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Exploring Reading— Level K

This sample includes the following:

Best Practices Guide Cover (1 page)

Table of Contents (1 page)

Overview of Reading Instruction (3 pages)

Components of Effective Intervention (1 page)

Instructional Overview (2 pages)

Lesson Plan (19 pages)

Poster (1 page)

Reader (8 pages)

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K

Exploring **Reading**



Best Practices Guide



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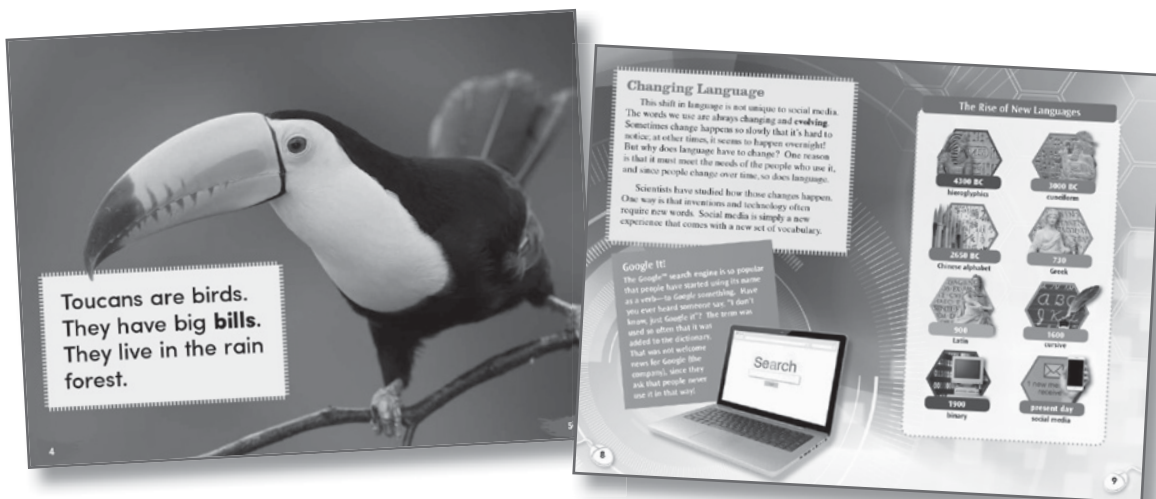
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The Importance of Reading Informational Text

In an increasingly global and information-rich society, students need to be eager to learn, seek answers, and have the necessary skills to navigate the various informational texts they will come across in school, the workplace, and everyday life. According to Stephanie Harvey and Anne Goudvis in their book *Strategies That Work: Teaching Comprehension to Enhance Understanding*, “interesting, authentic nonfiction fuels kids’ curiosity, enticing them to read more, dig deeper, and search for answers to compelling questions” (2007, 156).

Aside from the long-term goal of developing skilled readers, nonfiction text also has a role in standardized testing. Because students are most often tested on their abilities to comprehend nonfiction text, it is important to provide readers with explicit instruction for the ways in which nonfiction text is organized, along with specific skills and strategies for comprehending nonfiction text. In their article featured in *The Reading Teacher* (2000), Broaddus and Ivey suggest that familiarity with nonfiction text will add to students’ depth of content-area knowledge and understanding, which may increase standardized test scores.



nonfiction readers

These are some examples of nonfiction text in *Exploring Reading*. All nonfiction text contains nonfiction text features, rich charts, diagrams, images, and photographs to bring the text to life.



text cards

The Importance of Reading Literature

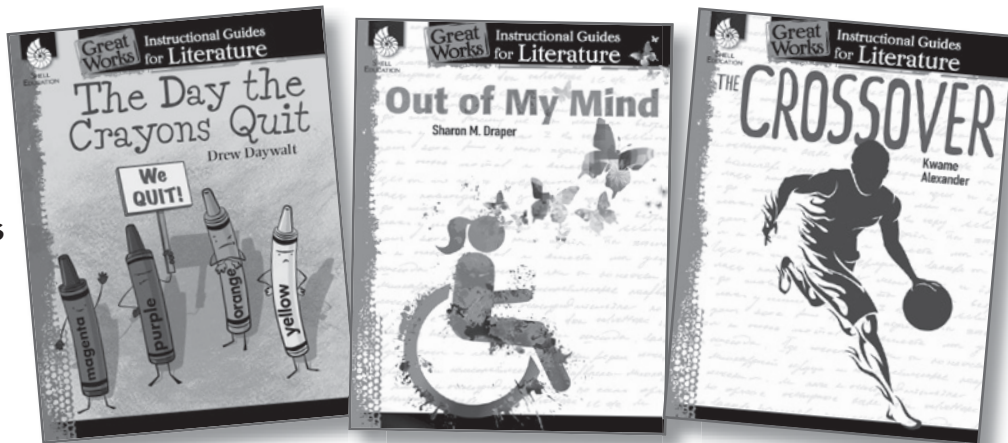
Recommending that children read “literary wholes” may seem like a contemporary criticism of basal programs, but this quotation is taken from a 1908 work on the teaching of reading in the United States, *The Psychology and Pedagogy of Reading* by Edmund Burke Huey. Huey’s observations highlight what every parent and teacher of young children knows—children love a good story. And the discussion that extends from the story is just as important. Speaking and listening strategies are critical during preschool and primary grades, during which time oral discourse provides the primary context for learning. Numerous correlational studies indicate that frequent, high-quality reading experiences benefit preschoolers in vocabulary acquisition (Lawrence and Snow 2011). Further, primary students who are learning decoding skills benefit from discussions that set a purpose for reading, activate prior knowledge, ask and answer thoughtful questions, and encourage peer interaction. Reading fiction provides rich opportunities for oral discourse development and vocabulary acquisition.

text cards



These are some examples of the fiction selections in *Exploring Reading*. All literature text contains story elements, rich vocabulary, and engaging images that support the text.

literature selections



The Importance of Intertextuality

Using fiction and nonfiction texts together is a natural way to explore themes. In an article in *The Reading Teacher*, Deanne Camp poses this question: “Given children’s natural tendencies to ask questions about the world around them, why not focus on both fact and fiction to answer those questions?” (2000, 400) Fictional books can be an engaging way to introduce a topic to students; however, instruction does not need to begin with the work of fiction. Reading a nonfiction text before a fictional text on the same topic can build or strengthen background knowledge that may be required to successfully comprehend the fictional piece (Baer 2012; Soalt 2005). Additionally, students who prefer nonfiction texts will be more motivated to read a related fictional text when the informational piece is presented first (Soalt 2005). According to research by Sylvia Read, “interacting with nonnarrative texts may be the best path to overall literacy” (2005, 36).

TCM Grade Level, word count, Fountas and Pinnell Guided Reading Level, DRA Level, and Lexile Level are listed on the back cover of each reader. These measures are for reference only, as *Exploring Reading* nonfiction readers are not meant to match student's independent reading level. The books are studied through a shared read, led by the teacher. The books have the appropriate rigor for the purpose.

Theory into Practice



The Great Works Instructional Guides for Literature included in each *Exploring Reading* kit encourage teachers to engage in **modeled reading of rich, diverse texts**. The selections include a variety of characters and stories meant to be **culturally relevant and engaging** to all students.

Table 3 lists the literature selections that have been chosen for each level. The *Teacher's Guide* provides prompts and activities. More importantly, sharing the literature provides opportunities for authentic, student-initiated use of comprehension strategies.

Components of Effective Intervention

Direct, Sequential, and Gradual Release

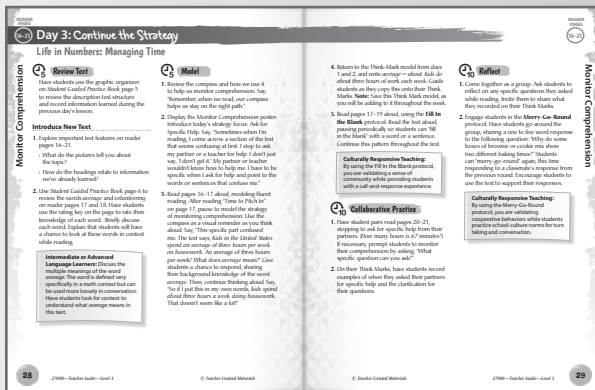
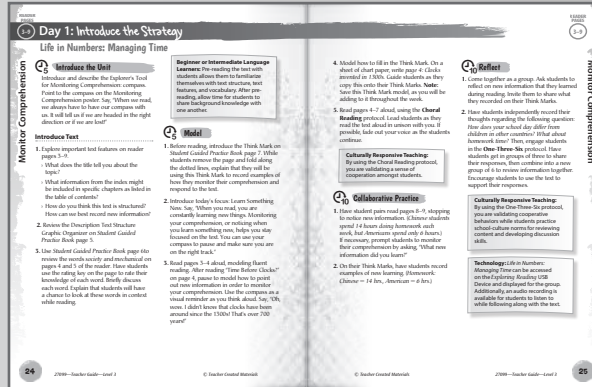
Theory into Practice



Reader Sample Lesson

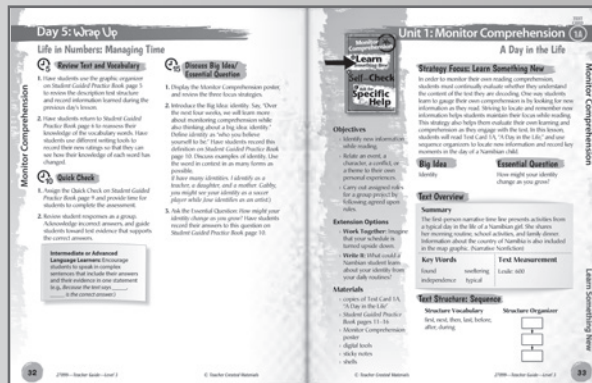
Exploring Reading has embedded Gradual Release of Responsibility into each reader lesson, including review, teacher modeling, and collaborative practice.

On day one, the teacher **introduces the strategy**. The teacher models reading fluently with a **shared read** before student practice with a partner.



By the third day of each reader lesson, students **practice the strategy** as they read the text with less guidance from the teacher.

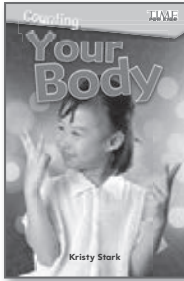



Each reader lesson ends with a quick check, reflection, and discussion. Students reread, write, and discuss the big idea as a group or with partners.



Instructional Overview

Exploring Reading has eight units, each focusing on a different reading comprehension strategy. Instruction is organized into 30-minute lessons. If taught daily, each of the eight units spans four weeks.

Sample Unit

Nonfiction Reader	3 Text Cards		
Big Idea: Myself and Others	Essential Question: Who are you?		
Week 1	Week 2	Week 3	Week 4
Strategy: Monitor Comprehension	Learn Something New	Self Check	Ask for Specific Help
			
Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a big idea.	Students read three text cards and practice three parts of the strategy. They continue to explore the big idea through an essential question. This ties all the texts together. The unit concludes with a reflective-writing exercise, asking students to revisit their initial thoughts about the big idea.		

After every four units (mid-year and end-of-year), teachers can use the *Great Works: Instructional Guide for Literature* to navigate students through an authentic trade book. These instructional guides include authentic vocabulary instruction and activities, key discussion points, guided close-reading questions, writing prompts, and assessments.



Nonfiction Reader Lessons

During each of the reader lessons, students will examine **text structures, text features, vocabulary, and comprehension strategies**. Students will receive **explicit modeling** from the teacher before **practicing the strategy** independently or with partners. Each lesson concludes with a **discussion** and **reflection** on learning. The accompanying *Student Guided Practice Book* pages give students a chance to practice vocabulary, analyze text structure, record thinking, and assess comprehension.

Text Card Lessons

Lessons for the text cards differ slightly each day.

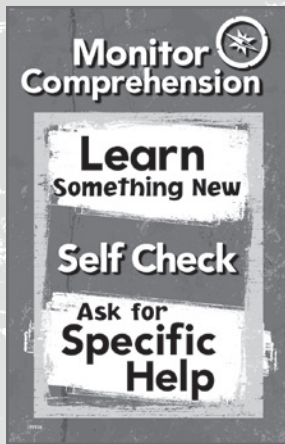
- › *Day 1:* Students **analyze text features** and **identify new vocabulary** words. After an introduction to a new strategy focus, students read the text for the first time, applying the strategy.
- › *Day 2:* Teachers lead students through a **close reading** of the text card. Students **annotate** and **jot notes** directly on a copy of the text in their *Student Guided Practice Books*. Students look at elements such as word choice and author's purpose while also **analyzing the text** and **applying comprehension strategies**.
- › *Day 3:* Students read the text a final time. This time, they are looking for **evidence of the Big Idea** while also examining the text **structure** or **author's craft**. Discussion questions allow the group to reflect on learning while also pulling elements of the Big Idea from the text and applying them to other scenarios.
- › *Day 4:* Students learn and practice a **language skill** that aims to enhance their speaking, listening, reading, or writing abilities. Students also complete a Quick Check **comprehension assessment** and review answers as a group. This allows teachers to embed **test-taking strategies** into their teaching.
- › *Day 5:* Teachers are given two activities from which to choose. Students can **work collaboratively** to write, create, or discuss, or they can complete a **writing assignment** that asks them to reflect upon the content of the text card as well as the Big Idea or Essential Question. On the last day of the unit, teachers may choose to have students return to their notes about the Big Idea and **record text evidence** that supports a **deeper understanding**.

Assessment

Throughout *Exploring Reading*, teachers can assess students' progress and reading development in a variety of ways. First, teachers can pinpoint specific areas of need by administering the **Diagnostic Assessment**. A **Pretest** and **Posttest** can be given at the beginning and end of each unit to measure growth. Additionally, an **Oral Reading Assessment** is provided for each reading selection. Finally, teachers can measure overall improvement in reading comprehension with the **Summative Assessment**. See the *Exploring Reading Assessment Guide* for more information.

Unit 1: Monitor Comprehension

Counting: Your Body



Big Idea

Myself and Others

Essential Question

Who are you?

Unit Overview

Throughout this unit, students will learn and practice three different strategies that will help them monitor their comprehension. They will stop to notice when they learn something new, self check their comprehension, and ask for specific help from teachers or peers. As students read *Counting: Your Body*, they will use a compass as a reminder to pause and ask themselves, "Do I understand what I am reading?"

Text Summary

Students will count parts of their bodies. Sometimes, they only have one part. Sometimes, they have ten!

Objectives

- › Identify new information while reading.
- › Monitor and modify reading strategies by questioning the text as needed to demonstrate understanding.
- › Identify confusing areas of text, and ask or answer questions to clarify.

Materials

- › copies of *Counting: Your Body*
- › *Student Guided Practice Book* pages 4–9
- › *Counting: Your Body* Interactive eBook
- › Monitor Comprehension poster
- › digital tools, children's scissors

Key Words

nose
tongue
ears
fingers

Text Measurements

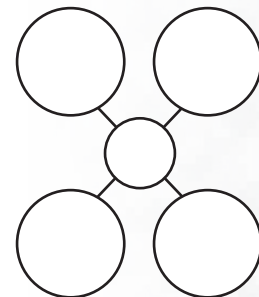
Lexile: BR20L

Text Structure: Description

Structure Vocabulary

main topic, main idea, details

Structure Organizer



Day 1: Introduce the Strategy

Counting: Your Body



Introduce the Unit

1. Introduce the Explorer Tool for monitoring comprehension: compass. Have students turn to *Student Guided Practice Book* page 197 to cut out their compass Think Marks. (**Note:** After each lesson, have students leave the Think Marks in their readers.) As students cut, say, "Compasses help people find their way when they are out in the wild. When we read, we can use compasses to make sure we are heading in the right direction."
2. Define and describe the strategy of monitoring comprehension. Point to the poster and say, "This week, we will learn how to monitor our comprehension while we read. That means we will stop along the way to ask ourselves the following questions: *What am I learning? Do I understand this? What questions do I have?*"

Beginner or Intermediate Language Learners:

Have students draw pictures of their noses and label the body part in English and their native languages. As students draw, help them describe their noses with words such as *pointy, smooth, little, or perfect*.



Introduce the Lesson

1. Distribute one copy of *Counting: Your Body* to each student. Read the title and author aloud.
2. Discuss the title and the image on the cover. Ask the following questions:
 - What does the title tell you about the book?
 - What do you think the book will be about?
3. Introduce students to the song, "My Body Parts." Have them turn to *Student Guided Practice Book* page 6 to follow along with the words as you sing aloud. Encourage students to sing along.
4. Say, "Today, we are going to read pages 3-5. On these pages, we will encounter the word *nose*."
5. Have students turn to *Student Guided Practice Book* page 4 to assess their understanding of the word. Have them circle the heart if they are familiar with the word or the question mark if the word is new. Guide students in a brief discussion as they ask questions and share background knowledge. While building background knowledge, have students copy the word onto the appropriate line.
6. Introduce the focus strategy by saying, "While we read, we are going to monitor our comprehension by noticing when we learn new information. Watch as I practice this strategy. I will use my compass as a reminder to stop every so often and make sure I am heading in the right direction."

5 Model

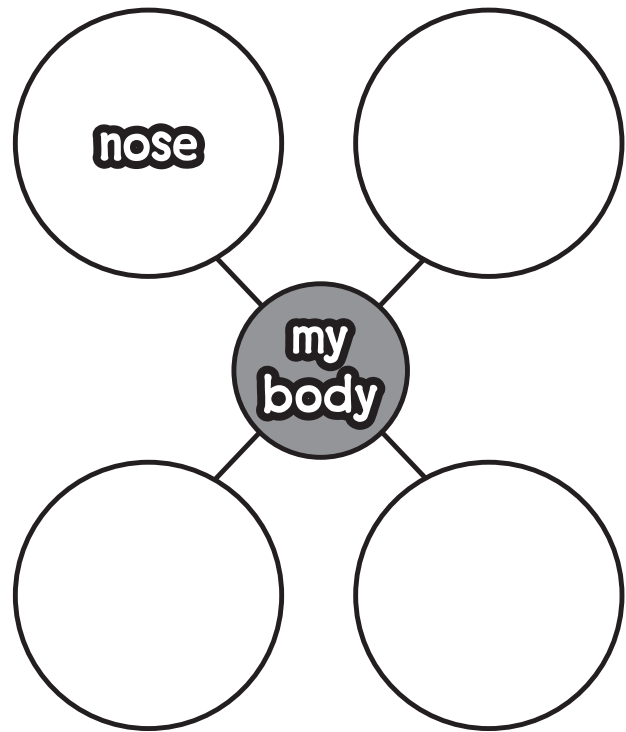
1. Read pages 3–4 aloud, modeling fluent reading.
2. Pick up the compass Think Mark. Say, “I am going to stop here to make sure I’m heading in the right direction. On page 4, I see a picture of a dog. He has a nose. I’m learning about body parts!”

10 Collaborative Practice

1. Read page 5 aloud. Lead students as they follow along with their pointer fingers.
2. Say, “Today, we read pages 3–5 together. I want you to pick up your compasses to help me find some new information in this section of text.” Guide students as they revisit pages 3–5, noticing any new information they learned.
3. Have students cut the picture for *nose* from *Student Guided Practice Book* page 4 and glue it under the word.

5 Reflect

Come together as a group. Invite students to share their learning. Have students turn to the graphic organizer on *Student Guided Practice Book* page 5. Say, “Today, we started to learn about our bodies! What body part did we read about? Let’s write *nose* in one of the circles. This detail tells about our bodies.” **Note:** You may choose to have students draw instead of write, depending on ability.



Technology:

Counting: Your Body can be accessed on the *Exploring Reading* USB Device and displayed for the group. Additionally, an audio recording is available for students to listen to while following along with the text.

Day 2: Use the Strategy

Counting: Your Body



Review Text and Tool

1. Say, "Remember, this week, we are learning about monitoring comprehension. That means we pay close attention to our thinking to make sure we understand what we read."
2. Point to the Monitor Comprehension poster. Say, "Using our compasses will help us remember to stop to notice new information, check to see whether we understand the text, and decide what questions we can ask if we need help."
3. Say, "We're going to continue reading *Counting: Your Body* today. Let's sing the song about our bodies." Have students turn to *Student Guided Practice Book* page 6 and follow along with the words.



Introduce New Text

1. Say, "Today, we are going to read pages 6–7. On these pages, we will encounter the word *tongue*."
2. Have students turn to *Student Guided Practice Book* page 4 to assess their understanding of the word. Have them circle the heart if they are familiar with the word or the question mark if the word is new. Guide students in a brief discussion as they ask questions and share background knowledge. While building background, have students copy the word onto the appropriate line.
3. Introduce the focus strategy by saying, "While we read, we are going to monitor our comprehension by stopping to check in with ourselves. We will call this a *self check*. Watch as I practice this strategy. I will use my compass as a reminder to stop every so often to check to make sure I understand what I am reading."

Intermediate or Advanced Language Learners:

Guide students as they compare and contrast the giraffe's tongue and the child's tongue on pages 6 and 7. Depending on student ability, you may choose to have students do this orally, with the help of a graphic organizer, or as a writing activity.

5 **Model**

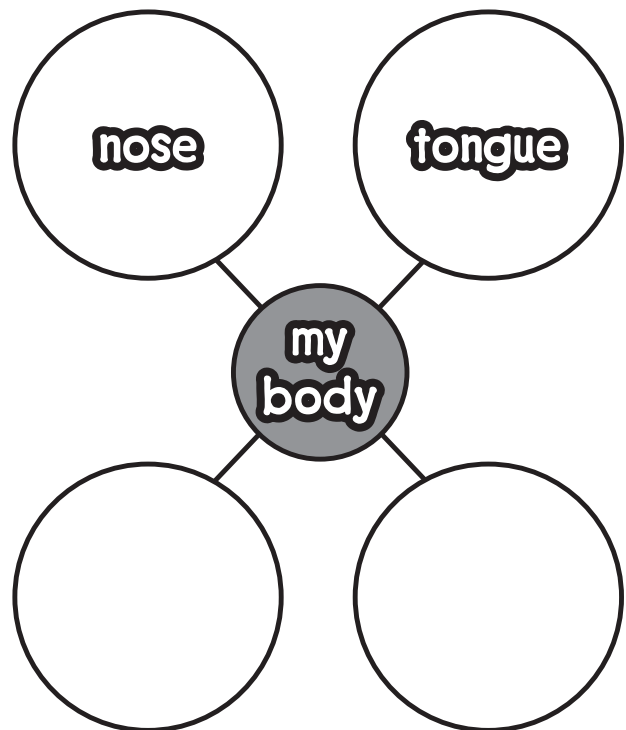
1. Read page 6 aloud, modeling fluent reading.
2. Pick up the compass Think Mark. Say, "I am going to stop here to do a self check. I will ask myself, *What did I just read?* Without looking at the text, I remember reading that a giraffe has a tongue."

10 **Collaborative Practice**

1. Read page 7 aloud. Lead students as they follow along with their pointer fingers.
2. Say, "Today, we read pages 6–7 together. Without looking back at the text, do a self check. Talk to your partners about what you read today." Guide students as they restate information they remember reading.
3. Have students cut the picture for *tongue* from *Student Guided Practice Book* page 4 and glue it under the word.

5 **Reflect**

Come together as a group. Invite students to share their learning. Have students turn to the graphic organizer on *Student Guided Practice Book* page 5. Say, "Today, we learned even more about our bodies! We learned that in addition to a nose, we also have a tongue! Let's write *tongue* on our organizers." **Note:** You may choose to have students draw instead of write, depending on ability.



Day 3: Continue the Strategy

Counting: Your Body



Review Text and Tool

1. Say, "Remember, this week we are learning about monitoring comprehension. That means we will pay close attention to our thinking to make sure we understand what we read."
2. Point to the Monitor Comprehension poster. Say, "Using our compasses will help us remember to stop to notice new information, check to see if we understand the text, and decide what questions we can ask if we need help."
3. Say, "We're going to continue reading *Counting: Your Body* today. Let's sing the song about our bodies." Have students turn to *Student Guided Practice Book* page 6 and follow along with the words.



Introduce New Text

1. Say, "Today, we are going to read pages 8-9. On these pages, we will encounter the word *ears*."
2. Have students turn to *Student Guided Practice Book* page 4 to assess their understanding of the word. Have them circle the heart if they are familiar with the word or the question mark if the word is new. Guide students in a brief discussion as they ask questions and share background knowledge. While building background, have students copy the word onto the appropriate line.
3. Introduce the focus strategy by saying, "While we read, we are going to monitor our comprehension by asking for specific help. Watch as I practice this strategy. I will use my compass as a reminder to stop to ask a question if I get confused."



Model

1. Read page 8 aloud, modeling fluent reading.
2. Pick up the compass Think Mark. Say, "I am going to stop here because I am confused. Instead of saying, 'I don't get it,' I am going to ask a specific question. 'What do ears do?' I'm going to ask a friend for help. Can you help me answer this question?"

Beginner or Intermediate Language Learners:

Provide sentence frames to guide students as they ask for specific help.

- I am confused about _____.
- I didn't understand the text when it said _____.

10 Collaborative Practice

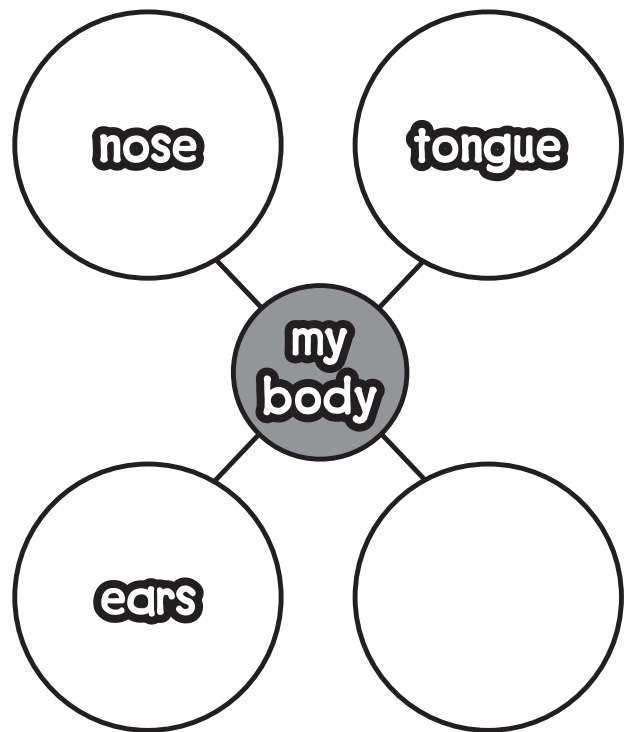
1. Read page 9 aloud. Lead students as they follow along with their pointer fingers.
2. Say, "Today, we read pages 8-9 together. What questions do you have about the text? Ask your partner specific questions to see whether he or she can help you find the answer."
3. Have students cut the picture for *ears* from *Student Guided Practice Book* page 4 and glue it under the word.

Read page 9 aloud. Lead students as they follow along with their pointer fingers.

5 Reflect

Come together as a group. Invite students to share their learning. Have students turn to the graphic organizer on *Student Guided Practice Book* page 5. Say, "Today, we learned even more about our bodies! We learned that in addition to a nose and a tongue, we also have two ears! Let's write *ears* on our organizers."

Note: You may choose to have students draw instead of write, depending on ability.



Day 4: Know the Strategy

Counting: Your Body



Review Text and Tool

1. Say, "Remember, this week, we are learning about monitoring comprehension. That means we will pay close attention to our thinking to make sure we understand what we read."
2. Point to the Monitor Comprehension poster. Say, "Using our compasses will help us remember to stop to notice new information, check to see if we understand the text, and decide what questions we can ask if we need help."
3. Say, "We're going to continue reading *Counting: Your Body* today. Let's sing the song about our bodies." Have students turn to *Student Guided Practice Book* page 6 to follow along with the words.
3. Introduce the focus strategy by saying, "While we read, we are going to notice when we learn new things, stop to self check, and ask for specific help! Our minds will have to be very focused while we read. Watch as I practice all of these focus strategies. I will use my compass as a reminder to stop to learn new things, self check, and ask for help."

Intermediate or Advanced Language Learners:

Help students create a simplified checklist that will provide focus as they apply the strategy. For example, you might have them jot a visual picture for *learn* (e.g., *light bulb*), *check* (e.g., *check mark*), *ask* (e.g., *question mark*), and place a small check box beside each. Students can reference this checklist while reading pages 10–12 of *Counting: Your Body*.



Introduce New Text

1. Say, "Today, we are going to read pages 10–12. On these pages, we will encounter the word *fingers*."
2. Have students turn to *Student Guided Practice Book* page 4 to assess their understanding of the word. Have them circle the heart if they are familiar with the word or the question mark if the word is new. Guide students in a brief discussion as they ask questions and share background knowledge. While building background, have students copy the word onto the appropriate line.



Model

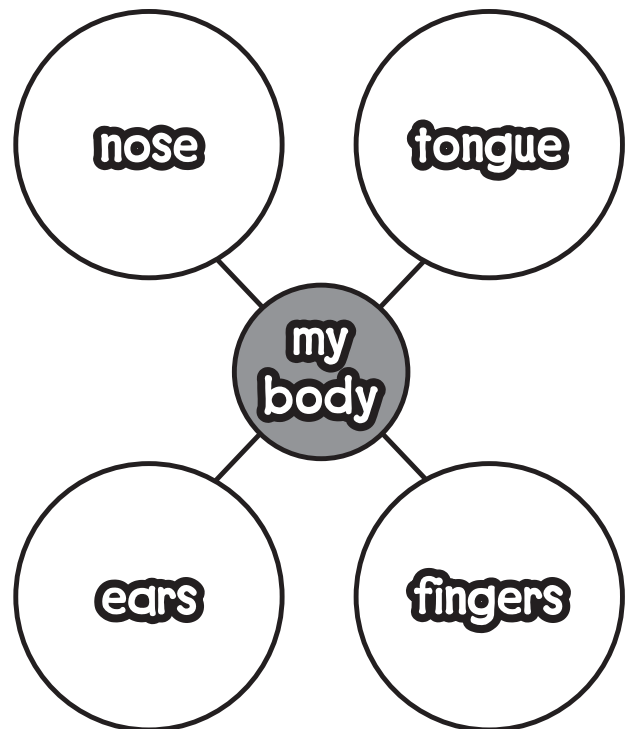
1. Read page 10 aloud, modeling fluent reading.
2. Pick up the compass Think Mark. Say, "I am going to stop here because I learned something new *and* I have a specific question. First, I learned that I have ten fingers. My question is, does everyone have ten fingers? Do all animals have ten fingers? I'm going to ask a friend for help. Can you help me answer my questions?"

 **Collaborative Practice**

1. Say, “Listen as I read *Counting: Your Body*. While I read, think about the main idea of the text. Each time I stop, you will talk to a partner about the key details. Use the pictures and words on the pages to talk about our body parts and how many we have of each part.”
2. Read *Counting: Your Body* from the beginning. Stop for partner talk after every two to four pages.
3. Have students cut the picture for *fingers* from *Student Guided Practice Book* page 4 and glue it under the word.

 **Reflect**

Come together as a group. Have students turn to the graphic organizer on *Student Guided Practice Book* page 5. Say, “In this book, we learned about our noses, tongues, and ears. Today, we learned even more about our bodies. We learned that we also have fingers. Let’s write *fingers* on our organizers.” **Note:** You may choose to have students draw instead of write, depending on ability.

**Technology:**

If students are ready to work independently, have them access the digital platform and complete one or more of the activities. Students can annotate the text, watch two videos, complete a word work activity, or do a comprehension assessment.

Day 5: Wrap Up

Counting: Your Body

10 Review Text and Vocabulary

1. Complete the graphic organizer on *Student Guided Practice Book* page 5. Say, “We finished reading *Counting: Your Body*, so let’s read through our graphic organizers to revisit some of the things we learned.” Have students track silently with their pointer fingers while you read the text aloud.
2. Return to *Student Guided Practice Book* page 4, and have students review the vocabulary words. Say, “Now that you’ve spent some time with these words, do you understand them more? Using a different writing tool, circle the heart if you could teach the word to a friend, or circle the question mark if you need more practice with the word.” Monitor students’ responses, and discuss specific words if necessary.

Beginner or Intermediate Language Learners:

Have students draw pictures of themselves and label the body parts in English and their native languages.

5 Quick Check



Have students turn to the Quick Check on *Student Guided Practice Book* page 7. Read each question aloud, and guide students as they answer the questions as a group.









15 Discuss Big Idea/ Essential Question

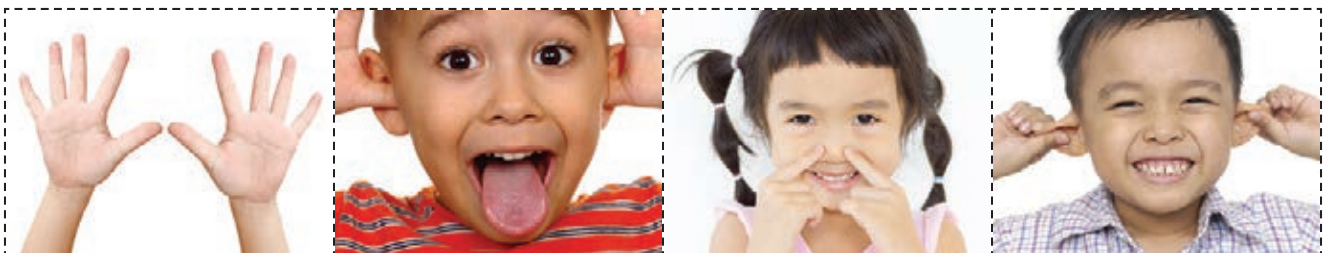
1. Introduce the Big Idea: *Myself and Others*. Say, “For the rest of this unit, we will practice monitoring our comprehension while we think about the Big Idea: *Myself and Others*. Let’s reread *Counting: Your Body* and search for places where we can learn about ourselves and others.”
2. Have students track silently with their pointer fingers while you read the text aloud.
3. Guide students as they expand on their thoughts about the Essential Question. Talk about how the Big Idea ties in with the Essential Question. (e.g., *We live in this world, but we are not all the same. I am a teacher and a friend. I love pizza! Others are not like me. We are all different.*)
4. Have students record their initial thoughts on the top half of *Student Guided Practice Book* page 8.

Name _____ Date _____

Words to Know

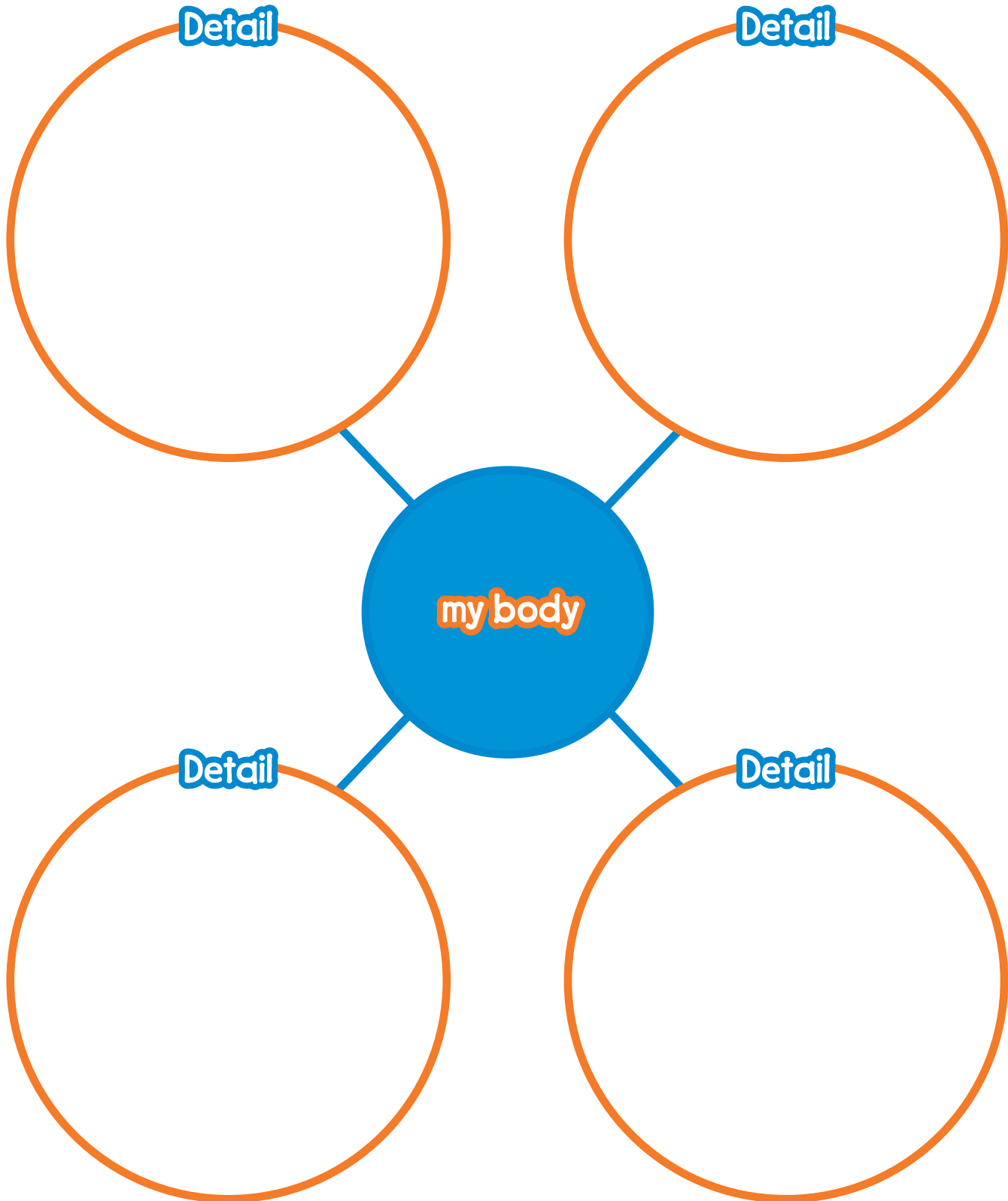
Directions: Do you know the word? Circle  or . Write the word. Match the picture.

nose  	tongue  
<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
ears  	fingers  
<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>



Description Graphic Organizer

Directions: What body parts do you have? Write or draw in the circles.



Name _____ Date _____

Sing a Song!

My Body Parts

(sung to the tune of "The ABC's")

I have one mouth and one nose.

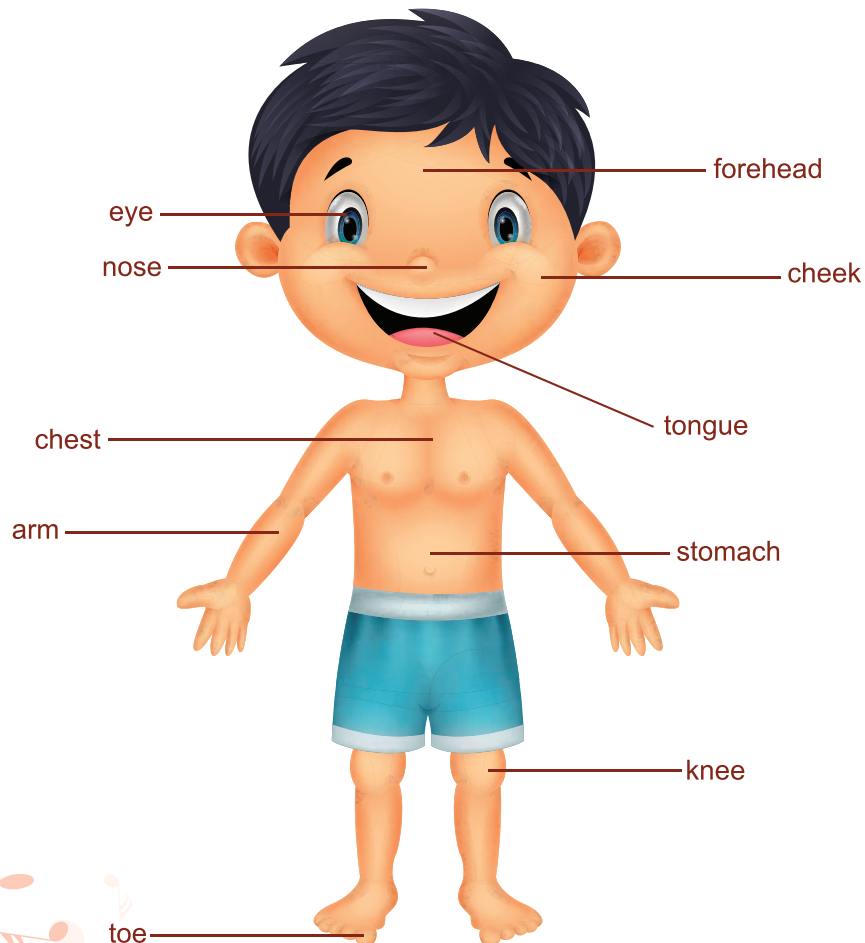
I have two feet and ten toes.

I have two eyes on my face.

I have one tongue that helps me taste.

Counting parts is so much fun,

I want to count every one!



Quick Check

Directions: Listen to the question. Choose the best answer.

1. How many ears do you see?



(A) 1

(B) 2

2. How many noses do you see?



(A) 1

(B) 2

Directions: Listen to the sentence. Write the best word on the line.

Word Bank		
noses	fingers	ears

3. I have two _____ .

**Big
Idea****Myself and Others****Essential
Question****Who Are You?**

Directions: Draw and tell about what you know.

I Know

I am:

Directions: Draw and tell about what you learned.

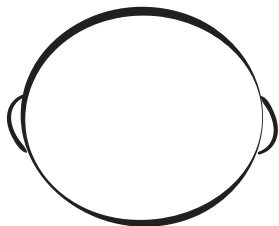
I Learned

I am also:

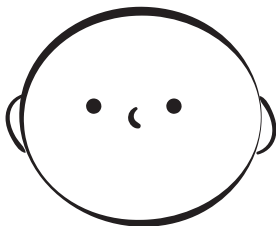
Draw It! Your Face

Directions: Draw your face. Count the parts. Write the word face.

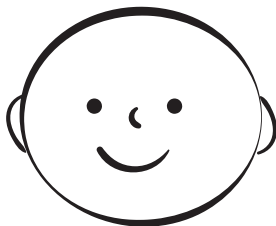
1



2



3



4



A large empty rectangular box with a red border, intended for drawing a face.

face

Pretest

Directions: Listen to the passage.

Furry Fun

Kittens like to play.

They chase balls and toys.

They pretend to hunt.

They wrestle with each other.

Kittens jump, run, and pounce when they play.

Sometimes, they get rough.

But when they are done, they cuddle.



Pretest *(cont.)*

Directions: Choose the best answer. You may use the text for help.

1. What did you learn about kittens?

- (A) They like to play.
- (B) They like to eat.
- (C) They bark.

2. What animal likes to pretend?

- (A) dogs
- (B) kittens
- (C) horses

3. What can help you if you can't read the words?

- (A) a book
- (B) a cat
- (C) the pictures

4. How do kittens play?

- (A) They jump, run, and pounce.
- (B) They cry and bite.
- (C) They drink milk.

Name _____ Date _____

Counting: Your Body

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

Word Count	Text	E	SC	Cues Used	
				E	SC
3	Counting: Your Body			M S V	M S V
7	Count the body parts.			M S V	M S V
11	I have one nose.			M S V	M S V
14	How about you?			M S V	M S V
18	I have one tongue.			M S V	M S V
21	How about you?			M S V	M S V
25	I have two ears.			M S V	M S V
28	How about you?			M S V	M S V
32	I have ten fingers.			M S V	M S V
35	How about you?			M S V	M S V
40	I have one whole body.			M S V	M S V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Monitor Comprehension

**Learn
Something New**

Self Check

**Ask for
Specific
Help**

Life in
Numbers

TIME
FOR KIDS

Our Favorites



Kristy Stark

Life in Numbers

Our Favorites



Kristy Stark, M.A.Ed.

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Which pet?



**He chooses
a dog.**





Which color?





**Four girls
choose blue.**



**Six boys
choose green.**



Which treat?



**They choose
cake.**





What is your favorite?



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