



Supplemental Instruction *for*  
Struggling Readers, Grades 3–5:  
A GUIDE FOR TUTORS



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# Introduction

The end of social promotion has led to the use of benchmark testing, beginning in kindergarten, to identify students who are failing to acquire reading proficiency at an appropriate rate and are at-risk for reading difficulties. These students are then provided accelerated reading instruction in order to move them out of risk. Research suggests that students who struggle with reading have a need for intensive instruction that is explicit and systematic and that includes critical elements of effective reading programs (Snow, Burns, & Griffin, 1998). The activities in this manual are research-based, explicit, and intensive. Although early intervention is preferable and will be sufficient for many students, some students will continue to need supplemental instruction throughout third grade to pass high stakes reading assessments and to benefit from classroom instruction. This manual provides lessons for supplemental reading instruction for students who are at-risk for failing high stakes assessments. These lessons are designed specifically for students who experience persistent reading difficulties; our research has shown that these students benefit from lessons that include all four instructional elements, with particular emphasis on explicit teaching of word analysis strategies. These lessons are not meant to be the primary reading instruction students receive; rather, they should serve as a supplement to effective classroom reading instruction.

To achieve the best results, lessons should be taught three to four times a week in small groups (about four students per teacher/tutor). Instruction provided in small groups allows for increased interactions between the teacher and students and more opportunities for students to practice their skills.

Tutors should teach the lessons in order, beginning with Lesson One. While some students will have reading abilities above those taught in the initial lessons, these lessons provide struggling readers with a stronger foundation for gaining more complex reading skills. Other students will need to spend additional time practicing some skills or learning new patterns. For example, lessons 33-36 teach vowel diphthongs but only one pair is taught. If your students need explicit instruction with other vowel diphthongs, use lessons 33-36 again substituting the diphthong in the lesson (ow) for another one (oi) until all diphthongs have been taught.

Each component of the lesson format (fluency, word study, instructional reading and writing) is critical to increasing students' reading abilities and each should be taught in every session. Although some students may appear to excel at certain components of the lessons, all students will benefit from the instruction and reinforcement of reading skills that the lessons provide. In conjunction with consistent teaching of all four components of each lesson, instructors should maintain a consistent time schedule. The entire lesson should last 45 minutes and be divided into the following segments: 10 minutes of fluency, 10 minutes of word study, 20 minutes of instructional reading, and 5 of minutes writing. If you have less than 45 minutes, reduce each component by 1-4 minutes to maintain the same ratio of time spent on each component. Conversely, if you have more time for each session, increase the time spent on each component. As this time schedule indicates, the emphasis of the lessons is on having students read.

The manual contains a description of each instructional element (fluency, word study,

instructional reading, and writing/spelling), a section on *Frequently Asked Questions* to guide implementation, and 60 lessons. Appendices provide word lists that can be used with specific lessons, a list of publishers, directions for teaching specific strategies, and examples of graphic organizers. Finally, a glossary of terms is provided.

## *Fluency*

**What is fluency?** Fluency consists of three components: rate (how fast a student reads), accuracy (how correctly a student reads), and prosody (the use of intonation, pauses, and stress for expression).

**Why is it important?** Students who read fluently are able to put more energy toward comprehending the text rather than expending their efforts decoding word by word.

**The fluency lessons in this manual** provide students opportunities to practice reading independent-level texts. Lessons include opportunities for rereading the same text. This activity allows students to read familiar texts, which allows them to focus on speed. It also provides opportunities to experience what it feels and sounds like to read fluently. Some of the lessons consist of timed readings. By recording and monitoring students' reading rate over the short term and the long term, both instructors and students will be able to chart student progress. Finally, some lessons focus on building fluency at the word level to increase the number of words students read automatically in isolation.

**Choose texts** at the student's independent reading level. A good rule of thumb to follow for choosing appropriate text is that no more than approximately one in twenty words should be difficult for the student. When first working with a group of students, determine their independent reading level by providing them with a text and letting them each read about forty words. If the students only have trouble with one or two words while reading, the text is likely at their independent level. After a few weeks of tutoring, texts from previous instructional reading lessons may be used in fluency lessons. Since students will have already read these texts once, their familiarity with the text and newly gained decoding skills should enable them to read it fluently. If students struggle with more than one in twenty words, however, the text is still above their independent reading level and should not be used for fluency lessons.

**Choose words** for word level fluency lessons from word study lessons and vocabulary words from previous instructional reading lessons. Using words that students can decode provides students opportunities to build automatic word recognition.

**Modeling fluent and nonfluent reading** should also be included in fluency lessons. Students need the opportunity to hear what fluent reading does and does *not* sound like. Ask students if your reading sounds natural. Discuss with them what natural reading does and does not sound like.

### ***Progress Monitoring***

Conduct weekly progress monitoring in order to gauge student progress. The passages used for this monitoring are grade-level passages which may or may not be within the



students' independent reading level. The purpose of this type of monitoring is to chart a student's progress on grade-level materials. The text may be difficult for some students initially, but reassure them that you know the activity is challenging, and remind them that the work they are doing during tutoring is making them stronger readers.

# Instructions for Fluency Progress Monitoring

(Texas Center for Reading and Language Arts/Texas Education Agency, 1998)

## Materials:

- ✓ Copy of third grade level passage for students to read
- ✓ Copies of same passage for instructor (these copies should be numbered with words per line so that the total number of words read can be calculated quickly and easily), one copy per student
- ✓ Timer

## Directions:

- The instructor provides the student with a passage and gives the following directions:  
*“When I say ‘begin,’ start reading aloud at the top of the page (POINT TO THE TOP OF THE PAGE). Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Are there any questions? (PAUSE) Begin.”*
- When the student begins reading, the instructor starts the stop watch.
- As the student reads, the instructor places a slash ( / ) over any words that the student omits or reads incorrectly.
- If a student struggles with a word for three seconds, the instructor says the word and places a slash through the word, marking it as incorrect.
- If a student reads a word incorrectly and corrects him/herself *within 3 seconds*, the instructor marks SC (self-correction) above the word and the word does *not* count against the student.
- Extra words that the student inserts while reading (“The big brown bear growled at me.” instead of “The brown bear growled at me.”) do not count against or for the student. This also applies to words that the student repeats.
- At the end of one minute, the instructor says “*Stop*,” and marks the last word the student read with a bracket ( ] ).
- The instructor counts how many words the student read by adding up the total number of words read and subtracting any words read incorrectly or skipped.
- Chart the number of words read correctly each week on individual student charts.

## *Word Study*

**What is word study?** Word study lessons provide explicit instruction in the alphabetic principle and word analysis strategies. In addition to teaching common word patterns, students learn to read less phonetically regular words, and high frequency words.

**Why is word study important?** The basic skills taught during word study enable students to apply the rules that govern language as they decode and spell words.

**Structure of a word study lesson.** Word study skills are taught over a series of lessons. A lesson that introduces a new word study topic will be quite different from a lesson that assesses mastery of a skill. Lessons typically follow a general pattern:

1. **Introduction of concept.** Such a lesson will entail direct instruction and will provide opportunity for guided and independent practice. Instruction of phonetically regular word patterns includes: (a) the introduction of new patterns, (b) explanation of differences and similarities between new patterns and previously taught patterns, and (c) clarification and review of word meanings.
2. **Practice.** This phase may consist of a single lesson or several days' worth of practice. Overall the goal is to allow the students multiple opportunities to apply the information taught and to facilitate generalization.
3. **Review.** After mastery has been achieved, it is advisable to periodically review skills taught in previous lessons. This can be accomplished by asking students to read from word cards containing words with the relevant pattern.

## *Instructional Reading*

**What is it?** Instructional reading lessons encourage students to apply decoding strategies when they encounter words they don't know and to use comprehension strategies to monitor their understanding of the text they are reading.

**Why is it important?** Instructional reading provides an opportunity for students to use strategies and skills taught explicitly during other portions of the lesson while reading connected text. It helps students to understand the utility of these skills and to better understand how they are used.

**Students should be grouped together by their instructional reading level.** All students in a group should be reading at approximately the same level. Determining a student's instructional reading level is straightforward. If the student can read the text or a passage independently with 90% accuracy, it is at his or her instructional level. To determine if a text is at a student's instructional reading level, have him or her read a portion of text that is thirty words in length. If the student struggles with approximately three words, the text is at his or her instructional reading level. It will be necessary to determine the group instructional reading level in order to choose appropriate reading material.

**Identifying instructional level text.** Once a student’s instructional level has been determined, additional passages can be selected based upon similarities in word patterns and length. It is always important to monitor a student as he or she reads instructional text to assure that the text is neither too easy nor too difficult for the student. In addition, keep in mind that a student’s instructional level may differ between expository (factual) and narrative (fictional) text.

**Structure of an instructional reading lesson.** Instructional lessons can be divided into three phases; the first occurs prior to reading, the second occurs as the students read, and the third occurs once the students have finished reading.

- 1. Before Reading.** During this phase, students prepare to read the passage. Begin by teaching students to explore the new text by reading the book’s title, and any chapter titles, by looking through the pictures (book walk). Once students have taken a look at the text, they can begin to make personal connections to it. For example, if students are reading a book that takes place at the ocean, they should talk about their own experiences at the ocean. If they have never been to the ocean, this is a good opportunity to discuss how they imagine the ocean to be and to formulate some specific questions about the ocean that they would like to have answered in the text. These activities help students activate prior knowledge (think about what they already know about the topic, setting, or situation), generate questions (think of things that they want to learn or find out during the reading of the text), and make predictions (anticipate storylines or information in the text).

In addition, prepare students for reading by teaching unfamiliar words before beginning to read the text. Pre-teaching vocabulary words deepens students’ knowledge of the book’s topic and promotes more comfortable and confident reading. Preview a book and choose those words unfamiliar to the students and critical to understanding the text’s content. For example, if reading a book about the desert, possible vocabulary words might be cactus, coyote, and mirage. Pre-teaching these words allows a smoother reading of the text (not having to stop in the middle of the text, define a word, and then refocus students’ attention) resulting in easier comprehension for the students. Vocabulary words should be taught each day in anticipation of the portion of text to be read.

- 2. During reading.** During this phase, it is important for the instructor to monitor comprehension and the accuracy of the student’s reading. Support with decoding should be provided as necessary. This is also an ideal time to model comprehension strategies.

Lead students into active reading by teaching comprehension strategies such as questioning, self-monitoring/problem-solving, and identifying the main idea. Ask both explicit questions (answers can be found directly in the text, e.g., “Who is Sam?”) and implicit questions (reader must look beyond the text for answers, e.g., “How would you feel if you were Sam?”), to ensure that students understand the text and think about what they are reading. Explicit questions should be raised frequently at first, less so as students gain

experience and begin to automatically take into account the answers to this type of question. Implicit questions should be raised throughout the lesson, encouraging students to reflect on what they have just read.

In order to pinpoint words and sections that are confusing, students will need to learn to self-monitor their understanding of what they are reading. Initially this monitoring will be initiated by the tutor, leading students into the habit of self-monitoring. The tutor will also teach strategies for making sense of confusing words or sections.

Once students can understand all the information in a paragraph, they can learn to differentiate between details and main ideas. An effective strategy to teach students is the concept of “Get the Gist” (Vaughn, Kingner & Schumm, 1996). “Get the Gist” requires students to identify the main idea of each paragraph in a statement no more than ten words in length. Student answers may initially include far more than ten words, but tutors can help students produce concise statements by excluding details and focusing on the main points. Questions such as “Would the story make sense without this information?” and “Was this the most important thing you learned?” allow students to identify and exclude extraneous information, pinpointing the main idea.

- 3. After reading.** The final step in instructional reading gives teachers an opportunity to check students’ comprehension of the passage and gives students a chance to reflect on and talk about what they have read that day. Activities during this time may include discussions of what they have learned, how they feel about the story, and the accuracy of any preliminary predictions made. If using a graphic organizer, look over it and make any needed changes.

In addition, students need opportunities to summarize the text and identify the main idea. Initial requests for a summary of a story often result in lengthy lists of details. Use the approach for finding main ideas within paragraphs to teach students to summarize text. Ask students to eliminate details and focus on what is key. Writing down the main ideas throughout the reading can help students remember the most important information to provide a complete summary. Finally, facilitate meta-cognition by encouraging students to explain “how they know” the answer to questions.

## *Writing/Spelling*

**What is it?** The writing component of the lesson provides students with an opportunity to demonstrate the application of the alphabetic principle and fluent spelling.

**Why is writing important?** Writing provides students an opportunity to use the word study skills they have learned in a different context that still reinforces their reading ability. Writing also provides the instructor with information about what students retain, as well as strengths and weaknesses in word study skills.

**The writing component** consists of a one-minute fast-write activity. The instructor reminds the student of the new spelling patterns they have been studying, or any new sight words they may have learned, and encourages them to write as many of these words as they can. The instructor sets a timer for one minute and says “*Begin*” at the beginning of the one-minute count down. The instructor directs the students to stop writing at the end of one minute. A highlight of the writing component is immediate feedback. Each student reads through his or her list of written words, and the instructor immediately checks the words for accurate spelling. Words spelled and/or read incorrectly are corrected with the instructor’s help.

**A point system** can be devised for writing. For example, for each word a student spells and reads correctly, he or she earns one point. Depending on the level and ability of the students, an instructor might consider having a more complex point system that includes bonus points for irregular words or vocabulary words from the instructional reading section. Another possibility, especially encouraging for struggling students, is to offer half a point for every word a student independently corrects once it has been identified as incorrect by the tutor. Points can be added up and written at the top of the page in order to keep track of student performance and improvement.

**Writing activities** should be based on that day’s word study activity; however, if a minute or two remain at the end of the lesson, students enjoy having a chance to engage in a one-minute free write. Students may write any words that they can think of in one minute.

# FAQ—Frequently Asked Questions

## *Word Study*

### **What if my students are progressing slowly and cannot keep pace with the lesson topics?**

Modify the pace of the lessons as needed for your students. If they need more than one day on a lesson, provide them with an additional day of instruction; however, challenge students to continue learning at a reasonable pace.

### **What if my students are progressing faster than the lesson topics?**

We highly encourage tutors not to skip any word study lessons or concepts. While students may be able to read the words that demonstrate particular concepts, these initial lessons provide a critical foundation for students' success in further lessons. Sometimes students who can read "difficult words" have simply memorized a large number of words and do not have the foundation that allows them to decode unknown words. For example, while some students may be able to read the word "boat," they may not have specifically learned that "oa" produces the long o sound. These students may mispronounce another word containing "oa" such as "moat," for they have not learned to generalize this pronunciation rule. These lessons can simultaneously strengthen and reinforce the reading skills of higher level readers while introducing such skills to lower level readers.

### **What if the initial lessons are too difficult for my students?**

If students are unable to grasp the lesson concepts after the initial lessons, these students might need further and more intensive services. The teacher should be notified of their difficulties.

### **What if students do not have a solid understanding of vowels and their sounds?**

If students do not have the different vowel sounds committed to memory, the tutor should begin each word study lesson with a review all of the vowel sounds, both long and short. In addition, as the students progress through the lessons, the tutor should be sure to point out the vowel sounds present in the words they are learning.

### **How many students should be in a tutoring group?**

Three to six students is an ideal number for this type of reading instruction; however, the activities may be adjusted to accommodate more or fewer students. It is important that students receive individualized attention and multiple opportunities to practice the skills they are learning while still benefiting from interaction with their peers.

### **How do I keep all students involved?**

While your students may have similar reading abilities, you will most likely have a range of personalities in your tutoring group. Some students will want to answer every question, while others may be uncomfortable volunteering answers.

- Present questions to the whole group such as “What is this word?” as well as personalized questions such as “Jack, can you tell me what this word is?”
- For those students who may be reluctant to speak up, pose questions you feel sure they can answer during the first few lessons in order to boost their confidence level. Praise, encouragement, and positive feedback are crucial for creating an environment in which students will feel comfortable.
- Keep a cup of popsicle sticks, each stick with a different student’s name written on it. Each time you ask a question, pull out a stick and direct that question to the student whose name appears. Leave the sticks out of the cup until the cup is empty. This will ensure that all students answer an equal amount of questions. If you find that a student is not paying attention because his or her name has already been called, pull him or her back into the lesson by asking the student to respond to the answer just given.

## ***Instructional Reading***

### **How can I best prepare for an instructional reading lesson?**

Planning ahead is critical. Be familiar with the text! Read the text several times before using it with a group. This will help you to choose vocabulary words, identify the main idea, formulate comprehension questions, etc. It can be very helpful to carefully map out your lesson by choosing specific points to switch readers and places to ask questions you have prepared ahead of time. This preparation can greatly increase the efficiency and effectiveness of your lesson.

### **How do I keep all the students focused on the text, especially when another student is reading aloud?**

- Rather than having each student read a designated amount such as a page or a paragraph, switch readers at midpoints in the reading. Remind students that they should be following along in case they are called on. Do not give students a particular order in which they will read; instead, vary the order, but make sure all students have spent approximately the same amount of time reading by the end of the lesson.
- Involve students by allowing them to choose where they finish reading and then call on another student to read. Monitor reader selection to make sure that all students participate.
- Use different types of reading in one lesson. You may begin the reading with choral reading (everyone reading unison), switch to individual reading, and then end with echo reading (you read a passage and the students read it back to you).
- Provide a lot of positive reinforcement, letting students know that you recognize their efforts: “Kayla, it’s great the way you knew exactly where we were. I can



tell that you have been following along closely.” or “Wow! Everybody kept their place in today’s lesson!”

**What if my students are at different instructional reading levels?**

- When students do not share the same reading levels, partner reading can be an effective technique. Pair those students with similar levels and have them read the same text together. Monitor all student pairs, listening for mispronunciations and making sure that both students in a pair receive equal reading time. If there is an odd number of students in a group, you may have one group read as a threesome or you may be a partner for the lowest reader.
- While students of different levels may read different books, they can often still read about the same topic. Allow students to read their books in pairs and then discuss with the group what they learned from their reading.

**What if my students are working at a pace different than that of the lessons?**

Not all groups will read at the same pace, and even the same group will vary in pace from day to day. If you do not finish a lesson, it is fine to carry it over to the next day. Take the time to complete each step of the lesson rather than rushing students to begin the next lesson on time.



# —Lessons—

# ***Lesson 1: Sight Words***

## **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup> (see Introduction for complete instructions)

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Graph paper to create student charts, one page per student
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct
  - a. words read per minute.
3. Ask students to graph number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to practice reading independent-level text when it is not their turn.

## **Word Study (10 minutes)**

**Objective:** Students will learn five high frequency words (less phonetically regular words).

**Materials:**

- ✓ Five word cards with high frequency words (see Appendix A)
- ✓ Writing notebooks, one for each student
- ✓ Word chart (can be poster board, a flip chart, a pocket chart, etc.)

**Lesson:**

1. Introduce high frequency words by telling students that some common words do not follow spelling rules.
2. Choose five high frequency words to teach the students. These words may come from the students' texts, or from the high frequency word list (see Appendix A).
3. Show students each word card and:
  - a. Read the word and then have the students read the word in unison.
  - b. Spell out the word (e.g., w-h-a-t) and then have the students spell out the word in unison.
  - c. Have the students read the word again.
4. Write the five sight words on the word chart. Explain that the word chart will be used to keep track of the new sight words that students learn. The word chart should be arranged in columns.
5. Instruct students to title a page in their notebooks "Sight Words." Give each student a sticky note to flag this page for easy access, as they will frequently be adding to this list. Have them write the word in their notebooks. Check to make sure everyone spells the word correctly.
6. Have student read through the word cards in unison. Check to make sure that each student is reading each word correctly. If they miss any of the words, reteach the word, and continue reading through the words until all of the students read all five words correctly.

# ***Lesson 1: Sight Words***

## **Instructional Reading (20 minutes)**

**Objective:** Students will learn to use a basic graphic organizer to identify important information while reading an instructional-level text.

**Materials:**

- ✓ Instructional level text (see Introduction for instructional-level text identification and Appendix B for list of publishers)
- ✓ Flip chart or large piece of paper
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Pass out books to students. Tell them that before they read a new book they will take a “book walk” by reading the title and looking at the pictures to predict what will happen in the book.
2. Write the word “Title” on the flip chart. Ask students to read the title aloud. Write the title of the book on the chart. Tell them that they will help you fill the chart with important information as they read the book.
3. Lead students in a brief discussion about the topic of the book. Ask students what they know about the topic.
4. Teach today’s vocabulary words (see Appendix C for instructions).

**Reading**

1. Write “Who?”, “Where?”, and “What happens?” on the flip chart, leaving room to fill in information under each category. Explain to students that they will learn who the story is about, where it takes place, and what happens.
2. Tell students that it is important for them to follow along carefully in the book as they take turns reading. Explain that everyone will read aloud and help fill out the chart.
3. Call on students to begin reading. Make sure all readers have approximately the same amount of reading time. Pause in the reading to add new information to the chart.

**After Reading**

1. Ask students to close their books. Cover up the chart and ask students to recall the information. Ask explicit questions such as “Who did we read about?”, “Where did the story take place?”, and “What happened in the story?”.
2. Review the vocabulary words from this lesson, discussing how each word was used in the text.

## **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebook and pencil for each student

**Lesson:**

1. Review the words learned in today’s lesson and encourage students to write as many of these words as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 2: Sight Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will review sight words from Lesson 1 and learn five new words.

**Materials:**

- ✓ Dry-erase board, blackboard, or flip chart
- ✓ Word chart (with new word cards if you are using a pocket chart)
- ✓ Writing notebooks
- ✓ Activity sheets with fifteen sentences that use the target words (ten using the new words, five using words from Lesson 1). Make sure that students can easily read all other words in the sentences.

**Lesson:**

1. Remind students that these words don't follow a pattern and they need to be learned by memory or by "sight."
2. Review the words learned in Lesson 1 reminding students of them by pointing to the words on the word chart and having students read them in unison.
3. Write the five new words on the board. Read the words one at a time. Have students repeat the words and write them on the designated page in their notebooks.
4. Add the new words to the word chart, and have students read them once more in unison.
5. Hand out the activity sheets, and tell students they will read all the sentences in unison. Afterward, they will read the sentences silently and identify and underline the target words.
6. Model by writing the first sentence on the board, reading the sentence aloud, and underlining the target word.
7. Monitor student work, and provide assistance when needed.
8. Have students take turns reading a sentence aloud and identifying the target word in that sentence. As target words are mentioned, point to them on the word chart.

## ***Lesson 2: Sight Words***

### **Instructional Reading (20 minutes)**

**Objective:** Students will make predictions about the outcome of the book and learn to summarize the text.

**Materials:**

- ✓ Same text
- ✓ Flip chart or large piece of paper
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Display the information from Lesson 1 on the flip chart. Ask for a volunteer to tell what has happened up to this point in the story. Ask other students to add missing information.
2. Ask students what they think will happen in the rest of the book. Tell them that this is called “predicting.” Write down their predictions on the flip chart.
3. Teach today’s vocabulary words (See Appendix C).

**Reading**

1. If students seem to remember what was read previously, continue reading from where they ended. If students have trouble recalling what was read previously, go back a few pages and review.
2. Stop and add any necessary new information to the chart.
3. Ask students implicit questions as they read (e.g., “Do you think that was a smart decision?” or “Why do you think she did that?”).
4. Add the conclusion to the “What Happens” section of the chart.

**After Reading**

1. Turn to the predictions on the flip chart. Ask students to tell you what the outcome of the story was, and write this in a different color of ink on the same page as the predictions. Read the predictions aloud, and discuss if anyone accurately predicted the outcome of the book.
2. Turn back to the first page of the flip chart and read the information as a summary of the text. Explain that a summary is a brief retelling of the story, including only the most important parts. Provide examples of details from the story that would not be included in a summary.
3. Review the vocabulary words from today’s lessons. Discuss how each word was used in the text.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils

**Lesson:**

1. Review the words learned in today’s lesson and encourage students to write as many of these words as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 3: Sight Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will review words from the word chart and learn five new sight words.

**Materials:**

- ✓ Word chart
- ✓ Word cards with previously learned high frequency words and new words
- ✓ Dry-erase board, blackboard, or flip chart
- ✓ Dry-erase boards, markers, and erasers (one per child)

**Lesson:**

1. Write the five new sight words on the board. Read the words one at a time. Students will repeat the words and write them on the designated page in their notebooks. Read through the words in unison a few times.
2. Hold up one of the new word cards. Have students read the card and spell the word in unison.
3. Take away the card. All students will write and then read the word. Continue with remaining words.
4. Add these words to the word chart.
5. Combine the new word cards with word cards from the previous lessons. Have students read through all the cards in unison. The teacher then shows the cards to each student individually, reading the entire stack once.
6. Tell students to write the word you dictate on their boards. They should take care to spell it correctly. Make sure that the word chart is out of the sight of the students.
7. Read one of the word cards, and let students write that word on their boards. Once everyone has written the word, ask them to spell it in unison. As they spell, write the word on the board. Check for agreement and provide correction if necessary.
8. Continue this process until all the words have been spelled.



## ***Lesson 3: Sight Words***

### **Instructional Reading (20 minutes)**

**Objective:** Students will practice differentiating between important information and unessential details in the text.

**Materials:**

- ✓ Instructional-level text (see Appendix B for list of publishers)
- ✓ Flip chart or large piece of paper
- ✓ 3-5 vocabulary word cards
- ✓ For each student, brightly colored piece of paper with “Important Information!” written on it.

**Before Reading**

1. Pass out new books to students. Ask them if they remember how to take a “book walk.” They should read the title, look at pictures, and briefly discuss what the book may be about.
2. Involve students with the book by encouraging them to make connections between their own lives and the book. Ask questions about the topic.
3. Write “Title” on the flip chart, have students read the book’s title aloud, and write it on the chart.
4. Ask students to recall the other important information they recorded for the last book. They may recall the categories “Who?”, “Where?”, and “What happens?” Write these categories on the chart, leaving adequate room beneath to fill in.
5. Teach the new vocabulary words to the students (see Appendix C for instructions).

**Reading**

1. Tell students that they will need to find the specified important information to add to the chart as they read. Instruct them to hold up their “Important Information!” signs without speaking whenever they come across information to add.
2. Call on students to read out loud, switching periodically to ensure that everyone has the opportunity to read. If students raise their information signs, wait until the reader has finished reading that sentence, and then ask what information should be added. Discuss whether the information is relevant to the questions or if it is a detail. If students miss some important information, wait until the end of the lesson to return to the questions and discuss them.

**After Reading**

1. Read the information on the chart aloud. Ask students if there was any important information left out, and make sure all the main ideas are written down.
2. Review the vocabulary words from today’s lesson, discussing how each word was used in the text. Ask students to pick one word and use it in a sentence. Have them share their sentences with the group.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency.

**Materials:**

- ✓ Writing notebooks and pencils

**Lesson:**

1. One minute timed writing activity (same as previous lessons)

## ***Lesson 4: Sight Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take the cards they are holding and take turns rereading the cards. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will read words on the word chart and complete a fill-in-the-blank activity.

**Materials:**

- ✓ Word chart
- ✓ Sheet with sentences using the words from the word chart (a few sentences for each word)
- ✓ Sheet with sentences that have a blank for target word for each student

**Lesson:**

1. Have the students read through the words on the word chart in unison, and then call on students individually to read a few words at a time.
2. Tell students that you will read a sentence and leave one word out. It is then their job to figure out which word from the word chart can complete the sentence. Students must say the word and then spell it. Explain that each word will appear in more than one sentence.
3. Demonstrate by reading one sentence and asking the students which word should go in the blank. Reread the sentence with the selected word. Ask the students if it sounds correct and makes sense. If not, read the sentence once more, and have them try to identify the correct word.
4. Call on one student at a time. Read a sentence, and ask that student to look at the word chart and pick a word to fill in the blank. Reread the sentence again if necessary. Others will complete the sentence on their sheet. Read the sentence with the selected word in it, and ask the other students if they think it is the right word. If the word does not fit in the sentence, ask for volunteers to read what they wrote.
5. Use any time that remains to let students make up their own sentences using the words from the word chart.

## ***Lesson 4: Sight Words***

### **Instructional Reading (20 minutes)**

**Objective:** Students will finish reading and summarizing the text.

**Materials:**

- ✓ Same text
- ✓ Flip chart or large piece of paper from Lesson 3
- ✓ 3-5 vocabulary word cards
- ✓ Brightly colored piece of paper with “Important Information!” written on it (one per student)

**Before Reading**

1. Ask students to summarize what they read during the previous lesson. Tell them they should focus on the most important information.
2. Write “Predictions” on a new page, and have students make predictions about what will happen in the rest of the book.
3. Teach the day’s new vocabulary words.

**Reading**

1. Go back a few pages and review if needed.
2. Remind students to hold up their information signs when they find something to add to the chart. Remind them of the difference between important information that adds to their understanding and is included in a summary and minor details.
3. Switch readers frequently to keep student interest.

**After Reading**

1. Read the information on the chart, and ask students if there is any important information missing.
2. Ask students to think about how they would summarize the story using this information for someone who has not read it. Give each student a chance to summarize the story aloud, helping them to leave out minor details or add missing important information.
3. Review students’ predictions, and discuss them in relation to what actually happened in the story.
4. Review vocabulary words.
5. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the words learned in today’s lesson and encourage students to write as many of these words as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 5: CVCC Words***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to practice reading independent-level text when it is not their turn.

### **Word Study (10 minutes)**

**Objective:** Students will draw on their previous knowledge of CVC (consonant-vowel-consonant) words to begin working with CVCC (consonant-vowel-consonant-consonant) words.

**Materials:**

- ✓ Flip chart, blackboard, or dry erase board
- ✓ CVC word cards using one vowel pattern (see Appendix A)
- ✓ CVCC word cards using the same vowel pattern as the CVC cards (see Appendix A)

**Lesson:**

1. Write a CVC word on the board (e.g., cat) and ask students to read the word. Then add one letter to change the word into a CVCC word (e.g., cast), and ask the students to read the new word. Explain to students that adding a letter changes the original word to a new word. It also changes the word's meaning.
2. Provide several examples (e.g., change bad/band, cap/camp).
3. Pass out word cards. Each student will get two cards, a CVC card (e.g., pat) and its CVCC pair (e.g., past). The CVCC pair has the same letters as the CVC word with one consonant added to make a new word.
4. Pick one of the pairs and show it to the students. Read the CVC word to the students and have the students repeat the word in unison.
5. Show the students the CVCC pair. Explain that this word is similar to the CVC word, but that it has an extra consonant after the vowel. Write the word on the board. Remind students that it is important to read all of the sounds in a word. Read the sounds of the word, pointing to each letter as you read it. Read the word, tracing with your finger as you say the sound of each letter, emphasizing the extra sound. Have the students read the word in unison.
6. Have students take turns reading each card and holding up the longer word (CVCC) when prompted. Remind students that it is important to read every sound in the word. Provide additional modeling as necessary.
7. Repeat with new cards.

## ***Lesson 5: CVCC***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level narrative text and learn to use narrative comprehension cards<sup>2</sup>.

**Materials:**

- ✓ Instructional-level narrative text (see Appendix B for list of publishers)
- ✓ 1 set of narrative comprehension cards (see Appendices C and D)
- ✓ 3-5 vocabulary cards

**Before Reading**

1. Set narrative comprehension cards 1 to 3 on the table. Point to each one and read it aloud.
2. Explain to the students that these cards will help them learn to ask themselves important questions as they read. Pass out the new book, and let students look over the pictures.
3. Point to the first card, and read it aloud. Have students discuss the answer to this first question. Continue with the other cards.
4. Teach today's vocabulary words.

**Reading**

1. Set cards 4 to 10 on the table. Let students read each card aloud, and explain the significance of each card to them.
2. Tell students that they may be asked to answer the questions on the cards at any time during reading.
3. Choose a student to start reading the text, and change readers periodically. Stop students at appropriate times to answer comprehension card questions.

**After Reading**

1. Mix up cards 11 to 15, and pass them out to the students (each will get one or two cards, depending on the number of students).
2. Have each student answer the questions on his or her card(s) based on what was read in the text.
3. Review today's vocabulary words.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks

**Lesson:**

1. Review the CVC and CVCC words learned in today's lesson and encourage students to write as many of these words as they can.
2. Ask students to write words for one minute in their writing notebooks.
3. Ask each student to read the words they wrote aloud.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 6: CVCC Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### **Word Study (10 minutes)**

**Objective:** Students will match CVC words with their corresponding CVCC words (e.g., pat/past).

**Materials:**

- ✓ Sets of word cards in pairs, with a CVC word written on one card and its CVCC pair written on another card. Use word cards from Lesson 5. Students will work in pairs or groups of three, and each group will need a full set of cards.

**Lesson:**

1. Review CVC and CVCC words by going over a couple of examples from the day before.
2. Go over the rules for a version of the game “Memory™.”
  - a. Tell students that they will be working with words from the last lesson.
  - b. Have students pair cards. Give an example of a pair (e.g., cap and camp), and explain that these words are a pair because the longer word is created by adding one letter to the shorter word.
  - c. Shuffle cards and place face down in rows and columns on the table.
  - d. Have the first student turn over two cards and read them aloud. If the cards are a pair, the student keeps those cards and takes another turn. If the cards are not a pair, the student returns the cards face down and the next student takes his or her turn.
  - e. Continue playing until all cards are paired.
3. Have each student read his or her cards aloud, explaining how each CVC word changes into its CVCC partner.

## ***Lesson 6: CVCC***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue to use comprehension cards and will learn “fix-up” strategies<sup>3</sup>.

**Materials:**

- ✓ Same text
- ✓ 1 set of narrative comprehension cards<sup>2</sup>
- ✓ Flip chart, blackboard, or dry-erase board
- ✓ 3-5 vocabulary cards

**Before Reading**

1. Write the five “fix-up” strategies on the board (see Appendix C). Explain that when students come to a word that they do not understand, they should use a “fix-up” strategy. Read the strategies aloud. Tell students that these strategies will help them to make sense of unfamiliar words.
2. Ask students to recall the comprehension questions from the previous lesson that they should ask and answer as they read.
3. Place the cards on the table and review any questions that the students did not mention.
4. Teach today’s vocabulary words.

**Reading**

1. Have students take turns reading the text, and point to the appropriate comprehension card when they come to information that answers that question.
2. Assist students with confusing words by reviewing the appropriate “fix-up” strategy and modeling its use. Have the student reread the sentence, using the strategy.

**After Reading**

1. Place comprehension cards 11 to 15 on the table when the book is finished. Have students provide the answer to each question. Once each card has been discussed, ask students if this information should be included in a summary. Point out that the cards ask for the same type of “important information” that the students learned to identify in previous lessons.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks

**Lesson:**

1. Review the CVC and CVCC words learned in today’s lesson and encourage students to write as many of these words as they can.
2. Ask students to write words for one minute in their writing notebooks.
3. Ask each student to read the words they wrote aloud.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 7: CVCC Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will create words by manipulating letter squares.

**Materials:**

- ✓ A list of CVC/CVCC word pairs (see Appendix A)
- ✓ Construction paper of various colors with one letter written with dark colored marker on each sheet (Make sure to have all of the letters needed to form the pre-selected words)
- ✓ White board, markers, and erasers

**Lesson:**

1. Hand out the letters to make a specific CVCC word, one letter per student. Students with letters will stand and hold their letters facing outward. Tell students what word to spell. Ask them to position themselves so that their letters spell the word correctly (e.g., *p-e-s-t*). Other students will write words on white boards.
2. Ask students to take one letter out to form a new, shorter word. Together they should determine that the child holding *s* should step out, leaving *p-e-t*. If students make an incorrect adjustment (e.g., *est* or *pes*), say the word that they are spelling aloud and ask students if the word is real or nonsense. Ask them to regroup and try again.
3. Review the change from *pest* to *pet*.
4. Ask the student holding the *s* to reposition him or herself back in the word to form *p-e-s-t* again.
5. Have students place the cards on the floor in front of themselves and read the word aloud to make sure all the letters are in the correct order.
6. Continue with new words.



## ***Lesson 7: CVCC***

### **Instructional Reading (20 minutes)**

**Objective:** Students will practice using narrative comprehension cards<sup>2</sup> while rereading text.

**Materials:**

- ✓ Same text
- ✓ Narrative comprehension cards, one set for each student (see Appendix C and D)
- ✓ Vocabulary cards from Lessons 5 and 6

**Before Reading**

1. Review the vocabulary words learned in Lessons 5 and 6. Show a student a card and ask him or her to define the word and use it in a sentence. Repeat until all words have been reviewed.

**Reading**

1. Hand out comprehension cards 4 to 10 to each student. Instruct them to spread the cards out on the table in front of them.
2. Tell students that today it will be their job to ask the questions. Explain that you will be reading the text, and they will need to pay very careful attention as they follow along. When you read important information that answers one of the questions on the cards, they should silently hold up that card.
3. Assist the students by pausing after important information is read and allowing them to find the right card.
4. Stop reading at the end of the sentence when you see raised cards. Ask students to read the card they are holding and tell what information was read that answers the question.

**After Reading**

1. Hand out comprehension cards 11 to 15 to students when the book is finished.
2. Provide the answers to the questions. Have students identify which question was answered (e.g., If the answer is “a farm,” students would hold up card 12 which addresses the setting).

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks

**Lesson:**

1. Review the CVC and CVCC words learned in today’s lesson and encourage students to write as many of these words as they can.
2. Ask students to write words for one minute in their writing notebooks.
3. Ask each student to read the words they wrote aloud.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 8: CVCC Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### **Word Study (10 minutes)**

**Objective:** Students will use their knowledge of CVCC words to match word cards by short vowel sounds.

**Materials:**

- ✓ One set of word cards (about 40 words) with CVCC words representing all vowels. Use new words as well as words from this week’s lesson. For example:  
camp            pest            pick            rock            sunk  
cast            went            mist            pond            jump

**Lesson:**

1. Mix up word cards and then place cards face up in rows and columns on a table.
2. Read through all the cards, letting each student read a column or row.
3. Review the short vowel sounds.
4. Have the first student pick two cards which have the same vowel sound. Have the student read the words aloud (e.g., camp and cast) and say the vowel sound. Other students will give a thumbs up or thumbs down if they agree that the cards make the same sound. If a student correctly matches a pair of words, he or she places the cards in a stack in front of him or herself. If the match is not correct, the student returns the cards. Provide corrective feedback.
5. Have students continue to pair cards until all cards have been matched.
6. Ask students to take turns reading their stacks of cards aloud.

## ***Lesson 8: CVCC***

### **Instructional Reading (20 minutes)**

**Objective:** Students will independently complete a worksheet as they read.

**Materials:**

- ✓ Instructional-level text (see Appendix B for list of publishers)
- ✓ One set of narrative comprehension cards<sup>2</sup> (see Appendices C and D)
- ✓ One graphic organizer A for each student that includes all information on comprehension cards 4 to 10 (see Appendix D)
- ✓ 3-5 vocabulary word cards
- ✓ A list of “fix-up” strategies<sup>3</sup> (see Appendix C)

**Before Reading**

1. Hand out the new books, and place comprehension cards 1 to 3 on the table. Have students answer all three questions.
2. Teach today’s vocabulary words.

**Reading**

1. Pass out an organizer to each student. Point out that the questions on the organizer are the same questions found on comprehension cards 4 to 10.
2. Instruct students to fill out the organizer as they read the text. Tell them not to talk about what they are writing; you will discuss it at the end of the lesson.
3. Call on students to read the text aloud, changing readers every couple of minutes.
4. Focus on helping students use “fix-up” strategies and asking them implicit questions during reading when appropriate.

**After Reading**

1. Read through the organizer item by item, comparing student answers. Provide any necessary corrections, and clearly explain any changes.
2. Have students spend the rest of the lesson writing a summary of the text. Remind them to include only the most important information. If students have difficulty writing them, tell them they can make a list or write short phrases. If enough time remains, have them read their summaries aloud.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils

**Lesson:**

1. Review the CVC and CVCC words learned in today’s lesson and encourage students to write as many of these words as they can.
2. Ask students to write words for one minute in their writing notebooks.
3. Ask each student to read the words they wrote aloud.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 9: CCVC Words***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to practice reading independent-level text when it is not their turn.

### **Word Study (10 minutes)**

**Objective:** Students will learn to read CCVC (consonant-consonant-vowel-consonant) words by reading familiar CVC words and then changing the initial consonant to a blend.

**Materials:**

- ✓ Word cards with CVC and CCVC word pairs (e.g., sip and slip). CCVC words should all begin with the same consonant blend, in this case, *sl* (e.g., Sam/slam, sap/slap, sat/slat, sob/slob).
- ✓ Dry-erase board, flip chart, or blackboard

**Lesson:**

1. Hold up the CVC words cards, and have students read through them in unison.
2. Pick out one of the cards, and write the word on the board (e.g., sip). Ask students to read the word.
3. Tell the students that you are going to change the beginning consonant to a blend to make a new word. Beneath *sip*, write *slip*. Ask students if they know what the new word is.
4. Tell students that the *s* and the *l* blend together to make the sound /sl/. Have the students repeat this sound. Sound out the onset and rime, /sl/ /ip/, and have students repeat it. Then say the whole word, and have students repeat it after you.
5. Tell students they will be adding the new blend to CVC words to make new words. Remind them of the sound that the two letters make together (/sl/).
6. Model the process by picking a CVC word, writing it on the board, and having students read the word in unison. Remind students that they will delete the consonant and add a blend. Have the students read the new word.
7. Continue through all of the CVC cards, changing them into their respective CCVC words.
8. Finish the lesson by having students read through all of the CCVC cards in unison.

## ***Lesson 9: CCVC***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level text and learn to identify the main idea.

**Materials:**

- ✓ Instructional-level text that uses CCVC words (see Appendix B for list of publishers)
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Distribute books to students and lead them on a book walk through the text. Read the title and look at the pictures to encourage students to make predictions about the story.
2. Teach today's vocabulary words.

**Reading**

1. Begin reading a portion of the text and have students read it back to you out loud. Read enough of the text so that students cannot merely repeat what you say, but must actually read from the text.
2. Support their reading by helping them decode words and reminding them of the words that were taught previously.
3. Stop students' reading periodically to ask questions. When students struggle to answer a question, assist them in finding the answer in the text.

**After Reading**

1. Help students state the main idea of the book by assisting them in writing a "Get the Gist" statement<sup>4</sup> (see Appendix C).
2. Review today's vocabulary words.
3. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils

**Lesson:**

1. Review the CVC and CCVC words learned in today's lesson and encourage students to write as many of these words as they can.
2. Ask students to write words for one minute in their writing notebooks.
3. Ask each student to read the words they wrote aloud.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 10: CCVC Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will learn to make and read CCVC words beginning with a new consonant blend.

**Materials:**

- ✓ Blackboard, flip chart or dry-erase board
- ✓ Word cards from previous lesson
- ✓ CVC and CCVC word cards with a new consonant blend (e.g., tap/trap, Tim/trim, tip/trip, tot/trot)

**Lesson:**

1. Read through the CVC cards from Lesson 9. Hold up a CVC card (e.g., sap) and make sure students can identify the initial sound (e.g., /s/).
2. Read through all of the CCVC cards from Lesson 9. Hold up a CCVC card (e.g., slap) and make sure students can identify the initial blend (e.g., /sl/). Ask students what two sounds combine to make the blend. Provide corrective feedback as necessary.
3. Read through the new CVC word cards, and make sure students can identify the initial sound (e.g., /t/).
4. Write one of the new CCVC words on the board (e.g., trap). Read the word to the students. Ask students the sound of the initial blend (e.g., /tr/) and what two sounds combine to make this new sound. Have students read the entire word.
5. Have students take turns reading the rest of the CCVC word cards. If a student has trouble with a certain CCVC word, cover the rime and ask the student to read the blend. Then cover the blend and ask the student to read the rime. Then ask the student to read the word.
6. Hand out pairs of cards (from both lessons) to students. Ask each student to read his or her pair (CVC and CCVC) aloud.
7. If time remains, students can trade cards and read through them a second time.

## ***Lesson 10: CCVC***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level text and identify the main idea.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Tell students to go on a book walk through the pages you expect to read today. Have each student make an oral prediction about what will happen in today's reading.
2. Teach today's vocabulary words.

**Reading**

1. Have students take turns reading.
2. Pause reading periodically and monitor student comprehension. Help students understand the difference between details and the important information that is needed to make a "Get the Gist" statement<sup>4</sup> (see Appendix C).

**After Reading**

1. Have students discuss the important parts of the text. Tell them to identify the main characters, setting, and events.
2. Tell students to use these ideas and work together to create a "Get the Gist" statement that tells the main idea of the book. Remind students that the "Get the Gist" statement should be ten words or less.
3. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the CVC and CCVC words learned in today's lesson and encourage students to write as many of these words as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 11: CCVC Words

### Fluency (10 minutes)

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### Word Study (10 minutes)

**Objective:** Students will combine consonant blend onsets with rimes to create real and nonsense words.

**Materials:**

- ✓ Dry-erase board, blackboard, or flip chart
- ✓ 2 paper bags or boxes, 1 marked “onsets” and the other marked “rimes” (see Glossary for definitions)
- ✓ 20 cards with the four blends from this week’s lessons (5 cards for each blend)
- ✓ 20 cards with VC rimes (see CCVC word list)
- ✓ Writing notebooks and pencils

**Lesson:**

1. Review the blends *sl* and *tr* from the previous lessons. Write each blend on the board and ask students what sounds they make. Ask students to think of a few CCVC words that begin with these blends. Write the words on the board.
2. Erase the board, and write two new blends (e.g., *dr* and *pl*). Ask students what sounds these letter combinations make.
3. Write a few sample words using these blends, and have students read them aloud.
4. Seat students in a circle.
5. Place the bags or boxes in the middle of the circle within reach of everyone. Model taking an onset card and a rime card from the respective bags, combining the two cards, and reading aloud the resulting word. Ask the students if the word you created is real or nonsense. If it is a real word, have them write the word in their word study notebooks.
6. Have one student follow your example, drawing a card from each bag, combining them to make a word, and reading the word aloud.
7. Ask the students if the word is real or nonsense. Have them write all real words in their writing notebooks.
8. Have students take turns until all cards have been drawn from the bag. If time permits, put the cards back in the bag and play again.



## ***Lesson 11: CCVC***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level text and be able to separate the important information from the details.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary word cards
- ✓ A pair of cards for each student that have “Very Important” and “Detail” written on them

**Before Reading**

1. Tell students to go on a book walk through the pages you expect to read today. Have each student make an oral prediction about what will happen in today’s reading.
2. Teach today’s vocabulary words.

**Reading**

1. Have students take turns reading. Make sure that all students have approximately the same amount of reading time.
2. Pause reading periodically to ask students questions about new information. Ask students if the new information is a detail or very important.

**After Reading**

1. Give each student a set of cards with “Detail” or “Very Important” written on them. Tell students that you will review things that happened in the book. Students should hold up the card that tells whether they think this event was a “Detail” or “Very Important.” Remind students that the “Very Important” information is needed to understand the book.
2. Tell students to use the “Very Important” information to write their “Get their Gist” statements<sup>4</sup> in their writing notebooks.
3. Tell each student to read their statement and, if time allows, discuss how the statements were the same and different.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review CCVC words learned in today’s lesson and encourage students to write as many of these words as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 12: CCVC Words

### Fluency (10 minutes)

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### Word Study (10 minutes)

**Objective:** Students will sort word cards into categories by reading words and determining which pattern each word follows.

**Materials:**

- ✓ 15 word cards: CVC words from past lessons starting with *s*, *t*, *d*, and *p*
- ✓ 15 word cards: CCVC words from past lessons starting with *sl*, *tr*, *dr*, and *pl*

**Lesson:**

1. Review the previous days’ blends. Write each blend on the board and ask students what sounds they make.
2. Have students read through the CVC and CCVC word cards.
3. Place one card from each group (CVC and CCVC) on the tabletop.
4. Have students take turns “sorting” the words into one of the groups. Provide a student with a word card. Explain that he or she will put the card under the key card of the same pattern (in this case CVC or CCVC). Have the student sort the word, read the word, and explain why and how he or she sorted it into the group.
5. When all cards have been sorted, ask students to review the sort to find any mistakes.

Example Sort:

sip	slip
dip	drip
Tim	trim

## ***Lesson 12: CCVC***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level text and practice writing “Get the Gist” statements<sup>4</sup>.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Tell students to go on a book walk through the pages you expect to read today. Have each student make an oral prediction about what will happen in today’s reading.
2. Teach today’s vocabulary words.

**Reading**

1. Continue reading by calling on students to take turns.
2. Periodically stop and call on a student to ask another student a comprehension question. Tell students to ask questions about information needed to understand the book.

**After Reading**

1. Have each student identify the most important part of what they read and why. Direct students to go back to specific parts of the book to support their responses. Remind them that they will use this information to write their “Get the Gist” statements.
2. Tell each student to write a “Get the Gist” statement in their word study notebook. Remind students that this should be ten words or less.
3. Have each student read their “Get the Gist” statement aloud. If students provide statements that are incorrect, prompt them with questions such as “Is that the most important information that you read?”
4. Create a class “Get the Gist” statement.
5. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the CVC and CCVC words learned in today’s lesson and encourage students to write as many of these words as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 13: Silent e***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph the number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to read independent-level text when it is not their turn.

### **Word Study (10 minutes)**

**Objective:** Students will learn the silent *e* rule and apply it to read words with one long vowel silent *e* pattern.

**Materials:**

- ✓ Blackboard, flip chart or dry erase board
- ✓ Word cards with CVC words containing one specific vowel (e.g., kit, hid, fin, bit, rip)
- ✓ Several sticky notes with an *e* written on them
- ✓ Large, bold marker

**Lesson:**

1. Tell students that a long vowel sound is the sound a vowel makes when it says its name.
2. Introduce students to the silent *e* rule. Explain that *e* is a very important letter when it is at the end of a CVC word. When it is at the end of a CVC word, it is silent and it makes the other vowel say its name.
3. Pick one word to demonstrate this rule. For instance, write “kit” on the board and have students read the word in unison. Add an *e* to the end of the word. Explain that the *e* stays quiet, but the *i* says its name. Read the new word.
4. Tell students that the *e* has made the short *i* sound change to a long *i* sound. Sound out the word for the students (e.g., /k/ /i/ /t/). Have students sound out the word in unison. Read the whole word (e.g., kite), and have the students read the word in unison.
5. Provide more examples, adding the silent *e* to CVC words and sounding them out.
6. Give students note cards with short vowel words and sticky notes with the letter *e*. Have students make new words by adding the *e* at the end of the word, and then have them read their words aloud.

