

Teacher's Edition

Reading Routines

COMPANION

*Practices Grounded in the
Science of Reading*



myview[®]
L I T E R A C Y

2

Teacher's Edition

Reading Routines

COMPANION

Practices Grounded in the Science of Reading

Developed in collaboration with Dr. Sharon Vaughn

In consultation with

Dr. Elfrieda H. Hiebert, Dr. P. David Pearson,

Dr. Frank Serafini, and Dr. Judy Wallis



myView[®]
L I T E R A C Y

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myView Literacy Crosswalk

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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.



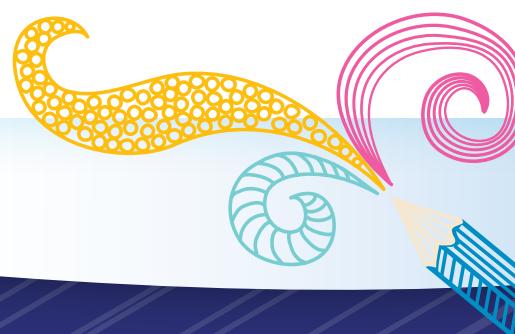
Some of the knowledge about learning to read is indisputable and would be expected to be a critical part of every reading program. There are several critical features to consider:

- ✓ 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.

SIDE A
Isolate Phonemes: Medial /a/

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

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE 1

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

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

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Isolate P

myView Literacy
Lesson Connection

Explicit
Teacher Talk

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.

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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
Closed and Open Syllables: Reading

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

ROUTINE

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.

SIDE B
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

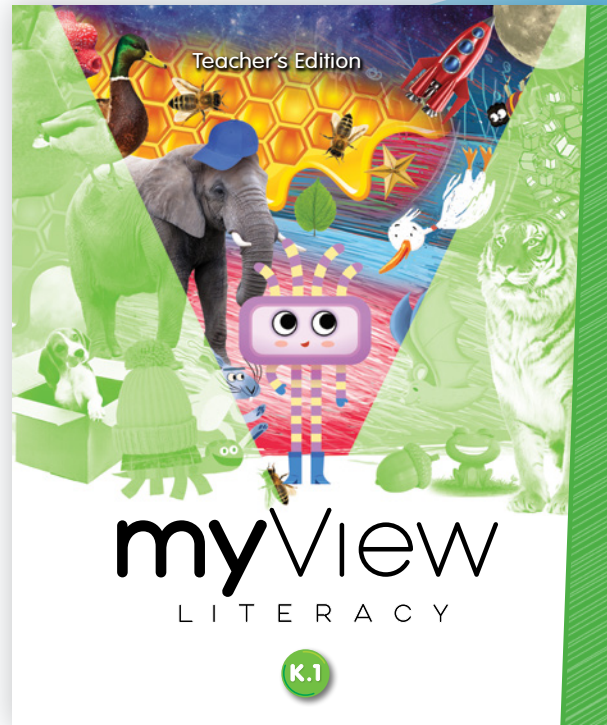


Connected Resources for Whole and Small Group Instruction

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*.



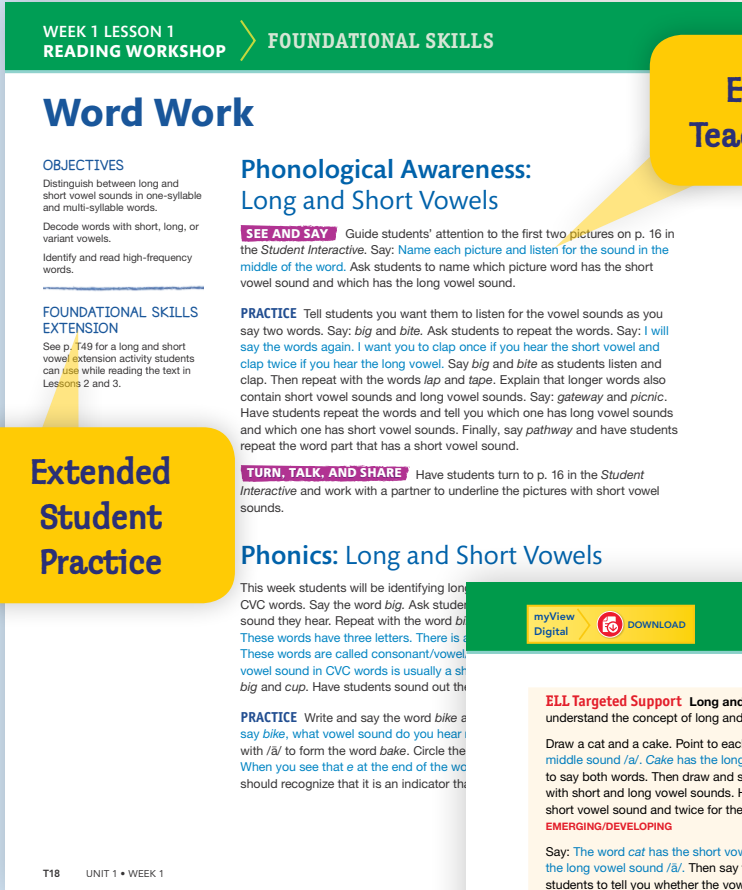
Instruction is Connected!



Teacher's Edition

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

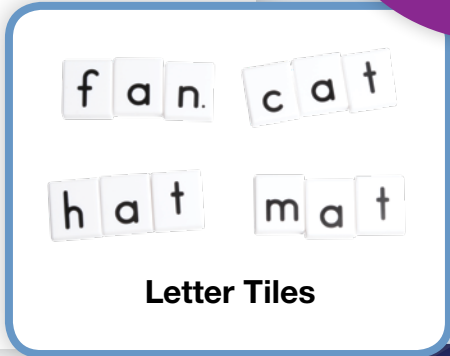
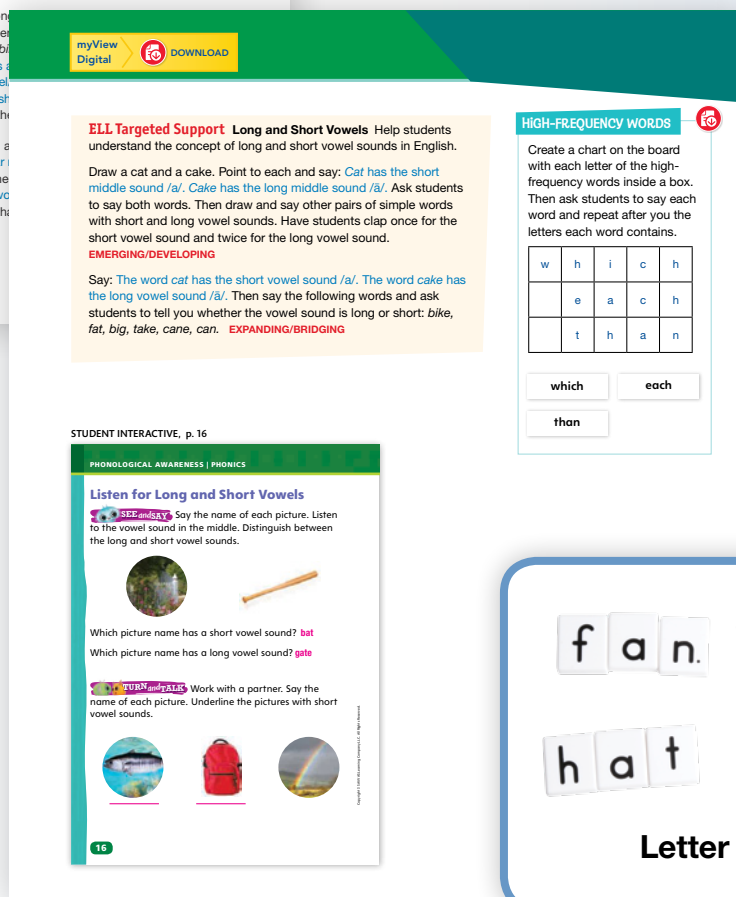
1. Focus (*I Do!*)
2. Model and Practice (*We Do!*)
3. Apply (*You Do!*)

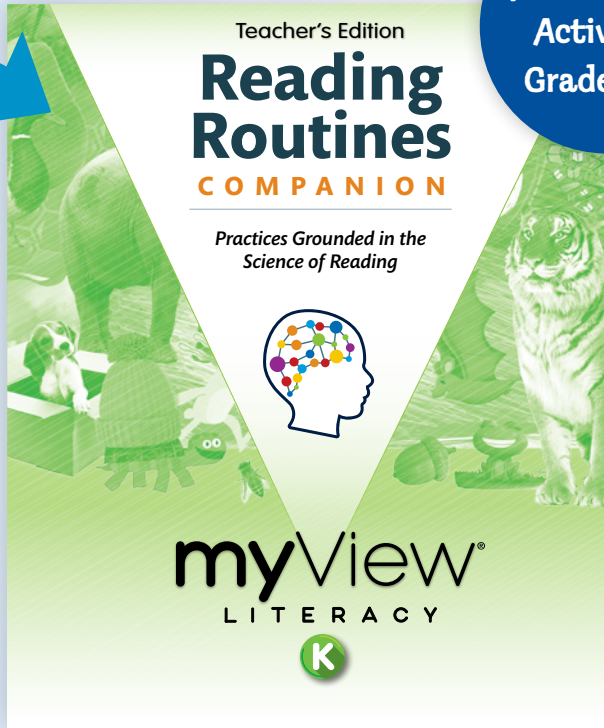


Extended Student Practice

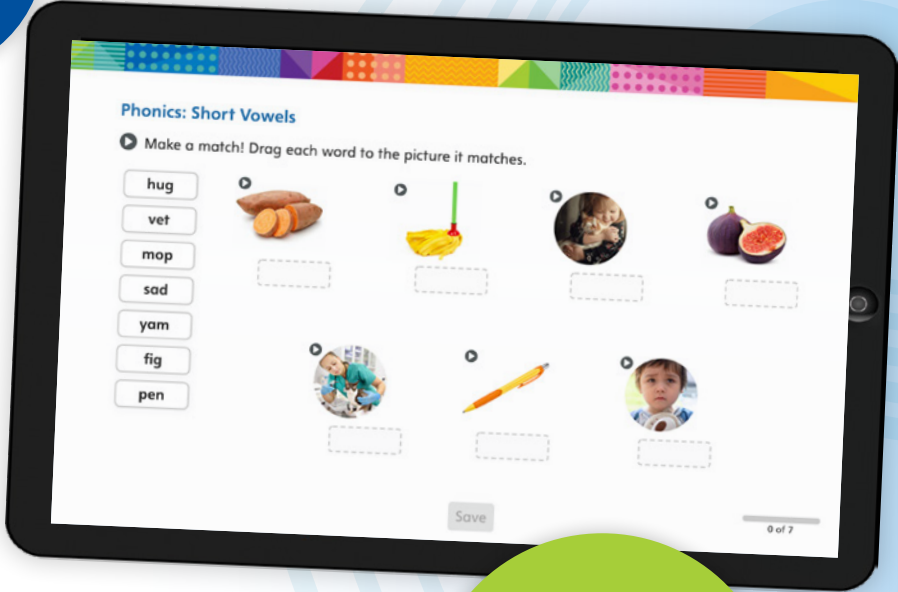
Student Practice

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





Multisensory Activities
Grades K-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: /b/, 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 /ī/, flight /o/, knot /u/, stump

Thumbs down: /ū/, lunch /ī/, drift /ā/, branch /e/, dream /ō/, 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.

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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/. 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/. 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 /ī/ 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 /ī/ price, chimp /ō/ broke, stomp

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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	✓	✓	✓	✓	✓	✓

Phonological and Phonemic Awareness

The goal of phonological and phonemic awareness is recognizing and manipulating sounds. However, linking written words to sounds as quickly as possible helps students map sounds to print, use the alphabetic principle, and decode and read words with automaticity.

— Sharon Vaughn, Ph.D.

Professor and Executive Director

The Meadows Center for Preventing Educational Risk

The University of Texas at Austin

SIDE A

Distinguish Long and Short Vowel Sounds

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

/i/ 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

/i/ price, chimp

/ō/ broke, stomp

Distinguish Long and Short Vowel Sounds

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* /ī/, *flight* /o/, *knot* /u/, *stump*

Thumbs down: /ū/, *lunch* /ī/, *drift* /ā/, *branch* /e/, *dream* /ō/, *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*.

Distinguish Long and Short Vowel Sounds

Connect to *myView Literacy*:
Listen for Long and Short Vowels:
Unit 1, p. T82

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

ROUTINE

STEP 1 INTRODUCE

I will say words with one syllable, or part. Listen to the sound in the middle of this word: *pin*, /p/ /i/ /n/, *pin*. You know the middle sound /i/ in *pin* is a short vowel sound. Now listen to the vowel sound in the middle of this word: *pine*, /p/ /ī/ /n/, *pine*. You know the middle sound /ī/ in *pine* is a long vowel sound. Today we will listen for long and short vowel sounds in two-syllable words.

STEP 2 MODEL

- Listen to this word: *cupcake*. *Cupcake* has two syllables, or parts: *cup* and *cake*. What is the middle sound in the first syllable, *cup*? (/u/) Is the sound /u/ a short vowel sound or a long vowel sound? (short)
- What is the middle sound in the second syllable, *cake*? (/ā/) Is the sound /ā/ a short vowel sound or a long vowel sound? (long)

STEP 3 GUIDE PRACTICE

Now listen to this word: *rainbow*. How many syllables does the word *rainbow* have? (two) What is the middle sound in the first syllable? (/ā/) Is /ā/ a short vowel sound or a long vowel sound? (long) What is the middle sound in the second syllable of *rainbow*? (/ō/) Is /ō/ a short vowel sound or a long vowel sound? (long)

STEP 4 ON THEIR OWN

Continue the activity, saying the words below. Have students identify the number of syllables in each word, the vowel sound in each syllable, and whether each vowel sound is short or long.

inside

light

mail

sunshine

goldfish

shake

myself

bedtime

Distinguish Long and Short Vowel Sounds

CORRECTIVE FEEDBACK

IF students cannot distinguish long and short vowel sounds in one- and two-syllable words,

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

Make It Easier

Some students may need practice identifying the long or short vowel sound.

- Review the short vowel sounds with students and have students repeat each sound: /a/, /e/, /i/, /o/, /u/. Then review the long vowel sounds and have students repeat each sound: /ā/, /ē/, /ī/, /ō/, /ū/.
- Have students stand, leaving a little space around them. **I will say a word. Listen carefully to the middle sound in the word. If you hear a short vowel sound, repeat that sound as you squat to a short position.** Demonstrate a squat after you say: /a/. **If you hear a long vowel sound, repeat that sound as you reach high over your head to make your arms long.** Demonstrate stretching your arms high over your head after you say: /ā/.
- Say the following words. If students confuse short and long vowel sounds, guide them in segmenting the individual phonemes of the words.

coat

spell

brass

drive

skate

prince

block

peach

Make It Harder

Some students may be ready to identify the vowel sound in each part of three- and four-syllable words.

- **I will say a word with three or four syllables. Listen carefully to the vowel sound in each syllable and say the vowel sound you hear.**
- Read aloud these words and have students identify the vowel sound they hear in each syllable: *elephant, umbrella, ladybug, ponytail, activity, identify, reality, radiate, motivate, identity, illustrate, accident.*

SIDE A

Identify and Produce Rhyming Words

Connect to *myView Literacy*:
Make Rhyming Words: Unit 1,
p. T146

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

You know that rhyming words have the same middle and ending sounds, like *bee* and *glee*. Today we'll listen to some words and decide if they rhyme. Then we'll say more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *tie*: /t/ /ī/. Say the sounds with me: /t/ /ī/. Now listen to the sounds in *fly*: /f/ /l/ /ī/. *Tie, fly*. Both words end with the sound /ī/. *Tie* and *fly* are rhyming words.
- What other word do I know that ends with the sound /ī/? I know—*dry*. The word *dry* rhymes with *tie* and *fly*: *tie, fly, dry*. All three words end with /ī/.

STEP 3 GUIDE PRACTICE

Let's do it together. Listen to these words: *tan, plan*. Say: *tan*, /t/ /a/ /n/; *plan*, /p/ /l/ /a/ /n/. Both words end with the same vowel sound and ending sound /an/. Words rhyme when they end with the same ending sound. Do *tan* and *plan* rhyme? (yes) What other words do we know that end with /an/? (*fan, than, man, Dan*)

STEP 4 ON THEIR OWN

I'll say two words. You tell me if the words rhyme. If they rhyme, then tell me other words that rhyme with them. Accept all words that rhyme.

may, my (no)

row, slow (yes)

grew, clue (yes)

neck, pack (no)

buy, sigh (yes)

flea, flow (no)

dough, show (yes)

high, thigh (yes)

Identify and Produce Rhyming Words

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a rhyme completion task.

- Help me complete the following sentence with a word that rhymes: Seeing the blue jay, /j/ /ā/, made my ___. (*day*, /d/ /ā/)
- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme.

He washed his tie, /t/ /ī/, and then let it ___. (*dry*, /d/ /r/ /ī/)

We went to the show, /sh/ /ō/, and sat in the middle ___. (*row*, /r/ /ō/)

Mom wears plaid, /p/ /l/ /ad/, so she can feel ___. (*glad*, /g/ /l/ /ad/)

The picture he drew, /d/ /r/ /ū/, gave us a ___. (*clue*, /k/ /l/ /ū/)

The clever little man, /m/ /an/, had a ___. (*plan*, /p/ /l/ /an/)

We shook the tree, /t/ /r/ /ē/, and got apples for ___. (*free*, /f/ /r/ /ē/)

I took the old tray, /t/ /r/ /ā/, and painted it ___. (*gray*, /g/ /r/ /ā/)

Make It Harder

Students may be ready for this extension activity.

Have partners challenge each other to see who can produce the most rhyming words. Take turns telling your partner a word. The partner will say as many words as he or she can think of that rhyme with the word. Keep count of the number of rhyming words each partner says to see who thinks of the most rhyming words.

Identify and Produce Rhyming Words

Connect to *myView Literacy*:
Make Rhyming Words: Unit 1,
p. T210

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Rhyming words have the same middle and ending sounds, like *cat* and *bat*. Today we'll listen to some words and decide if they rhyme. Then we'll say more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *stay*: /s/ /t/ /ā/. Say the sounds with me: /s/ /t/ /ā/. Now listen to the sounds in *play*: /p/ /l/ /ā/. *Stay*, *play*. Both words end in /ā/. *Stay* and *play* are rhyming words.
- Now I'll find another word that rhymes with *stay* and *play*. What other word do I know that ends in /ā/? I know—*away*. The word *away* rhymes with *stay* and *play*: /s/ /t/ /ā/, /p/ /l/ /ā/, /ə/ /w/ /ā/. All three words end with /ā/.

STEP 3 GUIDE PRACTICE

- Let's do it together. Listen to these words: *sail*, *nail*. Say: *sail*, /s/ /ā/ /l/. Say the middle and ending sounds with me: /ā/ /l/. Say: *nail*, /n/ /ā/ /l/. Say the middle and ending sounds with me: /ā/ /l/.
- Do *sail* and *nail* rhyme? (yes) What other words do we know that end in /ā/ /l/? (*pail*, *mail*)

STEP 4 ON THEIR OWN

I'll say two words. You tell me if the words rhyme. If they rhyme, then tell me other words that rhyme with them. Accept both nonsense and real words.

sit, sat (no)

flag, bag (yes)

flat, hat (yes)

sag, knot (no)

Identify and Produce Rhyming Words

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms instead of individual phonemes for the middle and ending sounds in words.

- Finish this sentence with a word that rhymes with *frog*: *The frog jumped on a ___*. (Possible response: *log*)
- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme. Possible answers are given.

What do you see? I see a ___. (tree)

The dog became friends with a ___. (frog)

Make It Harder

Students who are able to produce rhyming words may participate with a partner in a rhyming activity in which one student points to an object in the classroom and the partner says a word that rhymes with it.

- Point to a book. *My word is book. Say a word that rhymes with book.*
- The second partner says a word that rhymes with the object and then points to another object. The first partner says a rhyming word for that object.
- Continue until each partner has produced a set number of rhyming words.

Change Phonemes: Initial

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

Connect to myView Literacy:
Add and Remove Sounds: Unit 1,
p. T266

ROUTINE

STEP 1 INTRODUCE

We can change the initial, or beginning, sound in words to make new words. Today we're going to change words by adding and taking away sounds at the beginning of words.

STEP 2 MODEL

- Listen to this word: *rice*. *Rice* has the beginning sound /r/, the middle sound /ī/, and the final sound /s/, *rice*.
- Let's change the beginning /r/ sound to /n/. The new word is *nice*. Repeat the word, emphasizing each sound. Segment it with me: /n/ /ī/ /s/, *nice*.
- We can also say a new word by taking away the initial sound in some words. If we take away the /n/ in *nice*, what is our new word? Allow time for replies. That is correct. The new word is *ice*.

rice

nice

ice

STEP 3 GUIDE PRACTICE

- Let's try another word together. Say *hat*. If I take away the initial /h/, what word do I have? Allow time for replies. That's correct. I have *at*.
- Now I'm going to add a new beginning sound, /m/. What is the new word? Allow students time to reply. That's correct. The new word is *mat*.

hat

at

mat

STEP 4 ON THEIR OWN

- Use these words and initial sounds to say new words. I'll say a word. Then I'll say a new initial sound. Say the new word. Make sure students pronounce the new word correctly.
- Have students think of other words to add or remove the initial sound to say new words. Have them share words with a partner.

rails: /n/ (*nails*)foxes: /b/ (*boxes*)hand: /st/ (*stand*)

CORRECTIVE FEEDBACK

IF students cannot change initial phonemes in words,

THEN model how to change initial phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change initial phonemes might need more explicit instruction on how to identify and change the initial sound in words.

- Listen to this word: *lime*. The beginning sound is /l/. If I take away the beginning sound /l/, I have /im/. Say /im/ with me.
- Now let's add a new beginning sound: /t/. Say /t/ with me: /t/. Let's put the two sounds together: /t/ /im/. Say the new word with me: *time*.
- Let's try this with other words. After I say each word, I want you to say the beginning sound. Then I'm going to say a new beginning sound. I want you to say a new word with the new beginning sound. Say each of the following words aloud. Then say the new beginning sound. Have students say the new word. Repeat each word as needed.

lime

time

kite (/k/): /b/ (*bite*)mile (/m/): /t/ (*tile*)ride (/r/): /w/ (*wide*)**Make It Harder**

Students who are able to change initial phonemes can extend the activity by playing a game in which students produce new words by replacing or adding the initial phoneme.

- Have a small group of students sit in a circle. The first student says a word.
My word is pine.
- The second student must change the initial sound to create a new word.
My word is mine.
- The third student may either change the initial sound of the word or say, "New word!" and say a new word. The next student must then change the initial phoneme of this new word.
- The game ends when everyone has had at least one turn changing the initial phoneme or saying a new word.

Change Phonemes: Medial and Final

Connect to *myView Literacy*:
Add and Remove Sounds: Unit 2,
p. T18

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

ROUTINE

STEP 1 INTRODUCE

We can change the medial, or middle, and final, or ending, sounds in words to make new words. Today we're going to change the middle or ending sounds in words to make new words.

STEP 2 MODEL

- Listen to this word: *fly*. As I say the word again, I want you to listen carefully to the final sound. Repeat the word. The last sound is /ī/. Say the sounds with me: /f/ /l/ /ī/, *fly*.
- Demonstrate adding a final sound to make a new word. I can add the final sound /t/ to *fly* to make a new word. Say the sounds with me, /f/ /l/ /ī/ /t/. What is our new word? That is correct. Our new word is *flight*.
- Demonstrate changing a medial sound to make a new word. We can also change the middle sound. Listen to this word: *bake*. I can change the middle sound /ā/ to /ī/ to make the word *bike*. Say both words: *bake, bike*.

fly

flight

bake

bike

STEP 3 GUIDE PRACTICE

- Listen to these words: *time, tame*. What sound changed in these two words? Allow time for students to reply. That's correct. The middle sound /ī/ changed to /ā/.
- Repeat with the words *lock, log; site, sit*.

STEP 4 ON THEIR OWN

Have students identify the change between each pair of words. Then have partners think of other pairs of words.

sweep/sweet

bay/bye

grape/grade

Change Phonemes: Medial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate medial and final phonemes in words,

THEN model how to change these phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change medial and final phonemes might need more explicit instruction on how to identify and change these sounds in words.

- Listen to this word: *pail*. The beginning sound is /p/, the middle sound is /ā/, and the ending sound is /l/. Say the sounds with me: /p/ /ā/ /l/, *pail*.
- Let's change the middle sound to /ī/. Say the sounds with me: /p/ /ī/ /l/. Let's put the sounds together and say our new word: /p/ /ī/ /l/, *pile*.
- Let's try this with other words. I'm going to say a word, and then I'm going to tell you which sound to change. You say the new sound and then the new word. Say each of these words and sounds. Allow time for students to say the sound and then the new word. Repeat the sounds as necessary.

pail

pile

bee: add final
/t/ (*beet*)

lid: change /i/
to /ā/ (*laid*)

Make It Harder

Students can extend the activity by playing a game in which students produce a word and then determine if a new word can be made by changing either the medial or final phoneme.

- Have a small group of students sit in a circle. Begin by saying a word and then segmenting the phonemes. *My word is make, /m/ /ā/ /k/. Change either the middle or final sound. What's your word?*
- The next student must change either the medial or final phoneme to make a new word. *I'm going to change the final sound to /d/. My word is made.* The student then says a new word for the next student.
- If it's not possible to make a new word by changing either the medial or final phoneme, the student says "Not a word!" and thinks of a new word.
- The game ends when everyone has had at least one turn saying a word and a turn changing the medial or final phoneme.

SIDE A

Change Phonemes: Initial, Medial, Final

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE 2

Connect to *myView Literacy*:
Changes in Words: Unit 2, p. T84

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

ROUTINE

STEP 1 INTRODUCE

When a sound in a word is changed, a new word is formed. Today we will change sounds in words to form new words.

STEP 2 MODEL

- *Toast*. When I listen to the sounds in the word *toast*, I can identify the sounds /t/ /ō/ /s/ /t/. I can identify /ō/ as the middle sound.
- Let me change the middle sound /ō/ to the sound /ā/. /t/ /ā/ /s/ /t/. *Taste*. The new word *taste* is formed when I change the sound /ō/ to the sound /ā/.
- Repeat with *name*, changing the initial sound /n/ to the sound /f/ to form *fame*.

STEP 3 GUIDE PRACTICE

- Listen to the following word. *Train*. Say the word with me. *Train*. What is the final sound in the word *train*? (/n/)
- Let's change the final sound /n/ to the sound /d/. What new word is formed? (*trade*)
- Repeat with *sail* to form *same*.

STEP 4 ON THEIR OWN

Say the words below. Ask students to identify whether the initial, medial, or final sound changed in each word.

laugh/loaf

sick/pick

glad/glass

Change Phonemes: Initial, Medial, Final

CORRECTIVE FEEDBACK

IF students cannot change phonemes,

THEN model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change phonemes might need more explicit instruction on changing initial phonemes.

- Listen to the following word. *Note*. What are the sounds in the word *note*? (/n/ /ō/ /t/) The sounds in the word *note* are /n/ /ō/ /t/.
- What happens to the word *note* when we change the first, or initial, sound to /t/? Students should identify that the word *note* changes to the word *tote* when /n/ is changed to /t/.
- Let's try this with another word. *Dune*. What are the sounds in *dune*? (/d/ /ü/ /n/) The sounds in the word *dune* are /d/ /ü/ /n/.
- What happens to *dune* when we change the initial sound to /t/? Students should identify that the word *dune* changes to the word *tune* when /d/ is changed to /t/.
- Repeat with the words at the right.

board/chord

nail/rail

feet/meet

Make It Harder

Students who can change phonemes should work on the following extension activity.

- Have students sit in a circle. One student says a word that can be changed into a new word by changing a phoneme.
- The student on the right must say a new word and identify which phoneme he or she changed.
- The game continues until every student has had a chance to form a new word.

SIDE A

Change Phonemes: Initial, Medial, Final

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE 2

Connect to *myView Literacy*:
Recognize Changes in Words: Unit 2,
p. T144

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

ROUTINE

STEP 1 INTRODUCE

Each sound in a word is important. We make new words when we change a sound, or phoneme, in a word.

STEP 2 MODEL

- *Leg*. The sounds in *leg* are /l/ /e/ /g/. The initial, or first, sound is /l/.
- Let me change the first sound /l/ to the sound /p/. /p/ /e/ /g/. *Peg*. The new word *peg* is formed when I change the phoneme, or sound, /l/ to the sound /p/.
- I wonder what will happen if I change the initial sound to /m/. /m/ /e/ /g/. *Meg*. The new word *Meg* is formed when I change the initial sound /p/ to /m/.

STEP 3 GUIDE PRACTICE

- Listen to the following word. *Dig*. Say the word with me. *Dig*. What is the middle sound in the word *dig*? (/i/)
- Let's change the middle sound /i/ to the sound /o/. What new word is formed? (*dog*)
- What word is formed when you change the middle sound /o/ to the sound /u/? (*dug*)

STEP 4 ON THEIR OWN

Say each group of words. Ask students to identify whether the initial, middle, or final sound changed.

sand/bland

dill/dull/doll

bat/back/bag

Change Phonemes: Initial, Medial, Final

CORRECTIVE FEEDBACK

IF students cannot change phonemes,

THEN model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change phonemes might need more explicit instruction on changing middle phonemes.

- Listen to the following word. *Track*. What sounds are in the word *track*? (/t/ /r/ /a/ /k/) The sounds /t/ /r/ /a/ /k/ are in the word *track*.
- What is the new word when we change the middle sound in *track* to /i/? Students should identify that the word *track* changes to the word *trick* when /a/ is changed to /i/.
- Let's try this with another word. *Flash*. What sounds are in the word *flash*? (/f/ /l/ /a/ /sh/) The sounds /f/ /l/ /a/ /sh/ are in the word *flash*.
- What is the new word when we change the middle sound in *flash* to /e/? Students should identify that the word *flash* changes to the word *flesh* when /a/ is changed to /e/.
- Repeat with the words on the right.

bird/bored

vine/vein

grade/grid

Make It Harder

Students who can change phonemes should work on the following extension activity.

- Have students work in partners. One student should say a word and then segment the word.
- The partner should change a phoneme in the word to form a new word.
- Ask the partners to take turns. Emphasize that students should think of words that form other words when a phoneme is changed.

SIDE A

Manipulate Phonemes: Initial and Final

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE 2

Connect to *myView Literacy*:
Manipulate Sounds: Unit 2, p. T214

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

ROUTINE

STEP 1 INTRODUCE

We can manipulate, or switch, sounds in words to make new words. Today, we are going to switch the first and last sounds in words to make new words.

STEP 2 MODEL

- *Bowl*. The sounds in the word *bowl* are /b/ /ō/ /l/. The initial, or first, sound is /b/ and the final, or last, sound is /l/. *Bowl*.
- Let me switch the first sound, /b/, with the last sound, /l/. /l/ /ō/ /b/. *Lobe*. The new word *lobe* is formed when I switch the first and last sounds in the word *bowl*.

STEP 3 GUIDE PRACTICE

- Listen to the following word. *Shrub*. Say the word with me. *Shrub*. What is the first sound in the word *shrub*? (/sh/) What is the last sound in the word *shrub*? (/b/)
- Let's switch the first sound, /sh/, with the last sound, /b/. What new word is formed? (*brush*) The new word *brush* is formed when we switch the first and last sounds in the word *shrub*.

STEP 4 ON THEIR OWN

Have students switch the initial and final sounds in the words below. Listen to the following words and switch the first and last sounds.

mood/doom

verse/serve

team/meet

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate phonemes,

THEN model how to manipulate phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate phonemes might need more explicit instruction on changing initial phonemes.

- Listen to the following word. *Hat*. What are the sounds in the word *hat*? (/h/ /a/ /t/) The word *hat* has the sounds /h/ /a/ /t/.
- What new word is formed when we change the first sound in *hat* to /m/? Students should identify that the word *hat* becomes the new word *mat* when /h/ is changed to /m/.
- Let's try another word. *Cheek*. What are the sounds in the word *cheek*? (/ch/ /ē/ /k/) The sounds /ch/ /ē/ /k/ are in the word *cheek*.
- What new word is formed when we change the first sound in *cheek* to /b/? Students should identify that the word *cheek* becomes the word *beak* when /ch/ is changed to /b/.
- Repeat with the words on the right.

feet/seat

toys/boys

mouse/house

Make It Harder

Students who can manipulate phonemes should work on the following extension activity.

- Have students work in partners. One student should say a word and then segment the syllables in the word.
- The partner should switch the initial and final sounds to determine if the new word is a word or not a word.
- Ask the partners to take turns. Emphasize that students should think of words that form other words when the first and final sounds are switched.

SIDE A

Manipulate Phonemes: Initial and Final

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE 2

Connect to *myView Literacy*:
Manipulate Sounds: Unit 2, p. T284

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

ROUTINE

STEP 1 INTRODUCE

We can manipulate, or switch, sounds in words to make new words. Today, we are going to switch the first and last sounds in words to make new words.

STEP 2 MODEL

- *March*. The sounds in *march* are /m/ /är/ /ch/. The initial, or first, sound I hear is /m/ and the final, or last, sound is /ch/. *March*.
- Let me switch the first sound /m/ with the last sound /ch/. /ch/ /är/ /m/. *Charm*. The new word *charm* is formed when I switch the first and last sounds in the word *march*.

STEP 3 GUIDE PRACTICE

- Listen to the following word. *Knife*. Say the word with me. *Knife*. What is the first sound in the word *knife*? (/n/) What is the last sound in the word *knife*? (/f/)
- Let's switch the first sound /n/ with the last sound /f/. What new word is formed? (*fine*) The new word *fine* is formed when we switch the first and last sounds in the word *knife*.

STEP 4 ON THEIR OWN

Have students switch the initial and final sounds in the words below. Listen to the following words and switch the first and last sounds.

loaf/foal

cub/buck

back/cab

Manipulate Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot manipulate phonemes,

THEN model how to manipulate phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate phonemes might need more explicit instruction on changing final phonemes.

- Listen to the following word. *Cake*. What are the sounds in the word *cake*? (/k/ /ā/ /k/) The sounds are /k/ /ā/ /k/ in the word *cake*.
- What is the new word when we change the last sound in *cake* to /n/? Students should identify that the word *cake* changes to the word *cane* when /k/ is changed to /n/.
- Let's try this with another word. *Wing*. What are the sounds in the word *wing*? (/w/ /i/ /ng/) The sounds /w/ /i/ /ng/ are in the word *wing*.
- What is the new word when we change the last sound in *wing* to /sh/? Students should identify that the word *wing* changes to the word *wish* when /ng/ is changed to /sh/.
- Repeat with the words on the right.

chip/chill

sock/sob

phone/foam

Make It Harder

Students who can manipulate phonemes should work on the following extension activity.

- Say the following words. Ask students to switch the initial and final sounds. Then, have them determine if the new word is a word or not a word.

plate (not a word: *tlap*)

mug (word: *gum*)

doom (word: *mood*)

- Ask students to think of their own words in which the initial and final sounds switch to form new words.

Phonics

- High-Frequency Words Routines
- Syllable Patterns Routines

Use the Foundational Skills Hub on [SavvasRealize.com](https://www.savvasrealize.com) for additional practice activities.

SIDE A

Short Vowel Words

Blending is the ability to string together the sound that each letter spells in a word.

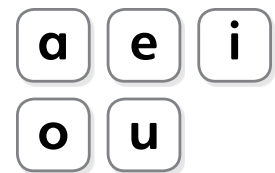
Connect to *myView Literacy*:
Long and Short Vowels: Unit 1, p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

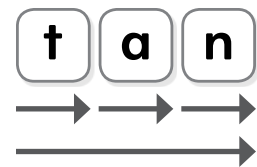
STEP 1 INTRODUCE

Display the vowels *a*, *e*, *i*, *o*, and *u* using letter tiles or cards. You know that the letters *a*, *e*, *i*, *o*, and *u* are vowels. You also know that vowels have a short sound and a long sound. Point to each vowel and review its short vowel sound and then its long vowel sound. Today we will read consonant-vowel-consonant, or CVC, words. CVC words usually have short vowel sounds.



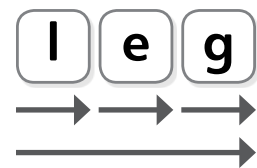
STEP 2 MODEL

- Display the word *tan* using letter tiles or cards. Point to *t*. The consonant *t* spells the sound /t/. Say /t/. (/t/) The vowel *a* spells the sound /a/. Say /a/. (/a/) The consonant *n* spells the sound /n/. Say /n/. (/n/) Now I will blend the sounds to read the word. Point to each sound spelling in *tan* as you say its sound: /t/ /a/ /n/. Then sweep your hand from left to right as you blend the sounds in the word: /t/ /a/ /n/, *tan*.
- I will write the word *tan*. The word *tan* begins with the sound /t/. Write the consonant *t*. The next sound in *tan* is /a/. I can write the vowel *a*. Write *a*. The last sound in *tan* is /n/. Write *n*. Point to the word and say: *tan*.



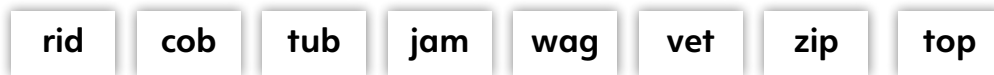
STEP 3 GUIDE PRACTICE

Display the word *leg* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *leg* as students decode the word with you: /l/ /e/ /g/, *leg*. Ask: What is the vowel sound in *leg*? (/e/; short e) How do we spell that sound? (e) Have students write the word *leg* with you.



STEP 4 ON THEIR OWN

Have students read and write these words.



Short Vowel Words

CORRECTIVE FEEDBACK

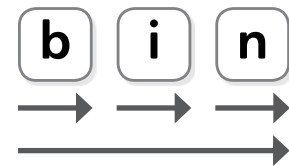
IF students cannot blend letter sounds to read CVC words,

THEN model how to blend the sounds in CVC words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who can identify each sound in a CVC word but cannot blend the sounds may benefit from a tactile activity.

- Display letter tiles for the word *bin*, leaving space between each letter. Tap each sound spelling as you say its sound: /b/ /i/ /n/.
- **Now I'll blend the sounds to say the word.** Push the tiles together from left to right as you say: *bin*.
- Provide each student with letter tiles and have students place tiles to spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.



mop

hum

rap

wig

hem

sit

bud

rot

Make It Harder

Students who can blend the sounds to read CVC words may be ready to build their own words with letter tiles.

- Provide partners with a set of letter tiles or cards and a sheet of paper and pencil to keep score. Have both partners write their names on the paper.
- **Take turns building a word with a short vowel in the middle.** If your partner reads aloud the word correctly, you both score one point. If your partner reads the word incorrectly or asks you for help, then you score another point.
- **Continue building words until both partners score ten points.**

SIDE A

Long Vowel (CVCe) Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

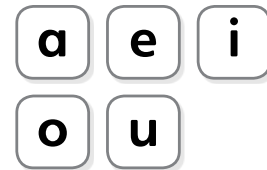
Connect to *myView Literacy*:
Decode Words with Long Vowels:
Unit 1, p. T82

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

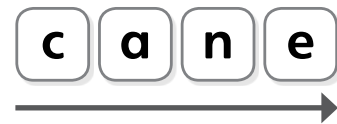
STEP 1 INTRODUCE

Display the vowels *a*, *e*, *i*, *o*, and *u* using letter tiles or cards. You know that the vowels *a*, *e*, *i*, *o*, and *u* have a short sound and a long sound. Point to each vowel and review its short vowel sound and then its long vowel sound. Today we will read consonant-vowel-consonant-silent *e*, or CVCe, words. In CVCe words, the first vowel is usually long and the *e* at the end is silent.



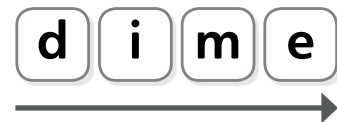
STEP 2 MODEL

- Display the word *can* using letter tiles or cards. Point to *can* as you say: *We know how to read this CVC word. Say it with me: can.* Point to *a*: *The vowel a in can spells the short a sound: /a/.*
- Add the vowel *e* to the end of *can* and point to final *e*. *The e at the end of a consonant-vowel-consonant-e word usually changes the first vowel to a long sound. The letter e is silent.*
- *This is how we blend the sounds and read the word.* Point to each sound spelling and sweep your hand under the letters as you say: */k/ /ā/ /n/, cane.* Say it with me: */k/ /ā/ /n/, cane.* Model how to write *cane*.



STEP 3 GUIDE PRACTICE

Display the word *dime* using letter tiles or cards. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *dime* as students blend the sounds and decode the word with you: */d/ /ī/ /m/, dime.* Ask: *What sound does the first vowel spell in dime?* (*ī*; long *i*) Have students write the word *dime* with you.



STEP 4 ON THEIR OWN

Have students read and write each of these words.

robe fume here name mile vote cube fine

Long Vowel (CVCe) Words

CORRECTIVE FEEDBACK

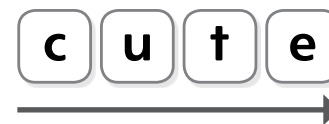
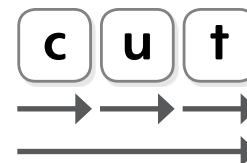
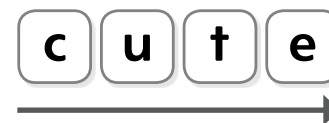
IF students cannot decode long vowel CVCe words,

THEN model how to read CVCe words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more practice with long vowel sounds.

- Display *cute* using letter tiles or cards. Say: *This word has a consonant-vowel-consonant-silent e pattern. Point to e: The vowel e at the end of a CVCe word is silent. It doesn't spell a sound, but it usually gives the first vowel a long vowel sound. Point to cute: /k/ /ū/ /t/, cute. Say it with me: /k/ /ū/ /t/, cute.*
- Remove the final e tile. Now the word has a consonant-vowel-consonant pattern. This pattern usually has a short vowel sound. Point to each letter: /k/ /u/ /t/, *cut*. Say it with me: /k/ /u/ /t/, *cut*.
- Replace the final e and point to e: *The e at the end of this word usually signals that we say the long vowel sound. Point to each letter as you say its sound: /k/ /ū/ /t/. What is this word? (cute)*
- Distribute letter tiles or cards. Have students spell and read aloud the first word below. Next, have students remove the final e and decode the short-vowel word. Repeat with the remaining words.



mate

rode

fine

Pete

cube

rate

kite

note

Make It Harder

Students may be ready to decode CVCe words with initial consonant blends.

- Display *smile*. Point to the letters *m, i, l, e* as you say: *This word has the consonant-vowel-consonant-silent e pattern. This word will probably have a long vowel sound. Point to each sound spelling: /s/ /m/ /ī/ /l/, smile.*
- Have students decode these words: *flake, drive, broke, flute, skate, smoke, trade.*

SIDE A

Consonant Blend Words

A **consonant blend** is a blended sound represented by two or three consonant letters.

Connect to *myView Literacy*:
Decode Consonant Blends:
Unit 1, p. T146

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

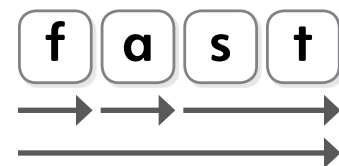
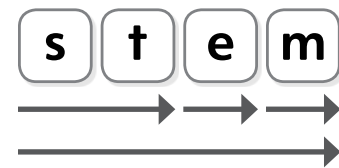
ROUTINE

STEP 1 INTRODUCE

Today we will read words that blend, or combine, the sounds of two or three letters at the beginning and end of words. We will quickly blend these sounds, but we will still hear each individual sound as we do this.

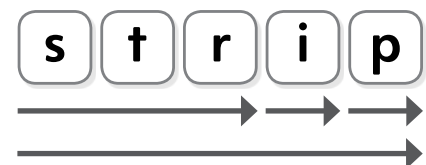
STEP 2 MODEL

- Display the word *stem* using letter tiles or cards. This is the word *stem*. Point to the sound spellings as you segment the letter sounds, exaggerating the initial sounds /s/ and /t/: /s/ /t/ /e/ /m/. Listen as I blend the sounds of the letters *s* and *t* at the beginning of *stem*: /s/ /t/, /st/. Say it with me: /s/ /t/, /st/. Then sweep your hand under the letters as you blend the sounds and read the word: /st/ /e/ /m/, *stem*. Model how to write *stem*.
- Display the word *fast* using letter tiles or cards. This is how I read the word *fast*. Point to the sound spellings as you segment the letter sounds, exaggerating the final sounds /s/ and /t/: /f/ /a/ /s/ /t/. Listen to how the sounds of the letters *s* and *t* blend at the end of *fast*: /s/ /t/, /st/. Say it with me: /s/ /t/, /st/. Then sweep your hand under the letters as you blend the sounds and read the word: /f/ /a/ /st/, *fast*. Model how to write *fast*.



STEP 3 GUIDE PRACTICE

Display the word *strip* using letter tiles or cards. Point to the sound spellings and have students say the sounds with you: /s/ /t/ /r/, /str/. Then sweep your hand under *strip* as students decode the word with you: /str/ /i/ /p/, *strip*. Repeat for the word *bend*.



STEP 4 ON THEIR OWN

Have students decode and write these words: *clam*, *gold*, *snake*, *land*, *brim*, *desk*, *scrape*, and *dunk*.

Consonant Blend Words

CORRECTIVE FEEDBACK

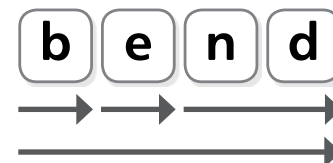
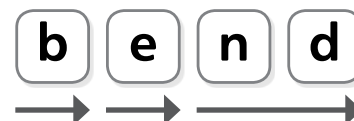
IF students cannot decode words with consonant blends,

THEN model how to read words with consonant blends, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile blending activity.

- Display letter tiles for *bend*, leaving space between each letter. Tap each sound spelling and say the sound: /b/ /e/ /n/ /d/. Have students repeat. Tap *n* and *d* and blend the sounds: /n/ /d/, /nd/, /nd/, /nd/. Have students repeat.
- **Now I'll blend all the sounds to say the word.** Push the tiles together from left to right as you say: *bend*. Ask: **How do we spell the sounds in *bend*?** (*b, e, n, d*)
- Provide students with letter tiles or cards. Have students spell *mask*. Next, have students tap the sound spelling of the consonant blend in *mask* as they say the sounds. Then have them tap each sound spelling and push the tiles together as they blend the sounds and say the word. Repeat for these words.



flat

sent

crab

silk

prize

gift

strap

Make It Harder

Some students may be ready for the following extension activity.

- Have students work with a partner. Each student thinks of a word with a consonant blend in the initial, final, or both initial and final positions.
- One partner says his or her word. The other partner spells the word, writes it, and reads aloud the word.
- Partners check for correct spelling of the word and revise the spelling as needed. Partners continue taking turns as time allows.

SIDE A

Consonant Digraphs *ch, sh, wh, th, ph* and Trigraph *tch*

Connect to *myView Literacy*:
Consonant Digraphs: Unit 1, p. T210

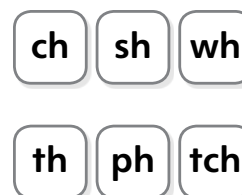
A **consonant digraph** is a single sound represented by two consonants. A **consonant trigraph** is a single sound represented by three consonants.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

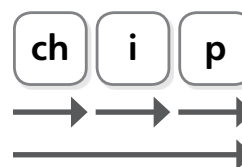
STEP 1 INTRODUCE

A consonant digraph is two consonants that spell one sound. A trigraph is three consonants that spell one sound. Display the digraphs *ch, sh, wh, th, ph* and trigraph *tch*. Point to each digraph and trigraph as you say its sound. Have students repeat each sound after you.



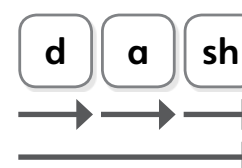
STEP 2 MODEL

- Display the word *chip*. This is how I blend the sounds in the word *chip*. Point to each sound spelling as you say its sound: /ch/ /i/ /p/. Then sweep your hand under *chip* as you blend the sounds to read the word: /ch/ /i/ /p/, *chip*.
- Now I will write the word. The word *chip* begins with the sound /ch/. I can write the letter combination *ch*. Write *ch*. The next sound I hear is /i/. Write *i*. The last sound I hear is /p/, so I write *p*. Write *p*.



STEP 3 GUIDE PRACTICE

- Display the word *dash*. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *dash* as students blend the sounds to read the word with you: /d/ /a/ /sh/, *dash*. Have students write the word with you.
- Repeat for these words: *whale, bath, phone, and catch*.



STEP 4 ON THEIR OWN

Have students blend the sounds to read and then write these words: *lunch, shade, white, thin, graph, patch*.

SIDE B

Consonant Digraphs *ch, sh, wh, th, ph* and Trigraph *tch*

CORRECTIVE FEEDBACK

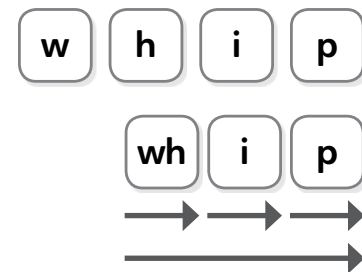
IF students cannot blend the sounds in a word with a consonant digraph or trigraph,

THEN model how to blend each sound spelling in the word, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot blend the sounds in words with consonant digraphs or the trigraph *tch* may need practice with the sound spellings.

- Display tiles or cards for the word *whip*, leaving space between each letter. Point to *w* and *h*. Then push the two letters together as you say: *The letters w and h work together to spell one sound, /hw/. Say it with me: /hw/, /hw/, /hw/.* Point to *i* and *p* as you say: */i/ /p/.* Push the tiles together as you blend the sounds of the word: */hw/ /i/ /p/, whip.* Have students blend the sounds to say the word with you.
- Provide each student with a set of letter tiles or cards for each word at the right. Have students isolate each letter, digraph, or trigraph sound, and then push the tiles together as they blend the sounds to say the word.



ranch	phone
crash	match
fifth	

Make It Harder

Students who can blend words with consonant digraphs and the trigraph *tch* may be ready to build other words.

- Have students use letter tiles or cards to build a word for each digraph and the trigraph *tch*.
- Have partners challenge each other in reading aloud the words they built.

SIDE A

Inflected Endings -s, -es, -ed, -ing

An **inflected ending** is a letter or group of letters added to a base word that changes the word's tense, voice, or number.

Connect to *myView Literacy*:
Inflected Endings -s, -es, -ed, -ing: Unit 1, p. T266

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will read and write words with the endings -s, -es, -ed, and -ing.

STEP 2 MODEL

- We add the endings -s or -es to the end of most nouns to change the word to mean “more than one.” Display the nouns *tents* and *dishes*. Point to *tents*: /t/ /e/ /n/ /t/ /s/, *tents*. The word *tents* means “more than one” tent. Point to *dishes*: /d/ /i/ /sh/ /əz/, *dishes*. The word *dishes* means “more than one” dish. Model how to spell and write *tents* and *dishes*.
- We add the endings -s, -es, -ing, and -ed to most verbs to show when the action happens. Display the verbs *camps*, *camping*, *washes*, and *washed*. Point to *camps*: /k/ /a/ /m/ /p/ /s/, *camps*. *Hayden camps*. The ending -s tells what Hayden does. Point to *camping*: /k/ /a/ /m/ /p/ /i/ /ŋ/, *camping*. *Hayden is camping*. The ending -ing tells what Hayden is doing now. Point to *washes*: /w/ /a/ /sh/ /əz/, *washes*. *Hayden washes the tent*. The ending -es tells what Hayden does. Point to *washed*: /w/ /a/ /sh/ /t/, *washed*. *Hayden washed the tent*. The ending -ed tells what Hayden did in the past. Model how to spell and write *camps*, *camping*, *washes*, and *washed*.

Inflected Endings Rules

- Add -s to form the plural of most nouns.
- Add -es to form the plural of nouns that end in s, z, ch, sh, and x.
- Change y to i and add -es to form the plural of a noun ending in a consonant and y.
- Double the final consonant of CVC verbs before adding -ed or -ing.

STEP 3 GUIDE PRACTICE

Display the nouns *flags* and *cities* and the verbs *steps*, *stepped*, *stepping*, and *tries*. Have students decode each word with you and then explain the meaning of each word. Review the rules for spelling words with inflected endings. Next, have students write each word.

STEP 4 ON THEIR OWN

Have students decode, explain the meaning of, and write these words: *flies*, *marches*, *planning*, *played*, *rules*, *classes*, *ponies*, *graphs*.

Inflected Endings -s, -es, -ed, -ing

CORRECTIVE FEEDBACK

IF students cannot decode words with the inflected endings -s, -es, -ed, and -ing,

THEN model how to read words with the endings, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with the inflected endings -s, -es, -ed, and -ing may benefit from this activity.

- Display and point to the word *mix*. Segment and blend the sounds in the word with me: /m/ /i/ /ks/, *mix*.
- Display and point to the ending -es in the word *mixes*. This word has the ending -es. What sound does -es spell? (/əz/) That's correct. The letters -es spell the sound /əz/. Segment and blend the sounds in the word with me: /m/ /i/ /ks/ /əz/, *mixes*. Let's write the word *mixes*.
- Repeat for endings -ed in *mixed* and -ing in *mixing*: /m/ /i/ /ks/ /t/, *mixed*; /m/ /i/ /ks/ /i/ /ng/, *mixing*.
- Have students decode and write the following sets of words.

mix

mixes

mixed

mixing

clap, claps, clapped, clapping

crash, crashes, crashed, crashing

end, ends, ended, ending

pass, passes, passed, passing

Make It Harder

Students who can decode words with -s, -es, -ed, and -ing can extend the activity by working with a partner to build other words with these endings.

- Provide pairs of students with letter tiles. One student spells a noun or verb. My word is *f, i, s, h*. Add -es. What's the word?
- The partner writes the word, adds -es, and then decodes and reads aloud the new word: *f, i, s, h, e, s*; /f/ /i/ /sh/ /əz/. Your word is *fishes*.
- Students continue taking turns to build new words with endings as time allows.

SIDE A

r-Controlled Vowels *ar, or, ore, oar*

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*:
Decode Words with *r*-Controlled
Vowels: Unit 1, p. T456

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

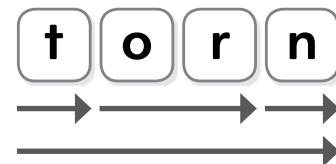
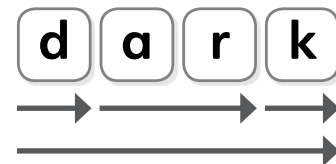
ROUTINE

STEP 1 INTRODUCE

When the letter *r* follows a vowel, the vowel and *r* join together to spell a new sound. Today we will read words that have the vowel sounds /är/ and /ôr/.

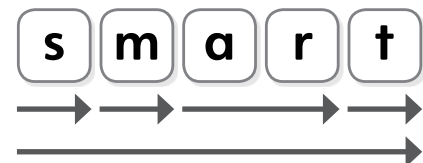
STEP 2 MODEL

- Display the word *dark* using letter tiles or cards. This word is /d/ /är/ /k/, *dark*. Listen to the vowel sound as you say the word with me: /d/ /är/ /k/, *dark*. Point to the letters *ar*: The letters *a* and *r* join together to spell the vowel sound /är/. Say the vowel sound with me: /är/. Have students write *dark* and underline *ar*.
- Display the word *torn*. This is the word /t/ /ôr/ /n/, *torn*. Listen to the vowel sound as you say the word with me: /t/ /ôr/ /n/, *torn*. Point to the letters *or*: The letters *o* and *r* join together to spell the vowel sound /ôr/. Say the vowel sound with me: /ôr/. Have students write *torn* and underline *or*.
- Repeat for the sound /ôr/ spelled *ore* and *oar* using *wore* and *boar*.



STEP 3 GUIDE PRACTICE

Display the word *smart*. Have students decode with you: /s/ /m/ /är/ /t/, *smart*. What letters spell the sound /är/? (*a, r*) Have students write *smart* and underline *ar*. Repeat for the sound /ôr/ spelled *or, ore, and oar* using *horn, core, and soar*.



STEP 4 ON THEIR OWN

Have students decode and write each of these words.

charm sport score board star chore born roar

r-Controlled Vowels *ar, or, ore, oar***CORRECTIVE FEEDBACK**

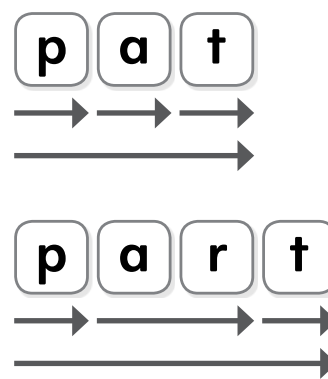
IF students cannot decode words with *r*-controlled *ar, or, ore,* and *oar,*

THEN model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more explicit instruction.

- Display *pat* using letter tiles or cards and have students say the word with you. *What is the vowel sound in pat?* (/a/; short a) Add the letter *r* to spell the word *part*. *Listen to the vowel sound in this word: /p/ /är/ /t/, part. What is the vowel sound in part?* (/är/) Point to the letters *ar*. The letter *r* changes the vowel sound. The *r* blends with the vowel to spell the sound /är/. The letters *a* and *r* spell the sound /är/ in the word *part*.
- Repeat for the sound /ôr/ spelled *or* and *ore*, using *pot/port* and *toe/tore*.
- Remind students that the sound /ôr/ can also be spelled *oar* as in *soar*. Have students read these words: *roar, board, oar,* and *boar*.

**Make It Harder**

Some students may be ready for this extension activity.

- Provide students with letter tiles or cards. The first student makes a word with the *r*-controlled vowel spelled *ar, or, ore,* or *oar* but doesn't say the word. *Here is my word: f, a, r, m. What is my word?* (*farm*) *Which letters spell the sound /är/?* (*a, r*) Both students write the word.
- Partners take turns making and decoding words with the *r*-controlled vowels spelled *ar, or, ore,* and *oar*. Have students continue until each student has decoded five to ten words.

SIDE A

Contractions

A **contraction** is a shortened form of two words. Some letters are removed from one word and replaced with an apostrophe.

Connect to *myView Literacy*:
Contractions: Unit 2, p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Draw an apostrophe on a small sticky note. Display the words at the right. *Today we will combine these words with other words to make contractions. A contraction is a shorter word formed by taking away letters from a word and replacing them with an apostrophe.*

am	is	are
was	were	will
has	have	had
do	does	did
not		

STEP 2 MODEL

- Display the words *they will* using letter tiles or cards and read aloud the words. *I'm going to combine these two words.* Remove the letters *wi* and replace them with the apostrophe sticky note. Point to the apostrophe. *This punctuation mark is an apostrophe. It takes the place of the letters *wi* that I took out.* Push *//* next to the apostrophe to form *they'll*.
- Point to each part of *they'll*: *A contraction has two parts. In this word, the parts are *they* and *'ll*. This is how I decode this word: *they, /l/; they'll*. Say the word with me: *they'll*. Model how to write *they'll*.*

they will

they'll

STEP 3 GUIDE PRACTICE

- Display the words *have not* and have students read aloud the words with you. Replace the letter *o* with an apostrophe and push *n't* next to *have*. *Let's read this word: *have, /n/ /t/; haven't*.* Have students write the contraction.
- Repeat with other contractions: *I am (I'm), he is (he's), she has (she's), we had (we'd), they are (they're), we have (we've), do not (don't).*

have not

haven't

STEP 4 ON THEIR OWN

Have students form contractions from these words. Then have students read and write each contraction.

it is (*it's*)

he had (*he'd*)

I have (*I've*)

she will (*she'll*)

CORRECTIVE FEEDBACK

IF students cannot form or decode contractions,

THEN model how to make and decode contractions, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile approach.

- Display *had not*. Read these words with me: *had not*. Let's form a contraction by combining these two words.
- Remove the *o* tile. We remove the letter *o* in the word *not*. We replace that letter with an apostrophe. Insert an apostrophe sticky note between *n* and *t*. Now we push *n't* to *had*. Point to *hadn't*. We have formed the contraction *hadn't*. Say *hadn't* with me. Have students repeat.
- Have students use letter tiles and apostrophe sticky notes to form the contractions below. Then have students write and decode each contraction.

h a d n o t

h a d n ' t

they are (*they're*)

have not (*haven't*)

we have (*we've*)

let us (*let's*)

I am (*I'm*)

we will (*we'll*)

she is (*she's*)

Make It Harder

Students may be ready for this extension activity.

- Provide partners with a set of letter tiles and apostrophe sticky notes. Take turns forming a contraction and challenging your partner to read aloud the contraction and identify the two words that formed the contraction. Your partner scores one point for correctly reading aloud the contraction and one point for correctly identifying both words that formed the contraction.
- Partners continue taking turns until both partners score twenty points.

SIDE A

Vowel Digraphs *ai, ay, ea*

Vowel digraphs are letter combinations that spell one vowel sound.

Connect to *myView Literacy*:
Vowel Digraphs *ai, ay, ea*: Unit 2,
p. T84

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

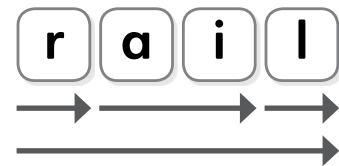
ROUTINE

STEP 1 INTRODUCE

You know that the long a vowel sound can be spelled with the vowel *a* and with a consonant-vowel-consonant-silent *e* pattern. Today we will read words that spell the sound /ā/ with the vowels *ai, ay, and ea*.

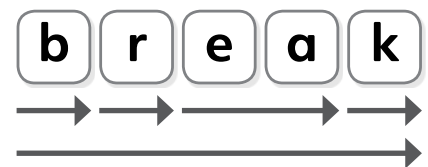
STEP 2 MODEL

- Display the word *rail* using letter tiles or cards. Point to *ai* as you say: *This word has the vowels a and i together. The vowels ai in this word spell the vowel sound /ā/. Point to the letters as you segment the sounds and then sweep your hand under the word: /r/ /ā/ /l/, rail. Say it with me: /r/ /ā/ /l/, rail. What vowel sound do we hear in rail? (/ā/; long a)* Model how to write the word.
- Repeat for the sound /ā/ spelled *ay*, using the word *play*, and spelled *ea*, using the word *great*.



STEP 3 GUIDE PRACTICE

- Display the word *break* using letter tiles or cards. Point to *ea*: *This word has the vowels e and a together. What sound might ea spell in this word? (/ā/; long a) That's right! In this word ea spells the sound /ā/. Let's decode the word together.* Point to the letters as you segment the sounds with students and then sweep your hand under the word as you blend the sounds: /b/ /r/ /ā/ /k/, *break*. Have students write the word.
- Repeat for the sound /ā/ spelled *ai*, using the word *train*, and spelled *ay*, using the word *clay*.



STEP 4 ON THEIR OWN

Have students read and write these words: *brain, steak, sway, drain, breaking, play, sprain, wait*.

Vowel Digraphs *ai, ay, ea*

CORRECTIVE FEEDBACK

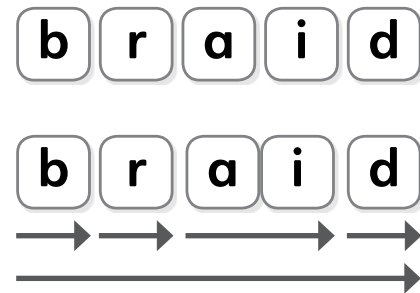
IF students cannot decode words with digraphs *ai, ay,* and *ea,*

THEN model how to decode words with these digraphs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from this tactile activity.

- Display *braid* using letter tiles or cards. Point to *ai*: **When you see the vowels *a* and *i* together in a word, they often spell the long vowel sound /ā/. What vowel sound might this word have? (/ā/; long *a*)** Push the letter tiles *a* and *i* together and say: /ā/. **The letters *ai* spell the sound /ā/ in this word.**
- **Now let's segment the sounds: /b/ /r/ /ā/ /d/. Push the tiles together as you blend the sounds and say: *braid*. What vowel sound do we hear in *braid*? (/ā/; long *a*) How do we spell the long *a* sound in *braid*? (*ai*)** Have students write the word *braid* and underline the letters that spell the long *a* vowel sound. (*ai*)
- Repeat for /ā/ spelled *ay*, using *stay*, and *ea*, using *steak*.
- Distribute letter tiles to students and have them spell, decode, and write these words: *stray, break, spray, quail, great, tray, main, clay*.



Make It Harder

Students may work on the following extension activity.

- Provide partners with letter tiles. Have one student spell the long *a* sound with either the *ai, ay,* or *ea* tiles.
- Have the partner build a word with that long *a* spelling and challenge the first student to read aloud the word and use it in a sentence. Have students continue as time allows.

SIDE A

Vowel Digraph *ie*

Vowel digraphs are letter combinations that spell one vowel sound.

Connect to *myView Literacy*:
Vowel Digraph *ie*: Unit 2, p. T144

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

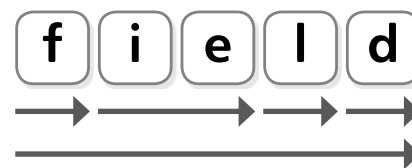
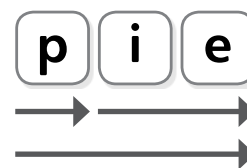
ROUTINE

STEP 1 INTRODUCE

You know that long vowel sounds can be spelled different ways. Today we will read words with the letters *ie*. The letters *ie* can spell the long *i* sound /ī/ and the long *e* sound /ē/.

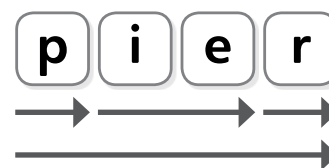
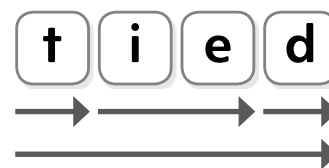
STEP 2 MODEL

- Display *pie* using letter tiles or cards. Point to *ie*: This word has the vowels *i* and *e* together. The vowels *ie* in this word spell the vowel sound /ī/. Point to the letters as you segment the sounds, and then sweep your hand under the word as you blend the sounds: /p/ /ī/, *pie*. Say it with me: /p/ /ī/, *pie*. What vowel sound do we hear in *pie*? (/ī/; long *i*) Model how to write the word.
- Display *field* using letter tiles or cards. Point to *ie* as you say: The vowels *ie* in this word spell the sound /ē/. Point to the letters as you segment the sounds, and then sweep your hand under the word as you blend the sounds: /f/ /ē/ /l/ /d/, *field*. Say it with me: /f/ /ē/ /l/ /d/, *field*. What vowel sound do we hear in *field*? (/ē/; long *e*) Model how to write the word.



STEP 3 GUIDE PRACTICE

- Display *tied* using letter tiles or cards. Point to *ie*: Let's blend the sounds in this word. Point to the letters as you segment the sounds with students and then sweep your hand under the word: /t/ /ī/ /d/, *tied*. Have students write the word.
- Repeat for the sound /ē/ spelled *ie*, using the word *pier*.



STEP 4 ON THEIR OWN

Have students read and write these words: *lies*, *shield*, *dries*, *thief*, *fried*, *niece*, *flies*, *chief*.

Vowel Digraph *ie*

CORRECTIVE FEEDBACK

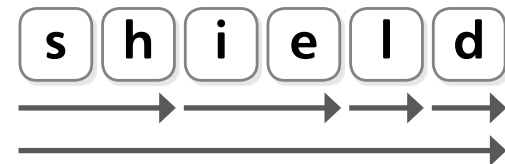
IF students cannot decode words with the sounds /ī/ and /ē/ spelled *ie*,

THEN model how to decode words with this digraph, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students who cannot determine whether a word with *ie* spells the long *i* sound or the long *e* sound may benefit from this activity.

- Display the word *shield*. When you see the vowels *i* and *e* together in a word, they often spell the long *i* vowel sound /ī/ or the long *e* vowel sound /ē/. If you are not sure which long vowel sound to say, try them both. Point to *shield*. Let's try the long *i* vowel sound first. Point to the letters as you segment the sounds, saying /ī/ for *ie*: /sh/ /ī/ /l/ /d/, *shiled*. I don't know that word, so let's try the long *e* vowel sound: /sh/ /ē/ /l/ /d/, *shield*. I know this word.
- Have students try both the long *i* sound and the long *e* sound as they decode these words: *tried*, *thief*, *cried*, *shriek*, *dries*, *fries*.



Make It Harder

Students may work on the following extension activity.

- Provide partners with letter tiles. Have one student build a word with long *i* or long *e* spelled *ie*.
- Have the partner read aloud the word, use it in a sentence, and then write the word. Then have that student build another long *i* or long *e* word spelled *ie*. Have students continue as time allows.

SIDE A

Long e Spelled *ee, ea, ey, y*

Vowel digraphs are letter combinations that spell one vowel sound.

Connect to *myView Literacy*:
Decode Words with Long e Spelled
ee, ea, ey, and y: Unit 2, p. T214

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

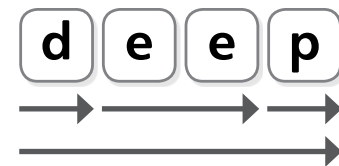
ROUTINE

STEP 1 INTRODUCE

Today we will read words that spell the sound /ē/ with the vowels *ee, ea, ey, and y*.

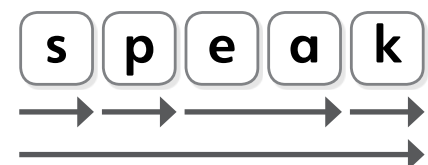
STEP 2 MODEL

- Display *deep* using letter tiles or cards. Point to *ee* as you say: *This word has the vowels e and e together. The vowels ee in this word spell the vowel sound /ē/. Point to the letters as you segment the sounds and then sweep your hand under the word as you blend the sounds: /d/ /ē/ /p/, deep. Say it with me: /d/ /ē/ /p/, deep. What vowel sound do we hear in deep? (/ē/; long e) Model how to write the word.*
- Repeat for the sound /ē/ spelled *ea*, using the word *team*; spelled *ey*, using *key*; and spelled *y*, using *funny*.



STEP 3 GUIDE PRACTICE

- Display *speak* using letter tiles or cards. Point to *ea*: *What sound might ea spell in this word? (/ē/; long e) That's right! In this word, ea spells the sound /ē/. Let's decode the word together. Point to the letters as you segment the sounds with students and then sweep your hand under the word as you blend the sounds: /s/ /p/ /ē/ /k/, speak. Have students write the word.*
- Repeat for the sound /ē/ spelled *ee*, using the word *sheep*; spelled *ey*, using *hockey*; and spelled *y*, using *sandy*.



STEP 4 ON THEIR OWN

Have students read and write these words: *cheer, sneak, kidney, fifty, greet, reach, honey, lucky*.

Long e Spelled ee, ea, ey, y

CORRECTIVE FEEDBACK

IF students cannot decode long e words with digraphs ee, ea, ey, and y,

THEN model how to decode words with these digraphs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from this tactile activity.

- Display *monkey* using letter tiles or cards. Point to ey: *When you see the vowels e and y together in a word, they often spell the long vowel sound /ē/. What vowel sound might ey spell in this word? (/ē/; long e)* Push tiles e and y together and say: */ē/. The letters ey spell the sound /ē/ in this word.*
- *Now let's segment the sounds in the word.* Point to the letters as you say: */m/ /o/ /n/ /k/ /ē/.* Push the tiles together as you blend the sounds and say: *monkey.* *What vowel sound do we hear at the end of monkey? (/ē/; long e)* *How do we spell the long e sound in monkey? (ey)* Have students write the word *monkey*.
- Repeat for the sound /ē/ spelled ee, using *speech*; spelled ea, using *clear*; and spelled y, using *empty*.
- Distribute letter tiles to students and have them spell, decode, and write these words: *free, team, donkey, chimney, story, seed, deal, dirty.*

Make It Harder

Students may work on the following extension activity.

- Provide partners with letter tiles. Have one student spell the long e sound with the ee, ea, ey, or y tiles. Have the partner build a word with that long e spelling and challenge the first student to read aloud the word and use it in a sentence.
- Have students continue as time allows.

SIDE A

Long o Spelled o, oa, ow

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Words with Long o: o, oa,
ow: Unit 2, p. T284

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

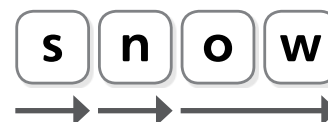
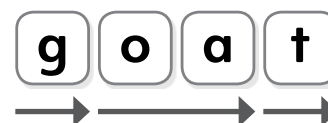
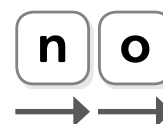
ROUTINE

STEP 1 INTRODUCE

Gather letter tiles to display words. Today we will read and write words that have the long o sound /ō/ spelled with the letters o, oa, or ow.

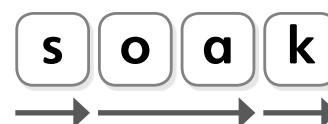
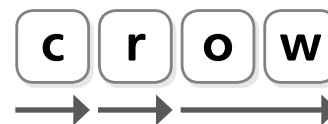
STEP 2 MODEL

- Display the word *no*. The word *no* has the vowel sound /ō/ spelled o. Decode *no*, having students repeat the sounds with you. /n/ /ō/, *no*. Have students write the word and underline the letter o.
- Display the word *goat*. The word *goat* has the long vowel sound /ō/ spelled oa. Have students decode with you. /g/ /ō/ /t/, *goat*. Have students write the word and underline the letters oa.
- Repeat with the word *snow*. The word *snow* has the vowel sound /ō/ spelled ow. Students should write *snow* and underline ow.



STEP 3 GUIDE PRACTICE

- Display the word *crow*. What vowel sound do you hear in the word *crow*? (/ō/) How is the vowel sound /ō/ spelled in the word *crow*? (ow) Ask students to write *crow* and underline ow.
- Display the word *soak*. What vowel sound do you hear in the word *soak*? (/ō/) How is the vowel sound /ō/ spelled in the word *soak*? (oa) Ask students to write *soak* and underline oa.



STEP 4 ON THEIR OWN

Have students read aloud these words. Then, ask students to write the words and underline the letters that spell the vowel sound /ō/.

load
post
own

Long o Spelled o, oa, ow

CORRECTIVE FEEDBACK

IF students cannot decode words with long o spelled o, oa, and ow,

THEN model how to decode words with long o spelled o, oa, and ow, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with long o spelled o, oa, and ow may benefit from explicit instruction on decoding words with the long o sound.

- Display the word *foam*. *Let's say the word foam together. Foam. What letters in the word foam spell the vowel sound /ō/? (oa)* Point to the letters oa and say: *The letters oa in the word foam spell the vowel sound /ō/.* Students should write *foam* and underline oa.
- Repeat with the word *told*. *This is the word told. Which letter spells the vowel sound /ō/? (o)* Point to the letter o and say: *The letter o in the word told spells the vowel sound /ō/.*
- Repeat with the word *grown*. *This is the word grown. Which letters spell the vowel sound /ō/? (ow)* Point to the letters ow and say: *The letters ow in the word grown spell the vowel sound /ō/.*
- Practice with the following words.

foam

told

grown

most

toast

blow

float

Make It Harder

Students who can decode words with long o spelled o, oa, and ow should practice spelling words with the long o sound.

- Provide partners with letter tiles. One partner should say a word with vowel sound /ō/. *My word is so.*
- The other partner should spell the word with letter tiles and explain how the vowel sound /ō/ is spelled. *S, o. The long o sound is spelled o.*
- Students should take turns saying a word and spelling the word. Each student should say an example of a word spelled o, oa, and ow.

SIDE A

Compound Words

Compound words are words made of two smaller words.

Connect to *myView Literacy*:
Decode Compound
Words: Unit 2, p. T474

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Compound words are words that are made up of two smaller words. Today we will practice decoding compound words.

STEP 2 MODEL

- We can decode compound words by looking for smaller words that make up the larger word.
- Display the words *sail* and *boat*. Listen to these two words: *sail*, *boat*. Have students repeat the words. We know what each of these words means by itself, but we can combine them to make another word.
- Display the word *sailboat*. The words *sail* and *boat* make up the compound word *sailboat*, meaning “a boat with a sail.” Have students write *sailboat*, drawing a line between *sail* and *boat*.

sail

boat

sailboat

STEP 3 GUIDE PRACTICE

- Display the word *football*. When I see a long word, I check to see if it's made up of two smaller words. Are there two smaller words in *football*? Allow time for students to respond. That's correct—the two smaller words are *foot* and *ball*.
- Display *foot* and *ball*. Read these two words with me. Point to *foot* and then to *ball*. *Foot, ball.* We combine those words together and make the word *football*. Let's read and write *football*. Have students write *football*, drawing a line between *foot* and *ball*.

football

foot

ball

STEP 4 ON THEIR OWN

Have students read aloud these words. Then, ask students to write the words, drawing a line between the two smaller words.

highway
overnight
raindrop

Compound Words

CORRECTIVE FEEDBACK

IF students cannot decode compound words,

THEN model how to decode compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from explicit instruction on decoding compound words.

- Display the word *caveman*. This is the word *caveman*. Let's segment and blend the sounds in the word: /k/ /ā/ /v/ /m/ /a/ /n/, *caveman*.
- Do you see any smaller words? Allow students time to reply. That's correct. *Caveman* is made up of the smaller words *cave* and *man*. Let's write *caveman*. Have students write the word and draw a line between *cave* and *man*.
- Repeat with the words at the right.

c a v e m a n

cave

man

horseback
snowflake

mailbox
railroad

Make It Harder

Students who can decode compound words should practice spelling these words.

- Provide partners with letter tiles. One partner should use the tiles to spell a word. My word is *rain*. Make a compound word!
- The partner should use the tiles to add a word that would make a compound word. I'll add *coat* to the end of *rain* to make *raincoat*. Have students write the compound word they made.
- The partner then makes a word for the other partner to add a smaller word to make a compound word.
- Students should make a predetermined number of compound words.

SIDE A

Long *i* Spelled *i, ie, i_e, igh, y*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Decode Words with Long *i*:
i, ie, i_e, igh, y: Unit 3, p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

The vowel sound long *i* can be spelled *i, ie, i_e, igh, and y*. Today we will read and write words with the vowel sound long *i*.

STEP 2 MODEL

- Display the word *wild*. When I read the word *wild*, I hear the long *i* sound: /w/ /ī/ /l/ /d/. The long *i* sound is spelled *i*. Have students write the word and underline *i*.
- Repeat with *tried*. *Tried* has the long *i* sound spelled *ie*. Have students write the word and underline *ie*.
- Repeat with *white*. When a word has a vowel-consonant-silent *e* pattern, the final *e* is silent, and the first vowel usually is long. Have students write *white* and underline *ite*.
- Repeat with *sigh*. The word *sigh* has the long *i* sound spelled *igh*. Have students write the word and underline *igh*.
- Repeat with *by*. The word *by* has the long *i* sound spelled *y*. Have students write the word and underline *y*.

wild

tried

white

sigh

by

STEP 3 GUIDE PRACTICE

Display these words. Read each word and have students identify the long *i* spelling in each one. Then have students write each word and underline the letters that spell long *i*.

kind

tries

life

tonight

try

STEP 4 ON THEIR OWN

Display the sentence at the right. Ask students to read aloud the sentence and identify the words with the long *i* sound. Then, ask students to write those words and underline the letters that spell the vowel sound /ī/.

Did Mike see the bright light in the sky?

Long *i* Spelled *i*, *ie*, *i_e*, *igh*, *y*

CORRECTIVE FEEDBACK

IF students cannot decode words with long *i*,

THEN model how to decode words with long *i* spelled *i*, *ie*, *i_e*, *igh*, and *y*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with long *i* spelled *i*, *ie*, *i_e*, *igh*, and *y* may benefit from more explicit instruction.

- Display the letter tiles for the word *sight*. Say the word *sight*.
- Tap each letter tile when saying the sounds of the letters in the word. For letters *i*, *g*, and *h*, say an elongated vowel sound /ī/ to reflect that vowel sound /ī/ is a result of all three letters combined. Ask students to repeat the word.
- Ask: *Which letters in the word sight spell the vowel sound long i? (igh)*
- Repeat with the following words.



spider

lie

life

bright

why

Make It Harder

Students who can decode words with long *i* spelled *i*, *ie*, *i_e*, *igh*, and *y* should work on the following extension activity.

- Provide pairs of students with letter tiles. Students should spell one word for each of the ways to spell the vowel sound long *i*: *i*, *ie*, *i_e*, *igh*, and *y*.
- Students should take turns spelling words.
- Partners then write each word and use each in a sentence.

SIDE A

Comparative Endings *-er, -est*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Decode Words with Comparative Endings: Unit 3, p. T78

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

The ending *-er* is added to a word when you compare two things. The ending *-est* is added to a word when you compare three or more things.

STEP 2 MODEL

- Display the word *large*. *A car is large.*
- Display the word *larger*. *A truck is larger than a car. I am comparing two things, so I drop the e and add *-er* to the word *large* to compare a truck to a car. Read the word *larger* and point to *-er*.*
- Display the word *largest*. *A train is the largest compared to a car and a truck. I am comparing three things, so I drop the e and add *-est* to the word *large*. Read the word *largest* and point to *-est*.*

large

larger

largest

STEP 3 GUIDE PRACTICE

- Display the word *happy*. *Some words change their spelling when we add endings. This is the word *happy*. It ends in *y*.*
- Display the word *happier*. *When a word ends in *y*, we change the *y* to *i* and then add the ending. This is the word *happier*.*
- Display the word *big*. *Big has a consonant-vowel-consonant pattern. Point out the CVC pattern. Display the word *biggest*. We double the final consonant before adding *-er* or *-est*.*

happy

happier

big

biggest

STEP 4 ON THEIR OWN

Ask students to add *-er* and *-est* to these words: *safe, wet, funny*. Then, ask students to write and decode the words with the comparative endings.

Comparative Endings *-er, -est*

CORRECTIVE FEEDBACK

IF students cannot decode words with comparative endings *-er* and *-est*,

THEN model how to decode comparative endings *-er* and *-est*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode comparative endings *-er* and *-est* may benefit from explicit instruction on decoding comparative ending *-er*.

- Display the word *strong*. *When I compare a mouse to a lion, I say that a lion is **stronger** than a mouse.* Add the ending *-er* to the word *strong* to form the word *stronger*. *I add **-er** to the word **strong** to form the word **stronger**. Let's read the word together: **stronger**.* Ask students to write and decode the word *stronger*.
- Display the word *fast*. *When I compare cheetahs to turtles, I say that cheetahs are **faster** than turtles.* Add the ending *-er* to the word *fast* to form the word *faster*. *I add **-er** to the word **fast** to form the word **faster**. Let's read the word together: **faster**.* Ask students to write and decode the word *faster*.
- Ask students to think of other comparisons between two things. Check for understanding of the use of the ending *-er*.

strong

stronger

fast

faster

Make It Harder

Students who can decode comparative endings *-er* and *-est* should work on the following extension activity.

- Display the words at the right. Ask students to write the words with the comparative endings *-er* and *-est*. Then, ask students to decode the words.
- Ask students to use the words in sentences to show comparisons.
- Check for understanding of using *-er* to compare two things and *-est* to compare three or more things.

fluffy

dry

red

SIDE A

r-Controlled Vowels *er, ir, ur*

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*:
Decode Words with *r*-Controlled
Vowels: *er, ir, ur*: Unit 3, p. T148

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

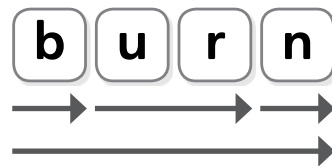
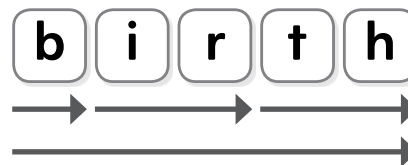
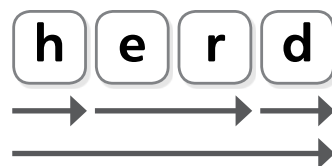
ROUTINE

STEP 1 INTRODUCE

Gather a number of letter tiles to display words. Today we will decode words that have *r* after the vowels *e, i, or u*. These words will have the sound /er/.

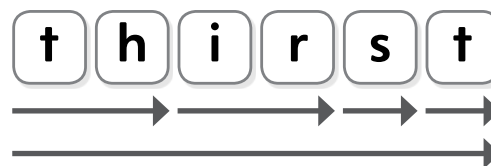
STEP 2 MODEL

- Display the word *herd*. This is the word *herd*. Point to each letter and then blend the sounds. Decode the word with me: /h/ /e/ /d/, *herd*. The sound /er/ is spelled *er* in *herd*. The letters *e, r* go together to spell the sound /er/ in some words. Have students write *herd* and underline *er*.
- Repeat with *birth*. The vowel sound /er/ is spelled *ir* in *birth*. Have students write *birth* and underline *ir*.
- Continue with *burn*. The vowel sound /er/ is spelled *ur* in *burn*. Have students write *burn* and underline *ur*.



STEP 3 GUIDE PRACTICE

- Display *thirst*. Let's identify the sound /er/ in this word. Point to each letter and have students decode with you: /th/ /er/ /s/ /t/, *thirst*. How is the sound /er/ spelled? Allow time for replies. That is correct. The sound /er/ is spelled *ir*.
- Repeat with *verse* and *hurt*, identifying the sound /er/ in each. Have students write each word.



STEP 4 ON THEIR OWN

- Display these words. Have students read each word and then identify how the *r*-controlled vowel sound is spelled. Have them write the words.
- Then have students list other words with the sound /er/ spelled *er, ir, or ur*.



r-Controlled Vowels *er, ir, ur*

CORRECTIVE FEEDBACK

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

THEN model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty may need explicit instruction on decoding words with *r*-controlled vowels *er, ir, and ur*.

- Display the word *her*. **This is the word *her*.** Slide your hand under the letters *er*. **Decode the word with me: /h/ /er/, *her*. How is the sound /er/ spelled?** Allow time for students to respond. **That's correct. The sound /er/ is spelled *er*.** Have students write *her* and then underline the letters *er*.
- Repeat with the words *girl* and *fur*. Point to each sound spelling in both words and have the students say each sound with you. Have students identify how the sound /er/ is spelled in each word.
- Have students write these words and then underline the letters that spell the sound /er/ in each.

Make It Harder

Students who can decode words with *r*-controlled vowels can extend the activity by making other words with the sound /er/ spelled *er, ir, or ur*.

- Provide partners with letter tiles. The first student makes a word with the *r*-controlled vowel spelled either *er, ir, or ur*, but doesn't say the word. **Here is my word: *f, l, u, r, r, y*. What is my word, and which letters spell the sound /er/?**
- The partner segments and blends the sounds. **/f/ /l/ /er/ /ē/.** **Your word is *flurry*. The sound /er/ is spelled *ur*.** Both partners write the word and then the second partner displays a word of his or her own for the other to decode and write.
- Have students decode and write a predetermined number of words with each *r*-controlled vowel spelling.

SIDE A

Diphthongs /ou/ Spelled *ow*, *ou* and /oi/ Spelled *oi*, *oy*

A **diphthong** is a single vowel sound, represented by two letters, that resembles a glide from one sound to another.

Connect to *myView Literacy*:
Decode Words with Diphthongs *ou*,
ow, *oi*, *oy*: Unit 3, p. T218

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

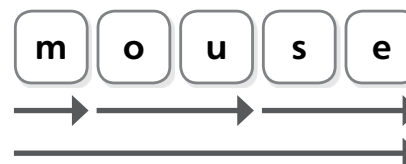
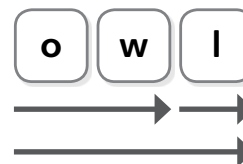
STEP 1 INTRODUCE

Display the diphthong spellings *ow*, *ou*, *oi*, and *oy*. Point to each spelling as you say its sound. Have students repeat the sounds. The vowel sound /ou/ can be spelled *ow* or *ou*. The vowel sound /oi/ can be spelled *oi* or *oy*.



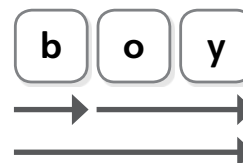
STEP 2 MODEL

- Display the word *owl*. This is how I blend the sounds in the word *owl*. Sweep your hand under *owl* as you blend the sounds to read the word: /ou/ /l/, *owl*. The letters *ow* spell the sound /ou/. Let's write the word *owl*.
- Display the word *mouse*. The sound /ou/ can also be spelled *ou* as in the word *mouse*. Sweep your hand as you blend the sounds to read the word: /m/ /ou/ /s/, *mouse*. The letters *ou* spell the sound /ou/. Let's write *mouse*.
- Repeat with the words *boil* and *joy* to teach the diphthong /oi/ spelled *oi*, *oy*.



STEP 3 GUIDE PRACTICE

- Display the word *boy*. Let's try this word together. Point to each sound spelling and have students repeat the sounds: /b/ /oi/, *boy*. How is /oi/ spelled? Allow time for students to reply. That's correct. /oi/ is spelled *oy*. Let's write *boy*.
- Repeat with these words: *soy*, *poison*, *loud*, *powder*.



STEP 4 ON THEIR OWN

Ask students to read aloud the words at the right. Then, have them write the words and underline the letters that spell the vowel sounds /ou/, /oi/.

flower coin
foul royal

SIDE B

Diphthongs /ou/ Spelled *ow*, *ou* and /oi/ Spelled *oi*, *oy*

CORRECTIVE FEEDBACK

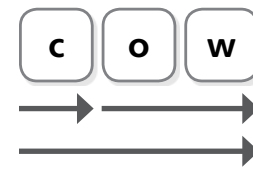
IF students cannot decode words with diphthongs /ou/ and /oi/ spelled *ow*, *ou*, *oi*, *oy*,

THEN model how to decode words with these diphthongs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with diphthongs /ou/ and /oi/ may benefit from explicit instruction on decoding these diphthongs.

- Display tiles for the word *cow*. The letters *ow* spell the sound /ou/. Say each sound and have students repeat it. Push the letters *ow* together when you say the sound /ou/. Say each sound with me: /k/ /ou/. The letters *ow* spell the sound /ou/ in *cow*.
- Provide each student with a set of tiles. Display these words: *loud*, *gown*, *point*, *toy*. Have students isolate each letter sound or diphthong and then push the tiles together as they blend the sounds to say the word. Have students write each word.



Make It Harder

Students who can decode words with diphthongs /ou/ and /oi/ spelled *ow*, *ou*, *oi*, and *oy* may work on the following extension activity.

- Provide partners with letter tiles. The first student thinks of a word with a diphthong spelled *ow*, *ou*, *oi*, or *oy* and says the word. *My word is about. Make my word!*
- The second student repeats the word and then spells it with tiles. He or she then explains which letters spell the diphthong. *About: a, b, o, u, t. The letters ou spell the sound /ou/.* He or she then thinks of a word with one of the other diphthong spellings.
- Partners continue thinking of words and spelling words but cannot repeat a diphthong spelling until all four spellings have been covered at least once.
- Students should identify and spell a predetermined number of words.

SIDE A

Vowel Teams /ü/ Spelled oo, ue, ew, ui

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

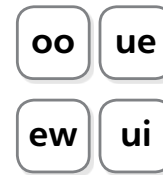
Connect to *myView Literacy*:
Decode Words with Vowel Teams oo, ue, ew, ui: Unit 3, p. T278

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

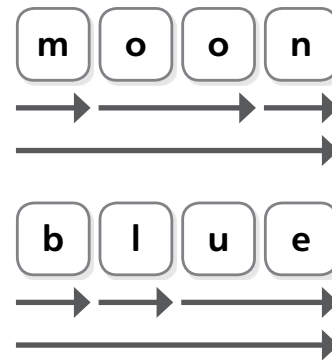
STEP 1 INTRODUCE

Display the vowel teams *oo*, *ue*, *ew*, and *ui*. The vowel sound /ü/ can be spelled *oo*, *ue*, *ew*, or *ui*. Point to each vowel team as you say its sound. Have students repeat the sounds. Today we will decode words with these vowel teams.



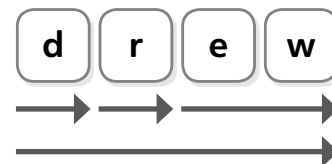
STEP 2 MODEL

- Display the word *moon*. This is the word *moon*. Sweep your hand under *moon* as you blend the sounds to read the word: Decode with me: /m/ /ü/ /n/, *moon*. The letters *oo* spell the sound /ü/. Let's write the word *moon*.
- Display the word *blue*. /ü/ can also be spelled *ue* as in the word *blue*. Sweep your hand as you blend the sounds to read the word: /b/ /l/ /ü/, *blue*. The letters *ue* spell the sound /ü/. Let's write *blue*.
- Repeat with the words *flew* and *suit* to teach *ew*, *ui*.



STEP 3 GUIDE PRACTICE

- Display the word *drew*. Let's try this word together. Point to each sound spelling and have students repeat the sounds: /d/ /r/ /ü/, *drew*. How is /ü/ spelled? Allow time for students to reply. That's correct. /ü/ is spelled *ew*. Let's write *drew*.
- Repeat with these words: *zoo*, *true*, *juice*.



STEP 4 ON THEIR OWN

Ask students to read aloud the words at the right. Then, ask students to write the words and underline the letters that spell the sound /ü/ in each one.

noon chew
due fruit

Vowel Teams /ü/ Spelled *oo, ue, ew, ui*

CORRECTIVE FEEDBACK

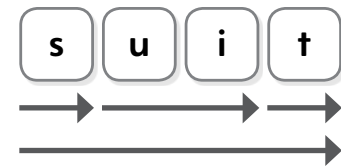
IF students cannot decode words with vowel teams *oo, ue, ew, ui*,

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

Make It Easier

Students who cannot decode words with vowel teams *oo, ue, ew, and ui* may benefit from explicit instruction on decoding these vowel teams.

- Display tiles for the word *suit*. The letters *ui* spell the sound /ü/. Say each sound in the word and have students repeat it. Push the letters *ui* together when you say the sound /ü/. Say each sound with me: /s/ /ü/ /t/. The letters *ui* spell the sound /ü/.
- Provide each student with a set of tiles. Display these words: *tool, clue, due*. Have students isolate the sound for each letter or vowel team and then push the tiles together as they blend the sounds to say the word. Have students write each word.



Make It Harder

Students who can decode words with vowel teams *oo, ue, ew, and ui* may work on the following extension activity.

- Provide partners with letter tiles. The first student thinks of a word with vowel team *oo, ue, ew, or ui* and says the word. *My word is juice.*
- The second student repeats the word and then spells it with tiles. He or she then explains which letters spell the vowel sound. *Juice: j, u, i, c, e. The letters ui spell the sound /ü/.* He or she then thinks of a word with one of the other vowel teams.
- Partners continue thinking of words and spelling words but cannot repeat a vowel team until all four teams have been covered at least once.
- Students should identify and spell a predetermined number of words.

SIDE A

Consonants *c /s/* and *g, dge /j/*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Decode /s/ Spelled c; /j/ Spelled g or dge: Unit 3, p. T474

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

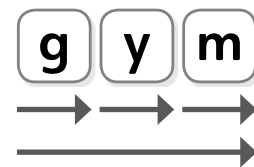
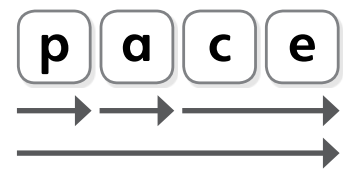
ROUTINE

STEP 1 INTRODUCE

The sound /s/ can be spelled *c*, and the sound /j/ can be spelled *g* or *dge*. Today we are going to practice reading and writing words with these sound spellings.

STEP 2 MODEL

- Display the word *pace*. This is the word *pace*. *Pace* has the sound /s/ spelled *c*. Segment and blend the sounds with me: /p/ /ā/ /s/, *pace*. Sweep the letters as you blend the sounds. Which letter spells /s/? Allow time for students to respond. That's correct. The letter *c* spells the sound /s/.
- Display the word *gym*. This is the word *gym*. *Gym* has the sound /j/ spelled *g*. Segment and blend the sounds with me: /j/ /i/ /m/, *gym*. Sweep the letters as you blend the sounds. Which letter spells /j/? Allow time for students to respond. That's correct. The letter *g* spells the sound /j/.
- Repeat with the word *badge* for the sound /j/ spelled *dge*.



STEP 3 GUIDE PRACTICE

Let's practice with these words: *spice*, *page*, *ledge*. Point to each letter in each word and have students decode with you: /s/ /p/ /ī/ /s/, *spice*; /p/ /ā/ /j/, *page*; /l/ /e/ /j/, *ledge*. How is the final sound /s/ spelled in *spice*? How is the sound /j/ spelled in *page* and *ledge*? Allow time for replies. Have students write each word.

STEP 4 ON THEIR OWN

- Display the words at the right. Have students read each word and then identify the letters that spell either the sound /s/ or the sound /j/. Have students write the words.
- Then have students think of other words that have either the sound /s/ spelled *c*, or the sound /j/ spelled *g* or *dge*, and share them with their partner. Have them write these new words.

cent edge
stage

Consonants *c /s/* and *g, dge /j/*

CORRECTIVE FEEDBACK

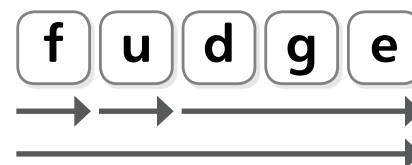
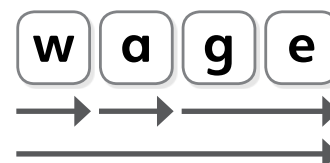
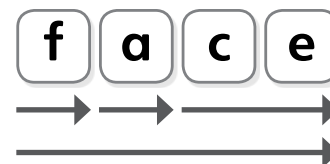
IF students cannot decode words with /s/ spelled *c* and /j/ spelled *g, dge*,

THEN model how to read words with these sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a blending activity.

- Display *face*. This is the word *face*. The sound /s/ is spelled *c* in *face*. Point to each sound spelling and have students say each sound with you. Blend the sounds in the word with me: /f/ /ā/ /s/, *face*. Which letter spells the sound /s/? Allow time for students to respond. That's correct. The letter *c* spells the sound /s/ in *face*. Let's write the word *face*.
- Display *wage*. This is the word *wage*. The sound /j/ is spelled *g*. Point to each sound spelling and have students say each sound with you. Blend the sounds in the word with me: /w/ /ā/ /j/, *wage*. Which letter spells the sound /j/? Allow time for students to respond. That's correct. The letter *g* spells the sound /j/ in *wage*. Let's write the word *wage*.
- Repeat with the word *fudge* for the sound /j/ spelled *dge*.



Make It Harder

Students may be ready for this extension activity.

- Provide partners with letter tiles. The first student makes a word with the sound /j/ or /s/ but doesn't say the word. Here is my word: *j, u, i, c, e*. What is my word?
- The partner segments and blends the sounds in the word. /j/ /ü/ /s/. Your word is *juice*. The partner then displays a word of his or her own for the other to decode.
- Have students decode a set number of words with each sound spelling.

SIDE A

Closed Syllables VC/V

A syllable that ends with a consonant and usually has a short vowel sound is called a **closed syllable**.

Connect to *myView Literacy*:
Decode Words with Closed Syllables VC/V: Unit 4, p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

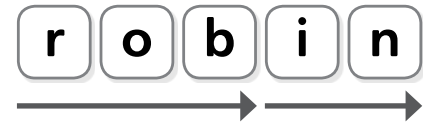
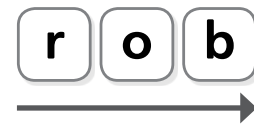
ROUTINE

STEP 1 INTRODUCE

Words are made up of syllables. Each syllable has one vowel sound. A closed syllable ends in a consonant and usually has a short vowel sound. Today we will read words with closed syllables.

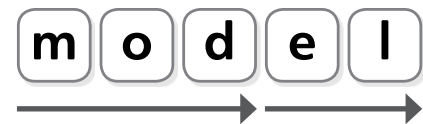
STEP 2 MODEL

- Display the word *rob*. *Rob* has one vowel sound, /o/, so it has one syllable. Point to *b*. *Rob* has a short vowel sound and ends with the consonant *b*, so *rob* is a closed syllable. Have students say *rob* with you.
- Display the word *robin*. *Robin* has two vowel sounds, /o/ and /i/, so it has two syllables, *rob/in*. Demonstrate by separating the tiles between *b* and *i* or by drawing a line between the syllables.
- Point to the letters *o*, *b*, *i*. *Robin* has the vowel-consonant-vowel pattern. The first syllable, *rob*, has a short vowel sound and ends in a consonant, so it is a closed syllable.



STEP 3 GUIDE PRACTICE

- Display the word *model*. Let's read this word together: *model*. How many vowel sounds does it have? Allow time for replies. That's correct. There are two, /o/ and /ə/, so there are two syllables.
- Point to the letters *o*, *d*, *e*. I see the vowel-consonant-vowel pattern *o*, *d*, *e*, so we can divide the word after the *d*. Separate the letters *d* and *e*. The first syllable ends in a consonant, so it is a closed syllable.



STEP 4 ON THEIR OWN

Ask students to read and write the words at the right. Then, ask students to show where the syllables are divided. Have students think of other words with a closed syllable VC/V pattern.

melon
sonic
money

Closed Syllables VC/V

CORRECTIVE FEEDBACK

IF students cannot decode words with closed syllables,

THEN model how to decode words with closed syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

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

- Display the word *van*. **This is the word *van*.** Point to each sound spelling and have the students say each sound with you. **Decode the word with me:** /v/ /a/ /n/, *van*. **How many vowel sounds do you hear?** Allow time for students to respond. **That's correct. There is only one vowel sound: /a/ spelled a. *Van* only has one syllable.** Have students write *van*.
- Display the word *vanish*. **This is the word *vanish*.** Point to each sound spelling and have the students say each sound with you. **Decode the word with me:** /v/ /a/ /n/ /i/ /sh/, *vanish*. **How many vowel sounds do you hear?** Allow time for students to respond. **That's correct. There are two: /a/ spelled a, and /i/ spelled i. *Vanish* has two syllables. What is the first syllable? (*van*)** Have students write *vanish* and draw a line between the two syllables.
- Practice with other words such as *metal*, *limit*, and *punish*.

Make It Harder

Students who can decode words with closed syllables may work with a partner on the following extension activity.

- The first partner uses letter tiles to spell a word with the closed syllable VC/V pattern.
- The other partner then decodes the word and separates it into syllables. Both students then write the word.
- Students should decode and write a predetermined number of words with this pattern.

SIDE A

Open Syllables V/CV

A syllable that ends with a long vowel sound is called an **open syllable**.

Connect to *myView Literacy*:
Decode Words with Open Syllables V/CV: Unit 4, p. T86

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

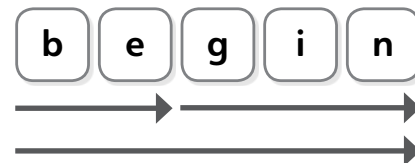
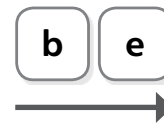
ROUTINE

STEP 1 INTRODUCE

A syllable is a word part that has one vowel sound. Today we are going to focus on syllables that end with a long vowel sound. These are called open syllables.

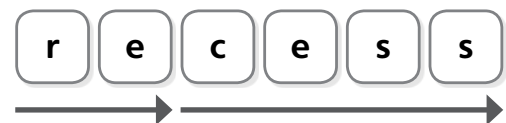
STEP 2 MODEL

- Display *be*. This is the word *be*. *Be* has one vowel sound, /ē/, so it has one syllable. Point to *e*. *Be* ends with the long vowel sound /ē/, so *be* is an open syllable. Have students say *be* with you.
- Display the word *begin*. *Begin* has two vowel sounds, /ē/ and /i/, so it has two syllables, *be/gin*. Separate the tiles between *e* and *g* or draw a line between the syllables.
- Point to the letters *e, g, i*. *Begin* has the vowel-consonant-vowel pattern. The first syllable, *be*, ends with the long vowel sound /ē/, so it is an open syllable.



STEP 3 GUIDE PRACTICE

- Display the word *recess*. Let's read this word together: *recess*. How many vowel sounds does it have? Allow time for replies. That's correct. There are two, /ē/ and /e/, so there are two syllables.
- Point to the letters *e, s, e*. I see the vowel-consonant-vowel pattern *e, s, e*, so we can divide the word after the long vowel *e*. Separate the letters *e* and *c*. The first syllable ends in a long vowel sound, so it is an open syllable.



STEP 4 ON THEIR OWN

Have students read and write the words at the right. Then, ask students to show where the syllables are divided. Have students think of other words with an open syllable V/CV pattern.

bacon
locate
flavor

Open Syllables V/CV

CORRECTIVE FEEDBACK

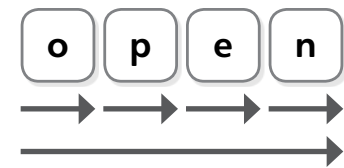
IF students cannot decode words with open syllables,

THEN model how to decode these words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty may need explicit instruction.

- Display *open*. This is the word *open*. Point to each sound spelling and have the students say each sound with you. Decode the word with me: /ō/ /p/ /e/ /n/, *open*. How many vowel sounds do you hear? Allow time for students to respond. That's correct. There are two vowel sounds: /ō/ spelled *o*, and /e/ spelled *e*. *Open* has two syllables. Have students write *open*.
- Separate *open* into syllables. What is the first syllable? (*o*) That's right. The first syllable ends with the long vowel sound /ō/ and is an open syllable. Have students draw a line between the letters *o* and *p*. Which letters spell the vowel-consonant-vowel pattern? Allow time for replies. That's correct. The letters *o*, *p*, *e* spell this pattern.
- Practice with these words: *rodent*, *acorn*, *pilot*, *behave*.



Make It Harder

Students may be ready for this extension activity.

- Provide partners with letter tiles. The first student makes a word with an open syllable V/CV pattern but doesn't say the word. Here is my word: *p, a, p, e, r*. What is my word and which letters spell the vowel-consonant-vowel pattern?
- The partner segments and blends the sounds in the word. Your word is /p/ /ā/ /p/ /er/, *paper*. The letters that spell the vowel-consonant-vowel pattern are *a, p, e*.
- Both partners write the word. The second partner displays a word of his or her own for the other to decode and to identify the V/CV pattern.
- Have students decode and write a predetermined number of words.

SIDE A

Suffixes *-ly, -ful, -er, -less, -or*

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

Connect to *myView Literacy*:
Decode Words with Suffixes *-ly, -ful, -er, -less, -or*: Unit 4, p. T154

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

A suffix is a word part added to the end of a word to make a new word. Today we will read and write words with suffixes *-ly, -ful, -er, -less, and -or*.

STEP 2 MODEL

- I add a suffix to the end of a base word. I want to add the suffix *-ly* to a word. Let me try this with the word *late*. Display the word *late*.
- I add the suffix *-ly* to the end of the word *late*. Display the word *late*. This forms the new word *late*.
- Repeat with the following words and suffixes.

late

late

fear (-ful)

play (-er)

spot (-less)

visit (-or)

STEP 3 GUIDE PRACTICE

- Display the word *count*. Let's add the suffix *-less* to the base word *count*. Where should we add the suffix *-less*? Students should identify that the suffix *-less* should be added to the end of the base word *count*.
- Display the word *countless*. The suffix *-less* is added to the base word *count* to form the new word *countless*. Ask students to read and write the word *countless*.
- Repeat with the following words and suffixes.

count

countless

week (-ly)

help (-ful)

paint (-er)

invent (-or)

STEP 4 ON THEIR OWN

With a partner, ask students to think of words with suffixes *-ly, -ful, -er, -less, and -or*. Ask students to write and decode the words.

Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

CORRECTIVE FEEDBACK

IF students cannot decode words with suffixes *-ly*, *-ful*, *-er*, *-less*, and *-or*,

THEN model how to decode words with suffixes *-ly*, *-ful*, *-er*, *-less*, and *-or*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with suffixes *-ly*, *-ful*, *-er*, *-less*, and *-or* may benefit from more tactile instruction.

- A suffix is a word part added to the end of a word to make a new word.
- Display the letter tiles for the word *use*. Say the word *use*. *Use*. Ask students to repeat the word with you.
- The letters *ful* are added to the end of the word *use* to add the suffix *-ful*. Add letter tiles *f*, *u*, and *l* after the word *use*. The new word *useful* is formed when we add the suffix *-ful* to the base word *use*.
- Ask: Which letters in the word *useful* spell the suffix? (*ful*)
- Repeat with the following words and suffixes.

u s e

u s e f u l

kind (-ly)

teach (-er)

care (-less)

act (-or)

Make It Harder

Students who can decode words with suffixes *-ly*, *-ful*, *-er*, *-less*, and *-or* should work on the following extension activity.

- Ask students to sit in a circle. One student should say a word that ends with suffix *-ly*, *-ful*, *-er*, *-less*, or *-or*.
- The student on the right should spell the word.
- The activity should continue until every student has had a chance to say a word and spell a word.

SIDE A

Prefixes *un-*, *re-*, *pre-*, *dis-*

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

Connect to *myView Literacy*:
Decode Words with Prefixes *un-*,
re-, *pre-*, *dis-*: Unit 4, p. T224

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

A prefix is a word part added to the beginning of a word to make a new word. Today we will read and write words with prefixes *un-*, *re-*, *pre-*, and *dis-*.

STEP 2 MODEL

- I add a prefix to the beginning of a base word. I want to add the prefix *un-* to a word. Let me try this with the word *pack*. Display *pack*.
- I add the prefix *un-* to the beginning of the word *pack*. Display *unpack*. This forms the new word *unpack*.
- Repeat with the following words and prefixes.

(re-) play

(pre-) heat

(dis-) trust

pack

unpack

STEP 3 GUIDE PRACTICE

- Display the word *act*. Let's add the prefix *re-* to the base word *act*. Where should we add the prefix *re-*? Students should identify that the prefix *re-* should be added to the beginning of the base word *act*.
- Display the word *react*. The prefix *re-* is added to the base word *act* to form the new word *react*. Ask students to read and write the word *react*.
- Repeat with the following words and prefixes.

(un-) load

(pre-) heat

(dis-) own

act

react

STEP 4 ON THEIR OWN

Ask partners to think of words with prefixes *un-*, *re-*, *pre-*, and *dis-*. Have them write and decode the words.

Prefixes *un-*, *re-*, *pre-*, *dis-*

CORRECTIVE FEEDBACK

IF students cannot decode words with prefixes *un-*, *re-*, *pre-*, and *dis-*,

THEN model how to decode words with prefixes *un-*, *re-*, *pre-*, and *dis-*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode words with prefixes *un-*, *re-*, *pre-*, and *dis-* may benefit from more tactile instruction.

- A prefix is a word part added to the beginning of a word to make a new word.
- Display the letter tiles for the word *like*. Say the word *like*. *Like*. Ask students to repeat the word with you.
- The letters *dis* are added to the beginning of the word *like* to add the prefix *dis-*. Add letter tiles *d*, *i*, and *s* before the word *like*. The new word *dislike* is formed when we add the prefix *dis-* to the base word *like*.
- Which letters in the word *dislike* spell the prefix? (*dis*)
- Repeat with the following words and prefixes.

l i k e

d i s l i k e

(un-) tie

(re-) use

(pre-) pay

Make It Harder

Students can work on the following extension activity.

- Ask students to sit in a circle. One student should say a word that begins with prefix *un-*, *re-*, *pre-*, or *dis-*.
- The student on the right should spell the word.
- The activity should continue until every student has had a chance to participate.

SIDE A

Syllable Pattern VCCV

A **syllable** is a word part that contains a single vowel sound.

Connect to *myView Literacy*:
Decode Words with Syllable Pattern VCCV: Unit 4, p. T294

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

A syllable is a word part that has one vowel sound. When two vowels are separated by two consonants, we divide the syllables between the two consonants.

STEP 2 MODEL

- Display the word *silver*. *Silver*. I see the vowel *i* and the vowel *e* when I read the word *silver*. This means that there are two syllables in the word *silver*, *sil* • *ver*.
- Display the word *garden*. *Garden*. I see the vowel *a* and the vowel *e* when I read the word *garden*. This means that there are two syllables in the word *garden*, *gar* • *den*.
- These words have the vowel-consonant-consonant-vowel pattern. Point to *i-l-v-e* in *silver* and *a-r-d-e* in *garden*. We divide the word into syllables between the two middle consonants.

silver

garden

sil

ver

gar

den

STEP 3 GUIDE PRACTICE

- Let's practice with this word: *tunnel*. Point to each letter and have students read with you: *tunnel*.
- Which letters form the vowel-consonant-consonant-vowel pattern? (*unne*) Have students write the word.

t u n n e l

→ → → → → →

STEP 4 ON THEIR OWN

Display these words. Have students read each word and then identify the syllables in each. **Read each word. What are the syllables?** Have students write the words.

blizzard
basket
magnet

Syllable Pattern VCCV

CORRECTIVE FEEDBACK

IF students cannot decode words with the VCCV pattern,

THEN model how to read words with the VCCV pattern, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with the VCCV pattern may benefit from a tactile approach to decoding the pattern.

- Display the word *subject*. This is the word *subject*. Say it with me, and lightly clap your hands for each syllable you hear. Point to each syllable as you clap. Decode the word with me: *sub* (clap) *ject*. (clap) How is the first vowel sound spelled? Allow time for students to respond. That's correct. The first vowel sound is spelled *u*. How is the second vowel sound spelled? (e) Have students write the word.
- What are the two middle consonants? Allow time for students to reply. That's correct. The middle consonants are *bj*. Separate the word into syllables. We can divide the word into two syllables by breaking it apart between the consonant letter *b* and the consonant letter *j*.
- Repeat with the words at the right.

subject

sub

ject

muffin
cactus
monkey

Make It Harder

Students who can decode words with the VCCV pattern can extend the activity by working with a partner to build other words with this pattern.

- Provide students with letter tiles. The first student makes a word with the VCCV pattern.
- The partner segments and blends the syllables in the word. Both partners write the word, and then the second partner displays a word of his or her own for the other to decode and write.
- Have students decode and write a predetermined number of words.

SIDE A

Consonant Patterns *kn, wr, gn, mb, lf*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Decode Words with Consonant Patterns *kn, wr, gn, mb, lf*: Unit 4, p. T484

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Some words have silent letters that we do not pronounce. In Today we are going to read and write words with the consonant patterns *kn, wr, gn, mb, lf* in which one of the letters is silent.

STEP 2 MODEL

- Display the word *knot*. *Knot*. I see the consonant pattern *kn* in the word *knot*. The consonant pattern *kn* spells the sound /n/ in the word *knot*. The *k* in *kn* is silent.
- Display the word *wreck*. *Wreck*. I see the consonant pattern *wr* in the word *wreck*. The consonant pattern *wr* spells the sound /r/ in the word *wreck*. The *w* in *wr* is silent.
- Repeat with the following words.

knot

wreck

gnaw limb calf

STEP 3 GUIDE PRACTICE

- Let's practice with this word: *sign*. Point to each letter and have students read with you: *sign*. Which consonant pattern in the word *sign* spells the sound /n/? (*gn*) That's right. The *g* in *gn* is silent. Have students write the word.
- Repeat with the following words.

s i g n
→ → → →

knit wrist comb half

STEP 4 ON THEIR OWN

Ask students to identify the consonant pattern and the silent letter in the words at the right. Then ask students to decode and write each word.

wreath
knee
crumb

Consonant Patterns *kn, wr, gn, mb, lf*

CORRECTIVE FEEDBACK

IF students cannot decode words with consonant patterns *kn, wr, gn, mb, and lf,*

THEN model how to read words with consonant patterns *kn, wr, gn, mb, and lf,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with consonant patterns *kn, wr, gn, mb, and lf* may benefit from a tactile approach.

- Display the word *knob*. Let's say this word together. *Knob*. What consonant pattern spells the sound /n/ in the word *knob*? (/n/) Touch *kn* while saying the sound /n/. Yes, the consonant pattern *kn* spells the sound /n/. When you see *kn* at the beginning of a word, the *k* will be silent.
- Display the word *thumb*. Let's say this word together. *Thumb*. What consonant pattern spells the sound /m/ in the word *thumb*? (/m/) Touch *mb* while saying the sound /m/. Yes, the consonant pattern *mb* spells the sound /m/. When you see *mb* at the end of a word, the *b* will be silent.
- Repeat with the words at the right.

k	n	o	b
→		→	→

t	h	u	m	b
→		→	→	

gnat
write
calf

Make It Harder

Students who can decode words with consonant patterns *kn, wr, gn, mb, and lf* can extend the activity by building other words with these patterns.

- Provide partners with letter tiles. The first student makes a word with one of the consonant patterns *kn, wr, gn, mb, or lf*.
- The partner segments and blends the sounds in the word. Both partners write the word, and then the second partner displays a word of his or her own for the other to decode and write.
- Have students decode and write a predetermined number of words.

SIDE A

Homographs

Homographs are words that are spelled the same but have different meanings.

Connect to *myView Literacy*:
Decode Homographs: Unit 5, p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Homographs are words that are spelled the same but have different meanings. The context, or words around an unfamiliar word, can help determine which meaning is correct.

STEP 2 MODEL

- Display and read the sentences at the right. I notice the homograph *jam* in both sentences. I know *jam* has two meanings. One meaning refers to the food and the other meaning refers to when something, such as a road, is so filled that cars are slowed or stopped. I will read the context, or surrounding words, to help me figure out which meaning is correct.
- In one sentence, *jam* is used with the word *toast*. I think that the word *jam* refers to the food.
- In the other sentence, I see that *jam* is used with *traffic* and *cars*. I think that the word *jam* refers to cars stopped on a road.

The waiter asked if I wanted jam for my toast.

There were many cars in the traffic jam we saw yesterday.

STEP 3 GUIDE PRACTICE

- Display and read the sentences at the right. *What homograph do you see in both sentences? (palm) What two meanings do you know for the word palm? (the tree; the inside of a hand)*
- *Which meaning of palm is used in the first sentence? (inside of hand) How do you know? (the context of someone holding the ball)*
- *Which meaning of palm is used in the second sentence? (the tree) How do you know? (the context of leaves)*

Adele tightly held the ball in her palm when she caught it.

The palm in my neighborhood has large, green leaves.

STEP 4 ON THEIR OWN

Working with a partner, ask students to think of a homograph. Then ask students to think of sentences using the two meanings of the homograph. Students should write the homograph.

Homographs

CORRECTIVE FEEDBACK

IF students cannot decode homographs,

THEN model how to read homographs, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding homographs may benefit from a more direct approach.

- Display the word *trip*. Let's say this word together. *Trip. Trip is a homograph because there are two meanings for the word. What two meanings do you know for the word trip?* (leaving home for a length of time; to fall)
- When we read the word *trip* in a sentence, we read the words around it to help us figure out which meaning of the word is used in the sentence.
- Read the sentences at the right.
- Which meaning of the word *trip* is used in the first sentence? (leaving home for a length of time) What surrounding words tell you this? (*planning, visit*)
- Which meaning of the word *trip* is used in the second sentence? (to fall) What surrounding words tell you this? (*careful, rocks*)

trip

My family is planning a trip to visit my aunt.

Please be careful to not trip on the rocks.

Make It Harder

Students who can decode homographs may work on the following extension activity with a partner.

- One partner says a sentence with a homograph.
- The second partner spells the word and says the meaning of the homograph based on context.
- Ask partners to take turns.

SIDE A

Syllable Pattern VCCV with Double Consonants

A **syllable** is a word part that contains a single vowel sound.

Connect to *myView Literacy*:
Decode Words with Double Consonants: Unit 5, p. T84

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

A word with a VCCV pattern has two consonants between two vowels. The word has a double consonant when the two consonants are the same. The syllables break between the two consonants.

STEP 2 MODEL

- Display the word *batter*. *Batter*. I see the consonants *t* and *t* next to each other when I read the word *batter*. *Batter* is a word with a double consonant. I know if a word has a double consonant, the syllables break between the two consonants: *bat • ter*.
- Display the word *dinner*. *Dinner*. I hear two vowel sounds, so I know this word has two syllables. I see the consonants *n* and *n* next to each other in *dinner*. *Dinner* is a word with a double consonant. I know if a word has a double consonant, the syllables break between the two consonants: *din • ner*.

batter

bat

ter

dinner

din

ner

STEP 3 GUIDE PRACTICE

- Let's practice with this word: *follow*. Point to each letter and have students read with you: *follow*.
- Where do the syllables break in the word *follow*? (between the letters *l* and *l*) How do you know? (Syllables break at double consonants.) Have students write the word.

follow

fol

low

STEP 4 ON THEIR OWN

Display the words at the right. Have students read each word and then identify the syllables in each. **Read each word. What are the syllables?** Have students write the words.

taller
better
messy

SIDE B

Syllable Pattern VCCV with Double Consonants

CORRECTIVE FEEDBACK

IF students cannot decode words with double consonants,

THEN model how to read words with double consonants, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with double consonants may benefit from a more direct approach.

- Display the word *yellow*. Say this word with me: *yellow*. What two consonants are the same in the word *yellow*? (letter *l*) What do you notice about where both of these letters are? (They are next to each other.) When two consonants are the same and are next to each other in a word, they are called a double consonant.
- In a VCCV word with a double consonant, the syllables break in between the double consonant. Where do the syllables break in the word *yellow*? (between *l* and *l*) Yes, in the word *yellow*, the syllables break between the letters *l* and *l*.
- Repeat with the words at the right.

yellow
yel low

pizza
happy
kitten

Make It Harder

Students who can decode words with double consonants can extend the activity by working with a partner to build other words with double consonants.

- Provide students with letter tiles. The first student makes a word with a double consonant between two vowels.
- The partner segments and blends the syllables. Both partners write the word and then the second partner displays a word of his or her own for the other to decode and write.
- Have students decode and write a predetermined number of words.

SIDE A

Vowel Sound /aw/ Spelled *aw, au, augh, al*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Decode Words with Vowel Sound Spelled *aw, au, augh, al*: Unit 5, p. T152

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

The letter patterns *aw, au, augh, and al* are all different spellings of the vowel sound /aw/. Today we will read and write words with these letter patterns.

STEP 2 MODEL

- Display the word *raw*. *Raw*. I see the letter pattern *aw* when I read the word *raw*. The letter pattern *aw* spells the sound /aw/ in the word *raw*.
- Display the word *pause*. *Pause*. I see the letter pattern *au* when I read the word *pause*. The letter pattern *au* spells the sound /aw/ in the word *pause*.
- Repeat with these words for letter patterns *augh* and *al*.

raw

pause

daughter

stalk

STEP 3 GUIDE PRACTICE

- Let's practice with this word: *author*. Point to each letter and have students read with you: *author*. Which letter pattern in the word *author* spells the sound /aw/? (*au*) Have students write the word.
- Repeat with these words for letter patterns *aw, augh, and al*.

author

straw

caught

walk

STEP 4 ON THEIR OWN

Ask students to identify the letter pattern in the words at the right. Then ask students to write each word.

taught
haunt
dawn

SIDE B

Vowel Sound /aw/ Spelled *aw, au, augh, al*

CORRECTIVE FEEDBACK

IF students cannot decode words with letter patterns *aw, au, augh, and al,*

THEN model how to read words with letter patterns *aw, au, augh, and al,* using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with letter patterns *aw, au, augh, and al* may benefit from a tactile approach to decoding the patterns.

- Display the word *launch*. Let's say this word together. *Launch*. The letter pattern *au* spells what sound in the word *launch*? (/aw/) Point to *au* while saying the sound /aw/. Yes, the letter pattern *au* spells the sound /aw/. The letters *au* are called a letter pattern because they work together to spell the sound /aw/.
- Display the word *talk*. Let's say this word together. *Talk*. The letter pattern *al* spells what sound in the word *talk*? (/aw/) Point to *al* while saying the sound /aw/. Yes, the letter pattern *al* spells the sound /aw/. The letters *al* are called a letter pattern because they work together to spell the sound /aw/.
- Repeat with the words at the right for letter patterns *augh* and *aw*.

launch

talk

**naughty
claw**

Make It Harder

Students who can decode words with letter patterns *aw, au, augh, and al* can extend the activity by working with a partner to build other words with these patterns.

- Provide students with letter tiles. The first student makes a word with one of the letter patterns *aw, au, augh, or al*.
- The partner segments and blends the sounds in the word. Both partners write the word, and then the second partner displays a word of his or her own for the other to decode and write.
- Have students decode and write a predetermined number of words.

SIDE A

Syllable Pattern VCCCV

A **syllable** is a word part that contains a single vowel sound.

Connect to *myView Literacy*:
Decode Words with Syllable Pattern VCCCV: Unit 5, p. T216

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

A syllable is a word part that has one vowel sound. Words with a VCCCV syllable pattern have three consonants between vowels. A word with the syllable pattern VCCCV would not be divided between the letters of either a blend or digraph.

STEP 2 MODEL

- Display *children*. *Children*. I see the vowel *i* and the vowel *e* when I read the word *children*. This means that there are two syllables in the word. The letters *dr* are a blend, so the syllable break must be before the blend. *Children, chil • dren*. Draw a line between *l* and *d*.
- Display *merchant*. *Merchant*. I see the vowel *e* and the vowel *a* when I read the word *merchant*. This means that there are two syllables in the word. The letters *ch* are a digraph, so the syllable break must be before the digraph. *Merchant, mer • chant*. Draw a line between *r* and *c*.
- These words have the vowel-consonant-consonant-consonant-vowel pattern. Point to *i-l-d-r-e* in *children* and *e-r-c-h-a* in *merchant*.

children

merchant

STEP 3 GUIDE PRACTICE

- Let's practice with this word: *control*. Point to each letter and have students read with you: *control*.
- Which letters form the vowel-consonant-consonant-consonant-vowel pattern? (*ontro*) Where do we divide the word into syllables? (between *n* and *t*) Have students write the word.

control

con

trol

STEP 4 ON THEIR OWN

Display these words. Have students read each word and then identify the syllables in each. **Read each word. What are the syllables?** Have students write the words.

subtract
kingdom
pumpkin

Syllable Pattern VCCCV

CORRECTIVE FEEDBACK

IF students cannot decode words with the VCCCV pattern,

THEN model how to read words with the VCCCV pattern, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding words with the VCCCV pattern may benefit from a tactile approach to decoding VCCCV words with digraphs.

- Display the word *farther*. This is the word *farther*. Say it with me, and lightly clap your hands for each syllable you hear. Point to each syllable as you clap. Decode the word with me: *far* (clap) *ther*. (clap) What is the first vowel in the word? Allow time for students to respond. That's correct. The first vowel is *a*. What is the second vowel? (*e*) Have students write the word.
- The consonants *th* are a digraph, which means we don't hear their individual sounds. When breaking words into syllables, letters in a digraph stay together. The syllable break is either before or after the digraph. Since the consonants *th* are a digraph, where is the syllable break in *farther*? (*far • ther*)
- Repeat with the words at the right.

farther

far

ther

orchard
dolphin
athlete

Make It Harder

Students who can decode words with the VCCCV pattern can extend the activity by working with a partner to build other words with this pattern.

- Provide students with letter tiles. The first student makes a word with the VCCCV pattern.
- The partner segments and blends the syllables in the word. Both partners write the word, and then the second partner displays a word of his or her own for the other to decode and write.
- Have students decode and write a predetermined number of words.

SIDE A

Abbreviations

An **abbreviation** is a shortened form of a longer word or phrase, using some letters from the original word or words.

Connect to *myView Literacy*:

Decode Abbreviations: Unit 5, p. T284

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

An abbreviation is a short form of a word. Most abbreviations end with a period. We use abbreviations when we write. When we talk, we use the whole word. Today we will read and write abbreviations.

STEP 2 MODEL

- Display *Cone Street*. I write *St.* when I write the abbreviation for *Street*. I say the whole word *Street* when I read *St.* *St.* is the abbreviation for the word *Street*. This abbreviation begins with a capital letter because it is part of the name of a street, so it is a proper noun. Point to *St.* I notice that the abbreviation ends with a period.
- Repeat, writing abbreviations for the words at the right.

Cone Street
Cone St.

Friday
Missus Frame
5 feet

STEP 3 GUIDE PRACTICE

- Display *Doctor* and *Dr.* How do we write the word *Doctor* as an abbreviation? (*Dr.*) Why do we capitalize the letter *d*? (*Doctor* is part of someone's name.) Ask students to read and write *Dr.*
- Display *3 inches* and *3 in.* How do we write the word *inches* as an abbreviation? (*in.*) Yes, the abbreviation for the word *inches* is *in.* Why don't we capitalize the letter *i*? (*Inches* is not part of a name.) Ask students to read and write *in.*

Doctor
Dr.

3 inches
3 in.

STEP 4 ON THEIR OWN

Display the words at the right and the abbreviations below. Have students read each word and then identify and write its correct abbreviation.

Tuesday
Fish Avenue
Mister Lesser

tues / Tues.

Ave. / ave

Mr. / mr

CORRECTIVE FEEDBACK

IF students cannot decode abbreviations,

THEN model how to read abbreviations, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty decoding abbreviations may benefit from a more direct approach.

- Display the word *Monday*. This is the word *Monday*. The abbreviation for *Monday* is *Mon*. Ask students to write the abbreviation *Mon*. What do you need to do to the first letter when you write the abbreviation for *Monday*? (capitalize the letter *m*) Why does the letter *m* need to be capitalized? (*Mon.* is the name of a day.)
- Display the word *Mister*. This is the word *Mister*. The abbreviation for *Mister* is *Mr*. Ask students to write the abbreviation *Mr*. What do you need to do to the first letter when you write the abbreviation for *Mister*? (capitalize the letter *m*) Why does the letter *m* need to be capitalized? (*Mr.* is part of someone's name.)
- Repeat with the words at the right.

Monday
Mon.

Mister
Mr.

feet
United States

Make It Harder

Students who can decode abbreviations may work on the following extension activity.

- Ask students to sit in a circle. One student should say a word that has an abbreviation.
- The student on the right should say and spell the abbreviation. That student can then say a new word that has an abbreviation.
- The game continues until all students have had a turn.

SIDE A

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

Connect to *myView Literacy*:
Decode Words with Final Stable
Syllables: Unit 5, p. T474

A **syllable** is a word part that contains a single vowel sound.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

You know that some words have two or more syllables. Today we will read words that end with the syllables spelled *-tion*, *-sion*, and a consonant plus *-le*.

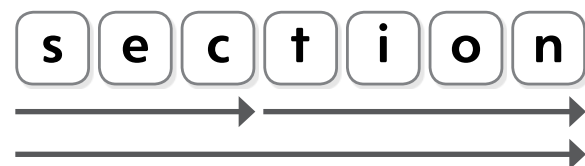
STEP 2 MODEL

- Display the word *jungle* using letter tiles or cards. Point to the letters *le* and say: *This word ends with the letters le.* Point to *g*: *The letter g is a consonant. When I see a consonant and le at the end of a word, I know that is the last syllable. I divide the word before those letters. I read the syllables one after the other to say the word.* Cover *gle* and read aloud the first syllable: *jun*. Then cover *jun* and read aloud the last syllable: *gle*. Sweep your hand under the word and say: *jungle*. Model how to write *jungle*.
- Repeat to introduce the syllables *-tion* using the word *action*, and *-sion* using the word *tension*.



STEP 3 GUIDE PRACTICE

- Display the word *section*. Let's read this word together. What letters form the last syllable in the word *section*? (*t, i, o, n*) Let's read the syllables together. Point to *sec* and then *tion* as you say: *sec*
 - *tion*. Sweep your hand under the word and say: *section*. Write the word.
- Repeat with the words *uncle* and *session*.



STEP 4 ON THEIR OWN

Have students read and write these words: *eagle*, *lotion*, *vision*, *little*, *portion*, *addition*, *simple*, *explosion*.

SIDE B

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

CORRECTIVE FEEDBACK

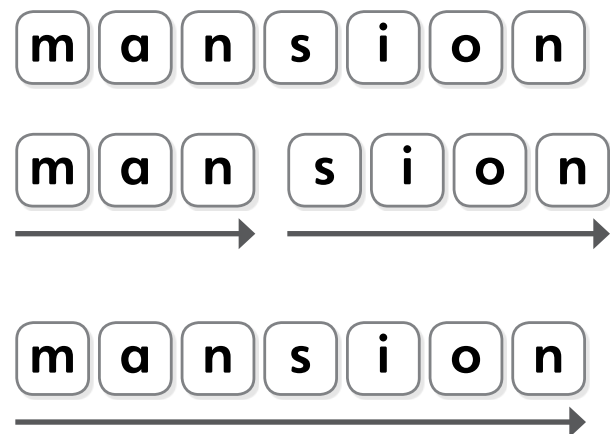
IF students cannot decode words with final syllables *-le*, *-tion*, and *-sion*,

THEN model how to decode words with these final syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students may benefit from a tactile activity.

- Display *mansion* using letter tiles or cards. Point to the letters *sion* and say: *This word ends with the letters sion. When I see the letters sion at the end of a word, I know that is the last syllable.* Push the letter tiles *sion* to the right as you say: *I separate that syllable from the word. Then I read each syllable one after the other.* Tap each letter in the syllable *man* as you say: *man*. Then tap each letter in the syllable *sion* as you say: *sion*. Push the *man* tiles into the *sion* tiles as you say the word: *mansion*.
- Distribute letter tiles or cards to students and have them spell each word below, separate the word into syllables, and then push the syllables together as they read aloud the word.



marble nation version needle station

Make It Harder

Students may work on the following extension activity.

- Distribute letter tiles to partners. Have both students use the tiles to spell a word that ends with consonant + *-le*, *-tion*, or *-sion*. Have partners challenge each other to divide the word into syllables and read aloud the word.
- Continue as time allows.

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.

—Katharine Pace Miles, Gregory B. Rubin, Selenid Gonzalez-Frey

“Rethinking Sight Words: The Interaction Between Students’ Phonics Knowledge and Words’ Spelling Regularity”

The Reading Teacher, Vol. 71, No. 6, May/June 2018

SIDE A

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.

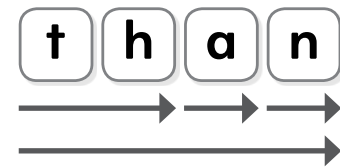
ROUTINE

STEP 1 INTRODUCE

Today, we will practice blending high-frequency words. These are the words that we will see often while reading. Sometimes, we can blend these words using sound-spellings that we already know.

STEP 2 MODEL

- Display the word *than*. This is the word *than*. I will look for sound-spellings that I know. In the word *than*, /th/ is spelled *th*; /a/ is spelled *a*; and /n/ is spelled *n*.
- Use the word in a sentence. *It's hotter today than it was yesterday.*
- Segment the sounds of the word, sweeping your hand from left to right as you say each phoneme. Listen to the sounds as I blend this word: /th/ /a/ /n/, *than*. Cover the word and spell it.



STEP 3 GUIDE PRACTICE

- Discuss the sound-spellings of the word. Let's blend and read the word together: /th/ /a/ /n/, *than*.
- Think about what the word *than* looks like as we air-write and spell it: *t, h, a, n, than*.

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 on a card. Students practice reading and spelling the word three or four times.

Decodable High-Frequency Words

CORRECTIVE FEEDBACK

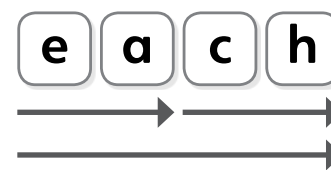
IF students cannot segment and blend decodable high-frequency words,

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 use letter tiles to practice blending and segmenting words.

- Display the word *each*. Slide your finger under the word as you blend the sounds. Listen carefully to the sounds: /ē/ /ch/ *each*. How many sounds are there? (*two*)
- Provide each student with a set of letter tiles. Spell *each*. Slide your finger under each sound-spelling as we blend the word: /ē/ /ch/ *each*.
- Now write the word as you spell it. Discuss the sounds of the word.
- Continue practicing with the following words: *form, show, letter, most*.



Make It Harder

Students who can decode high-frequency words may work with a partner to decode and spell more difficult words and use them in sentences.

- Create cards with the following words: *products, during, remember, since, group*.
- The first student picks a card and reads the word. The second student uses letter tiles to spell the word. The first student shows the word and they check the spelling. The second student then reads the next word. Continue with the remaining words.
- Have students use each word in a sentence. Students 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.

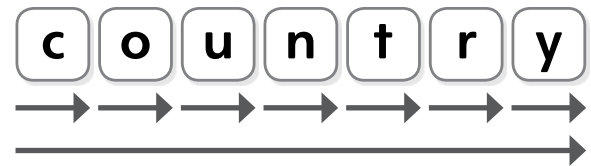
ROUTINE

STEP 1 INTRODUCE

Today, we will practice reading irregular high-frequency words, or words that may not follow a regular sound-spelling pattern.

STEP 2 MODEL

- Display the word *country*. This is the word *country*. I want to travel to another *country*. *Country* is spelled *c, o, u, n, t, r, y, country*.
- I will look for some sound-spellings that we know. In this word, /k/ is spelled *c*. Discuss the other regular sound-spellings that students know.
- Now I will look for irregular sound-spelling patterns. I will circle *ou* because in the word *country*, /u/ is spelled *ou*.



STEP 3 GUIDE PRACTICE

- Let's read the word together: *country*.
- Think about what the word *country* looks like as we air-write and spell it: *c, o, u, n, t, r, y, country*. Which letters do not follow a regular sound-spelling pattern? (*ou*)

STEP 4 ON THEIR OWN

- Cover the word *country*. Write *country* and circle the irregular sound-spellings. Discuss the order of the letters.
- Turn your paper over. Write *country* again. Students then check their spelling and use the word in a sentence.
- Have students write the word on a card. Students practice reading and spelling the word several times.

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 use letter tiles and counters to practice reading and spelling words.

- Display the word *great*. *This is the word great*. Students repeat, spell, and write the word.
- Provide each student with a set of letter tiles. *Spell great. Look for some sound-spellings that you know. Put a counter under the irregular sound-spellings. (ea)*
- *Air-write great as you spell it: g, r, e, a, t, great*. Cover the word and have students practice writing it from memory.
- Repeat these steps for the following words: *color, air, answer, animal*.



Make It Harder

Students who can read non-decodable high-frequency words may work in pairs to read more difficult words and use them in sentences.

- Create a set of word cards with the following words: *measure, against, questions, enough*.
- The first student flips a card and reads the word, and then the second student repeats it. Students write the word and work together to identify the regular and irregular sound-spellings.
- Each student uses letter tiles to spell the word. Students take turns closing their eyes while the other student removes a letter from the word. They then guess the missing letter, spell the word again, and create sentences with the word.

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

SIDE A

Closed Syllables

A **closed syllable** is a syllable that ends with a consonant and usually has a short vowel.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Words are made up of syllables, and each syllable has one vowel sound. Closed syllables end in a consonant and usually have a short vowel sound. There are many words that you know with closed syllables—words like *truck* and *stop*. Recognizing the closed syllable pattern can help you read longer words with two or more syllables.

STEP 2 MODEL

- Display the word *dripping*. *Dripping* is a word with two syllables. Tap fingers to segment syllables: *drip* (tap) *ping* (tap). The first syllable is *drip-*, and the second syllable is *-ping*. Draw a line between syllables.
- *Drip-* is a closed syllable because it has the short vowel sound /i/ (underline i) and ends with the consonant *p* (circle p). The second syllable *-ping* is not a closed syllable because it is an inflected ending. Repeat with *unlock*.

dripping

unlock

STEP 3 GUIDE PRACTICE

Display *spotless*. What syllables do you hear in *spotless*? Segment aloud: *spot* (tap) *less* (tap). The first syllable, *spot-*, has the /o/ sound and ends in the consonant *t*. Is *spot-* a closed syllable? (yes) Is the second syllable, *-less*, a closed syllable? (Yes, because it has the /e/ sound and ends in the consonant s.) Repeat with *relax*.

spotless

relax

STEP 4 ON THEIR OWN

Draw a line between the syllables in the words at the right. Then, determine if each syllable is closed by underlining the vowel and circling the final consonant in each syllable.

swimming

remix

lipstick

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 decode words with closed syllables may benefit from more explicit instruction on identifying syllables.

- Display the word *tablet*. The word *tablet* has two vowels: *a* and *e*. Write V above both vowels. Listen for the syllables: *tab* (tap) *let* (tap). Draw a line between syllables. The first syllable, *tab-*, has a consonant, the short vowel sound /a/, and ends with the consonant *t*. Write CVC over *tab-*. The short vowel and final consonant mean *tab-* is a closed syllable. Help me label vowels and consonants in the second syllable, *-let*. Is the letter *l* a consonant? (yes) Write C above *l*. Continue labeling letters *e* and *t*. I see *-let* has a short vowel followed by a consonant. Is *-let* a closed syllable? (Yes, because it has the short vowel sound, /e/, and ends with the consonant *t*.)
- Read and write the words at the right. Mark the vowels with V and consonants with a C above each letter. Then, draw lines to divide the syllables in each word. Circle all the closed syllables, and then check your work with a partner.

tablet

tennis

jumping

eggnog

Make It Harder

Students who can identify closed syllables can extend the activity by practicing with a partner.

- Students should find and write three multisyllabic words from classroom texts.
- Partners will then exchange lists and circle the closed syllables in each word. Have partners read aloud the open syllables once they are finished.

SIDE A

Closed Syllables: Reading

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

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

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

STEP 2 MODEL

- Display the sentence at the right. Say: I am going to read this sentence. If I come to a word I don't know, I will look for syllables with a short vowel and end consonant to help me read the word.
- Read the sentence. Pause at *insects*. Say: I am not sure what this word is. I see the vowel *i* and the consonant *n*. I wonder if this word has a closed syllable. Sound out /in/ with emphasis on the sound /i/ and the consonant *n*. Then say: *In-* is a closed syllable. This word is *insects*. Repeat with *running*. Finish reading the sentence and then reread.

Look at the line of insects running in the yard!

STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to a word we don't know, we will look for a syllable with a short vowel and end consonant to help us read the word. Read the sentence.
- Pause at *napkin*. Say: Some of us may not be sure what this word is. What do we see in the word that can help us? (the vowel *a* and the consonant *p* in the first syllable.) Is this a closed syllable? (yes) How do you know? (The syllable has the short vowel sound /a/ and the end consonant *p*.) What is the syllable? (*nap-*) What is the whole word? (*napkin*) Repeat with *muffin*. Reread the sentence.

Please give me a napkin for my muffin.

The picnic basket is in the car.

STEP 4 ON THEIR OWN

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

Is the dentist finished with my sister?

Closed Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read closed syllables in sentences,

THEN model how to read closed 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 syllables in sentences may benefit from more explicit instruction on identifying closed syllables in words with inflected endings.

- Display the word *doctors*. *Let's read this word together: doctors.* *Doctors ends with the inflected ending -s. When you see the inflected ending -s in a word, look for a syllable or syllables before it.*
- *What do you notice about the beginning of the word doctors?* (There is a vowel, o, and a consonant, c, after the vowel.) Underline the vowel o and the circle the consonant c. *If a word has a short vowel and ends in a consonant, it is a closed syllable.* Repeat with *-tor*. Reread *doctors* together.
- Repeat with *petting* and *mascots*.
- Call on individual students to read the words on the right. Ask students to identify the inflected ending. Then, ask them to underline the vowel and circle the end consonant to support their understanding of decoding closed syllables.

doctors

petting

mascots

fractions

Make It Harder

Students who can read closed syllables can enhance their understanding by reading sentences with two multisyllabic, closed syllable words.

- Ask students to work with a partner. Give students the sentences at the right to read.
- Partners should take turns reading the sentences.

This subtraction
problem is about
fans.

Cucumbers are
tasty vegetables.

An **open syllable** is a syllable that ends with a long vowel sound.

ROUTINE

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

STEP 1 INTRODUCE

A syllable is a word part that has one vowel sound. Today we are going to focus on syllables that end with a long vowel sound, words like *be* or *go*. These are called open syllables. Recognizing the open syllable pattern can help you read longer words with two or more syllables.

STEP 2 MODEL

- Display the word *agent*. *Agent* has two syllables. Tap fingers to segment syllables: *a* (tap) *gent* (tap). Draw a line to divide the syllables. The first syllable ends with the long vowel sound /ā/, so it is an open syllable. Underline the letter *a*. The last syllable, *-gent*, is not open because it has the /e/ sound and ends with the consonant *t*. Repeat with *preschool*.

agent

preschool

STEP 3 GUIDE PRACTICE

Display *redial*. *Redial* has three syllables: *re* (tap) *di* (tap) *al* (tap.) Draw a line between syllables. In the first syllable, *re-*, what vowel sound do you hear at the end? (/ē/) Underline *e*. What kind of syllable is *re-*? (open) How do you know? (*Re-* is an open syllable because it ends with a long vowel sound.) Is the second syllable, *-di-*, an open syllable? (Yes, because it ends in the long vowel sound /ī/) Is the last syllable *-al* an open syllable. (No, because it ends in the consonant *l*.) Repeat with *stadium*.

redial

stadium

STEP 4 ON THEIR OWN

Draw a line between the syllables in each of these words at the right. Then, determine if each syllable is open by underlining the long vowel at the end of the syllable.

moment

below

because

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 a review of long vowels, as well as identifying long vowel sounds within words.

- Display vowels. *There are five long vowel sounds in English. Let's review.* Point to each vowel and have students repeat the name and sound: /ā/, /ē/, /ī/, /ō/, /ū/. *Open syllables end with a long vowel sound.*
- Display the word *he*. *This is the word he. He has one syllable: he (tap). What vowel sound do you hear in he? (/ē/)* *In the word he, there is only one vowel sound: /ē/ spelled e.* Have students write *he* and then underline the vowel *e*.
- Listen carefully as I say a long vowel sound and then a word. If you hear that same long vowel sound in the word, show a thumbs-up. If you do not hear the sound in the word, show a thumbs-down. For example, if I say the sound is /ō/ and the word is *poet*, you would show a thumbs-up. *Poet* has the long *o* sound, /ō/, in the first syllable, *po-*.
- Say the following sounds and words. If students show the wrong thumb signal, guide them in segmenting the individual sounds in the word and identifying the vowel sound.

ā, ē, ī, ō, ū

he

poet

Thumbs-up: /ē/: betray; /ī/: iris; /ō/: rhino; /ū/: units

Thumbs-down: /ā/: patio; /ē/: helmet; /ī/: pinwheel; /ū/: under

Make It Harder

Students who can identify open syllables can extend the activity by practicing with a partner.

- Ask students to work with a partner. Students should find and write three 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.

Open Syllables: Reading

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

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

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

STEP 2 MODEL

- Display the sentence at the right. Say: I am going to read this sentence. If I come to a word I don't know, I will look for syllables with a long vowel to help me read the word.
- Read the sentence. Pause at *apron*. Say: I am not sure what this word is. I see the vowel *a*. I wonder if the first part of the word is an open syllable. Sound out the syllable /ā/. *A-* is an open syllable. This word is *apron*. Repeat with *prepare*. Finish reading the sentence and then reread.

Please get the aprons to prepare to cook.

STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to a word we don't know, we will look for a syllable with a long vowel to help us read the word. Read the sentence.
- Pause at *result*. Say: Some of us may not be sure what this word is. What do we see in the word that can help us? (the vowel *e*) Is this part of an open syllable? (yes) How do you know? (The syllable has the long vowel *e* and no consonant after it.) What is the syllable? (*re-*) What is the whole word? (*result*) Repeat with *broken*. Finish reading the sentence and then reread.

What was the result of fixing the broken vase?

STEP 4 ON THEIR OWN

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

The driver's door will be opening soon.

Provide the agent your passport.

Open Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read open syllables in sentences,

THEN model how to read 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 open syllables in sentences may benefit from more explicit instruction on identifying open syllables in words.

- Display the word *predict*. Let's read this word together: *predict*. The first syllable is *pre-*. What do you notice about the last letter in the syllable *pre-*? (The letter e is a vowel.) Underline the vowel e. If a syllable ends with a long vowel, it is an open syllable word: /prē/. Reread *predict* together.
- Repeat with *repost* and *fever*.
- Call on individual students to read the words on the right. Ask students to underline the long vowels to support their understanding of decoding open syllables.

predict

repost

fever

pretend

raven

focus

Make It Harder

Students who can read open syllables can enhance their understanding by reading sentences with two multisyllabic, open syllable words.

- Ask students to work with a partner. Give students the sentences at the right to read.
- Partners should take turns reading the sentences and identifying the open syllables in the words.

Did you see the photograph of last night's tornado?

The scientists presented to our class.

Syllables with the **vowel-consonant-silent e (VCe)** pattern have a long vowel and end with a silent e.

ROUTINE

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

STEP 1 INTRODUCE

Syllables with the vowel-consonant-silent e, or VCe pattern, have a long vowel sound and a final silent e. There are many words that you know with the VCe pattern—words like *five* and *same*. Recognizing the VCe syllable pattern can help you read longer words with two or more syllables.

STEP 2 MODEL

- Display the word *pal*. This word is *pal*. Point to *a*: The letter *a* in *pal* spells the short *a* sound: /a/.
- Add the letter *e* to the end of *pal* and point to *e*. The letter *e* at the end of a word usually changes the first short vowel sound to a long vowel sound, with *e* remaining silent. Underline *ale*. The letters *ale* in this word show the VCe pattern, so the *e* at the end of *pal* changes the sound /a/ to the sound /ā/. The letter *e* is silent. Point to each sound spelling and sweep your hand under the letters as you decode *pale*. The new word is: /p/ /ā/ /l/, *pale*. Repeat with the word *grim*, adding *e* to make the VCe word *grime*.

pal

pale

grim

grime

STEP 3 GUIDE PRACTICE

Display *airplane*. *Airplane* has two syllables: *air* (tap) *plane* (tap). Draw a line between the syllables. The first syllable, *air-*, does not have a VCe syllable pattern. It has an *ai* vowel team and ends with a consonant. Is the second syllable, *-plane*, a VCe pattern syllable? (Yes, because it has the long *a* vowel sound, /ā/, and ends in the silent *e*.) Underline the *a* and circle the final *e* in *-plane*. Repeat with *remake*.

airplane

remake

STEP 4 ON THEIR OWN

Draw a line between the syllables in each of these words at the right. Then, determine if each syllable is open by underlining the VCe syllable.

concave
mistake
backstage

CORRECTIVE FEEDBACK

IF students have difficulty reading VCe pattern syllables,

THEN model how to read VCe pattern syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify VCe pattern syllables may benefit from reviewing long vowels and identifying the VCe pattern in monosyllabic words.

- Display vowels. There are five long vowel sounds in English. Point to each vowel and have students repeat the name and sound: /ā/, /ē/, /ī/, /ō/, /ū/. Syllables with the pattern VCe have a long vowel sound and a final silent e.
- Display *cap*. This word, *cap*, has one syllable. Listen: *cap* (tap). The vowel in *cap* has a short *a* sound, /a/. Add e to the end of *cap*. When we add silent e to the end of *cap*, the vowel sound changes from short *a*, /a/ to a long *a*, /ā/. Read the new word with me: /k/ā/p/. What is the new word? (*cape*) Underline the *a* and circle the *e*. In syllables that have the VCe pattern, the final *e* is silent. Repeat with *rat* and *rate*.
- Read and write these words. Add a silent e to the end of each word to make the vowels long. Then, read the new words with the VCe pattern.

ā, ē, ī, ō, ū

cap
cape

rat
rate

pin → pine

mat → mate

tap → tape

Make It Harder

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

Display the syllables below. Put these syllables in the correct order to spell the word. Give students the syllable parts below. Reorder these syllables and write the compound word. Circle the VCe syllable.

bite | frost

(frostbite)

shake | milk

(milkshake)

site | camp

(campsite)

flake | snow

(snowflake)

VCe Syllables: Reading

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

ROUTINE

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

STEP 1 INTRODUCE

Today we are going to use what we have learned about vowel-consonant-silent e, or VCe, 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 VCe syllables to help me read the words. Read the sentence. Pause at *reptile*. I am not sure what this word is. I see the closed syllable *rep-*, but what is the second part of the word? I see the vowel *e* at the end of the word. Underline *e*. That means the vowel *i* says the sound /ī/. The second syllable is *-tile*. This word is *reptile*. Repeat with *concrete*. Reread the sentence.

What kind of reptile is on the concrete?

STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to a word we don't know, we will look for a VCe syllable to help us read the word. Read the sentence.
- Pause at *mistake*. Say: Some of us may not be sure what this word is. What do we see in the word that can help us? (the vowel *e* at the end of the word) What does the vowel *e* at the end of the word tell us? (The vowel *a* spells the sound /ā/.) What is the second syllable in this word? (*-take*) What is the whole word? (*mistake*) Repeat with *debate*. Finish reading the sentence and then reread.

I made a mistake when I chose to debate with my mom.

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for VCe syllables to help them.

What do you suppose we will compose in music today?

Let's divide the treats when the guests arrive.

CORRECTIVE FEEDBACK

IF students cannot read VCe syllables in sentences,

THEN model how to read VCe 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 VCe syllables may benefit from more explicit instruction on identifying VCe words.

- Display the word *bike*. Let's read this word together: *bike*. *Bike* is a VCe word because it ends with the vowel *e*, which makes the vowel *i* long: /ī/. Underline the vowels *i* and *e*. Let's say the VCe word together: *bike*.
- Display the word *game*. Let's read this word together: *game*. What type of word is *game*? (VCe) How do you know? (*Game* is a VCe word because it ends with the vowel *e*, which makes the vowel *a* long: /ā/) Underline the vowels *a* and *e*. Now, let's read the whole word together: *game*.
- Repeat with the words at the right. Call on individual students to read the words. Ask them to underline the long vowel and vowel *e* in each word.

bike

game

note

broke

globe

Make It Harder

Students who can read VCe syllables can enhance their understanding by reading extended sentences.

- Ask students to work with a partner. Give students the sentences at the right to read.
- Partners should take turns reading the sentences and identifying the VCe syllables in the words.

Please pick up the baseball and skateboard from the sidewalk.

The telephone with the snowflake design is next to the microwave.

SIDE A

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.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE**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*.

ar er

or ur

ir

STEP 2 MODEL

- Display *warning*. The word *warning* has two syllables. Tap fingers to segment syllables: *warn* (tap) *ing* (tap).
- The first syllable, *warn-*, has the /ôr/ sound, with the vowel *a* followed by *r*, so it is an *r*-controlled syllable. Underline *ar*. The second syllable, *-ing*, is an inflected ending. Repeat with the word *curly*.

warning

curly

STEP 3 GUIDE PRACTICE

- Display *shivered*. *Shivered* has two syllables: *shi* (tap) *vered* (tap). Draw a line between syllables. Does the first syllable, *shi-*, have an *r*-controlled vowel pattern? (no) We know *shi-* is not an *r*-controlled syllable because it does not contain the letter *r*. Does the second syllable, *-vered* have an *r*-controlled vowel pattern? (yes, *er*) Underline *er*.
- Repeat with *farmer* and *caring*.

shivered

farmer
caring**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.

parties
circus
marching

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 one-syllable words with *r*-controlled vowels.

- Display the word *girl*. The word *girl* has one syllable. Underline *ir* as you say: *Girl is an r-controlled vowel word because the vowel i is followed by the consonant r.* Repeat with *fur*.
- Have students write the words below. Underline the *r*-controlled vowel pattern and then read the words aloud with a partner.

girl

fur

skirt

fork

storm

car

Make It Harder

Students who can read multisyllabic words with an *r*-controlled vowel pattern spelled *ar*, *er*, *or*, *ir*, and *ur* may be ready to extend their learning.

- Create lists of words for each of the *r*-controlled vowel patterns *ar*, *er*, *or*, *ir*, and *ur*.
- 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.

SIDE A

r-Controlled Vowel Syllables: Reading

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

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to use what we have learned about *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 *r*-controlled vowel syllables to help me read the words. Read the sentence. Pause at *surprise*. I am not sure what this word is. I see the vowel *u* followed by the letter *r*. This means the first part of the word might be an *r*-controlled syllable: /sər/. The first syllable is *sur-*. This word is *surprise*. Repeat with *chirping*. Finish and reread the sentence.

Tali is getting a surprise gift for his chirping robin.

STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to a word we don't know, we will look for an *r*-controlled vowel syllable to help us read the word. Read the sentence.
- Pause at *return*. Say: Some of us may not be sure what this word is. What do we see in the word that can help us? (the vowel *u* followed by the letter *r*) What does a vowel followed by an *r* tell us? (The syllable may have an *r*-controlled vowel.) What is the second syllable in this word? (*-turn*) What is the whole word? (*return*) Repeat with *sunburned*. Reread the sentence.

They had to return home for sunscreen before they got sunburned.

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for VCe syllables to help them.

What is the baker stirring in the bowl?

Amber stayed home because of the stormy weather.

r-Controlled Vowel Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read *r*-controlled vowel syllables in sentences,

THEN model how to read *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 *r*-controlled vowel syllables may benefit from more explicit instruction on identifying *r*-controlled vowels.

- Display the word *bird*. Let's read this word together: *bird*. *Bird* is an *r*-controlled word because the vowel *i* is followed by the letter *r*. Underline the letter combination *ir*. When a vowel is followed by the letter *r*, the word is an *r*-controlled word. Let's say the *r*-controlled word together: *bird*.
- Display the word *curve*. Let's read this word together: *curve*. What type of word is *game*? (*r*-controlled) How do you know? (*Curve* is an *r*-controlled word because the vowel *u* is followed by the letter *r*.) Underline the letter combination *ur*. Now, let's read the whole word together: *curve*.
- Repeat with the words at the right. Call on individual students to read the words. Ask them to underline the vowel and letter *r*.

bird

curve

tiger
thorn
barn

Make It Harder

Students who can read *r*-controlled syllables can enhance their understanding by reading extended sentences.

- Ask students to work with a partner. Give students the sentences at the right to read.
- Partners should take turns reading the sentences and identifying the *r*-controlled syllables in the words.

Please get a cordless machine so that the squirrels do not trip in the yard.

The superstar put on a nearly perfect performance in last night's production.

SIDE A

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.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

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. The same vowel team can also spell different sounds. Recognizing the vowel team syllable patterns can help us read multisyllabic words.

STEP 2 MODEL

- Display *treetop*. The word *treetop* has two syllables. Tap fingers to segment syllables: *tree* (tap) *top* (tap).
- The first syllable, *tree-* has the long /ē/ sound made by the vowel team *ee*, so it is a vowel team syllable. Underline *ee*. The second syllable, *-top*, has a short vowel and ends in a consonant, so it is a closed syllable. Repeat with the word *peanut*.

treetop

peanut

STEP 3 GUIDE PRACTICE

Display *boiling*. *Boiling* has two syllables: *boil* (tap) *ing* (tap). Draw a line between syllables. Does the first syllable *boil-* have a vowel team syllable pattern? (yes, *oi*) Underline the vowel team *oi*. Does the second syllable, *-ing*, have a vowel team pattern? (No, it is an inflected ending.) Repeat with the word *painful*.

boiling

painful

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.

toolkit

goalies

authors

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 the syllables in multisyllabic words with a vowel team pattern may benefit from practice with one-syllable words with a vowel team.

- Display the word *pout*. *The word pout has one syllable. Listen: pout (tap). Underline the vowel team ou as you say: The vowel team in pout is ou.* Repeat with *cruel*.
- Have students write the words below. *Underline the two vowels in each word that make a vowel team. Then, read the words aloud with a partner.*

pout

cruel

train

screen

thread

blue

took

chow

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 two sentences using some of the words on your list.*

Vowel Team Syllables: Reading

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

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to use what we have learned about vowel team 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 syllables to help me read the words. Read the sentence. Pause at *spoonful*. I am not sure what this word is. I see the vowel team *oo*. This means the first part of the word might be a vowel team syllable. The first syllable is *spoon-*. This word is *spoonful*. Repeat with *juicy*. Finish the sentence and then reread the sentence.

Please give me a spoonful of the juicy watermelon.

STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to a word we don't know, we will look for vowel team syllables to help us read the word. Read the sentence.
- Pause at *crooked*. Say: Some of us may not be sure what this word is. What do we see in the word that can help us? (two vowels next to each other, *oo*) What do the two vowels next to each other tell us? (The syllable has a vowel team in it.) What is the first syllable in this word? (*crook-*) What is the whole word? (*crooked*) Repeat with *jewel*. Finish the sentence and then reread the sentence.

This story is about a crooked jewel that is found by a dog.

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for vowel team syllables to help them.

James is far from clueless about how tasty cashews are.

The cartoon about the suitcase with the missing screw is funny.

Vowel Team Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read vowel team syllables in sentences,

THEN model how to read vowel team 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 syllables may benefit from more explicit instruction on identifying vowel teams.

- Display the word *tooth*. Let's read this word together: *tooth*. *Tooth* is a vowel team word because it has the vowel team *oo*. Underline the vowel team *oo*. Let's say the vowel team word together: *tooth*.
- Display the word *value*. Let's read this word together: *value*. What type of word is *value*? (vowel team) How do you know? (*Value* is a vowel team word because of the vowel team *ue*.) Underline the vowel team *ue*. Now, let's read the whole word together: *value*.
- Repeat with the words at the right. Call on individual students to read the words. Ask them to underline the vowel team.

tooth

value

chewy

gloomy

recruit

Make It Harder

Students who can read vowel team syllables can enhance their understanding by reading extended sentences.

- Ask students to work with a partner. Give students the sentences at the right to read.
- Partners should take turns reading the sentences and identifying the vowel team syllables in the words.

Andrew looked at the footprints for guidance on which direction to go in.

During the interview, we continued to talk about the statue.

Final Stable Syllable Consonant *-le*

A **final stable syllable** is a syllable that always appears at the end of a word. Syllables with a consonant plus the letters *l* and *e* always appear at the end of a word.

ROUTINE

See digital practice on [SavvasRealize.com](https://www.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, *little* and *table* 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 *circle*. This word is *circle*. *Circle* has two syllables. Tap fingers to segment the word aloud: *cir* (tap) *cle* (tap). Draw a line between syllables. Final stable syllables happen at the end of a word, so let's look at the last syllable, *-cle*. The last syllable, *-cle*, has the consonant *c* followed by *-le*. Therefore, *-cle* has the final stable syllable pattern. Underline *cle*. The first syllable *cir-* is an *r*-controlled syllable. Repeat with *waffle*.

circle

waffle

STEP 3 GUIDE PRACTICE

Display the word *pebble*. *Pebble* has two syllables: *peb* (tap) (tap) *ble* (tap). Draw a line between syllables. Final stable syllables always come at the end of a word, so let's look at the last syllable, *-ble*. Does *-ble* have the consonant + *-le* final stable syllable pattern? (Yes, because it has the consonant *b* followed by *-le*.) Underline *ble*. Repeat with *tangle*.

pebble

tangle

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.

apple

double

tickle

Final Stable Syllable Consonant *-le*

CORRECTIVE FEEDBACK

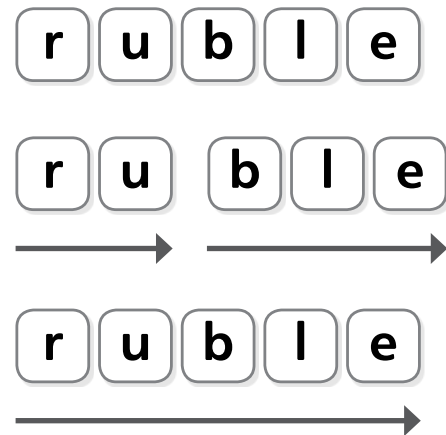
IF students have difficulty reading words with final stable syllables,

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 a tactile activity.

- Display *ruble* using letter tiles or cards. Point to the letters *ble* and say: *This word ends with the letters -ble. When I see a consonant followed by -le at the end of a word, I know that is a final stable syllable.* Push the letter tiles *-ble* to the right as you say: *I separate the syllable -ble from the other syllables.* Then, I read each syllable one after the other. Tap each letter in the syllable *ru-* as you say: *ru-*. Then tap each letter in the syllable *-ble* as you say: *-ble*. Push the tiles together as you say the word: *ruble*.
- Distribute letter tiles or cards to students and have them spell each word below, separate the word into syllables, and then push the syllables together to read the word.



noble

cycle

dazzle

puddle

cradle

Make It Harder

Students who can read words with the consonant *-le* syllable pattern may work on the following extension activity.

Distribute letter tiles to partners. Have both students use the tiles to spell a word that ends with consonant *-le*. Then challenge the partners to divide the word into syllables and read aloud the word.

fid | bun | gen | han | whis | trip | noz

SIDE A

Consonant *-le* Syllables: Reading

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

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to use what we have learned about 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 consonant *-le* syllables to help me read the words. Read the sentence. Pause at *candle*. I am not sure what this word is. I see that the first syllable is a closed syllable, *can-*. The second syllable is a consonant *-le* syllable, *-dle*. This word is *candle*. Repeat with *sparkle*. Finish the sentence and then reread the sentence.

This candle will sparkle so nicely in the vase.

STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to a word we don't know, we will look for consonant *-le* syllables to help us read the word. Read the sentence.
- Pause at *gentle*. Say: Some of us may not be sure what this word is. What do we see in the word that can help us? (consonant *-le* at the end of the word) What is the second syllable in this word? (*-tle*) What is the whole word? (*gentle*) Repeat with *turtle*. Reread the sentence.

Please be gentle when you pet the turtle.

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for consonant *-le* syllables to help them.

The jaguars stumble through the jungle.

What type of apple is preferred by most people?

Consonant *-le* Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read words with consonant *-le* syllables in sentences,

THEN model how to read words with 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 consonant *-le* syllables in sentences may benefit from more explicit instruction on identifying words with the consonant *-le* pattern.

- Display the word *noodle*. *Let's read this word together: noodle. Noodle ends with the consonant -le pattern.* Label the letter *d* with C for *consonant* and circle *-le*. *Let's read the word together: noodle.*
- Display the word *buckle*. *Let's read this word together: buckle. What type of word is buckle? (consonant -le) How do you know? (Buckle is a consonant -le word because it ends with -kle.)* Label the letter *k* with C for *consonant* and circle *-le*. *Now, let's read the whole word together: buckle.*
- Repeat with the words at the right. Call on individual students to read the words. Ask them to identify the consonant *-le* pattern by labeling the consonant and circling *-le*.

noodle

buckle

paddle

title

wrinkle

Make It Harder

Students who can read words with consonant *-le* syllables in sentences can enhance their understanding by reading extended sentences.

- Ask students to work with a partner. Give students the sentences at the right to read.
- Partners should take turns reading the sentences and identifying the consonant *-le* syllables in the words.

Waffles with pickles on top would make for an interesting lunch.

The purple marble tumbled through the toy castle.

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

SIDE A

Oral Vocabulary: Read Alouds

Vocabulary knowledge is the basis for comprehending what we read. **Oral vocabulary** refers to words that we use in speaking or recognize in listening.

Connect to *myView Literacy*:
Listening Comprehension: Unit 1,
p. T22

ROUTINE

STEP 1 INTRODUCE BEFORE READING

Choose words from a read-aloud text. *Today we are going to read [text or story title]. This [text or story] is about [topic]. While we read, we will stop to explore different words that will help us better understand the [text or story].*

The example words in this routine are from the Listening Comprehension Read Aloud lesson in Unit 1, p. T22.

STEP 2 MODEL DURING READING

- Introduce the word. *Listen as I say and write this word: damp. Write damp. What is the word?*
- Provide a student-friendly definition and example. *When something is damp, it is a little bit wet. For example, your sneakers might get damp if you run through wet grass.*

STEP 3 GUIDE PRACTICE AFTER READING

Guide students to connect the word to the story. *Why do the characters pick a damp spot to build their sandcastle?* Student responses should reflect an understanding of the meaning of the word. *Which of these is damp: a lake or a half-dry T-shirt? Explain.*

STEP 4 ON THEIR OWN AFTER READING

- Review the example of the word from Step 2.
- Have students respond to the following prompt: “My hair may be damp when . . .” Check for student understanding of word meaning as responses are shared.

Choose words that

- are central to the story or text.
- are unusual and that students may not know.
- build knowledge.
- are worth remembering.

Oral Vocabulary: Read Alouds

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 damp means?* Explain the meaning of the word using the context of the story or text. If possible, show them a damp object in the classroom or a picture of something damp.
- After reading, have students draw a picture to illustrate the word *damp*. Tell them they might show a damp person, animal, object, or place. Ask students to share their drawing. *You're damp after you run through a sprinkler. When else might you get damp?*
- Continue, discussing in a similar way other words that are challenging.

Make It Harder

Students who understand the meanings of the words may extend their learning through one of the following:

- Ask students to identify examples and non-examples. *Which is more likely to be damp: a frog or a piece of toast? What else is often damp? What usually isn't damp?*
- 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 *build*, ask students, *Can you show me what actions you use to build a sandcastle? When you build something, are you making it or taking it apart?*
- If the oral vocabulary words center around a concept or theme, ask students to make connections between the words.

SIDE A

Use Resources

Readers can use print or online **resources**, such as glossaries and dictionaries, to find the meanings of words. A **glossary** is an alphabetical list of important words in a text and their definitions.

Connect to myView Literacy:

How to Use a Glossary: Unit 1, p. T496

ROUTINE

STEP 1 INTRODUCE

When you read, you may come to words that are not familiar. Often you can find their meanings by using a glossary. A glossary is a dictionary at the back of a book.

STEP 2 MODEL

- Display a text that includes boldfaced glossary words like these. *When you read an informational text, you may notice some words in bold. These words are included in the glossary in the back of the book.*
- Find *location* in the glossary. *The words in a glossary are listed in ABC order. Location begins with l, so I will look toward the middle of the glossary. I can also use the guide words. Demonstrate how to use guide words.*
- Point out the pronunciation guide and definition. Then reread the word in context. *Now I understand. A good location, or place, for seeing stars is in the country.*
- *You can also use a print or online dictionary to find the pronunciation and meanings of unfamiliar words. Demonstrate how to use an online dictionary. Point out the parts of the entry for location.*

STEP 3 GUIDE PRACTICE

Point out the word *city* in the example. Have students explain how they would find *city* in the glossary. Then have them explain the meaning of the word.

STEP 4 ON THEIR OWN

Provide students with a nonfiction text that has a glossary. Have them use the glossary to find the meanings of two words.

A good **location** for seeing stars is in the country. In the **city**, the lights on buildings and streets keep you from seeing them!

Guide words show the first and last words on the page.

identify • lonely

location (loh KAY shuhn)
A **location** is a position or place. **NOUN**

careful • decorate

city (SI tee) A **city** is a place where many people live and work. **NOUN**

CORRECTIVE FEEDBACK

IF students have difficulty understanding how to use a glossary or online dictionary,

THEN model how to use these resources, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with understanding how to use a glossary or online dictionary may benefit from more practice with alphabetical order.

- Review with students that the words in a glossary are arranged in ABC order, which is the same order as the letters of the alphabet. *The words are listed based on their first letters. If two words start with the same letter, then we look at the second letter.*
- Provide partners with a set of word cards like these. Have them work together to put the cards in ABC order. *If two or more words begin with the same letter, look at the second letter. Which of the second letters comes first in the alphabet?*
- Once students have put the cards in ABC order, check the order with students and clarify any confusion.

around	five	sleep
made	wash	those
buy	many	use
green	read	cold
sit	why	best

Make It Harder

Students who know how to use a glossary or online dictionary may benefit from creating their own glossary.

- Provide students with a nonfiction text.
- Have students highlight words in the text to include in a glossary.
- Have them look up the words in a print or online dictionary to verify their pronunciations and definitions.
- Then have students create a glossary entry for each word, like this one.

Ff
flock (FLOK) A **flock** is a group of animals of the same kind. **NOUN**

SIDE A

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: Unit 1, p. T90

Context Clues: Unit 2, p. T152

ROUTINE

STEP 1 INTRODUCE

When you read, you may come to an unfamiliar word. One strategy to help you figure out its meaning is to read the words around it. You may find a synonym. Synonyms are words with similar meanings.

STEP 2 MODEL

- This is how I use synonyms to figure out the meaning of an unfamiliar word. Display and read aloud the sentences at right.
- I don't know the meaning of *prepare*, so I'll underline it. Then I'll think about the meanings of words I know in the sentences. Maybe the words *get ready* are a synonym for *prepare*.
- I'll replace *prepare* with *get ready* in the sentence to see if it makes sense. Yes! *Get ready* is a synonym for *prepare*.

In the summer, squirrels prepare for winter. To get ready, they find and hide nuts.

In the summer, squirrels prepare for winter. To get ready, they find and hide nuts.

STEP 3 GUIDE PRACTICE

Display and read aloud the sentences at the right. I don't know the meaning of *benefit*. What should I do? (think about the meanings of words I know in the sentences near the word) What word helps us understand the meaning of *benefit*? (*help*) Does *help* make sense in the first sentence? (yes) What is a synonym for *benefit*? (*help*)

"Eating this salad will benefit you in two ways," Dad said. "It will help keep you healthy and will give you energy."

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.

Nina and Elijah had an argument. Their fight was about walking the dog.

Context Clues: Synonyms

CORRECTIVE FEEDBACK

IF students have difficulty using synonym context clues 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 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 *sad* and pantomime its meaning. **What are some other words or phrases that have a similar meaning?** (Answers might include *unhappy*, *miserable*, *feeling bad*.) Write a list of student responses.
- Have students match the synonyms in the columns at the right. Then challenge pairs to take turns thinking of more synonyms for each set of words until they run out of ideas.

hurry	comfortable
same	shout
cozy	rush
yell	alike

Make It Harder

Challenge students who can use synonym context clues effectively to use synonym pairs to write their own sentences.

- Have students form pairs. Ask one partner to choose a word from the list at the right and use it in an original sentence. Then have the other partner write a related sentence containing a synonym for that word.
- Challenge students to add more related sentences using new synonyms.

scary
calm
tall
run

SIDE A

Context Clues: Antonyms

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.

Antonyms are words that have opposite meanings.

Connect to *myView Literacy*:

Context Clues: Unit 1, p. T154

Synonyms and Antonyms: Unit 3, p. T86

ROUTINE

STEP 1 INTRODUCE

When you read, you may come to an unfamiliar word. One strategy that can help you figure out its meaning is to read the words around it. You may find an antonym for the unfamiliar word. Antonyms are words with opposite meanings.

STEP 2 MODEL

- Display and read aloud the sentence at the right. This is how I use antonyms to figure out the meaning of an unfamiliar word.
- I don't know the meaning of *tidy*, so I'll underline it. Then I'll think about the meanings of words I know in the sentence. *Unlike* signals an antonym. Maybe *messy* is an antonym for *tidy*. Then *tidy* must mean the opposite of *messy*, or "neat."
- I'll replace *tidy* with *neat* to see if it makes sense. It does!

STEP 3 GUIDE PRACTICE

Display and read aloud the sentence. I don't know the meaning of *bitter*. What can I do? (look at words nearby for clues) What antonym helps us find out what *bitter* means? (*sweet*) What signal word helps us find the antonym? (*but*) What does *bitter* mean? (not sweet)

STEP 4 ON THEIR OWN

Display and read aloud the sentences at the right. Have students find an antonym in the text to figure out the underlined word's meaning.

Signal words for antonyms:

but unlike
however yet
in contrast

Unlike Jae, who is messy, Devra is tidy.

Unlike Jae, who is messy, Devra is tidy.

That orange is bitter, but this one is sweet.

At this end, the pool is shallow. However, the other end is deep.

Context Clues: Antonyms

CORRECTIVE FEEDBACK

IF students have difficulty using antonym context clues 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 the meanings of unfamiliar words may need more instruction on antonyms.

- Review with students that antonyms are words that have opposite meanings.
- Say the word *small* and pantomime its meaning. *What are some words or phrases that have the opposite meaning? (big, tall, large, huge)* List student responses.
- Display the words at the right. Have students match the words in the left column with their antonyms in the right column. Then have them think of more antonyms for each word in the right column.

quiet	bumpy
flat	hard
fancy	loud
easy	plain

Make It Harder

Invite students to use antonyms to write context sentences.

- Display the words at the right. Have students form pairs. Ask one partner to use the first word in the left column, along with an antonym for that word, to write a sentence or two describing two people or animals. Tell them to include one of the signal words from the right column. Then have the other partner write another sentence or two, using the next word in the left column.
- Challenge students to take turns adding more sentences about the people or animals, using their own descriptive words and antonyms.

kind	but
shy	yet
silly	however
exciting	unlike
brave	in contrast

SIDE A

Context Clues: Surrounding Text

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.

Surrounding text includes the words and sentences near an unfamiliar word.

Connect to *myView Literacy*:

Context Clues: Unit 1, p. T154

ROUTINE

STEP 1 INTRODUCE

When you read, you may come to a word you don't know. One strategy to help you figure out its meaning is to look at the surrounding text for clues. Surrounding text includes the words and sentences near an unfamiliar word.

STEP 2 MODEL

- Display and read aloud the sentences at the right. *This is how I use the surrounding text to figure out the meaning of an unfamiliar word.*
- I don't know the meaning of *unique*, so I'll underline it. Then I look at nearby text for clues. The next sentence says, "I've never seen anything like it." That tells me *unique* may mean "unusual."
- I'll replace *unique* with *unusual* to see if it makes sense. It does!

"That's a unique science project," said Janie's teacher. "I've never seen anything like it before."

STEP 3 GUIDE PRACTICE

Display and read aloud the sentence at the right. *I don't know what carnivores means. What should I do?* (look at the surrounding text) *What text helps show the meaning of carnivores?* ("animals that eat meat") *What does carnivores mean?* (meat eaters)

Carnivores, or animals that eat meat, include lions, tigers, and bears.

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.

Heroes have many traits in common. For example, they are often brave and kind.

Context Clues: Surrounding Text

CORRECTIVE FEEDBACK

IF students can't 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 with using surrounding text as context clues may benefit from learning to identify types of surrounding text 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 explanations, definitions, and examples.**
- Say the word *strong* and pantomime its meaning. **What are some examples of something a strong person or animal might do?** Use one response to write and display context sentences. For example, *Elephants are strong. They can use their trunk to push down a big tree.* Have students identify the example context clue that shows the meaning of *strong*.
- Repeat the exercise, using the words *spicy* and *hurricane*. For *spicy*, ask students to give an explanation or example. For *hurricane*, ask them to give a definition. Offer help as needed. Use their responses to write and display context sentences. Then have students point out the context clues.

Make It Harder

Challenge students who can use surrounding text as context clues to write their own context sentences.

- Display the words at the right. Have students form pairs. Ask one partner to use the first word to write one or two sentences that include a context clue in the surrounding text, such as an explanation, definition, or example. Then have the other partner underline the context clue.
- Have students switch roles as they work through the list. Then have them think of new words and write additional context sentences.

surprise
dessert
lake
sharp

SIDE A

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. T26

Word Parts: Unit 1, p. T218

ROUTINE

STEP 1 INTRODUCE

Some longer words can seem hard to read. One strategy that can help you read longer words is to use word parts, such as base words or roots, prefixes, and suffixes. Using what you know about word parts can help you figure out the meanings of new words.

STEP 2 MODEL

- Display and read aloud the word *impossible*. I know the adjective *possible*. It means “able to be done.” *Impossible* must be related to the base word *possible*. Underline *possible*.
- I recognize the prefix *im-*. It means “not.” Underline *im-*. The word parts *possible* and *im-* help me figure out that *impossible* means “not possible.” I’ll check a dictionary to be sure.
- Repeat the exercise with words such as *unseen* and *excitement*.

impossible

impossible

impossible

STEP 3 GUIDE PRACTICE

Display and read the word *rebuild*. If I don’t know this word’s meaning, what should I do? (look for word parts) What base word is in *rebuild*? (*build*) What prefix is in *rebuild*? (*re-*) *Re-* means “again.” What does *rebuild* probably mean? (build again)

rebuild

rebuild

STEP 4 ON THEIR OWN

Have students identify the word parts in each word and determine the word’s meaning. Offer word-part definitions as needed.

visitor

slowly

unbreakable

replanted

Word Parts for Meaning

CORRECTIVE FEEDBACK

IF students cannot use base words, roots, and affixes to determine word meaning,

THEN model using word parts to determine meaning with additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with using word parts to determine the meanings of unfamiliar words may need help identifying word parts and understanding what different affixes mean.

- Display and say the word *unkind*. Cover one part of the word as you ask students to identify the other part. *In the word unkind, one word part is kind. Kind is a base word. It's an adjective that means "nice to others." The other word part is un-. It's a prefix meaning "not" or "the opposite of."* Ask students to figure out the word's meaning.
- Repeat the exercise with the other words at right. You may wish to offer sentence frames such as the following: *Builder has _____ word parts. The base word is _____. It means "to make or construct something." The other word part is _____. It's a suffix that means "one who." This tells me builder probably means _____. Clarify the meaning of any unfamiliar affixes.*

unkind

builder
rework
creation

Make It Harder

Students who can use word parts to determine word meanings may want to experiment with making related words with different prefixes and suffixes.

- Provide word-part cards that show one word part on each card. Include base words: *play, match, tell*; prefixes: *un-, re-*; and suffixes: *-able, -er*.
- Ask students to put together two or more word-part cards to make words and predict the words' meanings. Ask them to check a dictionary to make sure that their words exist and that their definitions are accurate.
- Challenge students to identify additional related words.

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 refers to reading a text correctly, without omitting, adding, or changing any of the words.

Connect to *myView Literacy*:
Fluency: Unit 1, p. T56

ROUTINE

STEP 1 INTRODUCE

Describe the skill. Today we will practice reading accurately. That means that we read all words correctly. We don't skip any words, add words, or change the order of the words. We read accurately so that the text makes sense.

STEP 2 MODEL

- Display a short text with two or three paragraphs. Before I read the text aloud, I read it silently to make sure I know the words. If I come to a word I don't know, I will stop and figure it out before I keep reading. Read silently with me. Pause to read silently.
- Now I will read the text aloud. Follow along and listen to see if I read every word accurately. Point to each word as you read aloud.

STEP 3 GUIDE PRACTICE

- Distribute a copy of the same text to each student. Point out the punctuation marks and remind students to pause when they come to a comma and stop for a moment when they come to a period.
- Have students read the text aloud with you, focusing on accuracy.
- Now that we have read the text together, I am going to assign you different parts to practice. Have different groups read each paragraph.

STEP 4 ON THEIR OWN

- Now you will take turns reading to a partner. If you come to a word you do not know, what should you do? (stop and figure out the word before continuing to read)
- Provide feedback on students' accuracy.
- For optimal fluency, have each student read aloud the text three or four times.

CORRECTIVE FEEDBACK

IF students have difficulty reading aloud accurately,

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

Make It Easier

Students who cannot read aloud accurately may benefit from a word-recognition activity.

- Ask students to identify the words in the text that are difficult for them. Ask students to write each difficult word on an index card. Help them read each word. **Remember, we can blend sounds to read some words. Some words need to be memorized.**
- Use the cards as flashcards and have students practice reading the words until they can read them accurately.
- Have students reread the text aloud until they can read all words accurately.

Make It Harder

Students who can read the text aloud accurately can continue practicing using longer or more challenging texts.

- Help students choose a text at an appropriate level. **Before you read aloud, read silently to make sure you know all the words.**
- When students are familiar with all the words in the text, have partners take turns reading aloud to each other.
- Encourage partners to provide feedback and read aloud again.

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. T56

ROUTINE

STEP 1 INTRODUCE

Describe the skill. Today we will practice reading aloud at the same speed we use when we talk with a friend: not too fast, and not too slow. Reading aloud at the speed we talk in a friendly conversation makes it easier for our listener to understand a reading.

STEP 2 MODEL

- Display a short text. When I read aloud, I want my reading to sound natural, so I will read silently first to make sure I know all the words. Read silently with me. Pause to read silently. Now I will read aloud. As I read aloud, follow along. Notice my pace.
- Model oral reading at an appropriate rate and point to each word as you read it aloud.

STEP 3 GUIDE PRACTICE

- Distribute a copy of the same text to each student for choral reading. Let's read aloud together. We'll read at the same speed that I just used.
- Point to each word as you read it aloud at the same speed you normally speak. Reading aloud at the right rate takes practice. Let's read aloud together once more.

STEP 4 ON THEIR OWN

Have student pairs take turns reading the text without you. When they finish, make suggestions for speeding up or slowing down. For optimal fluency, have students read aloud the text three or four times.

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

Let students know if they need to practice slowing down or speeding up.

- Students who read haltingly 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. *We learn to read some words by saying the sounds that the letters make. We learn to read other words just by remembering them.* Use the cards as flashcards and have students read aloud first the decodable words until they read them at an appropriate rate. Guide students with blending the sounds for each word if necessary. Repeat with the high-frequency words.
- Students who are reading too quickly may make errors of omission, insertion, or word order. Remind students that reading aloud is not a race, and that it's important to be able to understand the text you're reading as you read aloud. *Slow down a little bit and read every word correctly. Sometimes if you read too quickly, you can miss a whole word or change the order of words. Doing that could change the meaning of the text.*
- Have students read aloud the text several times until they read aloud at an appropriate rate.

Make It Harder

Have students who are reading aloud at an appropriate rate practice reading aloud with a partner.

- Help students select a text at an appropriate level.
- Have partners take turns reading paragraphs aloud from the text. Have the listening partner provide feedback about how the reader's rate helped them understand the text.

Prosody: Poetry

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. **Rhythm** is the pattern of stressed and unstressed syllables. **Rhyme** is two or more words with the same middle and ending sounds.

Connect to *myView Literacy*:

Fluency: Unit 1, p. T238

ROUTINE

STEP 1 INTRODUCE

Describe reading poetry aloud. Today we're going to practice reading poetry aloud. Poems often have rhyming words, such as *tower* and *flower*, which create patterns of sounds. Poems also often have rhythm, or a pattern of beats.

STEP 2 MODEL

- Display a poem to model reading aloud. When I read a poem aloud, I read all the words the way they are written, the same as when I read a story. I pause if I see a comma or a period. Indicate the space between stanzas, if applicable. I also pause when I see a bigger space between the lines of poetry. Read the poem aloud.
- With poetry, my voice will show the rhythm and rhyme of the poem. The rhythm makes me want to clap or tap my feet. Identify examples of rhyming words from the poem. Words that rhyme, like ___ and ___, create repeating sounds. I'm going to read aloud again and this time I'll tap the rhythm as I read.

STEP 3 GUIDE PRACTICE

- Give a copy of the poem to each student. Let's read aloud together. I want you to point to the words on your copy as we read. Do a choral reading of the poem.
- Call attention to the prosody of the poem. What words do we emphasize, or stress, in this poem? Do our voices go up or down on any words? Why? (Point out any question marks or exclamation marks.) How do the words themselves create the rhythm? What is an example of the rhythm? Read the poem aloud once more in a choral read. This time clap to the rhythm. Guide students to clap on the stressed syllables.

STEP 4 ON THEIR OWN

Have partners take turns reading the poem to each other. Provide feedback on students' phrasing and intonation. Encourage their creative expression with rhythm and rhyme.

Prosody: Poetry

CORRECTIVE FEEDBACK

IF students have difficulty reading a poem with appropriate prosody, including rhythm and rhyme,

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

Make It Easier

If students are reading poetry without appropriate prosody, first ensure they can read all the words in the poem independently. Then work through the activities below as needed.

- To help their prosody, students may benefit from discussing the meaning of the poem. *What is the poem about? Is it about real things or imaginary things? Is it a quiet poem or an exciting poem?*
- If students are reading all the words correctly but are reading with uneven phrasing, they may need help knowing where to pause. *I'm going to mark the pauses in this first part. You read it aloud and pause only when you come to my slash.* Have the students mark the pauses in the rest of the poem and then read it aloud in a partner reading.
- Provide more opportunities for students to practice reading aloud. *Let's do an echo reading.*
- Then have them work in pairs and do a partner reading. *Let's keep practicing until we can read the poem fluently.*

Make It Harder

Have students who can read on-level poems with appropriate prosody read longer or more challenging poems.

- Help students select an appropriate poem. Have them read it silently, first, to make sure they can read all the words and understand where to pause. *Let me know if you need help reading any of the words.*
- Encourage them to note rhyming words and to tap out the rhythm as they practice reading.
- Then have student pairs read aloud to each other and give each other feedback. Have them read aloud several times for optimal fluency practice.

Prosody: Narrative Texts

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. With **narrative texts**, reading aloud often involves reading with expression to distinguish when a character is speaking.

Connect to *myView Literacy*:

Fluency: Unit 1, p. T54

ROUTINE

STEP 1 INTRODUCE

Describe how to read narrative texts with prosody. *When we read stories aloud, we use punctuation to guide our phrasing. We speak loudly enough, and we let the story guide our expression. Reading with expression helps listeners understand the story.*

STEP 2 MODEL

- Display a short narrative text with dialogue. *I'm going to read smoothly with varied expression.* Model reading aloud the text.
- Use the following sentence frame with the Punctuation Cues to affects fluency. *When I see a _____, I know that my voice needs to _____.* For example, say: *When I see quotation marks, I know that my voice needs to sound as a character would speak.* Read the story 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 a copy of the story to each student. *Let's read the first part together.* Then stop to focus on intonation and emphasis. *What is [character] thinking about or feeling when [character] says _____? How can we use our voices to show that feeling?*
- Continue reading together. Note important punctuation and where students can read with expression to show how a character would speak.

STEP 4 ON THEIR OWN

Have partners take turns reading the same story aloud with appropriate intonation, emphasis, and phrasing. Guide as needed.

Prosody: Narrative Texts

CORRECTIVE FEEDBACK

IF students have difficulty reading a narrative text with appropriate prosody,

THEN model reading with prosody, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

If students struggle to read narratives with prosody, focus on the aspects that they find most challenging. Choose from the options below.

- If students struggle with punctuation cues, review what each symbol means and how to pause or adjust their voices when reading. If students are reading word-by-word, help them chunk sentences into meaningful phrases on their copy. Have them practice reading the text aloud several times.
- If students are not reading with appropriate expression, make sure they understand the text. Point out important punctuation in the story and elicit how it is a clue to a character or the meaning of the story. **We know the character ___ is [excited/upset/wondering about something] here. How do you talk when you're feeling this way? Show that feeling when you're reading this part aloud.**
- Do a partner reading with one student at a time. If students are reading too quietly, position yourself away from them and ask them to speak up, so you can hear them. Take turns reading parts of the story, and then repeat, switching roles. Repeat several times for optimal fluency.

Make It Harder

Students who are reading on-level narrative texts with appropriate prosody and effective expression can be model readers for a partner or small group. This will allow more practice for everyone.

- Have the model reader first practice reading aloud and with expression on his or her own.
- When the student is ready, have her or him lead a choral reading with a partner or small group.

Prosody: Informational Texts

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis.

Connect to *myView Literacy*:
Fluency: Unit 1, p. T182

ROUTINE

STEP 1 INTRODUCE

Describe the routine. Today we're going to practice reading informational texts aloud. These texts explain something or tell us how to do something. We usually read informational texts in a neutral tone.

STEP 2 MODEL

- Display an informational text. I read clearly and loudly enough so listeners can understand me. I read groups of words in chunks, or phrases, so the ideas are clear. Model reading aloud.
- This text is about _____. It's giving information, so I know to read it in a serious voice. Point out the punctuation. If I see a comma, I know to pause. If I see a period, I pause a little longer. If I see a question mark, my voice goes up to show that the sentence is a question. If I see an exclamation mark, my voice gets louder to show excitement. 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. I'll read a sentence, and then you read the same sentence back to me.
- Call students' attention to phrasing and emphasis. In the [first] sentence, which words do we group together? Mark the text. Why should we pause within the sentence? Mark the text. What words do we emphasize? Let's read once again, all together.

STEP 4 ON THEIR OWN

Have pairs take turns reading the same 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, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with appropriate prosody may need help with a particular aspect of fluency. Choose from the options below.

- Ask questions about the text to ensure students understand it. Have students underline any words they are having difficulty with and work with them until they can read all the words.
- Give students additional practice in both listening to fluent oral reading and reading aloud themselves. *When you read an informational text aloud, imagine you are narrating a nature documentary or reading a news report. Read clearly, confidently, and loudly enough.*
- 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 several pauses on a student's copy, and then have him or her mark the rest of them. *Use a slash to remind yourself where you'll pause or breathe. Then read aloud for me.*
- Have students practice reading aloud with a partner several times.

Make It Harder

Challenge students who can read informational text with appropriate phrasing to be model readers for a partner or small group.

- Help students select appropriate informational texts. Have them read independently first to practice phrasing.
- Then have model readers lead an echo reading with a partner or small group.

SIDE A

Prosody: Drama

Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis. Oral reading of plays includes reading characters' dialogue with expression.

Connect to myView Literacy:
Fluency: Unit 5, p. T188

ROUTINE

STEP 1 INTRODUCE

Describe the skill. *When we read drama aloud, we read smoothly and let the punctuation guide us. We read the dialogue, or what the characters say, with expression. We read the other text, such as the setting, stage directions, and act and scene names, in a neutral voice.*

STEP 2 MODEL

- Display a short drama. Point out the character tags, stage directions, setting, and act and scene names. *I read this information in a regular voice.* Point out the dialogue. *In a play, the character tags, not quotation marks, tell me that a character is speaking. I read the dialogue with expression. I show how each character would speak.* Model reading aloud the drama.
- *The punctuation helps me know if the character is asking a question or is excited or upset.* Model reading aloud 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 of the play. *Let's read aloud together.*
- Draw students' attention to volume, expression, phrasing, and punctuation. *Why is it important to read aloud with volume? How does reading aloud with expression help us understand and enjoy the play? Why is it important to read some parts in a neutral voice?* Read the text aloud again together.

STEP 4 ON THEIR OWN

Have students work in groups that allow for each student to take one part. Have them practice several times, switching roles. Provide feedback about phrasing, intonation, emphasis, and expression.

Prosody: Drama

CORRECTIVE FEEDBACK

IF students have difficulty reading a dramatic text with appropriate prosody,

THEN model reading with prosody, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with appropriate prosody in drama may need help with particular aspects, such as phrasing or expression. Choose from the options below.

- Ask students to briefly summarize the text to ensure they understand it.
- If students struggle with punctuation cues, review what the symbols mean and how they help readers know when to pause or how to adjust their voices.
- Talk through how each character could be portrayed with expression. **How would you use your voice to show what [character] is thinking or feeling here?** Have students focus on the lines of dialogue for one character at a time. You may want to use a recording of the text to provide additional models of fluent oral reading.
- Have students practice reading the same text several times. Once individual students are reading with some fluency, have them practice with partners.

Make It Harder

Have students who can read on-level dramatic texts with appropriate prosody read aloud longer or more challenging dramas.

- Help students choose an appropriate text. Have them first work independently, reading the text silently and then practicing reading aloud on their own.
- Once students are comfortable with the text, have them do a partner reading. Encourage partners to talk about how reading dialogue clearly and with appropriate expression and volume helps their partners understand and enjoy the drama.

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: $WCPM = (\text{Total number of words read}) - (\text{Number of errors})$

- 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 second-grade student reading 109 WCPM in winter is reading at the 75th percentile. The same student reading 148 WCPM in the spring is now reading at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	20	23	35	43

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

SIDE A

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 listen to ourselves and 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 all the words as they are written. I won't skip, add, or change words. I'll read at a good speed and pay attention to punctuation. As I read, I'm going to ask myself: Does this make sense? If it doesn't, I'll pause and use the fix-up strategies. If I see new or tricky words in the text, I'll use my word-reading skills to figure them out.*

Some animals live in the same place all year long. Others move to new homes when the seasons change. These animals travel from one habitat to another. This movement is called migration.

As you read, substitute the word *habit* for the word *habitat* and model as you monitor and self-correct. *I'm going to pause because that sentence didn't make sense to me. I'm not sure I said the right word. First, I'm going to look at the whole word. Then, I'll look for chunks, or smaller words or word parts, within the word. Model using the strategy to read the word *habitat*. I'll reread to make sure *habitat* makes sense in the sentence and with the rest of the text.*

Fix-Up Strategies

- If it doesn't make sense, pause.
- Think about what is confusing.
- For tricky words, look for word parts or groups of letters you know. Blend the sounds.
- Reread.
- Ask for help.

STEP 3 GUIDE PRACTICE

Display the same text for choral reading. *Let's read aloud together. We'll read at the same speed as I did, and we'll make sure to read accurately.*

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 whether 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 is a good thing, and going back to fix them will help you better understand what you read.*
- Display an appropriate text and ask students to read aloud, using their finger to point to each word. Observe students for self-monitoring behaviors, such as stopping or making a quizzical face. Ask: What are you thinking? 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: Did that make sense? Will you reread that? Help students sound out tricky words. Then, have them reread the word in the sentence to check whether it makes sense.

Make It Harder

Students who self-monitor and self-correct as they read can continue practicing using longer or more challenging texts.

- Help students choose a text at an appropriate level.
- Have partners take turns reading aloud to each other. Encourage students to notice if they are reading with accuracy and at an appropriate rate, and that the text makes sense.

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 pay close attention to 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 listen to my inner voice. I'm going to keep checking in with myself and thinking about what I'm reading. I'll ask myself: Does this make sense? If it doesn't, I'll pause and use the fix-up strategies.*
- If a word or sentence I read doesn't sound right or make sense, I'm going to pause and reread. For tricky words, I'll use a word-reading strategy, such as looking for smaller words or word parts within the word and blending the sounds to read it. Then I'll go back to the beginning of the sentence and reread to make sure the word makes sense in the sentence and with the rest of the text.

Fix-Up Strategies

- If you've lost focus or it doesn't make sense, pause.
- Reread.
- For tricky words, look for smaller words or word parts you know. Blend the sounds.
- Make a note or ask for help.

STEP 3 GUIDE PRACTICE

Have students read the same text silently. Remind them to pay attention to their reading and pause to use fix-up strategies when needed. When students are finished reading, ask volunteers to share the strategies they used. Then, discuss the text as a group. Ask students questions about the text, such as one thing the author wanted readers to remember.

STEP 4 ON THEIR OWN

Help each student choose an appropriate text for silent reading. *As you read, remember to listen to your inner voice. Make sure you read the words correctly and you understand what you read. Pause to use the fix-up strategies when you need to.* When students are finished, ask volunteers to share a fix-up strategy they used. Then, have them turn and talk to a partner and share their favorite part of the text.

Self-Monitor: Silent Reading

CORRECTIVE FEEDBACK

IF students are not self-monitoring their 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 your reading and listen to your inner voice. If something doesn't sound right or make sense, pause and go back to reread.*
- 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.

Make It Harder

Students who are self-monitoring as they read silently can continue practicing using longer or more challenging texts.

- Help students choose a text at an appropriate level and read silently.
- When students finish reading, have them tell a partner about what they read.

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

SIDE A

Build Background Knowledge

Readers **build background knowledge** to connect their own background to a text to better understand the text and then add more knowledge from the text as they read.

Connect to *myView Literacy*:

Introduce the Text: Unit 1, p. T34

ROUTINE

STEP 1 INTRODUCE

When we read, we connect our own knowledge to the text. Making connections helps us to understand what we're reading. It also helps us add new information to what we already know.

STEP 2 MODEL

- Display a short, familiar text. *Before we read, we preview the text. We think about what we already know about the topic or story.* Walk through a preview. Discuss what you know and how you know it—from your own life, other texts, or the real world.
- *As I read, I pause. I think more about what I know. I ask myself how information from the text adds to what I already know.* Demonstrate using questions such as the ones at right.
- *At the end of a section or the whole text, I ask what I've learned about the topic or about life that I didn't know before.*

STEP 3 GUIDE PRACTICE

Display the same text and guide students to use their background knowledge to make connections. Preview the text with students and ask them to explain what they already know. As students read, have them pause to ask questions such as the ones at the right. Then have students share anything new they have learned.

STEP 4 ON THEIR OWN

Have students read a different, unfamiliar text. Ask them to share how they use their background knowledge to connect with and better understand the text.

For literary texts, I ask . . .

- Have I ever done something like what this character does?
- Have I ever felt like this?
- Do I know someone like this character?
- Does this story remind me of another story I've read?
- How are the events in this story similar to real life?

For informational texts, I ask . . .

- What do I know about this topic?
- Do I know this from my life, from other texts, or from the real world?
- What new information am I learning?

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

Some students may have trouble connecting their own background knowledge to the text. Use an illustrated text for which students will likely have some background knowledge and use the preview to help students make connections.

- Read the title and show the cover illustration. *What do you already know about [the topic]? How does this seem like or unlike things you know?* Begin a list of things students know about the topic.
- Flip through the book, pointing out illustrations and text features. Ask students to relate the images to their lives or to texts they've read. Add to the list.
- After the preview, discuss the list. Use it to set a purpose for reading. Have students continue to make connections as they read.

Make It Harder

Students who can build background knowledge may benefit from making connections between texts of the same genre.

- Ask students to name a familiar folktale, fable, or fairytale. Then provide students with another text of the same genre, which they have not yet read.
- Have partners preview the text and make a list of what they already know about the text, focusing on what they know about the genre.
- Then, have partners read the text, making connections as they read.
- Finally, have partners explain how texts like this connect to what they know about the real world.

SIDE A

Ask and Answer Questions

Readers **ask questions** about a text before, during, and after reading to clarify and gain new information. Readers **answer questions** during and after reading as they look at the text to find answers.

Connect to *myView Literacy*:

Ask and Answer Questions: Unit 1,
p. T132

ROUTINE

STEP 1 INTRODUCE

When we read, we ask ourselves questions about the text, its meaning, and the author's purpose before, during, and after we read. Asking questions gives us a reason to read as we look for answers in the text and helps us better understand the text.

STEP 2 MODEL

- Display a familiar text. *Before I read, I preview the text and ask myself questions about the story or topic and the author's purpose.* Demonstrate previewing the text to note questions. *I look for answers as I read.*
- Begin reading aloud a section of the text. *As I read, I ask myself questions about things in the text that I don't understand. I reread parts of the text to see if that helps me answer my questions.*
- Finish reading aloud the text or section. *After I read, I ask myself new questions about things I want to learn more about, such as why the author wrote this text or what the theme may be. I try to answer my earlier questions.*

STEP 3 GUIDE PRACTICE

Guide students in asking and answering questions about the rest of the text or a different section. After reading, ask, *How did asking and answering questions help you think more deeply about the text?*

STEP 4 ON THEIR OWN

Have students read a brief, unfamiliar text. Ask them to list their questions and answers before, during, and after reading. Then have partners compare questions and help answer remaining questions.

Before Reading

- What is the topic?
- What is the author's purpose?
- What can I predict will happen?

During Reading

- What are the important ideas?
- What are the people or characters doing? Why?
- What information am I learning?

After Reading

- Why did the story end this way?
- What is the meaning or message?

Ask and Answer Questions

CORRECTIVE FEEDBACK

IF students cannot ask and answer questions for a text,

THEN model how to ask and answer questions, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may have trouble asking and answering multiple questions. Use a short, unfamiliar text. Focus on reading to answer one question at a time.

- Display the text. **What types of high-level questions can you ask about this type of text?** Point out that high-level questions do not have yes/no answers. Review the questions from Side A.
- Preview the text. Have a volunteer ask a question they would like answered. Discuss the question and clarify it as needed. Write and display the question.
- **Now let's read to answer the question.** Read aloud the text. Have students raise their hands when they have enough information to answer it. Model rereading if needed.
- Continue the process with questions from other students.

Make It Harder

Students who can ask and answer high-level questions may benefit from working with a partner to ask and answer questions about an unfamiliar text.

- Have partners choose a text. Have them preview the text together and each write three high-level questions in the left column of a T chart.
- Then have partners take turns reading aloud the text to each other. Have them note the answers to their questions in the right column of the T chart. Partners should each add at least three more questions as they listen to their partner.
- Have partners discuss and reread to find answers to their last questions. Then have students explain which answers surprised or most interested them and why.

Predictions

To make **predictions** means to tell what a text might be about based on details in the text or what might happen next in the text.

Connect to *myView Literacy*:

Make and Confirm Predictions: Unit 1,
p. T314

ROUTINE

STEP 1 INTRODUCE

To make predictions, we use clues in the text and illustrations or photos to tell what a text will be about or what we think will happen. This helps us read for a purpose. We adjust predictions as we read.

STEP 2 MODEL

- Choose an unfamiliar text. **Before I read, I preview the text.** Use the questions at right to model making predictions before and while reading. Make a prediction using the frame: **Based on [text feature or detail], I predict _____.** **I read to check my prediction.**
- **As I read, I keep my predictions in mind.** Read aloud a section of the text. Use the second set of questions at the right as a guide. **I predicted _____. I know my prediction is [correct/incorrect] because ____.** Point out specific details in the text as support.
- **If my prediction is correct, I can confirm it with text details.** If it is incorrect, I use text details to correct it. I also think about what I've read so far to make new predictions. Write a new prediction.

STEP 3 GUIDE PRACTICE

Use the questions to guide students to make predictions with a short informational text. Have students explain their predictions—whether they were correct, how they know, and how they corrected them, if necessary.

STEP 4 ON THEIR OWN

Have students write a set of predictions before and while they read a new text independently. Then discuss how they confirmed or corrected their predictions after reading. Guide students as needed.

Make Predictions

- What do the title, headings, and other text features show?
- What do the illustrations or photos tell me?
- What do I already know about this story or topic?
- What do I think it will be about or will happen? Why?

Confirm or Correct Predictions

- Were my predictions correct? How do I know?
- How should I correct my predictions?
- What can I predict now? Why?

CORRECTIVE FEEDBACK

IF students cannot predict what will happen as they read,

THEN model how to make and confirm or correct predictions with an easier, illustrated text, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with predicting may benefit from practice answering the question *What will happen next?* in simple scenarios.

- Display a short literary text with illustrations that show a simple sequence of familiar events, such as a child tossing a ball for a dog. Preview the illustrations. Ask: *What will happen next?* Discuss predictions, focusing on what students know about how dogs act in real life. Flip to the next image to confirm or correct predictions. Continue with similar sequences of images.
- Display the beginning of a simple story, such as the one at right. Read aloud the text. Ask: *What will happen next?* Discuss students' predictions. Then complete the story with an ending such as "Sara squealed with joy and hugged the puppy." Have students explain whether their predictions matched the story.

It was Sara's birthday. Sara closed her eyes and held out her hands. Her father put a puppy in her arms!

Make It Harder

Students who are able to make predictions may benefit from working with a partner to make and confirm or correct predictions with a longer, authentic text.

- Have partners preview the text and make two or three predictions.
- Have partners take turns reading aloud a section of the text. Have them pause at appropriate points to confirm or correct their predictions. Ask, *Which predictions were accurate? How do you know? Based on what you've read, which predictions should be corrected?*
- Have partners correct predictions as needed. Partners can continue making and comparing predictions as they finish reading 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 2, p. T270

ROUTINE

STEP 1 INTRODUCE

Authors do not state every idea directly in the text. Readers must make inferences to fill in the gaps. We make inferences by combining details we read in the text with what we already know. Making inferences helps us understand ideas in the text or what is happening.

STEP 2 MODEL

- Read aloud a story that students are familiar with, such as “The Little Red Hen.” Sometimes an author doesn’t tell us exactly how a character feels or what a character is like. But I can make inferences to help me understand the story.
- Model using text details as clues. The other animals won’t help Little Red Hen. What they do and say are clues to their behavior.
- Model using prior knowledge. I know that in some stories when a character doesn’t help others, that character might be lazy.
- Make an inference. Now I combine the details in the text and what I already know. I make an inference that the other animals really are lazy. Making inferences helps me make sense about what happens in the story.

To make inferences,
I . . .

- look for details, or clues, in the text.
- think about what I already know that relates to the text.
- combine what I read and what I know to better understand the text.

STEP 3 GUIDE PRACTICE

Use the steps at the right. Guide students to make another inference about Little Red Hen and how she feels about the other animals.

STEP 4 ON THEIR OWN

Have students choose another familiar story. Have them follow the steps independently to make an inference about the characters, setting, or problem in the story. Guide students as needed.

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 who struggle to make inferences in texts may benefit from practicing with photographs.

- Explain to students that we make inferences about the world every day. Display images of children in different familiar scenarios. For example, show a photo of a child in a raincoat. Ask: *Why is this child wearing a raincoat? Let's look at what the details show.* Point out dark clouds, raindrops, puddles, and other details. *The details are clues. What do they tell us?*
- *We can use the details plus what we already know to make an inference, such as, The details show it is raining. The child is probably wearing a raincoat because it is raining.* Explain that details in a text can be clues, just like details in a picture.

Make It Harder

Students who can make inferences in familiar texts may benefit from an activity applying the skill to an unfamiliar, authentic text.

- Give student pairs a short literary or informational text that is new to them. Have partners work together to make at least one inference about an important idea or theme in the text that isn't stated explicitly.
- Have students use the following equation to cite text evidence and explain how they combined it with their own knowledge to make each inference:

Text Details

+

What I Know

=

Inference

SIDE A

Main Idea and Details

Main ideas are the most important ideas, or big ideas, about the topic. **Details** are smaller, often interesting pieces of information that tell more about the main ideas.

Connect to *myView Literacy*:

Determine Key Ideas: Unit 2, p. T332

ROUTINE

STEP 1 INTRODUCE

Main ideas are the most important ideas about a topic in a text. Details give us more information about the main ideas.

STEP 2 MODEL

- Display an informational text in which the main ideas are not explicitly stated. *I will identify the main ideas and details in the text.*
- First, I look for related words in the title and sentences to identify the topic, or what the text is mostly about. Point out related words and repeated ideas. *What is this text mostly about?* State the topic.
- As I read, I ask myself, *What main ideas or points is the author making about this topic?* Walk through each sentence. Ask guiding questions to model sorting important details from unimportant details. *The important details are clues to the main idea(s).* Details may lead to more than one main idea.

Topic

Main Idea

- Detail
- Detail
- Detail

STEP 3 GUIDE PRACTICE

Display another informational text students have read. *What is the topic, or what the text is mostly about? What main idea, or point, is the author making about the topic? What details are clues to that main idea?*

STEP 4 ON THEIR OWN

Have students choose a familiar informational text. Then have them complete an outline like the one on the right, writing the topic, main idea, and supporting details. Guide students as needed.

Main Idea and Details

CORRECTIVE FEEDBACK

IF students cannot identify a main idea and its supporting details,

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

Make It Easier

Students who struggle to identify main ideas and supporting details may benefit from working through a brief text with a stated main idea, sentence by sentence.

- Choose a short, familiar informational text. Display the text and read it aloud.
- Help students find the stated main idea. **Every paragraph has a main idea. Sometimes the author directly states that idea in the beginning or final sentences of a paragraph.**
- Explain that we reread the other sentences and look for important details that support the main idea. Walk through the paragraph with students and point out how each detail supports the main idea. **If a detail supports the main idea, then it's an important detail.**
- As time allows, apply the process to additional informational texts.

Make It Harder

Students who can identify main idea and details in familiar texts may benefit from an activity applying the skill to an unfamiliar, authentic text.

- Give student pairs a new informational text with an implied main idea. Have partners use an outline like that on Side A to identify the topic; the main idea, or point, the author is making about the topic; and important details that support the main idea.
- Have each partner choose one detail and explain how they know it's an important detail. (It gives information about, or clues to, the main idea.)

SIDE A

Monitor Reading

To **monitor reading**, readers use different strategies to make sure they understand what they are reading.

Connect to *myView Literacy*:
Monitor Comprehension: Unit 1, p. T252

ROUTINE

STEP 1 INTRODUCE

As we read, we can pause to check if we have understood what we have just read. If we are confused or unsure, we can use different strategies, or tools, to correct, confirm, or clarify our understanding.

STEP 2 MODEL

- Choose a text that students are familiar with. Begin reading aloud the text. *As I read, I pause to check my understanding. If everything seems clear, I keep reading.*
- *Sometimes the text seems difficult or confusing.* Point out a confusing part. Write a question about what is confusing. *I can use strategies to help me understand.* Review the strategies at the right. Then model rereading to clarify the confusion you've identified.
- Continue modeling how to apply each strategy to other confusing or difficult parts of the text. *I don't have to use every strategy every time. I choose the strategies that best fit the text or section.*

STEP 3 GUIDE PRACTICE

Use the strategies at the right to guide students to apply the strategies to another part of the text. Ask them to identify a confusing part and pick a strategy to help monitor their reading. Have students explain how they used each strategy.

STEP 4 ON THEIR OWN

Have students read aloud a new text. Have them pause to monitor their reading and apply the strategies. Guide students as needed.

Monitor Reading Strategies

- Reread to look for details I may have missed.
- Think about what I already know.
- Look for details in the images.
- Read on to find more information.
- Ask for help.

CORRECTIVE FEEDBACK

IF students cannot apply the monitor reading strategies as they read,

THEN model how to apply each strategy with another short text, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with monitoring reading may benefit from practicing each strategy with a more accessible text.

- Choose a short text with photographs or illustrations. Model applying each strategy as you read aloud. *I'm not clear about [a detail in the text]. I can write a question about what is confusing me. Then I will reread to answer it. Did I miss something?* Reread to clear up your question.
- *Sometimes the images can help.* Point to an image. Note how it helps you understand what is going on in the story or an idea or concept in the text.
- *Sometimes I can clear up questions by reading ahead. Often I'll find information later in the text that answers my question.* Demonstrate reading ahead to answer a question.
- *I can try each strategy to see if it helps. If nothing does, I can ask someone else to help me!*

Make It Harder

Students who are able to apply the strategies to monitor their reading may benefit from applying the skill to a more challenging text.

- Have partners take turns reading the text aloud to each other, pointing out any areas of confusion, and applying an appropriate strategy to clarify comprehension.
- Partners can prompt each other with questions such as: *What don't you understand? Why is it confusing? What's the best strategy to clarify this? Why did this strategy work?*

Summarize

To **summarize** is to restate in your own words the most important ideas or events of a text in a shorter version of the original.

Connect to *myView Literacy*:

Understanding Setting and Plot: Unit 2, p. T192

ROUTINE

STEP 1 INTRODUCE

A summary states only the main events or ideas of a text in our own words. To summarize fictional texts, we focus on main events in the plot. To summarize informational texts, we focus on key ideas. Today we will summarize a fictional text to show our understanding of the text.

STEP 2 MODEL

- Display and read aloud a short familiar text. Divide the text into three sections. *To summarize a text, I read each section to find out what it is about.*
- *In a story, I look for the conflict, or the problem a character faces, and the main events. I focus on what the main characters do and what happens. Reread a section of text. I tell the main events in order, in my own words. Restate the events.*
- *Now I read the text to find out the most important details about the main events, characters, and setting. Demonstrate separating important details from less important details.*
- *Next I summarize the section by using my own words to state the main events and most important details.*

STEP 3 GUIDE PRACTICE

Guide students to summarize the next section of the story. *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 story. Ask them to explain why they chose the events and details they included. Guide students as needed.

To summarize fiction, I . . .

- find the main events.
- find the most important details about the main events.
- restate the main events and most important details in my own words.

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 most important information in my own words.

CORRECTIVE FEEDBACK

IF students cannot effectively summarize a text,

THEN model how to summarize, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students might need more support identifying main events and important details.

- Display and read aloud the text at right. *I can summarize the story in my own words. I only want to tell the main event and most important details. I don't include all of the details.*
- *Who are the most important characters?* (Elena, Trina, Bunny) *Mom is also a character, but she isn't important in this story. What is the main event?* (Trina visits Elena to see Elena's new pet, Bunny.)
- Read aloud three possible summaries. Then have students tell which summary best summarizes the main event and why. *1. Trina rings the doorbell at Elena's house. 2. Mom tells Elena that Trina is here. 3. Elena's friend Trina visits her house to meet her new pet, Bunny.* (third summary)

Elena was feeding her new hamster, Bunny. She heard the doorbell.

"Elena," said Mom.
"Trina is here!"

Trina ran into Elena's room. "He's beautiful!" cried Trina.

The girls laughed as they watched Bunny run around his cage.

Make It Harder

Challenge students to summarize new stories on their own.

- Have students each read a different story. Have them identify the main events, main characters, and most important details.
- Have students summarize the text in their own words. Students can draw a picture to go with their summaries and share their work.

Teacher Resources

Alphabet Tilespp. 173–176

Multisensory Activitiespp. 177–187

Phonics Generalizationspp. 188–191

Articulation Support Guidepp. 192–200

Glossarypp. 202–204

Researchpp. 205–206

a	a	a	a	a	a	a	a
a	a	b.	b.	b.	b.	b.	b.
b.	b.	b.	b.	c	c	c	c
c	c	c	c	c	c	d.	d.
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Q	R	S	T	U	V	W	X
Y	Z	CH	LL	Ñ		A	B
C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z
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Multisensory Activities

Grade 2

The following multisensory activities connect with the *myView Literacy* phonics lesson indicated. The activities are separated into the following categories:

- Phonological and Phonemic Awareness Activities
- Rhyming Activities
- Letter-Sound Correspondence Activities
- Word Recognition Activities

PHONOLOGICAL AND PHONEMIC AWARENESS ACTIVITIES

Connect to *myView Literacy*:
Unit 5, Week 3, p. T192

The Scrawny Crawfish

STEP 1 Prepare for each student a card with one of the following spellings for vowel sound /aw/ written on it: *au*, *aw*, *augh*, or *al*. Distribute one card to each student.

STEP 2 Listen closely as I read aloud a story. When you hear the sound /aw/ in a word, hold up your card if your letters spell the sound in that word. The title of our story is “The Scrawny Crawfish.” Read aloud the following story, emphasizing words with the sound /aw/:

Howdy! My friends call me **Scrawny**. I’d shake **claws** with you, but I may never let go. Hee-hee! I can’t stay to **talk because** my friend **Audrey** and I plan to **haul** in some food. We love **raw** insects and worms topped with a fiery hot **sauce!** Then, we’ll sip on **strawberry** milkshakes and dance till **dawn!** By then, we’ll be doing the big **yawn** and go to our homes under the rocks. Bye now!

STEP 3 Guide students with the spelling of the sound /aw/ in words as necessary. Repeat the read aloud until students gain speed in raising the correct letter cards for words.

RHYMING ACTIVITIES

Connect to *myView Literacy*:

Unit 1, Week 1, p. T58

Time to Rhyme!

- STEP 1** Prepare for this activity by making word cards for *sat, fan, run, nap, den, hop, and bit*. Tell students that it is time to rhyme!
- STEP 2** Have students sit in a circle. Place the cards face down in the middle of the circle. Have a student choose a card, read aloud the word, and name a rhyming word. Then ask the student to pass the card to a student next to him or her and have that student name another rhyming word. If a student cannot think of a rhyming word, another student may ask for the card and name a rhyming word.
- STEP 3** Have students continue passing the card until no one can think of any more rhyming words. The student left holding the word card can then choose a new word card and start the game again.

LETTER-SOUND CORRESPONDENCE ACTIVITIES

Connect to *myView Literacy*:

Unit 2, Week 2, p. T120

What Did You Say?

- STEP 1** Have a small group of students sit in a circle, and ask one student to think of a word that contains one of the following vowel digraphs: *ai, ay, or ea*.
- STEP 2** The student whispers the word to the student next to him or her. That student then whispers the same word to the next student. The last student says the word aloud and writes it on the board.
- STEP 3** The first student confirms that the word is the one he or she said and tells whether the word is spelled correctly. Continue as time allows, starting with a different student each time.

What Did You Say?

Connect to *myView Literacy*:

Unit 3, Week 4, p. T254

- STEP 1** Have a small group of students sit in a circle, and ask one student to think of a word that contains one of the following vowel digraphs: *ou* as in *loud*, *ow* as in *town*, *oi* as in *coin*, or *oy* as in *joy*.
- STEP 2** The student whispers the word to the student next to him or her. That student then whispers the same word to the next student. The last student says the word aloud and writes it on the board.
- STEP 3** The first student confirms that the word is the one he or she said and tells whether the word is spelled correctly. Continue as time allows, starting with a different student each time.

Shhh! Silence!

- STEP 1** Prepare for this activity by making a list of words with silent letters, such as *knock*, *wrap*, *sign*, *climb*, *knot*, *write*, *reign*, *comb*, *calf*, *knife*, *wrist*, *design*, *thumb*, *know*, *wring*, *gnaw*, *crumb*, and *half*.
- STEP 2** Write the words on the board, putting a blank in place of the silent letters (for example, *_not*). Say: *Shhh! When I call on you, be very silent as you creep to the board, fill in the silent letter, and read aloud the word.*
- STEP 3** Continue until all blanks have been filled and words have been read aloud.

WORD RECOGNITION ACTIVITIES

Hot Potato!

- STEP 1** Display the three word lists for *-ake*, *-ine*, and *-oke* that you compiled during the minilesson. Have students sit in a circle and give a beanbag or other soft object to one of the students.
- STEP 2** *Let's play Hot Potato!* Say "Go!" and have students pass the beanbag clockwise in the circle. Students should continue to pass the beanbag around and around until you say, "Hot Potato!" The student holding the beanbag keeps it and reads one word from each word list.
- STEP 3** Continue playing until each student has had a turn to read from the word lists.

Sculpt a Word

- STEP 1** Display or write on the board the following rows of initial consonant blends: *dr*, *fl*, *sl*, *tr*, *sn*, and *bl*; rimes: *ap*, *ip*, *op*; final consonant blends: *nd*, *ft*, *nt*, and *st*; and vowels: *a*, *e*, *i*, *o*, and *u*. *Let's see how many words you can sculpt.*
- STEP 2** Provide students with modeling clay, plastic mats, and writing paper. *After you sculpt a word in clay, write the word on your writing paper.*
- STEP 3** When students are finished sculpting and writing, have them share their word lists. Students should be proud to have earned the honorable title "Master Word Sculptor."

Word Pyramid

- STEP 1** Write on large plastic cups (turned upside down) the words *chip*, *much*, *cash*, *white*, *thin*, *phone*, *graph*, *catch*, and *pitch*. Make one stack of cups for each pair or small group to work with on the floor. If plastic cups are not available, students can attach sticky notes to the wall in the shape of a pyramid instead. [Let's build word pyramids!](#)
- STEP 2** Have a student take a cup and read the word. Then have the student place the cup upside down on the floor to form part of the base of the pyramid.
- STEP 3** Have students take turns until all words have been read and the cups have been piled in the shape of a pyramid.

Endings at the End

- STEP 1** Prepare for this activity by making a necklace for each of the words *pass*, *dress*, *inch*, *itch*, *fish*, *brush*, *box*, and *wax*, and the endings *-s*, *-es*, *-ed*, and *-ing*. Word cards or sticky notes may be used instead of necklaces.
- STEP 2** Distribute the necklaces to students and have a student wearing a word necklace stand in the front of the room and read aloud his or her word. Then ask students wearing the ending necklaces to stand next to him or her if their endings will form new words. Have those students read aloud their new words.
- STEP 3** Continue until every student has had a turn to form a new word.

Word Trios

- STEP 1** Prepare three sticky notes for each word with an *r*-controlled vowel. Some words to use are *barn*, *shark*, *acorn*, *horse*, *board*, *roar*, *store*, and *shore*. Distribute one sticky note word to each student and have students stick the notes onto themselves. Some students may wear more than one sticky note if the whole group is not a multiple of three.
- STEP 2** Ask a student to silently read his or her word(s) and move around the room to look for two other students with the same word. Have the word trio move to the front of the room and then spell and read aloud their word.
- STEP 3** Continue until all trios have been found.

Some Can and Some Can't

- STEP 1** Draw an apostrophe on a large sticky note and gather a magnetic board and letters. Be sure you have letters to form the following word pairs: *you will, not me, is not, will go, I will, you can, have not, and they will.*
- STEP 2** Display one word pair and ask a student if the words can or can't be made into a contraction. If the words can't form a contraction, remove the word pair and display the next word pair. If the words can form a contraction, give the student the apostrophe sticky note and have him or her spell the contraction correctly using the apostrophe.
- STEP 3** Continue until each student has taken a turn.

Read, Build, and Write

- STEP 1** Prepare for this activity by making a list of long *i* and long *e* words spelled with vowel digraph *ie*. Photocopy the list for partners or small groups. Some words to use are *pie, niece, tie, field, dried, thief, spies, shield, tried, piece, lied, and chief.* Distribute the list and letter tiles to each group and index cards to each student, one index card for each word on the list.
- STEP 2** Students read aloud the first word on the list and use the letter tiles to spell the word. Then students write the word on an index card.
- STEP 3** Students continue until each has made his or her own complete set of digraph *ie* word cards.

Word Bingo!

- STEP 1** Prepare for this activity by making photocopies of several different bingo cards or using an online bingo-card generator to make a different bingo card for each student. Some long *e* words to use are *bee, easel, bunny, feet, donkey, many, leash, keep, key, beak, baby, eat, happy, heat, alley, bean, sea, grumpy, wheat, leap, dream, beach, and funny.*
- STEP 2** Distribute the bingo cards and counters to students. As you call out a word, have students look for the word on their card and place a counter on the word if they find it.
- STEP 3** Continue playing until a student places a complete row of counters horizontally, vertically, or diagonally and calls out "Bingo!"

Hot Potato!

- STEP 1** On note cards, write the letters *o*, *oa*, *ow*, *b*, *c*, *d*, *g*, *l*, *m*, *r*, *s*, and *t*. Have students sit in a circle. Give a beanbag or other soft object to one of the students. Spread out the note cards, letter-side up, in the middle of the circle.
- STEP 2** **Let's play Hot Potato!** Say "Go!" and have students pass the beanbag clockwise in the circle until you say, "Hot Potato!" The student holding the beanbag keeps it and chooses two or more cards to form a word with /ō/ spelled *o*, *oa*, or *ow*. Have the student read aloud the word.
- STEP 3** Continue playing until each student has had a turn to form and read a word with /ō/ spelled *o*, *oa*, or *ow*.

"Football" Game

- STEP 1** Prepare for this activity by making a necklace for each of the words *book*, *ball*, *some*, *board*, *shelf*, *foot*, *one*, *score*, *note*, *soft*, *body*, *base*, *bag*, *field*, *thing*, and *key*. Word cards or sticky notes may be used instead of necklaces.
- STEP 2** Distribute the necklaces to students and have one student stand in the front of the room. Then ask the other students to stand to that student's left or right if their word can form a compound word. Both students should read aloud the compound word. Multiple compound words may be formed from one word part.
- STEP 3** Continue until every student has formed a compound word.

Word Pyramid

- STEP 1** Write on large plastic cups (turned upside down) the words *kind*, *flies*, *shine*, *light*, *fry*, *wild*, *fries*, *time*, and *bright*. Make one stack of cups for each pair or small group to work with on the floor. If plastic cups are not available, students can attach sticky notes to the wall in the shape of a pyramid instead. **It's Word Pyramid time!**
- STEP 2** Have a student take a cup and read aloud the word. Then have the student place the cup upside down on the floor to form part of the base of the pyramid.
- STEP 3** Have students take turns until all words have been read and the cups have been piled in the shape of a pyramid.

Read, Build, and Write

- STEP 1** Prepare for this activity by making a list of words with comparative endings. Photocopy the list for partners or small groups. Some pairs of words to use are *thinner, thinnest; drier, driest; closer, closest; faster, fastest; bumpier, bumpiest; cuter, cutest; and sweeter, sweetest*. Distribute the list and letter tiles to each group and index cards to each student, one index card for each word pair on the list.
- STEP 2** Students read aloud the first word pair (for example, *thinner, thinnest*) and use the letter tiles to spell both words. Then students write the word pair on an index card.
- STEP 3** Students continue until each has made his or her own complete set of comparative endings word cards.

Word Trios

- STEP 1** Prepare three sticky notes for each word with the *r*-controlled vowels *er, ir, and ur*. Some words to use are *verb, third, nurse, perch, first, curve, clerk, shirt, and surf*. Distribute the trios of sticky notes to students. Some students may wear more than one sticky note if the whole group is not a multiple of three. Have students stick the notes onto themselves.
- STEP 2** Ask a student to silently read his or her word(s) and look for two other students with the same word. The word trios move to the front of the room and then spell and read aloud their word.
- STEP 3** Continue until all trios have been found.

Word Bingo!

- STEP 1** Prepare for this activity by making photocopies of several different bingo cards or using an online bingo-card generator to make a different bingo card for each student. Some words to use are *bloom, blue, chew, fruit, proof, clue, news, suit, boost, glue, stew, flew, booth, true, grew, cruise, broom, drew, tooth, pool, spoon, noon, and bruise*.
- STEP 2** Distribute the bingo cards and counters to students. As you call out a word, have students look for the word on their card and place a counter on the word if they find it.
- STEP 3** Continue playing until a student places a complete row of counters horizontally, vertically, or diagonally and calls out "Bingo!"

Do You Remember?

- STEP 1** Prepare for this activity by using index cards or an online memory-card game generator to make ten pairs of words with /s/ spelled *c* and /j/ spelled *g* or *dge* for partners. Some words to use are *city, germ, ridge, juice, large, edge, twice, giant, bridge, and pencil*.
- STEP 2** Distribute one set of twenty cards to partners. Have partners arrange the cards face down in four rows of five cards each. Partners take turns turning over two cards and reading aloud the words. If the cards match, the student takes those cards. If the cards do not match, the student turns the cards face down in the same places and the other student takes a turn.
- STEP 3** Continue playing until all cards have been matched.

Word Trios

- STEP 1** Prepare three sticky notes for each word with closed syllables VC/V. Some words to use are *model, topic, lizard, finish, wagon, camel, salad, lemon, and river*. Distribute the trios of sticky notes to students. Some students may wear more than one sticky note if the whole group is not a multiple of three. Have students stick the notes onto themselves.
- STEP 2** Ask a student to silently read his or her word(s) and look for two other students with the same word. The word trios move to the front of the room and then spell their word by syllables and read aloud the word (for example, *mod/el; model*).
- STEP 3** Continue until all trios have been found, spelled, and read aloud.

Open and Closed

- STEP 1** Prepare for this activity by writing and photocopying a list of words, some with open syllables and some with closed syllables. Some words to use are *pilot, even, river, music, salad, pupil, robot, finish, and tiny*. Give one copy of the word list to partners.
- STEP 2** Have partners face each other. **Pretend there's a closed door between you and your partner.** The student without the word list should knock on the imaginary door, and the student holding the word list should read aloud the first word. If the word has a closed syllable, the student who knocked should remain behind the closed door and his or her partner should read aloud the next word. If the word has an open syllable, the student who knocked should open the imaginary door, walk in, and switch roles with his or her partner.
- STEP 3** Continue until all words have been read.

Word Pyramid

- STEP 1** Write on large plastic cups (turned upside down) the words *softly*, *helpful*, *painter*, *hopeless*, *sailor*, *happily*, *thankful*, *teacher*, and *inventor*. Make one stack of cups for each pair or small group to work with on the floor. If plastic cups are not available, students can attach sticky notes to the wall in the shape of a pyramid instead. **It's Word Pyramid time!**
- STEP 2** Have a student take a cup and read aloud the word. Then have the student place the cup upside down on the floor to form part of the base of the pyramid.
- STEP 3** Have students take turns until all words have been read and the cups have been stacked in the shape of a pyramid.

Unbelievable!

- STEP 1** Prepare a list of words to which *un-* can be added and that students can act out, such as *happy*, *tie*, *afraid*, *button*, *cover*, *cross*, *excited*, and *plug*. Have all students put their heads down on their desks and close their eyes. Write one of the words on the board.
- STEP 2** When I say “Look up,” look at the board, read aloud the word, add *un-*, and act it out.
- STEP 3** Then have students put their heads down again. Continue playing as time allows.

Do You Remember?

- STEP 1** Prepare for this activity by using index cards or an online memory-card game generator to make ten pairs of words with VCCV syllable patterns for partners. Some words to use are *chapter*, *better*, *dentist*, *soccer*, *winter*, *cactus*, *trumpet*, *window*, *summer*, and *plastic*.
- STEP 2** Distribute one set of twenty cards to partners and have partners arrange the cards face down in four rows of five cards each. Partners take turns turning over two cards and reading aloud the words. If the cards match, the student takes those cards. If the cards do not match, the student turns the cards face down in the same places and the other student takes a turn.
- STEP 3** Continue playing until all cards have been matched.

On Stage

- STEP 1** Write on the board simple homographs that students can act out, such as *bat, bow, row, wave, tear, close, dove, fan, sink, mouse, park, rock, roll, sign, tie,* and *watch*.
- STEP 2** Have partners choose one of the homographs and work together to decide how to act out one meaning of the word. Call on partners and have one partner act out the meaning. Have students guess the homograph and which meaning is acted out.
- STEP 3** Continue until all partners have acted out a homograph.

Long and Short Sort

- STEP 1** Prepare and distribute to each student a set of cards, one word per card. Some words to use are *happen, public, attic, before, bitter, perfect, traffic, music, ballot, fifty, cotton, tiger, jelly, winter, puppet, baby, bossy, zero, yellow,* and *thunder*.
- STEP 2** Tell students that they will sort their words by what they have in common. Call out a characteristic for students to sort, such as words with double consonants, words with short vowel sounds in the first syllable, words with long vowel sounds in the first syllable, words that end with a long vowel sound, words with *r*-controlled syllables, and words with double consonants that are the same.
- STEP 3** After each sort, have students read aloud the words that have the same characteristic. Then have students mix up their words again in preparation for the next sort.

Word Pyramid

- STEP 1** Write on large plastic cups (turned upside down) the words *complete, surprise, address, constant, simply, district, partner, farther,* and *hundred*. Make one stack of cups for each pair or small group to work with on the floor. If plastic cups are not available, students can attach sticky notes to the wall in the shape of a pyramid instead. [It's time to build word pyramids!](#)
- STEP 2** Have a student take a cup and read aloud the word. Then have the student place the cup upside down on the floor to form part of the base of the pyramid.
- STEP 3** Have students take turns until all words have been read and the cups have been stacked in the shape of a pyramid.

Word Bingo!

Connect to *myView Literacy*:

Unit 5, Week 5, p. T322

- STEP 1** Prepare for this activity by making photocopies of several different bingo cards or using an online bingo-card generator to make a different bingo card for each student. Some abbreviations and words to use are *Ave., Wednesday, Dr., Road, Tues., Mister, Wed., January, Street, Gov., President, Sun., Monday, Feb., inch, ft., United States, Dec., Thursday, Nov., Fri., October,* and *Sat.*
- STEP 2** Distribute the bingo cards and counters to students. Call out the abbreviations and words for students to mark. For example, say “*The abbreviation for Doctor*” or “*The word for the abbreviation Ave.*” Then have students look for the abbreviation or word on their card and place a counter on the word if they find it.
- STEP 3** Continue playing until a student places a complete row of counters horizontally, vertically, or diagonally and calls out “Bingo!”

Stable Syllable Social

Connect to *myView Literacy*:

Unit 5, Week 6, p. T480

- STEP 1** Prepare for this activity by making a necklace for each of the beginning syllables *mo, can, ac, men, ti, tur, an, pur, ver, mis, na, vi, mar, frac, rid, man, gig, bub, ten,* and *han,* as well as the final stable syllables *-tion, -sion, -dle, -ple, -tle, -gle,* and *-ble.* Word cards or sticky notes may be used instead of necklaces.
- STEP 2** Distribute the necklaces to students and have one student wearing a beginning syllable necklace stand in the front of the room. Then ask the students wearing final stable syllable necklaces to stand next to that student if their syllable can form a new word. Both students should read aloud the new word. Multiple words may be formed from each beginning and final syllable.
- STEP 3** Continue until every student has formed a word with a final stable syllable.

Phonics Generalizations, Grade 2

SKILL	GENERALIZATION
abbreviation	An abbreviation is a shortened form of a word that usually ends with a period. An abbreviation is pronounced the same as the long form of the word. (e.g., <i>St. —street, Ave. —avenue</i>)
c /s/, g /j/, s /s/ or /z/	<ul style="list-style-type: none"> The letter <i>c</i> usually stands for the sound /s/ when followed by <i>e, i,</i> or <i>y</i>. (e.g., <i>cent, city, icy</i>) The letter <i>g</i> usually stands for the sound /j/ when followed by <i>e</i> or <i>i</i>. (e.g., <i>gem, giant</i>) The letter <i>s</i> can stand for the sound /s/ or /z/. (e.g., <i>sit, his</i>)
compound word	A compound word is made up of two or more shorter words. (e.g., <i>ballpark</i>)
consonant blend	A consonant blend consists of two or more letters whose sounds are blended together when pronouncing a word. (e.g., <i>clap, list, strike</i>)
consonant digraph	A consonant digraph consists of two consonants that stand for a single sound. (e.g., <i>sh, ch, th</i>)
consonant patterns <i>kn, wr, gn, mb, lf</i>	<ul style="list-style-type: none"> When a word begins with <i>kn</i>, the <i>k</i> is silent; with <i>wr</i>, the <i>w</i> is silent; with <i>gn</i>, the <i>g</i> is silent. (e.g., <i>knot, wrap, gnat</i>) When a word ends with <i>gn</i>, the <i>g</i> is silent; with <i>mb</i>, the <i>b</i> is silent; with <i>lf</i>, the <i>l</i> is (sometimes) silent. (e.g., <i>sign, comb, half</i>)
consonant trigraph	A consonant trigraph is three consonants that stand for a single sound. (e.g., <i>tch</i>)
contraction	A contraction is a shortened form of two words. An apostrophe appears where letters have been dropped from the original words. (e.g., <i>wouldn't/would not; they're/they are</i>)
diphthongs <i>oi, oy</i>	<ul style="list-style-type: none"> The letters <i>oi</i> and <i>oy</i> stand for the diphthong /oi/. (e.g., <i>boil, toy</i>) In a diphthong, each vowel contributes to the sound heard.
diphthongs <i>ou, ow</i>	<ul style="list-style-type: none"> The letters <i>ou</i> and <i>ow</i> can stand for the diphthong /ou/. (e.g., <i>out, cow</i>) In a diphthong, each vowel contributes to the sound heard.
endings, comparative	<ul style="list-style-type: none"> The ending <i>-er</i> is added to a word to compare two things. The ending <i>-est</i> is added to a word to compare three or more things. (e.g., <i>faster, fastest</i>) For many words that end in consonant-vowel-consonant, the last consonant is doubled before the ending is added. (e.g., <i>big, bigger, biggest</i>) For base words ending with consonant <i>-y</i>, the <i>y</i> changes to <i>i</i> before adding <i>-er, -est</i>. (e.g., <i>dry, drier, driest</i>)
endings, inflectional	<ul style="list-style-type: none"> The ending <i>-s</i> can stand for the sound /s/ or /z/. The ending <i>-ed</i> can stand for the sound /d/, /əd/, or /t/. (e.g., <i>named, needed, hoped</i>) For many words that end in consonant-vowel-consonant, the last consonant is doubled before the ending <i>-ed</i> or <i>-ing</i> is added. (e.g., <i>tap, tapped, tapping</i>) For base words ending with consonant <i>-y</i>, the <i>y</i> changes to <i>i</i> before adding <i>-ed, -es; -er, -est</i>. (e.g., <i>cry, cried, cries; dry, drier, driest</i>) When a base word ends in the letter <i>e</i>, the letter <i>e</i> is dropped before adding endings <i>-ed</i> or <i>-ing</i>. (e.g., <i>use, used, using</i>)

SKILL	GENERALIZATION
endings, plural	<ul style="list-style-type: none"> The ending <i>s</i> can stand for the sound /s/ or /z/. (e.g., <i>hats, bags</i>) For base words ending with consonant <i>-y</i>, the <i>y</i> changes to <i>i</i> before adding <i>-es</i>. (e.g., <i>baby, babies</i>)
endings, words with final <i>y</i> or <i>e</i>	<ul style="list-style-type: none"> When a base word ends with consonant <i>-y</i>, the <i>y</i> changes to <i>i</i> before adding <i>-ed, -es; -er, -est</i>. (e.g., <i>cry, cried, cries; dry, drier, driest</i>) When a base word ends in the letter <i>e</i>, the letter <i>e</i> is dropped before adding endings <i>-ed</i> or <i>-ing</i>. (e.g., <i>use, used, using</i>)
FLoSS rule	When a one-syllable word with a short vowel ends with the letters <i>f, l, s,</i> or <i>z</i> , the final letter is usually doubled. (e.g., <i>puff, hill, mess, fizz</i>)
homograph	<ul style="list-style-type: none"> A homograph is a word that is spelled the same as another word but is different in meaning and often pronunciation. (e.g., <i>bat, bow</i>) Context provides the clue to pronunciation.
long <i>a</i> : <i>a, ai, ay</i>	<ul style="list-style-type: none"> V/CV When a syllable ends with a single vowel, the vowel sound is usually long. (e.g., <i>lazy, later</i>) CVVC When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., <i>mail, wait</i>) CVV The letters <i>ay</i> usually stand for the long <i>a</i> sound. (e.g., <i>play</i>)
long <i>e</i> : <i>e, ee, ea, y, ey</i>	<ul style="list-style-type: none"> CV, V/CV When a word or a syllable ends with a single vowel, the vowel sound is usually long. (e.g., <i>me, begin</i>) CVVC When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., <i>meal, bean</i>) When <i>y</i> or <i>ey</i> ends a word of two or more syllables, it usually has the long <i>e</i> sound. (e.g., <i>baby, monkey</i>)
long <i>i</i> : <i>i, ie, igh</i>	<ul style="list-style-type: none"> CV, V/CV When a word or a syllable ends with a single vowel, the vowel sound is usually long. (e.g., <i>hi, pilot</i>) CVVC When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., <i>tied, applies</i>) When <i>i</i> is followed by <i>gh</i>, the <i>i</i> usually stands for its long sound, and the letters <i>gh</i> are silent. (e.g., <i>high</i>)
long <i>o</i> : <i>o, oa, oe</i>	<ul style="list-style-type: none"> CV, V/CV When a word or a syllable ends with a single vowel, the vowel sound is usually long. (e.g., <i>go, open</i>) CVVC When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., <i>road, goat</i>)
long <i>o</i> : <i>ow</i>	The letters <i>ow</i> can stand for the long <i>o</i> sound. (e.g., <i>row</i>)
long vowels <i>i, o</i>	<ul style="list-style-type: none"> When <i>i</i> is followed by <i>ld</i> or <i>nd</i>, its sound is often long. (e.g., <i>mild, find</i>) When <i>o</i> is followed by <i>ld</i> or <i>st</i>, its sound is often long. (e.g., <i>gold, post</i>)
long vowels, VCe, CVVC	<ul style="list-style-type: none"> VCe When a word has a vowel-consonant-silent <i>e</i> pattern, the vowel usually stands for its long sound. (e.g., <i>tape, Pete, fine, rope, cute</i>) CVVC When two vowels appear together in a word or syllable, the first vowel usually stands for its long sound, and the second is silent. (e.g., <i>rain, team, tied, road, hue</i>)
prefix	A prefix is a word part added to the beginning of a word that changes the word's meaning. (e.g., <i>un-, re-</i>)

SKILL	GENERALIZATION
r-controlled ar, or, ore, oar	<ul style="list-style-type: none"> • A single vowel followed by the letter <i>r</i> has a sound that is neither short nor long, but <i>r</i>-controlled. (e.g., <i>car, for, more, roar</i>) • Sound /är/ can be spelled <i>ar</i>. • Sound /ôr/ can be spelled <i>or, ore, or oar</i>.
r-controlled er, ir, ur	<ul style="list-style-type: none"> • A single vowel followed by the letter <i>r</i> has a sound that is neither short nor long, but <i>r</i>-controlled. (e.g., <i>her, sir, fur</i>) • Sound /er/ can be spelled <i>er, ir, or ur</i>.
short vowels	CVC When there is only one vowel at the beginning or in the middle of a word or syllable, it usually stands for its short sound. (e.g., <i>at, led, mit, mop, pup</i>)
suffix	A suffix is a word part added to the end of a word that changes the word's meaning, part of speech, or both. (e.g., <i>-ly, -ful</i>)
syllable	A word has as many syllables as it has vowel sounds. (e.g., <i>bug, hap/pen</i>)
syllable, final stable (syllables C + -le, -tion, -sion)	<ul style="list-style-type: none"> • If a word ends in consonant + <i>-le</i>, those three letters usually make up the last syllable of the word. (e.g., <i>mar/ble</i>) • If a word ends in <i>-tion</i> or <i>-sion</i>, the ending usually makes up the last syllable of the word. (e.g., <i>ac/tion, ten/sion</i>)
syllable VCCCV	If a word has three consonants in the middle, divide the word between the single consonant and the blend or digraph. (e.g., <i>chil/dren, ath/lete</i>)
syllable VCCV	VC/CV If a word has two consonants in the middle (that are not digraphs), divide between them. (e.g., <i>bas/ket, lad/der</i>)
syllable VCV (closed syllable)	<ul style="list-style-type: none"> • A closed syllable ends with a consonant and usually has a short vowel sound. (e.g., <i>mat, bas/ket</i>) • VC/V If you don't recognize the word when pronounced with a long vowel sound, put the consonant with the first syllable, making the first vowel short. (e.g., <i>lem/on</i>)
syllable VCV (open syllable)	<ul style="list-style-type: none"> • An open syllable ends with a long vowel sound. (e.g., <i>fi/nal</i>) • V/CV If a word has one consonant between two vowels, the consonant usually goes with the second syllable, making the first syllable long. (e.g., <i>pi/lot</i>)
vowel digraph	A vowel digraph is a letter combination that spells one vowel sound. This is sometimes called a <i>vowel pattern</i> or <i>vowel team</i> . (e.g., <i>rain, team, chief, loud, suit</i>)
vowel digraph ea	The letters <i>ea</i> can stand for short <i>e</i> or long <i>e</i> . Context provides the clue to pronunciation. (e.g., <i>bread, bean</i>)
vowel digraph ie	The letters <i>ie</i> can stand for the long <i>i</i> or long <i>e</i> sound. Context provides the clue to pronunciation. (e.g., <i>tied, brief</i>)
vowel digraphs ew, ue, ui, oo, ou	The letters <i>ew, ue, ui, oo, and ou</i> can stand for the vowel sound in <i>blue, /ü/</i> . (e.g., <i>new, clue, suit, moon, soup</i>)
vowel sound in ball	The vowel sound /ò/ can be spelled <i>a, al, aw, au, or augh</i> . (e.g., <i>all, chalk, law, haul, caught</i>)

SKILL	GENERALIZATION
vowel sounds of <i>y</i>	<ul style="list-style-type: none"> • When <i>y</i> ends a syllable or a one-syllable word, it usually stands for the long <i>i</i> sound. (e.g., <i>cycle, my</i>) • When <i>y</i> ends a word of two or more syllables, it usually has the long <i>e</i> sound. (e.g., <i>silly, company</i>)
vowels <i>oo, u</i>	<ul style="list-style-type: none"> • The letters <i>oo</i> can stand for the vowel sound in <i>foot</i>, /ù/, or in <i>moon</i>, /ü/. (e.g., <i>good, boot</i>) • The letter <i>u</i> can stand for the short <i>u</i> or the vowel sound in <i>foot</i>, /ù/. (e.g., <i>put</i>) • Context provides the clue to pronunciation.

Articulation Support Guide

Sound Articulation

Articulation is the formation of clear and distinct sounds. Teaching articulation along with phonological awareness benefits children and helps them become accurate and fluent readers. In fact, research shows a direct correlation between phonological awareness and reading success.

- Children must learn to isolate and pronounce the sounds, or phonemes, in spoken words.
- Children must map the sounds (phonemes) of English to letters or groups of letters (graphemes) that spell the sounds.
- To read successfully, children must access the sounds that the graphemes represent, read (decode) the words, and relate to the meaning of the words (comprehend).

With appropriate instruction that includes articulation support, children can become both accurate and fluent readers. Current research supports combining seeing, hearing, and saying to help children master sound-spellings and sound articulation.

Routine Sound Articulation

This routine can be used for teaching sound articulation or for reteaching children who need additional support.

- 1 Introduce** Display the sound-spelling and tell children the name of the sound spelling.

Examples

- Display the letter *f*. Say: **The name of this letter is f.**
- Display the digraph *ch*. Say: **This is the consonant digraph ch.**

- 2 Model** Say the sound and tell children how to articulate it.

Examples

- **When you say /f/, your top teeth touch your bottom lip.**
- **When you say /ch/, the tip of your tongue touches the roof of your mouth. Then air is released.**

- 3 Practice** Display the sound-spelling. Ask children to name the sound-spelling. Then ask children to produce the sound.

Distinguishing Similar Sounds

Some sounds can be difficult for children to distinguish. The sounds are produced almost identically, but there is a slight difference such as a variation in mouth formation, slightly different tongue position, or use of the vocal cords. For example, one sound might be voiced, meaning that the vocal cords vibrate when that sound is being produced, and the other might be unvoiced, meaning that there is no vocal cord vibration.

Here are examples of sounds that children can sometimes confuse.

Consonant Cognates

Unvoiced	Voiced
/f/	/v/
/p/	/b/
/t/	/d/
/k/	/g/
/s/	/z/
/th/	/TH/

Vowels

Sounds	Difference
/e/ and /i/	Both are voiced, but tongue position is different.
/e/ and /a/	Both are voiced, but mouth position is different.
/e/ and /ā/	Both are voiced, but mouth position is different.

Other Commonly Confused Sounds

Sounds	Difference
/ch/ and /sh/	Both are unvoiced, but air is released differently.
/m/ and /n/	Both are voiced, but mouth position is different.

Routine Distinguishing Similar Sounds

Use this routine to help children distinguish sounds that are often confused.

- 1 Introduce** Tell children that some sounds can be tricky because they sound a lot alike.

Examples

- Telling the difference between the sounds /f/ and /v/ can be tricky because they sound a lot alike.
- Telling the difference between /e/ and /i/ can be tricky because they sound a lot alike.

- 2 Model** Explain how producing the sounds is similar and different.

Examples

- When I say both /f/ and /v/, my top teeth touch my bottom lip. The difference is how the air comes out of my mouth. When I say /f/, the air just flows through my lips. Put your hand on your throat. When I say /v/, the air flows through my lips, but I can also feel my throat move.
- When I say both /e/ and /i/, my jaw is open. When I say /e/, my tongue is slightly rounded up. When I say /i/, my tongue is slightly lowered.

- 3 Practice** Have children practice producing the two sounds.

Examples

- Put a hand on your throat. Say /f/ and /v/. Notice how your throat moves when you say /v/ but not when you say /f/.
- Say /e/ and /i/. Notice how your tongue is in a different position when you say each sound.

Articulation Instruction for the Sounds of English

Consonant Sounds

Sound	Pronunciation	Sample Words	Voiced?
/b/	When you say /b/, you put your lips together. Then your lips open and a tiny puff of air comes out of your mouth.	ball, bat, bike	Voiced
/k/	When you say /k/, the back of your tongue is humped in the back of your mouth.	cat, kite, kangaroo	Unvoiced
/d/	When you say /d/, the tip of your tongue touches above your top teeth.	duck, dress, donut	Voiced
/f/	When you say /f/, your top teeth touch your bottom lip.	fox, fish, fan, phone	Unvoiced
/g/	When you say /g/, your mouth is open and your tongue is humped at the back of your mouth.	goose, gold, guitar	Voiced
/h/	When you say /h/, your mouth is open and air is pushed out of your mouth.	hammer, hat, hairbrush	Unvoiced
/j/	When you say /j/, the tip of your tongue touches the roof of your mouth. Then air is released.	juice, jellyfish, gym	Voiced
/l/	When you say /l/, the tip of your tongue touches above your top teeth and stays there.	lamp, lion, lemon	Voiced
/m/	When you say /m/, your lips come together.	moon, muffin, mouse	Voiced
/n/	When you say /n/, your tongue is at the top of your mouth behind your teeth and a little air comes out of your nose.	nest, notebook, napkin	Voiced

continued

continued Consonant Sounds

Sound	Pronunciation	Sample Words	Voiced?
/p/	When you say /p/, your lips start out together. They then open and a puff of air comes out of your mouth.	pillow, pinecone, pretzel	Unvoiced
/kw/	When you say /kw/, the back of your tongue is humped in the back of your mouth, and then your lips come together in a small circle.	queen, quilt, question mark	Voiced
/r/	When you say /r/, the tip of your tongue goes up toward the roof of your mouth.	rake, rainbow, rocket	Voiced
/s/*	When you say /s/, your tongue is near the top of your front teeth. Your tongue stays there as air is pushed out of your mouth.	sing, sandwich, sun	Unvoiced
/t/	When you say /t/, the tip of your tongue touches above your top teeth, and then a tiny puff of air comes out of your mouth.	tomato, toad, tent	Unvoiced
/v/	When you say /v/, your top teeth touch your bottom lip.	volcano, van, vegetable	Voiced
/w/	When you say /w/, your lips form a small circle.	web, wagon, walrus	Voiced
/ks/	When you say /ks/, the back of your tongue is humped in the back of your mouth and then moves to touch your bottom teeth as your jaw closes.	fox, box, socks	Unvoiced
/y/	When you say /y/, your tongue starts near the roof of your mouth and then moves down.	yellow, yo-yo, yogurt	Voiced
/z/*	When you say /z/, your tongue is near the top of your front teeth. Your tongue stays there as air is pushed out of your mouth and sound comes out.	zipper, zebra, zucchini	Voiced

*In plurals with the ending -s, unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.

Short Vowel Sounds

Sound	Pronunciation	Sample Words	Voiced?
/a/	When you say /a/, your jaw and tongue are down.	alligator, ant, apple	Voiced
/e/	When you say /e/, your jaw is open and tongue is slightly rounded up.	elephant, egg, envelope	Voiced
/i/	When you say /i/, your mouth is open and your tongue is slightly lowered.	iguana, igloo, insect	Voiced
/o/	When you say /o/, your mouth is open and your jaw drops.	octopus, otter, olive	Voiced
/u/	When you say /u/, your mouth is open, and your tongue is down.	umbrella, up, umpire	Voiced

Long Vowel Sounds

Sound	Pronunciation	Sample Words	Voiced?
/ā/	When you say /ā/, start with your tongue in the middle of your mouth. Your tongue moves up as your jaw closes slightly.	acorn, cake, skates	Voiced
/ē/	When you say /ē/, your tongue is high in your mouth and your jaw is almost closed.	eagle, tree, seal	Voiced
/ī/	When you say /ī/, your tongue is low in your mouth. It moves upward as your jaw closes.	island, five, lime	Voiced
/ō/	When you say /ō/, your lips form a circle that gets smaller as your jaw closes slightly.	oatmeal, rope, rose	Voiced
/ū/	When you say /ū/, you begin with your tongue near the roof of your mouth. Then the front of your tongue lowers as you close your lips into a small circle.	unicorn, music, cube	Voiced
/ü/	When you say /ü/, your lips form a small circle and the back of your tongue is high.	balloon, flute, raccoon	Voiced

Consonant Digraph Sounds

Sound	Pronunciation	Sample Words	Voiced?
/ch/	When you say /ch/, the tip of your tongue touches the roof of your mouth. Then air is released.	chick, chocolate, peach	Unvoiced
/sh/	When you say /sh/, your lips stick out and air is pushed out.	shark, shell, sheep	Unvoiced
/th/	When you say /th/, you put the tip of your tongue between your top and bottom teeth. Then air comes out of your mouth.	thumb, thorn, tooth	Unvoiced
/TH/	When you say /TH/, you put the tip of your tongue behind your top front teeth. Your tongue and teeth may touch lightly and your vocal cords vibrate to make sound.	the, then, smooth	Voiced
/hw/	When you say /hw/, your lips form a small circle as air is pushed out.	whale, whiskers, whistle	Unvoiced
/ng/	When you say /ng/, the back of your tongue lifts up and touches the back of your mouth.	string, ring, king	Voiced
/ngk/	When you say /ngk/, the back of your tongue lifts up and touches the back of your mouth. Your vocal cords vibrate as sound is produced, and then sound is cut off as a puff of air is released.	skunk, wink, pink	Voiced
/zh/	When you say /zh/, your lips stick out. The sides of your tongue might touch your top teeth.	treasure, television, measure	Voiced

r-Controlled Vowel Sounds

Sound	Pronunciation	Sample Words	Voiced?
/ar/	When you say /ar/, your tongue is low in your mouth and then moves up as your jaw closes.	star, marker, car	Voiced
/ër/	When you say /ër/, you lift the back of your tongue so that the sides of your tongue touch the back teeth.	bird, word, turtle	Voiced
/ôr/	When you say /ôr/, you begin with your lips in a small circle. Then your lips open and your tongue rises.	fork, corn, horse	Voiced

Diphthongs and Other Vowel Sounds

Sound	Pronunciation	Sample Words	Voiced?
/oi/	When you say /oi/, you begin with your lips in a small circle. Then your lips open and your tongue rises and comes forward.	toy, boy, coin	Voiced
/ou/	When you say /ou/, you begin with your jaw open and your tongue low near your teeth. Then you close your jaw and form your lips into a circle.	owl, cloud, mouse	Voiced
/û/	When you say /û/, your lips form a relaxed circle and the back of your tongue lifts up.	bull, bush, pudding	Voiced
/ô/	When you say /ô/, you push your tongue back and low, and your lips are rounded.	hawk, straw, lawn mower	Voiced

A note about initial consonant blends: When encoding words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, children should distinguish the placement and action of the lips, teeth, and tongue during articulation.

Glossary

abbreviation: A shortened form of a longer word or phrase, using some letters from the original word or words

accuracy: To read a text correctly, without omitting, adding, or changing any of the words

answer questions: To find answers to a reader's questions generated during and after reading

antonym: A word with a meaning that is the opposite to the meaning of another word

ask questions: To ask about the text before, during, and after reading to clarify and gain new information

blending: To string together the sounds that the letters spell in a word

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

closed syllable: A syllable that ends with a consonant and usually has a short vowel sound

compound word: A word made of two smaller words

consonant blend: A blended sound represented by two or three consonant letters

consonant digraph: A single sound represented by two consonants

consonant trigraph: A single sound represented by three consonants

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

contraction: A shortened form of two words in which some letters are removed and replaced with an apostrophe

decodable high-frequency words: High-frequency words that have previously-learned sound-spelling patterns

decoding: The translation of the symbols of written English (letters) into the sounds of the spoken language to read a word

detail: A small, often interesting piece of information that tells more about a main idea in a text

diphthong: A single vowel sound, represented by two letters, that resembles a glide from one sound to another

drama/play: A type of writing that tells a story and is acted out for others

final stable syllable: An unaccented syllable, such as a consonant + *-le*, *-tion*, or *-sion*, that always appears at the end of a word

glossary: An alphabetical list of important or difficult words in a text and their definitions

high-frequency words: The words that appear most often in our written language

homograph: A word that is spelled the same as another word but has a different meaning and usually a different pronunciation

inference: A logical conclusion readers draw about ideas not directly stated in a text 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 a section of text

monitor reading: 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 long vowel sound

oral vocabulary: Words used in speaking or recognized when listening

phoneme isolation: To identify individual sounds (phonemes) at the beginning, middle, and end of words

phoneme manipulation: To change individual sounds (phonemes) at the beginning, middle, and end of words

prediction: A smart guess 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 online source, such as a glossary or dictionary, that gives the meanings of words

rhyme: Two or more words with the same middle and ending sounds

rhyming word: See *rhyme*.

rhythm: The pattern of stressed and unstressed syllables

self-monitor: To listen as you read to notice and correct word-reading errors and to confirm understanding

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 contains a single vowel sound

synonym: A word with a meaning that is similar to the meaning of another word

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 digraph: Two letters that spell one vowel sound

vowel team: See *vowel digraph*.

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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