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# Background Knowledge

Background knowledge is all the information you have filed away in your brain. Your life experiences can help make you a better reader. Background knowledge can also be called schema or prior knowledge.

## Characteristics of Background Knowledge:



## How does background knowledge help me as a reader?

- Background knowledge is necessary for readers to make predictions.
- Background knowledge is necessary for readers to make inferences.
- Background knowledge is necessary for readers to make connections.
- Background knowledge helps readers draw conclusions.
- Background knowledge helps readers make generalizations.



# Backup and Reread

Good readers will backup and reread if they don't understand something they read in the text.



## What if I don't know a word I read?

- Reread the word. Try sounding it out a few different ways until it sounds right.
- Look for root or base words you might know.
- Reread the sentences before and after the word to help you determine its meaning.

## What if I don't understand the text?

- Break it up into small sections. Reread 1-2 sentences at a time.
- Ask yourself questions as you read.
- Try to create a mental movie of what you think is happening.
- Talk with a buddy about what you are reading.

## What if I get to the bottom of the page and forgot everything I read?

- Take a minute to refocus.
- Go back to the top of the page and reread. Pause every few paragraphs and remind yourself what you are reading.

# Close Reading



What is close reading?

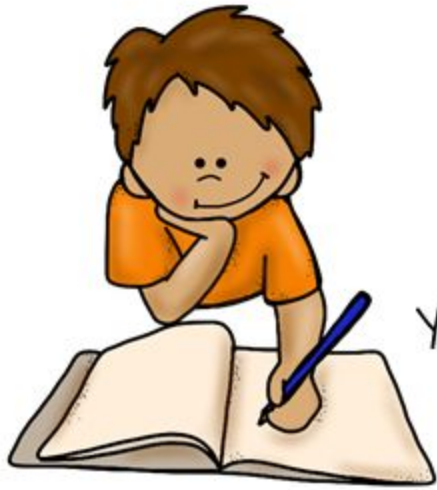
Close reading is reading the text multiple times to help deepen your understanding. You are like a detective that is looking for clues in the text that help you really understand the text.

**Each time you read the text you should focus on uncovering more information.**

<b>1st</b> read	<b>Skim the Surface</b> <ul style="list-style-type: none"><li>• Who are the characters and what is the setting?</li><li>• What is the main idea?</li><li>• What is the problem?</li><li>• What questions do you have?</li></ul>
<b>2nd</b> read	<b>Dig Deeper</b> <ul style="list-style-type: none"><li>• Why did the author write the text?</li><li>• What do you notice about the text features and the text structure?</li><li>• What imagery did the author include?</li><li>• Use context clues to learn new words.</li></ul>
<b>3rd</b> read	<b>Make Your Meaning</b> <ul style="list-style-type: none"><li>• Draw conclusions about the character, setting, or events.</li><li>• Identify the theme or lesson.</li><li>• Make your connections and form an opinion about the text.</li></ul>











# Coding a Text



Reading and thinking go hand in hand. To help you remember your specific thoughts about a text, you can create a code. This will help you remember what you were thinking while you were reading.

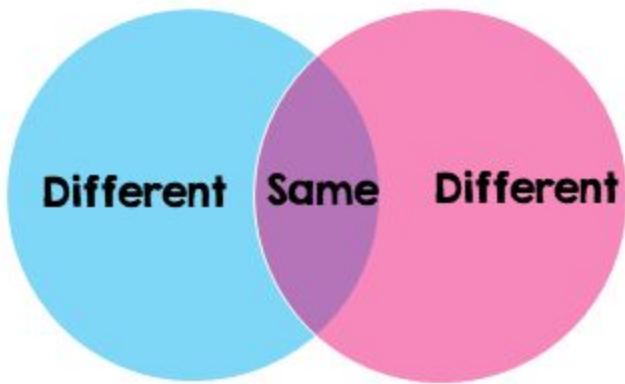
## Symbols to Help Me Track My Thinking

	Your favorite part
	When you have a question
	When you can make a personal connection
	Something interesting

	Something exciting or important
	When you have a wondering or thought about the text
	When you could clearly visualize the text
	When something is confusing or hard to understand

# Compare and Contrast

Comparing and contrasting is an effective reading strategy to help you understand two or more things.



You can use a Venn Diagram to help compare and contrast characters, settings, and events while you read.

<b>Compare</b>	<b>Contrast</b>
<ul style="list-style-type: none"><li>• When you compare, you look for ways the two things are similar.</li><li>• You ask yourself: <i>How are they alike?</i></li></ul> <p><b>Key Words:</b> alike, the same, similarly, both, in common, also, in the same way</p>	<ul style="list-style-type: none"><li>• When you contrast, you look for ways the two things are different.</li><li>• You ask yourself: <i>How are they different?</i></li></ul> <p><b>Key Words:</b> different, however, but, while, whereas unlike, difference</p>

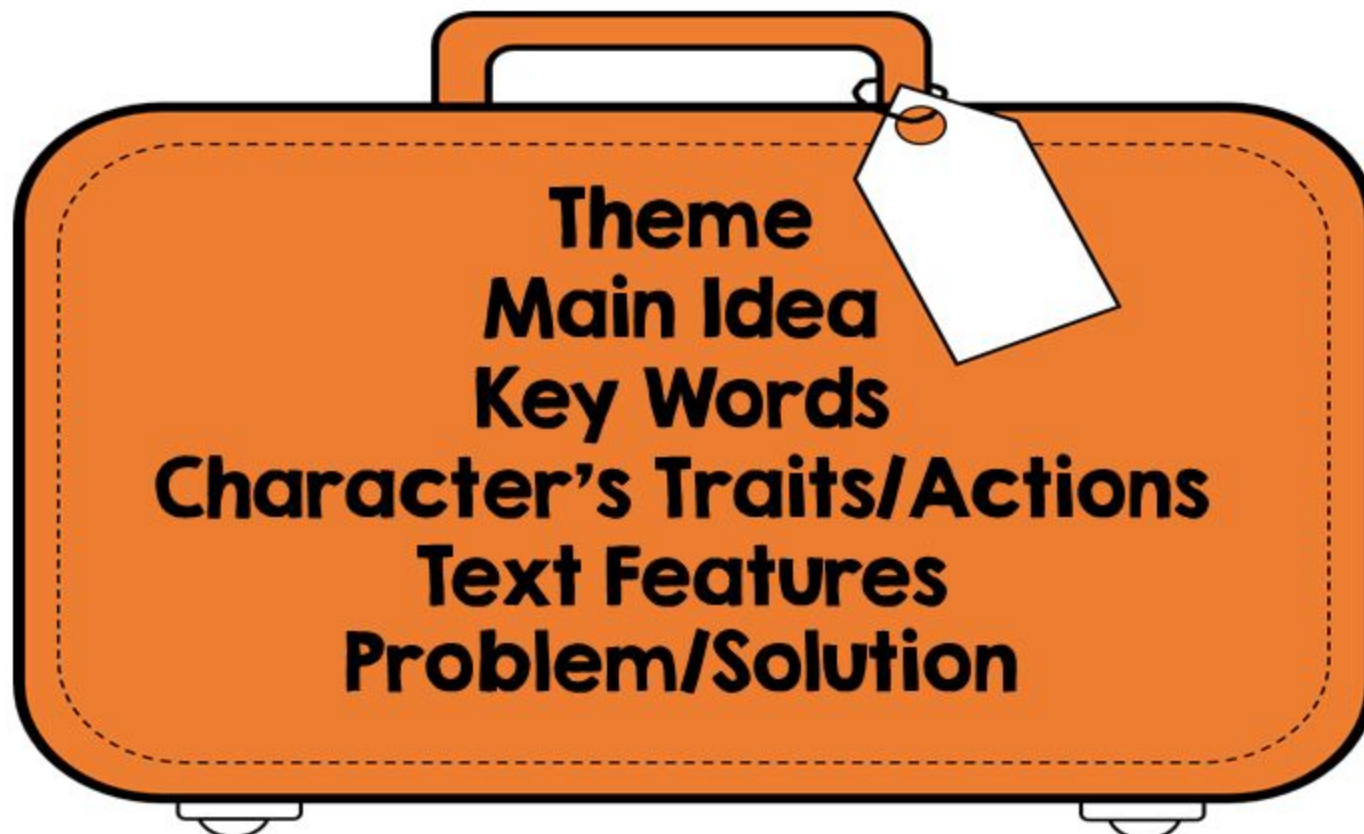


# Determining Importance

When you are reading, you have to decide what part of the text is the most important and focus your attention on the most important parts.

## ILLUSTRATION:

When you go on a trip, you will only pack the most important items to take with you. You will leave behind items that aren't necessary.



Readers make sure they pay attention to the important parts of the text.

# Drawing Conclusions

A conclusion is a judgement or decision about a character, setting, or event that is reached by reviewing all the available information. Good readers draw conclusions as they read to help them understand the story.



*Drawing conclusions and making inferences are both part of the problem solving process. While they are similar, they aren't exactly the same thing.*

## How to Draw Conclusions

<b>1</b>	The first step to drawing a conclusion requires the reader to review all the information stated in the text about a person, setting, or event.
<b>2</b>	The next step is for the reader to consider any facts or details that are inferred, but not stated.
<b>3</b>	Once the reader has all the information available, he/she should analyze it and consider what the next logical step or assumption would be for the given situation.
<b>4</b>	The reader comes up with a conclusion. He or she will determine the next logical steps or assumptions based on the information available.



# Figurative Language

Figurative language is when the words go beyond their literal meaning. Authors use figurative language to communicate ideas in a fun way.

## Common examples of figurative language:



### Simile

A simile is a comparison that uses like or as.

*She is as busy as a bee.*



### Metaphor

A metaphor directly compares two things.

*He's boiling mad.*



### Idiom

A common expression that means something other than what the words say.

*When pigs fly*



### Personification

Giving human characteristics to non-human things.

*My heart raced*



### Onomatopoeia

A sound word that makes its sound when you read it.



### Hyperbole

An expression that is an exaggeration.

*He cried a river.*



# Firsthand vs. Secondhand

Firsthand and secondhand accounts refer to the recollection of the event being written about.

## Firsthand Account



- Also referred to as a primary source.
- Written in first person.
- Provides a description of an event from someone who was actually there.

## Secondhand Account



- Also referred to as a secondary source.
- Written in third person.
- Provides a description of an event from someone who was NOT actually there.

### Examples

- ✓ Autobiographies
- ✓ Personal Memoirs
- ✓ Diary or Journal
- ✓ Letters
- ✓ Videos
- ✓ Photos

### Examples

- ✓ Biographies
- ✓ Reports
- ✓ Textbooks
- ✓ Encyclopedias
- ✓ Newspaper or Magazine Articles



To help figure out if this was a firsthand or second hand account, ask yourself “Was the author present at the event?”



# Genre

There are two main genres. Most types of text will either be fiction or non-fiction.

## Fiction



Fiction texts are made up (fake stories)

- Written like a story
- Read for fun or enjoyment
- Includes a moral or lesson at the end
- Has a theme
- Includes characters, setting, and plot

### EXAMPLES:

- Fantasy
- Science Fiction
- Historical Fiction
- Mystery
- Realistic Fiction
- Poetry

## Non-Fiction



Non-Fiction texts contain real facts and are true

- Informational text
- Read to get new information
- Includes text features
- Has a main idea and supporting details
- Based on real events or information

### EXAMPLES:

- Informational
- Biography
- Autobiography
- History
- How To/Self Help
- Poetry

# How to Use Text Evidence

When you are responding to a text, you want to make sure you include evidence from the text to support your thinking. It is important that you know how to use text evidence correctly.

## Paraphrase

To rewrite the ideas in the text using your own words.

Communicate the same ideas in the text, but use your own writing style and your own voice.

Make sure you avoid plagiarism (taking someone else's words and pretending they are your own).

## Quote

To rewrite the author's words exactly as they appear in the text.

Include quotation marks around the text you are directly quoting.

Make sure you give credit to the author. (In Magnificent Marsupials, Laura Boffa states "...")

 **Both strategies can be an effective way to share text evidence.**



# Monitor Comprehension of Fiction Texts

Good readers think about their reading. They monitor their comprehension to make sure they are understanding all the details of the story.



I can ask myself questions as I read fiction texts to help monitor my comprehension.

## Questions to Help Monitor Comprehension of Fiction Texts

- ❖ Who are the characters in the story?
- ❖ What is their relationship to each other?
  - ❖ What is the problem in the story?
  - ❖ How are the characters trying to resolve the problem?
- ❖ Have I ever experienced something similar to the main characters?
  - ❖ What is the story mostly about?
  - ❖ Why am I reading this story?
- ❖ What lesson can I learn from the story?
  - ❖ Why did the author write this story?

# Monitor Comprehension of Non-Fiction Texts

Good readers think about their reading. They monitor their comprehension to make sure they are understanding the main idea and most important details from the text.



I can ask myself questions as I read non-fiction texts to help monitor my comprehension.

## Questions to Help Monitor Comprehension of Non-Fiction Texts

- ❖ What is this text mostly about?
  - ❖ What is the main idea?
- ❖ What supporting details help me understand the main idea?
  - ❖ Why did the author write this text?
- ❖ What information am I reading that is new to me?
  - ❖ What information did I already know?
  - ❖ What details are important to remember?
    - ❖ What details are not as significant?
- ❖ What questions do I still have about this topic?



# Question Answer Relationship

When you are answering comprehension questions, think about the Question-Answer-Relationship. This will help you with the answer.

## Right There



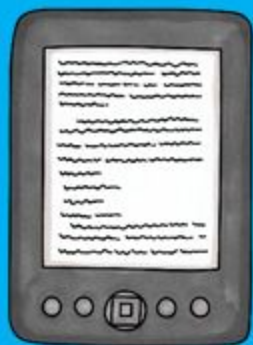
The answer is right there in the text. These questions usually ask you to find and recall basic information.

## Author & You



Use the text clues and other information to make an inference or draw conclusion. These questions will require you to connect your personal knowledge to the text.

## Think and Search



You need to search the text for evidence to answer the question. The answer is in the text, but it might require you to look for multiple pieces of evidence.

## On My Own



Use the text to make a connection or share your opinion. These questions usually have more than one correct answer, but usually require a thoughtful response.



**Identifying the type of question you are being asked will make it easier to come up with the correct answer.**





# RACE

RACE is a reading response strategy you can use to respond to open-ended questions about any text you have read.

## Restate the question

Restate the question as a statement. You can do this by removing the question word.

*Question: What is the theme of this story?*

*Restate It: The theme of this story is...*

## Answer the question

Answer the entire question. Depending on the question, you might need to write a few sentences to answer all parts of the question.

*Answer: The theme of this story is friendship.*

## Cite your evidence

Include evidence and examples from the text that helped you answer the question.

*• I know this because... • One way the author shows this is by... • In paragraph \_\_\_ it said... • According to the text...*

## Explain & extend your thinking

Explain how this evidence supports your thinking.

*• This shows... • This proves... • To me, this means... • When I read this I thought... • This is important because...*



# Reading is Thinking



Reading and thinking go hand-in-hand. If you want to be a good reader. You need to be thinking and using all your reading strategies.

**C**

## Make Connections

- What does this text remind you of?
- How can you connect what you read to your personal life?

**I**

## Make Inferences

- What clues does the author include?
- What does the author want you to know but doesn't directly tell you?

**P**

## Make Predictions

- What do you think will happen next?
- How will the text end?
- What would a sequel to this text be like?

**Q**

## Ask Questions

- What do you wonder about as you are reading?
- What do you want to know more about?

**S**

## Summarize the Text

- What is the most important part of this text?
- What does the author want you to remember?

**V**

## Visualize the Text

- What do you see in your mind as you read?
- How do you think the author wants you to see and experience the text?

# Retell vs. Summarize

Retelling and summarizing are two ways that you can share details about the text, but they are very different reading skills.



Retell	Summary	Both
<ul style="list-style-type: none"><li>- Tells the entire story again.</li><li>- Uses as many details as possible.</li><li>- Uses some of the author's words.</li><li>- Long and detailed</li></ul>	<ul style="list-style-type: none"><li>- Only tells the important parts of the story.</li><li>- Uses your own words</li><li>- Focuses on the big idea.</li><li>- Short and focused</li></ul>	<ul style="list-style-type: none"><li>- Use key details from the text</li><li>- Talks about the story in sequential order.</li></ul>

**Make sure you know the difference...**

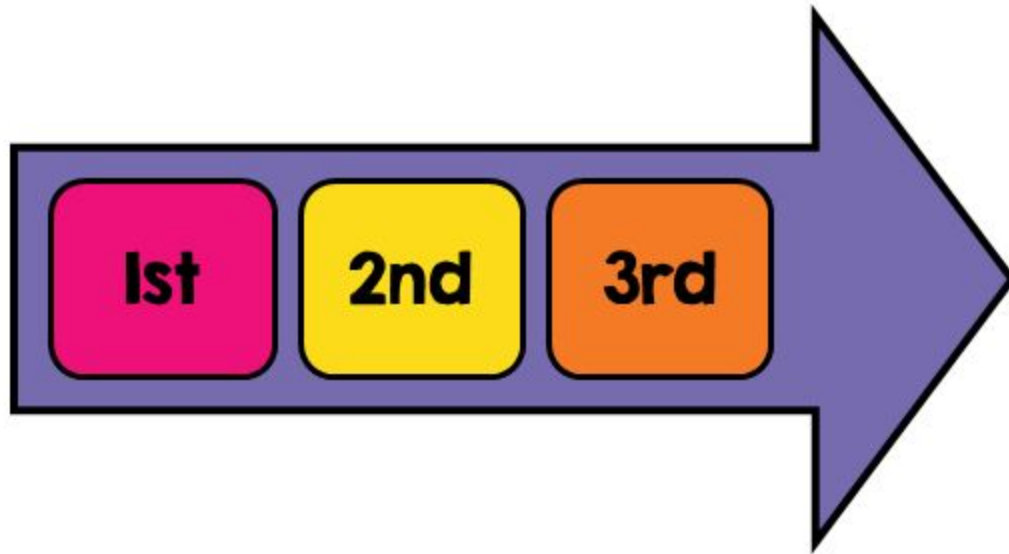


You don't want to just give a summary if you are being asked to retell, and you don't want to retell the entire story if you are just being asked to summarize.



# Sequencing

Stories and other texts can be written in a sequence. This means that the important events in the story take place in a specific order. Authors organize their writing in sequential order to help their readers better understand the story.



**When a reader pays close attention to the sequence it can help them.**

- The sequence helps you write a summary.
- The sequence helps you retell a story.
- The sequence helps you understand the story better.

Authors use transition words to help their readers know when a new event or scene is taking place in the story.

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
first in the beginning initially before it all started as soon as	next later meanwhile during second then	finally last in the end eventually in conclusion at last

# Stop-and-Jot

Good readers will take time to stop and jot while they are reading. This means they pause to think about their reading and make a few notes.

## When should I stop and jot?

Fiction	Non-Fiction
<ul style="list-style-type: none"><li>• When a character's traits or feelings change</li><li>• When you can make a personal connection to the text</li><li>• When the climax of the story occurs</li><li>• When the major problem is resolved</li><li>• When you have a prediction about what will happen next</li></ul>	<ul style="list-style-type: none"><li>• When you learn a new fact or detail</li><li>• When you come to the end of a section</li><li>• When you learn a new word</li><li>• When you read something interesting</li><li>• When you have a question about something you read</li></ul>

Don't stop and jot on every page!

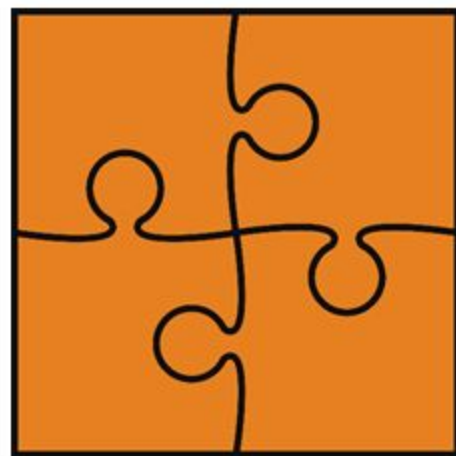
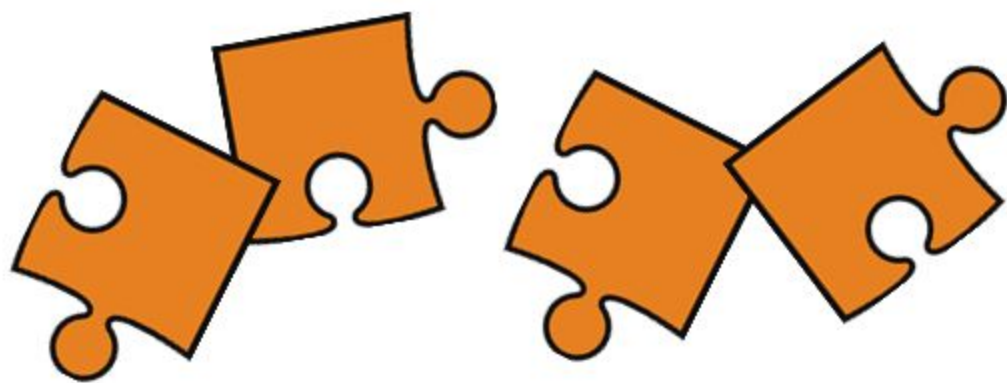
Don't take too much time to jot down your thoughts. Make it quick!

Don't worry about spelling.



# Synthesizing

Synthesizing takes place when you are putting all the pieces of the text together to help you make meaning of what you are reading. Your thinking will grow and change as you continue to read the text.



**You can use the following thinking stems to help you communicate your thinking.**

- I used to think, but now I think...
- My new thinking is...
- I'm beginning to think...
- At first my thinking was...
- Now my thinking is...
- While I was reading, I started to think...
- My perspective has changed...
- I started to realize that...
- In the end, I understand that...
- My new understanding is...
- I started to notice...
- After I read awhile, I changed my opinion on...
- The text help me realize...
- After reading, I realized...

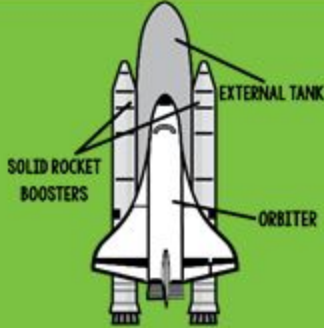



**Its ok for a reader to change their mind about something based off of new information they learned from the text.**



# Text Features

Authors of non-fiction text will sometimes include specific text features to help the reader better understand the topic they are reading about.


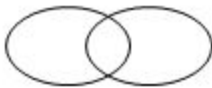
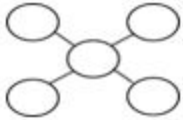

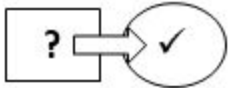
Table of Contents	Glossary	Diagram & Labels	Headings & Subheadings	Pictures & Captions												
<p><b>CONTENTS</b></p> <table border="0"><tr><td>3-10</td><td>Galaxies &amp; The Milky Way</td></tr><tr><td>11-32</td><td>Our Solar System</td></tr><tr><td>33-41</td><td>The Earth &amp; Its Moon</td></tr><tr><td>42-48</td><td>The Sun &amp; Other Stars</td></tr><tr><td>49-55</td><td>Space Exploration</td></tr><tr><td>56-72</td><td>The View From Earth</td></tr></table> <p>This is usually included towards the beginning of the book. This will tell the reader the title and page numbers for each chapter. It can help a reader locate specific information in the text.</p>	3-10	Galaxies & The Milky Way	11-32	Our Solar System	33-41	The Earth & Its Moon	42-48	The Sun & Other Stars	49-55	Space Exploration	56-72	The View From Earth	<p><b>Space</b> - The region beyond the Earth's atmosphere.</p> <p><b>Star</b> - a huge ball of gas in space that gives off heat and light.</p> <p><b>Sun</b> - the star planets in our solar system revolve around. The closer a planet is to the sun, the more heat and light it gets from the sun.</p> <p>The glossary is usually located at the back of the book, and it provides readers with definitions for key words that are included in the text. This will help readers understand vocabulary specific to the topic.</p>	 <p>Diagrams and labels help the reader visualize details that the author is describing in the text. An author might include a diagram and a label so the reader knows exactly what is being described.</p>	<h3>Life on ISS</h3> <p><b>MORNING ROUTINE</b> Astronauts get up, go to the bathroom, and take a shower just like everyone on Earth. The only difference is that they use a toilet that acts as a vacuum, and they wash their hair with special shampoo that doesn't have to be rinsed out with water.</p> <p><b>EATING IN SPACE</b> Did you know there are no refrigerators on the space station? Astronauts have to eat food that won't spoil. They can use ketchup and mustard, but they can't use salt or pepper because the granules would just float away!</p> <p>Headings and subheadings help readers preview, scan, and locate information in the text. Heading and subheadings help readers know the exact information they can expect to read in certain sections.</p>	 <p>This is the Palomar Observatory in California, USA. It houses the Hale Telescope, which was built by astronomer George Ellory Hale.</p> <p>Pictures and captions provide readers with real life images that are related to the topic they are reading about. This helps readers visualize and understand the topic better. They also get a real-life look at an example of the topic.</p>
3-10	Galaxies & The Milky Way															
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# Text Structure

Authors of non-fiction text organize their writing in a way that is helpful to their readers. The way they choose to organize their text is called text structure.

**There are five main non-fiction text structures.**

Type	Symbol	Explanation	Key Words
Cause & Effect		The text shares information about an event and what caused it to occur.	cause, effect, since, then, because, if, when, so
Compare & Contrast		The text has two or more ideas or topics and the author writes about the similarities and differences.	like, unlike, but both, also, most, similar to, different from
Description		The text provides a detailed description of the topic of the text.	to begin with, for instance, examples of, features include
Sequence		The text is written in order of events or chronological order.	first, next, then, finally, before, after, during meanwhile
Problem & Solution		The text includes information about a problem and possible or attempted solutions.	problem, solution, because, since, the issue is, resolved by

**Good readers pay attention to the text structure to help deepen their understanding of the text.**

# Topic vs. Main Idea

When you are reading, you want to be able to identify the topic and the main idea.

## Topic

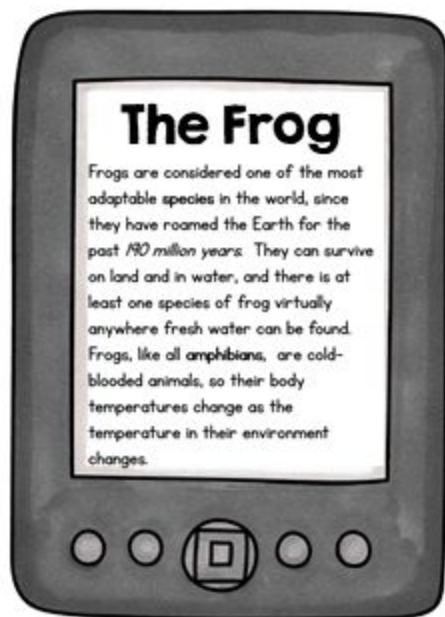
The topic is the big idea that the author is writing about. You can usually identify topic in just one word.

## Main Idea

The main idea is what the author wants you to know about the topic. It is more specific and is usually written in 1-2 sentences.

### To find the topic ask yourself:

- What big idea is this text about?
- What one word describes the big idea?
- What topic did I learn about?



### To find the main idea ask yourself:

- What specific information did I learn?
- What does the author want me to learn about this topic?
- What is important about this topic?



# Types of Details

Authors include different types of details in the text. Some details are important and are essential in helping the reader understand the main idea. Other details are interesting and make the text more enjoyable to read, but they aren't as essential to understanding the main idea.



## Important Details

- ❖ Important details are key details that are essential to understanding the text.
- ❖ Important details will support and connect to the main idea.
- ❖ The details that are really important should be remembered and included in a summary or other reading responses.



## Interesting Details

- ❖ Interesting details are the details in the text that make you pause and think "WOW, I had no idea."
- ❖ Sometimes interesting details can also be important, but not always.
- ❖ The interesting details can make a text more interesting to read, but they don't always have to be remembered.



**Sometimes details can be both important and interesting!**

# Using Text Evidence

When you are writing or talking about a text you have read, it is important to use evidence from the text to help support your opinions and ideas about the text.



Finding text evidence can take time, but it is important when talking or writing about a text!

Good readers always prepare their response with appropriate evidence before they share it.

## Response stems to make sure your response is based on text evidence:

- On page \_\_\_\_\_, it said \_\_\_\_\_.
- The author stated or implied \_\_\_\_\_.
- An example of \_\_\_\_\_ is \_\_\_\_\_.
- Because the text said \_\_\_\_\_, I think \_\_\_\_\_.
- I think this because the text said \_\_\_\_\_.
- An example of \_\_\_\_\_ is \_\_\_\_\_.
- For instance \_\_\_\_\_.
- According to the text \_\_\_\_\_.
- From the text, I know \_\_\_\_\_.
- Based on the text features, I can tell \_\_\_\_\_.
- The text says \_\_\_\_\_, this is important because \_\_\_\_\_.