## ***Lesson 13: Silent e***

### **Instructional Reading (20 minutes)**

**Objective:** Students will learn to use expository comprehension cards<sup>2</sup>.

**Materials:**

- ✓ Instructional-level expository text (see Appendix B for list of publishers)
- ✓ 3-5 vocabulary word cards
- ✓ One set of expository comprehension cards (see Appendices C and D)

**Before Reading**

1. Show the expository cards to students and explain that students will use these to ask themselves questions before they read, while they read, and after they read to help them better understand the text.
2. Place comprehension cards 1 to 4 in front of the students. Explain that they will use these cards before they read to help predict what they will read and to activate their prior knowledge about the book's topic.
3. Read each card to the students.
4. Teach today's vocabulary words.

**Reading**

1. Place comprehension cards 5 to 7 in front of the students. Explain that they will use these cards while they are reading. Read each card to the students.
2. Call on students to take turns reading. Make sure that all students have approximately the same amount of reading time.
3. Intervene periodically to ask students questions from the appropriate cards.

**After Reading**

1. Place comprehension cards 8 to 11 in front of the students. Explain that they will use these cards after they read. Read each card to the students.
2. Point to each card, and have students answer the questions.
3. Help students develop a "Get the Gist" statement<sup>4</sup> based on their answers to card #9.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 14: Silent e***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will review the silent *e* rule and practice reading words, identifying the long vowel sound.

**Materials:**

- ✓ Word cards with silent *e* (CVCe) words, using the same vowel as the previous lesson

**Lesson:**

1. Review the silent *e* rule. Silent *e* changes the sound of a short vowel when added to the end of a CVC word. Write a few silent *e* words (e.g., kite, bite) on the board and ask students to read them.
2. Pair students. Give each pair a stack of word cards.
3. Have the first partner hold up the first card so both partners can see the word. The second partner reads the card. Instruct the first partner to make sure that his or her partner reads the word correctly. Monitor the students and provide assistance to any pair that is having difficulties.
4. Have the students trade jobs after the first partner has read through the stack.
5. Circulate among the groups to monitor student performance. Provide assistance as necessary.
6. Collect cards and read through them as a group.
7. Review the silent *e* concept once more at the close of the lesson.

## ***Lesson 14: Silent e***

### **Instructional Reading (20 minutes)**

**Objective:** Students will practice using expository comprehension cards<sup>2</sup> and writing a “Get the Gist” statement<sup>4</sup>.

**Materials:**

- ✓ Same text
- ✓ One set of expository comprehension cards (see Appendices C and D)
- ✓ 3-5 vocabulary word cards
- ✓ Writing notebooks

**Before Reading**

- 1) Ask students to review the expository comprehension cards and how they are used.
- 2) Give each student an expository comprehension card (1 to 4). Have each student read his or her card and answer it. If there are more cards than students, answer the question on the extra cards together.
- 3) Teach today’s vocabulary words.

**Reading**

1. Place comprehension cards 5 to 7 in front of the students. Review the questions with them.
2. Call on students to take turns reading aloud.
3. Intervene periodically to monitor student comprehension using the expository cards. When students provide nonspecific answers to the questions prompt them with questions such as “How do you know that?”, “Why do you think that?”, and “Can you show me that in the book?”

**After Reading**

1. Give each student an expository comprehension card (8 to 11).
2. Call on each student to read his or her question and give the answer.
3. If a student struggles with the answer, discuss the question as a group.
4. Have students work in pairs to write “Get the Gist” statements in their writing notebooks. If there is an odd number of students, the tutor should act as a partner.
5. Have each pair read their statement.
6. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 15: Silent e

### Fluency

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study

**Objective:** Students will practice differentiating between CVC words and silent *e* (CV*Ce*) words.

**Materials:**

- ✓ Word cards: CVC words with same vowel (e.g., k*it*, b*it*, h*id*)
- ✓ Word cards: CV*Ce* words with this week's vowel (e.g., k*ite*, b*ite*, h*ide*)
- ✓ Bingo boards with the same words that appear on the word cards
- ✓ Bingo chips

**Lesson:**

1. Review the silent *e* rule.
2. Read through the CVC word cards in unison.
3. Read through the silent *e* (CV*Ce*) word cards in unison.
4. Pass out "Bingo" boards and markers.
5. Instruct students to listen as you read a word. They must look for that word on their boards. If a student finds the word, he or she places a chip on that space. When a student covers one row vertically, horizontally, or diagonally, he or she says, "Bingo!"
6. Read words from the word cards, keeping the cards that have been read in a separate pile. When a student says "Bingo" have him or her read through the words which appear in the winning row. If the student has correctly marked all of the words, he or she wins the round. If the student mistakenly marked a word, have him or her remove the misplaced chip and continue playing the game.

Sample Board:

bit	hide	wine	site	kit
rip	Sid	bite	dive	dime
fine	time	bike	hid	Tim
dim	ripe	ride	fīve	side
kite	win	fin	sit	rid



## ***Lesson 15: Silent e***

### **Instructional Reading (20 minutes)**

**Objective:** Students will practice using expository comprehension cards<sup>2</sup> and writing a “Get the Gist” statement<sup>4</sup>.

**Materials:**

- ✓ Same text
- ✓ One set of expository comprehension cards (see Appendices C and D)
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Teach today’s vocabulary words.
2. Ask students to review the expository comprehension cards.
3. Ask students if they remember any of the expository comprehension questions on cards 1 to 4 without looking at the cards.
4. Place these cards in front of the students and answer the cards together.

**Reading**

1. Ask students if they remember any of the expository comprehension questions on cards 5 to 7 without looking at the cards.
2. Place the cards in front of the students.
3. Call on students to read.
4. Intervene periodically to monitor their comprehension using the expository cards. When students provide nonspecific answers to the questions prompt them with questions such as “How do you know that?”, “Why do you think that?”, and “Can you show me that in the book?”

**After Reading**

1. Ask students if they remember any of the expository comprehension questions on cards 8 to 11 without looking at the cards.
2. Have students work in pairs to answer the questions on the cards and make “Get the Gist” statements. If there is an odd number of students, the tutor should act as a partner.
3. Have each pair read their answers to the questions on the cards and their “Get the Gist” statement.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can. Continue as in previous writing lessons.

## Lesson 16: Silent e

### Fluency (10 minutes)

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### Word Study (10 minutes)

**Objective:** Students will sort word cards into categories based on the word pattern.

**Materials:**

- ✓ 10 word cards: silent *e* (CVCe) words with same vowel as this week’s lesson (e.g., kite)
- ✓ 10 word cards: CVC words with same vowel (e.g., hid)
- ✓ 10 word cards: CVCC words with same vowel (e.g., mint)

**Lesson:**

1. Review the silent *e* rule.
2. Have students read through word cards.
3. Place one card from each group (CVCe, CVC, CVCC) on the tabletop.
4. Have students take turns “sorting” the words by pattern. To begin, provide a student with a word card. Explain that he or she will put the card under the key card of the same pattern. Have the student sort the word, read the word, and explain why he or she has sorted it into the group.
5. When all cards have been sorted, ask students to review the sort to find any mistakes.

Example Sort:

kite	kit	kick
hide	hid	mint
ripe		

## ***Lesson 16: Silent e***

### **Instructional Reading (20 minutes)**

**Objective:** Students will use the expository comprehension cards<sup>2</sup> and write a “Get the Gist” statement<sup>4</sup> independently.

**Materials:**

- ✓ Same text
- ✓ One set of expository comprehension cards (see Appendices C and D)
- ✓ Writing notebook

**Before Reading**

1. Teach today’s vocabulary words.
2. Ask students to review the expository comprehension cards. Tell students that today they will use the cards independently, without your direction.
3. Spread the cards out on the table. Ask students which cards to start with and why.
4. Have students ask each other the comprehension questions on cards 1 to 4.

**Reading**

1. Ask students which cards are used while reading.
2. Tell students that as one of them reads aloud, the others will need to follow along. It will be their job to point to comprehension cards 5 to 7 at the appropriate times.
3. Call on students to take turns reading.

**After Reading**

1. Ask students which cards to use when they have finished reading.
2. Have students ask one another the comprehension questions on cards 8 to 11.
3. Tell students to independently write “Get the Gist” statements in their writing notebooks.
4. Have students read their statements aloud and discuss how and why they are different.
5. Create a “Get the Gist” statement as a group.
6. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 17: CVC + -ing***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph the number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to read independent-level text when it is not their turn.

### **Word Study (10 minutes)**

**Objective:** Students will learn the doubling rule for adding *-ing* to CVC words and will practice writing CVC + *-ing* words independently.

**Materials:**

- ✓ Flip chart, blackboard, or dry erase board
- ✓ Writing notebooks and pencils
- ✓ Large, bold marker

**Lesson:**

1. Tell students that they will learn the doubling rule for adding *-ing* to CVC words. Explain that when we want to add *-ing* to a CVC word, we double the last consonant and then add *-ing* (bat + ting = batting). A particular word (e.g., sit, rob, or get) should be used to model this spelling pattern on the flip chart or board. This pattern should be modeled several times with several different CVC words.
2. Have each student come to the board to change a new CVC word into a CVC + *-ing* word. Provide corrective feedback as necessary.
3. Write out several CVC words on the board. Ask students to copy the words into their writing notebooks.
4. Have students change the CVC words into CVC + *-ing* words in their notebooks.
5. Monitor student work, and provide corrective feedback.

## ***Lesson 17: CVC + -ing***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin an instructional-level narrative text and use a graphic organizer.

**Materials:**

- ✓ Instructional-level narrative text (see Appendix B for list of publishers)
- ✓ Flip chart or large piece of paper with graphic organizer B (see Appendix E)
- ✓ Large, bold marker
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Introduce the graphic organizer to students. Explain that they are going to create a story map that tells about their reading journey through the book. The map will include predictions they make before they read, the information they learn while reading about characters, setting, and events, and the main idea of what they have read each day.
2. Lead students on a book walk, focusing on the title, chapter titles, and pictures.
3. Create a prediction together and write it on the story map in the “Before I Read” section. Explain that this is like preparing to take a trip to a new place – you think you know where you are going and what it will look like, but you are not sure.
4. Teach today’s vocabulary words.

**Reading**

1. Call on students to read aloud. Periodically change readers, making sure that all students receive approximately the same amount of reading time.
2. Pause student reading when new information surfaces in the text. Ask students if they think this information belongs in the graphic organizer and if so, whether it belongs under character, setting, or events. Even when students answer correctly, explain the categorization.
3. Add the correct information to the “While I Read” section of the graphic organizer.

**After Reading**

1. Review the book’s characters, settings, and events using the graphic organizer.
2. Use this information to help students develop a “Get the Gist” statement<sup>4</sup> for the chapter, and write it on the graphic organizer under the “While I Read” section.
3. Use the graphic organizer to discuss how students began their day’s reading journey by making a prediction, learned information on their journey, and summed up their journey by making a “Get the Gist” statement.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the words pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can. Continue as in previous writing lessons.

## Lesson 18: CVC + *-ing*

### Fluency (10 minutes)

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading.

### Word Study (10 minutes)

**Objective:** Students will use their knowledge of the “doubling” rule to make and write CVC words with *-ing* endings.

**Materials:**

- ✓ Flip chart, blackboard, or dry-erase board; marker
- ✓ Sets of word cards (one set for the tutor and one set per student)
- ✓ Sets of endings cards (one set for the tutor and one set per student)
- ✓ Writing notebooks and pencils (one per student)

Word cards

get	rob	tap
sit	rub	nap
bat	sob	tip

Ending cards

ting
bing
ping

**Lesson:**

1. Review the doubling rule with students.
2. Distribute a set of word cards and a set of word endings to each student.
3. Ask students to look at their word cards. Explain that some of the cards contain words and other cards contain endings. Show them the difference. Ask students to separate the cards accordingly.
4. Pick one of the words (e.g., *rob*), and show students how you change *rob* into *robbing* by modeling the process through a think-aloud (“*Rob* ends in *b*, so I double the *b* and add *-ing*.”). Take the appropriate word and ending cards and combine them to make the correct word (*rob* + *bing* = *robbing*). Write the word on the board. Read the word and have students read the word in unison.
5. Ask students to use their cards to make additional CVC + *-ing* words and to write the words in their notebooks. Monitor student work. Provide corrective feedback.
6. Ask each student to read the words written in his or her notebook aloud.

## ***Lesson 18: CVC + -ing***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading the previous day’s text and updating the graphic organizer.

**Materials:**

- ✓ Same text
- ✓ Graphic organizer B that students began in the previous lesson on the flip chart
- ✓ Large, bold marker
- ✓ 1 set of narrative comprehension cards<sup>2</sup> (see Appendices C and D)
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Teach today’s vocabulary words.
2. Review what students learned from the book in the previous lesson, using the graphic organizer as a guide.
3. Use the graphic organizer and narrative comprehension cards 1 to 3 to help students make predictions about what will happen next in the book.
4. Record a group prediction for today’s reading in the “Before I Read” section on the graphic organizer and remind students that the day’s reading journey has begun!

**Reading**

1. Have students take turns reading. Hold students accountable for keeping their place in the book and make sure that all students read for approximately the same amount of time.
2. Place narrative cards 4 to 10 in front of students. Stop their reading periodically to ask if they can answer any of these questions.
3. Ask students if they think they need to add any of these answers to their graphic organizer under the “While I Read” section. Remind students to look for characters, settings, and events on their journey.

**After Reading**

1. Answer the questions on narrative comprehension cards 11 to 15 with students and use these answers to help them develop a “Get the Gist” statement<sup>4</sup>.
2. Add the “Get the Gist” statement to the graphic organizer under the “After I Read” section.
3. Review the day’s journey, how students traveled from the prediction to the “Get the Gist” statement.
4. Discuss what new things students learned on their reading journey today.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. One minute timed writing activity (same as previous lesson).

## Lesson 19: CVC + -ing

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### Word Study (10 minutes)

**Objective:** Students will read CVC + -ing words.

**Materials:**

- ✓ Word cards: CVC + -ing words (each word will appear on two separate cards)

Example word cards:

getting	robbing	tapping	sobbing
sitting	rubbing	napping	batting

**Lesson:**

1. Review the doubling pattern with students.
2. Go over the rules for the game “Go Fish.” Explain that matches are made by pairing identical words.
3. Shuffle cards, and deal five cards to each student. The rest of the cards are stacked face down on the table.
4. Have students check their cards for pairs. If a student has a pair, he or she places it face up on the table and reads the word in order to keep the pair. If the student cannot read the word, both cards get placed at the bottom the pile, and the student draws two more cards.
5. Instruct the first student to ask another student for one of the words he or she is holding. If the second student has the word card, he or she gives the card to the first student. If the second student does not have the card, he or she says “Go Fish,” and the first student draws a card from the face-down pile. If a matching word is found, that student may take one more turn.
6. When someone discards all of his or her cards, the student with the most pairs wins.
7. Repeat another round if time permits.



## ***Lesson 19: CVC + -ing***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading and will work in pairs on a graphic organizer.

**Materials:**

- ✓ Same text
- ✓ Graphic organizer B on flip chart
- ✓ Individual copies of Graphic Organizer B for each student
- ✓ Marker and pencils

**Before Reading**

1. Review the graphic organizer with students, comparing it to a map that tells where they have been and where they are going.
2. Pass out the individual graphic organizers and tell students that today they will make their own maps.
3. Tell students to go on a book walk (specify the pages to be read today) and record predictions on their story maps in the “Before I Read” section.
4. Have each student read his or her prediction. Discuss how the predictions are similar or different.

**Reading**

1. Tell students that they will be working in pairs, reading and looking for information to add to their story maps. Remind them they should focus on characters, settings, and events.
2. Make sure that all students receive approximately the same amount of reading time by telling them when to switch readers.
3. Tell students that when they read information that they believe belongs in the “While I Read” section of their map, they should stop at the end of the sentence and fill it in on the graphic organizer.

**After Reading**

1. Have students work with their partners to create a “Get the Gist” statements<sup>4</sup> and add them to their story maps in the “After I Read” section.
2. Ask each pair about their journey today – where they thought they would go, where they went, and what they wrote for their “Get the Gist” statement.
3. Ask students what information they think should be added to the big story map on the flip chart.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 20: CVC + -ing

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will sort word cards into categories by reading words and determining which pattern each word follows.

**Materials:**

- ✓ 30 word cards: CVC + -ing words including different vowel sounds
- ✓ Writing notebooks

**Lesson:**

1. Review the “doubling” rule for adding -ing to CVC words.
2. Have students read through the word cards.
3. Place one card from each group (key cards) on the tabletop.
4. Have students take turns “sorting” the words into one of the groups. To begin, provide a student with a word card. Explain that he or she will put the card under the key card with a similar pattern (in this case the same vowel). Have the student sort the word, read the word, and explain why he or she has sorted it into a particular group.
5. When all cards have been sorted, ask students to review the sort to find any mistakes.
6. If there is extra time, ask students to write more CVC + -ing words in their notebooks.

Example Sort:

getting	tapping	robbing
setting	nabbing	rotting
	patting	

## ***Lesson 20: CVC + -ing***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading and complete individual graphic organizers.

**Materials:**

- ✓ Same text
- ✓ Flip chart with graphic organizer B (see Appendix E)
- ✓ New individual graphic organizer B for each student
- ✓ Marker and pencils

**Before Reading**

1. Tell students that today they will each complete their own story map. Ask students what they will do on their reading journey today.
2. Tell students to take a book walk, looking at pictures and chapter titles in the day's reading and then write predictions on their story maps in the "Before I Read" section.
3. Call on students to share their predictions.
4. Teach today's vocabulary words.

**Reading**

1. Call on students to take turns reading. Make sure that all students receive approximately the same amount of reading time.
2. Intervene periodically to ask questions in order to monitor their comprehension. After the question is answered, tell students you are going to give them a moment to add this information to their story maps. Tell them to determine if information is about a character, a setting, or an event.

**After Reading**

1. Tell students to end their journey by writing "Get the Gist" statement<sup>4</sup> on their story maps.
2. Call on students to share their maps. Discuss the differences and similarities between students' maps.
3. Ask students to help you complete the big story map. Discuss the journey students took through the whole book.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the words pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 21: Vowel Pairs***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct  
a. words read per minute.
3. Ask students to graph the number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to read independent-level text when it is not their turn.

### **Word Study (10 minutes)**

**Objective:** Students will learn one vowel pair.

**Materials:**

- ✓ 10-12 word cards with words using one vowel pair pattern (e.g., *oa*)

Example cards:

boat road coal soap load

**Lesson:**

1. In this lesson, you will introduce students to one vowel pair. Explain to students that a vowel pair consists of two vowels that combine to make one long vowel sound.
2. Read through five word cards, showing the cards to the students as you read them. After reading the cards, ask students what common sound they hear in all of the words (e.g., long *o*). Reread the cards if necessary, emphasizing the long *o* sound. Put the cards on the table, and ask students which letters each word has in common (*oa*).
3. Explain that when *o* and *a* are together, they almost always combine to make the long *o* sound.
4. Have students read through the six word cards in unison two or three times.
5. Introduce the remaining 4-6 word cards by holding up each card, reading it aloud, and asking the students to repeat the word.
6. Mix up the cards and read through them all once more in unison.
7. Give two cards to each student. Tell students that when you call out their names, they will stand up and read their two word cards aloud. At any point you may say, “Switch!” and they will need to quickly trade their word cards with another student. Give each student plenty of chances to practice reading the new vowel pair.

## ***Lesson 21: Vowel Pairs***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level expository text and will use expository comprehension cards<sup>2</sup>.

**Materials:**

- ✓ Instructional-level expository text (see Appendix B for list of publishers)
- ✓ Set of expository comprehension cards (see Appendices C and D)
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Teach today's vocabulary words.
2. Place comprehension cards 1 to 4 in front of the students. Remind students that they have used these in other lessons. Read each card to the students and have them provide answers.

**Reading**

1. Place comprehension cards 5 to 7 in front of the students. Tell them to keep these questions in mind while they read.
2. Call on students to take turns reading. Make sure that all students have approximately the same time for reading.
3. Intervene periodically to ask a question from the comprehension cards.
4. Instruct students to go back to the text and look for the answer if necessary. Assist them in finding the answer.

**After Reading**

1. Read questions on comprehension cards 8 to 11 and have students provide answers. If students struggle to answer the questions, direct them to look through the text for the answers. Encourage students to compare their answers to the questions on the cards with the answers they gave for the questions during pre-reading.
2. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 22: Vowel Pairs***

### **Fluency (10 minutes)**

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### **Word Study (10 minutes)**

**Objective:** Students will continue practice with the vowel pair from the previous lesson.

**Materials:**

- ✓ Cards with words from the previous lesson
- ✓ Dry-erase boards, markers, and erasers for all students

**Lesson:**

1. Review what a vowel pair is. Write an *oa* word from the last lesson on the board, and ask for a volunteer to explain what the vowel pair is and what vowel sound the two vowels make.
2. Have students read through the word cards from the previous lesson.
3. Tell students that you will read one of the words from the word cards, and they will write that word on their boards. Remind students that each word will have *oa* in it.
4. Ask students to hold their boards up when they are finished writing the word. Check their spelling, and tell students to make sure everyone has the word spelled the same way on their boards. Provide assistance when necessary.
5. Ask students to erase their boards. Read a new word for them to write and check. Continue through all the words.
6. Read through the word cards again, either in unison or individually, encouraging fluent reading.

## ***Lesson 22: Vowel Pairs***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level expository text.

**Materials:**

- ✓ Same text
- ✓ Flip chart or large piece of paper
- ✓ Large, bold marker
- ✓ One set of expository comprehension cards<sup>2</sup> (see Appendices C and D)
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Introduce the book's topic by teaching 3 to 5 vocabulary words that will be used in today's reading.
2. Write the topic on the flip chart.
3. Ask students to review expository comprehension cards 1 to 4.
4. Call on students to answer the questions from the cards. Place the cards on the table for students to look at if they have trouble remembering the questions.
5. Tell students to use the answers to each make a prediction.
6. Record their predictions and prior experiences on the chart.

**Reading**

1. Ask students to review expository comprehension questions on cards 5 to 7.
2. Place the cards in front of students if they do not remember all the questions.
3. Call on students to take turns reading. Hold students accountable for keeping their place in the book and make sure that all students read.
4. Intervene periodically and call on a student to ask a question from a comprehension card. When another student answers, let the student who asked the question determine if his or her classmate is correct.
5. Ask students if any information needs to be added to the graphic organizer after each question is answered. Add their answers to the graphic organizer.

**After Reading**

1. Ask students to review expository comprehension questions. Place the cards in front of the students if needed.
2. Call on a student to ask another student a comprehension question. Repeat until all questions have been answered.
3. Help students create a "Get the Gist" statement<sup>4</sup> and write it on the chart.
4. Review the information on the chart and discuss how the students' predictions and prior knowledge compares with what they read.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. One minute timed writing activity (same as previous lesson)

## ***Lesson 23: Vowel Pairs***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will read words that use the vowel pair they have been studying, working towards mastery of the pair.

**Materials:**

- ✓ Word cards which use the designated vowel pair (two cards for each word)

**Lesson:**

1. Review the vowel pair, and read through word cards from the previous days’ lessons.
2. Ask students to work in pairs for this activity.
3. Teach students the rules for the game “Memory™.”
  - a. Shuffle cards and place them facedown in rows and columns on the table.
  - b. The first student will turn over two cards and read them aloud. If they are a match (the same word), the student will collect the pair of cards and take another turn. If the cards do not match, the student will turn them back over, and the second student will begin his or her turn.
  - c. In order to keep a pair of cards, the student must read them correctly. It is up to the other students to keep track of this (and the tutor should be keeping an eye on everyone as well). If there is any doubt, the students should ask the tutor for clarification.
  - d. The game ends when all the cards are collected, and the winner is the student with the most cards.
4. If time remains, students can shuffle the cards and play another round.



## ***Lesson 23: Vowel Pairs***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level text.

**Materials:**

- ✓ Same text
- ✓ Set of expository comprehension cards<sup>2</sup> (see Appendix C and D)
- ✓ 3-5 vocabulary cards

**Before Reading**

- Teach today's vocabulary words.
- Place expository comprehension cards 1 to 4 in front of the students. Have students read the cards and make predictions.

**Reading**

1. Place comprehension cards 5 to 7 in front of the students. Call on students to read each card. Tell them that today they will raise their hands without speaking when they think they can answer a question from one of the comprehension cards.
2. Call on students to take turns reading. Make sure that all students have approximately the same amount of time reading.
3. If students have trouble understanding when to use the comprehension cards, help them with hints such as, "Do you think that what just happened might answer one of those questions?"
4. When students use the cards correctly, praise them, making sure they know they selected the correct card and the correct point in the reading. When students use the cards at incorrect times, assist them with questions such as "What important information did you just learn that made you choose that card?"

