

QAR Background Information (Question Answer Relationships)

PURPOSE: **QAR** was developed by T.E. Raphael (1982) to enhance students' ability to answer comprehension questions by giving them a systematic means for analyzing task demands of different question probes.

RATIONALE: Based on Raphael's concern that students were being asked questions without guidance in how to answer them. Raphael developed a strategy in which students are encouraged to analyze the question before answering. The strategy teaches students to identify the type of questions as: *text explicit* (**Right There** or **Think and Search** ▲ RC4) text *implicit* (**Author and You** or **On My Own** ▲ RC5). Answers to *explicit* questions can be found in the text. *Implicit* questions require the reader to use both information from the text and their own knowledge to formulate an answer.

PROCEDURE: This strategy requires the students to identify the type of question as: *Right There* (The answer is in one sentence.) *Think and Search* (The answer is in the story but the reader will have to put together different parts to find it.) *Author and You* (The answer is not in the story. You need to think about what you already know, what the author tells you in the text, and how it all fits together.) *On My Own* (The answer is not in the story. It can be answered without reading the story.)

Table of Contents
Develop Comprehension Through QAR Intervention

Background informationpage 1

Assessment Information, Research base.....page 3

District Created Develop Comprehension Through QAR Intervention.....page 4

Progress Monitoring Tier 2:Comprehension Developed ...QARpage 5

Tier 2: Comprehension Developed through QAR.....page 6

Progress Monitoring Tier 3: ...Right There, Think & Search..... page 45

Tier 3: Comprehension Developed through QAR: Right There, Think & Search.....page 46

Read-Cover Remember-Retell.....page 75

Fact Fingers.....page 77

Progress Monitoring Tier 3: QAR: Author & You page 79

Tier 3:Comprehension Developed through QAR: Author & You.....page 80

Question Framework for Tier 3 Author & You.....page 96

Develop Comprehension Through QAR

Goal:	Students will be able to read text, comprehend it, and answer comprehension questions about it.
Materials needed:	Text provided in document
Time allotment:	These activities will take 15 minutes per day.
Grouping:	Tier 2: 2-4 students Tier 3: 1-2 students

Assessments:

Universal Screening: *(How do I determine which students need the intervention?)*

Tool: QRI; BOY, MY, EOY District Assessments

Criteria/Cut score:

QRI/IRI: students scoring below 75% for comprehension on grade level text

BOY, MY, EOY District Assessments: students scoring below Meets Standard

Diagnostic: *(How do I know what to focus on?)*

Analyze Universal Screening tool for types of questions students missed.

Progress Monitoring: *(How do I know if students are improving?)*

Tool:

Harcourt End of Selection Assessment

Assessments included in document

Progress Monitoring Charts: Tier 2 (p. 5) To be done on Day 5 or the final lesson of the week ,
Tier 3: Right There and Think & Search (p. 45) To be done daily,
Tier 3: Author & You (p. 79) To be done daily

Comprehension checks in Guided Reading/Small Group Instruction with the teacher asking the different types of questions and recording and collecting data on students' success with the questions and recorded on Progress Monitoring Chart (p. 5)

(If in SOAR, Retelling Protocol and ask different types of questions & record on the Progress Monitoring Chart)

Research Based Strategies from:

Raphael, T. (1982). "Question-answering strategies for children." The Reading Teacher, 1982 36(2), pp.186-191.

Develop Comprehension Through QAR

* Indicates lessons that are included in this document. The intervention should take place in a small group or one on one.

Tier 3 (Few)	<p>Daily Guided Reading/Small Group Reading for Comprehension with focused instruction with QAR, retelling, visualizing, self monitoring, summarizing Gr. 3-6 SOAR</p> <p>*Comprehension Developed through QAR: Right There Locating Answers to Right There Questions p.45</p> <p>*Comprehension Developed through QAR: Author and You Drawing Conclusions and Making Inferences p.79</p>
Tier 2 (Some)	<p>Daily Guided Reading/Small Group Reading for Comprehension with focused instruction with QAR, retelling, visualizing, self monitoring, summarizing Gr. 3-6 SOAR</p> <p>*Developing Comprehension Through QAR p.5</p>
Tier 1 (All)	<p>Shared Reading Guided Reading/Small Group Reading: Independent Reading Writing Lessons to use with Shared Reading and Small Group/Guided Reading: QAR Schema and Anchor Charts Retelling Retelling with Retelling hand “Stop, Cover, Retell” “Reflective Reading” “Making Tracks” Visualization “Hot Seat” “Book Bits”</p>

Tier 2: Develop Comprehension through QAR Progress Monitoring Chart
Student Name _____

Additional small group Yes No
(or) Embedded in daily small group instruction Yes No

Put a (+) if question type ID'd (*identified*) correctly and a (-) for each question answered correctly. Put a (-) for each incorrect answer.

Students will be responding to questions daily, you **MAY** record all of the questions on this sheet, but you **MUST record the day 5/or final lesson of the week**, each week for the fidelity of the intervention so consistent progress can be monitored. It can be done with the text included in this intervention or if this intervention is embedded in your small group reading instruction, it may be based on the story read in small group using the 4 different types of questions.

Passage Date/Title	Number of Lesson this week	Right There		Think & Search		Author & You		On My Own		%	Comment
		ID type of Question	Correct Response	ID type of Question	Correct Response	ID type of Question	Correct Response	ID type of Question	Correct Response		
Percent correct by type											

Comments and Observations:

Although you will teach QAR with your whole class, this plan is to be done **ONLY** with **TARGETED** students who have challenges with QAR. It is to be done in a small group setting.

Tier 2 Comprehension Developed through QAR

Indicator	R.C.5 The student generates and responds logically to literal, inferential, and critical thinking questions before, during and after reading the text
Goal	Students will be able to comprehend the text, understand the question, identify the type of question and respond to the question
Grouping	Small group (4-6 students)
Estimated time	15 minutes
Materials needed	QAR poster, QAR cue cards, text, questions

May be done as an additional Small Group Reading lesson or may be embedded in Daily Reading Small Group Instruction but must do Day 1-3 explicitly in the Small Group. Day 4-10 may take place with instructional level text from the Small Group Instruction. Progress Monitoring must take place on Day 5 of each week or during the final lesson of the week. It must be recorded on the Tier 2: Develop Comprehension through QAR Progress Monitoring Chart (page 5).

Day	Plan
1	Introduce students to QAR. Begin with an explanation about different types of questions and the best way to answer them. Teacher models "IN THE BOOK" questions (Right There and Think and Search) Guided Practice
2	Review Day 1 Teacher models "IN MY HEAD" questions (Author and You and On My Own) Guided Practice
3	Review types of QAR and key words that help identify question type Use QAR Cue Cards for guided practice Using a short piece of text, teacher models answering questions using the QAR strategy
4-10	Students practice independently answering questions using the QAR strategy. Text used should match students' independent reading level. Provide corrective feedback and record data on progress monitoring chart

(Q. A. R.)

Question Answer Relationships

RIGHT THERE



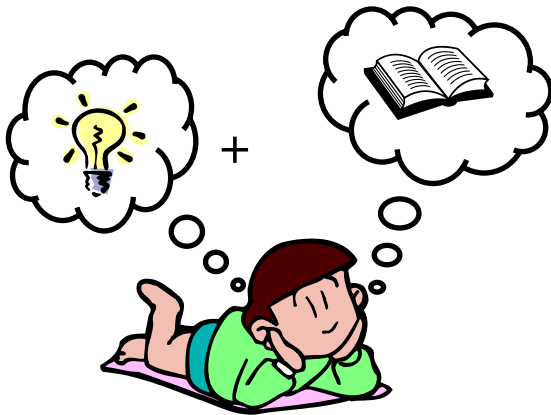
The answer is in the text and usually easy to find. The words used to make up the question and words used to answer the question are **right there** in the same sentence.

THINK AND SEARCH



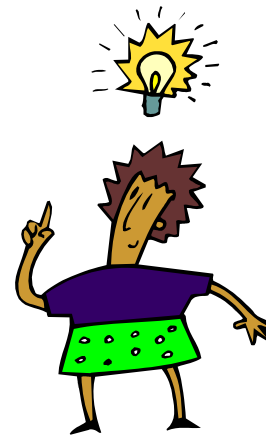
The answer is in the story, but you need to **put together** different story parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

AUTHOR AND YOU



The answer is not in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.

ON MY OWN



The answer is not in the story. You can even answer the question without reading the story. You need to use your own experience.

Day 1: “In the Book” Questions

Objective: Students will learn how to locate answers to questions using a strategy called, “QAR” (Question-Answer Relationships). “Right There” and “Think and Search” questions will be modeled and practiced.

Materials Needed: QAR Chart, “Right There” and “Think and Search” example passages/questions, 3 Little Pigs story and questions, highlighter

1. Introduce student to QAR:
 - Display chart showing the four types of QAR questions
 - Briefly describe QAR – *“QAR stands for question/answer relationships. Knowing the type of question helps you know where and how to locate answers. There are four different types of questions. Today we are going to talk about the two types of questions where the answer is found in the book. They are “Right There” and “Think and Search”.*
2. Right There questions – *“The answer to this type of question is found in the text. Also, the words in the question and the words in the answer are usually in the same sentence. You can point to the answer in the story.”*
Model using “In the Book” passage/question card. Choose one of the passages based on child’s reading level.
3. Think and Search questions – *“The answer to this type of question is also found in the text. However, the words in the question and the words in the answer are not found in the same sentence. You must put together different parts of the text to get the answer.”*
Model using “In the Book” passage/question card. Choose one of the passages based on child’s reading level.
4. Read Three Little Pigs text.
5. Guided Practice: Answer questions for Three Little Pigs. Guide students to determine which type of question each one is (“Right There” or “Think and Search”), before answering questions.

“In the Book” Passages/Questions

MY PUPPY

I have a small puppy. She is brown and white. She likes to chase bunnies. Sometimes she gets muddy when she chases a bunny into a flower bed. She also likes to sleep with me in my bed. I love my puppy.

THE CIRCUS

The circus is full of excitement. There are huge lions roaring and growling with their tamer. There are strong and beautiful people in sparkling costumes flying overhead on high trapezes. There are horses prancing around the ring with riders standing on them and performing tricks. But my favorite part of all is the silly clowns. They spray water from flowers, get shot from cannon, and stuff themselves into a very small car. They wear bright colored costumes with big red noses and extra large shoes.

Right There:

1. What does my puppy chase?
2. When does my puppy get muddy?
3. Where does my puppy like to sleep?

Right There:

1. What is prancing around the ring?
2. What is the author’s favorite part of the circus?

Think and Search:

1. What does my puppy like to do?

Think and Search:

1. Name three things you can see at the circus.
2. What are two types of animals found at the circus?

The Three Little Pigs



The Story of the Three Little Pigs

Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes.

Before they left, their mother told them "Whatever you do, do it the best that you can because that's the way to get along in the world."

The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house out of sticks. This was a little bit stronger than a straw house.

The third little pig built his house out of bricks.



One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said "Let me in, let me in, little pig or I'll huff and I'll puff and I'll blow your house in!"

"Not by the hair of my chinny chin chin", said the little pig.



The pig didn't open the door, so the wolf blew the house in. The pig ran as fast as he could and hid in his brother's house of sticks.

The wolf then came to the house of sticks.

"Let me in, let me in little pig or I'll huff and I'll puff and I'll blow your house in". "Not by the hair of my chinny chin chin", said the little pig. So the wolf blew that house in too. The two pigs ran as fast as they could to the third pig's house.

The wolf then came to the house of bricks.

"Let me in; let me in" cried the wolf

"Or I'll huff and I'll puff till I blow your house in"

"Not by the hair of my chinny chin chin" said the pigs.



Well, the wolf huffed and puffed but he could not blow down that brick house.

But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house.



The little pigs saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water.

When the wolf finally found the hole in the chimney he crawled down and KERSPLASH right into that kettle of water and that was the end of their troubles with the big bad wolf. And the three little pigs lived happily ever after in the house built of bricks.

The Three Little Pigs

Directions: Guide students to determine which type of question each one is. Use that strategy to locate and highlight answer in story.

1. How many little pigs are there in the story?

Right There

Think and Search

2. What type of house did the first pig build?

Right There

Think and Search

3. Where did the wolf go in the story?

Right There

Think and Search

4. What did the wolf do differently at the third pig's house?

Right There

Think and Search

5. How did the three pigs live after they got rid of the wolf?

Right There

Think and Search

Day 2: “In my Head” Questions

Objective: Students will learn how to locate answers to questions using a strategy called, “QAR” (Question-Answer Relationships). “Author and You” and “On My Own” questions will be modeled and practiced.

Materials Needed: QAR Chart, “Author and You” and “On My Own” example passages/questions, Goldilocks and the Three Bears story and questions, highlighter

1. Review “In the Book” and introduce “In Your Head”:
 - Display chart showing the four types of QAR questions
 - Review QAR and In the Book questions from Day 1 – *“Yesterday we talked about a strategy called QAR. QAR stands for question/answer relationships. Knowing the type of question helps you know where and how to locate answers. There are four different types of questions. Yesterday we talked about “Right There” and “Think and Search” questions. The answers to those types of questions can be found in the book. Today we are going to talk about the two types of questions where the answer is not found in the story. You will need to use information you already know or information “in your head”. These types of questions are called “Author and You” and “On My Own”.”*
2. Author and You questions – *“The answer to this type of question is not found in the text. You have to put together the information the author provides with information you already know to come up with the answer.”*
Model Using “In my Head” passage/question card. Choose one of the passages based on child’s reading level.
3. On My Own questions – *“The answer to this type of question is not in the story. You can even answer the question without reading the story. The answer is based on your opinions and experiences.”*
Model Using “In my Head” passage/question card. Choose one of the passages based on child’s reading level.
4. Read Goldilocks and the Three Bears text.
5. Guided Practice: Answer questions for Goldilocks and the Three Bears. Guide students to determine which type of question each one is (“Author and You” or “On My Own”), before answering questions. Highlight clues in text.

“In My Head” Passages/Questions

MY PUPPY

I have a small puppy named Molly. She is brown and white. She likes to chase bunnies. Sometimes she gets muddy when she chases a bunny into a flower bed. I yell at her to get out of the flowers because my mom does not like Molly in her garden. Molly also likes to sleep with me in my bed. I love my puppy.

THE CIRCUS

The circus is full of excitement. There are huge lions roaring and growling with their tamer. There are strong and beautiful people in sparkling costumes flying overhead on high trapezes. There are horses prancing around the ring with riders standing on them and performing tricks. But my favorite part of all is the silly clowns. They spray water from flowers, get shot from cannon, and stuff themselves into a very small car. They wear bright colored costumes with big red noses and extra large shoes.

AUTHOR and YOU:

1. What do think Mom would say if Molly slept in her bed?
2. Do you feel the same about puppies as the author? Why?

AUTHOR and YOU:

1. If you could be any of the circus performers in the story which would you be? Why?
2. How do you feel about clowns compared to the author?

ON MY OWN:

1. What type of puppy do you think is best?

ON MY OWN:

1. What is your favorite part of the circus?

The Story of Goldilocks and the Three Bears



Once upon a time, there were three bears that lived in a house in the forest. One morning they decided to go for a walk while their porridge cooled.

There was a little girl named Goldilocks who also went for a walk in the forest. Pretty soon, she came upon their house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!



Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

"Someone's been sleeping in my bed, too" said the Mama bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

Goldilocks and the Three Bears

Directions: Guide students to determine which type of question each one is and circle it. Use that strategy to answer the question. Highlight clues in text.

1. How is a real bear different from a bear in the story?

Author and You On My Own

2. Why do you think Goldilocks needed to lay down for a nap?

Author and You On My Own

3. Was it right for Goldilocks to walk in the house when no one answered the door?

Author and You On My Own

4. Why did Goldilocks run away at the end of the story?

Author and You On My Own

5. What's your favorite thing to eat for breakfast?





Author and You On My Own

Day 3:

Objective: Students will learn how to locate answers to questions using a strategy called, “QAR” (Question-Answer Relationships).

Materials Needed: QAR Chart, Passages: Hair, Kids Say No to Junk Food, Blue Jeans Celebrate a Birthday, and The Very First Dinosaur.

1. Review the four types of QAR questions.
2. Use QAR strategy chart to discuss key words in questions that might help identify the type of question.
3. Model: Using the Hair passage, teacher models answering questions using the QAR strategy. Answers should be written in complete sentences.
4. Guided Practice: Select one of the passages for student to practice using the QAR strategies to answer questions in complete sentences.
5. Independent Practice: Select one of the passages for student to read and answer questions (in complete sentences) using the QAR strategies. Provide immediate feedback.

STRATEGY	WORDS I <u>MIGHT</u> SEE IN THE QUESTION	WHAT I SHOULD DO
<p>Right There The answer is in the text, in one place, and usually easy to find.</p> 	<ul style="list-style-type: none"> • Who is • Where is • What is • When is • How many • Name 	<ul style="list-style-type: none"> • Look back in the text. • Find the answer and highlight (part of the question is probably in the text). • Answer in complete sentence.
<p>Think and Search The answer is in the text, but you need to put together different parts to find the whole answer.</p> 	<ul style="list-style-type: none"> • What caused • Find two examples • Retell • What 3 things • Compare • How did 	<ul style="list-style-type: none"> • Look back in the text. • Find answer in more than one place and highlight. • Put together and answer in complete sentence(s).
<p>Author and You The answer is not in the text. You need to think about what you already know, what the author tells you, and how it fits together.</p> 	<ul style="list-style-type: none"> • Why • Compare and contrast • Explain • What else might • What caused 	<ul style="list-style-type: none"> • Think about what the author said in the text. • Think about what you know. • Put those ideas together and answer in a complete sentence(s).
<p>On My Own The answer is not in the story. You can even answer the questions without reading the story.</p> 	<ul style="list-style-type: none"> • What to you think • Have you ever 	<ul style="list-style-type: none"> • Think about what you know • Write answer in complete sentence(s).

Hair

By Karen Kellahar

Your hair grows from tiny, tube-shaped pockets called hair follicles (FOL-ih-cuhls). Colorful substances called pigments are produced inside the follicles. These pigments give color to your hair.

One pigment is called melanin. It is brownish-black. If you have dark hair, you have a lot of melanin. The other hair pigment is a yellow-red color. This lighter pigment shows up only when there is not a lot of melanin. That's what makes a person's hair blond or red.

As people grow older, their hair follicles stop making pigments. Then hair begins to lose its color. It turns either white or gray. Some people go gray or white sooner than others.

Hair

1. What are the different types of pigment hair can have?

Right There

Think and Search

Author and You

On My Own

2. Who are some people you know whose hair is turning gray?

Right There

Think and Search

Author and You

On My Own

3. What is the colorful substance inside your follicles called?

Right There

Think and Search

Author and You

On My Own

4. Does your hair have a lot of melanin? Explain.

Right There

Think and Search

Author and You

On My Own

Kids Say No to Junk Food

By Lisa Carole Copeland

Jordana, Judith, and Jacob Eisen never munch on candy or drink soda. You could search their whole house and not find a single potato chip. Shocked? Don't be. These kids are members of Kids Against Junk Food (KAJF). KAJF is a kids' club that cares about nutrition. About 750,000 kids from age 5 to 18 belong to the club. They say no to fatty, sugary snacks like chips and chocolate and yes to healthy snacks like fresh fruit. They know that junk foods may cause cavities and other health problems.

KAJF members want to teach other kids about eating right. They send out a newsletter and have healthy food parties. They have even asked the U.S. Senate to make a law against selling junk food in school cafeterias. "Some kids at school buy lunch, and then just eat desserts." said 9 –year-old Jordana Eisen. "That can be really bad for you."

KAJF is also unhappy with some of the commercials on TV. They don't like ads that try to talk kids into eating sugary cereals or fatty foods. The club even gives "Hall of Shame" awards to food companies that try to get kids to believe that junk food is good food.

Kids Say No to Junk Food

1. What is your favorite kind of junk food?

Right There

Think and Search

Author and You

On My Own

2. What is KAJF?

Right There

Think and Search

Author and You

On My Own

3. What has the KAJF club done to help teach other kids about eating right?

Right There

Think and Search

Author and You

On My Own

4. How are your eating habits different or similar to Jordana, Judith, and Jacob Eisen?

Right There

Think and Search

Author and You

On My Own

5. About how many kids belong to the KAJF club?

Right There

Think and Search

Author and You

On My Own

Blue Jeans Celebrate a Birthday!

from Plant Matters

Blue jeans are almost 150 years old. Jeans are often called Levi's, named after Levi Strauss, who invented them. Strauss first made work pants out of canvas for California gold miners.

