# Levels Q and above

| Group: Orange | Students: | Week of: | Book Title: _____ | Level: 
|---|---|---|---|---

## Day 1

<table>
<thead>
<tr>
<th>New Vocabulary:</th>
<th>New Book Introduction:</th>
<th>Decoding Strategy:</th>
<th>Vocabulary Strategy:</th>
<th>Fluency and Phrasing:</th>
<th>Comprehension:</th>
<th>Review Project Option(s) for the Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This book is called _____ and it’s about</td>
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<td></td>
<td>Preview and Predict:</td>
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<td></td>
<td>Discussion Prompt:</td>
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</tbody>
</table>

## Day 2

<table>
<thead>
<tr>
<th>Vocabulary review:</th>
<th>Buddy Read the Book</th>
<th>Project Sharing Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observations:</td>
<td>Observations:</td>
</tr>
</tbody>
</table>

## Project Options

[Note: The Project Options section is left blank.]
### Levels A-I Teaching Points

**Monitoring and Decoding**
- Does that make sense? – Reread and think about what would make sense and look right.
- Check the middle (or end) of the word.
- Is there a part you know?
- Contraction
- Chunk the word.
- Is there another word you know that looks like this part?
- Now reread the word and think about what would make sense.

**Fluency**
- Read it without your finger.
- How would he (the character) say that?
- Can you make it sound like talking?
- Read these words together.
- Teacher frames 2-3 words.
- Move your eyes ahead. – The teacher slides her finger over the text to push the student’s eyes forward.

**Retell**
- STP – The student stops after reading a page (or paragraph). The student covers the page and thinks about the story. The student paraphrases the text. If the student has trouble, prompt them to look at the picture.
- Tell me what you read.
- Predict – What might happen next?

### Levels J-P Teaching Points

#### Decoding
- Read and sound the first part out.
- Attend to the endings.
- Use known parts.
- Contraction
- Use analogies
- Chunk big words.

#### Vocabulary
- Use context clues
- Use pictures or visualize
- Use a known part
- Make connections to known words.

#### Comprehension - fiction
- STP
- 5 finger retell
- VIP
- Visualize
- Predict & support
- Make connections
- Character traits
- Ask questions
- Summarize by chapter
- Make inferences – from dialogue, action, or physical descriptions.

#### Comprehension - NF
- STP
- Fact-Question
- Summarize with key words
- Main Idea & Details
- Important/Interesting
- Interpreting visual information maps, charts, graphs, etc.
- Ask questions
- Compare/Contrast
- Cause/Effect
- Fact/Opinion
- Author’s Point of View – PIE
- Figurative Language
- Other

### Options for Fiction Text
- Retelling (BME or 5 finger)
- Event/Detail – from the B, M, and E
- Problem/Solution
- Character Analysis – traits and changes
- Microtheme – book’s message or theme
- Alternate ending
- Summarize one chapter

### Options for Nonfiction Texts
- Biography – character analysis, bio poem, compare & contrast, event & contribution to society
- Descriptive Text – Key idea poem, key idea summary, main idea & details, chapter summary
- Historical Text – Cause & Effect (2 paragraphs), key idea poem, key idea summary, important events & details, chapter summary
- Scientific Text – compare & contrast (2 paragraphs), main idea & details, chapter summary, cause & effect

### Options for Poetry
- Connections – text-self, text-text, text-world
- Microthemes – explain one theme of the poem.
- Literal/figurative language meaning
- This is what the poem says...this is what the poem means.
- Explain the meaning of some aspect of figurative language.
- Interpreting author’s bias - Why did the poet write this poem?
- Other
Levels Q and above