UNIT 16 OPENER



Preteach: Instructional Terms

An **autobiography** is an informational text about a person's life written by the subject. It often begins with the person's birth and covers the major and formative events of his or her life. Readers can expect to find quotations by important people in the subject's life. Autobiographies often contain pictures, maps, photographs, or other historical documents. Readers may read autobiographies to understand the subject and how history or culture was affected by the subject's life. Readers may also find inspiration for their own lives.

Autobiographies require readers to **draw conclusions** and to **make inferences**. To draw conclusions, readers use clues from a text to supply the next logical point. They must "put two and two together." To make inferences, readers combine information from a text with their own prior knowledge to fill in textual gaps. Draw the following scene on the board: A dirt hole that contains an arrowhead, a clay pot, and a shovel. **Ask: What do you know about the people who used these items?** Point out to students that they must make inferences to answer the question.

When students are faced with the task of answering questions about an autobiography, they should identify the relationship between the question and the answer (QAR = question-answer relationship). There are four possible relationships: right there, think and search, author and me, and on my own. To answer comprehension-level questions, students can find the answer "right there" in the text. To draw conclusions, students should "think and search," locating details in the text and thinking about the next logical step. To make inferences, students should team up with the author, combining text clues with the student's own prior knowledge. To reflect or connect, students are on their own, citing their own personal experiences as they relate to the text.

As they read, students will encounter unfamiliar words. Students may consult **glossaries** or **dictionaries** to learn the meanings of such words. Glossaries provide students with the pronunciation, part of speech, and a definition as the word is used in the text. Dictionaries provide additional parts of speech, forms of the word, and definitions. Students should choose which resource to consult based on their needs. Have students compare and contrast the glossary and dictionary entries for a word in one of the class textbooks.



Scope and Sequence at a Glance

Genre: Autobiography

Title: Heather H., Crime Scene

Investigator

Cross-Curricular Connection:

Technology

Comprehension Strategy: Ask and

Answer Questions

Comprehension Skill: Draw Conclusions and Make Inferences

Vocabulary Strategy: Dictionary/ Glossary (Unfamiliar Words)

Decoding Support: Use Familiar Word Forms to Recognize and Pronounce New

Words



Summary of Reading Passage

Heather H., Crime Scene Investigator

In this autobiography, Heather H. tells readers about the childhood and educational experiences that led her to a career in crime-scene investigation.

Lexile: 950 Word Count: 990











Learner Vocabulary

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

anatomy Noun. (1) In science, the study of the structure and makeup of living things. (2) Structure and makeup of a living thing's body.

- (1) We dissected a frog in **anatomy** class so we could observe all of its organs.
- (2) The **anatomy** of furry mammals and scaly reptiles is quite different.

comprehension Noun. Understanding.

Concepts of advanced chemistry were way beyond his **comprehension**.

evidence Noun. Facts or information that provide proof.Police found fingerprint evidence all around the windows.

forensic Adjective. Applying science to help solve crimes, including fingerprints and blood tests.

The only **forensic** evidence they have is a handwriting sample.

occupational therapy Noun. Counseling based on helping people with learning, physical, and other challenges to perform basic tasks.

Occupational therapy may be part of the treatment for those with serious spinal cord injuries.

nonporous Adjective. Without holes; not capable of allowing liquid or gas to pass through.

Unlike wood, metal is a **nonporous** material that does not let paint soak in.



Quick Connect Activities

Organize the class into groups of three to five students. Tell each group to imagine that they are crime scene investigators, who are trying to locate a stolen handbag. Prepare a set of clues for each group, with each clue written on a separate slip of paper. Tell students to arrange their clues in a logical order and then use the clues to make inferences and draw conclusions about what may have happened to the handbag.



Destination Journal

Ask student to write journal entries on this topic: Autobiographies often describe a subject's career and the life events that first cause an interest in that activity. What career are you interested in? What events in your life helped you become interested in that career?



Book Lists

Books of the Same Genre

Students who enjoy this genre might choose from these selections for further reading.

Yeager by Chuck Yeager and Leo Jones. 1985. Bantam Books. (Below-level students.) This autobiography tells the story of the first pilot to break the sound barrier. Lexile: 1060

Going Solo by Roald Dahl. 1986. Penguin. (On-level students.) This book is the second autobiography of the famed children's author. Lexile: 1080

Eastern Sun, Winter Moon by Gary Paulsen. 1993. Harcourt. (Above-level students.) This autobiography tells the story of the famed children's author. *Lexile:* 1080

Books with Related Themes

Students who are fascinated by crime and mystery may find these books intriguing.

The Undertaker's Gone Bananas by Paul Zindel. 1978. Bantam Books.

(Below-level students.) Enjoy a funny mystery about a crazy neighbor. *Lexile:* 1050

Not Guilty by George Sullivan. 1997. Scholastic. (On-level students.) This book summarizes historical cases where

the wrong person was convicted. *Lexile: 1060 Crime and Detection* by Brian Lane. 1998.

Dorling Kindersley. (Above-level students.) Readers learn about methods and tools for solving crimes. *Lexile:* 1090





ESSON 1 PLANNER

Genre Study

Assess students' prior knowledge of autobiographies by asking them to join a storytelling circle. Invite each student to share what he or she knows about his or her birth and life afterwards. Ask students to include the most important events of their lives in their accounts. After each student has had an opportunity to speak, point out that they have just told parts of their autobiographies.

Reiterate the characteristics of this genre:

- · starts with birth
- · covers major and formative life events
- features direct quotations by people who know the subject
- includes pictures, maps, photographs, and other historical documents

Readers read autobiographies to

- · learn about the subject and his or her impact on history or culture
- gain inspiration



Build Background

The subject of the slide show is crime scene investigation. Assess students' prior knowledge of this subject by asking whether students have seen an episode of the popular CSITV series or read one of the Harry Potter mysteries in which Harry, Ron, and Hermoine seek answers to a mystery. Ask: What is the purpose of crime scene investigation? What tools do investigators use? What skills help detectives solve a mystery?

If possible, have students read one of the Encyclopedia Brown stories, which are easily accessible so that various student populations can participate easily. Then, lead students in a discussion regarding a solution to the mystery before confirming or refuting their theory by reading Encyclopedia's solution in the back of the book. Students can repeat this process in small groups with another story.

In the courseware, students learn about crime scene investigation techniques for solving mysteries. Ask: What kind of training do you think crime scene investigators need? What courses might investigators study in college? What kinds of personality traits do you think a good investigator has? Would you choose to be a crime scene investigator or a mystery writer? Why or why not?



Learning Objectives

- · Recognize distinguishing features of autobiographies.
- · Recognize the author's purpose in writing autobiographies.
- Learn the meanings of grade-level and content vocabulary words in context.
- Identify characteristics of dictionary entries that help determine the meaning of unfamiliar words.
- Write a portion of a dictionary entry to demonstrate comprehension of gradelevel and content vocabulary.



QuickFact: Information Center

The combination of science and law to solve crimes was imported into the United States from England. In the twelfth century, King Richard I created the Office of the Coroner. The coroner was charged with investigating deaths due to suicide or murder.











Vocabulary Strategy: Dictionary/Glossary

Review with students the purpose of using a dictionary. Focus in on the parts of a dictionary—entry, syllable division, pronunciation (mentions special symbols) and accented syllables, part of speech, multiple meanings, and inflected forms (plural). Point out that sometimes students will need to look up base words to learn the meaning of variant terms. Ask: When should you use a dictionary? How do all of these different part of a dictionary entry help a reader?



Differentiated Instruction

ELL: Provide students with bilingual dictionaries to facilitate understanding. Have students locate definitions for the following words: *archaeology*, *robbery*, *investigation*, and *therapist*.

Special Needs: Provide students with picture dictionaries to facilitate understanding. Have students locate definitions for the following words: *archaeology*, *robbery*, *investigation*, and *therapist*.

Above-level Students: Provide small groups of students with multiple dictionaries. Have students compare and contrast the word entries in terms of entry words, syllable divisions, pronunciations, accented syllables, parts of speech, multiple meanings, and inflected forms. Suggest that students record the results of their studies in charts.



Quick Connect Activities

Using common seventh-grade spelling or vocabulary words, lead students in creating personal pocket dictionaries to use as reference sources during classroom lessons. Have students include the following elements with each entry: entry, syllable division, pronunciation (mentions special symbols) and accented syllables, part of speech, multiple meanings, and inflected forms (plural). Suggest also that students include sample sentences. ELL and special needs students may also benefit by including drawings or sketches with each entry.





Lesson Resources: Assessment Toolkit

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

- Have students list the characteristics of autobiographies.
- Have students write short autobiographical incidents.
- Have students explain the differences between glossaries and dictionaries and when to use each.





ESSON 2 PLANNER

Lesson 2: Comprehension Skill and Strategy



Comprehension Skill: Draw Conclusions and Make Inferences

Explain to students that drawing conclusions and making inferences are different skills. Conclusions are drawn on the basis of relevant facts. Stress that conclusions are the next logical step in a process or explanation: Fact + Fact + Fact = Conclusion. Inferences are made when readers fill textual gaps by combining text clues with their own prior knowledge: New Information + What I Know = Inference.

Provide students with the following crime scene clues:

- Mailbox knocked over
- Single tire mark in dirt near mailbox
- Blue paint streaks on mailbox

Ask: What happened? Point out that students must pay close attention to the details and make inferences to answer the question.



Comprehension Strategy: QAR

Tell students that when they have to answer questions about a reading passage, they should identify the relationship between the question and the answer (QAR = question-answer relationship). There are four possible relationships: right there, think and search, author and me, and on my own. Sometimes, students can find the answer "right there" in the text. At other times, students should "think and search," locating details in the text and thinking about the next logical step. Students should also be asked to team up with the author, combining text clues with their own prior knowledge. Students may even function on their own, citing their own personal experiences as they relate to the text. Model how to use each of these strategies with a text passage and a series of questions. Then, provide students with another set of questions about the same passage. Ask them to identify the question-answer relationship for each question.



Differentiated Instruction

ELL: Help students translate the conclusion and inference equations into graphic organizers.

Special Needs: Help students develop QAR reference cards to consult as necessary. Include possible clue words for each type of question.

Above-level Students: For a passage of text, have students write four questions, one for each of the QAR strategies: right there, think and search, author and me, and on my own.



Learning Objectives

- · Recognize conclusions and inferences drawn from an autobiography.
- Distinguish between making inferences and drawing conclusions.
- · Identify author's conclusions in an autobiography.
- · Recognize that the purpose of using the QAR strategy is to improve reading comprehension.
- · Identify the four categories of questions associated with the QAR strategy.



Assessment: Toolkit

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

- Have students explain how to use the conclusion and inference equations.
- Have students explain when to draw conclusions and when to make inferences.
- Have students identify the QAR strategies and explain when and how to use each of them.









Story Summary

Growing up outside of Chicago, Heather loved the outdoors and athletic activities, including soccer, football, biking, and fishing. These passions for outdoor activities led Heather to declare that she wanted to be an archaeologist. Heather didn't realize her dreams of dusty digs in faraway lands, but she did choose a very similar career: crime scene investigation.

At college in Michigan, Heather abandoned her plans to become an occupational therapist when anatomy class proved too difficult for her. Soon, she found herself in criminal justice classes.

After college, Heather put her crime solving skills to work at a correctional facility in the evenings and worked at a grocery store during the day. Eventually, Heather moved to Chicago, where she went to work as a police dispatcher and a substitute teacher.

Her work with the police allowed Heather to take a series of tests to become a state trooper. Later, Heather became a crime scene investigator for the state police. In this job, she investigates robberies, thefts, kidnappings, and assaults.

When Heather investigates a crime scene, she takes photographs, tags evidence, locates fingerprints, and looks for footprints and blood. These clues help Heather and her fellow officers solve crimes and convict criminals.

Heather also compares real life crime scene investigation with the popular renditions on TV, explaining that the TV crime scene investigators do their jobs a little differently and a lot more quickly than real-life investigators!



Destination Journal

Ask students to write journal entries on this topic: Heather changes her career a number of times, but she always uses her skills and interests to guide her toward her next job. Describe your skills and interests. What jobs might be best suited for these skills and interests?



Learning Objectives

- Read an autobiography to build vocabulary, fluency, and comprehension.
- Ask and answer questions while reading an autobiography.
- · Draw conclusions and make inferences while reading an autobiography.
- · Use a dictionary while reading an autobiography to determine the meaning of unfamiliar words.
- Demonstrate comprehension of an autobiography.



Assessment: Toolkit

Use the Comprehension Quiz to assess students' understanding of the courseware.

- · Have students write summaries of the reading passage, including main ideas and important details.
- Have students choose the best summary of the passage from among a series of summaries.
- Have students explain what a crime scene investigator does.





ESSON 4 PLANNER

Lesson 4: Comprehension Skill and Strategy



Comprehension Skill: Draw Conclusions and Make Inferences

Review the difference between **conclusions** and **inferences** with students, focusing on the distinction that conclusions are based on details from a text while inferences are based on the combination of details from the text and prior knowledge.

After students have read the reading passage, say: Describe Heather's personality.

Point out that students will need to note what they know about Heather from the text and combine it with their own knowledge of people to make inferences to answer this question.



Comprehension Strategy: QAR

Review the four possible question-answer relationships with students. Then, have them classify each of the following questions about the reading passage:

- 1. Where was Heather born? (right there)
- 2. What is Heather's relationship with her mother like? (think and search)
- 3. Which of Heather's personal qualities help her with her career? (author and me)
- 4. What traits do you have in common with Heather? (on my own)



Differentiated Instruction

ELL: The QAR phrases may be confusing for students. Help students transform each phrase into a short, clear, directive sentence.

Special Needs: Have pairs of students fill in character webs for Heather. Distribute graphic organizers with a center oval connected to four outer ovals with spokes. Students should write each of the important features of autobiography on one spoke of the web: birth and childhood, quotations by people important in the subject's life; pictures, maps, photographs, or other historical documents; and contributions to society. Then students should take notes by writing important information in the outer ovals.

Above-level Students: Have students label the question-answer relationships for the questions at the end of a textbook chapter or unit.



Learning Objectives

- Analyze conclusions and inferences drawn from an autobiography.
- Analyze author's conclusions in an informational text (e-zine).
- Categorize questions into the four categories of questions associated with the QAR strategy.
- · Answer questions about an autobiography to demonstrate understanding of the QAR strategy.



Assessment: Toolkit

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

- Have students explain how conclusions and inferences help them as readers.
- Have students label provided questions with the QAR strategies.
- Have students explain the usefulness of the QAR strategies.







Inferences from Conclusions

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UNIT 16: Heather H., Crime Scene Investigator				
Name:	Date:			
Comprehension Strategy: Use Three-Column Charts to Distinguish				

Directions: You have learned that inferences and conclusions are related reading strategies, but they are not the same. Conclusions are based on evidence from what you read. Inferences are based on evidence from what you read and your own knowledge. Use the charts below to identify inferences and conclusions in an autobiography.

DRAWING CONCLUSIONS:

Detail 1 from Text +	Detail 2 from Text =	Conclusion

MAKING INFERENCES:

Detail 1 from Text +	Detail 2 from Text +	My Personal Knowledge =	