**After Reading**

1. Show students comprehension cards 8 to 11, and ask them to answer the questions.
2. Remove the cards from the students' sight, and ask if they can recall the questions. Provide assistance as necessary.
3. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 24: Vowel Pairs

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will sort word cards into categories by reading words and determining which pattern each word follows.

**Materials:**

- ✓ 10 word cards: vowel pair being taught this week (e.g., boat)
- ✓ 10 word cards: CVCe words with same vowel sound (e.g., joke)
- ✓ 10 word cards: CVC words with same vowel (mop)

**Lesson:**

1. Have students read through the word cards.
2. Place one card from each group (CVCe, CVC, vowel pair) on the table.
3. Model sorting one card into each category. Read the card, place it under the appropriate key card, and explain why you sorted it into that group.
4. Have students take turns sorting the words into the groups. Provide a student with a word card. Explain that he or she will put the card under the key card of the same pattern. Have the student sort the word, read the word, and explain why he or she has sorted it into the group.
5. When all cards have been sorted, ask students to review the sort to find any mistakes.
6. Have students read cards in unison if time remains.

Example Sort:

boat	joke	mop
toast	rope	rot
	note	

## ***Lesson 24: Vowel Pairs***

### **Instructional Reading (20 minutes)**

**Objective:** Students will finish reading an instructional-level expository text and use the expository comprehension cards<sup>2</sup> independently.

**Materials:**

- ✓ Same text
- ✓ Set of expository comprehension cards (see Appendices C and D)
- ✓ 3-5 vocabulary word cards
- ✓ Flip chart
- ✓ Large, bold marker

**Before Reading**

1. Teach today's vocabulary words.
2. Ask students to review comprehension questions 1 to 4. Write the questions and responses on the flip chart.

**Reading**

1. Before you begin reading, place expository comprehension cards 5 to 7 in front of the students. Call on students to read each card. Remove the cards. Instruct students to raise their hands when they think they can answer one of the comprehension card questions.
2. Call on students to take turns reading. Make sure that all students receive approximately the same amount of reading time.
3. Ask students questions such as "Do you think that what just happened might answer one of those questions?" if they do not stop reading to answer questions or stop at inappropriate places.
4. Praise students when they use the cards correctly, making sure they know they selected the correct card and the correct place to stop reading. When students use the cards incorrectly, assist them with questions such as, "What important information did you just learn that made you choose that card?"

**After Reading**

1. Show students comprehension cards 8 to 11, and ask them to answer the questions.
2. Review the text, discussing what happened in the beginning, middle, and end, and how the parts were connected to each other.
3. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. One minute timed writing activity ( same as previous lesson)

## Lesson 25: Final *-ed*

### Fluency (10 minutes)

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph the number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to read independent-level text when it is not their turn.

### Word Study (10 minutes)

**Objective:** Students will learn to add *-ed* to CVCC (consonant-vowel-consonant-consonant) words.

**Materials:**

- ✓ Word cards with CVCC verbs which can be changed to the past tense by adding *-ed*, excluding words that end in *t* or *d* since these result in a final sound of /ed/ rather than /t/
- Example cards:  
walk jump kick bump camp pack
- ✓ Writing notebooks and pencils
  - ✓ Dry-erase board, blackboard, or flip chart
  - ✓ Large, bold marker

**Lesson:**

1. Give each student a CVCC verb card.
2. Have students write a sentence in their notebooks using their CVCC verb.
3. Write one of the students' sentences on the board to use as an example (e.g., I kick the ball). Read it aloud.
4. Tell students that you will change the sentence to past tense.
5. Rewrite the sentence and add the word "yesterday" to the end of the sentence and change "kick" to "kicked." Underline the *-ed*, and explain that to change a verb from present to past (today to yesterday), you add *-ed*. Make sure that students are pronouncing "kicked" with a final /t/ rather than /ed/.
6. Write another student's sentence on the board. Rewrite the sentence, and add "yesterday." Ask students what word should be changed to make the sentence past tense. Continue until each student's sentence has been changed.
7. If time remains, write the CVCC verbs on the board, and have students copy them into their notebooks. Ask them to change each verb to the past tense by adding *-ed*.

## ***Lesson 25: Final -ed***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level narrative text and learn to create a graphic organizer.

**Materials:**

- ✓ Instructional-level narrative text (see Appendix B for list of publishers)
- ✓ Flip-chart for graphic organizer C (see Appendix E)
- ✓ Large, bold marker
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Ask students to describe what they remember about graphic organizers. Create an organizer similar to graphic organizer C on the flip chart.
2. Teach today's vocabulary words.
3. Have students take a book walk and make predictions about the book.
4. Write predictions on the graphic organizer in the "Before We Read" section.

**Reading**

1. Ask students what information they might add to the graphic organizer while they are reading. Remind students to pay attention to characters, places, and events.
2. Take turns reading. Make sure all students read for the same amount of time.
3. Pause reading periodically to ask comprehension questions. Ask students if they think the answers to these questions should be included in the graphic organizer. Add new information to the graphic organizer in the "While We Read" section.

**After Reading**

1. Discuss the information added to the graphic organizer.
2. Ask students if the graphic organizer provides information about the main idea.
3. Help students create a "Get the Gist" statement<sup>4</sup>.
4. Write a "Get the Gist" statement under the "After We Read" section.
5. Ask students to compare the main idea with their predictions.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 26: Final –ed***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will review the formation of past tense verbs by adding *-ed* to CVCC verbs.

**Materials:**

- ✓ Word cards with CVCC verbs that do not end in *t* or *d*
- ✓ Dry-erase boards, markers, and erasers

**Lesson:**

1. Write a CVCC verb on the board (e.g., *camp*). Have the students read it aloud. Add *-ed* to the word, and ask the students to read it again.
2. Ask if anyone can explain the difference between the two words (one is in present tense, one is in past). If students cannot provide this explanation, have them come up with a sentence using *camp* and a sentence using *camped*. Ask what the difference is between the two sentences.
3. Review the explanation that adding *-ed* changes a verb from present to past tense.
4. Hold up a word card and tell students to copy the word onto their boards. Choose one student to read the word aloud. Have students add *-ed* to the word, and choose another student to read the new word aloud.
5. Ask students to erase their boards, and begin again with a new word. Use several different verbs, and allow each student multiple turns to practice.
6. Have students read through the CVCC word cards, orally adding *-ed* to each one.

## ***Lesson 26: Final –ed***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level narrative text and create a graphic organizer with a partner.

**Materials:**

- ✓ Same text
- ✓ Flip chart for graphic organizer C
- ✓ A copy of graphic organizer C for each student
- ✓ Large, bold marker and pencils
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Tell students that they will work with a partner during instructional reading.
2. Place students in groups of two and give each student a personal graphic organizer.
3. Teach today’s vocabulary words.
4. Tell students to take a book walk and write predictions on their graphic organizers in the “Before We Read” section.

**Reading**

1. Tell students they will continue reading their books with their partners.
2. In each pair, assign one student to be partner “A” and the other student partner “B.”
3. Begin reading by calling on all the partner “A” students to read. Remind them to read in a quiet voice since several of them will be reading at the same time.
4. Tell the “A” partners to stop reading. Give students one minute to discuss any new information they learned and write it on their organizers.
5. Call on partner “B” students to read.
6. Tell partner “B” students to stop reading. Give students one minute to discuss the information and to add important information to their graphic organizers in the “While We Read” section.
7. Continue alternating between partner “A” and partner “B” readers while giving students one minute between readings to fill in their graphic organizers.
8. Monitor students to make sure they are reading appropriately and that they are identifying the correct information from the reading.

**After Reading**

1. Tell partners to work in pairs to create “Get the Gist” statement<sup>4</sup> and write them on their graphic organizers.
2. Share and discuss students’ “Get the Gist” statements.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. One minute timed writing activity (same as previous lesson).

## ***Lesson 27: Final –ed***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group’s independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will review the “doubling” rule for adding *-ing* to a CVC verb and learn the “doubling” rule for adding *-ed* to a CVC word.

**Materials:**

- ✓ Dry-erase board, blackboard, or flip chart
- ✓ Large, bold marker
- ✓ Writing notebooks and pencils

**Lesson:**

1. Review the “doubling” rule with the students. Explain that when they add an ending to a CVC word they must double the last letter.
2. Write a CVC word (e.g., *nap*). Ask how *nap* would change to *napping*, and write it on the board. Rewrite *nap* and ask how to change it to *napped*, writing this on the board as well.
3. Circle the words *nap* and *napped*. Review the rule that when adding *-ed* to a CVC word, you double the last consonant and then add *-ed* to the end of the word.
4. Write about ten CVC words on the board, and have students copy them into their notebooks. Ask the students to rewrite each word, doubling the last consonant and adding *-ed*.
5. Have students read through the list of words in unison, reading the CVC word and then the CVC + *-ed* word.



## ***Lesson 27: Final –ed***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level narrative text and work together to make a graphic organizer.

**Materials:**

- ✓ Same text
- ✓ Flip chart with graphic organizer C (see Appendix E)
- ✓ Large, bold marker
- ✓ 3-5 vocabulary cards

**Before Reading**

1. Teach today's vocabulary words.
2. Instruct students to take a book walk and make predictions about the day's reading.
3. Tell students that they will be filling out the graphic organizer on the chart. Ask one student to write a prediction on the flip chart.

**Reading**

1. Have students take turns reading.
2. Pause periodically and discuss new information with students.
3. Ask if anyone thinks something needs to be added to the graphic organizer. Choose a student to add new information to the "While We Read" section. Discuss what they added and why they think it is important.

**After Reading**

1. Discuss the information added to the graphic organizer and why students added this information.
2. Tell students to write "Get the Gist" statement<sup>4</sup> in their writing notebooks.
3. Ask each student to share his or her "Get the Gist" statement with the group.
4. Ask a student to add their "Get the Gist" to the graphic organizer under the "After We Read" section.
5. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 28: Final –ed***

### **Fluency (10 minutes)**

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### **Word Study (10 minutes)**

**Objective:** Students will review the rules for adding *–ed* to CVC and CVCC words.

**Materials:**

- ✓ Dry-erase board, blackboard, or flip chart
- ✓ Large, bold marker

**Lesson:**

1. Tell students that today’s lesson will be a Tic-Tac-Toe tournament.
2. Draw a Tic-Tac-Toe board, and write a CVC or CVCC verb in each square
3. Tell students that to gain a square, they must change the verb from present to past by rewriting it beneath the original verb. If the new word is written correctly, the student may draw an “X” or “O” in that square. If a student does not add *–ed* correctly, that square remains open.
4. Have the other students determine whether an answer is correct or not by showing a thumbs up or thumbs down. Make the ultimate decision with your own thumbs up or thumbs down signal. Continue play until one student wins by getting three X’s or three O’s in a row.
5. Redraw the board, writing new words in the squares. The number of students will determine how the game will proceed. Continue to play in tournament fashion until a Tic-Tac-Toe champion is determined.

## ***Lesson 28: Final –ed***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level narrative text and independently complete a graphic organizer.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Copy of personal graphic organizer C for each student (see Appendix E)
- ✓ Pencils

**Before Reading**

1. Teach today’s vocabulary words.
2. Ask students to retell the events of the book so far.
3. Pass out the students’ graphic organizers. Tell students they will complete their own graphic organizers.
4. Tell students to go on a book walk and to write their predictions in the appropriate place on their graphic organizers.

**Reading**

1. Have students take turns reading.
2. Pause reading when new information is uncovered. Ask students questions and discuss the information. Ask students if the information should be added to their graphic organizers. Provide students with time to alter their graphic organizers.

**After Reading**

1. Call on students to share the information they added to their graphic organizers.
2. Tell students to add “Get the Gist” statements<sup>4</sup> to their graphic organizers. Remind them that their statements should be ten words or less.
3. Ask students to share the similarities and differences between their predictions and their “Get the Gist” statements.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 29: R-controlled vowels

### Fluency (10 minutes)

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct
3. words read per minute.
4. Ask students to graph the number of words read correctly.
5. Repeat this process for each student.

### Word Study (10 minutes)

**Objective:** Students will learn how *r* can change the sound of vowels it follows, and will learn one of the following *r*-controlled vowel pattern (ar, ir, er, ur).

**Materials:**

- ✓ Word cards with one of the *r* controlled patterns

Example:

car	far	chart	cart
tar	hard	mark	star

- ✓ Dry-erase boards, markers, and erasers for all students
- ✓ Writing notebooks

**Lesson:**

1. Introduce the *r*-controlled pattern to the students. (“Today we will be learning about the bossy *r*. When you put an *r* after a vowel, the *r* becomes bossy and changes the sound of the vowel that it follows.”)
2. Write a CVC word on the board (e.g., tap). Discuss the sound that the vowel makes in the word.
3. Write the same word again, but with the last consonant changed to an *r* (e.g., tar). Read both words and explain that the *r* changes the sound of the *a*. Explain that when an *r* comes after a vowel, the *r* gets bossy and changes the sound of the vowel. Use more examples to illustrate this pattern (can/car, hand/hard).
4. Have students take turns reading the word cards. Provide assistance as necessary, reminding them of the new sound made by the vowel when it is followed by the bossy *r*. Continue until students have read all of the cards.
5. Have students read the word cards in unison. Make sure all children are reading, and ask students to speak loudly and clearly so that you can hear them.
6. Ask students to write two or three *r*-controlled words in their writing notebooks.

## ***Lesson 29: R-controlled***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level expository text and use expository comprehension cards<sup>2</sup>.

**Materials:**

- ✓ Instructional-level expository text (see Appendix B for list of publishers)
- ✓ Expository comprehension cards (see Appendices C and D)
- ✓ 3-5 vocabulary word cards
- ✓ Writing notebooks

**Before Reading**

1. Teach today's vocabulary words.
2. Ask students to share what they remember about the expository comprehension cards.
3. Review expository cards 1 to 4 with the students, and have them answer the questions.
4. Tell the students to write one prediction in their notebooks using the answers to the cards.

**Reading**

1. Review comprehension cards 5 to 7 and place the cards in front of students.
2. Have students take turns reading.
3. Stop reading periodically, and have students answer the questions. Ask students to support their answers by referring to specific places in the text.
4. Tell students to write the most important thing they read in their writing notebooks.

**After Reading**

1. Review cards 8 to 11 with students. Have students answer the questions.
2. Tell students to use "the most important thing" they wrote in their notebooks to make a "Get the Gist" statement<sup>4</sup> about the reading.
3. Tell students to read their predictions, their statements about the "most important thing," and their "Get the Gist" statements. Discuss how the statements are similar and different.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 30: R-controlled vowels

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students review the *r*-controlled vowel pattern

**Materials:**

- ✓ Word cards with one *r*-controlled vowel pattern from Lesson 29.
- ✓ Bingo boards with *r*-controlled words from Lesson 29
- ✓ Small pieces of paper or chips (for Bingo tokens)
- ✓ Pocket chart

**Lesson:**

1. Review the *r*-controlled vowel pattern from the previous lesson, and remind students of the bossy “r.” Write some examples on the board.
2. Ask a student to describe what happens when an *r* is placed after a vowel. Ask for examples from students.
3. Have students take turns reading the word cards individually or in unison.
4. Provide students with Bingo boards.
5. Read words from word cards. If a student finds the word on his or her board, have him or her mark it with a token. After all students mark the word, place the word in the pocket chart so that they can see it. When a student gets all the words in a vertical, horizontal, or diagonal row he or she yells “BINGO!” Have the student read his or her words. If correct, he or she is the winner. If he or she did not mark the correct words, continue the game.

part	chart	far	star	car
mark	start	cart	yard	lard
bar	arm	free	scar	tar
jar	harm	sharp	card	dark
dart	bark	charm	barb	shark

## ***Lesson 30: R-controlled***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level expository text and use the expository card questions<sup>2</sup> without cards.

**Materials:**

- ✓ Same text
- ✓ Expository comprehension cards (see Appendices C and D)
- ✓ 3-5 vocabulary word cards
- ✓ Writing notebooks

**Before Reading**

1. Teach today's vocabulary words.
2. Review questions from comprehension cards 1 to 4 without using the cards. Tell students that today they will use the questions but not the cards.
3. Ask students to tell you the questions and provide answers.
4. Write the comprehension card questions and answers on the flip chart.
5. Make a prediction as a group and write it on the flip chart.

**Reading**

1. Ask students to recall the questions from comprehension cards 5 to 7.
2. Call on students to take turns reading and make sure that all students receive approximately the same amount of reading time.
3. Stop students' reading periodically. Call on a student to ask another student one of the comprehension card questions. Discuss the answer.

**After Reading**

1. Review the questions from comprehension cards 8 to 11 without the cards.
2. Call on students to ask each other comprehension card questions.
3. Write down the questions and students' answers on the flip chart.
4. Create a "Get the Gist" statement<sup>4</sup> as a group.
5. Compare the card questions and predictions to the answers for cards 8 to 11 and the "Get the Gist" statement.
6. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 31: R-controlled vowels

### Fluency (10 minutes)

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### Word Study (10 minutes)

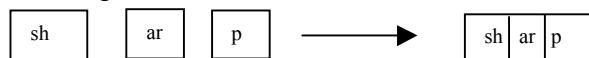
**Objective:** Students will use their knowledge of the *r*-controlled pattern to make words.

**Materials:**

- ✓ Word cards with the *r*-controlled pattern from the previous lesson
- ✓ One card (for each student) with only the *r*-controlled vowel stem (e.g., *ar*)
- ✓ Sets of cards (one set for each student) with consonants and consonant blends (e.g., *k*, *sk*, *s*)
- ✓ Writing notebooks

**Lesson:**

1. Review the *r*-controlled vowel pattern from the previous lesson. Remind students of the bossy *r*. Give several examples on the board.
2. Have students read through the word cards taking turns or in unison.
3. Distribute an *r*-controlled stem card and a set of consonant/consonant blend cards to each student.
4. Tell students that they are going to be making words with the cards. Show the students the stem (e.g. *ar*). Instruct students to add consonants to this card to make new *ar* words. Tell students that they can place consonants before the *ar*, after the *ar*, or both. Model this process for the students.



5. Tell students to make as many words as they can. Have students write each word in their writing notebooks.
6. Have students take turns sharing their words. Discuss whether the words are real words or make believe words.



## ***Lesson 31: R-controlled***

### **Instructional Reading (20 minutes)**

**Objective:** Students will read in pairs and use the expository card questions without the cards.

**Materials:**

- ✓ Same text
- ✓ Expository comprehension cards<sup>2</sup> (see Appendices C and D)
- ✓ 3-5 vocabulary word cards
- ✓ Writing notebooks

**Before Reading**

1. Teach today's vocabulary words.
2. Review the questions on comprehension cards 1 to 4 without using the cards.
3. Call on students to ask each other questions from the cards.
4. Write the comprehension card questions and students' answers on the flip chart.
5. Make a prediction as a group, and write it on the flip chart.

**Reading**

1. Pair students so that they can read in partners. Call one partner "A" and the other partner "B."
2. Ask students to review the comprehension questions on cards 5 to 7.
3. Remind students to use the questions but to try not to use the cards.
4. Ask each partner "A" to read quietly so that only their partner can hear them.
5. Stop partner "A" and tell partner "B" to ask the appropriate questions. Tell the students to use the cards if necessary.
6. Switch readers so that the "B" partners have a turn reading.
7. Stop partner "B" and tell partner "A" to ask the appropriate questions.
8. Monitor to ensure that students are reading and asking the appropriate questions.

**After Reading**

1. Review the questions on comprehension cards 8 to 11 without the cards.
2. Call on students to ask their partners the comprehension questions.
3. Discuss each pair's set of answers to the questions and write them down on the flip chart.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 32: R-controlled vowels

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will sort words by the short vowel sound, the long vowel sound, and the *r*-controlled sound made by this week's vowel.

**Materials:**

- ✓ Word cards with the *r*-controlled vowel pattern from the week's lessons
- ✓ Cards with words that have the short sound of the vowel used in this week's lessons
- ✓ Cards with words that have the long sound of the vowel used in this week's lessons

**Lesson:**

1. Review the *r*-controlled vowel pattern from the previous lesson, and remind students of the bossy *r*.
2. Have students read through the *r*-controlled cards.
3. Review the short and long sounds of the vowel from this week's lessons.
4. Place one card from each group (key cards) at the top of pocket chart, or on the tabletop.
5. Have students take turns "sorting" the words into one of the groups. Provide a student with a word card. Explain that he or she will put the card under the key card with a similar pattern (in this case the same vowel sound). Have the student sort the word, read the word, and explain why they have sorted it into the group.

Example Sort

farm	pat	raid
part	ham	pain
	sad	

6. When all cards have been sorted, ask students to review the sort to find any mistakes.

## ***Lesson 32: R-controlled***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading and ask each other expository comprehension card<sup>2</sup> questions.

**Materials:**

- ✓ Same text
- ✓ Expository comprehension cards (see Appendices C and D)
- ✓ Writing notebooks

**Before Reading**

1. Teach today's vocabulary words.
2. Review the comprehension card questions on cards 1 to 4 without the cards.
3. Call on students to ask each other questions using the comprehension cards.
4. Ask each student to make a prediction.

**Reading**

1. Review the comprehension card questions on cards 5 to 7 without the cards.
2. Have students take turns reading.
3. Tell students to put their thumbs up when they think a question can be answered. When students put their thumbs up, stop the reading and allow them to ask the question. After the question is asked and answered, ask the student why he/she felt this was a good place to ask that question.
4. Make sure to pause reading periodically to monitor students' reading using comprehension card questions and more specific questions.

**After Reading**

1. Review the questions on cards 8 to 11 without the cards.
2. Call on students to ask their classmates questions from the comprehension cards. Remember that the same question may be used more than once.
3. Create a "Get the Gist" statement<sup>4</sup> as a class.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 33: Vowel Diphthongs

### Fluency (10 minutes)

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph the number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to read independent-level text when it is not their turn.

### Word Study (10 minutes)

**Objective:** Students will learn the sound of one vowel diphthong.

**Materials:**

- ✓ Flip chart, dry-erase board, or blackboard
- ✓ Writing notebooks
- ✓ Word cards with one of the vowel diphthong patterns (e.g., *ow*, *ou*, *oi*, *oy*). Note, *ow* and *ou* are the more common diphthongs, so you may want to teach those first.

Example:

cow	owl	sow	plow
prowl	drown	crown	town

- ✓ Word study notebooks

**Lesson:**

1. Introduce the vowel diphthong pattern to the students (“We’re going to learn about a pair of letters that work together.”).
2. Write the diphthong pattern on the board (e.g., *ow*). Explain that these two letters make the /ow/ sound: “Most of the time when we see *ow* together in the middle of a word, it says /ow/.”
3. Write several more examples on the board. Ask each student to read a word, come to the board, and underline the letters that make the /ow/ sound.
4. Have students take turns reading words from the word cards. Provide assistance as necessary, reminding them of the new sound that the two letters make when they are together in the middle of a word. Provide multiple opportunities for each student to read.
5. Have students read the word cards in unison. Make sure all students are reading, and ask them to speak loudly and clearly so that you can hear them.
6. Ask students to write four or five of the new words in their writing notebooks. Monitor work and provide feedback as necessary.

## ***Lesson 33: Vowel Diphthongs***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level narrative text and learn about story elements using a graphic organizer.

**Materials:**

- ✓ Instructional-level narrative text (see Appendix B for list of publishers)
- ✓ Flip chart with graphic organizer D written on it (see Appendix E)
- ✓ Photocopies of graphic organizer D for each student
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Teach today's vocabulary words.
2. Tell students to take a book walk and discuss their predictions.
3. Tell students to write their predictions on their personal graphic organizers.

**Reading**

1. Introduce the graphic organizer to the students. Tell them to look for story elements while they read to fill in their graphic organizers.
2. Explain that story elements are like the ingredients used in a recipe. To make chocolate chip cookies, they need flour, sugar, butter, and chocolate chips. To make a story, they need characters, setting, events, a problem, a plot, a solution, a resolution, and a theme. Give a brief explanation of these elements and point to them on the graphic organizer. Tell them that this graphic organizer will be a recipe for this story.
3. Have students take turns reading.
4. Stop students' reading periodically to ask students to identify the characters, what is happening in the story, where and when the story is occurring, and what may happen next.
5. Record this information on the larger graphic organizer, and tell students to record these items on their personal graphic organizers.

**After Reading**

1. Review the graphic organizer by asking what ingredients the students identified.
2. Use the graphic organizer to create a "Get the Gist" statement<sup>4</sup>.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 34: Vowel Diphthongs

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will practice reading words with the vowel diphthong from yesterday's lesson.

**Materials:**

- ✓ Word cards from previous lesson
- ✓ Bingo boards with same words as word cards
- ✓ Bingo chips

**Lesson:**

1. Review the vowel diphthong pattern from the previous day's lesson, and remind students that the two letters (e.g., *ow*) work together to make a new sound (e.g., /ow/).
2. Show students the word cards, and have students take turns reading the words. Have students read words a second time in unison.
3. Pass out "Bingo" boards and markers.
4. Instruct students to listen as you read a word. They must look for that word on their boards. If a student finds the word, he or she places a chip on that space. When a student covers one row vertically, horizontally, or diagonally, he or she says, "Bingo!"
5. Read words from the word cards, keeping the cards that have been read in a separate pile. When a student says "Bingo," have him or her read through the words which appear in the winning row. If the student has correctly marked all of the words, he or she wins the round. If the student mistakenly marked a word, have him or her remove the misplaced chip and continue playing the game.

Example Board:

bow	gown	wow	cow	sow
crowd	owl	drown	howl	growl
plow	frown	how	scowl	down
town	vow	prowl	clown	brown

## ***Lesson 34: Vowel Diphthongs***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading instructional-level narrative text and learning about story elements.

**Materials:**

- ✓ Same text
- ✓ Flip chart with graphic organizer from previous lesson
- ✓ Personal graphic organizers for students
- ✓ 3-5 vocabulary cards

**Before Reading**

1. Review the graphic organizer that students began yesterday and remind students that story elements are like the ingredients in a recipe.
2. Teach today's vocabulary words.
3. Tell students to use information from the graphic organizer and the vocabulary words to make a prediction about what will happen next in the story.
4. Tell students to write this prediction on their personal graphic organizers.

**Reading**

1. Remind students to look for story elements while reading to fill in their graphic organizers.
2. Have students take turns reading.
3. Ask students explicit and implicit comprehension questions that are planned prior to the lesson.
4. Ask students what information should be included in the graphic organizer and under what category. Have them identify the ingredients for the story.
5. Have students record these items on their personal graphic organizers and on the flip chart.

**After Reading**

1. Review the graphic organizer and discuss the information that was added today.
2. Tell students to use their graphic organizers to create "Get the Gist" statements<sup>4</sup>.
3. Ask students to share their "Get the Gist" statements.
4. Have students predict what will happen in the story next.
5. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 35: Vowel Diphthongs

### Fluency (10 minutes)

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### Word Study (10 minutes)

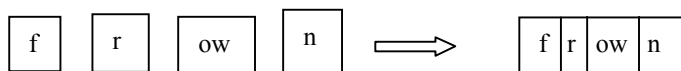
**Objective:** Students will use their knowledge of the vowel diphthong pattern to make words.

**Materials:**

- ✓ Word cards with the vowel diphthong pattern from the previous lesson
- ✓ A card with the vowel diphthong (e.g., *ow*) for each student
- ✓ A set of consonant cards for each student (e.g., *b, s, k*)
- ✓ List of words to be read aloud to the students
- ✓ Writing notebooks

**Lesson:**

1. Review the vowel diphthong pattern from the previous lesson.
2. Have students read through the word cards individually or in unison.
3. Distribute the vowel diphthong cards and the consonant cards to the students.
4. Explain that students are going to be making words with the cards. Show the students the diphthong card (e.g. *ow*). Instruct students to add consonant cards to this card to make new /ow/ words. Tell students that they may put consonants both before the /ow/ and after the /ow/. Model this process for the students.



5. Call out the first word for students to form. Monitor student work, helping when necessary. Once everyone has formed the word correctly, have the students write the word in their notebooks.
6. Keep track of any words with which students struggle and repeat these words later in the lesson.



## ***Lesson 35: Vowel Diphthongs***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level narrative text with a partner and learning about story elements using a graphic organizer.

**Materials:**

- ✓ Same text
- ✓ Flip chart with prepared graphic organizer used in previous lessons
- ✓ Personal graphic organizers for students
- ✓ 3-5 vocabulary word cards
- ✓ Sets of cards with questions for the reading on one side and page numbers telling where to stop reading to answer the questions on the other side

**Before Reading**

1. Review the graphic organizer that students began in Lesson 33. Remind students to look for ingredients of the story and review how story elements are like ingredients.
2. Tell students to take a book walk and discuss predictions for today's reading.
3. Teach today's vocabulary words.

**Reading**

1. Remind students to look for story elements while reading to fill in their graphic organizers.
2. Pair students, and have them take turns reading with a partner.
3. Give each pair a set of cards with questions about the text. Tell students to look at the page number on the first card and stop after they read this page, turn the card over, and answer that question. When students answer a question they think belongs on the graphic organizer, tell them to add it to their personal graphic organizers. Before students begin reading again, have them look at the next page number so they know where to stop reading.
4. Monitor students to make sure that all students receive the same amount of reading time and that students are properly asking and answering questions.

**After Reading**

1. When students finish reading, review the question cards with them. Discuss what information students added to their graphic organizers and why. Add the proper information to the graphic organizer on the flip chart.
2. Create a "Get the Gist" statement<sup>4</sup> with students.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 36: Vowel Diphthongs

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will sort word cards into categories by reading words and determining which pattern each word follows.

**Materials:**

- ✓ 10 word cards that include the diphthong being studied (e.g., town)
- ✓ 10 word cards with *r*-controlled vowel, same vowel (e.g., thorn)
- ✓ 10 word cards with CCVC words, same vowel (e.g., spot)

**Lesson:**

1. Review the sound of the diphthong being studied.
2. Have students read through the word cards.
3. Place one card from each group (key cards) on the tabletop.
4. Model sorting one card into each category. Read the card, place it under the appropriate key card, and explain why you sorted it into that group.
5. Have students take turns sorting the words into one of the groups. Provide a student with a word card. Explain that he or she will put the card under the key card of the same pattern. Have the student sort the word, read the word, and explain why he or she has sorted it into the group.
6. When all cards have been sorted, ask students to review the sort to find any mistakes.

Example Sort:

town	thorn	spot
plow	cord	slob
	sport	

## ***Lesson 36: Vowel Diphthongs***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level narrative text and learning about story elements using a graphic organizer.

**Materials:**

- ✓ Same text
- ✓ Flip chart with graphic organizer
- ✓ Personal graphic organizers for students
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Review the graphic organizer from previous lessons.
2. Teach today's vocabulary words.
3. Tell students to make a prediction about the day's reading.

**Reading**

1. Remind students to look for story elements while reading to fill in their graphic organizers.
2. Tell students to put their thumbs up when they read information that should be included in the graphic organizer.
3. Call on students to take turns reading. Make sure that all students receive approximately the same amount of reading time.
4. Stop students' reading periodically to monitor comprehension. Have explicit and implicit comprehension questions planned prior to lesson. When students put their thumbs up, have them state what information should be added and why, and under what category the information should be written.
5. Have students record these items on their personal graphic organizers and on the flip chart.

**After Reading**

1. Review the graphic organizer and discuss what information the students added today.
2. Tell students to add a "Get the Gist" statement<sup>4</sup> to their graphic organizers.
3. Ask each student to read his or her "Get the Gist" statement aloud.
4. Discuss the story elements in this story. What ingredients did the author put together to make this story?
5. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 37: Complex Onset and Rime

### Fluency (10 minutes)

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct
3. words read per minute.
4. Ask students to graph the number of words read correctly.
5. Repeat this process for each student.

### Word Study (10 minutes)

**Objective:** Students will learn one complex rime.

**Materials:**

- ✓ Flip-chart, dry-erase board, or blackboard
- ✓ Cards with onsets that can be taped to the beginning of the chosen rime
- ✓ Word cards with *one* complex rime pattern

Examples of complex rime patterns:

<i>itch</i>	<i>ought</i>	<i>ind</i>	<i>ight</i>	<i>eight</i>
ditch	fought	kind	light	weight
pitch	bought	find	tight	eight
hitch	wrought	mind	fright	freight

- ✓ Dry-erase boards, marker and erasers for all students
- ✓ Writing notebooks

**Lesson:**

1. Show students a card with only the complex rime (e.g., *ight*). Explain that sometimes combinations of letters make a rime pattern that does not follow rules. Point to the rime, and explain (“When we see ‘ight,’ the *g* and the *h* are silent and the rime sounds like /ite/...like in right.”). Ask the students to spell the rime and read the rime in unison.
2. Write the rime on the board, leaving an underlined space for an onset. Place an onset card before the rime, and have a student read the word.

br + ight → bright

3. Continue with all of the onsets. Provide each student with at least two opportunities to read different words. Continually remind students that *i, g, h, t* says /ite/.
4. Have students read through the word cards in unison.
5. Distribute dry-erase boards, markers, and erasers to students. Instruct students to write the rime on their boards, and to add onsets to the beginning of the rime. Have students write the words in their notebooks. Monitor student work and provide corrective feedback.

## ***Lesson 37: Complex Onset and Rime***

### **Instructional Reading**

**Objective:** Students will use a “Detective’s Notebook” graphic organizer to help them read an instructional-level narrative text

**Materials:**

- ✓ Instructional-level narrative text (see Appendix B for list of publishers)
- ✓ “Detective’s Notebook” for each student (see graphic organizer E in Appendix E)
- ✓ 3-5 vocabulary word cards

**Before Reading**

1. Pass out the new books to students. Let them preview the text and discuss the topic.
2. Teach today’s vocabulary words.
3. Give each student their “Detective’s Notebook.” Explain that this new book is a mystery to them, and they will work like detectives to find the most important information in the book. By the end of the book, they will have solved the mystery and will be able to explain the book.
4. Have the students fill in “Case of \_\_\_\_” with the title of the book.

**Reading**

1. Tell students to write important information that they learn while reading on the first page of their notebooks.
2. Explain the three categories - suspects (characters), scene (setting), and clues (plot) - and how they will help students understand the main idea of the story.
3. Call on students to take turns reading. Guide them by pointing out information to be written in the notebooks.

**After Reading**

1. Review the information written in the notebooks. Ask students to discuss if it is the most important information from the story.
2. Tell them that good detectives always try to stay ahead of the mystery by making predictions about what may happen. Have students make predictions about the text.
3. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 38: Complex Onset and Rime***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will practice reading and writing words with the new rime.

**Materials:**

- ✓ Flip-chart, dry-erase board, or blackboard
- ✓ Word cards with previous lesson’s rime pattern
- ✓ Writing notebooks
- ✓ Materials for “Bag of Tricks”<sup>5</sup>
  1. Paper bag or box labeled “onsets”
  2. Onset cards inside the bag (e.g., *r*, *br*, *pl*)
  3. Rime cards with the rime pattern from previous lesson

**Lesson:**

1. Ask if any of the students remember the rime from the previous lesson. Remind students that this rime (e.g., *ight*) includes letters which blend together to make a unique rime pattern (e.g., /ite/).
2. Ask each student to say at least one word with the rime, and ask them to spell the word (providing help as needed). Write the responses on the board.
3. Have students read the previous lesson’s word cards in unison.
4. Seat students in a circle. Hand a rime card to each student.
5. Place the bag or box in the middle of the circle within reach of everyone. Model drawing an onset card out of the bag, combining it with your rime card, and saying the word. Ask the students if the word you created is real or nonsense.
6. Have one student draw an onset from the bag, combine it with his or her rime card, and read the word.
7. Ask the students if the word is real or nonsense. If it is a real word, have them write the word in their writing notebooks.
8. Have students take turns until all cards have been drawn from the bag. If time remains, put the onset cards back in the bag and play another round.

## ***Lesson 38: Complex Onset and Rime***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue to use their “Detective’s Notebooks” as they read.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ “Detective’s Notebook” for each student (see graphic organizer E in Appendix E)

**Before Reading**

1. Teach today’s vocabulary words.
2. Discuss what has happened so far in the book. Review the suspects (characters), scene (setting), and clues (plot) uncovered so far.

**Reading**

1. Call on students to take turns reading.
2. Ask explicit and implicit questions during reading to monitor comprehension and ensure that everyone is following along.
3. Allow students more responsibility for finding “clues.” Pause reading after important information is uncovered, and allow students to write the information in their notebooks.

**After Reading**

1. Read and discuss what students have written in their notebooks.
2. Spend some time talking about the characters in the book. Ask students their opinions of the main characters.
3. Review today’s vocabulary words.
4. Congratulate students on their great detective work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 39: Complex Onset and Rime***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will practice reading words that include the complex rime.

**Materials:**

- ✓ Word cards: words containing this week's rime (each word will appear on two cards)
- ✓ Word cards: CVC + e, same vowel as the chosen rime

Example Word Cards:

light right bike dime

**Lesson:**

1. Review the new rime with the students and review the silent *e* rule.
2. Go over the rules for "Go Fish." Explain that matches are made by pairing two identical words.
3. Shuffle cards, and deal five cards to each student. The rest of the cards are piled face down on the table.
4. Have students check their cards for pairs. If a student has a pair, he or she places it face up on the table and reads the two words. If the student cannot read the word, both cards go back into the pile, and the student draws two more cards.
5. Instruct the first student to ask another student for one of the words he or she is holding. If the second student has the card, he or she gives the card to the first student. If the second student does not have the card, he or she says "Go Fish," and the first student draws a card from the facedown pile. If a match is found (either from another student or the pile), that student may take one more turn, but no student may take more than two consecutive turns.
6. When someone discards all of his or her cards, the student with the most pairs wins.
7. Repeat if time permits.



## ***Lesson 39: Complex Onset and Rime***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue to use their “Detective’s Notebooks” while reading.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ “Detective’s Notebook” for each student
- ✓ 10-12 review questions written on paper (for your own reference)
- ✓ Flip chart

**Before Reading**

1. Teach today’s vocabulary words.
2. Tell students that they will be asked questions to make sure they are being careful detectives and are paying close attention to the “case.”
3. Call on individual students to answer review questions about the text. Include questions about characters, setting, plot, and vocabulary.
4. Ask students to use the clues to make predictions about what may happen in the book.

**Reading**

1. Call on students to take turns reading.
2. Have students raise their hands when they find important clues to add to the notebooks. After the student finishes reading that sentence, ask what information should be added. Discuss whether these clues are important information or details, and have students write the information in their notebooks if appropriate.
3. Ask explicit and implicit questions during reading to check for comprehension.

**After Reading**

1. Review the predictions made earlier in the lesson, and discuss them in relation to what actually occurred in the text.
2. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 40: Complex Onset and Rime

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will sort word cards into categories by reading words and determining which pattern each word follows.

**Materials:**

- ✓ 10 word cards: rime from Lesson 37 (e.g., right)
- ✓ 10 word cards: CVCC with same vowel as the rime (e.g., fist)
- ✓ 10 word cards: CVCe with same vowel as the rime (e.g., tide)

**Lesson:**

1. Review the spelling and pronunciation of the rime being taught.
2. Have students read through the word cards in unison.
3. Place one card from each group (key cards) on the tabletop.
4. Model sorting one card into each category. Read the card, place it under the appropriate key card, and explain why you sorted it into that group.
5. Have students take turns sorting the words into one of the groups. Provide a student with a word card. Explain that he or she will put the card under the key card of the same pattern. Have the student sort the word, read the word, and explain why he or she has sorted it into the group.
6. When all of the cards have been sorted, ask students to examine the groups to find any mistakes. Discuss and correct any mistakes.
7. Have students read through all of the words in unison.

Example Sort:

right	fist	tide
might	gift	bike
		time

## ***Lesson 40: Complex Onset and Rime***

### **Instructional Reading (20 minutes)**

**Objective:** Students will use their “Detective’s Notebooks” as they read, summarize the text, and discuss the main idea of the story.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ “Detective’s Notebook” for each student

**Before Reading**

1. Tell students that they are close to solving the case.
2. Review the information they gathered in their notebooks, and ask them to predict how the story will end.
3. Teach today’s vocabulary words.

**Reading**

1. Call on students to take turns reading.
2. Pause periodically, and ask students implicit and explicit questions about the text.
3. Provide students with time to write important information in their “Detective’s Notebooks.”

**After Reading**

1. Discuss the end of the book. Compare the students’ predictions to the actual conclusion.
2. Have students turn to the last page of their notebooks. Tell them that every time detectives solve a case, they should complete a case write-up or summary of the case. Have students write one-sentence summaries of the book, reminding them that their “write-ups” should include the suspect (main character), scene (setting), main clues (plot), and solution (conclusion).
3. Have each student read his or her write-up aloud, and evaluate each one.
4. Provide students with four possible main ideas for the story. Discuss which of the four is most appropriate.
5. Praise students for their hard detective work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 41: Compound words***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph the number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to read independent-level text when it is not their turn.

### **Word Study (10 minutes)**

**Objective:** Students will learn to make and read compound words.

**Materials:**

- ✓ Word cards with single words that can be combined to form compound words (one set for each student):

pan	cake	cook	book	any	one
any	thing	some	one	air	plane
air	port	bed	room	side	walk
- ✓ Flip chart, black board, or dry-erase board
- ✓ Writing notebooks

**Lesson:**

1. Tell students: “Today we will learn about compound words. When we put two small words together to make a new word, we call that a compound word.”
2. Write a word on the board (e.g., some). Ask a student to read the word.
3. Write a word next to the first word (e.g., one). Ask a student to read that word. Combine the two words on the board (e.g., someone) and read the new word aloud.
4. Ask a student to explain what happened when you combined the words. Make sure the students understand that you combined two words to make a new word. Ask a student what type of word the new word is. Make sure the students understand that this word is a compound word.
5. Model several more examples on the board.
6. Distribute word cards to the students. Explain that they will combine the words together to make compound words. Ask them to make as many compound words as they can, and to write the compound words in their notebooks.
7. Ask students to share some of their compound words. Write their responses on the board, noting which are real words and which are make-believe words.

# ***Lesson 41: Compound Words***

## **Instructional Reading (20 minutes)**

**Objective:** Students will read an instructional-level expository text using a K-W-L chart<sup>6</sup>.

**Materials:**

- ✓ Instructional level expository text (see Appendix B for list of publishers)
- ✓ K-W-L chart (see graphic organizer F in Appendix E)
- ✓ One set of expository comprehension cards<sup>2</sup> (see Appendices C and D)
- ✓ 3-5 vocabulary cards

**Before Reading**

1. Introduce the text to students, showing students the title and pictures.
2. Tell students they will be using the expository comprehension cards. Ask students to explain how and why they use the cards.
3. Use expository cards 1 to 4 to help brainstorm what students know about the topic and what they want to learn. List their ideas on the K-W-L chart.
4. Teach today's vocabulary words.

**Reading**

1. Tell students that the information they learn from reading will be written on the chart.
2. Review the questions on cards 5 to 7, encouraging students to recall the questions without looking at the cards.
3. Instruct one student to begin reading, and make sure the other students are following along. Have students take turns reading.
4. Periodically stop student reading and ask specific questions about the text. Use expository comprehension cards 5 to 7 to aid comprehension. Write new information on the chart.

**After Reading**

1. Use comprehension cards 8 to 11 to review learned information. Review the K-W-L chart, comparing information learned from reading with what students previously knew about the topic.
2. Review vocabulary words. Ask students to give examples of where the words were used in the text.
3. Praise students for their hard work.

## **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 42: Compound Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### **Word Study (10 minutes)**

**Objective:** Students will discuss the definition of a compound word and divide compound words into their two component words.

**Materials:**

- ✓ Flip chart, dry-erase board, or blackboard
- ✓ Cards with compound words written on them (one set for each student)
- ✓ Scissors
- ✓ Writing notebooks

**Lesson:**

1. Ask a student to explain what a compound word is. Provide feedback as necessary.
2. Write a common compound word on the board (e.g., bedroom or cookbook). Ask a student to read the word and say the two words that make up the compound word.
3. Discuss the meaning of the word. Explain that each word shares its meaning to create a word with a new meaning. For example, you could say, “A book is something you read and a shelf is a place to store things. So, a bookshelf is a place to store books.”
4. Repeat this process with several more words. Have each student segment a compound word into its two components and discuss the meaning of the word.
5. Distribute the compound word cards to the students. Tell students to cut the compound words apart into their component words. Monitor student work to make sure they are cutting the words apart appropriately. Provide help as needed.
6. Have students arrange the words into two columns. Tell them to combine one word from the first column with one word from the second column to make a new compound word.
7. Have students write the new words in their notebooks. Tell them to write real words in one column, and make-believe words in another column.
8. Monitor student work and provide corrective feedback as necessary.

## ***Lesson 42: Compound Words***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue to read an instructional-level expository text using a K-W-L chart<sup>6</sup> and comprehension cards<sup>2</sup>.

**Materials:**

- ✓ Same text
- ✓ K-W-L chart
- ✓ One set of expository cards (see Appendices C and D)
- ✓ 3-5 vocabulary cards

**Before Reading**

1. Review the K-W-L chart and information learned in the previous lesson.
2. Use expository comprehension cards 1 to 4 to discuss students' predictions about what will happen in the text today. Encourage students to use the questions without looking at the cards.
3. Teach today's vocabulary words.

**Reading**

1. Review the questions on cards 5 to 7 with students, encouraging them to use the questions without looking at the cards.
2. Remind them that while reading they add information to the "L" or "What I Learned" part of the K-W-L chart.
3. Choose students to take turns reading aloud. Make sure all students are following along in the text.
4. Stop students periodically to ask comprehension questions. Show the cards, emphasizing that they should be asking themselves these questions while reading.
5. Ask students to identify new information, and add this information to K-W-L chart.

**After Reading**

1. Review the K-W-L chart.
2. Ask students to ask each other the questions on cards 8 to 11 without looking at the cards to review the text.
3. Review vocabulary words, and have students give examples of words from the text.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 43: Compound Words

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group’s independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will make and read compound words and determine if the words are real or make-believe.

**Materials:**

- ✓ Cards with words that can be combined to make compound words
- ✓ Game board that has words that can be combined with the cards to make compound words

Start	place	work	plane	shelf	body	home	port
							day

- ✓ One die or a spinner
- ✓ Game pieces

**Lesson:**

1. Review compound word material learned in the previous lessons.
2. Tell students that they will be using their knowledge of compound words to play “It’s a Compound Word.”
3. Explain the rules of the game to students. Have students roll die to determine the starting order. The first student rolls the die and moves the appropriate number of spaces. He or she then draws a word card from the pile and places it before or after the word he or she landed on to form a compound word.
4. Have the student read the compound word that has been formed. Ask the student whether the word is a real word or a make-believe word. If the student reads the word correctly and answers correctly, he or she may stay on that space. If the student reads the word incorrectly or answers incorrectly, he or she must move back to the last space they were on.
5. Continue until one student reaches the finish space.



## ***Lesson 43: Compound Words***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue to read an instructional-level expository text using a K-W-L chart<sup>6</sup> and comprehension cards.

**Materials:**

- ✓ Same text
- ✓ K-W-L chart
- ✓ Expository comprehension cards<sup>2</sup> (see Appendices C and D)
- ✓ 3-5 vocabulary cards

**Before Reading**

1. Review information from K-W-L chart.
2. Ask students what questions they should ask themselves before reading. Show and review expository comprehension cards 1 to 4 if they are unable to remember.
3. Teach today's vocabulary words.

**Reading**

1. Have students take turns reading aloud. Make sure students follow along in text.
2. Ask students what questions they should ask themselves while they are reading. Show and review cards 5 to 7 if necessary.
3. Tell students to put their thumbs up when they learn something that needs to be added to the K-W-L chart. When a student puts his or her thumb up, wait until the current reader finishes reading the sentence, and ask the "thumbs up" student what he or she has learned.
4. Add new information to the K-W-L chart.

**After Reading**

1. Review the K-W-L chart, adding new information.
2. Ask students what questions they should ask themselves after reading. Show cards 8 to 11 and review questions if necessary.
3. Review vocabulary words, and have students give examples of how the words were used in the text.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 44: Compound Words***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the cards in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will write compound words and determine if the words are real or make-believe.

**Materials:**

- ✓ Blackboard, flip chart or dry-erase board
- ✓ Cards with words that can be used to make compound words
- ✓ Dry-erase boards, markers and erasers for all students

**Lesson:**

1. Review compound word material learned in the previous lessons.
2. Play “The Silent Game.”
3. Deal five word cards to each student. Place the remaining word cards in a pile. Give each student a dry erase-board.
4. Tell the students that they will play a game in which each player tries their best not to say anything.
5. Have one student draw a card from the word card pile. The student chooses one of the words in his or her hand and combines it with the card he or she has drawn, and writes the new word on his or her dry-erase board.
6. The student shows everyone else his or her word.
7. Have the other students give their opinion about whether the word the student made is real (thumbs up) or make-believe (thumbs down).
8. Write the word on the board, and the number of thumbs up or thumbs down the word received.
9. Have students take turns until everyone has used up their cards. At the end of the game the silence ends. Each student reads their words and the teacher explains which words were correct and which were incorrect.

## ***Lesson 44: Compound Words***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level expository text using a K-W-L chart<sup>6</sup> and comprehension cards.

**Materials:**

- ✓ Same text
- ✓ K-W-L chart
- ✓ Expository comprehension cards<sup>2</sup> (see Appendices C and D)
- ✓ 3-5 vocabulary cards

**Before Reading**

1. Review K-W-L chart, emphasizing what was learned previously.
2. Have each student ask another student a question from expository comprehension cards 1 to 4. Show the cards if necessary.
3. Teach today's vocabulary words.

**Reading**

1. Have students take turns reading. Make sure students follow along as others read.
2. Ask students to state questions they should be asking themselves while reading.
3. Stop students periodically, and call on students to ask each other questions from comprehension cards 5 to 7.
4. Ask students to add information to the K-W-L chart. Have students explain why they believe that information should be added.

**After Reading**

1. Have students ask each other questions from comprehension cards 8 to 11. Show the cards if necessary.
2. Review the K-W-L chart. Compare information learned from today's reading with what they previously knew about the topic.
3. Review vocabulary words, and have students give examples of how the words were used in the text.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 45: Plurals (Final –s)***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph the number of words read correctly.
4. Repeat this process for each student.

### **Word Study (10 minutes)**

**Objective:** Students will learn to read words containing a final -s.

**Materials:**

- ✓ Pictures of single objects and multiple objects (e.g., dog, dogs, rat, rats)
- ✓ Word cards  
cat hat tack chair desk map lamp stamp
- ✓ Sticky notes with the *s* on them
- ✓ Flip chart, black board, or dry-erase board
- ✓ Writing notebooks

**Lesson:**

1. Introduce plurals using pictures. Show students a picture with one object (e.g., cat) and ask students what they see. Show them a picture with several of the same object (e.g., five cats) and ask them what they see. Repeat this with more pictures of different objects. For this introduction use words that end in the /s/ sound rather than the /z/ sound.
2. Ask students what happens to the sound of the word when there is more than one object. Show the pictures again, say the words (“cat”, “cats”) and draw the students’ attention to the final sound (“What’s the final sound? /s/!”). Explain that when there is more than one object we add a /s/ to the end of the word. Explain that we spell the new word by putting an *s* on the end of the original word.
3. Explain that when we have more than one of something, we call that a “plural.” Explain the difference between “singular” and “plural.”
4. Write a word on the board (e.g., ship). Ask a student to read the word. Ask another student how to make “ship” into “ships.” Write the plural form next to the singular. Repeat with several more words.
5. Provide students with word cards and the sticky notes with the *s* endings. Show students how to combine the word and the *s* to make the plural. Model this practice with one word.
6. Ask a student to explain the difference between “plural” and “singular.”
7. Have students combine the word cards and the *s* endings. Have them write the plural words in their notebooks.

## ***Lesson 45: Plurals (Final –s)***

### **Instructional Reading (20 minutes)**

**Objective:** Students will read silently for three minutes and then compose comprehension questions as their classmates read aloud.

**Materials:**

- ✓ Instructional-level narrative text (see Appendix B for list of publishers)
- ✓ Questions prepared for today's reading
- ✓ 3-5 vocabulary cards
- ✓ Paper and pencil
- ✓ Narrative comprehension cards 4 to 10<sup>2</sup> (see Appendices C and D)

**Before Reading**

1. Pass out books, and tell students to take a bookwalk.
2. Discuss the text with the students, allowing them to share what they know about the subject of the text and encouraging questions and predictions.
3. Teach today's vocabulary words.

**Reading**

1. Have the students read silently for three minutes.
2. Ask students questions you have prepared ahead of time to check for comprehension. Ask both explicit and implicit questions that can serve as models for students to follow when they think of their own questions.
3. Call on students to take turns reading aloud.
4. Pause periodically, and provide students with time to write down questions for each other. If students struggle to come up with questions on their own, give them narrative comprehension cards 4 to 10 to help them form their questions.

**After Reading**

1. Have students take turns asking each other the questions they have written down.
2. Give students some feedback about their questions as they ask them. After each question is answered, ask the students if that question was about a detail or a main idea of the story.
3. Review today's vocabulary words.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 46: Plurals (Final –s)***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will review how to make nouns plural by adding *-s*.

**Materials:**

- ✓ Cards with singular nouns (e.g., cat, dog)
- ✓ Cards with plural nouns that match the singular nouns (e.g., cats, dogs), using only words which require the addition of an *s*, not an *es*.
- ✓ Writing notebooks

**Lesson:**

1. Review the *-s* ending and the difference between singular and plural nouns. Ask students to provide a few examples of singular and plural nouns.
2. Have students take turns reading the word cards. Have them first read the singular and then the plural words. Monitor their reading to make sure they are adding the *s* at the end of the word.
3. Ask students to write the singular form of the plural words they had written in their notebooks during the previous lesson. Monitor student work and provide corrective feedback as necessary.
4. Review the rules for playing a game similar to Memory™. Lay the word cards face down on the table. Tell students that they will be trying to match the singular form of the word with its plural partner.
5. Have the first student turn over one card and read the word. Then have the student turn over another card and read the word. If the student recognizes that the two words are a pair (the singular and plural form of the word), and can explain which word is the singular and which is the plural, they may take the pair and have another turn. If the words are not a pair, the next student takes a turn.
6. Continue taking turns until all of the cards have been taken. The student with the most pairs wins.

## ***Lesson 46: Plurals (Final –s)***

### **Instructional Reading (20 minutes)**

**Objective:** Students will read silently for three minutes and then compose questions as their classmates read aloud.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Questions written during Lesson 49 (students' questions and your own) for review
- ✓ Paper and pencil

**Before Reading**

1. Ask students some review questions about what was read during Lesson 49.
2. Talk about what the students think of the book so far. Ask for their opinions and predictions.
3. Teach today's vocabulary words.

**Reading**

1. Tell students to read silently for three minutes. Emphasize that they should pay careful attention to the main idea in the story so that they will be able to discuss and summarize what they read.
2. Ask one student to summarize what he or she read by focusing on the main idea. Ask the other students if there is anything else to add.
3. Call on students to take turns reading aloud.
4. Pause reading periodically, and allow students to write down questions to ask one another. Remind students that these can be questions for which answers can be found in the text (explicit) or questions that require students to make use of outside knowledge (implicit).

**After Reading**

1. Call on students to take turns asking each other the questions they have written down. Discuss whether each question requires a detail or a main idea for an answer.
2. Use these questions to develop a "Get the Gist" statement<sup>4</sup> with the students.
3. Review today's vocabulary words.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 47: Plurals (Final -es)***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will learn to add *-es* to words ending with /s/, /sh/, or /ch/.

**Materials:**

- ✓ Singular and plural word cards from the previous lesson
- ✓ Flip-chart, blackboard, or dry-erase board
- ✓ A set of word cards with nouns that end in /s/, /sh/, or /ch/ for each student
- ✓ Cards with *-es* for each student
- ✓ Writing notebooks

**Lesson:**

1. Review the *-s* ending from the previous lessons.
2. Read through the word cards from the previous lessons in unison.
3. Write a word that ends in /s/, /sh/, or /ch/ (e.g., bench, dish, glass, gas) on the board.
4. Ask a student to read the word (e.g., bench) and then make that word plural (e.g., benches). Explain that for this word, *es* should be added to make the word plural. On the board, add *es* to the end of the word.
5. Ask students to read the word in unison, and explain that this word has an extra syllable at the end. If it is helpful, show students that their mouths move twice when they say "benches," but only once when they say "cats."
6. Write more examples on the board. Explain that when a word ends in /s/, /sh/, or /ch/, you add an *es* to the word to make it plural.
7. Distribute the cards ending in /s/, /sh/, or /ch/ and the *es* ending cards to the students. Ask students to combine the *es* ending cards with the word cards to make them into plural nouns. Have students write the plural forms of the words in their notebooks.



## ***Lesson 47: Plurals (Final –es)***

### **Instructional Reading (20 minutes)**

**Objective:** Students will read silently and summarize what they read in a “Get the Gist” statement<sup>4</sup>.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Prepared review questions covering Lesson 45 and Lesson 46
- ✓ Pencil and paper for each student

**Before Reading**

1. Ask students review questions about what they read during the last two lessons. Include explicit, implicit, and vocabulary questions.
2. Encourage students to use this review to make a prediction about the rest of the reading.
3. Teach today’s vocabulary words.

**Reading**

1. Have students read silently for three minutes.
2. Ask students to write “Get the Gist” statements about what they have just read. Remind students that these statements should be no more than ten words in length and should focus on the main idea of what the students have read.
3. Have each student read his or her statement aloud.
4. Call on students to take turns reading.
5. Pause reading periodically and ask explicit and implicit questions.

**After Reading**

1. Compose a “Get the Gist” statement with the students to summarize what has been read today.
2. Review today’s vocabulary words.
3. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 48: Plurals

### Fluency (10 minutes)

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### Word Study (10 minutes)

**Objective:** Students will sort word cards into categories by reading words and determining which pattern each word follows.

**Materials:**

- ✓ 15 word cards: *-es* endings
- ✓ 15 word cards: *-s* endings

**Lesson:**

1. Review the rules for adding *-s* and *-es* to nouns.
2. Have students read through the word cards with *-es* endings.
3. Have students read through the word cards with *-s* endings.
4. Place one of the cards from each group (key cards) on the tabletop.
5. Model sorting one card into each category. Read the card, place it under the appropriate key card, and explain why you sorted it into that group.
6. Have students take turns sorting words into the groups. Provide a student with a word card. Explain that he or she will put the card under the key card of the same pattern. Have the student sort the word, read the word, and explain why he or she has sorted it into the group.
7. When all of the cards have been sorted, ask students to find any mistakes.
8. Have students read through all of the words in unison.

Example Sort:

cats	beaches
camps	glasses
	rashes

## ***Lesson 48: Plurals***

### **Instructional Reading (20 minutes)**

**Objective:** Students will make predictions about the outcome of the book and discuss these predictions upon finishing the text.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Prepared questions about today's reading
- ✓ Flip chart, dry-erase board, or blackboard

**Before Reading**

1. Discuss what students have read thus far.
2. Tell students to make predictions about the outcome of the text.
3. Teach today's vocabulary words.

**Reading**

1. Ask students to read silently for three minutes.
2. Tell students to work in pairs to write two comprehension questions regarding what they have just read to ask the other students.
3. Have the pairs of students ask the other students questions.
4. Call on students to take turns reading aloud. Intervene periodically to ask comprehension questions.

**After Reading**

1. Compare student predictions with the actual outcome of the book.
2. Write "characters," "setting," "problem," and "solution" on the board. Have students fill in the appropriate information beneath each.
3. Ask each student to create a "Get the Gist" statement<sup>4</sup> summing up the whole book and share it with the other students.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 49: Changing y to i (plurals)***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct words read per minute.
3. Ask students to graph the number of words read correctly.
4. Repeat this process for each student.
5. Instruct other students to read independent-level text when it is not their turn.

### **Word Study (10 minutes)**

**Objective:** Students will learn the rule for changing singular nouns ending in *y* into plural nouns by changing *y* to *i* when adding *es* .

**Materials:**

- ✓ Flip chart, blackboard, or dry-erase board
- ✓ Writing notebooks

**Lesson:**

1. Review how to change words from singular to plural form by adding *s* or *es* to the ends of the words (e.g., cat to cats and bench to benches). Provide several examples of how to make this change.
2. Write a noun ending in *y* (e.g., bunny) on the board. Ask students how they would change the noun to its plural form. Write their answers on the board.
3. Explain to students that to change a word ending in *y* to its plural form, *y* should be changed to *i* before adding *es*. Write “bunnies” under the word “bunny,” emphasizing the change of *y* to *i* before adding *es*.
4. Write several other examples of nouns ending in *y* on the board. Ask each student to come up to the board and change a word to its plural form. Assist students as necessary, reminding them to change *y* to *i* before adding *es*.
5. Have students write the singular and plural forms of the words ending in *y* in their notebooks.

## ***Lesson 49: Changing y to i (plurals)***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level narrative text and work as a group to fill out a graphic organizer.

**Materials:**

- ✓ Instructional-level narrative text (see Appendix B for list of publishers)
- ✓ 3-5 vocabulary cards
- ✓ Flip-chart or large piece of paper on which to write graphic organizer G (see Appendix E)

**Before Reading**

1. Introduce the book to students, showing the title and pictures. Ask students to discuss what they think the story is about and what may happen.
2. Teach today's vocabulary words.

**Reading**

1. Have students read silently for three minutes.
2. Discuss what they have read by asking them explicit and implicit questions about the text.
3. Show students the graphic organizer on the flip chart. Review the elements of the graphic organizer, discussing what type of information will go in each block.
4. Ask students what information can be added to the graphic organizer.
5. Call on students to take turns reading.

**After Reading**

1. Ask students what information can be added to the graphic organizer.
2. Using the graphic organizer, ask students implicit questions about the setting, characters, and problem/goal. Add important information to graphic organizer.
3. Review today's vocabulary words. Discuss how these words were used in the text.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 50: Changing y to i (plurals)

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will practice reading singular nouns that end in *y* and the plural versions of these words. Students will learn the exception to the *y* to *i* rule.

**Materials:**

- ✓ Word cards with singular nouns that end in *y*
- ✓ Word cards with the plural noun matches
- ✓ Flip chart, black board, or dry-erase board
- ✓ Writing notebooks

**Lesson:**

1. Review the rule of changing *y* to *i* before adding *es*. Write examples on the board, asking students to explain how to change the words ending in *y* to plural form (e.g., bunny to bunnies, penny to pennies, berry to berries).
2. Have students read through both sets of cards in unison.
3. Review the rules for "Go Fish." Explain that a match is made by pairing the singular and plural form of a word.
4. Shuffle the cards and deal five cards to each student. The rest of the cards are piled face down on the table.
5. Have students check their cards for pairs. If a student has a pair, he or she places it face up on the table and reads the two words. If the student cannot read a word, both cards go back into the pile, and the student draws two more cards.
6. Have the first student ask another student for one of the words he or she is holding. The first student should spell the word. If the second student has the card, he or she gives the card to the first student. If the second student does not have the card, he or she says "Go Fish," and the first student draws a card from the face-down pile. If the student makes a match, he or she may take another turn.
7. Have students take turns until one student discards all cards. Have students count up the number of pairs they have. The student with the most pairs wins.
8. Write exceptions to the rule of changing *y* to *i* on the board (e.g., turkey, donkey, chimney). Explain that with words ending in *ey*, the *y* is not changed to an *i* before making the word plural form. Write the plural forms on the board (e.g., turkeys, donkeys, chimneys). Ask students to write these exceptions in their notebooks.

## ***Lesson 50: Changing y to i (plurals)***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level narrative text and filling out a graphic organizer.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Flip-chart with graphic organizer

**Before Reading**

1. Ask students to review questions based on the information on the graphic organizer.
2. Have one student summarize what has happened so far. Assist the student in focusing his or her summary if necessary.
3. Teach today's vocabulary words.
4. Ask each student to make a prediction about what will happen in today's reading.

**Reading**

1. Have students read silently for three minutes.
2. Ask students if there is anything new to add to the graphic organizer.
3. Call on students to take turns reading. Remember to ask questions as they read to gauge comprehension and encourage participation.

**After Reading**

1. Ask students if they have any questions about what they have read so far.
2. Ask for any new information that is important enough to be added to the graphic organizer.
3. Mention some minor details from the story, and ask students if there is room for this information on the graphic organizer. Ask them what the difference is between what is written on the organizer (the main points) and that which you just suggested (minor details).

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 51: Changing y to i (past tense)***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

4. Have students take turns reading word cards. Show the student a card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
5. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
6. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will review the rule for changing *y* to *i* and learn to add *ed* to words ending in *y*.

**Materials:**

- ✓ Flip chart, blackboard, or dry-erase board
- ✓ Dry-erase board, marker, and eraser for each student
- ✓ Writing notebook and pencil for each student

**Lesson:**

1. Review the rule for changing *y* to *i* before adding *es* to nouns, and write examples on the board (e.g., army, armies; puppy, puppies).
2. Review changing a verb to the past tense by adding *ed*. Write two verbs in the present tense (e.g., kick, camp). Ask students to change these verbs to past tense (e.g., kicked, camped), and write the words on their boards.
3. Write a verb ending in *y* (e.g., carry) on the board. Ask students how they would change this word to past tense, and write their answers on the board.
4. Explain to students that *y* must be changed to *i* before adding *ed*. Point out that the same *y* to *i* rule applies when adding *ed* just as when adding *es*.
5. Write other examples of verbs ending in *y* on the board. Ask students to write the past tense of these verbs on their dry-erase boards. Monitor student work to check for mistakes.
6. Ask students to write the present and past tense of the verbs in their notebooks as you read through the list of verbs one by one.



## ***Lesson 51: Changing y to i (past tense)***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading an instructional-level narrative text and filling out a graphic organizer.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Flip-chart with graphic organizer
- ✓ Prepared review questions

**Before Reading**

1. Review the story by asking students explicit and implicit questions that you have prepared ahead of time about the information written on the graphic organizer.
2. Teach today's vocabulary words.

**Reading**

1. Have students read silently for three minutes.
2. Discuss what has been read, and ask for new information that is important enough to be added to the graphic organizer.
3. Pair students and tell them that they will take turns reading. If working with an odd number of students, serve as a partner. Keep track of time and tell students when to switch readers.

**After Reading**

1. Have students discuss with their partners if anything should be added to the graphic organizer.
2. Ask students for any additions. Discuss anything you add to the graphic organizer.
3. Review today's vocabulary words.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 52: Changing *y* to *i*

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will use their knowledge of previously taught word patterns to sort words by spelling patterns.

**Materials:**

- ✓ A set of cards with words ending in *y* from previous lessons
- ✓ A set of cards with words ending in *ies* (see Appendix A)
- ✓ A set of cards with words ending in *ied*

**Lesson:**

1. Review the rule of changing *y* to *i* before adding *es* or *ed*, and give examples of exceptions to the rule.
2. Distribute cards to students.
3. Place one of the cards from each of the patterns (key cards) on the table. Ask students to identify the differences between the three cards.
4. Have students take turns "sorting" the words into groups. Provide a student with a word card. Explain that he or she will put the card under the key card with a similar pattern (in this case words that end in *y*, *ies*, and *ied*). Have the student sort the word, read the word, and explain why he or she has sorted it into that group.

carry	carried	carries
penny	dried	bunnies
bunny	tried	pennies

5. Ask students to examine the groups to find any mistakes. Discuss and correct mistakes.
6. Have students read through all the words in unison.

## ***Lesson 52: Changing y to i***

### **Instructional Reading (20 minutes)**

**Objective:** Students will finish reading the book, complete the graphic organizer and review both.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Flip-chart with graphic organizer from previous lessons

**Before Reading**

1. Ask students to predict how the story will end.
2. Teach today's vocabulary words.

**Reading**

1. Instruct students to read silently for three minutes.
2. Discuss what has been read, and ask for new information that is important enough to be added to the graphic organizer.
3. Call on students to take turns reading aloud.

**After Reading**

1. Ask students what should be written in the solution/outcome box on the graphic organizer.
2. Discuss whether or not this was the outcome they had predicted.
3. Write the main idea of the story on the graphic organizer, but turn the flip chart so that students cannot see what you have written.
4. Ask students to state the main idea of the story. Once everyone has answered, turn the flip chart around and compare their answers to yours. If their answers are different than yours, review how to determine the main idea of a story.
5. Review vocabulary words from all four lessons.
6. Congratulate students on their great reading.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 53: Prefixes***

### **Fluency (10 minutes)**

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct
3. words read per minute.
4. Ask students to graph the number of words read correctly.
5. Repeat this process for each student

### **Word Study (10 minutes)**

**Objective:** Students will be introduced to the concept of prefixes and will learn the meaning of one specific prefix.

**Materials:**

- ✓ Flip chart, dry-erase board, or blackboard
- ✓ Word cards using only one prefix (see Appendix A)
- ✓ Sets of cards that contain root words (one set per student)
- ✓ Cards or sticky notes with the prefix on them
- ✓ Writing notebooks

**Lesson:**

1. Introduce prefixes to students. Tell students that prefixes appear at the beginning of some words and influence the meaning of those words.
2. Write one prefix on the board. It is best to begin with a prefix that is common and whose meaning will be clear to the students (e.g., *mis*). Read the prefix to the students and teach its meaning (e.g., *mis* means badly or wrongly).
3. Write a root word on the board. Ask a student to read and define the word. Provide assistance if necessary.
4. Add the prefix to the beginning of the word, and explain how the prefix changes the meaning of the word (“When we put *mis* before spell, we have a new word. *Mis* means ‘badly,’ so misspell means ‘to spell badly.’”). Repeat this process with several words. Ask students to: 1) read and define the prefix, 2) read the root word, 3) read the word with the prefix added, and 4) define the new word. Give each student several opportunities to read and define these new words.
5. Distribute the root word cards and the prefix cards to the students. Ask students to combine the prefix and the roots to make new words. Have students write the new words in their notebooks.

## ***Lesson 53: Prefixes***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level narrative text and work independently to fill out a graphic organizer.

**Materials:**

- ✓ Instructional-level narrative text (see Appendix B for list of publishers)
- ✓ 3-5 vocabulary cards
- ✓ One copy of graphic organizer G (see Appendix E) per student
- ✓ Pencils

**Before Reading**

1. Introduce the book to students, showing the title and pictures. Ask students to discuss what they think the story is about and what may happen.
2. Teach today's vocabulary words.

**Reading**

1. Have students read silently for five minutes.
2. Discuss what they have read by asking them explicit and implicit questions about the text.
3. Pass out graphic organizers to students, pointing out that this is the same graphic organizer that they used in last week's lessons. Review the elements of the graphic organizer, discussing what type of information will go in each block.
4. Ask students to add any information they feel is appropriate to their graphic organizers.
5. Call on students to take turns reading.

**After Reading**

1. Allow students a couple of minutes to add to their graphic organizers.
2. Discuss what each student has written on his or her map, paying particular attention to the problem/goal that each student has identified. Make sure that students agree on one main problem or goal of the story.
3. Review today's vocabulary words. Discuss how these words were used in the text.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 54: Prefixes***

### **Fluency (10 minutes)**

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### **Word Study (10 minutes)**

**Objective:** Students will continue working with the new prefix by reading new words and using them in sentences.

**Materials:**

- ✓ Cards with words using the prefix from the previous lesson
- ✓ Writing notebooks

**Lesson:**

1. Review the definition of a prefix. Review the prefix from the previous lesson. Make sure students understand how to read, spell, and define the prefix.
2. Have students take turns reading through the prefix word cards. Have the student read the word, state the root word, and state the meaning of the word (e.g., “Misplace. *Mis* means ‘wrong.’ The root word is ‘place.’ It means ‘to put in the wrong place.”). Provide each student with multiple opportunities for practice.
3. Have students open their notebooks to the words they wrote in the previous lesson.
4. Have students write sentences for four of the words from their lists. Instruct students to write sentences that show that they understand the meaning of the word (e.g., The sentence “I am unkind.” is not an acceptable sentence because it does not convey that the student understands the meaning of the word. The sentence “I was unkind when I called my brother a bad name.” is acceptable).
5. Have students share their sentences with the group.

## *Lesson 54: Prefixes*

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading the text and work independently to fill out a graphic organizer.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Individual graphic organizers
- ✓ Pencils

**Before Reading**

1. Have one student summarize what has happened in the text so far. Assist the student in focusing his or her summary if necessary.
2. Ask students some review questions regarding what has been read so far.
3. Teach today's vocabulary words.
4. Ask each student to make a prediction about what will happen in today's reading.

**Reading**

1. Have students read silently for five minutes.
2. Ask students to add any new important plot events to their graphic organizers.
3. Call on students to take turns reading. Remember to ask questions as they read to gauge comprehension and encourage participation.

**After Reading**

1. Allow students to ask any questions they have about what they have read so far.
2. Have students add any important new information to their graphic organizers.
3. Ask students to read aloud what they have written for plot events/action. Make sure that all students have the events in the proper order and have picked out only the most important plot events.
4. Review today's vocabulary.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 55: Prefixes

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will use the prefix they have been studying to make words.

**Materials:**

- ✓ Cards with words using prefix from previous lessons
- ✓ Game board with some words that combine with the prefix to make real words, and some that combine with the prefix to make make-believe words

place	save	live	use	step	take	find	talk	plane
Start								walk

- ✓ Dice or a spinner
- ✓ Game pieces
- ✓ Cards with the prefix written on them (one for each student)

**Lesson:**

1. Review what a prefix is. Review the prefix from the previous lessons. Make sure students understand how to read, spell, and define the prefix.
2. Have students read the word cards in unison. Periodically ask a student to define the word, or to use it in a sentence.
3. Introduce the game "Is it Real?" and explain the rules to the students.
4. Distribute the prefix cards to the students. Decide which student will begin the game. The first student rolls the dice, moves his or her gamepiece the appropriate number of spaces, and reads the word on the space. Then he or she combines the prefix and the word, and reads the new word. He or she decides if it is a real word or a make-believe word. If it is a real word, he or she must use the word in a sentence. If the student is able to complete all steps correctly, he or she gets one more turn (with a maximum of two rolls). If not, the student moves his or her piece back to the last spot he or she was on, and the next player takes his or her turn.
5. Continue until one of the students reaches the finish of the game board.



## *Lesson 55: Prefixes*

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue reading the same text and work with a partner to fill out graphic organizers.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary word cards
- ✓ Individual graphic organizers
- ✓ Prepared review questions

**Before Reading**

1. Review the story by asking students explicit and implicit questions that you have prepared ahead of time about the information filled out previously in the story blocks.
2. Teach today's vocabulary words

**Reading**

1. Have students read silently for five minutes.
2. Discuss what has been read, and allow students to add important new information to their graphic organizers.
3. Pair students and tell them that they will take turns reading. If working with an odd number of students, serve as a partner. Keep track of time and tell students when to switch readers.

**After Reading**

1. Have students discuss with their partners what should be added to their graphic organizers. Allow students time to record these additions.
2. Ask students to read aloud any new additions to their graphic organizers.
3. Review today's vocabulary words.
4. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 56: Prefixes

### Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group's independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

### Word Study (10 minutes)

**Objective:** Students will sort word cards into categories by reading words and determining which pattern each word follows.

**Materials:**

- ✓ 10 - 15 word cards with words using the prefix from this week's lesson
- ✓ 10 - 15 word cards with compound words

**Lesson:**

1. Review the prefix from this week's lesson.
2. Have students read through the word cards.
3. Place one of the cards from each group (key cards) on the tabletop.
4. Model sorting one card into each category. Read the card, place it under the appropriate key card, and explain why you sorted it into that group.
5. Have students take turns sorting the words into the groups. Provide a student with a word card. Explain that he or she will put the card under the key card of the same pattern. Have the student sort the word, read the word, and explain why he or she has sorted it into that group.
6. When all of the cards have been sorted, ask students to examine the groups to find any mistakes. Discuss and correct any mistakes.
7. Discuss the meaning of each word, paying attention to how the meaning of a word is changed by adding another word (from the compound word list) or by adding a prefix.
8. Have students read through all of the words in unison.

Example Sort:

misplace

overwork

misuse

breakfast

mistrust

## ***Lesson 56: Prefixes***

### **Instructional Reading (20 minutes)**

**Objective:** Students will finish reading the book, complete the graphic organizer and review both.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Individual graphic organizers
- ✓ Pencils

**Before Reading**

1. Ask students to predict how the story will end.
2. Teach today's vocabulary words.

**Reading**

1. Instruct students to read silently for five minutes.
2. Discuss what has been read, and allow students to add important new information to their graphic organizers.
3. Call on students to take turns reading aloud until they finish reading the text.

**After Reading**

1. Ask students to complete the solution/outcome box on their graphic organizers.
2. Discuss their answers and whether or not this was the outcome they had predicted.
3. Ask students to state the main idea of the story. Help students agree on one statement for the main idea, and have them write it in the main idea box on their graphic organizers.
4. Discuss the book as a whole, asking students for their opinions of the characters, events, etc.
5. Review the vocabulary words from all four lessons.
6. Praise students for their hard work.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 57: Suffixes

### Fluency (10 minutes)

**Objective:** Progress monitoring<sup>1</sup>

**Materials:**

- ✓ Unnumbered copies of third grade level passages (from which students will read)
- ✓ Line-numbered copies of same passages (on which tutor will write)
- ✓ Timer
- ✓ Student charts
- ✓ Independent-level text for each student

**Lesson:**

1. Ask each student to read a passage aloud for one minute.
2. Draw a line through missed words, and then record the total number of correct
3. words read per minute.
4. Ask students to graph the number of words read correctly.
5. Repeat this process for each student
6. Instruct other students to read independent-level text when it is not their turn.

### Word Study (10 minutes)

**Objective:** Students will be introduced to the concept of suffixes and will learn to combine one specific suffix with root words.

**Materials:**

- ✓ Flip chart, dry-erase board, or blackboard
- ✓ List of words using one suffix for the tutor's use (see Appendix A)
- ✓ Sets of cards that contain root words (one set per student)
- ✓ Cards or sticky notes with the suffix on them
- ✓ Writing notebooks

**Lesson:**

1. Introduce suffixes to students. Tell students that suffixes appear at the end of some words and influence the meaning of those words.
2. Write one suffix on the board. It is best to begin with a suffix that is common and whose meaning will be clear to the students (e.g., *less* or *ful*). Read the suffix to the students and state its meaning: "*less* means 'without.'" or "*ful* means 'full of or like.'"
3. Write a root word on the board. Ask a student to read and define the word. Provide assistance as necessary.
4. Add the suffix to the end of the word and explain how the suffix changes the meaning of the word: "When we put *less* after 'taste,' we have a new word, 'tasteless,' that means 'without any taste.'" Repeat this process with several words. Ask students to: 1) read the root word, 2) define the root word, 3) read the word with the suffix added, and 4) define the new word. Give each student several opportunities to read and define these new words.
5. Distribute the root word cards and the suffix cards to the students. Ask students to combine the suffix and the roots to make new words. Have students write the new words in their writing notebooks.

## ***Lesson 57: Suffixes***

### **Instructional Reading (20 minutes)**

**Objective:** Students will begin reading an instructional-level expository text.

**Materials:**

- ✓ Instructional-level expository text (see Appendix B for list of publishers)
- ✓ 3-5 vocabulary cards
- ✓ Flip chart or large piece of paper, markers

**Before Reading**

1. Pass out the books and let students look through them.
2. Write the title of the book on the flip chart. On one page write “What I know” and on another page “What I want to know.” Explain to students that this will be similar to their K-W-L chart<sup>6</sup>.
3. Ask students to tell you what they already know about the topic of the book. Write their statements on the flip chart.
4. Ask students to think of questions that they would like to have answered in the book, and write these on the flip chart.
5. Teach students today’s vocabulary words.

**Reading**

1. Tell students to read silently for five minutes.
2. Ask students specific questions about what they just read.
3. Review the “What I want to know” page and see if any of their questions have been answered so far. If so, write the answers to the questions on the flip chart.
4. Call on students to take turns reading aloud.
5. Ask students questions as they read to make sure everyone is following along.

**After Reading**

1. Consult the flip chart again, and fill in any answers provided by today’s reading.
2. Ask students what they have learned so far about this topic.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## ***Lesson 58: Suffixes***

### **Fluency (10 minutes)**

**Objective:** Students will improve speed and accuracy when reading a connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the independent reading level of the advanced partner
- ✓ Timer

**Lesson:**

1. Assign advanced and lower-level readers to work in pairs. Provide each student with a copy of the passage. Instruct students that they will take turns reading for three minutes each. Have the advanced partner read first while their partner reads along, circling missed words.
2. Set the timer for three minutes and tell the advanced student to begin. Monitor student reading. Provide assistance with difficult words and write them down for review.
3. Say, “Stop” after three minutes and have partners switch roles. Time the second student’s reading.
4. Have students take turns rereading the same passage, but for one minute. The partner should cross out missed words this time. Monitor student reading as discussed previously.

### **Word Study (10 minutes)**

**Objective:** Students will read new words that include the suffix being studied and use these words in sentences

**Materials:**

- ✓ Cards with words using suffix from previous lesson
- ✓ Writing notebooks

**Lesson:**

1. Review what a suffix is. Review the suffix from the previous lesson. Make sure students understand how to read, spell, and define the suffix.
2. Have the students take turns reading through the suffix word cards. Have the student read the word, state the root word, and state the meaning of the word (e.g., “‘Careless,’ the root is *care*. It means ‘without care or not to care.’”). Provide each student with multiple opportunities for practice.
3. Have students open their notebooks to the words they wrote during the previous lesson.
4. Have students write sentences for four of the words from their lists. Instruct students to write sentences that show that they understand the meaning of the word (e.g., The sentence “I feel useless.” is not an acceptable sentence because it doesn’t convey that they understand the meaning of the word. The sentence “I feel useless in gym class because I can’t catch the ball.” is acceptable).
5. Have students share their sentences with the group.

## ***Lesson 58: Suffixes***

### **Instructional Reading (20 minutes)**

**Objective:** Students will use expository comprehension cards<sup>2</sup> to guide their reading.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Prepared review questions
- ✓ Expository comprehension cards 5 to 7
- ✓ Flip chart used in previous lesson, markers

**Before Reading**

1. Have each student think of one review question to ask the others about the previous lesson. Have them ask the group their questions.
2. Ask your prepared questions to review any other additional important material.
3. Teach today's vocabulary words.

**Reading**

1. Pass out comprehension cards 5 to 7. Have students read silently for five minutes, keeping in mind the questions on the cards as they read.
2. Turn to the "What I want to know" page on the flip chart, and ask students if any of these questions have been answered. Record any answers to these questions.
3. Discuss what they have read.
4. Call on students to take turns reading aloud.
5. Ask questions as students read, periodically stopping to ask, "Does this make sense?"

**After Reading**

1. Check the list on the flip chart again for any answered questions. Record any answers to these questions.
2. Discuss what students have learned so far. Ask them specifically if they have learned anything surprising about the topic.
3. Review vocabulary words from today's lesson and the previous lesson.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

## Lesson 59: Suffixes

### Fluency (10 minutes)

**Objective:** Students will improve fluency when reading words in isolation.

**Materials:**

- ✓ Word cards containing words students have missed during instructional reading, fluency, or word study

**Lesson:**

1. Have students take turns reading word cards. Show the student one card. If he or she reads the word correctly in three seconds, put the card in the “correct” pile. If he or she cannot correctly read the word in three seconds, model the correct reading, have the student reread the card correctly, and hand him or her the card. Show the next student a card, and continue until all cards have been read.
2. Have students take turns rereading the cards they are holding. If the student reads the card correctly, put the card in the “correct” pile. If he or she misreads the word, model the correct reading, have him or her reread the card, and place it in the pile for further practice.
3. Continue reading through the words again if time permits.

### Word Study (10 minutes)

**Objective:** Students will practice reading and writing words that include the suffix being studied.

**Materials:**

- ✓ Word cards with the suffix that was covered in the previous lesson (use the words that will be used in the sentences for the game)
- ✓ Sentence cards with each sentence containing one of the suffix words  
Examples: The lion tamer must be fearless to work with those lions.  
My mother said I was careless because I left the front door open again.
- ✓ Gameboard with 10 spaces and two game pieces, for each pair
- ✓ Blank cards for writing answers

**Lesson:**

1. Review the suffix from the previous lesson.
2. Have students read the word cards in unison. Periodically ask a student to define a word, or to use it in a sentence.
3. Pair students.
4. Introduce the game “Double Scoop”<sup>7</sup> and explain the rules to the students.
  - a. Players put their pieces on the starting space.
  - b. Player 1 draws a sentence card from the pile, reads the sentence, and repeats the underlined word.
  - c. Player 2 takes a blank card and writes the word.
  - d. Player 1 checks the spelling by comparing it to the sentence card. If it is correct, player 2 moves his or her piece one space.
  - e. Player 2 draws a sentence card from the pile, reads the sentence, and repeats the underlined word.
  - f. Player 1 takes a blank card and writes the word. Player 2 checks the spelling. If it is correct, player 1 moves his or her piece one space.
  - g. The first player to move 10 spaces wins.



## ***Lesson 59: Suffixes***

### **Instructional Reading (20 minutes)**

**Objective:** Students will continue to read the text and answer comprehension questions.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Flip chart used in previous lessons, markers
- ✓ Paper and pencil for each student

**Before Reading**

1. Have students write down two new things that they have learned from their reading so far.
2. Ask each student to read his or her answers aloud.
3. Teach today's vocabulary words.

**Reading**

1. Have students read silently for five minutes.
2. Ask for a volunteer to summarize aloud what he or she read. Allow students to add additional important information.
3. Call on students to take turns reading aloud. Intervene periodically with explicit and implicit questions.

**After Reading**

1. Check the list on the flip chart again for any answered questions. Record these answers.
2. Discuss any questions that remain unanswered. Have students think of possible answers based on what they have learned so far.
3. Review today's vocabulary words.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today's lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.

# Lesson 60: Suffixes

## Fluency (10 minutes)

**Objective:** Students will improve fluency (speed, accuracy, and expression) while reading connected text.

**Materials:**

- ✓ Photocopies of short reading passages at the group’s independent reading level

**Lesson:**

1. Read two sentences of the text aloud. Have the students echo your reading in unison. Prompt students to echo your reading with expression as well as speed and accuracy. Continue this process until a complete paragraph has been read.
2. Reread the paragraph chorally with the entire group. Set a reading pace that is appropriate for the group.
3. Follow steps 1 and 2 for the next paragraphs until the entire passage has been read.
4. Reread the passage chorally if time permits.

## Word Study (10 minutes)

**Objective:** Students will sort word cards into categories by reading words and determining which pattern each word follows.

**Materials:**

- ✓ 10 word cards with words that include the suffix from this week’s lesson
- ✓ 10 word cards with compound words (see Appendix A)
- ✓ 10 word cards with words including two different prefixes

**Lesson:**

1. Review the suffix being taught this week.
2. Have students read through the three sets of word cards.
3. Place one of the cards from each group (key cards) on the tabletop.
4. Model sorting one card into each category. Read the card, place it under the appropriate key card, and explain why you sorted it into that group.
5. Have students take turns sorting the words into the groups. Provide a student with a word card. Explain that he or she will put the card under the key card of the same pattern. Have the student sort the word, read the word, and explain why he or she sorted it into that group.
6. When all of the cards have been sorted, ask students to examine the groups to find any mistakes. Discuss and correct any mistakes.
7. Have students read through all of the words in unison.

Example Sort:

selfless	airport	unfair	replace
sightless	cookbook	unwind	retest
needless	underpaid		

## ***Lesson 60: Suffixes***

### **Instructional Reading (20 minutes)**

**Objective:** Students will finish reading the text and create a “Get the Gist” statement<sup>4</sup>.

**Materials:**

- ✓ Same text
- ✓ 3-5 vocabulary cards
- ✓ Flip chart from previous lessons, markers

**Before Reading**

1. Ask each student to share the most interesting thing he or she has learned so far.
2. Ask students if there has been anything confusing that they would like to spend some time talking about.
3. Teach today’s vocabulary words.

**Reading**

1. Have students read silently for five minutes.
2. Tell them each to write two questions about what they have read. Tell them they are going to ask you these questions, so they should be sure to make the questions challenging but relevant to the text.
3. Answer each student’s questions, and ask the other students if your answers are correct.
4. Call on students to take turns reading the rest of the book aloud.

**After Reading**

1. Consult the flip chart once more to see if any more answers have been uncovered. Record these answers.
2. Ask students what they think the main idea of the book was. Let them think about it for a moment and then discuss their ideas.
3. Help the students to create a ten word “Get the Gist” statement to sum up the main idea of this book.
4. Review all the vocabulary words from this week.

### **Writing (5 minutes)**

**Objective:** Students will improve writing fluency (speed and accuracy).

**Materials:**

- ✓ Writing notebooks and pencils
- ✓ Timer

**Lesson:**

1. Review the word pattern learned in today’s lesson and encourage students to write as many words with this pattern as they can.
2. Time students as they write for one minute in their writing notebooks.
3. Ask each student to read the words they wrote.
4. Assist students with spelling and pronunciation corrections.



# —Appendices—

# Appendix A

## Word Lists

### Most Common Sight Words (Lessons 1–4)

I	first	four	today
a	water	girl	order
is	called	high	horse
on	put	between	color
as	off	under	body
if	work	story	north
of	give	next	south
or	where	watch	cried
the	any	leave	I'll
you	want	it's	fire
was	does	every	music
for	here	country	question
are	only	earth	didn't
with	little	eye	friend
his	very	always	door
this	after	both	become
have	great	paper	better
one	also	often	during
what	large	until	whole
were	move	children	himself
your	again	river	morning
said	point	carry	against
use	father	once	table
each	sentence	later	pull
there	through	without	voice
their	following	almost	upon
which	even	being	area
them	because	example	problem
these	different	together	complete
some	picture	group	piece
her	animal	important	usually
has	letter	second	easy
two	answer	idea	heard
been	study	enough	sure
come	learn	really	however
from	American	sometimes	product
word	world	mountain	happen
many	add	young	remember
into	city	family	listen
number	don't	bird	early
people	open	across	cover
several	common	present	

## CVC (For use with Lessons 5–8 and 9–12)

a

bad  
bag  
cab  
cat  
dad  
fat  
gap  
had  
jag  
lab  
lad  
mat  
nap  
pal  
pad  
rag  
ram  
rap  
sad  
sag  
tab  
van  
yam

e

beg  
bet  
den  
fed  
get  
hem  
hen  
jet  
led  
leg  
let  
men  
met  
net  
peg  
pen  
red  
set  
ten  
vet  
web  
wed  
yes

i

bin  
bit  
did  
fig  
fin  
him  
hip  
hit  
kit  
lip  
lit  
pig  
pin  
pit  
rip  
rig  
sip  
tin  
tip  
wig  
win  
zip

o

bog  
box  
cob  
cot  
fog  
gob  
hop  
hot  
jog  
jot  
log  
lot  
mob  
mop  
not  
pop  
pot  
rod  
rot  
sob  
sod  
top

u

bug  
bun  
bus  
but  
cub  
cut  
dug  
fun  
gun  
gut  
hug  
hum  
jug  
lug  
mud  
mug  
nut  
pun  
pup  
rug  
rut  
sun  
tug

## CVCC (Lessons 5–8)

<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u>
camp (cap)	bend (bed)	fist (fit)	cost (cot)	gust (gut)
fast (fat)	bent (bet)	hint (hit)	frog (fog)	hunt (hut)
lamp (lap)	best (bet)	lift (lit)	loft (lot)	pump (pup)
mast (mat)	next (net)	limp (lip)	long (log)	rust (rut)
pant (pat)	left (let)	sift (sit)	lost (lot)	bump
past (pat)	melt (met)	dish	bond	duck
raft (rat)	nest (net)	film	doll	dusk
vast (vat)	pest (pet)	fish	golf	dust
bath	sent (set)	gift	fond	hush
bask	west (wet)	hill	gosh	jump
cash	vest (vet)	kick	lock	just
last	cent	pick	loss	lump
lash	desk	wind	moth	much
mask	held	wish	mock	must
mass	help	rich	romp	rush
math	kept	risk	soft	such
pass	neck	sick		tusk
path	rest			
task	send			



## CCVC (Lessons 9–12)

clan (can)  
club (cub)  
clam  
clap  
clip

drip (dip)  
drug (dug)  
drag  
drop  
drum

flat (fat)  
fled (fed)  
flag  
flap  
flip  
flop

plan (pan)  
plop (pop)  
plot (pot)  
plug  
plum  
plus

skin (sin)  
skip (sip)  
skit (sit)  
skid  
skim

slam(Sam)  
slap (sap)  
slat (sat)  
slip (sip)  
slob (sob)  
slum (sum)  
sled  
slim  
slug

snap (sap)  
snag (sag)  
snip (sip)  
snub  
snug

spat (sat)  
spin (sin)  
spit (sit)  
spun (sun)  
span  
sped  
spot

stun (sun)  
stab  
stem  
step  
stop

trap (tap)  
trim (Tim)  
trip (tip)  
trot (tot)

## Silent *e* (Lessons 13–16)

### a

ate (at)  
cane (can)  
cape (cap)  
fade (fad)  
hate (hat)  
Jane (Jan)  
made  
(mad)  
mane  
(man)  
mate (mat)  
pane (pan)  
same (Sam)  
tape (tap)  
vane (van)  
bake  
base  
cake  
came  
cave  
make  
take

### e

Pete (pet)  
eve

### i

bite (bit)  
dime (dim)  
hide (hid)  
fine (fin)  
kite (kit)  
ride (rid)  
ripe (rip)  
side (Sid)  
site (sit)  
time (Tim)  
wine (win)  
bike  
dive  
five  
life  
like  
line  
mite  
pile  
pipe

### o

code (cod)  
cone (con)  
hope (hop)  
note (not)  
robe (rob)  
rode (rod)  
mope (mop)  
pope (pop)  
tote (tot)  
bone  
hole  
home  
hose  
joke  
lone  
nose  
rope  
rose  
vote  
woke

### u

cube (cub)  
cute (cut)  
dude (dud)  
huge (hug)  
tube (tub)  
use (us)  
duke  
dune  
fume  
fuse  
June  
mule  
muse  
mute  
rude  
rule  
tune

## CVC + *-ing* (Lessons 17-20)

a  
batting  
canning  
capping  
fanning  
jabbing  
jamming  
lagging  
lapping  
matting  
nabbing  
napping  
padding  
panning  
patting  
ramming  
rapping  
tabbing  
tagging  
tanning  
tapping

e  
bedding  
begging  
betting  
getting  
hemming  
jetting  
legging  
letting  
netting  
pegging  
petting  
setting  
wedding  
webbing

i  
digging  
dipping  
fitting  
hitting  
nipping  
pinning  
pitting  
ribbing  
rigging  
ripping  
sipping  
sitting  
tipping  
winning  
zipping

o  
bobbing  
conning  
dotting  
fogging  
hogging  
hopping  
jogging  
jotting  
logging  
mobbing  
mopping  
nodding  
popping  
potting  
robbing  
rotting  
sobbing  
topping

u  
budding  
bugging  
bumming  
bussing  
butting  
cupping  
cutting  
gumming  
gutting  
hugging  
humming  
jutting  
lugging  
mugging  
running  
rubbing  
summing  
sunning  
tugging

## Long Vowel Pairs (Lessons 21–24)

<u>ai</u>	<u>ea</u>	<u>oa</u>	<u>ee</u>	<u>oo</u>
bait	bead	boat	bee	bloom
brain	bean	boast	beep	brood
claim	beat	coach	beef	book
fail	deal	coal	breed	boot
faith	dream	coast	cheek	coo
gain	each	coat	creek	cool
grain	east	float	feet	food
mail	lead	foam	green	gloom
main	lean	goal	greet	look
nail	mean	goat	heel	moon
pail	meat	groan	keep	noon
pain	neat	load	kneel	proof
paint	plead	loan	meet	pooh
rail	pleat	moan	need	roost
rain	reach	moat	peep	school
sail	read	road	see	shoot
snail	real	soap	seek	scoot
stain	scream	roam	sheep	spook
tail	seat	soak	sleep	spoon
wait	sneak	throat	speed	stool
waist	steal	toad	steel	took
vain	team	toast	street	toot
	treat		tee	troop

## Final *-ed* (Lessons 25–28)

### *-ed* (no *t* or *d*)

bumped  
ducked  
gushed  
hushed  
jumped  
kicked  
locked  
pumped  
pushed  
walked

blushed  
brushed  
crunched  
munched  
quacked  
smelled  
thumped

clapped  
clogged  
dripped  
grinned  
scanned  
snagged  
stubbed

### CVC + *-ed* (with doubling)

bugged  
bagged  
begged  
canned  
cupped  
dipped  
hemmed  
hopped  
hugged  
hummed  
jogged  
mapped  
napped  
penned  
pegged  
popped  
ragged  
ripped  
sagged  
sipped  
sobbed  
tagged  
wagged  
yapped

### CVC + *ed* (with doubling and final */ed/* sound)

budded  
fitted  
guttled  
netted  
padded  
patted  
potted  
rotted  
wedded

## R-Controlled Vowels (Lessons 29–32)

### ar

barn  
card  
cart  
charm  
dark  
darn  
farm  
hard  
harm  
lark  
mark  
park  
part  
scarf  
shark  
sharp  
smart  
spark  
star  
start  
yard  
yarn

### er

clerk  
fern  
germ  
her  
herb  
herd  
jerk  
nerve  
perch  
perk  
serve  
stern  
term  
verb

### ir

bird  
birth  
chirp  
dirt  
fir  
firm  
first  
flirt  
girl  
sir  
shirt  
skirt  
smirk  
stir  
swirl  
third  
thirst  
twirl

### or

born  
cord  
cork  
corn  
dorm  
for  
ford  
fort  
forth  
horn  
lord  
north  
order  
porch  
pork  
port  
short  
sport  
stork  
storm  
torch  
worn  
torn

### ur

blurb  
blurt  
burn  
burst  
church  
churn  
curb  
curl  
curse  
furl  
hurt  
hurl  
lurch  
lurk  
murk  
nurse  
purge  
purr  
purse  
spur  
spurn  
spurt  
surf  
turn  
urge

## Vowel Diphthongs (Lessons 33–36)

### ow

bow  
brown  
cow  
clown  
crowd  
crown  
down  
drown  
frown  
gown  
growl  
how  
howl  
now  
owl  
plow  
prowl  
scowl  
sow  
town  
vow  
wow

### ou

cloud  
couch  
count  
foul  
found  
ground  
hound  
loud  
mound  
mount  
mouse  
mouth  
noun  
ouch  
out  
pouch  
pound  
pout  
proud  
round  
scout  
shout  
snout  
sound

### oi

boil  
broil  
coil  
coin  
foil  
hoist  
join  
joint  
moist  
noise  
oil  
point  
soil  
spoil  
toil  
voice

### oy

boy  
coy  
joy  
ploy  
Roy  
soy  
toy  
Troy  
annoy  
cowboy  
employ  
enjoy  
joyful  
loyal  
voyage

## Complex Onset Rimes (Lessons 37–40)

### -atch

batch  
catch  
hatch  
latch  
match

### -eigh

neigh  
weigh  
sleigh

### -eight

eight  
freight  
weight

### -ight

fight  
light  
night  
right  
sight  
tight  
bright  
fright

### -ind

bind  
find  
kind  
mind  
wind  
blind  
grind  
remind  
rewind  
unkind

### -edge

edge  
hedge  
ledge  
wedge

### -etch

fetch  
sketch  
stretch

### -itch

ditch  
hitch  
itch  
pitch  
twitch

### -ough (/f/)

cough  
enough  
rough

### -ought

bought  
fought  
ought  
brought  
thought

### -ound

bound  
found  
ground  
mound  
sound  
wound  
urtle

### -unch

bunch  
brunch  
hunch  
munch  
punch



## Compound Words (Lessons 41–44)

airport  
anyone  
anything  
bathtub  
bedroom  
bluebird  
bookshelf  
boyfriend  
cookbook  
cornfield  
cowboy  
driveway  
everyday  
eyeball  
farmhouse  
fingerprint  
girlfriend

gumball  
haircut  
handstand  
inside  
jellyfish  
keyhole  
lifetime  
lunchbox  
mailbox  
milkshake  
newspaper  
notebook  
outdoors  
overlook  
pancake  
photograph  
railroad  
rowboat

seashell  
shipwreck  
sidewalk  
spacesuit  
sunburn  
sunrise  
sunset  
sunshine  
superman  
toothpaste  
toolbox  
tugboat  
underground  
underline  
upstairs  
wallpaper  
waterfall

## Final -s and -es (Lessons 45–48)

### **Final -s**

beds  
bits  
bites  
cans  
canes  
cars  
cubs  
dogs  
ferns  
fins  
globes  
hats  
hops  
kits  
kites  
mats  
pens  
pets  
pins  
plans  
planes  
shacks  
stars  
turns

### Final es (ss ending)

bosses  
classes  
crosses  
dresses  
fusses  
glasses  
guesses  
hisses  
kisses  
losses  
messes  
misses  
passes  
tosses

### Final es (ch ending)

arches  
beaches  
crunches  
inches  
lunches  
peaches  
punches  
ranches

### Final es (sh ending)

bushes  
brushes  
crashes  
dishes  
fishes  
flashes  
pushes  
wishes

## y to i (Lessons 49–52)

### Singular Nouns -> Plural

army/armies  
baby/babies  
berry/berries  
body/bodies  
bunny/bunnies  
city/cities  
copy/copies  
family/families  
fly/flies  
guppy/guppies  
hobby/hobbies  
party/parties  
penny/pennies  
pony/ponies  
puppy/puppies

### **Present Verbs -> Past**

carry/carried  
cry/cried  
dry/dried  
envy/envied  
fry/fried  
marry/married  
reply/replied  
study/studied  
worry/worried

### Exceptions

chimney/chimneys  
donkey/donkeys  
key/keys  
turkey/turkeys

## Prefix Definitions (Lessons 53–56)

*mis*: badly; wrongly

*un*: the opposite of

*pre*: before; in front of

*re*: again

*dis*: to do the opposite of; not

*a*: on

*be*: make

*com*: with, together

*con*: with, together

*de*: to do the opposite of; to remove

*ex*: out of; outside

*for*: to involve exclusion, failure, neglect; completely

*im*: not

*in*: not

*non*: not; reverse of; absence of

*over*: to exceed or surpass; to an excessive degree

*post*: after; behind

*pro*: earlier than, prior to; front

*sub*: under, below; subordinate

*under*: beneath; lower in rank

*up*: being in a raised position

## Prefixes (Lessons 53–56)

<u>mis</u>	<u>un</u>	<u>pre</u>	<u>re</u>	<u>dis</u>
misbehave	unable	precede	recall	disappear
misconduct	unafraid	precook	recount	disappoint
miscount	unbroken	predate	refill	disable
misdeal	unclean	predict	reform	disagree
misdeed	unclear	prefix	remark	disappear
misfit	uncover	pregame	repay	discolor
misguide	undone	preheat	replay	discomfort
misjudge	unfair	prejudge	reprint	discover
mislead	unhappy	prepare	return	dishonest
mismatch	unkind	prepay	release	dislike
misname	unlock	preschool	repair	disobey
misplace	unlucky	preset	respect	disorder
misprint	unpack	preteen	reverse	distance
misspell	unreal	pretend	recall	disappear
mistake	unsafe	pretest	recount	disappoint
mistreat	unseen	preview		
mistrust	unsure	prewash		
misuse	unwrap	preschool		
<u>a</u>	<u>be</u>	<u>com</u>	<u>con</u>	<u>de</u>
aboard	becalm	combat	concrete	decay
afire	befriend	combine	conduct	declare
ashore	beguile	commune	confuse	define
atop	bewitch		connect	demand
			control	describe
<u>ex</u>	<u>for</u>	<u>im</u>	<u>in</u>	<u>non</u>
explain	forbid	imperfect	inaccurate	nonsense
expect	forever	immature	inactive	nonstop
expense	forget	immobilize	inadvertent	nonprofit
excuse	forgive	impossible	incognito	nonsupport
exit	forward			
<u>over</u>	<u>post</u>	<u>pro</u>	<u>under</u>	<u>up</u>
overall	postdate	produce	underdog	uphill
overboard	posterior	propose	underline	upright
overcome	postpone	protest	understand	upon
overlook	postscript	provoke	underground	upstream
<u>sub</u>				
subdue				
submit				
subway				

## Suffix Definitions (Lessons 57–60)

*ful*: full of; having the qualities of

*less*: false; not having

*tion*: the act of

*ly*: to do something in a certain manner

*y*: the condition of; occurrence of an action

*er*: used to show degree; used to connect a person's job with an object or action

*est*: used to show degree – the most of something

*able*: capable of; fit for

*age*: collection; action or process; house or place of

*ance*: instance of an action or process; quality or state

*ible*: capable of; fit for

*ion*: an act; result of an act

*ive*: that performs or tends toward an action

*ment*: result of an action

*ness*: condition, quality

*ward*: that moves, in a direction

## Suffixes (Lessons 57–60)

### ful

beautiful  
careful  
cheerful  
colorful  
fearful  
harmful  
mouthful  
peaceful  
playful  
powerful  
tasteful  
thoughtful  
truthful  
useful  
wonderful

### less

careless  
endless  
helpless  
homeless  
lifeless  
painless  
powerless  
priceless  
restless  
sleepless  
speechless  
spotless  
tasteless  
toothless  
useless

### ly

badly  
barely  
bravely  
closely  
costly  
deadly  
directly  
finally  
frequently  
loudly  
proudly  
really

### tion

action  
celebration  
combination  
congratulation  
construction  
decoration  
education  
formation  
fraction  
invention  
inspection

### y

breezy  
bumpy  
chilly  
choppy  
cloudy  
dirty  
easy  
floppy  
funny  
grouchy  
grumpy  
muddy  
sandy  
soapy

### able

drinkable  
likeable  
teachable  
touchable  
readable

### age

cottage  
image  
language  
manage  
village

### ance

clearance  
entrance  
performance

### er

bigger  
cheaper  
cooler  
swimmer  
teacher

### est

cleanest  
fattest  
lightest  
loudest  
tallest

### ible

flexible  
horrible  
responsible  
sensible

### ion

champion  
companion  
suspicion

### ive

active  
attentive  
attractive  
expensive

### ment

agreement  
argument  
basement  
employment  
payment

### ness

badness  
dryness  
likeness  
madness  
witness

### ward

backward  
forward  
inward  
northward  
westward

## Appendix B

### Book Publishers

(Representative products; not necessarily recommended)

#### Decodable Books:

<b>Publisher</b>	<b>Series Name</b>	<b>Contact Information</b>
McGraw-Hill	Lippincott Phonics Easy Readers	McGraw-Hill 1-800-4429685 www.mhschool.com
SRA/McGraw Hill	Open Court SRA Phonics	McGraw Hill 1-888-772-4543 www.sra4kids.com
Scholastic, Inc.	Scholastic Phonics	Scholastic 1-800-724-6527 www.scholastic.com
Steck-Vaughn Company	Phonics Readers	Steck-Vaughn Company 1-800-531-5015 www.steck-vaughn.com

#### Easy to Read Books

<b>Publisher</b>	<b>Series Name</b>	<b>Contact Information</b>
Gareth Stevens	Bank Street Ready to Read	Gareth Stevens 1-800-542-2595 www.garethstevens.com
Harper Trophy	I Can Read	Harper Collins 1-212-261-6500 www.harperchildrens.com
Steck-Vaughn Company	Phonics Readers Plus	Steck-Vaughn Company 1-800-531-5015 www.steck-vaughn.com
Scholastic, Inc.	Hello Reader!	Scholastic 1-800-724-6527 www.scholastic.com



### Easy Chapter Books

<b>Publisher</b>	<b>Series Name</b>	<b>Contact Information</b>
Simon & Schuster Books for Young Readers	Henry and Mudge	Simon & Schuster Trade 1-800-323-7445 www.simonsays.com
Harper & Row, Inc.	Frog and Toad	Harper Collins Childrens' Books 1-212-261-6500 www.harperchildrens.com
Puffin	Young Cam Jansen	Penguin Putnam, Inc. 1-800-847-5515 www.penguinputnam.com
Random House	Step Into Reading	Random House, Inc. 1-800-733-3000 www.randomhouse.com

### Chapter Books

<b>Publisher</b>	<b>Series Name</b>	<b>Contact Information</b>
Albert Whitman & Company	The Boxcar Children	Albert Whitman & Company 1-800-255-7675 www.albertwhitman.com
Delacorte Books for Young Readers	Nate the Great	Random House 1-800-733-3000 www.randomhouse.com
Puffin Books	Cam Jansen	Penguin Putnam, Inc. 1-800-847-5515 www.penguinputnam.com
Random House Childrens Publishing	Magic Tree House Series Junie B. Jones Series	Random House 1-800-733-3000 www.randomhouse.com

## Appendix C

### Specific Strategies

**Pre-teaching Vocabulary** – An important component of instructional reading is vocabulary building. One of the best ways to build vocabulary during instructional reading practice is to pre-teach vocabulary words. Preview the text to find vocabulary words that the students are not familiar with and which are important for understanding the text. Between three and five words should be selected from the text and written on note cards. The tutor should begin a new text by introducing the new vocabulary words. Words should be shown to the students, read by the tutor, and repeated by the students. Then the tutor should teach the meanings of the new words. The following strategies should be considered when introducing new vocabulary words:

*The meaning of new words should be taught in a number of different ways.* Tutors can use pictures, objects, gestures, and descriptions to supplement the definitions of words. For example, if teaching the words *sweep* and *swoop*, the tutor and students can physically act out sweeping a broom and swooping like an eagle.

*Present examples and non-examples of the new word.* If teaching the word *hurricane*, the tutor could identify the features of a hurricane and then contrast it with different types of storms.

*Categorize the word so that students can see how the word relates to other words.* Using major categories can help students to better understand the meaning of the word. *Cactus*, for example, is a type of plant. Furthermore, it is a desert plant. It is like other plants because it needs sunlight and water to survive, but it does not have leaves and can survive without rain for long periods of time by storing water.

*Relate the word to the students' own personal experiences and daily lives.* When teaching any new word, ask students to explain what about this word is familiar to them. They may have an idea of what the word means even though they cannot formulate a precise definition; perhaps the word reminds them of a story they have read or a movie they have seen. Students will be encouraged to realize that they may know more about a word than they first thought.

**Comprehension Cards** – There are two types of comprehension cards, narrative cards and expository cards, that can be used to help students with the comprehension of text. Comprehension cards can be made by hand or by computer, or you may simply copy the cards provided in this manual. Some lessons require only one set of cards for the whole group, but other lessons require one set of cards for each individual student. The cards are divided into three categories:

- The first set of cards (narrative: cards 1-3, expository: 1-4) are prediction cards. They are used to make predictions about a text before reading. Students will answer these questions by looking at the pictures, reading the titles, and using their own prior knowledge (things they already know about the topic). Use these cards to stimulate discussion before reading the text.

- The second set of cards (narrative: 4-10, expository:5-7)are used while students are reading. These cards help students process the information they are reading. These cards should be used at appropriate intervals, or at times when a new character is introduced, an important event has taken place, or any time new important information is discovered.
- The third set of cards (narrative: 11-15, expository: 8-11) are follow-up cards. They are used after students have read some portion of the text. The cards include questions that are designed to elicit responses about a student’s factual knowledge of the text. While others require the students to make inferences and to organize their knowledge about the story into summative statements.

•  
See Appendix D for templates of the cards.

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**“Get the Gist” Statements** - A “Get the Gist” statement (Vaughn & Kingner, 1996) is a ten-word statement that conveys the main idea of a paragraph, passage, or text. The ten-word limit is an important feature of the “Get the Gist” strategy because it forces students to remove extraneous information from their response. This limit requires that students differentiate between main ideas and details. This strategy is difficult for students to learn, and should be taught with extensive modeling and teacher support. The tutor can help the students pinpoint the main idea by asking questions such as “What do you think is most important who or what in this book?” or “If you could tell a friend the most important thing about this book, what would you say?” or “What is the main idea of this paragraph?”

**“Fix-up Strategies”** – “Fix-up strategies” (Blanchowicz & Ogle, 2001) are strategies that students use during reading. These strategies can help students understand words or sentences that are unclear to them. When a student comes to a word or sentence that he or she does not understand, the student should try the following steps:

1. Reread the sentence with the difficult word, and then read the sentences before and after the word looking for clues to the meaning of the word or sentence.
2. Reread the sentence without reading the difficult word and think about the word that belongs in the space to make the sentence make sense.
3. Use pictures to find clues about the meaning of the difficult word or sentence.
4. Look for any prefixes or suffixes in the word that provide clues about the difficult word’s meaning.
5. Ask for assistance.

It is important to guide students through these steps. Use extensive modeling and support to teach these strategies, and then phase out these supports to build independent use.

# Appendix D

## Expository Comprehension Cards

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PREDICTION CARDS (1-4) READING CARDS (5-7) FOLLOW-UP CARDS (8-11)

What does the title tell me?

1

What do I already know about  
the topic?

2

What do the pictures tell me?

3

What do I want to learn about?

4

Does this make sense?

5

What have I learned so far?

6

What questions do I still have?

7

What new words did I learn?

8

## **Expository Comprehension Cards**

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**PREDICTION CARDS (1-4) READING CARDS (5-7) FOLLOW-UP CARDS (8-11)**

**What was this mainly about?**

**9**

**What did I learn?**

**10**

**What else do I want to know  
about . . . ?**

**11**

## Narrative Comprehension Cards

(Adapted from material developed by Neuhaus Education Center. Copyright 1998 by Neuhaus Education Center. All rights reserved. )  
PREDICTION CARDS (1-3) READING CARDS (4-10) FOLLOW-UP CARDS (11-15)

**What does the title tell me about  
the story?**

**1**

**What do the pictures tell me?**

**2**

**What do I already know about  
\_\_\_\_\_?**

**3**

**Who?**

**4**

**What?**

**5**

**When?**

**6**

**Where?**

**7**

**Why?**

**8**

# Narrative Comprehension Cards

(Adapted from material developed by Neuhaus Education Center. Copyright 1998 by Neuhaus Education Center. All rights reserved.)

PREDICTION CARDS (1-3) READING CARDS (4-10) FOLLOW-UP CARDS (11-15)

**How?**

**9**

**What do I think will happen  
next?**

**10**

**Who were the characters?**

**11**

**What was the setting?**

**12**

**What was the problem?**

**13**

**How was the problem solved?**

**14**

**Why did . . . ?**

**15**

Appendix E  
Graphic Organizer A

**Who?**

**What?**

**When?**

**Where?**

**Why?**

**How?**

**What do I think will happen next?**



**Graphic Organizer B**  
**Lessons 17 – 20**

**Before I Read**

Where I think I will go  
on my journey:

Title

Predictions I make before  
I read &  
What I already know



**While I Read**

What I saw on my journey:

Characters

Setting

Events



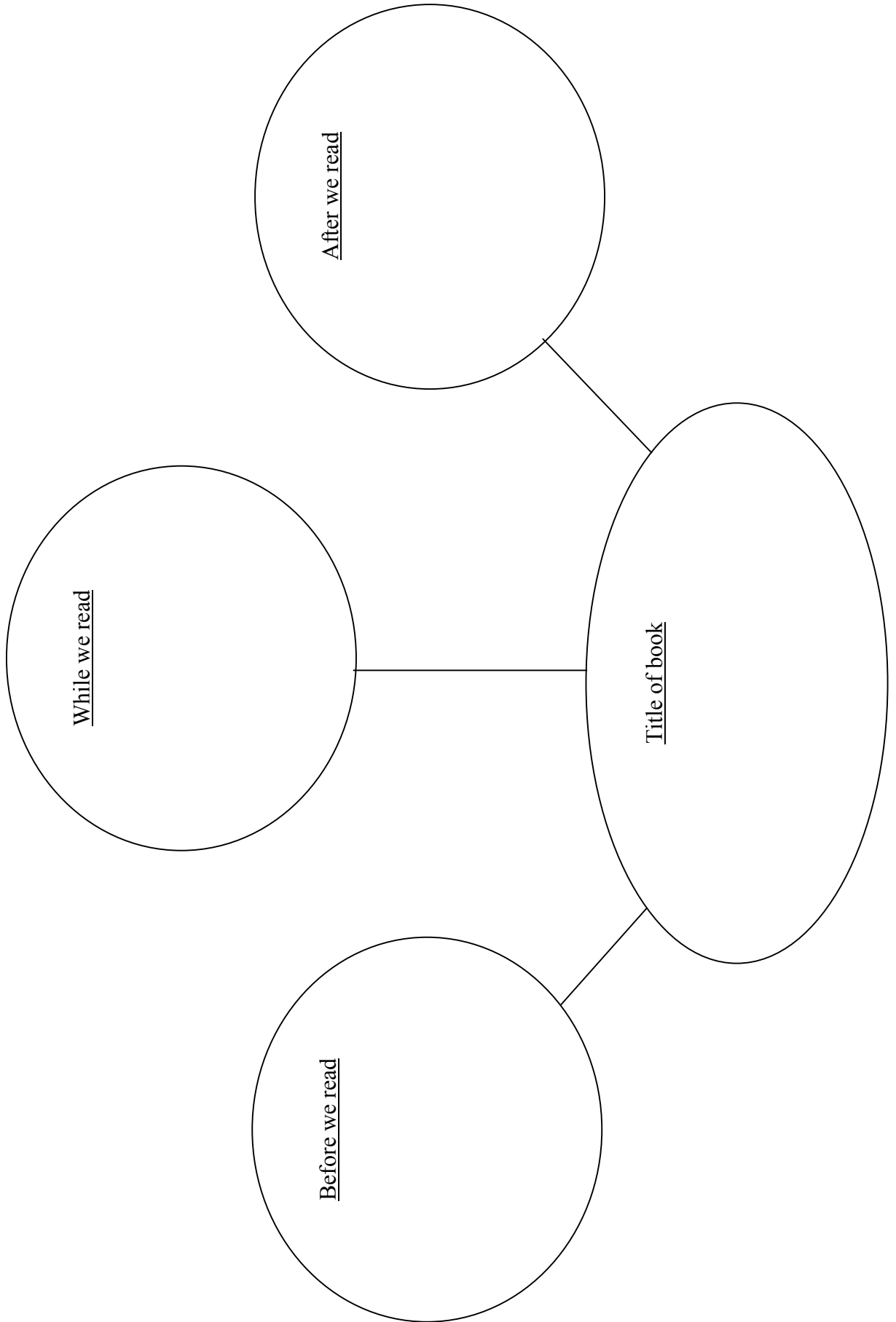
**After I Read**

What I remember about my  
journey

“Get the Gist” Statement

**Graphic Organizer C**

**Lessons 25 - 28**



**Graphic Organizer D**  
**Lessons 33 –36**

Recipe for: \_\_\_\_\_ (Title of the Book)

Ingredients:

Add **Characters**:

Mix with **Settings**:

Stir in **Events**:

A dash of **Problems**:

A teaspoon of **Plot**:

A cup of **Solution**:

A tablespoon of **Resolution**:

Shake well with **Theme**:

Directions: Bake at 425 degrees for one hour or until golden brown for one well read story!

Graphic Organizer E  
Lessons 37-40

Student Name's  
Case of  
Write Book Title  
Here

page 1

Day One  
Suspects:  
  
Scene:  
  
Clues:

page 2

Day Two  
Suspects:  
  
Scene:  
  
Clues:

page 3

Day Three  
Suspects:  
  
Scene:  
  
Clues:

page 4

Day Four  
Suspects:  
  
Scene:  
  
Clues:

page 5

**Case Solved!**  
Write Up:

page 6

**Graphic Organizer F**  
**Lessons 45 - 48**

	WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED
Chapter 1			
Chapter 2			
Chapter 3			
Chapter 4			

Graphic Organizer G  
Lessons 53-56 & 57-60

Story Blocks for \_\_\_\_\_

Setting

Characters

Problem/Goal

Plot Events/Action

Solution/Outcome

Main Idea

# Glossary

**Alphabetic Principle** – the concept that sounds in words map to print

**Blending** – joining letter sounds together to form a word, e.g., /h/ /a/ /t/ = hat

**Choral Reading** – group reading technique in which the whole group reads in unison

**Compound Word** – one word comprised of two separate words, e.g. backbone = back + bone

**Comprehension** – ability to understand and get meaning from spoken and written language

**Connected Text** – any text that conveys meaning, either narrative or expository

**CVC** – a word consisting of a consonant-vowel-consonant pattern (e.g., bed)

**CCVC** – a word consisting of a consonant-consonant-vowel-consonant pattern (e.g., slip)

**CVCC** – a word consisting of a consonant-vowel-consonant-consonant pattern (e.g., camp)

**CVCe** – a word consisting of a consonant-vowel-consonant-silent *e* pattern (e.g., cake)

**Decode** – breaking written words down into small units of sound in order to read the word

**Diphthong** – Combinations of letters that form a unique sound when spoken (e.g., /oy/)

**Echo Reading** – group reading technique in which the tutor reads a portion of the text first and the students then read, echoing the tutor

**Explicit Questions** – literal questions such as who, what, when, or where for which students can find the answers in the text itself

**Expository Text** – also known as informational text that explains or tells about a topic

**Fix-up Strategies** – strategies students can use when they have trouble understanding what they are reading:

- Reread the sentence or paragraph
- Read one or two sentences ahead
- Retell in own words what he or she just read
- Think and connect what I read to what I already know and my own experiences (see Appendix A for more details)

**Frustrational Reading Level** – texts that are at a level which is too difficult for students to read, or in which they find more than 1 in 10 words difficult

**Get the Gist** – comprehension strategy that helps students separate details from main points by having students state a paragraph’s, text section’s, or entire text’s main idea in ten words or less (see Appendix A for more details)

**Graphic Organizer** – visual representation used to help students organize and think about what they have read, evaluate their thoughts and feelings, and make connections between texts

**Implicit Questions** – inferential comprehension questions such as why, how, and what if (students cannot find the answer in the text, they must think of it on their own)

**Independent Reading Level** – text at a level in which no more than approximately 1 in 20 words is difficult for the reader

**Instructional Reading Level** – text at a level in which no more than 1 in 10 words is difficult for the reader. Students will need instructional support from the tutor

**Less Phonetically Regular Words** – words that do not completely follow phonetic or decoding rules but that can be partially decoded (see sight words)

**Metacognition** – awareness of one’s own thinking processes or mental functions such as remembering, focusing attention, and processing information

**Model** – providing a demonstration for students to follow, for example, how to read a portion of text, complete an assignment, or follow directions

**Narrative text** – a text that tells a story and follows a familiar story structure including characters, setting, events, plot, problem, resolution and theme

**Onset** – an initial sound or combination of sounds that come before the vowel (e.g., “t” in “tap” or “str” in “straw”). The onset combines with the rime to form a word

**Prefix** – one or more bound sound or letters placed before a root word that changes the meaning of the word (e.g., the prefix “mis” means “not” or “not in its place,” as in “misplaced”)

**Rime** – the part of a word that begins with a vowel (e.g., “ight” in “right”). The rime combines with the onset to form a word

**Segmenting** – separating a word into its individual sounds (e.g., hat = /h/ /a/ /t/)

**Sight words** (or high frequency words) – words that students recognize automatically. They are recognized and pronounced immediately “at first sight.” The term is often applied to high-frequency words and irregular words, but does exclude other words. The ultimate goal of word study instruction is that all words become sight words that students can automatically recognize and read

**Suffix** – one or more bound sounds or letters placed at the end of a root word that changes the meaning of the word (e.g., when “less” is added to “care” to form “careless,” the word “care” is modified to mean “not caring”)



**Story Elements** – component parts of a story including: characters, setting, event, problem, resolution, and plot. These can also be defined by answering “Who?,” “What?,” “Where?,” “When?,” “Why?,” and “How?”

**Syllable** – each part of a word that contains a vowel sound. A movement of the jaw is required to make the sound of a syllable

**WCPM** – words read correctly per minute

**Word Sort** – activity in which students are given word cards to sort into specific categories. For example, students will sort cards into two categories: silent *e* and CVCC

**Writing notebook** – each student will have a writing notebook in which to perform any written activities during tutoring



## Endnotes

<sup>1</sup> Texas Center for Reading and Language Arts/Texas Education Agency. (1998).

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<sup>3</sup> Blachowicz & Ogle. (2001).

<sup>4</sup> Vaughn, Kingner, & Schumm. (1996).

<sup>5</sup> Texas Center for Reading and Language Arts. (2002).

<sup>6</sup> Texas Education Agency. (2000).

<sup>7</sup> Bear, Invernizzi, Templeton, & Johnston. (2000).



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