

Walkthrough: Teacher's Guide Routines

Phonics for Reading provides a clear and easy-to-follow teacher script that makes it possible for any educator to teach phonics.

A. Letter/Sound Associations Routine

Use this activity to review previously learned letter/sound associations while mixing in practice of new skills. This helps students start to automatically recognize that certain letters represent certain sounds.

- To introduce a new skill, teach students the sound for the underlined letters in the example word(s) (*saw*, *fault*), then model how to read the word(s).
- Single-letter vowels are shown in bold. Guide students to say the vowel sound for each bold letter and then the vowel name.
- Vowels are particularly challenging for older students still developing decoding skills. The fact that the vowel names are long vowel sounds can make vowels even more confusing. Saying the vowel sound and the name helps students distinguish between short and long vowel sounds.

English Learner Support

English Learners may apply phonics knowledge from other languages when learning target skills. These notes identify similarities and differences in letter/sound associations between English and home languages. Look here for how to support students with the target skill: whether prior phonics knowledge can be leveraged from a home language or whether additional instruction and practice is needed to reinforce an unfamiliar letter/sound association.

B. New Words Routine

Use modeling and gradual release to teach decoding of words with a new letter/sound association.

- Guide students to focus first on the underlined letters. This scaffolds word reading by connecting to students' knowledge of phonemic awareness and letter/sound associations.
- Then model how to sound out the word, saying the sounds in the first word (*law*) using continuous blending.
- Repeat for the other two example words with the new skill(s).
- Have students practice decoding the words in each row next. Reading words in isolation prepares students to read words in sentences and longer text.

UNIT 2

LESSON
6

OBJECTIVES:

- to read and spell words containing **aw** and **au**
- to read and spell words with prefixes **re-** and **pre-** and suffixes **-ness** and **-less**

Say Sounds

A. LETTER/SOUND ASSOCIATIONS

1. aw	ay	au	oo
2. ee	aw	ai	ow
3. oo	oa	igh	au
4. ea	aw	e	ay

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- Open your book to Lesson 6, page 32.
- Find Activity A. You are going to say sounds for letters.
- When you come to a vowel letter in bold, first say the sound. Then say the name.
- Touch under the first letter(s) in Line 1. *Pause*.
Everyone, what sound? /**au**/
Next sound? /**āāā**/
Next sound? /**au**/
Next sound? /**ōō**/
- Touch under the first letter(s) in Line 2.
What sound? /**ēēē**/
Next sound? /**au**/
Next sound? /**āāā**/
Next sound? /**ōōō**/
- Repeat Step 5 with the letters in Lines 3 and 4.

MONITOR AND ADJUST

- Correction** If students make an error, say the sound or name and have them repeat it. Then begin the line again.
- Firm up** Call on individuals to say the sounds or sounds and names in a line.

ENGLISH LEARNER SUPPORT

- In Haitian Creole and Mandarin, the letters **a-u** and **a-w** do not represent the sound /**au**/. Have students say the sounds in Lines 1 and 4 again.

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Read Words

B. NEW WORDS

1. <u>l</u> aw	choose	pause
2. <u>l</u> awn	<u>th</u> aw	sprawl
3. sprain	jaw	jar
4. paw	throw	launch

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- Find Activity B. You are going to read words containing the letters **a-u** and **a-w**.
- Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? /**au**/
- Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up*. What word? **law**
- Next word. *Pause*. What sound? /**ōō**/ Put your thumb up when you can read the word. What word? **choose**
- Next word. *Pause*. What sound? /**au**/ What word? **pause**
- Repeat Step 5 with the words in Line 2: **lawn**, **thaw**, **sprawl**.

Gradual Release

- Touch under the first word in Line 3. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause*. What word? **sprain**
- Next word. *Pause*. What word? **jaw**
- Next word. *Pause*. What word? **jar**
- Repeat Step 9 with the words in Line 4: **paw**, **throw**, **launch**.

Irregular Words

When the **Irregular Word** is present in the New Words activity, guide students to identify the irregular part(s) of the word and teach them how to approach words with irregular parts.

Gradual Release

As you progress through the activity, the scaffolding and support built into the routine slowly fade away. This gradual release allows students to apply skills they are building more independently, helping them gain confidence in their decoding skills and preparing them to read connected text independently.

11. In English, some words are irregular, meaning that they have some tricky letters that are not pronounced as you would expect. However, you can use the other letters and sounds in the word to help you read the word. Let's look at an example.
12. Put your finger under the irregular word. *DON'T* say the word. Listen as I sound out this word: /lll/au/fff/.
13. Listen to this sentence: I always /lll/au/fff/ at jokes my friend Devin tells. Is /lll/au/fff/ a real word? **no** What is the real word? **laugh** Yes, the word is pronounced **laugh**.
14. What are the tricky letters in the word that are not pronounced as you would expect? **a u** Yes. Say the real word. **laugh**

MONITOR AND ADJUST

- **Correction** If students mispronounce a sound, say the sound and have them repeat it.
If students mispronounce a word, say the word and have them repeat it. Then have them sound out the word and read the word.
Irregular Word: If students make an error, tell them the correct answer and have them repeat it.
- **Firm up** Call on individuals to read a line.

C. WORD FAMILIES

bawl	law	cool
shawl	jaw	fool
crawl	paw	pool
brawl	thaw	stool
sprawl	draw	spool

PREPARATION Obtain a stopwatch or other timing device that measures 10 seconds.

1. Find Activity C. You are going to see how many rhyming words you can read in 10 seconds.
- 🕒 **Cold Timing**
 2. Start with Column 1 and read down each column.
 3. When I say go, whisper read quietly so you do not disturb your neighbors. If you read all the words before I say stop, go back to the beginning and read the words again. Get ready. GO. *Time students for 10 seconds.* STOP.
 4. Count the number of words that you read and record the number after **Cold Timing**.
- 🕒 **Practice**
 5. Let's practice again. Get ready. GO. *Time students for 10 seconds.* STOP.
 6. Count the number of words that you read and record the number after **Practice**.
- 🕒 **Hot Timing**
 7. Please exchange books with your partner. *Pause.*
 8. Partner 1, you are going to read first. Partner 2, you are going to listen carefully. If your partner makes a mistake, underline the word.
 9. Ones, get ready to read quietly to your partner. GO. *Time students for 10 seconds.* STOP. Twos, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
 10. Partner 2, your turn to read. Ones, listen carefully. If your partner makes a mistake, underline the word. Twos, get ready to read quietly. GO. *Time students for 10 seconds.* STOP. Ones, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
 11. Please return your partner's book.

C. Word Families Routine

Repeated reading of words with the same pattern helps students develop automatic word recognition, which contributes to reading fluency.

- Guide students to focus first on the bold word in each word family. This built-in scaffolding helps students recognize the common spelling pattern in each column.
- Timing gives students accountability and motivation to improve both accuracy and rate.

Preparation

In some activities, important details to be aware of and resources to prepare ahead of teaching the activity are listed here.

Monitor and Adjust

Listen and offer corrective feedback whenever appropriate.

Correction Use these bullets for guidance in correcting student errors. The focus may be on an individual letter/sound, a single word, or using guiding questions to help students work through errors.

Firm Up Use these bullets to guide students in applying corrections to solidify reading accuracy.

Key: Text in Activity Routines

- Black text indicates exact words to say to students.
- *Black italic text* indicates actions the teacher takes.
- **Black bold text** indicates words said by the teacher that students can see in their book.
- **Bold magenta text** indicates correct student responses.

Walkthrough: **Teacher's Guide Routines** (cont.)

D. Multisyllabic Challenge Words Routine

Reading multisyllabic words is an important part of quickly moving students toward reading grade-level text. These words are challenging because they are longer and appear harder to decode.

- Each syllable is designated with a "scoop." This scaffolding helps students break the words into manageable chunks for decoding.
- Students sweep their finger under each syllable as they decode it.
- After students read individual syllables, guide them to read the whole word.

E. Prefixes and Suffixes Routine

Reading prefixes and suffixes both in words and in isolation contributes to word-reading fluency. It prepares students to chunk longer words into manageable parts for decoding.

UNIT 2 • Lesson 6

Read Words (cont.)

D. MULTISYLLABIC CHALLENGE WORDS

1. launder sawmill jigsaw causes seesaw
2. haunted awesome automatic misinterpret astronaut

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1. Find Activity D. *Pause.* You are going to read long words.
2. What does each syllable have? **one vowel sound**
3. Touch under the first word in Line 1. *Pause.* Look at the first syllable. *Pause.* What vowel sound? /au/ What syllable? **lau**n
4. Look at the second syllable. *Pause.* What vowel sound? /er/ What syllable? **de**r
5. Read the word to yourself. Put your thumb up when you can read it. Be sure it is a real word. *Pause.* What word? **lau**nder
6. Touch under the next word in Line 1. *Pause.* Look at the first syllable. *Pause.* What vowel sound? /aw/ What syllable? **saw**
7. Look at the second syllable. *Pause.* What vowel sound? /i/ What syllable? **mill**
8. Read the word to yourself. Put your thumb up when you can read it. Be sure it is a real word. *Pause.* What word? **saw**mill
9. Repeat Steps 6–8 with the remaining words in Line 1: **jigsaw, causes, seesaw.**

Gradual Release ▲▼

10. Now it's your turn to read long words.
11. Touch under the first word in Line 2.
12. Sound out the word. Put your thumb up when you can read the whole word. *Wait until thumbs are up.* What word? **haun**ted
13. Repeat Steps 11 and 12 with **awesome, automatic, misinterpret, and astronaut.**

MONITOR AND ADJUST

- **Correction** If students mispronounce a sound or syllable, say the sound or syllable and have them repeat it. If students mispronounce the whole word but it is close, prompt them to make it a real word. If students still can't pronounce the word, tell them the word and have them repeat it.
- **Firm up** Call on individuals to read several words.

E. PREFIXES AND SUFFIXES

PREFIXES	SUFFIXES
1. return preheat	madness helpless
2. un- dis- re- pre-	-able -ful -ness -less

Expert Tip: The suffix *-ness* creates the noun form in these words: kind → kindness, smooth → smoothness, bright → brightness.

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1. Find Activity E. *Pause.*
2. You are going to learn **prefixes** and **suffixes**.
3. Do **prefixes** come at the beginning or at the end of words? **the beginning**
Do **suffixes** come at the beginning or at the end of words? **the end**
4. Find Line 1. *Pause.* Read the words to yourself. Put your thumb up when you can read all of the words. *Wait until thumbs are up.*
5. First word. What word? **return** What prefix? **re-**
6. Next word. What word? **preheat** What prefix? **pre-**
7. Next word. What word? **madness** What suffix? **-ness**
8. Last word. What word? **helpless** What suffix? **-less**
9. Find Line 2. *Pause.*
10. What prefix? **un-** What prefix? **dis-** What prefix? **re-** What prefix? **pre-** What suffix? **-able** What suffix? **-ful** What suffix? **-ness** What suffix? **-less**

Expert Tip

11. Touch under the words **Expert Tip.** *Pause.* Learning the meaning of prefixes and suffixes can help you figure out the meaning of some words.
12. Follow along as I read the **Expert Tip.** **The suffix *-ness* creates the noun form in these words.** The noun form is a word for a thing. When you add ***-ness*** to a word, the new word is a...? **noun**
13. Touch under the next line. Follow along as I read the examples.
Kind becomes **kindness.**
Smooth becomes **smoothness.**
Bright becomes **brightness.**

■ Making Meaning Vocabulary Support

Teaching students that prefixes and suffixes carry meaning and alter the meaning of base words helps build deeper vocabulary knowledge. In addition to reading words with prefixes and suffixes, students start to apply meaning to these words in isolation and in context.

14. Read and study the line to yourself. Put your thumb up when you know the words. *Give students time to study the examples.*
15. When you add **-ness** to **kind**, what is the noun?
kindness
When you add **-ness** to **smooth**, what is the noun?
smoothness
When you add **-ness** to **bright**, what is the noun?
brightness
16. When you add **-ness** to a word, the new word is a...?
noun

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, a prefix, or a suffix, say the word or affix and have them repeat it.
- **Firm up** Call on individuals to read a line.

F. WORDS WITH PREFIXES AND SUFFIXES

1. reshape predict unpack disgust
2. endless smoothness bucketful doable
3. recording unteachable presentable refillable

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1. Find Activity F. *Pause.*
2. You are going to read long words with prefixes and suffixes.
3. Touch under the first word in Line 1. Look at the underlined prefix. What prefix? **re-**
4. Read the word to yourself. Put your thumb up when you can read the word. *Pause. Wait until thumbs are up.* What word? **reshape**
5. Repeat Steps 3 and 4 with **predict**, **unpack**, and **disgust**.
6. Touch under the first word in Line 2. Look at the underlined suffix. What suffix? **-less**
7. Read the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **endless**
8. Repeat Steps 6 and 7 with **smoothness**, **bucketful**, and **doable**.
9. Touch under the first word in Line 3. Read the word to yourself, carefully pronouncing the prefix and suffix. Put your thumb up when you can read the word. *Pause.* What word? **recording**
10. Repeat Step 9 with **unteachable**, **presentable**, and **refillable**.

MONITOR AND ADJUST

- **Correction** If students mispronounce a prefix or suffix, say the affix and have them repeat it. If students mispronounce the whole word but it is close, prompt them to make it a real word. If students still can't pronounce the word, tell them the word and have them repeat it.
- **Firm up** Call on individuals to read a line.

F. Words with Prefixes and Suffixes Routine

Reading words with prefixes and suffixes is a more complex pattern recognition task than word families. It also requires students to read multisyllabic words, which are challenging for striving readers to decode.

- Make sure students read the base word and the word with a prefix or suffix. This builds the kind of pattern recognition that helps students chunk words into manageable parts and is particularly important as they start to read more multisyllabic words.
- Learning to identify prefixes and suffixes contributes to automatic word recognition.

Walkthrough: **Teacher's Guide Routines** (cont.)

G. High-Frequency Words Routine

High-frequency words appear often in text. Knowing high-frequency words contributes to fluent reading because students develop automatic word recognition of the words they encounter the most frequently.

Phonics for Reading lessons teach three kinds of high-frequency words:

- Words with irregular spelling patterns.
- Words with regular spelling patterns that students have already learned.
- Words with regular spelling patterns that students need to be able to read but have not yet learned.

In this level, students use three keys to learn how to read high-frequency words:

Use rhyming words Students learn words with the same pattern at the same time, including both regular and irregular spellings.

Parital decoding Students learn about irregular spelling patterns and how to approach words with regular and irregular spelling patterns to make them real words.

Look at the spelling Students learn words by focusing on their spellings to help with automatic recognition.

UNIT 2 • Lesson 6

Read Words (cont.)

G. HIGH-FREQUENCY WORDS

1. other another mother brother would could should
2. from some
3. what how good through also

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Key to Irregular Words: Use rhyming words

1. Find Activity G.
2. Find Line 1. Let's practice the first key to reading irregular words: use rhyming words.
3. Touch under the first underlined word. The word is **other**. What word? **other**
If you know **other**, you know the next three rhyming words. What words? **another, mother, brother**
4. Touch under the next underlined word. The word is **would**. What word? **would**
If you know **would**, you know the next two rhyming words. What words? **could, should**

Key to Irregular Words: Make it a real word

5. Find Line 2. You are going to practice making irregular words into real words.
6. Put your finger under the first word. Don't say the word.
7. Listen as I sound out this word: /fff/rrr/ooo/mmm/.
8. Listen to this sentence: I got a card /fff/rrr/ooo/mmm/ you. Is /fff/rrr/ooo/mmm/ a real word in this sentence? **no**
What is the real word? **from** Yes. I got a card **from** you.
9. What is the tricky letter in the word? **o** Yes. Say the real word. **from**
10. Put your finger under the next word. Don't say the word.
11. Listen as I sound out this word: /sss/ooo/mmm/.
12. Listen to this sentence: I have /sss/ooo/mmm/ cards. Is /sss/ooo/mmm/ a real word in this sentence? **no**
What is the real word? **some** Yes. I have **some** cards.
13. What are the tricky letters in the word? **o-final e** Yes. Say the real word. **some**

Key to Irregular Words: Look at the spelling

14. Find Line 3. Let's practice our third key to reading irregular words: look carefully at the spelling of the word.
15. Touch under the first word. This word is **what**. What word? **what** Say, spell, read. **what, w-h-a-t, what**
16. Repeat Step 15 with **how, good, through, and also**.
17. Read all of the irregular words to yourself. Put your thumb up when you can read all of the words. *Wait until all thumbs are up.*
18. Let's read these words again. *Have students reread the words together.* **other, another, mother, brother, would, could, should, from, some, what, how, good, through, also**

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it.
- **Firm up** Call on individuals to read several words.

Read Sentences

H. SENTENCES

1. My mother went to law school.
2. Would you like to see the rocket launch that has been planned?
3. My pup sprained its paw jumping from the porch.
4. About how long will it take for the other meat to thaw?
5. I will pause the film right before the good part to get another snack.

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1. Find Activity H. You are going to read sentences using good phrasing. You will stop at periods and pause at commas.
2. Read Sentence 1 to yourself. When you can read all of the words in the sentence, put your thumb up. *Pause. Wait until all thumbs are up.*
3. Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech. My mother went to law school.*
4. Let's read the sentence together. Begin. **My mother went to law school.**
5. Read Sentence 2 to yourself. *Pause. Wait until all thumbs are up.*
6. Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech. Would you like to see the rocket launch that has been planned?*
7. Let's read the sentence together. Begin. **Would you like to see the rocket launch that has been planned?**
8. Repeat Steps 5–7 with the remaining sentences.
 - **My pup sprained its paw jumping from the porch.**
 - **About how long will it take for the other meat to thaw?**
 - **I will pause the film right before the good part to get another snack.**

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it. Then have them reread the sentence.
If students do not read with good phrasing, model it again and have them repeat it.
- **Firm up** Call on individuals to read a sentence, or have students read the sentences to their partners.

Spell Words

I. SPELLING JOURNAL

- | | |
|--|-------------------|
| 1. sprawl | sprawl |
| 2. launch | launch |
| 3. seesaw | seesaw |
| 4. haunted | haunted |
| 5. unpack | unpack |
| 6. smoothness | smoothness |
| 7. refillable | refillable |
| 8. This mishap was preventable. | |

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PREPARATION You will need a board to write on or a display onscreen to provide feedback on each word. Also, each student will need paper to cover words in the previous lessons.

1. Turn to your Spelling Journal on page 240 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 6. Cover the words in Lessons 4 and 5. Remember, don't write until I ask you to.*

Single-Syllable Words

2. The first word is **sprawl**. What word? **sprawl** Put out five fingers. *Put five fingers in front of you. Touch your fingers and say each sound. /sss/ /p/ /rrrr/ /au/ /lll/*
3. Say the sounds as you write **sprawl**. *Monitor.*
4. Look at your word. Does it look like the word **sprawl**? If not, fix it up.
5. Write **sprawl** on the board or display it onscreen. Spell **sprawl** with me. *Touch under the letters and spell **sprawl**. s-p-r-a-w-l*
6. Check your word. If you misspelled it, cross it out. *Pause.*
7. Now, cover up the word **sprawl** and write it from memory. *Monitor.* Check the word.
8. Repeat Steps 2–7 with the word **launch**.

Multisyllabic Words

9. Your next spelling word is **seesaw**. What word? **seesaw** Tap and say the syllables in **seesaw**. **see-saw**
10. Say the syllables as you write **seesaw**. *Monitor.*
11. Look at your word. Does it look like the word **seesaw**? If not, fix it up.
12. Write **seesaw** on the board or display it onscreen. Spell **seesaw** with me. **s-e-e-s-a-w**
13. Check your word. If you misspelled it, cross it out. *Pause.*

(cont.)

H. Sentences Routine

Reading sentences moves students from word-level practice to reading connected text. The sentences include words with the target skill(s), high-frequency words, and words with previously learned skills.

- Model reading a sentence with appropriate phrasing and prosody.
- Then read the sentence with students, guiding them to read with appropriate phrasing and prosody.

I. Spelling Routine

Another word for spelling is encoding: students hear the sounds in a word and must map those sounds to letters. Encoding and decoding work together to strengthen reading skills.

- Dictate each word, one at a time. Note that students spell both single-syllable and multisyllabic words.
- Review the correct spelling of the word so students can check their word.
- Ask students to write the word again correctly for practice.
- Finally, dictate the sentence, which includes words with the target skill(s), high-frequency words, and words with previously learned skills.

Walkthrough: **Teacher's Guide Routines** (cont.)

J. Decodable Text

Reading connected text is the culminating activity in each lesson. Each lesson builds to this point as students complete the other types of activities.

Preparation for Reading

- Start by setting the purpose for reading.
- Read the title with students.
- Read the **Teacher Reads** to provide necessary background knowledge and vocabulary for the text part.
- When present, preview bold non-decodable words from the text so students know how to read them.

UNIT 2 • Lesson 6

Spell Words (cont.)

14. Now, cover up the word **seesaw** and write it from memory. *Monitor.* Check the word.
15. Repeat Steps 9–14 with the words **haunted, unpack, smoothness, and refillable.**

Sentence

16. Listen. **The mishap was preventable.** Say the sentence. **The mishap was preventable.**
17. Write the sentence. Write neatly. *Monitor.*
18. Reread your sentence. Check the spelling of each word.
19. Write the sentence on the board or display it onscreen. Check each word. If you misspelled it, cross it out and write it correctly over the misspelled word. *Monitor.*
20. Count the number of words that you spelled correctly in Lines 1–7 and write the number after **My Points.**

Read Text

J. DECODABLE INFORMATIVE TEXT

Off to the Moon

Part 1

Teacher Reads Long ago, people knew very few facts about the moon. That changed in 1969, when a rocket helped launch a spacecraft carrying three astronauts to the moon.

People have shown interest in the moon for a long time.
11 Some have made up **stories** about the moon. In the past,
22 some people said they saw the **face** of a man in the moon.
35 Others would tell the tale of a rabbit on the moon. Still
47 others would joke that the moon is made of cheese!
57 Today there are many facts people have about the moon
67 that they did not have in the past. The moon has no light
80 of its own. The light we see comes from the sun. The moon
93 reflects back the sun's light. That light makes the moon seem
104 to shine bright. There is no wind, rain, or snow on the moon.

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PREPARATION Access the **Teacher Toolbox** to download:
• copies of the text for Fluency Check

OPTIONAL

- displays of the comprehension questions and answer stems
- Essential Concept materials (**explore**), to teach prior to passage reading

1. Turn to page 34. Find Activity J. This is an **informative** passage. **Informative** passages always have a **topic** and **details** that provide information about the topic. What are two things that informative passages have? *Call on individuals.* The topic of this informative text is the first landing of humans on the moon.
2. Touch the title of the passage. Let's read the title together. **Off to the Moon**
3. Find Part 1 and follow along as I read the introduction.
4. Touch under the first bold word. *Monitor.* This word is **stories**. What word? **stories** Touch under the next bold word. *Monitor.* This word is **face**. What word? **face**

Repeated Reading – Part 1

5. **First Read:** Beginning with the word "People," read Part 1 carefully to yourself. *You may have students read silently or whisper to themselves.* Put your thumb up when you have read it one time. Then go back and reread Part 1 until I say stop. If I come to you, whisper read to me. *Ask individuals to whisper read a segment to you. Wait until all thumbs are up.*

6. **Second Read:** Let's read Part 1 **together**. Our goal is to read smoothly with good phrasing. We will stop at periods and pause at commas. *Chorally read the section with students. Read at a moderate rate using appropriate phrasing. Have students touch under the words as they read.*
7. **Third Read:** Select the best option for your group.
Partner Reading: Assign partners and give designations such as 1 and 2 or A and B. Indicate which partner should begin reading. Have students alternate by paragraph. Train students to assist their partners by pronouncing difficult words and having their partners repeat the correct pronunciation. Circulate and monitor.
Individual Turns: Call on a student to read several sentences as classmates follow along. Continue until all of Part 1 has been read. To reduce anxiety, consider offering students the ME or WE option: If the student says WE, classmates are invited to read with the student.

Comprehension – Part 1

8. For the following item, ask the question, provide the sentence stem, and give students time to prepare their answers. Then, call on a student to say the answer using the sentence stem. Note: if you downloaded the displays, show the questions and sentence stems.
- What is one story that people made up about the moon in the past?
 Begin by saying: In the past, one story that people made up about the moon was _____. **In the past, one story that people made up about the moon was (Answers will vary: a man in the moon; a rabbit on the moon; the moon being made of cheese).**

Part 2

Teacher Reads The moon, which orbits (goes around) Earth, is thousands of miles from Earth. It took a powerful rocket to get the spacecraft carrying astronauts Neil Armstrong, Michael Collins, and Edwin "Buzz" Aldrin to the moon.

117 In 1969, three astronauts went to the moon in a
 127 spacecraft called *Apollo 11*. *Apollo 11* needed help to get to
 138 the moon. Some of the help came from a *Saturn* rocket. Its
 150 one job was to help *Apollo 11* and the three men reach the
 163 moon. The *Saturn* rocket helped launch *Apollo 11*.

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171 A big tractor called a "crawler" hauled *Apollo 11* and the
 182 *Saturn* rocket to the launch pad. Soon they blasted off. After
 193 a short time passed, a part of the *Saturn* rocket came off.
 205 That part of the *Saturn* rocket did not go to the moon with
 218 *Apollo 11*. This was the first step in the plan to get *Apollo 11*
 232 to the moon. Then another part of the *Saturn* rocket blasted
 243 off and sent *Apollo 11* speeding to the moon. *Apollo 11* had
 255 to get close to the moon and into the moon's orbit.

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9. Find Part 2 and follow along as I read the introduction.
 10. Touch under the bold word. Monitor. This word is **spacecraft**. What word? **spacecraft**

Repeated Reading – Part 2

11. **First Read:** Read Part 2 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 2 until I say stop. *Wait until all thumbs are up.*
12. **Second Read:** Let's read Part 2 **together**. Our goal is to read smoothly with good phrasing. *Read at a moderate rate using appropriate phrasing.*
13. **Third Read:** Select the best option for your group: **Partner Reading** or **Individual Turns**.

Comprehension – Part 2

14. For each of the following items, repeat Step 8.
- What important event happened in 1969?
 Begin by saying: In 1969, _____. **In 1969, three astronauts went to the moon in a spacecraft called *Apollo 11*.**
 - What was the job of the "crawler"?
 Begin by saying: The job of the "crawler" was to _____. **The job of the "crawler" was to haul *Apollo 11* and the *Saturn* rocket to the launch pad.**
 - What happened to the parts of the *Saturn* rocket?
 Begin by saying: The parts of the *Saturn* rocket _____. **The parts of the *Saturn* rocket came off after they helped launch *Apollo 11*.**

(cont.)

Repeated Reading

Multiple readings of a text builds fluency and reading confidence.

- For the first read, direct students to read the part to themselves and select several students to listen to while they whisper read.
- For the second read, read the part aloud with students, demonstrating appropriate phrasing and prosody. Direct students to use their fingers to track words as they read.
- If doing the optional third read, choose the best option to support student needs – partner reading or individual students reading aloud. Additional scaffolding is offered to help students support each other while reading.

Making Meaning Comprehension Scaffolds

Varied types of scaffolding support students as they build comprehension skills at the same time as their decoding skills. This prepares students for the comprehension demands of grade-level texts.

- Read the question and sentence stem aloud.
- The sentence stem helps students learn how to appropriately answer using information from the question and evidence from the text.

Walkthrough: **Teacher's Guide Routines** (cont.)

Text Routine

It is easier for readers who experience challenges with decoding to read a longer text in parts. Using the same routine for each part of the text provides structure and scaffolding for students to read and check their comprehension. Students learn what is expected of them as they read, and learn how to think about what they read to show understanding.

Fluency Routines

- **Repeated Reading** Students attempt to read more words correctly each time. Each reading is done in a different type of grouping to allow for a variety of practice.
- **Optional Partner Reading** These come after students have read the part twice. Students support one another with reading difficult words and improving their reading skills, while the teacher monitors.
- **Individual Turns** Within the text routine, the teacher listens to students whisper read on their first read of a text part. In addition, there are optional opportunities for students to read individually during the Third Read and Fluency Check.
- **Timed Reading** Optional Fluency Checks via a variety of groupings allow students to read aloud for one minute from a text they have read before.

Additional Fluency Resources

Additional resources for developing fluency can be found in the **Teacher Toolbox**. These include:

- Copies of the texts found in the Student Book
- Additional texts to read for more practice
- Other fluency-building activities

UNIT 2 • Lesson 6

Read Text (cont.)

Part 3

Teacher Reads History was about to be made. The astronauts were in the part of *Apollo 11* called the command module. To get on the surface of the moon, they needed to use a different part of *Apollo 11* called the lunar module, a small craft that would separate from *Apollo 11*.

266 When the three astronauts got close to the moon, part
276 of *Apollo 11* stayed in orbit with one astronaut inside. The
287 other astronauts got into another craft. They landed this
296 craft on the moon. They were amazed by what they saw,
307 but they had jobs to do, such as finding some rocks to take
320 home and taking many snapshots of the moon. When they
330 lifted off from the moon, they needed to make the load
341 lighter. They had to leave some things on the moon, such as
353 backpacks and boots. Then they went back to the other part
364 of *Apollo 11* still in orbit.

370 *Apollo 11* left the moon's orbit and started the long
380 trip home. All went well on the return trip, and *Apollo 11*
392 splashed down in the water as planned.

399 This trip in 1969 was the first time that people landed
410 on the moon. It was the start of a thrilling time for trips
423 to space! [Learn More](#)
425

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15. Find Part 3 and follow along as I read the introduction.

16. Touch under the bold word. *Monitor*: This word is **space**. What word? **space**

Repeated Reading – Part 3

17. **First Read**: Read Part 3 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 3 until I say stop. *Wait until all thumbs are up.*

18. **Second Read**: Let's read Part 3 **together**. Our goal is to read smoothly with good phrasing. *Read at a moderate rate using appropriate phrasing.*

19. **Third Read**: *Select the best option for your group, Partner Reading or Individual Turns.*

Comprehension – Part 3

20. *For each of the following items, repeat Step 8.*

- What happened when the astronauts got close to the moon?
Begin by saying: When the astronauts got close to the moon _____. **When the astronauts got close to the moon, (Answers will vary; one stayed in orbit in part of Apollo 11; two got in another craft to land on the moon).**

- What work did the astronauts have to do on the moon? Begin by saying: On the moon, the astronauts had to _____. **On the moon, the astronauts had to (Answers will vary: find rocks to take home; take many snapshots of the moon).**
- Why was the trip to the moon important? Begin by saying: The trip to the moon was important because _____. **The trip to the moon was important because (Answers will vary: it was the first time people landed on the moon; it was the beginning of a thrilling time for trips to space).**

21. **Picture Match** Look at the three pictures. Figure out which picture goes with each part of the passage. Write the correct number under each picture. *Monitor*: If students disagree on their choices, discuss which answers would be best.



22. Read **Learn More** and discuss with students.

Learn More

On their moon journey, the three astronauts had about 70 food items from which to choose. Some of the food was freeze-dried (needing water added) and some was in the form of wetpacks (no water needed). Spaghetti, shrimp, and brownies were among the food items packed onboard.

Fluency Check

23. *Select individual students to read aloud to you. Use the downloaded text copy and follow the steps on page 35. After reading, have students graph Correct Words Per Minute on their Reading Fluency Graph. Have students set goals for fluency and discuss progress.*

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then have them reread the sentence.

■ Making Meaning Comprehension Support

After reading the text, guide students to match each picture to the text part it represents. Support students as they discuss their choices, encouraging them to use information from the text to support their choices.

■ Making Meaning Build Knowledge

When there is **Learn More** information, share it with students. This information adds another layer of detail to what students learned from the text and expands their background knowledge.

Independent Practice

K. TEXT COMPREHENSION

Independent Practice

K. Text Comprehension Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

► **Part 1**

1. **WHAT** stories did people make up about the moon in the past? **Answers will vary: People made up stories about a man in the moon; a rabbit on the moon; the moon being made of cheese.**

2. **WHAT** is one fact about the moon that people understand today? **Answers will vary: the moon has no light of its own; the moon reflects the sun's light; there is no wind, rain, or snow on the moon.**

► **Part 2**

3. **WHAT** important event happened in 1969? **three astronauts went to the moon in a spacecraft called Apollo 11.**

4. **WHAT** was the job of the "crawler"? **haul Apollo 11 and the Saturn rocket to the launch pad.**

5. **WHAT** happened to the parts of the Saturn rocket? **came off after they helped launch Apollo 11.**

► **Part 3**

6. **WHAT** happened when the astronauts got close to the moon? **When they got close, answers will vary: one stayed in orbit in part of Apollo 11; two got in another craft to land on the moon.**

7. **WHAT** work did the astronauts have to do on the moon? **On the moon, the astronauts had to answers will vary: find rocks to take home; take many snapshots of the moon.**

8. **WHY** was the trip to the moon important? **Answers will vary: it was the first time people landed on the moon; it was the start of a thrilling time for trips to space.**

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General Directions for Independent Activities K, L, and M

1. Read the directions for the activity with students.
2. Have students complete the first item.
3. Provide feedback on the item by telling students the correct answer. Have students correct any errors.
4. Use one of these options for completing the activity. Select the procedure that reflects the amount of scaffolding/support needed by students.
 - a. Have students complete the activity independently.
 - b. Complete the remaining items orally with students. Then, have students complete the activity independently, adding all written responses.
 - c. Proceed item by item with students, providing scaffolding/support as needed and immediate feedback.

L.-M. MORE PRACTICE

Lesson 6

L. More Practice - Activity 1 Fill in each blank with the best word.

1. People hope the rocket will launch Thursday afternoon.
launch pause author
2. Janis drank the milk with a straw.
lawn straw jaw
3. Keenen will haul the fish in with a net.
autumn fraud haul
4. When Jim's car ran off the road in the storm, it was not his fault.
exhaust author fault
5. When Laine woke up from her nap, I saw her yawn.
crawl yawn claw
6. That big bird perched on the roof may be a hawk.
hawk draw flaw

M. More Practice - Activity 2 Fill in each blank with the best word.

1. If you take all the things from a box, you unpack the box.
unsnap untwist unpack
2. If something can harm you, it is harmful.
harmful bucketful painful
3. If you do not have light, there is darkness.
darkness bucketful smoothness
4. If you make the shape of something different, you reshape it.
report return reshape
5. If you plan so that something cannot happen, it is preventable.
fixable portable preventable

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Providing Feedback on Completed Activities

1. For each completed activity, provide feedback on each item by telling students the answer or calling on a student to provide the answer.
2. Ask students to circle the number or letter for each correct answer.
3. After each page is completed, have students count the number of correct items on the page and record the number after the page's **My Points**.
4. Have students correct any errors after the feedback has been given.

■ Making Meaning

K. Text Comprehension Activities

Students answer written comprehension questions after reading each text. The oral comprehension questions completed during the text routine prepare students to answer these questions.

- Read the activity directions with students.
- Have students complete the first item, then provide feedback on their responses.
- Use one of the provided options for completing the activity, based on student need.

L.-M. More Practice Activities

Additional practice activities allow students opportunities to apply their skills in different formats.

- Guide students through the additional practice activities, which vary by level and type.
- Students will further apply decoding skills, knowledge of high-frequency words, and text reading skills to demonstrate what they have learned.