Fall 2017

Tier Two Reading Interventions For Elementary English Learners

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TIER 2 READING INTERVENTIONS FOR ELEMENTARY ENGLISH LEARNERS

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching.

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December, 2017

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To my mother for her inspiring work and thoughtful guidance, to my father for his calming wisdom and unwavering encouragement, to my brothers for their steadfast solidarity and unparalleled friendship, to my husband for his mountains of patience and oceans of love, and to my all-star committee for their knowledgeable insights and boundless experiences.

Thank you.
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CHAPTER ONE

Introduction

United States law requires that all children living within our borders be given an equal opportunity for education, regardless of race or national origin, socioeconomic status, gender, or religion (Equal Educational Opportunity Act of 1974, 20 U.S. Government Publishing Office § 1703 (2010)). The United Nations even declared education to be a fundamental human right, as it is “essential to the exercise of all other human rights” (para. 1) and promotes individual freedom, empowerment, and development (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2016). Though almost every child in the U.S. attends some form of school, not all of these children seem to be receiving an adequate education.

The needs of English Learners (ELs) are often not being met by U.S. schools (Thomas & Collier, 2002). According to the National Assessment of Educational Progress (NAEP) (2013), there was an achievement gap of 23 to 30 percentage points between ELs and their mainstream White peers in 2013 (NEA, 2015). Whether this gap is due to a lack of funding in public schools, inadequate teacher training, systemic racial bias, or some combination of factors, the fact remains that a large number of school-aged ELs in the U.S. are not having their educational needs met. Even more at risk for academic failure are those ELs with learning difficulties or disabilities, as these add to the
This chapter provides a narrative about how I came to be interested in the intersection between ELs and special education, and how this ultimately led me to ask *What curriculum guide can be developed for Tier 2 Interventions within the RtI framework for elementary-level ELs with reading difficulties?* Next, it will give a brief overview of disability identification practices and issues in the U.S. and how ELs fit into this system. I will also identify several barriers which prevent or delay accurate disability identification in the EL population. I will then present a rationale for how this Capstone project could add to the literature by drawing on promising practices that could potentially help struggling EL readers in the context of the RtI framework. I will conclude by highlighting the main points of this chapter and by giving a preview of the following chapters.

**A Growing Interest**

My mother was very involved with disability research while I was growing up. This exposed me to a lot of the rhetoric and issues surrounding special education and piqued my interest in this area of research. She primarily focused on issues related to youth with developmental and learning disabilities, and how they might best transition to further education, employment, and/or independent living.

Although I was certainly aware of special education, I never expected that I would need it. I did, however, end up receiving disability services for a few years due to an illness. I found it to be a very disempowering experience because I had very little input in
the process and I barely knew most of the people who were making decisions about the accommodations I received. Though I hoped that my experience was not typical, I was afraid that it was. I was able to look at my peers with special needs with a different level of understanding after that. Still, the supportive services helped me get through school, and the experience also influenced my decision to major in psychology at the University of Minnesota. I was considering being a school counselor and hoped that preventing some children from falling through the cracks would be a way I could pay forward some of the help I received in school. Though I soon discovered counseling was not my calling, I finished my degree and continued to cultivate a passion to help others.

This passion led me to start volunteering as an English language teaching assistant in the Cedar-Riverside community of Minneapolis. This was a transformative experience for me and planted the seed for my interest in teaching ELs. The students, adult refugees from East Africa, opened my eyes to many of the less visible, daily challenges that confront ELs. For instance, one morning a woman came into class holding a piece of paper and pointing frantically to one of the few symbols she recognized: A dollar sign. It was a notice that she would be fined if she did not return the four milk crates loaned to her by the state to carry her family’s belongings upon arrival. Fortunately, someone was able to translate this for her. However, I was left feeling indignation at the prospect of this impoverished family being fined because they were notified in a language they could not read or speak. Soon after I decided to pursue a license in teaching English as a Second Language (ESL).
After receiving my license, I began working as a substitute teacher while I continued my education. Soon after, while I was substitute teaching in Milwaukee Public Schools for a middle school EL class, my interest in disability research was reawakened and melded with my EL interests. That day happened to be when the EL teachers were meeting with disability specialists to discuss services for one student and an evaluation for another. Though I did not participate in these meetings, I heard a lot about them because they left the teachers incensed.

The first student discussed had arrived in the United States three months beforehand, never having been in school, speaking no English, and with a severe vision impairment. He was immediately identified as needing disability services due to his vision impairment and his teachers were promised specialized materials to use with him. These materials never arrived, however, so the teachers did some research and bought their own materials. At this meeting, they were apparently rebuked for reaching beyond their purview (though the student had made substantial progress) and reminded that the “appropriate” materials were on their way. The teachers took this to mean that it would have been preferable for the student to learn nothing for three months rather than use unsanctioned materials.

The meeting about the second student caused even more of an uproar. Apparently, over a year earlier, this student had been referred for disability evaluation by his teachers because of his very slow growth in academic areas and English proficiency as well as behaviors that were considered “bizarre” by his teachers and father. The evaluator decided that he would need to be in school for another year before an accurate
determination could be made about his eligibility for disability services. A year passed and the student was tested again. Still, the evaluator came to the same conclusion as before: he needs to be in school for another year before an accurate determination can be made. The teachers were furious. They were convinced that this child was in need of disability services and missing them for yet another year would make him fall even farther behind. In fact, he had already been surpassed in several academic areas by the student with the vision impairment after only three months.

Though these were second-hand accounts and I am sure everyone had the students’ best interests at heart, I was very bothered by these incidents and these teachers’ stories stuck with me. I wondered why materials never arrived for one student and why an “accurate determination“ could not be made for the other. I also began to wonder if something could be changed so that identification of disabilities and receipt of services could be a clearer, more objective process, with less reliance on the advocacy of others to ensure equity.

Developing a question. Though I was initially struck by the seemingly unreasonable delay of services, I subsequently became very curious about the overall process and problems regarding the accurate identification of learning disabilities. After an initial foray into the literature, I found that there are innumerable barriers to accurate identification of ELs with disabilities. For example, it can be difficult to distinguish between learning disabilities and the normal issues encountered by those acquiring an additional language (Department of Defense Education Activity [DoDEA], 2007), assessments used to identify disabilities are sometimes culturally and linguistically biased
(Skiba et al., 2008), and educators may lack training in quality EL-specific teaching and assessment practices (Sanchez et al., 2010). At first, I was interested in determining which of these and other barriers were apparent in the schools where I worked. I wondered, however, if pointing out problems would really be useful when there is already so much literature on the subject. Therefore, I started to think about what might help my colleagues in Milwaukee navigate around some of these barriers. I particularly wanted to focus on the lack of teacher training in EL-specific assessment and intervention because addressing this may be within the locus of control of individual teachers.

The teachers mentioned above were clearly looking for ways to help their students and felt unsupported in that endeavor. If I were in their position, I would want to know what evidence-based practices I could try with my students. This would either (a) be enough to get a struggling student back on track or (b) provide a clear demonstration that the student needs services beyond what can be given by his or her regular teachers. My initial question, therefore, was “What guidelines can be provided for effective interventions for ELs with potential learning disabilities?” This question became more specific as I dove deeper into the literature and considered the complexity of disability identification, the role of Response to Intervention, and ELs within special education. These topics are briefly addressed below.

**Background and Context for Research Question**

**Identification of disabilities.** The accurate identification of learning disabilities is very difficult (Sanchez et al., 2010). The great variety and continuum of human abilities makes it hard to determine meaningful “norms” and the complex integration of internal
and external factors (e.g. brain chemistry, psychology, environment, culture, etc.) could make it seem impossible to fully tease apart a diagnosable “disability” from other variables that may affect performance, behavior, and the psyche. That being said, it is considered imperative to a child’s well-being to identify and intervene in any learning difficulties as soon and as fully as possible in order to improve long-term outcomes (Scruggs & Mastropieri, 2002). This is considered so important that it is part of the foundation for the Individuals with Disabilities Education Act (IDEA), which ensures the free and appropriate public education of students with disabilities (IDEA, 2004). Though many approaches have been tried in U.S. public schools with the aim of accurately diagnosing learning disabilities, none has proven to be wholly effective. In fact, some approaches have led to great numbers of children being misidentified, especially racial and ethnic minorities (Hughes & Dexter, n.d.). Now, many practitioners and policy-makers endorse a system called Response to Intervention (RtI) (Hughes & Dexter, n.d.), because this approach could differentiate between learning disabilities and other factors that contribute to low achievement (Fletcher, 2008).

**Response to Intervention (RtI).** Underpinning RtI is the idea that a student’s response to effective teaching practices (success or struggle) will help staff determine whether academic difficulties stem from a disability or some other factor, such as language or the environment. The framework consists of three Tiers which are meant to increase the level of intervention based on a student’s need (Harlacher & Siler, 2011). According to the RTI Action Network (n.d.), Tier 1 provides all students with evidence-based, quality instruction so that it is clear that learning difficulties do not stem
from poor instructional practices. For those not making adequate progress in the Tier 1 general classroom setting, Tier 2 provides targeted interventions in a small-group setting based on needs and rates of progress. In Tier 3, students who have difficulties not addressed in the previous tiers receive intensive, individualized interventions to target deficits. If the student has not made adequate gains after all three levels of intervention, the student is referred for evaluation to determine eligibility for special education services (RTI Action Network, n.d.). In using this approach, school staff collaborate to collect data on student performance and use this data to select research-based instructional practices which might improve the student’s performance (Harlacher & Siler, 2011). The goal of this system is to prevent issues (or a worsening of issues) through early identification, collaboration, and effective instruction (Harlacher & Siler, 2011).

**ELs and special education.** Despite this shift in disability identification practices and service delivery, one group that is still especially impacted by misidentification is English Learners (ELs) (Buffum, Mattos, & Weber, 2010; Skiba et al., 2008). ELs are students who are “active learners of the English Language and may benefit from various types of language support programs” (National Council of Teachers of English, 2008, p. 2). An estimated 4.5 million (almost 10%) of public school students in the U.S. qualified as English Learners in the 2013-14 school year and this population is growing quickly (U.S. Department of Education, 2016). ELs in the U.S. are an extremely diverse group, representing over 400 languages (Boyle, Taylor, Hurlburt, & Soga, 2010) and a great variety of cultures. With accurate disability identification already being difficult, the
added barriers of language, culture, and variable past academic experiences make the obstacles even greater.

Several researchers have made suggestions about how best to evaluate ELs for disabilities. One suggestion with a solid evidence base is to use assessments developed in the student’s native language (Spear-Swerling, 2006). This approach, however, may be impractical due to the limited resources of many schools and the linguistic diversity of the EL population. Instead, schools often use RtI systems to assess and respond to the needs of ELs. However, getting through the referral process often takes longer for ELs than it does for their non-EL peers because of the difficulty in distinguishing between learning disabilities and language development issues (Sanchez et al., 2010). This delay may also be influenced by a lack of staff knowledge about ELs with disabilities (Sanchez et al., 2010), a lack of valid assessments that can distinguish between language issues and disability (Sanchez et al., 2010; Skiba et al., 2008), and/or administrator concerns and pressures surrounding overidentification issues (Artiles, 2010). Another barrier to effective RtI implementation is a lack of staff training in skills and knowledge related to RtI (Harlacher & Siler, 2011; Sanchez et al., 2010). Even when this and other barriers can be overcome, it can take years to effectively implement an RtI framework within a school (Johnson, Mellard, Fuchs, & McKnight, 2006). During this time, struggling students can fall even farther behind.

**Rationale for Capstone Project**

ELs as a group seem to struggle in U.S. schools (Fry, 2007). This is demonstrated by National Assessment of Educational Progress (NAEP) data which shows that in 2013,
the majority of U.S. ELs scored below basic in reading and math and the EL graduation rate was less than fifty percent (as cited in National Education Association [NEA], 2015). Given the delay and difficulty in diagnosing ELs with disabilities, it is important to be able to provide effective services from the beginning so that students can continue to advance in their learning. Though effective Tier 1 practices are very important, teachers also need to be prepared to deliver effective Tier 2 and Tier 3 services, even in the absence of clear diagnostic information. Therefore, the aim of this Capstone project is to develop a curriculum guide with effective Tier 2 interventions to use with ELs, especially those with very limited English proficiency and/or limited or interrupted formal education.

Students, teachers, and administrators could benefit from a curriculum guide of this type. Beyond the clear benefit of preventing students from falling farther behind, this could also reduce the time and resources individual teachers might need to invest when developing interventions for their students. It could also help administrators see that teachers are using EL-specific evidence-based practices and, therefore, could potentially speed up the referral process for students in need of special education services. In addition, by giving EL teachers language and tools to begin to help students, it will be possible for there to be a more productive conversation between an EL teacher and those providing disability resources, so that students are not left waiting to be educated and so that specialists learn from each other. A curriculum guide of this sort could have the effect of shortening the amount of time between when an EL student with an
unrecognized disability enters the classroom and the time when that student receives appropriate services.

**Conclusion**

The accurate identification of disabilities is a serious issue for the K-12 EL population. The multi-tiered approach of the Response to Intervention model is a common way to evaluate and respond to student needs. Difficulties in RtI implementation, however, warrant investigation into the possible development of a curriculum guide that could help teachers select effective interventions for their struggling ELs.

The following chapter will describe the literature regarding effective practices within the RtI framework, as well as limitations within this model, with particular focus on the model in relation to ELs. The chapter will also discuss known effective approaches to teaching ELs with reading difficulties and those with low English proficiency, as well as the variances and challenges therein. The findings of this literature review will help to show what might be possible in regards to the development of a curriculum guide for effective RtI Tier 2 interventions for ELs. The method used to develop this curriculum guide is then described in Chapter Three. The curriculum guide itself is included in Chapter Four, along with an analysis of the guide as it relates to topics discussed in the literature review. Chapter Five concludes this paper with a reflection on the Capstone process, implications and limitations of the developed curriculum guide, and recommendations for future research.
CHAPTER TWO

Review of Literature

English language learners (ELs) constitute the fastest growing K-12 population in the U.S. (Flynn & Hill, 2005). If the current trends continue, it is predicted that ELs will comprise 40 percent of the K-12 population by 2030 (Thomas & Collier, 2002). However, data suggests that most U.S. schools are not meeting the educational needs of these students (National Education Association [NEA], 2015; Thomas & Collier, 2002). This could result in a great number of students being unprepared for the workforce and may therefore contribute to the cycles of poverty and marginalization that many face in this population (Orrenius & Zavodny, 2011). Educators, administrators, policy-makers, and communities are in a position to help these children reach their potential by ensuring that their educational rights and needs are met.

National score reporting shows that ELs as a group are one of the farthest behind academically (Fry, 2007; National Education Association [NEA], 2015). According to the National Assessment of Educational Progress (NAEP), in 2013, 69 percent of fourth grade ELs and 70 percent of eighth grade ELs had reading scores below basic (as cited in NEA, 2015). The NAEP also found that only 3 to 4 percent of eighth grade ELs scored proficient in reading (or math) in 2013 (as cited in NEA, 2015).

Compounding this issue is data suggesting that students who are not proficient in reading by the third grade are four times as likely as their reading-proficient peers to later
drop out before graduating high school (The Annie E. Casey Foundation [AECF], 2011). In the 2012-2013 school year, the graduation rate of ELs was only 61.1 percent, as compared to 86.6 percent for their White peers. In fact, according to the National Center for Education Statistics (2015) ELs graduate from high school at the lowest rates compared to all student subgroups (NEA, 2015).

Just as there are exceptions to any trend, many ELs are successful in school. But when nearly two-thirds of a group is not meeting basic proficiency standards (Fry, 2007), it is long past time to consider how their needs can be met more effectively. Therefore, the guiding question for this literature review is *What curriculum guide can be developed for Tier 2 Interventions within the RtI framework for elementary-level ELs with reading difficulties?* Developing this particular curriculum guide requires an understanding of several topics: (a) the context, definition, and procedures of RtI; (b) the complexities of working with struggling ELs, including the difference between learning disability and second language acquisition issues, and the effects of trauma; and (c) reading and SLA research that reveal effective, evidence-based interventions for ELs with reading difficulties. This literature review will address each of these topics so that a curriculum guide can be developed that uses evidence-based practices that are consistent with what is known about working with ELs who are struggling readers.

**Response to Intervention (RtI)**

RtI is a school-wide framework which is meant to increase student achievement by promoting collaboration among school staff and by using data-driven, evidence-based practices to meet student needs (Johnson et al., 2006). RtI can also be used for disability
evaluation as an alternative to the classic IQ-discrepancy assessment (Johnson et al., 2006; Sanatullova-Allison & Robison-Young, 2016), which is arguably biased against linguistic and cultural minorities (Hughes & Dexter, n.d.; Sanatullova-Allison & Robison-Young, 2016). Although bias is also possible in RtI (Sanatullova-Allison & Robison-Young, 2016), many practitioners are optimistic about this model (Johnson et al., 2006; Sanatullova-Allison & Robison-Young, 2016). Though several variations of RtI exist, the general framework has many strengths, as well as limitations, that should be considered if it is implemented. This section will provide a brief overview of the structure and processes within the RtI framework and will outline recommendations and caveats from the literature.

**RtI tiers.** RtI models are structured with multiple tiers to provide interventions with increasing intensity based on student needs (Johnson et al., 2006; Mellard, McKnight, & Jordan, 2010). The number of tiers within RtI typically varies from two to four (Johnson et al., 2006; Mellard, McKnight, & Jordan, 2010). This paper will assume the use of three tiers as this is most frequently used (Johnson et al., 2006).

In the three-tiered model of RtI, the tiers are often defined as follows: (a) Tier 1 gives high quality instruction to all students in the general classroom setting, (b) Tier 2 provides specific interventions to address student deficits that are not met by Tier 1 instruction, and (c) Tier 3 offers intensive, often individualized interventions to students whose needs are not met by Tiers 1 and 2. Special education referral may happen within either Tier 2 or Tier 3 (Johnson et al., 2006). Students who meet exit criteria at one of the higher, more intensive tiers are moved back to a lower tier (Johnson et al., 2006).
The percent of students within each Tier is often used as a way to evaluate the effectiveness of the instruction within the tiers. A common expectation is for 80% of students to be effectively served by Tier 1, 15% to be served by Tier 2, and 5% to be in need of Tier 3 services (Johnson et al., 2006; Sanatullova-Allison & Robison-Young, 2016) (see Figure 1). Therefore, if fewer than 80% of students are succeeding in Tier 1, this may indicate inadequate instruction. By pre-determining these values, teachers are given clear expectations for student achievement and may be able to make appropriate adjustments as needed.

Figure 1. Response to intervention (RtI) tier structure. This figure illustrates an example of a three-tiered RtI model (adapted from Mellard, McKnight, & Jordan, 2010).
RtI process. Regardless of the number of tiers used, several key processes define RtI. These include data collection, professional collaboration, and the use of scientifically based interventions (Johnson et al., 2006).

Data collection. The data collection process usually begins when schools screen all students for academic and behavioral issues near the start of the school year in order to identify those who may be in need of monitoring and/or interventions beyond the general curriculum (Johnson et al., 2006). School-wide screenings, such as for the reading of high-frequency words or for hyperactivity, often happen about three times per year (Johnson et al., 2006). Not only does this help schools identify which students may be in need of Tier 2 services, but screening can also show which teachers may be in need of additional support. A school will usually set a scoring cut-off point in order to identify struggling students (Johnson et al., 2006). However, if a great number of students are not meeting expectations, this could indicate an issue with the general education curriculum and, therefore, a need to adjust the practices used in Tier 1. One limiting factor in RtI research is the fact that the screening protocols used by schools are quite variable (Johnson et al., 2006; Mellard, McKnight, & Jordan, 2010), making comparisons of systems difficult. Furthermore, misidentification of struggling students is still an issue within RtI. Some identification procedures, for example, may result in “false positives.” This occurs when students are identified as at-risk and yet make good progress without any intervention (Johnson et al., 2006). To limit false positives, Johnson and colleagues (2006) recommend monitoring student progress on a weekly basis for five weeks after a student is identified as at-risk by school-wide screening. Another issue (and perhaps a
more serious one) is that of “false negatives,” which would be a failure to recognize students who are in need of preventative intervention. Therefore, Johnson et al. (2006) suggest initially casting a wide net in order to identify as many students as possible who may be struggling. The screening process can be fine-tuned as schools collect data over time, which will help save resources (Johnson et al., 2006).

**Collaboration.** After screening, the data collection process continues with monitoring the progress of students in regard to their responsiveness to interventions. This data informs future instructional decisions and may also serve as evidence in the diagnosis of disability (Johnson et al., 2006). As a method of disability identification, RtI seems to be more accurate than IQ-discrepancy tests (Sanatullova-Allison & Robison-Young, 2016). RtI also has the advantage of being preventative rather than waiting for students to fail as the IQ model does. However, the success of an RtI system can be limited by the lack of teacher training in effective RtI practices (Harlacher & Siler, 2011; Sanchez et al., 2010). Furthermore, there is still a potential for bias in the identification process within RtI (Sanatullova-Allison & Robison-Young, 2016). This bias may be seen in the interpretation of data and in the expectations teachers have of individual students (Sanatullova-Allison & Robison-Young, 2016). This is one reason why it is important to have standard data-collection procedures as well as several sets of eyes viewing the data.

**Intervention.** Collaboration among school staff not only helps with data collection and analysis, but also with the selection and delivery of interventions (Johnson et al., 2006). As RtI is a school-wide system, general education teachers, specialists,
support staff, and administrators all have roles to play in this process. For example, a
general education teacher might be responsible for administering assessments, a specialist
might collect data and recommend students for more intensive interventions, and an
administrator might arrange for professional development opportunities (Johnson et al.,
2006). In general, the RtI framework especially encourages closer collaboration between
general education and special education teachers (Johnson et al., 2006). The RtI process
takes a high level of coordination between many practitioners so that the time and
resources are available for the necessary assessments, data collection, and interventions.

The goal of this collaboration and data collection is to ensure that teachers are
using high quality, evidence-based practices which meet the needs of their students.
When effectively implemented, RtI may reduce the number of students who are referred
to special education (Johnson et al., 2006). The goal of this Capstone project is to develop
a curriculum guide that can be used in Tier 2 interventions for English Learners (ELs)
who struggle with reading, whether due to disability or some other factor, so that they can
receive high-quality support as soon as possible. Educators looking to use this curriculum
guide should understand their school’s specific RtI framework as well as its strengths and
limitations so that students receive equitable, effective, and timely services.

**Identification of Learning Disabilities in ELs**

Accurate and timely identification of learning disabilities is often difficult, but it
is critical for effective remediation (Rinaldi & Samson, 2008; Scruggs & Mastropieri,
2002). Unfortunately, the literature shows a pattern of misidentification of minorities,
including ELs, compared to White students from English-speaking homes (Artiles &
Ortiz, 2002; Skiba et al., 2008; Sullivan, 2011). Though the pattern of misidentification varies, the overall pattern is one of disproportionate representation of culturally and linguistically diverse students in special education (Skiba et al., 2008). The consequences of misidentification vary in type and severity, ranging from the stigma of a disability label (Sanatullova-Allison & Robison-Young, 2016), to reduced individual learning opportunities (Artiles & Ortiz, 2002), to the continued systemic marginalization of minorities (Skiba et al, 2008). It is important, then, to consider why this disproportionality exists and how the process of disability identification can be improved to produce more accurate and equitable outcomes.

**Disproportionality in special education.** Despite being addressed by court cases, federal reports, and a great deal of research, disproportionate representation of minority students in special education is still a major issue in U.S. schools (Artiles & Ortiz, 2002; Skiba et al., 2008). However, most of the focus has been on African American students. Research on Spanish-speaking ELs has yielded inconsistent findings (Skiba et al., 2008) and fewer studies are available concerning ELs from non-Spanish speaking homes or on ELs as a group. Furthermore, the great diversity within the EL population may in any case reduce the generalizability of findings to the group as a whole. Still, some authors offer findings on the causes of disproportionality for minorities and suggest many factors that may contribute to the misidentification of culturally and linguistically diverse students. These factors include a lack of validity in tests used to evaluate ELs (Sanchez et al., 2010), special education processes that are open to bias (Skiba et al., 2008), and disparities in educational resources and opportunities (Sullivan, 2011), to name a few.
While these and many other factors appear in the literature, it is not the aim of this review to discuss their credibility or their relative impact on disproportionality. Suffice it to say that disproportionality in special education is a complex and pervasive issue that warrants continued attention and further research.

**Accurate identification: Challenges and recommendations.** Given the societal and individual implications of misidentifying students with learning disabilities, the need to better address the issue is clear. Some of the many factors that contribute specifically to misidentification of ELs for special education include the difficulty of distinguishing between second language acquisition (SLA) issues and disability (Chu & Flores, 2011; Sanatullova-Allison & Robison-Young, 2016), a lack of valid assessments (Sanchez et al., 2010), and inconsistent, unclear policies and procedures for identifying disabilities (Sanatullova-Allison & Robison-Young, 2016). Additionally, many of the effects of learning difficulties, such as poor reading ability and concentration, are also characteristic of students who have experienced trauma. This can confuse the process of identifying student needs, especially if the student’s history is not known. The literature provides recommendations for addressing each of these factors, which will be outlined below. However, there is a need for more research on these topics.

**SLA issue or LD?** Both second language acquisition (SLA) issues and learning disabilities (LDs) can significantly hinder academic success, but for very different reasons. SLA issues are normal problems encountered during the process of learning another language (Adelson, Geva, & Fraser, 2014). Among other things, these issues might include gaps in cultural knowledge that impede understanding (Adelson, Geva, &
Fraser, 2014), unfamiliarity with an academic concept in the first language (perhaps due to limited or interrupted formal education) (Department of Defense Education Activity [DoDEA], 2007), or the time it takes to acquire a new grammar and vocabulary (Cloud, Genesee, & Hamayan, 2009). The language learning process is slow and, according to Cummins (2006), it takes at least five years to reach native-like proficiency in academic English (as cited in Cloud, Genesee, & Hamayan, 2009). Learning disabilities (LDs), on the other hand, are disorders in psychological processes that make it difficult to acquire knowledge and skills to the degree expected for a person of that age, given adequate instruction (Individuals with Disabilities Education Act [IDEA], 2004). Examples of learning disabilities include, though are not limited to, dyslexia (reading disorder), dysgraphia (writing disorder), visual or auditory processing issues, and memory disorders (National Center for Learning Disabilities [NCLD], 2013). LDs are lifelong issues and are not “curable” (NCLD, 2014), although appropriate support and interventions can help those with LDs achieve greater success (NCLD, 2014).

Despite the very different origins of SLA issues and LDs, it can be surprisingly difficult to distinguish between them. This is because some characteristics of typically developing ELs look quite similar to those with LDs (Chu & Flores, 2011; Sanatullova-Allison & Robison-Young, 2016). For example, according to Chu and Flores (2011) both ELs and students with LDs might show “poor comprehension, difficulty following directions, errors in syntax and grammar, as well as difficulty completing tasks” (as cited in Sanatullova-Allison & Robison-Young, 2016, p. 146). Other areas of functioning might also seem impaired in ELs with and without disabilities, such as
communication skills, academic functioning, and productivity (DoDEA, 2007). ELs with and without disabilities may also exhibit behaviors that seem unusual or inappropriate. For an EL without a disability, these perceived behavior problems may be due to the differing norms and customs between the home country and the U.S. (such as amount of eye contact or turn-taking in conversations), or as a result of social isolation, or a reaction to academic failure (DoDEA, 2007). For an EL with a disability, however, behavioral issues may stem from a difficulty forming relationships that is not due to a cultural adjustment period (DoDEA, 2007). These and other areas usually improve over time in an EL without a disability (DoDEA, 2007). The most obvious differences between ELs with and without disabilities are seen in areas of functioning that are affected by physical disabilities, such as motor skills and overall health (DoDEA, 2007).

Despite the similarity between the characteristics of SLA issues and LDs, educators and specialists can help to tease them apart (though it is arguable that the focus should primarily be on providing effective interventions, rather than classifications (Figueroa, 2002)). A key point to remember is that ELs without learning disabilities tend to show progress over time, whereas those with learning disabilities often show less responsiveness to interventions (DoDEA, 2007). This is why the RtI framework shows such promise in helping educators and specialists differentiate between disabilities and other causes of academic failure. In addition, teachers can help to improve the accuracy of disability assessment procedures by learning about the characteristics of SLA issues and LDs and by reaching out to others with relevant expertise when their own knowledge of a language or culture is limited (Ortiz & Yates, 2002). It is also useful to compare rates
of learning between peers with similar backgrounds and characteristics (Ortiz & Yates, 2002), which could also help teachers further their understanding of what is normal within the SLA process. Figueroa (2002) suggests that the best way to determine whether or not an EL has a disability is to observe the student in an enriched and typically effective classroom setting. In the RtI framework, an enriched classroom such as this would be a typical Tier 1 setting that uses effective, evidence-based practices.

Though it might be difficult to determine the origin of a student’s academic issue with certainty, struggling ELs both with and without disabilities can benefit from interventions (Figueroa, 2002). Because of this, some researchers and educators advocate for a shift in focus from identifying disabilities to that of simply providing quality interventions for struggling students, regardless of diagnosis (Figueroa, 2002). However, the current system is one in which students are assessed for disability in order to determine appropriate services and placement, so teachers need to be prepared to work with this system in a way that will limit bias towards particular groups, such as ELs. Though perfection in identification may be out of reach, this will help to increase the likelihood that the referral process happens for all those who have a need, and only those who have a need, for special education services.

Assessment. Valid assessments are crucial for accurate identification of learning disabilities. Several researchers cite a lack of valid assessments for ELs as a factor in the misidentification of disabilities (Artiles & Ortiz, 2002; Chu & Flores, 2011; Sanatullova-Allison & Robison-Young, 2016; Sanchez et al., 2010). Bias in assessments is a major concern and can contribute to misidentification of ELs for special education
services (Sanatullova-Allison & Robison-Young, 2016). For example, many researchers claim that IQ-discrepancy tests may be inappropriate to use with ELs due to cultural biases within the test items and because the items may function more as English proficiency tests than intelligence tests for this population (Chu & Flores, 2011; Sanatullova-Allison & Robison-Young, 2016). Even when adapted for ELs, these tests can result in limited English proficiency being mistaken for disability (Ortiz & Yates, 2002). Bias in assessment procedures can also contribute to misidentification (Chu & Flores, 2011) because protocols that are open to interpretation allow schools who fear depressed test scores to identify ELs as disabled in order to be able to exclude them from standardized tests (Artiles & Ortiz, 2002). Therefore, it is important that proper assessments and protocols are carefully selected when evaluating ELs.

When using disability assessments, testing in a student’s home language can be extremely helpful in distinguishing between disability and SLA issues (Spear-Swerling, 2006) and using trained, proficient interpreters can increase the reliability and validity of assessment results (Chu & Flores, 2011). In fact, IDEA (2004) requires that disability assessments be conducted in the home-language when possible. In order for an EL to be eligible for special education services, there should be evidence of the disability in both the first language and in English across various settings, and the learning issue should be shown to not be due to cultural differences or the SLA process (DoDEA, 2007). However, assessments are not available in every language represented in the U.S. (Chu & Flores, 2011) and it is not necessarily a valid practice to simply translate a test from English into another language (Figueroa, 2002; Ortiz & Yates, 2002). Even when a test
has been developed and norm-referenced for a non-English language, a student’s bilingualism could add confounding variables to the assessment, reducing the validity and reliability of the results (Figueroa, 2002). It is considered best practice to test in both the home language and in English, rather than in just one or the other (DoDEA, 2007; Ortiz & Yates, 2002).

