

# Focused Reading Intervention

## Lessons and Activities

Nivel 1 (Level 1)

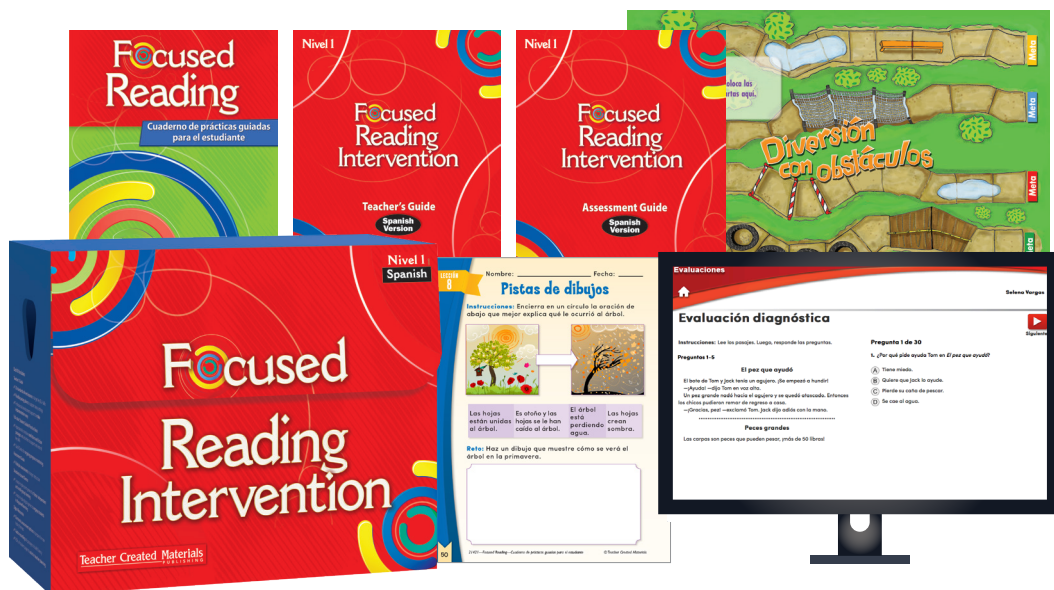
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How to Use This Product (4 pages)

Lesson Plan (15 pages)



**Nivel 1**

# **Focused Reading Intervention**

**Teacher's Guide**

**Spanish  
Version**

**Teacher Created Materials**  
PUBLISHING

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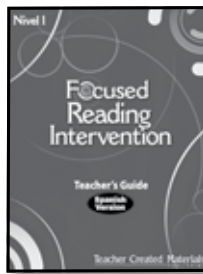
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# Kit Components

## Teacher's Guide

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



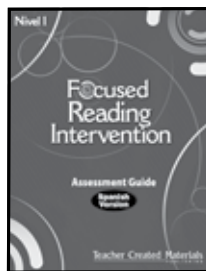
## Cuaderno de prácticas guiadas para el estudiante

Full-color reading passages and student activities



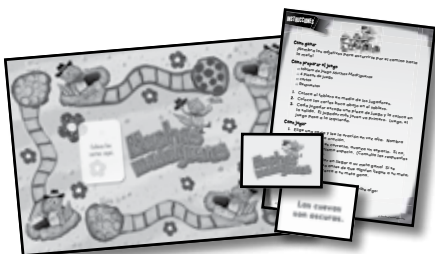
## Assessment Guide

Includes a pretest, posttest, and oral reading record

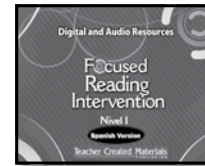


## 3 Literacy Game Sets

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.

**Note:** Depending on students' abilities, you may wish to read the Pretest aloud to students or use the professional recording found on the Audio CD.

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.

**Option 1: Sample Six-Week Pacing Plan**  
A 6-week, 4-day/week program.  
The pacing plan shows how the program can be used over an entire intervention period.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
A	Lesson 1 (pages 10-11)	Lesson 2 (pages 12-13)	Lesson 3 (pages 14-15)	Lesson 4 (pages 16-17)	Lesson 5 (pages 18-19)
B	Lesson 6 (pages 20-21)	Lesson 7 (pages 22-23)	Lesson 8 (pages 24-25)	Lesson 9 (pages 26-27)	Lesson 10 (pages 28-29)
C	Lesson 11 (pages 30-31)	Lesson 12 (pages 32-33)	Lesson 13 (pages 34-35)	Lesson 14 (pages 36-37)	Lesson 15 (pages 38-39)
D	Lesson 16 (pages 40-41)	Lesson 17 (pages 42-43)	Lesson 18 (pages 44-45)	Lesson 19 (pages 46-47)	Lesson 20 (pages 48-49)
E	Lesson 21 (pages 50-51)	Lesson 22 (pages 52-53)	Lesson 23 (pages 54-55)	Lesson 24 (pages 56-57)	Lesson 25 (pages 58-59)
F	Lesson 26 (pages 60-61)	Lesson 27 (pages 62-63)	Lesson 28 (pages 64-65)	Lesson 29 (pages 66-67)	Lesson 30 (pages 68-69)

**Option 2: Sample Four-Week Pacing Plan**  
A 4-week, 4-day/week program.  
The pacing plan shows how the program can be used over an entire intervention period.

Week	Day 1	Day 2	Day 3	Day 4
A	Lesson 1 (pages 10-11)	Lesson 2 (pages 12-13)	Lesson 3 (pages 14-15)	Lesson 4 (pages 16-17)
B	Lesson 5 (pages 18-19)	Lesson 6 (pages 20-21)	Lesson 7 (pages 22-23)	Lesson 8 (pages 24-25)
C	Lesson 9 (pages 26-27)	Lesson 10 (pages 28-29)	Lesson 11 (pages 30-31)	Lesson 12 (pages 32-33)
D	Lesson 13 (pages 34-35)	Lesson 14 (pages 36-37)	Lesson 15 (pages 38-39)	Lesson 16 (pages 40-41)

**Pretest**

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Conducir un autobús

Problemas de la vida: Lee los párrafos. Luego, responde las preguntas.

**El pez que ayala**

El bote de Tom y Jack tenía un agujero. ¿Se empezó a hundir?

—¡Ayuda! —gritó Tom en voz alta.  
—No seas grande nada hasta el agujero y te quedará ahogado. Entonces los chicos pudieron remar de regreso a casa.  
—¡Gracias, papá! —exclamó Tom, ¡qué alga solía con los chicos!

**Pecec grandes**

¿Los carpas son peces que pueden pasar, más de 10 libras?

9. ¿Por qué pudo ayala Tom en el pez más grande?

10. ¿Por qué pudo ayala Tom en el pez más grande?

11. ¿Qué es un pez grande?

12. ¿Qué es un pez grande?

13. ¿Qué es un pez grande?

14. ¿Qué es un pez grande?

15. ¿Qué es un pez grande?

16. ¿Qué es un pez grande?

17. ¿Qué es un pez grande?

18. ¿Qué es un pez grande?

19. ¿Qué es un pez grande?

20. ¿Qué es un pez grande?

Pretest

**Option 3: Sample Two-Week Pacing Plan**  
A 2-week, 4-day/week program.  
The pacing plan shows how the program can be used over an entire intervention period.

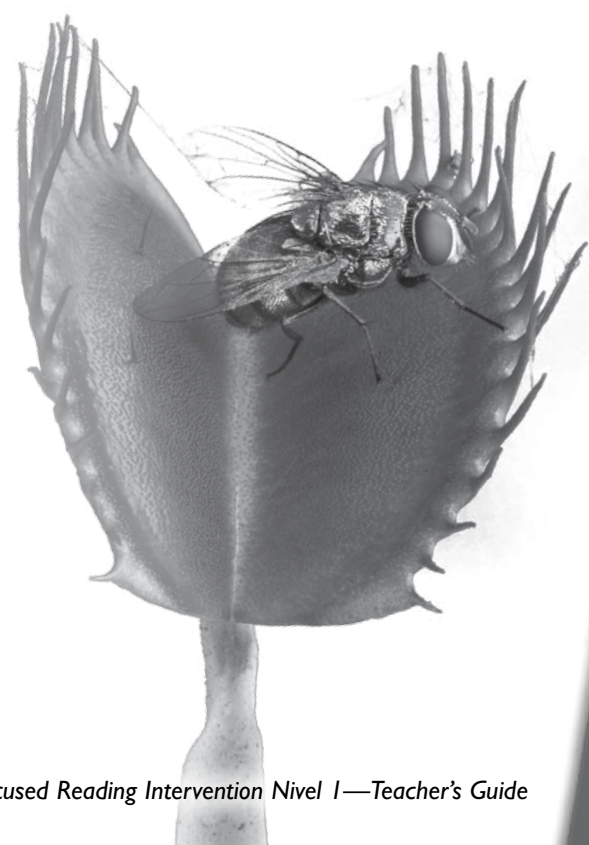
Week	Day 1	Day 2
A	Lesson 1 (pages 10-11)	Lesson 2 (pages 12-13)
B	Lesson 3 (pages 14-15)	Lesson 4 (pages 16-17)

**Pretest Item Analysis**

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1																					
2																					
3																					
4																					
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Pretest Item Analysis

**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.

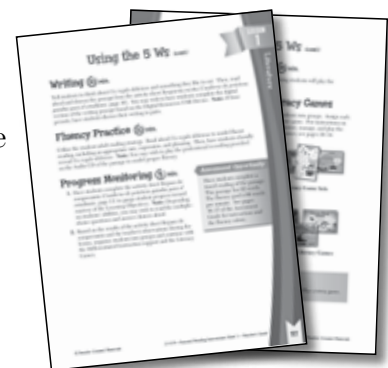
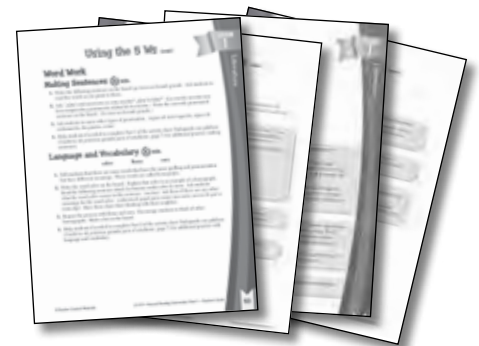
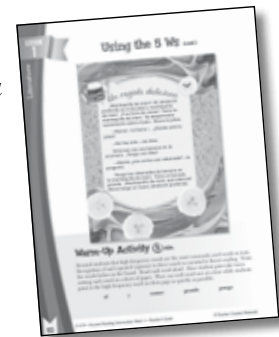


# Teaching a Lesson

## 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:

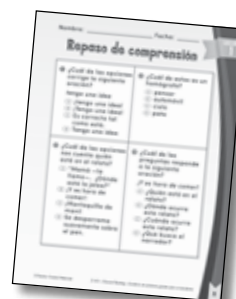
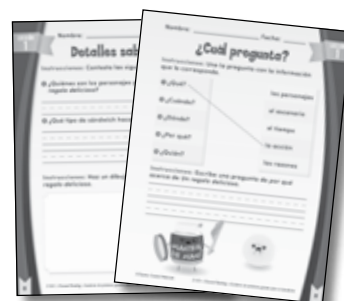
- an overview page with key information for planning
- a key English Language Arts standard
- a Skill Overview providing background information
- a copy of the passage from the *Cuaderno de prácticas guiadas para el estudiante*
- a Warm-Up Activity to build students' automaticity in reading high-frequency 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 Resources 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



### Cuaderno de prácticas guiadas para el estudiante

Each lesson in the *Teacher's Guide* has six corresponding student pages in the *Cuaderno de prácticas guiadas para el estudiante*:

- 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  
**Note:** Depending on students' abilities, you may wish to read the multiple-choice questions and answer choices aloud.



# Connecting Two Pieces of Information

LESSON  
14

Informational Text

## Learning Objectives

**Phonological Awareness:** Distinguish [open from closed] vowel sounds in spoken single-syllable words.

**Vocabulary:** Define words by category and by one or more key attributes.

**Reading Informational Text:** Describe the connection between two individuals, events, ideas or pieces of information in a text.

**Writing:** Write about an insect or spider.

## Progress Monitoring

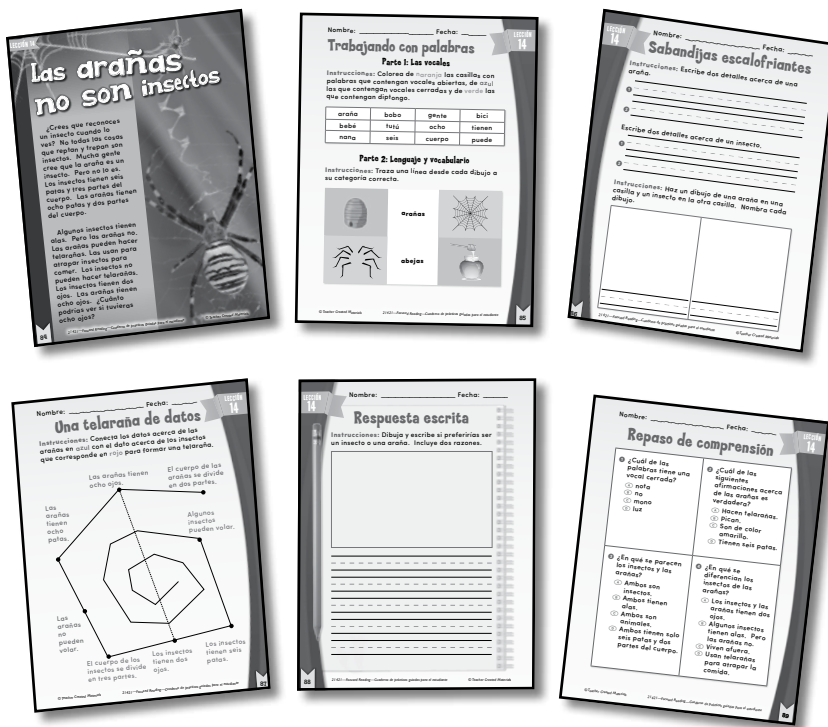
The pages below from the *Cuaderno de prácticas guiadas para el estudiante* can be used to formally and informally assess student understanding of the concepts. **Note:** The pages from the *Cuaderno de prácticas guiadas para el estudiante* can be completed in a multitude of settings depending on students' needs, such as orally, one-on-one, in a small group, in a whole group, or independently.

