

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Focused Reading Intervention— Level 3

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)

To Create a World ⁱⁿ which
Children love to Learn!

800-858-7339 • www.tcmpub.com

Level 3

Focused Reading Intervention

Teacher's Guide

Teacher Created Materials
PUBLISHING

Table of Contents

Welcome

Program Welcome Letters 4

Research

Research on Reading Intervention 6

 The Need for Intervention 6

 Response to Intervention in English
 Language Arts 7

 Components of Effective Reading
 Interventions 9

 High-Yield Strategies for Increasing
 Student Achievement 10

 The Reading/Writing Connection 11

 Using Technology to Improve Literacy 12

 Using Games to Motivate Struggling
 Readers 13

 Assessment 14

Best Practices

Developing Key Reading Skills 16

 Word Recognition 16

 Academic Vocabulary 18

 Fluency 19

Comprehension Strategies for
 Informational Texts and Literature 20

Differentiation 24

 Differentiating by Specific Needs 24

How to Use This Product

Kit Components 26

Getting Started 27

Teaching a Lesson 28

Using the Literacy Games 30

 How to Organize and Manage Games 30

 Playing the Literacy Game Sets 31

 Playing the Digital Literacy Games 34

Using the Technology Options 35

Planning for Intervention

Pacing Plans 36

Correlations 40

 Reading Level Correlations 40

 Introduction to Correlations 43

 Standards Correlations 44

Series Scope and Sequence 47

Lessons

Lesson 1: Asking and Answering
 Questions: Literature 51

Lesson 2: Asking and Answering
 Questions: Informational Text 59

Lesson 3: Identifying the Central Message 67

Lesson 4: Identifying the Main Idea 75

Lesson 5: Describing Characters 83

Lesson 6: Describing Relationships
 Between Ideas 91

Lesson 7: Using Meaning Clues:
 Literature 99

Lesson 8: Using Meaning Clues:
 Informational Text 107

Lesson 9: Identifying Story Structure 115

Lesson 10: Using Text Features 123

Lesson 11: Identifying Point of View:
 Literature 131

Lesson 12: Identifying Point of View:
 Informational Text 139

Lesson 13: Using Visuals: Literature 147

Lesson 14: Using Visuals:
 Informational Texts 155

Lesson 15: Linking Ideas 163

Lesson 16: Comparing and
 Contrasting: Literature 171

Lesson 17: Comparing and Contrasting:
 Informational Text 179

Lesson 18: Making Inferences:
 Literature 187

Lesson 19: Making Inferences:
 Informational Text 195

Lesson 20: Making Predictions 203

Lesson 21: Sequencing 211

Lesson 22: Summarizing 219

Lesson 23: Comparing Characters 227

Lesson 24: Describing the Relationship
 Between Events 235

Lesson 25: Identifying Key Details 243

Lesson 26: Locating Information 251

Lesson 27: Monitoring Comprehension:
 Literature 259

Lesson 28: Monitoring Comprehension:
 Informational Text 267

Lesson 29: Understanding Characters 275

Lesson 30: Using Key Words 283

Appendices

Appendix A: References Cited 291

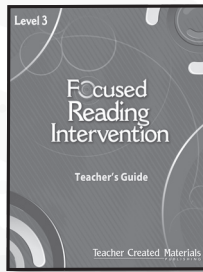
Appendix B: Glossary 294

Appendix C: Digital and Audio
 Resources Chart 299

Kit Components

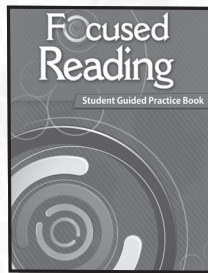
Teacher's Guide

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



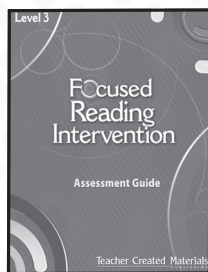
Student Guided Practice Book

Full-color reading passages and student activities



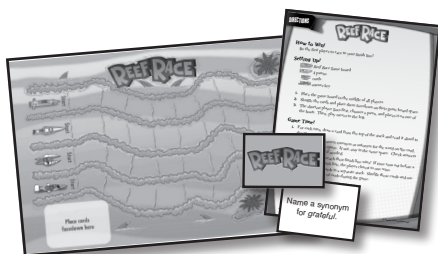
Assessment Guide

Includes a pretest, posttest, and oral reading record

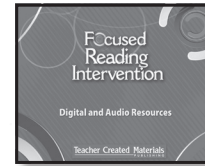


3 Literacy Game Sets

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



Digital and Audio Resources



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: 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.

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.

