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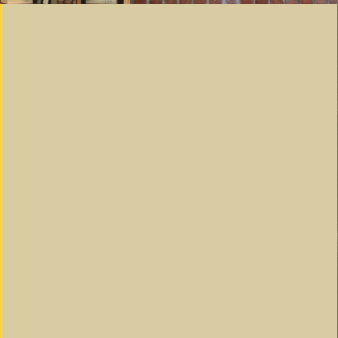
School of Education

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Supplementary Lesson Plans for Grade/Year 3 & 4 Struggling Readers

Teacher Copy

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Lesson Plans for Primary Grade Struggling Readers

TEACHING GUIDE

Teaching Tips

- Please read the lesson plan before working with a student
- During planning stage, consider the need for extension activities
- A timer, if available, may be needed for some sessions
- Implement lessons in one-on-one or small group (3 to 5 students) settings
- Blue italicized text is a guide on what teachers can say. Feel free to edit and adapt the verbatim to suit your students' needs.
- The time suggested to implement each lesson component is a guide and may vary for each individual teacher and their students

Target Audience

These lessons are designed for primary/elementary school students

- in Grade/Years 3 and 4
- who are below average at word reading, reading comprehension, and/or other reading-related tasks compared to their grade-level peers

Lesson Objectives

To improve students'

- decoding skills
- sight word reading skills
- reading fluency
- vocabulary knowledge
- reading comprehension monitoring
- writing skills

Acknowledgements

This work has been funded by the Economic and Social Research Council's Impact Acceleration Accounts provided to Durham University.

These lessons are for the sole purpose of illustration of multicomponent supplementary reading instruction for students with learning difficulties/disabilities. I, Dr Johny Daniel, have derived these lessons based on my experience working on reading intervention projects at the Meadows Center for Preventing Educational Risk at the University of Texas at Austin and my reading-related coursework at Vanderbilt University's Peabody College. My sole intention in creating these lessons is to combine my knowledge of the science of reading and the recommendations in the field to bridge the research-to-practice gap by providing scripted open educational resources for special educators, teaching aides, parents, and care givers of students with learning difficulties/disabilities. Credit for developing the strategies presented in the lessons goes to the many valuable researchers whose work I reference. Most of this work is derived from various Institute of Educational Sciences practice guides. My team and I would like to thank the authors of these practice guides for their contribution to the field of reading instruction.

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Instructional Scope and Sequence (Set 2)

Lesson	Decoding Common Digraphs	Reading Fluency	Building Vocabulary	Reading Comprehension Strategies	Grade-level Passage	Sight Word Reading
11	ch ; sh - Word reading ^{Ext} - Sentence reading ^{Ext}	David Beckham ^{Ext}	aim	Asking questions Does it make sense	-	-
12	ea ; ee - Word reading ^{Ext} - Sentence reading ^{Ext}	Mo Farah ^{Ext}	athlete	Asking questions Does it make sense	-	-
13	th ; wh - Word reading ^{Ext}	Mary Kom ^{Ext}	-	Asking questions Does it make sense	-	141 to 160
14	th ; th - Word reading ^{Ext} - Sentence reading ^{Ext}	Simone Biles ^{Ext}	legend	Asking questions Does it make sense	-	161 to 180
15	Review	Tony Hawk ^{Ext}	create Review	Asking questions Does it make sense	-	181 to 200
16	ew ; ai - Word reading ^{Ext}	David Beckham	award	Keyword and Main Idea	Marta Vieira da Silva	201 to 220
17	oa ; ow - Word reading ^{Ext}	Mo Farah	-	Asking questions Comp questions	Marta Vieira da Silva	221 to 240
18	-	Mary Kom	motivate	Keyword and Main Idea	Muhammed Ali	241 to 260
19	Review	Simone Biles	-	Asking questions Comp questions	Muhammed Ali	261 to 280
20			Progress Monitoring Assessment			

Ext: Has extension activity

Comp = Reading comprehension

LESSON 11

Word Reading Instruction (5 to 7 minutes)^{7,8,9,10,11,20}

Today we are going to practice reading a list of words. These words have a group of letters that make the same sound in many words.

- Write on the whiteboard—**ch** and **sh**.
- Write the word **chat** under **ch**.

The letters c-h say /ch/ as in chat. [point to the word]

What sound do the letters c-h make together? [wait for students to respond]

- Write the word **shut** under **sh**.

The letters s-h say /sh/ as in shut. [point to the word]

What sound do the letters s-h make together? [wait for students to respond]

Now we'll look at different words that have one of these two sounds.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember s-h together make the sound /sh/. What sound? [Wait for student response.] *That's right /sh/. The word is /sh//ee/ /p/ sheep. What word?* [Wait]

That's not quite right. Remember c-h together make the sound /ch/. What sound? [Wait for student response] *That's right, /ch/. The word is /cha//tter/ chatter. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the picture.

- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many words as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Sentence Reading (7 to 10 minutes) ^{7,8,9,10,11,20}

Now we're going to read a list of sentences. The goal is to read them accurately and quickly. My turn first.

Sentences	First Read	Second Read	Third Read
The <u>shoes</u> were an <u>inch</u> <u>short</u> .	T	S and S	S
The <u>chips</u> got <u>mashed</u> in the bag.	T	S and S	S
The <u>chef</u> baked some <u>fish</u> for <u>lunch</u> .	T	S and S	S
<u>Mitch</u> <u>chucked</u> the <u>radish</u> out.	T	S and S	S
<u>Shane</u> <u>showed</u> us his <u>lavish</u> <u>couch</u> .	T	S and S	S
The <u>chase</u> ended at the <u>shop</u> .	T	S and S	S
The <u>showman</u> made the <u>child</u> <u>vanish</u> .	T	S and S	S
<u>Shane</u> and <u>Shelby</u> went to <u>church</u> .	T	S and S	S
My mum met the <u>bishop</u> at the <u>march</u> .	T	S and S	S
That <u>chap</u> <u>polished</u> his <u>shoes</u> .	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with *c-h* or *s-h*. For instance, the teacher reads: *The _____ were an _____*. [students respond: shoes; inch; short]
- Second read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, *"That word is _____, what word?"*
- Third read: Whip around. The first student reads a sentence. Then the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

Error Correction

- If students get stuck on a word, wait for three seconds and give them the word. For instance, say *That word has the letters s-h which make the sound /sh/, what sound?* Wait for students to respond. *That word is polished. What word?* Wait for students to respond.

- If a student makes an error while reading the sentence, wait for them to finish the sentence, then point to the word and say *That word is baked. What word?* Wait for the student to respond.

Extension Activity

- Have students underline/highlight all the words with the letters c-h and s-h. Have them read all the underlined words aloud.

Vocabulary Instruction (5 minutes)^{21,22,23}

*We'll be reading about a famous football player. His **aim** was to be the best football player ever. Before we read, let's understand what the word **aim** means.*

Write **aim** on the white board.

Say: *aim. What word?* (Wait for students to repeat the word)

Student friendly definition: Say the word aim has different meanings. One meaning of aim is to have a clear idea of what you hope to achieve by doing something

Example Sentence: Say *Jayden **aimed** to get a college degree. He studied hard to complete his degree.*

Say: *In this sentence, Jayden aims to get a college degree, that is what he wants to achieve or get done, and he is going to get to his aim by studying hard.*

Example:

Mia wants to be a chef when she grows up, so she has started working in the kitchen at the local pub. (Her aim is to be a chef).

NonExample:

Poppy loves cooking. On some weekends, she works in the kitchen at the local pub to help her friend. (She loves cooking, but cooking food is not her aim; she does it for fun)

Deeper Engagement with the Word

*I'll read sets of two sentences. You tell me which one of these two sentences talks about **an aim**.*

Pair 1

1. *Martin took a writing course to become a better writer. He wants to write story books.*
2. *Noah likes to write. He sometimes writes short stories for fun.*

Ask: *Which of these two sentences talks about an aim?* [Wait for students to respond]

Yes, the first one. What is Martin's aim? [To write story books]

What is Martin doing to achieve or get to his aim? [taking a writing course]

Set 2

Pair 2

1. Ivy loves skateboarding. She likes to go to the skate park in the evenings to practice her skills. But she also likes to meet her friends at the park.
2. Momiji wants to be the best skateboarder in the world. She spends many hours practicing her skills every day.

Ask: Which of these two sentences talks about an aim? [Wait for students to respond]
Yes, the second one. What is Momiji's aim? [To be the best skateboarder in the world].
What is Momiji doing to achieve or get to her aim? [practicing for many hours every day]

Say the word again:

Ask: What is the word that means to have a clear idea of what you hope to achieve by doing something? (aim)

Asking Questions (2 minutes)²⁰

We're now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to review if you have understood what you just read. Questions generally start with Who, Where, What, When, How, and Why. Look at the image on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect		
When	Related to time		
How	A process or characteristic		
Why	A reason or cause		

As we read the next passage, think of one **who** or **where** question.

Reading Fluency (7 to 8 minutes)^{13,14,17,18,19,20}

For the next couple of weeks, we are going to read about famous sports people from around the world. Our goal is to read these passages quickly and accurately. My turn first.

David Beckham

David Beckham was an English football player. His love for football began at an early age. He **aimed** to play for the football club Manchester United when he grew up.

As it turned out, he did not have to wait too long. At age 16, David joined Manchester United and began playing for the club's youth team.

Three years later, David was a player on Manchester United's main team! At age 21, David scored a goal from behind the half-way line. This kick made him **famous** all over the world.

Set 2

People still talk about this goal. That same year, David Beckham made the English football team. In 2000, David became the captain of the English football team.

Lexile Range: 410-600L

Total Words: 118

Students read the passage three times.

1. The teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher says:

I hope you have thought of one who or where question. My turn first:

Teacher models:

Who is David Beckham?

David Beckham is a famous English football player [Wait for students to write it down]

Now, I want you to share a question that starts with Who or Where. Remember, who tells us about a person or a group, and where tells us about a place or location. [Wait for students to write a question]

Examples:

- Where did David play football? (In England)
- Who did David start playing for at age 16? (Manchester United)
- Where did David take his famous kick from? (Behind the halfway line)
- Who is the English football player in this passage? (David Beckham)

Once students have written their question, have them ask their question to the group and have someone answer the question.

For students who are struggling, give them the answer (England), and the question stem (where), and have them complete the question (Where did David play football?)

Good work asking and answering questions.

- If time remains, ask the below two questions orally.

What are some keywords that describe the passage? Keywords tell us about the most important ideas in the passage. [Have students underline the keywords on their sheets]

Keywords for this passage (highlighted in bold): *David, famous, football*

What is the most important idea about David Beckham?

Let's use our keywords to think of the main idea statement for this passage. [Have students share their main idea statements]

David is a famous English football player.

Extension Activity

- For struggling readers, we recommend the extension activity, which allows students to develop reading fluency.

Does it Make Sense (2 minutes) ^{15,16,20}

We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence out loud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss if it does or does not make sense.
- If students are unable to read the sentence, the teacher can read all sentences out loud and ask the students if the sentence makes sense. If not, ask why it doesn't make sense.

Sentences	✓ or ✗
1. The goal from the half-way line made David famous all over the <u>wind</u> . (world)	✗
2. People still <u>walk</u> about his goal from the half-way line. (talk)	✗
3. David aimed to play for <u>her</u> favourite club. (his)	✗
4. In the year 2000, David was made captain of the English team.	✓

Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change it to, to make sense of the sentence.

Exit Ticket ^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 12

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard—**ea** and **ee**.
- Write the word **sea** under **ea**.

The letters e-a say /ee/ as in sea. [point to the word]

What sound do the letters e-a make together? [wait for students to respond]

- Write the word **see** under **ee**.

The letters e-e say /ee/ as in see. [point to the word]

What sound do the letters e-e make together? [wait for students to respond]

Now we'll look at different words that have one of these letter teams.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say

That's not quite right. Remember the letters e-e together make the sound /ee/. What sound? [Wait for student response] *That's right /ee/. The word is /ee/ /l/ eel. What word?* [Wait for student response]

That's not quite right. Remember the letters e-a together make the sound /ee/. What sound? [Wait for student response] *That's right, /ee/. The word is /m//ea/ /t/ meat. What word?* [Wait for student response]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the picture.
- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Sentence Reading (2 to 3 minutes) ^{7,8,9,10,11,20}

Now we're going to try and read a list of sentences. The goal is to read them accurately and quickly. My turn first.

Sentences	First Read	Second Read	Third Read
The <u>bee</u> sat on the <u>teapot</u> .	T	S and S	S
The <u>jeep</u> hit the <u>meat</u> van.	T	S and S	S
She ate <u>beef</u> for her <u>meal</u> at the <u>beach</u> .	T	S and S	S
They <u>need</u> to cut the <u>weeds</u> in the <u>heat</u> .	T	S and S	S
The <u>queen</u> stopped the <u>beast</u> with her <u>scream</u> .	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with *e-a* or *e-e*. For instance, the teacher reads: *The ____ sat on the ____* [students respond: bee; teapot]
- Second read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, *"That word is ____; what word?"*
- Third read: Whip around. The first student reads a sentence. Then the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

Error Correction

- If students get stuck on a word, wait for three seconds, and give them the word. For instance, say *That word has the letters e-e, which together make the sound /ee/, what sound?* Wait for students to respond. *That word is queen. What word?* Wait for students to respond.
- If a student makes an error while reading the sentence, wait for the student to finish the sentence, then point to the word and say *That word is stopped. What word?* Wait for the student to respond.

Extension Activity

- Have students underline/highlight all the words with the letter teams e-a and e-e. Have them read all the underlined words aloud.

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

*We'll be reading about a famous **athlete**. Before we read, let's understand what the word **athlete** means.*

Write on the white board.

Say **athlete**. *What word?* (Wait for students to repeat the word)

Student friendly definition: *an athlete is a person who is skilful at sports and takes part in sports competitions*

Example Sentence: Around 11,000 **athletes** took part in the Olympics.

Example: A football player playing in the football World Cup.

NonExample: My dad who plays football with his friends on some weekends.

Deeper Engagement with Word

If I read about a person who might be an example of an athlete, say he/she is an athlete. If not, don't say anything.

1. *Jerry is training for the next world swimming competition. He wants to win it this time.* [He is an athlete]
2. *Meena went to play badminton with her friends. She loves to play with her friends.*
3. *Ali is training with his friends for the longest bicycle race. They train every morning for the competition.* [They are athletes/He is an athlete]
4. *Marta is learning to climb rocks. She practices at the rock-climbing centre twice a week.*

Say the word again:

Ask: What is the word that means a person who is skilful at sports and takes part in sports competitions? (athlete)

Asking Question (2 minutes)²⁰

We are now going to continue to ask questions about what we read to check if we can answer our own questions. Remember, this is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the image on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect		
When	Related to time		
How	A process or characteristic		
Why	A reason or cause		

*As we read the next passage, think of one **who** or **where** question.*

Reading Fluency (7 to 8 minutes) ^{13,14,17,18,19,20}

Today we're going to read about Mo Farah, a long-distance runner. Our goal is to read these passages quickly and accurately. My turn first.

Mo Farah

Mo Farah runs long-distance races. He is the most successful British track **athlete**. So far, Mo has won four Olympic gold medals. He has also won six World Championship gold medals. Altogether, Mo won ten gold medals at the world level.

Mo never dreamed he would be famous one day! In fact, Mo started his life far from Britain. He was born in an African country called Somalia. When war began in his country, Mo and his family lost everything. They became refugees or people forced to leave their country to find safety.

When Mo was eight years old, his family moved to London. Mo's father lived there.

In London, Mo began school for the first time. There, his PE teacher saw Mo had quick feet! He aimed to develop Mo's track skills.

Lexile: 410-600L

Word Count: 133

Students read the passage three times.

1. Teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read with teacher
3. Students whisper read the passage.

Set 2

After reading, the teacher says:

*I hope you have thought of one who or where question. My turn first:
Who is Mo Farah?* [Wait for students to respond]

Now, I want you to share a question that starts with Who or Where. Remember, who tells us about a person and where tells us about a place or location. [Wait for students to write a question]

Examples,

- Where was Mo Farah born? (Somalia)
- Where did Mo's father live? (London)
- Who lived in London? (Mo's father)
- Who helped Mo develop his track skills? (Mo's PE teacher)

Once students have written their question, have them ask their question to the group and have someone answer the question.

Good work asking and answering questions.

- If time remains, ask the below two questions orally.

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.

Keywords for this passage: long distance runner, athlete, Mo Farah, gold medals [Wait for students to say it]

What is the most important idea about Mo Farah?

Let's use our keywords to write a main idea statement about this passage.

Mo Farah is an athlete who has won many gold medals. OR

Mo Farah is the most successful British long-distance runner.

_[Wait for students to say it]

Extension Activity

- For students who are struggling to read we recommend the extension activity that allows students to develop reading fluency.

Does it Make Sense (2 to 3 minutes) ^{15,16,20}

We'll now read a list of sentences silently and decide if each sentence makes sense. If they make sense, we put a check mark in the box. If they don't make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.

Set 2

- Students silently read the third sentence and discuss if it does or does not make sense.
- If students are unable to read the sentence, the teacher can read all sentences out loud and ask the students if the sentence makes sense. If not, ask why it doesn't make sense.

Sentences	✓ or ✗
1. Mo Farah is a British <u>tack</u> athlete. He has won several Olympic gold medals. (track)	✗
2. Due to the war, Mo had to leave Somalia. His family lost everything.	✓
3. Mo's father lived in London. Mo moved there when he was eight years old.	✓
4. His PE teacher was training him to become <u>a</u> athlete. He aimed to develop Mo's track skills. (an)	✗

Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 13

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard—**th** and **wh**.
- Write the word **think** under **th**.

The letters t-h say /th/ as in think. [point to the word]

What sound do the letters t-h make together? [wait for students to respond]

- Write the word **whip** under **wh**.

The letters w-h say /wh/ as in whip. [point to the word]

What sound do the letters w-h make together? [wait for students to respond]

Now we will look at different words that have one of these two letter combinations.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember the letters w-h together make the sound /wh/. What sound? [Wait for student response] *That's right, /wh/. The word is /wh//ea/ /t/ wheat. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again, and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Asking Question (2 minutes)²⁰

We're continuing to learn to ask questions about what we read to check if we can answer our own questions. Remember, this is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the image on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic		
Why	A reason or cause		

As we read the next passage, think of questions that start with who, where, what or when.

Reading Fluency (7 to 8 minutes)^{13,14,17,18,19,20}

Today we're going read about Mary Kom, a boxer from India. The goal is to read this passage quickly and accurately. My turn first.

Mary Kom

Mary Kom is a boxer from northeast India. She was born into a family of poor farmers. As a child, Mary often helped her parents on the farmland.

At school, Mary enjoyed sports. She also ran track and took part in javelin throws. When she was 17, Mary heard that a boxer from her state won a gold medal at the Asian Games. It was the first time a sports person from the northeast had won a gold medal!

Mary began to dream of winning medals too. At just 5 feet, Mary was small and thin and did not know much about boxing. But she did not let this stop her. Mary decided to try boxing. In just two weeks, she learned the basic skills of boxing.

Mary went on to win many medals in India and across the world. She also won a bronze medal at the London Olympics in 2012.

Lexile: 410-600L

Word Count: 151

Set 2

After reading, the teacher says:

I hope you have thought of a couple of who, where, when or what questions. My turn first: What sport does Mary Kom play for India? [Wait for students to respond] (boxing)

Now, I want you to share a question that starts with Who, where, what or when. [Wait for students to write a question]

Examples:

- What medal did Mary Kom win at the Olympics? (Bronze)
- When did Mary Kom win the Olympic medal? (2012)
- Where was the Olympics taking place? (London)
- Where is Mary from? (India)
- Who was the first person to win a gold medal in Mary's state? (a boxer)
- Who is Mary Kom? (a boxer from India)

Once students have written their questions, have them ask their question to the group and have students answer each other's questions.

Good work asking and answering questions.

- If time remains, ask the below two questions orally.

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.

Keywords for this passage: Mary Kom, boxer, Olympic bronze medal, India [Wait for students to underline the words]

What is the most important idea about Mary?

Let's use our keywords to write a main idea statement about this passage. [Wait for students to write their main idea sentence. Do emphasize that they should use all the keywords in their sentence]

Mary Kom is a boxer from India, and she has won an Olympic medal. [Wait for students to write it down]

Extension Activity

- For students who are struggling to read we recommend the extension activity that allows students to develop reading fluency.

Does it Make Sense (2 to 3 minutes)^{15,16,20}

We will now read a list of sentences silently and decide if the sentence makes sense. If it makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence and discuss if it does or does not make sense.

Sentences	✓ or ✗
1. May won a bronze medal in boxing at the London Olympics. She has also <u>won't</u> medals at other boxing competitions. (won)	✗
2. As a child, Mary worked on <u>his</u> parents' farm. She helped her family because they were poor. (her)	✗
3. It took Mary two weeks to learn the basic skills needed for boxing.	✓
4. Before boxing, Mary had tried other <u>coats</u> . She ran track and tried javelin throws. (sports)	✗

Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

Word List (3 to 5 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for the students to repeat after you.
- Second read: Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback when necessary

Set 2

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
hand				
study				
air				
house				
world				
off				
play				
still				
learn				
again				
try				
spell				
kind				
animal				
change				
point				
picture				
letter				
page				
away				

1st read: Time _____; Accuracy _____/20
 2nd read: Time _____; Accuracy _____/20
 3rd read: Time _____; Accuracy _____/20
 4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 14

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

- For this word reading lesson we recommend you watch this short 5-minute video to familiarize yourself with the voiced and unvoiced *th* sounds.

<https://www.youtube.com/watch?v=nlKNo1TGALA>

Today we're going to practice reading a list of words with a group of letters that make two different sounds.

- Write on the whiteboard—**th** (unvoiced) and **th** (voiced).
- Write the word **think** under **th** (unvoiced).

The letters t-h say /th/ as in think. [point to the word]

What sound do the letters t-h make together? [wait for students to respond]

- Write the word **them** under **th**. (voiced).

In some words, the letters t-h say /th/ as in them. [point to the word]

What sound do the letters t-h also make together? [wait for students to respond]

Now we'll look at different words that have one of these two sounds.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember t-h together makes two sounds. In this word it makes the /th/ sound. What sound? [Wait for student response] *That's right, /th/. The word is /m//o//th/ /e/ /r/ mother. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Sentence Reading (2 to 3 minutes) ^{7,8,9,10,11,20}

Now we're going to read a list of sentences. The goal is to read them accurately and quickly. My turn first.

Sentences	First Read	Second Read	Third Read
<u>The</u> (v) <u>feather</u> (v) was <u>thick</u> (uv).	T	S and S	S
<u>These</u> (v) <u>thorns</u> (uv) are <u>thin</u> (uv).	T	S and S	S
<u>Mother</u> (v) got a <u>thick</u> (uv) book from over <u>there</u> (v).	T	S and S	S
<u>Father</u> (v) made <u>this</u> (v) <u>broth</u> (uv) for <u>thirty</u> (uv) people.	T	S and S	S
<u>That</u> (v) <u>athlete</u> (uv) came <u>fifth</u> (uv) in <u>another</u> (v) race.	T	S and S	S

(v) = voiced; (uv) = unvoiced

- First read: The teacher reads all the sentences and leaves out words with t-h. For instance, the teacher reads: *The _____ was _____* [students respond: feather and thick]
- Second Read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, *"That word is ____; what word?"*
- Third Read: Whip around. The first student reads a sentence. Then, the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

Error Correction

- If a student or students are stuck on a word, wait for three seconds and give them the word. For instance, say *That word has the letters t-h which make the sound /th/, what sound?* Wait for students to respond. *That word is athlete. What word?* Wait for students to respond.

- If a student makes an error while reading the sentence, wait for the student to finish the sentence, then point to the word and say *That word is people. What word?* Wait for the student to respond.

Extension Activity

- Have students underline/highlight all words that have the letter teams t-h. Have them read all the underlined words aloud.

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

We'll be reading about an American gymnast who has won more medals than any other man or woman. She is a legend. Before we read about her, let's learn what the word legend means.

Write **legend** on the white board.

Say: *legend. What word?* (Wait for students to repeat the word)

Student friendly definition: *Legend means someone who is famous because they are extremely good at doing something*

Example Sentence: Michael Jackson was a true **legend**. He was so good that people called him the 'King of Pop' music.

[In this sentence, MJ is a legend because he was famous, and he was a very good singer and dancer]

Example: David Beckham is one of the most popular and skilful football players of all time.

NonExample: Norman Whiteside was one of the football players to play in a world cup.

Deeper Engagement with Word

I'm going to read some sentences. If the sentence makes sense, say 'yes', if the sentence does not make sense, say 'no'. Ready.

1. *Amelia is a legend. She is famous for flying airplanes.* [YES]
2. *Marcus is a legend. He woke up on time on Monday morning.* [NO]
3. *Joseph is a legend. He was the second fastest runner on sports day at school.* [NO]
4. *Oscar is a legend. He is known all around the world for his popular songs.* [YES]

Say the word again:

Ask: *What's the word that describes someone who is famous because they are extremely good at doing something?* (legend)

Asking Question (2 minutes)²⁰

We're now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the image on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic		
Why	A reason or cause		

*As we read the next passage, think of one **what** or **when** question.*

Reading Fluency (7 to 8 minutes)^{13,14,17,18,19,20}

Today we're going to read about an American gymnast, Simone Biles. The goal is to read these passages quickly and accurately. My turn first.

Simone Biles

Gymnastics is hard. But Simone Biles makes it look easy! This gymnastics' **legend** has won 32 medals. Twenty-three of these medals are gold. No other gymnast, male or female, has won as many medals.

Simone's early life was not easy. She was in and out of foster care until the age of three. In 2000, Simone and her younger sister began living with her grandparents. Three years later, her grandparents adopted both of them. That same year, Simone tried gymnastics for the first time. She was six.

Simone began her training soon after. By the time she turned eight, Simone had her own coach.

Lexile: 410-600L

Word Count: 104

Students read the passage three times.

1. Teacher reads it the first time and students follow along. Teachers leave out a word
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

Set 2

After reading, the teacher says:

I hope you have thought of one what or when question. My turn first:

What sport is Simone great at? [Wait for students to respond] (Gymnastics)

Now, I want you to write a question that starts with What or When. Remember, what tells us about something or someone, and when tells us about the time of an event. [Wait for students to write a question]

Examples:

- What is hard? (Gymnastics)
- When did Simone start living with her grandparents? (In 2000)
- Who is Simone Biles? (A gymnast)

Once students have written their questions, have them ask their question to the group and have someone answer the question.

Good work asking and answering questions.

- If time remains, ask the below two questions orally.

After reading, the teacher asks,

Who is this passage mostly about? [Wait for students to respond] Simone Biles

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage. [Wait for students to respond]

Potential keywords for this passage: Simone, gymnastics, legend, medals

What is the most important idea about this passage?

Let's use our keywords to write a main idea statement about this passage.

[Wait for students to respond]

Simone Biles is a gymnastics legend and has won the most medals.

Provide corrective feedback if needed.

Extension Activity

- For students who are struggling to read we recommend the extension activity that allows students to develop reading fluency.

Does it Make Sense (2 to 3 minutes)^{15,16,20}

We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence and discuss if it does or does not make sense.

Sentences	✓ or ✗
1. Simone has won 23 gold medals. That is more gold medals than any other man or <u>womans</u> . (woman)	✗
2. When she was six <u>hundred</u> years old, she tried gymnastics for the first time. (<u>hundred</u>)	✗
3. Simone's grandparents wanted her to stay with them. So, they adopted Simone and her younger <u>sitter</u> . (sister)	✗
4. A coach started training Simone when she was only eight years old.	✓

Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

Word List (3 to 5 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for the students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback when necessary

Set 2

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
near				
own				
last				
food				
start				
keep				
never				
eye				
plant				
high				
between				
city				
thought				
father				
earth				
light				
tree				
every				
below				
add				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 15

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to review reading a list of words with a group of letters that make the same sound in many words.

- Pair students (or work one-on-one with a student)
- When paired, Student A reads one list of words while student B marks any errors.
- Students switch roles and continue until all lists are read.
- Teacher observes and provides feedback

s-h as in wash c-h as in chat	e-a as in sea e-e as in see	w-h as in what	t-h as in think t-h as in them
ship	eat	when	thumb
cash	tea	whisk	cloth
clash	heap	whale	month
sheep	each	wheel	author
dasher	cheat	awhile	growth
chop	fee	nowhere	those
much	week	whilst	mother
fetch	bleed	whacked	smooth
cheer	teeth	whisker	either
archer	sleepy	whistle	weather

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember e-e together make the sound /ee/. What sound? [Wait for student response] *That's right, /ee/. The word is /s//l/ /ee/ /p/ /y/ sleepy. What word?* [Wait]

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

*We'll be reading about another legend today. He **created** many new tricks in skateboarding. Before we read about him, let's understand what the word **create** means.*

Write **create** on the white board.

Say: create. *What word?* (Wait for students to repeat the word)

Student friendly definition: *the word create means to make or produce something that did not exist before*

Example Sentence: *Every week Emily **creates** new videos for her baking channel.*

Example: *My friend made a new app for smart phones.*

NonExample: *My sister downloaded a new app on her phone.*

Deeper Engagement with Word

I'll read sets of two sentences. Tell me which one talks about creating something.

1. **A. For our science project, we designed a new way to collect trash at the beach.**
B. For our project, we wrote about the best ways to collect trash at the beach.
2. **A. The light bulb was invented more than 100 years ago.**
B. The light bulb delivery truck had more than 100 light bulbs in the truck.

Say the word again:

Ask: *What word means to make or produce something that did not exist before?* (create)

Asking Question (2 minutes)²⁰

We're now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the image on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic		
Why	A reason or cause		

*As we read the next passage, think of one **what** or **when** question.*

Reading Fluency (7 to 8 minutes)^{13,14,17,18,19,20}

Today we're going to read about Tony Hawk, a street skateboarder. Our goal is to read this passage quickly and accurately. My turn first.

Tony Hawk

Tony Hawk is a skateboarding **legend**. His street skateboarding skills were great, but Tony is best known for vertical **skateboarding**.

Other skateboarders would aim to jump as high as they could. Tony was going high and doing tricks in the air. He **created** these tricks. In fact, Tony created or invented 89 vertical tricks. With his vertical tricks, Tony won the world championship for 12 years straight.

Set 2

Tony's love for skateboarding started when he was nine years old. His older brother gave him a blue skateboard, and Tony never looked back. In two years, Tony began taking part in skateboarding competitions. At the young age of 14, Tony became a pro skateboarder. At 16, he was already known as the best skateboarder.

Today, Tony builds skateparks in poor areas. He hopes other kids will learn and enjoy the sport as he did.

Lexile: 410-600L

Word Count: 142

Students read the passage three times.

1. Teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher says:

I hope you have thought of one what or when question. My turn first:

What sports does Tony enjoy? [Wait for students to respond] (skateboarding)

Now, I want you to try and come up with a question that starts with What or When.

Remember, what tells us about something or someone, and when tells us about the time of an event. [Wait for students to write a question]

Examples:

- Who is Tony Hawk? (A skateboarder)
- Who gave Tony a blue skateboard? (His brother)
- When did Tony become a pro skateboarder? (At 14)
- Where does Tony build skate parks? (In poor neighbourhoods)

Once students have written their question, have them ask their question to the group and have someone answer the question.

Good work asking and answering questions.

- If time remains, ask the below two questions orally.

After reading, the teacher asks,

Who is this passage mostly about? [Wait for students to respond]

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage. [Wait for students to respond]

Potential keywords for this passage: Tony, legend, skateboarding, create, tricks

What is the most important idea about this passage?

Let's use our keywords to write a main idea statement about this passage.

[Wait for students to respond]

Tony is a skateboarding legend who created many new tricks.

Let me check to see if we have all our keywords in this main idea sentence. Provide corrective feedback if needed.

Vocabulary Knowledge Check (5 minutes)^{21,22,23}

Now we'll read a list of sentences and choose the best answer.

- Call on a student to read sentence 1a and another student to read sentence 1b. After both sentences are read, ask the class, *Which of these two sentences talks about [vocabulary word]?*
 - Have students independently read and answer the remaining questions
 - As a group, discuss answers and provide feedback
1. Which one of these two sentences talks about a person who is a **legend**:
 - a. Wang plays the piano every Monday. People love listening to him play famous songs.
 - b. **Lee is world famous for her piano music. She has created several new albums that have changed the music world forever.**

Teacher: *Yes, B is the right answer. Can someone tell me who the legend is?* [Wait] *Yes, Lee?* [wait]. *Why is Lee a legend?* (Because she created amazing new albums and she is famous).

2. Which of these two sentences talks about an **athlete**:
 - a. **Camila is one of the best badminton players in the world. She has won 4 gold medals.**
 - b. Lucia builds badminton courts. She is one of the best in the world.

Teacher: *Yes, A is the right answer. Can someone tell me who the athlete is?* [Wait] *Yes, Camila.*

3. Which of these two sentences talks about someone with an **aim**:
 - a. **Omar is planning to win the story writing competition. He has been thinking about and working on his story for the last two months.**
 - b. Zara loves to make up silly stories. On their way home from school, her stories make her little brother laugh out loud on the bus.

Teacher: *Yes, A is the right answer. Can someone tell me what Omar's aiming for?* [Wait] *Yes, to win the writing competition. What is Omar doing to achieve or get to his aim?* [Wait] *Yes, he is thinking about and working on his story.*

Word List (4 to 5 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

Set 2

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
he				
as				
at				
be				
or				
by				
what				
we				
she				
her				
make				
him				
more				
has				
could				
first				
find				
made				
its				
down				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 16

Word Reading Instruction (5 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard—**ew** and **ai**.
- Write the word **few** under **ew**.

The letters e-w say /ew/ as in few. [point to the word]

What sound do the letters e-w make together? [wait for students to respond]

- Write the word **maid** under **ai**.

The letters a-i say /ai/ as in maid. [point to the word]

What sound do the letters a-i make together? [wait for students to respond]

Now we'll look at different words that have one of these two sounds.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember a-i together make the sound /ai/. What sound? [Wait for student response] *That's right, /ai/. The word is /d//ai/ /z/ /y/ daisy. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Reading Fluency (5 minutes) ^{13,14,17,18,19,20}

*We're going to reread the passage about **David Beckham**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds, then, say the word aloud. Mark this word as an error. If students skip a word or mispronounce it, mark it as an error too.
 - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
 - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
 - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

David Beckham

David Beckham is an English football player. His love for football began at an early age. He aimed to play for the football club Manchester United when he grew up. As it turned out, he did not have to wait too long. At age 16, David joined Manchester United and began playing for the club's youth team.

[15]
[31]
[48]
[57]

Three years later, David was a player on Manchester United's main team! At age 21, David scored a goal from behind the half-way line. This kick made him famous all over the world. People still talk about this goal. That same year, David Beckham made the British football team. In 2000, David became the captain of the English football team.

[72]
[88]
[103]
[117]

Total Words: 117

Vocabulary Instruction (3 minutes) ^{21,22,23}

We'll be reading about a football player who has won many awards. Before we start reading let's look at what the word award means.

Write **award** on the white board.

Say: *Award. What word?* (Wait for students to repeat the word)

Student friendly definition: Say, *Award means a prize, a trophy or money given to someone because of something they have done*

Example Sentence: *Ivan won the **award** for the best student of the year.*

Example: *Billie Eilish won the best song of the year.*

NonExample: *Billie Eilish wrote ten songs for her new album.*

Deeper Engagement with Word:

I'm going to start a sentence, and I want you to think of an ending that makes sense.

1. The athlete won an award for....[e.g., skateboarding, skiing]
2. The student won an award for....[e.g., the student of the year]
3. The movie star won an award for...[e.g., the best actor]
4. The teacher won an award for...[e.g., the teacher of the year]
5. The city won an award for...[e.g., the cleanest city in the country]

Say the word again: *What word means a prize, a trophy, or money given to someone because of something they have done?* [award]

Grade-level Reading Comprehension (15 minutes)²⁰

We'll be reading about a Brazilian female football player called Marta. As we read, underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.

Section 1

- Teacher reads section one. Students follow along on their sheets.

Marta Vieira da Silva

Marta Vieira da Silva is a Brazilian football player. Many think she is the greatest female football player ever. Marta has played for football clubs in Brazil, Sweden, and the United States of America. She has also been an important part of the Brazilian football team.

Playing for Brazil, Marta has won many **awards**. She won the FIFA World Player award six times. She won both the Golden Boot and Golden Ball awards in the 2007 Women's World Cup. The Golden Boot award is given to the player who scores the most goals. The Golden Ball award is given to the best player.

Marta has also broken records. She holds the record for scoring 17 FIFA World Cup goals. Altogether, Marta has scored 115 goals for the Brazilian team. That makes her the top

Set 2

Brazilian football scorer among both males and females. Marta also holds the record for being the only footballer to have scored in five World Cup matches and five Olympic games. She helped Brazil win two silver medals at the Olympics.

- After reading section 1, ask the students, *What are some key words in section 1?* (Marta, football, awards)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Marta is a famous football player who has won many awards; Marta is a football legend who has won many awards).

What are some keywords in Section 1? _____

Using the keywords, write a summary sentence for Section 1: _____

Section 2

- Teacher and students read section 2 together. The teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

Today, Marta is famous. However, she would not have been so well known had she not **fought** for her **dreams**. Girls did not play football in the town Marta was born in. Most people in Marta's town thought football was a boys' sport. They told Marta's family not to let her play it. They also told Marta she was not good enough. Marta could not understand why people would not let her play a sport she loved and was good at. She **worked harder** to show them her skills.

Marta's hard work won over her townspeople. In 2006, Marta came home after winning her first FIFA World Player award. When she got back to her town after the tournament, it was almost midnight. People were awake and waiting for her. They waved and cheered as she went around town in a fire truck. Marta's dreams would not have come true if she had stopped when she heard the word 'no.'

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., dreams, fought, worked hard)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Marta had to work hard to make her dreams come true).

Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words that students fill in.

Marta believes that football **changed** her life. Because of football, she was able to help her family. She also got to travel to other countries and meet people. She experienced new cultures.

To **help** other women and girls in sports, Marta speaks up about the difficulties women face in sports. They do not have as many **chances** as men to train and play at the international level. Marta wants to make sure that girls today do not have to go through what she did to become a sports person.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., changed, help, chances)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Football changed Marta's life and now she wants to help give chances to other girls to follow their dreams).

Lexile: 610-800L

Word Count: 423

Corrective Feedback

WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember c-h together make the sound /ch/. What sound? [Wait for student response] *That's right /ch/. The word is changed. What word?* [Wait]

If the word is a sight word or an irregular word, say the word out loud and have the student repeat after. *That word is international. What word?*

COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

Word List (2 to 3 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson

Set 2

- Teacher listens to student pairs and provides feedback as necessary

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
only				
give				
after				
thing				
sentence				
great				
through				
much				
right				
any				
small				
another				
turn				
went				
need				
read				
mother				
found				
answer				
should				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 17

Word Reading Instruction (5 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard—**oa** and **ow**.
- Write the word **oat** under **oa**.

The letters o-a say /oa/ as in oat. [point to the word]

What sound do the letters o-a make together? [wait for students to respond]

- Write the word **cow** under **ow**.

The letters o-w say /ow/ as in cow. [point to the word]

What sound do the letters o-w make together? [wait for students to respond]

Now we'll look at different words that have one of these two sounds.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering the subsequent words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember o-w together make the sound /ow/. What sound? [Wait for student response] *That's right, /ow/. The word is /f//r/ /ow/ /n/ frown. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again, and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Reading Fluency (5 minutes) ^{13,14,17,18,19,20}

*We're going to reread the passage about **Mo Farah**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word] and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
 - At the end of one, minute count the total words read and subtract the errors to calculate the words read correctly per minute.
 - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
 - Have each student read the passage at least once, if possible have them read it twice and report both reading times on the graph sheet.

Mo Farah runs long-distance races. He is the most successful British track athlete. [13]
 So far, Mo has won four Olympic gold medals. He has also won six World [28]
 Championship gold medals. Altogether, Mo won ten gold medals at the world level. [41]

Mo never dreamed he would be famous one day! In fact, Mo started his life far from [58]
 Britain. He was born in an African country called Somalia. When war began in his [73]
 country, Mo and his family lost everything. They became refugees or people forced to [87]
 leave their country to find safety. [93]

When Mo was eight years old, his family moved to London. Mo's father lived there. [108]
 In London, Mo began school for the first time. There, his PE teacher saw Mo had [124]
 quick feet! He aimed to develop Mo's track skills. [133]

Total Words: 133

Asking Question (2 minutes)²⁰

We are now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the image on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic	How did he learn to bake?	He read a book on baking cakes.
Why	A reason or cause	Why did he bake the cake?	Because it was his friend's birthday.

As we read the next passage, think of one question starting with who, where, what, when, how, or why.

Grade-level Reading Comprehension (15 to 17 minutes)²⁰

*We'll be re-reading the passage about **Marta**. After reading each section, you will ask some comprehension questions. So be thinking of your questions as you read the passage.*

Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

Marta Vieira da Silva is a Brazilian football player. Many think she is the greatest female football player ever. Marta has played for football clubs in Brazil, Sweden, and the United States of America. She has also been an important part of the Brazilian football team.

Playing for Brazil, Marta has won many awards. She won the FIFA World Player award six times. She won both the Golden Boot and Golden Ball awards in the 2007 Women's World Cup. The Golden Boot award is given to the player who scores the most goals. The Golden Ball award is given to the best player.

Marta has also broken records. She holds the record for scoring 17 FIFA World Cup goals. Altogether, Marta has scored 115 goals for the Brazilian team. That makes her the top Brazilian football scorer among both males and females.

Marta also holds the record for being the only footballer to have scored in five World Cup matches and five Olympic games. She helped Brazil win two silver medals at the Olympics.

Set 2

After reading, the teacher says:

I hope you have thought of one what or when question. My turn first:

Why do many people think Marta is the greatest player? Remember why tells us about a reason for a cause. [Wait for students to respond] (because she has won many awards and holds many records)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- What is the Golden boot award? (It is an award given to a player who scores the most goals during the world cup)
- How many goals has she scored for Brazil? (115 goals)
- When did Marta win the Golden boot and Golden ball awards? (In 2007)
- What medals did she win at the Olympics? (Silver medals)
- Where did Marta play football? (Brazil, Sweden, and US)
- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Today, Marta is famous. However, she would not have been so well known had she not fought for her dreams. Girls did not play football in the town Marta was born in. Most people in Marta's town thought football was a boys' sport. They told Marta's family not to let her play it. They also told Marta she was not good enough. Marta could not understand why people would not let her play a sport she loved and was good at. She worked harder to show them her skills.

Marta's hard work won over her townspeople. In 2006, Marta came home after winning her first FIFA World Player award. When she got back to her town after the tournament, it was almost midnight. People were awake and waiting for her. They waved and cheered as she went around town in a fire truck. Marta's dreams would not have come true if she had stopped when she heard the word 'no.'

After reading, the teacher asks,

Why did people in Marta's town not want her to play football? Remember why tells us about a reason for a cause. [Wait for students to respond] (because they thought football was a sport for boys only, not for girls.)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- Who told Marta's family to not let her play football? (The townspeople)
- How did the townspeople treat Marta after she won the FIFA awards? (They waved and cheered her)
- When did Marta win the FIFA World Player award? (In 2006)
- What was Marta's dream? (To play football)
- Where did Marta go around in a fire truck? (Her town)

- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Marta believes that football changed her life. Because of football, she was able to help her family. She also got to travel to other countries and meet people. She experienced new cultures. To help other women and girls in sports, Marta speaks up about the difficulties women face in sports. They do not have as many chances as men to train and play at the international level. Marta wants to make sure that girls today do not have to go through what she did to become a sports person.

Lexile: 610-800

Word Count: 423

- Teacher asks a student to read question. He/she asks the group for the answer and their source for the answer.
- Teacher reads the last question and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students cannot answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

How did football change Marta's life? (e.g., She got to travel, help her family, and meet people from different cultures. It also allows her to help other girls).

In your own words, write what you think was the most important idea about Marta's story. (Answers will vary)

Word List (3 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
run				
saw				
group				
left				
got				
don't				
together				
few				
along				
both				
might				
those				
close				
always				
seem				
life				
hard				
begin				
seem				
open				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Set 2

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 18

Reading Fluency (5 minutes) ^{13,14,17,18,19,20}

*We're going to reread the passage about **Mary Kom, a famous athlete from India**. The goal is to read these passages quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready. Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
 - At the end of one, minute count the total words read and subtract the errors to calculate the words read correctly per minute.
 - Have each student read the passage out loud for one minute and count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
 - Have each student read the passage at least once, if possible have them read it twice and report both reading times on the graph sheet.

Mary Kom

Mary Kom is a boxer from northeast India. She was born into a family of poor [16]
farmers. As a child, Mary often helped her parents on the farmland. [28]

At school, Mary enjoyed sports. She also ran track and took part in javelin throws. [43]
When she was 17, Mary heard that a boxer from her state won a gold medal at the [61]
Asian Games. It was the first time a sportsperson from the northeast had won a gold [77]
medal! [78]

Mary began to dream of winning medals too. At just 5 feet, Mary was small and thin [95]
and did not know much about boxing. But she did not let this stop her. Mary decided [112]
to try boxing. In just two weeks, she learned the basic skills of boxing. [126]

Mary went on to win many medals in India and across the world. She also won [142]
a bronze medal at the London Olympics in 2012. [151]

Total Words - 151

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

*We will be reading about **Muhammed Ali** and what **motivated** him to become a legend in the boxing world. Before we read, let's understand what the word **motivate** means.*

Write **motivate** on the white board.

Say: *motivate. What word?* (Wait for students to repeat the word)

Student friendly definition: *Motivate means to be the reason why someone does something*

Example Sentence: *James was **motivated** to get his driver's licence. He practiced driving for several days before his practical test.*

Example: *Oliver really wanted to know how the story ended. He stayed up until late at night to finish the book.* [Oliver was motivated to finish the book because he wanted to know how the story ended]

NonExample: *While waiting at the clinic, Olivia was bored. She decided to read her book while she waited.* [Olivia was not motivated to read her book. She read it because she was bored of waiting.]

Deeper Engagement with Word:

I am going to tell you the reason someone is motivated. You tell me what they can do to achieve their goal.

1. *What is something you can do if you are motivated to become the fastest track runner?* [e.g., practice, run everyday, get a coach to help you]
2. *What is something you can do if you are motivated to learn a new language?* [e.g., read books in the language, watch movies in that language, take a language course]
3. *What is something you can do if you are motivated to earn a lot of money?* [e.g., start a business, get a college degree, invent something new]
4. *What is something you can do if you are motivated to improve your reading?* [e.g., read every day, ask for help]
5. *What is something you can do if you are motivated to become a boxer?* [e.g., practice boxing skills, workout at the gym, eat healthy food, get a trainer]

Say the word again: *What word means the reason why someone does something?*
[motivate/motivated]

Grade-level Reading Comprehension (18 minutes)²⁰

*We'll be reading about **Muhammed Ali**. As we read underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

Section 1

- Teacher reads section one. Students follow along on their sheets.

Muhammed Ali is one of the **greatest athletes** of the 20th century. He is a **legend** in the **boxing** world. Ali started training as a boxer at twelve. The first medal he won was an Olympic gold at the age of 18. Four years later, in 1964, Muhammed won his first world heavyweight title or award.

During his boxing career, Ali fought in 61 matches. He won 56 matches and lost just five. People consider Muhammed Ali the best in boxing for his speed and excellent footwork.

- After reading section 1, ask the students, *What are some key words in section 1?* (e.g., Muhammed Ali, boxing, legend/greatest/athlete)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Muhammed Ali was one of the greatest boxers. / Muhammed Ali is a boxing legend.)

Section 2

- Teacher and students read section 2 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or teacher can read and leave out words for students to fill in.

Muhammed Ali was born at a time when African Americans were **forced** to live apart from the whites. So, Ali went to a school for black children. At school, he struggled with reading and writing because of dyslexia. One day, Muhammed watched a boxing show on TV. That show **motivated** him to become a boxer.

His first coach was a police officer who trained young boxers in his free time. Back then, Ali was still known by his birth name, Cassius Clay Jr. He changed his name to Muhammed Ali after becoming a Muslim in 1964.

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., Muhammed Ali, forced, motivated)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Muhammed Ali was forced to go to school for black children but he was motivated to become a boxer.)

Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or teacher can read and leave out words for students to fill in.

Set 2

Two years after **Ali** became a Muslim, he got a call to join the US army. At the time, America was at war with Vietnam. Ali refused or said no to become a soldier and fight the Vietnam war for religious reasons.

On the day the **soldiers** were to begin service, Ali travelled to Texas. But, when his name was called, Ali **refused** to step up. Ali's name was called three times before he was **arrested** for refusing to become a soldier. For this crime, Ali lost his title and could not participate in boxing matches in America. He was taken to court and punished with five years in jail and a fine of \$10,000.

Ali fought against this decision. It took four years for the court to change this decision. By then Ali had lost four of his best years. In those four years, Ali only managed one fight in the United States.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., Ali, arrested, refused, soldier)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Ali was arrested when he refused to become a soldier.)

Section 4

- Students read this section in pairs. Student one reads the first paragraph and student two follows along. Students switch roles for each paragraph.
- Teacher monitors and provides feedback.
- If working one-on-one, teacher and student take turns reading each paragraph.

When **Ali returned** to **boxing** in 1971, he seemed to be slower than before. Still, he kept winning his matches. Ali also won the world heavyweight title two more times. Then, in 1979, Ali quit boxing at the age of 37.

However, he came back in 1980 to try to win a fourth world heavyweight title. Ali seemed to be **out of shape** or not very fit. He was also stuttering when talking, and his hands appeared to tremble. These were early signs of a disease called Parkinson's. Muhammed lost the match to Larry Holmes. In fact, he was **beaten** badly. Ali's coach asked for the match to be stopped. Ali fought one last match and lost in 1981.

Three years later, he learned that he had Parkinson's disease. Many think that Muhammed got Parkinson's because of damage to his brain from punches to his head.

- After reading section 4, ask the students, *What are some key words in section 4?* (e.g., Ali, returned, out of shape, boxing, beaten)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., When Ali returned to boxing, he was not very fit and was beaten badly.)

Lexile: 610-800

Word Count: 479

Corrective Feedback

WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember a-t together make the sound /at/. What sound? [Wait for student response] *That's right, /at/. The word is /ch//a/ /t/ chat. What word?* [Wait]

If the word is a sight word or an irregular word, say the word aloud and have the student repeat after. *That word is electricity. What word?*

COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

Word List (2 to 3 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

Set 2

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
until				
later				
second				
children				
without				
side				
stop				
hear				
feet				
book				
car				
night				
once				
carry				
walk				
sea				
four				
grow				
began				
took				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 19

Word Reading Instruction (5 minutes) ^{7,8,9,10,11,20}

Today we're going to practice reading a list of words with a group of letters that make the same sound in many words.

- Pair students (or work one-on-one with a student)
- When paired, Student A reads one list of words while student B marks any errors.
- Students switch roles and continue until all lists are read.
- Teacher observes and provides feedback

ew as in few ai as in paid	oa as in oats ow as in cow	th as in think th as is them
flew	soak	thorn
news	coal	cloth
fewer	goat	thief
chewy	toast	thirty
newly	poach	marathon
renew	throat	bathtub
nephew	floater	toothbrush
vain	owl	those
hail	brow	other
snail	gown	bathing
chain	frown	breathe
raisin	howdy	together
repaid	power	weather
Obtain	uptown	these

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember o-w together make the sound /ow/. What sound? [Wait for student response] *That's right, /ow/. The word is /g//ow//n/ gown. What word?* [Wait]

Reading Fluency (5 minutes) ^{13,14,17,18,19,20}

*We're going to reread the passage about **Simone Biles**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
 - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
 - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
 - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

Simone Biles

Gymnastics is hard. But Simone Biles makes it look easy! This gymnastics legend has won 32 medals. Twenty-three of these medals are gold. No other gymnast, male or female, has won as many medals.

[14]
[28]
[34]

Simone's early life was not easy. She was in and out of foster care until the age of three. In 2000, Simone and her younger sister began living with her grandparents. Three years later, her grandparents adopted both of them. That same year, Simone tried gymnastics for the first time. She was six.

[52]
[65]
[78]
[87]

Simone began her training soon after. By the time she turned eight, Simone had her own coach.

[102]
[104]

Total Words: 104

Asking Question (2 minutes)²⁰

We're now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the table on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic	How did he learn to bake?	He read a book on baking cakes.
Why	A reason or cause	Why did he bake the cake?	Because it was his friend's birthday.

As we read the next passage, think of one question starting with who, where, what, when, how, or why.

Grade-level Reading Comprehension (15 to 17 minutes)²⁰

*We'll be re-reading the passage about **Muhammed Ali**. After reading each section, you will ask some comprehension questions. So be thinking of your questions as you read the passage.*

Muhammed Ali

Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

Muhammed Ali is one of the greatest athletes of the 20th century. He is a legend in the boxing world. Ali started training as a boxer at twelve. The first medal he won was an Olympic gold at the age of 18. Four years later, in 1964, Muhammed won his first world heavyweight title or award.

During his boxing career, Ali fought in 61 matches. He won 56 matches and lost just five. People consider Muhammed Ali the best in boxing for his speed and excellent footwork.

After reading, the teacher says:

I hope you have thought of one question. My turn first:

Why do many people think Muhammed Ali is the greatest boxer? Remember why tells us about a reason for a cause. [Wait for students to respond] (Because he won the world heavyweight title; Because he only lost 5 matches in his boxing career.)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When. [Wait for students to write one or two questions]

Examples:

- What was Ali best at when boxing? (Speed and excellent footwork)
- How many matches did he win and how many did he lose? (56/5)
- When did Ali win his first Olympic gold medal? (When he was 18 years old)
- What medal did he win at the Olympics? (Gold medal)
- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 2

- Students whisper read this section independently.

Set 2

- Teacher monitors and provides guidance as needed.

Muhammed Ali was born at a time when African Americans were forced to live apart from the whites. So, Ali went to a school for black children. At school, he struggled with reading and writing because of dyslexia.

One day, Muhammed watched a boxing show on TV. That show motivated him to become a boxer. His first coach was a police officer who trained young boxers in his free time. Back then, Ali was still known by his birth name, Cassius Clay Jr. He changed his name to Muhammed Ali after becoming a Muslim in 1964.

- After reading, the teacher asks,

Why did Ali struggle with reading and writing? Remember why tells us about a reason for a cause. [Wait for students to respond] (Because he had dyslexia.)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.
[Wait for students to write one or two questions]

Examples:

- Who was Ali's first coach? (A police officer)
- When did Ali become a Muslim? (In 1964)
- What motivated Ali to become a boxer? (A boxing show on TV)
- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Two years after Ali became a Muslim, he got a call to join the US army. At that time, America was at war with Vietnam. Ali refused or said no to become a soldier and fight the Vietnam war for religious reasons.

On the day the soldiers were to begin service, Ali travelled to Texas. But, when his name was called, Ali refused to step up. Ali's name was called three times before he was arrested for refusing to become a soldier. For this crime, Ali lost his title and could not participate in boxing matches in America. He was taken to court and punished with five years in jail and a fine of \$10,000. Ali fought against this decision.

It took four years for the court to change this decision. By then Ali had lost four of his best years. In those four years, Ali only managed one fight in the United States.

Set 2

- After reading, the teacher asks,

Why did Ali refuse to become a soldier? Remember why tells us about a reason for a cause.

[Wait for students to respond] (Because of religious reasons.)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- Who was at war with Vietnam? (America)
- How long did it take the court to change its decision? (Four years)
- When did Ali get a call to join the US army? (Two years after he became a Muslim / During the Vietnam war)
- What did Ali do when his name was called in Texas? (He refused to step up)
- Where did all the soldiers go to begin their army service? (Texas)
- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 4

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

When Ali returned to boxing in 1971, he seemed to be slower than before. Still, he kept winning his matches. Ali also won the world heavyweight title two more times. Then, in 1979, Ali quit boxing at the age of 37.

However, he came back in 1980 to try to win a fourth world heavyweight title. Ali seemed to be out of shape or not very fit. He was also stuttering when talking, and his hands appeared to tremble. These were early signs of a disease called Parkinson's. Muhammed lost the match to Larry Holmes. In fact, he was beaten badly. Ali's coach asked for the match to be stopped. Ali fought one last match and lost in 1981. Three years later, he learned that he had Parkinson's disease. Many think that Muhammed got Parkinson's because of damage to his brain from punches to his head.

- Teacher asks a student to read Q1. He/she asks the group for the answer and its source.
- Teacher reads the last question (Q2) and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students cannot answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q1. How did boxing cause Ali to have Parkinson's disease? (Because of damage to his brain from punches to his head)

Set 2

Q2. In your own words, write what you think was the most important idea about Muhammed Ali's story. (Answers will vary)

Word List (2 to 3 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
it's				
miss				
enough				
family				
leave				
eat				
being				
face				
song				
watch				
list				
far				
soon				
really				
young				
cut				
almost				
sometimes				
let				
above				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 20

Curriculum Based Measure

- If working with a small group, have all students start with the Does It Make Sense sentences. As students are working on these sentences, pull one student aside at a time and conduct the word reading assessment (activity 4).
- If students finish the test early, have them pick either Anne Frank or William's story. Ask them to read it and write down at least three questions regarding things they would like to know more about. Have them read silently.
- If a student struggles to read a word or sentence, the teacher can read it aloud and ask the student for the answer. (e.g., Teacher reads: *The Queen of England is a famous person. Does that sentence make sense?*)

Activity 1: Does It Make Sense ^{15,16,20}

Read the sentences. Then, decide if each sentence makes sense or not. If it does not make sense, underline the word or words that do not make sense.

Sentences	✓ or ✗
1. Marta has scored 115 <u>golds</u> for the Brazilian football team. That makes her the top scorer among both males and females. (goals)	✗
2. Watching a boxing match on TV motivated Ali to become a boxer. He soon started to build his skills in boxing.	✓
3. David's most popular goal is the one he scored from behind the half-way <u>lined</u> . People still talk about this goal. (line)	✗
4. Tony builds skateparks in poor areas. He hopes other kids will learn and enjoy the sport as he <u>do</u> . (did/does)	✗
5. As a kid, Mo Farah never dreamed that he would be one of the top athletes in the world.	✓
6. At the young age of six, Simone started her gymnastics training. She soon had a coach who helped her improve her skills.	✓
7. It took Mary only two weeks to learn the basic skills of boxing. She trained hard and <u>winned</u> her first Olympic medal in 2012. (won)	✗
8. Marta believes that football changed <u>his</u> life. Because of football, she was able to help her family. (her)	✗

Activity 2: What's the word?^{21,22,23}

aim	motivated	create	athlete	award
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What's the word? Use words from the word bank to select the word that fits the meaning:

1. the reason why someone does something (motivated)
2. something such as a prize, a trophy or money given to someone because of something they have done (award)
3. to have a clear idea of what you hope to achieve by doing something (aim)
4. to make or produce something that did not exist before (create)

Activity 3: Read the passage and answer comprehension questions.²⁰

Tony Hawk

Tony Hawk is a skateboarding legend. His street skateboarding skills were great, but Tony is best known for vertical skateboarding. Other skateboarders would aim to go as high as they could. Tony was going high and also doing tricks in the air. He created these tricks. In fact, Tony created or invented 89 vertical tricks. With his vertical tricks, Tony won the world championship for 12 years straight.

Tony's love for skateboarding started when he was nine years old. His older brother gave him a blue skateboard. In two years, Tony began taking part in skateboarding competitions. At the young age of 14, Tony became a professional skateboarder. At 16, he was already known as the best skateboarder.

Today, Tony builds skateparks in poor areas. He hopes other kids will learn and enjoy the sport as he did.

1. How was Tony different from the other skateboarders?
 - a. He aimed to go lower on the ramp
 - b. He aimed to do to do few tricks
 - c. He aimed to go higher and do more tricks**
 - d. He was not different from other skateboarders
2. What does the word 'create' mean as it is used in this passage?
 - a. to do vertical tricks on the skateboarding ramps
 - b. to do tricks
 - c. to help someone do something very well
 - d. to make or produce something that did not exist before**

Set 2

3. Why does Tony want to build skateparks in poor areas?
 - a. **Because he wants all kids to enjoy skateboarding**
 - b. Because he likes to build
 - c. Because he is a professional skateboarder
 - d. Because that is what world champions are supposed to do
4. When did Tony become a professional skateboarder?
 - a. when he was 12 years old
 - b. **when he was 14 years old**
 - c. when he was 16 years old
 - d. he did not become a professional skateboarder

Total score: _____ / 16

Activity 4: Word reading^{7,8,9,10,11,20}

Now I want you to read a list of words. Read them as fast as you can but also as accurately as you can. Begin at the top and go down the list, if you don't know a word, skip it and go to the next word. Ready?

- If you have a timer, time student's reading.
- As the student reads, strikethrough words that were skipped, misread, or needed your help to be read correctly. You can also add ticks and crosses.
- Record the total number of words read correctly at the bottom of the student sheet
- If the student is making errors with a specific letter team, it would be helpful to reteach that word reading lesson.

Set 2

pinch	frown
sharp	coast
kneel	grain
beast	knew
month	together
awhile	whisk
weather	thumb
few	meat
daisy	sleep
soap	crash
clown	torch

Accuracy: _____/22

Speed: _____ seconds

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