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- Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3–12*. Minneapolis, MN: Free Spirit Publications.
- Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

- ❖ Be flexible! Adjust and adapt grouping, pacing, modalities, and support as needed.
- ❖ Encourage and model active reading. Suggest that students jot down ideas on sticky notes, circle or underline hard words, sketch scenes for clarity and visualization, or take margin notes. To support struggling readers, echo-read some passages, or record the passages so they can listen and follow along in the text. Model techniques to unlock new vocabulary.
- ❖ Mix and match tasks, presentations, or activities within tiers to better fit your students' abilities and interests.
- ❖ Help students make good choices that can propel their learning. For example, suggest that struggling writers use graphic organizers, highlighter pens, or peer-partner chats. Advanced learners might debate solutions, research additional data, or pursue tangential ideas.
- ❖ Expect students to demonstrate learning at their own level. Ideally, differentiated instruction should provide ample challenge to stimulate students to work and succeed, but not so much as to cause them stress or lead them to a point of frustration.
- ❖ Provide feedback as often as possible while students work; invite them to express their thinking or explain their solution strategies.
- ❖ Encourage self-assessment to empower students to identify their own strengths and weaknesses. This can lead students to deeper ownership of their responsibilities as learners.

Reading Standards Correlation Grid

Although there are varied standards to guide reading comprehension instruction, we present here a streamlined version to identify which major skills have been addressed in each lesson. The lessons align with the Standards for the English Language Arts created by the International Reading Association and the National Council of Teacher of English (see www.reading.org), with focus on the following:




- ❖ Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.

Teaching **How to Train a Puppy Not to Jump**

Skills:

- Setting a purpose for reading nonfiction
- Recognizing cause and effect
- Drawing conclusions

Students read a set of instructions for training a puppy.

Tasks	 Tier 1 Below Level	 Tier 2 On Level	 Tier 3 Above Level
Set a purpose for reading nonfiction	X	X	X
Use text features (bulleted and numbered lists)	X	X	X
Recognize cause and effect	X	X	X
Draw conclusions			X
Recognize words that contain silent letters	X		
Use synonyms		X	X

Getting Started

See the tips below for introducing the lesson. Make copies of the reading passage (pages 9–10) and the appropriate leveled activity sheet for each group of learners (pages 11–13).

Access prior knowledge by discussing what students know about caring for and training pets. Remind students of cause-and-effect relationships that appear in the text. Also talk about how bulleted and numbered lists can help readers understand a how-to article.

Tier 1

- **Purpose for Reading/Use Text Features:** Have students use the title to predict what the passage will be about. Then answer items 1–3 together.
- **Cause and Effect:** Discuss that each step is meant to change the dog's behavior. Talk about items 4 and 5, focusing on the cause and effect in each.
- **Word Work:** Silent letters can be challenging for English language learners. Model correct pronunciations to help students recognize the silent letters. Provide additional examples.

Tier 2

- **Purpose for Reading/Use Text Features:** Talk about ways to guide reading, such as using a title to predict content. Answer item 1 together.
- **Cause and Effect:** Discuss items 2 and 3, focusing on the cause-and-effect relationships.
- **Word Work:** Discuss that synonyms have *nearly* the same meaning. Guide students to choose synonyms that best match the word's meaning as it appears in context in the text.

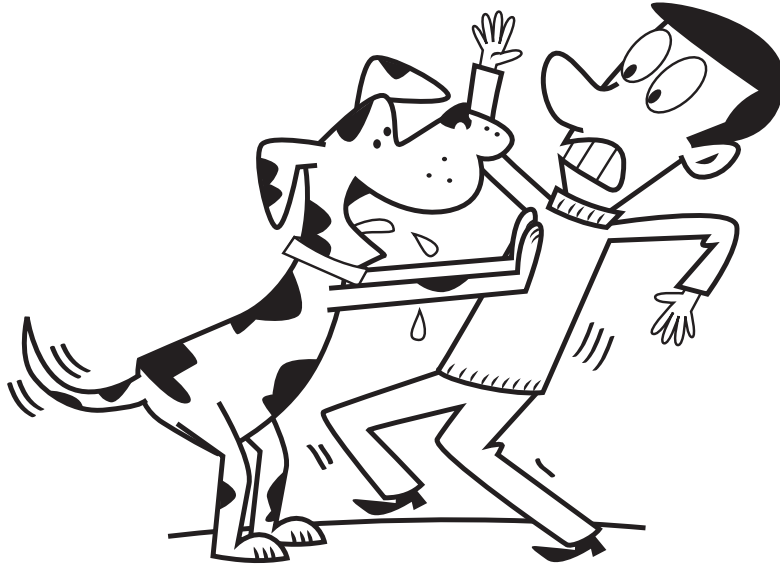
Tier 3

- **Purpose for Reading/Use Text Features:** Have students identify the helpful text features in the article. Talk about why numbering training steps is more useful than bulleting them.
- **Cause and Effect:** Discuss item 3, focusing on the cause-and-effect relationships of each action.
- **Draw Conclusions:** Have students share their answers to item 4. Discuss that different dog trainers may draw different conclusions about the causes of dog behaviors.
- **Word Work:** Invite small groups to brainstorm other synonyms for each given word.

Skills:

- Setting a purpose for reading nonfiction
- Recognizing cause and effect
- Drawing conclusions

How to Train a Puppy Not to Jump: Reading Passage



Most dog owners agree that it's not wise to allow their dogs to jump on people and things. A friendly puppy that jumps can cause trouble without meaning any harm. It can hurt someone or leave unwanted scratches on something. A puppy's claws can rip clothing and muddy paws can leave dirty prints. A jumping puppy can also frighten a small child. The puppy might even knock the child down, leading to an injury. This is not how you want your dog to behave!

Puppies want to be with people. If you remove the puppy immediately when he does something wrong, he'll soon get the message. He'll stop jumping! Here is one way to teach a puppy not to jump up. Use these tips for training.

What You'll Need

- ☉ your puppy
- ☉ a collar and leash
- ☉ a calm person to act as a guest
- ☉ a room with a door

How to Train a Puppy Not to Jump

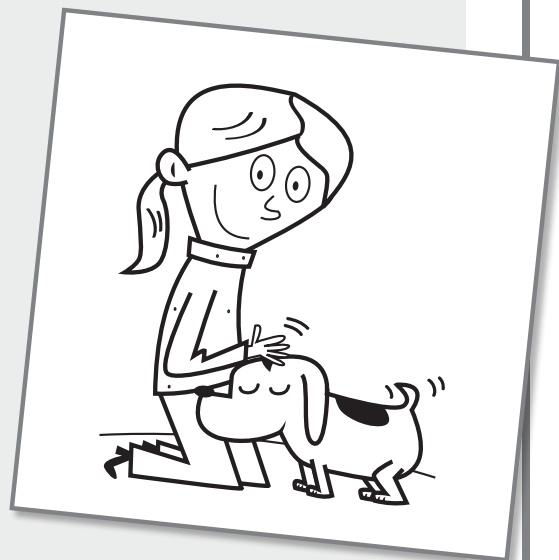
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Follow these steps when your puppy jumps on your guest:

- 1.** Calmly and quietly take the puppy on leash to another room. Do not yell or hit. Don't jerk the leash.
- 2.** Stay there with the pup. Wait for 5 seconds in silence. Then bring the dog back near the guest.
- 3.** If your pup jumps again, take it right back to the other room on a leash. Wait 5 seconds before bringing it back near your guest.
- 4.** If your pup jumps a third time, lead it to the other room once more. Now leave it there *alone* for 10 seconds. Think of this as a puppy "time out."
- 5.** Go back for your puppy. Bring it to your guest. Repeat as needed until your dog doesn't jump.

How your guests can help:

- A.** Ask your guests to knock before entering.
- B.** Tell guests not to push your dog off when he jumps on them. That's because pushing means, "What fun! Let's do it again!" in dog language. Instead, tell your guest to simply turn away from the dog. To a dog, this means, "Stop. I don't want to play with you now."



◆ How to Train a Puppy Not to Jump: Activity Sheet



Read and Understand Read the passage. Then answer the questions.

1. Read the title and the first paragraph. What problem will this article help you solve?

2. Why are the training steps numbered? _____

3. Which steps tell you what to do when the puppy jumps on a person the first time?

4. Suppose you push away your jumping puppy. What does the puppy think you mean?

Word Work: Silent Letters

The words *frighten*, *knock*, *guest*, *calmly* and *wrong* are in the how-to article. Each word has one or two silent letters.

frighten

knock

calmly

guest

wrong

Read aloud each word. Circle the words with silent letters. Underline all silent letters.

light	path	ghost	know
very	knit	talk	scene
dish	sign	fresh	thumb
two	guard	ring	island

Check Circle the best choice.

What can your guests do to help train your puppy not to jump up?

A. Gently push the puppy away.

C. Turn away from the puppy.

B. Leave the room.

D. Say, "Time out!"

● How to Train a Puppy Not to Jump: Activity Sheet



Read and Understand Read the passage. Then answer the questions.

1. What do you want to find out by reading this piece? _____

2. Read the bulleted list that shows what you need to train a puppy. Why do you think the guest needs to be calm? _____

3. Why are the training steps numbered? _____
4. What words are most important to follow in section B? _____

Word Work: Synonyms

Synonyms are words that have the same or similar meanings. Each word in the left column appears in the how-to article. Find the word in the article. Then write a synonym for it.

Word From Passage	Synonym
wise	
frighten	
guest	
hit	
simply	

Check Circle the best choice.

What is different about the puppy’s training the third time it jumps?

- A. The pup is not removed to another room.
- B. The pup stays alone in the other room and for twice as long.
- C. The pup goes into the other room, but off-leash this time.
- D. The pup stops jumping after it.

How to Train a Puppy Not to Jump: Activity Sheet



Read and Understand Read the passage. Then answer the questions.

1. What do you expect to learn by reading this piece? _____

2. How does the author use text features to explain the training? _____

3. What effect does pushing the puppy off cause? Explain. _____

4. How often should you remove a dog from a room when it misbehaves? _____

Word Work: Synonyms

Synonyms are words that have the same or similar meanings. Words in the left column are from the how-to article. The right column has synonyms for each word. Complete the table.

Word From Passage	Synonym
wise	
	remain
guest	
	scare
	promptly

Check Circle the best choice.

What is different about the puppy's training the third time it jumps?

- A. The pup is removed to another room.
- B. The pup stays alone in the other room and for twice as long.
- C. The pup goes into the other room off-leash.
- D. The pup stops jumping after it.