Learning for Intervention

Option 1. Sample Six-Week Pacing Plan
 6 months / 5 days/week
 This pacing plan shows how the product can be used over a six-week intervention program.

Week	Unit 1	Unit 2	Unit 3	Unit 4
1	Reading and Comprehension Assessment Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing
2	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing
3	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing
4	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing
5	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing
6	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing

© Pearson Education, Inc. 21168—Level 3—Teacher's Guide 37

Learning for Intervention

Pacing Plans

Option 2. Sample Four-Week Pacing Plan
 4 months / 4 days/week
 This pacing plan takes 20 days to use to help meet a four-week intervention program. You can alter the pacing plan to best meet the needs of your students.

Week	Unit 1	Unit 2	Unit 3	Unit 4
1	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing
2	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing
3	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing
4	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing	Reading and Comprehension Comprehension: Inferred Comprehension: Text Comprehension: Vocabulary Comprehension: Writing

© Pearson Education, Inc. 21168—Level 3—Teacher's Guide 38

Learning for Intervention

Option 3. Sample 24-Week Pacing Plan
 6 months / 4 days/week
 This pacing plan shows how the program can be used in six months. An extended program of skill and comprehension that needs to be met before a unit. Some units show the dates in length, one-half of a lesson is completed each day. Some lessons are marked to be the 24-week program. You can adjust the pacing plan to best meet the needs of your students.

Week	Unit 1	Unit 2
1	Lesson 10 (pages 103–106) Lesson 11 (pages 107–110) Lesson 12 (pages 111–114) Lesson 13 (pages 115–118)	Lesson 14 (pages 119–122) Lesson 15 (pages 123–126)
2	Lesson 16 (pages 127–130) Lesson 17 (pages 131–134) Lesson 18 (pages 135–138) Lesson 19 (pages 139–142)	Lesson 20 (pages 143–146) Lesson 21 (pages 147–150)
3	Lesson 22 (pages 151–154) Lesson 23 (pages 155–158) Lesson 24 (pages 159–162) Lesson 25 (pages 163–166)	Lesson 26 (pages 167–170) Lesson 27 (pages 171–174) Lesson 28 (pages 175–178) Lesson 29 (pages 179–182)
4	Lesson 30 (pages 183–186) Lesson 31 (pages 187–190) Lesson 32 (pages 191–194) Lesson 33 (pages 195–198)	Lesson 34 (pages 199–202) Lesson 35 (pages 203–206) Lesson 36 (pages 207–210) Lesson 37 (pages 211–214)
5	Lesson 38 (pages 215–218) Lesson 39 (pages 219–222) Lesson 40 (pages 223–226) Lesson 41 (pages 227–230)	Lesson 42 (pages 231–234) Lesson 43 (pages 235–238) Lesson 44 (pages 239–242) Lesson 45 (pages 243–246)

© Pearson Education, Inc. 21168—Level 3—Teacher's Guide 39

Name: _____ Date: _____

Pretest

Questions 1–7: Read the passage. Then, answer the questions.

Shawn's Saturday
 "Hey, Dad!" Shawn declared. "I'm going to play basketball with Pete."
 Shawn had come into the kitchen. "Have you finished cleaning the garage?"
 Shawn tried to decide whether to share the truth. His dad would notice the garage hadn't been cleaned, but Shawn wanted to play basketball.
 Shawn had understood his father. "You haven't even started, have you? You promised you'd be sure of it after the game, weren't you?"
 Shawn complained. "Why do I have to clean the garage anyway?"
 "Because you said you would, and you need to follow through with what you say."
 But Dad? Shawn protested. "I promised Pete."
 "Sure, but Dad has forgotten. Let's go out to the garage for a minute."
 Puzzled, Shawn followed his father into the garage. His dad pointed to the dirt floor across the yard. "What if you ask Pete to come over here? If you and Pete clean up thoroughly, then you can paint outside on these two walls."
 "What about playing basketball? Pete is expecting me."
 His dad said thoughtfully. "If Pete says you can't play, then I'll take you two over to play basketball after supper."
 "Can we order pizza?"
 "Absolutely," his dad grinned.
 Shawn went back into the kitchen to call Pete.

1. At the beginning of the story, the author wants the reader to understand _____.

- Ⓐ Shawn wants to play instead of clean the garage.
- Ⓑ Shawn wants to paint a mural.
- Ⓒ Shawn likes to clean and organize the garage.
- Ⓓ Shawn always does what his says he will do.

2. What lesson does Shawn learn? _____

- Ⓐ It takes two people to clean a garage.
- Ⓑ Rules are made to be broken.
- Ⓒ Painting a garage is depressing.
- Ⓓ Communication can help solve disagreements.

© Pearson Education, Inc. 21168—Level 3—Teacher's Guide 40

Level 3—Pretest Item Analysis

Directions: Circle numbers 1–24 which indicate which skills were best mastered. Add the totals. Use the key on page 41 of this book to determine which skills your class spent the most time on.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total
1. Identifying Main Idea																									
2. Finding Supporting Details																									
3. Identifying Cause and Effect																									
4. Identifying Character Traits																									
5. Identifying the Author's Purpose																									
6. Identifying the Author's Tone																									
7. Identifying the Author's Point of View																									
8. Identifying the Author's Genre																									
9. Identifying the Author's Style																									
10. Identifying the Author's Theme																									
11. Identifying the Author's Message																									
12. Identifying the Author's Mood																									
13. Identifying the Author's Setting																									
14. Identifying the Author's Characters																									
15. Identifying the Author's Plot																									
16. Identifying the Author's Problem																									
17. Identifying the Author's Solution																									
18. Identifying the Author's Conflict																									
19. Identifying the Author's Climax																									
20. Identifying the Author's Conclusion																									
21. Identifying the Author's Title																									
22. Identifying the Author's Genre																									
23. Identifying the Author's Style																									
24. Identifying the Author's Theme																									

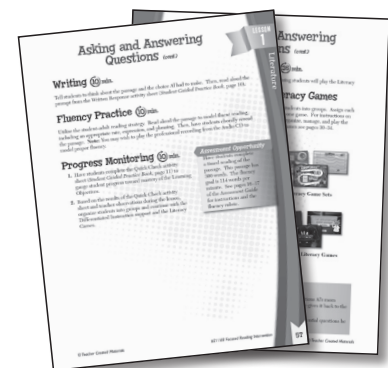
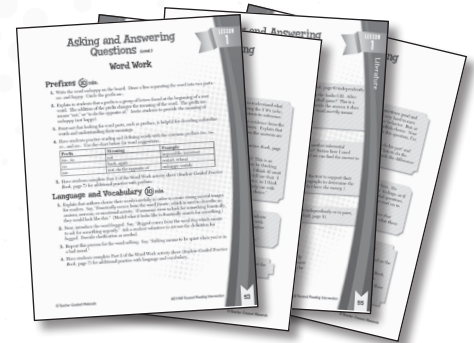
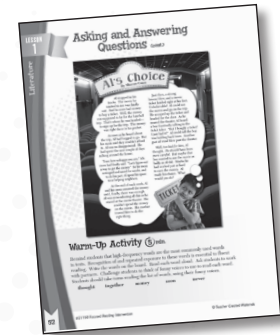
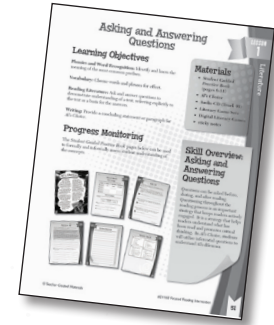


Teaching a Lesson

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:

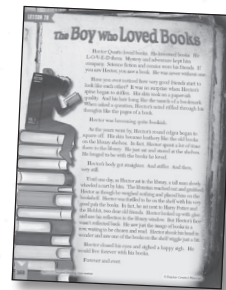
- an overview page with key information for planning
- a key English Language Arts standards
- a Skill Overview providing background information
- a copy of the passage from the *Student Guided Practice Book*
- a Warm-Up Activity to build students' automaticity in reading high-frequency words
- time 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
- 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



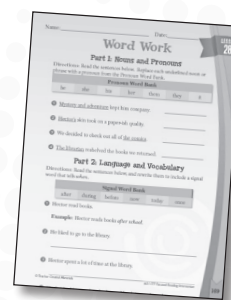
Student Guided Practice Book

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

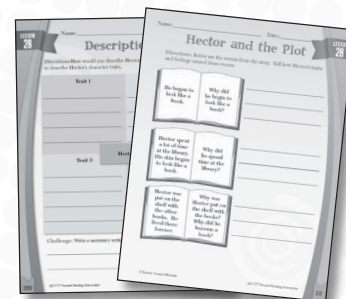
- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



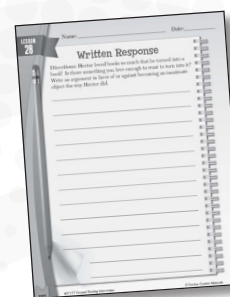
- Word Work activities to reinforce foundational reading skills (Levels K–5) and language conventions (Levels 6–8)
- activities that support vocabulary acquisition and language development



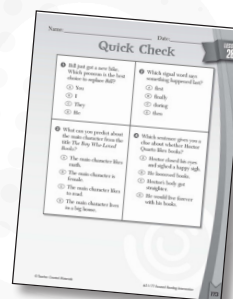
- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses



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



- a Quick Check to easily monitor students' progress



Understanding Characters

Learning Objectives

Language Conventions: Ensure subject-verb and pronoun-antecedent agreement.

