to connect, compare, and contrast across texts. These reasons are not limited to academic considerations. They also relate to the development of intellectual and practical abilities, such as analyzing how two newspaper articles reporting on the same topic or story can differ widely.

When?

The strategy of connect, compare, and contrast is limited to during and after reading experiences. Students should be encouraged to connect, compare, and contrast whenever they read.

How?

When reading, it is important to make connections and to compare and contrast ideas, themes, and issues. The reader may need to go beyond the author's words within one or two texts to compare how ideas, themes, and issues are alike and how they are different.

When reading:

- Compare – how the two texts are alike
- Contrast – how the two texts are different
- Connect – how the two texts connect to your life

Research

Good readers “draw from, compare, and integrate their prior knowledge with material in the text.” Duke, Nell K. and Pearson P. David (2002). *Effective Practices for Developing Reading Comprehension*.

Activating Prior Knowledge



1-2 minutes



ELL

Materials: Connect, Compare, and Contrast Quick Link Reproducible (DR5-CD)

- Display the quick link prompt shown below.
- Use the quick link before reading to connect to prior knowledge. Read the prompt aloud and have students respond to the questions.
- Response Options: Discuss questions as a group; have students turn and talk to their partner about their connections.

By purposefully activating prior knowledge, ELL students are able to link new content and language learning with known experiences and concepts. The Quick Link can be adjusted to meet the language needs of the students by reading it aloud and/or clarifying language as needed.

Connect, Compare, and Contrast Across Text Quick Link

George Washington Biography

George Washington was born on February 22, 1732. He lived in Virginia. Washington never attended college, but he studied at home.

Washington stood 6 ft. 2 in. tall. His favorite foods were ice cream and fish. He loved fishing and riding horses. As a boy, he had a horse.

In May of 1776, George was elected Commander of the Continental Army. Later he was elected president.

When Washington became president, there were 3,929,214 people in our country. Our flag had sixteen stars when he left the presidency in 1797.

George Washington: A Writer of Letters

George Washington was a talented and frequent letter writer. Below are things in some of his letters.

March 19, 1776

Washington shared how he and his soldiers took a high point above Boston and forced the British soldiers to flee to their ships in the harbor. Washington promised that he was ready to defend the city if the British soldiers left their ships.

March 24, 1776

Washington posted his soldiers at an even higher and nearer position to the Boston Harbor. The British ships did not seem to be leaving the harbor. He vowed to continue to protect the city.


He said he felt that “the position nearer the enemy ships would annoy the fleet and force them to leave.”

After eleven months—the longest single conflict of the American Revolutionary War—the British finally withdrew and the Siege of Boston was over. Congress gave Washington a medal and named him a commander the next May.

Ask: ***How are the texts similar?***
How are the texts different?
What is your personal connection to the two texts?

Step 1

Introduction of Strategy

 1-2 minutes

Materials: Connect, Compare, and Contrast Definition Reproducible (DR5-CD)

- Introduce the strategy using the definition reproducible. Steps for introducing a strategy are located on page 19.
- Name and define the strategy including why and when to use the strategy during reading.



ELL

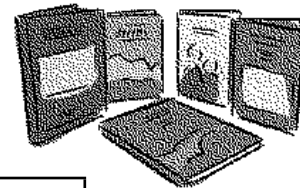
When introducing the strategy, use the definition reproducible as a linguistic visual aid for ELLs. Using and pointing out the key phrases from the definition reproducible during the introduction helps to build the academic language identified with the strategy.

Connect, Compare, and Contrast Across Text Definition

When reading, it is important to make connections and to compare and contrast ideas, themes, and issues. The reader may need to go beyond the author's words within one or two texts to compare how ideas, themes, and issues are alike and how they are different.

When reading

- Compare – how the two texts are alike
- Contrast – how the two texts are different
- Connect – how the two texts connect to your life




Text #1	Text #2
Facts: Ant gathers food.	Facts: Little Red Hen gathers wheat.
Inferences: Ant is a hard worker.	Inferences: Little Red Hen is a hard worker.
Lesson Learned: Ant will have food for the winter.	Lesson Learned: Little Red Hen will enjoy her bread.
Connections to My Life: I am going to be a hard worker because I want enough food to eat.	

Key Phrases:

- Facts from _____ and _____ are alike/different because _____.
- Inferences from _____ and _____ are alike / different because _____.
- The lessons learned are alike / different because _____.
- The connection to my life in both text is _____.

Step 2

Modeling

 10 minutes

Materials: Connect, Compare, and Contrast Definition Reproducible (DR5-CD)

Text selection Troy Aikman—A Biography and Troy Aikman and J.P. O'Neil (DR5-CD)

Connect, Compare, and Contrast Graphic Organizer #2 Reproducible (DR5-CD)

Sticky notes

- Review the suggested text and the prepared script for the think-aloud provided below to model the strategy. Set up the text for the think-aloud by writing the prepared script on sticky notes and placing them in the appropriate places.
- Option: Use the text provided or a familiar text to think aloud. Steps for preparing and using a think-aloud are located on page 19.



ELL

When planning a think-aloud for the strategy, language can be modified and adjusted to meet the needs of ELLs. Think-aloud modeling should be concise using repeated target language identified with the strategy.

- c. Model the strategy using the think-aloud and record your thinking on the graphic organizer.
- d. ***Today I am going to think-aloud and show you how to connect, compare, contrast across text(s) as I read. I am going to share two stories about the same person, Troy Aikman—A Biography and Troy Aikman and J.P. O’Neil to identify similarities, differences, and personal connections. This is a difficult strategy, so I am going to do it in four distinct, seemingly unrelated, steps***
- e. Read the whole selection to the students and then reread and stop at the stopping points to think aloud.

Optional Titles for Modeling



- Sweet Clara and the Freedom Quilt by Anita Riggio
- Under the Quilt of Night by Deborah Hopkinson
- A complete list of titles (DR5-CD)
- Additional Leveled Text CD

Troy Aikman—A Biography

- 1 Troy Aikman, the great Cowboy quarterback, was born in 1966 in West Covina, California. He had to wear casts on both of his feet until he was 13 months to correct a mild form of club feet.
- 2 After high school, Troy was offered the opportunity to play professional baseball for the New York Mets but chose football. He first played for Oklahoma University but later transferred to the University of California at Los Angeles when Oklahoma installed a more run oriented offense. In 1989, Troy was drafted with the first overall pick by the Dallas Cowboys, and he didn’t win a single game his rookie season. Three years later, after a victory in Super Bowl XXVI, he was named the most valuable player on the team.
- 3 Throughout his NFL career, Troy suffered ten concussions and several injuries. After helping the Cowboys win three Super Bowls and passing for a total of 32,942 yards, he retired. Despite that challenging first season, he still holds the NFL record for wins by a quarterback during any specific decade. He was enshrined in the NFL Hall of Fame in 2006.

Troy Aikman and J.P. O’Neil

- 4 A Dallas boy named J.P. O’Neil was ten years old in 1993 when he developed a kind of cancer that causes tumors to grow on different parts of the patient’s body. J.P. was a sports fan who had pictures of the Cowboys all over his room.
- 5 During the summer of 1994 Channel 5 heard about J.P. and arranged a trip to the Cowboys’ training camp. J.P. met with the players and got autographs. One player, Troy Aikman, was especially kind to J.P. and visited with him for several minutes.
- 6 As Aikman turned to leave, J.P.’s mother, Kim, touched his sleeve. “Would you do me a favor and throw a touchdown pass for J.P.?” she asked.
- 7 Aikman looked at her and at J.P. sitting in his wheelchair, wearing a Cowboy cap. The quarterback was touched. “I will do that in a game soon and then I’ll send him the ball,” he promised.
- 8 On the night of August 7, the Cowboys did not win, but Troy threw the touchdown pass for J.P. and sent it to him.
- 9 J.P. died soon after that. The football was in his hands when people came to his funeral. Troy kept his promise.

- f. ***I know that as I am reading, I need to connect, compare, contrast across text(s) because this will not only give me a firmer grasp on each individual text and its theme, but it will also expand my thinking and give me a broader view.***
- g. Stopping points for the think-aloud are listed below.

Reread paragraphs 1 and 2

The first step in comparing and contrasting texts is to think about what important facts the author gives me. I know that Troy was born in 1966 with club feet. I know that he played football at Oklahoma and at UCLA. I know that he was drafted number one by the Cowboys, did not win a single game his first year, and three years later was the Super Bowl MVP.

Reread paragraph 3

What other facts do I now know? I know that Troy suffered ten concussions but still went on to win three Super Bowls and make it into the football Hall of Fame. So I can infer that he was tough and determined. I can also infer that he was not a quitter. In fact, that must be the lesson. He was born with club feet and did not quit. He did not win a single game his first year and kept trying. He suffered ten concussions and never gave up. He made good things happen for himself.

Stop to make personal connection

I have a connection to this. In sixth grade I fancied myself as a runner, but did not make the track team. I decided to keep running on my own, and before middle school was over, I set the school record in the mile. Let's read the other story.

Reread paragraphs 4-6

Again, to compare and contrast, we start with the facts. A ten year-old Cowboys fan with cancer visits their training camp and befriends Troy Aikman. The boy's mom asks Troy to throw a touchdown pass for her son.

Example: Connect, Compare, and Contrast Across Texts Graphic Organizer #2

Troy Aikman—A Biography	Troy Aikman and J.P. O'Neil
<p>Facts:</p> <ul style="list-style-type: none"> • Born in 1966 with club feet • Played college football at Oklahoma and UCLA • Drafted number one, didn't win a single game his first year, and later was Super Bowl MVP • Suffered ten concussions but still won 3 Super Bowls and made it into the Hall of Fame 	<p>Facts:</p> <ul style="list-style-type: none"> • A ten year-old Cowboys fan with cancer visits training camp and befriends Troy Aikman. • Boy's mom asks Troy to throw a TD for her son.
<p>Inferences:</p> <ul style="list-style-type: none"> • Troy was tough and determined. 	<p>Inferences:</p> <p><i>(add student response)</i></p>
<p>Lesson Learned:</p> <ul style="list-style-type: none"> • Don't quit and good things can happen. 	<p>Lesson Learned:</p> <p><i>(add student response)</i></p>
<p>Connections to My Life:</p> <p><i>(add student or personal response)</i></p>	

- h. **Now it is your turn to give it a try.**
- i. Use Step 3 below to allow students to practice the strategy.

Step 3

Give it a Try – Turn and Talk 1-2 minutes

- a. **Now it is your turn to give it a try.**
- b. Allow students just enough time to discuss their thinking with their partner. Invite several students to share their thoughts with the class and add their responses to the graphic organizer.

Think About the Story

Now it is your turn to give it a try. Turn to a partner and say, “An inference I can make is _____ because _____.”

- Ask: **What do you think is the lesson learned in this story?**
- What connections can you make to your life?**

Step 4

Small Group Guided Practice 10-15 minutes

*Materials: Connect, Compare, and Contrast Definition Reproducible (DR5-CD)
Connect, Compare, and Contrast Graphic Organizer #1 or #2 Reproducible (DR5-CD)
 Text on instructional reading level for small group*

- a. Once students are engaged in independent practice, work with small groups and practice the strategy using guided reading texts.
- b. Suggestions for conducting a small guided group are located on page 22.
- c. After reading complete the graphic organizer as a group or independent activity.
- d. **Now we are going to talk about connect, compare, contrast across text(s) with the text we just read and answer some questions about our reading.**

- Ask: **What are some facts from each text?**
- What are some inferences?**
- What is the lesson learned in each text?**
- What connections can you make to each text?**



ELL

When students are asked to turn and talk, they should be prompted to begin their talk with a key phrase stem. This reinforces academic language growth and helps ELLs direct their thinking to the target strategy. The key phrases found on the definition reproducible can be used as turn-to-talk stems.

Connect, Compare, Contrast Across Text Graphic Organizer #1

Title 1: _____

Title 2: _____

The stories were alike in several ways.

The stories were different in several ways.

