

Instructional Targets

Reading Standards for Informational Text

- **Key Ideas and Details:** Summarize text and describe main idea and key details.
- **Integration of Knowledge and Ideas:** Use information gained from illustrations to support the overall meaning of a text.
- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

Reading Standards for Foundational Skills

- **Fluency:** Read appropriately leveled books with accuracy and fluency.

Differentiated Tasks

Level 3 Students will...

- Retell a story, including the main idea and key details.
- Describe characters and events based on illustrations and other visuals from informational text.
- Independently read subject area and technical texts that have been adapted to student reading level.
- Independently read text stories that are selected at the personal reading level.

Level 2 Students will...

- Use picture supports to retell key details from a story.
- Point to pictures within informational text to identify named characters and events.
- Read supported and subject area and technical texts that have been adapted to student reading level.
- State a word or point to a picture of an omitted word during shared reading.

Level 1 Students will...

- Retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- When presented with an illustration from informational text, students will select a character or an event.
- Actively participate in supported reading of subject area and technical texts that have been adapted to student ability level.
- State a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).



Topic Connection

In this unit, students learn about transportation and the things they transport. This unit's Leveled Book, *How Will I Get There?*, introduces the different types of transportation Beth uses to visit family and friends. To learn more about how this book develops social studies concepts, visit the [Social Studies Connection page](#).



Topic Words



airplane
ride*

boat*
car*

bus
train*



Literacy Words

book
author

story*
illustrator

cover
illustration

title
read*

* Power Words

Benchmark Assessments

- **Reading:** Reading Level Assessment and all benchmark assessments in the Reading area of Unique GPS
- **Early Learning:** Phonemic Awareness Phoneme Blending
- **Emerging Skills:** Early Emerging Reading Rubric





Monthly Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2.

An informal assessment of a verbal student's reading abilities may be obtained using the [Monthly Tools: Reading Observation](#).



Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
 Instructional Activities	Read Aloud 1	Read Aloud 2	Continued Read Alouds	Guided/Shared Reading	Self-Selected Reading
 See how these activities fit into the Suggested Monthly Plan .					
 ULS Materials and Resources	<i>How Will I Get There?</i> (Level D)		<i>How Will I Get There?</i> (Level D) Standards Connection	<i>How Will I Get There?</i> (Levels D, C, A)	n2y Library books
	Instructional Guides: Active Participation Scripts SymbolStix Online				
 Additional Materials	Books from the school or classroom library to use for self-selecting reading.				



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- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.



Instructional Routine



Before Reading

- Use Lesson 11, Activity 1 to introduce the topic words: airplane, ride, boat, car, bus and train.
- Continue talking about types of transportation. Ask a focus question such as, "What is transportation – something you read or something you ride in?"
- Display *How Will I Get There?* (Level D) and read the title, author and illustrator's names.
- Do a picture walk. Point to the girl in the illustrations. Introduce the person in the illustration as Beth. Introduce the types of transportation Beth uses when she visits her family and friends. Say, "Beth rides in many different types of transportation. As I read today, it is your job to remember one type of transportation that Beth rides."

Review the learning goal with students: **I will remember one type of transportation.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.
- Emphasize that Beth has to choose the best type of transportation to use when she goes on a visit by subtly raising the volume and pitch of your voice each time you read, "How will I get there?"
- Emphasize the type of transportation she chooses for each visit.

Comment on Information

- Think aloud about information presented in the text. For example, on page 1 of the book, say, "The book says Beth likes to visit her family and friends. The picture supports this idea. I see that Beth has a suitcase. It looks like she is ready to go on a visit." Continue reading and commenting on details in the illustrations that support information.

After Reading

- Revisit the learning goal with students. Ask, "What is one type of transportation that Beth used?"
- Level 3:** Prompt the student to identify and describe a type of transportation. Ask questions such as, "What did Beth ride in to visit her grandmother? Did her grandmother live near or far away?"
- Level 2:** Have the student identify a type of transportation. Picture supports, such as the communication board, may be used as needed.
- Level 1:** Have the student identify a type of transportation from a field of 2-3 choices (or errorless choice). For example, display the symbols for 'car' and 'boat'. Say, "Show me a car". Symbols for 'car' and 'boat' may be downloaded from **SymbolStix Online**.
- Continue discussion by talking with students about types of transportation. Ask, "What type of transportation did you use to come to school? What type of transportation do you ride in to go to the store?"



Check Understanding ?



Level 3: Can the student describe a type of transportation ?



Level 2: Can the student identify a type of transportation using picture supports as needed?



Level 1: Can the student identify a type of transportation by making a selection (may be errorless choice)?



Instructional Targets



Reading Standards for Informational Text

- **Key Ideas and Details:** Summarize text and describe main idea and key details.
- **Integration of Knowledge and Ideas:** Use information gained from illustrations to support the overall meaning of a text.
- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.



Instructional Routine



Before Reading

- Display *How Will I Get There?* (Level D) and read the title, author and illustrator's names.
- Prompt recall of the book by asking a focus question such as, "What did Beth ride in to go to visit her uncle —a train or a boat?" Remind students that Beth chose different types of transportation depending on where she was going. Say, "Beth went to visit people who lived in different places. As I read today, it is your job to remember one place Beth visited."
- Review the learning goal with students: **I will remember one place Beth visited.**

During Reading

Build Comprehension

- Talk with students about how we use different types of transportation depending on where we are going. Then discuss how the illustrations support this idea. Ask, "Does Beth want to visit her uncle? What do you see in this picture that tells you where Beth is going to travel? This picture shows the way to get to Beth's uncle's house across the water. Boats travel across the water so Beth rides in a boat."
- Discuss the illustrations on each page and how they identify where Beth had to travel and the type of transportation she used.

After Reading

- Revisit the learning goal with students. Ask, "Do you remember which place Beth went to visit?"
- Level 3:** Have the student name at least one place that Beth went to visit.
- Level 2:** Have the student identify one place that Beth went to visit. Picture supports such as the communication board or the book illustrations may be used as needed.
- Level 1:** Have the student identify a place that Beth went to visit from a field of 2-3 choices (or errorless choice). For example, display the symbols for island and town. Say, "Show me an island."
- Continue discussion by talking with students about places they have traveled. Ask, "How did you get there? What type of transportation would you like to ride?"



Check Understanding ?

- ❄ **Level 3:** Can the student name a place Beth visited?
- ❄ **Level 2:** Can the student identify a place Beth visited? How?
- ❄ **Level 1:** Can the student identify a place Beth visited by making a selection (may be errorless choice)?



Instructional Targets



Reading Standards for Informational Text

- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

Foundational Skills

- **Fluency:** Read appropriately leveled books with accuracy and fluency.



Instructional Routine



Before Reading

- Display *How Will I Get There?* (Level D) and read the cover. Use the Standards Connection to review the content of the book.
- Introduce the reading by asking a focus question such as, "What did Beth ride in to go far away—a plane or a boat?" Remind students that Beth used a plane to travel to a place that was far away.
- Tell students you are going to read *How Will I Get There?* again. Say, "As I read today, I am going to leave some words out of our book. Your job is to fill in the missing words."

Review the learning goal with students: **I will fill in missing words.**

During Reading

Build Fluency

- Read aloud with fluency and expression until you come to the word or words you want students to fill in. In this book, students might fill in: 'visit', 'ride' or the phrase, 'get there'. Choose one word or phrase for students to fill in during each reading. With repeated reading, students might eventually fill in the repetitive sentence, "How will I get there."

Level 3: Pause and give the student the opportunity to read the word(s) independently.

Level 2: Pause and explain that you want the student to read the next word(s). Have the student read the word(s), using picture supports as necessary.

Level 1: Pause and explain that you want the student to read the next word(s). Have the student use their active response mode to participate in reading the word(s).

Develop Vocabulary

- Continue to use the illustrations to help define the following nouns related to types of transportation: airplane, boat, car and bus. For example, on page 3 of the book, point to the illustration and say, "Beth will ride in an airplane. She is going somewhere far away. Have you traveled somewhere far away?"

After Reading

- Revisit the learning goal with students. Provide feedback such as, "You did a great job filling in the missing words. Thank you for helping me read."
- Use Lesson 2, Activities 1, 2 and/or 3 to further develop comprehension.



Check Understanding ?



Level 3: Can the student read the missing word(s) independently?



Level 2: Can the student state or point to a picture of the missing word(s) when prompted?



Level 1: Can the student use their active response mode to participate in reading the missing word(s)?



Instructional Targets



Standards for Informational Text

- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.

Foundational Skills

- **Fluency:** Read appropriately leveled books with accuracy and fluency.

This Leveled Book is presented in three leveled formats: Level D, Level C and Level A. Select the level of book and the reading routine appropriate for each student.



Instructional Routine


Guided Reading



Before Reading

- Introduce the book by having students share what they have learned about types of transportation.
- Use the topic words, airplane, boat, car, bus, train and ride, in conversation about the book. Have students locate the words in the book.
- Read the first three pages aloud, introducing students to the structure of the language.
- Review the learning goal with students:
I will read a book.

During Reading

- Listen as students read quietly to themselves.
- Monitor print concepts and fluency.
- Model, prompt or support use of skills and strategies. 

After Reading

- Revisit the learning goal and talk with students about the book.
- Have students locate the high-frequency words: going, get, there, ride, across, car.
- Have students locate and name the letters: b, l, r and w. Review their letter sounds.



Instructional Routine


Shared Reading



Before Reading

- Introduce the book by having students share what they have learned about types of transportation.
- Use the topic words, airplane, boat, car, bus, train and ride, in conversation about the book. Help students locate the words in the book.
- Review the learning goal with students:
I will read a book.

During Reading

- Read aloud while students follow along.
- Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze choice board.
- Model print concepts and fluency.
- Model and support use of skills and strategies. 

After Reading

- Revisit the learning goal and talk with students about the book.
- Have students locate the high-frequency words: going, get, there, ride, across, car.
- Have students locate and name the letters: b, l, r and w. Review their letter sounds.



Check Understanding



Level 3: Can the student independently read stories adapted to personal reading level?



Level 2: Can the student read stories adapted to personal reading level with support? How?



Level 1: Can the student actively participate in reading stories adapted to student ability level? How?

Lesson 1 - Leveled Book

Activity 5 - Self-Selected Reading

1
Activity 5



Instructional Target



Reading Standards for Foundational Skills

- **Fluency:** Read appropriately leveled books with accuracy and fluency.



Instructional Routine



Introduce

- Tell students they will choose a book to read. Ask a focus question such as, "Would you like to read a book about a train or an airplane?" Talk with students about which book they would like to read and why.
 - Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read."
- Review the learning goal with students: **I will choose a book to read.**

Model

- Display 4 to 5 books on various topics written at various levels from the n2y Library.
- Model previewing a book to determine if the topic interests you. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read this book." Then read a few pages of a different book and say, "This book is about _____. I really like _____. I might like to read this book."
- Next, model previewing a book to determine whether it is too hard, too easy or just right. For example, read a page aloud, counting the number of mistakes you make on your fingers. Continue modeling until you find a book that you can read with only 2 or 3 mistakes.

Provide Practice

- Level 3:** Have the student choose a book to read from the class, school or n2y Library. Remind the student to ask, "What is this book about? Is this book too hard, too easy or just right?"
- Level 2:** Have the student choose a book to read from the class, school or n2y Library. Provide visual supports as necessary.
- Level 1:** Using the student's **Reading Interest Survey** and independent reading level as a guide, provide the student with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read.

Review

- Revisit the learning goal with students. Guide students to recall the two things they should think about when choosing a book to read.

Throughout the Unit

- Engage students in self-selected reading using the reading routine appropriate for each student. Reading routines may include: partner reading (with an adult or peer), shared reading or supported reading.
- Meet with individual students to discuss the books they are reading. Ask questions such as, "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?" Add relevant information to the student's Reading Interest Survey.



Check Understanding ?

Level 3 - Level 1: Can the student choose appropriate books for independent reading? How?

Instructional Targets

Reading Standards for Informational Text

- **Key Ideas and Details:** Summarize text and describe main idea and key details.
- **Craft and Structure:** Use text features (charts, bolded words, etc.) and illustrations to locate information to a text.

Differentiated Tasks

Level 3 Students will...

- Retell a story including the main idea and key details.
- Use text features to locate specific information in a text.








Level 2 Students will...

- Use picture supports to retell key details from a story.
- Use picture supports to locate specific information in a text.

Level 1 Students will...








- Retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- identify a picture of an event from a story.

Have students use features and pictures from the book to complete the chart.

Lesson 1 - Leveled Book Standards Connection		1 Standards Connection
 Question to Ask	 Answer	
Title 	What is the title of this book?	
Author 	Who is the author of this book?	
Illustrator 	Who is the illustrator of this book?	
Main Idea 	What is the main idea of the book?	
Learn 	List three things you learned from this book.	

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INT, Unit 8, Unit Target, Unit Topic
Lesson 1, Leveled Book, Title, Level 6

	 Question to Ask	 Answer
Title 	What is the title of this book?	
Author 	Who is the author of this book?	
Illustrator 	Who is the illustrator of this book?	
Main Idea 	What is the main idea of the book?	
Learn 	List three things you learned from this book.	

How Will I Get There?

Level D



by Claire Repp

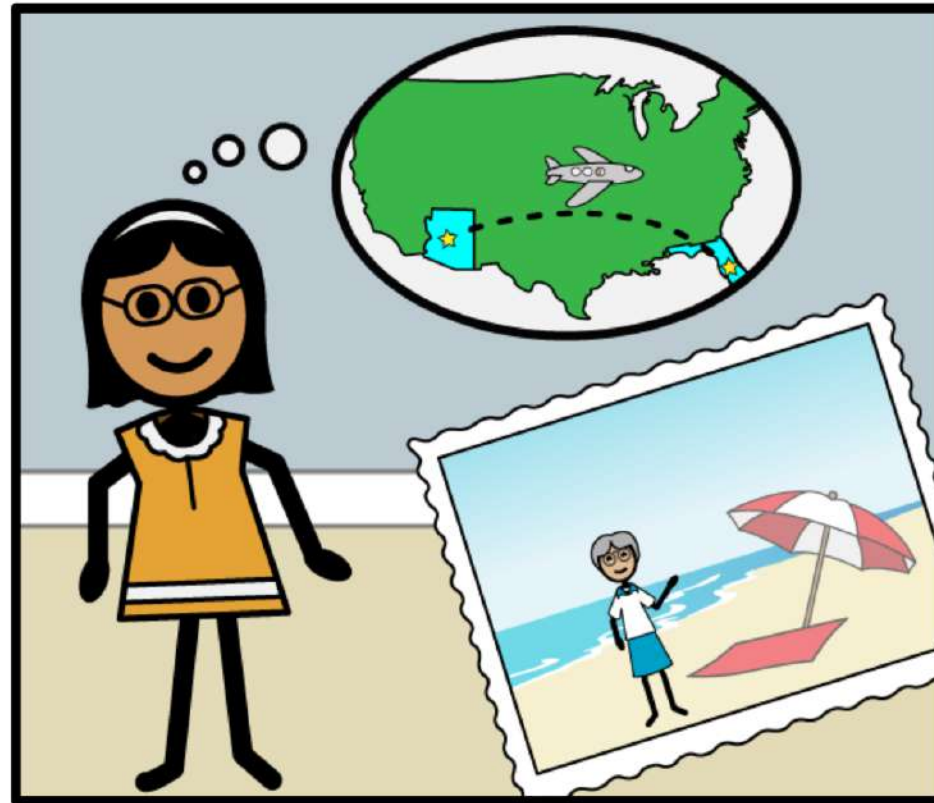
Illustrated by Todd Gardner

Bind This End

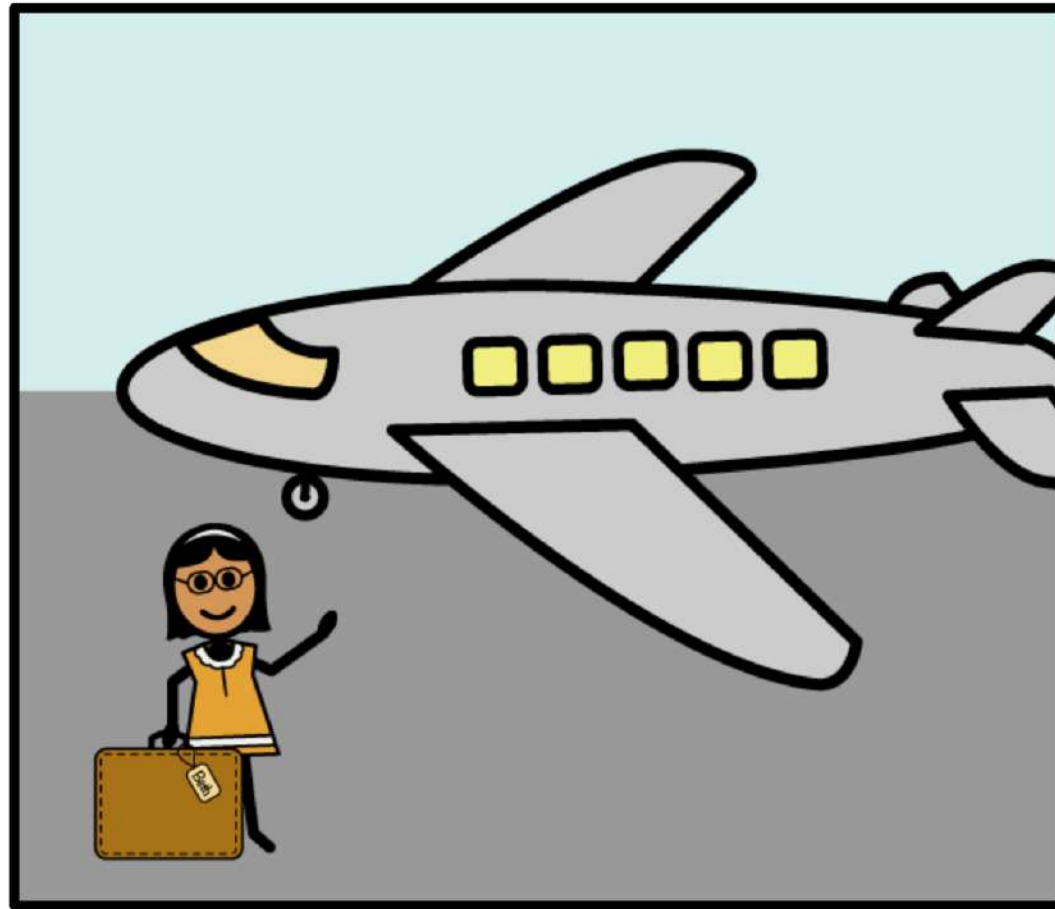


Hi, my name is Beth.

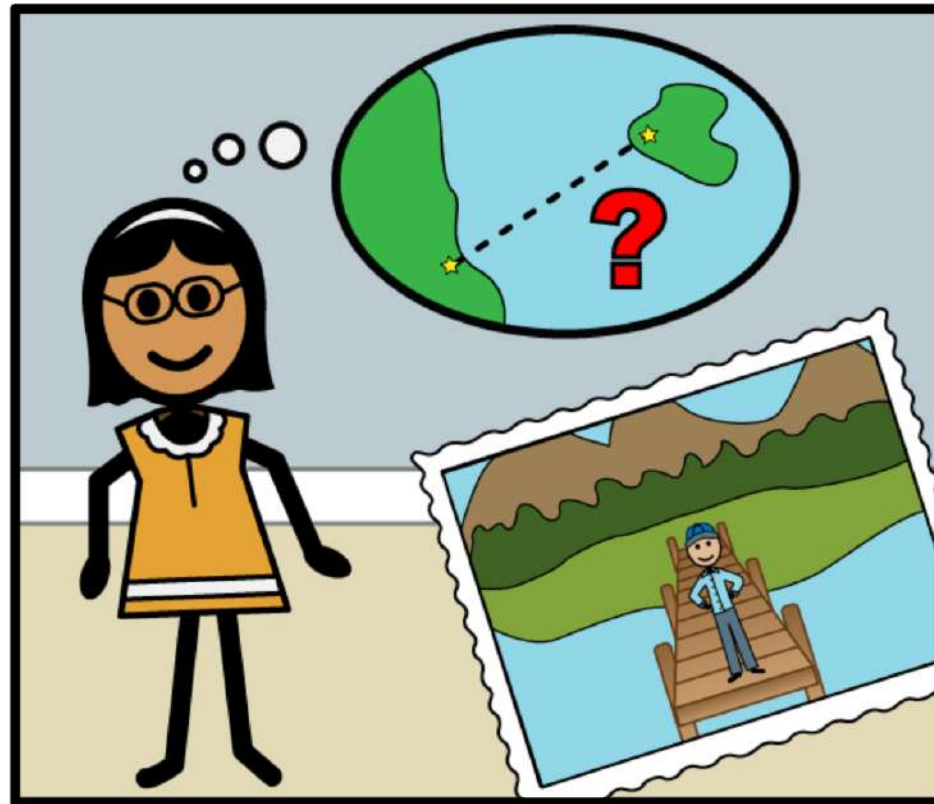
I like to visit my family and friends.



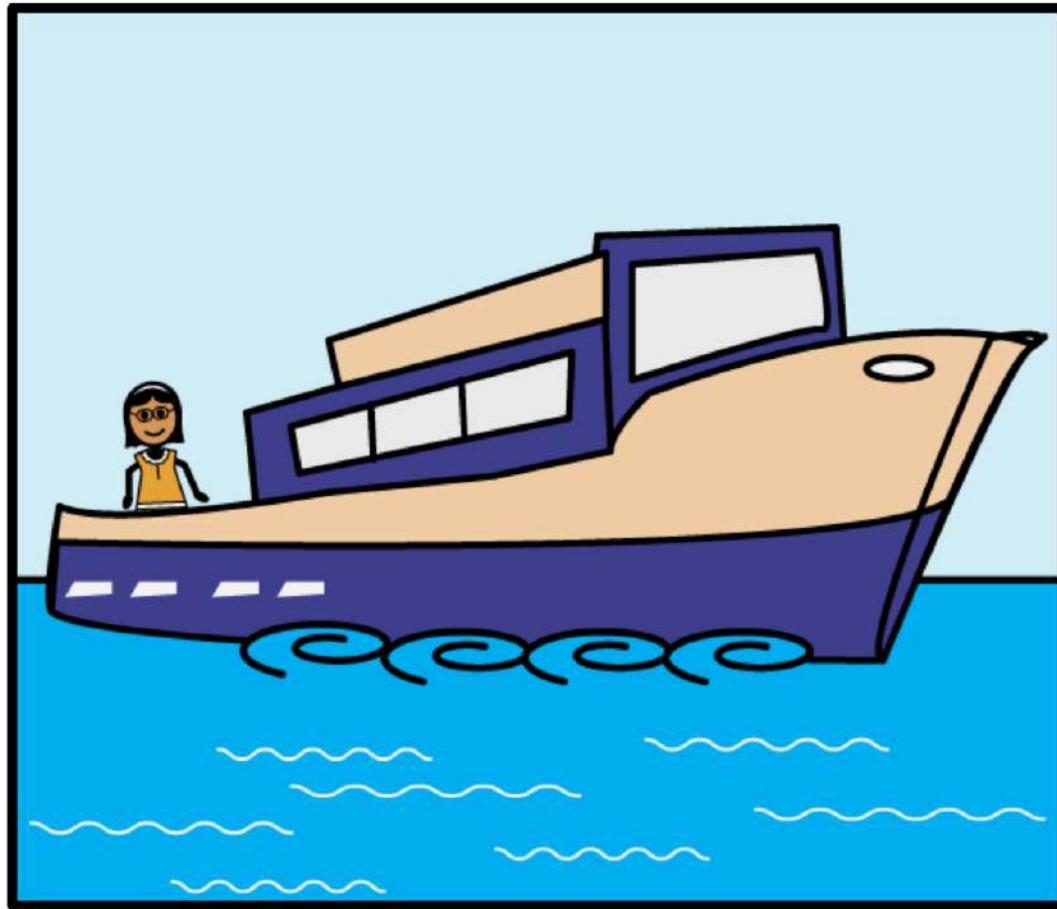
**I am going to visit my grandmother.
She lives in Florida.
It is far away from my home.
How will I get there ?**



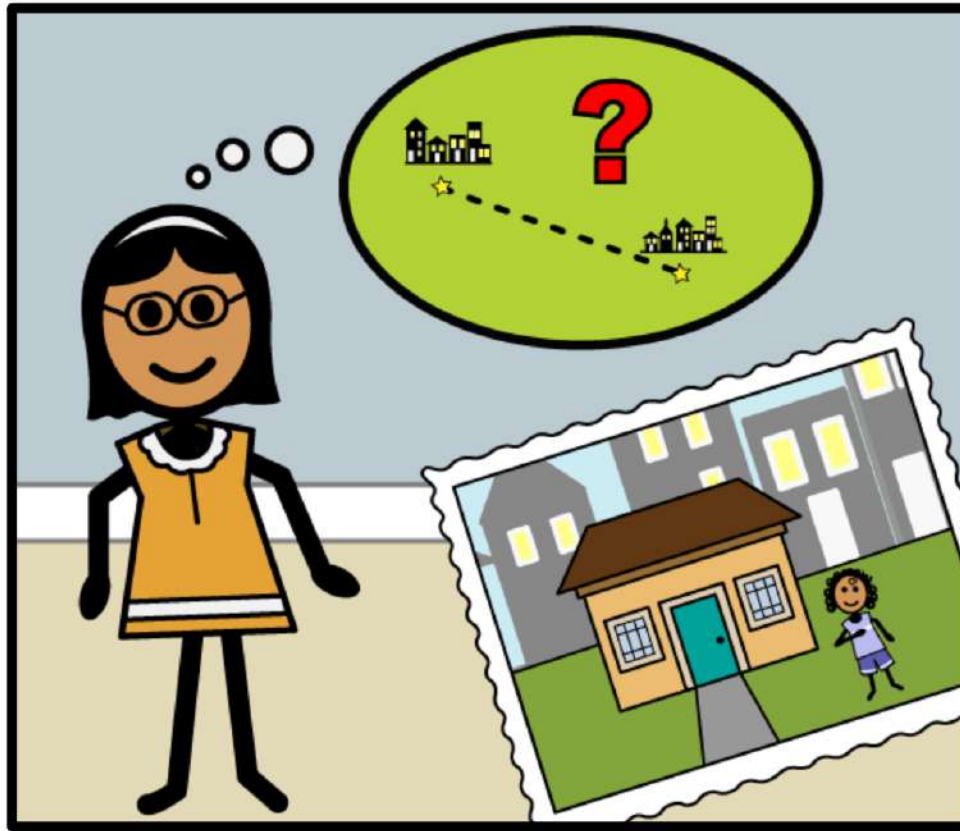
I will ride on an airplane.



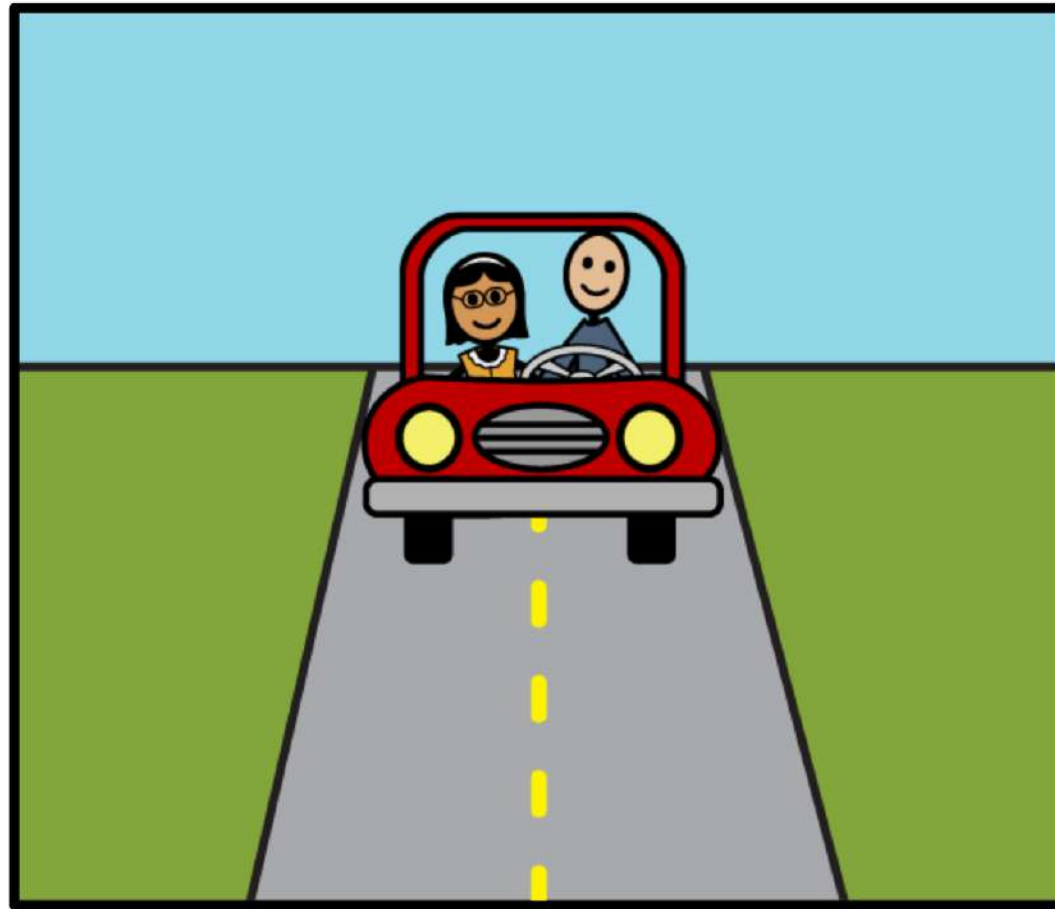
**I am going to visit my uncle.
He lives on an island.
It is across the water.
How will I get there ?**



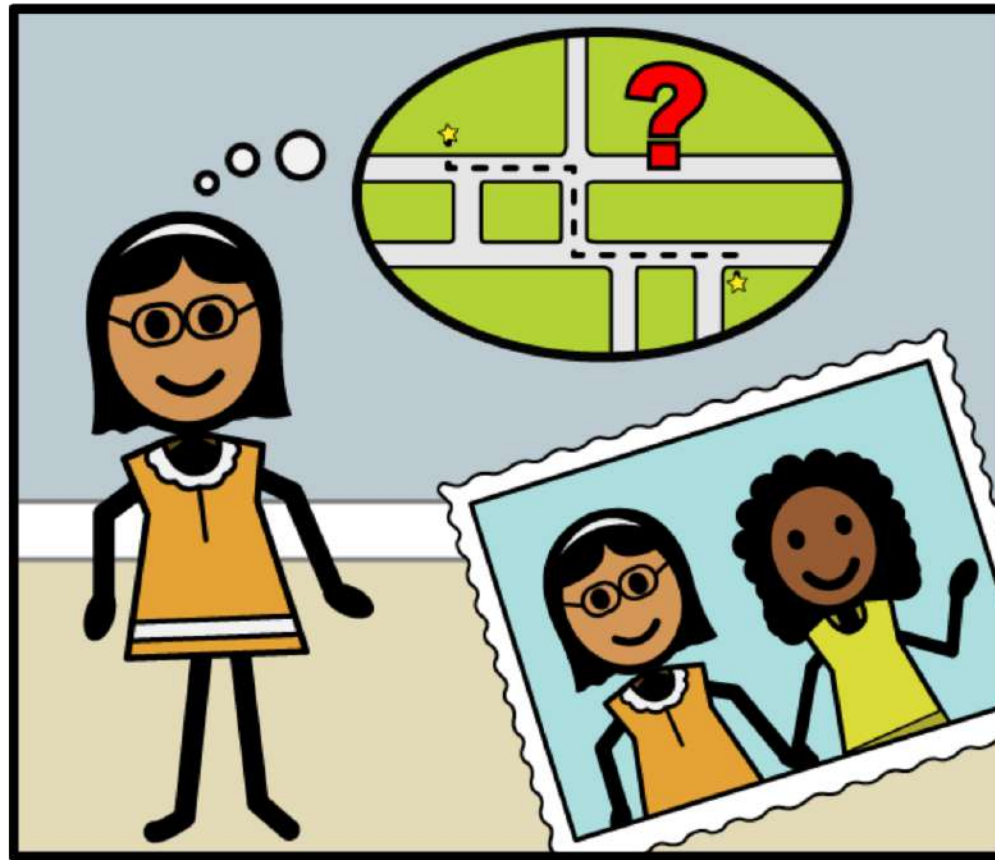
I will ride on a boat.



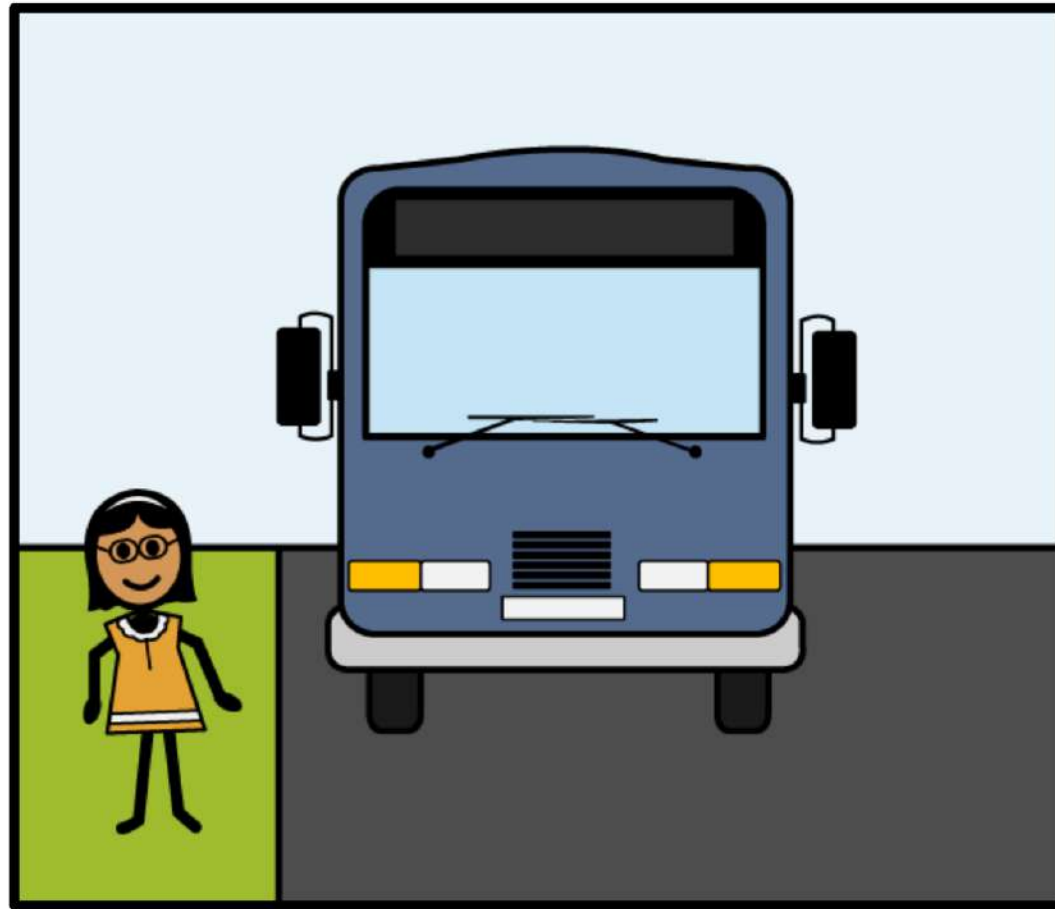
**I am going to visit my cousin.
She lives in the next town.
It is nearby.
How will I get there ?**



I will ride in a car.



**I am going to visit my friend.
She lives only a few blocks away.
How will I get there ?**



I will ride on a bus.



**I like traveling in different ways.
Where could I go on a train ?**



The End

How Will I Get There?

Level C



by Claire Repp

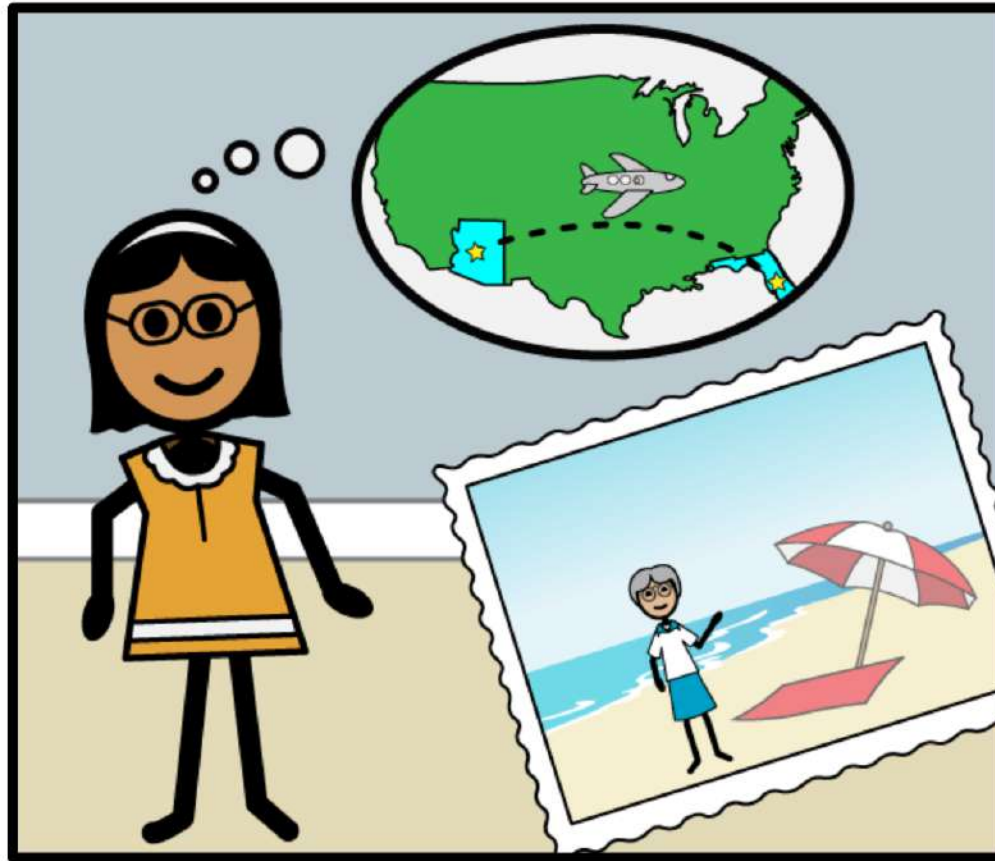
Illustrated by Todd Gardner

Bind This End

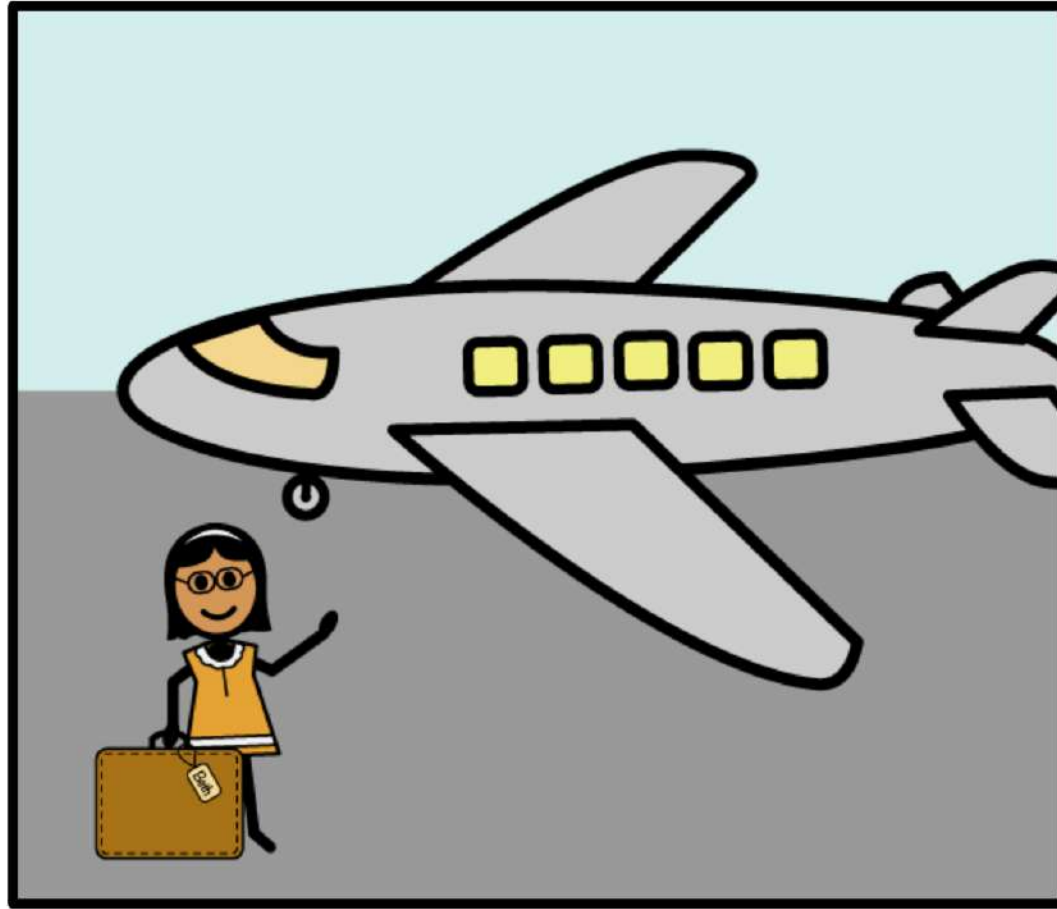


My name is Beth.

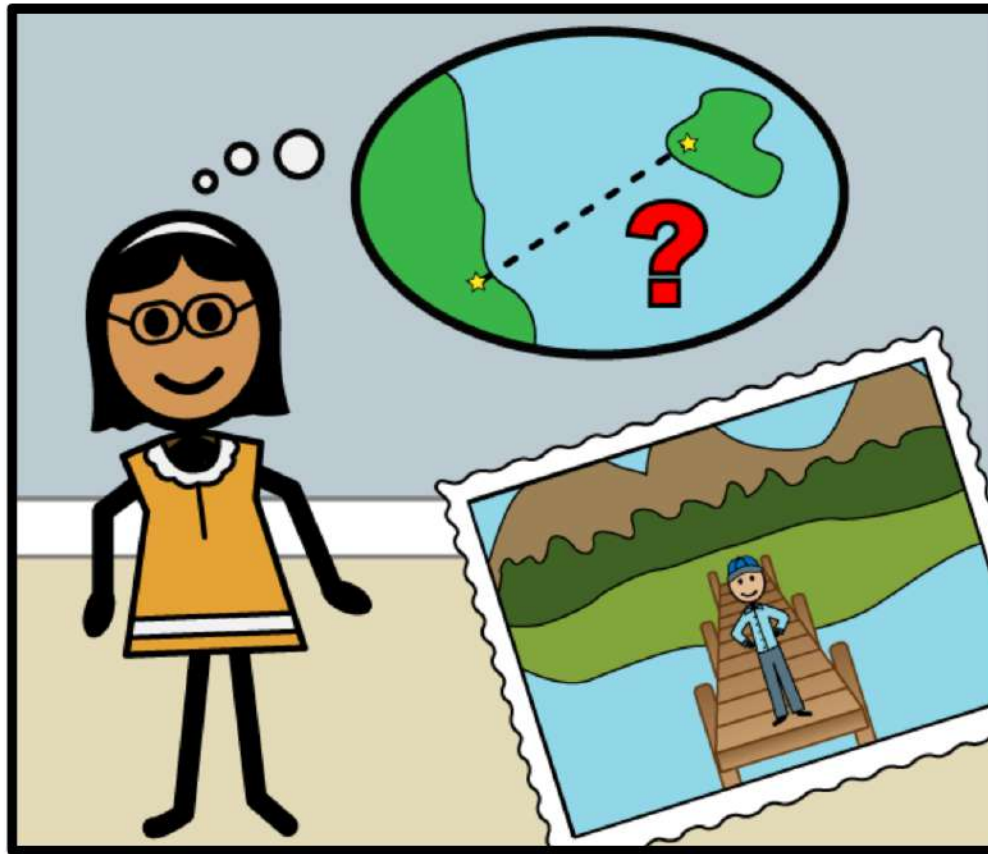
I like to visit my family and friends.



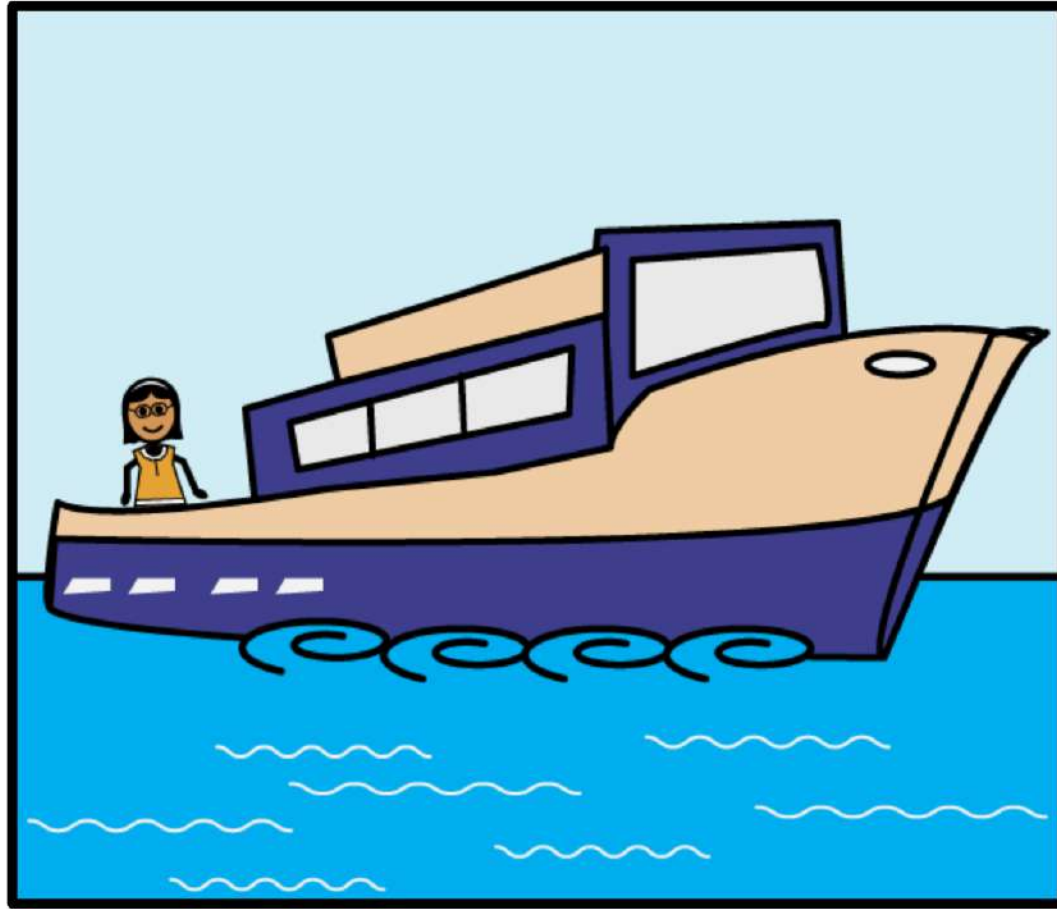
**I am going to visit my grandmother.
She lives in Florida.
How will I get there ?**



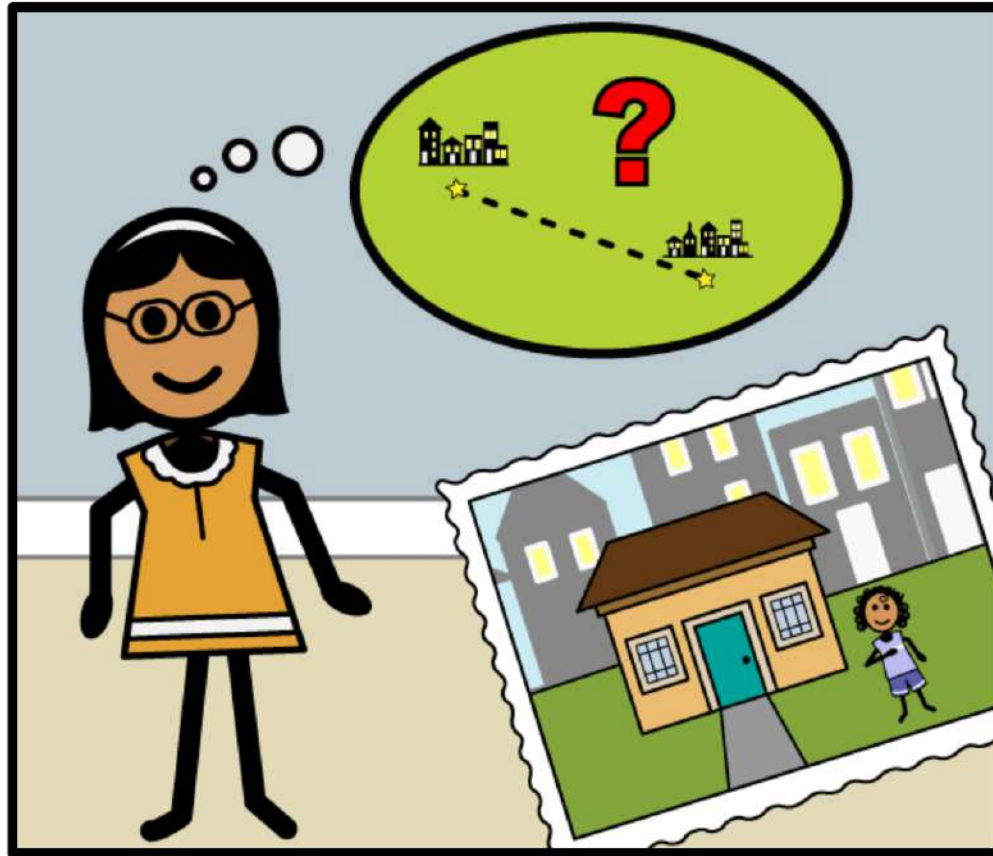
I will ride on an airplane.



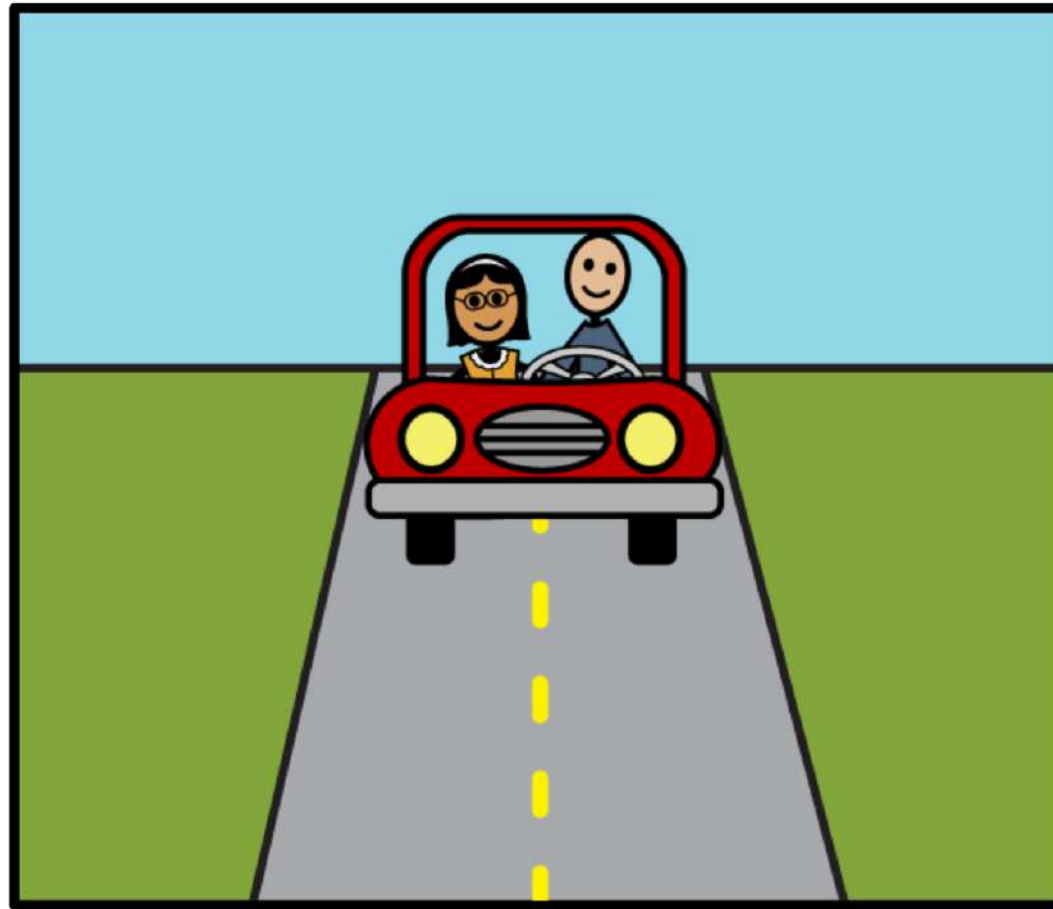
**I am going to visit my uncle.
He lives on an island.
How will I get there ?**



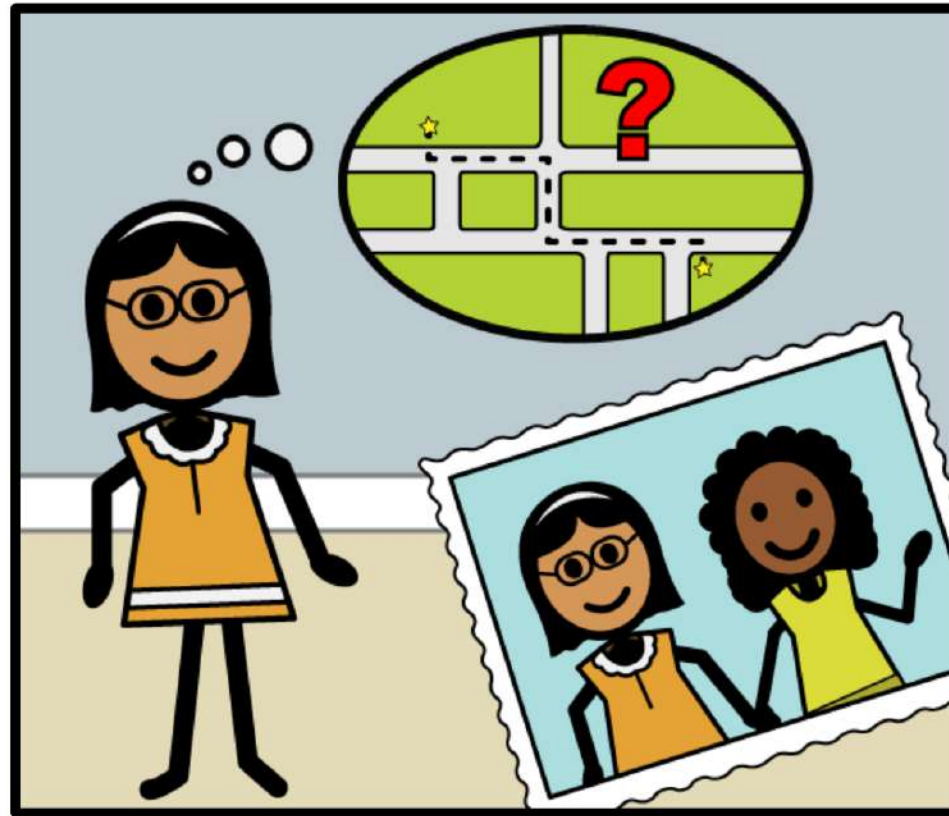
I will ride on a boat.



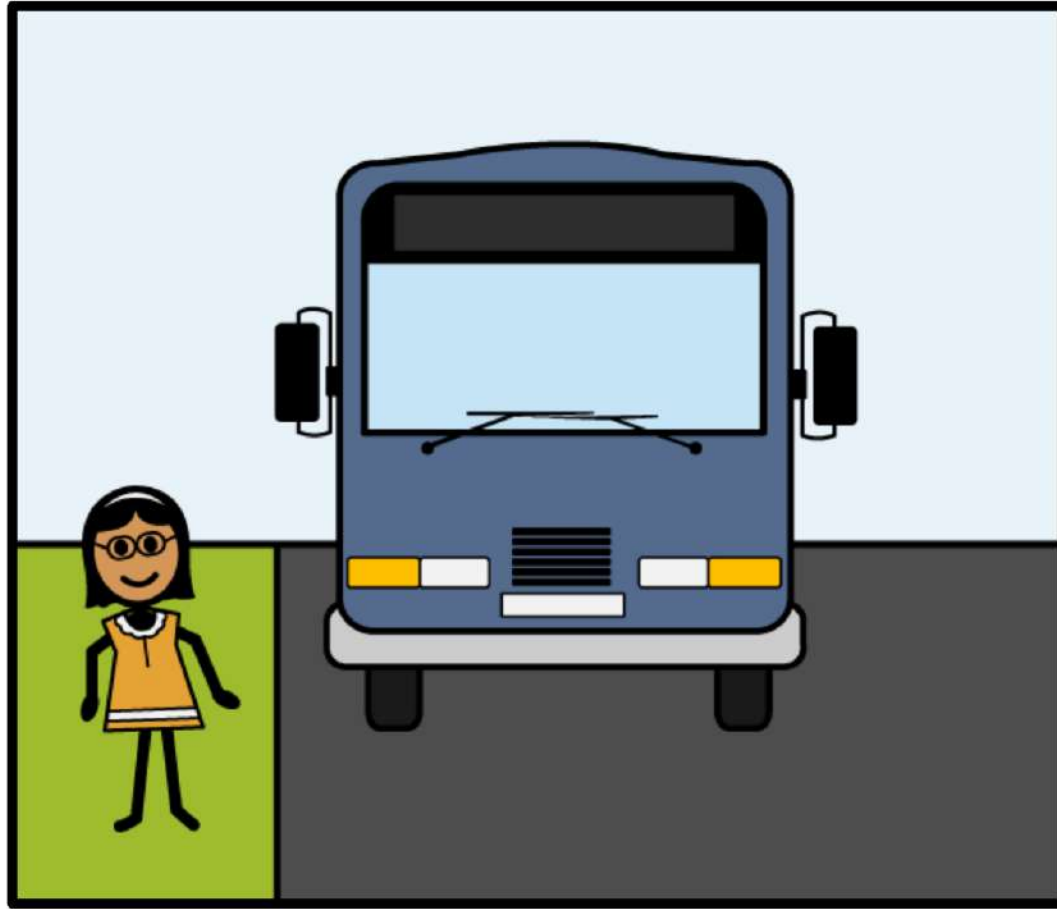
**I am going to visit my cousin.
She lives in the next town.
How will I get there ?**



I will ride in a car.



**I am going to visit my friend.
She lives close by.
How will I get there ?**



I will ride on a bus.



**I like to visit my family and friends.
Where could I go on a train ?**



The End

How Will I Get There?

Level A



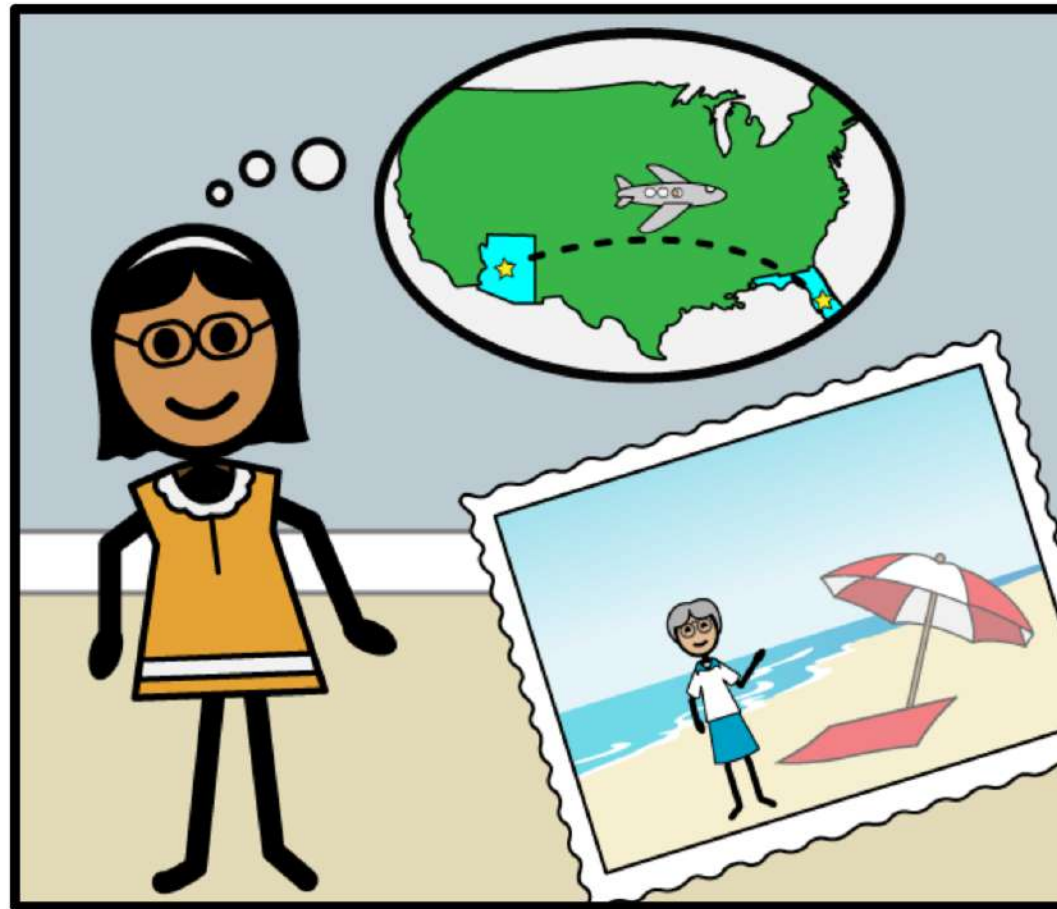
by Claire Repp

Illustrated by Todd Gardner

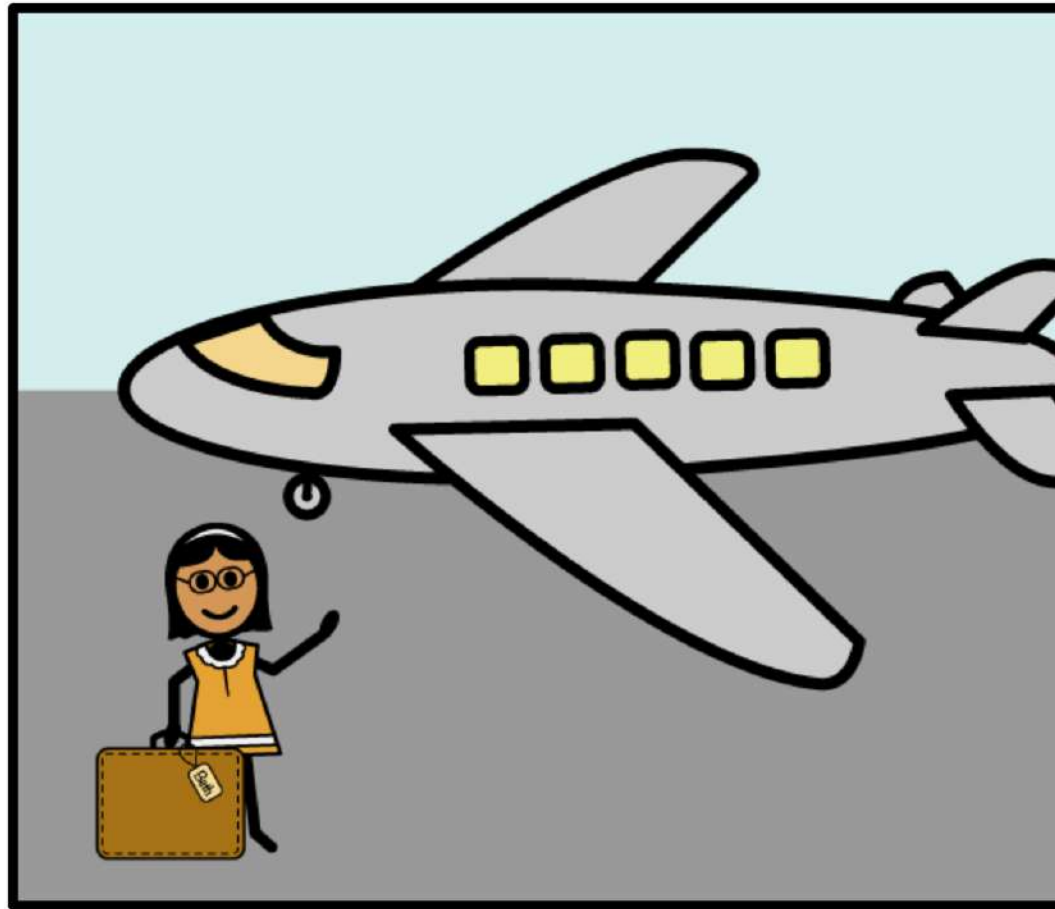
Bind This End



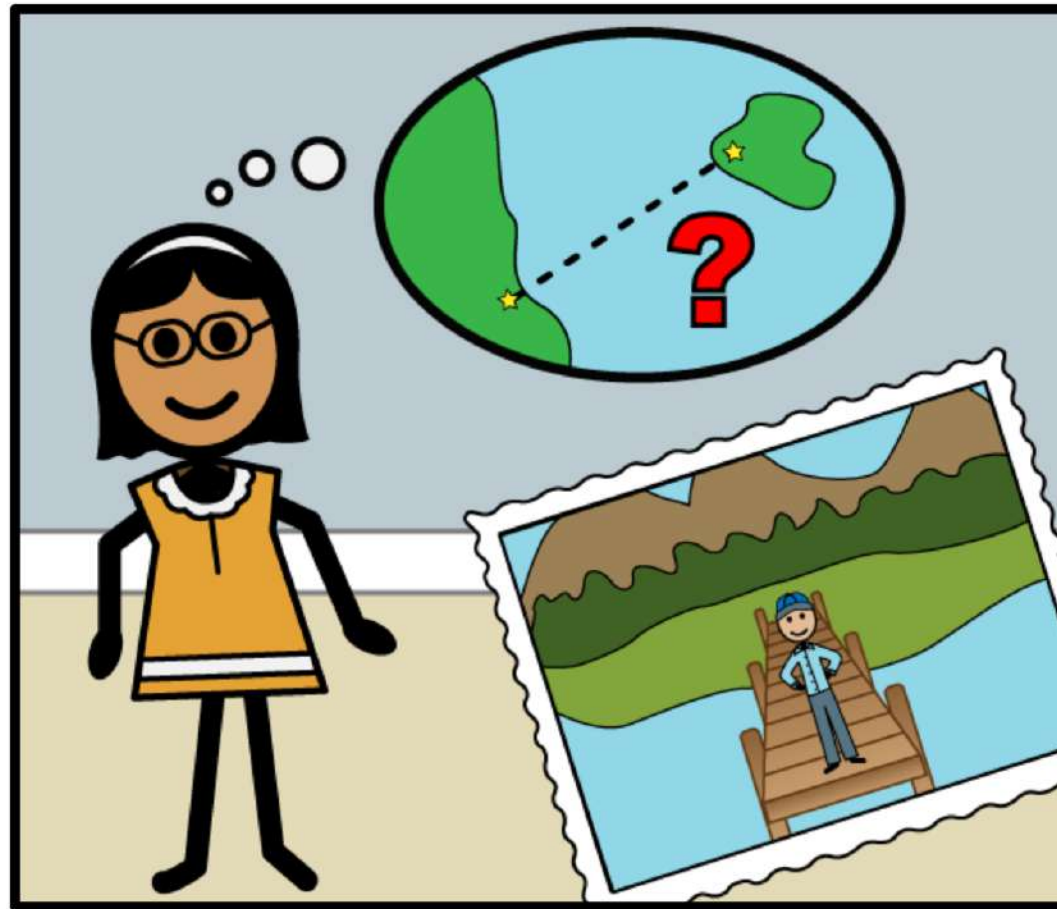
I like to visit.



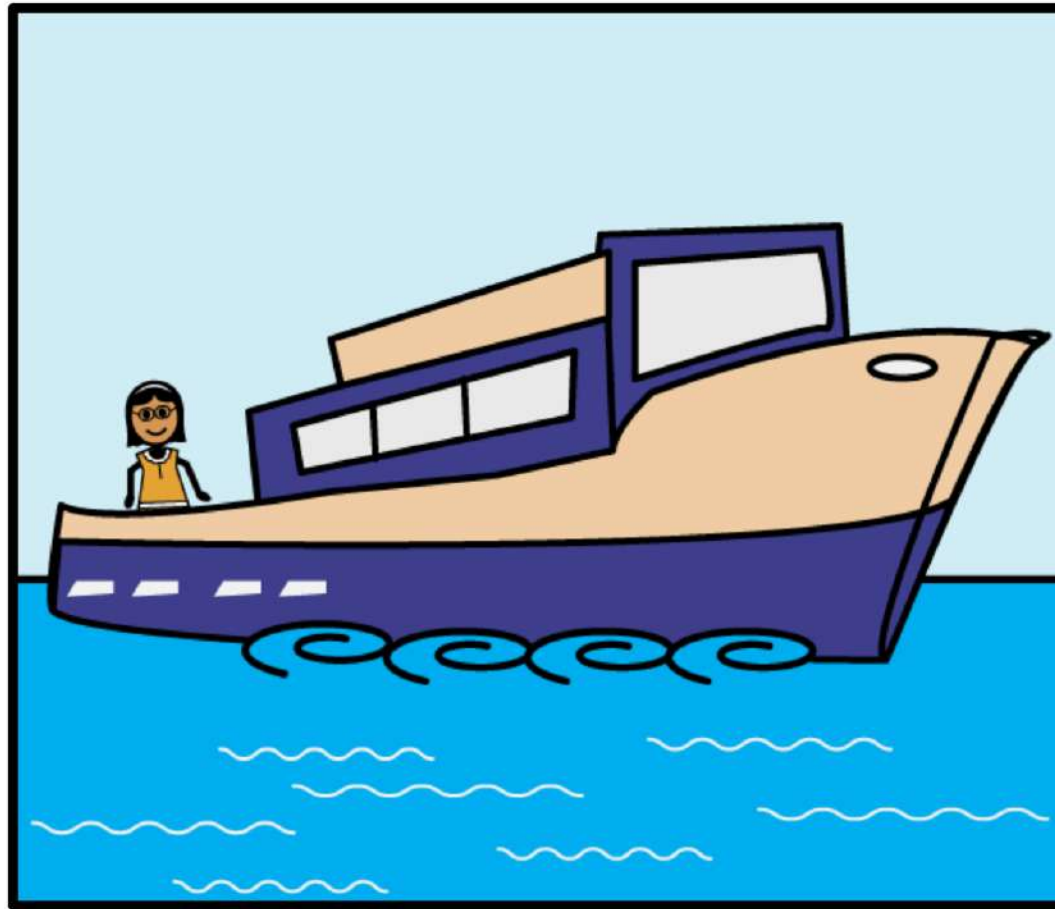
**My grandmother.
How ?**



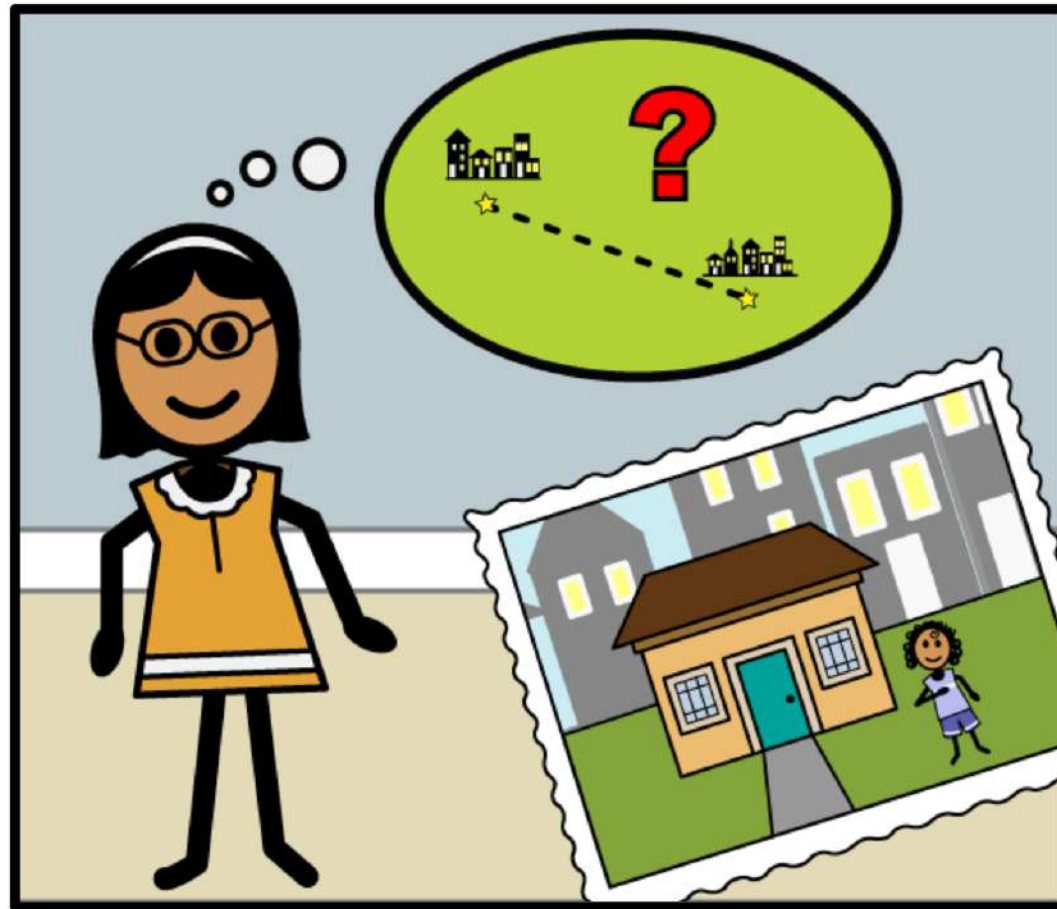
Airplane.



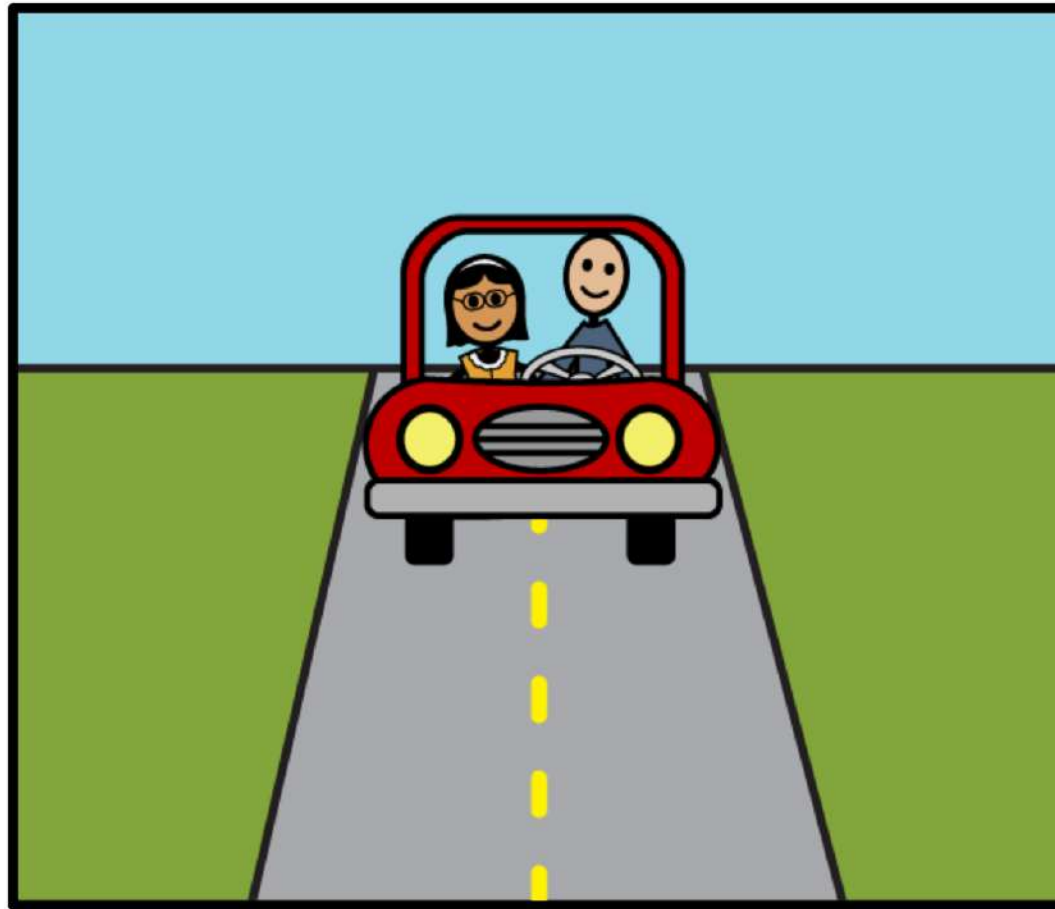
**My uncle.
How ?**



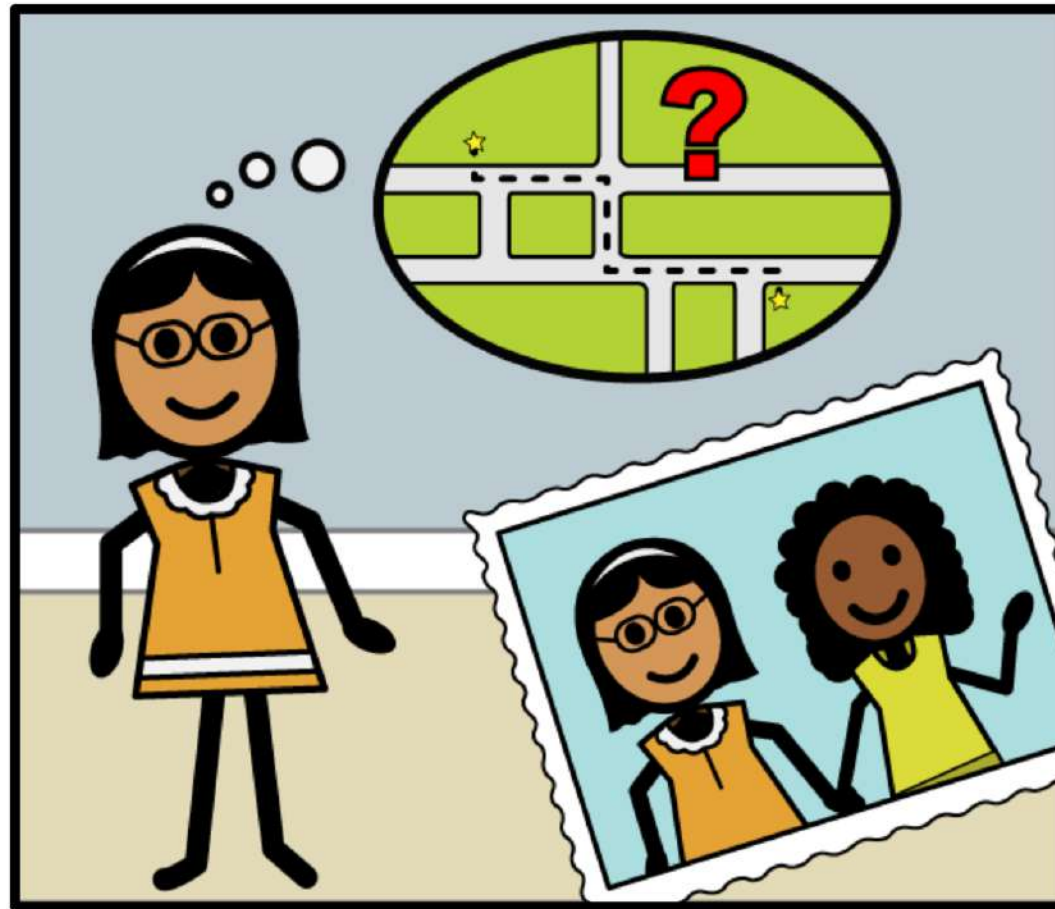
Boat.



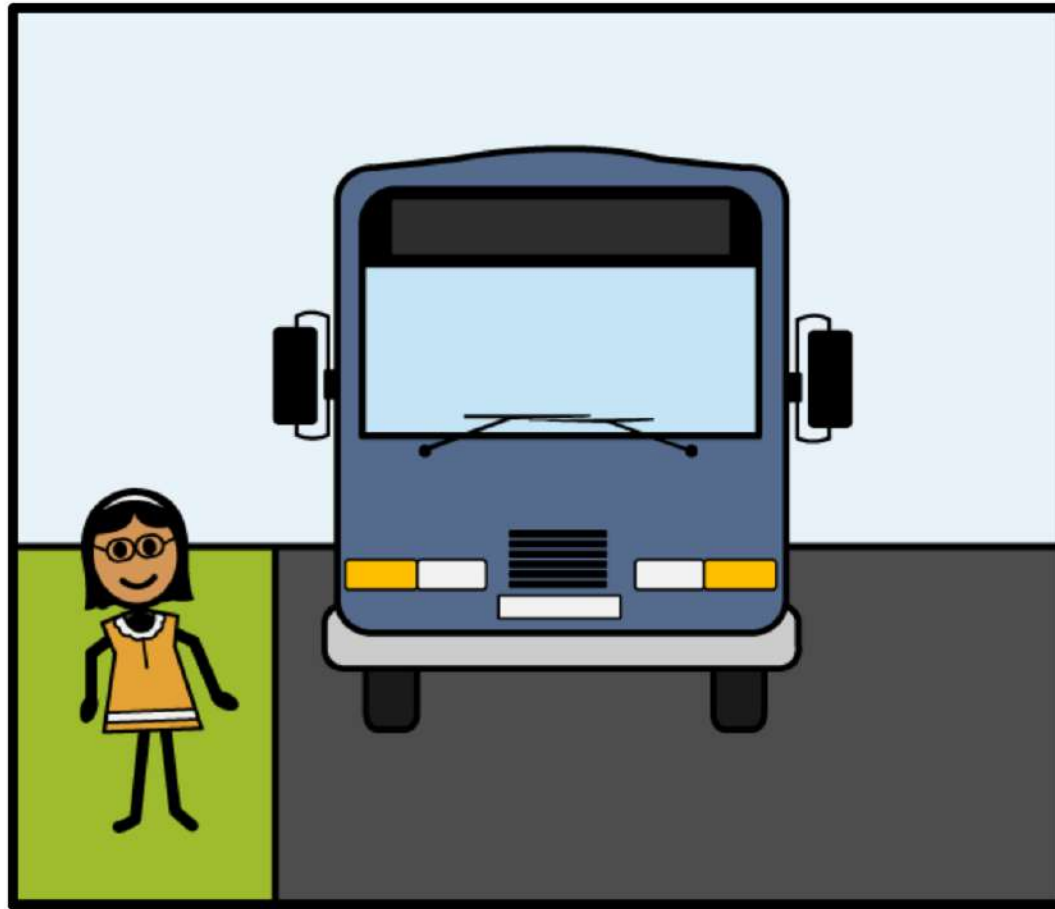
**My cousin.
How ?**



Car.



**My friend.
How ?**



Bus.



Train.



The End



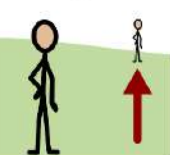


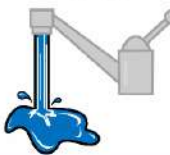

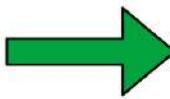

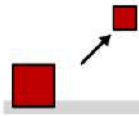

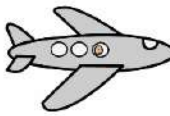









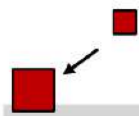




yes



How Will I Get There?

no



like 	visit 	far 	Beth 	Florida 	water 	car 
go 	live 	away 	family 	airplane 	boat 	block 
get 	ride 	across 	friend 	uncle 	cousin 	bus 
		nearby 	grandmother 	island 	town 	train 

Within each category, pictures are listed from left to right in the order in which they appear in the text.