Instructional Routine Handbook
# TABLE OF CONTENTS

## Instructional Routines

1. **Phonological Awareness/Phonemic Awareness** ........... R5
   - Rhyme
   - Oddity Tasks (Sound Categorization)
   - Oral Blending
   - Oral Segmentation
   - Manipulation (Substitution, Deletion, Addition, Phoneme Reversals)

2. **Phonics** ........................................ R17
   - Blending
   - Introducing Sound-Spelling Cards
   - Building Words
   - Reading Decodables
   - Multisyllabic Words/Routine

3. **Fluency** ........................................ R36A
   - Strategies

4. **Vocabulary** ..................................... R40
   - Strategies
   - Define/Example/Ask Routine

5. **High-Frequency Words** .......................... R45
   - Read/Spell/Write Routine
   - Reading Pre-Decodables

6. **Spelling** ........................................ R50
   - Dictation

7. **Close Reading** ................................. R53
   - Close Reading Routine
   - Text Evidence
   - ACT: Access Complex Text

8. **Writing** ......................................... R59
   - Write About Reading: Analytical Writing
   - Writing Process
   - Conferences
   - Revision Assignments

9. **Grammar, Usage, and Mechanics** ........ R67
    - Conventions of Standard English

10. **Collaborative Conversations** ............ R70
    - Listening and Speaking

11. **Research and Inquiry** ........................ R73
    - Research Process
    - Shared Research Board Presentations

12. **Classroom Management** ........................ R78
    - During Small Group
Welcome to Macmillan/McGraw-Hill’s Reading Wonders CCSS Reading/Language Arts program. This program was built on the Common Core State Standards and incorporates the most recent and confirmed research in reading and writing instruction. The instructional routines that follow reflect best classroom practices and full implementation of this research.

Learning and using these routines will ensure the most effective and efficient implementation of the McGraw-Hill Reading Wonders program. They are step-by-step guides to key instructional practices embedded in the program. Many of these instructional routines are included in the Model Lessons Video Library found in the Professional Development page at www.connected.mcgraw-hill.com. We recommend periodically reviewing the routines and video clips throughout the first year of the program implementation.

What Are Instructional Routines?

According to the American Heritage Dictionary of the English Language (2000) routines are prescribed, detailed courses of action to be followed regularly; a standard procedure; a set of customary and often mechanically performed procedures or activities.

Routines are step-by-step processes that:

- begin and end with a clear signal,
- follow the same sequence of steps every time used,
- are consistent,
- require minimal teacher talk,
- are used with a brisk pace,
- often contain nonverbal and verbal teacher signals indicating a student response, and
- slowly transfer the responsibility of the task to the students.

Why Are Instructional Routines Important?

Routines reflect best classroom practices and help students focus on the new learning task, rather than learning a new way to do something. They are effective at organizing instruction and setting clear expectations for students.

Routines help teachers scaffold instruction, minimize instructional time and teacher talk, maximize student participation, and overall make learning a new skill easier.
What Is Phonological Awareness?

Phonological awareness involves the auditory and oral manipulation of sounds. It refers generally to the awareness of words, syllables, or phonemes (individual speech sounds). Phonological awareness tasks include the following:

- detecting rhyme,
- clapping syllables,
- counting words in sentences,
- blending/segmenting onset and rime, and
- phonemic awareness tasks.

Phonemic awareness is a subset of phonological awareness. It refers specifically to the awareness of individual sounds in words such as /s/ /i/ /t/ in sit. Phonemic awareness tasks include the following:

- phoneme isolation,
- phoneme identity,
- phoneme categorization,
- phoneme blending,
- phoneme segmentation,
- phoneme addition,
- phoneme deletion,
- phoneme substitution, and
- phoneme reversals

Why Is Phonological Awareness Important?

An understanding of how to detect, break apart, blend, and manipulate the sounds in spoken language is needed in order for students to understand letter-sound associations. Students must understand that words are made up of speech sounds, or phonemes, in order to read and write. For example, if a student cannot orally blend a word, then sounding out a written word while reading will be difficult. Likewise, if a student cannot orally segment a word sound-by-sound, then spelling a word while writing will be difficult. Research indicates that the most critical phonemic awareness skills are blending and segmenting since they are most closely associated with early reading and writing growth (NICHD, 2001).

What Are the Top Research Findings?

- Phonemic awareness has a positive overall effect on reading and spelling and leads to lasting reading improvement.
- Phonemic awareness instruction can be effectively carried out by teachers. It doesn’t take a great deal of time to bring many children’s phonemic awareness abilities up to a level at which phonics instruction begins to make sense.
- Phonemic awareness instruction occurs in Grades K-1 for all students and Grades 2 and beyond for students needing the support.

How Can I Connect Research to Best Practices?

- Pay attention to the sequence of instruction—going from easier to more complex. For example: (1) Use words that begin with continuous sounds (e.g., /s/) before moving on to words that begin with stop sounds (e.g., /b/). (2) Use words that begin with one consonant before words that begin with consonant blends (e.g., back before black).
- Daily phonemic awareness instruction should be fast-paced.
- Oral blending tasks benefit the blending of words in print and should precede these reading tasks.
- Oral segmentation tasks, such as guided dictation exercises, benefit the spelling of words while writing and can serve as a valuable scaffold to independent spelling.
- Be precise about the language of instruction. (e.g., Say “cat and hat rhyme because they both end in /at/.”

What Are Key Academic Terms I Need to Know?

- **continuous sounds**: sounds that can be stretched (e.g., f, l, m, n, r, s)
- **deletion**: taking away a sound from a word to form a new word
- **onset**: the consonant, consonant blend, or digraph that comes before the vowel in a syllable (e.g., t in top, bl in black, sh in ship)
- **oral blending**: putting together sounds to form a word
- **oral segmentation**: taking a word apart sound-by-sound
- **phoneme**: an individual sound
- **reversals**: flipping the sounds in a word to make a new word (e.g., pot/top)
- **rime**: the vowel and everything after it in a syllable (e.g., at in cat)
- **stop sounds**: sounds that cannot be stretched (e.g., b, c, d, g, k, p, t)
- **substitution**: replacing a sound in a word to form a new word
- **syllable**: a unit of pronunciation containing only one vowel sound

*See Reading Wonders Research Base Alignment for additional details and research citations.*
**RHYME ROUTINE**

<table>
<thead>
<tr>
<th><strong>STEPS</strong></th>
<th><strong>EXPLANATION/SCRIPT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong>&lt;br&gt;Briefly name and explain the task and its purpose to children before starting the activity.</td>
<td>Say: Today we will be listening for words that rhyme. We will then generate, or make, a list of rhyming words.</td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (I DO)</strong>&lt;br&gt;Using several examples, model for students how to identify and then generate rhyming words.</td>
<td>Say: I am going to say two words. If the two words rhyme I will clap my hands. Listen: let, met. Do let and met rhyme? I am clapping my hands because let and met rhyme. They rhyme because they both end in the same sounds: /et/. Listen /l/ /et/, let; /m/ /et/, met. What other words rhyme with let and met? To figure that out, I need to think of words that end in /et/. I know one. The word set. /s/ /et/. The word set ends in /et/, so it rhymes with let and met.</td>
</tr>
<tr>
<td><strong>Teacher Tips</strong>&lt;br&gt;• Clearly state why words rhyme. Rather than saying “words rhyme because they sound the same at the end,” which is technically incorrect, point out the part of the word that is the same (the rime, or vowel and consonant(s) that follow).&lt;br&gt;• Indicate to students that they are doing a phonemic awareness, or listening-type, activity and add engagement to the exercise.</td>
<td><strong>Teacher Tips</strong>&lt;br&gt;• Carefully scaffold the lesson by beginning with two words in a word set, progressing to three, and so on.&lt;br&gt;• Write the rhyming words generated on the board. List them according to spelling pattern. Underline the spelling pattern to show how rhyming words often (not always) contain the same spelling pattern. This will assist students as they spell words.</td>
</tr>
<tr>
<td><strong>STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)</strong>&lt;br&gt;Have children practice identifying rhyming words using multiple word sets. Do the first word set with students. Then have children generate rhyming words.</td>
<td>Say: Now let’s try it together. I will say two words. If the words rhyme, stand up.&lt;br&gt;let, lot  bet, pet&lt;br&gt;let, beg  tell, sell&lt;br&gt;Let’s try some harder ones. I will say a group of words. Tell me which two words in the group rhyme.&lt;br&gt;led, bad, red  man, met, set&lt;br&gt;let, beg, get  sent, sand, bent&lt;br&gt;Let’s see how many rhyming words we can say for each of the following: red, let, beg, well, hen. I will write the words we say on the board.</td>
</tr>
<tr>
<td><strong>CORRECTIVE FEEDBACK</strong>&lt;br&gt;When children make mistakes during rhyme identification, segment each word to isolate the rime portion as in the model portion of the lesson. Then ask: Do these words rhyme? Do they end with the same sounds?</td>
<td>Say: Let’s check to see if set and met rhyme. I will break apart the word. Listen: set, /s/ /et/; set ends in /et/; met, /m/ /et/, met ends in /et/. Do set and met both end in /et/? Yes. Therefore, set and met rhyme.&lt;br&gt;Say: What words rhyme with set? Set ends with the /et/ sounds. Listen /s/ /et/. So, rhyming words will also end in /et/. Let’s add some sounds to the beginning of /et/ to make rhyming words. Listen as I add the /b/ sound: /b/ /et/., bet. One word that rhymes with set is bet.</td>
</tr>
<tr>
<td><strong>Teacher Tips (Sequence)</strong>&lt;br&gt;• Carefully scaffold the lesson by beginning with two words in a word set, progressing to three, and so on.&lt;br&gt;• Write the rhyming words generated on the board. List them according to spelling pattern. Underline the spelling pattern to show how rhyming words often (not always) contain the same spelling pattern. This will assist students as they spell words.</td>
<td><strong>Teacher Tips</strong>&lt;br&gt;• Carefully scaffold the lesson by beginning with two words in a word set, progressing to three, and so on.&lt;br&gt;• Write the rhyming words generated on the board. List them according to spelling pattern. Underline the spelling pattern to show how rhyming words often (not always) contain the same spelling pattern. This will assist students as they spell words.</td>
</tr>
</tbody>
</table>
## ODDITY TASKS ROUTINE (SOUND CATEGORIZATION)

### STEPS

<table>
<thead>
<tr>
<th><strong>STEP 1: INTRODUCE</strong></th>
<th><strong>EXPLANATION/SCRIPT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
<td>Say: Today we will be listening for words that have something in common. In today’s lesson, we will listen for words that begin with the same sound.</td>
</tr>
</tbody>
</table>

### STEP 2: MODEL (I DO)

Model the task with several examples.

**Teacher Tips (Sequence)**

- Begin oddity task exercises by identifying initial sounds, move on to final sounds, and progress to medial sounds.
- Early initial (beginning) sound exercises should contain words that start with continuous sounds. These are sounds that can be extended (e.g., /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/) and are easier for students to isolate. Once students are successful at identifying initial continuous sounds, progress to stop sounds, or sounds that cannot be extended (e.g., /b/, /d/, /g/).
- Early initial sound exercises should contain words that begin with a single consonant sound (e.g., lap), rather than a consonant blend (e.g., flap).
- Early final sound exercises should contain words that end with a single consonant sound (e.g., bet), rather than a consonant blend (e.g., best).
- When completing medial sound tasks, remember that long vowel sounds are easier to isolate and distinguish than short vowel sounds.

Say: I am going to say three words. Listen carefully to the beginning sound in each word. I want you to tell me which word does NOT belong. That is, I want you to tell me which word begins with a different sound.

**Listen carefully:** set, sad, man. [Stretch the initial sound in each word as you say it, as in /ssset/.] Which word doesn’t belong? Which word begins with a different sound? 

That’s right. Man begins with a different sound. Listen: /ssset/. Set begins with /s/. /sssad/. Sad begins with /s/. /mmman/. Man begins with /m/. Since set and sad begin with /s/, mad does not belong. Mad begins with a different sound, the /m/ sound.

### STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)

Have children practice finding which word does not belong. Do the first word set with students.

**Teacher Tips (Sequence)**

- Carefully scaffold the lesson by beginning with three words in a word set, progressing to four, and so on.

Now let’s try it together. I will say three words. Listen to the beginning sound in each word. Tell me which word doesn’t belong.

- red, fell, fan
- nest, rest, not

Let’s try some harder ones. I will say a bigger group of words. Tell me which word does not belong.

- fell, fish, fan, man
- run, sun, set, six
- met, man, net, mix
- van, zip, vest, vase

### CORRECTIVE FEEDBACK

When children make a mistake, stretch the initial sound for three seconds and have children repeat the extended word (e.g., /ssset/, rather than /set/). If the word begins with a stop sound, reiterate the sound and have children repeat (e.g., /b/ /b/ /bat/, rather than /bat/).

Once the error is corrected, write the word set on the board, underline the target sound-spelling (e.g., initial sound), and emphasize how the word that doesn’t belong contains a different sound-spelling in the target location.

Say: Listen as I say each word. I will stretch the first sound so you can hear it well. /ssset/. Repeat. What’s the first sound? /sssit/. Repeat. What’s the first sound? /sssad/. Repeat. What’s the first sound? /mmman/. Repeat. What’s the first sound? Which word does NOT begin with the /s/ sound?

Look at the words I wrote.

- set, sit, sad, mad

Notice that set, sit, and sad all begin with the letter s. The letter s stands for the /s/ sound. The word mad does not begin with the letter s. The word mad begins with the letter m, which stands for the /m/ sound. The word mad does not belong.
### Oral Blending Routine (Onset and Rime)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Briefly name and explain the task and its purpose to children before starting the activity. Note: The <em>rime</em> is the vowel and everything after it in a syllable (e.g., <em>at</em> in <em>sat</em>). The <em>onset</em> is everything before the rime in the syllable. The onset can be a single consonant, a consonant blend, or a digraph (e.g., <em>fl</em> in <em>flat</em>, <em>ch</em> in <em>chat</em>). Blending by onset and rime is easier than blending phoneme by phoneme. Say: Today we will be putting together the first sound(s) and end part of a word to make a whole word.</td>
</tr>
</tbody>
</table>
| **STEP 2: MODEL (I DO)** | Model how to blend the first sound(s) (onset) and end part (rime) of a word with several examples. **Teacher Tips (Sequence)**  
• Begin blending words that start with a continuous sound—a sound that can be stretched, such as */f/, */l/, */m/, */n/, */r/, */s/, */v/, */z/*.
• Begin blending words that begin with a single consonant sound (e.g., *lip*), rather than a consonant blend (e.g., *flip*).
• Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., */b/, */d/, */g/*). Then proceed to words beginning with consonant blends (e.g., */fl/, */st/*) and digraphs (*/sh/*, */ch/*). Say: I am going to put sounds together to make a word. I’ll say the first sound and then the end of a word. Then I will blend them together to say the word. Listen: */s/ /at/, sat. What is the word? The word is sat. |
| **STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)** | Have children practice blending words by onset and rime. Do the first word with students. When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs. **Teacher Tip**  
• Select individual students to take turns once the whole group has successfully blended several words. Say: Listen to the word parts. Blend, or put together, the word parts to say the whole word.  
*/s/ /ad/ /m/ /at/ /f/ /ish/  
*/l/ /ip/ /r/ /un/ /n/ /est/*  
Say: Now let’s try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.  
*/h/ /ad/ */fl/ /at/ */w/ /ish/  
*/sl/ /ip/ */sp/ /un/ */ch/ /est/* |
| **CORRECTIVE FEEDBACK** | When children make mistakes during blending, model how to blend the onset and rime. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples. Note: Some children who struggle blending onset and rime, will need to go back to the easier blending task of blending syllable-by-syllable (e.g., *nap-kin*). Say: Listen as I blend the sounds */s/ /at/, */sssat/, sat. The word is sat. Repeat the sounds with me: */s/ [Students repeat] /at/ [Students repeat] */sssat/ [Students repeat]. The word is sat. What’s the word? Now let’s go back and try some more. |
**ORAL BLENDING ROUTINE (PHONEME BY PHONEME)**

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
</table>
| **STEP 1: INTRODUCE**  | Briefly name and explain the task and its purpose to children before starting the activity.  
  Note: A *phoneme* is an individual sound, such as /s/.  
  Say: Today we will be blending, or putting together, sounds to make words. |
| **STEP 2: MODEL (I DO)** | Say each sound in the word. Model how to blend the sounds to make the whole word. Repeat with several examples.  
  **Teacher Tips (Sequence)**  
  - Begin blending two-letter VC words, such as *am* and *it*.  
  - Progress to CVC words. When blending CVC words, use words that start with a continuous sound—a sound that can be stretched, such as /fl/, /l/, /mr/, /nr/, /tr/, /sr/, /vl/, /z/.  
  - Begin blending CVC words that start with a single consonant sound (e.g., lip), rather than a consonant blend (e.g., flip).  
  - Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., /b/, /d/, /g/). Then proceed to words beginning with consonant blends (e.g., /fl/, /st/).  
  - Blending phoneme by phoneme should progress from 2-phoneme words (beginning of K), to 3-phoneme words (mid-K), and then to 4- and 5-phoneme words (Grades 1-2).  
  Say: I am going to put sounds together to make a word. I’ll say each sound in the word. Then I will blend the sounds together to say the word. Listen: /s/ /a/ /t/, /sssaaat/, sat. The word is sat. |
| **STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)** | Have children practice blending words phoneme by phoneme, or sound-by-sound. Do the first word with students.  
  When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs.  
  **Teacher Tip**  
  - Select individual students to take turns once the whole group has successfully blended several words. |
  Say: Listen to the sounds. Blend, or put together, the sounds to say the whole word.  
  /s/ /a/ /d/  /m/ /a/ /t/  /f/ /l/ /sh/  
  /l/ /i/ /p/  /r/ /u/ /n/  /n/ /e/ /t/  
  Say: Now let’s try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.  
  /h/ /a/ /d/  /f/ /l/ /a/ /t/  /w/ /l/ /sh/  
  /s/ /l/ /p/  /s/ /p/ /w/ /n/  /l/ /l/ /p/ /s/  
  Say: Listen as I blend the sounds /s/ /a/ /t/, /sssaaat/, sat. The word is sat. Repeat the sounds with me: /s/ [Students repeat.] /a/ [Students repeat.] /t/ [Students repeat.] /sssaaat/ [Students repeat.] The word is sat. What’s the word?  
  Now let’s go back and try some more. |
| **CORRECTIVE FEEDBACK** | When children make mistakes during blending, stretch (or sing) the sounds together. Move your hands from right to left as you move from sound to sound to emphasize the changing sounds. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples. |
**ORAL SEGMENTATION ROUTINE (ONSET AND RIME)**

### STEPS

#### STEP 1: INTRODUCE
Briefly name and explain the task and its purpose to children before starting the activity.

Note: The **rime** is the vowel and everything after it in a syllable (e.g., *at* in *sat*). The **onset** is everything before the rime in the syllable. The onset can be a single consonant, a consonant blend, or a digraph (e.g., *s* in *sat*, *fl* in *flat*, *ch* in *chat*). Segmenting by onset and rime is easier than segmenting phoneme by phoneme.

#### STEP 2: MODEL (I DO)
Model how to segment the first sound(s) (onset) and end part (rime) of a word with several examples.

**Teacher Tips (Sequence)**
- Begin segmenting words that start with a continuous sound—a sound that can be stretched, such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/.
- Begin segmenting words that begin with a single consonant sound (e.g., *lip*), rather than a consonant blend (e.g., *flip*).
- Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., */b/, /d/, /g/). Then proceed to words beginning with consonant blends (e.g., */fl/, /st/) and digraphs (/sh/, /ch/).

**Explaination/Script**
Say: Today we will be segmenting, or taking apart, the sounds in a word we hear. We will say the first sound and then the rest of the word.

**Say:**
- *Today we will be segmenting, or taking apart, the sounds in a word we hear. We will say the first sound and then the rest of the word.
- *After each word, the children will repeat the steps.

**Say:** I am going to segment, or take apart, a word. I’ll say the first sound and then the end of a word. Listen: *sat*. The first sound in *sat* is /s/. What is the first sound? /s/ The end part of *sat* is /at/. What is the end part? /at/ Listen *sat*, /s/ /at/.

#### STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)
Have children practice segmenting words by onset and rime. Do the first word with students.

When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs.

**Teacher Tip**
- Select individual students to take turns once the whole group has successfully blended several words.

**Explaination/Script**
Say: Listen to the word parts. Segment, or take apart, the word. Say the first sound, then the rest of the word.

- sad (/s/ /ad/)  mat (/m/ /at/)
- fish (/f/ /ish/)  lip (/l/ /ip/)
- run (/r/ /un/)  nest (/n/ /est/)

Say: Now let’s try some harder ones. Say the first sounds if the word begins with a blend.

- had (/h/ /ad/)  flat (/fl/ /at/)
- wish (/w/ /ish/)  slip (/sl/ /ip/)
- spun (/sp/ /un/)  chest (/ch/ /est/)

#### CORRECTIVE FEEDBACK
When children make mistakes during segmenting, model how to segment the onset and rime. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples.

**Explaination/Script**
Say: Listen as I segment the sounds in *sat*: /s/ /at/. The first sound in *sat* is /s/. Repeat the sound with me: /s/ [Students repeat.] The rest of the word is /at/. Repeat. [Students repeat.] /at/. The sounds in *sat* are /s/ /at/. What are the sounds?

**Now let’s go back and try some more.**
### ORAL SEGMENTATION ROUTINE (PHONEME BY PHONEME)

#### STEPS

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Say: Today we will be segmenting, or taking apart, a word sound-by-sound.</td>
</tr>
<tr>
<td>Briefly name and explain the task and its purpose to children before starting the activity. Note: Use the Response Board to help students see and feel each sound in the word. Other tactile approaches that will help students include modeling how to stretch the sounds (like a rubber band) before students segment the word and moving your hands from right to left as you move from sound to sound.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (I DO)</strong></td>
<td>Say: I am going to say a word, then I will say it sound by sound. As I say each sound, I will place one counter in each box on the Response Board. Listen: sat. [Stretch each sound three seconds so students can hear each discrete sound.] Now I will say sat sound by sound.</td>
</tr>
<tr>
<td>Model how to segment the sounds in a word. Repeat with several examples. <strong>Teacher Tips (Sequence)</strong></td>
<td></td>
</tr>
<tr>
<td>• Begin segmenting two-letter VC words, such as <em>am</em> and <em>it</em>.</td>
<td></td>
</tr>
<tr>
<td>• Progress to CVC words. When segmenting CVC words, use words that start with a continuous sound—a sound that can be stretched, such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/.</td>
<td></td>
</tr>
<tr>
<td>• Begin segmenting CVC words that start with a single consonant sound (e.g., <em>lip</em>), rather than a consonant blend (e.g., <em>flip</em>).</td>
<td></td>
</tr>
<tr>
<td>• Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., /b/, /d/, /g/). Then proceed to words beginning with consonant blends (e.g., /fl/, /st/).</td>
<td></td>
</tr>
<tr>
<td>• Segmenting phoneme by phoneme should progress from 2-phoneme words (beginning of K), to 3-phoneme words (mid-K), and then to 4- and 5-phoneme words (Grades 1-2).</td>
<td>![Segmenting Diagram]</td>
</tr>
<tr>
<td><strong>STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)</strong></td>
<td>Say: Listen to the sounds. Segment, or break apart, the word sound-by-sound.</td>
</tr>
<tr>
<td>Have children practice segmenting words phoneme by phoneme, or sound-by-sound. Do the first word with students. When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs. <strong>Teacher Tip</strong></td>
<td></td>
</tr>
<tr>
<td>• Select individual students to take turns once the whole group has successfully blended several words.</td>
<td></td>
</tr>
</tbody>
</table>

### PHONEMIC AWARENESS

<table>
<thead>
<tr>
<th>PHONEMIC AWARENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>R11</td>
</tr>
</tbody>
</table>
CORRECTIVE FEEDBACK

When children make mistakes during segmenting, stretch the word using the rubber band technique. Have students repeat. Then use the Response Board to model how to place one counter on each box as you stretch the word and move from sound to sound. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples.

CONNECT TO SPELLING

Use segmentation and the Response Board as an effective way to transition to spelling words. (Response Board reproducibles are available online.)

After students have segmented the word, have them replace each counter with a letter (or letters) to spell the word. This breaking apart and then putting together words with print will accelerate students’ understanding of how words work.

CONNECT TO SPELLING

Use segmentation and the Response Board as an effective way to transition to spelling words. (Response Board reproducibles are available online.)

After students have segmented the word, have them replace each counter with a letter (or letters) to spell the word. This breaking apart and then putting together words with print will accelerate students’ understanding of how words work.

Say: Listen and watch as I stretch the sounds in sat, /sssaaat/. [Pretend to stretch a rubber band as you stretch, or sing together, the sounds in the word.]

Now I will move one counter onto each box as I say each sound. [Model for students.] Now it is your turn. [Students repeat by stretching the word and placing one counter onto each box on the Response Board to represent each sound.] How many sounds are in the word sat? What are the sounds?

Now let’s go back and try some more.

Say: What is the first sound in the word sat? /s/. What letter do we write for the /s/ sound? s. Write that letter in the first box.

What is the next sound in the word sat? /a/. What letter do we write for the /a/ sound? a. Write that letter in the second box.

What is the last sound in the word sat? /t/. What letter do we write for the /t/ sound? t. Write that letter in the last box.

What word did we spell? That’s right: sat. When you write a word, you must think about each sound in the word and attach a spelling to that sound.
## Phonemic Manipulation Routine (Substitution)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
</table>
| **STEP 1: INTRODUCE** | Briefly name and explain the task and its purpose to children before starting the activity.  
Say: Today we will be substituting, or replacing, a sound in a word. |
| **STEP 2: MODEL (I DO)** | Model the task with several examples.  
Teacher Tips (Sequence)  
- Use the following instructional sequence: initial sounds, final sounds, medial sounds, second letter in an initial blend, first letter in a final blend.  
- Use letter cards to demonstrate how substituting a sound results in the replacement of a letter (or spelling). A new word is made.  
Say: I am going to say a word. Then I will substitute, or replace, the first sound in the word with /s/.  
Listen: mat. I will replace the first sound in mat with /s/. The new word is sat.  
Watch as I do this with Word-Building cards. This is the word mat. [Show the Word-Building cards m, a, t.] The first sound in mat is /m/. The first letter is m, the letter we write for the /m/ sound. I will substitute the /m/ sound with /s/. Therefore, I will take away the letter m, which stands for the /m/ sound, and replace it with the letter s, which stands for the /s/ sound. The new word I made is sat. |
| **STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)** | Have children practice substituting sounds. Say the word. Then state the replacement sound and the position in which it should be substituted. Do the first word with students.  
Teacher Tip  
- Have students use their Response Boards. They should write the word, then erase the letter or letters that stand for the sound that needs to be replaced. Finally, they complete the new word by writing the missing letter or letters for the target replacement sound.  
Say: Now let’s try it together. I will say a word. I want you to replace the first sound in the word with /s/.  
mad (sad)  
rock (sock)  
fell (sell)  
hit (sit)  
fun (sun)  
bend (send)  
   ![Response Board](image)  
m  
s  
bad |
| **CORRECTIVE FEEDBACK** | When children make mistakes during segmentation, use letter cards to form the word. Have students repeat with their own set of Word-Building cards. Then model how to find the target sound and spelling, remove it, and replace it with the new sound and spelling. Have students repeat. Then have students chorally blend the new word formed.  
Say: Let’s try this one together. The word is mat. I will replace the first sound in mat with /s/ to make a new word.  
[Make the word mat.] I have made the word mat with Word-Building cards. The word mat is spelled m, a, t. Make the word mat using your Word-Building cards.  
The first sound in mat is /m/. What is the first sound? /m/. This is the sound I need to substitute with /s/.  
The letter m stands for the /m/ sound. What letter stands for the /m/ sound? m. That is the letter-sound that I must remove. Let’s take away the letter m.  
I will replace the letter m with the letter that stands for the /s/ sound. The letter s stands for the /s/ sound. What letter stands for the /s/ sound? s. Place that letter at the beginning of the word, where the letter m once was.  
Now, watch as I blend the sounds to read the new word I formed: /sssaat/, sat. The new word is sat. |
## PHONEMIC MANIPULATION ROUTINE (DELETION)

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
</table>
| **STEP 1: INTRODUCE**  
Briefly name and explain the task and its purpose to children before starting the activity. | Say: Today we will be deleting, or removing, a sound in a word. |
| **STEP 2: MODEL (I DO)**  
Model the task with several examples. | Say: I am going to say a word. Then I will delete, or remove, the first sound.  
Listen: mat. I will delete the first sound in mat. The new word is at.  
Watch as I do this with Word-Building cards. This is the word mat. [Show the Word-Building cards m, a, t.] The first sound in mat is /m/. The first letter is m, the letter we write for the /m/ sound. I will delete, or remove, the /m/ sound. Therefore, I will take away the letter m, which stands for the /m/ sound. What’s left are the letters a, t. They spell the word at. |
| **Teacher Tips (Sequence)**  
• Use the following instructional sequence: initial sounds, final sounds, second letter in an initial blend, first letter in a final blend.  
• Use Word-Building cards to demonstrate how deleting a sound results a new word. |  
| **STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)**  
Have children practice deleting sounds. Say the word. Then state the position of the sound to be deleted. Do the first word with students. | Say: Now let’s try it together. I will say a word. I want you to delete the first sound to make a new word.  
fat (at)  
sit (it)  
send (end)  
cup (up)  
gate (ate)  
boats (oats) |
| **Teacher Tip**  
• Have students use their Response Boards. They should write the word, then erase the letter or letters that stand for the sound that needs to be deleted. Finally, they read the new word formed. |  
| **CORRECTIVE FEEDBACK**  
When children make mistakes during phoneme deletion, use letter cards to form the word. Have students repeat with their own set of Word-Building cards. Then model how to find the target sound and spelling, remove it, and read the new word formed. Have students repeat. | Say: Let’s try this one together. The word is fox. I will delete the first sound in fox to make a new word.  
[Make the word fox.] I have made the word fox with Word-Building cards. The word fox is spelled f, o, x. Make the word fox using your Word-Building cards.  
The first sound in fox is /f/. What is the first sound? /f/. This is the sound I need to delete, or remove.  
The letter f stands for the /f/ sound. What letter stands for the /f/ sound? f. That is the letter-sound that I must delete, or remove. Let’s take away the letter f.  
Now, watch as I blend the sounds to read the new word I formed: /oks/, ox. The new word is ox. |
# PHONEMIC MANIPULATION ROUTINE (ADDITION)

<table>
<thead>
<tr>
<th><strong>Steps</strong></th>
<th><strong>Explanation/Script</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
</tr>
<tr>
<td><strong>Say:</strong> Today we will be adding a sound to a word to make a new word.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (I DO)</strong></td>
<td>Model the task with several examples.</td>
</tr>
<tr>
<td><strong>Teacher Tip</strong></td>
<td>• Use Word-Building cards to demonstrate how adding a sound results in a new word.</td>
</tr>
<tr>
<td><strong>Say:</strong> I am going to say a word. Then I will add the sound /s/ at the beginning.</td>
<td>Listen: at. I will add the sound /s/. The new word is sat.</td>
</tr>
<tr>
<td><strong>Listen:</strong> at. I will add the sound /s/. The new word is sat.</td>
<td>Watch as I do this with letter cards. This is the word at. [Show the Word-Building cards a, t.] The sound I need to add at the beginning is /s/. The letter s stands for the /s/ sound. Watch as I add the letter s, then blend the new word I made: /ssaat/, sat. The new word I made is sat.</td>
</tr>
<tr>
<td><strong>STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)</strong></td>
<td>Have children practice adding sounds. Say the word. Then state the position in which the sound should be added. Do the first word with students.</td>
</tr>
<tr>
<td><strong>Teacher Tip</strong></td>
<td>• Have students use their Response Boards. They should write the word, then write the letter or letters that stand for the sound that needs to be added in the correct position.</td>
</tr>
<tr>
<td><strong>Say:</strong> Now let’s try it together. I will say a word. I want you to add the /s/ sound to the beginning.</td>
<td></td>
</tr>
<tr>
<td><strong>Example Words:</strong></td>
<td>it (sit) and (sand) end (send) elf (self) pin (spin) nap (snap)</td>
</tr>
<tr>
<td><strong>CORRECTIVE FEEDBACK</strong></td>
<td>Corrective feedback is provided when children make mistakes during phoneme addition, using letter cards to form the word. Have students repeat with their own set of letter cards. Then model how to determine the letter for the added sound and write it in the correct position. Have students repeat. Then have students chorally blend the new word formed.</td>
</tr>
<tr>
<td><strong>Say:</strong> Let’s try this one together. The word is pot. I will add the sound /s/ to the beginning of pot to make a new word.</td>
<td><strong>Example:</strong> [Make the word pot] I have made the word pot with Word-Building cards. The word pot is spelled p, o, t. Make the word pot using your Word-Building cards. I need to add the sound /s/ to the beginning of pot. The /s/ sound is spelled with the letter s. Therefore, I will add the letter s. What letter will I add? s. Let’s write the letter s at the beginning of the word pot. Now, watch as I blend the sounds to read the new word I formed: /sssspot/, spot. The new word is spot.</td>
</tr>
</tbody>
</table>
# PHONEMIC MANIPULATION ROUTINE (PHONEME REVERSALS)

<table>
<thead>
<tr>
<th><strong>Steps</strong></th>
<th><strong>Explanation/Script</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
</tr>
<tr>
<td></td>
<td>Say: Today we will reverse, or flip, the sounds in a word to make a new word.</td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (I DO)</strong></td>
<td>Model the task with several examples.</td>
</tr>
<tr>
<td><strong>Teacher Tip</strong></td>
<td>- Use letter cards to demonstrate how reversing the sounds in a word results in a new word written in opposite order (written backwards).</td>
</tr>
<tr>
<td>Note: In some of the phoneme reversal activities, the new word formed is spelled differently when the sounds are reversed (e.g., let/tell; team/meat)</td>
<td>Say: I am going to say a word. Then I will reverse the sounds in the word. That means I will say the sounds in reverse, or backwards, order.</td>
</tr>
<tr>
<td>Listen: top. When I reverse the sounds in top, I start at the end of the word rather than the beginning. The new word I make is pot.</td>
<td>Watch as I do this with letter cards. This is the word top. [Show the letter cards t, o, p in a pocket chart.] I will sound out the word backwards to reverse the sounds. [Model blending the word backwards. Then reverse the order of the letters and blend the word formed.]</td>
</tr>
<tr>
<td><strong>STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)</strong></td>
<td>Have children practice reversing sounds in words. Do the first word with students.</td>
</tr>
<tr>
<td><strong>Teacher Tip</strong></td>
<td>- Have students use their Response Boards. They should write the word, then say it backwards to read the new word formed.</td>
</tr>
<tr>
<td></td>
<td>Say: Now let’s try it together. I will say a word. I want you to reverse the sounds. That means you will say the word backwards.</td>
</tr>
<tr>
<td></td>
<td>tip (pit)  net (ten)  pop (pop)  nap (pan)  team (meat)  tell (let)</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="tip pit" /></td>
</tr>
<tr>
<td><strong>CORRECTIVE FEEDBACK</strong></td>
<td>When children make mistakes during phoneme reversals, use Word-Building Cards to form the word. Have students repeat with their own set of Word-Building Cards. Then model how to blend the word in reverse, or backwards, order.</td>
</tr>
<tr>
<td></td>
<td>Say: Let’s try this one together. The word is tip. I will reverse the sounds in the word. That means I will say the word backwards. [Make the word tip.] I have made the word tip with Word-Building Cards. The word tip is spelled t, i, p. Make the word tip using your Word-Building Cards.</td>
</tr>
<tr>
<td></td>
<td>Now I will sound out the word in reverse order. I will start at the letter p and read backwards. Watch and listen: /piipt/. The word is pit. Now you try.</td>
</tr>
</tbody>
</table>
**What Is Phonics?**

Phonics is the understanding that there is a relationship between sounds (phonemes) and their spellings (graphemes).

**Why Is Phonics Instruction Important?**

Phonics instruction helps beginning readers understand the relationship between letters and sounds. It teaches students to use these relationships to read and write. Research has shown that direct systematic phonics instruction is appropriate and beneficial for advancing students’ skills from kindergarten on (NICHD, 2001).

**What Is a Strong Phonics Instructional Sequence?**

When teaching phonics, the sequence of skills can have a significant impact on students’ progress. Refer to the following guidelines:

- Teach short-vowel sounds (in VC and CVC words) before long-vowel sounds (in CVVC words).
- Teach consonants and short vowels in combination so that words can be generated as early as possible.
- Be sure the majority of the consonants taught early on are continuous consonants, such as $l$, $m$, $n$, $r$, and $s$. These consonant sounds can be stretched, or sustained, without distortion and make it easier to blend words.
- Use a sequence in which the most words can be generated. For example, teach high-utility letters such as $m$, $s$, and $t$ before lower-utility letters such as $x$ or $z$.
- Progress from simple to more complex sound-spellings. For example, single consonants should be taught before consonant blends and digraphs. Likewise, short vowels should be taught before long vowels, variant vowels, and diphthongs.
- Separate visually and auditorily confusing letters and sounds (e.g., $e/i$, $b/d$) in the instructional sequence.

**What Are the Top Research Findings?**

- Phonics instruction has a positive overall effect on reading and can benefit students of all levels.
- Phonics instruction has positive overall effects on specific skill areas including decoding, spelling, reading orally, and comprehending text.
- Phonics instruction has a lasting impact on reading. It is not a means in and of itself; it should always be connected to reading and writing practice.
- Phonics instruction is best when it is explicit and systematic, done early and done well. The majority of phonics instruction occurs in Grades K-2, but work continues on less-common patterns, syllabication, affixes, and Greek and Latin roots well into the upper elementary years.
- Phonics and spelling instruction are interrelated processes and instruction should be linked.

**How Can I Connect Research to Best Practices?**

- Teach from the simplest to the most complex skills (e.g., from short vowels to final e to long vowels to diphthongs) and relate new knowledge to the known.
- The use of minimal contrasts (e.g., bag/big, fin/fine, cot/coat) can help children move from the known to the new.
- Phonics lessons should be brief, fast-paced, and targeted.
- Explicitly instruct the sound-spelling relationship (e.g., the letter $s$ stands for the /$s/$ sound).
- Model blending and provide daily practice in blending words with new and previously taught sound-spellings to build automaticity.
- Connect reading and writing through dictation (guided spelling) exercises to accelerate children’s application of new sound-spellings to writing.
- Connect phonics lessons to daily, connected text reading and rereading to emphasize application and build reading fluency.
- Focus on high-utility words during phonics instruction.
- Focus on articulation, or how the mouth forms the sound, for children whose first language is not English. Highlight those sounds and spellings that are transferable from one language to the other.

**What Are Key Academic Terms?**

- affix: a prefix or suffix
- blending: putting together sounds to read a word in print
- closed sorts: word sorts in which the teacher decides how children will sort the words (e.g., sort Short a and Short o words)
- consonant blend/cluster: two or three consonant letters that appear together in a word and the individual sounds of the letters are pronounced
- decoding: sounding out a word using knowledge of letter-sounds or phonic patterns
- decodable text: text in which a majority of the words are decodable (can be sounded out) based on the phonics skills taught thus far
- digraph: two or more letters that together stand for one sound (e.g., $sh$, $oa$)
- diphthong: a gliding sound in which the mouth changes position when pronouncing it (e.g., /ou/, /oi/)
- grapheme: letter or group of letters that represent a sound
- open sorts: word sorts in which the children decide how they will sort the words, thereby giving the teacher clues as to how the children are analyzing word patterns
- phoneme: an individual sound
- schwa: the vowel sound in an unaccented syllable (“uh”)
- segmentation: taking a word apart sound-by-sound and spelling-by-spelling
- syllable: a unit of pronunciation containing only one vowel sound
- word families: words that share a common ending part, called a rime (e.g., bat, cat, hat)

*See [Reading Wonders Research Base Alignment](#) for additional details and research citations.*
## SOUND-BY-SOUND BLENDING ROUTINE

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Briefly name and explain the task and its purpose to children before starting the activity. Say: Today we will practice blending sounds to make words. When I tap under a letter or spelling, you will say the sound. When I sweep my hand under two or more letters or spellings, you will blend the sounds together. When I slide my hand under the whole word, you will say the word. The more practice we have sounding out words with the letters and spellings we have learned, the better readers we will be.</td>
</tr>
<tr>
<td><strong>Teacher Tips</strong></td>
<td>- Blending is an instructional priority during initial phonic reading instruction. - Instruction and practice in blending must be explicit and reintroduced when new word types are introduced, such as longer words.</td>
</tr>
</tbody>
</table>

| **STEP 2: MODEL (I DO)** | Model the task with up to five examples. Use the signal techniques, such as tapping and sweeping with your finger. In addition, pay careful attention to the pace of instruction, for example, note when to pause and wait for children's response. Say: I will model for you how to blend sounds. Watch and listen. Then use the level of modeling appropriate for your children. (See below.) |
| **Teacher Tips (Sequence)** | - Begin modeling using VC words such as an and at. Make sure children have been taught all the individual sound-spellings in the word prior to blending. - Continue with CVC words that begin with continuous sounds. Continuous sounds are sounds that can be stretched or prolonged, such as those made by the letters f, l, m, n, r, s, v, and z. - Continue with CVC words that begin with stop sounds. Stop sounds are sounds that cannot be stretched or prolonged, such as those made by the letters b, c, d, g, j, k, p, t, w, and y. - Then move on to CVC words that begin with stop sounds, or sounds that cannot be stretched. Since these sounds cannot be prolonged, tell children to pronounce the consonant and vowel quickly together. - Continue with the following sequence; CVCC (mask); CCVC (flat); CVCe (made); CVVC (road); CCVVC (float); CVVCC (roast), and then on to multisyllabic words. - When blending multisyllabic words, blend syllable by syllable. - Blending instruction should be related to spelling instruction. This will accelerate children's mastery of the sound-spellings and assist them in using the spellings in their writing. |
| **Level 1: Teacher Model** | Model only the first few times you do this routine. |
| **Level 2: Oral Sounding Out** | Use this level for many weeks or even months, until children become skilled at blending words. You will need to continue this level for children needing Strategic Intervention during Small Group Time. |
| **Level 3: Internal Sounding Out** | Begin to transition children to internal sounding out, or “sounding out in one’s head,” after months of practice doing it orally. It is important to show children how to internalize this strategy. Be sure to provide ample time for children to blend the word in their heads before saying it. Reinforce this level of blending during the reading of decodable text. |
| **Level 4: Whole Word Reading** | This is the goal of blending. Many children will naturally begin doing this as their blending skills improve because it is more efficient. You may have to remind children that they don’t need to work through every word sound-by-sound if they have seen the word many times before. Therefore, they should visually scan the word and see if they recognize it prior to beginning the blending of it. |

See next page for example teacher scripts for each level.
**Level 1: Teacher Model**

1. Write m on the board, or display the card in a pocket chart. Say: I will sound out this word to show you how to do it. When I tap under the letter, I will say its sound. Then you will repeat it. Point to the letter m, tapping under it, as you say the sound /m/. Then say: Sound? Tap under m. Have children chorally say the sound /m/.

2. Write a on the board to form ma. Point to the letter, tapping under it, as you say the sound /a/. Then say: Sound? Tap under a. Have children chorally say the sound /a/.

3. Point just to the left of ma. Sweep under m and a and blend the sounds /mmaaa/. As you blend the sounds, stretch each sound for 1 to 1½ seconds so children can hear each individual sound. Then say: Blend? Have children chorally blend the sounds as you sweep your finger under the letters.

4. Write t on the board to form mat. Point to the letter, tapping under it, as you say the sound /t/. Then say: Sound? Tap under t. Have children chorally say the sound /t/.

5. Point just to the left of mat. Sweep under m, a, t and blend the sounds /mmmaaat/. Then say: Blend? Have children chorally blend the sounds as you sweep your finger under the letters.

6. Point just to the left of mat. Say: Word? Slide your hand quickly under the word. mat.

**Level 2: Oral Sounding Out**

1. Write m on the board, or display the card in a pocket chart. Point to the letter, tapping under it. Then say: Sound? Have children chorally say the sound /m/.

2. Write u on the board to form mu. Point to the letter, tapping under it. Then say: Sound? Have children chorally say the sound /u/.

3. Point just to the left of mu. Sweep under m and u. Then say: Blend? Have children chorally blend the sounds /mmmuuu/ as you sweep your finger under the letters.

4. Write d on the board to form mud. Point to the letter, tapping under it. Then say: Sound? Have children chorally say the sound /d/.

5. Point just to the left of mud. Sweep under m, u, d. Then say: Blend? Have children chorally blend the sounds /mmmuuu/ as you sweep your finger under the letters.

6. Point just to the left of mud. Say: Word? Slide your hand quickly under the word. mud.

**Level 3: Internal Sounding Out**

Tell children that today they will try to sound out words silently. They will say each sound “in their heads” as you point to it, then blend the sounds without speaking them. (For the first few times you use this level, you will need to model it. For example, say: Watch my mouth. I’ll say the sounds in this word to myself, then I’ll say the word. Move your lips as you say each sound, then blend the word.)

1. Write r on the board, or display the Word-Building Card in a pocket chart. Point to the letter, tapping under it. Say: Sound? Remind children not to say it out loud.

2. Write oo on the board to form roa. Point to the spelling, tapping under it. Then say: Sound?

3. Point just to the left of roa. Say: Blend. Sweep under r and oo. Have children silently blend the sounds as you sweep your finger under the letters.

4. Write d on the board to form road. Point to the letter, tapping under it. Then say: Sound?

5. Point just to the left of road. Say: Blend. Sweep under r, oo, d. Have children silently blend the sounds.

6. Point just to the left of road. Say: Word? Slide your hand quickly under the word. road.

**Level 4: Whole Word Reading**

1. Write soil on the board, or display the spelling cards s, oi, and i in the pocket chart. Tell children that you want them to quickly and silently blend the sounds to read the word.

2. Say: When I point to the word, I want you to sound it out “in your head” without making any noise. When I signal, say the word out loud the fast way. Point to the word, tapping under it. Pause 3 seconds to give children time to read it. Then say: Word?

3. Provide corrective feedback, as needed.

The soil is wet.
### STEPS EXPLANATION/SCRIPT

#### STEP 3: PROVIDE GUIDED PRACTICE (WE DO)

Continue to use effective signaling, corrective feedback/monitoring, and pacing procedures during this level. Guided practice using choral whole-group responses should continue until children demonstrate knowledge of the skill. Throughout the task, provide corrective feedback/monitoring using the correction procedure below, as needed.

**Teacher Tips**
- This part of the lesson should be brief and take between 5-10 minutes maximum.
- It will be necessary to review the meanings of any unfamiliar words in the blending lines for English Learners and those with limited vocabularies. This should consist of a quick, child-friendly definition.

#### STEP 4: USE CORRECTION PROCEDURE

When children make mistakes during blending, we need to look at the prerequisite skills required to blend words, such as (1) the phonemic awareness skills needed to orally blend sounds, and (2) mastery of the individual sound-spellings that comprise the word. The correction procedures enable you to go back and determine where the blending breakdown occurred.

|say day way wait tail mail pain paint brain swayed wailed explained bat bait man main tray train book cute home race badge bikes | Gail and April like to sail. Ray waited all day to play. I can make a gray snail from clay. |

**To correct students who make a Sound Error:**
- Model the sound that children missed, then have them repeat the sound. Take note of those sounds children consistently miss and provide needs-based reteach lessons during Small Group Time.
- Say: *My turn. Tap under the letter and say: *Sound? /__/. Then face the children and say: *Say it with me: /__/. Now it’s your turn. Sound?*
- Then return to the beginning of the word. Say: *Let’s start over.*

**To correct students who make a Blending Error:**
- Model blending, using the appropriate signaling procedures. Say: *My turn.*
- Then lead students in blending the sounds. You will respond with the children to offer support. Say: *Do it with me.*
- Test students on each blending step. Say: *Your turn. Blend.*
- Then return to the beginning of the word. Say: *Let’s start over.*
- When completed, back up two words and repeat the word reading steps, re-present the missed word, then continue on.

**Vowel-First Blending**
- If students struggle reading CVC Words, use vowel-first blending.
- Point to the vowel, say its sound, and have children repeat. Then blend the word from the beginning.
<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 5: PROVIDE INDEPENDENT PRACTICE (YOU DO)</strong>&lt;br&gt;Random individual turns allow you an opportunity to quickly assess each child’s skill level and provide additional practice opportunities for those children needing more practice before moving on in the lesson.</td>
<td>When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors.</td>
</tr>
<tr>
<td><strong>STEP 6: REREAD FOR FLUENCY</strong>&lt;br&gt;As a final reading opportunity, have children quickly and chorally read the word lists and sentences. Children should read a word every two seconds. This will help to develop fluency with the words and spelling patterns before children read the Decodable Text.</td>
<td>Say: Let’s read these words and sentences one more time quickly to “show what we know.” I will point to each word as you read it aloud together. Then, we’ll be ready to read our story for today.</td>
</tr>
</tbody>
</table>
## BLENDING AT-A-GLANCE

<table>
<thead>
<tr>
<th>Steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Introduce</strong></td>
<td>✓ Name and explain purpose of task.</td>
</tr>
</tbody>
</table>
| **2 Model (I Do)** | ✓ Use explicit modeling.  
✓ Use appropriate signaling, pacing, and corrective feedback/monitoring techniques.  
✓ Use Level 1–4, based on children’s needs and abilities. |
| **3 Provide Guided Practice (We Do)** | ✓ Use the blending lines on the Teacher Chart.  
✓ Keep this portion of lesson brief, 5–10 minutes. |
| **4 Use Correction Procedure** | ✓ Address Sound Errors and Blending Errors, as needed. |
| **5 Provide Independent Practice (You Do)** | ✓ QuickCheck on individual children’s skills. |
| **6 Reread for Fluency** | ✓ Quickly and chorally reread blending lines on Teacher Chart as warm-up and preparation for the reading of the Decodable Text. |
# INTRODUCING SOUND-SPELLING CARDS

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Say: Today we will learn a new sound and spelling.</td>
</tr>
<tr>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>STEP 2: MODEL (I DO)</strong> | Say: This is the Ss Sound-Spelling Card. The sound is /s/. The /s/ sound is spelled with the letter s. Say it with me: /s/. This is the sound at the beginning of the word sun. Listen: /sss/ /un/, sun. Watch as I write the letter s. I will say the sound /s/ as I write the letter several times. |
| Teach the target sound. Show the Sound-Spelling Card. State its name and say the sound the card represents. Then attach the sound to the name of the object, action, or animal shown. | |
| Point out the spelling or spellings focused on in the lesson. Write the spelling(s) as you say the sound. Use the handwriting models provided. | |
| <strong>Teacher Tips</strong> | |
| • You may wish to cover up sound-spellings not yet taught with a self-sticking note. | |
| • Play the Sound Pronunciation Audio to correctly model the sound’s pronunciation and teach the action rhyme. | |
| • Focus on articulation using the mouth movement photos on the back of the small Sound-Spelling Cards. Instructions for how to describe the sound’s pronunciation are included on the back of the card. | |
| • For a daily warm-up, point to each card and ask children to say the sound. | |
| • If uncommon spellings are encountered and noticed during reading, you may wish to put them on self-sticking notes and add to the appropriate Sound-Spelling Card. | |
| • Point out any color coding or hints on the cards. These include the following: | |
| ✓ Cards with dotted borders represent sounds that transfer from Spanish to English. | |
| ✓ Cards with solid borders represent sounds that do not transfer from Spanish to English. | |
| ✓ A red box before a spelling (e.g., <em>dge) represents that the spelling follows a short vowel sound. | |
| ✓ A line in or after the spelling (e.g., a_e, gi</em>) signals that a consonant is missing. | |</p>
<table>
<thead>
<tr>
<th><strong>STEPS</strong></th>
<th><strong>EXPLANATION/SCRIPT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)</strong></td>
<td>Say: Now do it with me. Say /s/ as I write the letter.&lt;br&gt;This time, write the letter s five times as you say the /s/ sound.</td>
</tr>
<tr>
<td>Have students practice connecting the sound and spelling through writing.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 4: BUILD FLUENCY</strong></td>
<td>Say: Let’s review the spellings we have learned so far. Look at the spelling on the Word Building Card. Say the sound. [Go through all the cards.]&lt;br&gt;Now it’s time for the speed challenge. Let’s see how quickly we can say the sounds. [Mix the cards and go through them at a rapid pace.]&lt;br&gt;Remember, knowing these sound-spellings quickly and accurately will help us sound out words as we read.</td>
</tr>
<tr>
<td>Review the sound-spellings taught to this point in the year using the Word Building Cards. This should be done on a daily basis. Maintain a set of cards representing the sound-spellings taught. Display one card at a time as students chorally say the sound. Go through all the cards at a moderate pace. Then mix the cards and repeat at a faster pace. This will help students gain automaticity with the sound-spellings and should take no more than 2-3 minutes.</td>
<td></td>
</tr>
<tr>
<td>Remove cards after many weeks or months, once you feel most students have gained mastery of the sound-spellings.</td>
<td></td>
</tr>
</tbody>
</table>
**SOUND SPELLING CARDS AT-A-GLANCE**

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Introduce</strong></td>
</tr>
</tbody>
</table>
| **2 Model (I Do)** | ✓ Display the large Sound-Spelling Card and tell children the letter and name of the picture. Have students repeat.  
  ✓ Say the sound the letter (or spelling) represents and connect it to the picture name. Have students repeat as you point to the letter.  
  ✓ Write the letter as you say the sound.  
  ✓ Point out any color coding or other hints on the cards. |
| **3 Provide Guided Practice (We Do)** | ✓ Have students say the sound as you write the letter (or spelling).  
   ✓ Have students write the letter (or spelling) five times as they say the sound. |
| **4 Build Fluency** | ✓ Display Word Building Cards containing the new sound-spelling and all previously-taught sound-spellings. Have students chorally say the sound as you display each spelling. Mix and repeat at a faster pace. |
## Building Words

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Say: Today we will be building, or making, words using the letters and spellings we have learned.</td>
</tr>
<tr>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (I DO)</strong></td>
<td>Say: Look at the word I have made in the pocket chart. It is spelled f-e-d. Let’s blend the sounds together and read the word: /ffeed/, fed.</td>
</tr>
<tr>
<td>Place Word Building Cards in a pocket chart to form the first word you are building. Model blending the phonemes.</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Tips</strong></td>
<td></td>
</tr>
<tr>
<td>• Build words using the target sound-spelling.</td>
<td></td>
</tr>
<tr>
<td>• Incorporate review sound-spellings into the exercise to build fluency.</td>
<td></td>
</tr>
<tr>
<td>• Use minimal contrasts to help students fully analyze words and notice the unique differences between words (e.g., lip/flip, pan/pen, tap/tape, bat/boat).</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)</strong></td>
<td>Say: Change f to r. What is the new word we made? Let’s blend all the sounds together and read the word: /rrred/, red.</td>
</tr>
<tr>
<td>Continue changing one (or more) letters in the word. Have students chorally blend the new word formed. Do a set of at least ten words.</td>
<td>Change r to l. What is the new word we made? Let’s blend all the sounds together and read the word: /lled/, led.</td>
</tr>
<tr>
<td><strong>Teacher Tips</strong></td>
<td>Change d to g. What is the new word we made? Let’s blend all the sounds together and read the word: /lleg/, leg.</td>
</tr>
<tr>
<td>• For variety, ask students to change a sound in a word. For example, say “Change the first sound in sat to /m/. What new word will you make?”</td>
<td>Continue with the words beg, bet, bat, mat, met, men, pen, pan, pat, pet.</td>
</tr>
<tr>
<td>• Start by changing initial sound-spellings. Progress to changing final sound-spellings. Then change the medial vowel spellings.</td>
<td></td>
</tr>
<tr>
<td><strong>CORRECTIVE FEEDBACK</strong></td>
<td></td>
</tr>
<tr>
<td>When children make mistakes during word building, model blending the new word formed.</td>
<td></td>
</tr>
</tbody>
</table>
What is Decodable Text?
Decodable text is text in which a high percentage of the words (75% or more of the words) are comprised of previously-taught sound-spelling relationships.

Why is Decodable Text Important?
Decodable Texts provide an opportunity for students to apply their skills of word reading to connected text. Decodable texts help students develop word automaticity and build fluency. The ability to read words automatically frees up students so they can focus on understanding the meaning of the test, the ultimate goal of reading. Research has shown that the use of decodable text in early reading accelerates students’ knowledge and use of phonics patterns, improves their spelling, and positively affects their motivation to read (Blevins, 2000).
## STEPS

### STEP 1: REVIEW HIGH-FREQUENCY WORDS
- Display the **High-Frequency Word Cards** for the high-frequency words found in the text.
- Review the words with children using the Read/Spell/Write Routine.

<table>
<thead>
<tr>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place the following Word Building Cards in a pocket chart: <em>one, two, they, her, does</em>. Then review each one using the Read/Spell/Write Routine.</td>
</tr>
<tr>
<td><strong>Read</strong> Point to and say the word <em>one</em>. <em>This is the word one. It is a number word. I have one book.</em> [Point to the word one.] <em>What is the word?</em></td>
</tr>
<tr>
<td><strong>Spell</strong> The word <em>one</em> is spelled <em>o-n-e</em>. Spell the word <em>one</em> with me: <em>o-n-e</em>.</td>
</tr>
<tr>
<td><strong>Write</strong> Let’s write the word <em>one</em>. Say each letter as you write it. [Wait for students to write the word.] <em>What is the word?</em> [Continue with the remaining words.]</td>
</tr>
</tbody>
</table>

### STEP 2: PREVIEW AND PREDICT
- Read the title aloud. Ask students to discuss what they see. For English Learners, describe the first page using academic language prior to asking them about the contents.
- Then ask what they think will happen in the story. Use the questions and prompts provided in the lesson.

<table>
<thead>
<tr>
<th>Teacher Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>This portion of the lesson should be quick and take no more than 2 minutes.</em></td>
</tr>
</tbody>
</table>

### STEP 3: FIRST READ (READ TOGETHER)
- Turn to the first page of the Decodable Text.
- Have students point to each word, sounding out decodable words and saying the high-frequency words quickly. Students should chorally read the story the first time through.
- If students have difficulty, provide corrective feedback page by page as needed.

<table>
<thead>
<tr>
<th>Corrective Feedback Models</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choral Reading</strong></td>
</tr>
<tr>
<td>If a student does not read a word correctly:</td>
</tr>
<tr>
<td>• Model how to sound out the word, using the blending routine.</td>
</tr>
<tr>
<td>• Repeat the routine with the same word, asking students to blend the sounds together with you.</td>
</tr>
<tr>
<td>• Go back to the beginning of the sentence and read each word with students.</td>
</tr>
<tr>
<td><strong>Partner Reading</strong></td>
</tr>
<tr>
<td>Provide sentence starters to help partners provide feedback.</td>
</tr>
<tr>
<td>• <em>The word is ____.</em></td>
</tr>
<tr>
<td>(If a decodable word, have the partner model how to blend the sounds.)</td>
</tr>
<tr>
<td>• <em>Let’s say the word together, ____.</em></td>
</tr>
<tr>
<td>• <em>Now let’s read the sentence again.</em></td>
</tr>
<tr>
<td>Steps</td>
</tr>
<tr>
<td>-------</td>
</tr>
</tbody>
</table>
| **STEP 4: CHECK COMPREHENSION** | Ask the following questions:  
- Why did Meg and Ben want eggs?  
- Why didn't Ben get eggs? Find the sentence in the story that tells why.  
- Point to the name of the animal that has eggs.  
- Discuss with a partner why Mom didn't make eggs. |
| - Ask questions that focus on overall comprehension and prompt students to revisit the text. At least one of the questions should involve partner talk.  
- Prompt students to answer in complete sentences.  
- Have students find sentences in the story to support answers.  
- Call on students to discuss any difficult words in the selection. |  

**STEP 5: SECOND READ (BUILD FLUENCY)** | Say: Great job working through the story. Now let's reread the story to make sure we can read all of the words. |
| - Have students reread the book. Use this time to differentiate instruction and practice.  
- Chorally reread the book with On-Level and Approaching Level students.  
- If Approaching Level students struggle sounding out words, provide "with you" blending models. Then review blending using the words on the word list at the end of the story (book) during Small Group time. Conclude by guiding students through a rereading of the book during the small group session.  
- Have Beyond Level students read the text to a partner. Partners should read alternating pages. The reader should point to each word as the listener follows in his or her book. Students then switch roles. Have partners retell the story to each other.  
- On Day 2 of the Decodable Text lesson, use this time to teach an accelerated skill minilesson, such as the one provided in the Teacher's Edition. |

**STEP 6: CUMULATIVE REVIEW** | As time allows throughout the week (and always on DAY 5), have students reread this week's decodable stories and as many previous stories as possible. |
Steps

1. **Review High-Frequency Words**
   - Display the High-Frequency Word Cards for the high-frequency words found in the text.
   - Review the words with children using the Read/Spell/Write Routine.

2. **Model (I Do)**
   - Read the title aloud. Ask students to discuss what they see on the cover. For English Learners, describe the cover using academic language prior to asking them about the cover’s contents.
   - Then ask what they think will happen in the story. Use the questions and prompts provided in the lesson.

3. **First Read (We Do)**
   - Turn to the first page of the text.
   - Have students point to each word, sounding out decodable words and saying the high-frequency words quickly. Students should chorally read the story the first time through.
   - If students have difficulty, provide corrective feedback page by page as needed.
**Steps**

1. **Check Comprehension**
   - ✓ Ask questions that focus on overall comprehension and prompt students to revisit the text. At least one of the questions should involve partner talk.
   - ✓ Ask students to answer in complete sentences.
   - ✓ Have students find sentences in the story to support answers.
   - ✓ Call on students to discuss any difficult words in the selection.

2. **Second Read (You Do)**
   - ✓ Have students reread the text. This time differentiate instruction and practice.

3. **Cumulative Review**
   - ✓ Have students reread this week’s and previous weeks’ stories to build fluency.
**What Is a Syllable?**

A syllable is a unit of pronunciation. Each syllable contains only one vowel sound. Finding the vowels (or vowel spellings) in a word is an important first step in breaking a word into syllables. Each syllable may have more than one vowel letter, but only one vowel sound, as in boat.

**Why Is Syllabication Important?**

To decode multisyllabic words, students must be able to divide words into recognizable chunks. Students need practice in dividing words into syllables to decode longer, unfamiliar words.

**Basic Syllable Patterns**

There are six basic syllable patterns that comprise most of the syllables in English words (Moats). Use the routine that follows to teach students how to read multisyllabic words with the following syllable patterns.

1. **Closed Syllables** These syllables end in a consonant. The vowel is “closed in” by the consonants and the sound is usually short. (rab/bit)
2. **Open Syllables** These syllables end in a vowel. The vowel sound is usually long; the vowel is open and free to say its name. (ti/ger)
3. **Consonant + le Syllables** When a word ends in le, the consonant that precedes it plus the letters le form the final syllable. (han/dle)
4. **Vowel Team/Digraph Syllables** When a vowel digraph appears in a word, the vowels act as a team and must remain in the same syllable. (crea/ture)
5. **r-Controlled Vowel Syllables** When a vowel is followed by the letter r, the vowel and the letter r act as a team and must remain in the same syllable. (tur/tle)
6. **Final e (Silent e) Syllables** When a word ends in e, often the vowel before it and the letter e act as a team to form the vowel sound and must therefore remain in the same syllable. (be/have)

**What Are the Top Research Findings?**

- Phonics instruction has a positive overall effect on reading and can benefit students of all levels.
- Many students struggle when transitioning from reading one-syllable to multisyllabic words.
- Phonics instruction has positive overall effects on specific skill areas including decoding, spelling, reading orally, and comprehending text.
- Phonics instruction has a lasting impact on reading. Phonics instruction is not a means in and of itself; rather, it should always be connected to reading and writing practice.

**How Can I Connect Research to Best Practices?**

- Focus on helping students transition from reading one-syllable to multisyllabic words. Use contrasts in the instruction (e.g., cab/cabin, play/playful, mo/motel).
- Rather than teach a list of rules, many of which have limited applications, focus on high-utility spelling patterns and the Six Syllable Types in English.
- Teach syllabication strategies using known words then provide opportunities for students to apply the strategy in context.
- Teach the high-frequency syllables in English.
- Help students understand that each syllable contains only one vowel sound, however that sound might be represented by more than one vowel letter (e.g., oa, ee). Sometimes a consonant can act like a vowel (e.g., the y in ay or the w in ow).
- To decode multisyllabic words, students must be able to divide the words into recognizable chunks. Sorting exercises can help students rapidly recognize common word chunks such as phonograms, prefixes, suffixes, and Greek/Latin roots.
- Students can use syllabication strategies to approximate a word’s pronunciation when reading. The approximation is usually close enough to recognize the word if it is in the student’s speaking or listening vocabulary.
- When teaching prefixes and suffixes, instruction should focus on those with the highest utility (e.g., un, re, dis, ed, ly, er/or, tion).
- About 60% of English words are of Latin or Greek origin.

**What Are Key Academic Terms I Need to Know?**

- **affix**: a prefix or suffix
- **morphology**: the study of word parts including the awareness that words with common roots share common meanings, and that affixes change words in predictable and consistent ways

*See *Reading Wonders Research Base Alignment* for additional details and research citations.
### STEPS

**STEP 1: EXPLAIN/MODEL**
- Define syllable.
- Introduce the new syllable pattern.
- Model using a sample word.

**STEP 2: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)**
- Have students practice reading common syllables and simple words using the syllable patterns.
- Review previously-taught syllable types.

**Teacher Tip**
- Closed and Open Syllables are the most common in English words. Teach these syllable types first.

---

### EXPLANATION/SCRIPT

**Remind students that every syllable in a word has one vowel sound.** Write the word *simple* on the board. Point out that when a word ends in *–le*, the consonant before it plus the letters *–le* form the last syllable. This is called a **Consonant + le Syllable**.

Underline the syllable *ple* in the word *simple*. Model how to pronounce the syllable and use it to read the whole word.

Say: *I know that *–le* and the consonant before it form the last syllable in a word. Therefore, the last syllable in *s-i-m-p-l-e* is *ple*. That is pronounced /pә l/. This leaves *s-i-m*, which is pronounced /sim/. When I put the two word parts together, I get the word simple.*

**Write the Consonant + le syllables below on the board.** Model how to pronounce each one. Then model how to read the sample words listed.

- **ble** as in *table*
- **cle** as in *uncle*
- **dle** as in *riddle*
- **fle** as in *ruffle*
- **gle** as in *giggle*
- **ple** as in *dimple*
- **tle** as in *little*
- **zle** as in *puzzle*

Remind students that there are six common syllable types in English. Briefly review the following previously-taught syllable types:

- **Open Syllables** end in a vowel and have a long vowel sound, such as *ta* in *table*.
- **Closed Syllables** end in a consonant and have a short vowel sound, such as *lit* in *little*.
### STEPS

#### STEP 3: TRANSITION TO LONGER WORDS
- Write syllables and words containing the syllables on the board. Help students blend them.

**Teacher Tip**
- This careful scaffolding allows students to readily recognize common word parts in longer, unfamiliar words and makes the reading of multisyllabic words easier for students.

<table>
<thead>
<tr>
<th>Syllables</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Syllable</td>
<td>Can, candle, sad, saddle, jug, juggler, wig, wiggle, mid, middle, man, mantle</td>
</tr>
<tr>
<td>Closed Syllable</td>
<td>Fa, fable, no, noble, bri, bridle, sta, stable, ca, cable</td>
</tr>
</tbody>
</table>

#### STEP 4: BUILD WORDS
- Have students build words containing the new syllable type using Word Building Cards. This "playing" with word parts is an essential part of students internalizing how multisyllabic words work and understanding the function and placement of various syllables.

Use Word Building Cards ble, tle, ple, bub, ta, rum, rat, cat, set, ap, dim. Have students use the words parts to build as many multisyllabic words with Consonant + le as possible. These and other words can be formed: bubble, table, rumble, rattle, cattle, settle, apple, dimple.

#### STEP 5: APPLY DECODING STRATEGY
- Have students use the Reading Big Words strategy to decode longer, more complex multisyllabic words containing the target syllable patterns.

Guide students to use the Reading Big Words strategy to decode the following words: befuddle, timetable, scramble, belittle, unstable.

Write each word on the board. Remind students to look for Consonant + le syllables in Step 3 of the decoding strategy procedure.

#### STEP 6: BUILD FLUENCY
- Use Speed Drills throughout the week to help students build fluency recognizing the target syllable patterns.
- Conduct daily syllable fluency drills using the Word Build Cards. These cards contain the 322 most common syllables in English. Students will work on approximately 10 syllables per week.

Distribute copies of the Consonant + le Speed Drill. Use the Speed Drill routine listed to help students become fluent reading words with these syllables.

Use 10 Word Building Cards. Display one card at a time. Have students chorally read the common syllable. Repeat at varying speeds and in random order. Have students work with partners during independent work time to write as many words as they can containing these syllables. Add these words lists to the Big Question Board.
## Steps

### STEP 1: Look for word parts (prefixes) at the beginning of the word.

- Write the word *unexpected* on the board. Do not pronounce the word.
- Have students read aloud Step 1 of the Decoding Strategy: Look for word parts (prefixes) at the beginning of the word.

Say: Let’s look at this word. It is spelled *r-e-b-u-i-l-d-i-n-g*. This is a long word. To help me read it, I will look for parts of the word that I know. I begin by looking at the beginning. In this word I see the prefix re. A **prefix** is a word part that always appears at the beginning of a word. It changes the meaning of the word. The prefix *re* means “again.” Let’s underline the prefix *re*. I have seen this prefix in many words, such as *remake* and *recook*.

### STEP 2: Look for word parts (suffixes) at the end of the word.

Say: Then I look at the end of the word. There are many common word parts that appear at the end of a word. These are called **suffixes**. A **suffix** can change the meaning of a word and often its part of speech. For example, it can change a noun, such as *boat*, into a verb, such as *boating*. I see the common suffix –*ing* at the end of this word.

### STEP 3: In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.

Say: All that’s left in this word are the letters b-u-i-l-d. These letters form the word build. That’s a word I already know how to read.

### STEP 4: Sound out and blend together the word parts.

Say: Let’s put the word parts together: re-build-ing.

### STEP 5: Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: “Is it a real word?” “Does it make sense in the sentence?”

Say: Now let’s say the word parts quickly: rebuilding. That’s a word I have heard before. I know they were rebuilding the homes destroyed by the earthquake. Using the word parts I can also figure out what the word means. Since *re* means “again” I can figure out that *rebuilding* means “to build again.”

## Decoding Strategy

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Look for word parts (prefixes) at the beginning of the word.</td>
</tr>
<tr>
<td>2</td>
<td>Look for word parts (suffixes) at the end of the word.</td>
</tr>
<tr>
<td>3</td>
<td>In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.</td>
</tr>
<tr>
<td>4</td>
<td>Sound out and blend together the word parts.</td>
</tr>
<tr>
<td>5</td>
<td>Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: “Is it a real word?” “Does it make sense in the sentence?”</td>
</tr>
</tbody>
</table>
What Is Fluency? Fluency is the ability to read text quickly, accurately, and with proper expression (also called prosody). Prosodic language features include appropriate phrasing, intonation, and rhythm. These three elements are identified within a text by particular punctuation. Connected text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Students excel in fluency when they are successfully able to decode print accurately and effortlessly and can make it sound as if they are talking when they read aloud.

Why Is It Important? The hallmark of a fluent reader is one who decodes and comprehends simultaneously. A fluent reader frees up his or her mental energies from basic decoding and focuses on new vocabulary and comprehension of a text.

What Are the Top Research Findings?

- Repeated oral reading instruction has a positive overall effect on reading.
- Repeated oral reading instruction has a positive impact on specific skills including reading accuracy, reading fluency, and reading comprehension.
- Guided repeated and monitored oral reading improves reading fluency and overall reading achievement.

How Can I Connect Research to Best Practices?

- Repeated readings should be a part of weekly reading practice. They are essential for all students in Grades K-4, and valuable for students needing support in Grades 5 and beyond.
- Teachers need to model aspects of fluency, such as prosody (expression, intonation), and then have children apply those skills to connected text.
- As students encounter more complex text, teachers need to model how to chunk the text into meaningful units for comprehension (e.g., proper phrasing, such as reading a prepositional phrase as a unit or reading the predicate as a unit).
- Plays are one way to encourage reluctant readers to repeatedly read a text.
- Echo reading, choral reading, and partner reading are effective practice techniques for repeated readings.
- Audio recordings are useful models for repeated readings.
- When a child reads the text with proper speed, accuracy, and expression, the child is decoding and comprehending simultaneously—the hallmark of a fluent reader. This makes oral reading a valuable assessment tool.
- Fluency should be assessed regularly. A student’s oral reading fluency rate (measured in words correct per minute) is a key indicator of the student’s reading progress and reading grade-level.

What Are Key Academic Terms I Need to Know?

- choral reading: a reading procedure where the teacher and students read a text aloud together, maintaining the same speed and expression
- echo reading: a reading procedure where the teacher (or student partner) reads the text a sentence or paragraph at a time, then the student (or partner) repeats using the same speed and expression
- intonation: the rise and fall, or pitch changes, in speech prosody: expression

*See Reading Wonders Research Base Alignment for additional details and research citations.
### Oral Reading Fluency Norms

In Reading Wonders, the 50th percentile fluency range (+/- 10) of the oral reading fluency norms is identified for the different parts of the year at each grade level. The chart below provides the broader range of fluency norms of students, grades 1-6.

**ORAL READING FLUENCY NORMS Grades 1-6 2005**

Compiled by Jan Hasbrouck, Ph.D. & Gerald Tindal, Ph.D.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall WCPM</th>
<th>Winter WCPM</th>
<th>Spring WCPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90</td>
<td>–</td>
<td>81</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>–</td>
<td>47</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td><strong>50</strong></td>
<td>–</td>
<td><strong>23</strong></td>
<td><strong>53</strong></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>–</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>–</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
<td>106</td>
<td>125</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>79</td>
<td>100</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td><strong>50</strong></td>
<td><strong>51</strong></td>
<td><strong>72</strong></td>
<td><strong>89</strong></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>25</td>
<td>42</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>90</td>
<td>128</td>
<td>146</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>99</td>
<td>120</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td><strong>50</strong></td>
<td><strong>71</strong></td>
<td><strong>92</strong></td>
<td><strong>107</strong></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>44</td>
<td>62</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>21</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>145</td>
<td>166</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>119</td>
<td>139</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td><strong>50</strong></td>
<td><strong>94</strong></td>
<td><strong>112</strong></td>
<td><strong>123</strong></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>68</td>
<td>87</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>45</td>
<td>61</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>166</td>
<td>182</td>
<td>194</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>139</td>
<td>156</td>
<td>168</td>
</tr>
<tr>
<td></td>
<td><strong>50</strong></td>
<td><strong>110</strong></td>
<td><strong>127</strong></td>
<td><strong>139</strong></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>85</td>
<td>99</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>61</td>
<td>74</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>90</td>
<td>177</td>
<td>195</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>153</td>
<td>167</td>
<td>177</td>
</tr>
<tr>
<td></td>
<td><strong>50</strong></td>
<td><strong>127</strong></td>
<td><strong>140</strong></td>
<td><strong>150</strong></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>98</td>
<td>111</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>68</td>
<td>82</td>
<td>93</td>
</tr>
</tbody>
</table>

**WCPM:** Words correct per minute

Table summarized from:

Available at [http://brt.uoregon.edu/techreports/TR_33_NCORF_DescStats.pdf](http://brt.uoregon.edu/techreports/TR_33_NCORF_DescStats.pdf)

### Oral Reading Fluency Targets

The appropriate fluency rate for reading a given text is based upon the type of text and purpose for reading it. Students should adjust their reading rate for different text types and purposes for reading. The following Oral Reading Fluency Target Rates provide a broader range of fluency targets. General fluency rates using Word Count Per Minute (WCPM):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall (WCPM)</th>
<th>Winter (WCPM)</th>
<th>Spring (WCPM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10–30</td>
<td>30–60</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30–60</td>
<td>50–80</td>
<td>70–90</td>
</tr>
<tr>
<td>3</td>
<td>50–90</td>
<td>70–100</td>
<td>80–110</td>
</tr>
<tr>
<td>4</td>
<td>70–110</td>
<td>80–120</td>
<td>100–120</td>
</tr>
<tr>
<td>5</td>
<td>80–120</td>
<td>100–120</td>
<td>110–120</td>
</tr>
</tbody>
</table>

(from the Florida Department of Education K-5 Reading, Writing, Listening, Speaking and Language Education Specifications, 2012 )
## STEPS EXPLANATION/SCRIPT

### STEP 1: INTRODUCE
Explain what reading fluency means.

Say: Today we are going to work on becoming better readers. Good readers know how to read quickly and smoothly. As they read aloud, they read as if they are talking. If they read dialogue, they read it the way the character would have said it, expressing the character’s emotions. While reading aloud their listeners understand what the author is trying to express.

How do they do that? Well, when we speak, we want to get certain messages across. We do this by stressing certain words, speaking in certain tones, or even by making particular facial expressions. Good readers do the same. Only they do so by carefully grouping and emphasizing words and phrases through observation of certain punctuation.

We’ll go through examples together.

### STEP 2: MODEL (I DO)
Model fluency by reading aloud using appropriate speed, accuracy, and prosody.

**Teacher Tip**
- Audio recordings of a text may also be used for modeling. (Audio recordings are offered through the Macmillan/McGraw-Hill Treasures Listening Libraries and Fluency Solutions Audio CDs. The passages in the Fluency Solutions Audio CDs are recorded at two speeds—a slower practice speed and a faster fluent speed.)

First, select a passage from a text, such as the Student Book. Then select an aspect of fluency to model, such as intonation.

Say: When we read aloud with natural expression, we show which words go together by pausing, raising and lowering our voices, and emphasizing certain words and sounds. Today, I am going to read a passage from your Student Book. Listen to me read. Notice how fast or slow I am speaking, note any time I stop, make facial expressions or raise or lower my voice. For example, if I read a question I will raise my voice at the end. If I read an exclamation, I will say it in an excited way. If I see a comma, I will pause slightly.

READ the passage. Ask students the following:

Did I read any sentences in a special way? If so, what did I do? How?

Was I clear? Did you understand what I was reading?

Did the passage make sense to you? Could you tell when something was about to happen next?

READ the passage a second time, only have students follow along in their text.

This time, open your books to page ______ and follow along as I read.

(NOTE: If using an audio recording, supply a copy of the text. Ask students to read aloud with the audio recording using a quiet voice.)
### STEPS

#### STEP 3: PROVIDE GUIDED PRACTICE (WE DO)

Both echo and choral reading are good ways to help students practice correct fluency skills.

**Teacher Tip**
- As you listen to your students read, offer immediate feedback on errors made. Do so by: 1) Pointing out the error; 2) Modeling how to correct it or tell them the word; 3) Ask the reader(s) to start reading from the beginning of the sentence. Since we can store in our working memories what we read for only about 8-10 seconds, it is essential that students start over at the beginning of a sentence when they make an error and/or stop to figure out a word for a lengthy period of time.

Select a short passage to read with students.

**A. Echo Reading**
Say: Today, we are going to practice echo reading. I am going to read a short passage to you. I will then go back and read a sentence or two at a time, and you will repeat aloud after me. Listen carefully to the way in which I read each sentence. You will use the same speed and expression.

(For beginning readers, read only one or two sentences at a time, and have students repeat after you. For grades 2-3, use a passage of approximately 100 words. For grades 4 and above, use a passage of approximately 150-200 words.)

Model a sentence or two and have the students repeat after you, using the same intonation, phrasing, and pace.

Be sure to provide corrective feedback.

Select a short text to read with your students. Provide them with a copy of the text.

**B. Choral Reading**
Say: Today, we are going to practice choral reading. Read along with me as I read aloud. Once again, try to use the proper phrasing, speed, and intonation.

Use a soft voice so you can hear students read, but are also guiding them. Go around the room and notice those students who are struggling. Provide corrective feedback.

### STEP 4: PROVIDE GROUP PRACTICE (YOU DO)

Partner reading is a good way for fluent readers to practice and model their skills, while at the same time, helping their peers improve their reading skills.

**Teacher Tips**
- Provide sentence starters to help students offer appropriate feedback during partner reading.

  Examples include:
  1) “That word is ____________.”
  2) “Let’s say the word together, ____________. Now let’s go back and return to the beginning of the sentence.”

- The fluency passages in the Practice Books contain Partner Fluency Feedback forms for students to complete when partner reading. You may wish to use these as models to make generic forms for partners to use with any book.

After determining the general level of fluency among your students, pair a more fluent reader with a less fluent one. Make sure that the range in skill levels is not too extreme; otherwise the more-skilled partner may become frustrated and the partnering will be less productive.

Provide text to your students.

**Say:** Today, we are going to work in pairs. You will take turns reading the passage aloud to your partner.

**The more fluent readers should read first, since they are modeling proper fluency skills. However, in order not to single out the less fluent readers, it may help to assign the more fluent readers a color, such as red. Inform the class that the “red” readers will go first, followed by the “blue” readers.

**After each turn, both of you are going to talk about and each write down the answers to these questions for me:**

1. Were you able to read the words quickly and smoothly?
2. Did you find it easy to follow the punctuation marks?
3. Did you know when to stop, slow down, begin or raise your voice?
4. Did you understand what you read?
5. Were there any words you did not recognize?
6. Did your reader understand what you read?
7. Can you guess what will happen next in the story?

It is important that you help each other recognize what you find difficult and what you find easy about reading.
STEP 5: BUILDING and ASSESSING

Remember this: Studies have shown that 75% of students with comprehension difficulties have underlying fluency issues (Duke, 2001).

Research links standardized achievement test scores and fluency rate—the number of words read correctly per minute (Fuchs, L.S., Fuchs, D., Hosp, M., Jenkins, J. and Joseph R., 2001).

Teacher Tips
Fluency should be assessed at least three times throughout the year.

According to Hasbrouck and Tindal, 2006, here are the recommended fluency gains:

GRADE FLUENCY GROWTH

Second half of grade 1: two words per week
Grade 2: one to two words per week
Grades 3-6: one word per week

The Oral Fluency Scale identifies four levels of fluency behaviors. The goal is to move students to the highest level of fluency, Level 4.

LEVEL 1: Student reads word-by-word; reads very slowly and choppy.
LEVEL 2: Student reads mainly two-word phrases and at times word-by-word; groups words awkwardly, paying little attention to punctuation or meaning.
LEVEL 3: Student reads in two-to-four word phrases; uses punctuation and groups words so the text can be interpreted; reads at an appropriate speed most of the time.
LEVEL 4: Students read in meaningful phrases; may occasionally repeat words; reads with expression at appropriate speed.

To determine appropriate text levels for students, examine the following:

Q: Can the student recognize above 95% of words without assistance and at the same time have complete comprehension of the text while reading orally?
A. If so, this student is at an independent reading level.

Q: Does word recognition exceed 90%? Can a student read text with guidance from the teacher, while still being given the opportunity to practice strategies which foster reading growth?
A. If so, this student is at an instructional reading level.

Q: Is word recognition less than 90%? Is the text too difficult for a student to read without strong teacher support?
A. If so, this student is at frustration reading level.

Kindergarten and Early Grade 1

Early phonics and decoding skills as well as the ability to recognize words automatically are the keystones to developing early fluency. At Kindergarten and early Grade 1, offer opportunities for students to practice the following skills with an emphasis on accuracy and building speed. Here are some activities:

Letter Naming
Say: Today, we are going to see how quickly you can identify the names of each letter.

Display letter cards, or use the Sound-Spelling Cards displayed in the classroom.

Name the letter I am pointing to.

First point to the letters in order, then in random order. As students have more time to practice letter identification, increase the speed with which you point to the letters.

Note: Letter fluency drills occur in the Teacher’s Edition lessons daily.

Phoneme Identification
Say: Today, we are going to identify the sounds of letters.

Display upper and lowercase letters.

Point to a letter.

Name the letter and the sound it makes.

Repeat, pointing to the letters more quickly each time.

Word Automaticity
Say: Today, we’ll see how quickly you can identify these words.

Display a column of 6-8 groups of words.

As I point to each word, chorally read them aloud.
### STEPS

**Oral Reading Fluency**

Beginning in the middle of the first grade, have students do a one minute fluency assessment to check on their reading progress.

Follow along in a copy of the text as the student reads aloud from an unrehearsed passage.

Track accuracy. Record errors such as omissions, substitutions, misreadings, insertion of words or word parts, and hesitations of more than three seconds.

DON’T CONSIDER SELF-CORRECTIONS or REPETITIONS AS ERRORS.

To calculate the number of words read correctly in one minute, subtract the number of errors from the total number of words read.

After students finish reading, offer immediate corrective feedback. Point out any errors and model how to correct them. Have students reread the complete sentences.

Provide feedback on students’ expression and rate as well.

REMEMBER:

Assessing below-level students more frequently will help determine whether instructional interventions are having a positive effect. Use results to monitor growth.

To assist you, McGraw-Hill Reading Wonders offers Fluency Assessments in the **Diagnostic Assessment** handbook.

**Partner Work**

Also have students work in pairs to do timed readings of the fluency passages in the **Practice Book**.

One student reads aloud while the other students listens and marks miscues. After one minute, the listener stops the reader and marks the last word read. The partners then change roles.

Remind students to use context to confirm word recognition or self-correct errors as they read.

Help students set up a graph that they can use throughout the year to track the number of words they read correctly per minute.

### EXPLANATION/SCRIPT

**Sentence Fluency**

Say: Today, let’s see how well we can read sentences while paying attention to punctuation. When we do this, we are able to recognize phrases, clauses, pauses, and know when to change emphasis and tone.

First, model simple three-word sentences.

Read them aloud, each time stressing a different word.

Example: **He** is sick. **He is** sick. **He is sick**.

Ask the students:

*How did the meaning of each sentence change? What caused the change?*

Next, model the same sentence using different punctuation.

Example: **Chris runs. Chris runs! Chris runs?**

Ask the students:

*How did the meaning of each sentence change this time? What caused the change?*

Lastly, display several sentences on the board such as:

*My frisky dog, whose name is Happy, ran away with my toy.*

*Susanna and José are going to the movies.*

*When will dinner be ready?*

*Watch out!*

Read each sentence a few times.

First, do not pay attention to punctuation or chunking phrases.

Ask the students:

*Do these sentences sound funny? Why?*

Next, read the sentence using proper fluency (observing punctuation, emphasis, and tone).

Ask the students:

*What was different about the second time I read these sentences? What specifically changed?*
**Vocabulary**

**What Is Vocabulary Instruction?**

Vocabulary is the knowledge of words and their meanings. Vocabulary development focuses on words beyond basic sight words (e.g., I, you, he, she, it, we, they). It involves words that are rich in meaning including conversational, general academic, and domain-specific words.

**Oral vocabulary** is the set of words which students learn through listening to various media, to text read aloud, and through conversations. Emergent readers have a much larger oral vocabulary than they do print vocabulary. Developing students’ oral vocabulary will help them to better comprehend text read aloud to them. Oral vocabulary also helps readers recognize and make sense of words they see in print.

**Why Is It Important?**

Comprehension of complex text depends on understanding the words in a selection, and competent writing requires extensive and specific word knowledge. Students learn the meanings of many words indirectly as they listen to spoken language. As they read, they build rich and flexible word knowledge through informal talk, discussion, reading literature and informational texts independently, and by listening to text read aloud. Most word learning occurs indirectly and unconsciously. By increasing awareness of word parts, word relationships, and word origins, as well as using context clues within a text, students can independently determine the meaning of many unfamiliar words or concepts that they encounter. However, expanding students’ vocabulary must include direct instruction in specific word meaning. A student’s lack of word knowledge significantly impedes his or her reading growth. Many students come to school with limited vocabularies. Accelerating the vocabularies of these students is a primary goal of early instruction.

**What Words Are Taught?**

The words that have the most impact on students’ reading achievement are academic, or Tier 2, words. These words appear in a lot of texts and are the ones that students are least likely to know.

**Tier 1** words are those commonly used in speech, such as mom, table, and book. Little instructional time needs to be spent on these words, unless the student is an English learner.

**Tier 2** words are those words found in many sources and have wide applicability, such as compare, enormous, and vital. A lack of knowledge of these words can severely hinder comprehension of text. A significant amount of instructional time should focus on these words.

**Tier 3** words are those content-specific domain words that relate to science, history, social studies, or math. Domain words, such as lava, adaptation, bipartisan, and Louisiana Purchase, do not appear in many sources and can be taught at point of use.

**What Are the Top Research Findings?**

- Vocabulary development is linked to reading comprehension.
- Vocabulary instruction has a positive effect on specific skill areas including word knowledge and overall reading comprehension.
- Direct vocabulary instruction is a key to overall reading growth. Both the building of reading vocabulary and oral vocabulary must be addressed in instruction.

**How Can I Connect Research to Best Practices?**

- When students read, they decode (sound out) a word and connect it to a word they have stored in their speaking or listening vocabularies (oral vocabularies). Therefore, building students’ oral vocabularies can assist in building their reading vocabularies. Reading aloud rich texts while highlighting new words is one effective technique.
- Students learn far more words each year than can be formally and explicitly taught. To accelerate vocabulary growth, use the formally taught words as springboards to wider word learning (e.g., teach synonyms of the word gigantic, or focus on the meaning of an important prefix like un-).
- Students learn a lot about words via their exposure to them in context. Therefore, wide and varied reading experiences can assist students in learning new words, provide the repeated exposures needed to master words, and help students apply their word knowledge to other words.
- Many students, even children who speak English as their primary language, come to school with limited vocabularies. Therefore, a larger amount of instructional time needs to be used to fill in these language gaps.
- Students need to be active when learning words.
- Helping students use new words in speech and writing can accelerate their mastery of these words.
- Students need multiple exposures to new words to master them—both in reading and writing.

*See Reading Wonders Research Base Alignment for additional details and research citations.
### STEPS

<table>
<thead>
<tr>
<th>STEPS EXPLANATION/SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
</tr>
<tr>
<td>Explain to students they will learn about new words</td>
</tr>
<tr>
<td>Say: Today we will learn new vocabulary words. I will say a vocabulary word, define it, and use it in a sentence. Then, I will ask you to use the word in a sentence. The more we practice using the new words, the better readers and writers we will be.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STEP 2: MODEL (I DO)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the task by introducing and using several new vocabulary words.</td>
</tr>
<tr>
<td><strong>Teacher Tips</strong></td>
</tr>
<tr>
<td>• Introduce vocabulary words before students read the selection or while reading the text aloud to students.</td>
</tr>
<tr>
<td>• If you read aloud, pause to give a brief explanation for each word that you have chosen to teach. Then fully introduce the meaning of the words after reading the story.</td>
</tr>
<tr>
<td>• Begin modeling by saying the word. Write the word on the board. Use the Syllable Scoop technique to pronounce the word and emphasize syllable patterns. For example, draw a small loop under each syllable in cooperate as you pronounce it.</td>
</tr>
<tr>
<td>• Teach the word using the Define/Example/Ask routine.</td>
</tr>
<tr>
<td>• Define the word in simple, student-friendly language.</td>
</tr>
<tr>
<td>• Provide an example of the word in a meaningful sentence, relevant to students' lives.</td>
</tr>
<tr>
<td>• Ask students a question that requires them to apply the word, either by giving an example or explanation or by identifying a synonym or antonym for the word.</td>
</tr>
<tr>
<td><strong>Define/Example/Ask sample</strong></td>
</tr>
<tr>
<td>Cooperate [Write the word on the board. Pronounce the word, using the Syllable Scoop technique. Have students repeat the word and correct any articulation difficulties.]</td>
</tr>
<tr>
<td><strong>Define</strong> To cooperate is to work together to get something done.</td>
</tr>
<tr>
<td><strong>Example</strong> I cooperate with my sister to clean our room.</td>
</tr>
<tr>
<td><strong>Ask</strong> How do you and your family cooperate to get jobs done? Be sure to include the vocabulary word in your response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STEP 3: PROVIDE GUIDED PRACTICE (WE DO)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the week, provide daily opportunities for students to use and apply the words. Daily activities are included in the Teacher's Edition. These include sentence starters, exploring different forms of the words, and other vocabulary-building strategies developed by Beck and McKeown. See two examples below.</td>
</tr>
<tr>
<td><strong>Example 1: Connect to Words</strong> Read aloud the following sentence prompts, one at a time. Engage students in a discussion. Use the discussion to evaluate each student's depth of word meaning.</td>
</tr>
<tr>
<td>1. Which would be harder to adapt to: a new way of getting to school or a new teacher? Why?</td>
</tr>
<tr>
<td>2. What are the qualities of a good mentor?</td>
</tr>
<tr>
<td>3. What does it take to succeed at a sport?</td>
</tr>
<tr>
<td>4. I will succeed in school this year because ______ .</td>
</tr>
<tr>
<td>5. A mentor can help me by ______ .</td>
</tr>
<tr>
<td>6. When you adapt to a new place, you must _____ .</td>
</tr>
<tr>
<td>Provide students with the opportunity to practice understanding the new vocabulary word within various contexts.</td>
</tr>
<tr>
<td>Say: I am going to describe some things. If what I describe is an example of people cooperating, say cooperate. If it is not, do not say anything.</td>
</tr>
<tr>
<td>• Two children setting the table for dinner</td>
</tr>
<tr>
<td>• Two children grabbing the same book</td>
</tr>
<tr>
<td>• Two children putting crayons back in the box</td>
</tr>
<tr>
<td>• Two children arguing about cleaning the pet cage</td>
</tr>
<tr>
<td>After you have introduced several words, provide additional opportunities for the class to apply and differentiate between new words.</td>
</tr>
</tbody>
</table>
## STEPS

**Example 2: Word Squares** Ask students to create Word Squares for each word in their word study notebooks.

- In the first square, students write the word.
- In the second square, students write their own definitions of the word and any related words, such as synonyms. Remind students that **synonyms** are words that mean the same or nearly the same. **Related words** include words with the same base, such as *succeed, success, successful; adapt, adaptation.*
- In the third square, students draw a simple illustration that will help them remember the word. They might also want to write a mnemonic that will help them remember the word. (example: *A mentor helps me learn.*)
- In the fourth square, students write nonexamples, including antonyms for the word. Remind students that **antonyms** are words that mean the opposite. (example: *succeed/fail*)

## STEP 4: PROVIDE INDEPENDENT PRACTICE (YOU DO)

Individual turns allow you an opportunity to assess each student’s skill level and provide additional practice for those students who need it.

Near the end of each week, students should write sentences in their word study notebooks using the words.

### Word Square

<table>
<thead>
<tr>
<th>succeed</th>
<th>achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>goal</td>
<td>goal</td>
</tr>
<tr>
<td>win</td>
<td>win</td>
</tr>
<tr>
<td>success</td>
<td>win</td>
</tr>
<tr>
<td>successful</td>
<td>win</td>
</tr>
<tr>
<td>fall</td>
<td>fall</td>
</tr>
<tr>
<td>failure</td>
<td>failure</td>
</tr>
<tr>
<td>disappoint</td>
<td>failure</td>
</tr>
</tbody>
</table>
### Steps

**Additional Oral Vocabulary Resources**

Big Books offer additional vocabulary development. After reading the Big Book, teach the vocabulary words listed on the inside back cover.

Interactive Read-Aloud Cards for Grades K-2 are another source of instruction for developing students’ oral vocabulary. Fully introduce the meanings of selected oral vocabulary words, one at a time. Use the examples of the vocabulary routines found on the back of the oral vocabulary cards. You can also teach the underlined words identified in each story. These are used as part of the Intensive Vocabulary Intervention materials. Weekly pre- and post-tests are available online.

The Interactive Read-Aloud at the beginning of each week offers additional opportunities to teach new vocabulary words. Teach vocabulary words from the selections, including Tier 2 words, academic vocabulary, domain words, or other unfamiliar words.

Use “Talk About It” Weekly Openers to develop oral vocabulary and help build background knowledge for the concept of the week and aid in students’ comprehension of texts read throughout the week. Use the words generated by discussion of the photograph as a way of introducing selected oral vocabulary.

Tier 2 Intervention Vocabulary Teacher’s Edition contains a list of “Words Worth Teaching,” developed by Andrew Biemiller. Included are instructional suggestions for incorporating these words into your weekly instruction to assist those students with limited vocabularies. The Tier 2 Intervention Teacher’s Edition can be found online.

### Explanation/Script

When it appears that the class is consistently differentiating between new words, provide individual turns as a check. Call on several students to use the word in a sentence. Call on students in an unpredictable order.
<table>
<thead>
<tr>
<th><strong>Steps</strong></th>
<th><strong>Explanation/Script</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: DEFINE</strong></td>
<td>Tell students that throughout the year you will be introducing them to new words that will appear in many texts they read. Knowing these words will help them become better readers. When introducing these words, you will use the same Define/Example/Ask routine. Describe the routine to students.</td>
</tr>
<tr>
<td></td>
<td><strong>Define</strong> You will tell them the meaning of the word using student-friendly language—words they already know. Say: The word enormous means “very big.”</td>
</tr>
<tr>
<td><strong>STEP 2: EXAMPLE</strong></td>
<td>You will give them an example of how the word is used, using their own common experiences. Say: Our school has an enormous gym. It is bigger than any other room in the school.</td>
</tr>
<tr>
<td><strong>STEP 3: ASK</strong></td>
<td>You will ask them a question that helps them connect the word to words they already know and use the word in speaking. Say: What have you seen that is enormous? What words mean the same, or nearly the same, as enormous? What words mean the opposite of enormous?</td>
</tr>
</tbody>
</table>
What Are High-Frequency Words? High-frequency words are the most common words in the English language. The high-frequency words taught in are derived from established word lists, such as the Dolch Basic Sight Vocabulary list of the top 220 words (no nouns), the Fry top 100 words, and the American Heritage Word Frequency Book top 150 words in printed school English. Some of the high-frequency words in English must be taught as sight words because they do not follow regular sound-spelling patterns, such as said, come, and who.

Why Are High-Frequency Words Important? Because these words are so common in English school text, mastery of these words is necessary to fluent reading. Many of these words trip up struggling readers (such as words that begin with th and wh) and can impede comprehension when incorrectly identified during reading.

What Is the Best Way to Teach High-Frequency Words? In order to really “know” a word, the word’s sound, meaning, and spelling patterns (all activated in separate parts of the brain) must be internalized. The most effective instructional strategy to facilitate this is the Read/Spell/Write Routine.

What About Students in the Upper Grades? Some students in grades 3 and beyond still need instruction and practice to gain fluency with the top high-frequency words. Weekly Approaching Level lessons can be found in the Teacher’s Edition. Each week a small set of high-frequency words is taught and reviewed. High-Frequency Speed Drills and Fluency Phrase Charts are available on the Tier 2 Fluency Teacher’s Guides online.

What About Flash Cards? Flash cards can be an effective way to increase students’ automaticity in recognizing high-frequency words. One effective strategy is to write the word on the front of the card and co-create (or provide) a meaningful sentence or phrase using the word on the back of the card. In this way, students gain fluency with the word in isolation and in context. This is especially beneficial for English learners as they begin to recognize how these words are used in English sentences.

Example:

Front of Card: of

Back of Card: We ate a slice of pizza. (Students add drawing of a slice of pizza.)
**READ/SPELL/ WRITE ROUTINE**

<table>
<thead>
<tr>
<th><strong>Steps</strong></th>
<th><strong>Explanation/Script</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: READ</strong></td>
<td>Write the word <em>said</em> on the board. Say: <em>This is the word said.</em> <em>What is the word?</em> [Students chorally repeat.]</td>
</tr>
<tr>
<td>Tell students that throughout the year you will be introducing them to high-frequency words that will appear in many texts they read. These words either do not follow regular sound-spelling patterns or contain sound-spellings they have yet to learn. Therefore, you will be teaching them how to memorize these words by sight. Knowing these words will help them become better readers. When introducing these words, you will use the same Read/Spell/Write routine. Describe the routine to students. You will read aloud the word and they will repeat.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 2: SPELL</strong></td>
<td>Say: <em>The word said is spelled</em> s-a-i-d. <em>Spell it with me:</em> s-a-i-d. <em>What's the first sound you hear in said?</em> [Students answer /s/.] <em>What letter have we learned for the /s/ sound?</em> [Students answer s.] <em>What letter do you see at the beginning of the word said?</em> [Students answer s.] <em>Repeat with the ending sound and letter.</em></td>
</tr>
<tr>
<td>Spell aloud the word. Have children repeat. Briefly point out any spelling patterns students have learned to help them distinguish this word from any other similar word and to ensure that students fully analyze the word.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 3: WRITE</strong></td>
<td>Say: <em>Watch as I write the word said.</em> I will say each letter as I write the word. [Model on the board.] <em>Now it is your turn. Write the word said five times. Spell it aloud as you write it.</em></td>
</tr>
<tr>
<td>Have students write the word multiple times as they spell it aloud.</td>
<td></td>
</tr>
</tbody>
</table>
What Are Predecodable Texts?

Predecodable Texts include connected text comprised of high-frequency words that students have learned. These readers may include rebus or picture clues for words that students are not yet able to decode. These texts appear in the first few units of Kindergarten. They are ideal for practicing high-frequency words in connected text, teaching students how books work, and giving students a sense of what reading is. They can also be highly motivating for early readers.

Why Are Predecodable Texts Important?

Predecodable Texts are used to develop word automaticity with taught high-frequency words and to practice fluency. They are also excellent instructional tools for practicing book handling and developing concepts of print.

I like to pat it.

Can I pat it?

I like it.
## Step 1: Review High-Frequency Words

- Display the High-Frequency Word Cards for the high-frequency words found in the text.
- Review the words with children using the Read/Spell/Write Routine.

### Model Concepts of Print
- Demonstrate book handling and model how the text runs from left to right and top to bottom on a page. Emphasize the difference between the words and illustrations on a page.

### Example
- Place the following High-Frequency Word Cards in a pocket chart: *a, I, like, the*. Then review each one using the Read/Spell/Write Routine.

### Read
- Point to and say the word *like*. This is the word *like*. *I like* to read. [Point to the word *like*.] What is the word?

### Spell
- The word *like* is spelled *l-i-k-e*. Spell the word *like* with me: *l-i-k-e*.

### Write
- Let's write the word *like*. Say each letter as you write it. [Wait for students to write the word.]

### Continue with the remaining words.

## Step 2: Preview and Predict

- Read the title aloud. Ask students to discuss what they see on the cover. For English Learners, describe the cover using academic language prior to asking them about the cover’s contents.
- Then ask what they think will happen in the story. Use the questions and prompts provided in the lesson.

### Review the Rebus
- If rebuses are used in the book, review the illustrations with students.

### Teacher Tip
- This portion of the lesson should be quick and take no more than 2 minutes.

## Step 3: First Read (Read Together)

- Turn to the first page of the book.
- Have students point to each word and say the high-frequency words quickly. Students should chorally read the story the first time through.
- If students have difficulty, provide corrective feedback page by page as needed.

### Corrective Feedback Models

#### Choral Reading
- If a student does not read a word correctly:
  - Model how to read the word, using the Read/Spell/Write routine.
  - Go back to the beginning of the sentence and read each word with students.

#### Partner Reading
- Provide sentence starters to help partners provide feedback.
  - The word is ____.
  - Let’s say the word together, ____.
  - Now let’s read the sentence again.
STEP 4: CHECK COMPREHENSION
- Ask questions that focus on overall comprehension and prompt students to revisit the text. At least one of the questions should involve partner talk.
- Ask students to answer in complete sentences.
- Have students find sentences in the story to support answers.
- Call on students to discuss any difficult words in the selection.

STEP 5: SECOND READ (BUILD FLUENCY)
- Have students reread the book with a partner. One partner reads the book in its entirety as the listener follows along by pointing to each word read. The partners then switch roles.
- Circulate, listen in, and provide corrective feedback as needed.

STEP 6: CUMULATIVE REVIEW
As time allows throughout the week (and always on DAY 5), have students reread this week’s pre-decodable texts and as many previous stories as possible.

Ask the following questions:
- Point to the young girl on page 10.
- Choose two places on the map. How are they the same?
- Who is she waving at?
- Discuss with a partner why the girl might be waving to the woman with the cat.

Say: Great job working through the story. Now let’s reread the story with partner to make sure we can read all the words.
## SPELLING

### STEPS

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td><strong>Say:</strong> Today we will practice spelling. I will begin by saying aloud a spelling word. Then I will use the spelling word in a sentence, and finally, I will repeat the spelling word. I want you to say the word softly, making each sound in the word. Then you will write the spelling word. The better we become at spelling, the better readers and writers we will be.</td>
</tr>
<tr>
<td><strong>What Is Spelling Instruction?</strong></td>
<td>Spelling skills act as a link between students' oral vocabulary and their writing ability. In this program, the phonics and spelling skills are linked to accelerate students' mastery of the phonics patterns in reading and writing.</td>
</tr>
<tr>
<td><strong>Why Is It Important?</strong></td>
<td>Students who master spelling skills become better readers, since the level of understanding of word structure required by spelling is deeper than the understanding fostered by word reading instruction alone.</td>
</tr>
<tr>
<td>In Grades 1-2, students transition from phonics to spelling lessons through the use of dictation. This guided practice technique provides the scaffolding needed for students to see how to take what they are learning in reading words and use it when writing words. See the following pages for a brief dictation routine.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (for Grades 1-2) (I DO)</strong></td>
<td><strong>Say:</strong> I will model for you how to remember and organize our spelling words. Each word belongs to a group of similar words. Watch and listen.</td>
</tr>
<tr>
<td><strong>Teacher Tips</strong></td>
<td>- Form categories by writing the spelling patterns on an index card.</td>
</tr>
<tr>
<td></td>
<td>- Hold up a spelling word card.</td>
</tr>
<tr>
<td></td>
<td>- Read the word. Blend the sounds together with students.</td>
</tr>
<tr>
<td></td>
<td>- Spell the word and identify the spelling pattern.</td>
</tr>
<tr>
<td></td>
<td>- Place the word card in the proper column.</td>
</tr>
<tr>
<td></td>
<td>- Repeat with other spelling words.</td>
</tr>
<tr>
<td>Grouping words into particular categories helps students recognize similar spelling patterns among words.</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling can be taught in various ways. One technique is by searching for word patterns, as you will be modeling for the students. A good way to practice spelling with all students is by using the LOOK – SAY - COVER - WRITE – CHECK method, developed and adapted by the North Coast Learning Institute.</strong></td>
<td></td>
</tr>
<tr>
<td>Have students LOOK at the word. (It can be in color, broken up phonetically, or associated with a picture).</td>
<td></td>
</tr>
<tr>
<td><strong>SAY</strong> it aloud.</td>
<td></td>
</tr>
<tr>
<td><strong>COVER</strong> it.</td>
<td></td>
</tr>
<tr>
<td><strong>WRITE</strong> it, without looking.</td>
<td></td>
</tr>
<tr>
<td><strong>CHECK</strong> to see if it is correct. (Students can work in groups to check one another.)</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 3: PROVIDE GUIDED PRACTICE (WE DO)</strong></td>
<td>Display a set of word cards. Set categories for sorting by identifying a key word or spelling pattern for each category. Model for students how to sort a word for each category.</td>
</tr>
<tr>
<td>Closed Sorts, or teacher-directed sorts, are sorts in which you define the categories and model the sorting.</td>
<td></td>
</tr>
<tr>
<td>With students, read the words in each column. Here is an example.</td>
<td></td>
</tr>
<tr>
<td><strong>chin</strong></td>
<td><strong>ship</strong></td>
</tr>
<tr>
<td>chest</td>
<td>sheep</td>
</tr>
<tr>
<td>chase</td>
<td>shape</td>
</tr>
<tr>
<td>chill</td>
<td></td>
</tr>
<tr>
<td><strong>Say:</strong> Now, let's complete the sort together.</td>
<td></td>
</tr>
<tr>
<td>Hold up a word card. Read and spell the word for the class. Have students chorally repeat. Then have the students sort each word card by its spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Model</strong></td>
<td><strong>Teacher Directions</strong></td>
</tr>
</tbody>
</table>
STEP 4: PROVIDE PARTNER PRACTICE  
(YOU DO: PARTNERS)

Another type of sorting is open sorts, or student-centered sorts. These are sorts in which the students create their own categories. Periodically, ask students to sort words in any way they choose to check their understanding of spelling patterns. For example, if students continue to sort by only the first letter—ignoring, for example, common vowel spelling patterns—then they need more instruction and practice in identifying spelling patterns and sorting words. Phonics pattern speed drills, such as those in the Teacher’s Resources online and Tier 2 Intervention Fluency Teacher’s Edition will be useful.

Teacher Tip
It is good to model for students another example of sorting such as the one below:

<table>
<thead>
<tr>
<th>me</th>
<th>green</th>
<th>heat</th>
<th>pretty</th>
<th>Oddballs</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>queen</td>
<td>eat</td>
<td>baby</td>
<td>four</td>
</tr>
<tr>
<td>we</td>
<td>need</td>
<td>leaf</td>
<td>pony</td>
<td>fold</td>
</tr>
</tbody>
</table>

Pair up your students.
Say: Now it’s your turn. I am going to give you a set of spelling cards. Review them with your partner. Decide how you will sort your words.
After you have sorted your words, be ready to take turns explaining to the class why you chose that particular way to sort them.

STEP 5: PROVIDE INDEPENDENT PRACTICE  
(YOU DO: ON YOUR OWN)

Again, another important aspect of understanding spelling is to understand the meaning of a word within its context.

Teacher Tip

Pair up your students. Provide them with spelling lists.
Say: One student in each pair will begin by reading a word in the spelling list aloud.
The two partners will then try to come up with as many sentences for each word that they can think of within the allotted time.

Alternative 1. Word Hunts help students make connections between spelling words and reading words. A word hunt is best done after students have had time studying a set of spelling patterns.
1. Select a reading text for the word hunt. (Word hunts can also be done with text students are writing).
2. Write the key words that include the spelling patterns.
3. Model how to locate words that fit the categories.

Alternative 2. Word Study Notebooks: Students can keep a word study notebook as they study various spelling patterns. In the notebook, students can record all the various types of sorts they complete. The word study notebook can be divided into sections representing the different spelling patterns students will study.

Alternative 3. Word Study Games: Almost any card game can be adapted for word study.
1. “Go Fish” Card Game: Use the spelling Word Cards. Students must match cards with similar spelling patterns. The student with the most pairs wins.
2. Board Game: For each space on the board write a word with a spelling pattern students have studied. The first player draws from a stack of spelling Word Cards. The player reads the word and moves to the first square containing a word with the same spelling pattern.

Alternative 4. Name that Sound: Select a story that you have recently read aloud to the class. As you read, have students listen for words that contain the consonant or vowel sound you choose. After a minute, pause and ask students to say the words they heard that contained that sound.
**Steps**

1. **State the Target Word**
   - ✓ Pronounce the word and have students chorally repeat.
   - ✓ Use the word in a simple context sentence.

2. **Orally Segment the Word**
   - ✓ Students say the word sound-by-sound. (For multisyllabic words, students say/clap the word syllable-by-syllable.)
   - ✓ Students use the Sound Boxes, as needed.

3. **Connect Each Sound to a Spelling**
   - ✓ Ask: *What is the first sound? What letter (or letters) do we write for that sound?*
     (For multisyllabic words, students spell one syllable at a time.)
   - ✓ Continue with each sound and spelling in the word.
   - ✓ Refer to the Sound-Spelling Cards, as needed.
     For *maximum support*, tell the correct spelling for the sound and explain why.
     For *intermediate support*, guide students to find the correct spelling and explain why.
     For *minimal support*, students say the spelling and write it.

4. **Check Spelling**
   - ✓ Students read the word. They ask: *Does it look right?*
   - ✓ Write the correct spelling on the board for students to self-correct their work. Provide corrective feedback, such as referring to the hints on the Sound-Spelling Cards and associating the word to a known word with the same spelling pattern.
What is Close Reading?

Close reading is the careful examination of text by the reader. In close reading, the reader reads and repeatedly rereads text for specific purposes. The reader cites evidence from the text to support answers to questions about the text, to present an argument or to support a conclusion made based on the text. Close reading is best applied to appropriately complex text.

Complex Text is high quality text which includes a wide range of literature from different cultures and time periods. It includes informational text that helps students build a foundation of knowledge in science, social studies, history and math. Complex text is rich in content which provides the opportunity for meaningful close reading.

Factors in Determining Complex Text

There are three factors to consider when determining the complexity of a text for a particular grade level.

Quantitative Measures – readability scores that are usually measured by computer software. (Examples: Lexile Measures, Dale-Chall Readability Scores)

Qualitative Measures – specific features of how a text is written or the topic of a text that may make it complex.

Reader and Task Considerations – background knowledge and interest of the reader, as well as the type of assignments that the reader is assigned, using the text.

Why is it Important?

By reading text closely, readers are able to read text critically and analytically. Anchor Standard 1 of the Common Core State Standards requires students to read closely to determine what the text says explicitly and to make logical inferences from the text. The standards also require that the reader cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

Wide and close reading of increasingly challenging text across the grades helps students to build a foundation for college and career readiness. Through extensive reading of diverse literature, students gain literary and cultural knowledge. They also develop a deep understanding of various text structures and elements. The background knowledge that develops from reading informational texts across the disciplines, allows students to become better readers in all content areas as they progress through the grades.
## CLOSE READING ROUTINE

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: READ THE TEXT</strong>&lt;br&gt;What does the author tell us?</td>
<td>Assign the Reading&lt;br&gt;Depending upon the needs of your students, you may assign the close reading of a text in a variety of ways:&lt;br&gt;• Read the text together with students.&lt;br&gt;• Read the text aloud to students.&lt;br&gt;• Students read the text independently.</td>
</tr>
<tr>
<td>Students read the text the first time to find out what the author is telling the reader.</td>
<td><strong>Model Taking Notes</strong>&lt;br&gt;• Model for students how to take notes succinctly.&lt;br&gt;• Ask students to reference the page number of the text with each note.&lt;br&gt;• When taking notes with a graphic organizer, use think alouds to model how to determine important information or key ideas from a text.</td>
</tr>
<tr>
<td><strong>Taking Notes</strong>&lt;br&gt;Ask students to take notes as they read. Students can use self-stick notes to jot down:&lt;br&gt;• Words they don’t know&lt;br&gt;• Questions they may have about the text.</td>
<td><strong>Short Texts and Extended Complex Texts</strong>&lt;br&gt;The close reading routine can be used with any complex text. For extended complex text, chunk the first reading and subsequent rereadings to conduct close reading over multiple days.</td>
</tr>
<tr>
<td>Graphic Organizers offer another way in to take notes. They should focus students’ attention on important aspects of the particular text.</td>
<td><strong>Reread</strong> sections of text for specific purposes, including:&lt;br&gt;• analyzing the words and phrases the author uses and the effect on the meaning of the text&lt;br&gt;• finding answers to specific text dependent questions that address the common core reading standards&lt;br&gt;• determining specific genre and text structures and their effect on comprehension/understanding of the text</td>
</tr>
<tr>
<td><strong>STEP 2: REREAD THE TEXT</strong>&lt;br&gt;What does the author say?</td>
<td>Students should engage in whole group, small group and partner discussions as they answer questions and search for text evidence.</td>
</tr>
<tr>
<td>Together with students reread sections of the text for specific purposes. Address the questions students had about the text.</td>
<td>See <strong>Collaborative Conversations</strong> on page R70.</td>
</tr>
<tr>
<td>• Ask text-dependent questions for students to answer. Model how to find answers in the text and allow students to work in pairs to find answers.&lt;br&gt;• Cite specific, relevant evidence from the text to support answers to the questions.&lt;br&gt;• Have students generate their own text-dependent questions.</td>
<td><strong>STEP 3: Write About Reading</strong>&lt;br&gt;Think about what the author wrote.</td>
</tr>
<tr>
<td>Provide feedback on text evidence students cite and the conclusions they make. Allow students to provide feedback to each other as well.</td>
<td>Students can write&lt;br&gt;• in response to the text, using evidence from the text to support their ideas or arguments.&lt;br&gt;• to analyze the author’s use of a particular craft, skill, or technique; they can write reflectively about their reading or write to research information on a topic.</td>
</tr>
<tr>
<td><strong>Research</strong> shows that writing about a text is an effective way to comprehend text. The CCSS writing standards require students to apply grade level reading standards to their writing. Writing tasks should be based on these standards. See <strong>Write About Reading</strong>, p. R63.</td>
<td></td>
</tr>
</tbody>
</table>
# TEXT EVIDENCE

<table>
<thead>
<tr>
<th><strong>Steps</strong></th>
<th><strong>Explanation/Script</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: EXPLAIN</strong></td>
<td>Students must be taught and have many opportunities to practice the thinking required for locating relevant and accurate text evidence to support their answers in both discussions and in writing tasks.</td>
</tr>
<tr>
<td>Explain to students that text evidence is the words and illustrations in a text that supports an answer to question, argument or conclusion a reader makes about the text.</td>
<td><strong>STEP 2: MODEL (I DO)</strong></td>
</tr>
<tr>
<td><strong>Model how to locate text evidence.</strong></td>
<td>Literature: Use the organization or sequence of the story, illustrations, chapter titles, and locating key words from the question to determine which part of text to reread.</td>
</tr>
<tr>
<td>Pose a specific text-dependent question and model how to</td>
<td>Informational Texts: Chapter heads, section titles, boldface print, captions and photographs, other text features along with key words from the question will help students locate the section of the text to reread to find text evidence.</td>
</tr>
<tr>
<td>• Find where in the text to find support for your answer</td>
<td>Use think alouds to model how to make appropriate inferences using the evidence from the text.</td>
</tr>
<tr>
<td>• Identify relevant and specific words, phrases or sentences in the text</td>
<td></td>
</tr>
<tr>
<td>• Differentiate between text that explicitly states the answer to a question and text that allows the you to figure out or make a relevant inference to determine the answer</td>
<td></td>
</tr>
<tr>
<td>• Use the text evidence to state or write an answer to the question in your own words.</td>
<td></td>
</tr>
</tbody>
</table>
### STEPS

**STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)**

Pose other text dependent questions. Work together with students to find text evidence to answer the questions. Encourage students to generate their own questions. The “Your Turn” activities in the *Reading/Writing Workshop* provide guided practice for finding text evidence to questions.

**Provide feedback.** If students cite strong evidence, discuss why it is strong. If students cite parts of the text that are not relevant or not strong, reread with students the more appropriate text evidence. Explain why it helps support the answer. Then have students restate their answer using the text evidence.

The *Your Turn Practice Book* as well as Independent Reading time provide opportunities for independent practice on finding text evidence.

### EXPLANATION/SCRIPT

McGraw-Hill Reading Wonders Reading/Writing Workshop scaffolds instruction using the gradual release model. Teachers begin by modeling how to find text evidence, using think alouds. Then teachers work with students to find additional text evidence. Next students have the opportunity to work in pairs then independently to find text evidence.

The Collaborate icon found throughout the *Reading/Writing Workshop* minilessons signals opportunities for partners or small groups to work together to find relevant text evidence. In these conversations, students talk through how they find the evidence, make decisions about the relevance and strength of the text evidence found, and then use the evidence to support their answers.

See the Collaborative Conversations on page R70.
# Accessing Complex Text

It is important for all students to have access to appropriate complex text. Provide more scaffolded instruction for those students who struggle to access meaning from the text during close reading.

### Features that Make Text Complex

<table>
<thead>
<tr>
<th>Feature</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The purpose of a complex text may be more complicated than to simply entertain, inform or persuade. Help students understand the evidence from the text that supports the purpose.</td>
</tr>
<tr>
<td>Genre</td>
<td>The elements of some genres may be unfamiliar to students. Scaffolding instruction so that they students attend to particular features or literary devices will be important in gaining meaning.</td>
</tr>
<tr>
<td>Organization</td>
<td>Understanding how the author organizes ideas in text helps readers identify relevant text evidence to support their arguments and conclusions.</td>
</tr>
<tr>
<td>Connection of Ideas</td>
<td>Complex text will require that readers make many relevant inferences based on evidence provided in the text. Synthesizing ideas presented in different parts of a text may need scaffolding.</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>Repeated complex sentence structures may interfere in students’ ability to access meaning. Break down the information into simpler sentences. Point out the effect of unusual punctuation such as ellipses and dashes.</td>
</tr>
</tbody>
</table>

### Literature

- **Purpose**: Focus student’s attention on the point of view of the characters and their reaction to particular events in the story. This will help students understand the central theme or moral.
- **Genre**: Provide students’ attention on how dialogue is presented, or the use of informal language.
- **Organization**: Use text dependent questions to help students find problems and solutions, causes and effects, or steps in a process.
- **Connection of Ideas**: Focus students’ attention on how dialogue is presented or the use of informal language.
- **Sentence Structure**: Spend time breaking down sentences that contain important concepts. Guide students in breaking down sentences after sufficient modeling.
**Specific Vocabulary**

Knowledge of vocabulary words will affect the complexity of a text. Students should be taught how to use context clues to gain meaning of unfamiliar words. Words that are central to the understanding of the text may require direct teaching.

**Literature:** Teach a select number of important general academic or Tier 2 words for which the text does not provide enough context clues. Idioms, regionalisms or other concept words important to the understanding can be taught directly.

**Informational Text:** Teach domain-specific words central to the text that are not thoroughly defined or explained within the text.

---

**Prior Knowledge**

Students might not have enough background knowledge about the topic and the text may not provide enough context. Provide some information on the topic prior to or during close reading. Be sure the information does not preempt the information students will read in the text.

**Literature:** Students may need some cultural or historical background.

**Informational Text:** Provide information on related concepts that are integral to understanding specific science, math or social studies content.
**What Is It?** Writing is used to communicate ideas, entertain, inform, persuade, and learn. Writing takes many forms ranging from opinion or informative/expository writing, to a personal narrative. To become skilled writers, students need to be able to craft strong sentences and paragraphs, as well as understand and use various writing structures.

**Why Is It Important?** Strong writing skills are essential to students’ success throughout school and in today’s workplace. Research has shown that students improve their reading comprehension as well their writing skills when they respond to text in writing. Students need to be taught key foundational skills: how to write strong sentences and strong paragraphs that demonstrate basic grammar, usage, and mechanics skills. They must also be taught how to express their unique voices and eventually create multiple-paragraph compositions that show focus and contain clearly connected ideas. Learning strong writing skills takes years of targeted practice—developing the basic skills of good writing, examining strong writing models, observing teacher write-alouds, and revising their own works to improve skills.

**Writing In Reading Wonders** The writing curriculum in *Reading Wonders* builds on what students can do and helps them develop the ability to write effectively and proficiently. Built on the Common Core Standards, the writing instruction in *Reading Wonders* is rich in explicit instruction, provides ample modeling and opportunities for practice, and emphasizes the power of thoughtful revision.

**Write About Reading • Analytical Writing**
Presenting important information in writing helps students understand a text more deeply. Writing about reading includes many types of meaningful writing tasks:

- taking notes while reading
- responding to text-dependent questions
- writing a summary
- writing an extended response
- comparing and contrasting texts

In *Reading Wonders*, as in the Common Core Standards, students are expected to write more structured analytical responses that require them to communicate an argument to support a particular opinion and to provide information to explain an idea. Students must use the details of what is explicitly stated in the text to make valid claims and inferences that support their arguments or explanations.

**Writing Traits and Skills**
To help students develop writing proficiency and create effective writing pieces, *Reading Wonders* teaches students how to analyze expert models of writing for specific traits and skills. They also analyze models of student revisions. Then students practice applying those skills in their own writing. Students write and revise shorter pieces of writing throughout each week. Guidelines for teacher and peer conferencing are provided for focused revision assignments.

**Writing Process**
In Kindergarten through first grade, shared writing and interactive writing help teachers model writing and allow students to participate in creating longer writing pieces. Students also write independently.

As students progress, they are asked to write longer independent pieces, working through the steps of the writing process. They develop their writing over the course of two to three weeks. Students learn how to develop real and imagined narratives, opinion/argumentative writing, and informational/explanatory texts.
<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Focus</th>
<th>Key Techniques/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Develop understanding of what writing is.</td>
<td>Shared Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Connect sounds to letters to write words and express simple ideas.</strong></td>
<td>Interactive Writing</td>
</tr>
<tr>
<td></td>
<td>Learn the difference between a letter, a word, and a sentence.</td>
<td>Independent Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phonics and Dictation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sentence Starters/Frames</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Connect sounds to spellings.</td>
<td>Shared and Interactive Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Write complete sentences.</strong></td>
<td>Independent Writing</td>
</tr>
<tr>
<td></td>
<td>Write About Reading</td>
<td>Phonics and Dictation</td>
</tr>
<tr>
<td></td>
<td>Focus on writing brief narrative, informational, and opinion pieces.</td>
<td>Sentence Frames/Starters</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Write complete sentences.</td>
<td>Phonics and Dictation</td>
</tr>
<tr>
<td></td>
<td>Write About Reading</td>
<td>Sentence and Paragraph Frames</td>
</tr>
<tr>
<td></td>
<td><strong>Write simple paragraphs.</strong></td>
<td>Writing Process</td>
</tr>
<tr>
<td></td>
<td>Focus on writing narratives, informational/expository and opinion text.</td>
<td></td>
</tr>
<tr>
<td>Upper Elementary (Grades 3-6)</td>
<td><strong>Write strong paragraphs and simple multiple-paragraph compositions.</strong></td>
<td>Write About Reading (Analytical Writing)</td>
</tr>
<tr>
<td></td>
<td>Review skills (strong sentences; simple paragraphs; basic grammar, usage, and mechanics skills).</td>
<td>• taking notes</td>
</tr>
<tr>
<td></td>
<td>Write About Reading (Analytical Writing)</td>
<td>• citing relevant text evidence</td>
</tr>
<tr>
<td></td>
<td>Focus on writing narratives, informational/expository pieces, opinion texts, and research papers.</td>
<td>• synthesizing ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Process</td>
</tr>
<tr>
<td>Structuring a Response</td>
<td>Explanation/Script</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>As students learn to write analytically, provide scaffolded support through writing frames.</td>
<td>Use the Write About Reading pages in the Your Turn Practice Book for modeling and guided practice. Student models can be found in Teacher Resources at <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State a Clear Topic or Opinion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical writing that is based on an opinion, informative or explanatory should begin by clearly stating the topic or opinion in the introduction.</td>
<td>Clearly state the opinion or the topic the writing is to communicate in the introduction of the writing. This helps the reader know the purpose of the writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cite Evidence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong analytical writing incorporates relevant evidence from the text that supports: reasons for the argument or opinion facts, definitions or details about the topic</td>
<td>Students will need many opportunities to practice identifying relevant text evidence that relates to the their opinion or topic making inferences from the text evidence synthesizing information gathered from more than one text Remind students to use any notes they may have taken while reading the texts. Model for students how to organize ideas by grouping related ideas or information together link reasons for opinions or arguments together</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide a Strong Conclusion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Well developed analytical writing will end with a conclusion that restates the opinion or restates the topic.</td>
<td>Students will most likely need to review examples of strong conclusions.</td>
</tr>
</tbody>
</table>
## Write About Reading • Analytical Writing Rubric

<table>
<thead>
<tr>
<th>Rating 4</th>
<th>Rating 3</th>
</tr>
</thead>
</table>
| • A strong introduction clearly states the topic or opinion.  
• Ample, relevant text evidence is used to support the argument/opinion.  
• Many facts, definitions or details from the text are provided to explain or inform.  
• The writing is well organized, grouping related information or ideas together.  
• Linking words are used to link opinions to reasons or sections of information.  
• A strong conclusion related to the topic or opinion is included. | • Writing has a stated topic or opinion.  
• Relevant text evidence is included to support the argument or opinion, but more text evidence could be cited.  
• Some facts, definitions or details from the text are provided.  
• Related information or ideas are grouped together, but linking words and phrases are not often used.  
• A conclusion is provided. |

<table>
<thead>
<tr>
<th>Rating 2</th>
<th>Rating 1</th>
</tr>
</thead>
</table>
| • The writing topic or opinion is not clearly stated.  
• Few examples of text evidence are cited.  
• Related ideas are not grouped together.  
• The conclusion is not strongly related to the topic or opinion. | • An opinion or topic is not clearly stated.  
• There is no text evidence cited.  
• Information is not organized.  
• No conclusion is provided. |
# Writing Process

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Prewrite</strong></td>
<td>- Writers think about and plan their topic.</td>
</tr>
<tr>
<td></td>
<td>- Writers use graphic organizers and other visual devices to help them organize their thinking.</td>
</tr>
<tr>
<td></td>
<td>- Writers consider their audience, purpose for writing, and the focus of their topic.</td>
</tr>
<tr>
<td></td>
<td>- Writers gather ideas and information, using outside resources as needed. They decide which information to include in their draft.</td>
</tr>
<tr>
<td><strong>Tip:</strong></td>
<td>Distribute copies of the Rubric and Anchor Papers for the target genre.</td>
</tr>
<tr>
<td><strong>Step 2: Draft</strong></td>
<td>- Writers draft, or put their initial ideas about the topic, into written words.</td>
</tr>
<tr>
<td></td>
<td>- Writers use their initial prewriting plans as a guide. They expand or modify these plans as needed.</td>
</tr>
<tr>
<td></td>
<td>- The first draft is often in rough form.</td>
</tr>
<tr>
<td><strong>Tip:</strong></td>
<td>Review the expert model prior to students beginning their drafts.</td>
</tr>
<tr>
<td><strong>Step 3: Revise</strong></td>
<td>- Writers revisit their drafts to revise for content and structure.</td>
</tr>
<tr>
<td></td>
<td>- Writers carefully reread their drafts to make sure all critical information is included, the meaning is clear, and to consider the impact and effectiveness the piece will have on the audience.</td>
</tr>
<tr>
<td><strong>Tip:</strong></td>
<td>Use the Anchor Papers as models for students during this stage. Have students refer to the genre rubric as they consider their revisions. Remind students that revising for conventions of Standard English will improve the effectiveness of their writing. Model examples for students.</td>
</tr>
<tr>
<td><strong>Step 4: Edit/Proofread</strong></td>
<td>- Writers revisit their pieces to correct grammar, mechanics, and usage errors.</td>
</tr>
<tr>
<td></td>
<td>- Writers understand the importance of creating correct pieces for their audience.</td>
</tr>
<tr>
<td><strong>Tip:</strong></td>
<td>Use the Proofreading Marks Checklist in the Teacher's Resource Book. Use the Grammar Handbook in the Reading/Writing Workshop to edit their writing.</td>
</tr>
<tr>
<td><strong>Step 5: Publish</strong></td>
<td>- Writers create a final version of the piece using their best handwriting or a computer software program. This final form reflects their best efforts.</td>
</tr>
<tr>
<td><strong>Tip:</strong></td>
<td>Use this time as an opportunity to teach or reinforce handwriting and keyboarding skills.</td>
</tr>
<tr>
<td><strong>Step 6: Present</strong></td>
<td>- Writers share their pieces with their audience (often classmates) and receive feedback on its content and impact.</td>
</tr>
<tr>
<td></td>
<td>- As appropriate, writers incorporate visual displays and other media in their presentations.</td>
</tr>
<tr>
<td><strong>Tip:</strong></td>
<td>Use the presentation lessons in Reading Wonders to help students prepare for, present, and discuss audience feedback to their presentations.</td>
</tr>
</tbody>
</table>
# REVISION ASSIGNMENTS

## Individualized Revision Assignments
The teacher reads a student’s Writer’s Notebook and writes a revision assignment that applies directly to that student only.

**When to use individualized revision assignments:**
- in the beginning of the school year when teachers are still helping students develop habits.
- at any time in the school year with students who are struggling with a skill.

## Shared Revision Assignments
The teacher reads a group of students’ Writer’s Notebooks, brackets a passage in each student’s Writer’s Notebook, and posts a revision assignment that all the students in the group will complete. Each student completes the posted revision assignment by applying it to the bracketed passage in his own piece of writing. Shared revision assignments can be used with a small group of students or with the whole class.

**When to use shared revision assignments:**
Students have developed sufficient skill, for example in Topic Development, to decide independently how they might write more about one particular point.

## Self-Directed Revision Assignments
The teacher posts a revision assignment where all the students can see it. Students choose a passage in their own Writer’s Notebook to use to complete the posted revision assignment. Before they begin, the teacher models the process by sharing a piece of writing (e.g., an overhead projector), identifying a passage that would gain strength by becoming more focused, bracketing the passage, and completing the posted revision assignment.

## Independent Revision Assignments
Students identify a passage in their Writer’s Notebook and assign themselves a revision assignment that they complete independently. This step requires the highest degree of independence and mirrors the process that students go through when they revise their own work. Before they begin, the teacher models the process as in Self-Directed Revision Assignments.
Use teacher conferences to affirm that a student has used a skill effectively or to remind a student about how using a skill might strengthen his piece. Within Reading Wonders individual lessons, suggested comments provided are specific to that day’s activity.

**Affirmation Comments**
- You’ve already got three sentences just about how you stood admiring the food. I can tell this is going to be a very focused description of your first time eating lobster, and I’m anxious to see how it turns out.
- Mmm … describing the smell of your mom’s meatballs cooking is making me hungry.
- That verb really captures how you moved into the dining room. The reader gets the sense that you were ravenous.
- Those quotation marks help me follow this conversation. Thanks for making sure I could understand it.

**Reminder Comments**
- I can see you’re going to write about Thanksgiving. Which particular moment are you going to choose?
- I’ve never seen anyone do the drop stance in kung fu before saying grace. I’d love to see or hear exactly how one of your family members reacted to this moment.
- You’re drawing me into the moment by showing exactly what your friends said as the food came out.
- Can you help me keep track of who is talking by putting in quotation marks?
- You say here that Marie felt bad. I’m curious how you could tell she felt that way. Try adding a couple of sentences that show how her face looked when she felt bad. Raise your hand when you’re done so I can come back and see what you did.
<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Distribute the Rubric and/or Anchor Paper</strong></td>
</tr>
<tr>
<td>✓ Review the Rubric expectations. If using the blank rubric form, create a rubric with the class based on the specific writing assignment.</td>
</tr>
<tr>
<td>✓ Use the rubric to evaluate the Anchor Paper. Discuss how and why the 4 Anchor Paper is a strong model of that writing genre. Have partners compare the 4 Anchor Paper with the 2 Anchor Paper.</td>
</tr>
<tr>
<td><strong>2 Use the Rubric and/or Anchor Papers While Writing</strong></td>
</tr>
<tr>
<td>✓ Have students refer to the Rubric and Anchor Papers while drafting and editing their pieces.</td>
</tr>
<tr>
<td>✓ Students can use the Rubric during peer conferences to evaluate classmates’ works and provide feedback.</td>
</tr>
<tr>
<td><strong>3 Use the Rubric and/or Anchor Papers to Evaluate Writing</strong></td>
</tr>
<tr>
<td>✓ Grade each completed piece using the rubric. Provide a score of 1-4. Use the Anchor Papers as models when grading.</td>
</tr>
</tbody>
</table>
What Is It? Grammar is the sound, structure, and meaning system of the English language. The study of grammar includes parts of speech (nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions) which are the form of English words, and sentence structure (subjects, predicates, objects, clauses and phrases) which is the function of English.

Usage is the way in which we use grammar in speaking and writing. Mechanics involves the English conventions of punctuation and capitalization. Punctuation includes periods, questions marks, exclamation points, quotation marks, semicolons, apostrophes, hyphens, ellipses, parentheses, brackets, and dashes.

The conventions of Standard English are the more formal way in which we use grammar, usage and mechanics when we speak and write.

Why Is It Important? Knowledge of the conventions of Standard English is important to developing students’ speaking and writing proficiency. Instruction should emphasize that by revising writing for these conventions students’ writing will become more effective. Depending upon the purpose and audience of writing, revising for particular grammar usage or mechanics will help make writing clearer to the reader. Using conventions of Standard English while speaking during presentations, speaking with, and among peers in the school setting, will strengthen the effect of the information they convey to their audience.

Students need many opportunities revising their writing for the use of the conventions of Standard English to understand the nuances of how it makes their writing (and speaking) more effective. The Readers to Writer’s lessons in the Reading/Writing Workshop of McGraw-Hill Reading Wonders teaches students how to revise for grammar and usage, such as sentence fluency or use of punctuation. The Grammar Workbook included in the Reading/Writing Handbook is used as an important resource in revising and editing writing.
**Revising Writing for the Conventions of Standard English**

As students learn to revise their writing, teach them how revising for Standard English grammar and usage will help make their writing more effective. Model examples frequently so that students understand how a strong knowledge of the English Language results in stronger writing.

<table>
<thead>
<tr>
<th><strong>Examples</strong></th>
<th><strong>How Writing Is More Effective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After the process of erosion, dirt and rocks are then dropped in a new location.</td>
<td>By adding the prepositional phrase, <em>After the process of erosion</em>, the reader can better understand the steps in the process.</td>
</tr>
<tr>
<td>While we were watching, the moon rose above the trees.</td>
<td>The dependent clause, <em>While we were watching</em>, tells the reader what the characters noticed.</td>
</tr>
<tr>
<td>In contrast to slow-moving processes, people cannot prevent the effects of fast-moving natural disasters.</td>
<td>The prepositional phrase, <em>In contrast to slow-moving processes</em>, gives the reader a clue that the information that follows can be compared to the information they just read.</td>
</tr>
<tr>
<td>The Grand Canyon is an example of the effect of erosion. The Grand Canyon was carved over thousands of years by the Colorado River.</td>
<td>Replacing <em>it</em> for the proper noun <em>Grand Canyon</em> helps make the writing less repetitive and choppy.</td>
</tr>
<tr>
<td>What would you do if you saw a skunk raise his tail? If you know anything about skunks, you would run in the opposite direction! Skunks produce a horrible-smelling spray produced by the glands under their tails.</td>
<td>Adding a question followed by a statement to start the paragraph gets the reader's attention. Changing the punctuation from a period to an exclamation point, the reader knows that six pounds is a lot of lichen.</td>
</tr>
<tr>
<td>Everyday, a caribou eats over six pounds of lichen.</td>
<td></td>
</tr>
<tr>
<td>Eventually Rick made other new friends. book-filled</td>
<td>Adding the adverb <em>eventually</em> lets the reader know that it took a while for Rick to make new friends. The adjective <em>book-filled</em> gives the reader another clue that Rick loved books.</td>
</tr>
<tr>
<td>That evening, Rick sat at home in his living room.</td>
<td></td>
</tr>
</tbody>
</table>
## Grammar, Usage, and Mechanics at-a-Glance

<table>
<thead>
<tr>
<th>Steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Define the Skill</strong></td>
<td>✓ Explain to students what the skill is in a functional and concrete manner.</td>
</tr>
<tr>
<td><strong>2. Explain the Skill’s Importance</strong></td>
<td>✓ Tell students when and where the skill is used and how it is important for writing.</td>
</tr>
<tr>
<td><strong>3. Model the Skill</strong></td>
<td>✓ Model the skill using a piece of writing or sentences generated about a writing assignment or story read.</td>
</tr>
</tbody>
</table>
| **4. Provide Independent Practice** | ✓ Use the exercises and activity pages to provide structured practice opportunities.  
  ✓ Provide corrective feedback.  
  ✓ Use the sentences on the practice pages for partner fluency reading opportunities. |
| **5. Apply the Skill to Writing** | ✓ Prompt students to note their use of the skill when writing in their Writer’s Notebooks.  
  ✓ Have students review Writer’s Notebook entries and revise or edit for the skill. |
**What is it?** Collaborative discussions are rich, structured conversations around grade-level topics and texts. These conversations can take place prior to reading, while reading texts, and after reading. These conversations should be substantive discussions that require students to respond to ideas shared by their peers. Students need many opportunities to engage in a variety of structured conversations regarding text they are reading and topics they are learning about. These discussions should take place in various settings, including whole class, small group, and partner conversations.

**Why is it Important?** The discussion should engage students in meaningful dialogue that allows them to use the academic and domain-specific vocabulary they are acquiring. These conversations also support students in learning more about the topic and concept being explored.

Participation in these conversations requires specific expectations on the part of the student, both as a speaker and a listener. Students must learn to contribute relevant and accurate new information by

- staying on topic
- responding to and developing ideas that others have contributed
- summarizing and synthesizing various ideas discussed and presented
- preparing for discussions ahead of time when necessary by reading or gathering specific information.

**McGraw-Hill Reading Wonders** provides many opportunities for rich, grade-appropriate discussions. The collaborate symbol found throughout the instructional lessons signals to teachers to use these activities for meaningful practice for engaging in Collaborative Conversations in whole class, small group and partner settings.
Model Collaborative Conversations
At the beginning of the year, use role playing to teach students about collaborative conversations.

- Role-play discussing a topic or text with a volunteer. Ask other students to observe.
- First model inappropriate speaking and listening. (For example, give responses that are off topic or talk over the speaker.)
- Ask students to point out what was not appropriate and list students’ responses.
- Next, with a different volunteer, model appropriate listening and speaking.
- Ask students what was different about the second discussion. Have students compare what they observed from the two discussions and tell why one was more effective.

Establish Rules for Discussion
After role-playing exercises, work with students to develop rules such as the following, for classroom discussions.

- Take turns speaking
- Listen to the speaker
- Do not interrupt the speaker.
- Speak about the topic.

Suggested checklists for Speaking and Listening can be found in the Teacher Resources at www.connected.mcgraw-hill.com
Provide Feedback

Teacher Feedback When students work in small groups or with partners, walk around the room, listening in on the conversation.

- Give positive feedback on specific aspects of the conversation to both the speaker and listener. Be sure to name the positive behavior.
- Offer examples of statements or questions that a student might say when you notice the conversation is getting off track. Again, name the behavior you are correcting.

Peer Feedback Periodically, ask pairs of students to observe conversations taking place in a whole class setting.

Provide students with the speaking and listening checklists. Ask them to note what rules are being followed and which are not.

Students should not identify individual students.

After the conversation, review student’s observations. Discuss with the class what was observed.

Display Sentence Starters

Review and post the following sentence starters in the classroom. Have students refer to them whenever they are engaged in Collaborative Conversations.

Speaker: What I’m thinking is…
Listener: I think what I hear you saying is…

Speaker: I’m wondering…
Listener: I’m also wondering…

Speaker: This is confusing to me because…
Listener: I understand why you are confused…

Speaker: This reminds me of…
Listener: Can you tell me that again in a different way to help me understand…

Speaker: I figured out…
Listener: Can you tell me more about…

Speaker: My opinion is…
Listener: Can you point to text evidence that shows…

Speaker: I believe _____ because…
Listener: Are there any other reasons…
**Steps**

**Short, Focused Research** Each week in *Reading Wonders*, students work with partners or small groups to complete short research projects to explore and learn more about the topic or concept.

**Extended Research** At the end of the unit, students choose one of the short projects and conduct extended research.

1. **Set Research Goals**
   - ✓ Discuss the project. Clearly identify the research focus and end product.
   - ✓ Assign group roles.
   - ✓ Review the Research Roadmap for the project. (www.connected.mcgraw-hill.com; Collaborate)

2. **Identify Sources**
   - ✓ Brainstorm and identify reliable sources, including
     - text they have read in class
     - print sources
     - digital media
     - interviews with experts
### Steps

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **3** Find and Record Information | ✓ Take notes from various sources.  
✓ Cite relevant text evidence. |
| **4** Organize | ✓ Review and analyze all the information collected.  
✓ Identify the most useful information.  
✓ Use a graphic organizer to sort and clarify categories of related information. |
| **5** Synthesize and Present | ✓ Determine the important points to present.  
✓ Use audio and visual displays to enhance presentations.  
✓ Check that key ideas are included in the presentation.  
✓ Rehearse the presentation. |
### What Is It?
The Shared Research Board is a bulletin board or wall in the classroom in which students and teachers place information regarding the skills and new ideas learned in the unit under study. It is a dynamic space, changing weekly as new information is added. The texts read, discussions in class as well as much of the writing done during the week will build upon students growing knowledge of the topic. The Shared Research Board provides a space and a structure for students to record this new learning.

### How Do I Create It?
To create a Shared Research Board, do the following:

- Select a large bulletin board or portion of a wall in the classroom.
- Write the Essential Question at the top.
- Add information regarding how the texts read add to the information learned about topic/concept, list key vocabulary words, student work samples, and postings from students regarding information found related to the topic/concept. Use note cards, sentences strips, and newsprint to add information.
- At the end of each week, briefly review the information on the board. Prompt students to search for and add other information.
PRESENTATION RUBRIC

Before students begin to prepare their presentations of their writing or research, review with them the presentation rubric. See the Teacher Resources at www.connected.mcgraw-hill.com.

<table>
<thead>
<tr>
<th>Rating 4</th>
<th>Rating 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speaks clearly and at an understandable pace.</td>
<td>• Speaks clearly for most of the presentation.</td>
</tr>
<tr>
<td>• Speaks in complete sentences, using conventions of Standard English.</td>
<td>• Speaks mostly in complete sentences, using conventions of Standard English throughout most of the presentation.</td>
</tr>
<tr>
<td>• Uses appropriate facts and many relevant details.</td>
<td>• Uses facts and descriptive details, many of which are relevant to the main idea or theme.</td>
</tr>
<tr>
<td>• Presents the information in an organized and logical sequence.</td>
<td>• Most of the information is presented in an organized manner.</td>
</tr>
<tr>
<td>• Uses audio and visual displays to enhance the presentation.</td>
<td>• Uses some visual displays during the presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rating 2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• At times speaker is unclear.</td>
<td>• Speaks unclearly throughout the presentation</td>
</tr>
<tr>
<td>• Mixes complete and incomplete sentences.</td>
<td>• Does not use complete sentences.</td>
</tr>
<tr>
<td>• Uses some facts and details, some of which are not relevant to the main idea or theme.</td>
<td>• Uses few facts or descriptive details.</td>
</tr>
<tr>
<td>• Not all the information is presented in an organized manner.</td>
<td>• The information presented is not organized.</td>
</tr>
<tr>
<td>• Lacks clear visual displays.</td>
<td>• No visual displays are used.</td>
</tr>
</tbody>
</table>
## Audience Participation

As students present their writing or research projects to the class, ask the class to take on an active role. Encourage collaborative conversations after each presentation.

### During the presentation

- ✓ Take notes on information you learned or something in the presentation you liked.
- ✓ Write one or two questions you have for the presenter based on information from the presentation.

### After the presentation

- ✓ Take turns sharing your comments about the presentation.
- ✓ Ask your question and listen to the presenter’s answers.
- ✓ Listen to the comments from other students. Tell if you agree or disagree, and explain why.
**Introduction**

One of the most difficult challenges teachers face is how to deal with the multiple levels and learning needs of their students. This requires a portion of the English-Language Arts block to be devoted to small group instruction in which students receive differentiated instruction. These students may include those who are struggling with particular reading skills, English learners, or advanced learners. Managing the small group time, in which other students are working with partners or independently, is a primary task and concern. The McGraw-Hill Reading Wonders program has provided a series of materials to assist in this task.

**Tips**

- Tell students that every day there will be a time when they are expected to work on activities on their own or with partners.
- Slowly introduce the time period to students over the first few weeks of school. Reinforce rules and procedures firmly and consistently.
- Distribute the Weekly Contract. Review the week’s expectations and tell students that they will check off each task as it is completed.
- Briefly point out the new Workstation Activity Cards activities for the week. Highlight how these activities will help students practice the skills they are learning during whole group lessons.
- Update and post the list of students in each group on a Class Rotation Chart.
- Make sure that groups are dynamic. No student should be stuck in a group for an extended period of time without their skills being re-assessed. Base the groups on individual skill needs.
- Post Small Group Independent Work Rules, such as:
  1. Use a quiet “inside” voice.
  2. Share materials.
  3. Take only the materials you need.
  4. Return materials.
  5. Do not interrupt the teacher when she or he is working with a small group.
- Establish a procedure for answering students’ questions while working with a small group, such as placing a Question Chair near you in which one student waits silently until you are able to address the question, establishing a buddy system in which selected students are assigned the task of answering questions, or requiring students to post their question on a chart for you to answer when appropriate.
- Have ample books available for independent reading.
### Workstation
Set up workstation activities for students to complete independently while you work in small groups.

### Leveled Workstation Activity Cards
These cards include activities for Reading, Writing, Phonics/Word Study, and Science and Social Studies Workstations. The leveled activities help ensure that students can work independently. Display cards that align with skills taught in a week or have students complete activities to practice last week's skills. www.connected.mcgraw-hill.com

### Games and Activities
Use the interactive games and activities to create digital workstations.

### Independent Activities
#### Your Turn Practice Books
Assign pages from the Your Turn practice for students to complete while you are working with small groups.

#### Leveled Reader Activities
Pairs of students can complete the activities found at the back of the Leveled readers as independent work.

### Rotation Chart
A rotation chart and directions for usage are available. Assign each student a group at the beginning of the week (or day). Post the chart in a place that is easily visible to all students. Students refer to the chart throughout the small group time to know what to do, when, and with whom.

### How-to Guide
A how-to guide, written by program authors Jan Hasbrouck, Vicki Gibson, and Doug Fisher, provides details on how to set up differentiated small groups and manage them effectively. This resource is ideal for new teachers or as a study group title at the beginning of each school year.

### Weekly Contracts
Have students use their weekly contracts to manage their time while you are meeting with small groups. The contracts list the workstation, practice book, leveled reader, and any digital activities students are to complete. All contracts are customizable.
There are a variety of ways for students with special instructional needs to use materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). Modifications can be made so students have access to the materials. Examples of modifications might include student use of computers to complete pencil and paper tasks, use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.

Establish a safe and supportive environment in which the students are encouraged to talk and ask questions freely when they do not understand. Circulate the room frequently so they can ask questions. This also allows teachers to see that students are on task and following through as required. Assigning these students a peer buddy can also help when they are working on a partner or group assignment.

Use a wide variety of ways to explain a concept or assignment. When appropriate, the concept or assignment may be depicted in graphic or pictorial ways, with manipulatives, or with real objects to accompany oral and written instructions. Give alternative assignments rather than long written assignments. Break long assignments into small sequential steps, monitoring each step. Number and sequence steps in a task.

Provide assistance in the specific and general vocabulary to be used for each lesson, using reinforcement or additional practice afterward. Preteach vocabulary and provide adequate opportunities for students to hear and use new vocabulary in context before applying to practice and application. Instructional resources and instruction should be monitored for the ambiguities of language that would be confusing, such as idioms. Limit the number of concepts and new vocabulary presented at one time.

Set up learning situations that offer additional assistance. Tutoring by a qualified teacher is optimal. Peer or cross age tutoring should be so designed so as to not distract from the instructional time of either the tutor or the tutee. Educational software where the computer provides multisensory experiences, positive reinforcement, individualized instruction and repetition can be useful in helping students with skill building.

Prepare students for testing situations. Provide a quiet setting for test taking and allow tests to be scribed if necessary. Allow for oral administration of test and oral response. Divide tests into small sections and allow students as much time as needed to complete. Grade spelling separately from content and consider changing the percentage of work required for a passing grade.

Explain learning expectations before beginning a lesson. Ask each student to frequently communicate his or her understanding of the concept or assignment. Students should be asked to verbalize or write down what they know. This provides immediate insight into their thinking and level of understanding. Evaluate instruction and reteach as necessary. Modify expectations based on student needs.
# English Learners Overview Chart

<table>
<thead>
<tr>
<th>Level</th>
<th>From these Questions</th>
<th>To these Questions</th>
<th>Listening/ Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
</table>
| **Level 1**  
Beginning | • Point to ____.  
• Find the ____.  
• Who has the ____?  
• Is this a ____?  
• Give the __ to ____. | • Yes/No questions  
• Either/Or questions  
• 1 or 2-word responses  
• Literal questions | Students use simple words and phrases to:  
• Answer questions  
• Follow 1-step directions  
• Retell information  
• Demonstrate understanding of basic vocabulary | • Understand basic information read aloud  
• Participate in scaffolded reading  
• Read aloud simple words and sentences  
• Use illustrations to understand main ideas | • Use drawings, single words, and simple phrases to communicate ideas  
• Label object drawings  
• Write simple sentences with support  
• Write brief narratives |
| **Level 2**  
Early Intermediate | • Yes/No questions  
• Either/Or questions  
• 1 or 2-word response questions  
• Literal questions  
• Tell me about ____.  
• Talk about ____.  
• Describe ____.  
• Explain ____.  
• Retell _____. | Students use simple sentences to:  
• Ask and answer literal questions  
• Restate and follow multiple-step directions  
• Restate main ideas  
• Retell a basic sequence of events | • Read basic paragraphs  
• Identify basic text features  
• Recognize and correct some errors when reading aloud  
• Read aloud with pacing, intonation, and expression | • Write short paragraphs  
• Use common words in writing  
• Use writing frames  
• Write simple narratives and informational pieces |
| **Level 3**  
Intermediate | • Tell me about _____.  
• Talk about ____.  
• Describe ____.  
• Explain ____.  
• Retell _____. | • Why?  
• How?  
• Summarize  
• Give an example  
• What is your opinion? | Students use basic language structures to:  
• Ask and answer literal questions  
• Ask and answer inferential questions with support  
• Use academic vocabulary in discussions with support  
• Explain main ideas and details | • Read grade-level text with support  
• Use basic text features  
• Use a dictionary  
• Recognize and correct errors when reading aloud  
• Understand academic language with support  
• Summarize | • Write a sequence of events  
• Write paragraphs with support  
• Use note taking  
• Use Writing Process |
<table>
<thead>
<tr>
<th>Level 4</th>
<th>Early Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why?</td>
<td>• Using evidence from the text, explain why/how ___ .</td>
</tr>
<tr>
<td>• How?</td>
<td>• What would happen if ___?</td>
</tr>
<tr>
<td>• Summarize</td>
<td>• How are these the same/different?</td>
</tr>
<tr>
<td>• Give an example</td>
<td>• Students use Standard English structures to:</td>
</tr>
<tr>
<td>• What is your opinion?</td>
<td>• Ask and answer inferential questions</td>
</tr>
<tr>
<td></td>
<td>• Retell information in detail</td>
</tr>
<tr>
<td></td>
<td>• Use simple figurative language and idioms</td>
</tr>
<tr>
<td></td>
<td>• Use academic language in discussions</td>
</tr>
<tr>
<td></td>
<td>• Read grade-level text</td>
</tr>
<tr>
<td></td>
<td>• Use text features to get information</td>
</tr>
<tr>
<td></td>
<td>• Understand academic language</td>
</tr>
<tr>
<td></td>
<td>• Identify grade-level elements of literature</td>
</tr>
<tr>
<td></td>
<td>• Recognize and describe themes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Using evidence from the text, explain why/how ___ .</td>
<td></td>
</tr>
<tr>
<td>• What would happen if ___?</td>
<td></td>
</tr>
<tr>
<td>• How are these the same/different?</td>
<td></td>
</tr>
<tr>
<td>• Analyze why/how</td>
<td></td>
</tr>
<tr>
<td>• Infer why/how</td>
<td></td>
</tr>
<tr>
<td>• Analyze cause and effect of ___ .</td>
<td></td>
</tr>
<tr>
<td>• Suggest another outcome</td>
<td></td>
</tr>
<tr>
<td>• Students use Standard English structures to:</td>
<td></td>
</tr>
<tr>
<td>• Vary speaking according to purpose, audience, and topic</td>
<td></td>
</tr>
<tr>
<td>• Use text features to get information</td>
<td></td>
</tr>
<tr>
<td>• Analyze text: themes, plots, literary devices</td>
<td></td>
</tr>
</tbody>
</table>

| • Respond to grade-level writing prompts with support |
| • Use Writing Process |
| • Edit writing |

<table>
<thead>
<tr>
<th>Classroom Management</th>
</tr>
</thead>
</table>

**R82**
### Introduction

In addition to developing students’ reading and writing skills, other skills are necessary to communicate effectively orally, visually, and in writing. These include listening, speaking, and viewing skills.

In the *Treasures* Teacher’s Edition, weekly instruction and practice is provided with these skills. The skills are often linked to the reading and writing skills used throughout the week and get progressively more sophisticated throughout the grades.

### Tips

- Make sure students have opportunities each week to speak in whole class and small group discussions.
- Use sentence starters and frames to facilitate and scaffold the use of academic language and transition words.
- Prompt students to use visuals and notes when presenting, as appropriate.
- Establish class rules for listening and speaking (e.g., Speak in a loud voice so everyone can hear. Raise hands. Don’t interrupt. If speaking, make eye contact with audience. If listening, sit up and look interested. Allow wait time to answer questions.)

### Listening

Listening skills include comprehending what one hears and listening for different purposes. These purpose might include following directions, identifying main ideas or sequence of events, or summarizing.

### Speaking

Speaking skills include oral presentations and communications, both formal and conversational. These skills encompass the use of proper volume, pitch, and intonation, as well as correct use of grammar.

### Viewing

Viewing skills include understanding the main idea and/or messages in photographs, illustrations, mass media, and other multimedia.
Introduction

*Treasures* contains three types of formal assessments: Diagnostic, Progress Monitoring, and Summative. Each is described below.

In addition, daily lesson Quick Checks enable the teacher to quickly and informally assess students’ learning progress. These informal assessments can be used to form daily skills-based small groups.

### Diagnostic

**Diagnostic Assessments** can be used for screening or placement. They can also be used for formative or summative assessment. A diagnostic test:

- Is a test administered to those students who appear at risk of failing to read, or need additional instruction.
- Is a detailed assessment that pinpoints a student’s strengths or weaknesses.
- Is a test that can be group or individually administered, depending on the test and the age of the student.
- Should be given near the beginning of year to determine students’ instructional needs or whenever a student is suspected of having difficulty learning taught skills. It may also be given throughout the year to monitor student progress (e.g., Fluency Assessment).
- Can be used to form skills-based small groups.

### Progress Monitoring

**Progress Monitoring Assessments** are ongoing and provide up-to-date information on a student’s mastery of taught skills. A progress monitoring assessment:

- Is also known as a Formative Assessment.
- Includes teacher observations (Quick Checks), weekly and unit tests, and curriculum assignments.
- Mirrors the types of tasks students complete in the curriculum. (curriculum-based)
- May include a diagnostic assessment that pinpoints the cause of a specific observed reading problem.
- Helps to define the specific focus of instruction (e.g., reteaching a skill students haven’t mastered).

---

Quick Check

Can children spell words with long *a* (ai, ay)?

During Small Group Instruction:

If No → **Approaching Level**
- Provide scaffolding spelling and blending work using the Sound Boxes. See Phonics, page 35S.

If Yes → **On Level**
- See page 35Y to consolidate learning.

**Beyond Level**
- See page 35CC to extend learning.
Summative

Summative Assessments are administered at the end of a major unit of study such as at the end of a semester or school year. A summative assessment:

- Provides information about what skills a student exits the major instructional period with.
- Is useful for planning the next major instructional period.
- Is connected to the specific curriculum.
- Can be used to provide a final grade or judgment on a student’s strengths and weaknesses.