The stories remind me of _____

Step 5

Independent Practice



20-45 minutes

*Materials: Text at students' independent reading level
Connect, Compare, and Contrast Graphic Organizer #1 or #2
Reproducible (DR5-CD)*

- Have students select and read a text at their independent reading level.
- Have students work independently or with a partner to complete the Connect, Compare, and Contrast Graphic Organizer #1 or #2.
- Have students share their graphic organizer with a partner.
- After you have read independently, you will share what you have learned today about connect, compare, contrast across text(s). We will discuss when, why, and how you used the strategy.**

Step 6

Reflection



1-2 minutes

*Materials: Graphic Organizer or Share Sheets used in independent reading
Connect, Compare, and Contrast Reflection Reproducible
(DR5-CD)*

- Use the graphic organizer or share sheets from independent reading to share example(s) of students' thinking using the strategy.
- Use the reflection reproducible to discuss and write the students' responses and post it in the room.

Ask: **What have you learned today about connect, compare, contrast across text(s)?**

Why is this important to know as a reader?

Connect, Compare, and Contrast Across Text Reflection

When did you use the strategy?

Why did you use the strategy?

How did you use the strategy?

How did the strategy help you understand the text?

Quick Check Assessment



2-3 minutes

*Materials: Connect, Compare, and Contrast Definition Reproducible
(DR5-CD)
Connect, Compare, and Contrast Quick Check Reproducible
(DR5-CD)*

- Display the quick check prompt shown below.
- Use the quick check after reading to assess mastery of the strategy. Read the prompt aloud and have students respond to the questions.



ELL

The Quick Check can be used to assess both language and concept mastery for ELLs. Students should show correct usage of the target academic language (including key phrases and stems) as well as correct application of the target strategy. The Quick Check can be used to identify areas in need of additional practice for both

- c. Response Options: Discuss questions as a group; have students turn and talk to their partner about their connections.
- d. Lesson plans for students who require additional practice are located on the (DR5-CD).

Connect, Compare, and Contrast Across Text Quick Check

Earth's Most Powerful Telescope

The Kecka Telescope is a 10,400 foot telescope in Hawaii. It is made up of two large telescopes that combine their light as one telescope. Incoming light reaches three types of mirrors that concentrate it to a small area.

There are several things that scientists can now do because of this powerful telescope. They can learn more about how galaxies are formed, and the growth of galaxies over a period of time can be studied. The movement of gas on planets can be measured. And the winds around planets can be studied.

Who knows what may be found next?

What is a Planet?

Mike Brown of Caltech has discovered an object that appears be larger than Pluto. The new object discovered by Brown is round, about three times as far from the sun as Pluto, and appears to be covered with methane gas.

Not all scientists think Brown discovered another planet. There is a region of objects behind Neptune. This group feels the discovery may be in Neptune's region.

NASA seems to think Brown has found a new planet. One scientist there defines a planet as any object in the heavens that is nearly as large as Pluto.

So the debate continues. What is a planet, anyway?

Ask: ***How are the texts similar?***
How are the texts different?
What is your personal connection to the two texts?

Additional Practice

- Lesson plans for additional practice are located on the (DR5-CD).
- Leveled passages for grades 2–5 are located on the Additional Leveled Text CD.

Standardized Testing Stems



These are a sample of the standardized testing stems common to most states high stakes assessments.

1. The story and the fables both tell about _____.
2. The story and the article both tell about _____.
3. The selections both tell about _____.

Writing Connection



These are a sample of writing and talking stems that help students respond to their reading.

1. These two texts are alike because _____.
Give evidence from the text.
2. These two texts are different because _____.
Give evidence from the texts.
3. The idea included in both selections is _____.
4. Facts from each text are _____.
5. Inferences from each text are _____.
6. Lessons I learned in each text are _____.
7. Connections from each text I made to my life are _____.
8. Was the author's perspective in each text alike / different? Explain your thinking.
9. Was the author's perspective evident in the plot, setting, characters, conflict, or theme? Give evidence from the text.

A Step Beyond Activities and Station Ideas



These are a sample of activities that can extend students' thinking in the target strategy.

1. Students can choose two articles about a common topic and then use a graphic organizer to compare and contrast the views of the author.
2. Students can choose two topics from social studies and compare and contrast them using a graphic organizer. Examples: Two Indian Tribes, Civil War and Revolutionary War, and so forth.
3. Students can read a brochure and a nonfiction text giving information about a country or state. Students then compare the texts and tell how they are different and how they are alike.