

Accelerated Curriculum for Struggling Readers

Grade 4

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SAMPLE

Overview

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Overview

Accelerated Curriculum for Struggling Readers Grade 4

WHAT IS THE ***ACCELERATED CURRICULUM FOR STRUGGLING READERS GRADE 4?*** This resource is a **complete 25-day curriculum**, utilizing the research on effective reading instruction. Each lesson embeds instructional components proven to transition readers who need a high level of support to readers who can read and comprehend text independently. Through explicit instruction, teacher modeling, guided practice, independent practice, and progress monitoring, along with strategies to increase student engagement, students are involved in an accelerated fast-paced curriculum through supportive strategies rather than remedial activities.

The **teacher-ready lessons are designed around high-interest chapter books that utilize narrative and expository text structures.** Including expository text selections is purposeful as this is a text structure that is difficult for many middle school students to read and comprehend independently. **Six copies of each of the following student books are included in this curriculum package.**

- ◆ *Stone Fox* by John Reynolds Gardiner
- ◆ *Amazing Arachnids* by Lucy Floyd
- ◆ *Adding Up the Ads: Kids and Advertising* by Tekla White
- ◆ *Gloria Estefan* by Ann Walker
- ◆ *Little Bear and Other Native American Animal Tales* by Cheyenne Cisco

The goal of the *Accelerated Curriculum for Struggling Readers Grade 4* is to help grade 4 students, at a minimum, meet each state's passing standard for reading. Lesson objectives are focused on student mastery of the targeted reading comprehension concepts and skills.

Many times test preparation materials focus only on assessing student understanding through "practice-type" assessments. While **testing items are provided in this curriculum resource** to assess student learning, the primary focus of these materials is the entire curriculum-instruction-assessment framework. Students are actively involved in the reading process throughout the lessons, and assessment is used as a way to monitor student progress and provide guidance to plan targeted instruction.

WHY IS THERE A NEED FOR A ***ACCELERATED CURRICULUM FOR STRUGGLING READERS GRADE 4?*** When monitoring of student progress indicates that the student is not able to read and comprehend text independently, **additional instruction and practice for reading skills and strategies** must be provided. Intensive in-depth instruction that provides a higher level of teacher support and facilitation increases the likelihood that students will become successful readers.

As fourth-grade students progress through the school year, schools must look for instructional methods and materials to meet the needs of those students who need intensive reading instruction. Using fourth-grade instructional-level reading materials, ***ACCELERATED CURRICULUM FOR STRUGGLING READERS GRADE 4*** involves students who have difficulty reading and comprehending text in an accelerated, fast-pace-curriculum that focuses on the areas that may be interfering with reading comprehension: word-recognition skills, vocabulary development, fluent reading, and strategies to monitor comprehension. This program **could be used prior to a district or state assessment, during a summer school program, or throughout the school year** for those students who need intensive, explicit reading instruction and practice.

The group size for instruction while delivering the comprehensive reading program ***ACCELERATED CURRICULUM FOR STRUGGLING READERS GRADE 4*** is recommended to be no more than four (4) to five (5) students in a small group working with the teacher. Research clearly indicates that group size significantly affects student achievement. Studies have shown that "**optimally sized groups for learning seem to be small, 3–4 member teams.** While pairs achieved significantly more than students in ungrouped classes, the large, 6– to 10–member groups did not learn significantly more than students from ungrouped classes" (Lou et al., 1996, p. 448). Working with smaller groups of students allows the teacher to provide intensive instruction while closely monitoring student progress and providing immediate structured feedback.

HOW IS THE *ACCELERATED CURRICULUM FOR STRUGGLING READERS GRADE 4* EFFECTIVE? This curriculum provides **explicit, systematic instruction that gradually releases the responsibility of reading and comprehending text to the student**. The early lessons in this curriculum provide high teacher support with intensive scaffolding. This high level of support is gradually reduced to where, ultimately, the student is expected to read and comprehend with little or no assistance. **An assessment concludes the curriculum lessons**. During this assessment, students are asked to independently read selections from the final book and then answer questions that cover the concepts and skills that were taught during the lessons. Each of the twenty-five accelerated lessons is approximately 45–60 minutes in length. The instructional strategies focus on varied, multisensory activities that provide the support necessary to meet the needs of struggling readers while promoting high levels of student engagement.

The components of the lessons include:

STRUCTURAL ANALYSIS

This lesson component is designed to support students in developing automaticity with word recognition. “Some older students find it extremely difficult to read [multisyllabic words]” (Bever, 2001, p.9). For this reason, the lessons include recognition of syllable types and explicit instruction in syllabication.

VOCABULARY DEVELOPMENT

This lesson component is designed to support students’ understanding of the text. Intensive vocabulary instruction is necessary if measurable gains in reading comprehension are to be realized (Honig et al., 2000). The words studied in each lesson are selected from the books that the students are reading and are those words that are important to the understanding of the selection. Instruction that teaches strategic questioning and linking skills is also introduced, allowing students to build connections to words at a deeper, inferential level across multiple contexts.

TEXT INTRODUCTION

This lesson component is designed to activate students’ prior knowledge regarding the topic and to support understanding of expository text structure and the author’s purpose. Explicit instruction in text structure facilitates reading comprehension (Dickson, Simmons, & Kameenui, 1998).

COMPREHENSION

This lesson component is designed to support students in developing strategies to use before, during, and after reading that will enhance their understanding of complex text. Research has identified effective strategies that are used in the lessons found in this manual: activating prior knowledge, identifying the main idea, summarizing, predicting, making inferences, and creating mental pictures (Pearson, Roehler, Dole, & Duffy, 1992).

FLUENCY PROBE

This lesson component is designed to provide repeated rereading of instructional level material. Fluency, or the ability to read rapidly, smoothly, effortlessly, and automatically, is important for comprehension. Fluency is highly correlated to higher scores on standardized reading comprehension tests (Fuchs, Fuchs, & Maxwell, 1988). The fluency probes in this curriculum build from reading words rapidly, to reading phrases rapidly, and finally, to reading paragraphs rapidly.

ASSESS FOR UNDERSTANDING

This lesson component is designed to assess the students' understanding of the text they have read. Students are asked questions that are related to the main comprehension processes of main idea, summarization, characterization, text comparisons and connections, and inferential thinking.

QUICK REVIEW OF LESSON'S KEY CONCEPTS

This lesson component is designed to provide students with a review of strategies that were taught. This review supports students' application of the skills outside of the tutoring sessions. This component also provides the opportunity to link the reading and writing processes.

MONITORING FOR PROGRESS

This lesson component is found at the end of each set of lessons. These short assessments are designed for the student to independently answer several questions over concepts that were taught during the previous lessons. After the assessments are scored, distractor analysis information is provided, so the teacher can work with the students to help them understand misconceptions that caused a wrong answer to be chosen. A longer assessment concludes the curriculum to monitor students' ability to independently read and comprehend text.

The **amount of time for instruction of each component** will vary according to assessed needs of the student groups. While students with poor decoding skills may require more time and attention during Structural Analysis, students with poor language acquisition may need more time and attention during Vocabulary Development. Students struggling only in comprehension may only require more time and attention during Comprehension and Fluency Probes. Careful monitoring of students' progress through observation and assessment will provide data-driven guidance to determine instructional issues that must be addressed for students to fully understand the comprehension process, concept, or skill.

Accelerated Curriculum Lessons One – Six

Stone Fox

by John Reynolds
Gardiner

SAMPLE

LESSON ONE
***STONE FOX* BY JOHN REYNOLDS GARDINER**

CONCEPTS AND SKILLS:

- Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words
- Determine meanings of derivatives by applying knowledge of the meanings of root words and affixes
- Determine a text's main (or major) ideas and how those ideas are supported with details
- Paraphrase and summarize text to recall, inform, or organize ideas
- Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
- Use the text's structure or progression of ideas to locate and recall information
- Represent text information in different ways
- Identify the purposes of different types of texts
- Draw inferences and support them with text evidence
- Support responses by referring to relevant aspects of text
- Recognize that authors organize information in specific ways

MATERIALS:

- *Stone Fox* (1 per student)
- Quick Word Chart 1, Appendix 1B (1 for teacher use)
- Quick Word Chart 2, Appendix 1C (1 for teacher use)
- Quick Word Chart—Blank, Appendix 1E (1 for teacher use)
- Index Cards
- Structural Analysis Cards 1–3 (teacher materials)
- Vocabulary Cards 2, 6–8 (teacher materials)
- Suffix Cards –s, –ing (teacher materials)
- Student Set of Suffix Cards, Appendix 2B (1 set per student)
- Binder rings, rubber bands, or clips
- Text Introduction Cards 1–8 (teacher materials)
- Genre Wheel, Appendix 3B (1 per student)
- Narrative Cards 1–8 (teacher materials)
- Fluency Probe 1-A, Appendix 5A (1 per pair of students)
- Fluency Probe 1-B, Appendix 5B (1 per pair of students)
- Fluency Graph, Appendix 5O (1 per student)
- Stopwatch (1 per pair of students)
- Assess for Understanding Cards 1–3 (teacher materials)
- Three-Sentence Summary, Appendix 7A (1 teacher copy)

STRUCTURAL ANALYSIS

PRESENTATION GUIDELINES:

- Introduce the activity for building speed and accuracy with high frequency words from *Stone Fox* by John Reynolds Gardiner.

Say—

The purpose for the first part of today’s structural analysis lesson is to understand the importance of being able to recognize and read words quickly and accurately. Much of what you read is made up of high frequency words or words that occur over and over. The goal is to be able to recognize these words automatically or as quickly as you can recognize your own name. The more words you are able to read automatically the easier it will be for you to comprehend what you have read. You will have the opportunity to practice high frequency words until you are able to read them automatically.

- Introduce the procedure for learning and practicing high frequency words.
- Show the students Quick Word Chart 1.

Say—

Listen and follow along while I read each word on the Quick Word Chart 1 quickly across each row, then down each column, then randomly around the chart.

- Demonstrate the activity for the students.

Say—

Now, it is your turn. As I point to a word on the Quick Word Chart 1, I want you to read the word aloud. You will begin to increase your reading speed and accuracy, or fluency, with repeated practice.

- Continue the activity for 1–2 minutes, gradually increasing the speed at which the students are reading the words.
- After the procedure, if a student is not familiar with a word(s) on the Quick Word Chart, have the student copy each unfamiliar word onto an index card and create a personal unknown word card deck.
- Explain to the students that they will review their personal unknown word card decks independently and frequently. (Note: When a student is able to accurately read a word three times without pausing, remove that word from the deck, leaving only the words with which the student struggles.)

- Show the students Quick Word Chart 2.

Say—

Listen and follow along while I read each word on the Quick Word Chart 2 quickly across each row, then down each column, then randomly around the chart.

- Demonstrate the activity for the students.

Say—

Now, it is your turn. As I point to a word on the Quick Word Chart 2, I want you to read the word aloud. You will begin to increase your reading speed and accuracy, or fluency, with repeated practice.

- Continue the activity for 1–2 minutes, gradually increasing the speed at which the students are reading the words.
- After the procedure, if a student is not familiar with a word(s) on the Quick Word Chart, have the student copy each unfamiliar word onto an index card and add it to his/her personal unknown word card deck.
- Remind students that they will review their personal unknown word card decks independently and frequently. (Note: When a student is able to accurately read a word three times without pausing, remove that word from the deck, leaving only the words with which the student struggles.)
- Provide frequent, ongoing opportunities for the students to practice reading Quick Word Charts 1 and 2 until a level of automaticity is obtained.
- A blank Quick Word Chart can be used to create Quick Word Charts for high frequency words with which students continue to struggle.
- Introduce the activity for understanding the structure of words.

Say—

The purpose for the second part of today's structural analysis lesson is to focus on understanding the structure of words. When you have difficulty reading words within a selection, if you understand that most words fall into predictable patterns and can apply that information to a new or difficult word, reading will become much easier.

- Explain to the students that each time the group works together, the students will first review how words can be broken apart to read difficult words more easily. (These activities done in the first part of each lesson can serve as a

review or as a warm up to the reading that students will be doing in each lesson.)

- Introduce the concept of a vowel.

Say—

Listen to and then repeat these sounds.

/ā/ /ē/ /ī/ /ō/ /ū/

/ă/ /ě/ /ĭ/ /ǒ/ /ŭ/

Ask—

What was your mouth doing when you made these sounds?

Watch my mouth while I make one of these sounds again. /ā/

Is my mouth open or did my teeth, my lips, or my tongue block some of the sounds? (open)

Say—

Now you make the sound /ā/.

Ask—

Was your mouth opened or blocked when repeating the sounds? (open)

- Have students place their hand on their vocal cords and make the sound /ā/.

Ask—

Do you feel a vibration of the vocal cords while repeating these sounds? (yes)

Say—

When you feel a vibration of your vocal cords when you make a sound, we say the sound is voiced.

- Discuss with students that this type of sound is called voiced because air from the diaphragm causes the vocal cords to vibrate, which produces a voiced sound.

Say—

These voiced sounds are called vowels.

- Show students Structural Analysis Card 1—Vowels. Read the card to students and have them repeat the information.

Vowels are sounds that are open and voiced. The vowels are a, e, i, o, and u.

- Introduce the concept of a consonant.

Say—

Listen to and then repeat these sounds.

/t/ /l/ /m/

Ask—

Was your mouth open or did your teeth, your tongue, or your lips block the sounds? (blocked)

Are these sounds open or blocked? (blocked)

What part of your mouth was blocking each sound?

(/t/ –the teeth, /l/ –the tongue, /m/ –the lips)

Do you feel a vibration of the vocal cords while repeating these sounds? (/t/ –no, /l/ –yes, /m/ –yes)

Say—

These sounds are called consonants. They may be voiced or unvoiced.

- Show students Structural Analysis Card 2—Consonants. Read the card to students and have them repeat the information.

Consonants are sounds that are blocked by the tongue, the teeth, or the lips. Some are voiced; some are unvoiced.

- Introduce the concept of a syllable.

Say—

Listen to and then repeat these words from Stone Fox.

dog porch chair book

Ask—

How many times did your mouth open for each word? (once)

Say—

Listen to and then repeat the following words.

garden chicken morning wagon

Ask—

How many times did your mouth open for each word? (two times)

Say—

Listen to and then repeat the following words.

Wyoming potato rodeo discover

Ask—

How many times did your mouth open for each word? (three times)

Say—

Each time your mouth opens to say a word or part of a word is called a syllable.

- Show students Structural Analysis Card 3—Syllable. Read the card to students and have them repeat the information.

A syllable is a word or part of a word made by one opening of the mouth. Every syllable has one vowel sound.

- Instruct the students to think about things they might see in their classroom or at home.
- As a group, share responses and count the number of syllables of each object identified.
- Identify other settings and challenge students to identify words that have three, four, and five syllables.

VOCABULARY DEVELOPMENT

PRESENTATION GUIDELINES:

Say—

The purpose for today's vocabulary lesson is to analyze how changing the form of a word affects its meaning and to learn a new strategy for determining the meanings of words you encounter in text.

- Introduce the concept of the suffix –s.

Say—

Listen to and repeat the following words from Stone Fox.
tricks books crops

Ask—

What sound do you hear that is the same at the end of each word? (/s/)

Say—

Listen to and repeat the following words from Stone Fox.
years things trees

Ask—

What sound do you hear that is the same at the end of each word? (/z/)

- Write the following words in two columns on the board or overhead.

tricks	years
books	things
crops	trees

Ask—

What letter makes the /s/ or the /z/ sound in each word? (s)

- Draw a box around the letter s in each word.

trick s	year s
book s	thing s
crop s	tree s

Ask—

Can you remove the letter *s* from each word and still have a real word? (yes)

- Introduce the concepts of base word, suffix, and derivative. Explain that the words trick, book, crop, year, thing, and tree are base words and that –s is a suffix. When a base word combines with a suffix, the new word is called a derivative.
- Show the students the Vocabulary Card 6—Base Word. Read the card to the students and have them repeat the information.

A base word is the simplest form of any English word to which a suffix or prefix (affix) may be added. A base word stands alone.

- Show the students the Vocabulary Card 7—Suffix. Read the card to the students and have them repeat the information.

A suffix is a letter or letters added to the end of a root or base word that changes its form or meaning.

- Show the students the Vocabulary Card 8—Derivative. Read the card to the students and have them repeat the information.

A derivative is a base word plus its suffix and/or prefix (affix).

- Guide the students to discover the meaning of suffix –s.

Say—

The suffix –s added to the end of a base word changes the meaning of each word.

Ask—

How does the meaning of each word change by adding the suffix –s? (the suffix –s means more than one; the base word becomes plural)

- Show the students the Suffix Card –s. Read the card to the students and have them repeat the information.

Suffix –s has two sounds, /s/ and /z/, and means more than one. (cats, dogs)

- Give each student a student-sized set of Suffix Cards.
- Have them locate the Suffix Card –s and read the information on the card. (If they do not realize that their card is like the one from the teacher materials, help them make this connection.) Explain that they will be able to use the

information on this card and the other cards in their sets when they are with this group and when they are in other classes they have. (Provide students with binder rings, rubber bands, or clips to hold this set of cards together.)

- Introduce the concept of the suffix –ing.

Say—

Listen to and repeat these words from Stone Fox.

rocking singing fishing

Ask—

What sound do you hear that is the same at the end of each word? (/ɪŋ/)

- Write the following words on the board or overhead.

rocking singing fishing

Ask—

What letters make the /ɪŋ/ sound in each word? (ing)

- Draw a box around the letters ing in each word.

rock^{ing} sing^{ing} fish^{ing}

Ask—

Can you remove the letters ing from each word and still have a real word? (yes)

- Review the concepts of base word, suffix, and derivative (Vocabulary Cards 6–8). Explain that the words rock, sing, and fish are base words and that –ing is a suffix. When a base word combines with a suffix, the new word is called a derivative.

Ask—

What are the derivatives formed by adding the suffix –ing? (rocking, singing, fishing)

- Guide the students to discover the meaning of the suffix –ing.

Say—

The suffix –ing added to the end of a base word changes the meaning of each word.

Ask—

How does the meaning of each word change by adding the suffix –ing? (the suffix means happening now; it shows action in the present)

- Show Suffix Card –ing. Read the card to the students and have them repeat the information.

***Suffix –ing has one sound, /ing/, and means happening now.
(spelling)***

- Have students locate the Suffix Card –ing in their student-sized sets of the Suffix Cards and read the information on the card.
- Write the following sentence from Chapter 1 “Grandfather” on the board or overhead.

Medically, he’s as healthy as an ox. (¶47, p. 9)

Ask—

What does the sentence mean to you?

- Discuss students’ responses.
- Show the students Vocabulary Card 2—Figurative Language. Explain that figurative language is a tool that the author uses to allow the reader to use his or her imagination to comprehend what the author is trying to say.
- Explain to the student that there are several types of figurative language. Read the information on the back of Vocabulary Card 2—Figurative Language.

Simile—comparison of two unlike things using “like” or “as”

Metaphor—comparison of two unlike things using “to be” verbs

Personification—giving human qualities to animals, ideas, or objects

Hyperbole—exaggeration or overstatement

Say—

The sentence on the board is an example of figurative language.

The sentence is an example of a simile.

Ask—

What are the two unlike objects being compared? (Grandfather and an ox)

- Provide students with several other examples of a simile. Discuss what each sentence means. *He eats like a pig. He runs like the wind. She is like a bull in a china shop. She is as pretty as a butterfly.*
- Continue to reinforce the author’s use of figurative language by discussing examples as they are used in *Stone Fox*.

TEXT INTRODUCTION

PRESENTATION GUIDELINES:

Say—

The purpose for today’s text introduction lesson is to learn strategies that guide your “Before Reading” experiences. If you learn to ask yourself certain questions before reading a selection, it is easier to understand or comprehend what you read. The Text Introduction Cards are designed to link the topic of the selection with things you may already know. The cards are visual reminders for you to ask questions before you read a selection. Once you learn the procedures, you can apply the strategies to anything you read.

- Give each student a copy of *Stone Fox* by John Reynolds Gardiner.
- Introduce *Stone Fox* by reading the title and the name of the author aloud to the students.
- Show students Text Introduction Cards 1, 2, and 3. Explain that these cards will be used each time that a new text is introduced. Tell students that these cards guide the “Before Reading” experience. Discuss each card.

Text Introduction Card 1—Title directs the reader to look at the title and to think about what the title may tell the reader about the selection.

Text Introduction Card 2—Pictures, Graphs, Visuals directs the reader to look at the pictures, graphs, and other visuals in the selection and to think about what they tell about the selection.

Text Introduction Card 3—Knowledge directs the reader to think about what he or she already knows about the topic.

- Demonstrate how Text Introduction Cards 1 and 2 are used. Using a think-aloud process, model their use with *Stone Fox*.

Example: Text Introduction Card 1—Title asks, “What does the title tell me about the selection?” The title of the book is Stone Fox. Just hearing the title is interesting because I picture a fox made of stone. I think I would like some more information; I’m curious.

Text Introduction Card 2—Pictures, Graphs, Visuals asks, “What do the pictures, graphs, and other visuals tell me about the selection?” From the picture on the front cover, I see a black dog running through the snow and two white dogs running behind the black dog. All of the dogs are wearing a harness of some kind, so I think they may be pulling something. I think I still need more information to figure out what the book is about. If I read the back cover, I learn that the story is about someone named Willy who enters the National Dogsled Race and about someone named Stone Fox who is also in the race.

- Activate the students' prior knowledge of the topic of the selection by reading the question on the back of Text Introduction Card 3—Knowledge aloud to the students.

What do I already know about the topic of the selection?

- Encourage the students to respond orally to the question.
- Model possible responses after allowing the students to think aloud.
Example: I have heard about a different big dog sled race that happens every year in Alaska. It's called the Iditarod. I didn't know much about it, so I looked it up on the Internet and found some pictures of the race and a map of the trail.
- Show students Text Introduction Cards 4 and 5. Explain that these cards will also be used each time that a new text is introduced. Tell students that these cards also guide the "Before Reading" experience. Discuss each card.
Text Introduction Card 4—Predict asks students to think about what may happen in the selection. The card also asks readers to decide what information from the selection helped them with their decision.
Text Introduction Card 5—Connect directs students to make connections from the text that they are reading to themselves, to other texts they have read, and to events they have experienced.
- Introduce the concept of prediction by introducing Text Introduction Card 4—Predict. Read the questions on the back of the card to the students.

What do I think will happen in the selection? What information from the selection helped me decide?

- Explain to the students that they need to think about what they already know and to use this information with relevant textual evidence from the book. If necessary, explain to the students that textual evidence is information found in a selection. Explain that this information must be relevant—it must have something to do with the question(s) the reader is asking.
- Encourage the students to respond orally to the question.
- Model possible responses after allowing the students to think aloud.
Example: I think that the story is going to be about a boy named Willy who races against someone named Stone Fox in a big dog sled race. I found this information on the back cover of the book.
- Introduce the concept of connection by introducing Text Introduction Card 5—Connect. Read the questions on the back of the card to the students.

What am I reminded of as I read this selection? What kind of connections can I make: text to self, text to text, or text to world?

- Encourage the students to respond orally to the questions.
- Model possible responses after allowing the students to think aloud.
Example: I've never seen a dog sled race before, but I have read about dog sled racing. I have a big Labrador Retriever, and he's really fast. I'd like to see him race!
- Show students Text Introduction Cards 6, 7, and 8. Explain to the students that these cards will be used each time that a new text is introduced. Tell them that these cards also guide the "Before Reading" experience. Discuss each card.
Text Introduction Card 6—Text Structure asks the reader to determine what the text structure of the selection is. Explain that every text has a structure. The text is not a random group of sentences. The parts that make up the text are related in a meaningful way to each other. Knowing how a piece of text is structured or organized helps the reader make better sense of the information that is presented. Explain that there are two types of text structures: narrative and expository. Narrative structure focuses on story grammar—characters, setting, plot, and problem/solution. There are several types of expository structure. The most common ones are sequencing, compare/contrast, description, problem/solution, and cause/effect.
Text Introduction Card 7—Genre directs the reader to determine the genre, or classification of text. Explain that genres are a way to classify literary works into categories that are characterized by a particular style, form, or content. Explain that examples of genres include poetry, realistic fiction, historical fiction, drama, mysteries, essays, biographies, science fiction, tall tales, etc.
Text Introduction Card 8—Author's Purpose asks the reader to determine the purpose of the selection. Explain that the author's purpose for writing text includes writing to inform, to influence or persuade, to express, and to entertain.
- Read the first page of Chapter 1 "Grandfather" to the students.
- Demonstrate to the group how Text Introduction Cards 6, 7, and 8 are used when new text is introduced. Using a think-aloud process, model their use with *Stone Fox*.
Example: Text Introduction Card 6—Text Structure asks, "Is the text structure of the selection narrative or expository? How can I tell?" I believe that this is a narrative text. It sounds like Stone Fox will be a story about a boy named Willy and his grandfather. I also know from the

back cover that the book will also be about a dog sled race.
Text Introduction Card 7—Genre asks, "What is the genre of the selection? How can I tell?" I think that it is realistic fiction. Realistic fiction is fiction where the characters and events are like people and events in real life. The cover of the book shows a picture of dogs running through the snow. I learned on the Internet that there are dog sled races in Alaska.

Text Introduction Card 8—Author's Purpose asks, "What is the purpose of the selection?" I think that John Reynolds Gardiner is writing this story to entertain his readers.

- Introduce the Genre Wheel. Discuss it with students to reinforce the information they learned during this section of the lesson.

COMPREHENSION

PRESENTATION GUIDELINES:

Say—

The purpose for today's reading comprehension lesson is to learn strategies that will guide your "During Reading" experiences for comprehending narrative text. When you read a selection, you need to ask yourself certain questions. The Narrative Cards are designed to remind you what questions you should ask yourself as you read a selection. Once you learn the procedures, you can apply the strategies to any selection you read.

- Read Chapter 1 "Grandfather" to the students. Explain to the students that you will be stopping at appropriate places in the text to introduce each Narrative Card. Explain to the students that they need to use relevant and accurate information from the text to support their responses to the Narrative Cards' questions.
- Introduce Narrative Card 1—Who? Read the question on the back aloud to the students.

Who are the characters introduced in the selection?

- Encourage the students to respond orally to the question.
- Model possible responses to the question after allowing the students to think aloud.

Example: This chapter introduces Willy, Searchlight, Grandfather, and Doc Smith. The chapter also describes how Grandfather may be sick.

- Introduce Narrative Card 2—What? Read the question on the back of the card to the students.

What is happening in the selection?

- Encourage the students to respond orally to the question.
- Model possible responses to the question after allowing the students to think aloud.

Example: This chapter tells that Willy and his Grandfather live on a potato farm. It also explains that Grandfather is sick and lies in bed. I think Grandfather is sad because the author says that his tears roll down his face. Doc Smith doesn't seem to know what is wrong with him, but Willy is determined to do whatever it takes to help his grandfather get better.

- Introduce Narrative Card 3—When? Read the question on the back of the card to the students.

When does the action described in the selection take place?

- Encourage the students to respond orally to the question.
- Model possible responses to the question after allowing students to think aloud.

Example: The story begins only by saying "one day." The author describes Doc Smith's long black dress and a horse pulling a wagon. I can also tell by the pictures and the description of the farm that the action must take place a long time ago, but I'm not sure exactly when.

- Introduce Narrative Card 4—Where? Read the question on the back of the card to the students.

Where does the action described in the selection take place?

- Encourage the students to respond orally to the question.
- Model possible responses to the question after allowing the students to think aloud.

Example: This chapter takes place on a small potato farm in Wyoming.

- Introduce Narrative Card 5—Why? Read the question on the back of the card to the students.

Why did _____ happen?

- Encourage the students to respond orally to the question. If necessary, prompt them to use evidence from the selection to support their responses.

- Model possible responses to the question after allowing the students to think aloud.

Example: If I ask "Why did Grandfather get sick?," there is no evidence in the book so far that tells me why. This makes me realize that sometimes the author creates suspense by NOT giving the readers clues to figure out what is happening in the story. The suspense makes me want to continue reading to find out more.

- Introduce Narrative Card 6—Imagine. Read the question on the back of the card to the students.

What pictures do I see?

- Encourage the students to respond orally to the question.
- Model possible responses to the question after allowing the students to think aloud.

Example: I can picture Grandfather lying on his bed with tears rolling down his cheeks into his beard. I can also picture what each of the characters looks like. I can see Doc Smith's tan face, snow white hair, and wrinkles. I can see the big white spot on Searchlight's forehead.

- Introduce Narrative Card 7—Predict. Read the question on the back of the card to the students.

What do I think will happen next based on the evidence from the selection?

- Explain to the students that they need to think about what they already know and to use this information with relevant textual evidence from the book.
- Encourage the students to respond orally to the question. If necessary, prompt them to use evidence from the selection to support their predictions.
- Model possible responses to the question after allowing the students to think aloud.

Example: I think I will learn why Grandfather is sick and what Willy does to help make things better for him.

- Introduce Narrative Card 8—Connect. Read the questions on the back of the card to the students.

What am I reminded of as I read this selection? What kinds of connections can I make: text to self, text to text, or text to world?

- Encourage the students to respond orally to the questions.
- Model possible responses to the questions after allowing the students to think aloud.

Example: After reading this chapter, I am reminded about my own grandfather and how we used to play together all of the time. It would have been awful if he had become sick and then couldn't play with me anymore.

FLUENCY PROBES 1-A AND 1-B, APPENDICES 5A AND 5B

PRESENTATION GUIDELINES:

- Introduce the activity for building speed and accuracy with high frequency words.

Say—

The purpose for Fluency Probes 1-A and 1-B is to understand the importance of being able to recognize and read words quickly and accurately. You need to be able to recognize words just as quickly as you are able to recognize your name when you see it in print. Did you know that only about 100 words make up almost one-half of everything you read? You will have the opportunity to practice recognizing and quickly reading many of these important words that appear in Stone Fox so when you encounter them in the selection, you can read them automatically. The more words you are able to read automatically, the easier it is for you to understand or comprehend what you have read.

- Make copies of Fluency Probes 1-A and 1-B for each pair of students. Prepare a Fluency Graph for each student. Record the Fluency Probe numbers and the date on each student's graph.
- Give a stopwatch to each pair of students.
- Model fluent reading.

Say—

Listen while I read the following words from Fluency Probe 1-A. Now it's your turn. When you read, focus on your best—not your fastest reading.

- Explain to the students that they will work in pairs. Explain that Student 1 will point to the words from left to right across each row while Student 2 reads the words. Student 2 will read the entire page three times. After the third reading,

Student 1 will use a stopwatch to time Student 2 reading the words for one minute. The students will then count the number of words read correctly in one minute and record the results on Student 2's Fluency Graph.

- Students switch roles and repeat the process.
- Repeat the entire process using Fluency Probe 1-B. Note that Fluency Probe 1-B also reinforces practice with high frequency words.

ASSESS FOR UNDERSTANDING

PRESENTATION GUIDELINES:

Say—

The purpose for today's assess for understanding lesson is to learn strategies that will guide your "After Reading" experience. After you read a selection, you need to be able to check your understanding of what you have read. The Assess for Understanding Cards are designed to remind you what questions you should ask yourself after you read a selection. Once you learn the procedures, you can apply the strategies to any selection you read.

- Introduce Assess for Understanding Cards 1–3 in response to topic, main idea, and supporting details.
- Show students Assess for Understanding Card 1—Topic. Read the question on the back to the students.

What is the subject or topic of the selection?

- Encourage the students to respond orally to the question.
- Model possible responses to the question after allowing the students to think aloud.

Example: This chapter is about Grandfather getting sick and Willy deciding that he would do whatever he had to do to make him better.

- Show students Assess for Understanding Card 2—Main Idea. Read the questions on the back to the students.

What is the selection mainly about? What is the point that the author wants the reader to remember?

- Encourage the students to respond orally to the questions.

- Model possible responses to the questions after allowing the students to think aloud.

Example: The chapter describes the people or characters in the book. I think the author wants the reader to get to know the characters better before he begins telling the story.

- Show students Assess for Understanding Card 3—Supporting Details. Read the questions on the back aloud to the students.

What are the important details in the selection? Answer the questions: Who? What? When? Where? Why?

- Encourage the students to respond orally to the questions.
- Model possible responses to the questions after allowing the students to think aloud.

QUICK REVIEW OF LESSON'S KEY CONCEPTS

PRESENTATION GUIDELINES:

Say—

The purpose for each day's quick review is to resurface any new information introduced in the day's lesson, any concepts that need to be reinforced, and to connect the writing process to reading. We know that repetition and connecting the reading and writing processes strengthen and support reading, so the quick review serves as an important conclusion to each lesson. Our goal is that each concept or strategy will become automatic so that reading becomes easier and more enjoyable.

- Review Lesson One by quickly flashing any cards used in the lesson and orally reviewing the information on the cards.
- Introduce the Three-Sentence Summary. Demonstrate how the reader forms a three-sentence summary using information from the selection and Narrative Cards 1–5. Explain that a three-sentence summary answers the questions who, when, where, what, and why. Tell the students that the summary is written in the reader's own words. Using the Three-Sentence Summary graphic organizer, help students answer the five questions. Then think aloud while using this information to write a three-sentence summary of Chapter 1.

Example: Chapter 1 is about Willy and his grandfather. The story takes place on a potato farm in Wyoming a long time ago. Willy decides that he is going to do whatever it takes to make his grandfather better because he loves him and wants things to be like they once were.