



Confident Reading Implementation Guide

(DRAFTv5_July 2022)

Overview and Purpose of the Component

The purpose of *Confident Reading* (CR) is to build students’ reading fluency and confidence with topic-related texts through repeated reading. The teacher scaffolds the instruction so that students can read each text accurately (*word accuracy*), with appropriate attention to linguistic structure (*expressiveness*), at a *reasonable pace*, and with a clear learning *purpose*. Thus, we conceptualize this routine as fluency-focused with a spin toward language and purposefulness. A typical Confident Reading lesson takes about 15 minutes.

Confident Reading includes some components that are typical of familiar fluency routines teachers may be accustomed to, but it also differs in several key ways:

- **Emphasis on language:** In this fluency routine, teachers coach students to attend to specific aspects of language important for constructing a mental representation of the text. Teachers instruct students on how to read and interpret words and phrases that bridge ideas across clauses and sentences.
- **Group feedback:** Like other fluency interventions, students get lots of opportunities for repeated reading (aloud in groups and partners), teacher modeling, and feedback. Since this routine is conducted in a small-group setting, teachers provide feedback to the group about overall trends, rather than giving targeted feedback to individual students in front of the whole group.
- **Stacked texts:** In CR, students read short informational texts that are organized in “stacks.” Each stack consists of three texts that present the same content but increase in complexity (the texts are labeled with numerals: 1, 2, and 3). For instance, text 2 in a stack will have the same title and content as text 1 (one), but it will include slightly more complex sentence structures and vocabulary. Text 3 builds on text 2 in the same way.
- **Building comprehension and knowledge:** The informational texts used in CR are written to deepen students’ knowledge of inquiry topics by providing information that extends and builds upon the concepts they are learning in the other K.L.I. components. Also, they use some of the same academic vocabulary students are encountering elsewhere.

Materials and Resources

In addition to this implementation guide, the following resources are used when implementing Confident Reading.

Stacked Texts. Each module includes three different text stacks. As explained above, each stack consists of three texts of increasing complexity. Teachers start with text 1 and move up to the next text each subsequent session. Each student should be provided a copy of the text during the lesson.

Choose the Best Word (Maze) Text. The CR lesson that uses text 3 of a stack begins with a Choose the Best Word activity, described below in the implementation section. Each student will need to have their own copy of this version of the text.

Discovery Reading Prompt Card. In order to reinforce the idea that fluent reading is purposeful and helps to build new knowledge, teachers should encourage students to consult the DR prompt card to guide their discussion of each stacked text. In particular, teachers will prompt students to “tell what they learned” from each text.

Elaborative Lesson Plans. These lesson plans are written to give teachers a sense of the language and rhythm of a well-paced CR lesson. These plans contain detailed guidance on how to implement the routines of CR. *They are not, however, intended to be used as a script.* As teachers become more familiar with the structure and routines of CR, the need for these plans should decrease as teachers learn how to adapt the routines to best reflect the needs of their particular group of students. An example elaborative plan is found at the end of this manual.

Blueprint Lesson Plans. These plans describe the lesson sequence and texts but do not include detailed suggestions for teacher language.

Implementation of the Component

Lessons for Stacked Texts 1 and 2

The lessons that use the first two texts in each stack follow the following sequence (see example lesson plan below for elaboration on each step):

1. Teacher reads the text aloud and models fluent reading
2. Students read silently
3. Students take turns reading aloud with a partner
4. Brief discussion of the text using the Discovery Reading prompt card
5. Teacher feedback and teaching point
6. Bridging language routine
7. Whole group read

Lessons for Text 3: Choose the Best Word (CR Lessons C, F, and I in each module)

The CR lesson using the final text in each stack will include an additional routine, sometimes called “maze” reading, in which the reader must select the right word to complete an idea in a text based on their ongoing mental model. At four or five places in the text, students are given three options of words and must choose the best word. Removed words in each text are carefully chosen to reflect the language topics that have previously been covered in the CR routine. The words are often a mix of connective words, pronoun referents, words that signal text structure, or topic-related vocabulary. To make space for this routine, these lessons follow a modified lesson sequence (see sample lesson below):

1. Teacher introduction
2. Silent “choose the best word” reading using the maze-formatted version of text 3
3. Teacher model reads the completed “choose the best word” text
4. Students read aloud with a partner

5. Feedback and teaching point
6. Bridging language routine
7. Whole group read

Additional Guidance for Implementation

Feedback and Teaching Points (Step 5 of CR Lessons)

After students hear their teacher model read, read silently, read in partners, and quickly discuss what they learned from the text (steps 1-4), teachers should offer some feedback as well as a brief teaching point, based on their observations of students’ reading during the partner reading. Teachers should start by offering a brief bit of positive feedback about the students’ reading related to one of the areas below. Then, the teacher should offer one teaching point on a topic from the following list.

- pace and expression
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- phrasing

During this teaching point, teachers will draw students’ attention to one specific word, phrase, or sentence in the text, re-read that segment, and offer 1-2 sentences of feedback and instruction. Then, the teacher will model the appropriate reading of that word or phrase and invite the student to repeat, perhaps two or three times. The examples in Table 1 provide more detail on what this looks like for each area.

Table 1: Examples of Teaching Points in Confident Reading Lessons

Teaching Point Topic	What to Cover	Example
Pace and expression	Students’ pace, volume, or overall expression	<p>“Everyone put your finger on the last two sentences of the text. I’m going to re-read them. <i>Robots can’t learn on their own like humans can. So even though a robot might seem human, it is still a robot!</i></p> <p>Now, I noticed when you all read this, you kind of sped up right at the end of the text. But the end of the text is very important, and often the end of the text will state or restate the big idea, so it’s important we slow down so we don’t miss it! Listen to me re-read it and let’s see how this sounds.” (Teacher re-reads, slowing down to make the last sentence stand out).</p> <p>“Do you hear the difference? OK, now I want you to try.</p>

		Let's read aloud together." (Provide more feedback as needed; repeat as necessary.)
Accuracy	<p>How to decode a word that students may have had trouble pronouncing¹</p> <p>Try to focus on multisyllabic words.</p>	<p>"While you all were reading, I heard a few of us get tripped up on this word right here in the fourth line." (point with finger) "This is a tough one. This word is <i>artificial</i>. Wow, that's a lot of syllables. Let's break this word apart." (Teacher can use a dry erase marker to write the word and break it apart, similar to Breaking Words.)</p> <p>Teacher says: <i>ar-ti-fi-shal</i> Students repeat: <i>ar-ti-fi-shal</i> "Great, now I'm going to say it slowly and then smooth. Repeat after me."</p>
Punctuation	<p>Commas, periods, question marks, exclamation points, etc.</p> <p>Be sure to focus on not only how to read them expressively, but why they are used and why we read them this way. In other words, emphasize how forms of punctuation are used and intoned to signal meaning.</p>	<p>"Let's re-read the first two sentences. <i>Have you ever seen a drone? They fly in the air and are controlled by people from afar.</i> What kind of punctuation is at the end of that first sentence?"</p> <p>Students: "A question mark."</p> <p>"Good. So when you are asking a question, you need to read in such a way that it's clear you're asking a question. Listen to me re-read this. When I ask that question, my voice kind of goes up at the end of the question, and I take a very brief pause before reading the next sentence, just like I'd do at the end of any sentence. Listen." (Teacher models reading the two sentences again, being sure to emphasize how the first sentence has a higher inflection at the end because it's a question.)</p> <p>"Now you try. Together as a group, re-read those two sentences and try to make them sound the way I sounded when I read it. Go ahead."</p> <p>Have students repeat reading the sentences 1-2 times as necessary.</p>
Connectives and conjunctions	How to read words and phrases that connect ideas across words, phrases, or	"Let's take a look at the fourth sentence. I'm going to re-read this aloud. Follow along with me. <i>However, real-life androids are not going to take over the world!</i> This sentence has the word 'however' in it. This is an important

¹ K.L.I. is not an intervention that targets phonics or decoding, but accuracy is a key component of confident, fluent reading. As the texts increase in complexity, students may encounter words that will be challenging for them to decode. Thus, we offer this as an important teaching point that may need to be covered.

	<p>sentences, such as prepositional phrases, conjunctions, and transition words and phrases. This might include pausing between or after these phrases or slowing down to place emphasis.</p>	<p>word. ‘However’ means the author is saying a different idea than what they just said in the previous sentence. This is important, so we want to take a brief pause after this word to make it stand out. Listen to me read this.” (Teacher re-reads sentence, briefly pausing at the comma after <i>however</i> for emphasis.) “See how I didn’t just smush all the words together fast? I didn’t say <i>however real life androids</i>” (say quickly with no pause). “That comma there reminds me to pause after this important connective word.”</p> <p>“Now you try. Together as a group, re-read that sentence and place emphasis on that word <i>however</i>. Go ahead.”</p> <p>Have students repeat reading the sentence 1-2 times as necessary.</p>
<p>Words and phrases that signal text structure</p>	<p>This routine is similar to the connectives example above, but there is an explicit focus on phrases that signal text structure, such as words and phrases that signal cause and effect or sequence.</p>	<p>“Put your finger right here on the third sentence. I’m going to re-read this sentence. Follow along with me. <i>After the roboticist determines what the purpose of the robot will be, the next step is to design the robot.</i> Wow, I heard some important words in that sentence. I heard “after” and “the next step.” These words show us that this text is in sequential order. Words like “after” and “next” show that this text is describing a process that must happen in a certain order. I see that comma in this sentence, so I should take a brief pause. That way, this “after the roboticist” phrase will really stand out and it will show us that we are moving on to the next step in the robot building process. Listen to me re-read this and watch how I place emphasis on that first phrase in the sentence.” (Teacher re-reads, emphasizing the pause after the comma.)</p> <p>“Now you try. Together as a group, re-read that sentence. Go ahead.”</p> <p>Have students repeat reading the sentence 1-2 times as necessary.</p>
<p>Phrasing</p>	<p>Any other more general aspects of phrasing, including groups of words or phrases that have not been captured above, such as adjectival phrases or</p>	<p>“Let’s re-read the last sentence. <i>So even though an android might look like a human, walk like a human, and talk like a human, it is still a robot!</i> Wow, there are a lot of small phrases in that sentence, separated by commas! This is kind of a fun sentence because we need to make each of those little phrases kind of stand out on their own. We can do this by pausing after each comma. Listen to how I make each of those little phrases stand out.” (Teacher reads</p>

	items in a list	<p>sentence, emphasizing <i>look like a human, walk, like a human, and talk like a human</i>). “Do you hear how that sounds? Each of those little phrases needs to be said on its own.”</p> <p>Now you try. Together as a group, re-read that sentence, putting emphasis on each individual phrase. Go ahead.”</p> <p>Have students repeat reading the sentence 1-2 times as necessary.</p>
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Bridging Language Routine (Step 6 of CR Lessons)

In this routine, teachers identify one example of what we call “bridging language” (often called anaphoric language). These are words or phrases that get their meaning by referring to other words or phrases in nearby clauses or sentences. The reader has to create a bridge between these words and their referents to understand the text. In CR, these examples of bridging language can either be: 1) a pronoun and the noun it references; or 2) a descriptive phrase that replaces a noun. Teachers lead students in a quick routine that always follows the same general structure as outlined in Table 2 below.

Table 2: Suggestions for the Breaking Language Routine in Confident Reading

Bridging Language	Example	Teaching Routine
Pronoun referent	<i>Drones can be as large as an aircraft or as small as the palm of your hand. People use them to take video and pictures from the sky.</i>	<p>Teacher: “Let’s re-read these two sentences.” [re-reads] “What is “<i>them</i>” referring to in the second sentence?”</p> <p>Students: “Drones.”</p> <p>Teacher: “Drones? OK, let’s see if that makes sense. Let’s re-read those two sentences, but in place of “<i>them</i>” in the second sentence, let’s insert ‘drones’ to see if it makes sense. <i>Drones can be as large as an aircraft or as small as the palm of your hand. People use drones to take video and pictures from the sky.</i> Does that make sense? Yes! “<i>Them</i>” is referring to <i>drones</i>.”</p>
Descriptive phrase	<i>Complex robots have thousands of different parts.</i>	<p>“Let’s re-read these two sentences.” [re-reads] “What are these complicated machines in the second sentences?”</p>

	<p><i>Who makes these complicated machines?</i></p>	<p>Students: “Robots!” or “Complex robots!”</p> <p>Teacher: “Good! Let’s see if that makes sense. Let’s re-read those two sentences, but in place of “these complicated machines” in the second sentence, let’s insert ‘complex robots’ to see if it makes sense. Complex robots have thousands of different parts. Who makes complex robots? Does that make sense? Yes! <i>Complex</i> and <i>complicated</i> both mean detailed or have lots of parts. And <i>machines</i> are referring to <i>robots</i> because robots are a type of machine!”</p>
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Leveraging Students’ Full Linguistic Repertoire (FLR)

Although this intervention targets English language development, there are many opportunities for students to access and use their full range of language knowledge during CR lessons. For example, students may find it helpful to have discussions in their home languages to help each other understand the concepts in the short texts they are reading. Also, when discussing connective words and phrases that link ideas together in a sentence (bridging language), teachers and students can discuss similarities or differences with other languages they speak.

Modifications for Scaffolded Reading

Confident Reading is a fast-paced routine with a lot of components, and the increased complexity among texts 2 and 3 in a stack may cause some challenges for students. In Table 3, we offer examples of modifications teachers may find helpful to ensure they are maximizing learning time with students.

Table 3: Ways to Maximize Learning Time in Confident Reading Lessons

<p>Split the text in half for partner reading or alternate partner reading by day</p>	<p>For longer texts, teachers may opt to split the text in half for the partner reading and have each student read aloud one half of the text instead of both students reading aloud the whole text.</p> <p>Another option is to have students take turns reading aloud each day. Perhaps Partner A reads the text aloud to their partner on day one, Partner B reads aloud the next day, and so on.</p>
<p>Skip teaching points during Choose the Best Word (Maze) lessons</p>	<p>Teachers may opt to skip either step 5 or 6 during the maze lessons for text 3. Since the maze routine consists of a language teaching point itself, teachers may find it beneficial to skip these components if their students need more support with the language used in the maze routine.</p>

<p>Substitute a paraphrasing routine in place of the language teaching point or bridging language routine</p>	<p>Teachers may opt to do a paraphrasing routine in place of steps 5 or 6 in the lesson cycle if they would like to emphasize comprehension or do not feel the students need a language teaching point that day. This routine might look something like:</p> <p>The teacher picks an important sentence or set of sentences, and models reading them or choral reads them with the group.</p> <p>Then the teacher asks: “Let's try to say this same exact idea in different words to make sure we understand it and to practice paraphrasing in our words.”</p> <p>Students share their paraphrased ideas in partners or to the whole group, and the teacher offers feedback.</p>
<p>Provide additional scaffolds for content-specific concepts</p>	<p>Some of the vocabulary and content presented in the text sets may be challenging for students. Feel free to incorporate the DR books into these lessons if you feel that may be helpful. For example, you could turn to a page in your DR book to show students an image or graphic related to the content in the text set as a visual scaffold. Also, teachers can reference the group’s Inquiry Space to review key concepts or vocabulary.</p>

Example Lessons

Two elaborative lesson plans are provided here as examples. The first lesson exemplifies the lesson sequence when using texts 1 and 2 in a stack, and the second example shows how the sequence is modified for the ‘choose the best word’ activity when using text 3.

Confident Reading Lesson Plan (Elaborative)

Text: Honeybees_1

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Text 1

¹Honeybees live in large groups called colonies. ²They all have jobs. ³There is one queen who lays eggs. ⁴Some worker bees take care of the babies in the hive. ⁵Others go out in search of flowers to collect nectar. ⁶They use the nectar to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she uses dancing to tell the other bees where to go. ⁹First, she will fly back to the hive. ¹⁰She dances. ¹¹The other bees touch her to feel which way she is moving. ¹²The bees all fly off to find the flowers. ¹³Finally, they bring the nectar back to the hive to make more honey.

Text: "Honeybees_1"	
Step One. Teacher Intro and Model Read Aloud	approx. 1 minute
<p>"Today we are going to be reading a text called "Honeybees." I will read the text aloud first so you can get a sense of what the text is saying and how it sounds. Follow along with me." [At this point in the lesson, teachers can also remind students of a teaching point covered previously, such as, "Last time we were working on how to pause after a period at the end of the sentence. As I read, pay attention to where I pause."]</p> <p>Teacher reads aloud the text while students follow along.</p>	
Step Two. Silent Read	approx. 2 minutes
<p>"In a moment you will take turns reading this same text out loud with your partner. To get ready for that, let's first take a moment and read the text silently in our heads. Go ahead."</p> <p>Students read the text silently.</p>	
Step Three. Partner Read	approx. 2 minutes

“Now I want you to take turns reading the text aloud to your partner. Partner A will read the whole text aloud, and then Partner B will read the text aloud.” [Offer any brief reminders related to teaching points covered in prior lessons.]

As students take turns reading the text aloud, the teacher observes and listens carefully, identifying common issues that can be discussed during the feedback and teaching portion of the lesson.

Step Four. Discuss

approx. 1 minute

“Wow, we just read a lot of information. Let’s take a second and quickly discuss what we just read. Let’s use our prompt “Tell me what you learned” from Discovery Reading. I’m going to quickly go around and point to each of you. When I point to you, tell me one thing you learned from this text.”

Teacher calls on each student to share. This should be done quickly with very little elaboration or discussion.

Step Five. Feedback and Teaching Point

approx. 3 minutes

Teacher provides feedback in specific areas, such as: (see manual for description)

- reading confidence
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

Example: “While you were reading, I heard some really great confident reading. First, I noticed that you all read at just the right speed. I know last time we were reading a little too quickly, which made it hard for us to understand one another, so it’s great that I heard you slow down this time. Confident readers make the text sound clear to whoever is listening to them read.

“Let’s talk a little bit about the way we should sound when we read phrases that show us a little bit about how the text is structured. I’m going to reread the last sentence:

¹³Finally, they bring the nectar back to the hive to make more honey!

Do you hear how I paused between *Finally* and *they bring the nectar back to the hive to make more honey*? The first part of that sentence is giving me information about when something happened, but that pause tells me that I’m about to learn *what* happens. I make sure to put a little space there to show that the big idea in the sentence is on its way.”

“Let’s practice this and hear how it sounds. “Now I’ll read the whole sentence, being sure to take that brief pause at the comma, and I want you to repeat after me: ¹³Finally, they bring the nectar back to the hive to make more honey! (students repeat; do this maybe 1 or 2 more times.)

Step Six. Bridging Language Routine

approx. 1 minute

The teacher offers an example of bridging language in the text using the systematic routine:

“Let’s re-read a couple of sentences. Put your finger on the third sentence and listen while I read. ¹Honeybees live in large groups called colonies. ²They all have jobs.

“You see the word *they* in that second sentence. What or who does *they* refer to in the second sentence? Who has jobs?

Students: “Honeybees.”

“OK, let’s check it and see. Let’s place the words *honeybees* in place of “*they*” in the second sentence. Read aloud with me, from the beginning: ¹Honeybees live in large groups called colonies. ²*Honeybees* all have jobs.

“Does that sound right? Yes! It’s a little repetitive, which is why the author chose to replace *honeybees* in the first place, but the first sentence is about *honeybees*, so we know *they* is referring back to *honeybees*!”

Step Seven. Group Read

approx. 1 minute

“Let’s read the text one last time, and this time we will chorally read aloud, all together. Let’s try to make sure we are incorporating the feedback we learned today.”

Students and the teacher read the text together, and the teacher provides some brief last bits of feedback.

Confident Reading Lesson Plan Elaborative (with Choose the Best Word Routine)

Text: Honeybees_3 (maze)

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Text 3 (maze version)

¹Honeybees live in large groups called colonies. ²There can be thousands of bees in a colony! ³Every bee in a colony has an important job that helps them contribute to the success of the colony. ⁴There is one queen bee who lays eggs, and the rest are worker bees. ⁵Some worker bees take care of the babies in the hive and others go out in search of flowers to collect

nectar. ⁶They use

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them

 to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she needs to communicate with her friends. ⁹She uses dancing to tell the other bees where to go. ¹⁰First, she will fly back to the hive.

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¹³ all fly off to find the flowers. ¹⁴Finally, they bring the nectar back to the hive to make more honey.

Text: Leaving Home_3 (Maze)	
Steps 1-2. Teacher Intro and Maze Read	approx. 2 minutes
<p>“We have read some texts about how honeybees work together and communicate. Here’s another version of that text, but this time you’ll notice that a few words are missing. Read this text silently on your own and use your knowledge to pick the right word for each blank. Circle the word with your pencil, and then in a moment I will reveal the correct words.”</p> <p>Students read silently and circle the words that should go in each blank.</p>	
Step 3. Teacher Model Reads	approx. 3 minutes

“OK, I saw you all really thinking about the language in the text as you chose the words that make sense in each sentence. Great! Now I’m going to read the text with the correct words inserted. Follow along with me. Pay attention to how I read the text aloud and what words should go in each spot.”

Teacher reads aloud the text while students follow along and circle the words that should go in each blank, changing their answers if needed.

The teacher should offer a teaching point related to 1-2 of the words, especially any that several students in the group may have had trouble with. This teaching routine can follow the same methods that are usually used for the fluency teaching points in other lessons.

For example:

“Let’s re-read the sixth sentence: *They use [they/it/them] to make honey.*”

“If we look at our choices for the first box, I think I can eliminate the word *they*. It simply doesn’t make sense. Now I’m left with *it* and *them*. Hm, I’m going to read the sentence with both options: *They use it to make honey* OR *They use them to make honey*. Both of those sound like they could be right, so how could I figure this out? I’m going to read the sentence that came before this one to see if it has any clues: *Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar.* Ok. So I’m going to ask myself what the bees are using to make honey. At first, I thought it could be flowers so *them* would work, but now that I think about it, the bees don’t use the flowers, just the nectar they find in flowers. That’s what they bring back to the hive to make honey. So that means that the correct choice is *it* since that can refer to the nectar. *They use it to make honey.*”

“Let’s practice this sentence together out loud one more time, reading the word that should go in that blank.” Students and teacher read together.

Step 4. Partner Read

approx. 2 minutes

“Now I want you to take turns reading the text aloud to your partner. Partner A will read the whole text aloud, and then Partner B will read the text aloud.” [Offer any brief reminders related to teaching points covered in prior lessons.]

As students take turns reading the text aloud, the teacher observes and listens carefully, identifying common issues that can be discussed during the feedback and teaching portion of the lesson.

Step 5. Feedback and Teaching Point

approx. 1 minute

Note: For text 3, this step and the Bridging Language step can be shortened (or even skipped) if the group is running short on time because teachers already offer a teaching point in the maze routine.

Teacher provides feedback in specific areas, such as: (see manual for description)

- reading confidence
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

Example:

“While you were reading, I heard some really great things. First, I noticed that you all read at just the right speed. I know last week we were reading a little too quickly, which made it hard for us to understand one another, so it’s great that I heard you guys slow down this time. I also thought that everyone’s volume was appropriate. I could hear everyone clearly.”

“There was one place where I noticed a few of us making a similar error with our phrasing. When we see a comma, that’s the author telling us to take a pause. So let’s reread the last sentence together: *Then, she dances as she comes into the hive and the other bees touch her to feel which way she is moving.* I did that not just because there is a comma there, but because that comma is important for me to understand the meaning of the text. That comma is there so I know to listen for what happens when the bee returns to her hive.”

“Let’s read it again together a few times to practice.”

Students and teacher will repeat 2-3 times.

Step 6. Bridging Language

approx. 1 minute

The teacher offers a teaching point using the systematic routine:

“Let’s all put our finger on the third sentence and read a few sentences together: *Then, she dances as she comes into the hive and the other bees touch her to feel which way she is moving.* ¹²*Her complex steps tell them where to go.* ¹³*They all fly off to find the flowers.*

“Who does *them* refer to in sentence 12?”

Students: “The other bees.”

“Great. And who is *they* referring to in sentence 13?”

Students: “The other bees.”

“OK, let’s check it and see. Let’s place the word “the other bees” in place of “them” and “they” in these sentences. Read aloud with me: “*Then, she dances as she comes into the hive and the other bees touch her to feel which way she is moving.* ¹²*Her complex steps tell the other bees where to go.* ¹³*The other bees all fly off to find the flowers.*”

“Does that sound right? It’s very repetitive, but yes! *Them* and *they* refer to *the other bees!*”

Step 7. Group Read

approx. 1 minute

“Let’s read the text one last time, and this time we will choral read aloud, all together. Let’s try to make sure we are incorporating the feedback we learned today.”

Students and the teacher read the text together, and the teacher provides some brief last bits of feedback.