Teacher's Edition

Reading Routines

COMPANION

*Practices Grounded in the
Science of Reading*

myView®

LITERACY

5

Reading Routines
COMPANION

Practices Grounded in the Science of Reading

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myView® LITERACY

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Instruction Grounded in Research

You are likely wondering, as are many educators, *what is the science of reading and how do I know if the program I'm using is responsive to the science of reading?* The science of reading is based on a cumulative and evolving set of evidence that is derived from studies built upon the scientific method. This evidence is useful in making decisions about what to teach and also in many cases, how to teach.

Some of the knowledge about learning to read is indisputable and would be expected to be a critical part of every reading program. There are several critical features to consider:

☑ The science of reading has established that there are critical elements of reading instruction that contribute to the successful acquisition of reading. Sometimes, these elements are referred to as "the big five" – phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension. However, these are not the only elements that contribute to reading success. Evidence also supports the reciprocal connection between learning to read and learning to spell and write.

☑ The emphasis on the critical elements of reading instruction may vary based on the differential needs of the reader – however, the vast majority of learners benefit from the organized, deliberate, and explicit instruction in the critical elements of reading.

☑ The science of reading has established that the explicitness of instruction is associated with beneficial outcomes for students. This explicitness includes modeling new skills, giving students ample practice with feedback, and providing structured opportunities for review and practice.

☑ The ultimate goal of reading, reading comprehension, is a product of both word decoding and linguistic comprehension – both are required for youngsters to acquire meaning from text.

☑ Teaching youngsters phonological awareness combined with letter knowledge improves word-decoding skills. Teaching students explicitly to apply phonics rules improves their word-decoding skills. Students also need to know or acquire the meaning of these words and to understand them in texts (i.e., linguistic comprehension).

Sharon Vaughn, Ph.D.

The University of Texas at Austin
myView Literacy Author
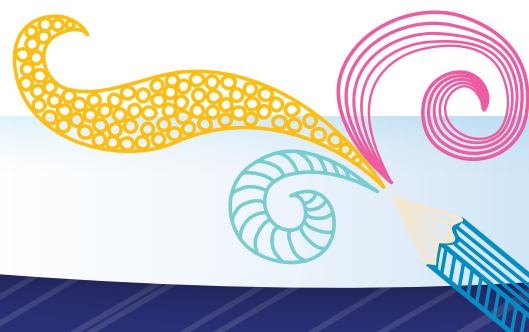
Meet Your *Reading Routines Companion*

This unparalleled companion to your myView Literacy Teacher's Edition provides additional explicit instruction to deepen your whole group and small group lessons. A systematic four-step routine introduces the skill, allows for teacher modeling, and supports guided and extended practice.

myView Literacy Lesson Connection

Explicit Teacher Talk

SIDE A

Isolate Phonemes: Medial /a/

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE 1

Connect to *myView Literacy:*
Medial /a/: Unit 1, p. T18

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Gather three counters. Today we will listen for the sound /a/ in the middle of words. The middle sound is the sound between the first and last sounds.

STEP 2 \ MODEL

- I will say a word. Listen carefully to the middle sound: *pan*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /p/ /a/ /n/. Sweep your hand under the counters as you say: *pan*.
  - Point to each counter as you say: /p/ /a/ /n/, *pan*. The middle sound in *pan* is /a/. Say the middle sound in *pan* with me: /a/.

STEP 3 \ GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *cap* with you. Point to each counter and have students say the sounds with you: /k/ /a/ /p/. Sweep your hand under the counters: *cap*. What is the middle sound in *cap*? (/a/)

STEP 4 \ ON THEIR OWN

Have students segment the sounds in these words and identify the middle sound.

bat	jam	tab	rag	ham	fan

Isolate P

SIDE B

Rate

FLUENCY
GRADE 1

CORRECTIVE FEEDBACK

IF students cannot read aloud at an appropriate rate,

THEN model how to read aloud at an appropriate rate, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read aloud at an appropriate rate may benefit from a word-recognition activity.

- Make a set of word cards of the decodable words from the text and another set of the high-frequency words from the text. Remember, we learn to read some words by saying the sounds that the letters make. We learn to read other words just by remembering them.
- Start with the decodable words and guide students in blending the sounds for each word. Then use the cards as flashcards and have students read aloud the words until they read them at an appropriate rate.
- Repeat using the high-frequency words.
- Have students read aloud the short text again until they make their reading "sound like talking."

Make It Harder

Students who can read aloud at an appropriate rate may enjoy reading aloud with a partner.

- Have each partner choose a short text in an appropriate leveled reader.
- Have partners take turns reading aloud their texts so their reading sounds like they are talking. Tell the other partner to listen carefully so he or she can ask the reader a question about the text.
- After each partner has read aloud and answered a question, have partners exchange texts and repeat the activity.

Includes routines for Phonological and Phonemic Awareness, Phonics, Word Study, Fluency, Vocabulary, Comprehension, Dictation, High-Frequency Words, Syllable Patterns, and more!

Grade 1 Example

"The science of reading has established that the explicitness of instruction is associated with beneficial outcomes for students. This explicitness includes modeling new skills, giving students ample practice with feedback, and providing structured opportunities for review and practice."

—Dr. Sharon Vaughn

Connected Digital Practice

Targeted feedback that is guided and corrective

Differentiation to meet the range of learners in your classroom

Grade 3 Example

SIDE A

SYLLABLE PATTERNS
GRADE 3

Closed and Open Syllables: Reading

Applying syllabication skills to reading leads to increased fluency and stronger comprehension.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Today we are going to use what we have learned about closed and open syllables to help us while we read.

STEP 2 \ MODEL

- I am going to read this sentence. If I come to words I don't know, I will look for closed and open syllables to help me read the words. Read the sentence. Pause at *lizards.* I am not sure what this word is. I see the vowel *i* and the consonant *z* after the vowel. Sound out /liz/ with emphasis on the sound /i/ and the consonant *z.* /liz/ is a closed syllable, so the first syllable in this word is /liz/. This word is *lizards.* Continue reading.

- Pause at *giant.* I am not sure what this word is. I see the vowel *i,* but there is no consonant after it. I wonder if this word has an open syllable. Sound out /gi/ with emphasis on the sound /i/. /gi/ is an open syllable, so the first syllable in this word is /gi/. This word is *giant.* Finish reading the sentence and then reread.

STEP 3 \ GUIDE PRACTICE

Let's read this sentence together. If we come to words we don't know, we will pause and use our knowledge of closed and open syllables to help us read the words. Use the instruction in Step 2 to guide the students' reading of the sentence at the right. Pause at *victory* (closed syllable, /vic/) and *remote* (open syllable, /re/).

STEP 4 \ ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for closed and open syllables to help them.

Closed and

SIDE B

SYLLABLE PATTERNS
GRADE 3

Closed and Open Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read closed and open syllables in sentences,

THEN model how to read closed and open syllables, using Steps 2 and 3. Next, work through the Make It Easier activity on Side B.

Make It Easier

Students who cannot read words with closed and open syllables may benefit from more explicit instruction on identifying open syllables.

- Display the word *predict.* Let's read this word together: *predict. Predict* begins with an open syllable, /pre/. It is an open syllable because it ends with a long vowel sound, /ē/. Underline the vowel *e.* Let's say the open syllable together: /pre/. Now, let's read the whole word together: *predict.*

  | predict |

- Display the word *notice.* Let's read this word together: *notice.* What is the first syllable in *notice?* /no/ Is /no/ a closed or an open syllable? (open) How do you know? (It is an open syllable because it ends with a long vowel sound, /ō/.) Underline the vowel *o.* Let's say the open syllable together: /no/. Now, let's read the whole word together: *notice.*

  | notice |

- Repeat with the words at the right. Call on individual students to read the words. Then, ask students to identify the open syllable in each word. Ask them to underline the open syllable.

  | behind |
  | decide |
  | pho/to |

Make It Harder

Students who can read closed and open syllables can extend the activity by writing and reading extended sentences.

- Ask students to work with a partner. Each student should write a sentence with at least two multisyllabic words. One word should have a closed syllable. Another word should have an open syllable.

- Partners should exchange sentences and then take turns reading the sentences. Students should identify closed and open syllables in w

Connected Resources for Whole and Small Group Instruction

Solid routines are a key ingredient in every classroom! Strengthen routines and deepen instruction with your *myView Literacy* Teacher's Edition and *Reading Routines Companion*.
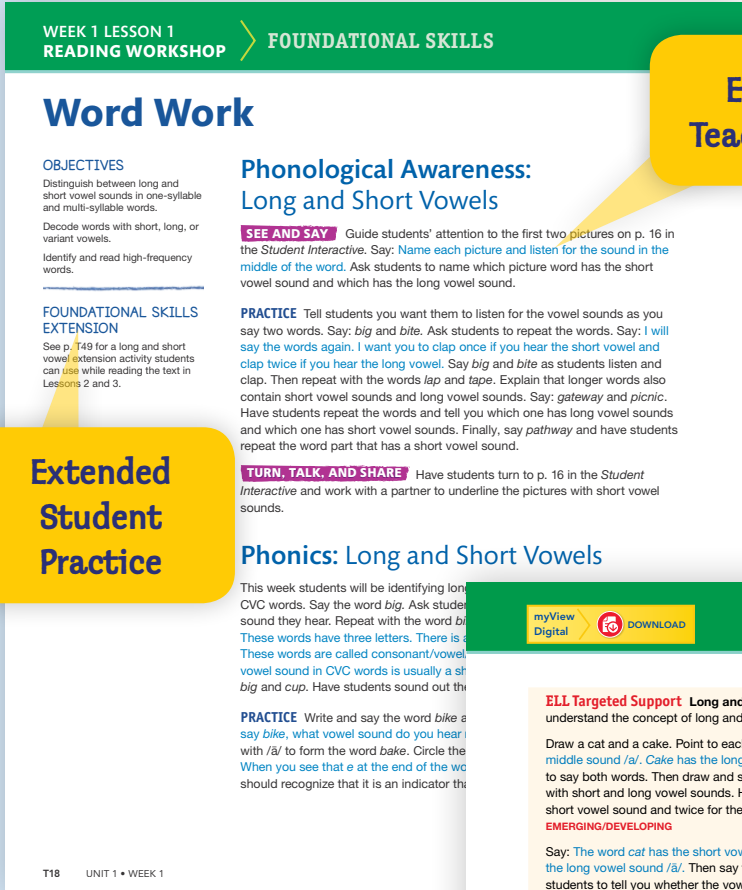
Instruction is Connected!
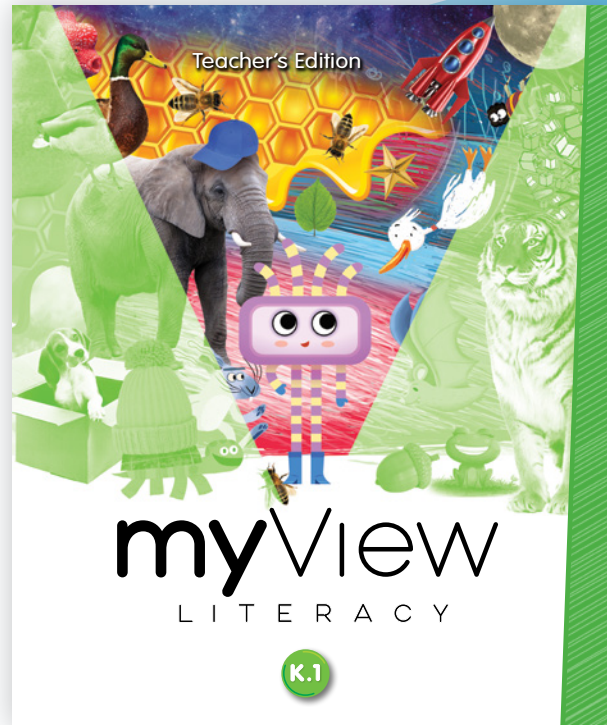
Teacher's Edition

Core lessons launch instruction and help you deliver an explicit skill with an easy, consistent routine:

1. Focus *(I Do!)*
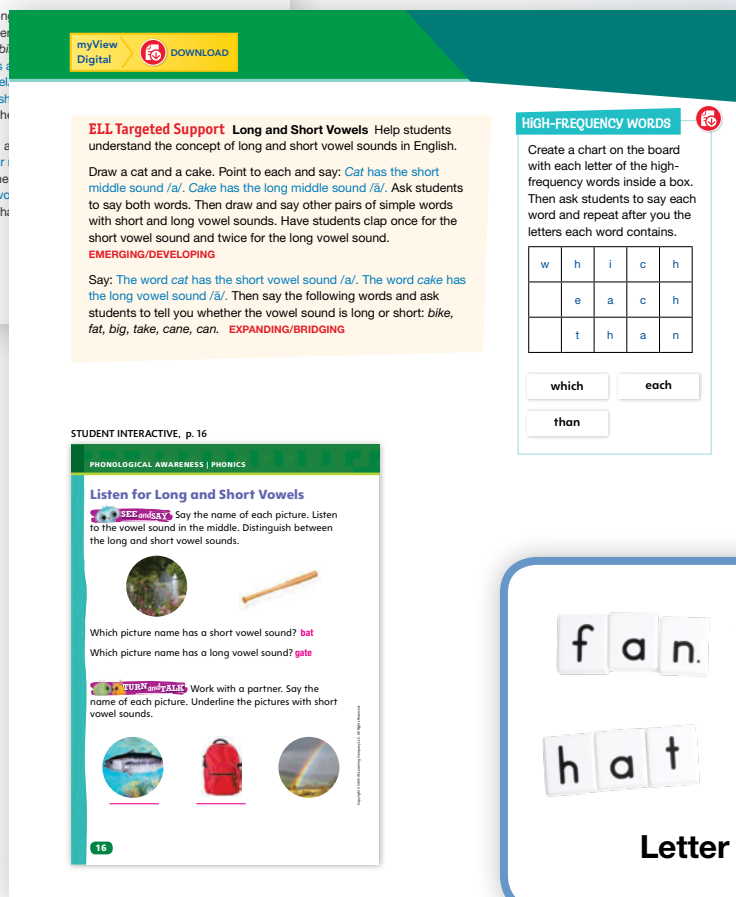2. Model and Practice *(We Do!)*
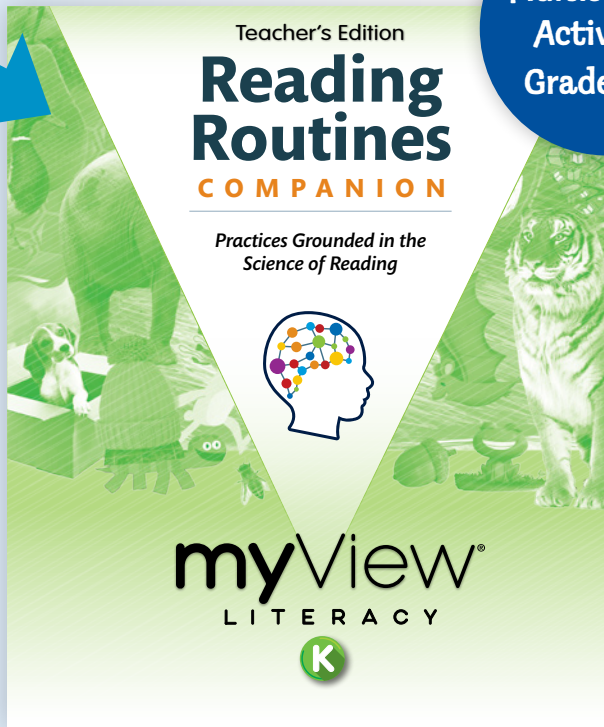3. Apply *(You Do!)*

Extended Student Practice

Explicit Teacher Talk

WEEK 1 LESSON 1 READING WORKSHOP › **FOUNDATIONAL SKILLS**

Word Work

OBJECTIVES
Distinguish between long and short vowel sounds in one-syllable and multi-syllable words.

Decode words with short, long, or variant vowels.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION
See p. T49 for a long and short vowel extension activity students can use while reading the text in Lessons 2 and 3.

Phonological Awareness: Long and Short Vowels

SEE AND SAY Guide students' attention to the first two pictures on p. 16 in the *Student Interactive*. Say: Name each picture and listen for the sound in the middle of the word. Ask students to name which picture word has the short vowel sound and which has the long vowel sound.

PRACTICE Tell students you want them to listen for the vowel sounds as you say two words. Say: *big* and *bite*. Ask students to repeat the words. Say: I will say the words again. I want you to clap once if you hear the short vowel and clap twice if you hear the long vowel. Say *big* and *bite* as students listen and clap. Then repeat with the words *lap* and *tape*. Explain that longer words also contain short vowel sounds and long vowel sounds. Say: *gateway* and *picnic*. Have students repeat the words and tell you which one has long vowel sounds and which one has short vowel sounds. Finally, say *pathway* and have students repeat the word part that has a short vowel sound.

TURN, TALK, AND SHARE Have students turn to p. 16 in the *Student Interactive* and work with a partner to underline the pictures with short vowel sounds.

Phonics: Long and Short Vowels

This week students will be identifying lon... CVC words. Say the word *big*. Ask studen... sound they hear. Repeat with the word *bi*... These words have three letters. There is a... These words are called consonant/vowel... vowel sound in CVC words is usually a sh... *big* and *cup*. Have students sound out the...

PRACTICE Write and say the word *bike* a... say *bike*, what vowel sound do you hear... with /ā/ to form the word *bake*. Circle the... When you see that *e* at the end of the w... should recognize that it is an indicator tha...

T18 UNIT 1 • WEEK 1

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myView Digital 🔽 **DOWNLOAD**

ELL Targeted Support **Long and Short Vowels** Help students understand the concept of long and short vowel sounds in English.

Draw a cat and a cake. Point to each and say: *Cat* has the short middle sound /a/. *Cake* has the long middle sound /ā/. Ask students to say both words. Then draw and say other pairs of simple words with short and long vowel sounds. Have students clap once for the short vowel sound and twice for the long vowel sound. **EMERGING/DEVELOPING**

Say: The word *cat* has the short vowel sound /a/. The word *cake* has the long vowel sound /ā/. Then say the following words and ask students to tell you whether the vowel sound is long or short: *bike, fat, big, take, cane, can.* **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 16

PHONOLOGICAL AWARENESS | PHONICS

Listen for Long and Short Vowels

SEE and SAY Say the name of each picture. Listen to the vowel sound in the middle. Distinguish between the long and short vowel sounds.

Which picture name has a short vowel sound? **bat**
Which picture name has a long vowel sound? **gate**

TURN and TALK Work with a partner. Say the name of each picture. Underline the pictures with short vowel sounds.

16

HIGH-FREQUENCY WORDS

Create a chart on the board with each letter of the high-frequency words inside a box. Then ask students to say each word and repeat after you the letters each word contains.

w	h	i	c	h
	e	a	c	h
	t	h	a	n

which | each

than

Pair with resources from your Foundational Skills Kit.

Student Practice

The Student Edition includes full color practice pages for each minilesson.

Letter Tiles

xii

Teacher's Edition

Reading Routines
COMPANION

Practices Grounded in the Science of Reading

myView
L I T E R A C Y
K

Multisensory Activities Grades K-2

Phonics: Short Vowels

▶ Make a match! Drag each word to the picture it matches.

hug
vet
mop
sad
yam
fig
pen

Save

0 of 2

Digital Practice Activities to Reinforce Skills Grades K-5

Routines directly connected to core lessons!

SIDE B

Distinguish Long and Short Vowel Sounds

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE 2

CORRECTIVE FEEDBACK

IF students cannot distinguish long and short vowel sounds in word pairs,

THEN model how to segment the sounds in each word to identify its long or short vowel sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish long and short vowel sounds in word pairs may need practice identifying the long or short vowel sound in individual words.

• Listen carefully as I say a sound and a word. If you hear the sound I say in the word, show a "thumbs up." Say: /e/, *dress.* Show a "thumbs up." If you do not hear the sound in the word, show a "thumbs down." Say: /ē/, *track.* Show a "thumbs down."

• Say the following sounds and words. If students show the wrong thumb signal, guide them in segmenting the individual phonemes of the word and identifying the vowel sound.

| Thumbs up: /a/, plant   /ē/, screech   /ĭ/, flight   /o/, knot   /u/, stump |

| Thumbs down: /ū/, lunch   /ĭ/, drift   /ă/, branch   /e/, dream   /ŏ/, prompt |

Make It Harder

Students who can distinguish long and short vowel sounds in one-syllable words may be ready to identify the vowel sound in each part of two-syllable words.

• I will say a word with two parts. Listen carefully to the vowel sound in each part and say the vowel sound you hear.

• Read aloud one word at a time and have students identify the vowel sound they hear in each syllable: *handbag, cocoa, finish, leaky, lifetime, sandstone, subway, daydream, highway, sunfish.*

SIDE A

Distinguish Long and Short Vowel Sounds

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE 2

Connect to *myView Literacy*:
Long and Short Vowels: Unit 1, p. T18

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 \ INTRODUCE

Today we will listen for the vowel sound in words.

STEP 2 \ MODEL

• Listen carefully to the vowel sound in this word: *back, /b/ /a/ /k/, back.* We hear the vowel sound /a/ in the middle of *back.* Have students repeat /a/ after you.

• Listen to the vowel sound in this word: *bake, /b/ /ā/ /k/, bake.* We hear /ā/ in the middle of *bake.* Have students repeat /ā/ after you.

• Now I'm going to say a sound followed by two words. Listen carefully for the word that has the sound I say: /a/, *mat, plate.* The word *mat* has the sound /a/. Say the vowel sound in *mat* with me: /a/.

STEP 3 \ GUIDE PRACTICE

Continue the activity, saying the sounds and word pairs below. Let's try these sounds and words. For each sound, ask: Which word has the vowel sound __?

| /ē/ pen, peas | /ĭ/ rib, right | /o/ loan, block | /ū/ crumb, mule |

STEP 4 \ ON THEIR OWN

Have students distinguish the vowel sounds in other spoken word pairs. For each sound, ask: Which word has the vowel sound __?

| /ā/ stack, drain | /e/ leak, speck | /ī/ twice, kick | /o/ loan, lock |
| /u/ plug, huge | /ē/ pets, cheese | /ĭ/ price, chimp | /ŏ/ broke, stomp |

Scope & Sequence

	K	1	2	3	4	5
Phonological Awareness Routines	✓	✓	✓			
Phonemic Awareness Screening Routines				✓	✓	✓
Phonemic Awareness Routines	✓	✓	✓	✓	✓	✓
Phonics Routines	✓	✓	✓			
Word Study Routines				✓	✓	✓
Dictation Routines	✓	✓				
Vocabulary Routines	✓	✓	✓	✓	✓	✓
High-Frequency Word Decoding Routines	✓	✓	✓	✓	✓	✓
Syllable Pattern Routines	✓	✓	✓	✓	✓	✓
Fluency Routines	✓	✓	✓	✓	✓	✓
Self-Monitoring Routine: Oral Reading		✓	✓	✓	✓	✓
Self-Monitoring Routine: Silent Reading			✓	✓	✓	✓
Comprehension Routines	✓	✓	✓	✓	✓	✓
Digital Practice Activities	✓	✓	✓	✓	✓	✓
Alphabet Tiles	✓	✓	✓			
Multisensory Activities	✓	✓	✓			
Phonics Generalizations	✓	✓	✓			
Articulation Support Guide	✓	✓	✓	✓	✓	✓
Glossary	✓	✓	✓	✓	✓	✓
Research	✓	✓	✓	✓	✓	✓

Phonemic Awareness

Guidelines for Phonemic Awareness Routines

Research suggests that most students acquire phonemic awareness, a part of phonological awareness, by the end of first grade. Proficient, automatic phonemic awareness allows students to focus their cognitive energies on decoding and understanding what they read.

Students whose phonemic awareness skills are not yet proficient may benefit from additional direct instruction and practice to internalize the skills. The following Routines allow you to address individual student needs.

Keep these guidelines in mind as you use the Routines.

- Students who can independently read grade-level words at grade 2 or above do not need additional instruction and practice with phonemic awareness.

- A Screening Routine at the beginning of each phonemic awareness skill strand helps you place students into appropriate Routines.

- Phonemic awareness is about recognizing and manipulating sounds. Linking written words to the Routines as quickly as possible helps students map sounds to print, use the alphabetic principle, and decode and read words with automaticity.

- Students who automatically and successfully perform tasks in the Routines should quickly move to more advanced tasks. The goal is to get to Routines that are challenging in order to provide adequate time to reach proficiency.

- Routines should be used judiciously and expeditiously. Target instruction to meet individual student needs and move students out of the instruction when it is no longer needed.

Screening Routine: Match Phonemes

Use this Screening Routine to determine entry points for students who may need review or instruction in the skill **Matching Phonemes.** The Screening Routine should be performed individually.

SCREENING ROUTINE

Entry Point 1   **Match Phonemes: Initial**

I am going to say three words: *cupcake, sidewalk, catnap.* Let's say the first sound in each word. That's right: /k/ *cupcake;* /s/ *sidewalk;* /k/ *catnap.* Now say the two words that have the same beginning sound.

cupcake   **/k/**

sidewalk   **/s/**

catnap   **/k/**

- If students cannot match the initial phonemes in *cupcake* and *catnap,* go to the Routine on p. 5.

Entry Point 2   **Match Phonemes: Final**

I am going to say three words: *bookcase, clubhouse, snowman.* Let's say the last sound in each word. That's right: *bookcase* /s/, *clubhouse* /s/, *snowman* /n/. Now say the two words that have the same last sound.

bookcase   **/s/**

clubhouse   **/s/**

snowman   **/n/**

- If students cannot match the final phonemes in *bookcase* and *clubhouse,* go to the Routine on p. 5.

continued

Screening Routine: Match Phonemes

Entry Point 3 — Match Phonemes: Medial

I am going to say three words: *houseboat, football, bookshelf.* Listen to the first syllable in each word: *house, foot, book.* Now say the two words that have the same middle sound in the first syllable.

houseboat /ou/

football /ŭ/

bookshelf /ŭ/

- If students cannot match the middle phonemes in syllables *foot* and *book,* go to the Routine on p. 5.

Exit Point

If students can match initial, final, and medial phonemes within syllables, go to the Screening Routine for Isolate Phonemes on p. 7.

Match Phonemes: Initial, Final, and Medial

Phoneme matching is the ability to recognize and identify phonemes that are the same in initial, final, or medial positions in words or syllables.

ROUTINE

STEP 1 \ INTRODUCE

Today we will identify the same sounds at the beginning, at the end, and in the middle of words or syllables. Listen as I say the word *man.* The beginning, or initial, sound is /m/; the ending, or final, sound is /n/; and the middle, or medial, sound is /a/.

STEP 2 \ MODEL

- Emphasize the initial sound /k/ in *campfire, coattail,* and *cutout.* Let's hold up one finger each time we hear the initial sound /k/ in this sentence.

- Emphasize the final sound /d/ in *bookend, childhood,* and *outside.* Then say: Let's hold up one finger each time we hear the final sound /d/ in this sentence.

- Emphasize the medial sound /e/ in *bedtime, desktop,* and *necklace.* Then say: Let's hold up one finger each time we hear the medial sound /e/ in this sentence.

> The concert started when the conductor came.

> The bread was homemade.

> Felix saw a bedbug on the headboard.

STEP 3 \ GUIDE PRACTICE

- Listen to these words: *sadness, seaweed, schoolhouse.* Say the initial sound in each word. That's right. It's /s/. Repeat for final and medial phonemes.

> platform, classroom, lonesome

> milkshake, midnight, sickness

- **Phonics Connection** Have students write and then read the boxed words.

STEP 4 \ ON THEIR OWN

Have students match words that have the same initial, final, or medial phonemes.

> football, forehead, schoolwork (initial /f/)

> homeroom, nightgown, afternoon (final /n/)

> clubhouse, moonbeam, sunshine (medial /u/)

SIDE B

Match Phonemes: Initial, Final, and Medial

CORRECTIVE FEEDBACK

IF students cannot match sounds in initial, final, or medial positions,

THEN review Steps 2 and 3 and work through the Make It Easier activity.

Make It Easier

Students who cannot match phonemes may benefit from working with fewer phonemes.

- Listen as I say these words: *pill, pine, pest.* I want you to repeat the sounds with me and listen for the first sound in each word. The sound is /p/. Have students practice with final and medial sounds. Model and assist as needed.

- Practice with these words.

  foot, sit, oat, let, mask, back, pad, flat

Make It Harder

Students who can match phonemes in compound words can extend the activity by using multisyllabic words. You may wish to refer to the weekly spelling list to provide words at the student's level.

- Listen as I say these words: *pronounce, pumpkin, paragraph.* What is the initial phoneme in each word? That's right, /p/. Have students practice with final and medial sounds. Model and assist as needed.

- Practice with these words.

  passenger, quarter, scatter, difficult, liquid, miserable

Screening Routine: Isolate Phonemes

Use this Screening Routine to determine a student's entry point into the skill **Isolate Phonemes.** The Screening Routine should be performed individually.

SCREENING ROUTINE

Entry Point 1   Isolate Initial Phonemes

I am going to say three words. I want you to listen and say the initial, or first, sound in each word.

leopard

moment

interrupt

- If students cannot identify the initial sounds in *leopard* (/l/), *moment* (/m/), and *interrupt* (/i/), go to the Routine on p. 9.

Entry Point 2   Isolate Final Phonemes

I am going to say three words. I want you to listen and say the final, or last, sound in each word.

foolish

grumpy

scramble

- If students cannot isolate the final sounds in *foolish* (/sh/), *grumpy* (/ē/), and *scramble,* (/əl/), go to the Routine on p. 11.

continued

Screening Routine:
Isolate Phonemes

Entry Point 3 · Isolate Medial Phonemes

I am going to say three words. I want you to listen and say the middle sound in the first syllable of each word.

section

happiness

townspeople

- If students cannot isolate the medial sounds in the first syllable of *section* (/e/), *happiness,* (/a/), and *townspeople,* (/ou/), go to the Routine on p. 13.

Exit Point

If students can isolate initial, final, and medial phonemes, go to the Screening Routine for Blend and Segment Phonemes on p. 15.

SIDE A

Isolate Phonemes: Initial

Phoneme isolation is the ability to identify and say a particular phoneme in a word apart from the rest of the word.

ROUTINE

STEP 1 \ INTRODUCE

We can isolate, or separate, sounds at the beginning, in the middle, or at the ends of words to show that we can hear and say each sound. Today we will isolate beginning sounds in words.

STEP 2 \ MODEL

- Listen to this word: *goodbye.* Repeat the word slowly, emphasizing each phoneme. Let's isolate the beginning, or initial, sound. The initial sound is /g/. Now say the entire word: *goodbye.* That's right. *Goodbye.*

- Now listen to this word: *overnight.* Repeat the word slowly. What is the initial sound? That's right. The initial sound is /ō/.

- **Phonics Connection** Work with students to write the words *goodbye* and *overnight.* Look at the word *goodbye.* The initial sound in *goodbye* is /g/. What is the letter that represents the sound? That's right. The letter is *g.* Repeat the process for *overnight.*

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *customer.* Repeat the word, articulating each sound. Now isolate the initial sound in *customer.* That's right. The initial sound is /k/. Repeat the routine, having students isolate initial sounds in *reporter* and *windowsill.*

- **Phonics Connection** Work with students to write the words *customer, reporter,* and *windowsill.* What letter spells the initial sound in each of these words: *customer, reporter, windowsill?* Be sure students can identify and isolate the letters *c, r,* and *w* in these words.

STEP 4 \ ON THEIR OWN

Have students isolate the initial phonemes in these words and practice writing them.

vacation (/v/)	**typewriter** (/t/)	**thankful** (/th/)
photograph (/f/)	**impossible** (/i/)	

Isolate Phonemes: Initial

CORRECTIVE FEEDBACK

| **IF** students cannot isolate initial phonemes in grade-level words, | **THEN** review Steps 2 and 3 and work through the Make It Easier activity. |

Make It Easier

Students who cannot isolate initial phonemes in grade-level words may benefit from working with fewer phonemes.

- I will say a word with four separate sounds. The word is *hiker.* The sounds in *hiker* are /h/ /ī/ /k/ /ėr/. Hold up a finger and say /h/. Hold up another finger and say /ī/. Continue holding up fingers for the remaining sounds. Let's say the word: *hiker.* Now say the first sound. That's right. The first sound is /h/. *Hiker.*

- Practice with these additional words.

| smell (/s/) | train (/t/) | bench (/b/) |

Make It Harder

Students who can isolate initial phonemes at the beginnings of words may be ready to focus on writing the words as they associate sound-spelling patterns.

- Listen to this word: *meantime.* What is the initial sound in *meantime?* Yes. The initial sound in *meantime* is /m/. Have students write *meantime.* Be sure they correctly identify the sound-symbol correspondence for the sound /m/ and the letter *m.*

- Continue with the following words. Have students write the words after identifying initial sounds and the letters that spell the sounds.

| peaceful (/p/) | student (/s/) | telescope (/t/) |

SIDE A
Isolate Phonemes: Final

Phoneme isolation is the ability to identify and say a particular phoneme in a word apart from the rest of the word.

ROUTINE

STEP 1 \ INTRODUCE

We can isolate, or separate, sounds at the beginning, in the middle, or at the ends of words to show that we can hear and say each sound. Today we will isolate sounds at the ends of words.

STEP 2 \ MODEL

- Listen to this word: *beneath.* Repeat the word slowly, emphasizing each phoneme: /b/ /ə/ /n/ /ē/ /th/. What is the final sound you hear? That's right. The final sound is /th/. Let's say the entire word together: *beneath.*

- Now listen to this word: *brighten.* Repeat the word slowly: /b/ /r/ /ī/ /t/ /ə/ /n/. What is the final sound? That's right. The final sound is /n/.

- **Phonics Connection** Work with students to write the words *beneath* and *brighten.* Read the words aloud: *beneath, brighten.* Look at the word *beneath.* What are the letters that spell the final sound? That's right. The letters are *th.* Repeat the process for *brighten.*

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *buffalo.* Repeat the word slowly: /b/ /u/ /f/ /ə/ /l/ /ō/. Now isolate the final sound in *buffalo.* What is the final sound? That's right. The final sound is /ō/. Repeat the routine, having students isolate the final sound in *ceremony* and in *impossible.*

- **Phonics Connection** Have students write the words *buffalo, ceremony,* and *impossible.* Provide help as needed. What is the final sound in each of these words: *buffalo, ceremony,* and *impossible?* Be sure students can isolate the final letters *o, y,* and *le* in these words.

STEP 4 \ ON THEIR OWN

Have students isolate the final phonemes in these words and then practice writing them.

otherwise (/z/)	**Thursday** (/ā/)	**champion** (/n/)
December (/ėr/)	**government** (/t/)	

Isolate Phonemes: Final

CORRECTIVE FEEDBACK

| **IF** students cannot isolate final phonemes in grade-level words, | **THEN** review Steps 2 and 3 and work through the Make It Easier activity. |

Make It Easier

Students who cannot isolate final phonemes in grade-level words may benefit from using fingers to help separate each sound.

- I will say a word with five separate sounds. The word is *approach.* Hold up a finger for each sound. Say: /ə/ /p/ /r/ /ō/ /ch/. Let's say the word: *approach.* Now separate the last sound from the rest of the word. That's right. The last sound is /ch/. *Approach.*

- Practice with these additional words.

| **insect** (/t/) | **million** (/n/) | **freedom** (/m/) |

Make It Harder

Students who can isolate final phonemes in grade-level words may be ready to focus on writing the words as they associate sound-spellings.

- Listen to this word: *experience.* What is the final phoneme in *experience?* Yes. The final sound is /s/. Now write the word. Have students write *experience.* Provide guidance as needed.

- Continue with the following words. Have students write the words after identifying the final sounds and letters that spell the sounds.

| **orchestra** (/ə/) | **introduce** (/s/) | **hummingbird** (/d/) |

SIDE A

Isolate Phonemes: Medial

Phoneme isolation is the ability to identify and say a particular phoneme in a word apart from the rest of the word.

ROUTINE

STEP 1 \ **INTRODUCE**

We can isolate, or separate, sounds at the beginning, in the middle, or at the ends of words to show that we can hear and say each sound. Today we will isolate sounds in the middle, or medial position, of words or syllables.

STEP 2 \ **MODEL**

- Listen to this word: *candlelight.* There are three syllables in *candlelight: can-dle-light.* The middle sound in the first syllable *can* is /a/. What is the middle sound in the last syllable? The middle sound in *light* is /ī/.

- Now listen to this word: *brownstone: brown-stone.* The middle vowel sound in *brown* is /ou/. What is the middle vowel sound in the last syllable *stone?* That's right. The middle sound is /ō/.

- **Phonics Connection** Work with students to write the words *candlelight* and *brownstone.*

STEP 3 \ **GUIDE PRACTICE**

- Listen to this word: *collection.* Say the syllables with me: *col–lec–tion.* Now isolate the middle sound in the middle syllable of *collection.* The middle sound in the middle syllable is the sound /e/. Repeat the routine, having students isolate the middle vowel sound in the middle syllable of *description* (/i/) and *summarize* (/ə/).

- **Phonics Connection** Have students write the words *collection, description,* and *summarize.* Provide help as needed.

STEP 4 \ **ON THEIR OWN**

Have students isolate the medial phoneme in the first syllable of each word and then write the words.

| dictionary (/i/) | happiness (/a/) | thoughtfulness (/ȯ/) |
| mysterious (/i/) | peppermint (/e/) | |

SIDE B

Isolate Phonemes: Medial

CORRECTIVE FEEDBACK

IF students cannot isolate medial phonemes within syllables in grade-level words,

THEN review Steps 2 and 3 and work through the Make It Easier activity.

Make It Easier

Students who cannot isolate medial phonemes within syllables in grade-level words may benefit from working with words that have fewer phonemes and fewer syllables.

- I will say a word with two syllables. The word is *backward*: *back-ward.* Hold up a finger as you say each syllable. What is the middle sound in the first syllable *back-?* That's right. The middle sound in the first syllable is /a/. *Backward.*

- Practice with these additional words.

lawnmower (/ȯ/)	**holiday** (/o/)	**whisker** (/i/)

Make It Harder

Students who can isolate medial phonemes within syllables in grade-level words may be ready to focus on writing the words as they associate sound-spelling patterns.

- Listen to this word: *community.* What is the middle sound in the first syllable? Yes. The middle sound in the first syllable is /ə/. Now write the word. Have students write *community.* Provide guidance as needed.

- Continue with the following words.

convenience (/ə/)	**historical** (/i/)	**hummingbird** (/u/)

Screening Routine: Blend and Segment Phonemes

Use this Screening Routine to determine a student's entry point into the skill of **phoneme blending and segmentation.** The Screening Routine should be performed individually.

SCREENING ROUTINE

Entry Point 1 \ Blend Phonemes

I am going to say the sounds in a word. I want you to blend the sounds to say the word.

/k/ /l/ /a/ /p/

/t/ /r/ /u/ /ngk/

/s/ /t/ /o/ /m/ /p/ /s/

- If students cannot blend the words *clap, trunk,* and *stomps,* go to the Routine on p. 17.

Entry Point 2 \ Segment Phonemes

I am going to say a word. I want you to separate and say each sound in the word.

place

strike

planet

- If students cannot segment the words *place, strike,* and *planet* into /p/ /l/ /ā/ /s/, /s/ /t/ /r/ /ī/ /k/, and /p/ /l/ /a/ /n/ /ə/ /t/, go to the Routine on p. 19.

continued

Screening Routine: Blend and Segment Phonemes

Entry Point 3 Blend and Segment Phonemes

I am going to say a word. I want you to separate and say each sound in the word. Then I want you to blend the sounds together to say the word.

hand

plant

napkin

- If students cannot segment the phonemes /h/ /a/ /n/ /d/ and then blend the word *hand;* /p/ /l/ /a/ /n/ /t/ and then blend the word *plant;* and /n/ /a/ /p/ /k/ /ə/ /n/ and then blend the word *napkin,* go to the Routine on p. 21.

Exit Point

If students can blend and segment phonemes, go to the Screening Routine for Add and Delete Phonemes on p. 23.

SIDE A
Blend Phonemes

Phoneme blending is the ability to recognize and identify a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Today we will blend, or combine, sounds to form words. We'll focus on words that have five sounds.

STEP 2 \ MODEL

- Display five Elkonin boxes. Listen as I blend sounds to say a word. Slide your finger under the boxes as you say the sounds, and then again as you say the word: /a/ /k/ /t/ /i/ /v/. *Active.*

- **Phonics Connection** Write the letters *a, c, t, i, ve* in the Elkonin boxes. Each sound in the word *active* is represented by a letter or letters. I'll blend the sounds again to read the word. Repeat the blending routine, sliding your finger under the boxes containing letters: /a/ /k/ /t/ /i/ /v/. *Active.*

a	c	t	i	ve
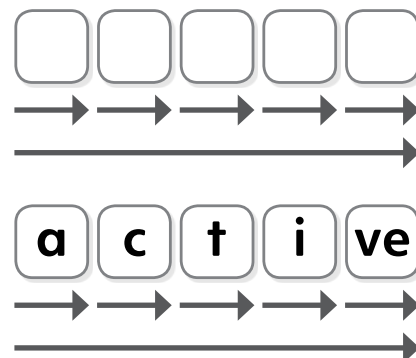
STEP 3 \ GUIDE PRACTICE

- Display five Elkonin boxes. Listen as I say these sounds: /a/ /th/ /l/ /ē/ /t/. Now say the sounds with me as we blend the word. Slide your finger under the five boxes as students say the sounds slowly, and then again as they say the word: /a/ /th/ /l/ /ē/ /t/. What is the word? (*athlete*) That is correct. The word is *athlete.*

- **Phonics Connection** Write the letters *a, th, l, e, te* in the Elkonin boxes. Have students blend and read the word.

a	th	l	e	te
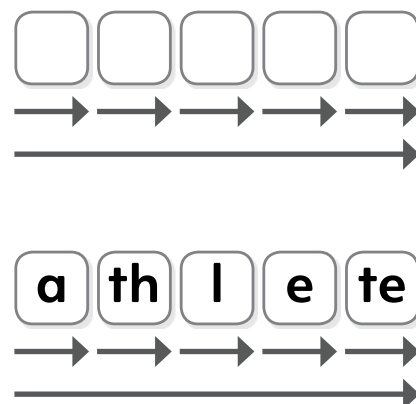
STEP 4 \ ON THEIR OWN

Have students blend each word after you say the phonemes.

prepay	spooky	heroes	sample	widen

SIDE B

Blend Phonemes

CORRECTIVE FEEDBACK

IF students cannot blend the sounds of words, | **THEN** model how to blend three- and four-phoneme words, using the Make It Easier activity.

Make It Easier

Students who cannot blend five-phoneme words may benefit from a more tactile approach using fewer phonemes.

- Display three Elkonin boxes. Listen as I say these sounds: /sh/ /u/ /t/. I want you to repeat the sounds and slide your finger under the boxes as we say each sound. Have students use the Elkonin boxes to blend the sounds. Model and assist as needed.

- Practice with these words.

| ant | sit | glad | tiny | sand | twin | mask |

Make It Harder

Students who can blend five-phoneme words can extend the activity by blending words with more phonemes. You may wish to refer to the weekly spelling list to provide words at the student's level.

- Display six Elkonin boxes. Listen as I say these sounds: /k/ /l/ /a/ /s/ /ə/ /z/. I want you to repeat the sounds and slide your finger under the boxes as we say each sound. Have students use Elkonin boxes to blend the sounds and say the word *classes.* Model and assist as needed. Finally, write the letters in the Elkonin boxes and have students blend and read the word. The letters in the boxes should be: *c, l, a, ss, e, s.*

- Practice with these words.

| basket | maintain | episode | recruit | contrast | citizen |

SIDE A

Segment Phonemes

**Phoneme segmentation** is the ability to break a word into its individual sounds, or phonemes.

ROUTINE

STEP 1 \ INTRODUCE

Gather five counters. Today we will segment, or break, words into their individual sounds. We'll focus on words that have five sounds.

STEP 2 \ MODEL

- Listen to this word: *reason.* I'll clap the number of syllables I hear in *reason.* Clap two times as you say *rea-son.* Then, segment the sounds of the word, placing a counter from left to right as you say each phoneme: /r/ /ē/ /z/ /ə/ /n/. There are five sounds in the word *reason.*

- **Phonics Connection** Each sound in the word *reason* is represented by a letter or letters. I'll say each sound again as I write the word. Segment the word again, writing the letter that represents each sound as you say it: /r/ /ē/ /z/ /ə/ /n/. *Reason.*

r ea s o n

STEP 3 \ GUIDE PRACTICE

- Provide students with counters. Clap the syllables in this word: *tasty.* Now say the sounds with me as we segment the word. Have students place counters as they segment the word and say each sound: /t/ /ā/ /s/ /t/ /ē/. How many sounds do we hear? (five)

- **Phonics Connection** Each sound in the word *tasty* is represented by a letter or letters. Let's say the sounds again and write the word. Have students write the word with you: /t/ /ā/ /s/ /t/ /ē/. *Tasty.*

t a s t y

STEP 4 \ ON THEIR OWN

Have students tap the syllables and then segment each word using counters. Then have them write the word.

blind	outline	master	silence	foolish

SIDE B
Segment Phonemes

CORRECTIVE FEEDBACK

| **IF** students cannot segment the sounds of words, | **THEN** model how to segment words with fewer phonemes, using the Make It Easier activity. |

Make It Easier

Students who cannot segment five-phoneme words may benefit from an approach using fewer phonemes.

- Provide students with counters. Listen as I say this word: *trade.* Now say the sounds with me as we segment the word. Touch a counter as we say each sound. Have students touch counters as they segment the word with you: /t/ /r/ /ā/ /d/. How many sounds do you hear? (four) Model and assist as needed.

- Practice with these words.

| fail | shrug | grape | stew | clutch | beetle | lace |

Make It Harder

Students who can segment five-phoneme words can extend the activity by using words with more phonemes. You may wish to refer to the weekly spelling list to provide words at the student's level.

- Listen as I say this word: *kindness.* Now say the sounds with me as we segment the word. Model and assist as needed. Now let's say the sounds again and write the word. Have students write the letter or letters that correspond to each sound as they segment the word *kindness.*

- Practice with these words.

| sadness | imagine | midnight | treetop | intelligent |

SIDE A
Segment and Blend Phonemes

Phoneme segmentation is the ability to break a word into its individual sounds, or phonemes. **Phoneme blending** is the ability to recognize and identify a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 \ INTRODUCE

Gather five counters. Today we will segment, or break, words into their individual sounds. Then we will blend, or combine, the sounds to form words. We'll focus on words that have five sounds.

STEP 2 \ MODEL

- Place five counters from left to right. Listen to this word: *ticket.* Segment the sounds of the word, touching a counter as you say each phoneme: /t/ /i/ /k/ /ə/ /t/. There are five sounds in the word *ticket.* Now let's blend the sounds. Blend the sounds of the word, sliding a finger under the counters as you say each sound slowly, and then again as you say the word: /t/ /i/ /k/ /ə/ /t/. *Ticket.*

- **Phonics Connection** Each sound in the word *ticket* is represented by a letter or letters. I'll say the sounds again and write the word. Segment the word again, writing the letter or letters that represent each sound as you say it: /t/ /i/ /k/ /ə/ /t/. *Ticket.* Now I'll blend the sounds again to read the word. Slide your finger under the word as you read: /t/ /i/ /k/ /ə/ /t/. *Ticket.*

t	i	ck	e	t
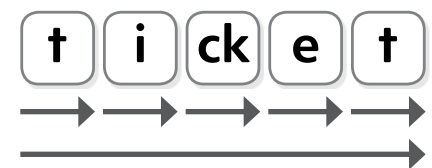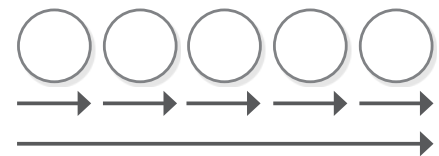
STEP 3 \ GUIDE PRACTICE

- Listen to this word: *marches.* Touch a counter as we say each sound: /m/ /är/ /ch/ /ə/ /z/. Now let's blend the sounds. Have students slide a finger under the counters as they say the word.

- **Phonics Connection** Let's say the sounds again and write the word. Have children segment the word again, writing the letter or letters that represent each sound. Now slide a finger under the letters to blend and read the word.

STEP 4 \ ON THEIR OWN

Have students segment and write the word. Then have them blend and read the word.

virus	artist	mantle	rabbit	Friday	unwrap

Screening Routine: Add and Delete Phonemes

Use this Screening Routine to determine a student's entry point into the skill of **phoneme addition and deletion.** The Screening Routine should be performed individually.

SCREENING ROUTINE

Entry Point 1 Add Phonemes

I am going to say a word. Then I will say a sound. I want you to add the sound to the word to say a new word.

art, add /ch/ to the beginning

- If students cannot say the new word *chart,* go to the Routine on p. 25.

city, add /z/ to the end

- If students cannot say the new word *cities,* go to the Routine on p. 27.

size, add /p/ after /s/

- If students cannot say the new word *spies,* go to the Routine on p. 29.

Entry Point 2 Delete Phonemes

I am going to say a word. Then I will say a sound. I want you to delete, or take away, the sound from the word to say a new word.

bright, take away /b/

- If students cannot say the new word *right,* go to the Routine on p. 31.

wait, take away /t/

- If students cannot say the new word *way,* go to the Routine on p. 33.

inspect, take away /p/

- If students cannot say the new word *insect,* go to the Routine on p. 35.

continued

Screening Routine: Add and Delete Phonemes

Exit Point

If students can add and delete phonemes, go to the Screening Routine for Substitute Phonemes on p. 37.

SIDE A
Add Phonemes: Initial

Phoneme addition is the ability to say a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

We can add phonemes, or sounds, to words and make new words. Today we will add sounds to the beginnings of words to make new words.

STEP 2 \ MODEL

- Listen to this word: *out.* I will add the beginning sound /p/ to make a new word: /p/ /ou/ /t/, *pout.*

- Now I will add another beginning sound, /s/, to *pout:* /s/ *-pout.* The new word is *spout.*

- Listen again to the word *out.* Now I will add /sh/ at the beginning to make a new word: /sh/ *-out, shout.*

- **Phonics Connection** Write the word *out.* This is the word *out.* Write the letter *p* before *out* to spell *pout.* I can add the sound /p/, represented by the letter *p,* to the beginning of *out.* Run a finger under the word as you blend and read. The new word is *pout.* Write the letter *s* before *pout* to spell *spout.* I added /s/ spelled *s* to spell *spout.*

STEP 3 \ GUIDE PRACTICE

- Say this word with me: *rate.* Now add the beginning sound /k/. What new word do we have? (*crate*) Repeat the routine, having students add /ch/ to *air* to make *chair.*

- **Phonics Connection** Have students write the word *air.* To spell the word *chair,* we need to add the sound /ch/ to the beginning of *air.* What letters spell the sound /ch/? Have students add *ch* to spell *chair.*

STEP 4 \ ON THEIR OWN

Have students form new words by adding initial phonemes to these words.

/sh/ + rug	/k/ + loud	/f/ + east	/s/ + team	/p/ + late	/g/ + ray

Add Phonemes: Initial

CORRECTIVE FEEDBACK

IF students cannot add initial phonemes to form new words,

THEN add hand movements, using the Make It Easier activity.

Make It Easier

Students who cannot say the new word after adding an initial phoneme may benefit from a multisensory approach.

- *I will add a sound to a word and say a new word.* Hold up one hand and say /p/. Hold up the other hand and say *lay.* Bring your hands together and say *play.* I added /p/ to *lay* to make *play.* Now you try. Have students hold up their hands as they repeat /p/ *-lay, play.*

- Practice with these words.

/g/ + lad	/s/ + and	/t/ + win	/m/ + ask	/th/ + ink

Make It Harder

Students who can add phonemes at the beginnings of words may be ready to take it a step further by spelling the words.

- *Listen to this word: rice. What word do you get when you add /p/ to the beginning of rice? Write the word.* Have students write *price.*

- Continue with the following phonemes and words. Remind students that words that sound the same may not be spelled the same.

/s/ + pool (*spool*)	/h/ + old (*hold*)	/g/ + row (*grow*)
/s/ + cool (*school*)	/w/ + under (*wonder*)	/sh/ + our (*shower*)

SIDE A

Add Phonemes: Final

Phoneme addition is the ability to say a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

We can add phonemes, or sounds, to words and make new words. Today we will add sounds to the ends of words to make new words.

STEP 2 \ MODEL

- Listen to this word: *pain.* I will add the final sound /t/ to make a new word: /p/ /ā/ /n/ /t/, *paint.*

- Now I will add another sound, /s/, to *paint:* /p/ /ā/ /n/ /t/ /s/. The new word is *paints.*

- **Phonics Connection** Write the word *pain.* This is the word *pain.* I can add the sound /t/, represented by the letter *t,* to the end of *pain.* Write the letter *t* after *pain* to spell *paint.* Run a finger under the word as you blend and read. The new word is *paint.* Write the letter *s* after *paint* to spell *paints.* I added /s/ spelled *s* to spell *paints.*

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *stay.* Now add the final sound /j/. What new word do we have? (*stage*) Repeat the routine, having students add /ch/ to *tea* to make *teach.*

- **Phonics Connection** Have students write the word *tea.* To spell the word *teach,* we need to add the sound /ch/ to the end of *tea.* What letters spell the sound /ch/? Have students add *ch* to spell *teach.*

STEP 4 \ ON THEIR OWN

Have students form new words by adding final phonemes to these words.

store + /m/ (*storm*)	**sun + /ē/** (*sunny*)	**too + /l/** (*tool*)
write + /ėr/ (*writer*)	**travel + /z/** (*travels*)	**tray + /l/** (*trail*)

SIDE B
Add Phonemes: Final

CORRECTIVE FEEDBACK

IF students cannot add final phonemes to form new words, | **THEN** repeat Step 3, adding the same final phoneme, /s/, to grade-level words such as *speak, wake, tap, tape, taste, state, tent, test.*

Make It Easier

Students who cannot say the new word after adding a final phoneme may benefit from a multisensory approach.

- **I will add a sound to a word and say a new word.** Hold up one hand and say *row.* Hold up the other hand and say /t/. Bring your hands together and say *wrote.* I added /t/ to *row* to make *wrote.* Now you try. Have students hold up their hands as they repeat *row- /t/, wrote.*

- Practice with these words.

zoo + /m/ (*zoom*)	**we + /k/** (*week*)	**notebook + /s/** (*notebooks*)
way + /v/ (*wave*)	**scar + /f/** (*scarf*)	**allow + /d/** (*aloud*)

Make It Harder

Students who can add phonemes at the ends of words may be ready to take it a step further by spelling the words.

- Listen to this word: *fell.* What word do you get when you add /ō/ to the end of *fell?* Write the word. Have students write *fellow.*

- Continue with the following words and phonemes.

beet + /əl/ (*beetle*)	**meal + /z/** (*meals*)	**eight + /ē/** (*eighty*)
for + /s/ (*force*)	**hand + /əl/** (*handle*)	**her + /d/** (*herd*)

SIDE A
Add Phonemes: Within Words

Phoneme addition is the ability to say a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 \ INTRODUCE

We can add phonemes, or sounds, to words and make new words. Today we will add sounds within words to make new words.

STEP 2 \ MODEL

- Listen to this word: *tickle.* I will add the sound /r/ after /t/ to make a new word: /t/ /r/ /i/ /k/ /əl/, *trickle.*

- **Phonics Connection** Write the word *tickle.* This is the word *tickle.* Write the word *trickle* under *tickle* and underline the *r.* I can add the sound /r/, represented by the letter *r,* after the *t* in *tickle* to spell a new word. Run a finger under the word as you blend and read. The new word is *trickle.*

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *sash.* Now add the sound /m/ after /s/. What new word do we have? (*smash*) Repeat the routine, having students add /n/ after /m/ /u/ in *much* to make *munch.*

- **Phonics Connection** Have students write the word *much.* To spell the word *munch,* we need to add the sound /n/ spelled *n* within the word. Where will you add an *n?* Have students write the new word *munch.*

STEP 4 \ ON THEIR OWN

Have students form new words by adding phonemes within these words.

matter/master (/s/)	male/maple (/p/)	lighting/lightning (/n/)
quit/quilt (/l/)	sale/scale (/k/)	

Add Phonemes: Within Words

CORRECTIVE FEEDBACK

IF students cannot add phonemes within words to form new words,

THEN model the correct responses, repeating Steps 2 and 3.

Make It Easier

Students who cannot add a phoneme within a word and say the new word may need additional practice segmenting sounds.

- Hold up a finger as you say each sound in the word *seem.* /s/ /ē/ /m/. There are three sounds in the word *seem.* Using your other hand, hold up a finger as you say each sound in the word *steam:* /s/ /t/ /ē/ /m/. There are four sounds in the word *steam.* I added the sound /t/ to *seem* to make *steam.* Now you try. Have students segment the sounds in *seem* on one hand and the sounds in *steam* on the other hand.

- Practice with these words.

bed/bread	cab/crab	sash/smash
seal/steal	stain/strain	seek/sneak

Make It Harder

Students who can add phonemes within words may be ready to take it a step further by spelling the words.

- Listen to this word: *say.* What word do you get when you add /w/ after /s/ in *say?* Write the word. Have students write *sway.* Then write the word on the board and have students compare.

- Continue with the following words and phonemes.

tile/title (/t/)	shed/shred (/r/)	sun/spun (/p/)
couch/crouch (/r/)	soup/swoop (/w/)	

SIDE A
Delete Phonemes: Initial

Phoneme deletion is the ability to say the word that remains when a specific phoneme is removed.

ROUTINE

STEP 1 \ INTRODUCE

We can delete, or take away, sounds from words to make new words. Today we will take away sounds from the beginnings of words.

STEP 2 \ MODEL

- Listen to this word: *strap.* I will take away the beginning sound /s/ to make a new word. *Strap* without /s/ is *trap.*

- **Phonics Connection** Write the word *strap.* This is the word *strap.* Erase the letter *s* at the beginning of the word to spell *trap.* I can take away the sound /s/, represented by the letter *s,* from the beginning of *strap.* Run a finger under the word as you blend and read. The new word is *trap.*

STEP 3 \ GUIDE PRACTICE

- Say this word with me: *thread.* Now take away the beginning sound /th/. What new word do we have? (*red*) Repeat the routine, having students delete the first phoneme from *groom, drank,* and *yearn.*

- **Phonics Connection** Have students write the word *yearn.* The first sound in *yearn* is /y/, spelled *y.* Have students cover the *y* in the word *yearn.* What word do you have now? Have students write the word *earn* under *yearn.*

STEP 4 \ ON THEIR OWN

Have students form new words by deleting initial phonemes from these words.

lice - /l/	**loyal - /l/**	**swirl - /s/**
adore - /ə/	**cash - /k/**	**crinkle - /k/**

SIDE B
Delete Phonemes: Initial

CORRECTIVE FEEDBACK

IF students cannot delete initial phonemes,

THEN add hand movements, using the Make It Easier activity.

Make It Easier

Students who cannot say the new word after deleting the initial phoneme may benefit from a multisensory approach.

- I will take away the first sound from a word and say a new word. Hold up both hands, palms facing students, and say *drip.* Bounce your right hand as you say /d/, then bounce your left hand as you say /rip/. We can take away the first sound, /d/. What is left? Bounce your left hand as you say /rip/.

- Practice with these words.

dare - /d/	**charm - /ch/**	**arose - /ə/**
freight - /f/	**oyster - /oi/**	

Make It Harder

Students who can delete initial phonemes may be ready to delete more than one phoneme and discuss the difference in word meanings.

- Listen to this word: *uncover.* What word do you get when you take away /un/ from *uncover?* (*cover*) To *cover* is to place something over something else. To *uncover* is the opposite. It means "to take something off."

- Continue with the following phonemes and words.

uncomfortable - /un/	**disagree - /dis/**	**react - /rē/**
disappear - /dis/	**misunderstand - /mis/**	**impossible - /im/**
impatient - /im/		

SIDE A

Delete Phonemes: Final

Phoneme deletion is the ability to say the word that remains when a specific phoneme is removed.

ROUTINE

STEP 1 \ INTRODUCE

We can delete, or take away, sounds from words to make new words. Today we will take away sounds from the ends of words.

STEP 2 \ MODEL

- Listen to this word: *mourn.* I will take away the final sound /n/ to make a new word. *Mourn* without the final /n/ is *more.*

- **Phonics Connection** Write the word *mourn.* This is the word *mourn.* When I take away the sound /n/, the new word is *more.* Write the word *more* under *mourn,* then point to the *n* at the end of *mourn.* The sound /n/, represented by the letter *n,* is in the word *mourn.* But it is not in the word *more.* That's not all that is different about these words. Sometimes when we take away a sound from a word, the spelling of the word changes in other ways. Run a finger under the words as you blend and read them again.

STEP 3 \ GUIDE PRACTICE

- Say this word with me: *plump.* Now take away the final sound /p/. What new word do we have? (*plum*) Repeat the routine, having students delete the final phoneme from *mild, napkins,* and *knead.*

- **Phonics Connection** Have students write the word *plump.* The final sound in *plump* is /p/, spelled *p.* Have students cover the *p* at the end of the word *plump.* What word do you have now? Have students write the word *plum* under *plump.*

STEP 4 \ ON THEIR OWN

Have students form new words by deleting final phonemes from these words.

manner - /ėr/	**source - /s/**	**heal - /l/**
cubes - /z/	**fort - /t/**	**beginner - /ėr/**

SIDE B
Delete Phonemes: Final

CORRECTIVE FEEDBACK

IF students cannot delete final phonemes to form new words,

THEN repeat Step 3, removing the same final phoneme, /z/, from grade-level words such as *speakers, ruffles, printers, threads, settles, requires.*

Make It Easier

Students who cannot say the new word after deleting a final phoneme may need more explicit instruction in segmenting sounds.

- Listen to this word: *dome.* Hold out one hand and make a chopping motion moving from left to right as you say each sound. Let's segment the sounds in *dome:* /d/ /ō/ /m/. Now we will say the word without /m/. Repeat the chopping motions as you say the new word: /d/ /ō/. We took away /m/ from *dome* to make *dough.* Now you try. Have students make chopping motions as they segment /d/ /ō/ /m/ and then /d/ /ō/.

- Practice with these words.

troop - /p/	**stale - /l/**	**willow - /ō/**
bridle - /əl/	**blurt - /t/**	**daze - /z/**

Make It Harder

Students who can delete phonemes at the ends of words should work on the following extension activity.

- Have students work in pairs. One student should say a word.

- The other student should say the word without the final phoneme. Tell students that the new word might be a silly word.

- If the new word is a word they know, they should write the word pair. Then have students share their lists.

SIDE A
Delete Phonemes: Within Words

Phoneme deletion is the ability to say the word that remains when a specific phoneme is removed.

ROUTINE

STEP 1 \ INTRODUCE

We can delete, or take away, sounds from words to make new words. Today we will take away sounds from within words.

STEP 2 \ MODEL

- Listen to this word: *blend.* I will take away the sound /l/ to make a new word. *Blend* without /l/ is *bend.*

- **Phonics Connection** Write the word *blend.* This is the word *blend.* Erase the letter *l.* I can take away the sound /l/, represented by the letter *l,* from the word *blend.* Run a finger under the word as you blend and read. The new word is *bend.*

STEP 3 \ GUIDE PRACTICE

- Say this word with me: *crouch.* Now take away the sound /r/. What new word do we have? (*couch*) Repeat the routine, having students delete the sound /s/ from *roost,* the sound /t/ from *steak,* and /p/ from *spur.*

- **Phonics Connection** Have students write the word *crouch.* We can take away the letter *r* to spell a new word. What word do we get when we take away the *r?* Write it. Students should write the word *couch.*

STEP 4 \ ON THEIR OWN

Have students form new words by deleting phonemes from these words.

scat - /k/	**scour - /k/**	**speller - /p/**
vest - /s/	**plaster - /s/**	**sent - /n/**

SIDE B
Delete Phonemes: Within Words

CORRECTIVE FEEDBACK

IF students cannot delete phonemes within words to form new words,

THEN model the correct response, repeating Steps 2 and 3.

Make It Easier

Students who cannot say the new word after deleting a phoneme within the word may need more explicit instruction in segmenting sounds.

- Listen to this word: *frill. How many sounds do we hear in frill?* Hold up a finger as you say each sound: /f/ /r/ /i/ /l/. There are four sounds in *frill.* Continue to hold up four fingers. Now let's say *frill* without the sound /r/. Touch a finger as you say each sound, skipping the second finger that corresponds to /r/: /f/ /i/ /l/. We took away /r/ from *frill* to make *fill.* Now you try. Have students hold up fingers as they segment /f/ /r/ /i/ /l/ and then /f/ /i/ /l/.

- Practice with these words.

grasp - /r/	stale - /t/	sport - /p/
dandy - /n/	skip - /k/	sweat - /w/

Make It Harder

Students who can delete phonemes within words should work on the following extension activity.

- Listen to the following words. Tell me what new word you can make by deleting a sound from within the word.

spun	silk	pinch	task	split	snack
smash	munch	limp	mist	pest	

- You may also have teams work together to write the new words.

Screening Routine: Substitute Phonemes

Use this Screening Routine to determine entry points for students who may need review or instruction in the skill **substitute phonemes,** a part of **phoneme manipulation.** The Screening Routine should be performed individually.

SCREENING ROUTINE

Entry Point 1 Substitute Initial Phonemes

Listen carefully as I say a word. I will ask you to change one sound in the word. Then you will say the new word.

port: **change /p/ to /sh/. What is the new word?** (*short*)

black: **change /b/ to /s/. What is the new word?** (*slack*)

whistle: **change /wh/ to /th/. What is the new word?** (*thistle*)

boulder: **change /b/ to /sh/. What is the new word?** (*shoulder*)

- If students cannot substitute initial phonemes, go to the Routine on p. 39.

Entry Point 2 Substitute Final Phonemes

Listen carefully as I say a word. I will ask you to change one part of the word. Then you will say the new word.

skull: **change /l/ to /ngk/. What is the new word?** (*skunk*)

send: **change /d/to /t/. What is the new word?** (*sent*)

helpful: **change *-ful* to *-ers.* What is the new word?** (*helpers*)

- If students cannot substitute final phonemes, go to the Routine on p. 41.

continued

Screening Routine: Substitute Phonemes

Entry Point 3 Substitute Medial Phonemes

Listen carefully as I say a word. I will ask you to change one sound in the word. Then you will say the new word.

shell: **change /e/ to /ȯ/. What is the new word?** (*shawl*)

buggy: **change /u/ to /a/. What is the new word?** (*baggy*)

carton: **Change /ə/ to /ü/. What is the new word?** (*cartoon*)

- If students cannot manipulate the middle sounds in words or syllables, use the Routine on p. 43.

Exit Point

If students can identify and substitute initial, final, and medial sounds in words and syllables, go to the Screening Routine for Chain and Reverse Phonemes on p. 49.

SIDE A
Substitute Initial Phonemes

Initial phoneme substitution is the ability to change sounds at the beginnings of words or syllables. It is part of **phoneme manipulation.** Knowing how to substitute initial phonemes helps readers learn to decode unfamiliar words.

ROUTINE

STEP 1 \ INTRODUCE

We can substitute, or change, sounds at the beginning, in the middle, or at the ends of words or syllables to show that we can hear and say different word parts. Today we will substitute sounds at the beginning of words.

STEP 2 \ MODEL

- Listen to this word: *fearful.* The initial sound is /f/. I'm going to change the sound /f/ to /t/. What is the new word? That's right. The new word is *tearful.*

- Now listen to this word: *buckle.* Let's change the initial sound /b/ to /ch/. What is the new word? Yes—*buckle* becomes *chuckle.*

- Listen to this word: *trail.* Let's change the first sound in the blend /tr/ to /f/. The blend becomes /fr/. What is the new word? That's right. It's *frail.*

- **Phonics Connection** Work with students to say and then write word pairs *fearful/tearful; buckle/chuckle; trail/frail.* Help them make connections between sounds and letters.

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *doodle.* Change the first sound /d/ to /p/. What's the new word? It's *poodle.* Have students change *creatures* to *bleachers.*

- **Phonics Connection** Help students recognize that words that sound the same may not be spelled the same, even if only their initial sound changes. Work with them to write *creatures* and *bleachers.* Emphasize sound-symbol correspondences.

STEP 4 \ ON THEIR OWN

Have students manipulate initial sounds in the pairs and write the words.

| dancer | → | prancer | | measure | → | pleasure |

| slimmer | → | swimmer |
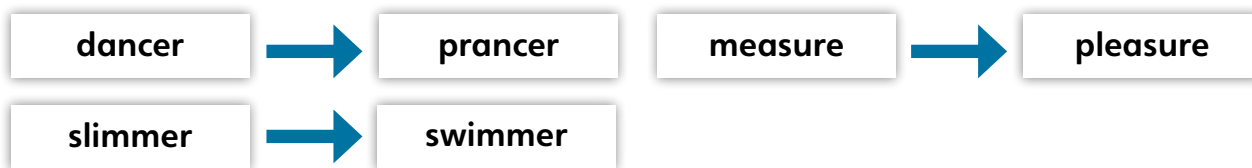
SIDE B
Substitute Initial Phonemes

CORRECTIVE FEEDBACK

IF students cannot substitute initial sounds in words or syllables,

THEN review Steps 2 and 3 and work through the Make It Easier activity.

Make It Easier

Students who cannot substitute initial phonemes in grade-level words may benefit from reviewing phonemes in words with fewer sounds.

- Listen to this word: *cream.* Hold up a finger for each phoneme as you say the word again slowly: /k/ /r/ /ē/ /m/. Let's say the word together: *cream.* Now let's change the first blend in the word. Let's change /kr/ to /dr/. Listen to the sounds: /d/ /r/ /ē/ /m/. What's the word? That's right. It's *dream.*

- Practice with these additional words.

| jade | ➡ | spade | | clip | ➡ | slip | | joke | ➡ | spoke |

Make It Harder

Students who can substitute initial phonemes at the beginnings of grade-level words may be ready to focus on spelling differences in words with similar sounds.

- Listen to this word: *farewell—fare-well.* What is the initial sound in *farewell? Yes.* The initial sound is /f/. Now change the sound /f/ to the blend /st/. What is the word? The word is *stairwell.* Let's write the words. Guide students to recognize that the spelling of the *r*-controlled vowel changes, though the sound is the same.

- Continue with the following word pairs. Have students write the words after substituting initial sounds. Discuss spelling differences in the words when the initial sound changes.

| foolish | ➡ | ghoulish | | bubble | ➡ | trouble |
| candle | ➡ | sandal | | | | |
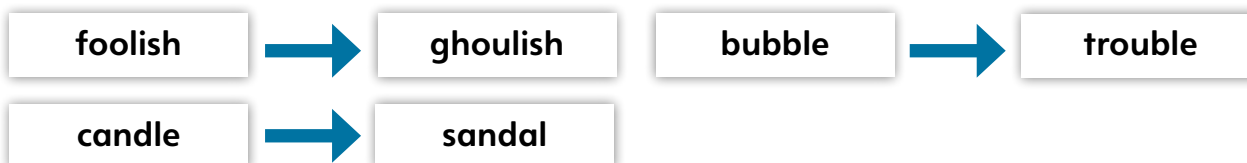
Substitute Final Phonemes

Final phoneme substitution is the ability to change sounds at the ends of words or syllables. It is part of **phoneme manipulation.** Knowing how to substitute final phonemes helps readers decode unfamiliar words.

ROUTINE

STEP 1 \ INTRODUCE

We can substitute, or change, sounds at the beginning, in the middle, or at the ends of words or syllables to make different words. Today we will substitute final sounds in words.

STEP 2 \ MODEL

- Listen to this word: *count.* Let's change the final blend /nt/ to the digraph /ch/. What is the new word? That's right. The new word is *couch.*

- Now listen to this word: *bold.* Let's change the final blend from /ld/ to /lt/. What is the new word? Yes—*bold* becomes *bolt.*

- Listen to this word: *summary.* Stretch out the syllables: *sum-mar-y.* Change the final letter -*y* to the letters -*ize.* What is the new word? That's right. It's *summarize.* By changing the ending, I've changed a noun to a verb.

- **Phonics Connection** Have students say and write word pairs *count/couch, bold/bolt,* and *summary/summarize.* Emphasize sound-symbol correspondences.

