

Three-Phase Plan for Learning

Adapted from *Next Step Forward in Guided Reading* (Richardson, 2016) & *Close Reading of Informational Sources* (Cummins, 2019)

Phase 1 Meet the Source

Title/Level: [Pups with a Mission NEWSELA 530L](#) (Alternate - [NEWSELA From Pups to Heroes 650L](#))

Preparation:

Phase 1

- Locate [video](#) for introduction.
- Prepare large copy of definitions & sentence stems for *service*, *nuzzle*, *essential*. (See Phase 1 #1 & Phase 2 #2.)
- Make copies of the article. (See link in Title above.)

Phase 2

- Study [Module "Identifying the Key Details with the Pasta Analogy"](#)
- Prepare [anchor chart](#) for the pasta analogy - determining what's important
- Locate a picture of pasta (or for ELs - picture of steps to make pasta)
- Write or prepare the purpose for reading (so all students can see): *How does Grace provide an important service to Harris?*
- Decide - will students underline key details in the text or write on sticky notes.

Phase 3

- Locate paper and pencil for each student

1. Text Introduction (3-4 minutes)

Synopsis Engaging lead into reading:

- Introduce short video: *We will be watching a video about a very special program for veterans. (Provide a "fast" definition for the word "veteran.") A veteran is a person who has served in the military.*
- Present a purpose for watching: *As you are watching, please ask yourself, "What am I learning about this special program?"*
- [Share video "About Hero Dogs, Inc."](#) (minute 0:00-1:02).
- Discuss their learning - briefly: *What did you learn about this special program? Then state, We will be learning more about this program in an article we are reading today.*

New Vocabulary (teach one word using all FIVE steps; see handout ["Steps for Introducing Vocab."](#) handout): **SERVICE**

1. Phonetic & Morphological Analysis: **ser-vice**
2. Define: *the action of helping or doing work that is needed*
3. Connect: *In the video, I noticed that one service a dog can provide a veteran is opening a door. What did you notice?*
4. Turn & Talk: **STEM** - *One service a dog can provide a veteran is_____.*
5. Relate to Text: *We are going to be reading about that special program in the video and we will be learning more about the services dogs provide.*

Preview & Predict ("What do you notice?" & "So what do you think you'll be reading about?"):

- Present the article: *I think you'll know what this article is about as soon as you see the title. (Pause to let students look.) This article has a descriptive text structure so the main topic will be the Hero Dogs program (as you've already surmised) and then there will be sub-topics or smaller topics related to that big topic. Let's preview the headings to see what we think those sub-topics might be.*
- Coach the students as they make informed predictions based on the headings (with additional predictions made by the photos.).

Set Purpose for Reading ("Read to find out..." based on predictions or student- or teacher-determined purpose): *I heard you say the article will be about (synthesize their predictions). Let's read to learn more about these special dogs and what they do to service veterans.*

2. Read with Individuals & Prompt (10-15 minutes)

Monitoring & Word Solving Prompts

**Always encourage looking at the WHOLE word & after solving rereading for meaning*

- What can you do? How can you figure out the word?
(Chunk, look parts you know)

Comprehension Prompts

Within Text

- What just happened in the story?
- What did you learn about ____ on this page?

Beyond the Text

• Are you right? Does that make sense and look right? (Look at the <i>whole</i> word.) • Reread and try the first syllable. What would make sense? Does that look right, too? (Look at the <i>whole</i> word.) • Read on. What would make sense? • Check the middle (or end) of the word. • Break the word apart. • Do you know a word with this part in it? Fluency Prompts ☐ Read it like the character would say it. ☐ (Slide your finger from left to right to cover the word as the student reads. This pushes the student's eye forward at a faster pace.)	• Why did the character say (or do) that? • What was important on this page? Why? • What caused _____? • What do you think this word _____ means? • What kind of clues can you use to figure out the meaning of this word (e.g., <i>contextual, morphological, general clues, definition, text feature - photo, diagram, etc.</i>)? <i>About the Text</i> • Why did the author use this word _____ to describe _____? • Why do you think the author chose this title (heading, illustration, graphic, etc.)?
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3. Discussion Question (3-5 minutes)

- **What** did you learn about the Hero Dogs training program? (Note: Look for ways to integrate the vocab. word *service(s)* into the conversation.)
- **Why** is this an important program for the veterans? (Note: Look for ways to integrate the vocab. word *service(s)* into the conversation.) (Try to nudge students to think beyond - "It's important because it helps them do things.")
- For higher level students: *What was a sub-topic (or section) in this article that you found particularly important? What did you learn about that sub-topic? Why is that important?*

4. Teaching Point (choose 1-2; 1-2 minutes)

Word Solving Strategies *Always encourage looking at the <i>WHOLE word</i> & after solving rereading for meaning ☐ Monitor for meaning ☐ Reread & try the first syllable ☐ Use known part ☐ Use analogies ☐ Break/chunk big word	Fluency ☐ Phrasing ☐ Expressn. ☐ Rate ☐ Punctn.	Vocabulary Strategies ☐ Contextual analysis - general clues, definition, etc. ☐ Check text features ☐ Morphological analysis - use a known part (affixes, root words) ☐ Substitute a word ☐ Use glossary & reread	Comprehension (See "Comp. Lessons") ☐ Stop-Think-Paraphrase (<i>Within</i>) ☐ <u>530L Version</u>: Making an inference (<i>Beyond</i>) - ☐ "What's an inference we can make when the author writes: 'The Hero Dogs program tries to match the puppies and veterans carefully.'" ☐ Remind students they will have to use clues from the text & their background knowledge to support them. ☐ Encourage the students to use the next sentence in the text 'They are matched based on...' (which includes a list of questions) to support their inferences. ☐ Close by stating explicitly what they did as readers to make the inference (or asking them to state to a partner what they did). ☐ THEN ASK: <i>Why is this an important inference to make?</i> (This inference gives the reader a sense of how important the relationship between the dog and the veteran are; if the relationship is not solid, the dog may not be able to help the vet.) ☐ <u>650L Version</u>: Make an inference - ☐ "What's an inference we can make when the author writes: The person is matched with the dog based on a number of things. How lively is the animal?..." ☐ See notes for teaching in the previous bullet. ☐ ADDITIONALLY, ask - "What's an inference we can make when the author writes: 'For one dog named Gracie, it took a couple of tries to find the right home?'"
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			☐ Making sense of figurative lang. (idiom, simile, metaphor, etc.) (<i>Beyond</i>) ☐ Evaluating the author's choice of a word, text feature, or _____ (<i>About</i>) ☐ Other: _____
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Three-Phase Plan for Learning

Phase 2 Meet the Strategies

1. New Vocabulary (optional) (2-3 minutes)

1. Phonetic & Morphological Analysis: nuz-zle (also introduce *nuzzling*, *nuzzled*)
2. Define: *rub or push against gently with the nose or mouth*
3. Connect: *I have a cat named Jackie and she likes to nuzzle my face when she wants me to feed her.*
4. Turn & Talk: STEM My pet (noun) likes to nuzzle my (noun-body part) when (adverbial phrase).
5. Relate to Book: *We are going to reread a part of the article that describes how a dog named Gracie services her veteran which includes nuzzling him!*

New Vocabulary (teach one word using all FIVE steps; see handout "[Steps for Introducing Vocab.](#)" handout): **SERVICE**
**Note: This word is not in the article; however, it is a Tier Two word that can be used to help students explain important ideas.*

1. Phonetic & Morphological Analysis: es-sen-tial (adjective)
2. Define: *absolutely necessary; extremely important*
3. Connect: *An essential part of my day is getting a lit bit of exercise because I know that benefits my health.*
4. Turn & Talk: STEP An essential part of my day is _____ because _____.
5. Relate to Text: *As we closely read the part of the article about Gracie, I want us to think about why the services she provides are essential.*

