



Reading

INTERVENTION

Lessons and Activities

Level 5

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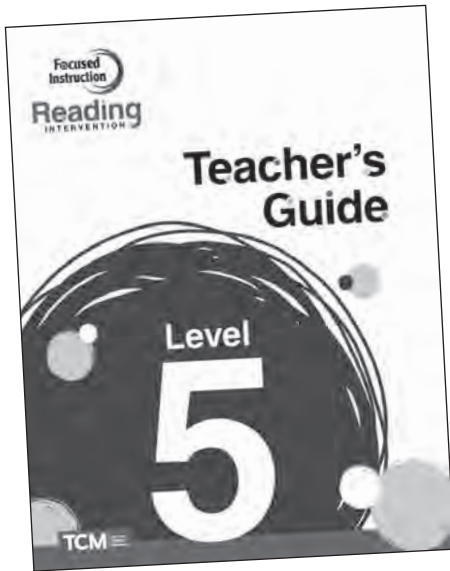


Management Guide

Level

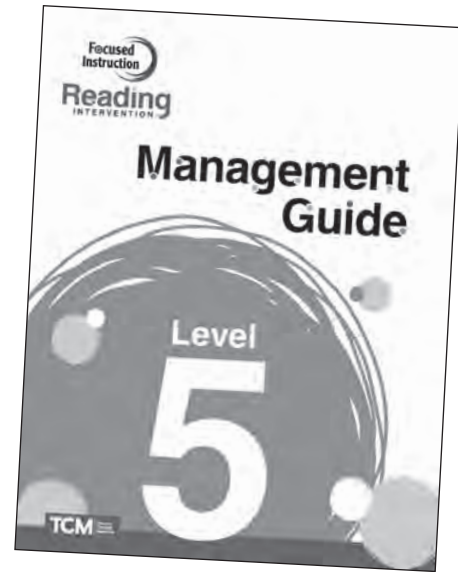
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Resource Overview



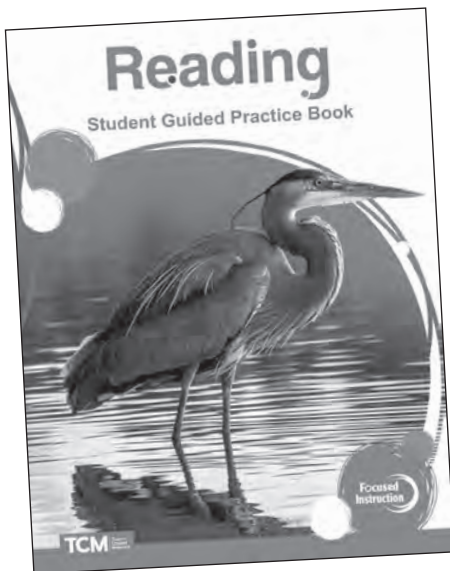
Teacher's Guide

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



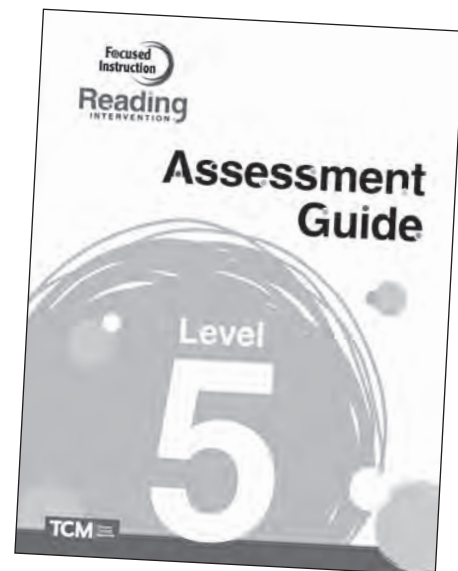
Management Guide

Explore best practices for implementing effective reading intervention.



Student Guided Practice Book

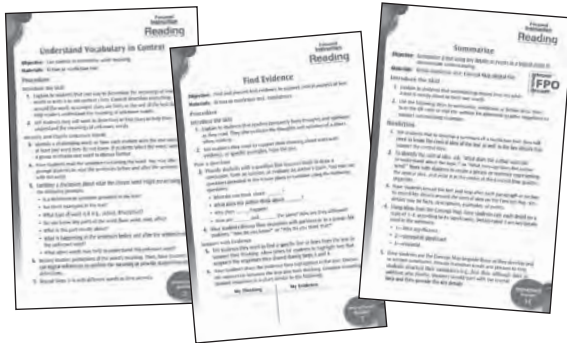
Full-color student activities, including differentiated student pages for each lesson. All student pages are available on the TCM Learning Platform.



