# Be a Reading **INTERVENTION** FOR GRADES 2–6

#### Students step up to on-level reading with genre-based resources.

#### Help intervention students shine and accelerate their progress to on-level skills.

Explicit instruction with whole-group, collaborative, and independent learning.

- Improve students' understanding of the features and purpose of different genres.
- Expose students to complex text and multiple texts for close reading.
- Prepare students for new assessment item types.

Use before school, after school, in summer school, or all year long.

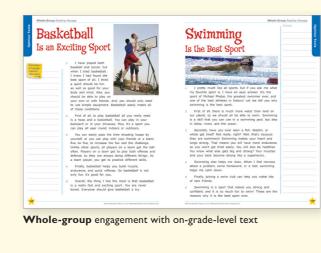


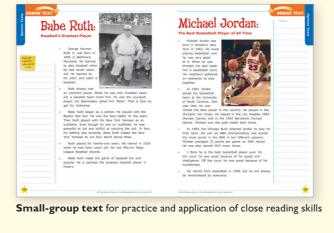
**Teacher's Guides include everything needed** 

13 genre-focused, skill-based units for close reading and writing

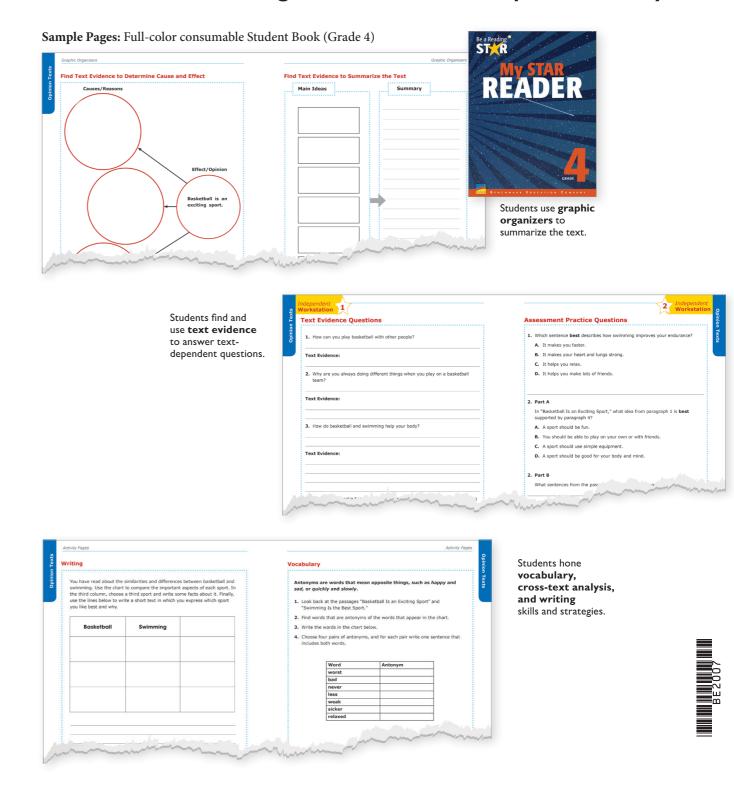
Sample Unit: Opinion Texts (Grade 4)

Opinion Text	S	6		t has an anizational	
What is an opinion text?			stru	cture that sarly lists ons for the	
An opinion text is a written opinion that states an opinio				opinion.	_
specific topic. The writer needs to support his or her op reasons based on facts, examples, and details. The text		The te	et has a		It prov
written as a letter addressed to a particular person or p	ersons, or		beginning "books"	1 (	evidence
as an essay to be published.		the rea	der and		other si that supp
What is the purpose of opinion texts?			states an nion.		reas
In an opinion piece, the writer expresses an opinion abo				atures	-
he or she is passionate about. Often, the writer wants t					
others to take his or her position on a particular issue. opinion may take the form of a "pro" or "con" (for or a				of an	
position.			Opin	ion Text	
How do you read an opinion text? At the beginning, the writer introduces the topic and sta			$\sim$	~	The t
At the beginning, the whiter introduces the topic and sta opinion. Look for the reasons that support the opinion. A		17	s linking	/	provid
note the use of linking words that connect the opinions	with the	words t	o connect	C0	or section
reasons behind them. Pay attention to the concluding sta section that summarizes the opinion in a forceful way.	itement or		nions with		summark
section that summarizes the opinion in a forceful way.			em.		opinion powerful
					-
Who writes opinion texts? People who write opinion texts clearly state an opinion of	n a troic				
They know how to hook the reader with a strong begin					
they list the reasons for the opinion, they often provide	evidence				
from other sources that support each reason.	)				





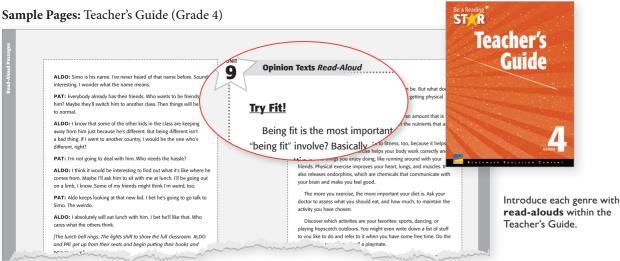
My STAR Reader develops the genre-based literacy skills that students need to access grade-level texts and respond effectively.



#### **Multiple assessments** provide continuous practice with the range of questions on the new tests.

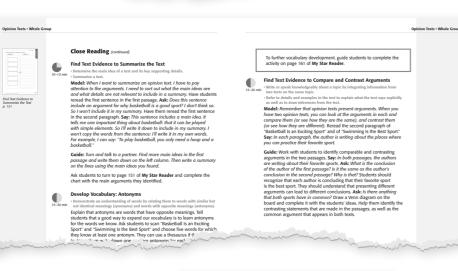


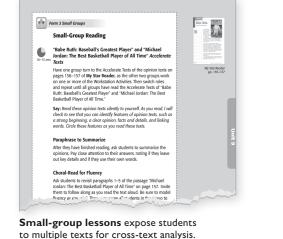
for effective intervention lessons.



Sample Pages: Assessment Handbook (Grade 4)

Whole-group lessons model close reading skills and strategies and finding text evidence.



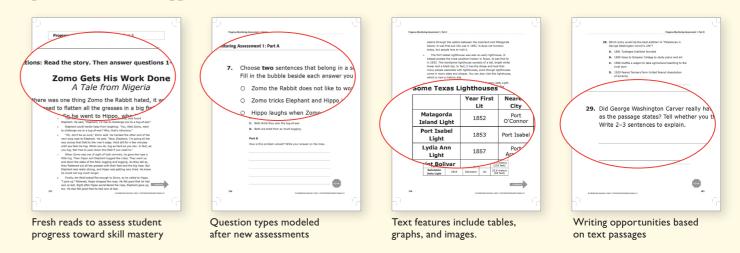


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Answer keys are provided within the Teacher's Guide for ease and efficiency.



#### 4 Progress-Monitoring Assessments and interim assessments for placement and exit opportunities



BE A READING STAR					
Grade 2–6 Sets			Student Book Only		
Each grade contains: • 5 Leveled Texts (6 copies of each title) • 5 Teacher's Guides • 5 Text Evidence Question Cards • 10 My STAR Reader Student Books (consumable) • Program Teacher's Guide • Assessment Handbook		My STAR Reader			
		(6 consumable books per grade)			
Grade 2 Y21693	Grade 5 Y21696	Grades 2-6 COMPLETE SET Y21692	Grade 2 Y21698	Grade 5 Y21701	
Grade 3 Y21694	Grade 6 Y21697		Grade 3 Y21699	Grade 6 Y21702	
Grade 4 Y21695			Grade 4 Y21700		



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# Be a Reading INTERVENTION FOR GRADES 2-6

**Develop skills students** need to accelerate access to grade-level text and improve performance on new test formats.



# **HOW TO USE THIS PROGRAM:**

## **Introduce the Genre**

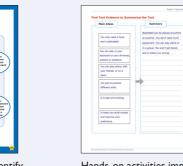
Whole-group instruction with on-grade-level read-aloud text passages and other resources



with on-grade-level text

2 grade levels below





Graphic organizers identify key features of genres.

#### Hands-on activities improve close reading and finding text evidence skills.

assessment questions

# **2** Step Up to Complex Text

Small-group and independent practice of close reading skills and cross-text analysis with built-in scaffolding



#### **GENRES COVERED BY GRADE**

Genre	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Biography	x	х	x	х	x
Drama		x	x	x	x
Fables	x	x			
Fairy Tales	x	x	x		
Folktales	x	x	x	x	x
Historical Fiction					x
Informational Texts: Science	x	x	x	x	x
Informational Texts: Social Studies	x	x	x	x	x
Memoir				x	x
Mysteries				x	
Myths			x	x	x
Opinion Letters				х	
Opinion Texts	x	x	x		x
Poetry	x	x	x	x	x
Pourquoi Tales	x	x			
Realistic Fiction	x	x	x	x	x
Science Fiction					x
Technical Texts	x	x	x	x	x

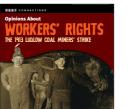
Note: Some genres appear more than once in some grades.

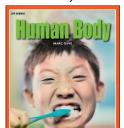
## **Genre Readers for Extended Genre Studies**

Sample: Grade 4 Set (6 copies of each title included with each grade-level set)













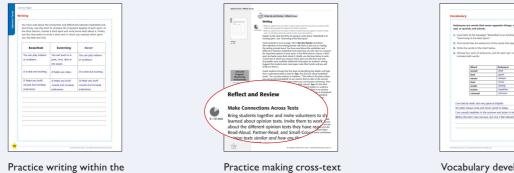




#### **Practice, Reflect, and Review** 3

Additional activities and class discussions to summarize and reflect upon what was learned in each unit

1 grade level below



connections

genre.

Vocabulary development and activities

#### 4 Assess Student Progress and Practice for New Assessment Formats

Ongoing assessment practice opportunities after each unit plus 4 Progress-Monitoring Assessments

Solt 9 Assessment, Part 8	Unit 9 Researched, Part 8		Propose Working Assessment 1. Pp1.1.	68	pring Assessment 1 Pa
Ably Garca field proof because her family —     A. boys train here the recording center.     B. recorder month of their beach.     C. manes products from recyclind track.     D. has a house make from recyclind material.	In Abby Dancar's letter means the opposite of regraph 37	nce states an idea from both lettars? Anould tory products made thim than, an encyclet, we would not need leadths, at be burned when trash gats recycles, a problem that hanng the environment,	How are Deplaced and Hoppe different? A. Hoppe is not as strong as Explant. B. Explant conventes? counts and rame.	sentences that belong in a summary of the stary, data belong and a starse you choose. We abolt does on this to work. CLS Explanet and Hopo lints a hop-d-war. Suph when Zome delenges him to a top d-war. Led Hopo published and forth wort the field is	The passages you have read. "The passages you have read." The passages you have read. "The report Replaining how lightburster provide the suplaining how lightburster provide the suplaining how lightburster provide the supervise the result."
choose. Separate recycling into a bin for paper and cardboard and one for glass, metal, and plastic.	terce from Lud Dwn's tetter. I also drag orszáng sa much wada. Is an antimyn for gastiggif g g	and fusi Onen reprinse Affrent aprices allows and a solution to be an other aprices a the 2-3 interference to reputs	<ul> <li>Fart 8</li> <li>Bits assume how how for your basis spaces for answer basis 20</li> <li>assume how how it you how how how it is an of the second second of the fact have at a second second of the fact have and how you have how how how how how how how how how how</li></ul>	and to get their before Eligibert dises. And to Higge to any frech the given co. 	en the parage you choose to sup
Send on RMp Darch Inter, who happens just hefer exceptions but the numerical that papers register     A De put the methods and the latest     A De put the methods and the latest     B. The methods are removed that the latest     C. Thicks bring the exception latest hit the rescript guind.     B. Be and the methods the methods that the rescript.	Next Summery of Lost Over's Inten" is, at of an extra ended up is landflow. Now we're in erecolling on town in the intendition town in the interpretation to the air. We should retropic, bud disc oversite tawards that sears. This is about it, it in the size of the size of the size of the size of the interpretation of the size of the size of the size of the out of size of the size of the size of the size of the out of size of the size of the size of the size of the size of the size of the size of the size of the size of the out of the size of the si		<ol> <li>Week allow the data suggests that suggests that suggests allow states that data with the state and with the state and with the states allow allow states that the states and with the states and</li></ol>		
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Unit assessments after completion of each genre unit

4 Progress-Monitoring Assessments for placement, interim assessment, and exit opportunities.

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Myths



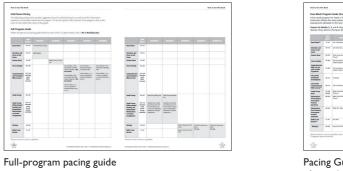


**Realistic Fictio** 

Informational Texts Social Studies

#### **FLEXIBLE PACING OPTIONS**

Pacing for before school, after school, and summer school, as well as for during the school day



Pacing Guide for before- or after-school programs and summer school

## WHY CHOOSE AND USE BE A READING STAR?

Benefit your students with ...

~	Genre-focused lessons	Students learn to identify, comprehend, and respond to a <b>range of genres</b> they will encounter on new tests.
~	Multiple reading passages at 3 different levels in every unit	Students encounter <b>grade-level</b> <b>content</b> while progressing from their current reading level.
~	Text evidence questions and assessment practice questions	Students develop <b>reading</b> strategies and test-taking skills.
~	Reading and writing across texts	Students practice responding to prompts and practice <b>cross-text</b> synthesis and analysis.

