

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **[www.tcmpub.com](http://www.tcmpub.com)**.

For correlations to state standards, please visit  
**[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)**

## Focused Reading Intervention— Level K

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (4 pages)
- Lesson Plan** (15 pages)

To Create a World <sup>in</sup> which  
Children **love** to Learn!

800-858-7339 • [www.tcmpub.com](http://www.tcmpub.com)

**Level K**

# **Focused Reading Intervention**

**Teacher's Guide**

**Teacher Created Materials**  
PUBLISHING

# Table of Contents

## Welcome

Program Welcome . . . . . 4

## Research

Research on Reading Intervention . . . . . 6  
    The Need for Intervention . . . . . 6  
    Response to Intervention in English  
        Language Arts . . . . . 7  
    Components of Effective Reading  
        Interventions . . . . . 9  
    High-Yield Strategies for Increasing  
        Student Achievement . . . . . 10  
    The Reading/Writing Connection . . . . . 11  
    Using Technology to Improve Literacy . . . . . 12  
    Using Games to Motivate Struggling  
        Readers . . . . . 13  
    Assessment . . . . . 14

## Best Practices

Developing Key Reading Skills . . . . . 16  
    Word Recognition . . . . . 16  
    Academic Vocabulary . . . . . 18  
    Fluency . . . . . 19  
Comprehension Strategies for  
    Informational Texts and Literature . . . . . 20  
Differentiation . . . . . 24  
    Differentiating by Specific Needs . . . . . 24

## How to Use This Product

Kit Components . . . . . 26  
Getting Started . . . . . 27  
Teaching a Lesson . . . . . 28  
Using the Literacy Games . . . . . 30  
    How to Organize and Manage Games . . . . . 30  
    Playing the Literacy Game Sets . . . . . 31  
    Playing the Digital Literacy Games . . . . . 34  
Using the Technology Options . . . . . 35

## Planning for Intervention

Pacing Plans . . . . . 36  
Correlations . . . . . 40  
    Reading Level Correlations . . . . . 40  
    Introduction to Correlations . . . . . 43  
    Standards Correlations . . . . . 44  
Series Scope and Sequence . . . . . 47

## Lessons

Lesson 1: Asking and Answering Questions:  
    Literature . . . . . 51  
Lesson 2: Asking and Answering Questions:  
    Informational Text . . . . . 59  
Lesson 3: Sequencing: Literature . . . . . 67  
Lesson 4: Sequencing: Informational Text . . . 75  
Lesson 5: Identifying Character . . . . . 83  
Lesson 6: Describing Connections . . . . . 91  
Lesson 7: Using Picture Clues: Literature . . . 99  
Lesson 8: Using Picture Clues:  
    Informational Text . . . . . 107  
Lesson 9: Recognizing Genre: Poetry . . . . . 115  
Lesson 10: Recognizing Parts of a Book . . . 123  
Lesson 11: Defining the Illustrator’s Role . . 131  
Lesson 12: Defining the Author’s Role . . . 139  
Lesson 13: Relating Story Illustrations . . . 147  
Lesson 14: Relating Illustrations to Text . . 155  
Lesson 15: Identifying Reasons . . . . . 163  
Lesson 16: Comparing and Contrasting . . . 171  
Lesson 17: Comparing Texts . . . . . 179  
Lesson 18: Previewing Text: Literature . . . 187  
Lesson 19: Using Meaning Clues . . . . . 195  
Lesson 20: Making Predictions . . . . . 203  
Lesson 21: Monitoring Comprehension . . . 211  
Lesson 22: Summarizing:  
    Informational Text . . . . . 219  
Lesson 23: Summarizing: Literature . . . . . 227  
Lesson 24: Identifying Main Idea . . . . . 235  
Lesson 25: Asking Deeper Questions . . . . 243  
Lesson 26: Connecting Events . . . . . 251  
Lesson 27: Using Self-Correction  
    Strategies . . . . . 259  
Lesson 28: Contrasting Two Texts . . . . . 267  
Lesson 29: Identifying Setting . . . . . 275  
Lesson 30: Previewing Text:  
    Informational Text . . . . . 283

