SKILLS

Antonyms
Cause and Effect
Chronology
Compare and Contrast
Context Clues
Draw Conclusions
Fact and Opinion
Make Inferences
Main Idea
Predicting
Summarization
Supporting Details
Synonyms
## SKILLS > ANTONYMS:
### SKILL PROGRESSION

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<th>Instructional Recommendation</th>
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<td>Students must use their explicit understanding of antonyms, as well as the context clues within a non-complex sentence, to first define a word and then identify an antonym for the word within the sentence.</td>
<td>Which Word? Fill in the Blank Sentences</td>
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<tr>
<td>1081-1180</td>
<td>Students must use their explicit understanding of antonyms, as well as the context clues within a complex sentence, to first define a word and then identify an antonym for the word within the sentence.</td>
<td>Which Word? Find the Word Sentences</td>
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### SKILLS > ANTONYMS:

#### SKILL PROGRESSION (CONTINUED)

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<tr>
<td>1181-1280</td>
<td>Students must use their explicit understanding of antonyms, as well as the context clues within a non-complex paragraph, to first define a word and then identify an antonym for the word within the paragraph.</td>
<td>Which Word? Fill in the Blank Paragraph Activity</td>
</tr>
<tr>
<td>1281-1380</td>
<td>Students must use their explicit understanding of antonyms, as well as the context clues within a paragraph of increased text complexity, to first define a word and then identify an antonym for the word within the paragraph.</td>
<td>Which Word? Find the Word Paragraph Activity</td>
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</table>
**SKILLS > ANTONYMS:**

Instructional Recommendation (150L-250L)

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**Preposition Procedures**

**Objective**

Students will be able to use context clues and their basic understanding of word relationships to correctly identify a preposition that describes opposites between two non-complex sentences.

**Materials**

- None

**Instructions**

1. Begin by defining *preposition* for students:
   
   *A preposition is a word that shows relationships. Prepositions usually signal time (When?) or place (Where?).*

2. Have students stand up.

3. Explain that you are going to give students a command that includes a prepositional phrase. The students must follow the command:
   
   - Sit *under* the desk—the students should sit under their desks. Have students identify the preposition (*under*). Write it on the board.
   - Sit *on* top of the desk—the students should sit on top of their desks. Have students identify the preposition (*on*). Write it on the board.

4. Tell students that *under* and *on* are antonyms, or opposites. Explain to students why these prepositions are the opposite of one another. Have them identify other prepositions that could be antonyms for *under* and *on*. List these words on the board.

5. Continue with additional commands. As students complete each command, have them identify the prepositions. Record them on the board. Then, have students brainstorm additional antonyms for each preposition:
   
   - Walk *toward* the window.
   - Walk *away from* the window.
   - Place your book *inside* your desk.
Skills > Antonyms:

Instructional Recommendation (150L-250L)

Instructions (continued)

- Place your book outside the desk.
- Stand near the bookshelf.
- Stand away from the bookshelf.
- Stand behind your chair.
- Stand in front of your chair.

6. Once the class has compiled a list of prepositions and their opposites, have students take out a sheet of paper.

7. Choose two prepositions that are antonym pairs. Using these words, create two sentences that show an understanding of their relationship to one another.

   Example: (beneath, above)
   
   The subway travels beneath the city. The airplane flies above the skyscrapers.

8. Have students work together to create additional sentences.

Follow-up Activity:

Use the article selections provided in the report. Have students read the selection and identify a sentence (or more) in which a preposition is included. Then have students write a new sentence using the preposition’s antonym.
SKILLS > ANTONYMS:
Instructional Recommendation (251L-400L)

Preposition Pictionary

Objective

Students will be able to use context clues and their basic understanding of word relationships to correctly identify a preposition that describes opposites between two sentences with increased text complexity.

Materials

• Preposition Pictionary Cards
• Whiteboard
• Whiteboard markers

Instructions

1. Before introducing the activity, cut apart the Preposition Pictionary Cards.
2. Break the students into two teams (Team 1 and Team 2).
3. Choose one student from Team 1 and one student from Team 2 to be the “illustrators.”
4. Show both illustrators the same Preposition Pictionary Card. They will have one minute to draw a picture on the board that represents the preposition while the other students try to guess the preposition.
   Example: If the preposition is under, the illustrator may draw a table with an object underneath it.
5. The illustrators can use only pictures and hand gestures to elicit answers from their team.
6. The team that correctly identifies, and then spells, the preposition gets a point. If the team misspells the preposition, the other team gets a chance to spell it and score a point.
7. The team gets an additional point if it can correctly identify an antonym for the specified preposition.
8. Choose two more illustrators, one per group, and repeat.
SKILLS > ANTONYMS:
Instructional Recommendation (251L-400L)

Instructions (continued)

Follow-up Activity:
Use the article selections provided in the report. Have students read the selection and identify a sentence (or more) in which a preposition is included. Have the illustrators draw a picture that represents the preposition while the other students try to guess the preposition.
### SKILLS > ANTONYMS:

Instructional Recommendation (251L-400L)

<table>
<thead>
<tr>
<th>Preposition Pictionary Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
</tr>
<tr>
<td>beneath</td>
</tr>
<tr>
<td>past</td>
</tr>
<tr>
<td>within</td>
</tr>
<tr>
<td>off</td>
</tr>
</tbody>
</table>
SKILLS > ANTONYMS:

Instructional Recommendation (401L-520L)

Opposites Attract

Objective

Students will be able to use context clues and their basic word knowledge to identify the relationship between words and/or sentences as opposites.

Materials

• Antonym Word Cards

Instructions

1. Give each student an Antonym Word Card.
2. Have students move about the room until they find the person with the antonym card that completes their antonym pair.
3. Once students pair up, have them explain the relationship between the two words using the sentence starter provided:
   __________ and __________ are opposites because…
4. Then, have the students use both words in one or two sentences to demonstrate their understanding of the relationship between the words.
   Example: The toddler was upset when his parents left him with the babysitter. He became happy again when she began playing with him.
5. Have students present their responses to the class.

Follow-up Activity:

Use the article selections provided in the report. Have students read the selection and create Antonym Word Cards based on what they read. Once the cards are made, have students complete the exercise above using those new Antonym Word Cards.
Rewriting History

Objective

Students will be able to use context clues and basic word knowledge to identify the relationship between words and/or sentences as opposites. Within sentences, students will use context clues to define words and correctly select a word or words that complete an antonym pair.

Materials

- A paragraph excerpt from an informational text with pre-selected words underlined

Instructions

1. Students may work individually, in pairs, or in small groups.
2. Distribute a paragraph excerpt from an informational text to students.
3. Explain to students that they must use their knowledge of antonyms to rewrite the paragraph by replacing the underlined words with a word that means the opposite.
4. Once students have had a chance to complete the activity, discuss word choices with the whole class.
SKILLS > ANTONYMS:
Instructional Recommendation (661L-780L)

Antonym Soup Activity

Objective

Students will be able to use their explicit understanding of antonyms and their basic word knowledge (no context) to correctly identify antonym pairs.

Materials

• Antonym Soup Worksheet or Antonym Soup Cards

Instructions

Antonym Soup Worksheet:
1. Distribute an Antonym Soup Worksheet to each student.
2. Students must sort the words into antonym pairs.
3. Students must be prepared to explain the relationship between the words using the following sentence starter:
   _____________ and _____________ are antonyms because…

Antonym Soup Cards:
1. Place students into groups of four.
2. Distribute Antonym Soup Cards to students. Students must sort the cards, finding the antonym pairs.
3. Students must be prepared to explain the relationship between the words using the following sentence starter:
   _____________ and _____________ are antonyms because…

Follow-up Activity:

Use the article selections provided in the report. Have students read their selections and create a new set of Antonym Soup Cards. In their small groups, students should agree on the antonyms for the Antonym Soup Cards. Once the new cards are complete, have students complete the activity above again.
Antonym Soup Worksheet

provide         harmony         dangerous         begin
include         admire          create
finish          depart          conflict         destroy
arrive          safe            exclude
remove          dislike

Antonym Pairs

1. __________ and __________ are antonyms because ____________________________
   ________________________________________________________________________.
2. __________ and __________ are antonyms because ____________________________
   ________________________________________________________________________.
3. __________ and __________ are antonyms because ____________________________
   ________________________________________________________________________.
4. __________ and __________ are antonyms because ____________________________
   ________________________________________________________________________.
5. __________ and __________ are antonyms because ____________________________
   ________________________________________________________________________.
6. __________ and __________ are antonyms because ____________________________
   ________________________________________________________________________.
7. __________ and __________ are antonyms because ____________________________
   ________________________________________________________________________.
### Antonym Soup Cards

<table>
<thead>
<tr>
<th>provide</th>
<th>remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>finish</td>
<td>begin</td>
</tr>
<tr>
<td>create</td>
<td>destroy</td>
</tr>
<tr>
<td>safe</td>
<td>dangerous</td>
</tr>
<tr>
<td>include</td>
<td>exclude</td>
</tr>
<tr>
<td>arrive</td>
<td>depart</td>
</tr>
<tr>
<td>admire</td>
<td>dislike</td>
</tr>
<tr>
<td>conflict</td>
<td>harmony</td>
</tr>
</tbody>
</table>
SKILLS > ANTONYMS:
Instructional Recommendation (781L-880L)

Antonym Memory

Objective

Students will be able to use their explicit understanding of antonyms, their basic word knowledge, and context clues to correctly identify antonym pairs in isolation and within the context of a sentence.

Materials

- Antonym Memory Word Cards
- Create Antonym Memory Word Cards with text selections from the report

Instructions

1. Place students in groups of two to four.
2. Distribute one set of Antonym Memory Word Cards to each group of students.
3. Shuffle the Antonym Memory Word Cards and lay them face down on the table in rows.
4. Determine who will go first. Play then proceeds clockwise.
5. On each turn, a player turns over two cards, one at a time, and keeps them if they are an antonym pair. This earns the student one point, and he/she gets to take another turn.
   One card will contain a sentence with an underlined word, and the matching card will contain an antonym for the underlined word.
6. When a player turns over two cards that do not match, it becomes the next player’s turn.
7. Play continues until all the cards are gone. The player with the most cards wins.
### Antonym Memory Cards

*(Example of Antonym Memory Cards: verbs, adjectives, and prepositions)*

<table>
<thead>
<tr>
<th>The student <strong>finished</strong> eating lunch just before the bell rang.</th>
<th>The turbulent crowd made it difficult to hear the music.</th>
<th>As it took off, the airplane flew <strong>over</strong> the city.</th>
</tr>
</thead>
<tbody>
<tr>
<td>began</td>
<td>peaceful</td>
<td>under</td>
</tr>
</tbody>
</table>
SKILLS > ANTONYMS:
Instructional Recommendation (881L-980L)

Defining Antonym

Objective

Students will be able to correctly identify the definition of *antonym*.

Materials

- None

Instructions

1. Provide students with several antonym word pairs (i.e., hot/cold, love/hate, laugh/cry, happy/sad, big/little, hello/goodbye).

2. Have students analyze the word pairs, looking for similarities in the relationships between the words in each pair.

3. Based on this analysis, have students define *antonym*.

4. Have students read an article selection from the report. Have students provide additional examples of antonym pairs.
Which Word? Fill-in-the-Blank Sentences Activity

Objective

Students will be able to use their explicit understanding of antonyms, as well as the context clues within a non-complex sentence, to first define a word and then identify an antonym for the word within the sentence.

Materials

- Pre-selected sentences that contain grade-level appropriate antonym pairs
- Which Word? Graphic Organizer

Instructions

1. Prior to the activity, select several sentences that contain grade-level appropriate antonym pairs. In each sentence, one antonym should be replaced by a blank.
2. Place students into groups of three or four.
3. Distribute one Which Word? Graphic Organizer to each student.
4. Using the context clues, students must work together to identify the missing word in each sentence.
5. Students will then record the antonym pair, along with an explanation of the relationship, on their graphic organizers.
6. Student groups will complete the activity for each sentence provided.

Follow-up Activity:

Use the article selections provided in the report. Have students read a selection and identify a sentence or two in which a pair of antonyms is found. If no antonym pairs are evident, have students identify one sentence and then write a new sentence with an appropriate antonym. Students can then exchange sentences with a partner to complete the activity above.
**SKILLS > ANTONYMS:**
Instructional Recommendation (981L-1080L)

Which Word? Graphic Organizer

(Sample)

<table>
<thead>
<tr>
<th><strong>Sentence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Her ________ about winning the contest was not ruined by her friend’s disinterest.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Antonym Pair</strong></th>
<th><strong>Evidence from the Sentence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>excitement</td>
<td>When people win, they are usually excited about winning, and this was not ruined, or taken away, by the fact that her friend was “dis” or not interested in what happened.</td>
</tr>
<tr>
<td>disinterest</td>
<td></td>
</tr>
</tbody>
</table>
SKILLS > ANTONYMS:
Instructional Recommendation (1081L-1180L)

Which Word? Find the Word Sentences Activity

Objective

Students will be able to use their explicit understanding of antonyms, as well as the context clues within a complex sentence, to first define a word and then identify an antonym for the word within the sentence.

Materials

- Pre-selected sentences that contain grade-level appropriate antonym pairs
- Which Word? Graphic Organizer

Instructions

1. Prior to the activity, select several sentences that contain grade-level appropriate antonym pairs. One of the antonyms should be underlined in each sentence.
2. Place students into groups of three or four.
3. Distribute one Which Word? Graphic Organizer to each student.
4. Using the context clues, students must work together to find the antonym of the underlined word in each sentence.
5. Students will record the antonym pair, along with an explanation of the relationship, on their graphic organizers.
6. Student groups will complete the activity for each sentence provided.

Follow-up Activity:

Use the article selections provided in the report. Have students read a selection and identify a sentence or two in which a pair of antonyms is found. If no antonym pairs are evident within one sentence, have students work together to write a new sentence that includes an antonym, including an explanation of the relationship on their graphic organizer.
## SKILLS > ANTONYMS:

**Instructional Recommendation (1081L-1180L)**

### Which Word? Graphic Organizer

*(Sample)*

<table>
<thead>
<tr>
<th><strong>Sentence</strong></th>
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<tr>
<td>Her enthusiasm about winning the contest was not ruined by her friend’s disinterest.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Antonym Pair</strong></th>
<th><strong>Evidence from the Sentence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>enthusiasm</td>
<td>When people win, they are usually happy, so enthusiasm must mean happy or excited.</td>
</tr>
<tr>
<td>disinterest</td>
<td>“Dis” means not, so if you are not interested in something, you are not excited about it.</td>
</tr>
</tbody>
</table>
SKILLS > ANTONYMS:
Instructional Recommendation (1181L-1280L)

Which Word? Fill-in-the Blank Paragraph Activity

Objective

Students will be able to use their explicit understanding of antonyms, as well as the context clues within a non-complex paragraph, to first define a word and then identify an antonym for the word within the paragraph.

Materials

- Pre-selected non-complex paragraph that contains at least one grade-level appropriate antonym pair
- Which Word? Graphic Organizer

Instructions

1. Prior to the activity, select at least one paragraph that contains at least one grade-level appropriate antonym pair. In each paragraph, one antonym should be replaced by a blank.
2. Place students into groups of three or four.
3. Distribute one Which Word? Graphic Organizer to each student.
4. Using the context clues, students must work together to identify the missing word in each sentence.
5. Next, students will identify at least one word in the paragraph that is an antonym for the missing word.
6. Students will then record the antonym pair, along with an explanation of the relationship, on their graphic organizers.
7. Repeat with additional paragraphs as needed.
**Which Word? Graphic Organizer**

*(Sample)*

**Paragraph**

The government’s Environmental Protection Agency (EPA) is responsible for taking __________ pesticides off the market. EPA officials said they are aware of problems involving pesticides and bees, and that the agency is “very seriously concerned.” Still, officials insist that the pesticides available cannot hurt bees.

(excerpt from “Bees: Don’t Buzz Off”)

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<tr>
<th><strong>Antonym Pair</strong></th>
<th><strong>Evidence from the Paragraph</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>bad (harmful)</td>
<td>The pesticides must be <em>bad</em> because they are off the market, or not sold, and the agency is very concerned. This is an antonym for <em>cannot hurt</em> because others argue that the pesticides are safe.</td>
</tr>
<tr>
<td>cannot hurt</td>
<td></td>
</tr>
</tbody>
</table>
SKILLS > ANTONYMS:
Instructional Recommendation (1281L-1380L)

Which Word? Find the Word Paragraph Activity

Objective

Students will be able to use their explicit understanding of antonyms, as well as the context clues within a paragraph of increased text complexity, to first define a word and then identify an antonym for the word within the paragraph.

Materials

• Pre-selected paragraph that contains at least one grade-level appropriate antonym pair
• Which Word? Graphic Organizer

Instructions

1. Prior to the activity, select at least one paragraph that contains at least one grade-level appropriate antonym pair. One of the antonyms should be underlined in each sentence.
2. Place students into groups of three to four.
3. Distribute one Which Word? Graphic Organizer to each student.
4. Using the context clues, students must work together to define the underlined word.
5. Students will then identify at least one word in the paragraph that is an antonym for the underlined word.
6. Students will record the antonym pair, along with an explanation of the relationship, on their graphic organizers.
7. Repeat with additional paragraphs as needed.
SKILLS > **ANTONYMS:**

Instructional Recommendation (1281L-1380L)

Which Word? Graphic Organizer

(Sample)

**Paragraph**

Despite this, environmentalists aren’t pleased. They say they don’t think the EPA is doing enough to study the effects of pesticides before allowing them to be used. These environmentalists point to an incident involving a company called Bayer Crop Science. Bayer Crop Science started petitioning the EPA to approve a new pesticide for sale in 2006. The EPA reviewed Bayer's studies of the pesticide’s effects on bees. After this, the agency gave the company approval to sell the pesticide starting in 2008. The EPA said the pesticide had to carry a label warning that it was “potentially toxic to honeybee larvae through [remnants] in pollen and nectar.” An environmental group called the Natural Resources Defense Council sued the EPA, saying that wasn’t enough information for the public. A judge agreed and banned the sale of the pesticide.

(excerpt from “Bees: Don’t Buzz Off”)

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<th><strong>Evidence from the Paragraph</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>approve</td>
<td>Bayer wanted the pesticide to go on sale and the EPA allowed this. The Natural Resources Defense Council is a group against pesticides because they protect the environment. They sued the EPA, which means they weren’t happy. A judge agreed with them and no longer allowed the sale of pesticides, which is what banned means.</td>
</tr>
<tr>
<td>banned</td>
<td></td>
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# Skills > Cause and Effect: Skill Progression

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<td>Students do not need to have an explicit understanding of cause/effect, but they must be able to recall, recognize, and locate facts in a non-complex informational text to answer basic knowledge level questions.</td>
<td><strong>Answering Knowledge Level Comprehension Questions</strong></td>
</tr>
<tr>
<td>251-400</td>
<td>Students must use their basic understanding of cause/effects to identify what could occur as a result of a specified action within non-complex informational text. Basic understanding includes the use of context clues and recognition of key cause/effect words like <em>if</em>, <em>then</em>, <em>because</em>, <em>since</em>, and <em>so</em>.</td>
<td><strong>Cause and Effect Memory</strong></td>
</tr>
<tr>
<td>401-660</td>
<td>Students must use their basic understanding of cause/effect to differentiate between relevant and irrelevant information when identifying the events of a specified result. They must begin to draw conclusions and cite textual evidence that supports their understanding of the cause/effect relationship.</td>
<td><strong>Determining Importance</strong></td>
</tr>
<tr>
<td>661-880</td>
<td>Students must apply their basic understanding of cause/effect and use textual evidence to predict what could happen (effect) as a result of the specified events in the text. They must draw conclusions and cite textual evidence that supports their understanding of the cause/effect relationship.</td>
<td><strong>If...Then...Because (Identifying Effect)</strong></td>
</tr>
<tr>
<td>881-1080</td>
<td>Students must use their basic understanding of cause/effect to infer what caused a real life event (effect) to occur. They must draw conclusions and cite specific textual evidence that supports their understanding of the cause/effect relationship.</td>
<td><strong>What Caused It? Making Inferences</strong></td>
</tr>
<tr>
<td>1081-1280</td>
<td>Students must apply their basic understanding of cause/effect and use textual evidence to determine what would most likely make (cause) the given effect to occur. They must draw conclusions and cite textual evidence that supports their understanding of the cause/effect relationship.</td>
<td><strong>If...Then...Because (Identifying Cause)</strong></td>
</tr>
<tr>
<td>1281-1380</td>
<td>Students must be able to recognize and identify cause/effect in relation to other structures (i.e. time sequence, problem solution, compare/contrast) in order to recognize that a specific event within an informational text is an example of cause/effect. They must use this understanding to develop a logical argument, draw conclusions, and cite evidence that supports their claim.</td>
<td><strong>Identifying Text Structure Within an Informational Text</strong></td>
</tr>
</tbody>
</table>
SKILLS > CAUSE AND EFFECT:

Instructional Recommendation (150L-250L)

Answering Knowledge Level Comprehension Questions

Objective

Students will be able to recall, recognize, and locate facts in short, non-complex informational texts in order to answer basic knowledge level questions.

Materials

• Pre-selected article/passage that includes at least one example of cause and effect
• Knowledge Level Comprehension Questions about the article/passage
• Answering Knowledge Level Comprehension Questions Graphic Organizer (Optional)

Instructions

1. Distribute the pre-selected article/passage to students (or have them read the article online). Before students begin reading, have them use the title of the selection to:
   • Predict what the article is about.
   • Set a purpose for reading by reviewing the knowledge level question(s) they must answer. This will help them identify key facts and details as they read.

2. Next, practice answering knowledge level comprehension questions using the following steps:
   (Without graphic organizer)
   • Read the question.
   • Circle the signal word (any word that asks you to do something). This helps students focus on the task(s) at hand and answer a question in its entirety.
   • Underline the part of the question that specifically identifies the information you are looking for.
   • Answer the question in a complete sentence using part of the question in your answer.
   • Identify evidence from the text to support your answer.
SKILLS > CAUSE AND EFFECT:
Instructional Recommendation (150L-250L)

Instructions (continued)

Example:
*Question:* Why are scientists concerned about bees dying?
*Answer:* Scientists are concerned about bees dying because they pollinate the food we eat, and without bees, we would have less food.
*Evidence:* Paragraph 3, Bees Don’t Buzz Off article

(With graphic organizer)
- Display the knowledge level question on the board or document reader.
- Identify the signal word (any word that asks you to do something), and write it in the “Signal Word” box.
- In your own words, record the information you must find in order to correctly answer the question in the “I’m looking for…” box.
- In the “Words I must include in my answer” box, write the words from the question that must be included in your answer.
- Finally, record your answer in the “My answer” box, and cite evidence from the text that proves your answer is correct.
**SKILLS > CAUSE AND EFFECT:**

Instructional Recommendation (150L-250L)

**Answering Knowledge Level Comprehension Questions**

Signal Word

I’m looking for...

Words I must include in my answer:

My answer:

My evidence:
SKILLS > CAUSE AND EFFECT:
Instructional Recommendation (251L-400L)

Cause and Effect Memory

Objective

Students will be able to identify the effect of a specified action within non-complex informational text.

Materials

- Cause and Effect Cards (cut apart)
- Cause and Effect Signal Word Cards (cut apart)

Instructions

1. Divide students into groups of two to four.
2. Distribute one set of Cause and Effect Cards and Cause and Effect Signal Word Cards to each group of students.
3. Shuffle the Cause and Effect Cards and arrange them face down on the table in rows.
4. Place the Cause and Effect Signal Word Cards in a pile, facedown, next to the game board.
5. Determine who will go first. Play then proceeds clockwise.
6. On each turn, the player turns over two cards (one at a time) and keeps them if they are matching cause and effect statements. This earns him/her one point.
7. The player then draws one Cause and Effect Signal Word Card from the pile. If the player can successfully use this card to create a cause and effect statement that makes sense, then the player is awarded an additional point and gets to take another turn.
8. When a player turns over two cards that do not match, or he/she cannot successfully create a cause and effect statement, the cards are returned to the game board, and the next player takes a turn.
9. Play continues until all the cards are gone. The player with the most points wins.

Follow-up Activity:

Use the article selections provided in the report. Have students review their Lexile version of the lesson, identify any cause and effect relationships, and create a set of Cause and Effect Cards. Using these cards, along with the Cause and Effect Signal Word Cards in this document, students can play the Cause and Effect Memory game again with new content.
### Cause and Effect Signal Word Cards

<table>
<thead>
<tr>
<th>because</th>
<th>since</th>
</tr>
</thead>
<tbody>
<tr>
<td>therefore</td>
<td>so</td>
</tr>
<tr>
<td>consequently</td>
<td>as a result</td>
</tr>
<tr>
<td>this led to</td>
<td>if...then...</td>
</tr>
<tr>
<td>nevertheless</td>
<td></td>
</tr>
</tbody>
</table>
### Cause and Effect Signal Word Cards (continued)

<table>
<thead>
<tr>
<th>The goal was open.</th>
<th>The other team scored.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert was extremely hungry.</td>
<td>He ate a pizza.</td>
</tr>
<tr>
<td>The young man was cold.</td>
<td>He put on a jacket.</td>
</tr>
<tr>
<td>The school bell rang.</td>
<td>The children went home.</td>
</tr>
<tr>
<td>Jennifer studied every night.</td>
<td>She got an A on the test.</td>
</tr>
</tbody>
</table>
### Cause and Effect Signal Word Cards (continued)

<table>
<thead>
<tr>
<th>Mike ran faster than everyone.</th>
<th>He won the race.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane forgot to set her alarm.</td>
<td>She woke up late and was tardy to school.</td>
</tr>
<tr>
<td>It was raining outside.</td>
<td>I grabbed my umbrella.</td>
</tr>
<tr>
<td>Kira ate too many cookies.</td>
<td>She got a stomachache.</td>
</tr>
<tr>
<td>The boy didn’t cry at the dentist.</td>
<td>He received a lollipop.</td>
</tr>
</tbody>
</table>
SKILLS > CAUSE AND EFFECT:
Instructional Recommendation (401L-660L)

Determining Importance Lesson

Objective

Students will be able to differentiate between relevant and irrelevant information when identifying the events of a specified result.

Materials

- Pre-selected article/passage that includes an example of cause and effect
- Determining Importance Graphic Organizer

Instructions

1. Distribute the pre-selected article/passage to students (or have students read the article online). Before students begin reading, have them use the title of the selection to:
   - Predict what the article is about.
   - Set a purpose for reading by turning the title into a question. This question will help students identify key facts and details as they read.
2. Have students read the article. Reading may be completed independently, in pairs, or as a class.
3. Once the article is read, have students list as many facts and/or details about the article as they can recall. Record this information on the board.
4. Then, distribute the Determining Importance Graphic Organizer to students. Provide students with the end result (effect) of a cause and effect relationship found in the article. Students should record this information in the “What happened?” section of their graphic organizer.
5. Working in pairs, have students identify the events that caused this to happen by sorting the facts into two categories:
   - Relevant—events that led to the result
   - Irrelevant—events that had no effect on the result
6. Discuss student findings as a class, making sure students justify their responses with evidence from the text.
**SKILLS > CAUSE AND EFFECT:**

**Instructional Recommendation (401L-660L)**

**Determining Importance Graphic Organizer**

What happened? Record the effect here:

Why did it happen? Sort the events from the article here:
- Relevant Facts: events that *caused* this to happen
- Irrelevant Facts: events that occurred in the article, but *did not cause* this to happen

<table>
<thead>
<tr>
<th>Relevant Facts</th>
<th>Irrelevant Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SKILLS > CAUSE AND EFFECT:**

**Instructional Recommendation (661L-880L)**

**If... Then... Because... (Identifying Effect)**

**Objective**

Students will be able to determine what could happen (effect) as a result of the specified events in the text.

**Materials**

- Pre-selected article/passage that includes an example of cause and effect
- If…Then…Because… Graphic Organizer

**Instructions**

1. Distribute the pre-selected article/passage (or have students read the article online) and a copy of the If…Then…Because… Graphic Organizer to students.
2. Provide students with an If statement, or a cause from the article.
3. Students will read the article and provide a Then statement, or an effect.
4. In the Because section, students must record evidence from the text, in their own words, to support their response.
5. Finally, students will combine the information into a complete cause and effect statement using the sentence starter provided.

Example:

If...Then...Because...

<table>
<thead>
<tr>
<th>If... (Cause)</th>
<th>Then... (Effect)</th>
<th>Because... (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(From the teacher)</td>
<td>(student completes)</td>
<td>(student completes)</td>
</tr>
<tr>
<td>If bees continue to die off at alarming rates</td>
<td>people will die too</td>
<td>the food we eat needs bees in order to grow and if there is no food, there are no people</td>
</tr>
</tbody>
</table>

*I know that if bees continue to die off at alarming rates, then people will die too because the food we eat needs bees in order to grow, and if there is no food, there are no people.*

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### SKILLS > CAUSE AND EFFECT:

Instructional Recommendation (661L-880L)

If...Then...Because... Graphic Organizer

<table>
<thead>
<tr>
<th>If... (Cause)</th>
<th>Then... (Effect)</th>
<th>Because... (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I know that ____________________________________________  
____________________________________________________________________________________  
____________________________________________________________________________________

<table>
<thead>
<tr>
<th>If... (Cause)</th>
<th>Then... (Effect)</th>
<th>Because... (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I know that ____________________________________________  
____________________________________________________________________________________  
____________________________________________________________________________________
SKILLS > CAUSE AND EFFECT:
Instructional Recommendation (881L-1080L)

What Caused It? Making Inferences

Objective

Students will be able to infer what caused a real-life event (effect) to occur. They must draw conclusions and cite specific textual evidence that supports their understanding of the cause/effect relationship.

Materials

- A headline, title, and/or picture from an informational text selection that includes a real-life event or occurrence
- Complete informational text selection

Instructions

1. Display a pre-selected headline, article, and/or picture from an informational text selection.
2. Using the evidence provided, have students make inferences about what caused the event (effect) to happen. Record this information on the board.
3. Then, distribute the complete article to students (or have them read it online). Have students read the article and highlight evidence that supports their inferences.
4. If their inferences are incorrect, have them modify their responses using evidence from the text to support the changes they make.
5. Share responses.
**SKILLS > CAUSE AND EFFECT:**

**Instructional Recommendation (1081L-1280L)**

**If...Then...Because... (Identifying Cause)**

**Objective**

Students will be able to determine what would most likely make (cause) a given effect to occur.

**Materials**

- Pre-selected article/passage that includes an example of cause and effect
- If...Then...Because... Graphic Organizer

**Instructions**

1. Distribute the pre-selected article/passage (or have students read it online) and a copy of the If...Then...Because... Graphic Organizer to students.
2. Provide students with an If statement, or a cause from the article.
3. Students will read the article and provide a Then statement, or an effect.
4. In the Because section, students must then record evidence from the text, in their own words, to support their response.
5. Finally, students will combine the information into a complete cause and effect statement using the sentence starter provided.

Example:

```
If...Then...Because...
If... (Cause)  Then... (Effect)  Because... (Evidence)
If bees continue to die off at alarming rates  there will not be enough food and people will starve  the food we eat needs bees in order to grow and if there is no food, there are no people
```

I know that **if bees continue to die off at alarming rates, there will not be enough food and people will starve. The food we eat needs bees in order to grow, and if there is no food, there are no people.**

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### If…Then…Because… Graphic Organizer

<table>
<thead>
<tr>
<th>If… (Cause)</th>
<th>Then… (Effect)</th>
<th>Because… (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I know that __________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

<table>
<thead>
<tr>
<th>If… (Cause)</th>
<th>Then… (Effect)</th>
<th>Because… (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I know that __________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
SKILLS > CAUSE AND EFFECT:

Instructional Recommendation (1281L-1380L)

Identifying Text Structure Within an Informational Text

Objective

Students will be able to recognize the cause and effect text structure of an event within an informational text.

Materials

• Pre-selected sentences and/or short excerpts from an informational text that include examples and non-examples of cause and effect
• Cause and Effect: Examples and Non-Examples Graphic Organizer

Instructions

1. Review text structure with students, reminding them that there are several different ways a text can be structured, or organized. Cause and effect is one of these structures.
2. Review the definition of cause and effect with students.
   • Cause—A cause is an event that makes another event happen. To find the cause, ask yourself, “Why did it happen?”
   • Effect—An effect is what happens as a result of the cause. To find the effect, ask yourself, “What happened?”
3. Provide students with pre-selected sentences and/or short excerpts from an informational text that include examples and non-examples of cause and effect.
4. Students must sort the sentences and/or passages into two groups: Cause and Effect and Not Cause and Effect.
5. In the chart, have students circle one example and one non-example of cause and effect.
6. Beneath the chart, have students explain, in their own words, why one is an example and one is a non-example of cause and effect.
### Cause and Effect: Examples and Non-Examples Graphic Organizer

<table>
<thead>
<tr>
<th>Cause and Effect</th>
<th>Not Cause and Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is an example of cause and effect because

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

This is not an example of cause and effect because

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
### Skills Progression

#### Skills > Chronology:

**Skill Progression**

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>250-400</td>
<td>Students do not need to explicitly differentiate between chronological or sequential text structure, but they must be able to use context clues and signal words to organize sentences into a coherent paragraph.</td>
<td>Paragraph Puzzle</td>
</tr>
<tr>
<td>401-660</td>
<td>Students do not need to explicitly differentiate between chronological or sequential order, but they must be able to identify a logical order for directions and/or events in informational text.</td>
<td>Read Aloud and Retell</td>
</tr>
<tr>
<td>661-880</td>
<td>Students do not need to explicitly differentiate between chronological or sequential order, but they must be able to identify words used to organize informational text in a logical manner from beginning to end. In doing so, students must be able to choose the best order of directions (sequential) or events (chronological) in informational text, and restate the sequence of events in their own words.</td>
<td>Peanut Butter and Jelly Directions</td>
</tr>
<tr>
<td>881-1080</td>
<td>Students must be able to explicitly differentiate between sequential and chronological text structure in informational text. In doing so, they must identify events in informational text, order them, and restate the sequence of events in their own words.</td>
<td>What's the Difference?</td>
</tr>
<tr>
<td>1081-1380</td>
<td>Students must be able to identify events in informational text with increasing text complexity, use context clues to place these events in chronological order, and restate the sequence of events in their own words.</td>
<td>How Did it Happen?</td>
</tr>
</tbody>
</table>
**SKILLS > CHRONOLOGY:**

Instructional Recommendation (250L-400L)

---

**Paragraph Puzzle**

**Objective**

Students will be able to use context clues and signal words to organize sentences into a coherent paragraph.

**Materials**

- A paragraph of informational text, with each sentence written on a different strip of paper

**Instructions**

1. Place students into groups of two to four. Distribute one set of sentence strips to each group.
2. Students will work together to organize the paragraph by placing the sentences in the correct order.
3. Students must be able to justify the order of the sentences using evidence from the text.
Read Aloud and Retell

**Objective**

Students will be able to identify a logical order for directions and/or events in informational text.

**Materials**

- Informational reading selection
- Graphic Organizer

**Instructions**

1. Explain to students that they are going to learn how to retell the events in an informational article using the time order words *first, next, and last*.

2. In small groups, have students brainstorm everyday events and identify the steps—in sequential order—that must be done to complete the event (i.e., brushing teeth).

3. Have each group share their ideas with the whole class, and record responses on the board.

4. Together, choose one example. Model how to complete the event by describing the steps using the time order words *first, next, and last*.

5. Next, read the informational article aloud to students, stopping periodically to discuss the order of events up to that point.

6. At the end of the article, have the students orally retell the events in the article.

7. Then, have them record the events, in order, on the graphic organizer using the signal words *first, next, and last*.

8. Have students read the article independently. After reading, have them review their graphic organizer, making any changes that would help them to better retell the events in the article.
SKILLS > CHRONOLOGY:
Instructional Recommendation (401L-660L)

Graphic Organizer

Instructions:
Use the time order words first, next, and last to order the events from the article in the chart below.
Peanut Butter and Jelly Directions

Objective

Students will be able to identify words used to organize informational text in a logical manner from beginning to end. They will also be able to choose the best order of directions and restate the sequence of events in their own words.

Materials

- Ingredients and tools for making a peanut butter and jelly sandwich

Instructions

1. Students will begin working individually. Have each student think of and write down the directions for making a peanut butter and jelly sandwich.

2. Then, place students into groups of two. Working in pairs, have students share their directions for making a peanut butter and jelly sandwich and collaboratively develop a more accurate set of directions.

3. Next, place the pairs into groups of four (two pairs combined). Working together, have them share their directions and collaboratively develop an even more accurate set of directions.

4. Finally, follow each group’s directions for making a peanut butter and jelly sandwich. Discuss which set(s) of directions were most effective, what went well, and what was missing from each set.

5. Have students identify and list the words used to order the steps. Explain to students that the words used to organize a step-by-step sequence are called time order words.

6. As a class, use these words to create a final set of directions for making a peanut butter and jelly sandwich.

Follow-up Activity:

Use the article selections provided in the report. Identify a process or sequenced event in the article and have students work together to explain that process or event. Remind students to use time order words in their explanation.
What’s the Difference?

Objective

Students will be able to differentiate between sequential and chronological text structure in informational text.

Materials

• Four excerpts of informational text from four different articles: two written in chronological order and two written in sequential order (Use the Search to locate informational text passages that meet these requirements. Identify these by going to Advanced Options and searching by Content Area. Set Content Area = Reading Strategies and Topic = Sequence. Click Search to identify possible excerpts of informational text.)

• Graphic Organizer

Instructions

1. On a sheet of paper, have students list, in order, the steps they take each morning to get ready for school. Model for students on the board.

2. Discuss responses as a class, explaining to students that the things that happen in our lives usually follow some type of order, or sequence. Explain to students that events can also be organized by time, or chronology. This is what they will learn about today.

3. Place students into groups of four.

4. Distribute a graphic organizer to each student.

5. Begin by defining sequential and chronological order for students:

   • **Sequential order text** follows a fixed order and lists the step-by-step sequence in a process or event.

   • **Chronological order text** identifies the order in which things happen in time.

6. Then, list signal words that will help students identify each:

   • **Sequential order signal words:** first, second, then, next, last, now, later, before, meanwhile, after

   • **Chronological order signal words:** time words, days of the week (i.e., Wednesday, yesterday), months, years, words that talk about age
**SKILLS > CHRONOLOGY:**

**Instructional Recommendation (881L-1080L)**

**Instructions (continued)**

7. Have students add any additional words to each list.

8. Next, distribute one copy of each of the four excerpts of informational text to each group.

9. Students will take turns reading each excerpt independently, identifying whether it is written in sequential or chronological order, and citing evidence from each selection to support their response. They will record this information on the graphic organizer.

10. Once each student has had an opportunity to analyze each excerpt, students will discuss their findings with their group.

**Follow-up Activity:**

Use the article selections provided in the report. After students have completed the lesson, ask them to identify if it was written in sequential or chronological order. Remind students to cite evidence from their selection to support their response.
<table>
<thead>
<tr>
<th></th>
<th>This article is written in:</th>
<th>Chronological Order</th>
<th>Sequential Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I know this because:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I know this because:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I know this because:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I know this because:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did It Happen?

Objective

Students will be able to use context clues to place the events from an informational text in chronological order and restate the sequence of events in their own words.

Materials

- An informational text selection written in chronological order
- Sentence strips containing each event from the informational text, one event per sentence strip

Instructions

1. Give each student a series of events from an informational text selection that is written in chronological order. Each event should be written on a separate strip of paper.
2. Students must use the contextual clues (i.e., signal words and dates) to place the events in the order in which they occurred.
3. They must then paraphrase the events in paragraph form.

Follow-up Activity:

Use the article selections provided in the report. Assign each student a selection and have them identify the events in the article, putting them in chronological order. Have students paraphrase the events in paragraph form.
## SKILLS > COMPARE AND CONTRAST:
### SKILL PROGRESSION

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>250-400</td>
<td>Students do not need to have an explicit understanding of the terms compare and contrast, but they are able to identify the similarities or differences between objects or ideas in informational text.</td>
<td>Let's Compare</td>
</tr>
<tr>
<td>401-660</td>
<td>Students will be able to use a Venn Diagram to identify the similarities and differences between characters or ideas in informational text. They will be able to use this information to explain these similarities and differences in their own words.</td>
<td>Using Venn Diagrams</td>
</tr>
<tr>
<td>661-880</td>
<td>Students will be able to critique an informational text by analyzing the relationships among concepts and the characteristics of the text structure itself, and to identify and explain the comparisons and contrasts made within the text.</td>
<td>Signal Word Sort</td>
</tr>
<tr>
<td>881-1080</td>
<td>Students are able to independently identify the compare and contrast strategy used within an informational text and locate specific examples of compare and contrast within the text to support their analysis.</td>
<td>Text Structure</td>
</tr>
<tr>
<td>1081-1380</td>
<td>Students are able to analyze the interrelationships among concepts, issues, or characters in informational text of increasing text complexity in order to identify and explain the differences, as well as the significance of these differences, within the context of the text.</td>
<td>What's the Difference?</td>
</tr>
</tbody>
</table>
**SKILLS > COMPARE AND CONTRAST:**

**Instructional Recommendation (250L-400L)**

Let’s Compare

**Objective**

Students will be able to identify the similarities and differences between two objects or ideas.

**Materials**

- Item names (on index cards), pictures, or actual items students can compare and contrast
- Graphic Organizer

**Instructions**

1. Divide students into groups of two to four.
2. Distribute two items to students.
3. Using the graphic organizer provided, have students list the similarities and differences between the two items.
4. Have each group present to the class and allow other groups to add to or modify each list.

**Follow-up Activity:**

Use the article selections provided in the report. Identify two objects, people, or ideas from the article and have student groups use the graphic organizer to list the similarities and differences between the two items. Each group can then present to the class and allow other groups to add to or modify the list.
**SKILLS > COMPARE AND CONTRAST:**

Instructional Recommendation (250L-400L)

Graphic Organizer

<table>
<thead>
<tr>
<th>Compare (The Same)</th>
<th>Contrast (Different)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SKILLS > COMPARE AND CONTRAST:**

**Instructional Recommendation (401L-660L)**

---

**Using Venn Diagrams**

**Objective**

Students will be able to use a Venn Diagram to identify the similarities and differences between two characters or ideas in informational text.

**Materials**

- Informational text that includes an idea/character to compare and contrast
- Venn Diagram Graphic Organizer

**Instructions**

1. Break students up into pairs.
2. Distribute the text selection (or have students read the Stretch article online) and the Venn Diagram graphic organizer to students.
3. Read the text selection aloud and have the students identify the two ideas or characters that will be compared. List them at the top of the Venn Diagram.
4. Then, have students reread the selection in pairs, listing the characteristics that are unique to each idea or character (differences) and the characteristics that they share (similarities) in the corresponding section of the graphic organizer.
5. Discuss findings as a class.
SKILLS > COMPARE AND CONTRAST:
Instructional Recommendation (401L-660L)

Using Venn Diagrams Graphic Organizer

______________________          Similarities           ______________________
Signal Word Sort

Objective

Students will be able to critique an informational text by analyzing the relationships among concepts and the characteristics of the text structure itself, to identify and explain the comparisons and contrasts made within the text.

Materials

- Compare and Contrast Signal Word Cards, one set per group
- Informational text, compare/contrast text structure
- Graphic Organizer

Instructions

1. Divide students into groups of four.
2. Distribute sets of the Compare and Contrast Signal Word Cards to student groups.
3. Students will place the words into two groups:
   - Words That Signal Similarities (Compare Words), and
   - Words That Signal Differences (Contrast Words)
4. Review as a class.
5. Next, distribute a copy of the text selection (or have students read the article online) to each student.
6. Working in pairs, students will read the text and highlight any compare and contrast signal words found in the text.
7. On the graphic organizer, students will record the signal word and explain the similarity or difference from the text in their own words.
**Skills > Compare and Contrast:**

Instructional Recommendation (661L-880L)

**Signal Word Sort Word Cards**

<table>
<thead>
<tr>
<th>similar</th>
<th>different</th>
</tr>
</thead>
<tbody>
<tr>
<td>both</td>
<td>but</td>
</tr>
<tr>
<td>alike</td>
<td>instead of</td>
</tr>
<tr>
<td>same</td>
<td>however</td>
</tr>
<tr>
<td>as well as</td>
<td>in contrast</td>
</tr>
<tr>
<td>similarly</td>
<td>difference</td>
</tr>
<tr>
<td>too</td>
<td>although</td>
</tr>
<tr>
<td>also</td>
<td>on the other hand</td>
</tr>
<tr>
<td>though</td>
<td>while</td>
</tr>
</tbody>
</table>
**SKILLS > COMPARE AND CONTRAST:**

Instructional Recommendation (661L-880L)

---

**Signal Word Sort Graphic Organizer**

<table>
<thead>
<tr>
<th>Signal Word From the Text</th>
<th>Relationship (Circle One)</th>
<th>Explanation (This shows...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contrast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>compare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contrast</td>
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<td></td>
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<tr>
<td>compare</td>
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<tr>
<td>contrast</td>
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<tr>
<td>compare</td>
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<td></td>
</tr>
<tr>
<td>contrast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>compare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contrast</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SKILLS > COMPARE AND CONTRAST:
Instructional Recommendation (881L-1080L)

Text Structure

Objective

Students will be able to independently identify the compare and contrast strategy used within an informational text and locate specific examples of compare and contrast within the text to support their analysis.

Materials

- Pre-selected sentences and/or short excerpts of informational text that include examples and non-examples of compare and contrast
- Compare and Contrast: Examples and Non-Examples Graphic Organizer

Instructions

1. Review text structure with students, reminding them that there are several different ways a text can be structured or organized. Compare and contrast is one of these structures.
2. Review the definition of compare and contrast with students:
   • Compare—To identify the similarities between two or more people, places, things, or ideas
   • Contrast—To identify the differences between two or more people, places, things, or ideas
3. Provide students with pre-selected sentences and/or short excerpts of informational text (or have them read selected excerpts from the article online) that include examples and non-examples of compare and contrast.
4. Students must sort the sentences and/or excerpts into two groups:
   • Compare and Contrast, and
   • Not Compare and Contrast
5. In the chart, have students circle one example and one non-example of compare and contrast.
6. Beneath the chart, have students explain, in their own words, why one is an example and one is a non-example of compare and contrast.
### Text Structure Graphic Organizer

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
<th>Not Compare and Contrast</th>
</tr>
</thead>
</table>

This is an example of compare and contrast because ______________________________________  
____________________________________________________________________________________  
____________________________________________________________________________________  
____________________________________________________________________________________  

This is not an example of compare and contrast because ___________________________________  
____________________________________________________________________________________  
____________________________________________________________________________________  
____________________________________________________________________________________
SKILLS > COMPARE AND CONTRAST:
Instructional Recommendation (1081L-1380L)

What’s the Difference?

Objective

Students will be able to analyze the interrelationships among concepts, issues, or characters in informational text of increasing text complexity in order to identify and explain the differences, as well as the significance of these differences, within the context of the text.

Materials

- Informational text selection that includes contrasting information (i.e., two sides of an issue)
- What’s the Difference? Graphic Organizer

Instructions

1. Distribute the informational text selection to students (or have students read the article online).
2. After reading the text, have students identify the contrasting ideas within the text.
3. Record these contrasting ideas on the graphic organizer provided.
4. Next, have students explain, in their own words, how the ideas are different.
5. Finally, have students explain why this contrast is important in understanding the main idea of the text selection.
**SKILLS > COMPARE AND CONTRAST:**
Instructional Recommendation (1081L-1380L)

What’s the Difference? Graphic Organizer

<table>
<thead>
<tr>
<th>Differences</th>
<th>Side #1</th>
<th>Side #2</th>
<th>This contrasting idea shows that...</th>
<th>This is important because...</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
## SKILLS > CONTEXT CLUES: SKILL PROGRESSION

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>150-250</td>
<td>Students will be able to analyze word meaning and relationships, sound/spelling correspondences, and sentence structure and organization to choose the noun that best completes a sentence.</td>
<td>Which Word?</td>
</tr>
<tr>
<td>251-400</td>
<td>Students will be able to analyze the meaning and organization of words in a sentence to determine the meaning of a word and/or choose the word/phrase that best completes a sentence.</td>
<td>Context Clues Cloze</td>
</tr>
<tr>
<td>401-520</td>
<td>Students will be able to analyze word meaning, word relationships, and the content of a sentence, a group of sentences, or a short paragraph to determine the meaning of a noun, verb, or adjective.</td>
<td>Finding Clues</td>
</tr>
<tr>
<td>521-660</td>
<td>Students will be able to analyze the content of a series of sentences or a short paragraph to determine the correct meaning of a noun, verb, or adjective with multiple meanings.</td>
<td>Multiple Meaning Match</td>
</tr>
<tr>
<td>661-880</td>
<td>Students will be able to analyze the content of a sentence, a series of sentences, or a paragraph to determine the meaning of a noun, verb, adjective, or participle, and/or to choose the vocabulary word that best completes the text selection.</td>
<td>Participles</td>
</tr>
<tr>
<td>881-980</td>
<td>Students will be able to analyze the content of a sentence, short paragraph, or passage of informational text to determine the meaning of a noun, verb, or adjective, and then select the word that best completes the selection.</td>
<td>What Does it Mean?</td>
</tr>
<tr>
<td>981-1080</td>
<td>Students will be able to analyze the content of a sentence, short paragraph, or passage of informational text with increased text complexity to determine the meaning of a noun, verb, adjective, or adverb and then select the word that best completes the selection.</td>
<td>And the Meaning is...</td>
</tr>
<tr>
<td>1081-1280</td>
<td>Students will be able to analyze the content within a passage of informational text with increased text complexity to determine the correct meaning of a noun, verb, or adjective.</td>
<td>Using Prediction to Find Meaning</td>
</tr>
<tr>
<td>1281-1380</td>
<td>Students will be able to analyze the content of a passage of informational text to determine the best meaning of a phrase.</td>
<td>The Idiom Game</td>
</tr>
</tbody>
</table>
**SKILLS > CONTEXT CLUES:**

**Instructional Recommendation (150L-250L)**

**Which Word?**

**Objective**

Students will be able to analyze word meaning and relationships, sound/spelling correspondences, and sentence structure and organization to choose the noun that best completes a sentence.

**Materials**

- Paragraph excerpt of informational text from the Stretch Article, with noun omitted from text

**Instructions**

1. Distribute a paragraph of informational text to students. Be sure to omit a specific noun from the text prior to distributing the paragraph to students. Provide students with four possible word choices.
2. Using the context clues within the paragraph, students must choose the word that best fits in the blank from the words provided.
3. Students must provide evidence to support their response.
**Context Clues Cloze**

**Objective**

Students will be able to analyze the meaning and organization of words in a sentence to determine the meaning of a word and/or choose the word/phrase that best completes a sentence.

**Materials**

- Paragraph excerpt of informational text from the Stretch Article, with word omitted from text

**Instructions**

1. Distribute a paragraph of informational text to students. Be sure to omit a specific word from the text prior to distributing the paragraph to students.

2. Using the context clues within the paragraph, students must identify a word that best fits in the blank. The word they choose must make sense within the context and syntax of the paragraph.

3. Students must provide evidence to support their response.
SKILLS > CONTEXT CLUES:
Instructional Recommendation (401L-520L)

Finding Clues

Objective

Students will be able to analyze word meaning, word relationships, and the content of a sentence, a group of sentences, or a short paragraph to determine the meaning of a noun, verb, or adjective.

Materials

• Informational text selection from the Stretch Article

Instructions

1. Choose a sentence, group of sentences, or an entire paragraph of informational text.
2. Select one word from the text that students must define using context clues from the selection. The word should be unfamiliar, with plenty of textual evidence to help students determine the definition.
3. Have students underline the word in the selection.
4. Next, read the text aloud to students as they follow along. As you read, students should underline any information that helps them make meaning of the unknown word.
5. Then, using this evidence, have students write a definition in their own words.
6. Discuss definitions as a class.
SKILLS > CONTEXT CLUES:
Instructional Recommendation (521L-660L)

Multiple Meaning Match

Objective

Students will be able to analyze the content of a series of sentences or a short paragraph to determine the correct meaning of a noun, verb, or adjective with multiple meanings.

Materials

- Sentence Cards containing grade-level specific multiple meaning words, used in sentences—one set of four per group
- Multiple Meaning Match Graphic Organizer

Instructions

1. Explain to students that some words have more than one meaning. In order to figure out the word’s meaning, you must see how it is used in a sentence. This is called putting the word in context.
2. Write the word strike on the board or Elmo. Elicit definitions from students, recording their ideas on the board.
3. Next, display the following sentence on the board:
   
   *The pitcher threw three strikes in a row and the batter was out.*

4. Discuss the meaning of the word strike using the context of this sentence.
5. Then, display two more sentences that include the word strike.
   
   *When lightning strikes, it is important to remain safely indoors.*
   
   *The employees went on strike when their demand for more money was not met.*
6. Discuss how the meaning of the word changes based on how it is used in each sentence.
7. Divide students into groups of four.
8. Distribute a graphic organizer to each student.
9. Distribute one set of Sentence Cards to each group. Each student in the group will take a different card.
SKILLS > CONTEXT CLUES:
Instructional Recommendation (521L-660L)

Instructions (continued)

10. Students will have approximately three minutes to read the sentence, determine the meaning of the word based on how it is used in the sentence, and record this information, along with evidence from the sentence supporting their response, onto their graphic organizer.

11. When time is up, students will pass the Sentence Cards clockwise until they have read all four sentences and defined each word.

12. Once students have had a chance to look at each sentence independently, they will discuss their definitions with their group.

Follow-up Activity:
Use the article selections provided in the report. Have students review the Stretch Article and determine if there are any words that have multiple meanings. For each word found with multiple meaning, have students do the following:

- Write the sentence containing the word. Write its definition based on the context in this sentence.
- Write additional definitions of the word. For each definition, have students create a sentence that conveys its meaning.
- Have students share their definitions and sentences with the class.
**SKILLS > CONTEXT CLUES:**

Instructional Recommendation (521L-660L)

**Multiple Meaning Match Sentence Cards**

Example:

<table>
<thead>
<tr>
<th>Sentence Card (Option 1)</th>
<th>Sentence Card (Option 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence is written here and the multiple meaning word is highlighted or written in bold</td>
<td>Sentence is written here and the multiple meaning word is highlighted or written in bold</td>
</tr>
<tr>
<td>The word ______ means...</td>
<td>The word ______ means...</td>
</tr>
<tr>
<td>1. Meaning #1 is written here</td>
<td>Definitions are not provided. Students must come up with the definition on their own.</td>
</tr>
<tr>
<td>2. Meaning #2 is written here</td>
<td></td>
</tr>
</tbody>
</table>

**Multiple Meaning Match Graphic Organizer**

<table>
<thead>
<tr>
<th>Multiple Meaning Word</th>
<th>Definition</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The word ______ means:</td>
<td>I know this because...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The word ______ means:</td>
<td>I know this because...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The word ______ means:</td>
<td>I know this because...</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SKILLS > CONTEXT CLUES:
Instructional Recommendation (661L-880L)

Participles

Objective

Students will be able to analyze the content of a sentence, a series of sentences, or a paragraph to determine the meaning of a noun, verb, adjective, or participle, and/or choose the vocabulary word that best completes the text selection.

Materials

• Informational text selection from the Stretch Article with several participles, acting as both nouns and adjectives, identified
• Graphic Organizer

Instructions

1. Distribute an excerpt of informational text to students. Within the text, have them underline the participles pre-identified by you.
2. Ask students to list the commonalities among the words. Use these patterns to define participles.
   • Participles are words that end in –ing, –ed, or –en. These words can be used as verbs or adjectives.
3. Explain to students that they are going to use the context clues in the text to determine whether the participle is acting as a verb or an adjective in the text selection.
4. Once students have determined the part of speech for each word, they must provide a definition, in their own words, as well as evidence from the text to support their response.
**SKILLS > CONTEXT CLUES:**
Instructional Recommendation (661L-880L)

Participles Graphic Organizer

<table>
<thead>
<tr>
<th>Participle</th>
<th>Verb or Adjective?</th>
<th>Definition</th>
<th>How do you know?</th>
</tr>
</thead>
</table>
SKILLS > CONTEXT CLUES:
Instructional Recommendation (881L-980L)

What Does It Mean?

Objective

Students will be able to analyze the content of a sentence, short paragraph, or passage of informational text to determine the meaning of a noun, verb, or adjective. Students will then be able to select the word that best completes the selection.

Materials

- Several short informational text selections from the Stretch Article
- Graphic Organizer

Instructions

1. Provide students with several sentences or short passages from informational text. Within each selection, identify one word they must define.
2. Have students read each selection independently and predict the meaning of the word on their graphic organizer.
3. Then, divide students into groups of two to four. Within these groups, have them discuss the meaning of each word. If students adjust their predicted meaning based on the discussion, have students record this on their graphic organizer.
4. Then, use a dictionary to look up the definition. Have students compare their definition with the dictionary definition of each word.
**SKILLS > CONTEXT CLUES:**

Instructional Recommendation (881L-980L)

What does It Mean? Graphic Organizer

<table>
<thead>
<tr>
<th>Word</th>
<th>My Definition</th>
<th>Dictionary Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group Definition**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
And the Meaning Is…

Objective

Students will be able to analyze the content of a sentence, short paragraph, or passage of informational text with increased text complexity to determine the meaning of a noun, verb, adjective, or adverb. Students will then be able to select the word that best completes the selection.

Materials

- Informational text selection from the Stretch Article—sentence, paragraph, or passage
- Graphic Organizer

Instructions

1. Choose a sentence, paragraph, or passage of informational text. Select one word from the text that students must define using context clues from the selection. Students will write this word at the top of their graphic organizer.
2. Have students read the selection independently and complete the graphic organizer.
3. First, students will copy the sentence that includes the word in the “Sentence from Text” section.
4. Using the context, students will then identify information that describes both what the word is and what the word isn’t in the “What It Is” and “What It Isn’t” section of the graphic organizer.
5. Then, students will come up with a definition of the word and record it in the “And the meaning is” section.
6. Finally, they will cite evidence from the selection that supports their response in the “How do I know?” section.
7. Discuss responses as a class.
And the Meaning Is...Graphic Organizer

Example:

Word: **Vital**

<table>
<thead>
<tr>
<th><strong>Sentence from Text</strong></th>
<th><strong>What It Is</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Scientists are concerned because of the vital role that bees play in our food supply.”</td>
<td>key important big</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>And the Meaning Is</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vital means that bees are an important part of making our food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How Do I know?</strong></th>
<th><strong>What It Isn’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It says 1/3 of people’s diets are from plants that require pollination.</td>
<td>small insignificant</td>
</tr>
<tr>
<td>It also says there would be less food if bees couldn’t pollinate.</td>
<td></td>
</tr>
</tbody>
</table>


And the Meaning Is... Graphic Organizer

Word: _____________

<table>
<thead>
<tr>
<th>Sentence from Text</th>
<th>What It Is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>And the Meaning Is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How Do I know?</th>
<th>What It Isn’t</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
SKILLS > CONTEXT CLUES:
Instructional Recommendation (1081L-1280L)

Using Prediction to Find Meaning

Objective

Students will be able to analyze the content within a passage of informational text with increased text complexity to determine the correct meaning of a noun, verb, or adjective.

Materials

• Informational Text Selection from the Stretch Article
• Graphic Organizer

Instructions

1. Distribute a graphic organizer to students containing four to six words from the informational text selection taken.

2. Prior to reading the selection, have students independently predict what each word means, and record this information in the “Before Reading” section of the graphic organizer.

3. Then, have students quietly read the selection.

4. As students read the words in context, they can go back and revise their predictions in the “After Reading” section of the graphic organizer.

5. Discuss the results as a class, pointing out how seeing the words within the context of a reading selection helps students better understand the word’s meaning.
## Using Prediction to Find Meaning Graphic Organizer

<table>
<thead>
<tr>
<th>Word</th>
<th>My Prediction Before Reading</th>
<th>My Prediction After Reading</th>
</tr>
</thead>
<tbody>
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</table>
**SKILLS > CONTEXT CLUES:**

Instructional Recommendation (1281L-1380L)

The Idiom Game

**Objective**

Students will be able to analyze the content of a passage of informational text to determine the best meaning of a phrase.

**Materials**

- Idioms in isolation and in the context of a sentence or paragraph
- Student whiteboards
- Student whiteboard markers

**Instructions**

1. Define the term *idiom* for students:
   - An idiom is a popular expression that does not mean exactly what it says.
2. Explain to students that an idiom has two meanings, the literal and the figurative:
   - **Literal:** the phrase means exactly what it says
   - **Figurative:** the popular usage of the expression (i.e., the idiom)
3. Provide an example for students using the idiom “in hot water.”
   - **Literal Meaning:** I am standing in a tub of hot water.
   - **Figurative Meaning:** I am in trouble.
4. Divide students into groups of four. Each student in the group should have a whiteboard and a whiteboard marker.
5. Display an idiom on the board. Give students one minute to draw a picture that represents the *literal* meaning of the idiom. Students may work together with their group to ensure that everyone in the group understands the literal meaning of the idiom.
6. When time is up, call on one student from each group to share their picture. If the picture correctly represents the literal meaning of the idiom, the group gets a point.
SKILLS > CONTEXT CLUES:
Instructional Recommendation (1281L-1380L)

Instructions (continued)

7. Next, display the same idiom within the context of a sentence or paragraph on the board. Working together, students will have three minutes to define the idiom using the context clues provided. Each student in the group must write the definition on his/her whiteboard using the following sentence starter:
   - The idiom ________________ means... I know this because...

8. When time is up, call on one student from each group to share his/her definition. If the definition is correct, the group gets one point.

9. Continue the game using additional idioms.

Follow-up Activity:

Use the article selections provided in the report. Have students review the Stretch Article and determine if there are any idioms in the selection. If one is found, have students work in their small groups to define the idiom using context clues provided. Groups can then share their definition and receive a point if the definition is correct.
## SKILLS > DRAWING CONCLUSIONS:
### SKILL PROGRESSION

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>150-250</td>
<td>Students will be able to make a logical inference after considering their background knowledge and the information read in a short piece (1-3 sentences) of non-complex informational text.</td>
<td><a href="#">Drawing Conclusions About Emotions</a></td>
</tr>
<tr>
<td>251-400</td>
<td>Students will be able to make a logical inference after considering their background knowledge and the information read in a short piece of informational text that may contain complex sentences.</td>
<td><a href="#">Drawing Conclusions About Pictures</a></td>
</tr>
<tr>
<td>401-660</td>
<td>Students will be able to make a logical inference after considering their background knowledge and the information read in a longer piece (3-5 sentences) of non-complex informational text.</td>
<td><a href="#">What Can I Conclude?</a></td>
</tr>
<tr>
<td>661-880</td>
<td>Students will be able to analyze information from a longer piece (1-3 paragraphs) of complex informational text to make a logical inference. They will use the information in the text, as well as their background knowledge on the topic, to justify or critique conclusions drawn.</td>
<td><a href="#">Bingo</a></td>
</tr>
<tr>
<td>881-1080</td>
<td>Students will be able to analyze information from a longer piece (1-3 paragraphs) of complex informational text to make a logical inference. They will use the information in the text, as well as their background knowledge on the topic to identify and justify the most appropriate inference drawn from the text.</td>
<td><a href="#">Pass the Envelope</a></td>
</tr>
<tr>
<td>1081-1280</td>
<td>Students will be able to identify and justify the most logical inference based on their background knowledge and the information read in a list of key details from a short piece (1-3 paragraphs) of complex informational text.</td>
<td><a href="#">Create a Title</a></td>
</tr>
<tr>
<td>1281-1380</td>
<td>Students will be able to use the information provided in a complex informational text (3 or more paragraphs) to identify and justify the most accurate inference about explicit or implicit themes.</td>
<td><a href="#">Drawing Multiple Conclusions</a></td>
</tr>
</tbody>
</table>
Drawing Conclusions About Emotions

Objective

Students will be able to make a logical inference after considering their background knowledge and the information read in a short piece (1-3 sentences) of non-complex informational text.

Materials

- Smiley Face Graphic Organizer

Instructions

1. Distribute the graphic organizer.
2. Explain to students that we use evidence in the text and what we know about a topic to make an inference, or evidence-based guess, about what is happening in the text. This is known as drawing conclusions.
3. Have students look at the first face to identify specific characteristics that help them recognize the conveyed emotion. Record these characteristics in the “Textual Evidence” section of the graphic organizer.
4. Next, have students identify any background knowledge that helps them understand the conveyed emotion. Record this information in the “Background Knowledge” section of the graphic organizer.
5. Using the sentence starter provided, have students combine this information together to draw a conclusion about the emotion this face is feeling.
6. Repeat for the remaining faces.

Follow-up Activity:

Use the article selections provided in the report. Have students look carefully at the picture included with the article. Using the same graphic organizer below, have students draw a conclusion about what is happening in the text by making an inference or evidence-based guess from what they see.
## Drawing Conclusions About Emotions Graphic Organizer

<table>
<thead>
<tr>
<th>Textual Evidence</th>
<th>Background Knowledge</th>
<th>My Conclusion</th>
</tr>
</thead>
</table>
| What the face shows | What I already know | I conclude that the face is ___________ because ____________________________  
| ![Smiley Face](image1.png) | |  
| ![Surprised Face](image2.png) | |  
| ![Angry Face](image3.png) | |  
| ![Sad Face](image4.png) | |  

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SKILLS > DRAWING CONCLUSIONS:
Instructional Recommendation (251L-400L)

Drawing Conclusions About Pictures

Objective

Students will be able to make a logical inference after considering their background knowledge and the information read in a short piece of informational text that may contain complex sentences.

Materials

• Pictures
• Graphic Organizer

Instructions

1. Distribute the graphic organizer to students.
2. Explain to students that we use evidence in the text and what we know about a topic to make an inference, or evidence-based guess, about what is happening in the text. This is known as drawing conclusions.
3. Distribute a series of pictures to students taken from the articles recommended in the report.
4. For each picture, have the students identify specific details that help them understand what is happening in the picture. Record these details in the “Textual Evidence” section of the graphic organizer.
5. Next, have students identify any background knowledge that helps them understand the events in the picture. Record this information in the “Background Knowledge” section of the graphic organizer.
6. Using the sentence starter provided, have students combine this information together to draw a conclusion about what is happening in each picture.
7. Repeat for the remaining pictures.

Follow-up Activity:

After students have finished reading the articles associated with the pictures, have them review the conclusions drawn to determine if they were correct or not.
### Drawing Conclusions About Pictures Graphic Organizer

<table>
<thead>
<tr>
<th>Picture #1</th>
<th>Textual Evidence</th>
<th>Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What the picture shows</td>
<td>What I already know = My Conclusion</td>
</tr>
</tbody>
</table>
| I conclude that the ____________________
  ____________________
  ____________________
because ____________________________
  _____________________________. |

<table>
<thead>
<tr>
<th>Picture #2</th>
<th>Textual Evidence</th>
<th>Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What the picture shows</td>
<td>What I already know = My Conclusion</td>
</tr>
</tbody>
</table>
| I conclude that the ____________________
  ____________________
  ____________________
because ____________________________
  _____________________________. |

<table>
<thead>
<tr>
<th>Picture #3</th>
<th>Textual Evidence</th>
<th>Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What the picture shows</td>
<td>What I already know = My Conclusion</td>
</tr>
</tbody>
</table>
| I conclude that the ____________________
  ____________________
  ____________________
because ____________________________
  _____________________________. |

<table>
<thead>
<tr>
<th>Picture #4</th>
<th>Textual Evidence</th>
<th>Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What the picture shows</td>
<td>What I already know = My Conclusion</td>
</tr>
</tbody>
</table>
| I conclude that the ____________________
  ____________________
  ____________________
because ____________________________
  _____________________________. |
**SKILLS > DRAWING CONCLUSIONS:**

Instructional Recommendation (401L-660L)

**What Can I Conclude?**

**Objective**

Students will be able to make a logical inference after considering their background knowledge and the information read in a short piece of informational text that may contain complex sentences.

**Materials**

- Short passages (3-5 sentences) from non-complex informational text
- Graphic Organizer

**Instructions**

1. Distribute the graphic organizer to students.
2. Explain to students that we use evidence in the text and what we know about a topic to make an inference, or evidence-based guess, about what is happening in the text. This is known as drawing conclusions.
3. Distribute a series of short passages of non-complex informational text to students.
4. For each passage, have students identify specific details that help them understand what is happening in the passage. Record these details in the “Textual Evidence” section of the graphic organizer.
5. Next, have students identify any background knowledge that helps them understand the information in the passage. Record this information in the “Background Knowledge” section of the graphic organizer.
6. Using the sentence starter provided, have students combine this information together to draw a conclusion about what is happening in each passage.
## SKILLS > DRAWING CONCLUSIONS:
### Instructional Recommendation (401L-660L)

**What Can I Conclude?**

<table>
<thead>
<tr>
<th>Textual Evidence</th>
<th>Background Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the passage says</td>
<td>What I already know = My Conclusion</td>
</tr>
</tbody>
</table>
| Passage #1 | I can conclude that ___________________  
______________  
______________ because ____________________________  
______________  
______________  |
| Passage #2 | I can conclude that ___________________  
______________  
______________ because ____________________________  
______________  
______________  |
| Passage #3 | I can conclude that ___________________  
______________  
______________ because ____________________________  
______________  
______________  |
| Passage #4 | I can conclude that ___________________  
______________  
______________ because ____________________________  
______________  
______________  |
**SKILLS > DRAWING CONCLUSIONS:**

**Instructional Recommendation (661L-880L)**

**Bingo**

**Objective**

Students will be able to analyze information from a longer piece (1-3 paragraphs) of complex informational text to make a logical inference. They will use the information in the text, as well as their background knowledge on the topic, to justify or critique conclusions drawn.

**Materials**

- Bingo Cards
- 9 pre-selected articles with some from the report and identify others through the Search
- Identify 1 correct and 1 incorrect inference from each article

**Instructions**

1. Distribute a Bingo card to each student.
2. Have students number each square 1-9.
3. Choose the first piece of informational text. Read it aloud, and display it on the board. Students must choose the inference that best aligns with the passage and record it in the box, along with evidence from the text to support their choice. For example, if the passage is number 5, they will record it in the #5 box.
4. Choose a second piece of informational text. Read it aloud, and display it on the board. Students must choose the inference that best aligns with the passage and record it in the box, along with evidence from the text to support their choice.
5. Play will continue until a student fills out three boxes in a row and shouts “Bingo.” Then, the student must share his/her inferences and evidence from the text in order to be determined the winner.

**Variation:**

Do not provide possible inferences for some passages. Instead, have students create their own inferences, still providing evidence from the text to support their response.
SKILLS > DRAWING CONCLUSIONS:
Instructional Recommendation (661L-880L)

Bingo Card
SKILLS > DRAWING CONCLUSIONS:
Instructional Recommendation (881L-1080L)

Pass the Envelope

Objective

Students will be able to analyze information from a longer piece (1-3 paragraphs) of complex informational text to make a logical inference. They will use the information in the text, as well as their background knowledge on the topic, to identify and justify the most appropriate inference drawn from the text.

Materials

Several envelopes containing:

- A selected reading, 1-3 paragraphs in length, of complex informational text, and
- 3 inferences about the passage (one inference should be more accurate than the other two)

Instructions

1. Place students into groups of three or four.
2. Distribute one envelope containing a reading selection and three possible inferences about the text.
3. Students must read the article/passage and determine which conclusion is the most accurate. They will record their answers on the sheet provided.
4. Then, students will pass the envelope to the next group and repeat the process until they have had a chance to choose the best conclusion for each article.
5. Students will discuss their choices as a class.
**SKILLS > DRAWING CONCLUSIONS:**
Instructional Recommendation (881L-1080L)

**Pass the Envelope Graphic Organizer**

<table>
<thead>
<tr>
<th>Envelope</th>
<th>Our Conclusion</th>
<th>Evidence From the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SKILLS > DRAWING CONCLUSIONS:
Instructional Recommendation (1081L-1280L)

Create a Title

Objective

Students will be able to identify and justify the most logical inference based on their background knowledge, and the information read in a list of key details from a short piece (1-3 paragraphs) of complex informational text.

Materials

- A list of key details from a short piece (1-3 paragraphs) of complex informational text

Instructions

1. Distribute a list of key details from an article or passage.
2. Working individually, in pairs, or in small groups, have students identify as many inferences as they can based on the information provided.
3. For every inference, students must identify the evidence from the text that helped them reach each conclusion.
4. Then, have students create a title for the list based solely on the details provided. Remind students that they must provide evidence from the text that proves the accuracy of their title.
5. Share titles as a class. Have students pick the best title, supporting their choice with evidence from the text.
6. Compare their title with the original title of the article from which the details were taken. Which title does a better job of capturing the meaning of the key details? Have students answer this question and explain why they made the choice they did.
SKILLS > DRAWING CONCLUSIONS:
Instructional Recommendation (1281L-1380L)

Drawing Multiple Conclusions

Objective

Students will be able to use the information provided in a complex informational text (3 or more paragraphs) to identify and justify the most accurate inference about explicit or implicit themes.

Materials

- Complex informational text of at least 3 paragraphs
- Sample article “Bees Don’t Buzz Off” – this article can be found by going to the Search and typing in the title
- Graphic Organizer

Instructions

1. Distribute the graphic organizer and selected article to students.
2. Explain to students that we use evidence in the text and what we know about a topic to make an inference, or evidence-based guess, about what is happening in the text. This is known as drawing conclusions.
3. After students have read the article, have them make an inference/draw a conclusion about selected elements in the text. For example, after reading the article “Bees Don’t Buzz Off,” students might draw a conclusion about:
   - beekeepers
   - pesticide companies
   - bees
   - pesticides
   - the environment
   - consumers
4. Students will record their conclusions on the graphic organizer like the one below, and cite evidence from the text to support these responses.
## Instructions (continued)

<table>
<thead>
<tr>
<th></th>
<th>My Conclusion</th>
<th>Evidence From the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>beekeepers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pesticide companies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pesticides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consumers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SKILLS > DRAWING CONCLUSIONS:

**Instructional Recommendation (1281L-1380L)**

---

**Drawing Multiple Conclusions Graphic Organizer**

<table>
<thead>
<tr>
<th>My Conclusion</th>
<th>Evidence From the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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## Skills > Fact and Opinion: Skill Progression

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-660</td>
<td>Students can differentiate between fact and opinion statements in advertisements and informational text, and they can identify examples of factual statements found within an informational text selection.</td>
<td>Prove It</td>
</tr>
<tr>
<td>661-880</td>
<td>Students are able to use their knowledge of the characteristics of fact and opinion to differentiate between fact and opinion statements in advertisements and short passages or paraphrases of informational text. They can identify sentences within the text to illustrate this understanding.</td>
<td>Statement Switch</td>
</tr>
<tr>
<td>881-1080</td>
<td>Students are able to use their knowledge of the characteristics of fact and opinion to differentiate between facts and opinions or generalizations in advertisements and short passages or paraphrases of informational text. They can identify sentences within the text to illustrate this understanding.</td>
<td>Opinions and Generalizations</td>
</tr>
<tr>
<td>1081-1380</td>
<td>Students are able to use their knowledge of the characteristics of fact and opinion to differentiate between facts and opinions in advertisements and short passages or paraphrases of informational text. When analyzing opinion statements, students can recognize opinions that support both sides of the topic or issue, and they can identify sentences within the text to illustrate this understanding.</td>
<td>Two Sides</td>
</tr>
</tbody>
</table>
SKILLS > FACT AND OPINION:
Instructional Recommendation (400L-660L)

Prove It

Objective

Students will be able to differentiate between fact and opinion statements in informational text. They will also be able to identify examples of factual statements found within an informational text selection.

Materials

• Informational text selection
• Prove It Graphic Organizer

Instructions

1. Distribute an informational text selection to students or have students read online.
2. Define the term fact with students, providing examples as necessary:
   • Within informational text, a fact is a statement that can be proven, measured, or observed.
3. As students read, have them identify 3-5 facts within the text selection, recording these statements on their graphic organizer.
4. Students must explain, in their own words, why each statement is a fact and how it can be proven, measured, or observed.
5. Share responses as a class.
### SKILLS > FACT AND OPINION:
Instructional Recommendation (400L-660L)

#### Prove It Graphic Organizer

<table>
<thead>
<tr>
<th>Fact from the Text Selection</th>
<th>Why is this statement a fact? How can it be proven, measured, or observed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>This statement is a fact because…</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
SKILLS > FACT AND OPINION:
Instructional Recommendation (661L-880L)

Statement Switch

Objective

Students will be able to differentiate between fact and opinion statements within informational text. They will also be able to identify sentences within the text to illustrate this understanding.

Materials

• Informational text selection
• Statement Switch Graphic Organizer

Instructions

1. Distribute an informational text selection to students or have them read online.
2. Explain to students that as they read, they will identify three statements that are opinions and three statements that are facts. They will record these statements on their graphic organizer. Remind them that:
   • A fact is a statement that can be proven, measured, or observed.
   • An opinion is a statement that shares someone’s beliefs, thoughts, feelings, or emotions.
3. Once students have recorded three examples each for fact and opinion, have them identify characteristics of facts and opinion statements, recording this information on the board.
4. Have students rewrite each statement as follows:
   • If the statement is a fact, students will rewrite the statement as an opinion.
   • If the statement is an opinion, have them rewrite the statement as a fact. This may require them to look back in the text.
5. Once students have had a chance to complete the activity, look back at the original text. How do the new statements strengthen or weaken the original article? Discuss your findings as a class.
**SKILLS > FACT AND OPINION:**
Instructional Recommendation (661L-880L)

## Statement Switch Graphic Organizer

<table>
<thead>
<tr>
<th>Facts from the Reading Selection</th>
<th>Make the Switch! Rewrite each fact as an opinion.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are some of the changes you made as you turned each fact into an opinion?

<table>
<thead>
<tr>
<th>Opinions from the Reading Selection</th>
<th>Make the Switch! Rewrite each opinion as a fact.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are some of the changes you made as you turned each opinion into a fact?
Opinions and Generalizations

Objective

Students will be able to differentiate between facts and opinions or generalizations in informational text. They can identify sentences within the text to illustrate this understanding.

Materials

- Informational text selection
- Opinions and Generalizations Graphic Organizer

Instructions

1. Choose an informational text.
2. Prior to having students read the text, think of two opinions and two generalizations about the content of the article. Record these statements on the graphic organizer.
3. Explain to students that opinions and generalizations can be formed when reading informational text.
   - An opinion is a statement that shares someone’s beliefs, thoughts, feelings, or emotions.
   - A generalization is the process of forming opinions that are based on a small amount of information. Generalizations can be made about a group of people or things that are based on only a few people or things in that group.

When opinions and generalizations are made surrounding informational text, it is important to pay attention to the validity of these statements. Thoughtful readers determine and evaluate the generalizations and opinions with facts from the text. What facts are used to support these statements? Is there enough information provided to support these conclusions or beliefs?

4. Have students read the article. As they read, have them look for facts and examples from the text that support each opinion and generalization. Record these on the graphic organizer.
5. Then, discuss whether or not each statement is sufficiently supported by the evidence provided.
**SKILLS > FACT AND OPINION:**

**Instructional Recommendation (881L-1080L)**

Opinions and Generalizations Graphic Organizer

<table>
<thead>
<tr>
<th>Opinion Statement:</th>
<th>Opinion Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Evidence/Examples:</td>
<td>Supporting Evidence/Examples:</td>
</tr>
<tr>
<td>Generalization:</td>
<td>Generalization:</td>
</tr>
<tr>
<td>Supporting Evidence/Examples:</td>
<td>Supporting Evidence/Examples:</td>
</tr>
</tbody>
</table>
SKILLS > FACT AND OPINION:
Instructional Recommendation (1081L-1380L)

Two Sides

Objective

When reading informational text, students will be able to recognize opinions that support both sides of a topic or issue, and they will be able to identify sentences within the text to illustrate this understanding.

Materials

- Informational text selection
- Two Sides Graphic Organizer

Instructions

1. Explain to students that when writing informational text, an author will sometimes provide facts, examples, and opinions that support more than one side of an issue or topic. This is known as opposing opinions, or opposing viewpoints.
2. Distribute an informational text selection and graphic organizer to students.
3. Preview the text selection with students.
4. Have the students read the article and identify the opposing viewpoints. Discuss this information as a class, and record both viewpoints on the graphic organizer.
5. Have students reread the article to look for evidence from the text that supports each viewpoint. They should record this evidence on their graphic organizer.
6. Once students have identified sufficient evidence, discuss findings as a class.
7. As an extension activity, have students explain, in writing, which viewpoint they side with and why. Remind them to support their opinion with textual evidence.
### Two Sides Graphic Organizer

<table>
<thead>
<tr>
<th>Viewpoint (Opinion) #1</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint (Opinion) #2</td>
<td>Supporting Evidence</td>
</tr>
</tbody>
</table>
## Skills Progression

### Skill Progression for INFER:

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>250-400</td>
<td>Students can make a logical assumption about real life issues by combining their background knowledge with evidence and information provided in a short, non-complex informational text selection.</td>
<td>I Can Infer</td>
</tr>
<tr>
<td>401-660</td>
<td>Students can make logical assumptions about the subject of an informational text by combining their background knowledge with evidence and information provided in the title, as well as the content of a short piece of informational text of increasing text complexity.</td>
<td>And the Title Tells me…</td>
</tr>
<tr>
<td>661-880</td>
<td>Students can make logical assumptions about character traits that are not explicitly stated by combining their background knowledge with evidence and information provided in a complex informational text.</td>
<td>Character Traits</td>
</tr>
<tr>
<td>881-1080</td>
<td>Students can make logical assumptions about the meaning of a text by combining their background knowledge with evidence and information provided in complex informational and technical text.</td>
<td>I Wonder, I Think</td>
</tr>
<tr>
<td>1081-1280</td>
<td>Students are able to synthesize the information and evidence provided in a complex informational text to develop and explain logical assumptions about the text’s meaning and the terminology used.</td>
<td>Inferred Meaning</td>
</tr>
<tr>
<td>1281-1380</td>
<td>Students can identify the most logical assumption about the meaning and genre of a complex informational text using only the evidence and information provided. They can use this understanding to identify information that challenges/counters a given claim.</td>
<td>The Best Inference</td>
</tr>
</tbody>
</table>
I Can Infer

Objective

Students will be able to make a logical assumption about real life issues by combining their background knowledge with evidence and information provided in a short, non-complex informational text selection.

Materials

• Non-complex informational text selection
• I Can Infer Graphic Organizer

Instructions

1. Place students into groups of four. Distribute a graphic organizer and an informational text selection to each student. Within the text selection, four sentences should be underlined. Each underlined sentence should lend itself to making inferences.

2. Students will read the text selection.

3. Students will copy the first underlined sentence - in the “When the text said…” section of their graphic organizer.

4. Students will use that sentence, as well as their background knowledge, to infer the deeper meaning of the text. They will write their inference in the “I can infer” section of their graphic organizer.

5. Students will explain why this inference is plausible in the “Because” section of the graphic organizer, citing evidence from the text selection to support their response.

6. Share responses as a class.

7. As students read their version of the same lessons, have them identify any inferences they can make using the same process.
### I Can Infer Graphic Organizer

<table>
<thead>
<tr>
<th>When the text said…</th>
<th>I can infer…</th>
<th>Because…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
And the Title Tells Me…

Objective

Students will be able to draw logical assumptions about the subject of an informational text by combining their background knowledge with evidence and information provided in the title.

Materials

• Informational text selection

Instructions

1. Display only the title of the informational text selection on the board or overhead projector.
2. Ask students to use the information provided in the title of the selection to infer what the article is about. Be sure they provide evidence from the title to support their responses.
3. Complete the following statements together:
   • This article is about . . . We know this because . . .
4. Distribute the text selection to students. Have them read the article quietly to themselves.
5. As they read, have them highlight or underline information that proves, or disproves, the accuracy of their inference.
6. Share and discuss this supporting evidence as a class.
Character Traits

Objective

Students will be able to make logical assumptions about character traits that are not explicitly stated by combining their background knowledge with evidence and information provided in a complex informational text.

Materials

- Informational text selection
- Character Traits Graphic Organizer

Instructions

1. Distribute an informational text selection to students. Have students preview the article to determine who/what the article is about. As a class, identify one or several people, places, and/or things the article is about.

2. Next, have students choose one of the identified nouns from the list. As they read, they should record character traits that describe this noun based on the information provided.

3. After reading, have students circle the character traits that best describe their selected noun. Have them write these character traits in the “Character Traits” section of their graphic organizer.

4. Then, have students reread the article looking for evidence within the text that shows this noun exhibits these character traits. They will record the evidence in the “How do you know?” section of their graphic organizer.

5. Share out as a class.

6. Have students work with the Stretch article to look for additional evidence that shows this noun exhibits these character traits.
**SKILLS > INFER:**

Instructional Recommendation (661L-880L)

Character Traits Graphic Organizer

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**SKILLS > INFER:**

**Instructional Recommendation (881L-1080L)**

---

**I Wonder, I Think**

**Objective**

Students will be able to make logical assumptions about the meaning of a text by combining their background knowledge with evidence and information provided in complex informational and technical text.

**Materials**

- Informational text selection
- I Wonder, I Think Graphic Organizer

**Instructions**

1. Distribute an informational text and a graphic organizer to students.
2. Explain to students that readers ask questions as they read to help them gain a deeper understanding of the text. They ask questions, and then combine the information in the text with what they already know to come up with answers to these questions.
3. Using the think aloud strategy, model the process for completing the graphic organizer:
   - Read a section of the text.
   - Record any questions you have about the text in the I Wonder column of the graphic organizer.
   - Using your prior knowledge and the information provided in the text, infer possible answer(s) to your question(s).
   - Record your answer(s) in the I Think section of the graphic organizer. In the Because section, record any evidence from the text that supports your response.
4. Let students practice with the next section of the text.
5. Debrief responses and continue with the remaining section of the text.
**SKILLS > INFER:**

**Instructional Recommendation (881L-1080L)**

I Wonder, I Think Graphic Organizer

<table>
<thead>
<tr>
<th>I Wonder</th>
<th>I Think</th>
<th>Because</th>
</tr>
</thead>
<tbody>
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</table>
Inferred Meaning

Objective

Students will be able to synthesize the information and evidence provided in a complex informational text to develop and explain logical assumptions about the text’s meaning and the terminology used.

Materials

• Informational text selection
• Inferred Meaning Graphic Organizer

Instructions

1. Distribute an informational text and graphic organizer to students. The Stretch article is often a challenging source of informational text for students.
2. Begin by reading the text aloud to students. As you read, ask them to raise their hands when they hear a word in the text that is unfamiliar.
3. When you come to a word the students do not know, record the word in the first column, Word, of the graphic organizer.
4. Model for students how to look for context clues that will help them define the word. Record any context clues that help infer meaning in the Context Clues column of the graphic organizer.
5. Using these clues, write the inferred meaning of the word in the Inferred Meaning section of the graphic organizer.
6. Repeat the activity for additional words and then allow students to practice independently either using their version of the article or by using another section from the Stretch article.
## SKILLS > INFER:

**Instructional Recommendation (1081L-1280L)**

<table>
<thead>
<tr>
<th>Word</th>
<th>Context Clues</th>
<th>Inferred Meaning</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
SKILLS > INFER:

Instructional Recommendation (1281L-1380L)

The Best Inference

Objective

Students will be able to identify the most logical assumption about the meaning of a complex informational text using only the evidence and information provided.

Materials

- Informational Text Selection
- Four possible inferences about the meaning of the text selection

Instructions

1. Place students into groups of 3-4.
2. Distribute a copy of the informational text selection to each student. The Stretch article is a good source of informational text for this lesson. On the board, display four possible inferences for the selected article.
3. Have students read the article to determine which inference is the most accurate. They must provide evidence from the reading selection to support their response.
4. Discuss answers as a class.
**SKILLS > MAIN IDEA:**

**SKILL PROGRESSION**

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>250-400</td>
<td>Students are able to examine a short passage of informational text in detail to identify a title that tells what the text is mostly about.</td>
<td>Identifying a Title</td>
</tr>
<tr>
<td>401-660</td>
<td>Students are able to examine a short passage of informational text in detail to identify the main idea of the selection and provide a one sentence summary of the main idea.</td>
<td>This Selection is Mostly About...</td>
</tr>
<tr>
<td>661-880</td>
<td>Students are able to examine a short passage of informational text in detail to determine which sentence best represents the main idea of the selection. Then, they can identify sentences within the selection that support the main idea.</td>
<td>Prove It</td>
</tr>
<tr>
<td>881-1080</td>
<td>Students are able to examine an informational text of increasing text complexity in detail to determine which sentence best represents the main idea of the selection. Then, they can identify specific sentences within the selection that support the main idea.</td>
<td>Finding the Main Idea</td>
</tr>
<tr>
<td>1081-1280</td>
<td>After reading an informational text selection, students can identify a statement that most accurately summarizes the main idea of the reading.</td>
<td>And the Main Idea Is...</td>
</tr>
<tr>
<td>1281-1380</td>
<td>Students can examine an informational text selection in detail to determine a title that best represents what the selection is mostly about. They can also provide evidence from the text selection to support their response.</td>
<td>Which Title?</td>
</tr>
</tbody>
</table>
Identifying a Title

Objective

Students will be able to examine a short passage of informational text in detail to identify a title that tells what the text is mostly about.

Materials

- Informational Text Selection, title removed

Instructions

1. Distribute an informational text selection to students. Be sure to remove the title from the selection prior to distributing to students.
2. Have students read the selection and think of a title that best represents what the selection is mostly about.
3. Students must include evidence from the text selection to show how their title represents the main idea of the text.
4. Share responses as a class, including both the titles and the evidence. Which title do students agree is the best one to represent the main idea of the text?
**SKILLS > MAIN IDEA:**

**Instructional Recommendation (401L-660L)**

**This Selection is Mostly About**

**Objective**

Students will be able to examine a short passage of informational text in detail to identify the main idea of the selection and provide a one sentence summary of the main idea.

**Materials**

- Informational Text Selection
- This Selection is Mostly About . . . Graphic Organizer

**Instructions**

1. Distribute an informational text selection and graphic organizer to students. Alternatively, have students read the selection online.

2. As students read, have them list the key details of the article in the “Key Details” section of the graphic organizer.

3. Then, looking at the key details, have students write one sentence that states the main idea of the text selection.

4. Record this sentence at the bottom of the graphic organizer using the sentence starter, “This text selection is mostly about…”

5. Then, have students circle or highlight the key details listed in the graphic organizer that support this main idea.

6. Discuss responses as a class.
This Selection is Mostly About… Graphic Organizer

<table>
<thead>
<tr>
<th>Key Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

This text selection is mostly about ______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
SKILLS > MAIN IDEA:
Instructional Recommendation (661L-880L)

Prove It

Objective

Students will be able to examine a short passage of informational text in detail to determine which sentence best represents the main idea of the selection. They will also be able to identify sentences within the selection that support the main idea.

Materials

- Informational Text Selection
- Prove It Graphic Organizer

Instructions

1. Distribute a text selection to students.
2. Read the text selection with students, or have them read it independently.
3. Once they have had an opportunity to read the selection, discuss the main idea with students, asking them to locate one sentence in the text that states what the selection is mostly about.
4. Then, have students provide evidence from the text to justify their response.
SKILLS > MAIN IDEA:

Instructional Recommendation (661L-880L)

Prove It Graphic Organizer

Main Idea:

Evidence from the text:
Finding the Main Idea

Objective

Students will be able to examine an informational text of increasing text complexity in detail to determine which sentence best represents the main idea of the selection. They will also be able to identify specific sentences within the selection that support the main idea.

Materials

- Informational Text Selection
- Two different colored highlighters or colored pencils for each student

Instructions

1. Distribute a text selection, along with two different colored highlighters or colored pencils, to each student. The Stretch article would work best so that each student is working with the same text.
2. Working in pairs, have students read and discuss the text selection, highlighting the sentence that best states the main idea in one color.
3. Then, have students reread the text. Using the second color, have them highlight all of the evidence in the text that supports the main idea statement they chose.
SKILLS > MAIN IDEA:

Instructional Recommendation (1081L-1280L)

And the Main Idea Is...

Objective

Students will be able to read an informational text selection and identify a statement that most accurately summarizes the main idea of the reading.

Materials

- Informational Text Selection
- Four possible main idea statements for the selected text

Instructions

1. Distribute an informational text selection to students. On the board or document reader, display four possible main idea statements for the selected text.
2. Have students read the text quietly to themselves.
3. Then, working in groups of 3-4, have the students identify the main idea statement that most accurately summarizes the main idea of the reading.
4. Remind them to justify their choice using evidence from the text.
5. Discuss responses as a class.
Which Title?

Objective

Students will be able to examine an informational text selection in detail to determine a title that best represents what the selection is mostly about. They will also be able to provide evidence from the text selection to support their response.

Materials

- Informational Text Selection, title removed
- Venn Diagram Graphic Organizer

Instructions

1. Distribute an informational text selection to students. Be sure to remove the title from the selection prior to distributing to students.

2. Have students read the selection and think of a title that best represents what the selection is mostly about.

3. Distribute a Venn Diagram to students, or have them create their own on a blank sheet of paper.

4. On one side of the Venn Diagram, have students record the title they created. On the other side of the Venn Diagram, have them record the actual title from the text selection.

5. Students will reread the text, looking for details that support each title.
   - If the detail from the text best supports the student’s title, they will place it in the circle under their title on the graphic organizer.
   - If the detail from the text best supports the actual title, they will place it in the circle under the actual title on the graphic organizer.
   - If the detail supports both titles, they will place it in the center of the graphic organizer.

6. Then, they will use the details to determine which title is the best fit for the article.

7. Discuss findings as a class.
**SKILLS > MAIN IDEA:**

Instructional Recommendation (1281L-1380L)

Venn Diagram Graphic Organizer

Your Title ___________          Both Titles          Actual Title ______________
## SKILLS > PREDICT: SKILL PROGRESSION

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>150-250</td>
<td>Using the title of an informational text selection, students can predict what the selection is about, citing evidence in the title to support their response.</td>
<td>And the Title Tells Me…</td>
</tr>
<tr>
<td>251-400</td>
<td>Using text features (e.g., title, headings, illustrations, etc.) found within an informational text selection, students can predict what the selection is about and cite evidence within the text features that supports their response.</td>
<td>And the Text Features Tell Me…</td>
</tr>
<tr>
<td>401-660</td>
<td>Students can make a prediction about an event or situation using the information found in a short, non-complex informational text selection.</td>
<td>Only the Facts</td>
</tr>
<tr>
<td>661-880</td>
<td>Using the information provided in a short informational text selection of increasing text complexity, students can use the information provided to make additional predictions about events that extend beyond what is described in the reading.</td>
<td>Moving Beyond the Text</td>
</tr>
<tr>
<td>881-1080</td>
<td>Students can identify evidence in a complex informational text selection to determine which predictions are more relevant than others.</td>
<td>Making Predictions</td>
</tr>
<tr>
<td>1081-1280</td>
<td>Using the information provided in a short informational text of increasing complexity, students can cite evidence in the text to determine the most accurate prediction about the selection.</td>
<td>The Best Prediction</td>
</tr>
<tr>
<td>1281-1380</td>
<td>Using the information provided in a short, complex informational text selection, students can cite evidence in the text to determine the most accurate prediction about the selection.</td>
<td>Predict—Reflect—Predict</td>
</tr>
</tbody>
</table>
SKILLS > PREDICT:

Instructional Recommendation (150L-250L)

And the Title Tells Me…

Objective

Students will be able to use the title of an informational text selection to predict what the selection is about, citing evidence in the title to support their response.

Materials

- Information Text Selection

Instructions

1. Before students begin the 5-step routine on their version of the lesson, display only the title of an informational text selection.

2. Have students predict what the text selection is going to be about using only the information provided in the title.

3. As students share their predictions, be sure to have them identify the information within the title that supports their ideas.

4. Read the selection, using evidence from the text to confirm or adjust predictions.
And the Text Features Tell Me…

Objective

Students will be able to use text features (e.g., title, headings, illustrations, etc.) found within an informational text selection to predict what the selection is about and cite evidence within the text features that supports their response.

Materials

- Information Text Selection

Instructions

1. Before students begin the 5-step routine, display only the text features (e.g., title, headings, illustrations, etc.) of an informational text selection.
2. Using the text features provided, have students predict what the text selection is going to be about.
3. As students share their predictions, be sure to have them identify the information within the text features that supports their ideas.
4. Read the selection, using evidence from the text to confirm or adjust predictions.
SKILLS > PREDICT:
Instructional Recommendation (401L-660L)

Only the Facts

Objective

Students will be able to make a prediction about an event or situation using the information found in a short, non-complex informational text selection.

Materials

- Informational text selection
- Only the Facts Graphic Organizer

Instructions

1. Distribute an informational text selection to students, but do not include the conclusion or outcome of the article.

2. Using the facts provided in the selection, students must predict the outcome of the situation described or explained within the selection, citing evidence from the text that supports these predictions.

3. Then, have students read the remainder of the text selection to determine if their predictions were correct.
SKILLS > PREDICT:
Instructional Recommendation (401L-660L)

Only the Facts Graphic Organizer

Title ________________________________________

After reading the selection, I predict that __________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Evidence:

<table>
<thead>
<tr>
<th>Line #1</th>
<th>Quote</th>
<th>This supports my prediction because</th>
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</table>

After reading the rest of the article, my prediction (was/was not) correct because ______________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
**SKILLS > PREDICT:**

**Instructional Recommendation (661L-880L)**

**Moving Beyond the Text**

**Objective**

Students will be able to use the information provided in a short informational text selection of increasing text complexity to make additional predictions about events that extend beyond what is described in the reading.

**Materials**

- Informational text selection
- Moving Beyond the Text Graphic Organizer

**Instructions**

1. Distribute an informational text selection to students.
2. Have students read and summarize the selection.
3. Then, have them predict what will happen as a result of the content in the article.
4. Have the students provide evidence from the selection to show that their prediction could happen.
SKILLS > PREDICT:
Instructional Recommendation (661L-880L)

Moving Beyond the Text Graphic Organizer

Title __________________________________________________________

Step 1: Summarize the article:
In the article, _________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Step 2: Predict what will happen next:
Based on the information in this article, I predict that ________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Step 3: Provide evidence from the text to support your prediction:

<table>
<thead>
<tr>
<th>Line #1</th>
<th>Quote</th>
<th>This supports my prediction because…</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Making Predictions

Objective

Students will be able to identify evidence in a complex informational text selection to determine which predictions are more relevant than others.

Materials

- Informational Text Selection
- Making Predictions Graphic Organizer

Instructions

1. Display the title of an informational text selection on the board.

2. Using the graphic organizer provided, have students make at least three different predictions about what the selection is about. This can be done individually or as a group. Record the predictions on the graphic organizer.

3. Next, have students read the selection quietly to themselves.

4. As they read, have students identify information within the text that supports each prediction. For example, if the information supports their first prediction, have them write a 1 next to that section of the text. If the information supports their second or third prediction, have them write a 2 or 3.

5. Then, looking back at the evidence they identified, have students determine which prediction is the most accurate and explain, in their own words, why this prediction is the best.
### Making Predictions Graphic Organizer

Title __________________________________________________________

Predictions:

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________

Based on the evidence in the reading, Prediction _______________ is the most accurate. I know this because _________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
SKILLS > PREDICT:
Instructional Recommendation (1081L-1280L)

The Best Prediction

Objective

Students will be able to use the information provided in a short informational text of increasing complexity to determine the most accurate prediction about the selection.

Materials

- Informational Text Selection
- The Best Prediction Graphic Organizer

Instructions

1. Display the title of an informational text selection on the board.
2. Provide students with at least three different predictions about the selection. Record the predictions on the graphic organizer.
3. Next, have students read the selection quietly to themselves.
4. As they read, have them identify information within the text that supports each prediction. They should record the evidence on the graphic organizer.
5. After students have read the article, have them determine the most accurate prediction based on the evidence from the text selection.
### The Best Prediction Graphic Organizer

**Title** ____________________________________________________________________

<table>
<thead>
<tr>
<th>Prediction 1:</th>
<th>Prediction 2:</th>
<th>Prediction 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence:</td>
<td>Evidence:</td>
<td>Evidence:</td>
</tr>
</tbody>
</table>

Based on the evidence in the reading, Prediction ______________ is the most accurate. I know this because ______________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
**SKILLS > PREDICT:**
Instructional Recommendation (1281L-1380L)

**Predict—Reflect—Predict**

**Objective**

Students will be able to use the information provided in a short, complex informational text selection to determine the most accurate prediction about the selection.

**Materials**

- Informational Text Selection
- Predict—Reflect—Predict Graphic Organizer

**Instructions**

1. Display the title of an informational text selection on the board.
2. Have students predict what the reading is going to be about based solely on the title of the article.
3. Next, have students read the first paragraph of the selection quietly to themselves.
4. Then, have them revisit their prediction. Was the prediction accurate based on the information provided in the first paragraph?
   - If yes, have students support the initial prediction with evidence from the first paragraph.
   - If no, adjust the prediction providing evidence to show that the new prediction is more accurate.
5. Before students continue reading, have them predict what they will learn in the next paragraph.
6. Then, have students read the next paragraph in the selection quietly to themselves.
7. After they read, have them revisit their prediction. Was the prediction accurate based on the information provided in the second paragraph?
   - If yes, support the prediction with evidence from the second paragraph.
   - If no, adjust the prediction providing evidence to show that the new prediction is more accurate.
8. Have students continue the process of predicting and evaluating their predictions for the remainder of the reading.
### Predict—Reflect—Predict Graphic Organizer

**Title ______________________________**

<table>
<thead>
<tr>
<th></th>
<th>I predict the article will be about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My prediction was accurate/inaccurate (circle one) because:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I predict:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My prediction was accurate/inaccurate (circle one) because:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I predict:</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My prediction was accurate/inaccurate (circle one) because:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I predict:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My prediction was accurate/inaccurate (circle one) because:</td>
</tr>
</tbody>
</table>
## Skills Progression: Summarization

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>150-250</td>
<td>Students will be able to rewrite the ideas from non-complex informational text in their own words, maintaining the author’s meaning and tone.</td>
<td>A Game of Telephone</td>
</tr>
<tr>
<td>251-400</td>
<td>Students will be able to rewrite the ideas from complex informational text in their own words, maintaining the author’s meaning and tone.</td>
<td>Paraphrasing Practice</td>
</tr>
<tr>
<td>401-660</td>
<td>Students will be able to identify the main idea and key details in complex and non-complex informational text, and rewrite a condensed version of this information in their own words.</td>
<td>Getting the Gist</td>
</tr>
<tr>
<td>661-880</td>
<td>Students will be able to use their own words to summarize the main ideas and details in complex informational text, recognizing that there may be several important ideas rather than just one main idea and identifying the important details supporting each.</td>
<td>Extended Summary</td>
</tr>
<tr>
<td>881-1080</td>
<td>Students will be able to identify the main idea (ie. title) of a complex informational text and cite evidence to support their conclusion.</td>
<td>Identifying a Title</td>
</tr>
<tr>
<td>1081-1280</td>
<td>Students will be able to identify specific ideas in complex informational text and rewrite these ideas in their own words, maintaining the author’s meaning and tone.</td>
<td>I Spy: Paraphrasing Practice</td>
</tr>
<tr>
<td>1281-1380</td>
<td>Students will be able to identify a series of directions in complex informational text and explain, in their own words, the steps that must be followed to accomplish a task or goal.</td>
<td>Storyboard Summary</td>
</tr>
</tbody>
</table>
SKILLS > SUMMARIZATION:
Instructional Recommendation (150L-250L)

A Game of Telephone

Objective

Students will be able to rewrite the ideas from non-complex informational text in their own words, maintaining the author’s meaning and tone.

Materials

• Picture
• A series of sentences from non-complex informational text

Instructions

Paraphrasing Introduction:

1. Display a picture on the board or document reader.
2. Have students list several words that describe the picture. Record these words on the board.
3. Then, introduce *synonym* to students, telling them that:
   • Synonyms are words that mean the same or almost the same thing as another word.
4. Identify words in the list that have synonyms and record their synonyms on the board next to the initial word.
5. Provide students with a sentence (or have students create their own sentence) about the picture. Record the sentence on the board.
6. Identify words in the sentence that have synonyms. Underline these words. Then, beneath the word, list the corresponding synonyms.
7. As a group, rewrite the sentence using the synonyms.
8. Explain to students that this is an example of paraphrasing.
   • Paraphrasing is using your own words to express another person’s ideas.
The Telephone Game:

1. This activity can be done individually or in pairs.
2. Give each student (or student pair) a different sentence from a non-complex informational text. This sentence should be written at the top of a sheet of paper.
3. Students have 1-3 minutes (depending on their skill level) to paraphrase the sentence, writing their sentence below the original.
4. Next, have students fold the paper so the next student can see only the new sentence and not the original, and have students pass the paper clockwise to the student (pair) on their left.
5. Students will read the new sentence, paraphrase it, and then fold the paper over so only the new sentence is visible.
6. The activity will continue until students have had a chance to paraphrase each sentence.
7. Once papers have been passed around the classroom, have students unfold the papers and read all of the paraphrased sentences.
8. Discuss responses. Did the meaning get lost in the paraphrasing? Did any paraphrases return to the original wording? Which paraphrase is the most accurate?
**SKILLS > SUMMARIZATION:**

**Instructional Recommendation (251L-400L)**

**I Spy: Paraphrasing Practice**

**Objective**

Students will be able to identify specific ideas in complex informational text and rewrite these ideas in their own words, maintaining the author’s meaning and tone.

**Materials**

- Content-related informational article
- Graphic Organizer

**Instructions**

1. Select a content-related passage or article. Read with students, or assign reading to students.
2. Identify a main idea or important detail in the passage that you want students to remember. For example:
   - “I spy the definition of Colony Collapse Disorder.”
   - “Find the amount of human food that requires pollination from honeybees.”
3. Students will locate the sentence(s) in the text that provides the specified information, and copy it in the “I Spied This Quote” section of the graphic organizer.
4. Then, students will paraphrase the quote in the “My Paraphrase” section of the graphic organizer.
**SKILLS > SUMMARIZATION:**
Instructional Recommendation (251L-400L)

**I Spy: Paraphrasing Practice Graphic Organizer**

<table>
<thead>
<tr>
<th>I Spied This Quote</th>
<th>My Paraphrase</th>
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**SKILLS > SUMMARIZATION:**

Instructional Recommendation (401L-660L)

Getting the Gist

**Objective**

Students will be able to identify the main idea and key details in complex and non-complex informational text, and rewrite a condensed version of this information in their own words.

**Materials**

- A content-related passage or article

**Instructions**

1. Read the selection.
2. Identify the topic of the article (i.e., who or what the reading is mostly about).
3. Then, list the most important information about the topic.
4. Combine the information above into a summary using 10 words or less.

Consider showing the following video to your students to help them understand how to write a short summary.
Extended Summary

Objective

Students will be able to use their own words to summarize the main ideas and details in complex informational text, recognizing that there may be several important ideas rather than just one main idea. Students will be able to identify the important details supporting each.

Materials

- An informational article 1-3 paragraphs long that contains more than one main idea
- Graphic Organizer

Instructions

1. For this activity, students can work individually or in pairs.
2. Prior to reading, have students preview the text to identify the topic of the article.
3. Then, as students read the selection, have them take notes on the topic, recording main ideas and details on the graphic organizer provided. Model the note-taking process as needed.
4. Once students have finished reading and taking notes, have them categorize the notes according to the main ideas in the text.
5. After students have identified the main ideas and the corresponding details, students will create a 20-word summary about each main idea. These sentences can be combined into a paragraph about the topic.
**SKILLS > SUMMARIZATION:**

Instructional Recommendation (661L-880L)

## Extended Summary Graphic Organizer

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<th>My Notes:</th>
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<th>MI #1:</th>
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<td>Details:</td>
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<th>20-word Summary:</th>
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SKILLS > SUMMARIZATION:
Instructional Recommendation (881L-1080L)

Identifying a Title

Objective

Students will be able to identify the main idea (i.e., title) of a complex informational text and cite evidence to support their conclusion.

Materials

- One excerpt (sentences, paragraph) of complex informational text from 3-5 different articles
- Titles from each of the 3-5 different articles, cut apart
- Index Cards OR Graphic Organizer

Instructions

Using Index Cards:
1. Distribute an envelope containing the paragraphs/excerpts and titles from the 3-5 different informational articles.
2. Students will read the excerpt and match it with the corresponding title.
3. On the index card, students must record evidence from the text that supports their decision.

Using the Graphic Organizer:
1. Distribute an envelope containing the paragraphs/excerpts and titles from the 3-5 different informational articles.
2. Students will read the excerpt and match it with the corresponding title.
3. Students must record evidence from the text that supports their decision on the graphic organizer.
## Identifying a Title Graphic Organizer

**Directions:**
Match the title with the corresponding paragraph/excerpt. Provide evidence from the text to support your response.

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Title</th>
<th>Textual Evidence</th>
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<tbody>
<tr>
<td>Excerpt #1</td>
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<td>Excerpt #2</td>
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<td>Excerpt #3</td>
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</table>
SKILLS > SUMMARIZATION:
Instructional Recommendation (1081L-1280L)

I Spy: Paraphrasing Practice

Objective

Students will be able to identify specific ideas in complex informational text and rewrite these ideas in their own words, maintaining the author's meaning and tone.

Materials

• Content-related informational article
• Graphic Organizer

Instructions

1. Select a content-related passage or article. Read with students, or assign reading to students.
2. Identify a main idea or important detail in the passage that you want students to remember. For example:
   • “I spy the definition of Colony Collapse Disorder.”
   • “Find the amount of human food that requires pollination from honeybees.”
3. Students will locate the sentence(s) in the text that provides the specified information, and copy it in the “I Spied This Quote” section of the graphic organizer.
4. Then, students will paraphrase the quote in the “My Paraphrase” section of the graphic organizer.
### I Spy: Paraphrasing Practice Graphic Organizer

**Directions:**
Match the title with the corresponding paragraph/excerpt. Provide evidence from the text to support your response.

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<tr>
<th>I Spied This Quote</th>
<th>My Paraphrase</th>
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SKILLS > SUMMARIZATION:
Instructional Recommendation (1281L-1380L)

Storyboard Summary

Objective

Students will identify a series of directions in complex informational text and explain, in their own words, the steps that must be followed to accomplish a task or goal.

Materials

- Informational article containing directions for accomplishing a task or goal
- Storyboard Graphic Organizer

Instructions

1. Students will read the article, and identify the step-by-step directions one must follow to accomplish a task or goal.
2. Using the storyboard graphic organizer, they will illustrate each step.
3. Then, under each illustration, students will write, in their own words, the action that must be taken to complete each step.
**SKILLS > SUMMARIZATION:**

Instructional Recommendation (1281L-1380L)

Summary Storyboard Graphic Organizer

<table>
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<tr>
<th>Step 1:</th>
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<th>Step 3:</th>
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## SKILLS > SUPPORTING DETAILS:

### SKILL PROGRESSION

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-660</td>
<td>Students can identify and paraphrase key details that support the main idea in a short informational text.</td>
<td>Paraphrasing Supporting Details</td>
</tr>
<tr>
<td>661-880</td>
<td>Students can distinguish between information that supports or does not support the main idea in a short informational text selection of increasing text complexity, and then paraphrase the key supporting details.</td>
<td>Relevant or Irrelevant?</td>
</tr>
<tr>
<td>881-1080</td>
<td>Students can distinguish between information that supports or does not support the main idea in an informational text of increasing text complexity.</td>
<td>Identifying Key Supporting Details</td>
</tr>
<tr>
<td>1081-1380</td>
<td>Students can distinguish between information that supports or does not support the main idea in a complex informational text.</td>
<td>What's Important?</td>
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</tbody>
</table>
SKILLS > SUPPORTING DETAILS:
Instructional Recommendation (400L-660L)

Paraphrasing Supporting Details

Objective

Students will be able to identify and paraphrase key details that support the main idea in a short informational text.

Materials

- Short, non-complex informational text selection
- Paraphrasing Supporting Details Graphic Organizer

Instructions

1. Have students complete the 5-step routine for their version of the lesson.
2. Then, distribute the informational text selection from the Stretch article, along with the graphic organizer, to students.
3. Read the article aloud as students follow along.
4. As a class, identify the main idea and record it on the graphic organizer.
5. Then, model for students how to identify and paraphrase a supporting detail from the text selection. Record the paraphrased information on the graphic organizer.
6. Have students work in pairs or small groups to find and paraphrase another supporting detail. Share out as a class.
7. Continue to identify and paraphrase the supporting details from the text selection by providing additional modeling or by having students work independently or in groups.
**SKILLS > SUPPORTING DETAILS:**

Instructional Recommendation (400L-660L)

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Paraphrasing Supporting Details Graphic Organizer

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Supporting Details</th>
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SKILLS > SUPPORTING DETAILS:
Instructional Recommendation (661L-880L)

Relevant or Irrelevant?

Objective

Students will be able to distinguish between information that supports or does not support the main idea in a short informational text selection of increasing text complexity, and then paraphrase the key supporting details.

Materials

- Short informational text selection cut into sentence strips, one sentence per strip (several sets)
- Relevant or Irrelevant? Graphic Organizer

Instructions

1. Place students into groups of up to four students.
2. Distribute a set of sentence strips to each group. Each strip should contain a sentence from a short informational text selection. The Stretch article would work well for this activity.
3. Have student groups read the sentences and decide which sentence is the main idea.
4. Discuss and come to a consensus as a class. Set this sentence off to the side.
5. Then, have the students reread each of the remaining sentences to determine which sentences support the main idea and which sentences do not.
6. If a sentence supports the main idea, have students place the sentence under the main idea.
7. If a sentence does not support the main idea, have students place the sentence in another pile.
8. Next, looking only at the sentences that support the main idea, have students place these sentences in the most logical order.
9. Then, distribute the graphic organizer, and have students record the main idea.
10. Model for students how to paraphrase the first supporting detail. Record the paraphrased information on the graphic organizer.
11. Have students work in pairs or small groups to paraphrase the next supporting detail. Share out as a class and record this information on the graphic organizer.
12. Continue to paraphrase the remaining supporting details by providing additional modeling or having students work independently or in groups.

13. Share out as a class.

**Follow-up Activity:**

Have students write up a paragraph with the main idea and the supporting details. Once written, read aloud to students the actual text selection, and have students compare the way they wrote the piece with the way it was written in the selection. Which version do they feel most clearly articulates the main idea and supporting details? Why?
**SKILLS > SUPPORTING DETAILS:**

Instructional Recommendation (661L-880L)

### Relevant or Irrelevant? Graphic Organizer

<table>
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<th>Main Idea</th>
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SKILLS > SUPPORTING DETAILS:
Instructional Recommendation (881L-1080L)

Identifying Key Supporting Details

Objective

Students will be able to distinguish between information that supports or does not support the main idea in an informational text of increasing text complexity.

Materials

- Informational text selection
- Two different colored highlighters per student (optional)

Instructions

1. Distribute an informational text selection and two different colored highlighters to each student.
2. Read the selection to students and identify the main idea, or what the selection is mostly about.
3. Find the sentence that states the main idea and draw a square around this sentence.
4. Modeling for students as necessary, explain that they are going to reread the selection and identify the supporting details, or the sentences that provide more information about the main idea.
5. If a sentence is a supporting detail and directly provides more information about the main idea, they will highlight that sentence with one color (e.g., yellow).
6. If a sentence is not a supporting detail and does not directly provide more information about the main idea, they will highlight this sentence with the other color (e.g., pink).
7. Then, have students discuss their findings in small groups and as a whole class.

NOTE:

If highlighters are unavailable, students can underline supporting details and cross out the sentences that do not support the main idea. Alternatively, they can use online highlighting tools, if those are available.
What’s Important?

Objective

Students will be able to distinguish between information that supports or does not support the main idea in a complex informational text.

Materials

- Short, complex informational text selection
- What’s Important? Graphic Organizer

Instructions

1. Distribute a short, complex informational text selection to students. The Stretch article works well for this lesson.
2. Read the selection aloud to students.
3. Then, as a group, determine which words are not important in the selection (e.g., articles and prepositions) and cross them out.
4. Discuss the remaining words, and determine the main idea of the selection. Record this information on the graphic organizer.
5. Then, looking at the remaining words, paraphrase the key details and record them on the graphic organizer.
**SKILLS > SUPPORTING DETAILS:**
Instructional Recommendation (1081L-1380L)

What's Important? Graphic Organizer

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<th>Main Idea</th>
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## SKILLS > SYNONYMS:
### SKILL PROGRESSION

<table>
<thead>
<tr>
<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
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<tr>
<td>150-250</td>
<td>Students do not need to have an explicit understanding of the term synonym, but they are able to choose a word that means the same or almost the same thing as a given noun, verb, or adjective found in an informational text selection.</td>
<td><strong>Word Race</strong></td>
</tr>
<tr>
<td>251-400</td>
<td>Students do not need to have an explicit understanding of the term synonym, but they are able to identify a word that means the same or almost the same thing as a given noun, verb, or adjective found in an informational text selection.</td>
<td><strong>Expanding Adjectives</strong></td>
</tr>
<tr>
<td>401-520</td>
<td>Students do not need to have an explicit understanding of the term synonym, but they are able to identify a word that means the same or almost the same thing as a given verb in an informational text selection of increasing complexity.</td>
<td><strong>The Verb is the Word</strong></td>
</tr>
<tr>
<td>521-660</td>
<td>Students do not need to have an explicit understanding of the term synonym, but they are able to identify two words that mean the same or almost the same thing using the contextual clues found in a paragraph of informational text. Target words should include adjectives, verbs, and words ending in -ing.</td>
<td><strong>Find the Synonym</strong></td>
</tr>
<tr>
<td>661-880</td>
<td>Students can make a logical assumption about a word’s meaning using their background knowledge and the contextual clues found in an informational text selection. Then, they can use their explicit understanding of synonyms to identify a word that has the same or almost the same meaning as the given word. Target words should include adjectives, nouns, and verbs.</td>
<td><strong>Synonym Selection</strong></td>
</tr>
<tr>
<td>881-1080</td>
<td>Students can make a logical assumption about a word’s meaning using their background knowledge and the contextual clues found in an informational text selection of increasing complexity. Then, they can use their explicit understanding of synonyms to identify a word that has the same or almost the same meaning as the given word. Target words should include adjectives, nouns, and verbs.</td>
<td><strong>Enhance or Inhibit?</strong></td>
</tr>
<tr>
<td>1081-1280</td>
<td>Students can make a logical assumption about a word’s meaning using their background knowledge and the contextual clues found in an informational text selection of increasing complexity. Then, they can use their explicit understanding of synonyms to identify a word that has the same or almost the same meaning as the given word. Target words should include adjectives, nouns, verbs, and abstract verbs.</td>
<td><strong>The Best Word</strong></td>
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</table>
**SKILLS > SYNONYMS:**

**SKILL PROGRESSION**

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<th>Lexile</th>
<th>Skill Progression</th>
<th>Instructional Recommendation</th>
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<tr>
<td>1281-1380</td>
<td>Students can make a logical assumption about a word’s meaning using their background knowledge and the contextual clues found in an informational text selection of increasing complexity. Then, they can use their explicit understanding of synonyms to identify a word that has the same or almost the same meaning as the given word. Target words should include adjectives ending in –able, nouns, and verbs.</td>
<td><strong>Synonym Clues</strong></td>
</tr>
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</table>
**SKILLS > SYNONYMS:**

Instructional Recommendation (150L-250L)

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**Word Race**

**Objective**

Students will be able to choose a word that means the same or almost the same thing as a given noun found in an informational text selection.

**Materials**

- Informational text selection – use the Stretch article so all students see the same text
- Blank paper

**Instructions**

1. Prior to beginning the activity, identify four nouns within an informational text selection. These nouns should have several synonyms.
2. Place students into groups of 3-4, and have each group take out one blank sheet of paper, folding the paper into four equal squares.
3. At the top of the first square, have the students write the first noun.
4. Setting the timer for one minute, have students work in groups to identify as many synonyms as they can for the specified noun. They should record these synonyms in the box.
5. At the end of the minute, have students tally up their lists. The group with the most synonyms shares aloud as you record the correct synonyms on a master list at the front of the class. Allow students from other groups to add any additional words to the master list.
6. Repeat this process with the additional nouns.
7. Then, distribute the informational text selection to students. As you read the text aloud to students, ask them to listen and look for the pre-selected nouns.
8. As you come to each of the nouns in the reading, stop and discuss how meaning may change as you substitute several of the synonyms for the selected noun in the reading.
Expanding Adjectives

Objective

Students will be able to choose a word that means the same or almost the same thing as a given adjective found in an informational text selection.

Materials

- Informational text selection – use the Stretch article so all students see the same text
- Lined paper

Instructions

1. Place students into groups of 4-6.
2. Have students clear everything off of their desks except for a pen/pencil and a piece of paper.
3. Provide each student in the group with a different adjective found in the informational text selection. Each student will write his/her word at the top of his/her paper.
4. Students will have 15 seconds to add a word to the paper in front of them before passing their paper, clockwise, to the next person in their group.
5. The word they add MUST mean the same or almost the same thing as the word at the top of the page.
6. On each paper, they must try to come up with a word to add that has not yet been added to the list.
7. Review word lists at the end of the activity to expose students to all the different words they can use to describe the same thing.
8. Then, distribute an informational text selection to students.
9. Read the text selection aloud with students, stopping at the pre-selected adjectives used in the previous activity.
10. Substitute several of the synonyms from the activity into the reading for each of the selected words.
11. As a class, discuss how the word change affects meaning.
The Verb is the Word

Objective

Students will be able to choose a word that means the same or almost the same thing as a given verb found in an informational text selection.

Materials

- Informational text selection – use the Stretch article so all students see the same text

Instructions

1. Have students stand in a circle.
2. Choose a common verb—used in the Stretch article—such as said or walked.
3. Go around the circle, and have each student identify a synonym for the selected verb.
4. If a student can’t think of a synonym, or if they say a word that has already been given, they must sit down.
5. Play continues until only one student remains standing. This student is the winner.
6. Next, distribute an informational text selection to students.
7. Have students underline as many verbs as they can find in the selection.
8. Working in pairs, have the students replace several of the underlined verbs with synonyms.
9. As a class, discuss how the word change affects meaning.
### SKILLS > SYNONYMS:

Instructional Recommendation (521L-660L)

#### Find the Synonym

**Objective**

Students will be able to identify two words that mean the same or almost the same thing using the contextual clues found in a paragraph of informational text. Target words should include adjectives, verbs, and words ending in -ing.

**Materials**

- Informational text selection – use a paragraph from the Stretch article so all students see the same text
- Find the Synonym Graphic Organizer

**Instructions**

1. Prior to beginning the activity, identify and underline a word in an informational text selection that students may not know well. There should be enough context clues in the text for students to independently determine meaning.
2. Place students into pairs. Distribute the text selection and a graphic organizer to each student.
3. On the board, display three words—a synonym, an antonym, and a word similar in meaning to the underlined word.
4. As students read the selection, they must work together to choose the word that is a synonym for the underlined word using the context clues provided.
5. Then, students will complete the graphic organizer and provide textual evidence to support their word choice.
6. Practice with additional words as necessary.
**SKILLS > SYNONYMS:**

Instructional Recommendation (521L-660L)

Find the Synonym Graphic Organizer

<table>
<thead>
<tr>
<th>Word from the Text</th>
<th>Synonym</th>
<th>I chose this word because…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SKILLS > SYNONYMS:**

**Instructional Recommendation (661L-880L)**

**Synonym Selection**

**Objective**

Students will be able to identify two words that mean the same or almost the same thing using the contextual clues found in a paragraph of informational text. Target words should include adjectives, nouns, and verbs.

**Materials**

- Informational text selection – use a paragraph from the Stretch article so all students see the same text
- Synonym Selection Graphic Organizer

**Instructions**

1. Prior to beginning the activity, identify and underline a word in an informational text selection that students may not know well. There should be enough context clues in the text for students to independently determine meaning.

2. Place students into pairs. Distribute the text selection and a graphic organizer to each student.

3. As students read the selection, they will use the context clues to identify as many synonyms as they can for the underlined word.

4. Then, they will determine which synonym would best replace the underlined word, and they will provide evidence from the text to support their response.

5. As a class, discuss word choice and provide additional practice as necessary.
SKILLS > SYNONYMS:
Instructional Recommendation (661L-880L)

Synonym Selection Graphic Organizer

<table>
<thead>
<tr>
<th>Synonyms for ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Synonyms</td>
</tr>
<tr>
<td>My Synonym Selection</td>
</tr>
<tr>
<td>Evidence from the Text</td>
</tr>
</tbody>
</table>
SKILLS > SYNONYMS:
Instructional Recommendation (881L-1080L)

Enhance or Inhibit?

Objective

Students will be able to identify two words that mean the same or almost the same thing using the contextual clues found in a paragraph of informational text. Target words should include adjectives, nouns, verbs, and abstract verbs.

Materials

• Informational text selection (paragraph) with pre-selected words underlined. Use the Stretch article so all students see the same text

Instructions

1. Students may work individually, in pairs, or in small groups.
2. Distribute an informational text selection to students.
3. Explain to students that they must use their knowledge of synonyms to rewrite the paragraph by replacing the underlined words with synonyms, or words that mean the same or almost the same thing.
4. Share out the “revised” paragraphs as a class, discussing how the word changes enhance or inhibit understanding.
The Best Word

Objective

Students will be able to identify two words that mean the same or almost the same thing using the contextual clues found in a paragraph of informational text. Target words should include adjectives, nouns, verbs, and abstract verbs.

Materials

- Informational text selection with at least one pre-selected word omitted—use the Stretch article so all students see the same text

Instructions

1. Distribute an informational text selection to students with at least one word omitted. This word should have several synonyms and adequate context to determine meaning.
2. Provide students with a list of words that includes the actual word as well as synonyms.
3. Using the context clues, students will determine which word from the list of synonyms best fits in the blank.
4. They will justify their response using evidence from the text.
5. Discuss word choices as a class pointing out that because words don’t always mean exactly the same thing, some words work better in the text than others.
Synonym Clues

Objective

Students will be able to identify two words that mean the same or almost the same thing using the contextual clues found in a paragraph of informational text. Target words should include adjectives ending in –able, nouns, and verbs.

Materials

- Informational text selection with at least one pre-selected word omitted – use the Stretch article so all students see the same text

Instructions

1. Distribute an informational text selection to students with at least one word omitted. This word should have several synonyms and adequate context to determine meaning.
2. Using the context clues, students will think of a word that fits in the blank.
3. They will justify their response using evidence from the text.
4. Then, show students the original word. Did they guess correctly? Was the word they chose similar? Which word is a better fit? All responses should be text-based and supported with evidence.