

**You Will Need**

- *Runaway Islands*, Level P
- *Luli's Party*, Level N
- words (see Appendix A)

Visit [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com) to download technological resources to support this lesson, including:

- Phrased Reading 143
- Make It Match Game

SYSTEM **Red**

NEW BOOK ***Runaway Islands***

GENRE **Nonfiction/Expository**



**NEW BOOK**

*Runaway Islands*, Level P



**REREADING**

*Luli's Party*, Level N

# Goals

## COMPREHENSION

- Think critically about the resolution of a problem in realistic fiction.
- Understand and evaluate the turning point of a story when the problem is resolved.
- Notice and use headings and sidebars.
- Use a range of graphic features (maps, diagram).
- Infer the writer's messages in a nonfiction text.
- Understand that information and ideas in a text are related.
- Talk critically about what a writer does to make a topic interesting or important.

## WORD STUDY/VOCABULARY

- Understand how to use word parts to learn the meaning of a word.
- Change an adjective to an adverb by changing the spelling and adding *-ly*.

## FLUENCY

- Read orally with phrasing.



## Analysis of New Book Characteristics *Runaway Islands*, Level P

**HOW THE BOOK WORKS** The main structure of this expository book is categorical. Embedded structures include chronological sequence, temporal sequence, description, cause and effect, and problem and solution. Photographs, maps, sidebars, and a diagram support and extend the text.

### GENRE/Form

- Nonfiction
- Expository

### TEXT STRUCTURE

- Categorical
- Chronological sequence
- Temporal sequence
- Description
- Cause and effect
- Problem and solution

### CONTENT

- Concept of floating islands
- Ways to control floating islands

### THEMES AND IDEAS

- With determination and hard work, people can solve complex problems
- Nature can be both delightful and destructive
- People can influence nature, but cannot control it entirely

### LANGUAGE AND LITERARY FEATURES

- Figurative language (The mat then floats like a raft, while still attached to the shore on one side.)
- Descriptive language (As the plants' roots grow, they weave together a thick mat of roots and soil.)
- Language showing chronological order and temporal sequence

### SENTENCE COMPLEXITY

- Variety in sentence length and complexity
- Many complex sentences (If the floating mass is too difficult to tow or anchor, residents might turn to heavy machinery.)

### VOCABULARY

- Content-specific words defined in the text and the glossary (destructive, wetland, drought)
- Some words with meanings that can be gleaned from context (pierced, anchor, strategy)

### WORDS

- Multisyllable words to take apart (experience, communities, creativity)
- Compound words (runaway, backyard, rainstorm)
- Words with affixes (mysterious, powerful, unexpected)
- Hyphenated adjectives (well-behaved, non-moving, out-of-the-way)

### ILLUSTRATIONS

- Photographs that support and enhance the text
- Maps
- Diagram

### BOOK AND PRINT FEATURES

- Table of contents
- Headings and subheadings
- Sidebars that support and extend the text
- Captions
- Labels
- Glossary
- Dashes indicating additional or clarifying information to follow (Then, one day, it came to a stop—but in a terrible spot.)

## Discussing Yesterday's New Book



### REREADING

*Luli's Party*, Level N



### PROMPTING GUIDE, PART 2

Refer to page 23 as needed

- Invite students to share their thinking about *Luli's Party*. Some key understandings they may express:

Thinking <i>Within</i> the Text	Thinking <i>Beyond</i> the Text	Thinking <i>About</i> the Text
<ul style="list-style-type: none"> <li>■ Luli was cranky because she had not been invited to a party.</li> <li>■ Mom went out and left Luli to take care of her twin brothers.</li> <li>■ The twins wanted Luli to play with them.</li> <li>■ Luli was angry with the twins and gave them orders.</li> </ul>	<ul style="list-style-type: none"> <li>■ Luli felt left out because her friends were at a party, and having to watch her brothers made her even more unhappy.</li> <li>■ The twins were looking for attention.</li> <li>■ Luli understood that some of her mom's advice could be helpful.</li> <li>■ Luli realized she was taking a chance when she used some of Mom's advice on Mom.</li> </ul>	<ul style="list-style-type: none"> <li>■ The main character, Luli, changed when she learned a big lesson about her own attitude and was able to use that lesson to help her mom.</li> <li>■ The action of the story was realistic and supported an important message for the readers.</li> </ul>

**MESSAGES** Sometimes parents have good advice. Dwelling on problems that are not within your control does not solve them and can make everyone else miserable. A positive attitude can change things.