2. Comprehension Focus (10-15 minutes)

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| ☐ Monitor for meaning (Coding Strategy)
☐ Identify main ideas (synthesis) with text evidence (Framed Photo Analogy)
☐ <u>Identify key details (Pasta Analogy)</u>
☐ Explain key details (Explode to Explain Strategy) | ☐ Notice the types of details authors use
☐ Determine author's purpose (P.R.I.D.E. mnemonic)
☐ Notice text structure to support identifying author's purpose (Building Analogy)
☐ Using context clues to figure out unfamiliar vocabulary | ☐ Connect text and text features to arrive at main ideas
☐ Make inferences or draw conclusions
☐ Use figurative language
☐ Identify author's point of view
☐ Other: _____ |
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1. INTRO/REVIEW STRATEGIES Introduce the <i>What, Why, How</i> of determining what's important. Use the language in <u>module #5</u> "Identifying the Key Details: Using the Pasta Analogy" Sample anchor chart	2. I DO <u>For 530L Version -</u> <u>Set purpose:</u> <i>Locate the section called "Gracie Finally Found the Right Home." Gracie is a Hero Dog who lives with the veteran Michael Harris. I want you to reread this section. While you're reading, I want you to think about this question or purpose for reading: How does Gracie provide an important service to Harris?</i> (Post this purpose for students to view & provide a moment for them to reread.) <u>Think aloud, referring to purpose and anchor chart:</u> <i>Now I'm going to show you how I determined what's</i>	3. WE DO <u>Review anchor chart.</u> <u>Guide</u> (through sentences that begin "Sometimes..." and "Then Gracie will climb...": <i>Let's read that next sentence.</i> <i>What did we learn?</i> <i>Does this help us answer our question?</i>	4. YOU DO (TOGETHER) <u>Review the anchor chart and purpose.</u> <u>Support partners:</u> Ask them to read the first paragraph of the section "A Touch from Gracie..." and identify key words or phrases. (Encourage them to work one sentence at a time, stopping to talk about what they learned and then what might be key details. They should underline in their own text or contribute to the	5. CLOSE <u>Discuss:</u> <i>What did you learn about how Gracie provides important services to Harris? Why is what you learned important to think about?</i> <i>How did the anchor chart help you?</i>
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Determining What's Important SET A PURPOSE - What key question or question for reading? - OK - What did I want to learn more about? IDENTIFY & JOT - What are details (words or phrases) that help me answer my question? - OK - What do I think I have learned? SYNTHESIZE - Connect what I have learned that helps me answer my question? - OK - What do I think I have learned?	<i>important in this section. (Point to anchor chart.) First I have to think about my purpose. (Point to posted purpose.) Watch me do this in the first sentence. (Reread first sentence.) This is good information but I don't see a key detail about how Gracie helps Harris so I'm not going to underline any of these details. (Continue to think aloud through first paragraph, drawing the students into a co-think aloud. When you reach the second paragraph, move back into thinking aloud.) Oh, the detail "Gracie helps" makes me think that I might start to learn more about the services she provides. I also learned that "Harris has problems" so I'm thinking that Gracie may be really important to him. I'm going to underline the word <u>helps</u> and <u>problems</u> and jot a few notes about my thinking. (Alternate: I'm going to write these two words on a sticky note to help me remember.) Review anchor chart. So did I keep my purpose in mind? YES. Did I look for information that helps me think about my purpose or answer my question? YES. Let's look for pasta in the next sentence together.</i>	<i>What's a key word or phrase we can underline (or write on a sticky)?</i> <u>Support students as they synthesize:</u> <i>So let's look at our purpose and the key details we've identified so far. What have we learned? Why is this information important to think about?</i> <u>Review the anchor chart:</u> <i>Did we do all three steps? Do you feel like you understand what we read better?</i>	sticky notes.) <u>(If appropriate), support individuals:</u> Ask students to read the next paragraph and try to locate key details on their own. (The info in this paragraph requires making inferences about why Gracie sitting under a table in a restaurant would be a service to Harris.)	
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*Note: The gradual release of responsibility does not have to be lock-step. Vary as needed.

3. Word Study (3-5 minutes)

- ☐ ~~Make, Break or Write a Big Word~~
- ☐ ~~Analogy Charts (Easy, Harder, Hardest)~~
- ☐ ~~Affix, Base, Root: _____~~
- ☐ ~~Other: _____~~

p. 159, lesson 18 analogy chart for inflectional endings

Phase 3 Meet the Response

1. Present Writing Prompt (connected to comp. lesson, text closely read, notes/annotations taken during Phase 2)

Prompt: Pretend you are Gracie, the Hero Dog, and that you have been asked to talk to the new puppies in training. What services do you provide? Why are they important?

2. Plan & Orally Rehearse (as needed)

Co-plan with the students by referring to key words underlined in text or already written on sticky notes. Create a

plan. (If sticky notes are present, they may become the “plan.”) *Let’s think about what Gracie would say to the pups and make a plan for writing. What would she say first?*

Tentative plan:

service problems	nightmares nuzzle turn switch	loud crowded touches	life easier
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Orally rehearse: *Let’s think about Gracie’s voice and how she would talk to the pups. How do you think she’s feeling? How can we reveal this in what we say using the key words in our plan for writing?*

3. Write (15-17 minutes)

Note: Encourage students to challenge themselves as they write, lifting the level of vocabulary and syntax.

Sample response:

*My name is Gracie and my vet’s name is Michael Harris. I provide important **services** to Harris because he has some serious **problems**. I can tell when he has **nightmares** and that’s not good so I try to wake him up by **nuzzling** him. If this doesn’t work, then I **turn on the light switch**! Then he wakes up for sure and there’s no more nightmare to worry about. Harris also gets anxious when he is in really **loud or crowded** places. When this happens I **nuzzle** him with my nose or put my head in his lap. This really helps him calm down. I do not want my vet to be anxious! I want him to know that everything is going to be okay! Our job as Hero Dogs is to make the vet’s **life easier**!*

4. Affirm Problem Solving as Writers (1-2 minutes)

Anecdotal Notes

Name:

Name:

Name:

Name:

Name:

Name: