

1. Sound-by-Sound Blending*

- ◆ Write the spelling for the first sound.
- ◆ Have students say the sound.
- ◆ Write the spelling for the second sound.
- ◆ Have students say the sound.
- ◆ If the second sound is a vowel, blend through the vowel making a blending motion with your hand.
- ◆ Write the spelling of the next sound.
- ◆ Have students say the sound.
- ◆ If it is the last sound in the word, make the blending motion as students blend and read the word. If it is not the last sound, continue writing the spellings.
- ◆ Have students reread the word naturally as they would say it.
- ◆ Complete a line, and have students reread the words in the line.
- ◆ Have students use selected words in sentences and extend the sentences.
- ◆ Review the blended words using the Developing Oral Language activities.

* When first doing Sound-by-Sound Blending, ask for the sound as you point to each spelling. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

2. Sounds-in-Sequence Dictation

- ◆ Say the word, use the word in a sentence, and then repeat the word.
- ◆ Have students say the word.
- ◆ Have students say the first sound.
- ◆ Have students check the **Sound/Spelling Cards** and say the spelling. (Early in the process, physically point to and touch the appropriate card and spelling.)
- ◆ If there are multiple spellings for the sound, have students ask "Which spelling for this sound?"**
- ◆ Have students write the spelling.
- ◆ Complete the spelling of the word with the remaining sounds and spellings.
- ◆ When you have completed one line, have students proofread the line.
 - Write the words for the line on the board (or have a student write the words).
 - Have students proofread their line by circling any incorrect words and making them better by rewriting them above or next to the misspelled words.

** Early on you will need to encourage students to ask "Which spelling?" Dictation is an instructional activity—not a test. As the year progresses, students should be able to use their knowledge of the cues on the **Sound/Spelling Cards** to identify the correct spelling. For example on the Long A card, students should be able to articulate that the spelling for /ā/ at the end of a word, such as say, is _ay.

3. Whole-Word Blending*

- ◆ Write the whole word or display the transparency (if available), covering up the lines that don't pertain to the lesson.
- ◆ Point to each spelling, and have students give the sound for each.
- ◆ Make the blending motion from left to right and have students blend the sounds and say the word.
- ◆ Have students reread the word naturally as they would say it.
- ◆ Complete the line, and have students reread the words on the line.
- ◆ Have students use selected words in sentences and extend the sentences.
- ◆ Review the words using the Developing Oral Language activities.

* When first doing Whole-Word Blending, point to each spelling and ask for the sound. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

4. Blending Sentences

- ◆ Sound-by-Sound
 - Blend each word using the sound-by-sound blending routine.
 - Write high-frequency sight words in their entirety and underline the words.
 - Once all the words have been blended or read, have students reread the sentence naturally as they would say it with expression and intonation.
- ◆ Whole-Word Blending*
 - Write each word and blend it using the whole-word blending routine.
 - Write high-frequency sight words in their entirety and underline the words.
 - Once all the words have been blended or read, have students reread the sentence naturally as they would say it with expression and intonation.

* As students become more automatic in blending, write the whole sentence and have students read the words stopping to blend only those words that cannot be read quickly and automatically.

5. Closed Syllables

Introduction

- Write a CVC word, for example *cat*.
- Remind students that every syllable must have a vowel sound and a vowel spelling.
- Have students identify the vowel spelling in the target word. Write a "v" under the vowel spelling.

cat
v

- Tell students that when a single vowel spelling is followed by a consonant spelling, the vowel sound is usually short.

Multisyllabic Words

- Write a multisyllabic word with a VCCV pattern on the board; for example, *picnic*.
- Remind students that every syllable must have a vowel sound and a vowel spelling.
- Have students identify the vowel spellings** in the target word. Write a "v" under each vowel spelling.

picnic
v v

- Have the students identify the consonant spellings between the vowels. Write a "c" under the consonant spellings.

picnic
vccv

- Tell students that when they see a vowel-consonant-consonant-vowel spelling pattern, they should usually divide the word between the two consonant spellings. Put a slash between the consonant spellings.

pic/nic
vc/cv

- Cover the second syllable. Tell students that when they see a vowel spelling followed by a consonant spelling, the vowel is usually short. We call this a *closed syllable*.
- Have students blend the first syllable using the whole-word blending strategy. Then uncover the second syllable, and blend it.
- Blend the syllables together to read the word.
- Review: If a word has two consonant spellings in the middle, divide between them. The vowel is usually short.
- Note that these are syllable generalizations. They do not work in all cases. Remind students that after they read the word, they should ask themselves, "Does it sound right or does it make sense?" If not, students should try the long vowel sound.

