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Exploring Reading —Level 4

This sample includes the following:

- Best Practices Guide Cover** (1 page)
- Table of Contents** (1 page)
- Overview of Reading Instruction** (3 pages)
- Components of Effective Intervention** (1 page)
- Instructional Overview** (2 pages)
- Lesson Plan** (19 pages)
- Poster** (1 page)
- Reader** (18 pages)

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Exploring Reading

Best Practices Guide



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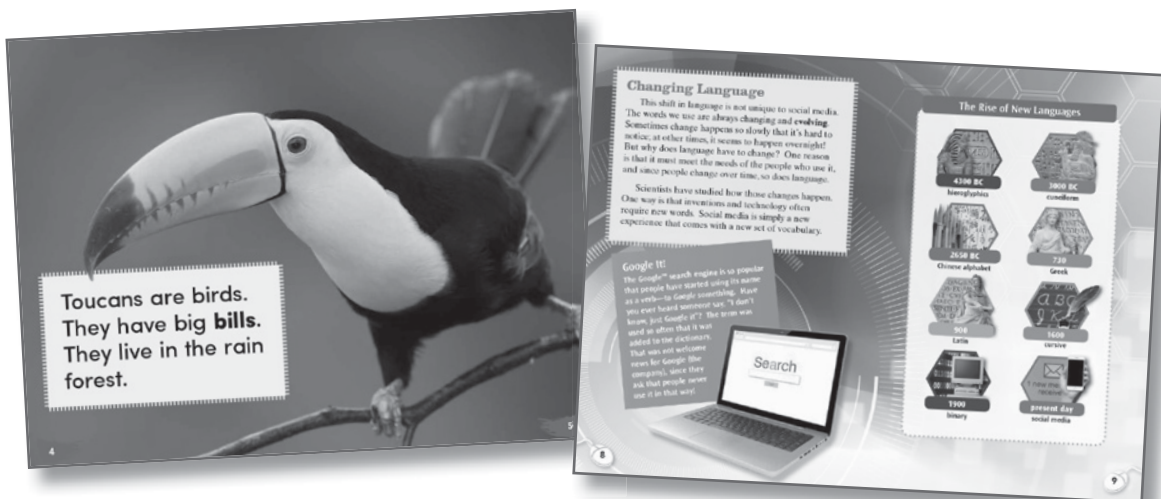
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The Importance of Reading Informational Text

In an increasingly global and information-rich society, students need to be eager to learn, seek answers, and have the necessary skills to navigate the various informational texts they will come across in school, the workplace, and everyday life. According to Stephanie Harvey and Anne Goudvis in their book *Strategies That Work: Teaching Comprehension to Enhance Understanding*, “interesting, authentic nonfiction fuels kids’ curiosity, enticing them to read more, dig deeper, and search for answers to compelling questions” (2007, 156).

Aside from the long-term goal of developing skilled readers, nonfiction text also has a role in standardized testing. Because students are most often tested on their abilities to comprehend nonfiction text, it is important to provide readers with explicit instruction for the ways in which nonfiction text is organized, along with specific skills and strategies for comprehending nonfiction text. In their article featured in *The Reading Teacher* (2000), Broaddus and Ivey suggest that familiarity with nonfiction text will add to students’ depth of content-area knowledge and understanding, which may increase standardized test scores.



nonfiction readers

These are some examples of nonfiction text in *Exploring Reading*. All nonfiction text contains nonfiction text features, rich charts, diagrams, images, and photographs to bring the text to life.



text cards

The Importance of Reading Literature

Recommending that children read “literary wholes” may seem like a contemporary criticism of basal programs, but this quotation is taken from a 1908 work on the teaching of reading in the United States, *The Psychology and Pedagogy of Reading* by Edmund Burke Huey. Huey’s observations highlight what every parent and teacher of young children knows—children love a good story. And the discussion that extends from the story is just as important. Speaking and listening strategies are critical during preschool and primary grades, during which time oral discourse provides the primary context for learning. Numerous correlational studies indicate that frequent, high-quality reading experiences benefit preschoolers in vocabulary acquisition (Lawrence and Snow 2011). Further, primary students who are learning decoding skills benefit from discussions that set a purpose for reading, activate prior knowledge, ask and answer thoughtful questions, and encourage peer interaction. Reading fiction provides rich opportunities for oral discourse development and vocabulary acquisition.

text cards



These are some examples of the fiction selections in *Exploring Reading*. All literature text contains story elements, rich vocabulary, and engaging images that support the text.

literature selections



The Importance of Intertextuality

Using fiction and nonfiction texts together is a natural way to explore themes. In an article in *The Reading Teacher*, Deanne Camp poses this question: “Given children’s natural tendencies to ask questions about the world around them, why not focus on both fact and fiction to answer those questions?” (2000, 400) Fictional books can be an engaging way to introduce a topic to students; however, instruction does not need to begin with the work of fiction. Reading a nonfiction text before a fictional text on the same topic can build or strengthen background knowledge that may be required to successfully comprehend the fictional piece (Baer 2012; Soalt 2005). Additionally, students who prefer nonfiction texts will be more motivated to read a related fictional text when the informational piece is presented first (Soalt 2005). According to research by Sylvia Read, “interacting with nonnarrative texts may be the best path to overall literacy” (2005, 36).

TCM Grade Level, word count, Fountas and Pinnell Guided Reading Level, DRA Level, and Lexile Level are listed on the back cover of each reader. These measures are for reference only, as *Exploring Reading* nonfiction readers are not meant to match student's independent reading level. The books are studied through a shared read, led by the teacher. The books have the appropriate rigor for the purpose.

Theory into Practice



The Great Works Instructional Guides for Literature included in each *Exploring Reading* kit encourage teachers to engage in **modeled reading of rich, diverse texts**. The selections include a variety of characters and stories meant to be **culturally relevant and engaging** to all students.

Table 3 lists the literature selections that have been chosen for each level. The *Teacher's Guide* provides prompts and activities. More importantly, sharing the literature provides opportunities for authentic, student-initiated use of comprehension strategies.

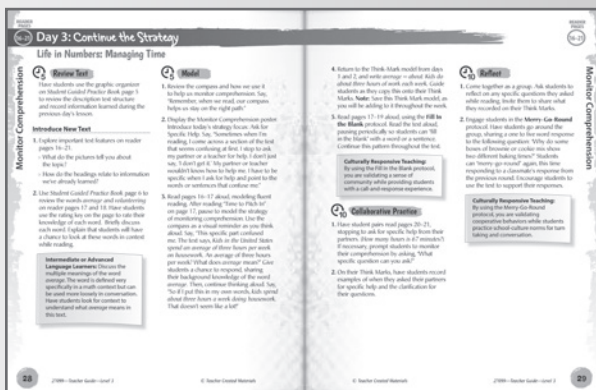
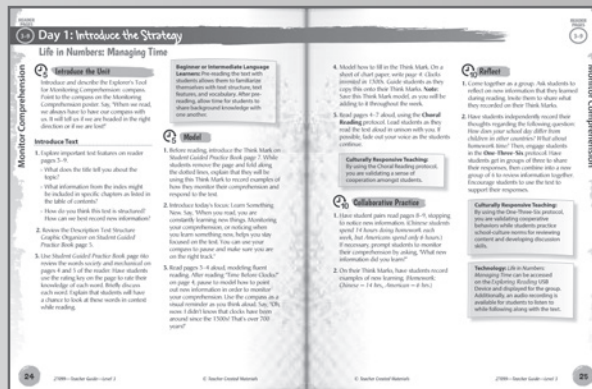
Theory into Practice



Reader Sample Lesson

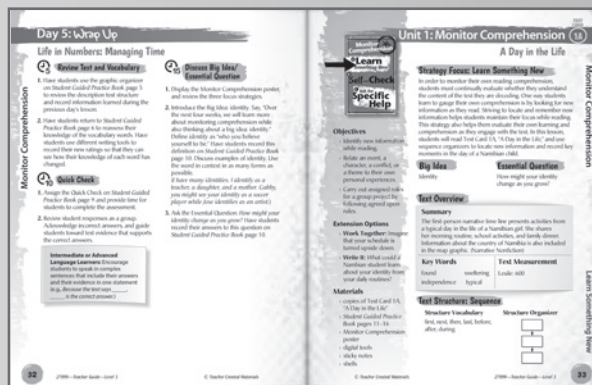
Exploring Reading has embedded Gradual Release of Responsibility into each reader lesson, including review, teacher modeling, and collaborative practice.

On day one, the teacher **introduces the strategy**. The teacher models reading fluently with a **shared read** before student practice with a partner.



By the third day of each reader lesson, students **practice the strategy** as they read the text with less guidance from the teacher.

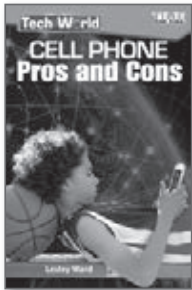



Each reader lesson ends with a quick check, reflection, and discussion. Students reread, write, and discuss the big idea as a **group or with partners**.



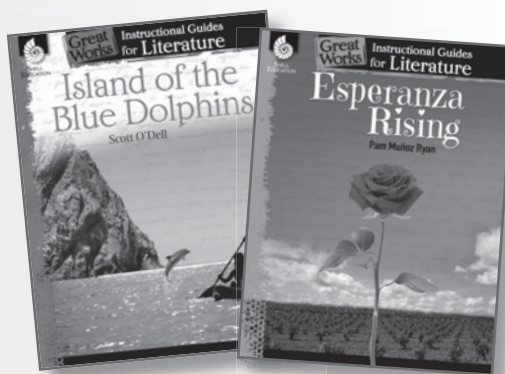
Instructional Overview

Exploring Reading has eight units, each focusing on a different reading comprehension strategy. Instruction is organized into 30-minute lessons. If taught daily, each of the eight units spans four weeks.

Sample Unit

Nonfiction Reader	3 Text Cards			
Big Idea: Identity		Essential Question: Who or what defines your identity?		
<p>Week 1 Strategy: Monitor Comprehension</p>  <p>Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a Big Idea.</p>	<p>Week 2 Learn Something New</p>  <p>Students read three text cards and practice three parts of the strategy. They continue to explore the Big Idea through an essential question. This ties all the texts together. The unit concludes with a reflective-writing exercise, asking students to revisit their initial thoughts about the Big Idea.</p>	<p>Week 3 Self Check</p> 	<p>Week 4 Ask for Specific Help</p> 	

After every four units (mid-year and end-of-year), teachers can use the *Great Works Instructional Guide for Literature* to navigate students through an authentic trade book. These instructional guides include authentic vocabulary instruction and activities, key discussion points, guided close-reading questions, writing prompts, and assessments.



Nonfiction Reader Lessons

During each of the reader lessons, students will examine **text structures, text features, vocabulary, and comprehension strategies**. Students will receive **explicit modeling** from the teacher before **practicing the strategy** independently or with partners. Each lesson concludes with a **discussion** and a **reflection** on learning. The accompanying *Student Guided Practice Book* pages give students a chance to practice vocabulary, analyze text structure, record thinking, and assess comprehension.

Text Card Lessons

Lessons for the text cards differ slightly each day.

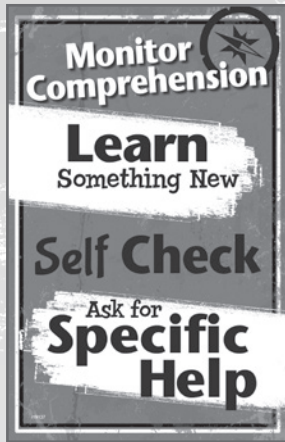
- › *Day 1:* Students **analyze text features** and **identify new vocabulary** words. After an introduction to a new strategy focus, students read the text for the first time, applying the strategy.
- › *Day 2:* Teachers lead students through a **close reading** of the text card. Students **annotate** and **jot notes** directly on a copy of the text in their *Student Guided Practice Books*. Students look at elements such as word choice and author's purpose while also **analyzing the text** and **applying comprehension strategies**.
- › *Day 3:* Students read the text a final time. This time, they are looking for **evidence of the Big Idea** while also examining the text **structure** or **author's craft**. Discussion questions allow the group to reflect on learning while also pulling elements of the Big Idea from the text and applying them to other scenarios.
- › *Day 4:* Students learn and practice a **language skill** that aims to enhance their speaking, listening, reading, or writing abilities. Students also complete a Quick Check **comprehension assessment** and review answers as a group. This allows teachers to embed **test-taking strategies** into their teaching.
- › *Day 5:* Teachers are given two activities from which to choose. Students can **work collaboratively** to write, create, or discuss, or they can complete a **writing assignment** that asks them to reflect upon the content of the text card as well as the Big Idea or Essential Question. On the last day of the unit, teachers may choose to have students return to their notes about the Big Idea and **record text evidence** that supports a **deeper understanding**.

Assessment

Throughout *Exploring Reading*, teachers can assess students' progress and reading development in a variety of ways. First, teachers can pinpoint specific areas of need by administering the **Diagnostic Assessment**. A **Pretest** and a **Posttest** can be given at the beginning and end of each unit to measure growth. Additionally, an **Oral Reading Assessment** is provided for each reading selection. Finally, teachers can measure overall improvement in reading comprehension with the **Summative Assessment**. See the *Exploring Reading Assessment Guide* for more information.

Unit 1: Monitor Comprehension

Tech World: Cell Phone Pros and Cons



Big Idea

Identity

Essential Question

What factors can shape one's identity?

Unit Overview

Throughout this unit, students will learn and practice three different strategies that will help them monitor their comprehension. They will notice when they learn something new, pause to self check their understanding, and ask a teacher or peer for specific help. As students read *Tech World: Cell Phone Pros and Cons*, they will use a compass as a reminder to pause and ask themselves, "Am I on the right track?"

Text Summary

Cell phones have changed the way we live. They connect us to the world. They are tiny computers in our hands. Having a cell phone is a big responsibility. Let's take a look at what it's really all about. (Informational Text)

Key Words

capabilities phobia
defective privilege
icons recalled

Text Measurement

Lexile: 750L

Objectives

- › Identify new information while reading.
- › Monitor and modify reading strategies by questioning the text as needed to demonstrate understanding.
- › Identify confusing areas of text, and ask or answer questions to clarify.

Materials

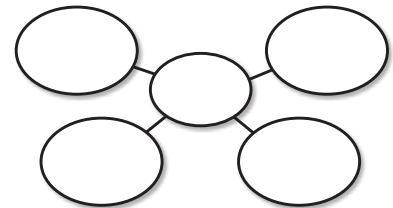
- › copies of *Tech World: Cell Phone Pros and Cons*
- › *Student Guided Practice Book* pages 5–10
- › Monitor Comprehension poster
- › *Tech World: Cell Phone Pros and Cons* Interactiv-eBook
- › digital tools

Text Structure: Description

Structure Vocabulary

main, topic, concept, detail, issue, key, idea, support

Description Organizer



Day 1: Introduce the Strategy

Tech World: Cell Phone Pros and Cons



Introduce the Unit

Introduce and describe the Explorer Tool for the Monitor Comprehension strategy: compass. Point to the compass on the Monitor Comprehension poster. Say, “When you read, it is very important to make sure you pause to check your understanding of the text. You can use the compass to make sure you are headed in the right direction. Do you need to adjust what you are doing? Are you lost or on track?”

Introduce Text

- Explore important text features on reader pages 3–9.
 - › What does the title tell you about the topic?
 - › What information from the index might be included in the chapters listed in the table of contents?
 - › How do you think this text is structured? How can we best record new information?
- Review the description text structure graphic organizer on *Student Guided Practice Book* page 5.
- Use *Student Guided Practice Book* page 6 to review the words *capabilities* and *phobia* on reader pages 4 and 5. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Explain that students will have a chance to look at these words in context while reading.

Beginner or Intermediate Language Learners:

Draw a description organizer on the board and write *our class* in the center circle. Point to each outer circle as you give brief examples of details that describe your class. Encourage students to add their background knowledge.



Model

- Before reading, introduce the Think Mark from *Student Guided Practice Book* pages 7–8. While students remove the page and fold along the dotted lines, explain that they will be using this Think Mark to record examples of how they monitor comprehension and respond to the text.
- Introduce today’s strategy: Learn Something New. Say, “While you read, pause and review any new information in your mind. By stopping and noticing your new learning, you are monitoring your comprehension. This will help you become a better reader.”

3. Read page 4 aloud, modeling fluent reading. After reading the second paragraph, pause to model how to learn something new. Use the compass as a visual reminder as you think aloud. Say, “I read in this paragraph that some people don’t have computers, so they use their phones to get on the Internet. I didn’t know this! I thought that if they didn’t have computers, they wouldn’t have phones either.”
4. Model how to complete the Think Mark. Write on a sheet of chart paper, *page 4: some people use phones instead of computers*. Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.
5. Read pages 5–7 aloud, using the **Choral Reading** protocol. Lead students as they read the text aloud in unison with you. If possible, fade your voice as the students continue.

Cultural Responsiveness:

By using the Choral Reading protocol, you are validating a sense of cooperation amongst students.

10 Collaborative Practice

1. In pairs, have students read pages 8–9, stopping to notice when they learn something new (e.g., *It’s cool that farmers can use phone apps to help them plant crops and feed animals.*). If necessary, prompt students by asking, “What new information did you learn on these pages?”
2. On their Think Marks, have students record examples of new information they learned (e.g., *Apps help farmers.*).

10 Reflect

1. Come back together as a group. Ask students to reflect on new learning that they noticed while reading. Invite them to share what they recorded on their Think Marks.
2. Ask, “What are some ways that people use cell phones?” Engage students in the **Campfire Discussion** protocol. Have the group sit in a circle with a sheet of paper (campfire) in the middle. Each student writes his or her answer on a sticky note and places it in the “campfire” (on the paper). Students then take turns reading aloud a sticky note other than their own and discussing the responses. Encourage students to use the text to support their responses.

Cultural Responsiveness:

By using the Campfire Discussion protocol, you are validating cooperative behaviors while students practice school-culture norms for taking turns and thinking about how and when to speak.

Technology:

Tech World: Cell Phone Pros and Cons can be accessed on the *Exploring Reading* USB device and displayed for the group. Additionally, an audio recording is available for students to listen to while following along with the text.

Day 2: Use the Strategy

Tech World: Cell Phone Pros and Cons



Review Text

Guide students to use page 5 in the *Student Guided Practice Book* to review the description text structure and record information learned during the previous day's lesson.

Introduce New Text

- Explore important features on pages 10–15.
 - What do the pictures tell you about the topic?
 - How do the headings help us predict the content?
- Use *Student Guided Practice Book* page 6 to review the words *defective* and *recalled* on reader page 12. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Explain that students will have a chance to look at these words in context while reading.

Intermediate or Advanced

Language Learners: Revisit the ICE section of text on page 10. Explain that the letters *I*, *C*, and *E* make up an acronym. Each letter stands for a word, and when the letters are placed together, they make a new word. Share some other acronyms such as NASA (National Aeronautical and Space Administration) and SCUBA (Self-Contained Underwater Breathing Apparatus).



Model

- Review how the compass helps us monitor comprehension. Say, "Remember, when we read, we use our compass to help us make sure we stay on the right track and learn new information."
- Display the Monitor Comprehension poster. Introduce today's strategy: Self Check. Say, "Another great way to monitor your comprehension is to stop every so often and check your understanding. You can ask yourself, *Can I put that in my own words and tell a friend?* If you can, then you are on the right track!"
- Read pages 10–11 aloud, modeling fluent reading. After reading the sidebar on page 11, pause to model how to self check. Use the compass as a visual reminder as you think aloud. Say, "I am confused. I need to get my compass out to make sure I'm still on the right track. I read about GPS in this paragraph, but I don't remember what it stands for. I'm going to reread so I can find that information. (Reread the first sentence.) Oh, right. Global Positioning System. I think that means that it can tell where you are positioned in the world."
- Model how to fill in the Think Mark. Write on a sheet of chart paper, *GPS = Global Positioning System*. Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.

5. Read pages 12–13 aloud, using the **Fill in the Blank** protocol. Read the text aloud, pausing periodically so students can “fill in the blank” with a word or sentence. Continue this pattern throughout the text.

Cultural Responsiveness:

By using the Fill in the Blank protocol, you are validating a sense of community while providing students with a call-and-response experience.

 **Collaborative Practice**

1. Have student pairs read pages 14–15, stopping to self check after each paragraph (e.g., *This paragraph told me that people use their cell phones everywhere, even in places where it could be considered rude.*). If necessary, prompt students to monitor their comprehension. Ask, “Could you share that information with a friend using your own words?”
2. On their Think Marks, have students record examples of how they self checked their comprehension (e.g., *email at dinner = rude!*).

 **Reflect**

1. Come back together as a group. Ask students to reflect on where they stopped to self check their comprehension while reading. Invite them to share what they recorded on their Think Marks.
2. Have students independently record their thoughts regarding the following question: What could happen if you spent too much time on your cell phone? Then, engage students in the **One-Three-Six** protocol. Have students get in groups of three to share their responses, and then combine into new groups of six to review information together. Encourage students to use the text to support their responses.

Cultural Responsiveness:

By using the One-Three-Six protocol, you are validating cooperative behaviors while students practice school-culture norms for reviewing content and developing discussion skills.

Day 3: Continue the Strategy

Tech World: Cell Phone Pros and Cons



Review Text

Guide students to use page 5 in the *Student Guided Practice Book* to review the description text structure and record information learned during the previous day's lesson.

Introduce New Text

- Explore important features on pages 16–21.
 - What do the pictures tell you about the topic?
 - How do the headings relate to information we've already learned?
- Use *Student Guided Practice Book* page 6 to review the words *icons* and *privilege* on reader pages 18 and 21. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Explain that students will have a chance to look at these words in context while reading.

Beginner or Intermediate

Language Learners: Reread "Cell Phone Contract" on page 20, and discuss the meaning of *contract*. Explain that a contract is an agreement between two people or parties. If one person doesn't follow the rules of the contract, then he or she can lose the item or privilege. Have students work together to compose a list of rules for cell phone use.



Model

- Review how the compass helps us monitor comprehension. Say, "Remember, when we read, we use our compass to help us do a self check to make sure we could share new information in our own words."
- Display the Monitor Comprehension poster. Introduce today's strategy: Ask for Specific Help. Say, "Sometimes, after we've done our self checks, we are still confused and can't put the text into our own words. That's when we need to ask for specific help. You might ask a teacher or a reading buddy. It's important to be very clear about what is confusing. That way, the teacher or buddy will be able to help."
- Read page 16 aloud, modeling fluent reading. After reading the last paragraph, pause to model how to ask for specific help. Use the compass as a visual reminder as you think aloud. Say, "I'm confused. I read here that phones can buzz or quack. What makes a phone buzz or quack? Don't bees buzz? Don't ducks quack?" Invite students to answer your questions (*They are ringtones.*), and point out how easy it was for them to help since you asked such specific questions.
- Return to the Think-Mark model from days 1 and 2. Write on a sheet of chart paper, *Ringtones = funny sounds*. Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.

5. Read page 17 aloud, using the **Jump-In Reading** protocol. One student reads aloud. The others can choose when they would like a turn and can “jump in” and start reading at any period. When another student starts reading, the first student stops.

Cultural Responsiveness:

By using the Jump-In Reading protocol, you are providing students with a highly engaging, student-centered experience while naturally simulating the flow of conversation that occurs in some languages.

 **Collaborative Practice**

1. In pairs, have students read pages 18–21, stopping to ask each other for specific help when necessary (e.g., *Why are some kids not allowed to have cell phones?*). If necessary, prompt students by asking, “What specific part of this text is confusing to you?”
2. On their Think Marks, have students record examples of their specific questions and answers (e.g., *Kids can’t have phones? Not responsible*).

 **Reflect**

1. Come back together as a group. Ask students to reflect on the specific questions that they asked while reading. Invite them to share what they recorded on their Think Marks.
2. Engage students in the **Merry-Go-Round** protocol. Have students go around the group, sharing a one- to five-word response to the following question: What types of apps can you download onto your phone? Students can “merry-go-round” again, this time responding to a classmate’s response from the previous round. Encourage students to use the text to support their responses.

Cultural Responsiveness:

By using the Merry-Go-Round protocol, you are validating cooperative behaviors while students practice school-culture norms for taking turns and conversation.

Day 4: Know the Strategy

Tech World: Cell Phone Pros and Cons



Review Text

Guide students to use page 5 in the *Student Guided Practice Book* to review the description text structure and record information learned during the previous day's lesson.

Introduce New Text

- Explore important features on pages 22–27.
 - What do the pictures tell you about the topic?
 - How do the headings help to wrap up the book?
- Have students revisit reader pages 4–21, searching for bold vocabulary words that have not been recorded on *Student Guided Practice Book* page 6. Have students choose two of these words to record at the bottom of the chart.

Intermediate or Advanced

Language Learners: Guide students in a discussion of their favorite cell phone apps. If students don't have access to a cell phone, they can describe their dream app. Have students sequence the steps to playing the game, using words such as *initially*, *consequently*, and *finally*.



Model

- Review how the compass helps us monitor comprehension. Say, "Remember, when we read, we use our compass to help us learn new information, self check, and ask for specific help." Display the corresponding poster.
- Say, "Today, we are going to use all three parts of the monitor comprehension strategy. We're going to jot examples of our new learning, places where we needed to stop to do a self check, and specific questions we asked the teacher or our reading buddies."
- Read page 22 aloud, modeling fluent reading. After reading the second paragraph on page 22, pause to model how to ask a specific question. Use the compass as a visual reminder as you think aloud. Say, "I'm confused about a voicemail box. How can a voice fit in a box?" Have students answer the question for you. (*A voicemail box isn't a real box. It's like a mailbox, where people can leave voice messages.*)
- Model how to complete the Think Mark. Write on a sheet of chart paper, *page 22: voicemail box isn't a real box. It holds voice messages*. Guide students as they copy this into the corresponding section of their Think Marks.

5. Read pages 24–25 aloud, using the **Fade In/Fade Out** protocol. Begin by providing a nonverbal cue to a student who will begin reading. After each text box, provide a nonverbal cue to the next student, who will join in with the first student—quietly at first and then getting louder. When the first student hears his peer reading along with him, his voice fades out until only the second reader can be heard.

Cultural Responsiveness:

By using the Fade In/Fade Out protocol, you are providing students with an opportunity to work together toward a common goal while practicing school-culture norms for attentiveness and taking turns.

 **Collaborative Practice**

1. In pairs, have students read pages 26–27, stopping to jot new information, self check, and ask for specific help (e.g., *People used to use paper maps!*). If necessary, prompt students to monitor their comprehension by asking, “How can you slow down to monitor your comprehension?”
2. On their Think Marks, have students record examples of how they monitored their comprehension (e.g., *How do grown-ups get money from the bank through their cell phones?*).

 **Reflect**

1. Come back together as a group. Ask students to reflect on how they monitored comprehension during reading. Invite them to share what they recorded on their Think Marks.
2. Have students sit in a circle to begin the **Whip Around** protocol. Ask the group the following question: What are some of the benefits of having a cell phone? Quickly point to each student in succession, giving no more than five seconds for a response. Students can add on to their peers’ contributions or disagree and offer a rebuttal. If a student does not have a response, continue around the circle and return to him or her later. Encourage students to use the text to support their responses.

Cultural Responsiveness:

By using the Whip Around protocol, you are validating cooperative behaviors while students practice school culture norms for taking turns.

Technology: If students are ready to work independently, have them access the digital platform and complete one or more of the activities. Students can annotate the text, watch two videos, practice word-work concepts, or complete a comprehension assessment.

Day 5: Wrap Up

Tech World: Cell Phone Pros and Cons



Review Text and Vocabulary

1. Guide students to use page 5 in the *Student Guided Practice Book* to review the description text structure and record information learned during the previous day's lesson.
2. Have students return to *Student Guided Practice Book* page 6 to reassess their knowledge of the vocabulary words. Students can use different writing tools to record their new ratings so they can see how their knowledge of each word has changed.



Quick Check

1. Assign the Quick Check on *Student Guided Practice Book* page 9, and provide time for students to complete their assessments.
2. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.

Intermediate or Advanced

Language Learners: Read the "Try It!" activity on page 31. Guide students as they discuss answers to the questions and work together to write about an app they'd like to develop.



Discuss Big Idea/ Essential Question

1. Display the Monitor Comprehension poster, and review the three focus strategies.
2. Introduce the Big Idea: identity. Say, "Over the next four weeks, we will be learning more about monitoring comprehension while also thinking about a big idea: identity." Define *identity* as "a characteristic that makes a person special." Have students record this information on *Student Guided Practice Book* page 10. Discuss examples of identity. Use the word in context in as many forms as possible (e.g., *After years of playing soccer, Joanna identified as an athlete; Mira showed the officer her license to prove her identity.*).
3. Ask the Essential Question: *What factors can shape one's identity?* Have students record their answers to this question on *Student Guided Practice Book* page 10.

Description Graphic Organizer

Directions: Use the organizer to record information from the text.

How do they help?

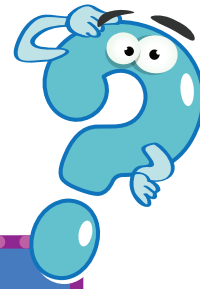
What makes them fun?

Cell
Phones

What are the rules?

**What are some
interesting details?**

Words to Know



Directions: Before studying each word, use the rating key to assess your background knowledge. Then, work with your group to define each word.

Self Rating	Word	Definition
	capabilities (page 4)	_____
	phobia (page 5)	_____
	defective (page 12)	_____
	recalled (page 12)	_____
	icons (page 18)	_____
	privilege (page 21)	_____

0
This word is brand new to me.

1
I've seen this word before, but I don't know what it means.

2
I know a little bit about this word.

3
I could teach this word to a friend.

Explorer Tools



Monitor Comprehension



Summarize



Use Text Features



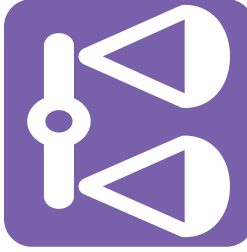
Ask Questions



Determine Meaning



Make Inferences



Use Evidence



Synthesize Elements

's



Quick Check

Directions: Choose the best answer for each question. You may use the text to help you.

1. What is one way to monitor your comprehension?

- (A) Read with a partner.
- (B) Read aloud.
- (C) Look at the pictures.
- (D) Notice new information.

2. The text box heading "Caring for Cows" tells the reader about ____.

- (A) the topic of the information in the text box
- (B) the best way to take care of a cow
- (C) the content of that chapter
- (D) the details in the graphics

3. A word that means the opposite of *fragile* is ____.

- (A) delicate
- (B) pretty
- (C) thin
- (D) sturdy

4. What is one *downside* of having a cell phone?

- (A) A cell phone will catch on fire if it is used too much.
- (B) It needs to be silenced at the movies.
- (C) Parents can set rules about cell phone use.
- (D) People can become addicted to their cell phones.

5. In what ways are cell phones like miniature computers? Give at least two examples from the text.

Name _____ Date _____



Identity



What does it mean?

What factors can shape one's identity?

Record your thoughts **before** exploring:

Date: _____

You have discussed identity in four texts. Have your thoughts changed from what you wrote above? Use examples from at least two texts to answer the question again.

Date: _____



Pretest

Directions: Read the passage.

Reach for the Stars

Have you ever been urged to “reach for the stars?” If you’ve ever looked up in the night sky and wondered what all the specks of light are, you’re not alone. People have always gazed at the heavens, searching for clues about our place in the universe.

Our solar system is almost 5 billion years old. It’s at the edge of the Milky Way galaxy, one of at least 100 billion galaxies in the universe. Each galaxy has billions of stars. Stars are collections of gases, like hydrogen and helium. The pressure of the gases causes stars to burn and glow. Sometimes, a star will burn through the gas and die. But that can take millions of years. The star we know best is the sun, which is at the center of our solar system. It isn’t the biggest or the brightest star in our galaxy. But it is the star that’s closest to Earth.

A planet is a large ball of rock, metal, or gas that revolves around a star. Planets don’t give off their own light. Instead, they reflect the light of the stars they circle. It’s easy to remember the names of the planets in our solar system. Just think of this sentence: *My very educated mother just served us nachos*. Each word starts with the same letter as each of the eight planets do, in the order of the planet’s position from the sun. They are *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune*. Remembering where the planets are isn’t so hard. Learning how to say “My very educated mother just served us nachos” in Martian is another matter!

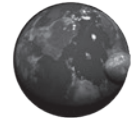
Mercury



Venus



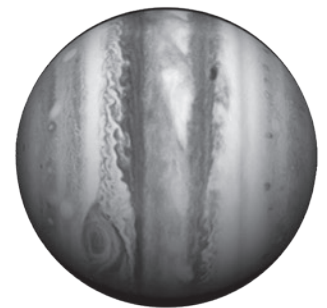
Earth



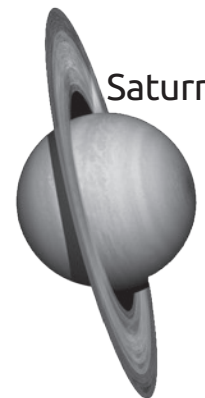
Mars



Jupiter



Saturn



Uranus



Neptune



*My Very Educated Mother
Just Served Us Nachos*

Pretest (cont.)

Directions: Use the text on page 22 to help you answer the questions.

<p>1. Which shows a way to remember the names of the planets?</p> <p>(A) Memorize their names in order.</p> <p>(B) Write their names in alphabetical order.</p> <p>(C) Remember the sentence <i>My mom just made us Mexican food.</i></p> <p>(D) Remember the sentence <i>My very educated mother just served us nachos.</i></p>	
<p>2. Which of these is a good question to ask yourself while you read?</p> <p>(A) Is there life on other planets?</p> <p>(B) How do I spell the word <i>Jupiter</i>?</p> <p>(C) Does the information make sense to me?</p> <p>(D) If Pluto isn't a planet, what is it?</p>	<p>3. Which of these is an example of asking for specific help?</p> <p>(A) What does this mean?</p> <p>(B) I don't get it.</p> <p>(C) I don't understand.</p> <p>(D) What is hydrogen?</p>
<p>4. Stars glow when _____.</p> <p>(A) they collide with other stars</p> <p>(B) gas pressure builds</p> <p>(C) they burn out</p> <p>(D) the sun shines on them</p>	<p>5. What can be learned about the gases that make up stars?</p> <p>(A) There are two main gases that make up stars.</p> <p>(B) Too much gas causes stars to die.</p> <p>(C) The gases that make up stars are not found on Earth.</p> <p>(D) The gases that make up stars are toxic to humans.</p>

Name _____ Date _____

Tech World: Cell Phone Pros and Cons (page 4)

Total Word Count	Codes				
130	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Word Count	Text	E	SC	Cues Used					
				E		SC			
4	Connect to the World			M	S	V	M	S	V
12	People use their cell phones for many different			M	S	V	M	S	V
19	reasons. They talk, send texts, take pictures,			M	S	V	M	S	V
28	listen to music, and play games on their phones.			M	S	V	M	S	V
37	They even use their cell phones to shop. The			M	S	V	M	S	V
46	next time you are in a crowd, look around.			M	S	V	M	S	V
56	Would you be surprised to see that most of the			M	S	V	M	S	V
61	people are holding cell phones?			M	S	V	M	S	V
69	In some countries, many people do not have			M	S	V	M	S	V
77	computers. They use their cell phones to log			M	S	V	M	S	V
85	on to the Internet. Phones that have these			M	S	V	M	S	V
90	capabilities are called <i>smartphones</i> . They			M	S	V	M	S	V
98	connect people to the rest of the world.			M	S	V	M	S	V
107	In the past, cell phones were very expensive so			M	S	V	M	S	V
116	only adults had them. But today many kids have			M	S	V	M	S	V
125	their own phones. Owning a phone is a big			M	S	V	M	S	V
130	responsibility—for kids and adults.			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

**Monitor
Comprehension**



**Learn
Something New**

Self Check

**Ask for
Specific
Help**

CELL PHONE Pros and Cons



Lesley Ward

Tech World

CELL PHONE Pros and Cons



Lesley Ward

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Rachelle Cracchiolo, M.S.Ed., *Publisher*
Conni Medina, M.A.Ed., *Managing Editor*
Nika Fabienke, Ed.D., *Series Developer*
June Kikuchi, *Content Director*
John Leach, *Assistant Editor*
Lee Aucoin, *Senior Graphic Designer*

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Connect to the World

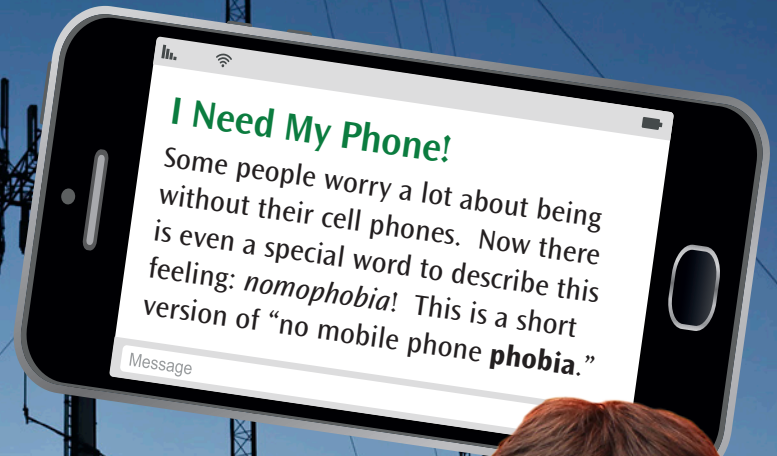
People use their cell phones for many different reasons. They talk, send texts, take pictures, listen to music, and play games on their phones. They even use their cell phones to shop. The next time you are in a crowd, look around. Would you be surprised to see that most people are holding cell phones?

In some countries, many people do not have computers. They use their cell phones to browse the Internet. Phones that have these **capabilities** are called *smartphones*.

In the past, cell phones were very expensive, so only adults had them. But today many kids have their own phones. Owning a phone is a big responsibility—for kids and adults!

Get Mobile

The term *cell phone* comes from the way a phone works. Every phone links to a tower that is in the middle of an area called a *cell*. In some places, a cell phone is called a mobile phone.



The Computer in Your Hand

A cell phone is a miniature computer. That means all the **components** inside the phone are miniature in size, too. Tiny microphones, microchips, and antennas fit inside the phone. Little transmitters and receivers send and receive signals.

Most people are not interested in how their cell phones work. They only care that their phones work when they need them. And people rely on their cell phones all the time. They use their phones as alarm clocks to wake them up. They look up stuff on the Internet, pay bills, and play games on their phones. Cell phones are truly amazing!

The First Cell Phone

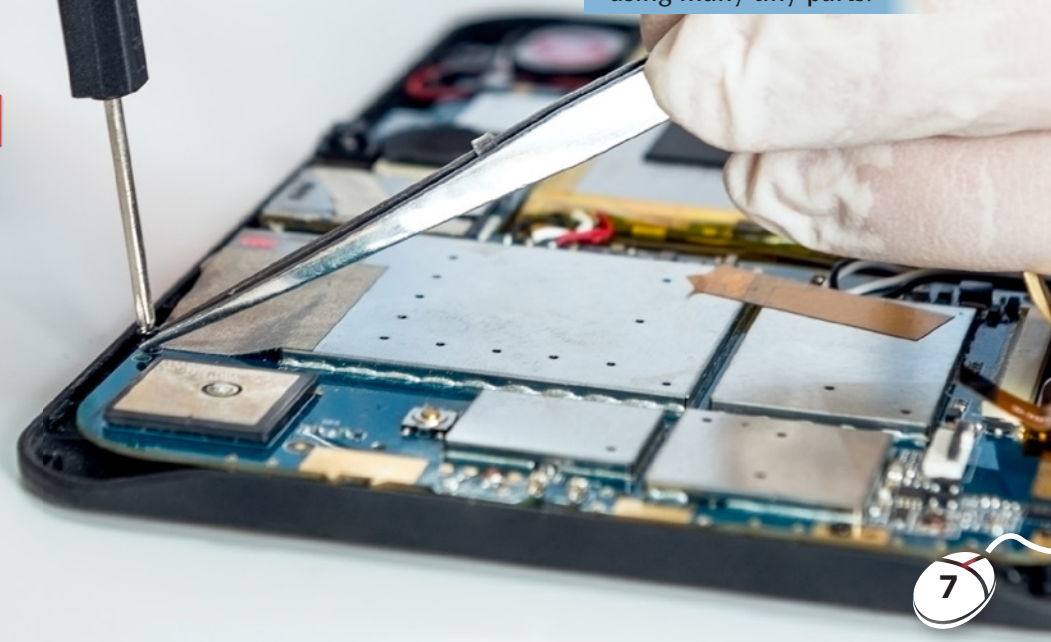
The first cell phone was big. It weighed just under two pounds and was 13 inches tall. It was too heavy to carry around for very long. It was also expensive—it cost almost \$4,000! Not many people could afford one.



Cell phones are built using many tiny parts.

Watch That Phone

A smartwatch connects to your cell phone and to the Internet. It acts like a remote control. When you select apps on your smartwatch, it sends messages to your cell phone.



Cell Phones Around the World

There are some places where people do not have access to computers. They use cell phones instead. They send messages to friends. They catch up on news and check the weather. Cell phones connect people to the rest of the world.

In Mexico, doctors use cell phones to send messages to patients and remind them to take their medicine. In Pakistan, farmers receive texts that tell them when to plant vegetables. In many African countries, people who don't have access to banks use their phones to track their money. Cell phones can help kids and adults around the world have better lives.

Caring for Cows

In Kenya, many farmers use their cell phones to keep their **livestock** healthy. Some use an app called iCow. It gives farmers advice about caring for their cows, chickens, sheep, and goats.

Message

OK

Flashlight in a Phone

In some places, many streets are poorly lit or without power. It can be scary to walk around after dark. The flashlight feature on most cell phones can light the way!

Safety Issues

Most kids use their cell phones to stay in touch with friends. They rarely think about their phones in terms of safety. But one of the main reasons parents let their kids have phones is safety.

In case of an emergency, you can call to get help right away. If you get lost or hurt, you can use your cell phone to call someone in your family. If you see an accident, you can contact the police.

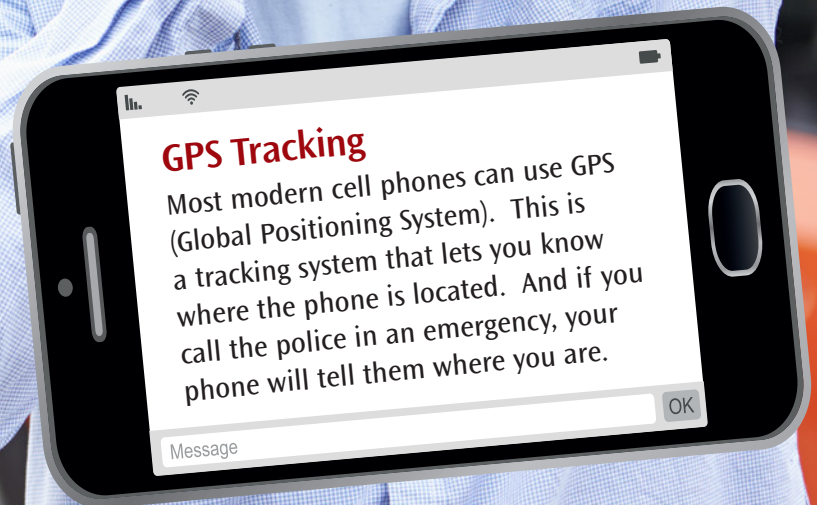
This is all common sense, but sometimes people freeze during an emergency. **Panic** is a natural reaction. But it's important to remain calm and call for help. That's what cell phones are for!



10

ICE

It's a good idea to put an ICE (In Case of Emergency) contact in your phone. A person who helps you in an emergency will know to call this number right away. For example, you could store parents' numbers as "ICE Mom" and "ICE Dad."



11



Put Down the Phone

Some people spend too much time on their phones. They talk, text, and play games all day long with few breaks. When they feel bored, lonely, or worried, they pick up their phones. They're on their phones while watching television or doing homework. They even check their phones while driving, which is dangerous and against the law! These people have cell phone **addiction**.

Spending too much time on your cell phone is bad for your body and mind. Looking down at your phone screen for long periods of time can make your eyes tired and can hurt your back and neck. Using a phone before bedtime can make it hard to fall asleep. And not sleeping enough makes you tired and grouchy. Scientists discovered that cell phones give off small amounts of electrical waves called *radiation*. What does all this mean? People should limit their cell phone use.

Loaded with Germs

Cell phones often have more germs and bacteria on them than toilet seats. Yuck! Germs can make you sick. Everyone should **disinfect** their cell phones regularly. Washing your hands before handling your phone is a good idea, too.

Phones on Fire

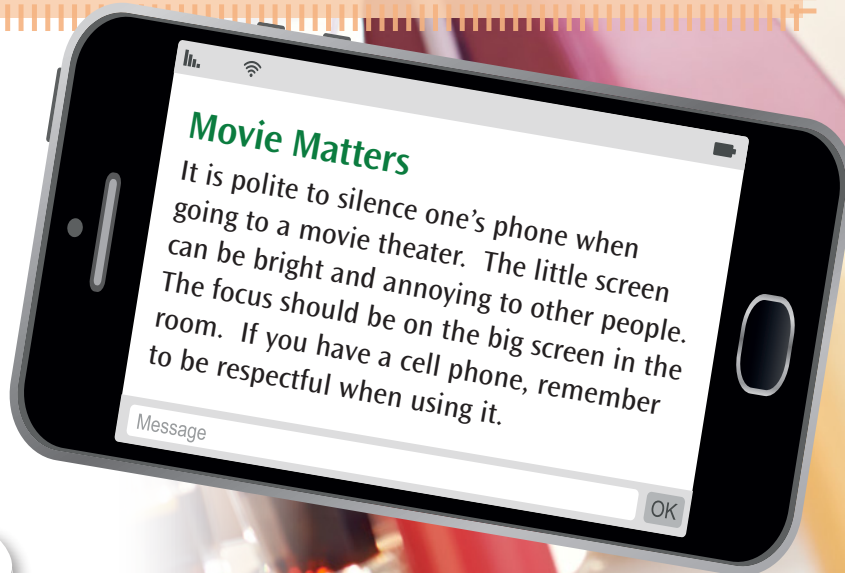
A cell phone company made headlines in 2016. Some of its phones burst into flames. The phones had **defective** batteries that exploded when they became too hot. The company **recalled** millions of phones to keep phone users safe.

Fun with Cell Phones

Everywhere you go, people use their cell phones. They talk on their phones while walking down the street. They watch videos while sitting on a train. They check their email and texts while eating in a restaurant. It's strange to think that so many people do these things in public.

People also use the cameras on their phones. They take photos and videos of themselves and their friends. Sometimes, they post a funny photo or video on the Internet, and millions of people watch it. This is called *going viral*.

What if someone posted a photo or a video of you online? What if you were doing something embarrassing? Would you like it? Probably not!



- Can you think of places where using a cell phone is a bad idea?
- Should you be allowed to use a cell phone at school? Why or why not?
- No one likes it when people talk loudly on their phones in public. When you have to make a call in public, how can you show respect to those around you?

Personalized Cell Phones

Most people use their cell phones to show off their style. They choose a cool-looking phone case or cover. Luckily, cases and covers come in a lot of different colors and designs. Cell phones are **fragile**, so cases not only make phones look good, but they also offer protection.

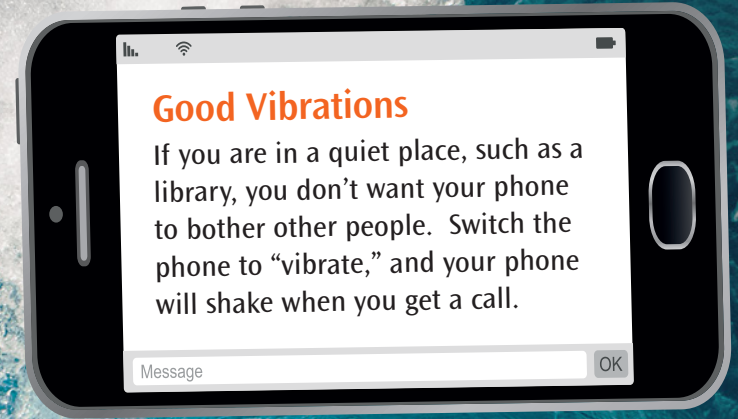
Another way people personalize their phones is with the wallpaper, or the background on the main screen. Most people do not use the selection of patterns and photos that comes with the phone. Instead, they use a photo with people, animals, or sports logos. The best thing is that wallpapers can be changed anytime.

People can also select different ringtones for their cellphones. You may hear phones ring, buzz, or quack. Some phones sound like bells or crashing ocean waves. Popular songs can even be **downloaded** as ringtones.

quack, quack



buzz, buzz



Wet Phone? Try Rice!

Thousands of cell phones are dropped in water each year. If your phone isn't waterproof, what can you do? Try drying out your phone in rice! Remove the battery from your phone. Place the battery and your phone in a bowl of rice. Leave them in the bowl overnight. The rice often absorbs the water. If you're lucky, your phone may work in the morning.





ALL ABOUT THE APPS

App is short for *application*. It is a software program for your phone. You open apps by simply touching their **icons** on your phone screen. There are thousands of apps. Apps can be games, magazines, or newspapers. They can help you keep track of what you eat or stay in contact with friends. Many apps are free. Check out some types of apps that you can download on your phone.



Weather apps tell you the forecast and the current outside temperature.



Social media apps connect you to your friends and family.



Educational apps teach subjects such as math or science.



Television and movie apps let you watch your favorite shows on your phone.



Map apps tell you where you are and give you directions.



Game apps let you test your skills and battle your friends!



Music apps let you listen to your favorite tunes any time you want.



Kids and Cell Phones

Adults have different **opinions** on when their child should have a cell phone. All kids are different, so there is no perfect age to get a phone. It depends on how responsible you are.

Do you regularly break stuff or lose things like your homework? Do you have a hard time remembering where you put your belongings? If this sounds like you, don't be surprised if your parents say that you are not ready for a cell phone.

Your parents will likely make rules about your cell phone use. It's important to follow these rules because it shows that you can handle the responsibility of having a phone. One rule might be that you can use your cell phone only for a short amount of time each day.

Cell Phone Contract

You can show that you are responsible. Create a cell phone contract. Make a list of rules for phone use, and sign it. This will show that you are serious about owning a phone.



Having your own cell phone is a **privilege**. Not every kid has a cell phone. If you have one, you must take care of it.

- How can a kid prove that he or she is ready to have a phone?
- What kind of rules might come with a cell phone?
- Do you think you are ready to have a phone? Why, or why not?

Cell phones come with some handy features. For example, most smartphone screens automatically lock. This stops people from using your phone without your permission. Your phone won't open until you tap in a special passcode. Only you and your parents should know your passcode.

If you are unable to answer your phone, an incoming call will go to your voicemail box. Record a voicemail greeting so the caller can leave a message. Most people say something such as, "Sorry I missed your call. I will call you back." You can be creative with your voicemail greeting, but make sure your parents approve of the one you make.

If it's all right with your parents, download some fun apps for your phone. Ask your friends about their favorite apps.



Where's My Phone?

Cell phones come with apps that help you find your phone if you lose it. You can simply sign in to a website that will locate your missing phone. It will show you the phone's location on a map.



Be Smart on Your Phone

It's a good idea to follow a few simple rules when you have a cell phone. These rules will keep you out of trouble.

✗ I will not give out information about myself on the phone.

✗ I will not respond to messages that are mean or make me feel nervous.

✗ I will not post photos or videos of other people without asking them first.

✗ I will not share my passwords with anyone except my parents.

✓ I will use my phone only when I am allowed.

✓ If I see someone use his or her phone dangerously, I will tell an adult.

✓ I will ask my parents before I download a new app.

✓ I will keep my phone in a safe place like my backpack or my pocket.

Stay Connected

Talk to your parents or grandparents about their lives before cell phones existed. Chances are that they will tell you that cell phones have made their lives a lot easier. Before, people needed to use paper maps to get to new places. These maps were hard to read. Now, a cell phone can give them exact directions! Grown-ups can quickly bank or shop on their phones, too. Gone are the days of waiting in line.

Don't forget that the tiny computer in your hand is a telephone! Use it to talk to people. It is important to stay in touch with your family and friends. Cell phones can be your connection to the world!



Popular Pokémon

In 2016, Pokémon GO® became one of the most popular cell phone games of all time. It lets players explore the world and catch more than 100 Pokémon® characters.

Blinged-Out Phone!

People can go overboard with a new phone. One jeweler sold a diamond rose iPhone 4 that he decorated with real gold and diamonds. It cost around \$8 million.



Glossary

- addiction**—an unhealthy behavior that is hard to stop
- capabilities**—things that something can do
- components**—parts of a system
- defective**—having flaws
- disinfect**—to clean something by killing germs
- downloaded**—copied a file from the Internet
- fragile**—easily broken
- icons**—small images on a device’s screen with an app logo on them
- livestock**—farm animals
- opinions**—views or ideas about something
- panic**—sudden, strong fear
- phobia**—an extreme fear of something
- privilege**—a special right that not everyone has
- recalled**—asked people to return a product because of a problem

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TED Talks. *How Mobile Phones Can Fight Poverty*. www.ted.com/talks/iqbal_quadir_says_mobiles_fight_poverty.

Websites

Safe Kids. *10 Rules for Safe Family Cell Phone Use*. www.safekids.com/rules-for-family-cell-phone-use/.

Today I Found Out. *15 Fascinating Cell Phone-Related Facts You Probably Didn't Know*. www.todayifoundout.com.

Try It!



In 2016, when Natalie Hampton was 16, she created Sit With Us, an app that helps students find others to sit with at lunch. Natalie had been bullied in school and didn't want others to suffer the way she had.

If you could create an app, what problem would you want to solve?

- ✦ What would you name your app?
- ✦ How would it work?
- ✦ Share your app idea with a few friends.
- ✦ Use their feedback to improve your idea.



About the Author



Lesley Ward is an author and a former children's magazine editor. Now, she lives in the heart of Kentucky. She shares her farm with a lot of horses, cats, and dogs. She uses her cell phone to send lots of texts to family and friends. She also

uses her phone to take cute pictures of all of her animals.

Reader's Guide

1. How are cell phones helpful?
2. How can a cell phone have a negative impact on someone?
3. What is a good age for a kid to get a cell phone? Why?
4. Why is owning a cell phone a big responsibility?

