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Focused Reading Intervention— Level 1

This sample includes the following:

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

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Level 1

Focused Reading Intervention

Teacher's Guide

Teacher Created Materials
PUBLISHING

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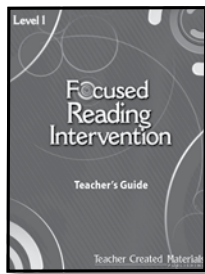
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Kit Components

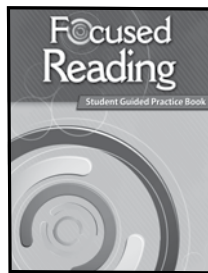
Teacher's Guide

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



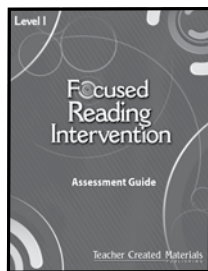
Student Guided Practice Book

Full-color reading passages and student activities



Assessment Guide

Includes a pretest, posttest, and oral reading record

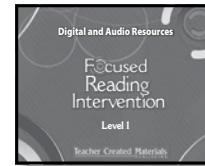


3 Literacy Game Sets

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



Digital and Audio Resources



Audio CD

Includes professional recordings of all 30 passages.



3 Digital Literacy Games

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



Digital Resources

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

Getting Started

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

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

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

Option 1: Sample Six-Week Pacing Plan

1. Knowledge, 2. Background

The pacing plan shows how the program can be used over a six-week intervention program.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)
2	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)
3	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)
4	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)
5	Unit 5: The Fish (pages 18–19)	Unit 5: The Fish (pages 18–19)	Unit 5: The Fish (pages 18–19)	Unit 5: The Fish (pages 18–19)	Unit 5: The Fish (pages 18–19)
6	Unit 6: The Fish (pages 20–21)	Unit 6: The Fish (pages 20–21)	Unit 6: The Fish (pages 20–21)	Unit 6: The Fish (pages 20–21)	Unit 6: The Fish (pages 20–21)

Option 2: Sample Four-Week Pacing Plan

1. Knowledge, 2. Background

The pacing plan shows how the program can be used over a four-week intervention program.

Week	Day 1	Day 2	Day 3	Day 4
1	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)
2	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)
3	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)
4	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)

Name: _____ Date: _____

Pretest

Questions 1–5: Read the passages. Then, answer the questions.

The Helpful Fish

Tom and Jack's boat got a hole. It began to sink! "Help!" called Tom. A big fish swam into the hole and got stuck. So the boys were able to row home. "Thank you, Fish!" called Tom. Jack waved goodbye.

.....

Big Fish

Carp are fish that can weigh over 50 pounds!

1. Why does Tom cry for help in *The Helpful Fish*?
 He is afraid.
 He wants Jack to help him.
 He lost his fishing pole.
 He fell into the water.

2. The Helpful Fish tells a story. What does *Big Fish* do?
 It tells a story.
 It asks a question.
 It makes the reader laugh.
 It gives facts.

Pretest

Option 3: Sample 26-Week Pacing Plan

1. Knowledge, 2. Background

The pacing plan shows how the program can be used in a six-week, after-school program, or 26-week intervention that meets the needs of your entire school. Some units have a 15-minute or 30-minute unit of time in complete units. Some lessons are marked as 15 or 30 minutes. Teachers can adjust the pacing plan to meet the needs of their students.

Week	Day 1	Day 2	Day 3
1	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)	Unit 1: The Fish (pages 10–11)
2	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)	Unit 2: The Fish (pages 12–13)
3	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)	Unit 3: The Fish (pages 14–15)
4	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)	Unit 4: The Fish (pages 16–17)
5	Unit 5: The Fish (pages 18–19)	Unit 5: The Fish (pages 18–19)	Unit 5: The Fish (pages 18–19)
6	Unit 6: The Fish (pages 20–21)	Unit 6: The Fish (pages 20–21)	Unit 6: The Fish (pages 20–21)
7	Unit 7: The Fish (pages 22–23)	Unit 7: The Fish (pages 22–23)	Unit 7: The Fish (pages 22–23)
8	Unit 8: The Fish (pages 24–25)	Unit 8: The Fish (pages 24–25)	Unit 8: The Fish (pages 24–25)
9	Unit 9: The Fish (pages 26–27)	Unit 9: The Fish (pages 26–27)	Unit 9: The Fish (pages 26–27)
10	Unit 10: The Fish (pages 28–29)	Unit 10: The Fish (pages 28–29)	Unit 10: The Fish (pages 28–29)
11	Unit 11: The Fish (pages 30–31)	Unit 11: The Fish (pages 30–31)	Unit 11: The Fish (pages 30–31)
12	Unit 12: The Fish (pages 32–33)	Unit 12: The Fish (pages 32–33)	Unit 12: The Fish (pages 32–33)
13	Unit 13: The Fish (pages 34–35)	Unit 13: The Fish (pages 34–35)	Unit 13: The Fish (pages 34–35)
14	Unit 14: The Fish (pages 36–37)	Unit 14: The Fish (pages 36–37)	Unit 14: The Fish (pages 36–37)
15	Unit 15: The Fish (pages 38–39)	Unit 15: The Fish (pages 38–39)	Unit 15: The Fish (pages 38–39)
16	Unit 16: The Fish (pages 40–41)	Unit 16: The Fish (pages 40–41)	Unit 16: The Fish (pages 40–41)
17	Unit 17: The Fish (pages 42–43)	Unit 17: The Fish (pages 42–43)	Unit 17: The Fish (pages 42–43)
18	Unit 18: The Fish (pages 44–45)	Unit 18: The Fish (pages 44–45)	Unit 18: The Fish (pages 44–45)
19	Unit 19: The Fish (pages 46–47)	Unit 19: The Fish (pages 46–47)	Unit 19: The Fish (pages 46–47)
20	Unit 20: The Fish (pages 48–49)	Unit 20: The Fish (pages 48–49)	Unit 20: The Fish (pages 48–49)
21	Unit 21: The Fish (pages 50–51)	Unit 21: The Fish (pages 50–51)	Unit 21: The Fish (pages 50–51)
22	Unit 22: The Fish (pages 52–53)	Unit 22: The Fish (pages 52–53)	Unit 22: The Fish (pages 52–53)
23	Unit 23: The Fish (pages 54–55)	Unit 23: The Fish (pages 54–55)	Unit 23: The Fish (pages 54–55)
24	Unit 24: The Fish (pages 56–57)	Unit 24: The Fish (pages 56–57)	Unit 24: The Fish (pages 56–57)
25	Unit 25: The Fish (pages 58–59)	Unit 25: The Fish (pages 58–59)	Unit 25: The Fish (pages 58–59)
26	Unit 26: The Fish (pages 60–61)	Unit 26: The Fish (pages 60–61)	Unit 26: The Fish (pages 60–61)

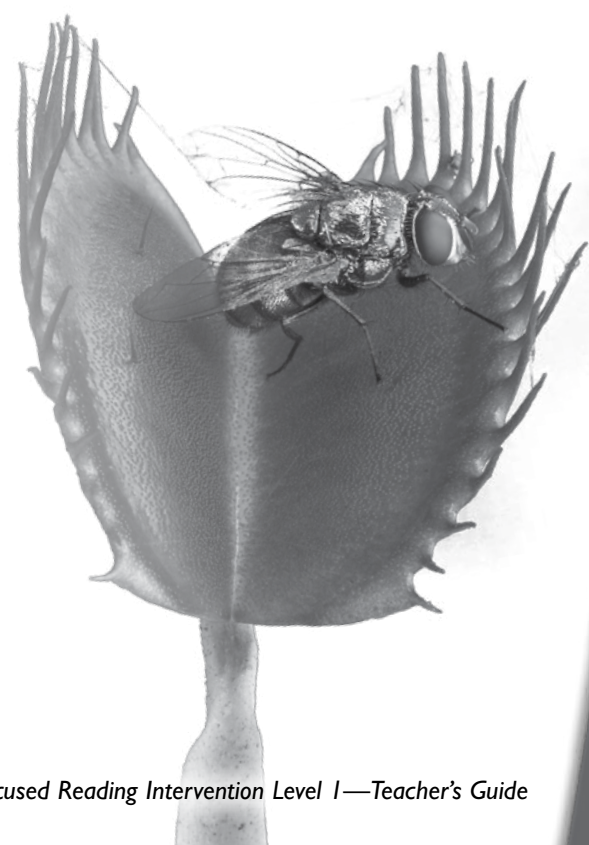
Pretest Item Analysis

This table shows the results of the pretest. The number of students who answered each question correctly is shown in the "Correct" column. The number of students who answered each question incorrectly is shown in the "Incorrect" column. The total number of students who took the pretest is shown in the "Total" column.

Question	Correct	Incorrect	Total
1	15	5	20
2	10	10	20
3	12	8	20
4	18	2	20
5	14	6	20

Pretest Item Analysis

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

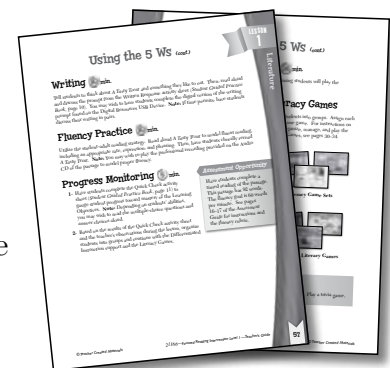
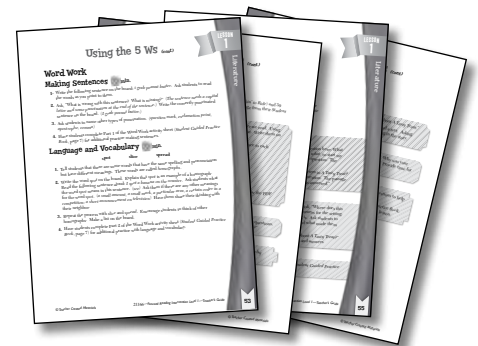
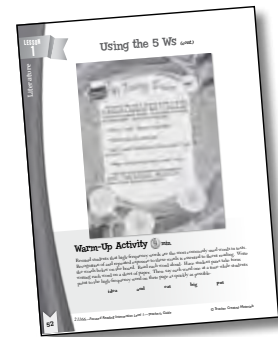
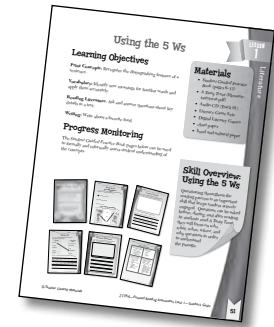


Teaching a Lesson

Teacher's Guide

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

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



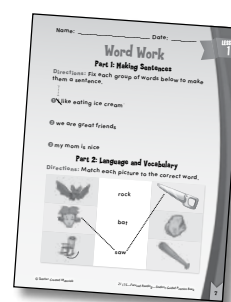
Student Guided Practice Book

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

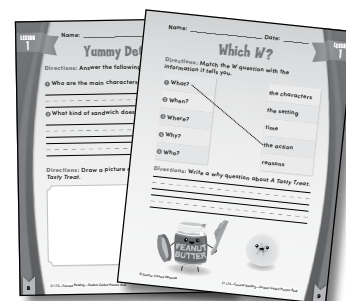
- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



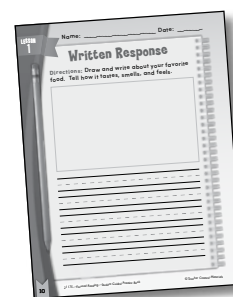
- Word Work activities to reinforce foundational reading skills (Levels K–5) and language conventions (Levels 6–8)
- activities that support vocabulary acquisition and language development



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

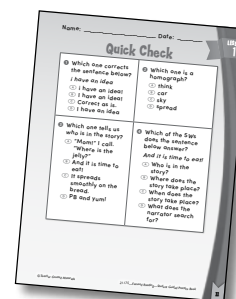


- a Written Response activity to extend and enrich students' reading/writing connection



- a Quick Check to easily monitor students' progress

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



Connecting Two Pieces of Information

LESSON
14

Informational Text

Learning Objectives

Conventions: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary: Define words by category and by one or more key attributes.

Reading Informational Text: Describe the connection between two individuals, events, ideas or pieces of information in a text.

Writing: Write about an insect or spider.

Progress Monitoring

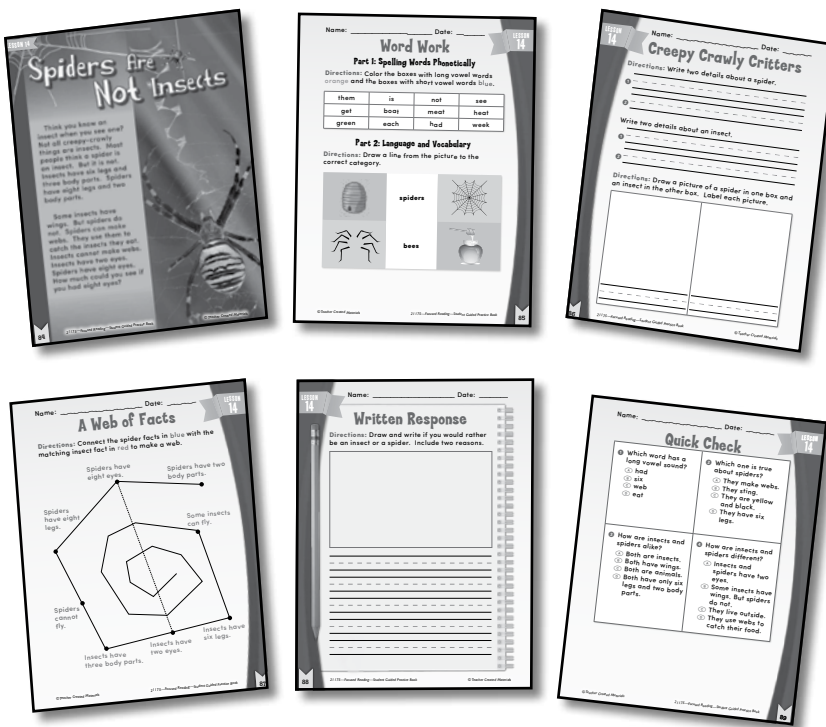
The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of the concepts. **Note:** The *Student Guided Practice Book* pages can be completed in a multitude of settings depending on students' needs, such as orally, one-on-one, in a small group, in a whole group, or independently.

Materials

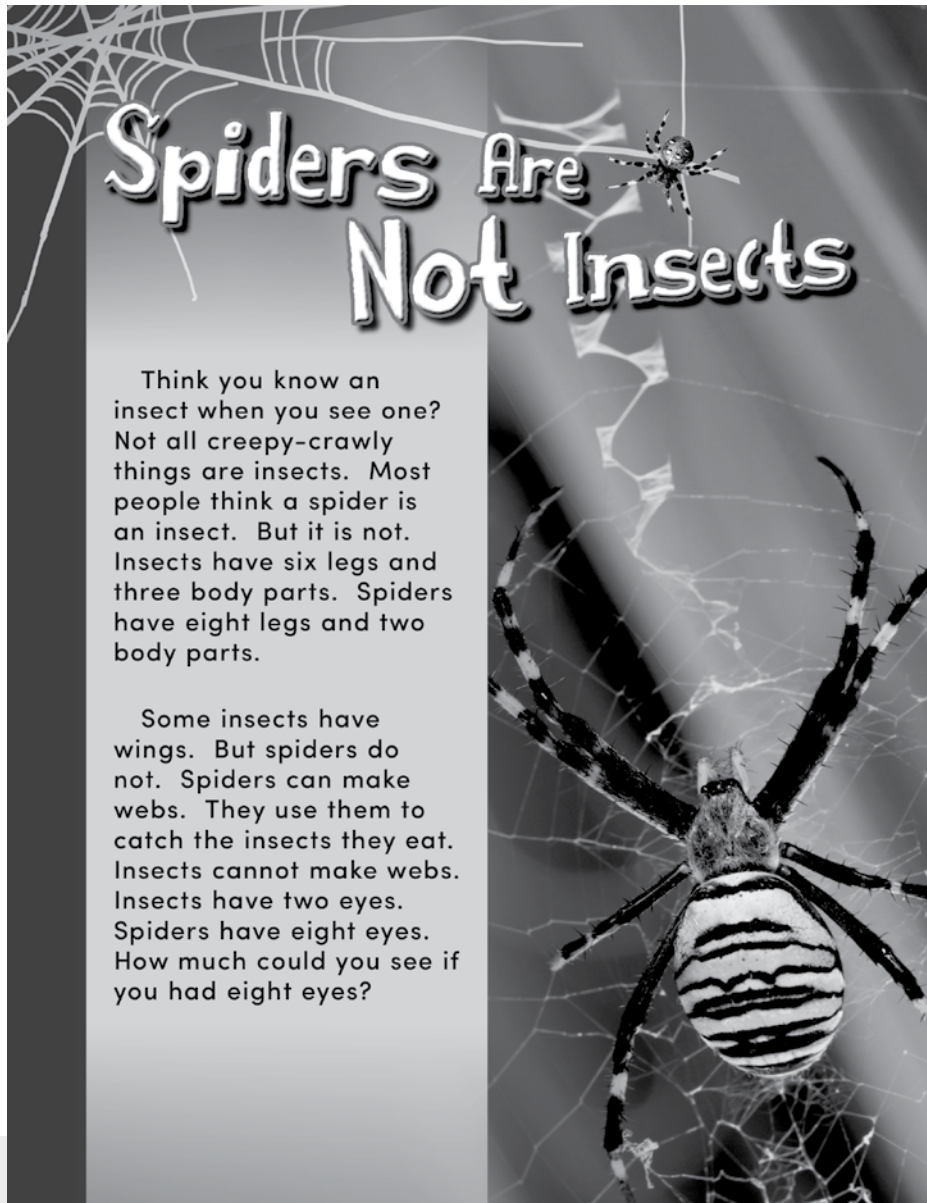
- *Student Guided Practice Book* (pages 84–89)
- *Spiders Are Not Insects* (filename: spiders.pdf)
- Audio CD (Track 14)
- Literacy Game Sets
- Digital Literacy Games
- note cards
- chart paper
- pictures of spiders and insects
- unlined paper

Skill Overview: Connecting Two Pieces of Information

Connecting two pieces of information in a text helps readers monitor comprehension and make connections. Students can compare and contrast information to make these connections. In *Spiders Are Not Insects*, students will identify key details and describe connections between ideas in a text.



Connecting Two Pieces of Information *(cont.)*



Spiders Are Not Insects

Think you know an insect when you see one? Not all creepy-crawly things are insects. Most people think a spider is an insect. But it is not. Insects have six legs and three body parts. Spiders have eight legs and two body parts.

Some insects have wings. But spiders do not. Spiders can make webs. They use them to catch the insects they eat. Insects cannot make webs. Insects have two eyes. Spiders have eight eyes. How much could you see if you had eight eyes?

Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Recognition of and repeated exposure to these words is essential to fluent reading. Write the words below on the board. Read each word aloud. Choose one word. The first time you read it, read it aloud in a whisper. The second time, use a squeaky voice. The third time, use a loud voice. Let students choose the method for reading it the fourth time. Repeat the process with the remaining words.

all only have an eyes

Connecting Two Pieces of Information *(cont.)*

LESSON
14

Informational Text

Word Work

Spelling Words Phonetically 10 min.

1. Write the following words on note cards: *web*, *see*, *eat*, *six*, *three*, and *had*.
2. Distribute the cards to various students. Have one student stand up, and read the word. Invite the class to spell the word aloud, using what they know about letters and sounds. Say, “We use what we know about letters and their sounds to spell new words. For example, I know how to spell *run*, *r-u-n*. If I come across *fun*, I’ll use what I know about *run*, (*its short vowel sound and consonant sounds*), to help me spell *f-u-n*.” Repeat the process with the remaining words.
3. Challenge students to put the words into two different groups: long vowel and short vowel sounds.
4. Brainstorm words that have long vowel sounds and short vowel sounds. Write these words on the board. Have students take turns reading the words aloud.
5. Help students, if needed, to complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 85) for additional practice spelling words phonetically.

Language and Vocabulary 10 min.

spiders

bees

1. Prior to this lesson, fold a large sheet of chart paper in two long equal sections. Write the words *Spiders* and *Bees* on the top of each section of the chart paper.
2. Discuss the categories and what they are. Have students turn and tell their neighbor about the attributes of spiders. (*make webs, have eight eyes, eight legs*)
3. Write some of their responses on the chart. Continue to have students discuss attributes of bees. (*insects, live in hives, make honey*)
4. Help students, if needed, to complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 85) for additional practice with language and vocabulary.

Connecting Two Pieces of Information *(cont.)*

Whole-Group Lesson Before Reading 10 min.

I Do

1. Tell students that they are going to use a strategy that good readers use. Explain that good readers make connections. Say, “We will be practicing making connections between two pieces of information in the same text. We can do this by looking for similarities or differences in the information we read.”
2. Introduce *Spiders Are Not Insects* (*Student Guided Practice Book*, page 84) or display the PDF version.
3. Say, “Before I start reading, I first look at the title. Then, I ask myself, What do I already know about spiders and insects? By making connections between what I already know about spiders and insects, it will be easier for me to understand information that is new to me when I read.”

We Do

1. Have students discuss if they agree with the title. Tell them to share the reasons why they agree or disagree.

You Do

1. Ask students to turn to a neighbor to share their prior knowledge about spiders and insects. Move around the room to ensure that all students have an opportunity to share.
2. Come back together as a class and invite student volunteers to share some of their prior knowledge.

Connecting Two Pieces of Information *(cont.)*

LESSON
14

Informational Text

Whole-Group Lesson *(cont.)*

During Reading (15) min.

I Do

1. Tell students that when they connect two pieces of information, it allows them to notice the similarities and differences between the two items.
2. Have students read *Spiders Are Not Insects*.
3. Reread *Spiders Are Not Insects* together as a group, either reading the passage aloud or playing the recording from the Audio CD.
4. Say, “Good readers connect two ideas and pieces of information by looking at how they are alike and different.”
5. Say, “In this first paragraph, we learn that spiders are not insects. This is interesting. I did not know that. The text tells us that insects have six legs and spiders have eight legs. By connecting this information, I understand how insects and spiders are different.”

We Do

1. Ask, “What other pieces of information does the author present that helps us make connections and learn about how spiders and insects are different?” (*Spiders have two body parts, while insects have three; insects can have wings, spiders do not; spiders make webs, insects do not; spiders have eight eyes, insects have two.*) Encourage students to share aloud.
2. Have a student volunteer read aloud the first section of *Spiders Are Not Insects*. Have students share some of the things that are similar and different.

You Do

1. Have students finish reading the last section of the passage with a partner.
2. Encourage students to share with their partner any similarities or differences they notice about spiders and insects.
3. Have students complete the Creepy Crawly Critters activity sheet (*Student Guided Practice Book*, page 86).

Connecting Two Pieces of Information *(cont.)*

Whole-Group Lesson *(cont.)*

After Reading 10 min.

Language Support

Draw a sketch or diagram of a spider and an insect. Have students help you name and label the parts they know, such as legs, body, and eyes. Provide students with time to share what they know about each of the parts. *Spiders have* _____. *Insects have* _____.

I Do

1. Remind students that making connections and comparing information as we read helps us to better understand new information. As they read, they looked for the similarities and differences of spiders and insects.
2. Say, “By looking for similarities and differences, I was able to make connections between two pieces of information. I can make a statement such as spiders eat insects, but are not insects because I have connected and understood the information from *Spiders Are Not Insects*.”

We Do

1. Ask, “What kinds of statements can you make from the connections you made in the text?”
2. Ask, “Why is it important for readers to connect information in a text?” (*It monitors comprehension and helps readers organize new information.*)

You Do

1. Have students complete the A Web of Facts activity sheet (*Student Guided Practice Book*, page 87) either now or during the Differentiated Instruction portion of the lesson.

Connecting Two Pieces of Information *(cont.)*

LESSON
14

Informational Text

Writing 10 min.

Tell students to think about *Spiders Are Not Insects* and how spiders and insects are alike and different. Then, read aloud and discuss the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 88). You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device. **Note:** If time permits, have students discuss their writing in pairs.

Fluency Practice 10 min.

Timed readings are an effective way to help students monitor their rate while reading. Have students work in pairs. One student reads *Spiders Are Not Insects* aloud while the other monitors for accuracy and notes uncorrected errors. Time the reading for one minute. At the end of the minute, students mark the last word read and count the words accurately read up to that point. Compare that number to the targeted number for the grade level. If time permits, have student pairs practice a few times together (choral, echo). Re-time and notice any changes. **Note:** You may wish to play the professional recording provided on the Audio CD of the passage to model proper fluency.

Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 89) to gauge student progress toward mastery of the Learning Objectives. **Note:** Depending on students' abilities, you may wish to read the multiple-choice questions and answer choices aloud.
2. Based on the results of the Quick Check activity sheet and the teacher's observations during the lesson, organize students into groups and continue with the Differentiated Instruction support and the Literacy Games.

Assessment Opportunity

Have students complete a timed reading of the passage. This passage has 88 words. The fluency goal is 60 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Connecting Two Pieces of Information *(cont.)*

Differentiated Instruction 35 min.

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

Reteach

1. Remind students that connecting two pieces of information helps the reader deepen their understanding of the overall topic.
2. To practice, give each student a picture of a spider or an insect. Have them form groups based on whether their picture is a spider or an insect. Discuss the differences between spiders and insects.

Reinforce

To practice connecting two pieces of information, have students draw and label pictures showing how spiders and insects are alike and different.

Literacy Games

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



Literacy Game Sets



Digital Literacy Games



Extend Learning

Have students create a poster of a spider and an insect, labeling their respective parts.

Spiders Are Not Insects

Think you know an insect when you see one? Not all creepy-crawly things are insects. Most people think a spider is an insect. But it is not. Insects have six legs and three body parts. Spiders have eight legs and two body parts.

Some insects have wings. But spiders do not. Spiders can make webs. They use them to catch the insects they eat. Insects cannot make webs. Insects have two eyes. Spiders have eight eyes. How much could you see if you had eight eyes?



Name: _____ Date: _____

Word Work


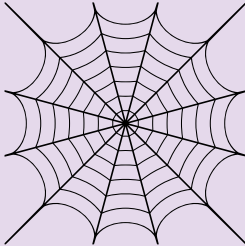
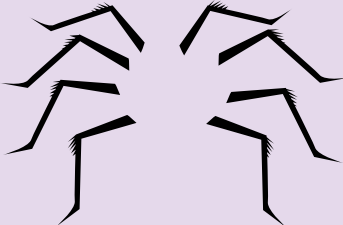
Part 1: Spelling Words Phonetically

Directions: Color the boxes with long vowel words **orange** and the boxes with short vowel words **blue**.

them	is	not	see
get	boat	meat	heat
green	each	had	week

Part 2: Language and Vocabulary

Directions: Draw a line from the picture to the correct category.

	spiders	
		bees

Name: _____ Date: _____

A Web of Facts

Directions: Connect the spider facts in **blue** with the matching insect fact in **red** to make a web.

Spiders have eight eyes.

Spiders have two body parts.

Spiders have eight legs.

Some insects can fly.

Spiders cannot fly.

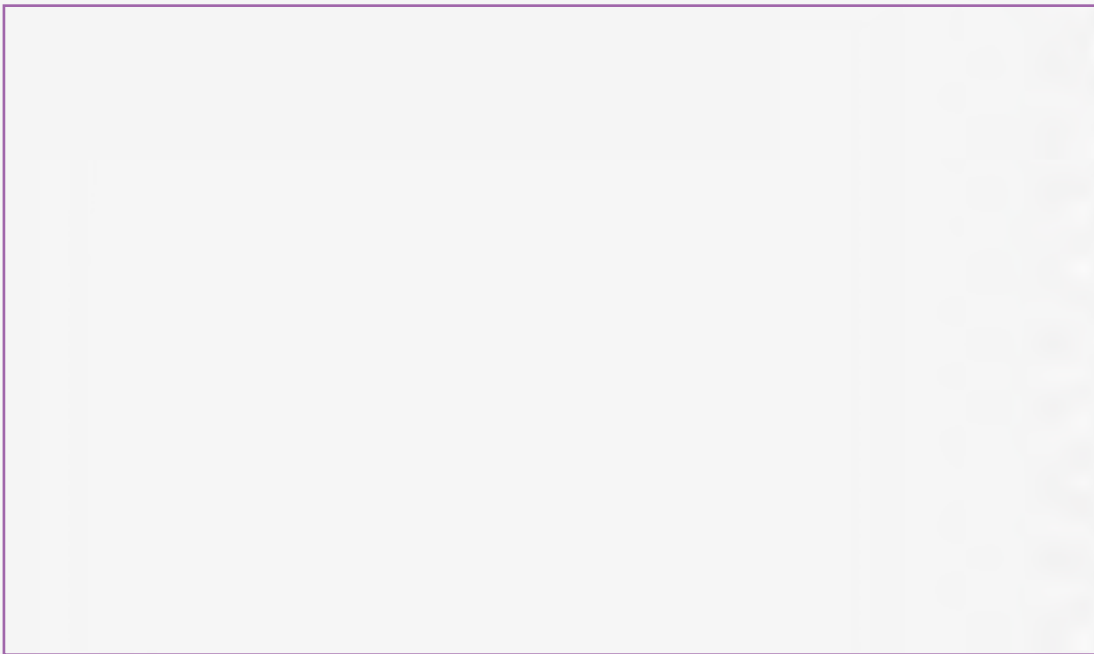
Insects have three body parts.

Insects have two eyes.

Insects have six legs.

Written Response

Directions: Draw and write if you would rather be an insect or a spider. Include two reasons.



Quick Check

1 Which word has a long vowel sound?

- (A) had
- (B) six
- (C) web
- (D) eat

2 Which one is true about spiders?

- (A) They make webs.
- (B) They sting.
- (C) They are yellow and black.
- (D) They have six legs.

3 How are insects and spiders alike?

- (A) Both are insects.
- (B) Both have wings.
- (C) Both are animals.
- (D) Both have only six legs and two body parts.

4 How are insects and spiders different?

- (A) Insects and spiders have two eyes.
- (B) Some insects have wings. But spiders do not.
- (C) They live outside.
- (D) They use webs to catch their food.

Connecting Two Pieces of Information

Oral Reading Record

Name: _____ Date: _____

Assessor: _____



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

Cumulative Word Count	Text	E	SC	Cues Used	
				E	SC
9	Think you know an insect when you see one?				
16	Not all creepy-crawly things are insects. Most				
26	people think a spider is an insect. But it is				
35	not. Insects have six legs and three body parts.				
43	Spiders have eight legs and two body parts.				
51	Some insects have wings. But spiders do not.				
59	Spiders can make webs. They use them to				
67	catch the insects they eat. Insects cannot make				
74	webs. Insects have two eyes. Spiders have				
84	eight eyes. How much could you see if you had				
86	eight eyes?				
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: