

Focused Instruction

Reading INTERVENTION

Lessons and Activities Level 3

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Focused
Instruction

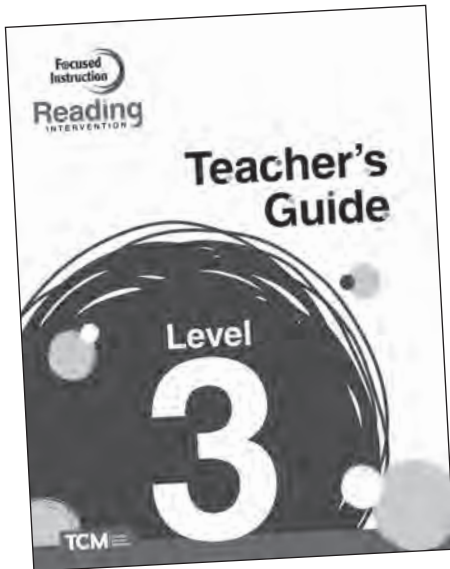
Reading
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Management Guide

Level

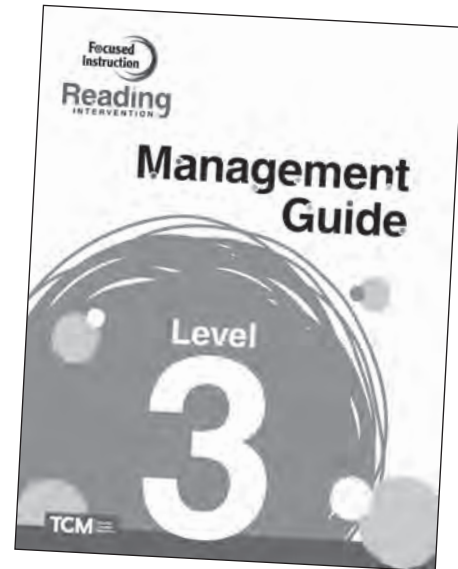
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Resource Overview



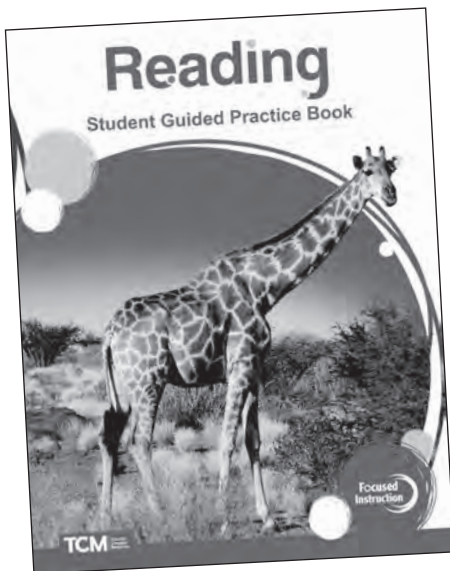
Teacher's Guide

Deliver 30 easy-to-use, research-based lessons that include explicit instruction of key reading comprehension skills and strategies.



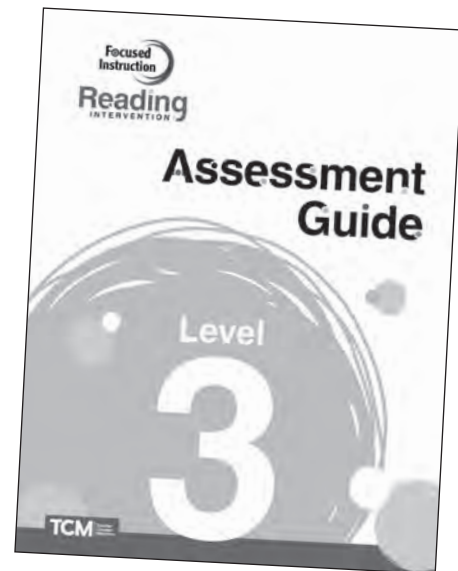
Management Guide

Explore best practices for implementing effective reading intervention.



Student Guided Practice Book

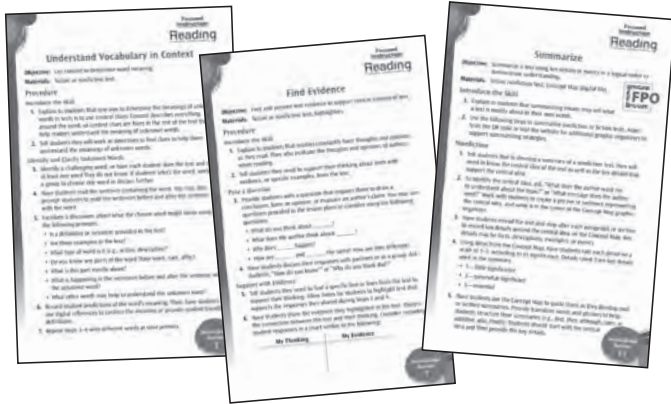
Full-color student activities, including differentiated student pages for each lesson. All student pages are available on the TCM Learning Platform.



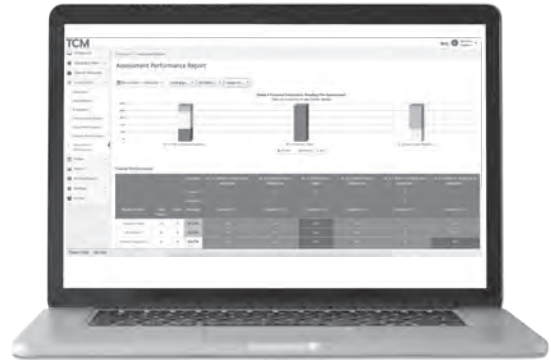
Assessment Guide

Monitor progress through flexible assessment opportunities, including a placement test, benchmark assessments, checklists, rubrics, and summative assessments.

Resource Overview (cont.)



Instructional Routine Cards
Support instruction through consistent routines for students as they read a variety of texts.



TCM Learning Platform
Access all program resources and enhance instruction through lesson slides, support videos, assignable student pages, and digital assessments with student performance reporting.



Games Booklet
This resource, used with the game cards, allows students to build vocabulary by exploring word parts and morphology.



Build-a-Word Cards
Six decks each of game cards support students as they explore the complexities of word analysis.

TCM Learning Platform

All program components are accessible in digital form via the TCM Learning Platform. This digital platform also houses additional resources for the successful implementation of *Focused Instruction: Reading Intervention*. Information for accessing the digital resources can be found in the TCM Learning Platform Quick Start Guide. Scan the QR code or visit this link to get started: tcmpub.digital/FIR/quickstart.



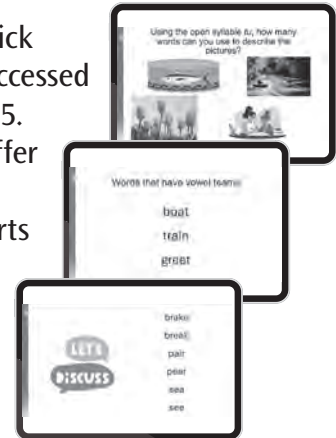
Assessments and Reporting

Assessments can be assigned to students and completed on the TCM Learning Platform. All items are standards-aligned and autoscored providing immediate feedback to students and teachers. Performance Reports allow teachers to monitor student performance, identify gaps, and determine next steps for instruction.



Quick View Slides

Each lesson includes a Quick View presentation to be accessed during instruction in Part 5. These Quick View slides offer opportunities for whole-group analysis of word parts and morphology by building and breaking down single- and multisyllable words.



Digital Student Guided Practice Book Pages

Each page of the *Student Guided Practice Book* is offered in digital form. Students can print and download pages, enabling easy sharing of completed learning activities.



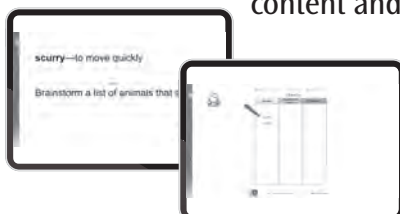
Home-School Connection

The TCM Learning Platform is available to students and their families from any connected device. Each lesson series includes a family engagement letter to further support the home-school connection.



Lesson Instruction Slides

Lesson Instruction slides support the delivery of instruction during Parts 1 and 2 of each lesson. They help teachers connect the dots between student-facing content and instructional strategies.



Videos

Teachers can access professional development videos that support program implementation and delivery of instruction. See page 57 for more information about these videos. To access the Reading Intervention videos, scan the QR code or visit this link: tcmpub.digital/FIR/videos.



Level 3 Standards Correlation

Standard	Focused Instruction: Reading Intervention Level 3
Foundational Skills—Phonics and Word Recognition	
Identify and know the meaning common prefixes and suffixes.	Lesson 3; Lesson 5; Lesson 11; Lesson 12; Lesson 15; Lesson 21; Lesson 24; Lesson 25; All games
Decode multisyllable words.	Lesson 2; Lesson 7; All games
Use knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.	Lesson 2; Lesson 7; All games
Foundational Skills—Fluency	
Read with sufficient accuracy and fluency to support comprehension.	All lessons
Literature—Key Ideas and Details	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 1; Lesson 10
Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Lesson 3; Lesson 8; Lesson 13; Lesson 14
Describe characters in a story and explain how their actions contribute to the sequence of events.	Lesson 4
Summarize fiction text.	Lesson 9
Literature—Craft and Structure	
Determine the meaning of words and phrases as they are used in a text.	Lesson 1; Lesson 3; Lesson 4; Lesson 5; Lesson 8; Lesson 9; Lesson 10; Lesson 13; Lesson 14; Lesson 17; Lesson 19; Lesson 29; Lesson 30
Identify poems, poetic devices, and figurative language when writing or speaking about a text.	Lesson 19; Lesson 29; Lesson 30
Describe the overall structure of narrative texts.	Lesson 3; Lesson 5; Lesson 27
Distinguish their own point of view from that of the narrator’s or those of the characters.	Lesson 17
Literature—Integration of Knowledge and Ideas	
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.	Lesson 24
Informational Text—Key Ideas and Details	
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Lesson 2
Determine the main idea of a text, and explain how it is supported by key details; retell nonfiction texts	Lesson 6; Lesson 11
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Lesson 6; Lesson 8
Summarize nonfiction text.	Lesson 7

Level 3 Standards Correlation *(cont.)*

Standard	Focused Instruction: Reading Intervention Level 3
Informational Text—Craft and Structure	
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 3 topic or subject area.	Lesson 2; Lesson 6; Lesson 7; Lesson 11; Lesson 12; Lesson 15; Lesson 16; Lesson 18; Lesson 20; Lesson 21; Lesson 22; Lesson 23; Lesson 24; Lesson 25; Lesson 26; Lesson 27; Lesson 28
Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Lesson 6; Lesson 25; Lesson 26; Lesson 28
Distinguish their own point of view from that of the author of a text.	Lesson 18
Informational Text—Integration of Knowledge and Ideas	
Interpret text features and explain how the information contributes to an understanding of a text.	Lesson 15; Lesson 16
Explain how an author uses reasons and evidence to support particular points in a text.	Lesson 18; Lesson 20; Lesson 21; Lesson 22
Use evidence from a text to support answers, and evaluate the strength of the evidence.	Lesson 20; Lesson 21; Lesson 22
Integrate information from two texts on the same topic to write or speak knowledgeably about the subject.	Lesson 23; Lesson 25
Language—Vocabulary Acquisition	
Use context as a clue to the meaning of a word or phrase.	Lesson 1; Lesson 4; Lesson 6; Lesson 10; Lesson 13; Lesson 17; Lesson 18; Lesson 22; Lesson 23; Lesson 26; Lesson 27; Lesson 28; Lesson 30
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Lesson 8; Lesson 14
Distinguish the literal and nonliteral meanings of words and phrases in context.	Lesson 5; Lesson 22; Lesson 28; Lesson 29
Explain the meaning of simple similes and metaphors in context.	Lesson 19; Lesson 29
Recognize and explain the meaning of common idioms, adages, and proverbs.	Lesson 5; Lesson 22; Lesson 28
Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Lesson 20
Writing—Opinion and Argumentative	
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	Lesson 12
Provide reasons that are supported by facts and details.	Lesson 4; Lesson 12
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Lesson 12

Level 3 Standards Correlation *(cont.)*

Standard	Focused Instruction: Reading Intervention Level 3
Writing—Informative and Explanatory	
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Lesson 6; Lesson 7; Lesson 8; Lesson 9; Lesson 13; Lesson 15; Lesson 16; Lesson 18
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Lesson 5; Lesson 6; Lesson 7; Lesson 8; Lesson 9; Lesson 10; Lesson 13; Lesson 16; Lesson 18
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Lesson 6; Lesson 7; Lesson 8; Lesson 9; Lesson 10; Lesson 13; Lesson 15; Lesson 16; Lesson 18
Writing—Narrative	
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Lesson 1; Lesson 2; Lesson 3; Lesson 11; Lesson 14; Lesson 17
Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Lesson 1; Lesson 2; Lesson 3; Lesson 11; Lesson 14; Lesson 17
Use concrete words and phrases and sensory details to convey experiences and events precisely.	Lesson 1; Lesson 2; Lesson 3; Lesson 11; Lesson 14; Lesson 17
Writing	
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	All lessons
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	All lessons
Gather relevant information from print and digital sources; take notes and categorize information.	All lessons
WIDA Standards	
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	All lessons

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Compare Texts



Learning Outcome

Compare and contrast two similar texts.



Multilingual Support

This icon indicates places where multilingual support is built into the lesson.

Lesson Preview

	Part 1	Part 2	Part 3	Part 4	Part 5
Summary	Students use context clues to determine the meanings of unknown words, read a text independently, and compare two texts.	Students participate in a read-aloud and continue to compare texts.	Students complete a formative assessment and practice matching and decoding syllables by playing Find It!	Students participate in differentiated instruction and write about the text.	Students practice fluency, focusing on accuracy, and compare two texts.
Materials	<ul style="list-style-type: none"> pages 138–139 of the student book Instructional Routines 2 and 3 page 79 of the <i>Assessment Guide</i> <i>Venn Diagram</i> (page 204) 	<ul style="list-style-type: none"> pages 138–140 of the student book Instructional Routine 5 <i>Venn Diagram</i> (from Part 1) colored pencils or highlighters 	<ul style="list-style-type: none"> page 141 of the student book Build-a-Word Cards page 107 of the <i>Assessment Guide</i> page 14 of the <i>Games Booklet</i> <i>Venn Diagram</i> (from Part 1) 	<ul style="list-style-type: none"> pages 142–143 of the student book Instructional Routine 10 <i>Venn Diagram</i> (page 204) chart paper colored pencils or highlighters 	<ul style="list-style-type: none"> page 144 of the student book Instructional Routine 12 <i>Lesson 23 Quick View</i> slides

Possible Student Misconception

Similarities or differences between texts may require students to draw conclusions, which can be challenging. As you model comparing texts throughout the lesson, be explicit when you draw conclusions. You may say, “The text does not say this, but I know _____ because _____.”



Remember

Send home the family engagement letter for Lessons 23–24.

Compare Texts

Vocabulary Warm-Up

 5–10 min.  whole group

1. Follow the *Understand Vocabulary in Context* routine (card 2) using the words *Dijon* and *Gruyère*.
2. Say, “These are French words, but you can still use context clues to understand words in different languages.”
3. Ensure that students understand that *Dijon* is a type of mustard and *Gruyère* is a type of cheese. Share with students that Dijon mustard is a dark yellow color and tastes spicy and Gruyère cheese is yellow and tastes rich and nutty.

Multilingual Support

Encourage students to share and celebrate types of cheese or condiments specific to their countries or cultures.

Explain

 10–15 min.  whole group

4. Say, “Readers often look for things that are similar and different about the texts they read. This helps them understand what they read.”
5. Tell students that they will read recipes for making two types of sandwiches, and they will find what is the same and different about the recipes.
6. Use *Venn Diagram* (page 204) to compare the two texts. Label the left circle *Croque Madame* and the right circle *Croque Monsieur*, and read aloud the labels.

Read the Text

 10–15 min.  independent

7. To activate and build students’ background knowledge, ask students to share the steps for making their favorite types of sandwiches.
8. Follow the *Conduct a First Read* routine (card 3), and provide time for students to individually read “*Croque Madame*” and “*Croque Monsieur*” (pages 138–139 of the student book).

Practice the Skill

 10–15 min.  whole group

9. Read aloud the lists of ingredients from “*Croque Madame*” and “*Croque Monsieur*.” Have partners discuss how the ingredients are similar and different.
10. Have partners share their responses with the group, and record them on the corresponding sections of the Venn diagram. (*Croque Madame* includes 2 eggs; *Croque Monsieur* includes garlic powder; All other ingredients are the same.)
11. As students discuss, record your observations on the *Compare Texts Checklist* (page 79 of the *Assessment Guide*).

Compare Texts

Review and Apply the Skill



10–15 min.



whole group

1. Display and review the Venn diagram started during Part 1 of the lesson. Have students discuss the similarities and differences between the ingredients of Croque Madame and Croque Monsieur.
2. Read aloud the descriptions of the sandwiches on “Croque Madame” and “Croque Monsieur.” Have partners discuss how the descriptions are the same and different, and record their responses on the Venn diagram. (*Croque Madame is ooey-goopy; Croque Monsieur is less ooey-goopy; They are both sandwiches from France.*)

Multilingual Support

Provide the following sentence frames to support students as they participate in the discussion:

- *One similarity in the two sandwiches is _____.*
- *One difference in the two sandwiches is _____.*

Text Complexity:

Annotate the Text



10 min.



whole group

3. Say, “It can be difficult to compare two texts while reading. You can annotate, or mark, the texts as you read to help keep track of similarities and differences.”
4. Display “Croque Madame” and “Croque Monsieur” where students can see them. Select two different colored highlighters, and use one color to model highlighting a difference in the texts and one color to highlight a similarity.
5. Have each student select two different colored pencils or highlighters. Instruct them to reread the texts, using one color to highlight differences in the texts and one color to highlight similarities. Review students annotations as a group.

Read



10–20 min.



whole group

6. Follow the *Shared Reading* routine (card 5) using both “Croque Madame” and “Croque Monsieur.” Stop as you read, and model highlighting sections of the texts that are similar and different. Have students highlight their own texts.
7. After reading, have students work independently or with partners to complete *Compare the Sandwiches* (page 140 of the student book). Review students’ responses as a group.

Compare Texts

Skill Warm-Up

 5–10 min.  whole group

1. Display the chart paper with the Venn diagram for Parts 1 and 2 of the lesson. Have students share similarities and differences between the steps for making the sandwiches, and add them to the chart.
2. Tell students they will do a quick check to see how they compare texts.

Quick Check

 10–15 min.  independent

1. Have students complete *Quick Check* (page 141 of the student book) to gauge student progress toward mastery of the learning outcomes.
2. Review the correct answers together as a group. Answers are provided on page 196 in this book.
3. Based on the results of the *Quick Check* and your observations throughout the lesson, identify students who may benefit from focused reteaching and students who may benefit from extended learning opportunities. See page 57 in the *Assessment Guide* for more information about analyzing formative assessment data and making these instructional decisions. Differentiation will take place on the next day of instruction.

Multilingual Support

Provide each student with two different colored pencils or highlighters to annotate the text for similarities and differences as they read.

Interactive Word Study

 15–20 min.  small group

1. Facilitate Find It! (page 14 in the *Games Booklet*). Directions are also provided on page 195 of the student book.
2. As students play, listen to make sure they understand how to match and decode syllables. Model matching and decoding syllables for students requiring support.
3. Annotate your observations using the *Gameplay Checklist* (page 107 of the *Assessment Guide*).



Compare Texts

Differentiation

Based on the results of the previous day's *Quick Check* and observations throughout the lesson, place students in two groups. (See page 57 of the *Assessment Guide* for more information about analyzing formative assessment data and making these instructional decisions.)

- For students who require reteaching, deliver the Focus Mini-Lesson while the other students independently complete *Delicious Comparison—Extend* (page 142 in the student book).
- Then, have the groups switch, and deliver the Extend Mini-Lesson to students who meet or exceed the expected benchmarks while the other students complete *Delicious Comparison—Focus* (page 143 in the student book).

Writing About Text

 15–30 min.  independent

1. Remind students that they can compare texts by listing similarities and differences between them.
2. Follow the *Respond to Text* routine (card 10).
3. After finishing the differentiated lessons, give students more time to complete their writing pieces.

Multilingual Support

Divide the Venn diagram into categories, such as *flavors*, *ingredients*, and *appearance*. Have students individually compare each component.

Focus Mini-Lesson

 10–15 min.  small group

1. Read aloud “A Fight for Rights” (page 13 of the student book) and “Not All Could Vote” (page 136 of the student book).
2. On chart paper, create a large Venn diagram. Explain to students that they will find similarities and differences in the two texts.
3. Model writing unique information from each passage on the corresponding sides of the Venn diagram. For example, “Black people had to sit in the backs of buses” (“A Fight for Rights”) and “Black people were not allowed to vote” (“Not All Could Vote”).
4. Think aloud as you identify the following similarity between the texts: “Black people did not have equal rights.”
5. Have students generate more similarities and differences as you record them on the Venn diagram.

Extend Mini-Lesson

 10–15 min.  small group

1. Have students independently read “A Fight for Rights” and “Not All Could Vote.”
2. Distribute copies of *Venn Diagram* (page 204), and instruct students to label the Venn diagram with the titles of the texts.
3. Tell students to complete the Venn diagram with similarities and differences between the two texts. Encourage them to use two different colored pencils or highlighters to annotate the texts.
4. Review students’ responses as a group.

Compare Texts

Quick View



5 min.



whole group

1. Display *Quick View Lesson 23* where all students can see it.
2. After displaying each slide, facilitate a discussion about how in a closed syllable, one or more consonants follow the vowel. This “closes” the vowel, resulting in a short vowel sound.

Fluency Practice



10 min.



pairs

1. Follow the *Build Fluency* routine (card 12) using “Croque Monsieur” (page 139 of the student book), focusing on accuracy. This means students will focus on reading each word correctly.
- ✓ 2. Have student pairs read the text aloud to each other, monitoring each other’s accuracy. Have partners direct each other’s attention to words they read incorrectly and read again, correcting the errors.

Summative Assessment

A summative assessment to gauge student progress toward mastery of the learning outcomes for Lessons 23–24 is provided on page 134 of the *Assessment Guide*. It is recommended this assessment be administered after Lesson 24.

Independent Work



20–30 min.



independent

1. Have students independently read and respond to “Make It Your Own” on *Practice Comparing Texts* (page 144 of the student book).

Multilingual Support

For students who choose Activity 1 on *Practice Comparing Texts*, work together to create a bulleted list of the breads and cheeses referenced in “Make It Your Own.” Have students circle their new breads and cheeses on the list before completing the Venn diagram.

Understand Vocabulary in Context

Objective: Use context to determine word meaning.

Materials: fiction or nonfiction text

Procedure

Introduce the Skill

1. Explain to students that one way to determine the meanings of unknown words in texts is to use context clues. Context describes everything around the word, so context clues are hints in the rest of the text that help readers understand the meanings of unknown words.
2. Tell students they will work as detectives to find clues to help them understand the meanings of unknown words.

Identify and Clarify Unknown Words

3. Identify a challenging word, or have each student skim the text and circle at least one word they do not know. If students select the word, work as a group to choose one word to discuss further.
4. Have students read the sentence containing the word. You may also prompt students to read the sentences before and after the sentence with the word.
5. Facilitate a discussion about what the chosen word might mean using the following prompts:
 - Is a definition or synonym provided in the text?
 - Are there examples in the text?
 - What type of word is it (e.g., action, descriptive)?
 - Do you know any parts of the word (base word, root, affix)?
 - What is this part mostly about?
 - What is happening in the sentences before and after the sentence with the unknown word?
 - What other words may help to understand this unknown word?
6. Record student predictions of the word's meaning. Then, have students use digital references to confirm the meaning or provide student-friendly definitions.
7. Repeat Steps 3–6 with different words as time permits.

Understand Vocabulary in Context (cont.)

Multilingual Support

Facilitate a game of “Swat It” using the newly learned vocabulary terms. Write the words where students can see them, and have students line up in two rows in front of the words. Provide a definition, and have the first two students in line “swat” the word that matches the definition. The first person to swat wins the round. The student goes to the back of the line, and the game proceeds with the next word.

Scaffolded Support

Select a word from the text that students already know the meaning of. Use the discussion questions from Step 5 to help demonstrate how these questions lead to the meaning of a word. Then, try the process again using an unfamiliar word.

This routine is based on “Effects of Vocabulary Instruction on Measures of Language Processing: Comparing Two Approaches” by Margaret McKeown and Isabel L. Beck.

Conduct a First Read

Objective: Read text independently to orient themselves to and generate questions about the text.

Materials: fiction or nonfiction text, *First Read Strategies* (digital file)

Procedure

Introduce the Text

1. Provide students with the text they will read and clear expectations for the purpose of reading. Say, “The first read of a text helps the reader get an idea of what the text is about and sparks questions they have about the topic.”
2. Explain to students that when people read a text for the first time, they may not understand everything they read. Readers often read a text multiple times to deepen their understanding.

First Read Strategies

3. Explain and model the following strategies before students begin reading. Consider displaying *First Read Strategies*, which is available in the TCM Learning Platform, for students to reference as they read.

First Read Strategies

Skim the passage.

- Look to see how long the text is.
- Read the title, and look at any images and captions.
- Think, “What might this text be about?”

Read and think.

- Read the text to yourself, or whisper quietly as you read.
- After reading every few lines, ask yourself, “What did I just read?”
- As you read, underline parts of the text that are confusing or that you want to go back to.

Keep going!

- When you feel stuck, pause and take a deep breath before continuing.

Conduct a First Read *(cont.)*

4. After students have read the text, debrief by asking the following questions:
 - What did you notice before you read?
 - What parts of the text were confusing?
 - What do you want to know more about?
 - What did you do when you felt stuck?

Multilingual Support

Before reading, provide brief and accurate background information that will support students' understanding of concepts in the text. For example, when reading a nonfiction text about a historical figure, provide a brief summary of this person's main accomplishments and importance. When reading a fairy tale, share common characteristics often found in the genre.

Scaffolded Support

- Identify words that may be challenging or unfamiliar, and practice decoding those words as a group. Encourage students to break the words into parts/syllables and apply phonetic rules to each part for blending.
- Have students read along with an audio recording of the text. Model listening to short chunks, and follow along by tracking the text with your finger.

This routine is based on Text-Dependent Questions: Pathways to Close and Critical Literacy by Douglas Fisher and Nancy Frey and Notice & Note: Strategies for Close Reading by Kylene Beers and Robert E. Probst.

Shared Reading

Objective: Build knowledge and vocabulary while listening to a text read aloud.

Materials: fiction or nonfiction text, audio recording of the text (*optional*)

Procedure

Activate and Build Background Knowledge

1. Display the text where students can see it. Read the title and author aloud. Discuss the illustrations or photographs.
2. Ask students to make predictions about what the text will be about. For nonfiction texts, ask, “What do you already know about this topic?” For fiction texts, ask, “What do you think will happen?”
3. Be prepared to address student misconceptions as they share their background knowledge and make predictions. This may include watching videos, referencing reliable internet sources, or displaying images during or after reading.

Read-Aloud

4. Explain to students that one way to read a text is to follow along as someone else reads it aloud. Suggest that students use their fingers or straight edges to hold their place as they listen and follow along. (Rather than reading aloud yourself, you may choose to play the audio of the text and have students follow along.)
5. To increase student engagement and accountability during a read-aloud, consider one of the following strategies:
 - **Choral Reading**—Students read aloud in unison with the teacher.
 - **Echo Reading**—The teacher reads aloud one section of the text and stops. Students echo the teacher by reading the same section of text in the same way.
 - **Fill-in-the-Blank Reading**—The teacher reads aloud, and students follow along. The teacher leaves out key words, and students decode the missing words.
6. Pause periodically as you read to ask questions specified in the lesson plans or to monitor for understanding. For example, you may ask, “What is happening in the story?” or “What have you learned so far?”

Shared Reading *(cont.)*

Connect New and Prior Knowledge

7. After reading, facilitate a discussion with students about how the information in the text connects to what they already know or how it helped them come to a new understanding.
8. Provide students with the following sentence frames to facilitate discussion.
 - *I learned _____.*
 - *I used to think _____, but now I know _____.*
 - *This connects to what I know about _____.*
 - *Now I also know _____.*

Multilingual Support

- Read slower than your natural pace. Carefully enunciate each word to help students follow along.
- When activating background knowledge, provide the sentence frames, *I know _____* or *I think _____*. Model using the sentence frames before asking students to share their responses.
- Display pictures or images representing important words, phrases, or plot points in the text. Reference these images during reading to help students visualize new concepts and to support comprehension.

Scaffolded Support

- When using the fill-in-the-blank read-aloud strategy, determine the words students will fill in before you are in front of them reading aloud.
- Provide students with pencils or highlighters, and have them mark parts in the text they do not understand. Pause periodically as you read aloud to address student misconceptions or questions.

This routine is based on Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction by Doug Lemov, Colleen Driggs, and Erica Woolway.

Name: _____ Date: _____

Croque Monsieur

Less ooey and less gooey, this is an alternative version of the Croque Madame.

Ingredients

- 4 slices of bread
- butter
- Dijon mustard
- flour
- Gruyère cheese
- nutmeg
- pepper
- salt
- garlic powder
- sliced ham
- whole milk



Steps

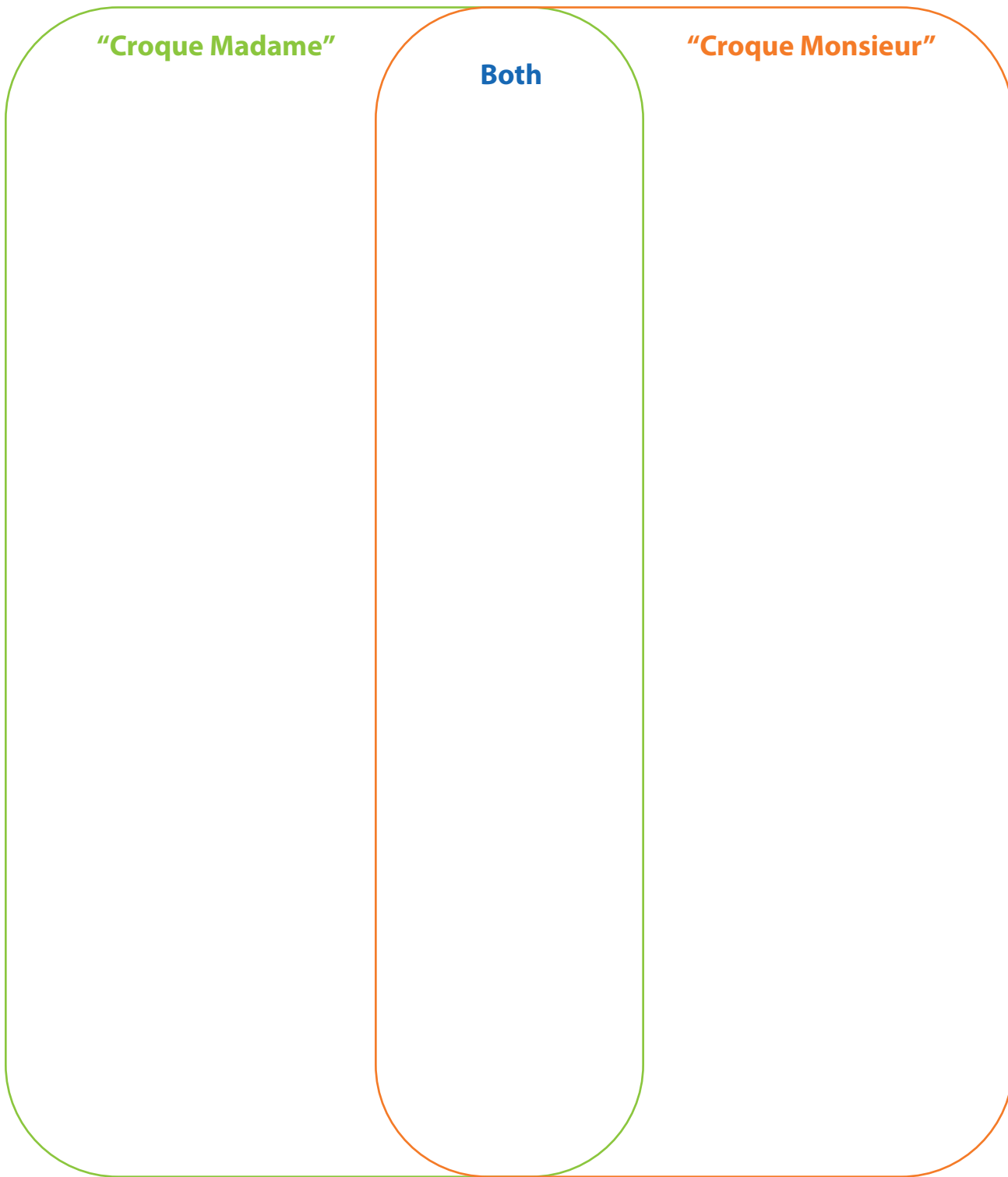
1. Toast the bread.
2. Melt the butter, flour, milk, cheese, and spices slowly. Whisk to form a rich Mornay sauce.
3. Top two pieces of toast with sauce. Sprinkle with cheese, top with ham, and spread mustard on the other pieces of toast. Close the sandwiches. Add any remaining cheese or sauce.
4. Bake the sandwiches in an oven at 425 °F (220 °C) for 5 minutes.

—Heidi Fiedler

Name: _____ Date: _____

Compare the Sandwiches

Directions: Read “Croque Madame” and “Croque Monsieur.” Complete the Venn diagram to compare the steps for making each sandwich.



Name: _____ Date: _____

Quick Check

Directions: Read the passage, and answer the questions. You will also need to reread “Croque Madame.”

Mornay Sauce

Mornay sauce is used in French cooking. To make it, start by melting white cheese in a pot on the stove. Gruyère is the most popular cheese used for this. You can add a bit of Parmesan cheese, too. Then, mix in milk, spices, butter, flour, salt, and a bit of mustard. Stir it well until it all melts together. You’ll end up with a rich, warm Mornay sauce!

—Heidi Fiedler

1. How are Croque Madame and Mornay sauce different?

- Ⓐ Croque Madame is spicy, and Mornay sauce is sweet.
- Ⓑ Croque Madame is a sandwich, and Mornay sauce is a sauce.
- Ⓒ Croque Madame is cold, and Mornay sauce is warm.
- Ⓓ Croque Madame is warm, and Mornay sauce is cold.

2. What are **two** ways that Croque Madame and Mornay sauce are the same?

- Ⓐ They are both French.
- Ⓑ You follow the same steps to make them.
- Ⓒ Making Croque Madame is one of the steps of making Mornay sauce.
- Ⓓ Making Mornay sauce is one of the steps of making Croque Madame.

3. Which answer choice belongs in the blank space in the Venn diagram?

- Ⓐ Gruyère, butter, milk, flour, salt, mustard
- Ⓑ Gruyère, butter, eggs, ham, bread
- Ⓒ Gruyère, flour, salt, mustard
- Ⓓ Gruyère, Parmesan, ham, bread

Croque Madame
Ingredients

- bread
- eggs
- nutmeg
- ham

Both

Mornay Sauce
Ingredients

- spices
- Parmesan

Name: _____ Date: _____

Delicious Comparison

Directions: Read and respond to the prompt.

Fill in the Venn diagram to compare two of your favorite foods. Think of all the ways they are the same and different.

A large Venn diagram consisting of two overlapping rounded rectangles. The left rectangle is outlined in purple and the right rectangle is outlined in red. Each rectangle has a horizontal line near its top edge, serving as a space to write the names of the foods being compared. The overlapping area in the center is where the similarities between the two foods should be noted.

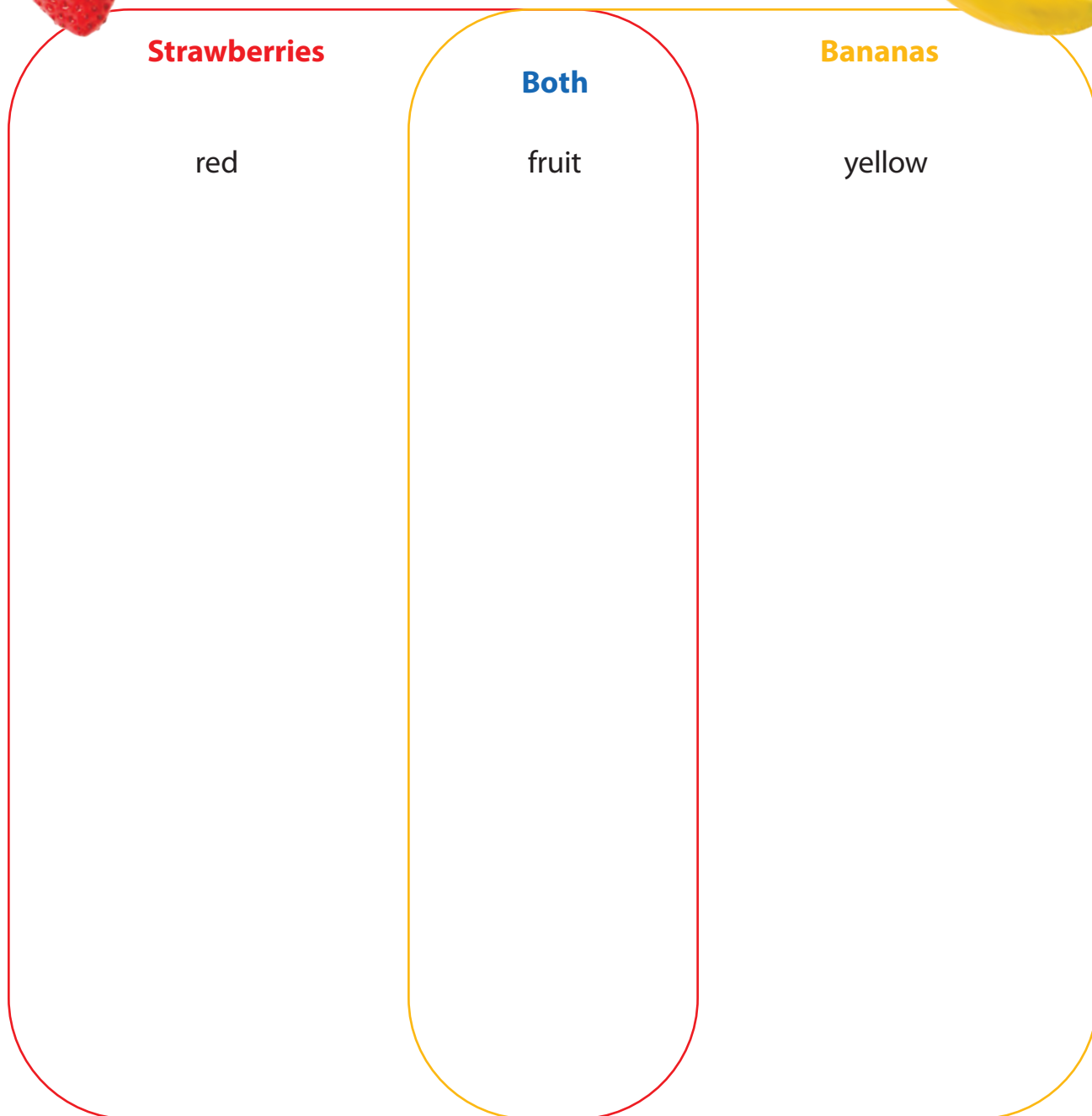
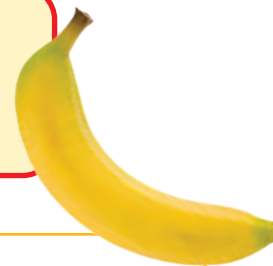
Name: _____ Date: _____

Delicious Comparison

Directions: Read and respond to the prompt.



Fill in the Venn diagram to compare strawberries and bananas. Think of all the ways they are the same and different.



Practice Comparing Texts

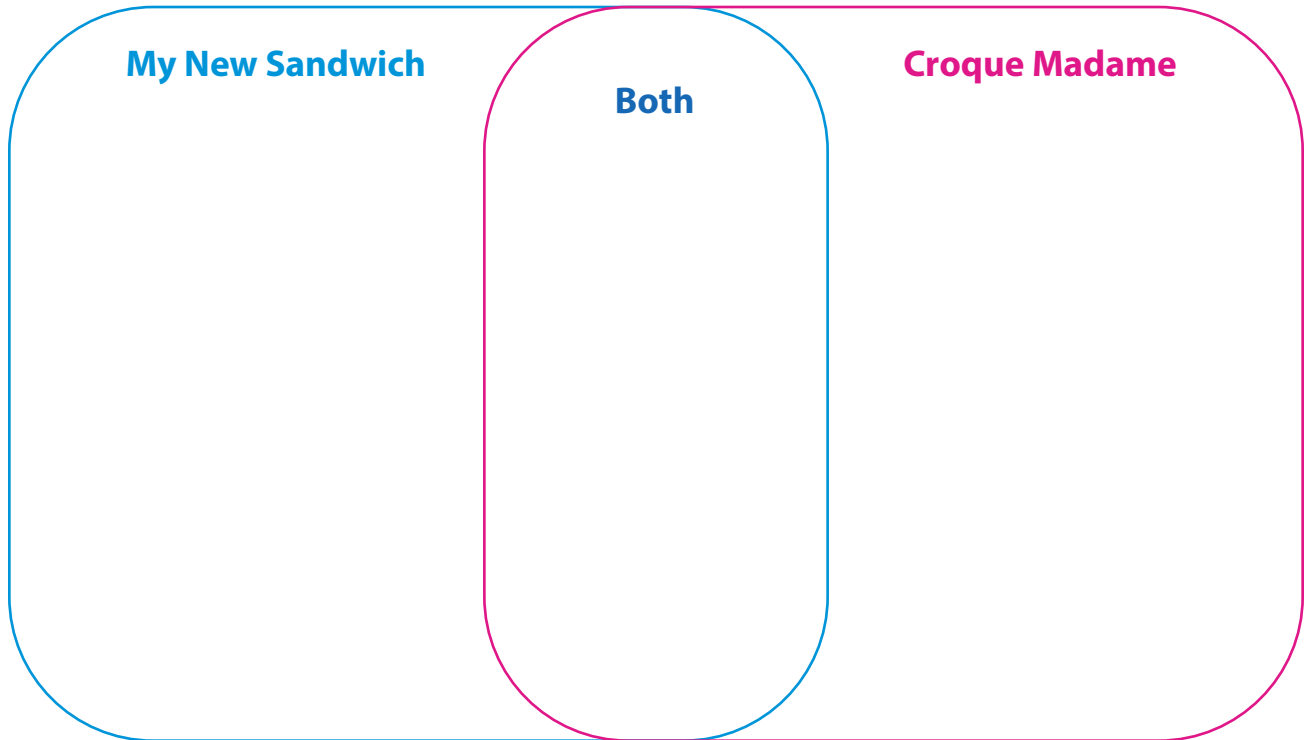
Directions: Read the text. Then, select one of the activities to complete.

Make It Your Own

You can follow the recipe for these sandwiches to a T. Or you can give these sandwiches your own unique spin! First, try a different kind of bread when you make them. Sourdough, marble rye, and sesame bread are good options. Next, experiment with different types of cheeses. Consider using Swiss or Havarti!



Activity 1: Select a bread and cheese mentioned in “Make It Your Own.” Then, complete the Venn diagram to compare the new sandwich with the original Croque Madame.



Activity 2: On a separate sheet of paper, create a Venn diagram to compare your favorite sandwich to a Croque Madame.

Find It!

Game Overview

Students collect pairs of cards with matching phonics patterns by requesting specific patterns from other players.

Teacher Tip: Provide students with copies of *Level 2 Game Cards* (page 21) or *Level 3 Game Cards* (page 22) and review the different categories with students. Use a think-aloud to model to practice identifying the card types prior to gameplay. For example, present the *ea* card and say, “This is a vowel team. It has two vowels next to each other, and it is listed in the vowel team column of the chart.” Explain to students that these are the categories that they will be asking other players for.

Prior to gameplay, have partners practice requesting cards using the following question frame, *Do you have any _____?* (e.g., *Do you have any vowel teams? Do you have any digraphs?*).

Explain to students that when they read aloud the cards as they make pairs, they say the sounds the letters make. For example, for the *ea* card students will say, “/ē/.”

Multilingual Support

Place a removable sticker or other nonpermanent visual cue under the vowel(s) on each game card. During gameplay, prompt students to read the vowel sounds before reading the word part.

Scaffolded Support

- Add visuals to the cards to support students with pairing cards of the same types. For example, you may draw small dots or place stickers on one corner of each card.
- For the Double Point Pairs variation of the game, preselect a phonics pattern that students require additional support with. Have students practice reading these cards prior to gameplay.

Game Variations

Swap It

- Players swap one card with the center pile at the end of each turn.

Extra Point Pairs

- Players determine a phonics pattern that is worth extra points when paired.

Reverse

- Players try to get rid of their cards by asking other players if they need the types of cards in their hands. The player to get rid of all their cards first wins.

Find It!

Skill: Match and read sounds and word parts.

Materials: deck of cards

How to Win: The player with the most pairs wins.

Setup

1. Shuffle the game cards.
2. Pass out five cards to each player. Place the remaining cards in a face-down pile in the center of the playing space.
3. The youngest player goes first.



How To Play

1. Ask another player for a card that matches the type of card in your hand. For example, ask, "Do you have any vowel teams?"
2. If the player has the card, they must give it to you. If they don't, they say, "Find it!" and you take a card from the center pile.
3. When you have a pair of cards with the same pattern, read aloud the sounds on the cards and place them in front of you. For example, say, "I have *ea* and *oa*."
4. Play then moves clockwise, and the next player repeats Steps 1–3.
5. The game continues until all cards are paired or the end of the time.

