

# accelerated reading curriculum

for Struggling  
Second Graders





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## **Accelerated Reading Curriculum for Struggling Second Graders**

*Accelerated Reading Curriculum (ARC) for Struggling Second Graders* is a complete 30-day intervention curriculum designed to accelerate reading for second-grade students identified as having early reading difficulties. The instructional components in this curriculum reflect current research on effective reading instruction for the beginning reader. All lessons contain teaching strategies that will scaffold students who need a high level of support.

The ARC intervention curriculum is a **Tier II** small-group reading intervention, designed to supplement the regular reading/language arts core curriculum. It employs Pearson and Gallagher's "gradual release of responsibility" model (1983). The model is used to shape early reading behaviors into efficient processes that promote fluency behaviors and text connections. The use of explicit instruction, teacher modeling, guided practice, independent practice, and progress monitoring, along with prompting techniques to increase strategic reading, involves students in an accelerated and fast-paced curriculum, boosting confidence and building independence in reading. The teacher-ready lessons use six beginner chapter books and a variety of multisensory literacy activities to increase student engagement.

**Balanced reading** instruction is delivered through engaging auditory and visual word discovery tasks, structured and explicit instruction in structural analysis, and **dialogic literacy interactions**. During dialogic literacy interactions, the teacher and students have conversations about text; these interactions develop fluency, vocabulary, and comprehension. Students are actively involved in the reading process throughout the lessons. Checkpoint Assessments are used to monitor student progress and provide valuable information that guides individualized instruction. The assessments give the teacher insight on the early readers' developing skills and reading behaviors critical to reading success.

### *Decoding Skills:*

- ▶ Rapid letter/sound identification
- ▶ Recognition of four syllable types
- ▶ Phonogram recognition (recognition of word families)
- ▶ High-frequency word recognition

### *Connected Text Reading Behaviors:*

- ▶ Use of decoding skills at the point of difficulty
- ▶ Use of context to self-monitor and self-correct
- ▶ Reading with natural expression and appropriate rate
- ▶ Reading with accuracy
- ▶ Making connections before, during, and after reading
- ▶ Building new vocabulary while reading



## **Why is there a need for ARC for Struggling Second Graders?**

The struggle to acquire beginning reading skills can affect many other aspects of a student's academic achievement and may establish persistent patterns throughout schooling (Stanovich, 1986). Students who have difficulty with foundation-building literacy tasks such as phonemic awareness, learning the alphabet, and decoding are often considered **at-risk** for future reading difficulties, including dyslexia. Research indicates that the timely delivery of targeted intervention can address the instructional needs of at-risk students and prevent the escalation of their reading difficulties (Snow, Burns, & Griffin, 1998).

Second-grade students who are identified on early reading assessments as being at-risk are entitled to an intervention that addresses reading deficiencies. *Accelerated Reading Curriculum for Struggling Second Graders* provides research-based early intervention aimed at addressing the needs of struggling beginning readers.

The ARC intervention curriculum addresses the five core areas of effective reading instruction as identified in the Report of the National Reading Panel (National Institute of Child Health and Human Development [NICHD], 2000). Current research findings on phonemic awareness, phonics, fluency, comprehension, and vocabulary development are incorporated into intervention lessons designed for targeted small-group instruction.

## **How is ARC for Struggling Second Graders effective?**

This intervention curriculum provides balanced reading instruction that gradually releases the responsibility for reading and comprehending text to the student. The early lessons provide high teacher support and explicit modeling. As the lessons progress, the instruction builds upon the student's growing bank of positive literacy experiences, allowing the student to eventually assume the responsibility for reading.

# Effective Instruction

## **Explicit Instruction**

All skills and concepts to be learned are defined. Whatever is implicit in the task is made explicit through explanation, demonstration, and discussion.

## **Teacher Modeling**

Using the curriculum design, the teacher models the use of the skills and concepts through a **think-aloud** process. In addition to telling students what to do, the teacher demonstrates how to do so. While reading out loud, the teacher thinks aloud questions about the text and models how the answers can provide meaning to what is read.

## **Guided Practice**

The ultimate goal is for the student to use reading skills and comprehension processes independently to comprehend text. However, before independent practice, time must be provided for students to practice the strategy with the appropriate level of teacher support. During the guided practice, effective questioning to help students master skills and concepts is key.

## **Independent Practice**

Learning is a cyclical process; students must continually be provided opportunities for independent practice to use and review skills and concepts learned. Through independent practice, students have many opportunities to apply the newly learned skills and processes on their own.