## Revisiting Yesterday's New Book

### Options and Suggested Language

- ✓ Choose one:
- ☐ Comprehension
  - ☐ Vocabulary
  - ☐ Fluency



### REREADING

*Luli's Party*, Level N

## Comprehension Analyze and Critique

Let's look back at your reading from yesterday to talk about your thinking.

- **Close Reading** Read page 12 of *Luli's Party*. As you read, think about how the story changes on this page and then let's talk about your thinking. [Students read and respond.]
- **Confirm Thinking** You noticed that Luli stopped and did some very important thinking. She changed her attitude. That was what we call the turning point of the story—when the problem is solved. From then on, what was Luli like? [Students respond.]
- What effect did Luli's decision have on her mom? [Students respond.]
- Do you think Luli's decision was a good resolution to the problem? [Students respond.]

## Vocabulary Learn from Context: *adjustment*

Let's look back at your reading from yesterday to think together about word meaning.

- Read page 15 of *Luli's Party* and think about the meaning of the word *adjustment*. Then write a sentence with *adjustment* in the word study section of your Literacy Notebook. [Students read and respond.]
- Have the students share their sentences with a partner and work together to write a definition for *adjustment*. Then ask partners to share their definitions with the group.
- Write *adjust* and *adjustment* on the whiteboard. Ask students to cover up *-ment* in the word on page 15. What does *adjust* mean? [Students respond.]
- *Adjust* is a verb—an action word that means “to change to fit or to make something better or more suitable.” It can refer to many things. You can *adjust* your seat belt in a car. You can *adjust* the volume on music.
- When you add the suffix *-ment*, you make the word a noun. The noun *adjustment* means “a change—something has been adjusted.”



**PROMPTING  
GUIDE, PART 1**  
Refer to page 18  
as needed

## Phonics/ Word Study

Change  
Adjectives to  
Adverbs with *-ly*

### Fluency Phrased Reading: Phrasing

Let's look back at your reading from yesterday to think about how your reading sounds.

- Give students a copy of Phrased Reading 143.
- Have the students practice reading the page with marked phrases to a partner.
- Then have the students read page 12 of *Luli's Party* without the marked phrases.

**Principle** Add the suffix *-ly* to a describing word (adjective) to change it to an adverb that tells how something is done. Sometimes the spelling of the word changes (e.g., *happy/happily*).

smart	smartly
loving	lovingly
lazy	lazily
neat	neatly
beautiful	beautifully
merry	merrily
easy	easily

### Add and Remove Parts

- Show the word pairs *quick/quickly*, *real/really*, and *final/finally* in one column and *happy/happily*, *busy/busily*, and *noisy/noisily* in a second column. As you show each word, use it in a sentence. For multisyllable words, ask the students where to break the word into syllables and which syllable is stressed (*quick'/ly*, *re'/al*, *re'/al/ly*, *fi'/nal*, *fi'/nal/ly*, *hap'/py*, *hap'/pi/ly*, *bus'/y*, *bus'/i/ly*, *nois'/y*, *nois'/i/ly*).
- What do you notice about how the meaning and spelling of each word change when *-ly* is added? [Students respond.]
- Guide students to understand that when you change a word from an adjective to an adverb, you may also have to change the spelling of the word. For some words, the *-ly* is added and the base word does not change. For words that end in *l*, the final *l* is kept when *-ly* is added. When words end in *y*, sometimes the *y* is changed to *i* and *-ly* is added.
- Help the students notice that for some words (e.g., *busy*, *noisy*), another syllable (the *i*) is needed to say the word.
- Give the students the following words to write in one column in the word study section of their *Literacy Notebooks*: *smart*, *loving*, *lazy*, *neat*, *beautiful*, *merry*, *easy*. Then have them add *-ly* to each word to change it to an adverb in a second column.
- Summarize the lesson by restating the principle.
- Give students the Make It Match Game to play in class or at home.

# Reading a New Book

## Suggested Language



NEW BOOK  
*Runaway Islands*, Level P

**GENRE FOCUS** This expository nonfiction text provides factual information about floating islands around the world. The book tells how the islands occur, how they can cause great damage, and how people try to deal with them.

## Introducing the Text

- *Your new book today is titled Runaway Islands. What do you think about that title?* [Students respond.] Have students read the back cover and share their thinking. *Joanna Cruz wrote this informational book about islands that float. You can see a photograph of a floating island on the front cover. What do you notice?* [Students respond.] *This island floated up and stopped right in front of a children's summer camp on the shore of this lake. How could that be a problem?* [Students respond.]
- *Turn to pages 2 and 3. The writer begins with the story of a family who lived on North Long Lake in Minnesota. The family saw the horizon moving straight toward them. Have students locate the bold word horizon on page 2, say the word, and count the syllables (ho/ri/zon). You can find the meanings of bold words in the glossary. If needed, have a student read aloud the definition of horizon. Would it be surprising to see the horizon moving toward you?* [Students respond.] *What the family saw was a floating island. It floated closer and closer and finally crashed into their dock. What do you think of that?* [Students respond.]
- *Notice the maps on page 2. What do they show you?* [Students respond.]
- *Do you have any ideas about how floating islands form?* [Students respond.] *Turn to pages 6 and 7 and read the heading. What will you read about in this section?* [Students read and respond.] Ask students to read the sidebar on page 7 and talk about what they learned.
- *Turn to pages 8 and 9. What will you learn about from this section?* [Students respond.] *On pages 8 through 10, the writer tells how people solve the problem of floating islands. She has divided these pages into smaller sections to help you find information. Read the subheadings on pages 9 and 10. What information do you expect to find in each of these smaller sections?* [Students read and respond.] *Read the sidebar on page 8 and talk about how people can move a floating island.* [Students read and respond.]
- *Turn to pages 12 and 13. What do you notice in the large photograph?* [Students respond.] *The caption tells more about the photograph. Ten men tried living on this floating island in Africa's largest lake, Lake Victoria. They named the island Mirembé, which means "peace." You'll find out what eventually happened to this community of artists and musicians when you read the book.*
- *As you read, think about the challenges that nature can present and how people deal with those challenges.*

## Reading the Text

- Students read the text silently.
- Sample oral reading and prompt, as needed, for searching for and using information from illustrations and graphics. Use *Prompting Guide, Part 2* for precise language.



PROMPTING  
GUIDE, PART 1  
Refer to page 10  
as needed



**PROMPTING GUIDE, PART 2**  
Refer to page 39 as needed

## Discussing and Revisiting the Text

- Invite students to share what they learned about floating islands.
- *How can floating islands have an impact on people's lives?* [Students respond.]
- *In some cases, people can get rid of a floating island, but not always. Sometimes, they just have to let the island float. What does this writer want you to understand about floating islands—and nature in general?* [Students respond.]
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Thinking <i>Within</i> the Text	Thinking <i>Beyond</i> the Text	Thinking <i>About</i> the Text
<ul style="list-style-type: none"> <li>■ Floating islands are found all around the world.</li> <li>■ The islands form in wetland areas that experience extreme changes in water levels.</li> <li>■ The islands can be very destructive, so some people try to anchor them or chop them up.</li> </ul>	<ul style="list-style-type: none"> <li>■ People have studied floating islands to discover how they form.</li> <li>■ People have different views of floating islands.</li> <li>■ Floating islands don't always cause major problems, but in some circumstances, they do.</li> </ul>	<ul style="list-style-type: none"> <li>■ The writer divides the text into sections and subsections to support comprehension.</li> <li>■ Photographs, maps, a diagram, sidebars, captions, labels, and a glossary support and extend the text.</li> </ul>

**MESSAGES** With determination and hard work, people can solve complex problems. Nature can be both delightful and destructive. People can influence nature, but they cannot control it entirely.



**PROMPTING GUIDE, PART 1**  
Refer to page 9 or

**PROMPTING GUIDE, PART 2**  
Refer to page 39 as needed



## Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* or *Prompting Guide, Part 2* to select a teaching point that will be most helpful to the readers. You may also use the suggestion below.
- *Read the last paragraph on page 15. Then, let's talk about the point the writer wants to make at the end of the book.* [Students read and respond.]
- *The last two sentences in this paragraph touch on the idea that nature can delight and surprise us, but it can also cause problems. How does the writer show this? What "delightful surprises" did you read about?* [Students respond.] *What did you learn about how nature can "get in the way"?* [Students respond.] *Talk about what the writer means when she says, "Sometimes, nature has the final say."* [Students respond.]
- *Writers try to end informational books like this one with one or two important ideas for you to remember and think about. Do you think this writer did that well? What makes you think that?* [Students respond.]
- *So when you write nonfiction, you might want to think about important ideas that you want readers to remember so you can include them at the end of your writing.*

## Classroom and Homework

- Play the Make It Match Game to practice changing adjectives to adverbs.

## Assessing Reading and Writing Behaviors

### Observe to find evidence that readers can:

- think critically about the resolution of a problem.
- understand and evaluate the turning point of a story when the problem is resolved.
- notice and use headings and sidebars.
- use a range of graphic features.
- understand the writer's messages in a nonfiction text.
- understand that information and ideas in a text are related.
- talk critically about what a writer does to make a topic interesting or important.
- understand and use word parts to learn the meaning of a word.
- change an adjective to an adverb by adding *-ly*.
- read orally with phrasing.

## Supporting English Language Learners

### To support English language learners, you can:

- **monitor** for understanding of the concepts of *turning point* and *problem resolution*.
- **say** the title *Runaway Islands*, have students repeat, and then discuss its meaning.
- **have** students hear and repeat the word *horizon* before syllabifying.
- **model** finding the explanation of a bold word in the glossary.
- **direct** students to photographs to explain how floating islands can cause problems.
- **encourage** students to use supporting evidence for their inferences.
- **be sure** students understand prompting language used to support fluent reading.
- **support** students as they take apart multisyllable words while reading.
- **check** comprehension of new vocabulary: *delight*, *delightful*, *get in the way*, *has the final say*.
- **monitor** understanding of the writer's messages.

## Professional Development Links



Professional Development and Tutorial Videos, *LLI Red System*  
View "Instructional Procedures for Fluency: Phrased Reading"  
on the Professional Development Video.



*Leveled Literacy Intervention System Guide*, *LLI Red System*  
Read "Instructional Procedures for Fluency: Phrased Reading" in Section 5.

**You Will Need**

- *Mummy Dog*, Level N
- *Runaway Islands*, Level P
- words (see Appendix A)
- *Trash Day*, Level M

Visit [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com) to download technological resources to support this lesson, including:

- Recording Form for *Runaway Islands* (or visit Apple iTunes to download the *Fountas & Pinnell LLI Reading Record App*)
- Make It Match Game

SYSTEM **Red**

NEW BOOK ***Mummy Dog***

GENRE **Fiction/Realistic**



NEW BOOK

*Mummy Dog*, Level N



REREADING

*Runaway Islands*, Level P

# Goals

## COMPREHENSION

- Notice a writer's use of descriptive and figurative language.
- Synthesize new understandings from an informational text.
- Notice an illustrator's style.
- Use background knowledge to construct meaning from a story.
- Identify the problem and predict the resolution in a story.
- Briefly summarize a character's motivations.
- Notice character traits and how they are related to the solution in a story.

## WORD STUDY/VOCABULARY

- Use context to derive the meaning of a word.
- Recognize multiple meanings for a word.
- Change adjectives ending in *-y* and *-ic* to adverbs.
- Take apart words by syllables while reading.

## FLUENCY

- Read orally at an appropriate rate.

## WRITING ABOUT READING

- Write about important ideas from a text.



## Analysis of New Book Characteristics *Mummy Dog*, Level N

**HOW THE BOOK WORKS** This story is told in third-person narrative in chronological sequence over one day, using assigned dialogue. The turning point occurs when the main character uses scientific thinking to solve the problem. He discovers the rat's favorite hiding places and finds the missing object.

### GENRE/Form

- Fiction
- Realistic fiction

### TEXT STRUCTURE

- Third-person narrative
- Chronological sequence over one day
- Single problem to solve
- Use of scientific thinking to solve the problem

### CONTENT

- Experimental process
- Concept of a mummy
- Concept of a science fair
- Familiar domestic context

### THEMES AND IDEAS

- Using scientific thinking can help solve a problem
- The scientific thinking used in school can be applied in real life

### LANGUAGE AND LITERARY FEATURES

- Conflict: person vs. nature
- Inference necessary (about the rat's past behavior)
- Characterization through actions and words
- Description of an experimental process

### SENTENCE COMPLEXITY

- Assigned dialogue
- Split dialogue
- Questions in dialogue
- Mostly simple sentences
- Some longer complex sentences (That night, after the fair was over, Gabe got something from the kitchen.)

### VOCABULARY

- Some content words related to mummies (Egyptians, mummies, desiccated)
- Some content words related to science (experiment, weighed, measured)

- Some word meanings can be derived from context (revolting, shriveled, scrambled)
- One new word meaning defined in text (desiccated)

### WORDS

- Simple compound words (upstairs, everybody, bookcase)
- Words with affixes (container, carefully, disappeared)
- Some multisyllable words to take apart or decode (revolting, experiment, desiccated)
- Contractions (he's, he'd, don't, I'm)
- Possessives (sister's, Kara's, Slick's)

### ILLUSTRATIONS

- Cartoonlike drawings
- Illustrations support passage of time
- Show characters' actions and feelings

### BOOK AND PRINT FEATURES

- Italics for word to be defined ("No, it's *desiccated*. That means it's dried up.")

# Revisiting Yesterday's New Book

## Options and Suggested Language

- ✓ Choose one:
- ☐ Comprehension
  - ☐ Vocabulary
  - ☐ Fluency



**REREADING**  
*Runaway Islands*, Level P



**PROMPTING  
GUIDE, PART 1**  
Refer to page 17  
as needed

## Comprehension Analyze

Let's look back at your reading from yesterday to talk about your thinking.

- **Close Reading** Read the first two sentences on page 3 and then let's talk about how the writer helped you understand what the floating island was like. [Students read and respond.]
- **Confirm Thinking** You noticed that the writer used descriptive and figurative language. She called the island a beast, told you it was as large as three football fields, and compared the way it moved to a bumper car. You know how a bumper car moves, so you can picture how the island bounced around the lake. Do you think this language helped you understand and enjoy the book? [Students respond.]

## Vocabulary Learn from Context: *anchor*

Let's look back at your reading from yesterday to think together about word meaning.

- Read page 9 and think about the meaning of the word *anchor* in this book. [Students read.] Have students work with a partner to compose a quick definition for *anchor*. Then have partners share their definitions with the group.
- In this book, *anchor* means "to set in place." People wanted to anchor the floating islands so they wouldn't move around.
- Write the definition for the word *anchor* as it is used in the book and have students write it in the word study section of their *Literacy Notebooks*.
- Do you know another meaning for *anchor*? [Students respond.] *Anchor* can also mean "a heavy object that holds a boat or ship in place." Write that definition. These meanings are a little different, but they both come from the same general meaning. Can you make some comments about that? [Students respond.]

## Fluency Rate Mover: Rate:

Let's look back at your reading from yesterday to think about how your reading sounds.

- When you read aloud, you want to move along at a good rate—not too fast and not too slow. I'm going to read the sidebar on page 11 of *Runaway Islands*. Notice how it sounds when I read it the first time. Then, I'm going to read it a little faster.
- Read the sidebar once and then read it again a little faster. How did my reading sound? [Students respond.]
- Now you read it with me. Read the sidebar at about the same rate. Students read it with you in unison. Then they choose a paragraph and read to a partner, getting a little faster on a second reading, but not too fast. If there is time, have partners reverse roles.

## Rereading and Assessment

### Suggested Language



#### PROMPTING GUIDE, PART 1

Refer to page 17 or

#### PROMPTING GUIDE, PART 2

Refer to page 35 as needed

- **Rereading for a Purpose** Start rereading on page 8. As you read, think about how people deal with the problem of floating islands in different ways.
- **Assessment** While other students read for a purpose, listen to one student read the section identified in *Runaway Islands*. Code the reading behavior on the Recording Form or in the *Fountas & Pinnell Reading Record App*. Engage the student in a brief comprehension conversation, give scores for fluency and comprehension, and select a brief teaching point that will be most helpful to the reader. Analyze the record later.

## Writing About Reading

### Suggested Language

### Independent Writing Summary

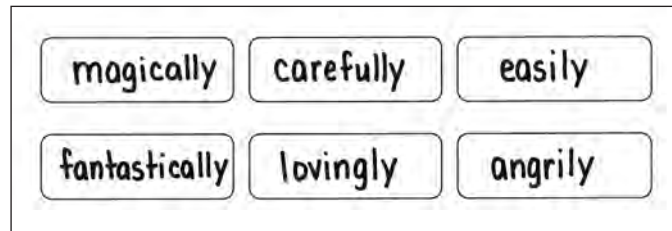
- Talk with students about the different ways people can solve the problem of floating islands.
- Write a paragraph in the writing section of your Literacy Notebook about the different ways people deal with floating islands. Tell why people deal with them in different ways.

Getting rid of a floating island isn't easy. If the floating island is small enough, people can move it and anchor it to a solid piece of land. If the island is too big or hard to move, people can shred it. Or they can chop it into pieces and then move the pieces. Some floating islands are so big they can't be moved or shredded. People have to let these islands float.

## Phonics/ Word Study

Change  
Adjectives to  
Adverbs with *-ly*

**Principle** Add the suffix *-ly* to a describing word (adjective) to change it to an adverb that tells how something is done. When a multisyllable word ends in *y*, the *y* is usually changed to *i* before adding *-ly*. When a word ends in *-ic*, the letters *al* are added before adding *-ly*.



### Say and Sort

- Show the following words: *happily, constantly, merrily, frantically, really, tragically*. Use each word in a sentence.
- Underline each base word. *What do you notice about the meanings of the words?* [Students respond.] *The base word is a describing word, an adjective. When you add -ly, it becomes an adverb that tells how something is done.*
- *What do you notice about the spelling of each word?* [Students respond.]
- As students explain, group the words according to the principle. Guide the students to see that when a word ends in *y*, the *y* is usually changed to *i* before adding *-ly*. When a word ends in *-ic*, the letters *al* are added before adding *-ly*. There is no spelling change for some words.
- Give partners the following words: *magic, careful, easy, fantastic, loving, angry*. Have the students add *-ly*, making spelling changes when necessary. Students write the new words in the word study section of their *Literacy Notebooks*.
- Summarize the lesson by restating the principle.
- Give the students the Make It Match Game to play in class or at home.

# Reading a New Book

## Suggested Language



**NEW BOOK**  
*Mummy Dog*, Level N



**PROMPTING GUIDE, PART 1**  
Refer to page 12 as needed

**GENRE FOCUS** This story could really happen, so it is realistic fiction. The main character is working on his science fair project when his sister's pet rat steals part of his experiment. He is afraid all of his hard work will be for nothing but uses scientific thinking to figure out a way to outsmart the rat and save his project.

## Introducing the Text

- *You have a realistic fiction book today titled Mummy Dog. This book is illustrated by Bill Basso, who also illustrated Trash Day (LLI Red System, Level M). If students previously read Trash Day, hold it up as an example. Have students look at a few pages and make comments on the artist's style.*
- *What do you know about mummies?* [Students respond.] Read the information on the inside back cover to the students.
- *Turn to pages 2 and 3. This story is about a kid named Gabe, and that's his sister, Kara, who has a rat named Slick. Gabe is working on his science project. Kara says Gabe's project is revolting. Find the word revolting on page 3. [Students find the word.] It means "disgusting or something that almost makes you sick."*
- *Turn to pages 4 and 5. On these pages, the writer describes Gabe's science experiment. Gabe is hoping to win a prize for his brilliant project. Gabe is really good at science.*
- *To make a mummy, Gabe put a hot dog in baking soda because that's how Egyptians made mummies. Turn to page 8. The Egyptians used something like baking soda to make the bodies dry up, and that's what Gabe is doing to the hot dog. Have students locate the word desiccated, uncover the syllables des-ic-cat-ed, and notice what it means by reading the sentence.*
- *Have students look at the illustration where Slick steals the hot dog. You can see what is happening in the picture here.*
- *That's the problem in this story. As you read, think about what Gabe is really good at and how he can solve his problem. Can he use scientific thinking to get his desiccated hot dog back?*

## Reading the Text

- Students begin reading the text silently if there is time.
- Sample oral reading and prompt, as needed, for taking apart multisyllable words. Use *Prompting Guide, Part 1* for precise language.

## Classroom and Homework

- Finish reading *Mummy Dog*.
- Play the Make It Match Game to practice changing adjectives to adverbs (optional).

## Assessing Reading and Writing Behaviors

### Observe to find evidence that readers can:

- notice a writer's use of descriptive and figurative language in a nonfiction text.
- express new understandings from an informational text.
- notice an illustrator's style.
- bring background information to the reading of a realistic fiction text.
- identify the problem in a story and predict its resolution.
- briefly summarize a character's motivations.
- notice character traits and how they are related to the solution in a story.
- write about important ideas from a text.
- use context to derive the meaning of a word.
- understand multiple meanings for a word.
- change adjectives ending in -y and -ic to adverbs.
- take apart words by syllables while reading.
- read orally at an appropriate rate.

## Supporting English Language Learners

### To support English language learners, you can:

- **monitor** for understanding of descriptive and figurative language: *island was a beast, as large as a football field, like a bumper car.*
- **tell** students both meanings of the word *anchor* before discussing the relationship between the meanings.
- **help** students talk about their ideas and try out sentences orally before writing.
- **have** students hear and repeat base words before adding -ly.
- **clarify** the difference between *mummy* and *mommy* prior to asking about *mummies*.
- **be explicit** in explaining that *vomit* means "throw up."
- **encourage** students to use context to understand vocabulary: *shriveled, scrambled.*
- **be sure** students understand prompting language used for taking multisyllable words apart.
- **notice** if contractions and possessives are difficult for students to read: *he's, he'd, don't, I'm, sister's, Kara's, Slick's.* Support as needed.
- **explain** the phrase *In spite of you.*

## Professional Development Links



Professional Development and Tutorial Videos, *LLI Red System*  
View "Instructional Procedures for Writing About Reading: Independent Writing" on the Professional Development Video.



*Leveled Literacy Intervention System Guide, LLI Red System*  
Read "Instructional Procedures for Writing About Reading: Independent Writing" in Section 5.


Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

**Recording Form****Part One: Oral Reading***Excerpt is taken from pages 2 through 4*


Place the book in front of the student. Read the introduction provided and then invite the student to read the excerpt to you.


*Introduction:* Nature is full of surprises. Read this part of the story about mysterious islands that float in lakes, ponds, and swamps all around the world.**Summary of Scores:**
 Accuracy \_\_\_\_\_  
 Self-correction \_\_\_\_\_  
 Fluency \_\_\_\_\_  
 Comprehension \_\_\_\_\_

Sources of Information Used											
Page		Start Time ____ min. ____ sec.	Runaway Islands Level P, RW: 277	E	SC	E			SC		
						M	S	V	M	S	V
2	A Mysterious Island										
One morning, a family sat in their backyard on North Long Lake in Minnesota, USA, drinking their morning coffee. They were admiring the view of the water and the grassy land beyond, when the view began rushing toward them. No, it wasn't a wild wave or flash flood, but the <b>horizon</b> itself was moving: a huge grassy island was zooming right for them. The residents were stunned. No one had ever seen this island before. Even worse, the mysterious island drew closer and closer . . . until it crashed straight into their dock, completely destroying it.											
3	This surprise island was a beast—as large as three football fields, 200 feet (61 meters) by 800 feet (244 meters). Like a bumper car, this runaway piece of land bounced around the lake										
Subtotal											

**Part One: Oral Reading** *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	<p>for a few <b>destructive</b> weeks. Then, one day, it came to a stop—but in a terrible spot. The island parked itself in front of a children’s summer camp, blocking the camp’s access to the water. This meant kids wouldn’t be able to take swimming and boating-safety lessons.</p> <p>The lake’s residents decided they had to get rid of this monster. But nature wasn’t going to give in so easily.</p>								
4	<p>The residents of North Long Lake aren’t the only people who have encountered a floating island. Several years ago at Island Pond in Massachusetts, USA, Andrew Renna looked out his window during a pounding rainstorm. He was just in time to watch a grassy island the size of a football field race across the water and crash into his back patio. The thick floating carpet crushed his back fence, flooded his shed, and drowned his garden.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							




Accuracy Rate	Errors	16 or more	13-15	10-12	7-9	5-6	2-4	0-1
	%	below 95%	95%	96%	97%	98%	99%	100%



<b>Self-Corrections</b>	_____
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Fluency Score	0	1	2	3	<b>Fluency Scoring Key</b> <b>0</b> Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. <b>1</b> Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. <b>2</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. <b>3</b> Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.



<b>Reading Rate</b> (Optional)	End Time        ____ min. ____ sec. Start Time      ____ min. ____ sec. Total Time       ____ min. ____ sec. Total Seconds    _____  $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $16,620 \div \text{_____} = \text{_____ WPM}$
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## Part Two: Comprehension Conversation

Have a conversation about the book, noting the key understandings the student expresses, using prompts provided when needed. Consider understandings the student expressed during the previous lesson's book discussion so as not to be redundant. Score for evidence of all understandings expressed, with or without prompts. Circle the number in the score column that reflects the level of understanding. See the *System Guide* for further clarification of the scoring rubric.

### Comprehension Scoring Key

- 3** Student demonstrates **proficiency** in understanding the text.
- 2** Student is **approaching proficiency** in understanding the text.
- 1** Student demonstrates **limited proficiency** in understanding the text.
- 0** Student's comprehension is **not proficient**.

Key Understandings	Prompts	Score
<p><b>Within the Text</b></p> <p>One morning, on North Long Lake in Minnesota, a family saw an island floating toward them. It crashed into their dock destroying it. When it finally came to rest, it was blocking a summer camp's access to the lake. Lake residents knew they had to get rid of the island.</p> <p>Floating islands appear around the world. They develop when a mat of grass and soil breaks free from the land and floats away. The islands cause problems because they can block swimmers, crash into bridges, and steal fishing nets.</p> <p>The islands are not easy to destroy. Sometimes they can be towed and attached to another piece of land. At other times they can be shredded or cut up and removed.</p> <p>Living with nature has its delights and challenges for people. Sometimes nature gets its way.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell the important events in the story.</p> <p>Is there anything else important that happened?</p>	<p>0   1   2   3</p>
<p><b>Beyond the Text</b></p> <p>The islands can block areas where swimmers access the water, damage bridges, and steal fishing nets. They are hard to get rid of once they appear.</p> <p>The island wasn't moved in time to open the camp. Rainy and windy days slowed the group's progress. It took hundreds of hours to chop, chainsaw, and cut up the island.</p> <p>Sample response: The islands I know about stay in one place. They don't move around like the islands in this book. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>Talk about the challenges floating islands create for people.</p> <p>Describe how the summer camp had to be canceled in spite of the volunteers' best efforts.</p> <p>How are the islands in this book different from other islands you know about?</p>	<p>0   1   2   3</p>

**Part Two: Comprehension Conversation** *continued*

Key Understandings	Prompts	Score
<p><b>About the Text</b></p> <p>This is a nonfiction book. It gives information about floating islands and explains how they are formed and the problems they cause.</p> <p>Sample response: The illustrations show how the changing water level affects the plants and causes them to rip away from the shore. (Accept logical responses and note how well the student supports ideas with evidence from this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>What kind of book is this (genre)? How do you know?</p> <p>Talk about how the illustrations on page 7 show how a floating island is made.</p>	<p>0   1   2   3</p>

**Guide to Total Score, Levels L–Z****8–9 Proficient****6–7 Approaching** Proficiency**4–5 Limited** Proficiency**0–3 Not** Proficient

Total Score: \_\_\_\_\_ /9