

MIDDLE SCHOOL
READING IN THE CONTENT AREA



STRATEGIES
AND ACTIVITIES

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Send all inquiries to:
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TO THE TEACHER

The Importance of Reading

We live in the Information Age. Few things are as important for success today as an ability to understand, analyze, and act on what we read. Whether in the world of work or in the home, most of what adults read is nonfiction. Similarly, students' success depends upon the ability to read and evaluate nonfiction. The most essential informational reading that students do is in their content-area textbooks.

Improving Reading Comprehension

Research supports the value of teaching specific reading comprehension skills to students. Strategies that some good readers intuitively use can be effectively taught to less-skillful readers. This book is designed to help students learn, practice, and apply effective reading comprehension strategies. The goal in teaching these reading skills is to enable students to independently apply reading strategies to construct meaning from text.

In addition to teaching reading strategies, there are other ways you can build reading achievement.

- Model your own use of reading strategies.
- Encourage students to spend time reading daily.
- Provide carefully selected reading materials.
- Devote class time to meaningful discussion of ideas gained through reading.
- Read aloud to students.
- Remember that the richer the background knowledge, the greater the reading comprehension. Before students begin a new textbook lesson and reading assignment, provide time for students to draw upon what they already know through earlier reading and listening experiences.
- Research shows that when students are interested in what they read, their reading achievement soars. Build on students' curiosity by making connections between their interests and content-area readings.
- Students with significant reading lags will also benefit from listening to taped recordings of text while reading along in a book. They can also dictate or write critical information and then read aloud from their dictation.

To assess students' current use of reading strategies, have students complete the *Reading Strategy Inventory* on page 1. Then, after students complete all the activities in this book, administer the Inventory again. Have students note the changes in their reading processes.



TO THE STUDENT

What Is Reading Comprehension?

The primary purpose of reading is comprehension, or understanding. Unless you understand what you read, you might as well be reading words in an unknown language. Because much of the reading you do in school is to gather information and learn new ideas, it is critical that you understand what you read.

Some school reading may be difficult for you. That's okay—all readers struggle at times. What is important is that you know how to unlock the meaning of a passage. Good readers use a variety of methods to help them make sense of what they read. This workbook is designed to help you learn, practice, and apply those strategies. Then, as you read your school textbooks and research sources, you will be able to use these strategies and skills on your own.

What Are Reading Strategies?

Reading strategies are the techniques you use to help you understand and remember what you read. You probably use many reading strategies without even thinking about them. There are strategies to use before reading, during reading, and after reading. When you page through a book, scanning the pictures and captions, you are using a pre-reading strategy. When you take notes as you read, you are using a during-reading strategy. And, when you summarize a passage after you have read it, you are using a post-reading strategy.

Reading Strategy Inventory

Directions: To help you reflect on what strategies you know and use regularly, take the *Reading Strategy Inventory* below. There are no right or wrong answers to these questions, so take the time to honestly answer the questions. Write your answers on a separate sheet of paper.

1. How do you choose what to read?
2. What do you do before you begin reading?
3. As you read, what do you do if you come across a word you don't know?
4. What do you do if you don't understand a paragraph or a section?
5. As you read, do you do anything special to help you remember the information?
6. After you have completed a reading, what do you do?



PREVIEWING THE TEXT

Teaching Strategy 1



OBJECTIVES

- To preview a sample reading passage
- To preview a lesson from a social studies textbook

◆ WHY IS THIS SKILL IMPORTANT?

Previewing text provides a systematic process for helping students to identify the topics and concepts they are likely to encounter as they read. Previewing helps students focus their attention. It can also prompt students to recall prior knowledge and to establish purposes for reading. In addition, students who build strong previewing strategies will be able to apply similar strategies as they review and study their reading.

◆ TEACHING THE SKILL

To introduce the process, work with students to preview the features and contents of their social studies book or another textbook. Draw attention to the book's title and ask students to tell what general topic they would expect to find there. Tell students to turn to the table of contents and together read the chapter titles. Ask students to tell which chapters cover specific topics. Point out special features in the book, such as the glossary, atlas, and index.

Then have students look at a lesson. Guide students to note specific text structures such as checkpoint questions, end-of-lesson summaries, graphic organizers, and any other features that students might find helpful as they preview.

Assign Activity 1 for students to complete independently. After students finish, have them tell what lesson they chose and then share their answers to the preview questions. If several students chose the same lesson, have them compare and contrast their answers. Help students to understand that a preview can help them begin to think about topics and ideas, and that as they read they will learn more.



ELL ACTIVITY Previewing vocabulary is especially important for English Language Learners since unfamiliar language can limit reading comprehension. As they carry out the *Applying the Skill* activity, have these students list the key vocabulary terms and then find each word and its definition in the glossary. Encourage ELL students to learn the meanings of unfamiliar terms each time they preview a new lesson.



ACTIVITY 1: Previewing the Text

Pre-Reading Strategy

When you go to an unfamiliar restaurant, what do you do? You probably start with a quick look at the menu. You may read the headings that point to meal choices or daily specials. You glance at the pictures. Finally, you settle in to read the details before you order and enjoy your meal. Preparing to read nonfiction follows a similar process. You take a look around the text before you dig in. Previewing text can help you get comfortable with what lies ahead so that you will understand and enjoy your reading more completely.

◆ LEARNING THE SKILL

Previewing the text means browsing a passage before you start reading. The purpose of previewing is to help you get a general idea of *what* you will be reading. By knowing what to expect, you can be more aware of important details and facts.

Directions: Follow these steps to preview nonfiction text.

1. Read the title of the unit, chapter, or lesson to learn the topic.
2. Read the headings and subheadings. What topics and ideas are named? How is the text organized?
3. Scan the graphics. Notice the graphs, maps, photos, diagrams, and time lines. Read the captions to see what information each shows.
4. Skim the opening paragraph to get a quick overview.
5. Look for text features that point out key words and concepts. Do check-point questions focus your attention on main points? Are key words shown in bold print or in color? Read the questions and preview the vocabulary.
6. Use your own words to tell the topic and key ideas you expect to read about.



Previewing the text means browsing a passage to get a general idea of *what* you will be reading.



ACTIVITY 1: Previewing the Text (continued)

Pre-Reading Strategy

◆ PRACTICING THE SKILL

Directions: Preview this excerpt from a history textbook. Then answer the questions that follow in the spaces provided.

The Maya

About 3,000 years ago, a small group of farmers settled in the southern part of present-day Mexico. The people prospered. By the year A.D. 250, the Mayan population had grown to more than 10 million.

Skilled Farmers Much of the Maya’s growth came from their skill in

farming. They built **terraces**—leveled off strips of land—so that they could farm hillsides. On their rich land they grew corn, beans, and sweet potatoes.

Culture The Maya developed a system of writing using symbols instead of letters. These symbols or pictures are called **hieroglyphs**.

1. What is the topic of the passage?

2. What vocabulary words does the passage teach?

3. In which section of this passage would you expect to find information about crops?

4. If this passage included a map, what part of the world would it most likely show?

◆ APPLYING THE SKILL

Directions: Previewing Your Social Studies Text Choose a lesson in your social studies textbook. Follow the steps listed on page 3 to preview the text. Then answer the questions below in the spaces provided.

1. What is the topic?

2. List two vocabulary words taught in the lesson.

3. Name three ideas, events, or topics that are discussed in the lesson.



MAKING PREDICTIONS AND SETTING PURPOSES

Teaching Strategy 2

OBJECTIVES

- To make predictions and set purposes for reading (based on a sample paragraph)
- To make predictions and set purposes for reading a social studies lesson

◆ WHY IS THIS SKILL IMPORTANT?

The point of making predictions and setting purposes is to engage readers more fully in noticing and remembering what they read. Reading is an active process that involves a give-and-take between readers and text. The more active the reader, the more he or she gains. Even when reading assigned text, students should be encouraged to establish their own purposes for reading.

◆ TEACHING THE SKILL

Model the strategies for making predictions and setting reading goals. Have students join you in looking at a page from a social studies book or other textbook. Verbally preview the page with students. To do this, draw a web diagram on the board, listing the main topic as the hub of the web. Ask students to call out words or phrases that relate to the topic and to briefly tell how their ideas relate to the topic. Based on students' prior knowledge and the web, have students tell what they predict the text might discuss. Then have students identify questions they hope the text might answer. Record their ideas on the board. Conclude by asking students to share how they might read the passage to best answer their questions and learn about the ideas they expect to find there.

Some students may complain that their only purpose for reading is because a particular text is assigned reading. Discuss these concerns, but encourage students to establish their own purposes. Have students think about why the teacher or others might consider a particular lesson to be important. Urge students to identify key concepts or questions the text is likely to address. Prompt students to think of at least one reason why a selection might interest them.

Assign Activity 2 for students to complete independently. After students finish, discuss the sample passage and have students share their answers to the questions.



ELL Activity The lack of background knowledge can adversely impact English Language Learners, particularly in social studies. Suggest that some students acquiring English may want to pre-read the lesson to compensate for a lack of familiarity with the subject. Then have these students use what they learned by pre-reading as the basis for making predictions and establishing reading purposes.



ACTIVITY 2: Making Predictions and Setting Purposes

Pre-Reading Strategy

Good readers think about a text before they begin to read. They form ideas about what to expect. They identify what they want to find out and why they need to find it. Sometimes a reader's goal is narrowly focused, such as to answer a specific question. Other times the goal is broader, such as to learn new concepts and facts. In either case, knowing what, why, and how you want to read a text can help you boost your understanding and memory of what you read.

◆ LEARNING THE SKILL

Making predictions about text means stating what you expect to find as you read. Then as you read, you can compare your findings against your expectations. **Setting purposes** means identifying goals for what you want to get from a passage and why you want that knowledge. You can use your predictions and goals to help you determine how best to read a passage.

Directions: Follow these steps to make predictions and set reading purposes.

1. Preview the text to identify the topic. Then think about what you already know about this subject. Is the topic familiar— or is it one you have never given much thought to? What personal experiences have you had that aid your understanding?
2. Use your prior knowledge and what you learned from your preview to make predictions. Identify key topics and concepts you expect to find.
3. Set your reading purposes. List questions you hope to answer. Identify possible problems, such as unfamiliar words or ideas to watch for as you read.
4. Decide how to read the text. If the material is unfamiliar, you may need to read more slowly or read it several times to gain full understanding. You might decide to take notes or create an outline as you read. Perhaps reading with a buddy and then discussing the text would best help you meet your goals.



Predict what you expect to learn as you read. **Set reading purposes** to tell what you want to find out, why it matters, and how you can best meet your goals.



ACTIVITY 2: Making Predictions and Setting Purposes (continued)

Pre-Reading Strategy

◆ PRACTICING THE SKILL

Directions: The following paragraph introduces a lesson about amendments to the United States Constitution. Preview the passage. Think about what you already know about this topic. Then answer the questions that follow to record your predictions and identify your reading purposes.

The Thirteenth, Fourteenth, and Fifteenth Amendments

Three amendments to the Constitution passed as a result of the Civil War. These amendments extended the rights of African Americans in the United States. The amendments ended slavery, guaranteed equal protection under the law for citizens, and granted African American men the right to vote.

1. Recall what you know about the topics introduced in this paragraph. Write one fact or idea that relates to this subject.

2. Write two topics or ideas you would expect to find in this lesson.

3. List two questions you have about this topic.

4. Write a plan for how you would read a lesson on this topic in order to best remember the information.

◆ APPLYING THE SKILL

Directions: Making Predictions and Setting Purposes Choose a lesson from your social studies book. Preview the lesson. Think about your background knowledge on the subject. On a separate sheet of paper, write three things you expect the lesson to discuss. Write three questions you want answered by the reading. List two new words or concepts you will watch out for as you read. Write a plan for how you will read the lesson to get the most from it.



USING A K-W-L-H CHART

Teaching Strategy 3

OBJECTIVES

- To complete a K-W-L-H chart based on a short paragraph
- To draw and complete a K-W-L-H chart for a textbook lesson

◆ WHY IS THIS SKILL IMPORTANT?

A K-W-L-H chart provides a tangible structure for enhancing students' involvement in their own reading. The chart prompts students to access prior knowledge, identify their own purposes for reading, reflect on and summarize text, and identify unanswered questions. It also provides an opportunity for students to take charge of their own learning by identifying ways to explore topics in greater depth.

◆ TEACHING THE SKILL

On the board write the following phrases.

Access prior knowledge

Set purposes

Reflect

Go further

Explain to students that these four phrases describe some of the ways that good readers prepare for and respond to their reading. Then draw a K-W-L-H chart on the board. (See the example on the student activity page, page 9.) Discuss with students how the four strategies listed above relate to the four questions listed on the K-W-L-H chart.

Assign Activity 3 for students to complete independently. For the *Applying the Skill* exercise, you might want to choose an upcoming lesson in a textbook and have students begin the chart now and add to it as time goes on. After students finish Activity 3, have them share their K-W-L-H charts. Guide students to see that because each person's background knowledge, questions, and responses differ, there are no right or wrong answers for K-W-L-H charts.



ELL ACTIVITY Pair English

Language Learners with other students to preview and read the textbook lesson. Encourage partners to share what they know about the subject, then list some of their shared background knowledge. Have them discuss what they might want to find out from the lesson before they record their questions. Then have partners take turns reading the lesson and completing the last two columns on the chart together.



ACTIVITY 3: Using a K-W-L-H Chart

Pre-Reading Strategy

Good readers are active readers. They prepare themselves for reading before tackling new material. They stay involved as they read. One way to get the most from your reading is to use a K-W-L-H chart. You start a K-W-L-H chart before you begin to read. As you read you add to the chart. Complete the chart after you have finished reading.

◆ LEARNING THE SKILL

K-W-L-H stands for Know-Want-Learn-How. A K-W-L-H chart provides a place to record what you *know*, what you *want* to find out, what you *learned*, and *how* you can learn more. A K-W-L-H chart helps you to think about your reasons for reading, make links to the things you already know, reflect on what you are learning, and identify new questions and ways to explore.

Directions: Follow these steps to use a K-W-L-H chart.

1. Draw a K-W-L-H chart on a separate sheet of paper. Use the chart below as a model.
2. Before you begin to read, preview the passage. Identify the topic. Brainstorm what you know about this subject from past experience and reading. Write your comments in the first column of the chart.
3. Think about your reading goals. What do you want to find out from the passage? Record your questions in the second column.
4. Read the passage and respond in the third column. Take notes on key points. Summarize what you learned. Respond to the questions you asked earlier.
5. Identify new questions. How does the information connect with what you already know? What new questions or problems does it raise? How can you follow up? Record your ideas in the fourth column.

A K-W-L-H Chart

K	W	L	H
What do you <i>know</i> about this topic?	What do you <i>want</i> to find out?	What did you <i>learn</i> while reading?	How can you learn more?



ACTIVITY 3: Using a K-W-L-H Chart (continued)

Pre-Reading Strategy

◆ PRACTICING THE SKILL

Directions: Read the title of the following passage, then fill in the *K* and *W* columns of the K-W-L-H chart below. Then, read the passage and complete the last two columns on the chart.

THE PYRAMIDS OF EGYPT

The ancient Egyptians built pyramids on the west bank of the Nile River. They built the pyramids as huge tombs for their pharaohs, or rulers. It took thousands of people and many years to build the pyramids. Stonemasons cut huge blocks of granite and limestone. Barges carried the stones across the Nile River. Workers dragged the huge stones up mud ramps to lay the stones in place.

K	W	L	H
What do you <i>know</i> about this topic?	What do you <i>want</i> to find out?	What did you <i>learn</i> while reading?	How can you learn more?

◆ APPLYING THE SKILL

Directions: Using a K-W-L-H Chart Select a short lesson in a textbook. Preview the lesson. Draw a K-W-L-H chart. In the first column, list facts, vocabulary terms, and ideas you already know about the topic. In the second column, write at least two questions you hope to have answered by reading the lesson. Then read the passage. Jot down notes and ideas as you read. Record them in the third column. After you finish reading, record new questions and ideas for exploration. Write how you could learn more about the topic.



MONITORING COMPREHENSION

Teaching Strategy 4

OBJECTIVES

- To read a paragraph and answer comprehension questions
- To monitor comprehension and compare the reading strategies used on two types of reading material

◆ WHY IS THIS SKILL IMPORTANT?

Comprehension is the heart of reading. No matter how good a student is at decoding words, without comprehension, there is no reading. Good readers generally understand most of what they read. They know that different reading purposes require them to use different reading strategies. They continuously monitor their own comprehension by asking questions, pausing to reflect on the meaning of a passage, and by comparing what they have read with their own experiences and prior reading. Experienced readers know that when their comprehension is weak, they need to apply new strategies to improve it.

◆ TEACHING THE SKILL

Choose a few sentences from a familiar current-event story in the newspaper. Choose a passage of equal length on a complicated topic in an encyclopedia, almanac, or other reference. Copy both passages onto the board or on an overhead transparency. Have a volunteer read aloud the passages while students follow along silently. To gauge students' comprehension, ask them factual questions about each passage. Then have students reflect on the difference between the two reading passages by asking questions such as:

- Which passage was easier to understand?
- What did you know about the current event before the reading? What did you know about the topic in the reference source?
- How did your prior knowledge affect your understanding of each passage?

Guide students to understand that being able to say each word is not the same thing as reading. Reading involves comprehending, or understanding, what you read.

Assign Activity 4 for students to complete independently. After students finish, have them share strategies they used to monitor their comprehension and what they did when they noticed that they were having a hard time understanding what they read.



ELL Activity

Remind English

Language Learners that unfamiliar vocabulary and grammar may make full comprehension more difficult for them. Because context can often clarify difficult terms and sentence structure, suggest that ELL students use the read-ahead and rereading strategies for complicated materials.



ACTIVITY 4: Monitoring Comprehension

As-You-Read Strategy

*Do you like to watch your favorite movies over and over? Each time you watch, do you notice new things? Reading a book can be somewhat the same. Each time you read, you learn something new. Your understanding deepens and your memory for details—both big and small—improves. The primary purpose of reading is comprehension. **Comprehension** means understanding what you read. Good readers **monitor**, or check, their comprehension. When comprehension breaks down, they take action.*

◆ LEARNING THE SKILL

You've probably noticed that you don't read a magazine or an entertaining story in the same way as you read a textbook. What you want out of the two materials is different. Monitoring comprehension requires you to compare what you are getting from a text against what you want and need to get.

Directions: Follow these steps to monitor your comprehension and take steps to improve it.

1. Stay alert as you read. Does the text make sense? Are you finding the needed information? Ask yourself questions about the material. Do you know the answers?
2. When you get to the end of a paragraph or section, stop reading. Look away from the book and use your own words to retell what you have just read. You cannot retell what you don't understand. Retelling also helps you remember what you've read.
3. If your comprehension is not as good as it needs to be, change your reading rate. Reading slower might give your thoughts enough time to catch up with your eyes!
4. Read ahead to see if things clear up. The next sentences could clarify the point. This is a good strategy to use when a specific fact or word confuses you.
5. Reread the passage. Rereading can help you find details you didn't see before. Sometimes the fine points are just what you need to make sense of the text. You may need to return to an earlier section and reread it, too. Authors often layer facts and ideas on top of earlier ones. If you do not remember or understand a concept that was introduced before, you may fail to understand the current one.



Monitoring comprehension means checking to see that you understand what you're reading.



ACTIVITY 4: Monitoring Comprehension *(continued)*

As-You-Read Strategy

◆ PRACTICING THE SKILL

Directions: Read the following passage and answer the questions that follow in the spaces provided. Monitor your comprehension as you go along.

UNITED STATES COURTS OF APPEALS

Federal courts of appeals hear cases that have come to them on appeal from lower district courts or from federal regulatory agencies. Congress established these courts in 1891 to ease the burden of the United States Supreme Court, which had more cases than it could handle.

There are no trials held in federal courts of appeals. Instead, judges hear arguments from attorneys for both sides of the case. The judges do not decide questions of guilt or innocence. They rule only on whether a defendant's rights have been protected and on whether he or she received a fair trial.

1. When and why did Congress establish the United States courts of appeals?

2. What kinds of cases appear before federal courts of appeals?

3. On what rights do judges in federal appeals courts base their rulings?

4. Think about the way in which you read the passage above. Consider the process you used to answer the questions. Did you remember the information after one reading? Explain how you found the answers to the questions above.

◆ APPLYING THE SKILL

Directions: Monitoring Comprehension Choose two different kinds of reading material— one that is light and easy to read and a second one with many facts and concepts. Read each passage. On a separate sheet of paper write a short paragraph to compare and contrast the way you read these materials. Discuss your comprehension of each one. What strategies could you use to improve your understanding and memory of the more complicated passage? Why might this be helpful?



UNDERSTANDING KEY WORDS

Teaching Strategy 5



OBJECTIVES

- To use word parts, related words, and context to identify the meaning of key words
- To use word parts, related words, and context to determine word meanings

◆ WHY IS THIS SKILL IMPORTANT?

To understand content-area concepts and facts, students must understand and then learn relevant vocabulary. Learning to use a variety of strategies to unlock the meanings of unfamiliar terms can help boost reading comprehension and fluency and decrease students' frustration with complex materials.

◆ TEACHING THE SKILL

Write the following sentence on the board.

*During the 1400s and 1500s, many Europeans began to call for a **reformation** in the teachings and practices of the Roman Catholic Church.*

Read the sentence aloud, drawing attention to the word *reformation*. Tell students to read the sentence silently to determine the meaning of *reformation*. Prompt students to use the context of the sentence to figure out the word's meaning. Without asking students to share their contextual definitions, move on. Point to the prefix *re-* in *reformation* and ask students to tell what it means (*again*). Ask students to tell how the prefix *re-* changes the word *form* (by changing form to mean "to form again.")

Then ask students to name other words they know that are related to *reformation*, such as *reform* and *reformer*. Ask volunteers to explain the meanings of *reform* and *reformer*. Then have students use the context of the sentence and the meanings of word parts and related words to develop a working definition for *reformation*. Ask a volunteer to find the word in the dictionary and read the definition aloud. Discuss how students' informal definitions compare with the dictionary one.

Assign Activity 5 for students to complete independently. After students finish have them brainstorm a list of other words formed from the word parts shown on the chart. List students' ideas on the board. Have volunteers check these words in the dictionary and read the definitions aloud.



ELL ACTIVITY Point out to English Language Learners that knowing word parts can help them determine the meaning of many new words. Have ELL students complete *Practicing the Skill* independently and then complete the *Applying the Skill* assignment with a native English-speaking partner.



ACTIVITY 5: Understanding Key Words

As-You-Read Strategy

All readers occasionally have trouble *understanding key words*. Sometimes you've heard a word before but have never seen it in print. Sometimes a word is completely new to you. Good readers know how to use a variety of strategies to unlock unfamiliar words.

◆ LEARNING THE SKILL

What do you do when you come across a new word? The first step is to say it. Use what you know about letter-sound relationships to sound out the word. If the word is a long one, break it into smaller parts or syllables, then sound out each part.

Once you can say the word, take these steps to understand and learn its meaning.

1. Use context clues. Read the surrounding sentences. An author may define the term or give enough information so that you can build an informal definition on your own. Sometimes a description, an example, or a comparison in the text will help you understand the new word.
2. Think of related words that you know. For instance, *dictatorship* contains the word *dictator*. If you know *dictator*, you can figure out the meaning of *dictatorship*.
3. Look for familiar word parts, such as prefixes, suffixes, and roots. The root *anthrop* means "human." The root *ology* means "study of." Knowing the meaning of these roots allows you to figure out the meaning of *anthropology*.
4. Consult a dictionary or the textbook glossary when context, related words, and word parts don't help.
5. Learn the word. Using and reusing a word is one way to remember it. Another way is to make word cards. Think of a picture that will help you remember the word. Write the word and draw a picture on one side of an index card. Write the definition on the back. Quiz yourself.
6. Create a word map. Draw a web with the new word in the center. Surround the word with a list of related words, words with similar meanings, and examples. (For an example of a word map, see page 44.)



To **understand a key word** you should say the word, determine its meaning, and then commit the word and its meaning to memory.



ACTIVITY 5: Understanding Key Words (continued)

As-You-Read Strategy

◆ PRACTICING THE SKILL

Directions: Use the chart at right, the context of the sentences below, and your knowledge of related words to answer the following questions. Circle the letter of the correct answer.

Word Part	Meaning
anti	against
aqua	water
arbor	tree
chrono	time
circum	around
deca	ten
hemi	half
neo	new
polis	city
pro	for

- Which of the following terms means “a canal or passage for water”?
 a) arboretum b) aqueduct c) antithesis d) circumference
- After Americans gained independence, they were divided about the role of government. Federalists wanted a strong national government. Which of the following terms best fits a group opposed to a strong national government?
 a) pro-Federalists b) neo-Federalists c) hemi-Federalists d) anti-Federalists
- Explorers in the 1500s proved that the earth was round when they sailed completely around the world. Which word below names what the explorers did?
 a) hemisphere b) circumnavigation c) aquaculture d) chronology
- Hundreds of years ago, the Aztec built a great civilization. Their capital city held palaces, schools, markets, and hundreds of thousands of people. Today we have a name for large, important cities. Which word names such a place?
 a) decagon b) hemisphere c) metropolis d) arboretum

◆ APPLYING THE SKILL

Directions: Understanding Key Ideas In a textbook, select five undefined and unfamiliar words. On a separate sheet of paper, write each word. Use word parts, context clues, and related words to write a working definition for each word. Then find the words in a dictionary. Write the definitions and compare them to your own.



IDENTIFYING THE MAIN IDEA

Teaching Strategy 6

OBJECTIVES

- To identify the main idea in a paragraph
- To identify the main idea in a news article

◆ WHY IS THIS SKILL IMPORTANT?

Whether it is a paragraph, an article, or a chapter, most content-area reading focuses on a main idea that is developed with facts, details, and examples. Students can learn to use this text structure to help them comprehend and remember key concepts and information. In addition, knowing how to identify the main idea and supporting details provides the basis for developing other critical reading and study skills, including outlining, note-taking, and test-taking strategies.

◆ TEACHING THE SKILL

On the board write the following sentence.

News of the gold rush brought a wave of newcomers to California.

Ask students what topic, or subject, they think this sentence introduces (California's gold rush). Then ask students to identify the author's main idea or point about the gold rush (great numbers of newcomers rushed to California because of gold). Guide students to see the difference between a topic, which simply identifies the subject, and the main idea, which makes a point about the topic. Then ask students to speculate about what type of details they might expect to read in a paragraph with this opening sentence. Help students to understand that the author

might include specific information about the numbers of people who went to California, where they came from, and how they got there.

Then present the following sentences.

Successful stores, hotels, and law firms served the miners.

Homebuilders stayed busy constructing big houses for wealthy miners.

Landowners made huge profits selling land to settlers.

Explain that these three sentences present supporting details. Have students offer a main idea that is supported by these sentences. (Possible answer: *The gold rush brought success to many people who worked outside mining.*)

Assign Activity 6 for students to complete independently. After students finish, have them share their current event and tell the main idea of the article.



ELL Activity Pair English Language Learners with fluent English

speakers to buddy-read a news article. Then have fluent speakers write a sentence stating the main idea. Have second-language learners use their own words to rephrase and then write the sentence.



ACTIVITY 6: Identifying the Main Idea

As-You-Read Strategy

*As you read textbooks and other nonfiction materials, you come across historical dates, events, and names. These details are easier to understand and remember when they are connected to one **main idea**. Understanding the main idea will help you to grasp the whole story. By understanding the big picture, you can better understand the significance of the details and the relationships between them. Identifying the main idea can also help you to know what ideas and details are most important to review as you study for tests and quizzes.*

◆ LEARNING THE SKILL

Identifying the main idea means understanding the author’s main point. The main idea is more than a topic. A topic names a specific subject. The main idea makes a point about the topic. Often an author states the main idea of a paragraph in the first sentence. Then other sentences support the main idea with details, facts, and examples. Sometimes the main idea appears at the end of a paragraph. Then the author presents supporting details that lead up to the main idea. When the author does not directly express the main idea, the reader can infer it by looking for the connections between the supporting details.

Directions: Follow these steps to identify the main idea in a paragraph.

1. Read the first sentence, the title, and the headings to identify the topic.
2. Read the passage, noting the specific details. Ask yourself, why does the author include this information? How are these details connected?
3. Think about what you just read. Consider the most forceful statements in the material. What message does the author want you to understand or remember?
4. Reread the first and last sentences. Does the author directly state the main idea? If not, review the details and examples. What conclusions can you draw?
5. Use your own words to state the main idea or central point.



A **topic** names the subject. The **main idea** is the main point. **Supporting details** explain, prove, or develop the main idea.



ACTIVITY 6: Identifying the Main Idea (continued)

As-You-Read Strategy

◆ PRACTICING THE SKILL

Directions: Read the following passage to identify the main idea. Then list the topic, main idea, and supporting details on the graphic organizer below.

Although greatly outnumbered by men, women made important economic contributions during the California gold rush. Most married women looked after the family. They cooked, raised a small garden, and did the sewing and washing. Some wives staked their own claims, thus giving the couple twice as much land to mine. Single women and married women who needed to earn a living worked as cooks and waitresses. Some women rented out cots, did laundry, or sold home-baked pies and breads to hungry miners. Women owned their own businesses, too. They ran hotels and taverns to serve miners and travelers.

Topic:	
Main Idea:	
<i>Supporting Details:</i>	

◆ APPLYING THE SKILL

Identifying the Main Idea Select a short newspaper or magazine article about a current event. Read the headline and the text. Circle the word or phrase that names the topic of the article. Underline the supporting details. In the space below, use your own words to write the main idea of your selection.



TAKING NOTES

Teaching Strategy 7



OBJECTIVES

- To take notes from a nonfiction passage
- To take notes from a news article and use the notes as the basis for a brief presentation

◆ WHY IS THIS SKILL IMPORTANT?

Taking notes keeps students engaged as they read and can help them remember important information. Note-taking is most beneficial when students take the time to reflect on what they read before they write. Rewording the information ensures that students understand what they read and are not blindly copying from the text.

◆ TEACHING THE SKILL

Model the process of taking notes. Choose a passage from a social studies book or other textbook. Read the text aloud as students follow along. Guide students in noting the headings, subheadings, and bold-faced terms in the passage. On the board draw a two-column chart like the one shown below. On the chart, list the topic of the reading. Then identify the first main idea. Ask students to tell key facts, examples, and supporting details that relate to this main idea. Continue the process by having students identify other

main ideas and details. Tell students that they can use a chart like the one below as they take notes or they can write their notes in any form that is helpful to them.

Assign Activity 7 for students to complete independently. After students finish, invite them to share their notes. Point out that there are many ways to rephrase and organize information into notes. Then have students take turns using their notes from the news articles as the basis for short presentations.



ELL ACTIVITY Suggest that English Language Learners read the *Practicing the Skill* passage once through before writing notes, a second time to strike out the least important information, and a third time to take notes and complete the graphic. Have ELL students work with partners on their news articles. Have one student read the passage aloud and dictate notes while the partner records the notes.

Topic:	
Main ideas:	Facts, examples, and supporting details:
1.	1.
2.	2.
3.	3.



ACTIVITY 7: Taking Notes

As-You-Read Strategy

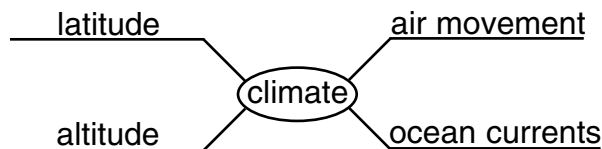
*One of the best ways to understand and remember what you read is to take notes. To be an effective study tool, **taking notes** requires more than copying from the text. You must decide what is most important and organize the information in a way that makes sense.*

◆ LEARNING THE SKILL

One important skill in taking notes is keeping them brief. Only the most important concepts and ideas are recorded. Your notes should serve as a shorter version of the text.

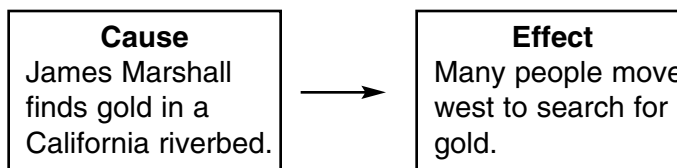
Directions: Follow these steps to take notes from a text passage.

1. Read a section or several paragraphs of text. Pay attention to the headings.
2. Think about the information. Ask yourself: What is the main idea? What details are most important? Which dates, people, or events do you need to know?
3. Write down the key points. Use your own words. Read the section again if you do not understand the ideas well enough to retell them.
4. Use graphics. You can show a lot of information in a visual way with concept maps, webs, sequence charts, flowcharts, and time lines.
5. Leave plenty of space in the margins. Skip lines between key points. You may want to add related information later.
6. Move on to the next section in the text and repeat the process.
7. Reread your notes when you are done. Use a colored marker to highlight key points. Keep your notes in a notebook or folder so you can return to them again.



Show relationships between ideas and details in a concept map or web diagram.

Show why an event occurred in a cause-and-effect chart.





ACTIVITY 7: Taking Notes (continued)

As-You-Read Strategy

◆ PRACTICING THE SKILL

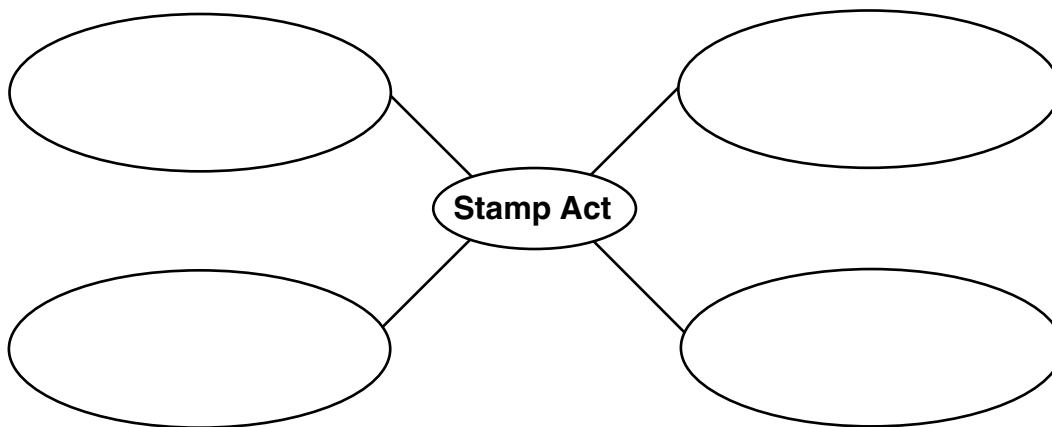
Directions: Read the following passage. Take notes on the key points and vocabulary terms. Write your notes on a separate sheet of paper. Then complete the web diagram below to summarize key points.

Stamp Act Controversy

In 1765 the British Parliament passed the **Stamp Act**. This law forced the American colonists to pay a tax on common products, such as newspapers and playing cards.

Up to this time, the colonists had made their own decisions about taxes and expenses. Now Parliament was trying to tax them. The colonists claimed that Parliament violated the right of British citizens to be taxed only by their elected representatives. Americans did not vote in elections to Parliament. Angry colonial lawyers, merchants, and newspaper printers organized friends and neighbors to oppose the Stamp Act.

Some angry colonists formed a protest group called the **Sons of Liberty**. They burned piles of the British stamps. Many merchants decided to **boycott**, or refuse to do business with, the British. The merchants agreed not to buy or sell British goods.



◆ APPLYING THE SKILL

Directions: Taking Notes Find a current events article in a newspaper or magazine. Read the article. Draw a line through the least important information. Take notes on the key points. Put your notes in order, and then use them to summarize your article for your classmates.



OUTLINING

Teaching Strategy 8

OBJECTIVES

- To answer questions based on a partial outline
- To create an outline of a textbook lesson or chapter

◆ WHY IS THIS SKILL IMPORTANT?

Outlining can provide a structured format for note taking. It can help students identify and understand the connections between details and larger concepts. However, outlining only becomes an effective study skill for reading in a content area when students actively process and organize the information on their own. Using headings and subheadings in the text can help students put names to key topics and subtopics, but if students do not stop to reflect on links between topics and the meaningful details that support those topics, the value of outlining is minimal.

◆ TEACHING THE SKILL

Choose a short textbook passage or lesson with which students are familiar. With students, create an outline of the text. Ask students to scan the lesson to note the heads and subheads. If needed, read aloud or have students reread the lesson to identify the main ideas. Help students choose several main ideas to list as main topics in the outline. Record them on the board or on an overhead transparency.

Have students identify subtopics for the main topics, and then subtopics under subtopics. As you write their ideas on the board, point out the placement and use of Roman numerals for main topics, and

capital letters, Arabic numerals, lowercase letters, and numbers in parentheses for subtopics. Explain that each subtopic need not have further subtopics, but that when they do, at least two items must be listed. Help students understand that to use an outline as a review tool, they should think about key points and details and be sure to show them at the appropriate point in the outline.

Assign Activity 8 for students to complete independently. You may wish to have all students outline the same lesson for the *Applying the Skill* activity. After students finish, have them share their answers to the *Practicing the Skill* questions and then compare the outlines they created in *Applying the Skill* with those of other classmates who outlined the same lesson.



ELL Activity To help English Language Learners identify main topics and subtopics in the *Applying the Skill* activity, have students write each main topic on a separate sheet of paper. Then have students review the lesson to find key words or phrases that belong under each main topic. Have students list them as subtopics on the appropriate pages, leaving plenty of space between items, and then review the passage again to find the details that belong under each subtopic.



ACTIVITY 8: Outlining

As-You-Read Strategy

An **outline** is a written plan that shows how information is organized. It provides an overview of a topic by listing main ideas and details. Outlining a text can be an effective way to learn and study what you read. However, creating a good outline requires more than just copying headings and subheadings from the text. A good outline requires you to think about the text to summarize the information and find the links between key concepts and facts.

◆ LEARNING THE SKILL

An outline organizes information into three categories: main ideas; subtopics, or parts of each main idea; and supporting details. Outlines begin with broad ideas, followed by more specific ideas. A formal outline follows a standard format.

Directions: Follow these steps to create a formal outline of a reading passage.

1. Read the material to identify the main ideas. Textbook section heads may provide clues to main ideas. Make each main idea a main topic. Label each topic with a Roman numeral followed by a period, such as I., II., III., and so forth.
2. Identify subtopics that explain the main ideas. Label subtopics with capital letters and periods, as in A., B., C., and D.
3. List supporting details that provide more information about the subtopics. Label supporting details with Arabic numerals and periods, such as 1., 2., and 3.
4. Use lowercase letters and then numbers in parentheses to divide the subtopics into even smaller subtopics.
5. Check the number of entries. Each level should have at least two entries— or none. For example, if you have an A. subtopic, you should also have a B. subtopic. Indent each entry from the level above it.
6. Check the style of your outline. All entries should follow the same form. In other words, all entries should be either sentences or phrases.



An **outline** organizes information into topics, subtopics, and levels of supporting details.



ACTIVITY 8: Outlining (continued)

As-You-Read Strategy

◆ PRACTICING THE SKILL

Directions: Read this partial outline. Then answer the questions that follow in the spaces provided.

	I. Legislative Branch A. House of Representatives 1. Qualifications 2. Responsibilities B. Senate 1. Qualifications 2. Responsibilities	1. Qualifications 2. Responsibilities a. Enforces laws b. Commander-in-chief B. Vice President
	II. Executive Branch A. President	III. Judicial Branch A. Supreme Court B. Other federal courts

1. What are the three major topics in this outline?

2. Under what subtopic would you find information about the duties of the president?

3. If you wanted to add information about justices of the Supreme Court and about landmark Supreme Court decisions, where would you put it? How would you label that information in the outline?

4. How could you make this outline a better study aid?

◆ APPLYING THE SKILL

Directions: **Outlining** Choose a lesson from a textbook. Read the lesson and use the headings and subheadings to create a brief outline. Then return to the lesson to find additional subtopics for your outline. Insert sufficient details in the outline to create a thorough overview of the lesson.



READING MAPS, GRAPHS, AND CHARTS

Teaching Strategy 9



OBJECTIVES

- To interpret an elevation map and a bar graph
- To analyze a map and a chart

◆ WHY IS THIS SKILL IMPORTANT?

Maps, graphs, and charts deliver significant textbook content. By learning to read and interpret visuals, students— particularly those for whom reading comprehension is a weakness— gain valuable information. In analyzing charts, graphs, and maps, students should concentrate on drawing inferences from the data. They should start by noting the details and move on to examining the relationships between groups or categories of data.

◆ TEACHING THE SKILL

Write the following paragraph on an overhead transparency or on the board. Then read the paragraph, as students follow along.

In some parts of the world, nuclear energy is a significant energy source. Seventy-five percent of France's electricity comes from nuclear power plants. In Belgium, nuclear energy supplies 58 percent of the country's electricity. Other places where nuclear energy is important include South Korea with 43 percent, Hungary with 38 percent, and the Slovak Republic at 47 percent of all electricity generated.

Ask students how they could use the data in the paragraph to create a chart or graph. Guide students to see that such information could be displayed in a table or in a bar graph. Have students decide how to show the data, and then draw their suggested graphics on the board. Ask students to draw conclusions from the data and help them to see that it is easier to draw conclusions when the numbers are in a graphic form, rather than embedded in text. Ask students how they could use a map to better understand the graphic data (*they could locate the countries named on the chart or graph*).

Assign Activity 9 for students to complete independently. After students finish, have them share the conclusions they gathered from the maps, graphs, and charts they analyzed in the *Applying the Skill* activity.



ELL ACTIVITY Pair English

Language Learners with fluent English speakers to complete the *Applying the Skill* activity. Have partners analyze and discuss the map and chart or graph. Then have them work together to write their paragraphs.



ACTIVITY 9: Reading Maps, Graphs, and Charts

As-You-Read Strategy

Nonfiction texts often include *maps, graphs, and charts*. *Maps* show the location of places and events. *Graphs* show change over time or make comparisons between sets of data. *Tables or charts* are often used to report numerical data.

◆ LEARNING THE SKILL

Maps, graphs, and charts can make certain information clearer and more understandable. To get the most out of these visuals, you need to learn how to read and interpret them.

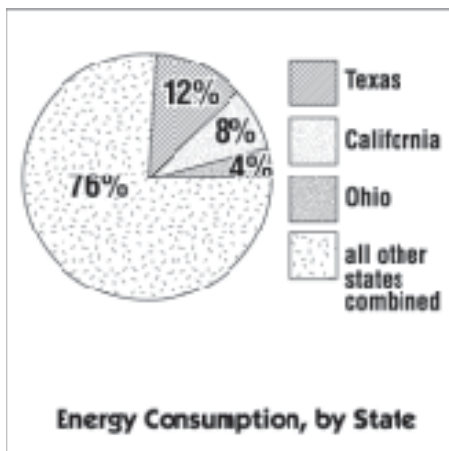
Directions: Follow these steps to read and interpret maps, graphs, and charts.

Maps

1. Read the title to tell the map's subject and purpose.
2. Examine the map scale. It tells how many miles or kilometers are represented by a given measure on the map.
3. Read the map key, or legend. It explains the meaning of shapes, colors, and other symbols on the map.
4. Look for the compass rose or direction arrow to find north, south, east, and west on the map.

Energy Consumption	
State	Trillion Btu
All states combined	94,063
Texas	11,396
California	7,727
Ohio	4,144

Table



Circle graph

Graphs and Charts

1. Read the title to find the subject.
2. Examine the headings and labels. They explain what the graph or chart compares, measures, or reports. Read the key.
3. Analyze the data. Make comparisons, search for trends, or draw conclusions.



ACTIVITY 9: Reading Maps, Graphs, and Charts (continued)

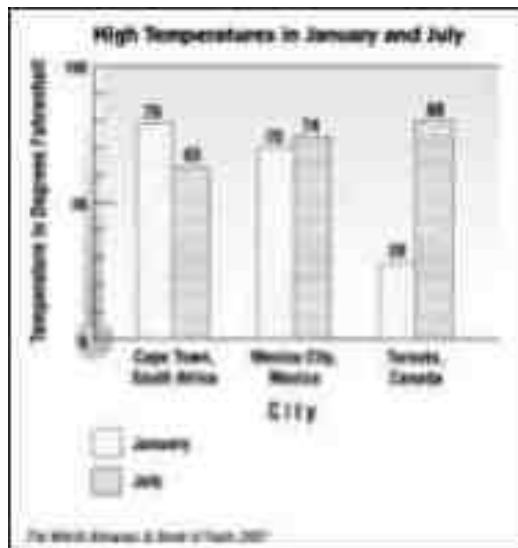
As-You-Read Strategy

◆ PRACTICING THE SKILL

Directions: Use the map and graph below to answer the questions that follow in the spaces provided.



South Africa: Elevation



1. Look at the map. What is its subject? What type of map is it?

2. Which parts of South Africa have the lowest elevations?

3. For Cape Town, South Africa, which month—January or July— has the highest temperatures?

4. Which city has the least difference between January and July high temperatures? Which city has the greatest difference?

◆ APPLYING THE SKILL

Directions: Reading Maps, Graphs, and Charts Select one map and one chart or graph from your social studies textbook. Choose a map and chart or graph that are related in some way. On a separate sheet of paper write a paragraph about the visuals. Tell how the map and chart or graph are related. Use information on the chart or graph to draw conclusions about the places on the map. Use the map to help explain the information on the chart or graph.



INTERPRETING PHOTOGRAPHS AND IMAGES

Teaching Strategy 10

OBJECTIVES

- To interpret a photograph and a diagram
- To compare a photograph or illustration with that of a diagram of the same subject

◆ WHY IS THIS SKILL IMPORTANT?

Good readers visualize what is happening in the text and form mental images as they read. Visualization helps readers understand complex processes and remember key details. Photographs, illustrations, and diagrams thus help students to more accurately visualize a scene, time period, event, or process. However, many students skip over pictures and diagrams as they read. They see them as superfluous to their main task—reading words on the page. Encourage students to take the time to study and interpret photographs and images. Help them to see that visuals may provide information that is not available in the text and can also help them better understand and remember what they read.

◆ TEACHING THE SKILL

Read aloud the following passage of text.

When a volcano erupts, molten rock called magma rises through cracks in the earth's crust. Gases form and pressure builds until the volcano erupts. Gases, dust, and pieces of rock spew from the volcano. Layers of lava and ash build up around the volcano opening and, in time, form a cone-shaped mountain.

Have students look at the photograph and the diagram of the volcano eruptions on page 31. Ask students to tell how they pictured the eruption as they listened to the passage. Have students compare their mental images with the photograph and diagram shown in the *Practicing the Skill* activity. Guide students to note that the visuals make it easier to understand the description provided in the text.

Assign Activity 10 for students to complete independently. After students finish, have them tell what picture and diagram they interpreted for the *Applying the Skill* activity. Invite students to share their interpretations and comparisons.



ELL Activity Gathering information from photographs and diagrams can simplify content-area reading for English Language Learners. However, some students may still need help in reading and interpreting diagram labels. Encourage students to use the glossary or a dictionary to check the meaning of unfamiliar words in the *Practicing the Skill* and *Applying the Skill* diagrams.



ACTIVITY 10: Interpreting Photographs and Images

As-You-Read Strategy

How often have you heard the expression "A picture is worth a thousand words?" **Photographs, illustrations, and diagrams** are three ways that pictures provide valuable information—often much more information than what you get from words alone.

◆ LEARNING THE SKILL



The sun warms the ocean.

The photographs and illustrations you find in textbooks are not just for decoration. Their primary purpose is to help you visualize and understand what is in the text. Diagrams also help you to visualize concepts. They provide a glimpse into the way something works, the stages in a cycle, the steps in a process, or how something is put together.

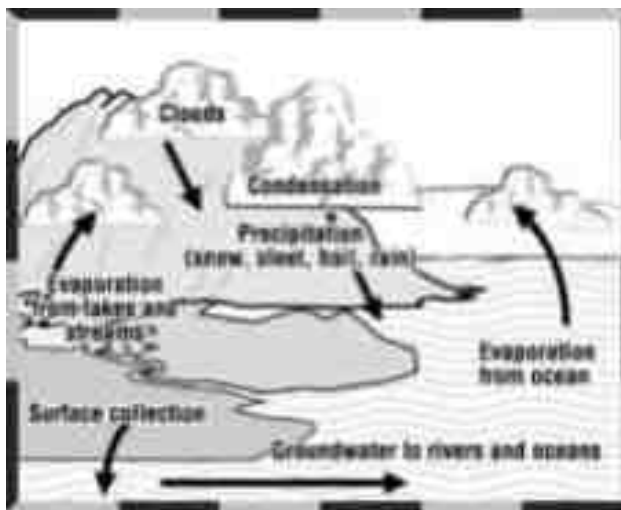
Directions: Follow these steps to interpret photographs, illustrations, and diagrams.

Photographs and Illustrations

1. Read the caption to learn the subject, location, and time period shown.
2. Study the people, places, and events shown. Notice the background. Think about what may be excluded from view.
3. Ask yourself: What feeling or impression does the photographer or artist want to convey? What is the center of interest? What messages do light, shadow, and color deliver?

Diagrams

1. Read the title or caption to find out the subject.
2. Read the labels to determine their meanings.
3. Trace the lines to see what part of the diagram each label explains.
4. Look for arrows that show movement, stages of a cycle, or the order of steps.



The Water Cycle



ACTIVITY 10: Interpreting Photographs and Images (continued)

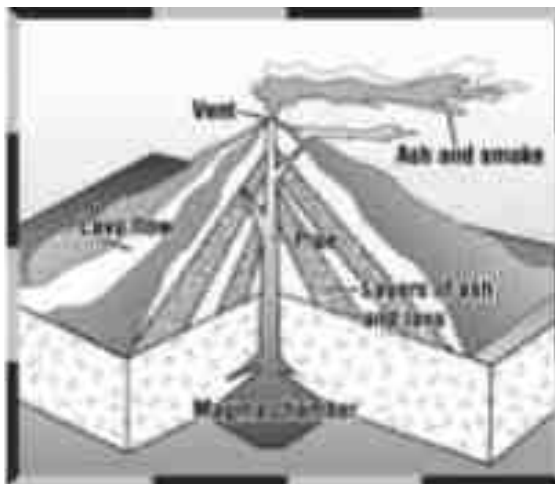
As-You-Read Strategy

◆ PRACTICING THE SKILL

Directions: Use the photograph and diagram below to answer the questions that follow in the spaces provided.



Mt. St. Helens erupted in 1980.



An Erupting Volcano

1. What is the subject of the photograph and diagram?

2. What is the name for the point where ash and smoke erupt from the volcano?

3. What is magma called after it flows onto the earth's surface?

4. What do you learn from the diagram that you do not learn from the photograph? What do you learn from the photograph that you do not learn from the diagram?

◆ APPLYING THE SKILL

Directions: Interpreting Photographs and Images Select a photograph and a diagram about a related subject from your social studies or science textbook. On a separate sheet of paper write a paragraph to explain your interpretation of both visuals. Compare the information you receive from each one. Which is more informative? Explain why you think so.



COMPARING AND CONTRASTING

Teaching Strategy 11

OBJECTIVES

- To compare and contrast information
- To compare and contrast points of view

◆ WHY IS THIS SKILL IMPORTANT?

One of the best ways to understand and remember new information is to make connections between topics or ideas. One way to relate such topics or ideas is by looking for the similarities and differences between them. When readers compare and contrast, they compare the features or characteristics of one topic or event against the features or characteristics of the other topic or event.

◆ TEACHING THE SKILL

On the board write the following sentences.

Canada shares the landform called the Rocky Mountains with the United States.

The climate of Canada is much cooler than that of the United States.

Read the first sentence with students. Point out that the sentence compares the United States with Canada. Ask students whether the sentence points to a similarity or a difference (*similarity*). Have students find the signal word that points to the similarity (*shares*). Read the second sentence and ask students whether it points out a similarity or a difference (*difference*).

On the board, draw a comparison chart, similar to the one on page 33. Label the columns *Feature, Canada, and United States*. Label the rows *Landforms and Climate*. Model how to use the chart to compare features. Then draw a Venn diagram and use it to compare and contrast the sentences you wrote on the board.

Assign Activity 11 for students to complete independently. After students finish, have them read the editorial letters they selected and show their Venn diagrams or comparison charts.



ELL ACTIVITY Suggest that English Language Learners work with

fluent English speakers to complete the *Applying the Skill* activity. Have fluent English speakers read the letters aloud. Then have partners choose which features to compare and contrast. Have ELL students record the similarities and differences on the Venn diagram or comparison chart.



ACTIVITY 11: Comparing and Contrasting

As-You-Read Strategy

You make comparisons all the time. For instance, if you are shopping for a new stereo, you probably compare and contrast different models and brands of stereos. Just as comparing and contrasting is a good consumer skill, it is also a good skill to use as you read.

◆ LEARNING THE SKILL

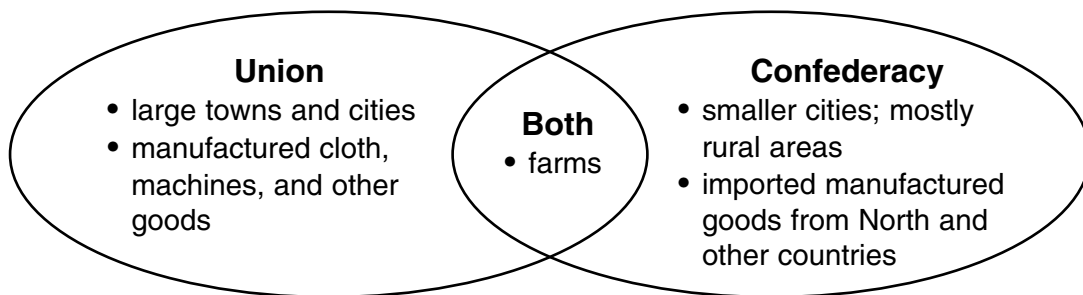
When you **compare** you look for how things are alike. When you **contrast** you look for differences. One good way to understand and remember what you read is to look for similarities and differences between people or events. Sometimes an author directly states how things are alike and different. More often, you will do your own comparing and contrasting as you think about what you read.

Directions: Follow these steps to compare and contrast information.

1. Decide what subjects, people, events, or opinions to compare and contrast.
2. Identify key features or characteristics of the subjects.
3. Look for similarities. Authors use words such as *both*, *same*, *also*, *share*, and *in common* to point out similarities.
4. Look for differences. Words such as *although*, *however*, *on the other hand*, *instead*, and *but* point to differences.
5. Use a Venn diagram or a comparison chart to record your findings. Then, examine your chart or diagram and draw conclusions.

Feature	Union	Confederacy
Agriculture	Strong	Strong
Industrial base	Strong	Weak
Large cities	Many	Few

Comparison chart



Venn diagram



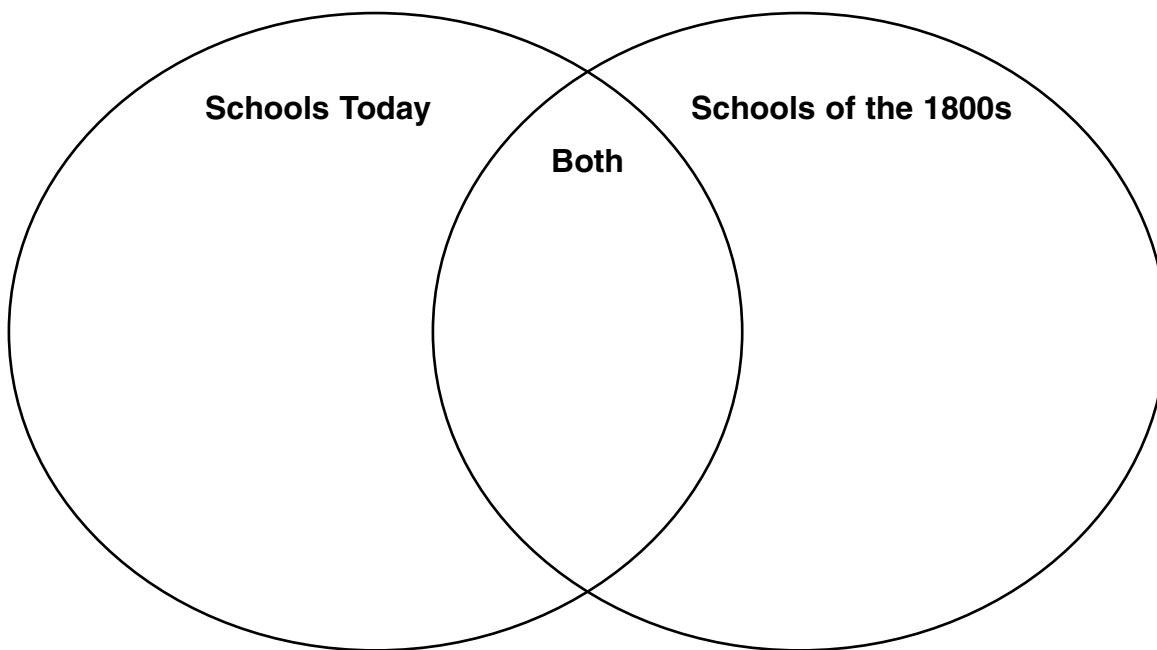
ACTIVITY 11: Comparing and Contrasting (continued)

As-You-Read Strategy

◆ PRACTICING THE SKILL

Directions: Read the following passage. Compare and contrast American education of the early 1800s with education today. Then use the Venn diagram below to list the similarities and differences.

Today all school-age children are entitled to free public education. States fund the schools and make laws that require school attendance. Such ideas about education were not always the case. While Americans of the early 1800s valued education just as they do now, schools varied from place to place. In some areas the town paid for schools. In others, private groups raised money for schools or asked parents to contribute. Sometimes neighbors banded together to hire a minister or a tutor to teach a small group of students. Children were not required to attend school. In certain schools African Americans, girls, and those with physical challenges were not welcome.



◆ APPLYING THE SKILL

Directions: Comparing and Contrasting On the editorial page of a newspaper or magazine find two letters on the same subject. Compare and contrast the letters. Identify points the letters have in common and points about which the writers disagree. Create a comparison chart or a Venn diagram to compare and contrast the letters.



UNDERSTANDING CAUSE AND EFFECT

Teaching Strategy 12

OBJECTIVES

- To identify cause-and-effect relationships in historical events
- To identify cause-and-effect relationships in current events

◆ WHY IS THIS SKILL IMPORTANT?

Determining why something occurred and what happened as a result of it can help students clarify relationships between events so that they can better analyze and understand them. To understand cause and effect, students identify the initiating action or circumstance—the cause. Then they determine the consequence or result—the effect.

◆ TEACHING THE SKILL

Introduce the concepts of cause and effect by inviting students to share something good that happened to them in the past week. Ask the volunteers to then answer these questions: “What caused this event to happen?” “What was the effect of the event on your life?” Make a cause-and-effect diagram on the board to chart the students’ responses. Then have all students draw a diagram showing the cause and effect of an experience in their own lives.

Explain to students that many historical events have more than one cause and effect. In fact one of the tasks of historians is to analyze the complex long-term effects and causes of historical events.

Advise students that just because one event precedes another, a cause-and-effect relationship does not necessarily exist.

Assign Activity 12 for students to complete independently. After students finish, have them check their own papers while reviewing the answers to the *Practicing the Skill* exercises. Then have students share the diagrams they made to chart the cause-and-effect relationship of a current event.



ELL ACTIVITY For the *Practicing the Skill* exercises, suggest that English Language Learners eliminate answers they know are wrong, then reread the passage before marking the final answer in each item. Have English Language Learners and fluent English speakers work together on the *Applying the Skill* activity, first choosing a news article and then buddy-reading it. Have both students share responsibility for creating the diagram.



ACTIVITY 12: Understanding Cause and Effect

As-You-Read Strategy

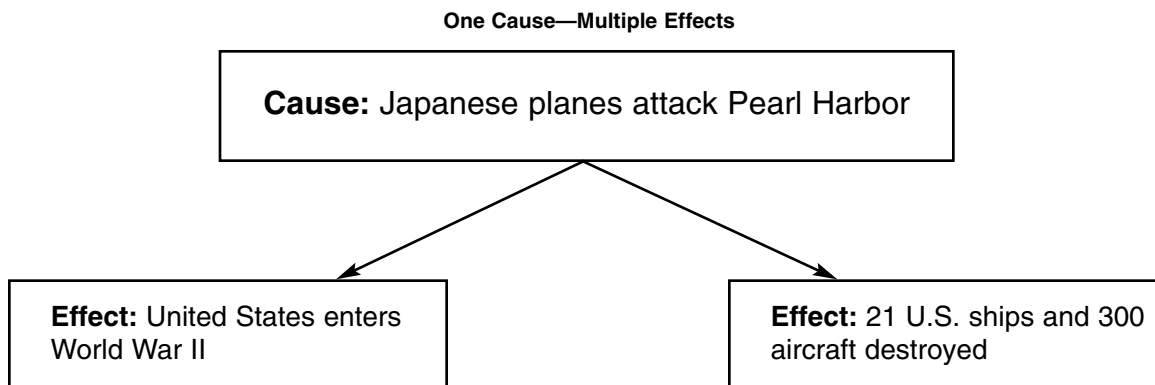
You know that if you oversleep you will be late for school. This is an example of a cause-and-effect relationship. The cause—sleeping late, creates the effect—being late for school. A **cause** is an action or situation that produces an event. An **effect** is a result or consequence of an action or situation. Learning to identify cause-and-effect relationships can help you understand the reasons why events happen or why people behave as they do.

◆ LEARNING THE SKILL

When you look for why or how an event or chain of events took place, you are developing the skill of understanding cause and effect.

Directions: Follow these steps to identify cause-and-effect relationships.

1. Identify an action, event, or behavior that answers the question, “What happened?”
2. Look for the cause or causes. Ask yourself, “Why did this happen?” Watch for signal words such as *because, since, therefore, led to, brought about, produced, as a result of, and so that*. These words may help you identify whether one event caused the other.
3. Identify the outcome or impact of the event or situation. Look for logical relationships between events.
4. Recognize that a cause can have multiple effects and that some effects have more than one cause. Note that a chain of events may occur. That is when one effect becomes the cause of subsequent effects.
5. Draw a diagram to show the cause-and-effect relationship.





ACTIVITY 12: Understanding Cause and Effect (continued)

As-You-Read Strategy

◆ PRACTICING THE SKILL

Directions: Read the following passage to identify cause-and-effect relationships. Then answer the questions that follow by circling the letter of the correct answer.

In 1812 the United States declared war on Great Britain. The War of 1812 came about in large part because of British policies toward American ships at sea. The British forced American ships to pay duties. They also stopped U.S. ships and impressed, or kidnapped, American sailors who the British claimed were deserters. Another issue that led to the war was British support for Native Americans. The British supplied arms to Tecumseh, a Shawnee leader who tried to stop white settlers from moving west. When the war ended in 1814, there was no clear winner. However, because of military successes in the war's closing months, American patriotism grew. The United States had proved that it could hold its own against the powerful British military.

1. Which of the following was NOT a cause of the War of 1812?

A. British support for Tecumseh	C. British impressment of U.S. sailors
B. growth in American patriotism	D. British interference with American shipping

2. What effect did the War of 1812 bring about?

A. the British lost the war	C. growth in American patriotism
B. U.S. won important battles	D. British collect duties from American ships

3. What was Tecumseh's goal?

A. to help the colonists battle the British	C. to end the War of 1812
B. to kidnap American sailors	D. to limit westward movement of white settlers

4. Identify the signal word or phrase in the following sentence that points to the cause-and-effect relationship.
Another issue that led to the war was British support for Native Americans.

A. another	B. issue	C. led to	D. support
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◆ APPLYING THE SKILL

Directions: Understanding Cause and Effect Read a news account (in a newspaper or magazine) about a recent event in your community. Determine at least one cause and one effect of that event. On a separate sheet of paper, draw a diagram to show the cause-and-effect relationship.



SUMMARIZING INFORMATION

Teaching Strategy 13



OBJECTIVES

- To summarize a paragraph
- To write a summary of a social studies passage

◆ WHY IS THIS SKILL IMPORTANT?

Few people can remember everything they read. One important skill in both schoolwork and everyday life is to learn to filter vast quantities of information, identifying what is most important and then summarizing key concepts and ideas.

Summarizing is also the basis of many longer writing activities, including book reports and reviews, research reports, lab reports, and news stories. Following the guidelines for writing a summary will help students create these other writing forms, as well as a brief summary paragraph.

◆ TEACHING THE SKILL

Ask a volunteer to share what he or she has done in the last 24 hours. Encourage the student to provide as much detail as possible while you list the student's activities on the board. Then invite students to summarize the volunteer's description. Model the thinking necessary to summarize the events by asking questions such as "Which event is most important for us to remember or understand?" "What conclusions can we draw from the description of the events?" Record the summary on the board. Have the volunteer review the summary to see if he or she thinks it accurately summarizes the day's events and activities.

Assign Activity 13 for students to complete independently. After students finish the *Practicing the Skill* activity, have them share their summaries. You might want to select two or three sections in the social studies text and have different groups read and write summaries for each section. Then have students compare their summaries. Remind students that because they are using their own words, the summaries will differ. However, the summaries should each contain the main points and details.



ELL ACTIVITY

Have English Language Learners work with partners, taking turns reading aloud the *Practicing the Skill* passage. Encourage students to discuss the passage and underline the main ideas and significant details before they begin writing. Then have students work in pairs to write the summary. Use a similar procedure for the *Applying the Skill* activity. You may wish to have English Language Learners record the main idea and supporting details on a graphic organizer before they write each summary.



ACTIVITY 13: Summarizing Information

Post-Reading Strategy

*Much of the information you learn in school comes through reading. How can you understand and remember so much? One way to check your understanding and sort through all that information is to write a **summary**. A summary states the main ideas, key facts, and important vocabulary. Writing a good summary can help you organize information so that it is easier to remember. A summary is a perfect study tool to use as you review for a quiz or test.*

◆ LEARNING THE SKILL

A key characteristic of a summary is that it is brief. A summary includes only the most important details from a reading passage—it does not retell every point. You should write a summary in paragraph format.

Directions: Follow these steps to summarize information.

1. Read the passage to get the overall meaning. Ask yourself, "What is this selection about?" Take notes on longer passages.
2. Review the passage to find the main ideas. Find the topic sentences. Often, a topic sentence states the main idea of a paragraph or section.
3. Use your own words to write the main ideas and key concepts. Write in complete sentences. Arrange your ideas in logical order.
4. Use key vocabulary and terms. Provide definitions that help you better understand the words and concepts.
5. Add dates, names, and the most important details.
6. Write a concluding sentence that ties all your points together.
7. Revise your summary. Check that it includes all the important facts. See that it makes sense. Edit your writing, if necessary, to remove excess detail and to improve the order of information.
8. Use your summary to help you review and study the text.



A **summary** is like a mini report that provides the main ideas and most important details of a reading selection.



ACTIVITY 13: Summarizing Information (continued)

Post-Reading Strategy

◆ PRACTICING THE SKILL

Directions: Read the following passage. Then write a brief summary of the information in the space provided. Use complete sentences.

During the Renaissance, Italian city-states often competed against each other to hire the best painters and sculptors. Once hired, the artists were expected to make paintings and sculptures for royal palaces and gardens. Leonardo da Vinci, Michelangelo Buonarroti, and Raphael Santi are among the most famous Renaissance artists. Da Vinci painted *Mona Lisa*, a portrait of an Italian noblewoman, and *The Last Supper*, a fresco that adorns the walls of an Italian monastery. Da Vinci also spent time sketching his inventions, including parachutes, flying machines, and mechanical diggers. Michelangelo created the sculpture *David*. At the request of the pope, he painted the ceiling of Rome's Sistine Chapel. While lying on his back on scaffolding 70 feet above the floor, Michelangelo painted scenes from the Bible. Raphael's most famous work, *The School of Athens*, is in the Vatican.

◆ APPLYING THE SKILL

Directions: Summarizing Information Read a section from a social studies textbook. Take notes as you read. Then use your notes to write a summary of the section. Write your summary on a separate sheet of paper. After you have written a draft of your summary, compare it to that of another student who summarized the same reading selection. Revise your summary to add or delete details, put information in logical order, and clarify fuzzy language.



SEQUENCING AND CATEGORIZING INFORMATION

Teaching Strategy 14

OBJECTIVES

- To sequence and categorize information by completing a time line and answering questions
- To categorize survey responses and describe a sequence of steps

◆ WHY IS THIS SKILL IMPORTANT?

By sequencing and categorizing information, students structure information into a form that is easier to understand and remember. Understanding the sequence of events is particularly important in history. Categorizing is also important for historians as they seek to understand the relationships between individuals, groups, and ideas. Categorizing information also helps students recognize patterns.

◆ TEACHING THE SKILL

Ask a volunteer to describe what he or she did the day before. On the board, list each behavior or event in the order in which it occurred. Then have the class look for ways to categorize the student's experiences. For instance, students could categorize events as *school*, *family*, *chores*, and so forth, grouping all the school-related activities together, the family events together, and so on.

Review with students signal words that indicate order and those words that point out similarities that can be used for classification and categorization. Challenge students to add to these word lists.

Assign Activity 14 for students to complete independently. After students finish the *Applying the Skill* activity, have them share their bar graphs and sequence charts with classmates.



ELL Activity Have English Language Learners rehearse their survey questions with one another before they survey other classmates. Encourage students to write survey questions, then practice asking the questions, listening to answers, and recording sample survey results.



ACTIVITY 14: Sequencing and Categorizing Information

Post-Reading Strategy

When you describe how to play a game, you probably explain it in the **sequence**, or order, in which steps are done. You may also **categorize**, or classify, game strategies to use in particular instances. By telling the sequence of steps and by categorizing the game moves, you help your listener better understand the game. When you read, you can identify the sequence of events and categorize information to help you make sense of the material you are reading.

◆ LEARNING THE SKILL

To sequence information you put events and actions into the order in which they took place. When you categorize information, you sort people, objects, events, behaviors, or ideas into groups. Each group shares a common set of characteristics.

Directions: Follow these steps to sequence and categorize information.

To sequence information:

1. Read the text. Look for dates that tell when things happen. Put the events in order from earliest to most recent.
2. Note signal words that show order, such as *first*, *next*, *second*, *then*, *last*, *finally*, and *at last*.
3. You can show the sequence on a diagram, such as on a flowchart or a time line. Add arrows, numbers, or dates to show the order of events.

To categorize information:

1. Read the text. Identify characteristics shared by more than one group, event, or individual.
2. Look for signal words, such as *all*, *some*, *these*, *other*, and *another* that point out relationships among similar items.
3. Place similar items into a single category. Give the category a name.
4. Split large categories into smaller ones.



To **sequence**, you put events in the order in which they took place. To **categorize**, you sort items into groups.



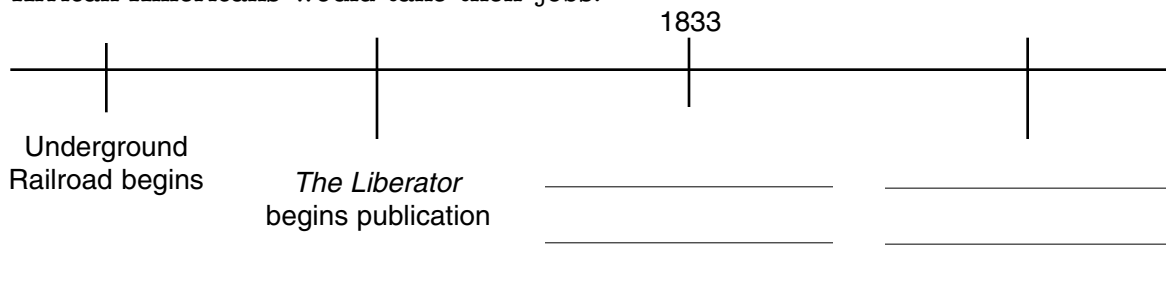
ACTIVITY 14: Sequencing and Categorizing Information (continued)

Post-Reading Strategy

◆ PRACTICING THE SKILL

Directions: Read the following passage. Then complete the time line and the questions that follow.

The antislavery movement in the Northern states began to gain strength. In 1831 William Lloyd Garrison founded an antislavery newspaper called *The Liberator*. Two years later Garrison founded the New England Anti-Slavery Society. The group grew rapidly and by 1836 there were 500 chapters around the country. Some abolitionists attended meetings and wrote letters opposing slavery. Others took more active roles by working on the Underground Railroad. Since 1817, “conductors” on the Underground Railroad had been helping runaway enslaved persons escape to the North or to Canada. Not all Northerners, however, supported the antislavery movement. Wealthy business owners whose companies depended on Southern cotton sometimes opposed the abolitionists. Other Northerners feared that free African Americans would take their jobs.



1. Under what label would you categorize conductors on the Underground Railroad?
 - A. pro-slavery B. abolitionists C. anti-abolitionists D. Southerners
2. Which of the following statements best reflects the feelings of Northerners who did not support the antislavery movement?
 - A. free African Americans could rob jobs from Northerners
 - B. slaves should escape to Canada
 - C. slavery is wrong
 - D. cotton is unimportant

◆ APPLYING THE SKILL

Directions: Sequencing and Categorizing Information Conduct a survey of your classmates. Start by identifying a topic, such as pets. Collect information based on your topic, such as the type and number of pets your classmates own. On a separate sheet of paper, draw a bar graph based on the categories of information you gathered. Then draw a flow-chart or make a numbered list to show the steps you followed to conduct your survey and make the graph.



MAKING A STUDY GUIDE

Teaching Strategy 15

OBJECTIVES

- To complete a study guide based on a reading passage
- To write study questions on a textbook lesson

◆ WHY IS THIS SKILL IMPORTANT?

Learning to efficiently and effectively study is a critical goal for students. Many students find it difficult to organize key concepts and information into a format that they can then study. Learning to make flash cards, concept lists, word maps, study questions, and diagrams can provide the tools students need to help them study effectively for tests.

◆ TEACHING THE SKILL

Ask students to share techniques they use to prepare for tests. Encourage students to demonstrate their most effective strategies. List students' ideas on the board. Then introduce the idea of creating a study guide as a way to review key concepts, names, dates, and ideas in preparation for a test. Explain that the format a study guide takes will vary based upon the types of information students need to learn.

Model the process of creating a word map by drawing on the board the map shown below. Point out the features of the map, including the definition listed at the top, the characteristics or traits listed on the right, and the examples listed at the bottom of the map. Explain that a word map can be an effective way to review complex information that might be tested in an essay question.

Assign Activity 15 for students to complete independently. You might want to have all students write study questions about the same textbook lesson. After students finish, have them take turns asking and answering one another's study questions. Encourage students to look up the answers to any questions that they cannot answer from memory.



ELL ACTIVITY For the *Applying the Skill* activity, pair English Language Learners with fluent English speakers to buddy-read the lesson and write study questions.

Word Map

Definition:

Each branch of government can use checks, or controls, over the others.

Characteristics:

Executive branch checks on Congress and Courts

Term:

CHECKS AND BALANCES

Legislative branch checks on President and on Courts

Examples:

President vetoes acts of Congress

Congress refuses to confirm presidential appointment

Judicial branch checks on President and on Congress



ACTIVITY 15: Making a Study Guide

Post-Reading Strategy

*Developing strong reading skills can help you to understand and remember what you read. Even so, no matter how well you read, you need to study in order to do well on tests. One of the best ways to study efficiently is to make a **study guide**. A study guide includes all the dates, events, names, concepts, terms, and other information you need to know in order to succeed on a test.*

◆ LEARNING THE SKILL

A study guide may include one or more parts, depending upon the information you need to learn.

Directions: Follow these steps to make a study guide.

1. Make **flash cards** to help you learn important terms, names, and dates. Write the word, date, or name on one side of the flash card. Write the definition or explanation on the other side.
2. Organize information on a **running concept list**. Divide a sheet of paper into two columns. Write terms, names, concepts, or dates in the left column. Write definitions, explanations, and descriptions in the right-hand column.
3. Draw a **word map** to organize information about a specific term, place, person, event, or time period. List the person, place, event, or term in the center box. At the top of the page, write a short description or definition. To the right, list characteristics of the person, place, event, or item. At the bottom of the word map, list examples.
4. Write **practice test questions** and sample answers. Write your questions in the same format as the test. For example, if the test will have multiple choice questions, write multiple choice questions. If the test will have fill-in-the-blank exercises, write your questions in that form.
5. Draw a **diagram** to graphically point out connections between related ideas. Show similarities and differences in a Venn diagram. List related ideas in a web or concept map. Analyze causes and effects in a cause-and-effect chart.



A **study guide** contains the key concepts, names, dates, and ideas you need to know for a test.



ACTIVITY 15: Making a Study Guide (continued)

Post-Reading Strategy

◆ PRACTICING THE SKILL

Directions: Read the following passage. Then use the information from the reading to complete the concept list below. In the right column, write an explanation of each word or date that appears in the left column.

During the 1950s competition between the United States and what was then the Soviet Union grew as the two countries developed programs to explore space. The Soviet Union shocked the world when on October 4, 1957, it successfully launched the first satellite, called *Sputnik I*, into orbit around Earth. Americans, led by President John F. Kennedy, vowed to win the **space race**, or race to control space exploration. Kennedy announced that the United States would put a crewed space vehicle on the moon before 1970. On July 20, 1969, American astronaut Neil Armstrong stepped from a lunar landing module onto the dusty surface of the moon. With fellow astronaut Edwin Aldrin, Jr., Armstrong collected rock samples and took photographs of the moon as an amazed television audience watched from Earth.

- | | |
|-------------------|----------------------------|
| 1. <i>Sputnik</i> | 1. _____

_____ |
| 2. space race | 2. _____

_____ |
| 3. July 20, 1969 | 3. _____

_____ |
| 4. Neil Armstrong | 4. _____

_____ |

◆ APPLYING THE SKILL

Directions: Making a Study Guide Choose a lesson in a social studies or science textbook. Read the lesson carefully. On a separate sheet of paper, write five questions about the most important information. Write the answers too.



TEST-TAKING STRATEGIES

Teaching Strategy 16

OBJECTIVES

- To use test-taking strategies to answer objective and essay questions
- To use and describe test-taking strategies to answer review questions

WHY IS THIS SKILL IMPORTANT?

Tests are a reality of the school experience. One way to help students perform well on tests and to reduce testing anxiety is to help students learn and practice effective test-taking strategies. Some students may intuitively apply such strategies. Those who don't, can learn effective strategies and should be encouraged to use them in authentic testing situations.

TEACHING THE SKILL

On the board write the following test questions.

- *Which of the following did not contribute to the success of the Greek Empire?*
- *This mineral is found only in _____.*
- *Describe what the immigrants saw when they first landed in America.*

One by one read the questions aloud. Model the process of interpreting each question by restating what information is asked for. Point out key words, such as *not*, *only*, and *describe*.

Then, choose a set of questions from an old test or from a chapter review. Read each question aloud. Have students take turns using their own words to ask the question in another way. Have students point out key words and tell how the words affect what the question asks.

Assign Activity 16 for students to complete independently. You may want to have all students base the *Applying the Skill* activity on the same set of review questions.



ELL Activity Review with English Language Learners the key words mentioned in the student lesson.

Encourage students to write each word and its definition on one side of an index card and a sentence using the word on the opposite side of the card. Then allow these students to work together to read and discuss the *Practicing the Skill* passage and its questions.



ACTIVITY 16: Test-Taking Strategies

Post-Reading Strategy

Good preparation is the key to doing well on tests. Part of that preparation lies in learning to read and interpret test questions. There are two basic types of test questions—objective questions and essay questions. Objective questions can include true/false, multiple choice, and fill-in-the blank or matching questions. Essay questions require you to write one or more paragraphs in response to a question.

◆ LEARNING THE SKILL

Some test-taking strategies apply to all tests. Others are specific to the type of test given.

Directions: Follow these test-taking strategies.

1. Carefully read the directions.
2. Skim the test. Look at the types and difficulty of questions and the test length. Decide how much time to spend on each test section or question. If time is limited, answer easy questions first, then come back to the harder ones.
3. Check your answers, as time permits.

For Objective Tests:

1. Read the entire question before answering. Read each answer choice.
2. Pay attention to key words such as *not*, *never*, *only*, *always*, *never*, and *except*.
3. Eliminate answers that are obviously wrong. Reconsider the remaining ones. Choose the *best* answer, not the *okay* answer.
4. If the test contains a reading passage and you get stuck on a question, skim the passage to hunt for a specific answer.
5. Watch your place. Make sure you fill in the correct blank or write the answer beside the correct item number.

For Essay Tests:

1. Read the question several times. Look for key words that tell you how to respond, such as *describe*, *discuss*, *classify*, *compare*, *explain*, *summarize*, and *evaluate*.
2. Either mentally or on paper, quickly outline the main points you will cover.
3. Write your essay, beginning with a strong introduction. Support your points with specific facts and details. Wrap up with a strong closing.
4. Reread your answer to check for spelling and grammar. Revise as time permits.



ACTIVITY 16: Test-Taking Strategies (continued)

Post-Reading Strategy

◆ PRACTICING THE SKILL

Directions: Read the following passage. Then use test-taking strategies to answer the questions that follow by circling the letter of the correct answer or writing the answer in the space provided.

Before the early 1800s, the United States produced mainly raw materials, such as cotton, lumber, iron, and wheat. Skilled artisans made most things by hand, including shoes, glass, wagons, and books. The Industrial Revolution brought new methods of working. Machines allowed workers to cut metal into exactly the same shape every time, thereby creating interchangeable parts that could be mass-produced into goods. Americans learned to use waterpower to turn waterwheels that ran factory machines.

1. Which of the following is not a raw material?

A. cotton	B. shoes	C. iron	D. wheat
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2. All of the following statements are true for the Industrial Revolution, except

A. Americans found new ways to work.	C. waterpower fueled factory machines.
B. machines allowed the mass production of goods.	D. life changed very little.

3. Before the Industrial Revolution, who made goods such as glass and books?

4. What does the following essay question ask you to do?

Tell how life during the Industrial Revolution differed from that of the colonial days.

- | | |
|---|---|
| A. describe the daily life of the colonists | C. contrast life during the two periods |
| B. analyze the Industrial Revolution | D. trace the changes in the everyday lives of Americans |

◆ APPLYING THE SKILL

Directions: Test-Taking Strategies Choose a chapter or lesson review in a social studies or other textbook. Read each question. Then, write which test-taking strategy or strategies you could use to help you answer the question. Explain how the strategies you pick make sense. Finally, write the answer to the review questions.



ANSWER KEY

Activity 1

Practicing the Skill

1. the Maya
2. terraces, hieroglyphs
3. under the subheading Skilled Farmers
4. Mexico

Applying the Skill

1. Students should identify the topic of the lesson.
2. Students should identify two vocabulary words from the lesson.
3. Students should list three ideas, events, or topics from the lesson.

Activity 2

Practicing the Skill

1. Students' answers may reflect what they know about the Civil War, the rights of African Americans, the U.S. Constitution, or specific amendments to the Constitution.
2. Students may say they would expect to find information about the specific rights granted by the Thirteenth, Fourteenth, and Fifteenth Amendments, the dates when the amendments passed, or how the passage of the amendments affected life in the United States.
3. Students should list two questions they have about the Thirteenth, Fourteenth, or Fifteenth Amendments or related issues.
4. Students' plans may mention reading slowly, rereading to learn details, or using study strategies such as outlining or taking notes.

Applying the Skill

Students' answers should include three topics they predict they will find in the lesson, three questions and two words or concepts related to the topic, and a plan they could follow to meet their reading goals.

Activity 3

Practicing the Skill

K	W	L	H
What do you <i>know</i> about this topic?	What do you <i>want to find out</i> ?	What did you <i>learn</i> while reading?	How can you <i>learn more</i> ?
Students' answers will vary. Typical answers may include information related to pharaohs, the Nile River, and pyramid construction methods.	Students' answers will vary. Typical questions may include: How were the pyramids built? Why did the Egyptians build the pyramids? How long did it take to build them?	Possible answers include: pyramids were on west bank of Nile; pyramids were tombs for pharaohs; pyramids were made from limestone and granite; thousands of people worked on the pyramids; workers dragged rocks up mud ramps.	Students' responses will vary. Students may say they could use reference sources to learn more about pyramid construction and use encyclopedias to learn more about Egypt and the history of the pharaohs.

Applying the Skill

Students should draw and complete a K-W-L-H chart for a lesson in a textbook. On the chart students should list prior knowledge, identify questions they hope to answer by reading, summarize what they read, and identify new questions and ways to learn more about the topic.

Activity 4

Practicing the Skill

1. in 1891; to ease the burden of the Supreme Court
2. those on appeal from lower district courts or from federal regulatory agencies
3. the right to a fair trial and the right to equal protection under the law
4. Students' answers will vary. Typical answers may include rereading and reading more slowly.

Applying the Skill

Students' answers should contain a comparison-and-contrast paragraph that describes their comprehension of two kinds of reading materials and the strategies they used to understand each passage.

Activity 5

Practicing the Skill

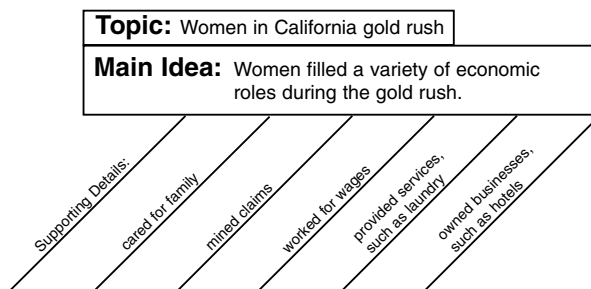
1. b
2. d
3. b
4. c

Applying the Skill

Students' answers will vary but should list five words and the informal and dictionary definitions for those words.

Activity 6

Practicing the Skill



Applying the Skill

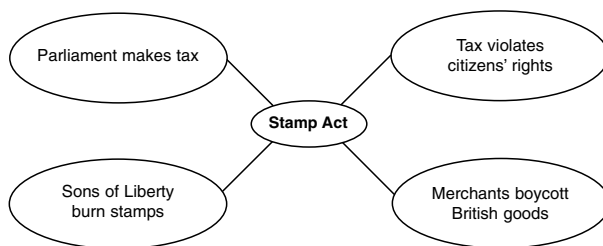
Students should write the main idea of a news article.

Activity 7

Practicing the Skill

Students' notes will vary but may say that the British Parliament passed the Stamp Act, the law charged a tax on common products, the tax passed without colonists' consent, and colonists protested the Stamp Act.

Students' webs will vary. Typical answers are shown.



Applying the Skill

Students' notes will vary but should contain the main points of a current events story and should be organized in a way that makes sense.

Activity 8

Practicing the Skill

1. legislative branch, executive branch, judicial branch
2. II.A.2. Responsibilities
3. III.A. Supreme Court; Possible answers include: 1. Justices; 2. Cases
4. Possible answers include: add more details, reread text to check the accuracy of the information

Applying the Skill

Students' outlines should follow formal outline style and list topics and subtopics in a textbook lesson or chapter.

Activity 9

Practicing the Skill

1. South Africa; elevation map
2. the coastal areas
3. January
4. Mexico City, Mexico; Toronto, Canada

Applying the Skill

Students' paragraphs should describe how the map and chart or graph are related. Students should draw conclusions about the places on the map and the data on the chart or graph.

Activity 10

Practicing the Skill

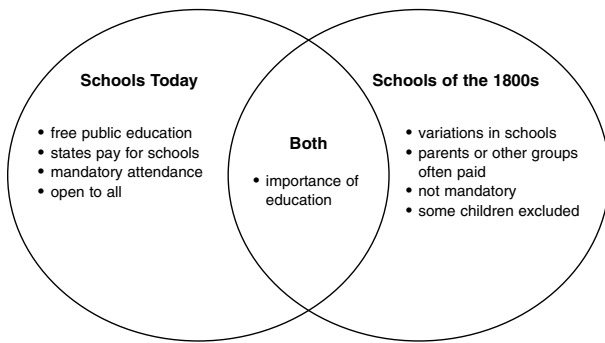
1. erupting volcanoes
2. vent
3. lava
4. Answers will vary. Students may say that the diagram shows what goes on inside the volcano and the photograph shows what an erupting volcano actually looks like.

Applying the Skill

Students' answers should explain what the photograph and diagram show, and compare the information supplied by each visual. They should tell which visual is more informative and explain why.

Activity 11

Practicing the Skill



Applying the Skill

Students should create a Venn diagram or comparison chart to compare and contrast the views expressed in two letters to the editor. You may wish to have students turn in the letters with their assignments.

Activity 12

Practicing the Skill

1. B
2. C
3. D
4. C

Applying the Skill

Students should create a diagram that shows the cause-and-effect relationship of a current event. You may wish to have students attach a copy of the news account to their diagrams.

Activity 13

Practicing the Skill

Sample summary: During the Renaissance Italians valued and supported artists and their works. Three of the world's most famous artists worked during this period: Leonardo da Vinci, Michelangelo Buonarroti, and Raphael Santi.

Applying the Skill

Students' summaries should be written in an well-organized paragraph and should include the main ideas and most important details from a section in a social studies text.

Activity 14

Practicing the Skill

Time line answers: 1817; 1831; New England Anti-Slavery Society forms; 1836—500 New England Anti-Slavery Society chapters exist

1. B
2. A

Applying the Skill

Students' bar graphs should group information into categories. Students' lists or flow-charts should show the sequence of steps they followed to conduct their surveys and make their graphs.

Activity 15

Practicing the Skill

1. Russian satellite that was first to orbit Earth
2. race to control space exploration
3. the date that the first human walked on the moon's surface
4. American astronaut who was the first human to walk on the moon

Applying the Skill

Students' questions will vary. Students should write five questions and the answers, based on a social studies or science lesson.

Activity 16

Practicing the Skill

1. B
2. D
3. skilled artisans
4. C

Applying the Skill

Students' answers will vary. Students should tell what test-taking strategies they would use and why. They should also write answers to the review questions.