# Teacher's Edition Reading Routines COMPANION 

Practices Grounded in the Science of Reading



# myView 

LITERACY

## 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,
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## Table of Contents, Grade 4

Instruction Grounded in Research ..... p. ix
Meet Your Reading Routines Companion ..... pp. x-xi
Connected Resources for Whole and Small Group Instruction ..... pp. xii-xiii
Scope \& Sequence ..... p. xiv
Phonemic Awareness Routines ..... pp. 3-54
Word Study Routines ..... pp. 57-106
High-Frequency Words Routines ..... pp. 109-112
Syllable Patterns Routines. ..... pp. 115-132
Vocabulary Routines ..... pp. 135-158
Fluency Routines ..... pp. 161-176
Self-Monitor Routines ..... pp. 179-182
Comprehension Routines ..... pp. 185-208
Teacher Resources ..... pp. 211-215
Glossary ..... pp. 211-213
Research ..... pp. 214-215

## myView Literacy Crosswalk

| Word Study Routines | myView Crosswalk |
| :---: | :---: |
| Suffixes -ed, -ing, -s, -er, -est, pp. 57-58 | Unit 1, Week 1, pp. T26, T50, T58, T66, T72; Week 2, p. T126 |
| Suffixes -ty, -ity, -ic, -ment, pp. 59-60 | Unit 1, Week 2, pp. T88, T110, T118, T132; Week 3, p. T184 |
| Syllable Pattern VCe, pp. 61-62 | Unit 1, Week 3, pp. T148, T168, T176, T190; Week 4, p. T246 |
| Vowel Teams and Digraphs, pp. 63-64 | Unit 1, Week 4, pp. T206, T230, T238, T252; Week 5, p. T318 |
| Prefixes mis-, en-, em-, pp. 65-66 | Unit 1, Week 5, pp. T268, T302, T310, T324; Unit 2, Week 1, p. T70 |
| Plurals, pp. 67-68 | Unit 2, Week 1, pp. T26, T54, T62, T76; Week 2, p. T138 |
| Vowel Diphthongs, pp. 69-70 | Unit 2, Week 2, pp. T92, T122, T130, T144; Week 3, p. T196 |
| Irregular Plurals, pp. 71-72 | Unit 2, Week 3, pp. T160, T180, T188, T202; Week 4, p. T256 |
| Greek Roots bio, phon, scope, graph, meter, tele, pp. 73-74 | Unit 2, Week 4, pp. T218, T240, T248, T262; Week 5, p. T320 |
| Latin Roots terr, rupt, tract, aqua, dict, pp. 75-76 | Unit 2, Week 5, pp. T278, T304, T312, T326; Unit 3, Week 1, p. T58 |
| Related Words, pp. 77-78 | Unit 3, Week 1, pp. T26, T42, T50, T64; Week 2, p. T118 |
| $r$-Controlled Vowels, pp. 79-80 | Unit 3, Week 2, pp. T80, T102, T110, T124; Week 3, p. T184 |
| Final Stable Syllables -le, -tion, -sion, pp. 81-82 | Unit 3, Week 3, pp. T140, T168, T176, T190; Week 4, p. T258 |
| Syllable Patterns V/CV and VC/V, pp. 83-84 | Unit 3, Week 4, pp. T206, T242, T250, T264; Week 5, p. T312 |
| Silent Letters, pp. 85-86 | Unit 3, Week 5, pp. T280, T296, T318; Unit 4, Week 1, p. T68 |
| Greek and Latin Prefixes auto-, anti-, trans-, amphi-, pp. 87-88 | Unit 4, Week 1, pp. T26, T52, T60, T74; Week 2, p. T130 |

## Word Study Routines

myView Crosswalk
$\left.\begin{array}{|l|l|}\hline \text { Suffixes -able, -ible, pp. 89-90 } & \begin{array}{l}\text { Unit 4, Week 2, pp. T90, T114, T122, T136; } \\ \text { Week 3, p. T192 }\end{array} \\ \hline \text { Syllable Pattern VV, pp. 91-92 } & \begin{array}{l}\text { Unit 4, Week 3, pp. T152, T176, T184, } \\ \text { T198; Week 4, p. T258 }\end{array} \\ \hline \text { Prefixes im-, in-, ir-, pp. 93-94 } & \begin{array}{l}\text { Unit 4, Week 4, pp. T214, T242, T250, } \\ \text { T264; Week 5, p. T324 }\end{array} \\ \hline \text { Homophones, pp. 95-96 } & \begin{array}{l}\text { Unit 4, Week 5, pp. T280, T308, T316, } \\ \text { T330; Unit 5, Week 1, p. T64 }\end{array} \\ \hline \text { Latin Roots gener, port, dur, ject, pp. 97-98 } & \begin{array}{l}\text { Unit 5, Week 1, pp. T26, T48, T56, T70; } \\ \text { Week 2, p. T124 }\end{array} \\ \hline \text { Suffixes -en, -ent, -ence, pp. 99-100 } & \begin{array}{l}\text { Unit 5, Week 2, pp. T86, T108, T116, T130; } \\ \text { Week 3, p. T192 }\end{array} \\ \hline \text { Syllable Pattern VCCCV, pp. 101-102 } & \begin{array}{l}\text { Unit 5, Week 3, pp. T146, T176, T184, }\end{array} \\ \hline \text { T198; Week 4, p. T252 }\end{array}, \begin{array}{l}\text { Unit 5, Week 4, pp. T214, T236, T244, }\end{array}\right\}$

| Vocabulary Routines | myView Crosswalk |
| :---: | :---: |
| Oral Vocabulary: Build Background Knowledge, pp. 135-136 | Use with Listening Comprehension lessons |
| Use Resources, pp. 137-138 | Unit 1, p. T490 |
| Context Clues: Direct Definitions and Appositives, pp. 139-140 | Unit 1, Week 3, p. T146; Unit 2, Week 3, p. T158; Unit 3, Week 3, p. T138; Unit 4, Week 3, p. T150; Unit 5, Week 3, p. T144 |
| Context Clues: Synonyms, pp. 141-142 | Unit 1, Week 2, p. T86; Week 3, p. T146; Unit 2, Week 2, p. T90; Week 3, p. T158; Unit 3, Week 2, p. T78; Week 3, p. T138; Unit 4, Week 2, p. T88; Week 3, p. T150; Unit 5, Week 2, p. T84; Week 3, p. T144 |
| Context Clues: Antonyms, pp. 143-144 | Unit 1, Week 2, p. T86; Week 3, p. T146; Unit 2, Week 2, p. T90; Week 3, p. T158; Unit 3, Week 2, p. T78; Week 3, p. T138; Unit 4, Week 2, p. T88; Week 3, p. T150; Unit 5, Week 2, p. T84; Week 3, p. T144 |
| Context Clues: Examples, pp. 145-146 | Unit 1, Week 3, p. T146; Unit 2, Week 3, p. T158; Unit 3, Week 3, p. T138; Unit 4, Week 3, p. T150; Unit 5, Week 3, p. T144 |
| Context Clues: Surrounding Text, pp. 147-148 | Unit 1, Week 3, p. T146; Unit 2, Week 3, p. T158; Unit 3, Week 3, p. T138; Unit 4, Week 3, p. T150; Unit 5, Week 3, p. T144 |
| Word Parts for Meaning, pp. 149-150 | Unit 1, Week 1, pp. T24, T26; Week 2, p. T88; Week 5, p. T268; Unit 2, Week 1, p. T24; Week 4, p. T218; Week 5, p. T278; Unit 3, Week 1, p. T24; Unit 4, Week 1, pp. T24, T26; Week 2, p. T90; Week 4, p. T214; Unit 5, Week 1, pp. T24, T26; Week 2, p. T86; Week 4, p. T214; Week 5, p. T274 |
| Figurative Language: Similes, pp. 151-152 | Unit 1, Week 4, p. T204; Unit 3, Week 4, p. T204; Unit 5, Week 4, p. T212 |
| Figurative Language: Metaphors, pp. 153-154 | Unit 3, Week 4, p. T204 |
| Figurative Language: Analogies, pp. 155-156 | Unit 2, Week 4, p. T216 |
| Figurative Language: Idioms, pp. 157-158 | Unit 4, Week 4, p. T212 |


| Fluency Routines | myView Crosswalk |
| :---: | :---: |
| Accuracy, pp. 161-162 | Use with Small Group, Lessons 2-4 |
| Rate, pp. 163-164 | Use with Small Group, Lessons 2-4 |
| Prosody: Poetry, pp. 165-166 | Unit 2, Week 4, p. T242; Unit 3, Week 5, pp. T298, T306, T314 |
| Prosody: Narrative Texts, pp. 167-168 | Unit 1, Week 1, p. T60; Week 2, pp. T112, T120, T128; Week 5, pp. T304, T312, T320; Unit 2, Week 3, pp. T182, T198; Unit 3, Week 1, pp. T44, T52, T60; Week 2, pp. T104, T112, T120; Week 3, pp. T170, T178, T186; Week 4, pp. T244, T252, T260; Unit 4, Week 1, pp. T54, T62, T70; Week 2, pp. T116, T124, T132; Week 4, pp. T244, T252, T260; Week 5, pp. T310, T318, T326 |
| Prosody: Informational Texts, pp. 169-170 | Unit 1, Week 3, p. T178; Unit 2, Week 1, pp. T56, T64, T72; Unit 5, Week 1, pp. T50, T58, T66; Week 2, pp. T110, T118, T126; Week 3, pp. T178, T186, T194; Week 4, pp. T238, T246; Week 5, pp. T302, T310, T318 |
| Prosody: Drama, pp. 171-172 | Unit 4, Week 3, pp. T178, T186, T194 |
| Fluency and Qualitative Measures, pp. 173-174 | Use with Cold Reads for Fluency and Comprehension |
| Target Fluency Goals, p. 175 | Use with Cold Reads for Fluency and Comprehension |
| Oral Reading Fluency Rubric, p. 176 | Use with Cold Reads for Fluency and Comprehension |

## Comprehension Routines

myView Grosswalk

| Build Background Knowledge, pp. 185-186 | Use with Introduce the Text lessons; see also Unit 3, Week 3, p. T180; Unit 4, Week 2, p. T126; Week 4, p. T254 |
| :---: | :---: |
| Ask and Answer Questions, pp. 187-188 | Unit 1, Week 2, p. T122; Unit 3, Week 4, p. T254 |
| Predictions, pp. 189-190 | Unit 1, Week 4, p. T242; Unit 2, Week 2, p. T134; Unit 3, Week 2, p. T114 |
| Make Inferences, pp. 191-192 | Unit 3, Week 1, p. T54; Unit 4, Week 2, <br> p. T118; Week 4, p. T252; Unit 5, Week 1, <br> p. T60; Week 4, p. T248 |
| Main Idea and Details, pp. 193-194 | Unit 1, Week 2, p. T114; Unit 2, Week 1, p. T52; Unit 5, Week 2, p. T112 |
| Monitor Comprehension, pp. 195-196 | Unit 2, Week 1, p. T66; Week 5, p. T316; Unit 5, Week 2, p. T120 |
| Summarize, pp. 197-198 | Unit 1, Week 5, p. T314; Unit 4, Week 3, p. T188; Unit 5, Week 3, p. T188 |
| Synthesize, pp. 199-200 | Unit 2, Week 5, p. T308; Unit 4, Week 1, p. T64 |
| Text Structure: Chronological/Sequence, pp. 201-202 | Unit 1, Week 5, p. T306; Unit 2, Week 2, p. T88 |
| Text Structure: Description, pp. 203-204 | Unit 2, Week 2, p. T88 |
| Text Structure: Compare and Contrast, pp. 205-206 | Unit 1, Week 3, p. T172 |
| Text Structure: Cause and Effect, pp. 207-208 | Unit 2, Week 2, pp. T88, T126 |

## 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).


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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.

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

Explicit Teacher Talk

## SIDE A Isolate Phonemes: Medial /a/

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

## ROUTINE

STEP 1 INTRODUCE
Gather three counters. Today we will listen for the sound $/ \mathrm{a} /$ in the middle of words. The middle sound is the sound between the first and last sounds.

## TEP 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: $/ \mathrm{p} / \mathrm{a} / \mathrm{n} /$. Sweep your hand under the counters as you say: pan.

- Point to each counter as you say: $/ \mathrm{p} / / \mathrm{a} / / \mathrm{n} /$, 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: $/ \mathrm{k} / / \mathrm{a} / / \mathrm{p} /$. 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.

| jam | tab | rag | ham | fan |
| :--- | :--- | :--- | :--- | :--- |

## SIDE $B$

 Rate
## 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

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.
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."


## SIDE $A$ <br> 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. III come to words I don't know, 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 $/ \mathrm{gi} /$ with emphasis on the sound $/ \mathrm{K} / . / \mathrm{gi} /$ is an open syllable, so the first syllable in this word is $/ \mathrm{g} /$. 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.

Differentiation to meet the range of learners in your classroom


## 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.

| WEEK11/Es50N1 |
| :---: |
| Word Work |
| osictives |
|  |  |
|  |
| Unemit mex mex mathemex |
| FOUNDATIONAL SKILLS EXIENSION |
|  |  |
|  |
| Extended |
| Student |
| Practice |

## 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!)

ELL Targeted Support Long and Short Vowels Help students understand the concept of long and short vowel sounds in English. Draw a cat and a cake. Point to each and say: Cat has the shor midale sound $/ \mathrm{a}$. Cake has the long middle sound $/ \overline{\mathrm{a}}$ /. Ask students to say both words. Then draw and say other pairs of simple words with short and long vowel sounds. Have students clap once for the hort vowel sound and twice for the long vowel sound. emerging/Developing
Say: The word cat has the short vowel sound /a/. The word cake has the long vowel sound /a/. Then say the following words and ask
students to tell you whether the vowel sound is long or short: bike, students to tell you whether the vowel sound is long or short: bike,
tat, big, take, cane, can. EXPANDING/BRIDGING

## Student Practice

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

Multisensory Activities Grades K-2

Practices Grounded in the Science of Reading

## myView <br> LITERACY

Routines directly connected to core lessons!

## 

Phonics: Short Vowels
(- Make a match! Drag each word to the picture it matches.


Digital Practice
Activities to
Reinforce Skills
Grades K-5

SIDE B
Distinguish Long and Short Vowel Sounds

CORRECTIVE FEEDBACK

IF students cannot
distinguish long and
distinguish long and short
THEN model how to segment the sounds in each word to identify its long or short vowel sound, using Steps 2 and Next, work through the Make It Easier activity.

## Make It Easier

Students who cannot distinguish long and short vowel sounds in word pairs maa
need practice identifying the long or short vowel sound in individual words 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: /e/, 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/ê/, screech /i/, flight/o/, knot/u/, stump
Thumbs down:/ü/l lunch /ī/, drift /à/, branch /e/, dream /ö/, prompt

## Make It Harder

Students who can distinguish long and short vowel sounds in one-syllable word 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.

IDE A
Distinguish Long and Short Vowel Sounds
Phoneme isolation is the ability to identify individual sounds Phoneme isolation is the ability to identify individual so
(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//a//k/, bake. We
hear /a// in the middle of bake. Have students repeat $/ \overline{/} /$ 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


## 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 _?

| /è/pen, peas $/$ i/ rib, right $/ 0 /$ loan, block /û/ 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 __?

| /à/ stack, drain | /e/leak, speck | /i/ twise, kick | /o/ loan, lock |
| :---: | :---: | :---: | :---: |
| /u/ plug, huge | /è/ pets, cheese | li/ price, chimp | /ö/ broke, stomp |

## scope \& $s_{\text {equence }}$

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

## Phonemic Awareness

## Guidelines for Phonemic Awareness Routines

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

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

Keep these guidelines in mind as you use the Routines.

- Students who can independently read grade-level words at grade 2 or above do not need additional instruction and practice with phonemic awareness.
- A Screening Routine at the beginning of each phonemic awareness skill strand helps you place students into appropriate Routines.
- Phonemic awareness is about recognizing and manipulating sounds. Linking written words to the Routines as quickly as possible helps students map sounds to print, use the alphabetic principle, and decode and read words with automaticity.
- Students who automatically and successfully perform tasks in the Routines should quickly move to more advanced tasks. The goal is to get to Routines that are challenging in order to provide adequate time to reach proficiency.
- Routines should be used judiciously and expeditiously. Target instruction to meet individual student needs and move students out of the instruction when it is no longer needed.



## Screening Routine: Match Phonemes

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

## SCREENING ROUTINE

## Entry Point 1 Match Phonemes: Initial

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

## cupcake /k/

sidewalk /s/

## catnap <br> /k/

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


## Entry Point 2 Match Phonemes: Final

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

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


## Screening Routine: Match Phonemes

## Entry Point 3 Match Phonemes: Medial

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

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


## Exit Point

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

## Match Phonemes: Initial, Final, and Medial

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Emphasize the initial sound $/ \mathrm{k} /$ in campfire, coattail, and cutout. Let's hold up one finger each time we hear the initial sound $/ \mathrm{k} /$ in this sentence.
- Emphasize the final sound /d/ in bookend, childhood, and outside. Then say: Let's hold up one finger each time we hear the final sound /d/ in this sentence.
- Emphasize the medial sound /e/ in bedtime, desktop, and necklace. Then say: Let's hold up one finger each time we hear the medial sound /e/ in this sentence.

The concert started when the conductor came.

## The bread was

 homemāde.Felix saw a bedbug on the headboard.

## STEP 3 GUIDE PRACTICE

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

> platform, classroom, lonesome
milkshake, midnight, sickness

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


## STEP 4 ON THEIR OWN

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

| football, forehead, schoolwork (initial /f/) | homeroom, nightgown, afternoon (final /n/) |
| :---: | :---: |
| clubhouse, moonbeam, sunshine (medial $/ \mathrm{u} /$ ) |  |

# Match Phonemes: Initial, Final, and Medial 

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

- Listen as I say these words: pill, pine, pest. I want you to repeat the sounds with me and listen for the first sound in each word. The sound is $/ \mathrm{p} /$. Have students practice with final and medial sounds. Model and assist as needed.
- Practice with these words.
foot, sit, oat, let, mask, back, pad, flat


## Make It Harder

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

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


## Screening Routine: Isolate Phonemes

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

## SCREENING ROUTINE

## Entry Point 1 Isolate Initial Phonemes

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

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


## Entry Point 2 Isolate Final Phonemes

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

## foolish

grumpy
scramble

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


## Screening Routine: Isolate Phonemes

## Entry Point 3 Isolate Medial Phonemes

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

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


## Exit Point

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

## Isolate Phonemes: Initial

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: goodbye. Repeat the word slowly, emphasizing each phoneme. Let's isolate the beginning, or initial, sound. The initial sound is $/ \mathrm{g} /$. Now say the entire word: goodbye. That's right. Goodbye.
- Now listen to this word: overnight. Repeat the word slowly. What is the initial sound? That's right. The initial sound is $/ \bar{\sigma} /$.
- Phonics Connection Work with students to write the words goodbye and overnight. Look at the word goodbye. The initial sound in goodbye is $/ \mathrm{g} /$. What is the letter that represents the sound? That's right. The letter is $g$. Repeat the process for overnight.


## STEP 3 GUIDE PRACTICE

- Listen to this word: customer. Repeat the word, articulating each sound. Now isolate the initial sound in customer. That's right. The initial sound is $/ \mathrm{k} /$. Repeat the routine, having students isolate initial sounds in reporter and windowsill.
- Phonics Connection Work with students to write the words customer, reporter, and windowsill. What letter spells the initial sound in each of these words: customer, reporter, windowsill? Be sure students can identify and isolate the letters $c, r$, and $w$ in these words.


## STEP 4 ON THEIR OWN

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

| vacation (/v/) | typewriter (/t/) | thankful (/th/) |
| :---: | :---: | :---: |
| photograph (/f/) | impossible (/i/) |  |

## CORRECTIVE FEEDBACK

IF students cannot isolate initial phonemes in gradelevel words,

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

## Make It Easier

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

- I will say a word with four separate sounds. The word is hiker. The sounds in hiker are $/ \mathrm{h} / \mathrm{K} / / \mathrm{k} / /$ èr/. Hold up a finger and say $/ \mathrm{h} /$. Hold up another finger and say $/ \overline{/} /$. Continue holding up fingers for the remaining sounds. Let's say the word: hiker. Now say the first sound. That's right. The first sound is /h/. Hiker.
- Practice with these additional words.

| smell $(/ \mathrm{s} /$ ) | train (/t/) | bench (/b/) |
| :---: | :---: | :---: |

## Make It Harder

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

- Listen to this word: meantime. What is the initial sound in meantime? Yes. The initial sound in meantime is $/ \mathrm{m} /$. Have students write meantime. Be sure they correctly identify the sound-symbol correspondence for the sound $/ \mathrm{m} /$ and the letter $m$.
- Continue with the following words. Have students write the words after identifying initial sounds and the letters that spell the sounds.
peaceful (/p/) student (/s/) telescope (/t/)


## Isolate Phonemes: Final

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: beneath. Repeat the word slowly, emphasizing each phoneme: $/ \mathrm{b} / / ə / / \mathrm{n} / / \overline{\mathrm{e}} / / \mathrm{th} /$. What is the final sound you hear? That's right. The final sound is /th/. Let's say the entire word together: beneath.
- Now listen to this word: brighten. Repeat the word slowly: /b/ /r/ ////t/ /ə/ /n/. What is the final sound? That's right. The final sound is $/ \mathrm{n} /$.
- Phonics Connection Work with students to write the words beneath and brighten. Read the words aloud: beneath, brighten. Look at the word beneath. What are the letters that spell the final sound? That's right. The letters are th. Repeat the process for brighten.


## STEP 3 GUIDE PRACTICE

- Listen to this word: buffalo. Repeat the word slowly: /b/ /u/ /f/ /ə//I//ō/. Now isolate the final sound in buffalo. What is the final sound? That's right. The final sound is $/ \bar{\sigma} /$. Repeat the routine, having students isolate the final sound in ceremony and in impossible.
- Phonics Connection Have students write the words buffalo, ceremony, and impossible. Provide help as needed. What is the final sound in each of these words: buffalo, ceremony, and impossible? Be sure students can isolate the final letters $o, y$, and $l e$ in these words.


## STEP 4 ON THEIR OWN

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

| otherwise (/z/) | Thursday (/ā/) | champion (/n/) |
| :---: | :---: | :---: |
| December (/er/) | government $(/ \mathrm{t} /$ ) |  |

Isolate Phonemes: Final

## CORRECTIVE FEEDBACK

IF students cannot isolate final phonemes in gradelevel words,

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

## Make It Easier

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

- I will say a word with five separate sounds. The word is approach. Hold up a finger for each sound. Say: /ə//p//r//ō//ch/. Let's say the word: approach. Now separate the last sound from the rest of the word. That's right. The last sound is /ch/. Approach.
- Practice with these additional words.
insect $(/ \mathrm{t} /) \quad$ million $(/ \mathrm{n} /)$ freedom $(/ \mathrm{m} /$ )


## Make It Harder

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

- Listen to this word: experience. What is the final phoneme in experience? Yes. The final sound is $/ \mathrm{s} /$. Now write the word. Have students write experience. Provide guidance as needed.
- Continue with the following words. Have students write the words after identifying the final sounds and letters that spell the sounds.
orchestra (/ə/) introduce $(/ \mathrm{s} /$ ) hummingbird $(/ \mathrm{d} /$ )


## Isolate Phonemes: Medial

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: candlelight. There are three syllables in candlelight: can-dle-light. The middle sound in the first syllable can is /a/. What is the middle sound in the last syllable? The middle sound in light is $/ \mathrm{N} /$.
- Now listen to this word: brownstone: brown-stone. The middle vowel sound in brown is /ou/. What is the middle vowel sound in the last syllable stone? That's right. The middle sound is $/ \bar{\alpha} /$.
- Phonics Connection Work with students to write the words candlelight and brownstone.


## STEP 3 GUIDE PRACTICE

- Listen to this word: collection. Say the syllables with me: col-lec-tion. Now isolate the middle sound in the middle syllable of collection. The middle sound in the middle syllable is the sound /e/. Repeat the routine, having students isolate the middle vowel sound in the middle syllable of description (/i/) and summarize (/ə/).
- Phonics Connection Have students write the words collection, description, and summarize. Provide help as needed.


## STEP 4 ON THEIR OWN

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

| dictionary (/i/) | happiness (/a/) | $\left.\begin{array}{c}\text { thoughtfulness (/\%/) } \\ \hline \text { mysterious (/i/) }\end{array}\right)$ peppermint (/e/) |
| :---: | :---: | :---: |

## Isolate Phonemes: Medial

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

- I will say a word with two syllables. The word is backward: back-ward. Hold up a finger as you say each syllable. What is the middle sound in the first syllable back-? That's right. The middle sound in the first syllable is /a/. Backward.
- Practice with these additional words.
lawnmower (/o/) holiday (/o/) whisker (/i/)


## Make It Harder

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

- Listen to this word: community. What is the middle sound in the first syllable? Yes. The middle sound in the first syllable is / //. Now write the word. Have students write community. Provide guidance as needed.
- Continue with the following words.
convenience (/ə/) historical (/i/) hummingbird (/u/)


## Screening Routine: Blend and Segment Phonemes

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

## SCREENING ROUTINE

## Entry Point 1 Blend Phonemes

I am going to say the sounds in a word. I want you to blend the sounds to say the word.
/k/ /I/ /a/ /p/
/t/ /r/ /u/ /ngk/
/s/ /t/ /o/ /m/ /p/ /s/

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


## Entry Point 2 Segment Phonemes

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

place

strike
planet

- If students cannot segment the words place, strike, and planet into /p/ /// /ā/ /s/, $/ \mathrm{s} / / \mathrm{t} / / \mathrm{r} / \mathrm{I} / / \mathrm{k} /$, and $/ \mathrm{p} / \mathrm{IV} / \mathrm{a} / / \mathrm{n} / / \mathrm{\rho} / \mathrm{lt} /$, go to the Routine on p .19.


## Screening Routine: Blend and Segment Phonemes

## Entry Point 3 Blend and Segment Phonemes

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

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


## Exit Point

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

## Blend Phonemes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

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



## STEP 3 GUIDE PRACTICE

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



## STEP 4 ON THEIR OWN

Have students blend each word after you say the phonemes.

| prepay | spooky | heroes | sample | widen |
| :--- | :--- | :--- | :--- | :--- |

## CORRECTIVE FEEDBACK

IF students cannot blend the sounds of words,

THEN model how to blend three- and four-phoneme words, using the Make It Easier activity.

## Make It Easier

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

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

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

## Make It Harder

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

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

| basket | maintain | episode | recruit | contrast | citizen |
| :--- | :--- | :--- | :--- | :--- | :--- |

## Segment Phonemes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: reason. I'll clap the number of syllables I hear in reason. Clap two times as you say rea-son. Then, segment the sounds of the word, placing a counter from left to right as you say each phoneme: /r/ /ē/ /z/ /ə/ /n/. There are five sounds in the word reason.
- Phonics Connection Each sound in the word reason is represented by a letter or letters. I'll say each sound again as I
 write the word. Segment the word again, writing the letter that represents each sound as you say it: /r/ /ē/ /z/ /ə//n/. Reason.


## STEP 3 GUIDE PRACTICE

- Provide students with counters. Clap the syllables in this word: tasty. Now say the sounds with me as we segment the word. Have students place counters as they segment the word and say each sound: /t/ /ā/ /s/ /t/ /ē/. How many sounds do we hear? (five)
- Phonics Connection Each sound in the word tasty is represented by a letter or letters. Let's say the sounds again and write the word.
 Have students write the word with you: /t/ /a//s/ /t/ /ē/. Tasty.


## STEP 4 ON THEIR OWN

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

| blind | outline | master | silence |
| :--- | :--- | :--- | :--- |

## CORRECTIVE FEEDBACK

IF students cannot segment the sounds of words,

THEN model how to segment words with fewer phonemes, using the Make It Easier activity.

## Make It Easier

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

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

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

## Make It Harder

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

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

| sadness | imagine | midnight | treetop | intelligent |
| :---: | :---: | :---: | :---: | :---: |

## Segment and Blend Phonemes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Place five counters from left to right. Listen to this word: ticket. Segment the sounds of the word, touching a counter as you say each phoneme: /t/ /i//k/ /ə/ /t/. There are five sounds in the word ticket. Now let's blend the sounds. Blend the sounds of the word, sliding a finger under the counters as you say each sound slowly, and then again as you say the word: /t/ /i/ /k/ /ə/ /t/. Ticket.
- Phonics Connection Each sound in the word ticket is represented by a letter or letters. I'll say the sounds again and write the word. Segment the word again, writing the letter or letters that represent each sound as you say it: /t/ /i/ /k/ /ə/ /t/. Ticket. Now l'll blend the
 sounds again to read the word. Slide your finger under the word as you read: /t/ /i/ /k/ /ə/ /t/. Ticket.


