

Core Vocabulary with Constant Time Delay

Prior to Instruction

Program student AAC devices with target vocabulary words (inquire*, research, report) and images or pictures (with the definition programmed). Sample words and definitions include:

- Inquire / To wonder or want to know about something.
- Research / To gather data, information, and facts to advance knowledge.
- Report / Describe, write, or share information with/ to others.
- Program image of a green check to voice “inquire” and red X to voice “not inquire.”

Core Vocabulary and Concepts

The “big idea” concept word has an asterisk:

- Inquire*
- Research
- Report

Anchor Instruction for All Students

In our book, *Frog’s Bright Idea*, Frog observed what was happening with the light and got an idea. Based on his idea, he conducted an experiment and realized his idea worked. This is called research. Let’s learn more about conducting research based on problems and questions we have about the world around us.



Learning Objectives

- Students will identify core vocabulary.
- Students will identify examples and non-examples of the big idea.

Materials

- Student Worksheet 1: Vocabulary Words (one per student and one for the teacher)
- Student Worksheet 2: Concepts with Examples and Non-Examples (one per student and one for the teacher)

Introduce Vocabulary

Materials: Student Worksheet 1: Vocabulary Words

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>We're going to learn three words. Can you show me the words that I read? As you read each word, point to the word on Worksheet 1 and wait for students to point to the word too. I'm going to teach you what these words mean. Point to each vocabulary word and picture. Read the word and definition. Do you have any questions about the words or pictures?</p>	<p>We're going to learn three words. Can you read these with me? First, read the words to the students from Worksheet 1, and then have them respond chorally. I'm going to teach you what these words mean. Point to each vocabulary word and picture. Read the word and definition. Do you have any questions about what these words mean?</p>	<p>To warm up, let's learn important words that tell us more about Introduction to the conducting research. We're going to learn three words. Can you read these to me? If students need support reading the words on Worksheet 1, read the words to the students and have them respond chorally. I'm going to teach you what these words mean. Point to each vocabulary word and picture. Read the word and definition. Do you have any questions about what these words mean?</p>

Core Vocabulary with Constant Time Delay

This instruction is recommended for all levels of learners. There are two rounds of instruction. First, for the zero-second delay round, you will provide a model of the target response at the same time as providing the task demand. It is important that there is no pause or delay between asking for the target word and showing students the target word. Based on the needs of your students, you may want to repeat the procedures for zero-second time delay three times for the set of words before transitioning to the four-second time delay round. Be sure to vary the order in which you ask the words each time.

Zero Second Delay Round

Complete 5-10 Trials/Student. Recommended for students needing substantial to moderate prompting and support.

Materials: Student Worksheet I: Vocabulary Words

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>Locate the words and pictures on a teacher copy of Worksheet I. Read each word while pointing to the picture. Show me the word that means “to wonder or want to know about something.” Immediately point to the word “inquire.” Wait for students to point to or say “inquire.”</p> <p>Repeat with “research” (Show me the word that means “to gather data, information, and facts to advance knowledge”) and “report” (Show me the word that means “describe, write, or share information with/to others”).</p>	<p>Student touches or says the word “inquire.”</p> <hr/> <p>Student does not respond.</p> <hr/> <p>Student responds incorrectly.</p>	<p>Great work! You found “inquire”!</p> <hr/> <p>This is “inquire.” Touch “inquire.” Wait for the student to respond. Provide physical guidance if needed.</p>



Instructional Tip! For students needing additional support, consider altering the task demand. Model matching the spoken word to the word and picture (instead of the definition). For example, say, “Show me the word ‘inquire.’”

For the four-second delay round, you will pause for four seconds after asking for the target word. If needed, after four seconds, you will point to the correct answer. This provides students a brief opportunity to respond independently. Repeat the procedures for the four-second time delay round until each student can identify most of the words.

Four Second Delay Round

Complete 5-10 Trials/Student. Recommended for students needing some prompting and support.