6. Open Syllables

Introduction

- Write a word with a CV pattern on the board. For example *he*.
- Remind students that every syllable must have a vowel sound and a vowel spelling.
- Have students identify the vowel spellings in the target word. Write a "v" under the vowel spelling.

he
v

- Tell students that when a single vowel spelling is not followed by a consonant, the vowel sound is usually long.

Multisyllabic words

- Write a multisyllabic word with VCV pattern on the board. For example, *label*.
- Remind students that every syllable must have a vowel sound and vowel spelling.
- Have students identify the vowel spellings in the target word. Write a "v" under each vowel spelling.

beyond
v v

- Have students identify the consonant spelling between the vowels. Write a "c" under the consonant spelling.

beyond
vcv

- Tell students that when they see a vowel-consonant-vowel spelling pattern, they should usually divide the word before the consonant spelling. Put a slash before the consonant spellings.

be/yond
v/cv

- Cover the second syllable. Tell students that when they see a vowel spelling that is not followed by a consonant spelling, the vowel is usually long. We call this an *open syllable*.
- Have students blend the first syllable using the whole word blending strategy. Then uncover the second syllable and blend it.
- Blend the syllables together to read the word.
- Note that these are syllable generalizations. They do not work in all cases. Remind the students that after they read the word to ask themselves, "Does it sound right or does it make sense?" If not, students should try the short vowel sound.

7. Whole-Word Dictation

- ◆ Say the word, use the word in a sentence, and then repeat the word.
- ◆ Have students say the word.
- ◆ Tell students to think about each sound they hear in the word.
- ◆ Have students write the word. Remind them to check the **Sound/Spelling Cards**.
- ◆ Proofread after each line.
 - Write the word on the board or have a student write it.
 - Have students check their spelling with the correctly spelled word on the board.
 - If the word is incorrect, have students circle it and make it better by writing the word above or next to the original word.

8. Sentence Dictation

- ◆ Say the sentence.
- ◆ Dictate one word at a time following the Sounds-in Sequence or Whole-Word Dictation, depending upon your students.
- ◆ Remind students to use capitals at the beginning of each sentence and to use end punctuation.
- ◆ Write (or have a student write) the sentence on the board.
- ◆ Have students proofread.
 - Check for spelling.
 - Check for capitalization and end punctuation.

9. Reading a Decodable Story

- ◆ Teach non-decodable, high-frequency sight words.
- ◆ Have the students read the title, browse, and then discuss what they think the story is about.
- ◆ Read the **Decodable Story**.
- ◆ Have students read a page silently, and then read the page aloud.
- ◆ Have students blend decodable words and refer to the **Sound/Spelling Cards** as necessary.
- ◆ Repeat this procedure for each page.
- ◆ Have students respond to the story. Have them
 - discuss hard words.
 - retell the story.
 - respond to questions by pointing to the answers.
 - reread the **Decodable Story** (partner reading, choral reading, turn-taking, and so on) to build fluency.

10. Words with Prefixes and Suffixes

- ◆ Tell students that words can be made up of several different meaningful parts.
- ◆ Examine the word for meaningful parts, including roots, prefixes, and suffixes.
- ◆ Identify the root or base word, and discuss its meaning.
- ◆ Break the word down into its meaningful parts by underlining and discussing the meanings of any prefixes and suffixes. If the word has both a prefix and suffix, begin with the prefix.
 - Explain that a prefix is a group of letters attached to the beginning of a base or root word and these letters have a specific meaning. For example, the prefix *un-* means “not” or “the opposite of,” *mis-* means “wrong” or “bad,” and *re-* means “again.”
 - Explain that a suffix is a group of letters attached to the end of a base or root word and changes the meaning of the word. For example, *-ful* changes a noun to an adjective and means “to be full of,” as in *beauty* and *beautiful*. The suffix *-ness* changes an adjective to a noun and means “state of being,” as in *sick* and *sickness*.
- ◆ Reassemble the word by thinking about the meaning of its parts: the root word and any prefixes or suffixes. Give the meaning of the word.
- ◆ Read the word again.
- ◆ Have students use the word in sentence.
- ◆ Review the words in the activities provided.

11. Selection Vocabulary

Before Reading

- ◆ Have students read the Vocabulary Warm-Up in their **Student Reader**.
- ◆ Have the students explain any highlighted selection vocabulary words that they know or figured out from context clues, word structure, or apposition. Have students explain how they figured out the meaning of the word.
- ◆ Display the selection vocabulary transparency. Then have the students read the words and definitions. Give the students sentences and have them fill in the appropriate vocabulary word from the list. “The fish _____ through the water.” (glides)
- ◆ Discuss the concept vocabulary word and its connection to the theme.

During Reading

- ◆ Point out the selection vocabulary words during the first read, checking for meaning.
- ◆ Encourage students to ask for the meaning of unfamiliar words. Clarify the words for the students.
- ◆ Introduce expanding vocabulary during the second read of the selection by providing students with definitions and examples.

After Reading

- ◆ Review vocabulary by having students give examples that explain the meaning of the word.

12. Clues, Problems, and Wonderings

- ◆ Have students browse the selection before reading.
- ◆ Ask students to identify and share clues, problems, and wonderings as they find them.
- ◆ Possible sources for clues include: content, author or illustrator, genre, illustrations, charts, graphs, and so on.
- ◆ Possible problems include: words with unknown meanings, long or difficult sentences, confusing illustrations, charts, graphs, unfamiliar content, unusual format, unfamiliar style of writing, and so on.
- ◆ Possible wonderings include: content of pictures, unusual author techniques (such as flashback), connection to the theme, connection to other books written by the same author, and so on. Wonderings help determine the purposes for reading.
- ◆ Have students continue to add to their clues, problems, and wonderings while reading.
- ◆ Then have students review and discuss clues, problems, and wonderings after reading.

13. Know, Want to Know, Learned

- ◆ Have students browse the selection.
- ◆ Before reading the selection, ask students to identify and share what they know and what they want to know.
- ◆ Possible things students might know include background information about the topic or the selection.
- ◆ Possible things students might want to know include questions about the topic, the content itself, words with unknown meanings, confusing photographs or charts, and so on. What students want to know helps determine the purposes for reading.
- ◆ Have students read the selection and tell them to continue to add to their KWL charts while reading.
- ◆ After reading, have students review what they know and what they wanted to know. Then ask students to discuss what they learned as they read the selection.
- ◆ Possible things that students might learn include content-specific information, connections to the theme, connections to other books written by the same author, and so on. Students might learn what they wanted to know, or they might learn something unrelated to what they wanted to know.

14. Reading the Selection

Before Reading

- ◆ Build background by activating prior knowledge and sharing relevant information.
- ◆ Browse the selection and set purposes (Clues, Problems, and Wonderings).
- ◆ Develop understanding of key selection vocabulary.

During Reading

- ◆ Model strategies (early in the year); prompt use of strategies (after strategies are taught); have students use strategies independently.
- ◆ Have students stop periodically, and check to see whether the text makes sense. Use Comprehension Strategies like Clarifying and Summarizing to support comprehension.
- ◆ Reread the text applying Comprehension Skills and Reading with A Writer's Eye.

After Reading, Have Students

- ◆ Discuss the selection using "handing-off."
- ◆ Make connections to other selections in the unit as well as to selections in other units.
- ◆ Discuss what new information they have learned.
- ◆ Respond to the selection through writing.

15. Modeling Writing Strategies

- ◆ Describe the strategy.
- ◆ Tell why the strategy is important.
- ◆ Tell students when they should use the strategy.
- ◆ Model how to use the strategy when writing by saying aloud your thoughts and by describing each thing you do.
- ◆ Make sure students understand why the strategy is important, when to apply it, and how to use it.
- ◆ Provide students with assistance in applying the strategy until they can do it on their own.
- ◆ Remind students to use the strategy when they write.

16. Graphic Organizers and Revising, Editing/Proofreading, and Publishing Checklists

- ◆ Explain the purpose of the graphic organizer or the revising, editing/proofreading, and publishing checklists.
- ◆ Describe how students are to use the graphic organizer or the revising, editing/proofreading, and publishing checklists.
- ◆ Model aloud how to carry out the basic activities on the graphic organizer or the revising, editing/proofreading, and publishing checklists.
- ◆ Make sure students understand each part of the graphic organizer or the revising, editing/proofreading, and publishing checklists.

17. Presenting Writing

Before Presenting

- ◆ Have the author decide what will be shared.
- ◆ Have the author practice what will be shared.

During Presenting

- ◆ Have the author tell what is to be shared and why.
- ◆ Have the author read his or her writing or idea aloud.
- ◆ Remind students in the audience to listen carefully.

After Presenting

- ◆ Have students tell what they like about the piece of writing or idea.
- ◆ Have students offer helpful suggestions.
- ◆ Take notes of students' comments to share with the author.

A. Handing-Off

- ◆ Students are seated so they can see each other.
- ◆ Take a seat and be part of the group.
- ◆ Students have their **Student Readers** and are encouraged to refer back to any selection to make a point.
- ◆ Students take responsibility for the discussion.
- ◆ Students choose to hand-off the discussion to others in the class.
- ◆ Getting Started
 - Model handing-off by offering comments on the selection, the style of the writer, or the connection to the unit theme.
 - Use discussion starters such as "I didn't know that . . ." or "This selection made me think of . . ." or "I think this connects to the theme because . . ." or "Your idea made me think of . . ."
 - Participate in the discussion by raising your hand.
 - Seed new ideas as you participate in the discussion. For example, "As I was reading this selection, I was reminded of . . ." "What did that part remind you of?" or "This part of the selection gave me a whole new idea about the unit. It . . ."
 - Wait for students to respond to each other; don't feel the need to jump in if there are a few moments of silence. Think time is good.
- ◆ Use handing-off periodically to check understanding of the text and concepts, at the end of a section of the text or at the end of the reading for the day.
- ◆ Build the idea of handing-off into all classroom discussions.

B. Writing Conference

- ◆ Have a student read his or her work aloud.
- ◆ Review any feedback the student has received.
- ◆ Identify positive elements of the student's work.
- ◆ Use one or more of the following strategies to help the student improve his or her work.
 - Have the student explain how he or she got his or her ideas.
 - Have the student think aloud about how he or she will address the feedback he or she has received.
 - Ask the student to help you understand any confusion you may have about his or her writing.
 - Have the student add, delete, or rearrange something in the work, and ask how it affects the entire piece.
 - Think aloud while you do a part of what the student was asked to do. Then ask the student to compare what you did to what he or she did.
 - Have the student prescribe as if to a younger student how to revise the work.
- ◆ Ask two or three questions to guide the student through revising (see below).
- ◆ Conclude the conference by having the student state his or her plan for continuing work on the piece of writing.

Writing Conference Questions

Ideas

- ◆ Who is your audience?
- ◆ What is your purpose for writing?
- ◆ How does the reader know your purpose?
- ◆ Do you provide enough information about the topic?
- ◆ Do you like one part of your writing more than another part? Why?
- ◆ Is your main idea clear?
- ◆ Is there a better way to express this idea?
- ◆ Is this a good topic sentence?
- ◆ Is your introduction engaging?
- ◆ Are any important details left out?
- ◆ Are any not-so-important details left in?
- ◆ Do you use specific, vivid details and examples to support your ideas?
- ◆ Are your ideas accurate and, if necessary, supported by research?
- ◆ Does your conclusion sum up or restate your purpose for writing?
- ◆ What might be another way to end your piece of writing?

Organization

- ◆ Have you organized your writing in a way that makes the most sense based on the main idea you have chosen?
- ◆ Is your structure clear so your reader can follow it? Is there a clear beginning, middle, and conclusion?
- ◆ Are supporting details ordered in the most logical way?
- ◆ Do you include strong transitions to move the reader smoothly from one paragraph to the next?
- ◆ Can you combine any smaller paragraphs or any separate larger paragraphs?

Voice

- ◆ Do you sound confident and knowledgeable about the subject or topic?
- ◆ Does the voice you use reflect the purpose of your writing? Does your writing sound funny or serious when you want it to?
- ◆ Is your voice appropriate for your audience?
- ◆ Do you sound interested in the subject or topic?
- ◆ Have you confidently stated your opinion, if necessary? Have you used the pronoun *I*, if appropriate?
- ◆ Does your writing sound like you? Change any overly complex words to simple words whenever possible.
- ◆ Is your voice too formal or too informal?
- ◆ Will this writing get a strong reaction from the reader?
- ◆ Does your writing make the reader care about your subject or topic?

Vocabulary

- ◆ Do you use the same word or phrase over and over again?
- ◆ How could you use different words to say the same thing?
- ◆ Have you defined words your audience may not understand?
- ◆ Have you used precise words to describe or explain your ideas?
- ◆ Are there better words to express these ideas?
- ◆ Have you used your own words and phrases when summarizing information from another text?
- ◆ Do you use time-order words such as *first*, *next*, *then*, and *last* to help the reader understand when events take place?
- ◆ Have you used original and memorable words in some places?