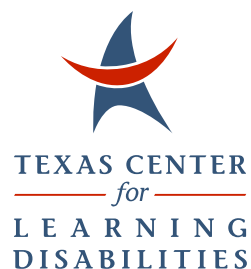




Second-Grade Comprehension-Based Intervention



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

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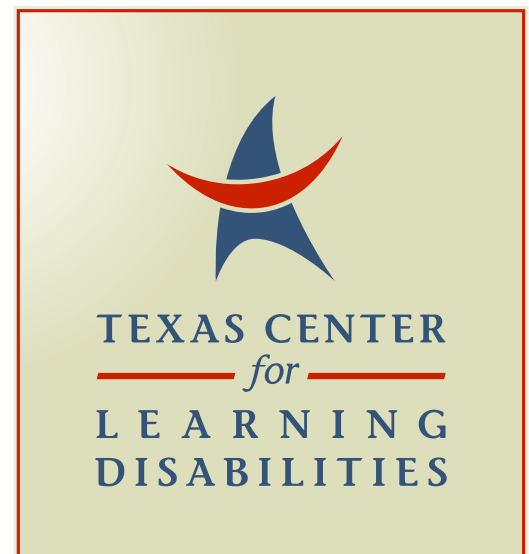
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About the Texas Center for Learning Disabilities

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

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Overview

How to Use This Guide

This guide describes research-based practices appropriate for small-group intervention to improve reading comprehension in second grade. The practices are intended to be flexible, used with literature, and guided by ongoing assessments to teach students strategies that can be used while reading any book.

Sample lessons illustrate how the practices can be woven together to develop a daily reading intervention routine. Teachers can implement the practices and lessons with any district-adopted core curriculum, assessment, and literature.

TEKS Connections

The practices in this guide align with many of the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grade 2. See the Appendix for a list of the aligned TEKS.

Assessments

Before beginning the intervention, assess intervention students by using the following:

- **Letter-sound assessments** used with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

If these types of assessments are not available with the district core reading curriculum, look for published resources or make your own assessments by using templates. Templates for assessments of letter sounds and high-frequency words are available at www.texasldcenter.org/files/lesson-plans/u0_teacher.pdf

Use results from assessments and anecdotal records to plan lessons for each day's focus student. It is helpful to use running records frequently; the other assessments may be used as needed to monitor progress with letters, words, and fluency.

Lesson-Planning Components

Results of students' assessments can be used to select appropriate instructional practices (described in detail below) to create 4-day lesson plans tailored to students' needs. This intervention is intended to be provided daily for 35 to 65 minutes.

Each intervention day features one student as the Star Reader—the lesson is planned and individualized for

this student. The other students in the intervention participate in guided group and individual practice. In addition, lessons are structured to provide 5 minutes of individual assessment time for one student each day. Thus, lessons are highly influenced by ongoing assessment to meet students' needs.

Providing intervention for only 4 days per week gives the intervention teacher time to make up a lesson if there is a school interruption (e.g., assembly, early release, holiday) and gives the classroom teacher time to have students in class for weekly assessment.

Example of Star Reader Rotation for a Group of Four Students

Day	Lesson for	Assessment for
Monday	Star Reader 1	Star Reader 4
Tuesday	Star Reader 2	Star Reader 1
Wednesday	Star Reader 3	Star Reader 2
Thursday	Star Reader 4	Star Reader 3
Friday	No lesson (make-up day if needed)	

Each lesson is structured to support students **before**, **during**, and **after** reading and includes student assessment. Teachers may also incorporate additional **word work**, **book reading**, and **individual student instruction** as needed and as time allows. Research-based practices within each of these components are described throughout this guide, followed by sample lesson plans.

Structure and Organization of Intervention Lessons for Each Day

Before Reading	<ul style="list-style-type: none"> • Select leveled text and reading format. • Introduce text. 	5 minutes
During Reading	Support text reading.	10–20 minutes
After Reading	<ul style="list-style-type: none"> • Provide feedback. • Discuss text. 	5–10 minutes
Assessment and Comprehension Activity	<ul style="list-style-type: none"> • Assess Star Reader (5 minutes). • Provide one activity to extend students' understanding of text. 	10–20 minutes
Optional Activities and Extensions	<ul style="list-style-type: none"> • Provide word work. • Allow students to read or reread text to build fluency. • Provide focused work with one student. 	10–20 minutes

Before Reading (5 minutes)

Reading Formats

- Select an appropriate leveled book for the Star Reader of each small group. (Read the book ahead of time to plan before-reading instruction.)
- Choose a reading format that best suits each student.
 - **Simultaneous reading:** All students read quietly at their own pace.
 - **Following along:** Star Reader reads while others follow along.
 - **Turn taking:** Each student reads one to two pages.
 - **Alternating:** Teacher and students alternate reading.
 - **Partner reading:** Students pair up and alternate reading each page.

Introducing the Text

- Introduce the book by showing the cover and reading the title.
- Briefly preview the book by looking at some illustrations (selected ahead of time), and discussing characters, plot, setting, etc.
- Prompt students to make predictions based on the title and/or illustrations. Ask: “Do you think _____?” or “What makes you think that?” or “What did you notice in the picture?”
- Activate and build background knowledge for each text.
 - Connect the book to a personal experience by asking, “What do you already know about _____?” or “Who has a _____?” and so forth.
 - Connect the book to other books: “Does this book remind you of another book you have read?” or “Have you read another book by this author?”
 - Explain parts or details of the text that students may have limited knowledge of by asking, “Do you know what _____ are? (If not) _____ are _____.” Or say, “Let’s talk about _____ before you read. Turn to page _____.”
- Briefly preteach one to two important vocabulary words in the text.
 - Read a sentence with the vocabulary word and ask, “What do you think _____ means?” After a brief discussion, give a definition (if needed) of the word as it is used in the book.
 - Write the word on a whiteboard and tell students the word. Have students turn to a page that contains the word and ask, “Can you find _____ on this page? Read it with me: _____.”
- Point out any text feature that students are not familiar with, such as captions, headings, table of contents, larger or smaller text, and new or recently learned punctuation marks.
- Preteach any confusing language, such as idioms, repeated patterns, and unexpected language structure.

During Reading (10–20 minutes)

Book Reading

- Locate a published anecdotal record form to take notes on while monitoring students' reading and a whiteboard to address students' word-reading needs.
- Sit next to the Star Reader while he or she reads a leveled book. (At the beginning of the year, some students may need rebus books.)
- Introduce the new book as outlined in the previous activity.
- Tell students that the Star Reader will read while other students follow along with their eyes, not reading aloud until told otherwise. Students can use their fingers at first to make sure they are following along with the Star Reader, but later do not need to point. Praise students for following along.
- Prompt the Star Reader to read the book aloud. Depending on the length of the book, the Star Reader can read the entire book on the first read.
- Provide a scaffold when the Star Reader makes an error. Other students are not to shout out answers to the Star Reader; the teacher is the only one who helps the reader.
- Make note of incorrect words or letter sounds and other mistakes the Star Reader makes. These notes will be helpful to use for teaching and praise points after reading.
- Have students read the book again in various ways: choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages, and so forth.
- If time allows, students can read the book a third time. You may prompt the students to read the book a little faster to make it "sound like talking."

Support During Reading

- **Provide instructional scaffolding** when the Star Reader cannot figure out a word independently. This temporary support is important to this intervention.
 - Provide partial information about a word by relating it to a word the student already knows or by breaking it into smaller parts. Say: "Read the first part of the word. Now read the next part. Now read the whole word."
 - If a word is complex, or if the student really struggles, tell the student the word.
- **Model word-reading strategies and behaviors** expected of students. Act as a coach during reading, supporting students when they have difficulties and praising them when they do well.
- **Support comprehension through discussion** by informally interacting with students during reading. Ask about what is happening in the book and confirm predictions made before or during reading.
- **Ask questions** or prompt students to **use effective strategies** during reading.

- **Select prompts** appropriate for each specific need, such as problem-solving new words, detecting and correcting errors, and increasing fluency, as described below.
 - **Use prompts for problem-solving new words** that allow the student to figure out the words with little assistance. Depending on the needs of the student, use many different types of prompts to help with meaning and checking for understanding. Sometimes you may need to use visual cues in the book, directing the student to pictures or pointing out how words look.
 - What would make sense there?
 - Think about what’s happening in the story.
 - Check the picture.
 - What would sound right?
 - Do you see a part that you know?
 - Do you know a word like that?
 - Do you know a word that starts/ends with those letters?
 - Try the first part. Now try the next part. Put the parts together.
 - Try it.
 - **Use prompts for identifying and correcting student errors** while reading, depending on the type of error that occurred.
 - You said _____. Does that make sense?
 - Try that again and think what would make sense.
 - You said _____. Can we say it that way?
 - Try that again and think what would sound right.
 - Does that look right?
 - Try that again and think what would look right.
 - Try again.
 - You made a mistake in this part. Can you find it?
 - **Use prompts for increasing fluency** and model grouping words into meaningful phrases and observing punctuation.
 - Can you read it quickly?
 - Put your words together so it sounds like talking.
 - **Use prompts to reinforce strategy use** in a specific, positive manner.
 - I like the way you worked that word out all by yourself.
 - Good for you for figuring out the word _____.
 - Nice job of making it sound like talking in this part.

After Reading (5–10 minutes)

Reading Feedback

- Feedback after reading is not preplanned; it is based on notes taken during the reading.
- Return to the text and reinforce one to two effective reading behaviors you observed.
- Model examples from the text in which students had difficulty reading and provide strategies for overcoming these difficulties.
- Select useful words to explicitly teach word-solving strategies.
 - Write the word on a whiteboard.
 - Show students how to identify parts of the word they know or other words they know that have the same patterns.
 - Teach parts of the word and then model reading the parts and putting them together.

After-Reading Discussion

- Begin a **general, informal book discussion** after reading that may include the following:
 - Asking students general questions about the book
 - Did you like the story? Why or why not?
 - What were some new things you learned?
 - Asking students to find their favorite part or page and read it for the group
 - Can you tell me why you like that part?
 - How do you think the character was feeling on that page?
 - What did you learn about _____ on that page?
 - Returning to topics discussed during the introduction. Have students return to text to prove answers to questions or discuss problem-solving.
- **Compare the text to other books** by asking students the following:
 - Did you like the story as much as you liked [another book students have read]?
 - Did this book remind you of another book we have read? Why? (Discuss character, setting, and plot similarities and differences as appropriate.)
- **Discuss literary elements** with students.
 - Setting
 - Where did this story take place?
 - When did this story take place?
 - Characters
 - How did [character] act?
 - How did [character] feel when _____?

- Events and problems
 - What was [character’s] problem?
 - What was the mystery?
 - What was the problem in this story?
 - What happened [when/after/before] _____?
- Solution
 - How did it all work out?
 - What finally happened?
 - How was the problem solved?
- **Retell and/or summarize key ideas** from the text.
 - Provide each student in a small group with a whiteboard, marker, and an eraser or a paper and pencil.
 - Ask students to recall key ideas from the text.
 - Have students write key ideas on the whiteboard or paper.
 - To summarize, ask students to verbally retell key events or ideas in a few sentences.

Assessments (5–10 minutes)

Each day, assess the previous day’s Star Reader. Running records should be given frequently. Other assessments can be used to monitor progress with letter sounds, high-frequency words, and reading rates as needed. Use assessment results and anecdotal records to plan lessons for each day’s Star Reader.

Possible assessments include the following:

- **Letter-sound assessments** aligned with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

Comprehension Activity (10–20 minutes)

Choose **one activity** to help students understand the text they just read.

- **Writing and/or drawing activities.** Provide paper and writing utensils for students. (Activities should be done as a group before students do them independently.) Example activities include the following:
 - Answering teacher-generated questions on paper
 - Making lists, like characters' favorite things, characteristics of character, and events or places specific to the book
 - Drawing and labeling key elements from the book
- **Graphic organizers.** Make or use published graphic organizers. (Activities should be done as a group before students do them independently.) Example activities include the following:
 - Venn diagrams to compare and contrast two books, characters, events, and so forth
 - Webs to describe characters, details of a main idea, setting, and so forth
 - KWL charts to activate prior knowledge and retain and summarize what is learned from nonfiction text
 - Before reading, fill in the “What I **K**now” section.
 - During reading, fill in the “What I **W**ant to Know” section.
 - After reading, fill in the “What I **L**earned” section.
- **Rereading the text**
 - Students may need to reread parts of the text that were confusing and problem-solve with teacher support.
 - Students also reread to check their answers or predictions.
 - Rereading the text may be done independently or with a partner.

OPTIONAL: Word Work (up to 10 minutes)

Plan one word work activity for the Star Reader each day. The other students participate in the lesson through guided group and individual practice.

Making High-Frequency Words

- Select high-frequency words for the Star Reader to practice based on anecdotal records or results from the high-frequency word assessment (see Assessments section).
- Provide magnetic letters in small plastic bags for one to two high-frequency words. (Letter tiles or small letter cards could also be used.)
- Review one of the high-frequency words with students by showing them the word and then spelling it.
- Model how to make the word with magnetic letters on a magnetic whiteboard or on the table.

- Ask students to make the word with the letters on the table or whiteboard and then read the word. Ask students to mix up the letters and make the word again.
- Repeat the procedure with another word, if time allows.

Word Sorts

- Word sorts pertaining to spellings or word families can be open or closed.
 - In an **open sort**, display the cards and allow students to figure out the word-sort pattern.
 - In a **closed sort**, select two or three different patterns that students must use to sort words into lists or piles. Letter patterns, like *ai* and *ay*, can be written on sticky notes and placed on the table to show students where to sort the words.
- Use a published resource book that provides lists of various word sorts. Select a word sort containing letter-sound patterns that students need to practice. Make corresponding word cards or use word cards that come with the core reading curriculum.
- Tell students that they will read and sort words.
- Model word sorting with one or two word cards. Read the word and then place it in the correct list, row, or pile. Model how to sound out a word, if needed, to show students that they should not guess what the word is.
- Pass out cards to students for a closed sort. Have students read the word before placing it under the correct letter-sound pattern.

Alphabet Books and Charts

- Provide an alphabet book or use an alphabet chart from a published resource.
- Select up to two letters that students are confusing or whose sound they are having difficulty identifying, along with one or two letters students can identify.
- Point to the letters in a book or on a chart and then ask students to provide the corresponding sound.
- Repeat the same procedure with a couple of letters in group and individual practice.
- If using a reproducible alphabet chart from a published source, you may change the activity by providing the letter sound and asking students to identify the letter.

Making and Breaking Words

- Based on the letter-sound assessment, select words with letter sounds or letter combinations students need to practice.
- Use “word family” words, such as those ending in *-an*, *-ing*, *-up*, *-ock*, and so forth. Refer to the core reading curriculum or teacher resource books for word family words with onset and rimes that can be separated to make new words.
- Place magnetic letters or letter tiles, enough for each student to make words, in a small plastic bag.
- Model how to build a word, such as *hot*, with magnetic letters and then read the word. Mix up the letters, make the word again, and read the word.

- Ask students to make the same word and read the word. Then ask students to make *hot* into a new word like *lot* by removing and adding another letter. Students then read the new word.
- Continue to guide the group to make more word family words (e.g., *hot, lot, cot, not, shot*).
- Call on individual students to each make a different word.
- Repeat the procedure, if time allows, with more word family words.
- As an extension to this activity, have students write the words by changing letters, making a list of the words, or just writing the new word each time.

Word Pattern Charts

- Select a word pattern that corresponds to the letters or letter combinations students have been taught in a previous lesson. (Refer to published lists of word families or phonograms.)
- Prepare chart paper, or paper on the wall, for you and the students to write on.
- Write a word pattern, such as *th*, at the top of the chart paper and underline it. Ask students to make the /th/ sound. Write a word, such as *the*, under the th.
- Tell students they will help think of words with the /th/ sound.
- Help students write more words with the same word pattern, assisting students with spelling.
- Read the words as a group and then point to different words for individual students to respond to for independent practice.
- During subsequent lessons, if other words with the same word pattern come up during teaching, add them to the word pattern chart.
- For cumulative review, have students read past word pattern charts with the group and in individual student turns.

OPTIONAL: Read or Reread Other Books (up to 20 minutes)

- Familiar books can be reread to build fluency.
- Books can be read independently, with a partner, or as a group.
- Books should be on appropriate levels for students.

OPTIONAL: Focused Work With One Student (up to 10 minutes)

- Plan this part of the lesson only if one student needs individualized instruction. For example, this time can be used to teach a student who has been absent.
- Work with the student, using a particular word work activity or rereading a book.
- Have other students reread familiar books (individually or as partners) or do an independent word work activity (only if they are ready and will be successful).

Sample 4-Day Lesson Plans

SAMPLE DAY 1 LESSON PLAN

45 minutes

Component	Duration
Before Reading <ul style="list-style-type: none"> Select leveled text and reading format. Introduce text. 	5 minutes
During Reading <ul style="list-style-type: none"> Support text reading. 	15 minutes
After Reading <ul style="list-style-type: none"> Provide feedback. Discuss text. 	5 minutes
Assessment and Comprehension Activity <ul style="list-style-type: none"> Assess Star Reader (5 minutes). Lead comprehension activity: Writing or drawing. 	10 minutes
Optional Activities and Extensions <ul style="list-style-type: none"> Lead working with words activity: Word pattern charts. 	10 minutes

Materials

- Leveled books (chosen for the day's Star Reader)
- Whiteboard and markers
- Anecdotal record form
- Assessments (for the previous day's Star Reader)
- Paper and pencils for students
- Chart paper and markers

Before Reading (5 minutes)

Reading Formats

- Select an appropriate leveled book for the Star Reader of each small group. (Read the book ahead of time to plan before-reading instruction.)
- Choose a reading format that best suits each student.
 - Simultaneous reading:** All students read quietly at their own pace.
 - Following along:** Star Reader reads while others follow along.

- **Turn taking:** Each student reads one to two pages.
- **Alternating:** Teacher and students alternate reading.
- **Partner reading:** Students pair up and alternate reading each page.

Introducing the Text

- Introduce the book by showing the cover and reading the title.
- Briefly preview the book by looking at some illustrations (selected ahead of time), and discussing characters, plot, setting, etc.
- Prompt students to make predictions based on title and/or illustrations. Ask: “Do you think _____?” “What makes you think that?” “What did you notice in the picture?”
- Activate and build background knowledge for each text.
 - Connect the book to a personal experience by asking, “What do you already know about _____?” “Who has a _____?” and so forth.
 - Connect the book to other books by asking, “Does this book remind you of another book you have read?” or “Have you read another book by this author?”
 - Explain parts or details of the text that students may have limited knowledge of by asking, “Do you know what _____ are? (If not) _____ are _____.” Or say, “Let’s talk about _____ before you read. Turn to page _____.”
- Briefly preteach one to two important vocabulary words in the text.
 - Read a sentence with the vocabulary word and ask, “What do you think _____ means?” After a brief discussion, give a definition (if needed) of the word as it is used in the book.
 - Write the word on a whiteboard and tell students the word. Have students turn to a page that contains the word and ask, “Can you find _____ on this page? Read it with me: _____.”
- Point out any text feature that students are not familiar with, such as captions, headings, table of contents, larger or smaller text, and new or recently learned punctuation marks.
- Preteach any confusing book language, such as idioms, repeated patterns, and unexpected language structure.

During Reading (15 minutes)

Book Reading

- Locate a published anecdotal record form to take notes on while monitoring students’ reading and a whiteboard to address students’ word-reading needs.
- Sit next to the Star Reader while he or she reads a leveled book. (At the beginning of the year, some students may need rebus books.)
- Introduce the new book as outlined in the previous activity.

- Tell students that the Star Reader will read while other students follow along with their eyes, not reading aloud until told otherwise. Students can use their fingers at first to make sure they are following along with the Star Reader, but later do not need to point. Praise students for following along.
- Prompt the Star Reader to read the book aloud. Depending on the length of the book, the Star Reader can read the entire book on the first read.
- Provide a scaffold when the Star Reader makes an error. Other students are not to shout out answers to the Star Reader; the teacher is the only one who helps the reader.
- Make note of incorrect words or letter sounds and other mistakes the Star Reader makes. These notes will be helpful to use for teaching and praise points after reading.
- Have students read the book again in various ways: choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages, and so forth.
- If time allows, students can read the book a third time. You may prompt the students to read the book a little faster to make it “sound like talking.”

Support During Reading

- **Provide instructional scaffolding** when the Star Reader cannot figure out a word independently. This temporary support is important to this intervention.
 - Provide partial information about a word by relating it to a word the student already knows or by breaking it into smaller parts. Say: “Read the first part of the word. Now read the next part. Now read the whole word.”
 - If a word is complex, or if the student really struggles, tell the student the word.
- **Model word-reading strategies and behaviors** expected of students. Act as a coach during reading, supporting students when they have difficulties and praising them when they do well.
- **Support comprehension through discussion** by informally interacting with students during reading. Ask about what is happening in the book and confirm predictions made before or during reading.
- **Ask questions** or prompt students to **use effective strategies** during reading.
- **Select prompts** appropriate for each specific need, such as problem-solving new words, detecting and correcting errors, and increasing fluency.
 - **Use prompts for problem-solving new words** that allow the student to figure out the words with little assistance. Depending on the needs of the student, use many different types of prompts to help with meaning and checking for understanding. Sometimes you may need to use visual cues in the book, directing the student to pictures or pointing out how words look.
 - What would make sense there?
 - Think about what’s happening in the story.
 - Check the picture.
 - What would sound right?
 - Do you see a part that you know?
 - Do you know a word like that?

- Do you know a word that starts/ends with those letters?
- Try the first part. Now try the next part. Put the parts together.
- Try it.
- **Use prompts for identifying and correcting student errors** while reading, depending on the type of error that occurred.
 - You said _____. Does that make sense?
 - Try that again and think what would make sense.
 - You said _____. Can we say it that way?
 - Try that again and think what would sound right.
 - Does that look right?
 - Try that again and think what would look right.
 - Try again.
 - You made a mistake in this part. Can you find it?
- **Use prompts for increasing fluency** and model grouping words into meaningful phrases and observing punctuation.
 - Can you read it quickly?
 - Put your words together so it sounds like talking.
- **Use prompts to reinforce strategy use** in a specific, positive manner.
 - I like the way you worked that word out all by yourself.
 - Good for you for figuring out the word _____.
 - Nice job of making it sound like talking in this part.

After Reading (5 minutes)

Reading Feedback

- Feedback after reading is not preplanned; it is based on notes taken during the reading.
- Return to the text and reinforce one to two effective reading behaviors you observed during reading.
- Model examples from the text in which students had difficulty reading and provide strategies for overcoming these difficulties.
- Select useful words to explicitly teach word-solving strategies.
 - Write the word on a whiteboard.
 - Show students how to identify parts of the word they know or other words they know that have the same patterns.
 - Teach parts of the word and then model reading the parts and putting them together.

After-Reading Discussion

Begin a **general, informal book discussion** after reading that may include the following:

- Did you like the story as much as you liked [another book students have read]?
- Did this book remind you of another book we have read? Why? (Discuss character, setting, and plot similarities and differences as appropriate.)

Comprehension Activity (10 minutes)

Choose one of the following **writing and/or drawing activities** to help students understand the text they just read. Provide paper and writing utensils for students. (Activities should be done as a group before students do them independently.)

- Answering teacher-generated questions on paper
- Making lists, like characters' favorite things, characteristics of character, and events or places specific to the book
- Drawing and labeling key elements from the book

Assessments (5 minutes while other students complete comprehension activities)

Each day, assess the previous day's Star Reader. Running records should be given frequently. Other assessments can be used to monitor progress with letter sounds, high-frequency words, and reading rates as needed. Use assessment results and anecdotal records to plan lessons for each day's Star Reader.

Possible assessments include the following:

- **Letter-sound assessments** aligned with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

OPTIONAL ACTIVITY: Working With Words (10 minutes)

Plan this word work activity for the Star Reader. The other students participate in the lesson through guided group and individual practice.

Word Pattern Charts

- Select a word pattern that corresponds to the letters or letter combinations students have been taught in a previous lesson. (Refer to published lists of word families or phonograms.)
- Prepare chart paper, or paper on the wall, for you and the students to write on.
- Write a word pattern, such as *th*, at the top of the chart paper and underline it. Ask students to make the /th/ sound. Write a word, such as *the*, under the *th*.
- Tell students that they will help think of words with the /th/ sound.
- Help students write more words with the same word pattern, assisting students with spelling.
- Read the words as a group and then point to different words for individual students to respond to for independent practice.
- During subsequent lessons, if other words with the same word pattern come up during teaching, add them to the word pattern chart.
- For cumulative review, have students read past word pattern charts with the group and in individual student turns.

SAMPLE DAY 2 LESSON PLAN

45 minutes

Component	Duration
Before Reading <ul style="list-style-type: none"> Select leveled text and reading format. Introduce text. 	5 minutes
During Reading <ul style="list-style-type: none"> Support text reading. 	15 minutes
After Reading <ul style="list-style-type: none"> Provide feedback. Discuss text. 	5 minutes
Assessment and Comprehension Activity <ul style="list-style-type: none"> Assess Star Reader (5 minutes). Lead comprehension activity: Rereading the text. 	10 minutes
Optional Activities and Extensions <ul style="list-style-type: none"> Lead working with words activity: Making high-frequency words. 	10 minutes

Materials

- Leveled books (chosen for the day's Star Reader)
- Whiteboard and markers
- Anecdotal record form
- Assessments (for the previous day's Star Reader)
- Magnetic letters, letter tiles, or letter cards in small plastic bags

Before Reading (5 minutes)

Reading Formats

- Select an appropriate leveled book for the Star Reader of each small group. (Read the book ahead of time to plan before-reading instruction.)
- Choose a reading format that best suits each student.
 - Simultaneous reading:** All students read quietly at their own pace.
 - Following along:** Star Reader reads while others follow along.
 - Turn taking:** Each student reads one to two pages.

- **Alternating:** Teacher and students alternate reading.
- **Partner reading:** Students pair up and alternate reading each page.

Introducing the Text

- Introduce the book by showing the cover and reading the title.
- Briefly preview the book by looking at some illustrations (selected ahead of time), and discussing characters, plot, setting, etc.
- Prompt students to make predictions based on title and/or illustrations. Ask: “Do you think _____?” “What makes you think that?” “What did you notice in the picture?”
- Activate and build background knowledge for each text.
 - Connect the book to a personal experience by asking, “What do you already know about _____?” “Who has a _____?” and so forth.
 - Connect the book to other books by asking, “Does this book remind you of another book you have read?” or “Have you read another book by this author?”
 - Explain parts or details of the text that students may have limited knowledge of by asking, “Do you know what _____ are? (If not) _____ are _____.” Or say, “Let’s talk about _____ before you read. Turn to page _____.”
- Briefly preteach one to two important vocabulary words in the text.
 - Read a sentence with the vocabulary word and ask, “What do you think _____ means?” After a brief discussion, give a definition (if needed) of the word as it is used in the book.
 - Write the word on a whiteboard and tell students the word. Have students turn to a page that contains the word and ask, “Can you find _____ on this page? Read it with me: _____.”
- Point out any text feature that students are not familiar with, such as captions, headings, table of contents, larger or smaller text, and new or recently learned punctuation marks.
- Preteach any confusing language, such as idioms, repeated patterns, and unexpected language structure.

During Reading (15 minutes)

Book Reading

- Locate a published anecdotal record form to take notes on while monitoring students’ reading and a whiteboard to address students’ word-reading needs.
- Sit next to the Star Reader while he or she reads a leveled book. (At the beginning of the year, some students may need rebus books.)
- Introduce the new book as outlined in the previous activity.

- Tell students that the Star Reader will read while other students follow along with their eyes, not reading aloud until told otherwise. Students can use their fingers at first to make sure they are following along with the Star Reader, but later do not need to point. Praise students for following along.
- Prompt the Star Reader to read the book aloud. Depending on the length of the book, the Star Reader can read the entire book on the first read.
- Provide a scaffold when the Star Reader makes an error. Other students are not to shout out answers to the Star Reader; the teacher is the only one who helps the reader.
- Make note of incorrect words or letter sounds and other mistakes the Star Reader makes. These notes will be helpful to use for teaching and praise points after reading.
- Have students read the book again in various ways: choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages, and so forth.
- If time allows, students can read the book a third time. You may prompt the students to read the book a little faster to make it “sound like talking.”

Support During Reading

- **Provide instructional scaffolding** when the Star Reader cannot figure out a word independently. This temporary support is important to this intervention.
 - Provide partial information about a word by relating it to a word the student already knows or by breaking it into smaller parts. Say: “Read the first part of the word. Now read the next part. Now read the whole word.”
 - If a word is complex, or if the student really struggles, tell the student the word.
- **Model word-reading strategies and behaviors** expected of students. Act as a coach during reading, supporting students when they have difficulties and praising them when they do well.
- **Support comprehension through discussion** by informally interacting with students during reading. Ask about what is happening in the book and confirm predictions made before or during reading.
- **Ask questions** or prompt students to **use effective strategies** during reading.
- **Select prompts** appropriate for each specific need, such as problem-solving new words, detecting and correcting errors, and increasing fluency.
 - **Use prompts for problem-solving new words** that allow the student to figure out the words with little assistance. Depending on the needs of the student, use many different types of prompts to help with meaning and checking for understanding. Sometimes you may need to use visual cues in the book, directing the student to pictures or pointing out how words look.
 - What would make sense there?
 - Think about what’s happening in the story.
 - Check the picture.
 - What would sound right?
 - Do you see a part that you know?
 - Do you know a word like that?

- Do you know a word that starts/ends with those letters?
- Try the first part. Now try the next part. Put the parts together.
- Try it.
- **Use prompts for identifying and correcting student errors** while reading, depending on the type of error that occurred.
 - You said _____. Does that make sense?
 - Try that again and think what would make sense.
 - You said _____. Can we say it that way?
 - Try that again and think what would sound right.
 - Does that look right?
 - Try that again and think what would look right.
 - Try again.
 - You made a mistake in this part. Can you find it?
- **Use prompts for increasing fluency** and model grouping words into meaningful phrases and observing punctuation.
 - Can you read it quickly?
 - Put your words together so it sounds like talking.
- **Use prompts to reinforce strategy use** in a specific, positive manner.
 - I like the way you worked that word out all by yourself.
 - Good for you for figuring out the word _____.
 - Nice job of making it sound like talking in this part.

After Reading (5 minutes)

Reading Feedback

- Feedback after reading is not preplanned; it is based on notes taken during the reading.
- Return to the text and reinforce one to two effective reading behaviors you observed.
- Model examples from the text in which students had difficulty reading and provide strategies for overcoming these difficulties.
- Select useful words to use to explicitly teach word-solving strategies.
 - Write the word on a whiteboard.
 - Show students how to identify parts of the word they know or other words they know that have the same patterns.
 - Teach parts of the word and then model reading the parts and putting them together.

After-Reading Discussion

Begin a **general, informal book discussion** after reading that may include the following:

- Did you like the story as much as you liked [another book students have read]?
- Did this book remind you of another book we have read? Why? (Discuss character, setting, and plot similarities and differences as appropriate.)

Comprehension Activity (10 minutes)

Choose one of the following **writing and/or drawing activities** to help students understand the text they just read. Provide paper and writing utensils for students. (Activities should be done as a group before students do them independently.)

- Answering teacher-generated questions on paper
- Making lists, like characters' favorite things, characteristics of character, and events or places specific to the book
- Drawing and labeling key elements from the book

Assessments (5 minutes while other students complete comprehension activities)

Each day, assess the previous day's Star Reader. Running records should be given frequently. Other assessments can be used to monitor progress with letter sounds, high-frequency words, and reading rates as needed. Use assessment results and anecdotal records to plan lessons for each day's Star Reader.

Possible assessments include the following:

- **Letter-sound assessments** aligned with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

OPTIONAL ACTIVITY: Working With Words (10 minutes)

Plan this word work activity for the Star Reader. The other students participate in the lesson through guided group and individual practice.

Making High-Frequency Words

- Select high-frequency words for the Star Reader to practice based on anecdotal records or results from the high-frequency word assessment (see Assessments section).
- Provide magnetic letters in small plastic bags for one to two high-frequency words to make and break. (Letter tiles or small letter cards could also be used.)
- Review one of the high-frequency words with students by showing them the word and then spelling it.
- Model how to make the word with magnetic letters on a magnetic whiteboard or on the table.
- Ask students to make the word with the letters on the table or whiteboard and then read the word. Ask students to mix up the letters and make the word again.
- Repeat the procedure with another word, if time allows.

SAMPLE DAY 3 LESSON PLAN

45 minutes

Component	Duration
Before Reading <ul style="list-style-type: none"> Select leveled text and reading format. Introduce text. 	5 minutes
During Reading <ul style="list-style-type: none"> Support text reading. 	15 minutes
After Reading <ul style="list-style-type: none"> Provide feedback. Discuss text. 	5 minutes
Assessment and Comprehension Activity <ul style="list-style-type: none"> Assess Star Reader (5 minutes). Lead comprehension activity: Writing or drawing. 	10 minutes
Optional Activities and Extensions <ul style="list-style-type: none"> Lead working with words activity: Alphabet books and charts. Lead focused work with one student. 	10 minutes

Materials

- Leveled books (chosen for the day's Star Reader)
- Whiteboard and markers
- Anecdotal record form
- Assessments (for the previous day's Star Reader)
- Paper and pencils for students
- Alphabet book or chart

Before Reading (5 minutes)

Reading Formats

- Select an appropriate leveled book for the Star Reader of each small group. (Read the book ahead of time to plan before-reading instruction.)
- Choose a reading format that best suits each student.
 - **Simultaneous reading:** All students read quietly at their own pace.

- **Following along:** Star Reader reads while others follow along.
- **Turn taking:** Each student reads one to two pages.
- **Alternating:** Teacher and students alternate reading.
- **Partner reading:** Students pair up and alternate reading each page.

Introducing the Text

- Introduce the book by showing the cover and reading the title.
- Briefly preview the book by looking at some illustrations (selected ahead of time), and discussing characters, plot, setting, etc.
- Prompt students to make predictions based on title and/or illustrations. Ask: “Do you think _____?” “What makes you think that?” “What did you notice in the picture?”
- Activate and build background knowledge for each text.
 - Connect the book to a personal experience by asking, “What do you already know about _____?” “Who has a _____?” and so forth.
 - Connect the book to other books by asking, “Does this book remind you of another book you have read?” or “Have you read another book by this author?”
 - Explain parts or details of the text that students may have limited knowledge of by asking, “Do you know what _____ are? (If not) _____ are _____.” Or say, “Let’s talk about _____ before you read. Turn to page _____.”
- Briefly preteach one to two important vocabulary words within the text.
 - Read a sentence with the vocabulary word and ask, “What do you think _____ means?” After a brief discussion, give a definition (if needed) of the word as it is used in the book.
 - Write the word on a whiteboard and tell students the word. Have students turn to a page that contains the word and ask, “Can you find _____ on this page? Read it with me: _____.”
- Point out any text feature that students are not familiar with, such as captions, headings, table of contents, larger or smaller text, and new or recently learned punctuation marks.
- Preteach any confusing language, such as idioms, repeated patterns, and unexpected language structure.

During Reading (15 minutes)

Book Reading

- Locate a published anecdotal record form to take notes on while monitoring students’ reading and a whiteboard to address students’ word-reading needs.
- Sit next to the Star Reader while he or she reads a leveled book. (At the beginning of the year, some students may need rebus books.)
- Introduce the new book as outlined in the previous activity.

- Tell students that the Star Reader will read while other students follow along with their eyes, not reading aloud until told otherwise. Students can use their fingers at first to make sure they are following along with the Star Reader, but later do not need to point. Praise students for following along.
- Prompt the Star Reader to read the book aloud. Depending on the length of the book, the Star Reader can read the entire book on the first read.
- Provide scaffolding when the Star Reader makes an error. Other students are not to shout out answers to the Star Reader; the teacher is the only one who helps the reader.
- Make note of incorrect words or letter sounds and other mistakes the student makes. These notes will be helpful to use for teaching and praise points after reading.
- Have students read the book again in various ways: choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages, and so forth.
- If time allows, students can read the book a third time. You may prompt the students to read the book a little faster to make it “sound like talking.”

Support During Reading

- **Provide instructional scaffolding** when the Star Reader cannot figure out a word independently. This temporary support is important to this intervention.
 - Provide partial information about a word by relating it to a word the student already knows or by breaking it into smaller parts. Say: “Read the first part of the word. Now read the next part. Now read the whole word.”
 - If a word is complex, or if the student really struggles, tell the student the word.
- **Model word-reading strategies and behaviors** expected of students. Act as a coach during reading, supporting students when they have difficulties and praising them when they do well.
- **Support comprehension through discussion** by informally interacting with students during reading. Ask about what is happening in the book and confirm predictions made before or during reading.
- **Ask questions** or prompt students to **use effective strategies** during reading.
- **Select prompts** appropriate for each specific need, such as problem-solving new words, detecting and correcting errors, and increasing fluency.
 - **Use prompts for problem-solving new words** that allow the student to figure out the words with little assistance. Depending on the needs of the student, use many different types of prompts to help with meaning and checking for understanding. Sometimes you may need to use visual cues in the book, directing the student to pictures or pointing out how words look.
 - What would make sense there?
 - Think about what’s happening in the story.
 - Check the picture.
 - What would sound right?
 - Do you see a part that you know?
 - Do you know a word like that?

- Do you know a word that starts/ends with those letters?
- Try the first part. Now try the next part. Put the parts together.
- Try it.
- **Use prompts for identifying and correcting student errors** while reading, depending on the type of error that occurred.
 - You said _____. Does that make sense?
 - Try that again and think what would make sense.
 - You said _____. Can we say it that way?
 - Try that again and think what would sound right.
 - Does that look right?
 - Try that again and think what would look right.
 - Try again.
 - You made a mistake in this part. Can you find it?
- **Use prompts for increasing fluency** and model grouping words into meaningful phrases and observing punctuation.
 - Can you read it quickly?
 - Put your words together so it sounds like talking.
- **Use prompts to reinforce strategy use** in a specific, positive manner.
 - I like the way you worked that word out all by yourself.
 - Good for you for figuring out the word _____.
 - Nice job of making it sound like talking in this part.

After Reading (5 minutes)

Reading Feedback

- Feedback after reading is not preplanned; it is based on notes taken during the reading.
- Return to the text and reinforce one to two effective reading behaviors you observed.
- Model examples from the text in which students had difficulty reading and provide strategies for overcoming these difficulties.
- Select useful words to explicitly teach word-solving strategies.
 - Write the word on a whiteboard.
 - Show students how to identify parts of the word they know or other words they know that have the same patterns.
 - Teach parts of the word and then model reading the parts and putting them together.

After-Reading Discussion

Begin a **general, informal book discussion** after reading. Use prompts such as the following: "Did this book remind you of another book we have read? Why?" (Discuss character, setting, and plot similarities and differences as appropriate.)

Comprehension Activity (10 minutes)

Choose one of the following **writing and/or drawing activities** to help students understand the text they just read. Provide paper and writing utensils for students. (Activities should be done as a group before students do them independently.)

- Answering teacher-generated questions on paper
- Making lists, like characters' favorite things, characteristics of character, and events or places specific to the book
- Drawing and labeling key elements from the book

Assessments (5 minutes while other students complete comprehension activities)

Each day, assess the previous day's Star Reader. Running records should be given frequently. Other assessments can be used to monitor progress with letter sounds, high-frequency words, and reading rates as needed. Use assessment results and anecdotal records to plan lessons for each day's Star Reader.

Possible assessments include the following:

- **Letter-sound assessments** aligned with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

OPTIONAL ACTIVITY: Working With Words (5 minutes)

Plan this word work activity for the Star Reader. The other students participate in the lesson through guided group and individual practice.

Alphabet Books and Charts

- Provide an alphabet book or use an alphabet chart from a published resource.
- Select up to two letters that students are confusing or whose sound students are having difficulty identifying, along with one or two letters students can identify.
- Point to the letters in a book or on a chart and then ask students to provide the corresponding sound.
- Repeat the same procedure with a couple of letters in group and individual practice.
- If using a reproducible alphabet chart from a published source, you may change up the activity by providing the letter sound and asking students to identify the letter.

OPTIONAL ACTIVITY: Focused Work With One Student (5 minutes)

- Plan this part of the lesson only if one student needs individualized instruction. For example, this time can be used to teach a student who has been absent.
- Work with the student, using a particular word work activity or rereading a book.
- Have other students reread familiar books (individually or in pairs) or do an independent word work activity (only if they are ready and will be successful).

SAMPLE DAY 4 LESSON PLAN

45 minutes

Component	Duration
Before Reading <ul style="list-style-type: none"> Select leveled text and reading format. Introduce text. 	5 minutes
During Reading <ul style="list-style-type: none"> Support text reading. 	15 minutes
After Reading <ul style="list-style-type: none"> Provide feedback. Discuss text. 	5 minutes
Assessment and Comprehension Activity <ul style="list-style-type: none"> Assess Star Reader (5 minutes). Lead comprehension activity: Story web. 	10 minutes
Optional Activities and Extensions <ul style="list-style-type: none"> Read or reread other books. 	10 minutes

Materials

- Leveled books (chosen for the day's Star Reader)
- Whiteboard and markers
- Anecdotal record form
- Assessments (for the previous day's Star Reader)
- Story webs
- Familiar books

Before Reading (5 minutes)

Reading Formats

- Select an appropriate leveled book for the Star Reader of each small group. (Read the book ahead of time to plan before-reading instruction.)
- Choose a reading format that best suits each student.
 - Simultaneous reading:** All students read quietly at their own pace.
 - Following along:** Star Reader reads while others follow along.

- **Turn taking:** Each student reads one to two pages.
- **Alternating:** Teacher and students alternate reading.
- **Partner reading:** Students pair up and alternate reading each page.

Introducing the Text

- Introduce the book by showing the cover and reading the title.
- Briefly preview the book with students by reading the title, looking at some illustrations (selected ahead of time) and discussing characters, plot, setting, etc.
- Prompt students to make predictions based on title and/or illustrations. Ask: “Do you think _____?” “What makes you think that?” “What did you notice in the picture?”
- Activate and build background knowledge for each text.
 - Connect the book to a personal experience by asking, “What do you already know about _____?” “Who has a _____?” and so forth.
 - Connect the book to other books by asking, “Does this book remind you of another book you have read?” or “Have you read another book by this author?”
 - Explain parts or details of the text that students may have limited knowledge of by asking, “Do you know what _____ are? (If not) _____ are _____.” Or say, “Let’s talk about _____ before you read. Turn to page _____.”
- Briefly preteach one to two important vocabulary words in the text.
 - Read a sentence with the vocabulary word and ask, “What do you think _____ means?” After a brief discussion, give a definition (if needed) of the word as it is used in the book.
 - Write the word on a whiteboard and tell students the word. Have students turn to a page that contains the word and ask, “Can you find _____ on this page? Read it with me: _____.”
- Point out any text feature that students are not familiar with, such as captions, headings, table of contents, larger or smaller text, and new or recently learned punctuation marks.
- Preteach any confusing language, such as idioms, repeated patterns, and unexpected language structure.

During Reading (15 minutes)

Book Reading

- Locate a published anecdotal record form to take notes on while monitoring students’ reading and a whiteboard to address students’ word-reading needs.
- Sit next to the Star Reader while he or she reads a leveled book. (At the beginning of the year, some students may need rebus books.)
- Introduce the new book as outlined in the previous activity.

- Tell students that the Star Reader will read while other students follow along with their eyes, not reading aloud until told otherwise. Students can use their fingers at first to make sure they are following along with the Star Reader, but later do not need to point. Praise students for following along.
- Prompt the Star Reader to read the book aloud. Depending on the length of the book, the Star Reader can read the entire book on the first read.
- Provide a scaffold when the Star Reader makes an error. Other students are not to shout out answers to the Star Reader; the teacher is the only one who helps the reader.
- Make note of incorrect words or letter sounds and other mistakes the Star Reader makes. These notes will be helpful to use for teaching and praise points after reading.
- Have students read the book again in various ways: choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages, and so forth.
- If time allows, students can read the book a third time. You may prompt the students to read the book a little faster to make it “sound like talking.”

Support During Reading

- **Provide instructional scaffolding** when the Star Reader cannot figure out a word independently. This temporary support is important to this intervention.
 - Provide partial information about a word by relating it to a word the student already knows or by breaking it into smaller parts. Say: “Read the first part of the word. Now read the next part. Now read the whole word.”
 - If a word is complex, or if the student really struggles, tell the student the word.
- **Model word-reading strategies and behaviors** expected of students. Act as a coach during reading, supporting students when they have difficulties and praising them when they do well.
- **Support comprehension through discussion** by informally interacting with students during reading. Ask about what is happening in the book and confirm predictions made before or during reading.
- **Ask questions** or prompt students to **use effective strategies** during reading.
- **Select prompts** appropriate for each specific need, such as problem-solving new words, detecting and correcting errors, and increasing fluency.
 - **Use prompts for problem-solving new words** that allow the student to figure out the words with little assistance. Depending on the needs of the student, use many different types of prompts to help with meaning and checking for understanding. Sometimes you may need to use visual cues in the book, directing the student to pictures or pointing out how words look.
 - What would make sense there?
 - Think about what’s happening in the story.
 - Check the picture.
 - What would sound right?
 - Do you see a part that you know?
 - Do you know a word like that?

- Do you know a word that starts/ends with those letters?
- Try the first part. Now try the next part. Put the parts together.
- Try it.
- **Use prompts for identifying and correcting student errors** while reading, depending on the type of error that occurred.
 - You said _____. Does that make sense?
 - Try that again and think what would make sense.
 - You said _____. Can we say it that way?
 - Try that again and think what would sound right.
 - Does that look right?
 - Try that again and think what would look right.
 - Try again.
 - You made a mistake in this part. Can you find it?
- **Use prompts for increasing fluency** and model grouping words together into meaningful phrases and observing punctuation.
 - Can you read it quickly?
 - Put your words together so it sounds like talking.
- **Use prompts to reinforce strategy use** in a specific, positive manner.
 - I like the way you worked that word out all by yourself.
 - Good for you for figuring out the word _____.
 - Nice job of making it sound like talking in this part.

After Reading (5 minutes)

Reading Feedback

- Feedback after reading is not preplanned; it is based on notes taken during the reading.
- Return to the text and reinforce one to two effective reading behaviors you observed.
- Model examples from the text in which students had difficulty reading and provide strategies for overcoming these difficulties.
- Select useful words to explicitly teach word-solving strategies.
 - Write the word on a whiteboard.
 - Show students how to identify parts of the word they know or other words they know that have the same patterns.
 - Teach parts of the word and then model reading the parts and putting them together.

After-Reading Discussion

Begin a **general, informal book discussion** after reading, focusing on literary elements.

- Setting
 - Where did this story take place?
 - When did this story take place?
- Characters
 - How did [character] act?
 - How did [character] feel when _____?
- Events and problems
 - What was [character's] problem?
 - What was the mystery?
 - What was the problem in this story?
 - What happened [when/after/before] _____?
- Solution
 - How did it all work out?
 - What finally happened?
 - How was the problem solved?

Comprehension Activity (10 minutes)

Choose one **graphic organizer activity** to help students understand the text they just read. (Activities should be done as a group before students do them independently.)

Story Web

- Make or use published story webs.
- Webs can be used to describe characters, details of a main idea, setting, etc.
- You or the student can fill out the web with information from the after-reading discussion.

Assessments (5 minutes while other students complete comprehension activities)

Each day, assess the previous day's Star Reader. Running records should be given frequently. Other assessments can be used to monitor progress with letter sounds, high-frequency words, and reading rates as needed. Use assessment results and anecdotal records to plan lessons for each day's Star Reader.

Possible assessments include the following:

- **Letter-sound assessments** aligned with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

OPTIONAL ACTIVITY: Read or Reread Other Books (5 minutes)

- Familiar books can be reread to build fluency.
- Books can be read independently, with a partner, or as a group.
- Books should be on appropriate levels for students.

SAMPLE WEEK 2, DAY 1 LESSON PLAN (Start Day 1 Star Reader rotation again)

40 minutes

Component	Duration
Before Reading <ul style="list-style-type: none"> Select leveled text and reading format. Introduce text. 	5 minutes
During Reading <ul style="list-style-type: none"> Support text reading. 	15 minutes
After Reading <ul style="list-style-type: none"> Provide feedback. Discuss text. 	5 minutes
Assessment and Comprehension Activity <ul style="list-style-type: none"> Assess Star Reader (5 minutes). Lead comprehension activity: Writing or drawing. 	10 minutes

Materials

- Leveled books (chosen for the day's Star Reader)
- Whiteboard and markers
- Anecdotal record form
- Assessments (for the previous day's Star Reader)
- Paper and pencils for students

Before Reading (5 minutes)

Reading Formats

- Select an appropriate leveled book for the Star Reader of each small group. (Read the book ahead of time to plan before-reading instruction.)
- Choose a reading format that best suits each student.
 - Simultaneous reading:** All students read quietly at their own pace.
 - Following along:** Star Reader reads while others follow along.
 - Turn taking:** Each student reads one to two pages.
 - Alternating:** Teacher and students alternate reading.
 - Partner reading:** Students pair up and alternate reading each page.

Introducing the Text

- Introduce the book by showing the cover and reading the title.
- Briefly preview the book by looking at some illustrations (selected ahead of time), and discussing characters, plot, setting, etc.
- Prompt students to make predictions based on title and/or illustrations. Ask: “Do you think _____?” “What makes you think that?” “What did you notice in the picture?”
- Activate and build background knowledge for each text.
 - Connect the book to a personal experience by asking, “What do you already know about _____?” “Who has a _____?” and so forth.
 - Connect the book to other books by asking, “Does this book remind you of another book you have read?” or “Have you read another book by this author?”
 - Explain parts or details of the text that students may have limited knowledge of by asking, “Do you know what _____ are? (If not) _____ are _____.” Or say, “Let’s talk about _____ before you read. Turn to page _____.”
- Briefly preteach one to two important vocabulary words in the text.
 - Read a sentence with the vocabulary word and ask, “What do you think _____ means?” After a brief discussion, give a definition (if needed) of the word as it is used in the book.
 - Write the word on a whiteboard and tell students the word. Have students turn to a page that contains the word and ask, “Can you find _____ on this page? Read it with me: _____.”
- Point out any text features that students are not familiar with, such as captions, headings, table of contents, larger or smaller text, and new or recently learned punctuation marks.
- Preteach any confusing language, such as idioms, repeated patterns, and unexpected language structure.

During Reading (15 minutes)

Book Reading

- Locate a published anecdotal record form to take notes on while monitoring students’ reading and a whiteboard to address students’ word-reading needs.
- Sit next to the Star Reader while he or she reads a leveled book. (At the beginning of the year, some students may need rebus books.)
- Introduce the new book as outlined in the previous activity.
- Tell students that the Star Reader will read while other students follow along with their eyes, not reading aloud until told otherwise. Students can use their fingers at first to make sure they are following along with the Star Reader, but later do not need to point. Praise students for following along.
- Prompt the Star Reader to read the book aloud. Depending on the length of the book, the Star Reader can read the entire book on the first read.

- Provide a scaffold when the Star Reader makes an error. Other students are not to shout out answers to the Star Reader; the teacher is the only one who helps the reader.
- Make note of incorrect words or letter sounds and other mistakes the Star Reader makes. These notes will be helpful to use for teaching and praise points after reading.
- Have students read the book again in various ways: choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages, and so forth.
- If time allows, students can read the book a third time. You may prompt the students to read the book a little faster to make it “sound like talking.”

Support During Reading

- **Provide instructional scaffolding** when the Star Reader cannot figure out a word independently. This temporary support is important to this intervention.
 - Provide partial information about a word by relating it to a word the student already knows or by breaking it into smaller parts. Say: “Read the first part of the word. Now read the next part. Now read the whole word.”
 - If a word is complex, or if the student really struggles, tell the student the word.
- **Model word-reading strategies and behaviors** expected of students. Act as a coach during reading, supporting students when they have difficulties and praising them when they do well.
- **Support comprehension through discussion** by informally interacting with students during reading. Ask about what is happening in the book and confirm predictions made before or during reading.
- **Ask questions** or prompt students to **use effective strategies** during reading.
- **Select prompts** appropriate for each specific need, such as problem-solving new words, detecting and correcting errors, and increasing fluency.
 - **Use prompts for problem-solving new words** that allow the student to figure out the words with little assistance. Depending on the needs of the student, use many different types of prompts to help with meaning and checking for understanding. Sometimes you may need to use visual cues in the book, directing the student to pictures or pointing out how words look.
 - What would make sense there?
 - Think about what’s happening in the story.
 - Check the picture.
 - What would sound right?
 - Do you see a part that you know?
 - Do you know a word like that?
 - Do you know a word that starts/ends with those letters?
 - Try the first part. Now try the next part. Put the parts together.
 - Try it.

- **Use prompts for identifying and correcting student errors** while reading, depending on the type of error that occurred.
 - You said _____. Does that make sense?
 - Try that again and think what would make sense.
 - You said _____. Can we say it that way?
 - Try that again and think what would sound right.
 - Does that look right?
 - Try that again and think what would look right.
 - Try again.
 - You made a mistake in this part. Can you find it?
- **Use prompts for increasing fluency** and model grouping words into meaningful phrases and observing punctuation.
 - Can you read it quickly?
 - Put your words together so it sounds like talking.
- **Use prompts to reinforce strategy use** in a specific, positive manner.
 - I like the way you worked that word out all by yourself.
 - Good for you for figuring out the word _____.
 - Nice job of making it sound like talking in this part.

After Reading (5 minutes)

Reading Feedback

- Feedback after reading is not preplanned; it is based on notes taken during the reading.
- Return to the text and reinforce one to two effective reading behaviors you observed.
- Model examples from the text in which students had difficulty reading and provide strategies for overcoming these difficulties.
- Select useful words to explicitly teach word-solving strategies.
 - Write the word on a whiteboard.
 - Show students how to identify parts of the word they know or other words they know that have the same patterns.
 - Teach parts of the word and then model reading the parts and putting them together.

After-Reading Discussion

Begin a **general, informal book discussion** after reading that includes asking students to find their favorite part or page and read it for the group.

- Can you tell me why you like that part?
- How do you think the character was feeling on that page?
- What did you learn about _____ on that page?

Comprehension Activity (10 minutes)

Choose one of the following **writing and/or drawing activities** to help students understand the text they just read. Provide paper and writing utensils for students. (Activities should be done as a group before students do them independently.)

- Answering teacher-generated questions on paper
- Making lists, like characters' favorite things, characteristics of character, and events or places specific to the book
- Drawing and labeling key elements from the book

Assessments (5 minutes while other students complete comprehension activities)

Each day, assess the previous day's Star Reader. Running records should be given frequently. Other assessments can be used to monitor progress with letter sounds, high-frequency words, and reading rates as needed. Use assessment results and anecdotal records to plan lessons for each day's Star Reader.

Possible assessments include the following:

- **Letter-sound assessments** aligned with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

Appendix: TEKS Connections

Texas Essential Knowledge and Skills

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses meta-cognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as rereading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to

- (A) describe personal connections to a variety of sources;
- (B) write brief comments on literary or informational texts that demonstrate an understanding of the text;
- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways, such as illustrating or writing; and
- (F) respond using newly acquired vocabulary as appropriate.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
- (B) explain visual patterns and structures in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, and setting;
- (D) recognize characteristics and structures of informational text, including
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and graphics to locate and gain information; and
 - (iii) organizational patterns such as chronological order and cause and effect stated explicitly;
- (E) recognize characteristics of persuasive text, including
 - (i) stating what the author is trying to persuade the reader to think or do; and
 - (ii) distinguishing facts from opinion; and
- (F) recognize characteristics of multimodal and digital texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to

- (A) discuss the author's purpose for writing text;
- (B) discuss how the use of text structure contributes to the author's purpose;
- (C) discuss the author's use of print and graphic features to achieve specific purposes;
- (D) discuss the use of descriptive, literal, and figurative language;
- (E) identify the use of first or third person in a text; and
- (F) identify and explain the use of repetition.

