

## 1. Introducing Sounds and Spellings

- ◆ Point to the back of the **Sound/Spelling Card**, and ask students what they already know.
- ◆ Turn the card to show the picture.
- ◆ Point to the picture and name it.
- ◆ Point to the spelling(s), and name the spelling(s).
- ◆ Read the alliterative story.
- ◆ Reread the story and have students make the sound.
- ◆ Review the name of the card, the sound, and the spelling(s).
- ◆ Write the spelling(s) on the board. At the same time have students write the spelling(s) in the air or on white boards and say the sound as they write it.
- ◆ Have several students come to the board and write the spelling(s). Have other students write the spelling(s) several times on white boards, in the air, and so on, saying the sound as they write each spelling. Proofread students' work.
- ◆ Have students listen for target sounds in different positions in words.
- ◆ Review the card. Point to the spelling, and have students give the sound. Point to the picture, and have students give the name of the card.
- ◆ Remind students that they can remember the sound of the spelling on the card by thinking of the sound in the story.

## 2. 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 by 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.*

## 3. Whole-Word Blending\*

- ◆ Write the whole word or display the transparency (if available), covering up the lines that do not 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, saying 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, saying it with expression and intonation.

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

## 5. 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.*

## 6. 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.

## 7. 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.

## 8. Word Building\*

- ◆ Have students place the **Alphabet Letter Cards** in a row at the top of their desk.
- ◆ 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.)
- ◆ Have students pull down the appropriate **Alphabet Letter Card**.
- ◆ Continue until the word is spelled.
- ◆ Have students proofread their spelling.
  - Write the word on the board.\*\*
  - Have the students check their word.
  - If it is not spelled correctly, they should correct the spelling.
- ◆ Repeat the routine with the remaining words.

*\*As the year progresses and your students are ready, the Word Building can be done using the Whole-Word Dictation routine.*

*\*\*When you write the word for proofreading, you may want to write each word under the previous one. After completing the Word Building activity, talk about how words changed and built on each other.*

## 9. Reading a Decodable

- ◆ 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**.
- ◆ 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** (partner reading, choral reading, turn-taking, and so on) to build fluency.

## 10. Closed Syllables

### Introduction

- Write a CVC word on the board, such as *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, such as *picnic*.
- Remind the students that every syllable must have a vowel sound and a vowel spelling.
- Have the students identify the vowel spellings in the target word. Write a “v” under each vowel spelling.

picnic  
v v

- Have 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.

## 11. Open Syllables

### Introduction

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

he  
v

- Tell the 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 the students that every syllable must have a vowel sound and vowel spelling.
- Have the students identify the vowel spellings in the target word. Write a “v” under each vowel spelling.

beyond  
v v

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

beyond  
vcv

- Tell the 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 the 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 the 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, the students should try the short vowel sound.

## 12. 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.

## 13. Selection Vocabulary

### Before Reading

- ◆ Have students read the Vocabulary Warm-Up in their *Student Reader*.
- ◆ Have 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.

## 14. 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.

## 15. 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.

## 16. 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.

### 17. 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.

### 18. 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.

### C. 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.