

Monitor Progress



to Differentiate Instruction Formal Assessment

DECODING Observe how well students are able to decode words in the selection, and make note of those students who are having trouble decoding words.

APPROACHING LEVEL

IF ... students are having difficulty decoding words in "Homes," **THEN ...** review sound/spellings of the words during Workshop.

ON LEVEL

IF ... students can decode many of the words in "Homes," **THEN ...** review sound/spellings of the problem words during Workshop.

ABOVE LEVEL

IF ... students are fluently reading "Homes," **THEN ...** have them read the selection aloud with partners.



Comprehension Skills

Have students reread "Homes" focusing on the comprehension skill Compare and Contrast.



Reading with a Writer's Eye

During the rereading of "Homes," emphasize the writing element Author's Purpose.

Focus Question

Have students read aloud the Focus Question on page 15. Encourage them to think about the Focus Question as they read "Homes."

Reading Recommendations



ROUTINE
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Oral Reading Fluency

- ◆ This story contains facts that are organized in meaningful groups. Encourage students to read fluently with appropriate expression and intonation. Reading the selection with fluency and accuracy will help students comprehend the text.
- ◆ Reading selections orally allows you to model strategies and support your students during reading. To build independence, you may want to have them read this selection silently. If you do not think that all your students are ready for this, bring together in a small group those students you think still need to be reading orally with you while the rest of the class reads silently. Remind those students reading silently to use the strategies they have learned to help them understand as they read.
- ◆ Remind students to adjust their reading rate based on whether they find the selection easy or difficult or whether the selection contains punctuation and text features they are unfamiliar with.



Teacher Tips

SOUND/SPELLINGS Tell students to apply their knowledge of sound/spellings and spelling patterns to decode the words in the selection. Using their knowledge will help them decode phonetically regular words quickly and accurately in context.

HETERONYM As students read the selection "Homes," have them pay attention to the word *live(s)*. Throughout this unit, this word may be used as a verb or an adjective. The use of the word will determine whether the word is read with a long-vowel sound or a short-vowel sound. Have students identify the correct meaning as used in context.

SELF-CORRECT As students read the selection, have them practice self-correction when a mistake is made in reading by going back and rereading the text.