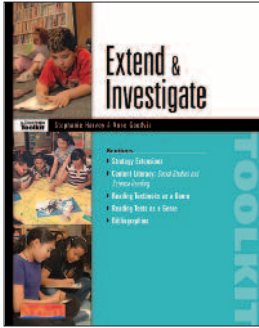


# The Comprehension Toolkit: Grades 3-6

## extend & investigate

The *Extend and Investigate* resource book suggests strategies and resources for integrating the six Strategy Clusters across the curriculum and throughout the school year.



### Content Literacy: Social Studies and Science Reading

Content Literacy describes a process for reading about and investigating topics in science and social studies. Readers need to integrate their knowledge of comprehension strategies with content to understand and learn from it. To this end, Content Literacy offers a topic study template for you to use with your own content units as well as two fully-developed samples of content area topic studies:

- Western Expansion and Cultural Encounters (Social Studies)
- Extreme Weather: Tornadoes, Blizzards, Hurricanes (Science)

Providing lessons summaries, anchor charts, and student work, this section models how to develop an inquiry project and shows how the *Toolkit's* reading strategies come together in the content areas.

#### Topic Study In Action

**Science: Extreme Weather—Tornadoes, Blizzards, Hurricanes**

The series of lessons in this unit focus on the description, causes, effects, and the human costs of a variety of different kinds of storms. The concepts and questions are most appropriate for 3rd and 4th grade students.

**Focus Questions**

**Description:**

- Describe what it looks like, sounds like, feels like...
- Where are they?
- What are they?
- Causes are...
- How do they...
- Why are they...
- What happens...
- What are the effects...
- What are the precautions...
- What are the consequences...

**1. Build Background Knowledge Through Exploration**

**Weather Events: What We Know, Learn, and Wonder About**

**Text Matters:** Newspaper articles and what they tell us about weather. Includes a list of resources like 'The Long March' and 'The Choctaw's Gift to Irish Farmine Reel'.

#### Topic Study In Action

**Social Studies: Westward Expansion and Cultural Encounters**

The series of lessons in this social studies unit emphasizes U.S. history during the 19th century.

**Focus Questions**

- Why did people leave their homes to move west? When did this happen?
- Who went west to build a new life? What was the journey like?
- How did pioneers adapt to and survive in their new homes?
- What were Native American lives like in the 1800s? What were their cultural practices and their relationship with their environment like before western expansion?
- How did the Indians view settlers coming to their native lands?
- How did the settlers and pioneers view the Indians they encountered?
- How did the Native American way of life change with western expansion?

**1. Build Background Knowledge Through Exploration**

**Going West: Interactive Read Alouds**

**Text Matters:** Historical fiction and narrative nonfiction present a variety of perspectives on how life changed for Native Americans during the years of western expansion. Includes a list of resources like 'The Long March' and 'The Choctaw's Gift to Irish Farmine Reel'.

#### Strategy Extension 4: Response Options for Infer Meaning

**Text Notes**

- Codes — Code text to record thinking
- I for inference
- E for evidence
- Th for theme
- BK+TC+I for Background Knowledge + Text Clues + Inference
- Post-Its

**Anchor Charts and Forms (2, 3, and 4 Columns)**

Form/Chart	Purpose
Evidence from the Text (words, pictures, actions, ideas/Theme)	To surface themes based on evidence
Facts/Inferences	To support an inference with information from the text
Questions/Inferences	To be inferred answers to questions
What I Think/Support for My Idea	To provide evidence for conclusions and/or opinions
Facts/Questions/Inferences	To record information and merge thinking with it
Word/Inferred Meaning/Clues/Sentence	To keep track of and understand new vocabulary

**Additional Response Options**

- Theme Boards** — Posters that hold a collection of the big ideas or themes that kids generate from their reading
- Chades** — Wordless drama that requires kids to infer meaning from mime
- Wordless Picture Books** — Wordless books that require kids to infer meaning from pictures

#### Strategy Extension 5: Response Options for Determine Importance

**Text Notes**

- Codes — Code text to record thinking
- \* for important information
- Aha! for the big idea
- \$ for surprising or shocking information
- I for exciting or interesting ideas
- L for new learning

**Anchor Charts and Forms (2 and 3 Columns)**

Form/Chart	Purpose
Topic/Detail	To support the larger ideas with information
What's Interesting/What's Important	To separate interesting but less important details from important information
Fact/Question/Response	To respond to and extend thinking about information in the text
Opinion/Proof	To support opinions with valid information from the text
Topic/Detail/Response	To support the general subject with information and responses
Important to the Reader/Important to the Author	To make a distinction between the reader's own interpretations and the author's argument

**Additional Response Options**

- Feature Books** — Student-made booklets that present a variety of nonfiction features (captions, diagrams, call-out boxes, etc.) for students to dip into and use as examples in their own writing
- Teaching Books** — short books where students note the illustrations, writing, and features that are important to include to teach someone about the topic
- Posters** — Vibrant, large student-created posters that incorporate a variety of visuals, features, and writing to share and teach information

### Strategy Extensions

Strategy Extensions provide multiple options for crafting differentiated instruction—extra practice for students who need more support in strategic reading, additional learning for students who need more enrichment. Lesson templates help customize instruction.

99	Word	Text Clues	Inferred Meaning	Actual Meaning

### Lesson 7 Unpacking New Words and Concepts

**Purpose of the Lesson** In textbooks, readers frequently come across unfamiliar words and concepts that may interfere with their ability to comprehend. We teach students strategies to infer the meaning of unfamiliar words by clues in the text to figure out the word.

- Resources and Materials**
- Oxford University Press, *A History of US*, Book 3 (pages 123-126)
  - For each student, a four-column form: Word / Text Clues / Inferred Meaning / Actual Meaning
  - Overhead projector and marker
  - Transparency: a blank four-column form: Arc and 123

**Toolkit Links** Lesson 10 Infer the Meaning of Unfamiliar Words

**Text Matters** In content text, the vocabulary and concept understanding. We teach students to keep concepts on a note-taking sheet that help words using the context.

**Lesson Guidelines** **Modeling and Guided Practice**


We read the first few paragraphs of page about women fighting for the right to vote encounter the word *suffrage* in the third or first. *Women would have to wait. Besides, suffrage would be the end of the family. No suffrage, explaining that we will work together, using the context and our background*

We note that *suffrage* is an important concept. We note that the paragraph is about voting the word, using the context to figure it out.

We gather together again, and as kids share they infer the word *suffrage* means on the suggestions for the inferred meanings of led them to infer that particular meaning column. We discuss what the word actually down the correct meaning in the Actual

## RECONSTRUCTING AMERICA

# 27 Are You a Citizen If You Can't Vote?



**Horace Greeley** never forgot Elizabeth Cady Stanton for getting his wife to sign a suffrage petition.

"The best women I know do not want to vote," said Horace Greeley, who was an important newspaperman and politician. Oh, say. The woman he was saying this to was Susan B. Anthony, a tall, raw-boned Quaker who had spent much of her life trying to get the vote for women. Best women, indeed! *Feminist* women.

The motto of Susan B. Anthony's newspaper, *The Revolution*: "Men their rights and nothing more; women their rights and nothing less."

So she went to meet President Ulysses S. Grant, who had an intelligent wife, named Julia. Grant believed that women could be postmasters, and had named 5,000 women to that job. "Is that enough?" he asked Susan Anthony. No, it wasn't enough. What she wanted was "franchise, not favors."

The vote for women was a hot issue. Grant was running for reelection. Suffrage for black men came first, he said. Women would have to wait. Besides, many sensible people thought women's suffrage would be the end of the family. A husband might vote Republican and a wife Democratic. Could a marriage survive that kind of thing?

No one knew for sure, but it sounded ominous. But not to people like Susan B. Anthony, Elizabeth Cady Stanton, Lucy Stone, Sojourner Truth, and others who knew that a woman without a vote was not a full citizen.

These women organized the National Woman Suffrage Association in 1850, after the 15th Amendment had given the vote to black men. That's Susan B. Anthony seated in the center.

## The Genre of Test Reading

Recognizing that standardized tests have become their own distinct type of reading genre, The Genre of Test Reading section offers special strategies for navigating the reading challenges of standardized tests.

## Extend and Investigate Bibliographies

To help teachers grow their nonfiction libraries, a series of bibliographies lists popular sources of informational and professional text. These include:

- Trade and Picture Books
- Magazines and Newspapers for Kids
- Good Reading on the Web
- Professional Books to Extend Your Understanding
- Books that Celebrate the Joy of Reading

## The Genre of Textbook Reading

Addressing textbooks as a specialized genre, Steph and Anne have developed ten model lessons that target challenges common to content area textbooks. The Genre of Textbook Reading provides sample textbook pages coded with the author's own notes, templates to be used with your textbooks, and strategies for unlocking even the densest textbook text.

### Thinking Through a Test: "Natural Disasters"

**Sample Test**

**Natural Disasters**

It takes time to plan an evacuation. In a case of a natural disaster, such as a hurricane, it is important to have a plan in place. This plan should include evacuation routes, meeting points, and communication methods. It is also important to have a kit of supplies, including food, water, and first aid supplies. A kit should also include a flashlight, a battery-powered radio, and a first aid kit. A kit should also include a first aid kit.

**Disaster**

A disaster is a sudden event that causes death, destruction, or damage to property. Disasters can be natural, such as earthquakes, hurricanes, and tsunamis, or man-made, such as wars, fires, and floods. Disasters can also be caused by human activities, such as deforestation and climate change.

**Test Questions**

Reading tests have predictable kinds of questions, and each kind requires a unique approach. Here are the most common question types and some ideas for helping kids deal with them.

Vocabulary Questions: questions about specific words																
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Professional Support: Extend and Investigate