Professional Development
GRADES K–6

Instructional Routine Handbook

- Phonological Awareness
- Phonemic Awareness
- Fluency
- Vocabulary
- High-Frequency Words
- Spelling
- Comprehension
- Writing
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Welcome to Macmillan/McGraw-Hill's Treasures Reading-Language Arts program. This program is based on the most recent and confirmed research in reading and writing instruction. The instructional routines that follow reflect best classroom practices and full implementation of this research. Learning and using these routines will ensure the most effective and efficient implementation of the Treasures program. They are step-by-step guides to the key instructional practices embedded in the program. Many of these instructional routines can be viewed using the video clip links in the online Teacher's Edition at www.macmillanmh.com. (View the Grades K-2 Visual Vocabulary Resources clip as a model.) These clips show how master teachers use the routines with their students. We recommend periodically reviewing the routines and video clips throughout the first year of the program's implementation.

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

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

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

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

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

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

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

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

Why Is Phonological Awareness Important?

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

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

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

**Explanation/Script**
Say: Today we will be listening for words that have something in common. In today’s lesson, we will listen for words that begin with the same sound.

### STEP 2: MODEL (I DO)
Model the task with several examples.

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

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

Listen carefully: set, sad, man. [Stretch the initial sound in each word as you say it, as in /s-set/.] Which word doesn’t belong? Which word begins with a different sound?
That's right. Man begins with a different sound. Listen: /m- /s-set/. Set begins with /s/. /s-sad/. Sad begins with /s/. /m-mman/. Man begins with /m/. Since set and sad begin with /s/, mad does not belong. Mad begins with a different sound, the /m/ sound.

### STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)
Have children practice finding which word does not belong. Do the first word set with students.

**Teacher Tips (Sequence)**
- Carefully scaffold the lesson by beginning with three words in a word set, progressing to four, and so on.

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

<table>
<thead>
<tr>
<th>Word Set 1</th>
<th>Word Set 2</th>
<th>Word Set 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>let, lot, met</td>
<td>set, let, sad</td>
<td>red, fell, fan</td>
</tr>
<tr>
<td>nest, rest, not</td>
<td>met, man, net, mix</td>
<td>run, sun, set, six</td>
</tr>
<tr>
<td>van, zip, vest, vase</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

**Explanation/Script**
Say: Listen as I say each word. I will stretch the first sound so you can hear it well. /s-set/. Repeat. What’s the first sound? /s-sit/. Repeat. What’s the first sound? /s-sad/. Repeat. What’s the first sound? /m-mman/. Repeat. What’s the first sound? Which word does NOT begin with the /s/ sound?

Look at the words I wrote.

<table>
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<tr>
<th>Word Set 1</th>
<th>Word Set 2</th>
<th>Word Set 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>set, sit, sad, mad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notice that set, sit, and sad all begin with the letter s. The letter s stands for the /s/ sound. The word mad does not begin with the letter s. The word mad begins with the letter m, which stands for the /m/ sound. The word mad does not belong.
**STEPS** | **EXPLANATION/SCRIPT**
---|---
**STEP 1: INTRODUCE**
Briefly name and explain the task and its purpose to children before starting the activity.
Note: The *rime* is the vowel and everything after it in a syllable (e.g., *at* in *sat*). The *onset* is everything before the rime in the syllable. The onset can be a single consonant, a consonant blend, or a digraph (e.g., *s* in *sat*, *fl* in *flat*, *ch* in *chat*). Blending by onset and rime is easier than blending phoneme by phoneme.

Say: Today we will be putting together the first sound(s) and end part of a word to make a whole word.

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

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

Say: I am going to put sounds together to make a word. I’ll say the first sound and then the end of a word. Then I will blend them together to say the word. Listen: /s/ /at/, sat. What is the word? The word is sat.

**STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)**
Have children practice blending words by onset and rime. Do the first word with students.
When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs.

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

Say: Listen to the word parts. Blend, or put together, the word parts to say the whole word.

/s/ /ad/ /m/ /at/ /fl/ /ish/ /l/ /ip/ /r/ /un/ /n/ /est/

Say: Now let’s try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.

/h/ /ad/ /fl/ /at/ /w/ /ish/ /sl/ /ip/ /sp/ /un/ /ch/ /est/

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

Note: Some children who struggle blending onset and rime, will need to go back to the easier blending task of blending syllable-by-syllable (e.g., *nap-kin*).

Say: Listen as I blend the sounds /s/ /at/, /sssat/, sat. The word is sat. Repeat the sounds with me: /s/ [Students repeat.] /at/ [Students repeat.] /sssat/ [Students repeat.] The word is sat. What’s the word? Now let’s go back and try some more.
**ORAL BLENDING ROUTINE (PHONEME BY PHONEME)**

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
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</table>
| **STEP 1: INTRODUCE** | Briefly name and explain the task and its purpose to children before starting the activity. Note: A *phoneme* is an individual sound, such as /s/.

Say: Today we will be blending, or putting together, sounds to make words. |
| **STEP 2: MODEL (I DO)** | Say each sound in the word. Model how to blend the sounds to make the whole word. Repeat with several examples.

**Teacher Tips (Sequence)**
- Begin blending two-letter VC words, such as *am* and *it*.
- Progress to CVC words. When blending CVC words, use words that start with a continuous sound—a sound that can be stretched, such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/.
- Begin blending CVC words that start with a single consonant sound (e.g., *lip*), rather than a consonant blend (e.g., *flip*).
- Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., /b/, /d/, /g/). Then proceed to words beginning with consonant blends (e.g., /fl/, /st/).
- Blending phoneme by phoneme should progress from 2-phoneme words (beginning of K), to 3-phoneme words (mid-K), and then to 4- and 5-phoneme words (Grades 1-2).

Say: I am going to put sounds together to make a word. I’ll say each sound in the word. Then I will blend the sounds together to say the word. Listen: /s/ /a/ /t/, /ssaaat/, *sat*. The word is *sat*. |
| **STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)** | Have children practice blending words phoneme by phoneme, or sound-by-sound. Do the first word with students.

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

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

Say: Listen to the sounds. Blend, or put together, the sounds to say the whole word. 
/s/ /a/ /d/ /m/ /a/ /t/ /l/ /e/ /t/
/i/ /i/ /p/ /r/ /u/ /n/ /n/ /e/ /t/

Say: Now let’s try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.
/h/ /a/ /d/ /l/ /a/ /t/ /w/ /i/ /sh/
/s/ /l/ /i/ /p/ /s/ /p/ /u/ /n/ /l/ /e/ /t/

Say: Listen as I blend the sounds /s/ /a/ /t/, /ssaaat/, *sat*. The word is *sat*. Repeat the sounds with me: /s/ [Students repeat.] /a/ [Students repeat.] /t/ [Students repeat.] /ssaaat/ [Students repeat.] The word is *sat*. What’s the word? Now let’s go back and try some more. |
| **CORRECTIVE FEEDBACK** | When children make mistakes during blending, stretch (or sing) the sounds together. Move your hands from right to left as you move from sound to sound to emphasize the changing sounds. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples. |

Say: Listen as I blend the sounds /s/ /a/ /t/, /ssaaat/, *sat*. The word is *sat*. Repeat the sounds with me: /s/ [Students repeat.] /a/ [Students repeat.] /t/ [Students repeat.] /ssaaat/ [Students repeat.] The word is *sat*. What’s the word? Now let’s go back and try some more.
**ORAL SEGMENTATION ROUTINE (ONSET AND RIME)**

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

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

Note: Use the **Sound Boxes** to help students see and feel each sound in the word. Other tactile approaches that will help students include modeling how to stretch the sounds (like a rubber band) before students segment the word and moving your hands from right to left as you move from sound to sound.

**STEP 2: MODEL (I DO)**
Model how to segment the sounds in a word. Repeat with several examples.

**Teacher Tips (Sequence)**
- Begin segmenting two-letter VC words, such as *am* and *it*.
- Progress to CVC words. When segmenting CVC words, use words that start with a continuous sound—a sound that can be stretched, such as */fl/, */l/, */ml/, */n/, */r/, */s/, */v/, */z/.*
- Begin segmenting CVC words that start with a single consonant sound (e.g., *lip*), rather than a consonant blend (e.g., *flip*).
- Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., */b/, */d/, */g/). Then proceed to words beginning with consonant blends (e.g., */fl/, */st/).
- Segmenting phoneme by phoneme should progress from 2-phoneme words (beginning of K), to 3-phoneme words (mid-K), and then to 4- and 5-phoneme words (Grades 1-2).

**STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)**
Have children practice segmenting words phoneme by phoneme, or sound-by-sound. Do the first word with students.

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

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

**Explanation/Script**

Say: Today we will be segmenting, or taking apart, a word sound-by-sound.

Say: I am going to say a word, then I will say it sound by sound. As I say each sound, I will place one counter in each box. Listen: sat. [Stretch each sound three seconds so students can hear each discrete sound.] Now I will say sat sound by sound.

/s/ [Place counter in first box.]

/ə/ [Place counter in second box.]

/t/ [Place counter in third box.]

The word *sat* has three sounds: /s/ /a/ /t/. [Point to each box as you say the sound.]

Say: Listen to the sounds. Segment, or break apart, the word sound-by-sound.

| sad (/s/ /a/ /d/) | mat (/m/ /a/ /t/) |
| fish (/f/ /i/ /sh/) | lip (/l/ /i/ /p/) |
| run (/r/ /u/ /n/) | net (/n/ /e/ /t/) |

Say: Now let’s try some harder ones. Segment, or take apart, the word sound-by-sound.

| had (/h/ /a/ /d/) | flat (/f/ /l/ /a/ /t/) |
| wish (/w/ /i/ /sh/) | slip (/s/ /l/ /i/ /p/) |
| spun (/s/ /p/ /u/ /n/) | flips (/f/ /l/ /i/ /p/ /s/) |
**CORRECTIVE FEEDBACK**

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

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

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

Now let's go back and try some more.

**CONNECT TO SPELLING**

Use segmentation and the Sound Boxes as an effective way to transition to spelling words. (Sound Box reproducibles are available in the Teacher Resource Book. In addition, students can use the sound boxes on the back of the Sound-Spelling Workboards.)

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

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

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

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

What word did we spell? That's right: sat. When you write a word, you must think about each sound in the word and attach a spelling to that sound.
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<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
</tr>
<tr>
<td><strong>Say:</strong> Today we will be substituting, or replacing, a sound in a word.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (I DO)</strong></td>
<td>Model the task with several examples.</td>
</tr>
<tr>
<td><strong>Teacher Tips (Sequence)</strong></td>
<td>• Use the following instructional sequence: initial sounds, final sounds, medial sounds, second letter in an initial blend, first letter in a final blend.</td>
</tr>
<tr>
<td>• Use letter cards to demonstrate how substituting a sound results in the replacement of a letter (or spelling). A new word is made.</td>
<td><strong>Say:</strong> I am going to say a word. Then I will substitute, or replace, the first sound in the word with /s/.</td>
</tr>
<tr>
<td><strong>Listen:</strong> mat. I will replace the first sound in mat with /s/. The new word is sat. <strong>Watch as I do this with letter cards. This is the word mat.</strong> [Show the letter cards m, a, t in a pocket chart.] The first sound in mat is /m/. The first letter is m, the letter we write for the /m/ sound. I will substitute the /m/ sound with /s/. Therefore, I will take away the letter m, which stands for the /m/ sound, and replace it with the letter s, which stands for the /s/ sound. The new word I made is sat.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)</strong></td>
<td>Have children practice substituting sounds. Say the word. Then state the replacement sound and the position in which it should be substituted. Do the first word with students.</td>
</tr>
<tr>
<td><strong>Teacher Tip</strong></td>
<td>• Have students use their Sound-Spelling Workboards. They should write the word, then erase the letter or letters that stand for the sound that needs to be replaced. Finally, they complete the new word by writing the missing letter or letters for the target replacement sound.</td>
</tr>
<tr>
<td><strong>Say:</strong> Now let’s try it together. I will say a word. I want you to replace the first sound in the word with /s/. mad (sad) fell (sell) hit (sit) rock (sock) fun (sun) bend (send)</td>
<td><strong>Say:</strong> Let’s try this one together. The word is mat. I will replace the first sound in mat with /s/ to make a new word.</td>
</tr>
<tr>
<td><strong>CORRECTIVE FEEDBACK</strong></td>
<td>When children make mistakes during segmentation, use letter cards to form the word. Have students repeat with their own set of letter cards. Then model how to find the target sound and spelling, remove it, and replace it with the new sound and spelling. Have students repeat. Then have students chorally blend the new word formed.</td>
</tr>
<tr>
<td><strong>Say:</strong> [Make the word mat in the pocket chart.] I have made the word mat with letter cards in the pocket chart. The word mat is spelled m, a, t. Make the word mat using your letter cards. The first sound in mat is /m/. What is the first sound? /m/. This is the sound I need to substitute with /s/. The letter m stands for the /m/ sound. What letter stands for the /m/ sound? m. That is the letter-sound that I must remove. Let’s take away the letter m. I will replace the letter m with the letter that stands for the /s/ sound. The letter s stands for the /s/ sound. What letter stands for the /s/ sound? s. Place that letter at the beginning of the word, where the letter m once was. Now, watch as I blend the sounds to read the new word I formed: /sssaat/, sat. The new word is sat.</td>
<td></td>
</tr>
</tbody>
</table>
**Steps** | **Explanation/Script**
--- | ---
**STEP 1: INTRODUCE**  
Briefly name and explain the task and its purpose to children before starting the activity.  
Say: Today we will be deleting, or removing, a sound in a word.  
**STEP 2: MODEL (I DO)**  
Model the task with several examples.  
**Teacher Tips (Sequence)**  
- Use the following instructional sequence: initial sounds, final sounds, second letter in an initial blend, first letter in a final blend.  
- Use letter cards to demonstrate how deleting a sound results a new word.  
Say: I am going to say a word. Then I will delete, or remove, the first sound.  
Listen: mat. I will delete the first sound in mat. The new word is at.  
Watch as I do this with letter cards. This is the word mat. [Show the letter cards m, a, t in a pocket chart.] The first sound in mat is /m/. The first letter is m, the letter we write for the /m/ sound. I will delete, or remove, the /m/ sound. Therefore, I will take away the letter m, which stands for the /m/ sound. What's left are the letters a, t. They spell the word at.  
**STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)**  
Have children practice deleting sounds. Say the word. Then state the position of the sound to be deleted. Do the first word with students.  
**Teacher Tip**  
- Have students use their Sound-Spelling Workboards. They should write the word, then erase the letter or letters that stand for the sound that needs to be deleted. Finally, they read the new word formed.  
Say: Now let's try it together. I will say a word. I want you to delete the first sound to make a new word.  
fat (at) sit (it) send (end)  
cup (up) gate (ate) boats (oats)  
**CORRECTIVE FEEDBACK**  
When children make mistakes during phoneme deletion, use letter cards to form the word. Have students repeat with their own set of letter cards. Then model how to find the target sound and spelling, remove it, and read the new word formed. Have students repeat.  
Say: Let's try this one together. The word is fox. I will delete the first sound in fox to make a new word.  
[Make the word fox in the pocket chart.] I have made the word fox with letter cards in the pocket chart. The word fox is spelled f, o, x. Make the word fox using your letter cards.  
The first sound in fox is /f/. What is the first sound? /f/. This is the sound I need to delete, or remove.  
The letter f stands for the /f/ sound. What letter stands for the /f/ sound? f. That is the letter-sound that I must delete, or remove. Let's take away the letter f.  
Now, watch as I blend the sounds to read the new word I formed: /oks/, ox. The new word is ox.
<table>
<thead>
<tr>
<th>Steps</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
</tr>
<tr>
<td></td>
<td>Say: Today we will be adding a sound to a word to make a new word.</td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (I DO)</strong></td>
<td>Model the task with several examples.</td>
</tr>
<tr>
<td></td>
<td>Say: I am going to say a word. Then I will add the sound /s/ at the beginning.</td>
</tr>
<tr>
<td></td>
<td>Listen: at. I will add the sound /s/. The new word is sat.</td>
</tr>
<tr>
<td></td>
<td>Watch as I do this with letter cards. This is the word at. [Show the letter cards a, t in a pocket chart.] The sound I need to add at the beginning is /s/. The letter s stands for the /s/ sound. Watch as I add the letter s, then blend the new word I made: /ssaat/, sat. The new word I made is sat.</td>
</tr>
<tr>
<td><strong>Teacher Tip</strong></td>
<td>• Use letter cards to demonstrate how adding a sound results in a new word.</td>
</tr>
<tr>
<td><strong>STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)</strong></td>
<td>Have children practice adding sounds. Say the word. Then state the position in which the sound should be added. Do the first word with students.</td>
</tr>
<tr>
<td></td>
<td>Say: Now let's try it together. I will say a word. I want you to add the /s/ sound to the beginning.</td>
</tr>
<tr>
<td></td>
<td>it (sit) and (sand) end (send) elf (self) pin (spin) nap (snap)</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Sound-Spelling Workboards" /></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Corrective Feedback" /></td>
</tr>
<tr>
<td><strong>Teacher Tip</strong></td>
<td>• Have students use their Sound-Spelling Workboards. They should write the word, then write the letter or letters that stand for the sound that needs to be added in the correct position.</td>
</tr>
<tr>
<td><strong>CORRECTIVE FEEDBACK</strong></td>
<td>When children make mistakes during phoneme addition, use letter cards to form the word. Have students repeat with their own set of letter cards. Then model how to determine the letter for the added sound and write it in the correct position. Have students repeat. Then have students chorally blend the new word formed.</td>
</tr>
<tr>
<td></td>
<td>Say: Let's try this one together. The word is pot. I will add the sound /s/ to the beginning of pot to make a new word.</td>
</tr>
<tr>
<td></td>
<td>[Make the word pot in the pocket chart.] I have made the word pot with letter cards in the pocket chart. The word pot is spelled p, o, t. Make the word pot using your letter cards.</td>
</tr>
<tr>
<td></td>
<td>I need to add the sound /s/ to the beginning of pot. The /s/ sound is spelled with the letter s. Therefore, I will add the letter s. What letter will I add? s.</td>
</tr>
<tr>
<td></td>
<td>Let's write the letter s at the beginning of the word pot.</td>
</tr>
<tr>
<td></td>
<td>Now, watch as I blend the sounds to read the new word I formed: /ssspot/, spot. The new word is spot.</td>
</tr>
</tbody>
</table>
## PHONEMIC MANIPULATION ROUTINE (PHONEME REVERSALS)

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

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

**What Is a Strong Phonics Instructional Sequence?**
When teaching phonics, the sequence of skills can have a significant impact on students' progress. Refer to the following guidelines:

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

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
</tr>
</tbody>
</table>
| **Teacher Tips** | - Blending is an instructional priority during initial phonic reading instruction.  
- Instruction and practice in blending must be explicit and reintroduced when new word types are introduced, such as longer words. |
| **STEP 2: MODEL (I DO)** | Model the task with up to five examples. Use the signal techniques, such as tapping and sweeping with your finger. In addition, pay careful attention to the pace of instruction, for example, note when to pause and wait for children’s response. |
| **Teacher Tips (Sequence)** | - Begin modeling using VC words such as an and at. Make sure children have been taught all the individual sound-spellings in the word prior to blending.  
- Continue with CVC words that begin with continuous sounds. Continuous sounds are sounds that can be stretched or prolonged, such as those made by the letters f, l, m, n, r, s, v, and z.  
- Then move on to CVC words that begin with stop sounds, or sounds that cannot be stretched. Since these sounds cannot be prolonged, tell children to pronounce the consonant and vowel quickly together.  
- Continue with the following sequence; CVCC (mask); CCVC (flat); CVCe (made); CVVC (road); CCVC (float); CVVCC (roast), and then on to multisyllabic words.  
- When blending multisyllabic words, blend syllable by syllable.  
- Blending instruction should be related to spelling instruction. This will accelerate children’s mastery of the sound-spellings and assist them in using the spellings in their writing. |

Say: Today we will practice blending sounds to make words. When I tap under a letter or spelling, you will say the sound. When I sweep my hand under two or more letters or spellings, you will blend the sounds together. When I slide my hand under the whole word, you will say the word. The more practice we have sounding out words with the letters and spellings we have learned, the better readers we will be.

Say: I will model for you how to blend words. Watch and listen. Then use the level of modeling appropriate for your children.  

**Level 1: Teacher Model**  
Model only the first few times you do this routine.

**Level 2: Oral Sounding Out**  
Use this level for many weeks or even months, until children become skilled at blending words. You will need to continue this level for children needing Strategic Intervention during Small Group Time.

**Level 3: Internal Sounding Out**  
Begin to transition children to internal sounding out, or “sounding out in one’s head,” after months of practice doing it orally. It is important to show children how to internalize this strategy. Be sure to provide ample time for children to blend the word in their heads before saying it. Reinforce this level of blending during the reading of decodable text.

**Level 4: Whole Word Reading**  
This is the goal of blending. Many children will naturally begin doing this as their blending skills improve because it is more efficient. You may have to remind children that they don’t need to work through every word sound-by-sound if they have seen the word many times before. Therefore, they should visually scan the word and see if they recognize it prior to beginning the blending of it.

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

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

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

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

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

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

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

Level 2: Oral Sounding Out

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

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

3. Point just to the left of *mu*. Sweep under *m* and *u* and blend the sounds /mmmuuu/. As you sweep your finger under the letters, have children chorally blend the sounds /mmmuuu/.

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

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

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

Level 3: Internal Sounding Out

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

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

2. Write *oa* on the board to form *roa*. Point to the spelling, tapping under it. Then say: Sound? Have children chorally blend the sounds as you sweep your finger under the letters.

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

4. Write *d* on the board to form *road*. Point to the letter, tapping under it. Then say: Sound? Have children chorally blend the sounds as you sweep your finger under the letters.

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

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

Level 4: Whole Word Reading

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

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

3. Provide corrective feedback, as needed.

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The soil is wet.
**Steps**

<table>
<thead>
<tr>
<th><strong>Step 3: Provide Guided Practice (We Do)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to use effective signaling, corrective feedback/monitoring, and pacing procedures during this level. Guided practice using choral whole-group responses should continue until children demonstrate knowledge of the skill. Throughout the task, provide corrective feedback/monitoring using the correction procedure below, as needed.</td>
</tr>
</tbody>
</table>

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

**Step 4: Use Correction Procedure**

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

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

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

<table>
<thead>
<tr>
<th><strong>Vowel-First Blending</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If students struggle reading CVC Words, use vowel-first blending.</td>
</tr>
<tr>
<td>Point to the vowel, say its sound, and have children repeat. Then blend the word from the beginning.</td>
</tr>
<tr>
<td>STEPS</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>STEP 5: PROVIDE INDEPENDENT PRACTICE (YOU DO)</strong></td>
</tr>
<tr>
<td>Random individual turns allow you an opportunity to quickly assess each child’s skill level and provide additional practice opportunities for those children needing more practice before moving on in the lesson.</td>
</tr>
<tr>
<td><strong>STEP 6: REREAD FOR FLUENCY</strong></td>
</tr>
<tr>
<td>As a final reading opportunity, have children quickly and chorally read the word lists and sentences. Children should read a word every two seconds. This will help to develop fluency with the words and spelling patterns before children read the Decodable Reader.</td>
</tr>
</tbody>
</table>
# BLENDING AT-A-GLANCE

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

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong>&lt;br&gt;Briefly name and explain the task and its purpose to children before starting the activity.</td>
<td>Say: Today we will learn a new sound and spelling.</td>
</tr>
<tr>
<td><strong>STEP 2: MODEL (I DO)</strong>&lt;br&gt;Teach the target sound. Show the Sound-Spelling Card. State its name and say the sound the card represents. Then attach the sound to the name of the object, action, or animal shown. Point out the spelling or spellings focused on in the lesson. Write the spelling(s) as you say the sound. Use the handwriting models provided.</td>
<td>Say: This is the Ss Sound-Spelling Card. The sound is /s/. The /s/ sound is spelled with the letter s. Say it with me: /s/. This is the sound at the beginning of the word sun. Listen: /sss/ /un/, sun. Watch as I write the letter s. I will say the sound /s/ as I write the letter several times.</td>
</tr>
</tbody>
</table>

**Teacher Tips**
- You may wish to cover up sound-spellings not yet taught with a self-sticking note.
- Play the Sound Pronunciation CD to correctly model the sound's pronunciation and teach the action rhyme.
- Use the miniature Sound-Spelling Cards on the Sound-Spelling Workboards during small group time.
- Focus on articulation using the mouth movement photos on the back of the small Sound-Spelling Cards. Instructions for how to describe the sound's pronunciation are included on the back of the card.
- For a daily warm-up, point to each card and ask children to say the sound.
- If uncommon spellings are encountered and noticed during reading, you may wish to put them on self-sticking notes and add to the appropriate Sound-Spelling Card.
- Point out any color coding or hints on the cards. These include the following:
  - Cards with dotted borders represent sounds that transfer from Spanish to English.
  - Cards with solid borders represent sounds that do not transfer from Spanish to English.
  - Vowels are in red.
  - A red box before a spelling (e.g., _dge) represents that the spelling follows a short vowel sound.
  - A line in or after the spelling (e.g., a_e, gi_) signals that a consonant is missing.
<table>
<thead>
<tr>
<th><strong>Steps</strong></th>
<th><strong>Explanation/Script</strong></th>
</tr>
</thead>
</table>
| **STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/ YOU DO)** | Say: Now do it with me. Say /s/ as I write the letter.  
This time, write the letter s five times as you say the /s/ sound. |
| Have students practice connecting the sound and spelling through writing. | |
| **STEP 4: BUILD FLUENCY** | Say: Let’s review the spellings we have learned so far. Look at the spelling on the Word Building Card. Say the sound. [Go through all the cards.]  
Now it’s time for the speed challenge. Let’s see how quickly we can say the sounds. [Mix the cards and go through them at a rapid pace.]  
Remember, knowing these sound-spelling quickly and accurately will help us sound out words as we read. |
| Review the sound-spellings taught to this point in the year using the Word Building Cards. This should be done on a daily basis. Maintain a set of cards representing the sound-spellings taught. Display one card at a time as students chorally say the sound. Go through all the cards at a moderate pace. Then mix the cards and repeat at a faster pace. This will help students gain automaticity with the sound-spellings and should take no more than 2-3 minutes.  
Remove cards after many weeks or months, once you feel most students have gained mastery of the sound-spellings. |
Steps

1. **Introduce**
   ✓ Name and explain purpose of task.

2. **Model (I Do)**
   ✓ Display the large Sound-Spelling Card and tell children the letter and name of the picture. Have students repeat.
   ✓ Say the sound the letter (or spelling) represents and connect it to the picture name. Have students repeat as you point to the letter.
   ✓ Write the letter as you say the sound.
   ✓ Point out any color coding or other hints on the cards.

3. **Provide Guided Practice (We Do)**
   ✓ Have students say the sound as you write the letter (or spelling).
   ✓ Have students write the letter (or spelling) five times as they say the sound.

4. **Build Fluency**
   ✓ Display Word Building Cards containing the new sound-spelling and all previously-taught sound-spellings. Have students chorally say the sound as you display each spelling. Mix and repeat at a faster pace.
**Building Words**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: INTRODUCE</strong></td>
<td>Say: Today we will be building, or making, words using the letters and spellings we have learned.</td>
</tr>
<tr>
<td>Briefly name and explain the task and its purpose to children before starting the activity.</td>
<td></td>
</tr>
</tbody>
</table>

| **STEP 2: MODEL (I DO)** | Say: Look at the word I have made in the pocket chart. It is spelled f-e-d. Let's blend the sounds together and read the word: /fffeed/, fed. |
| Place Word Building Cards in a pocket chart to form the first word you are building. Model blending the phonemes. |

**Teacher Tips**
- Build words using the target sound-spelling.
- Incorporate review sound-spellings into the exercise to build fluency.
- Use minimal contrasts to help students fully analyze words and notice the unique differences between words (e.g., lip/flip, pan/pen, tap/tape, bat/boat).

| **STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)** | Say: Change f to r. What is the new word we made? Let's blend all the sounds together and read the word: /rrreeed/, red. Change r to l. What is the new word we made? Let's blend all the sounds together and read the word: /llleeel/, led. Change d to g. What is the new word we made? Let's blend all the sounds together and read the word: /llleeeg/, leg. Continue with the words beg, bet, bat, mat, met, men, pen, pan, pat, pet. |
| Continue changing one (or more) letters in the word. Have students chorally blend the new word formed. Do a set of at least ten words. |

**Teacher Tips**
- For variety, ask students to change a sound in a word. For example, say “Change the first sound in sat to /m/. What new word will you make?”
- Start by changing initial sound-spellings. Progress to changing final sound-spellings. Then change the medial vowel spellings.

| CORRECTIVE FEEDBACK | Say: When children make mistakes during word building, model blending the new word formed. |
| When children make mistakes during word building, model blending the new word formed. |
What Are Decodable Readers?
Decodable readers are books in which a high percentage of the words (75% or more of the words) are comprised of previously-taught sound-spelling relationships.

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

The Decodable Readers in Kindergarten represent the culmination of students’ reading skills up to that point in the year. The Decodable Readers in Grades 1 and 2 contain one fiction and one nonfiction selection each week. The nonfiction reader is connected to key science and history/social science content standards. In Grades 3-6, Decodable Passages are available in the Teacher's Resource Book for those students needing additional, targeted decoding practice.
## Decodable Reader Routine

### Steps

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

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

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

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

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

<table>
<thead>
<tr>
<th>Explanation/Script</th>
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<tbody>
<tr>
<td>Say: Turn to page 2. Put your finger on the first word. Let’s sound out each word together. Ready? Begin.</td>
</tr>
</tbody>
</table>

### Corrective Feedback Models

#### Choral Reading
- If a student does not read a word correctly:
  - Model how to sound out the word, using the blending routine.
  - Repeat the routine with the same word, asking students to blend the sounds together with you.
  - Go back to the beginning of the sentence and read each word with students.

#### Partner Reading
- Provide sentence starters to help partners provide feedback.
  - The word is _____.
  - (If a decodable word, have the partner model how to blend the sounds.)
  - Let’s say the word together, _____.
  - Now let’s read the sentence again.
<table>
<thead>
<tr>
<th><strong>Steps</strong></th>
<th><strong>Explanation/Script</strong></th>
</tr>
</thead>
</table>
| **STEP 4: CHECK COMPREHENSION** | Ask the following questions:  
• Why did Meg and Ben want eggs?  
• Why didn’t Ben get eggs? Find the sentence in the story that tells why.  
• Point to the name of the animal that has eggs.  
• Discuss with a partner why Mom didn’t make eggs. |
| • Ask questions that focus on overall comprehension and prompt students to revisit the text. At least one of the questions should involve partner talk.  
• Prompt students to answer in complete sentences.  
• Have students find sentences in the story to support answers.  
• Call on students to discuss any difficult words in the selection. |  
| **STEP 5: SECOND READ (BUILD FLUENCY)** | Say: Great job working through the story. Now let’s reread the story to make sure we can decode all the words.  
• Have students reread the book. Use this time to differentiate instruction and practice.  
• Chorally reread the book with On-Level and Approaching Level students.  
• If Approaching Level students struggle sounding out words, provide “with you” blending models. Then review blending using the words on the word list at the end of the story (book) during Small Group time. Conclude by guiding students through a rereading of the book during the small group session.  
• Have Beyond Level students read the text to a partner. Partners should read alternating pages. The reader should point to each word as the listener follows in his or her book. Students then switch roles. Have partners retell the story to each other.  
• On Day 2 of the Decodable Reader lesson, use this time to teach an accelerated skill minilesson, such as the one provided in the Teacher’s Edition. |
| **STEP 6: CUMULATIVE REVIEW** |  
• As time allows throughout the week (and always on DAY 5), have students reread this week’s decodable stories and as many previous stories as possible. |
### Steps

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<td></td>
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</tr>
<tr>
<td></td>
<td>✓ Review the words with children using the <strong>Read/Spell/Write</strong> Routine.</td>
</tr>
<tr>
<td>2</td>
<td>Model (I Do)</td>
</tr>
<tr>
<td></td>
<td>✓ Read the title aloud. Ask students to discuss what they see on the cover. For English Learners, describe the cover using academic language prior to asking them about the cover’s contents.</td>
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<tr>
<td></td>
<td>✓ Then ask what they think will happen in the story. Use the questions and prompts provided in the lesson.</td>
</tr>
<tr>
<td>3</td>
<td>First Read (We Do)</td>
</tr>
<tr>
<td></td>
<td>✓ Turn to the first page of the book.</td>
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<tr>
<td></td>
<td>✓ Have students point to each word, sounding out decodable words and saying the high-frequency words quickly. Students should chorally read the story the first time through.</td>
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Steps

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

5 Second Read (You Do)
✓ Have students reread the book. Use this time to differentiate instruction and practice.

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

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

**Why Is Syllabication Important?**

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

**Basic Syllable Patterns**

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

1. **Closed Syllables** These syllables end in a consonant. The vowel is “closed in” by the consonants and the sound is usually short. (rab/bit)

2. **Open Syllables** These syllables end in a vowel. The vowel sound is usually long; the vowel is open and free to say its name. (ti/ger)

3. **Consonant + le Syllables** When a word ends in le, the consonant that precedes it plus the letters le form the final syllable. (han/dle)

4. **Vowel Team/Digraph Syllables** When a vowel digraph appears in a word, the vowels act as a team and must remain in the same syllable. (crea/ture)

5. **r-Controlled Vowel Syllables** When a vowel is followed by the letter r, the vowel and the letter r act as a team and must remain in the same syllable. (tur/tle)

6. **Final e (Silent e) Syllables** When a word ends in e, often the vowel before it and the letter e act as a team to form the vowel sound and must therefore remain in the same syllable. (be/have)
**Steps**

<table>
<thead>
<tr>
<th><strong>STEP 1: EXPLAIN/MODEL</strong></th>
<th><strong>EXPLANATION/SCRIPT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Define syllable.</td>
<td>Remind students that every syllable in a word has one vowel sound. Write the word <em>simple</em> on the board. Point out that when a word ends in –le, the consonant before it plus the letters –le form the last syllable. This is called a Consonant + le Syllable. Underline the syllable <em>ple</em> in the word <em>simple</em>. Model how to pronounce the syllable and use it to read the whole word. <strong>Say:</strong> <em>I know that –le and the consonant before it form the last syllable in a word. Therefore, the last syllable in s-i-m-p-l-e is ple. That is pronounced /pә l/. This leaves s-i-m, which is pronounced /sim/. When I put the two word parts together, I get the word simple.</em></td>
</tr>
<tr>
<td>• Introduce the new syllable pattern.</td>
<td></td>
</tr>
<tr>
<td>• Model using a sample word.</td>
<td></td>
</tr>
</tbody>
</table>

**STEP 2: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO)**

<table>
<thead>
<tr>
<th><strong>Teacher Tip</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Closed and Open Syllables are the most common in English words. Teach these syllable types first.</td>
<td>Write the Consonant + le syllables below on the board. Model how to pronounce each one. Then model how to read the sample words listed.</td>
</tr>
<tr>
<td></td>
<td>• <strong>ble</strong> as in <em>table</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>cle</strong> as in <em>uncle</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>dle</strong> as in <em>riddle</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>fle</strong> as in <em>ruffle</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>gle</strong> as in <em>giggle</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>ple</strong> as in <em>dimple</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>tle</strong> as in <em>little</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>zle</strong> as in <em>puzzle</em></td>
</tr>
</tbody>
</table>

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

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

### Step 3: Transition to Longer Words
- Write syllables and words containing the syllables on the board. Help students blend them.

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

Write the word parts below on the board. Have students chorally read the word or syllable in the first column. Ask students whether it is an Open Syllable or a Closed Syllable. Help students use this information to correctly pronounce the syllable.

Then ask students to underline the Consonant + le syllable in the longer word in the second column. Model how to read the word.

When finished, have students chorally read the words. Point to each word in random order at varying speeds.

<table>
<thead>
<tr>
<th>Can</th>
<th>Candle</th>
<th>Fa</th>
<th>Fable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Saddle</td>
<td>No</td>
<td>Noble</td>
</tr>
<tr>
<td>Jug</td>
<td>Juggle</td>
<td>Bri</td>
<td>Bridle</td>
</tr>
<tr>
<td>Wig</td>
<td>Wiggle</td>
<td>Sta</td>
<td>Stable</td>
</tr>
<tr>
<td>Mid</td>
<td>Middle</td>
<td>Ma</td>
<td>Maple</td>
</tr>
<tr>
<td>Man</td>
<td>Mantle</td>
<td>Ca</td>
<td>Cable</td>
</tr>
</tbody>
</table>

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

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

### Step 5: Apply Decoding Strategy
- Have students use the Reading Big Words strategy to decode longer, more complex multisyllabic words containing the target syllable patterns.

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

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

### Step 6: Build Fluency
- Use Speed Drills throughout the week to help students build fluency recognizing the target syllable patterns.

- Conduct daily syllable fluency drills using the Word Build Cards. These cards contain the 322 most common syllables in English. Students will work on approximately 10 syllables per week.

Distribute copies of the Consonant + le Speed Drill in the Teacher’s Resource Book. Use the Speed Drill routine listed to help students become fluent reading words with these syllables.

Use Word Building Cards 21-30. Display one card at a time. Have students chorally read the common syllable. Repeat at varying speeds and in random order. Have students work with partners during independent work time to write as many words as they can containing these syllables. Add these words lists to the Big Question Board.
**Steps**

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

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

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

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

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

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

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

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

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

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

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

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**Decoding Strategy Chart**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Look for word parts (prefixes) at the beginning of the word.</td>
</tr>
<tr>
<td>2</td>
<td>Look for word parts (suffixes) at the end of the word.</td>
</tr>
<tr>
<td>3</td>
<td>In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.</td>
</tr>
<tr>
<td>4</td>
<td>Sound out and blend together the word parts.</td>
</tr>
<tr>
<td>5</td>
<td>Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: “Is this a word I have heard before?” “Does it make sense in the sentence?”</td>
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</tbody>
</table>

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### FLUENCY STRATEGIES

#### STEPS

#### STEP 1: INTRODUCE

**What Is Fluency?** Fluency is the ability to read text quickly, accurately, and with proper expression (also called prosody). Prosodic language features include appropriate phrasing, intonation, and rhythm. These three elements are identified within a text by particular punctuation. Connected text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Students excel in fluency when they are successfully able to decode print accurately and effortlessly and can make it sound as if they are talking when they read aloud.

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

Fluency instruction and practice occurs on a daily basis in the Teacher’s Edition.

### EXPLANATION/SCRIPT

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

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

We’ll go through examples together.

#### STEP 2: MODEL (I DO)

Model fluency by reading aloud using appropriate speed, accuracy, and prosody.

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

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

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

READ the passage. Ask students the following:

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

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

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

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

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

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

#### STEP 3: PROVIDE GUIDED PRACTICE

**WE DO**

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

**Teacher Tip**

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

**A. Echo Reading**

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

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

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

Be sure to provide corrective feedback.

Select a short passage to read with students.

**B. Choral Reading**

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

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

### STEP 4: PROVIDE GROUP PRACTICE

**YOU DO**

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

**Teacher Tips**

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

Examples include:

1) "That word is ____________.
2) "Let's say the word together, ____________. Now let's go back and return to the beginning of the sentence."

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

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

Provide text to your students.

Say: **Today, we are going to work in pairs. You will take turns reading the passage aloud to your partner. The more fluent readers should read first, since they are modeling proper fluency skills. However, in order not to single out the less fluent readers, it may help to assign the more fluent readers a color, such as red. Inform the class that the “red” readers will go first, followed by the “blue” readers.**

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

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

It is important that you help each other recognize what you find difficult and what you find easy about reading.
**STEPS**

**STEP 5: BUILDING and ASSESSING**

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

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

**Teacher Tips**

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

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

**GRADE FLUENCY GROWTH**

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

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

**LEVEL 1:** Student reads word-by-word; reads very slowly and choppy.

**LEVEL 2:** Student reads mainly two-word phrases and at times word-by-word; groups words awkwardly, paying little attention to punctuation or meaning.

**LEVEL 3:** Student reads in two-to-four word phrases; uses punctuation and groups words so the text can be interpreted; reads at an appropriate speed most of the time.

**LEVEL 4:** Students read in meaningful phrases; may occasionally repeat words; reads with expression at appropriate speed.

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

Q: *Can the student recognize above 95% of words without assistance and at the same time have complete comprehension of the text while reading orally?*

A. If so, this student is at an *independent* reading level.

Q: *Does word recognition exceed 90%? Can a student read text with guidance from the teacher, while still being given the opportunity to practice strategies which foster reading growth?*

A. If so, this student is at an *instructional* reading level.

Q: *Is word recognition less than 90%? Is the text too difficult for a student to read without strong teacher support?*

A. If so, this student is at *frustration* reading level.

**EXPLANATION/SCRIPT**

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

**Letter Naming**

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

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

*Name the letter I am pointing to.*

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

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

**Phoneme Identification**

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

Display upper and lowercase letters.

Point to a letter.

*Name the letter and the sound it makes.*

Repeat, pointing to the letters more quickly each time.

**Word Automaticity**

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

Display a column of 6-8 groups of words.

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

Note: Daily word automaticity practice appears in the Teacher’s Edition using the Teaching Chart and phonics transparencies.
### STEPS

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

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

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

**DON'T CONSIDER SELF-CORRECTIONS or REPETITIONS AS ERRORS.**

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

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

To assist you, Macmillan/McGraw-Hill Treasures program offers Fluency Assessments in the *Diagnostic Assessment* handbook.

### EXPLANATION/SCRIPT

**Sentence Fluency**

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

First, model simple three-word sentences. Read them aloud, each time stressing a different word.

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

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

Next, model the same sentence using different punctuation.

Example: Chris runs. Chris runs! Chris runs?

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

Lastly, display several sentences on the board such as:
*My frisky dog, whose name is Happy, ran away with my toy. Sussana and Jose are going to the movies. When will dinner be ready? Watch out!* Read each sentence a few times.

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

Ask the students:
*Do these sentences sound funny? Why?*

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

Ask the students:
*What was different about the second time I read these sentences? What specifically changed?*
**STEP 1: INTRODUCE**

**What Is Vocabulary Instruction?** Vocabulary is the knowledge of words and their meanings. Vocabulary development focuses on words beyond basic sight words (e.g., I, you, he, she, it, we, they). It involves words that are rich in meaning (e.g., academic language, multiple-meaning words).

*Oral vocabulary* is the set of words for which students know the meanings when they are spoken or read aloud to them. Emergent readers have a much larger oral vocabulary than they do print vocabulary. Developing students’ oral vocabulary will help them to better comprehend text read to them. Oral vocabulary also helps readers make sense of words they see in print.

**Why Is It Important?** Comprehension of text depends on understanding the words in a selection, and competent writing requires extensive and specific word knowledge. Students learn the meanings of many words indirectly as they listen to spoken language and read, but expanding students’ vocabulary must include direct instruction in specific word meaning. A student’s lack of word knowledge significantly impedes his or her reading growth. Many students come to school with limited vocabularies. Accelerating the vocabularies of these students is a primary goal of early instruction.

**What Words Are Taught in the Program?** The words that have the most impact on students’ reading achievement are academic, or Tier 2, words. These words appear in a lot of texts and are the ones that students are least likely to know. See below for more information on the levels, or tiers, of vocabulary words.

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

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

- **Tier 3** words are those content-specific words that do not appear in many sources and can be taught at point of use, such as lava, bipartisan, and Louisiana Purchase.

---

**Say:** Today we will learn new vocabulary words. I will say a vocabulary word, define it, and use it in a sentence. Then, I will ask you to use the word in a sentence. The more we practice using the new words, the better readers and writers we will be.
### STEPS

#### STEP 2: MODEL (I DO)
Model the task by introducing and using several new vocabulary words.

**Teacher Tips**
- Introduce vocabulary words before students read the selection or while reading the text aloud to students.
- If you read aloud, pause to give a brief explanation for each word that you have chosen to teach. Then fully introduce the meaning of the words after reading the story.
- Begin modeling by saying the word. Write the word on the board. Use the **Syllable Scoop technique** to pronounce the word and emphasize syllable patterns. For example, draw a small loop under each syllable in cooperate as you pronounce it.

  **Co operate**
  - Teach the word using the **Define/Example/Ask** routine.
  - **Define** the word in simple, student-friendly language.
  - **Provide an example** of the word used in a meaningful sentence, relevant to students' lives.
  - **Ask** students a question that requires them to apply the word, either by giving an example or explanation or by identifying a synonym or antonym for the word.

### STEPS

#### EXPLANATION/SCRIPT
Say: I am going to say the vocabulary word so you can hear the correct pronunciation. Then I am going to define it, use it in a sentence, and ask you a question about it.

**Define/Example/Ask sample**

**Cooperate** [Write the word on the board. Pronounce the word, using the Syllable Scoop technique. Have students repeat the word and correct any articulation difficulties.]

**Define** To cooperate is to work together to get something done.

**Example** I cooperate with my sister to clean our room.

**Ask** How do you and your family cooperate to get jobs done? Be sure to include the vocabulary word in your response.

### STEP 3: PROVIDE GUIDED PRACTICE (WE DO)
Throughout the week, provide daily opportunities for students to use and apply the words. Daily activities are included in the Teacher’s Edition. These include sentence starters, yes/no questions, and other vocabulary-building strategies developed by Beck and McKeown. See two examples below.

**Example 1: Connect to Words** Read aloud the following sentence prompts, one at a time. Engage students in a discussion. Use the discussion to evaluate each student’s depth of word meaning.

1. Which would be harder to **adapt** to: a new way of getting to school or a new teacher? Why?
2. What are the qualities of a good **mentor**?
3. What does it take to **succeed** at a sport?
4. I will **succeed** in school this year because ______.
5. A **mentor** can help me by ______.
6. When you **adapt** to a new place, you must ______.

Provide students with the opportunity to practice understanding the new vocabulary word within various contexts.

Say: I am going to describe some things. If what I describe is an example of people cooperating, say cooperate. If it is not, do not say anything.

- Two children setting the table for dinner
- Two children grabbing the same book
- Two children putting crayons back in the box
- Two children arguing about cleaning the pet cage

After you have introduced several words, provide additional opportunities for the class to apply and differentiate between new words.
### STEPS

**Example 2: Word Squares** Ask students to create Word Squares for each word in their Writer's Notebooks.

- In the first square, students write the word.

- In the second square, students write their own definitions of the word and any related words, such as synonyms. Remind students that **synonyms** are words that mean the same or nearly the same. **Related words** include words with the same base, such as *succeed, success, successful; adapt, adaptation*.

- In the third square, students draw a simple illustration that will help them remember the word. They might also want to write a mnemonic that will help them remember the word. (example: *My pa rates high for separate*.)

- In the fourth square, students write nonexamples, including antonyms for the word. Remind students that **antonyms** are words that mean the opposite. (example: *succeed/fail*).

### EXPLANATION/SCRIPT

**Word Square**

<table>
<thead>
<tr>
<th>succeed</th>
<th>achieve, goal, win, success, successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall, failure, disappointment</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Oral Vocabulary Resources

**Macmillan/McGraw-Hill Treasures** Big Books offer additional vocabulary development. After reading the Big Book, teach the vocabulary words listed on the inside back cover.

**Macmillan/McGraw-Hill Treasures** Oral Vocabulary Cards for Grades K-3 are another source of instruction for developing students' oral vocabulary. Fully introduce the meanings of selected oral vocabulary words, one at a time. Use the examples of the vocabulary routines found on the back of the oral vocabulary cards. You can also teach the underlined words identified in each story. These are used as part of the Intensive Vocabulary Intervention materials. Weekly pre- and post-tests are available in the *Teacher's Resource Book*.

**Macmillan/McGraw-Hill Treasures** Interactive Read-Aloud Anthology offers additional opportunities to teach new vocabulary words. Teach vocabulary words from the selections. You can choose from the words listed in the Expand Vocabulary feature at the beginning of each read aloud. You may also want to select other vocabulary words from the read aloud.

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

**Macmillan/McGraw-Hill Treasures** Intervention Kit Vocabulary Teacher's Edition contains a list of “Words Worth Teaching,” developed by Andrew Biemiller. Included are instructional suggestions for incorporating these words into your weekly instruction to assist those students with limited vocabularies.
### Steps

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

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

Near the end of each week, students should write sentences in their Writer's Notebooks using the words.

### Explanation/Script

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

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

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

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

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

Example: *of*

Front of Card: *of*

Back of Card: We ate a slice of pizza. (Students add drawing of a slice of pizza.)
## Read/Spell/Write Routine

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

Why Are Predecodable Readers Important?
Predecodable Readers are used to develop word automaticity with taught high-frequency words and to practice fluency. They are also excellent instructional tools for practicing book handling and developing concepts of print.
## Step 1: Review High-Frequency Words
- Display the High-Frequency Word Cards for the high-frequency words found in the text.
- Review the words with children using the Read/Spell/Write Routine.

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

### Place the following High-Frequency Word Cards in a pocket chart:
- a, I, like, the
- Then review each one using the Read/Spell/Write Routine.
  - **Read** Point to and say the word like. This is the word like. I like to read. [Point to the word like.] What is the word?
  - **Spell** The word like is spelled l-i-k-e. Spell the word like with me: l-i-k-e.
  - **Write** Let’s write the word like. Say each letter as you write it. [Wait for students to write the word.] What is the word? [Continue with the remaining words.]

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

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

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

### Point to the book’s title and have students chorally read each word as you run your finger under it. Then ask:
- What is the father holding?
- What might he use a map for?

## Step 3: First Read (Read Together)
- Turn to the first page of the book.
- Have students point to each word and say the high-frequency words quickly. Students should chorally read the story the first time through.
- If students have difficulty, provide corrective feedback page by page as needed.

### Say: Turn to page 2. Put your finger on the first word. Let’s read each word together. Ready? Begin.

#### Corrective Feedback Models

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

##### Partner Reading
Provide sentence starters to help partners provide feedback.
- The word is ___.
- Let’s say the word together, ___.
- Now let’s read the sentence again.
**STEP 4: CHECK COMPREHENSION**

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

**Ask the following questions:**

- Point to the map on page 2.
- Choose two places on the map. How are they the same?
- How are they different?
- Discuss with a partner why the map helped the boy and his dad.

**STEP 5: SECOND READ (BUILD FLUENCY)**

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

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

**STEP 6: CUMULATIVE REVIEW**

As time allows throughout the week (and always on DAY 5), have students reread this week's pre-decodable stories and as many previous stories as possible.
### STEPS

<table>
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<tr>
<th><strong>STEP 1: INTRODUCE</strong></th>
<th><strong>EXPLANATION/SCRIPT</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>What Is Spelling Instruction?</strong></td>
<td>Say: Today we will practice spelling. I will begin by saying aloud a spelling word. Then I will use the spelling word in a sentence, and finally, I will repeat the spelling word. I want you to say the word softly, making each sound in the word. Then you will write the spelling word. The better we become at spelling, the better readers and writers we will be.</td>
</tr>
<tr>
<td>Spelling skills act as a link between students' oral vocabulary and their writing ability.</td>
<td></td>
</tr>
<tr>
<td>In this program, the phonics and spelling skills are linked to accelerate students’ mastery of the phonics patterns in reading and writing.</td>
<td></td>
</tr>
<tr>
<td><strong>Why Is It important?</strong></td>
<td></td>
</tr>
<tr>
<td>Students who master spelling skills become better readers, since the level of understanding of word structure required by spelling is deeper than the understanding fostered by word reading instruction alone.</td>
<td></td>
</tr>
<tr>
<td>In Grades 1-2, students transition from phonics to spelling lessons through the use of dictation. This guided practice technique provides the scaffolding needed for students to see how to take what they are learning in reading words and use it when writing words. See the following pages for a brief dictation routine.</td>
<td></td>
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</table>

### STEPS

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<thead>
<tr>
<th><strong>STEP 2: MODEL (for Grades 1-2) (I DO)</strong></th>
<th><strong>EXPLANATION/SCRIPT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Tips</strong></td>
<td>Say: I will model for you how to remember and organize our spelling words. Each word belongs to a group of similar words. Watch and listen.</td>
</tr>
<tr>
<td>Spelling can be taught in various ways. One technique is by searching for word patterns, as you will be modeling for the students. A good way to practice spelling with all students is by using the LOOK – SAY – COVER – WRITE – CHECK method, developed and adapted by the North Coast Learning Institute.</td>
<td>• Form categories by writing the spelling patterns on an index card.</td>
</tr>
<tr>
<td>Grouping words into particular categories helps students recognize similar spelling patterns among words.</td>
<td>• Hold up a spelling word card.</td>
</tr>
<tr>
<td><strong>Say:</strong></td>
<td>• Read the word. Blend the sounds together with students.</td>
</tr>
<tr>
<td>• Form categories by writing the spelling patterns on an index card.</td>
<td>• Spell the word and identify the spelling pattern.</td>
</tr>
<tr>
<td>• Hold up a spelling word card.</td>
<td>• Place the word card in the proper column.</td>
</tr>
<tr>
<td>• Read the word. Blend the sounds together with students.</td>
<td>• Repeat with other spelling words.</td>
</tr>
<tr>
<td>• Spell the word and identify the spelling pattern.</td>
<td></td>
</tr>
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<td>• Place the word card in the proper column.</td>
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<tr>
<td>• Repeat with other spelling words.</td>
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</table>

### STEPS

<table>
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<tr>
<th><strong>STEP 3: PROVIDE GUIDED PRACTICE (WE DO)</strong></th>
<th><strong>EXPLANATION/SCRIPT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closed Sorts, or teacher-directed sorts, are sorts in which you define the categories and model the sorting.</strong></td>
<td>Display a set of word cards. Set categories for sorting by identifying key words for each category. Model for students how to sort a word for each category.</td>
</tr>
<tr>
<td><strong>Say:</strong></td>
<td>With students, read the words in each column. Here is an example.</td>
</tr>
</tbody>
</table>
| Now, complete the sort with me. | ch
| Hold up a word card. Read and spell the word for the class. Have students chorally repeat. Then have the students sort each word card by its spelling. | sh
| ch | sh |
| chest | sheep |
| chase | shape |
| chill | think |
| think | while |
| while | whale |
**STEP 4: PROVIDE PARTNER PRACTICE**
**YOU DO: PARTNERS**

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

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

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

Pair up your students. Say: Now it's your turn. I am going to give you a set of spelling cards. Review them with your partner. Decide how you will sort your words.

After you have sorted your words, be ready to take turns explaining to the class why you chose that particular organization.

**STEP 5: PROVIDE INDEPENDENT PRACTICE**
**YOU DO: ON YOUR OWN**

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

**Teacher Tip**

Pair up your students. Provide them with spelling lists. Say: One student in each pair will begin by reading a word in the spelling list aloud.

The two partners will then try to come up with as many sentences for each word that they can think of within the allotted time.

**Alternative 1. Word Hunts** help students make connections between spelling words and reading words. A word hunt is best done after students have had time studying a set of spelling patterns.

1. Select a reading text for the word hunt (word hunts can be done with text students are writing).
2. Write the key words that include the spelling patterns.
3. Model how to locate words that fit the categories.

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

**Alternative 3. Word Study Games:** Almost any card game can be adapted for word study.

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

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

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

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

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

4. **Check Spelling**
   - ✓ Students read the word. They ask: *Does it look right?*
   - ✓ Write the correct spelling on the board for students to self-correct their work. Provide corrective feedback, such as referring to the hints on the Sound-Spelling Cards and associating the word to a known word with the same spelling pattern.
INTRODUCE READING STRATEGIES
Tell students that a reading strategy is a technique or process consciously used by a reader to understand a text.

THINK ALOUDS
Modeling strategic thinking is a way to encourage and teach students to think aloud on their own as they attempt to understand text.

Suggestions for Think Alouds are provided for each main selection in the *Teacher's Edition*.

SUMMARIZE

**Teaching Tips**
- Define summary.
- Explain how to summarize.
- Explain how summarizing aids comprehension.
- Provide a check for the students to make sure they are using the strategy appropriately.

**Think Aloud:**
A summary is a short statement of the most important ideas in a passage or text. To summarize a passage or selection, identify the most important ideas and restate them in your own words.

If you can summarize a part of a text, then you understand what it’s mostly about and can then continue reading.

VISUALIZE

**Teaching Tips**
- Define visualizing.
- Explain how to visualize when reading.
- Explain how visualizing aids comprehension.

**Think Aloud:**
When you visualize, you make a mental picture as you read or listen. To visualize, think of details you already know to picture events, characters, and settings. If you are having a hard time understanding something in the text, stop and try to picture it to help you understand what you’re reading.

GENERATE QUESTIONS

**Teaching Tips**
- Point out that good readers generate questions to help them understand a text.
- Model the strategy by giving examples of good questions.
- Explain how generating questions aids comprehension.

**Think Aloud:**
Good readers ask questions about a text before, during, and after reading. Then they look for answers. Ask questions as you read, such as, Do I understand what is taking place in this part of the text? What does this word or phrase mean? Why has the author included this information? Ask Who? What? Why? Where? And What if?

Asking good questions helps you focus on the most important information.

MAKE, REVISE, AND CONFIRM PREDICTIONS

**Teaching Tips**
- Define the strategy.
- Point out text features and text structures that will give students clues to make predictions.

**Think Aloud:**
When you predict, you use clues, along with what you already know, to infer what might happen next in the story. Text clues may include a character’s behavior, cause-and-effect relationships, or events. Look at the story structure, or how the story is organized, and look for patterns in order to make logical guesses about story events or character actions. As you read, confirm earlier predictions or decide whether they need to be revised.
### MAKE INFERENCES

#### Teaching Tips
- Define the strategy.
- Explain how to make inferences.

Think Aloud: Making inferences asks you to use your understanding of the text, think about your own experiences, and then conclude certain information. Authors do not always tell you directly everything that takes place in a story. You have to take what details the author does give and infer certain conclusions.

### EVALUATE

#### Teaching Tip
- Define the strategy.
- Point out clues to look for in the text that will help students evaluate.
- Model questions that students can ask themselves as they read.

Think Aloud: Evaluating means you use your own judgment to help you understand what you read. As you read, be careful of opinions presented as fact. Look for techniques of persuasion or literary devices that the author might be using. Consider the author’s purpose for writing. Also think about the sources an author uses. Are they reliable? Any judgment you make must be supported by the text.

### QAR (Question-Answer-Relationships)

QAR is a way for students to improve their reading comprehension. The Question-Answer Relationship Strategy will help students answer questions in their Student Book and on tests.

#### Teacher Tips
- To teach QAR, make a Classroom Chart.
- Add each type to the chart.
- Pause after adding each type to define the term and explain how the type can be used to help them find the answer.
- Tell students that they will practice using QAR every week when they answer the Critical Thinking questions in the Student Book.

Say: To help you answer questions in the Student Book and on tests, I am going to teach a strategy called QAR. QAR stands for Question-Answer Relationships.

Draw a chart with two columns. In one column write In the Book and in the second column write In My Head.

Say: There are two types of question-answer relationships: “In the Book” answers and “In My Head” answers. “In the Book” answers are in the text. There are two categories of “In the Book” answers.

Under the column “In the Book,” write 1) Right There.

Say: When an answer is in one specific place in the text, it is a “right there” answer. Look for words in the text that are in the question. Often the words in the question and the words in the answer are “right there” in the same sentence.

Under the column “In the Book,” write 2) Think and Search.

Say: When an answer is in the text but you need to put together different parts of the text to find the answer, it is a “think and search” answer. The answer can be within a paragraph, across paragraphs, or even across chapters and books.

Under the column “In My Head,” write 1) Author and Me.

Say: “In My Head” answers are answers that are not found in the text. They also fall into two categories. An “Author and Me” relationship is when you need to think about how the text and what you already know fit together.

Under the column “In My Head,” write 2) On My Own.

Say: “On My Own” answers are not in the text. I need to use my own ideas and experiences to answer.
### Comprehension Strategies at-a-Glance

<table>
<thead>
<tr>
<th>Steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Define the Strategy</strong></td>
<td>✓</td>
</tr>
<tr>
<td>✓ Explain to students what the strategy is and why it is important.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Model the Strategy</strong></td>
<td>✓</td>
</tr>
<tr>
<td>✓ Clarify for students that you are thinking aloud. Use a transition statement that tells students you have left the text of the story to provide a think-aloud.</td>
<td></td>
</tr>
<tr>
<td>✓ Don’t ask students questions about strategy use during the modeling step.</td>
<td></td>
</tr>
<tr>
<td>✓ Provide additional models for students as needed during the reading of the selection.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Provide Guided Practice</strong></td>
<td>✓</td>
</tr>
<tr>
<td>✓ Work together with students to help them learn how and when to use the strategy.</td>
<td></td>
</tr>
<tr>
<td>✓ Use the strategy name while guiding students.</td>
<td></td>
</tr>
<tr>
<td>✓ Prompt students to use multiple strategies when appropriate.</td>
<td></td>
</tr>
<tr>
<td>✓ Provide opportunities for active participation for all students. Use Every Pupil Response and Collaborative Learning techniques, such as Think/Pair/Share.</td>
<td></td>
</tr>
<tr>
<td>✓ Provide many opportunities for guided practice, and prompt students to use strategies every time they read.</td>
<td></td>
</tr>
<tr>
<td>✓ Provide sentence starters and frames using key strategy words, such as <em>I predict that _____ because ______</em>, <em>I could visualize this scene by ______</em>, and <em>I conclude that _____ because ______</em>.</td>
<td></td>
</tr>
</tbody>
</table>
## Steps

### 4 Provide Corrective Feedback

- ✓ As students participate in guided practice, provide feedback regarding correct and incorrect usage of the strategy (praise students for strategy steps they used and remind them of steps they left out).

### 5 Apply the Strategy to a Wide Variety of Texts

- ✓ Remind students to use the strategy while they continue to read the current text and while they read other texts.
- ✓ **Self-Selected Strategy Use** Encourage and prompt students to self-select strategies when they face comprehension challenges and to explain their choices. This will help them internalize the use of these strategies.
**COMPREHENSION: READING FICTION**

**Steps**

**STEP 1: INTRODUCE**

What Is Fiction? Briefly define fiction and the features of a fictional text.

How Is Fiction Organized? Tell students that the author organizes the events in a fictional plot using story elements such as character, setting and theme. When students analyze the story structure they should focus on the story elements.

Why Is Understanding Story Structure Important? Knowing how the story is organized and how the story elements work with one another will help students understand the story.

**EXPLANATION/SCRIPT**

Fiction is a story that comes from imagination and not from fact.

**Story Elements**

- **Character**: A character is a person or animal in a story. To understand a character, students must pay attention to the characters' motivations and determine what causes the characters' actions.

- **Setting**: A setting is where and when the story takes place. Readers analyze the setting to see how it affects the way the characters behave and how it influences the characters' actions.

- **Plot**: The plot is a series of events that take place in a story. Readers study plot to better understand the conflict in a story.

- **Theme**: The theme is the overall idea or message about life that the author wants to convey to readers in a story. By knowing the theme the reader will understand what the author thinks is important and meaningful.

**STEP 2: MODEL (I DO)**

Identify a story that the class has read together or use transparencies for vocabulary selections in Treasures. Read the selection with the class and then identify the characters, setting, plot, and theme using the definitions provided.

**Additional Story Resources**

Macmillan/McGraw-Hill Treasures offers short, narrative stories on transparencies to be used for modeling and reteaching.

Macmillan/McGraw-Hill Treasures Interactive Read-Aloud Anthology offers additional narrative stories that can be used for modeling and reteaching.

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

Once you have modeled how to identify the story elements, help students identify them on another transparency or story that they have previously read. Offer corrective feedback as needed.

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

Have students apply what they have learned by having them identify character, setting, plot, and theme using a story map.

[Story Map Diagram]

- **Character**
- **Setting**
- **Problem**
- **Events**
- **Solution**
## COMPREHENSION: READING NONFICTION

<table>
<thead>
<tr>
<th>STEPS</th>
<th>EXPLANATION/SCRIPT</th>
</tr>
</thead>
</table>
| **STEP 1: INTRODUCE** | **Nonfiction** is a selection or article that is based on fact. Textbooks, magazines, and articles are nonfiction. Tell students that when reading nonfiction, they will learn how to:  
- Preview the text by reading the title and section or chapter headings to determine the main ideas in the text.  
- Use the graphic aids to take additional meaning from the text and integrate this information with that provided in the text.  
- Identify the text structure, or the way the author organized the text, to increase their understanding and retention of the text information. |
| What Is Nonfiction? Briefly define nonfiction and the features of nonfiction, or informational text. | **How Is Nonfiction Organized?** Nonfiction contains text features such as maps, charts, diagrams, time lines, boldface words, and other graphic aids. These features can help make text easier for readers to learn and remember. |
| Additional Resources *Treasures* provides a variety of nonfiction selections for practice and review. Use a nonfiction text from your classroom library to model and reteach. |  |
| **STEP 2: MODEL (I DO)** | Say: Let's look at this article. I will point out the text features that will help with meaning and later help us figure out the main idea of different sections of the article. |
| Identify a selection that the class has read together. Have students read the chapter title and the main headings. Model how to use the title and headings to determine what students will read about and figure out the main ideas of the selection. Have students preview the illustrations and other graphics. |  |
| **STEP 3: GUIDED PRACTICE (WE DO)** | Say: Let's read the selection together. As we read, we will stop and I will ask you to point out the text features you see. I want you to tell me how they help you figure out what kind of information will be found in the selection. I will also ask you to explain how text features can help you learn more about the information in the selection. |
| Read the selection with the class. As you read, stop at each section and review by asking the students to identify any text features they see. Tell them to explain how that feature helps them understand the information in the article. |  |
| **STEP 4: PROVIDE INDEPENDENT PRACTICE (YOU DO)** |  |
| Have the students apply what they have learned by having them explain how previewing the article, pointing out the text features, and making predictions about the information in an article will help them learn more about the information in the article. |  |
**What Is It?** Grammar is the sound, structure, and meaning system of the English language. The study of grammar includes parts of speech (nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions), which are the form of English words, and sentence structure (subjects, predicates, objects, clauses, phrases), which is the function of English. 

Usage is the way in which we speak. English usage varies based on geographical region, gender, age group, socioeconomic status, and time. These variations are called dialects. In English, the dialect known as Standard English is associated with education and financial success. African American Vernacular English is another form of English. Speakers of African American Vernacular English will need instructional modifications to help them transition to Standard English in speaking and writing in school and more formal situations. The pages that follow detail some of these modifications. Additional information is provided in the back of the Treasures Teacher’s Edition.

Mechanics involves the English conventions of punctuation and capitalization. Punctuation includes periods, question marks, exclamation points, commas, quotation marks, semicolons, apostrophes, hyphens, ellipsis, parentheses, brackets, and dashes.

**Why Is It Important?** Proper grammar, usage, and mechanics skills are a sign of a well-educated person. Students need to know these skills to properly communicate orally and in writing. Their expertise in these skills may have a significant impact on their later work life. In addition, identifying these skills gives teachers and students a common language with which to speak about their spoken and written language as they work to improve their speaking and writing skills.

Many grammar skills are associated with fluent reading. For example, a student who knows prepositions and can readily recognize prepositional phrases in sentences will more likely read these meaningful chunks as a unit. This is a sign of a fluent reader—one who correctly phrases text into meaningful words and phrases.

**What Modifications Are Needed?** English learners and students speaking African American Vernacular English will require instructional modifications to accelerate their learning of Standard English grammar, usage, and mechanics skills. Modifications for these learners can be found in the lessons in the Treasures Teacher’s Edition. Additional supports for English learners can be found on the Grammar Transparencies. The pages that follow contain a list of African American Vernacular English (AAVE) information of note.
Some of your students will be speakers of African American Vernacular English (AAVE). AAVE is a language system with well-formed rules for sounds, grammar, and meanings. Throughout the year you will help these students learn standard academic English by focusing on those places where AAVE differs from the standard and on those patterns that will have the most immediate impact on the students’ reading and writing development.

These students will need help in understanding that what is appropriate in one setting is not appropriate in another, so they can shift easily and competently between varieties in different social contexts. Instruction will be more effective if it identifies non-standard varieties of English as different, rather than inferior. All students should be taught standard English in a way that respects their home language.

To acquire standard academic English speech and writing, speakers of African American Vernacular English need to learn to use -s with a verb and the third person and only there, as in he is and he goes. Many speakers of AAVE will leave out the -s or place it elsewhere, as in he go or we goes.

Many speakers of African American Vernacular English have difficulties with subject-verb agreement when the verbs do/does, have/has, and was/were are used. Additional grammar instruction and practice will be needed.

Many speakers of African American Vernacular English understand the use of -ed to form the past tense, but leave it out or add sounds when pronouncing the word, as in pick or pickted for picked. Students will need additional work with -ed in order to know when and where to use it in writing.

Many speakers of African American Vernacular English will add had to the simple past tense, saying We had picked for We picked. The use of had indicates the past perfect tense in standard academic English. Other common nonstandard forms of irregular past tense verbs include He seen that and He had ran over there.

In the first person present tense, many speakers of African American Vernacular English will properly use I am or I’m, but say it more like “uhm.” Focus on pronunciation.

To learn standard academic English, many speakers of African American Vernacular English will need to learn not to delete is and are when speaking and writing. For example, students might say He my brother or She goin’ over there. Additional grammar instruction and practice will be needed.

Many speakers of African American Vernacular English will use was in the singular and plural forms, as in He was and They was. Additional grammar instruction and practice will be needed.

To learn standard academic English, many speakers of African American Vernacular English will need to learn to avoid using nonstandard forms, such as He always be doing this, in favor of am, are, and is. Also, additional instruction and practice will be needed to show the proper placement of the adverbs always and never. For example, He is always doing this rather than He always is doing this.

In standard academic English, ’s is added to a noun to show possession. For many speakers of African American Vernacular English the ’s is absent. However, the ’s is regularly added to mine, as in This is mines.

The possessive pronoun whose is often not used by many speakers of African American Vernacular English. For example, students will say I don’t know who book this was. Students will need additional instruction and practice to acquire this skill.

Many speakers of African American Vernacular English will need help in pronouncing its in standard academic English and in properly using the patterns there is and there are. In AAVE it is common to replace the word there with it, as in It’s a man at the door rather than There’s a man at the door.

Most speakers of African American Vernacular English correctly use plurals, expect when it involves “nouns of measure,” as in It cost five dollars or She owe me five dollars. However, the plural /s/ is often absent in writing and students will need additional instruction and practice.

Many speakers of African American Vernacular English will use several negatives in a sentence when only one is required, as in Nobody never said nothing. To master standard academic English, speakers of AAVE will need considerable practice to gain control of any, ever, and either after a negative word.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Define the Skill</td>
<td>✓ Explain to students what the skill is in a functional and concrete manner.</td>
</tr>
<tr>
<td>2 Explain the Skill’s Importance</td>
<td>✓ Tell students when and where the skill is used and how it is important for writing.</td>
</tr>
<tr>
<td>3 Model the Skill</td>
<td>✓ Model the skill using a piece of writing or sentences generated about a writing assignment or story read.</td>
</tr>
</tbody>
</table>
| 4 Provide Independent Practice | ✓ Use the exercises and activity pages to provide structured practice opportunities.  
✓ Provide corrective feedback.  
✓ Use the sentences on the practice pages for partner fluency reading opportunities. |
| 5 Apply the Skill to Writing | ✓ Prompt students to note their use of the skill when writing in their Writer’s Notebooks.  
✓ Have students review Writer’s Notebook entries and correct for the skill. |
What Is It? Writing is used to communicate ideas, entertain, inform, persuade, and learn. Writing takes many forms ranging from a personal narrative to a research report. To become skilled writers, students need to be able to craft strong sentences and paragraphs, as well as understand and use various writing structures.

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

What Is In Treasures? A step-by-step approach that builds on what students can do and helps them learn the skills necessary to move to the next level is the cornerstone of the Treasures writing curriculum. This curriculum is both carefully sequenced for student success and based on years of classroom results.

On the next page is a chart that shows an overview of the writing continuum and the key techniques and methods used to achieve results.
<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Focus</th>
<th>Key Techniques/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Develop understanding of what writing is.</td>
<td>Interactive Writing</td>
</tr>
<tr>
<td></td>
<td>Connect sounds to letters to write words and express simple ideas.</td>
<td>Shared Writing</td>
</tr>
<tr>
<td></td>
<td>Learn the difference between a letter, a word, and a sentence.</td>
<td>Phonics and Dictation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sentence Starters/Frames</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Connect sounds to spellings.</td>
<td>Interactive and Shared Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Write complete sentences.</strong></td>
<td>Phonics and Dictation</td>
</tr>
<tr>
<td></td>
<td>Focus on writing brief narrative and expository pieces.</td>
<td>Sentence Frames/Starter</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Write complete sentences.</td>
<td>Interactive and Shared Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Write simple paragraphs.</strong></td>
<td>Phonics and Dictation</td>
</tr>
<tr>
<td></td>
<td>Focus on writing narratives and friendly letters.</td>
<td>Sentence and Paragraph Frames</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Process</td>
</tr>
<tr>
<td>Upper Elementary (Grades 3-6)</td>
<td><strong>Write strong paragraphs and simple multiple-paragraph compositions.</strong></td>
<td>Writer’s Express Methods™</td>
</tr>
<tr>
<td></td>
<td>Review foundational skills (strong sentences; simple paragraphs; basic grammar, usage, and mechanics skills).</td>
<td>Writing Process</td>
</tr>
<tr>
<td></td>
<td>Focus on writing narratives, expository pieces, research papers, summaries, responses to literature, and persuasive essays.</td>
<td></td>
</tr>
<tr>
<td>Middle School (Grades 6-8)</td>
<td><strong>Write multiple-paragraph compositions and essays.</strong></td>
<td>Writer’s Express Methods™</td>
</tr>
<tr>
<td></td>
<td>Focus on writing biographies, autobiographies, research papers, summaries, responses to literature, technical documents, and persuasive essays.</td>
<td>Writing Process</td>
</tr>
</tbody>
</table>

The pages that follow contain information on some of the key writing instructional strategies and techniques. Additional details and information can be found in the *Writing Guide* professional development handbook.
Traditionally, a conference involves the teacher sitting down with a student to spend at least a few minutes talking over his writing. Over-the-shoulder conferences are different. They’re quick, focused comments that a teacher makes to a student while he or she is in the middle of writing, in response to what the teacher sees (or doesn’t see) on the page. Over-the-shoulder conferences energize students and bring them back to their work with a sharper sense of why they’re writing—by showing them clearly that their teacher is really interested in what they’ve got to say.

1. Quietly, move close enough to the student so that you can read the Writer’s Notebook entry she’s writing.
2. Silently read part of what you see—usually, you won’t need to start from the beginning of the Writer’s Notebook entry or read the entire piece.
3. As unobtrusively as possible, crouch down and show the student a spot in her writing where she is using a particular skill or describing something that piques your interest.
4. Whisper a sentence or two about why you noticed that particular spot in the writing, or ask a question that will nudge the student to add detail or clarify. Often, the student won’t say anything back to you or even look up. At other times, the student may need to respond quickly. Typically, however, she’ll just keep writing. Occasionally, a student feels “stuck” and needs a quick interaction with you. For students who have trouble focusing, jotting down a quick reminder of your verbal comment in the margin of the student’s Writer’s Notebook can help.
5. Move on to the next student. You don’t need to go student by student. Pick students strategically; some will need an over-the-shoulder conference every writing period, others less frequently. Try to visit every student’s desk at least once per week: your struggling students will need the support, and your stronger students will benefit from the push. If you are moving efficiently around the classroom, you should expect to check in with 12 to 15 students during a typical 15 minute writing period.
Use an over-the-shoulder conference to *affirm* that a student has used a skill effectively or to *remind* a student about how using a skill might strengthen his piece. The affirmation and reminder comments provided may be used verbatim or as examples of effective comments. Within individual lessons, suggested comments provided are specific to that day’s activity.

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

### Reminder Comments
- I can see you're going to write about Thanksgiving. Which particular moment are you going to choose?
- I've never seen anyone do the drop stance in kung fu before saying grace. I'd love to see or hear exactly how one of your family members reacted to this moment.
- You're drawing me into the moment by showing exactly what your friends said as the food came out.
- Can you help me keep track of who is talking by putting in quotation marks?
- You say here that Marie felt bad. I'm curious how you could tell she felt that way. Try adding a couple of sentences that show how her face looked when she felt bad. Raise your hand when you're done so I can come back and see what you did.
**What Is It?** Revision assignments are short exercises that target a specific skill, which students complete by using an excerpt from their own writing. As it becomes routine for them to complete these quick, low-stakes revisions each time their Writer’s Notebooks are returned, students learn the habit of using feedback to revise their work.

Revision assignments fall into four basic types that range from a high degree of teacher intervention to complete student independence. By taking the time to move students through these stages, the teacher both instills the habit of revision AND teaches the students how to revise independently (without relying on extensive and specific commenting and conferencing with the teacher for each new piece of writing). In progressing through these stages, students learn to view revision as a habit that is easy to practice and immediately rewarding.

**Why Is It Important?** Revision assignments play a crucial role in the dynamic feedback system that enables teachers to work with each of their students on one skill at a time—and to keep working on that skill until the student has demonstrated his mastery of it. In this sense, revision assignments are like the focused drills that a basketball coach gives the individual players on his team: he gets Player A to work on his bounce passes (because that is the specific skill that he still needs to master) and Player B to practice following through on his free throws (because that’s where he is in his development as a player).

When you teach students to respond routinely to revision assignment, you are teaching the foundational habit of “practicing revising.” You will find that once students become proficient in these revision assignments, it is a small leap to independence in the writing process.

Giving a revision assignment involves marking a specific section of a student’s Writer’s Notebook entry and then asking him to revise it in a specific way. As you’ll see from the sequence of revision assignments that follow, with practice, students become so adept at revision assignments, they can assign themselves. They’ll do these self-directed assignments first in their Writer’s Notebook. And then, when the class is drafting essays or stories, you’ll see how smoothly the writing process works with students who know how to assign themselves particular revision tasks.

---

### Tip: Choosing Which Part to Revise

When choosing which section of a student’s writing to ask him or her to revise, keep in mind these guidelines, some of which may seem counterintuitive:

<table>
<thead>
<tr>
<th>1. Play to Student Strengths</th>
<th>2. Zoom In On the Concrete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a place where the student is already beginning to exhibit the skill in some way. Don’t ask the student to revise a portion of his piece that has no focus. Chances are, if he didn’t have much to say about this element the first time through, he won’t find more to say about it just because you’ve asked him to. Remember: the revision assignment isn’t aiming to get the student to improve the piece he has written (by, for example, filling in a gap in his description). The point of a revision assignment is to give the student more practice using the particular skill. Also, students are much more motivated to keep writing when we pay attention to what they can do well rather than to what they can’t. Especially at the beginning, we want students to know that the purpose of feedback is to build their skills—not catch their mistakes.</td>
<td>Students have a hard time focusing on an abstraction. The best way to learn a new skill is to look closely at something small. Point them toward moments in their writing that will challenge them to capture accurately the details of something concrete that they can explore with their senses. It might seem easier for students to practice focusing by describing an exciting item that has a lot of detail—because it will give them a lot of things to write about. But real focus is about diving deeply into just one thing. When choosing a passage for students to return to in their writing, it’s best to concentrate their attention on the small, simple, and ordinary things. Challenge them to show us what’s fascinating about a subject that most of us typically overlook. As they go deeper and get past the first, obvious things to say about the subject they’re observing, students begin to develop their own, distinctive “take” on their subject.</td>
</tr>
<tr>
<td>3. Keep an Eye Out for What’s Strange</td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td>Explanation/Script</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| **Stage 1: Individualized Revision Assignments** | Example:  
**(bracketed excerpt from student writing)**  
…[I was unhappy yesterday. I was unhappy because our team lost the basketball game on the last shot. The other team was happy and we were really mad. After, we almost got into a fight]…  
**(written teacher comment)**  
Dear Joe,  
This sounds like quite an ending to a game. I can see how you might get angry.  
Mr. C  
**Revision Assignment: Topic**  
Look at the section that I’ve bracketed in your Writer’s Notebook. In the space below, please write 2-3 sentences that describe exactly what you did at the moment of the last shot. |
| **Stage 2: Shared Revision Assignments** | Example:  
**(bracketed excerpt from student writing)**  
…On Tuesday, we went to the mall. First, we picked up my sister. Then we went to the mall and [I spent the whole time playing Stargazer in McDoodle’s.] Then we went to Beulah’s and then we went to the movies. We saw Scare Tactics. It was a good day…  
**(written teacher comment)**  
Dear Mike,  
Movies and video games and Beulah’s—sounds like a great day! You described a number of different moments in the same day. I kept wanting to know more about what happened at each place. Give me those details—they’ll make pictures in my mind.  
Mr. C  
**Revision Assignment: Topic**  
(The following *shared revision assignment* is posted where all the students can see it. Alternatively, teachers can use the pre-printed *revision assignment notes* included on the Jump Drive—and tape a note into the Writer’s Notebook of each student in a small group.)  
1. Look at the section from your Writer’s Notebook that I’ve bracketed.  
2. Copy that section below.  
3. Write 2-3 sentences about that one moment, image, or idea. |
**Stage 3: Self-Directed Revision Assignments**

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

**Stage 4: Independent Revision Assignments**

Students identify a passage in their Writer’s Notebook and assign themselves a revision assignment that they complete independently. This step requires the highest degree of independence and mirrors the process that students go through when they revise their own work. Before they begin, the teacher models the process as in stage 3, above.
### Writing Process

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: PREWRITE</strong></td>
<td><strong>Tip:</strong> Use the graphic organizer reproducibles in the Teacher’s Resource Book. In addition, distribute copies of the Rubric and Anchor Papers for the target genre.</td>
</tr>
</tbody>
</table>
| - Writers think about and plan their topic.  
- Writers use graphic organizers and other visual devices to help them organize their thinking.  
- Writers consider their audience, purpose for writing, and the focus of their topic.  
- Writers gather ideas and information, using outside resources as needed. They decide which information to include in their draft. | |
| **STEP 2: DRAFT** | **Tip:** Use the Text Structure Writing Frames as models for students during this stage. |
| - Writers draft, or put their initial ideas about the topic, into written words.  
- Writers use their initial prewriting plans as a guide. They expand or modify these plans as needed.  
- The first draft is often in rough form. | |
| **STEP 3: REVISE** | **Tip:** Use the Anchor Papers as models for students during this stage. Have students refer to the genre rubric as they consider their edits. Use the Revision Assignments (preprinted version). These are available online at www.macmillanmh.com. |
| - Writers revisit their drafts to revise for content and structure.  
- Writers carefully reread their drafts to make sure all critical information is included, the meaning is clear, and to consider the impact the piece will have on the audience. | |
| **STEP 4: EDIT/PROOFREAD** | **Tip:** Use the Proofreading Marks Checklist in the Teacher’s Resource Book. In addition, have students refer to the Grammar and Writing Handbook as they proofread and edit. |
| - Writers revisit their pieces to correct grammar, mechanics, and usage errors.  
- Writers understand the importance of creating correct pieces for their audience. | |
| **STEP 5: PUBLISH** | **Tip:** Use this time as an opportunity to teach or reinforce handwriting and keyboarding skills. |
| - Writers create a final version of the piece using their best handwriting or a computer software program. This final form reflects their best efforts. | |
| **STEP 6: PRESENT** | **Tip:** Connect students’ presentations to the grade level speaking and listening standards. |
| - Writers share their pieces with their audience (often classmates) and receive feedback on its content and impact. | |
Steps

1 Distribute the Rubric and/or Anchor Paper
   ✓ Review the Rubric expectations. If using the blank rubric form, create a rubric with the class based on the specific writing assignment.
   ✓ Use the rubric to evaluate the Anchor Paper. Discuss how and why the 4 Anchor Paper is a strong model of that writing genre.

2 Use the Rubric and/or Anchor Papers While Writing
   ✓ Have students refer to the Rubric and Anchor Papers while drafting and editing their pieces.
   ✓ Students can use the Rubric during peer conferences to evaluate classmates’ works and provide feedback.

3 Use the Rubric and/or Anchor Papers to Evaluate Writing
   ✓ Grade each completed piece using the rubric. Provide a score of 1-4. Use the Anchor Papers as models when grading.
<table>
<thead>
<tr>
<th><strong>Rating 4</strong></th>
<th><strong>Rating 3</strong></th>
</tr>
</thead>
</table>
| **The Writing:**  
• clearly addresses all parts of the writing task  
• demonstrates a clear understanding of purpose and audience  
• maintains a consistent point of view, focus, and organizational structure, including the effective use of transitions  
• includes a clearly presented central idea with relevant facts, details, and/or explanations  
• includes a variety of sentence types  
• contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing  | **The Writing:**  
• addresses all parts of the writing task  
• demonstrates a general understanding of purpose and audience  
• maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of some transitions  
• presents a central idea with mostly relevant facts, details, and/or explanations  
• includes a variety of sentence types  
• contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing  |
| **Fictional or Autobiographical Narrative:**  
• provides a thoroughly developed plot line, including major and minor characters and a definite setting  
• includes appropriate strategies (e.g., dialogue; suspense; narrative action)  | **Fictional or Autobiographical Narrative:**  
• provides an adequately developed plot line, including major and minor characters and a definite setting  
• includes appropriate strategies (e.g., dialogue; suspense; narrative action)  |
| **Response to Literature:**  
• develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text  
• organizes accurate and coherent interpretations around clear ideas, premises, or images from the literary work  
• provides specific textual examples and details to support the interpretations  | **Response to Literature:**  
• develops interpretations that demonstrate a comprehensive grasp of the text  
• organizes accurate and reasonably coherent interpretations around clear ideas, premises, or images from the literary work  
• provides textual examples and details to support the interpretations  |
| **Persuasion:**  
• authoritatively defends a position with precise and relevant evidence and convincingly addresses the reader’s concerns, biases, and expectations  | **Persuasion:**  
• generally defends a position with relevant evidence and addresses the reader’s concerns, biases, and expectations  |
| **Summary:**  
• is characterized by paraphrasing of the main idea(s) and significant details  | **Summary:**  
• is characterized by paraphrasing of the main idea(s) and significant details  |
### Rating 2

**The Writing:**
- addresses only parts of the writing task
- demonstrates little understanding of purpose and audience
- maintains an inconsistent point of view, focus, and/or organizational structure, which may include ineffective or awkward transitions that do not unify important ideas
- suggests a central idea with limited facts, details, and/or explanations
- includes little variety in sentence types
- contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing

**Fictional or Autobiographical Narrative:**
- provides a minimally developed plot line, including characters and a setting
- attempts to use strategies but with minimal effectiveness (e.g., dialogue; suspense; narrative action)

**Response to Literature:**
- develops interpretations that demonstrate a limited grasp of the text
- includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work
- provides few, if any, textual examples and details to support the interpretations.

**Summary:**
- is characterized by substantial copying of key phrases and minimal paraphrasing

### Rating 1

**The Writing:**
- addresses only one part of the writing task
- demonstrates no understanding of purpose and audience
- lacks a point of view, focus, organizational structure, and transitions that unify important ideas
- lacks a central idea but may contain marginally related facts, details, and/or explanations
- includes no sentence variety
- contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing

**Fictional or Autobiographical Narrative:**
- lacks a developed plot line
- fails to use strategies (e.g., dialogue; suspense; narrative action)

**Response to Literature:**
- demonstrates little grasp of the text
- lacks an interpretation or may be a simple retelling of the passage
- lacks textual examples and details

**Persuasion:**
- fails to defend a position with any evidence and fails to address the reader's concerns, biases, and expectations

**Summary:**
- is characterized by substantial copying of indiscriminately selected phrases or sentences
Each unit in Treasures is organized around a Big Question. Each selection in the unit adds more information to help students formulate an answer to the guiding question. As students read the selections in the Student Book, they are also asked to research an aspect of the Big Question that interests them and will add to their overall understanding of the unit’s theme. As they conduct their research, they will follow the steps below.

1. **Identify Big Question**
   - Have students read the Big Question on the Unit Opener in the Student Book.
   - Have students read the unit summary and research project on the pages that follow.
   - Distribute copies of the Research Roadmap (available online at www.macmillanmh.com and through the Classroom Presentation Toolkit).
   - Work with students to select one question to research throughout the unit. The question should be one of interest and importance to the student.

2. **Investigate/Conduct Research**
   - Have students conduct research using the Research Roadmap as a guide.
   - Provide classroom and library resources, as needed. See the research links, such as the zip code finder, online at www.macmillanmh.com for additional local and national resources.
### Steps

#### 3 Organize Information/Prewrite
- ✓ Have students write a draft of their research report.
- ✓ Have students use the **Nonfiction Text Structure Writing**. Frame models in the **Content Reader** as models of how to organize their writing and use effective transitions.
- ✓ Teach students how to gather information using the **Note Taking** procedure (see Grades 3-6, Start Smart, Cornell Note Taking form) and/or note cards.

#### 4 Write
- ✓ Work with students to write a completed report.
- ✓ Recommend that students create visuals for their report. Provide online resources, as appropriate.

#### 5 Communicate/Present
- ✓ Have students display and share their findings. Focus on the grade-level speaking and listening standards.
- ✓ Add the findings to the **Big Question Board**.
- ✓ Review the cumulative body of knowledge gathered throughout the unit, as reflected on the Big Question Board.
- ✓ Provide a **Write-On-Demand prompt** that asks students to write uninterrupted (for a specified period of time, based on grade level) about their new learning in the unit.
**What Is It?** The Big Question Board is a bulletin board or wall in the classroom in which students and teachers place information regarding the skills and new ideas learned in the unit under study. It is a dynamic space, changing weekly as new information is added. Note that the units in the Student Book are organized around themes. That is, in each unit students will be exploring an important topic. For example, one unit will be related to an important grade-level science concept; another unit will be related to an important history/social science concept. Each selection in the unit will build on students’ growing knowledge of the topic. The Big Question Board provides a space and a structure for students to record this new learning.

**How Do I Create It?** To create a Big Question Board, do the following:

- Select a large bulletin board or portion of a wall in the classroom.
- Write the unit's Big Question at the top.
- Each week add information regarding how the week's selections add to the information learned about the unit's theme, a list of the key vocabulary words, skills-related information, student work samples, and postings from students regarding information found related to the theme. Use note cards, sentences strips, and newsprint to add information.
- At the end of each week, briefly review the information on the board. Prompt students to search for and add other information. Have them present this information. Use this as an opportunity to teach and reinforce grade-level listening and speaking skills.
**Introduction**

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

**Tips**

- Tell students that every day there will be a time when they are expected to work on activities on their own or with partners.

- Slowly introduce the time period to students over the first few weeks of school. Reinforce rules and procedures firmly and consistently.

- Distribute the *Weekly Contract*. Review the week’s expectations and tell students that they will check off each task as it is completed.

- Briefly point out the new *Workstation Flip Chart* activities for the week. Highlight how these activities will help students practice the skills they are learning during whole group lessons.

- Post the daily writing prompt for students to respond to in their Writer’s Notebooks.

- Update and post the list of students in each group on the *Class Rotation Chart*.

- Make sure that groups are dynamic. No student should be stuck in a group for an extended period of time without their skills being re-assessed. Base the groups on individual skill needs.

- Post Small Group Independent Work Rules, such as:
  1. Use a quiet “inside” voice.
  2. Share materials.
  3. Take only the materials you need.
  4. Return materials.
  5. Do not interrupt the teacher when she or he is working with a small group.

- Establish a procedure for answering students’ questions while working with a small group, such as placing a Question Chair near you in which one student waits silently until you are able to address the question, establishing a buddy system in which selected students are assigned the task of answering questions, or requiring students to post their question on a chart for you to answer when appropriate.

- Have ample books available for independent reading.
Workstation Flip Charts
Four Workstation Flip Charts are available. These cover Reading, Phonics/Word Study, Writing, and Content Area (History/Social-Science and Science) standards. The weekly activities are connected to the week’s theme, reading selections, and key skills. Students can complete most activities independently or with a partner. Suggestions for materials and time needed are listed on the activities. Review the activities at the beginning of the week so all students know the expectations and can complete the activities without your assistance.

Contracts
Weekly contracts are available. These contracts list activities related to skills taught throughout the week and associated materials, such as the Workstation Flip Charts. Modify the contracts as needed, such as marking selected activities a student or group of students must complete or assigning the order in which the activities must be completed.

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

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

Centers
Establish other classroom centers as appropriate. These may include computer stations with activities from www.macmillanmh.com, reading bins with books related to the unit’s theme and on different levels, and games to reinforce phonics and decoding skills. Also use the software that comes with Treasures, such as Fluency Solutions Audio CD and New Adventures with Buggles and Beezy.
Tips for Students with Special Instructional Needs

- There are a variety of ways for students with special instructional needs to use materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). Modifications can be made so students have access to the materials. Examples of modifications might include student use of computers to complete pencil and paper tasks, use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>From these Questions</th>
<th>To these Questions</th>
<th>Listening/Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
</table>
| **Level 1**         |  • Point to ___.  
  • Find the ___.  
  • Who has the ___?  
  • Is this a ___?  
  • Give the ___ to ___. |  • Yes/No questions  
  • Either/Or questions  
  • 1 or 2-word responses  
  • Literal questions | Students use simple words and phrases to:  
  • Answer questions  
  • Follow 1-step directions  
  • Retell information  
  • Demonstrate understanding of basic vocabulary |  • Understand basic information read aloud  
  • Participate in scaffolded reading  
  • Read aloud simple words and sentences  
  • Use illustrations to understand main ideas |  • Use drawings, single words, and simple phrases to communicate ideas  
  • Label object drawings  
  • Write simple sentences with support  
  • Write brief narratives |
| **Level 2**         |  • Yes/No questions  
  • Either/Or questions  
  • 1 or 2-word response questions  
  • Literal questions |  • Tell me about ___.  
  • Talk about ___.  
  • Describe ___.  
  • Explain ___.  
  • Retell ___. | Students use simple sentences to:  
  • Ask and answer literal questions  
  • Restate and follow multiple-step directions  
  • Retell main ideas  
  • Retell a basic sequence of events |  • Read basic paragraphs  
  • Identify basic text features  
  • Recognize and correct some errors when reading aloud  
  • Read aloud with pacing, intonation, and expression |  • Write short paragraphs  
  • Use common words in writing  
  • Use writing frames  
  • Write simple narratives and informational pieces |
| **Level 3**         |  • Tell me about ___.  
  • Talk about ___.  
  • Describe ___.  
  • Explain ___.  
  • Retell ___. |  • Why?  
  • How?  
  • Summarize  
  • Give an example  
  • What is your opinion? | Students use basic language structures to:  
  • Ask and answer literal questions  
  • Ask and answer inferential questions with support  
  • Use academic vocabulary in discussions with support  
  • Explain main ideas and details |  • Read grade-level text with support  
  • Use basic text features  
  • Use a dictionary  
  • Recognize and correct errors when reading aloud  
  • Understand academic language with support  
  • Summarize |  • Write a sequence of events  
  • Write paragraphs with support  
  • Use note taking  
  • Use Writing Process |
<table>
<thead>
<tr>
<th>Level 4 Early Advanced</th>
<th>Level 5 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why?</strong></td>
<td>Students use Standard English structures to:</td>
</tr>
<tr>
<td><strong>How?</strong></td>
<td>• Ask and answer inferential questions</td>
</tr>
<tr>
<td><strong>Summarize</strong></td>
<td>• Retell information in detail</td>
</tr>
<tr>
<td><strong>Give an example</strong></td>
<td>• Use simple figurative language and idioms</td>
</tr>
<tr>
<td><strong>What is your opinion?</strong></td>
<td>• Use academic language in discussions</td>
</tr>
<tr>
<td>• Using evidence from the text, explain why/how ___</td>
<td>• Read grade-level text</td>
</tr>
<tr>
<td>• What would happen if ___?</td>
<td>• Use text features to get information</td>
</tr>
<tr>
<td>• How are these the same/different?</td>
<td>• Understand academic language</td>
</tr>
<tr>
<td>• Using evidence from the text, explain why/how ___</td>
<td>• Identify grade-level elements of literature</td>
</tr>
<tr>
<td></td>
<td>• Recognize and describe themes</td>
</tr>
<tr>
<td>• Analyze why/how</td>
<td>• Respond to grade-level writing prompts with support</td>
</tr>
<tr>
<td>• Infer why/how</td>
<td>• Use Writing Process</td>
</tr>
<tr>
<td>• Analyze cause and effect of ___</td>
<td>• Edit writing</td>
</tr>
<tr>
<td>• Suggest another outcome</td>
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</tr>
</tbody>
</table>
## Introduction

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

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

## Tips

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

## Listening

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

## Speaking

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

## Viewing

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

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

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

Diagnostic

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

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

Progress Monitoring

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

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

Quick Check

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

During Small Group Instruction:

If No → Improving Level Provide scaffolding spelling and blending work using the Sound Boxes. See Phonics, page 35k.

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

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

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

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