Later, he used cotton denim that he dyed blue using dye made from the indigo plant. By the 1860s, blue jeans were being worn by farmers and cowboys throughout the American West.

Today, jeans are worn in all parts of the world and not just as work clothes. And jeans come in many different colors. The most popular color, though, is still blue.

Look at your jeans with a magnifying glass. Can you see the tiny threads that make up the material? Each thread is made from fibers. And the fibers come from cotton plants.

Blue Jeans Celebrate a Birthday!

1. What did you find out about the material that jeans are made of?

Right There

Think and Search

Author and You

On My Own

2. Who is known to be the inventor of blue jeans?

Right There

Think and Search

Author and You

On My Own

3. Why do you think kids, teens, and adults like to wear blue jeans?

Right There

Think and Search

Author and You

On My Own

4. Thinking of who the first blue jeans were made for, why do you think it is the choice of clothing for construction workers?

Right There

Think and Search

Author and You

On My Own

A Golden Hamster

The hamster is a kind of animal that lives well in a cage. The golden hamster looks like a tiny, furry teddy bear. It has a very short tail. It has large cheek pouches where it stores food or litter. A hamster's front teeth are very sharp.

To make a home for a hamster, you will need a hamster cage. The hamster cage should have a pan that can be removed and cleaned. Put some papers on the bottom of the pan. Then fill the pan with at least 2 inches of hay or hamster litter for bedding. The papers will help to keep the bedding in the cage.

A Golden Hamster

1. What animal does a Golden Hamster look like?

Right There

Think and Search

Author & You

On My Own

2. What do you need to make a home for a hamster?

Right There

Think and Search

Author & You

On My Own

3. Compare a hamster's tail to a cat's tail.

Right There

Think and Search

Author & You

On My Own

4. Why does a hamster have large cheek pouches?

Right There

Think and Search

Author & You

On My Own

5. What type of pet do you like? Why?

Right There

Think and Search

Author & You

On My Own

Days 4-10:

Number of lessons can vary depending on student(s)' need.

Objective: Students will practice locating answers to questions using a strategy called, “QAR” (Question-Answer Relationships).

Procedure: Select a passage for student to read and answer questions (in complete sentences) using the QAR strategies. Provide immediate feedback and chart progress on monitoring form.

Resources

There are questions prepared for the following resources for your use during this practice phase. Feel free to select other material that you have if these passages are not appropriate for your student.

Reading A-Z (available on the District Website Portal under Classroom Tools)

- Level G-DRA 12
 1. My Day-Word Count 190
 2. Beanie and the Missing Bear-Word Count 155
 3. I Bet I Can-Word Count 162
- Level I-DRA 16
 1. Mike’s Good Bad Day-Word Count 210
 2. Hippo’s Toothache-Word Count 276
- Level K-DRA 18
 1. The Mailman’s Hat

Time for Kids Nonfiction Comprehension Test Practice (available at the IRC from Shell Educational Publishing)

- Level 2 (ISBN # SEP10332)
 1. The Very First Dinosaur?-Lesson 7
- Level 3 (ISBN # SEP10333)
 1. A Spooky Friend-Lesson 10
 2. The Wolf Packs Are Back-Lesson 20

(Levels 4, 5, & 6 are also available at the IRC)

Picture Books – found in school libraries or at the IRC

- Geraldine’s Blanket by Holly Keller
- You’ll Soon Grow Into Them, Titch by Pat Hutchins
- Max by Rachel Isadora

Additional Resource: Harcourt Think and Respond questions

A Spooky Friend

Time for Kids-Level 3-Lesson 10

1. Why do you think so many bats live in Austin, Texas?

Right There Think and Search Author & You On My Own

2. Are you afraid of bats? Why or why not?

Right There Think and Search Author & You On My Own

3. Where is the largest bat colony in any city in the world?

Right There Think and Search Author & You On My Own

4. How do bats help?

Right There Think and Search Author & You On My Own

5. How many insects does the group of Mexican free-tailed bats eat every night?

Right There Think and Search Author & You On My Own

The Wolf Packs Are Back

Time for Kids-Level 3-Lesson 20

1. What effect did killing the wolves have on Yellowstone?

Right There Think and Search Author & You On My Own

2. Why do you think Bruce Babbit is a good friend to wolves?

Right There Think and Search Author & You On My Own

3. What do you know about wolves?

Right There Think and Search Author & You On My Own

4. Where did they trap the wolves they brought back to Yellowstone?

Right There Think and Search Author & You On My Own

5. Why else might some experts fight the judge's decision?

Right There Think and Search Author & You On My Own

The Very First Dinosaur?

Time for Kids-Level 2-Lesson 7

1. Where did the scientists find the new dinosaur bones?

Right There Think and Search Author & You On My Own

2. What is your favorite dinosaur?

Right There Think and Search Author & You On My Own

3. What did the scientists learn from the bones?

Right There Think and Search Author & You On My Own

4. Were the dinosaurs they found bigger than an elephant?

Right There Think and Search Author & You On My Own

5. Compare the new dinosaurs to a kangaroo?

Right There Think and Search Author & You On My Own

Hippo's Toothache

(Reading A-Z - Level I)

1. How have you lost a tooth?

Right There Think and Search Author & You On My Own

2. What was Harry's problem?

Right There Think and Search Author & You On My Own

3. Why do you think the tooth came out?

Right There Think and Search Author & You On My Own

4. Who helped to pull out Harry's tooth?

Right There Think and Search Author & You On My Own

I Bet I Can
(Reading A-Z - Level G)

1. Why did Kangaroo think that Bear couldn't jump over the river?

Right There Think and Search Author & You On My Own

2. What three things did Bear say he could do that he really couldn't?

Right There Think and Search Author & You On My Own

3. What is something that you can do?

Right There Think and Search Author & You On My Own

4. What did Bear say he could swing on?

Right There Think and Search Author & You On My Own

Beanie and the Missing Bear

(Reading A-Z - Level G)

1. Where did Clare leave her bear?

Right There Think and Search Author & You On My Own

2. Where did Beanie look for the bear?

Right There Think and Search Author & You On My Own

3. Where have you found one of your lost toys?

Right There Think and Search Author & You On My Own

4. Why did Beanie want to look at Danny's old blanket?

Right There Think and Search Author & You On My Own

My Day

(Reading A-Z - Level G)

1. What do you do after you wake up?

Right There Think and Search Author & You On My Own

2. When does the boy watch TV?

Right There Think and Search Author & You On My Own

3. What are some different things that you do after school?

Right There Think and Search Author & You On My Own

4. What are the different times of day that the boy has something to eat?

Right There Think and Search Author & You On My Own

The Mailman's Hat

(Reading A-Z - Level K)

1. What are two things that happened to Mr. Smith's hat?

Right There Think and Search Author & You On My Own

2. What else might Mr. Smith have done to get Duffy to quit barking and snapping at him?

Right There Think and Search Author & You On My Own

3. What would you do if you met a barking and snapping dog?

Right There Think and Search Author & You On My Own

4. Where did Mr. Smith deliver the mail?

Right There Think and Search Author & You On My Own

Mike's Good Bad Day

(Reading A-Z - Level I)

1. Tell about a time when someone was kind to you.

Right There Think and Search Author & You On My Own

2. What went wrong for Mike during the day?

Right There Think and Search Author & You On My Own

3. Why do you think Mike forgot his frosting at home?

Right There Think and Search Author & You On My Own

4. What kind of books did Mike get at the library?

Right There Think and Search Author & You On My Own

Geraldine's Blanket

By Holly Keller

1. What color was Geraldine's Blanket?

Right There Think and Search Author & You On My Own

2. Do you sleep with something special at night? If so, what is it?

Right There Think and Search Author & You On My Own

3. How is Geraldine's blanket similar or different from a blanket you have at home?

Right There Think and Search Author & You On My Own

4. What were some of the things Geraldine did to show her parents that the blanket was important to her?

Right There Think and Search Author & You On My Own

5. Do you think Geraldine's solution was a good one? Why or why not?

Right There Think and Search Author & You On My Own

You'll Soon Grow Into Them, Titch

by Pat Hutchins

1. What did Titch's brother give him?

Right There Think and Search Author & You On My Own

2. Do you think Titch liked getting clothes from his older brother and sister? Explain.

Right There Think and Search Author & You On My Own

3. What were the different clothes his brother and sister gave him?

Right There Think and Search Author & You On My Own

4. Do you have any clothes that you absolutely love and are now too small for you? Explain.

Right There Think and Search Author & You On My Own

5. Who went shopping with Titch?

Right There Think and Search Author & You On My Own

Max

By Rachel Isadora

1. What Day of the week does Max play baseball?

Right There Think and Search Author & You On My Own

2. Based on the passage, how are baseball and dancing the same and different?

Right There Think and Search Author & You On My Own

3. What were the different things Max learned at dance class?

Right There Think and Search Author & You On My Own

4. What is the name of Max's sister?

Right There Think and Search Author & You On My Own

5. Who is your favorite baseball team?

Right There Think and Search Author & You On My Own

ANSWER KEY

My Puppy p.8

Right There

1. bunnies
2. when she chases a bunny into the flower bed
3. in bed with the author

Think and Search

1. chase bunnies and sleep in bed with the author

The Circus p.8

Right There

1. horses
2. the silly clowns

Think and Search

1. lions with a lion tamer, people in sparkling costumes, horses with riders, silly clowns
2. lions and horses

The Three Little Pigs p.11

1. RT
2. RT
3. T&S
4. T&S
5. RT

My Puppy p.13

Author & You

1. I don't think she would like it because she did not like the puppy in her garden. (one possible response)
2. Yes, I love puppies to because they are fun to play with and cuddly to hug. (one possible response)

On My Own

1. Accept any reasonable answer

The Circus p.13

Author & You

1. I would be the clown because I like to be silly and laugh. (one possible response)
2. I do not like clowns because I think they are too silly. I like acts that are more athletic. (one possible response)

On My Own

1. Accept any reasonable answer

Goldilocks and the Three Bears p.16

1. A&Y
2. A&Y
3. OMO
4. A&Y
5. OMO

Hair p.20

1. **T&S** If there is a lot of melanin the pigment is blackish-brown and if there is a little melanin the pigment is a yellow-red color.
2. **OMO** Accept any reasonable answer
3. **RT** The colorful substance inside your follicles is called pigment.
4. **A&Y** My hair has a lot of melanin because it is dark brown. (one possible answer)

Kids Say No to Junk Food p. 22

1. **OMO** Accept any reasonable answer
2. **RT** KAJF is a kids' club that cares about nutrition.
3. **T&S** KAJF helps by writing a newsletter, hosting healthy food parties, and giving Hall of Shame Awards to food companies that try to convince kids that junk food is good for them.
4. **A&Y** I like to drink diet coke and they don't drink any soda. We all like fresh fruit. (one possible answer)
5. **RT** There are about 750,000 kids in KAJF.

Blue Jeans Celebrate a Birthday! P. 24

1. **T&S** Jeans are made of fibers from the cotton plant and died with indigo blue dye.
2. **RT** Levi Strauss is the inventor of blue jeans.
3. **OMO** Accept any reasonable answer
4. **A&Y** I think construction workers like blue jeans because they are strong and don't tear easily. (one possible answer)

A Golden Hamster p.26

1. **RT** A golden hamster looks like a teddy bear.
2. **T&S** To make a home for a hamster, you need a cage with a removable pan to hold paper and litter.
3. **A&Y** A hamster's tail is very short and a cat's tail is long. (one possible answer)
4. **RT** A hamster has large cheek pouches to store food or litter.
5. **OMO** Accept any reasonable answer

A Spooky Friend p.28

1. **A&Y** I think so many bats live in Austin, Texas because there is a good habitat and lots of insects for food. (one possible answer)
2. **OMO** Accept any reasonable answer
3. **RT** The largest bat colony in any city is in Austin, Texas.
4. **T&S** Bats help by eating insects that hurt crops. They also move pollen from cactus to cactus and spread seeds around.
5. **RT** The group of Mexican free-tail bats eats 250 tons of insects every night.

The Wolf Packs Are Back p.29

1. **T&S** Killing the wolves allowed the coyote and elk populations to increase then the plants eaten by the elks began to disappear.
2. **A&Y** I think Bruce Babbit is a good friend to wolves because he was willing to fight to keep wolves in Yellowstone.
3. **OMO** Accept any reasonable answer
4. **RT** They trapped the wolves in Canada and brought them to Yellowstone.
5. **A&Y** An expert might fight the judge's decision because they like wolves and they think people should not interfere with nature. (one possible answer)

The Very First Dinosaur? P.30

1. **RT** Scientists found the new dinosaur bones in Madagascar,
2. **OMO** Accept any reasonable answer
3. **T&S** Scientists learned that the dinosaur had a small head, a long neck and was about the size of a kangaroo. It ate plants and walked on four legs.
4. **A&Y** The dinosaurs were about the size of kangaroo and a kangaroo is smaller than an elephant. (one possible answer)
5. **A&Y** The dinosaur and a kangaroo were about the same size but kangaroos hop and the dinosaur ran on four legs. (one possible answer)

Hippo's Toothache p.31

1. **OMO** Accept any reasonable answer
2. **RT** Harry had a toothache.
3. **A&Y** I think the tooth came out because when the elephant was scared by the mouse she ran very fast and pulled harder. (one possible answer)
4. **T&S** Milly the gorilla, Ziggy, Polly, and Ella tried to help Harry pull out his tooth.

I Bet I Can p.32

1. **A&Y** I think Kangaroo thought the river was too wide. (one possible answer)
2. **T&S** Bear said he could jump over a river and a wall and that he could swing on a rope.
3. **OMO** Accept any reasonable answer
4. **RT** Bear said he could swing on a rope.

Beanie and the Missing Bear p.33

1. **RT** Clare left the bear on the chair.
2. **T&S** Beanie looked on, under, and behind the chair. She looked in Chomp's bed and Danny's old blanket.
3. **OMO** Accept any reasonable answer
4. **A&Y** Beanie wanted to look in Danny's old blanket because she noticed that Danny put the rabbit in a new blanket and there was something in his old blanket. (one possible answer)

My Day p.34

1. **OMO** Accept any reasonable answer
2. **RT** The boy watches TV after dinner.
3. **A&Y** After school, I go to soccer practice. (one possible answer)
4. **T&S** The boy eats in the morning, at noon, in the afternoon and in the evening.

The Mailman's Hat p. 35

1. **T&S** Mr. Smith's hat blew off his head and landed in Duffy's dish.
2. **A&Y** Mr. Smith might have asked the neighbor to lock the dog in the back yard. (one possible answer)
3. **OMO** Accept any reasonable answer
4. **RT** Mr. Smith delivered mail on Dew Mellon Way.

Mike's Good Bad Day p.36

1. **OMO** Accept any reasonable answer
2. **T&S** Mike spilled the cat food, dropped his books, forgot his frosting, and spilled orange punch on his shirt.
3. **A&Y** I think Mike was feeling rushed because he spilled the cat food and he did not take the time to check that he had everything. (one possible answer)
4. **RT** Mike got shark books at the library.

Geraldine's Blanket p. 37

1. **RT** Pink (one possible answer – use picture to find the answer)
2. **OMO** Accept any reasonable answer
3. **A&Y** Geraldine's blanket is like my favorite blanket at home because it is pink. (one possible answer)
4. **T&S** She took it everywhere with her; she found many uses for it; when it got dirty she washed it; she found it when her mom hid it; she pinned it on her dress; she tucked it under her pillow
5. **OMO** Accept any reasonable answer

You'll Soon Grow Into Them Titch p.38

1. **RT** Pants
2. **A&Y** No, because the clothes were too big for him
3. **T&S** Pants, sweater, socks
4. **OMO** Accept any reasonable answer
5. **RT** Dad

Max p.39

1. **RT** Saturday
2. **T&S** One thing that is the same in both baseball and dancing is that you jump and leap. Some ways that are different are that in baseball you hit and catch baseballs and run fast. In dance class you stretch at the barre, do the splits and pas de chat.
3. **T&S** Stretch at the barre, do the splits, do the pas de chat
4. **RT** Max
5. **OMO** Accept any reasonable answer

Although you will teach QAR to your whole class, this plan is to be done **ONLY** with **TARGETED** students who have challenges with QAR. It is to be done in a small group setting who were not successful with Tier 2.

Tier 3 Comprehension Developed through QAR: Right There and Think & Search Questions

Indicator	R.C.4 The student generates and responds logically to literal, inferential, and critical thinking questions before, during and after reading the text.
Goal	Students will be able to comprehend the text, understand the question, locate the information in the text and then answer the question.
Grouping	Small group (1-2 students)
Estimated time	15-20 minutes
Materials needed	QAR cue cards, Posters (QAR; Read, Cover, Remember, Retell; Fact Fingers and Locating Answers to Questions), highlighters or post-it notes, text and corresponding Teacher Observation form. You may want to make copies of text so students can highlight or underline when answering questions. Optional: detective props.

Resources: Questions refer to text listed below that is available at IRC or can be purchased (information on page 98). The books are Guided Reading levels 13-19.

Book titles:

- Tigers by Margaret Costain, Level 13
- A Trip Into Space by Peter Sloan & Sheryl Sloan, Level 13
- Animals Build by Adrienne Betz, Level 13
- Fur, Feathers, Scales, Skin by Christine Economos, Level 13
- Snails in School by Christine Economos, Level 13
- The Coral Reef by Christine Economos, Level 13
- Ships and Boats by Peter Sloan & Sheryl Sloan, Level 14
- Electric Motors by Peter Sloan & Sheryl Sloan, Level 14
- What Do Historians Do by Brenda Parkes, Level 14
- Gravity by Dan Greenberg, Level 17
- Owls by Susan Ring, Level 18
- Tested for Safety by Dina McClellan, Level 19

If books are not available or are not at the appropriate level, this format can be used with any text matched to students' reading level. A blank Teacher Observation form is available on page 74 to use with text that you may choose at the student's instructional level.

Locating Answers to Right There and Think and Search Questions

You may use these lessons in their entirety, or you may use only the parts relating to a student's specific need: Right There questions or Think and Search Questions.

Day 1:

Discuss that reading is like being a detective because readers are thinking and figuring out what is happening throughout the story and then after the story to answer questions.

- **Right There:** Give example of looking for lost glasses. Discuss rethinking of where you last had them and then beginning the search there instead of looking through the entire house. Discuss how when answering questions from text, answers are often **right there**, but you need to know where to look for them.
 - **Think and Search:** Give example of looking for soccer equipment before going to a game. You might need to look in your drawers for shorts, shirt, and socks; the closet for shoes; and the garage for shin guards and soccer ball. Discuss how when answering questions from text, information may be located in more than one place in the text and you need to **think and search** to find the entire answer.
1. Read text Tigers, (pages 2-5) by Margaret Costain (or other text matched to students' reading level). Have students stop, think about and save the information read. Solicit students' responses using either "Read, Cover, Remember, Retell" strategy or "Fact Fingers". (Information about these two strategies can be found on pages 74-77).
 2. Read questions and then reread the text. Stop and think to save the information.
 3. Model thinking like a detective to locate a response. First read the question and then talk about what it means and what it is looking for. Think aloud where it will be found. Show students the text where you will find the answer or support your answer. Using the "Locating Answers to Questions" graphic, show students how you use a 1 for the beginning, 2 for the middle, 3 for the end, 4 for a caption and 5 for a graphic or photograph. Show student how to raise the correct number of fingers to tell the answer. Then, use either the post-it note or the highlighter to identify the information. Think aloud how you solved it.
 4. Pose the next question to student(s). If working with a group of 2, have student 1 retell the question and student 2 tell where to find it in the text. Each student then underlines it and student 1 tells the answer.
 5. Pose a third question for students to respond to. Follow steps from #4 but reverse the roles of students. The teacher then assesses and records students who need the concept re-taught.
 6. Pose the fourth question, have both students retell the question. Have students give you the EPR signal for where to find it in the text. Have students then underline or highlight the answer. Students can share it out. The teacher then assesses and records students who need the concept re-taught.
 7. Options: Model Question 1 & 2 and have students work together to do questions 3 & 4.
 8. Record observations on Assessment form. If student still shows confusion, model another day using Tigers (pages 6-11).

Day 2-19 (number of days to be determined by students' needs)

1. Remind students of the procedures from Day 1: Think like a detective, read, stop & save information, respond to text, identify facts, read questions, reread text, read each question individually, think about what the question asks, identify where to look for answer, find answer in text and highlight it, respond or complete process beginning with think about what the question asks for the rest of the questions and when done with all of the questions, then respond.
2. Have students look at the photograph and predict what the text will be about. Give students a preview/overview of the text so students are able to read text independently. Have students read the text independently then follow the procedure from day 1 as listed.
3. Add excitement, by determining which question to answer by using a spinner, rolling dice or drawing question number.



Locating Answers to Questions

1

2

3

4

5

beginning

middle

end

caption

graphic, index,
photograph,
table of contents

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Tigers p. 2-5 by: Margaret Costain,
Sundance Little Green Readers, Level 13

Overview: *This book tells us about tigers.*

	Question	Where	Highlight	Respond
Question				
	1. What do tigers like to eat?			
	2. Which is the largest cat?			
	3. How do tigers hunt?			
	4. Where can tigers can live?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What do tigers like to eat? (RT)	3	Tigers like to eat deer, wild pigs, other large animals
2. Which is the largest cat? (RT)	1	A tiger is the largest cat
3. How do tigers hunt? (T&S)	2/3	Tigers hide until they see, smell, or hear an animal, and then they sneak up and pounce on it.
4. Where can tigers live? (RT)	2/1	Tigers can live in hot rainforests, dry woods, and in cold snowy places.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Tigers p. 6-11 by: Margaret Costain,
Sundance Little Green Readers, Level 13

Review information about tigers from the previous day.

Overview: This section will tell us more about tigers.

	Question	Where	Highlight	Respond
Question				
	1. Where do tigers rest on hot days to keep cool?			
	2. What are tiger teeth and claws used for?			
	3. What are tigers hunted for?			
	4. Who hunts tigers?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Where do tigers rest on hot days to keep cool? (RT)	1	Tigers rest in the water to keep cool.
2. What are tiger teeth and claws used for? (RT)	3	Tiger teeth and claws are made into jewelry.
3. What are tigers hunted for? (T&S)	2-3	Tigers are hunted for their skins, bones, teeth and claws.
4. Who hunts tigers? (RT)	1	Some people hunt tigers.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Tigers p. 12-16 by: Margaret Costain,
Sundance Little Green Readers, Level 13

Review information about tigers from the previous day.

Overview: This section will tell us more about tigers.

	Question	Where	Highlight	Respond
Question				
	1. What page can you find information about skins?			
	2. What are safe places for tigers called?			
	3. Where are most tigers in zoos from?			
	4. What have people done to keep tigers safe?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What page can you find information about skins? (RT)	5 Index	You can find information about skins on page 9.
2. What happens when people cut down forests where tigers live? (RT)	1	Tigers lose their place to hunt.
3. Where are most tigers in zoos from? (RT)	2	Most tigers in zoos were born in zoos.
4. What have people done to keep tigers safe? (T&S)	2/3	People have made reserves and no longer trap tigers to put in zoos.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

A Trip Into Space p.2-7 by: Peter Sloan & Sheryl Sloan Sundance Little Red Readers, Level 13

Overview: This book tells us about the space shuttle.

	Question	Where	Highlight	Respond
Question				
	1. Where is the space shuttle when it is getting ready to go into space?			
	2. What carries the space shuttle into space?			
	3. What happens to the satellite in the cargo bay when the cargo bay doors are opened?			
	4. What is in the space shuttle?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Where is the space shuttle when it is getting ready to go into space? (RT)	1	The space shuttle is on the launching pad.
2. What carries the space shuttle into space? (RT)	2	The large booster rockets are carrying the shuttle into space.
3. What happens to the satellite in the cargo bay when the cargo bay doors are opened? (RT)	3	The satellite is let go into space when the cargo bay doors are opened.
4. What is in the space shuttle? (T&S)	2/3 and/or 5 Picture	Astronauts, satellite, and anything student can identify from pictures.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

A Trip Into Space p. 8-12 by: Peter Sloan & Sheryl Sloan
Sundance Little Red Readers, Level 13

Review information about the space shuttle from the previous day.

Overview: This section will tell us more about the space shuttle.

Question	Question	Where	Highlight	Respond
1. What does the space shuttle look like when it is landing?				
2. Where does the satellite go when it is in space?				
3. What things do the astronauts do in the space shuttle?				
4. What is another thing the astronauts do in the space shuttle?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What does the space shuttle look like when it is landing? (RT)	3	The space shuttle looks like an airplane when it is landing.
2. Where does the satellite go when it is in space? (RT)	1	The satellite goes into orbit above the earth.
3. What things do the astronauts do in the space shuttle? (T&S)	2/3	The astronauts eat special food and rest in the space shuttle.
4. Is the astronaut always inside the space shuttle? (RT)	1	No. Sometimes he is floating in space near the shuttle.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Animals Build p.1-7 by: Adrienne Betz
Newbridge Discovery Links, Level 13

Overview: This book tells us about how animals build.

	Question	Where	Highlight	Respond
Question				
	1. To what page will you turn to learn about spiders?			
	2. Name 3 types of homes that animals build in this passage.			
	3. What are weaverbirds nests made of?			
	4. Who builds tall mounds?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. To what page will you turn to learn about spiders? (RT)	5 Tab of Contents	We will learn about spiders on page 14.
2. Name 3 types of homes that animals build in this passage. (T&S)	1-3 and/or 5 (pictures)	Animals build mounds, lodges and nests.
3. What are weaverbirds nests made of? (RT)	2	Weaverbird nests are made of grass and twigs.
4. Who builds tall mounds? (RT)	3	Termites build tall mounds.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Animals Build p. 8-16 by: Adrienne Betz
Newbridge Discovery Links, Level 13

Review information about animals building from the previous day.

Overview: This section tells us more about how animals build.

	Question	Where	Highlight	Respond
Question				
	1. Why do animals build?			
	2. What do spiders use their webs for?			
	3. What animals in this passage fly?			
	4. Where do chimpanzees build their beds?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Why do animals build? (RT)	3	Animals build to make a safe place to sleep, raise their babies, or keep their food.
2. What do spiders use their webs for? (RT)	1	Spiders use their webs to catch food.
3. What animals in this passage fly? (T&S)	5 (pictures)	Bees, bats and eagles fly.
4. Where do chimpanzees build their beds? (RT)	1	Chimpanzees build their beds in the treetops.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Fur, Feathers, Scales, Skin p. 1-9 by: Christine Economos Newbridge Discovery Links, Level 13

Overview: This book tells us about animals that are covered in fur, feathers, scales, or skin. Today we will read about animals covered in fur and feathers.

	Question	Where	Highlight	Respond
Question				
	1. How does the color of the pheasants' feathers help them?			
	2. On what page will we learn about animals with skin?			
	3. How does a polar bear get dry after it swims?			
	4. How are the parrot and the pheasant different?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. How does the color of the pheasants' feathers help them? (RT)	3	It helps the pheasant hide.
2. On what page will we learn about animals with skin? (RT)	5 Tab of Contents	We will learn about animals with skin on page 14.
3. How does a polar bear get dry after it swims? (RT)	2	The polar bear shakes itself to dry its fur.
4. How are the parrot and the pheasant different? (T&S)	2/3 and/or 5 Pictures	Parrots fly and live in trees. Pheasants live on the ground. Parrots have bright feathers and pheasants have brown feathers.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Fur, Feathers, Scales, Skin p. 10-16 by: Christine Economos
Newbridge Discovery Links, Level 13

***Review information about animals with fur and feathers from the previous day.
Overview: Today we will read about animals covered in scales and skin.***

	Question	Where	Highlight	Respond
Question				
	1. How do scales help a lizard?			
	2. How does the elephant's skin help him?			
	3. What kind of scales does a snake in the book have?			
	4. Name the two kinds of scales you read about.			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. How do scales help a lizard? (RT)	1	Scales help keep the lizard cool in the hot desert sun.
2. How does the elephant's skin help him? (RT)	3/2	It keeps him from getting cut and scratched.
3. What kind of scales does a snake in the book have? (RT)	2	This snakes has smooth green scales.
4. Name the two kinds of scales you read about. (T&S)	1/2	The two types of scales were brown and rough and green and smooth.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Snails in School p. 1-9 by: Christine Economos
Newbridge Discovery Links, Level 13

***Overview: This book is about a week in school learning about snails
Today we will read about what happens on Monday and Tuesday of that week.***

	Question	Where	Highlight	Respond
Question				
	1. What do the children observe about the snails on Tuesday?			
	2. What are all of the parts of a snail?			
	3. How many tentacles does a snail have?			
	4. Where will the snails live in school?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What do the children observe about the snails on Tuesday? (T&S)	2/3 5 diagram	When they put water near it nothing happened and when he blew on it the head popped out. They also observed the body parts of a snail.
2. What are all of the parts of a snail? (RT)	5	The snail has eyes, tentacles, mouth, shell whorl and foot.
3. How many tentacles does a snail have? (RT)	3 or 5 diagram	A snail has four tentacles.
4. Where will the snails live in school? (RT)	2	The snails will live in boxes.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Snails in School p. 10-16 by: Christine Economos
Newbridge Discovery Links, Level 13

Review: What happened with the snails on Monday and Tuesday?

Overview: Today we will read about what happens on Wednesday, Thursday and Friday of that week.

	Question	Where	Highlight	Respond
Question				
	1. What happened on Friday?			
	2. What does a snail eat?			
	3. What does a snail like?			
	4. Why does a snail eat chalk?			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What happened on Friday? (RT)	3	Students take the snails home.
2. What does a snail eat? (T&S)	1/2	Snails eat lettuce and chalk.
3. What does a snail like? (T&S)	2/3	Snails like smooth things and dark places.
4. Why does a snail eat chalk? (RT)	1/2	Snails eat chalk to make their shell hard

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

The Coral Reef p. 1-9 by: Christine Economos Newbridge Discovery Links, Level 13

Overview: Today we will read about what the coral reef is made of and the different kinds of fish that live there.

	Question	Where	Highlight	Respond
Question				
	1. What color is the baby blue tang fish?			
	2. How did the green lettuce slug get its name?			
	3. What is a coral reef made up of?			
	4. Name 3 animals that live in the coral reef.			

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What color is the baby blue tang fish? (RT)	2	The baby blue tang fish is yellow.
2. How did the green lettuce slug get its name? (RT)	3 and/or 5 picture	It looks like lettuce.
3. What is a coral reef made up of? (RT)	1	The coral reef is made up of tiny animals called coral.
4. Name 3 animals that live in the coral reef. (T&S)	1-3 and/or 5 pictures	Corals, tang fish, clown fish, lettuce slugs and animals with green tentacles live in the reef.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

The Coral Reef p. 10-16 by: Christine Economos
Newbridge Discovery Links, Level 13

Review: What is the coral reef made of and who lives there?

Overview: Today we will learn more about what lives in the coral reef.

Question	Question	Where	Highlight	Respond
1. What does the puffer fish do when it is in danger?				
2. What animal in this passage has the most eyes?				
3. How do the circles on the octopus help it?				
4. Who is photographer in the coral reef in this book?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What does the puffer fish do when it is in danger? (RT)	3	The puffer fish puffs itself up so it looks scary when it is in danger.
2. What animal in this passage has the most eyes? (T&S)	1-3	The blue clam has the most eyes.
3. How do the circles on the octopus help it? (RT)	1	The circles on the octopus help it to taste and feel.
4. Who is photographer in the coral reef in this book? (RT)	3	The diver is the photographer in this book.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Ships and Boats p. 1-5 by: Peter Sloan & Sheryl Sloan
Sundance Little Blue Readers, Level 14

Overview: This book tells us facts about boats and ships.

Question	Question	Where	Highlight	Respond
1. Why did people first build boats?				
2. What do we call a ship that carries oil?				
3. What do ships and boats carry?				
4. What kind of an engine do tanker and container ships have?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Why did people first build boats? (RT)	1	They first built boats so they could cross lakes and rivers.
2. What do we call a ship that carries oil? (RT)	2/3	We call a ship that carries oil a tanker.
3. What do ships and boats carry? (RT)	1/2	Ships and boats carry people and cargo.
4. What kind of an engine do tanker and container ships have? (T&S)	2/3	Tanker and container ships have powerful engines.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Ships and Boats p. 6-8 by: Peter Sloan & Sheryl Sloan
Sundance Little Blue Readers, Level 14

Review: Yesterday we learned about different kinds of ship.

Overview: Today we will learn about more ships and boats and what they do.

Question	Question	Where	Highlight	Respond
1. What does an icebreaker do?				
2. What size is a pilot boat?				
3. How is a ferry boat different than an icebreaker or a pilot boat?				
4. What does a pilot boat do?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What does an icebreaker do? (RT)	1	An icebreaker breaks ice with its thick bow.
2. What size is a pilot boat? (RT)	3	A pilot boat is small.
3. How is a ferry boat different than an icebreaker or a pilot boat? (T&S)	1-3	A ferry boat can carry cars, trains and goods.
4. What does a pilot boat do? (RT)	3	A pilot boat takes the pilot out to the large ship to guide the ship into the port.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Electric Motors p. 2-5 by: Peter Sloan & Sheryl Sloan
Sundance Little Blue Readers, Level 14

Overview: This book tells us the things electric motors do for us.

Question	Question	Where	Highlight	Respond
1. What does the motor in a clothes dryer do?				
2. How are the electric motors on a car and train alike?				
3. Where are electric trains used now?				
4. What does the electric motor on an elevator do?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What does the motor in a clothes dryer do? (RT)	3	The motor turns the drum that holds the wet clothes and also turns a fan that blows hot air on the wet clothes.
2. How are the electric motors on a car and train alike? (T&S)	1/2	The motors are both quiet and keep the air clean.
3. Where are electric trains used now? (RT)	2	Electric trains are used in some towns.
4. What does the electric motor on an elevator do? (RT)	2/3	The electric motor on an elevator can pull the elevator up fast and quietly.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Electric Motors p. 6-8 by: Peter Sloan & Sheryl Sloan

Sundance Little Blue Readers, Level 14

Review: *Yesterday we learned about things that have electric motors.*

Overview: *Today we will learn about more things with an electric motor.*

Question	Question	Where	Highlight	Respond
1. Who controls the motor on an electric wheelchair?				
2. What is different about the wheelchair motor and the toy motor?				
3. How many motors does a computer have?				
4. What does one of the motors on a computer do?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Who controls the motor on an electric wheelchair? (RT)	1	The driver controls the motor on an electric motor.
2. What is different about the wheelchair motor and the toy motor? (T&S)	1 and 3	The wheelchair motor is controlled by a person and the toy motor is controlled by a remote control.
3. How many motors does a computer have? (RT)	2	A computer has 2 motors.
4. What does one of the motors on a computer do? (RT)	2	One motor spins the disk. One motor runs a fan to keep the computer cool.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

What Do Historians Do p. 1-16 by: Brenda Parkes Newbridge Discovery Links, Level 14

Overview: Today we will learn what historians do.

Question	Question	Where	Highlight	Respond
1. What do historians look at to learn about the past?				
2. What can we do like historians?				
3. What do historians study?				
4. How do historians share what they learned?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What do historians look at to learn about the past? (T&S)	2	Historians look at pictures, homes, what pioneers wrote, and tools pioneers used.
2. What can we do like historians? (T&S)	2/3	We can visit places to learn about pioneers. We can see how pioneers lived. We can read books about pioneers. We can write about pioneers. We can make models of things pioneers used. We can share what we learned.
3. What do historians study? (RT)	1	Historians what happened in the past.
4. How do historians share what they learned? (T&S)	2	Museums and books are ways historians share what they learned.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Gravity p. 2-9 by Dan Greenberg Newbridge Discovery Links, Level 17

Overview: Today we will learn about gravity and how it affects the Earth.

Question	Question	Where	Highlight	Respond
1. Where do we find gravity?				
2. What is gravity?				
3. What things does gravity pull down?				
4. If there was no gravity, what could happen to the girl and her blocks?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Where do we find gravity? (T&S)	2/3	Gravity is found on or near Earth.
2. What is gravity? (RT)	1	Gravity is an invisible force.
3. What things does gravity pull down? (T&S)	2/3	Gravity pulls down people, leaves, water, birds, blocks, and everything on Earth.
4. If there was no gravity, what could happen to the girl and her blocks? (RT)	3	A puff of wind would make them float up in the air.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Gravity p. 10-16 by Dan Greenberg Newbridge Discovery Links, Level 17

Review: Yesterday we learned about gravity and how it affects the Earth.

Overview: Today we will learn more about gravity and how it affects space.

Question	Question	Where	Highlight	Respond
1. Why doesn't Earth's gravity affect things in space?				
2. Why do astronauts use special straps during a space mission?				
3. What effect does the Earth's gravity have on the moon?				
4. What happens to people and things in space?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Why doesn't Earth's gravity affect things in space? (T&S)	1/2	Earth's gravity is not strong enough. Things in space are so far away that the pull of the Earth's gravity has little effect.
2. Why do astronauts use special straps during a space mission? (RT)	4 caption	The special straps hold them and their tools in place.
3. What effect does the Earth's gravity have on the moon? (T&S)	1/2	It keeps the moon from floating away in space and keeps it circling around the Earth.
4. What happens to people and things in space? (RT)	2	People and things float in space.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Owls p. 2-7 by Susan Ring
Newbridge Discovery Links, Level 18

Overview: Today we will learn about owls and how they hunt.

Question	Question	Where	Highlight	Respond
1. What 2 things does an owl have that makes it a good hunter?				
2. Compare human eyes to owl eyes.				
3. Where are the owls ears?				
4. On which page would you find information about baby owls?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What 2 things does an owl have that makes it a good hunter? (T&S)	2	Good hearing and eyesight make an owl a good hunter.
2. Compare human eyes to owl eyes. (T&S)	2/3	Owls see 8-10 times better than humans and its eyes don't move around.
3. Where are the owl's ears? (RT)	2	An owl's ears are hidden on the sides of its head.
4. On which page would you find information about baby owls? (RT)	5 Tab of Contents	You would turn to page 12 to find information on baby owls.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Owls p. 8-16 by Susan Ring
Newbridge Discovery Links, Level 18

Review: Yesterday we learned about owls and how they hunt.

Overview: Today we will learn about different kinds of owls.

Question	Question	Where	Highlight	Respond
1. Why do people want to save forests, fields and woodlands?				
2. Why do owls have different colored feathers?				
3. Which owls can eat animals 2-3 times heavier than they are?				
4. How does the owl's appearance change as it grows?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Why do people want to save forests, fields and woodlands? (RT)	3	People save forests because they want to make sure there will always be homes for owls.
2. Why do owls have different colored feathers? (RT)	2	Owls have different color feathers so they can hide in trees, branches and even snow, and so they can hunt for food without being seen.
3. Which owls can eat animals 2-3 times heavier than they are? (RT)	5 caption	The Great Horned Owl eats animals 2-3 times heavier than he is.
4. How does the owl's appearance change as it grows? (T&S)	2/3	Baby owlets are covered with soft white feathers. As they grow the fuzzy feathers fall off and they grow adult feathers.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have “Locating Answers to Questions” poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Tested for Safety p. 1-7 by Dina McClellan Newbridge Discovery Links, Level 19

Overview: Today we will learn about bicycle safety.

Question	Question	Where	Highlight	Respond
1. What problems does Starley’s Safety Bicycle solve?				
2. What has made bicycle riding safer?				
3. Why were high wheelers hard to ride?				
4. Has bicycle riding always been safe?				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. What problems does Starley’s Safety Bicycle solve? (RT)	5 diagram	Rubber tires made it less bumpy, brakes let you coast to a stop, and wheels of equal size made it easier to steer.
2. What has made bicycle riding safer? (T&S)	3	Bicycles are safer because of better brakes, reflectors and helmets.
3. Why were high wheelers hard to ride? (RT)	1	High wheelers were hard to ride because they tipped over easily and there were no brakes.
4. Has bicycle riding always been safe? (RT)	1	No. Long ago bike riding was not very safe.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Tested for Safety p. 8-16 by Dina McClellan
Newbridge Discovery Links, Level 19

Review: Yesterday we learned about bicycle safety.

Overview: Today we will learn about safe driving and safety equipment.

Question	Question	Where	Highlight	Respond
1. Who invented the traffic light?				
2. Why does the scientist wear goggles?				
3. What problems did early drivers have?				
4. Name 4 types of safety gear people use on their jobs.				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1. Who invented the traffic light? (RT)	2 and/or 5 caption	Garrett Morgan invented the traffic light.
2. Why does the scientist wear goggles? (RT)	2	Scientists wear goggles to protect their eyes from lasers.
3. What problems did early drivers have? (RT)	1 and/or 5 picture	Problems for early drivers included animals on the roads and no driving rules.
4. Name 4 types of safety gear people use on their jobs. (T&S)	2-3	Safety gear included fire suits, hard hats, safety straps, goggles and space suits.

Teacher Observation Page

Record observations of student(s) throughout lessons and then summarize data on individual student charts. Split box in each column if there are two students in group. Have "Locating Answers to Questions" poster available for student to use when indicating where answer is found in text. Response is based on text read not on entire book. It is highly suggested that the section of text NOT being used for the lesson be paper-clipped together. This will facilitate the student(s) being able to identify beginning, middle, and end of text more accurately. Type of question is identified in answer key as RT (right there) or T&S (think and search).

Title: _____ **Level** _____

Review:
Overview:

Question	Question	Where	Highlight	Respond
1.				
2.				
3.				
4.				

Comments:

Answer Key:

Question	Where to locate Answer?	Answer
1.		
2.		
3.		
4.		

Read-Cover Remember-Retell

This reading strategy is a method of comprehension building can be used for any type of text and any age or reading level of student. It is important to choose a text the student can read with little or no assistance.

1. Select a small amount of text on one page that can be covered by the student's hand. This amount can vary from two to three sentences for 1st or 2nd graders, to one to two paragraphs for older students.
2. The student then reads this selection aloud or silently.
3. After reading they cover the text with their hand, and think about what they read.
4. Then they tell you what they read. If they need to sneak a peek to remember a detail, that is okay. Feel free to ask questions they can answer from what they read, to help them remember.

The Read-Cover-Remember-Retell method encourages the reader to slow down, read for meaning, and to understand what they read.

Read-Cover Remember-Retell



READ



COVER



REMEMBER



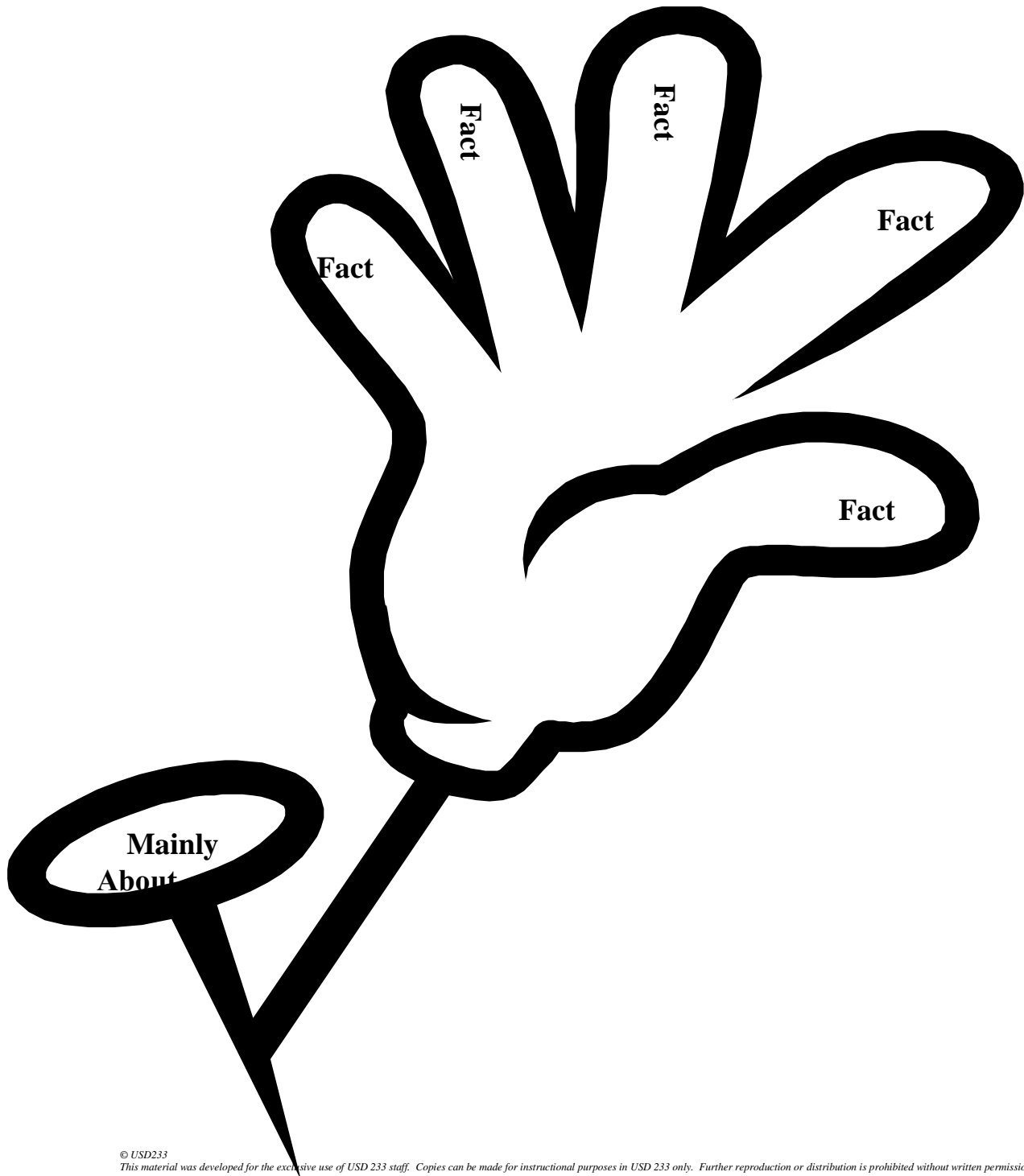
RETELL

Fact Fingers

This reading strategy is a method of comprehension building can be used for nonfiction text at all reading levels. It is important to choose a text the student can read with little or no assistance.

1. Student reads page or paragraph of text (amount depends on length/level of text and student ability).
2. Student begins with hand in a fist and puts up one finger for each fact recalled from reading. Teacher should encourage student to name only important facts.
3. Optional: After stating individual facts, student closes hand into fist again and states main idea of text read. (This step is not necessary with this intervention as the goal is to build student's ability to find information in the text – not to summarize).

Fact Fingers



Although you will teach QAR with your whole class, this plan is to be done **ONLY** with **TARGETED** students who have challenges with QAR. It is to be done in a small group setting who were not successful with Tier 2.

Tier 3 Comprehension Developed through QAR: Author and You Drawing Conclusions and Making Inferences

Indicator	R.C.5 ▲ The student uses ▲ illustrations, ▲ text and prior knowledge to make inferences and draw conclusions.
Goal	Students will be able to comprehend the text, understand the question, identify the part of the story the evidence the will be found in, locate evidence from the text to draw the conclusion, and respond to the question.
Grouping	Small group (1-2 students)
Estimated time	15-20 minutes
Materials needed	text of your choice matched to students' instructional level, highlighters or post-it notes, locating responses grid, drawing conclusion graphic and text where information for response is found, props from a favorite team

Resources: Text for The Great Pumpkin Hunt, p. 87 and Racing a Tornado, p.94 (see materials list on page 98).

Active Engagement: Students will locate information, share with partner

Day 1:

Review how when answering questions from text, answers are often **right there**, but you need to know where to look for them. Discuss what strategies they have been using to locate answers. Inform students that now we will be answering **Author and You** questions. In these questions the author gives us evidence, but we as readers have to find the evidence, then think about the evidence to help us make inferences and draw conclusions.

1. Put on some Chiefs, Royals, KU or K State hats, shirts etc. Ask students to draw a conclusion about you as a fan. When they say you're a _____ fan, say "How did you know?" Use the drawing conclusions graphic to list the evidence and then record the conclusion they drew.
2. Introduce the passage Getting Ready and pose the "drawing conclusion" question. Have students read the passage stopping and saving the information read using "Read, Cover, Remember and Retell" from previous intervention. Solicit students' responses.
3. Model thinking like a detective to locate evidence. First reread the question and talk about what it is asking. Using a "think aloud" model how you would find evidence in the text to answer this question. Show students where you will find one piece of evidence in the text, then use either the post-it note or the highlighter to identify the evidence. Have student(s) locate and share out evidence, taking turns if more than one student. Show student where you record it on the graphic. Record the evidence. Read all of the evidence and think aloud how to draw a conclusion. Record it on the graphic.
4. Now pose this question, "What is this passage mainly about?" Model how you think, "it is mainly about _____, and it is telling me _____?"
5. Record observations on Assessment form. Reteach areas of confusion.

Graphic for modeling on Day 1 with Real World example

What conclusions can you draw about me?

Evidence:

- 1.
- 2.
- 3.
- 4.

Conclusions:

Key: Day 1 Real World example

These are possible answers. Student responses may vary (depending on what “evidence” you provide them).

What conclusions can you draw about me?

Evidence:

1. You are wearing a Zach Greinke jersey.
2. You have on a Royals ball cap.
3. You have a blue Royals pennant on your bulletin board.
4. You have a picture of you at Kaufmann Stadium on your desk.

Conclusions: You are a Kansas City Royal’s fan.

Getting Ready

There was an excitement in the air. I got up early and rushed through my morning routine. I think I ate my breakfast in less than three minutes.

Then I waited impatiently as my mom got ready for our shopping trip. As I waited, I noticed how pristine and shiny the house looked. Our hard work had paid off. Every thing looked perfect!

We had several errands to run to prepare for the big event. First, we were going to Paper Warehouse to get paper plates, napkins, cups, and plastic ware. Everything had to be red, white or blue. We also ordered a large balloon bouquet with red, white and blue balloons. Next we hit the Bar-B-Que place my dad loved the most, Jack Stack, and picked up ribs, baked beans and coleslaw.

When we got home mom put the food away and I placed the balloons next to the "Welcome Home" sign I had made. Then we raced back to the car and headed for the army base. There we anxiously waited with my grandparents and aunts and uncles for the plane to arrive.

Question Framework for Day 1 Getting Ready

What conclusions can you draw about what the author is getting ready for?

Evidence:

- 1.
- 2.
- 3.
- 4.

Conclusions:

What is this passage mainly about?

Key: Day 1 – Getting Ready

These are possible answers. Student responses may vary.

What conclusions can you draw about what the author is getting ready for?

Evidence:

1. They were excited.
2. The house was clean.
3. They went shopping for red, white, and blue paper products and balloons.
4. They bought Dad's favorite foods.
5. There was a Welcome Home sign
6. Waited at the Army Base with family.

Conclusions: Dad is in the Army and has been serving away from home. They are throwing a welcome home party for him.

What is this passage mainly about?

This passage is telling about the preparations the family made to celebrate the return of their Dad.

Day 2:

1. Review answering **Author and You** questions. In these questions the author gives us evidence, but we as readers have to find the evidence, then think about the evidence to help us make inferences and draw conclusions.
2. If needed, use another Real World example as in Day 1. (possible examples: dress for cold weather; bring props for cooking/baking; bring props for a birthday party, etc.)
3. Introduce the passage The Great Pumpkin Hunt and pose the inference questions. Have students read the passage stopping and saving the information read using “Read, Cover, Remember and Retell”. Solicit students’ responses.
4. Model thinking like a detective to locate evidence. First reread the first question and talk about what it is asking. Using a “think aloud” model how you would find evidence in the text to answer this question. Show students where you will find one piece of evidence in the text, then use either the post-it note or the highlighter to identify the evidence. Have student(s) locate and share out evidence, taking turns if more than one student. Show student where you record it on the graphic. Record the evidence. Read all of the evidence and think aloud what the evidence makes you think (in your head) and make an inference. Record it on the graphic.
5. Follow this same procedure for the second question.
6. Now pose this question, “What is this passage mainly about?” Model how you think, “it is mainly about _____, and it is telling me _____?”
7. Record observations on Assessment form. Reteach areas of confusion.

The Great Pumpkin Hunt

It was just pumpkins we were looking for that October Saturday. We were searching for pumpkins that we could carve into fantastic jack-o'-lanterns. We wanted to laugh at their silly faces. We wanted lots of them to decorate our front porch.

My brother Tim and I went to the store where we usually get pumpkins every year. They said they only had some baby ones that were too small to carve.

Now what would we do? We went home, wondering if Mom or Dad would have any ideas. Dad said he would take us for a ride to see if a roadside vegetable stand had some pumpkins. "I can't believe they won't," he said. "It is October, after all."

So we piled into the car and drove out of town. The vegetable stand Dad remembered wasn't there! And we didn't see any others, either. Dad said that he couldn't figure out where the farmers were selling their vegetables these days. By that time, you can imagine how Tim and I felt. Maybe we wouldn't have any jack-o'-lanterns this year.

I guess Mom knew the minute she saw us that we had been unsuccessful. But she said we should all just come with her. This time she drove. Where was she taking us? A secret pumpkin store? She seemed to know exactly where she was going.

As she turned the car into the parking lot of City Hall, we saw a farmers' market. Wow! This is where all the farmers brought their vegetables! There were thousands of pumpkins. Huge ones, tiny ones, medium-sized ones. We'd never seen so many pumpkins to choose from!

We used some of our own money on the biggest one we'd ever had. We got some ordinary-sized ones, too. Even Dad and Mom helped carve them. We had a blast. And our porch is now a fantastic sight!

Key: Day 2 – The Great Pumpkin Hunt

These are possible answers. Student responses may vary.

Question	Author (evidence from the text)	You (making an inference)
1. What holiday is coming soon?	<ul style="list-style-type: none">• October• searching for pumpkins• carve jack-o-'lanterns	I know that Halloween is in October. You also carve pumpkins into jack-o-'lanterns for Halloween.
2. Is a Farmer's Market in a grocery store?	<ul style="list-style-type: none">• in the parking lot of City Hall• farmers bring their vegetables	A Farmer's Market is held outside in a parking lot. Different farmers bring their vegetables to sell. It is not in a grocery store – it's more like an outdoor sale.

What is this passage mainly about?

This passage is mainly about searching for pumpkins to use for carving jack-o-'lanterns.

Day 3:

1. Review drawing conclusions and making inferences using the frameworks from Day 1 and Day 2 lessons.
2. Choose Winter Wednesdays and/or Racing a Tornado for additional modeling and/or independent practice.

Days 4-20

1. Select passages and create your own questions that require the student to draw a conclusion or make an inference. Use the question frameworks from Days 1 and 2. Remind students to think like a detective:
 - read, stop & save information
 - respond to text, identify facts
 - read questions and reread text
 - read each question and think about what the question asks
 - find the evidence and highlight it
 - use the evidence to draw a conclusion or make an inference
2. If it is too challenging at the start, omit answering what the passage is mainly about until students are comfortable drawing conclusions and making inferences. Remember there can be several correct responses when drawing conclusions or making inferences. A response can be correct if it based on the evidence.
3. Provide students with immediate, corrective feedback.
4. Record information on Data Collection sheet.

Winter Wednesdays

When I was growing up I thought winter days without snow were cold and dreary. The days were bleak and the trees were bare; it turned dark soon after school was out for the day. The school always seemed further away on those days. The seven- block walk home felt more like seven miles. But in the middle of each of those dreary weeks was a Wednesday, the day my dad was home from work.

My dad worked long hours to support his family and never complained when he had to go in early or stay late to earn a few overtime dollars. My dad also supported my mom when she decided to go back to work, so every Wednesday, on his day off he would cook.

My dad was a big man and it made me smile to see him with his apron tied around his middle. Dad wasn't much for cooking fried chicken and pot roast. Those were Mom's specialties. No, Dad liked to cook things that went into one big pot like stews, soups, and chili. He would start his creations soon after we left the house and slowly cook them all day long in the deep well on the rear of our gas stove. I don't know if stoves come with deep wells any more, but it was Dad's preferred method for preparing food. (A deep well was a big pot the sunk down into the stove. I'm guessing that it was what we had before crockpots were invented.) Dad loved to go to the pantry in the basement and get mason jars filled with last summer's harvest from his garden. He would add a jar of this, a little bit of that, a pinch of secret spices, and a whole lot of love. He never followed a recipe and nothing ever tasted exactly the same way twice, but it always tasted delicious and warmed the bodies and souls of his family.

Question Framework for Day 3
Winter Wednesdays

What conclusions can you draw about the author's father?

Evidence:

- 1.
- 2.
- 3.
- 4.

Conclusions:

What is this passage mainly about?

Key: Day 3 – Winter Wednesdays

These are possible answers. Student responses may vary.

What conclusions can you draw about the author's father?

Evidence:

1. Dad worked long hours to take care of his family.
2. Dad supported his wife when she went back to work.
3. Dad cooked meals for his family every Wednesday.
4. He made up special recipes.

Conclusions: The author's father loved his family very much and took special care of them.

What is this passage mainly about?

This passage is mainly about the author's dad and tells about how he loved to cook for his family.

Racing a Tornado

The Saturday Maria and I had picked for our 50-mile bike ride seemed perfect. We set out at 7:00 A.M. in beautiful spring weather. The sun shone brightly. Birds sang in the trees along the roadside. At 10:30 A.M., when we stopped for a break, we both felt terrific. As we rested, though, a brisk wind sprang up. That was when our perfect day began to change.

By noon, we knew a serious thunderstorm was blowing our way. A towering bank of dark clouds had rolled up out of the southwest. A stinging wind burned our faces. There was no way to stay out of the storm. We would have to wait it out, but where?

Then things went from bad to worse. The temperature dropped suddenly. I looked up and saw that the sky now had a dark-greenish cast. Trees and crops were bent over by the wind. No animals were in sight.

Then a blue car pulled alongside our bikes. The driver ordered, "Get in!" She looked frightened, and we must have, too. We did as she said. That was when the hail started. Chunks of ice the size of golf balls pounded the windshield and dented the hood.

She sped northward with a determined look on her face. Could she outrun this storm? Maria and I looked backward at the black sky. That's when we saw it. Maria screamed. I yelled, "Tornado!" It was so close that I could see tree limbs, doors, and all sorts of other stuff that this monster had swallowed.

My heart had moved up to my throat and was beating so hard I thought it would leap from my body. I had never been so terrified. We would never outrun the tornado! The driver turned to us and said calmly, "We'll get through this. There's an overpass ahead. We'll pull in there for protection."

Once we parked, we leapt from the car and lay pressed up against the concrete wall of the overpass. Before I could count to 20, a roaring surrounded us. It sounded like a freight train passing overhead. Then, suddenly, it was over. We had made it. Some trees were uprooted. Tree branches and flowers were scattered all over. Yet everything was calm and quiet.

We got to a phone and called home. Our parents had been worried sick. But soon we were all laughing with relief. We were shaken but excited. What a story I would have to tell at school.

Question Framework for Day 3
Racing a Tornado

Question	Author (evidence from the text)	You (making an inference)
<p>1. How do we know the kids spent a lot of time riding bikes?</p> <p>2. Why were they lucky the blue car came along?</p> <p>3. Why were the kids yelling?</p>		

What is this passage mainly about?

Question Framework for Days 4-20

Title _____ Date _____

What conclusions can you draw about _____?

Evidence:

- 1.
- 2.
- 3.
- 4.

Conclusions:

What is this passage mainly about?

Question Framework for Days 4-20

Title _____ Date: _____

Question	Author (evidence from the text)	You (making an inference)

What is this passage mainly about?

Ordering Information for Books in Tier 3: Comprehension Developed Through QAR: Author and You

Sundance Publishing

<http://www.sundancepub.com/c/@B.K9iFSA6Pj5M/Pages/orderinfo.html#OrderingOnline>

One Beeman Road, P.O. Box 740, Northborough, MA 01532-0740.

By Fax 800-456-2419.

By Phone 800-343-8204.

Tigers by: Margaret Costain,
ISBN # 0-7608-4152-7, Item # 15220
Sundance Little Green Readers
A Trip Into Space by: Peter Sloan & Sheryl Sloan
ISBN # 0-7608-0358-7, Item # 10734
Sundance Little Red Readers
Ships and Boats by: Peter Sloan & Sheryl Sloan
ISBN # 0-7608-3180-7, Item # 15060
Sundance Little Blue Readers
Electric Motors by: Peter Sloan & Sheryl Sloan
ISBN # 0-7608-3178-5, Item #15058
Sundance Little Blue Readers

Newbridge Discovery Links Ordering Info

www.newbridgeonline.com

Newbridge Educational Publishing, 333 E. 38th St., New York, NY 10016

By Fax: 1-800-563-9196

By Phone: 1-800-361-6128

Animals Build by: Adrienne Betz
ISBN # 1-56784-470-7
Fur, Feathers, Scales, Skin by: Christine Economos
ISBN # 1-56784-483-9
Snails in School by: Christine Economos
ISBN # 1-56784-493-6
The Coral Reef by: Christine Economos
ISBN # 1-56784-498-7
What Do Historians Do by Brenda Parkes
ISBN # 1-58273-404-6
Gravity by Dan Greenberg
ISBN # 1-58273-024-5
Owls by Susan Ring
ISBN # 1-58273-029-6
Tested for Safety by Dina McClellan
ISBN # 1-58273-033-4

Time for Kids: Nonfiction Comprehension Test Practice, 2nd Edition, Level 3

www.seppub.com

Shell Educational Publishing, 5301 Oceanus, Huntington Beach, CA 92649

By Phone: 1-888-333-4551