

Focused Reading Intervention

Lessons and Activities

Level 5

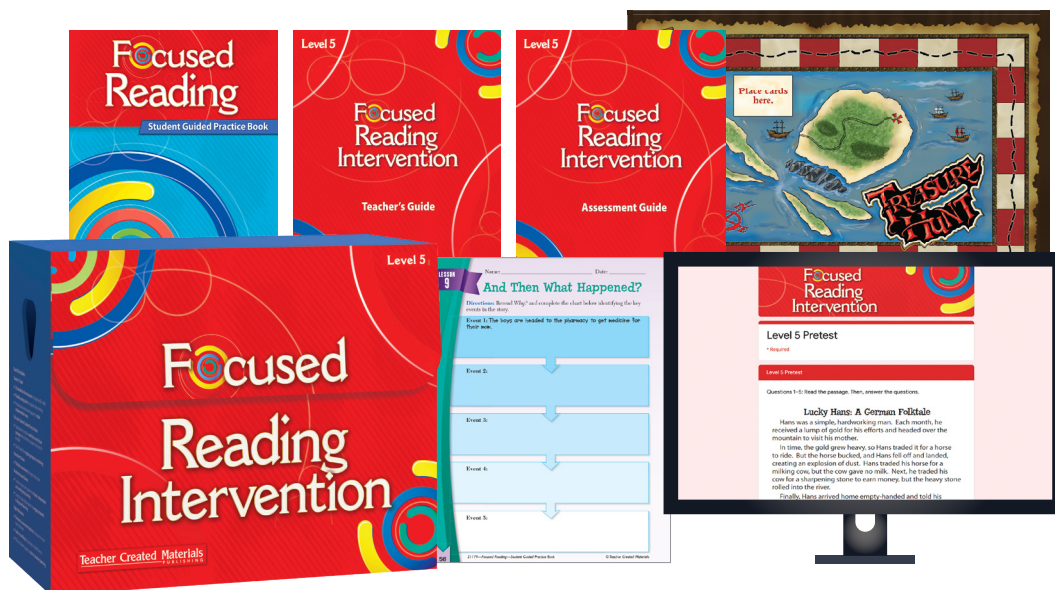
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Teacher's Guide Table of Contents (1 page)

How to Use This Product (4 pages)

Lesson Plan (15 pages)



Level 5

Focused Reading Intervention

Teacher's Guide

Teacher Created Materials
PUBLISHING

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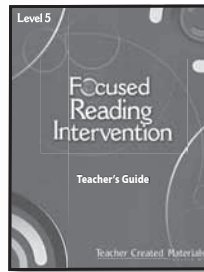
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Kit Components

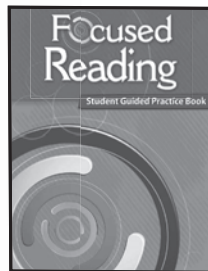
Teacher's Guide

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



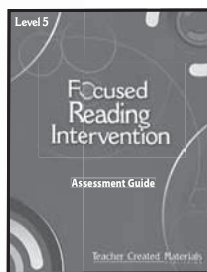
Student Guided Practice Book

Full-color reading passages and student activities



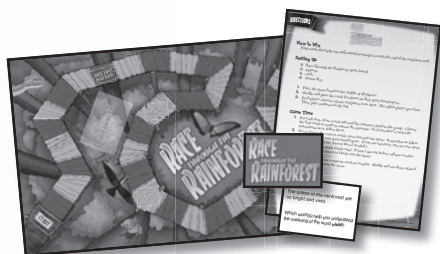
Assessment Guide

Includes a pretest, posttest, and oral reading record

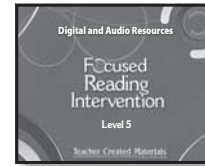


3 Literacy Game Sets

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

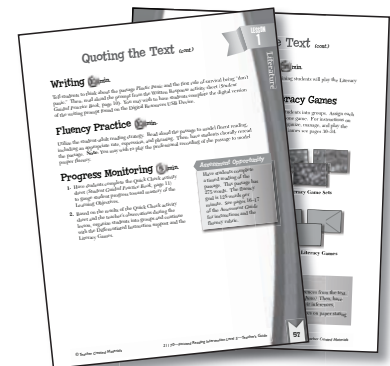
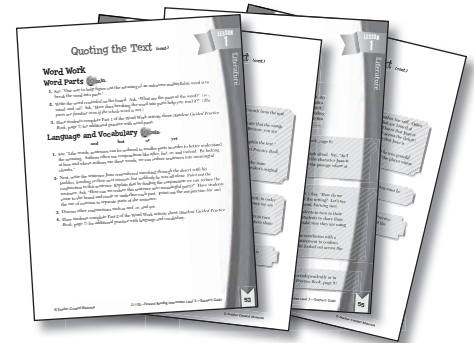
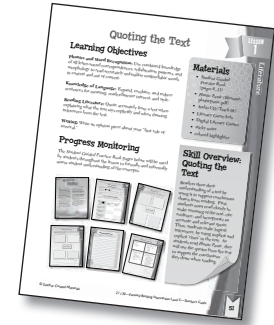
- PDFs of all student materials (passages, game sets, activity sheets, assessments, etc.)
- PDFs of teacher resources (graphic organizers, rubrics, pacing plans, etc.)
- Digital Literacy Games
- Electronic versions of the Pretest and Posttest and recording tools

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



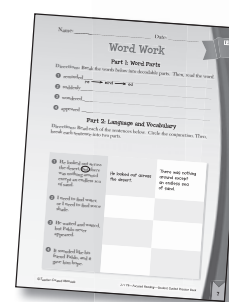
Student Guided Practice Book

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

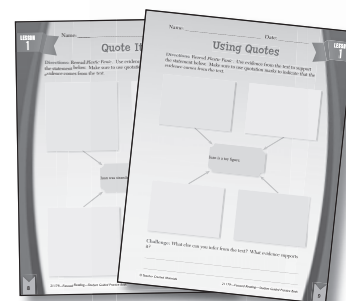
- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



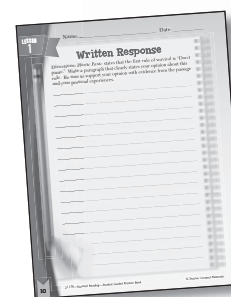
- Word Work activities to reinforce foundational reading skills (Levels K–5) and language conventions (Levels 6–8)
- activities that support vocabulary acquisition and language development



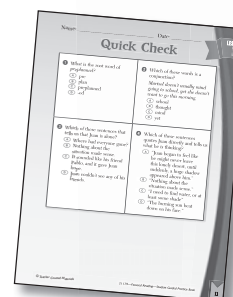
- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses



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



- a Quick Check to easily monitor students' progress



Comparing and Contrasting Points of View

Learning Objectives

Conventions: Use verb tense to convey various times, sequences, states, and conditions.

Vocabulary Acquisition: Use context as a clue to the meaning of a word or phrase.

Reading Informational Text: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Writing: Write a short paragraph responding to a quote from the text.

Progress Monitoring

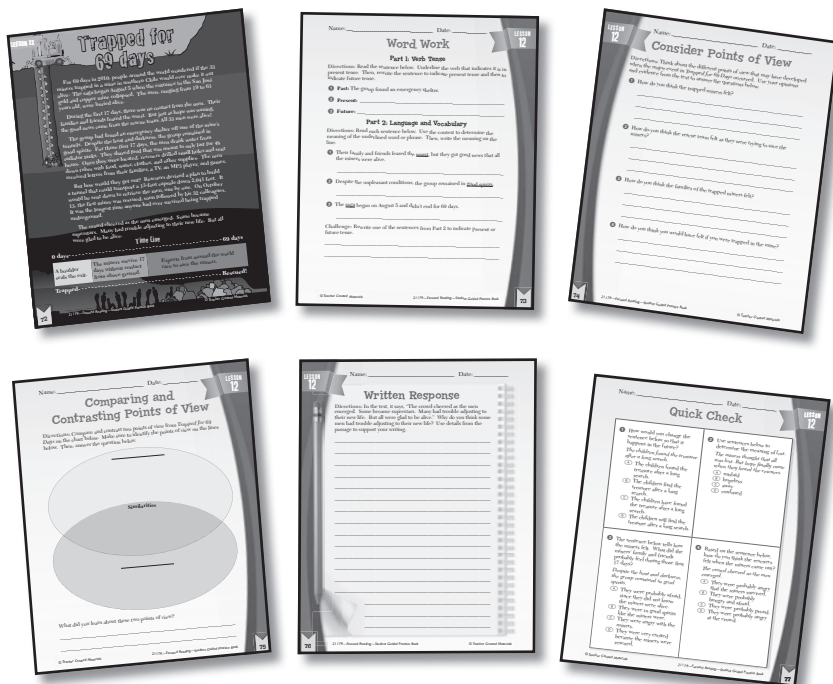
The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of concepts.

Materials

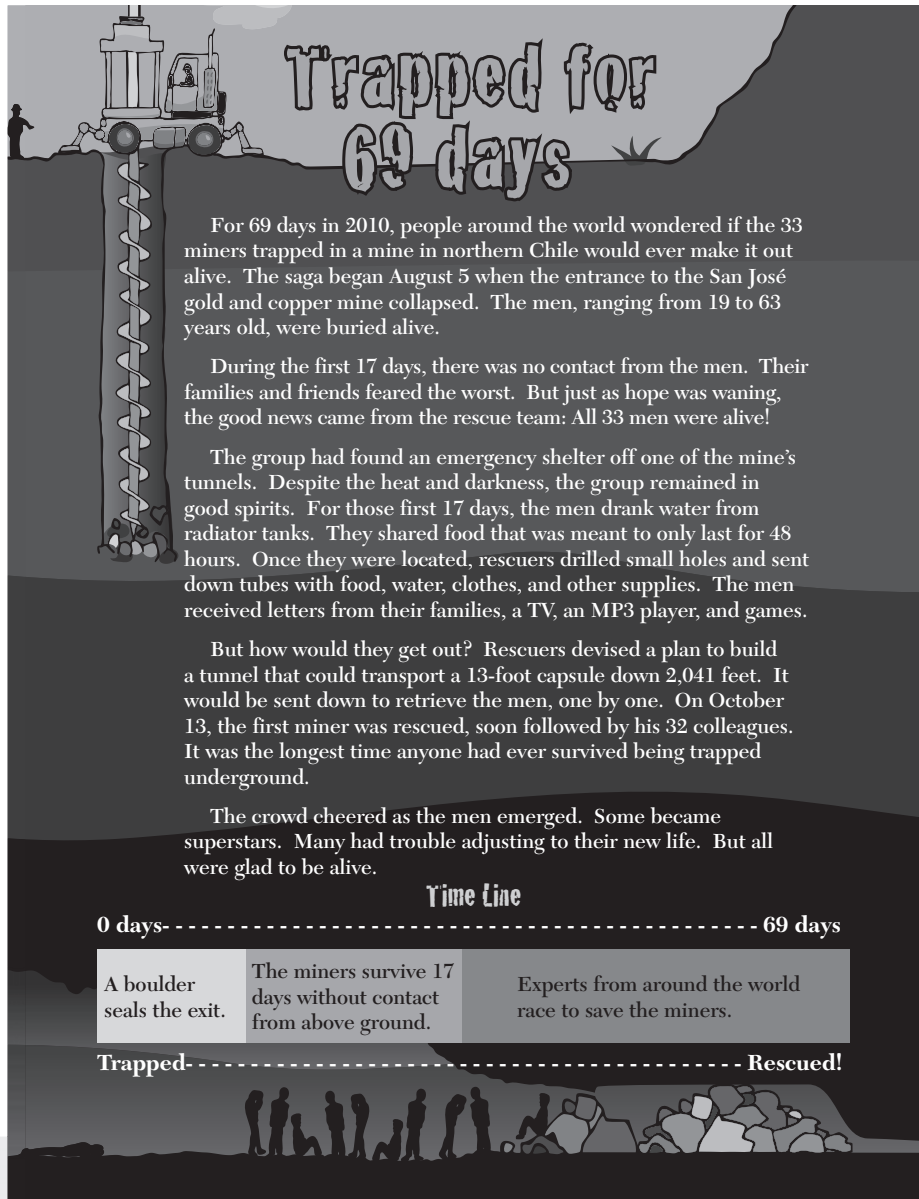
- *Student Guided Practice Book* (pages 72–77)
- *Trapped for 69 Days* (filename: trapped.pdf)
- Audio CD (Track 12)
- Literacy Game Sets
- Digital Literacy Games
- highlighters
- notebook paper

Skill Overview: Comparing and Contrasting Points of View

Authors write informational texts for a variety of purposes: to answer a question, to explain, or to describe. When students can analyze an author's purpose, point of view, and point out similarities or differences, students begin to realize that the point of view can influence how events are described. In this lesson, students will be analyzing the events in *Trapped for 69 Days* from different points of view.



Comparing and Contrasting Points of View *(cont.)*



Trapped for 69 days

For 69 days in 2010, people around the world wondered if the 33 miners trapped in a mine in northern Chile would ever make it out alive. The saga began August 5 when the entrance to the San José gold and copper mine collapsed. The men, ranging from 19 to 63 years old, were buried alive.

During the first 17 days, there was no contact from the men. Their families and friends feared the worst. But just as hope was waning, the good news came from the rescue team: All 33 men were alive!

The group had found an emergency shelter off one of the mine's tunnels. Despite the heat and darkness, the group remained in good spirits. For those first 17 days, the men drank water from radiator tanks. They shared food that was meant to only last for 48 hours. Once they were located, rescuers drilled small holes and sent down tubes with food, water, clothes, and other supplies. The men received letters from their families, a TV, an MP3 player, and games.

But how would they get out? Rescuers devised a plan to build a tunnel that could transport a 13-foot capsule down 2,041 feet. It would be sent down to retrieve the men, one by one. On October 13, the first miner was rescued, soon followed by his 32 colleagues. It was the longest time anyone had ever survived being trapped underground.

The crowd cheered as the men emerged. Some became superstars. Many had trouble adjusting to their new life. But all were glad to be alive.

Time Line

0 days		69 days
A boulder seals the exit.	The miners survive 17 days without contact from above ground.	Experts from around the world race to save the miners.
Trapped	Rescued!	

Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Recognition of and repeated exposure to these words is essential to fluent reading. Write the words below on the board. Read each word aloud. Also, write a sentence for each word, but leave the high-frequency word out and draw a line. Ask students to figure out which word belongs in each sentence. Challenge students to think of their own sentences, leaving out the word for other students to fill in.

group

life

mine

small

world

Comparing and Contrasting Points of View *(cont.)*

LESSON
12

Informational Text

Word Work

Verb Tense 10 min.

1. Review the idea that verbs are words that describe various times, sequences, states, and conditions. Explain that the tense, or form of the verb, indicates when the action took place.
2. Say, “The tense of the verb tells you if the action happens in the past, present, or future.”
3. Write the sentence *The group had found an emergency shelter off one of the mine’s tunnels.* Underline the verb *found*. Ask students, “Does this verb tense indicate past, present, or future?” (*past*) Point out that often past tense verbs end in *-ed* but *found* is an irregular verb. (*not “finded”*)
4. Have students practice changing the tense of the verb to present (*find*) and future (*will find*) in the sentence.
5. Have students complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 73) for additional practice with verb tenses.

Language and Vocabulary 10 min.

1. Explain that authors often use words in unfamiliar contexts in a way that do not match their literal meaning. Say, “When you come across a word where you know the meaning but it is used in an unusual way, you can use the literal meaning of the word and the context as a clue to the meaning of a word or phrase.”
2. Write the sentences *Their family and friends feared the worst. But just as hope was waning, the good news came from the rescue team: All 33 were alive.* Next, underline the word *worst*. Say, “I know the word *worst* normally means *not good*, but that is not how the author means it here. I can use the context to tell me that in this sentence *worst* means ‘the opposite of alive, or dead.’” Provide clarification as needed.
3. Have students complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 73) for additional practice with language and vocabulary.

Comparing and Contrasting Points of View *(cont.)*

Whole-Group Lesson Before Reading 10 min.

I Do

1. Explain to students that just like in real life, people can have different perspectives or thoughts on the same event. Say, “This difference is referred to as a *point of view*.”
2. Explain that most times informational texts are written like the author is someone outside looking in. (*objective third person point of view*) Other times, the author overtly adds his or her opinions to a passage (*first person point of view*). Say, “No matter who is telling the story, we can think about the thoughts, feelings, opinions, and points of view of all the people involved in the passage. Today, we will read an informational text and think about the events from different points of view.”

We Do

1. Have students turn to *Trapped for 69 Days* (*Student Guided Practice Book*, page 72) or display the PDF version. Say, “By reading the title, I can begin to understand why there might be different points of view. I know that we may hear the author’s point of view and also the point of view of the people who were trapped. The point of view of families and friends of those trapped and the people who rescued them may be shared as well.”
2. Then ask, “How do you think these points of view might be different?” Allow students to turn to their neighbor and discuss possible responses. Allow students time to respond. If necessary, help students understand that each person may have a different experience and account of what happened because they were in different roles.

You Do

1. Have students, either in small groups or in pairs, make predictions about how each point of view would be different in the passage *Trapped for 69 Days* (*Student Guided Practice Book*, page 72).

Comparing and Contrasting Points of View *(cont.)*

LESSON
12

Informational Text

Whole-Group Lesson *(cont.)*

During Reading (15) min.

Language Support

Put students into pairs. Have them create small skits representing a tricky word from the text. Have students act out the word for the group to guess.

I Do

1. Have students turn to *Trapped for 69 Days* (*Student Guided Practice Book*, page 72). Remind students that as you are reading, you will be thinking about each person's point of view or how their thinking and feeling might be different than the thinking and feeling of others. Have students read the passage independently.
2. Then say, "The passage mentions that people around the world were wondering about the 33 miners. I am sure that it was all over the news. I actually remember this and I was also following this story, hoping that the miners would be found and saved. I felt very sad for these miners, but I know that my point of view as a spectator was very different from their points of view as the victims of this accident."

We Do

1. Reread the first paragraph aloud. Ask, "What do you think the miners were thinking and feeling? What was their point of view?" (*nervous, hopeless, hungry, scared*)
2. Reread the next paragraph aloud. Then say, "Let's think about the point of view of the families. What do you think they were thinking and feeling during the first 17 days?" (*sad, nervous, scared, hopeful*) Allow students to share their answers aloud.
3. Say, "Let's think about the miners and their families. What are some similarities and differences in the points of view?" (*They were both probably scared and nervous, the families probably felt hopeful, and the miners might have felt hungry.*) Have students use the passage to support their answers.

You Do

1. Have students finish rereading the rest of the text and, either in small groups or in pairs. Have them stop occasionally to discuss the points of view of the miners, the families, and the rescue team.
2. Then, have students, either independently or in pairs, complete the Consider Points of View activity sheet (*Student Guided Practice Book*, page 74).

Comparing and Contrasting Points of View *(cont.)*

Whole-Group Lesson *(cont.)*

After Reading 10 min.

I Do

1. Explain that sometimes points of view can be similar and sometimes they can be very different. Say, “When reading this passage, I kept thinking about how horrible it must have been for the trapped miners. I also kept thinking of how hard it must have been on their families.”
2. Say, “In order to really think about the different points of view mentioned in the text, we had to consider both the miners and their families. They both had unique points of view that were different and similar in many ways. For example, although the miners and their families may have felt similar emotions, since they had different experiences during the ordeal, their points of view were different.”

We Do

1. Say, “What have you learned today about considering points of view? Turn to your neighbor and share what you have learned.” You may provide the sentence frame: *Something I learned about considering point of view is _____.*

You Do

1. Have students complete the Comparing and Contrasting Points of View activity sheet (*Student Guided Practice Book*, page 75) either now or during the Differentiated Instruction portion of the lesson.

Comparing and Contrasting Points of View *(cont.)*

LESSON
12

Informational Text

Writing 10 min.

Tell students to think about *Trapped for 69 Days*. Then, read aloud the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 76). 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.

Explain to students that fluent readers “catch” several words at a time with their eyes rather than reading words one by one. Pair students and ask them to sit knee to knee. Have one student read the passage aloud while the partner observes the reader’s eye movements. Then, the observer records a tally mark for each time the reader’s eye “jumps.” Each reader rereads the passage two more times, trying to “catch” more words with each “jump” of the eye. Have observers discuss their observations with the readers. Finally, partners switch roles and repeat the activity.

Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 77) 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 262 words. The fluency goal is 128 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Comparing and Contrasting Points of View *(cont.)*

Differentiated Instruction 35 min.

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

Reteach

1. Reread *Trapped for 69 Days* aloud, or play the professional recording from the Audio CD.
2. Make a chart with three columns. Title the first column *Miners*, title the second column *Families*, and title the third column *Rescuers*. Fill in the chart with the different points of view. Add where the evidence is found if it comes from the passage.

Reinforce

1. Reread *Trapped for 69 Days* aloud, or play the professional recording from the Audio CD.
2. Have students reread the passage and with a colored highlighter mark the areas they feel would be different if the passage was told from a different point of view. When done, have students explain where they marked and how it might be different.

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

Think about *Trapped for 69 Days*. Have students write a mock diary entry on notebook paper from the point of view of either one of the family members, a miner, or one of the rescue teams. Have students share their diary entries aloud. Discuss how the students' diary entries are similar and how they are different.

Trapped for 69 days

For 69 days in 2010, people around the world wondered if the 33 miners trapped in a mine in northern Chile would ever make it out alive. The saga began August 5 when the entrance to the San José gold and copper mine collapsed. The men, ranging from 19 to 63 years old, were buried alive.

During the first 17 days, there was no contact from the men. Their families and friends feared the worst. But just as hope was waning, the good news came from the rescue team: All 33 men were alive!

The group had found an emergency shelter off one of the mine's tunnels. Despite the heat and darkness, the group remained in good spirits. For those first 17 days, the men drank water from radiator tanks. They shared food that was meant to only last for 48 hours. Once they were located, rescuers drilled small holes and sent down tubes with food, water, clothes, and other supplies. The men received letters from their families, a TV, an MP3 player, and games.

But how would they get out? Rescuers devised a plan to build a tunnel that could transport a 13-foot capsule down 2,041 feet. It would be sent down to retrieve the men, one by one. On October 13, the first miner was rescued, soon followed by his 32 colleagues. It was the longest time anyone had ever survived being trapped underground.

The crowd cheered as the men emerged. Some became superstars. Many had trouble adjusting to their new life. But all were glad to be alive.

Time Line

0 days-----69 days

A boulder seals the exit.

The miners survive 17 days without contact from above ground.

Experts from around the world race to save the miners.

Trapped-----Rescued!



Word Work

Part 1: Verb Tense

Directions: Read the sentence below. Underline the verb that indicates it is in past tense. Then, rewrite the sentence to indicate present tense and then to indicate future tense.

- 1 **Past:** The group found an emergency shelter.
- 2 **Present:** _____
- 3 **Future:** _____

Part 2: Language and Vocabulary

Directions: Read each sentence below. Use the context to determine the meaning of the underlined word or phrase. Then, write the meaning on the line.

- 1 Their family and friends feared the worst, but they got good news that all the miners were alive.

- 2 Despite the unpleasant conditions, the group remained in good spirits.

- 3 The saga began on August 5 and didn't end for 69 days.

Challenge: Rewrite one of the sentences from Part 2 to indicate present or future tense.

Consider Points of View

Directions: Think about the different points of view that may have developed when the major event in *Trapped for 69 Days* occurred. Use your opinions and evidence from the text to answer the questions below.

1 How do you think the trapped miners felt?

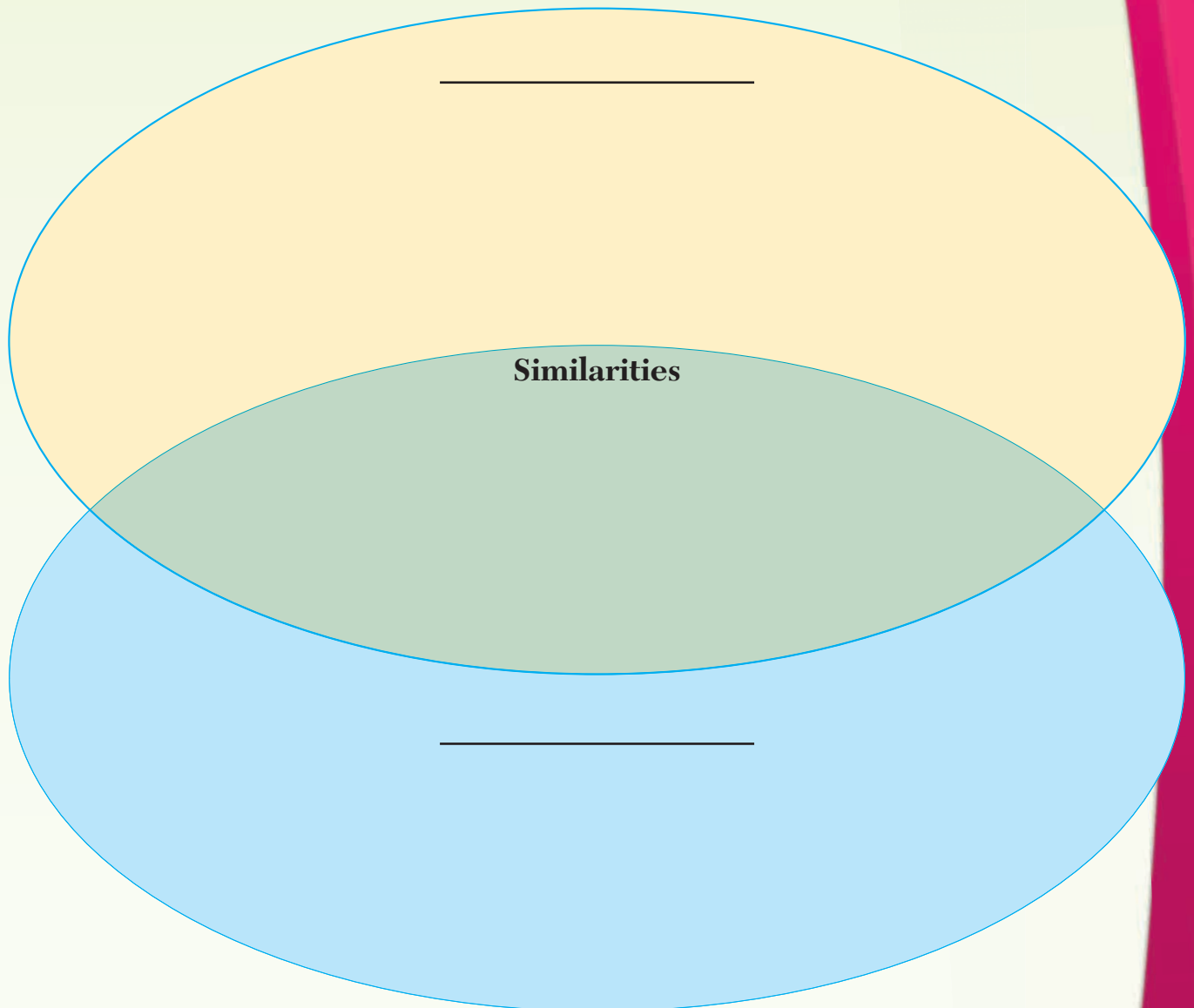
2 How do you think the rescue team felt as they were trying to save the miners?

3 How do you think the families of the trapped miners felt?

4 How do you think you would have felt if you were trapped in the mine?

Comparing and Contrasting Points of View

Directions: Compare and contrast two points of view from *Trapped for 69 Days* on the chart below. Make sure to identify the points of view on the lines below. Then, answer the question below.



What did you learn about these two points of view?

Quick Check

- 1 How would you change the sentence below so that it happens in the future?

The children found the treasure after a long search.

- (A) The children found the treasure after a long search.
- (B) The children find the treasure after a long search.
- (C) The children have found the treasure after a long search.
- (D) The children will find the treasure after a long search.

- 2 Use the words below to determine the meaning of *lost*.

The miners thought that all was lost. But hope finally came when they heard the rescuers.

- (A) mislaid
- (B) hopeless
- (C) away
- (D) confused

- 3 The sentence below tells how the miners felt. What did the miners' families and friends probably feel during those first 17 days?

Despite the heat and darkness, the group remained in good spirits.

- (A) They were probably afraid, since they did not know the miners were alive.
- (B) They were in good spirits like the miners were.
- (C) They were angry with the miners.
- (D) They were very excited because the miners were rescued.

- 4 Based on the sentence below, how do you think the rescuers felt when the miners came out?

The crowd cheered as the men emerged.

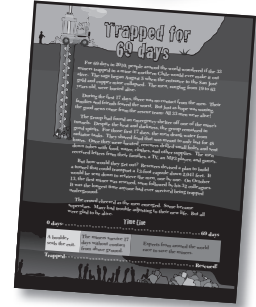
- (A) They were probably angry that the miners survived.
- (B) They were probably hungry and afraid.
- (C) They were probably proud.
- (D) They were probably angry at the crowd.

Comparing and Contrasting Points of View

Oral Reading Record

Name: _____ Date: _____

Assessor: _____



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

Cumulative Word Count	Text	E	SC	Cues Used	
				E	SC
9	For 69 days in 2010, people around the world wondered if the 33 miners trapped in a mine in northern Chile would ever make it out alive.				
18					
27					
36	The saga began August 5 when the entrance to the San José gold and copper mine collapsed.				
44					
54					
56	The men, ranging from 19 to 63 years old, were buried alive.				
65					
73					
82	During the first 17 days, there was no contact from the men. Their families and friends feared the worst. But just as hope was waning, the good news came from the rescue team: All 33 men were alive!				
91					
94					
102	The group had found an emergency shelter off one of the mine's tunnels. Despite the heat and darkness, the group remained in good spirits.				
111					
118					
127	For those first 17 days, the men drank water from radiator tanks.				
130					
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: