KLI
KNOWLEDGE LANGUAGE INQUIRY

Building Reading Comprehension through Knowledge, Language, and Structured Inquiry (K.L.I.)

IMPLEMENTATION GUIDE FOR TEACHERS

Dennis S. Davis, Jackie E. Relyea, Becky Huang, Ben Kelcey, and the K.L.I. team

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Introduction to K.L.I.

What is the K.L.I. intervention?

Building Reading Comprehension through Knowledge, Language, and Structured Inquiry (K.L.I.) is a multicomponent intervention designed to enhance reading comprehension for English learners (ELs) in upper elementary grades. It is intended for small-group instruction facilitated by specialist educators, such as ESL teachers, literacy specialists, and classroom teachers with expertise in multilingual education. The intervention draws on the interconnected strengths of knowledge-building, language development, and inquiry-focused learning to address the unique needs of ELs in reading comprehension. Teachers may also find K.L.I. beneficial as a language comprehension intervention for nonELs who need support in reading, but it has not yet been systematically studied with monolingual children.

Knowledge-Focused Instruction

K.L.I. emphasizes the relationship between background knowledge and reading comprehension. Effective reading relies on activating and expanding prior knowledge to build a mental model of a text. Through carefully designed reading and discussion routines, students gain new knowledge and perspectives, enriching their understanding of content area topics.

Language-Focused Instruction

Recognizing that language proficiency is foundational to comprehension, K.L.I. explicitly addresses critical areas such as vocabulary, morphology, syntax, and text structure. The intervention enables ELs to navigate complex academic texts while strengthening their overall linguistic skills.

Inquiry-Focused Instruction

Inquiry drives the organization of K.L.I. lessons. Each module centers on compelling content area questions, encouraging students to engage deeply with texts and work collaboratively to uncover answers. The structured inquiry approach fosters curiosity, critical thinking, and the ability to synthesize information across multiple sources.

Components of the K.L.I. Intervention

The intervention includes five instructional components (see Table 1) targeting distinct aspects of reading comprehension and language development:

- **Discovery Reading:** Students engage in structured discussions of authentic texts with a focus on key vocabulary, comprehension processes, and knowledge building.
- **Confident Reading:** Students develop fluency by repeatedly reading progressively complex texts, supported by teacher modeling and feedback.
- **Uncover the Structure:** Teachers guide students in analyzing the organizational structure of texts to improve comprehension and synthesis skills.
- **Breaking Words:** Students strengthen their morphological awareness by deconstructing and reconstructing multisyllabic academic words.
- **Sentence Workshop:** Students practice constructing, manipulating, and combining complex sentences to develop syntactic awareness.

Table 1. Components in a Full K.L.I. Module

Component	Abbreviation	Frequency
Discovery Reading	DR	12 sessions
Confident Reading	CR	9 sessions
Breaking Words	BW	6 sessions
Sentence Workshop	SW	6 sessions
Uncover the Structure	UTS	3 sessions
Inquiry Space	IS	3 sessions

 The Inquiry Space: A Centralized Learning Hub

Each K.L.I. module is centered around a high-interest topic designed to captivate and challenge students. Modules include themes such as *Robots*, *Space Pollution*, *A New Home (Immigrant Experiences), Voting in a Democracy, and Animal Communication*. These topics are introduced through open-ended inquiry questions, such as, "How have humans solved challenges by advancing robotic technology?" Students gather knowledge from a variety of texts and record their discoveries in a collaborative **Inquiry Space**—a dynamic tool for recording, organizing, and synthesizing information. This space fosters ongoing reflection and serves as a resource for students as they prepare

for final presentations. It integrates insights from all five K.L.I. components, reinforcing connections across lessons and deepening understanding.

Implementation Structure

Module Length and Session Frequency

Each K.L.I. module requires approximately 20 hours of instructional time across **41 sessions lasting around 30 minutes each**, as shown in Table 2. Teachers with longer blocks (45 minutes to an hour) can combine multiple components into one session, following the same order.

Table 2: A Full Module Implemented in 41 Sessions

Day 0: Intro/Preview		
Day 1: DR Lesson A	Day 2: CR Lesson A	Day 3: BW Lesson A
Day 4: DR Lesson B	Day 5: CR Lesson B	Day 6: SW Lesson A
Day 7: DR Lesson C	Day 8: CR Lesson C	Day 9: BW Lesson B
Day 10: DR Lesson D	Day 11: UTS Lesson A	Day 12: SW Lesson B
Day 13: Inquiry Space		
Day 14: DR Lesson E	Day 15: CR Lesson D	Day 16: BW Lesson C
Day 17: DR Lesson F	Day 18: CR Lesson E	Day 19: SW Lesson C
Day 20: DR Lesson G	Day 21: CR Lesson F	Day 22: BW Lesson D
Day 23: DR Lesson H	Day 24: UTS Lesson B	Day 25: SW Lesson D
Day 26: Inquiry Space		
Day 27: DR Lesson I	Day 28: CR Lesson G	Day 29: BW Lesson E
Day 30: DR Lesson J	Day 31: CR Lesson H	Day 32: SW Lesson E
Day 33: DR Lesson K	Day 34: CR Lesson I	Day 35: BW Lesson F
Day 36: DR Lesson L	Day 37: UTS Lesson C	Day 38: SW Lesson F
Day 39: Inquiry Space		
Day 40: Share and celebrate new knowledge		

Guiding Principles of K.L.I.

Evidence-Based Design

K.L.I. builds on established theories of reading comprehension, defined as the process of integrating text ideas with prior knowledge to form a coherent mental model. Reading comprehension depends on the development of multiple underlying components, often conceptualized in two broad categories: word reading and language comprehension. K.L.I. targets the language comprehension domain. Schools already have many options

available to support students with specific difficulties in word reading. K.L.I. is designed to fill gaps in the availability of resources for the subset of upper-elementary ELs who need supplemental reading comprehension support with a focus on language and knowledge development. The intervention emphasizes:

- The role of metacognitive strategies, including monitoring comprehension, paraphrasing, and self-questioning to support meaning-making.
- The critical importance of language knowledge—vocabulary, morphology, syntax, and text structure—as a foundation for comprehension and learning.
- The value of carefully structured inquiry-based learning to activate curiosity, build knowledge, and engage students in synthesizing ideas across texts.
- The necessity of explicit instruction to scaffold language and comprehension skills while respecting and leveraging students' linguistic diversity.

Linguistic Flexibility

K.L.I. recognizes and values the linguistic diversity of ELs, embracing their home languages as valuable resources for learning. The program actively encourages students to use their full linguistic repertoire during discussions, word analysis, and text comprehension. For example, students may identify cognates, compare syntactic structures, or summarize ideas in their home languages before translating them into English. By creating space for multilingual expression, K.L.I. fosters confidence, engagement, and deeper understanding while building students' proficiency in academic English.

Fast-Paced, Distributed Practice

To maximize learning, K.L.I. emphasizes fast-paced routines that prioritize frequent, distributed opportunities for skill development. Each lesson is carefully designed to balance pace and depth, ensuring that students engage with texts and concepts multiple times in meaningful ways. The approach reduces over-scaffolding and gives students the chance to practice key skills repeatedly across various contexts, helping them build fluency and competence incrementally. This design ensures that every instructional moment is purposeful, maintaining student engagement and maximizing learning outcomes over time.

Gradual Release of Responsibility

K.L.I. follows a gradual release of responsibility model to empower students as independent learners. At the outset of each module or routine, teachers provide explicit modeling and structured guidance, demonstrating how to apply the skills and strategies needed for comprehension and expression. Over time, teachers gradually reduce their level of support, transferring responsibility to students as they grow in confidence and proficiency. This process enables students to take ownership of their learning, both individually and collaboratively, while fostering long-term independence in academic tasks.

Proleptic Teaching

K.L.I. is rooted in the principle of proleptic, or future-oriented, teaching. This form of teaching is centered on an anticipation of students' future competence--that is, an assumption that students will know and be able to do something later that they cannot do in the present. Their future competence builds over time, as a result of having access to expertly scaffolded opportunities to participate to the best of their abilities. In practice, teachers meet students where they are, providing the right level of support to enable meaningful engagement. While some students may be ready to lead discussions or apply new concepts, others may listen attentively or require additional guidance. Both forms of participation are essential to learning, as each interaction adds a layer to the student's developing competence. By balancing high expectations with individualized support, teachers create an environment where all students can succeed, building the skills and confidence they need to navigate increasingly complex academic demands.

Designed with Teacher Collaboration

K.L.I. was developed through an iterative, design-based research approach, incorporating feedback and observations from expert teachers. The process included multiple cycles of design, implementation, observation, and revision of the materials and instructional practices. This collaborative refinement ensures that K.L.I. meets the practical and instructional needs of educators while remaining grounded in research-based practices.

Theory of Change

The K.L.I. intervention is guided by a clear theory of change (see Figure 1), which outlines the pathways through which K.L.I. is expected to impact reading comprehension development of upper-elementary ELs. Reading comprehension is operationally defined as the process of integrating text-derived ideas with a reader's existing knowledge and experiences. This facilitates the construction of a coherent mental model of the text, leading to the formation of new knowledge and perspectives applicable or transferrable to other contexts.

Drawing on prior research, we identified a set of proximal outcomes known to contribute to English reading comprehension skills: English language knowledge (i.e., vocabulary, morphology, morphosyntax, and text structure found in school texts), text reading fluency, topic-specific conceptual knowledge, and comprehension processes (i.e., inference generation, comprehension monitoring, and strategic comprehension). These outcomes are depicted in Figure 1 as proximal (or direct) outcomes of the intervention.

After we identified the language comprehension outcomes that would be targeted in the intervention, we established a set of recurring practices that could be built into small-group instruction to produce changes in the proposed outcomes. The K.L.I. theory
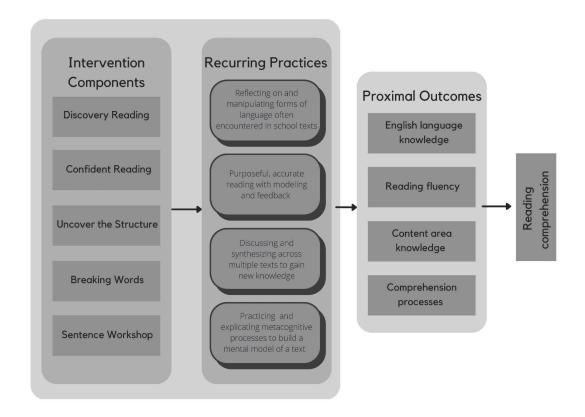
of change posits that sustained engagement in four recurring practices will lead to improved reading comprehension for ELs:

1. Reflecting on and manipulating forms of language encountered in school (academic) texts.
2. Purposeful, accurate reading with feedback and modeling.
3. Discussing and synthesizing across texts to build knowledge.
4. Practicing metacognitive processes to construct mental models of texts.

We think of these practices as core characteristics of the "culture" of small-group instruction necessary for supporting reading comprehension development. Communities have shared ways of engaging that emerge and evolve as the group spends time together. This is true for all types of communities, even for the community that emerges within a classroom or small intervention group. The aim of K.L.I. is to make these four practices become stable, consistent ways of talking and thinking each time the small group gets together to work with a text.

Finally, we developed the specific instructional components of K.L.I. to give teachers concrete routines to instantiate these recurring practices in the culture of their small-group instruction. We aimed to create resources that would foster students' increasing independence in the practices through the repeated use of carefully scaffolded, fast-paced instructional routines.

Figure 1: How K.L.I. is Theorized to Impact Student Reading Outcomes

The K.L.I. intervention provides a structured, evidence-based framework for improving reading comprehension in English learners. By integrating knowledge, language, and inquiry into fast-paced, collaborative lessons, K.L.I. empowers students to engage deeply with texts, build critical language skills, and develop new knowledge. Through its flexible implementation and focus on linguistic equity, K.L.I. is a valuable resource for educators striving to meet the diverse needs of multilingual students.

Structure of this Implementation Guide

The sections that follow in this implementation guide provide an overview of each component in the K.L.I. intervention. Each description is divided into key sections that highlight the purpose of the component, the materials and resources required, implementation guidance, and strategies for supporting multilingual learners. These sections are designed to help teachers understand the distinct role each component plays in building students' reading comprehension, language skills, and content knowledge.

The K.L.I. components are presented in this guide as lessons in a tightly sequenced and structured intervention curriculum. Implementing the components within a coherent, fully developed module is a good way to gain familiarity with how they work together to create sustained learning opportunities for children. We wish to emphasize, however, that the components can also be thought of as tools that teachers can add to their instructional repertoires for supporting students in language comprehension, even if they are not using specific K.L.I. lessons. Teachers can adapt the components for multiple texts and topics. For instance, the routines in the Discovery Reading component could be used with any text that teachers might chunk into small pieces for collaborative reading and discussion. Breaking Words could be used whenever teachers want to introduce and analyze the structure and meaning of a new multisyllabic word. Sentence Workshop can be applied to any complex sentence that teachers want students to closely examine. The routines in Confident Reading and Uncover the Structure can serve as general guidelines for supporting fluency and text structure awareness with informational texts. In a similar way, teachers can apply the routines associated with the Inquiry Space any time they want to provide meaningful opportunities for readers to document and share new knowledge through their engagement with multiple texts on a common topic.

To support implementation, sample lessons are included for each K.L.I. component. These lessons illustrate how to apply the instructional routines in practice, offering a clear model for engaging students and fostering their growth. By connecting the program's core principles to actionable strategies, this guide aims to equip teachers with the tools and confidence to effectively implement the K.L.I. intervention.

Getting Started: Introducing a New Module

Before diving into each K.L.I. component, we begin by explaining how to implement the introductory lesson used at the beginning of each new module.

Overview and Purpose

Explains the importance of the introductory lesson and how it sets up Discovery Reading and inquiry for the module.

Materials and Resources

Lists essential materials for introductory lessons, including text, prompt cards, and Inquiry Space setup.

Implementation

Step-by-step instructions for launching Discovery Reading, exploring the module topic, and introducing key routines.

Supporting Multilingual Learners

Highlights strategies to affirm and incorporate students' home languages throughout the lesson.

Overview and Purpose

Why the Introductory Lesson Matters

The initial lesson introduces students to the K.L.I. module by previewing the inquiry topic and setting the foundation for Discovery Reading routines. This lesson occurs on Day 0 in the module scope of sequence, prior to the first component lesson. It helps establish classroom culture, introduces key vocabulary, and sets up the Inquiry Space where students will track their learning. This is a flexible launch day meant to set students—and teachers—up for success.

Key Goals:

- Establish a welcoming classroom community and set expectations.
- Introduce Discovery Reading routines using the prompt card.
- Engage students in reading a short, topic-relevant text.
- Launch the Inquiry Space to track and share learning throughout the module.
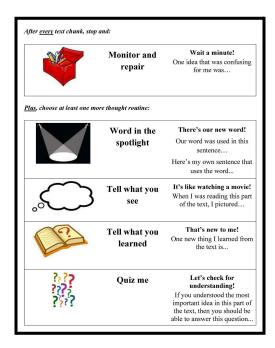
Materials and Resources

What You'll Need for Day Zero

🔵 Discovery Reading Prompt Cards: Supply one per student to support metacognitive routines.

🔵 Introductory Text: Use these short informational text to preview the topic and model Discovery Reading routines.

🔵 Spotlight Word Card: Use this resource as part of vocabulary introduction.

📝 Guiding Question for the day: Display or write this visibly.

📝 Inquiry Space Template Chart paper or digital tool: Record student learning and questions.

Optional:

- Sticky notes, sentence strips, or markers for student contributions.
- Icebreaker activity materials.

Implementation

The introductory lesson follows a flexible structure. Teachers may adapt or reorder activities to fit their style and classroom needs. Sample teacher and student talk are provided below to illustrate key routines.Teachers are encouraged to adapt the language to fit their own voice and classroom style.

1. Community Building (Optional)

👉Introduce yourself and create a welcoming space.

💬Use an icebreaker to help students get to know one another.

👉Establish norms or expectations for discussion and participation.

2. Introduction to Discovery Reading

👉Distribute Discovery Reading prompt cards.

Teacher: "Every day we're going to be reading together using a routine called Discovery Reading. These cards will help us think deeply about what we're reading and talk about what we're learning. There are five routines on this card that you will learn to use to help you think about and talk about the texts we are reading. At first, I will lead us through the routines, but after a few lessons, you will start taking turns leading the group's discussions."

3. Introduce the Module Topic

Teacher: "This module is about space pollution—trash in space. Some of you might already know something about this. That's great! We're going to read, think, and talk a lot about this topic."

4. Vocabulary and Guiding Question

👉Introduce the Spotlight Word and the Guiding Question before reading. Write or display both so students can refer to them during the lesson.

Teacher: "Each day before we read, I'll introduce our Spotlight Word. Today's word is *pollution*. Pollution means harmful materials in a place like the land, air, or water."

💬Prompt students to make connections: "Where have you seen or heard this word before? Can anyone explain it in their own words?"

Teacher: "We'll also have a Guiding Question each day. Today's question is: Why is pollution harmful? By the end of this lesson, we should be able to answer it by using what we read."

5. Read the Text

👉Use a teacher read-aloud or another scaffolded reading routine. Pause periodically to model and practice Discovery Reading routines.

> Earth's environment is made up of air, land, and water. Every day, humans do things that can harm the environment. For example, we drive cars and work in factories that send harmful gasses into the air. Our trash pollutes Earth's land and can hurt the habitats of animals and plants. Humans also release garbage and other chemical waste into oceans and rivers, causing water pollution.
> We have even caused pollution in outer space! You may think of outer space as a place with only stars, planets, and asteroids. There are other objects in space left there by humans, such as old satellites or pieces of broken spacecraft and rockets. Does this space pollution cause harm the way Earth pollution does? Is space pollution dangerous for humans? Let's find out!

Example:

*Teacher (*Example Monitor and Repair): "Do you see on the Prompt Card where it says *Monitor and Repair*? This is a routine we can use when something we read is unclear or makes our brain go, 'Wait a minute! What does that mean!?' This part says 'Our trash pollutes Earth's land and can hurt the habitats of plants and animals.' That sentence is confusing to me. Let's talk it out and try to repair my understanding. I know 'habitat' means a home. How can trash hurt a home? Oh—I remember learning that trash can leak chemicals and hurt plants. That's how animals lose their homes."

Teacher (Example Word in the Spotlight): "Let's find the word *pollution* in the text. Who can read the sentence it appears in? What does it mean in that sentence? Can someone use it in their own sentence?"

💬Support student discussion.

6. Discuss the Guiding Question

💬Lead a whole-class discussion using the Guiding Question: Why is pollution harmful?

Teacher: "Let's go back to the Guiding Question we introduced before reading. Based on what we read, why is pollution harmful?"

💬Encourage students to refer to the text in their responses. Prompt students to support their ideas using specific sentences or vocabulary. Use follow-up questions to press for reasoning:

Teacher: "What in the text makes you think that?" or "Can you say more about that?"

7. Launch the Inquiry Space

👉Introduce the purpose of the Inquiry Space as a collaborative tool for tracking learning.

Teacher: "We're going to learn a lot during this module and share our learning with others. This is our Inquiry Space where we'll record new knowledge every day."

👉Guide students in making the first entry together. For example, write a shared sentence such as: "Pollution means harmful materials in the air, land, or water." Or "Pollution on Earth and in space can hurt people, animals, and the environment."

💬Invite students to contribute ideas and decide how the space should look and be organized.

8. Preview the Module Questions

Teacher: "At the end of this module, we'll be able to answer some big questions about what we've learned."

👉Post or read aloud the overarching module questions:

What is space pollution? Is it harmful? Why or why not?

What can be done about space pollution?

💬Invite students to add their own questions: "What are you curious about when it comes to space pollution?" Add student-generated questions to the Inquiry Space to build ownership and set a purpose for learning.

Supporting Multilingual Learners in Introductory Lessons

The introductory lesson is a powerful opportunity to validate and include students' home languages. Encouraging multilingual learners to use their full language resources builds confidence and supports comprehension. Here are a few suggestions.

1. **Incorporating Home Languages**

- Encourage students to contribute key vocabulary, guiding questions, and summaries in their home languages alongside English.
- Allow students to translate or explain concepts in their home languages to help peers grasp complex ideas.

2. **Building Connections**
   - Highlight cognates and shared concepts between home languages and English. For example, connect *pollution* in English with *polución* in Spanish.
   - Prompt students to identify familiar structures or words from their languages during reading discussions.

3. **Collaborative Use of the Inquiry Space**
   - Invite multilingual learners to work together in small groups to add entries to the Inquiry Space.
   - Support students in annotating graphic organizers or notes with translations or home-language commentary.

4. **Visual and Multimodal Supports**
   - Integrate visuals such as diagrams, drawings, or photographs to reinforce meaning.
   - Pair visuals with oral and written language to support access for students at various proficiency levels.

💡 **Tips for Success**

- Regularly invite multilingual learners to share cultural or linguistic knowledge that enriches class discussions.
- Provide sentence frames or bilingual scaffolds to support students transitioning between languages.

Inquiry Space Implementation Guide

Overview and Purpose

Explains the central role of the Inquiry Space in helping students synthesize, organize, and communicate their learning across the K.L.I. module.

Materials and Resources

Lists essential tools for building the Inquiry Space, including text-based contributions, workspaces, and visual supports.

Implementation

Provides guidance for building, updating, and using the Inquiry Space throughout the module as an active site of meaning-making.

Supporting Multilingual Learners

Highlights strategies for integrating students' home languages to support comprehension, collaboration, and deeper engagement.

Inquiry Space Day Activities

Offers a menu of structured activities that guide students to revisit, reorganize, and extend their learning using the Inquiry Space.

Overview and Purpose

Why the Inquiry Space Matters

The Inquiry Space is a central component of the K.L.I. intervention, designed to help teachers and students record, organize, and synthesize their learning throughout a module. Teachers can choose how they want to create the Inquiry Space. It can be on a wall or bulletin board in the classroom or on a digital wall using a tool like Padlet or similar applications. This collaborative, evolving workspace promotes active engagement with key concepts, vocabulary, and big ideas from each K.L.I. lesson. By continually revisiting and building upon these ideas, students deepen their understanding and prepare to communicate their learning effectively.

Why We've Placed the Inquiry Space First

While the Inquiry Space is a culminating tool that brings together insights from all other K.L.I. components, we've chosen to highlight it at the start of this guide because of its central role in the learning process. Each module is anchored by two overarching inquiry questions that guide students' exploration and reflection. The Inquiry Space becomes the place where students gather evidence, make connections, and build toward answering these questions over time. Placing the Inquiry Space first reinforces its role as the central thread that ties the module together and supports students in constructing thoughtful, evidence-based responses to these big questions.

What Teachers Should Know

The Inquiry Space is designed to be used across all K.L.I. components, with each lesson contributing unique ideas and resources to this workspace.

The Inquiry Space is not simply a repository for recorded ideas—it is a tool for active learning. Teachers play a critical role in guiding students to revisit, manipulate, and expand upon the content. This process encourages students to uncover patterns, make meaningful connections, and refine their understanding.

By the end of the module, the Inquiry Space becomes the foundation for informal presentations, where students communicate their learning to peers, teachers, or families, showcasing their growth and insights.

How the Inquiry Space Fits into K.L.I.

The Inquiry Space integrates seamlessly with all K.L.I. components. As students progress through the module, they engage with the workspace during lessons and on designated Inquiry Space Days to consolidate and reflect on their learning.

This dynamic tool empowers students to think critically and synthesize information, deepening their comprehension and preparing them to share their knowledge in meaningful and creative ways. Ultimately, the Inquiry Space becomes a tangible

representation of their learning journey and a platform for celebrating their growth.

Teachers and students work together to build the Inquiry Space incrementally, incorporating contributions from each K.L.I. component. These contributions include guiding questions, summaries, key vocabulary, and synthesized ideas. Below is a breakdown of how each component contributes to the Inquiry Space:

Discovery Reading
Teachers should document answers to guiding questions from each lesson and add the *Words in the Spotlight* along with other key vocabulary to the Inquiry Space. Each lesson can begin with a review of relevant concepts recorded in the space, connecting new learning to prior knowledge and enhancing comprehension.

Confident Reading
In this component, teachers use the Inquiry Space to reference how the texts in the Confident Reading stack contribute to students' broader understanding of the topic. During feedback and teaching points, the Inquiry Space can support connections between reading fluency, comprehension, and the development of background knowledge.

Breaking Words
Each lesson should contribute one or two key vocabulary words to the Inquiry Space, particularly words that connect to the module's overarching topics. Teachers can refer to these words during vocabulary practice and use the Inquiry Space as a resource for constructing sentences or discussing word meanings in context.

Sentence Workshop
Teachers should include the mystery sentences created by students in the Inquiry Space. These sentences demonstrate the integration of grammar and syntax instruction with module content, providing an example of how language structures connect to content knowledge and academic inquiry.

Uncover the Structure
Teachers should add summaries aligned with the text's organizational structure and completed graphic organizers that visualize these structures. The summaries can be revisited to reinforce how text structures convey meaning and organize information, solidifying comprehension of expository texts.

Materials and Resources

To effectively implement the Inquiry Space, teachers will need the following resources:

💻 **Digital or Physical Workspace**
- **Digital Platforms**: Use shared slides, Padlet, or other collaborative tools to create a flexible and interactive digital space.

- **Physical Tools**: Chart paper, sticky notes, and movable elements offer a hands-on alternative for recording and categorizing ideas on a wall or bulletin board.

📘 **Text Contributions from K.L.I. Components**
- Each K.L.I. lesson includes opportunities to generate ideas to add to the space. Materials such as guiding questions, summaries, key vocabulary, and mystery sentences contributed by Discovery Reading, Confident Reading, Uncover the Structure, Breaking Words, and Sentence Workshop lessons.

🎨 **Visual and Multimodal Supports**
- Incorporate diagrams, photographs, or videos to enhance understanding and support multimodal learning.
- Use digital drawing apps or printed visuals to create and display these elements in the Inquiry Space.

✏️ **Organizational Tools**
- Sticky notes (or digital equivalents) for jotting down concepts, vocabulary, and summaries.
- Color-coded categories or templates to organize and layer ideas effectively.

💡 **Tip for Preparation**
- Before beginning the module, decide on a format for the Inquiry Space (digital or physical).

Implementation

The Inquiry Space serves as an evolving hub for students and teachers to collect, synthesize, and organize their learning throughout a K.L.I. module. Lessons across all K.L.I. components contribute to the Inquiry Space, making it a powerful tool for constructing and revisiting knowledge. The implementation process involves regular updates, opportunities for reflection, and a culminating activity where students present their learning.
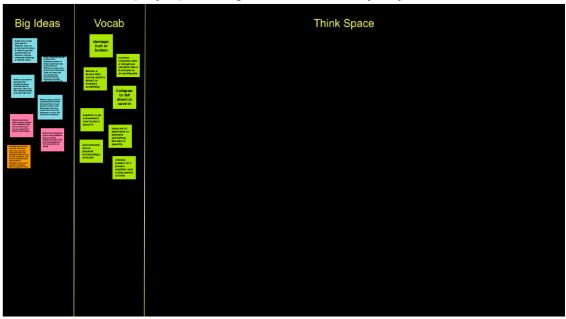
Using the Inquiry Space During the Module

Teachers and students should refer to the Inquiry Space during each lesson to connect new learning to previously documented ideas. This ensures the Inquiry Space remains a living document rather than a static collection of information.

In the early stages of a module, the Inquiry Space begins to take shape as students record and categorize their initial learning. In the example below, from the Robotic Technology module, the group has organized a few key outputs from their early lessons, including:

- **Discovery Reading**: Answers to guiding questions (represented as blue sticky notes).
- **Sentence Workshop**: Mystery sentences that synthesize learning (pink sticky notes).
- **Uncover the Structure**: Summaries aligned with text structures (orange sticky notes).
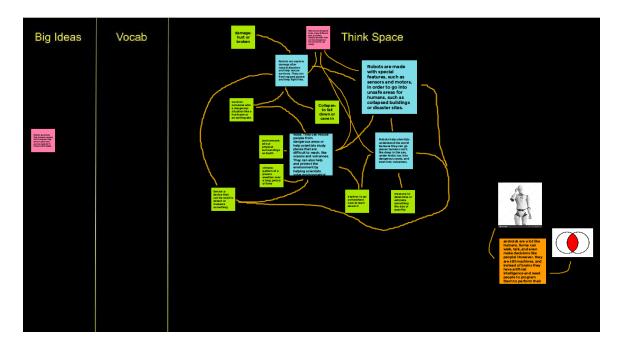
This is what the Inquiry Space might look like in early days of a module.
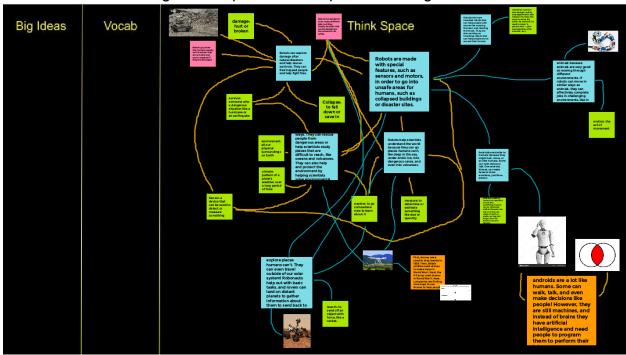
Following the first designated Inquiry Space day, the workspace evolves as students revisit and manipulate their collected ideas. For example, the teacher can guide students to do the following:
- Group related concepts.
- Draw connections between ideas using arrows or other visual markers.
- Adjust the size of key elements to emphasize their importance (e.g., larger notes for significant ideas).
- Add photographs, diagrams, and other visuals to represent critical concepts, making the Inquiry Space more dynamic and accessible.

This stage highlights the transition from simply collecting information to actively engaging with it, enabling students to build a more interconnected understanding of the module content.

As the module progresses, the Inquiry Space continues to grow and change, reflecting the accumulation of new knowledge and connections. At later stages in the module, the Inquiry Space represents an interconnected web of knowledge, showcasing how students' understanding has deepened and expanded throughout the lessons.

💡 **Tips for Success**
● Encourage students to revisit and interact with the Inquiry Space regularly, rather than simply adding new information.

- Use color coding, visuals, and flexible formats to make the space engaging and accessible.
- Guide students in drawing connections between ideas and organizing concepts to support deeper understanding and synthesis.

Inquiry Space Day Activities

There are three Inquiry Space maintenance days suggested in each module sequence, but teachers can elect to include more if needed and if time permits. There is not a specific lesson plan provided for Inquiry Space days. While the rest of the intervention is highly structured, the Inquiry Space is a chance for teachers to creatively implement activities of their choice from a menu of suggested activities, described here:

Review and Re-Organize the Inquiry Space: The teacher displays the current version of the Inquiry Space and draws students' attention to its content. Students re-read entries individually or in pairs. The teacher guides students to identify sorting categories and group entries into meaningful clusters (e.g., "Ways robots help people" and "Ways robots help the environment"). They can work together to group related concepts, drawing connections using arrows or visual markers, or adjusting the size of key elements to emphasize their importance.

Review and Connect New Words: The teacher asks students to identify new vocabulary words from the Inquiry Space. Each student selects one word, explains its meaning, and demonstrates how it connects to other concepts. The teacher facilitates as students draw lines between related words and write sentences linking them (e.g., "Robots use sensors to find survivors after a natural disaster").

Revisit Overarching Inquiry Questions: The teacher reviews the original inquiry questions from the module. Students work in pairs to identify entries in the Inquiry Space that help answer these questions. Pairs share their findings with the group, and the teacher helps the class reorganize the space (e.g., by color-coding or clustering entries by question).

Paraphrase the Most Important or Interesting Ideas: The teacher asks students to imagine explaining one idea from the Inquiry Space to a friend or relative. Students write sentences in their own words, optionally using home languages or dialects. Students share their sentences with the group, and the teacher facilitates adding these sentences as new entries in the Inquiry Space.

Adding Visuals: The teacher guides students to incorporate diagrams, photographs, or other visuals to represent critical concepts. Students collaborate to make the Inquiry Space more dynamic, accessible, and visually engaging.

Culminating Activities

At the end of each module, the Inquiry Space culminates in a final informal presentation where students share their learning. This step helps students consolidate knowledge and practice communication skills.

Preparation
- Students use the Inquiry Space to organize and prioritize ideas for their presentations.
- Teachers and students collaboratively decide how to structure and share the presentation.

Presentation Options
- Students explain their learning to peers or other groups, referencing the Inquiry Space.
- Individual students present key concepts or summaries drawn from the Inquiry Space.
- Teachers organize an inquiry showcase where students present to families or the school community using visuals or digital tools.

Supporting Multilingual Learners with the Inquiry Space

1. **Incorporating Home Languages**
   - Teachers can encourage students to contribute key vocabulary, guiding questions, and summaries in their home languages, alongside English.
   - During lessons, students may translate or explain concepts in their home languages, helping peers understand complex ideas.

2. **Building Connections**
   - Multilingual learners can highlight cognates and shared concepts between their home languages and English.

3. **Collaborative Use of the Inquiry Space**
   - Multilingual students can work together in small groups to add and organize information in the Inquiry Space. Group discussions in their home languages can enhance comprehension and allow for nuanced contributions.
   - Teachers should encourage students to annotate graphic organizers or summaries with translations or notes in their home languages.

4. **Visual and Multimodal Supports**
    ○ Teachers can integrate visuals such as photographs, diagrams, or digital media to complement written and spoken contributions. This multimodal approach makes content more accessible and supports diverse language backgrounds.

💡 Tips for Success
- Regularly invite multilingual learners to share insights from their linguistic and cultural backgrounds, enriching the Inquiry Space with diverse perspectives.
- Provide sentence frames or scaffolds in English for students transitioning between languages to ensure clarity and confidence in their contributions.

Discovery Reading Implementation Guide

Overview and Purpose

Explains the importance of Discovery Reading and its role in the K.L.I. framework.

Materials and Resources

Lists resources needed for planning and implementing Discovery Reading

Implementation

Provides step-by-step instructions for Setting the Purpose, Metacognitive Discussion, and Synthesizing Knowledge.

Supporting Multilingual Learners

Highlights opportunities for leveraging students' home languages.

Glossary of Key Terms

Defines terms used in the Discovery Reading component.

Sample Lesson Plan 1

Provides a fully guided example lesson with extensive teacher modeling and structured routines.

Sample Lesson Plan 2

Provides a sample lesson emphasizing student-led discussion and increased peer-to-peer interaction.

Implementation Indicators for Discovery Reading

Provides implementation indicators for teachers to examine and refine their implementation quality.

Overview and Purpose

Why Discovery Reading Matters

The Discovery Reading component is a cornerstone of the K.L.I. intervention, designed to build students' reading comprehension through structured discussion of authentic texts. This process combines knowledge, language, and inquiry to support deeper understanding and academic success:

- **Knowledge**: Helps students activate and expand their background knowledge, making connections between prior learning and new concepts.
- **Language**: Strengthens understanding of key academic vocabulary important for reading and learning about the module topic.
- **Inquiry**: Engages students in exploring compelling content-area topics through guiding questions and collaborative discussions.

What Teachers Should Know

Discovery Reading lessons are designed to be efficient and impactful, typically lasting 20-30 minutes. Each session follows a consistent three-part structure to maximize learning opportunities, similar to the familiar Before, During, and After reading structure of many text-based lesson formats. At first, each part of the lesson will take a little longer to finish. With time, students become familiar with the routines and the lessons become more efficient to implement.

1. **Setting the Purpose** (3-5 minutes)
   Teachers review prior knowledge, pose a guiding question, and introduce a key vocabulary word.
2. **Metacognitive Discussion** (15-20 minutes)
   The group reads short text chunks and engages in structured discussions using thinking routines. This is the longest and most important part of Discovery Reading lessons.
3. **Synthesizing Knowledge** (5 minutes)
   Students revisit the guiding question and summarize their understanding, contributing to the Inquiry Space.

How Discovery Reading Fits into K.L.I.

This component is repeated across each module, approximately every third lesson, providing students with iterative opportunities to deepen their understanding. It emphasizes fast-paced, scaffolded instruction that builds independence over time, equipping students with essential comprehension and metacognitive skills.

Materials and Resources

Teachers will need the following resources to guide students through the Discovery Reading lessons effectively:

🔵 **Discovery Reading Prompt Card**
- The Discovery Reading Prompt Card supports students in practicing metacognitive routines such as comprehension monitoring and paraphrasing.
- Each student should have their own copy to reference during lessons.
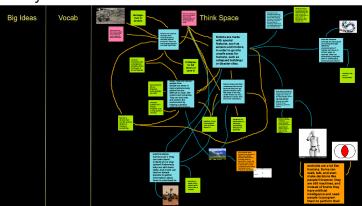
🔵 **Topic-Related Books**
- 2–3 high-quality books aligned to the module topic.
- Sections of the books are read in small pre-planned chunks.
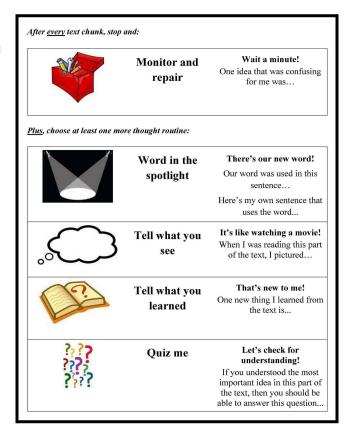
📝 **Inquiry Space Materials**
- Materials for creating a centralized space to record and organize new knowledge, such as:
  - Anchor charts or bulletin board space for class contributions.
  - Digital tools for collaborative note-taking.
  - Sticky notes or sentence strips to document guiding questions and vocabulary.

After every text chunk, stop and:

	Monitor and repair	**Wait a minute!** One idea that was confusing for me was…

Plus, choose at least one more thought routine:

	Word in the spotlight	**There's our new word!** Our word was used in this sentence… Here's my own sentence that uses the word...
	Tell what you see	**It's like watching a movie!** When I was reading this part of the text, I pictured…
	Tell what you learned	**That's new to me!** One new thing I learned from the text is...
	Quiz me	**Let's check for understanding!** If you understood the most important idea in this part of the text, then you should be able to answer this question...

🔵 **Word in the Spotlight Tools**
- Materials for pre-teaching vocabulary:
  - Word cards with large, bold print.

- Student-friendly definitions.
- Visuals or illustrations to represent each word.
- Example sentences to model vocabulary in context.

💡 **Tip for Preparation**

- Teachers should prepare materials in advance to ensure smooth transitions during lessons. Teachers should keep extra copies of prompt cards and word cards for flexibility.

Implementation

Discovery Reading lessons are divided into three distinct parts that scaffold comprehension and build metacognitive skills.

Part 1. Setting the Purpose

This step prepares students for meaningful reading by connecting prior knowledge, introducing a guiding question, and highlighting key vocabulary.

Review Related Concepts in the Inquiry Space
At the beginning of each Discovery Reading lesson, teachers should link prior learning to the day's text by reviewing a concept from the Inquiry Space. A teacher may say something like, *"Looking at our Inquiry Space, we've already learned about [topic]. Today, we'll learn more about…"* This introduction links ideas learned in previous lessons to the content and concepts students will learn in the current lesson.

Pose the Guiding Question
Next, teachers introduce the Guiding Question that students will answer at the end of the lesson. Teachers might say something like, *"By the end of our reading today, we will be able to answer this question. So let's read carefully to help ourselves build an understanding of the text that will lead to a full answer to the question."* This routine helps set a purpose for that day's reading by focusing students on the big ideas to pay attention to during reading. The teacher should display the question in writing so that students can keep it in mind while reading and discussing the text.

Introduce the Word in the Spotlight
Finally, teachers pre-teach one high-leverage vocabulary word that appears in the text. This word is referred to on the Discovery Reading Prompt Card as the 'Word in the Spotlight.' Selected words are typically words found in a variety of academic and authentic texts, are morphologically complex, and are important for building a mental model of that section of the text. Teachers should focus on providing a concise introduction to the word, as students will build their understanding over multiple lessons.

Example methods for introducing the Word in the Spotlight:

Visual Presentation	Student Explanations and Translanguaging
The teacher displays a word card featuring: ● The word in large, bold print. ● A concise, student-friendly definition. ● A clear visual representation of the word. ● A sentence using the word in context. The teacher asks students to repeat the word, its meaning, and think of an additional sentence using the word. For example, the teacher might say, "This word means [definition]. Let's say it together: [word]. Can anyone use it in a sentence?"	The teacher invites students to explain the word in their own words and provide examples. Multilingual learners are encouraged to explain the word in their home language, if applicable, and share translations. The teacher might ask, "How would you explain this word to a friend? Can you share an example?"
Gestures The teacher introduces a gesture or action to reinforce the word's meaning. For example, the teacher might say, "What action could we use to remember this word? Let's try it together!"	**Cognates** The teacher highlights connections between the word and similar words in students' home languages. For instance, the teacher might say, "Does this word remind you of a word in your home language that means something similar?"

Part 2. Metacognitive Discussion

During the Metacognitive Discussion, students engage with the text in manageable chunks, applying thinking routines to monitor and deepen their understanding.

Read the Text in Chunks
Before engaging the students with the text, the teacher will divide the text into three short, purposeful chunks (1–2 paragraphs in length). For two of these chunks, the teacher will read aloud to the students to model fluent reading and demonstrate effective comprehension strategies in action. This step helps students hear proper pacing, intonation, and emphasis. By thinking aloud during these chunks, teachers can explicitly show how skilled readers approach the text—such as identifying key ideas, making connections, and monitoring understanding. This process ensures students are

supported in building a foundation for independent application of these strategies in later chunks and future lessons.
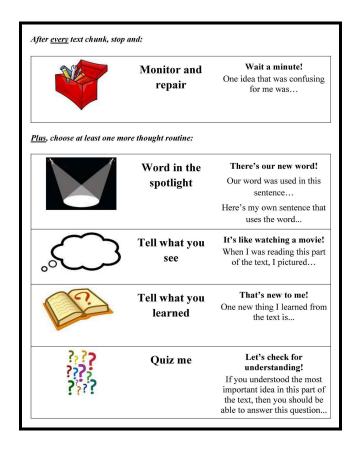
For the third chunk, teachers can continue reading aloud or use one of the other methods below, selecting based on text complexity and students' needs.

- Teacher Reads Aloud: Suitable for complex or challenging text, particularly to model fluency and comprehension strategies.
- Choral Reading: The teacher and students read aloud together, helping students build fluency and confidence.
- Alternating: Teacher and students take turns reading aloud to maintain engagement and scaffold fluency.
- Partner Reading: Students read with a partner, alternating roles to support peer learning.
- Silent Reading: Students read independently and use a predetermined signal (e.g., finger raised) when ready to move on.

Facilitate Discussion After Each Chunk
At the end of every chunk, the students and teacher take turns using the thinking routines shown on the Discovery Reading Prompt Card to engage in a discussion about the text. The prompt card should be placed in a location that is visible to all students and the teacher throughout each lesson. Ideally, each student will have a copy of the card.

The thinking routines on the prompt card create opportunities for students to practice and explicate a few important metacognitive processes: comprehension monitoring, paraphrasing or self-explanation, self-questioning, and selectively attending to important ideas. The prompts on these cards may sound similar to reading strategies typically used in comprehension instruction, but we call them "thinking routines." The purpose of these routines is to help students construct a mental model of the text.

After *every* text chunk, stop and:		
	Monitor and repair	**Wait a minute!** One idea that was confusing for me was…

Plus, choose at least one more thought routine:

	Word in the spotlight	**There's our new word!** Our word was used in this sentence… Here's my own sentence that uses the word...
	Tell what you see	**It's like watching a movie!** When I was reading this part of the text, I pictured…
	Tell what you learned	**That's new to me!** One new thing I learned from the text is...
	Quiz me	**Let's check for understanding!** If you understood the most important idea in this part of the text, then you should be able to answer this question...

At each stopping point, teachers should model the language used on the card and encourage students to use the same language. Students should refer to the routine by its name (appearing in column 2 of the prompt card) every time it is practiced. The third column is similar to a sentence starter, and the teacher should model and encourage students to communicate their thinking for that routine using the wording in that column. This consistent language helps students internalize the routines and use these metacognitive processes independently.

Teachers should start with "Monitor and Repair," where students address confusion or clarify understanding. If students do not express they have any confusion, the teacher can move on or quickly model an example of monitoring/repairing (if needed).

Teacher should then select one additional routine based on the chunk's content:
- "Tell What You Learned" is helpful for new information. The teacher may say something like, "What is the most important idea from this part?"
- "Tell What You See" helps for visualizing descriptive text: "What picture did this part of the text create in your mind?"
- "Quiz Me" works well for reinforcing details or key ideas: "Can you ask a question about this part to see if we all understood?"
- "Word in the Spotlight" is a good choice when the vocabulary word appears in the chunk: "Where did we see our Word in the Spotlight? How is it used here?"

This portion of the lesson should be fast-paced and allow for a gradual release of

responsibility. In the beginning of the intervention when students are learning these routines for the first time, or in the beginning of a module when students are just getting acquainted with the topic, more teacher modeling (e.g., thinking aloud) may be needed. For example, teachers can take the first turn in modeling the thought process routine on the prompt card, and then allow the students to take a turn practicing that same routine. Over time, responsibility is gradually released to the students to lead the discussion and take turns with one another in practicing each routine. In later lessons, a student discussion leader can be designated for each chunk to facilitate the discussion instead of the teacher.

Teachers do not need to do all thought routines for each chunk, but they should try to use each one at least once during each lesson. Importantly, the teacher does not need to take a turn on every thinking routine. When the teacher takes a turn, they should model using the prompt card language succinctly. If a student has provided a reasonable contribution using the routine, the teacher does not need to add another example unless it is an intentional opportunity to model something for the group. The teacher should encourage students to talk to each other, not just to the teacher.

Teachers should ensure at least two students share during each discussion point. Use techniques such as:

Provide think time and select a volunteer The teacher poses a question or prompt and allows students a few moments of quiet reflection to generate their own ideas. Once the think time is complete, the teacher invites a volunteer to share their response, ensuring that all students have an opportunity to reflect before participating.	**Turn and talk** The teacher poses a question or prompt, directing students to discuss their thoughts with a partner. After the discussion, students share their partner's response with the class. This technique fosters active listening and collaborative thinking while providing all students a low-pressure opportunity to articulate their ideas.
Pre-select a student discussion leader The teacher identifies a student to guide the discussion for a specific text chunk before beginning the reading. The discussion leader facilitates the group's engagement with the thinking routines on the Discovery Reading Prompt Card, helping to scaffold peers toward independent leadership while modeling effective use of metacognitive strategies.	**Students lead** As students become more confident and familiar with the routines, the teacher transitions responsibility for leading discussions entirely to them. A designated student facilitates the discussion, guiding peers through the prompt card's routines, calling on classmates to contribute, and managing the discussion independently. This process models independence and fosters collaborative learning.

Part 3. Synthesizing Knowledge

In this final step, students revisit the guiding question, discuss their answers, and record them in the Inquiry Space.

Teachers lead students in discussing how to answer the guiding question. As students talk, the teacher can write their responses for the group. If students need support, the teacher should direct the students back into the text to find evidence that addresses the question. The teacher should also reinforce the vocabulary for the day in the written response. If students have formed a strong mental model of the text during Part 2, they should be able to collaboratively answer the guiding question without too much difficulty.

Eventually, the writing of the response to the question can transfer over to students as they become more adept at generating more independent answers. This option is only feasible for teachers who have extended time with their small groups.

The Word in the Spotlight and the written response to the question should be added to the Inquiry Space after each lesson.

💡 **Tip for Success**
- Teachers should gradually release responsibility to students, encouraging them to lead discussions and independently apply metacognitive strategies.

Supporting Multilingual Learners in Discovery Reading

Multilingual learners can use their home languages in various ways across the three parts of a Discovery Reading lesson:

Setting the Purpose

- Teachers encourage students to share cognates from their home languages for the Word in the Spotlight, helping them connect English terms to familiar concepts. For example, teachers might highlight how "migrate" in English relates to "migrar" in Spanish.
- Teachers allow students to restate the guiding question in their home language to ensure understanding and encourage peer collaboration.

Metacognitive Discussion

- Teachers facilitate the use of home languages during thinking routines from the Discovery Reading Prompt Card, such as comprehension monitoring or paraphrasing. For example, students may discuss key ideas in their home language before sharing in English.

- Teachers provide opportunities for students to collaborate in their home languages during discussions of text chunks, deepening their understanding of complex ideas.

Synthesizing Knowledge

- Teachers support students in organizing their answers to the guiding question by encouraging them to formulate initial responses in their home language before translating into English.
- Teachers allow students to create bilingual notes or summaries for the Inquiry Space, reflecting their full range of linguistic skills.

Why This Matters

Encouraging the use of home languages supports students in comprehending complex texts while fostering confidence and inclusion. By validating linguistic diversity, teachers help students bridge their understanding across languages.

💡 **Tip for Success**
Teachers should actively reinforce that students' home languages are valuable tools for learning and understanding, emphasizing their role in building academic and linguistic competence.

Glossary of Key Terms

This glossary provides clear definitions of key terms and concepts used in the Discovery Reading component of the K.L.I. intervention. Teachers can use it as a quick reference to ensure consistent understanding and implementation.

Chunking: The practice of dividing a text into short, manageable sections (1–2 paragraphs or key sentences) to support comprehension and focus discussions.

Cognates: Words in different languages that share a similar origin, spelling, and meaning (e.g., *collapse* in English and *colapsar* in Spanish). Cognates help students connect new vocabulary to their home language.

Discovery Reading Prompt Card: A visual tool that supports students in practicing metacognitive routines, such as comprehension monitoring, paraphrasing, and self-questioning. Thinking routines reflected on the card include:

> **Monitor and Repair**: Identifying and resolving confusion during reading.
> **Tell What You Learned**: Summarizing the main ideas in a text chunk.
> **Tell What You See**: Visualizing descriptive elements of the text.

Quiz Me: Reinforcing details and key ideas through student-generated questioning.

Word in the Spotlight: Analyzing how the key vocabulary word is used in the text.

Gradual Release of Responsibility: An instructional approach where the teacher initially leads the lesson and gradually transfers responsibility to students, helping them build confidence and independence.

Guiding Question: A text-dependent question introduced at the beginning of a lesson to focus students' reading. Students revisit and answer this question at the end of the lesson to consolidate their understanding.

Inquiry Space: A centralized physical or digital space where students and teachers record guiding questions, responses, and key vocabulary. The Inquiry Space helps synthesize knowledge across lessons and serves as a resource for future learning.

Metacognitive Strategies: Processes that help students reflect on and control their understanding while reading. These include comprehension monitoring, self-questioning, and paraphrasing.

Scaffolding: Providing targeted support to students during lessons to help them build independence over time. Examples include teacher modeling, guided practice, and gradual release of responsibility.

Thinking Routines: Structured prompts or processes that guide students in monitoring their understanding and engaging with the text. These routines are embedded in the Discovery Reading Prompt Card.

Word in the Spotlight: A high-leverage vocabulary word critical for understanding the text selected for each lesson. This word is introduced with visual aids, student-friendly definitions, and connections to students' home languages.

Discovery Reading Sample Lesson Plan 1

Two sample Discovery Reading lessons are provided in this guide. This first example shows how the lesson might sound near the beginning of a module when the teacher is leading the discussions and providing a high level of support.

Book: *Keeping Track of Objects in Space*
Pages: 1–2

🚦 Lesson Reminders

- **Pacing**: Keep lessons fast-paced. Each routine should be practiced with urgency.
- **Teacher Talk**: You don't need to model every routine but should demonstrate using concise, clear language when necessary.
- **Wait Time**: After posing a question, wait 3–4 seconds to allow students time to think.
- **Student Participation**: Ensure every student has a chance to contribute at least once during the lesson.
- **Encourage Peer Discussion**: Students should talk to each other, not just the teacher. Use techniques like partner talk and student-led discussions.
- **Use Prompt Card Routines**: Practice at least two routines from the prompt card after every text chunk.
- **Full Linguistic Repertoire**: Allow students to use their home languages to ask questions, explain ideas, or share translations.

Before Reading: Setting the Purpose (⏱️3-5 minutes)

Review Related Concepts from the Inquiry Space

Teacher: "As we discussed yesterday, we're learning all about space pollution. Today, we'll read from a book called *Keeping Track of Objects in Space*. Let's take a look at the cover of the book together."

👉 Show the book cover to students.

Introduce the Guiding Question

Teacher: "Let's take a second and look at today's big question. This question is going to guide our reading today. The question is: *What are space rocks, and how do they affect Earth?* This is an important question because it helps us think about the big ideas we're learning in this module. Today, we'll start gathering ideas that will help us answer this question. Let's read carefully to make sure we

understand what space rocks are and how they can impact Earth."

👉 Show the question visually (write it on the board, display it on a slide, or use a poster) and add it to the Inquiry Space for later reference.

Introduce Word in the Spotlight: Orbit

Teacher: "Before we start reading, I want to talk about a word we will encounter in today's text. It's a really important word to help us understand this whole module. This word is *orbit*. Repeat after me: *orbit*." *(Students repeat.)* "Good. *Orbit* is the circular path an object takes around a planet or star in outer space. You could say, for example, that the moon orbits around the Earth. And the Earth is in orbit around the Sun. That means the Earth is following a curved path—kind of like a circle—around the Sun. In this module, we will learn a lot more about objects that are in orbit in space."

👉 Write the word *orbit* on the board or display it visually (e.g., with a slide or card) and add it to the Inquiry Space for later reference.

Full Linguistic Repertoire Connection

Teacher: "Does *orbit* remind you of a word in your home language? For example, in Spanish, the word is *órbita*. What is it in your language? Can you share a translation or example?"

💬 Allow for student response.

Metacognitive Discussion - During Reading (⏱ ~15-20 minutes)

Text Chunk #1: Page 1, First Paragraph + Photo/Caption

Teacher: "We are going to read the first paragraph on this page before we stop and discuss using our prompt card. To introduce us to this book, I am going to start by reading aloud. Follow along in your books while I read."

👉 Read the first paragraph aloud while students follow along in their own copies.

SPACE ROCKS

When you close your eyes and try to picture our solar system, you probably picture the planets, including our own Earth, spinning around the sun. You probably also picture a lot of empty black space. Believe it or not, there is a lot of other stuff flying around in outer space. In addition to the planets, there are other smaller objects that orbit the sun. For example, there are millions of asteroids. Asteroids are smaller than planets, and most of them are found in a special region of space called the asteroid belt, located between Mars and Jupiter. Asteroids come in many shapes and sizes. The largest known asteroid is named Ceres, and it is 590 miles wide. That's the length of the whole state of North Carolina.

Image of Ceres taken by NASA

Thinking Routine: Word in the Spotlight

Each student should have a Prompt Card in front of them. Reference the card throughout the lesson.

Teacher: "Let's stop here and begin with Word in the Spotlight because I think our vocabulary word appeared on this page! Who spotted our new vocabulary word here? When you share, be sure to say: *'Our word was used in this sentence,'* and then read the sentence to us."

💬 Allow for student response.

Teacher: "Yes, [student name], thank you for reading the sentence for us. So what does it mean that other smaller objects *orbit* the sun, as it says here?"

💬Call on a student to respond and briefly discuss.

Teacher: "Now, who would like to use the word *orbit* in your own sentence? When you share, start by saying: *'Here's my own sentence that uses this word,'* and tell us your sentence that shows us you know what *orbit* means!"

Thinking Routine: Monitor and Repair

Teacher: "Now let's practice Monitor and Repair. Let's think of something that made you say: *'Wait a minute!'* Who would like to take a turn monitoring and repairing? What in that paragraph or in the caption made you say *'Wait a*

minute!'?"

💬Call on one student to share and another student to help work out their confusion.

Teacher modeling (if no student volunteers): "Well, I wanted to talk about something that was a little tricky for me. In this sentence, when it is talking about asteroids, it says that most of them are found in a special region of space called the *asteroid belt*, located between Mars and Jupiter. Hmm. *An asteroid belt.* Does that mean that outer space wears a big leather belt with a buckle like we wear? That doesn't sound right. Let me re-read: *A special region of space called the asteroid belt.* So maybe the belt isn't really a belt like you and I wear—it's just a region or area in space. And it's between Mars and Jupiter. So maybe there is this area where all these asteroids are. Maybe it's a big area, since it does say that some asteroids are huge! And we've been talking a lot about circular or curved paths today. So maybe it's called a *'belt'* because the region is shaped like a curve or a circle, the way a belt is. Does that make sense? I think so! See how I thought carefully about what I was reading, and I re-read as needed in order to make sense of the text? That's monitoring and repairing! Does anyone else want to take a turn and try working out your confusion? We can work together to help you."
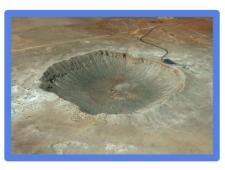
💬 Allow a student volunteer to take a turn and discuss.

Text Chunk #2: Page 1, Second Paragraph + Page 2, First Paragraph + Photo/Caption

Teacher: "For this section, let's choral read together. We'll all start right here on the second paragraph of page 1, and let's read aloud together, all the way until we get to the end of this first paragraph on page 2."

👉 Students and teacher read aloud together.

> Some space objects are closer to Earth. Meteors are space rocks
> that fly toward Earth. If they get close enough, the Earth's gravity will
> pull them in toward the planet.

> Scientists believe that one of the main reasons that dinosaurs no longer live on Earth is because a giant meteorite hit the planet millions of years ago. The crash created a huge crater in the ground and kicked up enough dust to block the sun's light, which made it hard for plants and animals to survive. Some scientists believe this meteorite landed near Mexico, where a large crater has been discovered.
>
> Meteor crater formed in Mexico

Thinking Routine: Monitor and Repair

Teacher: "OK, here let's start with Monitor and Repair. Who would like to share one thing that made you say 'Wait a minute!'? What was an idea that was confusing for you?"

Teacher: "[Student name], thank you for sharing. [Student name], can you help [student name] figure out their confusion?"

💬 Call on a student to share. Ask another student to help clarify.

Thinking Routine: Tell What You See

Teacher: "Let's do Tell What You See next. As we read this section of text, what did you picture in your mind? Were you picturing dinosaurs or meteorites? What did you see? Use your prompt card and say, 'When I was reading this part of the text, I pictured...'"

💬 Call on at least one student to share.

Text Chunk #3: Page 2, Second Paragraph

Teacher: "I'm going to read aloud this last paragraph on page 2. Everyone follow along in your books."

👉 Teacher reads aloud while students follow along.

> Don't worry. Large crashes like that are very rare. Most space rocks are very small. They get so hot when they enter the air surrounding Earth that they burn up completely before hitting the ground. If you have seen a shooting star in the night sky, what you witnessed was a small meteor burning up miles above the Earth. Sometimes this process can be dramatic. In 2013, a 55 foot wide rock entered Earth's atmosphere and exploded over Russia, creating a giant fireball that many people witnessed.

Thinking Routine: Monitor and Repair

Teacher: "Let's do Monitor and Repair one last time. Who would like to share something on this page that made you say, 'Huh. Wait a minute!'? Let's talk through it together."

💬 Call on students and guide discussion.

👉 Note: Questioning students about why space rocks burn up when they reach Earth's atmosphere might be a good discussion for the Monitor and Repair routine here if no one volunteers a part that confused them. This concept will be discussed more extensively throughout the module.

Teacher: "As our last step, let's practice Tell What You Learned. We sure learned a lot on these pages! Turn to your partner and each of you take turns sharing one new thing you learned from the text. It can be from this section or anything we read today."

💬 Debrief or allow students to share out if time.

Synthesizing Knowledge - After Reading (⏱ ~5 minutes)

Return to the Guiding Question and Add to the Inquiry Space

Teacher: "Now that we have finished our reading for today, let's return to our guiding question: 'What are space rocks and how do they affect Earth?' Hopefully you noticed that this idea came up a bunch today in our conversation. Let's generate an answer to this together. Who has an idea to get us started?"

💬 Walk the students through a discussion, encouraging students to return to the text, and have them work together with you to construct an answer. Lead the students in writing an answer as a group on the Inquiry Space (i.e., teacher writes while students dictate.)

👉 Ensure that the vocabulary word is reinforced or reviewed after reading. You

can do this by prompting students to incorporate the word into their responses (as modeled below) or by briefly reviewing its meaning before discussion.

Model answer example:

Space rocks are objects that orbit in space. Some space rocks, like asteroids, are farther out in space, near Mars and Jupiter. Other space rocks, such as meteors and meteorites, fly closer toward Earth. Some space rocks have affected Earth. Millions of years ago, a giant meteorite hit Earth and may have led to the extinction of dinosaurs. More recently, a meteorite hit Earth and caused a fireball over Russia.

Discovery Reading Sample Lesson Plan 2

This second example illustrates how Discovery Reading sounds when students have become familiar with the routines and take on increased responsibility for leading discussions after the teacher reads each chunk.

Book: *Keeping Track of Objects in Space*
Pages: 7–8

🚦 Lesson Reminders

- **Student Leadership:** Rotate student discussion leaders for each text chunk.
- **Routine Choice:** Allow students to select appropriate prompt card routines based on what they read.
- **Prompt Cards:** Ensure every student has a prompt card visible and accessible throughout the lesson.
- **Peer Talk:** Encourage students to respond to and build on each other's ideas.
- **Wait Time:** After asking a question, pause for 3–4 seconds to allow for thinking.
- **Participation:** Every student should contribute at least once; discussion leaders should solicit responses from peers.
- **Full Linguistic Repertoire:** Allow students to use their home languages to support comprehension and explanation.

Setting the Purpose - Before Reading (⏱️ ~3-5 minutes)

Review Related Concepts from the Inquiry Space

Teacher: "Before we dive into today's text, let's revisit our Inquiry Space. Who would like to review one or two key things we've learned so far about space pollution? Let's remind ourselves what we already know."

💬 Call on a student to reference posted ideas.

Introduce the Guiding Question

Teacher: "Let's take a look at today's guiding question: *How do scientists keep track of the debris in space?* As we read and discuss, we'll look for ideas to help us answer this question together."

👉Display the question visually and add it to the Inquiry Space.

Introduce Word in the Spotlight: *estimate*

Teacher: "Before we start reading, I want to talk about a word we will encounter in this text today. Our word in the spotlight is *estimate*."

👉 Say and show the word to students.

Teacher: "To *estimate* means to guess or predict the value of something. For example, if you're trying to figure out how many jellybeans are in a jar, but you don't want to count each one, you might make an estimate. Scientists also use estimates when they try to figure out things like how fast something is moving or where it might go in the future. Has anyone heard or used the word *estimate* before? Maybe in English—or a word like it in another language you speak? Can someone share an example?"

💬 Allow students to share.

Teacher: "I am going to keep this word card over here to the side so we can remember that we are looking for the word *estimate* as we read today. When you see it, be sure to let us know so we can talk about how it is used by the author."

👉 Ask a student to add the word *estimate* to the Inquiry Space.

Metacognitive Discussion - During Reading (⏱ ~15-20 minutes)

Text Chunk #1: Page 7, first paragraph

Teacher: "I am going to read this page aloud as you follow along. Before I start reading, who wants to be our discussion leader for this chunk?"

👉Choose a student.

Teacher: "As soon as I finish reading, the leader is going to start our conversation using the prompt card. Here we go."

👉 Read the paragraph aloud.

> # TRACKING SPACE POLLUTION
>
> Scientists around the world use technology to keep track of space pollution. They have to know where the debris is so that they can plan the paths that rockets will take when traveling to space. They also have to know if any of the debris will put astronauts in danger. The International Space Station always has astronauts on board. They live on the space station for months at a time and conduct important research. Sometimes, if a piece of space pollution is moving too close to the space station, they have to quickly move the whole station out of the way to avoid danger.
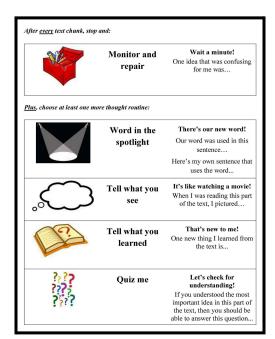
💬 After reading, the teacher does not jump in to start the conversation. Wait for the designated discussion leader to start. If the discussion leader does not start, give a short prompt or reminder to get the leader started. Prompt cards should be in front of students.

Student leader (sample): "Let's do Monitor and Repair. Did anything make you say 'Wait a minute!'? Let's talk through it."

💬 Allow students to discuss. If necessary, prompt students to clarify words like *technology*, *conduct*, and *avoid*. If needed, direct them back to the image of the International Space Station on page 4 to reinforce that astronauts are on board the spacecraft described in this paragraph.
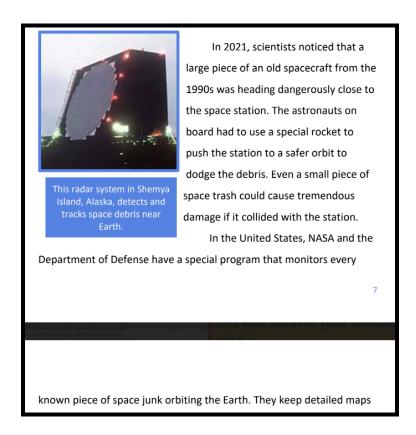
Student leader (sample): "For our next routine, let's do Tell What You Learned. Turn to your partner and take turns sharing one thing you learned in this paragraph."

💬 Allow students to discuss.

After every text chunk, stop and:

🧰	**Monitor and repair**	**Wait a minute!** One idea that was confusing for me was…

Plus, choose at least one more thought routine:

	Word in the spotlight	**There's our new word!** Our word was used in this sentence… Here's my own sentence that uses the word...
💭	**Tell what you see**	**It's like watching a movie!** When I was reading this part of the text, I pictured…
📖	**Tell what you learned**	**That's new to me!** One new thing I learned from the text is...
??	**Quiz me**	**Let's check for understanding!** If you understood the most important idea in this part of the text, then you should be able to answer this question...

Text Chunk #2: Page 7, second paragraph through top of page 8 + picture caption

Teacher: "Let's pick another discussion leader for the next chunk."

👉Choose a student. Then the teacher reads text aloud.

In 2021, scientists noticed that a large piece of an old spacecraft from the 1990s was heading dangerously close to the space station. The astronauts on board had to use a special rocket to push the station to a safer orbit to dodge the debris. Even a small piece of space trash could cause tremendous damage if it collided with the station.

In the United States, NASA and the Department of Defense have a special program that monitors every

This radar system in Shemya Island, Alaska, detects and tracks space debris near Earth.

known piece of space junk orbiting the Earth. They keep detailed maps

Student leader (sample): "Let's use Quiz Me now. That's a good way to check if we understood the most important idea here. I'll go first—here's my question: Why did the astronauts have to move the space station? Can someone answer that?"

💬 Allow students to respond and pose follow-up questions to each other.

*Student leader (sample): "*Was there something in the text or the picture caption that made you say 'Wait a minute!'?"

💬 Allow students to respond.

Text Chunk #3: Rest of page 8

Teacher: "We have one more chunk for today's Discovery Reading before we try to answer our guiding question. We need one more discussion leader."

👉 Choose a student, ideally someone who hasn't already led. Remind students to use the prompt card during their discussion.

Teacher: "Let's read this last paragraph together chorally."

👉 Students and teacher choral read the last paragraph.

> known piece of space junk orbiting the Earth. They keep detailed maps
> of Earth's orbit, showing all the debris they have discovered. They have
> identified 27,000 pieces of debris that are large enough to track, but
> they estimate that there could be millions of other smaller pieces of
> pollution as well.

Student leader (sample): "Who found the Word in the Spotlight *estimate* in this part? Can you read the sentence for us and explain what it means?"

💬 Allow different students to explain and use the word *estimate* in their own sentences.

Synthesizing Knowledge - After Reading (⏱ ~5 minutes)

Return to the Guiding Question

Teacher: "Let's go back to today's guiding question: *How do scientists keep track of the debris in space?* Who has an idea to get us started?"

💬 Guide students through a discussion, prompting them to return to the text and collaboratively build an answer with you. Record the response on the Inquiry Space as students dictate.

👉 Always reinforce or review the vocabulary word after reading. You can prompt students to include it in the group response or briefly revisit its meaning before constructing the answer.

Model Answer Example:

"Scientists use special technology such as radar to track all of the space debris in Earth's orbit. They use this technology to find new pieces of debris and to estimate where the debris is heading. That way, they can ensure that debris doesn't collide with and cause damage to satellites and spacecraft."

Implementation Indicators for Discovery Reading

These implementation indicators were used by researchers during the initial development of K.L.I. to confirm that lessons produce the forms of thinking and talking specified in the theory of the intervention. When implementing K.L.I. in their own classrooms, teachers can use the implementation indicators listed below to examine and refine their implementation quality.

	Indicator	Clearly observable in the lesson?
1	Teacher connects key inquiry/knowledge concepts to students' prior knowledge while introducing them to today's text excerpt.	☐ Yes ☐ No
2	Teacher introduces the Guiding Question.	☐ Yes ☐ No
3	Teacher introduces 1-3 high-leverage vocabulary words using a clear and fast-paced strategy.	☐ Yes ☐ No
4	Teacher leads students in reading the chosen excerpt, in small chunks, providing appropriate scaffolding.	☐ Yes ☐ No
5	Students respond to and participate in the form of scaffolded reading that the teacher provides while reading the excerpt.	☐ Yes ☐ No
6	Teacher references the prompt card in discussions with students for every chunk of text, using metacognitive and process language consistent with the prompt card.	☐ Yes ☐ No
7	All students at some point in the discussion are heard linking/bridging ideas from one place to another.	☐ Yes ☐ No
8	The teacher supports students to monitor their comprehension, at least one time, while discussing the text, using language consistent with the prompt card (Monitor and repair).	☐ Yes ☐ No
9	The teacher supports students to explain their mental models of the text in their own words, at least one time, while discussing the text, using language consistent with the prompt card (Tell what you see; Tell what you learned).	☐ Yes ☐ No

10	The teacher supports students to selectively attend to ideas of chunks of text (sentence or paragraph) that are essential for building a mental model of the text, at least one time, using language consistent with the prompt card (Tell what you learned; Quiz me).	☐ Yes ☐ No
11	The teacher supports students to build knowledge of words while discussing the text, at least one time, including the pre-selected high-leverage concepts, using language consistent with the prompt card (Word in the spotlight).	☐ Yes ☐ No
12	All students use metacognitive/process language conceptually consistent with the prompt card, at least one time.	☐ Yes ☐ No
13	Teachers provide all students the opportunity to engage in discussion at some point across the session.	☐ Yes ☐ No
14	Teacher leads students in discussion of the Guiding Question and records the group's response.	☐ Yes ☐ No
15	Students contribute ideas from the text to successfully construct an answer to the Guiding Question.	☐ Yes ☐ No
16	Teacher uses the Inquiry Space to archive students' responses to the Guiding Question.	☐ Yes ☐ No

Confident Reading Implementation Guide

Overview and Purpose

Explains the purpose of Confident Reading and its role in the K.L.I. framework.

Materials and Resources

Lists resources needed for planning and implementing Confident Reading.

Implementation

Provides step-by-step instructions for lessons.

Supporting Multilingual Learners

Highlights opportunities for leveraging students' home languages.

Glossary of Key Terms

Defines terms used in the Confident Reading component.

Sample Lesson Plan 1

Provides a fully guided example lesson for text 1 with extensive teacher modeling and structured routines.

Sample Lesson Plan 2

Provides a fully guided example lesson for the maze text with extensive teacher modeling and structured routines.

Implementation Indicators for Confident Reading

Helps teachers examine and refine their implementation quality.

Overview and Purpose

Why Confident Reading Matters

Confident Reading integrates purposeful fluency instruction with attention to language, helping students become more accurate, expressive, and fluent readers who can access meaning from increasingly complex texts. Unlike Discovery Reading, which includes highly scaffolded teacher read-alouds, Confident Reading gives students a chance to read expository texts with partners and on their own.

Confident Reading includes familiar fluency strategies with key innovations that deepen comprehension and support knowledge-building:

- **Emphasis on Language:** Teachers coach students to attend to specific linguistic features, such as words and phrases that bridge ideas across sentences.
- **Stacked Texts:** Students work through a set of three related texts that build in complexity. Each text shares the same content but increases in sentence structure complexity and vocabulary sophistication, allowing students to grow in their fluency and confidence incrementally.
- **Group Feedback:** Feedback is provided to the group as a whole, focusing on patterns and trends in reading performance.
- **Building Knowledge and Purpose:** The texts connect to a targeted inquiry topic and use key academic vocabulary. Students practice reading accurately and expressively with a clear purpose in mind: to gain new knowledge on their inquiry topic.

What Teachers Should Know

A typical Confident Reading lesson takes about 15-20 minutes and follows a fast-paced, structured routine.

1. **Reading the Text**
   Teachers model expressive reading of a stacked text and then have students read silently and with a partner.
2. **Feedback and Teaching Point**
   Teachers provide specific feedback on one point: pace and expression, accuracy, use of punctuation, connectives, text structure signals, or phrasing.
3. **Bridging Language**
   Teachers guide students to identify bridging language, such as pronouns or descriptive phrases, and lead them in connecting these elements to their referents to strengthen comprehension. Then the lesson ends with one final read of the text, usually as a group.

How Confident Reading Fits into K.L.I.

Confident Reading lessons occur repeatedly across the module, approximately every three lessons. This component complements other K.L.I. routines by helping students accurately read texts aligned with inquiry topics and reinforcing academic vocabulary.

Materials and Resources

What You'll Need to Implement Confident Reading

The following materials are essential for guiding students through the Confident Reading lessons effectively:
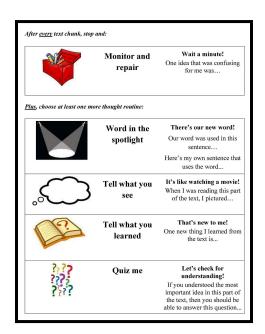
📘 **Stacked Texts**
- Each stack contains three texts that increase in complexity, helping students build fluency over time. Texts are labeled as Text 1, Text 2, and Text 3. Text 3 includes embedded word-choice activities (a *maze* text) to reinforce comprehension of key language features.
- Each student should have their own copy of the text during the lesson. We recommend that teachers print a booklet of stacked texts for the entire module for each student.

📘 **Discovery Reading Prompt Card**
- The prompt card supports discussions by reinforcing that fluent reading builds comprehension and knowledge.
- Each student should have their own copy to reference during lessons.

📝 **Inquiry Space Materials**
- Materials for creating a centralized space to record and organize new knowledge, such as:
  - Anchor charts or bulletin board space for class contributions.
  - Digital tools for collaborative note-taking.
  - Sticky notes or sentence strips.
- These materials help students see how their fluency practice supports broader knowledge-building efforts.

After every text chunk, stop and:	
Monitor and repair	**Wait a minute!** One idea that was confusing for me was…

Plus, choose at least one more thought routine:

Word in the spotlight	**There's our new word!** Our word was used in this sentence… Here's my own sentence that uses the word...
Tell what you see	**It's like watching a movie!** When I was reading this part of the text, I pictured…
Tell what you learned	**That's new to me!** One new thing I learned from the text is...
Quiz me	**Let's check for understanding!** If you understood the most important idea in this part of the text, then you should be able to answer this question...

💡 **Tip for Preparation**

Prepare materials in advance, including extra copies of stacked texts and Discovery Reading Prompt Cards. Having these on hand ensures smooth transitions during lessons and allows flexibility for varied student needs.

Implementation

Confident Reading lessons are designed to be fast-paced, purposeful, and engaging. Each session follows a structured sequence that scaffolds fluency, strengthens linguistic understanding, and builds students' confidence with increasingly complex texts.

Part 1. Reading the Text

Lessons for Texts 1 and 2 in a stack

Confident Reading lessons using Texts 1 and 2 follow this structured sequence:

1. **Teacher Read Aloud**

The teacher models fluent reading, demonstrating proper pace, expression, and phrasing. *"Listen as I read this text. Pay attention to how I pause slightly after commas and raise my voice slightly when asking a question."*

2. **Silent Reading**

Students read the text independently to practice fluency and build their mental model of the text.

3. **Partner Reading**

Students take turns reading the text aloud with a partner. *"Partner A, read the first two paragraphs aloud while Partner B listens and follows along. Then switch roles."*

4. **Discussion**

Use the Discovery Reading Prompt Card to prompt students to "tell what they learned." *"What's the most important idea from this text? How does this connect to our inquiry topic?"*

Lessons for Text 3 in a stack

The final text in each stack includes the "Choose the Best Word" activity, which emphasizes comprehension and language features. This approach, often called "maze" reading, requires students to select the correct word to complete an idea in the text, relying on their ongoing mental model. At four or five points in the text, students encounter blanks with three word options and must choose the one that best fits. The omitted words are carefully selected to emphasize connectives, pronoun referents, signals of text structure, or topic-specific vocabulary.

The lesson sequence is similar to Texts 1 and 2, with slight modifications to accommodate the maze activity:

1. **Teacher Introduction**

Explain the purpose of the maze activity and connect it to previous lessons. *"Today we'll*

use a maze text to choose the best word for each blank. This helps us think carefully about the meaning and structure of the text."

2. **Maze Reading**

Students complete the maze text independently, selecting the best word from three options.

3. **Model Reading**

The teacher reads the completed maze text aloud to demonstrate fluent reading and to provide the correct word choices.

4. **Partner Reading**

Students read the maze text aloud with a partner.

Part 2. Feedback and Teaching Point

After observing students' partner reading, the teacher provides group-level feedback on an identified trend, followed by a focused teaching point. This feedback and teaching point work together to reinforce fluent reading skills, such as pace, expression, or phrasing, while addressing common challenges observed in the group.

How the Routine Works

A. **Positive Feedback:** The teacher will begin by offering brief positive feedback about students' overall reading performance. *"I noticed many of you paused in the right places when you saw commas. Great job showing control over phrasing!"*

B. **Identify a Teaching Point:** The teacher will focus on one specific area of fluency or language. This might include:
   ○ Pace and expression.
   ○ Accuracy.
   ○ Punctuation.
   ○ Connectives and conjunctions.
   ○ Words and phrases that signal text structure.
   ○ Phrasing.

C. **Teach and Model:** The teacher will highlight a specific word, phrase, or sentence from the text. The teacher will re-read it, provide feedback, and explain why it's important. *"Listen to how I emphasize the word 'however' in this sentence. Notice how it signals a contrast to the previous idea."*

D. **Student Practice:** Finally, the teacher invites students to re-read the segment, applying the teaching point. *"Now it's your turn. Let's read this sentence aloud together and focus on emphasizing 'however.'"*

The examples below provide more detail on what this looks like for each area.

Pace and Expression
- **What to cover**: Focus on adjusting students' pace, volume, and expression to enhance comprehension and convey meaning effectively.

Teacher: "Everyone put your finger on the last two sentences of the text. I'm going to re-read them: *Robots can't learn on their own like humans can. So even though a robot might seem human, it is still a robot!* Now, I noticed when you all read this, you sped up right at the end. But the end of the text is very important, and often it will state or restate the big idea. Let's slow down so we don't miss it! Listen to me re-read it and let's see how this sounds."

Teacher re-reads with emphasis on the last sentence.

Teacher: "Do you hear the difference? Now let's read aloud together."

Provide more feedback as needed; repeat as necessary.

Accuracy
- **What to cover:** Focus on helping students decode and pronounce challenging multisyllabic words accurately.

Teacher: "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 *artificial. 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.

Teacher: "*ar-ti-fi-cial"*

Students repeat: "*ar-ti-fi-cial"*

Teacher: "Great, now I'm going to say it slowly and then smooth. Repeat after me."

Punctuation
- **What to cover**: Focus on teaching students to recognize and interpret punctuation marks to guide expressive reading and comprehension.

Teacher: "Let's re-read the first two sentences. *Have you ever seen a drone? They fly in the air and are controlled by people from afar.* What kind of punctuation is at the end of that first sentence?"

Students: "A question mark."

Teacher: *"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 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.

Teacher: "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."

Have students repeat reading the sentences 1-2 times as necessary.

Connectives and Conjunctions
- **What to cover:** Focus on teaching students to read and emphasize connecting words or phrases, such as conjunctions and transitions, to improve fluency and meaning.

Teacher: "Let's take a look at the fourth sentence. I'm going to re-read this aloud. Follow along with me. *However, real-life androids are not going to take over the world!* This sentence has the word 'however' in it. This is an important 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 *however* for emphasis.

Teacher: "See how I didn't just smush all the words together fast? I didn't say *however real life androids*" (say quickly with no pause). "That comma there reminds me to pause after this important connective word. Now you try. Together as a group, re-read that sentence and place emphasis on that word *however*. Go ahead."

Have students repeat reading the sentence 1-2 times as necessary.

Words and Phrases that Signal Text Structure
- **What to cover:** Focus on teaching students to identify and emphasize words and phrases that signal text structure, such as cause and effect or sequence.

Teacher: "Put your finger right here on the third sentence. I'm going to re-read this sentence. Follow along with me. *After the roboticist determines what the purpose of the robot will be, the next step is to design the robot.* 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.

Teacher: "Now you try. Together as a group, re-read that sentence. Go ahead."

Have students repeat reading the sentence 1-2 times as necessary.

Phrasing
- **What to cover:** Focus on teaching students to recognize and emphasize groups of words or phrases, such as adjectival phrases or items in a list, to enhance fluency and meaning.

Teacher: "Let's re-read the last sentence. *So even though an android might look like a human, walk like a human, and talk like a human, it is still a robot!* 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 sentence, emphasizing *look like a human, walk like a human, and talk like a human*.

Teacher: "Do you hear how that sounds? Each of those little phrases needs to be said on its own. Now you try. Together as a group, re-read that sentence, putting emphasis on each individual phrase. Go ahead."

Have students repeat reading the sentence 1-2 times as necessary

Part 3. Bridging Language Routine

Bridging language includes words and phrases that connect ideas across sentences, such as pronouns, connectives, and descriptive phrases. To fully comprehend a text, students must "bridge" these elements to their referents elsewhere in the text. Teaching students to identify and interpret bridging language strengthens their understanding and helps them build a mental representation of the text. In Confident Reading, 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 below.

How the Routine Works

A. **Identify the Bridging Language**
The teacher selects a word or phrase from the text, such as a pronoun (e.g., "them") or a descriptive phrase (e.g., "these complicated machines").

B. **Locate the Referent**

Students identify the word or idea the bridging language refers to.

C. **Test the Connection**

The teacher or student replaces the bridging word with its referent to check for clarity and coherence.

D. **Reflect on Meaning**

The class discusses how the bridging language helps connect ideas and supports comprehension.

The following table provides additional examples of Bridging Language.

Bridging Language	Teaching Routine Example
Pronoun referent	Sentence: ***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.* Teacher: "Let's re-read these two sentences." [re-reads] "What is '*them'* referring to in the second sentence?" Students: "Drones." Teacher: "Drones? OK, let's see if that makes sense. Let's re-read those two sentences, but in place of 'them' in the second sentence, let's insert 'drones' to see if it makes sense. ***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.* Does that make sense? Yes! 'Them' is referring to 'drones.'"
Descriptive phrase	Sentence: ***Complex robots** have thousands of different parts. Who makes **these complicated machines**?* Teacher: "Let's re-read these two sentences." [re-reads] "What are 'these complicated machines*'* in the second sentences?" Students: "Robots!" or "Complex robots!" 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! *Complex* and

	complicated both mean detailed or have lots of parts. And *machines* are referring to *robots* because robots are a type of machine!"

Teaching bridging language explicitly supports students in navigating complex sentence structures and connecting ideas across a text, which are essential for building fluency and comprehension.

Final Group Read
After completing the Bridging Language routine, students and the teacher read the text together, and the teacher provides some brief last bits of feedback.

Modifications for Scaffolded Reading

Confident Reading is a fast-paced routine that can be adjusted to meet students' needs, particularly as texts increase in complexity. Below are suggested modifications to maximize learning time and support all learners:

- **Split Texts for Partner Reading**
  For longer texts, have each partner read only half the text aloud. Alternatively, students can take turns reading aloud by day (e.g., Partner A on day one, Partner B on day two).

- **Simplify Maze Lessons**
  During Text 3 lessons, teachers may skip either the feedback or the bridging language routine if students need additional support with the maze activity itself.

- **Use Paraphrasing as a Comprehension Check**
  Replace the teaching point or bridging language routine with a paraphrasing activity. Teacher: *"Let's read this sentence again together. How can we say the same idea in our own words?"* Students: Share paraphrased sentences in pairs or with the group.

- **Incorporate Visual Scaffolds**
  Use visuals from Discovery Reading books or the Inquiry Space to support understanding of content-specific vocabulary and concepts. Teacher: *"Here's a diagram from our Discovery Reading book showing the robot design process. Does this help us understand what 'design the robot' means in the text?"*

💡 **Tips for Success**
- Keep lessons fast-paced to maintain student focus and build fluency through frequent practice.
- Use the "Choose the Best Word" (maze) activity to spark deeper discussions about how language connects ideas across sentences.
- Gradually release responsibility by inviting students to lead partner reading or

explain bridging language examples to peers.

Supporting Multilingual Learners in Confident Reading

Multilingual learners can benefit from intentional opportunities to connect their home languages with English. Below are strategies to incorporate throughout Confident Reading lessons:

1. **Teacher Read Aloud:**
   Highlight similarities between English words and cognates in students' home languages. *"This word, 'robot,' is very similar to 'robot' in Spanish and French. Does it sound like a word you know in your language?"*

2. **Partner Reading:**
   Allow students to collaborate in their home languages during partner reading to clarify challenging words or phrases. Encourage students to explain the meaning of unfamiliar words in their shared language before continuing in English.

3. **Bridging Language Routine:**
   During discussions about pronouns, connectives, or descriptive phrases, invite students to compare how these language features work in their home languages. *"In English, the word 'them' refers to 'drones.' What word would you use in your language? Is it similar or different?"*

4. **Feedback and Teaching Points:**
   Incorporate home languages when providing feedback or teaching points. If students are struggling with a complex word, consider asking if they know a similar word in their home language. *"This word, 'artificial,' means something made by humans, not natural. How would you say this in your language?"*

5. **Maze Activity:**
   For the "Choose the Best Word" routine, encourage students to think about how connectives or pronouns work in their home language to help them choose the correct word.

💡 **Tip for Success:**
Encourage students to see their home languages as assets for learning. Even brief connections between English and home languages can strengthen comprehension and help students feel more confident as readers.

Glossary of Key Terms

This glossary provides clear definitions of key terms and concepts used in the Confident Reading component of the K.L.I. intervention. Teachers can use it as a quick reference to ensure consistent understanding and implementation.

Bridging Language: Words or phrases, such as pronouns and descriptive phrases, that get their meaning from other words (referents) in nearby text; often used to avoid repetition; sometimes referred to as anaphoric language

Connectives: Words or phrases (e.g., however) that signal relationships between ideas in a text.

Discovery Reading Prompt Card: A visual tool that supports students in practicing metacognitive routines, such as comprehension monitoring, paraphrasing, and self-questioning.

Fluency: The ability to read with speed, accuracy, and proper expression, emphasized through repeated reading practices.

Maze Activity: A reading exercise where students choose the best word to complete blanks in a text, focusing on comprehension and linguistic features.

Pronoun Referents: The nouns or ideas that pronouns refer to within a text.

Phrasing: The grouping and intonation of words to convey meaning effectively during reading.

Stacked Texts: A set of three related texts that increase in complexity to help students build fluency and comprehension.

Text Structure Signals: Words or phrases that indicate the organization of a text, such as sequence or cause and effect.

Confident Reading Sample Lesson Plan 1

Stacked Text: *Space Force - Text 1*

🚦 Lesson Reminders

- **Wait Time**: After posing a question, wait 3–4 seconds to allow students time to think.
- **Student Participation**: 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 Peer Discussion**: Students should talk to each other, not just 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.

Part 1. Reading the Text

Teacher Read Aloud (⏱️ ~1 minute)

Teacher: "Today we are going to be reading a text called "Space Force." 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."

👉 Read the text aloud while students follow along in their own copies.

Space Force

Text 1

[1]Many objects orbit the Earth. [2]They are all different shapes and sizes.

[3]Some are small, but big ones can be dangerous. [4]The U.S. Space Force tracks

these objects. [5]For example, they use satellites to make maps of where objects

are. [6]They watch how the objects move. [7]When they get too close to a spacecraft,

then the Space Force tells NASA so they can keep the spacecraft away from it.

[8]The Space Force and NASA work together to keep astronauts safe.

Silent Reading (⏱~2 minutes)

Teacher: "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 minute and read the text silently in our heads. Go ahead."

👉 Students read the text silently.

Partner Reading (⏱~4 minutes)

Teacher: "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 aloud, listen closely and identify common challenges to address during feedback and instruction.

Discussion (⏱~4 minutes)

Teacher: "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."

💬 Call on each student to share. This step should be done quickly.

Part 2. Feedback and Teaching Point (⏱~3 minutes)

Positive Feedback
Teacher: "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 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 slow down this time. Confident readers make the text sound clear to whoever is listening to them read.

Identify a Teaching Point, Teach and Model, Student Practice

Teacher: "Let's talk a little bit about the way we should sound when we read phrases that show us how ideas are connected in two parts of a sentence. Everyone put your finger here on sentence #3 [points to sentence]. I'm going to read that sentence. Listen carefully. ³*Some are small, but big ones can be dangerous.* Did you hear how I paused after *some are small*? I took a breath there to signal that the rest of the sentence would give more information about these objects. That pause was a clue that I needed to pay close attention to what came next. It helps me understand why these objects need to be tracked by

scientists.

"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: ³*Some are small, but big ones can be dangerous.*"

👉 Have students read the sentence you modeled. Repeat 1 or 2 times as needed.

Part 3. Bridging Language Routine (⏱~3 minutes)

Teacher: "Let's re-read a couple of sentences. Put your finger on the fourth sentence and listen while I read. ⁴*The U.S. Space Force tracks these objects.* ⁵*For example, they use satellites to make maps of where objects are.* ⁶*They watch how the objects move.* Who is 'they' referring to in the second sentence? Who uses satellites to make maps of the objects?"

