

Lesson
1

Establish a Purpose for Reading and Generate Questions

- 5.6(A)** Establish purpose for reading assigned and self-selected texts.
- 5.6(B)** Generate questions about text before, during, and after reading to deepen understanding and gain information.
- 5.5** Self-select text and read independently for a sustained period of time.



Introduction

Real-World Connection

Eliza and her friends want to take snorkeling lessons. Eliza already knows how to snorkel, but she wants to improve her skills. She decides to take out some library books about snorkeling. While reading, she gets confused by some of the information. What should Eliza do to find the information she is looking for? We will practice the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Eliza and help her resolve her confusion.

Words to Know

comprehension
purpose
prior knowledge
prediction



What I Am Going to Learn

- Establish a purpose before reading.
- Create questions about what I am reading before, during, and after to deepen understanding and gain information.

What I May Already Know 4.6(A), 4.6(B)

- I know how to choose texts based on my interests and what I hope to learn.
- I know how to ask questions before and while I read.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Comprehension is understanding. There are several strategies you can use to increase your comprehension.

Set a Purpose

When you set a **purpose**, you decide your reason for reading. Before you read, preview the text to get a general idea of what it is about. Then set a purpose for reading. Your purpose depends on what you want to get from reading the text—in other words, why are you reading it—and the type of text you are reading.

Here are some reasons you might read informational texts.

- To find out information
You might read an article about polar bears to find information about these majestic creatures.
- To understand a process or learn how to do something
You might read instructions about flying a remote-control model airplane to learn how to do this.
- To understand a situation or issue
You might read an article in an astronomy magazine to understand why scientists are interested in exploring distant planets.

You might read literature for the following reasons.

- To be entertained
You might read a mystery simply to enjoy a good story.
- To gain insight into life
You might read a story about two close friends who had to compete with each other because you want to gain a fuller understanding of the meaning of friendship.
- To appreciate the writer's craft
You might read a descriptive essay reflecting on the pleasures of a summer day to see how the writer effectively uses figurative language.

Turn and Talk

Do you think setting a purpose is important? How can it help while you are reading?

Of course, you have more specific purposes, too. For example, your general purpose for reading the mystery might be to be entertained. However, your specific purpose might be to find out “who did it.”

Monitor and Adjust Comprehension

When you monitor your comprehension, you check to see that what you are reading makes sense. In other words, you ask yourself whether you understand the text.

- **Activate Prior Knowledge**

Prior Knowledge is information you already know about a topic. Think about what you already know and connect that information to what you are reading.

Read the sentences below to practice activating your prior knowledge.

Florida's Reef Builders

Did you know that construction is always taking place on the Florida reefs? It's true. Stony corals like brain, star, and elkhorn are the reef's major builders. These corals extract calcium from the seawater and combine it with carbon dioxide. Then they use this mixture to create the limestone skeletons that make up the reef backbone.

Use the space below to write down any prior knowledge you have about the topics discussed in the paragraph above.

- **Ask Questions**

Ask yourself questions as you read. Then look for the answers to your questions as you read on.

Here are some types of questions you might ask.

Literal questions ask for facts and details. The answers are right there in the text.

How is the coral reef built?

Interpretive questions ask you to read between the lines and interpret the information for yourself. You use information in the text and your own knowledge and experience to come up with the answer.

Why are coral reefs important in attracting tourists to Florida?

You can also ask yourself questions at different times in your reading. These questions help you check if you understand what you are reading.

Here are some questions to ask yourself to monitor your understanding.

Before Reading These questions help you start thinking about the topic. Sometimes they are questions about the story or about connections you can make.

What do you think this story is about?

Does the title or topic remind you of anything you know or have done?

What are you wondering about as you look at the cover, title, or picture of your story?

During Reading These are questions you ask as you read the text.

Do I know the meaning of this word?

What clues can I use to help if I do not know a word?

Can I connect this section to anything I already know?

What just happened in the story?

After Reading These are questions that were not answered in the text. These questions help you explore the topic further.

What questions do I still have?

Are there parts that I need to reread?

What were the main points of this story?

- **Make, Revise, and Confirm Predictions**

A **prediction** is an educated guess about what will happen. As you read, make educated guesses about what will happen next. Then read on to see if you predicted accurately.

Revise your prediction if you come across new information that makes your original guess seem wrong.

- **Reread Confusing Parts**

Reread any parts that confuse you. Sometimes it helps to read confusing parts aloud.

Hearing the words and sentences focuses your attention and helps you understand them.

- **Search for Clues**

Photographs, illustrations, maps, tables, and graphs can provide important information.

Do not ignore them. Watch for headings in boldface type.

Comprehension Tip

Use a K-W-L chart to increase your understanding. Create a three-column chart. Label the columns *What I Know*, *What I Want to Know*, and *What I Learned*. In the first column, jot down what you already know about the topic. In the second column, write questions about a topic you would like the text to answer. In the last column, write what you found out from reading the text. You can fill out the last column as needed.

What I Know	What I Want to Know	What I Learned
What do I already know about this topic?	What questions about this topic would I like the text to answer while I am reading?	What did I find out from reading the text?


Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

George Ferris Had a Great Idea

by Marcia Amidon Lusted


Guided Questions

Read the title. Highlight the name of the person the article is about.

Look at the photograph. Make a connection between the title of the selection and the photograph. What do you think this article is about?

Now set a purpose for reading. Write it below.

- 1 Daniel Burnham did not know what to do. The 1893 World's Columbian Exposition, which he was designing, would be opening in Chicago, Illinois, in just two years. He needed an attraction that everyone would remember long after the fair was over.

- 2 George Washington Ferris had been working on an idea. He wanted to build a revolving vertical observation wheel, 250 feet in diameter. It would hold 2,000 people in 36 cars attached to the rim of the wheel. Fair officials were afraid that the giant wheel would be unsafe. It might possibly tip over and kill everyone on board!
- 3 **A** Finally, Ferris got permission to build his wheel. It consisted of a giant wheel with a smaller wheel set inside. Each wheel was stiffened with internal spokes, like a bicycle wheel. The axle (the center piece) was supported by two 140-foot towers made of cement and steel. Two big wheels called spiders, plus a drive chain (also like the one on a bicycle) made the whole wheel turn slowly, powered by a steam engine.
- 4 Ferris's giant wheel was not finished in time for the fair's opening day in May of 1893. But from the time it started up in June, it was the most popular attraction at the fair. **B** It cost 50 cents to ride, the same price as admission to the entire fair. The wheel cost \$400,000 to build. But by the time the fair closed, it had made a profit of about \$750,000.
- 5 Today, we know Ferris's great idea was one of the best rides in any amusement park: the Ferris wheel. George Ferris's original huge structure is gone, but its legacy lives on in almost every amusement park and carnival where Ferris wheels are still ridden today. Next time you ride one and you're enjoying an amazing view from the top, think of George Ferris and his great idea!

Guided Questions

What question do you have before reading? What information do you expect to find while reading?

Read the entire story one time. Then read and complete the questions below.

Read paragraph 1. Highlight the last sentence. What do you think will be the solution to Burnham's problem?

Read sentence **A** in paragraph 3. Then reread paragraph 2 and highlight the reason Ferris had difficulty getting permission.

Read paragraph 3 slowly and carefully. What does it explain?

Read sentence **B** in paragraph 4. Highlight how much it cost to ride the Ferris wheel. Do you think the cost of the ticket for the ride was expensive at the time? Why or why not?

Critical Thinking



1. Read the sentence below from paragraph 1 of “George Ferris Had a Great Idea”.

He needed an attraction that everyone would remember long after the fair was over.

Reread the article to find a sentence that supports the conclusion that Burnham achieved his goal. Write it on the lines below.



2. Paragraph 3 contains a lot of complex information. It is a good idea to reread to make sure you understand it.

Finally, Ferris got permission to build his wheel. It consisted of a giant wheel with a smaller wheel set inside. Each wheel was stiffened with internal spokes, like a bicycle wheel. The axle (the center piece) was supported by two 140-foot towers made of cement and steel. Two big wheels called spiders, plus a drive chain (also like the one on a bicycle) made the whole wheel turn slowly, powered by a steam engine.

Answer these questions to show how Ferris made his wheel safe.

How did he stiffen the wheel?

How did he support the axle or center piece?

How did he make the towers strong?



3. In a group of three or four students, create a list of research questions about the 1893 World’s Columbian Exposition. Divide up the questions and research to find the answers. After all questions have been answered, prepare a short oral presentation for the rest of the class.



4. In the past, world’s fairs that highlighted advantages in industry and technology were popular affairs. Talk to a partner. Discuss whether you think world’s fairs are still as popular or as necessary. Why or why not?

How Am I Doing?

- ★ What questions do you have?

- ★ How does setting a purpose help you understand what you are reading?

- ★ Color in the traffic signal that shows how you are doing with the skill.

**Independent Practice****★ Practice**

Read the selection and choose the best answer to each question.

The Pedlar of Swaffham

retold by Kendal A. Rautzhan

- 1 In Norfolk, England, in a village called Swaffham, there once lived a poor pedlar. The pedlar had a cottage, a small yard with a big oak tree, and a loyal dog as his constant companion. Every day he traveled from village to village with his pack on his back.
- 2 "What do you need?" he would shout. "I have gloves, ribbons, pins, needles, thread, necklaces, and wooden spoons."

- 3 Although the townsfolk enjoyed the friendly pedlar's company, he rarely sold anything. He'd often come home tired and hungry. But as poor as he was, the pedlar always made certain that his dog was well fed and that he had a few coins to give his church every week.



- 4 One night the pedlar had an unusual dream. He was standing on London Bridge, surrounded by fine shops and homes. On the River Thames below, grateful swans floated among gleaming ships and rowboats. As the pedlar admired the scene, he heard a voice in the distance.
- 5 "Go to London and stand on the bridge," the voice urged him. "There you will hear happy news."
- 6 When the pedlar awoke the next morning, he paid no attention to the dream or its mysterious message. But that night, he dreamed the same again, and the next night, he dreamed it a third time.
- 7 But London is far away, the pedlar thought. He sorted through his pack, which still held plenty of goods. Perhaps he could sell some things as he traveled, just enough to pay for food and shelter.
- 8 The next morning, the pedlar and his dog set off for London. To his dismay, the journey was even longer and harder than he'd expected. He didn't sell much along the way, so when he finally reached the bridge, his muscles ached from exhaustion.
- 9 Still, the pedlar was encouraged, for the bridge looked just as it had in his dream. There were elegant shops and houses, and hundreds of people bustled about. The River Thames was just as he had dreamed too, with swans, ships, and little boats rowed by men wearing red caps.
- 10 All day the pedlar stayed on the bridge, waiting to hear the happy news. But instead he heard the shouts of men carrying loads who pushed past him. "Out of my way!" they cried. The next day was the same.

- 11 On the third day, a shopkeeper who had noticed the pedlar standing around approached him.
- 12 "I can see you're from the country," the shopkeeper observed with a haughty smile. "City folks don't want village goods. You don't expect to sell your things here, do you?"
- 13 "No, I suppose not," replied the pedlar.
- 14 "Then what exactly are you doing?" the shopkeeper inquired.
- 15 "Well, sir," the pedlar began. "I'm waiting. For three nights straight, I dreamed that if I came and stood on London Bridge, I would hear good news."
- 16 "You came all this way. . .because of a dream? To hear good news?" the shopkeeper asked in disbelief.
- 17 "Er-yes," said the pedlar, feeling embarrassed.
- 18 The shopkeeper chuckled. "Dreams are nothing but nonsense," he declared. "Why, just last night I dreamed I was in a village with some ridiculous name - Swaffham - outside some pedlar's cottage. I started digging around a big oak tree, through stones and dirt, until I discovered a heap of gold coins.
- 19 "Can you imagine if I were to walk all the way to this Swaffham place, just because of some foolish dream? Of course not!" the shopkeeper bellowed. "A man belongs at home, where he can handle his business. My advice? Return to where you came from."
- 20 "I believe I will," said the pedlar, grinning. "Many thanks for your wisdom."
- 21 And without a moment's hesitation, the pedlar and his dog headed back to Swaffham.
- 22 When they arrived home three days later, the pedlar pulled out his shovel and began to dig around the big oak tree. It wasn't long before he came upon the treasure; heaps of gold coins, so many that it took him two days to count them all.
- 23 But the pedlar didn't forget to share his wealth with his beloved village. His church had been crumbling into ruin for many years, so he paid to have it restored to its proper glory. When the pedlar died at a ripe old age, the people of Swaffham put up a statue of him with his pack on his back and his loyal dog by his side.

Many believe that the legendary pedlar is based on John Chapman, a 15th-century church warden. Swaffham Church records show that Chapman paid to build a new north aisle and repair the church spire in 1462. Today, wood carvings of Chapman and his little dog are displayed at each end of Swaffham Church's front pew, honoring his generosity. The pair is also featured on the Swaffham town sign.

- 1 What is a good purpose for reading this story?
- A To understand a situation or issue
 - B To be entertained
 - C To compare and contrast ideas
 - D To find out scientific information
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- 2 Read the first paragraph of the story. A legend is a type of folk story passed from one person to another. It is partially based on a real person or event. Connect the first paragraph and the illustration in the selection. What clues helped you predict that this is a legend?
- F It is set in a real place.
 - G It does not name the characters.
 - H It has an element of surprise.
 - J It talks about finding treasure.
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- 3 Read paragraph 4 of the story. What question is best to check your understanding of this section?
- A What do I think the story will be about?
 - B Does the title of the story remind me of something I have done?
 - C Are there parts I did not understand or need to read again?
 - D Why is London a popular city for tourists to visit?
- 4 How many nights does the pedlar have the same dream?
- F Four
 - G Five
 - H Seven
 - J Three
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- 5 What happens on the last day the pedlar is in London?
- A The shopkeeper tells the pedlar about his own dream.
 - B The pedlar finds the gold coins buried under the oak tree.
 - C The shopkeeper hears happy news of his own.
 - D The pedlar decides to stop waiting on the bridge and go home.

★ Assessment

Choose the best answer to each question.

- 1 How are the dreams of the pedlar and shopkeeper similar?
- A Both dreams give good news to the dreamer.
 - B Both dreams give a set of specific instructions to be followed.
 - C Both dreams are meant to be shared with the other person.
 - D Both dreams deal with the discovery of treasure.
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- 2 How did the shopkeeper's dream affect the pedlar?
- F It gave the pedlar more instructions.
 - G It frightened the pedlar.
 - H It was the good news the pedlar's dream foretold.
 - J It frustrated the pedlar.
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- 3 In paragraph 20, when the pedlar thanks the shopkeeper for his wisdom, the shopkeeper thinks the pedlar is grateful because —
- A he tells him to forget dreams and go home
 - B he tells him the location of the gold
 - C he is foolish and does not understand the advice
 - D he is tired of standing on the bridge
- 4 What is an important message presented in this selection?
- F Dog is man's best friend.
 - G It is better to give than to receive.
 - H Adventure is out there.
 - J Follow your dreams.
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- 5 Which sentence from the selection suggests that the pedlar is a caring person?
- A *His church had been crumbling into ruin for many years*
 - B *"I dreamed I was in a village with some ridiculous name - Swaffham - outside some pedlar's cottage."*
 - C *But as poor as he was, the pedlar always made certain that his dog was well fed.*
 - D *"Go to London and stand on the bridge," the voice urged him.*

