

**Tier II  
Reading Intervention  
Lessons**

**Intermediate:  
Grades 3 or 4**



**Set 1**

**Tier II Reading Intervention – Intermediate  
Comprehension Focus: Inferences**

**Day 1**

**Materials:** *New Dog Diary (Time for Kids, Supplement Level 3, Language Arts 4)*

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify text features. Ask students what kind of text they think it is. (fiction, non-fiction, poem, etc.)

**Skimming:** Ask students to read the first paragraph and make predictions about the text. Ask questions designed to activate background knowledge. (*Have you ever had to wait for something that you really wanted? What did that feel like?*)

**Set Purpose:** Ask, *After reading the title and looking at the text features, what do you think you might be reading about in this passage? What questions do you have about the passage? Let's read to find out...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moments. **Fast Finishers (FF)** go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** crate (paragraph 3). Students should use context clues strategies (write context clues that support meaning – “key words” and “my words” – to help students define the words.)

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should use context clues to help them understand difficult words.

**Day 2**

**Read for Focus (Inferences):** Teacher will review or explain what an inference is/how inferences are made. *When good readers infer they create meaning that is not explicitly stated in the text. They use clues from the text plus what they know about the clue to form an inference.*



**Clue from  
Text**

+



**What I Know  
about the clue**

=



**My Inference**

Teacher will use questions that require the reader to make an inference to prompt students to understand the implicit or “hidden” meaning in the text:

*In paragraph 2, what is the author showing us about how the girl feels about getting a puppy?*

*Which statement(s) prove that the girl is feeling that way?*

*When you read the last paragraph, what do you think the girl's relationship with the new puppy will be as the puppy gets older?*

*Which statement(s) prove that?*

Students will reread the text with these questions in mind. Students will find the clues from the text that support their answers to these questions.

In conclusion, students should discuss the clues they found to support their inferences and explain their thinking to the group.

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

## Tier 2 Reading Intervention – Intermediate Comprehension Focus: Inferences

### Day 3

**Materials:** *What’s NEW in Summer Camps (Time for Kids, Supplement Level 3, Math 3)*

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify text features. Ask students what kind of text they think it is. (fiction, non-fiction, poem, etc.)

**Skimming:** Ask students to read the first paragraph and make predictions about the text. Ask questions designed to activate background knowledge. (*Have you ever been to a summer camp? If you had a chance to go to a summer camp, what type of camp would you like to go to? What kinds of things do you think kids do at summer camp?* )

**Set Purpose:** *Ask, After reading the title and looking at the text features, what do you think you might be reading about in this passage? What questions do you have about the passage? Let’s read to find out...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moments. **Fast Finishers (FF)** go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** deeds (paragraph 9). Students should use context clues strategies (write context clues that support meaning – “key words” and “my words” – to help students define the words.)

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should use context clues to help them understand difficult words.

### Day 4

**Read for Focus (Inferences):** Teacher will review or explain what an inference is/how inferences are made. *When good readers infer they create meaning that is not explicitly stated in the text. They use clues from the text plus what they know about the clue to form an inference.*

Teacher should review the inference equation that students used on day 2:



Teacher will then provide a partially completed inference equation. Such as:



Other inferences that the teacher can provide are:

- *It would be more expensive to go to a camp for a week than for 3 days.*
- *Summer camps are a good place to learn how to help others.*

Students will reread the text with these inferences in mind. Students will find the **clues from the text** that support the inferences.

In conclusion, students should discuss the clues they found to support their inferences and explain their thinking to the group.

Remember that the clues from the text have to be exact statements from the text.

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

**Tier II: Reading Intervention (Intermediate)**  
**Comprehension Focus: Main Idea with Supporting Details – Parts of Text**

**Day 1**

**Materials:** *The Humpback Whales* (Pathways 3A, pp. 54-55)

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify the text features. Ask students, *What kind of text might this be? What makes you think that?* (non-fiction)

**Skimming:** Ask students to read the title, look at the pictures, and read the subheadings. Ask them to read the first paragraph, and make predictions about the text. Ask questions designed to activate background knowledge. (*What do you know about humpback whales*)

**Set Purpose:** *What questions do you have about humpback whales before we read this article? Let's read to find out ...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moment. Fast Finishers (**FF**) go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** baleen (p. 54), sieve (p. 54), lunge (p. 55) Students should use context clues strategies (write context clues that support meaning “key words” and “my words” to help students define the words).

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should use context clues to help them understand difficult words.

**Day 2**

**Read for Focus (Main Idea with Supporting Details – Parts of Text):** Students will re-read part of the passage (the 1st paragraph) for focus – Main Idea. Students should work in pairs to fill out a TAKS format main idea graphic organizer. Teacher guides the students to create one final graphic organizer identifying the main idea of the selected part of the text.

A finished graphic organizer might look like this:

<b>Main Idea:</b>			
Humpback whales have baleen that helps them trap and eat krill.			
<b>Supporting Details:</b>			
They have baleen instead of teeth.	Baleen are large, comb-like bones.	Baleen acts as a sieve.	Humpbacks eat enormous amounts of krill.

Next, students will re-read the rest of page 54 and 55. Students may reread parts of the text and determine the main idea for a part or parts of the text.

In conclusion, students should discuss what they learned about humpback whales. Remind students to practice using new vocabulary words – **baleen, sieve, lunge**.

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

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 \*Who or What is the text mostly about?  
 What is important about this?  
 Why is it important?

**Tier II: Reading Intervention (Intermediate)**  
**Comprehension Focus: Main Idea with Supporting Details – Parts of Text**

**Day 3**

**Materials:** *No Hands Allowed* (Pathways 3A, pp. 6-7)

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify the text features. Ask students, *What kind of text might this be? What makes you think that?* (non-fiction)

**Skimming:** Ask students to read the title, look at the pictures, and read the subheadings. Ask them to read the first paragraph and make predictions about the text. Ask questions designed to activate background knowledge. (*What do you know about playing soccer?*)

**Set Purpose:** *Ask yourself a question that you would like to have answered about the text.*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moment. Fast Finishers (FF) go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** opponents (p. 6), prevent (p. 7). Students should use context clues strategies (write context clues that support meaning “key words” and “my words” to help students define the words).

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should be applying “click and clunk” method to attack difficult words.

**Day 4**

**Read for Focus (Main Idea with Supporting Details – Parts of Text):**

Students will re-read part of the passage for focus – Main Idea – Parts of Text. Students should read a section (*Hand Rules*, for example). Students should work in pairs to fill out a TAKS format main idea graphic organizer. Teacher guides the students to create one final graphic organizer identifying the main idea of the selected part of the text.

A good graphic organizer might look like this:

Soccer players kick and pass the ball but cannot use their hands.		
It is against the rules for players to use their hands.	Players work together to pass the ball.	Players can use other body parts and even their heads.

Next, students will work independently to create a main-idea graphic organizer for pages 6-7. Students should compare graphic organizers and draft one final version for the group.

In conclusion, students should discuss how to play soccer and something new they learned about the game. Encourage students to use new vocabulary words – **opponents, prevent.**

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

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 \*Who or What is the text mostly about?  
 What is important about this? Why is it important?

**Tier II: Reading Intervention (Intermediate)**  
**Comprehension Focus: Main Idea with Supporting Details**

**Day 1**

**Materials:** *On the Right Track (Pathways 3A)*

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify text features. Look at pictures. Ask students: *What kind of text do you think this might be?* (fiction, non-fiction, poem, etc.)

**Skimming:** Ask students to look at the pictures and read the first paragraph, and make predictions about the text. Ask questions designed to activate background knowledge: *What do you know about maps? What kind of maps have you used and why?*

**Set Purpose:** Teacher asks: *What questions do you have about maps? What do you want to know? Let's read to find out...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moments. **Fast Finishers (FF)** go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** couriers (p. 12), navigator (p. 14). Students should use context clues strategies (write context clues that support meaning – “key words” and “my words” – to help students define the words).

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should use context clues to help them understand difficult words.

**Day 2**

**Read for Focus (Main Idea with Supporting Details):** Students will re-read the passage for focus – Main Idea with Supporting Details. Students should work in pairs to fill out a TAKS format main idea graphic organizer. Teacher guides the students to create one final graphic organizer identifying the main idea of the selected part of the text.

Next, students should look for supporting details to support the main idea statement.

A finished graphic organizer might look like this.

Maps are important tools to help people find places and understand things.			
Road maps show where roads go and how they join other roads.	Plans for building homes are maps that architects and builders use.	Airplane pilots and ship captains use charts as maps.	Weather maps help pilots and farmers tell if a storm is coming.

Students may reread parts of the text and determine the main idea for a part or parts also.

To conclude, ask students: *What important ways to maps help us? When do you think you will need to use a map?*

\*Who or What is the text mostly about? What is important about this? Why is it important?

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

**Tier II: Reading Intervention (Intermediate)**  
**Comprehension Focus: Main Idea with Supporting Details**

**Day 3**

**Materials:** *Clever Computers (Pathways 3A)*

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify text features. Look at pictures. Ask students: *What kind of text do you think this might be?* (fiction, non-fiction, poem, etc.)

**Skimming:** Ask students to read the title, look at the picture, read captions and first paragraph. Ask them to make predictions about the text. Ask questions designed to activate background knowledge: *How have you used a computer? What kinds of toys or games use computers?*

**Set Purpose:** Teacher asks: *What questions do you have about computers? What do you want to know? Let's read to find out...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moments. **Fast Finishers (FF)** go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** tasks (p. 8), equipped (caption, p. 11). Students should use context clues strategies (write context clues that support meaning – “key words” and “my words” – to help students define the words).

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should use context clues to help them understand difficult words.

**Day 4**

**Read for Focus (Main Idea with Supporting Details):** Students will re-read the passage for focus – Main Idea with Supporting Details. Students should work in pairs to fill out a TAKS format main idea graphic organizer. Teacher guides the students to create one final graphic organizer identifying the main idea of the selected part of the text.

**A finished graphic organizer might look like this:**

Computers are important inventions to help people do jobs and have fun.			
Computers are used to communicate with people.	Computers make the new action games seem lifelike.	Computers help drivers know where they are going.	Some computers toys even understand human voices.

To conclude, ask students: *What do you like about computers? With what kinds of tasks can computers help us? How do computers make our lives easier?* Be sure to use new vocabulary in discussion – tasks and equipped.

\*Who or What is the text mostly about? What is important about this? Why is it important?

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

**Tier 2 Reading Intervention – Intermediate  
Comprehension Focus: Sequencing**

**Day 1**

**Materials:** *A Class Diary – A Clean-up Project (Pathways 3A, pp. 36-37)*

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify text features. Ask students what kind of text they think it is. (fiction, non-fiction, poem, etc.)

**Skimming:** Ask students to read the first paragraph and make predictions about the text. Ask questions designed to activate background knowledge. (*Have you ever worked with a group to do something for your neighborhood or school? or Have you ever helped someone by doing something nice for them? What did that feel like?* )

**Set Purpose:** Ask, *After reading the title and looking at the text features, what do you think you might be reading today? What questions do you have about the passage? Let's read to find out...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moment. Fast Finishers (**FF**) go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** enthusiastic (paragraph 3). Students should use context clues strategies (write context clues that support meaning – “key words” and “my words” – to help students define the words.)

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should use context clues to help them understand difficult words.

**Day 2**

**Read for Focus (Sequencing):** Teacher will review sequencing (putting major events in order) and share the graphic organizer that is used for sequencing.

Students will reread the story and mark the major events with a sticky note or by writing them down.

**Sequencing Focus:**

Prior to the lesson, the teacher will have the important events from the story summarized on sentence strips or note cards. The important events for this passage could be:

- The class was chosen to participate in the “Clean Up Dover Creek” project.
- The class gathered the materials they needed.
- The class was told what area of the creek they would clean up.
- The class worked hard and the creek better than ever.

After reading, students will work together to arrange the events in proper order – first event, followed by second event, etc.

In conclusion teacher and students will discuss the whether or not the story would make sense if the events were placed in a different order. Teacher can ask, *Why do you think it is important to be able to retell a story in the correct order? Does this help you as a reader understand the story better? Why?*

**TT:** Remember to refer back to student-generated questions. Ask: *Were your questions answered?*



**Tier 2 Reading Intervention – Intermediate  
Comprehension Focus: Sequencing**

**Day 3**

**Materials:** *Make a Lantern (Pathways 3A, pgs. 44-47)*

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify text features. Ask students what kind of text they think it is. (fiction, non-fiction, poem, etc.)

**Skimming:** Ask students to read the first paragraph and make predictions about the text. Ask questions designed to activate background knowledge. (*Have you ever had to read instructions to know how to put something together? Have you ever followed a recipe?*)

**Set Purpose:** What questions do you have about making lanterns? Let's read to find out...

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moment. Fast Finishers (FF) go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should use context clues to help them understand difficult words.

**Day 4**

**Read for Focus (Sequencing):** Teacher will review sequencing (putting major events/important steps in order) and share the graphic organizer that is used for sequencing.

Students will reread the story and mark the important steps with a sticky note or by writing them down.

**Sequencing Focus:**

Prior to the lesson, the teacher will have the important events from the procedure summarized on sentence strips or note cards. The important steps for this passage could be:

- Gather your materials.
- Make the frame for the fish lantern.
- Cover the frame with colored paper, cellophane, and glitter.
- Complete the hook
- Add a small flashlight to the base of the lantern

After reading, students will work together to arrange the steps in proper order – first step, followed by second step, etc. and locate where in the passage each step is located.

In conclusion teacher and students will discuss what would happen if you decided to try to make a fish lantern by following the steps out of order. Teacher can ask, *What do you think would happen if you tried to do step 4 before step 1? Do you think you would end up with a good lantern? Why is it important to follow steps in a procedure in the correct order?*

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

**Tier II: Reading Intervention (Intermediate)**  
**Comprehension Focus: Summarization (Expository)**

**Day 1**

**Materials:** *The Ancestral Puebloans*, (Pathways 3A, pp. 4-5)

**Teacher Preparation:** Teacher familiarizes self with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify the text features. Ask students, *What kind of text might this be? What makes you think that?* (non-fiction)

**Skimming:** Ask students to read the title, look at the pictures. Ask them to read the first paragraph (*More than 2,000...*), and make predictions about the text. Ask questions designed to activate background knowledge. (*What do you know about Native Americans? What do you know about their traditions? What do you know about the southwestern part of the United States?*)

**Set Purpose:** *What do you want to learn about the ancient Native Americans? What questions do you have about the ancient pueblo people? Let's read to find out...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moment. Fast Finishers (**FF**) go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** harsh (page 4), lack (page 5). Students should use context clues strategies (write context clues that support meaning, “key words and “my words” to help students define the words).

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should use context clues to help them understand difficult words.

**Day 2**

**Read for Focus (Summarization of Expository Text):** Students will reread the text, making note of the following ideas:

*Who or what is this passage mostly about?* (W)  
*What is important about this subject?* (W)  
*When did this take place?* (W)  
*Where did this take place?* (W)  
*Why was this important?* (W)  
*How was this accomplished?* (H)

Divide students into pairs to answer the questions above (WWWWWH). Students should then take their ideas and create a 3-5 sentence summary. A sample graphic organizer might look something like this:

<b>Who:</b> The Ancestral Puebloans
<b>What:</b> lived in severe conditions
<b>When:</b> more than 2000 years ago
<b>Where:</b> in the southwestern United States
<b>Why:</b> in order to survive
<b>How:</b> created traditions still studied and practiced today

**Summary:** In order to survive the severe conditions of the southwest, the Ancient Puebloans lived more than 2,000 years ago. Archeologists are still trying to figure out why they left after only 200 years. They left behind many traditions still practiced today.

In conclusion, students should discuss how the traditions of the Ancient Puebloans still influence our lives today. Be sure to practice new vocabulary – harsh, lack.

**Fluency:** Students should take a one minute fluency check to determine current fluency level.

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

**Tier II: Reading Intervention (Intermediate)**  
**Comprehension Focus: Summarization (Expository)**

**Day 3**

**Materials:** *Grizzly Bear* (TFK: ENF Supplemental, Level 3, Social Studies Card 3)

**Teacher Preparation:** Teacher familiarizes themselves with the text and plans stop points.

**Preview Text and Text Features:** Read the title. Have students identify the text features. Ask students, *What kind of text might this be? What makes you think that?* (non-fiction)

**Skimming:** Ask students to read the title, look at the pictures, the inset, and read the subtitles. Ask them to read the first paragraph and make predictions about the text. Ask questions designed to activate background knowledge. (*What do you know about Grizzly Bears? What do you know about the Old West?*)

**Set Purpose:** *What questions do you have about the grizzly bear? Ask yourself a question that you would like to have answered about the text. What caused the bears to disappear from the area known as the “Old West”? Let’s read to find out...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moment. Fast Finishers (**FF**) go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** disappear (paragraph 3). Students should use context clues strategies (write context clues that support meaning-“key words and “my words”- to help students define the words)

**Focus Skill:** Have students apply the skills learned during Day 2 to determining the summary of today’s piece. (WWWWH) Students should write their summaries and compare with other students.

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should be using context clues to attack difficult words.

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?

**Day 4**

**Materials:** *Harriet Tubman* ( TFK: ENF Supplemental, Level 2, Social Studies Card 3)

**Preview Text and Text Features:** Read the title. Have students identify the text features. Ask students, *What kind of text might this be? What makes you think that?* (non-fiction)

**Skimming:** Ask students to read the title, look at the pictures. Ask them to read the first paragraph and make predictions about the text. Ask questions designed to activate background knowledge. (*What do you know about slavery? What do you know about Harriet Tubman?*)

**Set Purpose:** *What questions do you have about Harriet Tubman? Ask yourself a question that you would like to have answered about the text. (Ex. Why would Harriet place herself in such danger to help other slaves?) Let’s read to find out...*

**First Reading:** Students read silently to each stop point. Students use sticky notes to code places in the text where they have a question (?), prediction (p), connection (c), visualization (v), new learning (L), or other “aha or wow” (!) moment. Fast Finishers (**FF**) go back and reread coded text and record thoughts on sticky notes. Teacher facilitates discussion at each stop point.

**Words in Context:** guide (paragraph 4). Students should use context clues strategies (write context clues that support meaning-“key words and “my words”- to help students define the words.)

**Focus Skill:** Have students apply the skills learned during Day 2 to determining the summary of today’s piece. (WWWWH) Students should write their summaries and compare with other students.

**Repeated Reading for Fluency:** Students will work in pairs, taking turns to read the passage out loud to each other for 12-15 minutes (be sure to leave adequate time in the session). Students should provide feedback to each other about fluency, expression, and difficult words. Students should be using context clues to attack difficult words.

**TT:** Remember to refer back to student-generated questions. Ask: Were your questions answered?