

**Reading Lessons for
Alaska State Standards**

<p>Grade 7</p> <p>Mastery Packet 11 / Nonfiction</p> <p>Lesson 6 Magazine Article / Main Idea & Details</p>	<p>Teacher Materials</p> <p>Student Materials Handouts: “Offerings at the Wall” “Main Idea Organizer” Highlighters</p>
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PERFORMANCE STANDARD:

R3.3.1 Restate and summarize main ideas or events, in correct sequence, after reading a text (e.g. paraphrasing, topic outline, charting)

R 3.3.2 Connect information within a text by making inferences and drawing conclusions across texts

R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details.

R3.8 a. Differentiate between fact and opinion in text.
b. Analyze an author’s purpose and offer critical opinion of the effectiveness of the text in meeting that purpose.

R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections.

Phonics Instruction	Text Comprehension Instruction	Fluency Instruction	Vocabulary Instruction
<p>Spelling rules for adding suffixes Rule 1: The silent <u>e</u> rule</p> <p>Approximately 15 minutes</p>	<p>Read magazine article Complete graphic organizer: “Main Idea Organizer” Write summary</p> <p>Approximately 90 minutes</p>	<p>Silent and oral fluency practice embedded into lesson</p>	<p>Content words in context (embedded into lesson / see list below)</p>

PHONICS INSTRUCTION

Spelling rules for adding suffixes

Direct Instruction

Teacher says: An area of spelling difficulty for many of us is adding a suffix to a word. Does the spelling of a word change if I add a suffix? There are three rules that apply to adding suffixes to base words. Keep in mind that the spelling of a suffix does not change. The spelling of the base word may. Look at Rule Number 1. [Write on the board, or make a spelling chart for the rules to be posted in the room. Make a section for words that don’t follow the rules. (Each lesson will deal with these words.)Students could be required to copy the chart and place it in their notebook. Do not accept misspelled words in student’s writing. Refer them to the chart to make corrections. Allow time each day to analyze base words plus suffixes, similar to the Daily Oral Language activity.]

1. The Silent e rule.

When adding a vowel suffix to words ending in a silent e, the e is dropped. The long vowel sound stays the same.

care care + ed = cared care + ing = caring (vowel suffixes)

The base word doesn't change when adding a consonant suffix.

care care + less = careless

Some words ending in e do not drop the e when adding a vowel suffix. (Write these words on the board)

notice + able =noticeable change + able = changeable

service + able = serviceable courage + ous = courageous

enforce + able = enforceable change + able = changeable

Look at these words. Read them aloud with me. What is noticeable about these words? What sound comes before the suffix -able and -ous? (Point out that the e is retained with the base word in order to keep the soft c /s/ and the soft g /j/ sound.)

Also, in some cases the final e is kept to save the identity of the word.

singeing hoeing shoeing acreage
tingeing dyeing canoeing mileage

How would the word read if we dropped the e singeing? We would have singing. That's not the same as singeing. They have two very different meanings.

Activity

Distribute Student Form or write words with the vc+e pattern on the board. Have students copy the base word and add vowel and consonant suffixes to the words.

Closing

Today we talked about added vowel and consonant suffixes to base words with the vc+e pattern.

Source: Henry, Marcia K. (1990). *Words* Austin, Texas: PRO-ED, Inc.

TEXT COMPREHENSION, VOCABULARY & FLUENCY INSTRUCTION

In this lesson, students read a magazine article (informative nonfiction), learn about primary and secondary sources, work with main ideas and details, summarize the article, and connect the text to their own lives.

Primary source: original, firsthand accounts of information. (e.g. direct quotations, interview)

Secondary source: writing based on the experiences or descriptions of others (primary sources)

Pass out the article, "Offerings at The Wall." Highlight vocabulary words that may be unfamiliar. Either discuss meanings as a group or pre-teach the words via direct instruction.

Memorialized
Climate-controlled
Mementos

Exhibition
Eloquent
Intimately

- Teach the students about primary and secondary sources. This article is an example of secondary source information.
- Read the article aloud to the students. Reading text aloud to students is an important modeling technique that aids in oral fluency development.
- Direct students to re-read the article silently, highlighting vocabulary words, important ideas and details, and anything they have questions about or connect with personally. Encourage them to write in the margins if they wish.
- Discuss the main idea. What details does the author use to support the main idea? What is the author's purpose in writing the article?
- Hand out "Main Idea Organizer." Students will complete the graphic organizer individually or with a partner. It is not necessary to write in complete sentences on this kind of organizer.
- Compare main ideas as a group. Encourage students to consolidate details so that they are not reproducing everything in the writing.
- Using the graphic organizer, students will now write a summary paragraph. The paragraph should include a broad topic sentence, supporting details, and a conclusion.
- Read several examples of successful paragraphs aloud to the group. Allow a few minutes for revision.

Extension: Discuss personal connections to the text: thoughts, feelings, family connections to VietNam or other wars, etc. Students may write an additional paragraph that describes these connections.

Read to your students for 10-15 minutes daily. Select books or poetry on the intellectual and interest level of your students, not the students' instructional level. Allow a brief time to reflect and share about the reading.