## **Monitoring Progress**

The teacher monitors student progress through close observation and analyses of data from the Checkpoint Assessments. The teacher evaluates student mastery and adjusts the time devoted to lesson components accordingly.

Adapted from Region 4 Education Service Center. (2003). *Comprehension instruction*. Houston, TX: Author.

The Accelerated Reading Curriculum lessons are designed for a small-group setting and take 30-45 minutes. Teachers base their instructional decisions on data from early reading inventories and observation. The data are then analyzed in order to form groups and design instruction. Students' progress is monitored through close observation and analyses of data from the Checkpoint Assessments. The amount of time devoted to each component may vary according to the students' needs.



## Lesson Components

### **Warm-Up**

Research indicates that “teaching children to manipulate the sounds in language helps them learn to read” (NICHD, 2000, p. 2-5). The Warm-Up is a three to five minute multisensory discovery activity that focuses on the marriage between **phonemic awareness** and **structural analysis**. During this time, the teacher directs students’ attention to a predetermined list of words with specific features. Students make auditory and visual discoveries of the word features. This active construction of word concepts serves as a solid foundation for the explicit instruction that follows in the Word Study portion of the lesson.

### **Word Study**

During the Word Study component, students work on activities that develop automaticity in letter identification, letter-sound correspondences, structural analysis, and phonogram recognition. Instruction begins with the daily review of the Letter Deck, which builds rapid and effortless recognition of letters and sounds.

Following the review of the Letter Deck, students learn or review a word study concept. Students learn a total of four **syllable types** and corresponding **word families**. Syllable type learning assists students in making generalizations about words that they may encounter in text. Word family learning contributes to rapid word-reading fluency. Multisensory activities engage students as they learn the word study concepts. When students have developed proficiency with the targeted word study concepts, the words are added to the **Word Study Deck**. The daily review of the Word Study Deck builds students’ automaticity and word-reading flexibility.

In addition to the isolated letter and word practice mentioned above, students have opportunities to apply the newly learned decoding skills during other components of the lesson, including the Fluency and New Reading components. This additional practice involves reading meaningful and developmentally appropriate beginner chapter books that incorporate the decoding skills being taught. This instruction is in line with the Report of the National Reading Panel, which reinforces this practice in its statement: “Systematic phonics instruction should be integrated with other reading instruction to create a balanced reading program” (NICHD, 2000, p. 2-136).

### **Fluency**

Students’ fluency is supported in three ways. It is developed through rapid **high-frequency word recognition**, explicit and modeled instruction in **phrased fluency**, and ample opportunities to reread **familiar text**.

The rapid recognition of high-frequency words is critical to fluency development. Daily review of the **Speed Deck** provides practice necessary for students to develop rapid recognition of high-frequency words. Students learn to recognize the 50 highest-frequency words in the English language (Fry & Kress, 2006).

“Fluency can be developed by modeled fluent reading” (National Institute for Learning, 2001, p. 31). Phrased fluency—reading connected text in meaningful phrases rather than word for word—is explicitly taught and modeled in the first half of the curriculum. This instruction occurs in the New Reading portion of the lesson. The books introduced in the New Reading component are added to the Book Box. Daily rereading of familiar text from the Book Box allows students to practice fluent reading in a variety of ways (Fountas & Pinnell, 1996). Students read these books independently, with a partner, and/or chorally.

### ***New Reading***

The New Reading component of the ARC lesson provides students the opportunity to apply decoding skills and comprehension strategies as they read unfamiliar connected text. The ARC book collection of six high-interest beginner chapter books contains three fiction and three nonfiction titles. The first chapter in each of the books is designed to be a teacher **read-aloud**. This introductory chapter exposes students to the text structure and vocabulary of the book, which ensures student success in the lessons to follow.

The teacher uses the Book Introduction Cards to engage students in dialogic literacy interactions about the new text. The discussions build students' comprehension and promote reading independence. In the first half of the ARC intervention curriculum, the teacher follows the book introduction with a read-aloud. This is followed by a supported **shared reading** of the new chapter. Students read the chapters chorally, with a partner, and independently. As the lessons build upon learned concepts, students apply new skills and strategies to more challenging texts. They are encouraged to problem-solve by searching for **meaning**, identifying **textual language structure**, and **applying learned decoding skills** in the text (Clay, 1993). The responsibility for problem solving gradually shifts to the student as the modeled read-aloud transforms into a **scaffolded reading** of new texts.

### ***Comprehension and Vocabulary Development***

A variety of research-based instructional methods are utilized to develop students' comprehension and vocabulary development before, during, and after reading (NICHD, 2000, p. 4-27). Before reading, the Book Introduction promotes students' vocabulary development through authentic conversations about text. During the conversations, students establish the purpose for reading and are encouraged to relate the book topic to their background knowledge.

During reading, students are taught to use context clues to clarify word meaning as they acquire the vocabulary necessary to comprehend the text (Texas Education Agency, 1998). Additionally, students are taught to search within text resources such as embedded bold-faced terms, the glossary, and the index. These resources support vocabulary learning and overall text comprehension.

After reading, Comprehension Extension activities provide opportunities for students to engage in meaningful conversations with the teacher and each other as they respond to the text. Students are encouraged to locate the textual evidence that supports





their contributions to the discussion. Comprehension Cards and Helpful Teacher Prompts are provided to guide quality teacher-student interactions.

### **Conclusion**

Second-grade students identified on early reading assessments as being at-risk can benefit from the Accelerated Reading Curriculum. The intervention curriculum is a balanced reading program delivered through engaging auditory and visual word discovery tasks, structured and explicit instruction in structural analysis, and **dialogic literacy interactions**.

Students are actively involved in the reading process throughout the lessons, which are designed to support the acquisition of critical skills and reading strategies that accelerate students' reading. Research indicates that the timely delivery of targeted intervention can address the instructional needs of at-risk students and prevent escalation of their reading difficulties (Snow, Burns, & Griffin, 1998). It is recommended that the ARC intervention curriculum be implemented promptly, once a student is identified as at-risk for reading difficulties.

## Definition of Terms

The following terms can be interpreted in various ways. This list defines the terms as they are used in the *Accelerated Reading Curriculum*.

**Applying Decoding Skills:** During the book introduction, the teacher directs students to locate known words and parts of words, which will help them read the text accurately. The teacher also shows students how to work through unknown words using their decoding skills.

**At-risk Students:** Second-grade students who have difficulty with foundation-building literacy tasks such as phonemic awareness, learning the alphabet, and decoding.

**Balanced Reading:** Indicates a balance between isolated skill instruction and embedded contextual reading instruction. In the ARC intervention curriculum, this is delivered through structured instruction in phonemic awareness and structural analysis, in conjunction with dialogic literacy interactions that promote fluency, comprehension, and vocabulary development.

**Dialogic Literacy Interactions (DLI):** During book introductions teachers utilize DLI to engage students in authentic conversations about the text. While students read connected text, the teacher, using DLI, coaches and supports students by prompting them to reflect on the text's meaning and textual language structure, as students apply the decoding skills they have learned in the ARC intervention curriculum.

**Familiar Text:** Rereading familiar text provides students needed practice in applying skills and strategies with a high degree of success.

**High-frequency Word Recognition:** Rapid recognition of high-frequency words is directly related to fluency. Also see Speed Deck.

**Meaning:** During the book introduction, the teacher taps students' background knowledge and leads them to make connections to other texts they may have read previously. This is done to promote meaning-making strategies during the reading of the new book.

**Phrased Fluency:** Fluent readers chunk groups of words into meaningful phrases as they read.

Example: **Grizzly bears live all over the world.**

Non-example: **Grizzly bears live all over the world.**

**Read-aloud:** The teacher reads the text aloud as students listen and follow along.

**Scaffolded Reading:** In the second half of the ARC intervention curriculum, the Shared Reading evolves into a Scaffolded Reading of the text. The teacher no longer reads the text chorally with the students, but instead monitors closely and provides support as the students read the text independently.



**Shared Reading:** In the first half of the ARC intervention curriculum, the teacher follows the book introduction and read-aloud with a Shared Reading of the new chapter. The teacher and students share the task of rereading the book, and read together.

**Speed Deck:** By the end of the ARC intervention curriculum, the Speed Deck will include the 52 most frequent words in the English language.

**Structural Analysis:** Refers to the analysis of word parts. During the Warm-Up and Word Study lesson components, students are taught to notice word parts. This awareness can help students to decode unfamiliar words and understand their meaning.

**Syllable Types:** There are six common syllable types in the English language. Learning how to search for and identify these syllable types can help students decode unfamiliar words. The ARC intervention curriculum teaches students to recognize four of the six syllable types.

**Textual Language Structure:** The organization of a text's language, as distinct from oral language. During the book introduction, the teacher exposes the students to the language of the text, which at times differs from the students' oral language.

**Think-aloud:** During a think-aloud the teacher models the application of reading strategies and skills by questioning the text, forming meaning, and problem-solving as he/she talks aloud.

**Tier II:** Targeted small-group reading intervention that is designed to supplement the regular reading/language arts core curriculum.

**Word Families:** Words with the same rime spelling pattern or phonogram belong to the same word family. For example, *at*, *cat*, *sat*, and *rat* are all in the same word family. In the ARC intervention curriculum, rimes are preceded by a hyphen. For example, the *at* rime is represented in this way: *-at*

**Word Study Deck:** By the end of the ARC curriculum, the Word Study Deck will include words containing four syllable types and representing 10 word families.



# ARC Plan



**All skills, strategies, and concepts are cumulative.**

<b>5 Components</b>	<b>Lessons 1-5</b>	<b>Lessons 6-10</b>	<b>Lessons 11-15</b>
<b>Warm-Up</b> <ul style="list-style-type: none"> <li>Auditory and visual discovery of word parts</li> </ul>	Vowels are open and voiced  Consonant sounds are blocked	Syllable awareness  A vowel followed by a consonant in a closed syllable is short	Syllable awareness  A vowel in an open syllable is long
<b>Word Study</b> <ul style="list-style-type: none"> <li>Daily letter/sound identification</li> <li>Four syllable types</li> <li>10 word families</li> </ul>	Letter Deck Identify vowels/consonants  Consonant blends and digraphs	Letter Deck  Closed Syllable (VC) <i>-ug, -an, -it, -op, -est</i>	Letter Deck  Open Syllable (V) <i>a, l, be, he, me</i>
<b>Fluency</b> <ul style="list-style-type: none"> <li>Daily Oral Reading</li> <li>Automaticity with letter/sound identification</li> <li>Fluent word reading Word Study Deck &amp; Speed Deck</li> </ul>	Phrased fluency   Speed Deck: <i>Top 25 most frequent words plus: look, has</i>	Phrased fluency  Word Study Deck: (VC) Word Families <i>-ug, -an, -it, -op, -est</i>  Speed Deck: <i>all, had, not, but, she, said</i>	Phrased fluency  Word Study Deck: (V) Words  Speed Deck: <i>an, can</i>
<b>Comprehension</b> <ul style="list-style-type: none"> <li>Purpose for reading</li> <li>Fiction/nonfiction</li> <li>Story elements</li> <li>Predictions</li> <li>Mental images</li> <li>Text connections</li> <li>Inference</li> <li>Main idea/detail</li> <li>Problem/solution</li> <li>Cause/effect</li> <li>Compare/contrast</li> </ul>	Book Introduction Cards 1-4: Purpose for reading Fiction/nonfiction  Comprehension Cards 1-4: Predictions Mental images Text connections	Book Introduction Cards 1-4: Purpose for reading Fiction/nonfiction  Comprehension Cards 1-5, 9-14: Story elements Predictions Mental images Text connections Problem/solution	Book Introduction Cards 1-4: Purpose for reading Fiction/nonfiction  Comprehension Cards 1-4, 6, 9-14: Story elements Predictions Mental images Text connections
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Dialogic literacy interactions</li> <li>Context clarifies word meaning</li> <li>Text resources</li> </ul>	Book Introduction Cards 1-4: Dialogic literacy interactions  Context clarifies word meaning  Text resources: Glossary and index	Book Introduction Cards 1-4: Dialogic literacy interactions  Context clarifies word meaning	Book Introduction Cards 1-4: Dialogic literacy interactions  Context clarifies word meaning


**All skills, strategies, and concepts are cumulative.**

<b>5 Components</b>	<b>Lessons 16-20</b>	<b>Lessons 21-25</b>	<b>Lessons 26-30</b>
<b>Warm-Up</b> <ul style="list-style-type: none"> <li>Auditory and visual discovery of word parts</li> </ul>	A vowel followed by a consonant and then a silent e is long	A vowel followed by a bossy r makes an unexpected sound	Identify and decode VC, V, VC-e, and V-r words
<b>Word Study</b> <ul style="list-style-type: none"> <li>Daily letter/sound identification</li> <li>Four syllable types</li> <li>10 word families</li> </ul>	Letter Deck  Vowel-consonant-e (VC-e) <i>-ake, -ine</i>	Letter Deck  Vowel-r Syllable (V-r) <i>-ar, -or, -er</i>	Review Letter Deck  Review syllable types and word families
<b>Fluency</b> <ul style="list-style-type: none"> <li>Daily Oral Reading</li> <li>Automaticity with letter/sound identification</li> <li>Fluent word reading Word Study Deck &amp; Speed Deck</li> </ul>	Phrased fluency  Word Study Deck: (VC-e) Word Families <i>-ake, -ine</i>  Speed Deck: <i>one, when, how, each, there</i>	Phrased fluency  Word Study Deck: (V-r) Spelling Patterns <i>-ar, -or, -er</i>  Speed Deck: <i>or, what, word, were, by, use, their</i>	Phrased fluency  Review Word Study Deck  Speed Deck: <i>we, do, your, which, if</i>
<b>Comprehension</b> <ul style="list-style-type: none"> <li>Purpose for reading</li> <li>Fiction/nonfiction</li> <li>Story elements</li> <li>Mental images</li> <li>Predictions</li> <li>Text connections</li> <li>Inference</li> <li>Main idea/detail</li> <li>Problem/solution</li> <li>Cause/effect</li> <li>Compare/contrast</li> </ul>	Book Introduction Cards 1-4: Purpose for reading Fiction/nonfiction  Comprehension Card 7: Text connections Compare/contrast	Book Introduction Cards 1-4: Purpose for reading Fiction/nonfiction  Comprehension Cards 1-4, 8: Predictions Mental images Text connections Main idea/details	Book Introduction Cards 1-4: Purpose for reading Fiction/nonfiction  Comprehension Cards 1-5, 9-14: Predictions Mental images Text connections Main idea/details Problem/solution Compare/contrast
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Dialogic literacy interactions</li> <li>Context clarifies word meaning</li> <li>Text resources</li> </ul>	Book Introduction Cards 1-4: Dialogic literacy interactions  Context clarifies word meaning  Text resources: Glossary and index	Book Introduction Cards 1-4: Dialogic literacy interactions  Context clarifies word meaning  Text resources: Glossary and index	Book Introduction Cards 1-4: Dialogic literacy interactions  Context clarifies word meaning  .


# Lesson Seven

**Materials:**

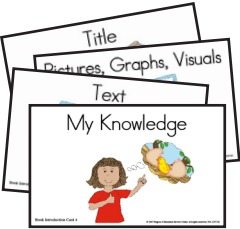
- ▶ Letter Deck Cards 1-32
- ▶ Speed Deck Cards 1-32
- ▶ Book Introduction Cards 1-4
- ▶ Comprehension Cards 1-3
- ▶ Book Box
- ▶ Helpful Teacher Prompts, page A-8 (1 for teacher)
- ▶ Book: *The Three Little Pigs*



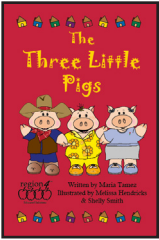
Letter Deck




Speed Deck



Book Introduction Cards



*The Three Little Pigs*



Comprehension Cards

## Note to Teacher

By now the lesson components should be routine for the students. Continue to praise on-task behavior. It may be helpful to display an outline of the lesson components. As the lesson progresses, invite students to assist you in monitoring the time and moving a clothespin or stick-it note to the appropriate lesson component. Time management is crucial to the pace and effectiveness of these 30–45 minute lessons.

## Warm-Up

Remind the students that during the Warm-Up portion of the lesson they will listen to and look at words and word parts in search of special features and patterns. Quickly review the signals that will be used to cue them to respond. This task is teacher-directed; however, students should be actively engaged at all times.

Today the students will discover that vowels in closed syllables are short. Students will repeat one-syllable words and identify the short vowel sound. This will prepare them for the explicit syllable type instruction that follows in the Word Study portion of the lesson.

## Closed Syllables

Direct students to pay close attention. Write the words *pig*, *am*, and *on* for all to see.

Today we will practice listening to the vowel sounds in one-syllable words. Pay close attention because each word that is written appears in the New Reading for today's lesson.

**Look, listen, and repeat.** *Pause after reading each word. Monitor as students repeat.*

**pig am on**

**How many syllables do you hear in each word?** (one) **How do you know?** *Invite students to contribute. If necessary, remind students that they can tell how many syllables are in a word by checking how many times their mouth opens to make a vowel sound.*

**How many vowels do you see in each word?** (one)

**There is one vowel in each word. Watch as I write a small V under each vowel.** *Write a small V directly under the medial vowel in each word.*

pig am on  
v v v

**What kind of letter do you see immediately after the vowel in each word?** (consonant) **In each of our words the vowel is followed by a consonant. Watch as I write a small C under the consonant that follows the vowel.** *Write a small C directly under the final consonant in each word.*

pig am on  
vc vc vc

**Now let's review each word once more. This time we will listen for the vowel sound to see if it is a short or long vowel sound.**

**Look, listen, and repeat.** *Read each word, and emphasize the vowel sound.*

**Pig.** *Monitor as students repeat.*

**Is /ĭ/ the short or long vowel sound for I?** (short) **The /ĭ/ sound is short.**

**Am.** *Monitor as students repeat.*

**Is /ă/ the short or long vowel sound for A?** (short) **The /ă/ sound is short.**

**On.** *Monitor as students repeat.*

**Is /ō/ the short or long vowel sound for O?** (short) **The /ō/ sound is short.**

**Watch as I label the vowels with a breve.** *Draw a breve above the vowel in each word.*

pĭg äm öñ  
vc vc vc



## Word Study

### Letter Deck

Review the Letter Deck. Show one card at a time. Display the card and say the letter name, keyword, and sound. Have students repeat. Begin with *Letter Deck Card 1* and then proceed with the remainder of the deck.

### Closed Syllable

Direct students' attention to the previously written and coded words.

**Let's take a close look at the words from the Warm-Up. Look closely at the way that we labeled the letters. Do you see a pattern?** *Invite students to contribute. Praise students' approximations.*

pĭg    ăm    ֆn  
vc    vc    vc

**Each word has one vowel that is followed by a consonant. Each vowel makes a short sound. This is the first syllable type that we will learn. This is called a closed syllable.**

**A vowel followed by a consonant in a closed syllable is short.**

*It may be necessary to extend this activity. Use the following words if students need additional practice identifying closed syllables. This activity should be teacher-directed; do not ask students to code the words independently.*

ănd    nֆt    ŭp  
vc    vc    vc

## Fluency

### Book Box

Tell students that the group will select books from the Book Box daily. Explain that sometimes the students will listen to a chapter read aloud, read the chapter with a buddy, or read the chapter independently. In this lesson, students may select a chapter from *Dental Professions* or the previously read chapter from *The Three Little Pigs* to read independently or with a buddy. Provide support as needed. See the Helpful Teacher Prompts.

*Remind students to:*

- ▶ use their finger to point under the word when they need help
- ▶ sound like they are talking when they read
- ▶ check the pictures to help themselves
- ▶ reread when something does not make sense or sound right
- ▶ make pictures in their head as they read
- ▶ make predictions as they read
- ▶ make connections as they read

## Speed Deck

Review *Speed Deck Cards 1-30*. Show one card at a time. Display the card and say the word. Have students repeat. Begin with *Speed Deck Card 1* and then proceed with the remainder of the deck.

Introduce *Speed Deck Cards 31-32*. Show one card at a time. Display the card and say the word. Have students repeat. Praise the students for paying close attention.

**Look, listen, and repeat.** *Monitor as students repeat.*  
**not but**

**These two words are in our new chapter. Look in Chapter Two and see if you can find these two words.** *This should be a brief search; do not take more than a minute or two for this.* **When we see the words in the chapter, we will know to read them quickly.**

## New Reading

### Book Introduction Cards

Students need a copy of *The Three Little Pigs*, distributed during the Fluency portion of the lesson. Have students turn to the table of contents and locate the page number for Chapter Two. Provide students time to locate Chapter Two of the book. Read the title and have students repeat. Direct students to look inside and imagine what will happen in this story. Encourage discussion.

**What are the important things that good readers do before they read a new book or chapter for the first time?** *Provide support as necessary. It may help to show students the front of each Book Introduction Card.*

**Good readers always read the title, then look at the pictures and text in the story, and finally think about the book before they begin reading. Let's review the Book Introduction Cards that remind us of what we need to do. This will help us comprehend as we read.** *Show the front of each Book Introduction Card one at a time. Read the back of each card and encourage discussion.*

*Book Introduction Card 1: Title*

*Read the title of the chapter.*

**What does the title tell you about the chapter?** *Praise students' approximations.*

*Book Introduction Card 2: Pictures, Graphs, Visuals*

**What do the pictures and other visuals tell you about the chapter?** *Invite students to comment on the pictures and other visuals. Encourage them to discuss what the pigs are doing in the pictures. Seize opportunities to expose the group to words and phrases that are found in the story: woods, hay, bricks, sticks, wolf, chinny chin chins, huff and puff, etc.*

### Book Introduction Card 3: Text

**Could this book be fiction or nonfiction?** *Encourage discussion. Praise students if they point out the illustrations and other features of the text that make it appear to be fiction.*

**We know that this book is fiction because this book has talking pigs. Pigs do not talk in real life.**

**What are the text features?** *Tell the students to look at the text and layout of the chapter. Encourage discussion. Praise students if they point out the quotation marks, bold-faced phrases, reader's theater, etc.*

**Do you see words or word parts that you already know?** *Encourage students to locate familiar words or word parts.*

### Book Introduction Card 4: My Knowledge

**What do you already know about this popular traditional story?** *Praise students for their contributions. Invite students to make contributions based on their own life experiences or another book they have read.*

**In Chapter One Momma Pig told her three little pigs that it was time for them to set off and make their own life in the world. The first little pig named Mark left first and made his house of hay. Now Jane will leave to make her house. What do you think she will use to make her house?**

### Read-Aloud

Read aloud the first page at a steady pace and then stop to review *Comprehension Cards 1-3*. Model good phrasing and expression but make sure that the pace is slow enough for students to follow along in their copy. Use a natural voice so the reading sounds like speech.

#### *Comprehension Card 1: Stop and Think*

**Stop and think about the chapter.** *This card is just a signal card. There should be no discussion.*

#### *Comprehension Card 2: Imagine*

**What pictures are you making in your head as you read along in your book?** *Praise students for contributing ideas.*

#### *Comprehension Card 3: Predict*

**What do you think will happen next in the chapter?** *Invite students to predict what Jane will do next.*

After discussing *Comprehension Cards 1-3*, read aloud the remainder of the chapter.

### **Shared Reread**

Invite the students to read Chapter Two with you as they follow along in their copy. Remind them that good readers sound like they are talking when they read. Read the chapter together two or three times if the students are enjoying it and time permits.

***If there is extra time:***

Reread books from  
Book Box

Practice Letter Deck

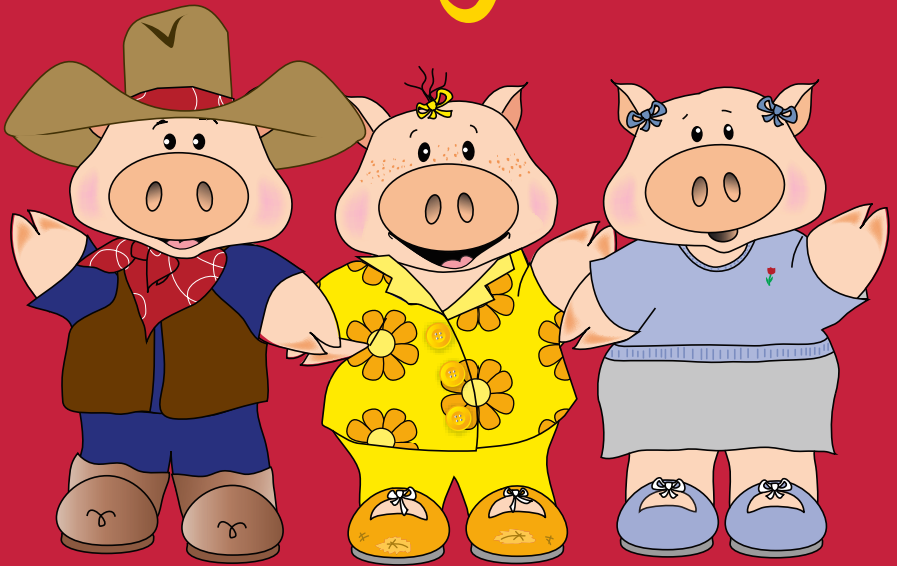
Practice Speed Deck

Practice Word Study Deck

Play Word Maker



# The Three Little Pigs



region 4<sup>TM</sup>  
  
Educated Solutions

Written by Maria Tamez  
Illustrated by Melissa Hendricks  
& Shelly Smith



**Chapter One**

Teacher  
Read-Aloud

**Chapter Two**

**Through End**

Independent  
Reading

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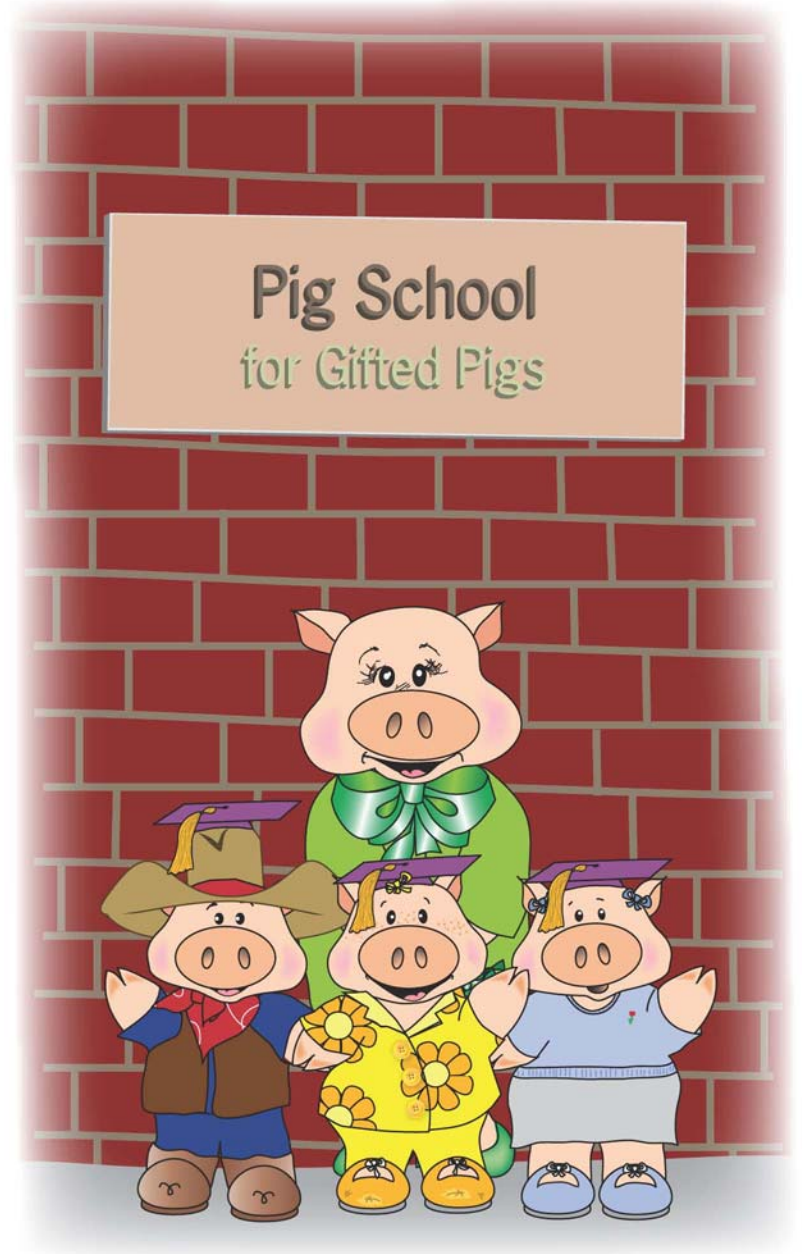
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## Chapter One: Saying Goodbye

Momma Pig was very proud of her three little pigs, Mark, Jane, and Ann. They had all finished Pig School where they learned about many things, including how to make a safe home.

They were now ready to set off and make their own life in the world.



Momma Pig called her pigs to the living room. “Come here, my three little pigs,” she said softly.

All three of her little pigs, Mark, Jane, and Ann, gathered around her.

“I am very proud of all three of you. You have all finished Pig School. You are now ready to set off and make your own life in the world.”

Her three little pigs were very excited about making their own life in the world. Mark and Jane started to jump up and down as they squealed with excitement, but Ann listened intently.





“I am glad to see that you are so excited! Now settle down and listen,” Momma Pig said in a soft voice.

“You must go and make your safe homes to live in,” she explained. “Remember what you learned in Pig School. Stay away from the Big Bad Wolf! Oh, and don’t forget to write to me.”



“Sure!” shouted Mark as he jumped up in the air.

“Of course!” shouted Jane as she jumped up to give Mark a high-five.

“Don’t you worry, Momma!” exclaimed Ann. “We will write you after we make our safe homes,” and she smiled at her brother and sister.

Momma Pig gave each of the three little pigs a bag of food and a big hug as they said goodbye.



Mark was first to walk into the woods. He saw hay close by. He saw sticks close by. He saw bricks far away.

“I will make a home with the hay,” he said. “Hay is not as safe as bricks, but it is close by and easy to use.”



Mark used the hay to make his home. Mark jumped up and down and shouted, “I am fast, I am fast!”

The Big Bad Wolf was far away, but he heard Mark shouting. He began to sniff around. “I will find that little pig!” he whispered.





## Chapter Two: Jane Makes a Home

Jane was second to walk into the woods. She saw hay close by. She saw sticks close by. She saw bricks far away.



“I will make my home with the sticks,” she said. “Sticks are not as safe as bricks, but they are close by and easy to use.”

Jane used the sticks to make her home. Jane jumped up and down and shouted, “I am fast, I am fast!”



The Big Bad Wolf was far away, but he heard Jane shouting. He kept on sniffing around. "I will find those little pigs!" he whispered.

