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## **Focused Reading Intervention— Nivel 2 (Level 2)**

**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)

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**Nivel 2**

# **Focused Reading Intervention**

**Teacher's Guide**

**Spanish  
Version**

**Teacher Created Materials**  
PUBLISHING

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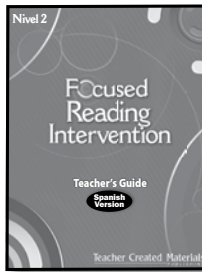
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# Kit Components

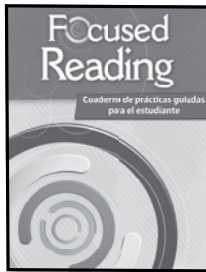
## Teacher's Guide

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



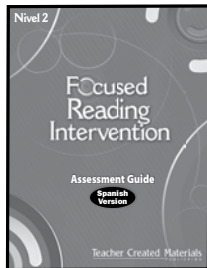
## Cuaderno de prácticas guiadas para el estudiante

Full-color reading passages and student activities



## Assessment Guide

Includes a pretest, posttest, and oral reading record

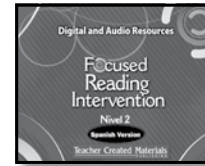


## 3 Literacy Game Sets

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



# Getting Started

1. Prior to instruction, administer the Pretest. This assessment covers all the comprehension skills and objectives for this level of the program. It can be used to determine which concepts have already been mastered by each individual student, as well as which lessons concepts still need to be taught.

2. Determine the most appropriate pacing plan for students. Use or modify the pacing plans located on pages 36–39 to best meet the needs of your students within instructional context.

**Note:** Depending on students' abilities, you may wish to read the Pretest aloud to students or use the professional recording found on the Audio CD.

**Option 1 Sample Six-Week Pacing Plan**  
 2 hours/day, 5 days/week  
 This pacing plan has the program as used over a six-week intervention program.

| Week | Day 1                       | Day 2                       | Day 3                       | Day 4                       | Day 5                       |
|------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1    | 1. Reading (pages 53-58)    | 2. Writing (pages 59-66)    | 3. Reading (pages 67-74)    | 4. Writing (pages 75-82)    | 5. Reading (pages 83-90)    |
| 2    | 6. Reading (pages 91-98)    | 7. Writing (pages 99-106)   | 8. Reading (pages 107-114)  | 9. Writing (pages 115-122)  | 10. Reading (pages 123-130) |
| 3    | 11. Reading (pages 131-138) | 12. Writing (pages 139-146) | 13. Reading (pages 147-154) | 14. Writing (pages 155-162) | 15. Reading (pages 163-170) |
| 4    | 16. Reading (pages 171-178) | 17. Writing (pages 179-186) | 18. Reading (pages 187-194) | 19. Writing (pages 195-202) | 20. Reading (pages 203-210) |
| 5    | 21. Reading (pages 211-218) | 22. Writing (pages 219-226) | 23. Reading (pages 227-234) | 24. Writing (pages 235-242) | 25. Reading (pages 243-250) |
| 6    | 26. Reading (pages 251-258) | 27. Writing (pages 259-266) | 28. Reading (pages 267-274) | 29. Writing (pages 275-282) | 30. Reading (pages 283-290) |

**Pacing Plans** (cont.)  
**Option 2 Sample Four-Week Pacing Plan**  
 2 hours/day, 5 days/week  
 This pacing plan has the program as used over a four-week intervention program. Coordinate coordination with the pacing plan to best meet the needs of your class.

| Week | Day 1                       | Day 2                       | Day 3                       | Day 4                       | Day 5                       |
|------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1    | 1. Reading (pages 53-58)    | 2. Writing (pages 59-66)    | 3. Reading (pages 67-74)    | 4. Writing (pages 75-82)    | 5. Reading (pages 83-90)    |
| 2    | 6. Reading (pages 91-98)    | 7. Writing (pages 99-106)   | 8. Reading (pages 107-114)  | 9. Writing (pages 115-122)  | 10. Reading (pages 123-130) |
| 3    | 11. Reading (pages 131-138) | 12. Writing (pages 139-146) | 13. Reading (pages 147-154) | 14. Writing (pages 155-162) | 15. Reading (pages 163-170) |
| 4    | 16. Reading (pages 171-178) | 17. Writing (pages 179-186) | 18. Reading (pages 187-194) | 19. Writing (pages 195-202) | 20. Reading (pages 203-210) |



