TEXAS CENTER
for
LEARNING
DISABILITIES

Third- to Fifth-Grade After-School Book Club Intervention With Self-Regulation Lite and Computer Component

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About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities is a research center that investigates the classification, early intervention, and remediation of learning disabilities. The National Institutes of Health funds research activities, which are conducted at the University of Houston, The University of Texas at Austin, The University of Texas Health Science Center at Houston, and St. Louis University. To learn more about the Texas Center for Learning Disabilities, visit **www.texasldcenter.org**.

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Overview

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Background of Lessons

From 2015 to 2016, Texas Center for Learning Disabilities researchers, with funding from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, addressed questions related to the implementation and effect of response to intervention with third-grade, fourth-grade, and fifth-grade students in various schools districts in central and southeast Texas.

This document includes explicit instruction for small groups of four to five students as part of a daily 60-minute supplemental after-school intervention with a computer component. Here, we provide detailed information about some of the lesson plans struggling readers used in elementary school as part of the research efforts of the Texas Center for Learning Disabilities. This 5-day lesson plan aligns with book clubs or book circles taught in regular third-grade, fourth-grade, and fifth-grade classrooms. Teachers can use both expository and narrative leveled books from state-adopted publishers and online resources. Teachers may use components from their district's core curriculum to promote explicit instruction, reading with understanding, and systematic daily instruction in the following areas from the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grade 3, grade 4, and grade 5.

Lessons include instruction in the following order on certain days:

- Days 1, 3, and 5: Book introduction and book reading and comprehension questions
- Days 2 and 4: Self-regulation lite book introduction: questions and goal, book reading and comprehension questions, and self-regulation lite: question reflection
- Days 1–5: 30-minute computer instruction that includes reading articles or books online with comprehension questions before or after book club with self-regulation lite

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TEKS Connections

Book Club Reading and Self-Regulation Lite

Third Grade

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;

(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

(C) identify and use antonyms, synonyms, homographs, and homophones

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo

(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

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(A) identify the details or facts that support the main idea;

(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;

(C) identify explicit cause and effect relationships among ideas in texts; and

(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

Fourth Grade

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);

(D) identify the meaning of common idioms

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

(B) distinguish fact from opinion in a text and explain how to verify what is a fact;

(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

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(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

Fifth Grade

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(C) produce analogies with known antonyms and synonyms;

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;

(B) determine the facts in text and verify them through established methods;

(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas

Reading and Comprehension Skills (Third, Fourth, and Fifth Grades)

Figure: 19 TAC §110.10(b): Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;

(B) ask literal, interpretive, evaluative, and universal questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);

(D) make inferences about text and use textual evidence to support understanding;

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(E) Third- and fourth-grade skills: summarize information in text, maintaining meaning and logical order

(E) Fifth-grade skills: summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts

(F) Third- and fourth-grade skills: make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence

(F) Fifth-grade skills: make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence

Computer Component (Third, Fourth, and Fifth Grades)

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) adhere to acceptable use policies reflecting positive social behavior in the digital environment;

(B) respect the intellectual property of others;

(C) abide by copyright law and the Fair Use Guidelines for Educational Multimedia;

(D) protect and honor the individual privacy of oneself and others;

(E) follow the rules of digital etiquette;

(F) practice safe, legal, and responsible use of information and technology; and

(G) comply with fair use guidelines and digital safety rules.

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:

(A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning

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Intervention Framework

Here is an example of a 5-day, 60-minute intervention lesson with computer component weekly cycle. Intervention can be planned with the computer component during the first 30 minutes or last 30 minutes of the daily lesson cycle.

Leveled books at the third-, fourth-, and fifth-grade reading levels were used for the after-school intervention. The grade levels of the texts were used as a guide. No running records or other reading assessments were administered to match intervention students' reading levels to texts. A variety of grade-level expository and narrative reading texts were read during the year for reading practice and to motivate students. Teachers were provided coaching to help with book selection for groups when needed. Depending on the level of the text, the teacher varied the level of scaffolding during lessons.

	Day 1 Monday	**Day 2 Tuesday**	**Day 3 Wednesday**	**Day 4 Thursday**	**Day 5 Friday**
30 minutes	Book Introduction Book Reading and Comprehension Questions	Self-Regulation Lite Book Introduction: Questions and Goal Book Reading and Comprehension Questions Self-Regulation Lite: Goal Reflection	Book Introduction Book Reading and Comprehension Questions	Self-Regulation Lite Book Introduction: Questions and Goal Book Reading and Comprehension Questions Self-Regulation Lite: Goal Reflection	Book Introduction Book Reading and Comprehension Questions
30 minutes	Computer Instruction	Computer Instruction	Computer Instruction	Computer Instruction	Computer Instruction

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Lesson Components

Book Introduction (1–5 minutes)

Goal

Students will think about the text before reading.

Procedure

Use one of the following techniques:

- Recap or review what was read the day before.
  - "Yesterday, what did we learn about _____? What might we learn today in the chapter called _____?"
  - "Who remembers what we read about yesterday? Tell me one thing you remember."
- Activate background knowledge: "What do you know about _____?"
- Set a purpose for reading. Make a prediction, look at a certain story element, etc.
- Preteach key vocabulary or words difficult to pronounce.
  - "These words will be in our text today. This word is _____." Have students repeat the word or read it with you.
  - "You may have not heard of the word _____."
  - "Do you know what _____ means?" Have students say the word.

> **Teacher:** The word *classifying* is in our text today. Say the word with me.
>
> The teacher says the word with students.
>
> **Teacher:** Have you heard of the word *classifying* before? There is a hint in the word that may give a clue: *class*. All of you are put into a class or a group. What do you think the word *classifying* means?
>
> The teacher discusses students' answers and has students say the word again.

- Ask a question to be answered during reading from the menu of questions (see the next section of this Overview): "Today we will read to see whether we can answer this question…"

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Book Reading and Comprehension Questions (15–30 minutes)

Goal

Students will read books, stop to ask questions, and discuss the text.

Preparation

Mark places in the text to stop and ask questions.

Procedure

Reading
All students must try to read some of the text aloud daily—scaffold reading for students as necessary. Use any of the following reading routines:

- Read parts of the book and have students follow along.
- Read but leave out a word every couple of sentences for students to read to make sure they follow along.
- Read a section aloud with students.
- Students take turns reading a sentence, paragraph, or pages.
- Students partner read a section or go back to reread a chapter.
- Students read a small section silently.
- Lower-performing students read sentences, and you help with the difficult words.
- Alternate reading sentences or sections with lower-performing students.

Book club groups do not have to finish a book in one lesson. At the end of the lesson, students put a sticky note or bookmark where they stopped.

Comprehension Questions
During reading, stop to ask students questions. See the lists below. Model how to answer questions before students answer questions individually.

Questions to use daily or weekly in groups:

- What is happening in this section?
- Can you summarize what you read on this page in one sentence?

Narrative text questions:

- Where does the story take place?
- Through whose eyes are you seeing the story?
- When does the story take place?
- How long does the story take?

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- Why did the author choose this setting?
- Is the setting important to the story or could it have happened anywhere?
- Who are the characters?
- How does the character feel?
- What are you thinking about the character? What might the character be thinking or feeling?
- Why do you think the character did (or said) that?
- Which character do you feel closest to? Why?
- Which character do you find most interesting? Why?
- Do you dislike any of the characters? Why?
- What does he/she/it look like?
- Where does he/she/it live?
- Where in the book would you find...?
- What makes you think that?
- What words give you that impression?
- How do you feel about...?
- Can you explain why....?
- What did the writer intend?
- Why did the writer...?
- What do these words mean and why do you think the author chose them?
- Has the author used adjectives to make this character funny?
- Was the setting familiar to you?
- Did the events happen in the order we are told about them?
- Why do you think the writer chose to tell us about events in this order?
- Can you identify the different problems?
- How is the problem resolved?
- Is there anything you particularly like or dislike about the way in which this story is told?
- Is there a confusing part? What don't you understand?
- What is the most important idea or event?
- Can you ask a question about what you read?
- What do you think might happen next? Why do you think that?

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- What are you thinking now?
- What's the effect of....? What do you think caused that to happen?
- What might this mean?
- Which part best describes the setting?
- What part do you like best? Why?

Expository text questions:

- What fact did you enjoy learning the most?
- Can you ask a question about what you read?
- Of the information you learned, what would you like to share with someone else?
- Would you like to read more books about this topic? Why?
- What else would you like to learn about this topic?
- What pictures or illustrations did you find interesting? Why?
- Is this book like any other book that you read before? If so, how are they alike, how are they different, and which one did you like better?
- What kind of research do you think the author had to do to write this book?
- What questions would you ask the author?
- How can you learn more about this topic?
- Did you discover anything that may help you in school?
- What important words may help you with this topic in school? Show me where that word is in the book.
- What is a new word that you learned today? What does that word mean?
- Did you discover anything that may help you outside of school?
- Where is the index in this book? How does it help you with information?

Discussion

Use one of the following formats for students to discuss the text through answering the comprehension questions:

- Oral response
- Response written on a whiteboard, index cards, tablet, composition book, or sticky notes: Do not require students to write answers daily; instead, use this technique only on certain days or for certain questions.
- Question cards: Write the comprehension questions on index cards. Students can pick a card to answer a question, or you can hold up a card to ask a question.

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Scaffolding

Guide students on where to find the answer in the text. Rereading may be needed. Do not lead a word study lesson by teaching students explicit word pattern sounds. Instead, quickly scaffold unknown words through the following procedure:

- Say the word.
- Have the student repeat the word.
- If possible, prompt the student to sound out the word.
- If necessary, tell the student a part of the word or have the student look for a part the student already knows.

Use consistent wording in your prompts, and do not allow students to correct one another.

Repeated Reading

- Have students reread parts of a book in pairs or independently once or twice a week for the last 4 to 8 minutes. Repeated reading can help if there is not enough time to start a new chapter, section, or book.
- While students read, circulate and have each student quietly read a small part of the text to you.

Self-Regulation Lite Book Introduction: Questions and Goal (3–5 minutes)

Goal

Students will answer questions to monitor and set a goal when reading a book.

Preparation

- Decide when to begin this routine. It is recommended to begin the third or fourth week after regular book club intervention routines are established, but you can begin earlier, depending on student familiarity with the reading routines.
- Once established, use the routine in the first part of the lesson twice a week.

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Book Club With Self-Regulation Lite

Name: Date: Day:
Title of Book or Chapter:

Before Reading

1. What do you already know about this text?

2. Goal: What do you want to know from reading this text?

After Reading

3. How well did you meet your goal?

Not very well Just OK Very well

Explain:

Procedure

- Distribute the self-regulation lite student sheet.
- Say, "Please write your name, the date, the day, and the title at the top of your sheet."
- Say, "We will monitor our reading to help us understand and answer questions. You will have a chance to earn points by answering questions on this page. Before we start reading, look at number 1 on your sheet. It asks: What do you already know about this text?"
- Students think about the book to make a background connection. Suggestions for connections include the following:
  - Similar books students have before in class
  - Something students know from the title or cover

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  - Something students know about the topic
  - Another book in the series that students have read

- As necessary, model how to make connections to the text.

Modeling for New Book

> **Teacher:** The book we are reading is called *A Book About Aliens*. I know that if aliens are real, they live in outer space. I have read other books about aliens that are weird. By looking at the cover, I see a boy and an alien coming out of a fortune cookie. Also, I read another book in this series.

Modeling for Continuation of Book

> **Teacher:** We already read chapter 1, so I know that the alien jumped out of the boy's fortune cookie. The alien is on a mission and needs the boy's help. I will write some words to remind me of some things.
>
> The teacher writes the following on a whiteboard or student sheet and shows students: "alien," "boy," "on a mission," "alien must stay in bedroom."

- Have students write their ideas in the space provided on their sheet. Answers do not need to be in complete sentences. All students must write something, even if only stating that they do not know anything about the text.
- Say, "Now we will set a purpose for reading today by writing one goal. It will help you understand the text. Look at number 2 on your student page. It asks: What do you want to know from reading this text?"
- Students discuss and brainstorm ideas with you.
- As necessary, model an example or scaffold ideas with a question word (*what, why, when, how, who, where*). When students are used to the routine, consider helping them narrow their question to something they can answer that day, not only by reading the entire book.

> **Teacher:** There are several things I want to know from reading this text. For example, what is the boy going to do to hide the alien in his room, how will the boy help the alien, when will the boy's mom find out about the alien, and what is the alien's mission? But I want to know one thing most, so I'll write it: What does the alien want from the boy on the cover?
>
> Students write a goal and share. Students' answers can be a question or use the sentence stem: I want to know…

- Say, "While we read today, think about your goal."

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Self-Regulation Lite: Goal Reflection (1–3 minutes)

Goal

Students will answer a goal question that pertains to the book.

Procedure

- Students return to their self-regulation lite student sheet. At the beginning of the lesson, they filled out numbers 1 and 2.
- Say, "Were you able to meet your goal? Look on your sheet at your goal on number 2. Thumbs up if you did or thumbs down if didn't reach your goal."
- Students look at number 3 on their sheet to reflect on their goal question and circle one of the choices.
- If students did not meet their goal, discuss reasons why. Tell students that it is OK if they didn't meet their goal and that they may be able to do so another day by reading more of the text.
- Call on students to quickly share their answer and discuss.

Computer Component (30 minutes)

Materials

- Computer for each student
- Software or website that prompts students to read grade-level-appropriate articles or books and then answer comprehension questions
- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.
- Provide all students with access to the website or program.
- Monitor students and give feedback when needed.
- Allow students to see their progress. Use a motivation plan and student incentives.
- Have students log off and shut down computers.

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Sample Lesson Plans

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DAY 1

Component	Duration
Book Introduction	1–3 minutes
Book Reading and Comprehension Questions	25 minutes
Computer Component	30 minutes

Book Introduction 1–3 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Narrative or expository questions on index cards (optional)
- Whiteboard, dry-erase marker, and eraser (optional)

Procedure

- Read the text before the lesson.
- Select which book introduction type to use and plan.
- Write introduction notes on a sticky note or note card (optional).

Procedure

- Distribute the text.
- Lead the book introduction type you planned for the day. Two examples are provided below.

Expository Text Example: Preteach Key Vocabulary

- Say, "The word *classifying* is in our text today. Say the word with me."
- Say the word with students.
- Say, "Have you heard of the word *classifying* before? There is a hint in the word that may give a clue: *class*. All of you are put into a class or a group. What do you think the word *classifying* means?"
- Discuss students' answers and have students say the word again.

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Narrative Text Example: Ask a Question to be Answered During Reading

- Say, "We will read to answer questions about the characters in this book about an alien. Lets look at these three question cards."
- Hold up and read the first card: Who are the characters in this chapter?
- Hold up and read the second card: What are the characters feeling in this chapter?
- Hold up and read the third card: What adjectives does the author use to describe the characters?
- Put the cards on a table and have students pick one to answer while reading.

Book Reading and Comprehension Questions 25 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Questions on index cards (optional)

Preparation

- Read the text before the lesson.
- Pick questions from the list. Be sure to include one or both of the daily/weekly questions:
  - What is happening in this section?
  - Can you summarize what you read on this page in one sentence?
- Mark stopping points in the text to ask the questions.
- Optional: Prepare questions on index cards.

Procedure

Reading

- Begin reading the text using one of the reading routines.
- Give all students an opportunity to read and make sure that all students follow when not reading aloud.
- Scaffold as necessary. Do not allow students to correct one another.

Comprehension Questions

- Stop to ask the comprehension questions you planned. If using comprehension cards, have each student pick a card to read and answer the question for the group. The group can discuss the answers.
- Tell students that you will call on them and that they do not need to raise their hands.
- If students can't figure out the answer, go back to the book to read and discuss.

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Computer Component 30 minutes

Materials

- Computer for each student
- Software or website that prompts students to read grade-level-appropriate articles or books and then answer comprehension questions
- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.
- Provide all students with access to the website or program.
- Monitor students and give feedback when needed.
- Allow students to see their progress. Use a motivation plan and student incentives.
- Have students log off and shut down computers.

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DAY 2

Component	Duration
Self-Regulation Lite Book Introduction: Questions and Goal	1–4 minutes
Book Reading and Comprehension Questions	24–28 minutes
Self-Regulation Lite: Goal Reflection	1–2 minutes
Computer Component	30 minutes

Self-Regulation Lite Book Introduction: Questions and Goal 1–4 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Self-regulation lite student sheet (one per student and teacher)
- Narrative or expository comprehension question cards (optional)

Preparation

Read the text before the lesson.

Procedure

- Distribute the text and self-regulation lite student sheet.
- Say, "Today we will do something new to help us when we read. First, please write your name, the date, the day number, and title of the book at the top of your sheet."
- Have students fill out the top of the sheet.
- Say, "We will monitor our reading to help us understand and answer questions. You will have a chance to earn points by answering questions on this page. Before we start reading, look at number 1. It asks: What do you already know about this text? Well, the book we are reading is called *A Book About Aliens*. I know that if aliens are real, they live in outer space. I have read other books about aliens that are weird. By looking at the cover, I see a boy and an alien coming out of a fortune cookie. Also, I read another book in this series. I'll write that."
- Write the response on your sheet.
- Have students write their ideas in the space provided. Answers do not need to be in complete sentences. All students must write something, even if only stating that they do not know anything about the text.

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- Say, "Now we will set a purpose for reading today by writing one goal. It will help you understand the text. Look at number 2 on your student page. It asks: What do you want to know from reading this text? There are several things I want to know from reading this text. For example, what is the boy going to do to hide the alien in his room, how will the boy help the alien, when will the boy's mom find out about the alien, and what is the alien's mission? But I want to know one thing most, so I'll write it: What does the alien want from the boy on the cover?"
- Write the response on your sheet.
- Have students answer the question on their sheet.
- As necessary, scaffold ideas with a question word (*what, why, when, how, who, where*).

Book Reading and Comprehension Questions 24–28 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Questions on index cards (optional)

Preparation

- Read the text before the lesson.
- Pick questions from the list. Be sure to include one or both of the daily/weekly questions:
  - What is happening in this section?
  - Can you summarize what you read on this page in one sentence?
- Mark stopping points in the text to ask the questions.
- Optional: Prepare questions on index cards.

Procedure

Reading

- Begin reading the text, using one of the reading routines.
- Give all students an opportunity to read and make sure that all students follow when not reading aloud.
- Scaffold as necessary. Do not allow students to correct one another.

Comprehension Questions

- Stop to ask the comprehension questions you planned. If using comprehension cards, have each student pick a card to read and answer the question for the group. The group can discuss answers.
- Tell students that you will call on them and that they do not need to raise their hands.
- If students can't figure out the answer, go back to the book to read and discuss.

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Self-Regulation Lite: Goal Reflection 1–2 minutes

Materials

- Self-regulation lite student sheet
- Narrative or expository grade-level-appropriate text (one per student and teacher)

Procedure

- Have students return to their self-regulation lite student sheet.
- Say, "Were you able to meet your goal? Look on your sheet at your goal on number 2. Thumbs up if you did or thumbs down if didn't reach your goal."
- Say, "Look at number 3 on your sheet. You will circle one of the choices."
- Display your sheet.
- Say, "My goal was: What does the alien want from the boy on the cover? I will circle 'Very well' because I now know that the alien is on a mission to save the Earth. I'll write that in the blank."
- Fill out your sheet.
- Tell students to circle an answer. Depending on time, have students explain.
- If students did not meet their goal, discuss reasons why. Tell students that it is OK if they didn't meet their goal and that they may be able to do so another day by reading more of the text.
- Call on students to quickly share their answer and discuss.

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Computer Component 30 minutes

Materials

- Computer for each student
- Software or website that prompts students to read grade-level-appropriate articles or books and then answer comprehension questions
- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.
- Provide all students with access to the website or program.
- Monitor students and give feedback when needed.
- Allow students to see their progress. Use a motivation plan and student incentives.
- Have students log off and shut down computers.

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DAY 3

Component	Duration
Book Introduction	1–3 minutes
Book Reading and Comprehension Questions	25 minutes
Computer Component	30 minutes

Book Introduction 1–3 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Narrative or expository questions on index cards (optional)
- Whiteboard, dry-erase marker, and eraser (optional)

Procedure

- Read the text before the lesson.
- Select which book introduction type to use and plan.
- Write out introduction notes on a sticky note or note card (optional).

Procedure

- Distribute the text.
- Lead the book introduction type you planned for the day. Two examples are provided below.

Expository Text Example: Set a Purpose for Reading

Say, "Today we will read to find out about behaviors of living things. Think about this question as we read: How can we learn more about the behaviors of living things?"

Narrative Text Example: Set a Purpose for Reading

Say, "In most stories, there is a problem. We will read today to find out what the problem is in this story. Is it a problem that was caused by a person or a thing?"

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Book Reading and Comprehension Questions 25 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Questions on index cards (optional)

Preparation

- Read the text before the lesson.
- Pick questions from the list. Be sure to include one or both of the daily/weekly questions:
  - What is happening in this section?
  - Can you summarize what you read on this page in one sentence?
- Mark stopping points in the text to ask the questions.
- Optional: Prepare questions on index cards.

Procedure

Reading

- Begin reading the text using one of the reading routines.
- Give all students an opportunity to read and make sure that all students follow when not reading aloud.
- Scaffold as necessary. Do not allow students to correct one another.

Comprehension Questions

- Stop to ask the comprehension questions you planned. If using comprehension cards, have each student pick a card up to read and answer the question for the group. The group can discuss answers.
- Tell students that you will call on them and that they do not need to raise their hands.
- If students can't figure out the answer, go back to the book to read and discuss.

Computer Component 30 minutes

Materials

- Computer for each student
- Software or website that prompts students to read grade-level-appropriate articles or books and then answer comprehension questions
- Headphones (if sound is included)

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Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.
- Provide all students with access to the website or program.
- Monitor students and give feedback when needed.
- Allow students to see their progress. Use a motivation plan and student incentives.
- Have students log off and shut down computers.

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DAY 4

Component	Duration
Self-Regulation Lite Book Introduction: Questions and Goal	1–4 minutes
Book Reading and Comprehension Questions	24–28 minutes
Self-Regulation Lite: Goal Reflection	1–2 minutes
Computer Component	30 minutes

Self-Regulation Lite Book Introduction: Questions and Goal 1–4 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Self-regulation lite student sheet (one per student and teacher)
- Narrative or expository comprehension question cards (optional)

Preparation

Read the text before the lesson.

Procedure

- Distribute the text and self-regulation lite student sheet.
- Say, "Please write your name, the date, the day number, and title of the book at the top of your sheet."
- Have students fill out the top of the sheet.
- Say, "We will monitor our reading to help us understand and answer questions. You will have a chance to earn points by answering questions on this page. Before we start reading, look at number 1. It asks: What do you already know about this text? We are reading Chapter 3 of *A Book About Aliens*. I already know that mean aliens that look like humans are coming to trash Earth and that an alien and a boy must save Earth. I'll write that."
- Write the response on your sheet.
- Have students write their ideas in the space provided. Answers do not need to be in complete sentences. All students must write something, even if only stating that they do not know anything about the text.

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- Say, "Now we will set a purpose for reading today by writing one goal. It will help you understand the text. Look at number 2 on your student page. It asks: What do you want to know from reading this text? There are several things I want to know from reading this text. For example, how will the alien find the fake aliens and when will the boy's mom find out what her son is going to do? But I want to know one thing most, so I'll write it: What will the boy and the alien do when they find the trashy aliens in disguise?"
- Write the response on your sheet.
- Have students write their response on their sheet.
- As necessary, scaffold ideas with a question word (*what, why, when, how, who, where*).

Book Reading and Comprehension Questions 24–28 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Questions on index cards (optional)

Preparation

- Read the text before the lesson.
- Pick questions from the list. Be sure to include one or both of the daily/weekly questions:
  - What is happening in this section?
  - Can you summarize what you read on this page in one sentence?
- Mark stopping points in the text to ask the questions.
- Optional: Prepare questions on index cards.

Procedure

Reading

- Begin reading the text using one of the reading routines.
- Give all students an opportunity to read and make sure that all students follow when not reading aloud.
- Scaffold as necessary. Do not allow students to correct one another.

Comprehension Questions

- Stop to ask the comprehension questions you planned. If using comprehension cards, have each student pick a card up to read and answer the question for the group. The group can discuss answers.
- Tell students that you will call on them and that they do not need to raise their hands.
- If students can't figure out the answer, go back to the book to read and discuss.

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Self-Regulation Lite: Goal Reflection 1–2 minutes

Materials

- Self-regulation lite student sheet
- Narrative or expository grade-level-appropriate text (one per student and teacher)

Procedure

- Have students return to their self-regulation lite student sheet.
- Say, "Were you able to meet your goal? Look on your sheet at your goal on number 2. Thumbs up if you did or thumbs down if didn't reach your goal."
- Say, "Look at number 3 on your sheet. You will circle one of the choices."
- Display your sheet.
- Say, "My goal was: What will the boy and the alien do when they find the trashy aliens in disguise?"
- Discuss which choice you should select based on the reading.
- Tell students to circle an answer. Depending on time, have students explain.
- If students did not meet their goal, discuss reasons why. Tell students that it is OK if they didn't meet their goal and that they may be able to do so another day by reading more of the text.
- Call on students to quickly share their answer and discuss.

Computer Component 30 minutes

Materials

- Computer for each student
- Software or website that prompts students to read grade-level-appropriate articles or books and then answer comprehension questions
- Headphones (if sound is included)

Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.
- Provide all students with access to the website or program.
- Monitor students and give feedback when needed.

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- Allow students to see their progress. Use a motivation plan and student incentives.
- Have students log off and shut down computers.

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DAY 5

Component	Duration
Book Introduction	1–3 minutes
Book Reading and Comprehension Questions	25 minutes
Computer Component	30 minutes

Book Introduction 1–3 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Narrative or expository questions on index cards (optional)
- Whiteboard, dry-erase marker, and eraser (optional)

Procedure

- Read the text before the lesson.
- Select which book introduction type to use and plan.
- Write out introduction notes on a sticky note or note card (optional).

Procedure

- Distribute the text.
- Lead the book introduction type you planned for the day. Two examples are provided below.

Expository Text Example: Recap or Review What Was Read the Day Before

Say, "Who remembers what we read yesterday about classifying living things? Tell me one thing you remember."

Narrative Text Example: Recap or Review What Was Read the Day Before

Say, "What have we learned so far about this story? Can you tell me in three or fewer sentences?"

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Book Reading and Comprehension Questions 25 minutes

Materials

- Narrative or expository grade-level-appropriate text (one per student and teacher)
- Questions on index cards (optional)

Preparation

- Read the text before the lesson.
- Pick questions from the list. Be sure to include one or both of the daily/weekly questions:
  - What is happening in this section?
  - Can you summarize what you read on this page in one sentence?
- Mark stopping points in the text to ask the questions.
- Optional: Prepare questions on index cards.

Procedure

Reading

- Begin reading the text using one of the reading routines.
- Give all students an opportunity to read and make sure that all students follow when not reading aloud.
- Scaffold as necessary. Do not allow students to correct one another.

Comprehension Questions

- Stop to ask the comprehension questions you planned. If using comprehension cards, have each student pick a card to read and answer the question for the group. The group can discuss answers.
- Tell students that you will call on them and that they do not need to raise their hands.
- If students can't figure out the answer, go back to the book to read and discuss.

Computer Component 30 minutes

Materials

- Computer for each student
- Software or website that prompts students to read grade-level-appropriate articles or books and then answer comprehension questions
- Headphones (if sound is included)

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Procedure

- Go over rules and computer etiquette that aligns with school technology procedures.
- Provide all students with access to the website or program.
- Monitor students and give feedback when needed.
- Allow students to see their progress. Use a motivation plan and student incentives.
- Have students log off and shut down computers.

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