TEXAS CENTER *for* LEARNING DISABILITIES

Third- to Fifth-Grade After-School Text-Based Intervention With Writing and Computer Component

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Preferred Citation

About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities is a research center that investigates the classification, early intervention, and remediation of learning disabilities. The National Institutes of Health funds research activities, which are conducted at the University of Houston, The University of Texas at Austin, The University of Texas Health Science Center at Houston, and St. Louis University. To learn more about the Texas Center for Learning Disabilities, visit **www.texasldcenter.org**.

Contents

Overview

Background of Lessons

From 2015 to 2016, Texas Center for Learning Disabilities researchers, with funding from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, addressed questions related to the implementation and effect of response to intervention with third-grade, fourth-grade, and fifth-grade students in various school districts in central and southeast Texas.

This document includes "Tier 2" explicit instruction for small groups of four to five students as part of a daily 30-minute after-school intervention. Here, we provide detailed information about some of the lesson plans struggling readers used in elementary school as part of the research efforts of the Texas Center for Learning Disabilities. This 5-day lesson plan aligns with core science unit themes taught in regular third- to fifth-grade classrooms. Teachers can use both expository and narrative science texts from their state-adopted science publishers and online resources. Teachers can make their own curriculum-based measures or use assessments from textbooks. Teachers may use components from their district's core curriculum to promote explicit instruction, reading with understanding, and systematic daily instruction in the following areas from the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grades 3 through 5.

Lessons include instruction in the following order on certain days:

- Days 1, 3, and 5: Stretch text reading with writing

- Days 2 and 4: Fluency with text, skills practice activities

- Days 1–5: 30-minute computer instruction component before or after Tier 2 instruction in word study, vocabulary development, and fluency

Text-Based Reading

With a text-based approach to reading comprehension, students are taught to refer back to text and reread as a matter of habit.

Based on student response to questions about the text, teachers provide appropriate scaffolds to restrict the amount of text the student has to address to find the answer. Teachers start with a section of text. If there is no response after an opportunity to reread, they move to the paragraph level and ask the question again. If students continue to struggle, teachers move to the sentence level or the word level if necessary. Teachers do not tell students answers. Students must find and support their answers with text content.

The following is an example of such scaffolding.

Teacher: Tell me what this part is about.

Student: About a dinosaur

Teacher: What did you learn about the dinosaur skeleton (or bones) in this part? Go back to the text to find the answer.

Student: The dinosaur bones were for sale.

Teacher: Read the next sentence to find out where it was found.

Student: In Great Britain

Teacher: Look at the last two sentences starting with the words, "This type of dinosaur..." in this paragraph. Read the last two sentences with me.

The teacher reads with the student.

Teacher: It tells us that this type of dinosaur would have been found a long time ago in Mongolia, so the dinosaur skeleton could not been found in Great Britain. What do you think happened to the dinosaur fossils?

Student: The fossils were stolen.

Teacher: Correct

TEKS Connections

Vocabulary, Fluency With Text, Text-Based Reading, and Writing

Third Grade

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;

(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

(C) identify and use antonyms, synonyms, homographs, and homophones

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

    (A) sequence and summarize the plot's main events and explain their influence on future events;

    (B) describe the interaction of characters including their relationships and the changes they undergo

(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

    (A) identify the details or facts that support the main idea;

    (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;

    (C) identify explicit cause and effect relationships among ideas in texts; and

    (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

    A) create brief compositions that:

        (i) establish a central idea in a topic sentence;

        (ii) include supporting sentences with simple facts, details, and explanations;

    (C) write responses to literary or expository texts that demonstrate an understanding of the text.

Fourth Grade

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

    (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

    (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);

(D) identify the meaning of common idioms

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

(B) distinguish fact from opinion in a text and explain how to verify what is a fact;

(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

A) create brief compositions that:

(i) establish a central idea in a topic sentence;

(ii) include supporting sentences with simple facts, details, and explanations;

(C) write responses to literary or expository texts that demonstrate an understanding of the text.

Fifth Grade

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(C) produce analogies with known antonyms and synonyms

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;

(B) determine the facts in text and verify them through established methods;

(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(C) write responses to literary or expository texts that demonstrate an understanding of the text.

Reading and Comprehension Skills (Third, Fourth, and Fifth Grades)

Figure: 19 TAC §110.10(b): Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;

(B) ask literal, interpretive, evaluative, and universal questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);

(D) make inferences about text and use textual evidence to support understanding;

(E) Third- and fourth-grade skills: summarize information in text, maintaining meaning and logical order

(E) Fifth-grade skills: summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts

(F) Third- and fourth-grade skills: make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence

(F) Fifth-grade skills: make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence

Computer Component (Third, Fourth, and Fifth Grades)

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) adhere to acceptable use policies reflecting positive social behavior in the digital environment;

(B) respect the intellectual property of others;

(C) abide by copyright law and the Fair Use Guidelines for Educational Multimedia;

(D) protect and honor the individual privacy of oneself and others;

(E) follow the rules of digital etiquette;

(F) practice safe, legal, and responsible use of information and technology; and

(G) comply with fair use guidelines and digital safety rules.

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning

Intervention Framework

Here is an example of a 5-day, 1-hour intervention lesson cycle with the components.