Students: "The U.S. Space Force."

Teacher: "OK, let's check it and see. Let's place the words 'the U.S. Space Force' in place of 'they' in the fifth sentence. Read aloud with me, from the beginning: ⁴*The U.S. Space Force tracks these objects.* ⁵*For example, the U.S. Space Force use satellites to make maps of where objects are.* ⁶*The U.S. Space Force watch(es) how the objects move.*

"Does that sound right? Yes! The first sentence said U.S Space Force, so we know that they in the next sentence is referring to the U.S. Space Force! We can also hear why the author used 'they' instead of repeating the phrase U.S. Space Force over and over."

Final Group Read (⏱~2 minutes)

Teacher: "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."

👉 You and your students read the text together., Provide brief final feedback.

Confident Reading Sample Lesson Plan 2

Stacked Text: *Space Force - Text 3 (Maze)*

🚦 Lesson Reminders

- **Wait Time**: After posing a question, wait 3–4 seconds to allow students time to think.
- **Student Participation**: 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 Peer Discussion**: Students should talk to each other, not just 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.

Part 1. Reading the Text

Teacher Introduction (⏱ ~4 minutes)

Teacher: "We have read some texts about how the U.S. Space Force keeps spacecraft safe from space debris. 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."

👉 Students read silently and circle the words that should go in each blank.

Text 3 (maze version)

[1]Many objects orbit the Earth. [2]They are all different shapes and sizes.

[3]While some are very small, bigger pieces can be dangerous. [4]To keep spacecraft

and astronauts safe, the U.S. Space Force tracks these objects. [5]This new military

branch is similar to the U.S. Air Force. [6]One of | his / them / its | jobs is to protect Earth

from space debris. [7] | Once / Finally / For example |, Space Force scientists use satellites to create

maps of space debris so they can track the debris and watch how the objects

move. [8]If any get too close to a spacecraft, then the Space Force tells NASA so

| you / they / he | can keep the spacecraft away from them and prevent a | collision / launch / fly |.

[9]The Space Force and NASA work together to keep astronauts and spacecraft safe

from space debris.

Teacher Model Reads (⏱~4 minutes)

Teacher: "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."

👉 Read the text aloud, circling the words that belong in each blank, while students follow along, adjusting their answers as needed. Provide a teaching point on one or two words, especially those that several students struggled with. Use the same methods typically applied to fluency teaching points in other lessons.

Teacher: "Let's re-read the sixth sentence. *One of [his/them/its] jobs is to protect Earth from space debris.* If we look at our choices for the first box, I think I can eliminate the word *his* and *them*. This sentence is describing one of the Space Force's jobs, so the word we choose has to show possession, or that the job belongs to the Space Force. *His* does show possession, but the Space Force isn't one person–it's a big group of people! Well, *them* could be a big group of people, but it doesn't show possession. Hmmm, that means *its* is the best choice here. It shows possession and could be talking about a whole group of people. Let's practice this sentence together out loud one more time, reading the word that should go in that blank."

👉 Read the sentence together with the students.

Partner Reading (🕐~4 minute)

Teacher: "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 aloud, listen closely and identify common challenges to address during feedback and instruction.

Part 2. Feedback and Teaching Point (🕐~3 minute)

👉 Note: For text 3, this routine can be a little shortened (or even skipped) because you already offer a teaching point via the maze routine.

Positive Feedback

Teacher: "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 slow down this time. I also thought that everyone's volume was appropriate. I could hear everyone clearly."

Identify a Teaching Point, Teach and Model, Student Practice

Teacher: "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 seventh sentence together: *For example, Space Force scientists use satellites to create maps of space debris so they can track the debris and watch how the objects move.*"

👉 Read sentence aloud with students.

Part 3. Bridging Language Routine (🕐~3 minutes)

Teacher: "Let's all put our finger on the seventh sentence again and reread: [7]*For example, Space Force scientists use satellites to create maps of space debris so they can track the debris and watch how the objects move.* Who does *they* refer to in sentence 7?"

Students: "Space Force scientists."

Teacher: "OK, let's check it and see. Let's place the words *Space Force scientists* in place of *they* in the sentence. Read aloud with me: [7]*For example, Space Force*

scientists use satellites to create maps of space debris so Space Force scientists can track the debris and watch how the objects move. They refers to *Space Force scientists*. The author used *they* to make it sound less repetitive, but it means the same thing."

Final Group Read (⏱~2 minutes)

Teacher: "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."

👉 You and your students read the text together. Provide brief final feedback.

Implementation Indicators for Confident Reading

These implementation indicators were used by researchers during the initial development of K.L.I. to confirm that lessons produce the forms of thinking and talking specified in the theory of the intervention. When implementing K.L.I. in their own classrooms, teachers can use the implementation indicators listed below to examine and refine their implementation quality.

	Indicator	Clearly observable in the lesson?
1	Teacher reads aloud and models expressive, fluent reading.	☐ Yes ☐ No
2	Students actively read the text two or more times.	☐ Yes ☐ No
3	Students talk about or reflect on relevant aspects of language structure (e.g., connectives, conjunctions, pronouns, words that signal structure, etc.) at least one time.	☐ Yes ☐ No
4	Teacher and students discuss the text using Discovery Reading Prompt Card.	☐ Yes ☐ No
5	Teacher provides an explicit teaching point/feedback related to language, such as expression, accuracy, punctuation, phrasing, etc. and opportunity for students to practice/apply with a specific portion of the text.	☐ Yes ☐ No
6	Teacher prompts students to explicitly attend to bridging language features in the text using a systematic routine.	☐ Yes ☐ No

Breaking Words Implementation Guide

Overview and Purpose

Explains the purpose of Breaking Words and its role in the K.L.I. framework.

Materials and Resources

Lists resources used to plan and implement Breaking Words.

Implementation

Provides step-by-step instructions for implementing Breaking Words lessons, breaking down each phase of the seven-step routine.

Supporting Multilingual Learners

Highlights opportunities for leveraging students' home languages.

Glossary of Key Terms

Defines terms used in the Breaking Words component.

Sample Lesson Plan 1

Provides a fully guided example lesson with extensive teacher modeling and structured routines.

Sample Lesson Plan 2

Provides a sample lesson emphasizing student-led discussion and increased peer-to-peer interaction.

Implementation Indicators for Breaking Words

Provides implementation indicators for teachers to examine and refine implementation quality.

Overview and Purpose

Why Breaking Words Matters

The Breaking Words component focuses on developing students' morphological awareness. This component teaches students how affixes influence word meaning (derivational morphology) and grammatical function (inflectional morphology). A secondary purpose is to help students get better at reading multisyllabic academic words by applying their knowledge of morphology and syllabication to aid in decoding.

Breaking Words lessons empower students by focusing on three core areas:

- **Phonology**: Enhancing decoding through syllable-level manipulation.
- **Spelling**: Recognizing patterns for accurate writing.
- **Meaning**: Analyzing how affixes and roots affect word meanings.

What Teachers Should Know

Each 15 to 20-minute Breaking Words lesson targets two multisyllabic words, providing students with tools to explore word structure and meaning.
- Students analyze two words per session, using the seven-step Breaking Words routine.
- Words are chosen to reflect academic vocabulary and module-specific inquiry topics.

How Breaking Words Fits into K.L.I.

Across a K.L.I. module, students engage with Breaking Words approximately every six lessons. This component helps students deepen their linguistic knowledge by analyzing and transforming topic-related words encountered in other components of the intervention.
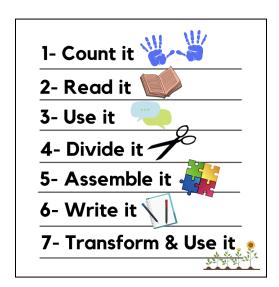
Materials and Resources

What You'll Need to Implement Breaking Words

Teachers will need the following resources to guide students through the Breaking Words lessons effectively:

🟦 **Breaking Words Prompt Card**
- Guides the seven-step routine
- Each student should have their own copy.

1- Count it
2- Read it
3- Use it
4- Divide it
5- Assemble it
6- Write it
7- Transform & Use it

✂️ **Scratch Paper, Markers, and Scissors**
- Used to write, divide, and cut apart target words collaboratively

📝 **Dry-Erase Markers and Boards**
- Allow students to practice writing words independently

🗂️ **Note Cards and Cumulative Word Deck**
- Stores analyzed words and their transformed forms for review

📝 **Inquiry Space Materials**
- Tools for adding words to the class Inquiry Space, such as:
  - Anchor charts or bulletin board space
  - Digital collaboration tools for displaying words
  - Sticky notes or sentence strips to document transformed words and their connections to module content

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💡 **Tip for Preparation**

Prepare materials in advance to ensure smooth transitions. Keep extra copies of prompt cards and tools for flexibility.

Implementation

Breaking Words lessons are quick and targeted. Each lesson involves reviewing words from previous lessons and then analyzing two target words through a seven-step routine outlined on the Breaking Words Prompt Card. Words are selected based on these characteristics:
- They contain multiple syllables to allow for meaningful syllabication practice.
- They are essential for understanding inquiry topics and texts.
- They include a base form that can be inflected or derived using affixes targeted in the module.
- Often, one of the words in a lesson will have been introduced as the Word in the Spotlight in a previous Discovery Reading lesson.

Review Previous Words

Before launching a Breaking Words lesson, the teacher should lead a quick warm up to review the words analyzed and created in prior lessons. Have students read through the words in the cumulative word deck to ensure accurate decoding. Then choose one word to review for meaning by asking a student to use it in a topic-related sentence or provide a concise definition.

Seven-Step Word Analysis Routine

To begin the lesson, the teacher should provide context for the selected words by briefly discussing their relevance to the day's topic and connecting them to prior knowledge or ongoing lessons using the Inquiry Space.

The seven-step routine is the core of Breaking Words. Teachers guide students through each step using the Breaking Words Prompt Card to foster consistency and active engagement. Teachers and students should explicitly refer to the card throughout the routine, ensuring active participation and a brisk pace. Each word analysis should take approximately 5-10 minutes.

Step	Description
Count it	Teacher says the word aloud without showing it. Students count the syllables in the spoken word. Teachers should note that it is important for students to manipulate the spoken form first to make sure they are engaging phonologically with the word before moving on to working with the written form.
Read it	Teacher displays the written word. Students read it aloud.
Use it	Students create a sentence using the word or explain a kid-friendly definition in connection to their learning topic.
Divide it	Students determine and mark syllable divisions, then cut the word into syllables, verifying that each syllable has exactly one vowel sound.
Assemble it	Students reassemble the scrambled syllables multiple times.
Write it	Students write the word from memory, focusing on syllables to aid spelling. They check their spelling against the reassembled word.
Transform it & Use it	Students use affixes to create new words, defining or using these in sentences.

Supports for Key Steps

Divide it: Syllabication for Multisyllabic Words

When teaching students how to break down multisyllabic words, teachers should focus on guiding students toward logical syllable junctures. The following principles and clues can help inform instruction:

Focus on Function, Not Dictionary Precision:
- Teachers should emphasize that syllable breaks may differ between spoken and written forms. The goal is not dictionary-accurate syllabication but to estimate syllable breaks closely enough for correct pronunciation and spelling.
- Students do not need to memorize syllabication rules but should practice applying these clues naturally during word work.

One Vowel Sound:
- Every syllable must have exactly one vowel sound. Teachers can use this principle during the Divide It step to guide students:
  - Say a syllable aloud and ask, "What vowel sound do you hear? Is it exactly one vowel sound?" (Note that one vowel *sound* can be spelled with multiple vowel *letters* in English. This step asks students to verify one sound, not to count the letters.)
  - Confirm how the vowel sound is spelled in the syllable.

Verify Pronounceability:
- Teachers should ensure that each syllable is pronounceable. Words should not be divided in ways that create impossible sound combinations in English. For example, the letters 'rt' can appear at the end of a syllable (e.g., *heart*), but they cannot appear at the beginning of a syllable because /r/ /t/ is not a valid initial consonant blend in English.

These clues can guide teachers when modeling how to divide multisyllabic words into syllables:

Clue	Explanation	Examples
Compound Word Clue	Compound words usually have a syllable break between the two real words that make them up.	sun-shine, space-craft
Vowel Sound Clue	Every syllable has one vowel sound. Teachers can use vowel graphemes (letters) to estimate syllable breaks and should keep vowel teams together within the same syllable.	hap-pi-ness, meat-ball
Affix Clue	Prefixes and derivational suffixes tend to form separate syllables.	re-read, joy-ful
Vowel Team Clue	Vowel teams, r-controlled vowels, and diphthongs stay together in the same syllable.	a-fraid, neigh-bor-hood

Double Consonant Clue	Syllables often break between double consonants (VC/CV), forming an initial closed syllable with a short vowel sound.	hef-ty, pas-sage
Consonant Cluster Clue	Consonant blends and digraphs stay together in one syllable. Syllables should follow English pronounceability rules (e.g., syllables cannot start with 'ck' or 'nd').	at-mo-sphere, ta-sty
Single Consonant Clue	Syllables often break after the first vowel (V/CV), forming an open syllable with a long vowel sound.	la-ser, co-zy
Consonant + Le Clue	When a word ends in 'le,' the syllable typically breaks before the consonant that precedes 'le.'	sta-ble, ea-gle

Transform it: Using Affixes

Affixes are word parts added to base words to change their meaning and/or grammatical function. For example, prefixes such as **re-** and **un-** are added at the beginning of some words, such as *pre*heat and *un*like to give specificity to their meanings. Derivational suffixes like **-able** and **-ly** are added at the ends of words to create a new word, such as understand*able* and quick*ly*. Inflectional (or grammatical) suffixes change the tense or number of a word, like the **-s** in candles or the **-ed** in borrowed. Each module targets a small list of affixes, including at least one prefix, derivational suffix, and inflectional ending.

Not all affixes will work on all words. Some affixes cannot be added to a word (e.g., *-able* cannot be added to *citizens*). Sometimes adding an affix makes a word that is somewhat logical but is not a word people use (e.g., *undefender*). When these situations arise in Breaking Words, they create opportunities for deeper thinking about how new words are formed and used in a language.

Teachers should prepare word cards for the targeted affixes in advance of starting the Breaking Words lessons in a module. The same affixes will be used throughout the module, so cards should be stored for reuse in all the Breaking Words lessons.

The following table lists the common affixes included in the current versions of the K.L.I. modules.

Affix	Type	Definition or Function	Example
un-	Prefix	Not	undetectable

re-	Prefix	Again	resettled
in-, im-	Prefix	Not, opposite	incapable
pre-	Prefix	Before	preprogram
de-	Prefix	The opposite of, reverse	deactivate
-s, -es	Inflectional suffix	Makes a noun plural or makes a verb agree with a singular noun	citizens; deactivates
-ing	Inflectional suffix	Makes a present participle verb (happening now); makes a verb into a gerund that can act as a noun; can also form adjectives (e.g., stunning, damaging)	recognizing
-ed	Inflectional suffix	Makes a past tense verb	threatened
-ly	Derivational suffix	Like, in the manner of, in a particular way	aggressively
-er, -or	Derivational suffix	One who	defender
-ion, -tion	Derivational suffix	Makes a verb into a noun	activation
-able, -ible	Derivational suffix	Able to	translatable
-ous	Derivational suffix	Composed of, full of	courageous
-ness	Derivational suffix	Makes an adjective into a noun; having the quality of	wastefulness
-ment	Derivational suffix	Makes a noun meaning an action or process or result of something	accomplishment

💡 **Tips for Success**
- Keep the routine brisk to cover two words per lesson, spending about 5-10 minutes per word.
- Collect transformed words from each lesson in a cumulative word deck. This can be a stack of cards or a section of the Inquiry Space. At the beginning of each lesson, read through the collected words as a warm up and review activity.
- Ensure equitable participation by involving all students across the lesson rather than every step.

- Gradually release responsibility to students as they become familiar with the steps, allowing them to lead portions of the lesson independently.

Supporting Multilingual Learners in Breaking Words

Multilingual learners can engage with their full linguistic repertoire throughout the Breaking Words routine. Teachers can implement the following strategies to ensure lessons are inclusive and supportive:

Selecting Target Words
- Teachers should highlight **cognates** when choosing target words, emphasizing their connections to students' home languages.
  - For example, explain how "recognize" in English relates to "reconocer" in Spanish.
- Invite students to share similar words or phrases from their home languages that align with the target words' meanings or functions.

Use It
- Allow students to create example sentences using the target word in both English and their home languages, demonstrating their understanding across contexts.
- Encourage multilingual learners to share culturally relevant examples or contexts where they have encountered similar concepts.

Classroom Discussion and Collaboration
- Pair multilingual learners with peers who share the same home language to facilitate discussion and explanation of concepts.
- Allow students to explain their thinking or reasoning in their home language during collaborative tasks before presenting in English.

Why This Matters

Engaging multilingual learners in Breaking Words lessons through their home languages supports their ability to process complex words and concepts. By leveraging linguistic diversity, teachers create a more inclusive learning environment where all students can thrive.

💡 **Tip for Success**
Teachers should actively affirm students' use of their home languages as a bridge to understanding English. Even brief opportunities to connect languages can significantly enhance morphological and decoding skills.

Glossary of Key Terms

Affix: A word part added to a base word to change its meaning or grammatical function. Affixes include prefixes (added at the beginning of a word) and suffixes (added at the end).

Base Word: The core part of a word that carries its main meaning, which can stand alone or combine with affixes to form new words. *Example: "Play" in "replay" is the base word.*

Cognates: Words in different languages that share a similar origin, meaning, and often appearance. *Example: "Nation" in English and "nación" in Spanish.*

Derivational Morphology: The study of how affixes create new words or change a word's part of speech. *Example: Adding "-ness" to "happy" creates "happiness."*

Inflectional Morphology: The study of how affixes modify a word's grammatical function without changing its basic meaning. *Example: Adding "-s" to "dog" makes it plural ("dogs").*

Morphological Awareness: An understanding of the structure of words, including how roots, prefixes, and suffixes combine to form meaning. *Example: Recognizing that "pre-" in "preheat" means "before."*

Multisyllabic Word: A word containing more than one syllable. *Example: "Happiness" has three syllables.*

Phonology: The study of how sounds function in a language, including how individual speech sounds (phonemes) are combined to form syllables and words.

Pronounceability: The ease with which a word or syllable can be pronounced, based on the arrangement of sounds. *Example: "pla" is pronounceable in English, but "rtu" is not.*

Syllable: A unit of spoken language consisting of a single vowel sound, often with surrounding consonants. *Example: "Water" has two syllables: "wa" and "ter."*

Syllabication: The process of dividing words into syllables to aid in reading and pronunciation. *Example: "Happiness" is divided as "hap-pi-ness."*

Transform It: A step in the Breaking Words routine where students use affixes to create new words, define them, or use them in sentences. *Example: Transforming "play" to "replay" using the prefix "re-."*

Vowel Grapheme: A letter or group of letters that represent a vowel sound in a word. *Example: The "ea" in "meat" is a vowel grapheme.*

Breaking Words Sample Lesson Plan 1

Two sample Breaking Words lessons are provided in this guide. This first example shows how the lesson might sound near the beginning of a module when the teacher is leading the word analysis routine and providing a high level of support.

Lesson Title: *Breaking Words Lesson Plan A (Elaborative, High Teacher Support)*
Module: *Space Pollution*

🚦 Lesson Reminders

- **Use the Prompt Card Consistently:** Follow the seven-step routine using the Breaking Words Prompt Card. Keep a brisk pace and refer to the card often to guide student engagement and consistency.
- **Support Logical Syllabication, Not Perfection:** Guide students to divide words at logical, pronounceable syllable breaks using vowel sounds and other common-sense clues. The goal is accurate pronunciation and spelling—not dictionary precision.
- **Encourage Student Leadership and Language Connections:** Gradually release responsibility so students can lead steps. Invite multilingual learners to connect with their home languages and share cognates or examples in both English and their first language.

Prepare your Materials

Not all of the affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during the lesson. Cards will be used again in future lessons.

> **Word Cards:**
> - *orbit*
> - *accelerate*
>
> **Affix Cards:**
> - *de-*
> - *-ed*
> - *-ly*
> - *-ness*
> - *-er/-or**

*Two sides of the same notecard.

Be sure each student has a Breaking Word Prompt Card that is visible throughout the lesson.

Word 1–orbit (⏱ ~5-10 minutes)

Count It

> *Teacher*: "Today we are going to work with a few words related to our learning about space pollution. The first word is *orbit*. For example, we learned that space pollution can *orbit,* or move in a direct path around planets in our atmosphere. Let's start with **Count It** on our prompt card. How many syllables are in the word *orbit* ?"

> 👉 Avoid showing the written word to students at this stage; this encourages them to focus on its phonology (sound).

> 👉 If students struggle with syllabication, remind them of the vowel rule: one vowel sound for each syllable. Also, you can help students clap through the "rhythm" of the word: "Think about how it sounds as we say it and the movement of your chin up and down with each syllable."

> *Students*: "Two."

> *Teacher*: "You're right! *Orbit* has two syllables. Let's clap it out to make sure."

> 👉Lead students in clapping or tapping out the syllables to reinforce their response. If needed, repeat the word slowly and exaggerate the syllable breaks to support understanding.

Read It

> *Teacher:* "Now, let's move on to **Read It**. Can you read this word aloud?"

> 👉 Place the word card in front of the students. [Note: the group only needs one copy of the word card, not individual cards for each student]

> Students: "Orbit."

Use it

> *Teacher:* "Next, let's **Use It**. How would you use *orbit* in a sentence about space pollution?"

> *Students*: (for example) "The space rocks orbit around our Earth and other planets."
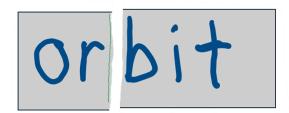
👉 Give two students an opportunity to contribute a sentence; invite students to use their full linguistic repertoire. For example, if a student begins a sentence in their home language, validate their response and help them bridge to English by restating or expanding on their idea.

Divide It

Teacher: "Now it's time for **Divide It**. How would we divide this word?"

Students: "or - bit"

👉 Direct students to mark breaks on the card. If they mark a break in a place that is not logical, provide support.

Teacher: "Let's check each syllable to make sure it has exactly one vowel sound (*or* has the vowel sound /or/ and *bit* the vowel sound /short i/). Awesome! We are going to cut this word into two pieces."

👉 Ask one student to cut the word card on the syllable break.

Assemble It

Teacher: "Ok, time to **Assemble It**. How do we put this word back together?"

👉 Scramble the cards and have students put it back together.

Write It
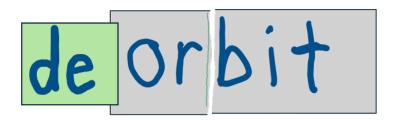
Teacher: "Next we're going to **Write It**. Without looking, how do you write *orbit*? Think about the two syllables we found to help you spell it."

👉 Students take a moment to write the word on whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.

Transform It

Teacher: "Last but not least, let's **Transform It**. While we are learning about space pollution, we are going to pay attention to a set of word parts that can be added to a lot of our words, though not all of them will work. I have already made cards for these parts so that we can add them to our words.

👉 Show the students the affixes for this module: *de-, -ed, -ly, -ness, -er/-or*.

Teacher: "These word parts add meaning to our words. The word *orbit* is a base word or root word that means to take a circular path around another object. We can add other word parts to this base word to make new words. For example, if I add the word part *de-* to the beginning of this base, I get *deorbit*. *De-* means 'to remove,' or to do the opposite, so deorbit means "to go out of orbit.

"Let's try another one of our word parts. Let's remove the prefix *de-* and add *-ed* to the ending."

👉 Physically lay the *-ed* card next to the word card.

Teacher: "What new word do we have?"

Students: "Orbited."

Teacher: "If the word part *-ed* means something is being done in the past tense, what do you think orbited could mean?"

Students: "Space pollution has already traveled around another object."

Teacher: "Does adding *-ed* add a syllable?"

Students: "Yes, now it is three syllables."

Teacher: "How could you use *orbited* in a sentence about space pollution?"
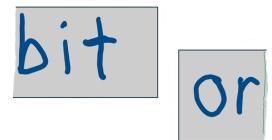
Students: "Space rocks have orbited around Earth's atmosphere for thousands of years."

Teacher: "What do others think? Does that word work in that sentence? Does it make sense?"

Students: "Yes, it makes sense because it means that the space rocks move in a path around the Earth in our atmosphere."

Teacher: "Let's try another of our word parts. What if we added *-er* at the ending of the word? What word do we have now?"

Students: "Orbiter."

Teacher: "If the word part *-er* means 'someone who' or 'one (object) who' what does *orbiter* mean?"

Students: "It could mean a thing like a spacecraft or object that moves around an object."

Teacher: "Does *-er* add another syllable to the base/root word *orbit*?"

Students: "Yes, now it is now three syllables."

Teacher: "How could you use *orbiter* in a sentence about space pollution?"

Students: "The orbiter continued to move through the atmosphere."

Teacher: "Let's think about whether orbiter fits in this sentence. Does it accurately describe what's happening? How do you know?"

Students: "Yes, it works because an orbiter is a spacecraft designed to move around a planet or moon, and that's what it's doing in this sentence."

Teacher: "Great work! I'm going to start building a word deck of the words we create in Breaking Words lessons during this module. I'm going to write *orbited*, *deorbit*, and *orbiter* on three word cards for us to practice later. Let's move on to our next word."

Word 2- accelerate (⏱ ~5-10 minutes)

Count It

Teacher: "Our next word is *accelerate*. We have learned that objects like space rocks can *accelerate,* or begin to move more quickly towards another object. Let's start with **Count It** on our prompt card. How many syllables are in the word *accelerate*?"

👉 Avoid showing the written word to students at this stage to encourage them to focus on its sound (phonology).

👉 If students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the "rhythm" of the word: "Think about how it sounds as we say it and the movement of your chin up and down with each syllable."

Students: "Four."

Teacher: "You're right! *Accelerate* is a four syllable word."

👉 Lead students in clapping or tapping out the syllables to reinforce their response. If needed, repeat the word slowly and exaggerate the syllable breaks to support their understanding.

Read It

Teacher: "Now, let's move on to **Read It**. Can you read this word aloud?"

👉 Place the word card in front of the students.

Students: "Accelerate."

Use it

Teacher: "Next, let's **Use It**. How would you use *accelerate* in a sentence about space pollution?"

Students: (for example) "When objects in space accelerate, they move faster."

👉 Give two students an opportunity to contribute a sentence; invite students to use their full linguistic repertoire.

Divide It

Teacher: "Now it's time for **Divide It**. How would we divide this word?"

Students: "ac - cel - er - ate"

👉 Direct students to mark breaks on the card. If they mark a break in a place that is not logical, provide support. Quickly have students state the vowel sound in each of the four syllables to verify the logic of their syllable breaks.

Teacher: "Awesome! We are going to cut this word into four pieces."

Assemble It

Teacher: "Ok, time to **Assemble It**. How do we put this word back together?"

👉 Scramble the cards and have students put it back together.

Write It

Teacher: "Next we're going to **Write It**. Without looking, how do you write *accelerate*? Think about the four syllables we found to help you spell it."

👉 Students take a moment to write the word on whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.

Transform It

Teacher: "Last but not least, let's **Transform It** by adding word parts to it.

👉 Show students the affix cards again: *de-, -ed, -ly, -ness, -er/-or*

Teacher: "What if we added -*ed* to this word? What is the word now? What new word do we have?"

👉 Physically lay the -*ed* card next to the word card.

Students: "Accelerated."

Teacher: "We know that the word part -*ed* means something is being done in the past tense, so what do you think *accelerated* could mean?"

Students: "An object already moved quickly."

Teacher: "Does adding -*ed* add a syllable?"

Students: "It actually added one. There were four and now there are five syllables."

Teacher: "How could you use *accelerated* in a sentence about space pollution?"

Students: "The space rocks accelerated towards Earth."

Teacher: "Now, does that word work in that sentence? Does it make sense?"

Students: "Yes, it makes sense because the space rocks had moved quicker towards our planet, Earth."

Teacher: "Let's try another of our word parts. Let's take off -*ed* and add -*or*. What word do we have now?"

Students: "Accelerator."

Teacher: "If the word part -*or* means 'someone who' or 'one (object) who' just like the word part -*er*, what do you think *accelerator* means?"

Students: "An object or person that begins to move quicker, or something that makes something move faster, like the pedal in a car."

Teacher: "Does -*or* add another syllable to the word?"

Students: "Yes, now it is five syllables like the word *accelerated*."

Teacher: "How could you use the term *accelerator* in a sentence about space pollution?"

Students: "The astronaut pushed the accelerator on the spacecraft to move quicker."

Teacher: "Let's try one more word part. Let's take off -*or* and add -*ly*. What word do we have now?"

Students: "Accelerately."

Teacher: "Does this word make sense? Why or why not?"

Students: "No, this word does not sound right and would not make sense in a sentence."

Teacher: "Great work! I'm going to make word cards for these new words for us to review later. I'm not going to make a word card for *accelerately* because you're right, that's not a real word."

👉 Students may add a word(s) to the Inquiry Space to synthesize their knowledge of the module topic.

Breaking Words Sample Lesson Plan 2

This second example illustrates how Breaking Words sounds when students have become familiar with the routines and take on increased responsibility for leading them.

Lesson Title: Breaking Words Lesson Plan D (Elaborative, High Student Responsibility)
Module: Space Pollution

🚦 Lesson Reminders

- **Use the Prompt Card Consistently:** Even when students lead, prompt card steps should be followed in order. Keep a brisk pace (~5 minutes per word).

- **Support Logical Syllabication, Not Perfection:** Guide students to divide words into logical, pronounceable syllables based on sound.

- **Encourage Student Leadership and Language Connections:** Student leaders facilitate each step. Invite multilingual learners to share cognates or linguistic connections.

Prepare Your Materials

Not all of the affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during the lesson. Cards will be used again in future lessons.
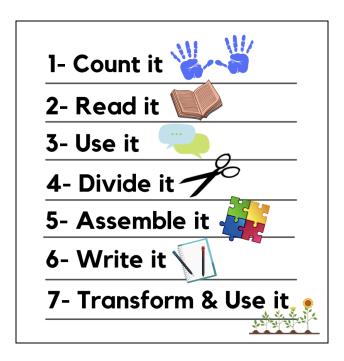
Word Cards:
- satellite
- wasteful

Affix Cards:
- de-
- -ed
- -ly
- -ness
- -er/-or*

*Two sides of the same notecard.

Each student should have a visible Breaking Words Prompt Card.

1- Count it
2- Read it
3- Use it
4- Divide it
5- Assemble it
6- Write it
7- Transform & Use it

Warm-Up/Spiral Review

Teacher: "So far we've used our Breaking Words steps to analyze a bunch of new words. Let's read them quickly to review."

👉 Flash through the existing word cards while students read chorally.

Teacher: "I've picked one of our words. Who can use this one in a sentence for us?"

👉 Invite one or two students to use a previous word in context.

Word 1: satellite (🕐 ~5-10 minutes)

Count It

Teacher: "Today we're going to work with two new words related to space pollution. Who wants to be our first Breaking Words leader?"

👉 Select a student to guide the class using the Prompt Card.

Teacher: "Our first word is *satellite*. For example, we learned that space pollution can include pieces of old satellites that no longer function. Our Breaking Words leader will take us through all the steps, starting with—"

👉 Pause and allow the student leader to continue.

Student Leader (sample): "Let's start with Count It. Before I show you the word,

let's count the syllables we hear when we say *satellite*."

💬 Students clap or tap syllables as they say the word aloud. Expected: "Three." Student leader helps clarify syllables as needed. Teacher participates as a student if clarification is needed.

Read It

👉 Student leader shows the word card.

Student Leader: "Let's read this word together."

Students: "Satellite."

Use It

Student Leader: "How would you use the word *satellite* in a sentence about space pollution?"

👉 Invite two students to respond. Encourage multilingual expression.

Divide It

Student Leader: "Let's divide this word into syllables."

Students may say: "sat - el - lite"

Student Leader: "Each syllable has to have exactly one vowel sound. Let's check each one. What vowel sound do we hear in the first syllable?

Students: "/a/ as in 'sat.'"

Student Leader: "Second?

Students: "/ə/ like 'uh.'"

Student Leader: "Third?"

Students: "/līt/ — the long /ī/ sound."

Student Leader: "Now that we have checked the syllables and they make sense, let's cut the word apart."

👉 Student leader chooses a peer to physically divide the word.

Assemble It

👉 Student Leader scrambles the syllables.

Student Leader: "Let's put it back together. Who wants to try?"

👉 Repeat with another student for extra practice.

Write It

Student Leader: "Now write the word *satellite* on your board from memory. Think about the syllables we just practiced."

👉 Student leader shows the correct spelling and asks students to compare and self-check their spelling. Repeat if needed and if time permits.

Transform It

Student Leader: "Let's use our affix cards to see if we can transform *satellite* into new words."

👉 Lay out the affix cards: de-, -ed, -ly, -ness, -er/-or.

Student Leader tests each affix: "Does *desatellite* work?"

Students: No.

Student Leader tests each affix: "How about *satellited*?"

Students: No.

Student Leader tests each affix: "What about *satelliter*?"

Students: No.

Teacher: "Great noticing—*satellite* is a rare case where no affixes from this set form real words."

👉 Teacher adds *satellite* to the cumulative word deck.

<center>**Word 2: wasteful (⏱ ~5-10 minutes)**</center>

Count It

Teacher: "Who would like to lead our next Breaking Words analysis?"

👉 Choose a new student leader.

Student Leader: "Our next word is *wasteful*. For example, we've learned about the wasteful use of satellites left to pollute space. Let's Count It. How many syllables?"

Students: "Two."

👉 Clap/tap to confirm.

Read It

👉 Student Leader displays the word card.

Student Leader: "Let's read this word together."

Students: "Wasteful."

Use It

Student Leader: "Can anyone use *wasteful* in a sentence about space pollution?"

👉 Choose two students to respond. Encourage multilingual expression.

Divide It

Student Leader: "Let's divide the word into syllables."

Students: "waste - ful"

Student Leader: "Let's check each syllable. What vowel sound do we hear in the first syllable?"

Students: "/ā/ — the long a sound."

Student Leader: "And how is that sound spelled?"

Students: "With a-consonant-e — a magic e spelling: w-a-s-t-e."

Student Leader: "What about the second syllable?"

Students: "/fəl/ like 'uh.'"

Student Leader: "And how is that sound spelled?"

Students: "With f-u-l — f-u-l spells the /fəl/ sound."

👉 Have student leader choose a peer to cut the word apart.

Assemble It

👉 Student Leader scrambles the pieces.

Student Leader: "Who wants to put it back together?"

👉 Choose a student to reconstruct the word.

Write It

Student Leader: "Let's write *wasteful* from memory."

👉 Students write; student leader reveals spelling to self-check.

Transform It

👉 Student Leader displays affix cards again: de-, -ed, -ly, -ness, -er/-or.
Student Leader: "Let's add -ly. What word do we have?"

Students: "Wastefully."

Student Leader: "How many syllables now? Can you use it in a sentence?"

💬 Allow students to answer and share sentences.

Student Leader: "Now let's add -ness. What's the new word?"

Students: "Wastefulness."

Student Leader: "How many syllables? How is it different from *wastefully*?"

💬 Support student answers if needed.

Student Leader: "Do any other affixes work?"

Students: "No, *dewasteful* or *wastefuled* aren't real words."

👉 Write *wasteful*, *wastefully*, and *wastefulness* on word cards to add to the cumulative word deck.

💡**Inquiry Space Reminder:**
The group should regularly add new words to the Inquiry Space to help them connect ideas from the Breaking Words component to their ongoing learning about the topic.

Implementation Indicators for Breaking Words

These implementation indicators were used by researchers during the initial development of K.L.I. to confirm that lessons produce the forms of thinking and talking specified in the theory of the intervention. When implementing K.L.I. in their own classrooms, teachers can use the implementation indicators listed below to examine and refine their implementation quality.

	Indicator	Clearly observable in the lesson?
1	Teacher explicitly uses the Breaking Words Prompt Card, pointing to it or referencing it at least two times during the lesson.	☐ Yes ☐ No
2	Every student in the group is seen/heard attempting to engage in at least one routine on the Breaking Words Prompt Card during the lesson.	☐ Yes ☐ No
3	Students (with teacher support, if needed) count the number of syllables in the spoken word for at least two words.	☐ Yes ☐ No
4	Students (with teacher support, if needed) use the word in a sentence or explain a kid-friendly definition, for at least two words.	☐ Yes ☐ No
5	Students (with teacher support, if needed) divide the word into syllables (e.g., use scissors to cut the word apart), for at least two words.	☐ Yes ☐ No
6	Teacher helps students check the logic of their syllable juncture choices, for at least two words.	☐ Yes ☐ No
7	Teacher/Student Leader scrambles the syllables and students reassemble the word, for at least two words.	☐ Yes ☐ No
8	Students practice writing the word from memory, for at least two words.	☐ Yes ☐ No
9	Teacher/Student Leader prompts students to think about what they learned about the syllables to help them spell the two target words.	☐ Yes ☐ No
10	Teacher selectively presents at least two affixes (prefixes or suffixes) for a word, and asks/helps students to add to the word to make new (transformed) words. Teacher uses this strategy for at least two words.	☐ Yes ☐ No
11	For at least one transformed word, students (with teacher support, if needed) define or use the new word in a sentence.	☐ Yes ☐ No

12	The teacher explicitly links at least one word to the group's ongoing inquiry topic (e.g., by reminding students of where they have seen the word in another component, or asking for a sentence that relates to the topic) at some point during the lesson.	☐ Yes ☐ No
13	The teacher prompts students to talk about the morphological structure of a word (or demonstrates or provides modeling of morphological reflection) at least once during the lesson.	☐ Yes ☐ No
14	All students engage in metalinguistic talk about the morphological structure of a word (e.g., explaining how an affix changes a word's meaning) at least one time.	☐ Yes ☐ No

Sentence Workshop Implementation Guide

Overview and Purpose

Explains the importance of Sentence Workshop and its role in the K.L.I. framework.

Materials and Resources

Lists resources used to plan and implement Sentence Workshop.

Implementation

Outlines the three-part routine of building, manipulating, and combining sentences.

Supporting Multilingual Learners

Highlights opportunities for leveraging students' home languages.

Glossary of Key Terms

Defines terms used in the Sentence Workshop component.

Sample Lesson Plan

Provides a fully guided example lesson with extensive teacher modeling and structured routines.

Implementation Indicators for Sentence Workshop

Helps teachers examine and refine their implementation quality.

Overview and Purpose

Why Sentence Workshop Matters

The Sentence Workshop component is a vital part of the K.L.I. intervention, designed to build students' syntactic awareness and enhance their ability to understand and construct complex sentences. This process focuses on three key areas that are integral to written language comprehension:

- **Syntactic Awareness**: Develops students' ability to recognize and manipulate sentence structures, fostering comprehension and expressive language skills.
- **Morphosyntax**: Strengthens understanding of how word forms (e.g., tense, number) and sentence structures interact to convey meaning.
- **Metalinguistic Collaboration**: Engages students in collaborative sentence analysis and construction, promoting critical thinking and exploration of language.

What Teachers Should Know

Sentence Workshop lessons are designed to be interactive, engaging, and efficient, typically lasting 20 minutes. Each session follows a consistent three-part structure to ensure systematic skill development:

1. **Building and Expanding Sentences**
   Students begin by constructing simple phrases and sentences, and then they expand them with additional details to build complexity and meaning.

2. **Manipulating Sentence Structure**
   Through guided prompts, students modify sentences to explore the relationship between morphology, syntax, and meaning.

3. **Combining Sentences to Construct a Mystery Sentence**
   Students combine multiple sentences into one complex, multi-clause sentence, reinforcing their understanding of syntax and cohesion.

The sentences are carefully planned ahead of time. They state important ideas related to the inquiry topic. The mystery sentence is made up of multiple clauses with a challenging level of complexity. The mystery sentence is often created by combining the two sentences together with an appropriate conjunction or by embedding one sentence into another.

A brief example of the basic structure of the sentence building, expanding, and combining routines used in Sentence Workshop is depicted here:

1. The teacher guides the students to build sentences using the word cards:

Earth   fall   toward   rocks

- *Rocks fall toward Earth.*

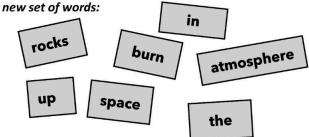**2. "What new sentences can you build if you add these words?"**

space   from

- *Rocks from space fall toward Earth.*
- *Rocks fall from space toward Earth*

3. "What new sentences can you build if you add these words?"

quickly   day   every

- *Rocks from space fall quickly toward Earth every day.*
- *Every day, rocks from space fall quickly toward Earth.*

4. Then the teacher repeats the process with a new set of words:

rocks   in   burn   atmosphere   up   space   the

- *Space rocks burn up in the atmosphere.*
- *In the atmosphere, space rocks burn up.*

5. "What new sentences can you build if you add this word?"

usually

- *Space rocks usually burn up in the atmosphere.*
- *Usually, space rocks burn up in the atmosphere.*

6. "Which two words you could remove and replace with this word without changing the meaning of the sentence?"

they

- *Usually, they burn up in the atmosphere.*
- *They usually burn up in the atmosphere.*

7. "Now that we have built two sentences, let's combine them."

and   but   although

- *Rocks from space fall quickly toward Earth every day, and they usually burn up in the atmosphere.*
- *Rocks from space fall quickly toward Earth every day, but they usually burn up in the atmosphere.*
- *Although rocks from space fall quickly toward Earth every day, they usually burn up in the atmosphere.*

The sentences created in Sentence Workshop focus on a few specific language features that are often found in complex sentences in academic texts in written English. These include:
- Adding adjectives to modify a noun, usually before the noun
- Adding adjectival clauses that modify nouns or noun phrases, often after the noun; these can include appositives (a description or definition of a noun set off in the sentence by commas), prepositional phrases (starts with a preposition and adds information about the noun), or relative clauses (starts with a relative pronoun such as *that* or *who*)
- Adding adverbs to modify a verb or adjective
- Adding subordinate adverbial clauses that modify the action of the independent clause (giving information about the time, place, manner, or condition of the action)
- Combining sentences using coordinating conjunctions
- Combining sentences by embedding an adjectival or adverbial clause from one sentence into another
- Use of pronoun replacements to avoid redundancy across clauses

How Sentence Workshop Fits into K.L.I.

Sentence Workshop is a recurring component across each module, providing students with iterative practice in analyzing and constructing sentences that align with module content. By integrating sentence-level work with broader inquiry topics, this component helps students connect language structures to content knowledge. Through guided practice, collaboration, and metalinguistic thinking, students develop the skills to comprehend and compose complex sentences.
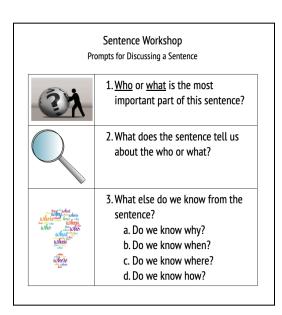
Materials and Resources

To effectively implement Sentence Workshop lessons, teachers will need the following resources:

🟦 **Word Cards**
- Notecards used to construct sentences
- These can be prepared in advance or the teacher can quickly write the words on the cards during the lesson.

📋 **Sentence Workshop Prompt Card**
- Includes three prompts/questions for discussing the meaning of a sentence
- Provides a consistent structure for students to follow as they explain and monitor their understanding of sentences

Sentence Workshop
Prompts for Discussing a Sentence

1. <u>Who</u> or <u>what</u> is the most important part of this sentence?

2. What does the sentence tell us about the who or what?

3. What else do we know from the sentence?
   a. Do we know why?
   b. Do we know when?
   c. Do we know where?
   d. Do we know how?

📝 **Inquiry Space Materials**
- Tools for adding the mystery sentence to the class Inquiry Space, such as:
  - Anchor charts or bulletin board space
  - Digital collaboration tools for displaying sentences
  - Sticky notes or sentence strips to document sentences and their connections to module content

💡 **Tips for Preparation**
- Prepare word cards, prompts, and materials in advance to ensure smooth transitions during lessons.
- Keep extra blank cards on hand for flexibility in adapting to students' needs during the routines.

Implementation

Sentence Workshop lessons follow a three-part routine to develop students' syntactic awareness and deepen their understanding of complex sentence structures.

Part 1: Building and Expanding Sentences

The first part of the lesson focuses on constructing and expanding two **kernel sentences** (simple sentences that form the foundation for complex sentences).

Each of the two kernel sentences is built iteratively, as follows:

- The teacher starts by giving students a stack of word cards needed to create the first sentence, usually a simple sentence with a subject and verb. The cards are displayed on the table so that all students can see and move them around.

- As a group, students put the words in order to make a complete idea.

- Then the teacher selectively displays additional word cards, prompting students to add the new words in the appropriate places to expand the original sentence. In general, this will sound like this: "Let's expand this sentence by adding the word(s)... in the appropriate place. Where can we put these words to make a longer sentence about our topic that still makes sense?" The added words will usually make the sentence longer by expanding the noun/noun phrases (in the case of adjectives or adjectival clauses) or adding dependent adverbial clauses.

  It is not important or useful for students to hear or use these linguistic terms while building sentences. Instead, they should monitor whether it makes sense to add a word or phrase in a particular place in the sentence (e.g., Does that sound right? Does that make sense when I hear it? What information does that phrase

add here?). Just like in the other K.L.I. components, the teacher should model and guide as needed at first, and then gradually give students more responsibility for constructing sentences.

- At each step after new words have been added, the teacher asks students to read the expanded sentence aloud to check to see if the sentence makes sense. The teacher should also help students notice how the content of the sentence connects to their ongoing module (e.g., "Does this remind you of anything we have already been learning about?") and discuss any new information or knowledge the sentence provides. The group should use the Sentence Workshop Prompt Card to facilitate quick discussion of the meaning of the expanded sentence.

- In many cases, there will be multiple ways to arrange the words to make meaningful and grammatical sentences. When time permits, the teacher can ask the students to re-order the cards to make a new sentence that expresses the same idea.

- Once the first kernel sentence has been completed (with all words added), the teacher scoops up the word cards and sets them aside in a stack in order. Then a new set of cards is used to create the next kernel sentence.

Part 2: Manipulating Sentence Structure

The second part of the lesson focuses on morphosyntactic manipulation, helping students understand how changes in word forms and sentence structures affect meaning. Morphosyntax is a word used by linguists to describe the interplay of morphology (meaningful parts of words such as suffixes) and syntax (the grammatical regularities that govern how words are put together in sentences). Some aspects of word-level structure are related to sentence-level structure. In particular, the suffix of a verb signals its tense (past, present, future, etc.) and number (singular or plural), which must agree with the rest of the sentence for the sentence to make sense.

To help students attend to morphosyntax, the teacher prompts them to adjust a kernel sentence based on a change made to one of the words or phrases. This brief routine is completed for only one of the kernel sentences, immediately after it is built, using one of the following approaches:

1. The teacher might change a verb in the sentence to a different tense (e.g., past to future), and then ask students to adjust the rest of the sentence so that it makes sense.

   Kernel sentence: ***Asteroids entered the Earth's atmosphere last year.***
   "What if I changed the beginning to say *Asteroids will enter*? What else would need to change in the sentence so it would make sense?"
   Asteroids will enter the Earth's atmosphere next year.

2. The teacher might add or change an adverbial clause (thus, shifting the time or tense of the sentence). Then, they would ask students to adjust the rest of the sentence so that it makes sense with this different clause.

   Kernel sentence: ***Asteroids entered the Earth's atmosphere last year.***
   "What if I changed the ending to say *next year* instead of *last year*? What else would need to change in the sentence so it would make sense?"
   Asteroids will enter the Earth's atmosphere next year.

3. The teacher might change the number of a noun or pronoun in the sentence, asking students to adjust the rest of the sentence to preserve its meaning.

   Kernel sentence: ***Space rocks fall toward Earth.***
   "What if I changed the beginning to say *A space rock*? What else would need to change in the sentence so it would make sense?"
   A space rock falls toward Earth.

Students work together to (verbally) make the appropriate changes based on the prompt. This can include changing verb endings, removing adverbs, changing the order of the sentence, etc. Students do not need to use linguistic terms (like naming verb tenses or parts of speech) to explain their changes. When it is useful, the teacher can scaffold the discussion by creating new word cards (e.g., with verbs in a different tense) so students can see and read the modified sentence. They should do this without modifying the original word cards in the kernel sentence, as these will be needed in the final routine.

Part 3: Combining Sentences to Construct the Mystery Sentence

The final part of the lesson challenges students to combine the two kernel sentences into a single, complex **mystery sentence** that incorporates all relevant information. With both kernel sentences rebuilt and displayed on the table in front of the group, the teacher gives a specific prompt for how the sentences should be combined. In most cases, the prompt will be one of the following:
- "Use this connecting word [e.g., but] to combine these sentences into one longer sentence that means the same thing as the individual sentences."
- "Combine these sentences into one longer sentence by putting one of the sentences inside the other one in the place that makes most sense."

The teacher will provide the additional word cards needed (e.g., conjunctions and pronouns). Then, students will work together to build the mystery sentence using all the cards. The teacher will need to model and guide the students at first, and then students will take ownership of the process in later lessons.

Often, after the sentences are combined, the students will need to do one additional manipulation to remove redundant words that appear in both kernel sentences,

replacing them with pronouns in one of the clauses. When adding a pronoun, the teacher should remind the students, "This word will take the place of other words in one part of the sentence, so be sure that when you add it, you remove the word cards it is replacing." Depending on the level of scaffolding needed for the group, the teacher can tell the students which cards the pronoun will replace or have them figure it out as a group.

Once the mystery sentence is built, students should read it aloud and check to make sure it makes sense in relation to the broader content they are learning across the module.

Then the teacher (or in later lessons, a designated student) should add the sentence to the group's Inquiry Space.

Key Strategy: Using Metalinguistic Prompts Across the Sentence Workshop Routine

Metalinguistic prompts are a powerful tool in Sentence Workshop, encouraging students to think critically about how sentences are structured and how changes to words or phrases affect meaning. The consistent use of these prompts ensures that students are actively engaged in the learning process and helps them internalize key skills for analyzing and constructing sentences.

How to Use Metalinguistic Prompts

Building and Expanding Sentences   During this step, prompts help students explore where words and phrases fit in a sentence and how they contribute to meaning. Teachers use prompts to: • Scaffold decision-making: *"Where might this phrase go to make the sentence more detailed?"*   • Encourage multiple solutions: *"Can we try this phrase in a different place? Does the meaning stay the same?"*   • Connect to the module content: *"How does this sentence relate to what we're learning about?"*
Manipulating Sentence Structure   Prompts guide students as they modify sentences to reflect changes in verb tense, clauses, or word forms. Key uses include: • Highlighting sentence agreement: *"If we change this verb to past tense, what other adjustments do we need?"*   • Encouraging reflection on meaning: *"What new information does this clause add to the sentence?"*   • Scaffolding trial and error: *"Let's try moving this phrase here—does it still make sense?"*

Combining Sentences to Create the Mystery Sentence
This routine integrates all the skills practiced earlier, and prompts ensure students collaborate effectively. Teachers use prompts to:
- Focus on cohesion: *"What word can we use to connect these sentences smoothly?"*
- Address redundancy: *"Do we need to replace this word with a pronoun? Why?"*
- Reflect on outcomes: *"What does this mystery sentence teach us about our topic?"*

Tips for Integrating Prompts Effectively

1. **Be Intentional**: Use prompts to address specific student needs, such as clarifying meaning or guiding placement of a word or phrase.

2. **Encourage Collaboration**: Use open-ended prompts to stimulate discussion and allow students to share reasoning.

3. **Foster Reflection**: Regularly ask students to explain their choices and how changes affect sentence meaning.

4. **Adapt to Students' Confidence**: Gradually decrease scaffolding as students gain proficiency, allowing them to use prompts independently.

Why This Matters

The consistent use of metalinguistic prompts transforms Sentence Workshop from a procedural activity into a deeper learning experience. By emphasizing this strategy, teachers help students develop transferable skills for understanding and constructing complex sentences.

Key Strategy: Implementing Sentence Workshop with Small Groups

Small group instruction benefits students by fostering collaboration, providing individualized support, and ensuring everyone has an opportunity to participate. Each student should have a role in the lesson, whether by moving a card, suggesting where a word fits, or reading a sentence aloud. Thoughtful turn-taking strategies ensure all students are actively involved.

Potential Turn-Taking Strategies

Shared Collaboration
Students are given the set of word cards as a group and told to work together to build or manipulate the sentence. This is the typical approach in most Sentence Workshop lessons.

Whole Sentence Turn-taking
Students alternate turns for each sentence building portion of the lesson. For example, Student A takes a turn building sentence #1, while Students B and C provide support and assistance as needed; Student B takes a turn building sentence #2, while Students A and C provide support as needed; Student C takes a turn doing the mystery sentence, while Students A and B provide support.

Frequent Turn-taking
Teacher calls on a different student for every single step, alternating between students or following a sequence. For example, Student A starts by building sentence #1; Student B takes the next turn adding words; Student C takes the next turn adding words. Then Student A takes a turn with the morphosyntax manipulation routine; then Student B builds sentence #2; then Student C adds words; then Student A adds the next set of words, and so on.

Director, Card Mover, Checker
Each student takes on a designated role. One student handles the cards, while another student directs where each card should go, and the third student checks and reads aloud the sentence. Roles should alternate regularly.

By integrating these strategies, teachers can ensure that every student participates meaningfully and that the lesson stays on track.

💡 **Tips for Success**
- Use collaborative turn-taking strategies to ensure all students participate.
- Gradually release responsibility to students as they gain confidence with the routines.

Supporting Multilingual Learners in Sentence Workshop

The Sentence Workshop component provides meaningful opportunities for multilingual learners to draw on their full linguistic repertoire while developing syntactic awareness.

Multimodal and Visual Supports

- Teachers may provide visual aids, such as word cards or graphic organizers, to support comprehension and sentence construction. Teachers should pair visuals with written or spoken explanations in students' home languages when possible.

Encouraging Peer Collaboration

- Teachers can pair multilingual learners with peers who speak the same home language to allow for collaborative meaning-making in their preferred language.
- Teachers should encourage students to explain their thinking in their home language to a peer before sharing in English, building confidence and clarity.

💡 **Tip for Success**

Consistently validate students' use of their home languages as an asset in learning. By integrating their full linguistic knowledge into Sentence Workshop routines, teachers can support deeper comprehension and empower students to succeed in English academic contexts.

Glossary of Key Terms

Adjectival Clause: A clause that modifies a noun or pronoun, often introduced by relative pronouns such as *who, that,* or *which.*

Adverbial Clause: A clause that modifies a verb, adjective, or another adverb, providing information about time, place, manner, or condition.

Cohesion: The quality of a sentence or text where ideas are connected logically and smoothly, often through the use of conjunctions and pronouns.

Conjunction: A word used to connect clauses or sentences, such as *and, but, because,* or *although.*

Embedded Clause: A clause that is inserted into another sentence or clause, often providing additional information.

Expanded Sentence: A sentence that includes additional details, such as adjectives, adverbs, or clauses, to convey more specific information.

Kernel Sentence: A simple, basic sentence that serves as the foundation for building more complex sentences.

Metalinguistic Thinking: The ability to reflect on and analyze language structures and their functions, often used to enhance sentence construction and comprehension.

Morphosyntax: The interaction between word forms (morphology) and sentence structures (syntax) that conveys meaning.

Mystery Sentence: A complex, multi-clause sentence created by combining two or more kernel sentences, often using conjunctions or embedded clauses.

Pronoun: A word that takes the place of a noun, such as *he, she, it,* or *they;* used to avoid repetition.

Redundancy: Unnecessary repetition of words or ideas within a sentence or text, which can be removed for clarity and conciseness.

Relative Pronoun: A word like *who, whom, whose, which,* or *that* used to introduce adjectival clauses.

Syntactic Awareness: The understanding of how words are arranged within sentences to convey meaning, including knowledge of grammar, sentence structure, and word order.

Sentence Workshop Sample Lesson Plan

Lesson Title: *Sentence Workshop Lesson A (Elaborative)*
Module: *Space Pollution*

🚦 Lesson Reminders

- **Prioritize Active, Collaborative Participation:** Use flexible turn-taking strategies to ensure all students engage—whether by moving cards, leading a step, or reading aloud. One shared card set per group keeps the pace brisk and focused.
- **Connect Sentences to Module Content:** Prompt students to reflect on how the sentence supports inquiry themes (e.g., "What does this sentence teach us about our topic?") to reinforce disciplinary relevance.

Prepare your Materials

If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. Note: some cards consist of entire phrases as indicated by the brackets [ ].

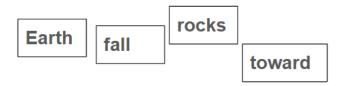| |
|---|
| **Word Cards for Sentence #1:**

Earth, fall, rocks, toward
space, from
quickly, [every day] |
| **Word Cards for Sentence #2:**

[burn up], rocks, space
usually, atmosphere, the, in
they, because, [almost never], crash |
| **Word Cards for the Mystery Sentence:** *but, they* |

Build Sentence #1 (⏱ ~5 minutes)

Sentence #1: Rocks from space fall quickly toward Earth every day.
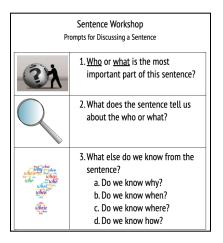
> *Teacher*: "Today we are going to build a sentence that is about our topic of objects in space. We are going to start with a few words, and then we'll add more

words to make the sentence longer and longer. Here on the table I have some word cards."

👉 Read each card as you lay it out.

Earth fall rocks toward

Teacher: "Can you build a sentence that makes sense using all these word cards?"

👉 Provide support as needed so that students build: *Rocks fall toward Earth.* Then direct the students to the first question on the prompt card.

Sentence Workshop
Prompts for Discussing a Sentence

	1. <u>Who</u> or <u>what</u> is the most important part of this sentence?
	2. What does the sentence tell us about the who or what?

	3. What else do we know from the sentence?
	   a. Do we know why?
	   b. Do we know when?
	   c. Do we know where?
	   d. Do we know how?

Teacher: "Let's talk about what is going on in this sentence. Here we have some questions on this prompt card that will help us. Our first question is, 'Who or what is the most important part of this sentence?'"

💬 Call on students and guide discussion.

Teacher: "Yes, rocks are the most important part of this sentence; that's the 'what' in the sentence. We've read a little bit about that in Discovery Reading. Let's look at our second question: 'What do we know about the rocks? Do we know what they are doing?'"

💬 Call on students and guide discussion.

Teacher: "Yes, we know they are falling. Now, let's add on to this sentence by adding these words in the appropriate places. Where can we put these words to make a longer sentence about our topic that still makes sense? Let's try it."

space	from

👉 Give students time to add words. Provide support or feedback as necessary.

Teacher: "Can you read what you have added to this sentence?"

Student: "Rocks fall toward space from Earth."

Teacher: "Hmm, does that sound right? When I hear that, I wonder if that sentence really makes sense and matches what we have been learning in our reading. Rocks don't fall in that direction, from Earth toward space. Let's try again."

👉 Give students more time to build the sentence and follow the feedback routine again, until an appropriate sentence is built:

- *Rocks fall toward Earth from space.*
- *Rocks from space fall toward Earth*.

👉 Direct students back to the prompt card for the third question.

Teacher: "When we added just those two words, what else do we now know about the rocks?"

💬 Call on students.

Teacher: "Yes, we now know where the rocks are falling from–space."

👉 After giving students up to two attempts to arrange the words, if they are still not successful, you should intervene. When you do, you can choose one of three approaches:

1. Combine the words *from space* into one phrase, then model inserting that phrase into different parts of the sentence. Read each option aloud and check whether it makes sense each time, continuing until the sentence clearly conveys the intended idea.
2. Directly explain how the sentence should be organized, such as: "In our first sentence, we said that rocks fall toward Earth. Now let's use these new words to say something about where the rocks come from. Where do the rocks fall from?" Give students a moment to use the cards to build a sentence using this hint.
3. If needed, move the cards to the right place, but keep them in the wrong order, so that students can see where they go in the sentence but still have to think about the order of the phrase. "I am going to move our word cards 'space' and 'from' over here after the

word 'rocks.' This way it's closer to the word it tells us about. Now can you put them in the right order in this part of the sentence to form an idea that makes sense?"

Teacher: "Let's expand it one more time. Where can we put these cards to add a little more information to this sentence?"
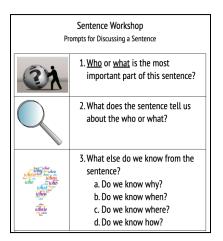
quickly		every day

👉 Allow students to build sentence, using the feedback routine and helping the students generate one of these possible sentences or equivalent:

- *Rocks from space fall quickly toward Earth every day.*
- *Rocks fall quickly from space toward Earth every day.*
- *Every day, rocks fall quickly from space toward Earth.*

Teacher: "OK, read the sentence you wrote. Does that sentence make sense?"

💬 Call on students.

Teacher: "Yes. It does. It looks like we learn more about these rocks by just adding a few extra words. Let's look again at the third question from our prompt card. Do we learn about where, when, or how often these rocks fall toward Earth?

👉 Continue to direct student to the Sentence Workshop Prompt card.

	Sentence Workshop
	Prompts for Discussing a Sentence
	1. <u>Who</u> or <u>what</u> is the most important part of this sentence?
	2. What does the sentence tell us about the who or what?
	3. What else do we know from the sentence?
	a. Do we know why?
	b. Do we know when?
	c. Do we know where?
	d. Do we know how?

💬 Call on students.

Teacher: "By adding the words, *quickly* and *every day*, we learn how the rocks are falling and how often. That's what we have learned from our reading about objects in space. There are lots of small rocks that fall toward our planet."

👉 If time permits, let students see multiple options so they can see how the words can be positioned differently and still make sense.

Manipulate Morphosyntactic Structure of Sentence #1 (⏱~3 minutes)

✌️ Note: This routine is placed here in this lesson plan, but it could be done anytime while building sentences (i.e., after you have built a whole expanded sentence, or after the first expansion of a sentence, etc.). The key is that at one point during the lesson, the teacher follows a routine to help students manipulate the morphosyntactic structure of a sentence.

👉 This is a verbal activity; you can add or move cards around as needed, but do not alter the original cards because you will need them again for the next part of the routine.

Teacher: "What if we changed a phrase in this sentence? What if instead of *every day*, the sentence said *last week*? What if it said: *Rocks from space fall quickly toward Earth last week*. What would we need to change about the rest of the sentence to make that sentence make sense?"

💬 Call on students.

Teacher: "Right, the problem with this sentence now is the word *fall*. If this only happened *last week* instead of *every day*, that means it happened in the past. So how can we change the word *fall* to show this only happened in the past?"

💬 Call on students.

Teacher: "Yes, we can say *fell* instead. *Rocks from space fell quickly toward Earth last week.* Let's look back at our prompt card. What did we learn by changing the words *last week*? Right, we learn about when this happened. Great! This is saying it's not happening every day, it already happened just last week. But we will keep every day because it's actually more accurate."

Build Sentence #2 (⏱~5 minutes)

✌️ Remove the word cards from Sentence #1 and place them off to the side. Put them in a nested stack, keeping them in order, to make it easier to quickly rebuild the mystery sentence later.

Teacher: "Now I'm going to move these and keep them right here because we'll come back to them in a moment, but now we are going to build a different sentence. Can you create a sentence using these word cards?"

👉 Read each card while displaying it on the table. Place them on the table for students to arrange.

| rocks | space | burn up |

👉 Students build: *Space rocks burn up.*

Teacher: "OK, read that sentence aloud to me. Does it sound right? Is it logical?"

💬 Allow for student response. Affirm correct answers.

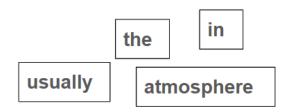👉 Direct students to refer to the prompt card.

Teacher: "Can you tell me who or what is the most important part of this sentence?"

💬 Allow for student response.

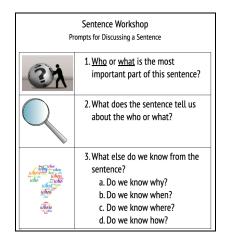*Teacher:* "Yes, we're talking about space rocks, great job! And what do we know about space rocks?

💬 Allow for student response.

Teacher: "That's right, they are burning up. Let's add on to this sentence with a few more words. Can you add these word cards to the sentence?"
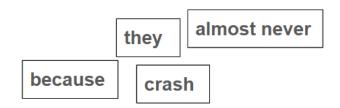
| the | in |
| usually | atmosphere |

💬 Encourage students to manipulate the cards and talk through the sentence as they consider how to arrange the cards.

👉 Provide feedback and scaffolding as needed. Students can build the sentence: *Space rocks usually burn up in the atmosphere.* Prompt students to read the sentence aloud once it is built.

Teacher (referring to question three on the Prompt Card.): "By adding these words to our sentence, what else do we learn about these space rocks?"

Sentence Workshop
Prompts for Discussing a Sentence

	1. <u>Who</u> or <u>what</u> is the most important part of this sentence?
	2. What does the sentence tell us about the who or what?

	3. What else do we know from the sentence?
	   a. Do we know why?
	   b. Do we know when?
	   c. Do we know where?
	   d. Do we know how?

💬 Allow for student response.

Teacher: "Let's expand it one more time with these words."

they

almost never

because

crash

💬 Encourage students to manipulate the cards and talk through the sentence as they consider how to arrange the cards. Students can build the sentence: *Space rocks almost never crash because they usually burn up in the atmosphere.*

👉 Provide feedback and scaffolding as needed. Have students read the sentence aloud after it is built.

Teacher (referencing Prompt Card): "Can we answer questions about when, how, why, or even how often the space rocks crash?"

💬 Allow for student response.

Combine Sentences to Form the Mystery Sentence (⏱️~5 minutes)

🤞 Place sentence #1 (already built) back on the table so that both sentences are arranged in front of the students. Do not spend time asking students to rebuild the sentences; put them back on the table intact.

Teacher: "Alright, today we have built two sentences. Let's take a second and read each one and talk briefly about the ideas in these sentences. First, we built *Rocks from space fall quickly toward Earth every day*, and our second sentence was *Space rocks almost never crash because they usually burn up in the atmosphere*. Hm, so in the first sentence, remind me who or what is the most important part? What do you think it means that rocks from space fall toward our

Earth every day? Does that surprise you? What do you picture in your mind?"

💬 Lead students in a very short discussion.

Teacher: "Right. But do we usually walk along and just boom! A rock from space falls on us? Do you see space rocks falling out of the sky all the time? No! Right? Maybe that's because of the second sentence. Space rocks almost never crash because they usually burn up in the atmosphere. What else do we learn about these space rocks? Let's talk about what this sentence is saying."

💬 Allow for student discussion.

Teacher: "Right. We don't walk along the street getting hit by space rocks because by the time the rocks from space enter Earth's atmosphere, that air that surrounds our planet burns them right up. So we've got two really important ideas here: space rocks are falling towards us every single day, but they are also burning up in the atmosphere. Let's combine these ideas… Now we are going to put these two sentences together to make one big mystery sentence. We are going to combine the two sentences using this word *but*."

👉 Lay out *but* word card.

but

Teacher: "Where can we place this word *but* to combine the two sentences?"

👉 Have student places word card, with support as necessary.

Teacher: "Great job. Let's read our big mystery sentence: *Rocks from space fall quickly toward Earth every day, but space rocks almost never crash because they usually burn up in the atmosphere.* This makes sense, right? But we are repeating *'rocks'* and '*space rocks*' a lot. Sometimes, when we don't want to say the same noun over and over again, we can use a pronoun to replace one of the nouns instead. Look at this word card: *they*. Now look at your sentence. Which two words could you remove and replace with this word *they* without changing the meaning of the sentence?"

👉 Lay out *they* word card.

they

Allow the students to try placing the word card, providing support or feedback as needed. If students are stuck, model how to test different positions by moving the word *they* around and checking if it makes sense in context, such as: "What if I took out *from space*? *Rocks they fall quickly toward Earth every day*. No, that's not right! How about *every day*? *Rocks from space fall quickly toward Earth they*? No, that doesn't make sense either!" Highlight that a pronoun like *they* usually

replaces the noun the second time it appears in a sentence, once the reader already knows *they* refers to *space rocks*.

Teacher: "Great. Yes, we insert *they* for *space rocks* because the first part of the sentence introduced the noun so we don't need to say *space rocks* again. Alright, I think we have built our mystery sentence! Can you read this beautiful sentence out loud to me one last time?"

Students: Rocks from space fall quickly toward Earth every day, but they almost never crash because they usually burn up in the atmosphere.

Teacher: "Excellent job building this complex sentence today. It's got some really important ideas in it, so let's add it to our inquiry space."

👉 You or your students record the sentence on the Inquiry Space.

Implementation Indicators for Sentence Workshop

These implementation indicators were used by researchers during the initial development of K.L.I. to confirm that lessons produce the forms of thinking and talking specified in the theory of the intervention. When implementing K.L.I. in their own classrooms, teachers can use the implementation indicators listed below to examine and refine their implementation quality.

	Indicator	Clearly observable in the lesson?
1	Teacher follows the iterative sentence building routine, providing a few word cards at a time for students to move around to create a meaningful topic-related sentence.	☐ Yes ☐ No
2	Students (with teacher support as needed) collaborate to build at least two kernel sentences using the word cards provided by the teacher.	☐ Yes ☐ No
3	Every student in the group is seen/heard attempting to engage in the sentence building and/or combining routines at least once during the lesson (e.g., moving cards, reading aloud, answering a question, any form of participation).	☐ Yes ☐ No
4	Teacher uses prompts and questions that promote students' metalinguistic thinking (e.g., Does that sound right? Does that make sense when I hear it?)	☐ Yes ☐ No
5	For at least one sentence, the teacher changes one of the words or phrases (e.g., a verb to a different tense, adverbial clause, noun/pronoun) and asks students to adjust the rest of the sentence to have it make sense (morphosyntactic manipulation routine).	☐ Yes ☐ No
6	Teacher follows the sentence combining routine, giving students a specific prompt for how the kernel sentences should be combined into one multi-clause sentence.	☐ Yes ☐ No
7	Students (with teacher support as needed) collaborate to use the word cards to combine the kernel sentences to create a multi-clause sentence.	☐ Yes ☐ No
8	After adding a new addition to a sentence, students check to make sure the sentence makes sense (at least three times during the lesson, can be during building or combining routines) after either teacher or students reads it aloud.	☐ Yes ☐ No
9	The teacher explicitly connects at least one idea from a sentence to the broader content that they have read and learned in Discovery Reading and/or other components (e.g., by reminding students of what they have learned previously, or asking for how the sentence relates to the topic) at some point during the lesson.	☐ Yes ☐ No

10	Teacher prompts students to talk about morphosyntax or sentence structure (or demonstrate or provide modeling of these elements).	☐ Yes ☐ No
11	Students at some point in the lesson engage in metalinguistic talk about morphosyntax or sentence structure (e.g., stating how one change in the sentence affects the rest of the sentence, noting that a phrase doesn't make sense when a word is added or removed, or explaining where a new word should be added).	☐ Yes ☐ No
12	Teacher (or student) records the full mystery sentence to add to the Inquiry Space.	☐ Yes ☐ No

Uncover the Structure Implementation Guide

Overview and Purpose

Explains the importance of Uncover the Structure and its role in the K.L.I. framework.

Materials and Resources

Lists resources needed for planning and implementing Uncover the Structure.

Implementation

Outlines steps for teaching each part of the six-step Uncover the Structure routine.

Supporting Multilingual Learners

Highlights strategies to support comprehension and participation through students' home languages.

Glossary of Key Terms

Defines terms used in the Uncover the Structure component.

Sample Lesson Plan

Provides a detailed model lesson that illustrates each step of the routine with full teacher support.

Implementation Indicators for Uncover the Structure

Provides implementation indicators teachers can use to examine and refine their implementation quality.

Overview and Purpose

Why Uncover the Structure Matters

Uncover the Structure enhances students' comprehension of expository texts by helping them recognize and use text structures to build accurate mental models. This component empowers students to identify organizational patterns in texts, improving their ability to summarize, analyze, and synthesize information. The following key features define its focus and purpose:

- **Awareness of Text Structures**: Strengthens students' ability to identify common expository structures—compare and contrast, sequence, cause and effect, and description—enabling them to navigate complex texts with confidence.
- **Signal Word Recognition**: Teaches students to recognize and interpret signal words that indicate organizational patterns.
- **Graphic Organizers**: Provides visual tools to support comprehension and help students organize ideas in alignment with the structure of the text.

What Teachers Should Know

Uncover the Structure lessons are designed to be concise and focused, typically lasting 20 minutes. Each session follows a six-step sequence to ensure systematic skill development:

1. **Reviewing the Text**
   Students revisit a familiar text (e.g., Text 3 from Confident Reading) to establish a foundation for the lesson.

2. **Identifying the Structure**
   Teachers introduce or review the targeted text structure and guide students in selecting the appropriate graphic organizer.

3. **Identifying Signal Words**
   Students locate and discuss signal words within the text that indicate its organizational structure.

4. **Structure-Related Questioning**
   Teachers pose targeted questions aligned with the text structure to deepen comprehension.

5. **Completing the Graphic Organizer**
   Teachers and students collaboratively record ideas from the text into a graphic organizer that reflects its structure.

6. **Summarizing Aligned to the Structure**
   Using the graphic organizer, students summarize the text orally and in writing,

ensuring their summaries reflect the text's structure, signal words, and key vocabulary.

How Uncover the Structure Fits into K.L.I.

Uncover the Structure integrates seamlessly with other K.L.I. components, using texts from Confident Reading to reinforce and expand students' comprehension skills. By focusing on expository text structures, this component equips students with essential tools for understanding academic texts. Through repeated practice with signal words, graphic organizers, and structure-aligned summaries, students build the skills necessary for success across content areas.

Materials and Resources
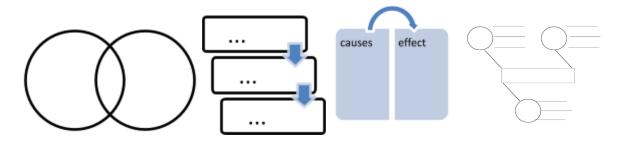
To effectively implement Uncover the Structure lessons, teachers will need the following resources:

📘 Text 3 from Confident Reading
- A short, expository text with an identifiable organizational structure
- Each student should have their own copy to reference during the lesson.

📝 Graphic Organizers
- Blank organizers designed for each text structure (compare and contrast, sequence, cause and effect, and description)

💡 Tips for Preparation
- Familiarize yourself with the day's text and its structure before the lesson.
- Prepare graphic organizers and review signal words in advance to ensure smooth transitions during instruction.

Implementation

Uncover the Structure lessons are designed to help students identify and use expository text structures to enhance comprehension.

Preparing for the Lesson

Teachers should familiarize themselves with the four expository text structures taught in the K.L.I. intervention, their associated signal words, and graphic organizers. This preparation allows for seamless instruction and helps students visualize and organize their understanding of text structures.

The Four Text Structures Taught in K.L.I. Modules

Structure*	Signal Words	Graphic Organizer	Example Questions
Compare and Contrast	Compare: same as, similar(ly), both, have in common, alike. Contrast: different, however, in comparison, but, on the other hand.		What are similarities and differences in how dolphins and bats communicate?
Sequence	First, second, initially, before, next, then, finally, now, following, after.		How did scientists develop the Mars Rover?

Cause and Effect	Because, as a result, consequently, leads to, produces, therefore, is caused by, if...then.		What are some reasons why the spacecraft was not able to take off successfully?
Description	For example, for instance, specifically, such as, looks like, sounds like, feels like, in particular.		What did we learn about the three types of robots?

*Examples are from: Roehling, J. V., Hebert, M., Nelson, J. R., & Bohaty, J. J. (2017). Text structure strategies for improving expository reading comprehension. *The Reading Teacher, 71*(1), 71-82. Note: there are additional structures that could be taught using the same Uncover the Structure approach, including problem/solution, but the current intervention materials only address the four listed here.

Lesson Steps

1. Reviewing the Text
The teacher reintroduces a previously used expository text (e.g., Text 3 from Confident Reading) to establish familiarity. Students reread the text as a group or individually, focusing on its structure.

2. Identifying the Structure of the Text
- If this is the first time a text structure is introduced, the teacher explicitly defines it, introduces the corresponding graphic organizer, and explains associated signal words.
- For texts with previously introduced structures, the teacher presents the two relevant graphic organizers used in the module and guides students in selecting the one that best fits the text.
- Keep in mind that identifying text structure is NOT the main goal of Uncover the Structure. Structure identification is just the starting point for helping students begin to use their awareness of structure to form accurate and complete mental models of expository texts. Teachers should not turn this complex process into a simple matter of finding the correct structure.

3. Identifying Signal Words

The teacher reviews signal words with the students, emphasizing their connection to the targeted structure.

- Students highlight, circle, or verbally identify signal words and similar phrases within the text.
- The teacher may model identifying signal words using a sentence or paragraph from the text.
- Note: Finding signal words helps encourage students' metalinguistic thinking. Some texts will have many overt signal words. Other texts may not have any obvious signal words. Signal words give clues to a text's structure, but they do not always point directly to the structure.

4. Structure-Related Questioning

The teacher guides students in answering questions aligned with the identified text structure to deepen comprehension.

- Examples:
  - For **Sequence**: "What happened first in the text? What event followed?"
  - For **Cause and Effect**: "What was the cause of [specific event]? What was its effect?"
  - For **Compare and Contrast**: "How are [two ideas] similar? How are they different?"
  - For **Description**: What are two important characteristics of [the main topic]?

5. Completing the Graphic Organizer

- The teacher and students collaborate to complete the graphic organizer, jotting down key ideas from the text.
- The graphic organizer helps students visualize the structure and relationships between ideas.

6. Summarizing Aligned to the Structure

- Students use the completed graphic organizer to orally summarize the text in pairs, maintaining the text's structure.
- As a group, the teacher and students construct a written summary, incorporating signal words and academic vocabulary.
  - Early in the intervention, the teacher models the writing process with student input.
  - Over time, students take on greater responsibility for composing the summary independently.
- The completed summary is added to the Inquiry Space for future reference.

💡 Tips for Success

- Review the day's text and its structure ahead of time to anticipate potential challenges.

- Encourage students to connect new learning with prior knowledge and content from other K.L.I. components.
- Gradually release responsibility to students as they become more confident in identifying structures and completing graphic organizers.

Supporting Multilingual Learners in Uncover the Structure

Uncover the Structure provides meaningful opportunities for multilingual learners to use their full linguistic repertoire, enhancing comprehension and engagement by connecting new concepts to their existing knowledge.

- **Leverage Home Languages to Clarify Concepts**
  Encourage students to discuss the text structure and its signal words in their home languages during partner or group discussions. This helps them process the content and clarify meaning.

- **Make Connections Across Languages**
  Highlight cognates and discuss similarities and differences in how text structures are expressed in students' home languages. For example, when introducing signal words like "because" for cause and effect, ask if students know a similar word in their home language.

- **Encourage Translanguaging During Graphic Organizer Completion**
  Allow students to use their home languages when jotting down ideas in the graphic organizer. This flexibility supports comprehension and fosters confidence as they engage with the structure and content of the text.

- **Facilitate Multilingual Summarization**
  During the summarization step, encourage students to practice formulating their summaries in both English and their home languages. This can deepen understanding and build a bridge to expressing complex ideas in English.

Why This Matters

By valuing and incorporating multilingual learners' full linguistic and cultural knowledge, teachers can help these students actively engage with complex academic texts while building confidence and proficiency in English. Supporting multilingual learners in this way not only enhances their comprehension but also fosters an inclusive, collaborative learning environment.

Glossary of Key Terms

Cause and Effect: A text structure that explains the relationship between an event (cause) and its outcomes (effect). Signal words include *because*, *as a result*, *leads to*, and *therefore*.

Compare and Contrast: A text structure used to highlight similarities and differences between two or more ideas, concepts, or objects. Signal words include *similar*, *different*, *in comparison*, and *on the other hand*.

Description: A text structure that provides details about a topic, using sensory or factual information. Signal words include *for example*, *such as*, and *in particular*.

Sequence: A text structure that outlines events or steps in chronological or logical order. Signal words include *first*, *next*, *then*, and *finally*.

Signal Words: Words or phrases that indicate a specific organizational structure in a text, helping readers recognize and understand its pattern.

Text Structure: The organizational pattern used by authors to present information in written texts. Common expository text structures include compare and contrast, sequence, cause and effect, description, and problem/solution.

Translanguaging: The practice of using multiple languages interchangeably to make sense of information, communicate ideas, or enhance learning.

Uncover the Structure Sample Lesson Plan

Lesson Title: *Uncover the Structure Lesson Plan A: Elaborative*
Module: *Text: Space Force Text 3 (Complete)*

🚦 **Lesson Reminders**

- **Distribute Participation Strategically:** Pause regularly to invite input from at least two students, rotating participation to ensure all voices are heard. Aim for each student to contribute at least once during the lesson.
- **Foster Peer-to-Peer Talk:** After one student shares, prompt another to build on or respond—shifting talk from teacher-centered to collaborative dialogue.
- **Use Wait Time Purposefully:** After posing a question, pause for 3–4 seconds to allow students to think before responding.

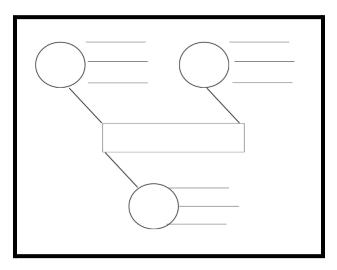
1. Reviewing the Text (⏱️~2 minutes)

Teacher: "We've read three different versions of a text about the Space Force. Now we will revisit one of them. We've already read this text a couple of times, and we've learned a lot about the Space Force's job from it. Let's quickly re-read it together."

👉 Read text aloud chorally as a group.

Text 3 (complete)

[1]Many objects orbit the Earth. [2]They are all different shapes and sizes. [3]While some are very small, bigger pieces can be dangerous. [4]To keep spacecraft and astronauts safe, the U.S. Space Force tracks these objects. [5]This new military branch is similar to the U.S. Air Force. [6]One of its specific jobs is to protect Earth from space debris. [7]For example, Space Force scientists use satellites to create maps of space debris so they can track the debris and watch how the objects move. [8]If any get too close to a spacecraft, then the Space Force tells NASA so they can keep the spacecraft away from them and prevent a collision. [9]The Space Force and NASA work together to keep astronauts and spacecraft safe from space debris.

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2. Stating the Structure of the Text (⏱~2 minutes)

Teacher: "Now, we're going to 'uncover the structure' of this text. That means we are going to figure out how the author has organized the ideas in this text so that we can understand them. When writing, authors make choices about how they communicate ideas to help their readers learn. There are lots of different ways that authors can organize their thoughts."

👉 Display the empty descriptive graphic organizer.

Teacher: "Sometimes, an author might want to give us lots of information about a topic by providing many details. This is called 'descriptive' structure. When we describe a topic, we give lots of details about it. We might talk about how something looks, or sounds, or we might talk about different opinions or ideas people have about the topic. An author chooses the structure that best fits the ideas they want to communicate to their readers. The text we are reading today uses the descriptive structure to teach us about how the U.S. Space Force keeps spacecraft safe from objects in space."

Identifying Signal Words for Structure (⏱~5 minutes)

Teacher: "There are some words that authors sometimes use to signal, or show us, how they are organizing a text. Let's take a moment to look back at our text and see if we can find a few. Some examples of words that signal descriptive structure are *like*, *sounds like*, *for example*, and *such as*."

👉 Have students reread the text to locate a few examples, which they should circle or highlight on their papers.

Teacher: "Let's reread this sentence together: '[7]*For example, Space Force scientists use satellites to create maps of space debris so they can track the debris and watch how the objects move.'* The words *'for example'* at the

beginning of the sentence tells me I'm about to learn something specific about how the Space Force protects Earth from space debris. This is providing a description of their job!"

👉 Continue in this way for a few more examples, pointing out the relationship between ideas and how cues in the text alert the reader to specific characteristics, or descriptions, of the topic.

Structure-Related Discussion   (⏱~5 minutes)

Teacher: "Now, I'm going to ask you a few questions about this text. In order to answer these questions, you will have to think about how the ideas in the text are organized, or structured."

💬 Ask 2-3 of the following (depending on time). Call on students to share, prompting them to refer back explicitly in the text to explain their thinking.

"What is the U.S. Space Force?"

"What are some ways the U.S. Space Force protects the Earth from space debris?"

"What do they do if there might be a collision?"

"Why does the U.S. Space Force track space debris?"

"Who does the U.S. Space Force work with to protect spacecraft?"

Teacher: "Hopefully you noticed that answering all those questions required us to think about how the ideas were put together. These questions asked about the different features of the Space Force the author was sharing with us. Thinking about text structure helps us keep track of the important ideas we can learn from a text."

Completing the Graphic Organizer (⏱~5 minutes)

Teacher: "Now we are going to take what we learned and put all the ideas from the text into our graphic organizer so that we can really see how this text uses the structure. We've already noticed that this text uses description to tell us all about the U.S. Space Force—what it is, what it does, and how it protects people. Let's work together to organize those big ideas."

👉 Open the organizer on the board or chart paper. The center reads: "U.S. Space Force." Around it are labeled sections for: Definition/Description, What It Does, Tools It Uses, Who It Works With, Why It's Important.

💬 Lead students in a discussion to complete the organizer.

Teacher: "Let's start with the definition or description. How does the text describe what the U.S. Space Force is?"

Student: "It's a new military branch."

Teacher: "Nice. Where did we see that?"

Student: "In sentence 5: 'This new military branch is similar to the U.S. Air Force.'"

Teacher: "Great text evidence. I'll write: 'A new military branch, similar to the Air Force.'"

Teacher: "Next, what does the U.S. Space Force do?"

Student: "It protects Earth from space debris."

Teacher: "Yes. That's its main job. The text says that directly in sentence 6. Let's write that under 'What It Does.'"

Student: "It also tells NASA when there's danger."

Teacher: "Excellent. That's part of how it protects spacecraft. Let's add: 'Warns NASA if debris gets too close.'"

Teacher: "What about the tools the Space Force uses?"

Student: "Satellites—they use them to track the debris."

Teacher: "Correct. Sentence 7 gives that detail. I'll write: 'Uses satellites to make maps and track space debris.' Who does the Space Force work with?"

Student: "NASA."

Teacher: "Right. I'll add: 'Works with NASA to prevent collisions and keep astronauts safe.' And finally—why is the Space Force important?"

Student: "Because big pieces of debris can be dangerous to spacecraft and astronauts."

Teacher: "Exactly. That's the overall message. Let's write: 'Keeps spacecraft and astronauts safe from dangerous debris.' Awesome! So we've uncovered the

structure of this text. We know that this text uses the descriptive structure to organize ideas about the U.S. Space Force."

👉 Direct student attention to the filled-in organizer.

Teacher: "All these details are centered around one topic—the U.S. Space Force—and the author used facts, examples, and descriptions to tell us all about it. In later texts, we'll use this same organizer to help us break down ideas and understand them more deeply."

Summarizing Aligned to the Structure (⏱~3 minutes)

Teacher: "Now, we're going to practice summarizing this text. When we summarize, we want to explain the ideas in the text to someone else who hasn't read it so that they can understand it. That means we want to explain it in a way that uses the same structure that the author used. Using your graphic organizer, summarize what you learned about the Space Force from this text."

💬 Give students a minute to practice telling their verbal summaries with their partners. If needed, model how to use the graphic organizer to organize the summary.

Teacher: "Before we go, we are quickly going to write a summary of what we learned together. What should we begin with?"

👉 Prompt students as a group to write a summary together, which you will record to include on the Inquiry Space for future reference. As you guide students through the shared-writing exercise, make sure to include structural cue words and appropriate academic vocabulary from the text and module.

Example summary: The U.S. Space Force has an important job. They protect Earth from space debris. They track space debris with satellites. They create maps. If an object is too close to a spacecraft, they tell NASA. The U.S. Space Force and NASA work together to keep spacecraft and astronauts safe.

Implementation Indicators for Uncover the Structure

These implementation indicators were used by researchers during the initial development of K.L.I. to confirm that lessons produce the forms of thinking and talking specified in the theory of the intervention. When implementing K.L.I. in their own classrooms, teachers can use the implementation indicators listed below to examine and refine their implementation quality.

	Indicator	Clearly observable in the lesson?
1	Teacher reintroduces/reviews a text from a previous Confident Reading segment.	☐ Yes ☐ No
2	Teacher explicitly points out the structure of the text (or invites students to explicitly identify the structure, in the case of later lessons).	☐ Yes ☐ No
3	Teacher and students name/review the signal words associated with the focal text structure, as listed in the graphic organizer.	☐ Yes ☐ No
4	Students locate signal words or similar words/aspects of text that signal structure in the focal text.	☐ Yes ☐ No
5	Teacher guides discussion of the texts by posing at least two questions specifically related to the text structure.	☐ Yes ☐ No
6	Students contribute to answering the questions posed by the teacher in the discussion of the focal text.	☐ Yes ☐ No
7	Students collaborate with the teacher to complete the graphic organizer to visualize the structure of the text.	☐ Yes ☐ No
8	Students verbally summarize the ideas using their graphic organizer.	☐ Yes ☐ No
9	Teacher and students collaborate to write a final summary of the text that adheres to the structure.	☐ Yes ☐ No
10	Teacher uses the Inquiry Space throughout the Uncover the Structure component lesson as a space to collect artifacts including summaries, graphic organizers as appropriate.	☐ Yes ☐ No

11	Every student in the group is seen/heard attempting to engage in the routines by contributing to the conversation about the text, answering questions, offering additions to the graphic organizer, or summarizing new learning, at least once.	☐ Yes ☐ No

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