

# READING EXPRESS LESSON SAMPLER

## *Level H (Grade 8), Lesson 60—Evaluating*

The contents of this sampler will allow you to teach one complete lesson.

### **Lesson Structure**

Flexible lessons can be adapted to available time frames.

- Teach a focused minilesson in as little as 10 to 20 minutes
- Provide a 30-, 60-, or 90-minute intensive skill-development block
- Split study over several days

### **Diagnostic Assessment**

#### **Pre and Post Tests**

Four full-length tests covering all standards can be used for

- diagnosing performance gaps
- measuring progress
- assessing skill mastery

#### **Unit Tests**

Two tests per unit provide opportunities for testing following instruction as well as retesting if reteaching is necessary.

#### **ExamView® Software**

- create custom tests focused on specific standards
- format tests based on your state assessments
- administer tests in paper and pencil or electronic formats
- create performance reports by student, class, objective, and state standard

### **Introduce the Skill**

#### **ELL Resource—**

skill-specific lessons and reproducibles to frontload vocabulary and build background knowledge for English Language Learners.

#### **Explain—**

offers a quick introduction to the standards-based skill.

### **Model the Skill**

#### **Expand—**

a transparency minilesson is used to model each skill. The Teacher Guide supports the minilesson transparency with additional scripting for intervention and instruction on the featured skill.

### **Practice the Skill**

#### **Explore—**

reproducible activities provide scaffolded student practice for each skill. The Teacher Guide includes suggestions for differentiated instruction. Student practice activities are offered as reproducibles and in consumable workbook format.

### **Assess the Skill**

#### **Exit Ticket—**

an oral assessment of the featured skill in a reading conference setting. By using the suggested questions, evaluating the student work on the **Explore** activities, and using the Assessment Resource, teachers can make a formative assessment on the particular standard being studied.

### **Additional Practice**

#### **Re-Explore—**

if students continue to perform below expectations, reproducible **Re-Explore** practice activities are available in the Grade-Level Kit.

#### **Unit Apply—**

Teacher Guide includes unit-level application ideas for practicing multiple skills in authentic classroom activities.

**Grade 8 Standards**

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Evaluating

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LESSON

**English Language Learners**

See ELL Resource, Level H, for approaches to addressing the following issues.

- Preteach the academic language *evaluating*
- Preteach evaluating the usefulness and timeliness of an article
- Model completing the graphic organizer
- Summarize the passages in Explore and Re-Explore

**Explain**

Introduce **evaluating** by discussing the results of a recent opinion poll.

*What is the topic of this poll? (Answers will vary.)*

*How do pollsters gather this information? (by asking selected people to answer questions)*

*What were the results of the poll? (Answers will vary.)*

*How might some people use the results of the poll? (Answers will vary.)*

*What is the basic purpose of an opinion poll? (to determine people’s opinions about various topics)*

*When you are doing research, you should **evaluate** the resources that you locate. Before you use ideas from a particular source, ask yourself questions about the author, the purpose for writing this text, how reliable the information seems, and whether it contains the latest information about your topic.*

**Expand** (Overhead Transparency 60)

Use Overhead Transparency 60 as a group minilesson on **Evaluating**. Begin by reviewing the discussion of evaluating in the Explain section.

*How do pollsters evaluate people’s opinions? (by asking people to answer questions about specific topics)*

*How do readers use the skill of evaluating? (by deciding if a research source is reliable and up-to-date)*

Call students’ attention to the bullet point on the transparency: **Evaluating a passage involves deciding how well it covers a topic or how useful it is as a source of information.**

Read the passage on the transparency to the students. Then share the first sidebar aloud.

*According to the title, what do you learn about this passage? (It was written in a Mandan village on the Upper Missouri River in 1832.)*

Read the second sidebar and ask the following questions.

*What is the topic of this passage? (the Mandan people)*

*What point does the author make about these people? (that their appearances differ, that some people seem to be descendants of people who were not Indians)*

*Why is a name listed at the end of the article? (to let readers know who wrote the article)*

Read the third sidebar aloud to students.