Assessment of reading comprehension. Measures of oral reading fluency are often used as a primary data source when identifying and intervening in students’ reading difficulties (Quirk & Beem, 2012). Though a significant relationship exists between reading fluency and comprehension, according to a study by Quirk and Beem (2012) this relationship is somewhat weaker for ELs than it is for native English speakers. This suggests that practitioners should exercise caution when determining the weight these scores will have on instructional decisions (Quirk & Beem, 2012).

Oral retellings may be a useful supplement (or alternative) to reading fluency measures. Oral retellings involve answering questions about the content of a reading passage (Sudweeks, Glissmeyer, Morrison, Wilcox, & Tanner, 2004). Though the literature strongly suggests using oral retellings to assess reading comprehension in ELs, using this approach can raise concerns about reliability (Sudweeks et al., 2004). In a study of assessment of reading ability using oral retellings, Sudweeks and colleagues (2004) found that the most impactful step in reducing measurement error was to use more passages, preferably six, to assess reading comprehension in college-aged ELs (it should be noted that these researchers determined that using a minimum of four passages was
also fairly reliable). The generalizability of these findings to younger students is unknown, but the findings suggest that using multiple passages is probably good practice.

Trauma. Assessing student needs is complicated by the unfortunate fact that many ELs have experienced some form of trauma (The National Child Traumatic Stress Network [NCTSN], n.d.), the effects of which can impede academic success and should not be confused with LDs or normal SLA issues. U.S. born ELs, for example, might experience trauma from living in impoverished and unsafe neighborhoods (NCTSN, 2008), whereas ELs from refugee and asylum-seeking families may have been traumatized by whatever caused them to leave their homes (NCTSN, n.d.). For instance, nearly half of the children fleeing from the recent Syrian conflict are showing signs of posttraumatic stress disorder (PTSD) (Migration Policy Institute, 2015).

Whether trauma is war-related, stems from living in a violent neighborhood, or is from some other cause, it can seriously impact academic achievement (NCTSN, n.d.; NEA, 2015). Though the effects of trauma vary widely between individuals (NCTSN, n.d.), trauma is associated with many issues that can negatively impact the school experience (NEA, 2015). These issues include, though are not limited to, memory impairment (NCTSN, 2008; NEA, 2015), reduced IQ test scores and lowered reading achievement (Delaney-Black et al., 2002; NEA, 2015), behavioral problems, difficulty concentrating, and preoccupation (NCTSN, n.d.). However, these symptoms are not exclusive to trauma. For example, difficulties with reading are also seen in students with reading disorders (National Institute of Child Health and Human Development, n.d.) and difficulty concentrating is seen in students with attention deficit disorder (ADD)
(National Institute of Mental Health, 2016). Therefore, it is important for educators and specialists to consider individual circumstances when making evaluations and recommendations.

In addition to following a school’s mandated reporting procedures, teachers can help by connecting traumatized students and their families with school and community support services (NCTSN, 2008) and by being a reliable and approachable presence in the classroom (Oakland Unified School District, 2015). Teachers can also work to provide a respectful and predictable classroom environment in which students can feel safe (Oakland Unified School District, 2015) and worthwhile (Cook, et al., 2005). However, it is important for educators to remember to also take care of themselves, as compassion fatigue and “second-hand” trauma can reduce a teacher’s effectiveness (NCTSN, 2008; St. Andrews, 2013).

**Consistency and clarity.** The complex and varied characteristics of ELs can make it difficult to accurately identify the origins of learning problems, though being aware of student backgrounds and using appropriate assessments can help. However, these good practices might not go very far if a school lacks consistency and clarity in their overall approach to ELs. The literature suggests that accurate identification of EL learning issues is further complicated by the inconsistency of diagnostic practices for ELs (Sanatullova-Allison & Robison-Young, 2016; Sullivan, 2011), variable learning environments (Sanatullova-Allison & Robison-Young, 2016), vague and inconsistent definitions of disability categories (Klingner et al., 2005), and inconsistent and unclear expectations for the roles of EL versus special education programs and their respective
teachers in remediating learning difficulties (Klingner & Artiles, 2006). Some researchers suggest that diagnostic inconsistencies such as these contribute to the misclassification of ELs as learning disabled and their disproportionate representation in special education (Sanatullova-Allison & Robison-Young, 2016; Sullivan, 2011). Although it is difficult to rigorously assess the effectiveness of RtI due to the variation in how and where it is applied, the RtI framework shows promise in helping schools to standardize and clarify the process for identifying and serving students with disabilities (Sanatullova-Allison & Robison-Young, 2016). Within this framework, however, it is still important to be clear about policies, procedures, and educator roles (Harlacher & Siler, 2011).

**Interventions for ELs with Reading Difficulties**

Children show learning at enormously different rates (Cloud, Genesee, & Hamayan, 2009). Delays in learning for ELs can look like a learning disability, but it is important to remember that learning an additional language is not a risk factor for learning disability (Cloud, Genesee, & Hamayan, 2009). That being said, some ELs may need extra support in order to keep pace with their peers. The great diversity within the EL population means that teachers need to get to know their individual students in order to determine their specific needs. For example, it is important to consider whether an EL is a student with limited or interrupted formal education (SLIFE), as these students often have limited literacy in their first language and may be behind their peers in many academic skills (World-class Instructional Design and Assessment [WIDA], 2015).

Within the RtI framework, teachers are expected to use evidence-based practices in the general education setting (Tier 1). Evidence-based practices are those that have
been repeatedly shown through research to be effective for most students within a population of interest (Cheesman & De Pry, 2010). If ELs are present in the classroom, practices should be chosen that are appropriate for ELs. Many excellent resources are available for reference when choosing these classroom-wide practices (e.g. *Literacy Instruction for English Language Learners* by Cloud, Genesee, and Hamayan (2009), *Strategies for Teaching English Learners* by Diaz-Rico (2013), and *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* by Wright (2010)). If, however, some ELs are still struggling after the conditions for Tier 1 have been met, then more targeted Tier 2 interventions should be used. Many practices that are used in Tier 1 can also be used in Tier 2 (and Tier 3). When a practice is used in different tiers, major differences include (a) the amount of individual support a learner receives from an educator, (b) the time spent on various tasks or skills, and (c) the type and degree of data collected by an educator to assess a student’s responsiveness to an intervention. Tier 2 interventions will either be successful in helping students or will provide evidence that some students should be referred for disability evaluation. Selecting appropriate Tier 2 reading interventions requires an understanding of how ELs become successful readers, especially in an additional language, and how to apply known effective teaching practices to Tier 2 settings. The following section will first discuss the basic process of second language acquisition (SLA) in order to provide a theoretical framework on which to base curricular decisions. Following that is the literature about predictors of reading achievement for ELs and how these predictors can inform teaching practice within a Tier 2 setting. The reading interventions outlined in this section will help to inform the
development of a curriculum guide to address the needs of ELs who are struggling readers.

**SLA theories.** When selecting or developing interventions for ELs, it is useful to have a basic understanding of how languages are learned. Numerous theories have been developed to explain and predict the language learning process and these are discussed thoroughly in sources such as *How Languages are Learned*, by Lightbown and Spada (2013). Some theories of note include the comprehension (or comprehensible input) hypothesis, the interaction hypothesis, the comprehensible output hypothesis, the noticing hypothesis, processability theory, and the input processing model (Wright, 2010). Theorists differ in their attention to the various factors involved in the language learning process and vary in their emphasis on input (such as reading and listening) versus output (such as speaking and writing). Despite a great deal of research, it is unclear how much relative weight each factor or process contributes to language learning. For the purposes of the present paper, VanPatten’s (2003, p. 96) summary of several of the major theories offers a simple framework:

Learners must have exposure to communicative input and they must process it; the brain must organize data. Learners must acquire output procedures, and they need to interact with other speakers. There is no way around these fundamental aspects of acquisition; they are the basics. (as cited in Wright, 2010, p. 42)

The various SLA theories have influenced methods of second-language literacy instruction, many of which are similar to those used in first-language instruction. For
example, teachers of both ELs and non-ELs might use definitions geared toward the level of the student (i.e. student-friendly definitions), which increase the comprehensibility of language input. Or, students might be given supports to help them convey ideas more easily (e.g. sentence frames), which allow them to have greater communicative output. Furthermore, just as a child cannot become fluent in a first language without human interaction in that language, any additional language must also be learned through interaction with others.

Though having a theoretical understanding of language acquisition may help teachers critique and refine interventions, these theories do not resolve the “war” between the whole language approach (the view that the approach to literacy should be holistic and top-down) and the skills-based/phonics approach (the view that literacy should be approached in a linear, bottom-up fashion) (Wright, 2010). The whole language approach uses instruction at the text level, often focusing on text comprehension strategies (Wright, 2010). The skills-based approach focuses on instruction at the word level, often focusing on word decoding strategies (Wright, 2010). However, there seems to be a general consensus among today’s reading researchers that neither approach on its own can yield results as positive as can the two put together (Vaughn, 2010). Inasmuch as the whole language versus phonics debate still continues, the disagreement seems to be more about how, when, and what specific skills should be taught (Wright, 2010). Despite disagreement about the details of instruction, several general factors have been found that are predictive of reading success for ELs. The curriculum guide developed for this
Capstone project will be designed to promote these success factors for ELs who struggle to read in English.

**Predictors of successful reading for ELs.** The development of literacy is an integrated process (Cloud, Genesee, & Hamayan, 2009), influenced and enhanced by each language modality (i.e. reading, writing, speaking, and listening). As reading skills increase, comprehension improves and deepens. According to Diaz-Rico (2013), “Getting the gist of a reading passage is the most important concept a reader can develop, because getting the main idea makes further reading more purposeful, facilitates recall, and helps to make sense of supporting details” (p. 169). Though comprehension may be the goal of reading, a variety of skills need to be developed to enable this outcome and several factors are predictive of future reading success for ELs (it is important to note, however, that though predictors of reading comprehension are similar for ELs and non-ELs, they are not identical (Geva & Farnia, 2012)). These predictive factors include the level of literacy in the first language, the type and degree of student motivation and engagement, vocabulary knowledge, and reading fluency. Extensive literature is available on each of these topics and a brief outline of each follows.

**First and second language literacy.** First and second language literacy development share similarities and also have differences (Cloud, Genesee, & Hamayan, 2009). Similarities include the importance of experience and skills with print, phonological awareness, the need for complex skills to comprehend and write text, and the importance of background and cultural knowledge (Cloud, Genesee, & Hamayan, 2009). Primary differences between ELs and native English speakers include differing
background knowledge, differences in English proficiency levels, and the fact that ELs often apply skills or knowledge from the home-language to English (Cloud Genesee, & Hamayan, 2009). Though this transfer of language skills can cause various errors depending on the language background (e.g. errors might occur from applying Spanish pronunciation or syntax to English), it is well-established in the literature that literacy in the first language facilitates second-language acquisition (Wright, 2010). Researchers have also found that encouraging, and even facilitating, first language literacy helps students acquire the second language more quickly (Diaz-Rico, 2013). Furthermore, according to a study by Jimenez, Garcia, and Pearson (1996), the most successful bilingual readers are the ones most aware of the connections between their two languages (as cited in Nagy, 2007). This suggests that teachers can facilitate language acquisition by helping students connect and compare the second language with the first language. In sum, a student’s first language should be considered an asset in the classroom.

Promoting first language literacy in a Tier 2 setting.

These literature findings suggest that the Tier 2 interventions developed for this curriculum guide should provide opportunities for teachers to express positive attitudes toward first languages and for students to develop first language literacy. Teachers can begin to encourage first language literacy by treating the first language as a resource, rather than a deficit. A good start is to provide texts in students’ home languages, such as bilingual story books and dictionaries (Cloud, Genesee, & Hamayan, 2009). Teachers may also want to provide opportunities for students to pre-write or brainstorm in the first language. If many languages are represented in the classroom, it may actually be easier to
integrate bilingual materials and instruction into the smaller group setting of Tier 2 than it is in the whole class setting of Tier 1.

Teachers can also use first languages and cultures as resources by connecting new learning to them from the second language and culture. Not only could this increase students’ metalinguistic awareness, but it could help students construct valuable background knowledge that would help them academically and socially. This curriculum guide will provide examples of cultural and linguistic connections that can be made within various content areas. Furthermore, multicultural and multilingual resources will be offered in the appendices so that teachers can adapt the curriculum guide to build on the experiences of their specific students. Teachers can use these materials to help students connect new learning to their pre-existing funds of knowledge, at the same treating student backgrounds as a resource.

**Motivation and engagement.** Both student motivation and engagement in learning are positively correlated with academic achievement (Pintrich & Schrauben, 1992). Proctor, Daley, Louick, Leider, and Gardner (2014) studied the predictive level of three types of motivation (intrinsic, extrinsic, and self-efficacy) for reading comprehension in both ELs and non-ELs with disabilities. For both groups, they found that self-efficacy is significantly and positively associated with reading comprehension, whereas the other types of motivation were not. Self-efficacy is a positive belief in one’s own ability (Proctor et al., 2014). The findings of this study suggest that it is important to help students maintain a view of themselves as learners, despite learning difficulties (Proctor et al., 2014). Similarly, many students who are not literate in their first language
feel a sense of shame around literacy and need to experience immediate success in order to overcome this and envision themselves as readers (Diaz-Rico, 2013). Therefore, making reading an enjoyable part of every day may help these students feel part of a culture of literacy (Diaz-Rico, 2013).

Related to the topic of motivation is student engagement in learning, as a student with high levels of self-efficacy is more likely to engage with academic tasks (Pintrich & Schrauben, 1992). Carini, Kuh, and Klein (2006) studied the relationship between engagement and learning by testing over 1,000 college students on measures of engagement and achievement of desired learning outcomes. They found that engagement is positively correlated with several areas of academic achievement, including critical thinking skills and grades, and that increasing engagement showed the most benefits for the lowest achieving students (Carini, Kuh, & Klein, 2006). A study of eleventh graders by Ainley (1993) also linked engagement and academic success, but found that the main difference between the test groups was that engaged students tended to use more “transformational” (p. 397) learning strategies than less engaged students. That is, engaged students focused on elaborating concepts to link new information to prior learning, and spent less time on memorization (Ainley, 1993). Since the above studies did not use ELs or elementary students as participants, further research is warranted to determine whether this pattern also holds true for young ELs.

Motivating and engaging ELs in Tier 2 settings.

Many approaches to increasing student engagement have been discussed in the literature (Pintrich & Schrauben, 1992). One approach that is especially relevant to ELs is
to use culturally responsive teaching practices (Cloud, 2002). Teachers can be culturally responsive in a number of ways, such as by recognizing varying cultural expectations for classroom interactions and by being aware of behavioral norms within cultures (Cloud, 2002). It is also recommended that teachers frequently use multicultural literature in their classrooms and limit, and/or openly discuss, materials that show bias or stereotypes (Cloud, 2002). Beyond the benefit of showing respect for all students, some researchers have found that using culturally relevant materials enhances reading comprehension (Bell & Clark, 1998; Cloud, 2002), engagement, and learning (Cloud, 2002). For example, students might be more engaged if they are reading stories that depict their ethnicity and themes within their cultures, rather than reading about characters and topics that do not reflect their own experiences (Bell & Clark, 1998; Cloud, 2002). Bell and Clark (1998) found this to be true in a study with African American students, whose text comprehension (though not recall) was greater after reading stories with African American characters and themes as compared to stories with White characters and themes.

In general terms, culturally responsive teaching accommodates student backgrounds and uses students’ cultures to support learning (Diaz-Rico, 2013). However, teachers should also be cognizant of the variation that exists within cultures and communities and be careful about making generalizations (Cloud, 2002). The curriculum guide developed for this Capstone project will, therefore, provide examples of culturally responsive practices and materials in order to facilitate student engagement. Given the diversity within the U.S. EL population, additional resources will be provided (such as a
multicultural book list) so that teachers can adapt the curricular examples based on the backgrounds of their students.

This curriculum guide will also be structured to provide early successes and enjoyable reading experiences in order to increase student motivation. This can be accomplished through what Vygotsky (1978) called scaffolding (as cited in Lightbown & Spada, 2013). That is, providing temporary supports that allow students to gain meaning from tasks. These supports can be gradually reduced or removed as students gain mastery of the skill or concept. According to Vygotsky’s (1978) conception of scaffolding, the key idea is to bring the task into a student’s zone of proximal development (ZPD), which is the level of difficulty at which a student can achieve something with support (i.e. not so easy that the student can do it independently, and not so beyond the student that it will not be achievable) (as cited in Lightbown & Spada, 2013). The scaffolding in a Tier 2 setting might be more pronounced or removed more slowly than it is in a Tier 1 setting. Teachers can collect data to help determine where the ZPD is for each student and determine scaffolding needs from there. Then, texts, activities, and supports can be selected that will allow students to succeed while still helping them to grow. This curriculum guide will offer a variety of supports (e.g. sentence frames and visuals) that can be used to scaffold instruction based on student needs. Data collection sheets will also be provided to help teachers monitor student progress during Tier 2 interventions.

**Vocabulary.** Vocabulary knowledge plays a key role in becoming a successful reader and in reading comprehension (Coyne, Simmons, Kame’enui, & Stoolmiller, 2004). Greater reading comprehension also accelerates further vocabulary acquisition
(Paribakht & Wesche, 1997). This is because vocabulary can be implicitly learned from context (Coyne et al., 2004; Diaz-Rico, 2013), though this process is often slow and unpredictable (Paribakht & Wesche, 1997). Developing interventions for vocabulary acquisition requires being able to effectively select which words to teach and how to teach them. The literature summarized below will inform the development of vocabulary-focused interventions within this curriculum guide.

A renowned educational researcher named Isabel Beck worked with colleagues for many years to determine which vocabulary words should be explicitly taught and how to teach them. Beck was able to crystallize the findings from this extensive research by categorizing words into tiers based on the frequency of their use within various contexts. So as not to confuse the tiers of vocabulary words with those of RtI, Beck, McKeown, and Kucan (2013) recommend using numerals for RtI tiers (i.e. 1, 2, and 3) and spelled out numbers for vocabulary tiers (i.e. One, Two, and Three). This method of distinction will be used here. In the tiered model of vocabulary levels as described by Beck, McKeown, and Kucan (2013), Tier One words are those very basic words that are frequently used in everyday language (e.g. house, happy, friend). Non-ELs rarely require direct instruction in these words.

Tier Two words are also encountered frequently, but are used by more mature language users (e.g. require, coincidence, mention). This is the category that is called “academic language” by some researchers. These words are seen across a variety of contexts, can be readily connected with other concepts (e.g. mention can be connected to the simpler word tell), and add precision to language (Beck, McKeown, & Kucan, 2013).
According to Beck, McKeown, and Kucan (2013), these qualities mean that Tier Two words lend themselves well to direct instruction. Tier Three words, on the other hand, are less frequently used and are often seen only within specific contexts (e.g. isotope, oligarchy, estuary). Though a cursory explanation of these low-frequency words might be necessary for the understanding of a text, they should generally be taught within the context of a content area (e.g. biology, social studies, or geography class) (Beck, McKeown, & Kucan, 2013). Therefore, according to this tier system, Tier Two words should be the focus of most vocabulary instruction.

Beck, McKeown, and Kucan (2008) argue that the need to focus on Tier Two words holds true for ELs as well as non-ELs. Though the authors acknowledge that some instruction in Tier One words may be necessary for very low-proficiency ELs, they attest that many of these words will be learned by simply spending time in an English-speaking environment. They further claim that as long as the basic concept of a word is understood (in either the first or second language), a similar Tier Two word can be taught (e.g. livid can be taught in English if enojado (meaning angry) is understood in Spanish).

Furthermore, grade-appropriate Tier Two words can be taught to ELs and non-ELs at the same time, as neither group is likely to be familiar with these words. As a general rule, if non-ELs would benefit from instruction in certain Tier Two words, then their EL peers would also benefit (Beck, McKeown, & Kucan, 2008).

Once words are selected for instruction, it is necessary to decide how to teach the words. According to a literature review by Nagy (1988), vocabulary instruction relying on either definitions-only or on context-only often fails either because 1) the vocabulary
is introduced with surface-level definitions, rather than in contexts that allow for understanding of deeper and more complex meanings, or 2) words are taught which can be better learned by inferring meaning from context, or unclear contexts are used. Combining the definitions approach with the context approach may be more effective than either approach alone (Nagy, 1988) and, according to Stahl & Fairbanks (1986), such mixed approaches to vocabulary instruction can increase reading comprehension (as cited in Nagy, 1988).

Beck and colleagues (2013) echo the finding that rich contexts aid in vocabulary acquisition. In their 2013 book, *Bringing Words to Life: Robust Vocabulary Instruction*, Beck, McKeown, and Kucan present numerous ways to deepen student interaction with new words, such as by prompting student decisions about the appropriateness of a word to describe various contexts. They add that not all Tier Two words need to be taught to the same degree and in the same way. Teachers should spend time on words that are useful and that might be used and encountered in a variety of contexts (Beck, McKeown, & Kucan, 2013).

When developing a definition to go along with a rich context, Beck, McKeown, and Kucan (2013) recommend using an explanation that has clear, simple language that conveys the nature of how the word is usually used. Definitions from standard dictionaries are often misinterpreted by students and lead to incorrect word usage (Beck, McKeown, & Kucan, 2013). Student-friendly definitions, however, help students access the true meaning of a word in a way that shows how it is different from similar words (Beck, McKeown, & Kucan, 2013). Teachers can help reinforce new vocabulary words
through providing opportunities for practice and multiple encounters with the words (Beck, McKeown, & Kucan, 2008). Pictures and/or physical movements can also be helpful, though this works better with some words than with others (Beck, McKeown, & Kucan, 2008).

*Vocabulary instruction in a Tier 2 setting.*

These findings suggest that adding explicit vocabulary instruction to rich language contexts is an effective way to increase the vocabulary knowledge of ELs. The literature specifies that Tier Two words should be the focus of most vocabulary instruction. Therefore, this curriculum guide will include examples of direct instruction in Tier Two vocabulary words. This instruction will use student-friendly definitions and rich, interactive contexts to teach vocabulary. The curricular examples will also include pictures to help convey word meanings and assess comprehension when appropriate, which could be especially useful for ELs with very limited English proficiency.

As for the pacing of vocabulary instruction, Beck, McKeown, and Kucan (2013) recommend teaching three to five words per lesson. This range will be taken into account in the development of lessons for this curriculum guide, along with the added consideration that this guide is intended for use with struggling EL readers who may need a different pace from that used with non-ELs in a Tier 1 setting. Teachers can use observation and data collection to determine the appropriate pace of vocabulary instruction for their Tier 2 struggling readers. Data collection is very important within the RtI framework (Johnson et al., 2006), and this curriculum guide will offer ways for teachers to assess and record students’ vocabulary development.
**Fluency.** Reading fluently means reading with speed and accuracy, which is often difficult for students with learning disabilities (Chard, Vaughn, & Tyler, 2002) and ELs (Haager & Windmueller, 2001). Reading fluency is a predictor of reading proficiency (Quirk & Beem, 2012). To explain why reading fluency and proficiency are connected, LaBerge and Samuels (1974) hypothesized that increasing automaticity in reading takes the focus of effort away from mechanics and allows the learner to pay more attention to meaning (as cited in Chard, Vaughn, & Tyler, 2002).

**Promoting reading fluency in a Tier 2 setting.**

Chard, Vaughn, and Tyler (2002) reviewed and synthesized reading research on fluency and found that effective fluency interventions for struggling readers include modeling of fluent reading, providing opportunities to reread texts, and establishing performance benchmarks to indicate when it is appropriate to increase text difficulty. Each of these things can be done in a Tier 2 setting. For example, teachers or proficient peers could model fluent reading. Furthermore, students in a Tier 2 setting could have opportunities to reread texts that were encountered in the general, Tier 1 setting. Finally, performance benchmarks could be established by referring to pre-set standards and through data collection, a hallmark of the RtI framework. In addition to providing models of fluent reading and multiple encounters with texts, this curriculum guide will provide data collection materials so that teachers can record information about their Tier 2 students’ responsiveness to fluency interventions. This data will help teachers make appropriate scaffolding decisions as well as facilitate discussions about the need for more intensive interventions or the readiness of a student to exit from Tier 2 interventions.
Conclusion

In order to begin answering the question, *What curriculum guide can be developed for Tier 2 Interventions within the RtI framework for elementary-level ELs with reading difficulties?* a literature review was conducted to develop understanding of interventions within the context of the RtI framework, the unique challenges and diversity within the EL population, and reading interventions that may be effective for ELs who struggle to read.

Though supporting ELs with reading difficulties is complex, it is vitally important. The RtI framework offers a promising way to accurately identify these at-risk students, though there is still room for bias and inaccuracy within this model. Educators, administrators, and policy-makers need to continue to address the issue of disproportionality in special education and take seriously the consequences of misidentification for students. Furthermore, a better understanding needs to be developed of the factors that contribute to misidentification, as well as approaches that may increase the accuracy of identification. Professional development and continued research can contribute to this understanding. A well-developed RtI approach to identification offers the potential for reducing the misidentification of LDs in ELs.

No “best” method exists for literacy instruction and variation in instruction and context limit the generalizability of findings to individual classrooms and students (Diaz-Rico, 2013). Despite the lack of a “silver bullet,” teachers can use a variety of resources and interventions found in the literature and adjust these to fit with their specific contexts and students. The RtI framework encourages teachers to use data to
assess student needs and to use evidence-based practices to address those needs. Evidence-based practices found in the literature suggest that second language acquisition can be facilitated by encouraging first language literacy, student motivation and engagement can be increased by using culturally and linguistically responsive teaching practices scaffolded for the level of the student, and reading comprehension can be increased by developing vocabulary (primarily Tier Two words) and by improving reading fluency. This research base is invaluable in beginning to answer the present research question and in developing a curriculum guide to help meet the needs of ELs with reading difficulties. The following chapter describes the process and design model used to develop this reading curriculum guide, as well as the intended audience and learning environment for the guide.
CHAPTER THREE

Methods

Reading skills are fundamental to academic success (AECF, 2011; Haager & Windmueller, 2001). However, the majority of English Learners (ELs) in U.S. schools do not meet basic reading standards and only a very small percentage (3 to 4 percent) are reading proficiently (NEA, 2015). Many factors can impede the acquisition of reading skills, such as an inadequate learning environment (RTI Action Network, n.d.), second language acquisition (SLA) issues (Klingner & Artiles, 2006), or learning disability (LD) (Cheesman & De Pry, 2010). Response to Intervention (RtI) is a school-wide system that can help to distinguish among these impediments to learning and address them (Fletcher, 2008). However, a lack of teacher training in both RtI (Harlacher & Siler, 2011) and in working with ELs (Sanchez et al., 2010) can make good intentions fall short. With this in mind, my curriculum guide is designed to answer the question, What curriculum guide can be developed for Tier 2 Interventions within the RtI framework for elementary-level ELs with reading difficulties? This chapter outlines my process for developing a curriculum guide for reading interventions to use with struggling ELs, as well as the rationale for this process and the guiding principles that were used throughout the writing of the curriculum guide. The chapter also describes the target audience and intended learning environment for the guide so that educators can determine whether it might be appropriate to use with their own students.
Process

The method for developing this curriculum guide was based on the Understanding by Design (UbD) process (Wiggins & McTighe, 2011). UbD uses a “backward design” to align the steps of curriculum planning. In this design model, the desired learning outcome is first identified, then appropriate performance assessments are selected (to reveal “evidence” of learning), and finally, the learning plans are created (Wiggins & McTighe, 2011). The tenets of UbD are grounded in research findings from cognitive psychology and studies of student achievement (McTighe & Seif, 2011). UbD is intended to help educators create curricula that can develop and deepen student understanding to make learning relevant and transferable (Wiggins & McTighe, 2011). In the development of this curriculum guide, I used the principles of UbD and RtI to increase the guide’s potential effectiveness for students.

The desired learning outcomes for students were identified by referencing Common Core standards and the World-class Instructional Design and Assessment (WIDA) English Development (ELD) standards. The WIDA ELD standards were developed by a consortium of U.S. educators and have been adopted by a number of states and international schools since the WIDA research center’s founding at the University of Wisconsin-Madison in 2002 (WIDA, 2014a). These standards help to describe how language is used in academic contexts and outline what language students need to know in order to be successful in school (WIDA, 2014b). The WIDA Performance Definitions describe what language functions students are typically able to perform at certain ages and at each of the six levels of language acquisition (WIDA,
In order of lowest language ability to highest, these six levels are as follows: Level 1: Entering, Level 2: Emerging, Level 3: Developing, Level 4: Expanding, Level 5: Bridging, and Level 6: Reaching. These levels are additionally broken down into performance definitions for the four language modalities of reading, writing, listening, and speaking (WIDA, 2016) (see Appendix A for the WIDA performance definitions for Levels 1, 2, and 3).

Given the importance of reading skills for academic success (AECF, 2011), this is the overall focus of the curriculum guide. As an example of how the WIDA performance descriptors for reading vary by level, a student at Level 1 (Entering) might be able to put pictures or sentence strips in order to show comprehension of sequencing language (e.g. first, next, finally) (WIDA, 2016). On the other hand, a student at Level 5 (Bridging) might be able to identify the supporting details of a topic within a text (WIDA, 2016).

The overarching goal of this curriculum guide is to improve the reading comprehension of ELs who are struggling readers. Referencing established standards is both a useful and responsible practice in the process of identifying appropriate learning goals for students.

Selecting appropriate performance assessments is crucial for evaluating student progress toward learning goals. However, given the variability in RtI assessment procedures (Sanatulova-Allison & Robison-Young, 2016), the sparsity of valid assessments for ELs (Sanchez et al., 2010), and the difficulty of differentiating between the many causes of reading difficulties (Chu & Flores, 2011), caution should be exercised when evaluating ELs. The learning assessments in this guide are meant to provide additional data to inform instructional and placement decisions for ELs (though they are
not meant to be diagnostic). When assessing ELs, it is important to remember that ELs with and without LDs can benefit from intervention (Figueroa, 2002), though those without an LD tend to make more progress over time (DoDEA, 2007). It is commonly assumed in the RtI framework that about 80 percent of students should succeed in Tier 1 and only about 5 percent should need additional support beyond Tier 2 (Johnson et al., 2006; Sanatullova-Allison & Robison-Young, 2016). Therefore, the data collected during the intervention should also be used to assess the effectiveness of the Tier 2 learning environment. With these understandings in mind, the guide’s assessments were designed to clearly follow from and be aligned with learning objectives, as recommended by UbD (Wiggins & McTighe, 2011), in order to provide meaningful and useable information to teachers.

Identifying learning objectives and appropriate assessments before planning lessons can help prevent what Wiggins and McTighe (2011) call “activity-oriented” (p. 8) and “content coverage” (p. 9) teaching. The former focuses too much on making activities engaging (rather than educational), whereas the latter focuses on plowing through material which is then only learned on a superficial level. Neither gives the learner the deeper understanding that is needed to transfer learning to other situations. The goal of this curriculum guide is not to simply make students comprehend the readings used in each unit, but rather to help them develop the tools to better comprehend any reading they encounter.

In order to ensure that the learning plans use evidence-based teaching practices, the literature has been closely examined to determine intersections between effective
reading interventions and effective practices for teaching ELs. Based on findings from the literature review, the following guiding principles were used for developing Tier 2 interventions for this curriculum guide: Instruction and materials should be

(a) scaffolded to provide supports that are appropriate and effective for elementary level ELs with reading difficulties (Lightbown & Spada, 2013), (e.g. providing sentence frames, student-friendly definitions, and visual and physical cues/supports);

(b) culturally and linguistically responsive, drawing on funds of knowledge in first languages and cultures to construct new meaning in the second language and culture (Bell & Clark, 1998; Cloud, 2002; Diaz-Rico, 2013);

(c) focused on improving reading comprehension through the development of Tier Two vocabulary (Beck, McKeown, & Kucan, 2013) and reading fluency (Chard, Vaughn, & Tyler, 2002; Haager & Windmueller, 2001; Quirk & Beem, 2012); and

(d) in alignment with best practices within the RtI framework by being conducive to data collection, collaboration, and adjustment based on student responses to interventions (Johnson et al., 2006).

The quality of the example units was continually checked by referencing the curriculum development standards described by Wiggins and McTighe in *Understanding by Design Guide to Creating High-Quality Units* (2011) and *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units* (2012). Finally, a list of supplemental resources is provided to help teachers tailor the units to fit the needs of their particular students (see Appendices B and C).
Target Audience

The grade and English proficiency levels of students must be taken into account in order to select appropriate lesson objectives, assessments, and activities. This curriculum guide was designed for use with fourth grade ELs who are at WIDA Reading Levels 1, 2, or 3 and have reading difficulties that make them eligible for Tier 2 interventions (i.e. they are not meeting reading achievement goals within Tier 1). Research indicates that students who cannot read by grade three are more likely to drop out of school (AECF, 2011) and this trend has given rise to several reading programs which target the early grades, such as Reading First (Cheesman & De Pry, 2010). By targeting fourth graders, this guide attempts to fill a gap by providing focused support to students who may not otherwise receive it from existing reading programs.

Additionally, the curriculum guide is intended to be used with a linguistically diverse group. Wisconsin has identified at least 137 languages spoken by their students (Wisconsin Department of Public Instruction [DPI], n.d.) and more than 400 languages may be represented in the U.S. as a whole (Boyle, Taylor, Hurlburt, & Soga, 2010). Therefore, this guide’s lessons and materials are in English so as not to give preference to some students over others and because it would be impractical to develop full adaptations for so many languages. However, the use of first languages is not discouraged in the lessons. To give context for the cultural and linguistic connections made within the example units, the unit intervention groups were composed based on Wisconsin demographic data. According to the U.S. Department of State, the largest refugee populations in Wisconsin (in order of group size) are as follows: Myanmar, Laos,

Due to the strong body of evidence for the benefit of honoring and developing literacy in the home language (Diaz-Rico, 2013; Thomas & Collier, 2002), teachers should supplement and adapt this guide with materials and/or activities specific to the languages represented by their students. A list of multilingual and multicultural children’s books and other resources are included as a reference for teachers who are looking for such materials (see the Appendices).

**Learning Environment**

Given the diversity of EL education programs reported nationally (Rennie, 1993) and in Wisconsin (Wisconsin DPI, 2014), this curriculum guide was not tailored to fit any one model. Rather, it was designed to be used with small groups that may be formed in a variety of settings. Though RtI group sizes vary in practice (Mellard, McKnight, & Jordan, 2010), the example curricular units were developed for groups of six students. Intervention groups should include students with similar needs and English proficiency levels. It is also important to note that interventions are meant to supplement the general curriculum, rather than replace it (Mellard, McKnight, & Jordan, 2010). Therefore, teachers and specialists should, as much as possible, avoid conducting interventions at times that would pull students away from learning opportunities in the general education setting.
Conclusion

ELs are in need of quality learning opportunities if they are to succeed in U.S. schools and society. Educators need to be prepared to support those ELs who are struggling with reading. This curriculum guide was developed to answer the question *What curriculum guide can be developed for Tier 2 Interventions within the RtI framework for elementary-level ELs with reading difficulties?* To create a potentially effective curriculum guide for reading interventions, I used UbD principles by aligning big-picture objectives, learning assessments, and evidence-based teaching practices. The units were developed within the context of Tier 2 of the RtI framework and were designed for linguistically diverse, elementary-level ELs who do not have high levels of English proficiency. In order to ensure quality, the example curricular units were frequently checked against curriculum design standards as well as findings within the EL and reading literature.

The next chapter is intended to be a practical resource for educators providing Tier 2 interventions to ELs who are struggling readers. The curriculum guide includes example learning plans and materials that can be used to support reading comprehension. Additional resources are included in the Appendices to aid in the adaption of the example units. Teachers can select from and adapt these units and materials depending on the needs of their own students. It is my hope that this curriculum guide will help teachers meet the needs of their vulnerable ELs.
CHAPTER FOUR

Curriculum Guide

Many English Learners (ELs) are not having their needs met by U.S. schools (National Education Association [NEA], 2015; Thomas & Collier, 2002). Furthermore, a disproportionate number of ELs are referred to special education compared to their White and non-EL peers (Skiba et al., 2008). Part of the reason for this is the difficulty in distinguishing between second language acquisition (SLA) issues and learning disabilities (LDs) (Chu & Flores, 2011; Sanatullova-Allison & Robison-Young, 2016). However, ELs with and without disabilities can benefit from interventions (Figueroa, 2002); therefore, it is important for teachers to be able to support their struggling ELs, regardless of the presence of a diagnosis. By using the principles of Response to Intervention (RtI), combined with effective practices for teaching ELs and for teaching struggling readers, teachers can either help students get back on track, or provide data that supports a need for special education referral.

In this chapter, a curriculum guide is presented to help answer the question, What curriculum guide can be developed for Tier 2 Interventions within the RtI framework for elementary-level ELs with reading difficulties? First, I will explain how this guide reflects UbD principles, RtI principles, and the guiding principles outlined in Chapter Three. Then an overview of the curricular example units will be provided to give context for the
interventions. Finally, three RtI Tier 2 example units are presented to show how the findings from the literature review can be applied to curriculum design. The example units are based in three different subject areas (English Language Arts (ELA), Science, and Social Studies). Furthermore, each unit is targeted toward a different level of EL: WIDA Level 1, 2, or 3. All units are designed to improve reading comprehension in ELs who are struggling readers. What follows is the curriculum guide, with evaluations, learning plans, and lesson materials in a teacher-friendly format.
CURRICULUM GUIDE:

Tier 2 Interventions for Struggling EL Readers

Foundations: UbD, RtI, and Guiding Principles

This curriculum guide was developed using the Understanding by Design (UbD) process, which recommends first identifying big picture objectives, then designing assessments, and then making learning plans which use evidence-based practices (Wiggins & McTighe, 2011). The UbD process aligns well with the principles of Response to Intervention (RtI), which recommend using collaboration and data collection to identify student needs (leading to the learning objectives), continuing to collect data to determine student progress (the assessments), and using evidenced-based practices to deliver effective instruction (the learning plans) (Johnson et al., 2006). The principles of UbD and RtI can be seen throughout this curriculum guide in that objectives, assessments, and learning plans are closely aligned and there are frequent opportunities to collect data and adjust instruction. Furthermore, evidence-based practices are recommended throughout the guide. These evidence-based practices were selected based on the guiding principles I developed using the reviewed literature: that is, instruction should be (a) scaffolded to provide supports that are appropriate and effective for elementary level ELs with reading difficulties (Lightbown & Spada, 2013) (see Chapter Two, Motivating and engaging ELs in Tier 2 settings), (b) culturally and linguistically responsive, drawing on funds of knowledge in first languages and cultures to construct new meaning in the second language and culture (Bell & Clark, 1998; Cloud, 2002;
Diaz-Rico, 2013) (see Chapter Two, *Predictors of successful reading for ELs*), (c) focused on improving reading comprehension through the development of Tier Two vocabulary (Beck, McKeown, & Kucan, 2013) and reading fluency (Chard, Vaughn, & Tyler, 2002; Haager & Windmueller, 2001; Quirk & Beem, 2012) (see Chapter Two, *Predictors of successful reading for ELs*), and (d) in alignment with best practices within the RtI framework by being conducive to data collection, collaboration, and adjustment based on student responses to interventions (Johnson et al., 2006) (see Chapter Two, *Response to Intervention (RtI)*). By using the guidance of UbD, RtI, and my guiding principles, this curriculum guide has been given a strong foundation based in research. This guide includes three example curricular units to show how these evidence- and research-based principles can be used to develop lesson plans to support different content areas and WIDA levels.

**Big picture objectives: Comprehension, vocabulary, and fluency.** Based on findings in the literature review, the big picture objective for this guide is to improve reading comprehension through a focus on Tier Two vocabulary and reading fluency.

**Assessments.** All three example units use the same scoring scales to assess proficiency in comprehension, vocabulary use, and reading fluency. The assessments themselves are also similar across units, though they are scaffolded based on students’ English proficiency levels and are adapted to fit the texts students are using.

**Comprehension.** Reading comprehension is assessed based on student recognition and use of information in the text. The following scale is used to assess comprehension: $0 = $No evidence of comprehension/ the student does not recognize the information; $1 =$
the student can identify the information as coming from the text; 2 = the student can apply information from the text; 3 = the student can infer meaning beyond the information in the text. The comprehension exercises in each unit are designed to assess each of these proficiency targets, with scaffolds appropriate to the WIDA level of the learner (e.g. use of visuals, option to have assessment read aloud, simplified language, etc.).

**Vocabulary.** Tier Two vocabulary is assessed based on student demonstration of word use. The vocabulary use scale is as follows: 0 = No evidence of word use/ Student does not recognize the word; 1 = the student can read the word aloud; 2 = the student can match the word to a defining picture or written/ spoken definition; 3 = the student can identify examples and nonexamples of the word meaning; 4 = the student can use the word in a sentence within (or very similar to) the context used to introduce the word; 5 = the student can use the word in a sentence beyond (or very different from) the context used to introduce the word. The vocabulary exercises in each unit are designed to assess each of these proficiency targets up to Target 4, with scaffolds appropriate to the WIDA level of the learner (e.g. use of visuals, option to have assessment read aloud, simplified language, etc.). Students would not be expected to meet Target 5 until a later unit.

**Fluency.** Fluency is assessed based on several dimensions of fluent reading, which include expression (how natural the reading sounds), phrasing (level of attention to punctuation), smoothness (connectedness of sounds and words), and pace (speed, with the goal being a conversational rate). Each dimension is scored on a scale of 1 (low) to 4 (high). These dimensions have been adapted from those recommended by Rasinski
(2004) to reflect only target areas that might be reasonably addressed with very low-proficiency elementary ELs. Additionally, Chard, Vaughn, and Tyler (2002) recommend using predetermined performance criteria to judge when a student is ready for a more difficult text. Therefore, a score of ten or more is recommended as the cutoff point in this fluency evaluation.

Students also have the opportunity to get and give peer feedback on fluent reading. However, the fluency dimensions have been condensed and further simplified to include only speed, smoothness, and accuracy because these are elementary-level beginning readers who are likely fairly new to the concept of reading fluency. In these units, partner reading is primarily done to help students build awareness of the aspects of fluent reading. The peer support and interaction may also be useful and motivating for students.

Though peers assess each other’s accuracy on a basic level, accuracy is also assessed by the teacher based on how many words a student can read accurately in one minute. The formula used here for determining the words correct per minute is based on the work of Blachowicz et al. (2006):

\[
\text{Words read in one minute} - \text{Errors} = \text{Words correct per minute}
\]

Errors include words that the student missed, misread, or seriously mispronounced (this does not include reasonable mispronunciation based on the student’s accent).
In these units, fluency is always measured in the context of a familiar text. This practice is based on the recommendations of Mathson, Allington, and Solic (2006), who believe that oral fluency can be assessed more accurately when done in context.

**Evidence-Based Practices.** The learning plans created for each unit use evidence-based practices to help students meet the learning objective of improving comprehension through the development of Tier Two vocabulary and reading fluency. These evidence-based practices include scaffolding, motivating and engaging students through cultural and linguistic connections, and the use of data collection and observation to adjust instruction based on student needs.

**Scaffolding.** All three units target ELs with low English proficiency. Therefore, many of the scaffolds provided are similar. Several scaffolds are common between units (e.g. the use of sentence frames), but there are also a few differences based on the WIDA level of the students targeted in each unit (e.g. the level of productive language required to complete the sentence frames).

Each unit has many scaffolds woven throughout in order to support comprehension, vocabulary development, and fluency development. Scaffolds provided to specifically support comprehension include visual supports, physical supports (i.e. “realia,” or real objects), the use of simple language, and rephrasing information. The scaffolds for vocabulary development include student-friendly definitions, sentence frames, visual supports and cues, physical supports and cues, many exposures to target words, and the number of words introduced per week. Fluency development is supported by scaffolds that gradually release responsibility to the learner. In each unit, learners
progress from hearing a model of fluent reading, then to echo reading, choral reading, partner reading, and finally to individual reading. The practice of repeated readings in these units is based on the recommendations of Chard, Vaughn, and Tyler (2002).

The above scaffolds are intended to aid in the comprehension of texts that are meant to be at a level a little beyond what the learner can read independently, but that can be comprehended with adequate support. Furthermore, additional scaffolds are suggested within the learning plans in order to support a variety of learner needs.

**Motivation and engagement.** Each unit provides structured opportunities for students to personally connect to the texts and other materials through the lenses of their cultures, languages, and individual experiences. The materials themselves are also embedded with culturally relevant content and visuals. In this way, students are encouraged to draw on their funds of knowledge to construct new meaning.

**Collaboration, data collection, and adjustment (RtI).** When collaborating with colleagues to address student needs, it is recommended that staff roles are clear and student performance criteria are determined before beginning the intervention (Harlacher & Siler, 2011). The school-specific guidelines for RtI should be used to decide the length of the intervention, though the student support teams should continue to meet regularly throughout to discuss student progress and how to better address student needs. As discussed in Chapter Two, it is important to remember that students with only SLA issues tend to be more responsive to interventions than those with LDs (DoDEA, 2007).

Within each unit, the teacher receives daily cues and opportunities to collect data and adjust instruction based on student needs. Materials and assessments are provided
after each unit’s learning plans to aid in this data collection and adjustment. Using these tools will help the teacher understand each student’s response to this Tier 2 intervention, providing a firm foundation for discussing student needs and placement with colleagues and administrators.

Overview of Units

The following provides an overview of each of the three example units. In each unit overview, a basic description of the students is provided, including WIDA level, country of origin, and primary language(s) (this demographic information is important for tailoring units to be culturally and linguistically responsive). The overview also includes the subject area focus, a description of any texts used in each unit (also see each unit’s Primary Text and Secondary Text, under Materials), and the Tier Two vocabulary words targeted in each unit (also see each unit’s Condensed Vocabulary, under Materials). Finally, the specific procedure used for introducing Tier Two vocabulary is outlined.

Unit A.

● Students. WIDA Level 1
  ○ Demographics. 2 from Somalia (Somali), 2 from Myanmar (Burmese), 1 from Laos (Hmong), 1 from the Democratic Republic of Congo (French)

● Subject area. English Language Arts (ELA)

● Primary text. “A Pig, a Fox, and a Box,” by Jonathan Fenske. This is a fictional story about Fox, who likes to play tricks on his friend Pig. The book is divided into three parts, each showing a different way Fox tries (and fails) to trick Pig. The students will only read Part One in this unit, as this alone has more than one
hundred words. The story contains mostly simple, short sentences and is well-supported by illustrations. Though the drawings are cartoons, the style is more mature than the very cutesy drawings found in many early readers.

- **Secondary text.** Sight word cards to practice reading Tier One words from the text: *fox, box, pig, big, hear, here*. Three blank cards are provided so the teacher can fill in other words that students are struggling with most.

- **Target words.** Tier Two vocabulary: *character, describe, predict, trick, trickster*.

**Unit B.**

- **Students.** WIDA Level 2
  
  o **Demographics.** 2 from Iraq (Arabic), 1 from Syria (Arabic), 1 from Myanmar (Burmese), 1 from Serbia (Serbian and Hungarian), 1 from Russia (Russian)

- **Subject area.** Science

- **Primary text.** “All Living Things Need Water,” by Katherine Little. This is a nonfiction description of several ways living things get water. Though it has many complex sentences (i.e. sentences with dependent and independent clauses), they are very repetitive in structure. Tier Two vocabulary words are repeated throughout the text. The text is supported by many photographs. It is also written using a clear, sans serif font.

- **Secondary text.** A student-created T-Chart with labelled images of living and nonliving things.
• **Target words.** Tier Two vocabulary: *categorize, difficult, frequently, invent, living, predict, survive.*

**Unit C.**

• **Students.** WIDA Level 3
  ○ **Demographics:** 2 from Myanmar (Burmese), 2 from Laos (Hmong), 1 from Vietnam (Vietnamese and Hmong), 1 from Bhutan (Dzongkha)

• **Subject area.** Social Studies

• **Primary text.** “Mee Moua: Minnesota’s First Hmong-American Senator,” by Katherine Little. This is a brief nonfiction account of the life of Mee Moua, focusing mainly on her time as a State Senator. It contains a mix of sentence structures. Some photographs support the text.

• **Secondary text.** A biographical timeline depicting the life of Mee Moua. Some photographs support the text.

• **Target words.** Tier Two vocabulary: *community, concern, decide, influence, inspire, investigate, predict, protect.*

**Introducing Tier Two vocabulary.** The following is the specific procedure used in the units for introducing Tier Two vocabulary words, adapted from the recommendations of Beck, McKeown, and Kucan (2013):

1. **Discovery activity (Building/Activating prior knowledge).** Students are asked a question to get them to think about what they know about something very closely related to the vocabulary word (e.g. choosing between two things can be connected to the word *decide*). Students should not guess at the meaning of the
vocabulary word itself, according to recommendations from Beck, McKeown, & Kucan, (2013)). After a brief discussion, the students’ prior knowledge of the concept is connected to the new vocabulary word.

2. **Target word.** The new word is displayed and supported with a visual cue and/or physical cue. For some cues, it would also be helpful to explain how it relates to the word (e.g. a visual of a magnifying glass is linked to *investigate*, but some students might not be familiar with the uses of magnifying glasses).

3. **Oral practice.** Students say the target word aloud. For long, hard-to-say words, they can practice in syllable chunks starting at the end of the word.

4. **Student-friendly definition.** A definition is provided in simple, conversational language. The definition presents the word in the same usage as it appears in the text and/or activities that will be done with the word. Simple synonyms are given where appropriate.

5. **Reinforcement.** For Levels 1 and 2, the teacher repeats the student-friendly definition and ask students to provide the target word. For most words in Level 3, however, the teacher says the target word and the students provide the definition.

6. **Connection to prior knowledge.** The definition is connected to the earlier discovery activity in a sentence. The sentence is rephrased to include the target word.

7. **Context reference.** The word is used in a sentence from or relating to the text.

8. **Non-context reference.** A sentence frame is displayed and completed by making a sentence that does not relate to the text, but is a similar and common use of the
word. This sentence models the use of the sentence frame that students will use to answer a prompt.

9. **Application.** The students are given a prompt to elicit thinking about the target word. Students are encouraged to use the displayed sentence frame, which includes the target word. Student answers are used to assess initial understanding. If needed, further examples would be given or the word would be re-taught. This aligns with the principles of RtI by using data collection/observation to inform and adjust instruction.

10. **Recap.** The students are asked what word was learned.

    Note: Each word is introduced with one meaning. For example, *community* can both be used to refer to a place people share (e.g. a school community) and to a group of people who share some characteristic (e.g. the Hmong community), but only the former meaning is introduced in the unit. Other meanings and uses of each word can be explored once students have a solid grasp of the word in this original context.
**Example Curricular Units**

The following example units are aligned with the principles of UbD and RtI, and are intended to exemplify the guiding principles developed based on the reviewed literature. These units were developed as models for teachers and can be modified and expanded based on the needs of specific students.

<table>
<thead>
<tr>
<th>UNIT A</th>
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<tbody>
<tr>
<td>READING INTERVENTION</td>
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</tbody>
</table>

**Student Target Audience**

**WIDA Level**: 1 (Entering)
**Grade**: 4

**Instructional Background**: In this imagined example, the general education setting (RtI Tier 1) was found to be adequate for ELs with a similar background to these students. As beginner ELs, these students have received a great deal of phonics instruction and Tier One vocabulary practice over the last few months in the RtI Tier 1 setting. These students are keeping pace with their peers in phonics instruction and Tier One vocabulary, but are falling behind in reading comprehension across all subject areas. The school’s student support team used RtI best practices to determine the needs of each student and decided to place them in a Tier 2 intervention group (Intervention Group A). The weekly intervention units will reflect and reinforce what students are learning in various subject/content areas.

**Demographics**: 2 from Somalia (Somali), 2 from Myanmar (Burmese), 1 from Laos (Hmong), 1 from the Democratic Republic of Congo (French)

**Unit A Overview**

<table>
<thead>
<tr>
<th>WIDA Standard</th>
<th><strong>Standard 2</strong>: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Area</strong></td>
<td>English Language Arts (ELA)</td>
</tr>
<tr>
<td><strong>Common Core Standards</strong></td>
<td><strong>ELA Reading Foundations 4.4</strong>: Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
</tbody>
</table>
**ELA Literature 4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**ELA Literature 4.9:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

| Language Objectives | 1. Increase reading fluency  
|                     | a. Unit A fluency focus areas: Smoothness, conversational speed, and using punctuation (i.e. periods, question marks, and exclamation points) to aid phrasing and expression.  
|                     | 2. Increase knowledge of Tier Two vocabulary  
|                     | a. Unit A target words: character, describe, predict, trick, trickster.  

| Assessment | 1. **Fluency:** Students will be able to (SWBAT) re-read a text with reduced errors, while increasing smoothness and speed (see Unit A Fluency Evaluations 1 and 2)  
|            | 2. **Vocabulary:** SWBAT recognize selected Tier Two vocabulary words by sight and use these words in sentences, with scaffolds appropriate to WIDA Level 1 (see Unit A Vocabulary Evaluation)  
|            | 3. **Comprehension:** SWBAT recognize and use information from the text (see Unit A Comprehension Evaluation).  

| Materials (included after Unit A Learning Plans) | • Primary Text: “A Pig, a Fox, and a Box,” by Jonathan Fenske  
|                                               | • Additional Visual Resources  
|                                               | • Secondary Text: Sight Word Cards  
|                                               | • Condensed Vocabulary  
|                                               | • Vocabulary Evaluation  
|                                               | • Vocabulary Exercises 1 - 4  
|                                               | • Fluency Evaluations 1 and 2  
|                                               | • Fluency Feedback Form  
|                                               | • Comprehension Evaluation  
|                                               | • Comprehension Exercises 1 - 4 |
* Flex Time Practice and Extension Exercises

Other Materials (not included in guide)

- English picture dictionaries
- Home language picture dictionaries (if available)
- Bilingual dictionaries
- Stopwatch for each student
- Realia: Cardboard box with lid (e.g. a shoe box or gift box)
- Folder for each student to keep work and materials related to intervention

### Lesson A-1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td><strong>Warm Up</strong></td>
</tr>
<tr>
<td></td>
<td>• Remind students that building vocabulary and building fluency will help them understand more of what they read.</td>
</tr>
<tr>
<td></td>
<td>• Remind students of the importance of practice and the potential for growth.</td>
</tr>
<tr>
<td>6 min.</td>
<td><strong>Vocabulary Development:</strong> Introduce <em>trick</em> and <em>predict.</em></td>
</tr>
<tr>
<td>6 min.</td>
<td>Introduce <em>trick</em></td>
</tr>
<tr>
<td></td>
<td>1. [Discovery] Show a video clip of a kid-appropriate trick (e.g. first 45 seconds of <em>Merry Monster jumping out to surprise Maria on Sesame Street</em>) or do a simple trick (e.g. pulling off your thumb/finger trick). Ask students “Did that surprise you?” “What happened?” Tell students Merry tried to <em>trick</em> Maria.</td>
</tr>
<tr>
<td></td>
<td>2. [Target word] Teacher: “This word is <em>trick.</em>” Display word. Show visual cue and physical cue.</td>
</tr>
<tr>
<td></td>
<td>3. [Oral practice] Teacher: “Say it with me!” All: “<em>Trick.</em>”</td>
</tr>
<tr>
<td></td>
<td>4. [Student-friendly definition] Teacher: “<em>Trick</em> means surprising someone in a funny way.”</td>
</tr>
<tr>
<td></td>
<td>5. [Reinforcement] Teacher: “What means surprising someone in a funny way?”</td>
</tr>
<tr>
<td></td>
<td>Students (chorally): “<em>Trick.</em>”</td>
</tr>
<tr>
<td></td>
<td>6. [Connection] Teacher: “The video I showed you was someone surprising a friend in a funny way.” [Rephrase] “Merry tried to <em>trick</em> her friend Maria.”</td>
</tr>
<tr>
<td></td>
<td>7. [Context reference] Teacher: “A <em>trick</em> is to jump out of a box to surprise someone.”</td>
</tr>
<tr>
<td></td>
<td>8. [Non-context reference] Display sentence frame (I can trick you by ___.) Teacher: “I can trick you by hiding in a closet.”</td>
</tr>
</tbody>
</table>
Students (individually): “I can trick you by ___.”

10. [Recap] Teacher: “What word did we learn?”
Students: “Trick.”

Introduce **predict**

1. [Discovery] Put a ball on a table. Ask students what will happen if you bounce the ball. Bounce the ball so it will eventually fall off the table and keep eliciting student responses. Tell students that when they think about what will happen next, they *predict.* “You *predict* it will fall off the table!”

2. [Target word] Teacher: “This word is **predict**.” Display word. Show visual cue and physical cue.

3. [Oral practice] Teacher: “Say it with me!”
All: “**Predict**.”

4. [Student-friendly definition] Teacher: “**Predict** means you think about what will happen next.”

5. [Reinforcement] Teacher: “What means you think about what will happen next?”
Students (chorally): “**Predict**.”

6. [Connection] “When you saw the ball bouncing, you thought it would fall off the table next.” [Rephrase] “You *predicted* it would fall of the table.”

7. [Context reference] Teacher: “I **predict** we will see a trick today.”

8. [Non-context reference] Display sentence frame (I predict my family will ____ this weekend.) Teacher: “I predict my family will go to the grocery store this weekend.”

9. [Application] “What do you predict your family will do this weekend?”
Students (individually): “I predict my family will ___ this weekend.”

**RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. Teacher: “What word did we learn?”
Students: “**Predict.**”

---

**10 min. Build/ Activate prior knowledge**: Picture walk, predictions, text familiarity

- **Picture walk**: Tell students to look at the pictures in Part One to see if they can predict what the story will be about (but don’t give away the ending! A good place to stop showing pictures is page 7 or 8). While students look at the pictures, ask them Wh-questions, such as “What is he doing?” “Where is he?” Ask students to predict what will happen next (For the fox? For the pig?). Encourage use of sentence frame “I predict ____.” **Additional scaffold option**: Provide the sentence frame “I predict the pig/fox will ___ [e.g. jump, laugh, be
Write some student predictions on board (students might not use full sentences, but the teacher can ask the students questions and give suggestions to help them verbalize their predictions). Say that after reading, they will check to see if what they predict matches the story.

- **Vocabulary matching:** Each student gets a card with a word on it and tries to find their word on page 5 of the text (little, box, play, trick, today). As students find their word, read the sentence aloud and have students repeat.

| 3 min. | **Fluency Development:** Read aloud “A Pig, a Fox, and a Box: Part One,” while modeling fluent reading (the teacher should speak clearly, use a conversational pace, and expressive tone). *Additional scaffold:* Point to illustrations and use gestures while reading to clarify/ reinforce phrases and Tier One vocabulary that may be less familiar to students (e.g. point to the box when first reading the word; cup hand around ear when reading *hear*; mime looking around when reading the phrase).

| 1 min. | **Vocabulary Development:** Reinforce predict
- Check student predictions about reading: “We predicted that _____. Does that match what we read?”

| 5 min. | **Vocabulary Development:** Introduce character
- [Discovery] Ask students “Who is in the story?” “Who is doing something in the story?” Students may point to Pig and Fox or name them. “Yes, Fox and Pig are in the story. Fox and Pig are the characters in the story.”
- [Target word] Teacher: “This word is *character.*” Display word. Show visual cue and physical cue.
- [Oral practice] Teacher: “Say it with me!”
  All: “*Character.*”
- [Student-friendly definition] Teacher: “*Character* means a person in a story.”
- [Reinforcement] Teacher: “What means a person in a story?”
  Students (chorally): “*Character.*”
- [Connection] Teacher: “You told me who is in this story.” [Rephrase] “You told me Fox and Pig are the *characters.*”
- [Context reference] Teacher: “Fox is a *character.*” Point to Fox in the book.
| 8.  | [Non-context reference] Display sentence frame (A character is ____). Teacher: “Batman is a character.” [Rephrase] Batman is a person in a movie.” |

**7 min. Fluency Development:** Rereading via echo reading
- The teacher reads a sentence and the students repeat it. Students should attempt to point to each word as they read it. Continue in this way through Part One.
  - **RtI alignment** (adjustment): The teacher should note how well students are tracking the words. If needed, do a mini-lesson on identifying words (big spaces between) versus letters (little spaces between). Give these students additional practice tracking text that is read aloud and that they are reading.
  - *Additional scaffolding option:* For more intensive individualized support, the teacher points with each student in turn as they hear and repeat the lines (e.g. switch between students after every speech bubble or story frame).

**5 min. Comprehension Support**
- Ask students comprehension questions such as the following: “Who was inside the box?” “Who played a trick?” “Where did Pig sit?” Give guidance and support as needed.

**1 min. Wrap Up**
- Ask students to recap what we did today.
- Display today’s target words with visual cues and ask students to read the words aloud.

Lesson A-2
### Warm Up
- Ask students to recall what we did yesterday.
- Remind students that building vocabulary and building fluency will help them understand more of what they read.

### Vocabulary Development: Review *predict*, *trick*, and *character*

#### Review *predict*
- Remind students of predictions written the previous day (“We predicted ___”) and ask what really happened.

#### Review *trick*
- Ask students how Fox tried to trick Pig.
- Build background: Briefly discuss the U.S. custom of tricking people on Halloween and April Fool’s Day.

#### Review *character*
- Ask students to identify the characters in the story. Encourage use of the sentence frame, “___ is a character.”

### Vocabulary Development: Introduce *describe* and *trickster*

#### Introduce *describe*
1. [Discovery] Teacher: “Tell me about Fox.” Encourage student descriptions. (Further prompts, if needed: “Is he big or little? What color is he?”) “You just told me about Fox. You *described* Fox!”
2. [Target word] Teacher: “This word is *describe*.” Display word. Show visual cue and physical cue.
3. [Oral practice] Teacher: “Say it with me!”
   All: “*Describe*.”
4. [Student-friendly definition] Teacher: “*Describe* means to tell about something.”
5. [Reinforcement] Teacher: “What word means to tell about something?”
   Students (chorally): “*Describe*.”
6. [Connection] “You told me about Fox.” [Rephrase] “You *described* Fox.”
7. [Context reference] Teacher: “I can *describe* the box. It is small and brown.”
8. [Non-context reference] Teacher: “I can *describe* my car. It is old and blue.”
9. [Application] Teacher: “Look around the room. What can you *describe*?”
Students (individually): “I can describe ___. It is ___ and ___.”

**RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. [Recap] Teacher: “What word did we learn?”
   Students: “Describe.”

**Introduce trickster**

1. [Discovery] Teacher: “What does Fox try to do in the story?”
   Encourage student responses that describe trying to trick Pig. “You are telling me Fox wanted to trick Pig. You are telling me he is a *trickster*.”

2. [Target word] Teacher: “This word is *trickster*.” Display word. Show visual cue and physical cue.

3. [Oral practice] Teacher: “Say it with me!”
   All: “Trickster”

4. [Student-friendly definition] Teacher: “A *trickster* is someone who likes to trick people.” Underline *trick* within *trickster*.

5. [Reinforcement] Teacher: What word means someone who likes to trick people?”
   Students (chorally): “Trickster.”

6. [Connection] Teacher: “You told me Fox tries to play a trick on Pig.”
   [Rephrase] “You told me Fox is a *trickster*.”


8. [Non-context reference] Display sentence frame (__ is a trickster).
   Teacher: “My dad is a *trickster*. He likes to surprise me.”