Assessment Guide

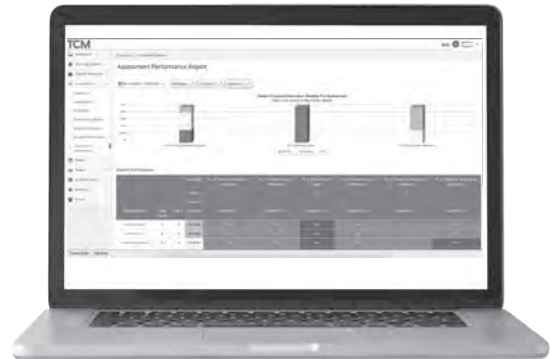
Monitor progress through flexible assessment opportunities, including a placement test, benchmark assessments, checklists, rubrics, and summative assessments.

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.



Word Builders 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 5 Standards Correlation

Standards	<i>Focused Instruction: Reading Intervention Level 5</i>
Foundational Skills—Phonics and Word Recognition	
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllable words in context and out of context.	All lessons; games
Foundational Skills—Fluency	
Read with sufficient accuracy and fluency to support comprehension.	All lessons
Literature—Key Ideas and Details	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Lesson 1; Lesson 9
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	Lesson 10; Lesson 11; Lesson 29; Lesson 30
Explain how plot elements, including character development, the significance of the setting, various themes, and the main events in a story contribute to the plot.	Lesson 2; Lesson 3; Lesson 4
Summarize the text.	Lesson 5
Literature—Craft and Structure	
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Lesson 18
Identify poems, poetic devices, and figurative language when writing or speaking about a text.	Lesson 18; Lesson 29; Lesson 30
Describe the overall structure of narrative texts.	Lesson 4
Describe how a narrator's or speaker's point of view influences how events are described.	Lesson 16; Lesson 17
Literature—Integration of Knowledge and Ideas	
Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Lesson 23
Informational Text—Key Ideas and Details	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Lesson 19; Lesson 20; Lesson 21
Determine the main idea of a text, and explain how it is supported by key details.	Lesson 12; Lesson 13
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Lesson 22; Lesson 27
Summarize nonfiction text.	Lesson 6; Lesson 7; Lesson 8

Level 5 Standards Correlation (cont.)

Standards	<i>Focused Instruction: Reading Intervention Level 5</i>
Informational Text—Craft and Structure	
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.	Lesson 6; Lesson 7; Lesson 8; Lesson 11; Lesson 12; Lesson 13; Lesson 14; Lesson 15; Lesson 19; Lesson 21; Lesson 22; Lesson 24; Lesson 25; Lesson 26; Lesson 27; Lesson 28
Describe and analyze the overall structure of events, ideas, concepts, or information in a text or part of a text.	Lesson 25; Lesson 26; Lesson 27; Lesson 28
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Lesson 22
Informational Text—Integration of Knowledge and Ideas	
Interpret text features and explain how the information contributes to an understanding of a text.	Lesson 14; Lesson 15; Lesson 24
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Lesson 19; Lesson 20; Lesson 21
Integrate information from two texts on the same topic to write or speak knowledgeably about the subject.	Lesson 22
Language—Vocabulary Acquisition	
Use context as a clue to the meaning of a word or phrase.	Lesson 1; Lesson 3; Lesson 5; Lesson 6; Lesson 7; Lesson 10; Lesson 16; Lesson 17; Lesson 20; Lesson 29; Lesson 30
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Lesson 11; Lesson 14; Lesson 19; Lesson 21; Lesson 22
Explain the meaning of simple similes and metaphors in context.	Lesson 29; Lesson 30
Recognize and explain the meaning of common idioms, adages, and proverbs.	Lesson 10
Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Lesson 12; Lesson 24
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 9; Lesson 10; Lesson 11; Lesson 15; Lesson 20; Lesson 23; Lesson 29
Provide reasons that are supported by facts and details.	Lesson 9; Lesson 10; Lesson 11; Lesson 15; Lesson 20; Lesson 23; Lesson 29

Level 5 Standards Correlation (cont.)

Standards	<i>Focused Instruction: Reading Intervention Level 5</i>
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 3; Lesson 5; Lesson 7; Lesson 8; Lesson 12; Lesson 13; Lesson 14; Lesson 18; Lesson 19; Lesson 21; Lesson 22; Lesson 24; Lesson 25; Lesson 26; Lesson 27; Lesson 28
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Lesson 3; Lesson 5; Lesson 7; Lesson 8; Lesson 12; Lesson 13; Lesson 14; Lesson 18; Lesson 19; Lesson 21; Lesson 22; Lesson 24; Lesson 25; Lesson 26; Lesson 27; Lesson 28
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Lesson 5; Lesson 7; Lesson 22; Lesson 25; Lesson 27
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 4; Lesson 16; Lesson 17; Lesson 30
Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Lesson 2; Lesson 16; Lesson 17
Use concrete words and phrases and sensory details to convey experiences and events precisely.	Lesson 1; Lesson 2; Lesson 6; Lesson 16; Lesson 17; Lesson 30
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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Identify and Analyze Figurative Language



Learning Outcome

Identify structure, rhyming words, figurative language, and imagery in a poem.



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 to determine word meaning, read a text independently, and learn about personification.	Students participate in a read aloud of the text and determine how figurative language impacts the meaning of a text.	Students complete a formative assessment and practice using their knowledge of language and its conventions to build words by playing Double Trouble.	Students participate in differentiated instruction and write about the text.	Students practice fluency, focusing on expression, and use a new text to determine how figurative language impacts the meaning of a text.
Materials	<ul style="list-style-type: none"> page 173 of the student book Instructional Routines 2 and 3 page 94 of the <i>Assessment Guide</i> 	<ul style="list-style-type: none"> pages 173–174 of the student book Instructional Routine 5 	<ul style="list-style-type: none"> page 175 of the student book page 8 of the <i>Games Booklet</i> page 103 of the <i>Assessment Guide</i> 	<ul style="list-style-type: none"> pages 176–177 of the student book Instructional Routine 10 	<ul style="list-style-type: none"> page 178 of the student book Instructional Routine 12 <i>Lesson 29 Quick View</i> slides

Possible Student Misconception

Students often become overwhelmed by the structure and figurative language in poetry. Tell students that this is an opportunity to practice perseverance. Have students identify the words they know first and guide them as they make inferences about what the poem might be about. Remind students that readers reread poems multiple times to interpret the challenging language.



Remember

Send home the family engagement letter for Lessons 29–30.

Identify and Analyze Figurative Language

Vocabulary Warm-Up



5–10 min.



whole group

1. Post this stanza where students can see it:
*The travel brochures tell us to seek, explore,
 The highest peaks, the valleys low.
 Where else shall we go? More!
 More rivers, oceans, wetlands galore,*
2. Ask, “What does *galore* mean?” Have students discuss their ideas with partners and share their thinking with the whole group.
3. Follow the *Understand Vocabulary in Context* routine (card 2). Make connections to synonyms and explain that *galore* means “a large amount of something.”
4. Repeat this process for the word *eager*.

Explain



10–15 min.



whole group

5. Explain that *personification* is where human attributes are given to animals, plants, or objects. Share the example *The icy fruit pop called my name on a hot summer day*. Discuss how the fruit pop is given the human characteristic of speaking (*called my name*).
6. Display the following examples of personification where students can see them. Work together as a group to determine what is being personified and the human characteristic that it is given.
 - I gazed at the fireflies as they performed their light show. (*fireflies; putting on a performance*)
 - The winding path guided them to the peak. (*path; leading hikers*)
 - The crocuses awoke from their slumber on a bright spring morning. (*crocuses; sleeping and waking up*)

Read the Text



10–15 min.



independent



7. To activate and build students’ background knowledge, ask them what they know about poetry.
8. Follow the *Conduct a First Read* routine (card 3), and provide time for students to individually read “Travel the World” (page 173 of the student book).

Practice the Skill



5 min.



whole group

9. Have students turn and talk with partners about the topic of the poem. Challenge student pairs to identify personification in the poem.
10. As students discuss, record your observations on the *Author’s Craft Checklist* (page 94 of the *Assessment Guide*).

Multilingual Support

Provide students with sentence starters to help them share during the closing.

- *I noticed _____.*
- *I think _____.*
- *One example of personification is _____.*

Identify and Analyze Figurative Language

Review and Apply the Skill



10–15 min.



whole group

1. Display the sentence *The joyful bouquet of flowers put a smile on my weary face.*
2. Have students identify the personification in the sentence. Have them answer these questions:
 - What is being personified? (*the bouquet of flowers*)
 - What human trait is being assigned? (*it is joyful, a human emotion*)
 - How does the personification affect the mood of the sentence? (*the joy of the flowers contrasts the emotion of the narrator*)

Multilingual Support

Support students by engaging their background knowledge on the topic. Provide students with a word web for the phrase *travel the world* to engage their English vocabulary knowledge and build upon it.

Read



10–20 min.



whole group

3. Share *Author's Craft: Personification* (page 174 of the student book). Tell students that figurative language, such as personification, helps to create a mood for the reader. The mood of a text is how the reader is feeling as they read the text.
4. Follow the *Shared Reading* routine (card 5) using "Travel the World."
5. Stop after reading the poem once through, and review examples of personification with students.

6. Ask students, "How does the personification add to the mood, or feeling, of the text?" Possible answers may include: *The personification adds to the mood by making the reader feel encouraged and excited to travel.*



7. Provide time for students to work with partners and complete *Author's Craft: Personification*. Review the responses as a group.

Text Complexity: Punctuation in Poetry



10 min.



whole group

8. Write these lines from "Travel the World" where all students can see them, and have students identify the punctuation:

*The travel brochures tell us to seek, explore,
The highest peaks, the valleys low.
Where else shall we go? More!*

9. Explain that poets include punctuation purposely. Point out the punctuation identified in Step 7 as you explain the following ways of attending to punctuation when reading poetry:
 - Pause at commas, dashes, semicolons, and colons.
 - Stop at periods.
 - Show emotion at exclamation marks.
 - Your tone should go up at the end when you read a question mark.
10. Model reading the lines of the poem with accurate and expressive fluency by following the punctuation rules above. Have students read the lines aloud.
11. Have students practice reading with correct punctuation with the remaining lines of the poem.

Identify and Analyze Figurative Language

Skill Warm-Up



5–10 min.



whole group

1. Remind students that personification gives human characteristics to animals, plants, or objects. Display the personification that students identified in Part 2 of the lesson, and review each one.
2. Tell students they will complete a quick check to see if they can identify and analyze personification in a poem.

Multilingual Support

Before the *Quick Check*, tell students that “I” refers to the narrator, or the person watching the heron. Have students label the image of the heron on page 175 of the student book with “he.”

Interactive Word Study



15–20 min.



small group

1. Facilitate Double Trouble (page 8 in the *Games Booklet*). Directions are also provided on page 189 of the student book.
2. As students play, listen to make sure they understand how to decode and encode the phonetic patterns included in the word parts. Model decoding or encoding word parts one sound at a time for students requiring support.
3. Annotate your observations using the *Gameplay Checklist* (page 103 of the *Assessment Guide*).

Quick Check



10–15 min.



independent

1. Have students complete *Quick Check* (page 175 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 199 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 of 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.

Identify and Analyze Figurative Language

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 *Why Travel?—Extend* (page 176 of 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 *Why Travel?—Focus* (page 177 of the student book).

Writing About Text

 10–15 min.  independent

1. Review with students that the poem “Travel the World” is about what it’s like to travel, and “Lone Heron” talks about the beautiful things you might see on your travels.
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

Provide students with sentence starters to support their narrative writing.

- *I think traveling is/is not important because _____.*
- *I do want/do not want to travel because _____.*
- *I learned/enjoyed _____.*

Focus Mini-Lesson

 10–15 min.  small group

1. Write this line from “Travel the World” where all students can see it: *The travel brochures tell us to seek, explore...* Underline the verb *tell*. Ask students, “Who or what is *telling* us to seek and explore?” (*brochure*) Tell students that this is personification because a brochure is not a person and cannot actually *tell* anyone anything. It does not speak.
2. Have students follow these steps for the remaining examples of personification in the poem (*adventuring boots, lake teaches*).

Extend Mini-Lesson

 10–15 min.  small group

1. Tell students that another way to analyze figurative language is to use it to determine the mood of a text (how the text makes the reader feel).
2. Have students reread the poem, looking for words that evoke emotion.
3. Have students share the words they identified, and chart student responses.
4. Work with students to use these words to identify the overall mood of the poem (e.g., *exciting, joyful*).
5. Revisit the examples of personification discussed in Part 2, and discuss with students if these examples match the mood identified by the group.

Identify and Analyze Figurative Language

Quick View



5 min.



whole group

1. Display *Quick View Lesson 29* where all students can see it.
2. After displaying each slide, facilitate a discussion about how an *r*-controlled syllable has a vowel followed by the letter *r*. Model making the sound of each *r*-controlled vowel (*ar*, *er*, *ir*, *or*, and *ur*). Discuss where the *r*-controlled vowel appears in each word the students brainstorm.

Independent Work



15–30 min.



independent

- ✓ 1. Have students independently read and respond to “Poetry Without a Net” on *A Poem of My Own* (page 178 of the student book).

Multilingual Support

Explain to students that the author is comparing a poem that has rhyming lines to a game of tennis. Underline lines 2 and 3 in the first stanza and explain the comparison.

Fluency Practice



10 min.



pairs



1. Follow the *Build Fluency* routine (card 12) for “Travel the World” (page 173 of the student book), focusing on expression. This means that students will focus on reading with appropriate tone and intonation.

Summative Assessment

A summative assessment to gauge student progress toward mastery of the learning outcomes for Lessons 29–30 is provided on page 136 of the *Assessment Guide*. It is recommended this assessment be administered after Lesson 30.

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: _____

Travel the World

The travel brochures tell us to seek, explore,

The highest peaks, the valleys low.

Where else shall we go? More!

More rivers, oceans, wetlands galore,

Rainforests, India, Mars, and beyond.

Who are we if we don't explore?

Some people are fearful and simply ignore

All the world has to offer!

How wonderful to see it all and more!

We should take only memories—that's for sure.

Your eager, adventuring boots stamp the land.

Adventure awaits for you to explore.

And when you're done, you can hit the store

For the T-shirt and the coffee mug

That say, "Wish You Were Here," and more.

But let me tell you of a quiet lake I adore

Where an old heron and a snake make their home.

This welcoming lake teaches me the value of "explore."

I can't count the times I've sat by its shore!

—Joe Rhatigan

Name: _____ Date: _____

Author's Craft: Personification

Directions: Read "Travel the World," and complete the chart. Be sure to label the sections and use evidence from the text. Then, answer the question.

	Personification Examples	Object Being Personified	How does the personification add to the mood, or feeling, of the text?
1			
2			
3			

What is the overall mood of the poem created by the figurative language?

Name: _____ Date: _____

✓ Quick Check

Directions: Read the text, and answer the questions.

Lone Heron

At first, he is invisible, silent, still, and blue.
I've learned to approach him quietly.
Lazy drops of water fall from his uplifted leg,
One, two.
He shivers off the morning dew,
Unfolding like a slow umbrella,
And skirts the water on confident tiptoes,
One, two.
I know just what he's up to.
He heads to the other side of the lake
Where I've just learned there is another,
One, two.



- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. What does the poet personify in line 3?</p> <ul style="list-style-type: none"> (A) the heron (B) the water (C) the leg (D) an umbrella | <p>2. What is the mood of the poem?</p> <ul style="list-style-type: none"> (A) quiet (B) brave (C) observant (D) motivated |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3. Read this line from the poem:

"And skirts the water on confident tiptoes,"

What human trait is given to the heron in this example of personification?

- (A) The heron wears a skirt.
- (B) The heron swims.
- (C) The heron has toes.
- (D) The heron is cold in the morning.

Name: _____

Date: _____

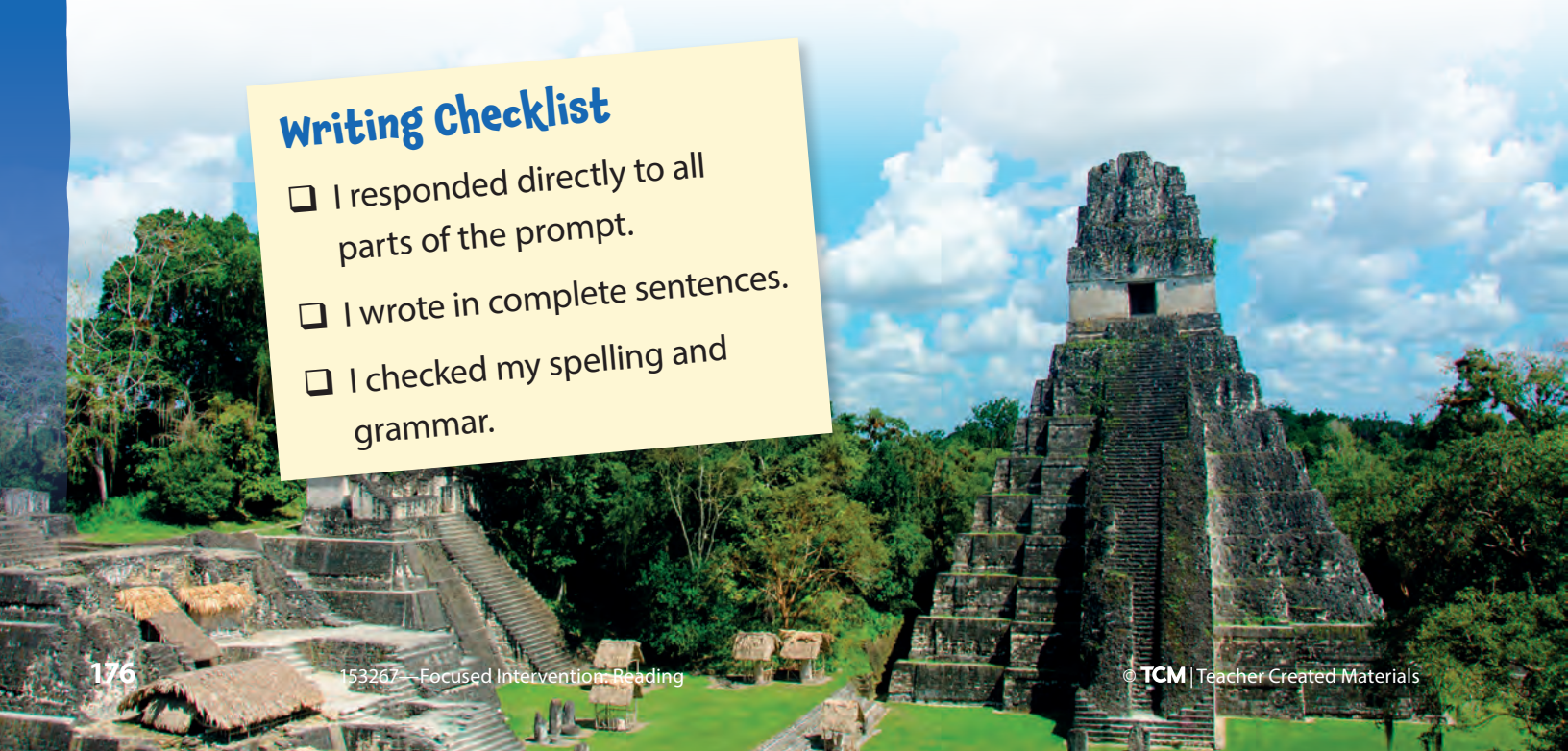
Why Travel?

Directions: Read and respond to the prompt.

Do you think traveling is an important thing to do? Why or why not? Be sure to include a claim and evidence. Include details from “Travel the World” to support your claim.

Writing Checklist

- ☐ I responded directly to all parts of the prompt.
- ☐ I wrote in complete sentences.
- ☐ I checked my spelling and grammar.



Name: _____ Date: _____

Why Travel?

Directions: Read and respond to the prompt.

Do you think traveling is an important thing to do? Why or why not? Include at least one detail from “Travel the World” to support your claim.

Traveling _____ an important thing to do because
is/is not

Writing Checklist

- ☐ I responded directly to all parts of the prompt.
- ☐ I wrote in complete sentences.
- ☐ I checked my spelling and grammar.

Name: _____ Date: _____

A Poem of My Own

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

Poetry Without a Net

If I had any money, I would bet
You think poetry that doesn't rhyme
Is like playing tennis without a net.
I see your raised eyebrow, your
concern.
You want me to write a word
And then make a rhyme for the return!
The words lob back and forth—oh
what a racket!
Is "near rhyme" okay? Or is it out of
bounds?

Don't you think we all can hack it
Reading poems with lines that end
In "silver," "purple," and
"discombobulate?"
If that last stanza sends you in a spin,
I'm sorry and will return
To our regularly scheduled
programming soon.
In fact...
If you're wondering how to rhyme
A wonderful word like *chocolate*,
Take a long walk to the Bering Sea
And ask an auklet.

Activity 1: Choose an animal that you think is cool and interesting. On a separate sheet of paper, write three statements about that animal using personification.

Activity 2: Research a place you would like to travel. Using the space, draw the location and brainstorm figurative language about it. Then, on a separate sheet of paper, create a poem about why people should travel to this place. Be sure to include at least two pieces of figurative language. Your poem does not need to rhyme!

List It!

Game Overview

Students list as many words as possible that include the sound or word part on the game cards. The player with the highest score wins.

Teacher Tips: Before gameplay, model for students how to create words out of sounds and word parts. Select a card from the deck, and display it where all students can see. Use a think-aloud model to show how adding consonants, vowels, prefixes, or suffixes helps create new words. Additionally, you may have students play the game with only one type of card (*r*-controlled vowels, consonants, digraphs, etc.) to help narrow down possible words.

Multilingual Support

Provide time for 2–3 rounds of practice gameplay. This way, multilingual students have a few practice rounds and then have the added experience of learning new words from native English speakers.

Scaffolded Support

- Have students work together to list words containing the word parts on the cards. Continue playing collaborative rounds until students are familiar with the rules and process. Each round, have the group try to beat their score from the previous round.
- After round 1, have one student write each of the real words generated by the group on a sheet of paper. Students can use this sheet as a reference for subsequent rounds of gameplay.

Game Variations

Plus Three

- Students can earn 3 points for any words they write that contain 3 or more syllables (e.g., *dormitory*, *ornament*, *furniture*).

Flip 'n' Roll

- After flipping the top card, each student rolls a number cube. If a student rolls a one, two, or three, they must write the same number of words that appears on the number cube. For example, if a student flips the *un-* card and rolls a three, they could write these three words: *under*, *unlike*, and *uncomfortable*.
- If they roll four through six, this indicates a challenge number. If a student rolls a challenge number, they can choose to write that number of words (e.g., four words, five words, or six words), or they can choose to write just one word and earn one point.

Double Trouble

- Students flip two cards over at the start of each round. Each student must write a short sentence using the sound or word part shown on each card. For example, if a student flips the *-less* card and the *-ful* card, they might write, *The knight was resourceful and fearless*.

List It!

Skill: Use sounds and word parts to build words.

Materials: deck of game cards; paper and pencils; timer; print or digital dictionary

How to Win: The player with the highest score wins.

Set up

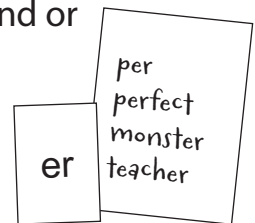
1. Shuffle the Fun with Phonics game cards.
2. Place the deck of cards face down in the center of the playing space.



How to Play

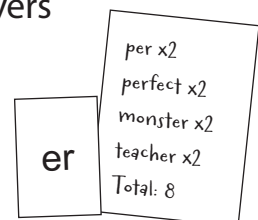
1. Flip the timer. Then, flip over the top card, and place it next to the deck.
2. All players write as many words as possible that include the sound or word part shown on the card before the timer runs out.

How you spell the words isn't as important as thinking of a lot of words, but do your best to sound words out.



3. When time is up, take turns reading your lists of words aloud and track the score for each word.
 - 2 points for correctly spelled words that no other player wrote
 - 1 point for correctly spelled words that two or more players wrote
 - 0 points for incorrectly spelled words or nonwords

Use a dictionary to check the spelling of words.



4. Total your scores for the round.
5. Flip the next card, and play another round. At the end of the game, the player who has the highest score is the winner.

List It! Variations (cont.)

2 to 4 Players

Double Trouble

Skill: Use sounds and word parts to build words.

Materials: deck of game cards; number cube; paper and pencils; timer

How to Win: The player with the highest score wins.

How To Play

- Follow the setup and directions of List It!
- **The Twist:** Flip two cards over at the start of each round. Write a short sentence using words from the sound or word part shown on each card. For example, if you flip the *-less* card and the *-ful* card, you could write the following: *The knight was resourceful and fearless.*
 - 2 points for a sentence using words from both cards
 - 1 point for a sentence using a word from one card
 - 0 points for sentences that include nonwords

Brainstorm some possible words first. Then, put them together in a sentence.

