

# STARS **PLUS**

Strategies to Achieve Reading Success

## SUPPORTING RESEARCH



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## ***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**.

# Introduction

## **CARS Plus Series**

**Diagnose** needs of the class by administering 5 Pretests

**Benchmark** during instruction to monitor progress, using 5 longer tests

**Assess** mastery by administering 5 Post Tests



## **STARS Plus Series**

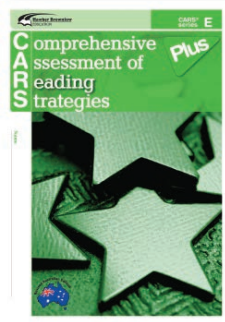
**Instruct** the class in 1 to 6 strategies, based on students' needs (differentiate instruction using Books P-H)

## **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 from Foundation to Year 9.

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 organisers
- 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 US 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 P

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

### Book A

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

### Book B-C

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising 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

### Book D-H

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising 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
- Summarising

# Introduction



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.

*(US Department of Education, 2010)*



★ ★ ★ ★

### How can I assess students' progress in the *STARS Plus Series*?

After students have been placed into the *STARS Plus Series*, based on the diagnosis from the *CARS Plus* Pretests, several methods may be used to assess students' progress in the *STARS Plus Series*.

You may use classroom observation to monitor and informally assess students' mastery of the strategies taught in each *STARS Plus* lesson.

You may also use the following to formally assess students' mastery of the strategies:

***STARS Plus* Review Lessons**

A review lesson follows every three strategy lessons. The reviews may be used to assess students' mastery of the reading strategies taught in those three lessons in the *STARS Plus* student book.

***STARS Plus* Final Review**

A final review follows all 12 strategy lessons. The final review may be used upon completion of the student book to assess students' mastery of all 12 reading strategies.

***CARS Plus* Benchmarks**

These five tests may be used throughout instruction in the *STARS Plus* student book (after the *CARS Plus* Pretests and before the *CARS Plus* Post Tests) as individual progress-monitoring tools to monitor students' progress in applying all 12 reading strategies.

***CARS Plus* Post Tests**

These five tests may be used upon completion of the *STARS Plus* student book to assess students' overall mastery of all 12 reading strategies. The results of the *CARS Plus* Post Tests may be compared with the results of the *CARS Plus* Pretests to assess students' mastery of the reading strategies.

*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; US 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 customise 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.

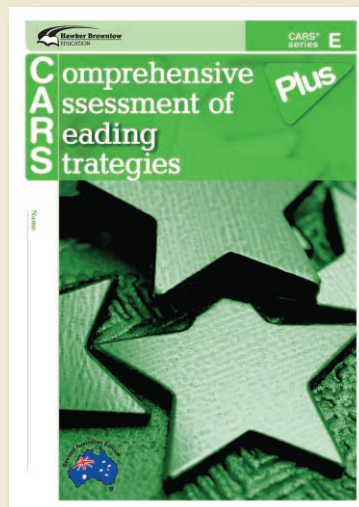


While schools are moving toward electronic data management, there are still some existing obstacles for implementing electronic instructional management systems at the classroom level. Researchers (Morsy, Kieffer & Snow, 2010; Pearson, 2010; US Department of Education, 2010) have determined that teachers are limited in their use of electronic data due to a lack of time to analyse 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 Plus Series*?

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

#### By Reading Strategy

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

Then use *STARS Plus 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 Plus 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 year level, at year level or above year level). You can use the levelled books in the *STARS Plus Series* (Books P-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 Plus Series* are the same from lesson to lesson (with some exceptions in Books P-C). So all students in the classroom receive the same reading-strategy instruction but work with appropriately levelled reading passages.

For example, some year-five students may work in the on-level Book E, which contains reading passages that don't extend beyond a year-five 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.

*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 (analysing), understanding sequence, recognising 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 US 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 practised 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 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.

- Write three things that you did yesterday.
- List and number these things in the order in which you did them.

**Work with a Partner**

- Tell your partner about one of your favourite fiction books.
- Take turns telling about the beginning, the middle and the end of the book. Try to use only one sentence to describe each.

**Lesson UNDERSTANDING SEQUENCE**

**LESSON OBJECTIVES**

- Understand sequence by recognizing the order in which events happen or things are done in a reading passage.
- Identify which 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?

Have one or two 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 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 *bookcase*. Together, talk about the meaning of the word *book* ("thing to read"). Then talk about the meaning of the word *case* ("a container"). Show all students what they think the word *bookcase* means ("a case for books").

Explain that a compound word may mean something different from the two smaller words. *Lafayette* for example, does not mean "a lady who is a leaf."

Point out the compound word *number* on student book page 30. Work with students to figure out its meaning ("how that you use").

**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 story of something that happened 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.

## Teacher Guide

*Both teachers and students benefit from direct, explicit instruction.*



## How to Provide Explicit Instruction

Carefully select the text to use when beginning to teach a given strategy.

Make sure that the text is at the appropriate reading level of students.

Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.

Talk about comprehension strategies while teaching them.

## The STARS® Series Provides Explicit Instruction

Reading selections of varying length, theme and genre enable effective application of each reading strategy.

Teachers may differentiate instruction of the reading strategies by using an off-level book to meet students' needs.

The STARS® Series provides practice through Guided Practice in each lesson, Review lessons and the Final Review lesson.

Students work with a partner to discuss their work. Teachers talk with students throughout each lesson part (except Part Five).

*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 organisers provide another mode of access to understanding a reading strategy, through graphic representation. The graphic organiser 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 Sequences?**  
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.

**How Do You Find Sequences?**  
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 Bongilla Migrant Camp. Pay attention to the time order of events.**

The government began using Bongilla Migrant Camp in Victoria to receive and train new migrants to Australia in 1947. In 1951 it was renovated and made permanent. The camp closed in 1971. In 2007, the remains of the camp became an important 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 1971.

1947	1951	1971	2007
The government began using Bongilla Migrant Camp in Victoria to receive and train new migrants to Australia.	The camp is renovated and made permanent.		The remains of the camp became an important historic site.

**LEARNING 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. What 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 their follow-up is to 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 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 *bookcase*. Together, talk about the meaning of the word *book* ("a thing to read"). They talk about the meaning of the word *case* ("a container"). Now ask students what they think the word *bookcase* means ("a case for books").  
Mention that a compound word may mean something different from the two smaller words. Explain for example, does one mean "a lady who is a bird"?  
Point out the compound word *realize* on student book page 36. Work with students to figure out its meaning ("to hear that you are").

**Genre Focus**  
**Biography**  
Tell students that on page 36, 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.



## Graphic Organisers

Graphic organisers provide a visual representation of the organisation 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 maximises and deepens students' learning.

ELL students also benefit from the use of graphic organisers as a way to gain comprehension. "Graphic organisers facilitate ELLs' comprehension through visual illustrations of key terms, vocabulary, ideas and the relationship among them" (Sigueza, 2005). A graphic organiser 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 organiser to help present the reading strategy in a visual way. Students who are not able to easily internalise 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 organiser. Part Four of each lesson in the Teacher Guide contains a Reteaching activity. This activity uses the graphic organiser in a direct application of the reading strategy. Through the graphic organiser, students demonstrate their mastery of the reading strategy in a visual way.

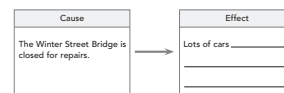
#### How Do You Find Cause and Effect?

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 neighbourhood streets. Many people complain about this traffic. They are worried that someone will get hurt.

- Let's find an example of cause and effect in the passage.  
**What happens?** People complain about the traffic in the neighbourhood. This is an *effect*.  
**Why does it happen?** People are worried that someone will get hurt in their neighbourhood. This is the *cause*.
- 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.
- Fill in the effect in the second box. Tell what happens because the bridge is closed.



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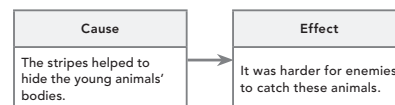


*Part One: Think About the Strategy*



### Reteaching

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



*Graphic organisers 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?

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 organisers, 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 English 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 organisational framework of scaffolded instruction. Each lesson is organised into five parts; each lesson part is integrated with scaffolded instruction. Scaffolded instruction benefits all types of students, including ELLs. “Scaffolded instruction optimises 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 organised by scaffolded instructional strategies. The STARS® Series guides students through the learning process, from prior-knowledge activation, to modelled and guided direct instruction with peer learning, to text guided modelled and guided practice, and finally to independent work.

### Part One: Think About the Strategy

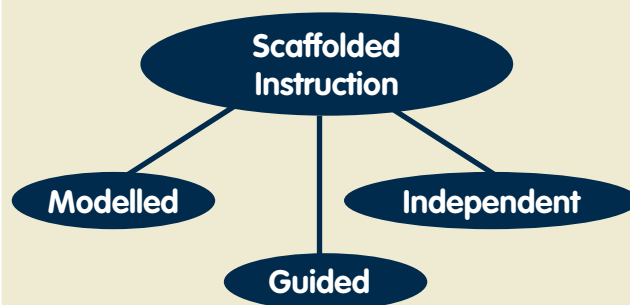
#### Modelled Instruction

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 in which they happened.

**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 Boregilla Migrant Camp. Pay attention to the time order of events.**

The government began using Boregilla Migrant Camp in Victoria to receive and train new migrants to Australia in 1947. In 1951 it was renovated and made permanent. The camp closed in 1971. In 2007, the remains of the camp became an important 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 1971.

1947	1951	1971	2007
The government began using Boregilla Migrant Camp in Victoria to receive and train new migrants to Australia.	The camp is renovated and made permanent.		The remains of the camp became an important historic site.

#### Modelled 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

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.

### WHAT TO KNOW

- Check words such as *first, next, then, last, finally, before* and *after* often tell you when things are done or events happen.
- Check 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 Chandler was explaining a new project to her year five art students.

"We'll be making a design out of pasted pictures she said. It's called a collage."

"First," Ms Chandler instructed, "think of a 1"

Second, gather your materials. You'll need scissors, glue, magazines, old

scraps of cloth. You can also use small objects or

"Third," she continued, "cut out pictures and

develop your theme. Next, add materials that will

align and texture. Then move the pieces around

have the design you want. Last, glue the pieces to

your collage."

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 to

Next, add materials that will give your collage colour.

Then move the pieces around on the poster paper until

Last, glue the pieces to the poster paper to create it

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

Adam told his friend Corey that he could read minds and was ready to prove his power. First, Adam spread out nine magazines on the floor. He then arranged the magazines in three rows of three magazines each.

Adam's sister Sandra, who knew how to perform the trick, acted as his assistant.

She placed a blindfold over Adam's eyes. Next, she turned him around so that his back faced Corey. Adam then asked his friend to touch one of the magazines.

After Corey made his choice, Adam turned around and removed his blindfold.

He told Corey to concentrate on the corner 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?"

Sandra continued to point to magazines, from the top row to the bottom row.

Each time, she asked, "Is this the one?"

Each time, Adam shook his head "No!"

Finally, when the pointer touched the last magazine in the bottom row, Adam nodded his head and said, "Yes, that's the one."

Corey was astounded. He wondered how Adam had figured out that the correct magazine was at the bottom right.



1. What did Adam 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 Adam 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.

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## 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

### Modelled 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 modelled 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 modelled 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*, *then*, *later*, *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 border.

Over a million wall-builders used dirt to build the wall. They piled dirt into hard mounds. Then they fitted stones and bricks over the mounds. Next, they fitted stones and bricks over the sides and top of the mounds.

Last, they fitted stones and bricks over the sides and top of the mounds.

**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 12 meters."

They fitted stones and bricks over the sides and top of the mounds.

This answer is not correct because paragraph 3 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 to describe what happened after 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.

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**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 goat would eat the cabbage and the wolf would eat the goat. If he left 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 crossed across the river with the goat and left the animal alone on the opposite bank. Then he took the wolf across the river and left the wolf with the goat on the opposite bank. Next, the farmer brought the cabbage across the river and left the farmer and the goat on the opposite bank with the goat and the 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.

7. 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.

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

William Dampier was the first English person to explore parts of Australia. He was also the first person to travel all around the world three times. Dampier was born in 1651 in England and died in 1715. His arrival in Australia was Captain Cook's first voyage to the continent.

Dampier joined a company of buccanniers, or pirates, in 1688. They were travelling on a ship called the "Cygnet" after an epic voyage they were based on the northwest coast of Australia in 1688. It took a while for the ship to be found. While there Dampier made notes on the animals and plants he saw. His group were the first known Europeans to have any communication with Aboriginal Australians.

In 1699 Dampier returned to Australia. This time he came as an honest explorer rather than a pirate. He explored the northwest coast. Dampier thought that Aboriginal Australians were the most intelligent people in the entire world. This was mainly because he thought that Australia, Down what little he saw of it, was the most barren and horrible place on earth. He thought that all Australia was a hopeless desert. Dampier wrote about a native animal that looked like a raccoon but which bounced on its back legs. When Dampier left, he never came back to Australia.

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

months.

days of the week.

times of day.

years.

11. When did William Dampier die?

1699

1686

1715

1651

10. What happened in William Dampier's life in 1688?

He became an explorer.

He joined a company of pirates.

He travelled all around the world.

He first arrived in Australia.

12. In 1699, Dampier

first visited Australia.

returned to Australia for a second time.

died.

joined another company of pirates.

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### Guided 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.

**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*, *then*, *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 border. The wall was used to protect north.

Over a million wall took years to cover over 4000 miles as high as 12 feet into hard mounds. Thick. Next, the workers fitted stones and brick bricks over the sides and top of the mounds.

Last, they fitted stones and brick bricks over the sides and top of the mounds. Think you could see it from the moon?

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

4. What did the builders of the Great Wall of China do 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.
- Ⓑ 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. What did the builders of the Great Wall of China do last?

- Ⓐ then
- Ⓑ next
- Ⓒ after
- Ⓓ last

This answer is not correct because the word *then* is used in the article to describe what happened 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.

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.

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.

This answer is not correct because the word *after* is used to describe what happened once the Great Wall was built.

This answer is not correct because the word *last* is used to describe the final step of construction of the Great Wall.

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### Independent Practice and Test-taking Practice



## Teacher Support

“A prepared teacher knows what to teach, how to teach, and has command of the subject matter being taught” (US 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 [...] 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.” (US 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." (US Department of Education, 2010)
Part Four	Reteaching	Reinforces and deepens students' learning by using a graphic organiser 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)

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 P 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</p> <p>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 P and AA</p> <ul style="list-style-type: none"> <li>Included in teacher and student discussions</li> </ul> <p>SB: Books A–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part Three: Check Your Understanding</li> </ul>	<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</p> <p>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</p> <p>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"> <li>In each lesson, Work with a Partner feature</li> </ul>	<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</p> <p>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"> <li>In each lesson, Part One through Part Five, modelled, guided, and independent practice and instruction</li> </ul> <p>TG: Books AA–H</p> <ul style="list-style-type: none"> <li>In each lesson, Part One through Part Five, teachers are given paired and whole-group instruction options</li> </ul>	<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 &amp; Guinn, 2007, p. 45)</p>
<p>Direct Instruction</p> <p>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"> <li>In each lesson, Part Two: Learn About the Strategy</li> </ul>	<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</p> <p>English language learners are a large part of today’s classrooms. These students need extra support and scaffolding while learning new information. Some teaching strategies that have been proven to be effective for ELL students are: graphic organisers, explicit instruction, scaffolded instruction, shared reading and theme-based instruction.</p>	<p>SB: Books A–H</p> <ul style="list-style-type: none"> <li>In each lesson, graphic organisers, explicit instruction, scaffolded instruction, shared reading and theme-based reading passages are key ELL instructional accommodations.</li> </ul> <p>TG: Books A–H</p> <ul style="list-style-type: none"> <li>See section entitled, “What instructional features in the STARS® Series can be helpful for students, especially ELL students?”</li> <li>Introduction, ELL Support</li> </ul>	<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 &amp; Fitzsimmons, 2007)</p>

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This series uses . . .	Example	Research says . . .
<p>Explicit Instruction</p> <p>Students receive explicit instruction of each reading strategy consisting of a definition, a short example passage and learning objectives.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"><li>• In each lesson, Part Two: Learn About the Strategy</li></ul>	<p>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).</p>
<p>Genre Instruction</p> <p>Students receive instruction of genre properties of reading passages which aids in both their recall and comprehension of the passages.</p>	<p>TG: Books C–H</p> <ul style="list-style-type: none"><li>• In each lesson, Introduction, Genre Focus</li></ul>	<p>“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)</p>
<p>Graphic Organisers</p> <p>Graphic organisers are visual displays that help learners comprehend and retain textually important information.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"><li>• In each lesson, Part One: Think About the Strategy</li></ul> <p>TG: Books P and AA</p> <ul style="list-style-type: none"><li>• Refer to Part One: Skill Development section</li><li>• In each lesson, Part Four: Build on What You Have Learned, Reteaching feature</li></ul>	<p>“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 &amp; Vacca, 2005, p. 399)</p>
<p>Listening Comprehension</p> <p>Development and mastery of listening comprehension on the meaning level is one of the first stepping stones in learning how to read.</p>	<p>Series:</p> <ul style="list-style-type: none"><li>• Book P uses listening activities and a selected few reading activities to teach reading strategies.</li><li>• Books AA–H use both listening and reading activities, including the “shared reading” strategy to teach reading strategies.</li></ul>	<p>“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 &amp; Lehr, 2001)</p>
<p>Multiple-strategy Instruction</p> <p>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.</p>	<p>SB: Books C–H</p> <ul style="list-style-type: none"><li>• After every third lesson, and at the end of each book, Review and Final Review sections</li></ul>	<p>“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)</p>
<p>Prior-knowledge Activation</p> <p>These are learning activities that stimulate knowledge that comes from previous experiences.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"><li>• In each lesson, Part One: Think About the Strategy TG: Book P</li><li>• In Part One: Skill Development section</li><li>• Lesson Opener, Getting Started section</li></ul>	<p>“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)</p>

(continues)



This series uses . . .	Example	Research says . . .
<p>Reading-strategy Instruction</p> <p>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"> <li>Books P and AA introduce 6 core reading strategies.</li> <li>Book A introduces 8 core reading strategies.</li> <li>Books B–H introduce 12 core reading strategies.</li> </ul> <p>TG:</p> <ul style="list-style-type: none"> <li>Understanding the Strategies</li> <li>Teacher’s Corner</li> </ul>	<p>Afflerbach, Pearson &amp; 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</p> <p>An instructional strategy in which gradual withdrawal of support occurs through modelled, guided, and independent instruction and practice.</p>	<p>SB: Books AA–H</p> <ul style="list-style-type: none"> <li>Part One: Think About the Strategy (Modelled Instruction)</li> <li>Part Two: Learn About the Strategy (Guided Instruction)</li> <li>Part Three: Check Your Understanding (Modelled Practice)</li> <li>Part Four: Build on What You Have Learned (Guided Practice)</li> <li>Part Five: Prepare for a Test (Independent Practice)</li> </ul>	<p>“There is virtually universal agreement that scaffolding plays an essential and vital role in fostering comprehension.” (Clark &amp; Graves, 2005)</p>
<p>Shared Reading</p> <p>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"> <li>Book P has several activities where students read silently as the teacher reads orally.</li> <li>Book AA uses shared reading as one of its core teaching strategies.</li> </ul>	<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</p> <p>Selected-response and constructed response test questions are often used on state and national standardised tests.</p>	<p>SB:</p> <ul style="list-style-type: none"> <li>Books A–H, in each lesson, Part Five: Prepare for a Test</li> <li>Books A–H, Review and Final Reviews</li> </ul>	<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</p> <p>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"> <li>In each lesson, Part Two: Guided Instruction, Tip feature</li> </ul>	<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 &amp; Perencevich, 2004, p. 62)</p>
<p>Theme-based Instruction</p> <p>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"> <li>In each lesson, the reading passages have social studies, science or literary themes.</li> </ul> <p>TG:</p> <ul style="list-style-type: none"> <li>Books P–H, Introduction Books A–H, Genre Focus</li> <li>Books P–H, Connecting with Literature</li> </ul>	<p>Bergeron, Wermuth and Rudenga (1996) summarised 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 organisational 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 analyse, 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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