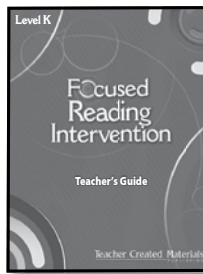
## Appendices

Appendix A: References Cited . . . . . 291  
Appendix B: Glossary . . . . . 294  
Appendix C: Digital and Audio  
    Resources Charts . . . . . 301

# Kit Components

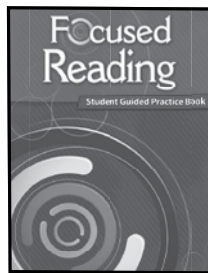
## Teacher's Guide

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



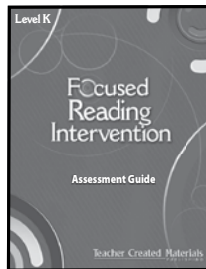
## Student Guided Practice Book

Full-color reading passages and student activities



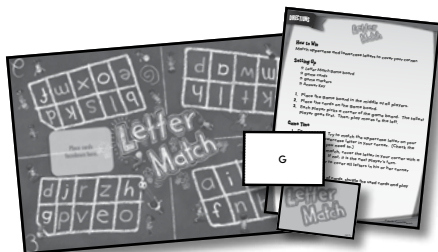
## Assessment Guide

Includes a pretest, posttest, and oral reading record

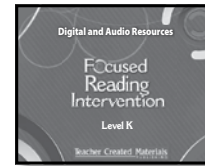


## 3 Literacy Game Sets

Each game set includes a game board, directions, answer key, and game pieces.



## Digital and Audio Resources



## Audio CD

Includes professional recordings of all 30 passages.



## 3 Digital Literacy Games

Digital Literacy Games focus on key word-recognition skills, language conventions, and comprehension strategies



## Digital Resources

- PDFs of all student materials (passages, game sets, activity sheets, assessments, etc.)
- PDFs of teacher resources (graphic organizers, rubrics, pacing plans, etc.)
- Digital Literacy Games
- Electronic versions of the Pretest and Posttest and recording tools

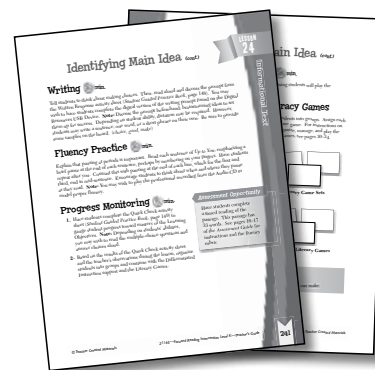
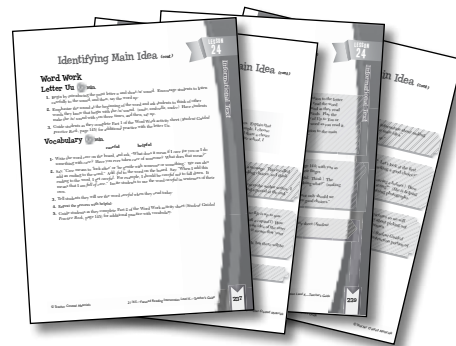
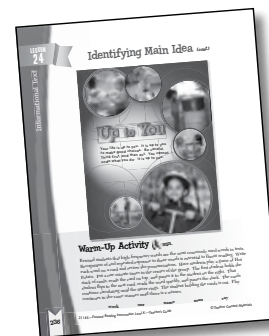
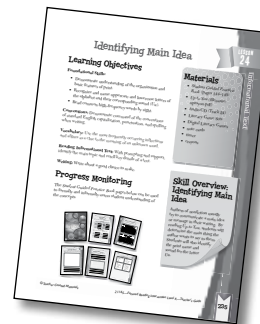


# Teaching a Lesson

## Teacher's Guide

Each eight-page lesson is organized in a consistent format for ease of use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. Each lesson includes:

