

SUPPORTING RESEARCH



**EXTENSIONS IN
READING™ Series**



EXTENSIONS IN READING

- PROVIDES CHALLENGING INSTRUCTIONAL ACTIVITIES FOR 12 READING STRATEGIES
- STRENGTHENS CRITICAL READING, ORGANIZATIONAL, AND WRITING SKILLS
- FEATURES ASSESSMENT IN READING COMPREHENSION





EXTENSIONS IN READING

A Research-based Reading Series

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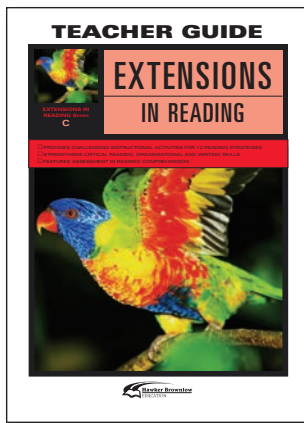
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INTRODUCTION TO THE SERIES

The **Extensions in Reading™ Series** is the in-depth, advanced component of a reading program that spans from diagnosis through assessment. The **Extensions in Reading™ Series** is a research-based reading series that is designed to strengthen and extend students' reading strategies through the use of graphic organizers in grades 1 through 8. Learning opportunities that call for the use of graphic organizers include genre-related writing and both fiction and nonfiction reading selections. Reading strategy learning opportunities continue through extension activities that offer cross-curricular learning and practical application experiences. Each lesson is followed by selected response assessment questions, the type of questions found on many state and national standardized tests. The **Extensions in Reading™ Series** provides students with integrated opportunities to work with reading strategies.

The **Extensions in Reading™ Series** is also supported by current research regarding reading-strategy instruction. The program utilizes instructional strategies that build reading comprehension in students of all abilities.

HOW IS EXTENSIONS IN READING™ SERIES ORGANISED?

Lesson Parts	Instructional Strategies
Learn about the Strategy	Modeled/Direct Instruction
Learn about a Graphic Organizer	Modeled/Direct Instruction
Learn about a Form of Writing	Genre Instruction
Prepare for the Selection	Prior-knowledge Activation/Vocabulary Instruction
Reading Selections Part One and Part Two	Guided Instruction
Check your Understanding	Independent Practice/Extension Activities

Each book in the **Extensions in Reading™ Series** has six parts to each strategy lesson. Scaffolded instruction is the organizational framework of the program. Scaffolded instruction benefits all types of students, including English language learners (ELL). "Scaffolded instruction optimizes student learning by providing a supportive environment while facilitating student independence" (ERIC Document, 2002). The instructional goal in any curriculum classroom is to develop independent learners. "Yet, many students in today's diverse classrooms have trouble handling the conceptual demands inherent in text material when left to their own devices to learn . . . In a nutshell, instructional scaffolding allows teachers to support students' efforts to make sense of texts while showing them how to use strategies that will, over time, lead to independent learning" (Vacca & Vacca, 2005, p. 25). The **Extensions in Reading™ Series** guides students through the learning process from modeled/direct instruction through guided instruction, and finally, to independent work.

STRATEGY *Novel* **Making Predictions**

Learn About Making Predictions

Thinking about the strategy

When you are reading a story, fully yourself are involved with the story. One way to do that is by making predictions as you read. A prediction is a guess about what will happen next.

To make a reasonable prediction, think about what the author tells you about the story. Think about what you know from your own life.

Story Chain: _____ What I Already Know: _____

Prediction: _____

It doesn't matter if your prediction is wrong. As you go new information in the story, make new predictions. These read to check your predictions.

Reading a model

Read the beginning of the story and the notes beside it.

Read the notes and think about how to use the strategy. Think about what you know from your own life.

Read the story and think about how to use the strategy. Think about what you know from your own life.

Read the notes and think about how to use the strategy. Think about what you know from your own life.

Read the story and think about how to use the strategy. Think about what you know from your own life.

Students receive direct instruction of each lesson's reading strategy.

Learning About the Strategy
Modeled/Direct Instruction

Students' exposure to the lesson's reading strategy begins with the Learn About the Strategy section. This section opens with an instructional page. Here the student receives modeled instruction on what the strategy means, as well as when and how to use the strategy. Direct instruction of the strategy demonstrates the application of the reading strategy. "Many students, particularly low-performing students, learn more quickly from a clear, concise explanation of what to do and how to do it" (Carnine, 1990). Teachers and students together read and discuss the reading strategy and the application of the strategy to a model paragraph. Margin notes guide students to think about the important information in a model paragraph.

Learn About a Graphic Organizer

Understanding a prediction map

A prediction map shows details that lead you to a prediction. Some details come from the story. Other details come from what you already know. A prediction map can help you make predictions as you read stories, fables, legends and other kinds of fiction.

Here is a prediction map for the story beginning on page 54.

Get the main details from the text.

Get what you know from your own experiences.

In the Story

Rosa has bad hair, a red dress and a purple top. Rosa says Mittens could use a prediction.

Mittens is a little black dog. Mittens is a little black dog.

Rosa's mother says Mittens could use a prediction.

Rosa's mother says Mittens could use a prediction.

What I Already Know

People who have a lot of color often want to predict.

People who have a lot of color often want to predict.

People who have a lot of color often want to predict.

People who have a lot of color often want to predict.

People who have a lot of color often want to predict.

People who have a lot of color often want to predict.

Prediction

Rosa's mother said to Rosa keep the Mittens.

Rosa's mother said to Rosa keep the Mittens.

Rosa's mother said to Rosa keep the Mittens.

Rosa's mother said to Rosa keep the Mittens.

Rosa's mother said to Rosa keep the Mittens.

Rosa's mother said to Rosa keep the Mittens.

Check Your Understanding

- What does the author tell me?
- What do I know about this kind of story or situation?
- What do I think will happen next?

Graphic organizers offer concrete, memorable representations of abstract thinking processes.

Learn About a Graphic Organizer
Modeled/Direct Instruction

Graphic Organizers are invaluable tools for facilitating students' reading comprehension. A literature review by Harrington et al. (1998) summarizes the many benefits of using graphic organizers with students of all abilities and learning styles. English-language learners benefit from the use of graphic organizers because the organizers permit students to see the relationships between words and concepts, making their experiences with reading more meaningful.

Graphic organizers are a means of identifying text structures. Graphic organizers can be used to visually present the pattern of information in a text. This pattern of information reflects the text structure of a selection. "Visual structures are powerful tools for comprehension instruction because they offer concrete, memorable representations of abstract thinking processes" (Alvermann & Boothby, 1986; Calfee & Patrick, 1995; Norton, 1992)" (Barton & Sawyer, 2003).

Graphic Organizer STRATEGY ELEVEN—Part One

Name: _____ Date: _____

Figurative Language	What It Means
She looked puzzled.	A primary school play is fun to watch, but it is usually very long and
disaster was about to happen.	You can expect many things to go wrong during a primary school play.
She play in a surprising way.	The Elephant's Child is a very good play, unless the a single actor.
Each child actor performs very well.	
What does the author tell me?	
What do I know about this kind of story or situation?	
What do I think will happen next?	

The teacher guide provides graphic organizer reproducibles for each lesson for ease of use.

The **Extensions in Reading™ Series** supplies a graphic organizer that represents the text structure specific to each reading strategy. "Graphic organizers are helpful because they are visual and spatial displays designed to facilitate the teaching and learning of textual material through the use of lines, arrows, and a spatial arrangement that describe text content, structure, and key conceptual relationships" (Darch & Eaves, 1986, p. 310). They can be used to illuminate the reading strategy for the students. Some of the graphic organizers used in the **Extensions in Reading™ Series** are Main Idea Chart, Timeline, Sequence Chain, Cause-and-Effect Map, Venn Diagram, Prediction Map, Words-and-Meaning Chart, Conclusions/Inference Diagrams, and many others. These are graphical tools that help students see connections and relationships between ideas in a reading selection. Students experience graphic organizers from the modeled instruction section, through guided instruction, to independent learning in Reading Selection–Part Two.

Learn About a Form of Writing

Reading an informational article

An informational article explains a topic using facts, details and examples. An informational article may be on any topic. For example, an author might write about a person or an event or history. Many informational articles, however, are about science or nature.

An informational article often has these features:

- It may have details and examples to help explain a topic.
- It may contain photographs or other visuals to help explain ideas.
- Its main purpose is to give information about the topic.

Now in the opening paragraph of an informational article about an unusual topic:

At first glance, a heron looks like a chicken. Look again. The heron is much smaller than a chicken. For this reason, herons are sometimes called pigmy chickens. Herons are different from chickens in other ways, too. For example, a heron's skin has a darker hue, or color, than a chicken's skin. Also, a heron's nose and mouth stick out while a heron's feet does not protrude so much.

Organizing ideas in a word-and-meaning chart

You can use a word-and-meaning chart to find the meaning of new words in an informational article. Understanding the meaning of these words will give you a better understanding of the topic and will make the article more interesting. Here is a blank word-and-meaning chart for the paragraph above.

Word	Context Clues	What I Think Word Means
heron	much smaller	chicken-like
hue	colorful, darker	colorful or shade
protrude	nose and mouth stick out	stick out; push out

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Explicit instruction coupled with graphic organizers provides students with a clear understanding of each form of writing found in the Extensions in Reading™ Series.

Prepare for the Reading Selection

Activating background knowledge

On the pages that follow, you will read a play that contains a riddle for the characters to solve. Before the reading you will be asked to give the solution to the riddle. The author of the play expects the audience to watch the characters solve the riddle before the characters do. This is a clever way to keep the audience interested in everything that happens in the play. First the characters in the scene solving the riddle look to a script. For the audience, solving the riddle makes the play more fun.

This play is written in three scenes. Each scene has a different setting.

Learn Vocabulary

The boxed words below are boldfaced in the selection. Learn the meaning of each word. Then write the word or words that could replace the boldfaced word in the sentence.

1. She **glances** her first book in honor of her parents.
2. Her mean words have **lain** the **foundations** of your friend.
3. Try to **make** the **balance** that it's a good idea.
4. We gave the story a **gallop** and **will** **hurry** with the words. "Crank of the bar" on it _____.
5. His **meaning** **burning** and **whirling** **language** **overcome**.

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Students gain content and vocabulary background knowledge before reading each selection.

STRATEGY EIGHT
Drawing Conclusions and Making Inferences
 Pages 74–83

Before students begin the strategy lesson, introduce and discuss the following terms and definition:

Draw conclusions or make inferences— to use story details that the author gives and what you know from your own life to figure out story details that are not given

Reproducible graphic organizers for Strategy Eight are on pages 41 and 42.

The Finding Word Meaning in Context lesson is dedicated to teaching students how to find word meaning with context clues.

Learning About a Form of Writing
Genre Instruction

The **Extensions in Reading™ Series** provides text-structure instruction through a discussion of a genre's text features and characteristics. This is an essential component of the **Extensions in Reading™ Series** program because, "[i]n order to become competent, literate members of society, students must be able to navigate multiple genres . . . Students need to learn about particular genres through implicit experience and explicit instruction" (Lattimer, 2003, p. 3). Additionally, "[l]ooking for and using text structure helps students to study and think more deeply about ideas encountered during reading" (Vacca & Vacca, 2005, p. 391). The **Extensions in Reading™ Series** explicitly instructs genre features and characteristics of magazine articles, biographies, informational stories, realistic fiction, essays, short stories, plays, folktales, and many other types of fiction and nonfiction. Students then study a graphic organizer that reflects the genre's features and characteristics. This visual provides a concrete guide of a genre's organizational features. Once students have learned about a genre's form, they proceed to a prereading activity that establishes prior content knowledge.

Prepare for the Reading Selection
Prior-knowledge Activation/Vocabulary Instruction

Prior-knowledge Activation

Students gain content and vocabulary background knowledge before reading each selection. Students are exposed to background information about both the reading selection topics and about the reading strategy they are about to experience. Previewing or activating prior knowledge is an effective comprehension strategy because "[S]tudents who listen to the previews before reading the text often significantly outperform students who do not have previews on several measures of comprehension" (Cheney, 1990; Mastropieri, Leinart, & Scruggs, 1999). In the **Extensions in Reading™ Series**, students experience both vocabulary and content knowledge activation.

Vocabulary Instruction

The **Extensions in Reading™ Series** provides direct instruction of important vocabulary words for students to learn before attempting to read the reading selections that follow. Students are encouraged to use dictionaries. They work with synonyms, antonyms, and cloze activities. Students also learn vocabulary words through context-clue activities. The Words and-Meaning chart follows Reading Selection –Part Two. The Finding Word Meaning in Context lesson is dedicated to teaching students how to determine word meaning using context clues.

Reading Selections—Part One and Part Two

Guided Instruction

In the Reading Selections section, students apply what they have learned from the modeled instruction about genres and the reading strategy. Reading Selection—Part One provides guided practice before students move on to Reading Selection—Part Two, which is completed independently.

Reading Selection—Part One

Once students have read the reading selection, they are then prompted to complete a graphic organizer that reflects the reading selection's content and organization. Students receive assistance through a partially completed graphic organizer. Students then make explicit their comprehension of the reading selection by providing the information needed to complete the graphic organizer. Guided instruction helps students reflect upon and then articulate their thought processes in comprehending a reading selection. Vacca and Vacca (2005) recommend that practice sessions should guide students to think about the “why” and “how” application of a reading strategy. In this section, students are encouraged to adapt the graphic organizer to meet their comprehension needs—to reflect their comprehension of the reading selection.

Reading Selection—Part Two

Students once more experience a specific genre by independently reading a second selection of the same genre. At this point, students are applying the reading strategy and their knowledge of graphic organizers without any aid from peers or the teacher. “Students should reach a point where they have internalized the steps and feel in control of the strategy” (Vacca & Vacca, 2005, p. 82). Students transfer what they have learned from the lesson by completing a graphic organizer of their own. Students may refer to the graphic organizer from Reading Selection—Part One as a guide.

Check Your Understanding

Independent Practice

A true measure of success is when a student becomes an independent learner. The instructional goal of developing a class of independent learners is valued because “Reported patterns include that high-achieving students prefer independent study and are significantly more self-motivated, persistent, responsible, teacher and adult motivated, and prefer tactile rather than auditory instruction. They also strongly prefer self-direction, flexibility, and options as well as a minimum of structure and lecture” (Collinson, 2000).

Lion roared with rage. He roared with indignance. He roared loudly enough to shake the leaves on trees. Off in the distance, Mouse heard the roars. He recognized Lion's voice. Lion Mouse appeared beside the rat. "Quieten down," he said to Lion. "I will help you." Mouse sat to work on the cards that bound Lion. Mouse gathered and studied. One card stopped. He studied and groaned. Another card stopped. The opening grew larger and larger as Mouse worked. At last, Lion broke out of the rat. He leaped from the hole. "I told you I would help you," said Mouse. "Thank you," Lion answered gratefully. His kindness is ever rewarded.

comparing a Venn diagram

The Venn diagram below has been partly filled in. Add your observations and inferences from the table.

Lion	Both	Mouse
large	characters in a tale	small
strong		weak

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Students receive guided instruction in Reading Selection—Part One.

"Good. The food is ready," said Shark, pointing to a large container on the floor. It was a tall, narrow one. Shark had no trouble reaching in with her long tail. She ate heartily. Fox, however, couldn't get his wide nose into the vessel. He could not get even a morsel to his mouth. Fox barked, but he did not complain. After all, how could he feed both with Shark when she was merely enjoying his generosity?

Shark or Fox diagram

Fill in this Venn diagram with information from the table.

Fox	Both	Shark
large	characters in a tale	small
strong		weak

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Students work independently on Reading Selection—Part Two.

Check Your Understanding

Think about what you've read. Then answer these questions.

- The author writes this journal mainly to
 - explain how to have a wild life career.
 - entertain readers with a story about how a career affects one boy's imagination.
 - persuade readers to look for wild life in the city.
 - describe different types of city wild life.
- Which of these details is key to the author's purpose?
 - animals that seem not to be anything strange
 - descriptions of city parks
 - how that old how to set up career table
 - opinions about city animals
- From the information in the journal, you can figure out that
 - pigeons are often found in a city.
 - there are no worms in potholes in the city.
 - Sam and Lewis agree a lot.
 - Sam doesn't enjoy living in the city.
- A pencil with a flattened point has
 - a point that is
 - blunt.
 - rounded.
 - black.
 - shabby.
 - When Sam explains, he probably
 - kept quiet.
 - winked up his eyes.
 - drove a pencil.
 - blacked his hand.
- Which of these animals does Lewis see in one of the corners?
 - wild cat
 - hamster
 - snake
- Which of these events happens first?
 - Sam thinks he sees a turtle.
 - Sam writes a program about turtles.
 - Sam thinks he sees a huge hamster.
 - Sam thinks he sees a snake.
- Sam compares the hamster to
 - a singing voice.
 - a graceful dancer.
 - the speaking man.
 - a giant ball.
- What is the best meaning of the word *snout* in the second entry on page 99?
 - "snout and chin"
 - Touching to another part of the snout"
 - "snout"
 - "nose and able to see through"
- An accurate drawing of a hamster would
 - look very much like the hamster.
 - show different kinds of hamsters.
 - be a cartoon of a hamster.
 - show only one side of the hamster.

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Students gain valuable test-taking experience through the Check Your Understanding Activity.

When students reach the Check Your Understanding section, they work independently much like they do in a testing situation. Gulek (2003) discusses the several benefits researchers have found about test preparation. "Adequate and appropriate test preparation plays an important role in helping students demonstrate their knowledge and skills in high-stakes testing situations. Norton and Park (1996) found a significant relationship between test preparation and academic performance. Chittooran and Miles (2001) also concluded that adequate test preparation significantly improves student attitudes toward test taking and, hence, actual performance on high-stakes tests" (p. 42). The **Extensions in Reading™ Series** offers additional practice with test preparation in the Review lesson.

The **Extensions in Reading™ Series** delivers a comprehensive and effective learning experience that provides comprehensive content coverage coupled with test-preparation practice. The organizational framework of the **Extensions in Reading™ Series** is grounded in reading-comprehension research, making the program an effective instructional tool for students who desire a deeper study of reading strategies.

HOW DOES THE EXTENSIONS IN READING™ SERIES COMPLY WITH THE NATIONAL READING PANEL?

Extensions in Reading	National Reading Panel
Vocabulary	✓
Reading Comprehension	✓

Extensions in Reading employs both direct and indirect vocabulary instruction to gain maximum student learning.

There are five areas that the National Reading Panel stressed as being essential to an effective reading program. These five areas are phonemic awareness, phonics instruction, fluency, vocabulary, and text comprehension instruction. The **Extensions in Reading™ Series** embraces the recommendations of the National Reading Panel in the areas of vocabulary instruction and text comprehension.

Vocabulary Instruction Recommendations

Vocabulary is defined as words students must know to communicate effectively. According to the National Reading Panel's report, there is a strong connection to vocabulary in the reading process (NICHD, 2000, p. 4-15). Specifically, this report recommends that vocabulary instruction for achieving reading comprehension should be both indirect and direct. Effective vocabulary instruction also requires active participation from students. The **Extensions in Reading™ Series** meets these instructional recommendations through several features in each book.

Direct Instruction

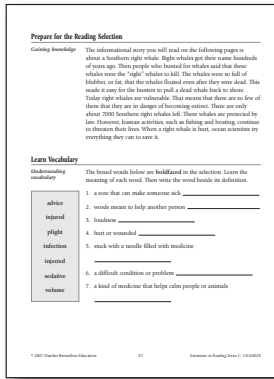
In the **Extensions in Reading™ Series**, students receive direct instruction of significant vocabulary words prior to each reading selection. "Direct instruction was found to be highly effective for vocabulary learning . . . Pre-instruction of vocabulary in reading lessons can have significant effects on learning outcomes" (NICHD, 2000, pp. 4-24 & 4-25). In the Learn Vocabulary activity, the vocabulary words introduced before the reading selection are presented in a word bank next to the vocabulary activity. Students learn each word's meaning through the use of a dictionary and then through varying types of vocabulary activities: synonyms, antonyms, cloze, and context clues. Once direct instruction has been initiated, students then experience indirect instruction through context learning.

Indirect Instruction through Context Learning

Indirect learning is learning that occurs through incidental exposure (NICHD, 2000, p. 4-21). In the **Extensions in Reading™ Series**, there is a lesson dedicated to finding word meanings in context. This lesson provides indirect instruction of vocabulary words through context learning. Context learning is one of the most recommended and useful strategies for learning vocabulary (Graves & Watts-Taffe, 2002, p. 143). Context learning is a strategy students use to infer or predict the meaning of a word by scrutinizing the semantic and syntactic cues present in the preceding and following words, phrases, and sentences (Baumann, Kame'enui, & Ash, 2003). In the Finding Word Meaning in Context lesson, students receive direct instruction on how to find word meanings in the text. They then participate in both indirect and direct instructional vocabulary activities.

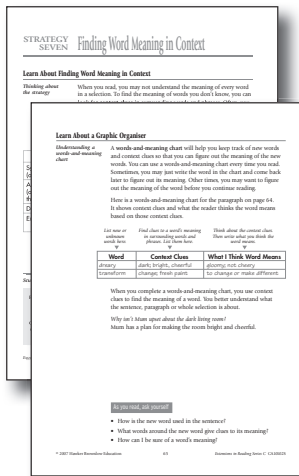
Students complete the Learn Vocabulary exercise. The vocabulary words introduced in the lesson are presented in a word bank next to the reading selection. The vocabulary words in the word bank are highlighted within the reading selection, giving the words prominence within the text. Context clues are found near these words. Students then complete a personalized chart of words and their meanings that are unfamiliar to them.

The **Extensions in Reading™ Series** uses indirect and direct instruction of vocabulary words as recommended by the National Reading Panel. The program also integrates the National Reading Panel's recommendations for reading comprehension instruction.



Students are actively engaged with vocabulary words before they read each selection

"Pre-instruction of vocabulary in reading lessons can have significant effects on learning outcomes" (NICHD, 2000, pp. 4-24 & 4-25).



Students receive explicit instruction for finding word meanings in context.

Reading-Comprehension Instruction Recommendations

The *Extensions in Reading™ Series* employs reading comprehension instruction recommendations from the National Reading Panel. Reading comprehension is defined as the ability to understand and gain meaning from what has been read. The *Extensions in Reading™ Series* employs multiple instructional strategies such as comprehension monitoring, prior-knowledge activation, and graphic organizers as a means for teachers to gauge students' comprehension of the reading selections. The use of these multiple strategies is part of effective reading-comprehension instruction. In addition, Almasi et al. (1996) found that "use of comprehension strategies is both a sign of active engagement and a stimulus for that engagement."

Comprehension-Monitoring Strategy

Comprehension monitoring is also referred to as metacognitive awareness. A demonstration of metacognitive awareness or comprehension-monitoring behavior occurs when a reader realizes that he/she is confused by a passage and stops to reread the passage for clarification. The *Extensions in Reading™ Series* applies the comprehension monitoring strategy through two avenues. Foremost, students complete a self-assessment sheet after each lesson. This self-assessment sheet prompts students to think about their reading performance—their challenges and successes in the lesson. Students are directed to create a reading goal for the lesson that follows. This self-created reading goal is an internal stimulus for students to keep in mind when they proceed through the next lesson.

A second method of metacognitive awareness that is used by students comes from an external prompt called As You Read, Ask Yourself. This is a list of questions students should ask themselves as they apply the lesson's reading strategy. The questions present clues as to what students should look for as they are reading. "Good readers monitor themselves as they read, with the result that the good reader is metacognitively aware during reading" (Pressley, 2002, p. 296). The *Extensions in Reading™ Series* strives not only to improve student's reading-strategy abilities, but also to develop metacognitively aware readers.

Prior-Knowledge Activation Strategy

"Prior knowledge affects comprehension by creating expectations about the content, thus directing attention to relevant parts, enabling the reader to infer and elaborate what is being read, to fill in missing or incomplete information in the text, and to use existing mental structures to construct memory representations that facilitate later use, recall, and reconstruction of text" (NICHD, 2000, p. 4-84). The *Extensions in Reading™ Series* is designed to give students experience with activating prior knowledge in two areas—

Some animals, worm themselves too well. The vicuña, which is related to the camel, lives in the Andes Mountains in South America. This animal has a very warm coat of fur. It also has hairless areas on its legs. When the vicuña gets too warm in its fur, it stands on the sand and lets the sun cool the blood in its legs.

Write a word and number that will fit in the word-and-number chart to find the meaning of one or two unknown words from the second part of the informational article.

Word	Context Clue	What I Think Word Means

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Students make personal connections to a reading selection by creating their own list of vocabulary words they would like to explore.

These recommended reading comprehension strategies from the National Reading Panel are integrated into the Extensions in Reading™ Series:

- Comprehension Monitoring
- Prior-Knowledge Activation
- Graphic Organizers

Self Assessment

Student's Name _____ Date _____
Teacher's Name _____ Strategy _____

Complete this page after you have finished the strategy lesson.

- How well did you do on this lesson? _____
- How well did you understand the strategy taught in this lesson? _____

Will this strategy be useful to you when you read? Why or why not? _____

- Which parts of the lesson did you enjoy the most? _____
- Which parts did you find the easiest? _____
- Did any part of the lesson give you trouble? If so, which part? _____
- Complete this sentence: I could have done a better job on this lesson if _____
- What is your goal for the next lesson? _____

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Students gain content and vocabulary background knowledge before reading each selection.

As you read, ask yourself

- What story clues does the author give?
- What do I know from my own life?
- What can I figure out from story clues and what I know?

“Because readers draw from background knowledge to help them bridge the gap between what they know and what they are learning, activating prior knowledge is critical to the success of obtaining meaning from the text” (Dochy, Segers, & Buehl, 1999; Tierney & Pearson, 1981).

Three prereading activities are specifically designed to activate student’s prior knowledge.

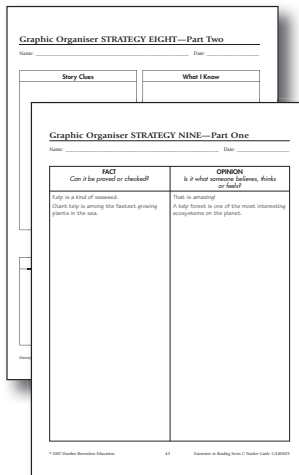
Students have the opportunity to experience 60 interactions with graphic organizers.

text organization and content. Students experience prior-knowledge activation through the Prepare for the Reading Selection section of each lesson. Here, students gain background information about the reading selection they are to read. This background knowledge stimulates any connections students may have to the selection’s topic. Activating prior knowledge is a strategy that works hand-in-hand with story-structure identification.

In the Learn About a Form of Writing section of each lesson, students read the information about the structure or genre of the reading selection. When students make the connection between what they are expecting to read and what they have read in the past, prior knowledge is activated. Through discussion, students learn about the characteristics and features of the genre. Students then move on to organizing the ideas of the specified genre into graphic organizers. Through discussion, students learn about the characteristics and features of the genre. Guided discussion of both the Learn About a Form of Writing section and the Prepare for Reading section involves having students make text-to-text connections. “Guided discussion enhances students’ comprehension ability and creates opportunities for students to see connections between the texts they have read and their own lives” (Au, 2003, p. 963).

Graphic Organizers

“Teaching students to organize the ideas that they are reading about in a systematic, visual graph benefits the ability of the students to remember what they read and may transfer, in general, to better comprehension and achievement in social studies and science content areas” (NICHD, 2000, p. 4-45). Students using the **Extensions in Reading™ Series** engage with approximately 60 opportunities at each book level to work with graphic organizers, through modeled instruction to direct and independent application. Graphic organizers actively engage students with applying each reading strategy. This active engagement heightens students’ motivation and interest in the text they are reading. Graphic organizers move students to become active readers. Kirylo and Millet (2000) summarize the effectiveness of graphic organizers. “The construction of graphic organizers are prereading activities that are designed to activate prior knowledge and to demonstrate the connection that exists among the overarching concepts and terms to be studied.” As Vacca and Vacca (2005) underscore, “To make connections effectively, students must have some familiarity with the concepts in advance of their study of the material” (p. 276).



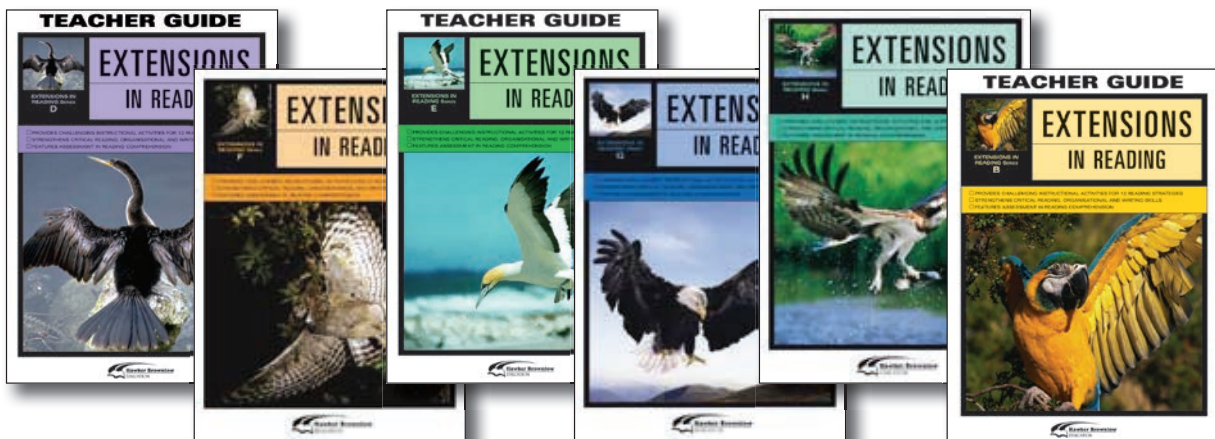
The teacher guide provides reproducible graphic organizers for students to use.

Summary of Compliance to the No Child Left Behind Act of 2001

Through the **Extensions in Reading™ Series**, students are exposed to and practice several of the National Reading Panel’s recommended instructional strategies. Students participate in direct and indirect vocabulary instruction. The vocabulary is anchored in several reading selections; the words are not taught in isolation. Students are actively engaged in learning and improving their use of reading strategies. They learn to apply their knowledge of text genres and content knowledge through the use of graphic organizers. Background-knowledge activation serves to amplify students’ awareness of any connections to the text they are reading. Students become metacognitively-aware readers who are able to monitor their reading performance as they progress toward the attainment of every reading goal.

SUMMARY

The **Extensions in Reading™ Series** is an extension program that is built upon a research-based framework and is supported by research-based instructional strategies. Students will improve their reading comprehension through its diverse types of reading-strategy activities. These activities require students to use graphic organizers to demonstrate their mastery of a reading strategy. Scaffolded instruction provides the guideposts for students as they progress toward becoming independent learners. Metacognitive strategies give students insights into their own thought processes, strengthening their reading comprehension. Further strengthened by the National Reading Panel recommendations, the **Extensions in Reading™ Series** is a program that applies research-based instructional experience to improve and extend students’ reading comprehension.



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