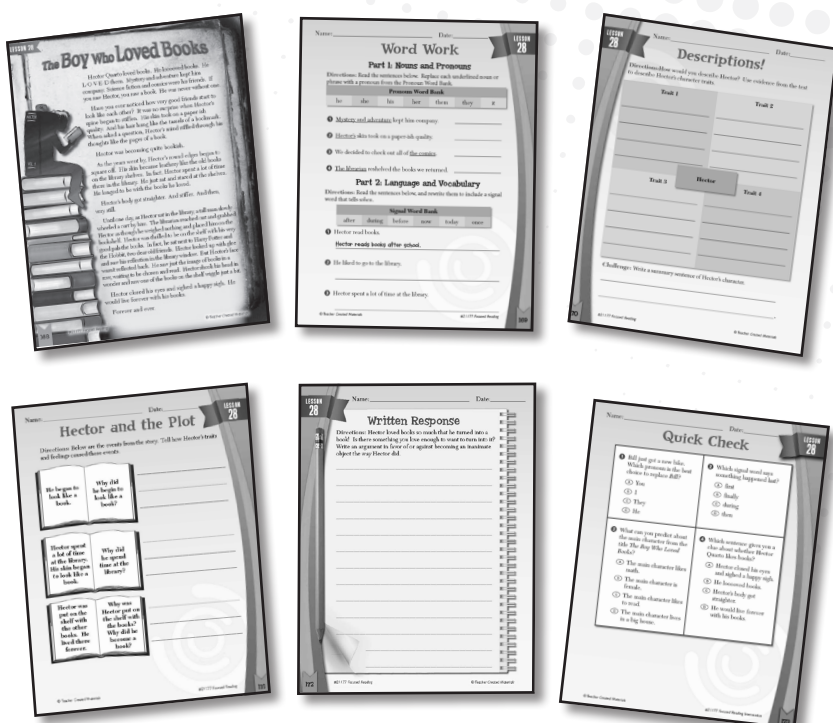
Vocabulary: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night, we went looking for them*).

Reading Literature: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing: Write an argument in favor of or against becoming an inanimate object.