9. [Application] (*Cultural connection*) Teacher: “Can you think of someone who is a *trickster*? Is there a story from home with a *trickster*? Or do you have a friend who is a *trickster*?”
   Students (individually): “__ is a trickster.” Ask students what that person does that makes them a trickster.

**RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. [Recap] Teacher: “What word did we learn?”
    Students (chorally): “Trickster.”

| 3 min. | **Vocabulary Development**: Reinforce *character, describe, predict, and trick*  
|        | ● Give students Vocabulary Exercise 1 (matching each target word to a defining picture).  
|        | ● **RtI Alignment** (data collection): Use student answers to assess vocabulary target 2 on each student’s Vocabulary Use Tracking Form (see Unit A Vocabulary Evaluation) |

| 3 min. | **Fluency Development**: Sight-word practice |
- Remind students that learning to read words quickly will help them become better readers. Some words they will be able to sound out because they follow rules in English. Other words break the rules and they just have to memorize these words. **Linguistic connection** (and support for SLIFE): Remind students that writing goes from left to right in English, just like it does in Somali, Burmese, Hmong, and French.

- Show sight words one at a time: *fox, box, pig, big* (see Unit A Secondary Text: Sight word cards). For each word, guide students in sounding out the word (if needed). Have students read each word three times. **Phonics reinforcement**: Note similarities/differences between words, such as letter clusters and beginning/ending word sounds.

- **Additional scaffold (realia)**: Show a box to students, pointing out the lid. Encourage students to find other boxes and lids in the classroom.

| 5 min. | **Fluency development**: Repeated reading via echo reading  
| | - The teacher reads a sentence and the students repeat it. Students should attempt to point to each word as they read it on their own texts.  
| | o **Additional scaffolding option**: For more intensive individualized support, the teacher points to words with students who are struggling to track the text. |

| 2 min. | **Fluency development**: Repeated reading via choral reading  
| | - Read story again as a group.  
| | o **Additional scaffolding option**: For more intensive individualized support, the teacher points to the words, or just the current speech bubble, with students who are struggling to track the text. |

| 10 min. | **Fluency Development**: Repeated reading with partner feedback  
| | - Review aspects of fluent reading and how to use the Fluency Feedback Form. Each student needs a copy of Part One of the text and at least one Fluency Feedback Form.  
| | - In each pair, one student reads while the other times the reading using a stopwatch and marks “missed” words (i.e. words that the reviewer is pretty sure were misread. If there is disagreement, they will ask the teacher). After each reading, the reviewer records the time and |
missed words and gives scores on scales of speed and smoothness. The reviewer can also give oral feedback. The partners switch roles until each has read at least twice.

- **RtI alignment** (data collection): While students are reading, the teacher completes the Dimensions of Fluency Form for each student (see Fluency Evaluation 1).
  - **RtI alignment** (adjustment): Note which words students miss most often. Choose three of these words to include in tomorrow’s sight word practice. Fill in these words in the three blank cards on the Sight Word Cards (see Secondary Text)

<table>
<thead>
<tr>
<th>5 min.</th>
<th><strong>Comprehension Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Give students</strong> Comprehension Exercise 1 (identifying information).</td>
</tr>
<tr>
<td></td>
<td>- <strong>RtI alignment</strong> (data collection and adjustment): Use student answers to further complete the Comprehension Evaluation for each student and to determine what additional practice and support might be needed.</td>
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<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Wrap Up</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Ask students to recap what we did today.</strong></td>
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</table>

**Lesson A-3**

<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Warm Up</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Ask students to recall what we did yesterday and quickly review correct answers to Comprehension Exercise 1.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Remind students that building vocabulary and building fluency will help them understand more of what they read.</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>10 min.</th>
<th><strong>Vocabulary Development:</strong> Reinforce <em>describe</em> and <em>trickster</em></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Use the review of each word to help students identify the correct answers in Vocabulary Exercise 1.</td>
</tr>
<tr>
<td></td>
<td><strong>Reinforce <em>describe</em></strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Give students</strong> Vocabulary Exercise 2 (students describe themselves in writing using sentence frames).</td>
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</tbody>
</table>
|         |   - The teacher collects the sentences, mixes them up, and hands them back to students. After reviewing it silently, each student reads aloud the description s/he has and the group attempts to guess who the writing describes. When guessing, students should use the sentence frame “I think this describes __.” If it was hard to guess who the writing described, make suggestions about how the description could
be more specific.

○ **RtI alignment** (data collection): As students read aloud and speak, use this to assess vocabulary target 1 for *describe*. Use the written sentences to assess vocabulary target 4.

Reinforce *trickster*

- Ask students who the trickster is in “A Pig, a Fox, and a Box.”
- Tell students that a fox is the trickster in a lot of stories, and has been for a long time. Display and describe “Visual Resource 1: Fox as a trickster.”
- **Cultural connections:** Say that there are many stories about tricksters all around the world. Sometimes tricksters get what they want and sometimes they don’t (like Fox).

○ Display “Visual Resource 2: Trickster tales around the world.” Ask students if they recognize any of the tricksters, then briefly describe the tricksters:
  - Cigaal Shiidaad is a trickster in Somalia. He even tricks a king. He gets the king to jump into cold water.
  - Xieng Mieng is a trickster in Laos. He tries to trick people so he can get out of trouble and win games.
  - Anansi the Spider is a trickster in West Africa and the Caribbean. He likes to trick bigger animals. He even tricks a big snake! By tricking him, Anansi gets the snake tied to a tree branch.
  - Sun Wukong (the Monkey King) is a trickster in China. He tricks gods so he can get more power and a longer life. But then Sun Wukong is tricked and he gets stuck in a mountain.

○ Ask students if they know about any of these (or other) tricksters. If they do, encourage them to tell more about the trickster. *(Additional scaffold: Provide sentence frame: __ is a trickster because __).* **Linguistic connection:** If students know about one of the above tricksters, encourage them to teach others how to pronounce the name.

<table>
<thead>
<tr>
<th>2 min.</th>
<th><strong>Fluency Development:</strong> Sight word practice</th>
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<tbody>
<tr>
<td></td>
<td><em>Fox, box, pig, big</em></td>
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<td></td>
<td>__, __, ___(extra sight words chosen from those commonly missed)</td>
</tr>
<tr>
<td></td>
<td><em>here, hear.</em> Ask students if they know which has which meaning. Explain/reinforce as needed. (Memory tricks for spelling: “A [said like “Eh?”]? I can’t hear you!” or “To hear, you must have an ear.”)</td>
</tr>
</tbody>
</table>

<p>| 3 min. | <strong>Vocabulary Development:</strong> Review <em>character, describe, predict, trick, and</em> |</p>
<table>
<thead>
<tr>
<th>trickster</th>
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</thead>
<tbody>
<tr>
<td>Display words one at a time with visual and physical cues. For each word, ask students what the word is to see if they can recognize it. Say the word for students to repeat.</td>
</tr>
<tr>
<td>☐ <strong>RtI alignment</strong> (adjustment): Use student responses to decide whether there is a need for more practice.</td>
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</table>

15 min. | **Fluency Development:** Partner practice and individual practice |
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<tbody>
<tr>
<td>☐ Each student should read Part One at least twice to a partner and complete the Fluency Feedback Form for their partner.</td>
</tr>
<tr>
<td>☐ Students then practice reading Part One individually as many times as they can in the remaining time. Students can use a stopwatch to time themselves if they wish.</td>
</tr>
<tr>
<td>☐ <strong>RtI alignment</strong> (data collection): While students are reading, the teacher completes the Reading Accuracy Form for each student (see Fluency Evaluation 2)</td>
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</table>

5 min. | **Comprehension Support** |
<table>
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<tbody>
<tr>
<td>☐ Give students Comprehension Exercise 2 (applying information).</td>
</tr>
<tr>
<td>☐ <strong>RtI alignment</strong> (data collection and adjustment): Use student answers to further complete the Comprehension Evaluation for each student and to determine what additional practice and support might be needed.</td>
</tr>
</tbody>
</table>

1 min. | **Wrap Up** |
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<tbody>
<tr>
<td>☐ Ask students to recap what we did today.</td>
</tr>
<tr>
<td>☐ Display today’s target words with visual cues and ask students to read the words aloud.</td>
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**Lesson A-4**

1 min. | **Warm Up** |
<table>
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<tbody>
<tr>
<td>☐ To help review the reading, ask students questions from Comprehension Exercise 2 (e.g. “Who hides inside the box?”).</td>
</tr>
<tr>
<td>☐ Remind students that building vocabulary and building fluency will help them understand more of what they read.</td>
</tr>
</tbody>
</table>

5 min. | **Vocabulary Development:** Review *character, describe, predict, trick, and trickster* |
<table>
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<tbody>
<tr>
<td>☐ Display one of the new vocabulary words at a time (without cues). For each word, ask students what the word is to see if they can recognize it. <em>(Additional scaffold: If needed show visual and/or physical cue and say word clearly for students to repeat.)</em></td>
</tr>
<tr>
<td>☐ <strong>RtI alignment</strong> (adjustment): Use student responses to decide...</td>
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</table>
whether there is a need for more practice.

- Give students Vocabulary Exercise 3 (identifying examples and nonexamples of each word).
- **RtI alignment** (data collection): Use answers to further complete the Vocabulary Evaluation for each student.

<table>
<thead>
<tr>
<th>1 min.</th>
<th>Fluency Development: Sight word practice</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Present sight words in random order and ask students to read them aloud: <em>fox, box, pig, big, ____, ____, ____</em>, <strong>hear, here</strong></td>
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<tr>
<th>7 min.</th>
<th>Fluency Development: Repeated reading via partner and individual practice</th>
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<tbody>
<tr>
<td></td>
<td>Briefly remind students of the aspects of fluent reading they are trying to improve.</td>
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<td></td>
<td>Each student should practice the reading once with a partner (taking turns), and then individually as many times as they can within the time available. Remind students to try to read as if they are talking to someone and do not provide stopwatches.</td>
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<td>While students work, teacher gives individual support as needed.</td>
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<table>
<thead>
<tr>
<th>15 min.</th>
<th>RtI Alignment (adjustment): Flex time</th>
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<tbody>
<tr>
<td></td>
<td>Based on recorded observations throughout the week, provide additional practice for each student in the area that s/he seems to struggle with most (vocabulary, fluency, or comprehension) (see Flex Time Practice). If a student does not seem to be struggling in any area, provide extended development in an area of his/her choosing (vocabulary, fluency, or comprehension) (see Flex Time Extension). If a student finishes all assigned exercises, s/he can work on any of the other exercises.</td>
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<td>○ Teacher gives individual support as needed.</td>
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<thead>
<tr>
<th>3 min.</th>
<th>Fluency Development: Repeated reading via choral reading</th>
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<tbody>
<tr>
<td></td>
<td>Read entire text as a group. Remind students to read at a conversational pace and not to go faster, even if they can.</td>
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<td></td>
<td>After reading, make note of how much more smoothly the group can read together than it could earlier in the week.</td>
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<table>
<thead>
<tr>
<th>5 min.</th>
<th>Comprehension Check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Give students Comprehension Exercise 3 (applying information).</td>
</tr>
<tr>
<td></td>
<td>○ <strong>RtI Alignment</strong> (data collection): Use student answers to further complete the Comprehension Evaluation for each student.</td>
</tr>
<tr>
<td>1 min.</td>
<td><strong>Wrap Up</strong></td>
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</tr>
<tr>
<td></td>
<td>● Ask students to recap what we did today.</td>
</tr>
<tr>
<td></td>
<td>● Display today’s target words with visual cues and ask students to read the words aloud.</td>
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</tbody>
</table>

**Lesson A-5**

<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Warm Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Ask students to recall what we did yesterday.</td>
</tr>
<tr>
<td></td>
<td>● Remind students that building vocabulary and building fluency will help them understand more of what they read.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 min.</th>
<th><strong>Vocabulary Development:</strong> Review <em>character, describe, predict, trick,</em> and <em>trickster</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Display one of the new vocabulary words at a time (without cues). For each word, ask students what the word is to see if they can recognize it. <em>(Additional scaffold: If needed show visual and/or physical cue.)</em> Say each word clearly for students to repeat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 min.</th>
<th><strong>Fluency Development:</strong> Review and individual practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Remind students what fluent reading sounds like (e.g. smooth, connected, conversational rate and tone).</td>
</tr>
<tr>
<td></td>
<td>● Students practice as much of the reading as they can, as many times as they can, in the available time.</td>
</tr>
<tr>
<td></td>
<td>○ As students practice, the teacher listens and gives guidance as needed.</td>
</tr>
<tr>
<td></td>
<td>● Remind them that becoming a fluent reader takes time and hard work (and they’ve already made progress!).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30 min.</th>
<th><strong>RtI Alignment</strong> (data collection): Vocabulary, Fluency, and Comprehension Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Vocabulary and Comprehension</strong></td>
</tr>
<tr>
<td></td>
<td>● Give students Vocabulary Exercise 4 (completing sentences) and Comprehension Exercise 4 (applying information). If students finish both exercises, they can choose a vocabulary or comprehension exercise to work on from the Flex Time Practice or Extension that they have not already completed.</td>
</tr>
<tr>
<td></td>
<td>○ <strong>RtI alignment</strong> (data collection): Use student answers to complete the Vocabulary Evaluation and Comprehension Evaluation for each student.</td>
</tr>
<tr>
<td></td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td></td>
<td>● While other students work on the vocabulary and comprehension exercises, the teacher assesses the fluency of individual students.</td>
</tr>
</tbody>
</table>
Students read aloud Part One of “A Pig, a Fox, and a Box.” The teacher listens and completes the Dimensions of Fluent Reading Form and Reading Accuracy Form (Fluency Evaluations 1 and 2). After the student reads, the teacher gives specific feedback on areas of achievement and areas for improvement while maintaining an encouraging attitude.

| 1 min. | **Wrap Up**: Make positive comments on group progress and show enthusiasm for working on growth areas more in the weeks to come. If known, give students a general idea of what will be covered next week. |

**Unit A Materials**
(1) Primary Text; (2) Additional Visual Resources; (3) Secondary Text; (4) Condensed Vocabulary; (5) Vocabulary Evaluation and Exercises; (6) Fluency Evaluations and Feedback Form; (7) Comprehension Evaluations and Exercises; (8) Flex Time Practice and Extension Exercises

| 1. Unit A Primary Text |
| “A Pig, a Fox, and a Box: Part One,” by Jonathan Fenske |

**Part One Summary:**

Fox and Pig introduce themselves. Fox says he has a box and wants to trick Pig. Fox hides inside the box and calls out to Pig. Pig looks around for Fox, but only sees a box. Pig decides to wait for Fox, so he sits on the box. The box collapses under Pig. Fox and the box are flattened.

Pages 4 to 12

116 words
### Unit A Visual Resource 1: Fox as a trickster

**Fox as a trickster**  
(Reynard)

<table>
<thead>
<tr>
<th>1. Rome (late 1200s)</th>
<th>2. Netherlands (c. 1460)</th>
<th>3. France (1966)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
<td><img src="image3.png" alt="Image 3" /></td>
</tr>
</tbody>
</table>
# Unit A Visual Resource 2: Tricksters around the world

## Tricksters around the World

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cigaal Shiidaad</strong></td>
<td><strong>Xieng Mieng</strong></td>
</tr>
<tr>
<td>(Somalia)</td>
<td>(Laos)</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image of Cigaal Shiidaad" /></td>
<td><img src="image2.png" alt="Image of Xieng Mieng" /></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Anansi</strong></td>
<td><strong>Sun Wukong</strong></td>
</tr>
<tr>
<td>(West Africa, Caribbean)</td>
<td>(China)</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image of Anansi" /></td>
<td><img src="image4.png" alt="Image of Sun Wukong" /></td>
</tr>
</tbody>
</table>
3. Unit A Secondary Text: Sight word cards

<table>
<thead>
<tr>
<th>Sight Word Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>fox</td>
</tr>
<tr>
<td>big</td>
</tr>
<tr>
<td>Word</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>character</td>
</tr>
<tr>
<td>describe</td>
</tr>
<tr>
<td>predict</td>
</tr>
<tr>
<td>trick</td>
</tr>
<tr>
<td>trickster</td>
</tr>
</tbody>
</table>
5. Unit A Vocabulary Evaluation and Exercises
Words assessed: predict, character, trick, trickster, describe

**Unit A Vocabulary Evaluation**

*Directions:* Assess students’ knowledge of vocabulary words throughout the week. Make any notes that might aid in future planning.

**Vocabulary Evaluation**

**Proficiency Target Scores**
0: No evidence/ Does not recognize word.
1: Can read the word aloud.
2: Can match the word to defining picture or written/spoken definition.
3: Can identify examples and nonexamples of the word meaning.
4: Can use in sentence within context of word introduction.
5: Can use in sentence beyond context of word introduction.

**Student Name** ____________________________

**Intervention Week ____**: Dates _____________ to _____________

<table>
<thead>
<tr>
<th>Tier Two Word</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#2</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#3</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#4</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#5</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>

Notes (optional):
### Unit A Vocabulary Exercise 1
Words Assessed: *trick, predict, character, describe*
Vocabulary Target 2

**Directions:** Read the worksheet directions aloud to students and check that they understand the task. Students should work independently.

<table>
<thead>
<tr>
<th>Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name ____________________  Date _______________</td>
</tr>
</tbody>
</table>

#### Word-Picture Match

Draw a line from the word to the picture that goes with it.

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td><img src="image1" alt="Trick Image" /></td>
</tr>
<tr>
<td>describe</td>
<td><img src="image2" alt="Describe Image" /></td>
</tr>
<tr>
<td>character</td>
<td><img src="image3" alt="Character Image" /></td>
</tr>
<tr>
<td>predict</td>
<td><img src="image4" alt="Predict Image" /></td>
</tr>
</tbody>
</table>
### Word-Definition Match

Draw a line from the word to its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>trickster</td>
<td>Think about what will happen next</td>
</tr>
<tr>
<td>describe</td>
<td>Someone who likes to trick people</td>
</tr>
<tr>
<td>predict</td>
<td>Tell about something</td>
</tr>
</tbody>
</table>

### Unit A Vocabulary Exercise 2

**Word Assessed:** *describe*

**Vocabulary Targets:** 4 and 5

**Directions:** Read aloud each sentence frame and rephrase as needed (e.g. “What are you wearing?”). Everyone should write *describe* in the first blank, but the other items should be specific to each student. Students should work individually.

#### Describe Yourself

I can __________________ myself.

I am wearing a ____________ ____________________________.

(\text{color}) \quad \text{(shirt, watch, necklace)}

I am wearing _______________ shoes.

I like to __________________.

What is my name?
### Unit A Vocabulary Exercise 3
Words Assessed: predict, character, trick, trickster, describe
Vocabulary Target 3

**Directions:** Read aloud each question. If needed briefly explain and/or mime less familiar words in the examples (e.g. laughing). Students should work independently.

<table>
<thead>
<tr>
<th>Example or NonExample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the example for each word.</td>
</tr>
</tbody>
</table>

1. **Who is a trickster?**
   - A) someone who surprises you
   - B) someone who goes outside

2. **What can you predict?**
   - A) what a person did yesterday
   - B) what a person will do tomorrow

3. **Who just played a trick?**
   - A) someone who is laughing
   - B) someone who is sleeping

4. **Who describes something?**
   - A) someone who tells about a picture
   - B) someone who cooks dinner

5. **Who is a character?**
   - A) a person in a store
   - B) a person in a book
### What Did You Learn?

Use the story to answer the questions.
Circle Yes or No.

1. A) Is Fox a character? | Yes | No  
   B) Is Pig a character? | Yes | No  
   C) Is the box a character? | Yes | No  

2. A) Is Fox a trickster? | Yes | No  
   B) Is Pig a trickster? | Yes | No  
   C) Is the box a trickster? | Yes | No
Part B

Writing

Complete each sentence using the words in the Word Banks.

Word Bank

<table>
<thead>
<tr>
<th>trickster</th>
<th>trick</th>
</tr>
</thead>
</table>

1. Fox is a ____________. He likes to surprise Pig.

2. Fox hides in a box to ____________ Pig.

Word Bank

<table>
<thead>
<tr>
<th>predict</th>
<th>trick</th>
<th>describe</th>
</tr>
</thead>
</table>

3. I ____________ my teacher will read a story next week.

4. I can ____________ Fox. He is little and orange.

5. Pig is a ____________ in a story.
6. Unit A Fluency Evaluations

**Fluency Evaluation 1**
Dimensions of Fluent Reading Form

*Directions*: Listen to a student read a short passage (about 100 words) while considering each dimension below. Sum the scores of each dimension after the reading. If the sum is less than 10, the student needs more fluency instruction at this level of text difficulty. If the score is equal to or greater than 10, the student may be ready for more difficult texts.

<table>
<thead>
<tr>
<th>Dimensions of Fluent Reading Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name ______________________ Date ____________________</td>
</tr>
<tr>
<td>Text Title ________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency Attributes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression</strong>: 1 = sounds not at all natural. 4 = varied expression to match text content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phrasing</strong>: 1 = word-by-word and monotone. 4 = reflects punctuation, uses stress/intonation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smoothness</strong>: 1 = often hesitates, repeats. 4 = smooth with some breaks, self-corrects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pace</strong>: 1 = reads slowly and with difficulty. 4 = conversational pace throughout.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total score**: _______ < 10 or ≥ 10 (circle one)

Additional notes (optional):

Adapted from Rasinski (2004).
**Fluency Evaluation 2**  
Reading Accuracy Form

*Directions:* Use a stopwatch to time a student reading for 1 minute. As the student reads, put a “tick” above any word that is misspoken/ misread (do this subtly so the student can continue to concentrate on reading). These are the “errors.” Note: For passages divided by many pictures, it may be helpful to transcribe the teacher-copy of the text into a consolidated version. It may also help to mark every tenth word of the text to make it easier to count the “total words read.”

<table>
<thead>
<tr>
<th>Reading Accuracy Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student name</strong> ______________________________</td>
</tr>
<tr>
<td><strong>Text title:</strong> ____________________________________________</td>
</tr>
<tr>
<td>Number of words in passage: __________</td>
</tr>
<tr>
<td><strong>Total words read:</strong> __________</td>
</tr>
<tr>
<td><strong>Errors:</strong> ________</td>
</tr>
<tr>
<td><strong>Words correct per minute:</strong> __________</td>
</tr>
<tr>
<td>[Words read - Errors = Words correct per minute]</td>
</tr>
<tr>
<td>Additional notes (optional):</td>
</tr>
</tbody>
</table>

Adapted from Rasinski (2004).
### Fluency Feedback Form

**Directions:** The reader fills out his/her name, the date, and the trial number of the day. The reviewer times the reading and records number of missed words. The reviewer also scores the reader on speed and smoothness, and gives oral feedback if able.

<table>
<thead>
<tr>
<th>Speed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: _______ seconds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoothness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>How many missed words? __________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feedback</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Work</td>
<td>Better!</td>
</tr>
<tr>
<td>The speed was the same.</td>
<td>The speed was faster.</td>
</tr>
<tr>
<td>The smoothness was the same.</td>
<td>The reading was smoother.</td>
</tr>
<tr>
<td>Try saying the missed words again.</td>
<td>More words were correct.</td>
</tr>
</tbody>
</table>
## Comprehension Evaluation

**Directions:** Complete the evaluation for each student. Record the date, the exercise number and/or title, the comprehension target for the exercise, and whether or not the target was met by the student.

**Proficiency Target Scoring**
0: No evidence/does not recognize information.
1: can identify information as coming from the text.
2: can apply information from the text.
3: can infer meaning beyond the information in the text.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Week</td>
<td>____ : Dates _____________ to _____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Title:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Exercise #/ Title</th>
<th>Target</th>
<th>Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
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<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Notes (optional):
Unit A Comprehension Exercise 1  
Comprehension Target 1

Directions: Students should work independently. They should refer to the text as needed to answer the questions. Target 1 is met if 3 out of 4 are correct.

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ____________</th>
</tr>
</thead>
</table>

Did This Happen?

Use the story to answer the questions. Circle Yes or No.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A dog ate a pig.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A pig sat on a box.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A fox hid inside a box.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A fox sat on a box.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Unit A Comprehension Exercise 2**  
Comprehension Target 2

*Directions:* Students should work independently. They should refer to the text as needed to answer the questions. Target 2 is met if 3 out of 4 are correct.

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ___________</th>
</tr>
</thead>
</table>

**Think About It**

Use the story to answer the questions.

1. Who is little? ____________
2. Who is big? _____________
3. Who hides inside a box? ___________
4. Who sits on a box? ____________
Unit A Comprehension Exercise 3
Comprehension Target 2

Directions: Students should work independently. They should refer to the text as needed to answer the questions. The teacher can read the questions and options aloud and explain less familiar words if needed. Target 2 is met if 3 out of 4 are correct.

Name __________________________ Date _____________

Think About It

Use the story to answer the questions.
Circle A or B.

1. Why did Fox hide?
   A) He was scared of Pig.
   B) He wanted to trick Pig.

2. Why did Pig sit on the box?
   A) He was waiting for Fox.
   B) He was tired.

3. Why is the box flat after Pig sits on it?
   A) Pig is little.
   B) Pig is big.

4. How does the story end?
   A) Fox is flat.
   B) Fox is happy.
Unit A Comprehension Exercise 4
Comprehension Targets 2 and 3

Name ______________________ Date ______________

Who Is It?
Write Fox or Pig.

1. Who is little? __________
2. Who is big? __________
3. Who plays a trick? __________
4. Who hides in a box? __________
5. Who sits on a box? __________
6. Who is flat? __________

Think About It
Circle Yes or No.

7. Is Fox a trickster? Yes No
8. Is Pig a trickster? Yes No
9. Is Fox small? Yes No
10. Is Pig heavy? Yes No
## Unit A Flex Time Practice

### Vocabulary Practice

**Part A**

Name ___________________  Date ________________

**Fill-in-the-Blank**

Complete the definitions using the words in the Word Bank.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
</tr>
</tbody>
</table>

1. ______________ means a person in a story.

2. ______________ means surprising someone in a funny way.

3. A ______________ is someone who likes to trick people.

4. ______________ means you think about what will happen next.

5. ______________ means to tell about something.
**Part B**

**Writing**

Complete each sentence using the words in the Word Banks.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>trickster</td>
</tr>
<tr>
<td>trick</td>
</tr>
</tbody>
</table>

1. Feysal is a __________. He likes to surprise people.

2. I will __________ my friend. I will jump out of a box to surprise him.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>predict</td>
</tr>
<tr>
<td>character</td>
</tr>
<tr>
<td>describe</td>
</tr>
</tbody>
</table>

3. Fatima can __________ her dress. It is white and blue.

4. I __________ it will rain this weekend.

5. Batman is a __________ in a movie.
Fluency Practice

Part A

**Practice. Practice. Practice.**

Read each word aloud 3 times.

<table>
<thead>
<tr>
<th>trick</th>
<th>today</th>
<th>hear</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>think</td>
<td>small</td>
</tr>
<tr>
<td>Fox</td>
<td>broke</td>
<td>just</td>
</tr>
</tbody>
</table>

Part B

**More Practice!**

Read each of these sentences aloud 3 times.

1. I think I will trick Pig today.
2. Did I just hear Fox call for me?
3. So I will sit on this small box.
4. I think I broke the box.
Comprehension Practice

Part A
Name ____________________ Date ______________

Think About It

Use the story to answer the questions.

1. Who plays a trick? __________
2. Where did Fox hide? __________
3. Where did Pig sit? __________
4. Who is flat? __________

A trickster likes to trick people.

5. Is Fox a trickster?
   A) Yes
   B) No

6. Is Pig a trickster?
   A) Yes
   B) No

Part B

When Did It Happen?

Put the story in order.

___ Fox hides inside a box.
___ Fox says he will trick Pig.
___ The box is flat.
___ Pig sits on a box.
**Unit A Flex Time Extension**

**Vocabulary Extension**

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ______________</th>
</tr>
</thead>
</table>

**Writing Sentences**

Complete each sentence using the words in the Word Banks.

**Word Bank**

| trickster | predict |

1. Kia is a _____________. She likes to surprise people.

2. I _______________ it will rain tomorrow.

**Word Bank**

| describe | trick | character |

3. Mohamed can _______________ his cat. His cat is big and orange.

4. I like to _______________ my friend. I put a spider on his chair.

5. Harry Potter is a _______________ in a book.
Fluency Extension

Name ________________________    Date _____________

**Speed Read**

Read the story as fast as you can. Use a stopwatch.

<table>
<thead>
<tr>
<th>Try #</th>
<th>Speed (seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Fastest Time: _______ seconds
# Comprehension Extension

Name __________________________ Date ______________

## What Do You Think?

1. Are Fox and Pig friends? __________
   
   Why? ______________________________________
   ______________________________________

2. Will Fox try to trick Pig again? __________
   
   Why? ______________________________________
   ______________________________________

3. How could Fox trick Pig better?
   ______________________________________
   ______________________________________
## UNIT B READING INTERVENTION

### Student Target Audience

**WIDA Level:** 2 (Emerging)

**Grade:** 4

**Instructional Background:** In this imagined example, the general education setting (RtI Tier 1) was found to be adequate for ELs with a similar background to these students. As emerging ELs, these students have received instruction in phonics, Tier One vocabulary, and simple English grammar in the RtI Tier 1 setting. These students are keeping pace with their peers in speaking and listening, but are falling behind in reading comprehension across all subject areas. The school’s student support team used RtI best practices to determine the needs of each student and decided to place them in a Tier 2 intervention group (Intervention Group B). The weekly intervention units will reflect and reinforce what students are learning in various subject/content areas.

**Demographics:** 2 from Iraq (Arabic), 1 from Syria (Arabic), 1 from Myanmar (Burmese), 1 from Serbia (Serbian and Hungarian), 1 from Russia (Russian)

### Unit B Overview

<table>
<thead>
<tr>
<th>WIDA Standard</th>
<th><strong>Standard 4:</strong> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Area</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>Common Core Standard</strong></td>
<td><strong>Science F.4.1:</strong> Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive.</td>
</tr>
</tbody>
</table>
| **Language Objectives** | 1. Increase reading fluency a. Focus area for Level 2: Expression using punctuation (periods, question marks, commas) and headings.  
2. Increase knowledge of Tier Two vocabulary a. Unit B target words: **categorize**, **difficult**, **frequently**, **invent**, **living**, **predict**, **survive** |
| **Assessment** | 1. **Fluency:** Students will be able to (SWBAT) re-read a text with reduced errors, while increasing smoothness and speed (see Fluency Evaluations 1 and 2)  
2. **Vocabulary:** SWBAT recognize selected Tier Two |
vocabulary words by sight and use these words in sentences, with scaffolds appropriate to WIDA Level 2 (see Unit B Vocabulary Evaluation).

3. **Comprehension:** SWBAT recognize and use information from the text (see Unit B Comprehension Evaluation).

<table>
<thead>
<tr>
<th>Materials (included after Unit B Learning Plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Primary Text: “All Living Things Need Water,” by Katherine Little</td>
</tr>
<tr>
<td>● Additional Visual Resources</td>
</tr>
<tr>
<td>● Secondary Text: T-Chart</td>
</tr>
<tr>
<td>● Condensed Vocabulary</td>
</tr>
<tr>
<td>● Vocabulary Evaluation</td>
</tr>
<tr>
<td>● Vocabulary Exercises 1 - 4</td>
</tr>
<tr>
<td>● Fluency Evaluations 1 and 2</td>
</tr>
<tr>
<td>● Fluency Feedback Form</td>
</tr>
<tr>
<td>● Comprehension Evaluation</td>
</tr>
<tr>
<td>● Comprehension Exercises 1 - 4</td>
</tr>
<tr>
<td>● Flex Time Practice and Extension Exercises</td>
</tr>
</tbody>
</table>

Other Materials (not included in guide)

- Picture dictionaries in English
- Picture dictionaries in home languages of students (if available)
- Bilingual dictionaries
- Colored pencils and drawing paper
- Stopwatches for each pair of students
- Any realia that is relevant and available: e.g. Jug/ glass of water, house plant, rocks (smooth and rough, if available, to also support fluency discussion), metal (such as coins), a pulled-up plant with visible roots (such as grass or a dandelion, or scallions from the grocery store).
- Folder for each student to keep work and materials related to intervention

| Lesson Length | 40 min. each |

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**Unit B Learning Plans**

**Lesson B-1**

<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Warm Up</strong></th>
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</thead>
<tbody>
<tr>
<td>● Remind students that building vocabulary and building fluency will help them understand more of what they read.</td>
<td></td>
</tr>
</tbody>
</table>
- Remind students of the importance of practice and the potential for growth.

<table>
<thead>
<tr>
<th>9 min. (3 min. per word)</th>
<th>Vocabulary Development: Introduce <em>living, survive, and predict</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce <em>living</em></strong></td>
<td>[Discovery] Display a T-Chart labelled Living and Nonliving, with one example in each (see Unit B Secondary Text). Show cards with other examples. Have students try to identify what is on each card and then sort them as either Living or Nonliving. Point to the Living side. “You put all the animals on this side. These are all <em>living</em> things.”</td>
</tr>
<tr>
<td></td>
<td>[Target word] Teacher: “This word is <em>living.</em>” Display word. Show visual cue and physical cue (see Unit B Condensed Vocabulary).</td>
</tr>
<tr>
<td></td>
<td>[Oral practice] Teacher: “Say it with me!”</td>
</tr>
<tr>
<td></td>
<td>All: “<em>Living.</em>”</td>
</tr>
<tr>
<td></td>
<td>[Student-friendly definition] Teacher: “<em>Living</em> means that something is or was alive: it can grow, change, and reproduce (have babies).”</td>
</tr>
<tr>
<td></td>
<td>[Reinforcement] Teacher: “What means something that is or was alive?”</td>
</tr>
<tr>
<td></td>
<td>Students (chorally): “<em>Living.</em>”</td>
</tr>
<tr>
<td></td>
<td>[Connection] “Where would a tree go on our chart? Does it grow and change? Can it make little trees?” Pause for student answers. “Yes! So a tree is living, too.” Or, discuss while showing students a houseplant (realia), if available.</td>
</tr>
<tr>
<td></td>
<td>[Context reference] Teacher: “Things that are alive need water.”</td>
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<tr>
<td></td>
<td>[Rephrase] “All <em>living</em> things need water. You need water, a tree (or houseplant) needs water. Does a rock need water? No. A rock is nonliving and does not need water.”</td>
</tr>
<tr>
<td></td>
<td>[Non-context reference] Teacher: “A lion needs water.” Display sentence frame and model using it to construct a sentence. “A lion is a <em>living</em> thing.”</td>
</tr>
<tr>
<td></td>
<td>[Application] Teacher: “What is another <em>living</em> thing?”</td>
</tr>
<tr>
<td></td>
<td>Students (individually): “A ___ is a <em>living</em> thing.”</td>
</tr>
<tr>
<td><strong>Rti alignment</strong> (adjustment): Use student answers to assess comprehension and re-teach as needed.</td>
<td><strong>Recap</strong> Teacher: “What word did we learn?”</td>
</tr>
<tr>
<td></td>
<td>Students (chorally): “<em>Living.</em>”</td>
</tr>
<tr>
<td><strong>Introduce <em>survive</em></strong></td>
<td>[Discovery] Teacher: “Has anyone taken care of an animal (maybe a pet or on a farm)? What does the animal need to have?” Pause for student answers. “You just told me what an animal needs to <em>survive.</em>”</td>
</tr>
<tr>
<td></td>
<td>[Target word] Teacher: “This word is <em>survive.</em>” Display word. Give visual cue and physical cue.</td>
</tr>
<tr>
<td></td>
<td>[Oral practice] Teacher: “Say it with me!”</td>
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<tr>
<td>1.</td>
<td>[Discovery] Put a ball on a table. Ask students what will happen if you bounce the ball. Bounce the ball so it will eventually fall off the table and keep eliciting student responses. Tell students when they guess what will happen, they predict. “You predict it will fall off the table!”</td>
</tr>
<tr>
<td>2.</td>
<td>[Target word] Teacher: “This word is predict.” Display word. Show visual cue and physical cue.</td>
</tr>
<tr>
<td>4.</td>
<td>[Student-friendly definition] Teacher: “Predict means you think about what will happen next.”</td>
</tr>
<tr>
<td>6.</td>
<td>[Connection] “When you saw the ball bouncing, you thought it would fall of the table next.” [Rephrase] “You predicted it would fall of the table.”</td>
</tr>
<tr>
<td>7.</td>
<td>[Context reference] Teacher: “I predict we will read about water today.”</td>
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<tr>
<td>8.</td>
<td>[Non-context reference] Display sentence frame (I predict my family will __ this weekend). Teacher: “I predict my family will eat pizza this weekend.”</td>
</tr>
<tr>
<td>9.</td>
<td>[Application] Teacher: “What do you predict your family will do this weekend?” Students (individually): “I predict my family will ___ this weekend.”</td>
</tr>
</tbody>
</table>

**RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.
comprehension and re-teach as needed.
10. [Recap] Teacher: “What word did we learn?”
   Students (chorally): “Predict.”
Do a quick check for understanding of each new word (e.g. to show level of understanding/comfort with word, have students give thumbs up, sideways, or down; write 1, 2, or 3 on a sticky note; or hold up 1, 2, or 3 fingers). Use this to inform further instructional needs for the group and individuals. Give additional examples/practice as needed.

<table>
<thead>
<tr>
<th>2 min.</th>
<th><strong>Build/ Activate Prior Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Preview text: Have students look at pictures, the title, and headings to predict what the reading will be about.</td>
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<tr>
<td></td>
<td>○ Display sentence frame: I <em>predict</em> we will read about ___.</td>
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<td></td>
<td>Write down student predictions (students might not use full sentences, but the teacher can ask the students questions and give suggestions to help them verbalize their predictions).</td>
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<td></td>
<td>Say that after reading, they will check to see if what they predict matches the story.</td>
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<tr>
<td></td>
<td>● <strong>Cultural connection:</strong> Tell students that they may have done things that they will read about and they should look and listen for those things.</td>
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<tr>
<th>3 min.</th>
<th><strong>Fluency Development</strong></th>
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<tbody>
<tr>
<td></td>
<td>Read aloud “All Living Things need Water,” while modeling fluent reading.</td>
</tr>
<tr>
<td></td>
<td>While reading, pause to briefly explain less familiar words that are not target words for this unit (e.g. <em>roots</em> (indicate pictures), <em>like</em> (same) versus <em>unlike</em> (not the same)).</td>
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</tbody>
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<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Vocabulary Development</strong></th>
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<tbody>
<tr>
<td></td>
<td>Reinforce <em>predict</em></td>
</tr>
<tr>
<td></td>
<td>● Check student predictions about reading: “We <em>predicted</em> that we would read about ___. Does that match what we read?”</td>
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<thead>
<tr>
<th>5 min.</th>
<th><strong>Build/ Activate Prior Knowledge</strong></th>
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<tbody>
<tr>
<td></td>
<td>● <strong>Comprehension Support</strong></td>
</tr>
<tr>
<td></td>
<td>○ <strong>Cultural Connection:</strong> Ask students if they have gotten water in a way that was talked about in the reading. Then ask them to think about how they got water where they came from and how they get water now. Is it the same? Different?</td>
</tr>
<tr>
<td></td>
<td>● <strong>Linguistic connection:</strong> Ask students to teach each other the word for <em>water</em> in each of their languages.</td>
</tr>
</tbody>
</table>
| 7 min. | **Fluency Development:** Repeated reading via echo reading  
- The teacher reads each sentence of the text aloud for the students to repeat. The teacher points to each word as s/he reads it and again as the students read it. Students will be looking at either a projection or the teacher’s copy of the reading (depending on preference and how closely together this small group can sit). **Additional scaffold:** Longer sentences can be broken into two parts, and sentences that students find very difficult can be read more than once. |
| 10 min. | **Comprehension Support**  
- Cut out the Condensed Primary Text Images. As a group, match the images to the Condensed Primary Text. Model thinking aloud while matching one picture to the text (e.g. “I see a tiger in this picture. I see the word tiger here in the text, where it says, “Tigers in Myanmar frequently drink water from rivers” (p. 1). This picture looks like a tiger drinking water from a river, so I know it goes here.”) Encourage students to think aloud as well when it is their turn.  
- Give students Comprehension Exercise 1 (identifying information from the text).  
  - **RtI alignment** (data collection): Use student answers to begin completing the Comprehension Evaluation for each student. |
| 2 min. | **Wrap Up**  
- Ask students to recap what we did today.  
- Display today’s target words with visual cues and ask students to read the words aloud. |
| 1 min. | **Warm Up**  
- Ask students to recall what we did/ read about yesterday, focusing discussion around correct answers to Comprehension Exercise 1.  
- Remind students that building vocabulary and building fluency will help them understand more of what they read. |
| 1 min. | **Vocabulary Development:** Review *predict, living,* and *survive.*  
- Display words, show visuals and do physical cue. For each word, ask students what the word is to see if they can recognize it. Say the word for students to repeat. |
| 6 min. | **Vocabulary Development**  
Introduce *difficult* |
1. [Discovery] Teacher: “Some things in school are easy to do. Some things are hard to do. What is hard to do in school?” Pause for student answers. “You just told me things that are difficult.”

2. [Target word] Teacher: “This word is difficult.”

3. [Oral practice] Teacher: “Say it with me!”
   All: “Difficult.”


5. [Reinforcement] Teacher: “What word means hard to do?”
   Students (chorally): “Difficult.”

6. [Connection] “You told me about things that are difficult to do in school.” [Rephrase] “You told me about things that are hard to do in school.”

7. [Context reference] Teacher: “Sometimes it is difficult to get clean water.”

8. [Non-context reference] Display sentence frame (It is difficult to __). Teacher: “It is difficult to learn another language.”

   Students (individually): “It is difficult to ___.”
   RtI alignment (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. [Recap] Teacher: “What word did we learn?”
    Students (chorally): “Difficult.”

Introduce categorize

1. [Discovery] Display yesterday’s student-created T-Chart with Living and NonLiving things. Ask students what groups they put things into. Tell them there are many way to put things into groups. Give them copies of the same picture cards that they used in the T-Chart (see the Picture Cards in the Secondary Text) and challenge them to find another way to put them into groups (e.g. colors, sizes, or speed). They can have more than two groups. Have them work in pairs and then share their solutions. Tell them that when they put things into groups, they categorize.

2. [Target word] Teacher: “This word is categorize.” Display word. Show visual cue and physical cue.

3. [Oral practice] Teacher: “Say it with me!”
   All: “Categorize.”

4. [Student-friendly definition] Teacher: “Categorize means to put into groups.”

5. [Reinforcement] Teacher: What means put into groups?”
   Students (chorally): “Categorize.”

6. [Connection] Teacher: “Today you showed you can categorize in lots of ways. [Rephrase] You put things into groups in many ways.”

7. [Context reference] “Yesterday, you showed me you can categorize
living and nonliving things.”

8. [Non-context reference] Display sentence frame (I can categorize ___ and ___). Teacher: “I can *categorize* my short socks and tall socks.”

   Students (individually): “I can *categorize* ___ and ___.”

   **Rtl alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. [Recap] Teacher: “What word did we learn?”
    Students: “*Categorize.*”

Do a quick check for understanding of each new word (e.g. to show level of understanding/comfort with word, have students give thumbs up, sideways, or down; write 1, 2, or 3 on a sticky note; or hold up 1, 2, or 3 fingers). Use this to inform further instructional needs for the group and individuals. Give additional examples/practice as needed.

| **5 min.** | **Vocabulary Development:** Reinforce *categorize, difficult, living, predict,* and *survive*  
|            | - Give students Vocabulary Exercise 1 (word-to-picture matching and identifying examples/ nonexamples)  
|            |   ○ **Rtl alignment** (data collection): Use student answers to begin completing the Vocabulary Evaluation Form for each student. |

| **4 min.** | **Fluency Development:** Repeated reading via choral reading.  
|            | Read entire text as a group. Each student should have a copy of the text and point to each word as it is read.  
|            | - **Rtl alignment** (adjustment): The teacher should note how well students are tracking the words while reading. If needed, do a mini lesson on recognizing letters versus words (i.e. little spaces versus big spaces). |

| **10 min.** | **Fluency Development:** Repeated reading with partner feedback  
|            | - Review aspects of fluent reading and how to use the Fluency Feedback Form. Each student needs a copy of the Condensed Text and at least one Fluency Feedback Form.  
|            | - Each student should read section #5 at least twice. Then students can choose a section to practice in the remaining time.  
|            |   ○ In each pair, one student reads while the other times the reading using a stopwatch and marks “missed” words (i.e. words that the reviewer is pretty sure were misread. If there is disagreement, they will ask the teacher). After each
reading, the reviewer records the time and missed words and gives scores on scales of speed and smoothness. The reviewer can also give oral feedback. The partners switch roles until each has read section #5 at least twice. Then students can give feedback to each other on other sections.

- **RtI alignment** (data collection): While students are reading, the teacher completes the Dimensions of Fluency Form for each student (see Fluency Evaluation 1) for section #5.

### Comprehension Support

<table>
<thead>
<tr>
<th>5 min.</th>
<th><strong>Comprehension Support</strong></th>
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<tbody>
<tr>
<td></td>
<td>• Read aloud the first paragraph of section #5. Ask students what animal is mentioned (rabbits). Ask students why it is difficult to get water in frozen places (the water is frozen: snow or ice). For the sentence, “These rabbits survive by eating snow,” ask which rabbits are being talked about (the rabbits in Russia). Ask why rabbits can survive by eating snow (snow is frozen water).</td>
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</table>

### Cultural/Linguistic Connection

<table>
<thead>
<tr>
<th>10 min.</th>
<th><strong>Cultural/Linguistic Connection</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Invite students to draw a new/ creative way to get water. Encourage them to think about a problem people might have with getting good water (maybe the water tastes bad, makes people sick, or is hard to get). Ask, “What is a way you could fix that problem?” Give students colored pencils and drawing paper.</td>
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<tr>
<td></td>
<td>• Students can label drawings in the home language and/or English. Provide bilingual dictionaries, home language picture dictionaries, and English picture dictionaries for support.</td>
</tr>
</tbody>
</table>

### Wrap Up

<table>
<thead>
<tr>
<th>2 min.</th>
<th><strong>Wrap Up</strong></th>
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<tbody>
<tr>
<td></td>
<td>• Ask students to recap what we did today.</td>
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<tr>
<td></td>
<td>• Display today’s target words with visual cues and ask students to read the words aloud.</td>
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### Lesson B-3

### Warm Up

<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Warm Up</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Ask students to recall what we did/ read about yesterday.</td>
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<td></td>
<td>• Remind students that building vocabulary and building fluency will help them understand more of what they read.</td>
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</table>

### Fluency/Vocabulary Development: Reading a T-Chart. Reinforce *categorize* and *living*

<table>
<thead>
<tr>
<th>3 min.</th>
<th><strong>Fluency/Vocabulary Development:</strong> Reading a T-Chart. Reinforce <em>categorize</em> and <em>living</em></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• As a group, read student-created T-Chart from Lesson 1 (see Secondary Text) using sentence frames:</td>
</tr>
</tbody>
</table>
| 6 min. | **Vocabulary Development:** Introduce *frequently* and *invent*
| | Introduce *frequently*
| | 1. [Discovery] Teacher: “What is something you do almost every day? Many times in a day?” Wait for several student responses. “You just told me about things you do *frequently.*”
| | 2. [Target word] Teacher: “This word is *frequently.*” Display word. Show visual cue and physical cue.
| | 3. [Oral practice] Teacher: “Say it with me!”
| | All: “*Frequently.*”
| | 4. [Student-friendly definition] Teacher: “*Frequently* means something that happens a lot; many times.”
| | 5. [Reinforcement] Teacher: “What means something that happens a lot?”
| | Students (chorally): “*Frequently.*”
| | 6. [Connection] Teacher: “You told me about things that you do a lot. [Rephrase] You do these these things *frequently.*”
| | 7. [Context reference] Teacher: “Animals *frequently* drink water from rivers.”
| | 8. [Non-context reference] Display sentence frame (My family *frequently* eats ____). “My family *frequently* eats salad.”
| | 9. [Application] **Cultural connection:** Teacher: “What does your family *frequently* eat?”
| | Students (individually): “My family *frequently* eats __.”
| | **RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.
| | 10. [Recap] Teacher: “What word did we learn?”
| | Students: “*Frequently.*”
| | Introduce *invent*
| | 1. [Discovery] Have students share their drawings from yesterday. Point out students’ new ways (or variations of ways) to get water. Tell them when someone makes something for the first time, s/he *invents* it.
| | 2. [Target word] Teacher: “This word is *invent.*” Display word. Show visual cue and physical cue.
| | 3. [Oral practice] Teacher: “Say it with me!”
| | All: “*Invent.*”
| | 4. [Student-friendly definition] Teacher: “*Invent* means make something for the first time.”
| | 5. [Reinforcement] Teacher: “What means make something for the first time?”
| | Students (chorally): “*Invent.*”

- “We categorized ___ as living.”
- “We categorized ___ as nonliving.”
6. [Connection] Teacher: “You could make another way to get water for the first time. [Rephrase] “You could invent a new way to get water.”

7. [Context reference] Teacher: “Humans invent new ways to get water when water is difficult to find.”

8. [Non-context reference] Display sentence frame (I want to invent a ___). Teacher: “I want to invent a flying car.”

   Students (individually): “I want to invent a ___”
   **RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. [Recap] Teacher: “What word did we learn?”
    Students: “Invent.”

Do a quick check for understanding of each new word (e.g. to show level of understanding/comfort with word, have students give thumbs up, sideways, or down; write 1, 2, or 3 on a sticky note; or hold up 1, 2, or 3 fingers). Use this to inform further instructional needs for the group and individuals. Give additional examples/practice as needed.

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**5 min. Vocabulary Development:** Review and reinforce *categorize, difficult, frequently, invent, living, predict,* and *survive*
- Give students Vocabulary Exercise 2 (word-to-definition matching and identifying examples/nonexamples)
  - **RtI alignment** (data collection): Use student answers to further complete the Vocabulary Evaluation Form for each student.

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**3 min. Fluency Development:** Repeated reading via choral reading
- Read entire text again as a group, but this time pick up the pace.

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**10 min. Fluency Development:** Repeated reading via partner practice and individual practice
- Remind students of the aspects of fluent reading they are trying to improve. Each student should practice reading section #5 (see Condensed Text) *at least twice* with a partner and then individually as many times as they can in the remaining time.
  - Provide a copy of the text, stopwatches, and a Fluency Feedback Form for each student.
- **RtI alignment** (data collection and adjustment): While students practice, the teacher should complete the Reading Accuracy Form (Fluency Evaluation 2) for each student. The teacher should use this information to determine who needs extra fluency practice during the Flex Time tomorrow.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</table>
| 10 min. | **Comprehension Support**  
  - Give students Comprehension Exercise 2 (identifying and applying information). Students may work with a partner to answer the first half of the questions and then should work independently to answer the rest.  
    - **RtI alignment** (data collection and adjustment): Use student answers (from independent work) to further complete the Comprehension Evaluation for each student and to determine who needs extra comprehension support during the Flex Time tomorrow. |
| 2 min. | **Wrap Up**  
  - Ask students to recap what we did today.  
  - Display today’s target words with visual cues and ask students to read the words aloud. |
| 1 min. | **Warm Up**  
  - Ask students to recall what we did yesterday.  
  - Remind students that building vocabulary and building fluency will help them understand more of what they read. |
| 8 min. | **Vocabulary Development:** Reinforce *categorize, difficult, frequently, living, predict, and survive*  
  - Give students Vocabulary Exercise 3: Writing Sentences  
    - **RtI alignment** (data collection): Use student answers to both Exercises to further complete the Vocabulary Evaluation for each student. |
| 5 min. | **Fluency Development:** Repeated reading with partner practice and individual practice  
  - Remind students of the aspects of fluent reading they are trying to improve. Students should practice reading section #5 just once with a partner and then individually as many times as they can in the remaining time. Do not provide stopwatches this time. Remind students to try to read as if they are talking to someone.  
  - While students work, teacher gives individual support as needed. |
| 15 min. | **RtI Alignment** (Adjustment): Flex time  
  - Based on recorded observations throughout the week, provide additional practice for each student in the area(s) that s/he seems to struggle with most (vocabulary, fluency, or comprehension) (see Flex Time tomorrow). |
Time Practice). If a student does not seem to be struggling in any area, provide extended development in an area of his/her choosing (vocabulary, fluency, or comprehension) (see Flex Time Extension). If a student finishes all assigned exercises, s/he can work on any of the other exercises.

- Teacher gives individual support as needed.

<table>
<thead>
<tr>
<th>3 min.</th>
<th><strong>Fluency Development</strong>: Repeated reading via choral reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Read section #5 chorally. Remind students to read at a conversational pace and not to go faster, even if they can.</td>
</tr>
<tr>
<td></td>
<td>● After reading, make note of how much more smoothly the group can read together than it could earlier in the week.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 min.</th>
<th><strong>Comprehension Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Give students Comprehension Exercise 3 (applying information).</td>
</tr>
<tr>
<td></td>
<td>○ <strong>RtI Alignment</strong> (data collection): Use student answers to further complete the Comprehension Evaluation for each student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 min.</th>
<th><strong>Wrap Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Ask students to recap what we did today.</td>
</tr>
<tr>
<td></td>
<td>● Display all the target words with visual cues and ask students to read the words aloud.</td>
</tr>
</tbody>
</table>

**Lesson B-5**

<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Warm Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Remind students that building vocabulary and building fluency will help them understand more of what they read.</td>
</tr>
<tr>
<td></td>
<td>● Remind students of the importance of practice and the potential for growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 min.</th>
<th><strong>Vocabulary Development</strong>: Review <em>categorize, difficult, frequently, invent, living, predict,</em> and <em>survive</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● As a group, read aloud corrected sentences from Vocabulary Exercise 3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 min.</th>
<th><strong>Comprehension Support and Fluency Development</strong>: Repeated reading via individual practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Students silently read the entire text to review the information. If students finish early, they can quietly practice reading aloud section #5 in the time remaining.</td>
</tr>
</tbody>
</table>
### 30 min. RtI Alignment (data collection): Vocabulary, Fluency, and Comprehension Assessments

**Vocabulary and Comprehension**

- Give students Vocabulary Exercise 4 and Comprehension Exercise 4. If students finish both exercises, they can choose a vocabulary or comprehension exercise to work on from the Flex Time Practice or Extension that they have not already completed.
  - RtI alignment (data collection): Use student answers to complete the Vocabulary Evaluation and Comprehension Evaluation for each student.

**Fluency**

- While other students work on the vocabulary and comprehension exercises, the teacher assesses the fluency of individual students. Students read aloud section #5 of “All Living Things Need Water.” The teacher listens and completes the Dimensions of Fluent Reading Form and Reading Accuracy Form (Fluency Evaluations 1 and 2). After the student reads, the teacher gives specific feedback on areas of achievement and areas for improvement while maintaining an encouraging attitude.

### 2 min. Wrap Up

Make positive comments on group progress and show enthusiasm for working on growth areas more in the weeks to come. If known, give students a general idea of what will be covered next week.

<table>
<thead>
<tr>
<th>Unit B Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Primary Text; (2) Additional Visual Resources; (3) Secondary Text; (4) Condensed Vocabulary; (5) Vocabulary Evaluation and Exercises; (6) Fluency Evaluations and Feedback Form; (7) Comprehension Evaluations and Exercises; (8) Flex Time Practice and Extension Exercises</td>
</tr>
</tbody>
</table>
All Living Things Need Water

by Katherine Little [2017]

All living things need water. Plants and animals are living things. All plants and animals need water to survive.

How do plants get water?

Plants get water from under the ground. Plants have roots that go into the ground. The roots drink water from the ground, like you drink water from a straw. For example, trees use roots to drink water. Like trees, humans need water to survive. Unlike trees, humans use mouths to drink water.
How do animals get water?

Animals get water in many ways. The way animals get water might change because of where they live. It is easy to get water in some places. It is difficult to get water in other places.

Water from Rivers and Lakes

Many animals drink water from rivers or lakes. For example, tigers in Myanmar frequently drink water from rivers. It is easy to get water from rivers and lakes, but it might be dirty. Like tigers, humans can drink water from rivers or lakes. Unlike tigers, humans frequently get sick when we drink dirty water. The water from your sink might come from a river or lake. Many cities clean the water before it goes to your sink. Humans invented sinks. It is still difficult to get clean water in many parts of the world.

Have you heard of people getting sick from drinking dirty water?

Water in Food

It is difficult to get water in the desert. Most animals in the desert get water from food. For example, insects in the Iraqi desert eat plants to get water. Like insects, humans can get water from plants. Unlike insects, humans frequently dig wells when water is difficult to find. Pumps pull up water from under the ground. Humans invented pumps. Pumps bring water to many people.

Have you seen a water pump?
Water from Snow

It is difficult to drink water in frozen places. Animals in frozen places can get water by eating snow. For example, rabbits in Russia frequently eat snow in the winter to get water. These rabbits survive by eating snow. Like rabbits, humans can eat snow to get water. Unlike rabbits, humans can melt snow to get water. There are many ways to melt snow.

How would you melt snow?

Plants and animals are living things. All living things need water to survive. Plants and animals get water in many ways. When water is difficult to find, humans invent new ways to get water.

Can you invent a new way to get water?
All living things need water. Plants and animals are living things. All plants and animals need water to survive.

How do plants get water?

Plants get water from under the ground. Plants have roots that go into the ground. The roots drink water from the ground, like you drink water from a straw. For example, trees use roots to drink water. Like trees, humans need water to survive. Unlike trees, humans use mouths to drink water.

How do animals get water?

Animals get water in many ways. The way animals get water might change because of where they live. It is easy to get water in some places. It is difficult to get water in other places.

Water from Rivers and Lakes

Many animals drink water from rivers or lakes. For example, tigers in Myanmar frequently drink water from rivers. It is easy to get water from rivers and lakes, but it might be dirty. Like tigers, humans can drink water from rivers or lakes. Unlike tigers, humans frequently get sick when we drink dirty water. The water from your sink might come from a river or lake. Many cities clean the water before it goes to your sink. Humans invented sinks. It is still difficult to get clean water in many parts of the world.
#4

**Water in Food**

It is difficult to get water in the desert. Most animals in the desert get water from food. For example, insects in the Iraqi desert eat plants to get water. Like insects, humans can get water from plants. Unlike insects, humans frequently dig wells when water is difficult to find. Pumps pull up water from under the ground. Humans invented pumps. Pumps bring water to many people.

#5

**Water from Snow**

It is difficult to drink water in frozen places. Animals in frozen places can get water by eating snow. For example, rabbits in Russia frequently eat snow in the winter to get water. These rabbits survive by eating snow. Like rabbits, humans can eat snow to get water. Unlike rabbits, humans can melt snow to get water. There are many ways to melt snow.

Plants and animals are living things. All living things need water to survive. Plants and animals get water in many ways. When water is difficult to find, humans invent new ways to get water.
## 2. Unit B Additional Visual Resources

<table>
<thead>
<tr>
<th>Lake</th>
<th>River</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Lake Image" /></td>
<td><img src="image2.png" alt="River Image" /></td>
</tr>
<tr>
<td>Desert</td>
<td>Snow/ Frozen</td>
</tr>
<tr>
<td><img src="image3.png" alt="Desert Image" /></td>
<td><img src="image4.png" alt="Snow Image" /></td>
</tr>
</tbody>
</table>
Insects

World Map: Iraq, Russia, and Myanmar
3. Unit B Secondary Text: T-Chart

**Directions:** Students use the picture cards below to complete the T-Chart as a group.

<table>
<thead>
<tr>
<th>T-Chart</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Living</strong></td>
<td><strong>NonLiving</strong></td>
</tr>
<tr>
<td>bird</td>
<td>fire</td>
</tr>
<tr>
<td>bush</td>
<td></td>
</tr>
</tbody>
</table>
**Picture Cards**

What can you **categorize**?

<table>
<thead>
<tr>
<th>mushrooms</th>
<th>grass</th>
<th>metal</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Mushrooms" /></td>
<td><img src="image2.png" alt="Grass" /></td>
<td><img src="image3.png" alt="Metal" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>water</th>
<th>blue jay</th>
<th>rice</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Water" /></td>
<td><img src="image5.png" alt="Blue Jay" /></td>
<td><img src="image6.png" alt="Rice" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>person</th>
<th>rock</th>
<th>elephant</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="Person" /></td>
<td><img src="image8.png" alt="Rock" /></td>
<td><img src="image9.png" alt="Elephant" /></td>
</tr>
</tbody>
</table>

---

### 4. Unit B Condensed Vocabulary

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Scaffolds</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Friendly Definition</strong></td>
<td><strong>Physical Cue</strong></td>
</tr>
<tr>
<td><strong>categorize</strong></td>
<td>Categorize means put into groups.</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>difficult</td>
<td>Difficult means hard to do. Not easy.</td>
</tr>
<tr>
<td>frequently</td>
<td>Frequently means something that happens a lot. Many times.</td>
</tr>
<tr>
<td>invent</td>
<td>Invent means make something for the first time.</td>
</tr>
<tr>
<td>living</td>
<td>Living means something is or was alive.</td>
</tr>
<tr>
<td>predict</td>
<td>Predict means think what will happen next</td>
</tr>
<tr>
<td>survive</td>
<td>Survive means stay alive.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Unit B Vocabulary Evaluation and Exercises
Words assessed: categorize, difficult, frequently, invent, living, predict, survive

### Unit B Vocabulary Evaluation

*Directions:* Assess students’ knowledge of vocabulary words throughout the week. Make any notes that might aid in future planning.

#### Vocabulary Evaluation

**Proficiency Target Scores**

0: No evidence/ Does not recognize word.
1: Can read the word aloud.
2: Can match the word to defining picture or written/spoken definition.
3: Can identify examples and nonexamples of the word meaning.
4: Can use in sentence within context of word introduction.
5: Can use in sentence beyond context of word introduction.

**Student Name** ____________________________

**Intervention Week ____:** Dates _____________ to _____________

<table>
<thead>
<tr>
<th>Tier Two Word</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#2</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#3</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#4</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#6</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>#7</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>

Notes (optional):
**Unit B Vocabulary Exercise 1**

Words Assessed: *categorize, difficult, living, predict, survive*

Vocabulary Targets 2 & 3

**Directions:** Read the worksheet directions aloud to the students and check that they understand the task. Students should work independently on both Part A and Part B.

<table>
<thead>
<tr>
<th>Part A</th>
<th>Name __________________________</th>
<th>Date ______________</th>
</tr>
</thead>
</table>

**Word-Picture Match**

Circle the word that goes with the picture.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. living</td>
<td>predict</td>
<td>categorize</td>
<td>difficult</td>
<td>2. living</td>
</tr>
<tr>
<td>3. living</td>
<td>predict</td>
<td>categorize</td>
<td>difficult</td>
<td>4. living</td>
</tr>
</tbody>
</table>
### Part B

**Which One?**
Circle the picture that answers the question.

<table>
<thead>
<tr>
<th>Which shows something you need to <strong>survive</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Water" /></td>
</tr>
<tr>
<td>Water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which shows something that is <strong>living</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Metal" /></td>
</tr>
<tr>
<td>Metal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which shows something you can <strong>categorize</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Pencils" /></td>
</tr>
<tr>
<td>Pencils</td>
</tr>
</tbody>
</table>
**Unit B Vocabulary Exercise 2**  
Words Assessed: survive, living, categorize, predict, frequently, difficult, invent  
Vocabulary Targets 2 & 3

*Directions:* Students should work independently. Read aloud the meanings as many times as students need. If needed, also read aloud the target words.

**Part A**  
Name ______________________  
Date ______________

**Word to Definition Match**  
Draw a line from the word to its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>survive</td>
<td>Put into groups.</td>
</tr>
<tr>
<td>frequently</td>
<td>Stay alive.</td>
</tr>
<tr>
<td>categorize</td>
<td>Something that happens a lot.</td>
</tr>
<tr>
<td>predict</td>
<td>Something that is alive.</td>
</tr>
<tr>
<td>living</td>
<td>Thinking what will happen next.</td>
</tr>
<tr>
<td>difficult</td>
<td>Making something for the first time.</td>
</tr>
<tr>
<td>invent</td>
<td>Something that is hard to do.</td>
</tr>
</tbody>
</table>
### Part B

#### Which One?

Circle the picture that answers the question.

<table>
<thead>
<tr>
<th>Which shows something that is <strong>difficult</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="carrying water" /></td>
</tr>
<tr>
<td>carrying water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which shows something a person can <strong>invent</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="lake" /></td>
</tr>
<tr>
<td>lake</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which shows something you do <strong>frequently</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="drink water" /></td>
</tr>
<tr>
<td>drink water</td>
</tr>
</tbody>
</table>
Unit B Vocabulary Exercise 3
Words Assessed: predict, categorize, frequently, invent
Vocabulary Target 4

Directions: Students should work independently.

Name __________________________ Date ________________

Writing Sentences

Use a word from the Word Bank to complete each sentence.

Word Bank 1

| predict | categorize | frequently | living |

1. I ________________ Abdul will see a movie tomorrow.
2. I ________________ ride the bus.
3. A tree is a ________________ thing.
4. I can ________________ old cars and new cars.

Word Bank 2

| difficult | survive | invent |

5. I want to ________________ a new video game.
6. It is ________________ to run for an hour.
7. A tree needs water to ________________.
Unit B Vocabulary Exercise 4
Words Assessed: categorize, difficult, frequently, invent, living, predict, survive
Vocabulary Target 4

Directions: Students should work independently.

Name __________________________ Date ________________

Writing

Complete each sentence using the words in the Word Banks.

<table>
<thead>
<tr>
<th>Word Bank 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficult</td>
</tr>
<tr>
<td>categorize</td>
</tr>
<tr>
<td>living</td>
</tr>
</tbody>
</table>

1. A human is a __________ thing.
2. It is __________ to get clean water in some places.
3. I can __________ plants and animals.

<table>
<thead>
<tr>
<th>Word Bank 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>survive</td>
</tr>
<tr>
<td>predict</td>
</tr>
<tr>
<td>invent</td>
</tr>
<tr>
<td>frequently</td>
</tr>
</tbody>
</table>

4. I __________ drink water.
5. I __________ my class will read a lot next week.
6. I want to __________ a new way to get clean water.
7. All animals need water to __________.
Fluency Evaluation 1
Dimensions of Fluent Reading Form

Directions: Listen to a student read a short passage (about 100 words) while considering each dimension below. Sum the scores of each dimension after the reading. If the sum is less than 10, the student needs more fluency instruction at this level of text difficulty. If the score is equal to or greater than 10, the student may be ready for more difficult texts.

<table>
<thead>
<tr>
<th>Fluency Attributes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression:</strong> 1 = sounds not at all natural. 4 = varied expression to match text content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phrasing:</strong> 1 = word-by-word and monotone. 4 = reflects punctuation, uses stress/intonation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smoothness:</strong> 1 = often hesitates, repeats. 4 = smooth with some breaks, self-corrects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pace:</strong> 1 = reads slowly and with difficulty. 4 = conversational pace throughout.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total score:</strong> _________ &lt; 10 or ≥ 10 (circle one)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional notes (optional):

Adapted from Rasinski (2004).
**Fluency Evaluation 2**  
Reading Accuracy Form

*Directions*: Use a stopwatch to time a student reading for 1 minute. As the student reads, put a “tick” above any word that is misspoken/ misread (do this subtly so the student can continue to concentrate on reading). These are the “errors.” Note: For passages divided by many pictures, it may be helpful to transcribe the teacher-copy of the text into a consolidated version. It may also help to mark every tenth word of the text to make it easier to count the “total words read.”

<table>
<thead>
<tr>
<th>Reading Accuracy Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name __________________________  Date ________________</td>
</tr>
<tr>
<td>Text title: ____________________________________________</td>
</tr>
<tr>
<td>Number of words in passage: __________</td>
</tr>
<tr>
<td><strong>Total words read:</strong> __________</td>
</tr>
<tr>
<td><strong>Errors:</strong> ______</td>
</tr>
<tr>
<td><strong>Words correct per minute:</strong> __________</td>
</tr>
<tr>
<td>[Words read - Errors = Words correct per minute]</td>
</tr>
<tr>
<td>Additional notes (optional):</td>
</tr>
</tbody>
</table>

Adapted from Rasinski (2004).
Fluency Feedback Form

*Directions:* The reader fills out his/her name, the date, and the trial number of the day. The reviewer times the reading and records number of missed words. The reviewer also scores the reader on speed and smoothness, and gives oral feedback if able.

<table>
<thead>
<tr>
<th>Speed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: ______ seconds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Smoothness</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

How many missed words? ____________

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Needs Work</th>
<th>Better!</th>
</tr>
</thead>
<tbody>
<tr>
<td>The speed was the same. The smoothness was the same. Try saying the missed words again.</td>
<td>The speed was faster. The reading was smoother. More words were correct.</td>
<td></td>
</tr>
</tbody>
</table>
Comprehension Evaluation

*Directions:* Complete the evaluation for each student. Record the date, the exercise number and/or title, the comprehension target for the exercise, and whether or not the target was met by the student.

<table>
<thead>
<tr>
<th>Date</th>
<th>Exercise #/Title</th>
<th>Target</th>
<th>Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Notes (optional):
### Unit B Comprehension Exercise 1
Comprehension Target 1

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ____________</th>
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</thead>
</table>

#### What Did You Read?

Match the information to the text. Circle **Yes** if it is in the text. Circle **No** if it is not in the text.

<p>| | | | | | | |</p>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All living things need water.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>It is difficult to get water from rivers or lakes.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>It is difficult to get water in the desert.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>It is easy to drink water in frozen places.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Humans invented pumps.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit B Comprehension Exercise 2
Comprehension Target 2

Directions: Students work with a partner to answer the first five questions and then independently for the rest. They can refer to the text as needed to answer the questions.

Think About It

Use the text to answer the questions.

1. What animal drinks water from a river? ________________
2. What kind of animal gets water from food? ________________
3. What animal eats snow? ________________
4. Why do animals eat snow? (Circle A or B)
   A) it tastes good       B) to get water
5. What kind of water makes people sick? (Circle A or B)
   A) clean water       B) dirty water
6. What country has a desert? ________________
7. What country has rivers and lakes? ________________
8. What country has snow? ________________
9. How do humans get water from snow?
   A) ____________________   B) ____________________
10. What did humans invent to get water?
    A) ____________________   B) ____________________

Name ___________________________  Date ________________
# Unit B Comprehension Exercise 3
Comprehension Target 3

## Apply It

Answer the questions about the text.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Why do plants need roots?</td>
<td>______________________________</td>
</tr>
</tbody>
</table>
| 2. Why do animals get water in different ways? | ____________  
  ______________________________ |
| 3. Why do humans invent things? | ______________________________ 
  ______________________________ |
Unit B Comprehension Exercise 4
Comprehension Target 3

Directions: Students should work independently. They may refer to the text for Part A, but should not refer to it for Part B.

Think About It

Use the text to answer the questions.

Part A

List 3 ways animals get water.
1. _____________________________________________
2. _____________________________________________
3. _____________________________________________

List 3 ways humans get water.
1. _____________________________________________
2. _____________________________________________
3. _____________________________________________

Part B

1. Why do animals get water in different ways? _____________
   ______________________________________________________

2. What do humans do when water is difficult to find? _____________
   ______________________________________________________

3. Why do animals and plants drink water? _____________
   ______________________________________________________
**Unit B Flex Time Practice**

**Vocabulary Practice**

**Part A**
Name __________________________ Date ______________

**Fill-in-the-Blank**

Complete the definitions using the words in the Word Bank.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>difficult</th>
<th>living</th>
<th>frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>survive</td>
<td>categorize</td>
<td>invent</td>
</tr>
<tr>
<td></td>
<td>predict</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. __________ means put into groups.
2. __________ means hard to do.
3. __________ means something is or was alive.
4. __________ means something that happens a lot.
5. __________ means think what will happen next.
6. __________ means make something for the first time.
7. __________ means stay alive.
**Part B**

**Writing**

Complete each sentence using the words in the Word Banks.

<table>
<thead>
<tr>
<th>Word Bank 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>survive</td>
</tr>
<tr>
<td>categorize</td>
</tr>
<tr>
<td>living</td>
</tr>
</tbody>
</table>

1. A lion is a ____________________ thing.
2. A flower need water to ____________________.
3. I can ____________________ pens and pencils.

<table>
<thead>
<tr>
<th>Word Bank 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficult</td>
</tr>
<tr>
<td>predict</td>
</tr>
<tr>
<td>invent</td>
</tr>
<tr>
<td>frequently</td>
</tr>
</tbody>
</table>

4. I ____________________ Maria will see a movie this weekend.
5. I ____________________ eat pizza.
6. I want to ____________________ a new computer. It would be very fast.
7. Alexi thinks it is ____________________ to play basketball.
Fluency Practice

Part A

**Practice. Practice. Practice.**

Read each word aloud 3 times.

<table>
<thead>
<tr>
<th>difficult</th>
<th>invent</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>frequently</td>
<td>living</td>
<td>animals</td>
</tr>
<tr>
<td>survive</td>
<td>things</td>
<td>humans</td>
</tr>
</tbody>
</table>

Part B

**More Practice!**

Read each of these sentences aloud 3 times.

1. Animals in frozen places can get water by eating snow.
2. For example, rabbits in Russia **frequently** eat snow in the winter to get water.
3. When water is **difficult** to find, humans **invent** new ways to get water.

Read section #5 aloud 3 times.
Read slowly. Remember to pause at periods and commas.

**Water from Snow**

It is **difficult** to drink water in frozen places. Animals in frozen places can get water by eating snow. For example, rabbits in Russia **frequently** eat snow in the winter to get water. These rabbits **survive** by eating snow. Like rabbits, humans can eat snow to get water. Unlike rabbits, humans can **melt** snow to get water. There are many ways to melt snow.

Plants and animals are **living** things. All **living** things need water to **survive**. Plants and animals get water in many ways. When water is **difficult** to find, humans **invent** new ways to get water.
Comprehension Practice

Part A
Name __________________________ Date ______________

Think About It

Use the text to answer the questions.

1. What do all living things need? (Circle A or B)
   A) Water  B) Animals

2. What animal drinks water from a river? ________________

3. What kind of animal gets water from food? ________________

4. What country has a desert? ________________

5. What helps humans get water?
   a. __________________________
   b. __________________________
   c. __________________________

Part B

Fill-in-the-Blank

Use the words in the Word Bank to complete each sentence.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>rivers</th>
<th>water</th>
<th>snow</th>
<th>desert</th>
</tr>
</thead>
</table>

1. All living things need ________________.
2. Many animals drink water from ________________ or lakes.
3. Animals in frozen places can get water by eating ________________.
4. Most animals in the ________________ get water from food.
**Unit B Flex Time Extension**

**Vocabulary Extension**

| Name ___________________________ | Date ____________ |

**Writing**

Write a sentence about each picture. Use a word from the Word Bank in each sentence. Use each word in the Word Bank one time.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>invent</th>
<th>survive</th>
<th>difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>
# Fluency Extension

Name ___________________  Date ______________

**Speed Read**

Read the story aloud as fast as you can.
Use a stopwatch.

<table>
<thead>
<tr>
<th>Try #</th>
<th>Speed (seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Fastest Time: ______ seconds
Comprehension Extension

Part A
Name ______________________  Date ________________

Think About It

1. Why do plants need roots?

______________________________________________________________

2. Why do humans invent new ways to get water?

______________________________________________________________

3. How do you get clean water?

______________________________________________________________

Part B

Fill-in-the-Blank

Use the words in the Word Bank to complete the sentences. Use every word. Some words may be used more than once.

Word Bank
water, living, difficult, survive, invent, snow, food, many

All living things need ____________. Plants and animals are ____________ things. Plants get ____________ from under the ground. Animals get water in ____________ ways. It is easy to get water in some places. It is ____________ to get water in other places. Many animals drink ____________ from rivers or lakes. Most animals in the desert get water from ____________. Animals in frozen places can get ____________ by eating ____________. All living things need water to ____________. When water is difficult to find, humans ____________ new ways to get water.
UNIT C
READING INTERVENTION

Student Target Audience
WIDA Level: 3 (Developing)
Grade: 4

Instructional Background: In this imagined example, the general education setting (RtI Tier 1) was found to be adequate for ELs with a similar background to these students. As developing ELs, these students have mastered most English phonics and know many Tier One vocabulary words. Instruction in the RtI Tier 1 setting has focused on reading and writing more complex sentences, memorizing difficult sight words, and learning subject area content and vocabulary. These students are keeping pace with their peers in speaking and listening, but are falling behind in reading comprehension across all subject areas. The school’s student support team used RtI best practices to determine the needs of each student and decided to place them in a Tier 2 intervention group (Intervention Group C). The weekly intervention units will reflect and reinforce what students are learning in various subject areas.

Demographics: 2 from Myanmar (Burmese), 2 from Laos (Hmong), 1 from Vietnam (Vietnamese and Hmong), 1 from Bhutan (Dzongkha)

<table>
<thead>
<tr>
<th>Unit C Overview</th>
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<tbody>
<tr>
<td><strong>WIDA Standard</strong></td>
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<tr>
<td><strong>Subject Area</strong></td>
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<tr>
<td><strong>Common Core Standards</strong></td>
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</table>
knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

- **C.4.4:** Explain the basic purpose of government in American society, recognizing the three levels of government
- **C.4.5:** Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community

| Language Objectives | 1. Increase reading fluency  
|                     | 2. Increase knowledge of Tier Two vocabulary  
|                     | a. Unit C target words: community, concern, influence, inspire, investigate, predict  

| Assessment | 1. Fluency: Students will be able to (SWBAT) re-read a text with reduced errors, while increasing smoothness and speed (see Unit C Fluency Evaluations 1 and 2)  
|            | 2. Vocabulary: SWBAT recognize selected Tier Two vocabulary words by sight, identify examples and nonexamples of the word meanings, and use the words in sentences, with scaffolds appropriate to WIDA Level 3 (see Unit C Vocabulary Evaluation).  
|            | 3. Comprehension: SWBAT recognize and use information from the text (see Unit C Comprehension Evaluation).  

| Materials | Primary Text: “Mee Moua: Minnesota’s First Hong-American Senator,” by Katherine Little  
|          | Additional Visual Resources  
|          | Secondary Text: Timeline  
|          | Condensed Vocabulary  
|          | Vocabulary Evaluation  
|          | Vocabulary Exercises 1 - 5  
|          | Fluency Evaluations 1 and 2  
|          | Fluency Feedback Form  

Unit C Learning Plans

Lesson C-1

1 min.  
**Warm Up**
- Remind students that learning new vocabulary and working on fluency can help them understand more of what they read.
- Remind students of the importance of practice and the potential for growth.

9 min. (3 min. per word)  
**Vocabulary Development:** Introduce *community, concern, predict*
- Display and say new words and ask students to raise their hands if they have seen or heard any of them before. Tell them that these, and other words they will learn during the week, are all words that they might see or hear in many places, both in and out of school. Tell them that learning to use these words will help them with their reading, writing, speaking, and listening.

Introduce *community*
1. [Discovery] Ask students to think about places where there are lots of people. Tell them to think about a place that lots of people share. After students give some answers, tell them that is a *community*.
2. [Target word] Teacher: “This word is *community*.” Display word. Show visual and physical cue (see Unit C Condensed Vocabulary).
4. [Student-friendly definition] Teacher: “*Community* means a place people share.”
6. [Connection] Teacher: “You told me about places people share.” [Rephrase] “You told me about communities.”
<p>| | |</p>
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<tbody>
<tr>
<td>7.</td>
<td>[Context reference] Teacher: “A city is a place people share. A city is a community.”</td>
</tr>
<tr>
<td>8.</td>
<td>[Non-context reference] Display sentence frame (___ is a community). Teacher: “This school is a place people share. This school is a community.”</td>
</tr>
</tbody>
</table>
| 9.  | [Application] Teacher: “What else is a community?”  
   Students (individually): “___ is a community.”  
   **RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed. |
| 10. | [Recap] Teacher: “What word did we learn?”  
    Students: “Community.” |

**Introduce concerned**

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>[Discovery] Show visual cue (see Condensed Vocabulary) and ask how this person is feeling (also see if they can recognize him as Obama, as this may lend context to their guesses about feelings). The feeling you are telling me about is concerned.</td>
</tr>
<tr>
<td>2.</td>
<td>[Target word] Teacher: “This word is concerned.” Display word. Show visual cue and physical cue.</td>
</tr>
</tbody>
</table>
   All: “Concerned.” |
| 5.  | [Reinforcement] Teacher: “What does concerned mean?”  
   Students (chorally): “Feeling worried.” |
| 6.  | [Connection] “You told me that Obama looks worried in that picture.” [Rephrase] “You told me he looks concerned.” |
| 7.  | [Context reference] “Leaders are often concerned about their communities.” |
| 8.  | [Non-context reference] Display sentence frame (I am concerned about __). Teacher: “I am concerned about my cat. He is very old, so I worry about him.” |
| 9.  | [Application] Teacher: “What are you concerned about?”  
   Students (individually): “I am concerned about __.” If answer is unclear, ask the student why they are concerned about this thing.  
   **Additional scaffold:** Students turn and talk to a partner before sharing with the group.  
   **RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed. |
| 10. | [Recap] Teacher: What word did we learn?  
    Students: “Concerned.” |

**Introduce predict**

<p>| | |</p>
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</table>
| 1.  | [Discovery] Put a ball on a table. Ask students what will happen if you bounce the ball. Bounce the ball so it will eventually fall off the table and keep eliciting student responses. Tell students that when
they think about what will happen next, they *predict.* “You *predict* it will fall off the table!”

2. [Target word] Teacher: “This word is *predict.*” Display word. Show physical cue and visual cue.

3. [Oral practice] Teacher: “Say it with me!”
   All: “*Predict.*”

4. [Student-friendly definition] Teacher: “*Predict* means you think about what will happen next.”

5. [Reinforcement] Teacher: “What means you think about what will happen next?”
   Students (chorally): “*Predict.*”

6. [Connection] “When you saw the ball bouncing, you thought it would fall off the table next.” [Rephrase] “You *predicted* it would fall of the table.”

7. [Context reference] Teacher: “I *predict* we will read about a woman today.”

8. [Non-context reference] Display sentence frame (I predict my family will __ this weekend). Teacher: “I predict my family will go to the grocery store this weekend.”

9. [Application] Teacher: “What do you predict your family will do this weekend?”
   Students (individually): “I predict my family will __ this weekend.”

   **RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. [Recap] Teacher: “What word did we learn?”
    Students: “*Predict.*”

Do a quick check for understanding of each new word (e.g. to show level of understanding/comfort with word, have students give thumbs up, sideways, or down; write 1, 2, or 3 on a sticky note; or hold up 1, 2, or 3 fingers). Use this to inform further instructional needs for the group and individuals. Give additional examples/practice as needed.

<table>
<thead>
<tr>
<th>Build/ Activate Prior Knowledge:</th>
<th>Preview text, predict, build background</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preview text:</strong></td>
<td>Show students the text. Encourage them to look at the title and pictures. Ask them what they think they will read about in this text. Encourage students to use the sentence frame “I predict this will be about ___.”</td>
</tr>
<tr>
<td><strong>Build background:</strong></td>
<td>Remind students that there are three parts, or <em>branches</em>, of the U.S. government: the legislative branch makes laws, the executive branch makes people follow the laws, and the judicial branch decides whether or not people broke the law (Note: This reading is meant to support learning the students have already begun</td>
</tr>
</tbody>
</table>
in social studies class, rather than be the first exposure to this information). Let them know this article will be about someone from the legislative branch. A person in the legislature helps make laws.

* **Linguistic connection:** Invite Hmong-speaking students to teach others (including the teacher) how to pronounce Mee Moua’s name.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 min.</td>
<td><strong>Fluency Development</strong>&lt;br&gt;• Read aloud “Mee Moua: Minnesota’s First Hmong-American Senator,” while modeling fluent reading.</td>
</tr>
<tr>
<td>1 min.</td>
<td><strong>Vocabulary Development:</strong> Reinforce <em>predict</em>&lt;br&gt;Reinforce <em>predict</em>&lt;br&gt;• Check student predictions about reading: “We predicted that ___. Does that match what we read?”</td>
</tr>
<tr>
<td>5 min.</td>
<td><strong>Comprehension Support</strong>&lt;br&gt;• Following the checking of predictions, ask students “What did we read about?” Show a map of the world and a map of the United States so that Laos, Thailand, and Minnesota can be pointed to (by students, if able) as the reading is discussed: “Where is Mee Moua from?” “Where did she go?”&lt;br&gt;○ <strong>Cultural connection:</strong> After Mee Moua’s journey is traced on a map, encourage students to trace their own journeys (help them locate countries/regions as needed).</td>
</tr>
<tr>
<td>8 min.</td>
<td><strong>Vocabulary Development:</strong> Reinforce <em>community</em> and <em>concern</em>&lt;br&gt;• Ask students to find both instances of the word <em>community</em> in the text and to chorally read aloud the sentences when they are found (<em>Additional scaffold:</em> After students locate the words, the teacher reads aloud the sentences and has students repeat). Discuss what is meant by <em>community</em> in each sentence.&lt;br&gt;• Ask students to find the word <em>concern</em> in the text and to chorally read aloud the sentence when it is found (<em>Additional scaffold:</em> After students locate the word, the teacher reads aloud the sentence and has students repeat). Discuss the objects of her concern in the sentence (i.e. safety, housing, and making jobs) (<em>Additional scaffold:</em> Support the discussion with visuals from Unit C Additional Visual Resources)&lt;br&gt;• <strong>Cultural connection:</strong> Ask what students are concerned about in their communities. Students turn-and-talk before sharing their answers with the group (<em>Additional scaffold:</em> Provide sentence frame “I am concerned about ___ in my community.”).&lt;br&gt;Give students Vocabulary Exercise 1 (word-to-picture matching and identifying examples/nonexamples).</td>
</tr>
<tr>
<td></td>
<td><strong>RtI alignment</strong> (data collection): Use answers to begin completing</td>
</tr>
</tbody>
</table>
the Vocabulary Evaluation for each student.

| 6 min. | **Fluency Development**: Rereading via echo reading  
  - The teacher reads a sentence and the students repeat it. Students should attempt to point to each word as they read it. The teacher should observe how well students are tracking the text and plan for additional practice for students who struggle to do so. **Additional scaffolding option**: For more intensive individualized support, the teacher takes turns pointing with students who are struggling to track the text. |
| --- | --- |

| 1 min. | **Wrap Up**  
  - Ask students to recap what we did today.  
  - Display today’s target words with visual cues and ask students to read the words aloud. |
| --- | --- |

**Lesson C-2**

| 1 min. | **Warm Up**  
  - Ask students to recall what we did yesterday.  
  - Remind students that building vocabulary and building fluency will help them understand more of what they read. |
| --- | --- |

| 1 min. | **Vocabulary Development**: Review and reinforce *community, concerned, and predict*  
  - Display words one at a time with visual and physical cues. For each word, ask students what the word is to see if they can recognize it. Say the words for students to repeat. |
| --- | --- |

| 4 min. | **Vocabulary Development**: Introduce *decide* and *protect*  
Introduce *decide*  
1. [Discovery] Ask students which of two things they would rather have (e.g. pizza or a hamburger). After students give their answers, tell them that when they make a choice, they *decide*.  
2. [Target word] Teacher: “This word is *decide*.” Display word. Show physical cue and visual cue.  
3. [Oral practice] Teacher: “Say it with me!”  
   All: “*Decide*.”  
4. [Student-friendly definition] Teacher: “*Decide* means to choose.”  
5. [Reinforcement] Teacher: “What does *decide* mean?”  
   Students (chorally): “to choose.”  
6. [Connection] Teacher: “You showed me you can choose between pizza and a hamburger.” [Rephrase] “You can *decide* between pizza
and a hamburger.”

7. [Context reference] “Mee Moua helped decide what laws to make. That’s a big choice!”

8. [Non-context reference] Display sentence frame (I will decide to __ or __ tomorrow). Teacher: “I will decide to shop or see a movie tomorrow.”

9. [Application] Teacher: “What things will you decide between tomorrow?!” 
   Students (individually): “I will decide to __ or __ tomorrow.”

10. [Recap] Teacher: “What word did we learn?”
    Students: “Decide.”

Introduce protect

1. [Discovery] Tell students to think about something you want to keep safe. Ask them “What might be stolen or broken that would make you sad? How do you keep that thing safe?” After several student answers, tell them, “You just told me how you protect these things.”

2. [Target word] Teacher: “This word is protect.” Display word. Show physical and visual cue.

3. [Oral practice] Teacher: “Say it with me!”
   All: “Protect.”

4. [Student-friendly definition] Teacher: “Protect means keep something safe.”

5. [Reinforcement] Teacher: “What does protect mean?”
   Students (chorally): “Keep something safe.”

6. [Connection] Teacher: “You told me about things you keep safe.”
   [Rephrase] “You told me about things you protect.”

7. [Context reference] Teacher: “Mee Moua wanted to protect people. She made laws to keep people safe.”

8. [Non-context reference] Display sentence frame (I want to protect __) Teacher: “I want to protect my books. I love my books and want to keep them safe.”

   Students (individually): “I want to protect ____.”

   **RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. [Recap] Teacher: “What word did we learn?”
    Students: “Protect.”

**4 min.**

**Fluency Development:** Repeated reading via choral reading.
Read entire text as a group. Each student should have a copy of the text and point to each word as it is read.

- **RtI alignment** (adjustment): The teacher should note student tracking of words on their copies of the text and listen for especially rough points in the reading. If needed, plan for additional group or
**Vocabulary Development:** Reinforce *protect, predict, community,* and *concern*

While reviewing each word, identify/discuss the correct answers to Vocabulary Exercise 1 that are relevant to the word.

**Reinforce protect**
- “Mee Moua tried to *protect* people’s rights, no matter what the color of their skin is.”
  - **Comprehension support:** Ask students “What are rights?” Discuss and attempt to define as a group and come up with examples of rights.
  - Ask students, “Why do we need to *protect* rights?” Students turn-and-talk and then share with the group. Encourage use of *protect* in student answers. **Additional scaffold:** Provide sentence frame, “We need to *protect* rights because ___.”
  - Let students know that the United Nations (UN) has made a list of human rights. The UN says these rights need to always be protected and no one should be able to break your rights (a possible reading for another week is the student-friendly version of the UN Declaration of Human Rights by Comasito (n.d.). See Appendix C, Reading Resources, for more information).

**Reinforce community, concerned, decide, predict, and protect**
- Give students Unit C Vocabulary Exercise 2 (word-to-definition matching and identifying examples/ nonexamples).
- **RtI alignment** (data collection): Use answers to further complete the Vocabulary Evaluation for each student.

Do a quick check for understanding of each new word (e.g. to show level of understanding/comfort with word, have students give thumbs up, sideways, or down; write 1, 2, or 3 on a sticky note; or hold up 1, 2, or 3 fingers). Use this to inform further instructional needs for the group and individuals. Give additional examples/ practice as needed.

**Fluency Development:** Repeated reading with partner feedback
- Review aspects of fluent reading and how to use the Fluency Feedback Form. Each student needs a copy of the text and at least one Fluency Feedback Form.
- Each student should read paragraphs 3 and 4 at least twice. Then students can choose a paragraph to practice in the remaining time.
  - In each pair, one student reads while the other times the reading using a stopwatch and marks “missed” words (i.e. words that the reviewer is pretty sure were misread. If there is disagreement, they will ask the teacher). After each reading, the reviewer records the time and missed words and gives scores on scales of speed and smoothness. The reviewer can also give oral feedback. The partners switch roles until each has read paragraphs 3 and 4 at least twice. Then students can give feedback to each other on paragraphs of their choosing.
- **RtI alignment** (data collection): While students are reading, the teacher completes the Dimensions of Fluency Form for each student (see Fluency Evaluation 1) for paragraphs 3 and 4.

<table>
<thead>
<tr>
<th>5 min.</th>
<th><strong>Comprehension Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Give students Comprehension Exercise 1.</td>
</tr>
<tr>
<td></td>
<td>- <strong>RtI alignment</strong> (data collection and adjustment): Use student answers to further complete the Comprehension Evaluation for each student and to determine what additional practice and support might be needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Wrap Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Ask students to recap what we did today.</td>
</tr>
<tr>
<td></td>
<td>- Display today’s target words with visual cues and ask students to read the words aloud.</td>
</tr>
</tbody>
</table>

**Lesson C-3**

<table>
<thead>
<tr>
<th>1 min.</th>
<th><strong>Warm-Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Ask students to recall what we did yesterday.</td>
</tr>
<tr>
<td></td>
<td>- Remind students that building vocabulary and building fluency will help them understand more of what they read.</td>
</tr>
</tbody>
</table>

| 1 min. | **Vocabulary Development:** Review and reinforce *community, concern, decide, predict,* and *protect*
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Display words one at a time with visual and physical cues. For each word, ask students what the word is to see if they can recognize it. Say the word for students to repeat.</td>
</tr>
</tbody>
</table>

| 1 min. | **Vocabulary Development:** Reinforce *predict*
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- After distributing copies of the timeline, ask students what they think</td>
</tr>
</tbody>
</table>
the timeline is about. Encourage use of the sentence frame “I predict ____.” Additional scaffold (expanded sentence frame): “I predict this is about ____.”

○ RtI alignment (data collection): Use student answers to assess vocabulary target 4 for students who answer (or who give a unique answer).

5 min. **Fluency Development:** Read timeline via echo reading and partner practice
- Briefly discuss what a timeline is and its purpose: Ask, “Why would we write about someone’s life this way? How can this help you?”
- Echo reading: Read each event for the students to repeat. While reading, pause to briefly discuss less familiar terms/ concepts (e.g. “earned a degree”)
- Partner practice: Pairs of students read the timeline together, switching between readers after each event.

8 min. **Comprehension Support:** Using two sources of information
- As a group, check a few of the answers to Comprehension Exercise 1 using both texts as needed, noting that some of the information is in both texts.
- Give students Comprehension Exercise 2 (identifying and applying information from two texts). Students can use both texts (the primary and secondary) to answer the questions. Students may work in pairs.

9 min. **Vocabulary Development:** Introduce influence, investigate, and inspire

Introduce influence
1. [Discovery] Tell students you are trying to decide whether to do x or y in class tomorrow (make sure that both options are doable and acceptable to you: e.g. offer two options of venue or seating arrangement, two choices of treats, or two activity options). Encourage them to make arguments for the option they prefer. Then tell them what they are doing is trying to influence your choice. (Then you can actually do either x or y tomorrow as part of reviewing the word influence.)
2. [Target word] Teacher: “This word is influence.” Display word. Show visual cue and physical cue.
6. [Connection] Teacher: “Earlier, you tried to get me to change my choice to something you want.” [Rephrase] “You tried to influence
my choice between [x] and [y].”

7. [Context reference] Teacher: “Mee Moua worked to change laws in Minnesota when she was a senator.” [Rephrase] “She worked to influence laws.”

8. [Non-context reference] Display sentence frame (I want to influence__). “I want to influence the school schedule. I want to make the day start later.”


Introduce investigate

1. [Discovery] Teacher: “Think of a time when you didn’t know an answer to a question on your homework/ a worksheet, and you tried to find the answer. What did you do to try to find the answer?” After several student responses, tell students that what they did was investigate.

2. [Target word] Teacher: “This word is investigate.” Display word. Show visual cue and physical cue.


6. [Connection] Teacher: “You told me you looked for answers.” [Rephrase] “You investigated to find an answer.”

7. [Context reference] Teacher: “The police investigate crimes. They look for answers about the crimes, like answering who did it and when it happened.”

8. [Non-context reference] Display sentence frame (I can investigate to learn more about__). Teacher: “I want to learn more about the stars. I can investigate to learn more about the stars.”

9. [Application] Teacher: “What do you want to investigate?” Students (individually): “I can investigate to learn more about __.”

RtI alignment (adjustment): Use student answers to assess comprehension and re-teach as needed.


Introduce inspire

1. [Discovery] Show a short inspirational video (e.g. “Share. Care. Joy.” by Naik Foundation. In this two minute long video, a young boy in India finds some money. He imagines the things he could buy with it, like icecream and candy. While he looks at treats and toys at the
market, another child accidentally breaks a vendor’s serving glasses. Rather than being angry, the vendor shows kindness and forgiveness to the child. The boy, seeing this, chooses to use the money he found to anonymously replace her glasses. The boy walks away happy. View at https://www.youtube.com/watch?v=HkuKHwetV6Q). Ask students how this made them feel and what it makes them want to do. Ask why the boy chose to help the old woman, and whether he would have done that if she had been mean to the child who broke her glasses. After some discussion, tell them what they and the boy are feeling is inspired.

2. [Target word] Teacher: “This word is inspire.” Display word. Show visual cue and physical cue.

3. [Oral practice] Teacher: “Say it with me!”
   All: “Inspire.”

4. [Student-friendly definition] Teacher: “Inspire means to make someone want to do something.”

5. [Reinforcement] Teacher: “What means to make someone want to do something?”
   Students (chorally): “Inspire.”

6. [Connection] Teacher: “The woman in the video made the boy want to be kind.” [Rephrase] “She inspired the boy to be kind.”

7. [Context reference] Teacher: “Mee Moua inspired other Hmong-Americans to become politicians.”

8. [Non-context reference] Display sentence frame (I want to inspire people to __). Teacher: “I want to inspire people to study hard.”

   Students (individually): “I want to inspire people to __.”
   **RtI alignment** (adjustment): Use student answers to assess comprehension and re-teach as needed.

10. [Recap] Teacher: “What word did we learn?”
    Students (chorally): “Inspire.”

Do a quick check for understanding of each new word (e.g. to show level of understanding/comfort with word, have students give thumbs up, sideways, or down; write 1, 2, or 3 on a sticky note; or hold up 1, 2, or 3 fingers). Use this to inform further instructional needs for the group and individuals. Give additional examples/ practice as needed.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 min.</td>
<td><strong>Vocabulary Development:</strong> Reinforce <em>influence, inspire,</em> and <em>investigate</em></td>
</tr>
<tr>
<td></td>
<td>- Give students Vocabulary Exercise 3 (word-to-picture matching and identifying examples/ nonexamples)</td>
</tr>
<tr>
<td></td>
<td>- <strong>RtI alignment</strong> (data collection): Use answers to further complete the Vocabulary Evaluation for each student.</td>
</tr>
<tr>
<td>1 min.</td>
<td><strong>Wrap Up</strong></td>
</tr>
<tr>
<td></td>
<td>- Ask students to recap what we did today.</td>
</tr>
<tr>
<td></td>
<td>- Display today’s target words with visual cues and ask students to read the words aloud.</td>
</tr>
</tbody>
</table>

**Lesson C-4**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min.</td>
<td><strong>Warm Up</strong></td>
</tr>
<tr>
<td></td>
<td>- Ask students to recall what we did yesterday. Ask students what they remember about the reading(s)/ Mee Moua. Students may repeat answers given the previous day, but also encourage new answers.</td>
</tr>
<tr>
<td></td>
<td>- Remind students that building vocabulary and building fluency will help them understand more of what they read.</td>
</tr>
<tr>
<td>8 min.</td>
<td><strong>Vocabulary Development:</strong> Reinforce <em>concerned, community, decide, inspire, investigate, influence, predict,</em> and <em>protect</em></td>
</tr>
<tr>
<td></td>
<td>- Display one of the new vocabulary words at a time (without cues). For each word, ask students what the word is to see if they can recognize it. (<em>Additional scaffold:</em> If needed show visual and/or physical cue and have students repeat word.) Review any commonly missed answers from prior vocabulary exercises as needed.</td>
</tr>
<tr>
<td></td>
<td>- Give students Vocabulary Exercise 4 (completing sentences).</td>
</tr>
<tr>
<td></td>
<td>- <strong>RtI alignment</strong> (data collection): Use answers to further complete the Vocabulary Evaluation for each student.</td>
</tr>
<tr>
<td>5 min.</td>
<td><strong>Fluency Development:</strong> Repeated reading via partner and individual practice</td>
</tr>
<tr>
<td></td>
<td>- Briefly remind students of the aspects of fluent reading they are trying to improve.</td>
</tr>
<tr>
<td></td>
<td>- Each student should practice the reading once with a partner (taking turns), and then individually as many times as they can within the time available. Remind students to try to read as if they are talking to someone and do not provide stopwatches.</td>
</tr>
</tbody>
</table>
While students work, teacher gives individual support as needed.

| 15 min. | **RtI Alignment** (adjustment): Flex time  
- Based on recorded observations throughout the week, provide additional practice for each student in the area that s/he seems to struggle with most (vocabulary, fluency, or comprehension) (see Flex Time Practice). If a student does not seem to be struggling in any area, provide extended development in an area of his/her choosing (vocabulary, fluency, or comprehension) (see Flex Time Extension). If a student finishes all assigned exercises, s/he can work on any of the other exercises.  
  - Teacher gives individual support as needed. |

| 3 min. | **Fluency Development**: Repeated reading via choral reading  
- Read entire text as a group. Briefly pause before paragraph 3 to let the group get ready to show off their reading fluency, as well as to remind students to read at a conversational pace and not to go faster, even if they can.  
- Make note of how much more smoothly the group can read together than it could earlier in the week. |

| 5 min. | **Comprehension Support**  
- Give students Comprehension Exercise 3.  
  - **RtI Alignment** (data collection): Use student answers to further complete the Comprehension Evaluation for each student. |

| 3 min. | **Wrap Up**  
- Ask students to share their answers to the last question in Comprehension Exercise 3: “How can you help your community?” |

Lesson C-5

| 1 min. | **Warm Up**  
- Ask students what they remember about the reading/ Mee Moua. Students may repeat answers given the previous day, but also encourage new answers.  
- Remind students that building vocabulary and building fluency will help them understand more of what they read. |

| 3 min. | **Vocabulary Development**: Reinforce *community, concern, decide, influence, inspire, investigate, predict, and protect* |
As a group, read aloud corrected sentences from Vocabulary Exercise 4. Discuss any commonly missed answers.

| 5 min. | **Fluency Development/ Comprehension Support:** Repeated reading via individual practice  
  - Students silently read the whole text. If they finish early, they quietly read aloud paragraphs 3 and 4 in the remaining time. |

| 30 min. | **RtI Alignment** (data collection): Vocabulary, Fluency, and Comprehension Assessments  
  **Vocabulary and Comprehension**  
  - Give students Vocabulary Exercise 5 (completing sentences) and Comprehension Exercise 4 (applying information). If students finish both exercises, they can choose a vocabulary or comprehension exercise to work on from the Flex Time Practice or Extension that they have not already completed.  
    - **RtI alignment** (data collection): Use student answers to complete the Vocabulary Evaluation and Comprehension Evaluation for each student.  
  **Fluency**  
  - While other students work on the vocabulary and comprehension exercises, the teacher assesses the fluency of individual students. Students read aloud paragraphs 3 and 4 of “Mee Moua: Minnesota’s First Hmong-American Senator.” The teacher listens and completes the Dimensions of Fluent Reading Form and Reading Accuracy Form (Fluency Evaluations 1 and 2). After the student reads, the teacher gives specific feedback on areas of achievement and areas for improvement while maintaining an encouraging attitude. |

| 1 min. | **Wrap Up**  
  Make positive comments on group progress and show enthusiasm for working on growth areas more in the weeks to come. If known, give students a general idea of what will be covered next week. |

---

**Unit C Materials**  
(1) Primary Text; (2) Additional Visual Resources; (3) Secondary Text; (4) Condensed Vocabulary; (5) Vocabulary Evaluation and Exercises; (6) Fluency Evaluations and Feedback Form; (7) Comprehension Evaluations and Exercises; (8) Flex Time Practice and Extension Exercises
Mee Moua: Minnesota’s First Hmong-American Senator

by Katherine Little (2017)

Mee Moua was the first Asian woman and the first Hmong-American to serve on the Minnesota Legislature. The legislature is the branch of U.S. government that helps make laws. People who serve on the legislature help decide what laws their state will have. Mee Moua had a chance to influence laws in Minnesota while she served on the legislature from 2002 to 2011.

Moua was born in Laos. Her father was a medic in the Vietnam War. Like most Hmong people, her family was in a lot of danger when the war ended. They fled to Thailand to escape the violence. Her family came to the U.S. as refugees in 1978, when Moua was 9 years-old. After coming to the U.S., Moua worked hard in school. She graduated from a Wisconsin high school and then earned degrees from three universities. She went to the University of Minnesota to get her law degree. As an attorney (or lawyer), she knows a lot about U.S. laws.

When Mee Moua joined the legislature, she wanted to help her community in St. Paul, Minnesota. She was mostly concerned about education, safety, housing, and making jobs. She tried to make sure that people’s rights are protected, no matter what the color of their skin is. For example, she decided to change how the police investigate crimes because she felt some of their practices were unfair for people of color.

Moua retired from the legislature in 2011 to spend more time with her family. The laws she helped make still influence her community and other Hmong-Americans have been inspired to become politicians.
2. Unit C Additional Visual Resources

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Jobs Image]</td>
<td>![Housing Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Safety Image]</td>
<td>![Education Image]</td>
</tr>
</tbody>
</table>
3. Unit C Secondary Text: Timeline

Timeline: The Life of Mee Moua

- 1969: Born in Laos
- 1974: Family fled to Thailand
- 1978: Moved to the United States
- 1992: Earned a degree from Brown University
- 1997: Became a lawyer
- 2002: Elected as a Minnesota State Senator
- 2011: Retired from the legislature
<table>
<thead>
<tr>
<th>Word</th>
<th>Scaffolds</th>
<th>Sentence Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Student-Friendly Definition</strong></td>
<td><strong>Physical Cue</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="image1">Image</a></td>
</tr>
<tr>
<td>community</td>
<td>A community is a place people share.</td>
<td>Draw large circle in front of body</td>
</tr>
<tr>
<td>concerned</td>
<td>Concerned means feeling worried.</td>
<td>Wring hands together</td>
</tr>
<tr>
<td>decide</td>
<td>Decide means to choose.</td>
<td>With palms up, put left hand out (“de-“) then right hand out “-cide”)</td>
</tr>
<tr>
<td>inspire</td>
<td>Inspire means to make someone want to do something.</td>
<td>Shove fist into the air.</td>
</tr>
<tr>
<td>investigate</td>
<td>Investigate means to look for answers.</td>
<td>Mime looking around</td>
</tr>
<tr>
<td>influence</td>
<td>Influence means to change something or someone.</td>
<td>Hold hand out with palm facing down (“in-“), flip hand over so palm faces up (“-fluence”).</td>
</tr>
</tbody>
</table>
| predict | Predict means you think about what will happen next. | Tap head once ("pre-") then point forward once ("-dict"). | I predict _______.

| protect | Protect means keep something safe. | Bring cupped hands together, one on top on the other. | I want to protect _____.

5. Unit C Vocabulary Evaluation and Exercises
Words assessed: predict, concerned, community, decide, protect, earn, influence, investigate, inspire
### Unit C Vocabulary Evaluation

*Directions:* Assess students’ knowledge of vocabulary words throughout the week. Make any notes that might aid in future planning.

#### Vocabulary Evaluation

**Proficiency Target Scores**

0: No evidence/ Does not recognize word.
1: Can read the word aloud.
2: Can match the word to defining picture or written/spoken definition.
3: Can identify examples and nonexamples of the word meaning.
4: Can use in sentence within context of word introduction.
5: Can use in sentence beyond context of word introduction.

**Student Name ____________________________**

**Intervention Week ____**: Dates _____________ to _____________

<table>
<thead>
<tr>
<th>Tier Two Word</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>#1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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<td>#2</td>
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<td>4</td>
<td>5</td>
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<td>3</td>
<td></td>
<td>4</td>
<td>5</td>
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<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes (optional):**
Unit C Vocabulary Exercise 1
Words Assessed: predict, community, concern
Vocabulary Targets 2 and 3

Directions: Students should work independently.

Part A
Name __________________________ Date ______________

Word-Picture Match

Draw a line from the word to the picture that goes with it.

predict

community

concerned

Part B

Which One?

Circle the answer to the question.

Which would help you predict?
A) calendar     B) shoe

Which is a community?
A) book     B) city
Unit C Vocabulary Exercise 2
Words Assessed: community, concerned, decide, predict, protect
Vocabulary Targets 2 and 3

Directions: Students should work independently.

Part A
Name __________________________ Date ____________

Word-Definition Match

Draw a line from the word to its meaning.

decide — keep something safe
community — choose
protect — think what will happen next
concerned — a place people share
predict — feeling worried
Part B

Which One?

Circle the example that answers the question.

Which shows someone who is **concerned**?

Which shows something you would **protect**?

Which shows someone trying to **decide**?
Directions: Students should work independently.

Part A
Name ___________________       Date _____________

Picture-Word Match

Draw a line from the word to the picture that goes with it.

investigate

inspire

influence
Part B

**Which One?**

Circle the example that answers the question.

**Who is trying to *influence* something?**

<table>
<thead>
<tr>
<th>A) A woman sharing ideas</th>
<th>B) A man serving food</th>
</tr>
</thead>
</table>

**Who is trying to *inspire* someone?**

<table>
<thead>
<tr>
<th>A) A man fixing a car</th>
<th>B) A mom teaching her child</th>
</tr>
</thead>
</table>

**Who is trying to *investigate*?**

<table>
<thead>
<tr>
<th>A) Boys studying</th>
<th>B) A girl playing soccer</th>
</tr>
</thead>
</table>
## Writing

Complete each sentence using the words in the Word Banks.

### Word Bank 1
- predict
- inspired
- investigate
- community

1. Minnesota is a _____________.
2. Mee Moua ____________ more Hmong-Americans to become politicians.
3. Mee Moua changed the way police ____________ crimes.
4. I ____________ more refugees will become politicians.

### Word Bank 2
- protect
- decide
- concerned
- influence

5. Mee Moua wanted to ____________ laws in Minnesota.
6. Mee Moua was ____________ about safety in her community.
7. Mee Moua wants to ____________ people’s rights.
8. Mee Moua helped ____________ what laws to make in Minnesota.
### Unit C Vocabulary Exercise 5

**Words Assessed:** community, concerned, decide, influence, inspire, investigate, predict, protect

**Vocabulary Target 4**

**Directions:** Students should work independently.

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ______________</th>
</tr>
</thead>
</table>

**Writing**

Complete each sentence using the words in the Word Banks.

<table>
<thead>
<tr>
<th>Word Bank 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>predict</td>
</tr>
<tr>
<td>concerned</td>
</tr>
<tr>
<td>influence</td>
</tr>
<tr>
<td>decide</td>
</tr>
</tbody>
</table>

1. I ________________ Kia will see a movie tomorrow.
2. I am ________________ about crime in my city.
3. I want to ________________ the rules in my school.
4. I need to ________________ to buy apples or bananas.

<table>
<thead>
<tr>
<th>Word Bank 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>protect</td>
</tr>
<tr>
<td>community</td>
</tr>
<tr>
<td>investigate</td>
</tr>
<tr>
<td>inspire</td>
</tr>
</tbody>
</table>

5. I can ________________ to learn who ate the last cookie.
6. My school is a ________________.
7. I want to ________________ my baby sister.
8. I want to ________________ people to be nice.
6. Unit C Fluency Evaluations

---

**Fluency Evaluation 1**
Dimensions of Fluent Reading Form

*Directions*: Listen to a student read a short passage (about 100 words) while considering each dimension below. Sum the scores of each dimension after the reading. If the sum is less than 10, the student needs more fluency instruction at this level of text difficulty. If the score is equal to or greater than 10, the student may be ready for more difficult texts.

<table>
<thead>
<tr>
<th>Fluency Attributes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression</strong>: 1 = sounds not at all natural. 4 = varied expression to match text content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phrasing</strong>: 1 = word-by-word and monotone. 4 = reflects punctuation, uses stress/ intonation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smoothness</strong>: 1 = often hesitates, repeats. 4 = smooth with some breaks, self-corrects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pace</strong>: 1 = reads slowly and with difficulty. 4 = conversational pace throughout.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total score</strong>: _______ &lt; 10 or ≥ 10 (circle one)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional notes (optional):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Rasinski (2004).
Directions: Use a stopwatch to time a student reading for 1 minute. As the student reads, put a “tick” above any word that is misspoken/ misread (do this subtly so the student can continue to concentrate on reading). These are the “errors.” Note: For passages divided by many pictures, it may be helpful to transcribe the teacher-copy of the text into a consolidated version. It may also help to mark every tenth word of the text to make it easier to count the “total words read.”

<table>
<thead>
<tr>
<th>Reading Accuracy Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name ___________________________   Date ________________</td>
</tr>
<tr>
<td>Text title: ____________________________</td>
</tr>
<tr>
<td>Number of words in passage: __________</td>
</tr>
<tr>
<td>Total words read: __________</td>
</tr>
<tr>
<td>Errors: __________</td>
</tr>
<tr>
<td>Words correct per minute: __________</td>
</tr>
<tr>
<td>[Words read - Errors = Words correct per minute]</td>
</tr>
<tr>
<td>Additional notes (optional):</td>
</tr>
</tbody>
</table>

Adapted from Rasinski (2004).
**Fluency Feedback Form**

*Directions:* The reader fills out his/her name, the date, and the trial number of the day. The reviewer times the reading and records number of missed words. The reviewer also scores the reader on speed and smoothness, and gives oral feedback if able.

<table>
<thead>
<tr>
<th>Speed</th>
<th>Smoothness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: _____ seconds</td>
<td>1</td>
</tr>
</tbody>
</table>

1. How many missed words? __________

<table>
<thead>
<tr>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Work</td>
</tr>
<tr>
<td>The speed was the same. The smoothness was the same. Try saying the missed words again.</td>
</tr>
</tbody>
</table>
7. Unit C Comprehension Evaluation and Exercises

**Comprehension Evaluation**

*Directions:* Complete the evaluation for each student. Record the date, the exercise number and/or title, the comprehension target for the exercise, and whether or not the target was met by the student.

<table>
<thead>
<tr>
<th>Text Title:</th>
<th>Date</th>
<th>Exercise #/Title</th>
<th>Target</th>
<th>Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>No</td>
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<tr>
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<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Notes (optional):

**Comprehension Evaluation**

**Proficiency Target Scoring**

0: No evidence/ does not recognize information.
1: can identify information from the text.
2: can apply information from the text.
3: can infer meaning beyond the information in the text.

Student Name ____________________________
Intervention Week ____ : Dates _____________ to _____________
### Unit C Comprehension Exercise 1

Comprehension Target 1

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ____________</th>
</tr>
</thead>
</table>

**What Did You Read?**

Use the text to answer the questions.

1. Where was Mee Moua born?
   A) Thailand  B) Laos

2. How old was Mee Moua when she came to the U.S.?
   A) 9 years-old  B) 20 years-old

3. What job did Moua have before being a Senator?
   A) Medic  B) Lawyer

4. When did Moua join the legislature?
   A) 2011  B) 2002

5. Where was Moua a Senator?
   A) Minnesota  B) Wisconsin
Unit C Comprehension Exercise 2
Comprehension Target 2

Directions: Students may work with a partner. They should use both the primary and secondary texts to find the answers.

Name __________________________ Date ____________

What Did You Read?

Use the text and the timeline to answer the questions.

1. When was Mee Moua born? __________________________
2. When did she move to the U.S.? __________________________
3. How old was Moua when she came to the U.S.? __________
4. When did she become a lawyer? __________________________
5. How long was she a State Senator? __________________________

What Do You Think?

6. How could being a lawyer help Mee Moua be a Senator?

____________________________________________________
____________________________________________________
____________________________________________________
## Unit C Comprehension Exercise 3
Comprehension Targets 2 and 3

*Directions:* Students should work independently and can refer to the text as needed.

Name ___________________________ Date ______________

### Think About It

Use the text to answer the questions.

1. Why did the Moua family leave Laos? ________________________
   __________________________________________________________

2. What branch of the U.S. government did Mee Moua join?
   A) Executive
   B) Judicial
   C) Legislative

3. How did Mee Moua help her community?
   A) By being a Senator
   B) By picking up litter
   C) By joining the school board

### What Do You Think?

4. How can you help your community? ________________________
   __________________________________________________________
Think About It

Use the text to answer the questions.

1. What countries did Mee Moua live in?
   A) _______________________
   B) _______________________
   C) _______________________

2. What was Mee Moua concerned about in her community?
   A) _______________________
   B) _______________________
   C) _______________________
   D) _______________________

3. What branch of the U.S. government did Mee Moua join?
   ___________________________________________________

4. What did Mee Moua want to protect?
   ___________________________________________________

5. What did Mee Moua inspire other people to do?
   ___________________________________________________
### Unit C Flex Time Practice

#### Vocabulary Practice

**Part A**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**Fill-in-the-Blank**

Complete each definition using the Word Bank.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>influence</td>
</tr>
<tr>
<td>protect</td>
</tr>
<tr>
<td>concerned</td>
</tr>
</tbody>
</table>

1. A ____________ is a place people share.
2. ____________ means to make someone want to do something or someone.
3. ____________ means to change something.
4. ____________ means feeling worried.
5. ____________ means to choose.
6. ____________ means to look for answers.
7. ____________ means to think about what will happen next.
8. ____________ means keep something safe.
## Part B

### Writing

Complete each sentence.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>concerned</th>
<th>decide</th>
<th>influence</th>
<th>investigate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can ________________ to learn why stars shine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am ________________ about my test scores.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I want to ________________ my school. I want to make it a better place.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Today I need to ________________ to ride the bus or walk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>predict</th>
<th>inspire</th>
<th>community</th>
<th>protect</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I want to ________________ my family. I want to keep them safe.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. My city is a ________________.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I ________________ my friend will go to school tomorrow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I want to ________________ people to eat healthy food.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fluency Practice

Part A

**Practice. Practice. Practice.**

Read each word aloud 3 times.

<table>
<thead>
<tr>
<th>concerned</th>
<th>inspire</th>
<th>legislature</th>
</tr>
</thead>
<tbody>
<tr>
<td>influence</td>
<td>community</td>
<td>investigate</td>
</tr>
<tr>
<td>protect</td>
<td>decide</td>
<td>politicians</td>
</tr>
</tbody>
</table>

Part B

**More Practice!**

Read each of these sentences aloud 3 times.

1. When Mee Moua joined the legislature, she wanted to help her **community** in St. Paul, Minnesota.

2. For example, she **decided** to change how the police **investigate** crimes because she felt some of their practices were unfair for people of color.

3. The laws she helped make still **influence** her **community** and other Hmong-Americans have been **inspired** to become politicians.
Comprehension Practice

Name ______________________ Date ______________

Fill-in-the-Blank

Word Bank

<table>
<thead>
<tr>
<th>education</th>
<th>Hmong</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>community</td>
<td>influence</td>
<td>housing</td>
</tr>
<tr>
<td>U.S.</td>
<td>protected</td>
<td>Laos</td>
</tr>
</tbody>
</table>

1. Mee Moua was the first _____________-American to serve on the Minnesota legislature.
2. Mee Moua served on the legislature from _________ to 2011.
3. Mee Moua was born in ______________.
4. Mee Moua’s family came to the _____________ as refugees.
5. When Mee Moua joined the legislature, she wanted to help her _______________ in St. Paul, Minnesota.
6. She was mostly concerned about ________________, safety, ________________, and making jobs.
7. She tried to make sure that people’s rights are ________________.
8. The laws she helped make still ________________ her community.
**Unit C Flex Time Extension**

**Vocabulary Extension**

Name ___________________________  Date ________________

**Writing**

Write a sentence about each picture. Use a word from the Word Bank in each sentence. Use each word in the Word Bank one time.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>influence</td>
</tr>
<tr>
<td>protect</td>
</tr>
<tr>
<td>investigate</td>
</tr>
</tbody>
</table>

1. ![Image](image1.png)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. ![Image](image2.png)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. ![Image](image3.png)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Fluency Extension

Name __________________________  Date ____________

**Speed Read**

Read the text aloud as fast as you can.
Use a stopwatch.

<table>
<thead>
<tr>
<th>Try #</th>
<th>Speed (seconds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Fastest Time: ______ seconds
Comprehension Extension

Name _________________________   Date _______________

What Do You Think?

1. Why were people inspired by Mee Moua?
   ______________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. How did Mee Moua influence her community?
   a. ___________________________________________________
   b. ___________________________________________________
   c. ___________________________________________________

3. Why do you think Mee Moua was the first Hmong-American State Senator?
   ______________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
Conclusion

In this chapter, I have endeavored to provide a curriculum guide that will support teachers in their work with elementary ELs who struggle to read. The three example curricular units were designed using UbD principles and within the context of Tier 2 of the RtI framework. In addition, this guide is grounded in the guiding principles developed based on the literature reviewed: instruction and materials should be (a) scaffolded, (b) culturally and linguistically responsive, (c) focused on improving reading comprehension through the development of Tier Two vocabulary and reading fluency, and (d) conducive to best practices with the RtI framework. It is hoped that this curriculum guide will provide a clear and useful approach to addressing the needs of struggling EL readers. Chapter five concludes this Capstone project by describing my major learnings, the possible implications and limitations of this project, and suggestions for future research.
CHAPTER FIVE

Conclusion

For educators concerned about the challenges inherent in identifying the specific needs of struggling ELs, the curriculum guide developed for this capstone and presented in chapter four offers a research-based approach to improving the reading proficiency of ELs who struggle to read. Further, it is hoped that this approach will provide a means of identifying students who merit additional assessment and might require more intensive individualized support. This Capstone project is intended to answer the question *What curriculum guide can be developed for Tier 2 Interventions within the RtI framework for elementary-level ELs with reading difficulties?* In this chapter, I will describe my major learnings from this project, revisit the importance of the reviewed literature in the development of the curriculum guide, and discuss possible implications for policy and for stakeholders. I will also outline the limitations of this project, recommendations for future research, and my plan for sharing and using the product of this project.

Major Learnings

My initial interest in this topic was sparked by my concern about the disproportionality of ELs in special education and the lack of appropriate services for struggling ELs. I started this project with a number of questions about how to help ELs, and some of the answers I found led to even more questions. For example, while I understood that ELs face many barriers, researching these barriers showed me the true complexity of the task of distinguishing between SLA issues and LDs. I also found that
this issue is further complicated by a lack of clear policies and practices for how to assess ELs for LDs, perpetuating (and sometimes exacerbating) the barriers faced by this already underprivileged group. There is not a clear answer for how to overcome these issues, though I am sure that part of the answer lies in making support for ELs a higher priority in our society.

In the absence of immediate policy changes and cultural shifts, I found it useful to focus on what individual teachers can do to address the needs of their struggling ELs. Finding a strong body of research that connects academic failure to reading difficulties honed my focus for this project and considering the role of RtI gave me a context to work within. It was especially interesting to research predictors of successful reading for ELs, and I learned a lot about how to develop vocabulary and reading fluency from the literature. Writing the example units then allowed me to put the theories into practice and gave me some very practical tools. For example, I got a great deal of practice developing student-friendly definitions and selecting words for instruction. Furthermore, in creating the three example units, it became clear that having consistent templates for vocabulary and fluency instruction was very useful because it ensured that I touched on the various instructional and evaluative components identified in the literature review, such as using student-friendly definitions and connections to prior knowledge (Beck, McKeown, & Kucan, 2013). I can now also use and adapt these templates in my own teaching, knowing they are strongly supported by research.

**Foundations in Research**

The literature review led to my choice of guiding principles, which helped form the foundation of my curriculum guide. For me, these guiding principles clarified the intersection between the literature on evidence-based practices in reading instruction and
for teaching ELs. Therefore, in each unit, (a) multiple scaffolds are provided, (b) explicit connections are made to various cultural and linguistic backgrounds, (c) Tier Two vocabulary instruction and fluency practice integrally support reading comprehension, and (d) each unit is intentionally conducive to the use of best-practices within the RtI framework. It is hoped that units based on this research would give students a real opportunity to succeed.

The work of many researchers guided the development of my project. For example, the book *English Language Learners with Special Education Needs*, edited by Artiles and Ortiz (2002), provided a goldmine of useful information and insights. I especially took note of the theme of cultural responsiveness woven throughout the book. Finding that culturally responsive materials and instruction can actually increase comprehension (Cloud, 2002) gave me a new level of motivation to include this in my curriculum guide. This finding guided my selection of learning objectives and my writing of texts, examples, and activities. It also motivated me to spend time finding children’s literature reflecting a wide variety of cultures, the product of which is Appendix C.

The vocabulary instruction in my guide was, of course, very influenced by the work of Beck, McKeown, and Kucan (2013). I found many practical resources in their 2013 book, *Bringing Word to Life: Robust Vocabulary Instruction*. This work was particularly helpful for my development of student-friendly definitions in that the authors explained what is important when introducing a word for the first time (e.g. simple, everyday language). These authors’ activity ideas also inspired my approach to developing meaningful interactions with vocabulary words. For example, my exercises
which ask students to distinguish between examples and nonexamples of word meanings is loosely based on their “Which would” activity (pp. 53-54) that gives students choices between scenarios.

My curriculum guide was also shaped by the work of Chard, Vaughn, and Tyler (2002), who researched effective fluency interventions for elementary students with LDs. Though my guide targets struggling EL readers both with and without LDs, other research indicates that reading fluency is important for ELs in general (Haager & Windmueller, 2001). Therefore, I used key recommendations outlined in the work of Chard, Vaughn, and Tyler (2002), such as providing a model of fluent reading and giving opportunities to reread familiar text both with feedback and independently. Chard, Vaughn, and Tyler (2002) also recommend using performance criteria to determine when students are ready for greater text difficulty, so I provided fluency evaluations to support the teacher in making these determinations. However, the selection of criteria for these evaluations was mostly influenced by the work of Rasinski, Blachowicz, and Lems (2006). Overall, my understanding of reading fluency was shaped by these authors.

I am very grateful for the extensive and careful work of these and other researchers. Because of their work, I was more confident that the various components of my projects were well-grounded in research and that my guide might be helpful to teachers and students. Their findings and conclusions gave me a foundation on which to build my own work, and I hope I have made some contribution to the educational literature with this project.
Implications

The implications of this work could extend to administrators, teachers, students, and policy-makers. For example, using this guide to help shape curriculum could provide a more solid footing for teachers and administrators when making special education referral decisions and could also prevent inappropriate referrals. Furthermore, ELs can begin getting their learning needs addressed in ways that are well-grounded in research. Hopefully, this would help them recover more quickly and fully from learning difficulties. A further benefit of this approach is that using an RtI-based curriculum would generate a significant amount of data, which could be used to inform district- and state-level policy decisions.

The same data could help school support teams have rich and fruitful discussions about students’ needs. In this way, EL teachers, content area teachers, and special education teachers can review student data and discuss interpretations, together developing a plan of action based on objective information. The evaluations (i.e. assessments) used in this guide would help teachers develop a shared and specific understanding of student reading needs.

As the guide’s evaluations address specific aspects of reading (fluency, vocabulary, comprehension), it may become evident that a student needs additional support in just one or two of these areas, allowing for more specific remediation. For example, a student might perform well in both fluency and Tier Two vocabulary, yet still struggle with comprehension. This would clearly indicate the need for a different, more
focused intervention for this student. Furthermore, the proficiency scales used in the evaluations could allow for more precision in pinpointing areas of struggle. For example, a student may be able to consistently identify information from the text, but be unable to apply it. Collaboratively reviewing the data showing this pattern would help create consensus around specific interventions to implement for each student. Hopefully, this would make it more likely that students would receive supports that make the most effective use of instructional time and that would get them back on track as quickly as possible.

**Limitations**

This guide was designed to help a specific subset of ELs, namely those with low English proficiency who could benefit from extra instruction in Tier Two vocabulary and reading fluency. This would not be especially useful for students who need instruction in other areas of reading (e.g. phonics, syntax, or text features), though most of the guiding principles could still apply to such a curriculum. Furthermore, it might not be practical for many teachers to spend time creating materials like those in the example units, especially if they need to develop an entire curriculum. However, the templates and examples provided in the guide could streamline this process, and teachers could simply use this guide to augment or adapt an existing curriculum. For example, teachers could use the student-friendly definitions and the vocabulary routine for teaching Tier Two words, and/or use the evaluations developed for comprehension, vocabulary, and fluency. Finally, teachers of other grades and WIDA levels would have to consider how this guide
would need to be adapted for their specific students. The appendices provided are intended to help teachers who wish to adapt this curriculum to their own circumstances.

**Recommendations for Future Research**

It was beyond the scope of this Capstone project to research the effectiveness of a curriculum guide of this type in an actual school setting. However, it would be informative to compare the learning outcomes from this type of intervention to those of a control group. To test the effectiveness over time, several weeks or months worth of units would be needed. It would also be necessary to validate the evaluation criteria (i.e. proficiency targets) used to assess comprehension, vocabulary, and fluency within the units. If this type of intervention were demonstrated to be effective for ELs who struggle with reading, it would then be interesting to explore whether or not (and how) its use affects the EL referral rate to special education. Finally, researching the usability of this guide for teachers could show where modifications can be made that would increase the generalizability of the guide to various settings and student populations. In the meantime, hopefully teachers can use something of this guide to inform and inspire their teaching practice.

**Next Steps**

I am excited about the potential for this approach to make a difference for ELs who struggle with reading. I look forward to implementing the principles explored in this project in my own classrooms. I am particularly interested in developing this guide further for a broader audience and expanding it to reflect a full-length intervention, and the units were structured so that this could be done. For example, Unit B (Science) was
intentionally designed to allow for expansion to cover the needs of living things beyond water, such as energy/nutrients and protection. All of the Tier Two vocabulary words taught in this weeklong example unit (living, survive, difficult, frequently, and invent) could be reviewed and built upon in subsequent units on the needs of living things. In this way, all of the example units were written to provide a foundation on which to build additional vocabulary knowledge and content understanding.

As I apply my learning from this project, I intend to modify and grow my teaching craft based on student responses. Planning for frequent data-collection on methods used and resultant learning outcomes will help in this process. Furthermore, I can use the reading resources I have compiled to build a multicultural/multilingual library for my students. I have received several requests for this list from both teachers and non-teachers, and am happy that it will be used. To make the curriculum guide more accessible and usable, it has been organized to allow it to be extracted from the rest of the paper. The entirety of this project will be available in the Hamline Digital Commons. As I use and refine this guide myself, I will also want to share it more with my colleagues. In order to share this guide with other educators, I would like to submit a proposal to present it at an educational conference or professional development event. This would give me an opportunity to hear ideas from colleagues about other ways this guide could be applied and expanded. I sincerely hope that this guide will be used, and would be privileged to find that students benefited from my work.
Conclusion

This Capstone project endeavored to answer the question, *What curriculum guide can be developed for Tier 2 Interventions within the RtI framework for elementary-level ELs with reading difficulties?* Chapter One told the story of how I came to develop this question, which merged my interests in both psychology and teaching ELs. A review of literature was required in order to build a foundation for answering this question. This review was provided in Chapter Two. In Chapter Three, I outlined the method used for creating the curriculum guide based on the reviewed research. Chapter Four presented a curriculum guide within the RtI framework designed to support fourth grade ELs who struggle with reading. Finally, Chapter Five provided a reflection on the Capstone completion process, including my major learnings and suggestions and plans for future work.

Given the many challenges faced by ELs, providing evidence-based interventions for those who struggle is critical. As educators, we are in a position to directly help these students by reducing barriers to their success and achievement. However, given the necessity of literacy in today’s world, it is in everyone’s best interest to meet the needs of these students as soon as possible, and it is incumbent upon the entire community to be their advocates and allies.
APPENDIX A
WIDA Performance Definitions for Levels 1, 2, and 3
These Performance Definitions were developed by World-Class Instructional Design and Assessment (WIDA) (2012). They describe what ELs should be able to do at each English proficiency level. The lowest three levels are included below, as these are the levels targeted in the three curricular examples. The complete performance definitions and other EL educator resources can be found at https://www.wida.us/

### WIDA Level 1 (Entering)

**Listening and Reading**
- Linguistic Complexity
  - Single statements or questions
  - An idea within words, phrases, or chunks of language
- Language Forms and Conventions
  - Simple grammatical constructions (e.g. commands, Wh-questions, declaratives)
  - Common social and instructional forms and patterns
- Vocabulary Usage
  - General content-related words
  - Everyday social, instructional, and some content-related words and phrases

**Speaking and Writing**
- Linguistic Complexity
  - Words, phrases, or chunks of language
  - Single words used to represent ideas
- Language Forms and Conventions
  - Phrase-level grammatical structures
  - Phrasal patterns associated with familiar social and instructional situations
- Vocabulary Usage
  - General content-related words
  - Everyday social and instructional words and expressions

### WIDA Level 2 (Emerging)

**Listening and Reading**
- Linguistic Complexity
  - Multiple related simple sentences
  - An idea with details
### Language Form and Conventions
- Compound grammatical structures
- Repetitive phrasal and sentence patterns across content areas

### Vocabulary Usage
- General content words and expressions, including cognates
- Social and instructional words and expressions across content areas

### Speaking and Writing
- **Linguistic Complexity**
  - Phrases or short sentences
  - Emerging expression of ideas
- **Language Form and Conventions**
  - Formulaic grammatical structures
  - Repetitive phrasal and sentence patterns across content areas
- **Vocabulary Usage**
  - General content words and expressions
  - Social and instructional words and expressions across content areas

### WIDA Level 3 (Developing)

#### Listening and Reading
- **Linguistic Complexity**
  - Discourse with a series of extended sentences
  - Related ideas specific to particular content areas
- **Language Form and Conventions**
  - Compound and some complex grammatical constructions
  - Sentence patterns across content areas
- **Vocabulary Usage**
  - Specific content-area language and expressions
  - Words and expressions with common collocations and idioms across content areas

#### Speaking and Writing
- **Linguistic Complexity**
  - Short and some expanded sentences with emerging complexity
  - Expanded expression of one idea or emerging expression of multiple related ideas across content areas
- **Language Form and Conventions**
  - Simple and compound grammatical structures with occasional variation
  - Sentence patterns across content areas
• Vocabulary Usage
  ○ Specific content language, including cognates and expressions
  ○ Words or expressions with multiple meanings used across content areas
APPENDIX B
Instructional Considerations
The following information is intended to be a beginning resource for educators in their work with students who are diverse in culture, language background, educational background, and life experience. Educators are encouraged to further explore each of these areas in relation to their specific students.

### Cultural Background

It can be hard to connect with people from other cultures. Of course, it is helpful to start off by not offending people. When you know you will be working with families from different regions, it might be helpful to research cultural norms and taboos in those areas (see examples below). This does not mean that your instruction and materials cannot include anything that might possibly offend someone. However, consider discussing these cultural differences in the classroom or in conferences so that no one is caught off-guard and instruction can continue with everyone feeling respected.

**Gender expectations:** In some cultures, men and women are expected to maintain some separation (Kwintessential, n.d.). Therefore, students may feel uncomfortable working closely with the opposite sex, especially if the work involves physical contact. When considering how to proceed, it may be helpful to find out whether a student’s discomfort is more culturally or religiously based, and to think about the necessity of the activity or accommodations that can be made. These considerations may help to open a dialogue with students and families about cultural differences they will likely encounter (and may need to adapt to) in the U.S.

**Hand gestures:** The meanings of hand gestures vary widely around the world (Morse, 2014). For example, it varies in what is considered a polite way to beckon to someone. Crooking your index finger in a gesture of “come here” is used for dogs in some parts of Asia and Africa and is considered demeaning when directed toward a person (Morse, 2014). In these areas, it is more polite to beckon with the palm facing down and sweeping your whole hand back toward your body. Furthermore, giving a thumbs up is considered a rude gesture in some parts of the Middle East and southern Europe (Gibney, 2011). If you want to use these or other potentially problematic gestures in your classroom, consider explicitly talking with students about what they mean in the U.S.

**Eye contact:** In some cultures, it is considered rude to hold someone’s gaze (Scudder, 2014). If a student will not meet your eyes, it does not necessarily mean that s/he is not listening or is being defiant. In fact, it might mean the opposite. Taking time to learn about the norms in various regions can help prevent misunderstandings.

**Religious interpretations:** A 2008 survey of U.S. residents found that practitioners of various faiths vary widely in their interpretations of their identified
religion (Pew Research Center, 2008). The researchers found this to be the case for those who identify as Buddhist, Christian, Jewish, Hindu, or Muslim. The survey found, for example, that it was common for people of each religion to disagree on how literally the faith’s sacred texts should be taken. With these findings in mind, it is advisable to not assume uniformity among members of any religion. If wondering about taboos, teachers might consider the difference between cultural taboos and religious taboos (though these may be somewhat intertwined) and take the time to learn about their students’ backgrounds. It may also help to ask families what concerns they have about the classroom instruction and materials, and to discuss reasonable accommodations to address these concerns.

For more information, see:

- **How to be a Perfect Stranger: The Essential Religious Etiquette Handbook**, edited by Stuart Matlins and Arthur Magida
  - Description: This book gives a short history and overview of 29 different religious groups. It also describes norms for various life events, ceremonies, and holidays.
- **10 Innocent Gestures You Shouldn’t Use Overseas**, by Caroline Morse, from SmarterTravel. View at [https://www.smartertravel.com/2014/03/19/10-innocent-gestures-you-shouldnt-use-overseas/](https://www.smartertravel.com/2014/03/19/10-innocent-gestures-you-shouldnt-use-overseas/)
- **Kwintessential: Country guides and profiles**. View at [http://www.kwintessential.co.uk/resources/guides/](http://www.kwintessential.co.uk/resources/guides/)
- **The Very Short Introduction series**
  - **Buddhism: A Very Short Introduction**, by Damien Keown
  - **Christianity: A Very Short Introduction**, by Linda Woodhead
  - **Islam: A Very Short Introduction**, by Malise Ruthven

**Language Background**

Before beginning an intervention it is important to learn about your students and their families. To the best of your ability, find out where your students are from, what language(s) they speak, how literate they are in other languages, and their current
English proficiency level. Also try to determine the English proficiency and home language literacy of the primary caregivers of your students, which will help you determine appropriate methods for home communications. For example, if a family does not speak English, you might be able to have communications translated into the family’s home language. However, that might not be useful if no one in the household is literate in that language. In this case, oral communication with a translator would be more appropriate.

In order to build on students’ linguistic backgrounds, it is important to consider the similarities and differences between each student’s primary language and English. For example, consider pronunciation, the writing system and text direction, homophones, and syntax. According to Jimenez, Garcia, and Pearson (1996), making explicit connections between the home language and target language can help bilingual readers (as cited in Nagy, 2007).

<table>
<thead>
<tr>
<th>Educational Background</th>
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<tbody>
<tr>
<td>Students with limited or interrupted formal education (SLIFE) may still be developing print awareness. This would place them in the emergent literacy stage, in which students develop basic concepts of literacy (Stahl &amp; Heubach, 2005). According to Stahl and Heubach (2005), in order to be successful readers, students in the emergent literacy stage need to acquire skills in phonemic awareness, print concepts (e.g. directionality of text), alphabetic knowledge, and knowledge of vocabulary and syntax in the target language. Therefore, there may be a need for additional instruction in these areas for students with limited education, regardless of age.</td>
</tr>
</tbody>
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<tr>
<th>Life Experience</th>
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<tbody>
<tr>
<td>Children with traumatic backgrounds are often easily distracted (The National Child Traumatic Stress Network [NCTSN], n.d.). As many refugees have experienced trauma, (NCTSN, n.d.), a busy hallway might not be an adequate place for an EL reading intervention group to meet. Furthermore, studies show decreased concentration, impaired speech recognition, and impaired reading comprehension in environments with high levels of ambient noise (National Research Council, 2006). This is especially true for pre-adolescent children (National Research Council, 2006). Therefore, it is very important to find a quiet space for your intervention group to meet. Remember that you can be an advocate for your students, and creative solutions might be needed to find an appropriate space.</td>
</tr>
</tbody>
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APPENDIX C
Reading Resources
Multicultural Literature

- *Are you an Echo: The lost poetry of Misuzu Kaneko*
  - Genre: Fiction
  - Description: Poetry by Japanese poet Misuzu, interwoven with her life story. Age Level: 7-10
  - Setting: Japan

- *The Barefoot Book of Animal Tales from Around the World*, by Naomi Adler
  - Genre: Fiction
  - Description: A collection of fable-like stories from around the world featuring a variety of animals.
  - Setting: Multinational (e.g. Germany, North America, Africa, Thailand)

- *Borreguita and the Coyote*, by Verna Aardema
  - Genre: Fiction (based on a Mexican folktale)
  - Description: A lamb repeatedly tricks coyote so he won’t eat her.
  - Setting: Mexico

- *Bringing the Rain to Kapiti Plain*, by Verna Aardema
  - Genre: Fiction
  - Description: When drought comes to his home, a herd boy must find a way to bring back the rain to save his animals.
  - Setting: Kenya

- *The Color of Home*, by Mary Hoffman
  - Genre: Fiction
  - Description: A young refugee boy misses his home in Somalia. But with support from his family and his new teacher, he is able to lessen his pain by painting a picture of his home and sharing his story.
  - Setting: United States (remembering Somalia)

- *Deepak's Diwali*, by Divya Karwal
  - Genre: Fiction
  - Description: Deepak is having a disastrous Diwali and attempts to rescue the celebration. Paired with activities and recipes.
  - Setting: England
  - Bilingual: Available in Arabic, Bengali, French, Gujarati, Hindi, Malayalam, Nepali, Panjabi, Polish, Tamil, and Urdu. English text accompanies all versions.

- *Dia's Story Cloth: The Hmong people's journey to freedom*, by Dia Cha
  - Genre: Nonfiction (autobiographical)
  - Description: Tells the story of Dia’s family as they make their long and difficult journey to the United States. Age Level: 9-12
Setting: **China, Laos, Thailand, United States**

- *Don’t Spill the Milk!*, by Stephen Davies
  - Genre: Fiction
  - Description: A young Fulani girl journeys to bring her shepherd father some milk, trying hard not to spill a drop. Age Level: 4-7
  - Setting: **Burkina Faso/Niger**

- *Emeka’s Gift: An African Counting Story*, by Ifeoma Onyefulu
  - Genre: Fiction (uses photographs, rather than illustrations)
  - Description: A boy walks through a marketplace, noticing and counting things his grandmother might like (e.g. five hats).
  - Setting: **Nigeria**

- *Favorite African Folktales*, edited by Nelson Mandela
  - Genre: Fiction (folktales)
  - Description: A compilation of 32 African folktales, including trickster tales, origin stories, and morality stories.
  - Setting: Africa, including Kenya, Morocco, Nigeria, and Uganda

- *Fire on the Mountain*, Jane Kurtz
  - Genre: Fiction
  - Description: Two servants (a brother and sister) trick their boastful master.
  - Setting: **Ethiopia**

- *Folk Stories of the Hmong: People of Laos, Thailand, and Vietnam*, by Norma J. Livo and Dia Cha
  - Genre: Fiction (folktales)
  - Description: A collection of Hmong folktales. Also includes a description of Hmong history and culture, as well as photographs of Hmong dress and art. Age Level: though mostly for young adults and adults, it does have some stories appropriate for children.
  - Setting: **Laos, Thailand, Vietnam**

- *Forecast Earth: The story of climate scientist Inez Fung*, by Renee Skelton
  - Genre: Nonfiction (biographical)
  - Description: Tells the story of how a girl from Hong Kong, China grew up to be a world-leading climate scientist, while explaining weather and climate changes.

- *Four Feet, Two Sandals*
  - Genre: Fiction
  - Description: Relief workers bring clothes to the refugee camp where Lina is staying. She grabs a sandal that turns out to fit her perfectly, then she sees another girl has the other shoe. The girls decide to share the shoes.
Their friendship grows as they go about their daily lives in the camp. Age Level: 6-8

○ Setting: **Pakistan**

*From Far Away*, by Robert Munsch and Saoussan Askar

○ Genre: Nonfiction (based on a true story)

○ Description: 7 year-old Saoussan lives in Beirut, Lebanon. But when war comes, she and her family flee to Canada. Saoussan starts at a new school, but doesn’t understand what anyone is saying and resorts to sneaking out of the classroom when she has to go to the bathroom. When Halloween comes, she is terrified by a paper skeleton, which reminds her of the war. Her teacher and father comfort her. The next year is much better.

○ Setting: **Lebanon, Canada**

○ The National Film Board of Canada made a short film based on this book, which can be viewed at https://www.nfb.ca/film/from_far_away/

*The Ghanaian Goldilocks*, by Dr. Tamara Nicole Pizzoli

○ Genre: Fiction

○ Description: A young Ghanaian boy with hair lightened by the sun often gets into trouble. When he visits a neighbor’s house, his curiosity gets the better of him. In the end, he learns valuable lessons about doing the right thing and about how to be a guest in another’s home.

○ Setting: **Ghana**

*Handa’s Hen*, by Eileen Browne

○ Genre: Fiction

○ Plot: Two girls search for grandmother’s missing hen and find other interesting animals along the way.

○ Setting: **Kenya**

*How Tiger Got His Stripes: A folktale from Vietnam*, by Rob Cleveland

○ Genre: Fiction (folktale)

○ Description: This is a humorous retelling of a Vietnamese folktale about how the tiger got its stripes. Tiger is selfish and proud, but is one day tricked into being tied to a tree. When he finally escapes, he has stripes from the ropes and clearly needs more wisdom. Age Level: 5-7

○ Setting: **Vietnam**

*Imani’s Moon*, by Janay Brown-Wood

○ Genre: Fiction

○ Description: A young Maasai girl is teased for being small. Then she decides to do something great in life and sets the goal of touching the moon. She never gives up, despite naysayers and many false-starts. Age Level: 5-8
Setting: Kenya/Tanzania (Maasai region)

- **I See the Sun Books** [*I See the Sun in… Afghanistan, China, Mexico, Nepal, Myanmar, Russia*], by Dedie King and Judith Inglese
  - Genre: Fiction
  - Description: A day in a country through the eyes of a child.
  - Setting: choose from Afghanistan, China, Mexico, Nepal, Myanmar, or Russia
  - Bilingual: Each book features English paired with a different language (Burmese, Farsi, Mandarin, Nepalese, Spanish, or Russian), depending on the setting.

- **The Journey of Halima**, by Mermix (a non-profit team of performers, illustrators, translators, and many other volunteers)
  - Genre: Fiction (fairy tale based on Syrian folktales)
  - Setting: Greece and several nearby countries.
  - Plot: A drought plagues Halima’s homeland. She must travel very far to find rain to bring home. She makes many friends along the way.
  - Bilingual: Available in Dutch, English, French, Greek, Italian, Portuguese, and Spanish. Arabic text accompanies all versions.

- **Lala Salama: A Tanzanian Lullaby**, by Patricia MacLachlan
  - Genre: Fiction
  - Description: A peaceful story following a day in the life of an African family.
  - Setting: Tanzania

- **Lao Folktales**, by Steven J. Epstein
  - Genre: Fiction (folktales)
  - Description: A collection of popular Lao folktales. Written to reflect Lao humor and culture.
  - Setting: Laos

  - Genre: Fiction
  - Description: These books all tell the classic tale of a hungry wolf looking for a meal of young child, but they are retold in a variety of ways and settings.
  - Setting: Choose from China, Ghana, United States (Louisiana)
● **Lost and Found Cat: The true story of Kunkush’s incredible journey**, by Doug Kuntz and Amy Shrodes
  ○ Genre: Nonfiction (based on a true story)
  ○ Description: As a family flees conflict, their beloved pet cat gets lost. But a volunteer worker in Greece finds the cat and works to reunite Kunkush with his family. Age Level: 6-9
  ○ Setting: **Iraq, Greece**

● **Mai Ya’s Long Journey**, by Sheila Cohen
  ○ Genre: Nonfiction (biographical)
  ○ Description: Tells the story of a Hmong woman’s life, from her early childhood in a refugee camp to her coming to the United States, and the struggles she faces in balancing her two cultures as she grows up. Age Level: 9-12
  ○ Setting: **Thailand, United States**

● **Mars Science Lab Engineer: Diana Trujillo**, by Kari Cornell
  ○ Genre: Nonfiction (biographical)
  ○ Description: Tells the story of Diana Trujillo, who immigrated from Colombia to the U.S. She learned English and eventually pursued her dream of working for NASA.

● **Nothando’s Journey**, by Jill Apperson Manly
  ○ Genre: Fiction
  ○ Plot: A girl journeys to a traditional festival, learning lessons and self-confidence from animals along the way.
  ○ Setting: **Swaziland**

● **Of Numbers and Stars: The story of Hypatia**, by D. Anne Love
  ○ Genre: Nonfiction (historical/biographical)
  ○ Description: Tells of a successful female scientist in 4th century Egypt.

● **One Plastic Bag: Isatou Ceesay and the recycling women of the Gambia**, by Miranda Paul
  ○ Genre: Nonfiction (based on a true story)
  ○ Description: Plastic bags littered Njau, Gambia. They became unhealthy for people, livestock, and gardens. Then one woman, Isatou Ceesay, found a way to recycle the bags. She inspired her whole community to make a change.
  ○ Setting: **Gambia**

● **The Pot of Wisdom: Ananse stories**, by Adwoa Badoe
  ○ Genre: Fiction (folktales)
  ○ Plot: A collection of Ananse (a.k.a. Anansi) the Spider trickster tales from West Africa. Age Level: 4-12
- **Setting: West Africa**
  - *Outcasts United: The Story of a Refugee Soccer Team that Changed a Town* (Young Readers Edition), by Warren St. John
    - Genre: Nonfiction (based on true story)
    - Description: Tells the story of how a youth soccer team made up of diverse refugees changed and inspired a community. Age Level: 9-12
    - Setting: United States

- **Setting: United States**
  - *Under the Mukusu Tree: Stories from Northwest Kenya*, edited by Tom Gillaspy
    - Genre: Fiction
    - Description: A collection of stories written by 8th grade students in a Kenyan school. They are mostly traditional stories from several tribes in Northwest Kenya.

- **Setting: Kenya**
  - *Up and Down the Andes: A Peruvian Festival Tale*, by Laurie Krebs
    - Genre: Fiction
    - Plot: In this rhyming story, children travel across Peru to get to the Inti Raymi festival, all using different modes of transportation. Includes facts about Peru.

- **Setting: Peru**
  - *When I Get Older: The story behind Wavin’ Flag*, by K’NAAN
    - Genre: Nonfiction (autobiographical)
    - Description: K’NAAN is a renowned singer and songwriter. In this book, he tells the story of his life. He was born in Somalia and grew up in Mogadishu. He was a teenager when war came to Somalia, and his mother moved them to Canada. Though he struggled, music and words helped ground him. Age Level: 6+

- **Setting: Somalia, Mogadishu, Canada**
  - *The Wise Fool: Fables from the Islamic world*, by Shahrukh Husain
    - Genre: Fiction (folktales)
    - Description: 22 adventures/misadventures of Mulla Nasruddin, a legendary character throughout much of the Islamic world. Age Level: 6+
    - Setting: Unspecified (Europe, Asia, Africa)

- **Setting: Laos**
  - *Xieng Mieng: A Sticky Mess*, by Nor Sanavongsay
    - Genre: Fiction (folktale)
    - Description: This is a comedic story about Xieng Mieng, a famous trickster character in Laos. Xieng Mieng is a young monk who uses his wits to get out of trouble. Some Lao words are included in the text. Age Level: 4+
- **Zomo the Rabbit: A trickster tale from South Africa**, by Gerald McDermott
  - Genre: Fiction (folktale)
  - Description: Zomo wants to be wise, not just clever, so he tries to trick the Sky God into giving him wisdom.
  - Setting: **West Africa**

**Additional Literacy and Multicultural Resources**

- **Collins Cobuild English Language Dictionary: Helping Learners with Real English, Revised Edition**, by John Sinclair (editor) (1996): An English dictionary written for intermediate and advanced ELs. This is a possible resource for student-friendly definitions.
- **Compasito**: This is a manual for human rights education for children. It has activities organized around human rights themes and also provides lists of other educational resources on these topics. It also has definitions of human rights, including a student-friendly version of the United Nations Declaration of Human Rights alongside the full version (see this in PDF format at [http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf](http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf)). Visit the full website at [http://www.eycb.coe.int/compasito/contents.html](http://www.eycb.coe.int/compasito/contents.html).
- **Duolingo**: Free language-learning site. Users can practice English if literate in any of the following languages: Spanish, French, German, Italian, Portuguese, Russian, Dutch, Swedish, Irish, Turkish, Norwegian, Danish, Polish, Hebrew, Vietnamese, Esperanto, Greek, Ukrainian, Welsh, Hungarian, Swahili, Romanian, Czech, Korean, Japanese, Indonesian, Hindi, or Chinese. Visit at [https://www.duolingo.com/](https://www.duolingo.com/)
- **ESL Fast**: Reading passages and scripted conversations for various levels of ELs. Includes cloze passages and links to dictionary definitions. Visit at [https://www.eslfast.com](https://www.eslfast.com)
- **Newsela**: Free informational texts in a wide variety of subject areas. Searchable by topic and grade level. Visit at [https://newsela.com/](https://newsela.com/)
Kid World Citizen: A variety of multicultural teaching resources, including games, music, books, recipes, and more. Visit at https://kidworldcitizen.org

LanguageGuide.org: Online vocabulary practice with audio and print. Words are grouped in themes, such as ordinal numbers, mammals, and clothes. Available in English, French, German, Spanish, Mandarin, Italian, Turkish, Arabic, Japanese, Dutch, Portuguese, Korean, Hungarian, Hindi, Polish, and Russian. Visit at www.languageguide.org

OneLook Dictionary Search: A website that compiles definitions from dozens of dictionaries. This may be especially useful as a resource for developing student-friendly definitions. Visit at https://www.onelook.com/

Reading Bear: Online phonics practice with audio and print. Includes pictures, sample sentences, and short videos to show word meaning. Visit at www.readingbear.org

Read Works: Offers informational and literary passages in a variety of subject areas. Searchable by topic, grade level, and lexile level. Visit at https://www.readworks.org/
References


Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning

doi:10.1177/00222194020350050101


doi:10.1080/00098655.2011.590550


doi: 10.1111/j.1540-5826.2010.00319.x


Image References for Example Units A, B, and C.

**Unit A Image References**

**Unit A Primary Text**

**Unit A Visual Resource 1**

*Reynard 1.* Retrieved from https://en.wikipedia.org/wiki/Reynard#/media/File:Roman.de.renart.2.jpg


*Reynard 3.* Retrieved from https://www.abebooks.fr/servlet/BookDetailsPL?bi=21879455975&searchurl=tn%3Dle%2Broman%2Bde%2Breinard%26sortby%3D17%26an%3Dbaudoin#%%gid=1&pid=1

**Unit A Visual Resource 2**


*Anansi.* Retrieved from https://us.macmillan.com/anansithespider/geraldmcdermott/9780805003116/


**Unit A Condensed Vocabulary**


*Describe.* Retrieved from https://pixabay.com/p-312410/?no_redirect

*Predict.*


**Unit A Vocabulary Exercise 1**

See Unit A Condensed Vocabulary

**Unit A Fluency Feedback Form**


**Unit B Image References**

**Unit B Primary Text**


**Unit B Additional Visual Resources**

*Lake*. Screenshot using Google Earth


World map. Retrieved from https://upload.wikimedia.org/wikipedia/en/e/e0/Seven_continents_Australia_not_Oceania.png

Unit B Secondary Text


Unit B Condensed Vocabulary


Frequently. Drawn


Predict.


Unit B Vocabulary Exercise 1

Part A

See Condensed Vocabulary

Part B

Cellphone. Retrieved from https://pixabay.com/p-1148981/?no_redirect
Butterfly. Retrieved from http://media.zuza.com/3/e/3e0e7708-bc1a-477d-a2ef-01e10c64b112/B823024847Z.1_20170111210919_000_GSH1Q94S6.2_Gallery.jpg  
Pencils. Retrieved from https://upload.wikimedia.org/wikipedia/commons/5/54/Yellow_HB_pencils.jpg  

Unit B Vocabulary Exercise 2  
Watching TV. Retrieved from https://pixabay.com/p-403582/?no_redirect  

Unit B Fluency Feedback Form  

Unit B Flex Time Extension  
Lion drinking water. Retrieved from https://unsplash.com/photos/g1zVGpS2j20  
Unit C Image References

Unit C Primary Text


*Family photo.* Retrieved from https://www.leg.state.mn.us/legdb/fulldetail?ID=10744

Unit C Additional Visual Resources

*Jobs.* Retrieved from https://media.defense.gov/2016/Nov/28/2001672493/-1/-1/0/161124-F-EJ686-1033.JPG

*Housing.* Retrieved from https://upload.wikimedia.org/wikipedia/commons/2/22/Qbridgenycha.JPG

*Safety.* Retrieved from https://media.defense.gov/2008/Feb/05/2000659311/670/394/0/080131-F-4109M-087.JPG

*Education.* Retrieved from https://www.globalgiving.org/pfil/4935/pict_original.jpg

Unit C Secondary Text

*At microphone.* Retrieved from https://en.wikipedia.org/wiki/Mee_Moua

*With umbrella.* Retrieved from utexas.edu

*At capitol.* Retrieved from mwsmovement.com

Unit C Condensed Vocabulary


*Concerned.* Retrieved from https://cdn-images-1.medium.com/max/1500/1*0LyFL_tdxEhlM5eh_MeRfQ.jpeg


*Predict.*


*Investigate.* Retrieved from https://pixabay.com/p-1714172/?no_redirect


Unit C Vocabulary Exercise 1

See Unit C Condensed Vocabulary

Unit C Vocabulary Exercise 2

*Woman smiling.* Retrieved from https://www.nps.gov/kova/blogs/images/coasst_em_08.JPG


Boy watching TV. Retrieved from https://pixabay.com/p-403582/?no_redirect

Unit C Vocabulary Exercise 3

Part A
See Unit C Condensed Vocabulary

Part B
Woman sharing ideas. Retrieved from https://media.defense.gov/2014/Jul/15/2000832817/-1/-1/0/140708-F-ET475-002.JPG


Unit C Fluency Feedback Form


Unit C Flex Time Extension


Woman in library (investigate). Retrieved from https://unsplash.com/photos/GX8KBBvmC6c