Materials: Student Worksheet 1: Vocabulary Words

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>Let's practice our words some more! This time, I'm going to give you a chance to show me the word all by yourself! But don't guess. If you need help, wait, and I will help you. Show me the word that means "to wonder or want to know about something." Wait four seconds.</p> <p>Repeat with "research" (Show me the word that means "to gather data, information, and facts to advance knowledge") and "report" (Show me the word that means "describe, write, or share information with/to others").</p>	<p>Student touches or says the word "inquire" within four seconds.</p>	<p>Yes! You found "inquire" all by yourself!</p>
	<p>Student responds incorrectly before additional prompting.</p>	<p>Point to the correct response. "inquire." "Inquire" means "to wonder or want to know about something." Touch "inquire."</p>
	<p>Student does not respond within four seconds.</p>	<p>Point to the correct response. "inquire." "Inquire" means to wonder or want to know about something." Touch "inquire." After the student points to the picture, say, Good work. You found "inquire."</p>



Instructional Tip! For students needing additional support, consider altering the task demand and demand. Model the spoken word to the word and picture (instead of the definition). For example, say, "Show me the word 'inquire'."

Concept Building with Examples and Non-Examples

Materials: Student Worksheet 1: Vocabulary Words
 Student Worksheet 2: Concepts with Examples and Non-Examples

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Let’s look at our words. Point to the words on Worksheet 1 and read each word. Encourage the students to point or say each word. Show students Worksheet 2. The big idea for this lesson is “inquiring.” Let’s learn more about “inquiring.” I’m going to show you pictures of “inquiring” and pictures of NOT “inquiring.” Are you ready?</p>	<p>Let’s look at our words again. Can you remember what they mean? Point to the words on Worksheet 1. Provide support if the student needs help saying each word. Show students Worksheet 2. The big idea for this lesson is “Scientists learn from research and report information.” When you have a question, you inquire and investigate. I’m going to show you different pictures. Some show inquiring, and some do NOT show inquire. Are you ready?</p>	<p>To warm up, let’s look at our words again. Can you remember what they mean? Point to the definitions on Worksheet 1. Provide support if the student needs help reading the definitions. Show students Worksheet 2. The big idea for this lesson is “Scientists learn from research and report information.” When you have a question, you inquire and investigate. I’m going to show you different pictures. Some are examples of inquiring, and some are not examples of inquire. Are you ready?</p>

Concept Building with Examples and Non-Examples and Model-Lead-Test Instruction

This instruction is leveled for three types of support needs. All instruction is delivered in a model-lead-test format. You will teach students the concept of “conducting research” by presenting and describing examples and non-examples of “conducting research.” After each presentation of a related picture, you’ll briefly explain why the picture is an example or non-example, based on its adherence to the definition (“Why does the moon glow white? This is inquiring. This is a question you can do research and find out the answer. I am hungry. This is NOT inquiring. This is not a question to conduct research to determine the answer.”). During the “test” phase of model-lead-test, students will have an opportunity to label the examples and non-examples by themselves. If working in a small group, allow each student a chance to answer each item independently during the test phase. Use the system of least prompts procedure to provide support as needed.

Materials: Student Worksheet 2: Concepts with Examples and Non-Examples

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>My turn. Touch the first picture of “Why does the moon glow white?” on the row of pictures on Worksheet 2. Inquiring. This is inquiring.</p> <p>Repeat with the remaining five items: “What is the best temperature for making good snow balls? (Inquiring), I am hungry (NOT inquiring), Why do I see my breath when it is cold outside? (Inquiring), Shower (NOT inquiring), What is the fastest speed a turtle can go? (Inquiring).</p>	<p>My turn. Touch the first picture of “Why does the moon glow white?” on the row of pictures on Worksheet 2. Is this a inquire? inquiring. This is a question that needs to be investigated. This IS inquiring.</p> <p>Repeat with the remaining five items: “What is the best temperature for making good snow balls? (Inquiring), I am hungry (NOT inquiring), Why do I see my breath when it is cold outside? (Inquiring), Shower (NOT inquiring), What is the fastest speed a turtle can go? (Inquiring).</p>	<p>My turn. Touch the first picture of “Why does the moon glow white?” on the row of pictures on Worksheet 2. Is this inquiring? Inquiring. This is a question that needs to be investigated. This is an example of inquiring.</p> <p>Repeat with the remaining five items: “What is the best temperature for making good snow balls? (Inquiring), I am hungry (NOT inquiring), Why do I see my breath when it is cold outside? (Inquiring), Shower (NOT inquiring), What is the fastest speed a turtle can go? (Inquiring).</p>

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p>Let’s work together. Touch the picture of each item, this time in a different order. For example, touch “Why do I see my breath when it is cold outside?” first this time. Why do I see my breath when it is cold outside? This is inquiring.</p> <p>Repeat with the remaining five items: What is the fastest speed a turtle can go? (inquiring), Why does the moon glow white? (inquiring), “What is the best temperature for making good snow balls? (inquiring), I am hungry (NOT inquiring), Shower (NOT inquiring).</p>	<p>Let’s work together. Touch the picture of each item, this time in a different order. For example, touch “Why do I see my breath when it is cold outside?” first this time. Why do I see my breath when it is cold outside? This is a question that needs to be investigated. This IS inquiring.</p> <p>Repeat with the remaining five items: What is the fastest speed a turtle can go? (inquiring), Why does the moon glow white? (inquiring), “What is the best temperature for making good snow balls? (inquiring), I am hungry (NOT inquiring), Shower (NOT inquiring).</p>	<p>Let’s work together. Touch the picture of each item, this time in a different order. For example, touch “Why do I see my breath when it is cold outside?” first this time. Why do I see my breath when it is cold outside? This is a question that needs to be investigated. This is inquiring.</p> <p>Repeat with the remaining five items: What is the fastest speed a turtle can go? (inquiring), Why does the moon glow white? (inquiring), “What is the best temperature for making good snow balls? (inquiring), I am hungry (NOT inquiring), Shower (NOT inquiring).</p>
TEST	<p>Your turn. Touch the picture of each item in a different order. For example, touch “What is the best temperature for making good snow balls?” first this time. Wait for each student response.</p> <p>Repeat with the remaining five items: Why does the moon glow white? (inquiring), Why do I see my breath when it is cold outside? (inquiring), I am hungry (NOT inquiring), What is the fastest speed a turtle can go? (inquiring), Shower (NOT inquiring).</p>	<p>Your turn. Touch the picture of each item in a different order. For example, touch “What is the best temperature for making good snow balls?” first this time. Wait for each student response.</p> <p>Repeat with the remaining five items: Why does the moon glow white? (inquiring), Why do I see my breath when it is cold outside? (inquiring), I am hungry (NOT inquiring), What is the fastest speed a turtle can go? (inquiring), Shower (NOT inquiring).</p>	<p>Your turn. Touch the picture of each item in a different order. For example, touch “What is the best temperature for making good snow balls?” first this time. Wait for each student response.</p> <p>Repeat with the remaining five items: Why does the moon glow white? (inquiring), Why do I see my breath when it is cold outside? (inquiring), I am hungry (NOT inquiring), What is the fastest speed a turtle can go? (inquiring), Shower (NOT inquiring).</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	Note: To be used during the Test phase as needed.		
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond after 4 seconds, say, [“inquiring” or “NOT a inquiring”]. Your turn, say, [“inquiring” OR “NOT inquiring”]. Wait for the student to say the correct response or point to a yes/no response option on an AAC device. If correct, deliver specific verbal praise.</p> <p>If the student makes an error, No, ___ is [“inquiring” or “NOT inquiring”]. Your turn, say, [“inquiring” OR “NOT inquiring”]. Wait for the student to say the correct response or point to a yes/no response option on an AAC device. Move on to the next item.</p>	<p>If the student does not respond after 4 seconds, say, A ___ is [“inquiring” or “NOT inquiring”]. Your turn, say, [“inquiring” OR “not inquiring”]. Wait for the student to respond. If correct, deliver specific verbal praise</p> <p>If the student makes an error, No, ___ is [“inquiring” or “NOT inquiring”]. Your turn, say, [“inquiring” OR “NOT inquiring”]. Wait for the student to respond. Move on to the next item.</p>	<p>If the student does not respond after 4 seconds, say, A ___ is an example of [“inquiring” or “NOT inquiring”]. Provide a brief statement for why or why not (e.g., This is something to investigate or research.”). Your turn, say, [“inquiring” OR “not inquiring”]. Wait for the student to respond. If correct, deliver specific verbal praise</p> <p>If the student makes an error, No, ___ [is/ is not an example of “inquiring”]. Provide a brief statement for why or why not (e.g., “This is something to investigate or research.”). Your turn, say, [“inquiring” OR “NOT inquiring”]. Wait for the student to respond. Move on to the next item.</p>
REINFORCE	Great! You found examples of inquiring!	Great! You found examples of inquire! You could tell me about things that were inquire, and things that were NOT inquiring.	Great! You found examples of inquiring! You know that inquiring means to wonder or want to know about something!



Instructional Tip! For students who need a receptive response mode, you can create a yes/no response card or a green check mark and red X. These can be programmed in AAC devices or made on notecards glued to popsicle sticks. Instead of saying “IS inquiring or is NOT inquiring,” students can point, press, or hold up yes/no responses.

Generalization and Extension Activities

To promote generalization, consider opportunities to vary the types of images you use (both the content of the images and the format of the images) and look for opportunities to incorporate real-life materials or examples. To further extend this lesson for students who are ready, ask students to complete the final section of the worksheet and record three other examples of inquiry. They can paste responses options, write responses, or draw their own responses. They can use the response options from the example/non-example instruction, or they can think of their own responses.

Measuring Student Learning

Using the event recording “vocabulary comprehension” data sheet, record the independent correct student responses (those that occur during the “4-second time delay” or “test” phase of each lesson) for both vocabulary identification and example/non-example identification. Monitor student progress regularly and make data-based decisions to ensure instruction is individualized.

Independent, Technology-Delivered Instruction

enCORE provides additional instruction and practice on the target skills and concepts addressed in this Unit. Both teacher-led and independent student lessons that automatically adapt to differentiate across learning levels are key components of enCORE:

- enCORE automatically selects and assigns these lessons to your students based on their learning level and the Unit you are currently teaching
- or, to view and select any of these lessons at any time – go to the Curriculum tab in your enCORE teacher dashboard.

Understanding Big Ideas

Prior to Instruction

Program student AAC devices with response options (both correct responses and distractors) to the comprehension questions. Sample words include:

- Facts
- Research
- Results
- “I don’t know” or “I need help”

Core Vocabulary and Concepts

The “big idea” concept word has an asterisk:

- Inquire*
- Research
- Report

Anchor Instruction for All Students

Prior to beginning instruction, review the three target words (inquire*, research, report) and review the concept of a inquiring (“to wonder or want to know about something”). Tell students they will read a Science Newsletter today to learn more about Scientists learn from research and report information. Show pictures of scientists researching a variety of questions.

Differentiated Systematic and Explicit Instruction

Follow the instructional steps below. Adapt the steps or language, as needed, to account for student-specific needs. After each step, provide specific verbal feedback for correct responses and participation.



Learning Objectives

- Students will highlight core vocabulary and key details in the Science Newsletter.
- Students will answer questions about the Science Newsletter.

Materials

- Student Worksheet 1: Vocabulary Words (one per student and one for the teacher)
- Student Worksheet 2: Concepts with Examples and Non-Examples (one per student and one for the teacher)
- Student Worksheet 3: Newsletter and Comprehension (one per student and one for the teacher)
- Highlighters (one per student and one for the teacher)

Finding Information

Materials: Highlighters, Student Worksheet 1: Vocabulary Words

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Now we're going to read a Newsletter to learn more about inquire. Listen for the words we know! Show students how to use a highlighter. Practice by teaching them to highlight the vocabulary words inquire*, research, report in the table on Student Worksheet 1. Let's read our Science Newsletter. Follow along with your finger or eyes. When I get to a word we know, let's read the word together. I'll help you highlight words we know. Are you ready?</p>	<p>Now we're going to read a Newsletter to learn more about inquiry and research. We'll look for words we know and other things that we think are important. To practice highlighter use, tell students to highlight the words inquire*, research, report in the table on Student Worksheet 1. I'm going to read our Science Newsletter three times. Follow along with your finger as I read. When I get to a word we know, let's read the word together. I'm going to show you how we can highlight words we know. Are you ready?</p>	<p>Now we're going to read a Newsletter to learn more about inquiry and research to answer the question. We'll look for words we know and other things that we think are important. We'll use a highlighter to keep track of important words and ideas. To warm up, ask students to highlight one of the target words on the table on Student Worksheet 1. Let's read our Science Newsletter. I'm going to read this three times. Follow along with your finger or read along with me. When I get to a word we know, let's read the word together. I'm going to show you how we can highlight words we know or words that are important. Are you ready?</p>

Finding Information with Model-Lead-Test and a System of Least Prompts

This instruction is leveled for three types of support needs. All instruction is delivered in a model-lead-test format. You will teach students how to look and listen for their core vocabulary words as they listen to the text. You will teach them to highlight the words when they find them. The purpose of this instruction is to teach them to listen or read with a purpose. Additionally, they will use this highlighted information as a tool for answering comprehension questions in the next part of the lesson. To ensure your students are engaged, help students follow along with their finger and read key vocabulary with you out loud. You can cue them by pausing at the target vocabulary words: inquire*, research, report. You will read the Newsletter once, and you will model highlighting the first target word, you'll guide (or lead) the students in how to highlight the second target word, and you'll give them an opportunity to highlight the final word independently (test). After this first read, read the Newsletter once more. Pause at the target words so that students can help read the word with their voice or AAC.

Materials: Highlighters, Student Worksheet 3: Science Newsletter

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>My turn. Follow along while I read. Let's listen for "research." Begin reading. After pausing at the first target word ("research") say, research is a word we know, so I'll highlight it! Let's highlight this word on your paper too.</p>	<p>My turn. I'll read the Newsletter. You'll follow with your finger. When I hear a word we know, I'm going to highlight that word. Then I'll keep reading. Begin reading. Pause at the first target word ("research") say, This is a word we know, so I'll highlight it! You can highlight this word on your paper too.</p>	<p>My turn. I'll read the Newsletter. You'll follow with your finger or read with me. When I hear a word we know, I'm going to highlight that word. Then I'll keep reading. Begin reading. Pause at the first target word ("research") say, This is a word we know, so I'll highlight it! You can highlight this word on your paper too.</p>
LEAD	<p>Let's work together. Let's listen for "inquire." Keep reading the Newsletter using the same procedures. Pause to see if the students recognize the next target word ("inquire"). Let's highlight "inquire."</p>	<p>Let's work together. Let's listen for a word we know. Keep reading the Newsletter using the same procedures. Pause to see if the students recognize another core word ("inquire"). If needed, say, Let's highlight "inquire."</p>	<p>Let's work together. Let's listen for a new word we know. Keep reading the Newsletter using the same procedures. Pause to see if the students recognize another core word ("inquire"). If needed, say, I see another core word that we know! Let's highlight "inquire."</p>
TEST	<p>Your turn. Listen for "report."</p> <p>Collect highlighters and reread the story. Pause so students can help read the target words.</p>	<p>Your turn. Listen for a word we know and highlight it on your paper.</p> <p>Collect highlighters and reread the story. Pause so students can help read the target words.</p>	<p>Your turn. Listen for a new word we know and highlight it on your paper when you hear it.</p> <p>Collect highlighters and reread the story. Pause so students can help read the target words.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	Note: To be used during the Test phase as needed.		
SYSTEM OF LEAST PROMPTS	<p><i>First prompt:</i> If needed, after four seconds, say, I see “report.” Point to the sentence that has the word “report.”</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, I see “report.” I can highlight “report” like this. Highlight “report” on your teacher worksheet.</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I see “report.” Let’s highlight “report” like this. Using physical guidance to help the student highlight “report” on the student worksheet.</p>	<p><i>First prompt:</i> If needed, after four seconds, say, I heard a word we know. Point to the sentence that has the word “report.”</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, I heard a word we know. “Report.” I can highlight “report” like this. Highlight “report” on your teacher worksheet.</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I heard a word we know. “Report.” Let’s highlight “report” like this. Point to the word make on the student worksheet and wait for the student to highlight the word.</p>	<p><i>First prompt:</i> If needed, after four seconds, say, I heard a new word we know. Point to the sentence that has the word “report.”</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, I heard a new word we know. The word is “report.” I can highlight “report” like this. Highlight “report” on your teacher worksheet.</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I heard a new word we know. The word is “report.” Let’s highlight “report” like this. Point to the word make on the student worksheet and wait for the student to highlight the word.</p>
REINFORCE	Great! You found words we know!	Great! You found all of the words we know in our Newsletter!	Great! You found all of the important words we know and highlighted them in our Newsletter!



Instructional Tip! For students who have difficulty with fine motor skills, try having them stamp the words with a light-colored bingo stamper. Or have them voice the important word using their AAC device, which can signal a peer to help them highlight the word on their Newsletter.

Comprehension with a System of Least Prompts

Materials: Highlighters, Student Worksheet 1: Vocabulary Words, Student Worksheet 3: Science Newsletter

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Show me a word we just highlighted. Point to the Newsletter and wait for students to point to a highlighted word in the text. Prompt as needed. Show me the pictures of our new words. Place Student Worksheet 1 next to the students and see if they point to the pictures of inquire*, research, report. Prompt as needed. I'm going to ask you questions. You can use your vocabulary sheet or highlighted words to help you. Point to the vocabulary sheet and highlighted text as you explain these tools.</p>	<p>What is a word we just highlighted? Wait for students to share words or ideas they remember from the text. We did two things to help learn about the process of inquiry, research and reporting results. We learned new words. There are pictures of those words on our vocabulary sheet. We also highlighted words. We can look at the highlighted words when we need to. Now I'm going to ask you questions. You can use your vocabulary sheet or highlighted words to help you answer questions. Point to the vocabulary sheet and highlighted text as you explain these tools.</p>	<p>Can you tell me anything you remember about what we just read? Wait for students to share words or ideas they remember from the text. We have done a lot of work to help our brains remember important information. Can anyone remember what we've done to help our brains remember? Wait to see if anyone has ideas to share. First, we've learned the meaning of three new words. We can look at our worksheet to see those words if we need help remembering. Next, we highlighted important words in the Newsletter. If we need to remember where important information is in the Newsletter, we can look for the places we highlighted. Are you ready to use our tools to help us answer questions about what we read?</p>

Comprehension with Model-Lead-Test and a System of Least Prompts

This instruction is leveled for three types of support needs. All instruction is delivered in a model-lead-test format. A system of least prompts procedure can be embedded in the “test” phase of instruction as needed. If students cannot respond independently after four seconds, deliver the first level of prompting. These prompts are designed to teach students to use their notes or the text to find answers to questions. First, you’ll model the think-aloud strategy in the model phase to show students how you use reasoning and resources. Next, you’ll guide them to use their tools, and then you’ll give them an opportunity to answer the question on their own.

Materials: Highlighters, Student Worksheet 1: Vocabulary Words, Student Worksheet 3: Science Newsletter

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>My turn. “Who learns from research and reports information?” My choices are “data,” “facts,” “scientists,” “chair.” Look, I highlighted “research.” I’ll reread the part about research. It says, “Scientists learn from research and report information!” Who learns from research and reports information? The answer is “Scientists.”</p>	<p>My turn. “Who learns from research and reports information?” My choices are “data,” “facts,” “scientists,” “chair” I can use my tools. I’ll look for my highlighting in the Newsletter. The first highlighted word is “research.” I’ll reread the text about research. It says, “Scientists learn from research and report information!” That answers my question! The answer is “Scientists.”</p>	<p>My turn. “Who learns from research and reports information?” First, I need to think if I know this in my head. Hmm. I’m not sure. Next, I can read the answer choices to help me. My choices are “data,” “facts,” “scientists,” “chair” Do I know it now? No, so now, I can use my tools. I think I know these words, so I’ll look back in the Newsletter for important information. I’ll look for my highlighting. The first highlighted word is “research.” I’ll reread the text about research. It says, “Scientists learn from research and report information!” Rereading the Newsletter just answered my question! The answer is “Scientists.”</p>

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p>Let’s work together. “What is the process of gathering data, information, and facts to advance knowledge?” Our choices are “spoon,” “research,” “inquire,” “report.” Our question has the important word “data.” Let’s find where we highlighted “data” in the Newsletter. I’ll read that. Read the sentence with the answer. I hear the answer. Do you? “Research is the process of gathering data, information, and facts to advance knowledge.” “Research” is the answer.</p>	<p>Let’s work together. “What is the process of gathering data, information, and facts to advance knowledge?” Our choices are “spoon,” “research,” “inquire,” “report.” What tools can we use? Remind them the highlighting on the Newsletter can help us find important words in the text. We can also look at the pictures in the question. Guide students to use the highlighting as a tool. They can reread the related text for the word “data” (from the question) or ask for help rereading it. This should help them find the answer to the question (Research).</p>	<p>Let’s work together. “What is the process of gathering data, information, and facts to advance knowledge?” Do we know the answer? Do we need the choices? Our choices are “spoon,” “research,” “inquire,” “report.” Do you know in your head? Wait for your students to answer. If they can answer it in their head, ask them to check the Newsletter too and compare answers. What tools can we use? Remind them the vocabulary table on Worksheet I can help us remember the meaning of important words. The highlighting on the Newsletter can help us find important words in the text. We can also look at the important words in the question. Guide students to use the highlighting as a tool. The important word in the question is “data” so guide them to find that word in the text. They can reread the related text or ask for help rereading it. This should help them find the answer to the question (Research).</p>
TEST	<p>Your turn. “What do you report out to others?” Our choices are results</p>	<p>Your turn. “What do you report out to others?” Our choices are results</p>	<p>Your turn. “What do you report out to others?” Do you know the answer? If you need the choices, they are results</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	Note: To be used during the Test phase as needed.		
SYSTEM OF LEAST PROMPTS	<p><i>First prompt:</i> If needed, after four seconds, remind students to use look at the highlighted words. Repeat the question.</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, The question asks about “report.” Can you find “report” in the story? Repeat the question.</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I see the word “report” in the question. I see the word “report” in the Newsletter. The Newsletter says, “Finally, you report out your results to share the new information with others.” I see “results” is an answer choice. The answer is “results!”</p>	<p><i>First prompt:</i> If needed, after four seconds, remind students to use the highlighting in the Newsletter. Repeat the question.</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, Remember, you can use the highlighted Newsletter. Think about the words in the question and see if you highlighted them in the text. Reread that part, or ask for help and I’ll reread it. Repeat the question.</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I can use the highlighted text to help me answer the question. I heard the word “report” in the question. I see where I highlighted “report” in the Newsletter. If I reread this, it says, “Finally, you report out your results to share the new information with others.” I see “results” is an answer choice. The answer is “results!”</p>	<p><i>First prompt:</i> If needed, after four seconds, remind students to decide if they can answer the question in their head or if the need to use the Newsletter. Repeat the question.</p> <p><i>Second prompt:</i> If needed, after another four seconds, say, Remember, you can use your vocabulary words and definitions worksheet and you can use the highlighted text. Think about the words in the question and see if you highlighted them. Reread that part, or ask for help and I’ll reread it. Repeat the question.</p> <p><i>Third prompt:</i> If needed, after another four seconds, say, I can use the highlighted part to help me answer the question. I heard the word “report” in the question. I see where I highlighted “report” in the Newsletter. If I reread this, it says, “Finally, you report out your results to share the new information with others.” I see “results” is an answer choice. The answer is “results!”</p>
REINFORCE	<p>Great work! You answered questions about our words: inquire, research, and report!</p>	<p>Great job! You used the Newsletter to answer questions about Inquire, research, and report!</p>	<p>Great job! You used tools like the vocabulary list and the highlighted words in the Newsletter to help you answer questions about Inquire, research, and report! You reread important text and listened for the answer. Way to go!</p>



Instructional Tip! For students who are overwhelmed by the number of response options, you can reduce the choices to three. Be sure to remove one of the options that is not from the text and keep at least one distractor that is from the text. For students who are ready for a challenge, remove the response options and ask these as open-ended questions.

Generalization and Extension Activities

To promote generalization, consider opportunities to vary the types of images you use (both the content of the images and the format of the images) and look for opportunities to incorporate real-life materials or examples. To further extend this lesson for students who are ready, ask students if they can think of their own question about the Newsletter, or about the topic “conducting research.” They could write or dictate their own question, you could provide a question stem for them to complete, or you could provide response options. Some students benefit from pre-teaching the concepts of WH-question words. Consider using constant time delay to teach the meaning of question words (“who” tells about “people”) to enhance their ability to generate appropriate questions.

Measuring Student Learning

Using the event recording “text comprehension” data sheet, record the independent correct student responses (those that occur during the “4-second time delay” or “test” phase of each lesson) for question 3. Monitor student progress regularly and make data-based decisions to ensure instruction is individualized.

Independent, Technology-Delivered Instruction

enCORE provides additional instruction and practice on the target skills and concepts addressed in this Unit. Both teacher-led and independent student lessons that automatically adapt to differentiate across learning levels are key components of enCORE:

- enCORE automatically selects and assigns these lessons to your students based on their learning level and the Unit you are currently teaching
- or, to view and select any of these lessons at any time – go to the Curriculum tab in your enCORE teacher dashboard.