## Materials

- *Cuaderno de prácticas guiadas para el estudiante* (pages 84–89)
- *Las arañas no son insectos* (filename: aranas.pdf)
- Audio CD (Track 14)
- Literacy Game Sets
- Digital Literacy Games
- note cards
- chart paper
- pictures of spiders and insects
- unlined paper

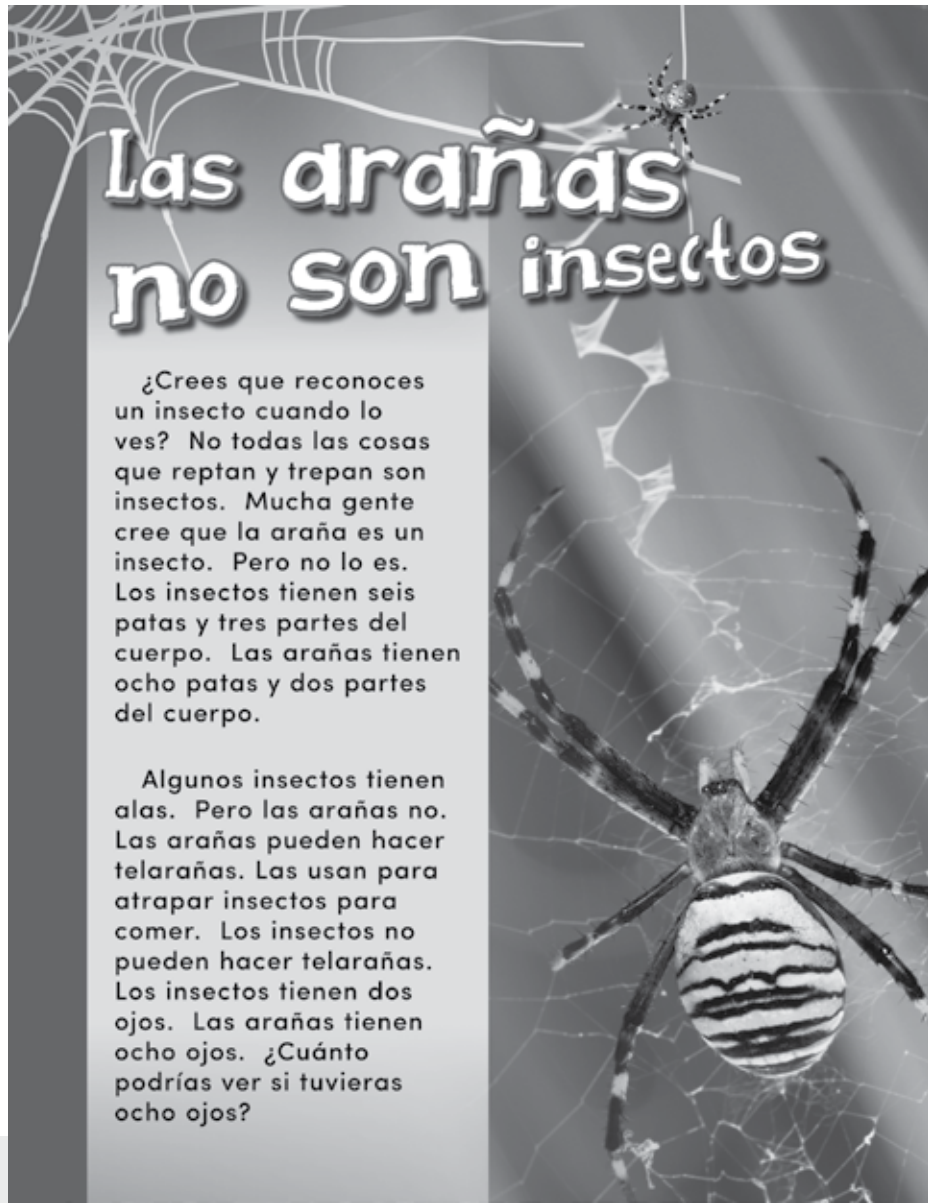
## Skill Overview: Connecting Two Pieces of Information

Connecting two pieces of information in a text helps readers monitor comprehension and make connections. Students can compare and contrast information to make these connections. In *Las arañas no son insectos*, students will identify key details and describe connections between ideas in a text.





# Connecting Two Pieces of Information *(cont.)*



## Las arañas no son insectos

¿Crees que reconoces un insecto cuando lo ves? No todas las cosas que reptan y trepan son insectos. Mucha gente cree que la araña es un insecto. Pero no lo es. Los insectos tienen seis patas y tres partes del cuerpo. Las arañas tienen ocho patas y dos partes del cuerpo.

Algunos insectos tienen alas. Pero las arañas no. Las arañas pueden hacer telarañas. Las usan para atrapar insectos para comer. Los insectos no pueden hacer telarañas. Los insectos tienen dos ojos. Las arañas tienen ocho ojos. ¿Cuánto podrías ver si tuvieras ocho ojos?

## 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. Choose one word. The first time you read it, read it aloud in a whisper. The second time, use a squeaky voice. The third time, use a loud voice. Let students choose the method for reading it the fourth time. Repeat the process with the remaining words.

todas

dos

tienen

un

ojos

# Connecting Two Pieces of Information *(cont.)*

## Word Work

### Open and Closed Vowels 10 min.

1. Write the following words on note cards: *tomo, las, el, sus, si, hoy, tiene, and cuerpo*.
2. Distribute the cards to various students. Have one student stand up, and read the word. Invite the class to spell the word aloud, using what they know about letters and sounds.
3. Ask students to put the words into three different groups: *palabras con vocales abiertas, palabras con vocales cerradas y palabras con diptongo*.
4. Help students, if needed, to complete Part 1 of the activity sheet *Trabajando con palabras (Cuaderno de prácticas guiadas para el estudiante, page 85)* for additional practice identifying words with open vowels, closed vowels, and diphthongs.

### Language and Vocabulary 10 min.

**arañas**

**abejas**

1. Prior to this lesson, fold a large sheet of chart paper in two long equal sections. Write the words *Arañas* and *Abejas* on the top of each section of the chart paper.
2. Discuss the categories and what they are. Have students turn and tell their neighbor about the attributes of spiders. (*hacen telarañas, tienen ocho ojos, ocho patas*)
3. Write some of their responses on the chart. Continue to have students discuss attributes of bees. (*insectos, viven en una colmena, hacen miel*)
4. Help students, if needed, to complete Part 2 of the activity sheet *Trabajando con palabras (Cuaderno de prácticas guiadas para el estudiante, page 85)* for additional practice with language and vocabulary.

# Connecting Two Pieces of Information *(cont.)*

## Whole-Group Lesson Before Reading 10 min.

**I Do**

1. Tell students that they are going to use a strategy that good readers use. Explain that good readers make connections. Say, “Vamos a practicar cómo hacer conexiones entre dos datos del mismo texto. Podemos hacer esto buscando parecidos y diferencias en la información que leemos.”
2. Introduce *Las arañas no son insectos* (*Cuaderno de prácticas guiadas para el estudiante*, page 84) or display the PDF version.
3. Say, “Antes de comenzar a leer, primero veo el título. Luego, me pregunto: ¿Qué sé ya sobre arañas e insectos? Hacer conexiones entre lo que ya sé sobre arañas e insectos, hará más fácil entender la información que será nueva para mí cuando lea.”

**We Do**

1. Have students discuss if they agree with the title. Tell them to share the reasons why they agree or disagree.

**You Do**

1. Ask students to turn to a neighbor to share their prior knowledge about spiders and insects. Move around the room to ensure that all students have an opportunity to share.
2. Come back together as a class and invite student volunteers to share some of their prior knowledge.

# Connecting Two Pieces of Information *(cont.)*

LESSON  
14

Informational Text

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

During Reading (15) min.

### I Do

1. Tell students that when they connect two pieces of information, it allows them to notice the similarities and differences between the two items.
2. Have students read *Las arañas no son insectos*.
3. Reread *Las arañas no son insectos* together as a group, either reading the passage aloud or playing the recording from the Audio CD.
4. Say, “Los buenos lectores conectan dos ideas y datos observando en qué se parecen y en qué se diferencian.”
5. Say, “En este primer párrafo, aprendimos que las arañas no son insectos. Esto es interesante. No sabía eso. El texto nos dice que los insectos tienen seis patas y las arañas tienen ocho patas. Conectando esta información, entiendo en qué se diferencian los insectos y las arañas.”

### We Do

1. Ask, “¿Qué otros datos presenta el autor que nos pueden ayudar a hacer conexiones y aprender sobre cómo las arañas y los insectos son diferentes?” (*Las arañas tienen dos partes del cuerpo, mientras que los insectos tienen tres; los insectos pueden tener alas, las arañas no; las arañas hacen telarañas, los insectos no; las arañas tienen ocho ojos, los insectos tienen dos.*) Encourage students to share aloud.
2. Have a student volunteer read aloud the first section of *Las arañas no son insectos*. Have students share some of the things that are similar and different.

### You Do

1. Have students finish reading the last section of the passage with a partner.
2. Encourage students to share with their partner any similarities or differences they notice about spiders and insects.
3. Have students complete the activity sheet *Sabandijas escalofrantes* (*Cuaderno de prácticas guiadas para el estudiante*, page 86).

# Connecting Two Pieces of Information *(cont.)*

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

After Reading 10 min.

### Language Support

Draw a sketch or diagram of a spider and an insect. Have students help you name and label the parts they know, such as legs, body, and eyes. Provide students with time to share what they know about each of the parts. *Las arañas tienen \_\_\_\_\_.* *Los insectos tienen \_\_\_\_\_.*

#### I Do

1. Remind students that making connections and comparing information as we read helps us to better understand new information. As they read, they looked for the similarities and differences of spiders and insects.
2. Say, “Observando los parecidos y las diferencias, pude hacer conexiones entre dos datos. Puedo hacer afirmaciones como, por ejemplo, las arañas comen insectos, pero no son insectos porque conecté y entendí la información de *Las arañas no son insectos.*”

#### We Do

1. Ask, “¿Qué tipo de afirmaciones pueden hacer a partir de las conexiones que hicieron en el texto?”
2. Ask, “¿Por qué es importante para los lectores conectar información en el texto?” *(Comprueba la comprensión y ayuda a los lectores a organizar nueva información.)*

#### You Do

1. Have students complete the activity sheet *Una telaraña de datos* (*Cuaderno de prácticas guiadas para el estudiante*, page 87) either now or during the Differentiated Instruction portion of the lesson.

# Connecting Two Pieces of Information *(cont.)*

## Writing 10 min.

Tell students to think about *Las arañas no son insectos* and how spiders and insects are alike and different. Then, read aloud and discuss the prompt from the activity sheet *Respuesta escrita (Cuaderno de prácticas guiadas para el estudiante, page 88)*. You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device. **Note:** If time permits, have students discuss their writing in pairs.

## Fluency Practice 10 min.

Timed readings are an effective way to help students monitor their rate while reading. Have students work in pairs. One student reads *Las arañas no son insectos* aloud while the other monitors for accuracy and notes uncorrected errors. Time the reading for one minute. At the end of the minute, students mark the last word read and count the words accurately read up to that point. Compare that number to the targeted number for the grade level. If time permits, have student pairs practice a few times together (choral, echo). Re-time and notice any changes. **Note:** You may wish to play the professional recording provided on the Audio CD of the passage to model proper fluency.

## Progress Monitoring 5 min.

1. Have students complete the activity sheet *Repaso de comprensión (Cuaderno de prácticas guiadas para el estudiante, page 89)* to gauge student progress toward mastery of the Learning Objectives. **Note:** Depending on students' abilities, you may wish to read the multiple-choice questions and answer choices aloud.
2. Based on the results of the activity sheet *Repaso de comprensión* 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 94 words. The fluency goal is 60 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

# Connecting Two Pieces of Information *(cont.)*

## Differentiated Instruction 35 min.

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

### Reteach

1. Remind students that connecting two pieces of information helps the reader deepen their understanding of the overall topic.
2. To practice, give each student a picture of a spider or an insect. Have them form groups based on whether their picture is a spider or an insect. Discuss the differences between spiders and insects.

### Reinforce

To practice connecting two pieces of information, have students draw and label pictures showing how spiders and insects are alike and 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

Have students create a poster of a spider and an insect, labeling their respective parts.

# Las arañas no son insectos

¿Crees que reconoces un insecto cuando lo ves? No todas las cosas que reptan y trepan son insectos. Mucha gente cree que la araña es un insecto. Pero no lo es. Los insectos tienen seis patas y tres partes del cuerpo. Las arañas tienen ocho patas y dos partes del cuerpo.

Algunos insectos tienen alas. Pero las arañas no. Las arañas pueden hacer telarañas. Las usan para atrapar insectos para comer. Los insectos no pueden hacer telarañas. Los insectos tienen dos ojos. Las arañas tienen ocho ojos. ¿Cuánto podrías ver si tuvieras ocho ojos?





# Trabajando con palabras


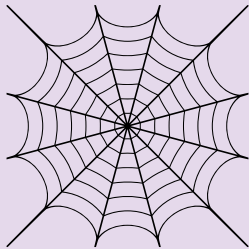
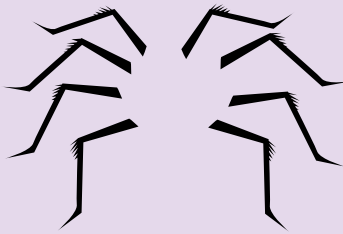

## Parte 1: Las vocales

**Instrucciones:** Colorea de **naranja** las casillas con palabras que contengan vocales abiertas, de **azul** las que contengan vocales cerradas y de **verde** las que contengan diptongo.

araña	bobo	gente	bici
bebé	tutú	ocho	tienen
nana	seis	cuerpo	puede

## Parte 2: Lenguaje y vocabulario

**Instrucciones:** Traza una línea desde cada dibujo a su categoría correcta.

	<b>arañas</b>	
		<b>abejas</b>
		

# Sabandijas escalofrantes

**Instrucciones:** Escribe dos detalles acerca de una araña.

1

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2

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Escribe dos detalles acerca de un insecto.

1

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2

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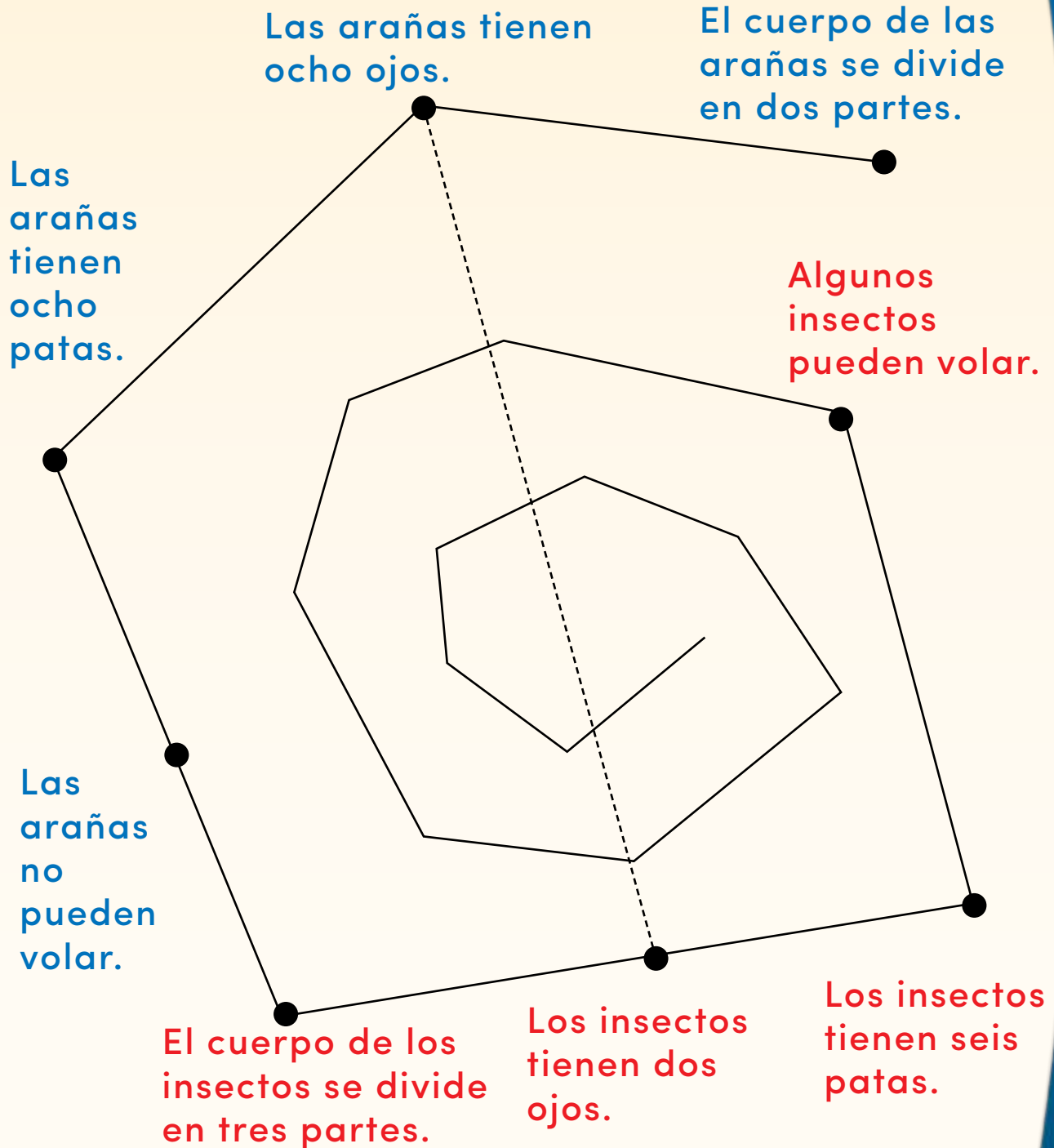
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**Instrucciones:** Haz un dibujo de una araña en una casilla y un insecto en la otra casilla. Nombra cada dibujo.

<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
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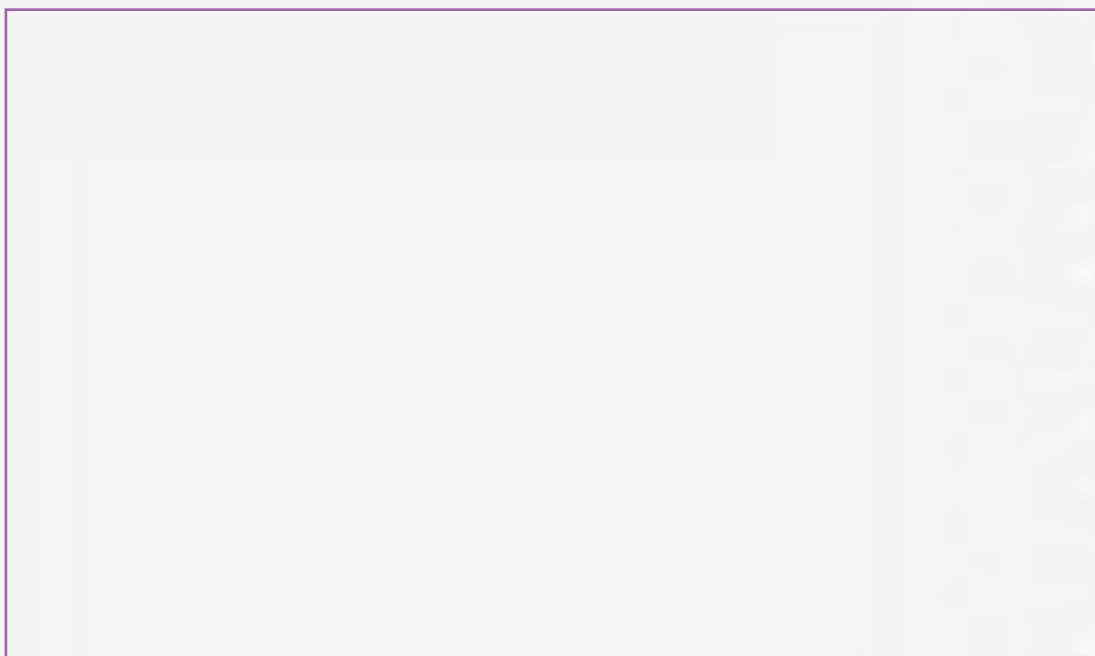
# Una telaraña de datos

**Instrucciones:** Conecta los datos acerca de las arañas en azul con el dato acerca de los insectos que corresponde en rojo para formar una telaraña.



# Respuesta escrita

**Instrucciones:** Dibuja y escribe si preferirías ser un insecto o una araña. Incluye dos razones.



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# Repaso de comprensión

1 ¿Cuál de las palabras tiene una vocal cerrada?

- A nota
- B no
- C mono
- D luz

2 ¿Cuál de las siguientes afirmaciones acerca de las arañas es verdadera?

- A Hacen telarañas.
- B Pican.
- C Son de color amarillo.
- D Tienen seis patas.

3 ¿En qué se parecen los insectos y las arañas?

- A Ambos son insectos.
- B Ambos tienen alas.
- C Ambos son animales.
- D Ambos tienen solo seis patas y dos partes del cuerpo.

4 ¿En qué se diferencian los insectos de las arañas?

- A Los insectos y las arañas tienen dos ojos.
- B Algunos insectos tienen alas. Pero las arañas no.
- C Viven afuera.
- D Usan telarañas para atrapar la comida.

# Connecting Two Pieces of Information

## Oral Reading Record

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

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



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

Cumulative Word Count	Text	E	SC	Cues Used		
				E	SC	
7	<p>¿Crees que reconoces un insecto cuando lo ves? No todas las cosas que reptan y trepan son insectos. Mucha gente cree que la araña es un insecto. Pero no lo es. Los insectos tienen seis patas y tres partes del cuerpo. Las arañas tienen ocho patas y dos partes del cuerpo.</p> <p>Algunos insectos tienen alas. Pero las arañas no. Las arañas pueden hacer telarañas. Las usan para atrapar insectos para comer. Los insectos no pueden hacer telarañas. Los insectos tienen dos ojos. Las arañas tienen ocho ojos. ¿Cuánto podrías ver si tuvieras ocho ojos?</p>					
16						
25						
34						
43						
51						
59						
66						
73						
80						
88						
94						
<b>TOTALS</b>						

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: