

# Focused Reading Intervention

## Lessons and Activities

Level 7

### Table of Contents

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

How to Use This Product (4 pages)

Lesson Plan (15 pages)



Level 7

# Focused Reading Intervention

**Teacher's Guide**

**Teacher Created Materials**  
PUBLISHING

# Table of Contents

## Welcome

Program Welcome Letters . . . . .	4
-----------------------------------	---

## Research

Research on Reading Intervention . . . . .	6
The Need for Intervention . . . . .	6
Response to Intervention in English Language Arts . . . . .	7
Components of Effective Reading Interventions . . . . .	9
High-Yield Strategies for Increasing Student Achievement . . . . .	10
The Reading/Writing Connection . . . . .	11
Using Technology to Improve Literacy . . . . .	12
Using Games to Motivate Struggling Readers . . . . .	13
Assessment . . . . .	14

## Best Practices

Developing Key Reading Skills . . . . .	16
Word Recognition . . . . .	16
Academic Vocabulary . . . . .	18
Fluency . . . . .	19
Comprehension Strategies for Informational Texts and Literature . . . . .	20
Differentiation . . . . .	24
Differentiating by Specific Needs . . . . .	24

## How to Use This Product

Kit Components . . . . .	26
Getting Started . . . . .	27
Teaching a Lesson . . . . .	28
Using the Literacy Games . . . . .	30
How to Organize and Manage Games . . . . .	30
Playing the Literacy Game Sets . . . . .	31
Playing the Digital Literacy Games . . . . .	34
Using the Technology Options . . . . .	35

## Planning for Intervention

Pacing Plans . . . . .	36
Correlations . . . . .	40
Reading Level Correlations . . . . .	40
Introduction to Correlations . . . . .	43
Standards Correlations . . . . .	44
Series Scope and Sequence . . . . .	47

## Lessons

Lesson 1: Using Textual Evidence: Informational Text . . . . .	51
Lesson 2: Using Textual Evidence: Literature . . . . .	59
Lesson 3: Determining Main Ideas . . . . .	67
Lesson 4: Determining Theme . . . . .	75
Lesson 5: Analyzing Interactions . . . . .	83
Lesson 6: Analyzing Setting . . . . .	91
Lesson 7: Analyzing Character . . . . .	99
Lesson 8: Using Meaning Clues: Informational Text . . . . .	107
Lesson 9: Using Meaning Clues: Literature . . . . .	115
Lesson 10: Analyzing Structure: Step-by-Step (Procedural) . . . . .	123
Lesson 11: Analyzing Structure: Poetry . . . . .	131
Lesson 12: Analyzing Structure: Drama . . . . .	139
Lesson 13: Determining Author's Purpose . . . . .	147
Lesson 14: Contrasting Points of View . . . . .	155
Lesson 15: Comparing and Contrasting Medium . . . . .	163
Lesson 16: Comparing Historical Fiction and Fact . . . . .	171
Lesson 17: Evaluating Claims . . . . .	179
Lesson 18: Drawing Inferences: Literature . . . . .	187
Lesson 19: Drawing Inferences: Informational Text . . . . .	195
Lesson 20: Analyzing Interpretations . . . . .	203
Lesson 21: Summarizing: Literature . . . . .	211
Lesson 22: Summarizing: Informational Text . . . . .	219
Lesson 23: Understanding Poetic Devices . . . . .	227
Lesson 24: Analyzing Events . . . . .	235
Lesson 25: Analyzing Word Choice . . . . .	243
Lesson 26: Comparing Points of View . . . . .	251
Lesson 27: Analyzing Organization of Ideas . . . . .	259
Lesson 28: Analyzing Author's Craft: Literature . . . . .	267
Lesson 29: Analyzing Author's Craft: Informational Text . . . . .	275
Lesson 30: Evaluating Argument . . . . .	283

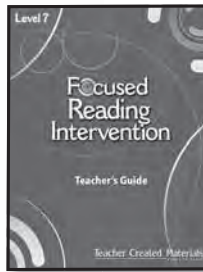
## Appendices

Appendix A: References Cited . . . . .	291
Appendix B: Glossary . . . . .	294
Appendix C: Digital and Audio Resources Charts . . . . .	298

# Kit Components

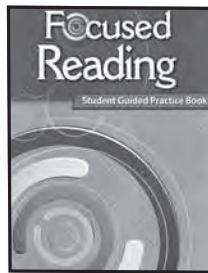
## Teacher's Guide

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



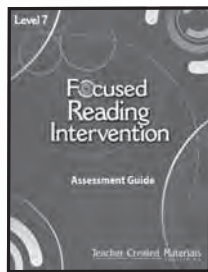
## Student Guided Practice Book

Full-color reading passages and student activities



## Assessment Guide

Includes a pretest, posttest, and oral reading record

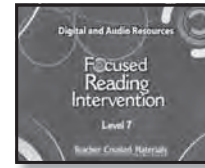


## 3 Literacy Game Sets

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

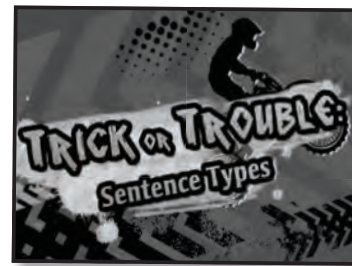


## Digital and Audio Resources



## 3 Digital Literacy Games

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



## Digital Resources

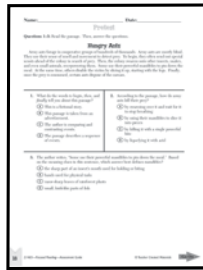
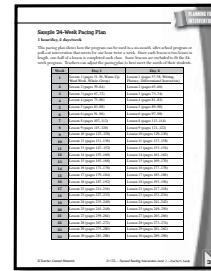
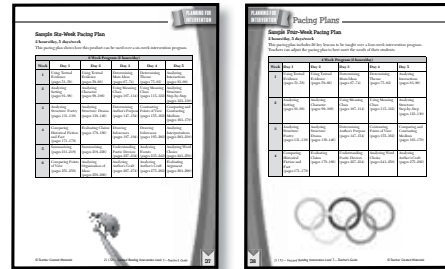
- PDFs of all student materials (passages, game sets, activity sheets, assessments, etc.)
- PDFs of teacher resources (graphic organizers, rubrics, pacing plans, etc.)
- Digital Literacy Games
- Digital versions of the Pretest and Posttest and recording tools

# Getting Started

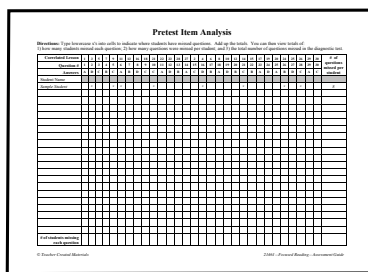
1. Prior to instruction, administer the Pretest. This assessment covers all the comprehension skills and objectives for this level of the program. It can be used to determine which concepts have already been mastered by each individual student, as well as which lessons concepts still need to be taught.

**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.

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.



Pretest

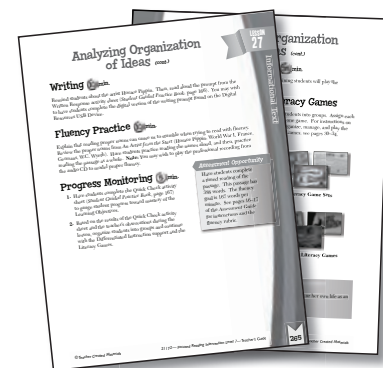
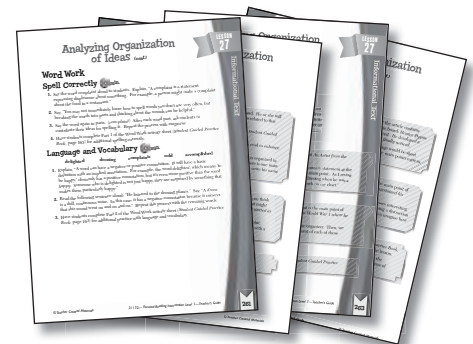
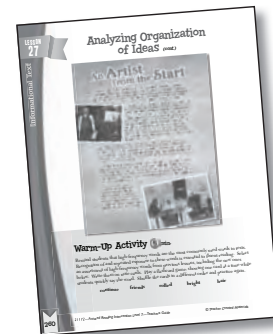
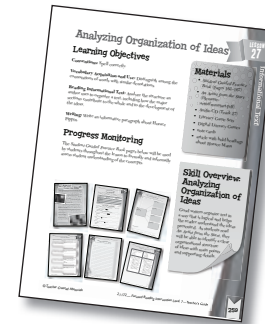


# Teaching a Lesson

## 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
- 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



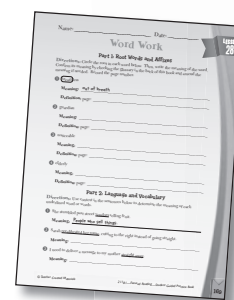
### Student Guided Practice Book

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

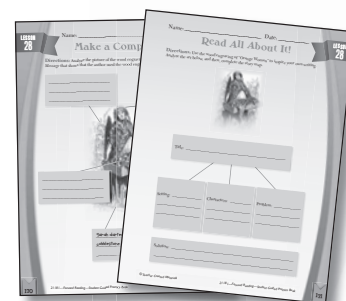
- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



- 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



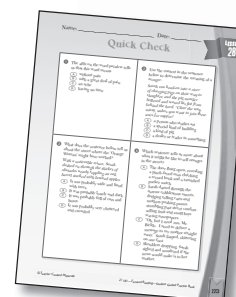
- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses



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



- a Quick Check to easily monitor students' progress



# Analyzing Structure: Step-by-Step (Procedural)

## Learning Objectives

**Conventions:** Explain the function of phrases and clauses in general and their function in specific sentences.

**Vocabulary Acquisition and Use:** Distinguish among the connotations of words with similar denotations.

**Reading Informational Text:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Writing:** Describe the process of decomposition.

## Progress Monitoring

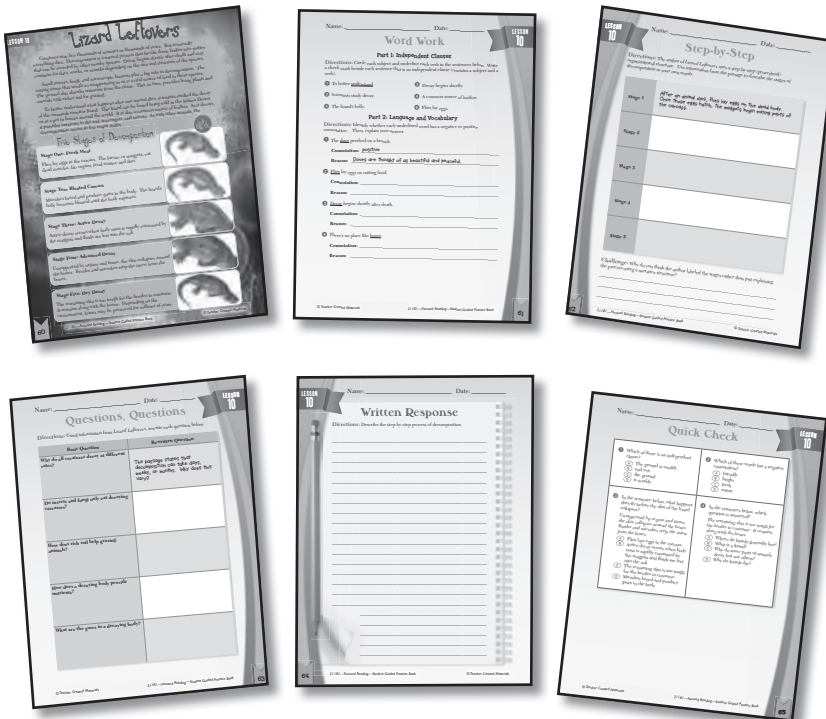
The *Student Guided Practice Book* pages below will be used by students throughout the lesson to formally and informally assess student understanding of the concepts.

## Materials

- *Student Guided Practice Book* (pages 60–65)
- *Lizard Leftovers* (filename: lizardleftovers.pdf)
- Audio CD (Track 10)
- Literacy Game Sets
- Digital Literacy Games
- note cards
- copies of *Lizard Leftovers* (one for each student)
- scissors
- lined paper

## Skill Overview: Analyzing Structure

Authors present information in different ways, but informational text is usually presented in a logical, sequential way. By reading *Lizard Leftovers*, students will learn to identify the organizational structure of the text and how it lends itself to their overall understanding of the topic.





# Analyzing Structure: Step-by-Step (Procedural) *(cont.)*

## Lizard Leftovers

Creatures may live thousands of minutes or thousands of years. But eventually everything dies. Decomposition is a natural process that breaks down bodies into matter that can be recycled by other nearby species. Decay begins shortly after death and may continue for days, weeks, or months depending on the size and structure of the species.

Small insects, fungi, and microscopic bacteria play a big role in decomposition. The rotting tissue that smells so unappetizing to us is a vital source of food to these species. The ground also absorbs nutrients from the tissue. This, in turn, provides living plants and animals with richer soil for grazing.

To better understand what happens after one animal dies, scientists studied the decay of the savannah monitor lizard. This lizard can be found living wild in the Sahara Desert or as a pet in homes around the world. It is also a common source of leather. As it decays, it provides nutrients to the soil, scavengers, and insects. As with other animals, the decomposition occurs in five major stages.

### Five Stages of Decomposition

#### Stage One: Fresh Meat

Flies lay eggs in the carcass. The larvae, or maggots, eat dead muscles, fat, organs, fecal matter, and skin.



#### Stage Two: Bloating Carcass

Microbes breed and produce gases in the body. The lizard's belly becomes bloated until the body ruptures.



#### Stage Three: Active Decay

Active decay occurs when body mass is rapidly consumed by the maggots and fluids are lost into the soil.



#### Stage Four: Advanced Decay

Unsupported by organs and tissue, the skin collapses around the bones. Beetles and microbes strip the sinew from the bones.



#### Stage Five: Dry Decay

The remaining skin is too tough for the beetles to consume. It remains along with the bones. Depending on the environment, bones may be preserved for millions of years.



## 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. Review the words below. Divide students into small groups, providing each group with five note cards. Have each group write each word on a different card. One student in each group begins by turning to the student beside him or her. That student shows each card, one at a time, while the other reads the words as quickly as possible. Continue this process until all students have the chance to quickly read the words.

continue

understand

found

common

produce

# Analyzing Structure: Step-by-Step (Procedural) (cont.)

LESSON  
10

Informational Text

## Word Work

### Independent Clauses 10 min.

1. Say, “There are independent clauses and dependent clauses. In order to better understand dependent clauses, it’s helpful to first understand independent clauses.”
2. Say, “An independent clause is merely a simple sentence. It contains a subject and a verb that can stand on its own.” Write the following sentence on the board: *Decomposition is a natural process.* Read it aloud. Say, “*Decomposition* is the subject and *is* is the verb. This is a simple sentence.” Contrast this with the following: *The ground also.* Say, “*Ground* is the subject, but there is no action, so this is not a complete or simple sentence. It’s not an independent clause.”
3. Ask, “What could we add to make this a simple sentence? (The ground also *absorbs nutrients.*) With the addition of the verb, *absorbs*, we now have a complete sentence.”
4. Have students complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 61) for additional practice with independent clauses.

### Language and Vocabulary 10 min.

decay      maggot

1. Say, “A word can have a negative or positive connotation. There is a meaning associated with the word that is implied, but is not the actual definition. For example, the word *decay*, which refers to rotting, often has a negative connotation. We think of a rotting thing as gross and having a bad smell. So, when we hear the word *decay*, we associate it with something bad. We might even describe a mean person as rotten.”
2. Ask, “What do you think of when you hear the word *maggot*? Is it positive or negative? *Maggot* has a negative connotation because we think of a worm that is usually on food. Let’s contrast this with the word *pet*, referring to an animal owned by a family. *Pet* usually has a positive connotation because we think of a cute little dog or cat that is loved.”
3. Have students complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 61) for additional practice with language and vocabulary.

# Analyzing Structure: Step-by-Step (Procedural) *(cont.)*

## Whole-Group Lesson

Before Reading 10 min.

**I Do**

1. Say, “Authors use different kinds of organizational structures when they write. *Lizard Leftovers* is about the process of decomposition or the breaking down of an animal body after death. Since the text is going to tell us about a process, I imagine that it will be organized in a step-by-step (procedural) manner that will help us understand it. Today, you will examine the text structure to help you understand the content presented in *Lizard Leftovers*.”

**We Do**

1. To access students’ background knowledge, ask, “What do you already know about decomposition? Have you ever seen a dead bird or the bones of an animal in nature? What did it look like? Was there any kind of smell?”
2. Ask, “What do you think the process involves? What do you think happens first? How does an entire animal end up as a pile of bones and nothing else?”

**You Do**

1. Allow students to discuss their ideas about this process in small groups and help them to understand that the process has a sequence so the author presents the information in that way.

# Analyzing Structure: Step-by-Step (Procedural) (cont.)

## Whole-Group Lesson (cont.)

During Reading 15 min.

### Language Support

Help students understand the step-by-step (procedural) text structure. Explain that often times numbering or signal words are used. Have them practice by explaining the steps they go through to get ready for school. *First, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_.*

#### I Do

1. Say, “As you read today, focus on the structure of an informational text. What is the process described?”
2. Have students read *Lizard Leftovers* (*Student Guided Practice Book*, page 60) independently.
3. Say, “Just from looking at this, I can tell there is a specific structure. I notice that the author labels the stages of decomposition, so it is clear that it is structured in a particular way with regard to sequence.”

#### We Do

1. Ask, “What is the first thing that happens in the decomposition process? (*Flies lay eggs in the carcass and the larvae eat the flesh.*) What happens next?” (*The body bloats from gases and then bursts.*)
2. Point out the organized manner in which the information is presented.

#### You Do

1. Have students complete the Step-by-Step activity sheet (*Student Guided Practice Book*, page 62).

# Analyzing Structure: Step-by-Step (Procedural) *(cont.)*

## Whole-Group Lesson *(cont.)*

### After Reading 10 min.

**I Do**

1. Remind students that the author began *Lizard Leftovers* with general information about decomposition, then told the story of scientists who observed the decaying body of a monitor lizard, and finally listed the stages of decomposition.
2. Say, “Even though the author structured the text in a specific way, I might still have questions about the text. I can structure my questions sequentially as well. For example, when I read the first three sentences I am curious about the use of the word *recycled*. I think about recycling trash, but what does it mean that dead bodies are recycled? If I read on, I may find out.”

**We Do**

1. Say, “Let’s look at the rest of that paragraph. What are some questions that come to mind?” (*What nearby species are there? Are there animals that feast on dead carcasses in every climate, or are they unique to certain ones? How long would it take a bird, for example, to completely decompose?*)
2. Tell students that asking questions in a structured way by mentioning information and then asking the question not only involves a depth of understanding, but makes it easier for someone to answer. Say, “For example, I could ask, ‘Why doesn’t decomposition happen at the same pace for all creatures?’ or I could ask, ‘The passage says that decomposition can happen in a few days, weeks, or months. Why is that pace not the same for all?’”
3. Encourage students to reframe their questions, prefacing them with information from the passage.

**You Do**

1. Have students work in pairs to reframe their questions about the passage, basing them on information from the text.
2. Have students complete the Questions, Questions activity sheet (*Student Guided Practice Book*, page 63) either now or in the Differentiated Instruction portion of the lesson.
3. Ask, “How will you approach the next text you read differently knowing what you now know about text structure? Take two minutes to discuss with a partner, and then write a sentence response at the bottom of your activity sheet.”

# Analyzing Structure: Step-by-Step (Procedural) *(cont.)*

LESSON  
10

Informational Text

## Writing 10 min.

Remind students about *Lizard Leftovers*. Then, read aloud the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 64). 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 that it is important to read aloud clearly and smoothly. Point out that *Lizard Leftovers* has a section of information presented in paragraphs. It also has a list of stages and each stage is labeled. Model for them how to say each stage heading, pause briefly, and then read the description of the stage. Encourage students to practice reading the passage aloud. **Note:** You may wish to play the professional recording from the audio CD to model proper fluency.

## Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 65) 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 299 words. The fluency goal is 167 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

# Analyzing Structure: Step-by-Step (Procedural) *(cont.)*

## Differentiated Instruction 35 min.

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

### Reteach

1. Tell students that a strong organizational structure helps a reader to make sense of the information presented in a text.
2. Provide each student with a copy of *Lizard Leftovers* and have each student cut apart the stages (omitting the headings) and mix them up. Help students to understand the importance of a strong organizational structure and how confusing the passage would be if not properly sequenced.
3. Have each student arrange the stages in the correct sequence.

### 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

### Reinforce

1. Explain that when retelling information, organizational structure is important.
2. Have students label the passage as you point out the introduction, general information, the work of scientists, and the stages of decomposition. Have them practice retelling this information to a partner using this structure of sequence.



Digital Literacy Games



### Extend Learning

1. Have each student write a letter to a family member telling about the article.
2. Have students introduce the overall topic of the article, general information, and then the stages involved.

# Lizard Leftovers

Creatures may live thousands of minutes or thousands of years. But eventually everything dies. Decomposition is a natural process that breaks down bodies into matter that can be recycled by other nearby species. Decay begins shortly after death and may continue for days, weeks, or months depending on the size and structure of the species.

Small insects, fungi, and microscopic bacteria play a big role in decomposition. The rotting tissue that smells so unappetizing to us is a vital source of food to these species. The ground also absorbs nutrients from the tissue. This, in turn, provides living plants and animals with richer soil for grazing.

To better understand what happens after one animal dies, scientists studied the decay of the savannah monitor lizard. This lizard can be found living wild in the Sahara Desert or as a pet in homes around the world. It is also a common source of leather. As it decays, it provides nutrients to the soil, scavengers, and insects. As with other animals, the decomposition occurs in five major stages.

## Five Stages of Decomposition

### Stage One: Fresh Meat

Flies lay eggs in the carcass. The larvae, or maggots, eat dead muscles, fat, organs, fecal matter, and skin.



### Stage Two: Bloating Carcass

Microbes breed and produce gases in the body. The lizard's belly becomes bloated until the body ruptures.



### Stage Three: Active Decay

Active decay occurs when body mass is rapidly consumed by the maggots and fluids are lost into the soil.



### Stage Four: Advanced Decay

Unsupported by organs and tissue, the skin collapses around the bones. Beetles and microbes strip the sinew from the bones.



### Stage Five: Dry Decay

The remaining skin is too tough for the beetles to consume. It remains along with the bones. Depending on the environment, bones may be preserved for millions of years.





# Word Work

## Part 1: Independent Clauses

**Directions:** Circle each subject and underline each verb in the sentences below. Write a check mark beside each sentence that is an independent clause (contains a subject and a verb).

- 1 To better understand.
- 2 Decay begins shortly.
- 3 Scientists study decay.
- 4 A common source of leather.
- 5 The lizard's belly.
- 6 Flies lay eggs.

## Part 2: Language and Vocabulary

**Directions:** Identify whether each underlined word has a negative or positive connotation. Then, explain your answer.

- 1 The dove perched on a branch.

**Connotation:** positive

**Reason:** Doves are thought of as beautiful and peaceful.

- 2 Flies lay eggs on rotting food.

**Connotation:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

- 3 Decay begins shortly after death.

**Connotation:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

- 4 There's no place like home.

**Connotation:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

# Step-by-Step

**Directions:** The author of *Lizard Leftovers* uses a step-by-step (procedural) organizational structure. Use information from the passage to describe the stages of decomposition in your own words.

<p>Stage 1</p>	<p>After an animal dies, flies lay eggs on the dead body. Once those eggs hatch, the maggots begin eating parts of the carcass.</p>
<p>Stage 2</p>	
<p>Stage 3</p>	
<p>Stage 4</p>	
<p>Stage 5</p>	

**Challenge:** Why do you think the author labeled the stages rather than just explaining the process using a narrative structure?

---



---



---

# Questions, Questions

**Directions:** Using information from *Lizard Leftovers*, rewrite each question below.

Basic Question	Rewritten Question
<p>Why do all creatures decay at different rates?</p>	<p>The passage states that decomposition can take days, weeks, or months. Why does this vary?</p>
<p>Do insects and fungi only eat decaying carcasses?</p>	
<p>How does rich soil help grazing animals?</p>	
<p>How does a decaying body provide nutrients?</p>	
<p>What are the gases in a decaying body?</p>	



# Quick Check

1 Which of these is an independent clause?

- A The ground is muddy.
- B and wet
- C the ground
- D is muddy

2 Which of these words has a negative connotation?

- A friendly
- B bright
- C fresh
- D rotten

3 In the sentence below, what happens directly before the skin of the lizard collapses?

*Unsupported by organs and tissue, the skin collapses around the bones. Beetles and microbes strip the sinew from the bones.*

- A Flies lays eggs in the carcass.
- B Active decay occurs when body mass is rapidly consumed by the maggots and fluids are lost into the soil.
- C The remaining skin is too tough for the beetles to consume.
- D Microbes breed and produce gases in the body.

4 In the sentences below, which question is answered?

*The remaining skin is too tough for the beetles to consume. It remains along with the bones.*

- A Where do lizards generally live?
- B What is a lizard?
- C Why do some parts of animals decay but not others?
- D Why do lizards die?

# Analyzing Structure: Step-by-Step

## Oral Reading Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor: \_\_\_\_\_



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

Cumulative Word Count	Text	E	SC	Cues Used	
				E	SC
7	Creatures may live thousands of minutes or thousands of years. But eventually everything dies. Decomposition is a natural process that breaks down bodies into matter that can be recycled by other nearby species. Decay begins shortly after death and may continue for days, weeks, or months depending on the size and structure of the species.				
13					
20					
28					
35					
43	Small insects, fungi, and microscopic bacteria play a big role in decomposition. The rotting tissue that smells so unappetizing to us is a vital source of food to these species. The ground also absorbs nutrients from the tissue. This, in turn, provides living plants and animals with richer soil for grazing.				
51					
55					
61					
69					
79	To better understand what happens after one animal dies, scientists studied the decay of the savannah monitor lizard.				
87					
94					
102					
106					
113					
121					
124					
	<b>TOTALS</b>				

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: