

Macmillan/McGraw-Hill

Instructional Routine Cards

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PHONOLOGICAL/PHONEMIC AWARENESS

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).

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*.

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. Research indicates that the most critical phonemic awareness skills are blending and segmenting (NICHD, 2001).

Onset and Rime Blending

Explain/Model

- Explain to students that they will put together the first sound(s) and end part of a word to make a whole word.
- Model how to blend the first sound(s) (onset) and end part (rime) of a word.

*Say: I'll say the first sound and the end part of a word.
Then I will blend them together to say the word.*

/s/ /at/ sat

What is the word?

- Model several examples.

Guided Practice

- Say the first sound and the end part of the word.
- With students, blend the first sound (onset) and end part (rime) to say the word.
- Repeat with several examples.

Practice

- Say the first sound(s) and end part of a word.
- Ask students to blend the sounds to say the word.
- Offer many examples for students to practice.
- Provide constructive feedback.
- Select individual students to take turns.

Onset and Rime Segmentation

Explain/Model

- Explain to students that they will take apart the first sound(s) and end part in words.

Say: Listen as I say the word pan. The first sound is /p/.

The end part is /an/.

What's the first sound? /p/ What is the end part? /an/

- Model several examples.

Guided Practice

- Say the word. With students, take apart the first sound(s) from the end part.
- Repeat with multiple examples.

Practice

- Say the word.
- Have students say the first sound(s) and then the end part.
- Offer many examples for students to practice.
- Provide constructive feedback.
- Select individual students to take turns.

Constructive Feedback

Onset and Rime Blending and Segmentation Error

- Model how to blend or 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.

PHONOLOGICAL/PHONEMIC AWARENESS

Phoneme Blending

Explain/Model

- Explain to students that they will practice blending sounds of letters to make words.
- Say: *I'll say the sounds of each letter in a word. Then I will blend the sounds together into a word.*

/k/ /a/ /t/ cat

Ask: *What's the word?* cat

- Use the word in a sentence.
- Model several examples.

Guided Practice

- Say aloud the individual sounds of the word.
- With students, blend the sounds into a word.

Practice

- Repeat the routine having students respond without your support.
- Offer multiple examples.
- Provide constructive feedback.

Phoneme Segmentation

Explain/Model

- Explain to students that they will listen for and say all the sounds in a word.
- Say: *Sun. I'll say each sound in the word. I will show a counter for each sound.*

/s/ /u/ /n/



- Repeat with several examples.

Guided Practice

- Say the word.
- With students, say aloud each sound in the word, as you display a counter for each sound.

Practice

- Repeat the routine. Display a counter for each sound students say.
- Offer multiple examples.
- Provide constructive feedback.

Phoneme Substitution

Explain/Model

- Tell students that they will practice forming new words by replacing or substituting sounds in words.
- Say: *Listen as I say the word hat. If I change /h/ to /m/, I make a new word: mat.*
- Model several examples.

(Model any variations you ask students to practice: initial, final, or medial sound substitution.)

Guided Practice

- Say the word.
- Substitute the initial, final, or medial sound. With students, say the new word.
- Repeat with multiple examples.

Practice

- Repeat the routine having students respond without your support.
- Provide constructive feedback.

Phoneme Deletion

Explain/Model

- Explain to students that they will practice taking away sound(s) from words.
- Say: *Listen as I say the word stop. If I take away the /s/, I get top.*
- Model several examples.

(Model all variations you ask students to practice: initial or final sound deletions.)

Guided Practice

- Say the word.
- Delete the initial or final sound. With students, say the word.
- Provide multiple examples.

Practice

- Repeat the routine having students respond without your support.
- Provide constructive feedback.

Constructive Feedback

Blending and Segmenting

- Model how to correct the error using the appropriate routine.

- Repeat the routine using the same word, and have students respond without you.
- Go back and repeat the last two examples before proceeding with additional examples.

PHONICS

What is phonics?

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

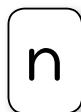
Why is phonics instruction important?

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).

Letter/Sound Correspondence

Explain/Model

- Tell students that they will name letters and their sounds.
- Display the Sound/Spelling Card for Nn. Name the illustration on the card, emphasizing the initial sound.
- Point to the letter on the card. Say: *This is the letter n. It stands for the sound /n/. What is the sound? /n/*
- Hold up the Letter Card n. *This is the letter n. It stands for the sound /n/. Ask: What's the letter? n What is the sound? (/n/)*
- Model several examples with the Letter Cards.



Guided Practice

- Display a Letter Card.
- Point to the letter. Ask: *What's this letter?* Respond with students. (/). *What's the sound?* Respond with students. (/n/)
- Repeat with several examples.

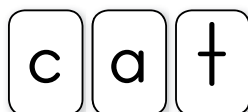
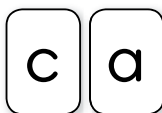
Practice

- Display a set of Letter Cards.
- Point to the letter.
- Ask: *What's the letter? What's the sound?* Have students respond.
- Offer multiple examples for students to practice.
- Provide constructive feedback.
- Select individual students to take turns.

Sound-by-Sound Blending

Explain/Model

- Tell students that they will blend the sounds of letters together to read words.
- Display Letter Card c. Point to the card. Say: *This is the letter c. It stands for the sound /k/. Ask: What is the sound?*
- Display the Letter Card a.
- Point to the card. Say: *This is the letter a. It stands for the sound /a/. Ask: What is the sound?*
- Slide your finger under the letters as you blend the sounds together. Say: *Listen as I blend the sounds together: /kaaa/.*
- Display the Letter Card t.
- Point to the card. Say: *This is the letter t. It stands for the sound /t/. Ask: What is the sound?*
- Slide your finger under the cards as you blend the sounds together: Say: *Listen as I blend all three sounds together, /kaaat/. Ask: What's the word? cat*
- Use the word in sentence.
- Model with several examples.



Guided Practice

- Follow the routine to blend other words with students. Have students respond with you.
- Ask volunteers to use the word in a sentence to confirm meaning.
- Provide multiple examples.

Practice

- Repeat the routine with additional examples. Have students respond without your support.
- Offer multiple examples for students to practice.
- Provide constructive feedback. (See back of card.)

PHONICS

Continuous Sound Blending Routine

Explain/Model

- Tell students that they will blend sounds to read words.
- Write the word *frog*. Say: *I will blend the sounds in this word to read it.* Slide your finger underneath the word slowly, touching each letter and say /f/ /r/ /o/ /g/ *frog*.
- Model several examples.

Guided Practice

- Display a list of words for students to read.
- Point to the first word. Slowly slide your finger underneath the word, touching each letter. With students, blend the sounds together to read the word slowly.
- Then quickly slide your finger underneath the word, reading the word naturally.
- Repeat with other words on the list.

Practice

- Display a list of words for students to read.
- Point to the first word. Ask students to blend the sounds together as you slowly slide your finger underneath the word, touching each letter. Then quickly slide your finger across the bottom of the word, having students say the word naturally.
- Repeat with the rest of the words in the list.
- Provide constructive feedback.
- Select individual students to take turns.

Word Reading

Explain/Model

- Tell students that they are going to read lists of words.
- Display a list of words and point to the first word.
- Say: *I'm going to look at the word, figure out the word in my head, then read the word aloud as I slide my finger under the word.*
- Point to a word and wait 2-3 seconds. Then slide your finger quickly under the word and read it aloud.
- Repeat with several examples.

Guided Practice

- Point to a word. Pause. Then slide your finger quickly under the word, reading the word with students.
- Repeat with other examples.

Practice

- Point to a word. Pause 2-3 seconds. Then slide your finger quickly under the word, as students read the word.
- Repeat with multiple examples.
- Provide constructive feedback.
- Select individual students to take turns.

Constructive Feedback

Letter/Sound Errors

- Point to the letter. Say the letter. Say the sound.
- Repeat, asking students to respond with you.
- Repeat, asking students to respond without your support.
- Go back and repeat the last two examples before proceeding with additional examples.

Continuous Blending

- Model how to blend the word, using the routine.
- Repeat the routine with the same word, asking students to respond with you.
- Ask students to blend the word by themselves.
- Go back two examples and continue.

Sound-by-Sound Blending Errors

- Model the routine for blending sound by sound.
- Repeat the routine using the same word, asking students to respond with you.
- Repeat the routine using the same word, asking students to respond without your support.
- Go back two examples and continue.

Word Reading

- Model how to read the word, using the routine.
- Repeat the routine with the same word, asking students to respond with you.
- Go back to the top of the word list and continue reading the words.

PREDECODABLE BOOKS

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.

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.

Predecodable Reader Routine

Review High-Frequency Words.

- Display the Word Cards for the high-frequency words found in the reader.
- Point to a word and say it.
- Have students say the word.

Preview and Predict

- Read the title aloud. Ask students to discuss the cover.
- Then ask what they think will happen in the story.

Review the Rebuses

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

Read the Book Together

- Point to the first word on the page.
- Have students point to the word. Pause 2-3 seconds.
- With students, read the word.
- Continue for each word in the sentence.
- Repeat for each sentence in the book.

Build Fluency

Have students reread the book.

- **Choral Read** After reading each word in the sentence, repeat the sentence reading it naturally. Have students repeat after you.
- **Partner Read** Have pairs of students read the book to each other. 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.

Constructive Feedback

Choral Reading

If students make an error, stop to correct the error.

- Point to the word.
- Read the word.
- 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.

DECODABLE BOOKS

What are Decodable Readers?

Decodable Readers are books in which a high percentage of the words (oftentimes 75% of the words) are previously taught letter-sound 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 text, the ultimate goal of reading.

Decodable Reader Routine

Review High-Frequency Words

- Display the Word Cards for the high-frequency words found in the text.
- Point to a word and say it.
- Have students read the word.

Preview and Predict

- Read the title aloud. Ask students to discuss what they see on the cover.
- Then ask what they think will happen in the story.

Read the Book Together

- Point to the first word on the page.
- Have students point to the word. Then ask them to figure out the word in their heads. Pause 2-3 seconds.
- With students, read the word.
- Continue for each word in the sentence.
- Repeat for each sentence in the book.

Build Fluency

Have students reread the book

- **Choral read.** After reading each word in the sentence, repeat the sentence reading it naturally. Have students repeat after you.
- **Partner read.** Have pairs of students read the book to each other. 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.

Constructive Feedback

Choral Reading

If a student does not read a word correctly:

- Model how to sound out the word, using the continuous blending routine. (See Phonics **Card 2**.)
- 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.

MULTISYLLABIC WORDS

What is a syllable?

A syllable is a unit of pronunciation. Each syllable contains only one vowel sound. Finding the vowels in a word is an important first step in breaking a word into syllables. Each syllable may have more than one vowel, 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 in order to decode longer, unfamiliar words.

Closed Syllables

Explain/Model

- Explain that every syllable in a word has only one vowel sound. A syllable that ends in a consonant is called a closed syllable. Most closed syllables have a short vowel sound.
- Write the word *napkin*.
- Say: *I know that each syllable has one vowel. I see two consonants between the two vowels. I will draw a slash between the two consonants. Now I will read each syllable with the short vowel sound: nap/kin. If I blend the syllables together, I get the word napkin.*
- Repeat the routine with several examples. (absent, winter, fossil)

Guided Practice

- Write the word.
- With students, identify the vowels.
- Put a slash between the consonants.
- With students, blend the sounds in each syllable. Then blend the syllables together to read the word.

Practice

- Write a list of words with closed syllables.
- For each word, ask students to identify the vowels.
- Put a slash between the consonants.
- Have students blend the sounds in each syllable.
- Have students blend the syllables to read the word.
- Offer multiple examples for students to practice.
- Provide constructive feedback.
- Select individual students to take turns.

Basic Syllable Patterns

Use the routine above to teach students how to read multisyllabic words with the following syllable patterns.

Closed Syllables These syllables end in a consonant and the vowel sound is usually the short vowel sound. (rabbit)

Open Syllables These syllables end in a vowel and the vowel usually has the long sound. (paper)

R-controlled These syllables contain a vowel and an *r*. The *r* changes the sound of the vowel. (thirst)

Vowel Digraphs Vowel digraphs are always in the same syllable (*oa* as in floated, *ea* as in creature)

Vowel plus silent e The vowel generally has the long sound. (behave)

Consonant -le Final *-le* picks up the consonant that comes before it to form a syllable. (capable)

Constructive Feedback

Identifying and Blending Syllables

- Model how to identify syllables in a word by finding the vowels.
- Review the syllable pattern of the word.
- Model blending the sounds in each syllable. Have students repeat after you.

- With students, blend the sounds of the syllables together to read the word. Repeat the word.
- Go back and repeat the last two examples.

MULTISYLLABIC WORDS

<p>What is structural analysis? Structural analysis is the knowledge of a word's parts. Identifying the two smaller words in a compound word or identifying the prefix or suffix in a word is part of structural analysis.</p>	<p>Why is structural analysis important? Teaching structural analysis gives students additional critical strategies for decoding multisyllabic words and understanding the meaning of words.</p>
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Compound Words	Prefixes and Suffixes
<p>Explain/Model</p> <ul style="list-style-type: none"> ● Explain that a compound word is a word made up of two smaller words. ● Write the word <i>hometown</i>. ● Say: <i>I see two smaller words in this big word.</i> ● Cover up the word <i>town</i>. ● Point to the word <i>home</i> and read it. ● Point to the word <i>town</i> and read it. ● Say: <i>When I put the two words together, I read hometown.</i> (Be sure to model any variations in the words students are to practice. For example compound words made up of decodable smaller words and irregular words.) <p>Guided Practice</p> <ul style="list-style-type: none"> ● Write a list of compound words. ● Use the routine above to read the compound words with students. <p>Practice</p> <ul style="list-style-type: none"> ● Add compound words to the list. ● Have students read the compound words using the routine. ● Provide multiple examples for ample practice. ● Provide constructive feedback. ● Call on individual students to read the words. 	<p>Explain/Model</p> <ul style="list-style-type: none"> ● Explain that a prefix is a group of letters added to the beginning of a word, changing its meaning. The word is called the base word. ● Write the word <i>unhappy</i>. ● Say: <i>I see the prefix un at the beginning of this word. The prefix un means not.</i> ● Cover up the prefix. Say: <i>The rest of the word is happy. I can read the word by putting the two parts together: unhappy. Since un means not, the word means not happy.</i> <p>Guided Practice</p> <ul style="list-style-type: none"> ● Write the word <i>unstuck</i>. ● Point to the prefix <i>un</i>, and with students read the prefix. ● Cover up the prefix. With students read the base word <i>stuck</i>. ● Together with students, read the parts. Ask a student to state the meaning of the word. ● Provide several examples. <p>Practice</p> <ul style="list-style-type: none"> ● Write a list of words with the prefix you are studying and others that students have previously learned. ● Have students read the words, using the routine. ● Offer multiple examples for student practice. ● Provide constructive feedback. ● Select individual students to take turns.

Constructive Feedback	
<p>Compound Words</p> <ul style="list-style-type: none"> ● If students mistakenly divide a long word as a compound word, cover up the recognizable smaller word. Point out that what is left is not a real word. ● Remind them that each smaller word must be able to stand on its own. ● Model how to decode the word by breaking the word into syllables and blending the syllables together. Have students blend the syllables with you to read the word. 	<p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> ● If students mistakenly identify <i>un</i> (or letters from another prefix or suffix) as a prefix, cover up the letters. Point out that the rest of the word is not a real word. ● Remind them that they must look at what is left over when they cover up the prefix to make sure it is a real word. ● Model how to decode the word by breaking the word into syllables and blending the syllables together. Have students blend the syllables with you to read the word.

FLUENCY

What is fluency?

Fluency is the ability to read text quickly, accurately, and with proper expression (also called prosody). All three elements contribute to effective reading comprehension. Students who can decode print accurately and effortlessly and who can make it sound like talking when they read aloud will better comprehend what they read.

Why is fluency important?

Studies show 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). Fluency instruction improves reading achievement (National Reading Panel, 2000).

Fluency Strategies

Modeling Fluency

- Select a passage from a text such as the pupil edition.
- Read aloud to model fluent reading using appropriate speed, accuracy, and prosody.
- Have students follow along silently as you read.
- You can also model fluency using a read aloud. Ask students to listen as you read.
- Audio recordings of text may also be used for modeling. Encourage students to read aloud with the audio recording using a quiet voice.

Echo Reading

- Read aloud from a short passage.
- 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.
- Have students read the passage aloud after you.
- Provide constructive feedback.

Choral Reading

- Select a short text to read with students.
- Provide students with a copy of the text.
- Ask students to read along with you as you read aloud, modeling proper phrasing, speed, and expression.
- Provide constructive feedback.

Partner Reading

- Pair a more fluent reader with a slightly less fluent one.
- Provide text to students. Each student should read a paragraph to their partner.
- Ask partners to take turns reading aloud to each other. The fluent reader should model reading first.
- After each turn, encourage them to discuss:
 - the speed with which the reader read the passage,
 - the phrasing the reader used,
 - the expression of the reader.
- Encourage partners to provide constructive feedback.

Constructive Feedback

Echo and Choral Reading

As you listen to students read, offer immediate feedback on errors made.

- Point out the error.
- Model how to correct it or tell them the word.
- Ask the reader to start reading from the beginning of the sentence.

Partner Reading

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

- "That word is _____."
- "Let's say the word together, _____."
- "Now go back and read from the beginning of the sentence."

FLUENCY ROUTINES

Timed Reading

Explain/Model

- Explain to students that they are going to practice reading fluently by rereading a passage.
- Model reading a passage with proper reading rate, accuracy, phrasing, and expression.

First Timed Reading

- Students do an unrehearsed timed reading of a different passage for one minute.
- As they read, students lightly underline words they do not know.
- Students then make a vertical line after the last word read after one minute.
- Help students count the number of words read correctly. Have students create a bar graph showing the number of words they read correctly.
- Identify any words, structures, or spelling patterns that the student did not know and teach them.
- Set a new target fluency goal of 10+ words above their first-timed reading.

Repeated Readings

- Have students practice reading the passage again.
- Students quietly read along with an audio recording of the passage or practice reading the passage with a more fluent partner. The passage should be reread 3-4 times.

Second and Third Timed Readings

- Ask students to complete a second timed reading and record the number of words read correctly in one minute. They can graph their results on the same graph from the first reading.
- Have students practice reading the passage over the course of several days, reading with a partner.
- Ask students to time their reading again and record their scores.
- Partners can compare scores and discuss how their fluency improved.

Phrased-Cued Text

Explain/Model

- Explain to students that, 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.
- Display a passage on a transparency.
- Model how to read the passage fluently.
- Reread the first sentence. Point out to students where you pause and put a slash after the word. (/)
- Reread the first two sentences. Point out the longer pause after the first sentence and add two slashes. (//)

Guided Practice

- With students, read the next sentence and add slashes to indicate pauses.

Practice

- Ask pairs of students to read each line in the remainder of the passage and mark slashes.
- Have pairs take turns reading the passage with proper phrasing, using the slashes marked to help them indicate when to pause.

Readers' Theater

Explain/Model

- Explain to students that they will practice reading fluently by getting ready to perform a readers' theater.
- Read aloud the play that students will perform.
- Discuss an aspect of oral reading fluency after reading, such as:
 - using your voice to show character's feelings
 - using the punctuation to know when to pause or raise your voice.

Practice

- Form small groups. Assign a part to each student. Assign the struggling reader a part with enough text to provide sufficient practice.
- Have students practice reading the play with their small groups. Students can take turns reading aloud all the parts, listening to each other. Throughout the week, have each student take turns practice reading their parts together.

Perform

- At the end of the week, ask students to perform the readers' theater.

ASSESSING FLUENCY

Fluency Assessment

- Beginning in the middle of 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, insertions 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.
- Use the Hasbrouck and Tindal Oral Reading Fluency Norms (2006) to determine the student's fluency rate. (See **Fluency Assessments** in Macmillan/McGraw-Hill *Treasures Reading/Language Arts Program*)
- Assess all students at least three times throughout the year. Assess below-level students more frequently to determine whether instructional interventions are having a positive impact on fluency. Use results to monitor growth.

Oral Fluency Scale

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 choppily
- 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** Student reads in meaningful phrases; may occasionally repeat words; reads with expression at appropriate speed

Determining Appropriate Text Levels

Use the following guidelines to determine the appropriate text levels.

- **Independent reading level**—At this level, students can recognize above 95% of the words without assistance and have complete comprehension of the text when reading orally.
- **Instructional reading level**—This is the level at which a student reads text with guidance from the teacher, and there is enough challenge to allow students to practice strategies which foster reading growth. Word recognition should exceed 90%.
- **Frustration reading level**—At a student's frustration level, the reader's word recognition is less than 90%. This text is too difficult for the student to read independently and requires strong teacher support.

Recommended Fluency Gains

After formally assessing student's oral reading fluency, set words per minute weekly gains to help student progress to his or her target fluency goal. The chart below suggests the average words per week growth.

Grade Level	Fluency Growth Recommendation
Second half of Grade 1	2 words per week
Grade 2	1-2 words per week
Grades 3-6	1 word per week

(Hasbrouck and Tindal, 2006)

BUILDING BLOCKS TO FLUENCY

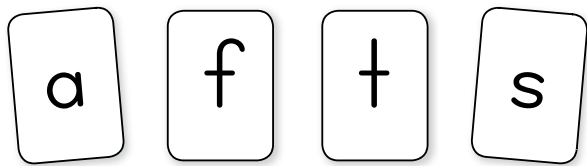
Activities

Early phonics and decoding skills as well as the ability to recognize words automatically are the keystones for developing early fluency. The foundation of fluency is accuracy in identifying letter names and sounds and recognizing and decoding individual words. At Kindergarten and early Grade 1, offer opportunities for students to practice the following skills with an emphasis on accuracy and building speed.

Letter Naming

Students say the names of letters with both accuracy and speed.

- Display Letter Cards. Have students name the letter you point to. First point to letters in order, then in random order.
- Have students practice frequently as they learn new letters throughout the year.
- As students have time to practice letter identification, increase the speed with which you point to the letters.



Phoneme Identification

Students identify the sounds of letters.

- Display uppercase and lowercase letters.
- Point to a letter and ask students to name the letter and the sound.
- Repeat, pointing to letters more quickly each time.

Word Automaticity

Students identify single words quickly, accurately, and effortlessly. Practice word automaticity with words students can decode or high-frequency words that students know.

- Display columns of 6 - 8 words.
- Form small groups. Model reading the words.
- Ask students to take turns accurately reading aloud the words as you point to them.
- Repeat this process 4 times. Each time, increase the speed with which you point to each word.
- Have students determine whether they improved the speed with which they accurately read the words.

Sentence Fluency

Students chunk words into meaningful units, use punctuation marks to recognize phrases, clauses, and pauses, and know when to change emphasis and tone.

- Display several sentences, such as:
My frisky dog, whose name is Happy, ran away with my toy.
Susanna and Jose are going to the movies.
When will dinner be ready?
Watch out!
- Model reading aloud each sentence without chunking or attention to punctuation.
- Then read the sentence fluently.
- Ask students to describe the differences between the readings.
- Choral read each sentence.

VOCABULARY

What is vocabulary development?

- Vocabulary is the knowledge of words and their meanings. Vocabulary development focuses on words beyond basic sight words. It involves words that are rich in meaning.
- 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 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.

- Reading and writing vocabulary are words for which students know the meanings when they read and write them. 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.

Vocabulary Routine

Define

- Say the word.
Say: cooperate
- Define the word in simple, student-friendly language.
Say: To cooperate is to work together to get something done.

Example

- Provide an example of the word used in a meaningful sentence.
Say: I cooperate with my sister to clean our room.

Ask

- 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.
Say: How do you and your family cooperate to get jobs done?

Interact with the Word

- After several words have been introduced, provide additional opportunities for students to apply and differentiate between new words.

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*

- See the vocabulary activities on **Vocabulary Activities Card 8** for additional suggestions.

Variations

Text Read Aloud to Students

- Read aloud the selection.
- During reading, pause to give a brief explanation for each word that you have chosen to teach.
- After reading the story, use the routine above to fully introduce the meaning of the words.

Text Students Read

- Introduce the vocabulary words before students read the selection.
- Use the routine above.

VOCABULARY

Developing Oral Vocabulary

Big Books

- During reading, provide a brief explanation of the target vocabulary words.
- After reading the Big Book, use the vocabulary routine to teach the vocabulary words listed on the inside back cover.
- You can use the routine to teach other vocabulary words that are found in the story or that relate to the concept of the story.



Oral Vocabulary Cards

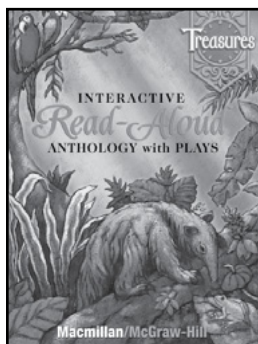
The Oral Vocabulary Cards at grades K-2 in Macmillan/McGraw-Hill *Treasures* are another source of instruction for developing students' oral vocabulary.

- As you read, give a brief explanation or definition of the vocabulary words or other words that are likely to affect comprehension.
- 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.
- For additional vocabulary instruction, you can teach the underlined words identified in each story.



Interactive Read-Aloud Anthology

- The selections in the Interactive Read-Aloud Anthologies in Macmillan/McGraw-Hill *Treasures* offer additional opportunities to teach new vocabulary words.
- During reading, provide a definition or explanation of words that will help in students' comprehension of the story.
- After reading, use the vocabulary routine to study vocabulary from the selection. 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.



"Talk About It" Weekly Openers

Develop students' oral vocabulary to help build background knowledge for the concept of the week and aid in students' comprehension of texts read throughout the week.



Look at the Photograph

- Engage the students in a discussion of the photograph.
- Have students point out and name specific items or people in the photo.
- Give examples from your own experiences using words related to the concept.
- Encourage students describe their experiences.

Discuss the "Talk About It" Question

- Ask the question(s) in the "Talk About It" box.
- Have students discuss their answers.
- Model how to answer the question from your own experiences.

Develop Concept Vocabulary

- Use the words generated by discussion of the photograph as a way of introducing selected oral vocabulary.
- Use the **Expand Vocabulary** activities in Macmillan/McGraw-Hill *Treasures* Teacher's Edition to help build background knowledge of the weekly topic students will be reading about.

VOCABULARY ACTIVITIES

Making Choices

Making choices allows students to apply the meaning of the new vocabulary word.

- Name a situation using the vocabulary word.
- If the situation is an example of the meaning of the word, students respond with the word.
- If the situation is not an example of the word, students do not respond.

Example:

Working together to clean up the classroom.
(cooperate)
Playing by yourself in the playground.
(no response)

Examples and Non-Examples

This activity asks students to differentiate between two descriptions.

- Offer two descriptions, one a situation that is an example of the vocabulary word and one that is not.
- Students identify which is the example of the word.

Example 1:

Which one of these sentences tells about a talented person?
My brother plays soccer very well. (example)
My sister likes baseball.

Example 2:

Fill in an Example/Non-Example Chart.
Which of the following animals are mammals: cat, fish, frog, lion, dog, bird?

Example	Non-Example
cat	fish
lion	frog
dog	bird

Word Associations

This activity asks students to associate one of their vocabulary words with a sentence or phrase.

- Ask students to name a vocabulary word that would go with a sentence or phrase.

Example:

Which word goes with a law that does not allow pets in a supermarket? (prohibit)

Giving Two Choices

Ask questions for which students must choose a vocabulary word to answer.

Example:

If something is very good, is it *splendid* or *foolish*?
If someone is *reluctant* to leave, is that person in a rush to go, or does the person want to stay?
If someone is *witty*, does that person make you laugh or cry?

Find the Missing Word

Create cloze sentences for each vocabulary word. Ask students to identify the word for each sentence.

Example:

The _____ watched the entire game. (spectators)
Thomas Edison _____ the lightbulb. (invented)
Weddings and birthdays are important _____.
(occasions)

Juxtapositions

Use two or more vocabulary words in a yes or no question.

Example:

Would an impatient person demand to be the first one served in a restaurant? (yes)
Would eating an immense bowl of pasta fill you up? (yes)
Would you be familiar with a new book? (no)

Describe Personal Experiences

Applying vocabulary words to their own lives will help students gain a deeper meaning of the word. Have students relate new words to personal experiences.

Example:

Can you describe a time when you made an *effort* to be nice to a person you did not know very well?
Have you ever bought things from a *vendor*? What were they?
What kinds of *collections* do you have?

Sentence Starters

Sentence starters offer students the opportunity to apply the meaning of vocabulary words in a different context than that in which the word was introduced.

Example:

While playing with his friend, Jack became *furious* when _____.
I *exclaimed* when I found out _____.
One of the most *pleasant* experiences I ever had was when _____.

True and False Statements

Have students respond to true and false statements about each vocabulary word.

Example:

An enormous dog will fit under a small chair.
(false)
You might gasp if you were surprised by something.
(true)

VOCABULARY ACTIVITIES

Morph Magic

Students morph words by adding as many parts to a base as they can. The goal of this activity is to examine the morphology of prefixes, suffixes, and various inflected endings.

- Give the student a base word, such as *magic*. Students score one point for each new word they make from the base word.

Example: *magic*
magical, magically, magician, magicians

- A variation is to include phrases.

Example, *magic school bus; magic trick*

- Students can work in teams.

Sorting in the Past

Students study past tense endings, a part of inflected morphology.

- Students can hunt for and make a list of words that end in *-ed*.
- Students then write the base word beside the word that ends in *-ed*.

walked walk
hopped hop

- Students score one point for each *-ed* word located in a text and the base word.

Dictionary Turns

In this activity students become familiar with how dictionaries are arranged.

- Students can work in pairs as they use a dictionary.
- Students count the number of page turns it takes to find a word in a dictionary, and record this number on their score sheet.
- They then hunt for related words within three pages of the entry.
- Students score one point for each word they find related to the word they are hunting.

Example: play
player, playful, playground

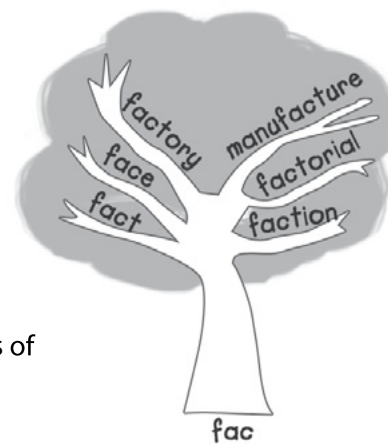
Vocabulary Concentration

- Begin with a list of 10 vocabulary words. Use words from content area studies or from the reading vocabulary word list.
- Students work with a partner to write 5 words on index cards and the definitions of the five word on separate index cards.
- Place all cards face down.
- Each student takes a turn turning over two cards.
- If there is match between a word and its correct definition, the student takes the cards. Then the student takes another turn.
- If there is no match, the other student takes a turn.
- The student with the most pairs win.
- Partners can exchange their cards with another pair.

Root Tree

Students discover the generative nature of word roots in this study of derivational morphology.

- Students work in pairs.
- They draw a tree with six branches.
- At the root of the tree, students write a root they have chosen from a list of word roots provided.
- Related words are then written on the branches of the tree.
- Students can consult dictionaries, etymological, and word origin references to check for shared roots.



Vocabulary Jeopardy

Students practice their vocabulary words by writing clues and questions for their words. These games can focus on many themes including Greek and Latin roots, characters in their readings, and the vocabulary from their content area studies.

- Students work in pairs to choose and write clues and questions for five words.
- Pairs play together with everyone's clues.
- The first pair picks a definition and gives the word in a question format.
- If the word is correct, the pair scores the points.
- If the word is incorrect, the next pair takes a turn.
- The pair with the most points wins.

HIGH-FREQUENCY WORDS

What are high-frequency words?

The words that appear most often in print are considered high-frequency words. The first 100 most commonly used words make up about 50% of all written words.

Why are high-frequency words important?

Instant recognition of high-frequency words is essential for reading fluency. Because many high-frequency words can't be decoded using phonics alone and can't be easily illustrated or defined, it's necessary to provide opportunities for students to practice reading and writing these words.

High-Frequency Word Routine

Say

- Display the Word Cards, one at a time. Point to the word and say it.

Spell

- Say the word again. Spell the word, pointing to each letter. Then use the word in a sentence.
- Discuss the word's attributes, such as its initial sound, number of letters, or a familiar word with which it may rhyme. Point out any special features, such as smaller words within it.

Read-Spell-Write

- Once all the words have been introduced, ask students to read the Word Cards one at a time.
- Have students spell each word and then write it.

Use the Words

- Have students use each word in a sentence. You can provide sentence starters for students to complete. I like _____. Record students' sentences on the board.

High-Frequency Word Activities

Word Riddles

- Display several Word Cards.
- Provide clues about a word, such as:
*This word starts with /w/ and has four letters.
It ends with /l/ and rhymes with still.*
- Have students point to the Word Card, turn to a partner and read the word.
- Ask students to use the word in a sentence.
- Partners switch roles.

Confusing Words

- Display words that are often confused, such as *was/saw, them/then, when, what, where, with*. Have students examine the words to figure out how they differ.
- Do they start with the same sound? Do they end with the same sound? How many letters are in each word?
- Say one of the target words and ask a student to come up and point to it. Then ask the students to write the words.

Note: Confusing words should be introduced in separate lessons. This activity can be used when a new word is confused with a word previously introduced.

Word Match

- Have students work in pairs. Distribute several Word Cards and a set of Letter Cards to each pair.
- Ask students to take turns using the Letter Cards to form the words on the Word Cards.
- After they've formed several words, have one student turn away while the other removes one letter from a Letter Card word.
- Challenge the partner to tell which letter is missing and to replace the letter.
- When they've finished, have students record the words and read the list to their partner as quickly and accurately as they can.

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WORD WALLS

What is a word wall?

A word wall is an organized collection of words displayed on a wall or other highly visible place in the classroom. It is an effective tool for increasing instant recognition of high-frequency words.

How to build a word wall

Create word cards for each high-frequency word. Cut out around the outlines of the letters so that each word has a distinct shape. Write words that are easily confused, such as *there* and *their*, on paper with different background colors. Words should be placed on the wall in alphabetical order.

Using the Word Wall

- Each week, select the week's high-frequency words plus those from the two previous weeks.
- Each day, plan a short daily lesson that targets the day's word and reviews previously taught words.
- As you introduce words, write the target word on the board, name the letters, read the word, and write a sentence that includes the word. Put a line under the word and repeat it. Have students **read•spell•write** the word.
- Discuss sound spelling relationships or other attributes of the word. Point out how it is similar or different from other high-frequency words.
- Place the new card on the wall in alphabetical order and have students read the word in unison.
- Use a variety of practice activities to ensure that students learn to read the words quickly and easily.
- Help students refer to the words on the word wall when they write and also during interactive and shared writing sessions.
- When you think students have mastered sets of words, refresh the word wall by removing the known words and replacing them with new words.

Word Wall Activities

SWAT

- Divide students into teams.
- Give the first member of each team a flyswatter. Explain that when they hear you read a word from the word wall, the person holding the flyswatter should **swat** the word.
- The first team that swats the word gets a point. The swatters then pass the flyswatter to the next member of their team and go to the back of the line.
- The team with the most points wins.

Who Can Read My Mind?

- Give 5 clues about a word you've selected from the word wall. By the fifth clue, students should all be able to guess your word.
- If they can "read your mind," they might guess before the fifth clue.
- The first clue is always the same: *It's a word on the word wall.* The second clue tells the number of letters in the word. The third clue tells the beginning or ending sound of the word. The fourth clue relates to another sound in the word. For the last clue, say a sentence, substituting *blank* for the word.
- Ask students to write the word they think it might be after each clue. They can choose a different word after a new clue.
- After the fifth clue, ask a student to name the word you selected and have a volunteer point to it on the wall.

Give a Cheer!

- Form groups of students.
- Distribute Letter Cards for one of the week's words to each group.
- Select one member of the group to hold a card in front of the group. Call out the first letter of a word. The student holding that card steps forward and raises the letter as the group chants the letter. Continue until the entire word has been spelled.
- Have students call out the word. Invite volunteers to locate the word on the word wall.
- Have students repeat the word 4 times as a cheer.

Form, Jumble, Fix

- Distribute Letter Cards to students.
- Point to a word on the word wall. Ask students to read the word in unison and then use their Letter Cards to form the word.
- Once students have accurately formed the word, have them jumble the cards.
- Then have them recreate the word by reassembling the Letter Cards.
- Once the word is correctly formed again, have volunteers come up to the word wall and point to the word as the other students chant the word.
- Continue with additional words.

SPELLING

How do students gain spelling skills?

Important factors in learning to spell are understanding sound/symbol relationships and exposure to words in print.

Why are spellings skills important?

Spelling skills act as a link between students' oral vocabulary and their writing. 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.

Spelling Routines for Grades 1-2

Pretest

- Say aloud the spelling word.
- Use the word in a sentence. Repeat the word.
- Ask students to say the word softly, say each sound in the word, then write the word.
- Repeat for each spelling word.

Teacher-Modeled Word Sort

- Form categories by writing the spelling patterns on an index card.
- Hold up a spelling word card. Read the word. Blend the sounds together with students. Spell the word and identify the spelling pattern.
- Place the word card in the proper column.
- Repeat with other spelling words.

Student Word Sort

- Students hold up a Word Card, read and spell the word.
- Students then sort each Word Card by its spelling pattern.

Dictation

- Pronounce the word. Repeat the word and use it in a sentence.
- Students repeat the word softly, blend the sounds, and write the word.
- Repeat with each word on the list.

Partner Practice Test

- One student reads a word in the spelling list aloud and uses it in a sentence.
- The other student says the word, segments the sounds in the word, and spells the word.
- The word reader checks the spelling of the other student.

Posttest

- Say aloud the spelling word.
- Use the word in a sentence. Repeat the word.
- Ask students to say the word, segment the sounds in the word, and spell the word.
- Repeat for each spelling word on the list.

Spelling Routine for Grades 3-6

Pretest

- Say aloud the spelling word.
- Use the word in a sentence. Repeat the word.
- Ask students to say the word softly, say each sound in the word, then write the word.
- Repeat for each spelling word.

Word Sort

- Review the different spelling patterns in the word list. Identify a key word from the list for each pattern.
- Model how to sort a word into each category.
- Students take turns sorting the Word Cards into the categories.
- Students sort their own set of spelling Word Cards.

Word Meanings

Focus on the meanings of words. Use the suggested activities in the spelling lessons of Macmillan/McGraw-Hill *Treasures* Teacher's Edition and the *Spelling Practice Book*. Activities can include:

- Matching Definitions to Spelling Words
- Creating Analogies
- Identifying Synonyms
- Identifying Antonyms
- Completing Cloze Sentences
- Using Words in Sentences

Proofread

Review previously taught spelling patterns by having students proofread sentences with spelling errors.

Posttest

- Say aloud the spelling word.
- Use the word in a sentence. Repeat the word.
- Ask students to say the word softly, segment the sounds in the word, and spell the word.
- Repeat for each spelling word on the list.

SPELLING

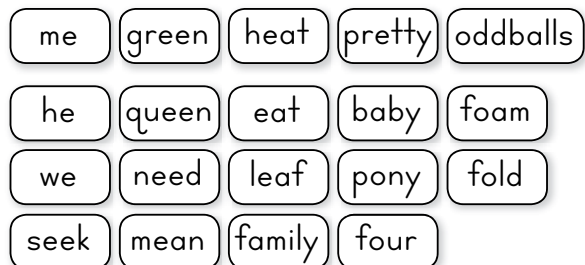
Word Study Activities

Closed Sorts

- Closed sorts, or teacher-directed sorts, are sorts in which you define the categories and model the sorting.
- 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.
- Ask students to complete the sort with you.
- With students, read the words in each column.

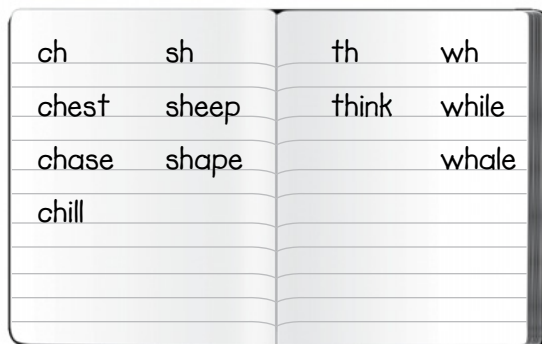
Open Sorts

- In open sorts, or student-centered sorts, students create their own categories.
- Provide partners with a set of spelling cards. Ask students to review the words and discuss with partners how they will sort the words.
- After sorting, have pairs of students take turns explaining how they sorted their words.



Writing Sorts

- Categories for sorts are determined by the teacher. Key words are written on chart paper or in a word study notebook.
- As words are called out by the teacher, students listen and decide in which category each word belongs. Students then write the word under that category.
- For independent assignments, students can be asked to add more words to the column.



Word Hunts

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

- Select a reading text for the word hunt.
- Write the key words that include the spelling patterns.
- Model how to locate words that fit the categories.
- Word hunts can also be done with text students are writing.
- Word hunts can be done in small groups, with a partner, or individually.

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.

Word Study Games

Almost any card game or board game can be adapted for word study.

- **“Go Fish” Card Game:** Use the spelling Word Cards. Students must match cards with similar spelling patterns. The student with the most pairs wins.
- **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.

