

# ENHANCE LITERACY

## MODELED READING AND FLUENCY SAMPLER

**The Asteroid Belt**

An asteroid is a bit of rock. It can be thought of as what was "left over" after the Sun and all the planets were formed. Most of the asteroids in our solar system can be found orbiting the Sun between the orbits of Mars and Jupiter. This area is sometimes called the "asteroid belt." Think of it this way: the asteroid belt is a big circle around the Sun. Think of asteroids as cars on the highway. When cars run into one another, the asteroids may break up into smaller asteroids. Scientists think that most asteroids are the result of collisions between larger rocky space bodies. Asteroids can be a few feet to several hundred miles wide. The belt probably contains at least 40,000 asteroids that are more than 0.5 miles (0.8 km) across. If an asteroid is captured by the gravitational pull of a planet, the asteroid can be pulled out of the belt and go into orbit as a moon around the planet that pulled on it.

From <http://starchild.gsfc.nasa.gov>



Reading Assessment

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

Student's reading on each measure, using the modeled reading:

	Visualizing	Drawing Inferences	Determining Important Ideas
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

**CONNECTIONS**

1. Try to make connections between the text and your own experiences, feelings, and general knowledge.

**DRAWING INFERENCES**

1. "Hardly ever" reads between the lines" work out the meaning.
2. Can make predictions and can see the "lines" to draw inferences.
3. Regularly draws inferences deeper meaning.
4. Predicts, interprets, and expands meaning.

# Why Enhance Literacy?

Enhance Literacy is a learning and teaching resource at Levels L through V (Grades three through five), designed for intervention with small groups of students. It is evidence-based, and developed to accelerate literacy achievement for diverse students placed into intervention – including ELL students and striving readers.

There are two kits that make up Enhance Literacy:



These kits are designed to be used both individually and together. If you have both kits, see page 11 for how they fit together.

Each kit offers an intervention system with 30–40 hours of instruction using 60 short, high-interest texts and lessons.

Both kits recognize that literacy learning is a cognitive, social, and cultural experience for students as they bring their knowledge of literacy and of their lives to the diverse and high-interest texts in Enhance Literacy. The combination of modeled and cooperative learning (teacher-guided and peer-to-peer) follows the well-researched gradual release model – its goal is to help striving readers accelerate to the point of “belonging” in the mainstream. (See “Monitoring Comprehension and Repairing Understanding”, page 14.)

Enhance Literacy offers comprehension, fluency, and language instruction to meet the needs of striving readers and ELL students in the knowledge that their needs are different, but that they share a common goal – to succeed in literacy, in school, and in life.

There is a deliberate focus on sentence- and text-level activities – comprehension, fluency, and language development. The research shows that word-level instruction is most common in intervention settings, and that it is effective, but it must be complemented by equally effective sentence- and text-level instruction. Enhance Literacy therefore focuses on fluency, comprehension, and language development – high-level competencies that students need for success in the regular classroom.

Enhance Literacy aligns with evidence-based practices for effective intervention:

- Instruction is explicit.
- Reading strategies are introduced sequentially.
- The teacher models, demonstrates, guides, and supports.
- Students experience guided practice and collaborative (peer-to-peer) learning.
- Teachers provide feedback throughout the learning and teaching process.
- Formative assessment resources for teachers and student self-assessment are included.
- The resources provide multiple scaffolds for students and explicit lesson support for teachers, whether teachers choose to use the printed or the digital materials.
- Both kits use the gradual release of responsibility model.

## THE MODELED READING KIT

- Supports teachers to explicitly teach literacy, through modeling, demonstration, and practice.
- Supports students to learn close reading and text deconstruction using 60 high-interest short texts, from the content areas of English language arts, science, mathematics, and social studies.
- Offers multiple, deliberate scaffolds, with the opportunity to use digital, interactive texts or printed texts depending on the technology available.
- Offers reading strategies in sequence to promote effective learning.

