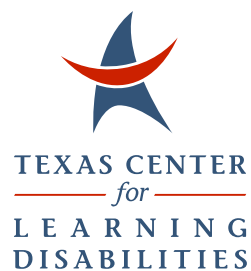




Fourth-Grade Text-Based Intervention



Adapted from intervention materials developed by the Texas Center for Learning Disabilities

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About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities (TCLD) 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, and The University of Texas Health Science Center at Houston. To learn more about TCLD, visit our website at www.texasldcenter.org

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Overview

Background of Lessons

From 2012 to 2013, 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 fourth-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 supplemental 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 10-day lesson plan aligns with core social studies unit themes taught in regular fourth-grade classrooms. Teachers can use both expository and narrative social studies texts from their state-adopted social studies 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 grade 4.

Lessons include instruction in the following order: vocabulary, text-based reading with either expository or narrative texts, and word study.

TEKS Connections

Vocabulary

(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:_____)

Fluency With Text and Text-Based Reading

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, and evaluative 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) summarize information in text, maintaining meaning and logical order; and
- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

(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.

Intervention Framework

Here is an example of a 10-day, 30-minute intervention lesson cycle with the components.

Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
Introduce Academic Vocabulary Words	Review Academic Vocabulary Word	Review Academic Vocabulary Word	Introduce Academic Vocabulary Words	Review Academic Vocabulary Word
Fluency With Text Reading	Fluency With Text Reading	Fluency With Text Reading	Text-Based "Stretch" Reading	Text-Based "Stretch" Reading
Does It Make Sense?	Does It Make Sense?	Does It Make Sense?	Does It Make Sense?	Word Study
Word Study	Word Study	Word Study		
Day 6 Monday	Day 7 Tuesday	Day 8 Wednesday	Day 9 Thursday	Day 10 Friday
Review Academic Vocabulary Word	Introduce Academic Vocabulary Words	Review Academic Vocabulary Word	Review Academic Vocabulary Word	Review Academic Vocabulary Words
Text-Based "Stretch" Reading	Text-Based "Stretch" Reading	Fluency With Text Reading	Fluency With Text Reading: Rereading	Word Study Individual Assessment
Word Study	Word Study	Does It Make Sense? Word Study	Does It Make Sense? Word Study (optional)	

Lesson Components

Daily Academic Vocabulary (3–10 minutes)

Goal: After teacher-modeled, group, and individual practice, students will demonstrate understanding of the meaning of each academic vocabulary word.

Over the 10-day period, introduce and review six to seven social studies vocabulary words in isolation and in text.

Introduction (6–10 minutes)

On lesson days 1, 4, and 7, introduce two or three new academic vocabulary words, selected from text to be read in the following days. The words should support the text’s main ideas and not be proper nouns, which are taught elsewhere in the lesson.

Review (3 minutes)

On the other lesson days, review one vocabulary word.

Sample Teacher Vocabulary Introduction Document

A piece of paper or cardstock featuring the vocabulary word selected from the text

boundary

A line that marks territory or ownership of land

An image
depicting the word's meaning

Related Words:
border, edge, limit

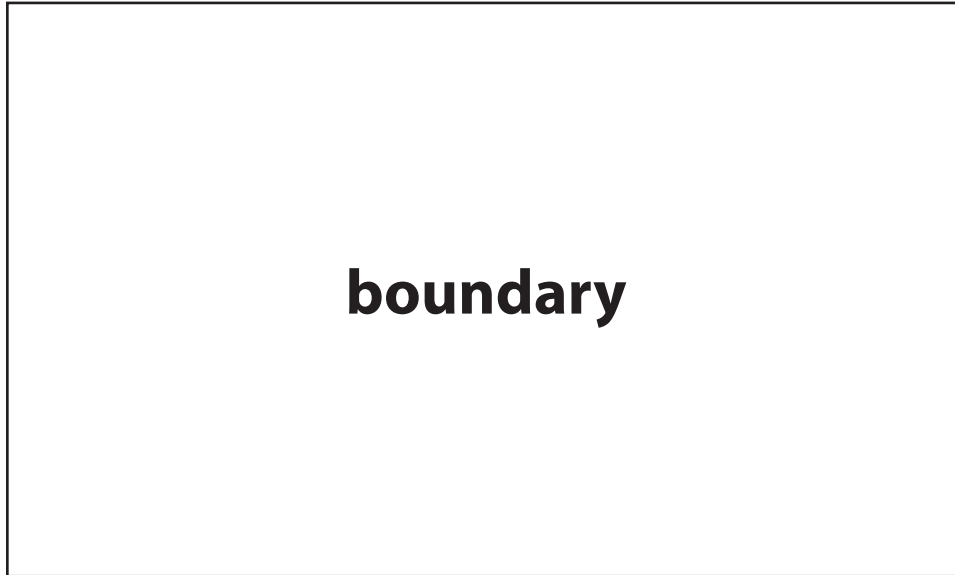
Sample Sentence:
The **boundary** between Texas and Mexico changed as land was annexed and Texas grew.

Examples:
The lines that indicate where one state begins and another state ends; the Texas and Louisiana border; the Oklahoma and Texas border

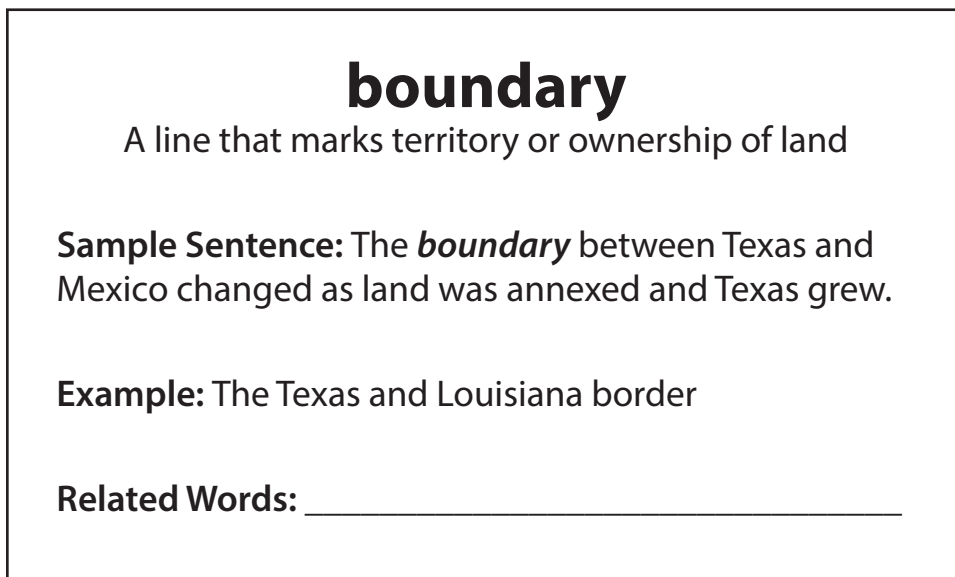
Sample Student Vocabulary Card

A 3 x 5 card featuring a vocabulary word selected from the social studies passage

Front



Back



Introduction Procedure

- Distribute the vocabulary cards to students.
- Use the following parts of the teacher vocabulary introduction documents to introduce each word:
 - Word and its definition:
 - *This word is _____.*
 - *Repeat the word after me.*
 - *This word means _____.*
 - An image depicting the word’s meaning:
 - *Look at this picture.*
 - *How does this picture relate to the word _____?*
 - Related words:
 - *Here are some words that are close to the meaning of this word.*
 - *Write these words on the back of your vocabulary card.*
 - Sample sentence:
 - *Listen to me read a sentence that uses the word.*
 - Examples:
 - *Listen to me read some examples of the word.*

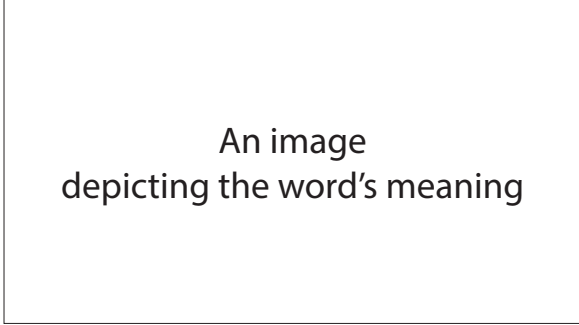
Sample Teacher Vocabulary Review Document

A piece of paper or cardstock to review a selected vocabulary word

boundary

A line that marks territory or ownership of land

An image
depicting the word's meaning

**Related Words:**

border, edge, limit

Sample Sentence:

The **boundary** between Texas and Mexico changed as land was annexed and Texas grew.

Think, Pair, Share:

How did the **boundary** between Mexico and the United States change after the Mexican War?

Turn and Talk:

Does an area in your home have a **boundary** or is off-limits? Why would a home have a **boundary**?

Review Procedure

- Have students take out the vocabulary card.
- Use the following parts of the teacher vocabulary review document to review the word:
 - Word and its definition:
 - *This word is _____.*
 - *Repeat the word after me.*
 - *This word means _____.*
 - An image depicting the word’s meaning:
 - *Look at this picture.*
 - *How does this picture relate to the word _____?*
 - Related words:

Here are some words that are close to the meaning of this word.
 - Sample sentence (optional):

Read the sample sentence on your vocabulary card with me.
 - Discussion activity:

Pick one type of discussion activity—a think, pair, share or turn and talk activity—that either relates to background knowledge or helps students connect the word to their lives. Pose the question and then give students a few minutes to turn to their neighbors to discuss. Set a timer if necessary. Then, call on pairs to share answers. Discussion should be 5 minutes or less per word.

Fluency With Text Reading (15–20 minutes)

Goal: Students will read fluently—reading and rereading accurately with phrasing, attention to punctuation, and expression.

1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”
Optional: Briefly display a background-building picture.

2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
 - Direct students to reread a paragraph to figure out what it is mostly about.
 - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
 - If students are still unsure, direct them to the important word(s) in the sentence.

4. Group read

- Options:
 - Choral read with students a paragraph or whole passage.
 - Randomly pick students with whom to read a sentence.
 - Have students follow along while you model.
- Expectations:
 - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
 - Students should point to the words as they read.

- Error-correction procedure:
 - Tell students the word.
 - Have students repeat the word.
 - Have all students reread the sentence correctly.

5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

6. Student practice

- Pair students to partner read. Have them reread until you say to stop.
- While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
- If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.
- Instructional reminders:
 - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
 - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
 - If needed, have students trace a finger under the words as they read.
 - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

7. Repeat

If time permits, repeat procedures with another fluency text.

Text-Based “Stretch” Reading (15–20 minutes)

Goal: Students will read text and demonstrate comprehension by orally answering text-based questions at a series of predetermined check-in points.

Background

With a text-based approach to teaching comprehension, students are taught to refer back to text and reread as a matter of habit. This approach can be used with general questions or more specific questions.

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

The following is an example of such scaffolding.

Teacher: How did the Native Americans help the Pilgrims? Put your finger on the answer in the text.

[No answer from students]

Teacher: Look at the second paragraph to find out how the Native Americans helped the Pilgrims.

[No answer from students]

Teacher: Look at the last sentence of the second paragraph to find out how the Native Americans helped the Pilgrims.

[No answer from students]

Teacher: In the last sentence, there is a key word: *showed*. Put your finger on the word *showed* in the last sentence. So the Native Americans showed the Pilgrims something. What did the Native Americans show the Pilgrims?

Student: They showed the Pilgrims how to grow enough food to last the whole year.

Teacher: Correct. The Native Americans helped the Pilgrims by showing them how to grow enough food to feed themselves all year.

Preparation

- Write and display three to five multisyllable words from the text.
- In a separate list, write and display three to five proper nouns from the text.
- Distribute student copies of the text (or use the social studies textbook).

Procedure: Important Terms**1. Multisyllable words**

- Use a procedure similar to following example script:
 - This word is *improve*.
 - Listen to the parts of the word, *im – prove*.
 - Listen again: *improve*.
 - Your turn. Say it together: *improve*.
 - Now say the parts of the word together: *im – prove*.
 - Put the parts together and say the word together: *improve*.
 - Good: *improve*.
- Repeat the script, using the remaining multisyllable words.

2. Proper nouns

- Use a procedure similar to the following example script:
 - We will focus on two person words and two place words in this passage.
 - The person words are *James Polk* and *President Houston*.
 - Lets say them together: *James Polk* and *President Houston*.
- Repeat the script, using the remaining proper nouns.

Procedure: Guided Text Reading

- Begin reading the passages (see below for an example), using an established reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on multisyllable words (see below for examples).
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

Excerpt: Texas Becomes a State

(Paragraph 1) In early 1845, Republic of Texas President Houston supported annexation...

(Paragraph 2) Some people in the United States also did not want to annex Texas...

(Paragraph 3) A state constitution was written—the Texas Legislature would meet every two years to make new laws.



- **Required comprehension question:** What is this part of the story about?
The debate over whether the United States should annex Texas.
- **Optional comprehension questions:**
 - In 1845, was Texas a part of the United States?
No, Texas was an independent country (the Republic of Texas).
 - Why did supporters of annexation want to become part of the United States?
They thought that their lives would improve.
 - Why did some Texans not want the United States to annex Texas?
They wanted Texas to become a powerful country.
- **Word check:** Check in with students on vocabulary or multisyllable words: *annexation, annex, legislature, provide, delivered, improve*. Provide feedback on word meaning as necessary.

Then proceed with other sections of the text, using the same routine.

Does It Make Sense? (5 minutes)

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

Procedure

- Have students read the statements, circling “yes” if the 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.

Sample Student Sheet

Does it Make Sense?		
Day 1		
1. The Olympic games began almost three thousand years ago on the sun.	YES	NO
2. When the first Europeans arrived in North America, Native Americans played grapes like football.	YES	NO
3. Basketball and skateboarding are two fairly new stores that began in the United States.	YES	NO
4. Many people watch sports on TV for their exercise.	YES	NO
5. A student athlete goes to school and practices every day.	YES	NO
Day 2		
1. If you can do a cartwheel, a handstand, or the splits then you can do gymnastics.	YES	NO
2. Many schools have a gym from students of exercise.	YES	NO
3. At the library you can find books on any sport you are interested in.	YES	NO
4. Skateboarders keep from getting hurt by wearing helmets and puddings.	YES	NO
5. If you want to walk a good athlete you must practice every day.	YES	NO
Day 3		
1. When Columbus sailed west from Spain, maps of the world included hotels for explorers.	YES	NO
2. Columbus landed on the moon between North and South America	YES	NO
3. Many Spanish explorers followed Columbus from behind the Atlantic Ocean.	YES	NO
4. The speed that players throw, kick, and bite the ball makes soccer an exciting game.	YES	NO
5. Today, with millions of players and spectators, soccer is the world's most popular sport.	YES	NO

Word Study (5–10 minutes)

Goal: Students will identify and fluently read word patterns on cards, in lists, and in sentences. Students will practice reading sight words fluently for mastery, starting with easier lists in a progression to harder lists.

Every 10-day lesson plan, two to three word patterns are introduced or reviewed. Use any word patterns in any decoding curriculum.

The procedure varies by week, but the following is the most common routine.

Choose one of the following options:

- Read the words aloud as a group (not timed).
- Read the words aloud as a group (timed).
- 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.
- Time students as they read a whole list.
- Do repeated reading of whole lists, increasing speed each time.
- Have partners read together while you work with other students.

Word Study Individual Assessment (10–15 minutes)

On Day 10, give students a curriculum-based measure—either one you make or a textbook-based assessment.

- Review academic words orally with students briefly before the assessment (optional).
- While students work on their curriculum-based measure, call on one student at a time to read a list of words with word patterns.
- Place the student sheet in front of the student.
- Have the student read the words.
- Do not provide feedback.
- While you individually assess students, other students may read or reread any lists or previously read texts in pairs or individually.
- When all students have been assessed, finish anything from the unit as needed.
- Go over the curriculum-based measure if time permits or have students partner read texts or word lists for the remainder of the time.

Sample Lesson Plans

**D
A
Y** **1**

Component	Duration
Introduce Academic Vocabulary Words: <i>legislature</i> , <i>annexation</i>	6 minutes
Fluency With Text Reading	15–20 minutes
Does It Make Sense?	5 minutes
Word Study: Word pattern words	10 minutes

Introduce Academic Vocabulary Words**6 minutes****Materials**

- Teacher vocabulary introduction documents: *legislature* and *annexation*
- Student vocabulary cards: *legislature* and *annexation* (one set per student)

Procedure

- Distribute the vocabulary cards to students.
- Use the following parts of the vocabulary introduction documents to introduce each word:
 - Word and its definition
 - Image depicting the word’s meaning
 - Sample sentence
 - Example(s)
- Have students write related words on back of the vocabulary cards.

Fluency With Text Reading**15–20 minutes****Materials**

- Text (one per student)
- Teacher copy of background-building picture for text (optional)

Preparation

Prepare the questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage (see later examples).

Procedure

1. Preview

- Distribute fluency texts.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”
Optional: Briefly display a background-building picture.

2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
 - Direct students to reread a paragraph to figure out what it is mostly about.
 - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
 - If students are still unsure, direct them to the important word(s) in the sentence.

4. Group read

- Options:
 - Choral read with students a paragraph or whole passage.
 - Randomly pick students with whom to read a sentence.
 - Have students follow along quietly while you model.
- Expectations:
 - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all students do so.
 - Students should point to the words as they read.

- Error-correction procedure:
 - Tell students the word.
 - Have students repeat the word.
 - Have all students reread the sentence correctly.

5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

6. Student practice

- Goal: Students will read fluently—reading and rereading accurately with phrasing, attention to punctuation, and expression.
- Procedure:
 - Pair students to partner read. Have them reread until you say to stop.
 - While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
 - If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.
- Instructional reminders:
 - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
 - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
 - If needed, have students trace a finger under the words as they read.
 - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

7. Repeat

If time permits, repeat the procedures with another fluency text.

Does It Make Sense?

5 minutes**Materials**

Does It Make Sense worksheet (one per student)

Procedure

- Distribute the worksheets.
- Have students read the Day 1 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.

Day 1: Does It Make Sense?

1. The Olympic games began almost 3,000 years ago <u>on the sun</u> .	YES	<u>NO</u>
2. When the first Europeans arrived in North America, Native Americans played <u>grapes</u> like football.	YES	<u>NO</u>
3. Basketball and skateboarding are two fairly new <u>stores</u> that began in the United States.	YES	<u>NO</u>
4. Many people watch sports on TV for their <u>exercise</u> .	YES	<u>NO</u>
5. A student athlete goes to school and practices a sport.	<u>YES</u>	NO

Word Study

10 minutes**Materials**

- Word pattern cards
- Word pattern list
- Student sentence sheet

Procedure

- Review or introduce the appropriate word pattern(s) with the group. If necessary, say the word and have students repeat the word.
- Have partners practice reading and rereading sentences while working individually with other students.
- If time permits, have students read sight word lists, especially for large groups (five or more students).

**D
A
Y** **2**

Component	Duration
Review Academic Vocabulary Word: <i>legislature</i>	3 minutes
Fluency With Text Reading	15–20 minutes
Does It Make Sense?	5 minutes
Word Study: Word pattern words	10 minutes

Review Academic Vocabulary Word
3 minutes

Materials

- Teacher vocabulary review document: *legislature*
- Student vocabulary card: *legislature* (one per student)

Procedure

- Have students take out their vocabulary card.
- Briefly review the word and definition.
- Lead activity 1 or 2 below.

Activity 1: Think, Pair, Share (Example)

- Present the question:
Why should the Texas Legislature know what issues are important to Texans?
- Discuss possible answers as a group:
Members of the Legislature make laws that affect Texans and were elected to represent Texans. The laws they make should reflect the concerns of all Texans, not just the concerns of the lawmakers.

Activity 2: Turn and Talk (Example)

- Present the question:
What is the advantage of a group of people making laws, rather than just one person?
- Discuss possible answers as a group and provide feedback:
When a group makes laws, the legislators must compromise to reach agreement. The Legislature represents voters from across the state, so the laws reflect concerns from across the state. Also, hearing the opinions of others in the Legislature could expose a lawmaker to another point of view.

Fluency With Text Reading

15–20 minutes

Materials

- Text (one per student)
- Teacher copy of background-building picture for fluency text (optional)

Preparation

Prepare the following questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage.

Procedure

1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”
Optional: Briefly display a background-building picture.

2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
 - Direct students to reread a paragraph to figure out what it is mostly about.
 - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
 - If students are still unsure, direct them to the important word(s) in the sentence.

4. Group read

- Options:
 - Choral read with students a paragraph or whole passage.
 - Randomly pick students with whom to read a sentence.
 - Have students follow along while you model.
- Expectations:
 - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
 - Students should point to the words as they read.
- Error-correction procedure:
 - Tell students the word.
 - Have students repeat the word.
 - Have all students reread the sentence correctly.

5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

6. Student practice

- Goal: Students will read fluently—reading and rereading accurately with phrasing, attention to punctuation, and expression.
- Procedure:
 - Pair students to partner read. Have them reread until you say to stop.
 - While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
 - If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.

- Instructional reminders:
 - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
 - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
 - If needed, have students trace a finger under the words as they read.
 - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

7. Repeat

If time permits, repeat the procedures with another fluency text.

Does It Make Sense?

5 minutes

Materials

Does It Make Sense worksheet (one per student)

Procedure

- Distribute the worksheets.
- Have students read the Day 2 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.

Day 2: Does It Make Sense?

1. If you can do a cartwheel, a handstand, or a split, you can do gymnastics.	<u>YES</u>	NO
2. Many schools have a gym <u>from</u> students <u>of</u> exercise.	YES	<u>NO</u>
3. At the library, you can find books on any sport you are interested in.	<u>YES</u>	NO
4. Skateboarders keep from getting hurt by wearing helmets and <u>puddings</u> .	YES	<u>NO</u>
5. If you want to <u>walk</u> a good athlete, you must practice every day.	YES	<u>NO</u>

Word Study

10 minutes

Materials

- Word pattern cards
- Word pattern list
- Student sentence sheet

Procedure

- Introduce and model words that have a sound underlined.
- Point to words, using a quick, crisp pace, and have students read the words.
- Review sounds that students are confused about before reading.
- Reading options:
 - Group practice: Have students read some words as group without your help.
 - Independent practice: Have students practice reading one to three words independently.
 - Practice for lower-achieving students: Have students try a word or provide a list of words they can read. Students can repeat the word after it is read.
- Error correction:
Stop and say, “This word is _____. What’s the word?” Have **all** students repeat the word. Go back to beginning of the row or list to reread words.

**D
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Y** **3**

Component	Duration
Review Academic Vocabulary Word: <i>annexation</i>	3 minutes
Fluency With Text Reading	15–20 minutes
Does It Make Sense?	5 minutes
Word Study: Word pattern lists	10 minutes

Review Academic Vocabulary Word
3 minutes

Materials

- Teacher vocabulary review document: *annexation*
- Student vocabulary card: *annexation* (one per student)

Procedure

- Have students take out their vocabulary card.
- Briefly review the word and definition.
- Lead activity 1 or 2 below.

Activity 1: Think, Pair, Share (Example)

- Present the question:
Republic of Texas President Sam Houston listened closely to people's ideas. What opinions do you think people shared with him about the United States annexing Texas?
- Discuss possible answers as a group:
Some people may have wanted to become part of the United States because it was a large and powerful country. Maybe they thought it could improve life in Texas. Others might have wanted to remain an independent country because they had recently fought so hard for their independence from Mexico. Maybe they didn't want a big government telling them how to live their lives.

Activity 2: Turn and Talk (Example)

- Present the question:
Imagine you live in a small country next to a large, powerful country. How would you feel if the large country wanted to annex your country?

- Discuss possible answers as a group and provide feedback:
You might be excited about new opportunities, such as meeting new people, learning about a different culture, or being able to travel to new places. On the other hand, you might be scared about whether the large country's government is fair or whether its people will welcome you. Perhaps you would be nervous about whether your school will change or whether you will have to move.

Fluency With Text Reading

15–20 minutes

Materials

- Text (one per student)
- Teacher copy of background-building picture for fluency text (optional)

Preparation

Prepare the following questions about the text on sticky notes or sentence strips:

- Question 1: "What is this about?"
- Question 2: Prepare a "think and search" question for each passage.

Procedure

1. Preview

- Distribute the text.
- Say, "This text is called [title]. Before you read, think about what you already know about [title]." Optional: Briefly display a background-building picture.

2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

3. Question 1: "What is this about?"

- Ask, "What is this about?"
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
 - Direct students to reread a paragraph to figure out what it is mostly about.

- If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
- If students are still unsure, direct them to the important word(s) in the sentence.

4. Group read

- Options:
 - Choral read with students a paragraph or whole passage.
 - Randomly pick students with whom to read a sentence.
 - Have students follow along while you model.
- Expectations:
 - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
 - Students should point to the words as they read.
- Error-correction procedure:
 - Tell students the word.
 - Have students repeat the word.
 - Have all students reread the sentence correctly.

5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

6. Student practice

- Goal: Students will read fluently—reading and rereading accurately with phrasing, attention to punctuation, and expression.
- Procedure:
 - Pair students to partner read. Have them reread until you say to stop.
 - While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
 - If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.

- Instructional reminders:
 - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
 - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
 - If needed, have students trace a finger under the words as they read.
 - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

7. Repeat

If time permits, repeat the procedures with another fluency text.

Does It Make Sense?

5 minutes

Materials

Does It Make Sense worksheet (one per student)

Procedure

- Distribute the worksheets.
- Have students read the Day 3 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.

Day 3: Does It Make Sense?

1. When Columbus sailed west from Spain, maps of the world included <u>hotels</u> for explorers.	YES	<u>NO</u>
2. Columbus landed on the <u>moon</u> between North America and South America.	YES	<u>NO</u>
3. Many Spanish explorers followed Columbus <u>from behind</u> the Atlantic Ocean.	YES	<u>NO</u>
4. The speed that players <u>throw</u> , kick, and <u>bite</u> the ball makes soccer an exciting game.	YES	<u>NO</u>
5. Today, with millions of players and spectators, soccer is the world’s most popular sport.	<u>YES</u>	NO

Word Study

10 minutes

Materials

- Word pattern lists
- Timer (optional)

Preparation

- Review word pattern sounds.
- Practice any word pattern lists from prior days.

Procedure

The first time students see each list, read the words as a whole group. Then, choose one of the following options:

- Read the words aloud again as a group (not timed).
- Read the words aloud again as a group (timed).
- Give students 15 to 20 seconds to read the words quietly to themselves.
- Taking turns, have each student read aloud five words in a row.
- Do repeated reading of whole lists, reading more quickly each time.
- Have students engage in partner reading while you work with other students.
- Have each student work on repeated reading of his or her own list, based on student needs.

DAY
4

Component	Duration
Introduce Academic Vocabulary Words: <i>secede</i> and <i>open range</i>	6 minutes
Text-Based “Stretch” Reading	15–20 minutes
Word Study: Sight words	10–12 minutes

Introduce Academic Vocabulary Words
6 minutes

Materials

- Teacher vocabulary introduction documents: *secede* and *open range*
- Student vocabulary cards: *secede* and *open range* (one per student)

Procedure

- Distribute the vocabulary cards to students.
- Use the following parts of the cards to introduce each word:
 - Word and its definition
 - Image depicting the word’s meaning
 - Sample sentence
 - Example(s)
- Have students write related words on back of the vocabulary cards.

Text-Based “Stretch” Reading
15–20 minutes

Materials

- Fourth-grade social studies text with vocabulary words
- List of multisyllable words from the text

Preparation

- Write and display the following multisyllable words: *improve*, *delivered*, *captured*, and *provide*.
- In a separate list, write and display the following proper nouns: *James Polk* and *President Houston*.
- Distribute student copies of the text (or use the social studies textbook).

Procedure: Important Terms

1. Multisyllable words

- Use the following script to teach the displayed multisyllable words. (Note: If time is limited, do not model the parts of the words.)
 - This word is *improve*.
 - Listen to the parts of the word, *im – prove*.
 - Listen again: *improve*.
 - Your turn. Say it together: *improve*.
 - Now say the parts of the word together: *im – prove*.
 - Put the parts together and say the word together: *improve*.
 - Good: *improve*.
- Repeat the script, using the remaining multisyllable words.

2. Proper nouns

- Use the following script to teach the displayed proper nouns:
 - We will focus on two person words and two place words in this passage.
 - The person words are *James Polk* and *President Houston*.
 - Lets say them together: *James Polk* and *President Houston*.
- Repeat the script, using the remaining proper nouns.

Procedure: Guided Text Reading

- Begin reading the passages described below, using an established reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on multisyllable words (see below).
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

First Excerpt: Texas Becomes a State

(Paragraph 1) In early 1845, Republic of Texas President Houston supported annexation...

(Paragraph 2) Some people in the United States also did not want to annex Texas...

(Paragraph 3) A state constitution was written—the Texas Legislature would meet every two years to make new laws.



- **Required comprehension question:** What is this part of the story about?
The debate over whether the United States should annex Texas.
- **Optional comprehension questions:**
 - In 1845, was Texas a part of the United States?
No, Texas was an independent country (the Republic of Texas).
 - Why did supporters of annexation want to become part of the United States?
They thought that their lives would improve.
 - Why did some Texans not want the United States to annex Texas?
They wanted Texas to become a powerful country.
 - Why did some in the United States oppose annexation?
People didn't want another slave state. Also, they didn't want to take on Texas' debt.
 - When did Texas join the United States?
December 29, 1845
 - What did the Texas Constitution decide or establish?
It established how Texas government would work—that the Texas Legislature would meet every 2 years.
 - What is a legislature?
A group of people who make new laws
- **Word check:** Check in with students on vocabulary or multisyllable words: *annexation, annex, legislature, provide, delivered, improve*. Provide feedback on word meaning as necessary.

Second Excerpt: The U.S. and Mexico at War

(Paragraph 4) A disagreement Mexico and the United States had was over the boundary between the two countries...

(Paragraph 5) The treaty stated that the boundary of Texas...



- **Required comprehension question:** What is this part of the story about?
The United States and Mexico disagreed about land and about their boundary. This led to war between the countries. In 1847, a treaty was signed, ending the war and establishing agreements about Mexico's land and Mexico's boundary with the United States.
- **Optional comprehension questions:**
 - What disagreement did the United States have with Mexico?
They disagreed over Mexico's northern land and the boundary between the two countries.
 - Where did leaders of Mexico and the United States sign the treaty that ended the war?
In the village of Guadalupe Hidalgo
 - What agreements were reached in the treaty?
The treaty stated that the boundary between Mexico and the United States was the Rio Grande River. It stated that Mexico's northern land now belonged to the United States. It also stated that the United States would pay Mexico \$15 million.
- **Word check:** Check in with students on vocabulary or multisyllable words: *captured*, *boundary*. Provide feedback on word meaning as necessary.

Word Study

10–12 minutes

Materials

- Sight word lists
- Timer (optional)

Procedure

The goal is for students to read fluently (smoothly, accurately, and quickly).

Choose one of the following options:

- Read the words aloud as a group (not timed).
- Read the words aloud as a group (timed).
- 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.
- Time students as they read a whole list.
- Do repeated reading of whole lists, increasing speed each time.
- Have partners read together while you work with other students.

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Component	Duration
Review Academic Vocabulary Word: <i>secede</i>	3 minutes
Text-Based “Stretch” Reading	15–20 minutes
Word Study: Word pattern lists	10–12 minutes

Review Academic Vocabulary Word
3 minutes

Materials

- Teacher vocabulary review document: *secede*
- Student vocabulary card: *secede* (one per student)

Procedure

- Have students take out their vocabulary card.
- Briefly review the word and definition.
- Lead activity 1 or 2 below.

Activity 1: Think, Pair, Share (Example)

- Present the question:
The decision to secede from a nation is very serious. How should such a decision be made? Who should make the decision?
- Discuss possible answers as a group:
The people who live in the seceding state should vote on whether to secede. There should be a way for voters to learn and discuss the advantages and disadvantages of secession.

Activity 2: Turn and Talk (Example)

- Present the question:
What could make citizens of a country so upset that they would want to secede from it?
- Discuss possible answers as a group and provide feedback:
They might feel that the government of their country is unfair, corrupt, or cruel. Perhaps they feel that the laws are not fair, and if they seceded, they could create better laws and government.

Text-Based “Stretch” Reading

15–20 minutes

Materials

- Fourth-grade social studies text with vocabulary words
- List of multisyllable words from the text

Preparation

- Write and display the following multisyllable words: *southerners*, *northerners*, *nation/national*, and *general*.
- In a separate list, write and display the following proper nouns: *Abraham Lincoln*, *Robert E. Lee*, *Ulysses S. Grant*, *South Carolina*, *Fort Sumter*, *Confederacy*, and *Emancipation Proclamation*.
- Distribute student copies of the text (or use the social studies textbook).

Procedure: Important Terms

1. Multisyllable words

- Use the following script to teach the displayed multisyllable words. (Note: If time is limited, do not model the parts of the words.)
 - This word is *southerners*.
 - Listen to the parts of the word: *south – ern – ers*.
 - Listen again: *southerners*.
 - Your turn. Say it together: *southerners*.
 - Now, say the parts of the word together: *south – ern – ers*.
 - Put the parts together and say the word together: *southerners*.
 - Good: *southerners*.
- Repeat the script, using the remaining multisyllable words.

2. Proper nouns

- Use the following script to teach the displayed proper nouns:
 - We will focus on three person words, two place words, and two thing words in this passage.
 - The person words are *Abraham Lincoln*, *Robert E. Lee*, and *Ulysses S. Grant*.
 - Lets say them together: *Abraham Lincoln*, *Robert E. Lee*, and *Ulysses S. Grant*.
- Repeat the script, using the remaining proper nouns.

Procedure: Guided Text Reading

- Begin reading the passages described below, using an established reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on multisyllable words (see below).
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

First Excerpt: A Nation Divided

(Paragraph 6) Dividing the nation was the issue of slavery...

(Paragraph 7) Many northerners felt that states should...



- **Required comprehension question:** What is this part of the story about?
- **Optional comprehension questions:**
 - What did many southerners think about slavery?
They thought they couldn't grow crops and make money without slave labor.
 - What did many of the northerners think about slavery?
They were against it. They thought that humans should be free.
 - What did most northerners think about states' rights?
They felt that states should follow all national laws.
 - Did the southerners agree with the northerners about states' rights?
No, southerners believed that states could reject national laws that they did not like.
- **Word check:** Check in with students on vocabulary or multisyllable words: *nation, national, northerners, southerners*. Provide feedback on word meaning as necessary.

Second Excerpt: A Nation Divided, continued

(Paragraph 8) States began to talk about seceding from ...

(Paragraph 9) The first state to secede from the nation...



- **Required comprehension question:** What is this part of the story about?
Abraham Lincoln was elected president. He was against slavery. Southern states worried that Lincoln would end slavery, so 11 southern states seceded from the United States to start a new country. The new country was called the Confederacy. The states that remained in the United States were called the Union.
- **Optional comprehension questions:**
 - What did President Lincoln say about slavery?
“As I would not be a slave, so I would not be a master.”
 - What does *secede* mean?
Separate
 - Why did some southerners secede from the United States?
They worried they would have to follow a national law ending slavery. They didn’t want slavery to end.
 - What was the new country called?
The Confederate States of America; the Confederacy
 - What was the Union?
The group of states that remained a part of the United States
- **Word check:** Check in with students on vocabulary or multisyllable words: *secede, seceding*. Provide feedback on word meaning as necessary.

Third Excerpt: The Civil War

(Paragraph 10) On April 12, 1861, Confederate cannons...

(Paragraph 11) The Emancipation Proclamation in 1863 was issued by President Lincoln...



- **Required comprehension question:** What is this part of the story about?
The Civil War began in 1861, when Confederate cannons fired at a Union fort. The war lasted for 4 years and tore families apart. President Lincoln issued the Emancipation Proclamation, freeing slaves. The war ended when the Confederate general surrendered to the Union general in 1865.
- **Optional comprehension questions:**
 - How long did the Civil War last?
4 years
 - Why were families torn apart during the war?
Family members took different sides.
 - On which side did most Texans fight?
The Confederacy
 - What was the Emancipation Proclamation?
An order that freed all slaves

- Which came first, the Emancipation Proclamation or the end of the Civil War?
The Emancipation Proclamation
- Who won the war?
The Union
- **Word check:** Check in with students on vocabulary or multisyllable words: *general*. Provide feedback on word meaning as necessary.

Word Study

10–12 minutes

Materials

- Word pattern lists
- Timer (optional)

Procedure

The goal is for students to read fluently (smoothly, accurately, and quickly).

Choose one of the following options:

- Read the words aloud as a group (not timed).
- Read the words aloud as a group (timed).
- 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.
- Time students as they read a whole list.
- Do repeated reading of whole lists, increasing speed each time.
- Have partners read together while you work with other students.

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Component	Duration
Review Academic Vocabulary Word: <i>open range</i>	3 minutes
Text-Based “Stretch” Reading	15–20 minutes
Word Study: Word pattern words	10–12 minutes

Review Academic Vocabulary Word
3 minutes

Materials

- Teacher vocabulary review document: *open range*
- Student vocabulary card: *open range* (one per student)

Procedure

- Have students take out their vocabulary card.
- Briefly review the word and definition.
- Lead activity 1 or 2 below.

Activity 1: Think, Pair, Share (Example)

- Present the question:
The picture shows horses on an open range. What might happen if too many horses lived there?
- Discuss possible answers as a group:
The animals might overgraze and then have to graze farther away, making them harder to keep track of. It could also lead to the animals not getting enough to eat or damage the quality of the grassland.

Activity 2: Turn and Talk (Example)

- Present the question:
Imagine you are a rancher with a herd of cattle. Would you want your cattle to graze on the open range? Why or why not?
- Discuss possible answers as a group and provide feedback:
You might not want your cattle on the open range because they could get lost, stolen, or attacked by predators. Cattle could freeze to death or starve when the range is covered by snow or ice. When hot and dry, the grass might not grow. On the other hand, you might want cattle to graze on the open range because grass and water are free. When food and water are plentiful, it's a good way to fatten up cattle.

Text-Based “Stretch” Reading

15–20 minutes

Materials

- Fourth-grade social studies text with vocabulary words
- List of multisyllable words from the text

Preparation

- Write and display the following multisyllable words: *industry*, *longhorn*, *inexpensive*, and *stampede*.
- In a separate list, write and display the following proper nouns: *Fort Worth* and *San Angelo*.
- Distribute student copies of the text (or use the social studies textbook).

Procedure: Important Terms

1. Multisyllable words

- Use the following script to teach the displayed multisyllable words. (Note: If time is limited, do not model the parts of the words.)
 - This word is *industry*.
 - Listen to the parts of the word: *in – dust – ry*.
 - Listen again: *industry*.
 - Your turn. Say it together: *industry*.
 - Now, say the parts of the word: *in – dust – ry*.
 - Put the parts together and say the word together: *industry*.
 - Good: *industry*.
- Repeat the script, using the remaining multisyllable words.

2. Proper nouns

- Use the following script to teach the displayed proper nouns:
 - We will focus on two place words in this passage.
 - The place words are *Fort Worth* and *San Angelo*.
 - Lets say them together: *Fort Worth* and *San Angelo*.
- Repeat the script, using the remaining proper nouns.

Procedure: Guided Text Reading

- Begin reading the passages described below, using an established reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on multisyllable words (see below).
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

First Excerpt: *The Open Range*

(Paragraph 12) After the Civil War, the Texas ranching...

(Paragraph 13) Cattle roamed the grassy plains, or the open range...



- **Required comprehension question:** What is this part of the story about?
- **Optional comprehension questions:**
 - How did cattle herds end up in Texas?
Many owners brought herds into Texas; others caught wild longhorns to form a herd.
 - How many longhorn cattle were in Texas after the Civil War?
5 million
 - What is an open range?
Grassy plains
 - Did raising cattle on the open range cost a lot?
No, it was inexpensive because grass and water were free.
 - What was one difficulty in ranching on the open range?
It was hard to tell which cattle belonged to which rancher.
- **Word check:** Check in with students on vocabulary or multisyllable words: *industry, longhorn, open range, inexpensive*. Provide feedback on word meaning as necessary.

Second Excerpt: Cattle Drives

(Paragraph 14) In Texas, cattle were worth only three or four dollars apiece...

(Paragraph 15) Ranchers hired cowhands to help drive their cattle ...

(Paragraph 16) Cattle drives began in Texas towns such as...



- **Required comprehension question:** What is this part of the story about?
To get a good price for their cattle, ranchers hired cowhands to help drive their cattle to railroad towns. Ranchers then sold their cattle. The buyers shipped the cattle east.
- **Optional comprehension questions:**
 - Why did Texas ranchers want to get their cattle east?
Their cattle were worth 10 times as much in eastern cities. They could make more money.
 - How did Texas ranchers get their cattle to eastern cities?
They hired cowhands to lead the cattle over long trails to cattle markets in other states.
 - What was difficult about being a cowhand?
Cowhands had to work and sleep outside in the heat or cold. They worried about cattle thieves and stampedes.
 - Where did the cattle drives end?
They ended in railroad towns.
 - How did the cattle get from the railroad towns to the east?
On trains
- **Word check:** Check in with students on vocabulary or multisyllable words: *stampede*. Provide feedback on word meaning as necessary.

Third Excerpt: Fencing the Open Range

(Paragraph 17) By 1890 most of the open range was closed off by barbed wire...



- **Required comprehension question:** What is this part of the story about?
Fences made of barbed wire were put up to protect crops. The fences blocked cattle from moving around and closed off most of the open range.

- **Optional comprehension questions:**

- What is barbed wire?

It is twisted wire with sharp points, or barbs.

- What was the barbed wire used for?

Barbed wire was used as a fence to keep cattle from farmers' crops.

- What was one problem of fencing cattle?

It blocked cattle from creeks and lakes and blocked the trails northward.

- What happened to the open range because of barbed wire fences?

By 1890, most of the open range was fenced off.

- **Word check:** Check in with students on vocabulary or multisyllable words: *open range*. Provide feedback on word meaning as necessary.

Word Study

10–12 minutes

Materials

Whiteboard or chart paper

Preparation

Write 20 to 25 word pattern words on a whiteboard or sheet of chart paper big enough for students to see.

Procedure

- Introduce and model the words, based on student need.
- Point to the words, using a quick, crisp pace and have students read the words.
- Review sounds that students are confused about before reading.
- Reading options:
 - Group practice: Have students read some words as group.
 - Independent practice: Have students practice reading one to three words independently.
 - For lower-achieving students: Have students try a word or provide a list of words they can read. Students can repeat the word after it is read.
- Error correction:

Stop and say, "This word is _____. What's the word?" **All** students repeat the word. Go back to the beginning of the row or list to reread words.

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Component	Duration
Introduce Academic Vocabulary Words: <i>boom</i> , <i>boundary</i>	6 minutes
Text-Based “Stretch” Reading	15–20 minutes
Word Study: Word pattern words	10–12 minutes

Introduce Academic Vocabulary Words
6 minutes

Materials

- Teacher vocabulary introduction documents: *boom* and *boundary*
- Student vocabulary cards: *boom* and *boundary* (one per student)

Procedure

- Distribute the vocabulary cards to students.
- Use the following parts of the teacher vocabulary introduction documents to introduce each word:
 - Word and its definition
 - Image depicting the word’s meaning
 - Sample sentence
 - Example(s)
- Have students write related words on back of the vocabulary cards.

Text-Based “Stretch” Reading
15–20 minutes

Materials

- Fourth-grade social studies text with vocabulary words
- List of multisyllable words from the text

Preparation

- Write and display the following multisyllable words: *stagecoach*, *business/businesses*, *companies*, and *transported*.
- Write and display the following proper noun: *Galveston*.
- Distribute the text (or use the social studies textbook).

Procedure: Important Terms

1. Multisyllable words

- Use the following script to teach the displayed multisyllable words. (Note: If time is limited, do not model the parts of the words.)
 - This word is *stagecoach*.
 - Listen to the parts of the word: *stage* – *coach*.
 - Listen again: *stagecoach*.
 - Your turn. Say it together: *stagecoach*.
 - Now, say the parts of the word together: *stage* – *coach*.
 - Put the parts together and say the word together: *stagecoach*.
 - Good: *stagecoach*.
- Repeat the script, using the remaining multisyllable words.

2. Proper nouns

- Use the following script to teach the displayed proper nouns:
 - We will focus on one place word in this passage: *Galveston*.
 - Lets say it together: *Galveston*.
- Repeat the script, using the remaining proper nouns.

Procedure: Guided Text Reading

- Begin reading the passages described below, using an established reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on multisyllable words (see below).
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

First Excerpt: The Boom Changes Texas

(Paragraph 18) In the 1870s and 1880s, the railroad boom hit Texas...



- **Required comprehension question:** What is this part of the story about?
A railroad boom hit Texas that changed how people lived. The population grew to more than 2 million.
- **Optional comprehension questions:**
 - What is a boom?
A boom is a time of rapid growth.
 - By how much did Texas' railroad tracks grow?
Texas had 400 miles of track in 1860. Thirty years later, there was more than 8,000 miles of track.
 - How did railroads change the way Texans lived?
Before, they had to travel by horse, wagon, or stagecoach, but now, they could use trains. More people and more cultures came to Texas.
- **Word check:** Check in with students on vocabulary or multisyllable words: *boom*, *stagecoach*. Provide feedback on word meaning as necessary.

Second Excerpt: Railroads Change Business

(Paragraph 19) Railroad companies helped many Texas...

(Paragraph 20) Railroads changed Texas cattle...

Third Excerpt: Growing Cities

(Paragraph 21) In Texas by 1900 each city had railroads...



- **Required comprehension question:** What is this part of the story about?
Trains helped businesses grow by transporting goods to distant places more easily. Trains changed the cattle business also. Cattle drives disappeared as cowhands were able to load cattle onto nearby trains. Railroads attracted business and trade. Cities grew as workers moved to be close to their jobs.
- **Optional comprehension questions:**
 - How did railroad companies help Texas businesses?
Trains made it easier to transport goods.
 - How did trains affect the cattle business?
Railroads were close to ranches, so cowhands did not have to go on long cattle drives.

- How many railroads did major cities in Texas usually have?
Two or more
- How did railroads help cities?
Railroads attracted business and trade, which brought in more people (workers).
- What happened if railroad tracks were laid several miles from town?
Towns often grew toward the railroad.
- **Word check:** Check in with students on vocabulary or multisyllable words: *companies, business/businesses, transport*. Provide feedback on word meaning as necessary.

Word Study

10–12 minutes

Materials

- Word cards
- Word lists
- Word pattern sentence sheets

Procedure

Review 20 to 25 word pattern words with the whole group, using one of the following options. If the group knows most of the words, focus on the most difficult words.

- Students use flashcards with the group or with a partners.
- Partners read lists while you work with other students.
- The class uses whole-group reading lists.

**D
A
Y** **8**

Component	Duration
Review Academic Vocabulary Word: <i>boom</i>	3 minutes
Fluency With Text Reading	15–20 minutes
Does It Make Sense?	5 minutes
Word Study: Sight words and word pattern words	10 minutes

Review Academic Vocabulary Word
3 minutes

Materials

- Teacher vocabulary review document: *boom*
- Student vocabulary cards: *boom* (one per student)

Procedure

- Have students take out their vocabulary card.
- Briefly review the word and definition.
- Lead activity 1 or 2 below.

Activity 1: Think, Pair, Share (Example)

- Present the question:
What were some of the effects of the railroad boom in Texas?
- Discuss possible answers as a group:
It became easier for people to travel quickly and farther. Businesses were created or grew because trains could transport goods easily. Towns grew along railroad lines. Bigger cities grew at railroad junctions. Railroads brought people to Texas from other states and countries.

Activity 2: Turn and Talk (Example)

- Present the question:
The personal computer boom began in the 1980s. What has boomed in your lifetime?
- Discuss possible answers as a group and provide feedback:
Cell phones, video games, apps, Twitter, Facebook, laptop computers, tablets, “green” industries, etc.

Fluency With Text Reading

15–20 minutes

Materials

- Text (one per student)
- Teacher copy of background-building picture for fluency text (optional)

Preparation

Prepare the following questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage.

Procedure

1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”
Optional: Briefly display a background-building picture.

2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
 - Direct students to reread a paragraph to figure out what it is mostly about.
 - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
 - If students are still unsure, direct them to the important word(s) in the sentence.

4. Group read

- Options:
 - Choral read with students a paragraph or whole passage.
 - Randomly pick students with whom to read a sentence.
 - Have students follow along while you model.
- Expectations:
 - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
 - Students should point to the words as they read.
- Error-correction procedure:
 - Tell students the word.
 - Have students repeat the word.
 - Have all students reread the sentence correctly.

5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

6. Student practice

- Goal: Students will read fluently—reading and rereading accurately with phrasing, attention to punctuation, and expression.
- Procedure:
 - Pair students to partner read. Have them reread until you say to stop.
 - While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
 - If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.

- Instructional reminders:
 - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
 - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
 - If needed, have students trace a finger under the words as they read.
 - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

7. Repeat

If time permits, repeat procedures with another fluency text.

Does It Make Sense?

5 minutes

Materials

Does It Make Sense worksheet (one per student)

Procedure

- Distribute the worksheets.
- Have students read the Day 8 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.

Day 8: Does It Make Sense?

1. In 1821, Texas was part <u>for</u> Mexico.	YES	<u>NO</u>
2. Many <u>bottles</u> were fought between Santa Ana’s Mexican troops and the Texas settlers.	YES	<u>NO</u>
3. On March 2, 1836, Texas settlers declared their independence from Mexico.	<u>YES</u>	NO
4. Texas settlers and Mexican soldiers fought at the Alamo, in old Spanish <u>desk</u> .	YES	<u>NO</u>
5. “Remember the Alamo” was the battle cry of American <u>saddles</u> as they fought the Mexican soldiers.	YES	<u>NO</u>

Word Study

10–12 minutes

Materials

- Word pattern lists
- Sight word lists
- Timer (optional)

Procedure

The goal is for students to read fluently (smoothly, accurately, and quickly).

Choose one of the following options:

- Read the words aloud as a group (not timed).
- Read the words aloud as a group (timed).
- 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.
- Time students as they read a whole list.
- Do repeated reading of whole lists, increasing speed each time.
- Have partners read together while you work with other students.

**D
A
Y** **9**

Component	Duration
Review Academic Vocabulary Word: <i>boundary</i>	3 minutes
Fluency With Text Reading: Rereading	15–20 minutes
Does It Make Sense?	5 minutes
Word Study: Review sight words and word patterns (optional)	10 minutes

Review Academic Vocabulary Word
3 minutes

Materials

- Vocabulary review document: *boundary*
- Student vocabulary cards: *boundary* (one per student)

Procedure

- Have students take out their vocabulary card.
- Briefly review the word and definition.
- Lead activity 1 or 2 below.

Activity 1: Think, Pair, Share (Example)

- Present the question:
How did the boundary between Mexico and the United States change after the Mexican War?
- Discuss possible answers as a group:
Mexico and the United States had disagreed about the boundary. The Treaty of Guadalupe Hidalgo stated that the Rio Grande was the boundary between the two countries.

Activity 2: Turn and Talk (Example)

- Present the question:
Does an area in your home have a boundary or is off-limits to certain people? Why would a home have a boundary?
- Discuss possible answers as a group and provide feedback:
Some families put up a baby gate to keep a pet out of the living room. An older brother or sister might say that the door to his or her bedroom is off-limits.

Fluency With Text Reading: Rereading

15–20 minutes

Materials

- Student copies of **all** texts from the past 8 days
- Timer (optional)

Procedure

1. Partner reading

- Have student partners choose three or four texts to reread.
- Remind students to read fluently.
- Students should read, not talk. If needed, read with students.
- Optional: Have students pick one passage to time each other's readings. Remember, the goal is not reading as quickly as possible.

2. Student practice

- Goal: Students will read fluently—reading and rereading accurately with phrasing, attention to punctuation, and expression.
- Procedure:
 - Pair students to partner read. Have them reread until you say to stop.
 - While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
 - If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.
- Instructional reminders:
 - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
 - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
 - If needed, have students trace a finger under the words as they read.
 - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students' phrasing, attention to punctuation, and expression.

3. Repeat

If time permits, repeat the procedures with another fluency text.

Does It Make Sense?

5 minutes

Materials

Does It Make Sense worksheet (one per student)

Procedure

- Distribute the worksheets.
- Have students read the Day 9 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.

Day 9: Does It Make Sense?

1. Santa Ana ordered Mexican troops to <u>smile</u> across Texas, burning every settlement in their path.	YES	<u>NO</u>
2. After the Battle of San Jacinto, the Treaty of <u>Velveeta slices</u> was signed, which ended the fighting between Texas and Mexico.	YES	<u>NO</u>
3. A treaty is a formal agreement between two countries or <u>snakes</u> .	YES	<u>NO</u>
4. Texas was now independent—the Republic of Texas.	<u>YES</u>	NO
5. One of the major challenges to the new republic was how to pay back the <u>mountains</u> from the war.	YES	<u>NO</u>

Word Study

10–12 minutes

Materials

- All word cards and word lists from previous days
- Timer (optional)

Procedure

The goal is for students to read fluently (smoothly, accurately, and quickly).

Choose one of the following options:

- Read the words aloud as a group (not timed).
- Read the words aloud as a group (timed).
- 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.
- Time students as they read a whole list.
- Do repeated reading of whole lists, increasing speed each time.
- Have partners read together while you work with other students.

DAY 10

Component	Duration
Review Academic Vocabulary Words, Curriculum-Based Assessment	15–20 minutes
Word Study Individual Assessment	10–15 minutes

Review Academic Vocabulary Words

15–20 minutes

Materials

- All teacher vocabulary review documents
- Student copies of curriculum-based measure
- All student vocabulary cards
- Whiteboard

Procedure

- Briefly review each vocabulary word and definition.
- Write the vocabulary words on a whiteboard as a word bank or have students use their word cards.
- Distribute the curriculum-based measure to students.
- Direct students to silently read the text.
- Answer student questions about academic words.

Word Study Individual Assessment

10–15 minutes

Materials

- Word study assessment: A list of 20 to 30 words and word patterns students have worked on during the 10-day unit
- Word study teacher recording sheet: A checklist of assessment words (one per student)
- Student folders with lists, sentences, or readings

Procedure

- While students work on their curriculum-based measure, call on one student at a time to work with you.
- Place the word study assessment in front of the student.
- Have the student read the words.
- Do not provide feedback.
- While you individually assess students, other students may read or reread any lists or previously read texts in pairs or individually.
- When all students have been assessed, finish anything from the unit as needed.
- Go over the curriculum-based measure if time permits or have students partner read texts or word lists for the remainder of the time.