## STEP 3 GUIDE PRACTICE

- Listen to this word: marches. Touch a counter as we say each sound: /m/ /är/ $/ \mathrm{ch} / / ə / / z /$. Now let's blend the sounds. Have students slide a finger under the counters as they say the word.
- Phonics Connection Let's say the sounds again and write the word. Have children segment the word again, writing the letter or letters that represent each sound. Now slide a finger under the letters to blend and read the word.


## STEP 4 ON THEIR OWN

Have students segment and write the word. Then have them blend and read the word.
virus artist mantle rabbit Friday unwrap

## Segment and Blend Phonemes

## CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds of words,

THEN model how to segment and blend words with fewer phonemes, using the Make It Easier activity.

## Make It Easier

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

- Have students place four counters from left to right. Listen as I say this word: gift. Now say the sounds with me as we segment the word. Touch a counter as we say each sound. Have students touch the counters as they segment the word with you: $/ \mathrm{g} / \mathrm{ij} / / \mathrm{f} / / \mathrm{t} /$. Now we will blend the sounds to say the word. I want you to say the sounds as you slide your finger under the counters. Have students use the counters to blend the sounds. Model and assist as needed.
- Practice with these words.

| coach | amaze | straw | gold | tooth | shelf | fresh |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Make It Harder

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

- Listen as I say this word: homework. I want you to segment the word by saying the sounds. (/h//ō//m//w//èr//k/) Now say the sounds again and write the word. Have students write the letter or letters that correspond to each sound as they segment the word homework. Finally, have them blend and read the word.
- Practice with these words.

| helicopter | animal | inventor | frustrated | customer |
| :---: | :---: | :---: | :---: | :---: |

## Screening Routine: Add and Delete Phonemes

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

## SCREENING ROUTINE

## Entry Point 1 Add Phonemes

I am going to say a word. Then I will say a sound. I want you to add the sound to the word to say a new word.
art, add /ch/ to the beginning

- If students cannot say the new word chart, go to the Routine on p. 25.
city, add /z/ to the end
- If students cannot say the new word cities, go to the Routine on p. 27.
size, add /p/ after /s/
- If students cannot say the new word spies, go to the Routine on p. 29.


## Entry Point 2 Delete Phonemes

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

- If students cannot say the new word right, go to the Routine on p. 31.
wait, take away /t/
- If students cannot say the new word way, go to the Routine on p. 33.
inspect, take away /p/
- If students cannot say the new word insect, go to the Routine on p. 35 .


## continued

# Screening Routine: Add and Delete Phonemes 

## Exit Point

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

## Add Phonemes: Initial

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: out. I will add the beginning sound /p/ to make a new word: /p/ /ou/ /t/, pout.
- Now I will add another beginning sound, /s/, to pout: /s/ -pout. The new word is spout.
- Listen again to the word out. Now I will add /sh/ at the beginning to make a new word: /sh/ -out, shout.
- Phonics Connection Write the word out. This is the word out. Write the letter $p$ before out to spell pout. I can add the sound /p/, represented by the letter $p$, to the beginning of out. Run a finger under the word as you blend and read. The new word is pout. Write the letter s before pout to spell spout. I added /s/ spelled $s$ to spell spout.


## STEP 3 GUIDE PRACTICE

- Say this word with me: rate. Now add the beginning sound /k/. What new word do we have? (crate) Repeat the routine, having students add /ch/ to air to make chair.
- Phonics Connection Have students write the word air. To spell the word chair, we need to add the sound /ch/ to the beginning of air. What letters spell the sound /ch/? Have students add $c h$ to spell chair.


## STEP 4 ON THEIR OWN

Have students form new words by adding initial phonemes to these words.
/sh/ + rug /k/ + loud /f/ + east /s/ + team /p/ + late /g/ + ray

## Add Phonemes: Initial

## CORRECTIVE FEEDBACK

IF students cannot add initial phonemes to form new words,

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

## Make It Easier

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

- I will add a sound to a word and say a new word. Hold up one hand and say $/ \mathrm{p} /$. Hold up the other hand and say lay. Bring your hands together and say play. I added /p/ to lay to make play. Now you try. Have students hold up their hands as they repeat / $\mathrm{p} /$-lay, play.
- Practice with these words.
/g/ + lad /s/ + and /t/ + win /m/ + ask /th/ + ink


## Make It Harder

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

- Listen to this word: rice. What word do you get when you add/p/ to the beginning of rice? Write the word. Have students write price.
- Continue with the following phonemes and words. Remind students that words that sound the same may not be spelled the same.

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

## Add Phonemes: Final

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: pain. I will add the final sound /t/ to make a new word: /p/ /ā/ /n/ /t/, paint.
- Now I will add another sound, /s/, to paint: /p/ /ā/ /n/ /t/ /s/. The new word is paints.
- Phonics Connection Write the word pain. This is the word pain. I can add the sound / $/$ // represented by the letter $t$, to the end of pain. Write the letter $t$ after pain to spell paint. Run a finger under the word as you blend and read. The new word is paint. Write the letter s after paint to spell paints. I added /s/ spelled $s$ to spell paints.


## STEP 3 GUIDE PRACTICE

- Listen to this word: stay. Now add the final sound /j/. What new word do we have? (stage) Repeat the routine, having students add /ch/ to tea to make teach.
- Phonics Connection Have students write the word tea. To spell the word teach, we need to add the sound /ch/ to the end of tea. What letters spell the sound /ch/? Have students add ch to spell teach.


## STEP 4 ON THEIR OWN

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

| store $+/ \mathrm{m} /$ (storm) | sun +/ē/ (sunny) | too + /I/ (tool) |
| :---: | :---: | :---: |
| write $+/$ èr/ (writer) | travel +/z/ (travels) | tray +/I/ (trail) |

## Add Phonemes: Final

## CORRECTIVE FEEDBACK

IF students cannot add final phonemes to form new words,

THEN repeat Step 3, adding the same final phoneme, /s/, to grade-level words such as speak, wake, tap, tape, taste, state, tent, test.

## Make It Easier

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

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

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

## Make It Harder

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

- Listen to this word: fell. What word do you get when you add / $\bar{o} /$ to the end of fell? Write the word. Have students write fellow.
- Continue with the following words and phonemes.

| beet + /al/ (beetle) | meal +/z/ (meals) | eight + /è/ (eighty) |
| :---: | :---: | :---: |
| for $+/ \mathrm{s} /$ (force) | hand + /2l/ (handle) | her +/d/ (herd) |

## Add Phonemes: Within Words

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: tickle. I will add the sound /r/ after /t/ to make a new word: /t/ /r/ /i/ /k/ /al/, trickle.
- Phonics Connection Write the word tickle. This is the word tickle. Write the word trickle under tickle and underline the $r$. I can add the sound $/ r /$, represented by the letter $r$, after the $t$ in tickle to spell a new word. Run a finger under the word as you blend and read. The new word is trickle.


## STEP 3 GUIDE PRACTICE

- Listen to this word: sash. Now add the sound $/ \mathrm{m} /$ after $/ \mathrm{s} /$. What new word do we have? (smash) Repeat the routine, having students add $/ \mathrm{n} /$ after $/ \mathrm{m} / \mathrm{u} / \mathrm{in}$ much to make munch.
- Phonics Connection Have students write the word much. To spell the word munch, we need to add the sound $/ n /$ spelled $n$ within the word. Where will you add an $n$ ? Have students write the new word munch.


## STEP 4 ON THEIR OWN

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

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

## Add Phonemes: Within Words

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

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

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

## Make It Harder

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

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

| tile/title (/t/) | shed/shred (/r/) | sun/spun (/p/) |
| :---: | :---: | :---: |
| couch/crouch $(/ \mathrm{r} /$ ) | soup/swoop $(/ \mathrm{w} /$ ) |  |

## Delete Phonemes: Initial

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: strap. I will take away the beginning sound /s/ to make a new word. Strap without /s/ is trap.
- Phonics Connection Write the word strap. This is the word strap. Erase the letter s at the beginning of the word to spell trap. I can take away the sound /s/, represented by the letter s, from the beginning of strap. Run a finger under the word as you blend and read. The new word is trap.


## STEP 3 GUIDE PRACTICE

- Say this word with me: thread. Now take away the beginning sound /th/. What new word do we have? (red) Repeat the routine, having students delete the first phoneme from groom, drank, and yearn.
- Phonics Connection Have students write the word yearn. The first sound in yearn is $/ \mathrm{y} /$, spelled y . Have students cover the $y$ in the word yearn. What word do you have now? Have students write the word earn under yearn.


## STEP 4 ON THEIR OWN

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

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

## Delete Phonemes: Initial

## CORRECTIVE FEEDBACK

IF students cannot delete initial phonemes,

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

## Make It Easier

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

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

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

## Make It Harder

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

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

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

## Delete Phonemes: Final

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: mourn. I will take away the final sound $/ n /$ to make a new word. Mourn without the final $/ \mathrm{n} /$ is more.
- Phonics Connection Write the word mourn. This is the word mourn. When I take away the sound $/ n /$, the new word is more. Write the word more under mourn, then point to the $n$ at the end of mourn. The sound $/ n /$, represented by the letter $n$, is in the word mourn. But it is not in the word more. That's not all that is different about these words. Sometimes when we take away a sound from a word, the spelling of the word changes in other ways. Run a finger under the words as you blend and read them again.


## STEP 3 GUIDE PRACTICE

- Say this word with me: plump. Now take away the final sound /p/. What new word do we have? (plum) Repeat the routine, having students delete the final phoneme from mild, napkins, and knead.
- Phonics Connection Have students write the word plump. The final sound in plump is $/ p /$, spelled $p$. Have students cover the $p$ at the end of the word plump. What word do you have now? Have students write the word plum under plump.


## STEP 4 ON THEIR OWN

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

| manner - /èr/ | source - /s/ | heal - /l/ |
| :---: | :---: | :---: |
| cubes - /z/ | fort - /t/ | beginner - /èr/ |

## Delete Phonemes: Final

## CORRECTIVE FEEDBACK

IF students cannot delete final phonemes to form new words,

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

## Make It Easier

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

- Listen to this word: dome. Hold out one hand and make a chopping motion moving from left to right as you say each sound. Let's segment the sounds in dome: /d/ / $\overline{\mathrm{I}} / / \mathrm{m} /$. Now we will say the word without $/ \mathrm{m} /$. Repeat the chopping motions as you say the new word: /d/ /o/. We took away $/ \mathrm{m} /$ from dome to make dough. Now you try. Have students make chopping motions as they segment /d/ / $\overline{\mathrm{o}} / / \mathrm{m} /$ and then $/ \mathrm{d} / / \overline{\mathrm{o}} /$.
- Practice with these words.

| troop - /p/ | stale - /I// | willow - /ō/ |
| :---: | :---: | :---: |
| bridle - /al/ | blurt - /t/ | daze - /z/ |

## Make It Harder

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

- Have students work in pairs. One student should say a word.
- The other student should say the word without the final phoneme. Tell students that the new word might be a silly word.
- If the new word is a word they know, they should write the word pair. Then have students share their lists.


## Delete Phonemes: Within Words

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: blend. I will take away the sound /// to make a new word. Blend without /// is bend.
- Phonics Connection Write the word blend. This is the word blend. Erase the letter I. I can take away the sound $/ I /$, represented by the letter I, from the word blend. Run a finger under the word as you blend and read. The new word is bend.


## STEP 3 GUIDE PRACTICE

- Say this word with me: crouch. Now take away the sound /r/. What new word do we have? (couch) Repeat the routine, having students delete the sound /s/ from roost, the sound /t/ from steak, and /p/ from spur.
- Phonics Connection Have students write the word crouch. We can take away the letter $r$ to spell a new word. What word do we get when we take away the $r$ ? Write it. Students should write the word couch.


## STEP 4 ON THEIR OWN

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

| scat $-/ \mathbf{k} /$ | scour $-/ \mathbf{k} /$ | speller $-/ \mathbf{p /}$ |
| :---: | :---: | :---: |
| vest $-/ \mathbf{s /}$ | plaster $-/ \mathbf{s} /$ | sent $-/ \mathbf{n} /$ |

## Delete Phonemes: Within Words

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

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

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

## Make It Harder

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

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

| spun | silk | pinch | task | split | snack |
| :---: | :---: | :---: | :---: | :---: | :---: |
| smash | munch | limp | mist | pest |  |

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


## Screening Routine: Substitute Phonemes

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

## SCREENING ROUTINE

## Entry Point 1 Substitute Initial Phonemes

Listen carefully as I say a word. I will ask you to change one sound in the word.
Then you will say the new word.
port: change /p/ to /sh/. What is the new word? (short)
black: change /b/ to /s/. What is the new word? (slack)
whistle: change /wh/ to /th/. What is the new word? (thistle)
boulder: change /b/ to /sh/. What is the new word? (shoulder)

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


## Entry Point 2 Substitute Final Phonemes

Listen carefully as I say a word. I will ask you to change one part of the word.
Then you will say the new word.
skull: change /I/ to /ngk/. What is the new word? (skunk)
send: change /d/to /t/. What is the new word? (sent)
helpful: change -ful to -ers. What is the new word? (helpers)

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


## Screening Routine: Substitute Phonemes

## Entry Point 3 Substitute Medial Phonemes

Listen carefully as I say a word. I will ask you to change one sound in the word.
Then you will say the new word.
shell: change /e/ to /o/. What is the new word? (shawl)
buggy: change /u/ to /a/. What is the new word? (baggy)
carton: Change /ə/ to /ü/. What is the new word? (cartoon)

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


## Exit Point

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

## Substitute Initial Phonemes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: fearful. The initial sound is /f/. I'm going to change the sound /f/ to /t/. What is the new word? That's right. The new word is tearful.
- Now listen to this word: buckle. Let's change the initial sound /b/ to /ch/. What is the new word? Yes-buckle becomes chuckle.
- Listen to this word: trail. Let's change the first sound in the blend/tr/ to /f/. The blend becomes /fr/. What is the new word? That's right. It's frail.
- Phonics Connection Work with students to say and then write word pairs fearful/tearful; buckle/chuckle; trail/frail. Help them make connections between sounds and letters.


## STEP 3 GUIDE PRACTICE

- Listen to this word: doodle. Change the first sound /d/to/p/. What's the new word? It's poodle. Have students change creatures to bleachers.
- Phonics Connection Help students recognize that words that sound the same may not be spelled the same, even if only their initial sound changes. Work with them to write creatures and bleachers. Emphasize sound-symbol correspondences.


## STEP 4 ON THEIR OWN

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


## Substitute Initial Phonemes

## CORRECTIVE FEEDBACK

IF students cannot substitute initial sounds in words or syllables,

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

## Make It Easier

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

- Listen to this word: cream. Hold up a finger for each phoneme as you say the word again slowly: /k/ /r/ /e// /m/. Let's say the word together: cream. Now let's change the first blend in the word. Let's change $/ \mathrm{kr} /$ to /dr/. Listen to the sounds: /d//r//e///m/. What's the word? That's right. It's dream.
- Practice with these additional words.
jade $\rightarrow$ spade $\rightarrow$ clip $\rightarrow$ slip $\rightarrow$ joke $\rightarrow$ spoke


## Make It Harder

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

- Listen to this word: farewell-fare-well. What is the initial sound in farewell? Yes. The initial sound is /f/. Now change the sound /f/ to the blend/st/. What is the word? The word is stairwell. Let's write the words. Guide students to recognize that the spelling of the $r$-controlled vowel changes, though the sound is the same.
- Continue with the following word pairs. Have students write the words after substituting initial sounds. Discuss spelling differences in the words when the initial sound changes.



## Substitute Final Phonemes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: count. Let's change the final blend /nt/ to the digraph /ch/. What is the new word? That's right. The new word is couch.
- Now listen to this word: bold. Let's change the final blend from /ld/ to /lt/. What is the new word? Yes-bold becomes bolt.
- Listen to this word: summary. Stretch out the syllables: sum-mar-y. Change the final letter -y to the letters -ize. What is the new word? That's right. It's summarize. By changing the ending, l've changed a noun to a verb.
- Phonics Connection Have students say and write word pairs count/couch, bold/ bolt, and summary/summarize. Emphasize sound-symbol correspondences.


## STEP 3 GUIDE PRACTICE

- Listen to this word: respectful. Separate the syllables: re-spect-ful. Change the final syllable -ful to -able. What's the new word? Yes. It's respectable.
- Phonics Connection Help students understand that changing suffixes can change the meanings of words. Work with them to write respectful and respectable.


## STEP 4 ON THEIR OWN

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


## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

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



## Make It Harder

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

- Listen to this word: volcano. Repeat the word slowly, emphasizing each syllable: vol-ca-no. What is the final sound in volcano? Yes. The final sound is / $\overline{/} /$. Now change the sound / $\overline{\mathrm{o}} /$ to the sounds $/ \mathrm{i} / / \mathrm{k} /$. What is the word? That's right. The word is volcanic. Let's say and write the words. Guide students to recognize that sometimes when a final sound changes, the vowel sound can also change.
- Continue with the following words. Have students write the words after substituting final sounds. Discuss sound-spelling correspondences.



## Substitute Medial Phonemes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: grave. Let's change the middle vowel sound /a/ to the vowel sound /ü/. What is the new word? Yes. It's groove.
- Now listen to this word: daze. Let's change the middle vowel sound from /ā/ to / $\bar{o} /$. What is the new word? Yes-daze becomes doze.
- Listen to this word: grief. Change the middle vowel sound /e/t to /a/. What is the new word? That's right. It's graph.
- Phonics Connection Work with students to say and then write word pairs grave/ groove; daze/doze; grief/graph. Help them recognize sound-symbol correspondences.


## STEP 3 GUIDE PRACTICE

- Listen to this word: sort. Now change the middle sound /ôr/ to /o/. What's the new word? That's right. It's sought.
- Listen to this word: safer. Now change the middle sound in the first syllable from /ā/ to /u/. What's the new word? Yes. It's suffer.
- Phonics Connection Help students say and write the word pairs sort/sought and safer/suffer. Discuss sound-symbol correspondences.


## STEP 4 ON THEIR OWN

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


## Substitute Medial Phonemes

## CORRECTIVE FEEDBACK

IF students cannot substitute medial sounds in words or syllables,

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

## Make It Easier

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

- Listen to this word: bat. Let's say the word together: bat. Now let's change the middle sound in the word. Let's change /a/ to /ó/. Listen to the sounds: /b/ /ó/ /t/. What's the word? That's right.
It's bought.
- Practice with these additional words.



## Make It Harder

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

- Listen to this word: cuff. What is the middle sound in cuff? Yes. The middle sound is /u/. Now change the sound /u/ to /o/. What is the word? The word is cough. Let's say and write the words. Guide students to recognize soundsymbol differences.
- Continue with the following words. Have students write the words after manipulating medial sounds. Discuss sound-spelling correspondences.



## Substitute Syllables

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: aside. I'm going to change the beginning syllable a- to the syllable out-. The new word is outside. Aside means "to the side, or apart"; outside means "on the outer part of something."
- Now listen to this word: childhood. Let's change the final syllable -hood to -proof. What is the new word? Yes-childhood becomes childproof. Childhood means "the state of being a child," whereas childproof means "designed to stop children from injury."
- Listen to this word: attention. Let's change the middle syllable from -ten- to -trac-. What is the new word? It's attraction. Discuss meaning changes.
- Phonics Connection Work with students to say and then write each word pair.


## STEP 3 GUIDE PRACTICE

- Listen to this word: behave. Change the last syllable -have to -hind. What's the new word? That's right. It's behind. Discuss meanings.
- Listen to this word: refuse. Changer the first syllable from re- to con-. What's the new word? Confuse. Discuss meaning changes in the two words.
- Listen to this word: paragraph. Change both the first and middle syllables from par-ato phon-o-. What's the new word? The word is now phonograph.
- Phonics Connection Help students say and write the word pairs.


## STEP 4 ON THEIR OWN

Have students substitute syllables to change the first word to the second. Then have them write the words and discuss sound-symbol correspondences.
cardboard $\rightarrow$ chalkboard $\rightarrow$ invention $\rightarrow$ infection

## Substitute Syllables

## CORRECTIVE FEEDBACK

IF students cannot substitute syllables in grade-level words,

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

## Make It Easier

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

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



## Make It Harder

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


## Substitute Affixes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Listen to this word: uncover. I can change the prefix un- to re-. The new word is recover.
- Listen to this word: attention. I can change the final suffix from -tion to -tive. The new word is attentive.
- Phonics Connection Write the word pairs above. Discuss how the spellings, parts of speech, and word meanings have changed.


## STEP 3 GUIDE PRACTICE

- Listen to this word: thoughtful. Now change the final suffix -ful to -less. What's the new word? (thoughtless)
- Phonics Connection Have students write the words above. Help them recognize that changing affixes can change the spellings, meanings, and parts of speech of a word.


## STEP 4 ON THEIR OWN

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


## CORRECTIVE FEEDBACK

IF students cannot substitute affixes in gradelevel words,

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

## Make It Easier

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

- Listen to this word: unload. Now let's take away the prefix un- from the word. What's the word? That's right. It's load.
- Now add the prefix re- before load. What's the word? (reload)
- Practice with these additional words.



## Make It Harder

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

- Listen to this word: admire. Can you think of any prefixes or suffixes that we can add onto the word admire to create a new word? (admired, admiring, admiration, admires, admirable, unadmirable)
- Continue with the following words. Have students write the words after substituting affixes. Discuss how the spellings, parts of speech, and meanings have changed.

| produce | reduce, production, producing, produced, introduce |
| :--- | :--- | :--- |
| publish | published, publisher, publishing, republish, publishable |
| imagine $\rightarrow$ | imagined, imaginative, imagining, unimaginative, imagines |

## Screening Routine: Chain and Reverse Phonemes

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

## SCREENING ROUTINE

## Entry Point 1 Chain Phonemes

I am going to say a word. Then I will ask you to add, delete, or change a sound.
I want you to tell me the new word.
cable, take away /k/ (able)
able, add /st/ to the beginning (stable)
stable, change /ā/ to /u/ (stubble)
stubble, change /st/ to /b/ (bubble)
bubble, add /z/ to the end (bubbles)

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


## Entry Point 2 Reverse Phonemes

I am going to say a word. I want you to say the sounds of the word backward to make a new word.
peach (cheap)
lime (mile)
save (vase)

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


# Screening Routine: Chain and Reverse Phonemes 

## Exit Point

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

## Chain Phonemes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

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


## pry pride prize praise graze gaze

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


## STEP 3 GUIDE PRACTICE

- Listen to this word: tea. Let's add $/ \mathrm{m} /$ to the end of the word. What's the word? (team) Change /m/ to /ch/. What's the word? (teach) Change /t/ to $/ \mathrm{p} /$. What's the word? (peach) Change the /ē/ to /ou/. What's the word now? (pouch) Take away /p/. What's the word? (ouch)
- Phonics Connection Write the word tea. To write the word team, we need to add $/ \mathrm{m} /$ to the end of the word. Write team under the word tea. Continue with the words teach, peach, pouch, and ouch to create a word chain. Discuss the spelling of each word and how it has changed.


## STEP 4 ON THEIR OWN

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

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

- Listen to these words: braid, brain. There is one sound that is different in these words. Tap the sounds with your finger. Listen as I segment the sounds: $/ \mathrm{b} / / \mathrm{rr} / \mathrm{a} / / \mathrm{d} / ; / \mathrm{b} / / \mathrm{r} / / \overline{\mathrm{a}} / \mathrm{n} /$. Which sound is different? (/d/ changed to $/ \mathrm{n} /$ ) Listen to these words: brain, train. /b/ /r/ /ā/ /n/; /t/ /r//ā/ /n/. Which sound is different? (/b/ changed to /t/) Now listen to these words: train, rain. $/ \mathrm{t} / / \mathrm{r} / / \overline{\mathrm{a}} / \mathrm{ln} / ; / \mathrm{r} / / \overline{\mathrm{a}} / \mathrm{n} /$. Which sound is different? (/t/ was deleted)
- Continue with the word chain below. Students then write the words.

| rain raid | read real steal |
| :---: | :---: | :---: |

## Make It Harder

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

- Create a set of word cards with each of these words: steam, boast, groom, glow.
- Place the word cards in a pile with the words facing down. The first student flips over a card. Students work in pairs to create a word chain, starting with the first word. They write the words from their word chain and identify which sound has changed in each word.
- The second student flips over the next card and they create another word chain, starting with the new word. Continue with the remaining word cards.
- Students then create sentences with some of the words from their word chain.


## Reverse Phonemes

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

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Slide your hand down your arm as you say the sounds of the word. Listen to this word: charm /ch/ (touch your shoulder) /är/ (slide to your elbow)/m/ (slide down to your hand).
- Move your hand up your arm. (Remember to reverse the sounds rather than the letters.) This time, I will say the sounds in reverse: /m/ (touch your hand) /är/ (slide to your elbow) /ch/ (slide up to your shoulder). The new word is march.
- Phonics Connection Write charm and march. Discuss how the order of the sound-spellings have changed. When I look at charm and march, I notice that the $/ \mathrm{ch} /$ and $/ \mathrm{m} /$ have changed places.


## STEP 3 GUIDE PRACTICE

- Slide your hand down your arm as you sound out the word. Serve: /s/ /èr/ /v/. Now say the sounds backward, starting from your hand and moving up: /v/ /er// /s/. What's the new word? (verse)
- Phonics Connection Write serve and verse. What do you notice about the sound-spellings in these words? Discuss the differences with students.


## STEP 4 ON THEIR OWN

Have students repeat this routine with the words below.

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

## CORRECTIVE FEEDBACK

IF students cannot reverse phonemes,

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

## Make It Easier

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

- Listen to this word: eat. How many sounds do you hear? (two) Take out two counters and tap the sounds of the word. (/e// /t/, eat)
- Now tap the second counter, then the first counter, and say the sounds backward. What are the sounds? (/t//ē/, tea)
- Continue with the words below.

| deaf/fed | loop/pool | cat/tack |
| :---: | :---: | :---: |
| tale/late | face/safe | neat/teen |

## Make It Harder

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

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

| might/time | zone/nose | sign/nice | peel/leap |
| :---: | :---: | :---: | :---: |
| pitch/chip | seen/niece | badge/jab |  |
|  |  |  |  |
|  |  |  |  |

- The first student will choose a word card and read the word. The second student will work to say the sounds of the word backward to identify the new word.
- Both students work together to discuss how the sound-spelling patterns are different in the two words. They then write sentences with the words.
- The second student then chooses a card and reads it to the first student. The first student repeats the steps above.


## Word Study

- High-Frequency Words Routines - Syllable Patterns Routines

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


# Suffixes -ed, -ing, -s, -er, -est 

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

## Connect to myView Literacy:

Suffixes -ed, -ing, -s, -er, -est:
Unit 1, p. T26

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Create and display word cards with the suffixes -ed, -ing, -s, -er, and -est. Learning how suffixes change the meanings of words can help you understand new words and become a better reader.


## STEP 2 MODEL

- We add the suffixes -ed, -ing, and $-s$ to verbs to tell when the action happens. Display the word walk. Slide the appropriate suffix to the end of walk as you say: A verb that ends with -ed means the action happened in the past. Sue walked to school. A verb that ends with -ing and a form of to be in front of it means the action is continuing. Sue is walking to school. A verb that ends with -s means the action is happening now or happens regularly. Sue walks to school.
- We add the suffixes -er and -est to adjectives to compare. Display bold. Slide the suffixes to the end of bold as you say: An adjective that ends with -er compares two people or things. That pig is bolder than my dog. An adjective that ends with -est compares three or more. Our cat is the boldest animal of them all!


## STEP 3 GUIDE PRACTICE

Display the verb cheer. What suffix can we add to mean it happened in the past? (-ed) What suffix shows it is happening in the present? (-s) Display the adjective hard. What suffix can we add to compare three or more people or things? (-est) What can we add to compare two? (-er)

## hard

## STEP 4 ON THEIR OWN

Have students add suffixes to these words and identify when the action happens or how many people or things are being compared.
jump add whisper great quick short

## SIDE B

Suffixes -ed, -ing, -s, -er, -est

## CORRECTIVE FEEDBACK

IF students cannot explain how a suffix changes the meaning of a verb or an adjective,

THEN model how each suffix changes a word's meaning, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students who cannot explain how a suffix changes the meaning of a verb may benefit from using words in context.

- Display the verb kick and these sentences. As you read each sentence, underline context clues that show when the action happens. What suffix added to kick means the action happens regularly? (-s) What suffix means the action happened in the past? (-ed) What suffix means the action is continuing? (-ing)
- Display the sentences below. Have students fill in the blanks with the correct form of the words in parentheses.
kick

Joe $\qquad$ the ball every day at practice.
Joe already $\qquad$ the ball.

Joe is $\qquad$ the ball into the net.

The robin is $\qquad$ a cheerful song. (tweet)
The brown puppy $\qquad$ all night yesterday. (bark)

## Make It Harder

Students who can explain how a suffix changes the meaning of a verb or an adjective may complete the following extension activity.

- Provide students with the following verbs and adjectives.
fixed blocking kindest stronger
- Have students write sentences in which the usage of the given verb or adjective is clear from the context.
- Encourage partners to exchange sentences and revise to clarify the usage as needed.


# Suffixes -ty, -ity, -ic, -ment 

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

Connect to myView Literacy:
Suffixes -ty, -ity, -ic, -ment:
Unit 1, p. T88

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Long words can seem hard to read. Recognizing suffixes and knowing their meanings can help you figure out meanings of longer words. It also helps to know that sometimes suffixes change how a base word is spelled and said. Display the suffixes.


## STEP 2 MODEL

- Display the words royalty and purity. I see the suffixes -ty and -ity. These suffixes both add the meaning "state or quality of" to a base word. Underline each base word as you say: I see the word royal, and I see pure. The final e of pure was dropped before the suffix
royalty
purity -ity was added. Royalty means "the state of being royal." Purity means "the state or quality of being pure."
- Display volcanic. The suffix -ic means "relating to." I see a base word: volcano. Volcanic means "relating to a volcano." In these two volcanic words, we say the base word differently. Listen: volcano, volcanic.
- Display agreement. The suffix -ment adds the meaning "action or process of" to a base word. What is the base word? (agree) Agreement means "the action of agreeing."


## STEP 3 GUIDE PRACTICE

Display each word at the right and ask: What is the base word? Does the way we spell and say the base word change when we add the suffix? What does the suffix mean? What does the word mean? (the state of being final; the action or process of judging)

## STEP 4 ON THEIR OWN

For each word at the right, have students identify the base word and the suffix and then read aloud the word and tell what the word means.

| artistic | scarcity |
| :---: | :---: |
| merriment | specialty |

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## Suffixes -ty, -ity, -ic, -ment

## CORRECTIVE FEEDBACK

IF students cannot distinguish base words and suffixes and determine the meanings of words with suffixes,

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

## Make It Easier

Students may benefit from addressing words in context.

- Display the sentences. Underline agile and agility as you say: I see the word agile in the first sentence. Where is the base word agile in the second sentence? (in agility) What has been added? (the suffix -ity) Do we say the base word the same way in both words? (no) What meaning does the suffix add to the word? (the state or quality of)
- Display the sentences. Follow the process above for amuse and amusement.
- Display the two sets of sentences below. Have students locate the base word that appears in both sentences, identify the suffix, and tell what the word means. Then have them say the words aloud and tell whether the base word sounds the same in both words.

The knight is loyal. The king is grateful for his loyalty.
The climate is changing. Scientists study climatic change.

## Make It Harder

Students can complete an extension activity.

- Provide students with the words at the right. Have students add a suffix-either -ty, -ity, -ic, or -ment-to each word. Then have them write sentences using both forms of each word.

- Have partners read aloud their sentences and check each other's usage, spelling, and pronunciation.

That gymnast is so agile.
Her agility is amazing.

These comics amuse me. I read them for amusement.

## Syllable Pattern VCe

## Connect to myView Literacy:

Syllable Pattern VCe: Unit 1, p. T148

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

## ROUTINE

## STEP 1 INTRODUCE

Words have different syllable patterns. Recognizing the syllable pattern VCe can help you read longer words. Today we will practice reading words with the syllable pattern VCe.

## STEP 2 MODEL

- Display the word cap. Have students read aloud the word. The vowel a in cap spells the short a sound $/ \mathrm{a} /$.
- Add $e$ to the end of cap and point to $e$. The $e$ at the end of a vowel-consonant-e, or VCe, word usually changes the first vowel to a long sound. The e is silent. Underline ape. The letters ape spell the VCe pattern, so the first vowel, $a$, is long and the $e$ is silent. This word is cape.
- Display the word mistake. I can use what I know about the VCe pattern to help me read longer words. This word ends with the VCe
cap pattern. Point to each letter as you say: The final e is silent and the vowel $a$ is long. The final syllable is take. The word is mistake.


## STEP 3 GUIDE PRACTICE

- Display sunshine. Does this word have the VCe pattern? (yes) What letters spell the VCe pattern in this word? (ine) What is the final syllable? (shine) What is the word? (sunshine)
- Repeat with the word exhale.


## STEP 4 ON THEIR OWN

Display the following words. Have students identify the VCe pattern in each word. Then have them read the words.
stampede trombone ignite compute

## SIDE B

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

Students who cannot identify and read words with the VCe pattern may benefit from a word-building activity.

- Display the word slid. Have students read the word aloud. What is the vowel sound? (short i)
- Add the letter e to the end of slid as you say: I will add silent $e$ to the end of this word. Silent e makes the first vowel, $i$, long. What is the word? (slide)
- Repeat with the following words.

| plum | grad | scrap | hop |
| :--- | :--- | :--- | :--- |

## Make It Harder

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

- Display the syllables at the right. Say the word concentrate. Have
students write the syllables in the correct order to spell the word.
cen trate con
- Repeat with these syllables and words.

```
phone e tel
    (telephone)
```

ve en lope
(envelope)
croc dile o (crocodile)

# Vowel Teams and Digraphs 

Vowel teams, or vowel digraphs, are letter combinations that spell one vowel sound.

## Connect to myView Literacy:

Vowel Teams and Digraphs:
Unit 1, p. T206

## ROUTINE

## STEP 1 INTRODUCE

Vowel teams are two or three letters that spell one vowel sound. Vowel digraphs are vowel teams in which the first vowel usually spells a long vowel sound and the second vowel is silent. Knowing the sounds that vowel teams and digraphs spell can help you read unfamiliar words.

## STEP 2 MODEL

- Display the word moan. Underline the vowel digraph oa in the word. This word has the vowel digraph oa in it. I know that the first vowel in this digraph usually spells a long vowel sound and that the second vowel is silent. The oa in this word spells the long o sound.
- This is how I blend the sounds to say the word. Point to each sound spelling as you say its sound: $/ \mathrm{m} / / \overline{\mathrm{o}} / \mathrm{h} / \mathrm{n}$, moan.
- Repeat with the following words: feet, trail, and team.



## STEP 3 GUIDE PRACTICE

- Display these words: railroad, treetop, sailboat, and teatime.
- Have students identify the vowel digraphs in each word. Then have them read aloud each word.

| railroad | sailboat |
| :---: | :---: |
| treetop | teatime |

## STEP 4 ON THEIR OWN

Have students identify the vowel digraph and the vowel sound it can spell for each of these words: raincoat, teammate, beehive, and mailbox. Then have students read aloud each word and write a sentence using the word.

## SIDE B

## Vowel Teams and Digraphs

## CORRECTIVE FEEDBACK

IF students cannot decode a word with a vowel team or digraph,

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 decode words with vowel digraphs may benefit from practice working with only one digraph at a time.

- Display the word boat. Underline the oa as you say: The letters oa are a digraph. In this digraph, the first vowel spells a long sound and the second vowel is silent. The digraph oa spells the long vowel sound / $\overline{/} /$. Say it with me: / $\overline{/} /$. Model how to blend the sounds to say the word boat: /b/ /ō/ /t/, boat.
- Repeat with the following words: load, moat, and cloak.
- Use a similar process to review the digraphs ai, ee, and ea.


## Make It Harder

Students who can decode words with vowel digraphs can read and write their own words with vowel digraphs.

- In pairs, have students look through a text to find and write words with the vowel digraphs oa, ai, ee, and ea. Challenge students to find two-syllable words as well.
- Then have partners take turns reading aloud each other's words and using each word in a sentence.


## Prefixes mis-, en-, em-

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

## Connect to myView Literacy:

Prefixes mis-, en-, em-:
Unit 1, p. T268

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Display the prefixes mis-, en-, and em-. When you add a prefix to a base word, you create a new word with a new meaning. Knowing the meaning of a prefix can help you figure out meanings of longer words.


## STEP 2 MODEL

- Display the word label. Position the mis card in front of label as you say: The word label is familiar, but what about mislabel? The base word label sounds the same in both words. But I know that a prefix changes a word's meaning. Mis- means "incorrectly" or "not." So I can figure out that mislabel means "incorrectly label."
- The prefixes en- and em- both mean "in," "provide with," or "cause to be." Display the word wrap. Position the en card in front of wrap
 as you say: The word wrap is familiar. Because I know what the prefix en- means, I can figure out that enwrap means "cause to be wrapped."
- Repeat in a similar manner with the words at the right.


## STEP 3 GUIDE PRACTICE

Display the word print. What prefix can we add to make a word that means "printed incorrectly"? (mis-) Display the word trap. If we add the prefix en- to this word, what does the new word mean? (to cause to be trapped)

## STEP 4 ON THEIR OWN

For the words below, have students identify the base word and prefix and tell what the word means.
enforce empower misinform misdial

## Prefixes mis-, en-, em-

## CORRECTIVE FEEDBACK

IF students cannot tell how a prefix changes the meaning of a base word,

THEN model how each prefix changes a word's meaning, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students may benefit from practice with words with prefixes in context.

- Display and read aloud the two sentences. Both students spelled the word. Which one did a better job? (Darnell) How do you know? (because Evan "misspelled" the word) What does misspelled mean? ("spelled incorrectly")
- Display the word circle and the sentence. Which prefix should we add to circle so that it is safe to visit this zoo? (en-) What meaning does that prefix add to circle? ("cause to be") What does encircle mean? ("cause to be circled")
- Display the sentences below. Have students add a prefix to the word in parentheses to complete each sentence.

We got lost because the old map $\qquad$ us. (directed)
Before I ship this fragile gift, I will $\qquad$ it in bubble wrap. (case)

## Make It Harder

Students can form new words with prefixes and use the words in sentences.

- Provide students with the words at the right.
- Have partners work together to form new words by adding the prefix mis-, en-, or em- to each word.

| vision | date |
| :---: | :---: |
| fold | body |

- Then, have each student independently write a sentence using each new word.
- Finally, have partners compare sentences and check that the words are real words and are spelled and used correctly.


## Plurals

A plural noun names more than one person, animal, place, or thing.

## Connect to myView Literacy:

Plurals: Unit 2, p. T26

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Have a dictionary available to check or confirm spellings. Most nouns are made plural by adding $-s$ to the end of the word. Singular nouns ending in $c h, s h, s, s s$, or $x$ are made plural by adding -es. Recognizing how plural nouns are formed can help you understand unfamiliar words as you read.

## STEP 2 MODEL

- Display the inflected ending -s. For most nouns, we add an $s$ to form the plural. Read aloud jacket as you model forming the plural by adding s. One jacket, two or more jackets.
- Display the inflected ending -es and the words at the right. Model forming plurals by adding -es. We add -es to form the plural of nouns ending in ch, sh, s, ss, or $x$ : branches, crashes, buses, dresses, foxes. This ending adds a syllable to the base word. Reread, the plural words, emphasizing the extra syllable.


## STEP 3 GUIDE PRACTICE

Display the words student and class. How do you form the plural of student? (Add -s: students.) Which word needs -es to form the plural? (class: classes) How do you know? (ends with ss)

## S

## jacket / jackets

## es

## branch / branches

 crash / crashes bus / buses dress / dressesfox / foxes

## student

class

## STEP 4 ON THEIR OWN

In pairs, have students form the plural of each word. Have them write sentences using the singular and plural forms.

| event | sash | lunch |
| :---: | :---: | :---: |
| wax | patch | lens |

## CORRECTIVE FEEDBACK

IF students cannot form plural nouns by adding -s or -es,

THEN model how to form plurals again, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students who cannot correctly use the $-s$ and -es endings to form plural nouns may benefit from categorizing words by their endings before forming plurals.

- Display a three-column chart with these headings: Ends in sh, ch, s, ss, or x ; Other Endings and Plural.
- Display the words at the right. Guide students to categorize the words in the appropriate column. Which words end with sh, ch, s, ss, or $x$ ? (tax, couch, latch, bush, mess, ax, bench) How do we form the plural of those words? (add -es: taxes, couches, latches, bushes, messes, axes, benches) How do we form the plural of the other words? (add -s: fingers, nests, forests, days, fences)


## Make It Harder

Students who can correctly use inflected endings to form plural nouns may enjoy an extension activity.

- Provide students with the following nouns.
address sandwich garnish phone boss match vest
- Have students create a Plural Noun Quiz, using questions such as If many people are in charge, what are there too many of? (bosses) or If there is ringing in my ears, what could I be hearing? (phones)
- Encourage partners to exchange quizzes and revise to clarify the usage as needed.


## Vowel Diphthongs

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

## Connect to myView Literacy:

Vowel Diphthongs: Unit 2, p. T92

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

A diphthong is two letters that spell one vowel sound. The vowel sounds /ou/ and /oi/ in cow and boy are diphthongs. Knowing the different spellings for diphthongs can help you read words.

## STEP 2 MODEL

- Display the words blouse and clown. Underline ou and ow. Different combinations of letters can spell the same sound. The letters ou and ow in these words both spell the same vowel sound: /ou/. Read aloud each word.
- Display the words coil and joy. Underline oi and oy. The letters oi and oy in these words both spell the same vowel sound: /oi/. Read blouse aloud each word.


## STEP 3 GUIDE PRACTICE

- Display the word drown. Let's try this word. Have students underline the letters that spell the diphthong and then read aloud the word.
- Repeat for the words sound, joint, and ploy.


## STEP 4 ON THEIR OWN

Have students identify the letters that spell the diphthong and then read aloud the following words: mouse, cow, coin, and boys. Then have students write a sentence for each word.

## Vowel Diphthongs

## CORRECTIVE FEEDBACK

IF students cannot decode words with diphthongs,

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 have difficulty reading words with diphthongs may benefit from practice with one sound spelling at a time.

- Display the word shout. Underline ou as you say: The letters o and $u$ work together to spell one sound, /ou/. Say it with me: /ou/. Have students blend the sounds to say the word with you.
- Display the following words: blouse, sound, and trout. Ask students to underline the letters that spell the diphthong in each word and identify its sound. Then have them blend the sounds to read aloud the word.
- Repeat for the letters that spell the diphthong in the words browser, coward, power, and powder.
- Extend the activity by focusing on the letters that spell the diphthong /oi/ in the words hoist, spoil, avoid, and moisten.


## Make It Harder

Students who can read words with diphthongs may be ready to use these words in their writing.

- Have partners work together to write a list of one- and two-syllable words for each spelling of the diphthongs /ou/ and /oi/: ou, ow, oi, oy. If necessary, provide the following words as examples of two-syllable words: annoy, eyebrow, power, and checkpoint.
- Then have students write a paragraph using as many of the words as they can.


## SIDE A

## Irregular Plurals

An irregular plural noun is one that does not follow the usual pattern of adding -s or -es to form the plural. These irregular plurals may involve spelling changes or no change at all.

## Connect to myView Literacy:

Irregular Plurals: Unit 2, p. T160

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Have a dictionary available to confirm spellings. Irregular plural nouns do not follow the usual pattern of adding -s or -es to form the plural. Recognizing irregular plural nouns and their spellings can help you figure out word meanings and better understand what you read.

## STEP 2 MODEL

- Display life and lives. Usually we add an $s$ to form a plural noun, but some nouns need a spelling change. Point to each word as you model forming the plural of life by changing the $f$ to $v$ and adding $s$.
- Display man and men. Point to each word as you explain that there is no rule to form some plurals. One man, many men. Some nouns need a new word to form a plural. We have to learn and remember these plural nouns.
- Display trout and trout. Some nouns do not change to form a plural. We have to learn and remember these nouns too.

$\square$


## STEP 3 GUIDE PRACTICE

Display person. What word means more than one person? (people)
Display knife. How can I change the word to mean more than one knife? (change the $f$ to $v$ and add $s$ : knives) Display ox. How should I change the spelling to form the plural? (add en: oxen)


## STEP 4 ON THEIR OWN

Have students form the plural of each word at the right. Have them write sentences using the singular and plural forms.


## CORRECTIVE FEEDBACK

IF students cannot recognize and form irregular plurals,

## THEN model several examples again, using Steps 2

 and 3. Next, work through the Make It Easier activity.
## Make It Easier

Students who cannot recognize and form irregular plurals may benefit from using the words in context.

- Display foot, feet, and the sentences. As you read each sentence, underline context clues that show if a singular or plural noun makes sense. Is it harder to balance on one foot or two? (one) What noun names one? (foot) Would one or both feet get wet walking by water? (both) What noun is plural? (feet)
- Display scarf and the sentence. As you read the sentence, underline context clues that show whether a singular or plural noun makes sense. Does the sentence talk about one scarf or more? (more) How can we form the plural of scarf? (change the $f$ to $v$ and add es: scarves)
- Display the sentences below. Have students fill in the blanks with the plural form of the words in parentheses.


## foot / feet

I stand on one $\qquad$ to practice balance.
My ___ got wet as I walked by the shore.

## scarf

You'll need two $\qquad$ to stay warm on a freezing cold day.

The three $\qquad$ on the boat guided it to the dock. (woman) A flock of $\qquad$ flew over in a perfect $V$ shape. (goose)

## Make It Harder

Students who can recognize and form irregular plurals can do an extension activity.

- Explain that some nouns that end in us form the plural by changing us to $i$.
- Provide students with the following nouns.
cactus fungus stimulus nucleus
- Have students form the plural for each word. Then have them write sentences in which the usage of the given noun is clear from the context.
- Encourage partners to exchange sentences and revise to clarify the usage as needed. Prompt them to use a dictionary to confirm spellings.


# Greek Roots bio, phon, scope, graph, meter, tele 

## Connect to myView Literacy:

Greek Roots: Unit 2, p. T218
A root is a word part that has meaning but usually requires a prefix, suffix, or another root to form a word.

## ROUTINE

## STEP 1 INTRODUCE

Have a dictionary available to check meanings. Many English words are based on words from other languages, including Greek. Recognizing roots can help you determine meanings of unfamiliar words.

## STEP 2 MODEL

- Display the Greek roots bio, phon, scope, graph, meter, and tele. Point to each root as you review its meaning.
- Model how to use the meanings of roots to define telescope. Tele means "far" or "distant." Scope means "looking at." That helps me figure out that a telescope is "something used to look at far or distant places."
- Model a similar process with the words biography (written account of a life), centimeter (measurement of length), and microphone (device used to make sounds louder).

| bio $=$ " life" |
| :---: |
| phon $=$ "sound" |
| scope $=$ "looking at" |
| graph = "written," "drawn" |
| meter = "measure" |
| tele = "far," "distant" |

## STEP 3 GUIDE PRACTICE

Display microscope, telegraph, and phonics. What word has to do with sounds? (phonics) How do you know? (phon means "sound") What word is likely to mean "looking at something small"? (microscope) What word is likely to mean "a written message sent far away"? (telegraph)

## STEP 4 ON THEIR OWN

Have students use root meanings to determine the meaning of each word at the right. They can confirm with a dictionary as needed.

## telephone

speedometer
biology

## Greek Roots bio, phon, scope, graph, meter, tele

## CORRECTIVE FEEDBACK

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

## Make It Easier

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

- Distribute six index cards to each student. Write each Greek root on one side of an index card and its definition on the other side. Add a visual that will help you remember each root's meaning.
- Have partners use the cards as flashcards to practice reading the roots and explaining their meanings.
- Then display the following words and have students use their cards to help figure out the meanings: biorhythm, symphony, pedometer, autograph, televise, stethoscope. Guide students as needed.

| bio $=$ "life" |
| :---: |
| phon $=$ "sound" |
| scope $=$ "looking at" |
| graph $=$ "written," "drawn" |
| meter $=$ "measure" |
| tele $=$ "far," "distant" |

## Make It Harder

Students who can use Greek roots to figure out word meanings can extend the activity.

- Tell students that some inventions, such as the telephone, were named using Greek roots. Have them use the roots in this lesson to name and describe a new invention. For example, a telemeter might be used to measure distant planets or stars.
- Have partners exchange invention names and then use their knowledge of roots to describe the purpose of each other's inventions.


# Latin Roots terr, rupt, tract, aqua, dict 

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

Connect to myView Literacy:<br>Latin Roots terr, rupt, tract, aqua, dict: Unit 2, p. T278

## ROUTINE

## STEP 1 INTRODUCE

Have a dictionary available to check meanings. Many English words are based on words from other languages, including Latin. Recognizing roots can help you determine meanings of unfamiliar words.

## STEP 2 MODEL

- Display the Latin roots terr, rupt, tract, aqua, and dict. Point to each root as you review its meaning.
- Model how to use the meanings of roots to define aquanaut. Aqua means "water." I know that astronauts explore outer space. That helps me figure out that an aquanaut is "someone who explores under water."
- Model a similar process with the words territory (area of land), erupt (break out), extract (pull something out), and dictionary (a book of word meanings and pronunciations).


## STEP 3 GUIDE PRACTICE

Display terrarium, aquatics, and traction. What word has to do with water? (aquatics) How do you know? (aqua means "water") What word is likely to mean "pulling or allowing movement"? (traction) What word is likely to mean "container for plants"? (terrarium)

## STEP 4 ON THEIR OWN

Have students use root meanings to determine the meaning of each word at the right. They can confirm with a dictionary as needed.

```
terr = "land," "earth"
```

    rupt \(=\) "break"
    tract = "pull," "drag"
aqua $=$ "water"
dict = "say"

## aquamarine

subterranean
subtract

## SIDE B

# Latin Roots terr, rupt, tract, aqua, dict 

## CORRECTIVE FEEDBACK

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


#### Abstract

THEN model using Latin roots to determine word meanings with additional examples, using Steps 2


 and 3. Next, work through the Make It Easier activity.
## Make It Easier

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

- Distribute five index cards to each student. Have students write each Latin root on one side of an index card and its definition on the other side. Prompt them to add a visual that will help them remember each root's meaning.
- Have partners use the cards as flashcards to practice reading the roots and explaining their meanings.
- Then display the following words and have students use their cards to help figure out meanings: aqualung, rupture, terrestrial, contract.

$$
\begin{gathered}
\text { terr = "land," "earth" } \\
\text { rupt = "break" } \\
\text { tract = "pull," "drag" } \\
\text { aqua = "water" } \\
\text { dict = "say" }
\end{gathered}
$$

## Make It Harder

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

- Tell students that the names of new products or ideas may use Latin roots. For example, an aqua-tractor might be a machine that pulls things under water. Have students use the roots in this lesson to name and describe a new product, idea, or invention.
- Have partners exchange product or invention names and then use their knowledge of roots to describe the purpose of each other's product.


## Related Words

Related words are words with the same or similar word parts, such as fly, flier, and flight. These words often have related meanings but may be different parts of speech.

## Connect to myView Literacy:

Related Words: Unit 3, p. T26

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Have a dictionary available to identify related words and to check meanings. Recognizing related words, or words with the same or similar word parts, can help you determine the meanings of longer or unfamiliar words.

## STEP 2 MODEL

- Display the sentence at the right and point out the verb pay. Discuss its meaning: "to give money for something."
- Display the related words and model identifying how they are similar and different. Payer seems related to pay because it includes $p-a-y$. The suffix -er can mean "someone who." So a payer is a noun meaning "someone who pays."

Pay for the items at checkout.
payer
payment
paid

- Model a similar process with payment (an amount to be paid) and paid (past tense of pay; money earned), and suggest other related words such as prepay, unpaid, payroll, and taxpayer.


## STEP 3 GUIDE PRACTICE

Display the words shown at the right. Which words are related to love? (lovable, lovely, loving) What are some other related words? (unloved, lovingly) Which words are related to mix? (remix, mixture, premix) What are some other related words? (mixer, unmixed)

| remix | love |
| :--- | :--- |
| mixture | lovable |
| mix | lovely |
| loving | premix |

## STEP 4 ON THEIR OWN

Have students create webs for related words, such as color (discolor, colorless, color coded)) and favor (favorite, favorable, favoritism), checking a dictionary as needed.

## CORRECTIVE FEEDBACK

IF students cannot recognize related words or use common word parts to determine meaning,

THEN model recognizing additional related words and using common word parts to determine meaning, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students who cannot recognize related words and explain how their meanings connect may need more practice identifying common word parts.

- Display, in random order, related words such as those shown to the right. Have partners identify the common word parts and then create a list of each set of related words.
- Highlight or draw a colored box around the common word part in each set, using a different color for each set. For example, they should use three different colors to highlight imag, class, and know.
- Have partners show their understanding of the related

| image <br> imagination <br> imagery | imagine <br> reimagine |
| :--- | :--- |
| class  <br> classify  <br> classification classic <br> classwork  |  |
| know knowledge <br> acknowledge knowingly <br> unknown  |  | words by writing sentences using at least two related words from each set.

## Make It Harder

Students who can recognize related words and figure out their meanings can work on an extension activity.

- Have students create a word ladder puzzle for a set of related words. Tell them to write the shortest related word on the bottom step of the ladder. Then have them show the correct number of letter spaces for words of increasing length going up the ladder.
- Students can write clues or definitions next to each step on the ladder.
- Have partners exchange puzzles and then use their knowledge of related words to fill in as many words as they can.


## $r$-Controlled Vowels

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

## Connect to myView Literacy:

r-Controlled Vowels: Unit 3, p. T80

## ROUTINE

## STEP 1 INTRODUCE

An $r$-controlled vowel is a vowel that is followed by the letter $r$. The $r$ changes the sound of the vowel to a sound that is neither long nor short. We are going to learn about the sounds /är/, /er/, and /ôr/. Understanding $r$-controlled vowels will help you read new words.

## STEP 2 MODEL

- Display and read aloud the word carpet. I hear the sound /är/ in the word carpet. Underline ar. The letters ar spell the sound /är/ in carpet. Blend the sounds to read carpet.
- Create a chart as shown. Add carpet to the correct column.
- Repeat for the remaining $r$-controlled vowel patterns using the words bluebird, kerchief, learning, turnip, foghorn, soaring, and storefront. Point out that some $r$-controlled vowels sound the same
 but are spelled differently.


## STEP 3 GUIDE PRACTICE

- Display the word shorten. Which $r$-controlled vowel pattern do you see? (or) What sound does the vowel pattern spell? (/ôr/) Have a volunteer read aloud the word and add it to the chart.
- Repeat for these words: party, firmly, return, unheard, perfect, shoreline, carton, and soared.


## STEP 4 ON THEIR OWN

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

## SIDE B

## $r$-Controlled Vowels

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

Students who cannot decode words with $r$-controlled vowels may benefit from practice with one $r$-controlled vowel pattern at a time using one-syllable words.

- Display the word part. Underline the ar as you say: The $r$-controlled vowel sound in part can be spelled ar. Have students blend the sounds to say the word with you.
- Have students underline the $r$-controlled vowel pattern in the following words: start, mark, and snarl. Then have them blend the sounds to read the words.
- Extend the activity by focusing on the other $r$-controlled vowel patterns /er/ and /ôr/, one at a time.


## Make It Harder

Students who can read words with $r$-controlled vowels may be ready to write words with $r$-controlled vowels.

- Have students create lists of words for different $r$-controlled vowel patterns. Ask them to include as many multisyllabic words as they can.
- Then have partners challenge each other to read aloud the words they listed.
- Finally, have partners create original sentences, using one word with each $r$-controlled vowel sound: /är/, /er/, and /ôr/.


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

## Connect to myView Literacy:

Final Stable Syllables: Unit 3, p. T140


#### Abstract

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


See digital practice on SavvasRealize.com.

## ROUTINE

## STEP 1 INTRODUCE

The syllables -le, -tion, and -sion always appear at the end of a word. These syllables are called final stable syllables. Knowing how to identify and read these syllables can help you read unfamiliar words.

## STEP 2 MODEL

- Display the word bundle. This word ends with the final stable syllable -le. The final stable syllable -le always has a consonant before it. To read a word with the final stable syllable -le, divide before the consonant. Divide the word, read each syllable, and blend the syllables to read the word. Bun/dle, bundle.
- Point to the words nation and mansion. To read a word with the final stable syllable -tion or -sion, we divide before the final stable syllable. Divide nation. Read each syllable and then blend the syllables to read the word. Repeat with mansion. Explain that -tion


## bun / dle

na / tion
man / sion is pronounced/shun/ and that -sion can be pronounced /shun/ as in mansion, or /zhun/ as in vision.

## STEP 3 GUIDE PRACTICE

Display these words. Guide students to divide and read tangle. What is the final stable syllable pattern? (consonant $+l e$ ) How do we divide the word? (before consonant g) Read each syllable. (tan/gle) Now read the word. (tangle) Repeat with lotion and division.


## STEP 4 ON THEIR OWN

Display the following words: question, revision, assemble, position, trample. Have students identify the final stable syllable in each word and then read aloud the word.

## SIDE B

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

## CORRECTIVE FEEDBACK

IF students have difficulty reading words with final stable syllables,

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

## Make It Easier

Students who cannot read words with final stable syllables may benefit from a word-building activity.

- For each partner pair, prepare a set of cards with the syllables from each of the words.
- Have partners work together to use the cards to build and then read aloud each word.
- Have them take turns using each word in an

| bri / dle | noo / dle |
| :---: | :---: |
| sec / tion | ac / tion |
| vi/sion | ten / sion | oral sentence.

## Make It Harder

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

- Tell students that it can be difficult to know which spelling to use when a word ends with /shun/. Most words that end with /shun/ are spelled -tion. When the syllable before the final stable syllable /shun/ ends with $I$, $r$, or $s, / s h u n /$ is spelled -sion.
- Review that the sound /zhun/ is always spelled -sion.
- Dictate the following words.
position discussion operation confusion mansion
- Have partners spell the words. Then have them work together to use a dictionary to check their spellings.


## Syllable Patterns V/CV and VC/V

A syllable is a word part that has one vowel sound. Words with the syllable pattern VCV can be divided before or after the consonant.

Connect to myView Literacy:
Syllable Patterns V/CV and VC/V: Unit 3, p. T206

## ROUTINE

## STEP 1 INTRODUCE

Long words can be hard to read. Knowing where to divide the syllables in words can help you read longer words. You can use your knowledge of syllable patterns $\mathrm{V} / \mathrm{CV}$ and $\mathrm{VC} / \mathrm{V}$ to figure out unfamiliar words.

## STEP 2 MODEL

- Display the word student and point out the VCV pattern. When there is one consonant between two vowels, we usually divide before the consonant. Divide the word before the consonant $d$. Stu/dent, student. Review that when a syllable ends with a single vowel, it is called an open syllable and the vowel sound is long.
- Display the word planet. Now l'll try it with this word. I'll divide before the consonant. /plā/net, plānet. I'm not familiar with plānet, so I'll divide after the consonant. /plan/et, planet. I'm familiar with planet. This word is planet. Review that when a syllable ends in a consonant,


## student

stu / dent
planet
plan / et it is called a closed syllable and the vowel sound is short.

## STEP 3 GUIDE PRACTICE

- Display the word return. Is there one consonant between two vowels? (yes) Where do we usually divide? (before the consonant) Divide the word. Say each syllable and then say the word. (re/turn, return) Is return a familiar word? (yes)
- Repeat with the word lizard, first dividing before the consonant and then dividing after the consonant to read the word correctly.


## STEP 4 ON THEIR OWN

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

| spider | modern |
| :---: | :---: |
| rejoice | shiver |

## SIDE B

## CORRECTIVE FEEDBACK

IF students have difficulty dividing and reading words with the VCV pattern,

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

## Make It Easier

Students may benefit from creating words with the V/CV and VC/V patterns.

- Prepare word cards with open and closed syllables such as the following.

| pen | po |
| :---: | :---: | :---: | :---: | :---: |

- Distribute one card to each student. Then display a different syllable, such as cil. Check to see if the syllable on your card can combine with cil to make a familiar word (penci). When you find a match, say and write the word.
- Continue displaying syllables (er, river; ny, pony, penny; ish, vanish; by, baby; mid, humid) until all students can make a match.


## Make It Harder

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

- Tell students that words can have more than one pattern. Display the following words.
circulate liberty absolute volunteer galaxy hazelnut
- Have partners work together to divide and read each word. Have them identify the open and closed syllables in each one. (cir/cu/late, lib/er/ty, ab/so/lute, vol/un/teer, gal/ax/y, ha/zel/nut)

A silent letter is a letter that appears in the spelling of a word but

Connect to myView Literacy:
Silent Letters: Unit 3, p. T280 is not pronounced.

## ROUTINE

## STEP 1 INTRODUCE

In some words, a letter may appear in the spelling of the word, but that letter is silent. It is not pronounced. Learning about consonant patterns in which one of the letters is silent will help you recognize and read unfamiliar words.

## STEP 2 MODEL

- Display the word knot, underline the kn, and read aloud the word. The letter $k$ in knot is not pronounced. Other words that begin with the $k n$ consonant pattern also have a silent $k$. Add the word to the appropriate column of a chart like the one shown here.
- Display the words knee and knife. Underline the kn consonant patterns, read aloud the words, and point out that the $k n$ in these words also is pronounced $/ \mathrm{n} /$. Add the words to the chart.
- Repeat for the remaining consonant patterns.


## STEP 3 GUIDE PRACTICE

- Display the word rhythm. What consonant pattern with a silent letter do you see? (rh) Which letter is silent? (h) Call on a volunteer to read aloud the word and add it to the proper column on the chart.
- Repeat for these words: wriggle, knob, gnome, knit, wrist, gnaw, heir, and rhino.


## STEP 4 ON THEIR OWN

| $k$ (kn) | knot <br> knee <br> knife |
| :---: | :---: |
| $w$ (wr) | write |
| $g$ (gn) | gnat |
| $h$ <br> (kh, gh, rh) | khaki <br> ghost <br> rhyme |
| $h$ <br> $(b e g i n n i n g ~$ <br> of some <br> words) | herb |

Have students look through a dictionary to find other words that include these consonant patterns. Have students write a list for each consonant pattern. Then have partners read aloud each other's lists. They can use the dictionary to check pronunciations.

## CORRECTIVE FEEDBACK

IF students cannot identify the silent letters in words,

THEN model how to identify the silent letters in some consonant patterns, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students who cannot identify the silent letters in words may find it helpful to use a dictionary to check the pronunciation of words with these consonant patterns.

- Display the word wrap. Have students find the word in a dictionary and check the pronunciation. Then have them identify the letter that is silent.
- Ask students to use the dictionary to find other words that begin with the consonant pattern wr. What letter is silent in all of these words? (w)
- Extend the activity by focusing on words that begin with kn, rh, and gn.


## Make It Harder

Students who can read and pronounce words that have silent letters at the beginning may be ready to read words that have silent letters in the middle or at the end.

- Display the words designer, thumbprint, doubtful, listener, soften, climb, fasten, and plumber.
- Explain that each word has a consonant pattern in which one letter is silent. Challenge partners to identify the consonant pattern in each word, pronounce the word, and point out the silent letter. Students can check their pronunciations in a dictionary as needed.
- Then have students group the words by consonant pattern (gn, bt, mb, st, ft).


# Greek and Latin Prefixes auto-, anti-, trans-, amphi- 

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

## Connect to myView Literacy:

Greek and Latin Prefixes:
Unit 4, p. T26

## ROUTINE

## STEP 1 INTRODUCE

Have a dictionary available to check meanings. Many English words include prefixes or other word parts from Greek or Latin. Recognizing word parts can help you determine the meanings of unfamiliar words.

## STEP 2 MODEL

- Display the prefixes auto-, anti-, trans-, and amphi-. Point to each prefix as you present its meaning.
- Model using the meaning of auto- to define autobiography. Automeans "self." I know that a biography is the story of a person's life. That helps me figure out that an autobiography is "the story of a person's life written by himself or herself."
- Model a similar process with the words antiwar (against war), transport (carry across), amphibolite (rock combining two types of rock).


## STEP 3 GUIDE PRACTICE

Display the words at the right. Which word has to do with travel across an ocean? (transatlantic) How do you know? (trans means "across") Which word is likely to mean "preventing a skid"? (antiskid) Which word means "someone's self-written name"? (autograph) Which word means "something that lives on both land and water"? (amphibian)

## STEP 4 ON THEIR OWN

Have students use prefix meanings to determine the meaning of each word at the right. They can check a dictionary as needed.
autograph
transatlantic
amphibian

## automobile

# Greek and Latin Prefixes auto-, anti-, trans-, amphi- 

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

- Distribute four index cards to each student. Write each prefix on one side of an index card and its definition on the other side. Add a visual that will help you remember each prefix's meaning.
- Have partners use the cards as flashcards to practice reading the prefixes and explaining their meanings.
- Then display the following words and have students use their cards to help figure out the meanings: autopilot, anticrime, transplant, amphitheater. Guide students as needed.


## Make It Harder

Have students who can use Greek and Latin prefixes to figure out word meanings do an extension activity.

- Tell students that new words are often created using well-known prefixes. For example, autocorrect is a computer feature that tries to self-correct words that a typist misspells.
- Have students use the prefixes in this lesson to identify or create one or more words that describe a new idea or invention.
- Have partners exchange their words and then use their knowledge of prefixes to define each other's word.


## Suffixes -able, -ible

A suffix is a word part added to the end of a word that changes the word's meaning, part of speech, or both. These two suffixes come from Latin.

## Connect to myView Literacy:

Suffixes -able, -ible: Unit 4, p. T90

## ROUTINE

## STEP 1 INTRODUCE

Display the suffixes. When we add the Latin suffix -able or -ible to a verb, we create an adjective. Both of these suffixes mean "capable of being" or "deserving." Knowing what suffixes mean can help you figure out the meanings of new words.

## STEP 2 MODEL

- Display the word renewable. I see a suffix that we just talked about: -able. What is the base word? (renew) I know that renew is a verb. When I think about the meaning of renew and the meaning of -able, I can figure out that renewable means "capable of being renewed." Renewable is an adjective-a describing word.
- Display reducible. I see the other suffix we talked about: -ible. I also see a base word that is mostly familiar, but it is a little bit different. The final e of reduce was dropped before the suffix -ible was added. The meaning of reduce and the meaning of -ible help me figure out that reducible means "capable of being reduced."


## STEP 3 GUIDE PRACTICE

Display disposable. What is the suffix? (-able) What is the base word? (dispose) Does its spelling change? (Yes; the silent $e$ is dropped.) What part of speech is disposable? (an adjective) What does disposable mean? (capable of being disposed of)

## STEP 4 ON THEIR OWN

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

| collapsible | posable | measurable | forcible |
| :--- | :--- | :--- | :--- | :--- |

renewable reducible
reducible

## SIDE B

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

Students may benefit from practice with the words in context.

- Display the sentences. Underline move and movable as you say: In the first sentence, I see move being used as a verb. Where do you see the base word move in the second sentence? (in movable) What has been added to the base? (the suffix -able) Movable is not a verb-an action word-like move is in the first sentence. It is an adjective. What does movable mean? (capable of being moved)
- Display the sentences. Model a similar process with the words collect and collectible.
- Display the sentences below. Have students identify the base word that appears in both sentences, identify the suffix, and tell

They move Lee's desk. Is your desk movable?

Shan and I collect rocks.
They are easily collectible at the beach. what the word means.

I can reverse this jacket. Is your jacket reversible?
Did the plate break? Those dishes are so breakable.

## Make It Harder

Students can complete an extension activity.

- Provide students with the verbs at the right.
- Then have them add -able or -ible to the word and use the new word in a sentence.

| watch | prevent |
| :---: | :---: |
| convert | afford |

- Have partners read aloud their sentences and check word usage, pronunciation, and spelling.


## Syllable Pattern VV

A syllable is a word part that has one vowel sound. Words with the syllable pattern VV are divided between the two vowels.

## Connect to myView Literacy:

Syllable Pattern VV: Unit 4, p. T152

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Review with students that words have different syllable patterns. Knowing where to divide the syllables in words can help you read unfamiliar words. Today we'll divide and read words with the VV syllable pattern.

## STEP 2 MODEL

- Display toast and giant. Point to toast. We've learned that two vowels together can stand for one sound, like the oa in toast.
- Sometimes two vowels together spell two separate sounds. Point to giant and underline ia. Giant. I hear two vowel sounds in giant. Giant has the VV syllable pattern. We divide words with the VV pattern between the two vowels. Divide giant. gi/ant, giant.
- To read an unfamiliar word that has two vowels together, we can try reading the vowels as one sound and then as separate sounds. Display the word poet. First l'll read oe as one sound, /pōt/. l'm not familiar with pōt, so maybe this word has the VV syllable pattern. I'll try reading oe as separate sounds: /pō/ /et/. I'm familiar with poet. The word poet has the VV syllable pattern. Review that when a syllable ends in a vowel, it is called an open syllable and the vowel sound is long.


## STEP 3 GUIDE PRACTICE

Display the word dial. Does this word have the VV pattern? (yes) Where do we divide? (between the vowels) Divide the word. Read each syllable and then read the word. (di/al, dial) Repeat with ruin.

| dial | di / al |
| :---: | :---: |
| ruin | ru / in |

## STEP 4 ON THEIR OWN

For each word, have students identify the VV pattern, divide the word, read each syllable, and read the word.

| science | triumph |
| :---: | :---: |
| fluid | trial |

## CORRECTIVE FEEDBACK

IF students have difficulty dividing and reading words with the VV syllable pattern,

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

## Make It Easier

Students who cannot divide and read words with the VV pattern may benefit from building and reading words with the VV pattern.

- Display each of these syllables and have students read them aloud. Say: Remember, a syllable that ends with a vowel is called an open syllable, and the vowel sound is long. A syllable that ends with a consonant is called a closed syllable, and the vowel sound is short.
- Prepare, shuffle, and distribute a set of the syllable cards to partners.
- Say the word diet. Have partners work together to combine syllables to build and read the word. Repeat with the

| di | et |
| :---: | :---: |
| tri | al |
| li | on |
| flu | id |
| po | em | following words: trial, lion, dial, fluid, and poem.

## Make It Harder

Provide an extension activity for students who can divide words with the VV pattern.

- Tell students that words can include more than one syllable pattern. Display three-syllable words that include the VV syllable pattern such as those below.
- Have partners work together to divide and read each word.

| diary | scientist | rodeo | violin | video |
| :---: | :---: | :---: | :---: | :---: |

SIDE A

## Prefixes im-, in-, ir-

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

## Connect to myView Literacy:

Prefixes im-, in-, ir-: Unit 4, p. T214

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Display the prefixes im-, in-, and ir-. Adding a prefix to a base word creates a new word with a new meaning. Adding the prefix im-, in-, im in ir or ir- does not change how we say the base word. You can use your knowledge of prefixes to figure out the meanings of new words.

## STEP 2 MODEL

- The prefixes im-, in-, and ir- give the opposite meaning to the base word. Display the word perfect. Position the im card in front of perfect as you say: The word perfect is familiar, but what about imperfect? If the prefix gives the word its opposite meaning, then imperfect means "not perfect."
- Display the word action. Position the in card in front of action as you say: Here is another familiar word: action. Again, the prefix in-
 gives the base word its opposite meaning, so I can figure out that inaction means "no action."
- Repeat in a similar manner with the word irresistible.


## STEP 3 GUIDE PRACTICE

Display each word at the right and ask these questions: What is the base word? What prefix has been added? How does the prefix affect the base word's meaning? What does the word mean? (not movable; not efficient)
immovable
inefficient

## STEP 4 ON THEIR OWN

Have students identify the base word and the prefix and then tell the meanings of the following words.

| irregular indecisive immature informal |
| :---: | :---: | :---: |

## CORRECTIVE FEEDBACK

IF students cannot tell how a prefix changes the meaning of a base word,

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

## Make It Easier

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

- Display and read aloud the two sentences. Which doctor would you rather go to? (Dr. Jones) Why? (because Dr. Lewis is not paying attention) Which word means "not paying attention"? (inattentive)
- Display and read aloud the sentence. In this movie, does the mad scientist get "home" again? (no) Why? (because the machine can't be reversed, or brought back to the original time) Which word means "can't be reversed"? (irreversible)
- Display the sentences below. Have students add a prefix to the word in parentheses to complete each sentence.

The judge was fair and made a/an $\qquad$ decision. (partial) Dad is handy around the house, but he is $\mathrm{a} / \mathrm{an}$ $\qquad$ plumber. (experienced)

Dr. Jones listened attentively to my symptoms.
Dr. Lewis was inattentive as
I described my illness.

In the movie, the mad scientist learned that the time machine he was in was irreversible.

## Make It Harder

Students can form new words with prefixes and use the words in sentences.

- Display the following words.
accurate responsible mortal secure
- Have partners work together to form new words by adding a prefix to each word.
- Then, have each student independently write a sentence using each new word.
- Finally, have partners compare sentences and check that the words are used correctly.


## Homophones

Homophones are words that have the same pronunciations but

Connect to myView Literacy:
Homophones: Unit 4, p. T280 different spellings and meanings.

ROUTINE
See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Have a dictionary available to check pronunciations and meanings. Homophones can be confusing. Recognizing homophones and using context to figure out their meanings can help you better understand what you read.

## STEP 2 MODEL

- Display the sentence at the right, pointing to week and weak as you read it aloud. Say: Week and weak sound the same, but they have different spellings and meanings. I learn the meaning and spelling of both words to be sure I use the correct one.
- Display the first set of words and the sentence. These words sound the same, but they have different meanings. Meet means "get together." Meat is a kind of food. Using the correct spellings completes the sentence in a way that makes sense: / will meet Dad at the market to choose some meat for dinner.
- Follow a similar routine for the second set of words: We use or between choices. An oar is "a paddle used to row a boat." Put your oar in the water or the boat won't move!


## STEP 3 GUIDE PRACTICE

Display the last set of words and the sentence. Which word names two people or things? (pair) Which word names a fruit people can share? (pear) A pair of friends can split a pear to share. Does that make sense? (yes)

## STEP 4 ON THEIR OWN

Have students define each word in the following sets of homophones and use both words in sentences: hare/hair; stare/stair; mail/male; piece/peace.

All week, Raphael felt weak from the flu.

```
meet meat
I will ___ Dad at
```

the market to choose
some ___ for dinner.
or oar
Put your___ in the water ___ the boat won't move!
$\qquad$ of friends can split a $\qquad$ to share.

## CORRECTIVE FEEDBACK

IF students cannot identify and use the correct homophone,

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

## Make It Easier

Students who cannot identify and use the correct homophone may benefit from using the words in context.

- Display the homophones and the sentences at the right. Guide students to identify the context in which each homophone is used. What is a plane? (a vehicle that can fly) Which sentences are about flying? (second, fourth) Which homophone describes something simple? (plain) Which sentences are about things that are simple? (first, third)
- Display the sentences below. Have students determine the meanings of the homophones in parentheses and then fill in the blanks, using a dictionary as needed.

Please $\qquad$ some milk into each glass. (pour/poor) Our $\qquad$ is delivered each morning. (mail/male)

## Make It Harder

Students who can identify and use homophones correctly may enjoy an extension activity.

- Provide students with the following homophones.


## some/sum <br> night/knight <br> reel/real

- Have students write sentences or riddles using each set of homophones. For example, What might a chess piece say before going to sleep? (Knight, knight.)
- Encourage partners to exchange sentences and revise to clarify the usage as needed.


## Latin Roots gener, port, dur, ject

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

Connect to myView Literacy:
Latin Roots gener, port, dur, ject: Unit 5, p. T26

## ROUTINE

## STEP 1 INTRODUCE

Long words can seem hard to read. One method you can use to read long or unfamiliar words is to identify roots and other word parts. Many English words are based on Latin roots. Recognizing these roots can help you read and understand the meanings of unfamiliar words.

## STEP 2 MODEL

- Display the Latin roots gener, port, dur, and ject. Point to each root as you review its meaning.
- Model how to use the meanings of roots to define generator. Gener means "to produce." I know that the suffix -or can mean "a condition or activity." That helps me figure out that a generator produces some kind of activity, such as electricity.
- Model a similar process to determine meanings of the words
gener = "to produce"
port = "to carry"
dur = "to harden"
ject = "to throw" portable (able to carry), duress (a hardship to force an action), and inject (to force or put into).


## STEP 3 GUIDE PRACTICE

Display the words at the right. Which word likely means "to throw out"? (eject) How do you know? (ject means "to throw") Which word likely means "bring in a product"? (import) Which word likely means "able to last"? (durable) Which word likely means "producing kindness"?

| generous | import |
| :---: | :---: |
| durable | eject | (generous)

## STEP 4 ON THEIR OWN

Have students use root meanings to define each of the following words: regenerate, export, duration, and reject. Have them check a dictionary as needed.

## Latin Roots gener, port, dur, ject

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

- Distribute four index cards to each student. Write each Latin root on one side of an index card and its definition on the other side. Add a visual that will help you remember each root's meaning.
gener = "to produce"
port = "to carry"

```
    dur = "to harden"
```

    ject = "to throw"
    ject = "to throw"

- Then display the following words and have students use their cards to explain the meanings: generate, passport, endure, projectile.


## Make It Harder

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

- Have students choose one or more Latin roots and create a word web with the root at the center. Challenge them to include as many words as they can that contain the root.
- Have partners exchange webs and then use their knowledge of roots to explain the meanings of as many words as they can.


## Suffixes -en, -ent, -ence

A suffix is a word part added to the end of a word that changes the word's meaning, part of speech, or both. The suffixes -en, -ent, and -ence come from Latin.

## Connect to myView Literacy:

Suffixes -en, -ent, -ence:
Unit 5, p. T86

## ROUTINE

## STEP 1 INTRODUCE

Display the suffixes. Many common words end with these Latin suffixes. One method you can use to read long or unfamiliar words is to identify word parts, such as suffixes. Knowing the meanings of suffixes can help you understand the meanings of longer words.

## STEP 2 MODEL

- Display broaden. Underline each word part as you say: I see a familiar word: broad. Then I see the suffix -en. This word is the verb broaden. The -en suffix means "to make" or "to become." Broaden means "to make broader."
- Display insistent. Underline each word part. I see a base word: insist. Then I see the -ent suffix. This word is the adjective insistent.
broaden The suffix -ent has the meaning "being in a state of." Insistent means "being in a state of insisting."
- Display obedience. Repeat as above. The suffix -ence has the meaning "condition" or "action." Obedience is a noun that means "the action of obeying."


## STEP 3 GUIDE PRACTICE

Display each word and ask these questions: What base word do you see? What suffix is at the end? What meaning does the suffix add to the base word? What is this word? What part of speech is it?

## STEP 4 ON THEIR OWN

Have students identify the base word and the suffix in each word below. Then have them tell what part of speech it is and give the meaning.
straighten different lessen interference reference

insistent
obedience

## SIDE B

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

Students may benefit from addressing the words in context.

- Display the sentences. I see the adjective loose in the first sentence. What word in the second sentence has the base word loose? (the verb loosen) What is the suffix? (-en) Based on the meaning of the suffix, what does loosen mean? (to become loose)

The jar lid is loose.
I loosen jar lids by tapping them.

- Display the sentences. I see the verb depend. Where do you see the base word depend in the second sentence? (in the noun dependence) What is the suffix? (-ence) Based on the meaning of the suffix, what does dependence mean? (the condition of depending)
- Display the sentences below. Have students locate the base word that occurs in both sets of sentences, identify the suffix, and tell what the word with the suffix means.

We indulged by splitting a bag of popcorn at the theater. Eating a whole bag by myself seemed too indulgent.
Our birthdays coincide! What a coincidence!

## Make It Harder

Students can form words and use them in sentences.

- Provide students with the words at the right.
- Have individuals add the suffix -en, -ent, or -ence to each word.
- Have partners check each other's words and then work together to write a sentence using each word.
- Ask partners to share and compare sentences with another pair.

| cohere |
| :---: |
| tough |
| emerge |
| reside |

## Syllable Pattern VCCCV

A syllable is a word part that has one vowel sound. Words with the syllable pattern VCCCV can be divided after the first or second consonant.

Connect to myView Literacy:
Syllable Pattern VCCCV: Unit 5, p. T146

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Review with students that words have different syllable patterns.
Knowing where to divide words into syllables can help you read longer words. Today we will use our knowledge of syllable pattern VCCCV to read new words.

## STEP 2 MODEL

- Words with the VCCCV pattern always have two consonants, a blend or a digraph, that stay together. Display the word dolphin. Point out and underline the VCCCV pattern olphi. Then circle the consonant digraph, ph. A VCCCV word divides between the blend or digraph and the other consonant, so I will divide the word between the consonant I and the digraph ph: dol/phin, dolphin.
- Display the word chestnut. Underline the VCCCV pattern. I see the VCCCV pattern in the word chestnut. I also see the consonant blend st. I need to keep the consonant blend st together so I will divide the word after the consonant blend, st. Chest/nut, chestnut.
chestnut
chest / nut


## STEP 3 GUIDE PRACTICE

- Display the word sandwich. Does this word have the VCCCV pattern? (yes) What consonant blend or between the consonant / and the consonant blend dr: see? (consonant blend nd) Where do we divide? (after the consonant blend, nd) Syllabicate the word. Read each syllable and then read the word. (sand/wich, sandwich)
- Repeat with the word anthem.
sandwich
anthem


## STEP 4 ON THEIR OWN

Have students identify the VCCCV pattern and the blend or digraph in each word at the right. Then have them syllabicate the word, read each syllable, and then read the word.


## SIDE B

## CORRECTIVE FEEDBACK

IF students have difficulty syllabicating words with the VCCCV pattern,

## Make It Easier

Students who cannot syllabicate words with the VCCCV pattern may need more support with identifying the VCCCV pattern.

- Display the word subtract. Which letters are vowels? $(u, a)$ Write $V$ above each vowel. Which consonants are between the vowels? $(b, t, r)$ Write C above each consonant. Have students point out the VCCCV pattern.
- Review that a VCCCV word always has two consonants that work together, either as a consonant blend or a consonant digraph. Which two consonants work together? (tr) Circle tr. Do I divide before or after the consonant blend tr? (before) Syllabicate the word. Then have students read aloud each syllable and then the word.
- Repeat with the following words.

| surprise | nickname | complete | fishpole |
| :---: | :---: | :---: | :---: |

## Make It Harder

Provide an extension activity for students who can syllabicate words with the VCCCV pattern.

- Tell students that words can have more than one pattern. Display the following threesyllable words with the VCCCV pattern and the VCCV pattern. Review the VCCV pattern as needed.


## accomplish concentrate investment incomplete

- Have partners work together to syllabicate and read each word. Guide students to identify the syllable pattern in the first two syllables before moving on to identify the pattern in the second and third syllables. (ac/com/plish, con/cen/trate, in/vest/ment, in/com/plete)

SIDE A

# Prefixes dis-, over-, non-, under- 

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

## Connect to myView Literacy:

Prefixes dis-, over-, non-, under-: Unit 5, p. T214

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Display the prefixes dis-, over-, non-, and under-. Adding a prefix to a base word creates a new word with a new meaning. Knowing the meaning of the prefix can help you figure out how to read a longer word and determine what it means.

| dis | over |
| :---: | :---: |
| non | under |

## STEP 2 MODEL

- Display the word loyal. Position the dis card in front of loyal as you say: The word loyal is familiar, but what about disloyal? The prefix dis- means "the opposite of." So I can figure out that disloyal means "not loyal." Repeat with non- and stop. (Nonstop means "not stopping" or "without stopping.")
- Continue in a similar fashion, noting the meanings of the prefixes over- and under-. The prefix over- means "too much," "more of," or "on top of." The prefix under- means "beneath" or "less of." (Overheated means "too much heat." Underpriced means "priced

| dis | loyal |
| :---: | :---: |
| non | stop |
|  |  |
| over | heated |
| under | priced | less than" or "priced too low.")

## STEP 3 GUIDE PRACTICE

Display the word member. What prefix can we add to make a word that means "not a member"? (non-) Display the word fed. What prefix can we add to make a word that means "fed less" or "fed too little"? (under-)

## member

fed

## STEP 4 ON THEIR OWN

Have students identify the base word, prefix, and meaning for each word below.

## Prefixes dis-, over-, non-, under-

## CORRECTIVE FEEDBACK

IF students cannot tell how a prefix changes the meaning of a base word,

THEN model how the prefixes dis-, over-, non-, and under- change a word's meaning, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students may benefit from practice with words in context.

- Display the first two words. Ask: After you do a job, would you rather be overpaid or underpaid? Why? Lead students to understand that overpaid means "paid too much" and underpaid means "paid too little."
overpaid
underpaid


## lodge

dislodge parentheses to complete each sentence. Have students tell the meaning of the new word.

I could not lie to my father; he does not approve of $\qquad$ (honesty)
The stray dog was $\qquad$ , but otherwise healthy. (weight)

## Make It Harder

Students can play a matching game to build new words and use them in sentences.

- Provide cards with the following prefixes and words on them: dis-, over-, non-, under-, bake, mount, verbal, approve, hand.
- Have partners lay all cards face down in two rows-prefix cards in one row and word cards in the other.
- The first player chooses one card from each row and tells whether the two parts form a word. If so, the student says the word and uses it in a sentence. If the two parts do not form a word, the player returns the cards and the next player takes a turn. Play continues until all word parts have been used.


# Word Parts sub-, inter-, fore- 

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

Connect to myView Literacy:
Word Parts sub-, inter-, fore: Unit 5, p. T274

## ROUTINE

## STEP 1 INTRODUCE

Have a dictionary available to check meanings. Many English words include word parts. Recognizing word parts and their meanings can help you figure out the meanings of unfamiliar words.

## STEP 2 MODEL

- Display the word parts sub-, inter-, and fore-. Point to each one as you present its meaning.
- Model how to use the meanings of word parts to define substation. Sub- means "under" or "a part of." "Under a station" doesn't seem right. It makes more sense that a substation is "a part of a station."

```
sub = "under" or
    "a part of"
```

```
inter = "between"
```

```
fore = "before" or
    "in front of"
```


## STEP 3 GUIDE PRACTICE

Display the words shown at the right. What word means "between continents"? (intercontinental) How do you know? (inter- means "between") What word is likely to mean "someone in charge of or in front of a group"? (foreman) What about "a part of a set"? (subset)

## STEP 4 ON THEIR OWN

Have students use word part meanings to define each word shown at the right, checking a dictionary as needed. Tell students to use each word in a sentence that shows they understand its meaning.
subplot
intergalactic
foreshadow

## Word Parts sub-, inter-, fore-

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

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

- Display the word parts shown at the right and the following words: subzero, subsoil, subtopic, interconnect, international, intersection, foresee, foreground, forethought. Have students write a "word equation" for each word on one side of an index card. For example, sub- + zero = subzero.
- Use the meaning of the word part to write a meaning for each word on the other side of the card. Confirm meanings with a dictionary.
sub = "under" or "a part of"

```
inter = "between"
```

fore = "before" or "in front of"

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


## Make It Harder

Students who can use word parts to figure out word meanings can work on an extension activity.

- Have students create a board game in which players move toward a goal by answering questions related to words that include the word parts sub-, inter-, or fore-.
- Tell students to design a board with a starting point, a path forward, and an ending point. Then have them write questions for players to answer, such as these: When did our country's forefathers live? Where is a subterranean room likely to be? Where would an international border be located?
- Then allow time for partners to play the game, answering questions to move forward a designated number of spaces.


## 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. We can blend these words using word parts that we already know.

## STEP 2 MODEL

- Display the word instead. This is the word instead. I went to the park instead of the store. Repeat and spell the word.
- I will look for parts of the word that I know. I see the
 word in. In this word, /st/ is spelled st; /e/ is spelled ea; and $/ d /$ is spelled $d$.
- Listen carefully as I read: /in/ /st/ /e/ /d/. Cover the word and spell it.


## STEP 3 GUIDE PRACTICE

- Discuss the parts of the word again. Let's blend and read the word together: /in/ /st/ /e/ /d/, instead.
- Think about what the word instead looks like. Write instead as you spell it: i, n, s, t, e, a, d, instead.


## STEP 4 ON THEIR OWN

- Cover the word instead. Have students practice spelling it from memory.
- Show the word again. Students then confirm the spelling and use the word in a sentence.
- Have students write the word on a card. They then practice reading and spelling the word several times.


## SIDE B

## Decodable High-Frequency Words

## CORRECTIVE FEEDBACK

IF students cannot segment and blend decodable highfrequency words,

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

## Make It Easier

Students who cannot decode high-frequency words may practice segmenting by creating word cards and breaking the word into parts.

- Create individual cards for each student with the following words: instead, belong, exactly, and everything.
- Display the word everything. This is the word everything. Look for word parts that you know. Discuss the word parts. I see the words every and thing. Read the word again.
- Have students cut the everything word card or use a pencil to divide the word into parts that they know. Blend and read the parts.
- On another sheet of paper, write the word as you sound it out. Students use the word in a sentence. Repeat for the other words.


## Make It Harder

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

- Create cards with the following words: temperature, everyone, everything, already, probably, and belong.
- Each student chooses a card and uses letter tiles to spell the word. They scramble the letters from their word and pass the letters to their partner. The partner then unscrambles the word.
- Have students use the words 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 trouble. This is the word trouble. I had trouble solving the puzzle. Trouble is spelled: $t, r, o, u, b, l, e$.
- I will look for some word parts that I know. I see
 the blend /tr/ spelled tr. Discuss the different word parts that students have learned.
- Now I will look for irregular word parts. I will circle ou, because in the word trouble, /u/ is spelled ou.


## STEP 3 GUIDE PRACTICE

- Let's read the word together: trouble.
- Think about what the word trouble looks like as you write and spell the word. Which parts are irregular? (ou)


## STEP 4 ON THEIR OWN

- Cover the word trouble. Write the word and circle the irregular parts. Discuss the order of the letters.
- Cover the word and write it from memory several times. Students then check their spelling and use the word in a sentence.


# Non-Decodable <br> High-Frequency Words 

## CORRECTIVE FEEDBACK

IF students cannot read the non-decodable highfrequency words,

THEN model how to identify the regular and irregular soundspelling patterns, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students who cannot read non-decodable high-frequency words may practice identifying the irregular parts, reading, and spelling the words.

- Create individual cards for the following words: heart, sign, guess, factors.
- Display and read the word heart and use it in a sentence.

Students repeat the word and spell it.

- Provide each student with the heart word card. Look for irregular word parts and circle them. In the word heart, the sound /är/ is spelled ear.
- Write heart as you spell it. Cover the word and have students practice writing it from memory. Repeat these steps for the other words.


## Make It Harder

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

- Create cards with the following words: engine, discovered, paragraphs, symbols, either, and guess.
- Each student chooses a card. Students work together to read the word and identify the irregular sound-spellings. They then use letter tiles to spell their word. They scramble the letters from their word and pass the letters to their partner.
- The partner unscrambles the word. Students check the spelling of the word and use it in a sentence. Students then write the sentences.


## Syllable Patterns

Students understand the challenges that come along with being unable to read words accurately and fluently. Increased skill in decoding multisyllabic words promotes students' continued development as proficient readers, as well as supporting their achievement into the upper elementary grades and beyond.
—Dr. Jessica R. Toste, Kelly J. Williams, and Philip Capin
Reading Big Words: Instructional Practices to Promote Multisyllabic Word Reading Fluency (2016)
Intervention in School and Clinic 1-9 © Hammill Institute on Disabilities 2016


## Closed Syllables

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

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Closed syllables end in a consonant and usually have a short vowel sound. There are many words that you know with closed syllableswords like trap and frog. Recognizing the closed syllable pattern can help you read longer words with two or more syllables.

## STEP 2 MODEL

- Display the word unfrozen. Unfrozen is a word with three syllables. Listen: un (tap) fro (tap) zen (tap). Draw a line between each syllable.


## unfrozen

autograph

## STEP 3 GUIDE PRACTICE

Display intimidate. What are the syllables in intimidate? Segment aloud: in (tap) tim (tap) $i$ (tap) date (tap). Draw a line between each syllable. The first syllable, in-, has the short $i$ vowel sound, $/ i /$ (underline $i$ ), and ends with the consonant $n$ (circle $n$ ). Is in- a closed syllable? (Yes, it is closed because it has the short $i$ vowel sound, $/ i /$, and ends in the consonant $n$.) Is the second syllable, -tim-, closed? (Yes, it is closed because it has a short $i$ vowel sound, $/ i /$, and ends in the consonant $m$.) Are the last two syllables, $-i$ - and -date, closed syllables? (No, $-i$ - does not have a consonant, and -date has the long the vowel sound, /ā/.) Repeat with description.

## 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 closed by underlining the vowel and circling the final consonant in each syllable.

## intimidate

## description

## historic

infinity compose

# Closed Syllables 

## CORRECTIVE FEEDBACK

IF students cannot identify closed syllables,

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

## Make It Easier

Students who cannot identify closed syllables may benefit from a review of syllable segmentation and the closed syllable pattern.

- Closed syllables often have one short vowel and end in a consonant. Display the word rejection. What are the syllables in


## rejection

 rejection? Segment with me: re (tap) jec (tap) tion (tap). Draw a line between each syllable.- Do any of the syllables in rejection have a short vowel and end in a consonant? (-jec-) Say: -jec- is the only closed syllable in rejection. Underline the e and circle $c$ in -jec-. Re- and -tion are not closed because re- ends in a vowel sound and -tion is a final stable syllable. Repeat with exporting.
- Provide partners with a set of these word cards. Work together to draw a line between syllables in each word. Underline the closed syllables in each word. Write a V above each short vowel and a C above each final consonant in the closed syllables. Guide students as needed.


## exporting

vacuumed
invention
forgetful

## Make It Harder

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

- Have students find and write a list of five multisyllable words that they find in classroom texts.
- Partners should then exchange lists and circle the closed syllables in each word.
- Have partners check each other's work, reading aloud the circled closed syllables and checking the dictionary as needed.


## Open Syllables

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

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

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 such as maybe or cargo. 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 photograph. The word photograph has three syllables. Tap fingers to segment syllables: pho (tap) to (tap) graph (tap). Draw a line to divide the syllables. (pho/to/graph)
- The first and second syllables pho- and -to- are open syllables because they both end in the long vowel sound, / $\bar{\sigma} /$. Underline the $o$ in both syllables. The last syllable is not open because graph has a short vowel sound. Repeat with dinosaur.


## photograph

## dinosaur

## STEP 3 GUIDE PRACTICE

Display robotic. Robotic has three syllables: ro (tap) bot (tap) ic (tap).
Draw a line between syllables. The first syllable, ro-, ends in the long o vowel sound, /ō/. Is ro- an open syllable? (Yes, because it ends in a long vowel.) Underline $o$. Is the second syllable, -bot-, an open syllable? (No, because it ends in a consonant $t$.) The last syllable, -ic, is not open because it ends with a consonant $c$. Repeat with relating.

## STEP 4 ON THEIR OWN

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

## Open Syllables

## CORRECTIVE FEEDBACK

IF students cannot identify open syllables,

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

## Make It Easier

Students who cannot identify open syllables may benefit from a review of long vowels, as well as identifying open syllables in multisyllabic words.

- Display vowels. There are five long vowel sounds in English. Point $\overline{\mathbf{a}}, \bar{e}, \bar{i}, \bar{o}, \bar{u}$ to each vowel and have students repeat the name and sound: /ā/, $/ \overline{\mathrm{e}} /$, $\overline{\mathrm{I}} /$, / $\overline{\mathrm{L}} /$, / $\overline{\mathrm{u}} /$. Open syllables end in a long vowel sound.
- Display the word decided. The word decided has three syllables: de (tap) ci (tap) ded (tap). Draw a line between the syllables. What is the vowel sound at the end of the first syllable, de-? (/̄̄/) Then, de- is an open syllable because it ends in a long vowel. Underline the $e$. Is the next syllable, -ci-, open? (Yes, because it ends in a long vowel.) Is the last syllable, -ded, open? (No, because it ends in the consonant d.) Repeat with located.
- Read and write these words. Draw lines to divide the syllables in each word. If the syllable is open, underline the long vowel at the end of the syllable.


## library

 cemented
## Make It Harder

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

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


## Closed and Open Syllables: Reading

GRADE 4

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 distorted. I am not sure what this word is. I see the vowel $i$ and the consonant s after the vowel. Sound out /dis/ with emphasis on the sound /i/ and the consonant s. Dis- is a closed syllable. This word is distorted. Continue reading.
- Pause at slogan. I am not sure what this word is. I see the vowel o in the first syllable, slo-, but there is no consonant after it. I wonder if this word has an open syllable. Sound out /slō/ with emphasis on the sound / $\overline{\mathrm{o}} /$. S/o- is an open syllable. This word is slogan. Repeat with billboard (closed syllable, bill-). Reread the sentence.


## 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 pretended (open syllable, pre-; closed syllable, -tend-) and detective (open syllable, de-; closed syllable, -tect-).


## 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.

## Look at the

 distorted slogan on the billboard!> Gia pretended to be a detective while looking for her watch.

## Will we get notification if an extension is given?

## Refrain from simplifying the project.

## Closed and Open Syllables: Reading

## CORRECTIVE FEEDBACK

IF students cannot read words with closed and open syllables in sentences,

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

## Make It Easier

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

- Display the word sudden. Let's read this word together: sudden. Sudden begins with a closed syllable, sud-. It is a closed syllable
sudden because it has a short vowel sound, /u/, and ends with a consonant, $d$. Underline the vowel $u$ and circle the consonant $d$. Let's say the closed syllable together: sud-. Now, let's read the whole word together: sudden.
- Repeat with the words at the right. Call on individual students to read the words. Then, ask students to identify the closed syllable in each word. Ask them to underline the short vowel and circle the consonant in the closed syllable.

| hillside |
| :---: |
| softly |
| number |

## Make It Harder

Students who can read closed and open syllables can enhance their understanding by writing and reading extended sentences.

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


## VCe Syllables

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.

## STEP 1 INTRODUCE

A syllable is a word part that has one vowel sound. Syllables with the 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 time and wrote. Recognizing the VCe syllable pattern can help you read longer words.

## STEP 2 MODEL

- Display the word hibernate. The word hibernate has three syllables. Tap fingers to segment syllables: hi (tap) ber (tap) nate (tap). Draw a line to divide the syllables. (hi/ber/nate)
- The first syllable, hi-, is an open syllable pattern because it has a long $i$ vowel sound, /i/. The second syllable, -ber-, is an $r$-controlled syllable. The third syllable has the VCe pattern because it has the long a vowel sound, / $\bar{a} /$, and final silent $e$. Underline the $a$ and circle the final e in -nate. Repeat with the word appetite.


## hibernate

appetite

## STEP 3 GUIDE PRACTICE

Display amusement. Amusement has three syllables: a (tap) muse (tap) ment (tap). Draw a line between syllables. The first syllable, a-, does not have a VCe syllable pattern. Is the second syllable, -muse-, a VCe syllable? (Yes, because it has the long vowel sound, / $\overline{\mathrm{u}} /$, and ends in the silent $e$.) Underline the $u$ and circle the final $e$ in -muse-. Is the third syllable, -ment, a VCe syllable? (No, because it is closed). Repeat with pineapple.

## STEP 4 ON THEIR OWN

Draw a line between the syllables in each of the words at the right. Then, determine if each syllable has a VCe pattern by underlining the long vowel and circling the silent $e$ at the end of the syllable.

## amusement

pineapple

## 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 a review of long vowels and practice identifying the VCe pattern in monosyllabic words.

- Display vowels. There are five long vowel sounds in English. Point to
$\overline{\mathbf{a}}, \mathbf{e}, \bar{i}, \bar{o}, \bar{u}$ each vowel and have students repeat the name and sound: /a//, /̄e/, /i/, $/ \bar{o} /$, /ū/. Syllables with the pattern VCe have a long vowel sound and a final silent $e$.
- Display can. The word can has one syllable. The vowel in can has a short a sound. Add $e$ to the end of can. What is the new word? (cane) Underline the $a$ and circle the $e$. When we add silent $e$ to the end of can, the a changes from the short vowel sound /a/ to the long vowel sound $/ \bar{a} /$. In syllables that have the VCe pattern, the final $e$ is silent. Repeat with gap and gape.
- Read and write the words at the right. Add a silent e to the end of each word to make the vowels long. Then, read the new words with the VCe pattern.


## Make It Harder

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

Display the syllables at the right. The word is amazement. Put these syllables in the correct order to spell the word. Give students the syllable
maze \| a | ment (amazement) parts below. Reorder these syllables and write the word. Circle the VCe syllable.

| tude $\|\operatorname{mag}\|$ ni | $\mathbf{a} \mid$ where $\mid$ bouts | tem $\mid$ con $\mid$ plate |
| :---: | :---: | :---: |
| (magnitude) | (whereabouts) | (contemplate) |

## r-Controlled Vowel Syllables

An $r$-controlled syllable has a vowel followed by the letter $r$ that has neither a long nor a short vowel sound, but an $r$-controlled vowel sound.

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

An $r$-controlled syllable has a vowel followed by the letter $r$ that has neither a long nor a short vowel sound, but an $r$-controlled vowel sound. Today we are going to learn about syllables with the vowel patterns ar, er, ir, or, and ur.

| ar er |
| :---: |
| ir or |
| ur |

## STEP 2 MODEL

- Display interrupt. The word interrupt has three syllables. Tap fingers to segment syllables: in (tap) ter (tap) rupt (tap).
- The second syllable, -ter-, has the vowel e followed by $r$, so it is an $r$-controlled syllable. Underline er. Repeat with the word admiration.


## interrupt

admiration

## STEP 3 GUIDE PRACTICE

- Display furthermore. Furthermore has three syllables: fur (tap) ther (tap) more (tap). Draw a line between syllables. Does the first syllable, fur-, have an $r$-controlled vowel pattern? (yes, ur) Underline ur. Does the second syllable, -ther-, have an $r$-controlled vowel pattern? (yes, er) Does the third syllable, -more, have an $r$-controlled vowel pattern? (yes, or)
- Repeat with portable and advertise.


## furthermore

```
portable
advertise
```


## 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 $+r$ in each $r$-controlled syllable.

```
international
    circulate
    harvesting
```


## SIDE B

## r-Controlled Vowel Syllables

## CORRECTIVE FEEDBACK

If students have difficulty identifying $r$-controlled pattern syllables,

THEN model how to identify $r$-controlled pattern syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students who cannot read multisyllabic words with $r$-controlled vowel syllables may benefit from practice with two-syllable words.

- Display the word barber. The word barber has two syllables.
barber
Underline ar as you say: The $r$-controlled vowel sound /är/ in barber can be spelled ar. Have students repeat the word and vowel sound /är/. Underline er as you say: The $r$-controlled vowel sound /ər/ in barber can be spelled er. Have students repeat the word and vowel sound /ər/. Repeat with border.
- Have students write the words below. Underline the $r$-controlled vowel pattern and then read the words aloud with a partner.

| corner | radar | murmur | support |
| :--- | :--- | :--- | :--- |

## Make It Harder

Students who can read multisyllabic words with an $r$-controlled vowel pattern spelled ar, er, or, ir, or ur may be ready to write words with these $r$-controlled vowel patterns.

- 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.


# VCe and r-Controlled Vowel 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 vowel-consonant-silent $e$, or VCe, syllables and $r$-controlled vowel syllables to help us while we read.

## STEP 2 MODEL

- I am going to read this sentence. If I come to words I don't know, I will look for VCe and $r$-controlled vowel syllables to help me read the words. Read the sentence. Pause at circulate. I am not sure what this word is. I see the vowel $i$ followed by the letter $r$. This means the first syllable might be an $r$-controlled vowel syllable: cir-. I also see the vowel $e$ at the end of the word. Underline $e$. That means the letter a says the sound $/ \bar{a} /$. The third syllable is -late. This word is circulate. Continue reading.
- Pause at disturb. I am not sure what this word is. I see the closed syllable dis-. What is the second syllable? I see the vowel $u$ followed by the letter $r$. The second syllable might be an $r$-controlled vowel syllable: -turb. This word is disturb. Finish and reread the sentence.


## 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 VCe and $r$-controlled vowel 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 backyard (vowel-r, -yard), evergreens (vowel-r, ever-) and concrete (VCe, -crete).


## STEP 4 ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for VCe and $r$-controlled vowel syllables to help them.

## Please don't circulate around the puppies because it will disturb them.

## SIDE B

# VCe and r-Controlled Vowel Syllables: Reading 

## CORRECTIVE FEEDBACK

IF students cannot read words with VCe and $r$-controlled vowel syllables in sentences,

THEN model how to read words with VCe and $r$-controlled vowel syllables in sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students who cannot read words with VCe and $r$-controlled vowel syllables in sentences may benefit from more explicit instruction on identifying $r$-controlled syllables in words.

- Display the word sternly. Let's read this word together: sternly. Sternly begins with an $r$-controlled vowel syllable, stern-. It is an $r$-controlled vowel syllable because the vowel $e$ is followed by the consonant $r$, which changes the sound of the vowel e from /e/to / $/$ / Underline the vowel $e$ and circle the consonant $r$. Let's say the $r$-controlled vowel syllable together: stern-. Now, let's read the whole word together: sternly.
- Repeat with the words at the right. Call on individual students to read the words. Then, ask students to identify the $r$-controlled vowel syllable in each word. Ask them to underline the vowel and circle the consonant $r$.
harbor average discarded


## Make It Harder

Students who can read VCe and $r$-controlled vowel syllables can enhance their understanding by writing and reading extended sentences.

- Ask students to work with a partner. Each student should write a sentence with at least two multisyllabic words. One word should have a VCe syllable, and one word should have an $r$-controlled vowel syllable.
- Partners should exchange sentences and then take turns reading the sentences.


## Vowel Team Syllables

Vowel team syllables have letter combinations that spell one vowel sound. A vowel team can represent a long, short, or diphthong vowel sound.

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

A vowel team is a syllable with two letters that spell one vowel sound. A vowel team syllable can have a long, short, or diphthong vowel sound. Different vowel teams can spell the same sound. 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 entertain. The word entertain has three syllables. Tap fingers to segment syllables: en (tap) ter (tap) tain (tap).
- The first syllable, en-, has the /e/ sound, spelled e, and it ends with a consonant. The first syllable is a closed syllable. The second syllable, -ter-, has an $r$-controlled vowel. The last syllable, -tain, has the long a vowel sound, / $\bar{a} /$, made by the vowel team ai, so it is a vowel team syllable. Underline ai. Repeat with the word blueberry.


## entertain

blueberry

## STEP 3 GUIDE PRACTICE

- Display disappointment. Disappointment has four syllables: dis (tap) ap (tap) point (tap) ment (tap). Draw a line between syllables. Does the first syllable, dis-, have a vowel team syllable pattern? (no) Does the next syllable -ap- have a vowel team? (no). Does the syllable, -point-, have a vowel team? (yes, oi) Underline oi. Does the fourth syllable, -ment, have a vowel team pattern? (no) Repeat with the word loudspeaker.


## disappointment

loudspeaker

## 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.

## cartoon

 argue
## 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.

- Display the word pounce. The word pounce has one syllable. Underline the vowel team ou as you say: The vowel team ou in pounce says /aú/. Have students repeat the word and vowel sound /aú/. Repeat with roost.


## pounce

roost

- Have students write the words below. Underline the two vowels in each word that make a vowel team, and then read the words aloud with a partner.

| squeal | wheeze | preen | loaf | launch |
| :---: | :---: | :---: | :---: | :---: |

## Make It Harder

Students who can identify and read multisyllabic words with a vowel team pattern may be ready to use the words in a sentence.

- Have partners choose a familiar text. Work together to look for words that have a vowel team pattern. When you find a word, write it down and read it aloud.
- Create a list of multisyllabic words with the vowel team syllable pattern.
- Finally, write three sentences using some of the words on your list.


## Final Stable Syllable Consonant -le

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

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Syllables with a consonant plus the letters / and e always appear at the end of a word. For example, table and stifle 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 table. The final stable syllable -le pattern always has a consonant before it. To read a word with the final stable syllable -le, we segment the syllable before the consonant. Tap fingers to segment the word aloud: ta (tap) ble (tap). Draw a line between syllables. The second syllable, -ble, is a final stable syllable because it has the consonant $b$ followed by le. Underline ble. Repeat with stifle.


## STEP 3 GUIDE PRACTICE

- Display the word motorcycle. Motorcycle has four syllables: mo (tap) tor (tap) cy (tap) cle (tap). Draw a line between syllables.


## motorcycle

The final stable syllable always appears at the end of a word, so let's look at the last syllable, -cle. Does -cle have the final stable syllable pattern? (Yes, because it has the consonant c followed by -le.) Underline cle.

- Repeat with vehicle.


## 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.

$\qquad$

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 practice reading familiar words with the consonant -le pattern.

- Final stable syllables with a consonant -le pattern always appear at the end of a word. Display the word mumble. Mumble has two syllables: mum (tap) ble (tap). The last mumble syllable, -ble, is a final stable syllable because it has the consonant $b$, followed by le. Underline ble.
- Provide partners with a set of the words at the right. Look at the last syllable in each word and sort the words into four groups by their consonant -le pattern: -ple, -ble, -tle, -gle. Then, read each group of words aloud to your partner.


## steeple crumple stumble rattle title terrible gargle jingle

## Make It Harder

Students who can read words with final stable syllables may enjoy combining syllables to make words.

- Provide each partner with a set of cards with the syllables below.
- Mix up the cards and lay them face down. Each partner should take turns picking one card. After you pick a card, read the syllable. Then add a consonant plus -le to create a new word. Write and read the new word. For example, if my card says thim, I can add the final stable syllable -ble to make thimble.

| fum | brit | am | gur | dim | cra |
| :--- | :--- | :--- | :--- | :--- | :--- |

# Vowel Team and Consonant -le Syllables: Reading 

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

## ROUTINE

See digital practice on SavvasRealize.com.

## STEP 1 INTRODUCE

Today we are going to use what we have learned about vowel team syllables and consonant -le syllables to help us while we read.

## STEP 2 MODEL

- I am going to read this sentence. If I come to words I don't know, I will look for vowel team and consonant -le syllables to help me read the words. Read the sentence. Pause at refrain. I am not sure what this word is. I see the first syllable is an open syllable, re-. In the second syllable, I see the vowel team ai. Underline ai. The second syllable must be -frain. This word is refrain. Continue reading.
- Pause at tentacles. I am not sure what this word is. I see the first syllable is a closed syllable, ten-. In the last syllable, I see the consonant $c$ is followed by le. The third syllable is -cles. This word is tentacles. Reread the sentence.


## STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to words we don't know, we will pause and use our knowledge of vowel team and consonant -le syllables to help us read the words. Use the instruction in Step 2 to guide the students' reading of the sentence at the right. Pause at bicycles (consonant -le, -cles) and coastline (vowel team, coast-).


## STEP 4 ON THEIR OWN

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

## Please refrain from pulling on the animal's tentacles.

Do you see all of the bicycles riding on the coastline?

It was painfully hard to buckle my brother into his car seat.

## What features does this vehicle contain?

# Vowel Team and Consonant -le Syllables: Reading 

## CORRECTIVE FEEDBACK

IF students cannot read words with vowel team and consonant -le syllables in sentences,

THEN model how to read words with vowel team and consonant -le syllables in sentences, using Steps 2 and 3. Next, work through the Make It Easier activity on Side B.

## Make It Easier

Students who cannot read words with vowel team and consonant -le syllables in sentences may benefit from more explicit instruction on identifying consonant -le syllables in words.

- Display the word mantle. Let's read this word together: mantle. The first syllable in mantle is the closed syllable man-. The second syllable is a consonant -le syllable because it has a consonant, $t$, followed by -le. Circle the consonant $t$ and underline -le. Let's say the second syllable together: -tle. Now, let's read the whole word together: mantle.
- Display the word scramble. Let's read this word together: scramble. The first syllable in scramble is a closed syllable, scram-. The second
mantle


## scramble

 syllable is a consonant -le syllable. Circle the consonant $b$ and underline -le. Let's say the second syllable together: -ble. Now, let's read the whole word together: scramble.- Repeat with the words at the right. Call on individual students to read the words. Then, ask students to identify the syllables with the consonant -le pattern in each word. Ask them to circle the consonant and underline the -le.


## Make It Harder

Students who can read vowel team and consonant -le syllables can enhance their understanding by writing and reading extended sentences.

- Ask students to work with a partner. Each student should write a sentence with at least two multisyllabic words. One word should have a vowel team syllable, and one word should have a consonant -le syllable.
- Partners should exchange sentences and then take turns reading the sentences.


## Vocabulary

I don't think that there's one single way to teach vocabulary, but there is a stance toward teaching. What I'm saying is that you don't need a word list perspective but a word network perspective, and the networks can be morphological families.
-Dr. Elfrieda Hiebert
CEO / President, TextProject


# Oral Vocabulary: Build Background Knowledge 

Oral vocabulary refers to words that we use in speaking or recognize in listening. When we build background knowledge, we make personal connections to texts.

## ROUTINE

## STEP 1 INTRODUCE

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

## STEP 2 MODEL

- Introduce the word. Listen as I say and write this word: mission. Write mission. What is the word?
- Provide a student-friendly definition and example. A mission is an important assignment or task, often one that involves travel. You might go on a mission to help people in another country.


## STEP 3 GUIDE PRACTICE

Guide students to connect the word to the text and their own knowledge. For example: What kinds of missions might an astronaut go on? Would you like to go on similar missions? What skills would you need?

## STEP 4 ON THEIR OWN

- Review the example of the word from Step 2.
- Have students respond to this prompt: Someday l'd like to go on a mission to . . . Check for students' understanding of word meaning as they share responses.

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: Build Background Knowledge 

## CORRECTIVE FEEDBACK

IF students have difficulty understanding the meaning of a vocabulary word,


#### Abstract

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 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. Use concentrate as an example. What do you think concentrate means? Explain the meaning using the context of the text. If possible, give examples of what someone might concentrate on, such as a particular subject area or a complex problem.
- After reading, have students generate additional examples or images of situations of people concentrating. Ask students to share their findings. Astronauts often concentrate their studies on physics and other sciences. What might athletes concentrate on to pursue a career in sports?
- Continue, discussing in a similar way other challenging words.


## Make It Harder

Students may extend their learning through one of the following activities.

- Ask students to identify examples and non-examples. Ask: Which is a mission: going on a trip to study ocean pollution or going on a trip to the park? Would you concentrate while taking a test or taking a vacation?
- For verbs, have students mimic or explain how to perform the action. For example, if one of the words is interact, ask students, Can you show what it looks like to interact with the student next to you?
- 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 a dictionary, glossary, or thesaurus, to find the meanings of unfamiliar words and expand their vocabulary.

## ROUTINE

## STEP 1 INTRODUCE

You may come across a multiple-meaning word in a text and may not be sure which meaning is used in the sentence. You can use a resource, such as a dictionary or glossary, to determine the appropriate meaning.

## STEP 2 MODEL

- Display and read aloud the sentence at the right. I know a crane is a machine used for building. But that doesn't make sense in this sentence. Maybe crane has another meaning. It's in bold type, so maybe it's in the book's glossary.
- Display the glossary entry. I see a crane is not just a machine; it's also a kind of bird. Since that's the book's glossary definition, I know that's the meaning in this text.


## STEP 3 GUIDE PRACTICE

Display and read aloud the sentence at the right. I know a strand is a piece of something, like hair, but that doesn't make sense here. The word isn't in bold type, so it might not be in the book's glossary. Where else might I look? (a dictionary) Display the dictionary entry at the right. Which meaning of strand fits the sentence? ("shore, beach")

## STEP 4 ON THEIR OWN

Ask students to use a dictionary to look up the boldface word in the sentence at the right and identify the correct meaning.

## Connect to myView Literacy:

How to Use a Glossary:
Unit 1, p. T490

At the park, we saw a crane wade in the pond.
crane (krān), NOUN. any of a family of tall wading birds

Sitting on the strand, Abe watched the sun set.
strand (strand), NOUN. 1. shore, beach 2. a threadlike piece of material VERB. 1. leave behind 2. run aground

The family lives in a compound surrounded by a thick forest.

Use Resources

## CORRECTIVE FEEDBACK

IF students cannot use a dictionary or glossary to determine the meanings of multiple-meaning words,

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

## Make It Easier

Students who struggle to determine the meanings of multiple-meaning words may need to review how to use resources.

- Show students a print or online dictionary. A dictionary lists words in alphabetical order. It has their pronunciations, parts of speech, and meanings. Many words have more than one meaning, and the dictionary lists them all.
Guide students to look up basic multiple-meaning words such as run and light. Have them identify the different meanings and parts of speech.
- Show students a glossary in an informational text. A glossary is like a dictionary, but it's in the back of a book. It gives definitions for important words in the book. Like a dictionary, a glossary lists words in alphabetical order. Unlike a dictionary, a glossary only gives the meanings of the words used in that book. Guide students to find bold words in the text and then look for their definitions in the glossary.


## Make It Harder

Students can try this context-sentence challenge.

- Pair students. Provide a list of multiple-meaning words like those here.
- Have partners look up each word in a dictionary. Then have one partner write a context sentence that fits one of the word's definitions. The other partner should identify which definition is used in the sentence.

| plant | fleet |
| :--- | :--- |
| bore | initial |
| pound | calf |
| range | mold |

- Partners can then switch roles. Challenge partners to write related context sentences for each word.


# Context Clues: Direct Definitions and Appositives 

## Connect to myView Literacy:

Context Clues: Unit 1, p. T146
Context clues are hints found within a text that help readers figure out the meaning of an unfamiliar word. They include direct definitions, or meanings, and appositives, or nouns or noun phrases that define or explain a noun.

## ROUTINE

## STEP 1 INTRODUCE

When you don't know the meaning of a word in a text, you can look at nearby words for clues. Sometimes the text includes direct definitions or appositives-nearby nouns or noun phrases that explain a noun.

## STEP 2 MODEL

- This is how I use context clues to figure out the meaning of an unfamiliar word. Display and read aloud the sentences at the right.
- I don't know what observatory and constellations mean. I'll look for context clues. The sentence after observatory says, "It's a building with equipment for viewing stars." That's a direct definition! Right after constellations I see the phrase "groups of stars." That's an appositive. It tells what constellations means.

We visited the observatory.
It's a building with equipment for viewing stars. We viewed constellations, or groups of stars, in the night sky.

We visited the observatory. It's a building with equipment for viewing stars. We viewed constellations, or groups of stars, in the night sky.

On both sides of the dirt lane, sheep graze, or eat grass, in the endless green fields.

Ella's heart began to palpitate, or beat strongly, as she went up to the stage.

Context Clues: Direct Definitions and Appositives

## CORRECTIVE FEEDBACK

IF students cannot use direct definitions and appositives to figure out the meanings of unfamiliar words,


#### Abstract

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


## Make It Easier

Students may benefit from more practice with direct definitions and appositives.

- Say the word submarine and show images that illustrate its meaning. Now let's give a definition for submarine. We can confirm our definition. Have students confirm the meaning in a print or online dictionary.
- Use the definition to write context sentences for submarine. First, write a pair of sentences that include a direct definition. (For example, The scientists traveled to the deep sea in a submarine. A submarine is an underwater vessel.) Then write a sentence with an appositive. (The scientists traveled in a submarine, or underwater vessel, to the deep sea.) Identify the text that gives the meaning of submarine.
- Repeat the exercise with other nouns, using direct definitions and appositives.


## Make It Harder

Invite students to write their own paragraph about a journey using context clues.

- Display the words at the right. Have students choose two words. Ask one partner to use the first word to write one or two sentences that include a direct definition context clue. The other partner should then write a related sentence using the next word, including an appositive context clue.

| expedition | peril |
| :--- | :--- |
| desert | sirocco |
| oasis | intrepid |
| dromedary | destination |

- Have students continue adding sentences to their paragraph, using each of the words listed along with a direct definition or appositive. Encourage students to use a dictionary as needed.


## Context Clues: Synonyms

Context clues are different kinds 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.

## ROUTINE

## STEP 1 INTRODUCE

When you read, you may come to an unfamiliar word. Reading the words around it may help you figure out its meaning. Often you will find a synonym nearby. Synonyms are words that have similar meanings.

## STEP 2 MODEL

- This is how I figure out the meaning of an unfamiliar word. Display and read aloud the sentence at the right.
- First, I underline the word I do not know.
- Then, I look for a clue to the meaning in the surrounding words. Maybe the word tired has a similar meaning to exhausted.
- I will replace exhausted with tired to see if the sentence makes sense. "Sam felt tired but could not explain why he was so tired." Tired makes sense. Tired is a synonym of exhausted.


## STEP 3 GUIDE PRACTICE

Display this sentence. I don't know the meaning of the word famished. What other word in the sentence helps me understand famished? (hungry) Can hungry replace famished and make sense in the sentence? (yes) Is hungry a synonym of famished? (yes)

## STEP 4 ON THEIR OWN

Display the sentence at the right. Have students figure out the meaning of the underlined word using a synonym.

## Connect to myView Literacy:

Synonyms and Antonyms:
Unit 1, p. T86
Context Clues: Unit 1, p. T146

## Sam felt exhausted but could not explain why he was so tired.

Sam felt exhausted but could not explain why he was so tired.

## tired

Sam felt exhausted but could not explain why he was so tired.

> The famished hikers
> were hungry for a good meal.

Her crimson shirt and the red rose were the same color.

Context Clues: Synonyms

## CORRECTIVE FEEDBACK

IF students have difficulty using synonyms 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 to figure out the meanings of unfamiliar words from synonyms may need more practice identifying synonyms.

- Say: Synonyms are words that have similar meanings.
- Display the word walk and have students provide synonyms, such as hike, stroll, saunter, shuffle, stride, and trek. List students' responses.
- Have students take turns pantomiming each type of walk. Discuss the similarities and differences between each word's meaning as needed, but explain that the words are synonyms because they have similar meanings.
- Create more lists of synonyms using the words shown at the right.

| happy | moved |
| :--- | :--- |
| quiet | fast |
| brave | interesting |
| bold | increasing |

## Make It Harder

Students who can use synonyms to figure out the meanings of unfamiliar words may enjoy generating their own sentences that use synonyms as context clues.

- Have students choose a word from the list at the right.
- Have students think of a synonym of the word.
- Then, have students write one sentence using both the word and its synonym, with the synonym used as a context clue for the original word.

| appeared | loud |
| :--- | :--- |
| make | jogged |
| flowed | shake |
| red | shiny |

- Have students exchange sentences with a partner, and have partners circle the synonyms in each sentence.

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.

## ROUTINE

## STEP 1 INTRODUCE

When you don't know the meaning of a word in a sentence, you can look at nearby words for clues. You may find an antonym for the unfamiliar word. Antonyms are words that have opposite meanings.

## STEP 2 MODEL

- This is how I use antonyms to figure out an unfamiliar word's meaning. Display and read aloud the sentence at the right.
- I don't know the meaning of brief, so l'll think about the meanings of words I know in the sentence. The words In contrast signal an antonym. Maybe long is an antonym for brief. Then brief must mean "short."
- I'll replace brief with short to see if it works. It does!


## STEP 3 GUIDE PRACTICE

Display and read aloud the sentences at the right. I don't know the meaning of essential. What should I do? (think about the meanings of words I know in the sentence) What antonym helps us understand what essential means? (unimportant) What signal word helps us identify the antonym? (but) What does essential mean? (important)

## STEP 4 ON THEIR OWN

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

## Connect to myView Literacy:

Synonyms and Antonyms:
Unit 1, p. T86
Context Clues: Unit 1, p. T146

Signal words for antonyms: but in contrast yet unlike however

In contrast to the brief ride downhill, the ride back up seemed so long!

In contrast to the brief ride downhill, the ride back up seemed so long!

This clue is unimportant, but the others are essential to the case.

> Unlike my sister, who
> frequently sleeps late, I never get up past 7:00 a.m.

Context Clues: Antonyms

## CORRECTIVE FEEDBACK

IF students have difficulty using antonyms to figure out the meanings of unfamiliar words,

THEN model how to determine the meaning of an unfamiliar word, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students who struggle may need more practice in recognizing antonyms.

- Review with students that antonyms are words that have opposite meanings.
- Say the word energetic and pantomime its meaning. What are some words or phrases that have the opposite meaning? (bored, slow, exhausted) List responses.
- Display the words at the right. Have students match the words in the left column with their antonyms in the right column. Then ask students to try to think of more antonyms for each word in the right column. Have students use print or digital resources to check the meaning of any unknown word.


## Make It Harder

Students who can use antonyms to determine the meanings of unfamiliar words may enjoy playing a game of matching antonyms.

- Create a set of twelve or more index cards containing pairs of antonyms such as the following, each on its own card: gigantic, tiny, expensive, affordable, clear, murky, distant, nearby, wisdom, foolishness, winding, straight.
- Have pairs of students place the cards face down, without looking at them, in rows of four or more. Then have them try to make matches by turning one card up and then turning up another. If the student finds a match, he or she removes both cards from the game and says a context sentence using both words. If not, the student turns both cards face down again, and the other partner takes a turn.


## Context Clues: Examples

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. Examples help readers infer a word's meaning.

## ROUTINE

## STEP 1 INTRODUCE

When you don't know a word's meaning, you can look at nearby text for clues. Sometimes sentences include examples to help illustrate the meanings of unfamiliar words.

## STEP 2 MODEL

- This is how I use nearby text to figure out the meaning of an unfamiliar word. Display and read aloud the sentences at right.
- I don't know what affable means. I'll look at nearby text for clues. The second sentence says "She smiles at all her neighbors and usually stops to chat." I think this is an example of being affable. Maybe affable means "friendly."
- I'll replace affable with friendly to see if it makes sense. It does!


## STEP 3 GUIDE PRACTICE

Display and read aloud the sentences at the right. I don't know what perilous means. What should I do? (look at nearby text for clues) What text helps show the meaning of perilous? (skydiving or mountain climbing) What does perilous probably mean? (dangerous)

## STEP 4 ON THEIR OWN

Display and read aloud the sentences at the right. Have students use the nearby text to figure out the underlined word's meaning.

Connect to myView Literacy:
Context Clues: Unit 1, p. T146

Darcy is so affable. She smiles at all her neighbors and usually stops to chat.

Darcy is so affable. She smiles at all her neighbors and usually stops to chat.

I'm not a fan of perilous activities. For example, skydiving or mountain climbing doesn't appeal to me.

People have long studied celestial bodies such as the moon, sun, and stars.

Context Clues: Examples

## CORRECTIVE FEEDBACK

IF students cannot identify and use example context clues to figure out unfamiliar words,

THEN model how to determine the meaning of an unfamiliar word, using Steps 2 and 3 . Next, work through the Make It Easier activity.

## Make It Easier

Students may need help identifying examples that offer clues to meaning.

- Remember that context clues are words that give hints to the meaning of an unfamiliar word. These clues may include examples.
- Say the word game. What are some examples of different types of games? Use some of their responses to write and display a context sentence for games, such as: On vacation we play a lot of games, including table tennis and charades. Ask students which part of the text gives an example that shows the meaning of games. Point out that including often signals example context clues.
- Repeat the exercise with other familiar words, such as pasta, planets, and chores. After students give examples, work with them to use the examples in context sentences for each word. Have students point out the context clues.


## Make It Harder

Challenge students to write their own context sentences with examples.

- Display the words at the right. Have one partner write one or two sentences for one of the words, including examples as context clues. Encourage them to use a dictionary to check word definitions. Ask the other partner to identify the context clues and suggest other examples that could work as context clues in the sentence(s).

| metropolis | savory |
| :--- | :--- |
| percussion | climate |
| ritual | nocturnal |
| ancestor | crustacean |

- Have partners take turns writing sentences and adding examples.


## Context Clues: Surrounding Text

Context clues are different types of hints, such as synonyms, antonyms, examples, or brief definitions, 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.

## ROUTINE

## STEP 1 INTRODUCE

When you see an unfamiliar word in a sentence, you can look at the surrounding text for clues to its meaning. You can use words and phrases you do understand to figure out the word's meaning.

## STEP 2 MODEL

- I can use surrounding text to figure out the meaning of an unfamiliar word. Display and read aloud the sentences at the right.
- I don't know what placate means. I'll look at nearby text for clues. The sentence says the swan was angry and Sahil "backed away from her nest." That tells me Sahil tried to calm the swan.
- I'll try replacing placate with calm down. That makes sense!


## STEP 3 GUIDE PRACTICE

Display and read aloud the sentence at the right. I don't know what elevation means. What should I do? (look at the surrounding text) What text helps show the meaning of elevation? ("climb," "peak") What does elevation probably mean? (height)

## STEP 4 ON THEIR OWN

Display and read aloud the sentences at the right. Have students use the surrounding text to figure out the underlined word's meaning.

## Connect to myView Literacy:

Context Clues: Unit 1, p. T146

To placate the angry mother swan, Sahil backed away from her nest.

To placate the angry mother swan, Sahil backed away from her nest.

At this elevation you can see the treetops, but when you climb to the peak you'll see the whole countryside.

> In the aftermath of the storm, we removed broken branches from the yard.

## Context Clues: Surrounding Text

## CORRECTIVE FEEDBACK

IF students cannot use surrounding text to figure out the meanings of unfamiliar words,

THEN model how to determine the meaning of an unfamiliar word, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students may benefit from practice in identifying clues to meaning.

- Remind students: Context clues are words and phrases that give hints to the meaning of an unfamiliar word.
- Say and write the word secret. Ask students what they might do when they tell a friend a secret. (For example, they might whisper or ask the friend not to tell anyone else.) Use responses to write and display a context sentence for the word secret, such as, I whispered a secret and asked my friend not to share it with anyone. Ask students which parts of the sentence would help someone understand the meaning of secret.
- Repeat the exercise with other familiar words, such as favorite and confusing. Use responses to write and display context sentences. Have students point out the context clues. Guide students as needed.


## Make It Harder

Challenge students to write their own context sentences.

- Display the words at the right. Ask one partner to use the first word in the left column and a word in the right column to write one or two sentences that include a context clue. Have the other partner identify the context clue and give the word's meaning.
- Have partners switch roles.
- Encourage students to use a dictionary to confirm meanings both before writing context sentences and after figuring out word meanings.

| elated | suitcase |
| :--- | :--- |
| destination | prize |
| drenched | storm |
| blaring | clock |

## 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.

## ROUTINE

## STEP 1 INTRODUCE

Long words can be hard to read. One strategy is to look at word parts, such as base words or roots, prefixes, or suffixes. Using word parts can help you figure out the meanings of unfamiliar words.

## STEP 2 MODEL

- Display and read aloud the sentence at the right. I'm not sure what misinformed means. I'll look at the word parts. I know the verb inform. It means "to tell" or "to give facts or information." Misinformed probably is related to inform. Underline inform.
- I also recognize the suffix -ed. It puts a word in the past tense. Underline -ed. The prefix mis- means "not," or "the opposite of." Underline mis-. I think misinformed means "told information that was not correct."
- Repeat the exercise with words containing Greek or Latin roots (bio, phon, scop, graph, meter, terr, rupt, tract, aqua, dict).


## STEP 3 GUIDE PRACTICE

Display and read the word irregular. If I don't know this word's meaning, what should I do? (look at the word parts) What base word is in irregular? (regular) What prefix is in irregular? (ir-) The prefix ir- means "not." What does irregular probably mean? (not regular)

## STEP 4 ON THEIR OWN

Have students figure out the meaning of each word at the right by looking at word parts. Offer word-part definitions as needed.

## Connect to myView Literacy:

Related Words: Unit 1, p. T24

Geri was misinformed about the address and went to the wrong street.

## misinformed

misinformed
misinformed
> irregular
> irregular irregular
plainest
foretell
interact
unbeatable

Word Parts for Meaning

## CORRECTIVE FEEDBACK

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

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

## Make It Easier

Students may need help identifying word parts and understanding affixes.

- Display and say the word agreement. Cover one part of the word as you ask students to identify the other part. In the word agreement, one word part is agree. Agree is a base word. It's a verb that means "to approve or have the same opinion as someone else." The other word part is -ment. It's a suffix that turns a word into a noun. Ask students to determine the word's meaning.
- Repeat the exercise with the words undercook, disappear, and interact. Offer sentence frames such as: Undercook has $\qquad$ word parts. The base word is ___ . It means "to prepare food for eating." The other word part is $\qquad$ . It's a prefix that means "less," "below," or "not enough." This tells me undercook probably means $\qquad$ Clarify meanings of any unfamiliar affixes.


## Make It Harder

Have students make words using word parts and check that they are real words.

- Provide word-part cards, showing one word part on each card. Include base words: guide, understand, approve, behave, treat, connect, estimate, possible; prefixes: mis-, im-, dis-, over-, under-; and suffixes: -ed, -er, -ment, -able.
- Have one partner put together two word-part cards to make a word and predict the word's meaning. Students should then check a dictionary to make sure their words exist and their definitions are on target.
- Challenge the other partner to make a new word using the same base word and a different or additional word-part card.


# Figurative Language: Similes 

Figurative language gives words a meaning beyond their dictionary definition. A simile is a type of figurative language that compares two things using like or as.

## ROUTINE

## STEP 1 INTRODUCE

Similes are a kind of figurative language. They compare two things using the word like or as. To understand a simile, you can think about the two things being compared, how they are similar, and how the simile connects to the text.

## STEP 2 MODEL

- This is how I can recognize and understand a simile. Display and read aloud the sentence at the right.
- I can tell this sentence contains a simile because it compares two things - an alligator's teeth and swords-using the word as.
- Comparing the alligator's sharp teeth to swords makes them seem like weapons. That makes sense with the text. The alligator looks very dangerous to the people on the riverbank.


## STEP 3 GUIDE PRACTICE

Display and read the sentence at the right. What is the simile? ("glittered like rubies") What two things are being compared? (berries and rubies) Which word signals a simile? (like) What does the simile mean? (The wet berries looked like jewels.)

## STEP 4 ON THEIR OWN

Display and read aloud the sentence at the right. Have students underline the similes and tell what is being compared and why.

## Connect to myView Literacy:

Figurative Language: Unit 1, p. T204

We leaped back from the riverbank when an alligator appeared, displaying teeth as sharp as swords.

After the rain, the berries on the bush glittered like rubies.

Trey's speaking voice is low and rough, but his singing voice is as smooth as honey.

## CORRECTIVE FEEDBACK

IF students cannot identify and understand similes,

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

## Make It Easier

Students may benefit from more practice identifying figurative language.

- Review literal and figurative language. Literal language means exactly what it says. In figurative language, such as similes, the meaning is different from the basic meaning of the words.
- Write and display the sentence at the right. Ask: Is a road really the same as a snake? Explain that the sentence uses figurative language. Underline the word like, and note that similes always include the word like or as.
- Note that a simile compares two unlike things that are similar in some way. How are a winding road and a black snake alike?
- Offer more sentences containing similes. Underline like or as, and discuss how the things are alike.


## Make It Harder

Students who can recognize and understand similes can challenge themselves to use similes to write a description.

- Have students form pairs. Ask one partner to fill in the blank to complete the first sentence at the right. Then have the second partner complete the next sentence.
- Have partners take turns completing the sentences. Then challenge them to add more sentences to the description, using a simile in each one.

The narrow road wound around the hill like a long black snake.

## Figurative Language: Metaphors

Figurative language gives words a meaning beyond their dictionary definition. A metaphor is a type of figurative language that makes a comparison between unlike things without using like or as.

## ROUTINE

## STEP 1 INTRODUCE

Metaphors are a kind of figurative language. They compare two things, saying one thing is another. To understand metaphors, you can think about the two things being compared, how they are similar, and how the metaphor connects to the text.

## STEP 2 MODEL

- This is how I can recognize and understand a metaphor. Display and read aloud the sentence at the right.
- I can tell this sentence contains a metaphor because it compares two things - a school day and a ride - by saying one is the other.
- Roller-coaster rides are exciting and have a lot of ups and downs. Comparing Ebony's day to a roller-coaster means it was exciting and packed with activity, which is why she needed a nap.


## STEP 3 GUIDE PRACTICE

Display and read the sentence at the right. What is the metaphor? ("Blair is a walking library.") What two things are being compared? (Blair, a library) What does the metaphor mean? (Blair knows a lot.)

## STEP 4 ON THEIR OWN

Display and read aloud the sentence at the right. Have students underline the metaphors and tell what is being compared and why.

## Connect to myView Literacy:

Figurative Language: Unit 3, p. T204

Ebony's school day was a nonstop roller-coaster ride, and she needed a nap afterward.

Blair is a walking library and can tell you just about anything you want to know.

The pond is a mirror.

## CORRECTIVE FEEDBACK

IF students cannot identify and understand metaphors,

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

## Make It Easier

Students may benefit from practice distinguishing literal and figurative language.

- Review literal and figurative language. Literal language means exactly what it says. In figurative language, such as metaphors, the meaning is different from the basic meaning of the words.
- Write and display the sentence. Draw or show images of a stormy sky and a lion. Ask: Is a storm really a lion? Explain that the sentence uses figurative language. Underline "The storm was a roaring lion," and note the metaphor. A metaphor compares two things by saying one thing is another thing.
- Note that a metaphor compares two things that are similar in some way. How might a storm be like a roaring lion?
- Offer more sentences containing metaphors. Discuss how the things are alike.


## Make It Harder

Have students write a description using their own metaphors.

- Display the two sets of words at the right. Ask pairs of students to work together to write sentences with metaphors. Have them start by pairing a word from the top box with a word or phrase from the bottom box.
- Challenge students to write other sentences with metaphors. Have them explain how their comparisons make sense.

The storm was a roaring lion, and we hid under our blankets.

# Figurative Language: Analogies 

Figurative language gives words meanings beyond their dictionary definition. An analogy is a type of figurative language that compares something unknown to something familiar.

## ROUTINE

## STEP 1 INTRODUCE

Analogies are a kind of figurative language. They compare pairs of items that have something in common. To finish an analogy, you can think about how each pair of words is connected.

## STEP 2 MODEL

- This is how I can complete an analogy. Display and read aloud the text at the right.
- First, l'll figure out the relationship between the first word pair, parrot and bird. A parrot is one type of bird. Maybe the relationship is specific kind of animal to general type of animal.
- The next word is beagle. What kind of animal is a beagle? A dog. Display the completed analogy. Parrot is to bird as beagle is to dog. That makes sense!


## STEP 3 GUIDE PRACTICE

Display and read the analogy at the right. What is compared in the first part? (calm and relaxed) What is the relationship? (synonyms) How does mad relate to the missing word? (synonym) What word

Calm is to relaxed as mad is to $\qquad$ fits? (angry, annoyed)

## STEP 4 ON THEIR OWN

Display and read aloud the analogy. Have students underline the items being compared, explain their relationship, and fill in the blank.

Strings are to violin as are to piano.

## CORRECTIVE FEEDBACK

IF students cannot understand and complete analogies,

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

## Make It Easier

Students who struggle with analogies may need additional practice determining relationships among words.

- Display and say the words loud and noisy. What's the relationship between these words? If something is loud, you can also describe it as noisy. Loud and noisy have similar meanings. That's how they are related.
- Have students find relationships between the other word pairs at the right. Offer sentence frames such as: Ring is the of a bell, and tick is the $\qquad$ of a clock. A kernel is a $\qquad$ of corn, and a grain is a $\qquad$ of sand. A track is a $\qquad$ to run, and a pool is a $\qquad$ to swim.

| loud | noisy |
| :--- | :--- |
| bell <br> clock | ring <br> tick |
| kernel <br> grain | corn <br> sand |
| run | track <br> pwool |

## Make It Harder

Challenge students to create their own analogies.

- Display the four sets of words at the right, and have students form pairs. Ask one partner to use two of the three words in the first row to make half of an analogy. For example, Bark is to tree as $\qquad$ is to $\qquad$ Have the other partner complete the analogy with two related words.
- The other partner can then start a new analogy, using a different pair of words from the same row. For example, Bark is to dog as $\qquad$ is to $\qquad$ .

| bark tree dog |
| :---: |
| train track teach |
| skate ice winter |
| dark night morning |

- Have students continue this way as they work through the rows.


## Figurative Language: Idioms

Figurative language gives words meanings beyond their literal definition. Idioms are phrases or expressions whose meaning cannot be understood from the meanings of the individual words.

## ROUTINE

## STEP 1 INTRODUCE

Idioms are a kind of figurative language. Their meaning isn't clear from the meaning of their individual words. Looking at the text around an idiom can help you understand an idiom's meaning.

## STEP 2 MODEL

- This is how I can recognize an idiom and figure out its meaning. Display and read aloud the sentence at the right. The phrase "bit off more than he could chew" doesn't seem to make sense. This must be an idiom.
- I'll look at the context for clues to the idiom's meaning. Lee said he'd do a big project alone. Maybe it was too much work for him. Underline "huge project by himself." Based on this clue, I think the idiom bit off more than he could chew means something like "tried to do something that was too challenging."


## STEP 3 GUIDE PRACTICE

Display and read aloud the sentence at the right. What is the idiom? ("fit as a fiddle.") How do you know? (The actual meaning doesn't make sense.) What context clues help show the idiom's meaning? ("was sick," "she'll run") What does the idiom probably mean? (healthy)

## STEP 4 ON THEIR OWN

Display and read aloud the sentence at the right. Have students underline the idiom and figure out its meaning using context clues.

Connect to myView Literacy:
Figurative Language: Unit 4, p. T212

When Lee agreed to do that huge project by himself, he bit off more than he could chew.

Meg was sick for a few days, but today she woke up feeling fit as a fiddle, so she'll run the race after all.

After the students spent most of Saturday decorating the stage for the play, they decided to call it a day and go home.

## CORRECTIVE FEEDBACK

IF students cannot identify idioms and use context clues to figure out their meaning,

THEN model identifying and determining the meaning of idioms, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students may benefit from practice distinguishing literal and figurative language.

- Review literal and figurative language. Literal language means exactly what it says. In figurative language, such as idioms, the meaning is different from the basic meaning of the words.
- Write He had to blow off some steam on the board. Show or draw a simple image of someone blowing steam out of his or her ears.
- Write and read aloud these sentences: Juan was really upset after his argument with Ted. He decided to blow off some steam by playing basketball. Ask: What does blow off steam mean? ("let go of energy")
- Offer more sentences with idioms. Invite students to identify the idioms and draw or explain their literal meaning. Then discuss each idiom's real meaning.


## Make It Harder

Challenge students to use idioms in conversation.

- Have partners write a dialogue between friends describing an exciting opportunity. One partner should use the first idiom at the right in a sentence or two to begin the dialogue. Encourage students to include context clues to help explain each idiom.
- Then have the other partner write a sentence or two to continue the dialogue, using the next idiom.
- Have partners continue taking turns writing related dialogue sentences. Encourage students to use additional idioms to expand the dialogue.
all ears-very excited to hear about something
ball in your court-the
decision is yours
once in a blue moon-rarely
best of both worlds-having
the benefits of two things


## Fluency

- Self-Monitor Fluency

Reading fluency-reading with accuracy, automaticity, and prosody-also serves as a bridge between decoding and reading comprehension. Reading words accurately supports comprehension because it helps readers build an accurate base understanding of the text. Reading words with automaticity allows readers to devote more cognitive attention to comprehension. Reading with prosody (e.g., appropriate expression, phrasing) both reflects and supports comprehension.
-Nell K. Duke, Alessandra E. Ward, P. David Pearson
"The Science of Reading Comprehension Instruction"
The Reading Teacher, Vol. 74, No. 6, May/June 2021


## Accuracy

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

Connect to myView Literacy:
Fluency: Unit 1, p. T52

## ROUTINE

## STEP 1 INTRODUCE

Describe the skill. Reading with accuracy means that we read all the words in a text correctly. We don't skip words, add words, or change the order of the words. We read accurately so that we understand exactly what the author wrote.

## STEP 2 MODEL

- Display a text and model reading the first part of it aloud with accuracy.
- Follow along and listen to hear if I read the text accurately. Continue reading aloud to the end.


## STEP 3 GUIDE PRACTICE

- Discuss your model reading. Did I read every word accurately? Provide examples from the text and ask: If I read the word $\qquad$ by mistake when I see $\qquad$ , how does the meaning change? If I miss reading the word $\qquad$ completely, how does the text change? Sometimes, for example with the word read, I don't know how to pronounce it until I finish reading the sentence. In those cases, I might have to back up and read the sentence again correctly. Provide other examples from the text.
- Distribute a copy of the same text to each student. Review 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.
- Let's read aloud the first part together. Do a choral reading.


