

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. Phonemic Awareness

Students still developing decoding skills need practice hearing the individual sounds in words before mapping these sounds to letters. Use this activity to provide the step-by-step support they need.

- This activity is entirely oral.
- Students practice blending (identifying individual sounds or syllables and blending them together to make a word) and segmenting (breaking a word down into its individual sounds or syllables).
- Research has shown that blending and segmenting are the two phonemic awareness activities that do the most to support acquisition of decoding and spelling skills.

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.

UNIT 1

1

LESSON

OBJECTIVES:

- to read and spell words containing **a** and **i**

Say Sounds

A. PHONEMIC AWARENESS

Blending Sounds in Short Words

Note: When presenting a word, say continuous sounds for 1–2 seconds and stop sounds for an instant. Don't stop between sounds.

1. Open your book to Lesson 1, page 2.
2. Being able to hear and manipulate sounds and parts in words is an important skill needed for reading and spelling. We will practice this skill at the beginning of each lesson.
3. Let's blend sounds into words. I will say a word slowly. Then you will say the word.
4. Listen. Say *sat* slowly. /sss/āāā/t/ What word? *sat*
5. Repeat Step 4 with the following words.

/fff/īīī/t/	fit
/mmm/āāā/nnn/	man
/sss/āāā/mmm/	Sam
/rrr/āāā/nnn/	ran

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it.
- **Firm up** Call on individuals to blend the following sounds into words.

/lll/āāā/p/	lap
/rrr/īīī/p/	rip
/fff/āāā/t/	fat
/nnn/āāā/nnn/	Nan

Blending Parts in Long Words

Note: Say each part slowly. Pause between the parts.

6. Now, let's say long words. I will say the parts in a word slowly. Then you will say the word. Say *admit* slowly. **ad mit** What word? **admit**
7. When I say I did something wrong, I *admit* it. What word? **admit**
8. Repeat Steps 6 and 7 with the following words.

fab ric	A shirt's material is fabric .
at tic	A room at the top of a house is an attic .
rap id	If something is very fast, it is rapid .
rab bit	One kind of animal is a rabbit .

MONITOR AND ADJUST

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

ENGLISH LEARNER SUPPORT

- There are sounds in Spanish that are similar to the sounds /āāā/ and /īīī/. Say words with the sounds /āāā/ and /īīī/ and have students repeat after you.

Key: Text in Activity Routines

- Black text indicates exact words to say to students.
- *Black italics 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.

T2 PHONICS FOR READING | Lesson 1

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English Learner Support

These notes provide information about phonemic awareness knowledge English Learners bring from other languages, and how to use this to support their learning sounds in English. Build on phonemic awareness knowledge when there are similar sounds in English and scaffold instruction when the sounds are not familiar to them.

Say Sounds (cont.)

B. LETTER/SOUND ASSOCIATIONS

	<u>ran</u>	<u>sit</u>	
1.	a	i	a s i
2.	r	a	n b t
3.	l	i	a f a
4.	p	a	m i d
5.	j	i	a h w

P 2

Note: When modeling continuous sounds, hold the sound for 1–2 seconds. Say stop sounds quickly. Monitor to be sure students are touching under the correct letters.

- Find Activity B. You are going to learn the sounds for the letters **a** and **i**.
- Touch under the first word. This word is **ran**. What word? **ran**
- The underlined letter **a** represents the sound /āā/. What sound? /āā/ Say the sound for **a** again. /āā/
- Touch under the next word. This word is **sit**. What word? **sit**
- The underlined letter **i** represents the sound /īī/. What sound? /īī/ Say the sound for **i** again. /īī/
- You are going to say sounds for letters. First, I will say the sound for a letter and you will repeat it. You may know many of these sounds.
- Touch under the first letter in Line 1. *Pause*. The sound is /āā/. What sound? /āā/ Next letter. The sound is /īī/. What sound? /īī/ Next letter. The sound is /āā/. What sound? /āā/ Next letter. The sound is /sss/. What sound? /sss/ Next letter. The sound is /īī/. What sound? /īī/

- Touch under the first letter in Line 2. *Pause*. The sound is /rrr/. What sound? /rrr/ Next letter. The sound is /āā/. What sound? /āā/ Next letter. The sound is /nnn/. What sound? /nnn/ Next letter. The sound is /b/. What sound? /b/ Next letter. The sound is /t/. What sound? /t/
- Repeat Step 8 with the letters in Lines 3, 4, and 5.
- Let's say these sounds again. Touch under the first letter in Line 1. When I say "sound," say the sound and then touch under the next letter.

MONITOR AND ADJUST

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

ENGLISH LEARNER SUPPORT

- The letter **a** represents a sound that is similar to the sound /āā/ in Spanish, and the letter **i** represents a sound that is similar to the sound /īī/. Students may say the sounds for **a** and **i** like the sounds for Spanish **a** and **i**. Have students say the sounds for letters in Lines 1 and 3 again.

B. Letter/Sound Associations

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) (*ran, sit*), then model how to read the word(s).

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.

Key: Text in Activity Routines

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

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

C. 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 letter(s). 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 (*am*) 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.

Preparation

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

UNIT 1 • Lesson 1

Read Words

C. NEW WORDS

1. <u>a</u> m	in	Sam
2. <u>a</u> n	Nan	fit
3. <u>m</u> an	sat	sit
4. fat	sad	lip
5. rip	ran	lap

p.2

PREPARATION Write the following words on the board or display them onscreen: **am in Sam**.

Note: Touch under each letter. Hold continuous sounds for 1–2 seconds. Say stop sounds quickly.

1. Look here. You are going to read words containing the letters **a** and **i**.
2. *Touch to the left of am.* Watch as I sound out the word. I won't stop between the sounds. *Touch under the letters as you sound out the word. /āāā/mmm/ Slide your finger under the whole word and say: am.*
3. *Touch to the left of in.* Sound out the word with me. Don't stop between sounds. *Touch under the letters as you sound out the word. /īīī/nnn/ Slide your finger under the whole word and ask: What word? in*
4. *Touch to the left of Sam.* Sound out the word with me. Don't stop between sounds. *Touch under the letters as you sound out the word. /sss/āāā/mmm/ Slide your finger under the whole word and ask: What word? Sam*
5. Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letter. Everyone, what sound? /āāā/
6. Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **am**
7. Next word. *Pause.* What sound? /īīī/ Put your thumb up when you can read the word. What word? **in**
8. Next word. *Pause.* What sound? /āāā/ What word? **Sam**
9. Repeat Step 8 with the words in Line 2: **an, Nan, fit**; and Line 3: **man, sat, sit**.

Gradual Release ▲▼

10. Touch under the first word in Line 4. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **fat**
11. Next word. *Pause.* What word? **sad**
12. Next word. *Pause.* What word? **lip**
13. Repeat Step 12 with the words in Line 5: **rip, ran, lap.**

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. If needed, increase support using the **Instructional Routine for Decoding Short Words**:
 1. Write the word on the board or display it onscreen.
 2. If the word begins with a continuous sound, touch to the left of the word. If the word begins with a stop sound, touch under the first letter.
 3. Touch under each letter as you say the corresponding sound.
 4. Hold continuous sounds for 1–2 seconds. Say stop sounds quickly.
 5. Don't stop between the sounds.
 6. After sounding out the word, slide your finger under the whole word and ask: *what word?*
- **Firm up** Call on individuals to read a line.

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.

D. 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.

UNIT 1 • Lesson 1

Read Words (cont.)

D. WORD FAMILIES

am Sam ham jam ram	an man Nan ran can	in tin pin win fin
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p. 2

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

1. Find Activity D. You are going to read word families, which are words that rhyme. Find the first column. The first word is **am**. What word? **am**
2. If you know **am**, you know the other words in the column. Read the column with me. **am, Sam, ham, jam, ram**
3. Find the next column. The first word is **an**. What word? **an**
4. If you know **an**, you know the other words in the column. Read the column with me. **an, man, Nan, ran, can**
5. Find the next column. The first word is **in**. What word? **in**
6. If you know **in**, you know the other words in the column. Read the column with me. **in, tin, pin, win, fin**
7. Now, you are going to see how many words you can read in 10 seconds.

Cold Timing

8. Start with Column 1 and read down each column.
9. 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.
10. Count the number of words that you read and record the number after **Cold Timing**.

Practice

11. Let's practice again. Get ready. GO. *Time students for 10 seconds.* STOP.
12. Count the number of words that you read and record the number after **Practice**.

Hot Timing

13. Please exchange books with your partner. *Pause.*
14. 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.
15. 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.
16. 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.
17. Please return your partner's book.

How Level A Progresses

Review Words (Starting at Lesson 17)

Ongoing review of learned skills helps students strengthen those skills, building toward automatic word recognition. Guide students to read one line of words at a time. Listen and offer corrective feedback whenever appropriate.

Supporting Vocabulary (Starting at Lesson 17)

With the addition of the Review Words activity, additional vocabulary support is integrated. After students read a line of words, they are given a definition, a synonym, or an antonym for one of the four words. Students then circle the word that matches the information provided.

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

E. 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.

How Level A Progresses

Sentences Routine (Starting at Lesson 17)

Additional sentence-level fluency practice is added as texts shift to longer connected texts. 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.

UNIT 1 • Lesson 1

Read Words (cont.)

E. MULTISYLLABIC CHALLENGE WORDS

admit fabric rabbit rapid attic p 3

PREPARATION Write **vivid** on the board or display it onscreen. Draw loops under the parts of the word.

1. Let's read long words. Point to **viv**. My turn to sound out this word. Listen as I sound out the first part. Touch under the letters as you say the sounds. Don't stop between the sounds. /v/vv/ /i/i/ /v/vv/ **viv** What part? **viv**
2. Listen as I sound out the second part. Touch under the letters as you say the sounds. /i/i/ /d/ **id** What part? **id**
3. Say the parts again. Scoop under each part. What part? **viv** What part? **id** Slide your finger under the whole word and ask: What word? **vivid**
4. Find Activity E. Now it is your turn to read long words.
5. Touch under the first word. Scoop under the first part as you sound it out to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? **ad**
6. Scoop under the next part as you sound it out to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? **mit**
7. Say the parts again. First part? **ad** Next part? **mit**
8. Say the whole word. **admit**
9. Repeat Steps 5–8 with the remaining words: **fabric, rabbit, rapid, and attic.**

MONITOR AND ADJUST

- **Correction** If students mispronounce a word part, say the word part 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.

F. HIGH-FREQUENCY WORDS

to on the with my
little and school he her p 3

Note: Function words in the first line are supported with a sentence.

1. Find Activity F. You are going to read high-frequency words, which are words that appear most often in printed materials. Most of the letters in these words are pronounced as you would expect, but some are tricky. You will look carefully at their spellings.
2. Touch under the first word. The word is **to**. What word? **to** Say, spell, read. **to, t-o, to** We go **to** school. What word? **to**
3. Touch under the next word. The word is **on**. What word? **on** Say, spell, read. **on, o-n, on** A book is **on** the desk. What word? **on**
4. Touch under the next word. The word is **the**. What word? **the** Say, spell, read. **the, t-h-e, the** The book is green. What word? **the**
5. The next word is **with**. What word? **with** Say, spell, read. **with, w-i-t-h, with** The book is **with** my notebook. What word? **with**
6. The next word is **my**. What word? **my** Say, spell, read. **my, m-y, my** Those are **my** books. What word? **my**
7. Touch under the first word in the next line. The word is **little**. What word? **little** Say, spell, read. **little, l-i-t-t-l-e, little** What word? **little**
8. Repeat Step 7 with the remaining words: **and, school, he, and her.**
9. Let's read these words again. Have students reread the words together. **to, on, the, with, my, little, and, school, he, her**

MONITOR AND ADJUST

- Remind students to use known letter/sound associations to help them pronounce a word.
- **Correction** If students mispronounce a word, say the word and have them repeat it. Then have them say, spell, and read the word.
- **Firm up** Call on individuals to read several words.

F. High-Frequency Words Routine

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.

Spell Words

G. SPELLING JOURNAL

1. man	man
2. sit	sit
3. lap	lap
4. fat	fat
5. The man sat.	

p 150

PREPARATION You will need a board to write on or a display onscreen as you introduce the spelling strategies and provide feedback on each word.

- Turn to your Spelling Journal on page 150 for spelling dictation. Wait until students have located the Spelling Journal and Lesson 1.

Single-Syllable Words

- In every lesson, I will dictate words, and you will write the words in your Spelling Journal. Don't write until I ask you to.
- My turn to spell the first word. *Model the routine.* The word is **man**. What word? **man** **Man** has three sounds so I put out three fingers. *Put three fingers in front of you.* Next, I touch my fingers with my other hand and say each sound. *Stop between each sound.* /mmm/ /āā/ /nnn/
- Then I say the sounds as I write the letters in **man**. *Say the sounds as you write man on the board or display it onscreen.* /mmm/ /āā/ /nnn/ Spell **man** with me. *Touch under the letters and spell man. m-a-n*
- Write **man** on the first line after number 1. *Monitor to be sure man is written accurately.*
- Now write the word **man** again on the line to the right. *Monitor.* Check the word.
- Let's do the next word together. The word is **sit**. What word? **sit** **Sit** has three sounds. Put out three fingers. *Put three fingers in front of you.* Touch your fingers with your other hand and say each sound. /sss/ /īī/ /t/
- Say the sounds as you write **sit**. *Monitor.*
- Look at your word. Does it look like the word **sit**? If not, fix it up. *Pause.*

- Write **sit** on the board or display it onscreen. Spell **sit** with me. *Touch under the letters and spell sit. s-i-t*
- Check your word. If you misspelled it, cross it out. *Pause.*
- Now write the word **sit** again on the line to the right. *Monitor.* Check the word.
- Repeat Steps 7–12 with the words **lap** and **fat**.

Sentence

- In every lesson, you will write a sentence.
- Listen. **The man sat.** Say the sentence. **The man sat.**
- Write the sentence. Write neatly. *If needed, dictate the sentence again in parts. Monitor.*
- Reread your sentence. Check the spelling of each word.
- Write the sentence on the board or display it onscreen. Check each word. If you misspelled a word, cross it out and write correctly above the misspelled word. *Monitor.*
- Count the number of words in Lines 1–4 that you spelled correctly on the first try and write the number after **My Points**.

G. 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. In the first half of Level A, students spell single-syllable words. In the second half, multisyllabic words are included as well.
- 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.)

H. Decodable Sentence Expansion Routine

Each set of sentences shows progressive expansion.

- The first sentence is the foundation.
- Each subsequent sentence expands on its predecessor by adding more decodable content.
- The final sentence allows students to expand the sentence on their own, by adding content that tells where or when.

Repeated Reading

Multiple readings of a text build 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.
- For the optional third read, options are presented for individual reading based on the type of text: individual students reading aloud or partner reading.

How Level A Progresses

Decodable Text (Starting at Lesson 17)

Students shift to reading short passages, and then move to reading longer passages that contain three parts. Reading connected text is the culminating activity. Each lesson builds to this point as students complete the other types of activities.

UNIT 1 • Lesson 1

Read Text

H. DECODABLE SENTENCE EXPANSION

1. Nan had a rabbit.
Nan had a little rabbit.
Nan had a little rabbit on her lap.
... , Nan had a little rabbit on her lap. **p. 3**

OPTIONAL PREPARATION *Download from the Teacher Toolbox:*

- *Vocabulary Support*

1. Turn to page 3. Find Activity H. You will read sets of sentences that contain words you have learned. In each set, you will read three sentences. Then you will expand the last sentence by adding a phrase that tells **where** the event occurred.

2. Find Sentence Expansion 1.

Note: If sentence reading is difficult, guide students in reading the first sentence in each set word by word.

Fluency Practice – Sentence Expansion 1

3. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
4. **Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
5. *Repeat Steps 3 and 4 for the second and third sentences.*
6. **Individual Reading** Call on a student to read a sentence while classmates touch under the words and follow along. *Have the sentences read in order.*

MONITOR AND ADJUST

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

Comprehension – Sentence Expansion 1

7. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
8. Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
9. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. In the pet store, Nan had a little rabbit on her lap.
Could Nan have a rabbit on her lap in a pet store? **yes**
Yes, this sentence makes sense.
10. Listen. Inside the barn, Nan had a little rabbit on her lap.
Could Nan have a rabbit on her lap inside a barn? **yes**
Yes, this sentence makes sense.
11. Listen. Up in a tree, Nan had a little rabbit on her lap.
Does this sentence make sense? **no** This sentence does not make sense.

Read Text (cont.)

2. The man had fabric.
The man had fabric with a rip.
The man had fabric with a little rip.
... , the man had fabric with a little rip.

p 3

12. Find Sentence Expansion 2.

Fluency Practice – Sentence Expansion 2

13. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
14. **Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
15. *Repeat Steps 13 and 14 for the second and third sentences.*
16. **Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

MONITOR AND ADJUST

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

Comprehension – Sentence Expansion 2

17. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
18. Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
19. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. In the apartment, the man had fabric with a little rip.
Could a man have fabric with a little rip in an apartment? **yes** Yes, this sentence makes sense.
20. Listen. At the laundromat, the man had fabric with a little rip.
Could a man have fabric with a little rip at the laundromat? **yes** Yes, this sentence makes sense.
21. Listen. In the afternoon, the man had fabric with a little rip.
Does this sentence tell **where** the event occurred? **no** Remember, the expanded sentence must make sense and tell **where** the event occurred.

■ 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.

Sentence Expansion (Lessons 1-16)

- Read the final sentence with students.
- Model expanding the sentence with an appropriate phrase that tells where or when. Modeling is faded to be optional after several lessons, allowing students to expand the sentence.

Short Passages and Longer Texts (Starting at Lesson 17)

- 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.)

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 Students do this after reading a short passage or text 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 is the optional opportunity for students to read individually during the Third Read.

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 1 • Lesson 1

Read Text (cont.)

3. Sam ran.
Sam, a fit man, ran.
Sam, a fit man, ran a rapid lap.
... , Sam, a fit man, ran a rapid lap. p. 3

22. Find Sentence Expansion 3.

Fluency Practice – Sentence Expansion 3

23. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
24. **Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
25. *Repeat Steps 23 and 24 for the second and third sentences.*
26. **Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

MONITOR AND ADJUST

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

Comprehension – Sentence Expansion 3

27. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
28. Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
29. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. On the sidewalk, Sam, a fit man, ran a rapid lap.
Could Sam run on a sidewalk? **yes** Yes, this sentence makes sense.
30. Listen. In the neighborhood, Sam, a fit man, ran a rapid lap.
Could Sam run in the neighborhood? **yes** Yes, this sentence makes sense.
31. Now it's your turn to expand the sentence. Think of a phrase that tells **where** the event could have occurred. Put your thumb up when you have created a new sentence. *Wait until all thumbs are up. Ask students to share their new sentences with their partners. Then ask several students to share their sentences. Provide feedback to students, focusing on if their sentences make sense and tell where the event occurred.*
32. **Picture Match** Look at the three pictures. Figure out which picture goes with each set of sentences. Write the correct number next to each picture.



MONITOR AND ADJUST

- **Correction** Provide feedback on the Picture Match. Ask students to defend their choices.

■ Making Meaning Comprehension Support

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

Independent Practice

I. MORE PRACTICE 1

Independent Practice

I. **More Practice 1** Fill in each blank with the best word.

- Sam sat with Nan. fat sat cat
- Nan ran to school. ran tan man
- The man is fit. sit fit sat
- The fat cat can nap. bat mat fat
- Nan bit her lip. lip lap sip
- He can sit on the mat. rip sit tip
- My hat has a rip in it. hat hid hit
- The little cat sat on Nan. nap tap Nan
- Nan is sad. sat sad sit
- I am Sam. Sam sit sat









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General Directions for Independent Activities I and J

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

J. MORE PRACTICE 2

J. **More Practice 2** Draw a line under the sentence that goes best with each picture.

- Sam ran to school.  Sam sat in school.
- He sat on a lap.  He sat on a lip.
- Nan had an attic.  Nan had a rabbit.
- My little rabbit ran.  My little rabbit sat.
- The fabric has a lip.  The fabric has a rip.
- The rabbit is fat.  The rabbit is on my lap.
- Sam and Nan ran.  The man ran.
- Sam is a little sad.  Sam ran in the attic.

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Providing Feedback on Completed Activities

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

I.–J. 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.