

UNIT 19 OPENER

▶ Preteach: Instructional Terms

Informational text provides facts or details about a specific subject. Informational texts are usually about real-life topics and are classified as nonfiction. **Ask: What kinds of informational texts do you use every day?** Possible responses include textbooks, newspapers, magazines, or Internet articles.

Opinion pieces may provide information, but they also give the writer's feelings and thoughts about a topic. **Ask: Where are you most likely to find opinion pieces?** Students should recognize that these are often found on the editorial pages of newspapers and magazines. They are also often found on the Internet as Blogs or personal Web pages.

Informational and opinion readings may be full of facts and information, so students need to develop reading skills that allow them to organize and interpret information. Elicit from students how they read informational text. To ensure that students understand their reading, suggest that they reread a text to clarify any confusing or unclear information.

Students often read a number of related passages. As students read, they must **compare** and **contrast** the material in the text to determine whether it is clear and consistent.

Idioms are phrases that cannot be understood word for word. They have a special meaning as a unit, for example, "to *take a stand* against something." Just as context clues help students understand individual vocabulary words, context clues can help students understand the meaning of idioms. Alert students to the presence of idioms in reading, and ask them to notice context clues when they need to interpret these phrases.

▶ Summary of Primary Reading Passage

Who Asked You? Polling Today's Youth

This informational text defines polls, opinion surveys that collect information about purchases, voting, and other issues of interest to businesses and governments. The article tells the history of polling and lists the elements of a good poll. It explains how a poll is conducted and why businesses want to poll children.

Lexile: 840

Word Count: 653

▶ Scope and Sequence at a Glance

Genre: Informational Text (Nonfiction)

Title: Who Asked You? Polling Today's Youth / Don't Ask! The Problem with Polling Kids

Cross-Curricular Connection: Math

Comprehension Strategy: Monitor Comprehension (Reread)

Comprehension Skill: Compare and Contrast (across texts)

Vocabulary Strategy: Context Clues (Idioms)

Decoding Support: -ar, -er, -or in final syllable (unstressed)

▶ Summary of Secondary Reading Passage

Don't Ask! The Problem with Polling Kids

This opinion piece is by a mother whose children were called by an opinion pollster. The writer explains that research firms poll children, intending to use the information to make advertising more effective. She also shares her reasons for her belief that polling children is a bad idea.

Lexile: 880

Word Count: 538



UNIT 19 OPENER (CONT.)

 **Learner Vocabulary**

Introduce the unit's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word and read aloud its definition.

consumer Noun. Someone who buys or uses products and services.

Many of today's **consumers** are shopping on the Internet.

factor Noun. (1) Something that helps produce a result. (2) Whole number that can be multiplied to produce a product, or divided evenly into another number. Verb. (3) Include as a factor.

- (1) Slippery roads were a big **factor** in causing the accident.
- (2) The numbers five and two are both **factors** of ten.
- (3) Wind **factors** into the speed at which planes can fly.

impression Noun. (1) Feeling or idea. (2) Strong effect or influence. (3) Imitation of someone or something. (4) Shape made by pressing into something, like clay or sand.

- (1) Maria got the **impression** that the audience enjoyed her speech.
- (2) Grandpa's stories about growing up poor made a big **impression** on me.
- (3) My brother Daniel does a perfect **impression** of our Uncle Joe.
- (4) My feet made deep impressions in the wet sand.

interview Noun. (1) Meeting in which someone obtains information by asking another person or people questions. Verb. (2) Ask someone questions to obtain information.

- (1) Dad bought a new suit to wear for his job **interview**.
- (2) I will **interview** students to get their opinions on school lunches.

percent Noun. Part of a whole expressed in parts of 100, such as 75 percent. If you eat half of a pizza, 50 **percent** of it is gone.

poll Noun. (1) Survey of people's opinions. (2) Place to cast votes in an election. Verb. (3) Survey people about their opinions.

- (1) The newspaper took a **poll** asking readers where to build the new library.
- (2) We won't know who the new mayor is until the **polls** close and the results are counted.
- (3) Carly **polled** classmates about their favorite fruits.

product Noun. (1) Something made or manufactured. (2) Answer in a multiplication problem. (3) Result of a certain situation or conditions.

- (1) Milk, yogurt, and cheese are all dairy **products**.
- (2) The **product** of ten times three is thirty.
- (3) Kevin's bad grades are a **product** of poor study habits.

sample Noun. (1) Number of people who answer questions in a poll. (2) Small amount of something that represents the whole. Verb. (3) Try something.

- (1) This poll provided a large **sample** from each community.
- (2) The veterinarian is taking a blood **sample** to make sure Fuzzy is healthy.
- (3) **Sample** these crackers to see which kind you like best.

 **Quick Connect Activities**

Organize the class in two groups. Instruct the groups to write a sentence for each vocabulary word. Have groups take turns writing one sentence on the board but omitting the vocabulary word. Then have the other group determine which word belongs in the sentence. Remind students to use context clues in the sentence.

 **Book Lists**

Books of the Same Genre

Students who want more information about the census may choose from these selections.

Counting on You: The U.S. Census by Madelyn Anderson. 1988. Random House Books for Young Readers. (Below-level students.) This book discusses how census information is gathered and used. *LEXILE: N/A*

Counting Heads and More by Marta McCave. 1998. 21st Century. (On-level students.) This book describes the census and its far-reaching impact on American life. *LEXILE: N/A*

Counting America: The Story of the United States Census by Melissa Ashabranner and Brent K. Ashabranner. 1989. Putnam. (Above-level students.) This book tells the history of the census and how it has changed in the past 50 years. *LEXILE: N/A*

Books with Related Themes

Students who want to learn about advertising may enjoy these books.

Made You Look by Shari Graydon. 2003. Annick Press. (Below-level students.) This book analyzes how the advertising industry operates. *LEXILE: N/A*

Advertising by Bess Milton. 2004. Scholastic. (On-level students.) This book explores the relationship between advertising and popular culture. *LEXILE: 930*

LESSON 1 PLANNER

Lesson 1: Genre and Vocabulary Study

 **Genre Study**

To determine students' existing knowledge, ask them whether they have read articles about sports in the newspaper or online. Some of these articles are informational, which means they give details about the game or event. Others may be opinion pieces, which make it clear whom the writer favored and why.

Characteristics of informational texts include the following:

- share information
- cover a real-life subject
- meant to show how things work, give directions, or give facts about a subject
- include photographs, diagrams, or illustrations that show how things work or fit together
- contain headings that help locate information or show a section's focus.

Opinion pieces express the author's beliefs, thoughts, or feelings.

Additional characteristics of opinions include the following:

- an expectation that the author wants to persuade readers that he or she is correct
- preferential treatment toward one side of an argument, but provide information about both sides
- a statement of the author's position
- factual support for the author's position
- arguments intended to persuade readers that the author's position is correct and that the opposing position is wrong.

 **Build Background**

The subject of this slide show in the courseware is the United States census and the information that it reveals about the nation's children.

Ask: Why would our government want to gather information about the country's youth?

The slide show explains the data obtained about the nation's children through the U.S. census, including ethnicities and types of schooling. The slide show also addresses the methods pollsters use to identify and determine how to contact the children they wish to poll.

Emphasize that companies gather much information in the process of deciding whom and where to poll.

Explain to students that funding for many government programs is related to census results. **Ask: What types of questions would you include in the census?**

 **Learning Objectives**

- Recognize distinguishing features of informational texts.
- Recognize the author's purpose in writing informational texts.
- Recognize distinguishing features of an opinion piece.
- Identify the author's purpose in writing an opinion piece.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use context clues to determine the meanings of common idioms.
- Use knowledge of idioms to determine the meaning of a text.

 **QuickFact: The Census**

The United States Census Bureau counts the country's population every ten years. Every month, quarter, and year, the bureau also conducts surveys of families and businesses. The completed surveys include information about social and economic conditions in the United States. This information is then used to help plan government programs.



LESSON 1 PLANNER (CONT.)

Lesson 1: Genre and Vocabulary Study

Vocabulary Strategy: Context Clues (Idioms)

An **idiom** is a group of words whose meaning cannot be understood from the meanings of the individual words. The meanings of idioms can be figured out by using context clues.

The courseware models the use of context clues to determine the meanings of several idioms. As students work through these examples, be alert to signs of confusion and assist students with idioms they find unclear.

Differentiated Instruction

ELL: Remind students that idioms are not isolated to English and that many other languages have idioms as well. Provide English language learners with a chart like the one below. Invite students to list in the chart from three to five idioms, or sayings, from their first language. Then have students write the word-for-word translation in the second column. Finally, ask them to write the actual meaning in the third column. Point out that idioms in English work in the same manner as those from students' first languages.

Original Idiom in First Language	Word-for-Word Translation	Actual Meaning

Special Needs: Challenge students to make pictures of idioms to help them learn and retain the meanings. Make a list of common idioms, for example, *tickled pink*, *got in over his head*, and *out of the blue*. After discussing the idioms, have students draw the meanings. Compile students' work in an idiom dictionary. Add new entries to the dictionary as students find idioms in their reading.

Above-level Students: Many people do not know the origins of current idioms. Have students research and write a one-page report on the history of an idiom. Invite students to share their reports with the class. These histories may also be added to the idiom dictionary. In addition, students might explore regional idioms and how idioms from different parts of the country might be different. Have students write what they have learned about idioms. **Ask: Why are context clues helpful when reading a passage that contains idioms?**



Quick Connect Activities

Ask students to outline an issue that your school or community is facing. Have students assemble the facts related to the issue and formulate their own opinions.

Destination Journal

Have students write a journal entry that answers these questions: **Why might informational or reference material, such as dictionaries, atlases, or thesauruses, not contain idioms? What might the effect be of using idioms in such texts?**

Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Play charades with idioms. Write some common idioms on small slips of paper. (Lists of idioms are available on the Internet or in ESL books.) Have students act these out as classmates guess the phrase. "Translate" the idiom for anyone unfamiliar with it.
- Challenge students to find an informational article and an opinion piece in the community newspaper.



LESSON 2 PLANNER

Lesson 2: Comprehension Skill and Strategy

 **Comprehension Skill: Compare and Contrast (Across Texts)**

Students are told how to recognize when a piece of writing presents information and when it expresses an opinion. They are told to look for key words and phrases, such as *I think*, *I believe*, and *should*, all of which indicate that the author is expressing an opinion. Words that describe qualities, such as *wonderful* and *fun*, may also signal an opinion.

Students learn to compare what they already know about a subject with an author's writing on that subject. This skill helps students determine the author's accuracy. Students also benefit from comparing the author's opinion to their own.

To compare two pieces, students should ask, *How are the two pieces the same?* To contrast two pieces, students should ask, *How are the two pieces different?*

 **Comprehension Strategy: Monitor Comprehension (Reread)**

The courseware instructs students to reread material when they are uncertain of their understanding. Rereading also helps students answer questions and clarify the author's meaning. There are two ways to reread—reread as you go along, or reread after completing a passage.

Point out that headings in informational texts are useful divisions that will help rereading students locate information that answers their questions.

 **Differentiated Instruction**

ELL: Make a distinction between polling and the use of surveys. Point out that those who conduct surveys require only a few responses to make generalizations about a larger group. Explain that the science of polling is based on an advanced field of mathematics called statistics.

Special Needs: Provide students with a highlighter and a photocopy of an informational passage from a science or geography textbook. Ask students to highlight information they do not understand. Tell students that rereading, both during and after reading, will help clarify the highlighted information.

Above-level Students: Have students find two letters to the editor that discuss the same subject. Ask students to compare and contrast the letters. On what, if anything, do the writers agree? Which letter relies on facts? Which is based more on opinion?

 **Learning Objectives**

- Recognize the purpose of comparing and contrasting information in an informational text and a persuasive text.
- Identify elements to compare and contrast in an informational text and a persuasive text, including treatment of a topic.
- Recognize that rereading is a strategy to improve reading comprehension.
- Determine when to use rereading as a strategy to clarify and answer questions about an informational text.
- Recognize the role of headings when rereading to clarify and answer questions about an informational text.

 **Assessment: Toolkit**

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students compare an encyclopedia article with a magazine article on the same topic. What are the points of similarity? What are the differences?
- Challenge groups of students to write headings for an informational article. Point out the similarity between the list of headings and an outline of the article.

LESSON 3 PLANNER

Primary Story Summary

In this **informational text**, the author explains what polls are and how they are used to find out what people are thinking.

The author begins by defining a poll as "a collection of opinions about a subject." A brief history comes next, emphasizing that polls have been used for hundreds of years. In the 1930s, an organization was founded to learn what people thought about many different subjects.

The article continues with information about polls in general, including information about who is polled, what questions are asked, and how the questions are asked.

The next part of the article centers on how a poll is constructed and how it will be taken. The article also explains how companies analyze and use the results.

Finally, the article explains why children are polled. Kids are major consumers of many products, and they influence what their parents buy. Therefore, companies conduct polls to find out what kids think about certain products.

Secondary Story Summary

This is an opinion piece written by a mother who opposes the polling of children. She explains that children are polled by telephone and via the Internet. She emphasizes that companies spend more than \$2 billion per year on advertising meant to influence children. The author contends that this advertising is largely based on information received through polling.

The writer is against polling children because doing so is likely to turn them into "big-time consumers," who nag for the advertised items. This situation creates unhappiness and tension in families.

Destination Journal

Remind students that an opinion piece represents the perspective of one person. Readers should come to their own conclusions about whether they agree or disagree with the author on some or all of the points the author raises. Have each student write a reaction to the opinion piece. Permit students to research the topic or use their personal experience as a basis for the response.

Ask students to compare and contrast the authors' treatment of the subject. Which author is more trustworthy? Explain.

Learning Objectives

- Read an informational text to build vocabulary, fluency, and comprehension.
- Reread to clarify confusion and increase comprehension while reading an informational text.
- Compare and contrast personal knowledge of a topic with the information presented in an informational text while reading.
- Use knowledge of idioms while reading an informational text to improve comprehension.
- Demonstrate comprehension of an informational text.
- Read an opinion piece to build vocabulary, fluency, and comprehension.
- Compare and contrast personal opinions with the author's opinions while reading an opinion piece.
- Reread an opinion piece to clarify confusion and increase comprehension.
- Use knowledge of idioms while reading an opinion piece to improve comprehension.
- Demonstrate comprehension of an opinion piece.

Assessment: Toolkit

Use the **Comprehension Quiz** to assess students' understanding of the passage.

Before students take the quiz provided in the courseware, check their confidence in the skills:

- In their journals, have students write whether their opinions changed after reading the passages and if so, why?
- Ask students which passage they would be more likely to use if writing a report on polling children. Have them explain the choice.

LESSON 4 PLANNER

Lesson 4: Comprehension Skill and Strategy

 **Comprehension Skill: Compare and Contrast (Across Texts)**

The courseware recaps the skills needed to compare and contrast two pieces of writing. Remind students that comparing shows similarities; contrasting shows differences.

The courseware presents statements and asks students to compare and contrast these on specific points. Challenge students to identify other points of comparison and contrast found in the passages.

 **Comprehension Strategy: Monitor Comprehension (Reread)**

The courseware reminds students that rereading will help them understand words in context, discover information that they missed on the first reading, memorize information, and find specific information.

Students identify which section headings in an article they would reread to answer a specific question. Check understanding of the use of headings by writing a detail from the article on the board, and then ask students to locate the detail within the text. Ask students how the detail relates to the heading under which it is located. Students are also presented with a riddle and asked to answer the riddle and write down which parts of the riddle they needed to reread to derive their answer.

 **Differentiated Instruction**

ELL: Have students write the following passage: *In the Pee-Wee league, Carlos and Jacob had played baseball together on the Stars. When they reached the Babe Ruth league, Carlos played for the Tigers, but Jacob played for the Bears.* Remind students that a comparison shows how two things are similar, but a contrast shows how they are different. With students, discuss the comparisons and contrasts in the passage.

Special Needs: Have students use different color highlighters to mark up the texts—one color will indicate things they find that are similar (compare) and another color can indicate parts of the text that reveal differences (contrast).

Above-level Students: Encourage students interested in polls and polling to explore the U.S. Census Web site. Remind them to follow Internet acceptable-use policies.

 **Learning Objectives**

- Compare and contrast the treatment of a topic in an informational text and an opinion piece.
- Compare and contrast personal knowledge of a topic with information presented in an informational text and an opinion piece.
- Identify how and why rereading increases comprehension of an informational text.
- Evaluate use of rereading as a strategy to increase comprehension of an informational text.

 **Assessment: Toolkit**

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students read an informational article once and then answer some questions about it. Permit students to reread and then expand on their answers. This practice should illustrate the advantages of rereading for comprehension.
- Ask students to read an opinion piece and then to reread, looking for words that show emotion or opinion. Tell students to highlight these words and discuss what they reveal about the author's point of view.

UNIT 19: Who Asked You? Polling Today's Youth Don't Ask! The Problem with Polling Kids

Name: _____ Date: _____

 **Comprehension Skill: Using a Venn Diagram**

Directions: You have learned how to use a **Venn Diagram** to compare and contrast ideas, people, events, and objects in informational and opinion texts. As you read, use the **Venn Diagram** below. Write appropriate details about one item in the left oval and about another item in the right oval. If the details apply to both items, write them in the overlap area.

Item One: _____	Both: _____	Item Two: _____
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