

and-bite attacks, sneak attacks) *Headings make it easy to find information quickly.* Let's say I just want to know more about sneak attacks. I can go right to that information without needing to read through the whole page. In the description that you are going to write about a shark, I want you to be sure to use headings to organize information. Make sure to use complete sentences when presenting information.

**Listening and Speaking**—Have students prepare an oral report about one of the sharks on the chart on page 8. Give them time to brainstorm and encourage them to think about the things they want to learn about their shark. Help them to write a list of questions to research. Then discuss how to find appropriate reference materials using the Internet, classroom resources, and/or the library. Allow time for students to prepare and rehearse their report before presenting it to the class.

## ASSESS

- Observe students during discussion and listen to their comments to determine whether they are able to locate specific information about shark attacks. Note whether they can explain the similarities

and differences in their own words. Review their completed BLM to further assess their ability to compare and contrast information.

- Observe students as they preview the article prior to reading. Note whether they can use features such as title and headings to predict what they will read.
- Review students' written descriptions to note whether they can take information from a chart and rework it into a description. Note whether they use complete sentences as they write. Note whether they maintain a focus as they write and develop a coherent paragraph.
- Observe students as they research information for their oral report. Are they able to decide upon specific questions to guide their research? Do they make use of text features, such as index or a table of contents, to locate information to answer their questions? Listen to their delivery of the report to assess whether they provide a detailed description of a shark.

- Use the assessment BLMs on pages 139–140 to assess students' ability to compare and contrast information.**

## ★CHART: SHARK COMPARISON

Direct students to the comparison chart on page 8.

SAY: This chart organizes information on ten types of sharks. Let's look at the headings to see what different things we can learn about sharks.

Have students rank the information in different ways.

SAY: I want you to rank the sharks, in order, from heaviest to lightest. Next, I want you rank the sharks, in order, from the longest to the shortest. See whether you can calculate how many times heavier or longer one type of shark is than another.

Activities for each topic help teachers informally assess students' understanding

Name \_\_\_\_\_ Date \_\_\_\_\_

## WRITE A DESCRIPTION

Adjectives I can use in my description	Nouns I can use in my description
Adverbs I can use in my description	Verbs I can use in my description

Name \_\_\_\_\_ Date \_\_\_\_\_

Some animals attack other animals. Some animals attack other animals because they need food. Other animals attack because they are frightened. Some animals may attack to defend their families or the place where they live.

Animals, such as lions, attack other animals because they are meat eaters and need food. They attack other animals when they are hungry. Some of the animals that lions attack are gazelles and water buffalo.

Elephants attack other animals because they are frightened or because they are defending their families or the place where they live. Elephants may attack other elephants and sometimes charge people.

Lions stalk and chase their prey in grasslands and at waterholes. Elephants charge at the animals that they are going to attack.

**Directions:** Read the above passage. Fill in the table on page 140 to show the similarities and differences between lions and elephants.



139

ATTACK!  
JAWS

Name \_\_\_\_\_ Date \_\_\_\_\_

	SIMILARITIES	DIFFERENCES
<b>LION</b>		
<b>ELEPHANT</b>		

Formal assessment blackline masters help the teacher evaluate whether students have mastered each skill

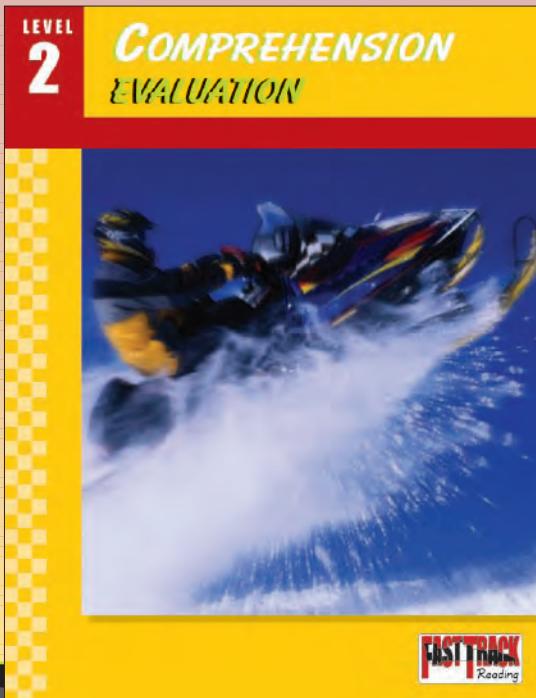
140

ATTACK!  
JAWS

# Level 2

## Comprehension Evaluation Guide

*Comprehension Evaluation Guide: Level 2* enhances students' reading and writing skills in fiction and nonfiction genres by enabling teachers to target areas where students need support. Designed in a standardized-test format (featuring multiple choice, short answer, and extended response questions), the evaluation guide helps students build test-taking skills and confidence.



Read the article "Dog Attack Puts Boy in Hospital." Then answer questions 48 through 55.

### Dog Attack Puts Boy in Hospital

Sean Young was playing football with some friends when a bull terrier suddenly attacked him. The dog was on a walk with a woman when it saw the kids. At first, it only chased after the ball. Then, when Sean did a handstand, the dog went after him.

The dog grabbed Sean by the arm and dragged him across the ground. The bite was so strong that it broke Sean's right wrist. It took two men to get the dog off Sean.

Two workmen saw the attack as they passed by in a van. They pulled over and got out. The men started to kick the dog. They grabbed its choke chain to try to get it to let go of Sean. Finally, they forced the dog to let go and they pinned the animal to the ground.

Sean was taken to the hospital. He eventually recovered from the broken wrist. The dog's owners took the bull terrier to a vet after the attack. They had the dog put to sleep.

Sean is feeling much better now, except that he is sometimes afraid of dogs. Sean is very thankful to the men who rescued him.

#### What to Do to Prevent a Dog Attack

There are over a million dog bites reported every year. Many of these bites can be prevented. Learning about dogs and knowing what signs to look for can help you to keep safe.

Using unseen text,  
students are able to  
respond to various genres

their homes, and their families. If they think that Never tease a dog or throw things at it. Do not dogs. Loud noises also will upset them. It is not a dog. The dog might think you are trying to hurt it. to pat the dog, first let it sniff your hand. This will help the dog get to know you.

When a dog is growling, barking, or showing its teeth, it may be upset. Then it is best to leave the dog alone and not go near it. Back away slowly. Don't look the dog in the eyes.



49. The section titled, "Dog Attack / Boy in Hospital" is mostly about —

(A) Sean's car.

**Multiple choice questions introduce students to standardized test formats**

51. How was Sean's problem solved?

(A) Two men rescued him.  
 (B) His friends rescued him.  
 (C) He ran away from the dog.  
 (D) He told the dog to "go home" and it did.

53. What should someone do if they are knocked over by a dog?

(A) Stand up and run away.  
 (B) Hit the dog with a stick.  
 (C) Scream and wave their hands.  
 (D) Curl up, lie still, and call for help.

55. What advice or information would you tell a young child who is about to pet a strange dog? Use information from the article in your answer.

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**Short answer questions provide an opportunity for students to demonstrate understanding**

50. What is Sean doing when the dog attacks him?

(E) taking a walk  
 (G) playing football  
 (H) walking his dog  
 (J) doing an errand for his mother

52. One reason that some dogs attack and some dogs don't attack could be because a dog that attacks is —

(F) big, and a dog that doesn't attack is little.  
 (G) trained by a man, and a dog that doesn't attack is trained by a woman.  
 (H) abused or not trained well, and a dog that doesn't attack is trained well.  
 (J) given dry food to eat, and a dog that doesn't attack is given wet food to eat.

54. Read this line from the passage.

Sean is very thankful to the men who rescued him.

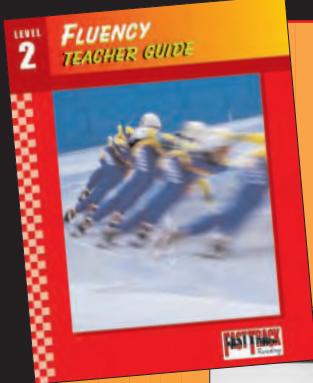
**What does the word *rescued* mean?**

(F) saved                    (H) moved  
 (G) pulled                    (J) carried

### Writing Prompt #1

Read the prompt below. Then read the checklist on page 35. The information and the graphic organizer on page 36 will help you get started. Use the space on page 37 to plan your response. Write your final draft on pages 38 and 39.

Write a newspaper article that describes a burglary, such as a store break-in or a house burglary. Be sure to include a headline and details of the burglary in your recount. Also include answers to who, what, where, and when.



# Fluency Teacher Guide

Fast Track Reading's *Fluency Teacher Guide* provides explicit instruction for each fluency component. Each component includes research-based strategies necessary for developing student's fluency: guided practice, repeated reading, and

independent reading. Blackline masters for the chapter books include familiar graphic organizers and home connections.

Fluency Teacher Guide

## Three Steps to Fluency

The Fast Track Reading program provides three steps, or key strategies, that have been documented to work with struggling readers: guided practice, repeated reading, and independent reading.

### Task

### Who

#### Step 1: Guided Practice

Select appropriate Fluency Card for each student or group	Teacher
Model expressive, fluent reading	Teacher models first reading while students follow along
Discuss fluent reading, meaning, and vocabulary	Teacher and students
Reread Fluency Card	Teacher and students
Time initial reading and note time, errors and use of expression on fluency graph	Teacher and individual student
Listen to and read along with Fluency CD	Student

#### Step 2: Repeated Reading

Practice reading with Fluency CD	Student
Practice reading independently and with reading partners	Student alone and student with reading partners
Record progress on fluency graph	Student or reading partner

#### Step 3: Independent Reading

Introduce Chapter Book with book talk or summary	Teacher
Read independently	Student
Complete graphic organizer and take-home activity	Student

5

FLUENCY GRAPH

Name: \_\_\_\_\_ Fluency Card Title: \_\_\_\_\_

161–170					
151–160					
141–150					
131–140					
121–130					
111–120					
101–110					
91–100					
81–90					
71–80					
61–70					
51–60					
41–50					
31–40					
21–30					
11–20					
	Reading Check 1	Reading Check 2	Reading Check 3	Reading Check 4	Reading Check 5

#### Number of Errors

#### Expression

#### Phrasing

#### Intonation

#### Retelling

Key: For "Expression," "Phrasing," "Intonation," and "Retelling," use a plus (+) for "excellent," a check (✓) for "good," and a minus sign (-) for "needs work."

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# Shark in the Water

Magazine: Attack!

It was early Sunday morning. The sun had just come up. My friend Maria and I wanted to be the first to hit the surf. The waves were large. The surfing would be great.

We crossed the cool sand and got to the water. The water was warm for so early in the morning. How I loved the summer. And how I loved to surf.

On that Sunday morning, there were many big waves. We did not wait long to catch our first big one. We rode it clear to the shore. We paddled out and did it again and again.

We must have ridden more than ten times. Then I heard Maria scream. I did not understand what she said. She screamed again. This time I understood. "Shark! It is on your left," she said.

**Attack!**

**FASTTRACK**  
Reading



"Shark in the Water" Fluency Card, front and back

"Shark! Shark! It is on your left,"  
Maria screamed.

I looked to my left. I saw a large fin sticking out of the water. It began to circle. It was waiting for the right time to attack. I was scared. Maria was scared. What could we do?

Just then I saw a big wave heading for us.

"Paddle, Maria!" I yelled. "Paddle for your life!"

We paddled like we had never paddled before. The wave rose up behind us. We stood up on our boards. We sped through the water as the wave carried us away.

We rode the large wave all the way to shore. As the wave dumped us, we jumped up and ran for shore. We reached the sand and looked back. We could see the fin circling. We were safe. We had survived another day.

## Fluency CDs

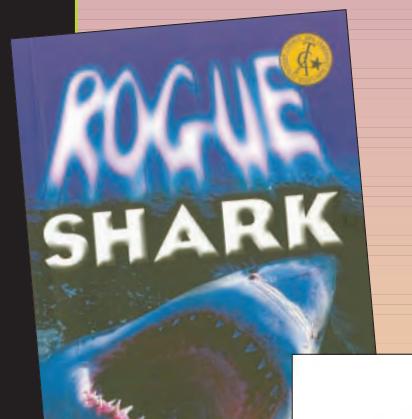
Fluency CDs feature two readings of each Fluency Card. The first reading provides a model of fluent reading students can listen to. The second provides support for students as they practice reading the card. The CDs model fluent reading rate and proper phrasing, where to pause in the reading, and which words to stress for an expressive reading.

142  
144  
154  
164  
174  
182  
192  
198  
200  
207  
216  
225  
231  
240  
248  
257  
265  
273  
275

count  
oup  
Hill

# Fluency Chapter Books

Engaging stories at the independent reading level correspond to each instructional level and provide students with opportunities to build reading mileage.



## CHAPTER 1 Shark in the Water

Madison paddled back out. Today she was getting some pretty neat rides. She felt good. The sun was shining. The waves were good. Surfing was good!

She had been surfing for two hours. She was paddling out when the surfer next to her yelled "SHARK!"

Madison looked around and saw a big fin in the water.

"Get in quick!" yelled the surfer.

4 - CHAPTER 1

Just then the surf patrol siren sounded. The swimmers quickly got out of the water.

"Don't panic," Madison said to herself. "Just get in quickly!"

She got her feet out of the water. Then she paddled as fast as she could.

"I need a wave," she said to herself. "Where is a wave when I need it?"

The shark began to circle her board. But it was still a way off.

"It's getting closer," Madison said. "I need a wave to get me back to the beach."

"Quick, catch that wave!" the other surfer yelled over his shoulder. "We'll both catch it into the shore. Come on, we have to get out of the water."

ROGUE SHARK - 5

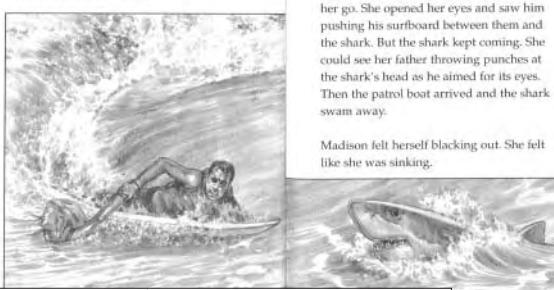
The shark circled, then started back to attack again. Jack paddled his board over to Madison. He grabbed her and held her to him as he swam for the shore. The surf patrol boat approached but not before the shark was on them again.

All Madison could see was the shark's huge white teeth. It opened its mouth. "This is it," she thought and closed her eyes.

At the same time, Madison felt her dad let her go. She opened her eyes and saw him pushing his surfboard between them and the shark. But the shark kept coming. She could see her father throwing punches at the shark's head as he aimed for its eyes.

Then the patrol boat arrived and the shark swam away.

Madison felt herself blacking out. She felt like she was sinking.



## Rogue Shark

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** As you read through *Rogue Shark*, think about what will happen next. Write your predictions and your reasons for them on the chart below. Make changes to your predictions as you get more information.

### PREDICTION CHART

After reading chapter 1, I think Madison will:	My reasons:
After reading chapters 2 and 3, I predict:	My reasons:
After reading chapter 4, I predict:	My reasons:
After reading chapters 5, 6, and 7, I think Madison will:	My reasons:

### Taking It Home

Describe the characters and events in *Rogue Shark* to a family member. Make the story as exciting as you can, but don't tell the ending! Then write a very short description of the story (three or four sentences) that would make someone want to read the book.

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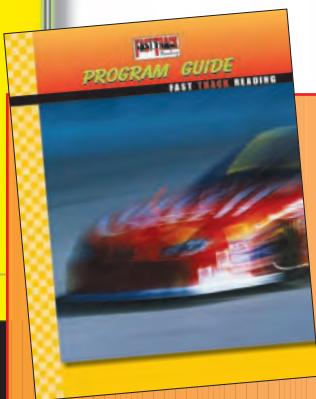
**One Group**

Fast Track Reading is designed in 2½ hour time blocks for grades 4, 5, and 6, and in 60 minute time blocks for grades 6, 7, and 8.

**Three Groups****Same Level in Comprehension (Levels 2–7)**

Time	Activity
30 minutes	Comprehension with student magazine
30 minutes	Writing
20 minutes	Word Study practice activities using <i>Word Study Teacher Guide</i> and <i>MatchWord</i>
30 minutes	Fluency practice and independent reading
40 minutes	Listening and speaking

**Total:  
2½ Hours**



Why put your delayed readers in another year-long remedial program? Accelerate them to grade level as quickly as possible with Fast Track Reading. With Fast Track Reading your delayed readers will read—and understand—on their own.

**Different Levels in the Comprehension Strand**

Time	Group 1 (Level 2)	Group 2 (Level 3)	Group 3 (Level 4)
30 minutes	<b>With Teacher:</b> Comprehension with Level 2 student magazine	Fluency practice and independent reading	Writing
30 minutes	Writing	<b>With Teacher:</b> Comprehension with Level 3 student magazine	Fluency practice and independent reading
20 minutes	<b>Whole Class With Teacher:</b> Word study practice activities using <i>Word Study Teacher Guide</i> and <i>MatchWord</i>		
30 minutes	Fluency practice and independent reading	Writing	<b>With Teacher:</b> Comprehension with Level 4 student magazine
40 minutes	<b>Whole Class With Teacher:</b> Listening and speaking		

**Total:  
2½ Hours**

# INSIGHT Professional Development

Fast Track Reading professional development provides explicit and systematic training for successful implementation of a comprehensive intervention program. Participants gain a deep understanding of the components of reading (phonological awareness/phonics, word study,

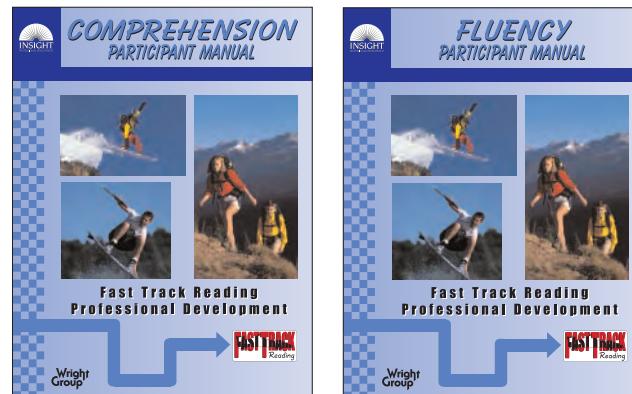
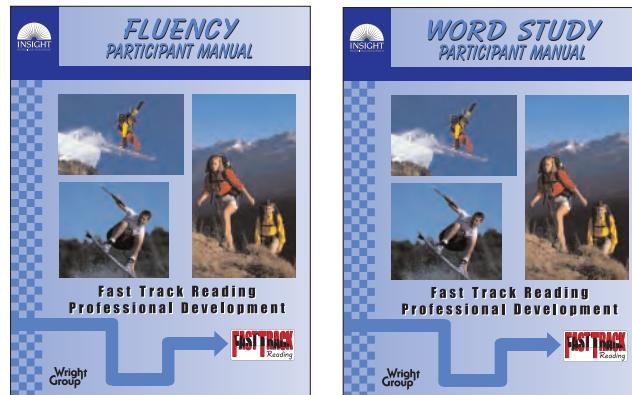
vocabulary, comprehension, and fluency), while learning how to accelerate low-performing students to grade level. Follow-up support based on district needs is also available from INSIGHT Professional Development.

## Presentation Mode

**30% Direct Instruction**

**30% Demonstration**

**40% Discussion/Practice**



**Call 1-800-648-2970  
for INSIGHT Professional  
Development information**

## Module Topics

- **Assessment**
- **Phonological Awareness/Phonics**
- **Word Study**
- **Comprehension**
- **Fluency**
- **ELL and Special Needs**
- **MatchWord™**
- **Management**



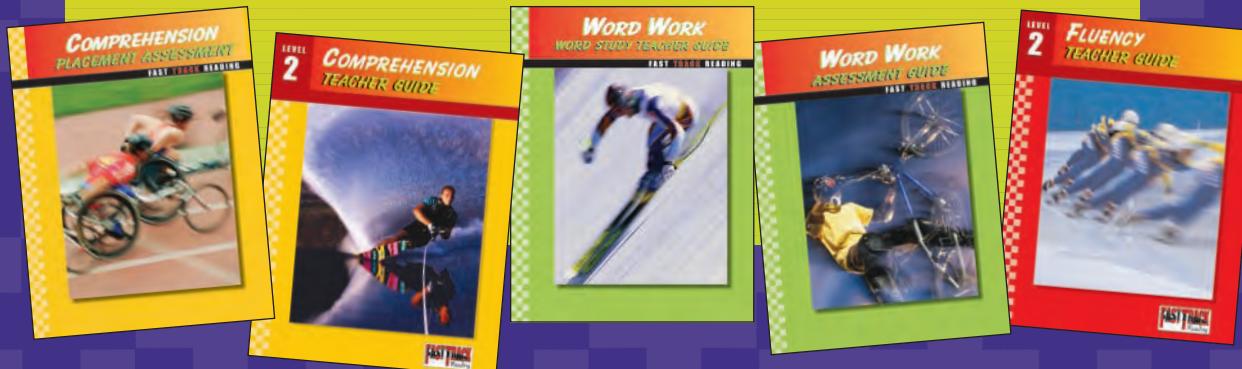
# FAST TRACK

## Reading

**Why put your delayed readers in another yearlong remedial program? Accelerate them to grade-level reading as quickly as possible.**

**The Fast Track Reading program**

- ◆ Targets fourth- through eighth-graders reading two or more years below grade level
- ◆ Combines direct, explicit skills and phonics instruction with comprehension coaching and fluency practice
- ◆ Helped students in five- and ten-week pilot studies achieve remarkable success!



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