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## Focused Reading Intervention— Level 2

**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)

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Level 2

# Focused Reading Intervention

**Teacher's Guide**

**Teacher Created Materials**  
PUBLISHING

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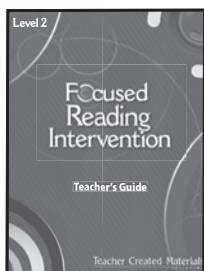
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# Kit Components

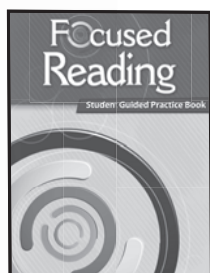
## Teacher's Guide

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



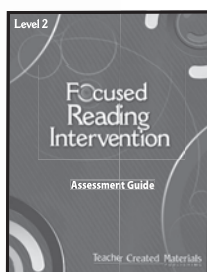
## Student Guided Practice Book

Full-color reading passages and student activities



## Assessment Guide

Includes a pretest, posttest, and oral reading record

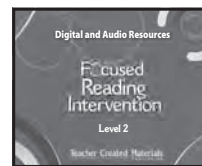


## 3 Literacy Game Sets

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



## Digital and Audio Resources



## Audio CD

Includes professional recordings of all 30 passages.



## 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.

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.

**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.

**Option 1 Sample Six-Week Pacing Plan**  
 2 lessons, 5 days/week  
 This pacing plan shows how this product can be used over a six-week intervention program.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1	Introducing the Program (pages 53-56)	Learning the Facts (pages 57-60)	Understanding the Facts (pages 61-64)	Understanding the Facts (pages 65-68)	Understanding the Facts (pages 69-72)
2	Learning the Facts (pages 73-76)	Learning the Facts (pages 77-80)	Learning the Facts (pages 81-84)	Learning the Facts (pages 85-88)	Learning the Facts (pages 89-92)
3	Learning the Facts (pages 93-96)	Learning the Facts (pages 97-100)	Learning the Facts (pages 101-104)	Learning the Facts (pages 105-108)	Learning the Facts (pages 109-112)
4	Learning the Facts (pages 113-116)	Learning the Facts (pages 117-120)	Learning the Facts (pages 121-124)	Learning the Facts (pages 125-128)	Learning the Facts (pages 129-132)
5	Learning the Facts (pages 133-136)	Learning the Facts (pages 137-140)	Learning the Facts (pages 141-144)	Learning the Facts (pages 145-148)	Learning the Facts (pages 149-152)
6	Learning the Facts (pages 153-156)	Learning the Facts (pages 157-160)	Learning the Facts (pages 161-164)	Learning the Facts (pages 165-168)	Learning the Facts (pages 169-172)

**Option 2 Sample Four-Week Pacing Plan**  
 2 lessons, 5 days/week  
 This pacing plan shows how this product can be used over a four-week intervention program. Consider modifications to adjust the pacing plan to best meet the needs of your students.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1	Introducing the Program (pages 53-56)	Learning the Facts (pages 57-60)	Understanding the Facts (pages 61-64)	Understanding the Facts (pages 65-68)	Understanding the Facts (pages 69-72)
2	Learning the Facts (pages 73-76)	Learning the Facts (pages 77-80)	Learning the Facts (pages 81-84)	Learning the Facts (pages 85-88)	Learning the Facts (pages 89-92)
3	Learning the Facts (pages 93-96)	Learning the Facts (pages 97-100)	Learning the Facts (pages 101-104)	Learning the Facts (pages 105-108)	Learning the Facts (pages 109-112)
4	Learning the Facts (pages 113-116)	Learning the Facts (pages 117-120)	Learning the Facts (pages 121-124)	Learning the Facts (pages 125-128)	Learning the Facts (pages 129-132)

**Option 3 Sample 20-Week Pacing Plan**  
 2 lessons, 5 days/week  
 This pacing plan shows how the program can be used in a 20-week, 40-lesson program or a 20-week program that meets the needs of one lesson a week. Some lessons are included for the 20-week program. Consider modifications to adjust the pacing plan to best meet the needs of your students.

Week	Day 1	Day 2
1	Lesson 1 (pages 53-56)	Lesson 2 (pages 57-60)
2	Lesson 3 (pages 61-64)	Lesson 4 (pages 65-68)
3	Lesson 5 (pages 69-72)	Lesson 6 (pages 73-76)
4	Lesson 7 (pages 77-80)	Lesson 8 (pages 81-84)
5	Lesson 9 (pages 85-88)	Lesson 10 (pages 89-92)
6	Lesson 11 (pages 93-96)	Lesson 12 (pages 97-100)
7	Lesson 13 (pages 101-104)	Lesson 14 (pages 105-108)
8	Lesson 15 (pages 109-112)	Lesson 16 (pages 113-116)
9	Lesson 17 (pages 117-120)	Lesson 18 (pages 121-124)
10	Lesson 19 (pages 125-128)	Lesson 20 (pages 129-132)
11	Lesson 21 (pages 133-136)	Lesson 22 (pages 137-140)
12	Lesson 23 (pages 141-144)	Lesson 24 (pages 145-148)
13	Lesson 25 (pages 149-152)	Lesson 26 (pages 153-156)
14	Lesson 27 (pages 157-160)	Lesson 28 (pages 161-164)
15	Lesson 29 (pages 165-168)	Lesson 30 (pages 169-172)
16	Lesson 31 (pages 173-176)	Lesson 32 (pages 177-180)
17	Lesson 33 (pages 181-184)	Lesson 34 (pages 185-188)
18	Lesson 35 (pages 189-192)	Lesson 36 (pages 193-196)
19	Lesson 37 (pages 197-200)	Lesson 38 (pages 201-204)
20	Lesson 39 (pages 205-208)	Lesson 40 (pages 209-212)

**Pretest**

Questions 1-5: Read the passage. Then, answer the questions.

**Barn Adventure**

It had been a long summer. Tasha was bored. Life on the farm was different than city life. She didn't have any friends to talk to. It seemed there was little for a young girl to do. She postponed her grandma to play with her. Every day Tasha would say, "There's nothing to do."

One day her grandma said, "Silly girl, no one can be bored on a farm. Why don't you explore the land?"

Finally, Tasha took off toward the old, dilapidated barn. At first, it had seemed scary. But now that she was in there, she wanted to know what was inside.

1. Which of the following sentences best describes the plot of this passage?

Ⓐ Tasha was bored on the farm, so her grandma made her do chores.  
 Ⓑ Tasha's grandma kept pestering Tasha to do something.  
 Ⓒ Tasha was bored on the farm. So she did what her grandma said and explored it.  
 Ⓓ Tasha was bored, then scared.

Pretest

**Pretest Item Analysis**

Use this table to track student performance on each item. Mark the number of correct answers for each student. Use the "Total" column to track the number of correct answers for each item.

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
1																						
2																						
3																						
4																						
5																						
6																						
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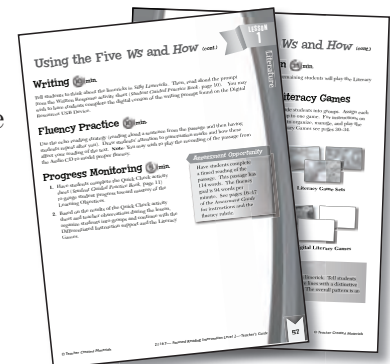
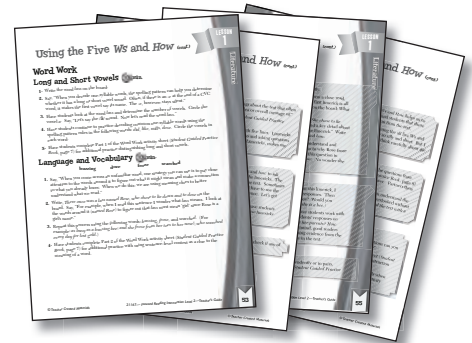
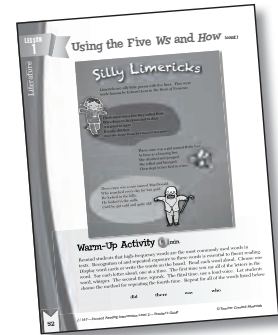
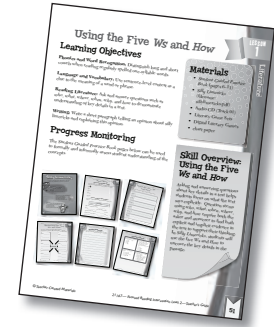
Pretest Item Analysis