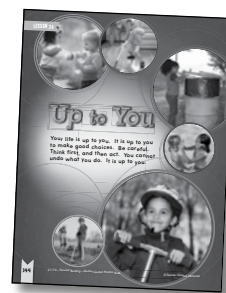
- an overview page with key information for planning
- a key English Language Arts standard
- a Skill Overview providing background information
- a copy of the passage from the *Student Guided Practice Book*
- a Warm-Up Activity to build students' automaticity in reading high-frequency words
- time markers to indicate the approximate time for instruction
- a Word Work section focusing on foundational language and vocabulary skills
- use of the Gradual Release of Responsibility Model in the Whole-Group Comprehension section
- a Written Response activity that ties to the reading skill  
**Note:** You may wish to use the digital version of the writing prompt found on the Digital Resource USB Device to provide practice for the electronic testing environments.
- fluency practice activities to build oral reading skills
- differentiation strategies to support and extend learning
- literacy learning games to motivate students to develop and reinforce mastery of basic skills



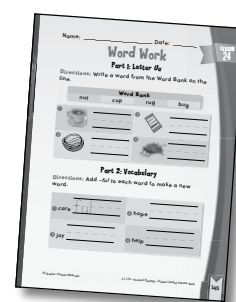
## Student Guided Practice Book

Each lesson in the *Teacher's Guide* has six corresponding student pages in the *Student Guided Practice Book*:

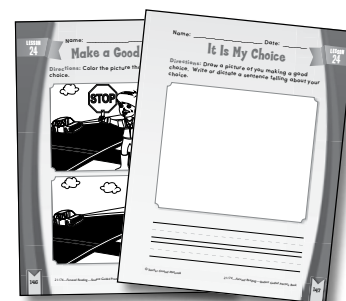
- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



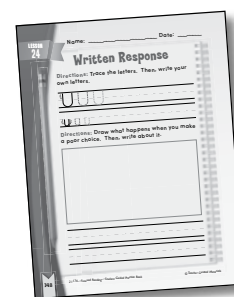
- Word Work activities to reinforce foundational reading skills (Levels K–5) and language conventions (Levels 6–8)
- activities that support vocabulary acquisition and language development



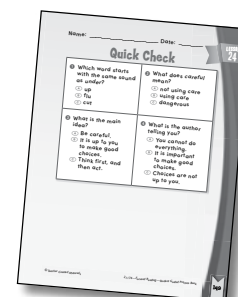
- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses



- a Written Response activity to extend and enrich students' reading/writing connection



- a Quick Check to easily monitor students' progress



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

# Summarizing

## Learning Objectives

### Foundational Skills:

- Demonstrate understanding of the organization and basic features of print.
- Recognize and name uppercase and lowercase letters of the alphabet and their corresponding sound (Xx and Yy).
- Read common high-frequency words by sight.

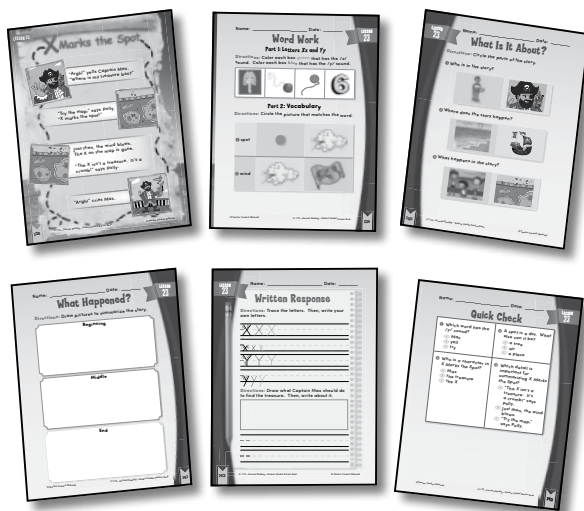
**Vocabulary:** Identify new meanings for familiar words and apply them accurately.

**Reading Literature:** With prompting and support, identify characters, settings, and major events in a story.

**Writing:** Write about what Captain Max should do to find the treasure.

## Progress Monitoring

The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of the concepts.



## Materials

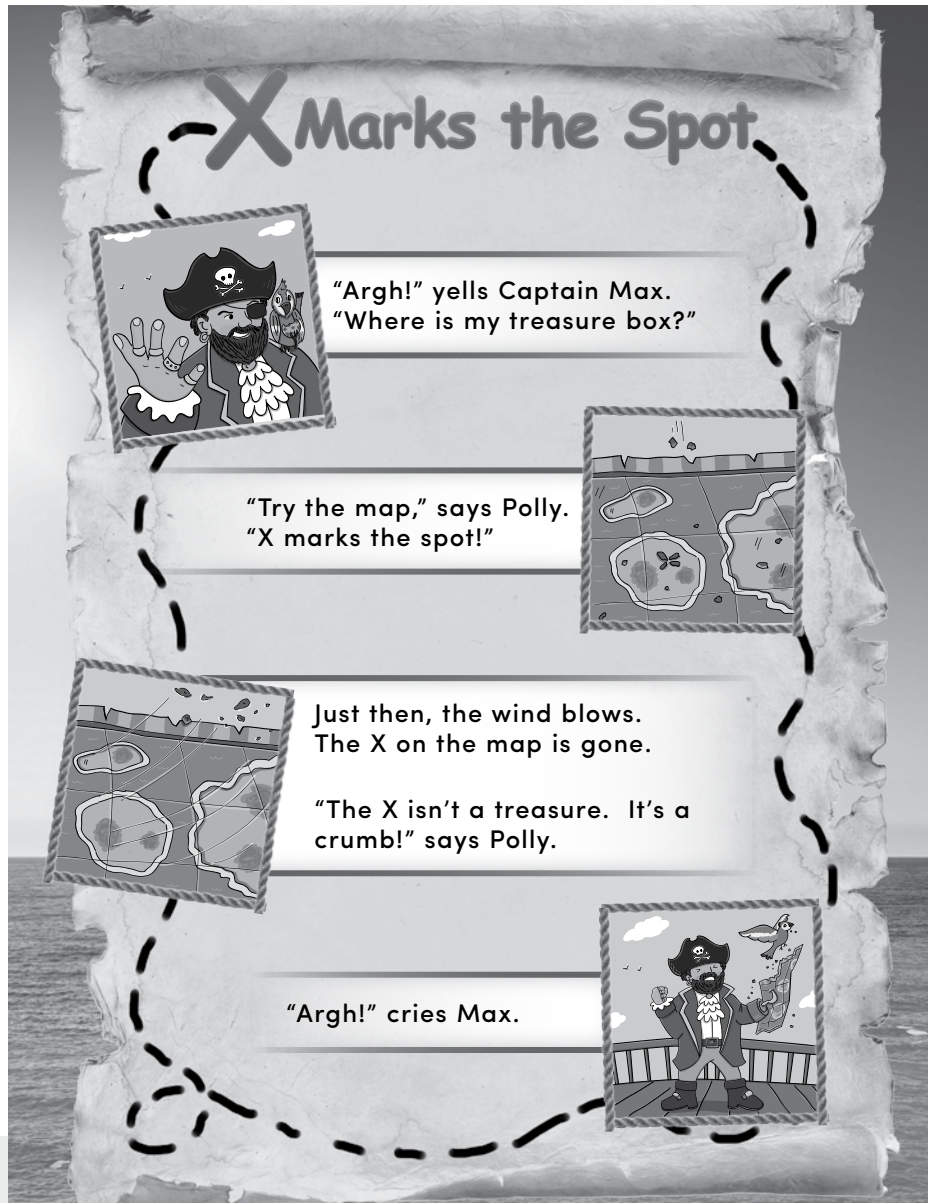
- *Student Guided Practice Book* (pages 138–143)
- *X Marks the Spot* (filename: xmarksthespot.pdf)
- Audio CD (Track 23)
- Literacy Game Sets
- Digital Literacy Games
- a map (country, city, or world, plus a treasure map)
- crayons
- unlined paper

## Skill Overview: Summarizing

Learning to summarize helps students focus on the main points of a story. By reading *X Marks the Spot*, students will identify the events that happened at the beginning, middle, and end of the story in order to summarize it. Students will also identify the print names and sounds for the letters Xx and Yy.



# Summarizing *(cont.)*



## Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Recognition of and repeated exposure to these words is essential to fluent reading. Write the words below on the board. Read each word aloud. Challenge students to go around the room and find each word in another location (*in a book, on a poster*). The first student to find all five words wins.

where

just

little

live

give

# Summarizing (cont.)

## Word Work

### Letters Xx and Yy 10 min.

1. Begin by saying the following sentence: *Max yells*. Draw attention to the sound at the end of *Max* and ask, “What sound do you hear at the end of that word?” Repeat the sentence slowly. Be sure to write the letter on the board. Point out the difference between how the letter is written in uppercase and lowercase.
2. Help students identify the /x/ sound and then write the letter *x* on the board. Have students make the /x/ sound with you three times: /x/ /x/ /x/.
3. Repeat the process with the letter *y*. Repeat the sentence above, emphasizing the sound at the beginning of *yells*. Have students make the /y/ sound with you three times: /y/ /y/ /y/. Have the students say the sentence again with you. (*Max yells*.)
4. Invite students to say other words they can think of that begin with /x/ or /y/. Give them one minute to turn to a partner and say a word they know that begins with either sound.
5. Guide students as they complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 139) for additional practice with the letters *Xx* and *Yy*.

### Vocabulary 10 min.

**spot****wind**

1. Say, “Some words have more than one meaning. We are going to read a story called *X Marks the Spot*. Let’s think about the word *spot*. What is a spot?” (*a dot, a stain from a spill*)
2. Say, “A spot can be a dot. It can also be a location. I could tell you to sit in that spot.” Have student pairs use the word *spot* in sentences to show the two meanings.
3. Repeat the process with the word *wind*. (*moving air or spin; wind something up*)
4. Guide students as they complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 139) for additional practice with vocabulary.

# Summarizing *(cont.)*

## Whole-Group Lesson Before Reading 10 min.

### Language Support

Show students a map and explain how it helps us locate places. Introduce treasure maps and how the letter *X* marks the spot where the treasure is. Discuss kinds of treasure that could be buried. *I would bury \_\_\_\_\_ as a treasure.*

#### I Do

1. Say, “Today, we’re going to practice summarizing what we read by telling someone else about it using a few sentences. A sentence is one complete thought with a *who* and *do* in it. For example, is *the family* a sentence? Why not? (*No, because there is a who but no do.*) What if I say *the family ran*? Is this a sentence? Why?” (*Yes, because now the family is doing something.*)
2. Say, “Let me show you how to use sentences to summarize a two-hour movie I just saw. To summarize it, I need to tell you the most important parts: the beginning, the middle, and the end. (As you tell them the following summary, count the points on your finger: one, two, three.) For example, there was a family that was separated, and they wanted to be together. A wicked witch tried to keep them apart. Finally, the family found a way to break the witch’s spell, so they all lived together again.”

#### We Do

1. Say, “Notice that I only used three sentences to tell about the movie. Think about a movie or show you have seen and tell three things about it: something from the beginning, middle, and end.”
2. Have student pairs summarize movies they have seen using the three-finger method. Then, invite a few students to share their movie summaries with the group.
3. Say, “It is important to remember that we don’t tell every detail when we summarize. We just tell the most important parts.”

#### You Do

1. Have student pairs summarize a favorite book.

# Summarizing (cont.)

## Whole-Group Lesson (cont.)

During Reading 15 min.

### I Do

1. Display the PDF of *X Marks the Spot*. Before reading, draw students' attention to the letter *X* in the title, and ask them to identify the sound. Tell students to listen for the /x/ sound as well as the /y/ sound as they read the story. Play the professional recording from the Audio CD to model proper fluency of the passage or read aloud as students follow along, modeling how to point to each word as you read it.
2. Say, "In order to summarize this story, I need to think about what happened at the beginning, what happened in the middle, and what happened at the end. Remember, I don't need to tell every detail of the story."

### We Do

1. Have students read *X Marks the Spot* (*Student Guided Practice Book*, page 138) with you as you read it aloud. Encourage them to track the words with their finger as they read.
2. Say, "Let's think about what happened first. What was the very first thing that happened?" (*Captain Max can't find his treasure box.*) Hold up one finger.
3. Ask, "What did Max do next?" (*He looked at a map.*) Hold up two fingers. *What happened last?*" (*What he thought was an X on the map was a crumb.*) Hold up three fingers.
4. Say, "This is the summary of the story. Captain Max couldn't find his treasure box. He looked at a map. He couldn't find an X to mark the spot on the map, so he couldn't find his treasure." Hold up three fingers, reminding students that three sentences is sufficient.

### You Do

1. Guide students as they complete the What Is It About? activity sheet (*Student Guided Practice Book*, page 140).

# Summarizing *(cont.)*

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

After Reading 10 min.

### I Do

1. Say, “The author tells us what Max and Polly do. The author also tells us what happens to the map.”
2. Say, “We can summarize the story by telling the main things that happened. Summarizing is when we connect ideas or pieces of information together to give an overview of what we read to someone else.”

### We Do

1. Say, “Imagine how Max looked when he wanted to find his treasure. Stand up and act out how you think he acted.”
2. Ask, “How do you think Max looked as he was looking at the map? Pretend you are Max looking for the treasure on a map.”
3. Say, “Finally, let’s think about how Max acted when he realized that the X on the map was really a crumb. Do you think he was happy, excited, or mad? Act out how you think he felt.”

### You Do

1. Say, “We can tell what we know about a story by summarizing the main points. Think about what you learned today about summarizing a story. (Give students a minute to ponder.) Now, share your learning with your partner.”
2. Assist students as they complete the What Happened? activity sheet (*Student Guided Practice Book*, page 141) either now or during the Differentiated Instruction portion of the lesson.

# Summarizing (cont.)

## Writing 10 min.

Tell students to think about Captain Max and *X Marks the Spot*. Then, read aloud and discuss the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 142). You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device. **Note:** Discuss the prompt beforehand, brainstorming ideas to set them up for success. Depending on student ability, dictation may be required. However, students may write a sentence, one word, or a short phrase on their own. Be sure to provide some samples on the board. (*captain, map, treasure, dig, shovel*)

## Fluency Practice 10 min.

Model reading with appropriate expression, especially where exclamation points are used. Read each sentence of *X Marks the Spot*, one at a time. Be especially dramatic when reading the sentences ending with exclamation points. Then, read each sentence again and have students read along with the same expression. **Note:** You may wish to play the professional recording from the Audio CD to model proper fluency.

## Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 143) to gauge student progress toward mastery of the Learning Objectives. **Note:** Depending on students' abilities, you may wish to read the multiple-choice questions and answer choices aloud.
2. Based on the results of the Quick Check activity sheet and the teacher's observations during the lesson, organize students into groups and continue with the Differentiated Instruction support and the Literacy Games.

### Assessment Opportunity

Have students complete a timed reading of the passage. This passage has 47 words. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

## Summarizing (cont.)

## Differentiated Instruction (35) min.

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

## Reteach

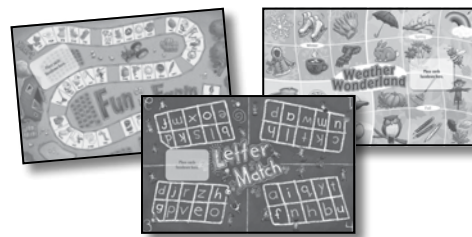
1. Remind students that summarizing a story involves telling what happened at the beginning, in the middle, and at the end.
2. Practice with a familiar fairy tale, such as *Little Red Riding Hood*.
3. Ask, “What happens at the beginning of that story?” (*Red Riding Hood goes to visit her grandmother.*) What happens in the middle of the story? (*A wolf pretends to be the grandmother and tries to hurt Red Riding Hood.*) What happens at the end?” (*The woodsman saves Red Riding Hood.*)

## Reinforce

1. To practice summarizing, invite students to draw pictures of what happens at the beginning, middle, and end of *Little Red Riding Hood* or another familiar fairy tale by giving each student a sheet of paper folded into thirds.
2. Have students label their drawings *beginning, middle, end*.

## Literacy Games

Divide students into groups. Assign each group to one game. For instructions on how to organize, manage, and play the Literacy Games, see pages 30–34.



Literacy Game Sets



Digital Literacy Games



## Extend Learning

Invite students to create an advertisement for *X Marks the Spot*, showcasing the essential elements from the beginning, middle, and end.

# X Marks the Spot



“Argh!” yells Captain Max.  
“Where is my treasure box?”

“Try the map,” says Polly.  
“X marks the spot!”



Just then, the wind blows.  
The X on the map is gone.

“The X isn’t a treasure. It’s a crumb!” says Polly.

“Argh!” cries Max.

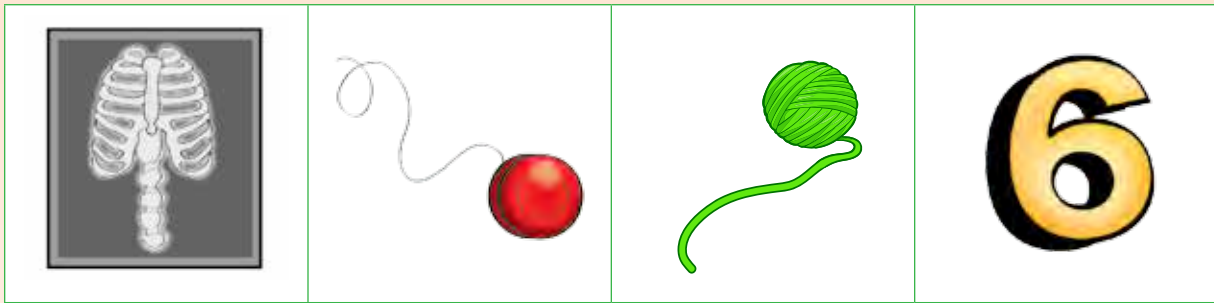




# Word Work





## Part 1: Letters Xx and Yy

**Directions:** Color each box **green** that has the /x/ sound. Color each box **blue** that has the /y/ sound.



## Part 2: Vocabulary

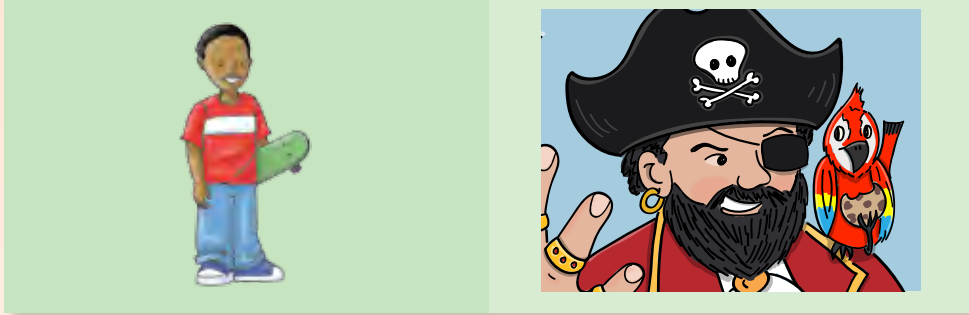
**Directions:** Circle the picture that matches the word.

<p>1 spot</p>		
<p>2 wind</p>		

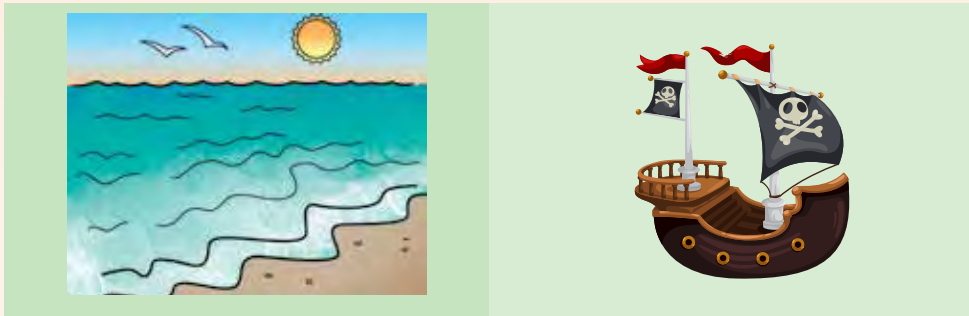
# What Is It About?

**Directions:** Circle the parts of the story.

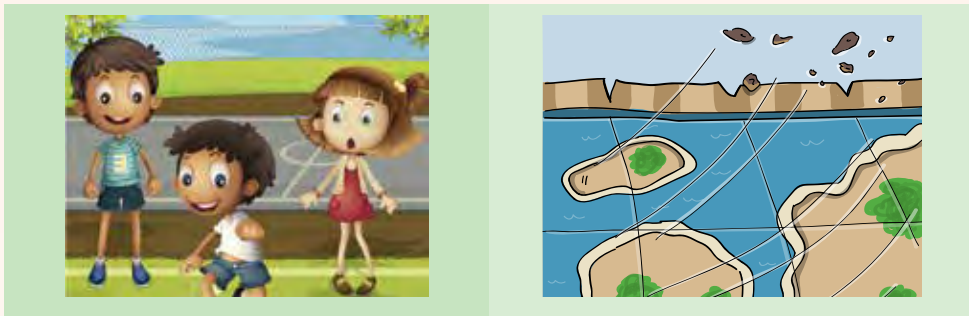
1 Who is in the story?



2 Where does the story happen?



3 What happens in the story?



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

# What Happened?

**Directions:** Draw pictures to summarize the story.

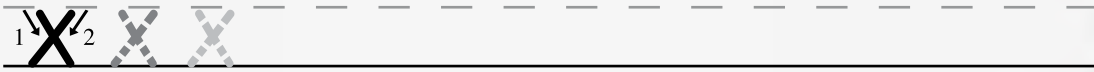
**Beginning**

**Middle**

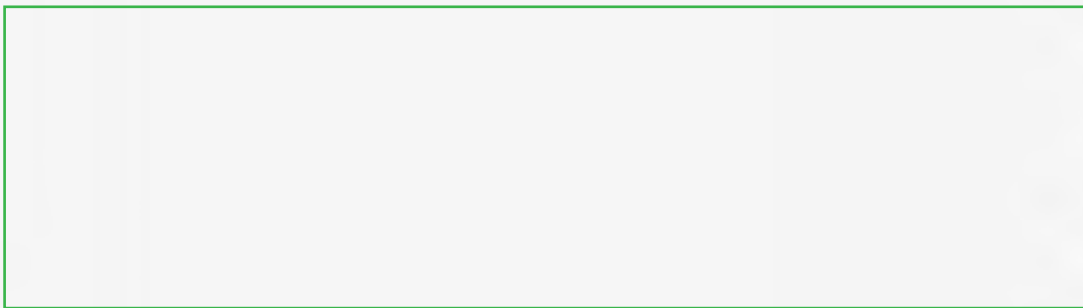
**End**

# Written Response

**Directions:** Trace the letters. Then, write your own letters.



**Directions:** Draw what Captain Max should do to find the treasure. Then, write about it.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Quick Check

1 Which word has the /y/ sound?

- (A) Max
- (B) yell
- (C) try

2 A *spot* is a dot. What else can it be?

- (A) a tree
- (B) air
- (C) a place

3 Who is a character in *X Marks the Spot*?

- (A) Max
- (B) the treasure
- (C) the X

4 Which detail is important for summarizing *X Marks the Spot*?

- (A) "The X isn't a treasure. It's a crumb!" says Polly.
- (B) Just then, the wind blows.
- (C) "Try the map," says Polly.

# Summarizing

## Oral Reading Record

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

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



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

Cumulative Word Count	Text	E	SC	Cues Used	
				E	SC
7	“Argh!” yells Captain Max. “Where is my treasure box?” “Try the map,” says Polly. “X marks the spot!” Max eyes the map.				
15					
22					
32	Just then, the wind blows. The X on the map is gone. “The X isn’t a treasure. It’s a crumb!” says Polly. “Argh!” cries Max.				
42					
47					
	<b>TOTALS</b>				

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: