

EXTENSIONS

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IN READING SERIES

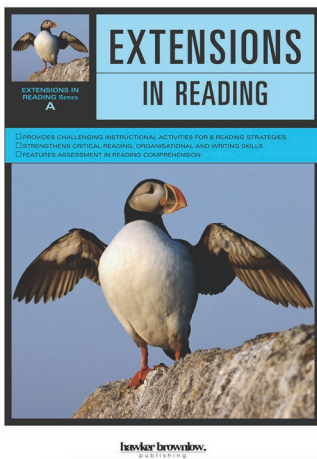
SUITABLE FOR PRIMARY AND MIDDLE-YEARS
STUDENTS UP TO YEAR 9 READING LEVEL

Diagnose: CARS

Teach: STARS

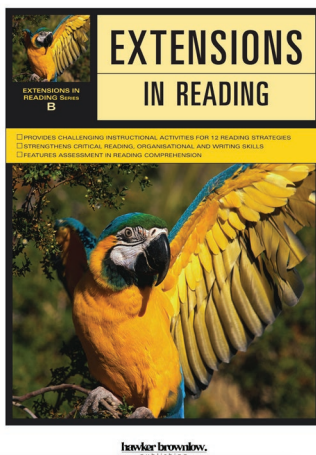
Apply: Extensions

Practise: FOCUS



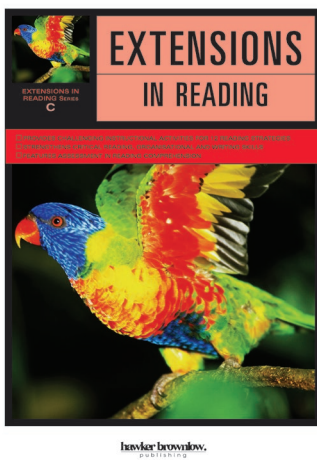
The *Extensions in Reading* series is a research-based reading comprehension program designed to strengthen and extend students' knowledge and ability with reading strategies. The program provides step-by-step instruction and thorough practice to support students as they develop into more strategic, thoughtful and confident readers.

- ✓ Provide challenging instructional activities for reading strategies
- ✓ Strengthen critical reading and writing skills
- ✓ Assess reading comprehension



Extensions in Reading is an in-depth, advanced component that builds on the foundations laid by the CARS Plus and STARS Plus reading program. The series consists of eight levels (A–H) and applies and extends on the 12 reading strategies and graphic organisers taught in CARS & STARS:

- Finding main idea (main idea chart)
- Recalling facts and details (facts-and-details web)
- Understanding sequence (sequence chain)
- Recognising cause and effect (cause-and-effect flow cart)
- Comparing and contrasting (features chart)
- Finding word meaning in context (words-and-meaning chart)
- Drawing conclusions and making inferences (conclusions/inferences chart)
- Distinguishing between fact and opinion (fact-and-opinion chart)
- Identifying author's purpose (author's purpose questionnaire)
- Interpreting figurative language (figurative language chart)
- Summarising (story map)



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Students are guided to apply the reading strategies (used by successful readers) to text, and to fill in graphic organisers as they learn how each strategy connects to ideas and information in text.

Extensions in Reading helps develop students' reading mastery, and includes:

- ✓ Rich non-fiction and fiction reading selections
- ✓ Modelled and Direct instruction
- ✓ Guided Review
- ✓ Independent Practice
- ✓ Embedded test-taking practice

The Student Book contains twelve 10-page strategy lessons and one 5-page review. Each lesson is organised through scaffolded instruction so that complexity and difficulty increase as students progress through these recurring stages:

- Learn About the Strategy
- Learn About a Graphic Organiser
- Learn About a Form of Writing
- Prepare for the Reading Selection and Learn Vocabulary
- Reading Selection
- Check your Understanding and Extend Your Learning

The Extensions in Reading series guides students from modelled/direct instruction to guided instruction and, finally, to independent work.

Reading Selection—Part One
Read the first part of "Maria's Journal".

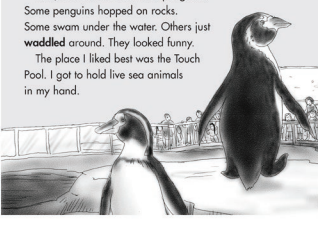
Maria's Journal


Friday

Today, our class went on a trip to the aquarium. We had to ride the school bus to get there. Riding the bus was fun. We sang songs the whole time. My favourite song was "You Are My Sunshine". A girl named Lee met our bus. Lee works at the aquarium. She told us she would be our guide. She said she would take us around and answer our questions. I think it would be fun to have a job like Lee has.

First, Lee took us to see the penguins. Some penguins hopped on rocks. Some swam under the water. Others just waddled around. They looked funny.

The place I liked best was the Touch Pool. I got to hold live sea animals in my hand.





The first thing I held was a sea star. Sea stars used to be called starfish. But they are not fish. So now they are called sea stars. Sea stars have arms. If a sea star loses an arm, it can grow the arm back!

I also held a sea cucumber. There was sea lettuce and bread sponge in the Touch Pool, too. None of these animals looked that **tasty** to me.

Completing a main idea chart

Some of the main idea chart has been filled in. Write one more sentence from the first part of the journal to fill in the rest of the chart.

What is the main idea?	Today, our class went on a trip to the aquarium.
What are two sentences that help tell about the main idea?	We had to ride the school bus to get there.

STRATEGY ONE Finding Main Idea

Learn About Finding Main Idea

Thinking about the strategy Think about a story that you have read. What was the story mostly about? What was the most important idea in the story?

The most important idea in a story is the **main idea**. Authors may tell the main idea in a main idea sentence.

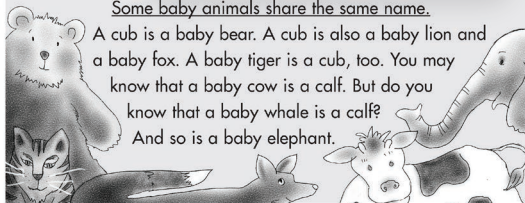
To find the main idea		
Look for a main idea sentence. It may be the first sentence. It may be the last sentence.	Think about the other sentences.	Think about the title. Look at the pictures.

Students receive direct instruction on each lesson's reading strategy.

Studying a model

Some baby animals share the same name.

A cub is a baby bear. A cub is also a baby lion and a baby fox. A baby tiger is a cub, too. You may know that a baby cow is a calf. But do you know that a baby whale is a calf? And so is a baby elephant.



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4
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Learn About a Graphic Organiser

Understanding a main idea chart A main idea chart will help you find the main idea of a story. You can use a main idea chart for any kind of story.

Here is a main idea chart for the story on page 4.

What is the main idea?	Some baby animals share the same name.
What are two sentences that help tell about the main idea?	A cub is a baby bear. A cub is also a baby lion and a baby fox.

Look at the main idea chart. You see what the author wants you to know about the main idea.

What are some baby animals that share the same name? Baby bears and baby lions are called cubs. Baby foxes and baby tigers are also called cubs.

As you read, ask yourself

- What is the story mostly about?
- What sentence tells the main idea?
- What do the other sentences tell about the main idea?

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Learn About a Form of Writing

Focusing on a journal

People write in a **journal** to remember what happens during the day. Some people keep their journal writing to themselves. Some people share their journal writing.

- Journal writing uses the words *I* and *me*.
- Journal writing may tell the writer's feelings.

Here is a piece of journal writing.

Saturday

Today, I helped Mum rake leaves. Mum used a big rake. I used a small rake. We raked the leaves into a pile. We put the leaves into a big bag. Then we dumped the leaves in the bush. By then, I was very tired.

Organising ideas in a main idea chart

You can use a main idea chart when reading a journal. Here is a filled-in main idea chart for the journal writing above.

What is the main idea?	Today, I helped Mum rake leaves.
What are two sentences that help tell about the main idea?	Mum used a big rake. I used a small rake.

Explicit instruction coupled with graphic organisers provides students with a clear understanding of each form of writing.

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Prepare for the Reading Selection

Gaining knowledge

An aquarium [a KWAIR i um] is a place where you go to see all kinds of sea animals. An aquarium can also be a small tank in your classroom or your home. These small aquariums usually hold fish, snails and other small sea animals and plants. On the following pages, you will read about aquariums.

Learn Vocabulary

Understanding vocabulary

The boxed words below are in **dark print** in the journal. Learn the meaning of each word. Then write the word that matches.

waddled

tasty

list

carefully

1. This baby duck moved like this. _____
2. This baby duck was a fun _____.
3. The baby duck moved like this. _____
4. You might write names in one. _____

Students gain content and vocabulary background knowledge.

Word Meanings

waddled: walked with short steps and swayed from side to side

tasty: pleasing, or good, to taste

list: a group of things

carefully: in a way that shows you are watching what you are doing

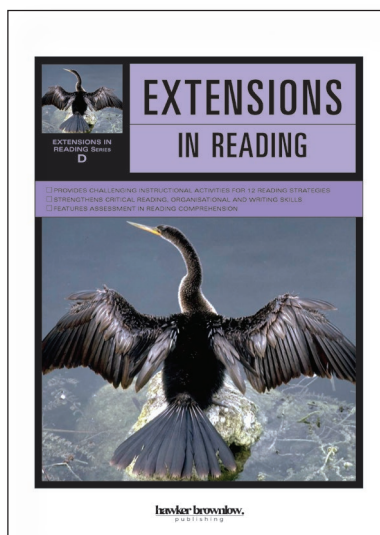
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7

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Extensions in Reading includes:

- *Extensions in Reading* spans Levels A–H. Student Books include self-assessment questions and cumulative review lessons.
- Teacher Guides include suggested schedule for teaching, research summary, strategies overview, answer form and answer key, reproducible sheets with graphic organisers, and assessment questions



Check Your Understanding

Think about what you've read. Then answer these questions.

1. Which words from page 8 give a clue to the meaning of the word *guide*?
 (A) "ride the school bus"
 (B) "take us around"
 (C) "would be fun"
 (D) "sang songs"
2. The penguins looked funny when they waddled. The penguins looked funny.
 (A) walking.
 (B) eating.
 (C) sleeping.
 (D) talking.
3. Which sentence does not help tell about the main idea of Part One of "Maria's Journal"?
 (A) My favourite song was "You Are My Sunshine".
 (B) First, Lee took us to see the penguins.
 (C) The first thing I held was a sea star.
 (D) I also held a sea cucumber.
4. Maria liked the Touch Pool best because she got to
 (A) sing "You Are My Sunshine".
 (B) swim with the penguins.
 (C) visit with Lee.
 (D) hold live sea animals.
5. The animals did not look tasty to Maria. She did not think they looked
 (A) friendly.
 (B) fun to play with.
 (C) good to eat.
 (D) pretty.
6. From the journal, you can tell that fish need
 (A) colourful rocks.
 (B) big plants.
 (C) lots of shells.
 (D) the right kind of fish food.

Students gain valuable test-taking experience.

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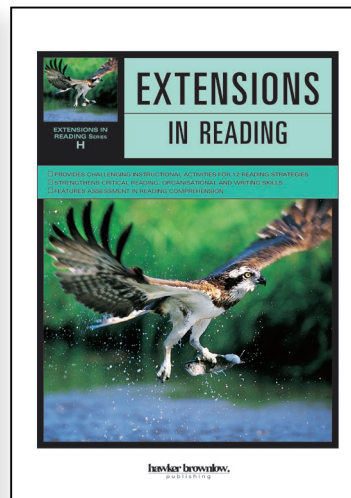
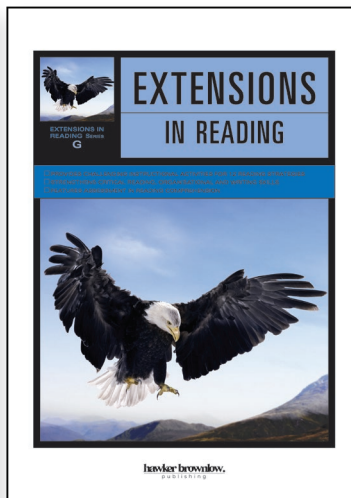
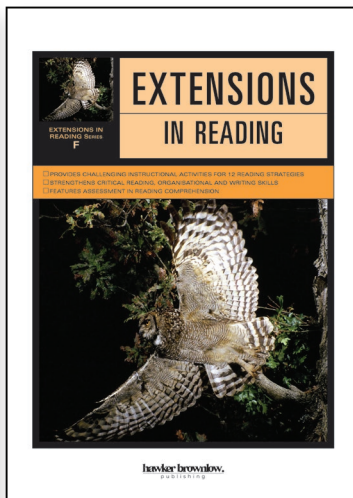
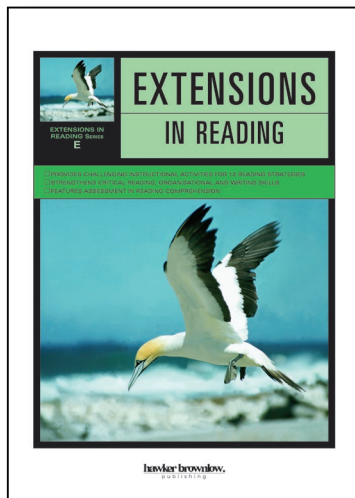
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