# 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:

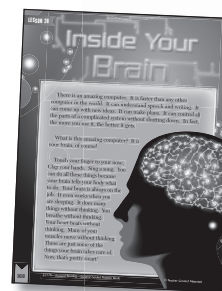
- an overview page with key information for planning
- a key English Language Arts standard
- a Skill Overview providing background information
- a copy of the passage from the *Student Guided Practice Book*
- a Warm-Up Activity to build students' automaticity in reading high-frequency words
- time markers 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  
**Note:** You may wish to use the digital version of the writing prompt found on the Digital Resource USB Device to provide practice for the electronic testing environments.
- 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



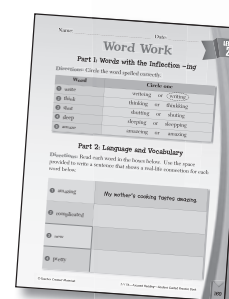
## Student Guided Practice Book

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

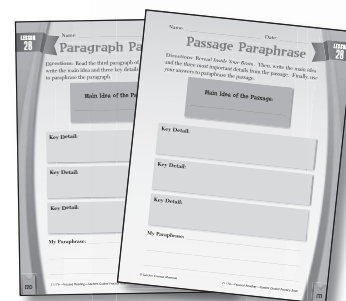
- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



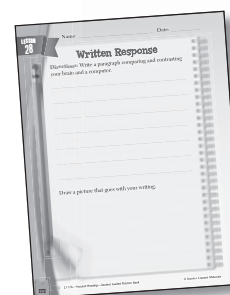
- Word Work activities to reinforce foundational reading skills (Levels K–5) and language conventions (Levels 6–8)
- activities that support vocabulary acquisition and language development



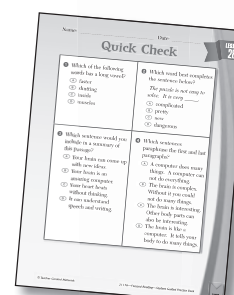
- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses



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



- a Quick Check to easily monitor students' progress



# Using Text Features

## Learning Objectives

**Language Conventions:** Form and use the past tense of frequently occurring irregular verbs.

**Vocabulary:** Use sentence-level context as a clue to the meaning of a word or phrase.

**Reading Informational Text:** Know and use various text features to locate key facts or information in a text efficiently.

**Writing:** Write a short narrative about finding a banana slug while hiking.

## Progress Monitoring

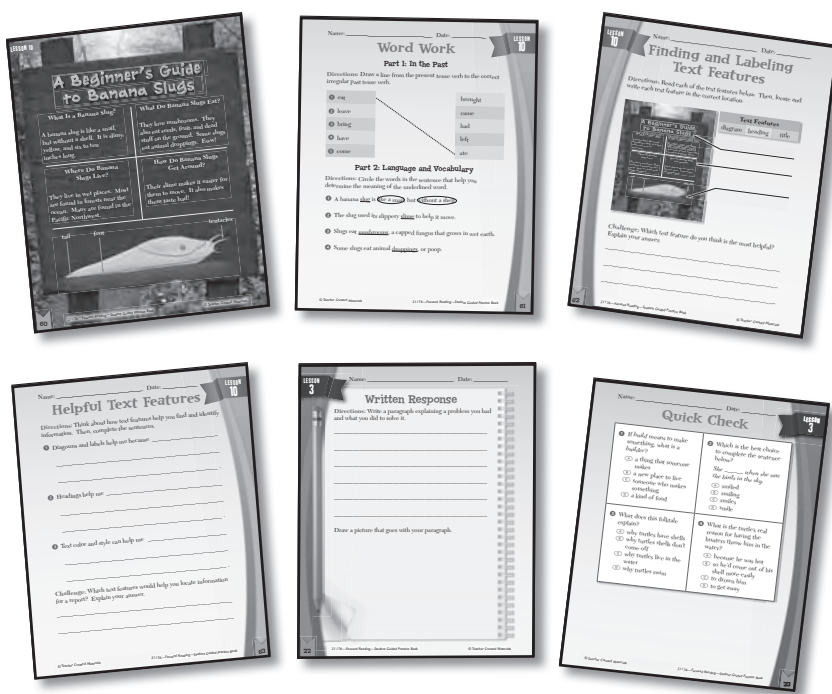
The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of the concepts.

## Materials

- *Student Guided Practice Book* (pages 60–65)
- *A Beginner's Guide to Banana Slugs* (filename: bananaslugs.pdf)
- Audio CD (Track 10)
- Literacy Game Sets
- Digital Literacy Games
- chart paper
- variety of fiction and nonfiction texts

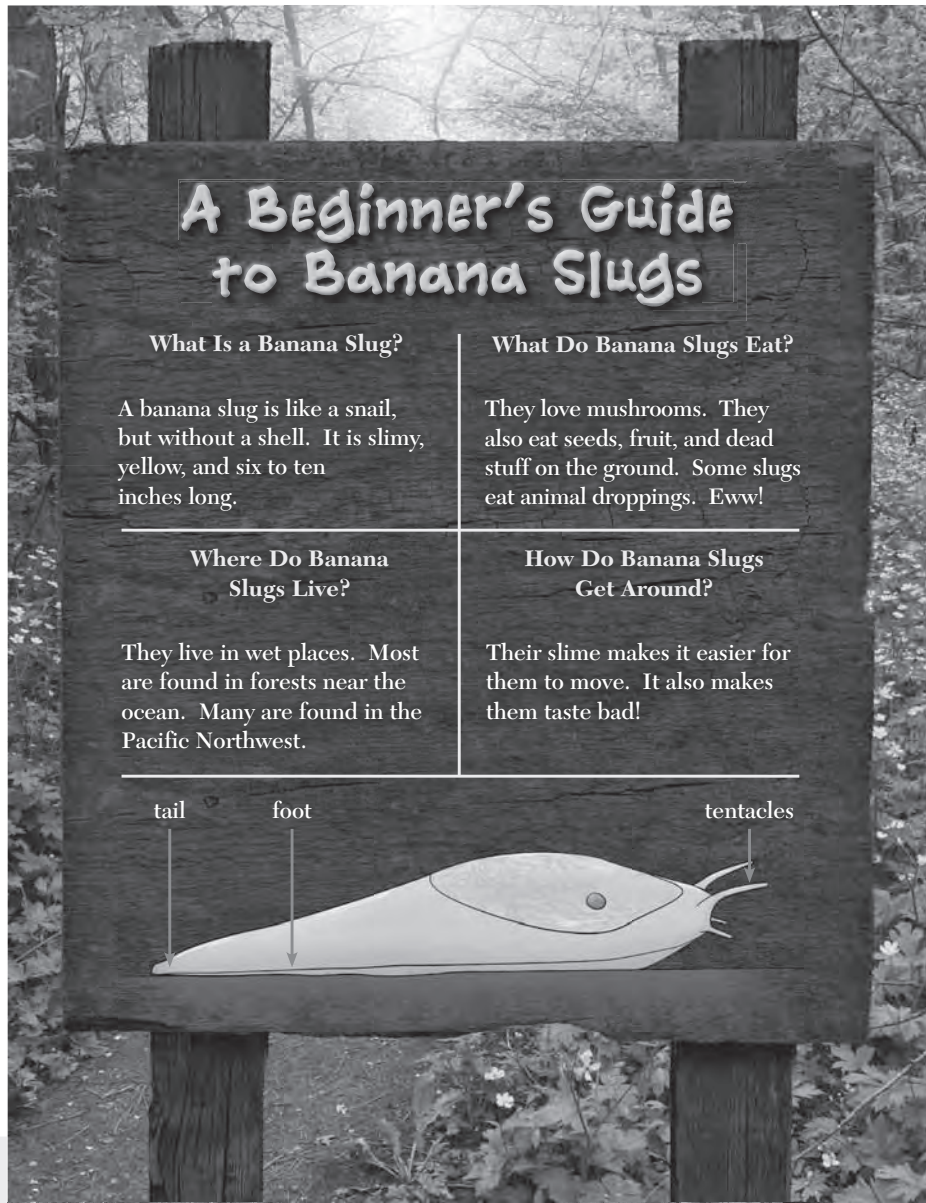
## Skill Overview: Using Text Features

Text features are the structural elements of a text such as captions, bold print, subheadings, glossaries, and indexes that help readers locate information in a text quickly and accurately. Students who are able to locate and use text features realize that authors intentionally use these features to help the reader analyze the text. In *A Beginner's Guide to Banana Slugs*, students will use text features to navigate through the text and comprehend the information presented.





# Using Text Features *(cont.)*



## Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Recognition of and repeated exposure to these words is essential to fluent reading. On the board or chart paper draw a Tic-Tac-Toe board, and write one of the words in each box.

**Note:** The words will be repeated to fill all nine boxes. Divide the class into two teams, O and Xs. Have a member from each team come up to the board and choose a word to read. If he or she is correct, then the team may put an O or an X for their team. If incorrect, the player from the other team may read the same word. Repeat this process until all team members have an opportunity to play.

eat

like

live

without

# Using Text Features (cont.)

## Word Work

### In the Past 10 min.

1. Write the sentence *Slugs eat mushrooms and seeds* on the board.
2. Underline the word *eat*. Explain that most verbs use *-ed* to indicate that it happened in the past, but some do not. Say, “When a verb, or action word, doesn’t use *-ed* to indicate the past, it is called an *irregular verb*. *Eat* is an irregular verb because I would not say, *The slug eated mushrooms and seeds*. I would say, *The slug ate mushrooms and seeds yesterday*.”
3. Write *be, bring, come, do, feel, have, and leave* on the board or chart paper. Ask, “How can we change each of these irregular verbs to indicate the past tense? Remember, none of these words are regular, as none of them are made past tense by adding *-ed*.”
4. Draw an arrow next to each word. Call on students to tell you the past tense of each word. Record students’ responses next to the present tense form of the words: *be (was/were); bring (brought); come (came); do (did); feel (felt); have (had); leave (left)*. Ask students to use each irregular past tense verb in a sentence.
5. Have students complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 61) for additional practice with irregular past-tense verbs.

### Language and Vocabulary 10 min.

droppings      mushrooms      slime      slug

1. Explain that when you come across an unfamiliar word, one strategy is to read around the word to figure out what it might mean based on clues the author provides.
2. Write the sentence *A banana slug is like a snail, but without a shell* on the board. Underline the word *slug*. Discuss how the rest of the sentence tells you about a slug in order to help you figure it out. Circle the words *is like a snail, but without a shell*. Say, “This author provided this information because *slug* is an uncommon word.”
3. Repeat this process using the following sentences: *The slug used its slippery slime to help it move, Slugs eat mushrooms, a capped fungus that grows in wet earth, Some slugs eat animal droppings, or poop.*
4. Have students complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 61) for additional practice with using sentence-level meaning clues.

# Using Text Features *(cont.)*

## Whole-Group Lesson Before Reading 10 min.

### Language Support

Prior to reading, provide students with books containing various text features. Point out text features such as captions, sidebars, headings, and typography. Have students do a text feature hunt to practice locating and identifying text features. Provide students with a sentence starter such as *Bold words in a text help me \_\_\_\_\_* to assist them in identifying how a text feature can help them as a reader.

#### I Do

1. Explain that text features are parts of a text that help you locate and/or identify key information or facts quickly and accurately. Explain that a title is a text feature. Say, “A title can help me locate information because I can read it and know what the passage will most likely be about.”
2. Have students turn to *A Beginner’s Guide to Banana Slugs* (*Student Guided Practice Book*, page 60) or display using the PDF version.
3. Read the title aloud to students. Discuss the location of the title and the clues about the text that it provides. Say, “By reading the title, *A Beginner’s Guide to Banana Slugs*, I know that I will probably be finding out information about them and I most likely won’t be reading information about cougars or trees.”

#### We Do

1. Ask students to locate and identify other text features of *A Beginner’s Guide to Banana Slugs* such as pictures and illustrations, bulleted lists, headings, underlining, and labels.
2. As you locate and identify text features, discuss how they help a reader locate key information in a text quickly and accurately.

#### You Do

1. Have students work in pairs or individually to complete the Finding and Labeling Text Features activity sheet (*Student Guided Practice Book*, page 62). Have them identify and label the text features of *A Beginner’s Guide to Banana Slugs*.

# Using Text Features *(cont.)*

## Whole-Group Lesson *(cont.)*

During Reading 15 min.

### I Do

1. Remind students that text features are parts of the text that help you find and locate information quickly and accurately. Ask students to independently read the first section of *A Beginner's Guide to Banana Slugs* (*Student Guided Practice Book*, page 60) or display it using the PDF version.
2. Say, "Even before reading this section, I had an idea of what it was going to be about because of the heading above it. The heading helped me because it tells me the section is going to be about what a banana slug is. After reading the section, I learned that the headings are questions that are answered in the paragraphs below."

### We Do

1. Ask students, "What section would I have to read if I wanted to know what banana slugs eat?" (*second section*)
2. Chorally read this section with students. Ask, "Does this section answer my question? How did you know that this section would tell me what banana slugs eat?" (*The heading tells us so.*)
3. Ask, "How do headings help you as a reader? Have students use this sentence frame: *Headings help me \_\_\_\_\_*. Guide students to the understanding that text features help them find the information they are looking for quickly.

### You Do

1. Have students finish reading the rest of the text with a partner. As they are reading, have them identify the text features in the text and discuss how they are helpful when reading or locating information in a text. As you are monitoring groups, ask, "Which text features do you think are the most helpful? Why?"

# Using Text Features *(cont.)*

## Whole-Group Lesson *(cont.)*

### After Reading 10 min.

#### I Do

1. Write the title *Helpful Text Features* on the board or chart paper. Say, “When I was reading *A Beginner’s Guide to Banana Slugs* I noticed that the headings in each section helped me. They helped me as I was reading because I could make accurate predictions about what I would be reading. They can also help me after I read because if I want to reread or find a part, I won’t have to look at the entire text. I can find it just by using the headings.”
2. Write *headings* on the board or chart paper under the title. Say, “In some text, like this one, there are multiple text features that help readers. Headings are one that I found useful in this text.”

#### We Do

1. Say, “What other text features in *A Beginner’s Guide to Banana Slugs* did you find helpful when reading?”
2. Write student responses on the board or chart paper. After each example, ask, “Did this feature help you before, during, or after reading? How did it help you?”
3. When done, discuss other text features not modeled in *A Beginner’s Guide to Banana Slugs*. Ask, “Why do you think the author didn’t include this text feature in the passage?”

#### You Do

1. Have students, either independently or in pairs, complete the Helpful Text Features activity sheet (*Student Guided Practice Book*, page 63) either now or during the Differentiated Instruction portion of the lesson.

