

Focused Reading Intervention

Lessons and Activities

Level 4

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Level 4



**Focused
Reading
Intervention**

Teacher's Guide

Teacher Created Materials
PUBLISHING

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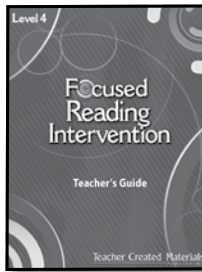
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Kit Components

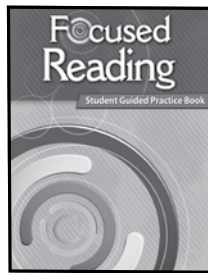
Teacher's Guide

30 easy-to-use, standards-based lesson plans



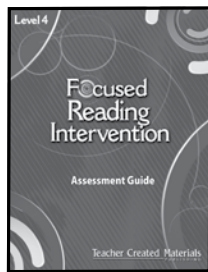
Student Guided Practice Book

Full-color reading passages and student activities



Assessment Guide

Includes a pretest, posttest, and oral reading record

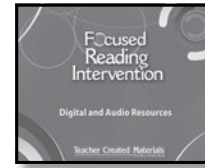


3 Literacy Game Sets

Each game set includes a game board, directions, answer key, and game pieces.



Digital and Audio Resources



Audio CD

Includes professional recordings of all 30 passages.



3 Digital Literacy Games

Digital Literacy Games focus on key word-recognition skills, language conventions, and comprehension strategies



Digital Resources

- PDFs of all student materials (passages, game sets, activity sheets, assessments, etc.)
- PDFs of teacher resources (graphic organizers, rubrics, pacing plans, etc.)
- Digital Literacy Games
- Electronic versions of the Pretest and Posttest and recording tools

Getting Started

1. Prior to instruction, administer the Pretest. This assessment covers all the comprehension skills and objectives for this level of the program. It can be used to determine which concepts have already been mastered by each individual student, as well as which lessons concepts still need to be taught.

2. Determine the most appropriate pacing plan for students. Use or modify the pacing plans located on pages 36–39 to best meet the needs of your students within instructional context.

Note: Use the Pretest Item Analysis (filenames: pretestanalysis.doc; pretestanalysis.pdf, pretestanalysis.xls) to help monitor which skills are the most difficult for students and need to be focused on.

Option 1: Sample Six-Week Pacing Plan
A 6-week, 18-lesson program.

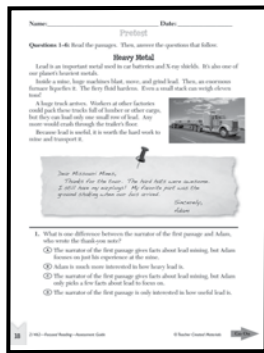
This pacing plan shows how the program can be used over a six-week intervention program.

Week	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
2	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
3	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
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5	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
6	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)

Option 2: Sample Four-Week Pacing Plan
A 4-week, 12-lesson program.

This pacing plan shows how the program can be used over a four-week intervention program.

Week	Unit 1	Unit 2	Unit 3	Unit 4
1	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
2	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
3	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
4	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)



Pretest

Pretest Item Analysis

This table is used to track student performance on individual pretest items. It includes columns for item number, skill, and student names.

Item	Skill	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
1	Using Examples to Explain										
2	Using Examples to Explain										
3	Using Examples to Explain										
4	Using Examples to Explain										
5	Using Examples to Explain										
6	Using Examples to Explain										

Pretest Item Analysis

Option 3: Sample 24-Week Pacing Plan
A 24-week, 72-lesson program.

This pacing plan shows how the program can be used over a 24-week intervention program.

Week	Unit 1	Unit 2	Unit 3
1	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
2	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
3	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
4	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
5	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
6	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
7	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
8	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
9	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
10	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
11	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
12	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
13	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
14	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
15	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
16	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
17	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
18	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
19	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
20	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
21	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
22	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
23	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)
24	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)	Using Examples to Explain (pages 115–116)

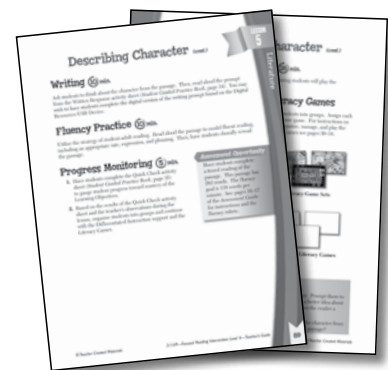
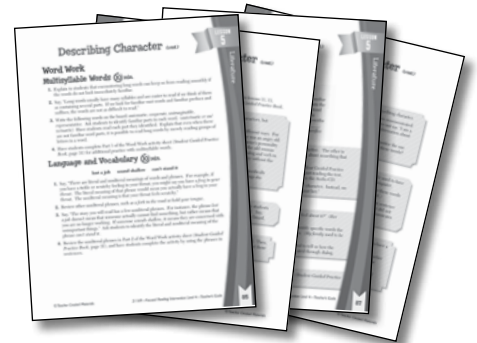
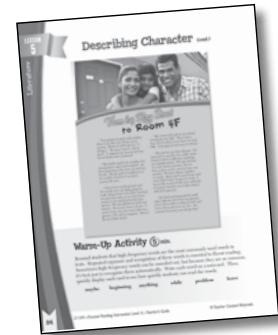


Teaching a Lesson

Teacher's Guide

Each eight-page lesson is organized in a consistent format for ease of use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. Each lesson includes:

- an overview page with key information for planning
- a key English Language Arts standard
- a Skill Overview providing background information
- a copy of the passage from the *Student Guided Practice Book*
- a Warm-Up Activity to build students' automaticity in reading high-frequency words
- time markers to indicate the approximate time for instruction
- a Word Work section focusing on foundational language and vocabulary skills
- use of the Gradual Release of Responsibility Model in the Whole-Group Comprehension section
- a Written Response activity that ties to the reading skill
Note: You may wish to use the digital version of the writing prompt found on the Digital Resource USB Device to provide practice for the electronic testing environments.
- fluency practice activities to build oral reading skills
- differentiation strategies to support and extend learning
- literacy learning games to motivate students to develop and reinforce mastery of basic skills



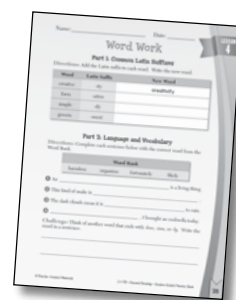
Student Guided Practice Book

Each lesson in the *Teacher's Guide* has six corresponding student pages in the *Student Guided Practice Book*:

- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



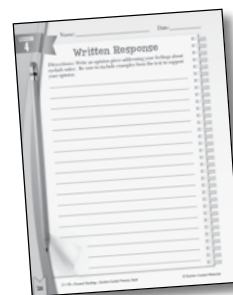
- Word Work activities to reinforce foundational reading skills (Levels K–5) and language conventions (Levels 6–8)
- activities that support vocabulary acquisition and language development



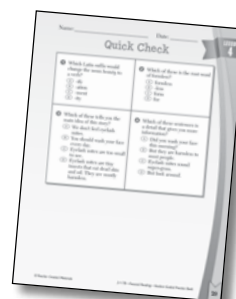
- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses



- a Written Response activity to extend and enrich students' reading/writing connection



- a Quick Check to easily monitor students' progress



Using Meaning Clues

Learning Objectives

Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.

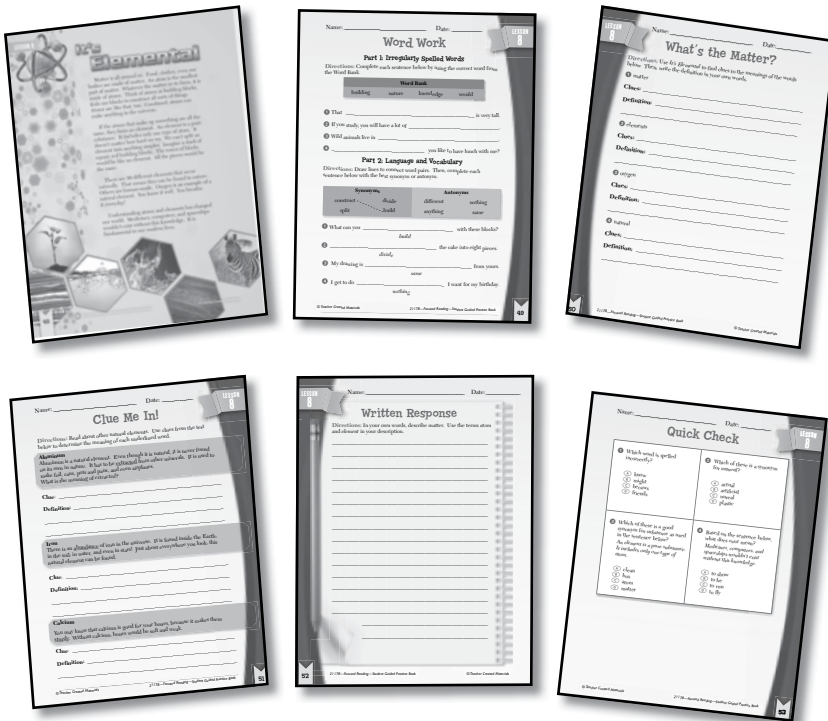
Vocabulary: Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

Reading Informational Text: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Writing: Describe what *matter* is, using the terms *atom* and *element*.

Progress Monitoring

The *Student Guided Practice Book* pages below will be used by students throughout the lesson to formally and informally assess student understanding of the concepts.



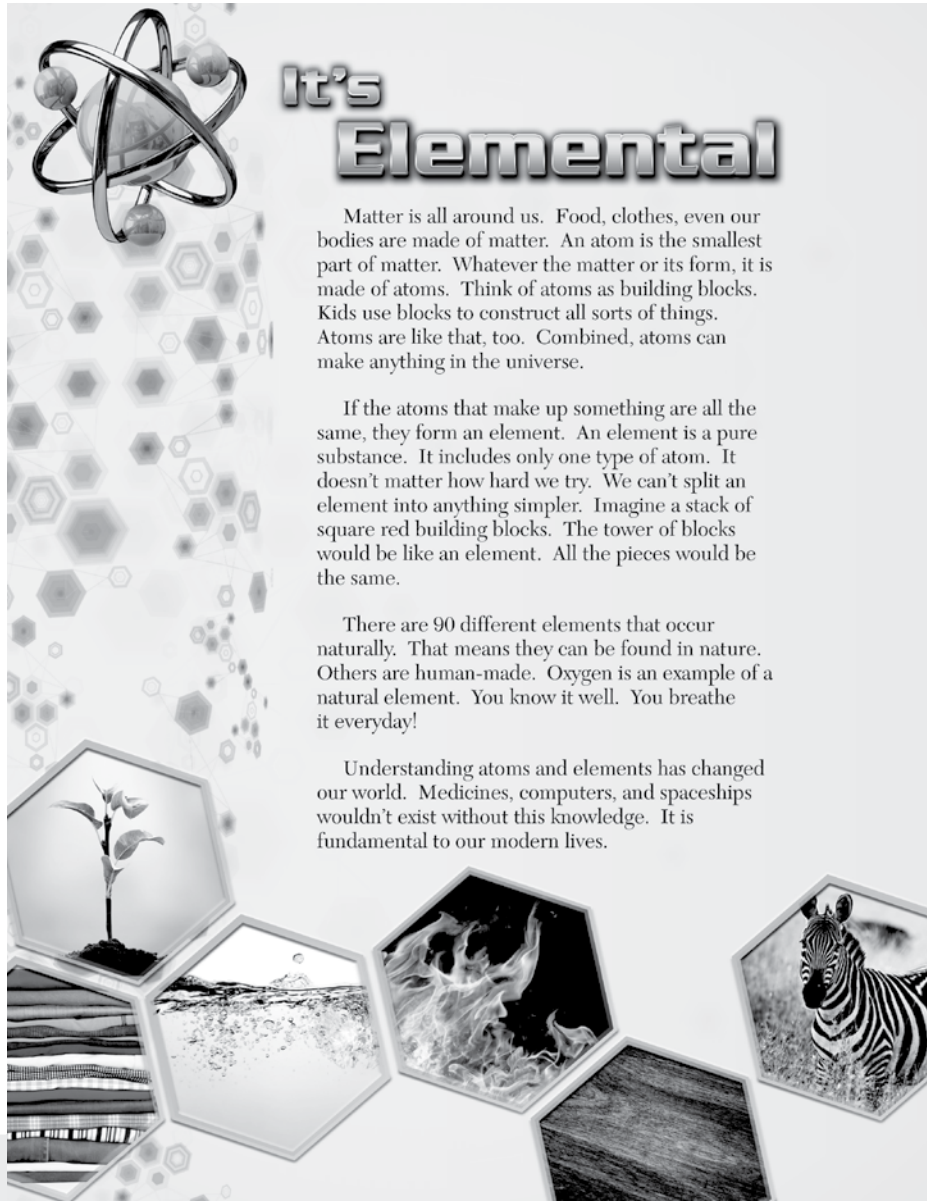
Materials

- *Student Guided Practice Book* (pages 48–53)
- *It's Elemental* (filename: itselemental.pdf)
- Audio CD (Track 08)
- Literacy Game Sets
- Digital Literacy Games
- unlined paper
- markers or crayons

Skill Overview: Using Meaning Clues

When reading informational texts, students often encounter unfamiliar words. Using clues in the text to determine the meanings of words is important and helps increase their understanding and engagement with the text. In *It's Elemental*, students will figure out the meaning of unfamiliar words by using the textual clues provided in the sentence and sentences surrounding it.

Using Meaning Clues *(cont.)*



It's Elemental

Matter is all around us. Food, clothes, even our bodies are made of matter. An atom is the smallest part of matter. Whatever the matter or its form, it is made of atoms. Think of atoms as building blocks. Kids use blocks to construct all sorts of things. Atoms are like that, too. Combined, atoms can make anything in the universe.

If the atoms that make up something are all the same, they form an element. An element is a pure substance. It includes only one type of atom. It doesn't matter how hard we try. We can't split an element into anything simpler. Imagine a stack of square red building blocks. The tower of blocks would be like an element. All the pieces would be the same.

There are 90 different elements that occur naturally. That means they can be found in nature. Others are human-made. Oxygen is an example of a natural element. You know it well. You breathe it everyday!

Understanding atoms and elements has changed our world. Medicines, computers, and spaceships wouldn't exist without this knowledge. It is fundamental to our modern lives.

Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Repeated exposure and recognition of these words is essential to fluent reading. Write the words below on the board and review the pronunciation of each. Have each student write each word on paper, using markers or crayons. The student should write different word parts in different colors. For example, *around* might be written with a blue *a* and a red *round*.

around building block town different

Using Meaning Clues (cont.)

Word Work

Irregularly Spelled Words 10 min.

1. Say, “Some words can be read easily by sounding out each letter. Other words have irregular spellings. These words can be difficult to read, because they can’t be sounded out.”
2. Write the word *pieces* on the board. Say, “If we try to sound out this word, it would be pronounced /p//i//k//e//s/. It wouldn’t make sense pronounced this way. Instead, we need to pay attention to how the word is used in a sentence to read it properly.”
3. Write *I’ll take the leftover pieces of cake home.* Say, “When we use meaning clues from the text, it makes irregularly spelled words easier to read.”
4. Review more irregularly spelled words in the same way with the following sample sentences: Think of atoms as *building* blocks. *Imagine* a stack of square red building blocks. You *know* it well.
5. Have students complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 49) for additional practice with irregularly spelled words.

Language and Vocabulary 10 min.

1. Ask students to recall the words *synonym* and *antonym*. Synonyms are words that have the same or almost the same meaning, like *small* and *little*. Antonyms are words with opposite meanings, like *huge* and *tiny*.
2. Say, “One way to describe the meaning of a word is to use a synonym for that word or to compare it to its opposite meaning. For example, the word *combine* has a similar meaning ‘to mix or join.’ We could also say that *combine* is the opposite of *separate*.”
3. Have students determine synonyms and antonyms for the following words found in today’s passage: same (synonym: *alike* or *identical*; antonym: *different*) natural (synonym: *genuine* or *real*; antonym: *human-made*)
4. Have students complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 49) for additional practice with language and vocabulary.

Using Meaning Clues *(cont.)*

Whole-Group Lesson Before Reading 10 min.

I Do

1. Explain to students that some passages we read contain scientific information. These passages can often have unfamiliar words in them. When we encounter unfamiliar scientific words, we can often figure out what they mean by the way they are used in the text. We look for clues to help us.
2. Display the PDF version of *It's Elemental*, and draw students' attention to the first paragraph.
3. Read the first sentence aloud, and say, "Hmm, *matter*. Does it mean that something matters to me? I'm going to keep reading to see if I can figure out what the author is talking about." Read the second sentence aloud, and say, "Now I see. The author is talking about matter as things." Continue reading the remainder of the paragraph.
4. Say, "The paragraph says that matter is all around us and that food, clothing, and our bodies are made up of it. So even though I may not have known the meaning of the word at first, I now know that any object in the universe is considered *matter*. Today, we will practice navigating through unfamiliar words in this way."

We Do

1. Ask, "Based on what you now know about *matter*, what are some things you can see or think of that would be considered *matter*?"
2. Point out to students that the paragraph also mentioned the word *atom*. Tell them that they can also use information from the paragraph to determine the meaning of that word.

You Do

1. Have students work in pairs or small groups to determine the meaning of *atom*. Encourage them to refer to the sentences in the first paragraph to create a definition. (*Atoms are like building blocks that make up matter.*)

Using Meaning Clues (cont.)

Whole-Group Lesson (cont.)

During Reading 15 min.

Language Support

Create a word web with the word *matter* in the center circle. Ask students to tell what they learned from the passage as you write their responses in the surrounding circles. Use the following questions as prompts: What can you see right now that is made of matter? What is an element made of? (*atoms that are all the same*) When atoms come together, what do they make? (*matter*) What else did you learn about matter, atoms, and elements?

I Do

1. Have students read *It's Elemental* (*Student Guided Practice Book*, page 48) independently. If students need additional support reading the text, reread the passage aloud, or play the professional recording from the Audio CD.
2. Say, "Notice the word *element* in the second sentence in paragraph two. This is an example of a word you may not understand without the help of other information in the passage."
3. Say, "Let's look for clues in the passage to help us."

We Do

1. Read aloud the second paragraph of the passage. Ask students to identify clues the author provides about the meaning of the word *element*. (*pure substance, made of one kind of atom*)
2. Ask students what kind of element the author provides as an example. (*oxygen*)

You Do

1. Have students review the rest of the passage and, either independently or in pairs, complete the What's the Matter? activity sheet (*Student Guided Practice Book*, page 50).

Using Meaning Clues *(cont.)*

Whole-Group Lesson *(cont.)*

After Reading 10 min.

I Do

1. Remind students that clues in a passage help us to determine the meanings of unfamiliar words.
2. Say, “Some words are easier than others to figure out. For some words, we use clues in the text and make inferences. We look for hints from the author beyond the words he or she used to describe.”
3. Say, “Look at the word *fundamental* in the last sentence of the passage. The author writes, ‘It is fundamental to our modern lives.’ We need to look for clues and ask ourselves what the author is trying to communicate in order to determine the meaning of the word.”

We Do

1. Say, “Let’s read the last paragraph of the passage and look for clues for the meaning of *fundamental*.”
2. Prompt students to notice words such as *understanding*, *changed*, *wouldn’t exist*, and *knowledge*. Ask, “How might these words help us to define the word *fundamental*?” (*These words emphasize the importance of knowing about matter, atoms, and elements.*)

You Do

1. Have each student rewrite the last sentence of the passage, replacing *fundamental* with other words that mean the same or almost the same thing. For example, a student might write, “It is important to our modern lives” or “It is a basic foundation of our modern lives.”
2. Have students complete the Clue Me In! activity sheet (*Student Guided Practice Book*, page 51) either now or during the Differentiated Instruction portion of the lesson.
3. Ask students to share with a partner the thing that surprised them most about using meaning clues.

Using Meaning Clues *(cont.)*

Writing 10 min.

Tell students to think about *It's Elemental* and about matter, atoms, and elements. Then, read aloud the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 52). You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device.

Fluency Practice 10 min.

Demonstrate the importance of reading at an appropriate rate. Read the first paragraph of the passage aloud to students very quickly. Elicit from students that the reading was too fast and was difficult to understand. Then, read the second paragraph aloud to students very slowly, word by word. Discuss how the reading was too slow and difficult to follow. Then, encourage students to practice reading the passage at an appropriate rate.

Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 53) to gauge student progress toward mastery of the Learning Objectives.
2. Based on the results of the Quick Check activity sheet and the teacher's observations during the lesson, organize students into groups and continue with the Differentiated Instruction support and the Literacy Games.

Assessment Opportunity

Have students complete a timed reading of the passage. This passage has 188 words. The fluency goal is 118 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Using Meaning Clues *(cont.)*

Differentiated Instruction 35 min.

While the teacher meets with each group below, the remaining students will play the Literacy Games.

Reteach

1. Display the text below on the board or provide students with individual copies. Read it aloud.

The scientific method guides experiments. A question is asked and background research done. A person makes a hypothesis about what he or she thinks might happen. Doing an experiment tests the hypothesis. The person draws a conclusion based on the results of the test.

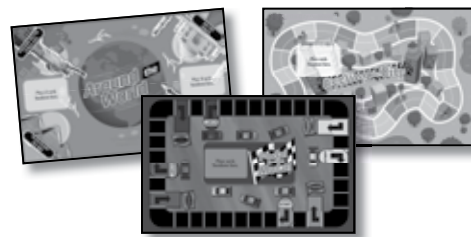
2. Ask students to think about the clues that help them determine the meaning of *hypothesis*. Have them underline the clues or dictate clues for you to underline on the displayed copy. Help them to see that a hypothesis is an educated guess.

Reinforce

Read the passage from the Reteach section. What clues does the text provide about the meaning of the word *method*? Have students put their finger on at least one clue. *(There are steps in the scientific process, and a method is a way of doing things. It involves the steps for doing things in a certain way.)*

Literacy Games

Divide students into groups. Assign each group to one game. For instructions on how to organize, manage, and play the Literacy Games see pages 30–34.



Literacy Game Sets



Digital Literacy Games



Extend Learning

1. Read the passage on the scientific method above.
2. Have student pairs design their own experiment and write a *hypothesis*.

It's Elemental

Matter is all around us. Food, clothes, even our bodies are made of matter. An atom is the smallest part of matter. Whatever the matter or its form, it is made of atoms. Think of atoms as building blocks. Kids use blocks to construct all sorts of things. Atoms are like that, too. Combined, atoms can make anything in the universe.

If the atoms that make up something are all the same, they form an element. An element is a pure substance. It includes only one type of atom. It doesn't matter how hard we try. We can't split an element into anything simpler. Imagine a stack of square red building blocks. The tower of blocks would be like an element. All the pieces would be the same.

There are 90 different elements that occur naturally. That means they can be found in nature. Others are human-made. Oxygen is an example of a natural element. You know it well. You breathe it everyday!

Understanding atoms and elements has changed our world. Medicines, computers, and spaceships wouldn't exist without this knowledge. It is fundamental to our modern lives.



Word Work

Part 1: Irregularly Spelled Words

Directions: Complete each sentence below by using the correct word from the Word Bank.

Word Bank			
building	nature	knowledge	would

- 1 That _____ is very tall.
- 2 If you study, you will have a lot of _____.
- 3 Wild animals live in _____.
- 4 _____ you like to have lunch with me?

Part 2: Language and Vocabulary

Directions: Draw lines to connect word pairs. Then, complete each sentence below with the best synonym or antonym.

Synonyms		Antonyms	
construct	divide	different	nothing
split	build	anything	same

- 1 What can you _____ with these blocks?
build
- 2 _____ the cake into eight pieces.
divide
- 3 My drawing is _____ from yours.
same
- 4 I get to do _____ I want for my birthday.
nothing

What's the Matter?

Directions: Use *It's Elemental* to find clues to the meanings of the words below. Then, write the definition in your own words.

1 matter

Clues: _____

Definition: _____

2 elements

Clues: _____

Definition: _____

3 oxygen

Clues: _____

Definition: _____

4 natural

Clues: _____

Definition: _____

Name: _____ Date: _____

Clue Me In!

Directions: Read about other natural elements. Use clues from the text below to determine the meaning of each underlined word.

Aluminum

Aluminum is a natural element. Even though it is natural, it is never found on its own in nature. It has to be extracted from other minerals. It is used to make foil, cans, pots and pans, and even airplanes.

What is the meaning of *extracted*?

Clue: _____

Definition: _____

Iron

There is an abundance of iron in the universe. It is found inside the Earth, in the soil, in water, and even in stars! Just about everywhere you look, this natural element can be found.

Clue: _____

Definition: _____

Calcium

You may know that calcium is good for your bones, because it makes them sturdy. Without calcium, bones would be soft and weak.

Clue: _____

Definition: _____

Quick Check

1 Which word is spelled incorrectly?

- (A) know
- (B) might
- (C) becaws
- (D) friends

2 Which of these is a synonym for *natural*?

- (A) actual
- (B) artificial
- (C) unreal
- (D) plastic

3 Which of these is a good synonym for *substance* as used in the sentence below?

An element is a pure substance. It includes only one type of atom.

- (A) clean
- (B) box
- (C) atom
- (D) matter

4 Based on the sentence below, what does *exist* mean?

Medicines, computers, and spaceships wouldn't exist without this knowledge.

- (A) to show
- (B) to be
- (C) to run
- (D) to fly

Using Meaning Clues

Oral Reading Record

Name: _____ Date: _____

Assessor: _____



Total Word Count	Codes				
128	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Cumulative Word Count	Text	E	SC	Cues Used	
				E	SC
8	Matter is all around us. Food, clothes, even				
18	our bodies are made of matter. An atom is the				
26	smallest part of matter. Whatever the matter or				
36	its form, it is made of atoms. Think of atoms				
44	as building blocks. Kids use blocks to construct				
53	all sorts of things. Atoms are like that, too.				
60	Combined, atoms can make anything in the				
61	universe.				
70	If the atoms that make up something are all				
78	the same, they form an element. An element				
87	is a pure substance. It includes only one type				
96	of atom. It doesn't matter how hard we try.				
104	We can't split an element into anything simpler.				
112	Imagine a stack of square red building blocks.				
121	The tower of blocks would be like an element.				
128	All the pieces would be the same.				
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: