Intensifying Reading Instruction Using Explicit Instruction: An Overview and How-To Guide

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NORTHERN ILLINOIS UNIVERSITY

Intensifying Reading Instruction Using Explicit Instruction: An Overview and How-To Guide

A Capstone Submitted to the

University Honors Program

In Partial Fulfillment of the

Requirements of the Baccalaureate Degree

With Honors

Department Of

Special and Early Education

By

Katie Krogman

DeKalb, Illinois

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Intensifying Reading Instruction Using Explicit Instruction: An Overview and How-To Guide

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HONORS CAPSTONE ABSTRACT

Students who struggle in reading need teachers who are prepared to be successful. The use of explicit instruction is increasing; therefore, educators need increased knowledge of the framework. The purpose of this research project is to give teachers an overview of explicit instruction and then demonstrate how to use the instruction in various reading lessons. Through research, I examined explicit instruction and how its framework can be utilized in reading lessons to create better student outcomes. In all, I concluded that explicit instruction is an effective teaching method and we as teachers should become more comfortable implementing it in our classroom.
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Introduction

As an educator being prepared to teach students is key to student’s success. Both general education and special education teachers need to be able to intensify comprehension for students with disabilities. As a future educator my intent is to lessen the overwhelming feeling by creating a piece that gives insight to teachers on how to help students being successful in reading in their classroom.

This piece is split into two parts. The first is an overview of explicit instruction and reading comprehension. The second is a how to guide on intensifying instruction in reading lessons. These lessons are for various grade levels and skills and include different examples of intensifications. Each of the lessons that are used are already explicit, so they are appropriate for reading intervention. The intensifications were made to demonstrate ways to adjust instruction for students who are not making progress.
Introduction to Explicit Instruction

Thirty percent of students will only ever read if they are given intensive help, which can be done in the form of explicit instruction (Bursuck & Damer, 2015). Rosenshein described this form of instruction as “a systematic method of teaching with emphasis on proceeding in small steps, checking for students understanding, and achieving active and successful participation by all students” (Rosenshine, 1987, p. 34). It is characterized by the use of scaffolds that allow for students to practice the skill, clear teacher modeling, and giving the student feedback on the skill until the skill has been developed and demonstrated correctly (Archer & Hughes, 2010). Reading instruction for students with or at risk for disabilities should already be explicit and systematic. We can intensify the instruction to make it more explicit and systematic for students who have severe reading difficulties by including more elements of explicit instruction in reading interventions (Fuchs et al., 2017).

Key Elements and Areas of Explicit Instruction

Explicit instruction consists of 16 key elements that describe characteristics and instructional behaviors of explicit teaching (Hughes et al., 2016). Teachers can use these key elements to tailor lessons to a student’s needs. Archer and Hughes (2010) describe an explicit instruction lesson as consisting of several components. The lesson should start with the activation of background knowledge and a systematic review. Then the skill is modeled with concise explanation using simple and direct language. Following that, practice is given to support the skill and to receive feedback. As a student demonstrates success in the skill, support gradually fades so that the student eventually works independently.

Explicit Instruction as Load Reduction
Explicit instruction is a type of load reduction instruction. Load reduction instruction is a general term for instructional approaches work to reduce learners’ cognitive load (Martin, 2016). There are five principles that make up the learning process in load reduction instruction. These include, reducing the difficulty of a task during initial learning, instructional support and scaffolding through the task, ample structure practice, appropriate provision of instructional feedback independent practice, supported autonomy and guided discover learning (Martin, 2016). Load reduction instructional approaches, including explicit instruction, were developed for several reasons. When topics are new, the long-term memory of individuals cannot be used to help the student work through the skill. This will result in a cognitive overload and have students not learning accurately. So, to help students learn more efficiently and alleviate cognitive overloads, explicit instruction was developed.

**Research on Explicit Instruction**

Explicit instruction is important especially for students with disabilities; research has been done over several years about special education and explicit instruction. Explicit instruction has been shown effective for improving student learning and behavior for students both with and without disabilities (Hughes et al., 2018). Tier three interventions that include key foundational skills, small group instruction, are longer in length, and are taught explicitly have been found to have better reading results (Gersten et al., 2009). Small group instruction that is interactive improves skills because there are more chances for feedback and corrections (Swanson, 2001). Explicit instruction predicts outcomes because it narrows in on review, practice, and daily/weekly feedback (Swanson, 2001). The framework that explicit instruction has, allows for students to understand new concepts and learning experiences (Gersten, 1998). Another reason why explicit instruction is successful is that it allows for planning adaptations. This is done by
using hypotheses to decide what is effective for students and what is not working (Kearns et al., 2018). Then, results of the hypothesis are used to determine if the intervention in place should continue or if it needs to be changed for the student.

**Intensifying Reading Interventions Using Explicit Instruction**

Even though students with disabilities may receive reading interventions, many of them are still performing below grade level. According to the 2019 National Assessment of Educational Progress (NAEP), only 30% of 4th-graders with disabilities were at or approaching grade level in reading (National Assessment of Educational Progress, 2019). Many students with disabilities may need a more specialized and approach where intervention is intensified.

Making instruction more explicit and systematic is a way to intensify instructional delivery for students with disabilities (Vaughn et al., 2012). We can do that by making instruction more systematic and break it down into smaller steps. This means that we can take a larger skill and break it down into smaller parts, so that the student can develop the skill in smaller parts versus a larger one. We can also provide more modeling or change the modeling to better fit the student’s needs. For example, we might change the modeling by proving more examples or giving the student more feedback within modeling. Additional support and promoting can be added and prompting can fade slower and more gradually. This assists students in learning because students will get extra support and that support will fade slower so that students can develop skills with support first before practicing it on their own.

**Concerns About Explicit Instruction**

Concerns have been brought up about explicit instruction, but additional comments have been made in response to those (Hughes et al., 2016). When it comes to the best approach to teaching, there is no best way. The instruction should be based upon the student’s needs and
guided by research (Hughes et al., 2016). An argument has been made that explicit instruction lacks in allowing for students to work and come up with answers on their own because of the guided instruction. So, when it comes to guided versus unguided instruction for students, guided helps students more because they are given clear models and examples and are less likely to experience a cognitive overload. Explicit instruction has been labeled teacher-centered rather than student-centered. However, explicit instruction is focused on students because teachers are assisting students with individualized support and guidance so that students can gain the specific skills, they need to be successful (Hughes et al., 2016).

Another concern is since skills are taught in pieces; skills cannot be contextualized. It is acknowledged that there is a risk for skill to be isolated (Hughes et al., 2016). However, this can be avoided by having students understand how each skill fits together through contextualized practice. Since practice attempts should be plentiful, explicit instruction is thought to be “drill and kill” where students are just memorizing skills rather than learning them (Hughes et al., 2016). It is equally important that practice attempts should be creative and authentic for the student so they can use higher thinking and students can eventually solve them on their own. Through these approaches student should become fluent on their own (Archer & Hughes, 2010).

**Five Components of Reading**

There are five components of reading instruction. They are phonemic awareness, phonics, fluency, comprehension, and vocabulary (Carreker et al., 2021). In this section, I will define the five components and explain how each looks when using an explicit instruction approach.

The first three components of reading are phonemic awareness, phonics, and fluency. Phonemic awareness instruction should include three important skills. Students should be taught how to blend individual sounds into words (blending), stretch words into individual sounds
(segmenting), and change the sounds to change the word (manipulation). Phonics, the next component, is applying knowledge of letter sounds to decode words that are not familiar (Carreker et al., 2021). Fluency is related to phonics and includes reading words correctly, at an appropriate rate, and with expression (Carreker et al., 2021).

Explicit instruction varies in how it looks in these three components. Teaching phonemic awareness should be done using explicit instruction. It should start at easier skills like blending and segmenting sounds in words and then move into harder skills like adding, substituting and deleting sounds. To prevent cognitive overload, there should only be one or two phonemic awareness skills taught at a time (Learning Point Associates, 2004). Phonics lesson can be made explicit by including instructional routines. These routines can be repeated with each new skill added. One example of a routine is touch and say. In touch and say, students point to each letter, say the sound, then read the whole word by blending the sounds together (Carreker et al., 2021). Explicit fluency teaching can include activities like repeated reading, additional modeling of fluent reading, and seeing how words can be grouped into phrases (Learning Point Associates, 2004). Fluency instruction should also introduce irregular words and allow for students to hear a variety of expressions for various ranges of texts (Carreker et al., 2021).

The last two components of reading are comprehension and vocabulary. Comprehension is the compilation of all reading skills and the goal of reading. It is focused on interpreting the meaning of the text (Carreker et al., 2021). Vocabulary is understanding what words mean which aids in comprehension (Carreker et al., 2021). Researchers assess students’ vocabulary in two different areas, receptive and expressive. Expressive vocabulary includes using a word accurately when speaking or writing and is a predictor of early reading achievement (Spear-
Swerling, 2006). Receptive is the opposite and involves understanding spoken words or words read in passages (Spear-Swerling, 2006).

Explicit instruction is also essential for comprehension and vocabulary. For vocabulary instruction, is important to explicitly teach students how to use dictionaries, information about meaningful word parts, and to use context clues (Antunez, 2002). To start small, students can be taught to use morphemes (word parts like prefixes and suffixes) to detect what a word means (Carreker et al., 2021). In all, word meaning should be taught directly and explicitly and should include opportunities to practice using the word in speaking and writing.

There are several ways to teach and improve comprehension using explicit instruction. The first aspect is activating background knowledge, so we know what students already know about a topic and can help the student use their existing knowledge to understand what they are reading (Carreker et al., 2021). Next is vocabulary instruction which helps students understand what they are reading. Discourse should be also taught so that students understand the different types of text structures. Lastly, we can teach students comprehension strategies like KWL charts and story maps, so they are aware of their own comprehension. In doing so, we should also be increasing support for students when reading more difficult texts (Carreker et al., 2021)

After conducting research, explicit instruction has been proven to help students with disabilities learn to develop their reading skills (Vaughn et al., 2012). By having instruction that is explicit and systematic students are more successful. Teachers can use explicit instruction in their lessons, so that they can help their students gain the skills they need.
### 1st Grade Comprehension and Vocabulary Lesson

**Key:**
- **Red**: Intensifications
- **Italics**: Anything to be written on the board

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Write the Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Objective</strong></td>
<td>After listening to a story, students will orally identify the beginning, middle, and end of the story and use the parts to retell the story correctly with 2 or less prompts.</td>
</tr>
<tr>
<td><strong>Learning Standard</strong></td>
<td>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
<tr>
<td><strong>Common Core Standard</strong></td>
<td>CCSS.ELA-LITERACY.L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>“Bath Time” and “Doctor Jen”</td>
</tr>
</tbody>
</table>

#### General Information about the Lesson

**Attention signal:** Class, class. Yes, yes.

Set expectations for behavior: During this lesson keep your mouth quiet and listening ears on.

Set expectations for academics (student friendly objective and rationale): Today we are going to be learning about three parts of a story. Beginning, middle and end. We are going to learn this, so that we can summarize stories. After today you will be comfortable naming three parts of a story on your own and using them to retell a story.

Activate background knowledge (review):
Let’s review what we know about our text, “Dr. Jen,” from yesterday. Can three people tell me they remember about the story? Please raise your hand.

**Modeling with a Think-Aloud**

Today we are going to be learning about the beginning, middle, and end of text. We can list out these parts of a story to demonstrate what we know about a text. I am going to walk through the steps using the text from yesterday.

**Intensification:** Breaking down skills into smaller steps. This intensifies instruction by allowing students lessening their cognitive load by working to summarize each page instead of the whole story.

Before we move into retelling a story, we are going to start by summarizing each page. On the first page yesterday, it talked about the sister going to Dr. Jen. So, we would write

*Write: The sister goes to Dr. Jen.*

On the second page the brother goes to Dr. Jen. So, we would write

*Write: The brother goes to Dr. Jen.*
The brother goes to Dr. Jen.
On the third page the father goes to Dr. Jen. So, we would write
The father goes to Dr. Jen.
Good job! Now we are going to move onto the beginning of the story.

In the beginning of the story the sister, brother, and father are all sick
and go to Dr. Jen.
Write: Beginning: sister, brother, and father are all sick and go to Dr. Jen.
This is what we know from the beginning of the story.

Intensification: Involving students in the model and gradually fading
support. This intensifies instruction through modeling because the
student knows how to complete the skill correctly through additional
modeling.

Now that I have done the beginning let’s work on the middle together.
Can anyone tell me what they think is important in the middle? I will
start with mother; can anyone think of anything else?
In the middle of the story the mother, grandfather, and grandmother
are all sick and go to Dr. Jen.
Write: Middle: mother, grandfather, and grandmother are all sick and
go to Dr. Jen.
This is what we know from the middle of the story.

Great work everyone coming up the middle section. Now we are going
to move into the end together. Can anyone tell me what they think is
important in the end? I will start with dog; can anyone think of
anything else?
At the end of the story the dog gets hurt but cannot go to Dr. Jen.
Write: End: The dog is hurt and can’t go to Dr. Jen.
This is what we know from the end of the story.
Sister, brother, father, mother, grandfather, and grandmother are all
sick and go to Dr. Jen. The dog is hurt and can’t see Dr. Jen.

Now we have worked through the story to summarize the beginning,
middle, and end to retell the story, We are going to try together now.

Guided practice
Before we read the story together, I am going to teach you a new
vocabulary word that is in our story. It is slip.
Slip means to slide for a short distance.
An example is:
Brad is running really fast and ran over a big puddle and slips on his
head.
A nonexample is:
Kate was running down the road and stepped on a rock, she did not
slip she just kept running.
Now turn to your neighbor and tell them a time that you slipped. Teacher will walk around and monitor. We can add a s to make a word present tense like slips. Present tense means that the action is going on right now. Keep an eye out for our vocabulary word in the story. We are going to read together.

Read pages 1-4
Ask: What do we know about the beginning of the story? Student’s might name things like this:
Write: Beginning It is bath time and she has a toy duck, fish, and tugboat.
This is what we know from the beginning of the story.

Read 5-8
Ask: What do we know about the middle of the story? Student’s might name things like this:
Write: Middle: There are bubbles and the soap is slippery.
This is what we know from the middle of the story.

Read 9-10
Ask: What do we know about the end of the story? Student’s might name things like:
Write: End: She gets out of the tub and the water goes out of the tub.
This is what we know from the end of the story.

Now we are going to take our three parts and retell our story. Ask: Can someone try to retell the story with our three parts? Student’s might name things like this:
Write: It is bath time and she has a toy duck, fish, and tugboat. There are bubbles and the soap is slippery. She gets out of the tub and the water goes out of the tub.

Closing
Awesome job today coming up with the beginning, middle, and end of the story. I want you to now read a story on your own and come up with beginning, middle, and end to a neighbor through a retell. By learning to do this, we will keep building your comprehension skills. Next up will learn about coming up with main ideas of texts.
Bath Time

A Reading A-Z Level E Leveled Book • Word Count: 101

Connections

Writing
What do you do during bath time?
Write about it.

Health
Pick one way you stay clean.
Share your idea with a partner.
Bath Time

Written by Felicia Brown
Illustrated by Angela Kamstra

www.readinga-z.com

Focus Question

What is bath time?
Mom says it is time for my bath.
I get into the tub.
I go SPLISH, SPLASH.

It goes QUACK, QUACK.
My little rubber duck gets into the tub.
My little toy fish gets into the tub.
It goes SWOOSH, SWOOSH.

My little toy tugboat gets into the tub.
It goes TOOT, TOOT.
The big soap bubbles go up and up.
They go POP, POP!

It goes KERPLOPL!
The soap slips out of my hand.
Mom says, “It is time to get out.”
I get out of the tub.
DRIP, DRIP.
Doctor Jen

Written by Cheryl Ryan
Illustrated by Dominic Catalano

www.readinga-z.com
My sister is sick.
She has a fever.
Let’s take her to Doctor Jen.

My brother is sick.
He has a tummy ache.
Let’s take him to Doctor Jen.
My father is sick.
He has a cough.
Let’s take him to Doctor Jen.

Let’s take her to Doctor Jen.
She has a sore throat.
My mother is ill.
My grandfather does not feel well.
He has stiff knees.
Let’s take him to Doctor Jen.

Let’s take her to Doctor Jen.
She can’t hear well.
My grandmother has an earache.
When my family is sick, we go to Doctor Jen. She makes us feel better.
### 3rd Grade Comprehension Lesson

Key:
- **Red**- Intensifications
- **Italics**- Anything to be written on the board

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Write the Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information about the Lesson</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Objective</strong></td>
<td>Given the text “A Dog’s Tale, students will answer 3 out of 4 QAR questions correctly without teacher’s assistance by the end of the lesson.</td>
</tr>
<tr>
<td><strong>Learning Standard</strong></td>
<td>CCSS.ELA-LITERACY.RL.3.10</td>
</tr>
<tr>
<td><strong>Common Core Standard</strong></td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</td>
</tr>
<tr>
<td><strong>“A Dog’s Tale” and “City Place”</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Steps

**Introduction to the lesson**
- Attention signal: 1, 2, 3 eyes on me.
- Set expectations for behavior: For the lesson I want your eyes on me and your mouths quiet.
- Set expectations for academics (student friendly objective and rationale: When this lesson is completed, we will be confident in answering all four types of QAR questions. We are learning to do this so that we can demonstrate our knowledge of comprehension in a text.
- Activate background knowledge (review): We have been learning about various ways to demonstrate comprehension of texts. Today we will be learning about QAR strategy. First can we name the two strategies we have previously done for comprehension?

**Modeling with a Think-Aloud**
- Read “The Thesaurus”
- Now that we are doing reading, I’m going to show you a new reading strategy. This strategy is called question-answer relationship, also called QAR. QAR is a strategy for reading comprehension There are 4 types of QAR questions.
- The first one is right there. This is where the answer is directly in the text. A text says, Tiny gold-nosed puppies and great winged buffalo were known to play in the clouds above the hill. No one knew about their games except Angie. Our first question is who knows about their games? This is a right there question, so I can point to the answer. Angie.

**Intensification:** Break a task down into smaller steps. This lesson can be broken down into one question type per lesson. This intensifies instruction by allowing for students to understand how to answer one type of question rather than all four types.
(If you choose this intensification then you are not doing the other 3 types of questions).

We can start with just doing right there questions for the first lesson.

What did she watch tickle each other? The leaves. They were tickling in the breeze.

Our next question is “What did Angie leave on her chair?” This is a right there question so I should be able to point to the answer. Right here it says, “Jacket.” She left her jacket on her chair.

Our next question is “How many extra minutes did it take Angie to get home when she changed paths?” This is a right there question so I should be able to point to the answer. Right here it says, “Ten minutes.”

The second one is think and search. This is where the answers come from different sections.

The next part of the text reads, She was busy, trying to understand how she had missed the existence of a living, breathing dinosaur. And the second part says, “Honey,” her mother began, “this is a thesaurus.” She handed the book to Angie and tapped her elbow.

Our next question is what are the two types of thesauruses in the story? This is a think and search question. I can point to the answers in both sections. A dinosaur and a book.

The third one is author and me. This is where the answer is not directly in the text. Rather, we use clues from the text and we draw from prior knowledge to answer the question.

Where might you find a dinosaur? This is an author and me question because it requires you to think of where you would find a dinosaur. I know they are not real, so I would have to go to a museum to find one.

The last type of question is on your own. The answer comes from prior knowledge and what you know about the world around you.

In your opinion, what is the best type of dinosaur? I would choose a velociraptor because they fly.

**Intensification: Adding prompting visual. This intensifies instruction by having students be able to look at a visual to help their understanding of a skill. This can build confidence and give guidance to students.**

I will create a poster that includes each type of QAR question. It will have an example of each and explain what it is. That way students can refer to the poster as needed for support.
If students are struggling, we can walk through the 4 types of questions again. We also can work through another question for each of the 4.

<table>
<thead>
<tr>
<th>Guided practice</th>
<th>We are going to read our text, “A Dog’s Tale” and identify QAR questions and answer them together. Follow along with your “A Dog’s Tale” text.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Intensification:</strong> Break a task down into smaller steps. This intensifies instruction by allowing for students to understand how to answer one type of question rather than all four types at once.</td>
</tr>
<tr>
<td></td>
<td>This lesson can be broken down into one question type per lesson. (If you choose this intensification then you are not doing the other 3 types of questions).</td>
</tr>
</tbody>
</table>
### Right There Questions
- **What does a right there question mean?** Refer to the poster. Good, this is where the answer is directly in the text.
- **Right there question:** To this day, the dogs haven’t forgotten what happened with the cats that night. For that reason, we always see dogs chasing cats, seeking revenge for the night their tails were switched.
- **Why do dogs chase cats?**
  - **Now let’s answer it together.** They chase them for revenge.
  - Read pages 4.
- **What was the problem the dogs discovered?** None of the dogs had their own tails.
  - Read page 5.
- **Who was chasing the dogs when they fled?** Cats.
  - Read the page 6.
- **What grew as the cats and dogs grouped together?** The tension.
  - Read the page 7.

### Think and Search Questions
- **What does a think and search question mean?** Refer to the poster. Good, this is where the answers come from different sections.
- **Think and search:** Why was it a good choice for the dog to ask the cat to help him catch the mouse?
  - Let’s answer it together. He could not catch it on his own and cats are good at catching mice.

### Author and Me Questions
- **What does an author and me question mean?** Refer to the poster. Good, this is where you need clues from the text combined with your background knowledge.
- **Author and me:** Why do cats chase mice?
  - Let’s answer it together. Cats chase mice so they can eat them.

### On Your Own Questions
- **What does an on your own question mean?** Refer to the poster. Good, the answer comes from prior knowledge and what you know about the world around you.
- **On your own:** In your opinion are dogs or cats better?
  - Let’s answer it together.

### Closing
**Awesome job today coming up with answers for all 4 types of QAR questions. By learning to do this, we will keep building your comprehension skills. You will now be taking the rest of the text and answering 4 more QAR questions.**

**Assessment Questions:**
- **Right there:** What sound did the dog make to get a cat to come help? Woof, woof.
- **What sound did the cat make for a dog come rescue him?** Meow.
- **Where were the dogs and cats at when the moods started to change?** The barn.
- **What covered the moon out of nowhere?** A storm cloud.
- **Think and search:** In what situations did the cats and dogs work together? Dogs helped the cats out of the river and when a dog was trying to catch a mouse.
- **Author and me:** Why did the dog need to rescue the cat? The cat fell into the river and cats are not good swimmers.
- **On your own:** How would you react if you were one of the dogs? I would like being friends with cats because they could help me catch mice.
Resource:

**A Dog’s Tale**

_A Reading A–Z Level O Leveled Book_  
Word Count: 687

_Reading a-z_  
Visit www.readinga-z.com for thousands of books and materials.
Glossary

bare showed; uncovered (p. 13)
consequences the results of an action (p. 10)
managed was able to (p. 6)
mischievous liking to cause trouble in a playful way (p. 10)
responded said something in reply (p. 12)
revenge the act of punishing or getting back at a person for a hurt or injury (p. 15)
tension nervousness or other unpleasant feelings caused by disagreement (p. 12)
vain without success (p. 14)

To this day, the dogs haven’t forgotten what happened with the cats that night. For that reason, we always see dogs chasing cats, seeking revenge for the night their tails were switched.
The dogs ran as fast as they could until no cats were in sight. Once they had caught their breath, the dogs all tried to put on the tail they had grabbed. At that point, they discovered a problem. All the dogs had grabbed the wrong tail. They tried in vain to find their own tails. Unfortunately, some big dogs ended up with small tails, and some small dogs ended up with huge tails. None of the dogs had their own tail.

A bolt of lightning crashed through the stormy sky. The hair on the cats’ backs rose, and the dogs bared their teeth. When the cats began to show their claws, one tiny, scared dog shouted, “Let’s get out of here now!” All the dogs fled the barn in a hurry, with the angry cats chasing them. As the dogs passed by the door, they each grabbed a tail without looking at it and kept on running.

Once, a long time ago, cats and dogs were best friends. They lived together in small communities in perfect harmony. They worked together to get food and had fun playing with each other. They also kept each other warm during cold winter nights.
When cats and dogs were friends, they helped each other in times of need. One time a cat at a riverbank was trying to catch a fish for lunch. All of a sudden, SPLASH! The cat fell into the water. As soon as the cat said “meow,” a big, friendly dog jumped into the river and rescued the cat.

Another time, a dog was trying to catch a mouse. No matter how hard the dog tried, the mouse managed to stay ahead. The dog asked a cat for help. As soon as the dog said “woof woof,” a cat came to help. Cats and dogs made a great team!

Inside the barn, the mood of the guests started to change. The storm seemed to put the cats and dogs in a bad frame of mind. A few cats started complaining, grumbling, and shooting mean looks at the dogs. This made the dogs feel uncomfortable, and before long they began complaining and growling, too.
A Bad Joke

The dogs were enjoying themselves when a group of mischievous young cats decided to play a joke on them. Without thinking about the consequences, the cats decided it would be funny to change the dogs’ tails around. They mixed up all the dogs’ tails, putting big tails next to small ones, long-haired tails where short-haired tails were, and so on. Each of the tails ended up in a different place from where its owner had left it.

Spring Party

One year, the days started becoming warmer and longer. A cat decided to throw a big party to celebrate the arrival of spring. This cat invited all of its friends—cats and dogs—to the big celebration. Hundreds of cats and dogs gathered at the top of a hill under a full moon.

Someone suggested that they move the party to a barn near the hill. Wet and muddy cats and dogs soon arrived at the small barn. The dogs thought it would be a good idea to take off their muddy tails instead of bringing them inside the barn. All the dogs, big and small, left their tails by the door. They left the tails organized by size so it would be easier for each dog to find its own tail at the end of the party.

The cats and dogs were happy and ready to eat, dance, and enjoy the party. There was food and music, and everyone was in a great mood. Out of nowhere, just before the dancing began, a storm cloud covered the moon. Then it started to rain.
The Thesaurus

Written by Julie Harding
Illustrated by Chris Harding

www.reading-a-z.com
Mrs. Ellis stood in her blue polka-dot skin lecturing the class about antonyms. Antonyms and synonyms. How about MsMn? Angie Jarrett thought and giggled inside. It was going to be a while before anyone could run out to the open field that surrounded Munger Elementary. Luckily, Angie sat pretty close to the window. She could almost feel the fresh air.

It looked like the day had warmed since lunch. Angie knew that the breeze would smell nice from the morning's rain. She also knew that this was the best time to dive into the clover patch on the other side of the playground's only hill. That was where Angie went when she wanted to write about things or just spend time with her imagination. Tiny gold-nosed puppies and great-winged buffalo were known to play in the clouds above the hill. No one knew about their games except Angie.

She was watching the leaves on a tree just outside the window as they tickled each other in the breeze when Mrs. Ellis interrupted. "Angie, did you hear me? All of you need to bring a thesaurus to use in class on Friday. If you don't have one at home, you can borrow one from me if you let me know before Thursday. You will each need one for the class. No exceptions, Ms. Jarrett."

The bell rang before Angie could reply. She might have been about to defend herself, but instead, she was reeling with what Mrs. Ellis had just said. She'd been fascinated with the hulking creatures that had roamed the Earth all those long years before. Her stomach began to tighten and excitedly she flew out the door leaving her jacket behind to spend yet another night on the back of her yellow chair.
The day was indeed warm, but Angie would not have noticed if it had been below freezing. She was busy, trying to understand how she had missed the existence of a living, breathing dinosaur. Let alone one that, according to Mrs. Ellis, might be living in the homes of every student in the class.

No one else seemed terribly surprised. Angie decided that it must be one of those things like snapdragons. Only yesterday, her best friend Gina had explained how snapdragons can talk and can grow in anyone’s backyard. Apparently, they were a thing the least adults didn’t think much. They were fascinating creatures in Angie’s opinion. Or maybe they didn’t know about the thesaurus either.

Three blocks from home, Angie changed course. She headed for a wandering path that added an extra ten minutes to her walk. She needed time to wonder. What is a thesaurus like? If it lived at home, it had to be small. She hadn’t seen one before, so they had to be at least as small as a parakeet. She hadn’t noticed Gina’s parakeet until the third sleepover at her house. Thesaurus were probably gray, just like the dinosaurs in the program on PBS she had seen two weeks ago. This made it seem even more likely that the thesaurus could have wings.

The questions began to form in her mind. How many wings does a thesaurus have? Is a thesaurus an herbivore? Are they tiny? Are they huge? Do they have feathers? Do they walk on two feet? There was much to be discovered.
Maybe it was not so small. Any dinosaur that survived the ice age must be pretty amazing. Maybe it was a magical creature. No, that would be silly. Maybe it could camouflage itself, or shrink—the opposite of a blowfish. Perhaps they weren’t as common as the teacher thought, and the class would all be asking for a loaner from Mrs. Ellis on Thursday. Angie hoped they weren’t small. But in the end, she decided they must be. Twenty-five large thesauruses (or is it thesaursi?) would never fit inside the classroom.

And so the daydream began. Suddenly, there were thesauruses all over the place. The grassy path was overrun with the stubby creatures. They were roaring their little roars, and changing color as they ran toward Angie. She stepped aside just as the charging thesauruses vanished into thin air. All the way home, there were incidents with the mischievous imaginary dinosaurs.

Angie was so excited when she got home that she forgot to close the door. Without looking up from the paper, her mother asked Angie to finish her grand entrance. Angie did so, and looked at her mother expectantly. She was determined to be patient.

After nearly five seconds of calm silence, Angie began in a breathless voice, “Mom! Listen! I don’t know if we have one, or even if you know about them, but I have to bring a dinosaur to class on Friday! Did you know they exist! Do we have one?”

Angie’s mother lowered the paper and asked, “What do you mean? We have pictures of dinosaurs in the magazine on the coffee table.”

“No, mom, I have to bring in a real thesaurus.”

Her mother looked strange, like she might laugh. “Angie, I know that we have a thesaurus. I’m not sure you know what it’s for. Let me get it.”

The excitement was terrible. Angie’s mother disappeared into the den/library. Angie wondered if it had been there all along, waiting between the shelves for her to play with it. Was it a boy or a girl?
Angle’s mother emerged from the room and started down the hall. There was a book in her hand. Was it a care guide for pet dinosaurs?

“Honey,” her mother began, “this is a thesaurus.” She handed the book to Angie and tapped her elbow. “I know it isn’t what you expected, but it really is a great thing to have.”

“A book?” Angie groaned. “How could a book be named something as exciting as thesauruses?”

“It’s a wonderful sort of book, though,” said Angie’s mother. “It is a book that has many different words for the words we already know. Let me show you.”

She took the book and opened it to a random page. She pointed to the entry for nice. The entry listed the words likable, admirable, amiable, pleasing, courteous, kind, and even more.

“You write stories—right, Angie?”

Angie looked from the corner of her eye at her mother. “Yes.” Her embarrassment was just beginning to fade.

“Do you ever have a hard time finding just the right word to write down?”

Angie nodded.

“This book, like the dictionary, is a tool for writers. Like a hammer to a carpenter or a tractor to a farmer. It’s pretty neat, when you think about it.”
But Angie wasn’t thinking about it. She was busy watching her miniature Jurassic Park go extinct in the living room. Her mother gave her a belated welcome home hug, and headed into the kitchen. Angie stayed in the living room listening to cooking sounds. It seemed to be stir-fry. Angie’s disappointment began to evaporate like her daydream and was carried out the kitchen window with the smell of bell peppers.

Angie looked over at the book beside her. She picked it up and found the word dream. There were at least fifteen words in the entry, all of them slightly different but somehow the same. She found words that led her to more words that led her to new words that sounded mysterious, incredible, and sometimes rather funny. When her mother called her to dinner, Angie forgot to put the book down before she began to eat.

That night, Angie had a dream. First, she was in the forest with millions of small dinosaurs. Then, the forest became the hill on the playground at school. The dinosaurs stood as if they were waiting. Angie’s favorite green notebook and pencil appeared in her hand. She began to write about the dinosaurs, and they waited patiently as she found just the right words to tell their story. She found everything she needed—in the thesaurus.

On Friday, Mrs. Ellis asked the students to take out their thesauruses. Angie was ready, and this time, she wasn’t daydreaming. Everyone in the class was to write a story about anything in the world. They were supposed to use the thesaurus for at least three words. When the bell rang, Angie handed in her story. Mrs. Ellis whistled as she read the title: The Ponderous Brute. It said: The drawing under the title showed a chubby dinosaur, and Mrs. Ellis grinned. She knew she was in for a treat.
### 4th Grade Comprehension Lesson

**Key:**

**Red**- Intensifications

**Italics**- Anything to be written on the board

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>General Information about the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Objective</strong></td>
<td>Given a paragraph from the text “Desserts”, students will write a main idea sentence in 10 words or less with 1 or less guided prompts by the end of the lesson.</td>
</tr>
<tr>
<td><strong>Learning Standard</strong></td>
<td>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
</tr>
<tr>
<td><strong>Common Core Standard</strong></td>
<td>“Desserts”</td>
</tr>
</tbody>
</table>

#### Instructional Steps

**Introduction to the lesson**

Attention signal: Class, class. Yes, yes.

Set expectations for behavior: For our session today, I want your mouths quiet and attention on me.

Set expectations for academics (student friendly objective and rationale):

Today we will be adding onto our knowledge of the Get the Gist summarizing strategy. We are learning Get the Gist, because it is a good practice to use when trying to summarize what you are reading. Yesterday we learned about the second step of Get the Gist. After today you will be comfortable doing all three steps of the strategy.

Activate background knowledge (review):

Let’s review what steps one and two are from yesterday. Step one is finding the most important who or what. Step two is identifying the most important information on the who or what. Ask the student if they remember any important who or what’s from yesterday and any important information about the who or what. Now we are going to take what we learned yesterday, and we are going to learn about step three.

**Modeling with a Think-Aloud**

Yesterday we read the story “Deserts.” Today I am going to read it again. Please read along on your own copy with me.

**Intensification:** Adding components to support cognitive process- self regulation. This intensifies instruction by having students talk their way through a skill, so that they know what they are doing to complete the skill.

We are going to develop a self-talk checklist for this skill.

**Step one- Who or what**

**Step two- Important on who or what**
What is step two?
Step three- 10 words or less
What is step three?
What are our three steps?
So, when we work through this strategy, we are going to remind ourselves what step we are on and what we are looking for.

I will read the first paragraph. I really like how you followed along today. In our previous lesson we learned the first step of Get the Gist which was identifying the most important who or what. Say it: Step One- Who or what. What is step one again? Does anyone remember what the most important who or what is in this first paragraph was?

Write: Desert reputation

Say it: Step Two Important on who or what. What is step Two? Now can anyone come up with the most important information about desert reputation.

Write: Harsh, not a place to go, unpleasant, wasteland.

Say it: Step Three- 10 Words or Less. What is step three? Now that we have come up with the most important who or what and the most important information on it, then we will move to step three, which is writing a gist statement. This is when you write a main idea about the paragraph.

Since I know desert reputation is important and the characteristics that is what I will write our gist statement on. We also need to make sure our sentences are less than 10 words.

Write: The deserts reputation is harsh, unpleasant, and a wasteland.

Guided practice

Now we are going to read the next paragraph together. This time you guys will read.

Intensification: Adding prompting visual. This intensifies instruction by having students be able to look at a visual to help their understanding of a skill. This can build confidence and give guidance to students, so they learn the three parts of the strategy.

<table>
<thead>
<tr>
<th>Most important who/what</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most important information</td>
</tr>
<tr>
<td>Gist (10 words or less)</td>
</tr>
<tr>
<td>Last class and earlier today we did the first two steps of Get the Gist. What are the first two again?</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Awesome job. The first two steps are identifying the most important who or what and the most important information on the who or what.</td>
</tr>
<tr>
<td>Yesterday we discussed the most important who or what and the most important information about the who or what in this second paragraph. It was deserts and their beauty, rareness, and water is precious there.</td>
</tr>
<tr>
<td><strong>What steps are those, refer to the chart.</strong></td>
</tr>
<tr>
<td>Write deserts, beauty, rareness, water is precious.</td>
</tr>
<tr>
<td><strong>What steps are 1 and 2 again, refer to the chart.</strong></td>
</tr>
<tr>
<td>Now we will do the third step of Get the Gist together. What was the third step again?</td>
</tr>
<tr>
<td>Great job, the third step is where write a main idea in 10 or less words.</td>
</tr>
<tr>
<td><strong>What step is this again, refer to the chart.</strong></td>
</tr>
<tr>
<td>Let’s look at our paragraph and what we wrote down. Now let’s make a sentence out of it.</td>
</tr>
<tr>
<td><strong>What step is this again, refer to the chart.</strong></td>
</tr>
<tr>
<td>Write: Deserts are beautiful and water there is scarce and important.</td>
</tr>
<tr>
<td><strong>What is step three again, refer to the chart.</strong></td>
</tr>
<tr>
<td>Closing</td>
</tr>
<tr>
<td>Awesome job today working on step three of the Get the Gist strategy. By learning to do this, we will keep building your comprehension skills.</td>
</tr>
</tbody>
</table>
Resource:

Deserts
A Reading A-Z Level W Leveled Book
Word Count: 1,977

Connections
Writing
Use a Venn diagram to compare two types of deserts using information from the book and outside resources. Then use the information to write an essay.

Science and Art
The book describes some ways living things have adapted to live in the desert. Choose one plant or animal to research. Create a poster to show how it has adapted to live in its habitat.

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Written by Kira Freed
www.readinga-z.com

Words to Know
adaptations
fascinating
conserve
flash flooding
dormant
irrigation
droughts
precipitation
environments
reputation
evaporates
trait

Title page: Deserts can pass without rain fall in South America’s Atacama Desert. Trees in Atacama locations have never received any rain.

Page 3: Saguaro (scar. Noh-ch) cactus can only grow in the Sonoran Desert, mainly in southern Arizona and northwestern Mexico. Saguaro can live more than two hundred years.

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Page 3: Signe Nordby©Learning A-Z

Focus Question
What are the features of the desert biome?

Correlation
LEVEL W
Four N's Period: 1
Reading Recovery: 143
DIAG: 143

Deserts
Level W Leveled Book
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The Desert Biome

Different types of environments cover Earth's surface. These regions and the communities of plants and animals that live there are called biomes. Grasslands, rainforests, and oceans are examples of biomes. So are deserts.

Many factors play a part in creating Earth's biomes. Two important ones are latitude—how far a location is from the equator—and elevation, or height above sea level. Both help determine how warm or cool a place is. Climate, land, and water are also important building blocks of biomes, as are plants and animals.

People often think of deserts as hot, empty places with endless miles of sand. This description fits some deserts but not others. The defining trait of deserts is not heat but rather low rainfall. As a rule, deserts receive less than 25 centimeters (10 in.) of rainfall each year.

The Sahara in northern Africa is the largest hot desert in the world. Its landscape is constantly reshaped by winds.
Types of Deserts

While Earth’s deserts have an amazing amount of variety, they can be grouped into four main types.

Hot, Dry Deserts

These deserts are the hottest type and also the best known. Although the weather is generally warm all year long, temperatures can reach extremes in summer—as high as 49 degrees Celsius (120°F). They can drop quickly after dark, especially in winter. Rainfall may be low year-round or occur in short bursts between long dry seasons.

The largest hot, dry desert—the Sahara, in Africa—is almost as large as the continental United States. Other deserts of this type are located in southwestern North America, Central and South America, South Asia, and Australia.

Semi-arid Deserts

Semi-arid deserts have summers that are long and dry, though not as hot as those in hot, dry deserts. Winters are cold, with little rain or snow. In North America, Nevada’s Great Basin Desert is a semi-arid desert. So is the Colorado Plateau, a large region that covers parts of Utah, Colorado, Arizona, and New Mexico. Spain’s Tabernas Desert, which is Europe’s only true desert, is also classified as a semi-arid desert.

Desert Plants

Because deserts are so dry, very little liquid water is available for living things to use, but adaptations allow them to live in habitats with low precipitation. Desert plants have three main survival strategies.

One group of plants—succulents—store water in their roots, stems, or leaves. Cacti are succulents, and there are many others as well. Most succulents have thick, waxy skin that holds in water. They often have shallow roots that enable them to quickly absorb any rain that falls.

A second group of desert plants drop their leaves and become dormant during the dry season, then quickly spring to life when the rains return. Some plants in this group, including mesquite trees, have a long taproot that reaches deep underground to find water.

This plant, bunny ears, is a succulent but not a cactus. It does not have spines.
A third set of adaptations involves avoiding drought altogether. Plants in this group, including many desert wildflowers, mature quickly and complete their life cycle before the dry season begins. They devote their energy to producing seeds that germinate when the rains return.

**Photosynthesis in the Desert**

Plants produce their own food through a chemical process known as photosynthesis. This process involves taking in carbon dioxide gas through tiny holes called stomata, which are mainly located on the underside of leaves. Chlorophyll, a green pigment in the leaves, helps plants capture sunlight to make a simple sugar called glucose from carbon dioxide and water.

Because photosynthesis requires sunlight, most plants conduct this process during the day. However, opening their stomata causes them to lose large amounts of water, which would be a problem for desert plants. Many desert plants conduct photosynthesis without losing much water. They keep their stomata closed during the day and open them at night, when the air is cooler and moister. They store carbon dioxide overnight and use it the next day to make food.

Palo verde trees have a different way to conserve water. They drop their leaves during especially dry periods to avoid losing water. However, they can still make food because of the chlorophyll in their green bark.

Desert animals have other ways to stay cool as well. Coyotes pant, while owls flutter their throat. Jackrabbits and fennec foxes release body heat through their large ears. Bighorn sheep shed their winter coat in stages, with their belly and other shaded parts losing hair first to help body heat escape.

Getting enough water is another challenge for desert animals. Many feed on succulents, nectar, or sap. Others, especially reptiles and birds, release waste that contains very little water. Some desert animals have very unusual adaptations that help them get water. For example, thorny devil lizards have grooves between their spikes that absorb collected dew and send it to their mouth.

**Desert Animals**

The lack of water is also a challenge for animals, as are the high temperatures in many deserts. Few large mammals live in hot deserts compared to most other biomes because they don’t tolerate the heat and lack of water well.

Many desert animals, including squirrels, avoid the heat and conserve water by staying in the shade during the hottest times of the day. They hide away in a burrow or under rocks or vegetation. Others, including owls and small Australian marsupials known as bilbies, are nocturnal, or active at night. Still others, such as rattlesnakes, are typically crepuscular—active at dawn and dusk. Some desert animals, including bats, migrate to other locations during the hottest or driest times of the year. Desert toads become dormant while waiting for rain or cooler temperatures to return.

**People in Deserts**

People have lived in deserts for many thousands of years. Today, roughly one billion people live in this biome—about one-seventh of Earth’s population. Like plants and nonhuman animals, people have had to adapt to find enough water to make their homes there.

Traditionally, desert dwellers have been nomadic, moving with the seasons to find water and food. Protective clothing has shielded them from sunlight as well as sandstorms. In African and Asian deserts, camels, sheep, goats, and horses have often provided transportation as well as milk.

Modern adaptations to desert life often involve bringing water in from elsewhere. Dams and irrigation have allowed millions of people to live in deserts. Residents of modern desert cities and towns consider air-conditioning essential.

Deserts are popular destinations for tourists. Attractions include hiking, camping, and appreciating the stillness and natural beauty.
In addition to animals, crepuscular describes other things related to twilight, here, crepuscular suns shoot out from clouds during a Sonoran Desert sunset.

So Much to See

The plants, animals, and landscapes in deserts are all unique and fascinating—and there’s still more to appreciate. Because deserts have fewer tall trees than most other biomes, it’s easier to see the sky, which often puts on shows too dramatic to miss. Storm clouds can loom so large that they take on a life of their own. The sky sometimes fills with unusual sunrays so amazing that it’s hard to believe they’re real. Meteor showers and the huge arc of the Milky Way are also special nighttime treats. Although deserts have a reputation for being harsh places, in reality they’re treasures with wondrous gems just waiting to be discovered.

---

**Glossary**

- **adaptations** *(n.)* changes in an organism or species that allow it to survive better in its environment (p. 10)
- **conserve** *(v.)* to use as little as possible of something so it’s not wasted (p. 12)
- **dormant** *(adj.)* not active but able to become active again (p. 11)
- **droughts** *(n.)* long dry spells with little or no rainfall (p. 6)
- **environments** *(n.)* all of the conditions that affect organisms in specific areas, such as plants, animals, weather, and landforms (p. 5)
- **evaporates** *(v.)* changes from a liquid to a gas, usually in response to heat (p. 6)
- **fascinating** *(adj.)* very interesting (p. 4)
- **flash flooding** *(n.)* the flooding of an area by a large amount of rainwater (p. 7)
- **irrigation** *(n.)* the practice of supplying water to land or crops to promote growth (p. 14)
- **precipitation** *(n.)* water that falls to the ground, such as hail, sleet, rain, or snow (p. 6)
- **reputation** *(n.)* the general way that a person or thing is thought of by others (p. 4)
- **trait** *(n.)* a feature or quality of an animal, plant, thing, or group (p. 5)
**1st Grade Phonics, Phonemic Awareness, and Fluency Lesson**

**Key:**
- **Red**- Intensifications
- **Italics**- Anything to be written on the board

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Write the Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Information about the Lesson</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Objective</strong></td>
<td>Given 5 written, regular, one-syllable words containing sh saying /sh/, students will orally read 4 out of 5 words correctly without teacher assistance by the end of the lesson.</td>
</tr>
<tr>
<td><strong>Learning Standard</strong></td>
<td>CCSS.ELA-LITERACY.RF.1.3. A Know the spelling-sound correspondences for common consonant digraphs.</td>
</tr>
<tr>
<td><strong>Common Core Standard</strong></td>
<td>CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Notecard word list, “On the Ship,” data form</td>
</tr>
<tr>
<td><strong>Instructional Steps</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to the lesson</strong></td>
<td>Attention signal: Class, class. Yes, yes.</td>
</tr>
<tr>
<td></td>
<td>Set expectations for behavior: During our session today, I want your attention on me and mouths quiet.</td>
</tr>
<tr>
<td></td>
<td>Set expectations for academics (student friendly objective and rationale): Today we will be adding onto our knowledge of consonant digraphs. Consonant digraphs are two consonants that come together and make a sound. Yesterday we learned about ch and today we will be learning about the sound sh. After today you will be comfortable reading words that contain sh. This will help build your reading skills on consonant digraphs as we continue to keep building on this during the week.</td>
</tr>
<tr>
<td></td>
<td>Activate background knowledge (review): Let’s review the digraph we learned yesterday. Display ch on the board. Students say the sound. Go through list of words as students read them- chip, chin, chug, chat, chum.</td>
</tr>
<tr>
<td></td>
<td><strong>Practice for Phonemic Awareness</strong></td>
</tr>
<tr>
<td></td>
<td>We are going to come up with rhyming words. I am going to start with wish. Now what else rhymes with wish?</td>
</tr>
<tr>
<td></td>
<td><em>Students come up with answers.</em></td>
</tr>
<tr>
<td><strong>Modeling with a Think-Aloud</strong></td>
<td>Letter-sound instruction</td>
</tr>
<tr>
<td></td>
<td>We are going to start with our sound of the day and key word.</td>
</tr>
</tbody>
</table>
Display sh on the whiteboard.
Today’s sound is sh. Sh says /sh/ like in ship. Your turn.

Correct, sh says /sh/ like in ship.

Intensification: Adding prompting visual reminders. This intensifies instruction by allowing for students to reference the visual and use it to understand the sound that sh makes.
I will create a poster to add onto each consonant diagraphs and what words rhyme. This way as students develops their knowledge, then they can add to it each lesson. Today we will add sh to it and a key word.

Ship is our keyword for sh. We will add this to our poster of previous consonant teams for our reference to use if we forget what sound sh makes.

Decoding instruction
We will now read words with sh, watch me first.

Write shag on board.
Please point to the sh. Yes, that is sh. I am going to circle it and say its sound /sh/. What sound? Yes, sh. I will now read the whole word by saying the sounds and then blending it together.

Put marker under each sound and say, /sh/ /a/ /g/ Drag marker under whole word, say shag.
Now read it with me (repeat the procedure above with the student). I will do another; process is the same as above but will use ‘shot.’ I will make sure that I circle sh and use blending to read the word. Students will help me find the sh and say the sound as well. Now you say the word, shot.
Now you say the word, shot.

Guided practice
Hand out notecard sh word lists. Including the words: cash, shut, shed, shop, sham
**Intensification:** Practice skills in isolation before putting together in larger task. This intensifies instruction by having students know the digraph before saying it in a word.

Awesome job guys! Now let’s now practice together. Put your pencil on the first word on the list. Circle the sh. What does sh say?

Great job, sh says /sh/. Now we will read the words sound by sound while using our pencils to point to the letters together. Put your pencil under the first letter.

Marker under each sound and say, /c/ /a/ /sh/ Drag marker under the whole word, cash.

*This process will be repeated with shut, shed, shop, sham.

**Practicing for fluency**

We will now practice that list again. However, instead of sounding out each word we will simply read the word as a whole word. So, we are going to try to go a little faster this time.

*Students will use their pencil to point to the words and read them together as whole words.

**Practicing with decodable text**

Hand out student story - On the Ship

Now we will practice reading sentences that have sh words together. Listen as I read the first sentences. Follow along with your pencil. *Read the first sentence.

Sam, Dad, and I go on a ship.
Good job following along. We will now read the next sentence together. *Read chorally with students for the next sentence.

Great work reading. You all got the sh words in that sentence. We will finish reading the rest of the passage together. *Choral read the rest of the passage with students.

**Practicing for fluency**

Awesome job reading that passage. I want you to get into group of three and read the passage one more time. Really focus on doing this without any mistakes and saying words clearly. Students will read to their group the passage while I walk around and monitor.

**Closing**

*At the conclusion of the lesson, I will have students read me the list of words below by themselves.*
Cash
Shut
Shed
Shop
Sham

Data form

<table>
<thead>
<tr>
<th>Student</th>
<th>Words (mark missed words with an x)</th>
<th>Total correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Shut Shed Shop Sham</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Cash Shut Shed Shop Sham</td>
<td>/5</td>
<td></td>
</tr>
</tbody>
</table>

Awesome job today reading words that have the sh consonant diagraphs. By learning to do this, we will keep building your reading skills on consonant digraphs. Next up will learn about the consonant diagraph th.
Sam, Dad, and I go on a ship. We look for a cab to get to the ship. The ship is big, and there is a lot to do. Sam and I shop for a hat. Dad and I sit on a cot and fish.

I get a fish. It is too big for my rod. I can get a new rod if I dash to the shop. Sam is at the shop. Dad, Sam, and I all go have the hot ham dish. We have hash, too. Sam has the jam and now has a rash. The jam must go in the can, and we can go fish with my new rod. We like the ship!
2nd Grade Phonics, and Fluency Lesson

Key:
Red- Intensifications
Italics- Anything to be written on the board

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Write the Plan</th>
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<tbody>
<tr>
<td><strong>General Information about the Lesson</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Objective</strong></td>
<td>Given a reading list, containing open syllable words, students will orally read 80% of the open syllable words correctly without teacher assistance by the end of the lesson.</td>
</tr>
<tr>
<td><strong>Learning Standard</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Common Core Standard</strong></td>
<td>CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Word list, “Jo-Jo Gets a YoYo”</td>
</tr>
<tr>
<td><strong>Instructional Steps</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to the lesson</strong></td>
<td>Attention signal: Class, class. Yes, yes.</td>
</tr>
<tr>
<td></td>
<td>Set expectations for behavior: Today during out lesson I want your eyes on me and your mouths quiet.</td>
</tr>
<tr>
<td></td>
<td>Set expectations for academics (student friendly objective and rationale): Today we are going to be adding onto our knowledge of multisyllable words by learning about open syllable words. This will help build our vocabulary knowledge when reading new words.</td>
</tr>
<tr>
<td></td>
<td>Activate background knowledge (review): Yesterday we worked on closed syllable words. What is a closed syllable word? Yes, it has a short vowel ending in a consonant. Now we will be moving on to open syllable words.</td>
</tr>
<tr>
<td></td>
<td><strong>Intensification: Providing additional review of prerequisite skills.</strong> This intensifies instruction by verifying that students know prerequisite skills before being taught a new skill.</td>
</tr>
<tr>
<td></td>
<td>Since we worked on closed syllable words, let’s review some. A closed syllable has a short vowel ending in a consonant.</td>
</tr>
<tr>
<td></td>
<td>Convex- con/vex</td>
</tr>
<tr>
<td></td>
<td>Read the whole word- convex</td>
</tr>
<tr>
<td></td>
<td>Rabbit- rab/bit</td>
</tr>
<tr>
<td></td>
<td>Read the whole word- rabbit</td>
</tr>
<tr>
<td></td>
<td>Basket- bas/ket</td>
</tr>
<tr>
<td></td>
<td>Read the whole word- basket</td>
</tr>
<tr>
<td></td>
<td>Good job reviewing, let’s work on our skill for today.</td>
</tr>
<tr>
<td><strong>Modeling with a Think-Aloud</strong></td>
<td>Decoding instruction</td>
</tr>
</tbody>
</table>
**An open syllable ends with a vowel sound that is spelled with a single vowel letter.** Show ‘he.’ Here is the word ‘he’. ‘He’ ends with a vowel, so the vowel makes the long sound, /ee/.

**Intensification:** Practice skills in isolation first before putting together in larger task. This intensifies instruction by having students first know how to say open syllable words first before multi open syllable words.

Let’s practice some one syllable open syllable words first.
Show ‘no.’ What word? Good, no. Where is the vowel, yes at the end. What sound does it make? Yes the long sound, /oe/.
Show ‘me.’ What word? Good, me. Where is the vowel, yes at the end. What sound does it make? Yes the long sound, /ee/.
Show ‘be.’ What word? Good, be. Where is the vowel, yes at the end. What sound does it make? Yes the long sound, /ee/.

**Decoding instruction**

*Write frozen on board.*

Open syllables are found after a vowel sound with a single vowel letter. I am going to slash after the first vowel sound with a single vowel letter. We will always divide our words after the first vowel today. Fro/zen. I see the first syllable ends with a vowel so the vowel is long, fro. The second syllable ends with a consonant which means its short, zen I will now read the whole word by saying the sounds and then blending it together.

Put marker under each sound and say, /fro/ /zen
Drag marker under whole word, say frozen.

I will do another
Process is the same as above but will use ‘human.’ I will make sure that I put a slash mark after the vowel and use blending to read the word. Students will help me find the vowel and say the sound as well.

**Guided practice**

Hand out notecard with open syllable word lists. Including the words: music, begin, fever, unit, cargo.

Awesome job you guys let’s now practice together. Put your pencil on the first word on the list. Create a slash after the first vowel.

Great job! Now we will read the words sound by sound while using our pencils to point to the letters together. Put your pencil under the first letter.

Marker under each sound and say, /mu/ /sic/
Drag marker under the whole word, music.

**Practicing for fluency**
We will now practice that list again. This time you are going to read the words, while I listen.

Students will use their pencil to point to the words and read them together as whole words.

**Practicing with decodable text**
Hand out student story- JoJo Gets a YoYo

Now we will practice reading sentences that have open syllable words together. Listen as I read the first sentences. Follow along with your pencil. Read the first sentence.

JoJo likes the kids in her class.

Good job following along. We will now read the next sentence together. Read chorally with students for the next sentence.

Great work reading. You all got the open syllable words in that sentence. We will finish reading the rest of the passage together. Choral read the rest of the passage with students.

**Practicing for fluency**
Awesome job reading that passage. Now we are going to practice our expression when reading. I will read the passage first and demonstrate expression.

Now, I want you to get into group of three and read the passage one more time. Really focus on doing this without any mistakes and saying words clearly and with expression. Students will read to their group the passage while I walk around and monitor.

**Closing**
Great job today everyone! At the conclusion of the lesson, I will have students read me the story “Filling Papers” on their own checking to see if they can correctly read 90% of open syllable words.
Resource:

Word List:
Over
Item
Open
Poker
Bacon
JoJo Gets a Yo-Yo

A Reading A-Z Decodable Book • Word Count: 249

Visit www.readinga-z.com for thousands of books and materials.
JoJo Gets a Yo-Yo

Written by Susan Hartley
Illustrated by Fred Volke

www.readinga-z.com
JoJo likes the kids in her class.
All the kids in her class have something they like to do.
She wants to try new things with them.
But she is just too shy to try.

No, she is just too shy.
Will JoJo try to run with Ty?
The kids all like to run with Ty.
He wins a lot of races.
Ty can run so fast.
Flo makes the best kites. She takes her kites up to the top of the hill. She will fly her kites up in the sky.

Jola Gets a Yo-Yo • Open Vowels

Flo thinks that Jozio will like to fly a kite.
Mom sees that JoJo is sad. She gives JoJo a yo-yo with a long string. Mom says, “It can be fun to try new things.” “You do not have to be good at something to try it.”

But JoJo struggles. The yo-yo falls off her finger and does no tricks. JoJo takes the yo-yo from Mom.
Ty and Flo stop by to see JoJo. JoJo wants to do her yo-yo tricks for them.

"A good thing," says JoJo. "But you did try." ty and Flo say, "We are not good like JoJo can. They cannot do tricks to do the tricks. Then ty and Flo try..."
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<tr>
<td><strong>Lesson Objective</strong></td>
<td>Given the text, “What Animals Need,” students will orally read 90% of the multisyllable words containing vowel consonant-e syllables correctly without teacher assistance by the end of the lesson.</td>
</tr>
<tr>
<td><strong>Learning Standard</strong></td>
<td>CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>“Insects Help Flowers Grow,” word list, “What Animals Need”</td>
</tr>
<tr>
<td><strong>Instructional Steps</strong></td>
<td></td>
</tr>
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<td>Attention signal: 1, 2, 3 eyes on me</td>
</tr>
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<td>Set expectations for behavior: During our lesson I want your mouths quiet and eyes on me.</td>
</tr>
<tr>
<td></td>
<td>Set expectations for academics (student friendly objective and rationale): Today we are going to add onto our knowledge of multisyllable words by learning how to decode vowel consonant-e multisyllable words. We are learning these words so that we can read texts and words with greater difficulty.</td>
</tr>
<tr>
<td></td>
<td>Activate background knowledge (review): The last couple days we have worked on multisyllable words. Can three people give me a word that they have learned in the last few days? We are going to work on vowel consonant-e multisyllable words today.</td>
</tr>
<tr>
<td><strong>Modeling with a Think-Aloud</strong></td>
<td>Decoding instruction</td>
</tr>
<tr>
<td></td>
<td>Write reptile on board.</td>
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<tr>
<td></td>
<td>When a syllable has the pattern vowel consonant-e, the e will be silent, and the vowel will its long sound. We already learned this as ‘final silent e’ in one syllable words. Now we will practice in two syllable words. In these words we will slash between the two consonants to divide the word into syllables. Watch me. I am going to slash after p. Rep/tile. I see the second syllable has the final silent e pattern. I can read this syllable, tile. I will now read the whole word by saying the sounds and then blending it together.</td>
</tr>
<tr>
<td><strong>Guided practice</strong></td>
<td><strong>Hand out notecard with word lists. Including the words: sunrise, upgrade, compete, pancake, and confuse. Now let’s practice together.</strong></td>
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<tr>
<td>---------------------</td>
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</tr>
</tbody>
</table>
|                     | **Where do we slash?**  
|                     | Awesome job you guys let’s now practice together. Put your pencil on the first word on the list. Create a slash after the first syllable. |
|                     | Great job! Now we will read the words sound by sound while using our pencils to point to the letters together. Put your pencil under the first letter. |
|                     | **Practicing for fluency**  
|                     | We will now practice that list again, but the words will be in a sentence. So, we will read the whole sentence together. |
|                     | Student’s will follow along and read the sentences chorally. |
|                     | **Practicing with decodable text**  
|                     | Hand out student story- “Insects Help Flowers Grow” |
|                     | **Intensification: Adding/modifying models with instruction broken down into smaller steps and practicing skills in isolation first before putting into context. This intensifies instruction by having students understand first how to read vc-e words before reading them in text.** |
In addition to reading the word list above, we will be going through the VC-e words in the text together before reading the whole text. Let’s read it together sur/vive. Survive. Now let’s read it in a sentence. Flowering plants need insects to sur/vive. What’s that word? Survive.
Let’s read it together in/side. Inside. Now let’s read it in a sentence. Pollen is sticky stuff found in/side a flower.
Let’s read it together in/sect. Insect. Now let’s read it in a sentence. Insects go inside flowers to drink nectar.
Let’s read it together pol/len. Pollen. Now let’s read it in a sentence.
Pollen sticks to them as they drink.

Now we will practice reading sentences that have vowel consonant-e multisyllable words together. Listen as I read the first sentence. Follow along with your pencil. Read the first sentence.

Flowering plants need insects to survive.

Good job following along. We will now read the next sentence together. Read chorally with students for the next sentence.

Great work reading. You all got the open syllable words in that sentence. We will finish reading the rest of the passage together. Choral read the rest of the passage with students.

Practicing for fluency
Awesome job reading that passage. I want you to get into group of two and read the passage one more time. When your partner is reading you will be listening to make sure they correctly read the words. You may jot down notes, so that the student knows what they need to improve upon. I will walk around and monitor.

Closing
Great job today everyone! At the conclusion of the lesson, I will have students read “What Animals Need” to me on their own checking to see if they can correctly read 90% of vowel consonant-e multisyllable words.
What Animals Need

Animals come in all shapes and sizes. Some are large and fluffy. Other animals are small and are hard to see. All animals need certain things to live and grow, no matter their size.

All animals must have enough food and water. Without those things, they cannot survive for very long.

Animals also need a place to live, just like people do. This is a place that protects them from enemies and the weather outside. Wild animals locate their own homes, while people provide pets with safe homes.
Insects Help Flowers Grow

Flowering plants need insects to survive. Butterflies, bees, and other insects help to spread their pollen. Pollen is sticky stuff found inside a flower. It must get from one part of a flower to another part. New flowers need pollen in order to grow.

Insects go inside flowers to drink nectar. Pollen sticks to them as they drink. As they move from flower to flower, the pollen moves with them. The pollen sticks to other flowers. This helps both the plant and the insect survive and grow!
References

Antunez, B. (2002). *English Language Learners and the Five Essential Components of Reading Instruction*. Reading Rockets.


https://www.readingrockets.org/teaching/reading101-course/modules/course-modules


https://doi.org/10.1177/0040059918758166