Progress Monitoring

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



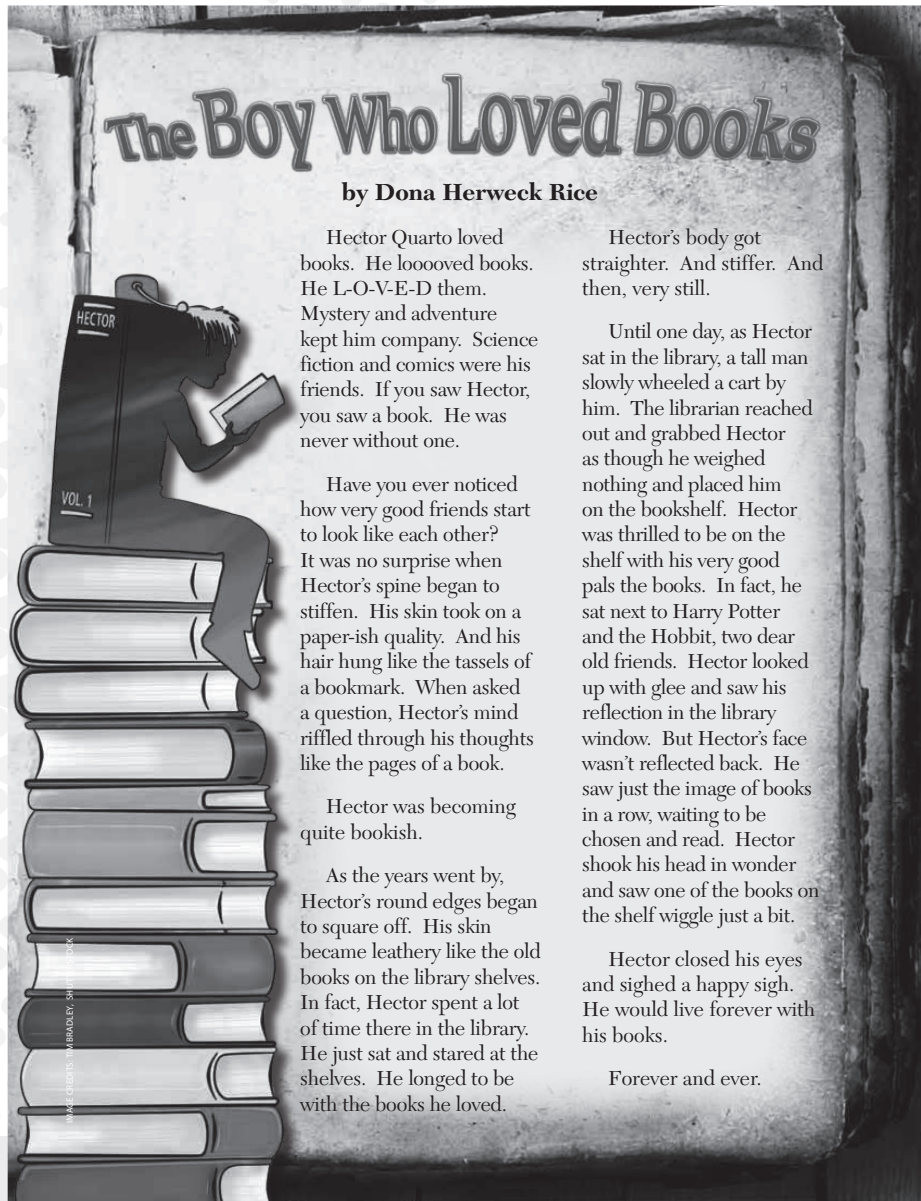
Materials

- *Student Guided Practice Book* (pages 174–179)
- *The Boy Who Loved Books* (filename: theboy.pdf)
- Audio CD (Track 29)
- Literacy Game Sets
- Digital Literacy Games
- construction paper
- crayons or markers
- lined paper

Skill Overview: Understanding Characters

Analyzing characters allows readers to understand how a character's choices, motivations, and character traits influence the plot or sequence of events in a story. Readers are required to understand all aspects of a character. Then, they are able to understand a character and how his or her decisions influence a story. In *The Boy Who Loved Books*, students will delve into Hector Quarto's character, which is both explicitly and implicitly stated through his reading behaviors and the types of books he enjoys.

Understanding Characters *(cont.)*



The Boy Who Loved Books

by Dona Herweck Rice

Hector Quarto loved books. He looooved books. He L-O-V-E-D them. Mystery and adventure kept him company. Science fiction and comics were his friends. If you saw Hector, you saw a book. He was never without one.

Have you ever noticed how very good friends start to look like each other? It was no surprise when Hector's spine began to stiffen. His skin took on a paper-ish quality. And his hair hung like the tassels of a bookmark. When asked a question, Hector's mind riffled through his thoughts like the pages of a book.

Hector was becoming quite bookish.

As the years went by, Hector's round edges began to square off. His skin became leathery like the old books on the library shelves. In fact, Hector spent a lot of time there in the library. He just sat and stared at the shelves. He longed to be with the books he loved.

Hector's body got straighter. And stiffer. And then, very still.

Until one day, as Hector sat in the library, a tall man slowly wheeled a cart by him. The librarian reached out and grabbed Hector as though he weighed nothing and placed him on the bookshelf. Hector was thrilled to be on the shelf with his very good pals the books. In fact, he sat next to Harry Potter and the Hobbit, two dear old friends. Hector looked up with glee and saw his reflection in the library window. But Hector's face wasn't reflected back. He saw just the image of books in a row, waiting to be chosen and read. Hector shook his head in wonder and saw one of the books on the shelf wiggle just a bit.

Hector closed his eyes and sighed a happy sigh. He would live forever with his books.

Forever and ever.

Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Repeated exposure and memorization of these words is essential to fluent reading. Write the words on the board. Read each word aloud. Write each word on a piece of construction paper. Ask students to sit at their desks. With one group of students, have one student stand behind another student who is sitting. Flash a sight word card. Whichever of those two students says the word first will move on to the next student. The student who makes it back to his or her own desk first is the winner. If time permits, repeat with another group of students.

book friends kept slowly years

Understanding Characters *(cont.)*

Word Work

Nouns and Pronouns **10** min.

1. Say, “Nouns can be a person, place, thing or idea. Sometimes when we speak or write, we use pronouns in place of nouns to provide variety. Pronouns are words that replace or stand in for nouns.”
2. Write the following words and definitions on the board. Noun: *a person, place, thing, or idea* and pronoun: *a word that replaces a noun, such as he, she, him, her, they, and it.*
3. Write the following sentence on the board: Hector Quarto *loved books.*
4. Say, “Pronouns replace nouns. In this sentence, *Hector Quarto* is a noun. We can replace the noun with a pronoun: *He loved books.*”
5. Have students complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 169) for additional practice with nouns and pronouns.

Language and Vocabulary **10** min.

1. Explain to students that we will be looking at signal words. These words tell the reader information about time. These words signal when something happens. The author chooses the best word to be sure the reader has the right information.”
2. Display the chart below. Authors use these words to tell the reader when something happens. These words help us put events in order.

Time Signal Words		
after	already	before
during	earlier	final
next	now	once
soon	today	when

3. Have students complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 169) for additional practice with language and vocabulary.

Understanding Characters (cont.)

Whole-Group Lesson

Before Reading 10 min.

I Do

1. Explain to students that it is important to understand characters. Understanding a character means that you know their character traits and feelings and the type of person that he or she might be. Say, “For example, if I read that a character helps his or her friend who’s hurt, I can infer, or conclude, that the character is compassionate and kind. When you understand a character, you are better able to make accurate predictions about what he or she might do in certain situations. You can also understand why characters make the choices that they do.”
2. Have students turn to the passage, *The Boy Who Loved Books* (*Student Guided Practice Book*, page 168). You may wish to display the PDF version.
3. Say, “We will be analyzing the main character. As I read the title, *The Boy Who Loved Books*, I’m thinking he’s a boy who loves to read. Today, we will look at Hector Quarto’s character. We will look for things right in the text and others we have to infer based on what the passage says about him.”

We Do

1. Say, “What can we infer or predict about the character from the illustrations?”
2. Allow students to first share their responses with their neighbors. Then ask students to share with the class.

You Do

1. Ask students to work in pairs. Have them record their predictions about the main character. Use the illustrations and the title to guide predictions about his character traits.

Understanding Characters (cont.)

Whole-Group Lesson (cont.)

During Reading (15) min.

Language Support

Provide students with a sentence frame to help them discuss the passage, using academic language. *Hector is _____ (character trait here). I know this because in the passage, it stated _____.*

I Do

1. Have students first read *The Boy Who Loved Books* (*Student Guided Practice Book*, page 174) independently. As they read, ask them to look for character traits and feelings in the passage. Say, “When you come to something that tells about Hector, the main character in the story, put a dot in the margin.”
2. Guide students in a second reading of *The Boy Who Loved Books*. You may choose to read the passage aloud or play the professional recording from the Audio CD.
3. Say, “As we read, we are going to underline Hector’s character traits and feelings. These will help me understand what kind of person Hector is. In the second sentence, it says, *He looooved books*. I’m going to underline this, because this tells me explicitly about the main character, Hector. As I read the next two sentences, I can infer from the types of books he likes to read that Hector is adventurous, curious, and a problem solver, so I’m going to underline *mystery and adventure* and *science fiction and comics*.”

We Do

1. Continue reading along with students, pointing out key details about Hector, such as *If you saw Hector, you saw a book* and *Hector’s spine began to stiffen*.
2. Read through the story, underlining and calling attention to all the descriptions about Hector (*Hector spent a lot of time there in the library* = committed, determined, persistent; *He longed to be with the books he loved* = passionate).

You Do

Have students complete the Descriptions! activity sheet (*Student Guided Practice Book*, page 176).

Understanding Characters (cont.)

Whole-Group Lesson (cont.)

After Reading 10 min.

I Do

1. Explain to students that we try to understand characters for many reasons. Understanding characters allows us to predict and understand their actions and explain their behaviors. Discuss an example of this. Say, “I know that Student X (insert child’s name) always does his or her homework. That tells me he or she’s dependable. When I assign a new project to be done, I know he or she will complete it on time. His or her past actions inform my impression and expectation of him or her today and in the future.”
2. Say, “In *The Boy Who Loved Books*, we got to know Hector. We understood him as a character. We learned that he was loyal when we read *his very good pals the books* and happy when we read *Hector looked up with glee*. Now, let’s think about how his character traits and feelings contributed to the plot.”

We Do

1. Ask, “Why do you think Hector spent so much time at the library?” Allow students to think about the question, then turn to share their thoughts with a neighbor. Encourage students to use evidence from the text to explain their responses. They can use sentence frames such as *I think Hector spent so much time at the library because _____. I know this because in the text, it stated that _____.*
2. Continue asking students questions about the plot and how it revolves around Hector as a character. Other questions may include, Why didn’t Hector go anywhere without a book? Why did he begin to look like a book? Do you think he was happy with the books?
3. Say, “Turn to your neighbor and tell him or her what you’ve learned about Hector Quarto’s character after reading *The Boy Who Loved Books*.”

You Do

1. Have students complete the Hector and the Plot activity sheet (*Student Guided Practice Book*, page 177) either now or during the Differentiated Instruction portion of the lesson.

Understanding Characters *(cont.)*

Writing 10 min.

Tell students to think about the passage and something that they love as much as Hector loves books. Then, read aloud the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 178).

Fluency Practice 10 min.

Model how a reader would read a sentence with punctuation, including commas and ending punctuation such as exclamation points or question marks. Begin by pointing out the punctuation marks in the first paragraph of the passage. Then, model appropriate intonation as you read aloud the paragraph. Ask students to repeat after you. Repeat this process with the remaining paragraph.

Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 179) 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 300 words. The fluency goal is 114 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Understanding Characters (cont.)

Differentiated Instruction (35) min.

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

Reteach

1. Discuss character traits and feelings. Explain that some character traits are explicitly stated, such as *He looooved books*, and other times, we can infer character traits using hints and evidence from the text, such as *Hector was a good reader, because he reads so often*.
2. Reread the passage and highlight character traits and feelings for Hector. Have students explain how the character traits influenced the plot. Provide feedback as needed.

Reinforce

1. Ask students to list some of Hector's character traits and feelings.
2. Have students think about how these influenced the plot. Why do you think the author chose to have Hector turn into a book? Tell three reasons why you think the author used Hector's characteristics to turn him into a book and someone who gets to live in a library.

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

1. Think about the passage. Have students brainstorm characteristics that describe their teacher (or a celebrity or other known character).
2. Next, have them tell a short story to a partner telling what this person would turn into based upon their character traits. Tell students to remember to use the character traits to decide the sequence of events.



The Boy who Loved Books

Hector Quarto loved books. He looooved books. He L-O-V-E-D them. Mystery and adventure kept him company. Science fiction and comics were his friends. If you saw Hector, you saw a book. He was never without one.

Have you ever noticed how very good friends start to look like each other? It was no surprise when Hector's spine began to stiffen. His skin took on a paper-ish quality. And his hair hung like the tassels of a bookmark. When asked a question, Hector's mind riffled through his thoughts like the pages of a book.

Hector was becoming quite bookish.

As the years went by, Hector's round edges began to square off. His skin became leathery like the old books on the library shelves. In fact, Hector spent a lot of time there in the library. He just sat and stared at the shelves. He longed to be with the books he loved.

Hector's body got straighter. And stiffer. And then, very still.

Until one day, as Hector sat in the library, a tall man slowly wheeled a cart by him. The librarian reached out and grabbed Hector as though he weighed nothing and placed him on the bookshelf. Hector was thrilled to be on the shelf with his very good pals the books. In fact, he sat next to Harry Potter and the Hobbit, two dear old friends. Hector looked up with glee and saw his reflection in the library window. But Hector's face wasn't reflected back. He saw just the image of books in a row, waiting to be chosen and read. Hector shook his head in wonder and saw one of the books on the shelf wiggle just a bit.

Hector closed his eyes and sighed a happy sigh. He would live forever with his books.

Forever and ever.



Word Work

Part 1: Nouns and Pronouns

Directions: Read the sentences below. Replace each underlined noun or phrase with a pronoun from the Pronoun Word Bank.

Pronoun Word Bank

he	she	his	her	them	they	it
----	-----	-----	-----	------	------	----

- 1 Mystery and adventure kept him company. _____
- 2 Hector's skin took on a paper-ish quality. _____
- 3 We decided to check out all of the comics. _____
- 4 The librarian reshelfed the books we returned. _____

Part 2: Language and Vocabulary

Directions: Read the sentences below, and rewrite them to include a signal word that tells *when*.

Signal Word Bank

after	during	before	now	today	once
-------	--------	--------	-----	-------	------

- 1 Hector read books.
Hector read books after school.
- 2 He liked to go to the library.

- 3 Hector spent a lot of time at the library.

Descriptions!

Directions: How would you describe Hector? Use evidence from the text to describe Hector's character traits.

<p>Trait 1 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Trait 2 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Hector</p>	
<p>Trait 3 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Trait 4 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

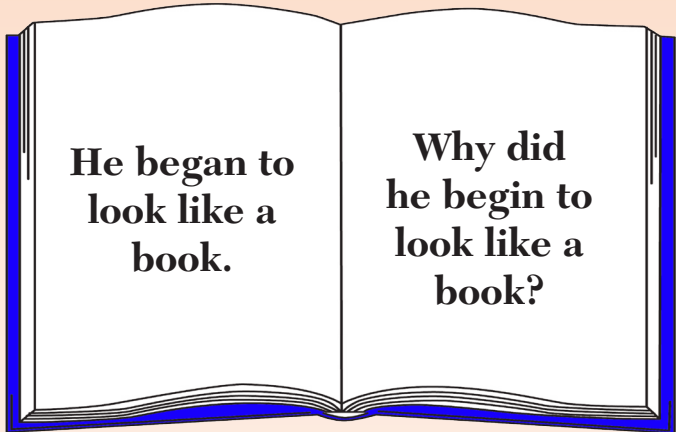
Challenge: Write a summary sentence of Hector's character.

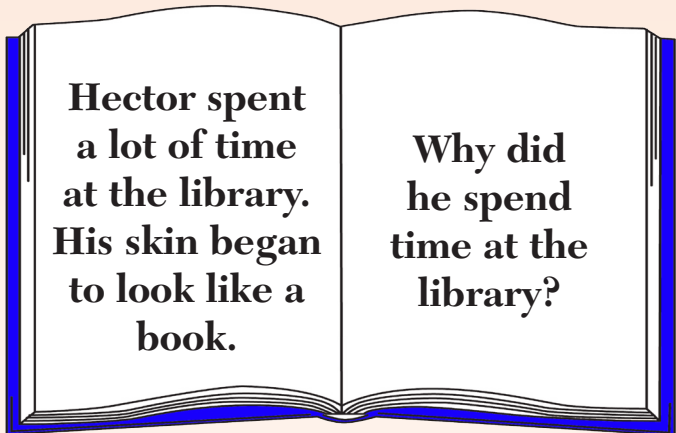
_____.

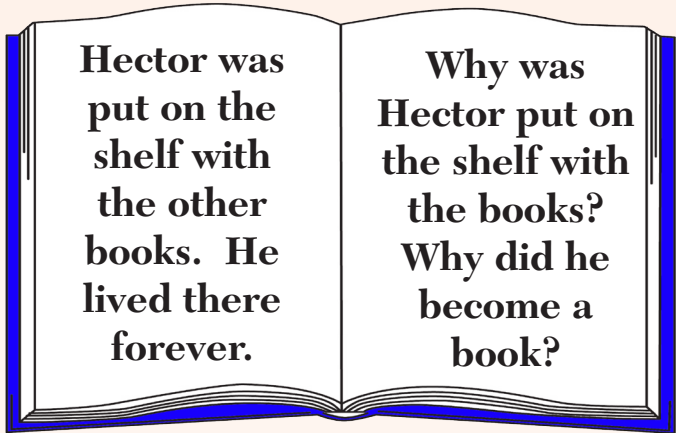
Name: _____ Date: _____

Hector and the Plot

Directions: Below are events from the story. Tell how Hector's traits and feelings caused these events.







Written Response

Directions: Hector loved books so much that he turned into a book! Is there something you love enough to want to become it? Write an argument in favor of or against becoming a thing the way Hector did.

Quick Check

1 Bill just got a new bike. Which pronoun is the best choice to replace *Bill*?

- A You
- B I
- C They
- D He

2 Which signal word says something happened last?

- A first
- B finally
- C during
- D then

3 What can you predict about the main character from the title *The Boy Who Loved Books*?

- A The main character likes math.
- B The main character is female.
- C The main character likes to read.
- D The main character lives in a big house.

4 Which sentence gives you a clue about whether Hector Quarto likes books?

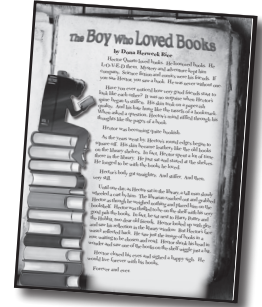
- A Hector closed his eyes and sighed a happy sigh.
- B He looooved books.
- C Hector's body got straighter.
- D He would live forever with his books.

Understanding Characters

Oral Reading Record

Name: _____ Date: _____

Assessor: _____



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

Text	E	SC	Cues Used	
			E	SC
<p>Hector Quarto loved books. He looooved books. He L-O-V-E-D them. Mystery and adventure kept him company. Science fiction and comics were his friends. If you saw Hector, you saw a book. He was never without one.</p> <p>Have you ever noticed how very good friends start to look like each other? It was no surprise when Hector's spine began to stiffen. His skin took on a paper-ish quality. And his hair hung like the tassels of a bookmark. When asked a question, Hector's mind riffled through his thoughts like the pages of a book.</p> <p>Hector was becoming quite bookish.</p> <p>As the years went by, Hector's round edges began to square off. His skin became leathery like the old books on the library shelves.</p>				
TOTALS				

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: