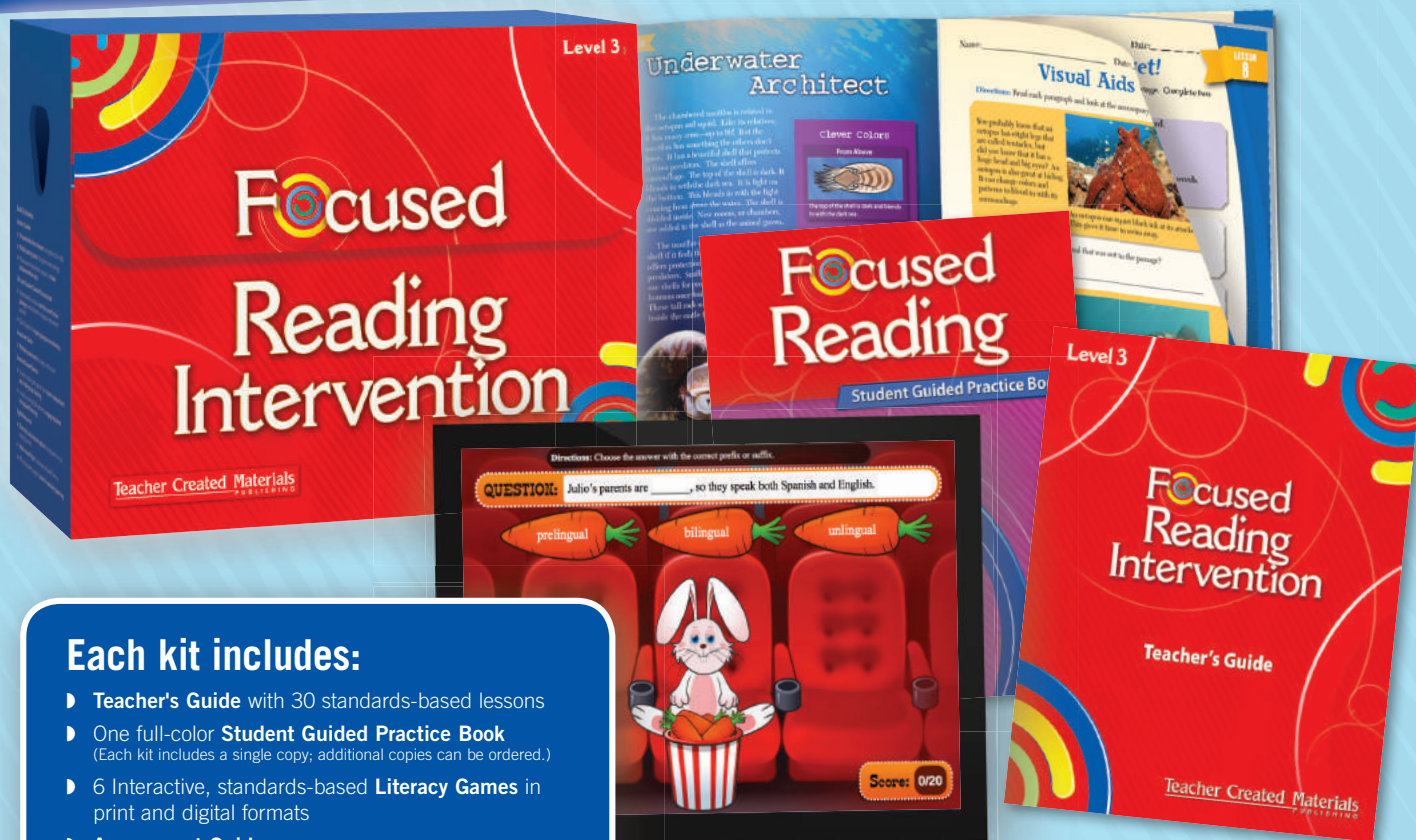


Focused Reading Intervention

Built for the Common Core!

for New York City



Each kit includes:

- ▶ **Teacher's Guide** with 30 standards-based lessons
- ▶ One full-color **Student Guided Practice Book** (Each kit includes a single copy; additional copies can be ordered.)
- ▶ 6 Interactive, standards-based **Literacy Games** in print and digital formats
- ▶ **Assessment Guide**
- ▶ **Digital versions** of teacher resources, student reproducibles, and formative and summative assessments

For FAMIS verification, call 212-222-5721
Visit us at www.loissharzerbooks.com

Focused Reading Intervention

Levels 2–8

Bring students up to grade level and improve test scores with this rigorous and focused program built for the **Common Core and New York State standards**. Reinforce reading comprehension skills needed for literary and informational texts, text evidence, complex texts, fluency, academic vocabulary, and writing.

Lesson Plans and Student Guided Practice

Each eight-page lesson focuses on a single comprehension strategy. These effective research-based strategies serve as a resource for strengthening student comprehension of informational text and literature. Teachers may use these strategies before, during, and/or after reading. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. The full-color Student Guided Practice Book reinforces and extends knowledge.

Learning Objectives provide a roadmap for the lesson

Identifying Key Details

Learning Objectives

Language Conventions: Identify and know the meaning of the most common prefixes.

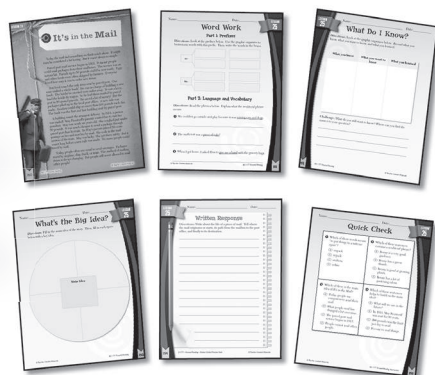
Vocabulary: Determine the meaning of the new word formed when a known affix is added to a known word.

Reading Informational Text: Using text organizers, determine the main idea of a text; recount the key details and explain how they support the main idea.

Writing: Write about the route a letter takes.

Progress Monitoring

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



Student Guided Practice Book page previews assist in teacher planning

Materials

- *Student Guided Practice Book* (pages 150–155)
- *It's in the Mail* (filename: itsinthemail.pdf)
- Audio CD (Track 25)
- Literacy Game Sets
- Digital Literacy Games
- unlined paper

Skill Overview: Identifying Key Details

Identifying key details is a skill that students must be explicitly taught. Learning to decipher between the important, key details and the ancillary details allows readers to identify the main idea with ease. This skill improves comprehension by training the reader to focus more on key details and less on supporting details. In *It's in the Mail*, students will hone in on the key details that support the main idea of the passage.

Comprehension strategies reinforce skills needed for literature and informational texts



Text Passage

Parcel post mail service began in 1913. It meant people could mail packages from their mailboxes. The service was an instant hit. Parcels up to 50 pounds could be sent easily. Eggs and other foods were often shipped by farmers. Everyone loved how easy it was to order new items.

But food wasn't the only item sent by parcel post. One man mailed bank. The

Students will read and re-read increasingly complex texts to practice fluency. Professional recordings of each text are also available and can be used for prereading, reinforcement, or independent practice.

Fluency Practice 10 min.

Perform the passage as a divided reading. Divide students into groups of four. Assign one paragraph to each member so that everyone in the group has his or her own part. The introductory and concluding paragraphs may go to one student given their short length.

Student activities focus on foundational and key reading skills to help readers become proficient.

Word Work

Identifying Key Details (cont.)

Word Work

Prefixes 10 min.

- Say, "Prefixes help us read and understand new words. They are the letters added to the beginning of a root word. Some common prefixes are *un-* and *re-*. What do these prefixes mean?" Allow students to answer this question. If students need help, list two words with the prefix (*undone/unfinished* or *recreated/rede*). Then decide what the words have in common.
- Write the meanings on the board for *un-* (not, do the opposite of) and *re-* (back, again).
- Ask students to share examples for each word.
- Have students complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 151) for additional practice with prefixes.

Language and Vocabulary 10 min.

- Say, "When we read, write, and speak, we often use two types of phrases to explain: literal and nonliteral phrases. *Literal phrases* mean exactly what they say. For example, when I say 'The sky is blue,' I don't mean anything more than the fact that the sky is blue. A

Lessons teach key academic vocabulary to build conceptual understanding of words.

Name: _____ Date: _____

Word Work

Part 1: Prefixes

Directions: Look at the prefixes below. Use the graphic organizer to think about words with this prefix. Write the words in the boxes.

	re-	
	un-	

Part 2: Language and Vocabulary

Directions: Read the sentences below. Explain what the underlined nonliteral phrase means.

- We couldn't go outside and play, because it was raining cats and dogs.

Writing

Identifying Key Details (cont.)

Writing 10 min.

Tell students to think about the passage and a letter's journey from the sender, to the post office, and finally from the post office to its destination. Then, read aloud the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 154). You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device.

Fluency Practice 10 min.

Perform the passage as a divided reading. Divide students into groups of four. Assign one paragraph to each member so that everyone in the group has his or her own part. The introductory and concluding paragraphs may go to one student given their short length. **Note:** Allow time for students to practice reading their own parts as well as to practice reading sequentially in their groups. Then, encourage groups to perform for the class.

Progress Monitoring 5 min. **Assessment Opportunity**

Students use text evidence to recall key details for the writing activity.

Name: _____ Date: _____

What's the Big Idea?

Directions: Write in the main idea of the story in the box. Then, fill in each space around it with a key detail that supports it.

Name: _____ Date: _____

Written Response

Directions: Write about the life of a piece of mail. Tell where the mail originates or starts, its path from the mailbox to the post office, and finally to its destination.

Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 155) to gauge student progress toward mastery of the Learning Objectives.
2. Based on the results of the Quick Check activity sheet and teacher observations during the lesson, organize students into groups and continue with the Differentiated Instruction support and the Literacy Games.

Assessment Opportunity

Have students complete a timed reading of the passage. This passage has 297 words. The fluency goal is 114 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Progress Monitoring

Progress-monitoring assessments help teachers identify specific strengths and weaknesses to inform instruction and maximize class time. Methods include informal observations, classroom participation, activity sheets, and student responses.

Name: _____ Date: _____

Quick Check

LESSON
25

- | | |
|---|--|
| <p>1 Which of these words means "to put things in a suitcase again"?</p> <p><input type="radio"/> A unpack</p> <p><input type="radio"/> B repack</p> <p><input type="radio"/> C undress</p> <p><input type="radio"/> D refine</p> | <p>2 Which of these sentences contains a nonliteral phrase?</p> <p><input type="radio"/> A Benny is a very good gardener.</p> <p><input type="radio"/> B Benny has a green thumb.</p> <p><input type="radio"/> C Benny is good at growing plants.</p> <p><input type="radio"/> D Benny has a lot of gardening talent.</p> |
| <p>3 Which of these is the main idea of <i>It's in the Mail</i>?</p> <p><input type="radio"/> A Today, people use computers to send</p> | <p>4 Which of these sentences helps to build on the main idea?</p> <p><input type="radio"/> A What will we use in the</p> |

LESSON
25

Identifying Key Details 6 min.

Differentiated Instruction 35 min.

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

Reteach

1. Draw a picture of a table. On the surface of the table, write *main idea*. On each leg, write *key detail*. Say, "Key details are important. They support the main idea. Without the key details, the main idea would not have any support."
2. Identify the underlined key details in the passage. Say, "These key details support the main idea." Fill out a graphic organizer together, using an outline of a table as the template. Help students visualize the importance of each key detail.

Reinforce

1. Draw a picture of a table. On the surface of the table, write *main idea*. On each leg, write *key detail*. Say, "Key details are important. They support the main idea. Without the key details, the main idea would not have any support."
2. Ask students to create a graphic organizer, using an outline of a table as their template. Once students have included their key details and main idea, demonstrate how each key detail supports the main idea.

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 pick a topic they feel they are an expert on. Invite them to create an outline with a main idea and at least three key details. Provide students time to share their outlines with at least one other class member.

Differentiated Instruction and Language Support

Lessons include differentiation tips and language support for English language learners and can be adapted to all RTI levels.

The Extended Learning suggestions offer extra practice for all students, especially those performing above level.

Level 3
Focused Reading Intervention
 Assessment Guide

Assessments

4 Easy-to-use Assessments in Print and Digital Formats

- ▶ Pretest
- ▶ Progress Monitoring Quick Check (See previous page)
- ▶ Oral Reading Record
- ▶ Summative Posttest
- ▶ Oral Reading Record
- ▶ Summative Posttest

The printed materials include a Pretest with reading comprehension questions, an Oral Reading Record form with a table for recording student performance, and a Summative Posttest with multiple-choice and short-answer questions.

The digital interface displays a Pretest with a video of a student reading and a Student Report table. The report shows scores for Pretest and Posttest, and a list of student performance by lesson number.

Student Number	Pretest	Posttest	Lesson Number	Student
1	✓	✓	1	Identifying the Central Character: Librarian
2	✓	✓	2	Identifying the Central Character: Librarian
3	✓	✓	3	Identifying the Central Character: Librarian
4	✓	✓	4	Identifying the Central Character: Librarian
5	✓	✓	5	Identifying the Central Character: Librarian
6	✓	✓	6	Identifying the Central Character: Librarian
7	✓	✓	7	Identifying the Central Character: Librarian
8	✓	✓	8	Identifying the Central Character: Librarian
9	✓	✓	9	Identifying the Central Character: Librarian
10	✓	✓	10	Identifying the Central Character: Librarian

Pretest

Oral Reading Record

Summative Posttest

Reporting tools for student and class results

Games

Use these games to motivate struggling readers and reinforce reading skills.

3 Literacy Game Sets

Includes everything needed to play the games.

3 Digital Literacy Games

Fully engage students with skill based-games.

The ProtectoHive game board features a central queen bee and several worker bees on a grid. It includes a directions and answer key card with instructions on how to play and win.

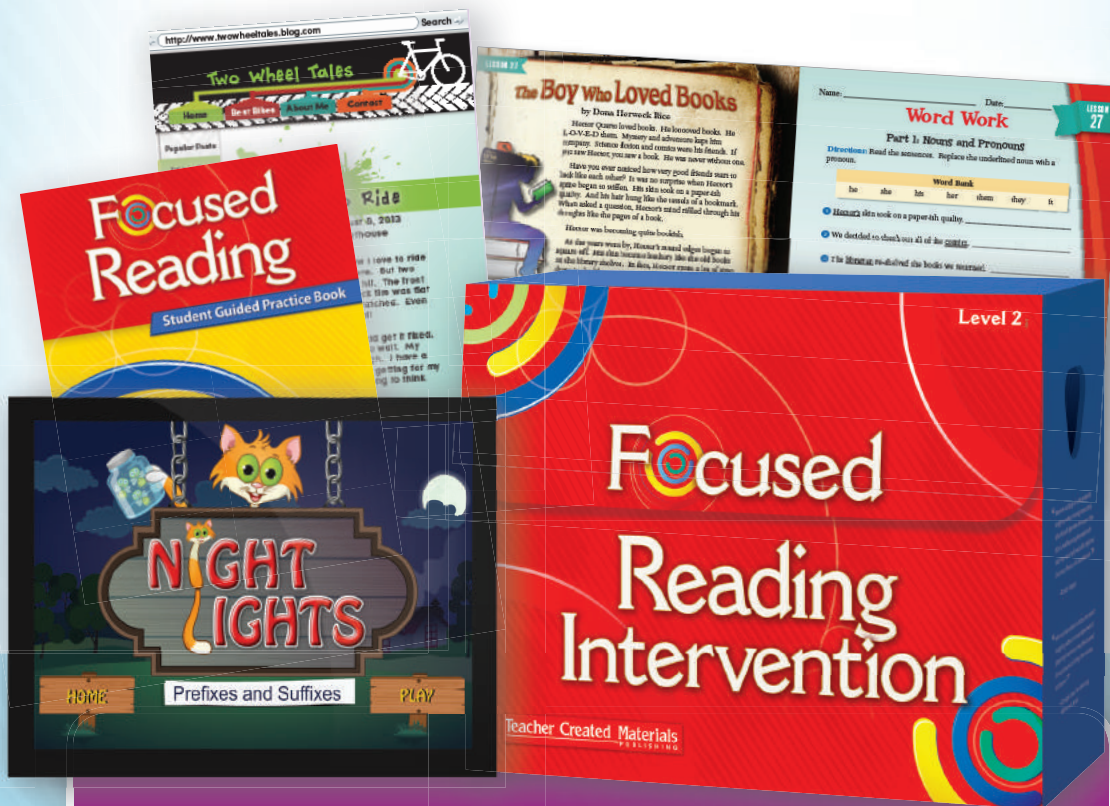
Game Board

Directions and Answer Key

The digital interface for Focused Reading shows three game options: Carrot Crunch (Phonics and Letters), The Wonderful Word Widget (Syllables), and Friendly Friends (Inferences). Each game has a 'Play' button.

Perfect for any intervention program

Includes pacing for a variety of intervention settings, from before and after school to AIS and summer school.



FOCUSED READING INTERVENTION ORDERING INFORMATION

level	ISBN	price each	level	ISBN	price each
Complete Kits			Student Guided Practice Books*		
Level 2	9781480734869	\$589.99	Level 2	9781480741768	\$10.99
Level 3	9781480734876	\$589.99	Level 3	9781480741775	\$10.99
Level 4	9781480734883	\$589.99	Level 4	9781480741782	\$10.99
Level 5	9781480734890	\$589.99	Level 5	9781480741799	\$10.99
Level 6	9781480734906	\$589.99	Level 6	9781480741805	\$10.99
Level 7	9781480734913	\$589.99	Level 7	9781480741812	\$10.99
Level 8	9781480734920	\$589.99	Level 8	9781480741829	\$10.99

*Each kit includes a class set of 15 books; additional copies can be ordered individually.

All materials will be available in time for summer school!