Examples

Reading Comprehension:

Strategies
for Teachers and Students

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(BEFORE READING: Teach the pronunciation and the meaning of critical vocabulary.)

Chapter: Time of Change: The Middle Ages

TELL		Student-friendly Explanation
Medieval Era	n	- the Middle Ages; time between fall of Roman Empire and beginning of modern world
Charlemagne	n	- a king and military leader
Magna Carta	n	- similar to a constitution; took power from the English king
guild	n	- similar to a trade union; members in the same trade
STRATEGY		
accomplish accomplishments	v n	- succeed in doing something - things you have done or things that you do well
opportunity opportunities	n n	- times when you can do something that you want to do; chances
authority	n	- the power to do something; the power to tell other people what they must do
document	n	- a paper with important information on it
monastery	n	- a place where religious men (monks) live, work, and pray
orphans orphanage	n n	- children without parents - a home for orphans

feudal	adj	
feudalism	n	- a system in which lords gave land to less powerful nobles in return for services
manor	n	- a large country house with land
manorial	adj	
manorialism	n	- a system in which peasants didn't get any land but worked on a lord's land and supplied him with food in exchange for his protection of them
Catholic	adj	- Roman Catholic Church
Catholicism	n	- the religion of the Roman Catholic Church
noble	n	- A person who is a noble belongs to a high social class.
nobility	n	- The nobility of a society are all the people who have titles and high social rank.

Name _____ **Story/Chapter** _____

Word	My Own Words	Image/Representation

Word Diagrams

Word	What it is	What it is like	Examples	Non-Examples

Glossary Entries
(Glencoe Marketing Series: Sports & Entertainment Marketing)

promotion any form of communication used to persuade people to buy products
product line a group of closely related products manufactured and/or sold by a company
product placement the appearance of a product as a prop in a film or TV show

Word Diagrams

Word	What it is	What it is like	Examples	Non-Examples
promotion	form of communication	to persuade people to buy products	-TV ads -radio ads -signs -Placement in TVshow/movie	News articles
product line	a group of closely related products	manufactured or sold by a company	Nike – - men's sport footwear and apparel - women's sport footwear and apparel	Products NOT sold by the same company… Coke Pepsi
product placement	appearance of a product	as a prop in a film or TV show	Cast member on "Friends" drinking a Coke or typing on a Mac (with the Apple visible)	A case of Coke displayed in a store

Math Vocabulary

(Chapter 1: Exploring expressions, equations, and functions)

Word	Critical Attributes	Examples	Non-examples
variables	- symbols - represent unspecified numbers	x m y t a s	15 7 200
algebraic expressions	- one or more numbers - AND variables - WITH one or more arithmetic operations	$x - 2$ $\underline{a} + 3$ b	x 30
verbal expressions	- represents algebraic expression - in words	The sum of 3 and b divided by y	Algebraic expression
equations	- mathematical statement - in which both sides are equal	$15 = 15$ $a + b = b + a$	$15 = 17$ $a + b$

Four-Square Vocabulary

Word	Examples
Definition	Non-Examples

Word	Examples
Definition	Non-Examples

| Word	Examples
Definition	Non-Examples

Four-Square Vocabulary

1. Dictate the word to be taught and have students record in square.
2. Describe the word.
3. Have students suggest examples of the word and record a number of examples.
4. Have students provide non-examples of the concept and record of number of non-examples.
5. Finally, have students write a definition of the concept.

(Adapted from *Word Power* by Steven Stahl & Barbara Kapinus, 2001)

Word **soothing**	Examples **music, a bath, a nap**
Definition **comforting offering relief**	Non-Examples **Tests, loud noises, being called on**

Word Mapping

What is it? (definition)

What is it like?

The Word

What are some examples?
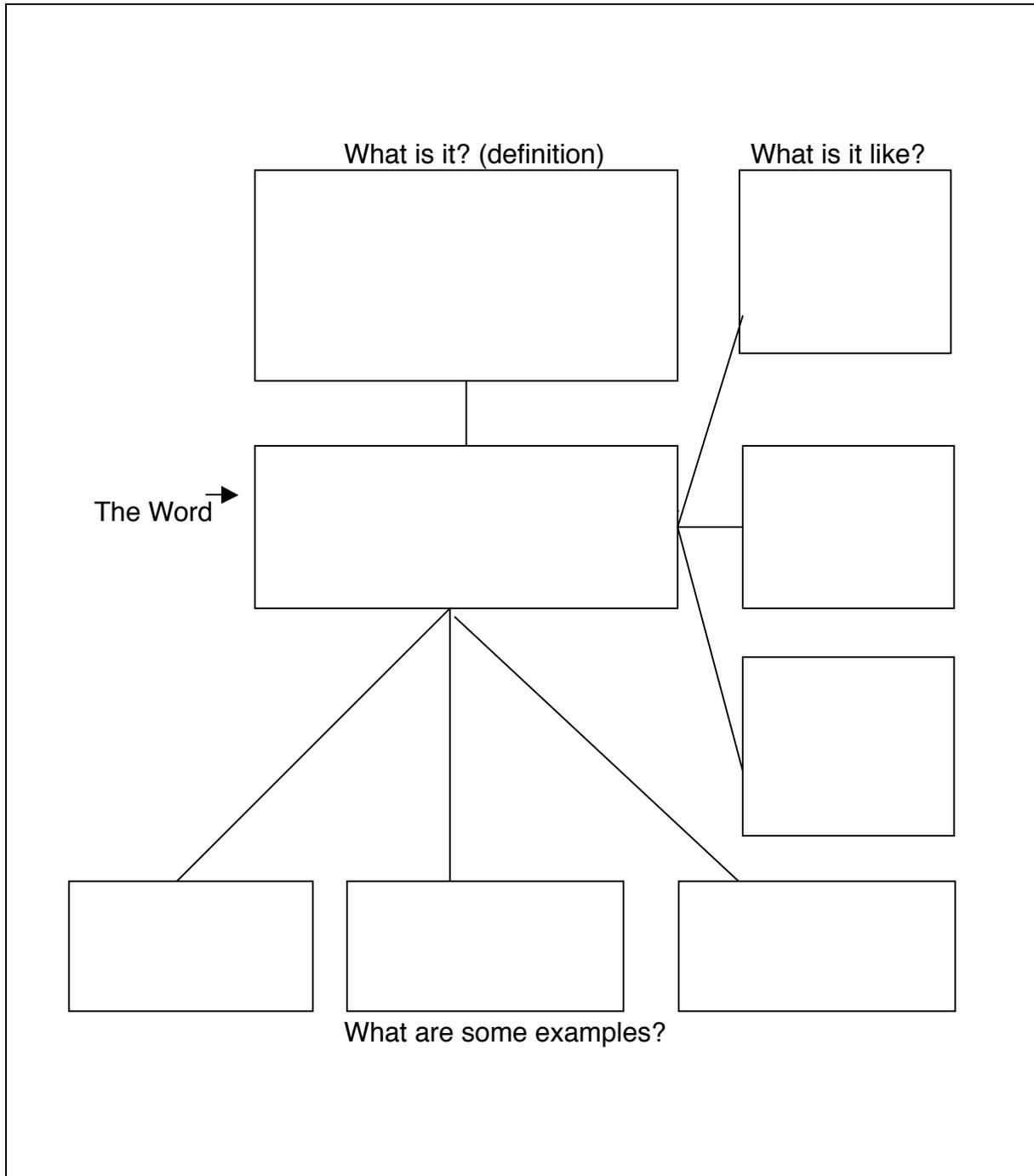
(Schwartz, 1988; Schwartz & Raphael, 1985)

Word Form Chart

The Skill of Pericles

Noun	Adjective	Verb	Adverb
disguise **disguiser**		**to disguise** look like someone else **disguised** **disguising**	**disguisedly**
democracy **democrat**	**democratic** a gov. in which power is held by the people		**democratically**
virtue a good quality that someone has	**virtuous**		**virtuously**
brute **brutes** cruel people	**brute** (brute strength		
jealousy **jealousies**	**jealous** feeling unhappy because someone has something that you wish		**jealously**
		to rouse to wake up **roused**	
command **commander**	**command**	**To command** to tell someone that they have to do something **commands** **commanded** **commanding**	

(Kate Kinsella, 2002)

Word

1. Definition
2. Sentence
3. Personal clue

Word

4. Definition
5. Examples
6. Non-examples

Word

7. Definition
8. Sentence
9. Visual Representation

(**BEFORE READING**: Utilize an **Anticipation Guide** to activate prior knowledge and to increase curiosity about the topic. Note – if students make all of the statements true after passage reading, they will have a summary of critical information.)

Directions: Before reading the passage, check the statements that you believe are true in the **ME** column. After reading the passage, check the statements that you believe are true in the **TEXT** column.

ME   Text

		1. When the Roman Empire collapsed, people fled to the cities.
		2. The collapse of the Roman Empire resulted in no central government to maintain roads, water systems, and public buildings.
		3. In the absence of a strong central government, military leaders and the protestant churches took over leadership.
		4. Charlemagne, a military leader of the time, expanded his kingdom and worked to improve the life of those who lived there.
		5. The importance of the Catholic Church declined with the collapse of the Roman Empire.
		6. Feudalism was a political system in which nobles, such as Kings, gave land to peasants.
		7. Peasant life in the small huts was very difficult while life of the nobles in the castles was quite easy.
		8. People of very different crafts and trades joined the same guilds to promote trade.
		9. As a result of the Magna Carta, Charlemagne's powers were limited.

Anticipation Guide

Student_____**Chapter**_____

Directions: In the column labeled *me,* place a check next to any statement with which you agree. After reading the text, compare your opinions on these statements with information contained in the text.

Me	Text	Statements
		1. Mohammed, the prophet of Islam, was born more than 500 years after Jesus.
		2. Mohammed believed that there was only one God, Allah.
		3. Mohammed destroyed the idols that were in the temple in Mecca.
		4. The word Islam means "remission". Mohammed told his followers that they should seek remission of their sins.
		5. Mohammed, like Jesus, is worshiped by his followers as God.
		6. Five times a day, Muslims face the holy city of Medina and pray.
		7. Islam teaches concern for the poor.
		8. It takes many years to become a clergy member in the Islam faith. Few people reach this level.
		9. The Koran, the Muslim's holy book, is written in the original Greek language of Mohammed.

(Herber, 1978)

Novel Preview

Title of Book_____

Author of Book_____

Story Element		Notes
Setting		
Main Character		
Other Characters		
Conflict		
Theme		

Novel Preview

Title of Book_____

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Theme		

Novel: *Waiting for Normal*   Author: Leslie Connor

Character List

Character	Initial Information	Additional Information
Addie Addison Schmeeter Cookie	Main character 6th grader Moves to neighborhood Has dyslexia Plays flute	
Denise Mommer	Addie's mother "All or nothing"	
Pete	Mother's boyfriend	
Dwight	Addie's stepfather Father of Addie's step sisters	
The Littles Brynna and Katie	Young step sisters	
Jack Addie's Grandfather Grandio	Grandfather on father's side	
Soula	Lady who words at mini market Lives in neighborhood Has cancer	
Elliot	Works in mini market	
Rick	Elliot's friend Owns restaurant	
Piccolo	Addie's hamster	
Robert Helena Marissa	6th grade friends	

Novel Sleuth

Title of Novel   Sleuth

Examine	What can be learned?	Notes
Back Cover or Front flap Synopsis of story	Setting(s) Relevance of Setting Main character Info about main character Conflict Events	
Reviews	Theme Genre	

Cover	Title
	   Meaning
	   Significance of title
	
	Illustration
	   Type of story
	   Actions of character
	   Setting	

Copyright Date	Historical context	
Foreword	Author's purpose Author's interests Setting of story Significance of setting	

(**BEFORE READING**: Preview the chapter. Record the title, headings, and subheadings on the overhead. Students may wish to record outline.)

Time of Change: The Middle Ages

- **Western Europe in Collapse**

- **Charlemagne and the Christian Church**
    - The New Roman Emperor

- **The Role of the Church**
    - Monks and Nuns

- **Two Medieval Systems**
    - The Feudal System
    - Manorialism

- **Medieval Ways of Life**
    - Castle Life
    - Peasant Life

- **The Growth of Medieval Towns**
    - Guilds

- **The Late Middle Ages**
    - Governments Challenge the Church
    - The Magna Carta

(**BEFORE READING**: Preview the chapter using the tables, figures, illustrations, and other graphics.)

Graphic	What I observed	What I wondered
Figure #1	The paleontologist is chipping away at the side of a stone hill.	Where does the term paleontologist come from?
Figure #2	There is a series of pictures 1. A dead fish in shallow water 2. Sediment covering the fish 3. The sediment becoming rock..part of the fish is preserved 4. After weathering part of the fossil is visible	Do you have to have shallow water to form fossils?
Figure #3	A mountain with petrified tree stumps at the base. The tree stumps have been turned into stone.	Where can you find petrified trees?
Figure #4	Pictures of fossils showing an ancient animal. I noticed that the fossil mold is raised and the fossil cast is indented.	I don't understand the terms mold and cast.
Figure #5	A very old bug fossil	I don't understand the term carbon film.
Figure #6	Footprints of a dinosaur in desert stone. The dinosaur has 3 toes.	What is the name of this dinosaur?

(**During Reading**: Ask students questions. Break the material into "meaningful" segments. Create questions that direct students' attention to the critical points and check their understanding.)

1. After the collapse of the Roman Empire, how did the lives of people change?
2. When there was no central government, who was called on to be the leaders?
3. What are some reasons that Charlemagne is famous?
4. In the Middle Ages, why were churches important to communities?
5. Why were monasteries important centers of learning in medieval society?
6. Who do you think benefited the most from the system of feudalism, the lord (the higher noble) or the vassal (the lower noble)? Why?
7. How did the system of manorialism benefit the lord and the peasants?
8. Why did the author suggest that the standard of living between the very rich and the very poor was not as great as the difference today?
9. What was the result of new farming methods in Western Europe?
10. If you lived in Medieval times, why would you choose to be in a guild?
11. What kind of conflict arose between the Pope and government leaders?
12. How did the Magna Carta change the power of the English King?

(**During Reading**: Have students read with a partner alternating by section. Have them read the section question before reading and answer it verbally or in writing after reading.)

Heading	Pre and Post Reading Question
Western Europe in Collapse	1. What were some results of the collapse of the Roman Empire?
Charlemagne and the Christian Church	2. What wee some of the outcomes of Charlemagne's rule?
The Role of the Church	3. How did the role of the Catholic church during the Middle Ages differ from today?
Two Medieval Systems	4. Explain feudalism. Explain manoralism.
Medieval Ways of Life	5. How was life in the castle similar to life in the peasant hut?
The Growth of Medieval Towns	6. Why did people move back to towns? What were the advantages of joining a guild?
The Late Middle Ages	7. Why did the Pope and the Kings clash? What was the significance of the Magna Carta?

(During Reading: Have students take notes on content.)

<u>Fossils</u> (p. 106)	
Evidence of Life (p. 106)	
fossils	- Preserved remains
	- traces of living things
	- tells how life has changed
formation	- living things die
	- buried by sediments
	- sediments harden
	- preserve shape of organism
Sedimentary rock	- made of hardened sediment
	- plants & animals once lived in or near water
	- sediments there
Kinds of fossils	- petrified fossils
	o turned into stone
	- molds & casts
	o mold – hollow area in sediment shape of organism

(After Reading: Have students complete a graphic organizer that reflects the structure of the text and summarizes the most important ideas.)

CAUSE		EFFECT
The Roman Empire collapsed.	**Then…..**	There was no central government and no services (e.g., roads).
The Pope and Charlemagne joined forces.	**Then…..**	
The church was the center of the community.	**Then….**	
Under the Feudal System, kings gave land to knights.	**Then….**	
Under manorialism, peasants raised food for the lord.	**Then….**	
Nobility lived in houses build for defense.	**Then….**	
In the 11th century, more effective farming methods were used.	**Then….**	
Craftspeople joined guilds.	**Then….**	
Nobles in England forced King John to sign the Magna Carta.	**Then….**	

(**After Reading:** Students summarize information using a graphic organizer. Narrative selections can be summarized using story grammar graphic organizers.)

Think Sheet – Story

(6)   Title

(3)   Setting

(1)   Main Character(s)

(2)   Problem

(4)   Events

Beginning

Middle

(5)   End

Story Map

Characters:	Setting:

Goal/Problem/Conflict:

Major Events:

1.
2.
3.
4.
5.

Ending/Resolution:

Theme:

Story Map

Title: _____
Setting: _____
Main Characters: _____

_____

Climax

10. _____ **Falling Action**
9. _____ 11. _____
8. _____ 12. _____
7. _____ 13. _____
6. _____   14. _____
5. _____
4. _____
3. _____
2. _____
1. _____