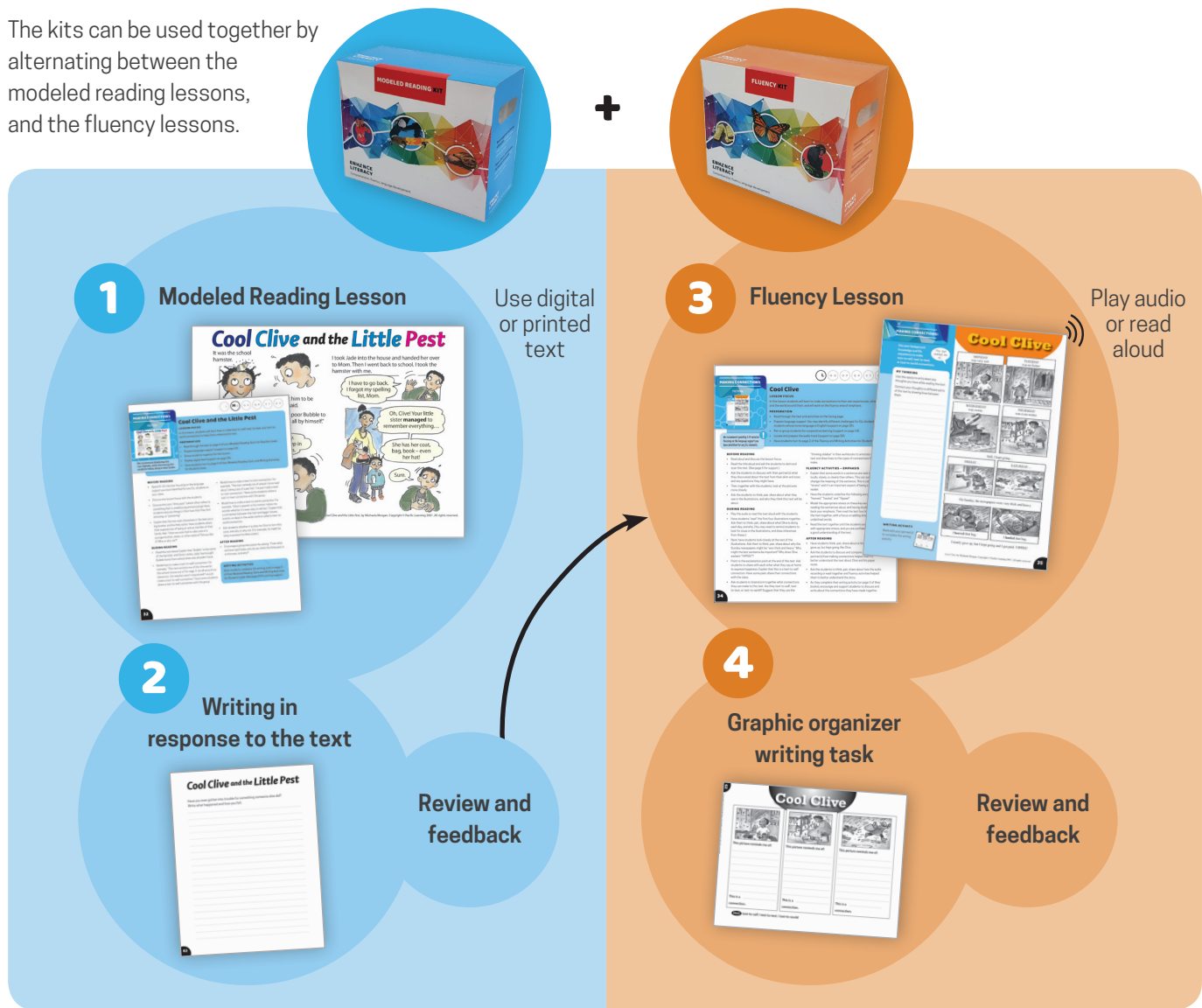
## THE FLUENCY KIT

- Builds fluency, comprehension, and language, both academic and social.
- Has a focus on cooperative learning and student agency.
- Focuses on fluency through explicit instruction and 60 audio texts or read-alouds.
- As fluency and comprehension are equally important, comprehension strategies are developed through guided, independent, and cumulative practice.
- Students practice close reading and text deconstruction with teacher guidance.
- There is a focus on language development, both academic and social or oral language (“accountable talk”).
- Students learn cooperatively, through teacher and peer-to-peer guided practice, teacher feedback, and prompting. As they develop fluency, they also build on their comprehension, academic and general language, and oral language.

# Using Both Enhance Literacy Kits Together

Enhance Literacy has two components – the Modeled Reading Kit, and the Fluency Kit.

The kits can be used together by alternating between the modeled reading lessons, and the fluency lessons.

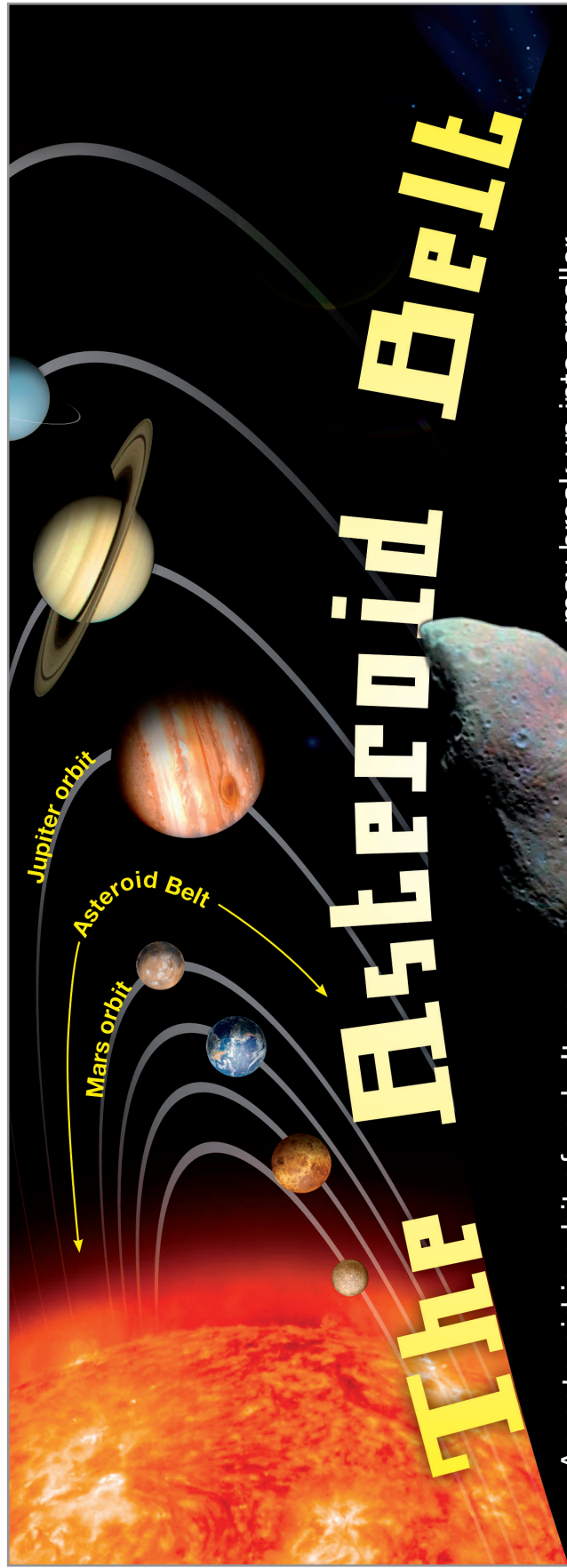


Here is a suggested way to use the kits together if implementing both kits four days per week:

## Week 1

A variety of pacing options, templates, and teaching support for using both kits concurrently are available at [www.enhanceliteracy.com](http://www.enhanceliteracy.com).

Session	Resource	Lesson	Time
Session 1	Modeled Reading Kit	Group lesson	30 min.
Session 2	Modeled Reading Kit	Writing activity Lesson review and feedback	20 min. 10 min.
Session 3	Fluency Kit	Group lesson	30 min.
Session 4	Fluency Kit	Graphic organizer Lesson review and feedback	20 min. 10 min.



An asteroid is a bit of rock. It can be thought of as what was “left over” after the Sun and all the **planets** were formed. Most of the asteroids in our **solar system** can be found **orbiting** the Sun between the orbits of Mars and Jupiter. This area is sometimes called the “asteroid belt.” Think about it this way: the asteroid belt is a big highway in a circle around the Sun. Think about the asteroids as cars on the highway. Sometimes, the asteroid cars run into one another. When this happens, the asteroids

may break up into smaller asteroids. Scientists think that most asteroids are the result of **collisions** between larger rocky **space bodies**.

Asteroids can be a few feet to several hundred miles wide. The belt probably contains at least 40,000 asteroids that are more than 0.5 miles (0.8 km) across.

If an asteroid is **captured** by the **gravitational pull** of a planet, the asteroid can be pulled out of the belt and go into orbit as a moon around the planet that pulled on it.

From <http://starchild.gsfc.nasa.gov>



# The Asteroid Belt

## LESSON FOCUS

In this lesson, students will learn how to make text-to-self, text-to-text, and text-to-world connections to help them understand a text.

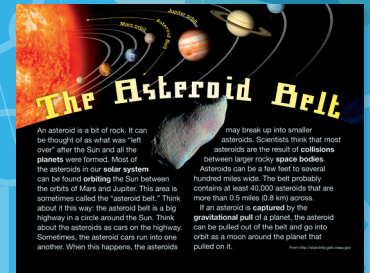
## PREPARATION

- Read through the text on page 7 of your *Modeled Reading Texts for Teachers* book.
- Prepare language support (support on page 19).
- Group students together for this lesson.
- Display digital text (support on page 24).
- Have students turn to page 8 of their *Modeled Reading Texts and Writing Activities for Students* book.

**YOU WILL NEED:** a picture or short video of the solar system.

## MAKING CONNECTIONS

### SCIENCE



We recommend displaying this text digitally, while also having the students follow along in their books.

## BEFORE READING

- Spend 5–10 minutes focusing on the language support you have identified for any ELL students in your class.
- Discuss the lesson focus with the students.
- Read the title aloud. Ask students what they think of when they look at the title and illustration. Ask students to share what they already know about asteroids. Model your thinking as you look at the title and illustration.
- Discuss the term “asteroid belt.” Ask students what connections they can make to other belts.
- If necessary, model how to make connections:  
 Text-to-self connection: “This paragraph reminds me of when I dropped a brick onto the sidewalk. The brick broke into lots of pieces.”  
 Text-to-text connection: “I remember seeing a movie set in space, and the characters were flying between asteroids that were all different sizes.”  
 Text-to-world connection: “I know that the moon orbits around the Earth. Maybe this means that our moon was originally an asteroid.”

## DURING READING

- Read the text aloud.
- Discuss what an asteroid is, and how the description of an asteroid at the start of this text is similar to / different from what students thought.
- Point out the colon in the first column. Explain that a colon is a punctuation mark that is often used before a list or in the middle of a sentence to expand on an idea.
- Mention the unit of measurement (0.8 km) in the second column. Explain to the students that “km” stands for kilometer.
- Using physical tools can be helpful for any students who are struggling to visualize the solar system. It may be possible to show students a model of the solar system, or show a video. Alternatively, create a human model by having the students act as planets orbiting around an object in the classroom.
- Discuss with students what connections they can make to the text.

## AFTER READING

- Have students think, pair, share about what types of connections they made. Select a few students to share their responses.
- Discuss which type of connection helped the students to understand this text the most.

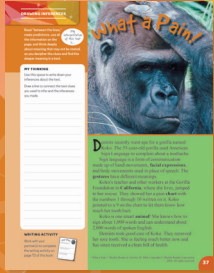
## WRITING ACTIVITIES

Have students complete the writing task on page 9 of their *Modeled Reading Texts and Writing Activities for Students* book. See page 23 for writing support.



**DRAWING INFERENCES**

**NONFICTION**



**What a Pain!**

**LESSON FOCUS**

In this lesson, students will learn how to draw inferences based on clues in the text – that is, to be a deTEXTive – and work on the fluency area of emphasis.

**PREPARATION**

- Read through the text and activities on the facing page.
- Prepare language support. You may identify different challenges for ELL students and students whose home language is English (support on page 20).
- Pair or group students for cooperative learning (support on page 18).
- Locate and prepare the audio track (support on page 26).
- Have students turn to page 72 of the *Fluency and Writing Activities for Students* book.

**!**  
We recommend spending 5–10 minutes focusing on the language support you have identified for any ELL students.

**BEFORE READING**

- Read aloud and discuss the lesson focus.
- Read the title aloud and ask the students to skim and scan the text. (See page 6 for support.)
- Ask the students to discuss with their partner(s) what they discovered about the text from their skim and scan, and any questions they might have.
- Together with the students, look at the picture. Ask the students to think, pair, share about what they see in the picture, and who or what they think this text will be about.

**DURING READING**

- Play the audio or read the text aloud with the students.
- Ask students to think, pair, share about whether their prediction about the text was right. Remind students that predictions are a type of inference.
- Have students discuss together what they can infer about Koko from clues in the text. Ask: “Why might Koko have been taught how to sign?” Ask students to write the inferences they make in their “thinking sidebar,” and to link these to the clues in the text.
- Have students think, pair, share about whether they know any words in American Sign Language, or anyone who signs using it. Ask: “What seems easy or hard about it, and why?”
- Ask students to think, pair, share about what a gorilla might use sign language to say. Ask: “If Koko knows 1,000 words in American Sign Language, what things do you think Koko communicates about?”

- Have students write down any questions they still have after reading. Ask: “Can you use clues in the text to make inferences that might answer your questions?”

**FLUENCY ACTIVITIES – EMPHASIS**

- Explain that some words in a sentence are said more loudly, slowly, or clearly than others. It can change the meaning of the sentence. This is called “emphasis,” and it’s an important aspect of being a fluent reader.
- Have the students underline the following phrases: “went ape,” “how much her tooth hurt,” and “one smart animal.”
- Ensure you model appropriate stress on these key parts by reading the phrases aloud, and having students echo back your emphasis. Next, read these parts of the text together with a focus on adding emphasis to the underlined words.
- Read them several times until the students are reading confidently with appropriate emphasis.

**AFTER READING**

- Ask the students to discuss and compare with their partner(s) how drawing inferences helped them to make meaning and understand the text better.
- Ask the students to think, pair, share about how the audio recording or read-together and fluency activities helped to better understand the story.
- As they complete their writing activity (on page 73 of their books), encourage and support students to discuss and write about the inferences they have made together.

Draw inferences as you decipher the clues and find the deeper meaning in a text. Read “between the lines,” make predictions, use all the information on the page, and think deeply about meaning that may not be stated.

My interpretation of this text is...

MY THINKING

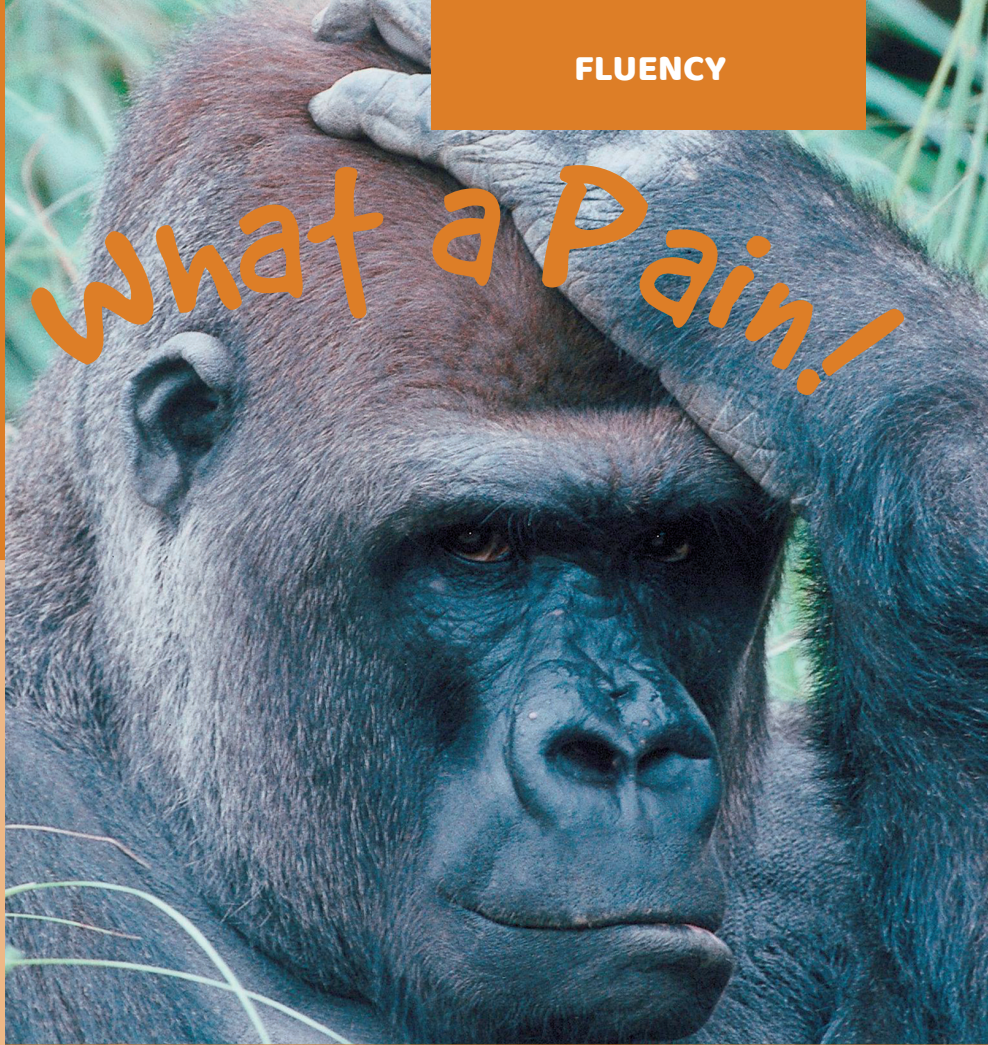
Use this space to write down your inferences about the text.

Draw a line to connect the text clues you used to infer and the inferences you made.

Lined writing area for student inferences.

WRITING ACTIVITY

Work with your partner(s) to complete the writing activity.



Dentists recently went ape for a gorilla named Koko. The 33-year-old gorilla used American Sign Language to complain about a toothache.

Sign language is a form of communication made up of hand movements, facial expressions, and body movements used in place of speech. The gestures have different meanings.

Koko’s teacher and other workers at the Gorilla Foundation in California, where she lives, jumped to her rescue. They showed her a pain chart with the numbers 1 through 10 written on it. Koko pointed to a 9 on the chart to let them know how much her tooth hurt.

Koko is one smart animal! She knows how to sign about 1,000 words and can understand about 2,000 words of spoken English.

Dentists took good care of Koko. They removed her sore tooth. She is feeling much better now and has since received a clean bill of health.



# What a Pain!



**“Dentists recently went ape for a gorilla named Koko.”**

An inference we can draw from this sentence is:

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**“Koko’s teacher and other workers ... jumped to her rescue.”**

An inference we can draw from this sentence is:

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**“She ... has since received a clean bill of health.”**

An inference we can draw from this sentence is:

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