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LESSON

**Evaluating**

**Expand**

- **Evaluating** a passage involves deciding how well it covers a topic and how useful it is as a source of information.

**Mandan Village, Upper Missouri River, 1832**

A stranger in the Mandan village is first struck with the different shades of complexion, and various colours of hair which he sees in a crowd about him; and is at once almost disposed to exclaim that “these are not Indians.”

The diversity in the colour of hair is also equally as great as that in the complexion; for in a numerous group of these people (and more particularly amongst the females, who never take pains to change its natural colour, as the men often do), there may be seen every shade and colour of hair that can be seen in our own country, with the exception of red or auburn, which is not to be found.

— George Catlin

First, evaluate the title or heading and determine what it tells you about the passage.

Next, read the passage and determine what kinds of information are included and who wrote the text.

Finally, determine how well the author understands the topic and how reliable the information probably is.

**Remember:** When reading, **evaluate** a passage to determine whether it contains the type of information you are looking for and whether it is a credible source of information.

*How can you tell that the author is writing about his own personal experiences? (The passage is written from the first-person point of view.)*

*Since the author is describing what he has seen with his own eyes, how well can you trust the facts and details that he includes? (They can be trusted very well.)*

*Based on our evaluation of this passage, would it be a good source about the Mandan people? (yes)*

Conclude the minilesson by reading the Remember statement at the bottom of the overhead.

**Explore**

(Lesson 60 in the Student Practice Binder)

Complete Explore I as a group. Begin with a review of Academic Vocabulary and Heads Up. Use this first exercise as a bridge between instruction and independent practice and to informally evaluate understanding. Encourage students to explain their thinking. Then challenge students to complete the remaining exercise(s) individually, in pairs, or in small groups.

**Differentiated Instruction**

**Extra Support:** Provide students the level of support needed to complete the remaining exercise(s). Suggested modifications include holding class discussions concerning examples of similar sources before completing each exercise. Also, for students who are having trouble with the concept of *evaluation*, you might pair them with an adult volunteer or capable peer and have them fill out a graphic organizer for each passage similar to the one in Explore III.

**Extend:** Choose a topic for students to research in the school library or media center. Have students work in teams and locate various sources about this topic. Instruct each team to list the sources they located and jot down ideas that helped them determine which sources were reliable and which were not. Remind students to explain how they reached these decisions. Then have students share their findings with the class.

**APPLY**

**Everyday Texts:** Point out that readers should evaluate the reliability and timeliness of articles they read in newspapers, magazines, and on the Internet. Explain to students that they should look for writer's bias, adequate support of ideas, citations of trustworthy texts, and other ideas to determine if the details and message are reliable.

**Exit Ticket**

Use the following questions as well as student work on the Explore activities as formative assessment on **Evaluating**. Discuss students' answers. Offer them an opportunity to reflect on their understanding.

*Which kinds of sources should you use when you are doing research? (You should use sources that seem to be reliable, honest, and up-to-date.)*

*How do readers determine which sources are the best ones to use? (Readers determine reliable sources by analyzing the details in a text, examining the author's purpose for writing the text, and deciding if the text contains the latest information available about a topic.)*

**Pause and Evaluate**

Reflect on students' performances at this point. If they have demonstrated an understanding during instruction and discussion, independent practice, and the Exit Ticket conference, concentrate on implementing ideas such as those presented in Apply to transfer knowledge beyond this skill-specific lesson.

If you feel that students have not demonstrated an understanding, consider

- Reteaching the lesson using different text and examples.
- Reteaching a certain area of confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

**Re-Explore**

(Lesson 60 in the Student Practice Binder)

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on **Evaluating**.

**Answer Key**

**Explore** (Lesson 60 in the Student Practice Binder)

Exercise I: 1. c; 2. d

Exercise II: 1. Antarctica; 2. The first paragraph describes the discovery of Antarctica. The other paragraphs discuss Antarctica's environment. 3. 1820, the 1970s, the 1980s, and 2008; 4. It was probably written in 2008 or later since it talks about a thing that happened then. 5. It was written very recently, so it is up-to-date with some of the most recent information about Antarctica.

Exercise III: *Answers will vary.*

**Re-Explore** (Lesson 60 in the Student Practice Binder)

1. a; 2. a

**Objectives**

- Preteach the academic language *evaluating*
- Preteach evaluating the usefulness and timeliness of an article
- Model completing the graphic organizer
- Summarize the passages in Explore and Re-Explore

**Before the Lesson****Preview Vocabulary**

Explain, act out, and define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary word card for each term. A reproducible vocabulary word card template can be found on page xx.

**amazing**—causing great surprise or wonder. (Give examples of different types of amazing events, such as a magic trick, a singing performance, and so on.) *The tricks performed by Professor Magic were amazing! I couldn't figure out how she did them!*

**auburn**—reddish brown color. (Show a picture of someone with auburn hair.) *Susie has such beautiful auburn hair.*

**banned**—stopped or prohibited. *Smoking in most public buildings is banned.*

**colonization**—process of a group of people settling in an area. (Show a picture of Jamestown, Virginia.) *Jamestown, Virginia, is an example of European colonization of America. Jamestown was settled by 104 men and boys from England in 1607.*

**facility**—building or buildings designed to serve a particular function. (Show a picture of a hospital being built or remodeled.) *An up-to-date medical facility is an important part of any community.*

**seldom**—rarely; infrequently. (Show a picture of a solar eclipse.) *Solar eclipses—when the Moon moves in front of the Sun for a few minutes as the Moon orbits Earth—seldom happen.*

**sensation**—cause of excitement. (Show a picture of a celebrity that all students know.) *\_\_\_\_\_ causes quite a sensation whenever he/she appears in public.*

**severe**—harsh or extreme. (Show a picture of Antarctica.) *One reason almost no one lives in Antarctica is because of the severe climate.*

**theorized**—gave an explanation for why something happened. *Scientists have theorized about whether there is life on other planets. We haven't found any living being out there yet.*

**trekked**—made a long journey on foot. (Show a picture of people hiking in the mountains.) *We trekked through some beautiful countryside on the mountain trail.*

**Preteach Academic Vocabulary and Concepts (evaluating)**

(Reproduce the following chart on the board or on an overhead transparency.)

Word	Meaning	Context Sentence
Evaluating	deciding how well a passage covers a topic and how useful it is as a source of information	When reading nonfiction text, evaluating a text means determining how well the author understands the topic and how reliable the information is.

(Show students newspaper clippings and campaign literature from an upcoming election.) *We have a collection of information about the candidates for the upcoming election. Here is a story from a newspaper. It describes the candidates' views on several important issues. This is a campaign flyer. It is from the \_\_\_\_\_ campaign. If you were not sure which candidate to vote for in the upcoming election, which of these sources would be the most useful?*

(Organize a discussion and invite students to share their ideas aloud.)

*When reading a nonfiction text, evaluating is an important tool you can use to determine how well the author understands the topic and how reliable the information is. Evaluating a text is especially important when you are researching a topic. You can evaluate the text by asking yourself questions about the author, the purpose for writing this text, how reliable the information seems, and whether or not it contains up-to-date information about your topic.*

(Direct students' attention to the newspaper clippings and campaign literature discussed above.)

*If your purpose is to learn more about the candidates, a newspaper article is a better source than literature published by one of the candidates. Even if campaign literature is truthful, the purpose for writing it is to present one candidate in the best possible light. For*

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LESSON

## Evaluating *continued*

*this reason, a more objective source will probably provide more reliable information.*

### Preteach evaluating the usefulness and timeliness of an article

(Display the articles on global warming from the reproducible on page xx. Read each article aloud and summarize the main idea. Clarify any unfamiliar terms.)

*Let's evaluate these articles. What kinds of information does the article contain? If I want to understand how the temperature on Earth has changed, which one should I use? Does the information come from a reliable source or is it from someone who is biased?*

(Indicate and read the sources underneath each passage. Explain which sources are from a government agency and which sources are from a business or other agency.)

*Was it written by someone who is biased or has a reason to persuade you to believe what they believe? Do any of the sources seem outdated? Which one is most recent?*

### Assess Understanding

(Complete ELL Explore Evaluating I. Read the paragraph and explain any unfamiliar words. Invite a student to summarize the paragraph aloud. Then, answer the questions together.)

(After you have completed ELL Explore Evaluating I with students, read the directions for ELL Explore Evaluating II with them. Model how to research a topic using the Internet or library resources. Work as a class to complete the chart. More advanced students may work in pairs or independently.)

**Students should now be ready to participate in Explain and the Expand minilesson.**

## During the Lesson

### Explore I

(Read the Academic Vocabulary and Heads Up sidebars aloud to review academic vocabulary and concepts. Review the words *amazing*, *sensation*, and *trekked*. Summarize the passage.)

*This passage is about a woman named Mary Kingsley who explored Africa during the 1800s.*

(Read the passage. Ask comprehension questions.)

*What is the main idea of the passage? What does the title tell you about the passage? Is the writer biased? For what would this article be useful?*

### Explore II

(Review the words *colonization*, *facility*, *severe*, *theorized*, and *banned*. Summarize the paragraph.)

*This paragraph describes the discovery of Antarctica and the research scientists have carried out there.*

(Read the paragraph aloud and then read the directions under the paragraph. Read each question and write student responses on the board. Then, encourage students to write the answers on their papers.)

### Explore III

(Explain the directions.) *We need to research George Catlin and the Mandan people. We will do this by locating articles in books, magazines, newspapers, and electronic sources. We will evaluate four of the sources by answering the questions in the graphic organizer.*

(Model how to research a topic. Complete an entry for one title on the graphic organizer. Then, have students work together in small groups to finish the exercise.)

### Re-Explore

(Before completing the Re-Explore activity, have students echo-read each sentence in the paragraph. Read the questions with students and invite them to say the answers aloud. Read the sidebar next to both questions. Then, have students answer the questions with a partner.)

## Article 1

You have probably heard the dire warnings many times. Some people warn that global warming caused by carbon dioxide emissions could increase sea levels by 20 feet, spin up deadly hurricanes, and plunge Europe into an ice age. Science does not support these and other scary predictions. Global warming is real and carbon dioxide emissions are contributing to it, but it is not a crisis. Global warming in the 21st century is likely to be modest and may well be beneficial in some places. Even in the worst case, humanity will be much better off in 2100 than it is today.

—taken from [www.globalwarming.org](http://www.globalwarming.org), updated February 2004

## Article 2

Global warming is already affecting the world we know, endangering polar bears, shortening ski seasons and creating more intense storms. We know how to fix this problem and prevent a global environmental disaster. Get on our interactive map to share your concerns about a warmer planet, and find global warming solutions that you can put into action today.

—taken from [www.nationalresourcesdefensecouncil.com](http://www.nationalresourcesdefensecouncil.com)

## Article 3

Buy a hybrid car that runs on electricity. Only you can stop global warming.

—taken from [www.buyhybridforless.com](http://www.buyhybridforless.com)

## Article 4

The Earth's temperatures have increased about 0.74°C (plus or minus 0.18°C) since the late-19th century. However, some areas (including parts of the southeastern U.S. and parts of the North Atlantic) have, in fact, cooled slightly over the last century. The recent warmth has been greatest over North America and Europe and Asia. Seven of the eight warmest years on record have occurred since 2001 and the 10 warmest years have all occurred since 1995.

—from the National Climate Data Center, updated May 2008

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## LESSON

## Evaluating

**I. Directions**

1. Read the paragraph.
2. Choose the best answer to each question.

Shortly before Christmas 1192, King Richard the Lion-Hearted was captured and held captive in the Dürnstein castle high above the Danube River in present-day Austria. The King was returning home to England from Jerusalem, where he had led an army against the Muslim leader Saladin in the Third Crusade. The castle is in ruins today, but visitors can still see the cell where King Richard was held. It is a small room with no windows. A door made of iron bars is the only opening. His captors turned the King over to the Holy Roman Emperor Henry VI, who freed King Richard on February 4, 1194, in exchange for an astounding ransom—65,000 pounds of silver! Richard returned to England and later died in 1199 at the age of 42.

1. What is the main idea of the paragraph?
  - a. The castle at Dürnstein is in ruins today.
  - b. King Richard the Lion-Hearted was imprisoned in Dürnstein for over a year in the twelfth century.
  - c. King Richard the Lion-Hearted, after many adventures, died at the age of 42.
2. Which statement describes the most likely evaluation of the text?
  - a. This text is not a reliable source because the author is biased against King Richard the Lion-Hearted.
  - b. This text is not a reliable source because the information presented is out-of-date.
  - c. This text is a reliable source because the author presents facts without bias.

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LESSON

**Evaluating****II. Directions**

Fill in the chart using the articles on global warming from the lesson. You may also want to search the Internet or magazines to find more articles on this topic.

<b>Source</b>	<b>Does the source cover the topic completely?</b>	<b>Is the information in the source timely?</b>	<b>Does the article contain bias?</b>	<b>How useful is the information in this source? Explain your answer.</b>
<b>Article 1</b>				
<b>Article 2</b>				
<b>Article 3</b>				
<b>Article 4</b>				

- **Evaluating** a passage involves deciding how well it covers a topic and how useful it is as a source of information.

**Mandan Village,  
Upper Missouri River, 1832**

A stranger in the Mandan village is first struck with the different shades of complexion, and various colours of hair which he sees in a crowd about him; and is at once almost disposed to exclaim that “these are not Indians.”

The diversity in the colour of hair is also equally as great as that in the complexion; for in a numerous group of these people (and more particularly amongst the females, who never take pains to change its natural colour, as the men often do), there may be seen every shade and colour of hair that can be seen in our own country, with the exception of red or auburn, which is not to be found.

— George Catlin

First, *evaluate* the title or heading and determine what it tells you about the passage.

Next, *read* the passage and determine what kinds of information are included and who wrote the text.

Finally, *determine* how well the author understands the topic and how reliable the information probably is.

**Remember:** When reading, **evaluate** a passage to determine whether it contains the type of information you are looking for and whether it is a credible source of information.

- Evaluating the usefulness of a source
- Evaluating the timeliness of an article
- Using a chart to evaluate sources

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## Evaluating

LESSON

### ACADEMIC VOCABULARY

**Evaluating** a passage involves deciding how well it covers a topic and how useful it is as a source of information.

### ↑ HEADS UP

Look for statements or details that make a source seem to be reliable. If you suspect that an author has a strong opinion about a topic or is not completely knowledgeable about a topic, avoid that source. Be especially careful to evaluate Internet sources thoroughly. Look for texts that are written by experts, provide enough detail to explain or describe a topic, and contain the latest information possible.

### I Evaluate the Usefulness of a Source

Read the passage. Then answer the questions that follow.

#### Mary Kingsley, Explorer of Africa

Students study all about men who explored the Americas, but they seldom read about women who trekked to unfamiliar places. Mary Kingsley's achievements in studying Africa in the 1800s make her the top female explorer of all time. After her father's death, Kingsley decided to finish his book about Africa. Rather than use other people's discoveries, she decided to make some discoveries of her own. Her two years of exploration made her a world sensation and added greatly to our understanding of the amazing civilizations developed in Africa.

1. What is the main idea of this passage?
  - a. exploration of the continents
  - b. famous women writers
  - c. a courageous female explorer
  - d. the history of Africa
2. All of the following phrases in the passage demonstrate that the author has biased ideas about Mary Kingsley EXCEPT—
  - a. *of all time.*
  - b. *top female explorer.*
  - c. *world sensation.*
  - d. *amazing civilizations.*

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LESSON

## Evaluating

### II Evaluate the Timeliness of an Article

Read the passage. Then answer the questions that follow.

#### The Deserted Continent

The discovery of Antarctica in 1820 shocked very few scientists. Some had theorized that it must exist for as many as 2,000 years. This discovery did not spark the rush of colonization brought about by voyages to North and South America. Antarctica's climate is too severe for permanent population.

Studying Antarctica, British scientists proved that environmental problems in one part of the world also affect other locations on the planet. Analyses of Antarctica's ozone layer in the atmosphere began in the 1970s. In 1985, they discovered that chlorofluorocarbons in consumer products had created a hole in Antarctica's ozone layer. Once those chemicals were banned worldwide in 1989, scientists predicted that the hole would be closed within 50 years.

To keep close track of Antarctica's total environment, a new research station was built in 2008. Known as the "Princess Elisabeth station," this research facility was constructed in Belgium, where scientists developed a plan to use the station to monitor climate change and its causes.

1. What is the topic of this passage?  
\_\_\_\_\_
2. How is the topic of the first paragraph different from those in the other two paragraphs?  
\_\_\_\_\_  
\_\_\_\_\_
3. What four separate time periods are described in this passage?  
\_\_\_\_\_

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LESSON

## Evaluating

### **II** Evaluate the Timeliness of an Article *continued*

4. When was this article probably written? How do you know?

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5. Is this article up-to-date or should a researcher find another source about environmental study in Antarctica? Explain your answer.

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LESSON

## Evaluating

### III Use a Chart to Evaluate Sources

Research George Catlin and the Mandan people by locating articles in books, magazines, newspapers, and/or electronic sources. Look over each source and find details to complete the graphic organizer shown below.

Source's Title	Does the source cover the topic completely?	Is the information in the source timely?	How useful is the information in this source? Explain your answer.

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LESSON

## Evaluating

### Evaluate an Article

Read the passage below. Then answer the questions that follow.

Marie Antoinette, the Austrian princess who married France's Louis XVI, was the target of many rumors when she was queen: rumors that still swirl to this day. One famous story is that when she was told that there was not enough bread to keep the French people from starving, Marie Antoinette said, "Let them eat cake." However, *Bartlett's Familiar Quotations*, one of the most trustworthy sources of identifying famous quotes and their authors, states that the phrase "Let them eat cake" was first written years before Marie Antoinette was even queen. The quote originally comes from the French author Jean Jacques Rousseau's *Confessions*, who merely attributes it to "a great princess," never identifying the woman by name.

1. What topic does this passage cover?
  - a. a famous saying
  - b. the French Revolution
  - c. Austria and France
  - d. bad economic times

What topic do all of the sentences in this passage support?

2. Why would you consider this article a credible resource for information about common misconceptions of Marie Antoinette?
  - a. It cites a widely-recognized source as attributing the quote to someone other than Antoinette.
  - b. The author of this article was alive when Marie Antoinette was alive.
  - c. It persuades readers to believe Antoinette was a horrible person.
  - d. The author gives detailed biographical information about Marie Antoinette.

A credible passage will support statements with citations from a reliable source.

# Unit Apply

These application ideas offer students an opportunity to practice multiple unit skills in authentic classroom activities. Each activity covers two or more skills. The skills covered in Unit 7, Reading Strategies, include:

- previewing
- self-questioning
- making connections
- monitoring
- summarizing
- evaluating

**Science:** Have students use several of the reading strategies they learned in this unit before, during, and after reading a passage in their science textbook. Ask them to preview the text before they read, skimming for headings, charts, graphs, and illustrations. As a class, discuss their findings and what they think the text is going to be about. Encourage students to write questions they have about the text on sticky notes as they read the passage. After reading, have students focus on the main idea and important details by writing a summary of the passage. Then ask students to try to make connections between information in the text and things they already experienced, read, or knew about the world.

**previewing, self-questioning, making connections, summarizing**

**Mathematics:** Before beginning a unit or lesson in the math textbook, ask students to create a KWL chart based on the main heading or title of the unit or lesson. Have students record what they already know about the topic and what they would like to find out. As students read through the unit or lesson, stop them every so often and ask them comprehension questions about what they have read. This will give them the opportunity to monitor their comprehension about the topic. After students finish the unit or lesson, have them fill out what they learned on the KWL chart.

**making connections, monitoring**

**Reading Fiction:** Ask students to use the self-questioning strategy while reading a fictional text independently. Have students use sticky notes to record questions they think of as they read. At the end of each chapter or at the end of the book, ask them to go back and monitor their questions to see if any of them have been answered. Encourage students to make connections with the characters, setting, plot, writing style, topic, or another part of the book by journaling about it at periodic intervals.

**self-questioning, making connections**

**Writer's Workshop:** Have students write a book review on a fiction or nonfiction book they have read. Ask them to include a summary of plot or content, an evaluation of the book, and a recommendation of appropriateness for different age-groups or types of readers. Encourage students to relate the book to other book titles.

**making connections, summarizing, evaluating**

**Research Skills:** Have students choose an occupation they are interested in as a future career. Ask them to write some questions they would like to have answered about this career, and then encourage them to conduct research using books, magazines, and the Internet. Remind students to evaluate sources for appropriateness. Also encourage them not to read entire books, but instead to use previewing skills to find pertinent information. Ask students to write a one-page summary of their research and to include a list of their sources.

**previewing, summarizing, evaluating**

## Unit 7 ■ Reading Strategies

**Directions:** Read the passage below. Then answer the related question(s).

### The Marquis de Lafayette (1757–1834)

#### Soldier and Statesman

##### Early Years

The Marquis de Lafayette was born Marie-Joseph Paul Yves Roch Gilbert du Mortier on September 6, 1757, in Auvergne, France. His father was killed by British forces when Lafayette was two years old. At age eleven, Lafayette inherited a fortune upon the death of his mother and grandfather. At age 16, he joined the French cavalry. Soon, Lafayette would carry the torch of liberty far from the shores of France.

##### The American Revolution

Lafayette became involved with the American Revolution in 1777 when he purchased a ship, hired a crew, and set sail for America. Upon his arrival, Lafayette was assigned to the staff of George Washington and given the rank of major general. Washington grew to respect Lafayette’s **battle tactics** and military instincts. Lafayette played a key role in the success of the American Revolution when he convinced the French government to support the colonists in their quest for liberty. After the American victory at Yorktown in 1781, Lafayette proclaimed, “Humanity has won its battle. Liberty now has a country.”

##### Return to France

Lafayette returned to France a hero. Times became difficult for Lafayette, however, during the turbulent years of the French Revolution (1789–1799). In fact, in 1792 he fled the country after being denounced as a traitor. He was captured and imprisoned in Austria. Lafayette returned to France in 1800. Following the Battle of Waterloo in 1815, Lafayette called for Napoleon’s **abdication** of the throne. He spent the remainder of his life seeking liberty for the French people.

1. What do readers learn from the subheads?

- (a) the topic of the passage
- (b) specific details about Lafayette
- (c) how the information is organized
- (d) interesting historical facts

2. Previewing this passage should include all of the following EXCEPT—

- (a) reading boldface words.
- (b) reading for specific details.
- (c) reading the title and subtitles.
- (d) reading the underlined words.

3. What is the BEST question to ask yourself before reading the passage?
- Ⓐ How historically correct is this passage?
  - Ⓑ What information will this passage present?
  - Ⓒ What else would I like to know about Lafayette?
  - Ⓓ How well did this passage cover Lafayette's life?
4. What is the BEST question to ask yourself while reading this passage?
- Ⓐ Why did Lafayette want Napoleon to step down?
  - Ⓑ What famous artist painted Lafayette's portrait?
  - Ⓒ What form of government served the British people?
  - Ⓓ In what year did George Washington become President?
5. Because Washington relied on Lafayette's military instincts, you can infer that—
- Ⓐ other American military leaders respected Lafayette.
  - Ⓑ Lafayette was skilled in leading the French cause for liberty.
  - Ⓒ Lafayette had a good understanding of military strategies.
  - Ⓓ other countries sought the assistance of Lafayette.
6. Which of the following BEST helps you make connections with this passage?
- Ⓐ your past study of the American Revolution
  - Ⓑ a book on military tactics used by the British
  - Ⓒ a diagram of 18th-century naval vessels
  - Ⓓ a biography of Marie Antoinette

**Directions:** Read the passage below. Then answer the related question(s).

Lucille stood over the stove quickly stirring the scrambled eggs, their smell filling the kitchen. Scrambled eggs. They brought back countless memories. For many years, three decades, in fact, Lucille had been unable to eat eggs served any way—sunny side up, over easy, poached, scrambled . . . Like so many other families, Lucille, her mother, and three sisters had survived on only eggs during the Great Depression. At 10 cents a dozen, eggs were just about all her mother could afford to buy in the early 30s. They had eggs twice a day, sometimes with a slice of bread if they were lucky. No meat. No green beans, corn, or mashed potatoes heaped with butter and made with fresh milk. Just eggs.

Those had been such difficult years. Before the Depression, her father had been a salesman, selling the latest home gadgets—electric washing machines and vacuum cleaners. Factories churned out automobiles, refrigerators, even dishwashers. People had discovered the magic of credit, and even if they didn't have the ready cash, a home, car, or latest household thingamajig could still be had. All of that changed, practically overnight, in 1929. Her father lost his job and soon drifted away from the family. Her mother took in laundry, barely earning enough to keep the family in their Chicago flat on Division Street. Yet, Lucille always had a pink ribbon in her hair. Her mother insisted on that. Even at a young age, Lucille understood the importance of that pink ribbon.

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| <p>7. What is the topic sentence of the second paragraph?</p> <ul style="list-style-type: none"><li>Ⓐ Those had been such difficult years.</li><li>Ⓑ Her father lost his job and soon drifted away from the family.</li><li>Ⓒ Factories churned out automobiles, refrigerators, even dishwashers.</li><li>Ⓓ Yet, Lucille always had a pink ribbon in her hair.</li></ul> <p>8. Why did Lucille not eat eggs for thirty years?</p> <ul style="list-style-type: none"><li>Ⓐ Eggs became too expensive to buy.</li><li>Ⓑ She was allergic to them as a child.</li><li>Ⓒ She decided they were not healthy to eat.</li><li>Ⓓ Eggs brought back many difficult memories.</li></ul> | <p>9. Which statement BEST summarizes the passage?</p> <ul style="list-style-type: none"><li>Ⓐ Lucille enjoys cooking eggs because they bring back old memories.</li><li>Ⓑ Lucille's family worked together during the difficult years of the Depression.</li><li>Ⓒ The Great Depression created hardships for Lucille's family.</li><li>Ⓓ Eggs were quite inexpensive during the 1930s.</li></ul> <p>10. What time period does this passage cover?</p> <ul style="list-style-type: none"><li>Ⓐ the 1930s</li><li>Ⓑ 1929–1934</li><li>Ⓒ Lucille's lifetime</li><li>Ⓓ the Great Depression</li></ul> |
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11. What topic does this passage cover?
- Ⓐ lifestyle changes of the 1930s
  - Ⓑ popular inventions of the 1920s
  - Ⓒ difficulties of the Great Depression
  - Ⓓ family meals during the Depression years
12. How could the credibility of this passage BEST be verified?
- Ⓐ by reading another historical fiction story about the Great Depression
  - Ⓑ by reading an article from the encyclopedia about the Great Depression
  - Ⓒ by talking to grandchildren of people who lived through the Great Depression
  - Ⓓ by looking at advertisements of appliances sold in the 1920s