	Day 1 Monday	**Day 2 Tuesday**	**Day 3 Wednesday**	**Day 4 Thursday**	**Day 5 Friday**
30 minutes	Stretch Text Reading With Writing	Fluency With Text Reading Skills Practice	Stretch Text Reading With Writing	Fluency With Text Reading Skills Practice	Stretch Text Reading With Writing
30 minutes	Computer Instruction	Computer Instruction	Computer Instruction	Computer Instruction	Computer Instruction

Lesson Components

Introductory lesson examples follow each component description below.

Stretch Text Reading With Writing (25–30 minutes total)

Stretch texts are passages that are slightly longer each lesson. By increasing the amount of text they read, students increase reading stamina.

Goals

Students will do the following:

- Read the passage, stopping at predetermined check-in points

- Find key words in each section of text

- Use key words to write a main idea sentence about each section of text

- Use key words to orally summarize the entire passage

- Answer text-based comprehension questions about the passage

Read Passage and Write (15–20 minutes)

Read and Find Key Words in Section
- Read each section of text twice. The first reading is done using a group reading routine. During the second reading of the section, students individually reread and look for key words, and you scaffold as necessary.

- Initially, model how to identify key words by explaining why a word is important in that section. Additionally, illustrate why another word is not a good key word. In early lessons, some key words are identified in the text. As students become more proficient, discontinue scaffolding.

- Students briefly share and discuss their key words, providing justification for their choices.

> **Teacher:** Let's read the section aloud as a group.
>
> The class reads.
>
> **Teacher:** Now you will reread the section to yourselves. The text has two key words in bold. As you read, circle two more words that are important to understanding the section.
>
> Students read.
>
> **Teacher:** The key words in bold are *climate* and *warming*. Those are good key words because most of the information in the section is about how Earth's climate is getting warmer.
>
> The teacher writes the key words on a whiteboard.
>
> **Teacher:** Why wasn't the word *glaciers* a key word?
>
> **Student:** It only has that word once in the paragraph.
>
> **Teacher:** That's a good clue. Often, key words are words that you see several times in a section, like *climate* and *warming*. *Glacier* isn't a key word because it was a detail and not the most important word for helping us to understand what is going on in the section. Remember, the reason we choose key words is to help us understand the most important information about what we read. What key word did you underline and why?
>
> **Student:** I underlined *Earth* because it talks a lot about Earth's climate.
>
> **Teacher:** Good choice! *Earth* is an important word. I will write our key words on the whiteboard.

Use Key Words to Write a Sentence About Section
Model using key words to write a sentence about the section. As a scaffold, provide a sentence starter.

> **Teacher:** I will use the two key words to write a sentence to help me remember the most important information in the section.
>
> The teacher writes the following sentence stem on a whiteboard: "The Earth…"
>
> **Teacher:** I have written the beginning of a sentence. Use the key words to finish the main idea sentence.
>
> Example sentence: The Earth's climate is getting warmer.

Use Key Words to Orally Summarize the Passage
- After reading all sections of the passage, orally summarize the entire passage, illustrating how key words and main ideas from each section are used to understand and summarize a passage.

- As students become more proficient, they provide an oral summary independently.

Teacher: Now I will use the key words from the whole passage to come up with a summary of the passage.

The teacher displays all key words on the whiteboard.

Teacher: Here is my summary: "Earth's climate is getting warmer because greenhouse gases trap sunlight. This causes the Earth's temperature to rise and has a negative effect on the Earth."

Answer Comprehension Questions (7–10 minutes)

- Instruct students to answer all three questions. Remind them to go back to the text and reread if necessary to help find an answer.

- Collect completed questions and check students' work.

- If students missed any questions, and there is time, have them go back to the text to find the correct answer.

- Quickly go over student answers as a group.

Sample Comprehension Sheet

Comprehension

Comprehension Questions
1. How do humans contribute to greenhouse gases? a. Burning fuel, such as gasoline in a car b. Playing video games c. Watching TV d. All of the answers above are correct
2. What does the word **_gradually_** mean as it is used in the passage? a. Does not change b. Quickly c. Slowly d. Related
3. What could happen if sea levels rise? a. Earth's temperatures may rise b. Homes near the sea could be flooded c. There will be more sea life d. There will be more fresh water for dry land

Fluency With Text Reading (15–20 minutes)

Fluency text is shorter and less challenging than stretch text.

Goals

Students will do the following:

- Read the passage fluently (i.e., reading and rereading accurately with phrasing, attention to punctuation, and expression)

- Identify key words in the passage

- Use key words to orally summarize the passage

Passage Introduction

- Distribute the passage.

- Introduce the passage and key words. If the passage does not have key words identified, remind students to find their own key words.

Text Reading

- First reading—whole-group fluency: Read the passage using an established group reading routine.

- Second reading—individual fluency: Read the passage using an established individual reading routine. Monitor for fluency.

- After reading: Ask students to use key words to describe what the passage is about. Write one student's idea and ask other students to add ideas to it.

Skills Practice (10–15 minutes)

This component includes six activities, described below, that focus on reading comprehension and fluency skills. Choose two to three activities based on student need.

Does It Make Sense?

Goal
Students will self-monitor by determining wither a sentence makes sense and will demonstrate understanding of sentences by identifying context clues to support answers.

Procedure
- Students read four to five statements, circling "yes" if the statement makes sense or "no" if it does not.

- If a student circles "no," the student underlines the words that provided the clues.

- Discuss answers and reasoning with students.

Example
Circle "yes" if the sentence makes sense or "no" if it does not make sense. If you circled "no," underline the part of the sentence that doesn't make sense.

1. The heat in the summer makes some activities difficult or dangerous. It is important to cool off and drink plenty of apples.	YES	NO
2. The students were on the playground for recess. Someone was playing basketball, someone was flying, and someone was on the swing set.	YES	NO
3. Babies usually sleep in a crib. However, once they get older, they sleep in a bed.	YES	NO
4. In Texas, it is common to see animals like birds and squirrels. It is rare to see animals like monkeys because you can only see them at the zoo or the circus.	YES	NO
5. When you are riding a bike, you should always wear a helmet, even if you are just riding for a short time. Wearing a helmet on your elbow protects your head.	YES	NO

Word List Reading

Goal
Students will read words in lists fluently.

Procedure
- Choose a sight word list or word pattern list.

- Students practice reading the list fluently.

- Listen to students read and provide feedback.

Sentence Reading

Goal
Students will read a series of sentences fluently.

Procedure
• First reading—teacher model: Read sentences fluently.

• Second reading—guided practice: Students read sentences fluently.

Options
• Randomly call on students to read sentences.

• Students read sentences with a partner.

Pronoun Reference

Goal
Students will identify the noun to which a pronoun refers.

Procedure for Introductory Lesson
• Define and explain pronouns.

• Lead students in identifying pronouns and referents.

> **Teacher:** A pronoun takes the place of a noun, which is a person, place, or thing. Pronouns are used so we don't have to say the name of a noun over and over. You can check to see whether your pronoun reference is correct by substituting the name of the noun back into the sentence.
>
> Teacher displays the practice sentence: Joe saw Jill at the grocery store and he waved at her.
>
> **Teacher:** What are the pronouns? (*he* and *her*) Whom does pronoun *he* refer to? (*Joe*) How did you know? (*Joe is usually a boy's name*) To whom does the pronoun *she* refer and how do you know? (*Jill because it is usually a girl's name*) To check this sentence we can put the names of the nouns back into the sentence: "Joe saw Jill at the grocery store and Joe waved at Jill." Does this make sense? (*yes*)

Procedure for Review and Practice Lessons
• Review pronouns.

• Students practice identifying pronoun referents in progressively longer text (multiple sentences, paragraphs, passages).

> **Teacher:** Paleontologists study old bones, or fossils, of dinosaurs. They examine the bones to learn more about these extinct giants. A dinosaur's teeth are clues to the kind of food it ate. Long, sharp teeth means the dinosaur was a meat-eater.
>
> **Teacher:** What does the pronoun *they* refer to? (*paleontologists*) What does pronoun *it* refer to? (*dinosaurs*)

Context Clues

Goal
Students will comprehend text using context clues.

Procedure for Introductory Lesson
- Define *context clues*.

- Model the following steps to find context clues:

  - Look in the same sentence as the unknown word.

  - Look in sentences surrounding the unknown word.

  - Think about how the word is used in the sentence.

  - Think about the main idea of the sentence or paragraph.

  - Think about details in the sentence or paragraph.

  > **Teacher:** Context clues are clues or hints in the text that help the reader figure out word meanings.
  >
  > The teacher displays and reads aloud with students the practice sentences: Two booths at the mall sold chocolate candy. I decided to buy a gift for my mom at the first kiosk.
  >
  > **Teacher:** What does the word *kiosk* mean? Let's look for clues in the sentence: "I decided to buy a gift for my mom at the first kiosk." Is a kiosk a person, place, or thing? (*place*) Let's read the first sentence to see whether there is a clue: "Two booths at the mall sold chocolate candy." Is there a clue? Yes, the clue is the "place" where the chocolate candy was sold. It was a booth. Let's try it: "I bought a gift for my mom at a booth in the mall." So I think that a kiosk is a booth.

Procedure for Review and Practice Lessons
- Review the definition of *context clues*.

- Students practice comprehending progressively longer text (multiple sentences, paragraphs, passages) using context clues.

  > **Teacher:** Remember: Context clues are clues or hints in the text that help the reader figure out word meanings.
  >
  > The teacher displays and reads aloud with students the practice sentences: After receiving just a single small slice of pizza at the party, Kurt was disappointed. He had hoped for a more substantial piece of pizza. He was still hungry after eating his tiny slice.
  >
  > **Teacher:** What is the definition of *substantial*? (*larger, bigger, sizable*) What were the clues? (*smaller piece, still hungry*)

Inference

Goal
Students will comprehend text by making inferences.

Procedure for Introductory Lesson
• Define *inference*.

• Model the following thought process in making an inference:

– "I already know _____."

– "The text tells me _____."

– "So I can infer that _____ happened in the text."

> **Teacher:** When you make an inference, you reach a conclusion about what you read based on context clues.
>
> The teacher displays and reads aloud with students the practice sentence: We heard thunder, and then the lights went out for 5 seconds at school.
>
> **Teacher:** What conclusion or inference can we make about what happened in the sentence? (*there is a storm outside*) Correct! Let's think through the clues. I already know that electricity can go out during a thunderstorm. The text tells me that they heard thunder just before the lights went out, so I can infer that there was a thunderstorm.

Procedure for Review and Practice Lessons
• Review how to make an inference.

• Students practice comprehending progressively longer text (multiple sentences, paragraphs, passages) using inferences.

> The teacher displays and reads aloud with students the practice sentence: "After being married for 25 years, Lou and Jeanne lived like paupers. Their home was unheated, they ate only cold eggs and coffee for breakfast, and they drove a rusty old car. To save money, they used coupons at the grocery store and never went on a vacation."
>
> **Teacher:** What can you infer about Lou and Jeanne? (*they didn't have much money*) What were the clues? (*unheated home, old car, tried to save money*)

Computer Component (30 minutes)

Materials

- Computer for each student

- Software or website that asks students to respond to reading-level-appropriate questions and prompts about grammar, spelling, decoding, or morphology

- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.

- Provide all students with access to the website or program.

- Monitor students and give feedback when needed.

- Allow students to see their progress. Use a motivation plan and student incentives.

- Have students log off and shut down computers.

Sample Lesson Plans

D A Y 1

Component	Duration
Read Passage and Write	15–20 minutes
Answer Comprehension Questions	7–10 minutes
Computer Component	30 minutes

Read Passage and Write   15–20 minutes

Materials

- Science stretch text (one per student)
- Key words chart and passage summary sheet
- Whiteboard

Procedure

Overview

- Begin reading the passage (see below for an example) using an established group reading routine.

- Stop at each check-in point (marked by a stop sign) and have students reread the section. Have students find one to three key words as they reread.

- Discuss the text using the identified key words (see below).

- Provide feedback to students about their key words and have them explain their choices.

- Have students use key words to write a sentence about the section.

Read and Find Key Words for Section 1

- Say, "Let's read the section together. I will read aloud while you follow along in a quiet voice."

- Read the text aloud while students whisper-read.

- Say, "Now, you will reread the section to yourself. Underline one or two key words."

Excerpt: We Need Energy (Section 1)

*(Paragraph 1) Sometimes you feel as though you are full of **energy**. Other times you are so tired you don't even feel like playing. What exactly is **energy**…*

*(Paragraph 2) **Energy** is what we need to move and get things done. It is the ability of a person or machine to do work…*

STOP

Discuss Key Words for Section 1

- Say, "This section has one key word already: *energy*. Why is that a good key word? The text talks a lot about energy and what it is. And it is part of the title, so it is probably important. What other key words did you find? Share why you think it is an important word."

- Field students' answers.

- Say, "*Work* is a key word because the section was about how energy helps people and machines work and get things done."

- Write the key words at the top a whiteboard.

Use Key Words to Write a Sentence About Section 1

- Say, "Connect your key words to write a sentence about what is going on in this section of text. Remember to underline the key words. Here is a sentence starter to help you: Energy is…"

- Discuss students' sentences. Possible sentence: <u>Energy</u> is how people and machines do <u>work</u> and move.

- Say, "Nice work! I noticed that your sentence used the key words and tells the most important information in the section."

Read and Find Key Words for Section 2

- Say, "Let's read section 2 together. I will call on each of you to read a paragraph aloud with me."

- Read the text aloud while students whisper-read.

- Say, "Now, you will reread the section to yourself. Underline one or two key words."

Excerpt: We Need Energy (Section 2)

(Paragraph 1) Energy that people use comes from the food they eat. Machines get energy from fuel, such as coal, gas, sunlight, oil, and wood…

(Paragraph 2) Energy for factories, cars, heat, air conditioning, and computers mostly comes from **fossil fuels** (oil, coal, and gas…

(Paragraph 3) For many decades, Americans have started to realize that **fossil fuels** are nonrenewable…

(Paragraph 4) Many scientists believe that using **fossil fuels** will harm the environment, so they are exploring new sources of energy…

STOP

Discuss Key Words for Section 2

- Say, "This section has one key word already: *fossil fuels*. What other key words did you find? Be sure to tell why you chose the word."

- Field students' answers.

- Say, "*Renewable* and *environment* are key words because the section was about scientists finding renewable energy sources that won't hurt the environment."

- Add these key words to the list on the whiteboard.

Use Key Words to Write a Sentence About Section 2

- Say, "Connect your key words to write a sentence about what is going on in this section of text. Remember to underline the key words. Here is a sentence starter to help you: Fossil fuels help…"

- Discuss students' sentences. Possible sentence: <u>Fossil fuels</u> help machines <u>work</u>, but they are not <u>renewable</u> and they could damage the <u>environment</u>.

Summarize Passage

- Display key words chart and passage summary (see below).

- Say, "Throughout the passage, I found these key words. Now I will use my key words to summarize the passage. Read it with me."

Key Words	Passage Summary
energy work fossil fuels renewable environment	People and machines need <u>energy</u> to do <u>work</u>. Most <u>energy</u> for machines comes from <u>fossil fuels</u>, which are nonrenewable and harm the <u>environment</u>. Scientists are studying <u>renewable</u> <u>energy</u> sources that do not harm the <u>environment</u>.

Answer Comprehension Questions — 7–10 minutes

Materials

- Comprehension questions sheet (one per student)

- Science stretch text (one per student)

Procedure

Overview

- Distribute the comprehension questions.

- Have students answer questions independently. Remind them to refer to the text for help.

- Collect completed questions and check students' work.

- If there is time, have students go back to the text to find the correct answer for missed questions. If necessary, point to the section, paragraph, or sentence where answer is found.

- Go over the answers as a group.

Answer Comprehension Questions

Say, "Now you will answer three comprehension questions about the passage we read. If you are not sure about the answer, go back to the text to reread the section and find the answer."

Comprehension Questions
1. Which of the following is not an energy source? a. Vegetables b. Fossil fuels c. Sunlight <u>d. Computers</u>
2. What does the word **renewable** mean as it is used in the passage? a. The supply will run out b. Something new c. A type of energy source from technology <u>d. The supply will not run out</u>
3. Why is renewable energy important? a. Fossil fuels may run out some day b. Nuclear power can damage the environment c. Renewable energy powers machines <u>d. All of the above</u>

Instructional Reminders

The following instructional reminders apply to all days of this intervention.

Group Reading Routine Options

- Teacher model: Model reading the passage fluently while students follow along.

- Choral reading: The group reads aloud with you, making sure to read at the same pace. Or randomly pick students with whom to read a sentence while other students follow along.

- Echo reading: Read a portion of the text aloud and then call on students to reread the same portion aloud.

Expectations for Reading

- Explicitly teach students to read fluently. Model fluent reading with phrasing, attention to punctuation, and expression.

- Model what you do not want to see, such as reading too rapidly or in a monotone voice, compared with what you do want to see. Remind students that reading is not a race; they should instead read to understand the passage.

- If needed, have students trace a finger under the words as they read.

- Provide feedback on students' phrasing, attention to punctuation, and expression.

Error-Correction Procedure

- Tell students the word.

- Have students repeat the word.

- Have all students reread the sentence correctly.

Computer Component   30 minutes

Materials

- Computer for each student

- Software or website that asks students to respond to reading-level-appropriate questions and prompts about grammar, spelling, decoding, or morphology

- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.

- Provide all students with access to the website or program.

- Monitor students and give feedback when needed.

- Allow students to see their progress. Use a motivation plan and student incentives.

- Have students log off and shut down computers.

DAY 2

Component	Duration
Fluency With Text Reading	15–20 minutes
Sentence Reading	5 minutes
Context Clues	5 minutes
Does It Make Sense?	5 minutes
Computer Component	30 minutes

Fluency With Text Reading   15–20 minutes

Materials

Science fluency text (one per student)

Preparation

Prepare a one- to two-sentence main idea example for today's text.

Procedure

Passage Introduction

- Distribute the fluency text.

- Say, "This text is called 'Climate.' Let's read the key words together: *climate*, *temperature*, *area*. Think about the key words while we read because I will ask you to use them to tell me about the passage."

First Reading

- Say, "Today we will do echo reading. I will read the first paragraph aloud, and then you will echo me by reading it aloud together. While I read, you will follow along silently. I should see your lips moving and finger following the text."

- Read first paragraph aloud.

- Say, "Now you will read that same paragraph aloud."

- Follow the echo reading routine for the remaining paragraphs.

Excerpt: Climate

> *(Paragraph 1) Climate is not the same as weather. Climate is the average weather of an area over a long period of time. The climate in areas close to the Equator is…*

Second Reading

- Say, "Now you will reread the text with a partner. Partner A will read the first paragraph, and then partner B will read the next paragraph. I will listen for fluent reading."

- Have partners take turns reading paragraphs.

After Reading

- Say, "Use the key words to tell me what's going on in this passage."

- Write one student's idea and ask other students to add to it or say their main idea. Main idea example: The climate can depend on altitude and how close the area is to the sea and the Equator.

Sentence Reading   5 minutes

Materials

List of 10–15 sentences (one list per student)

Procedure

First Reading

- Say, "I will read the sentences. Follow along carefully. I will leave out some words, and you must say the missing word."

- Read the sentences.

Second Reading

- Say, "Now I will call on you randomly to read individual sentences. Pay attention because I won't go in order!"

- Call on students to read individual sentences.

Sentence List

> 1. Mom and Dad like to go to my football games.
>
> 2. Please be on the lookout for my car keys. I lost them in the classroom.
>
> 3. At my cousin's birthday party, we had cookies, balloons, cake, and ice cream.
>
> 4. We weren't afraid to enter the cave, even though it was damp and dark.
>
> 5. …
>
> 6. …

Context Clues   5 minutes

Materials

Context clues worksheet (one per student)

Procedure

- Say, "Let's review what a context clue is. It is a clue or hint in the text that helps you figure out what a word means. Now, read the text and then use context clues to help you answer the questions. Underline the clue that helped you. We will go over these as a group."

- Have students begin.

- Go over the answers as a group.

Context Clues

> Electronic devices in your bedroom might make it harder for you to get a good night's rest. Why? Research shows that the type of light—called blue light—that comes from these devices stimulates the brain and changes its sleeping cycle…
>
> 1. **Using context clues, what does the word *stimulates* mean?**
>
>   <u>wakes up</u>   stops   calms
>
>   What clues helped you? _____
>
> 2. ...

Does It Make Sense?   5 minutes

Materials

Does It Make Sense worksheet (one per student)

Procedure

- Distribute the worksheets.

- Have students read the statements, circling "yes" if a statement makes sense or "no" if it does not.

- If students circle "no," have them underline the words that provided the clues.

- Discuss answers and reasoning with students. The answers are provided below.

Does It Make Sense?

1.	When I was getting ready for the picnic, I wanted to keep the sandwiches from getting squished, so I put them <u>under</u> the large, heavy bag of apples.	YES	<u>NO</u>
2.	To find out the weight of an object, a scientist can <u>smell</u> the object using a scale.	YES	<u>NO</u>
3.	In science, the lab partners wanted to sort the objects according to their weight, so they put the objects in a line from lightest to heaviest.	<u>YES</u>	NO
4.	Jason was a judge at the ice cream contest. After tasting five different types of ice cream, he was able to choose the best flavor.	<u>YES</u>	NO

Computer Component   30 minutes

Materials

- Computer for each student

- Software or website that asks students to respond to reading-level-appropriate questions and prompts about grammar, spelling, decoding, or morphology

- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.

- Provide all students with access to the website or program.

- Monitor students and give feedback when needed.

- Allow students to see their progress. Use a motivation plan and student incentives.

- Have students log off and shut down computers.

DAY 3

Component	Duration
Read Passage and Write	15–20 minutes
Answer Comprehension Questions	7–10 minutes
Computer Component	30 minutes

Read Passage and Write   15–20 minutes

Materials

- Science stretch text (one per student)
- Key words chart and passage summary sheet
- Whiteboard

Procedure

Overview

- Begin reading the passage (see below for an example) using an established group reading routine.

- Stop at each check-in point (marked by a stop sign) and have students reread the section. Have students find one to three key words as they reread.

- Discuss the text using the identified key words (see below).

- Provide feedback to students about their key words and have them explain their choices.

- Have students use key words to write a sentence about the section.

Read and Find Key Words for Passage

- Say, "In this passage, there is just one check-in point at the end the passage. That means we read the entire passage without stopping. First I will read aloud while you follow along in a quiet voice."

- Read the text aloud while students whisper-read.

- Say, "Now, reread the section to yourself and underline two or three key words."

Excerpt: Beavers

*(Paragraph 1) The **beaver** is the largest rodent in North America. An adult is 35 to 45 inches long and can weigh as much as 110 pounds, but usually they weigh…*

*(Paragraph 2) Even though a **beaver** is a rodent, its **tail** is unlike other rodent tails. A **beaver's tail** is wide, flat, and scaly. The **tail** helps the beaver steer when it is swimming and helps it keep its balance when on land…*

*(Paragraph 3) It has large front teeth, huge webbed back feet, and tiny front feet. Trees are a source of food for **beavers**. They like twigs, bark, and leaves…*

(Paragraph 4) They build dams…

STOP

Discuss Key Words for Passage

- Say, "The passage has two key words marked: *beaver* and *tail*. What other key words did you find? Share why you think it is an important word."

- Field students' answers.

- Say, "*Tree* is important because that is what beavers eat. I think *dam* is a key word because that is how they make ponds for their homes."

- Write key words at the top a whiteboard.

Use Key Words to Write a Sentence About the Passage

- Say, "Connect your key words to write a sentence about what is going on in this text. Remember to underline the key words."

- Discuss students' sentences. Possible sentence: <u>Beavers</u>' <u>tails</u> help them swim and balance.

- Say, "That is an important part of the passage. Next we will use all the key words to summarize the passage."

Summarize Passage

- Display key words chart and passage summary (see below).

- Say, "Throughout the passage, I found these key words. Now I will use my key words to summarize the passage. Read it with me."

Key Words	Passage Summary
beavers tree tail pond dam feet	<u>Beavers</u> are North America's largest rodent. They have a useful <u>tail</u>, tiny front <u>feet</u>, large back feet, and sharp teeth. They build <u>dams</u>, which create <u>ponds</u> for their homes. <u>Trees</u> are an important source of food and building material for <u>beavers</u>.

Answer Comprehension Questions   10–11 minutes

Materials

- Comprehension questions sheet (one per student)

- Science stretch text (one per student)

Procedure

Overview

- Distribute the comprehension questions.

- Have students answer questions independently. Remind them to refer to the text for help.

- Collect completed questions and check students' work.

- If there is time, have students go back to the text to find the correct answer for missed questions. If necessary, point to the section, paragraph, or sentence where answer is found.

- Go over the answers as a group.

Answer Comprehension Questions

Say, "Now you will answer three comprehension questions about the passage we read. If you are not 100% sure of your answer, go back to the text to reread and find the answer."

Comprehension Questions
1. What parts of a beaver's body help it to navigate the water? a. Tiny front feet b. Small nose and ears c. Large, sharp teeth d. <u>Tail and webbed feet</u>
2. What does the word **adapted** mean as it is used in the passage? a. Moved b. Built c. <u>Changed</u> d. Stored
3. Why did the author most likely write this passage? a. To explain what beavers like to eat b. <u>To describe the life of a beaver</u> c. To explain how beavers prepare for the winter d. To describe the parts of a beaver's body

Computer Component   30 minutes

Materials

- Computer for each student

- Software or website that asks students to respond to reading-level-appropriate questions and prompts about grammar, spelling, decoding, or morphology

- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.

- Provide all students with access to the website or program.

- Monitor students and give feedback when needed.

- Allow students to see their progress. Use a motivation plan and student incentives.

- Have students log off and shut down computers.

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Component	Duration
Fluency With Text Reading	15–20 minutes
Inference or Fact?	5 minutes
Pronoun Reference	5 minutes
Word List Reading	5 minutes
Computer Component	30 minutes

Fluency With Text Reading   15–20 minutes

Materials

Science fluency text (one per student)

Preparation

Prepare a one- to two-sentence main idea example for today's text.

Procedure

Passage Introduction

- Distribute the fluency text.

- Say, "This text is called 'Rainforests.' There are no key words in bold, so you will decide what the key words should be. Later, you will use your key words to tell me about the passage."

First Reading

- Say, "Today we will do a choral reading. We will all read aloud at the same time. The important thing is to read at the same pace and to read fluently."

- Read first paragraph chorally.

- Say, "Great job! Let's read the next paragraph the same way."

- Follow the choral reading routine for the remaining paragraphs.

Excerpt: The Amazon Rainforest

> *(Paragraph 1) More animal species live in the Amazon rainforest than anywhere else in the world. In the Amazon, the climate is warm all year long and there is plenty of rain. This creates perfect conditions for many animal and plant species…*

Second Reading

- Say, "Now we will do a timed reading. I will set the timer for 2 minutes, and you will read fluently in a whisper voice until the bell rings. If you get to the end of the passage, start again. I'll listen in as you read."

- Have students begin.

After Reading

- Say, "Use the key words to tell me what's going on in this passage."

- Write one student's idea and ask other students to add to it or say their main idea. Main idea example: The Amazon Rainforest has many different plants and trees because of its warm climate and rain.

Inference   5 minutes

Materials

Inference or Fact? worksheet (one per student)

Procedure

- Say, "Let's review the difference between an inference and a fact. An *inference* is a conclusion that is based on reasoning and clues in the text. A *fact* is a piece of information in the text. You can point to or underline a fact in the text."

- Say, "Now, read the short paragraph and then read the statements that follow it. Circle 'inference' or 'fact' for each statement. We will go over these as a group. Be prepared to justify your answers. If the statement is an inference, what clues helped you reach that conclusion? If it is a fact, underline the fact in the text."

Inference or Fact?

> Becky and her friends stood outside in the snow of the majestic Rocky Mountains. Back home in Houston she was an expert on a skateboard, but here on the ski slopes she would be a student learning from an expert. "If I can balance on a skateboard, I'm sure I can balance on skis," she said to herself. The ski instructor greeted the group and led them to the easiest slope…

1. Becky is a beginner skier. *Clues: She is a student learning from an expert; ski instructor took them to an easy slope*	<u>INFERENCE</u>	FACT
2. Becky feels confident about skiing. *Clues: "I'm sure I can balance on skis"*	<u>INFERENCE</u>	FACT
3. Becky and her friends are in the mountains. *Text: "in the snow of the majestic Rocky Mountains"*	INFERENCE	<u>FACT</u>
4. Becky is good at skateboarding *Text: "she was an expert on a skateboard"*	INFERENCE	<u>FACT</u>

Pronoun Reference   5 minutes

Materials

Pronouns worksheet (one per student)

Procedure

- Say, "Let's review what a pronoun is. A pronoun takes the place of a noun, which is a person, place or thing."

- Say, "Read the short paragraph and then answer the questions that follow it. We will go over these as a group."

- Have students begin.

- Go over the answers as a group.

Pronouns

> Heather's heart started beating faster when **she** realized it was time to give her presentation in front of the students. **Everyone's** eyes followed her as she walked to the front of the room. Mr. Fuentes said, "Our guest speaker will tell us about her SCUBA diving experience in the Gulf of Mexico. Please give a warm welcome to Heather." **He** stepped aside as she stood in front of the class.
>
> 1. What does the pronoun *she* refer to? *(Heather)*
>
> 2. What does the pronoun *everyone* refer to? *(the students)*
>
> 3. What does the pronoun *he* refer to? *(Mr. Fuentes)*

Word List Reading   5 minutes

Materials

Word pattern lists or sight word lists (choose list based on student need)

Procedure

- Listen to the student(s) read the list using one of the following reading options:

  – Read the words aloud as a group (timed or untimed).

  – Give students 15 to 20 seconds to read the words quietly to themselves.

  – Have one student read while another student times the reader.

  – Have one student read while another student follows along and provides feedback.

  – Have students take turns, reading aloud five words in a row.

  – Do repeated reading of whole lists, increasing speed each time.

  – Have partners read together while you work with other students.

- Provide corrective feedback on missed words. When necessary, review words or word patterns.

- When students master a list, instruct them to move to the next list. Students have mastered a list when they can read all of the words with no more than one error in 15 seconds or less.

- Provide a student checklist for word pattern and sight word sheets so students can keep track of the lists they have read.

Computer Component · · · · · · · · · · · · · · · 30 minutes

Materials

- Computer for each student

- Software or website that asks students to respond to reading-level-appropriate questions and prompts about grammar, spelling, decoding, or morphology

- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.

- Provide all students with access to the website or program.

- Monitor students and give feedback when needed.

- Allow students to see their progress. Use a motivation plan and student incentives.

- Have students log off and shut down computers.

DAY 5

Component	Duration
Read Passage and Write	15–20 minutes
Answer Comprehension Questions	7–10 minutes
Computer Component	30 minutes

Read Passage and Write   15–20 minutes

Materials

- Science stretch text (one per student)
- Key words chart and passage summary sheet
- Whiteboard

Procedure

Overview

- Begin reading the passage (see below for an example) using an established group reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the section. Have students find one to three key words as they reread.
- Discuss the text using the identified key words (see below).
- Provide feedback to students about their key words and have them explain their choices.
- Have students use the key words to write a sentence about the section.

Read and Find Key Words for Section 1

- Say, "Let's read the section together. I will read aloud while you follow along in a quiet voice."
- Read the text aloud while students whisper-read.
- Say, "Now, you will reread the section to yourself and underline two or three key words."

Excerpt: Could an Asteroid Hit Earth? (Section 1)

(Paragraph 1) Scientists have discovered a huge asteroid, or space rock, flying in space. They were worried that it would hit Earth in 2019…

(Paragraph 2) If a mile-wide asteroid were to collide with Earth, it could destroy an entire continent…

STOP

Discuss Key Words for Section 1

- Say, "The section didn't have key words in bold. What key words did you find? Share why you think they are important words."

- Field students' answers.

- Say, "*Earth* is important because an asteroid is heading toward Earth and might hit it. *Destroy* is another key word because part of Earth would be destroyed if an asteroid hit it. Those are important words, but we are missing the most important word. What is the topic of the section? *Asteroid* must be a key word because that is the main idea of the section."

- Write key words at the top a whiteboard.

Use Key Words to Write a Sentence About Section 1

- Say, "Connect your key words to write a sentence about what is going on in this text. Remember to underline the key words."

- Discuss students' sentences. Possible sentence: A huge <u>asteroid</u> might <u>hit</u> Earth and <u>destroy</u> a continent.

- Say, "Yes, that is what the section was about."

Read and Find Key Words for Section 2

- Say, "Let's read section 2 together. I will call on each of you to read a paragraph aloud with me."

- Read the text aloud while students whisper-read.

- Say, "Now, you will reread the section to yourself. Underline one or two key words."

Excerpt: Could an Asteroid Hit Earth? (Section 2)

(Paragraph 1) It is not unusual for asteroids to orbit the sun between Mars and Jupiter. When asteroids orbit the sun close to Earth they are called near-Earth asteroids…

(Paragraph 2) Scientists monitor the orbit of near-Earth asteroids so they have plenty of warning if one comes too close to Earth. Currently, they don't think one of these space rocks will come close to Earth any time soon…

STOP

Discuss Key Words for Section 2

- Say, "What key words did you find? Be sure to tell why you chose the words."

- Field students' answers.

- Say, "*Orbit* is a good key word because the text tells about how asteroids orbit the sun. The text also talks about all the work that scientists do to learn about asteroids and warn us about them, so *scientist* is a key word, too."

- Add these key words to the list on the whiteboard.

Use Key Words to Write a Sentence About Section 2

- Say, "Connect your key words to write a sentence about what is going on in this section of text. Remember to underline the key words. Here is a sentence starter to help you: "Scientists study…""

- Discuss students' sentences. Possible sentence: <u>Scientists</u> study the <u>orbit</u> of asteroids and don't think one will hit us.

Summarize Passage

- Display key words chart and passage summary (see below).

- Say, "Throughout the passage, I found these key words. Now I will use my key words to summarize the passage. Read it with me."

Key Words	Passage Summary
asteroid orbit scientist Earth hit destroy	<u>Scientists</u> thought that an <u>asteroid</u> would <u>hit</u> <u>Earth</u>, but then they discovered that it would miss <u>Earth</u>. Most <u>asteroids</u> <u>orbit</u> near Mars and Jupiter, but near-<u>Earth</u> <u>asteroids</u> <u>orbit</u> close to <u>Earth</u>. If an <u>asteroid</u> were to <u>hit</u> <u>Earth</u>, it could <u>destroy</u> a continent.

Answer Comprehension Questions   7–10 minutes

Materials

- Comprehension questions sheet (one per student)
- Science stretch text (one per student)

Procedure

Overview

- Distribute the comprehension questions.
- Have students answer questions independently. Remind them to refer to the text for help.
- Collect completed questions and check students' work.
- If there is time, have students go back to the text to find the correct answer for missed questions. If necessary, point to the section, paragraph, or sentence where answer is found.
- Go over the answers as a group.

Answer Comprehension Questions

Say, "Now you will answer three comprehension questions about the passage we read. If you are not sure about the answer, go back to the text to reread the section and find the answer."

Comprehension Questions
1. Why do scientists carefully map the orbits, or paths, of asteroids? a. To discover new asteroids b. To learn about the size of asteroids c. <u>To be sure the asteroids don't come too close to Earth</u> d. To learn more about how they travel
2. What does the word ***plenty*** mean as it is used in the passage? a. Carefully b. Not enough c. <u>More than enough</u> d. Likely
3. What is the main idea of the passage? a. To learn about asteroids that might be a threat to our safety b. <u>To learn about asteroids and near-Earth asteroids</u> c. To learn about how we can destroy an asteroid if it comes to close to Earth d. To learn about the speed of asteroids

Computer Component   **30 minutes**

Materials

- Computer for each student

- Software or website that asks students to respond to reading-level-appropriate questions and prompts about grammar, spelling, decoding, or morphology

- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.

- Provide all students with access to the website or program.

- Monitor students and give feedback when needed.

- Allow students to see their progress. Use a motivation plan and student incentives.

- Have students log off and shut down computers.