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *respectful.* Separate the syllables: *re-spect-ful.* Change the final syllable -*ful* to -*able.* What's the new word? Yes. It's *respectable.*

- **Phonics Connection** Help students understand that changing suffixes can change the meanings of words. Work with them to write *respectful* and *respectable.*

STEP 4 \ ON THEIR OWN

Have students substitute the endings in the first word of each pair to create the second word. Then have students write the words.

| medical | ➡ | medication | | library | ➡ | librarian |

| symphony | ➡ | symphonic |
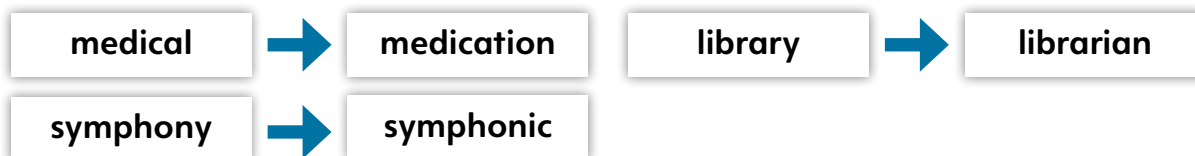
Substitute Final Phonemes

CORRECTIVE FEEDBACK

IF students cannot substitute final sounds in grade-level words or syllables,

THEN review Steps 2 and 3 and work through the Make It Easier activity.

Make It Easier

Students who cannot substitute final sounds in grade-level words may benefit from working with fewer phonemes.

- Listen to this word: *tool.* Hold up a finger for each phoneme as you say the word again slowly: /t/ /ü/ /l/. Let's say the word together: *tool.* Now let's change the last sound in the word. Let's change /l/ to /th/. Listen to the sounds: /t/ /ü/ /th/. What's the word? That's right. It's *tooth.*

- Practice with these additional words.

| luck | ➡ | lump | | mush | ➡ | much |
| maid | ➡ | main | | | | |
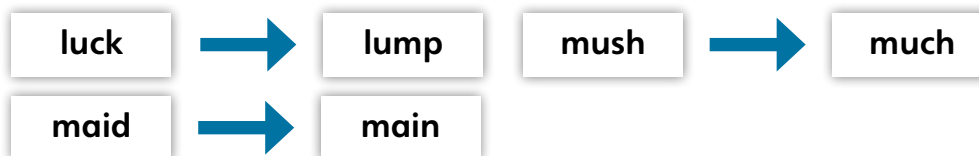
Make It Harder

Students who can substitute final phonemes at the ends of words may be ready to focus on sound-spelling differences in manipulated words.

- Listen to this word: *volcano.* Repeat the word slowly, emphasizing each syllable: *vol-ca-no.* What is the final sound in *volcano? Yes.* The final sound is /ō/. Now change the sound /ō/ to the sounds /i/ /k/. What is the word? That's right. The word is *volcanic.* Let's say and write the words. Guide students to recognize that sometimes when a final sound changes, the vowel sound can also change.

- Continue with the following words. Have students write the words after substituting final sounds. Discuss sound-spelling correspondences.

| pint | ➡ | pinch | | chant | ➡ | change |
| grape | ➡ | graph | | | | |
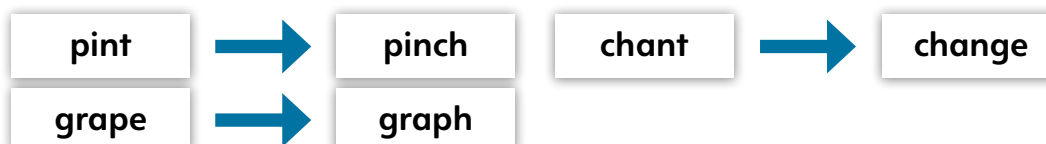
SIDE A
Substitute Medial Phonemes

Medial phoneme substitution is the ability to change sounds within words or syllables. It is part of **phoneme manipulation.** Knowing how to substitute phonemes helps readers decode.

ROUTINE

STEP 1 \ INTRODUCE

We can substitute, or change, sounds at the beginning, in the middle, or at the ends of words or syllables to make different words. Today we will substitute middle, or medial, sounds.

STEP 2 \ MODEL

- Listen to this word: *grave.* Let's change the middle vowel sound /ā/ to the vowel sound /ü/. What is the new word? Yes. It's *groove.*

- Now listen to this word: *daze.* Let's change the middle vowel sound from /ā/ to /ō/. What is the new word? Yes—*daze* becomes *doze.*

- Listen to this word: *grief.* Change the middle vowel sound /ē/ to /a/. What is the new word? That's right. It's *graph.*

- **Phonics Connection** Work with students to say and then write word pairs *grave/ groove; daze/doze; grief/graph.* Help them recognize sound-symbol correspondences.

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *sort.* Now change the middle sound /ôr/ to /ȯ/. What's the new word? That's right. It's *sought.*

- Listen to this word: *safer.* Now change the middle sound in the first syllable from /ā/ to /u/. What's the new word? Yes. It's *suffer.*

- **Phonics Connection** Help students say and write the word pairs *sort/sought* and *safer/suffer.* Discuss sound-symbol correspondences.

STEP 4 \ ON THEIR OWN

Have students substitute medial sounds in the first word of each pair to create the second word. Then have students write the words.

| spool | ➡ | spoil | | study | ➡ | sturdy |

| trapper | ➡ | trouper |
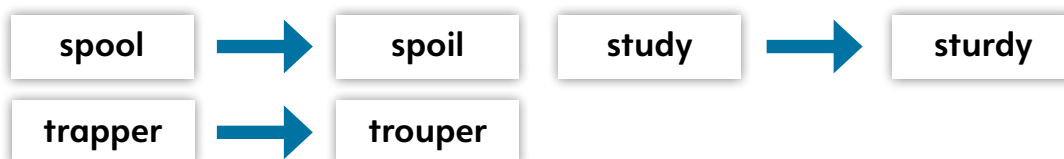
SIDE B

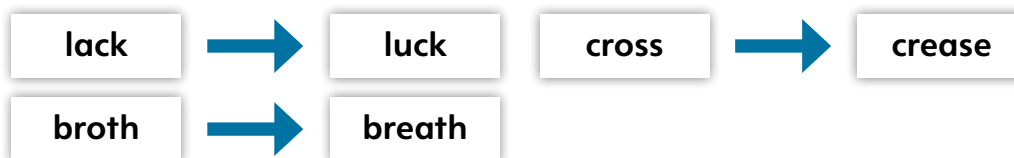# Substitute Medial Phonemes

CORRECTIVE FEEDBACK

IF students cannot substitute medial sounds in words or syllables,

THEN review Steps 2 and 3 and work through the Make It Easier activity.

Make It Easier

Students who cannot substitute medial sounds in grade-level words may benefit from working with fewer phonemes.

- Listen to this word: *bat.* Let's say the word together: *bat.* Now let's change the middle sound in the word. Let's change /a/ to /ȯ/. Listen to the sounds: /b/ /ȯ/ /t/. What's the word? That's right. It's *bought.*

- Practice with these additional words.

lack	➡	luck		cross	➡	crease
broth	➡	breath				

Make It Harder

Students who can substitute medial phonemes within words may be ready to focus on sound-spelling differences in manipulated words.

- Listen to this word: *cuff.* What is the middle sound in *cuff?* Yes. The middle sound is /u/. Now change the sound /u/ to /ȯ/. What is the word? The word is *cough.* Let's say and write the words. Guide students to recognize sound-symbol differences.

- Continue with the following words. Have students write the words after manipulating medial sounds. Discuss sound-spelling correspondences.

bruise	➡	browse		bless	➡	blouse
dairy	➡	diary				

SIDE A
Substitute Syllables

Syllable substitution is the ability to change word parts in multisyllabic words. It is part of **phoneme manipulation.** Substituting syllables helps readers learn how word parts work.

ROUTINE

STEP 1 \ INTRODUCE

Syllables are word parts that contain one vowel sound. When we substitute, or change, syllables at the beginning, in the middle, or at the ends of words, we form different words. Today we will substitute syllables in all word positions.

STEP 2 \ MODEL

- Listen to this word: *aside.* I'm going to change the beginning syllable *a-* to the syllable *out-.* The new word is *outside. Aside* means "to the side, or apart"; *outside* means "on the outer part of something."

- Now listen to this word: *childhood.* Let's change the final syllable *-hood to -proof.* What is the new word? Yes—*childhood* becomes *childproof. Childhood* means "the state of being a child," whereas *childproof* means "designed to stop children from injury."

- Listen to this word: *attention.* Let's change the middle syllable from *-ten-* to *-trac-.* What is the new word? It's *attraction.* Discuss meaning changes.

- **Phonics Connection** Work with students to say and then write each word pair.

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *behave.* Change the last syllable *-have* to *-hind.* What's the new word? That's right. It's *behind.* Discuss meanings.

- Listen to this word: *refuse.* Changer the first syllable from *re-* to *con-.* What's the new word? *Confuse.* Discuss meaning changes in the two words.

- Listen to this word: *paragraph.* Change both the first and middle syllables from *par-a-* to *phon-o-.* What's the new word? The word is now *phonograph.*

- **Phonics Connection** Help students say and write the word pairs.

STEP 4 \ ON THEIR OWN

Have students substitute syllables to change the first word to the second. Then have them write the words and discuss sound-symbol correspondences.

| cardboard | → | chalkboard | invention | → | infection |

SIDE B
# Substitute Syllables

Make It Easier

Students who cannot substitute syllables in grade-level words may benefit from working with words with fewer syllables.

- Listen to this word: *darken.* Say the two syllables slowly: *dark-en.* Let's say the word together: *darken.* Now let's substitute the first syllable *dark-* with the syllable *black-.* What's the new word? That's right. It's *blacken.*

- Practice with these additional words.

forward	➡	backward	doorstep	➡	doorstop
explorer	➡	expander			
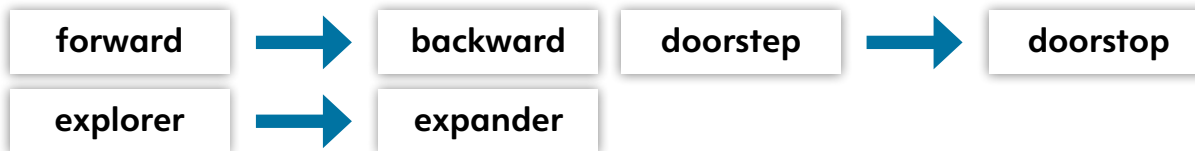
Make It Harder

Ask students to change the first word in each pair to the second by directing them to change one syllable. Then have them pick one of the pairs and write sentences for both words.

medicine	➡	medicate	comfortable	➡	compostable
deliver	➡	deceiver			
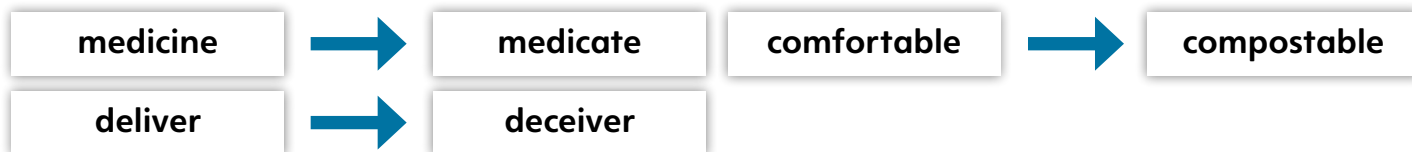
SIDE A
Substitute Affixes

Affix substitution is the ability to change prefixes or suffixes in words. Knowing how to substitute affixes helps readers learn to decode unfamiliar words.

ROUTINE

STEP 1 \ INTRODUCE

We can substitute, or change, affixes in words to make different words. Today we will substitute prefixes and suffixes in words.

STEP 2 \ MODEL

- Listen to this word: *uncover.* I can change the prefix *un-* to *re-.* The new word is *recover.*

- Listen to this word: *attention.* I can change the final suffix from *-tion* to *-tive.* The new word is *attentive.*

- **Phonics Connection** Write the word pairs above. Discuss how the spellings, parts of speech, and word meanings have changed.

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *thoughtful.* Now change the final suffix *-ful* to *-less.* What's the new word? (*thoughtless*)

- **Phonics Connection** Have students write the words above. Help them recognize that changing affixes can change the spellings, meanings, and parts of speech of a word.

STEP 4 \ ON THEIR OWN

Have students substitute the affixes in the first word of each pair to create the second word. Students then write the words and discuss how pronunciations, meanings, and parts of speech can change when affixes change.

| require | → | inquire | | distract | → | retract |

| approve | → | disprove |
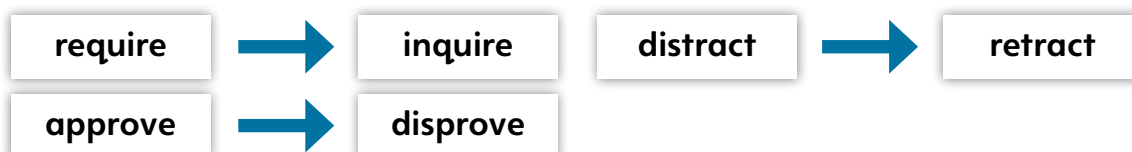
SIDE B
Substitute Affixes

Make It Easier

Students who cannot substitute affixes in grade-level words may benefit by breaking the routine into two parts.

- Listen to this word: *unload.* Now let's take away the prefix *un-* from the word. What's the word? That's right. It's *load.*

- Now add the prefix *re-* before load. What's the word? (*reload*)

- Practice with these additional words.

| rehearsal | ➡ | rehearsing | | sharpener | ➡ | sharpening |

| enclose | ➡ | disclose |
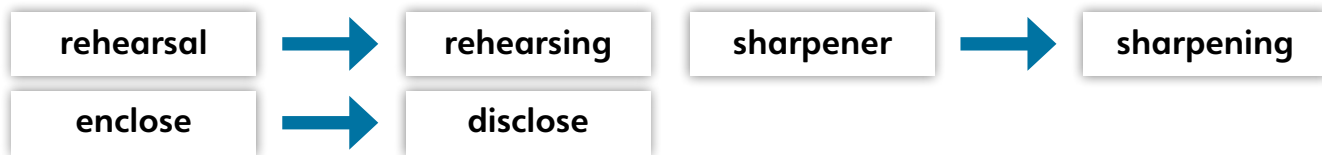
Make It Harder

Students who can substitute affixes may be ready to create multiple new words using different affixes.

- Listen to this word: *admire.* Can you think of any prefixes or suffixes that we can add onto the word *admire* to create a new word? (*admired, admiring, admiration, admires, admirable, unadmirable*)

- Continue with the following words. Have students write the words after substituting affixes. Discuss how the spellings, parts of speech, and meanings have changed.

produce	➡	reduce, production, producing, produced, introduce
publish	➡	published, publisher, publishing, republish, publishable
imagine	➡	imagined, imaginative, imagining, unimaginative, imagines

Screening Routine: Chain and Reverse Phonemes

Use this Screening Routine to determine a student's entry point into the skills of **phoneme chaining and reversal.** The Screening Routine should be performed individually.

SCREENING ROUTINE

Entry Point 1 — Chain Phonemes

I am going to say a word. Then I will ask you to add, delete, or change a sound. I want you to tell me the new word.

cable, take away /k/ (*able*)

able, add /st/ to the beginning (*stable*)

stable, change /ā/ to /u/ (*stubble*)

stubble, change /st/ to /b/ (*bubble*)

bubble, add /z/ to the end (*bubbles*)

- If students cannot make a word chain by adding, deleting, and substituting the sounds, go to the Routine for Phoneme Chaining on p. 51.

Entry Point 2 — Reverse Phonemes

I am going to say a word. I want you to say the sounds of the word backward to make a new word.

peach (*cheap*)

lime (*mile*)

save (*vase*)

- If students cannot reverse phonemes to say a new word, use the Routine for Phoneme Reversal on p. 53.

continued

Screening Routine: Chain and Reverse Phonemes

Exit Point

If students can chain and reverse phonemes, transition them out of the Phonemic Awareness Routines and into other areas of instruction where they may need support.

SIDE A
Chain Phonemes

Phoneme chaining, a part of **phoneme manipulation,** is an exercise where one sound is changed to make each new word in a list of words. Sounds might be added, deleted, substituted, or resequenced.

ROUTINE

STEP 1 \ INTRODUCE

We can manipulate, or change, sounds at the beginning, in the middle, or at the end of a word to create new words. Today we will manipulate the sounds in a word to create new words.

STEP 2 \ MODEL

- Listen to this word: *pry.* I can add /d/ to the end of the word. The new word is *pride.* I will change the ending sound /d/ to /z/. The new word is *prize.* Now I will change the vowel sound in *prize* from /ī/ to /ā/: *praise.* I can change the beginning sound /p/ to /gr/. The new word is *graze.* I will take /r/ out of *graze.* The new word is *gaze.*

- **Phonics Connection** Write *pry.* This is the word *pry.* In *pry,* /ī/ is spelled *y.* Write *pride* under *pry.* This is the word *pride.* In the word *pride,* /ī/ is spelled *i,* consonant, *e.* When I add /d/ at the end of the word, the spelling of /ī/ changes. Continue with other words in the chain. Discuss the spelling of each word and how it has changed.

pry
pride
prize
praise
graze
gaze

STEP 3 \ GUIDE PRACTICE

- Listen to this word: *tea.* Let's add /m/ to the end of the word. What's the word? (*team*) Change /m/ to /ch/. What's the word? (*teach*) Change /t/ to /p/. What's the word? (*peach*) Change the /ē/ to /ou/. What's the word now? (*pouch*) Take away /p/. What's the word? (*ouch*)

- **Phonics Connection** Write the word *tea.* To write the word *team,* we need to add /m/ to the end of the word. Write *team* under the word *tea.* Continue with the words *teach, peach, pouch,* and *ouch* to create a word chain. Discuss the spelling of each word and how it has changed.

tea
team
teach
peach
pouch
ouch

STEP 4 \ ON THEIR OWN

Listen to this word: *slither.* Change /th/ to /v/. What's the word? (*sliver*) Now take away the /s/. What's the word? (*liver*) Now change /v/ to /t/. What's the word? (*litter*) Now add /d/ at the end of the word. What's the word? (*littered*)

Chain Phonemes

CORRECTIVE FEEDBACK

IF students cannot manipulate phonemes and graphemes to create a word chain,

THEN work through the Make It Easier activity and review Steps 2 and 3 if needed.

Make It Easier

Students who cannot manipulate phonemes in grade-level words may practice identifying which sounds have changed in different words in a sound chain.

- Listen to these words: *braid, brain.* There is one sound that is different in these words. Tap the sounds with your finger. Listen as I segment the sounds: /b/ /r/ /ā/ /d/; /b/ /r/ /ā/ /n/. Which sound is different? (/d/ changed to /n/) Listen to these words: *brain, train.* /b/ /r/ /ā/ /n/; /t/ /r/ /ā/ /n/. Which sound is different? (/b/ changed to /t/) Now listen to these words: *train, rain.* /t/ /r/ /ā/ /n/; /r/ /ā/ /n/. Which sound is different? (/t/ *was deleted*)

- Continue with the word chain below. Students then write the words.

rain	raid	read	real	steal

Make It Harder

Students who can manipulate phonemes in grade-level words may be ready to work in pairs to manipulate sounds and create their own word chain.

- Create a set of word cards with each of these words: *steam, boast, groom, glow.*

- Place the word cards in a pile with the words facing down. The first student flips over a card. Students work in pairs to create a word chain, starting with the first word. They write the words from their word chain and identify which sound has changed in each word.

- The second student flips over the next card and they create another word chain, starting with the new word. Continue with the remaining word cards.

- Students then create sentences with some of the words from their word chain.

SIDE A

Reverse Phonemes

Phoneme reversal, a part of **phoneme manipulation,** is the ability to say the sounds of a word backward to create a new word.

ROUTINE

STEP 1 \ INTRODUCE

We can reverse, or say the sounds of a word backward, to create a new word. Today, we will practice reversing the sounds of a word to make a new word.

STEP 2 \ MODEL

- Slide your hand down your arm as you say the sounds of the word. Listen to this word: *charm* /ch/ (touch your shoulder) /är/ (slide to your elbow) /m/ (slide down to your hand).

- Move your hand up your arm. (Remember to reverse the *sounds* rather than the *letters.*) This time, I will say the sounds in reverse: /m/ (touch your hand) /är/ (slide to your elbow) /ch/ (slide up to your shoulder). The new word is *march.*

- **Phonics Connection** Write *charm* and *march.* Discuss how the order of the sound-spellings have changed. When I look at *charm* and *march,* I notice that the /ch/ and /m/ have changed places.

STEP 3 \ GUIDE PRACTICE

- Slide your hand down your arm as you sound out the word. *Serve:* /s/ /èr/ /v/. Now say the sounds backward, starting from your hand and moving up: /v/ /èr/ /s/. What's the new word? (*verse*)

- **Phonics Connection** Write *serve* and *verse.* What do you notice about the sound-spellings in these words? Discuss the differences with students.

STEP 4 \ ON THEIR OWN

Have students repeat this routine with the words below.

| seal/lease | back/cab | loaf/foal | sake/case |
| tick/kit | dill/lid | ooze/zoo | mood/doom |

SIDE B

Reverse Phonemes

Make It Easier

Students who cannot reverse phonemes in grade-level words may use counters to practice in tapping and manipulating phonemes.

- Listen to this word: *eat.* How many sounds do you hear? (*two*) Take out two counters and tap the sounds of the word. (/ē/ /t/, *eat*)

- Now tap the second counter, then the first counter, and say the sounds backward. What are the sounds? (/t/ /ē/, *tea*)

- Continue with the words below.

deaf/fed	**loop/pool**	**cat/tack**
tale/late	**face/safe**	**neat/teen**

Make It Harder

Students who can reverse phonemes may work in pairs to identify the different sound-spelling patterns in words with similar sounds.

- Create a set of word cards with the words below.

might/time	**zone/nose**	**sign/nice**	**peel/leap**
pitch/chip	**seen/niece**	**badge/jab**	

- The first student will choose a word card and read the word. The second student will work to say the sounds of the word backward to identify the new word.

- Both students work together to discuss how the sound-spelling patterns are different in the two words. They then write sentences with the words.

- The second student then chooses a card and reads it to the first student. The first student repeats the steps above.

Word Study

- **High-Frequency Words Routines**

- **Syllable Patterns Routines**

Use the Foundational Skills Hub on SavvasRealize.com for additional practice activities.

SIDE A

Suffixes *-ic, -ism, -ive*

A **suffix** is a word part added to the end of a word that changes the word's meaning, part of speech, or both.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Display the suffixes at the right. One method to help you read long words is to identify suffixes and other word parts. Knowing the meanings of word parts can help you figure out the meaning of a longer word. It also helps to know that sometimes suffixes change how a base word is spelled and said.

ic

ism

ive

STEP 2 \ MODEL

- Display the word *acidic.* Underline the base word *acid* and the suffix *-ic* as you say: I see the base word: *acid.* And I see the suffix *-ic.* The suffix *-ic* adds the meaning "associated with" to the meaning of the base word. *Acidic* means "associated with acid." The word *acidic* is an adjective.

acidic

- Display *tourism.* Underline each word part. I see the base word *tour* and the suffix, *-ism.* The suffix *-ism* means "act or process." *Tourism* means "the act of touring or visiting places." The word *tourism* is a noun.

tourism

- Display *divisive.* Underline each word part. The root *divis* reminds me of the word *division.* The suffix *-ive* means "doing something." *Divisive* means "doing something to cause division." The word *divisive* is an adjective.

divisive

STEP 3 \ GUIDE PRACTICE

Display each word and ask the following questions: What is the base word? What suffix is at the end? What meaning does the suffix add to the base word? What does the word mean?

magnetic	patriotism

creative

STEP 4 \ ON THEIR OWN

Have students identify the base word and the suffix in each word and then read aloud the word and tell what the word means.

oceanic	criticism

invasive

Suffixes *-ic, -ism, -ive*

CORRECTIVE FEEDBACK

IF students cannot identify the base word and suffix and determine the meaning of words,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from practice with the words in context.

- Display and read aloud the first set of sentences. I see the word *rhythm* in the first sentence. What word in the second sentence has the base word *rhythm?* (the adjective *rhythmic*) What is the suffix? (*-ic*) Based on the meaning of the suffix, what does *rhythmic* mean? (associated with rhythm)

> Drumbeats create the rhythm in the music.
> Rhythmic sounds make us want to dance.

- Display and read aloud the next set of sentences. Model the process again with the words *favorite* and *favoritism.*

> Chaz is my favorite cousin.
> I try not to show favoritism to him when other cousins visit.

- Display the sentence pairs below. Have students locate the base word that appears in both sentences, identify the suffix, and tell what the word with the suffix means.

  The artists create paintings, sculptures, and graphics. They are quite creative!
  The puppy has so much energy. Her energetic playing tires her out.

Make It Harder

Students can extend the activity by forming and using words with suffixes.

- Display the words at the right. Have individuals add the suffix *-ic, -ism,* or *-ive* to each word and write the new word. (*journalism, meteoric, impulsive, explosive, realism/realistic, scenic*)

journal	meteor
impulse	explode
real	scene

- Have partners check each other's words and then together write a sentence using each word. Pairs can share and compare sentences.

Greek Roots *chron, meter, photo, bio, geo, logy*

**Connect to *myView Literacy:*
Greek Roots:** Unit 1, p. T84

A **root** is a word part that has meaning but usually requires a prefix, suffix, or another root to form a word. Many English words have roots that come from the Greek language.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Display the Greek roots *chron, meter, photo, bio, geo,* and *logy.* Many English words contain Greek roots. Recognizing Greek roots and knowing their meanings can help you figure out the meanings of unfamiliar words.

STEP 2 \ MODEL

- Review the meanings of the Greek roots. Then display the word *biology.* Let's figure out the meaning of this word. I see the Greek roots *bio* and *logy.* Underline each root as you review the meanings. *Bio* means "life." *Logy* means the "study of." So *biology* means the "study of life or living things."

- Model a similar process with the word *geology*. Conclude with: *Geology* means "the study of Earth."

STEP 3 \ GUIDE PRACTICE

- Display the word *chronometer*. Which roots do you see in *chronometer?* (*chron, meter*) What is the meaning of *chronometer?* (an instrument that measures time) How do you know? (*chron* means "time" and *meter* means "measure")

- Repeat with *photometer*. (an instrument that measures light)

STEP 4 \ ON THEIR OWN

Have students identify the Greek roots in these words: *speedometer, biosphere, geoscientist, photology,* and *chronobiology.* Then have them use the roots and other word parts to determine the meanings of the words. Have students use a dictionary to check each word's meaning.

| chron = "time" |
| meter = "measure" |
| photo = "light" |
| bio = "life" |
| geo = "earth" |
| logy = "study of" |

Greek Roots *chron, meter, photo, bio, geo, logy*

CORRECTIVE FEEDBACK

IF students cannot recognize Greek roots and use them to determine word meanings,

THEN model how to use Greek roots to determine word meanings, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot use Greek roots to determine word meanings may need more instruction on the meanings of the roots.

- Distribute six index cards to each student. Prompt students: Write each Greek root on one side of an index card and its definition on the other side. Add a visual to help remember each root's meaning.
- Have partners use the cards as flashcards to practice reading the roots and explaining their meanings.
- Then display the following words and have students use their cards to explain the meanings: *biology, geology, chronometer, photometer.*

> bio = "life"
>
> geo = "earth"
>
> logy = "study of"
>
> chron = "time"
>
> photo = "light"
>
> meter = "measure"

Make It Harder

Provide an extension activity for students who can recognize and use Greek roots to determine word meanings.

- Arrange students into two groups and assign each group three of the Greek roots. Have each group create three posters—one for each assigned root. Have them write the Greek root and its meaning at the top of each poster.

- Then have students brainstorm words that contain each root. They can write each word and its definition on the appropriate poster.

- Display the posters in the classroom. Tell students to watch for words with these Greek roots as they read. Have students add words they find to the appropriate poster.

Vowel Teams

Vowel teams are letter combinations that spell one vowel sound.

ROUTINE

STEP 1 \ INTRODUCE

A vowel team is two letters that work together to spell a single vowel sound. There are special kinds of vowel teams. Vowel digraphs usually spell a single long vowel sound as in the word *meat.* Diphthongs glide from one sound to another to spell a new vowel sound as in the word *boil.* Knowing the sounds for vowel teams can help you read new words.

m**ea**t

b**oi**l

STEP 2 \ MODEL

- Display the word *cream.* Underline the *ea.* I know that the *ea* in *cream* is a vowel team called a digraph. It spells a single long *e* sound.

cr**ea**m

- Display the word *cloud.* Underline the *ou.* I know that the *ou* in *cloud* is a vowel team called a diphthong. It spells one vowel sound, /ou/.

cl**ou**d

- Some vowel teams can spell more than one sound. Display the words *pie* and *chief.* Underline the *ie* in both words. I know that the *ie* in *pie* is a vowel team that spells the long *i* vowel sound. The *ie* can also spell the long *e* vowel sound as in the word *chief.*

p**ie**

ch**ie**f

STEP 3 \ GUIDE PRACTICE

- Display the following words: *soil, groan, head, seat, spree, believe,* and *degree.* Let's try these words. Have students identify the vowel team in each word and pronounce the word.

STEP 4 \ ON THEIR OWN

Have students identify the letters that spell the vowel teams in the following words and then read aloud each word: *shielded, healthy, tiebreak, ointment, beacon,* and *discount.*

Vowel Teams

CORRECTIVE FEEDBACK

IF students cannot pronounce words with vowel teams,

THEN model how to pronounce words with vowel teams again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish between the sounds of vowel teams will benefit from practice reading words with vowel digraphs before moving on to other types of vowel teams.

- Display the word *mail.* A vowel digraph is a vowel team that usually has the long vowel sound of the first vowel. Underline the *ai* as you say: The letters *a* and *i* in *mail* spell one sound. The first vowel, *a,* spells the long *a* sound and the second vowel, *i*, is silent. Let's say the sound that the letters *ai* in *mail* spell: /ā/. Have students read aloud the word *pail* with you.

- Then display the following words one at a time: *tree, steam, rain,* and *moan.* Have students identify the digraph in each word. Then have them blend the letter and digraph sounds to read aloud the words. Remind students that the first vowel in a digraph is usually long and the second vowel is usually silent.

mail

pail

tree
steam
rain
moan

Make It Harder

Challenge students to read multisyllabic words with vowel teams.

- Have partners choose a familiar text. Then have them work together to look for multisyllabic words that have vowel teams. Ask students to look for words with two or more syllables.

- Have partners write the words and read them aloud.

- Finally have students write a paragraph using as many of the words with vowel teams as they can.

Suffixes *-able, -ible*

A **suffix** is a word part added to the end of a word that changes the word's meaning, part of speech, or both.

Connect to *myView Literacy:*
Suffixes *-able, -ible:* Unit 1, p. T214

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Display the suffixes. Adding the suffix *-able* or *-ible* to a verb changes it into an adjective. Both suffixes mean "can be done." Knowing what suffixes mean can help you figure out the meanings of new words.

able	ible

STEP 2 \ MODEL

- Display the word *comparable. Comparable* has the suffix *-able,* and I see a base word that is mostly familiar. But the final *e* of *compare* was dropped before the suffix *-able* was added. I know the meaning of the verb *compare* and the meaning of the suffix, so I can figure out that the adjective *comparable* means "can be compared."

comparable

- Display *convertible.* What suffix does this word have? (*-ible*) What is the base word? (*convert*) The meaning of the verb *convert* and the meaning of *-ible* help me figure out that the adjective *convertible* means "can be converted."

convertible

STEP 3 \ GUIDE PRACTICE

Display *resistible.* What is the suffix? (*-ible*) What is the base word? (*resist*) Has the base had a spelling change? (no) What part of speech is *resistible?* (an adjective) What does *resistible* mean? (can be resisted)

resistible

STEP 4 \ ON THEIR OWN

Have students identify the base word and the suffix in each word below and then read aloud the word and tell what the word means.

obtainable	believable	comprehensible	accessible

Suffixes *-able, -ible*

CORRECTIVE FEEDBACK

IF students cannot distinguish base words and suffixes and determine word meanings,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from practice with the words in context.

- Display the sentences. Underline *approach* and *approachable* as you say: In the first sentence, I see *approach* being used as a verb. Where do you see the base word *approach* in the second sentence? (in *approachable*) What has been added to the base? (the suffix *-able*) *Approachable* is not a verb like *approach* is in the first sentence. It is an adjective. What does *approachable* mean? (can or able to be approached)

- Display the sentences. Model a similar process with the words *submerge* and *submergible.*

- Display the two sets of sentences below. Have students locate the base word that appears in both sentences, identify the suffix, and tell what the word means.

  We'll extend this ladder. Is your ladder extendable?
  If I stain my jacket, I can reverse it. It's a reversible jacket.

> Approach a stray dog with care.
>
> A well-trained dog is more approachable.

> Do not submerge this pan.
>
> This pan is not submergible.

Make It Harder

Students can complete an extension activity.

- Display the verbs at the right. Explain that these suffixes have been added to roots instead of to base words.

- Have partners use what they know about the root and suffixes to determine meanings and use each word in a sentence. Provide a dictionary to confirm meanings.

portable	edible
tangible	durable

SIDE A

VC*e* Syllables

A **syllable** is a word part that has one vowel sound. Syllables with the pattern VC*e* have a long vowel sound.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Knowing where to divide syllables in words can help you read words. Use your knowledge of syllable pattern VC*e* to help you read unfamiliar words.

STEP 2 \ MODEL

- Display the words at the right. Underline the VC*e* pattern in each one. All of these words have the VC*e* pattern. The *e* at the end of a vowel-consonant-*e,* or VC*e*, word usually changes the first vowel to a long sound. The final *e* is silent. Read aloud each word.

- Display the word *excuse.* I can use what I know about the VC*e* pattern to help me read unfamiliar words. This word ends with the VC*e* pattern. Point to each letter as you say: The final *e* is silent and the vowel *u* is long. The final syllable is *cuse.* The word is *excuse.*

ape

c<u>ape</u>

dr<u>ape</u>

excuse

STEP 3 \ GUIDE PRACTICE

- Display *costume.* Does this word have the VC*e* pattern? (yes) What letters spell the VC*e* pattern in this word? (*ume*) What is the final syllable? (*tume*) What is the word? (*costume*)

- Repeat with the word *remote.*

costume

remote

STEP 4 \ ON THEIR OWN

Display the following words. Have partners identify the VC*e* pattern in each word. Then have them read aloud the words.

| landscape | confuse | outside | complete |

VCe Syllables

CORRECTIVE FEEDBACK

IF students have difficulty identifying and reading words with the VCe syllable pattern,

THEN model reading words with the VCe pattern again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and read the VCe pattern in longer words may benefit from an activity to help them recognize syllable pattern VCe.

- Review that in words with the VCe pattern, the final *e* is silent, and the first vowel is long.

- Provide partners with word cards with these words. Have them shuffle the cards and then group the words by long or short vowel sound.

- Then have students take turns reading aloud each group of words. Have students explain why the vowel sound is long or short.

prize	trash
theme	grip
flute	shrunk
chase	notch
stone	left

Make It Harder

Provide an extension activity for students who can identify and read words with the VCe pattern.

- Tell students that a VCe syllable can appear at the beginning, middle, or end of words. Display *pineapple.* Underline the VCe pattern. I see the VCe pattern at the beginning of this word, so I know that the vowel *i* has a long sound. The first syllable is *pine.* The word is *pineapple.*

- Display the following words. Have students identify the VCe pattern in each word. Then have them read aloud the words.

pavement	ungrateful	envelope	include	excitement

Open and Closed Syllables V/CV and VC/V

Connect to *myView Literacy:*
Open and Closed Syllables V/CV and VC/V: Unit 2, p. T26

An **open syllable** is a syllable that ends with a vowel and has a long vowel sound. A **closed syllable** is a syllable that ends with a consonant and has a short vowel sound.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Knowing where to divide the syllables in words can help you read longer words. Open and closed syllables have the V/CV and VC/V patterns. Recognizing the open and closed syllable patterns can help you read unfamiliar words.

STEP 2 \ MODEL

- Display the word *super* and point out the VCV pattern. When there is one consonant between two vowels, we usually divide before the consonant. Divide the word before the consonant *p.* The first syllable ends in a vowel. It is an open syllable. The vowel sound is long. Su/per, *super.*

super
su / per

- Display the word *finish* and divide before the consonant. Fī/nish, *finish.* I am not familiar with *finish,* so I'll divide after the consonant. Fin/ish, *finish.* I'm familiar with *finish.* This word is *finish.* A syllable that ends in a consonant is called a closed syllable and the vowel sound is short.

finish
fin / ish

STEP 3 \ GUIDE PRACTICE

- Display the word *tulip.* Is there one consonant between two vowels? (yes) Where do we usually divide? (before the consonant) Divide the word. Say each syllable and then say the word. (tu/lip, *tulip*) Is *tulip* a familiar word? (yes) Is the first syllable open or closed? (open)

- Repeat with *pedal.* First divide before the consonant and then after the consonant to read the word correctly.

STEP 4 \ ON THEIR OWN

humid	volume
seven	major

Have students follow the same steps to divide each word at the right. Then have them read aloud and discuss the meaning of each word.

Open and Closed Syllables
V/CV and VC/V

CORRECTIVE FEEDBACK

IF students have difficulty dividing and reading words with open and closed syllables,

THEN model reading words with the VCV pattern again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot divide and read words with open and closed syllables may benefit from practice identifying single syllable types.

- Display these single syllables.

hap	pre	ti	mis	com	ba

- Have students identify the syllable as open or closed, say the vowel sound, and then read the syllable. (open: *pre, ti, ba;* closed: *hap, mis, com*)

- Challenge students to say words that begin with each syllable.

Make It Harder

Challenge students to identify open and closed syllables in longer words.

- Tell students that open and closed syllables can appear at the beginning, middle, or end of words.

- Display the following words.

educate	hibernate	tornado	monument	diplomat

- Have partners work together to divide each word into syllables. (ed/u/cate, hi/ber/nate, tor/na/do, mon/u/ment, dip/lo/mat) Have them identify which syllables are open and which are closed.

Final Stable Syllables -*le, -tion, -sion*

A **syllable** is a word part that has one vowel sound. A **final stable syllable** is a syllable that always appears at the end of a word.

Connect to *myView Literacy:*
Final Stable Syllables: *-le, -tion, -sion:* Unit 2, p. T90

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Many words end with the syllables *-le, -tion,* or *-sion.* These syllables are called final stable syllables. Knowing how to identify and read these syllables can help us read unfamiliar words.

STEP 2 \ MODEL

- Display the word *cycle.* This word ends with the final stable syllable *-le.* The final stable syllable *-le* always has a consonant before it. To read a word with the final stable syllable *-le,* we divide before the consonant. Divide the word, read each syllable, and then blend the syllables to read the word.

cy / cle

- Display the words *action* and *explosion.* To read a word with the final stable syllable *-tion* or *-sion,* we divide before the final stable syllable. Divide *action.* Read each syllable and then blend the syllables to read the word. Repeat with *explosion.* Explain that *-tion* is pronounced /shun/ and that *-sion* can be pronounced /zhun/ as in *explosion,* or /shun/ as in *mansion.*

ac / tion

ex / plo / sion

STEP 3 \ GUIDE PRACTICE

Display the words *people, population,* and *division*. Guide students to divide and read *people.* What is the final stable syllable pattern? (consonant + *le*) How do we divide? (before *p*) Read each syllable. (peo/ple) Now read the word. (*people*) Repeat with *population* and *division.*

STEP 4 \ ON THEIR OWN

Display the words at the right. Have students identify the final stable syllable in each word and then read aloud the word.

confusion	terrible
solution	decision

SIDE B

Final Stable Syllables -*le*, -*tion*, -*sion*

CORRECTIVE FEEDBACK

IF students have difficulty dividing and reading words with final stable syllables,

THEN model reading words with final stable syllables again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot divide and read words with final stable syllables may benefit from an activity to help them recognize final stable syllables.

- Provide partners with a set of these word cards.

vision	straggle	direction	impression	recycle	eruption
occasion	bicycle	illusion	invention	admission	reaction

- Have them group the cards by final stable syllable.

- Then have students take turns reading aloud each group of words.

Make It Harder

Challenge students who can identify and read words with final stable syllables to spell words with -*tion* or -*sion.*

- Review that adding -*tion* or -*sion* to the end of a word can change the spelling and final sound of the base word. Display the words *act* and *action* and read aloud the words. Notice that the sound /t/ at the end of *act* is dropped when we add -*tion* to form *action.*

- Then display *revise* and *revision.* Notice that the final *e* in *revise* is dropped before we add -*sion* to form *revision.*

- Display the following pairs of words.

discuss / discussion	operate / operation	confuse / confusion

- Have partners work together to identify the sound and spelling changes in each base word when -*tion* or -*sion* was added.

r-Controlled Vowels

An **r-controlled vowel** refers to a single vowel followed by the letter *r* that has neither a long vowel sound nor a short vowel sound, but an *r*-controlled vowel sound.

Connect to *myView Literacy:*
r-Controlled Vowels: Unit 2, p. T154

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

An *r*-controlled vowel is a vowel that is followed by the letter *r*. The *r* changes the sound of the vowel to a sound that is neither long nor short. We'll learn about words with the /ar/, /er/, and /or/ sounds.

STEP 2 \ MODEL

- Display and read the word *party.* I hear the sound /är/ in *party.* Underline *ar.* The letters *ar* spell the sound /är/ in *party.* Blend the sounds to read *party*.

- Add the word *party* to the appropriate column of a chart like the one shown here.

- Repeat for the remaining *r*-controlled vowel patterns using the words *thirteen, perfect, learned, turtle, morning, boardwalk,* and *scored.* Point out that many *r*-controlled vowels sound the same, but are spelled differently.

/är/	/er/	/ôr/
party	thirteen perfect learned turtle	morning boardwalk scored

STEP 3 \ GUIDE PRACTICE

- Display the word *roaring*. Which *r*-controlled vowel spelling do you see? (*oar*) What sound does the vowel pattern spell? (/ôr/) Call on a volunteer to add the word to the proper column on the chart.

- Repeat for these words: *alarm, turkey, chirped, return, relearned, version, shoreline,* and *organ.*

STEP 4 \ ON THEIR OWN

Have students look through a familiar text to find words that have *r*-controlled vowels. Have them list words by the sounds /är/, /er/, and /ôr/. Students can read aloud their list to a partner.

r-Controlled Vowels

CORRECTIVE FEEDBACK

IF students cannot decode words with *r*-controlled vowels,

THEN model how to decode words with *r*-controlled vowels again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with *r*-controlled vowels may benefit from practice with the different spellings for one *r*-controlled sound at a time.

- Display the word *bluebird.* Underline the *ir* as you say: The *r*-controlled vowel sound /er/ in *bluebird* can be spelled *ir.* Have students blend the sounds to say the word with you.

- Point out that sound /er/ can be spelled in other ways, including *ur, ear, or,* and *er.* Have students underline the *r*-controlled vowel spellings in the following words: *swerved, research,* and *curbside.*

- Extend the activity by focusing on the other *r*-controlled vowel spellings, /är/ and /ôr/.

Make It Harder

Students who can read words with *r*-controlled vowels may enjoy searching for words with *r*-controlled vowels in texts.

- Have students choose a familiar text and look for words with *r*-controlled vowels in them. Encourage students to look for multisyllabic words.

- Students can list the words by the sounds /är/, /er/, and /ôr/.

- Challenge students to write a paragraph using as many of the words as they can. Then have partners read aloud their paragraphs and check each other's pronunciation of words with *r*-controlled vowels.

Prefixes *il-, in-, im-, ir-*

A **prefix** is a word part added to the beginning of a word that changes the meaning of the word.

Connect to *myView Literacy:*
Prefixes *il-, in-, im-, ir-*:
Unit 2, p. T218

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Display the prefixes *il-, in-, im-,* and *ir-.* Adding a prefix to a base word creates a new word with a new meaning. Knowing the meanings of prefixes can help you read and understand unfamiliar words.
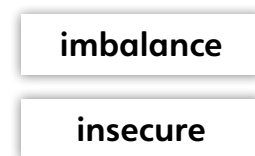
il	in
im	ir

STEP 2 \ MODEL

- The prefixes *il-, in-, im-,* and *ir-* all give the opposite meaning to the base word.

- Display the word *proper.* Position the *im* card in front of *proper* as you say: The word *proper* is familiar, but what about *improper?* If the prefix gives the word its opposite meaning, then *improper* means "not proper."

im	proper

- Display the word *relevant.* Position the *ir* card in front of *relevant* as you say: Here is a word I know: *relevant.* Again, the prefix *ir-* gives the base word its opposite meaning, so I can figure out that *irrelevant* means "not relevant."

ir	relevant

- Repeat in a similar manner with the words at the right.

in	decisive
il	legible

STEP 3 \ GUIDE PRACTICE

Display each word at the right and ask: What is the base word? What prefix has been added? How does the prefix affect the base word's meaning? What does the word mean? (not balanced; not secure)

imbalance
insecure

STEP 4 \ ON THEIR OWN

Display the words below. Have students identify the base word and the prefix and then tell the meaning of the word.

immobile	illogical	incurable	irrecoverable

SIDE B
Prefixes *il-, in-, im-, ir-*

Make It Easier

Students who cannot tell how a prefix changes the meaning of a base word may benefit from practice with words in context.

- Display the words at the right and ask: Would you rather have an accurate map or an inaccurate map to guide you on a two-day hike? After students answer, ask them to tell why. Guide them, as needed, to the understanding that *inaccurate* means "not accurate."

accurate
inaccurate

- Display the words at the right and ask: Would you rather have a responsible or irresponsible partner on a project? Have students give reasons. Guide them to the understanding that *irresponsible* means "not responsible."

responsible
irresponsible

- Display the sentences below. Have students add a prefix to the word in parentheses to complete each sentence.

  When the player stomped his feet, he was acting ____. (mature)
  The team rejected Bruno's plan, saying it was ____. (effective)

Make It Harder

Challenge students to form new words with prefixes *il-, in-, im-, ir-*.

- Provide students with the words at the right.

- Have partners work together to form new words by adding a prefix to each word.

- Then, working independently, have each student write a sentence using each new word.

- Finally, have partners compare sentences and check that the words are formed correctly and make sense in the sentences.

humane
literate
rational
partial

Base Words and Endings

A **base word** is the simplest form of a word. It can stand alone, or endings or affixes may be added.

See digital practice on SavvasRealize.com.

ROUTINE

STEP 1 \ INTRODUCE

Display the words. Identifying a base word can help you figure out the meaning of a longer word. An ending may change the base word's meaning or part of speech.

STEP 2 \ MODEL

- Display the words at the right. Underline the base word *hope:* I see *hope* in all these words. *Hope* can be a noun or a verb. Adding *-ful* or *-less* to a base word forms adjectives with opposite meanings. *Hopeful* means "full of hope." *Hopeless* means "having no hope." The ending *-ing* forms a verb. Notice the spelling change: we dropped the *e* before adding *-ing*.

hope	hopeful
hopeless	hopelessly
hoping	

- Display the words and use the process above*.* The base word *medicine* is a noun that means "a substance used for treating illness." We drop the final *e* and add the ending *-al to* form an adjective. Adding *-ally* forms an adverb. The base word helps you to figure out the meaning of each word.

medicine	medicinal
medicinally	

STEP 3 \ GUIDE PRACTICE

Display each word and ask these questions: What is the base word? What is the ending? What spelling change, if any, has the base word undergone? What part of speech is the base word? Does the ending change the base word's meaning or part of speech?

ridiculous	explosive
employment	negotiation

STEP 4 \ ON THEIR OWN

Have students identify the base word and the ending in each word. Tell them to use the base word to build words with different endings, and then identify each new word's meaning and part of speech.

invasion	divisive
effectiveness	fulfillment
acceptance	

SIDE B
Base Words and Endings

CORRECTIVE FEEDBACK

IF students cannot identify the base words and endings and determine meanings of words,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot recognize base words and endings may need more practice building words with those parts.

- Display base words and endings such as those shown at the right. Have partners match each base word to as many endings as possible, using a dictionary as needed. Determine the part of speech for each new word, and remember that some words change spelling slightly before adding endings.

- Then highlight or draw a colored box around the base word in each set, using a different color for each set.

- Have partners show their understanding of the new words by writing sentences using the words they have built.

invent	-ence / -ance
treat	-tion / -sion
taste	-ible / -able
refer	-ment -ive
relate	-ful -less
	-ing -ly
	-ed

Make It Harder

Students can extend the activity by creating a word bank for base words and possible endings.

- Display the words at the right. Have individuals add endings to build as many new words as possible. Students may wish to display the words in a list or in a word web with the base word at its center.

- Have partners check each other's words and then work together to write a sentence using each word. Pairs can share and compare sentences.

rely	permit
communicate	erode
create	judge

Latin Roots *port, dict, ject, terr*

A **root** is a word part that has meaning but usually requires a prefix, suffix, or another root to form a word.

Connect to *myView Literacy:*
Words with Latin Roots:
Unit 3, p. T26

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Have a dictionary available to check meanings. Many English words are based on words from other languages, including Latin. You can use your knowledge of these roots and other word parts to figure out the meaning of unfamiliar words.

STEP 2 \ MODEL

- Display the Latin roots *port, dict, ject,* and *terr.* Point to each root as you review its meaning.

- Model how to use the meanings of roots to define *territory*. *Terr* means "land." That helps me figure out that *territory* names an area of land.

- Model a similar process with the words *porter* (someone who carries baggage)*, predict* (to say what will happen)*,* and *eject* (to throw out).

port = "carry"
dict = "say"
ject = "throw"
terr = "land"

STEP 3 \ GUIDE PRACTICE

Display the words shown at the right. What word likely means "to bring goods into a place"? (*import*) How do you know? (*port* means "to carry") What word is likely to mean "not accepted or kept; thrown out"? (*reject*) Which word means "decision that is stated"? (*verdict*) Which word likely means "an area of paved or planted land next to a building"? (*terrace*)

reject	import
verdict	terrace

STEP 4 \ ON THEIR OWN

Have students use root meanings to define each word shown at the right, checking a dictionary as needed.

diction	portal
projectile	terrestrial

Latin Roots *port, dict, ject, terr*

CORRECTIVE FEEDBACK

IF students cannot recognize Latin roots and use them to determine word meanings,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot use Latin roots to figure out word meanings may need more instruction on the meanings of the roots.

- Distribute eight index cards to partners. Display the roots *port, dict, ject,* and *terr*. Write each Latin root on an index card and its definition on another card. Allow time for students to connect and study the roots and their meanings.

- Have partners use the cards for a matching game, choosing one card at a time as they try to collect pairs, matching a root and its meaning.

- Then display the following words and have students use their cards to explain the meanings: *portable, dictate, inject, extraterrestrial.* Have them confirm meanings in a dictionary.

port = "carry"

dict = "say"

ject = "throw"

terr = "land"

Make It Harder

Students who can use Latin roots to figure out word meanings may enjoy an extension activity.

- Have students create quiz questions or riddles that focus on the meanings of words with Latin roots. For example, *I describe something that is underground. Am I* submarine *or* subterranean?

- Have partners exchange questions or riddles and then use their knowledge of roots to answer the questions.

Suffixes *-ize, -ance, -ence, -ist*

A **suffix** is a word part added to the end of a word that changes the word's meaning, part of speech, or both.

Connect to *myView Literacy:*
Suffixes *-ize, -ance, -ence, -ist:*
Unit 3, p. T88

See digital practice on SavvasRealize.com.

ROUTINE

ize	ance
ence	ist

STEP 1 \ INTRODUCE

Display the suffixes. One method to help you read long words is to identify suffixes and other word parts. Identifying a base word and a suffix can help you figure out the meanings of new words.

STEP 2 \ MODEL

- Display the word *globalize.* Underline the base word *global* and the suffix *-ize* as you say: I see the base word: *global.* And I see the suffix *-ize.* The suffix *-ize* adds the meaning "become" or "make" to the meaning of the base word. *Globalize* means "to make global." The word *globalize* is an adjective.

globalize

- Display *avoidance.* Underline each word part. I see the base word *avoid* and the suffix *-ance.* The suffixes *-ance* and *-ence* both mean "act, process, or state of." *Avoidance* means "the act of avoiding." The word *avoidance* is a noun.

avoidance

- Display *artist.* Underline each word part. I see the base word *art* and the suffix *-ist.* The suffix *-ist* means "one who does an action." *Artist* means "one who does art." The word *artist* is a noun.

artist

STEP 3 \ GUIDE PRACTICE

Display the words *insistence, normalize,* and *conservationist*. Then ask: What is the base word? What suffix is at the end? What meaning does the suffix add to the base word? What does the word mean?

STEP 4 \ ON THEIR OWN

Have students identify the base word and the suffix in each word and then tell what the word means. Point out that sometimes the spelling of the base word changes slightly when the suffix is added.

guidance	manicurist
recurrence	popularize

Suffixes *-ize, -ance, -ence, -ist*

CORRECTIVE FEEDBACK

IF students cannot identify the base word and suffix and determine meanings of words,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from practice with the words in context.

- Display and read aloud the sentences. I see the word *terror* in the first sentence. Which word in the second sentence has the base word *terror?* (the verb *terrorize*) What is the suffix? (*-ize*) Based on the meaning of the suffix, what does *terrorize* mean? (to make terror)

> The squirrels live in terror of my dogs.
>
> My dogs terrorize the squirrels in the yard.

- Display and read aloud the sentences. I see the verb *hesitate.* Where do you see the base word *hesitate* in the second sentence? (in the noun *hesitance*) What is the suffix? (*-ance*) Based on the meaning of the suffix, what does *hesitance* mean? (the act of hesitating)

> Don't hesitate; just say what you think.
>
> His hesitance made him appear uncertain.

- Display the sentence pairs below. Have students locate the base word that appears in both sentences, identify the suffix, and tell what the word with the suffix means.

  Many farmers work on the conservation of their land's natural resources. They are conservationists.
  Luca assists Kim. She is grateful for his assistance.

Make It Harder

Students can extend the activity by forming and using words with suffixes.

- Display the words *eloquent, special, vary,* and *public*. Have individuals add the suffix *-ize, -ance, -ence,* or *-ist* to each word and write the new word. (*eloquence, specialize, specialist, variance, publicist, publicize*)

- Have partners check each other's words and then work together to write a sentence using each word. Pairs can share and compare sentences.

SIDE A
Unusual Spellings

Words with **unusual spellings** may include silent letters, unusual combinations of letters, or letters that sound different from their usual pronunciation.

Connect to *myView Literacy:*
Unusual Spellings: Unit 3, p. T148

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Have a dictionary available to check or confirm spellings. Recognizing and using words with unusual spellings correctly will help you avoid confusion in reading and writing.

STEP 2 \ MODEL

- Display *height* and *cough.* Point to each word as you say it and explain what makes the spelling unusual. In most English words, *i* comes before *e,* but *height* is an exception. This word also has the silent letters *gh.* In the word *cough,* the *gh* is pronounced /f/. We have to learn and remember the spellings of words like these.

height	cough

- Display *cause* and *gauge.* Point to each word as you explain the pronunciations for the letters *au.* In most words, the letters *au* spell the sound /aw/ as in *cause.* However in *gauge, au* spells the long *a* sound.

cause	gauge

- Display and say *column.* It would sound strange to pronounce both *m* and *n* at the end of *column.* That's a clue that one of the letters must be silent! In *column,* the *n* is silent.

column

STEP 3 \ GUIDE PRACTICE

Display and say the words at the right. Ask: What letters are silent? What letters spell an unusual pronunciation?

rhythm
conscience

STEP 4 \ ON THEIR OWN

Have partners alternate reading aloud the words shown at the right. Have them use a print or electronic dictionary to confirm their pronunciations.

mortgage
pharaoh
receipt

Unusual Spellings

CORRECTIVE FEEDBACK

IF students cannot recognize and pronounce words with unusual spellings,

THEN model several additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot recognize and pronounce words with unusual spellings may benefit from using the words in context.

- Display the sentences. As you read each sentence, underline the words *sergeant/sargent.* Which sentence has the correct spelling for *sergeant?* (the first) What makes the spelling unusual? (unusual pronunciation for the first *e;* silent *a*) How could you check your answers? (with a dictionary)

- Repeat the process with the next set of sentences. As needed, guide students to identify possible spellings for the sound /s/.

- Display the sentences below. Say the words in parentheses and ask students to use a dictionary to fill in the blanks with the correct spelling.

  Some people carry a ____ when they have a cold. (handkerchief)
  The coast is in ____ during a hurricane. (jeopardy)

> The sergeant led the soldiers to their camp. Soldiers take orders from their sargent.

> Do you have a lisense to drive?
> You have to be 16 years old to have a license.

Make It Harder

Students who can recognize and pronounce words with unusual spellings may enjoy an extension activity.

- Have students create and write questions for an unusual spellings quiz. For example, *Does* rhyme *rhyme with* rim *or* time?

- Provide students with words such as the following to prompt their thinking.

  | asthma | discipline | foreign | playwright | questionnaire |

- Encourage partners to quiz each other. Prompt them to use a dictionary as needed.

Suffixes *-ous, -eous, -ious*

A **suffix** is a word part added to the end of a word that changes the word's meaning, part of speech, or both.

Connect to *myView Literacy:*
Suffixes *-ous, -eous, -ious:*
Unit 3, p. T214

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Display the suffixes. These suffixes change a base word into an adjective. They mean "full of" or "having." Identifying a base word or root and a suffix helps you figure out the meanings of longer words.

ous	eous

ious

STEP 2 \ MODEL

- Display the equation as you say: When the suffix *-ous* is added to the base word *marvel,* the new word is the adjective *marvelous.* The *-ous* adds the meaning "full of" to the meaning of the base word. A *marvelous* thing is impressive, or full of marvel.

marvel + ous = marvelous

- Display the equation as you say: The spelling of a base word may change when a suffix is added. Notice that the *e* at the end of *adventure* is dropped when the suffix is added. Something *adventurous* is full of adventure.

adventure + ous = adventurous

- Display equations for *righteous* and *fictitious* and repeat as above. Something *righteous* is justifiable or full of right. Something *fictitious* is untrue, or full of fiction.

STEP 3 \ GUIDE PRACTICE

Display each word and ask these questions: What is the base word? What suffix is at the end? What meaning does the suffix add to the base word? What does the word mean?

nervous

furious

outrageous

STEP 4 \ ON THEIR OWN

Have students identify the base word and the suffix in each word and then tell what the word means. Tell them to use each word in a sentence that shows they understand the word's meaning and part of speech.

advantageous	villainous	repetitious	anxious	instantaneous

Suffixes *-ous, -eous, -ious*

CORRECTIVE FEEDBACK

IF students cannot identify the base word and suffix and determine meanings of words,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from practice with the words in context.

- Display and read aloud the sentences. I see the noun *caution* in the first sentence. What word in the second sentence has the base word *caution?* (the adjective *cautious*) What is the suffix? (*-ious*) Based on the meaning of the suffix, what does *cautious* mean? (full of caution)

  > Please use caution on icy sidewalks. Walking in a cautious way is best today.

- Display and read aloud the sentences. I see the noun *venom.* Where do you see the base word *venom* in the second sentence? (in the adjective *venomous*) What is the suffix? (*-ous*) Based on the meaning of the suffix, what does *venomous* mean? (having venom)

  > A snake's venom can be deadly. Be glad there are no venomous snakes in this area!

- Display the sentence pairs below. Have students locate the base word or root that occurs in both sentences, identify the suffix, and tell what the word with the suffix means.

  There is an error in the schedule. The erroneous information may make people late.
  A virus can infect many people. That is why we have to be careful with infectious diseases.

Make It Harder

Students can extend the activity by forming and using words with suffixes.

- Display the words *beauty, vigor, prestige, envy, glamour, grace.* Have individuals add the suffix *-ous, -eous,* or *-ious* to each word and write the new word. (*beauteous, vigorous, prestigious, envious, glamorous, gracious)*

- Have partners check each other's words and then write a sentence using each word. Pairs can share and compare sentences.

SIDE A

Syllable Patterns

A **syllable** is a word part that has one vowel sound. There are six different syllable patterns.

Connect to *myView Literacy:*
Syllable Patterns: Unit 3, p. T268

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Review that a syllable is a word part that has one vowel sound. There are six different syllable patterns. Recognizing syllable patterns in multisyllabic words can help us decode unfamiliar words. Review each syllable pattern and provide examples as needed.

STEP 2 \ MODEL

- Display the word *sparkle*. To divide and read this word, I will look for the syllable patterns. I see two syllable patterns: the *r*-controlled vowel *ar,* and the final stable syllable consonant + *-le, kle.*

- Determine which syllable division rule applies. I divide the word after the *r*-controlled vowel syllable pattern *ar.* That also keeps the consonant + *le* syllable pattern together.

- Read aloud each syllable and then blend the syllables to read the word: Spar/kle, *sparkle.* Repeat with *hibernate.*

STEP 3 \ GUIDE PRACTICE

Display the word *peanut.* What syllable patterns do you see? (vowel team, closed) Where do we divide? (between the vowel team *ea* and the closed syllable *nut*) Divide the word. Read aloud each syllable and then read the word. (pea/nut, *peanut*) Repeat with *remember.* (re/mem/ber, *remember*)

STEP 4 \ ON THEIR OWN

Have students identify the syllable patterns in each of the following words. Then have them divide the word, read aloud each syllable, and then blend the syllables to read the word.

| calculate | particle | explain | monument | operator |

Syllable Patterns
- closed
- open
- VC*e*
- *r*-controlled
- vowel team
- final stable syllable

| sparkle |

| spar / kle |

| hibernate |

| hi / ber / nate |

Syllable Patterns

CORRECTIVE FEEDBACK

IF students have difficulty identifying syllable patterns in multisyllabic words,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify syllable patterns in multisyllabic words may benefit from practice with segmenting words into syllables.

- Say the word *invade* and have students repeat it after you. How many syllables do you hear in *invade?* (two) How many vowel sounds do you hear? (two) What is the first syllable? (*in*) What is the second syllable? (*vade*)

invade

in / vade

- Display and divide the word *invade*. What is the vowel sound in the syllable *in?* (short *i*) What is the vowel sound in the syllable *vade?* (long *a*)

- Repeat with the following words.

gigantic	congratulate	basketball	potato
(gi / gan / tic)	(con / grat / u / late)	(bas / ket / ball)	(po / ta / to)

Make It Harder

Provide an extension activity for students who can identify syllable patterns in multisyllabic words.

- Tell students they will use their knowledge of syllables to write a haiku. A haiku is a poem that has only three lines and seventeen syllables. The first line has five syllables, the second line has seven syllables, and the third line has five syllables. The lines do not need to rhyme.

- Provide an example of a haiku, if possible. Then help students brainstorm a topic for their haiku, such as a favorite season, memory, or dream they have.

- When students finish writing, have them read their poems aloud and then identify the syllable patterns.

SIDE A

Word Parts *com-, pro-, con-*

Word parts are base words, roots, prefixes, and suffixes with specific meanings that contribute to the meaning of a word as a whole.

Connect to *myView Literacy:*
Word Parts *pro-, com-, con-*:
Unit 4, p. T26

See digital practice on SavvasRealize.com.

ROUTINE

STEP 1 \ INTRODUCE

Have a dictionary available to check meanings. Many English words combine word parts that have meaning. Recognizing word parts can help you determine the meaning of an unfamiliar word.

STEP 2 \ MODEL

- Display the word parts *com-, con-,* and *pro-.* These are word parts that often appear at the beginning of words. Point to each word part as you present its meaning.

- Model how to use the meanings of word parts to define *progress.* *Pro-* means "forward" or "before." So when someone makes *progress,* I know that the person has gone forward in some way.

- Repeat the process with the words *compile* (to put things together) and *confine* (to keep together or within a place).

> com, con = "with,"
> "together"
> *compile, confine*

> pro = "forward,"
> "before"
> *progress*

STEP 3 \ GUIDE PRACTICE

Display the words at the right. Which word means "together for discussion and speeches"? (*conference*) How do you know? (*con-* means "together") Which word is likely to mean "taking action before a problem begins"? (*proactive*) Which word is likely to mean "to live or work together without conflict"? (*compatible*)

> proactive

> conference

> compatible

STEP 4 \ ON THEIR OWN

Have students write sentences to show their understanding of each word at the right, checking a dictionary as needed.

> consult   procession

> compute   commotion

Word Parts *com-, pro-, con-*

CORRECTIVE FEEDBACK

IF students cannot recognize word parts and use them to determine word meanings,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot use word parts to figure out word meanings may need more practice with word parts and their meanings.

- Display the word parts shown to the right and words such as the following: *concert, commit, compress, conjoin, proclaim, prolong.* Write a "word equation" for each word on one side of an index card. For example, *pro- + long = prolong.*

- Now use the meaning of the word part to write a meaning for each word on the other side of the card.

- Have partners use the cards as flashcards to practice solving the word equations and explaining the meaning of each word.

> **com, con = "with," "together"**

> **pro = "forward," "before"**

Make It Harder

Students who can use word parts to figure out word meanings may enjoy an extension activity.

- Have students create riddles related to words with the word parts *com-, con-,* and *pro-.*

- Tell students to write questions for partners to answer, such as the following: *If I look for something that is* compact, *do I want something big or small? If I try to* propel *something, do I want it to stay still or move? If you're in a* convoy, *are you alone or with others?*

- Allow time for partners to answer one another's questions, checking a dictionary as needed.

SIDE A
Word Parts *anti-, mid-, trans-*

Word parts are base words, roots, prefixes, and suffixes with specific meanings that contribute to the meaning of a word as a whole.

Connect to *myView Literacy*:
Word Parts *anti-, mid-, trans-*:
Unit 4, p. T86

See digital practice on SavvasRealize.com.

ROUTINE

STEP 1 \ INTRODUCE

Have a dictionary available to check meanings. Many English words combine word parts that have meaning. Recognizing word parts can help you figure out the meaning of an unfamiliar word.

STEP 2 \ MODEL

- Display the word parts *anti-, mid-,* and *trans-.* Explain that all are word parts that often appear at the beginning of words. Point to each one as you present its meaning.

- Model how to use the meaning of word parts to define *anticrime. Anti-* means "against" or "opposed." So when I hear about an *anticrime* program, I know that the purpose of the program is to oppose or prevent crime.

- Repeat the process with the word *midnight* (middle of the night) and *transatlantic* (across the Atlantic Ocean).

anti = "against," "opposed"

mid = "middle"

trans = "across," "through"

STEP 3 \ GUIDE PRACTICE

Display the words shown to the right. Which word means "changing from one language to another"? (*translation*) How do you know? (*trans-* means "across," as in across languages) Which word is likely to mean "someone who does not like being around others"? (*antisocial*) Which word is likely to mean "a central area of a town"? (*midtown*)

antisocial

midtown

translation

STEP 4 \ ON THEIR OWN

Have students write sentences to show their understanding of each word below, checking a dictionary as needed.

| antifreeze | midsize | transfusion | antihero | midwinter | transnational |

Word Parts *anti-, mid-, trans-*

CORRECTIVE FEEDBACK

IF students cannot recognize word parts and use them to determine word meanings,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot use word parts to figure out word meanings may need more practice with word parts and their meanings.

- Display the word parts shown to the right and words such as the following: *anticlimax, antitheft, midweek, midway, transplant, transoceanic.* Write a "word equation" for each word on one side of an index card. For example, *anti- + theft = antitheft.*

- Then use the meaning of the word part to write a meaning for each word on the other side of the card. Have students confirm meanings in a dictionary.

- Have partners use the cards as flashcards to practice solving the word equations and explaining the meaning of each word.

anti = "against," "opposed"

mid = "middle"

trans = "across," "through"

Make It Harder

Provide an extension activity for students who can use word parts to figure out word meanings.

- Have students create quiz questions related to words with the word parts *anti-, mid-,* and *trans-.*

- Tell students to write questions for partners to answer, such as the following: *Would an* antifraud *application help me or help a thief? Is a bird that is in* midair *flying or in its nest? Is a* transponder *more likely to show where I am or to hide my location?*

- Allow time for partners to answer one another's questions, checking a dictionary as needed.

Word Parts *sub-, super-*

Word parts are base words, roots, prefixes, and suffixes with specific meanings that contribute to the meaning of a word as a whole.

Connect to *myView Literacy:*
Word Parts *sub-, super-:*
Unit 4, p. T150

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Have a dictionary available to check meanings. Many English words combine word parts that have meaning. Recognizing word parts can help you determine the meanings of unfamiliar words.

STEP 2 \ MODEL

- Display the word parts *sub-* and *super-.* Explain that both are word parts that often appear at the beginning of words. Point to each word part as you present its meaning.

- Model how to use the meanings of word parts to define *superhero*. *Super-* means "over, above, beyond." So when I read about a *superhero,* I know that the character has powers that are beyond those of a regular person.

- Repeat the process with the word *subhead.* (a heading that is under, or of lesser importance than, a main heading)

> sub = "under, near"

> super = "over, above, beyond"

STEP 3 \ GUIDE PRACTICE

Display the words shown at the right. Which word likely means "the highest quality or degree"? (*superlative*) How do you know? (*super-* means "over, above") Which word is likely to mean "a nearby station"? (*substation*) Which word likely means "to replace or be better than"? (*supersede*) Which word likely means "a group that is part of a larger group"? (*subset*)

> subset

> substation

> supersede

> superlative

STEP 4 \ ON THEIR OWN

Have students write sentences to show their understanding of each word below, checking a dictionary as needed.

| subtitle | superstar | superimpose | supersize | subfloor |

Word Parts *sub-, super-*

CORRECTIVE FEEDBACK

IF students cannot recognize word parts and use them to determine word meanings,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot use word parts to figure out word meanings may need more practice with word parts and their meanings.

- Display the word parts shown to the right and the following words: *subtropics, subfreezing, subbasement, superhuman, superpower, superglue.* Have students write a "word equation" for each word on one side of an index card. For example, *sub-* + *tropics = subtropics.*

sub = "under, near"

super = "over, above, beyond"

- Say: Use the meaning of the word part to write a meaning for each word on the other side of the card. Help students check and confirm meanings.

- Have partners use the cards as flashcards to practice solving the word equations and explaining the meaning of each word.

Make It Harder

Students may enjoy an extension activity.

- Have students create a board game in which players move toward a goal by answering questions related to words with the word parts *sub-* or *super-.*

- Tell students to design a board with a starting point, a path forward, and an ending point. Then have them write questions for players to answer, such as these: *Where is a* subfloor *likely to be? Why might a* supercomputer *be useful?*

- Allow time for partners to play the game, answering questions to move forward a designated number of spaces.

Word Origins

A **word origin** is the language a base word or root comes from, such as Greek or Latin.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Have a dictionary available to check meanings. Many English words include word parts from other languages, such as Greek or Latin. Recognizing these word parts and their origins can help you figure out the meanings of unfamiliar words.

STEP 2 \ MODEL

- Display the words and read them aloud. I see *bio* in both words. *Bio* means "life," so these words are about life. *Logy* means "the study of" so *biology* is the study of life. *Graph* means "write or draw," so a *biography* is writing about someone's life.

- Use a similar process with *microscope* and *telescope. Scope* shows that both words are about looking at things. *Micro* means "small" so a *microscope* looks at small things. *Tele* means "far away," so a telescope looks at things that are far away.

- Repeat with the words that include the Latin root *dict,* which means "say": *edict* (say or announce what to do)*, verdict* (stating a judgment), and *dictate* (to say words to be written).

| biology |
| biography |

| microscope |
| telescope |

STEP 3 \ GUIDE PRACTICE

Display the words shown at the right. Which words relate to words or speaking? (*diction, dictionary*) How do you know? (*Dict* means "say.") Which word is likely to mean "a small part of a circuit"? (*microchip*) Which word means "sending data great distances"? (*telecom*) Which word means "a power source made from plants or other living things"? (*biofuel*)

diction	microchip
dictionary	telecom
biofuel	

STEP 4 \ ON THEIR OWN

Have students use the meanings of Greek and Latin word parts to define each word shown at the right, using a dictionary as needed.

| telecast | telegram |
| biohazard | contradict |

SIDE B
Word Origins

Make It Easier

Students who cannot use word origins and word parts to figure out word meanings may need more practice recognizing the word parts.

- Provide, or have students create, flashcards for words with common Greek and Latin word parts, such as those shown at the right.

- Display in random order a list of words that contain common word parts. Include words such as *microphone, microburst, microfilm, telegraph, televise, telephone, biologist, biometric, dictate, predict.*

- With your partner, identify common word parts and separate the flashcards into piles of words with similar origins. Allow time for students to use word part meanings to define the words, checking a dictionary as needed.

| micro = "small" |
| tele = "far away" |
| graph = "write or draw" |
| dict = "say" |
| bio = "life" |

Make It Harder

Students who can use word parts and origins to figure out word meanings may enjoy an extension activity.

- Have students create and write quiz questions or riddles that focus on the meanings of words with common origins. For example, *If someone could* teleport, *would they be far away or nearby?*

- Have partners exchange questions or riddles and then use their knowledge of word parts and origins to answer the questions. Prompt students to use a dictionary as needed.

Latin Roots *audi, rupt, scrib, spec*

A **root** is a word part that has meaning but usually requires a prefix, suffix, or another root to form a word.

Connect to *myView Literacy*:
Latin Roots *audi, rupt, scrib, spec*:
Unit 4, p. T276

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Have a dictionary available to check meanings. Many English words are based on words from Latin. Recognizing these roots and other word parts can help you determine the meanings of unfamiliar words.

STEP 2 \ MODEL

- Display the Latin roots *audi, rupt, scrib,* and *spec.* Point to each root as you review its meaning.

- Model how to use the meanings of roots to define *erupt. Rupt* means "burst." I know that when a volcano erupts, lava rushes out. That helps me figure out that *erupt* means "burst out."

- Model a similar process with the words *audience* (group that watches or listens)*, scribble* (to write in a messy way)*,* and *inspect* (to look over carefully).

audi = "hear"
rupt = "burst"
scrib = "write"
spec = "see"

STEP 3 \ GUIDE PRACTICE

Display the words shown at the right. Which word likely means "someone who writes"? (*scribe*) How do you know? (*scrib* means "write") Which word is likely to mean "a sudden break"? (*rupture*) Which word likely means "relating to sound or its recording"? (*audio*) Which word likely means "someone who watches"? (*spectator*)

audio	rupture
scribe	spectator

STEP 4 \ ON THEIR OWN

Have students use root meanings to determine the meaning of each word at the right, checking a dictionary as needed.

audition	interrupt
transcribe	spectacle

Latin Roots *audi, rupt, scrib, spec*

CORRECTIVE FEEDBACK

IF students cannot recognize Latin roots and use them to determine word meanings,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot use Latin roots to figure out word meanings may need more practice recognizing the roots.

- Provide, or have students create, a four-column chart with the Latin roots shown at the right as headings.

- Display in random order a list of words that contain the roots. Include words such as *auditorium, audible, audiobook, disrupt, eruption, interruption, describe, prescribe, subscribe, suspect, inspector,* and *spectacular.*

- Have partners identify the root in each word and write the word in the appropriate column. Allow time for them to use root meanings to determine the meanings of the words, checking a dictionary as needed.

audi = "hear"

rupt = "burst"

scrib = "write"

spec = "see"

Make It Harder

Extend the activity by challenging students to create root riddles or quiz questions.

- Have students create quiz questions or riddles that focus on the meanings of words with Latin roots. For example, *If a football player use*s *an* audible, *is it something you can see or something you can hear?*

- Have partners exchange questions or riddles and then use their knowledge of roots to answer the questions.

SIDE A

Consonant Changes

Consonant changes are changes in how a consonant is pronounced. Consonant sounds may change when a suffix is added, even when the new word is spelled with the same consonant.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Have a dictionary available to check or confirm spellings and pronunciations. The final consonant sound in some words may change when a suffix is added. Recognizing words with consonant changes can help you read and pronounce these words.

STEP 2 \ MODEL

- Display and read aloud the words, emphasizing the sound /t/ in *act* and the sound /sh/ in *action.* When the suffix *-ion* is added to the base word *act,* the new word is *action.* The sound /t/ changes to the sound /sh/, even though *action* is still spelled with a *t.*

| act | action |

- Repeat the process with *electric* and *electrician.* When the suffix *-ian* is added to the base word *electric,* the new word is *electrician.* The sound /k/ has changed to the sound /sh/, even though *electrician* is still spelled with a *c.*

| electric | electrician |

- Repeat the process with *create* and *creation.* Notice that the silent *e* in *create* is dropped when the suffix *-ion* is added.

| create | creation |

STEP 3 \ GUIDE PRACTICE

Display each pair of words and read them with students. Ask: What is the final sound of the base word? What suffix is added? How does the final sound of the base word change when the suffix is added? What spelling changes occur when the suffix is added?

public	publicity
donate	donation
politics	politician

STEP 4 \ ON THEIR OWN

Have partners alternate reading aloud the following sets of words: *critic/criticism, relate/relation, erupt/eruption, physics/physician.* Have them use a print or digital dictionary to confirm their pronunciations.

SIDE B
Consonant Changes

CORRECTIVE FEEDBACK

IF students cannot identify and pronounce words in which consonant sounds change when a suffix is added,

THEN model the process with additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from more practice with words with changes in consonant sounds.

- Display and read aloud *magic.* I see the suffix *-ian* is added in the second word. I'll try to pronounce every letter in *magician: magic-e-an.* That's not a word I know. I'll change the consonant sound /k/ at the end of *magic* to /sh/. What word does that make? (*magician*) Is that a word you know? (yes)

magic	magician

- Have partners use a similar process to read and pronounce more words in which the consonant sound changes when a suffix is added. Provide a list of words such as those at the right. Tell partners to check their pronunciations in a print or online dictionary.

elect	election
athletic	athleticism
adopt	adoption

Make It Harder

Students can extend the activity by forming and using more challenging words with suffixes.

- Display the words at the right. Have individuals add the suffix *-ion* or *-ian* to each word and write the new word. (*tactician, dictation, cosmetician, ignition*)

tactic	dictate
cosmetic	ignite

- Have partners check each other's spelling. Then have them pronounce the words and work together to write sentences using each word. Pairs can share and compare sentences.

Syllable Patterns

A **syllable** is a word part that has one vowel sound. There are six different syllable patterns.

Connect to *myView Literacy:*
Syllable Patterns: Unit 5, p. T94

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ **INTRODUCE**

Review that a syllable is a word part that has one vowel sound. There are six different syllable patterns. Recognizing syllable patterns in multisyllabic words can help us decode unfamiliar words. Review each syllable pattern and provide examples as needed.

> Syllable Patterns
> • closed
> • open
> • VC*e*
> • *r*-controlled
> • vowel team
> • final stable syllable

STEP 2 \ **MODEL**

- Display the word *bugle.* To divide and read this word, I will look for the syllable patterns. I see two syllable patterns: the open syllable *bu,* and the final stable syllable consonant + *le, gle.*

- Determine which syllable division rule applies. I divide the word after the first vowel *u.* That also keeps the consonant + *le* syllable pattern together.

- Read aloud each syllable and then blend the syllables to read the word: bu/gle, *bugle.* Repeat with *exercise.*

> bugle
>
> bu / gle
>
> exercise
>
> ex / er / cise

STEP 3 \ **GUIDE PRACTICE**

Display the word *retain.* What syllable patterns do you see? (open, vowel team) Where do we divide? (after the first vowel) Divide the word. Read aloud each syllable and then read the word. (re/tain, *retain*) Repeat with *acrobat.*

> retain   re / tain
>
> acrobat   ac / ro / bat

STEP 4 \ **ON THEIR OWN**

Have students identify the syllable patterns in each of the following words. Then have them divide the word, read aloud each syllable, and then blend the syllables to read the word.

| circulate | particular | environment | rectangle | beaver |

(cir/cu/late, par/tic/u/lar, en/vi/ron/ment, rec/tan/gle, bea/ver)

Syllable Patterns

CORRECTIVE FEEDBACK

IF students have difficulty identifying syllable patterns in multisyllabic words,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify syllable patterns in multisyllabic words may benefit from an activity to help them recognize syllable patterns.

- Display the six syllable patterns and review each one.

- Provide partners with a set of these word cards.

complete	explain	understand	moment	rectangle	repair
snowflake	daydream	rotator	canine	tabletop	predict

- Group the words based on the six syllable patterns. Then explain how you grouped the cards. The words will fit into multiple groups.

- Then have partners take turns reading aloud the words.

Make It Harder

Students who can identify syllable patterns in multisyllabic words may enjoy a word-building activity.

- Display syllables *er, ate, gen*. Have students identify each syllable type. Then say the word *generate*. Have students write the syllables in the correct order to spell the word.

- Provide word cards with the following syllables. Have partners work together to build two- and three-syllable words. (Possible words: *graduate, interest, organize, scientist, artist, insulate, entertain, driven, noble, simple*)

ar	ate	ble	driv	en	est	gan	grad	in	int	ize
late	no	or	ple	sci	sim	su	tain	ter	tist	u

- Challenge students to build more words using additional syllables.

Multisyllabic Words

Multisyllabic words are words that have more than one syllable. A **syllable** is a word part that has one vowel sound.

Connect to *myView Literacy:*
Multisyllabic Words: Unit 5, p. T156

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Multisyllabic words can be difficult to read. Recognizing syllable patterns and familiar word parts can help you decode longer words.

STEP 2 \ MODEL

- Display the word at the right, using slashes to show syllable divisions as you point them out. When I decode a multisyllabic word like this, first I look for familiar word parts. In this word, I see the prefix *dis-* and the suffix *-ment.*

  dis / appoint / ment

- Continue, pointing out the VCCV syllable pattern. I notice the VCCV pattern *appo* in *appoint,* so I know I can divide the word between the two consonants: *ap/point.* Now I can decode the multisyllabic word: *dis/ap/point/ment.*

  dis / ap / point / ment

- Repeat the process with the words shown at the right. Model identifying other syllable patterns, such as CVC (*cor* in *incorporate*) and CVVC (*di/ag* in *diagnosis*).

  in / cor / po / rate

  oc / cu / pa / tion

  di / ag / no / sis

STEP 3 \ GUIDE PRACTICE

Display the words *correspondent, disadvantage, institution,* and *recovery*. Prompt students to syllabicate and read aloud each word by asking the following questions: What familiar word parts do you see? What syllable patterns do you see? How does the syllable pattern help you to decode the word?

STEP 4 \ ON THEIR OWN

Have students syllabicate and then read aloud each word below. Have them use a print or digital dictionary to confirm their syllabication.

| probability | professional | excellent | speculation |

Multisyllabic Words

CORRECTIVE FEEDBACK

IF students cannot recognize word parts and syllable patterns to decode multisyllabic words,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot divide multisyllabic words by their syllable patterns may need more support with identifying syllable patterns.

- Remind students of the six syllable types: closed, open, VC*e, r*-controlled, vowel team, and final stable syllables.

- Display the word *concentrate.* Which letters are vowels? (*o, e, a, e*) Write *V* above each vowel. Which letters are consonants? (*c, n; c, n; tr; t*) Write *C* above each consonant. Elicit that syllables *con* and *cen* are closed because the vowel sounds are short. Guide students to identify the VC*e* pattern in *trate.* Then help students point out the CVC/CVC/CVC*e* patterns.

- Have partners work together to identify other syllable patterns using the words shown at the right. Guide students as needed.

concentrate

studious

subtraction

comparison

complexity

Make It Harder

Challenge students to identify familiar word parts, syllable patterns, and open and closed syllables in longer words.

- Remind students that multisyllabic words often include different syllable patterns. Display the following words.

elimination	relationship	satisfactory	priority	technological

- Have partners work together to divide syllables and read aloud each word, checking a dictionary as needed. Encourage them to use their knowledge of syllable types and patterns to divide each word. Confirm or correct as needed.

Schwa

The **schwa** sound is the vowel sound in an unstressed syllable that is neither long nor short.

Connect to *myView Literacy:*
Schwa: Unit 5, p. T220

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

In words with more than one syllable, some syllables are emphasized, or stressed, and some are unstressed. In many words, the vowel sound in an unstressed syllable is neither long nor short. The vowel in the syllable spells the sound /uh/. This is called the schwa sound.

STEP 2 \ MODEL

- Display and read aloud *engineer. Engineer* has one unstressed syllable. Underline the second syllable. The vowel sound *i* in the second syllable is not long or short. The vowel spells the schwa sound, /uh/. /en'/ /juh/ /nēr'/, *engineer.*

engineer
en' / gi / neer'

- Display and read *banana. Banana* has two unstressed syllables. Underline the first and last syllables. The vowel sound in the first and last syllables is neither long nor short. The *a* in both syllables spells the schwa sound, /uh/. /buh/ /nan'/ /uh/, *banana.*

banana
ba / nan' / a

- Repeat with the words *elephant, benefit,* and *support.* Point out that any vowel can spell the schwa sound.

STEP 3 \ GUIDE PRACTICE

Display *telephone.* Listen for the schwa sound. /tel'/ /uh/ /fōn'/. How many syllables? (three) Which syllable has the schwa sound? (the second syllable) Say the word again. (*telephone*) Repeat with *animal, president, medium, festival.*

telephone

STEP 4 \ ON THEIR OWN

Distribute word cards with the following words. Have students divide and read each word. Have them underline the syllable(s) with the schwa sound.

towel	alphabet	permanent	harmony
(tow / el)	(al / pha / bet)	(per / ma / nent)	(har / mo / ny)

Schwa

CORRECTIVE FEEDBACK

IF students have difficulty reading words with the schwa vowel sound,

THEN model how to read words with the schwa sound again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read words with the schwa vowel sound may benefit from reading only two-syllable words with the schwa sound.

- Display the following words.

| amount | nickel | parrot | upon | tuna |

- Point to *amount*. Divide the word into syllables, read each syllable, and then read the word.

- Have students underline and read aloud the syllable that has the schwa sound. Then have them read aloud the whole word.

- Repeat with the remaining words.

| amount |
| a / mount |
| a̲ / mount |

Make It Harder

Provide an extension activity for students who can read words with the schwa vowel sound.

- Have students look through classroom texts and write a list of words with the schwa vowel sound. Have them create word cards for their words and confirm schwa sounds in a dictionary.

- Assign partners. Have them create a five-column chart labeled with each vowel letter, *a, e, i, o, u*. Then have them combine their word cards and place them face down in a pile.

- Have students take turns turning over a card, reading aloud the word, and writing it under the vowel letter that has the schwa sound. Note that words with more than one schwa sound may be written in more than one column.

Vowel Changes

Vowel changes are changes in how a vowel is pronounced. Vowel sounds may change when an ending is added, even when the new word is spelled with the same vowel.

Connect to *myView Literacy:*
Vowel Changes: Unit 5, p. T274

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Sometimes the vowel sound in a word changes after an ending is added to that word. Recognizing words with vowel changes can help you read and pronounce these words.

STEP 2 \ MODEL

- Display the word *define*. The vowel *i* in *define* spells the long *i* vowel sound. When I add the suffix *-tion* to *define,* it changes the vowel sound to short *i.* Listen: *definition.* Point out that when you add an ending to some base words, letters may be dropped from or added to the base word.

define + tion = definition

- Display the word *excel*. The second vowel *e* in *excel* spells the short *e* vowel sound. When I add the ending *-ence,* it changes the vowel sound to the schwa, sound /uh/. Listen: *excellence.* Point out that when you add an ending to some base words, letters may be added to the base word.

excel + ence = excellence

STEP 3 \ GUIDE PRACTICE

Display the chart. Work with students to add the ending to each word and tell how the vowel sound changes. Guide students to use a dictionary if needed to check how the new word is spelled and how the pronunciation of the vowel changes. Remind students that sometimes the spelling of the base word changes when an ending is added to it.

invite	ation
cycle	ic
divide	sion
confide	ence

STEP 4 \ ON THEIR OWN

Have students write words with the following endings: *-ic, -sion,* and *-ence*. Then have students read aloud the words, idenitfy the base words, and discuss how the vowel sounds in the base words change when the ending is added.

SIDE B
Vowel Changes

Make It Easier

Students who struggle with how vowel sounds change may benefit from first reviewing base words and endings with spelling changes.

- Explain to students that you can add endings to base words to form new words. Display the word *pollute.* I can add the ending *-tion* to this word to form a new word. Write the word *pollution*. Point out that the spelling of the base word *pollute* changes when you add the ending *-ion.* I dropped the final *e* when I added the ending to the word *pollute.*

- Point out that base words sometimes change when an ending is added. Explain that letters may be added or dropped. Then guide students through the following spelling changes when endings are added to a base word.

innocent + ence = innocence	intrude + sion = intrusion	repel + ent = repellent

Make It Harder

Students who can tell how vowel sounds change when endings are added to a word may be ready to build new words with endings.

- Have partners work together to add endings to the words *produce, serene, revise, believe, scene,* and *create.*

- Then have them check that the new words are real words, pronounce the words with and without endings, and tell how the spelling and the vowel sound changes when the ending is added to each word. Students can use a dictionary as needed.

High-Frequency Words

By critically analyzing classroom sight word lists, teachers can identify regularly spelled and temporarily irregularly spelled words that may be suitable for explicit graphophonemic instruction as opposed to whole-word reading and spelling approaches.

Decodable High-Frequency Words

High-frequency words are the words that appear most often in our written language. **Decodable high-frequency words** are high-frequency words that have previously-learned sound-spelling patterns.

ROUTINE

STEP 1 \ INTRODUCE

Today, we will practice blending high-frequency words. These are the words that we will see often while reading. We can blend these words using sound-spellings and word parts that we already know.

STEP 2 \ MODEL

- Display the word *chance.* This is the word *chance.* There is a 90 percent *chance* of rain tomorow. Repeat and spell the word.

- Discuss the word parts that students have previously learned. I will look for parts of the word that we know. In *chance,* /ch/ is spelled *ch;* /an/ is spelled *an;* and /s/ is spelled *ce.*

- Listen carefully as I blend the word: /ch/ /an/ /s/, *chance.* Cover the word and spell it.
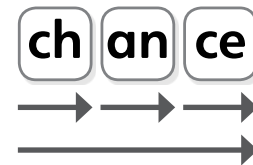
ch	an	ce

STEP 3 \ GUIDE PRACTICE

- Discuss the word parts again. Let's blend and read the word together: /ch/ /an/ /s/: *chance.*

- Think about what the word *chance* looks like. Write *chance* as you spell it: *c, h, a, n, c, e, chance.*

STEP 4 \ ON THEIR OWN

- Cover the word. Have students practice spelling it from memory. Show the word again. Students then check the spelling of the word and use it in a sentence.

- Have students write the word and practice reading and spelling it several times.

SIDE B

Decodable High-Frequency Words

CORRECTIVE FEEDBACK

IF students cannot segment and blend decodable high-frequency words,

THEN model how to segment and blend decodable words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode high-frequency words may practice segmenting by using word cards.

- Create individual cards for each student with the following words: *value, evening, chance,* and *yourself.*

- Display the word *value.* This is the word *value.* Look for word parts that you know. In this word, /val/ is spelled *val,* and /ū/ is spelled *ue.* Blend and read the word.

- Have students use scissors or a pencil to divide the word card into parts that they know. Turn the parts of the word card over.

- Now write the word as you spell it. Students use the word in a sentence. Repeat for the other words.

Make It Harder

Students who can decode high-frequency words may work with a partner to decode and spell other words and use them in sentences.

- Create cards with the following words: *evening, exercise, value, yourself.*

- One student chooses a card and reads the word. The second student uses letter tiles to spell the word. They then check the spelling of the word. The second student chooses a card and the first student then spells it with letter tiles.

- Have students use each of the words in a sentence. They then write the sentences.

SIDE A

Non-Decodable High-Frequency Words

High-frequency words are the words that appear most often in our written language. **Non-decodable high-frequency words** are high-frequency words that do not follow a regular sound-spelling pattern *or* the sound-spelling patterns have not been previously learned.

ROUTINE

STEP 1 \ INTRODUCE

Today, we will practice reading irregular high-frequency words, or words which may not follow a regular sound-spelling pattern.

STEP 2 \ MODEL

- Display the word *business.* This is the word *business.* My dad started his own *business.* Spell the word and repeat it again.

- I will look for some word parts that we know. In *business,* /b/ is spelled *b* and /nəs/ is spelled *n, e, s, s.* Discuss the word parts that students know.

- Now I will look for irregular word parts. I will circle *us,* because in *business,* /iz/ is spelled *us.* I will circle *i* because it is silent.
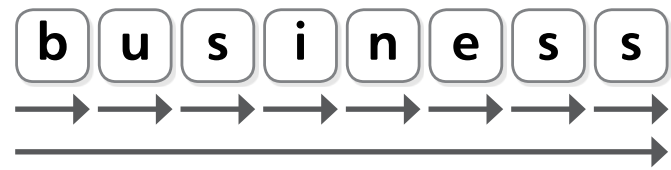
| b | u | s | i | n | e | s | s |

STEP 3 \ GUIDE PRACTICE

- Let's read the word together: *business.*

- Think about what the word *business* looks like as you spell the word. Which parts are irregular? (*u, s, i*)

STEP 4 \ ON THEIR OWN

- Cover the word. Write the word and circle the irregular parts. Discuss the order of the letters.

- Cover the word again. Have students write it from memory several times. Students then check their spelling and use the word in a sentence.

SIDE B

Non-Decodable High-Frequency Words

CORRECTIVE FEEDBACK

IF students cannot read the non-decodable high-frequency words,

THEN model how to identify the regular and irregular sound-spelling patterns, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read non-decodable high-frequency words may practice identifying the irregular parts and reading and spelling easier words.

- Create individual cards for the following words: *plural, similar, woman, workers.*

- Display and read the word *woman* and use it in a sentence. Students repeat the word and spell it.

- Provide each student with the *woman* word card. Look for the irregular word parts and circle them. In the word *woman,* the sound /ů/ is spelled *o.*

- Write *woman* as you spell it. Cover the word and have students practice writing it from memory. Repeat these steps for the remaining words.

Make It Harder

Students who can read non-decodable high-frequency words may work in pairs to read and spell more difficult words.

- Create cards with the following words: *experience, conditions, adjective, solution, rhythm,* and *especially.*

- Each student chooses a card. Students work together to identify the irregular sound-spellings. They then use letter tiles to spell their word. They scramble the letters from their word and pass the letters to their partner.

- The partner unscrambles the word. Students check the spelling of the word and use it in a sentence. They then write the sentences.

Syllable Patterns

Students understand the challenges that come along with being unable to read words accurately and fluently. Increased skill in decoding multisyllabic words promotes students' continued development as proficient readers, as well as supporting their achievement into the upper elementary grades and beyond.

—Dr. Jessica R. Toste, Kelly J. Williams, and Philip Capin

Reading Big Words: Instructional Practices to Promote Multisyllabic Word Reading Fluency (2016)

Intervention in School and Clinic 1–9 © Hammill Institute on Disabilities 2016

Closed Syllables

A **closed syllable** is a syllable that ends with a consonant and usually has a short vowel.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Closed syllables end in a consonant and usually have a short vowel sound. There are many words that you know with closed syllables—words such as *basket* and *tennis.* Recognizing the closed syllable pattern can help you read multisyllabic words.

STEP 2 \ MODEL

- Display the word *transformation. Transformation* is a word with four syllables. Listen: *trans* (tap) *for* (tap) *ma* (tap) *tion* (tap). Draw a line between each syllable.

- The first syllable, *trans-,* is a closed syllable because it has the short vowel sound /a/ (underline *a*) and ends with the consonant *s* (circle *s*). The other syllables are not closed because *-for-* has an *r*-controlled vowel, *-ma-* ends in the vowel *a,* and *-tion* is a final stable syllable. Repeat with the word *unprofessional.*

| transformation |

| unprofessional |

STEP 3 \ GUIDE PRACTICE

Display *indiscretion.* What are the syllables in *indiscretion?* Segment aloud: *in* (tap) *dis* (tap) *cre* (tap) *tion* (tap). Draw a line between each syllable. The first syllable, *in-,* has the short *i* vowel sound, /i/ (underline *i*), and ends with the consonant *n* (circle *n*). Is *in-* a closed syllable? (yes) Is the second syllable, *-dis-,* a closed syllable? (Yes, it is closed because it has a short *i* vowel sound, /i/, and ends in the consonant *s.*) Are the last two syllables, *-cre-* and *-tion,* closed syllables? (no) Repeat with *misguided.*

| indiscretion |

| misguided |

STEP 4 \ ON THEIR OWN

Draw a line between the syllables in each of the words at the right. Then, determine if each syllable is closed by underlining the vowel and circling the final consonant in each syllable.

| irreplaceable |

| dominant |

SIDE B
Closed Syllables

CORRECTIVE FEEDBACK

IF students cannot identify closed syllables,

THEN model how to identify closed syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify closed syllables may benefit from a review of syllable segmentation and the closed syllable pattern.

- Closed syllables often have one short vowel and end in a consonant. Display the word *connected.* What are the syllables in *connected?* Listen: *con* (tap) *nect* (tap) *ed* (tap). Draw a line between each syllable.

- Which syllables have a short vowel and end in a consonant? (All three: *con-, -nect-,* and *-ed*) Underline the vowels and circle the consonant in each closed syllable. Repeat with *unraveling.*

- Provide partners with a set of these word cards. Work together to draw a line between syllables in each word. Underline the closed syllables in each word. Write a V above each short vowel and a C above each final consonant in the closed syllables. Guide students as needed.

connected

unraveling

permission

subjected

development

Make It Harder

Students who can identify closed syllables can extend the activity by practicing with a partner.

- Have students find and write a list of five multisyllable words that they find in classroom texts.

- Partners then exchange lists and circle the closed syllables in each word.

- Have partners check each other's work, reading aloud the circled closed syllables and checking the dictionary as needed.

SIDE A
Open Syllables

An **open syllable** is a syllable that ends with a long vowel sound.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Today we are going to focus on syllables that end with a long vowel sound, words such as *remote* or *secret.* These are called open syllables. Recognizing the open syllable pattern can help you read longer, multisyllabic words.

STEP 2 \ MODEL

- Display the word *radio.* The word *radio* has three syllables. Tap fingers to segment syllables : *ra* (tap) *di* (tap) *o* (tap). Draw a line to divide the syllables. (ra/di/o)

- The first and third syllables, *ra-* and *-o,* are open syllables because they both end in long vowel sounds. *Ra-* ends with the vowel sound /ā/ and *-o* ends with the vowel sound /ō/. Underline the *a* and *o* in both syllables. Repeat with *pretending.*

radio

pretending

STEP 3 \ GUIDE PRACTICE

Display *calculator. Calculator* has four syllables: *cal* (tap) *cu* (tap) *la* (tap) *tor* (tap). Draw a line between syllables. The third syllable, *la,* ends in the long *a* vowel sound, /ā/. Is *-la-* an open syllable? (Yes, because it ends in a long vowel.) Underline *a.* Are there any other open syllables? (No, because they do not end with a long vowel sound.) Repeat with *alligator.*

calculator

alligator

STEP 4 \ ON THEIR OWN

Draw a line between the syllables in each of the words at the right. Then, determine if each syllable is open by underlining the long vowel at the end of the syllable.

refrigerate

pacifier

abbreviate

Open Syllables

CORRECTIVE FEEDBACK

IF students cannot identify open syllables,

THEN model how to identify open syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify open syllables may benefit from identifying open syllables in two-syllable words.

- Display the word *driver.* The word *driver* has two syllables: *dri* (tap) *ver* (tap). Draw a line between the syllables. What is the vowel sound at the end of the first syllable, *dri-?* (/ī/). Then, *dri-* is an open syllable because it ends in a long vowel. Underline the vowel *i.* Is *-ver* an open syllable? (No, because it ends in the consonant *r.*) Repeat with *silent.*

driver

silent

- Read and write these words. Draw lines to divide the syllables in each word. If the syllable is open, underline the long vowel at the end of the syllable.

cement

polo

famous

Make It Harder

Students who can identify open syllables can extend the activity by practicing with a partner.

- Students should find and write four multisyllabic words from classroom texts.

- Partners then exchange lists and circle the open syllables in each word.

- Have partners read aloud the open syllables they circled.

Closed and Open Syllables: Reading

Applying syllabication skills to reading leads to increased fluency and stronger comprehension.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Today we are going to use what we have learned about closed and open syllables to help us while we read.

STEP 2 \ MODEL

- I am going to read this sentence. If I come to words I don't know, I will look for closed and open syllables to help me read the words. Read the sentence. Pause at *documents.* I am not sure what this word is. I see the vowel *o* and the consonant *c* after the vowel. Sound out /doc/ with emphasis on the sound /o/ and the consonant *c. Doc-* is a closed syllable. This word is *documents.* Continue reading.

- Pause at *priority.* I am not sure what this word is. I see the vowel *i* in the first syllable, but there is no consonant after it. I wonder if this is an open syllable. Sound out /prī/ with emphasis on the sound /ī/. *Pri-* is an open syllable. This word is *priority.* Reread the sentence.

> **The documents on the table are high in priority.**

STEP 3 \ GUIDE PRACTICE

Let's read this sentence together. If we come to words we don't know, we will pause and use our knowledge of closed and open syllables to help us read the words. Use the instruction in Step 2 to guide students' reading of the sentence at the right. Pause at *information* (closed syllable, *in-*; open syllable, *-ma-*) and *basic* (open syllable, *ba-;* closed syllable, *-sic*).

> **Kip said the information is pretty <u>basic</u>.**

STEP 4 \ ON THEIR OWN

Ask students to read the sentence at the right. Remind them to look for closed and open syllables to help them.

> **Look at the <u>grasshopper</u> <u>preparing</u> for <u>winter</u>.**

Closed and Open Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read words with closed and open syllables in sentences,

THEN model how to read words with closed and open syllables in sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read words with closed and open syllables in sentences may benefit from more explicit instruction on identifying closed and open syllables.

- Display the word *decorate.* Let's read this word together: *decorate. Decorate* begins with a closed syllable, *dec-.* It is a closed syllable because it has the short vowel, /e/, and ends with a consonant, *c.* Underline the vowel *e* and circle the consonant *c.* Let's say the closed syllable together: *dec-.* Now, let's read the whole word together: *decorate.*

- Display the word *protection.* Let's read this word together: *protection. Protection* begins with an open syllable, *pro-.* It is an open syllable because it ends with the long vowel, /ō/. Underline the vowel *o.* Let's say the open syllable together: *pro-.* Guide students to identify *-tec-* as a closed syllable. Now, let's read the whole word together: *protection.*

- Display the words at the right. *Creative.* What is the first syllable in *creative?* (*cre-*) Is it a closed syllable or open syllable? (open syllable). How do you know? (*cre-* ends with the vowel sound /ē/.) Underline the vowel *e.* Repeat with *submission* and the syllable *sub-* as a closed syllable.

- Repeat with the words at the right. Call on individual students to read the words. Then, ask students to identify the first syllables as either closed or open syllables. Ask students to explain their responses.

decorate

protection

creative

submission

<u>o</u>ctopus (closed)

remember (open)

<u>i</u>ncluded (closed)

Make It Harder

Students who can read closed and open syllables in sentences can enhance their understanding by writing and reading extended sentences.

- Ask students to work with a partner. Each student should write a sentence with at least three multisyllabic words. The multisyllabic words should have closed and open syllables.

- Partners should exchange sentences and then take turns reading the sentences.

VC*e* Syllables

Syllables with the **vowel-consonant-silent *e* (VC*e*)** pattern have a long vowel and end with a silent *e.*

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Today we are going to focus on syllables with the vowel-consonant-silent-*e* (VC*e*) *pattern*. Syllables with the VC*e* pattern have a long vowel sound and a final silent *e.* There are many words that you know with the VC*e* pattern—words like *tribe* and *game*. Recognizing the VC*e* syllable pattern can help you read longer, multisyllabic words.

STEP 2 \ MODEL

- Display the word *accelerate. Accelerate* has four syllables. Tap fingers to segment syllables: *ac* (tap) *cel* (tap) *er* (tap) *ate* (tap). Draw a line to divide the syllables. (ac/cel/er/ate)

- The last syllable, *-ate,* has the VC*e* pattern because it has the long *a* vowel sound, /ā/ and a final silent *e.* Underline the *a* and circle the final *e* in *-ate.* Repeat with *trombone.*

accelerate

trombone

STEP 3 \ GUIDE PRACTICE

Display *recompose. Recompose* has three syllables: *re* (tap) *com* (tap) *pose* (tap). Draw a line between syllables. The first syllable, *re-,* does not have a VC*e* syllable pattern. It ends with a long vowel sound, /ē/, so it is an open syllable. Is the second syllable, *-com-,* a VC*e* syllable? (No, because *-com-* has a short vowel and ends with a consonant. It is a closed syllable). Is the third syllable, *-pose,* a VC*e* syllable? (Yes, because it has the long vowel sound, /ō/, and ends in the silent *e.*) Underline the *o* and circle the final *e* in *-pose.* Repeat with *lemonade.*

recompose

lemonade

STEP 4 \ ON THEIR OWN

Draw a line between the syllables in each of the words at the right. Then, determine if each syllable has a VC*e* pattern by underlining the long vowel and circling the silent *e* at the end of the syllable.

reactivate

expedite

complicate

SIDE B

VC*e* Syllables

Make It Easier

Students who cannot identify VC*e* pattern syllables may benefit from a review of identifying the VC*e* pattern in two-syllable words.

- Display *provide.* The word *provide* has two syllables: *pro* (tap) *vide* (tap). The first syllable, *pro-,* is an open syllable because it ends with the long *o* vowel sound, /ō/. The second syllable, *-vide,* is a VC*e* syllable because it has the long *i* vowel sound, /ī/, and ends with a silent *e.* Repeat with *homemade.*

- Read and write the words at the right. Ask students to underline the VC*e* syllable in each word.

provide
homemade
promote
stampede
compile

Make It Harder

Students who can identify VC*e* syllables in words can extend the activity by practicing with a partner.

- Have students find and write a list of five multisyllable words that they find in classroom texts.

- Partners then exchange lists and circle the VC*e* syllables in each word.

- Have partners check each other's work, reading aloud the circled syllables and checking the dictionary as needed.

r-Controlled Vowel Syllables

An ***r*-controlled syllable** has a vowel followed by the letter *r* that has neither a long nor a short vowel sound, but an *r*-controlled vowel sound.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

An *r*-controlled syllable has a vowel followed by the letter *r* that has neither a long nor a short vowel sound, but an *r*-controlled vowel sound. Today we are going to learn about syllables with the vowel patterns *ar, er, ir, or,* and *ur*.

STEP 2 \ MODEL

- Display *hammering.* The word *hammering* has three syllables. Tap fingers to segment syllables: *ham* (tap) *mer* (tap) *ing* (tap).

- The first syllable, *ham-,* is a closed syllable. The second syllable, *-mer-,* has the vowel *e* followed by *r,* so it is an *r*-controlled syllable. Underline *er.* The third syllable, *-ing,* is an inflected ending. Repeat with the word *squirted.*

hammering

squirted

STEP 3 \ GUIDE PRACTICE

- Display *remember. Remember* has three syllables: *re* (tap) *mem* (tap) *ber* (tap). Draw a line between syllables. Which syllable has an *r*-controlled syllable? (The third syllable, *-ber,* because it has the vowel *e* followed by the consonant *r.*)

- Repeat with *disturbed.*

remember

disturbed

STEP 4 \ ON THEIR OWN

Read each word aloud and draw a line between the syllables. Identify the syllables with the *r*-controlled vowel pattern by underlining the vowel and *r* in each *r*-controlled syllable.

carpeted

exporting

furniture

r-Controlled Vowel Syllables

CORRECTIVE FEEDBACK

IF students have difficulty identifying *r*-controlled pattern syllables,

THEN model how to read *r*-controlled pattern syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read the syllables in multisyllabic words with *r*-controlled vowels may benefit from practice with two-syllable words that have an *r*-controlled syllable.

- Display the word *rubber. Rubber* has two syllables: *rub* (tap) *ber* (tap). Draw a line between syllables. The first syllable, *rub-,* is a closed syllable. Underline *er* as you say: The second syllable, *-ber,* is an *r*-controlled vowel syllable because it has the vowel *e* followed by the consonant *r.* Have students repeat the word. Repeat with *story.*

rubber

story

- Have students write the words below. Underline the *r*-controlled vowel pattern and then read the words aloud with a partner.

surfing	alert	garlic	chorus

Make It Harder

Students who can read multisyllabic words with an *r*-controlled vowel pattern may be ready to write words with these *r*-controlled vowel patterns.

- Create lists of words for each of the *r*-controlled vowel patterns.

- Then, find a partner and take turns reading aloud the words on your list.

- Finally, write sentences using words with each of the *r*-controlled vowel patterns.

VC*e* and *r*-Controlled Vowel Syllables: Reading

Applying syllabication skills to reading leads to increased fluency and stronger comprehension.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Today we are going to use what we have learned about vowel-consonant-silent *e*, or VC*e,* syllables and *r*-controlled vowel syllables to help us while we read.

STEP 2 \ MODEL

- I am going to read this sentence. If I come to words I don't know, I will look for VC*e* and *r*-controlled vowel syllables to help me read the words. Read the sentence. Pause at *merchant.* I am not sure what this word is. I see the vowel *e* followed by the letter *r.* This means the first syllable might be an *r*-controlled vowel syllable: *mer-.* This word is *merchant.* Continue reading.

- Pause at *obsolete.* I am not sure what this word is. I see the closed syllables *ob-* and *-sol-.* What is the third syllable? I see the syllable ends with an *e,* which makes the *e* at the start of the syllable a long *e,* /ē/. The syllable is *-ete.* This word is *obsolete.* Reread the sentence.

> **The merchant sold us gems that are becoming obsolete.**

STEP 3 \ GUIDE PRACTICE

Let's read this sentence together. If we come to words we don't know, we will pause and use our knowledge of VC*e* and *r*-controlled vowel syllables to help us read the words. Use the instruction in Step 2 to guide students' reading of the sentence at the right. Pause at *handlebar* (*r*-controlled, *-bar*) and *devastate* (VC*e, -tate*).

> **Slipping off the handlebar would devastate the gymnast.**

> **Please focus during rehearsal to ensure a complete practice before showtime.**

STEP 4 \ ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for VC*e* and *r*-controlled vowel syllables to help them.

> **Look at the remarkable upgrade they made in the kitchen!**

VC*e* and *r*-Controlled Vowel Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read words with VC*e* and *r*-controlled vowel syllables in sentences,

THEN model how to read words with VC*e* and *r*-controlled vowel syllables in sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read words with VC*e* and *r*-controlled vowel syllables in sentences may benefit from more explicit instruction on identifying VC*e* syllables in words.

- Display the word *extreme.* Let's read this word together: *extreme. Extreme* ends with a VC*e* syllable, *-treme.* It is a VC*e* syllable because it ends with the vowel *e,* which makes the first vowel *e* long: /ē/. Underline the vowels *e* and *e.* Let's say the VC*e* syllable together: *-treme.* Now, let's read the whole word together: *extreme.*

extreme

- Display the word *bracelet.* Let's read this word together: *bracelet.* What is the first syllable in *bracelet?* (*brace-*) Is *brace-* a VC*e* syllable? (yes) How do you know? (*Brace-* is a VC*e* syllable because it ends with the vowel *e* that makes the vowel *a* long: /ā/.) Underline the vowels *a* and *e.* Let's say the VC*e* syllable together: *brace-.* Now, let's read the whole word together: *bracelet.*

bracelet

- Repeat with the words at the right. Call on individual students to read the words. Then, ask students to identify the VC*e* syllable in each word. Ask them to underline the long vowel and vowel *e* in each word.

spac<u>e</u>craft
post<u>pone</u>
sec<u>ede</u>

Make It Harder

Students who can read VC*e* and *r*-controlled vowel syllables in sentences can enhance their understanding by writing and reading extended sentences.

- Ask students to work with a partner. Each student should write a sentence with at least two multisyllabic words. One word should have a VC*e* syllable, and one word should have an *r*-controlled vowel syllable.

- Partners should exchange sentences and then take turns reading the sentences.

Vowel Team Syllables

Vowel team syllables have letter combinations that spell one vowel sound. A vowel team can represent a long, short, or diphthong vowel sound.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

A vowel team is a syllable with two letters that spell one vowel sound. A vowel team syllable can have a long, short, or diphthong vowel sound. Different vowel teams can spell the same sound, like the /ē/ sound spelled with *ee* and *ea.* The same vowel team can also spell different sounds, like the *oo* in *book* and *cool.* Recognizing the vowel team syllable patterns can help us read multisyllabic words.

STEP 2 \ MODEL

- Display *beachfront.* The word *beachfront* has two syllables. Tap fingers to segment syllables: *beach* (tap) *front* (tap).

- The first syllable, *beach-,* has the long *e* vowel sound, /ē/, made by the vowel team *ea,* so it is a vowel team syllable. Underline *ea.* Repeat with the word *discounted.*

beachfront

discounted

STEP 3 \ GUIDE PRACTICE

Display *retrieval. Retrieval* has three syllables: *re* (tap), *trie* (tap), *val* (tap). Draw a line between syllables. Which syllable has a vowel team? (The second syllable, *-trie-.* The vowel team *ie* spells the sound /ē/ in the syllable.) Repeat with the word *meaningfully.*

retrieval

meaningfully

STEP 4 \ ON THEIR OWN

Read each word aloud and draw a line between the syllables. Identify the vowel team syllable pattern by underlining the two vowels in the vowel team.

reasonably

mountainside

peacock

Vowel Team Syllables

CORRECTIVE FEEDBACK

IF students have difficulty reading vowel team syllables,

THEN model how to read vowel team syllable patterns, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read multisyllabic words with a vowel team pattern may benefit from practice with two-syllable words.

- Display the word *piercing.* The word *piercing* has two syllables. Tap fingers to segment syllables: *pierc* (tap) *ing* (tap). Underline the vowel team *ie* as you say: The first syllable has the vowel team *ie.* Therefore, *pierc-* is a vowel team syllable. What sound does the vowel team *ie* in *pierc-* spell? (*ie* in *pierc-* spells the sound /ē/). Have students repeat the word. Repeat with *cloudy.*

piercing

cloudy

- Have students write the words below. Underline the two vowels in each word that make a vowel team, and then read the words aloud with a partner.

piecrust	loudly	speaking

Make It Harder

Students who can identify and read multisyllabic words with a vowel team pattern may be ready to use the words in a sentence.

- Have partners choose a familiar text. Work together to look for words that have a vowel team pattern. When you find a word, write it down and read it aloud.

- Create a list of multisyllabic words with the vowel team syllable pattern.

- Finally, write three sentences using some of the words on your list.

Final Stable Syllable Consonant -*le*

A **final stable syllable** is a syllable that ends with a consonant plus the letters *l* and *e* that always appears at the end of a word. Final stable syllables always appear at the end of a word.

ROUTINE

See digital practice on SavvasRealize.com.

STEP 1 \ INTRODUCE

Syllables with a consonant plus the letters *l* and *e* always appear at the end of a word. For example, *crumble* and *pickle* both end in a consonant followed by -*le*. These syllables are called final stable syllables. Knowing how to identify these syllables can help us read multisyllabic words.

STEP 2 \ MODEL

Display the word *panhandle.* The final stable syllable -*le* always has a consonant before it. To read a word with the final stable syllable -*le* pattern, we segment the syllable before the consonant. The word *Panhandle* has three syllables. Tap fingers to segment the word aloud. Listen: *pan* (tap) *han* (tap) *dle* (tap). Draw a line between syllables. The last syllable -*dle* is a final stable syllable because it has the consonant, *d,* plus -*le.* Underline *dle.* Repeat with *chronicle.*

panhandle

chronicle

STEP 3 \ GUIDE PRACTICE

Display the word *impossible. Impossible* has four syllables: *im* (tap) *poss* (tap) *i* (tap) *ble.* Draw a line between syllables. The final stable syllable always appears at the end of a word, so let's look at the last syllable, -*ble.* Does -*ble* have the final stable syllable pattern? (Yes, because it has the consonant *b* followed by -*le.*) Underline *ble.* Repeat with *principle.*

impossible

principle

STEP 4 \ ON THEIR OWN

Read each word aloud and draw a line between the syllables. Identify the final stable syllable pattern by underlining the consonant and -*le* in the last syllable of each word.

spectacle

quadruple

Final Stable Syllable Consonant -*le*

CORRECTIVE FEEDBACK

IF students have difficulty reading words with final stable syllables,

THEN model how to read words with final stable syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read words with final stable syllables may benefit from reading two-syllable words with the consonant -*le* pattern.

- Final stable syllables with a consonant -*le* pattern always appear at the end of a word. The consonant comes first and then -*le*. Display the word table. *Table* has two syllables: *ta* (tap) *ble* (tap). The last syllable, -*ble,* is a final stable syllable because it has the consonant *b,* followed by *le.* Underline *ble.*

- Ask students to work with a partner. The partners should read the words and then underline the consonant -*le* pattern.

table

sniffle

single

uncle

kettle

Make It Harder

Students who can identify and read words with final stable syllables may enjoy combining syllables to make words.

- Provide each partner with a set of word cards with syllables below.

- Mix up the cards and lay them face down. Each partner should take turns picking one card. After you pick a card, read the syllable. Then add a consonant plus -*le* to create a new word. Write and read the new word. For example, if my card says *pur,* I can add the final stable syllable -*ple* to make *purple.*

hud	shuf	jum	an	chuc	stum	tram

Vowel Team and Consonant -*le* Syllables: Reading

Applying syllabication skills to reading leads to increased fluency and stronger comprehension.

ROUTINE

See digital practice on **SavvasRealize.com.**

STEP 1 \ INTRODUCE

Today we are going to use what we have learned about vowel team syllables and consonant -*le* syllables to help us while we read.

STEP 2 \ MODEL

- I am going to read this sentence. If I come to words I don't know, I will look for vowel team and consonant -*le* syllables to help me read the words. Read the sentence. Pause at *unbelievable.* I am not sure what this word is. I see the vowel team *ie.* Underline *ie.* This word is *unbelievable.* Continue reading.

- Pause at *unicycle.* I am not sure what this word is. In the last syllable, I see the consonant *c* is followed by *le.* The third syllable is -*cle.* This word is *unicycle.* Finish and reread the sentence.

Gus was unbelievable on the unicycle at the park!

STEP 3 \ GUIDE PRACTICE

Let's read this sentence together. If we come to words we don't know, we will pause and use our knowledge of vowel team and consonant -*le* syllables to help us read the words. Use the instruction in Step 2 to guide students' reading of the sentence at the right. Pause at *incredible* (consonant -*le*, -*ble*) and *grouping* (vowel team, *group*-).

Did you see the incredible grouping of stars last night?

STEP 4 \ ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for vowel team and consonant -*le* syllables to help them.

We are unable to go swimming because of the unseasonably cold weather.

Look at the icicles sprouting on the houses.

Vowel Team and Consonant -*le* Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read words with vowel team and consonant -*le* syllables in sentences,

THEN model how to read words with vowel team and consonant -*le* syllables in sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read words with vowel team and consonant -*le* syllables in sentences may benefit from more explicit instruction on identifying vowel team syllables in words.

- Display the word *counselor.* Let's read this word together: *counselor. Counselor* begins with the syllable *coun-.* The vowel team *ou* is in the syllable *coun-.* Underline the vowel team *ou.* The second syllable is -*sel-* and the third syllable is -*or.* Now, let's read the whole word together: *counselor.*

- Display the word *sneakily.* Let's read this word together: *sneakily.* The first syllable in *sneakily* has the vowel team *ea, sneak-.* Underline the vowel team *ea.* Now, let's read the whole word together: *sneakily.*

- Repeat with the words at the right. Call on individual students to read the words. Then, ask students to identify the syllables with vowel teams in each word. Ask them to underline the vowel teams.

counselor

sneakily

retrie̲ve

pe̲aches

astou̲nded

Make It Harder

Students who can read vowel team and consonant -*le* syllables can enhance their understanding by writing and reading extended sentences.

- Ask students to work with a partner. Each student should write a sentence with at least two multisyllabic words. One word should have a vowel team syllable and one word should have a consonant -*le* syllable.

- Partners should exchange sentences and then take turns reading the sentences.

Vocabulary

I don't think that there's one single way to teach vocabulary, but there is a stance toward teaching. What I'm saying is that you don't need a word list perspective but a word network perspective, and the networks can be morphological families.

—Dr. Elfrieda Hiebert

CEO / President, TextProject

Oral Vocabulary: Build Background Knowledge

Oral vocabulary refers to words that we use in speaking or recognize in listening. When we **build background knowledge,** we make personal connections to texts.

Connect to *myView Literacy:*
Listening Comprehension:
Unit 1, p. T20

ROUTINE

STEP 1 \ INTRODUCE

Choose words from a read-aloud text. Today we'll read [text or story title]. This [text or story] is about [topic]. While we read, we'll explore different words that will help us better understand the [text or story].

Choose words that
- are central to the story or text.
- are unusual and that students may not know.
- build knowledge.
- are worth remembering.

STEP 2 \ MODEL

- Introduce the word. Listen as I say and write this word: *immigrated.* Write *immigrated.* What is the word?

- Provide a student-friendly definition and example. If you *immigrated* to a new country, you moved there from another country.

STEP 3 \ GUIDE PRACTICE

Guide students to connect the word to the story. In the read-aloud, *Call Me Joe,* to what country did Song Jin's family *immigrate?* Why do you think they decided to *immigrate?* Student responses should reflect an understanding of the meaning of the word.

STEP 4 \ ON THEIR OWN

- Review the example of the word from Step 2.

- Have students respond to the following prompt: *After you immigrate, it might take a while to . . .* Check for student understanding of word meaning as responses are shared.

Oral Vocabulary: Build Background Knowledge

CORRECTIVE FEEDBACK

IF students have difficulty understanding the meaning of a vocabulary word,	**THEN** provide an additional definition or examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with understanding the meanings of the words may need more instruction during and after reading.

- Identify words that need additional review and reread the text surrounding the word.

- As you read, stop and discuss the meaning of the word. What do you think *immigrated* means? Explain the meaning of the word using the context of the story or text.

- Ask: If a person immigrated to another country, what might he or she bring along?

- Continue, discussing in a similar way other challenging words.

Make It Harder

Students who understand the meanings of the words may extend their learning through one of the following activities.

- Ask students to identify examples and non-examples. For instance, ask: What is an example of being *shy:* talking to everyone you meet at a party or quietly sitting near the snack table?

- For words that are verbs, you can ask students to mimic or explain how to perform the action. For example, if one of the words is *congratulated,* you might ask students, *Can you show me what you'd do if you* congratulated *someone? If you* congratulated *someone, would you be happy or sad for them?*

- If the oral vocabulary words center around a concept or theme, ask students to make connections between the words.

Use Resources

Readers can use print or online **resources,** such as a glossary, dictionary, or thesaurus, to find the meanings of unfamiliar words and choose the best word when writing or speaking.

Connect to *myView Literacy:*
Analyze Denotation and Connotation:
Unit 5, p. T188

ROUTINE

STEP 1 \ INTRODUCE

Understanding precise word meanings helps you read, write, and speak effectively. Resources such as a dictionary, glossary, or thesaurus can help you determine exact word meanings and find the best word for your purpose.

STEP 2 \ MODEL

- Display the sentence at the right. I wrote this sentence about Deion and his sweater.

- Now I've decided to replace *unique* with a synonym with a more positive connotation. What resource might I check to find synonyms? (thesaurus) The thesaurus lists *distinctive, different,* and *peculiar* as synonyms for *unique.* Which word best shows a positive description for the sweater? (*distinctive*)

Deion bought a <u>unique</u> sweater at the thrift shop.

STEP 3 \ GUIDE PRACTICE

Display the sentence at the right. Say you wrote this sentence. You want to replace *childish* with a word with a positive connotation. What should you do? (check a thesaurus) Guide students to look up *childish* and suggest words with positive connotations. (*youthful, childlike*)

Aunt Bev is quite <u>childish</u> and loves to run around with her little nieces and nephews.

STEP 4 \ ON THEIR OWN

Have students write sentences using the words at the right. Then have them use a thesaurus and rewrite the sentences with synonyms with different connotations.

assertive	laid-back
stubborn	thrifty

Use Resources

CORRECTIVE FEEDBACK

IF students have difficulty using resources to identify and use words with different shades of meaning,

THEN model the process with additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from reviewing synonyms.

- Display and read the sentences at the right. Synonyms are words with similar meanings. Some synonyms have different shades of meaning, or connotations. In the first sentence, *smart* has a positive connotation. Read the second sentence. Is *brilliant* more positive, more negative, or more neutral? (more positive) What are some other synonyms for *smart?* (*clever, witty, intelligent, sharp, bright*) Guide students to see how changing the synonym can influence the tone and the reader's feelings about the character or text.

- Next have students use a thesaurus to find synonyms for *loud*. Ask questions such as, *Which synonym might I use to describe a concert I like? Which synonym would I use to describe a frightening avalanche?*

> Marco is <u>smart</u>, but he knows he'll still need to study hard to become an astrophysicist.
>
> Marco is <u>brilliant</u>, but he knows he'll still need to study hard to become an astrophysicist.

Make It Harder

Use the following extension activity with students who can use resources.

- Ask partners to discuss an imaginary meal they both ate. Have them include answers to the questions such as, *Who prepared it? What food did this chef serve? How did the chef cook the food? How did the food taste and smell?* In the first version of the conversation, students should give a neutral description of the meal.

- In the second version of their conversation, students should take turns sharing approving comments about the meal, using words with positive connotations. Encourage them to use a thesaurus (and dictionary, if needed) to look up descriptive words and synonyms.

Context Clues: Direct Definitions and Appositives

Connect to *myView Literacy:*
Context Clues: Unit 1, p. T146

Context clues are hints within a text that help readers figure out the meaning of an unfamiliar word. They include **direct definitions,** or meanings, and **appositives,** or nouns or noun phrases that define or explain a noun.

ROUTINE

STEP 1 \ INTRODUCE

When you don't know the meaning of a word in a text, you can look at nearby words for clues. Sometimes the text includes direct definitions or appositives—nearby nouns or noun phrases that explain a noun.

STEP 2 \ MODEL

- Display and read aloud the sentences at the right.

- I don't know what *invertebrates* and *ecosystems* mean. I'll look for context clues. The sentence after *invertebrates* says, "snails and other animals without a backbone." "Animals without a backbone" must be a direct definition of *invertebrates.* After *ecosystems* I see the phrase "groups of living and nonliving things in an area." That appositive tells what *ecosystems* means.

> I read about <u>invertebrates</u>. These include snails and other animals without a backbone. Invertebrates are important to the health of <u>ecosystems</u>, or groups of living and nonliving things in an area.

STEP 3 \ GUIDE PRACTICE

Display and read aloud the sentences. I don't know what *haikus* are. What can I do? (look for context clues) What text shows the meaning of *haikus?* ("17-syllable Japanese poems")

> Haikus look simple, but don't be fooled. These 17-syllable Japanese poems are surprisingly hard to write.

STEP 4 \ ON THEIR OWN

Display and read aloud the sentence at the right. Have students use context clues to figure out the underlined word's meaning.

> You probably shouldn't visit my house if you suffer from <u>ailurophobia</u>, or fear of cats.

Context Clues: Direct Definitions and Appositives

CORRECTIVE FEEDBACK

IF students cannot use direct definitions and appositives to figure out the meanings of unfamiliar words,

THEN model identifying context clues and using them to figure out word meanings, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from more practice with direct definitions and appositives.

- Say the word *geysers* and show images to illustrate its meaning. Let's give a definition for the word *geysers.* We'll confirm the meaning in a dictionary.

- Use the definition to write context sentences for *geysers.* First, write two sentences that include a direct definition. (For example, *At the park, we saw many geysers. Geysers are natural hot springs that can erupt and send steam and water into the air*.) Then write a sentence that includes an appositive. (*At the park, we saw many geysers, or natural hot springs.*) Ask students to identify the text that gives the meaning of *geysers.*

- Repeat with other nouns, having volunteers help write context sentences.

Make It Harder

Have students write their own pet-sitting directions filled with context clues.

- Display these words. Have student pairs write directions for a friend who'll be pet-sitting for them while they go on vacation. Ask one partner to use the first word to write one or two sentences to start the directions. The sentences should include a direct definition context clue. The other partner should then write a related sentence for the directions using the next word, including an appositive context clue.

conscientious	aversion
herbivore	hostile
grooming	salivate

- Have students continue adding sentences to their directions, using each of the words listed along with a direct definition or appositive. Provide dictionaries as needed.

Context Clues: Synonyms

Context clues are different types of hints, such as synonyms, antonyms, examples, or brief definitions, found within a text that help readers figure out the meaning of an unfamiliar word. **Synonyms** are words that have similar meanings.

Connect to *myView Literacy:*
Synonyms and Antonyms:
Unit 1, p. T82
Context Clues: Unit 1, p. T146

ROUTINE

STEP 1 \ INTRODUCE

When you don't know the meaning of a word in a sentence, you can look at nearby words for clues to its meaning. You may find a synonym for the unfamiliar word. Synonyms are words that have similar meanings.

STEP 2 \ MODEL

- Display and read aloud the sentences at the right.

- I don't know the meaning of *immersed,* so I'll underline it. Then I'll think about the meanings of words I know in the sentences. Maybe the word *absorbed* is a clue.

- I'll replace *immersed* with *absorbed* to see if it makes sense. Yes! The word *absorbed* is a synonym for *immersed*.

Rowan and Kim were
immersed in their project.
They were too absorbed to
notice it had started snowing.

STEP 3 \ GUIDE PRACTICE

Display and read aloud the sentences at the right. I don't know the meaning of *encounter.* What should I do? (think about the meanings of words I know in the sentences) What word helps us understand the meaning of *encounter?* ("meeting") Does *meeting* make sense in the first sentence? (yes) What is a synonym for *encounter?* (*meeting*)

Dad told us about his
encounter with the fawn. A
meeting like that is rare in
our busy town!

STEP 4 \ ON THEIR OWN

Display and read aloud the sentences at the right. Have students find a synonym in the text to figure out the underlined word's meaning.

The queen ordered her
workers to reinforce the castle
wall. They added more stones
to strengthen it.

Context Clues: Synonyms

CORRECTIVE FEEDBACK

IF students have difficulty using a synonym to figure out the meaning of an unfamiliar word,

THEN model how to determine the meaning of an unfamiliar word, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with using synonyms to figure out unfamiliar words may need more instruction on the meaning of synonyms.

- Review with students that synonyms are words that have similar meanings.

- Say the word *make* and pantomime or show images related to its meaning. Ask: What are some other words or phrases that have a similar meaning to the word *make?* (*create, build, put together*) List student responses.

- Have students match the synonyms in the columns at the right. Then challenge pairs to take turns adding more synonyms for each set of words.

cold	worried
strong	ordinary
nervous	chilly
plain	powerful

Make It Harder

Students who can use synonyms to determine the meanings of unfamiliar words may enjoy using synonym pairs in a Q&A.

- Have students form pairs. One partner should start by choosing a word from the list at the right and using it to ask the other student a question. (For example, *Do you consider yourself a brave person?*) The other student should then answer the question using a synonym for that word. (*I'm not completely fearless, but I like to try new things!*)

- Have students take turns asking and answering. Challenge students to add more questions and answers using new synonyms.

brave
activity
difficult
enjoy
delicious
learn

Context Clues: Antonyms

Context clues are hints within a text that help readers figure out the meaning of an unfamiliar word. **Antonyms** are words that have opposite meanings.

Connect to *myView Literacy:*
Synonyms and Antonyms:
Unit 1, p. T82
Context Clues: Unit 1, p. T146

ROUTINE

STEP 1 \ INTRODUCE

When you don't know the meaning of a word in a sentence, you can look at nearby words for clues. You may find an antonym for the unfamiliar word. Antonyms are words that have opposite meanings.

Signal words for antonyms:

but	in contrast
yet	unlike
however	although

STEP 2 \ MODEL

- Display and read aloud the sentence at the right.

- I don't know the meaning of *perplexing,* so I'll think about the meanings of words I know in the sentence. The word *Although* signals an antonym. Maybe *much clearer* is an antonym for *perplexing*. Then *perplexing* must mean "unclear" or "confusing."

- I'll replace *perplexing* with *unclear* to see if it works. It does!

<u>Although</u> the first step of the experiment was <u>perplexing</u>, the rest of the steps were much clearer.

Although the first step of the experiment was <u>perplexing</u>, the rest of the steps were <u>much</u> <u>clearer.</u>

STEP 3 \ GUIDE PRACTICE

Display and read aloud the sentence at the right. I don't know the meaning of *permits.* What should I do? (think about the meanings of words I know in the sentence) What antonym word or phrase helps us understand what *permits* means? (*prohibits*) What signal word helps us identify the antonym? (*but*) What does *permits* mean? (doesn't prohibit; allows)

The park <u>permits</u> dogs on the path, but it prohibits them in the flower gardens.

STEP 4 \ ON THEIR OWN

Display and read aloud the sentence at the right. Have students find an antonym in the text to figure out the underlined word's meaning.

Enzo doesn't want to <u>reveal</u> the surprise, but he can't hide it for much longer.

Context Clues: Antonyms

CORRECTIVE FEEDBACK

IF students have difficulty identifying an antonym to figure out the meaning of an unfamiliar word,

THEN model how to determine the meaning of an unfamiliar word, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with using antonyms to figure out unfamiliar words may need more practice in recognizing antonyms.

- Review with students that antonyms are words with opposite meanings.

- Say the word *serious* and pantomime its meaning. Ask: What are some words or phrases that have opposite meanings? (*silly, joking, playful*) Write a list of student responses.

- Then display the words at the right. Have students match the words in the left column with their antonyms in the right column. Then ask students to try to think of more antonyms for each word in the right column.

near	fall
weak	narrow
wide	powerful
rise	far

Make It Harder

Students who can use antonyms to determine the meanings of unfamiliar words can write an antonym-filled movie review.

- Have students form pairs. Tell them they are both movie reviewers with very different opinions about an imaginary movie. Display the word list at the right. Have one partner use the first word to express an opinion about the movie—its plot, characters, setting, and so on. The partner should then use an antonym to express an opposing opinion.

- Partners should take turns coming up with antonyms. Encourage them to continue their "movie review" with additional words and antonyms.

dull
brave
confusing
amazing
endless
clever

SIDE A

Context Clues: Examples

Context clues are hints within a text that help readers figure out the meaning of an unfamiliar word. **Examples** help readers infer a word's meaning.

ROUTINE

STEP 1 \ INTRODUCE

When you don't know a word's meaning, you can look at nearby text for clues. Sometimes sentences include examples to illustrate the meanings of unfamiliar words.

STEP 2 \ MODEL

- Display and read aloud the sentences at the right.
- I don't know what *treacherous* means. I'll look at nearby text for clues. The next sentence says, "Rocks often fall from the cliff above, and the path is muddy and slick." These are examples of dangerous conditions. Maybe *treacherous* means "dangerous."
- I'll replace *treacherous* with *dangerous* to see if it makes sense. It does!

Most hikers avoid that <u>treacherous</u> trail. Rocks often fall from the cliff above, and the path is muddy and slick.

Most hikers avoid that treacherous trail. <u>Rocks often fall from the cliff above, and the path is muddy and slick.</u>

STEP 3 \ GUIDE PRACTICE

Display and read aloud the sentences at the right. I don't know what *precise* means. What should I do? (look at nearby text for clues) What text helps show the meaning of *precise?* ("exactly 1.75 tablespoons," "7:00 a.m. sharp") What does *precise* probably mean? (specific, exact)

Lois left <u>precise</u> instructions for watering her plants. For example, this fern needs exactly 1.75 tablespoons of water at 7:00 a.m. sharp.

STEP 4 \ ON THEIR OWN

Display and read aloud the sentence at the right. Have students use the nearby text to figure out the underlined word's meaning.

Park <u>restrictions</u> include no skateboarding in the playground and no loud music.

Context Clues: Examples

CORRECTIVE FEEDBACK

IF students cannot identify and use examples to figure out the meanings of unfamiliar words,

THEN model how to determine the meaning of an unfamiliar word, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may need help identifying examples that offer clues to meaning.

- Review with students that context clues are words that give hints to the meaning of an unfamiliar word. These clues may include examples.

- Say the word *vegetables*. Ask: What are some examples of different types of vegetables? Use some of students' responses to write and display a context sentence for *vegetables*. (For example, *My pet rabbit eats all kinds of vegetables, such as lettuce, carrots, and rutabaga.*) Ask students which part of the text gives an example that shows the meaning of *vegetables*. Note that *for example, such as,* and *including* often signal example clues.

- Repeat the exercise with other familiar words, such as *jobs, vehicles,* and *sports.* Guide students to give examples, use the examples in context sentences, and point out the context clues.

Make It Harder

Challenge students to write their own context sentences with examples.

- Display the words at the right. Have one partner write a sentence containing the first word, including examples as a context clue. Ask the other partner to identify the context clue and then write one or two sentences containing the same word but using a different type of example as a context clue. Encourage students to use a dictionary to check definitions as needed.

- Have partners take turns writing the context sentences and suggesting additional examples.

archaic
sprawling
delicate
arachnids

Context Clues: Surrounding Text

Context clues are hints within a text that help readers figure out the meaning of an unfamiliar word. **Surrounding text** includes the words and sentences around an unfamiliar word.

Connect to *myView Literacy:*
Context Clues: Unit 1, p. T146

ROUTINE

STEP 1 \ INTRODUCE

When you see an unfamiliar word in a sentence, you can look at the surrounding text for clues to its meaning. You can use words and phrases you do understand to help figure out the word's meaning.

STEP 2 \ MODEL

- Display and read aloud the sentences at the right.

- I don't know what *complacent* means. I'll look at nearby text for clues. Hare "foolishly . . . never imagines Tortoise might outrace him." That tells me Hare is too confident in his abilities.

- I'll try *overconfident* in place of *complacent.* That makes sense!

> In "The Tortoise and the Hare," Hare is foolishly <u>complacent</u> and never imagines Tortoise might outrace him.

> In "The Tortoise and the Hare," Hare is <u>foolishly</u> complacent and <u>never imagines</u> Tortoise might outrace him.

STEP 3 \ GUIDE PRACTICE

Display and read aloud the sentences at the right. I don't know what *predicament* means. What should I do? (look at the surrounding text) What text helps show the meaning of *predicament?* ("searched for a solution," "stuck") What does *predicament* probably mean? (tough situation)

> Mel searched for a solution to her <u>predicament</u>. She was stuck in the tunnel but knew there must be a way out.

STEP 4 \ ON THEIR OWN

Display and read aloud the sentence at the right. Have students use the surrounding text to figure out the underlined word's meaning.

> Because of the parade, the street was too <u>congested</u> for us to cross, so we looked for another route.

Context Clues: Surrounding Text

CORRECTIVE FEEDBACK

IF students cannot use surrounding text to figure out the meanings of unfamiliar words,

THEN model how to determine the meaning of an unfamiliar word using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle may benefit from practice in identifying clues to meaning.

- Review with students that context clues are words and phrases that give hints to the meaning of an unfamiliar word.

- Say and write the word *dangerous.* Ask: What might you do if you saw an animal that was dangerous? (shout, try not to move a muscle, or turn and run) Use responses to write and display a context sentence for the word *dangerous,* such as, *When I saw the dangerous snake, I yelled and leaped off the path.* Ask which part of the sentence would help someone understand the meaning of *dangerous.*

- Repeat the exercise with other familiar words, such as *delicious* and *tired.* Use responses to write and display context sentences. Have students point out the context clues.

Make It Harder

Challenge students to write a story made up of context sentences.

- Display the phrases at the right. Have partners work together to use each of the phrases to write a series of context sentences that tell a story about a knight who tames a terrifying dragon. Each sentence should contain clues in the surrounding text to the underlined word's meaning.

- Encourage students to use a dictionary to confirm word meanings.

restless knight
bellowing dragon
endless maze
valiant effort
great turmoil
final victory
appreciative crowd

Word Parts for Meaning

Word parts are base words, roots, prefixes, and suffixes with specific meanings that contribute to the meaning of a word as a whole.

Connect to *myView Literacy:*
Related Words: Unit 1, p. T24

ROUTINE

STEP 1 \ INTRODUCE

Long words can be hard to read. One strategy is to look at word parts, such as base words or roots, prefixes, or suffixes. Using word parts can help you figure out the meanings of unfamiliar words.

STEP 2 \ MODEL

- Display and read aloud the sentence at the right. I'm not sure what *irreplaceable* means. I'll look at the word parts. I know the verb *replace.* It means "to take the place of." *Irreplaceable* probably is related to *replace.* Underline *replace.*

- I also recognize the suffix *-able*. It means "capable of," and it makes a verb into an adjective. Underline *-able.* The prefix *ir-* means "not," or "the opposite of." Underline *ir-.* I think *irreplaceable* means "unable to be replaced," or "one of a kind."

- Repeat the exercise with words containing word parts (such as *com-, pro-*) or roots (such as *chron, meter, audi, rupt*).

Phoebe said the vase her aunt made is irreplaceable.

<u>irreplace</u>able

irreplace<u>able</u>

<u>ir</u>replaceable

STEP 3 \ GUIDE PRACTICE

Display and read the word *illogical.* If I don't know this word's meaning, what should I do? (look for word parts) What base word is in *illogical?* (*logical*) What prefix is in *illogical?* (*il-*) The prefix *il-* means "not." What does *illogical* probably mean? (not logical)

illogical

illog<u>i</u>cal

<u>il</u>logical

STEP 4 \ ON THEIR OWN

Have students figure out the meaning of each word at the right by looking at word parts. Offer word-part definitions as needed.

immoveable   proclaim
categorize   courageous

Word Parts for Meaning

CORRECTIVE FEEDBACK

IF students cannot use base words, roots, and affixes to determine word meanings,	**THEN** model identifying word parts and using them to figure out meaning, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may need help identifying word parts and understanding what different affixes mean.

- Display and say the word *humorous*. Cover one part of the word as you ask students to identify the other part. In the word *humorous,* one word part is *humor*. *Humor* is a base word. It's a noun that means "a funny or amusing quality." The other word part is *-ous,* which is a suffix that turns a word into an adjective. Ask students to figure out the meaning of *humorous*.

humorous

- Repeat the exercise with the other words at the right. You may wish to offer sentence frames such as the following: *Likeable* has _____ word parts. The base word is _____. It's a verb that means "to enjoy or feel fond of." The other word part is _____. It's a suffix that turns a verb into an adjective. This tells me *likeable* probably means _____. Clarify the meanings of any unfamiliar prefixes or suffixes.

likeable
artist
inexact

Make It Harder

Challenge students to write sentences using words with some of the prefixes and suffixes at the right.

- Ask pairs to write a description of or story about a person with a career ending in *-ist* (such as *artist, pianist, journalist, scientist, paleontologist, astrophysicist, dentist*). Partners can take turns writing sentences about this person, including at least one word with a prefix or suffix from the list.

- After each student adds a sentence, the partner should check a dictionary to make sure the words with prefixes or suffixes exist and the words are used correctly.

il–	–ist
in–	–ism
im–	–ic
ir–	–ous
	–ize
	–ive
	–ence
	–ance

Figurative Language: Analogies

Figurative language gives words meanings beyond their literal definitions. An **analogy** is a type of figurative language that compares something unknown to something familiar.

Connect to *myView Literacy:*
Figurative Language: Analogies:
Unit 2, p. T216

ROUTINE

STEP 1 \ INTRODUCE

Analogies are a kind of figurative language. They compare pairs of items that have something in common. To finish an analogy, you can think about how each pair of words is connected.

STEP 2 \ MODEL

- **This is how I can complete an analogy.** Display and read aloud the text at the right.

- First, I'll figure out the relationship between the first word pair, *confident* and *unsure.* When you're *confident,* you're sure of yourself. *Unsure* is the opposite of *confident.* So maybe the analogy contains two sets of opposites.

- The next word is *strong.* What is the opposite of *strong? Weak.* Display the completed analogy. <u>Confident</u> *is to* <u>unsure</u> *as* <u>strong</u> *is to* <u>weak</u>*.* That comparison makes sense!

Confident is to unsure as strong is to _____.

STEP 3 \ GUIDE PRACTICE

Display and read the analogy at the right. What is compared in the first part? (*carrot* and *vegetable*) What is the relationship? (*carrot is a type of vegetable*) How does *basketball* relate to the missing word? (*Basketball* is a type of something.) What word fits? (*sports*)

Carrot is to vegetable as basketball is to _____.

STEP 4 \ ON THEIR OWN

Have students underline the items compared in the analogy at the right, explain their relationship, and fill in the blank.

Fish is to fins as bird is to _____.

Figurative Language: Analogies

CORRECTIVE FEEDBACK

IF students cannot understand and complete analogies,

THEN model additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from practice identifying relationships between words.

- Display and say the words *below* and *above* and use gestures to illustrate the words. What's the relationship between these words? *Below* and *above* are antonyms, or words with opposite meanings.

- Display and say the words *below* and *under.* What's the relationship between these words? Something *below* might also be described as *under.* The words are synonyms, or words with similar or the same meanings.

- Ask students to find the relationships between the other word pairs at the right. Guide them to notice how some of the pairings are similar. You may wish to offer sentence frames such as the following: *A <u>pond</u> is _____ than an <u>ocean</u>, and a <u>hill</u> is _____ than a <u>mountain</u>.*

below	above
below	under

pond	ocean
hill	mountain

shiver	cold
yawn	tired

hammer	pound
scissors	cut

Make It Harder

Students can extend the activity by creating their own analogies.

- Display the words at the right, and have students form pairs. Ask one partner to use the first underlined word and one of the words beside it to make half of an analogy and then think of two other words to complete it. Have the other partner identify the relationship between the word pairs.

- The other partner should then start an analogy with the same underlined word and the unused word beside it, and then think of two other words to complete it.

<u>rain</u>: weather, umbrella

<u>bee</u>: insect, hive

<u>swim</u>: water, shark

<u>wheel</u>: round, move

Figurative Language: Idioms

Figurative language gives words meanings beyond their literal definitions. **Idioms** are phrases or expressions whose meanings cannot be understood from the meanings of the individual words. Idioms express ideas in a unique or colorful way.

Connect to *myView Literacy:*
Figurative Language: Idioms:
Unit 1, p. T212

ROUTINE

STEP 1 \ INTRODUCE

Idioms are a kind of figurative language. An idiom's meaning isn't clear from the meaning of its individual words. Looking at the text around an idiom can help you understand its meaning.

STEP 2 \ MODEL

This is how I can recognize an idiom and figure out its meaning. Display and read aloud the first set of sentences at the right.

- The phrase "take the cake" doesn't seem to make sense. This must be an idiom.

- I'll look at the context for clues to the idiom's meaning. If Lainey is the "best skateboarder," her tricks must be more amazing than anyone else's. Underline "amazing skateboarding tricks." Based on this clue, I think the idiom *take the cake* means something like "are the most amazing."

> Lainey is the best skateboarder I know. I've seen some amazing skateboarding tricks, but Lainey's take the cake.

STEP 3 \ GUIDE PRACTICE

Display and read aloud the second set of sentences at the right. What is the idiom? ("We'll cross that bridge when we come to it.") How do you know? (The literal meaning doesn't make sense.) What context clues help show the idiom's meaning? ("next week's," "First") What does the idiom probably mean? (We can worry about that later.)

> Fritz was fretting about next week's math test. Sakib said, "We'll cross that bridge when we come to it. First, let's study for tomorrow's science test."

STEP 4 \ ON THEIR OWN

Display and read aloud these sentences. Have students underline the idiom and figure out its meaning using context clues.

> "Once in a blue moon my dog comes when I call him," Nira said. "But usually he keeps chasing squirrels."

Figurative Language: Idioms

CORRECTIVE FEEDBACK

IF students cannot identify idioms and use context clues to figure out their meanings,	**THEN** model identifying and determining the meanings of idioms, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle to identify idioms and find their meanings may benefit from practice in identifying the difference between literal and figurative language.

- Review literal and figurative language. Literal language means exactly what it says. In figurative language, such as idioms, the meaning is different from the basic meaning of the words.

- Write "she was walking on air" on the board. Show a picture or draw a simple image of someone literally walking on air.

- Write and read aloud these sentences: After the soccer game, Dasha was walking on air. She'd finally scored her first goal. Ask: Was Dasha literally walking on air? What does "she was walking on air" mean?

- Offer more sentences containing idioms. Invite students to identify the idioms and draw their literal meanings. Then discuss each idiom's meaning.

Make It Harder

Students who can recognize and understand idioms by using context clues may have fun making their own sentences with idioms. Guide students as needed.

- Have partners choose one of the idioms at the right and work together to write their own sentence or sentences with the idiom.

- Challenge students to include context clues that help explain the idiom.

cool as a cucumber—very calm under stress

in the same boat— in the same situation

hold your horses— wait a minute

get a kick out of— really enjoy something

Figurative Language: Adages

Figurative language gives words meanings beyond their literal definitions. **Adages** are short sayings that express common truths.

Connect to *myView Literacy:*
Figurative Language: Adages:
Unit 4, p. T210

ROUTINE

STEP 1 \ INTRODUCE

Adages are short sayings about common truths that may contain figurative language. The meaning of an adage isn't always clear from the meaning of its individual words. Looking at nearby text can help you determine an adage's meaning.

STEP 2 \ MODEL

- This is how I can recognize an adage and figure out its meaning. Display and read aloud the sentences at the right. The sentence "Don't count your chickens before they hatch" doesn't seem to make sense. I think it's an adage.

- I'll look at the context for clues to its meaning. Molly reminds her sister that she has to try out for the play before she gets the part she's excited about. Underline "you're excited" and "you still have to try out." Based on this, I think the adage *Don't count your chickens before they hatch* means "don't be too sure of something that hasn't happened yet."

> "I know you're excited about starring in the play," Molly told her sister, "but you still have to try out for the part. Don't count your chickens before they hatch."

STEP 3 \ GUIDE PRACTICE

Display the sentences at the right. What is the adage? ("Don't judge a book by its cover.") What clue helps show the adage's meaning? ("may look threatening," "under that tough exterior") What might the adage mean? (Outward appearances don't show everything.)

> My dog may look threatening, but don't judge a book by its cover. Under that tough exterior, he's gentle as a lamb.

STEP 4 \ ON THEIR OWN

Display and read aloud the sentences at the right. Have students underline the adage and figure out its meaning using context clues.

> Ask Jon for the favor now, while he's in a good mood. Strike while the iron is hot!

Figurative Language: Adages

Make It Easier

Students may benefit from practice distinguishing literal and figurative language.

- Review literal and figurative language.

- Display the adage *Birds of a feather flock together*. Draw or show an image of a flock of birds. Then read aloud these sentences: *I'm not surprised Anya and Lin are best friends. They have a lot in common, and birds of a feather flock together.* Ask: Do you think Anya and Lin are birds? No, they're people! *Birds of a feather flock together* is an adage. What do you think it means? Elicit that the adage points out that similar people often like to be together, just as birds of one species gather in groups, or flocks.

- Offer more sentences with adages such as *Stop and smell the roses*. Invite students to identify the adage, explain its literal meaning, and explain its real (figurative) meaning.

Make It Harder

Challenge students to use adages to write a story. Guide students as needed.

- Have partners write an adage-filled story about someone who learns many lessons during one day's adventures. One partner should choose an adage from the list and use it in the story's first sentences. The other partner can continue the story, weaving in another adage. Encourage students to include context clues to explain each adage. Remind them not to use the adages in their literal sense.

- Invite partners to check the adages in a reference source to ensure they are using them correctly.

> The early bird gets the worm.
>
> Look before you leap.
>
> Nothing ventured, nothing gained.
>
> Many hands make light work.
>
> Practice makes perfect.

Fluency

- **Self-Monitor Fluency**

Reading fluency—reading with accuracy, automaticity, and prosody—also serves as a bridge between decoding and reading comprehension. Reading words accurately supports comprehension because it helps readers build an accurate base understanding of the text. Reading words with automaticity allows readers to devote more cognitive attention to comprehension. Reading with prosody (e.g., appropriate expression, phrasing) both reflects and supports comprehension.

—Nell K. Duke, Alessandra E. Ward, P. David Pearson

"The Science of Reading Comprehension Instruction"

The Reading Teacher, Vol. 74, No. 6, May/June 2021

Accuracy

Accuracy refers to reading a text correctly, without omitting, adding, or changing any of the words.

Connect to *myView Literacy:*
Fluency: Unit 1, p. T48

ROUTINE

STEP 1 \ INTRODUCE

Describe the skill. Reading with accuracy means reading all the words in a text exactly as they appear, without changing them. We read accurately so that we understand what the author wrote.

STEP 2 \ MODEL

- I'm going to read a text aloud without skipping or adding words or changing the order of any words. Display a text and model reading the first part of it aloud. Follow along and listen to hear if I read the text accurately.

- Continue reading the next part aloud.

STEP 3 \ GUIDE PRACTICE

- Discuss your model reading. Did I read every word accurately?

- Briefly discuss the meaning of what you have read so far. What is the text about? Are you familiar with this topic? Are there any words you're not familiar with?

- Distribute a copy of the text to each student and do a choral reading of the next part.

- Scan the rest of the text and find a few examples to illustrate the importance of reading accurately. If I read the word *permitted* by mistake when I see *permanent,* how does the meaning change? What happens if I add the word *not* before the word *permanent?*

- Let's continue reading aloud together.

STEP 4 \ ON THEIR OWN

Have pairs start at the beginning of the text and read aloud to each other, taking turns with each paragraph. For optimal fluency, have each student read the text aloud a few times. Provide feedback on students' accuracy.

Accuracy

CORRECTIVE FEEDBACK

IF students have difficulty reading aloud with accuracy,

THEN model reading aloud accurately again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Ensure that students who struggle while reading aloud have many opportunities to practice and to listen to fluent oral readers.

- Evaluate students' errors to determine if additional instruction in decoding, vocabulary, or comprehension strategies might be needed. Provide texts at students' reading level for practice.

- If errors are consistent, give feedback to students so they know they are omitting, changing, or adding words, or reading words out of order. Model reading aloud one sentence from the text. Try to match the speed I'm reading now, which is a little bit slower than you were reading. Let's slow down on purpose to see if we can read with 100 percent accuracy. Then do a partner reading where you take turns after every sentence.

- Have students practice reading a text at the students' reading level aloud with you, with another partner, or with a recording until they can read with accuracy.

Make It Harder

Students can extend their practice by reading more challenging texts.

- Help pairs choose a text at an appropriate level that interests them.

- Have partners take turns reading aloud to each other and providing feedback about their accuracy.

- Challenge partners to create audio recordings of their reading. Recordings could be used as models for fluent oral reading for classmates.

Rate

Rate refers to oral reading at the speed of natural speech that demonstrates automatic word recognition and smooth pacing.

Connect to *myView Literacy:*
Fluency: Unit 1, p. T48

ROUTINE

STEP 1 \ INTRODUCE

Describe reading aloud at an appropriate rate. A good rate is the speed we use when we talk with a friend, a speed that is conversational. Reading aloud at an appropriate rate makes it easier for our listeners to understand what we're reading.

STEP 2 \ MODEL

- Display the beginning of a narrative text. As I read aloud, follow along with me silently. Notice the speed of my reading. I'm trying to read at a pace that's not too fast and not too slow, so listeners can understand the story.

- Model oral reading at an appropriate rate. I'm also trying to maintain an even pace as I read.

STEP 3 \ GUIDE PRACTICE

- Distribute a copy of the same text to each student and do an echo reading. Match the speed of my reading when you echo back to me. We'll read sentence by sentence. Read aloud the next paragraph.

- Discuss why reading at an appropriate rate is important. What is it like for the listener if I read too slowly? What about if I read too fast? Sometimes we think reading faster is better, but it is difficult to understand. Reading at an appropriate rate takes practice.

- Let's read aloud the next part together. Do a choral reading of the next paragraph.

STEP 4 \ ON THEIR OWN

Have student pairs take turns continuing to read the text without you. Encourage them to give each other feedback on pace: too fast, too slow, just right, or uneven. For optimal fluency, have students read aloud the text three or four times.

Rate

> **CORRECTIVE FEEDBACK**
>
> **IF** students are not reading aloud at an appropriate rate,
>
> **THEN** model reading aloud at an appropriate rate again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Let students know if their oral reading needs to be slower, faster, or more even. Then choose from the options below.

- Students who read slowly but accurately may need some support knowing where to pause. Review punctuation cues and help students mark their copy of the text with slashes to indicate pauses. Help students chunk sentences into phrases and underline all the words in the phrase. Now that you have the pauses marked, keep reading until you come to a pause.

- If students read too quickly, remind them that reading aloud is not a race and the most important thing is to understand the text as they read. Sometimes if we read too quickly, we can miss a word or change the order of words. Doing that could change the meaning of the text. Try slowing down a bit. Do a partner reading with each student and ask questions after he or she has finished reading aloud to ensure comprehension.

- If students read at an uneven pace, do another choral reading. Let's read aloud together at a steady rate.

- Evaluate each student's miscues and determine whether additional instruction in decoding, vocabulary, or comprehension strategies might be needed.

Make It Harder

Encourage students who consistently read aloud at a smooth rate to practice reading aloud with longer or more challenging texts.

- Help students select an appropriate text and practice reading aloud with a partner.

- Challenge them to record themselves and share their recording with classmates.

Prosody: Poetry

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis.

Connect to *myView Literacy:*
Fluency: Unit 1, p. T234

ROUTINE

STEP 1 \ INTRODUCE

Describe the skill. Good readers read poems with prosody. When we read with prosody, we read expressively. Our phrasing, tone, and emphasis work together to reflect the emotional content of the poem. Today we'll practice reading poetry with prosody.

STEP 2 \ MODEL

- Display a familiar poem. Before I read a poem aloud, I scan the text to be sure I know all the words. Then I read it silently. As I read, I pay attention to punctuation, line breaks, and rhyming words to help me know when to pause, stop, and emphasize words. I may need to read it several times. Read the poem silently with me. Pause to read silently.

- Now I'll read the poem aloud. Read the poem two or three times.

STEP 3 \ GUIDE PRACTICE

- Distribute a copy of the poem to each student. Now read aloud with me.

- Read the poem aloud with students, repeating until students match your phrasing, rhythm, and expression.

- Discuss examples of prosody in your oral reading. Did you hear the rhythm in the poem? Which words did we emphasize? How did we know where to pause or stop?

- Read the poem aloud again with students. Tap out or clap to the rhythm as we read.

STEP 4 \ ON THEIR OWN

Have partners take turns reading the poem aloud. Have the listening partner follow along and provide feedback. Have partners switch roles several times.

Prosody: Poetry

CORRECTIVE FEEDBACK

IF students are not reading poetry aloud with appropriate prosody,

THEN model reading aloud with prosody, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who read poetry without prosody may benefit from doing an echo reading with you.

- Display unfamiliar words or phrases from the poem. Explain how the meanings of the words and phrases help readers know how to read expressively. Demonstrate how to read the words and phrases aloud with appropriate expression.

- Then read the poem aloud several times while students follow along.

- Discuss what you did to read the poem with prosody. Which words did I read together? Where did I pause? Which words did I emphasize? Have students mark slashes where they should pause, and underline words to emphasize.

- Have students echo read each line of the poem after you. Then have students echo read each stanza.

- Finally, have students choral read on their own. Have them repeat until they read with appropriate phrasing, intonation, and emphasis.

Make It Harder

Have students who can read aloud with prosody participate in a class poetry reading.

- Have students choose a poem. Have them prepare by clarifying any unfamiliar words and then reading the poem silently several times.

- Allow time for students to practice reading their poems aloud, first on their own and then with a partner.

- Then have students take turns reading their poems to the class.

Prosody: Narrative Texts

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis.

Connect to *myView Literacy:*
Fluency: Unit 1, p. T178

ROUTINE

STEP 1 \ INTRODUCE

Discuss prosody and narrative texts. Good readers read aloud with expression. With narrative texts, we use our voices to convey the meaning of a story when we adjust volume, pauses, emphasis, and intonation to reflect what we're reading.

STEP 2 \ MODEL

- Display a narrative text. When I read aloud, the punctuation marks help me know where to pause, what to emphasize, and how to change my tone. I raise my voice when I see a question mark, and I show excitement when I see an exclamation mark. When I see quotation marks for dialogue, I read aloud as I think the character would speak. Model reading aloud a paragraph.

- When I see words like *of, from,* or *to,* I know that a phrase is coming, like *of the season, from her brother,* or *to the store.* I know that grouping words into meaningful phrases while reading helps listeners understand the text. Model reading aloud another paragraph.

Punctuation Cues for Fluency

, = pause briefly

. = pause slightly longer

? = raise voice

! = show excitement

" " = read as the character would speak

STEP 3 \ GUIDE PRACTICE

- Distribute a copy of the text to each student. Let's read the rest of the story together.

- Discuss techniques for reading aloud the story with prosody. What are some of the phrases that should be read together in this text? What sentences should be read with excitement, because of the exclamation mark? How can we read with expression, to show that [character] is feeling _____?

STEP 4 \ ON THEIR OWN

Have pairs of students practice reading aloud on their own by taking turns reading paragraphs. Have them read the story aloud two or three times. Provide feedback on students' phrasing, emphasis, volume, and expression.

Prosody: Narrative Texts

CORRECTIVE FEEDBACK

IF students are not reading aloud with appropriate phrasing, intonation, emphasis, and expression,

THEN model reading aloud with prosody again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who read haltingly or without prosody may need additional help reading with phrasing or expression.

- Ask questions about the story to ensure students understand it. Clarify any misunderstandings. Help students identify what the characters are feeling and how they could use their voice to read with expression.

- Model reading aloud the text again while students follow along. Discuss how you read with prosody. What words did I read aloud together? How did I know to do that? (Use punctuation cues and phrases.) What words or phrases did I read with emphasis or a particular tone? How did I know to do that? (Use punctuation cues such as question marks, exclamation marks, and quotation marks.)

- To help build students' confidence, have them practice reading an easier or shorter text aloud. Have students echo read each paragraph after you and then choral read the text on their own. Read aloud as if you were the actors for an audiobook.

Make It Harder

Have students who are reading aloud with appropriate prosody perform a Readers' Theater.

- Provide each student with a copy of a story that has dialogue. Have students first read the text silently and then practice reading aloud with appropriate prosody.

- Assign parts to students. Allow time for students to practice reading aloud their lines of dialogue with expression.

- Have students perform the Readers' Theater for the class.

Prosody: Informational Texts

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis.

Connect to *myView Literacy:*
Fluency: Unit 1, p. T48

ROUTINE

STEP 1 \ INTRODUCE

Describe reading informational texts aloud with prosody. Informational texts provide information about a topic. Since they are nonfiction, we usually read them in a neutral tone. Reading aloud with appropriate phrasing helps our readers understand a text the way the author intended.

STEP 2 \ MODEL

- Display an informational text. As I read the sentences, I'm going to group the words naturally into phrases. I'm going to read loudly enough so listeners can understand. I want the ideas in the text to be clear to my listeners. Model reading the first part of the text aloud.

- This text is giving information about _____. I know that informational texts should usually be read in a neutral voice. Point out punctuation. I know to adjust my voice when I see punctuation marks. I pause for commas and longer for periods. I also pause after I read a title or section name. Model reading aloud again.

Punctuation Cues for Fluency		
,	=	pause briefly
.	=	pause slightly longer
?	=	raise voice
!	=	show excitement
" "	=	read as the person would speak

STEP 3 \ GUIDE PRACTICE

- Give a copy of the text to each student. Let's do an echo reading of the next part. I'll read a sentence and you echo it back to me.

- Ask students to discuss the echo reading. What did you notice about phrasing? Where did we pause in the text? Where did we chunk words into meaningful phrases? How did we know to do that? (punctuation cues such as periods and commas, and by reading groups of words that go together as phrases)

- Do a choral reading of the next part.

STEP 4 \ ON THEIR OWN

Have pairs take turns reading the rest of the text aloud. Provide feedback on their phrasing, intonation, and emphasis.

Prosody: Informational Texts

CORRECTIVE FEEDBACK

IF students have difficulty reading an informational text with appropriate prosody,

THEN model reading aloud again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

If students struggle with prosody, focus on the aspects that they find most challenging. Choose from the options below.

- Ask questions about the text to ensure students understand it. Clarify the meanings of any unfamiliar words.

- Review the punctuation in the text as needed. Guide students to focus on phrasing and punctuation cues by marking pauses in the text. Mark the first few pauses on a student's copy and have him or her mark the rest of them. Use a slash to remind yourself where you'll pause. Then read aloud for me.

- Give students additional practice, both listening to fluent oral reading and reading aloud themselves. When you read an informational text aloud, remember that your listeners are listening to new information. Read clearly and loudly, so we can hear and understand you.

- Do partner readings with students using the same text. Then have student pairs work together for more practice. If students continue to have difficulty, have them work with an easier or shorter text.

Make It Harder

Encourage students who are reading informational texts with appropriate prosody to continue with their practice.

- Help students select longer or more challenging informational texts and have them first read independently, to practice.

- Then have readers lead an echo reading with a partner or small group. If appropriate, have volunteers read informational texts to students who are a grade or two younger.

Prosody: Drama

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. Reading plays aloud includes reading characters' dialogue with expression.

Connect to *myView Literacy*:
Fluency: Unit 3, p. T178

ROUTINE

STEP 1 \ INTRODUCE

Discuss prosody and dramatic texts. When we read a play aloud, we read all of the text, including the cast of characters, setting, and stage directions. We read dialogue with expression—or the way the characters would speak their lines—and we read the other text in a neutral voice.

STEP 2 \ MODEL

- Display a short dramatic piece and model reading it aloud. Stage directions often instruct the actor how the dialogue should be spoken, so I'll use that information as a guide. Point out any stage directions that help with expression.

- Often the dialogue in a play is written to sound realistic, or how people actually talk. The punctuation tells me if a character is asking a question or is excited. The commas and periods tell me where I should pause briefly or pause slightly longer. Model reading aloud the play again.

Punctuation Cues for Fluency

,	=	pause briefly
.	=	pause slightly longer
?	=	raise voice
!	=	show excitement
" "	=	read as the character would speak

STEP 3 \ GUIDE PRACTICE

- Give each student a copy. Let's read the play aloud together.

- Draw students' attention to volume, expression, phrasing, and punctuation. Why is it important to read with appropriate volume? Why do we read some parts in a neutral voice? How does reading aloud dialogue with expression help us understand the play? What are some words that should be read aloud as a phrase? Read aloud the play again together.

STEP 4 \ ON THEIR OWN

Have pairs reread the play aloud. Give feedback about phrasing, emphasis, and expression.

Prosody: Drama

Make It Easier

Students who are struggling may need help with a particular aspect of prosody, such as phrasing or expression. Choose from the options below.

- Ask questions to ensure that students understand the play. What is this play about? What happens in this play? What are the characters like?

- Briefly discuss which parts of a play are read with expression and which are read in a neutral voice. Underline the parts that we read with a neutral voice; highlight the words that we read as if the character were talking.

- Discuss what each character is like, and how readers can use their voices to show their personalities. What words from the play help you know how the characters might sound?

- As necessary, review the meaning of different punctuation marks, and identify words in the text that should be read as phrases. Let's read the play aloud together.

Make It Harder

Have students who are reading on-level dramatic texts with appropriate prosody perform a Readers' Theater.

- Help students choose an appropriate play or scene and provide each student with a copy. Model reading the play aloud with appropriate prosody.

- Choose students to read the various parts. Have them read aloud all the text in the play, not just the dialogue.

- Allow students time to practice reading their characters' lines with expression before performing a Readers' Theater for the class.

Fluency and Qualitative Measures

What Is Fluency?

Fluency is reading accurately, with expression, at an appropriate rate. To learn to read words and become fluent readers, students need a solid phonological base and strong alphabetic and language skills. Frequent practice reading high-frequency words helps students learn to recognize words automatically.

As students' ability to read words with automaticity grows, they begin to understand the text as they read and will be able to demonstrate different aspects of prosody as they read aloud. Fluent readers group words into meaningful phrases and use their voices to convey the meaning of a text by adjusting timing, expression, volume, emphasis, and intonation. As students make gains in fluency, they will read more quickly while maintaining accuracy and demonstrating expression.

Fluency is directly related to comprehending text, the ultimate goal of reading. Mastery of these skills—reading accurately with automaticity, at an appropriate rate, and with appropriate expression—is what helps students focus on the meaning of a text.

What Does a Fluency Test Measure?

A fluency test measures the number of words that a student reads aloud correctly in one minute (WCPM) in a grade-level text that the student has not previously seen. Speed, while an important indicator, is not the main objective.

- **Accuracy, Rate, and WCPM** The score (words correctly read per minute) is calculated by subtracting the number of errors the student makes from the total number of words the student read.

- **Results** Scores can be highly variable because of familiarity (or lack of familiarity) with a particular topic and related vocabulary, or due to student anxiety. The score of any one test should be seen within the context of a semester or a year.

Using *myView Cold Reads for Fluency and Comprehension*

Cold Reads for Fluency and Comprehension provides leveled selections and comprehension items that assess each week's comprehension focus and support emerging fluency.

- **Differentiation** Selections and items are written for students at varying levels of proficiency, as indicated at the bottom of each page: Developing (D), On-Level (OL), and Advanced (A).

- **High-Frequency Words** High-frequency words are strategically placed in the selections to give students additional practice reading these words in context.

- **Practice** Use selections to model fluent oral reading regularly in class. Selections can also provide students with ample opportunities to practice reading orally before they are assessed.

- **Assessment** Selections are designed to be administered as tests to assess student progress.

Qualitative Measures

Gaining fluency is a process that is different for every reader. Some students demonstrate fluency from early on, while for others it can be a gradual process. Over time and with effective reading instruction and practice, students will show improvement. Charting WCPM scores as students' reading improves motivates them to further practice and improve their fluency.

Key Variables

Emerging readers progress through phases, the timing of which varies but can be generalized as follows:

- A focus on pronouncing words and phrases (Kindergarten, Grade 1, and first half of Grade 2)
- Showing signs of prosody; starting to use expressive language (second half of Grade 2)
- Fluctuating oral reading fluency scores (at the end of Grade 3, moving into Grades 4 and 5)

Measuring Other Aspects of Fluency

To get an overall picture of a student's fluency, teachers will benefit from tracking not only WCPM but also those elements of prosody that are more subjective. As you listen to students' oral reading practice, pay attention to their demonstration of prosodic elements beyond accuracy and rate.

- **Phrasing** Does the student group words into meaningful chunks and pause appropriately when encountering commas and periods?
- **Intonation** Does the student's voice go up and down when she or he sees a question mark or exclamation mark, or when speaking as a character would?
- **Volume and Stress** Does the student translate the emotion and meaning of the text into his or her oral reading through appropriate shifts in volume and emphasis?
- **Self-correction** Does the student self-correct, an important fluency and comprehension skill, as he or she reads?

Use the **Oral Reading Fluency Rubric** to determine a student's level of fluency and assess areas in which a student may need practice.

Target Fluency Goals

One of the most effective ways to assess fluency is by taking a timed sample of a student's oral reading and measuring words correct per minute (WCPM).

Prepare for the Timed Sample

- Choose a selection that is on grade level and not previously seen by the student.
- Make two copies of the selection. Give one copy to the student and keep the other copy for yourself.
- Have a timer or clock available for timing the reading.

Administer the Timed Sample

- Have the student read aloud the selection for one minute, excluding the title.
- Mark on your copy of the selection any miscues or errors the student makes.
- Stop the student at exactly one minute and note precisely where he or she stopped.

Score the Results: WCPM = (Total number of words read) − (Number of errors)

- Count the total number of words read in one minute.
- Subtract the number of miscues or errors made.
- Record the words correct per minute score.

Interpret the Score

The following chart identifies performance benchmarks for fall, winter, and spring, with the expected benchmark at the 50th percentile. For example, a fifth-grade student reading 160 WCPM in winter is reading at the 75th percentile. The same student reading 195 WCPM in the spring is now reading at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	20	64	84	102

Hasbrouck, J. & Tindal, G. (2017). "Compiled ORF Norms 2017" from *An Update to Compiled ORF Norms (Technical Report No. 1702)*. Eugene, OR, Behavioral Research and Teaching, University of Oregon. Used by permission.

IF the score is lower than the expected benchmark,

THEN evaluate your notes on the student's miscues to determine whether further instruction in decoding, vocabulary, and comprehension strategies is needed. Exposing the student to fluent reading models and encouraging the student to read more texts at an accessible reading level may also increase fluency.

Oral Reading Fluency Rubric

Score	VOLUME AND EXPRESSION	SYNTAX AND PHRASING	ACCURACY	RATE
4	The student reads enthusiastically with good expression throughout the text and varies expression and volume to match his or her interpretation of the text.	The student reads smoothly with some breaks; demonstrates meaningful phrasing, mostly in clause and sentence units; adjusts for punctuation; and preserves the author's syntax. Stress and intonation are appropriate.	The student reads accurately. A rare, minor error may occur or be self-corrected, but does not appear to detract from the overall comprehension of the text.	The student consistently reads at a natural-sounding, conversational pace.
3	The student reads with appropriate volume and some expression appropriate to the text.	The student generally uses appropriate phrasing but occasionally breaks smoothness with run-ons or mid-sentence pauses for breath, or does not adjust for punctuation. Stress and intonation are adequate, and the syntax of the author is mostly preserved.	The student mostly reads accurately. Errors sometimes result from a difficult word or sentence structure. Errors may be self-corrected and do not appear to affect comprehension.	The student sometimes reads at an uneven pace, too slow or too fast at times.
2	The student begins to use voice to make text sound natural but focuses mostly on reading the words and reads somewhat quietly. Expression is minimal.	The student reads in short phrases and does not adjust for punctuation, making the reading sound choppy. Stress and intonation are lacking or inappropriate at times.	The student makes a number of errors. Errors sometimes affect comprehension.	The student reads somewhat slowly. There may be frequent or extended pauses or hesitations.
1	The student reads the words but does not sound natural, is difficult to hear, and uses little or no expression.	The student reads in a choppy, word-by-word manner with frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts. Stress and intonation are absent or inappropriate.	The student makes many errors to the point of affecting comprehension.	The student reads slowly and with difficulty.

Self-Monitor Fluency

Self-monitoring in reading means being aware when you successfully construct the author's message and when you notice something is amiss with meaning, structure, or graphophonic information. . . . Self-monitoring and self-correction appear frequently in research records of young readers making strong progress and less frequently for those making slow progress.

—Nancy L. Anderson, Elizabeth L. Kaye

"Finding Versus Fixing: Self-Monitoring for Readers Who Struggle"

The Reading Teacher, Vol. 70, No. 5, March/April 2017

Self-Monitor: Oral Reading

When readers **self-monitor** oral reading, they listen as they read to notice and correct word-reading errors and to confirm understanding.

ROUTINE

STEP 1 \ INTRODUCE

As we read aloud today, we're going to think about our reading. We'll pay attention to whether the words sound right and make sense. If we notice something isn't quite right, we'll pause and use fix-up strategies. Review the strategies with students.

STEP 2 \ MODEL

Display the text and tell students you are going to read aloud. I'm going to read accurately, smoothly, and with proper expression. As I read, I'll ask myself: Does this make sense? If it doesn't, I'll pause and use the fix-up strategies. If I see new words in the text, I'll use my decoding skills to figure them out.

> **Most of the rocks on Earth's surface are sedimentary rocks. They were formed from sediment, or material that settles in an area. It might be sand, mud, dust, little stones, or the remains of dead plants and animals. The material may be deposited by water, wind, or even moving ice (as in a glacier).**

Fix-Up Strategies
- If it doesn't make sense, pause.
- Think about what is confusing.
- For tricky words, look for prefixes, suffixes, and root words. Divide into syllables.
- Reread.
- Ask for help.

As you read, pause at the word *deposited.* When I first saw this word, I thought it might be *disposed* but I'm going to look at it again to identify the sounds in each part of the word. This word has four syllables: *de-pos-it-ed.* Blend the word parts to read *deposited.* I'll read the sentence again to make sure *deposited* makes sense.

STEP 3 \ GUIDE PRACTICE

Display the same text for choral reading. Let's read aloud together. We'll read accurately, at an appropriate rate, and with expression.

STEP 4 \ ON THEIR OWN

Help students choose an appropriate text and have pairs take turns reading aloud. As you read, listen to yourself to check if your reading makes sense. Pause if you notice that something isn't quite right. Use the fix-up strategies to help you. Encourage students to use their decoding skills when they encounter new or tricky words in the text.

Self-Monitor: Oral Reading

CORRECTIVE FEEDBACK

IF students are not self-monitoring their reading,

THEN model self-monitoring, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Watch for and encourage self-monitoring behaviors.

- Remind students that you want them to think about their reading. As you read, I want you to pay close attention to make sure your reading makes sense. Noticing errors and fixing them will help you better understand what you read.

- Display an appropriate text and ask students to read aloud. Observe students for self-monitoring behaviors, such as stopping or attempting to self-correct. Ask: What made you stop? What did you notice?

- If a student makes an error that affects meaning but does not notice, wait until the student gets to the end of the sentence or the paragraph. Ask: Will you reread that? Help students decode tricky words. Then, have them reread to check whether the word they read makes sense in the sentence and with the rest of the text.

- Help focus students' attention on their reading by having them record themselves reading a passage. Then, ask them to listen to the recording as they read silently.

Make It Harder

Students who self-monitor and self-correct as they read can continue practicing using longer or more challenging texts.

- Have students choose an appropriate text.

- Ask partners to take turns reading aloud to each other. Encourage students to read with accuracy, at an appropriate rate, and with expression. Remind them to notice whether the text makes sense and to pause and use the strategies when needed.

Self-Monitor: Silent Reading

When readers **self-monitor** silent reading, they pay attention to their reading to make sure they read fluently, maintain focus, and understand what they read.

ROUTINE

STEP 1 \ INTRODUCE

Today we're going to practice silent reading. As we read, we're going to monitor our reading. If we notice that we don't understand something, get stuck on a tricky word, or lose our focus, we'll pause and reread. Review the fix-up strategies with students.

STEP 2 \ MODEL

- Display a short text and model your thinking. As I read, I'm going to check in with myself about my reading. I'll ask myself: Does this make sense? If it doesn't, I'll pause and use the fix-up strategies.

- If I get stuck on a tricky word, I can use a word-reading strategy, such as dividing it into syllables, and look at the surrounding text to help me understand the meaning.

- If I lose focus or get confused, I'll back up to a part where I understood what the author was saying and reread from there. I want to make sure I'm not just reading the words but also thinking about the text to understand what the author is saying.

Fix-Up Strategies

- If you've lost focus or it doesn't make sense, pause.
- Reread.
- For tricky words, look for prefixes, suffixes, and root words. Divide into syllables.
- Make a note or ask for help.

STEP 3 \ GUIDE PRACTICE

Have students read the same text silently. Remind them to monitor their reading and use fix-up strategies when needed. When students are finished, ask volunteers to share the strategies they used. Then, discuss the text as a group. Ask students questions about the text, such as which parts helped them picture a setting or imagine how a character might sound.

STEP 4 \ ON THEIR OWN

Have each student choose an appropriate text for silent reading. As you read, remember to pay close attention to make sure you read accurately and understand what you read. Pause to use the fix-up strategies when you need to. If students reread and are still stuck on a part of the text, ask them to make a note. When students are finished, ask volunteers to share the fix-up strategies they used. Then, have them write a question about the text.

Self-Monitor: Silent Reading

CORRECTIVE FEEDBACK

IF students are not self-monitoring their silent reading,

THEN model thinking about self-monitoring during silent reading, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Guide students to self-monitor as they read silently.

- Remind students that you want them to think about their reading as they read silently. As you read, I want you to pay close attention to whether your reading is accurate and makes sense. Noticing when you don't understand something is a good thing, and going back to reread will help you better understand the text.

- Have students read a section of text silently, and then have them stop and answer a question you ask about the text. If students have trouble answering the question, help them use the strategies and focus on what they need to reread. When they are finished reading, ask students to retell what they read.

Make It Harder

Students who are self-monitoring as they read silently can continue practicing using longer or more challenging texts.

- Have students choose an appropriate text and ask them to read silently.

- When students finish reading, have them work with a partner to come up with a new fix-up strategy they can use when they get stuck, or have them tell a partner about what they are reading and whether they would recommend it.

Comprehension

Because motivation is inherently social, the social context of the classroom can be adapted and leveraged to better support reading motivation (Hruby et al., 2016). *In fact, a recent systematic review and meta-analysis found that motivational reading interventions, such as fostering reading interest through hands-on activities, offering choices, and providing process-oriented feedback, produced significant, positive effects on students' reading motivations and reading comprehension* (McBreen & Savage, 2020).

—Nell K. Duke, Alessandra E. Ward, P. David Pearson

"The Science of Reading Comprehension Instruction"

The Reading Teacher, Vol. 74, No. 6, May/June 2021

Build Background Knowledge

Readers **build background knowledge** to connect their own background to a text to better understand it, and then add more knowledge from the text as they read.

Connect to *myView Literacy*:
Introduce the Texts: Unit 1, p. T32

ROUTINE

STEP 1 \ INTRODUCE

When we read, we connect our personal experiences to events or ideas in a text. Making personal connections helps us to understand and to think more deeply about what we're reading.

STEP 2 \ MODEL

- Display a familiar text. Preview the first section. I start by previewing to see what I already know about the genre, topic, ideas, or events. Discuss the preview, modeling making a connection to your life, another text, or the world.

- Read aloud the first section. As I read, I make more personal connections. Use questions such as the ones at the right to relate your own experience to important ideas or themes in the text.

- When I'm finished reading, I use the connections I've made to think more deeply about the text. I ask myself, *What have I learned about the world from my reading?*

Model questions such as:

- Have I ever seen, felt, thought, heard, or read about something similar?

- How do my own experiences help me think about the characters or people in the text?

- What parts of the text do I find interesting or surprising? Why?

- What does this help me understand about ideas or issues in society?

- How do these events or ideas change or support my ideas about life?

STEP 3 \ GUIDE PRACTICE

Guide students to preview and make personal connections to another section of the text. Use questions such as those at the right to guide students. After reading, discuss how building background helps students think about the themes or important ideas in the text.

STEP 4 \ ON THEIR OWN

Have students preview and read an unfamiliar text. Ask them to share how they used background knowledge to deepen their understanding of themes or ideas presented in the text.

Build Background Knowledge

CORRECTIVE FEEDBACK

IF students cannot build background knowledge for a text,

THEN model how to build background knowledge, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from tracking their connections in a three-column chart with the headings *Text-to-Self, Text-to-Text,* and *Text-to-World.*

- Display a brief text on a familiar topic. Begin by previewing the text.

- As you preview and then read aloud the text, guide students to name what they know about the text, using the categories in the chart.

- Discuss the insights each type of connection can lead to. For instance, a Text-to-Self connection might help students better understand how characters feel or why they act the way they do. A Text-to-Text connection may help them better understand common themes or ideas in similar texts. A Text-to-World connection may help them better understand important real-world issues.

Make It Harder

Challenge students to build background knowledge about a new topic.

- Have partners pick a text about a topic or issue that interests them. Have them discuss what they know about the topic already.

- Have partners use their background knowledge to list questions that they hope to answer by reading the text.

- Have partners take turns reading aloud to each other, noting new ideas about the topic. Ask: How does the text connect to something in your own life, to something else you've read, or to the real world to help you better understand the topic?

- When partners finish reading, have them explain how the text helped them think more deeply about the topic.

Ask and Answer Questions

Readers **ask and answer questions** about the text before, during, and after reading to deepen understanding and gain information.

Connect to *myView Literacy:*
Generate Questions: Unit 2, p. T192

ROUTINE

STEP 1 \ INTRODUCE

We ask questions before, during, and after we read. We ask questions about ideas in a text that are interesting, significant, or confusing. Asking questions gives us a reason to read as we look for answers in the text, and it helps us understand the text.

STEP 2 \ MODEL

- Display a familiar text. Before I read, I preview the text. I write questions about what I think I'll learn or what I want to find out as I read. Preview the text and write a set of questions.

- As I read, I look for answers to my questions. I also ask more questions as I go. Read aloud a section, modeling asking and answering questions. Important ideas are not always directly stated. Then readers must use text evidence to infer answers.

- After I read, I think about my earlier questions. Did I answer them sufficiently? Do I have more questions? How did my questions and answers help me think deeply about the text?

STEP 3 \ GUIDE PRACTICE

Use questions such as the ones at the right to guide students to preview the rest of the text and generate questions. After reading, discuss answers students found or questions they may still have. Discuss how their questions helped them think more deeply about the text.

STEP 4 \ ON THEIR OWN

Have students read a new text. Ask them to list their questions and answers before, during, and after reading. Then ask students to use the answers to discuss key ideas or themes in the text.

Before Reading
- What is the text about?
- What is the author's purpose?
- How are ideas organized?

During Reading
- What do the characters' thoughts, words, actions and relationships reveal about them?
- How do the ideas develop in the text?

After Reading
- What does the ending reveal about the characters or themes?
- What is the author's key idea or message?

Ask and Answer Questions

CORRECTIVE FEEDBACK

IF students cannot ask and answer high-level questions about a text,

THEN model the process, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need additional support making inferences to ask and answer high-level questions.

- Display and read aloud the text at the right. Some questions are directly answered in the text, but others are not. Point out that the question *What day do events in the story take place?* is answered directly in the first sentence.

- Then, model asking questions that require inferences. Ask: Why won't the people forget Thursday, July 4? What kind of light show were the people expecting? Why? What happened instead?

- Model making inferences to answer the high-level questions. Help students use what they know about Fourth of July celebrations and the text to answer the questions.

> Thursday, July 4, was a day the people of Wayland Falls will never forget. The town couldn't wait for the annual light show that night. But what really occurred is a mystery. As the townspeople gazed at the night sky, they heard the fireworks launch into the air. But there were no sparks or flashes or booms—only the faintest fizzle in the distance.

Make It Harder

Challenge students to ask and answer questions about an unfamiliar text.

- Have partners pick an unfamiliar text. Then have them create a three-column chart with the headings *I Wonder, That's Interesting,* and *That's Not Clear.*

- Have partners preview the text and begin listing high-level questions for each category. They should avoid asking yes/no questions.

- Have partners then read the text to ask more questions and to try to answer their questions. When they finish reading, have them review their questions and answers. Have them share what they learned, found most interesting, and found most confusing about the text.

Predictions

To make **predictions** means to tell what a text might be about, or what might happen next based on details in the text.

Connect to *myView Literacy:*
Confirm or Correct Predictions:
Unit 1, p. T306.

ROUTINE

STEP 1 \ INTRODUCE

To make predictions, we use clues in the text to make educated guesses about what we will learn or what will happen in the text.

STEP 2 \ MODEL

- Choose an unfamiliar text. I start by previewing. Use the questions at the right to model making predictions. Model how to use text features such as headings, sidebars, and captions to help make predictions. Write your predictions and discuss how text features provide clues.

- Now I read to confirm my predictions. Read aloud a section. Use the second set of questions at the right as a guide. I predicted _____. I know my prediction is [correct/incorrect] because _____. Discuss text evidence that confirms or corrects your predictions.

- I can confirm accurate predictions with text evidence. If a prediction is incorrect, I use text details to correct the prediction. I also use what I've read so far to make new predictions. Write a new prediction. Explain that after reading, you can also go back and reread sections of the text to confirm predictions.

STEP 3 \ GUIDE PRACTICE

Have students read the rest of the text, using the questions to guide them to make predictions. Have students explain their predictions and how they used text evidence to confirm or correct them.

STEP 4 \ ON THEIR OWN

Have students write a set of predictions before and while they read a new text independently. Discuss how they confirmed or corrected their predictions after reading. Guide students as needed.

Make Predictions
- What do text features such as the headings, captions, sidebars, and images reveal?
- What do I already know about this genre?
- What do I think will happen? What will I learn about? Why?

Confirm or Correct Predictions
- Were my predictions correct? How do I know?
- How can I correct my predictions?
- What can I predict now? Why?

Predictions

CORRECTIVE FEEDBACK

IF students cannot make and check predictions as they read,

THEN model how to make and confirm or correct predictions, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from more practice using text features as clues to make predictions.

- Display a short narrative nonfiction text that includes a variety of text features such as headings, captions, sidebars, and diagrams with labels.

- Preview the text. Discuss each text feature and what it reveals about the topic. Each text feature provides different information about the topic and provides clues to the most important ideas and concepts in the text. Then guide students to make predictions about the text based on the preview of text features.

- Read aloud the text. As you read, note the text features and model confirming or correcting predictions. Have students make more predictions as you read.

Text Features
- Headings
- Captions
- Sidebars
- Diagrams with labels
- Photos or illustrations

Make It Harder

Challenge students to make predictions with a longer or more challenging informational text.

- Have students select a challenging text on a topic that interests them.

- Before they read, have students preview the text and write predictions. Then have them use their predictions to set a purpose for reading.

- Have students read the text, annotating it to confirm or correct their predictions as they read.

- When students finish reading, have them discuss how their predictions helped them set a purpose and better understand the information in the text.

SIDE A
Make Inferences

To make **inferences,** readers combine what they know with details they read to understand ideas that are not directly stated in the text.

Connect to *myView Literacy:*
Make Inferences: Unit 1, p. T122

ROUTINE

STEP 1 \ INTRODUCE

Readers can figure out information in texts that authors don't directly state by making inferences. To make inferences, we combine text evidence with what we already know about the topic.

STEP 2 \ MODEL

- Read aloud a familiar informational text. Draw students' attention to an example of implied information. The author doesn't directly explain this idea, but I can use text evidence to figure out what the author is suggesting.

- Now demonstrate finding text evidence to help you make an inference. I read closely to find text details that are clues to the author's meaning. This can include information presented in text features, such as captions or images.

- Model using prior knowledge. I also think about what I already know about the topic or ideas that the author is presenting.

- Make an inference. I combine text evidence with what I know to make an inference. This helps me read "between the lines" to figure out the author's message or key ideas.

> To make inferences, I . . .
> - look for details, or clues, in the text, including information in text features or images.
> - think about what I already know about people, events, or ideas in the text.
> - combine what I read and what I know to better understand the people, events, and ideas or themes in the text.

STEP 3 \ GUIDE PRACTICE

Use the steps at the right. Guide students to make more inferences about implied ideas, concepts, or relationships among ideas in the text.

STEP 4 \ ON THEIR OWN

Have students choose another familiar text. Have them follow the steps independently to make inferences about a key idea or theme. Guide students as needed.

Make Inferences

CORRECTIVE FEEDBACK

IF students cannot make inferences as they read,

THEN model how to use text details and prior knowledge to make inferences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from practice identifying text evidence in text features to make inferences.

- Display a section of a familiar informational text that includes a diagram.

- Preview the text to identify the topic. Then read aloud the section and draw students' attention to the diagram. Text features such as diagrams often fill in information that may not be directly stated in a text by providing more details about the topic.

- Discuss the diagram and how it adds to or helps develop information in the text. Model using details in the diagram as well as what you already know about the topic to make inferences about the ideas in the text.

- As time allows, continue walking students through using other text features such as captions, images, or sidebars to make inferences.

Make It Harder

Challenge students to make inferences in an informational text in graphic novel format.

- Provide students with a biography or historical account in graphic novel format. Point out that graphic novels provide many opportunities to use images and other text and graphic features to make inferences.

- Have students read the account and track inferences as they read.

- After students are finished reading, ask them to share examples of how they used various kinds of text and graphic features to make inferences about the people, events, and key ideas or themes.

Main Idea and Details

Main ideas are the most important ideas, or big ideas, in a text. **Details** are smaller, often interesting pieces of information that support the main ideas.

Connect to *myView Literacy:*
Analyze Main Idea and Details:
Unit 1, p. T50

ROUTINE

STEP 1 \ INTRODUCE

Main ideas are the most important ideas in a text. An author supports the main ideas with details, such as facts and examples. We analyze main ideas and details to connect related information about the topic.

STEP 2 \ MODEL

- Display an informational text. First, I identify the topic. Preview the text and text features to identify the topic.

- As I read, I look for supporting evidence that tells about an important idea. I ask, *What is the most important idea about the topic?* Read aloud a section of text. Model sorting key, or supporting, details from unimportant details. These supporting details are clues to the main idea(s).

- I put together these supporting details to infer, or figure out, the main ideas. State the main idea(s). Explain how supporting details helped you figure it out. Explain that you can continue using supporting details to determine other main ideas in the text and the main idea of the whole text.

To Find the Main Idea

- **Identify the Topic**
  Who or what is the text mostly about?

- **Look at the Details**
  Which details give supporting evidence for the most important ideas about the topic?

- **Figure Out the Main Ideas**
  What are the most important ideas about the topic that the author wants me to know?

  How do the supporting details all fit together to help me state the main idea?

STEP 3 \ GUIDE PRACTICE

Display a familiar informational text. Have students use the questions like those at the right to identify and analyze the main ideas. Ask students to explain how the key details support the main ideas.

STEP 4 \ ON THEIR OWN

Have students choose another informational text and analyze the key details to identify the main ideas. Ask students to also state a main idea for the whole text. Guide students as needed.

Main Idea and Details

CORRECTIVE FEEDBACK

IF students cannot identify main ideas and details in a text,

THEN model the process again, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from more practice inferring and stating main ideas for complex texts.

- Display a section of a complex informational text, such as a technical or science text. Identify the topic. Then read aloud a paragraph.

- Identify the supporting details in the paragraph one by one. Note what each detail says about the topic. Ask: What idea(s) do all or most of the details seem to support? That is a main idea.

- Ask students to name what they think is the main idea. If students mainly restate parts of the text or whole sentences verbatim, guide them to infer a broader main idea from the supporting details and to use their own words to state it. Help students revise their statements to concisely state the main idea.

- As time allows, apply the process to additional paragraphs in the text.

Make It Harder

Students may benefit from analyzing main ideas and details in a longer text.

- Provide student pairs with a familiar, but longer, informational text.

- Explain that longer texts often have many main ideas about a topic.

- Have partners take turns reading aloud the text to each other and noting the supporting details and main ideas as they read. Encourage students to list the main idea(s) for each paragraph or section of the text.

- Have partners use their lists of main ideas to write a summary of the text.

Monitor Comprehension

To **monitor comprehension,** readers use different strategies to make sure they comprehend what they are reading.

Connect to *myView Literacy:*
Monitor Comprehension: Unit 2, p. T128

ROUTINE

STEP 1 \ INTRODUCE

As we read, we monitor comprehension by stopping to make sure we understand each part of the text. If we are confused, we use fix-up strategies to clarify anything that doesn't make sense.

STEP 2 \ MODEL

- Read aloud a section or paragraph of a text. As I read, I stop at different points to make sure I understand the ideas, details, vocabulary, and text structure. If any part is confusing, I use fix-up strategies.

- Point out a confusing section of text. Note your confusion with a question. Then review the strategies at the right. Model using the strategies to answer your question and clarify understanding.

- Continue reading, modeling how to apply the different fix-up strategies to different points of confusion. These strategies are tools I use when my understanding breaks down. They help me make adjustments in my reading to clarify my understanding. Different fix-up strategies are helpful for different purposes.

STEP 3 \ GUIDE PRACTICE

Guide students in applying the fix-up strategies at the right to another part of the text. Ask them to identify a confusing part and pick a fix-up strategy. Ask students why they chose the strategy, how they used it, and whether it was effective.

STEP 4 \ ON THEIR OWN

Have students read aloud a new text. Have them pause to monitor comprehension and apply relevant strategies. Guide as needed.

Monitor Comprehension "Fix-Up" Strategies

- Reread to look for details I may have missed.
- Think about what I already know.
- Analyze details in images and text features.
- Check resources such as a dictionary.
- Ask for help.

Monitor Comprehension

CORRECTIVE FEEDBACK

IF students cannot monitor comprehension throughout a text,	**THEN** model how to monitor comprehension with another short text, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle may need help rereading to see how ideas are connected.

- Choose an unfamiliar text with two or more sections. Explain that sometimes readers can lose track of how important ideas in one section of a text connect to ideas in earlier sections of the text.

- Read aloud the first section of the text. Have students identify the most important ideas in the section. Guide them to use fix-up strategies for any points of confusion. Note the key ideas in this section.

- Read the rest of the text (or next section). Pause periodically to check comprehension. Identify a concept or idea that connects back to an earlier section of the text. Say: Why is this idea important? I know it was introduced earlier, but I want to make sure I understand the connection. I can reread the earlier parts to find out how it is connected.

- Continue guiding students to connect ideas and reread as needed.

Make It Harder

Challenge students to apply fix-up strategies to unfamiliar, complex texts.

- Have pairs choose and read a complex text on their own, monitoring their comprehension independently.

- Have each student use a chart to note each point of confusion, identify a strategy, tell whether it was effective, and if not, which strategy worked instead.

- Finally, have partners share their charts and discuss which strategies were most effective for particular points of confusion and why.

SIDE A
Summarize

To **summarize** is to restate in your own words the most important ideas or events of a text in a more concise version of the original.

Connect to *myView Literacy:*
Summarize: Unit 3, p. T122

ROUTINE

STEP 1 \ INTRODUCE

To summarize a text, we find the most important events and details in the text. We use our own words to restate this information clearly.

STEP 2 \ MODEL

- Display and read aloud a short familiar text. Divide the text into main sections. To summarize a story, I stop after each scene or important event. I ask myself, *What happens here?*

- I identify the most important events. Reread a section of text. I restate the events in my own words. Restate the event(s). I include only the most important details. Demonstrate sorting through details and separating important details from less important details.

- To summarize the whole text, I put together all of my summaries. Demonstrate summarizing two or more sections as a whole. I maintain the meaning and order of events. This helps me follow the plot and uncover important themes in the story.

STEP 3 \ GUIDE PRACTICE

Guide students to summarize the next section in the text. Include only the main events and important details, in your own words.

STEP 4 \ ON THEIR OWN

Now have students use the steps at the right to summarize the end of the text. Ask them to explain why they chose the events and details they included. Guide students as needed.

To summarize narrative text, I . . .

- find the main events.
- find the most important details about the events.
- restate the main events and important details in my own words.
- maintain meaning and order of events.

To summarize informational text, I . . .

- find the key idea for each paragraph.
- find the most important information about the key idea.
- restate the key idea and important information in my own words.

SIDE B
Summarize

CORRECTIVE FEEDBACK

IF students cannot effectively summarize a text,

THEN model how to summarize different paragraphs or texts, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle to summarize narratives might need more support.

- Explain that when students summarize, they should restate what is happening in the most concise way possible. In narrative texts, such as stories, an important action or event is often made up of many smaller actions, but we shouldn't include every detail in a summary.

- Display and read aloud the text at the right. How can we briefly restate what Avi is doing? What is the main event? (Avi is brushing his teeth.)

- Help students practice restating events in concise summaries with other similar texts.

> Avi reached for his toothbrush and the tube of toothpaste from the bathroom cabinet. He rinsed his toothbrush under the faucet. He squeezed a dollop of toothpaste onto the wet bristles. Then he put the toothbrush into his mouth and began scrubbing.

Make It Harder

Challenge students to summarize nonlinear narratives.

- Have students read a narrative fictional or nonfictional text in which there are flashbacks or foreshadowed events.

- Point out that in more complex texts, the events are not always told in clear time order. Then readers must read more closely to summarize the events so that they clearly state the actual order of events.

- Have students summarize the text in their own words. Have them use a graphic organizer, such as a story map, to track the events in time order.

- Have students use their completed graphic organizers to present an oral summary of the entire text.

SIDE A
Synthesize

As we read, we **synthesize,** or combine what we read with what we know to create a new understanding of the text, topic, or theme.

ROUTINE

STEP 1 \ INTRODUCE

When we synthesize, we use what we already know plus information from one or more texts to reach new understandings about topics or stories.

STEP 2 \ MODEL

- Choose and preview a familiar text. After previewing, I ask myself, *What do I already know about this?* Discuss the topic or theme and what you know about it.

- Read aloud the first paragraph or section of text. As I read, I ask, *What new information am I learning? How might I need to revise my thinking?* Discuss new information or ideas in the text.

- Next, I ask, *What new understanding do I now have?* Discuss how new information leads to new insights or changes the way we think about something.

- Point out that synthesis often requires combining information and different viewpoints from more than one text.

To synthesize, I . . .

- note what I already know about the topic or theme and how I know it.

- keep track of and include new information as I read.

- note any new understandings I have.

- note how my thinking has changed from what I first thought.

STEP 3 \ GUIDE PRACTICE

Read the rest of the text aloud. Review the points at the right. Use them to guide students to synthesize information and reach new understandings.

STEP 4 \ ON THEIR OWN

Have students read another text on the same topic. Students should write at least one new understanding they came to as they read and explain how they came to it. Guide students as needed.

Synthesize

CORRECTIVE FEEDBACK

IF students cannot synthesize information as they read,

THEN model how to synthesize information, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with synthesizing might need more support with the process. Provide the following sentence frames to work with the text at the right: *I think that _____.* *Then I read that _____. Now I think or know that _____.*

- Read aloud the first sentence. Ask: What do I know about the American Revolution? List students' responses after *I think that _____.*

- Read aloud the rest of the text. Ask: What new information do we find out? List students' responses after *Then I read that _____.* For example, a new idea might be that the American Revolution was a civil war.

- How did the text and reflecting on it change your thinking? List ideas after *Now I think or know that _____.*

> In many ways, the American Revolution was the first civil war in America. The American Revolution happened between 1765 and 1783. In the late 1700s, American colonists were divided in their loyalties. Many Americans disagreed with the revolution and fought against the rebelling colonists.

Make It Harder

Challenge students to work in small groups to research online safety or another topic that interests them, using two or more texts.

- Have each group member find and read a different source on the topic and take notes.

- Then have the group work together to synthesize their research.

- Have groups present findings and explain how their research led to a new understanding or changed their thinking on the topic.

Text Structure: Chronological/Sequence

Connect to *myView Literacy:*
Interpret Text Structure: Unit 4, p. T178

Text structure is the organization of ideas an author uses in writing a text. A **chronological** text structure groups facts, ideas, or events into a **sequence,** or order, based on when they occurred in time.

ROUTINE

STEP 1 \ INTRODUCE

Text structure is how ideas or events are organized in a text. An author uses chronological/sequence structure to help readers follow events in chronological order, or as they happened.

STEP 2 \ MODEL

- Display a familiar text organized in chronological order. First, I preview the text, asking myself, *Do text features show a time order? Are events told in chronological order?* Discuss what your preview reveals about the structure.

- Display the Text Clues. As I read, I'll look for time order signal words and dates. These text clues can help me identify and follow the sequence of events. Read aloud the first section, pointing out signal words or dates.

- Use questions such as those at the right to walk through the ideas or events in a section of the text. Then model using signal words and/or dates to summarize the section.

Text Clues
- Signal words

first	after
next	then
before	finally

- Dates

Sequence Order
1. What happens first?
2. What happens next?
3. What happens last?

STEP 3 \ GUIDE PRACTICE

Read the rest of the text. Guide students to use the structure and signal words and dates to discuss the order of events or ideas.

STEP 4 \ ON THEIR OWN

Give students another brief chronological text. Have them preview and then read, noting why the author chose sequential organization and how it helps them follow the events or ideas.

Text Structure: Chronological/Sequence

CORRECTIVE FEEDBACK

IF students cannot identify clues to chronological text structure,

THEN model the process with another short text, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students might need more support using text features as clues to the text structure.

- Choose a text organized in chronological/sequence structure, such as a biography or historical account, that includes features such as headings, subheadings, and images. Display and preview the text. Ask: What text features do you notice? What do these help reveal about the structure of the text? For example, a biography may include headings about a subject's childhood, school years, and career.

- Read aloud a section of the text. Discuss how the headings help you follow the events in chronological order. List each heading in order.

- Elicit that these features not only help readers identify the structure but also help them follow the sequence of events or ideas.

Make It Harder

Students may enjoy using the sequence of events in recent news accounts to create a live "newscast" about a current event in your town or region.

- Have partners pick a current event that they want to report.

- Have partners find and read print or online news accounts about the event, taking notes about the event as they read.

- Then have partners use signal words, dates, and times to write and present a news report about the event. Have them explain how they used these text clues to help listeners follow the sequence of events.

Text Structure: Description

A **description** text structure explains, defines, or illustrates a topic or a concept.

Connect to *myView Literacy:*
Interpret Text Structure: Unit 4, p. T178

ROUTINE

STEP 1 \ INTRODUCE

An author chooses description text structure to help readers understand what an event, object, person, or idea is like. Descriptions organize information, such as facts or features, to describe a topic.

STEP 2 \ MODEL

- Display a familiar descriptive text. First, I preview. I ask, *Do text features or graphic features help describe something? What do they describe?* Discuss the features.

- Read aloud the first section of the text. As I read, I look for signal words or phrases. Display the signal words and phrases. Signal words and phrases connect examples or details to the author's main points about the topic. Discuss how the signal words connect details or add details to help describe the topic.

- Analyze the first section of the text to identify how the author uses description. Ask: What is the author describing here? How is the text organized? How does the description structure help us understand the author's main points?

> **Description**
> - What is being described?
> - What is it like?
> - What does it look like?
> - What is it made of?
> - How does it work?

> **Signal Words and Phrases**
> for example
> such as
> for instance
> in addition
> also
> too

STEP 3 \ GUIDE PRACTICE

Read the rest of the text. Guide students to identify other descriptions and use the structure and signal words to answer the questions at right. How do the descriptions support the main points?

STEP 4 \ ON THEIR OWN

Give students another brief descriptive text. Have them preview and then read the text. Have them use examples to explain how the text structure helps clarify the author's main points.

Text Structure: Description

CORRECTIVE FEEDBACK

IF students cannot identify clues to the description text structure,

THEN model how to identify different parts of a description, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students might need more support analyzing how an author uses examples and details to a develop a descriptive text.

- Discuss how students often use examples to elaborate on, or add to, descriptions of events or ideas when they are talking to their friends. Ask: Why does including details make your descriptions clearer and more interesting?

- Review the signal words and phrases on Side A. Explain that words and phrases such as *also, too,* and *for example* are clues that the author is adding details or examples to expand a description.

- Reread sections of the text used in Steps 2 and 3 of Side A that include signal words or phrases that introduce additional information. Ask: How does this example add to the author's description? How does this added detail help you better understand the author's main points?

Make It Harder

Challenge students to use description text structure in their own writing.

- Have students choose a topic to write about. Then have them use a web to organize key ideas and details or examples that describe their topic.

- Have students use their completed webs to write their descriptions, including appropriate signal words to connect ideas.

- Finally, have students exchange descriptions with a partner, read them, and discuss how the text structure helped clarify their main points.

Text Structure: Compare and Contrast

Connect to *myView Literacy:*
Interpret Text Structure: Unit 4, p. T178

A **compare-and-contrast** text structure presents similarities and differences among people, places, things, events, or ideas.

ROUTINE

STEP 1 \ INTRODUCE

Text structure is how an author organizes ideas to guide readers through the text. A compare-and-contrast text structure helps readers see how two or more things, events, or ideas are similar or different.

STEP 2 \ MODEL

- Before I read, I preview the whole text. Do the features such as headings and subheadings reveal comparisons or contrasts? Are similarities and differences grouped in different sections? Point out text features and arrangement of paragraphs that are clues to structure.

- As I read, I look for signal words. Review the signal words. When I see a signal word, I ask myself, *How is the author connecting ideas and key details to support a main point?* Identify examples of signal words. Discuss how the ideas are connected to show similarities or differences.

- Elicit how structure helps reveal the text's main points.

Signal Words	
Compare (similar)	Contrast (different)
also	but
both	however
too	in contrast
	yet

STEP 3 \ GUIDE PRACTICE

Reread the text, guiding students to analyze other comparisons or contrasts to better understand the main points.

STEP 4 \ ON THEIR OWN

Give students another brief compare-and-contrast text. Have them identify clues to the structure before and as they read. Ask students how the structure helps them understand the main points in the text.

SIDE B

Text Structure: Compare and Contrast

CORRECTIVE FEEDBACK

IF students cannot identify clues to compare-and-contrast text structure,

THEN model how to identify comparisons and contrasts, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students might need support using features such as headings to identify compare-and-contrast text structure.

- Display the text at the right. I read the title. What things or ideas are being discussed? (two tornado alerts) The title includes the word *different.* What does that suggest? (contrasting tornado alerts)

- I can look at the headings to see if I'm right about the structure. Read aloud the headings. What do the headings tell us? (The text focuses on two things: a tornado watch and a tornado warning.)

- Read aloud the full text. How are a tornado watch and warning similar? (Both are tornado safety alerts.) How are they different? (A watch warns that a tornado is possible. A warning means a tornado is nearby.)

- Discuss how the features help readers identify the structure and understand the relationship between ideas.

> **Two Different Tornado Alerts**
>
> **Tornado Watch**
>
> A tornado watch is an alert that a tornado is possible in an area in the next few hours.
>
> **Tornado Warning**
>
> A tornado warning is an alert that means a tornado has been spotted. It's time to take safe cover!

Make It Harder

Have students extend the activity by analyzing compare-and-contrast text structure in a science or social studies text.

- Have students identify signal words, text features, or other clues in the text that reveal the structure. Then have students fill out a Venn diagram to show the comparisons and contrasts in the text as they read.

- After students have read the text, ask them to summarize the main points and explain how the author's use of compare-and-contrast structure helped them better understand these main points.

Text Structure: Cause and Effect

A **cause-and-effect** text structure is used to show how one event, a cause, causes another event, an effect.

Connect to *myView Literacy*:
Analyze Text Structure: Unit 1, p. T298

ROUTINE

STEP 1 \ INTRODUCE

An author uses cause-and-effect text structure to explain how one event, fact, or idea leads to, or causes, another event, fact, or idea. The cause happens first. The effect happens because of the cause. Cause-and-effect structure helps us see relationships between events.

| Cause | → | Effect |

STEP 2 \ MODEL

- Display an informational text with cause-and-effect structure. Before I read, I preview. I ask, *Do text features or images suggest one or more events cause other events? Are paragraphs arranged to show one thing causing another?* Preview the text features and arrangement of paragraphs.

- Read aloud the first section. As I read, I look for details and words that signal causes and effects. Display the signal words. Point out signal words in the text and discuss how they help show how events are connected. Also, discuss details the author includes to describe causes or effects.

- Discuss how noting the relationship between causes and effects helps you understand the key ideas in the text.

Signal Words

so

since

because

as a result

if... then...

STEP 3 \ GUIDE PRACTICE

Reread the text, guiding students to analyze other causes and their effects to better understand the relationships among events.

STEP 4 \ ON THEIR OWN

Give students another brief cause-and-effect text. Have them identify clues to the structure before and as they read and analyze the structure to help them understand how events are connected.

Text Structure: Cause and Effect

CORRECTIVE FEEDBACK

IF students cannot identify clues to cause-and-effect text structure,

THEN model how to identify causes and effects, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more practice identifying causes and effects in a text without signal words.

- Display and read aloud the account of the *Apollo 13* space mission at the right. Point out that often readers have to infer causes and effects.

- Use a cause-and-effect flow chart such as the one on Side A to connect the events as you reread each section of the text.

- Ask: Which event caused the crew to lose oxygen in the command module? (An oxygen tank exploded.) What did the loss of oxygen cause the crew to do? (move into the lunar module)

- Reread the rest of the text, using the list and flow chart to note the connection between causes and effects.

Apollo 13: A Chain of Events

- An oxygen tank explodes on *Apollo 13* command module.
- The crew starts to lose oxygen.
- The crew moves into the lunar module.
- Carbon dioxide builds up in the lunar module.
- The crew builds a carbon dioxide scrubber.
- The crew moves back to the command module.
- The crew lands safely on Earth.

Make It Harder

Challenge students to identify notable causes and effects in American history, such as the beginning of the Revolutionary War or the start of the Civil War.

- Have partners pick a notable historic event to research.

- Have partners find and read two or three sources related to the event. Encourage them to take notes on the main causes and effects that led to the notable event.

- Have partners complete flow charts to track the cause-and-effect relationships. Then have them use their completed charts to summarize the causes and effects surrounding the event they researched and share them with the class.

Teacher Resources

Glossary

accuracy: To read a text correctly, without omitting, adding, or changing any of the words

adage: A short saying that expresses a common truth

analogy: A type of figurative language that compares something unknown to something familiar; a comparison of pairs of unlike items having something in common

antonym: A word with a meaning that is opposite to the meaning of another word

appositive: A noun or noun phrase that defines or explains the meaning of a noun next to it

ask and answer questions: A process in which readers ask and answer questions about the text before, during, and after reading to deepen understanding and gain information

base word: The simplest form of a word to which endings or affixes may be added

build background knowledge: To connect one's own background to a text for better understanding of the text, and then to add more knowledge from the text during reading

cause and effect: A text structure that shows how one event, a *cause,* causes another event, an *effect*

chronological: A text structure that groups facts, ideas, or events into a sequence, or order, based on when they occurred

closed syllable: A syllable with a short vowel sound that ends with one or more consonants

compare and contrast: A text structure that presents similarities and differences among people, places, things, events, or ideas

consonant change: A change in how a consonant is pronounced, such as when a suffix is added to a word

context clue: A type of hint, such as a synonym, an antonym, an example, or a brief definition, found within a text that helps readers figure out the meaning of an unfamiliar word

decodable high-frequency words: High-frequency words that have previously-learned sound-spelling patterns

description: A text structure that explains, defines, or illustrates a topic or a concept

detail: A small, often interesting piece of information that supports a main idea in a text

direct definition: The meaning of a word that is explicitly stated in a text

drama/play: A type of writing that tells a story and is acted out for others

example: Text that helps readers infer a word's meaning

figurative language: Language used for descriptive effect that gives words a meaning beyond their dictionary definition

final stable syllable: An unaccented syllable, such as a consonant + *-le, -tion,* or *-sion,* that always appears at the end of a word

high-frequency words: The words that appear most often in our written language

idiom: A phrase or an expression whose meaning cannot be understood from the meanings of the individual words

inference: An educated guess that readers make by combining what they know with details they read

inflected ending: A letter or group of letters added to a base word that changes the word's tense, voice, or number

informational text: A type of writing with a main idea and details that provides facts and information about a topic

literary text: A type of writing that tells a story or entertains

main idea: The most important idea, or big idea, about a topic in a text or section of text

monitor comprehension: To use different strategies to confirm understanding during reading

multisyllabic word: A word that has more than one syllable

narrative text: Any type of writing, including fiction or nonfiction, that relates a series of events

non-decodable high-frequency words: High-frequency words that do not follow a regular sound-spelling pattern *or* the sound-spelling patterns have not been previously learned

open syllable: A syllable that ends with a vowel and has a long vowel sound

oral vocabulary: Words used in speaking or recognized when listening

phoneme addition: The ability to say a new word by adding a phoneme (sound) to a word

phoneme blending: The ability to recognize and identify a sequence of spoken sounds and combine them to form a word

phoneme chaining: An exercise in which one sound is manipulated to make each new word in a list of words.

phoneme deletion: The ability to say the word that remains when a specific phoneme is removed

phoneme isolation: The ability to identify and say a particular phoneme in a word apart from the rest of the word

phoneme manipulation: The ability to modify, change, or move sounds within words or syllables.

phoneme matching: The ability to recognize and identify phonemes that are the same in initial, final, or medial positions in words or syllables

phoneme reversal: The ability to say the sounds of a word backwards to create a new word

phoneme segmentation: The ability to break a word into its individual sounds, or phonemes

phonemic awareness: The ability to hear, think about, and work with the individual sounds (phonemes) in spoken words

prediction: An educated guess that readers make about what a text might be about or what might happen next based on details in the text

prefix: A word part added to the beginning of a word that changes the meaning of the word

prosody: Oral reading with appropriate phrasing, intonation, and emphasis

rate: Oral reading at the speed of natural speech, demonstrating automatic word recognition and smooth pacing

***r*-controlled vowel:** A single vowel followed by the letter *r* that has neither a long vowel sound nor a short vowel sound, but an *r*-controlled vowel sound

resource: A print or an online source, such as a glossary, dictionary, or thesaurus, that gives the meanings of words

root: A word part that has meaning but requires a prefix, suffix, or another root to form a word

schwa: The vowel sound in an unstressed syllable that is neither long nor short

self-monitor: To listen as you read to notice and correct word-reading errors and to confirm understanding

sequence: See *chronological*.

suffix: A word part added to the end of a word that changes the word's meaning, part of speech, or both

summarize: To restate in one's own words the most important ideas or events of a text in a shorter version of the original

surrounding text: The words and sentences near an unfamiliar word

syllable: A word part that has one vowel sound

synonym: A word with a meaning that is similar to the meaning of another word

synthesize: To combine ideas in a text with what the reader already knows to create a new understanding of a text, topic, or theme

text structure: The organization of ideas an author uses when writing a text

unusual spelling: An unpredictable spelling of a word; it may include silent letters, unusual combinations of letters, or letters that sound different from their usual pronunciation

VCe syllable: When a syllable has a vowel-consonant-silent e pattern, the vowel usually stands for its long sound. (e.g., tape, Pete, fine, rope, cute)

vowel change: A change in how a vowel is pronounced, such as when an ending is added to a word

vowel digraph: Two letters that spell one vowel sound

vowel team: See *vowel digraph*.

word origin: The language from which a base word or root comes, such as Greek or Latin

word part: A base word, root, prefix, or suffix with a specific meaning that contributes to the meaning of a word

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Teacher Notes

Reading Routines

COMPANION

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LITERACY

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