Rising Action

Problem/Conflict

Solution/Resolution
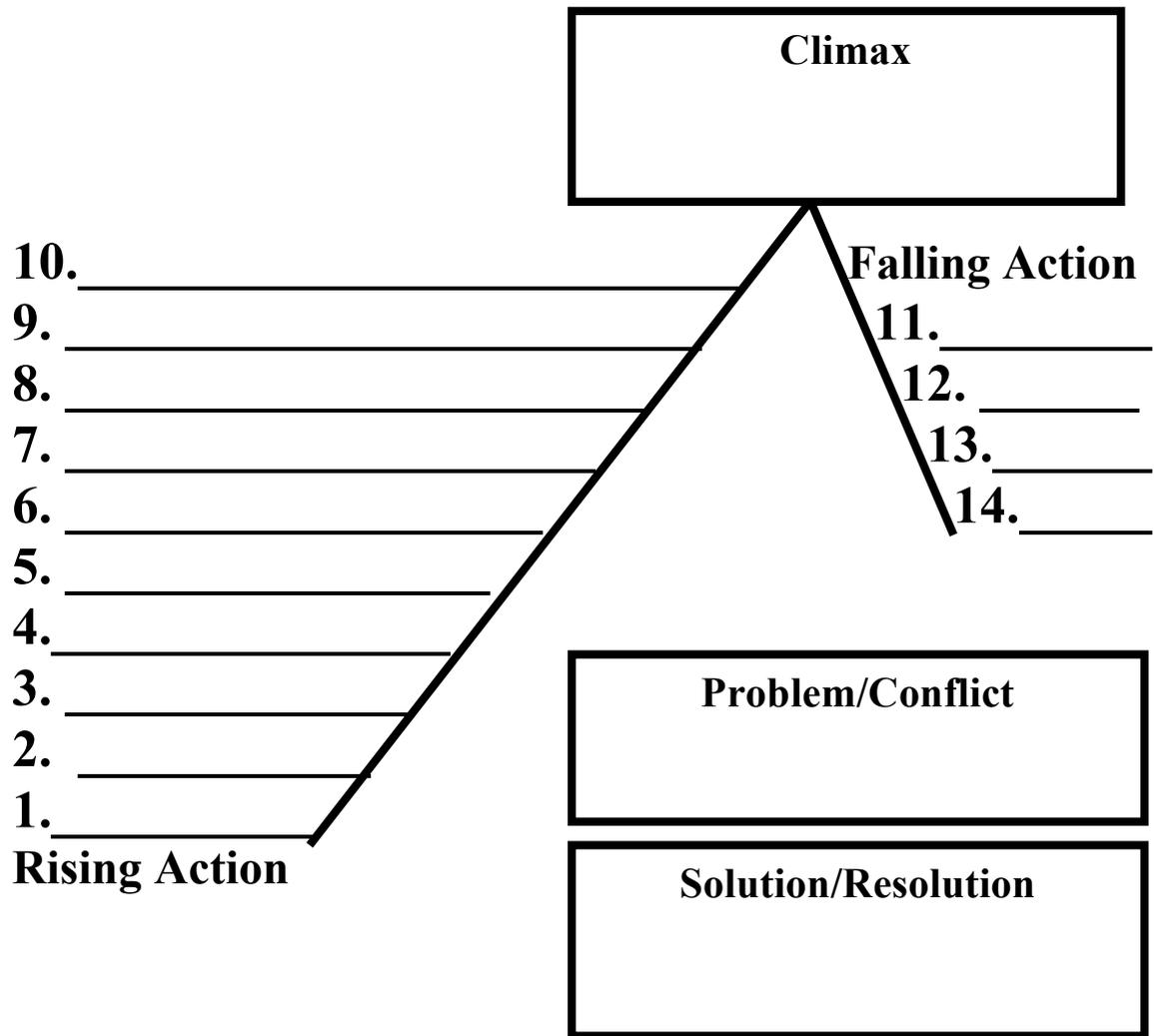
Story Grammar

Theme: _____

_____

Setting: _____

_____

Relevance of Setting: _____

_____

Major Characters:

Name	Traits	Functions

Main Character's Problems/Conflicts/Goals:

_____

_____

Plot: _____

_____

_____

_____

Climax: _____

_____

Resolution: _____

_____

Summary of Myth

Title of Myth: _____

Name of Character	Unique Traits of Character	Relationships to other gods/mortals

Major Events in Myth

Purpose(s) of Myth	
Heroes	What were the qualities of the hero?
Nature	What element of the natural world was explained?
Morality	What behaviors were considered disagreeable, unacceptable, immoral, or foolish? What lesson was to be learned from the myth?
Relationships	What relationships between gods and/or humans were explained?

General Info.

- looks like insect but NOT
- belongs to arachnid class
- 40,000 kinds
- life span of 1 to 20 years

Body Parts – Head end

- cephalothoraxes
- 8 long, many-jointed legs
- as many as 8 eyes
- venom claws in front of mouth

Size

- various sizes
- from hardly visible to up to 3"
- up to 10" legs

Spiders

Body Parts – Tail end

- abdomen
- lungs – folds of tissue
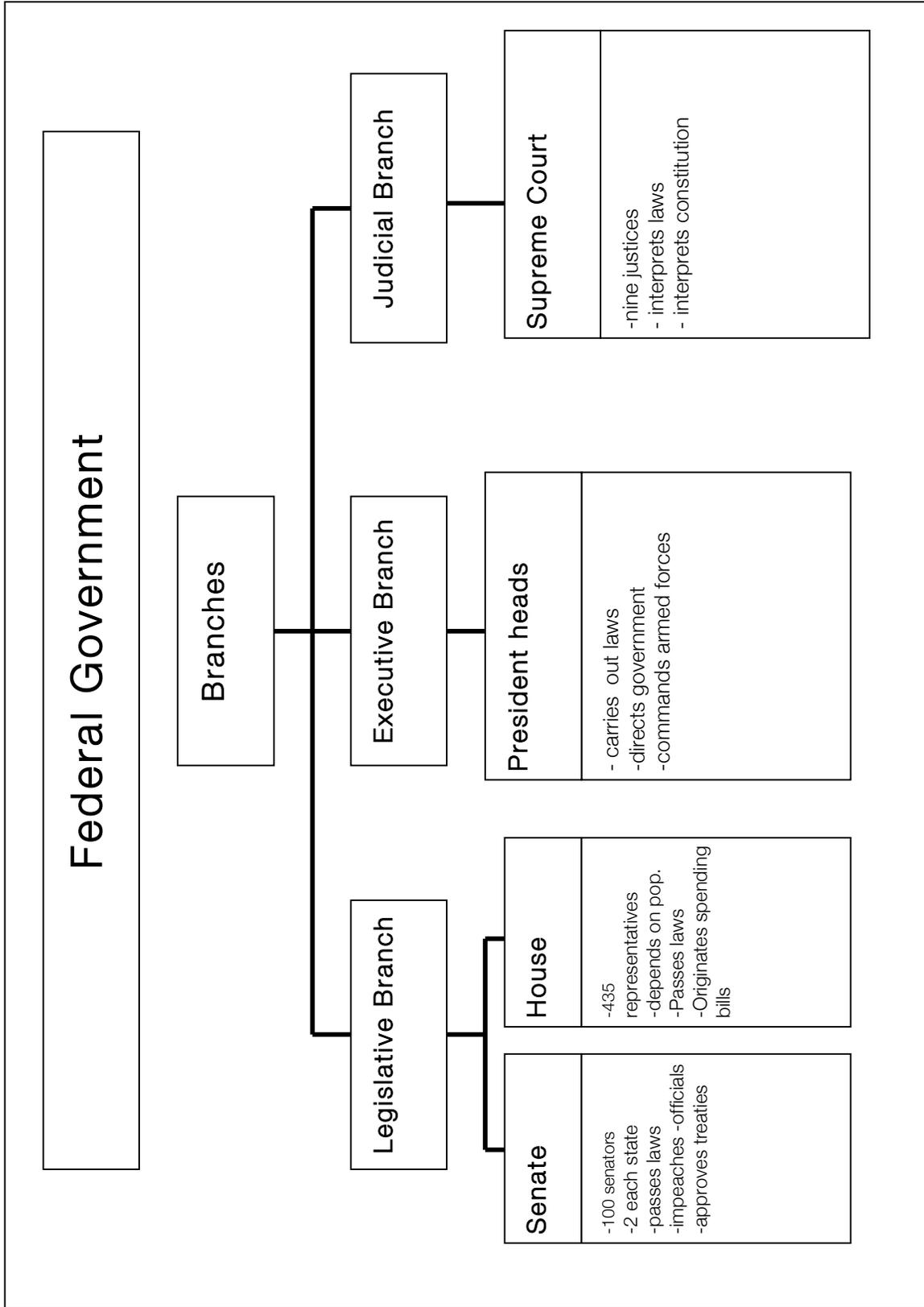- large digestive tube
- spinning tubes – make silk threads

Colors

- most – dull
- some – bright
- some patterned

Webs

- orb web
  - orderly
- cobweb
  - irregular
- sheet web
  - woven sheet of thread
- funnel web
  - sheet web w/ tube

Example 1
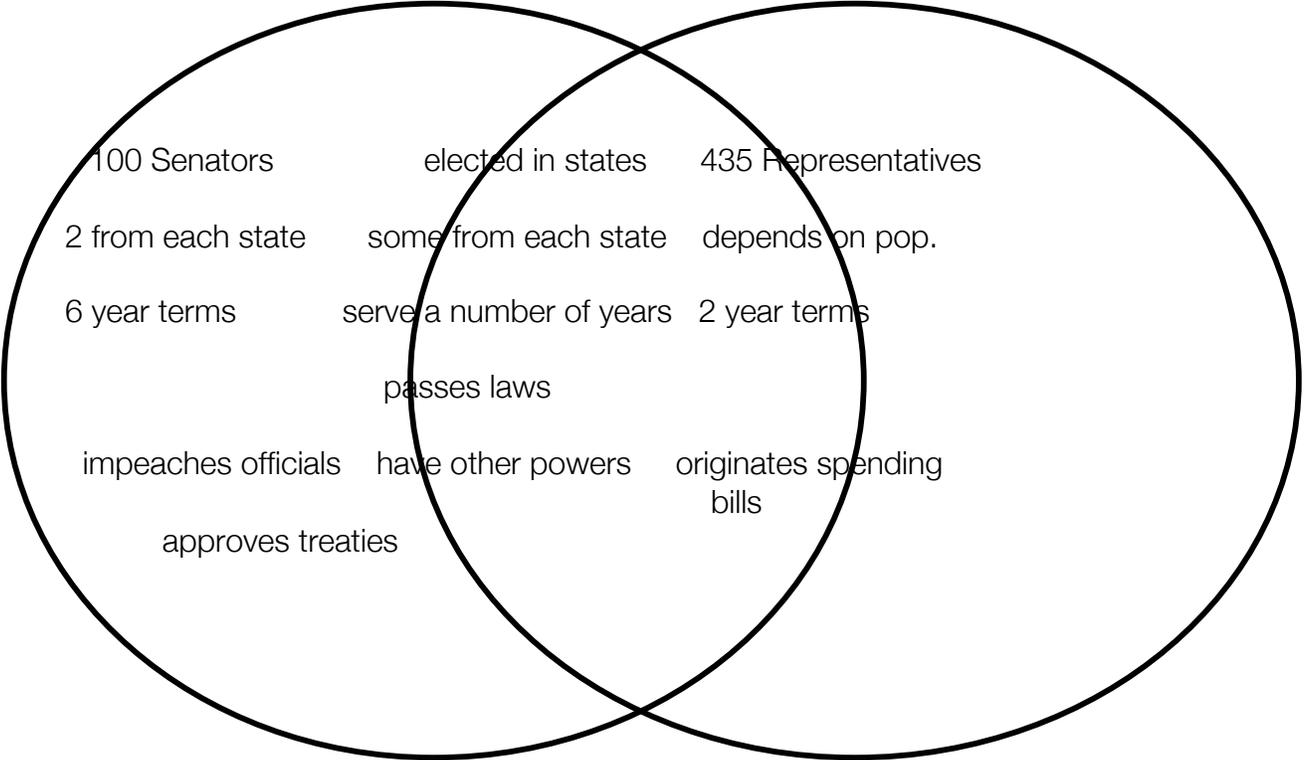Graphic Organizer – Central idea

30

Federal Government

Branches

Legislative Branch

Senate
- 100 senators
- 2 each state
- passes laws
- impeaches - officials
- approves treaties

House
- 435 representatives
- depends on pop.
- Passes laws
- Originates spending bills

Executive Branch

President heads
- carries out laws
- directs government
- commands armed forces

Judicial Branch

Supreme Court
- nine justices
- interprets laws
- interprets constitution

Example 2
Graphic Organizer 2 -Hierarchy

Legislative Branch

Senate

House of
Representatives

100 Senators   elected in states   435 Representatives

2 from each state   some from each state   depends on pop.

6 year terms   serve a number of years   2 year terms

passes laws

impeaches officials   have other powers   originates spending
bills

approves treaties

Example 3
Graphic Organizer 3
Venn Diagram (Compare – Contrast)

COMPARE AND CONTRAST
In regard to:

League of Nations		United Nations

	When	
- January 10, 1920. -Established by peace treaties after end of WWI.		June 25, 1945 when 50 nations signed charter in San Francisco. Originally conceived by Churchill and Roosevelt.

	Who joined	
-Largest # of nations – 58 -Most important nations- Britain and France -USA did not join due to isolationism.		- All peace loving nations - 192 member states in 2008 - Permanent members of Security Council =China, France, Russia, USA, UK

	Mission	
-Ensure that war never broke out again. - Settle countries' disputes -Improving global quality of life		-Maintain peace & security - Promote friendly relations among nations -Tackle economic, social, humanitarian problems

	Major Successes	
- First international organization of this magnitude. -Established a model/foundation for UN.		Global international organization. Peacekeeping activities, supplying police forces, disease control, humanitarian programs, setting standards for human freedom and dignity.

	Major Failures	
Failure to stop World War II		-Failure to keep peace in many cases. Actions often stifled by super powers. Difficulty regulating atomic bombs. Inadequate funding for important programs.

Example 4
Graphic Organizer 4 - Compare – Contrast

Biomes Basics

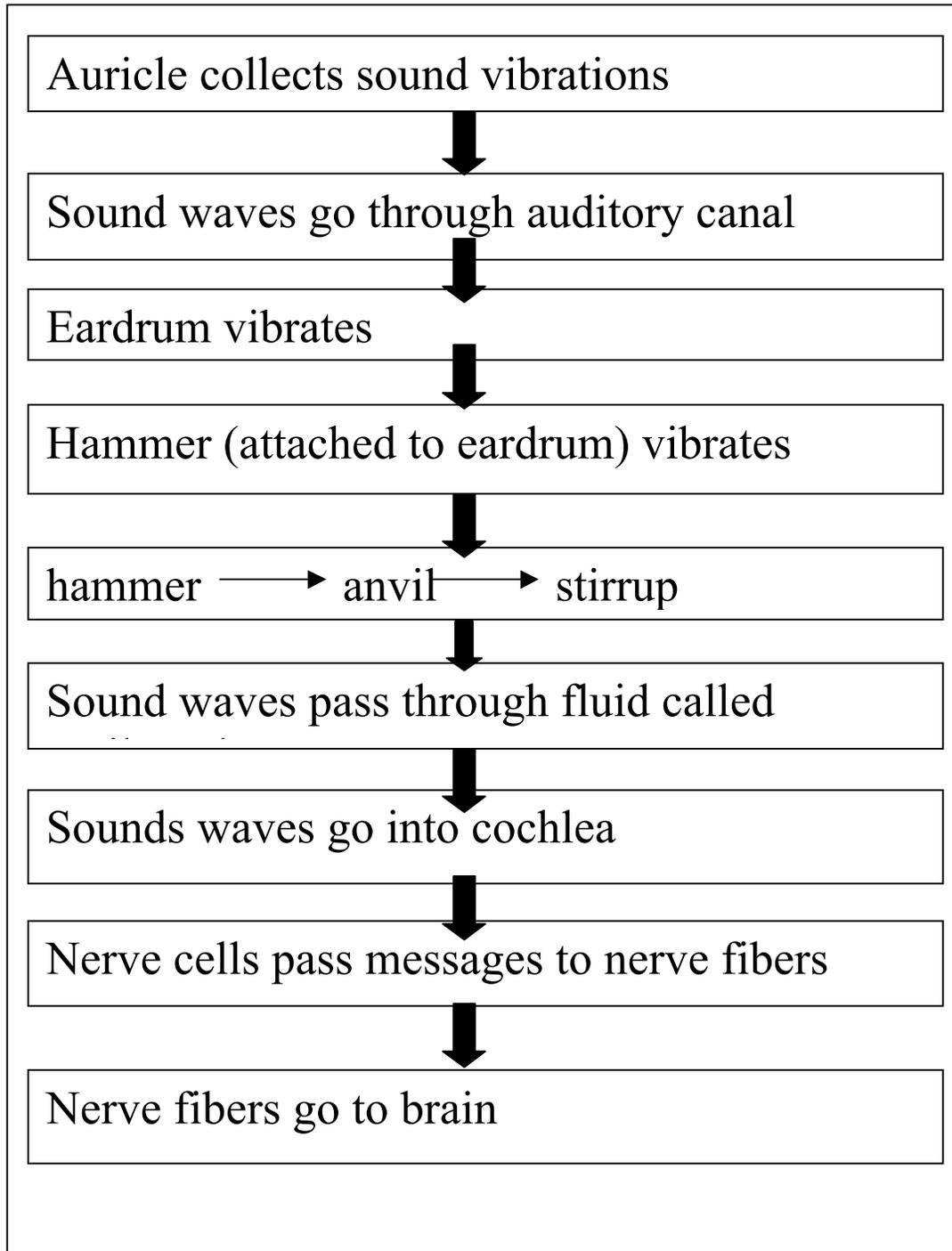|	Climate	Vegetation	Animals
Artic Tundra	-Coldest biome -Long cold winters -Short cool summers -Little precipitation -	-No deep root systems -1,700 kinds of plants -Low shrubs, mosses, grasses, etc. -To resist cold, plants short and group together	-Mammals: caribou, foxes, wolves, polar bears, etc. -Birds: ravens, sandpipers, terns, gulls, etc. -Insects: mosquitoes, flies, moths, grasshoppers, etc, -Fish: cod, salmon, trout -In winter, hibernate or migrate south
Desert (Hot)	-Wide range of daily temperatures -Hot during day -Cold at night -Low precipitation -Low humidity	-Plants adapted to limited amount of water -Must limit water lost (e.g., waxy coating on leaves, thorns instead of leaves) -Grasses, succulents, cacti, trees (e.g., mesquite) -	--Mammals: bobcat, coyote, kangaroo rats, jack rabbits, etc. -Reptiles: Lizards, snakes, tortoises -Insects: scorpions, flies, wasps, beetles, ants, etc. - Birds: hawks, owls, roadrunners, herons, etc.
Tropical Rain Forest	-Warm to very hot -High amount of rain -Humid	-Tall, dense jungle - 2/3 of world's plant species - Broad-leafed, hardwood evergreens - Exotic flowers - Ferns	- Home to more than ½ of world's animals - Monkeys, frogs, lizards, bats, butterflies, snakes, sloth, small cats, etc. - 1/3 of all birds

Example 5
Graphic Organizer 5- Chart (Compare – Contrast)

Water Cycle

Condensation

Precipitation

Evaporation

Surface runoff into
~~soil, lakes, ocean~~
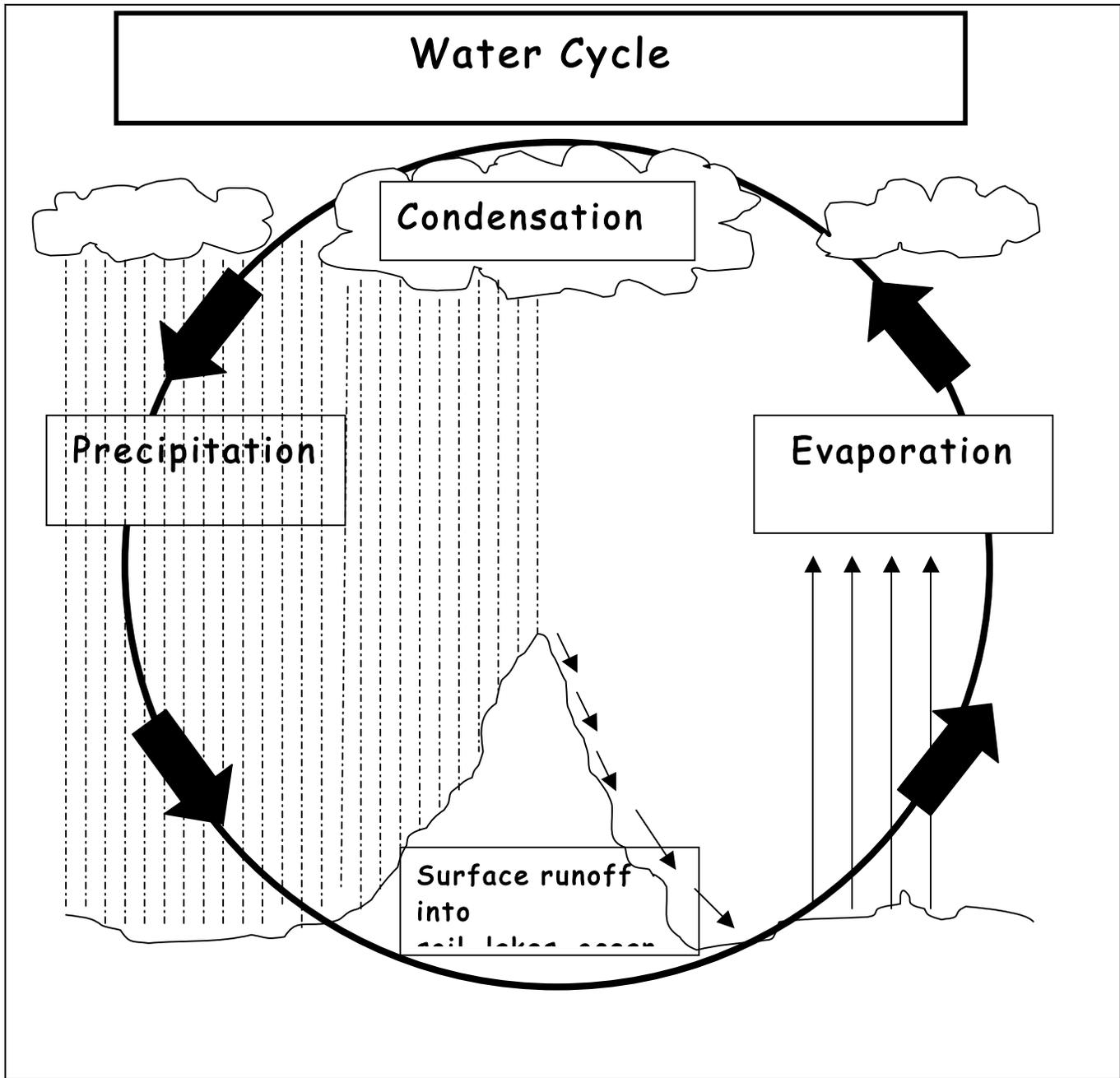
Example 6
Graphic Organizer 6 -Flow Chart

TOPIC:

How the ear works

Auricle collects sound vibrations

Sound waves go through auditory canal

Eardrum vibrates

Hammer (attached to eardrum) vibrates

hammer ⟶ anvil ⟶ stirrup

Sound waves pass through fluid called

Sounds waves go into cochlea

Nerve cells pass messages to nerve fibers

Nerve fibers go to brain

Example 7
Graphic Organizer 7 – Flow Chart

(**AFTER READING**: Have students answer text questions using the strategy.)

Comprehension Strategy – Short Answer

Step 1: Read the item.
Step 2: Turn the question into part of the answer and write it down.
Step 3: Think of the answer or locate the answer in the article.
Step 4: Complete your answer.

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1. **Why is this era of European history called the Middle Ages?**

   This era of European history is called the Middle Ages because it was the period of time between the fall of the Roman Empire and the beginning of the modern world.

2. **Describe the role of Church in medieval society.**

   In medieval society, the Church had a major role in the lives of people. First, the Church provided many services beyond religious ceremonies including care for the elderly and sick. The Church also played an important role in spreading knowledge and literacy especially through the work of monks and nuns. In addition, the Church had a major role in the governance of the people.

AFTER READING: Create a few challenging multiple-choice items to complete **with** your students.

Comprehension Strategy – Multiple Choice

Step 1: Read the item.
Step 2: Read all of the choices.
Step 3: Think about why each choice might be correct or incorrect. Check the article as needed.
Step 4: From the possible correct choices, select the best answer.

REWARDS PLUS published by Sopris West

1. **(Main Idea)** The major result of the collapse of the Roman Empire and the central government was that:
   a. Monks in monasteries had to take on the function of educators.
   b. New systems of governance such as feudalism emerged with distribution of power to more people.
   c. People in the same craft joined guilds.
   d. The Church came into conflict with nobles over the governance of the people.

2. **(Cause and Effect)** As a result of the system of feudalism, which of these occurred?
   a. All people had equal opportunity to participate in the government.
   b. Monks and nuns lived in monasteries and convents.
   c. The kings were able to live in castes while the peasants lived in small dwellings.
   d. Land was given to lesser nobles in exchange for their services to the higher noble (e.g., king).

(**AFTER READING**: Have students summarize information using a writing frame.)

Summarization - Narrative

_____ took place in/at

_____.

The main character of this story was _____.

His/her major problem was _____

_____.

_____ tried to solve this problem by _____

_____.

In the end _____

_____

_____.

_____ title_____was a

narrative selection about _____theme

_____. In this story, _____name_____,

a/an_____,

was the main character. Other critical characters included:

_____name_____, _____,

and _____name_____, _____.

In this story, _____name_____'s major

problem/conflict/goal was _____

_____.

First, _____name_____ tried to resolve this

problem/conflict/goal by _____

_____. In

the end, the following happened: _____

_____.S

Viruses

Viruses have some characteristics of _____ things and

_____ things. In some cases, viruses are

_____, but they can live and _____.

To live and reproduce, viruses must invade a _____

and use it. Viruses are NOT _____ but have

genetic _____. Different viruses need

different _____. The _____ coat helps

the virus detect the right kind of host cell. In _____,

the virus attaches to the outside of a host cell. In _____,

the virus injects genetic information into the host cell. During

_____ and _____, the host cell's enzymes

obey the virus's genetic instructions. During _____

new virus particles leave the _____ in search of

new host cells.

Writing Strategy – Summary

Step 1: **LIST** (List the details that are important enough to
  include in the summary.)
Step 2: **CROSS OUT** (Reread the details. Cross out any that
  you decide not to include.)
Step 3: **CONNECT** (Connect any details that could go into
  one sentence.)
Step 4: **NUMBER** (Number the details in a logical order.)
Step 5: **WRITE** (Write your summary.)
Step 6: **EDIT** (Revise and proofread your summary.)

Rewards Plus published by Sopris West

Prompt: Summarize some of the major results of the collapse of
the Roman Empire and the absence of a central government.

Results of collapse of Roman Empire
  1- no central government
  3- rise of new leaders such as Charlemagne
  4- increase in role of Catholic Church in
  providing services
  ~~- monks lived in monasteries & nuns lived in~~
  ~~convents~~
  - development of new systems of government
  5 such as Feudalism
  - Feudalism led to lesser nobles obtaining land
  2- people living in the country rather than in
  cities

There were many important results of the collapse of the Roman Empire. The major result was the destruction of the central government that previously maintained roads, water systems, and buildings. Without a protective government, people fled to the countryside. New leaders such as Charlemagne emerged. In addition, the Catholic Church participated in the governance of the people and provided services such as care of the sick and elderly. But the most striking result of the collapse of the Roman Empire was the emergence of new systems of government including Feudalism in which lesser nobles obtained land in exchange for providing services, particularly military protection, to the higher nobles.

Documents of Interest

- Academic literacy instruction for adolescents: A guidance document from the Center on Instruction (2007)

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- Adolescent literacy and the achievement gap: What do we know and where do we go from here? Carnegie Corporation of New York (2003).

- Adolescent literacy resources: Linking research and practice. Northeast and Islands Regional Educational Laboratory at Brown University (2002).

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- Effective literacy instruction for adolescents. National Reading Conference (2001).

- From State Policy to Classroom Practice: Improving Literacy Instruction for All Students. National Association of State Boards of Education (2007)

- Improving adolescent literacy: Effective classroom and intervention practices. IES Practice Guide. (2008)

- Reading at risk: How states can respond to the crisis in adolescent literacy. National Association of State Boards of Education (2005).

- Reading for understanding: Toward a research and development program in reading comprehension. RAND Corporation (2002).

- Reading next: A vision for action and research in middle and high school literacy. Alliance for Excellent Education (2006).

- Reading to achieve: A governor's guide to adolescent literacy. National Governors Association Center for Best Practices (2005).

- Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Report of the National Reading Panel. National Institute of Child Health and Human Development (2000).

- Ten years of research on adolescent literacy: 1994–2004: A review. Learning Point Associates (2005).

- What should comprehension instruction be the instruction of? Handbook of reading research. Mahwah, NJ: Erlbaum (2000).

- What Content-Area Teachers Should Know About Adolescent Literacy. National Institute for Literacy (2007)