**Pretest**

**Pretest Item Analysis**

| Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| 1    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 2    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 3    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 4    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 5    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 6    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 7    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 8    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 9    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 10   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 11   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 12   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 13   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 14   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 15   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 16   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 17   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 18   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 19   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
| 20   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |

**Pretest Item Analysis**

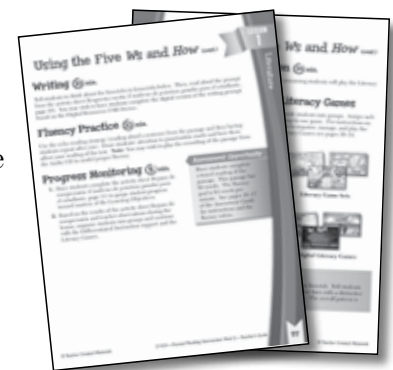
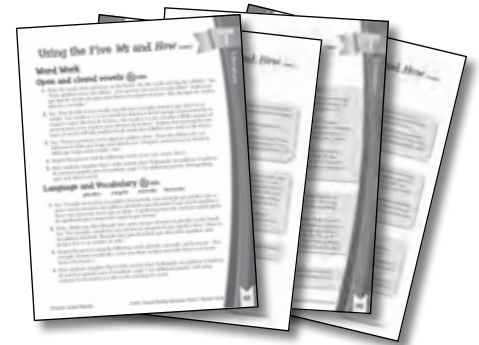
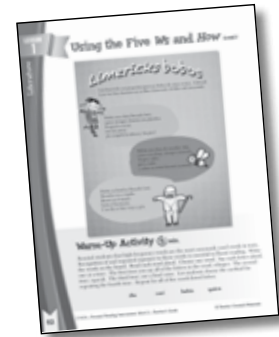
**Note:** Use the Pretest Item Analysis (filenames: pretestanalysis.doc; pretestanalysis.pdf; pretestanalysis.xls) to help monitor which skills are the most difficult for students and need to be focused on.

# 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:

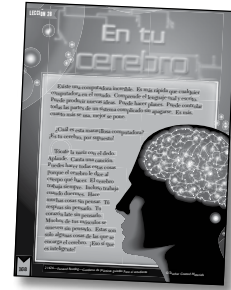
- an overview page with key information for planning
- a key English Language Arts standard
- a Skill Overview providing background information
- a copy of the passage from the *Cuaderno de prácticas guiadas para el estudiante*
- a Warm-Up Activity to build students' automaticity in reading high-frequency 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



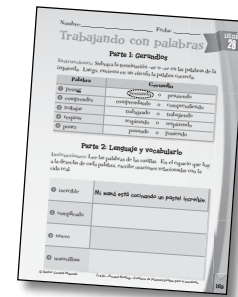
## Cuaderno de prácticas guiadas para el estudiante

Each lesson in the *Teacher's Guide* has six corresponding student pages in the *Cuaderno de prácticas guiadas para el estudiante*:

- 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



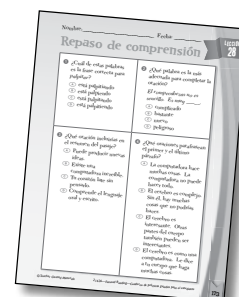
- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses



- 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.



# Using Text Features

## Learning Objectives

**Language Conventions:** Form and use the past tense of frequently occurring irregular verbs.

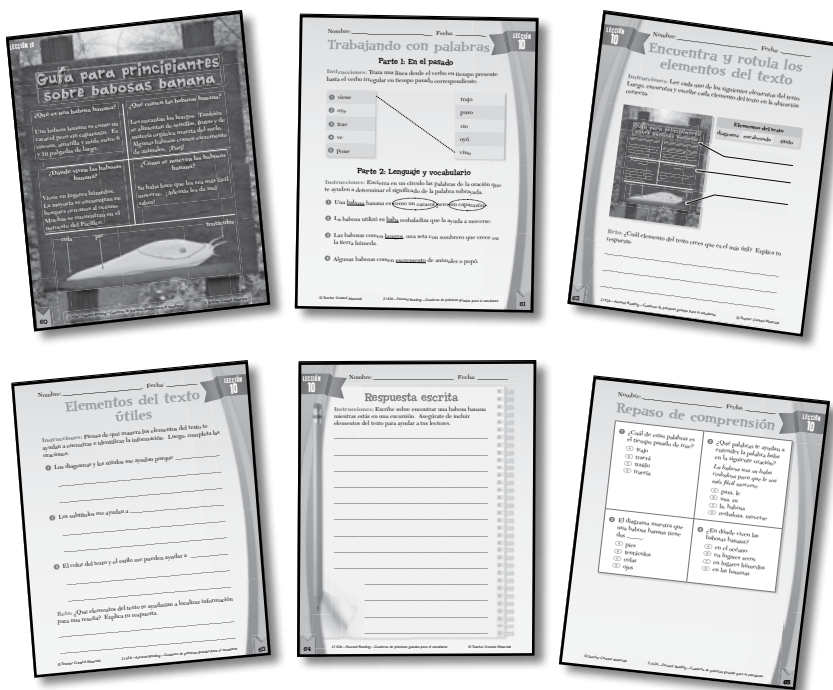
**Vocabulary:** Use sentence-level context as a clue to the meaning of a word or phrase.

**Reading Informational Text:** Know and use various text features to locate key facts or information in a text efficiently.

**Writing:** Write a short narrative about finding a banana slug while hiking.

## Progress Monitoring

The pages below from the *Cuaderno de prácticas guiadas para el estudiante* can be used to formally and informally assess student understanding of the concepts.



## Materials

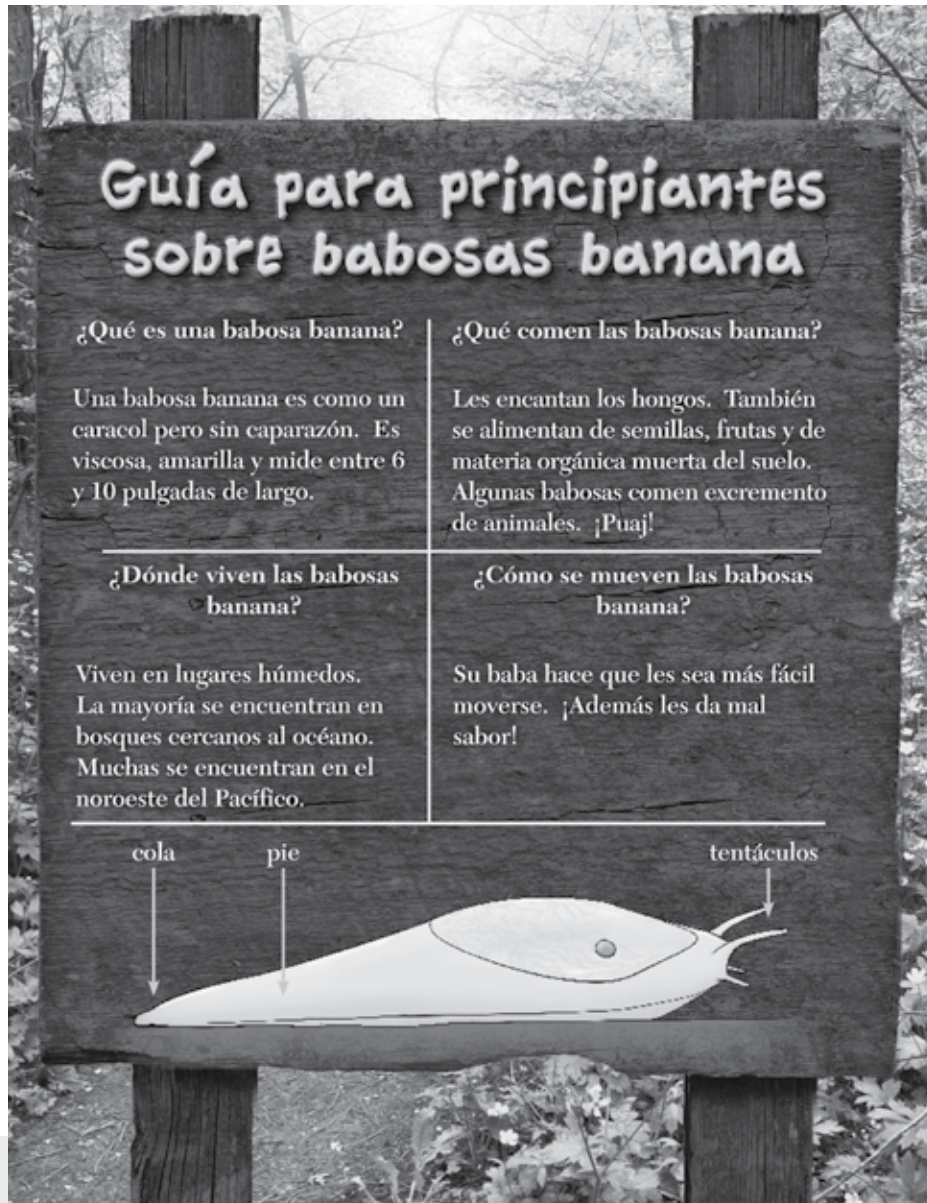
- *Cuaderno de prácticas guiadas para el estudiante* (pages 60–65)
- *Guía para principiantes sobre babosas banana* (filename: guia.pdf)
- Audio CD (Track 10)
- Literacy Game Sets
- Digital Literacy Games
- chart paper
- variety of fiction and nonfiction texts

## Skill Overview: Using Text Features

Text features are the structural elements of a text such as captions, bold print, subheadings, glossaries, and indexes that help readers locate information in a text quickly and accurately. Students who are able to locate and use text features realize that authors intentionally use these features to help the reader analyze the text. In *Guía para principiantes sobre babosas banana*, students will use text features to navigate through the text and comprehend the information presented.



# Using Text Features (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. On the board or chart paper draw a Tic-Tac-Toe board, and write one of the words in each box.

**Note:** The words will be repeated to fill all nine boxes. Divide the class into two teams, Os and Xs. Have a member from each team come up to the board and choose a word to read. If he or she is correct, then the team may put an O or an X for their team. If incorrect, the player from the other team may read the same word. Repeat this process until all team members have an opportunity to play.

comen

como

viven

sin

# Using Text Features *(cont.)*

## Word Work

### In the Past 10 min.

1. Write the sentence *Las babosas suelen ser viscosas y amarillas* on the board.
2. Underline the word *ser*. Explain that most verbs use endings like *-ó* to indicate that it happened in the simple past, but some do not. Say, “Cuando un verbo, o palabra de acción, no tiene la terminación normal que indica pasado, se llama un *verbo irregular*. *Ser* es un verbo irregular porque yo no diría, *Las babosas “serón” viscosas y amarillas*. Yo diría, *Las babosas fueron viscosas y amarillas*. Y aunque este es un verbo drásticamente irregular, existen otros como *venir, oír, traer, ver* o *poner* que solo cambian en la raíz por motivos ortográficos.”
3. Write *viene, oye, trae, ve,* and *pone* on the board or chart paper. Ask, “¿Cómo podemos cambiar cada uno de estos verbos irregulares al tiempo pasado (tercera persona singular)? Recuerden, ninguno de estos verbos son regulares, porque ninguno cambia al tiempo pasado con tan solo agregar *-ó*.”
4. Draw an arrow next to each word. Call on students to tell you the past tense of each word. Record students’ responses next to the present tense form of the words: *viene (vino); oye (oyó); trae (trajo); ve (vio); pone (puso)*. Ask students to use each irregular past tense verb in a sentence.
5. Have students complete Part 1 of the activity sheet *Trabajando con palabras (Cuaderno de prácticas guiadas para el estudiante, page 61)* for additional practice with irregular past-tense verbs.

### Language and Vocabulary 10 min.

excremento

hongos

baba

babosa

1. Explain that when you come across an unfamiliar word, one strategy is to read around the word to figure out what it might mean based on clues the author provides.
2. Write the sentence *Una babosa banana es como un caracol, pero sin caparazón* on the board. Underline the word *babosa*. Discuss how the rest of the sentence tells you about a slug in order to help you figure it out. Circle the words *es como un caracol, pero sin caparazón*. Say, “El autor nos dio esta información porque *babosa* es una palabra poco común.”
3. Repeat this process using the following sentences: *Su baba hace que les sea más fácil moverse, Les encantan los hongos, Algunas babosas comen excremento de animales.*
4. Have students complete Part 2 of the activity sheet *Trabajando con palabras (Cuaderno de prácticas guiadas para el estudiante, page 61)* for additional practice with using sentence-level meaning clues.

# Using Text Features *(cont.)*

## Whole-Group Lesson Before Reading 10 min.

### Language Support

Prior to reading, provide students with books containing various text features. Point out text features such as captions, sidebars, headings, and typography. Have students do a text feature hunt to practice locating and identifying text features. Provide students with a sentence starter such as *Las palabras en negrita en el texto me ayudan a \_\_\_\_\_* to assist them in identifying how a text feature can help them as a reader.

#### I Do

1. Explain that text features are parts of a text that help you locate and/or identify key information or facts quickly and accurately. Explain that a title is a text feature. Say, “El título me puede ayudar a localizar información porque al leerlo puedo saber de lo que probablemente trate el pasaje.”
2. Have students turn to *Guía para principiantes sobre babosas banana* (*Cuaderno de prácticas guiadas para el estudiante*, page 60) or display using the PDF version.
3. Read the title aloud to students. Discuss the location of the title and the clues about the text that it provides. Say, “Al leer el título, *Guía para principiantes sobre babosas banana*, sé que probablemente descubriré información sobre ellas y probablemente no leeré información sobre pumas o árboles.”

#### We Do

1. Ask students to locate and identify other text features of *Guía para principiantes sobre babosas banana* such as pictures and illustrations, bulleted lists, headings, underlining, and labels.
2. As you locate and identify text features, discuss how they help a reader locate key information in a text quickly and accurately.

#### You Do

1. Have students work in pairs or individually to complete the activity sheet *Encuentra y rotula los elementos del texto* (*Cuaderno de prácticas guiadas para el estudiante*, page 62). Have them identify and label the text features of *Guía para principiantes sobre babosas banana*.



# Using Text Features (cont.)

## Whole-Group Lesson (cont.)

During Reading 15 min.

### I Do

1. Remind students that text features are parts of the text that help you find and locate information quickly and accurately. Ask students to independently read the first section of *Guía para principiantes sobre babosas banana* (Cuaderno de prácticas guiadas para el estudiante, page 60) or display it using the PDF version.
2. Say, “Aún antes de leer esta sección, tenía una idea de lo que iba a tratar por el subtítulo de arriba. El subtítulo me ayudó porque me dice que la sección tratará sobre qué es una babosa banana. Después de leer la sección, aprendí que los subtítulos son preguntas que son respondidas en los párrafos de abajo.”

### We Do

1. Ask students, “¿Qué sección tengo que leer si quisiera saber qué comen las babosas banana?” (*la segunda sección*)
2. Chorally read this section with students. Ask, “¿Contesta esta sección mi pregunta? ¿Cómo sabían que esta sección me iba a decir lo que comen las babosas banana?” (*El subtítulo nos lo dice.*)
3. Ask, “¿Cómo ayudan los subtítulos a los lectores?” Have students use this sentence frame: *Los subtítulos me ayudan \_\_\_\_\_*. Guide students to the understanding that text features help them find the information they are looking for quickly.

### You Do

1. Have students finish reading the rest of the text with a partner. As they are reading, have them identify the text features in the text and discuss how they are helpful when reading or locating information in a text. As you are monitoring groups, ask, “¿Qué elementos del texto creen que son más útiles? ¿Por qué?”



# Using Text Features *(cont.)*

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

### After Reading 10 min.

#### I Do

1. Write the title *Elementos del texto útiles* on the board or chart paper. Say, “Cuando estaba leyendo la *Guía para principiantes sobre babosas banana* noté que los subtítulos de cada sección me ayudaron. Me ayudaron mientras leía porque pude hacer predicciones precisas sobre lo que iba a leer. También me pueden ayudar después de leer porque si quiero volver a leer o encontrar una parte, no necesitare buscar en todo el texto. Puedo encontrarla con solo usar los subtítulos.”
2. Write *subtítulos* on the board or chart paper under the title. Say, “En algunos textos, como este, hay múltiples elementos del texto que ayudan a los lectores. Los subtítulos son un elemento del texto que me pareció útil en este texto.”

#### We Do

1. Say, “¿Qué otros elementos del texto en *Guía para principiantes sobre babosas banana* les parecieron útiles mientras leían?”
2. Write student responses on the board or chart paper. After each example, ask, “¿Este elemento les ayudó antes, durante o después? ¿Cómo les ayudó?”
3. When done, discuss other text features not modeled in *Guía para principiantes sobre babosas banana*. Ask, “¿Por qué creen que el autor no incluyó este elemento del texto en el pasaje?”

#### You Do

1. Have students, either independently or in pairs, complete the activity sheet *Elementos del texto útiles* (*Cuaderno de prácticas guiadas para el estudiante*, page 63) either now or during the Differentiated Instruction portion of the lesson.

# Using Text Features *(cont.)*

## Writing 10 min.

Think about what you know and have learned about banana slugs. Then, read aloud the prompt from the activity sheet *Respuesta escrita (Cuaderno de prácticas guiadas para el estudiante, page 64)*. You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device.

## Fluency Practice 10 min.

Encourage students to perform the passage as a divided reading. Divide the students into small groups. Assign a section of the text for each small group to read aloud. Allow time for each small group to practice reading their part chorally and in unison. Then, have students perform their part aloud as the class reads the entire passage sequentially.

**Note:** You may wish to play the recording of the passage from the Audio CD to model proper fluency.

## Progress Monitoring 5 min.

1. Have students complete the activity sheet *Repaso de comprensión (Cuaderno de prácticas guiadas para el estudiante, page 65)* to gauge student progress toward mastery of the learning objectives.
2. Based on the results of the activity sheet *Repaso de comprensión* and teacher 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 88 words. The fluency goal is 94 words per minute. See page 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Using Text Features *(cont.)***Differentiated Instruction** 35 min.

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

**Reteach**

1. Review the text features covered in the lesson.
2. Ask students to use sticky notes to label and describe each text feature presented in the passage
3. Have students place the sticky notes next to each feature on the passage. They may use arrows if needed.

**Reinforce**

1. Use a think-aloud strategy and model using text features and making observations about the text.
2. As a group, decide on the features that would help you locate information quickly in a text. Discuss how and why you may need to find information in a text rather than read it in its entirety.

**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**

Gather a variety of fiction and nonfiction texts. Ask students to create a Venn diagram to compare and contrast the text features between fiction and nonfiction texts. Have students present and explain their findings to the class.



# Guía para principiantes sobre babosas banana

## ¿Qué es una babosa banana?

Una babosa banana es como un caracol pero sin caparazón. Es viscosa, amarilla y mide entre 6 y 10 pulgadas de largo.

## ¿Qué comen las babosas banana?

Les encantan los hongos. También se alimentan de semillas, frutas y de materia orgánica muerta del suelo. Algunas babosas comen excremento de animales. ¡Puaj!

## ¿Dónde viven las babosas banana?

Viven en lugares húmedos. La mayoría se encuentran en bosques cercanos al océano. Muchas se encuentran en el noroeste del Pacífico.

## ¿Cómo se mueven las babosas banana?

Su baba hace que les sea más fácil moverse. ¡Además les da mal sabor!





# Trabajando con palabras

## Parte 1: En el pasado

**Instrucciones:** Traza una línea desde el verbo en tiempo presente hasta el verbo irregular en tiempo pasado correspondiente.

|         |       |
|---------|-------|
| 1 viene | trajo |
| 2 oye   | puso  |
| 3 trae  | vio   |
| 4 ve    | oyó   |
| 5 pone  | vino  |

A dashed line connects "viene" (1) to "vino" (5).

## Parte 2: Lenguaje y vocabulario

**Instrucciones:** Encierra en un círculo las palabras de la oración que te ayuden a determinar el significado de la palabra subrayada.

- 1 Una babosa banana es como un caracol pero sin caparazón.
- 2 La babosa utilizó su baba resbaladiza que la ayuda a moverse.
- 3 Las babosas comen hongos, una seta con sombrero que crece en la tierra húmeda.
- 4 Algunas babosas comen excremento de animales o popó.

# Encuentra y rotula los elementos del texto

**Instrucciones:** Lee cada uno de los siguientes elementos del texto. Luego, encuentra y escribe cada elemento del texto en la ubicación correcta.



| Elementos del texto |            |        |
|---------------------|------------|--------|
| diagrama            | encabezado | título |

**Reto:** ¿Cuál elemento del texto crees que es el más útil? Explica tu respuesta.

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# Elementos del texto útiles

**Instrucciones:** Piensa de qué manera los elementos del texto te ayudan a encontrar e identificar la información. Luego, completa las oraciones.

1 Los diagramas y los rótulos me ayudan porque \_\_\_\_\_

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2 Los subtítulos me ayudan a \_\_\_\_\_

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3 El color del texto y el estilo me pueden ayudar a \_\_\_\_\_

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**Reto:** ¿Qué elementos del texto te ayudarían a localizar información para una reseña? Explica tu respuesta.

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# Respuesta escrita

**Instrucciones:** Escribe sobre encontrar una babosa banana mientras estás en una excursión. Asegúrate de incluir elementos del texto para ayudar a tus lectores.

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# Repaso de comprensión

1 ¿Cuál de estas palabras es el tiempo pasado de *trae*?

- (A) trajo
- (B) traerá
- (C) traído
- (D) traería

2 ¿Qué palabras te ayudan a entender la palabra *baba* en la siguiente oración?

*La babosa usa su baba resbalosa para que le sea más fácil moverse.*

- (A) para, le
- (B) usa, su
- (C) la, babosa
- (D) resbalosa, moverse

3 El diagrama muestra que una babosa banana tiene dos \_\_\_\_\_.

- (A) pies
- (B) tentáculos
- (C) colas
- (D) ojos

4 ¿En dónde viven las babosas banana?

- (A) en el océano
- (B) en lugares secos
- (C) en lugares húmedos
- (D) en las bananas

# Using Text Features

## Oral Reading Record

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

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



| Total Word Count | Codes      |                       |             |               |            |
|------------------|------------|-----------------------|-------------|---------------|------------|
| 88               | E = errors | SC = self-corrections | M = meaning | S = structure | V = visual |

| Cumulative Word Count | Text   | E | SC | Cues Used |    |
|-----------------------|--|---|----|-----------|----|
|                       |  |   |    | E         | SC |
| 5                     | ¿Qué es una babosa banana?   |   |    |           |    |
| 14                    | Una babosa banana es como un caracol pero sin caparazón. Es viscosa, amarilla y mide entre 6 y 10 pulgadas de largo.   |   |    |           |    |
| 23                    |  |   |    |           |    |
| 27                    |  |   |    |           |    |
| 32                    |  |   |    |           |    |
| 32                    | ¿Qué comen las babosas banana?   |   |    |           |    |
| 39                    | Les encantan los hongos. También se alimentan de semillas, frutas y de materia orgánica muerta del suelo. Algunas babosas comen excremento de animales. ¡Puaj! |   |    |           |    |
| 47                    |  |   |    |           |    |
| 53                    |  |   |    |           |    |
| 56                    |  |   |    |           |    |
| 61                    |  |   |    |           |    |
| 61                    | ¿Dónde viven las babosas banana?   |   |    |           |    |
| 68                    | Viven en lugares húmedos. La mayoría se encuentran en bosques cercanos al océano. Muchas se encuentran en el noroeste del Pacífico.                            |   |    |           |    |
| 74                    |  |   |    |           |    |
| 81                    |  |   |    |           |    |
| 82                    |  |   |    |           |    |
| 88                    | ¿Cómo se mueven las babosas banana?  |   |    |           |    |
|                       | <b>TOTALS</b>  |   |    |           |    |

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: