

Supporting Research



STARS® Series

The Supporting Research document for *Strategies to Achieve Reading Success* (*STARS® Series*) provides information related to **research-proven strategies and features** that lead toward meaningful **reading comprehension instruction** for each student.

This document is based on a literature review of academic monographs, journals, and reports by **content-area researchers and experts**.

The Supporting Research document also covers topics related to **best practices of classroom-based reading instruction**.

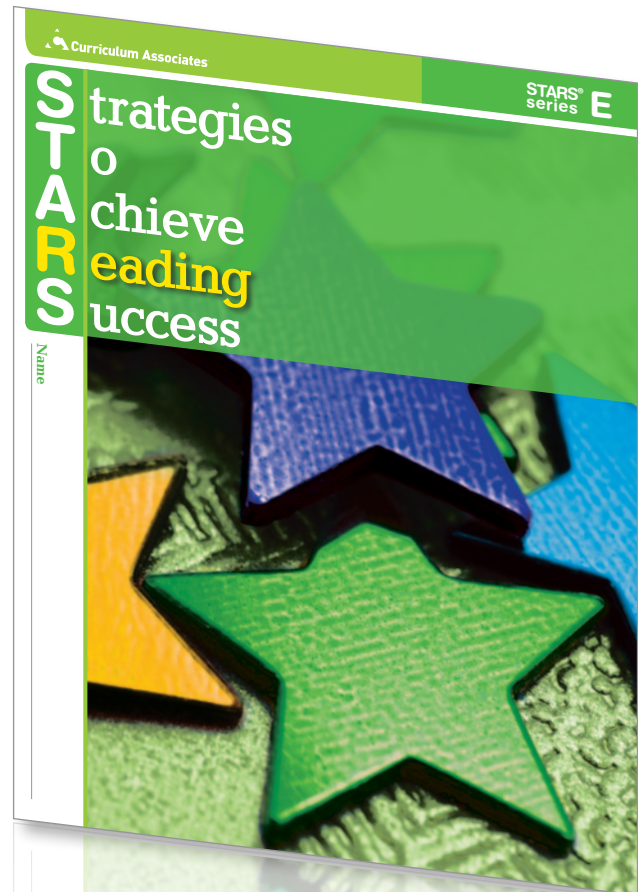


Table of Contents

Introduction	3
Research-based Best Practices	4
Quick-Reference Chart of Best Practices	19
Summary.....	22
References.....	23

Introduction



CARS® Series

Diagnose needs of the class by administering the Pretest

Benchmark during instruction to monitor progress, using 5 longer tests

Assess mastery by administering the Post Test



STARS® Series

Instruct the class in one or more strategies, based on students' needs [differentiate instruction using Books K–H]

What are the **CARS®** and **STARS® Series**?

Comprehensive Assessment of Reading Strategies (**CARS® Series**) and *Strategies to Achieve Reading Success* (**STARS® Series**) are comprehensive resources that allow teachers to identify and teach essential reading comprehension strategies. As the diagram above indicates, the **CARS® Series** is the assessment component, and the **STARS® Series** is the instruction component.

CARS® Series

The **CARS® Series** is a diagnostic reading series that allows teachers to identify and assess a student's level of mastery for core reading strategies. It contains a Pretest, Benchmarks, and a Post Test. This ten-level series is designed for students in grades K through 8. The **CARS® Series** helps teachers place students in the companion **STARS® Series** for reading instruction and remediation.



STARS® Series

The **STARS® Series** is a prescriptive reading series that provides essential instruction in the same core reading strategies assessed in the **CARS® Series**. This tight alignment allows teachers to make instructional decisions quickly and easily based on students' results from the Pretest, Benchmarks, and Post Test in the **CARS® Series**.



Other major research-based best practices of the **STARS® Series** include:

- Core reading strategies
- Data-driven instruction
- Differentiated instruction
- Explicit instruction
- Graphic organizers
- Instructional support for English language learners
- Scaffolded instruction
- Standards-based assessment to guide instruction
- Teacher support

Research-based Best Practices

The *STARS® Series* is founded on research-based strategies and features that are designed to support students as they learn how to read for meaning. Many of the strategies and features are supported by the National Reading Panel (NICHD, 2000) and are presented in a quick-reference chart that begins on page 19.

Core Reading Strategies

From classroom teachers to the federal government, one of the most important educational goals is to build rooms full of independent, strategic readers. This is no simple task because reading is a complex process that requires students to use multiple thinking skills and processes in order to understand what they are reading (Adams, 1990; Beers, 2003; CCSSO/NGA, 2010; NICHD, 2000).

Researchers have proven that many skills, such as a student’s vocabulary level, fluency rate, prior knowledge, and mastery of reading strategies, all play integrated and significant roles in the development of independent reading (CCSSO/NGA, 2010; NICHD, 2000). “Mastery of these foundational reading strategies allows students to engage in richer and deeper reading experiences” (Connor & Farr, 2009; Pearson Ed Group, 2010).

From Research to Application:

In this wide arena of reading skill-building, the *STARS® Series* focuses on students’ mastery of core reading strategies so that students can connect to and understand what they are reading.

Each lesson focuses on one reading strategy. Cumulative review lessons and a final review lesson test for retention of the new strategies. These review lessons provide important feedback to the teacher before moving students to the next instructional lesson.

Core Reading Strategies

Book K

- Finding the Big Idea
- Finding Details
- Putting Things in Order
- Understanding What Happens and Why
- Making a Guess
- Figuring Things Out

Book AA

- Finding the Main Idea
- Finding Details
- Putting Ideas in Order
- Understanding What Happens and Why
- Making a Guess
- Figuring Things Out

Book A

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Reading Pictures

Books B–C

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author’s Purpose
- Interpreting Figurative Language
- Distinguishing Between Real and Make-believe

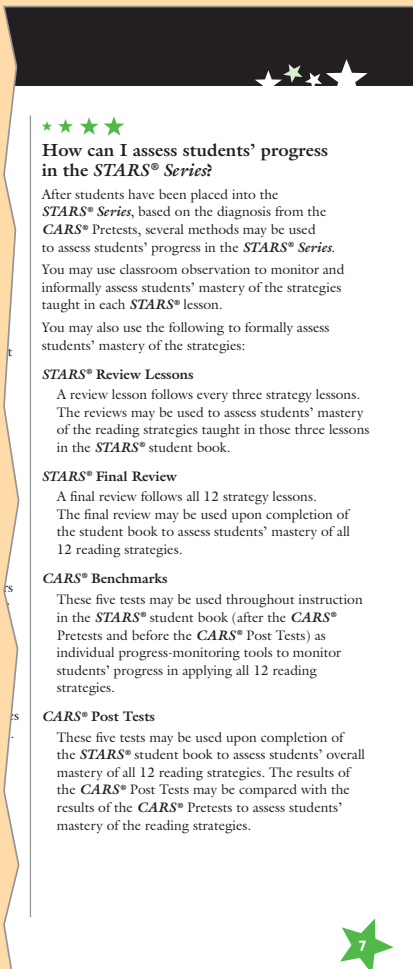
Books D–H

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author’s Purpose
- Interpreting Figurative Language
- Summarizing



As districts and schools have looked for strategies to help raise achievement, the use of data to predict and enhance student performance has emerged as perhaps the dominant improvement strategy.

(U.S. Department of Education, 2010)



Teachers receive clear and explicit suggestions to monitor students' progress.

Data-driven Instruction

Researchers have thrown their full support behind the use of data-driven instruction (Education Commission of the States, 1992; International Reading Association, 2010; Trimble, Gay, & Matthews, 2005; U.S. Department of Education, 2010). Data-driven instruction is an approach that benefits every student because it can provide teachers with the tools to differentiate and customize instruction for students.

Instructional decisions are based on the systematic collection of data concerning students' performance on a learning task. Currently, more and more reliance and emphasis is being given to data-driven instruction through the federal government.

Funding sources, such as the Race to the Top grants and the Elementary and Secondary Education Act (ESEA) renewal, aim to tie teachers, schools, and districts to students' performance on achievement tests. In response to this increased responsibility, districts are investing in data tracking systems to demonstrate accountability.

According to a January 2010 U.S. Department of Education report, 500 surveyed school districts revealed that they use data for multiple purposes:

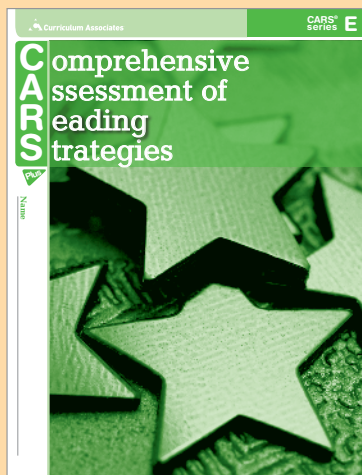
- Over 99% of surveyed districts have data systems that track student demographics information.
- 64% of surveyed districts have electronic instructional/curriculum management systems. These are systems that guide teachers' instructional decisions.

While districts are moving toward electronic data management, there are still some existing obstacles for implementing electronic instructional management systems at the classroom level. Researchers (Morsy, Kieffer, & Snow, 2010; Pearson, 2010; U.S. Department of Education, 2010) have determined that teachers are limited in their use of electronic data due to a lack of time to analyze data and make instructional decisions, a lack of professional development in the use of electronic systems, and a lack of streamlined data to create meaningful and actionable results.

The *STARS® Series* is one solution for meeting the need for data to help teachers make instructional decisions at the classroom level.

From Research to Application:

Implementation of the *STARS® Series* is based on the results of the Pretest, Benchmarks, and the Post Test in the *CARS® Series*. The Teacher Guide for the *STARS® Series* provides easy-to-use suggestions for assessing students' progress in the *STARS® Series*. When the *STARS® Series* is used in conjunction with the *CARS® Series*, teachers are assured they are providing the most effective reading comprehension instruction.



Student results from the CARS® Series help drive instruction in the STARS® Series.





How can I provide differentiated instruction using the STARS® Series?

There are two easy ways to provide differentiated instruction in the classroom using the STARS® Series.

By Reading Strategy

Use the results from the Pretests in the CARS® Series to diagnose the individual needs of the students in your classroom.

Then use STARS® Book E to provide targeted instruction in one specific strategy or in several strategies to remediate areas that need improvement and/or reinforcement.

Or, you may wish to provide instruction using the entire STARS® Book E to build students' basic knowledge of all the reading strategies.

By Reading Level

Students in the same classroom are likely to be reading at different skill levels (below grade level, at grade level, or above grade level). You can use the leveled books in the STARS® Series (Books K–H) to meet this need.

To enable this type of differentiated instruction, the sequence of the strategies and the page numbers across the books in the STARS® Series are the same from lesson to lesson (with some exceptions in Books K–C). So all students in the classroom receive the same reading-strategy instruction but work with appropriately leveled reading passages.

For example, some fifth-grade students may work in the on-level Book E, which contains reading passages that don't extend beyond a fifth-grade reading level. At the same time, other students in the class may be assigned an above-level book, while other students may be assigned a below-level book.

Using the CARS® and STARS® Series

Differentiated instruction is a hallmark of today's education reform movement.

Differentiated Instruction

Differentiated instruction is an instructional approach that allows students of varying abilities to learn the same content. It is also one of the foundational strengths of the response-to-intervention (RtI) model of instruction.

Current research on education reform featuring the RtI model of instruction and data-driven instruction all single out differentiated instruction as being a key element of success. Because of varying language abilities, English language learners (ELL) especially benefit from differentiated instruction.

“ ‘Multiple paths’ does not mean that students are given free rein; it means that teachers must find that sweet spot between structure and choice that makes student learning possible. . . . By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that’s all theirs” (Carolan & Guinn, 2007).

From Research to Application:

The STARS® Series provides explicit, detailed instructional suggestions for providing differentiated instruction. Teachers may differentiate their instruction either through reading strategies or through reading levels, which is a special benefit for struggling readers.

To allow for differentiated instruction by reading level, each level of the STARS® Series covers the same reading strategies in the same page order. Therefore, a struggling student may be able to receive the same reading-strategy instruction using a lower-level book as students who are using an on-level book.

Explicit Instruction

Today, a lot of attention is directed toward teaching students 21st century literacy skills (Carnegie Council on Advancing Adolescent Literacy, 2010; Kamil et al., 2008; Torgesen et al., 2007). These literacy skills involve the development of higher-order thinking and reading comprehension. Some reading strategies that require higher-order thinking are: finding main idea and details (analyzing), understanding sequence, recognizing cause and effect, comparing and contrasting, making predictions, and drawing conclusions and making inferences.

The use of explicit instruction is documented as one of the most effective ways of teaching these 21st century skills. According to the National Reading Panel (NICHD, 2000), explicit instruction or direct explanation gives students “higher levels of awareness of specific reading strategies, as well as a greater awareness of the need to be strategic when reading” (pp. 4–122). The direct-explanation instructional approach coupled with these specific reading strategies makes the *STARS® Series* an effective program for teaching 21st century literacy skills.

Kamil et al. (2008) directly states that explicit instruction is a research-based instructional strategy that improves students’ understanding of reading strategies. The chart on page 9 lists the actions these researchers recommend to implement explicit instruction of reading strategies, all of which are practiced in the *STARS® Series*.

Those students lagging furthest behind receive intensive courses that provide explicit instruction on critical reading and writing skills and strategies with ample opportunities for scaffolded practice. Such scaffolding allows for acceleration and helps struggling students to tackle rigorous work.

(Carnegie Council on Advancing Adolescent Literacy, 2010)

Student Book

Lesson 3 UNDERSTANDING SEQUENCE

PART ONE: Think About the Strategy

What Is Sequence?
Most things you read are told in order. A science experiment tells what to do first, next, and so on. A nonfiction book usually tells about events in the order in which they happened. Stories have a beginning, a middle, and an ending. Many of the things you do each day are also done in a particular order.

1 Write three things that you did yesterday.

2 List and number these things in the order in which you did them.

Work with a Partner

- Tell your partner about one of your favorite things you do each day.
- Take turns telling about the beginning, the middle, and the end of the book. Try to use only one sentence.

Understanding Sequence

Lesson 3 UNDERSTANDING SEQUENCE

LESSON OBJECTIVES

- Understand sequence by recognizing the order in which events happen or things are done in a reading passage.
- Identify when text questions are asking them to understand sequence.

ELL Support

Compound Words
Explain to students that a compound word is made up of two smaller words. Tell them that they can look at the two smaller words to figure out the meaning of the compound word. Guide students to identify the two smaller words in *casual*. Together, talk about the meaning of the word *casual* (“a thing to read”). Then talk about the meaning of the word *casual* (“a costume?”). Now ask students what they think the word *casual* means (“a case for books”).
Mention that a compound word may mean something different from the two smaller words. Labeling for example, does not mean “a lady who is a bug.”
Point out the compound word *casual* on student book page 30. Work with students to figure out its meaning (“a boat that you row”).

GETTING STARTED

Introduce the Strategy
Tell students that today they will learn how to understand sequence when they read.
SAY: Good readers understand sequence by recognizing the order in which things happen or things are done. You already know about sequence because the things that happen in your life happen in a sequence, or time order.

Model the Strategy
Introduce the strategy by describing a situation and asking students to think about what is happening.
SAY: Suppose you are about to call your friend on the telephone. Which would you do first, pick up the telephone or dial the number?
Point out to students that they would pick up the telephone first. Students should understand that they cannot dial the number until after they have picked up the phone. Tell students that they follow steps in order to make a phone call and that these steps follow a logical order. Explain to students that this is an example of understanding sequence.

Genre Focus

Biography
Tell students that on page 31, they will read a biography. Define this genre for students. Explain that a biography is a piece of nonfiction writing about the events in the life of a real person, written by another person. Biographies include facts and details about the person’s life. Biographies are often written about famous people who have achieved great things, but they can be written about anyone. Often a biography focuses on someone who lived in the past, but they may also be about a person living today. Biographies help keep the memory of a person alive. Have students share biographies that they have read or heard.

Understanding Sequence

Teacher Guide

Both teachers and students benefit from direct, explicit instruction.



<h2>How to Provide Explicit Instruction</h2>	<h2>The <i>STARS</i>® Series Provides Explicit Instruction</h2>
<p>Carefully select the text to use when beginning to teach a given strategy.</p>	<p>Reading selections of varying length, theme, and genre enable effective application of each reading strategy.</p>
<p>Make sure that the text is at the appropriate reading level of students.</p>	<p>Teachers may differentiate instruction of the reading strategies by using an off-level book to meet students' needs.</p>
<p>Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.</p>	<p>The <i>STARS</i>® Series provides practice through Guided Practice in each lesson, Review lessons, and the Final Review lesson.</p>
<p>Talk about comprehension strategies while teaching them.</p>	<p>Students work with a partner to discuss their work. Teachers talk with students throughout each lesson part (except Part Five).</p>

The STARS® Series integrates explicit instruction to provide students with the strongest methods to achieve reading comprehension.

From Research to Application:

The *STARS*® Series uses explicit instruction through the use of a definition, a reading-strategy model, and learning objectives for each reading strategy. Prominent graphic organizers provide another mode of access to understanding a reading strategy, through graphic representation. The graphic organizer feature is particularly helpful to ELL students because the text demand is lessened for students.

Lesson 3 UNDERSTANDING SEQUENCE
PART ONE: Think About the Strategy

What is Sequence?
Most things you read are told in order. A science experiment tells what to do first, next, and so on. A nonfiction book usually tells about events in the order in which they happened. Stories have a beginning, a middle, and an ending. Many of the things you do each day are also done in a particular order.

How Do You Find Sequence?
You can find the order in which things happen in an article by thinking about the time order in which things are presented. Writers of articles often introduce information in the order in which events take place.

Work with a Partner
• Tell your partner about one of the things you do each day.
• Take turns telling about one of the things you do each day.

LESSON OBJECTIVES
• Students will learn to:
• Understand sequence by recognizing the order in which events happen or things are done in a reading passage.
• Identify when text questions are asking them to understand sequence.

GETTING STARTED
Introduce the Strategy
Tell students that today they will learn how to understand sequence when they read.
SAY: Good readers understand sequence by recognizing the order in which things happen or things are done. You already know about sequence because the things that happen in your life happen in a sequence, or time order.
Model the Strategy
Introduce the strategy by describing a situation and asking students to think about what is happening.
SAY: Suppose you are about to call your friend on the telephone. Which would you do first, pick up the telephone or dial the number?
First use to students that they would pick up the telephone first. Students should understand that they cannot dial the number until after they have picked up the phone. Tell students that they follow steps in order to make a phone call and that these steps follow a logical order. Explain to students that this is an example of understanding sequence.

ELL Support
Compound Words
Explain to students that a compound word is made up of two smaller words. Tell them that one can look at the two smaller words to figure out the meaning of the compound word. Guide students to identify the two smaller words in *busstop*. Together, ask about the meaning of the word *bus* ("to bring to rest"). Then ask about the meaning of the word *stop* ("to wait for"). Now ask students what they think the word *busstop* means ("a case for buses").
Mention that a compound word may mean something different from the two smaller words. For *busstop*, for example, does not mean "a bus who is a stop."
Print out the compound word *restaurant* on student book page 38. Work with students to figure out its meaning ("a house that you eat at").

Genre Focus
Biography
Tell students that on page 35, they will read a biography. Define the genre for students. Explain that a biography is a piece of nonfiction writing about the events in the life of a real person, written by another person. Biographies include facts and details about the person's life. Biographies are often written about famous people who have achieved great things, but they can be written about anyone. Show a biography focused on someone who lived in the past, but they may also be about a person living today. Biographies help keep the accuracy of a person's life. Have students share biographies that they have read or heard.

Timeline Graphic Organizer:
1892: The government began using Ellis Island in New York Harbor as an immigration station.
1924: The island's use as a major immigration station ended.
1954: [Blank]
1965: The island became a national historic site.

Graphic Organizers

Graphic organizers provide a visual representation of the organization of and the relationship between ideas and concepts in a reading passage or of the meaning of a word or phrase in the context of the reading passage. They are a means to stimulate students' interaction with the text, both on an idea level and on a word-meaning level. Researchers (Beck, McKeown, & Kucan, 2002; NICHD, 2000; Vacca & Vacca, 2005) confirm that active interaction and engagement maximizes and deepens students' learning.

ELL students also benefit from the use of graphic organizers as a way to gain comprehension. "Graphic organizers facilitate ELLs' comprehension through visual illustrations of key terms, vocabulary, ideas, and the relationship among them" (Sigueza, 2005). A graphic organizer is a highly effective method for initiating student interaction with text and facilitating comprehension.

From Research to Application:

Part One of each lesson in the Student Book provides a graphic organizer to help present the reading strategy in a visual way. Students who are not able to easily internalize the newly learned reading strategy will benefit from this concrete and overt method of learning.

Additionally, provided in Part One of each lesson in the Teacher Guide, is a Tip describing how to complete the graphic organizer. Part Four of each lesson in the Teacher Guide contains a Reteaching activity. This activity uses the graphic organizer in a direct application of the reading strategy. Through the graphic organizer, students demonstrate their mastery of the reading strategy in a visual way.


How Do You Find Cause and Effect?
Many reading passages include examples of cause and effect. You can find causes and effects by thinking about what happens in a passage and why.

Read this passage about a bridge. Think about the things that happen and why they happen.


The Winter Street Bridge is closed for repairs. Now lots of cars take a shortcut through the neighborhood streets. Many people complain about this traffic. They are worried that someone will get hurt.

1. Let's find an example of cause and effect in the passage.
What happens? People complain about the traffic in the neighborhood. This is an *effect*.
Why does it happen? People are worried that someone will get hurt in their neighborhood. This is the *cause*.
2. Let's find another example of cause and effect in the passage.
Look at the chart below.
The first box tells the cause for why something happens.
3. Fill in the effect in the second box. Tell what happens because the bridge is closed.

Cause	Effect
The Winter Street Bridge is closed for repairs.	Lots of cars _____ _____ _____

Recognizing Cause and Effect 

Part One: Think About the Strategy

 **Reteaching**

Use a graphic organizer to verify the correct answer to question 5. Draw the graphic organizer below, leaving the boxes blank. Work with students to fill in the boxes, using information from the passage. Sample responses are provided.

Cause	Effect
The stripes helped to hide the young animals' bodies.	It was harder for enemies to catch these animals.

Graphic organizers offer overt and concrete ways to demonstrate comprehension.



ELL Support

Plural Forms of Regular Nouns

Explain to students that nouns name people, places, or things. Students can look at the endings of nouns to know how many.

Work with students to form the plurals of regular nouns. Write this sentence on the board: *I picked up the eraser.* Help students identify the noun (*eraser*) and how many (*one*). Explain that to form the plural of a regular noun, you add either *s* or *es*. Then work together to form the plural (*erasers*) and tell how many (*more than one*).

Next, write the words *box*, *bear*, and *feather* on the board. Work with students to form the plurals. Be sure to pronounce the words as you explain how each plural is formed (*boxes*: add *es*; *bears*: add *s*; *feathers*: add *s*).

Point out the regular plural noun *feathers* on student book page 8.

The ELL Support feature in the Teacher Guide helps ELL students with language concepts and eliminates some of the difficulties they face in understanding what they are reading.

Instructional Support for English Language Learners

Why are English language learners considered struggling readers? National test results explain why: Hispanic students as a whole, including English-proficient children in the second generation and beyond, score significantly lower in reading than other students. On the National Assessment of Educational Progress (Lee, Grigg, & Donahue, 2007), all subcategories of readers improved their reading scores. However, this improvement translates to the fact that 67% of all students are reading at the Basic level or below. ELL students have not moved out of the Basic reporting category since 1997.

While ELLs face obvious challenges to improve their reading scores, research-based teaching instructions are available. “[W]ith allowances for the language issues themselves, effective reading instruction for English language learners may be similar to effective instruction for English-proficient children, whether the ELLs are first taught in their native language or in English” (Slavin & Cheung, 2003).

From Research to Application:

The *STARS® Series* is a program that is comprehensive in its use of effective learning and teaching strategies for on-level and struggling readers, and ELL students as well. Features particularly helpful to ELL students, such as explicit instruction, graphic organizers, peer learning, and theme-based instruction, are integrated throughout the *STARS® Series* and are discussed in this section and in the Quick-Reference Chart of Best Practices on page 19.

In addition, the *STARS® Series* features an explicit ELL instructional support feature called **ELL Support** that appears in each lesson plan in the Teacher Guide. This feature focuses on language arts concepts that present reading challenges to ELLs. Teachers may use this feature to help students understand confusing words or unclear usage.

Scaffolded Instruction

The *STARS® Series* is designed around the organizational framework of scaffolded instruction. Each lesson is organized into five parts; each lesson part is integrated with scaffolded instruction. Scaffolded instruction benefits all types of students, including ELLs. “Scaffolded instruction optimizes student learning by providing a supportive environment while facilitating student independence” (ERIC Document, 2002).

Books A–H in the *STARS® Series* have five parts for each strategy lesson. Each part of a lesson is organized by scaffolded instructional strategies. The *STARS® Series* guides students through the learning process, from prior-knowledge activation, to modeled and guided direct instruction with peer learning, to text-guided modeled and guided practice, and finally to independent work.

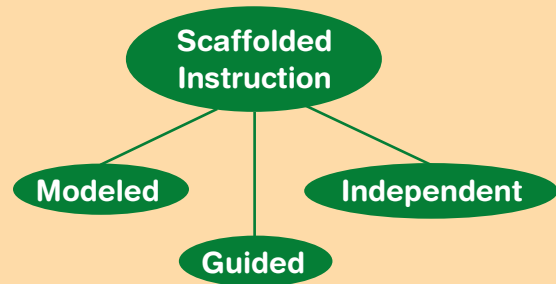
Part One: Think About the Strategy Modeled Instruction

Activating prior knowledge helps readers relate their existing knowledge to the concepts in a text. Prior knowledge allows students to make unconscious inferences during reading. Students also try to figure out how the text they are reading relates to their personal prior knowledge (Pressley, 2002).

Part One: Think About the Strategy begins by cueing students to reflect upon their already-established content knowledge. Students then demonstrate their mastery of the knowledge by answering several open-ended questions.

Research (NICHD, 2000; Snow, 2002; Vacca & Vacca, 2005) has shown that both native English speakers and ELLs benefit from prior-knowledge activation in comprehending text. Students reinforce their prior-knowledge activation by discussing their responses with a peer.

STARS® Series



Scaffolded instruction is a hallmark of effective reading-comprehension instruction.

Lesson 3 UNDERSTANDING SEQUENCE
PART ONE: Think About the Strategy

What Is Sequence?
Most things you read are told in order. A science experiment tells what to do first, next, and so on. A nonfiction book usually tells about events in the order in which they happened. Stories have a beginning, a middle, and an ending. Many of the things you do each day are also done in a particular order.

1 Write three things that you did yesterday.

2 List and number these things in the order you did them.

How Do You Find Sequence?
You can find the order in which things happen in an article by thinking about the time order in which things are presented. Writers of articles often introduce information in the order in which events take place.

Read this passage about Ellis Island. Pay attention to the time order of events.

The government began using Ellis Island in New York Harbor as an immigration station in 1892. The island's use as a major immigration station ended in 1924. The station closed in 1954. In 1965, the island became a national historic site.

1. Let's think about the order in which information is presented in the passage.
2. Look at the time line below.
The time line tells the order in which events happened in the passage.
3. Fill in the missing information from the passage that tells what event happened in 1954.

1892	1924	1954	1965
The government began using Ellis Island in New York Harbor as an immigration station.	The island's use as a major immigration station ended.		The island became a national historic site.

Modeled Instruction



All students, regardless of their proficiency in English, come to school with a valuable background of experience and knowledge on which teachers can capitalize.

(Reed & Railsback, 2003)





PART TWO: Learn About the Strategy

WHAT TO KNOW

The order in which things are done or events take place is called **sequence**. The steps for completing a set of directions often follow a sequence.

- Clue words such as *first, next, then, last, finally, before, and after* often tell you when things are done or events happen.
- Clues such as times of day, days of the week, months, seasons, and years tell when things happen.
- In a story without clue words, think about the beginning, the middle, and the ending to help you figure out sequence. In an article without clue words, think about the order in which things take place or how things are done.

Read this article that describes an art project. As you read, think about the order of the steps to complete the project.

Making a Collage
Ms. Shurtleff was explaining a new project to her fifth-grade art students. "We'll be making a design out of pasted pictures or scenes of nature or objects," she said. "It's called a collage."
"First," Ms. Shurtleff instructed, "gather your materials. You'll need set background. You'll also need magazine cutouts. You can also use small objects."
"Third," she continued, "cut out pictures and words from magazines that interest you. Then move the pieces around design you want. Last, glue the pieces onto the background."
The order of the steps to complete the collage is: **First, think of a theme for your collage. Second, gather your materials. Third, cut out pictures and words from magazines. Next, add materials that will give your collage interest. Then move the pieces around on the posterboard. Last, glue the pieces to the poster board to complete the collage.**

Understanding Sequence

Read this story about a clever trick. As you read, think about what happens first, second, and so on. Then answer the questions.

The Mind Reader
Abe told his friend Corey that he could read minds and was ready to prove his power. First, Abe spread out nine magazines on the floor. He then arranged the magazines in three rows of three magazines each.
Abe's sister Sandra, who knew how to perform the trick, acted as his assistant. She placed a blindfold over Abe's eyes. Next, she turned him around so that his back faced Corey. Abe then asked his friend to touch one of the magazines.
After Corey made his choice, Abe turned around and removed his blindfold. He told Corey to concentrate on the correct magazine, but not to look directly at it.
With a measuring stick, Sandra pointed to the bottom right corner of the first magazine in the top row. "Is it this one?" she asked Abe. Abe answered, "No."
Sandra continued to point to magazines, from the top row to the bottom row. Each time, she asked, "Is this the one?" Each time, Abe shook his head "No." Finally, when the pointer touched the last magazine in the bottom row, Abe nodded his head and said, "Yes, that's the one."
Corey was astounded. He wondered how Abe had figured out that the correct magazine was at the bottom right.



1. What did Abe do first?
 Ⓐ He put on a blindfold.
 Ⓑ He placed nine magazines on the floor.
 Ⓒ He asked Corey to touch a magazine.
 Ⓓ He nodded his head.
2. In the story, which clue word tells what Abe did last?
 Ⓐ first
 Ⓑ then
 Ⓒ next
 Ⓓ finally

Work with a Partner
• Talk about your answers to the questions.
• Tell why you chose your answers.
• Then talk about what you have learned so far about understanding sequence.

Understanding Sequence

Guided Instruction

Work with a Partner
• Talk about your answers to the questions.
• Tell why you chose your answers.
• Then talk about what you have learned so far about understanding sequence.

Cooperative Learning

Part Two: Learn About the Strategy Guided Instruction

Students' exposure to the lesson's reading strategy continues with **Part Two: Learn About the Strategy**. Part Two begins with the teacher guiding students through using the strategy in context and identifying text evidence. The teacher then provides guidance as needed as students read a passage and answer questions on their own. "Many students, particularly low-performing students, learn more quickly from a clear, concise explanation of what to do and how to do it" (Carnine, 2010). After students apply their newfound knowledge to two selected-response questions, they once more interact with a peer to discuss their responses and determine how they arrived at their responses.

English language learners face unique challenges in the reading classroom when they must explain their thought processes either in writing or in discourse. The **STARS® Series** can aid ELL students by pairing them up with another student.

Students work together in Part One and Part Two of each strategy lesson through the Work with a Partner activity. This one-to-one interaction aids ELL students when they are having difficulty comprehending a word or phrase and when expressing themselves. Students also reinforce what they have learned by sharing and discussing their work.

Also, when students work with peers who are in various stages of mastering a task, mutual reasoning and conflict resolution are likely to occur, which, in turn, facilitate learning (Mevarech & Light, 1992; Partnership for 21st Century Skills, 2007). This scaffolded learning experience prepares students for the upcoming independent work they will encounter in the rest of the strategy lesson.

Part Three: Check Your Understanding Modeled Practice

Part Three: Check Your Understanding allows students to assimilate new learning by applying it to a new reading selection. Students become more responsible for their learning.

They begin by reviewing the lesson's learning objectives. Students then experience modeled practice as they respond to the reading-strategy questions that follow the reading selection. In a think-aloud format, Part Three makes explicit the reasoning for choosing or not choosing each answer choice.

This modeled practice provides experience with the strategy and gives students a feeling of control over the strategy before they work with a group or independently.

Part Four: Build on What You Have Learned

Guided Practice

Part Four: Build on What You Have Learned provides students with an additional connection to the primary reading strategy taught in the lesson. Students take on more responsibility for their learning as they move from direct instruction to more independent application by reading a selection and answering four selected-response questions. Students continue the lesson by reading a second selection and applying the newly learned reading strategy to four more questions.

PART THREE: Check Your Understanding

Sequence tells the order in which things are done or events happen.

- Look for clue words such as *first, next, slow, last, finally, before, and after*. These clue words help you figure out the order in which things are done or events happen in a reading passage.
- Look for clues that tell about times of day, days of the week, months, seasons, or years.
- When there are no clue words in a story, think about the beginning, the middle, and the ending to help you understand the sequence. When there are no clue words in an article, think about the order in which things happen or how things are done.

REVIEW

Read this article about how something was built. As you read, think about the clue words that tell you the order of events. Then answer the questions.

The Great Wall of China

About two thousand years ago, China's first emperor ordered the building of a huge wall along his empire's northern borders. After the wall was built, it was used to protect the Chinese from enemies in the north.

Over a million people worked on the wall. The wall took years and years to build. It was 3,900 miles long, 15 to 20 feet high as 19 feet. Then they put stones and bricks on the sides and top of the wall. Each mound was about 10 feet high. The workers shaped the large mounds.

Last, they fitted stones and clay bricks over the sides and top of the wall that was wide enough for six soldiers on horseback to ride side by side. Today, the Great Wall of China is still the longest structure ever built. Can you think of any other long structures?

3. What did the builders of the Great Wall of China do first?

- They pounded dirt into hard mounds.
- They created high piles of dirt.
- They fitted stones and bricks over the sides and top of the mounds.
- They shaped the mounds with bamboo poles.

4. Which clue word tells you the order of events?

- then
- next
- after
- last

Which Answer Is Correct and Why?

Look at the answer choices for each question. Read why each answer choice is correct or not correct.

3. What did the builders of the Great Wall of China do first?

- They pounded dirt into hard mounds.** This answer is not correct because the builders created high piles of dirt before they pounded the dirt into hard mounds.
- They created high piles of dirt.** This answer is correct because paragraph 2 states, "First, the builders piled dirt as high as 19 feet."
- They fitted stones and bricks over the sides and top of the mounds.** This answer is not correct because paragraph 2 states that the builders did this step last.
- They shaped the mounds with bamboo poles.** This answer is not correct because the builders had to pile the dirt and pound it into mounds before they could shape the mounds with bamboo poles.

4. Which clue word in the article tells what the workers did second?

- then** This answer is correct because this clue word tells what happened immediately after the workers created high piles of dirt, which was the first step. Pounding the dirt into hard mounds must be what the workers did second.
- next** This answer is not correct because the word *next* is used in the article to describe what happened after the dirt was piled high and pounded into hard mounds. Shaping the mounds with bamboo poles must then be the third step.
- after** This answer is not correct because the word *after* is used to describe what happened once the Great Wall was built.
- last** This answer is not correct because the word *last* is used to describe the final step of construction of the Great Wall.

Understanding Sequence

Modeled Practice

PART FOUR: Build on What You Have Learned

If a reading passage does not contain clue words, ask yourself questions such as "What happened first?" and "What happened next?" to help figure out the order of events in a reading passage.

Stories are usually told in the order in which the events occurred—from the beginning to the ending. Not all stories are told entirely in time order; sometimes, a past event is introduced in the beginning or middle of a story.

MORE TO KNOW

Read this riddle and its solution. Then answer the questions.

One day, a farmer had to carry a goat, a wolf, and a cabbage across a river. The farmer, however, could bring only one item across the river at a time. He knew that if he left the goat, the wolf, and the cabbage alone, the wolf would eat the goat, and the wolf would eat the cabbage. It took the farmer a long time to figure out a solution to his problem. At last, he realized how he could get himself and the goat, the wolf, and the cabbage safely across.

First, the farmer rowed across the river with the goat and left the animal alone on the opposite side. Second, he rowed back, picked up the wolf, and brought it across. However, he did not leave the wolf with the goat. The goat was on the other side of the river. Next, the farmer dropped off the goat and rowed back across the river with the cabbage and the goat. Finally, the farmer and the goat crossed the river with the wolf and cabbage.

5. Which of these did the farmer do first?

- He rowed across the river with the goat.
- He brought the wolf across.
- He left the goat alone.
- He brought the cabbage across.

6. What happened after the wolf was brought across the river?

- The wolf ate the goat.
- The farmer rowed back with the goat.
- The wolf joined the cabbage.
- The farmer went back to get the goat.

7. Which clue word tells you the order of events?

- last
- next
- after
- finally

8. Before he took the farmer across the river, what did the farmer do?

- bought
- separated
- worried
- thought

Read this biography of a courageous woman. Then answer the questions.

A Fearless Conductor

Harriet Tubman helped free more than 300 slaves. She led so many slaves to freedom that she became known as the "Moses of Her People."

Harriet was born on a Maryland plantation around 1821. She was one of 11 children born to the slaves Harriet and Benjamin Ross. When Harriet was just six years old, she began working as a maid and a cook. At age 12, she went to work in the fields.

In 1844, the young Harriet married a freed black man named John Tubman. Five years later, Harriet Tubman heard rumors that she was about to be sold farther south, so she ran away. She traveled north on the Underground Railroad. The Underground Railroad was a network of safe hiding places leading all the way to Canada.

Tubman made it safely to Philadelphia. Once she was free, she grew determined to help other slaves escape. She became one of the leading conductors of the railroad. From 1850 to 1860, she made 13 trips back to the South.

Helping runaway slaves was against the law. Slave owners offered huge rewards for Tubman's capture. Tubman, though, was never caught, nor were any of her runaways. She later said, "I never ran my train off the track, and I never lost a passenger."

9. In the biography, clues that tell about the sequence are

- months.
- days of the week.
- times of day.
- years.

10. What happened in Harriet Tubman's life during the year 1844?

- She became a field worker.
- She got married.
- She fled to Philadelphia.
- She began leading slaves to freedom.

11. When did Harriet Tubman run away?

- 1821
- 1844
- 1849
- 1850

12. In 1860, Harriet Tubman

- became a railroad conductor.
- made her last trip back to the South.
- was captured.
- made it safely to Philadelphia.

Understanding Sequence

Guided Practice



PART FIVE: Prepare for a Test

TEST TIPS

- A test question about sequence may ask you when certain things happen in a reading passage.
- A test question about sequence may ask you to put events from a reading passage in order.
- A test question about sequence may contain words such as *first, second, last, before, or after*.

Read this tale adapted from a Chinese folktale. Then answer questions about the folktale. Choose the best answer for Numbers 13 and 14.

One day, three blind men stood together talking when one said, "I have heard about an animal called an elephant. I wish that I could touch it to learn what it is like."
 "Yes," exclaimed the second blind man, "I would also like to touch an elephant."
 "Me, too," the third blind man said enthusiastically.

A man who owned an elephant just happened to pass by and overheard the three men's conversation. "I have an elephant," the owner offered. "I will lead you to it."
 The owner brought the first blind man to the elephant. The man reached out with his hands and ran them up and down the elephant's leg. "Now I understand," he said. Then the second blind man took a turn. He was by the ear of the elephant, so when he reached out, his hands grasped the tail. "I know now," said the man.

When it was the third blind man's turn, his hands stroked trunk moved up and down, nearly hitting the man off the ground.
 The three men thanked the owner. As they walked away, said, "I had heard that an elephant is strong, but it must be the creature between my hands, it was not much bigger than you are mistaken, my friend," said the third blind man. "It is as big and as long as a giant, powerful snake."
 "You are both wrong," said the first blind man. "An elephant's trunk is as long as a giant, powerful snake."
 The men began to argue. And they may be arguing still, of course, but they were all wrong.

13. After the three blind men touched the elephant, they
- Ⓐ followed the owner.
 - Ⓑ thanked the owner.
 - Ⓒ argued with the owner.
 - Ⓓ walked back to the owner.

Read this article from a food magazine. Then answer questions about the article. Choose the best answer for Numbers 15 and 16.

Fast Foods for Fast Lives

Who first put ground beef between two slices of bread? No one knows for sure, but the hamburger sandwich first became popular more than 100 years ago. Factory workers especially liked this hand-held meal. They could buy two hamburgers for one nickel at traveling lunch carts. By the turn of the century, dining cars, called "diners," replaced the carts.

In 1916, J. Walter Anderson of Wichita, Kansas, invented the hamburger bun. Five years later, Anderson and a partner built a restaurant shaped like a castle and painted it white. White Castle® grew to become the first hamburger chain.

Soon after White Castle was born, the first drive-in restaurants appeared. These roadside stands used carhops to serve people in their cars. The drive-ins also had fun shapes and bright signs to draw in customers off the road.

In 1955, the McDonald brothers of California introduced a new kind of hamburger place. There were no waiters at their new restaurant. Customers ordered their meals at a walk-up window. McDonald's® could offer quick service because the food was sent to the restaurant ready to cook. The hamburgers were already shaped into patties. The french fries were cut and ready to be dipped in hot oil. Other restaurants sold their hamburgers for 25 cents. McDonald's hamburgers, though, were only 15 cents. French fries were a dime.

Dozens of businesses soon copied the idea of selling quick hamburgers at low prices. Today fast-food places are everywhere—highways, shopping malls, and even airports.



15. What appeared after drive-in restaurants?
- Ⓐ White Castle restaurants
 - Ⓑ McDonald's restaurants
 - Ⓒ dining cars
 - Ⓓ traveling lunch carts
16. Before McDonald's opened,
- Ⓐ french fries didn't exist.
 - Ⓑ restaurants weren't built on roadways.
 - Ⓒ there were no hamburger chains.
 - Ⓓ restaurant service took longer.

Understanding Sequence

Understanding Sequence

Independent Practice and Test-taking Practice

Part Five: Prepare for a Test Independent Practice

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

In **Part Five: Prepare for a Test**, students read test-taking strategies and then proceed to a reading selection. Teaching test-taking strategies and providing practice for test taking is a value-added feature of the **STARS® Series**.

Gulek (2003) discusses the several benefits researchers have found about test preparation. Adequate and appropriate test preparation plays an important role in helping students demonstrate their knowledge and skills in high-stakes testing situations.

Norton and Park (1996) found a significant relationship between test preparation and academic performance. Chittooran and Miles (2001) also concluded that "adequate test preparation significantly improves student attitudes toward test taking and, hence, actual performance on high-stakes tests" (p. 42).

The **STARS® Series** offers additional practice with test preparation in each Review lesson as well as the Final Review.

Standards-based Assessment to Guide Instruction

Standards-based assessment is the direct assessment of curriculum-based standards of learning. The mastery of curriculum standards has been a long-standing goal of individual states and has been gaining significant federal support since the introduction of the No Child Left Behind Act in 2001.

Recently, a state and federal initiative called the Common Core Standards has taken root (CSSO/NGA, 2010). This initiative furthers the push towards standards-based instruction. This close alignment between assessment and instruction maximizes each student's ability to become an independent reader.

From Research to Application:

The *STARS® Series* is a direct application of standards-based assessment that matches both state and national standards. Each book provides instruction with core reading strategies that are tested on both state and national assessments.

Additionally, state-specific versions of the *STARS® Series* offer correlations of the lessons to state standards. The correlations are in the student book as well so that students are cognizant of their learning goals.

Lessons 1-3 REVIEW

PART ONE: Read an Article

Read this article about Vietnam's early history. Then answer questions about the article. Choose the best answer for Numbers 1 through 6.

Two thousand years ago, the Chinese ruled the land that is now Vietnam. Many Vietnamese wanted freedom from Chinese rule. This dream burned strongly in the heart and mind of Trung Trac, the wife of a Vietnamese noble named Thi Sach. In A.D. 20, a new Chinese governor took control in Vietnam. His name was Su Ting, and he was greedy and cruel. Trung Trac urged her husband to challenge the Chinese ruler. Thi Sach started to stir up trouble. Su Ting reacted by having Thi Sach put to death. The murder led Trung Trac and her younger sister, Trung Nhi, to raise an army of Vietnamese nobles and peasants. In A.D. 39, the Trung sisters led the troops in battle against the Chinese.

By A.D. 40, the Vietnamese had driven Su Ting out of the country. The Vietnamese kingdom was set up, and Trung Trac was declared queen. The new kingdom, though, did not last long. Within two years, the Chinese had sent the great general Ma Yuan into Vietnam with more than 20,000 soldiers.

Many Vietnamese felt they had no chance against such a large army. Because Trung Trac grew afraid that her followers would abandon her, she ordered an immediate attack. The Chinese easily defeated her small army. Several thousand Vietnamese soldiers were captured and put to death.

Trung Trac and her most loyal supporters retreated into the mountains. According to one story, Ma Yuan captured the Trung sisters and had them killed. Another story says that the sisters died from disease. Still a third tale says that they disappeared into the clouds. The most popular belief is that the Trung sisters drowned themselves in



Lessons 1-12 FINAL REVIEW

PART ONE: Read a Tall Tale

Read this tall tale about a cowboy hero. Then answer questions about the tall tale. Choose the best answer for Numbers 1 through 12.

Pecos Bill was the greatest cowboy who ever lived. Before he came along, cowboys didn't know much about their job. They just rode around the cows, yelping and hollering. Pecos Bill taught the cowboys how to round up cattle and drive the herds. He also invented the six-shooter, the branding iron, and the lasso.

When Bill was a baby, his family lived in eastern Texas. One day, his father heard that another family was moving in about 50 miles away. Having neighbors that close was too crowded for him. So, he and his wife loaded their 18 kids and all of their belongings into a big, old covered wagon and headed farther west. Just as the wagon was about to cross the Pecos River, the rear left wheel hit a great rock. All at once, one-year-old Bill bounced out of the wagon. He landed so hard in the desert dirt that the wind got knocked out of him and he couldn't cry out. No one could have heard him anyway. His brothers and sisters were making such a racket in the back of the wagon that it wasn't possible even to hear trouble. It was evening before anyone noticed that the baby was missing.

By then, it was too late to do anything about it.

As the wagon disappeared into the distance, young Bill lay there watching it. Suddenly, an old coyote walked over. He sniffed the little boy a few times. Then the coyote picked up the boy by the scruff of his neck and carried him to his den.

So it happened that Bill came to live with the coyotes. The coyotes taught the boy everything they know about the wild out-of-doors. He was educated in the fine art of hunting and learned the proper way to howl at the moon. By the time he was 10, he could outwit and outshoot any coyote in the Southwest. The boy completely forgot what it was like to live with his family.

Finding Main Idea

1. The tall tale is mostly about

- Ⓐ the life of a cowboy.
- Ⓑ Pecos Bill's days as a coyote.
- Ⓒ the ways of the coyote.
- Ⓓ Pecos Bill's adventures at a cattle ranch.

Recognizing Cause and Effect

4. Bill's family didn't look for him because

- Ⓐ the coyote carried him off immediately.
- Ⓑ his brothers and sisters were making too much noise.
- Ⓒ they didn't realize that he was missing until it was too late.
- Ⓓ no one could hear his cries when he fell out of the wagon.

Recalling Facts and Details

2. How old was Bill when he lost his family?

- Ⓐ 1
- Ⓑ 4
- Ⓒ 10
- Ⓓ 17

Comparing and Contrasting

5. How was Pecos Bill different from other cowboys?

- Ⓐ He used a lasso.
- Ⓑ He came from eastern Texas.
- Ⓒ He was rougher and tougher.
- Ⓓ He was a full-blooded coyote.

Understanding Sequence

3. What was the first thing that happened after Bill fell out of the wagon?

- Ⓐ An old coyote brought the boy to his den.
- Ⓑ He watched the wagon disappear.
- Ⓒ An old coyote walked over to him.
- Ⓓ He landed hard in the desert dirt.

Making Predictions

6. Predict what might have happened if Pecos Bill had not met the cowboy.

- Ⓐ He would have still become a great cowboy.
- Ⓑ He would have continued to live with the coyotes.
- Ⓒ He would have left the coyotes anyway.
- Ⓓ He would never have become a human being.

Lessons 1-12 FINAL REVIEW 141

Practice with standards-based core reading strategies is reinforced through multiple review lessons.



Teacher Support

The Elementary and Secondary Education Act (ESEA) renewal, along with the Race to the Top funding, requires that teachers be well-prepared for their classroom. “A prepared teacher knows what to teach, how to teach, and has command of the subject matter being taught” (U.S. Department of Education, 2010). As a result of the use of

data-management systems that tie student performance to teacher evaluation, teachers are now being held even more accountable for their teaching impact. In light of this increased emphasis on teacher effectiveness, the *STARS® Series* has increased its instructional-support features. These features are useful for the teacher who is teaching both English-speaking students and ELL students.

Teacher Guide Lesson Part	Feature	Purpose	Research Says . . .
Introduction	Getting Started	Scripted text supports teachers in helping students transition into and prepare for the new reading-strategy lesson.	“To improve poor comprehension, researchers have used instructional scripts that provide students with essential background knowledge, key concepts, and vocabulary.” (Snow, 2002)
Introduction	ELL Support	Covers language concepts that may challenge students	Researchers state that one of the best practices for teaching ELL students is to model standard pronunciation and grammar. (Mohr & Mohr, 2007)
Introduction	Genre Focus	Provides key characteristics of genres , connecting students to literary features of lesson passages	“Contemporary language arts standards call for students, at all ages, to read authentic literature across genres (e.g., novels, memoirs, interviews) and to write in various genres. . . . All of these opportunities provide potentially powerful contexts in which students can learn to interpret text and can learn how to learn from text.” (Snow, 2002)
Part One through Part Five	At-a-Glance and Step-by-Step	The At-a-Glance feature provides a quick overview of each part of the lesson. The Step-by-Step feature provides explicit directions that teachers may choose to use to guide students through each part of the lesson. This feature also includes tips for implementing accountable discourse and text interaction .	“In accountable discourse, students take one another’s remarks seriously and respond directly to them. They must be able to back up their statements with evidence.” (Michaels, O’Connor, & Resnick, 2007)
Part One through Part Five	Tips	Each tip offers teaching support that directly relates to the activities on the student book page.	“Preparing teachers who have the skills and knowledge to help America’s students achieve their full potential is a national effort that requires a strong partnership among institutions of higher education; elementary and secondary schools; governments at the state, local, and federal levels, and private industry.” (U.S. Department of Education, 2009)

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Teacher Guide Lesson Part	Feature	Purpose	Research Says . . .
Part Three	Teacher's Corner	Provides the teacher with additional information about the reading strategy	"The reauthorization proposal supported by the 2011 request would ask States and LEAs to set clear standards for effective teaching and to design evaluation systems that fairly and rigorously differentiate between teachers on the basis of effectiveness." (U.S. Department of Education, 2010)
Part Four	Reteaching	Reinforces and deepens students' learning by using a graphic organizer to visually depict and verify the correct answer to a strategy-based question	"Graphic organizers can provide students with tools they can use to examine and show relationships in a text." (Adler, 2004)
Part Five	Connecting with Literature	Invites students to apply the strategy to authentic literature through a Book Share	"Aesthetic responses to literature can be elicited by allowing students to choose books to read and their responses, to relate associations and feelings, and to extend the text." (Buss & Karnowski, 2003)
Features of a STARS® Lesson	Management Tips	Offers classroom-management and instructional suggestions to make instruction effective for small-group instruction and other scenarios	"By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that's all theirs." (Carolan & Guinn, 2007)
State-Specific Editions	Correlations Summary	Lists the specific strategies and skills in a state's standards that are supported by each STARS® lesson	"Standards-based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their education goals, including specific concepts, order, or instructional materials." (NREL, 2005)

A description of these teacher-support features can be found on pages 12–23 in the Teacher Guide of Books A–H and on pages 12–16 of Books K and AA. With this enhanced support for teaching the core reading strategies in the *STARS® Series*, students' mastery of these strategies is greatly improved.

Quick-Reference Chart of Best Practices



This series uses . . .	Example	Research says . . .
<p>Answer Analysis for Students As a part of guided instruction, students receive immediate feedback about their answer choices and read the reasoning behind correct and incorrect answers.</p>	<p>SB: Books K and AA</p> <ul style="list-style-type: none"> Included in teacher and student discussions <p>SB: Books A–H</p> <ul style="list-style-type: none"> In each lesson, Part Three: Check Your Understanding 	<p>Research (Pashler et al., 2007) has shown that when students receive direct instruction about the reasons why an answer is correct or incorrect, they demonstrate long-term retention and understanding of newly learned content.</p>
<p>Authentic Discourse A learning strategy that enhances students’ understanding of newly learned concepts through group conversations. This strategy is especially helpful to ELLs because they are not hindered by printed language structures.</p>	<p>SB: Books AA–H</p> <p>In each lesson, Part Two: Guided Instruction, Work with a Partner feature</p>	<p>“Talking to others about ideas and work is fundamental to learning.” (Resnick, 2010)</p>
<p>Cooperative Learning Students work together in pairs or small groups to attain their individual goals.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Work with a Partner feature 	<p>“Having peers instruct or interact over the use of reading strategies leads to an increase in the learning of the strategies, promotes intellectual discussion and increases reading comprehension.” (NICHD, 2000, pp. 4–45)</p>
<p>Differentiated Instruction Students of varying abilities learn the same content using different instructional approaches.</p>	<p>SB: Books C–H</p> <ul style="list-style-type: none"> In each lesson, Part One through Part Five, modeled, guided, and independent practice and instruction <p>TG: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Part One through Part Five, teachers are given paired and whole-group instruction options 	<p>“‘Multiple paths’ does not mean that students are given free rein; it means that teachers must find that sweet spot between structure and choice that makes student learning possible. . . . By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that’s all theirs.” (Carolan & Guinn, 2007, p. 45)</p>
<p>Direct Instruction Lesson plans include explicit step-by-step instruction of reading and learning strategies as well as lesson objectives.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Part Two: Learn About the Strategy 	<p>“Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).” (FCRR, 2006)</p>
<p>ELL Accommodations English language learners are a large part of today’s classrooms. These students need extra support and scaffolding while learning new information.</p> <p>Some teaching strategies that have been proven to be effective for ELL students are: graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based instruction.</p>	<p>SB: Books A–H</p> <ul style="list-style-type: none"> In each lesson, graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based reading passages are key ELL instructional accommodations. <p>TG: Books A–H</p> <ul style="list-style-type: none"> See section entitled, “What instructional features in the <i>STARS® Series</i> can be helpful for students, especially ELL students?” Introduction, ELL Support 	<p>“In virtually every part of the country, middle and high schools are now seeing expanding enrollments of students whose primary language is not English. Rising numbers of immigrants, other demographic trends, and the demands of an increasingly global economy make it clear that the nation can no longer afford to ignore the pressing needs of the ELLs in its middle and high schools who are struggling with reading, writing, and oral discourse in a new language.” (Short & Fitzsimmons, 2007)</p>

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This series uses . . .	Example	Research says . . .
Explicit Instruction Students receive explicit instruction of each reading strategy consisting of a definition, a short example passage, and learning objectives.	SB: Books AA–H <ul style="list-style-type: none">In each lesson, Part Two: Learn About the Strategy	Researchers Manset-Williamson and Nelson (2005) explain, “Explicit instruction involves the overt, teacher-directed instruction of strategies, including direct explanation, modeling, and guided practice in the application of strategies” (p. 62).
Genre Instruction Students receive instruction of genre properties of reading passages which aids in both their recall and comprehension of the passages.	TG: Books C–H <ul style="list-style-type: none">In each lesson, Introduction, Genre Focus	“The instruction of the content and organization of stories thus improves comprehension of stories as measured by the ability of the reader to answer questions and recall what was read. This improvement is more marked for less able readers.” (NICHD, 2000, pp. 4–45)
Graphic Organizers Graphic organizers are visual displays that help learners comprehend and retain textually important information.	SB: Books AA–H <ul style="list-style-type: none">In each lesson, Part One: Think About the Strategy TG: Books K and AA <ul style="list-style-type: none">Refer to Part One: Skill Development sectionIn each lesson, Part Four: Build on What You Have Learned, Reteaching feature	“When students learn how to use and construct graphic organizers, they are in control of a study strategy that allows them to identify what parts of a text are important, how the ideas and concepts are related, and where they can find specific information to support more important ideas.” (Vacca & Vacca, 2005, p. 399)
Listening Comprehension Development and mastery of listening comprehension on the meaning level is one of the first stepping stones in learning how to read.	Series: <ul style="list-style-type: none">Book K uses listening activities and a selected few reading activities to teach reading strategies.Books AA–H use both listening and reading activities, including the “shared reading” strategy to teach reading strategies.	“Teachers should emphasize text comprehension from the beginning, rather than waiting until students have mastered “the basics” of reading. Instruction at all grade levels can benefit from showing students how reading is a process of making sense out of text, or constructing meaning.” (Armbruster & Lehr, 2001)
Multiple-strategy Instruction Students are taught that more than one cognitive strategy may be used to gain meaning from text. Strategies such as comparing and contrasting and making predictions work together to make text meaningful.	SB: Books C–H <ul style="list-style-type: none">After every third lesson, and at the end of each book, Review and Final Review sections	“Skilled reading involves the coordinated use of several cognitive strategies. Readers can learn and flexibly coordinate these strategies to construct meaning from text.” (NICHD, 2000, pp. 4–77)
Prior-knowledge Activation These are learning activities that stimulate knowledge that comes from previous experiences.	SB: Books AA–H <ul style="list-style-type: none">In each lesson, Part One: Think About the Strategy TG: Book K <ul style="list-style-type: none">In Part One: Skill Development sectionLesson Opener, Getting Started section	“Several meta-analyses and reviews of the research have found that direct, explicit instruction in such specific strategies as summarizing, identifying text structure and visual clues, calling on prior knowledge, and using graphic organizers improves students’ reading comprehension.” (Biancarosa, 2005)

(continues)



(continued)

This series uses . . .	Example	Research says . . .
<p>Reading-strategy Instruction Explicit and direct instruction of each core reading strategy occurs in order to gain meaning from text.</p>	<p>Series:</p> <ul style="list-style-type: none"> Books K and AA introduce 6 core reading strategies. Book A introduces 8 core reading strategies. Books B–H introduce 12 core reading strategies. <p>TG:</p> <ul style="list-style-type: none"> Understanding the Strategies Teacher’s Corner 	<p>Afflerbach, Pearson, & Paris (2008) explain that reading strategies are “deliberate, goal-directed attempts to control and modify the reader’s efforts to decode texts, understand words, and construct meanings.” (p. 368)</p>
<p>Scaffolded Instruction An instructional strategy in which gradual withdrawal of support occurs through modeled, guided, and independent instruction and practice.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> Part One: Think About the Strategy (Modeled Instruction) Part Two: Learn About the Strategy (Guided Instruction) Part Three: Check Your Understanding (Modeled Practice) Part Four: Build on What You Have Learned (Guided Practice) Part Five: Prepare for a Test (Independent Practice) 	<p>“There is virtually universal agreement that scaffolding plays an essential and vital role in fostering comprehension.” (Clark & Graves, 2005)</p>
<p>Shared Reading This is a reading activity where a teacher reads a story while students look at the text being read and follow along.</p>	<p>Series:</p> <ul style="list-style-type: none"> Book K has several activities where students read silently as the teacher reads orally. Book AA uses shared reading as one of its core teaching strategies. 	<p>Routman (2000) lists several benefits of shared reading, especially for ELL students. Shared reading teaches multiple reading strategies; provides supportive context for reading; and helps children participate as readers. (p. 34)</p>
<p>Test-taking Practice Selected-response and constructed-response test questions are often used on state and national standardized tests.</p>	<p>SB:</p> <ul style="list-style-type: none"> Books A–H, in each lesson, Part Five: Prepare for a Test Books A–H, Review and Final Reviews 	<p>Supon (2004) cites that researchers have determined that “Students of all levels of academic achievement and intellectual abilities can be affected by test anxiety.”</p>
<p>Text Interaction This is an active reading strategy students may use to visibly apply reading strategies to text.</p>	<p>TG: Books AA–H</p> <ul style="list-style-type: none"> In each lesson, Part Two: Guided Instruction, Tip feature 	<p>“It is necessary to have simple, clear links between the real-world interactions, the main conceptual framework, and the knowledge goals being pursued.” (Guthrie, Wigfield, & Perencevich, 2004, p. 62)</p>
<p>Theme-based Instruction Theme-based instruction integrates instruction of language and concepts with real-world scenarios and with cross-curricular subjects, such as social studies, science, and literature.</p>	<p>SB:</p> <ul style="list-style-type: none"> In each lesson, the reading passages have social studies, science, or literary themes. <p>TG:</p> <ul style="list-style-type: none"> Books K–H, Introduction Books A–H, Genre Focus Books K–H, Connecting with Literature 	<p>Bergeron, Wermuth, and Rudenga (1996) summarized that “Theme-based, integrated learning experiences engage young children in meaningful and functional literacy events, focus on real-life experiences by providing socially interactive settings, and provide an organizational framework for language acquisition.”</p>

Summary



The *STARS® Series* is an instructional program that is solidly grounded in areas of reading research.

- Scaffolded strategy-based instruction serves as the organizational framework, while metacognitive strategies foster student self-monitoring and self-assessment.
- The lessons are carefully planned and sequenced to promote individual understanding and application of reading strategies.
- Students build on their capacity to analyze, reason, and communicate ideas effectively by applying specified reading strategies in a variety of contexts.
- The *STARS® Series* is a comprehensive reading program designed to meet a broad spectrum of individual needs in the classroom.

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