# Using Text Features *(cont.)*

## Writing 10 min.

Think about what you know and have learned about banana slugs. Then, read aloud the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 64). You may wish to have students complete the digital version of the writing prompt found on the Digital Resources USB Device.

## Fluency Practice 10 min.

Encourage students to perform the passage as a divided reading. Divide the students into small groups. Assign a section of the text for each small group to read aloud. Allow time for each small group to practice reading their part chorally and in unison. Then, have students perform their part aloud as the class reads the entire passage sequentially.

**Note:** You may wish to play the recording of the passage from the Audio CD to model proper fluency.

## Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 65) 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 97 words. The fluency goal is 94 words per minute. See page 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Using Text Features *(cont.)***Differentiated Instruction** 35 min.

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

**Reteach**

1. Review the text features covered in the lesson.
2. Ask students to use sticky notes to label and describe each text feature presented in the passage
3. Have students place the sticky notes next to each feature on the passage. They may use arrows if needed.

**Reinforce**

1. Use a think-aloud strategy and model using text features and making observations about the text.
2. As a group, decide on the features that would help you locate information quickly in a text. Discuss how and why you may need to find information in a text rather than read it in its entirety.

**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**

Gather a variety of fiction and nonfiction texts. Ask students to create a Venn diagram to compare and contrast the text features between fiction and nonfiction texts. Have students present and explain their findings to the class.

# A Beginner's Guide to Banana Slugs

## What Is a Banana Slug?

A banana slug is like a snail, but without a shell. It is slimy, yellow, and six to ten inches long.

## What Do Banana Slugs Eat?

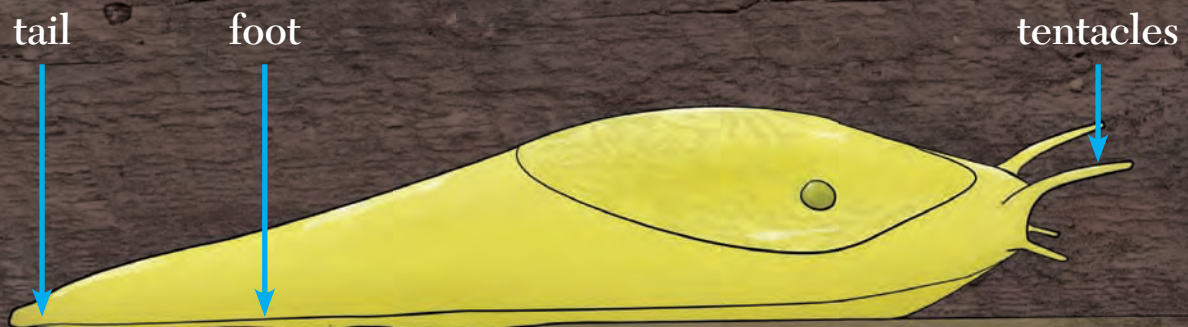
They love mushrooms. They also eat seeds, fruit, and dead stuff on the ground. Some slugs eat animal droppings. Eww!

## Where Do Banana Slugs Live?

They live in wet places. Most are found in forests near the ocean. Many are found in the Pacific Northwest.

## How Do Banana Slugs Get Around?

Their slime makes it easier for them to move. It also makes them taste bad!





# Word Work

## Part 1: In the Past

**Directions:** Draw a line from the present tense verb to the correct irregular past tense verb.

1 eat

2 leave

3 bring

4 have

5 come

brought

came

had

left

ate

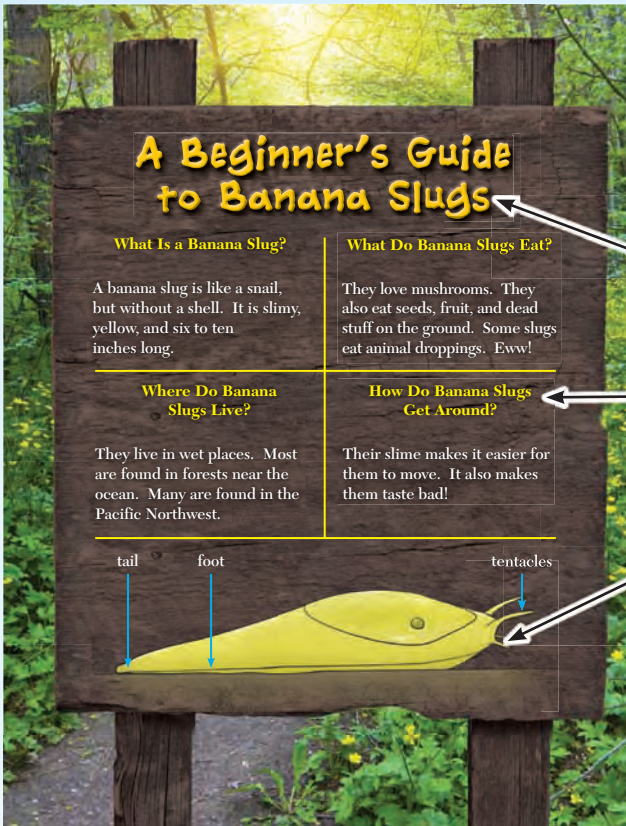
## Part 2: Language and Vocabulary

**Directions:** Circle the words in the sentence that help you determine the meaning of the underlined word.

- 1 A banana slug is like a snail, but without a shell.
- 2 The slug used its slippery slime to help it move.
- 3 Slugs eat mushrooms, a capped fungus that grows in wet earth.
- 4 Some slugs eat animal droppings, or poop.

# Finding and Labeling Text Features

**Directions:** Read each of the text features below. Then, locate and write each text feature in the correct location.



Text Features		
diagram	heading	title

**Challenge:** Which text feature do you think is the most helpful? Explain your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Helpful Text Features

**Directions:** Think about how text features help you find and identify information. Then, complete the sentences.

1 Diagrams and labels help me because \_\_\_\_\_

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2 Headings help me \_\_\_\_\_

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3 Text color and style can help me \_\_\_\_\_

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**Challenge:** Which text features would help you locate information for a report? Explain your answer.

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# Quick Check

1 Which of these words is the past tense of *bring*?

- (A) brought
- (B) bringed
- (C) broughted
- (D) brings

2 Which words help you understand the word *slime* in the sentence below?

*The slug uses its slippery slime to help it move.*

- (A) to, it
- (B) uses, its
- (C) the, slug
- (D) slippery, move

3 The diagram shows that a banana slug has two \_\_\_\_\_.

- (A) feet
- (B) tentacles
- (C) tails
- (D) eyes

4 Where do banana slugs live?

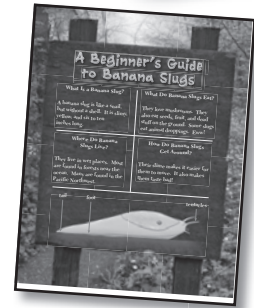
- (A) in the ocean
- (B) in dry places
- (C) in wet places
- (D) in bananas

# Using Text Features

## Oral Reading Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor: \_\_\_\_\_



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

Cumulative Word Count	Text	E	SC	Cues Used	
				E	SC
5	What Is a Banana Slug?				
16	A banana slug is like a snail, but without a shell.				
26	It is slimy, yellow, and six to ten inches long.				
31	What Do Banana Slugs Eat?				
38	They love mushrooms. They also eat seeds,				
47	fruit, and dead stuff on the ground. Some slugs				
51	eat animal droppings. Eww!				
56	Where Do Banana Slugs Live?				
65	They live in wet places. Most are found in				
74	forests near the ocean. Many are found in the				
76	Pacific Northwest.				
82	How Do Banana Slugs Get Around?				
91	Their slime makes it easier for them to move.				
97	It also makes them taste bad!				
<b>TOTALS</b>					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: