



---

---

# Fifth-Grade Text-Based Intervention

---

---



TEXAS CENTER  
*for*  
LEARNING  
DISABILITIES

Adapted from intervention materials developed by the Texas Center for Learning Disabilities

## Preferred Citation

The Meadows Center for Preventing Educational Risk. (2014). *Fifth-grade text-based intervention*. Austin, TX: Author.



© 2014 The University of Texas System/Texas Education Agency  
(Updated in April 2019)

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0>

For inquiries about using this product outside the scope of this license, contact [licensing@meadowscenter.org](mailto:licensing@meadowscenter.org)

## About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities (TCLD) 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, and The University of Texas Health Science Center at Houston. To learn more about TCLD, visit our website at [www.texasldcenter.org](http://www.texasldcenter.org)

This research was supported in part by grant P50 HD052117 from the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institute of Child Health and Human Development or the National Institutes of Health.



# Contents

<b>Overview</b> .....	<b>1</b>
Background of Lessons .....	2
TEKS Connections .....	3
Intervention Framework .....	5
Lesson Components .....	6
<b>Sample Lesson Plans</b> .....	<b>19</b>
Day 1 .....	20
Day 2 .....	24
Day 3 .....	29
Day 4 .....	33
Day 5 .....	37
Day 6 .....	42
Day 7 .....	46
Day 8 .....	50
Day 9 .....	55
Day 10 .....	59



---

---

# Overview

---

---

---

---

## Background of Lessons

---

---

From 2013 to 2014, 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 fifth-grade students in various school districts in central and southeast Texas.

This document includes “Tier 2” explicit instruction for small groups of four to five students as part of a daily 30-minute supplemental intervention. 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 10-day lesson plan aligns with core science unit themes taught in regular fifth-grade classrooms. Teachers can use both expository and narrative science texts from their state-adopted science publishers and online resources. Teachers can make their own curriculum-based measures or use assessments from textbooks. Teachers may use components from their district’s core curriculum to promote explicit instruction, reading with understanding, and systematic daily instruction in the areas from the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grade 5 that are detailed on the following pages.

Lessons include instruction in the following order:

- Days 1, 4, and 7: Fluency With Text Reading, Does It Make Sense?, and Word Study
- Days 2, 5, and 8: 1-2-3 Goal Sheet, Vocabulary Introduction, Text-Based "Stretch" Reading, Self-Monitoring and Goal Reflection, and Word Study
- Days 3, 6, and 9: Fluency With Text Reading, Vocabulary Review, Does It Make Sense?, and Word Study
- Day 10: Curriculum-Based Measure of Vocabulary and Word Study or Repeated Partner Reading

---

---

## TEKS Connections

---

---

### Vocabulary and Fluency With Text Reading

**(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

**(8) 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

**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;
- (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
- (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

# Intervention Framework

Here is an example of a 10-day, 30-minute intervention lesson cycle with the components.

Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
Fluency With Text Reading Does It Make Sense? Word Study Review	1-2-3 Goal Sheet Vocabulary Introduction Text-Based "Stretch" Reading Self-Monitoring and Goal Reflection Word Study	Fluency With Text Reading Vocabulary Review Does It Make Sense? Word Study	Fluency With Text Reading Does It Make Sense? Word Study	1-2-3 Goal Sheet Vocabulary Introduction Text-Based "Stretch" Reading Self-Monitoring and Goal Reflection Word Study
Day 6 Monday	Day 7 Tuesday	Day 8 Wednesday	Day 9 Thursday	Day 10 Friday
Fluency With Text Reading Vocabulary Review Does It Make Sense? Word Study	Fluency With Text Reading Does It Make Sense? Word Study	1-2-3 Goal Sheet Vocabulary Introduction Text-Based "Stretch" Reading Self-Monitoring and Goal Reflection Word Study	Fluency With Text Reading Vocabulary Review Does It Make Sense? Word Study	Curriculum-Based Measure of Vocabulary Word Study or Partner Reading

# Lesson Components

## 1-2-3 Goal Sheet (2 minutes)

**Goal:** Students will set goals for the day.

<b>1-2-3 Goal!</b>				
<b>Name:</b>				
<b>Unit:</b>		<b>GOAL: Use ___ new words.</b>		
"I'M GOING TO DO MY BEST TODAY!"	<b>I CAN!</b> <small>(BEGINNING OF LESSON)</small>	<b>I DID!</b> <small>(END OF LESSON)</small>		
<b>1. BELIEVE</b>	YES    NO	YES    NO		
<b>2. WHAT WORKS FOR ME?</b>	YES    NO	YES    NO		
<b>3. STAY WITH IT</b>	YES    NO	YES    NO		
<b>DID I ACHIEVE MY GOAL?</b>		YES	NO	

### Introduction (Day 2)

- Pass out the 1-2-3 goal sheet.
- Say, "Today we will set goals to help us do our best reading. Here are our 1-2-3 goals: **1. Believe.** When we believe in ourselves, we know we can accomplish our goals and we try our hardest."
- Say, "The next goal is **2. What works for me?** Every day, we face challenges and have success. We all need to find ways to overcome challenges."
  - Ask students what "What works for me?" means to them. Relate the discussion to learning new vocabulary words in text. For example, saying and writing a word three times may help students remember the word. Record answers and give feedback on ideas.
  - Discuss possible challenges and write ways to learn new words when reading—for example, using a highlighter to mark new words in a story, thinking about examples of a word (in sentences, on cards), or moving your chair so you can see the words on the board.
  - Post ideas on the wall or a flip chart to refer back to and add to throughout the year.
- Say, "Our last goal is **3. Stay with it.** To do our best learning, we must not give up." Discuss people who have persevered to overcome challenges.

**Goal Setting (Days 2, 5, 8)**

- Say, “Look on your goal sheet where there is a blank for the number of new words you will use. Write the number 2 in the space. That will be your goal for today. To see whether you know how to use the vocabulary words, I will ask you ‘is it or is it not’ questions at the end of the lesson about the words.”
- Pick one goal to focus on for the day. Discuss what it takes to meet the goal. Have students read the goal and circle “yes” or “no.”

## Vocabulary (3–6 minutes)

**Goal:** After teacher-modeled, group, and individual practice, students will demonstrate understanding of the meaning of each vocabulary word.

Over the 10-day period, introduce and review 15 science vocabulary words in isolation and in text.

### Introduction (Days 2, 5, 8)

Introduce five new academic vocabulary words by using the following procedure. The words should be selected from text to be read in the following days, support the text's main ideas, and not be proper nouns.

- Display only the sentence from the text on the first vocabulary document and tell students to think about the word's meaning while they read the sentence.
- Reveal the definition and have students read the definition together aloud or silently.
- Have students reread the sentence. Ask, "What does the sentence mean?"
- If students are unable to figure out what the sentence means, reread and discuss the definition and sentence. Then ask again, "What does the sentence mean?"
- Use the same procedure for the rest of the words.

### Review (Days 3, 6, 9)

Use the same procedure to review one or more of the vocabulary words.

**Sample Teacher Vocabulary Document**

A piece of paper or card stock for each vocabulary word that has the word, its definition, and its use in a sentence from the text

# physical property

---

**Sample sentence:**

Scientists use an object's **physical properties** to find out more information about it.

---

**Definition:**

A **physical property** is a characteristic, quality, or trait of an object that can be looked at or measured with instruments.

## Fluency With Text Reading (15–20 minutes)

**Goal:** Students will read fluently—reading and rereading accurately with phrasing, attention to punctuation, and expression.

### 1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”  
Optional: Briefly display a background-building picture.

### 2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

### 3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
  - Direct students to reread a paragraph to figure out what it is mostly about.
  - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
  - If students are still unsure, direct them to the important word(s) in the sentence.

### 4. Group read

- Options:
  - Choral read with students a paragraph or whole passage.
  - Randomly pick students with whom to read a sentence.
  - Have students follow along while you model.
- Expectations:
  - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
  - Students should point to the words as they read.
- Error-correction procedure:
  - Tell students the word.
  - Have students repeat the word.
  - Have all students reread the sentence correctly.

## 5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

## 6. Student practice

- Pair students to partner read. Have them reread until you say to stop.
- While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
- If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.
- Instructional reminders:
  - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
  - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
  - If needed, have students trace a finger under the words as they read.
  - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

## 7. Repeat

If time permits, repeat procedures with another fluency text.

## Text-Based “Stretch” Reading (10–15 minutes)

**Goal:** Students will read text and demonstrate comprehension by orally answering text-based questions at a series of predetermined check-in points.

### Background

With a text-based approach to teaching comprehension, students are taught to refer back to text and reread as a matter of habit. This approach can be used with general questions or more specific questions.

Based on student response, provide appropriate scaffolds to restrict the amount of text the student has to address to find the answer. Start with a section of text. If there is no response after an opportunity to reread, move to the paragraph level and ask the question again. If students continue to struggle, move to the sentence level or the word level if necessary. Do not tell students answers. Students must find and support their answers with text content. Below are two examples of such scaffolding.

### Scaffolding Example 1: Comprehension Question

**Teacher:** What is this part of the text about?

**Student:** It's about a dinosaur.

**Teacher:** What did you learn about the dinosaur skeleton, or bones, in this part? Go back to the text to find the answer.

**Student:** The dinosaur bones were for sale.

**Teacher:** Read the next sentence to find out where the bones were found.

**Student:** In Great Britain.

**Teacher:** Look at the last two sentences in this paragraph, starting with the words, “This type of dinosaur...” Read the last two sentences with me.

[Read together.]

**Teacher:** It tells us that this type of dinosaur would have been found a long time ago in Mongolia, so the dinosaur skeleton could not have been found in Great Britain. What do you think happened to the dinosaur fossils?

**Student:** The fossils were stolen.

**Teacher:** Correct.

### Scaffolding Example 2: Think and Search Question

**Teacher:** Why did Mark Norell think a crime was committed with the fossils?

[No answer from students]

**Teacher:** Reread the third and fourth sentences. What do they tell us that Norell found out?

**Student:** In the catalog, it said the dinosaur was from Great Britain, but Mark knew that was not true.

**Teacher:** Correct, the answers are in the text.

## Procedure

- Begin reading the passages (see below for an example), using an established reading routine.
- Have each student identify one of the displayed strategies (created on Day 1) that helps him or her believe and stay with it.
- Pick one or two of the following phrases to reinforce students' goals during the reading of the text:
  - I see that you are rereading the text to find the answer.
  - Are you believing right now?
  - Are you staying with it right now?
  - What works for you when you struggle?
  - Tell me how you figured that out.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on words they may not know.
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

### Excerpt: *Physical Properties*

*(Paragraph 1) Everything you can see, touch, smell, or taste is matter. Matter is anything that has mass and takes up space. Scientists use matter's physical properties to find out more information...*

*(Paragraph 2) Color is probably the first thing you notice. You might see some laundry detergent bottles that are many different colors...*



- **Comprehension question:** What is this part of the text about?  
*All objects have matter. Different objects have different shapes and colors.*
- **Vocabulary focus question:** What does it mean for an object to have physical properties? Reread the sentence with *physical properties* in it and tell me what it means.  
*A physical property is a characteristic that can be looked at or measured, such as a bottle's shape and color.*
- **Think and search question:** What are some examples of physical properties in this section?  
*Some examples are shape, such as rectangular or square, and color.*

## Self-Monitoring and Goal Reflection (3–5 minutes)

**Goal:** Students will demonstrate and reflect on their understanding of vocabulary words and complete their 1-2-3 goal sheet.

### Procedure: Self-Monitoring

Quickly review vocabulary words by having students respond to “is it or is it not” statements. Ask a student a question and then quickly move to the next student. Continue until each student has had a chance to answer enough questions to meet his or her goal.

Optional: Have the whole group give a thumbs-up for each statement that **is** an example of the vocabulary word or a thumbs-down for each that **is not**. Tally points for correct answers.

The following are example “is it or is it not” questions:

- The size, shape, and color of a new toy: **Is it *physical property* or is it not *physical property*?**
- The feeling you get when you see a certain food: **Is it *physical property* or is it not *physical property*?**
- Ignoring your little brother. **Is it *observing* or is it not *observing*?**
- Carefully watching your cat play with a toy: **Is it *observing* or is it not *observing*?**
- Arranging your T-shirts by color: **Is it *classifying* or is it not *classifying*?**
- Putting all of your pencils, pens, and markers into one box: **Is it *classifying* or is it not *classifying*?**
- Being unable to tell who a person is by their voice on the phone: **Is it *identifying* or is it not *identifying*?**
- Playing a card game where you match numbers: **Is it *identifying* or is it not *identifying*?**
- The amount of sugar in a box: **Is it a measure of *mass* or is it not a measure of *mass*?**
- Running really fast: **Is it a measure of *mass* or is it not a measure of *mass*?**

**Procedure: Goal Reflection**

- Guide students as they complete the I Did! column on their goal sheet by saying the following:
  - Did you believe you would meet your goals? Circle “yes” or “no” on your goal sheet.
  - Did something work for you today? Circle “yes” or “no” on your goal sheet.
  - Did you stay with it today? Circle “yes” or “no” on your goal sheet.
- Tell students to look at the bottom box. Ask, “Did you achieve your goals today?”
- Discuss and compare the results of their I Can! and I Did! answers by asking the following:
  - Did you meet your goal?
  - How did doing your 1-2-3 goal sheet help you?
  - What can you do next time to help you?
- If students met their goal, give them a reward, such as a sticker (optional).

---

## 1-2-3 Goal!

---

**Name:** \_\_\_\_\_

**Unit:** \_\_\_\_\_ **GOAL:** Use \_\_\_\_ new words.

“I’M GOING TO DO MY BEST TODAY!”	<b>I CAN!</b> <small>(BEGINNING OF LESSON)</small>	<b>I DID!</b> <small>(END OF LESSON)</small>	
<b>1. BELIEVE</b>	YES    NO	YES    NO	
<b>2. WHAT WORKS FOR ME?</b>	YES    NO	YES    NO	
<b>3. STAY WITH IT</b>	YES    NO	YES    NO	
<b>DID I ACHIEVE MY GOAL?</b>		YES	NO

## Does It Make Sense? (5 minutes)

**Goal:** Students will self-monitor by determining whether a sentence makes sense and will demonstrate understating of sentences by identifying context clues to support answers.

### Procedure

- Have students read the statements, circling “yes” if the statement makes sense or “no” if it does not.
- If students circle “no,” have them underline the words that provided the clues.
- Discuss answers and reasoning with students.

### Sample Student Sheet

Does It Make Sense?		
<b>Day 1</b>		
1. When I was getting ready for the picnic, I wanted to keep the sandwiches from getting squashed, so I put them under the large, heavy bag of apples.	YES	NO
2. To find out the weight of an object, scientists can smell the object, using a scale.	YES	NO
3. Science lab partners wanted to sort objects according to their weight, so they put the objects in a line from lightest to heaviest.	YES	NO
4. Jason was a judge at the ice cream contest. After tasting five different types of ice cream, he was able to choose the best flavor.	YES	NO
<b>Day 3</b>		
1. Mr. Sims, the science teacher, told the class they should never follow safety rules in the science lab.	YES	NO
2. A tall person wears longer pants than a short person.	YES	NO
3. When the firefighter got to the house, she observed smoke coming from the roof and felt that the front door was very hot.	YES	NO
4. The items in the cafeteria line were classified by temperature. The hot items, like pizza and mashed potatoes, were first in line, followed by cold salads and fruit.	YES	NO
<b>Day 4</b>		
1. When you go to the movie theater, you need to buy a ticket before you go inside and pick your seat.	YES	NO
2. When choosing a family pet, everyone in the family should help make the decision because the new pet will be like part of the family.	YES	NO
3. During the summer, many people like to enjoy the sunshine and warm water by surfing on sidewalks at the beach.	YES	NO
4. If you want to get better grades in school, you may need to make a plan to study less.	YES	NO
<b>Day 6</b>		
1. When it is cold outside and you do not have gloves, a good way to keep your hands warm is by rubbing them together.	YES	NO
2. Matter can change states. For example, when water boils, it creates ice.	YES	NO
3. Matter is made up of tiny particles. Particles in a rock stay close together and give it a definite shape and size.	YES	NO
4. When playing outside in the heat, you might put yourself in serious danger. To be safe, be sure to drink plenty of hot dogs and take short breaks to rest.	YES	NO

## Word Study (10 minutes)

**Goal:** Students will identify and fluently read vocabulary words in lists, phrases, and sentences.

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

## Curriculum-Based Measure of Vocabulary (10–20 minutes)

On Day 10, give students a curriculum-based measure of the vocabulary—either one you make or a textbook-based assessment.

- Distribute the curriculum-based measure to students.
- Have students match vocabulary definitions with the words.
- Check the assessment and go over the answers.

---

---

# Sample Lesson Plans

---

---

**D  
A  
Y** **1**

<b>Component</b>	<b>Duration</b>
Fluency With Text Reading	15–20 minutes
Does It Make Sense?	5 minutes
Word Study Review	10 minutes

**Fluency With Text Reading****15–20 minutes****Materials**

- Science-based expository fluency text (one per student)
- Teacher copy of background-building picture for text (optional)

**Preparation**

Prepare the questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage (see later examples).

**Procedure****1. Preview**

- Distribute fluency texts.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”  
Optional: Briefly display a background-building picture.

**2. Silent reading**

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

### 3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
  - Direct students to reread a paragraph to figure out what it is mostly about.
  - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
  - If students are still unsure, direct them to the important word(s) in the sentence.

### 4. Group read

- Options:
  - Choral read with students a paragraph or whole passage.
  - Randomly pick students with whom to read a sentence.
  - Have students follow along quietly while you model.
- Expectations:
  - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all students do so.
  - Students should point to the words as they read.
- Error-correction procedure:
  - Tell students the word.
  - Have students repeat the word.
  - Have all students reread the sentence correctly.

### 5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

### 6. Student practice

- Pair students to partner read. Have them reread until you say to stop.
- While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
- If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.

- Instructional reminders:
  - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
  - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
  - If needed, have students trace a finger under the words as they read.
  - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

## 7. Repeat

If time permits, repeat the procedures with another fluency text.

---



---

# Does It Make Sense?

---



---

# 5 minutes

## Materials

Does It Make Sense worksheet (one per student)

## Procedure

- Distribute the worksheets.
- Have students read the Day 1 statements, circling “yes” if a statement makes sense or “no” if it does not.
- If students circle “no,” have them underline the words that provided the clues.
- Discuss answers and reasoning with students. The answers are provided below.

## Day 1: Does It Make Sense?

1. When I was getting ready for the picnic, I wanted to keep the sandwiches from getting squashed, so I put them <u>under</u> the large, heavy bag of apples.	YES	<u>NO</u>
2. To find out the weight of an object, scientists can <u>smell</u> the object, using a scale.	YES	<u>NO</u>
3. Science lab partners wanted to sort objects according to their weight, so they put the objects in a line from lightest to heaviest.	<u>YES</u>	NO
4. Jason was a judge at the ice cream contest. After tasting five different types of ice cream, he was able to choose the best flavor.	<u>YES</u>	NO

---

---

## Word Study Review

---

---

**10 minutes**

### Materials

Word study lists, phrases, or sentences: Words from a previous unit of study

### Procedure

- Choose a list of vocabulary words from a previous unit of study.
- Have students read the words silently and aloud.
- Choose to review the individual vocabulary words, the vocabulary words in phrases, or the vocabulary words in sentences.
- Have students practice in a group, with partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the list with the group by saying each word and having students repeat the word.

**D  
A  
Y** **2**

Component	Duration
1-2-3 Goal Sheet	2 minutes
Vocabulary Introduction: <i>physical property, observe, classify, identify, mass</i>	6 minutes
Text-Based “Stretch” Reading	10–15 minutes
Self-Monitoring and Goal Reflection	3–5 minutes
Word Study (optional)	10 minutes

---



---

**1-2-3 Goal Sheet**
**2 minutes**


---



---

**Materials**

1-2-3 goal sheet (one per student)

**Procedure**

- Pass out the 1-2-3 goal sheet.
- Say, “Today we will set goals to help us do our best reading. Here are our 1-2-3 goals: **1. Believe.** When we believe in ourselves, we know we can accomplish our goals and we try our hardest.”
- Say, “The next goal is **2. What works for me?** Every day, we face challenges and have success. We all need to find ways to overcome challenges.”
  - Ask students what “What works for me?” means to them. Relate the discussion to learning new vocabulary words in text. For example, saying and writing a word three times may help students remember the word. Record answers and give feedback on ideas.
  - Discuss possible challenges and write ways to learn new words when reading—for example, using a highlighter to mark new words in a story, thinking about examples of a word (in sentences, on cards), or moving your chair so you can see the words on the board.
  - Post ideas on the wall or a flip chart to refer back to and add to throughout the year.
- Say, “Our last goal is **3. Stay with it.** To do our best learning, we must not give up.”  
Discuss people who have persevered to overcome challenges.

- Say, “Look on your goal sheet where there is a blank for the number of new words you will use. Write the number 2 in the space. That will be your goal for today. To see whether you know how to use the vocabulary words, I will ask you ‘is it or is it not’ questions at the end of the lesson about the words.”
- Pick one goal to focus on for the day. Discuss what it takes to meet the goal. Have students read the goal and circle “yes” or “no.”

---

---

## Vocabulary Introduction

---

---

**6 minutes**

### Materials

Teacher vocabulary documents for *physical property*, *observe*, *classify*, *identify*, *mass*

### Procedure

- Display only the sentence from the text on the first vocabulary document and tell students to think about the word's meaning while they read the sentence.
- Reveal the definition and have students read the definition together aloud or silently.
- Have students reread the sentence. Ask, “What does the sentence mean?”
- If students are unable to figure out what the sentence means, reread and discuss the definition and sentence. Then ask again, “What does the sentence mean?”
- Use the same procedure for the rest of the words.

---

---

## Text-Based “Stretch” Reading

---

---

**10–15 minutes**

### Materials

Fifth-grade science text with the vocabulary words

### Procedure

- Begin reading the passages (see below for an example), using an established reading routine.
- Have each student identify one of the displayed strategies (created on Day 1) that helps him or her believe and stay with it.
- Pick one or two of the following phrases to reinforce students' goals during the reading of the text:
  - I see that you are rereading the text to find the answer.
  - Are you believing right now?
  - Are you staying with it right now?
  - What works for you when you struggle?
  - Tell me how you figured that out.

- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on words they may not know.
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

### **Excerpt: Physical Properties**

*(Paragraph 1) Everything you can see, touch, smell, or taste is matter. Matter is anything that has mass and takes up space. Scientists use matter's physical properties to find out more information...*

*(Paragraph 2) Color is probably the first thing you notice. You might see some laundry detergent bottles that are many different colors...*



- **Comprehension question:** What is this part of the text about?  
*All objects have matter. Different objects have different shapes and colors.*
- **Vocabulary focus question:** What does it mean for an object to have physical properties? Reread the sentence with *physical properties* in it and tell me what it means.  
*A physical property is a characteristic that can be looked at or measured, such as a bottle's shape and color.*
- **Think and search question:** What are some examples of physical properties in this section?  
*Some examples are shape, such as rectangular or square, and color.*

### **Excerpt: Length and Mass**

*(Paragraph 3) You can identify some properties of matter by using your senses...*

*(Paragraph 4) One useful physical property is length. Length is measured using a ruler, meter stick, or tape measure...*

*(Paragraph 5) In the laundry aisle, imagine that you notice a child struggling to lift a box of laundry detergent. That raises a question. How much detergent is in each box? Mass is a physical property that describes the amount of material in an object...*



- **Comprehension question:** What is this part of the text about?  
*Physical properties of objects can be measured by mass and length.*
- **Vocabulary focus question:** What does it mean to classify? Reread the sentence with *classify* and tell me what it means.  
*To classify means to put an object in a category based on a physical property, such as length.*

- **Think and search question:** What are some instruments you could use to measure an object's length?  
*Ruler, meter stick, or tape measure*

### Excerpt: Volume and Density

(Paragraph 6) *Mass isn't the only physical property that describes how much of something you have. Another measurement is volume...*

(Paragraph 7) *Another physical property related to mass and volume is density, or the amount of mass a material has for a given volume...*



- **Comprehension question:** What is this part of the text about?  
*Two types of physical properties are volume and density. Volume measures the amount of space an object takes up, and density is the amount of mass for a given volume.*
- **Vocabulary focus question:** What is mass? Reread the sentence with *mass* and tell me what it means.  
*Mass is how much of something there is.*
- **Think and search question:** What is something you might find at the grocery store that you could measure by volume?  
*Juice bottles, drinks (from the text), or other reasonable inferences*

---



---

## Self-Monitoring and Goal Reflection

---



---

## 3–5 minutes

### Materials

- 1-2-3 goal sheet (one per student)
- Teacher vocabulary documents for *physical property, observe, classify, identify, mass*

### Procedure: Self-Monitoring

The goal is for students to demonstrate and reflect on understanding of vocabulary words.

Quickly review vocabulary words by having students respond to “is it or is it not” statements. Ask a student a question and then quickly move to the next student. Continue until each student has had a chance to answer enough questions to meet his or her goal.

Optional: Have the whole group give a thumbs-up for each statement that **is** an example of the vocabulary word or a thumbs-down for each that **is not**. Tally points for correct answers.

The following are example “is it or is it not” questions:

- The size, shape, and color of a new toy: **Is it physical property or is it not physical property?**
- The feeling you get when you see a certain food: **Is it physical property or is it not physical property?**

- Ignoring your little brother. **Is it *observing* or is it **not observing**?**
- Carefully watching your cat play with a toy: **Is it *observing* or is it **not observing**?**
- Arranging your T-shirts by color: **Is it *classifying* or is it **not classifying**?**
- Putting all of your pencils, pens, and markers into one box: **Is it *classifying* or is it **not classifying**?**
- Being unable to tell who a person is by their voice on the phone: **Is it *identifying* or is it **not identifying**?**
- Playing a card game where you match numbers: **Is it *identifying* or is it **not identifying**?**
- The amount of sugar in a box: **Is it a measure of *mass* or is it **not** a measure of *mass*?**
- Running really fast: **Is it a measure of *mass* or is it **not** a measure of *mass*?**

### Procedure: Goal Reflection

- Guide students as they complete the I Did! column on their goal sheet by saying the following:
  - Did you believe you would meet your goals? Circle “yes” or “no” on your goal sheet.
  - Did something work for you today? Circle “yes” or “no” on your goal sheet.
  - Did you stay with it today? Circle “yes” or “no” on your goal sheet.
- Tell students to look at the bottom box. Ask, “Did you achieve your goals today?”
- Discuss and compare the results of their I Can! and I Did! answers by asking the following:
  - Did you meet your goal?
  - How did doing your 1-2-3 goal sheet help you?
  - What can you do next time to help you?
- If students met their goal, give them a reward, such as a sticker (optional).

---

---

## Word Study (optional)

---

---

**10 minutes**

### Materials

- Vocabulary words in list, phrases, or sentences
- Student checklists

### Procedure

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

**D  
A  
Y** **3**

Component	Duration
Fluency With Text Reading	15–20 minutes
Vocabulary Review: <i>physical property, observe, classify, identify, mass</i>	3–6 minutes
Does It Make Sense?	5 minutes
Word Study	10 minutes

---



---

## Fluency With Text Reading

---



---

## 15–20 minutes

### Materials

- Science-based expository fluency text (one per student)
- Teacher copy of background-building picture for fluency text (optional)

### Preparation

Prepare the following questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage.

### Procedure

#### 1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”  
Optional: Briefly display a background-building picture.

#### 2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

**3. Question 1: “What is this about?”**

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
  - Direct students to reread a paragraph to figure out what it is mostly about.
  - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
  - If students are still unsure, direct them to the important word(s) in the sentence.

**4. Group read**

- Options:
  - Choral read with students a paragraph or whole passage.
  - Randomly pick students with whom to read a sentence.
  - Have students follow along while you model.
- Expectations:
  - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
  - Students should point to the words as they read.
- Error-correction procedure:
  - Tell students the word.
  - Have students repeat the word.
  - Have all students reread the sentence correctly.

**5. Question 2: Teacher-prepared “think and search” question**

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

## 6. Student practice

- Pair students to partner read. Have them reread until you say to stop.
- While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
- If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.
- Instructional reminders:
  - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
  - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
  - If needed, have students trace a finger under the words as they read.
  - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students' phrasing, attention to punctuation, and expression.

## 7. Repeat

If time permits, repeat the procedures with another fluency text.

---

---

# Vocabulary Review

# 3–6 minutes

---

---

## Materials

Teacher vocabulary documents

## Procedure

Pick one or more words to review, using the following procedure:

- Display only the sentence from the text on the first vocabulary document and tell students to think about the word's meaning while they read the sentence.
- Reveal the definition and have students read the definition together aloud or silently.
- Have students reread the sentence. Ask, "What does the sentence mean?"
- If students are unable to figure out what the sentence means, reread and discuss the definition and sentence. Then ask again, "What does the sentence mean?"

---



---

## Does It Make Sense?

---



---

## 5 minutes

### Materials

Does It Make Sense worksheet (one per student)

### Procedure

- Distribute the worksheets.
- Have students read the Day 3 statements, circling “yes” if a statement makes sense or “no” if it does not.
- If students circle “no,” have them underline the words that provided the clues.
- Discuss answers and reasoning with students. The answers are provided below.

### Day 3: Does It Make Sense?

1. Mr. Sims, the science teacher, told the class they should <u>never</u> follow safety rules in the science lab.	YES	<u>NO</u>
2. A tall person wears longer pants than a short person.	<u>YES</u>	NO
3. When the firefighter got to the house, she observed smoke coming from the roof and felt that the front door was very hot.	<u>YES</u>	NO
4. The items in the cafeteria line were classified by temperature. The hot items, like pizza and mashed potatoes, were first in line, followed by cold salads and fruit.	<u>YES</u>	NO

---



---

## Word Study

---



---

## 10 minutes

### Materials

- Vocabulary words in list, phrases, or sentences
- Student checklists

### Procedure

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

**D  
A  
Y** **4**

Component	Duration
Fluency With Text Reading	15–20 minutes
Does It Make Sense?	5 minutes
Word Study	10 minutes

---



---

## Fluency With Text Reading

---



---

## 15–20 minutes

### Materials

- Science-based expository fluency text (one per student)
- Teacher copy of background-building picture for fluency text (optional)

### Preparation

Prepare the following questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage.

### Procedure

#### 1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”  
Optional: Briefly display a background-building picture.

#### 2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

**3. Question 1: “What is this about?”**

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
  - Direct students to reread a paragraph to figure out what it is mostly about.
  - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
  - If students are still unsure, direct them to the important word(s) in the sentence.

**4. Group read**

- Options:
  - Choral read with students a paragraph or whole passage.
  - Randomly pick students with whom to read a sentence.
  - Have students follow along while you model.
- Expectations:
  - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
  - Students should point to the words as they read.
- Error-correction procedure:
  - Tell students the word.
  - Have students repeat the word.
  - Have all students reread the sentence correctly.

**5. Question 2: Teacher-prepared “think and search” question**

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

**6. Student practice**

- Pair students to partner read. Have them reread until you say to stop.
- While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
- If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.

- Instructional reminders:
  - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
  - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
  - If needed, have students trace a finger under the words as they read.
  - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

## 7. Repeat

If time permits, repeat the procedures with another fluency text.

---



---

# Does It Make Sense?

---



---

# 5 minutes

## Materials

Does It Make Sense worksheet (one per student)

## Procedure

- Distribute the worksheets.
- Have students read the Day 4 statements, circling “yes” if a statement makes sense or “no” if it does not.
- If students circle “no,” have them underline the words that provided the clues.
- Discuss answers and reasoning with students. The answers are provided below.

## Day 4: Does It Make Sense?

1. When you go to the movie theater, you need to buy a ticket before you go inside and pick your seat.	<u>YES</u>	NO
2. When choosing a family pet, everyone in the family should help make the decision because the new pet will be like part of the family.	<u>YES</u>	NO
3. During the summer, many people like to enjoy the sunshine and warm water by surfing on <u>sidewalks</u> at the beach.	YES	<u>NO</u>
4. If you want to get better grades in school, you may need to make a plan to study <u>less</u> .	YES	<u>NO</u>

---

---

# Word Study

---

---

**10 minutes****Materials**

- Vocabulary words in list, phrases, or sentences
- Student checklists

**Procedure**

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

**D  
A  
Y** **5**

Component	Duration
1-2-3 Goal Sheet	2 minutes
Vocabulary Introduction: <i>matter, state, particle, maintain, definite</i>	6 minutes
Text-Based “Stretch” Reading	10–15 minutes
Self-Monitoring and Goal Reflection	3–5 minutes
Word Study (optional)	10 minutes

---



---

**1-2-3 Goal Sheet**
**2 minutes**


---



---

**Materials**

New 1-2-3 goal sheet (one per student)

**Procedure**

- Say, “Look on your goal sheet where there is a blank for the number of new words you will use. Write the number 2 in the space. That will be your goal for today. To see whether you know how to use the vocabulary words, I will ask you ‘is it or is it not’ questions at the end of the lesson about the words.”
- Pick one goal to focus on for the day. Discuss what it takes to meet the goal. Have students read the goal and circle “yes” or “no.”

---



---

**Vocabulary Introduction**
**6 minutes**


---



---

**Materials**

Teacher vocabulary documents for *matter, state, particle, maintain, definite*

**Procedure**

- Display only the sentence from the text on the first vocabulary document and tell students to think about the word's meaning while they read the sentence.
- Reveal the definition and have students read the definition together aloud or silently.

- Have students reread the sentence. Ask, “What does the sentence mean?”
- If students are unable to figure out what the sentence means, reread and discuss the definition and sentence. Then ask again, “What does the sentence mean?”
- Use the same procedure for the rest of the words.

---



---

## Text-Based “Stretch” Reading

---



---

## 10–15 minutes

### Materials

Fifth-grade science text with the vocabulary words

### Procedure

- Begin reading the passages (see below for an example), using an established reading routine.
- Have each student identify one of the displayed strategies (created on Day 1) that helps him or her believe and stay with it.
- Pick one or two of the following phrases to reinforce students' goals during the reading of the text:
  - I see that you are rereading the text to find the answer.
  - Are you believing right now?
  - Are you staying with it right now?
  - What works for you when you struggle?
  - Tell me how you figured that out.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on words they may not know.
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

### Excerpt: *What Is Matter?*

*(Paragraph 1) Matter is all around you. Your computer is matter. Air is matter. Water is matter. Matter is made of tiny particles called atoms...*



- **Comprehension question:** What is this part of the text about?  
*There are three main states of matter (solid, liquid and gas) that can be found all around you.*

- **Vocabulary focus questions:**

- What does *matter* mean? Reread the sentence with *matter* in it and tell me what it means.  
*Matter is anything that takes up space around you.*
- What are particles? Reread the sentence with *particles* in it and tell me what it means.  
*Particles are tiny parts of something.*

- **Think and search question:** What is matter made of?

*Matter is made of tiny particles called atoms.*

### Excerpt: Solids

(Paragraph 2) *If matter is a solid object, it has a definite size and shape. Take rocks, for example...*



- **Comprehension question:** What is this part of the text about?

*Solid objects have a definite size and shape.*

- **Vocabulary focus questions:**

- What does *definite* mean? Reread the sentence with *definite* in it and tell me what it means.  
*Definite means exact.*
- What does *maintains* mean? Reread the sentence with *maintains* in it and tell me what it means.  
*Maintains means that something continues to be the same.*

- **Think and search question:** How do particles in a solid give it a definite shape and volume?

*They remain close together (tightly packed).*

### Excerpt: Liquids and Gases

(Paragraph 3) *If matter flows, it's a liquid. Think of water coming out of a hose. Like all liquids, the water changes shape. If it flows into a container...and it takes the shape of the container...*

(Paragraph 4) *If matter fills the entire space of a container it's in, it is a gas. Unlike solids and liquids, the particles in a gas are spread far apart and bounce around...*



- **Comprehension question:** What is this part of the text about?

*Liquids and gases are states of matter. Liquids change shape and gases spread far apart.*

- **Vocabulary focus question:** What do you picture when you think about the particles in a liquid? Reread the sentence with *particles* and tell me what you picture.

*I picture the particles moving around and changing shape, but they are close together.*

- **Think and search question:** Why is the shape of a liquid changeable?

*The shape of a liquid is changeable because the particles are close together but are free to move around.*

---

---

## Self-Monitoring and Goal Reflection

---

---

**3–5 minutes**

### Materials

- 1-2-3 goal sheet (one per student)
- Teacher vocabulary documents for *matter*, *state*, *particle*, *identity*, *definite*

### Procedure: Self-Monitoring

The goal is for students to demonstrate and reflect on understanding of vocabulary words.

Quickly review vocabulary words by having students respond to “is it or is it not” statements. Ask a student a question and then quickly move to the next student. Continue until each student has had a chance to answer enough questions to meet his or her goal.

Optional: Have the whole group give a thumbs-up for each statement that **is** an example of the vocabulary word or a thumbs-down for each that **is not**. Tally points for correct answers.

The following are example “is it or is it not” questions:

- A beam of light: **Is it** made of *matter* or **is it not** made of *matter*?
- A person: **Is it** made of *matter* or **is it not** made of *matter*?
- Ice: **Is it** a *state* of matter or **is it not** a *state* of matter?
- Time: **Is it** a *state* of matter or **is it not** a *state* of matter?
- A dirt pile: **Is it** a *particle* or **is it not** a *particle*?
- A grain of sand: **Is it** a *particle* or **is it not** a *particle*?
- An ice cube that stays frozen in the freezer: **Is it** *maintaining* or **is it not** *maintaining*?
- An ice cube that melts on the counter: **Is it** *maintaining* or **is it not** *maintaining*?
- The shape of your plastic chair: **Is it** *definite* or **is it not** *definite*?
- The shape of water in a water balloon: **Is it** *definite* or **is it not** *definite*?

### Procedure: Goal Reflection

- Guide students as they complete the I Did! column on their goal sheet by saying the following:
  - Did you believe you would meet your goals? Circle “yes” or “no” on your goal sheet.
  - Did something work for you today? Circle “yes” or “no” on your goal sheet.
  - Did you stay with it today? Circle “yes” or “no” on your goal sheet.
- Tell students to look at the bottom box. Ask, “Did you achieve your goals today?”

- Discuss and compare the results of their I Can! and I Did! answers by asking the following:
  - Did you meet your goal?
  - How did doing your 1-2-3 goal sheet help you?
  - What can you do next time to help you?
- If students met their goal, give them a reward, such as a sticker (optional).

---

---

## Word Study (optional)

---

---

**10 minutes**

### Materials

- Vocabulary words in list, phrases, or sentences
- Student checklists

### Procedure

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

**D  
A  
Y** **6**

Component	Duration
Fluency With Text Reading	15–20 minutes
Vocabulary Review: <i>matter, state, particle, maintain, definite</i>	3–6 minutes
Does It Make Sense?	5 minutes
Word Study	10 minutes

---



---

## Fluency With Text Reading

## 15–20 minutes

---



---

### Materials

- Science-based expository fluency text (one per student)
- Teacher copy of background-building picture for fluency text (optional)

### Preparation

Prepare the following questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage.

### Procedure

#### 1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”  
Optional: Briefly display a background-building picture.

#### 2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

### 3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
  - Direct students to reread a paragraph to figure out what it is mostly about.
  - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
  - If students are still unsure, direct them to the important word(s) in the sentence.

### 4. Group read

- Options:
  - Choral read with students a paragraph or whole passage.
  - Randomly pick students with whom to read a sentence.
  - Have students follow along while you model.
- Expectations:
  - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
  - Students should point to the words as they read.
- Error-correction procedure:
  - Tell students the word.
  - Have students repeat the word.
  - Have all students reread the sentence correctly.

### 5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

### 6. Student practice

- Pair students to partner read. Have them reread until you say to stop.
- While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
- If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.

- Instructional reminders:
  - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
  - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
  - If needed, have students trace a finger under the words as they read.
  - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students' phrasing, attention to punctuation, and expression.

## 7. Repeat

If time permits, repeat the procedures with another fluency text.

---

---

# Vocabulary Review

---

---

**3–6 minutes**

## Materials

Teacher vocabulary documents

## Procedure

Pick one or more words to review, using the following procedure:

- Display only the sentence from the text on the first vocabulary document and tell students to think about the word's meaning while they read the sentence.
- Reveal the definition and have students read the definition together aloud or silently.
- Have students reread the sentence. Ask, "What does the sentence mean?"
- If students are unable to figure out what the sentence means, reread and discuss the definition and sentence. Then ask again, "What does the sentence mean?"

---



---

## Does It Make Sense?

---



---

**5 minutes****Materials**

Does It Make Sense worksheet (one per student)

**Procedure**

- Distribute the worksheets.
- Have students read the Day 6 statements, circling “yes” if a statement makes sense or “no” if it does not.
- If students circle “no,” have them underline the words that provided the clues.
- Discuss answers and reasoning with students. The answers are provided below.

**Day 6: Does It Make Sense?**

1. When it is cold outside and you do not have gloves, a good way to keep your hands warm is by rubbing them together.	<u>YES</u>	NO
2. Matter can change states. For example, when water boils, it creates <u>ice</u> .	YES	<u>NO</u>
3. Matter is made up of tiny particles. Particles in a rock stay close together and give it a definite shape and size.	<u>YES</u>	NO
4. When playing outside in the heat, you might put yourself in serious danger. To be safe, be sure to drink plenty of <u>hot dogs</u> and take short breaks to rest.	YES	<u>NO</u>

---



---

## Word Study

---



---

**10 minutes****Materials**

- Vocabulary words in list, phrases, or sentences
- Student checklists

**Procedure**

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

**D  
A  
Y** **7**

Component	Duration
Fluency With Text Reading	15–20 minutes
Does It Make Sense?	5 minutes
Word Study	10 minutes

---



---

## Fluency With Text Reading

## 15–20 minutes

---



---

### Materials

- Science-based expository fluency text (one per student)
- Teacher copy of background-building picture for fluency text (optional)

### Preparation

Prepare the following questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage.

### Procedure

#### 1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”  
Optional: Briefly display a background-building picture.

#### 2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

### 3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
  - Direct students to reread a paragraph to figure out what it is mostly about.
  - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
  - If students are still unsure, direct them to the important word(s) in the sentence.

### 4. Group read

- Options:
  - Choral read with students a paragraph or whole passage.
  - Randomly pick students with whom to read a sentence.
  - Have students follow along while you model.
- Expectations:
  - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
  - Students should point to the words as they read.
- Error-correction procedure:
  - Tell students the word.
  - Have students repeat the word.
  - Have all students reread the sentence correctly.

### 5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

### 6. Student practice

- Pair students to partner read. Have them reread until you say to stop.
- While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
- If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.

- Instructional reminders:
  - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
  - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
  - If needed, have students trace a finger under the words as they read.
  - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students’ phrasing, attention to punctuation, and expression.

## 7. Repeat

If time permits, repeat the procedures with another fluency text.

---



---

# Does It Make Sense?

---



---

# 5 minutes

## Materials

Does It Make Sense worksheet (one per student)

## Procedure

- Distribute the worksheets.
- Have students read the Day 7 statements, circling “yes” if a statement makes sense or “no” if it does not.
- If students circle “no,” have them underline the words that provided the clues.
- Discuss answers and reasoning with students. The answers are provided below.

## Day 7: Does It Make Sense?

1. If you need something that is a good <u>picture</u> of heat, do not use a wooden object because wood doesn’t absorb heat easily.	YES	<u>NO</u>
2. Checking the temperature on a thermometer lets you know whether it is warm or cold outside. It helps you choose the right clothing to wear before you go outside.	<u>YES</u>	NO
3. An umbrella is a great way to stay <u>wet</u> if it begins to rain.	YES	<u>NO</u>
4. Driving a car on a muddy road can get the driver in trouble. The car’s wheels can become stuck in the mud.	<u>YES</u>	NO

---

---

# Word Study

---

---

**10 minutes****Materials**

- Vocabulary words in list, phrases, or sentences
- Student checklists

**Procedure**

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

**D  
A  
Y** **8**

Component	Duration
1-2-3 Goal Sheet	2 minutes
Vocabulary Introduction: <i>temperature, substance, amount, unique, boils</i>	6 minutes
Text-Based “Stretch” Reading	10–15 minutes
Self-Monitoring and Goal Reflection	3–5 minutes
Word Study (optional)	10 minutes

---



---

**1-2-3 Goal Sheet**
**2 minutes**


---



---

**Materials**

1-2-3 student goal sheet (one per student)

**Procedure**

- Say, “Look on your goal sheet where there is a blank for the number of new words you will use. Write the number 2 in the space. That will be your goal for today. To see whether you know how to use the vocabulary words, I will ask you 'is it or is it not' questions at the end of the lesson about the words.”
- Pick one goal to focus on for the day. Discuss what it takes to meet the goal. Have students read the goal and circle “yes” or “no.”

---



---

**Vocabulary Introduction**
**6 minutes**


---



---

**Materials**

Teacher vocabulary documents for *temperature, substance, amount, unique, boils*

**Procedure**

- Display only the sentence from the text on the first vocabulary document and tell students to think about the word's meaning while they read the sentence.
- Reveal the definition and have students read the definition together aloud or silently.

- Have students reread the sentence. Ask, “What does the sentence mean?”
- If students are unable to figure out what the sentence means, reread and discuss the definition and sentence. Then ask again, “What does the sentence mean?”
- Use the same procedure for the rest of the words.

---



---

## Text-Based “Stretch” Reading

---



---

## 10–15 minutes

### Materials

Fifth-grade science text with the vocabulary words

### Procedure

- Begin reading the passages (see below for an example), using an established reading routine.
- Have each student identify one of the displayed strategies (created on Day 1) that helps him or her believe and stay with it.
- Pick one or two of the following phrases to reinforce students' goals during the reading of the text:
  - I see that you are rereading the text to find the answer.
  - Are you believing right now?
  - Are you staying with it right now?
  - What works for you when you struggle?
  - Tell me how you figured that out.
- Stop at each check-in point (marked by a stop sign) and have students reread the text.
- Discuss the text, using one or more of the comprehension questions (see below).
- Check in with students on words they may not know.
- Provide feedback; have students refer back to the text.
- If time permits, reread parts of the text for fluency practice.

### Excerpt: Boiling Point

*(Paragraph 1) At what temperature does an ice cube change into a puddle of water? The temperature at which a solid substance becomes a liquid is its melting point...*



- **Comprehension question:** What is this part of the text about?  
*The melting point is the temperature at which a solid becomes a liquid.*

- **Vocabulary focus questions:**

- What does *amount* mean? Reread the sentence with *amount* in it and tell me what it means.  
*Amount means how much of something there is.*
- What does *substance* mean? Reread the sentence with *substance* in it and tell me what it means.  
*Substance is a material—water can be a substance.*

- **Think and search question:** Does the amount of a substance matter when it reaches the melting point?  
*No, a substance melts at that temperature regardless of the amount.*

### Excerpt: Boiling Point

(Paragraph 2) At what temperature does a pot of water on a hot stove start boiling? The boiling point is the temperature at which a liquid substance becomes a gas...



- **Comprehension question:** What is this part of the text about?  
*Each substance has a unique boiling point. Like melting points, the amount of the substance does not matter.*
- **Vocabulary focus question:** What does *temperature* mean? Reread the sentence with *temperature* in it and tell me what it means.  
*How hot or cold something is*
- **Think and search question:** Why is the boiling point of water different from the boiling point of nitrogen?  
*Each substance has its own unique boiling point.*

### Excerpt: Classifying Substances

(Paragraph 3) The boiling point and melting point can help to identify a substance. If you observe a clear liquid that boils at 56 degrees Celsius, you can be certain that it is not water because water always boils at 100 degrees Celsius...



- **Comprehension question:** What is this part of the text about?  
*All substances do not have the same boiling and melting points, so each substance can be classified based on its unique boiling and melting point.*
- **Vocabulary focus question:** What does *boils* mean? Reread the sentence with *boils* in it and tell me what it means.  
*Boils means a substance changes from a liquid to a gas.*
- **Think and search question:** How can you classify substances based on their boiling and melting points?  
*For example, you can compare the boiling and melting points of unknown substances to those of known substances or group all substances with boiling or melting points higher or lower than a certain temperature.*

---

---

## Self-Monitoring and Goal Reflection

---

---

**3–5 minutes**

### Materials

- 1-2-3 goal sheet (one per student)
- Teacher vocabulary documents for *temperature*, *substance*, *amount*, *unique*, *boils*

### Procedure: Self-Monitoring

The goal is for students to demonstrate and reflect on understanding of vocabulary words.

Quickly review vocabulary words by having students respond to “is it or is it not” statements. Ask a student a question and then quickly move to the next student. Continue until each student has had a chance to answer enough questions to meet his or her goal.

Optional: Have the whole group give a thumbs-up for each statement that **is** an example of the vocabulary word or a thumbs-down for each that **is not**. Tally points for correct answers.

The following are example “is it or is it not” questions:

- The thermometer reads 90 degrees Fahrenheit: **Is it a *temperature* or is it not a *temperature*?**
- Touching an ice cube: **Is it a *temperature* or is it not a *temperature*?**
- Air that we breathe: **Is it a *substance* or is it not a *substance*?**
- Taking a walk: **Is it a *substance* or is it not a *substance*?**
- 100 jellybeans inside a bag: **Is it an *amount* or is it not an *amount*?**
- I like running: **Is it an *amount* or is it not an *amount*?**
- A sunflower in a field of grass: **Is it *unique* or is it not *unique*?**
- A dozen eggs inside a carton: **Is it *unique* or is it not *unique*?**
- Water on a hot stove reaching 100 degrees Celsius: **Is it *boiling* or is it not *boiling*?**
- The sun heating up the ground after it rains: **Is it *boiling* or is it not *boiling*?**

### Procedure: Goal Reflection

- Guide students as they complete the I Did! column on their goal sheet by saying the following:
  - Did you believe you would meet your goals? Circle “yes” or “no” on your goal sheet.
  - Did something work for you today? Circle “yes” or “no” on your goal sheet.
  - Did you stay with it today? Circle “yes” or “no” on your goal sheet.
- Tell students to look at the bottom box. Ask, “Did you achieve your goals today?”

- Discuss and compare the results of their I Can! and I Did! answers by asking the following:
  - Did you meet your goal?
  - How did doing your 1-2-3 goal sheet help you?
  - What can you do next time to help you?
- If students met their goal, give them a reward, such as a sticker (optional).

---

---

## **Word Study (optional)**

---

---

**10 minutes**

### **Materials**

- Vocabulary words in list, phrases, or sentences
- Student checklists

### **Procedure**

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

**D  
A  
Y** **9**

Component	Duration
Fluency With Text Reading	15–20 minutes
Vocabulary Review: <i>temperature, substance, amount, unique, boils</i>	3–6 minutes
Does It Make Sense?	5 minutes
Word Study	10 minutes

---



---

## Fluency With Text Reading

## 15–20 minutes

---



---

### Materials

- Science-based expository fluency text (one per student)
- Teacher copy of background-building picture for fluency text (optional)

### Preparation

Prepare the following questions about the text on sticky notes or sentence strips:

- Question 1: “What is this about?”
- Question 2: Prepare a “think and search” question for each passage.

### Procedure

#### 1. Preview

- Distribute the text.
- Say, “This text is called [title]. Before you read, think about what you already know about [title].”  
Optional: Briefly display a background-building picture.

#### 2. Silent reading

- Prior to reading, give students 20 seconds to skim the passage for words that they cannot read.
- Quickly tell students the words.
- Instruct students to read the passage silently to themselves and tell them that you will ask a question about the text when they are done. Allow 1 to 2 minutes.

### 3. Question 1: “What is this about?”

- Ask, “What is this about?”
- Tell students that you will call on them and that they do not need to raise their hands.
- If students do not know or have trouble answering, try the following:
  - Direct students to reread a paragraph to figure out what it is mostly about.
  - If students respond with a detail or a generalization, redirect them to a key paragraph or sentence.
  - If students are still unsure, direct them to the important word(s) in the sentence.

### 4. Group read

- Options:
  - Choral read with students a paragraph or whole passage.
  - Randomly pick students with whom to read a sentence.
  - Have students follow along while you model.
- Expectations:
  - Students should not just look at the words; they should actually read with you in a quiet voice. Start over if not all do so.
  - Students should point to the words as they read.
- Error-correction procedure:
  - Tell students the word.
  - Have students repeat the word.
  - Have all students reread the sentence correctly.

### 5. Question 2: Teacher-prepared “think and search” question

- This question requires students to think and search for information in the passage.
- Answers are gathered from several parts of the text and put together to make meaning.
- Consistently require students to refer back to the text to clarify and gain better understanding of the passage.
- Provide corrective feedback on answers.

### 6. Student practice

- Pair students to partner read. Have them reread until you say to stop.
- While partners read, pull one or two students aside; listen to them read the passage and provide feedback. Optional: Use a timer to monitor your time and to allow time to switch students.
- If partner reading is not possible due to absence or behavior, have students read independently. Try partner reading first.

- Instructional reminders:
  - Explicitly teach students to read fluently. Model a few lines with phrasing, attention to punctuation, and expression.
  - Model what you do not want to see. Tell students that this exercise is not a race and that they should instead read to understand the passage.
  - If needed, have students trace a finger under the words as they read.
  - Discontinue reading with students if they begin to read smoothly, but jump back in if scaffolding is needed. Monitor students' phrasing, attention to punctuation, and expression.

## 7. Repeat

If time permits, repeat the procedures with another fluency text.

---

---

# Vocabulary Review

---

---

# 3–6 minutes

## Materials

Teacher vocabulary documents

## Procedure

Pick one or more words to review, using the following procedure:

- Display only the sentence from the text on the first vocabulary document and tell students to think about the word's meaning while they read the sentence.
- Reveal the definition and have students read the definition together aloud or silently.
- Have students reread the sentence. Ask, "What does the sentence mean?"
- If students are unable to figure out what the sentence means, reread and discuss the definition and sentence. Then ask again, "What does the sentence mean?"

---



---

## Does It Make Sense?

---



---

**5 minutes****Materials**

Does It Make Sense worksheet (one per student)

**Procedure**

- Distribute the worksheets.
- Have students read the Day 9 statements, circling “yes” if a statement makes sense or “no” if it does not.
- If students circle “no,” have them underline the words that provided the clues.
- Discuss answers and reasoning with students. The answers are provided below.

**Day 9: Does It Make Sense?**

1. When building zero-energy homes, builders use <u>straws</u> and pay attention to the area’s climate. Over time, the owner of a zero-energy home saves money.	YES	<u>NO</u>
2. The first step in making mashed potatoes is to boil the <u>bananas</u> in water.	YES	<u>NO</u>
3. You can make a shadow by standing directly in the sun. It then can bounce off you and make an image on the ground.	<u>YES</u>	NO
4. Some people have <u>unique</u> hobbies. They enjoy doing what other people do.	YES	<u>NO</u>

---



---

## Word Study

---



---

**10 minutes****Materials**

- Vocabulary words in list, phrases, or sentences
- Student checklists

**Procedure**

- Have students practice the word list, phrases, or sentences in a group, in partners, or individually.
- Monitor and provide feedback when needed.
- If necessary, review the words with the group by saying the words and having students repeat the words.
- Have students track the day's words, phrases, or sentences on a checklist as an incentive.

**D  
A  
Y** **10**

Component	Duration
Curriculum-Based Measure of Vocabulary	10–20 minutes
Word Study or Repeated Partner Reading	10–15 minutes

---



---

**Curriculum-Based Measure of Vocabulary**
**10–20 minutes**


---



---

**Materials**

- All teacher vocabulary documents
- Student copies of a curriculum-based measure of the vocabulary—either one you make or a textbook-based assessment

**Procedure**

- Distribute the curriculum-based measure to students.
- Have students match vocabulary definitions with the words.
- Check the assessment and go over the answers.

---



---

**Word Study or Repeated Partner Reading**
**10–15 minutes**


---



---

**Materials**

- Word lists, phrases, or sentences

OR

- Previously read texts

**Procedure**

Choose which activity to complete: Have students either work on word lists or partner read any text previously read.

