

Tools for Determining Importance



- Scan the text, notice text features and structure
- Use background knowledge
- Make predictions
- Set a purpose for reading



- Look for a main idea statement
- Look for repeated words or phrases
- Use text features:
 - Table of Contents
 - Titles, headings and subheadings
 - Font (**colored**, italics, **bold**)
 - Graphics (e.g. photos, diagrams, maps, etc.)
 - Captions and labels
 - Definitions and pronunciation guide
- Chunk the text
- Use text structure



- Reread, discuss and identify main ideas

Herramientas para determinar importancia



- Examina las palabras del texto, fíjate en las características y estructura del texto
- Utiliza conocimientos previos
- Haz predicciones
- Establece el propósito de la lectura



- Busca la idea principal
- Busca las palabras o frases que se repiten
- Usa las características del texto:
 - Tabla del contenido
 - Títulos, encabezamientos y subtítulos
 - Letra (**color**, *cursiva*, **negrilla**)
 - Gráficos (e.g. fotos, diagramas, mapas, etc.)
 - Leyendas y etiquetas
 - Definiciones y guía de pronunciación
- Divide el texto en partes
- Usa la estructura del texto



- Vuelve a leer, habla de, e identifica las ideas principales



What Do Good Readers Do Before Reading Informational Text?

Scan the text, notice text features & structure

Notice the length of text.

Notice text features that have been included to support the reading of the text.

Look for signal words and organization which indicate text structure.

Think about what the text appears to be about.

Use Background Knowledge and Make Predictions

Make connections to background knowledge if the topic is familiar.

Make connections to related topics and concepts if the topic is unfamiliar.

Make predictions about the text.

Set a Purpose for Reading

Identify a purpose for reading.



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LEARN ABOUT

Ecosystem Changes

FIND OUT

- how ecosystems change
- how changes affect ecosystems

VOCABULARY

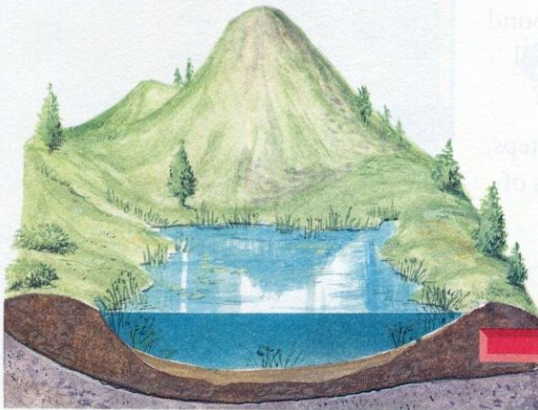
succession

Slow Changes

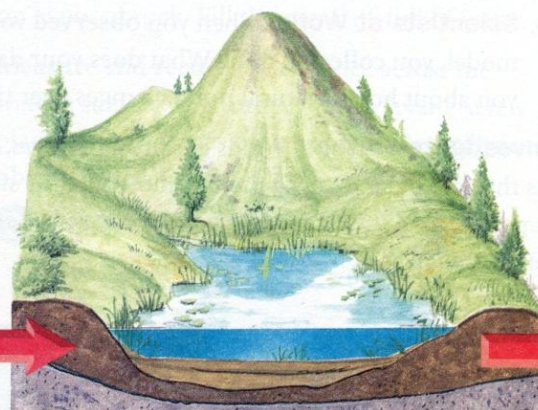
An ecosystem usually has *stability*, or balance. There are many changes occurring all the time, but they cancel each other out. For example, organisms live, die, and decompose, returning the materials they were made of to the soil. New plants grow and use the materials. Water evaporates from a pond, but rain adds more water. Because these changes balance each other, they do not cause the overall ecosystem to change.

Over time, however, changes in climate, rate of erosion, and populations can cause big changes in an ecosystem. New communities can form within it. **Succession** (suhk•SESH•uhn) is the process that gradually changes an existing ecosystem into another ecosystem.

Succession can change an area that has little life into one that has many living things. For example, during Earth's ice ages, widespread glaciers scooped large holes in rock. When the climate got warmer, the ice melted. Water was left in the holes, forming ponds. As in the investigation, at first the ponds had no soil, and no plants grew in them.



▲ When this pond first formed, nothing lived in it. As soil dropped to the bottom and wind blew seeds and spores into the pond, many organisms began to live there.



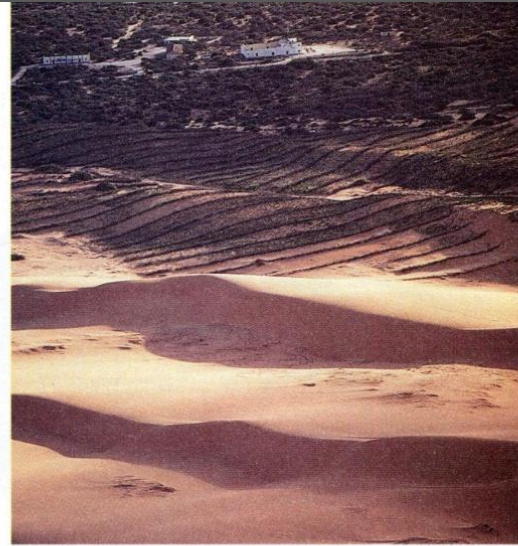
▲ Over time, more soil was washed into the pond. It became shallower and narrower.

The first organisms that grew near the ponds were mosses and lichens (LY•kuhns). They grew on the rocks and began breaking down the rocks, forming soil. Some soil was washed into the ponds by heavy rains. The bottom of the ponds became muddy. Wind blew seeds and spores of many living things into the ponds. Bacteria and algae need few nutrients, so they began to grow first.

As these living things grew and died, they increased the amount of nutrients in the ponds. The added nutrients allowed other plants, such as water lilies, to grow there. Insects began to live in the ponds. Frogs soon came to eat the insects.

Dead plants and animals settled to the bottom of the ponds and began to fill them up. The ponds became marshes with cattails and other populations of marsh plants and animals.

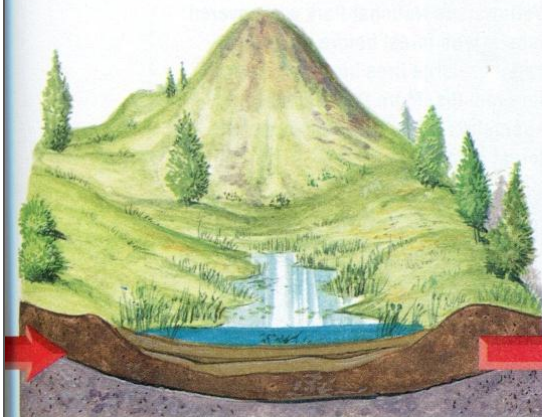
Over time, communities of other kinds of plant and animal life replaced the marsh communities. Grassy meadows formed as soil filled in the marshes. Finally, a forest grew where the ponds used to be.



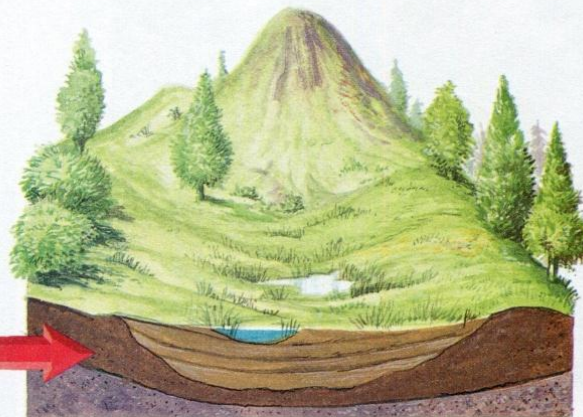
▲ Farming and grazing livestock on the dry grasslands of Africa may change the ecosystem so that it supports much less plant and animal life.

Succession doesn't have to stop with the forest. Climate changes that happen slowly can make it easier for some types of trees to grow than for others. Fires, floods, and other changes that happen quickly can kill many trees at once.

✓ **What allows more and more organisms to live in an ecosystem?**



▲ As organisms died, their remains and more soil continued to fill up the pond until a marsh formed.



▲ Recycling of dead plants and animals, along with added soil, completely filled up the marsh. It became a meadow.