## STEP 4 ON THEIR OWN

- Have pairs read aloud the rest of the text to each other, taking turns with each paragraph. For optimal fluency, have each student read the text aloud a few times.
- Encourage students to self-correct as needed. Provide feedback on students' accuracy.


## CORRECTIVE FEEDBACK

If students have difficulty reading aloud with accuracy,

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

## Make It Easier

Ensure that students who make errors while reading aloud have many opportunities to practice reading aloud and listening to fluent oral readers.

- Evaluate each student's miscues and determine whether additional instruction in decoding, vocabulary, or comprehension strategies might be needed.
- Give feedback to students so they know they are omitting, changing, or adding words, or reading words out of order. Model reading aloud the first sentence of the text students have read. Try to match the speed l'm reading now, which is a little bit slower than you were reading. Let's slow down on purpose to see if we can read with $100 \%$ accuracy. Do a partner reading where you take turns after every sentence.
- Have students practice reading the text aloud with you or with another partner until they can read with accuracy. Remind them to self-correct as needed.


## Make It Harder

Students who are reading texts aloud accurately can continue their practice using longer or more challenging texts.

- Help pairs choose a text at an appropriate level that interests them.
- Have partners take turns reading aloud to each other with accuracy.
- Challenge partners to create audio recordings of their readings. Recordings could be used as models for fluent oral reading for classmates.

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. T52

## ROUTINE

## STEP 1 INTRODUCE

Describe the skill. Today we will practice reading aloud at an appropriate rate. A good rate is the speed we use when we talk with a friend. Reading aloud at an appropriate rate makes it easier for our listeners to understand what we're reading.

## STEP 2 MODEL

- Display the beginning of an informational text. As I read aloud, follow along and read silently with me. Notice the speed of my reading. I'm trying to read at a rate so listeners can understand the information I'm sharing. Model oral reading at an appropriate rate.
- I'm also trying to keep an even pace throughout my reading. I don't want my reading to be too fast in some parts and too slow in others.


## STEP 3 GUIDE PRACTICE

- Distribute a copy of the same text to each student for an echo reading. Match the speed of my reading. Read aloud the same text and have students echo you, sentence by sentence.
- Discuss why reading at an appropriate rate is important. What is it like for the listener if I read too slowly, like this? Demonstrate reading aloud too slowly, and guide students to see that it makes it difficult to understand the text. What is it like for the listener if I read too fast, like this? Demonstrate reading aloud too quickly and guide students to see that it's difficult to understand the speaker. Reading aloud at the right speed takes practice.
- Let's read aloud the next part together. Do a choral reading.


## STEP 4 ON THEIR OWN

Have student pairs take turns continuing to read the text without you, focusing on rate. When they have finished reading, 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 are not reading aloud at an appropriate rate,

THEN model fluent oral reading at an appropriate rate, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Let students know if their oral reading needs to slow down, speed up, or focus on maintaining an even pace. Then choose from the options below.

- Students who read slowly or with difficulty may benefit from a word-recognition activity. Have them make word cards of the more difficult words from the text. Sort the cards into decks of decodable and high-frequency words. Some words can be sounded out, and other words need to be memorized. Use them as flashcards, and have students first read aloud the decodable words until they read them at an appropriate rate. Repeat with high-frequency words.
- If students read too quickly, remind them that reading aloud is not a race. The most important thing is to understand the text as they read. Try slowing down a bit. Sometimes if we read too quickly, we can miss a whole word or change the order of the words. Doing that could change the meaning of the text. Do a partner reading with the student and ask questions after he or she has finished reading aloud to ensure comprehension.
- If students read at an uneven pace, review punctuation cues and help them mark their copy of the text with slashes to indicate pauses. Help students chunk sentences into phrases and underline all the words in the phrase. Let's read aloud together at a steady rate, pausing appropriately.
- Have partners read the text aloud until they read at an appropriate rate. Remind them that it takes a lot of practice to read aloud fluently.


## Make It Harder

Encourage students who consistently read aloud with a smooth, conversational rate to practice reading aloud with longer or more challenging texts. Help students select an appropriate text and practice reading aloud with a partner.

## Prosody: Poetry

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

Connect to myView Literacy:
Fluency: Unit 2, p. T242

## ROUTINE

## STEP 1 INTRODUCE

Describe the skill. Today we're going to practice reading poetry aloud. We can reveal the emotion of a poem by using our voices to show pauses, emphasis, pitch, and volume.

## 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 other texts. I'll pause when I see a comma or a period, and l'll adjust my voice to show a question if I see a question mark or excitement if I see an exclamation mark.
- Indicate stanzas, if applicable. I pause when I see the space between the stanzas. Read the poem aloud.
- I know that poems have line breaks and that the last word before the line break can be an important idea or image. The end of the line is also a common place to hear rhyming words. However, it is the punctuation that tells me to pause or not. Read the poem aloud. If it makes sense to do so, tap along with the rhythm.


## STEP 3 GUIDE PRACTICE

- Give a copy of the poem to each student. Let's read aloud together.
- Discuss the meaning of the poem. In poetry, word choices are important. Are there any unfamiliar words here or words used in unusual ways? What is the poem about?
- Discuss examples of prosody in your oral reading. What words are emphasized in this poem? How do we use our voices to show the emotion in this poem? Are there places in this poem where our voices should get louder or quieter, to show expression? Read the poem aloud once more, demonstrating prosody, in a choral reading.


## STEP 4 ON THEIR OWN

Have student pairs take turns reading the poem to each other. Provide feedback on students' prosody, including use of phrasing, punctuation cues, intonation, volume, and expression.

Prosody: Poetry

## CORRECTIVE FEEDBACK

IF students have difficulty reading a poem with appropriate prosody,

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, ensure they understand and can read all the words in the poem. Then choose from the options below.

- For students who are reading haltingly, work with them to mark the pauses on their copy of the poem. Now that you have the pauses marked, let's read the poem aloud together.
- Tell students who read quietly or unevenly to imagine that they enjoy being on stage, and that their performance is being recorded. Speak clearly and loudly, so the people in the last row can hear you. You may wish to have them practice reading aloud with a recorded version of the poem.
- Let's keep practicing until we can read the poem fluently, with prosody. First do an echo reading with students, alternating after every sentence. Then do a choral reading.


## 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 and have them first read it silently. 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.
- Invite volunteers to perform a Readers' Theater for the class.


## Prosody: Narrative Texts

Connect to myView Literacy:
Fluency: Unit 1, p. T60
Prosody refers to oral reading with appropriate phrasing, intonation, and emphasis.

## ROUTINE

## STEP 1 INTRODUCE

Describe the skill. Good readers read aloud with expression. They use prosody, or appropriate phrasing, intonation, volume, and emphasis, to make their reading sound like natural language and to convey the meaning of a text.

## STEP 2 MODEL

- Display a short narrative text. When I read aloud with prosody, punctuation marks help me know where to pause, what to emphasize, and how to change my tone. I pause briefly when I see a comma, and I pause slightly longer when I see a period. I raise my voice when I see a question mark, and I show excitement when I see an exclamation mark. When I see quotation marks for dialogue, I read as I think the character would speak. Model reading the text aloud.
- Point out that some groups of words, such as into the store or walking hand in hand, are read together even when there is no punctuation to separate them. Some words have very little meaning unless they are a part of a phrase. We read these words together in order to better understand the text.

$$
\begin{aligned}
& \text { Punctuation Cues for } \\
& \text { Fluency } \\
& \begin{aligned}
,= & \text { pause briefly } \\
\cdot= & \text { pause slightly } \\
& \text { longer }
\end{aligned} \\
& ?=\text { raise voice } \\
& != \\
& \text { " show excitement } \\
& = \\
& \text { read as the } \\
& \text { character would } \\
& \text { speak }
\end{aligned}
$$

## STEP 3 GUIDE PRACTICE

- Distribute a copy of the text to each student. Now read aloud with me, using appropriate phrasing, intonation, emphasis, and expression.
- Read aloud the text with students.


## STEP 4 ON THEIR OWN

Have partners take turns reading aloud the text two or three times. If necessary, make suggestions for phrasing, intonation, emphasis, volume, and expression.

## CORRECTIVE FEEDBACK

IF students cannot read aloud with appropriate phrasing, intonation, emphasis, and expression,

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

## Make It Easier

Students who read haltingly or without prosody may benefit from doing an echo reading with you.

- Make a copy of a narrative text of two or three paragraphs for students.
- Read aloud the text several times while students follow along.
- Discuss what you did as a good reader. What words did I read aloud together? How did I know to do that? (Use punctuation cues and phrases.) What words or phrases did I read with emphasis or a particular tone? How did I know to do that? (Use punctuation cues such as question marks, exclamation marks, and quotation marks.)
- Have students echo read each paragraph after you.
- Finally, have students choral read the text on their own. Read aloud as if you were on TV or a podcast and you want to make sure the audience understands you.


## Make It Harder

Have students who can read aloud with appropriate prosody perform a
Readers' Theater.

- Provide each student with a copy of a narrative text that has dialogue.

Model reading the text aloud with appropriate prosody and expression.

- Choose students to read the various parts. Allow time for students to practice reading aloud their lines of dialogue with expression.
- Have students perform the Readers' Theater in front of the class.


## Prosody: Informational Texts

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

Connect to myView Literacy:
Fluency: Unit 1, p. T178

## ROUTINE

## STEP 1 INTRODUCE

Describe prosody and informational texts. Informational texts give information about a topic. We usually read these texts in a neutral tone. Reading aloud with meaningful attention to phrases helps us understand a text the way the author intended.

## STEP 2 MODEL

- Display an informational text. l'll read loud enough so listeners can understand. l'll read groups of words in phrases, so the ideas are clear. Model reading the first part aloud.
- This text is giving information about a topic, so I know it should be read in a neutral voice. Point out punctuation. I know to adjust my voice when I see punctuation. I pause after I read a title or section name. Model reading aloud again.

> Punctuation Cues for Fluency $\begin{aligned} & =\text { pause briefly } \\ & \cdot=\text { pause slightly longer } \\ & ?= \\ & \text { raise voice } \\ & != \\ & \text { "" }= \\ & \text { read as the excitement } \\ & \\ & \text { would speak }\end{aligned}$

## STEP 3 GUIDE PRACTICE

- Give a copy of the text to each student. Let's do an echo reading of the next part. I'll read a sentence and you echo it back to me.
- Ask students to reflect on punctuation, phrasing, and how they go together. Call students' attention to some of the longer sentences. Does this sentence have punctuation before the period? How do we divide this long sentence into phrases, so it is easier to read and understand? Point out that when we read smoothly, we're reading with good phrasing. Read the next part of the text in a choral reading.


## STEP 4 ON THEIR OWN

Have pairs take turns continuing to read the same text aloud. Provide feedback on their phrasing, intonation, and emphasis.

## 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

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

- Ask questions about the text to ensure students have understood it. Have students underline any words they are having difficulty with and work with them using flashcards until they can read individual words fluently.
- Guide students to focus on phrasing and punctuation cues by marking pauses in the text. Review the punctuation in the text as needed. 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. Then read aloud for me.
- Give students additional practice, both listening to fluent oral reading and reading aloud themselves. When you read an informational text aloud, imagine you are a news anchor or the background voice on a documentary. Read clearly and confidently. Do a partner reading with the student using the same text. Then have student pairs work together for more practice.


## Make It Harder

Students who can read informational text with appropriate phrasing may want to be model readers for a partner or small group.

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


## 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 4, p. T178

## ROUTINE

## STEP 1 INTRODUCE

Discuss prosody and dramatic texts. When we read drama aloud, we read the cast of characters, the setting, stage directions, and act and scene numbers in a neutral voice. We read the dialogue with expression to show characters' feelings. We use punctuation to guide us to read smoothly.

## STEP 2 MODEL

- Display the first part of a drama. Model reading all the text aloud, not just the dialogue.
- The punctuation tells me if the character is asking a question or is excited. Stage directions instruct the actor how to deliver the lines, so they tell me, too, how to read the dialogue aloud. Model reading aloud again, with expression, to show characters' feelings.


## STEP 3 GUIDE PRACTICE

- Give each student a copy of the play. Go over any unusual punctuation, such as ellipses or dashes, and what those punctuation marks mean. Let's read aloud together.
- Ask questions to draw students' attention to volume, expression, phrasing, and punctuation. 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 aloud the first part together again, adjusting expression appropriately.


## STEP 4 ON THEIR OWN

Have groups continue reading the play aloud, ensuring that each student has a role. Give feedback about phrasing, emphasis, and expression.

## 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 are struggling may need help with a particular aspect of prosody, such as phrasing or expression. Choose from the options below.

- Briefly discuss how reading a play aloud is different from going to see a play. We read aloud the cast of characters, setting, and stage directions; at a performance we hear only the dialogue.
- If students ignore punctuation, elicit or explain what the different marks mean and why they are important for oral reading. A comma tells us to pause briefly and a period tells us to pause longer. A question mark tells us to raise the pitch of our voice and an exclamation mark tells us to speak more loudly, with excitement.
- Discuss the characters, how each could be portrayed and why, and how one's voice could show the character's thoughts and feelings.
- Use a recording of the play to provide additional models of fluent oral reading. Then have students practice reading the same text several times. Once 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 perform a Readers' Theater. Have them read aloud all the text, not just the dialogue.

- Help students choose an appropriate play and provide each student with a copy. Model reading the play aloud with appropriate prosody.
- Choose students to read the various parts.
- Allow students time to practice reading their character's lines with expression before performing a Readers' Theater for the class.


## Fluency and Qualitative Measures

## What Is Fluency?

Fluency is reading accurately, with expression, at an appropriate rate. To learn to read words and become fluent readers, students need a solid phonological base and strong alphabetic and language skills. Frequent practice reading high-frequency words helps students learn to recognize words automatically.
As students' ability to read words with automaticity grows, they begin to understand the text as they read and will be able to demonstrate different aspects of prosody as they read aloud. Fluent readers group words into meaningful phrases and use their voices to convey the meaning of a text by adjusting timing, expression, volume, emphasis, and intonation. As students make gains in fluency, they will read more quickly while maintaining accuracy and demonstrating expression.
Fluency is directly related to comprehending text, the ultimate goal of reading. Mastery of these skills-reading accurately with automaticity, at an appropriate rate, and with appropriate expression-is what helps students focus on the meaning of a text.

## What Does a Fluency Test Measure?

A fluency test measures the number of words that a student reads aloud correctly in one minute (WCPM) in a grade-level text that the student has not previously seen. Speed, while an important indicator, is not the main objective.

- Accuracy, Rate, and WCPM The score (words correctly read per minute) is calculated by subtracting the number of errors the student makes from the total number of words the student read.
- Results Scores can be highly variable because of familiarity (or lack of familiarity) with a particular topic and related vocabulary, or due to student anxiety. The score of any one test should be seen within the context of a semester or a year.


## Using myView Cold Reads for Fluency and Comprehension

Cold Reads for Fluency and Comprehension provides leveled selections and comprehension items that assess each week's comprehension focus and support emerging fluency.

- Differentiation Selections and items are written for students at varying levels of proficiency, as indicated at the bottom of each page: Developing (D), On-Level (OL), and Advanced (A).
- High-Frequency Words High-frequency words are strategically placed in the selections to give students additional practice reading these words in context.
- Practice Use selections to model fluent oral reading regularly in class. Selections can also provide students with ample opportunities to practice reading orally before they are assessed.
- Assessment Selections are designed to be administered as tests to assess student progress.


## Qualitative Measures

Gaining fluency is a process that is different for every reader. Some students demonstrate fluency from early on, while for others it can be a gradual process. Over time and with effective reading instruction and practice, students will show improvement. Charting WCPM scores as students' reading improves motivates them to further practice and improve their fluency.

## Key Variables

Emerging readers progress through phases, the timing of which varies but can be generalized as follows:

- A focus on pronouncing words and phrases (Kindergarten, Grade 1, and first half of Grade 2)
- Showing signs of prosody; starting to use expressive language (second half of Grade 2)
- Fluctuating oral reading fluency scores (at the end of Grade 3, moving into Grades 4 and 5)


## Measuring Other Aspects of Fluency

To get an overall picture of a student's fluency, teachers will benefit from tracking not only WCPM but also those elements of prosody that are more subjective. As you listen to students' oral reading practice, pay attention to their demonstration of prosodic elements beyond accuracy and rate.

- Phrasing Does the student group words into meaningful chunks and pause appropriately when encountering commas and periods?
- Intonation Does the student's voice go up and down when she or he sees a question mark or exclamation mark, or when speaking as a character would?
- Volume and Stress Does the student translate the emotion and meaning of the text into his or her oral reading through appropriate shifts in volume and emphasis?
- Self-correction Does the student self-correct, an important fluency and comprehension skill, as he or she reads?
Use the Oral Reading Fluency Rubric to determine a student's level of fluency and assess areas in which a student may need practice.


## Target Fluency Goals

One of the most effective ways to assess fluency is by taking a timed sample of a student's oral reading and measuring words correct per minute (WCPM).

## Prepare for the Timed Sample

- Choose a selection that is on grade level and not previously seen by the student.
- Make two copies of the selection. Give one copy to the student and keep the other copy for yourself.
- Have a timer or clock available for timing the reading.


## Administer the Timed Sample

- Have the student read aloud the selection for one minute, excluding the title.
- Mark on your copy of the selection any miscues or errors the student makes.
- Stop the student at exactly one minute and note precisely where he or she stopped.

Score the Results: WCPM = (Total number of words read) - (Number of errors)

- Count the total number of words read in one minute.
- Subtract the number of miscues or errors made.
- Record the words correct per minute score.


## Interpret the Score

The following chart identifies performance benchmarks for fall, winter, and spring, with the expected benchmark at the 50th percentile. For example, a fourth-grade student reading 143 WCPM in winter is reading at the 75th percentile. The same student reading 184 WCPM in the spring is now reading at the 90th percentile.

| GRADE | \%ILE | FALL WCPM | WINTER WCPM | SPRING WCPM |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 90 | 153 | 168 | 184 |
|  | 75 | 125 | 143 | 160 |
|  | 50 | 94 | 120 | 133 |
|  | 25 | 75 | 95 | 105 |
|  | 20 | 60 | 71 | 83 |

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 runons 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. . . . Selfmonitoring and self-correction appear frequently in research records of young readers making strong progress and less frequently for those making slow progress.
-Nancy L. Anderson, Elizabeth L. Kaye
"Finding Versus Fixing: Self-Monitoring for Readers Who Struggle"
The Reading Teacher, Vol. 70, No. 5, March/April 2017


## Self-Monitor: Oral Reading

When readers self-monitor oral reading, they listen as they read to notice and correct word-reading errors and to confirm understanding.

## ROUTINE

## STEP 1 INTRODUCE

As we read aloud today, we're going to think about our reading. We'll pay attention to whether the words sound right and make sense. If we notice something isn't quite right, we'll pause and use fix-up strategies. Review the strategies with students.

## STEP 2 MODEL

Display the text and tell students you are going to read aloud. I'm going to read accurately, smoothly, and with proper expression. As I read, I'll ask myself: Does this make sense? If it doesn't, I'll pause and use the fix-up strategies. If I see new words in the text, l'll use my decoding skills to figure them out.

> There are thousands of animals in our world. Some of these animals are predators, and some of them will end up as prey. They all need to eat. They all need to keep themselves safe. Some animals, over time, have adapted certain features that match those of other species. These features fool their predators and help the animals live longer.

As you read, pause at the word adapted. When I first saw this word, I thought it might be adjusted, but l'm going to look at it again and identify the sounds in each part of the word. This word has three syllables: a-dapt-ed. Blend the word parts to read adapted. I'll read the sentence again to make sure adapted makes sense.

## STEP 3 GUIDE PRACTICE

Display the same text for choral reading. Let's read aloud together. We'll read accurately, at an appropriate rate, and with expression.

## STEP 4 ON THEIR OWN

Help students choose an appropriate text and have pairs take turns reading aloud. As you read, listen to yourself to check if your reading makes sense. Pause if you notice that something isn't quite right. Use the fix-up strategies to help you. Encourage students to use their decoding skills when they encounter new or tricky words in the text.

## Self-Monitor: Oral Reading

## CORRECTIVE FEEDBACK

IF students are not selfmonitoring their reading,

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

## Make It Easier

Watch for and encourage self-monitoring behaviors.

- Remind students that you want them to think about their reading. As you read, I want you to pay close attention to make sure your reading makes sense. Noticing errors and fixing them will help you better understand what you read.
- Display an appropriate text and ask students to read aloud. Observe students for self-monitoring behaviors, such as stopping or attempting to self-correct. Ask: What made you stop? What did you notice?
- If a student makes an error that affects meaning but does not notice, wait until the student gets to the end of the sentence or the paragraph. Ask: Will you reread that? Help students decode tricky words. Then, have them reread to check whether the word they read makes sense in the sentence and with the rest of the text.
- Help focus students' attention on their reading by having them record themselves reading a passage. Then, ask them to listen to the recording as they read silently.


## Make It Harder

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

- Have students choose an appropriate text.
- Ask partners to take turns reading aloud to each other. Encourage students to read with accuracy, at a smooth rate, and with expression. Remind them to notice if the text makes sense and to pause and use the strategies when needed.


## Self-Monitor: Silent Reading

When readers self-monitor silent reading, they pay attention to their reading to make sure they read fluently, maintain focus, and understand what they read.

## ROUTINE

## STEP 1 INTRODUCE

Today we're going to practice silent reading. As we read, we're going to monitor, or 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 want to keep thinking about what l'm reading. l'll ask myself: Does this make sense? If it doesn't, I'll pause and use the fix-up strategies.
- If I get stuck on a tricky word, I can use a word-reading strategy, such as looking for word parts I know or checking for prefixes or suffixes.
- If I lose focus or get confused, l'll back up to a part where I understood what the author was saying and reread from there.


## STEP 3 GUIDE PRACTICE

Have students read the same text silently. Remind them to monitor their reading and use fix-up strategies when needed. When students are finished, ask volunteers to share the strategies they used. Then, discuss the text as a group. Ask students questions about the text, such as which parts helped them picture a character or setting.

## STEP 4 ON THEIR OWN

Have each student choose an appropriate text for silent reading. Remind them to pay close attention to their reading to make sure it makes sense and to pause and use fix-up strategies when needed. When students are finished, ask volunteers to share the strategies they used. Then, have them turn and talk to a partner and share the most interesting thing they read.

## SIDE B

## Self-Monitor: Silent Reading

## CORRECTIVE FEEDBACK

IF students are not selfmonitoring their silent reading,

THEN model thinking about self-monitoring during silent reading, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Guide students to self-monitor as they read silently.

- Remind students that you want them to think about their reading as they read silently. As you read, I want you to pay close attention to make sure your reading is accurate and makes sense. Noticing when you don't understand something is a good thing, and going back to reread will help you better understand the text.
- Have students read a section of text silently, and then have them stop and answer a question you ask about the text. If students have trouble answering the question, help them use the strategies and focus on what they need to reread.


## Make It Harder

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

- Have students choose an appropriate text and ask them to read silently.
- When students finish reading, have them work with a partner to come up with another fix-up strategy they can use when they get stuck or 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


## Build Background Knowledge

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

Connect to myView Literacy:
Introduce the Text: Unit 1, p. T32
Make Connections: Unit 3, p. T180

## ROUTINE

## STEP 1 INTRODUCE

When we read, we connect our own experiences with events or ideas in a text. Making personal connections helps us understand what we're reading and introduces us to new ideas about the world.

## STEP 2 MODEL

- Display a familiar text. Preview the first section. First, we preview the text to see what we already know about the genre, topic, ideas, or events. Discuss the preview. Make personal connections from your life, from other texts, or from society.
- Read aloud the first section. As I read, I pause to make more personal connections. Demonstrate using questions, such as the ones at the right, to discuss important ideas or themes in the text.
- At the end of a section or the whole text, I ask myself what l've learned about life or the world that I didn't know before.


## STEP 3 GUIDE PRACTICE

Guide students to preview and make personal connections to the rest of the text. Use questions such as those at the right to guide students to make more connections and to build knowledge. After reading, discuss how building background helps students think about the themes or important ideas in the text.

## STEP 4 ON THEIR OWN

Have students preview and read an unfamiliar text. Ask them to share how they used background knowledge to understand the themes or ideas and how ideas in the text changed their thinking.

Model questions such as:

- Have I ever acted, thought, or felt like this person or character?
- Does this situation remind me of something I've seen in real life, books, or TV/movies?
- How is this similar to how people in the real world solve problems?
- What does this help me understand about the important ideas or theme?
- How do these events or ideas change my ideas about life or the world?


## 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 making connections between a text and what they know about the world. Use a short text in which characters or real people deal with a common societal issue.

- Preview and read aloud the text. Discuss connections students can make to what they know about the world.
- Ask: What are some problems like this that people you know have had to solve? What similar challenges did they overcome? Discuss similarities among the text and students' experiences.
- Discuss new ideas about the world that the text may have inspired. Ask: What new ideas or information do you have after reading this text? What do you think the author is saying about the world? What life lesson can we take from this text? Guide students as needed.
- Point out that, each time students read, they build background knowledge that will help them make connections to other similar texts.


## Make It Harder

Students can extend the activity by reading an unfamiliar text on a topic that interests them.

- Have partners pick a text and explain what interests them about it. Encourage them to explain how the topic or events in the text seem to connect to their own lives or to their understanding of the world.
- Have partners take turns reading the text to each other. As they read, have partners stop and make personal connections.
- Have pairs share their connections with the class and note which were most common.


## Ask and Answer Questions

Readers ask and answer questions about the text before, during, and after reading to deepen understanding and gain information.

Connect to myView Literacy:
Generate Questions: Unit 1, p. T122

## ROUTINE

## STEP 1 INTRODUCE

We ask questions about the concepts and ideas in a text 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 understand the text.

## STEP 2 MODEL

- Display a familiar text. Before I read, I preview the text. I ask who, what, where, and when questions to find specific details. I can use why and how questions to think more deeply about the text. Preview the text and write a set of questions.
- As I read, I look for answers to my questions and ask more questions. Read aloud a section of text. Note details that answer your initial questions, and ask additional questions. Some answers I find right in the text. Others I may need to interpret.
- After reading the section, review your questions and answers. After reading, I think about the answers I found. I may have more questions, such as why the author wrote this text or what the theme is. I can reread or read on to answer these questions.


## STEP 3 GUIDE PRACTICE

Guide students to generate and answer questions about the rest of the text. After reading, discuss answers students found or questions they still have. Discuss how their questions helped them understand the author's purpose and any key ideas or themes in the text.

## STEP 4 ON THEIR OWN

Have students read another text. Ask them to list their questions and answers before, during, and after reading. Then ask students to use the answers to discuss key ideas or themes in the text.

## Before Reading

- What is this text about?
- Where does it take place?
- What is the author's purpose?


## During Reading

- Why do the characters think, speak, and act how they do?
- What new information do I learn?
- What key ideas or message about life does the author share?


## After Reading

- How is the conflict resolved?
- What is the author's main point or theme?


## SIDE B

## Ask and Answer Questions

## CORRECTIVE FEEDBACK

IF students cannot ask and answer high-level questions about 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

Guide students who struggle to ask and answer high-level analysis questions.

- Explain that who, what, when, and where questions often have answers directly stated in the text. Share examples, such as Who are the characters? and Where does this take place?
- Why and how questions are rarely answered directly in the text, but they help get at the text's deeper meaning. Share examples such as, Why does the character feel this way? and How does this event reveal the theme? To answer these questions, readers must find details in the text and put them together with what they know. A strong answer is supported by details in the text.
- Guide students to answer a high-level why or how question and to include at least two text details that support the answer.


## Make It Harder

Students can extend the activity by thinking more about question-answer relationships.

- Have partners read an unfamiliar text and organize questions into two categories: "Right There" and "Author and Me." Explain that "Right There" questions have answers stated right in the text. High-level "Author and Me" questions have to be answered by thinking about what the author states in the text and what readers already know about the world.
- Have partners create a T-chart. As they ask questions and find answers, have them note the type of question and their answer in the chart. For "Author and Me" questions, have partners include text details and their own analysis in the answer.


## SIDE A

## Predictions

Connect to myView Literacy:
Confirm or Correct Predictions:
Unit 1, p. T242
about based on details in the text or what might happen next in the text.

## Make Predictions

- What do text features such as title, headings, and images show?
- What do I already know about this genre?
- What do I think will happen? What will I learn about? Why?


## Confirm or Correct Predictions

- Were my predictions correct? What text evidence confirms them?
- How can I correct my predictions?
- What can I predict now? Why?


## 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.

## 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.

## CORRECTIVE FEEDBACK

IF students cannot make and check predictions 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 may benefit from practice using a familiar text structure, such as chronological order, to help them make predictions.

- Display a short biography, ideally one with dates and headings. Ask: What kind of text structure do we usually find in a biography? Elicit that biographies are usually told in chronological order. Use the list at the right to discuss what students know about chronological text structure.
- Preview the text. Ask: What is the first event? What might happen next? Record and discuss predictions. Continue making predictions about the text, focusing on chronological text structure.
- Read aloud the text. As you read, confirm or correct predictions. Continue making predictions, focusing on what students know about this text structure.
- Repeat the process with additional texts.


## Make It Harder

Extend the activity by having students make predictions about a text organized in a different text structure.

- Provide students with a text organized in a specific text structure, such as compare-and-contrast or steps in a process. Review characteristics of the text structure.
- Have partners preview the text and write predictions. Then have them read the text together to confirm or correct their predictions.
- After reading, have partners explain how the text structure helped them make predictions and how they confirmed or corrected their predictions.


## 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 About Characters:
Unit 3, p. T54

## ROUTINE

## STEP 1 INTRODUCE

Readers can make inferences to figure out information in texts that authors don't state directly. To make inferences, we combine details from the text with what we already know.

## STEP 2 MODEL

- Read aloud a familiar text, such as a realistic fiction story. Authors often don't directly state everything about events, characters, themes, or ideas in a text. But I can make inferences to fill in these details.
- Discuss events at the beginning of the text to make inferences about characters. I read closely to identify clues to what the characters are like. I look at characters' words and actions as well as the author's descriptions of them.
- Model using prior knowledge. I think about how a detail is similar to what I know about real life or from other texts.
- Make an inference. I combine text evidence with what I know to make inferences. For example, I might infer from nervous laughter that a character is afraid or embarrassed.


## STEP 3 GUIDE PRACTICE

Use the steps at the right. Guide students to make more inferences about the main character(s) based on details from the text.

## STEP 4 ON THEIR OWN

Have students choose another familiar story. Have them follow the steps independently to make an inference about the characters or events. Guide students as needed.

To make inferences, I . . .

- look for details, or clues, in the text.
- think about what I already know that relates to the characters, events, themes, or ideas in the text.
- combine what I read and what I know to better understand the ideas in the text.


## CORRECTIVE FEEDBACK

IF students cannot make inferences as they read,

THEN model how to use text details and prior knowledge to make inferences, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students may benefit from practice applying prior knowledge to make inferences.

- Explain that we often encounter fictional characters who act like real people. Point out that readers can use what they know about how real people feel and act to make inferences about these characters.
- Display and read aloud the text at the right. The author does not directly tell us what Benny does or how Adelle feels about it. But we can use clues in the text and what we know to figure this out. Elicit text evidence such as Benny’s giggling and dialogue, as well as Adelle's words and reaction.
- Ask students what it can be like to have younger siblings around. What problem does Adelle's brother cause? (He ruins Adelle's costume.) How might an older sibling feel about this in real life? (angry) We can infer that Benny ruined Adelle's costume, and Adelle is not happy about it!

Adelle worked on her tiger costume for the school play all month. But when she went to get her costume, she found little muddy handprints on the closet door. Then she heard her little brother giggling.
"Grrr!" he laughed. "I'm a tiger!"
"Benny, no! You ruin EVERYTHING!" Adelle cried, running to the kitchen.

## Make It Harder

Challenge students to apply the skill to an unfamiliar, authentic literary text.

- Have students read the text or section and track details about the characters. Encourage them to focus on what the characters are trying to achieve or overcome (their goals) and how successful they are.
- Have students use the text evidence plus what they know about striving for goals in real life to make inferences and list the character's traits.
- Have students use these details and inferences to write a profile of one of the characters, explaining what the character's thoughts, words, and actions reveal about the character.


## 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 support the main ideas.

Connect to myView Literacy:
Analyze Main Idea and Details: Unit 1, p. T114

## ROUTINE

## STEP 1 INTRODUCE

The main ideas are the most important ideas about the topic in a text. Details give more information about the main ideas. We analyze main ideas and details to connect related information about the topic.

## STEP 2 MODEL

- Display an informational text. First, I identify the topic by previewing the text. Point out related words and repeated ideas in the text or images. State the topic.
- As I read, I look for supporting evidence that tells about an important idea. I ask, What is the most important idea about the topic? Walk through a section of the text. Model sorting key details from interesting but unimportant details. These key details are clues to the main idea(s).
- By thinking about the key, or supporting, details, I can figure out the main ideas. State a main idea and explain how the key details helped you figure it out. Continue reading, using key details to identify and analyze additional main ideas.


## STEP 3 GUIDE PRACTICE

Display a familiar informational text. Have students use the questions in the steps at right to identify and analyze the main ideas. Ask students to explain how the key details support the main ideas.

## STEP 4 ON THEIR OWN

Have students choose another informational text. Have them use the key details to identify the main ideas. Have students also state a main idea for the whole text. Guide students as needed.

## To Find the Main Idea

- Identify the Topic Who or what is the text mostly about?
- Look at the Details Which details support the most important ideas about the topic?
- Figure Out the Main Ideas
What are the most important ideas about the topic that the author wants me to know?


## CORRECTIVE FEEDBACK

IF students cannot identify main ideas in a text,

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

## Make It Easier

Students may benefit from practice distinguishing key details from less important details.

- Display a section of a familiar informational text. Preview it to note the topic. Read aloud a paragraph. All the sentences in a paragraph present details about the topic. But not all of these details may support the most important, or main, ideas in the paragraph.
- To find the key details, I look at each sentence. I ask, Does this detail support the most important idea in the paragraph? Reread the paragraph sentence by sentence. Discuss whether details in each sentence are key supporting details or are just interesting details about the topic.
- At the end of the paragraph, discuss the main idea and how the key details help support it.
- As time allows, apply the process to additional paragraphs in the text.


## Make It Harder

Challenge students to analyze text structure as a clue to identifying main ideas.

- Provide students with two or more brief informational texts, each with a different type of text structure.
- Explain that text structure can be a clue to the main ideas in a text. For example, a compare-and-contrast structure would include main ideas about how two or more things are similar and different.
- Have students read the texts and use the text structure as a clue to identify the main ideas. Have them explain how the main ideas in each text are reflected in the text structure.

Connect to myView Literacy:
Monitor Comprehension: Unit 2, p. T66

To monitor comprehension, readers use different strategies to make sure they comprehend what they are reading.

## ROUTINE

## STEP 1 INTRODUCE

As we read, we monitor comprehension by stopping to make sure we understand each part of the text. If we are confused, we use fix-up strategies to clarify anything that doesn't make sense.

## STEP 2 MODEL

- Read aloud a section or paragraph of a text. As I read, I stop to make sure I understand each section. If it's clear, I keep reading.
- If an idea, concept, or word is confusing, I can use fix-up strategies to clarify my understanding. Point out a confusing section of text. Note your confusion. Then review the strategies at the right. Model using the appropriate strategy to clarify understanding.
- Continue reading, modeling how to identify points of confusion and then apply fix-up strategies. Explain that different strategies are helpful for different purposes, such as rereading earlier sections of a text to see how it connects to later sections.


## STEP 3 GUIDE PRACTICE

Guide students to apply relevant strategies to another part of the text. Ask them to identify a confusing part and pick a strategy to help clarify their understanding. Have students explain how and why they chose each strategy.

## STEP 4 ON THEIR OWN

Have students read aloud a new text. Have them pause to monitor comprehension and apply the strategies. Guide students as needed.

## Monitor Comprehension

## CORRECTIVE FEEDBACK

IF students cannot identify where their understanding breaks down,


#### Abstract

THEN model how to identify points of confusion in another short text, using Steps 2 and 3. Next, work through the Make It Easier activity.


## Make It Easier

Students may need help determining where in a text their understanding breaks down.

- Choose a short text. Point out that sometimes readers can lose track of important ideas or concepts. Explain that knowing where their confusion began can help them find information in the text to clear up their confusion.
- Begin reading aloud the text. Have students raise a hand when a word, concept, or idea seems unclear. Stop and ask students to identify specifically what they find confusing. Ask, Is there a word or phrase I don't understand? Or is it a section of text? Does something feel like it's missing?
- Then help students match the confusing part with an appropriate strategy. Model applying different relevant strategies to clarify understanding.
- Remind students to try a different strategy if the first one doesn't help.


## Make It Harder

Students who are able to monitor comprehension may benefit from tracking and explaining how they applied fix-up strategies to comprehend a text.

- Have pairs read an unfamiliar text. As students read, have them independently monitor their comprehension.
- Have each student create a T-chart, specifying points of confusion in the left column and the fix-up strategies they tried in the right column.
- Then have partners share their charts. They can explain the different points where their understanding broke down, which fix-up strategies they tried, and which were most helpful.


## 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:
Summarize a Text: Unit 1, p. T314

## ROUTINE

## STEP 1 INTRODUCE

To summarize a text, I find the key ideas and most important information in the text. I restate this information in my own words.

## STEP 2 MODEL

- Display and read aloud an informational text. Divide the text into sections or paragraphs. To summarize, I read each section. I ask, What is this section mostly about? Point to and reread a section. I restate the key idea in my own words. Restate the idea.
- Then I read the text to find the most important information or events that tell about the key idea. Demonstrate separating important information from information that may be interesting but is less important to the key idea. I include only the most important information.
- As I read, I summarize each section in my own words. I restate only the key ideas and most important information. When I'm done, I put together my smaller summary sentences to summarize the whole text. Model summarizing the text by combining summaries of the parts.


## STEP 3 GUIDE PRACTICE

Guide students to summarize a section of a different text. Include only the key ideas and important details, in your own words.

## STEP 4 ON THEIR OWN

Now have students use the steps at the right to summarize another section of the text. Have them explain why they chose the information they did. Then have students summarize the whole text.

To summarize, I . . .

- find the key idea for each paragraph or section.
- find the most important information about the key idea.
- restate the key idea and most important information in my own words in order.
- combine my shorter summaries to summarize the whole text.


## CORRECTIVE FEEDBACK

IF students cannot effectively summarize a text,

THEN model how to summarize, using Steps 2 and 3.

## Make It Easier

Students may need more support putting events in the time order of the text.

- Display and read aloud the text at the right. When I summarize a text such as a biography, I tell the most important ideas and events in the order they happened. I use my own words.
- This text is about Alexander Hamilton. What is the key idea? Elicit that Hamilton was a Founding Father, an important figure in American history.
- Point out that the text may not always present the events in order. The second sentence actually tells about an event that comes later in Hamilton's life. I need to look carefully at the dates and text to put the events in order. Then I can use time order words to summarize.
- Guide students to list important events of Hamilton's life in time order, using time order signal words to summarize the text.

> Alexander Hamilton was a Founding Father of the United States. He became the country's first secretary of the treasury in 1789. Hamilton was born in the British West Indies in 1755. As a teenager, he moved to New York in 1773 to go to college. During the American Revolution, he worked as an aid to General George Washington.

## Make It Harder

Students can extend the activity by reading and summarizing an argument.

- Provide students with a text that presents a clear, simple argument. Remind them that the key ideas and important information in an argument will be organized a little differently from that of an informational text.
- As needed, review that a summary of an argument should include the claim and the most effective reasons supporting that claim. Explain that a summary should not include a reader's own opinion.
- Have students summarize the text and share their summaries.


## Synthesize

As we read, we synthesize, or combine what we read with what we know to create a new understanding of a text, topic, or theme.

Connect to myView Literacy:
Synthesize Information: Unit 2, p. T308

## ROUTINE

## STEP 1 INTRODUCE

When we synthesize, we combine what we know about a topic with new information from our reading to reach new understandings about a topic. We can synthesize information within one text or across multiple texts.

## STEP 2 MODEL

- Choose and preview a text on a familiar topic. I preview the text first. I ask, What do I already know about this topic? List what you already know about the topic.
- Read aloud the first section. As I read, I note new information in the text or images. I combine this with what I already know. Then I think about how this information changes what I knew or thought about the topic. Discuss how new information leads to new understandings about the topic.
- When I finish reading, I think about how the text has given me a new understanding or changed my thinking on the topic. I can read other texts on the same topic and synthesize that information to deepen my understanding even further.


## STEP 3 GUIDE PRACTICE

Read the rest of the text aloud. Review the points at the right. Use them to guide students to synthesize information and reach new understandings about the topic.

## STEP 4 ON THEIR OWN

Have students read another text on the same topic. Have them explain how synthesizing the information from both texts led to new understandings about the topic. Guide students as needed.

To synthesize, I . . .

- note what I already know about the topic.
- keep track of and include new information as I read.
- note how my thinking has changed from before I started reading the text.
- combine information in the same way when I read other texts on the same topic.


## CORRECTIVE FEEDBACK

IF students cannot synthesize information as they read,

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

## Make It Easier

Students who struggle with synthesizing might need more support with the process.

- Pick a familiar informational text. Preview the text with students. Identify the topic and ask students what they already know about it.
- Create a three-column chart with the following headings: Before I thought $\qquad$ ; Then I read that $\qquad$ ; Now I think $\qquad$ -.
- Under Before I thought $\qquad$ , write one idea to focus on as you read, such as Only birds such as ducks have large flat beaks. As we read, we'll look for information in the text and images to see if it confirms or changes our idea.
- Read aloud a section of text. Note new information related to the idea in the first column. Ask, Does this information support my idea? Or does it change what I thought? Note any new insights in the column under Now I think $\qquad$ .


## Make It Harder

Extend the activity by having students synthesize information about a favorite hobby from multiple texts.

- Have each student find three short texts on the topic. Ask them to list what they know about the topic before they read.
- Then have them read each text, tracking information from each text in a graphic organizer and noting any new understandings.
- When students finish, have them present their findings, using the frame, I used to think $\qquad$ but now I think $\qquad$ For each new or confirmed understanding, have students include text evidence.


# Text Structure: <br> Chronological/Sequence 

Connect to myView Literacy:
Analyze Text Structure: Unit 1, p. T306

Text structure is the organization of ideas an author uses in writing a text. A chronological text structure groups facts, ideas, or events into a sequence, or order, based on when they occurred in time.

## ROUTINE

## STEP 1 INTRODUCE

Text structure is how ideas or events are organized in a text. An author uses chronological/sequence structure to help readers follow events in chronological order, or as they happened in time.

## STEP 2 MODEL

- Display a familiar text organized in chronological order. First, I do a preview, asking myself, Do text features show a time order? Are paragraphs in chronological order? Discuss what your preview reveals about the structure.
- Next, I start to read. Display the Text Clues. I'll look for time order signal words and dates as I read. Read aloud the first section, pointing out signal words or dates. These text clues help me identify and follow chronological sequence.
- Use questions such as those at the right to walk through the ideas or events in a section of the text. Then model using signal words and/or dates to summarize the section.


## STEP 3 GUIDE PRACTICE

Read the rest of the text. Guide students to use the structure, signal words, and dates to discuss the order of events or ideas.

## STEP 4 ON THEIR OWN

Give students another brief chronological text. Have them preview and then read, noting why the author chose sequential organization and how the structure helps them follow the events or ideas.

## Text Clues

- Signal words

| first | after |
| :--- | :--- |
| next | then |
| before | finally |

- Dates


## Sequence Order

1. What happens first?
2. What happens next?
3. What happens last?

# Text Structure: <br> Chronological/Sequence 

## CORRECTIVE FEEDBACK

IF students cannot identify clues to chronological text structure,

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

## Make It Easier

Some students might need more support identifying clues to the structure.

- Display and preview the text. The title tells me that this text is about the life of the astronaut Guion Bluford. It's a biography. I know a biography usually follows time order and includes dates.
- Read aloud the text. The text has many dates in it. I can use these as clues to the order of events in Bluford's life. Let's underline the dates.
- Reread each sentence and note the dates and any other clues to time order. Point out that the first sentence introduces a date that is repeated later in the text. The date Bluford became an astronaut is not stated but can be determined using text clues.
- List each event in the text in chronological order.
- Apply the process to other brief historical texts with sequence structure.


## Make It Harder

Challenge students to create a time line of events in the life an important figure.

- Have partners pick a biography of a historic or public figure.
- Have partners take turns reading the text aloud, tracking the sequence of events in the text. Remind students to note important dates.
- Have partners use their notes to create a time line of the most important events in the person's life. Then have students present their time lines.


## Text Structure: Description

A description text structure explains, defines, or illustrates a topic or concept.

Connect to myView Literacy:
Informational Text: Unit 2, p. T88

## ROUTINE

## STEP 1 INTRODUCE

A description helps readers understand what something is like. Description text structure guides readers by grouping the traits, features, or characteristics of a topic, thing, or idea.

## STEP 2 MODEL

- Display a familiar descriptive text. First, I preview. I ask, Are text or graphic features used to describe something? Discuss what is being described.
- Read aloud the first section of the text. As I read, I look for signal words or phrases. Display the signal words and phrases. Often these signal words and phrases introduce an example or an additional idea. Discuss how the signal words connect ideas or add details to help describe the topic.
- Walk through the structure to identify what is being described in the first section of the text. Ask: What is being described here? How is it organized? How does the organization help us understand the ideas?


## STEP 3 GUIDE PRACTICE

Read the rest of the text. Guide students to identify other descriptions and use the structure and signal words to answer the questions at the right. How do the descriptions support the main points?

## STEP 4 ON THEIR OWN

Give students another brief descriptive text. Have them preview and then read the text. Then have them explain how the text structure and any examples help clarify the author's main points.

## Signal Words and Phrases for example such as for instance in addition also too

## Description

- What is being described?
- What is it like?
- What does it look like?
- What is it made of?
- How does it work?


## Text Structure: Description

## CORRECTIVE FEEDBACK

IF students cannot identify clues to the description text structure,

THEN model how to identify different parts of a description, using Steps 2 and 3. Next, work through the Make It Easier activity.

## Make It Easier

Students might need more support using text features as clues to structure in a descriptive text.

- Display and preview the text at the right. I see the text has a title and two headings. What do you think it is about? (spiders) Based on the headings, what will the author tell us about spiders? (what a spider looks like and what it eats)
- Read aloud the first paragraph. What does this paragraph describe? (the type of animal that a spider is-an arachnid)
- Read the heading to the second paragraph. What is this section about? (a spider's body) Read the paragraph. What is the author's main point in this section? (Spiders have eight legs and two-part bodies.)
- Continue the process with the final paragraph.


## Spiders

Spiders are a type of animal called arachnids.

What Spiders Look Like
Spiders have eight legs and two main body parts. The cephalothorax is up front. The abdomen is behind the cephalothorax.
What Spiders Eat
Spiders are predators. They eat other animals, such as insects.

## Make It Harder

Students may benefit from an extension activity with a new, authentic text.

- Provide students with another short text describing an animal or species of animal. Be sure that the text includes some descriptive signal words.
- Have students read the text and list signal words or phrases, noting how each word or phrase connects ideas to help describe the topic.
- Have partners identify and summarize the author's main points.


## Text Structure: Compare and Contrast

A compare-and-contrast text structure presents similarities and differences among people, places, things, events, or ideas.

Connect to myView Literacy:
Analyze Text Structure: Unit 1, p. T172

## ROUTINE

## STEP 1 INTRODUCE

Text structure is how ideas are organized in a text. A compare-and-contrast text structure guides readers to see how two or more things or ideas are similar or different.

## STEP 2 MODEL

- Before I read, I preview the whole text. Do the title, headings, or images reveal comparisons or contrasts? Are similarities grouped in one section and differences in another? Point out text features and arrangement of paragraphs that are clues to structure.
- As I read, I look for signal words. Review the signal words. When I see a signal word, I ask myself, How is the author connecting ideas? Point out examples of signal words. Discuss how the ideas are connected to show similarities or differences.

| Signal |  |
| :--- | :--- | Words 1 Compare | Contrast |  |
| :--- | :--- |
| (similar) | (different) |
| also | but |
| both | however |
| too | in contrast |
|  | yet |

- Point out how structure helps reveal the text's main points.


## STEP 3 GUIDE PRACTICE

Reread the text, guiding students to analyze other comparisons or contrasts to better understand the author's main points.

## STEP 4 ON THEIR OWN

Give students another brief compare-and-contrast text. Have them identify clues to the structure before and as they read. Ask students to explain how the structure helps them understand the author's main points.

Text Structure:
Compare and Contrast

## CORRECTIVE FEEDBACK

IF students cannot identify clues to the text structure,

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

## Make It Easier

Students might need more support with comparing and contrasting.

- Display and preview the text. I look at the title. The word same compares things. What is compared? (elephants)
- Read aloud the first two sentences. Underline Both. What two things is the author discussing? (Asian and African elephants) What does Both signal? (similarity) How are these elephants similar? (Both have large, floppy ears.)
- Read aloud the last sentence. Underline However. However signals a contrast. How are the elephants different? (Asian elephants are smaller.)
- The text structure helps us understand the author's main point: Asian and African elephants are alike in some ways but different in others.


## Are All Elephants the Same?

All elephants have long trunks and stocky legs. Both African and Asian elephants have large, floppy ears. However, the Asian elephant has smaller ears and is generally smaller than its African relative.

## Make It Harder

Have students organize details and write a paragraph using compare-and-contrast structure.

- Provide facts on two related topics, such as the following.

| Earth | Mars |
| :--- | :--- |
| orbits the sun <br> has one spherical moon | orbits the sun <br> has two irregularly shaped moons |

- Have partners organize the details in a Venn diagram. Then, have them use the information and signal words to write a short paragraph.


## Text Structure: Cause and Effect

Connect to myView Literacy:
A cause-and-effect text structure is used to show how one event, a cause, causes another event, an effect.

## ROUTINE

## STEP 1 INTRODUCE

An author uses cause-and-effect text structure to explain how one event can cause another event to happen. The cause is what happens first. The effect happens because of the first event. Cause-and-effect structure helps us see the relationship between events.

## STEP 2 MODEL

- Display an informational text with cause-and-effect structure. Before I read, I preview. I ask, Do text features or images suggest one event causes another event? Does one paragraph present a cause and another the effect(s)? Preview the text features and arrangement of paragraphs.
- Read aloud the first section. As I read, I look for details and words that signal causes and effects. Display the signal words. Point out signal words in the text and discuss how the events are connected. Then discuss any details the author includes that describe causes or effects.
- Discuss how noting the connections between causes and effects helps you understand the key ideas in the text.


## STEP 3 GUIDE PRACTICE

Reread the text, guiding students to analyze other causes and their effects to better understand the relationships between events.

## STEP 4 ON THEIR OWN

Give students another brief cause-and-effect text. Have them identify clues to the structure before and as they read and analyze the structure to help them understand how events are connected.

Signal Words
so
since
because
as a result
if... then...

## Text Structure: Cause and Effect

## CORRECTIVE FEEDBACK

IF students cannot identify clues to cause-and-effect text structure,


#### Abstract

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


## Make It Easier

Students might need more practice identifying causes and effects.

- Display the text at the right with a simple diagram of the water cycle. Read aloud the text.
- The first sentence tells me that there are a number of causes and effects in the water cycle. Reread the second and third sentences. Underline causes. I see the word causes. That is a clue. Use the diagram to show the causal connection between the sun's heat and evaporation.
- What event happens first? (The sun heats water in rivers, lakes, and oceans.) What does this cause? (The sun's heat causes water vapor to rise.) The cause is the sun's heat. The effect is water vapor rising.
- Reread the rest of the text, using the diagram and signal words to identify the chain of causes and effects.


## The Water Cycle

In the water cycle, events cause other events as part of the continuous movement of water on Earth. The sun heats liquid water in rivers, lakes, and oceans. This heat causes some water to evaporate, or rise into the air as water vapor. As a result, clouds form. Then the vapor in clouds cools, causing the vapor to turn back to liquid water. The liquid water is heavier than vapor, so it falls to Earth as rain or snow.

## Make It Harder

Students may enjoy identifying relationships in a problem-and-solution text.

- Problem-and-solution structure is similar to cause-and-effect structure. Problem-and-solution texts often include causes and effects.
- Have students read a text about a problem and solution such as solving an environmental problem.
- First, have students identify the problem and solution(s). Then, have them identify two cause-and-effect relationships. For example, what effect(s) would the solution cause?


## Teacher Resources

Glossary . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . pp. 211-213

Research
pp. 214-215


## Glossary

accuracy: To read a text correctly, without omitting, adding, or changing any of the words
analogy: A type of figurative language that compares something unknown to something familiar; a comparison of pairs of unlike items having something in common
antonym: A word with a meaning that is opposite to the meaning of another word
appositive: A noun or noun phrase that defines or explains the meaning of a noun next to it
ask and answer questions: A process in which readers ask and answer questions about the text before, during, and after reading to deepen understanding and gain information
build background knowledge: To connect one's own background to a text for better understanding of the text, and then to add more knowledge from the text during reading
cause and effect: A text structure that shows how one event, a cause, causes another event, an effect
chronological: A text structure that groups facts, ideas, or events into a sequence, or order, based on when they occurred
closed syllable: A syllable that ends with a consonant and usually has a short vowel sound
compare and contrast: A text structure that presents similarities and differences among people, places, things, events, or ideas
context clue: A type of hint, such as a synonym, an antonym, an example, or a brief definition, found within a text that helps readers figure out the meaning of an unfamiliar word
decodable high-frequency words: Highfrequency words that have previously-learned sound-spelling patterns
description: A text structure that explains, defines, or illustrates a topic or a concept
detail: A small, often interesting piece of information that supports a main idea in a text
diphthong: A single vowel sound, represented by two letters, that resembles a glide from one sound to another
direct definition: The meaning of a word that is explicitly stated in a text
drama/play: A type of writing that tells a story and is acted out for others
example: Text that helps readers infer a word's meaning
figurative language: Language used for descriptive effect that gives words a meaning beyond their dictionary definition
final stable syllable: An unaccented syllable, such as a consonant + -le, -tion, and -sion, that always appears at the end of a word
high-frequency words: The words that appear most often in our written language
homophone: A word that has the same pronunciation as another word but is different in spelling and meaning
idiom: A phrase or an expression whose meaning cannot be understood from the meanings of the individual words
inference: An educated guess that readers make by combining what they know with details they read
inflected ending: A letter or group of letters added to a base word that changes the word's tense, voice, or number
informational text: A type of writing with a main idea and details that provides facts and information about a topic
irregular plural noun: A noun that does not follow the usual pattern of adding -s or -es to form the plural; it may involve spelling changes or no change at all
literary text: A type of writing that tells a story or entertains
main idea: The most important idea, or big idea, about a topic in a text or section of text
metaphor: A type of figurative language that makes a comparison between unlike things without using like or as
monitor comprehension: To use different strategies to confirm understanding during reading
multisyllabic word: A word that has more than one syllable
narrative text: Any type of writing, including fiction or nonfiction, that relates a series of events
non-decodable high-frequency words: High-frequency words that do not follow a regular sound-spelling pattern or the soundspelling 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 addition: The ability to say a new word by adding a phoneme (sound) to a word
phoneme blending: The ability to recognize and identify a sequence of spoken sounds and combine them to form a word
phoneme chaining: An exercise in which one sound is manipulated to make each new word in a list of words.
phoneme deletion: The ability to say the word that remains when a specific phoneme is removed
phoneme isolation: The ability to identify and say a particular phoneme in a word apart from the rest of the word
phoneme manipulation: The ability to modify, change, or move sounds within words or syllables.
phoneme matching: The ability to recognize and identify phonemes that are the same in initial, final, or medial positions in words or syllables
phoneme reversal: The ability to say the sounds of a word backwards to create a new word
phoneme segmentation: The ability to break a word into its individual sounds, or phonemes
phonemic awareness: The ability to hear, think about, and work with the individual sounds (phonemes) in spoken words
plural noun: A noun that names more than one person, animal, place, or thing
prediction: An educated guess that readers make about what a text might be about or what might happen next based on details in the text
prefix: A word part added to the beginning of a word that changes the meaning of the word
prosody: Oral reading with appropriate phrasing, intonation, and emphasis
rate: Oral reading at the speed of natural speech, demonstrating automatic word recognition and smooth pacing
$r$-controlled vowel: A single vowel followed by the letter $r$ that has neither a long vowel sound nor a short vowel sound, but an
$r$-controlled vowel sound
related word: A word that has the same or similar word parts and meaning as another word, but may be a different part of speech
resource: A print or an online source, such as a glossary, dictionary, or thesaurus, that gives the meanings of words
root: A word part that has meaning but requires a prefix, suffix, or another root to form a word
self-monitor: To listen as you read to notice and correct word-reading errors and to confirm understanding
sequence: See chronological.
silent letter: A letter that appears in the spelling of a word but is not pronounced
simile: A type of figurative language that compares two unlike things using like or as
suffix: A word part added to the end of a word that changes the word's meaning, part of speech, or both
summarize: To restate in one's own words the most important ideas or events of a text in a shorter version of the original
surrounding text: The words and sentences near an unfamiliar word
syllable: A word part that has one vowel sound
synonym: A word with a meaning that is similar to the meaning of another word
synthesize: To combine ideas in a text with what the reader already knows to create a new understanding of a text, topic, or theme
text structure: The organization of ideas an author uses when writing a text

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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## Teacher Notes

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## Reading Routines COMPANION

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