UNIT ONE: LONG-A PATTERNS

In Unit One, students are introduced to Word Building and learn the most useful long-a patterns: -ake, -ame, -a_e, -ave, -ade, -ace, -age, -ain, -ane, -ale, -ail, -ay. The following single consonant correspondences are also reviewed: c = /s/ (city), g = /j/ (giraffe). The clusters sn = /sn/, sp = /sp/, and st = /st/ are presented.

Teaching Long-Vowel Patterns

Long vowels represent a major cognitive leap for many students. No longer can they decode a word letter by letter. Now they must discern final-e and digraph (ai, ee, etc.) patterns. In addition, they now face decoding tasks in which the vowel letter(s) might represent a long or a short vowel or another sound. While they were working on the short-vowel level, the vowels, except for some high-frequency words, represented short sounds. To help students make this difficult transition to decoding long-vowel words, each long vowel is introduced with explanations, exercises, and articles that help students see the impact of final e or a digraph. For instance, in the introductory lesson for long-a patterns, students read about a man who sees a lion’s mane, and a man who had a plan for a car plane. Students also change words by adding final e.

Introductory Lesson

Lesson 1: Introducing Long-a Patterns

Step 1: Introducing Final -e Patterns

To introduce long-a words, show students how the final e marks the vowel as being long. Holding up a can, tell students that you are going to change the can into a cane (hold up a cane). Ask students to guess how you might do that. Explain that you are not actually going to change the can, but that you are going to change the word can. Write can on the board. Adding e, explain that the word is now cane. Write the following words on the board and have e added so that they become long-vowel words: cap, tap, mad, hat, plan, man.

Lead students to see that short a is spelled with an a in the middle or beginning of the word as in cap or at, but long a has an e at the end of the word as a marker as in cape and ate. Explain that long a is spelled a_e, with the blank being the space for a consonant letter. Point to a_e and have students read it. Ask students to tell what letter would need to be placed in the a_e blank to make the word ape. Point to a_e as you say /ay/. As you add p, say the word, emphasizing a_e as you say “aaaape.” Have students tell what letter would need to be added to ape to make cape.

Step 2: Guided Practice and Application

Introduce Book B. Discuss the cover of the book and have students flip through to get an overview of its contents. Note that the book has stories, articles, puzzles, and other activities. Tell students that these activities will help them learn the patterns presented in the book. Direct students to pages 2-3 of Book B and have them complete the activities as explained below.

Introductory Explanation: Read, “Make a Cane and a Plane,” the introductory explanation of final e as a vowel marker, with students. After you have read the selection with students, discuss how the words can, plan, cap, tap, and scrap were changed by adding final e. Guide students as they sort the boldfaced words in the article into two columns: a long-vowel column and a short-vowel column. Discuss the change that final e makes on the words.

Picture Words. Have students apply their understanding of final e by underlining the words that name the illustrations. Read the directions with students and make sure they can identify the illustrations. English language learners might need additional assistance learning the labels for the pictures.

Reading Time. Read the article, “The Lion,” with students. As you read, emphasize how the e changes the word man to mane. Briefly explain what a mane is. Read the directions for the underlining exercise with students. Do the first one cooperatively. After students have completed the activity, discuss their responses. Write their responses on the board so that they make the connection between the words’ pronunciations and spellings. Emphasize the effect of final e on the words. Discuss also what they learned about a lion’s mane.

Reading Time

In this exercise, students read an article that contrasts short-a and long-a words and complete a fill-in-the-blanks exercise. The fill-in-the-blanks exercise encourages students to focus on meaning as they practice applying newly learned decoding skills.

Before Reading. Have students read the title and then look at the illustration. Have them tell what the car looks like. Ask them to see if they can find the propeller. (The propeller is on the back of the plane). Write the word propeller on the board and say and underline its syllables, and have students say the word as a whole
and in syllables, since this is a difficult word to decode but plays a prominent role in the article. Have students read the article to find out if there ever was a car that flew. Remind students to fill in the blanks after reading the article. Tell them that if they can't remember an answer, they should go back over the article and find it. Show students how this might be done by doing the first sentence. Explain to students that if you couldn't remember which word went in the blank for “The man had a funny ____ ,” you could go back to the article, and there is the answer— wish — in the first sentence.

After Reading. Discuss the article. Have students tell whether there ever was a car that could fly. Have students tell what the car looked like. Students might read aloud the sentences that tell what the car looked like. Also discuss why the man made a car that would fly. Then have students read aloud the cloze sentences in which they wrote their responses. Although wish, fly, wings, back, and plane are the expected responses, accept any answers that are reasonable and which students can justify.

Picking Words
Stress selecting the word that best fits the sense of the sentence. Do the first one with students. Have them complete the remaining sentences independently or with a partner. When discussing the sentences, write responses on the board and emphasize the role of final e.

Building Words
Encourage students to read the word before e has been added and then after it has been added.

Word Building Lessons
After completing the introductory lesson, begin instructing students with Word Building lessons. Word Building lessons are derived from working with a variety of struggling readers, including students who had severe reading disabilities. However, you can adapt the intensity of the lessons so as to gear instruction to the progress of your students. If students are learning with relative ease, modulate the intensity. If students are struggling to learn the patterns, increase the intensity.

In a Word Building lesson, maximum preparation is provided so that students will be as successful as possible. The core of a lesson is reading a selection that incorporates a word pattern that has just been taught. Word patterns incorporated in the selection are pre-taught. Also pre-taught are high-frequency words that students might not know. In addition to the core selection, a variety of other activities are used to reinforce the target word pattern.

The contents of a Word Building lesson may vary. Some teachers may not include spelling as part of the lesson. Teachers might vary in the number of reinforcement activities they conduct. However, each Word Building lesson should include a review of a skill previously taught, introduction of a new skill, and guided practice and independent application of the new skill. Key parts of a Word Building lesson are presented below. Approximate times are given, but they might vary. Some students might be slower catching onto the pattern being introduced. They might need more time and practice.

Introduction
Review (2 to 5 minutes). Review previously taught pattern. Read or reread a brief selection that contains the pattern. Also review any take-home selections or other practice activities from the previous night.

Presentation or Extension of New Pattern (3 to 5 minutes). Word Building takes a spelling approach to introducing new elements. The teacher says the sound, and the students supply the letter that would spell that sound. Rimes, which are the part of a word that begins with a vowel (-ake, -ame), are presented and the students are asked to tell what letter would need to be added to ake to form the word bake. (By slightly changing the directions, you can change Word Building to a reading approach. When building words as a reading approach, you can change Word Building to a reading approach. When building words as a reading approach, you can change Word Building to a reading approach. When building words as a reading approach, you can change Word Building to a reading approach. When building words as a reading approach, you can change Word Building to a reading approach.) Using a reading approach to building words provides another way of considering the elements in the words. If students don't respond to a spelling approach, you might try a reading approach. Or you might use a spelling approach when you introduce a pattern and a reading approach when you review the pattern.)

Words and phonic elements are best learned when the letter-sound relationships are fully analyzed (Ehri & Rosenthal, 2007). This means that each sound in a word or element is analyzed and then connected in memory with the letter or letters that represent that sound. Bonds are forged between the individual sounds and letters, but, over time, can also be forged between patterns of sounds and letters. Although Word Building takes a pattern approach, individual sounds in the patterns are carefully highlighted and analyzed so that students process both the rime and the individual sounds. Helping students fully analyze and represent letter-sound relationships in memory is the foundation of Word Building. This is why high-frequency and content words as well as phonic pat-
ters are analyzed. Introduce specific elements by using or adapting the suggestions made in the lessons.

Guided Practice

Making Words and Making a Sentence activities in Book B are completed by students.

Reading a Selection Containing the Pattern (5 to 10 minutes). Introduce the selection by using or adapting the suggestions contained in the Teacher’s Guide. Students read the selection in the student book, complete the cloze (fill-in-the-blanks) exercise, and discuss the selection.

Completing Practice/Reinforcement Activities (5 to 10 minutes). On their own, with partners, or under your direction, students complete the activities on the second page of the two-page lessons in Book B.

Application/Extension

Spelling (3-5 minutes). Apart from being an important skill in itself, spelling is an excellent activity for helping students who are having difficulty learning and/or remembering word patterns. Spelling focuses attention and also creates additional kinesthetic and tactile connections.

Sorting (3 to 5 minutes). Students sort newly learned patterns. This helps them to discover likenesses and differences in the structure of the words.

Shared/Additional Reading. The most valuable of the extension/application activities are Shared Reading for Fluency and Additional Reading. Shared Reading for Fluency consists of rhymes and songs to be read and reread. It is strongly suggested that students read all the shared reading rhymes and songs located in Appendix D, except, of course, any that you feel might not be appropriate for your students. Duplicate selected rhymes and, after you share them with students, have students read them with a partner and also to caregivers at home (see Shared Reading Lesson in Appendix C). Additional Reading consists of suggested children’s books that reinforce patterns taught. For each unit, students should read at least two additional reading books. However, if students need more reinforcement, they should read more than that number. These books might be introduced in your sessions and then read with a partner and/or at home sessions and then read with a partner and/or at home. When introducing books, go over all potentially difficult words. Complete other suggested activities as time allows and students show a need. A form for planning lessons is presented at the end of this chapter.

Fidelity of Intervention

To be effective, interventions must remain faithful to their design. This doesn’t mean that the program shouldn’t be adapted to fit the particular strengths and needs that your students evidence. You might see that students need more practice or more intensive instruction, or maybe they can move at a faster pace. However, if key components, such as preparing students for the reading of a section or discussing responses are skipped, the program will be weakened. The teachers who have been most successful with Word Building included all the essential elements but also added to the program. The least successful teachers omitted essential elements and failed to monitor progress. The program is only as effective as you the teacher make it. The Word Building Lesson Fidelity Checklist is presented at the end of this unit so you and/or a colleague can monitor your implementation of the program.

Teaching High-Frequency Words

Although Word Building emphasizes presenting phonics patterns systematically, it is necessary to include high-frequency words that don’t lend themselves to decoding (to, of, where) or which contain advanced decoding elements (world, animal). Using high-frequency words allows for the creation of articles and stories that have a more natural sound, which, in turn, fosters the use of context clues.

High-frequency words are sometimes known as sight words. High-frequency words tend to have irregular spellings. Because of these irregularities, it was believed that the best way to learn these words was to memorize their visual form. However, words are learned primarily through phonological processes. Through sounding out, links that connect the written form of the word and its pronunciation and meaning are forged (EHri & Rosenthal, 2007). Beginners might look at a word, analyze it into its component sounds, blend the sounds, and say the word. At the same time, they note how the word’s letters symbolize single or groups of sounds. Over time, the connections that the reader makes between letters and sounds enable the reader to retrieve the spoken form and meaning of the printed word just about instantaneously. The reader makes adjustments for irregular words so that certain letters are flagged as being silent or having an unusual pronunciation (Gunning, 2008). A word an unusual pronunciation (Gunning, 2008). A word is most effectively learned when all of its sounds are perceived and linked to their spellings.

When teaching high-frequency words, take full advantage of phonetic regularities, such as initial and final consonant correspondences. Also, seek out commonalities of words. For instance, when presenting all, relate it to all, call, small, and almost. Other patterns include:

Long-e words: he, me, she, we, see
Lesson 2: -AKE Pattern

Teaching the -ake Pattern

Step 1: Building Words by Adding the Onset (Consonant)

Explain to students that they will be learning the "ake" (cake) pattern. First write a_e on the board and remind students that a_e spells /ay/. As you add k to a_e, say the sound of k and then say "ake." This builds phonemic awareness and helps students to create a bond between the spelling of make and its sounds. Point out that the final e marks the vowel as being long. Tell students that you want to form some words. Ask them to tell what letter needs to be placed in front of ake to make the word bake. Needs to be placed in front of ake to make the word bake. After adding b to ake, have volunteers read the word. Directly under the word bake write ake. Pronounce the rime as you write it. Have students tell what sound ake makes and what letter should be placed in front of ake to make the word make. Introduce take, wake, lake, cake, and snake in this same way. (When presenting cake, note that c has a /k/ pronunciation in this word. When presenting snake, note that it begins with two sounds and letters. Also elongate the cluster: sssnnnnake.) To stress the separate sounds in this and other clusters, hold up a finger as each sound is pronounced: /sl/-/n/-/ay/-/k/.

Have students read all the words.

Step 2: Adding the Rime

To make sure that students have a thorough grasp of both key parts of the word, the onset and the rime, write b on the chalkboard and have students say the sound it stands for. Then ask them to tell what you would add to b to make bake. Say the sounds of a-e and k as you add them. After adding ake to b, say the word sound by sound and then as a whole. Pointing to b, say /b/; pointing to a-e, say /ay/; pointing to k, say /k/. Running your hand under the whole word, say "bake." (Saying consonant sounds in isolation distorts them, but it helps youngsters, especially those who are having difficulty detecting individual sounds in words, make the necessary connections between letters and sounds.) Present make, lake, cake, take, wake, and snake in the same way. Then have students read all the words.

Step 3: Introducing the Model Word

A model word is an easy, high-frequency word used to provide an example of a particular pattern. In most instances, model words can be pictured so that if a student forgets a pattern the student can use the drawing of the model word as a memory aid. Model words are presented on the last page and inside back cover of the students’ texts. Help students locate cake, the model word for the -ake pattern. Explain to students that they will be using their charts to help them figure out hard words. Tell them that if they have trouble with other -ake words, they can go to the chart and see what sound ake makes by looking at the model word. If possible, make a large-size chart of the model words and place it on your wall. This could be a group project. Later, if students have difficulty with -ake words, encourage them to look for a part of the word they can say (ake) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model word cake.

Step 4: Guided Practice

Direct students to pages 4-5 of Word Building Book B and have them complete the activities.

Making Words

Direct students to the top of p. 4. In this exercise, which reinforces both reading and spelling, students are asked to add the rime to an initial consonant, digraph, or cluster. Have students read the pattern word (cake) at the top of the page. Point out that if they forget how
to say the pattern word at the top of the page (this is the model word), they can use the drawing to remind them what the word is. Lead students to see that they must add ake to each consonant and don't say the word, the exercise won't have any value. Have students complete the remaining items but provide help as needed. After students have completed the exercise, have them read the words they have created. As an alternative, this activity might be completed and/or checked with a partner.

Making a Sentence
In this exercise, students are asked to place in correct order the words in a scrambled sentence that contains at least one of the pattern words. In addition to building word recognition, this activity also fosters awareness of sentence elements and builds sentence comprehension. To introduce the exercise, read the directions and lead students to see that the words in the sentence are in the wrong order. Discuss steps they might take to put the words in the right order: read all the words in the sentence, look for the word that is capitalized because that will be the first word, and change the order of the words until the sentence makes sense. If students find a particular sentence troublesome, have them put each word on a separate piece of paper or card so they can change the order of the words around more easily. Once students become accustomed to this activity, it might be completed and/or checked with a partner.

Reading Time
Before Reading
Brief selections, most of which are nonfiction, reinforce the patterns that have been introduced. Most articles also contain some high-frequency words that have not been previously presented. There may also be some content words, which are words that have not been previously introduced, but which are necessary to present the information in the article. In general, high-frequency words should receive more emphasis because these are words that are likely to appear in other reading material that students encounter. The high-frequency words for "A Big Snake" are smallest, long, and during. Content words include: anaconda, school, and babies.

Presenting High-Frequency/Content Words
To present high-frequency and content words, put the words on 4" x 6" cards. Pretest students to see if they know the words. Hold up the card containing smallest and ask students if they can read the word. Do the same with the high-frequency words, long and during, and the content words, anaconda, school, and babies. If students can already read a word, go onto the next word. If they can't read them, follow the remaining suggestions.

First of all, build on what students already know about the words and help them to use what they know to reconstruct the words. When you hold up a card containing a word that students are having difficulty with or write the word on the board, ask students if there is any part of the word that they can say. Even if students say no or fail to respond, help them see word parts that you feel they might know. Then build the words with them, supplying any elements that they are unable to handle. For instance, students may know the all in smallest. If not, tell them and then help them reconstruct smallest by adding sm and then est. For long, which contains the advanced element -ong, have them say the sound of l, you provide the sound of ong, and help them blend the sounds to produce long. For the word during, students can supply the sound for d but you might need to supply the sound for ur, and students should be able to supply the sound for ing. Students then blend the parts to produce during. For anaconda, have them read the an, you supply the /uh/ for a, have them read con, you supply the /duh/ for da, and then help them blend the parts to form anaconda. For babies, have them say the sound of b, you supply the long a and blend the two to form the syllable ba. Have them supply the sound of b for the next syllable, you supply the rest of the syllable to form bies and help them blend the two syllables to form babies. For school, you provide the sound of sch and oo and have students supply the sound of l and blend the sounds to form school.

These suggestions should be adjusted to fit the needs and levels of word knowledge of your students. In some instances, it will not be necessary to go through a whole word. Students might be able to get a word after decoding a key part. For instance, they might get the word babies after decoding the first syllable and seeing that the second syllable begins with a b. The important point is that students need to learn to use what they point is that students need to learn to use what they know to reconstruct words. This builds bonds between spellings and pronunciations and also helps them to build critical word recognition strategies. It also builds students’ confidence and independence.

Also point out any special features of the word and discuss any words whose meanings may be unknown. Present the words until students can recognize them automatically. Also have students read the words in the
context of the following sentence.

The smallest anaconda babies slept during the long night.

Reading words in context provides students with practice reading the words in running text and also reviews previously presented words and patterns.

After students seem to know the words, have them point them out in the selection. You say the words and have students find and read them. All too often, novice or disabled learners can perform a task in isolation but have difficulty applying it in context.

Also alert students to other word recognition clues that they might use. For instance, anaconda is phonetically respelled in the article. Show students how the phonetic respelling can be used to help them pronounce the word. Also note how illustrations can help. The illustration shows an anaconda in a tree. Context should be used on a continuous basis. Remind students that when they sound out a word, it should be a real word and make sense in the sentence in which it is used.

Introducing the Article

To introduce the article, discuss the drawing. Ask students if they have ever seen a snake as big as the one wrapped around the tree. Writing its name on the board, tell students that this giant snake is an anaconda and is the biggest snake in the world. Have students read to find out what the anaconda is like.

After Reading

Have students tell what they learned about the anaconda. Ask such questions as: How long is the anaconda? Where does it live? What does it eat? How many babies does a mother anaconda have? How big are the babies? You might have specific sentences that answer these questions read aloud. Then have students read aloud the cloze sentences in which they wrote their responses. Although snake, patches, night, babies, and feet are the expected responses, accept any answers that are reasonable and which students can justify.

Shape Words

Lead students to see that they must read the clue and then choose a word that fits the clue and also fits the sound. Ask students to see that they must read the clue and then choose a word that fits the clue and also fits in the boxes.

Riddle Time

Riddles provide added practice and are also fun to do. If students haven't discovered it on their own, point out that the answers are printed upside down.

Writing

Students are asked to use one or more of their pattern words in a writing activity. A drawing activity, which helps students to focus in on and develop their ideas, generally precedes the writing activity. To help students think up suitable topics, talk about some things that you like to make and then have students tell about some things they might like to make. Write these ideas on the board. This provides students with additional reading experience and helps them with their spelling.

Extension and Application

Although the activities in Lesson 2 have provided students with varied practice with the -ake pattern, it is essential that they apply this knowledge. This may take the form of writing original stories, dictating group or individual experience stories, and, most important of all, reading appropriate children's books. It would be helpful, too, if patterns were reinforced during social studies, science, music, or art activities. Specific extension and application activities are listed below.

Spelling

Spelling is especially helpful to students who are struggling to learn patterns. Dictate the ake words that appear below. Dictate each word in isolation, in a sentence, and then in isolation once more. Before students write a word, have them say it slowly so they can hear all the sounds and have them say each sound as they write the letter that spells it. Remind students that long a is spelled a__e.

Spelling words: cake, make, take

Sorting

Because it is active and helps students make discoveries about words and patterns, sorting is a powerful teaching device. Sorting helps students see what is the same about all the words and what is different. It helps them to discriminate between short-a and long-a words. Have students sort short-a and long-a words. Set up two columns. Use the illustration of a cake and a tack and/or the words cake and tack as headings for the sorting columns. Mix up -ake and -ack word cards and have students then place words in the appropriate column. When placing a word, the students should say the column model word and then the word that is being placed. When placing a word, the students should say the column model word and then the word that is being placed to make sure that the word being placed rhymes or has the same sound as the model column word. After placing a word, the student reads all the words in that column. After all the words have been placed, the student explains what is the same about all the words in a column. If a word is misplaced, ask the student to tell why the word was placed in that column. This will
help you understand the student’s thinking and clarify misconceptions if necessary. Students can sort as a whole class activity, in groups, or in pairs. However, they should only sort known words. Have students sort the following words: bake, cake, fake, Jake, lake, make, rake, take, wake, flake, snake, and back, Jack, Mack, pack, sack, tack, black, snack, track. As an alternative to having students sort word cards, you can write on the board the words to be sorted and have students sort the words on paper divided into columns. Each column would be headed with a column model word. Sorts can be open or closed. In a closed sort, you provide the column model words. In an open sort, students decide on what basis to sort words.

Shared Reading for Fluency

Traditional rhymes and songs are presented in blackline masters in Appendix D. These rhymes can be made into transparencies or written on chart paper or on the board and share read with students. Individual copies can be provided to students so they can practice reading them on their own or with partners and at home with family members. This is an excellent activity for building fluency. The following pieces in Appendix D can be share read and partner read in order to provide added practice with the -ake pattern. The rhymes and songs in Appendix D are numbered 1 to 42.

“Rub-Dub-Dub” Rhyme 1
“As I Was Walking Down the Lake” Rhyme 2

Additional Reading

Highly recommended books are marked with an asterisk.


Implementing Strategies

Disabled readers often have difficulty applying skills. In one study, despite having learned line and mark, students were unable to read fine and dark (Lovett et al., students were unable to read fine and dark (Lovett et al., 2000). Therefore, the implementation of strategies is at the heart of Word Building. This step shows students how to use a newly learned pattern to apply the pronounceable word part and analogy strategies. To show students how to use the pronounceable word part strategy, write a series of pattern words on the board that were not presented in the lesson. For instance, you might write the following on the board: flake, shake. Urge students to find the letters that make the /ayk/ sound. Then help them use this pronounceable part to reconstruct the whole word. Explain to students that whenever they come across a word that they can’t read, they should look to see if there are any parts of the word they can say. Then tell them that if that doesn’t work—if they can’t find a part that they can say—then they should see if the word is like cake or another model word that they might know.

As students encounter difficult words, pause for about five seconds to see if students can work out the word on their own. Then help them to apply the pronounceable word part and analogy strategies (along with context) so that ultimately they use these strategies independently. Your aid could take the form of a prompt such as: “Is there any part of the word that you can say? Is the word like any word that you know? What word would make sense here?” Listed below is a series of steps that students might take when confronting a word that is unfamiliar in print.

1. See if there is any part of the word that I can say. (If I can’t say any part of the word, go to 4.)
2. Say the part of the word I know. Then say the rest of the word. (If I can’t say the rest of the word, go to 4.)
3. Ask: “Is the word I said a real word? Does it make sense in the story?” (If not, try again or go to 4.)
4. Is the word like any word I know? Is it like one of the model words? (If not, go to 6.)
5. Say the word. Is it a real word? Does it make sense in the story? (If not, try again, or go to 6.)
6. Say “blank” for the word. Read to the end of the sentence. Ask myself: “What word would make sense here?”

Post a simplified list of steps that students might take to decode challenging words and check the results of their efforts.

- Can I say any part of this word?
  - Is this word like any word I know? Is it like one of the model words?
  - What word would make sense here?

After I make the word, check it.

- Is the word I made a real word?
- Does the word make sense in its sentence?

At times, your guidance might need to be more highly directive. For instance, if a student who has been taught the -ake pattern has difficulty with a word like shaken and is unable to note any known parts in the word, you might cover up all but the ake and have her pronounce...
<table>
<thead>
<tr>
<th>Strategy</th>
<th>When Used</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronounceable Word Part</strong></td>
<td>Word contains a pronounceable word part: <em>an</em> or <em>ran</em> in <em>ranch</em>.</td>
<td>Is there any part of that word that you can say? (might need to cover up all of the word except the pronounceable part)</td>
</tr>
<tr>
<td><strong>Analogy</strong></td>
<td>Pronounceable word part doesn't work. Word is like one that student knows. <em>Vain</em> is like known word <em>train</em>.</td>
<td>Is this word like any word that you know? Is this word like any of the model words? (might need to write or show known word so student can compare the two)</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>Word is irregular, or other strategies don't work.</td>
<td>What word would make sense here?</td>
</tr>
<tr>
<td><strong>Sound by Sound</strong></td>
<td>Student doesn't see chunks or parts in words. Needs to decode a word sound by sound.</td>
<td>What is the first sound? What is the next sound? The last sound? What word do you get when you put the sounds together?</td>
</tr>
<tr>
<td><strong>Try Another Sound</strong></td>
<td>The vowel or consonant spelling has more than one pronunciation.</td>
<td>What other sound can that letter (or letters) make? (can refer to model words chart) Needs to also check to see that the word is a real one and fits the context.</td>
</tr>
<tr>
<td><strong>Sound Correction</strong></td>
<td>Student says wrong sound for short vowel or can't recall its sound. Student said <em>pet</em> for <em>pit</em>. Is prompted to use model word routine. Says letter, model word from Short-Vowel Chart in Guide for Book A, and sound of letter. For long vowel error, call attention to final <em>e</em> or digraph. Student says <em>cap</em> for <em>cape</em></td>
<td>What is the vowel? What is the model word for <em>i</em>? What sound does <em>i</em> make? What would this word be if you put the <em>i</em> sound in it? What is the vowel? What does the final <em>e</em> tell you about the vowel? What would this word be if you put the long-a sound in it? Remember that long vowels say their own name.</td>
</tr>
<tr>
<td><strong>Monitoring/Cross Check</strong></td>
<td>Student produces a nonword or word that doesn't fit. Student uses context to check use of a phonological strategy or uses phonics to check use of a contextual strategy.</td>
<td>(Context) Is that a real word? Does that fit the sense of the sentence? (Phonological) With what letter does the word in the story begin? What sound does that letter make? What sound does your word begin with? (Check other letters and sounds as needed.)</td>
</tr>
<tr>
<td><strong>Choice</strong></td>
<td>Student unable to use any strategies. Provide a choice of two words. Have student select the correct one.</td>
<td>Is the word <em>wolf</em> or <em>dog</em>? How do you know?</td>
</tr>
<tr>
<td><strong>Affirmation</strong></td>
<td>Praise the student for working out a word. Name the strategy used. This lets the student know what strategy she or he used. This lets the student know what strategy she or he used and encourages the student to continue to use strategies.</td>
<td>I like the way you used the pronounceable word part to help you read that word.</td>
</tr>
<tr>
<td><strong>Diagnostic</strong></td>
<td>You want to see what strategies the student is using. Use this prompt after student has decoded a difficult word.</td>
<td>How did you figure out that word?</td>
</tr>
</tbody>
</table>
Uncovering the *sh*, have her pronounce *shake* and then lead her to pronounce *shaken*. If the student is unable to pronounce the *ake* in *shaken*, you would use an analogy strategy. Ask her if the word is like any word she knows or like one of the model words. If she can't think of a word that it might be like, have her compare *shaken* with the model word *cake* (cover the *n* in *shaken* if necessary). Give students as much guidance as they need, but gradually lead them to the point where they can decode independently.

Some students may not be able to chunk words and may need to decode sound by sound. Prompt them to say the words sound by sound and then put the sounds together. Use a monitoring prompt if students produce nonwords or words that don't make sense in the selection: "Is that a real word? Does that make sense?"

As students encounter exceptions to the final-*e* generalization (give, have) and learn vowel digraphs, such as *ea* and *ow* that have more than one pronunciation (beat, bread, low, cow), they will need to try more than one pronunciation. In using the Try-Another-Sound strategy, they would, in most cases, try the long-vowel pronunciation, and, if that didn't work, try the short-vowel or another pronunciation. The strategy can also be used with the consonant letters *c* and *g*. Steps for Try-Another-Sound strategy include:

- When decoding a word, if the word isn't a real word, or doesn't make sense in the sentence, try another pronunciation.
- Try the long-vowel pronunciation first. If that doesn't work, try the short-vowel or another pronunciation. For the consonant letters *c* and *g*, try the hard pronunciation first and then the soft pronunciation.
- Check to see if the word is a real word and makes sense in the sentence.

Affirm students' use of a strategy. This encourages students to use that strategy again: "I like the way you used a word part that you knew to read the whole word." At times, none of your prompts will work. Then give students a prompt in which they choose between the correct word and an alternative: "Is that word *barked* or *howled*? How do you know?" Giving students a choice saves face and also involves students in using phonics saves face and also involves students in using phonics and/or semantics to respond (see Figure 2A for a listing of strategies). Give students as much guidance as they need, but gradually lead them to the point where they can decode independently.

**Miscue Correction**

Struggling readers frequently have a loss of confidence and a feeling of helplessness because of the many errors they have made in the past. Through intensive preparation and careful planning, eliminate sources of errors. For instance, preteach needed skills and words likely to pose problems. However, even with the best of instruction, miscues or errors will occur. Use the prompts in Figure 2A and the following procedure to provide corrections. The aim is not just to correct the specific error, but to teach or review the underlying skill so the student can apply it in the future. Emphasize skills that will have a long-term payoff. Using a picture clue might help students make a specific correction. However, picture clues have limited usefulness. It would be better to foster the use of a decoding or contextual analysis strategy.

Note where the error occurred and plan the correction accordingly. Ask yourself: "What is the nature of the miscue? Is it decodable? Does it have a pronounceable word part? Is it like a word the student knows? Does it lend itself to contextual analysis? What prompts can I use to foster a correction?" If, for instance, the student said *cap* for *cape*, you might ask the student, "What is the vowel? What does the *e* on the end of the word tell you about the vowel?"

Note particular difficulties that students have. Talk over the difficulties and work on those (Wilson, 1999). "I see you have difficulty with words that begin with *wh*. These words are tough. They have strange spellings. But if you read through the word, if you look at all the letters, especially the ending letters, that will help you. I'll give you some practice exercises that I think will help." Leading students to become aware of their difficult areas and providing strategies for overcoming those difficulties gives them a sense of self-efficacy.

**Using Prompts**

In summary, when a student encounters a difficult word, use a pause-prompt-praise procedure (Tunmer & Chapman, 1999). Pause for about five seconds to give the student time to work out the word. If the student is unable to figure out the word, use one or more of the prompts in the Strategy Chart in Figure 2A. Several of these prompts are adapted from Reading Recovery ®. Then affirm the student’s efforts with specific praise which lets her or him know what strategy was used effectively which lets her or him know what strategy was used effectively.

**LESSON 3:**

**-AME PATTERN ...............6-7**

**Teaching the Pattern**

Review the -ake pattern. Using the procedure out-
lined in Lesson 2, introduce the -ame pattern. Explain to students that they will be learning the same (name) pattern. Present the following words: name, came, game, same, and tame. First write a_e on the board and remind students that a_e spells /ay/. As you add m to a_e, say the sound of m and then say "ame." Point out that the final e marks the vowel as being long. Ask students to tell what letter needs to be placed in front of ame to make the word name. Have several students read the word. Introduce came, game, same, and tame in the same way. Then have students read all the words.

Then, writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing n on the board, have students say the sound it stands for. Then ask them to tell what you would need to add to n to make name. Say the sounds of a_e and m as you add them. Have the other -ame words formed in this way: came, game, same, and tame. Have students read the words.

Present -ame and -ake words in a mixed list so students process all the letters in the words: came, cake, bake, tame, take, same. Pointing out that name is the model word for the -ame pattern, have students locate it on the chart on the last page and the inside of the back cover of their texts. Later, if students have difficulty with -ame words, encourage them to look for a part of the word they can say (ame) or, if that doesn't work, have them refer to the Model Words chart and compare the unknown word to the model word name. For guided practice, have students complete the activities on pp. 6-7 of Word Building Book B.

**Word Building Activities**

**Making Words**
- Have students read the words they made.

**Making a Sentence**
- Have students read the sentence they made.

**Reading the Story**

**High-Frequency Words:** across, down

**Content Words:** people, rows, player, slant, line

To present high-frequency and content words, put the words on 4" x 6" cards. Pretest students to see if they know the words. Hold up each card containing a high-frequency or content word and ask students if they can read the word. To introduce unknown words, encourage students to seek any part of a word that they can pronounce so they have the opportunity to practice the pronounceable word part strategy. For instance, students should be able to read the play in player and the ant in slant and use these word parts to reconstruct the words. Supply word parts that students are unable to decode. For instance, if students are unable to read rows, have them say the sound of r, you provide the vowel sound, have them say the sound of s and help them to blend the sounds to form rows. Use the cards to present the words that students had difficulty with until they know them automatically. Also have students read the words in the context of the following sentences:

The people sat in rows across from the players. Make a line down and on a slant
Have students locate and read the newly introduced words in the upcoming selection. You say the words and have students find and read them.

**Reading Time**

**Before Reading.** Discuss the title and illustration. Have students read the story to find out how to play tick-tack-toe.

**After Reading.** Discuss the procedures for playing tick-tack-toe. Have pairs of students use the directions in the story to set up a tick-tack-toe playing sheet and play a game or two of tick-tack-toe.

**Shape Words**
- Discuss students' responses.

**Riddle Time**
- Help students read the riddle if necessary.

**Writing**
- Discuss the games that students wrote about. Have students demonstrate games that might be unfamiliar to the class. You might want students to gather their individual stories into a class booklet of favorite games.

**Implementing Strategies**
- As students encounter difficulty with words containing -ame and other previously presented patterns, help them to use the pronounceable word part and analogy strategies along with context. Ask such questions as: "Is there any part of this word that you can say? Is this word like any of the model words? What word would make sense here?"

**Extension and Application**

**Spelling:** name, same, game

**Sorting**
- Have students sort -ake and -ame words: make, lake, cake, take, wake, snake and name, came, game,
Shared Reading for Fluency

The following piece in Appendix D can be share read and partner read in order to provide added practice with the -ame pattern: "Bingo" Rhyme 3

Additional Reading


LESSON 4:

-ATE PATTERN................. 8-10

Teaching the Pattern

Review the -ame pattern. Using the procedure outlined in Lesson 2, introduce the -ate pattern. Explain to students that they will be learning the ate (gate) pattern. Present the following -ate words: gate, date, hate, late, plate. First write a_e on the board and remind students that a_e spells /ay/. As you add t to a_e, say the sound of t and then say "ate." Point out that the final e marks the vowel as being long. Ask students to tell what letter needs to be placed in front of ate to make the word gate. Have several students read the word. Introduce date, hate, late by having onsets added to -ate. To present plate, write late on the board and ask students to tell what letter would need to be added to late to make the word plate. Stress the beginning sounds in plate. After presenting the word date, write the day's date on the board, or point to it if it has already been written there, and discuss it. Then have students read all the words.

Writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing g on the board, have students say the sound it stands for. Then ask them to tell what you would need to add to g to make gate. Say the sounds of a-e and r as you add them. Have the other -ate words formed in this way: date, hate, late, plate. Have students read the words. Present -ate and -ame words in a mixed list so students process all the letters in the in a mixed list so students process all the letters in the words: gate, game, late, came, plate, same, hate.

Pointing out that gate is the model word for the -ate pattern, have students locate it on the chart on the last page and the inside of the back cover of their texts. Later, if students have difficulty with -ate words, encourage them to look for a part of the word they can say (ate) or, if that doesn't work, have them refer to the chart and compare the unknown word to the model word gate. For guided practice, have students complete the activities on pp. 8-9 of Word Building Book B.

Making Words

Have students read the words they made.

Making a Sentence.

Have students read the sentence they made.

Reading Time

High-Frequency Words: want, ever, says, some, all
Content Words: home, opens, feels, kitchen

To present high-frequency and content words, put the words on 4" x 6" cards. Pretest students to see if they know the words. Hold up each card containing a high-frequency or content word and ask students if they can read the word. To introduce unknown words, encourage students to seek any part of a word that they can pronounce so they have the opportunity to practice the pronounceable word part strategy. For instance, students should be able to read the pen in opens, the kit and then in kitchen, and the fee in feels and use these word parts to reconstruct the words. Supply word parts that students are unable to decode. For instance, for want, have students supply the sound for w, you supply the /aw/ or/on/ sound for an and have students supply the sound for r and blend the parts to form want. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentences:

Jack says that the kitchen in his home has all the food that he will ever want.

Some cats want to open gates when they feel mad.

Then have students locate and read the newly introduced words in the upcoming selection. You say the words and have students find and read them.

Before Reading. Have students read the title and look at the illustration. Encourage them to predict what the story might be about. Have them read to see how their predictions compare with what happened in the article.

After Reading. Have students tell whether or not

After Reading. Have students tell whether or not their predictions were correct. Discuss what happened to Jane. Why was she in a hurry to get home? Why did she feel sad? What made her happy? Have students orally reread the dialog in the story with expression. Have them dramatize the scene.

Rhyme Time

Help students read garden and any other words that
might pose problems for them. Read the rhyme chorally so students can experience its rhythm.

Writing
Students might draw their favorite foods on paper plates and label the foods.

Extension and Application

Spelling
late, date, plate

Making More Words
Individuals or small groups make words by assembling letters. Making Words develops phonemic awareness, phonics, and spelling. See directions and lessons in Appendix C. Students complete Lesson 4 on p. 97.

Additional Reading

LESSON 5:
-AVE, -ADE PATTERNS......10-12

Teaching the Pattern
Review the -ate pattern. Using the procedure outlined in Lesson 2, introduce the -ave (wave) pattern. Explain to students that they will be learning the ave pattern. Present the following -ave words: wave, cave, gave, save, brave. First write a_e on the board and remind students that a_e spells /ay/. As you add d to a_e, say the sound of d and then say “ade.” Point out that the final e marks the vowel as being long. Ask students to tell what letter needs to be placed in front of ade to make the word made. Have several students read the word. Introduce made, grade, shade by having onsets added to -ade. Stress the beginnings sounds of grade: /gr/-/r/. Discuss the meanings of shade and wade if these seem to be unfamiliar to students. Then have students read all the words.

Next, writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing m on the board, have students say the sounds it stands for. Then ask them to tell what you would need to add to m to make made. Say the sounds of a-e and d as you add them. Have the other -ade words formed in this way: made, grade, shade. Have students read the words.

Present -ave, -ade, and -ate words in a mixed list so students process all the letters in the words: gate, gave, made, wave, late, brave. Pointing out that wave is the model word for the -ave pattern and made the model word for the -ade pattern, have students locate them on the chart on the last page and the inside of the back cover of their texts. Later, if students have difficulty with -ave or -ade words, encourage them to look for a part of the word they can say (ave, ade) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words wave or made. For guided practice, have students complete the activities on pp. 10-11 of Word Building Book B.

Making Words
Have students read the words they made.

Making a Sentence.
Have students read the sentence they made.

Story Time
High-Frequency Words: very, where, away
Content Words: killdeer, hides, bird, ground, flies, follows

To present high-frequency and content words, put the words on 4" x 6" cards. Pretest students to see if they know the words. Hold up each card containing a high-frequency or content word and ask students if they can read the word. To introduce unknown words, encourage students to seek any part of a word that they can
pronounce so they have the opportunity to practice the pronounceable word part strategy. For instance, students should be able to read the kill in killdeer, and the way in away. Supply word parts that students are unable to decode. For instance, for ground, have students supply the sound for gr; you supply the sound for oun and have students supply the sound for d and blend the parts to form ground. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentences:

The killdeer is a bird that hides its nest on the ground where a fox will not see it.

If a fox follows it, the killdeer flies away very fast.

Then have students locate and read the newly introduced words in the upcoming selection. You say the words and have students find and read them.

Before Reading. Have students read the title and look at the illustration. Encourage them to guess what the story might be about.

After Reading. Have students tell whether or not their predictions were correct. Discuss what killdeer do to keep their nests safe. Ask students to tell why killdeer nests are easy to get to.

Pattern Puzzle
Since this is a fairly long puzzle, do one or two items cooperatively with students.

Writing
Model the assignment for students by drawing a picture of a time when you were brave and then writing about the picture.

Extension and Application

Spelling: made, grade, gave

Sorting
Have students sort -ate, -ave, and -ade words: gate, date, hate, late, plate and wave, cave, gave, save, brave and made, wade, grade, shade.

LESSON 6: c /s/, g /j/............12-13
The letter c most frequently represents the sound /k/, and g most often stands for /g/, so some students tend to supply a /k/ or /g/ sound whenever they encounter a word containing the letter c or g. Explain to students that they will be reviewing the sounds of c and g. As you teach this lesson, stress that c can stand for a /k/ or an /s/ sound, and g can represent a /g/ or a /j/ sound. Suggest to students that they try one sound, and if that doesn’t produce a real word that fits the context of the sentence, to try the second sound that the letter represents.

Initial g = /j/

Step 1: Letter-sound Integration
Write iant on the board. Pointing to iant and pronouncing it, ask students to tell what letter should be added to it to make the word giant. If someone says “j,” explain that j stands for a /j/ sound but that the letter g also stands for the /j/ sound sometimes. Once giant has been formed, have students read it. Then present giraffe and gym in this same way.

Final g = /j/

Step 1: Letter-sound Integration
Write a on the board. Pointing to a and pronouncing it, ask students, as you add ge to a, to tell what word is formed when you add ge to a. Then have page, cage, and stage formed by having students add initial consonants to age. Stress st when forming stage. Have all four words read. Lead students to see that all four end in g-e. Note that the e is a sign that g has the sound /j/.

Initial c = /s/

Step 1: Letter-sound Integration
Write enter on the board. Pointing to enter and pronouncing it, ask students to tell what letter should be added to enter to make the word center. If someone says “s,” explain that s stands for an /s/ sound but that the letter c also stands for the /s/ sound sometimes. Once center has been formed, have students read it. Then present cent and circle in this same way.

Final c = /s/

Step 1: Letter-sound Integration
Write place on the board. Point to the final e and explain that the final e marks the vowel as being long and the c as being soft. Then write space and race and invite students to read them. Have all three words read. Lead students to see that all three end in c-e. Point out once more that the e at the end of a word is a sign out once more that the e at the end of a word is a sign that the c has an /s/ sound.

Step 2: Guided Practice
Introduce the exercises on pp. 12-13

Word Building Activities

Making Words

Page 27
In this exercise, students complete a word by adding the initial consonant or final consonant plus e. Call students' attention to the illustration that accompanies each correspondence. The illustration depicts the first word for that exercise. Remind them to use the illustration if they can't remember what sound a consonant stands for (the illustration of the giraffe, for instance, shows that g sometimes makes a /j/ sound). Do one or two items cooperatively. Remind students to read the words that they made. Discuss responses after the exercise has been completed.

Sentences
In this exercise, students choose the word that correctly completes the sentence. This integrates use of phonics and contextual clues. Do one or two items cooperatively. Stress the fact that the word chosen should make sense in the sentence.

Mixed-up Words
In this activity students create words by putting mixed-up letters in the right order. Read the directions to students. Explain that they are to look at the picture and then to put the letters of the picture's name in the right order. Do the first item or two cooperatively. Remind students that they must create real words. After they have completed the exercise, discuss their responses and place them on the chalkboard. If students have difficulty with this exercise, especially longer words, have them place each letter on a separate piece of paper or on a card so they might more easily manipulate the letters.

Missing Letters
In this activity students supply missing consonants. This provides additional practice with the use of initial c = /sl and g = /j/ and also fosters integration of decoding and contextual strategies. Before students start this activity, introduce these words: book, school.

Picking Words
In this activity, students select the word that fits the sense of the sentence. Write responses on the board to make sure that students have chosen the correct word in each pair.

LESSON 7: -ACE, -AGE PATTERNS...14-15

Teaching the Pattern
Review the -ave and ade patterns. Using the procedure outlined in Lesson 2, introduce the -ace pattern. Explain to students that they will be learning the ace (race) pattern. Present the following -ace words: race, face, place. First write a_e on the board and remind students that a_e spells /ay/. As you add c to a_e, say the sound of soft c and then say "ace." Point out that the final e marks the vowel as being long and the c as being soft. Ask students to tell what letter needs to be placed in front of ace to make the word race. Have several students read the word. Introduce face in the same way. To introduce place, write the word lace on the board and have students tell what letter would need to added to lace to make the word place. Stress the /pl/ and /l/ in place. Then have students read all the words.

Writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing r on the board, have students say the sound it stands for. Then ask them to tell what you would need to add to r to make race. Say the sounds of a-e and c as you add them. Have the other -ace words formed in this way: face, place. Have students read the words.

After -ace words have been taught, present the following -age words: age, page, cage, stage. Explain to students that they will be learning the -age (page) pattern. First write a_e on the board and remind students that a_e spells /ay/. As you add g to a_e, say the sound of g and then say "age." Point out that the final e marks the vowel as being long and the g as being soft. Ask students to tell what letter needs to be placed in front of age to make the word page. Have several students read the word. Introduce cage, stage by having onsets added to -age. When introducing stage, stress the /sl/ and /tl/. Have students read all the words.

Writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing p on the board, have students say the sound it stands for. Then ask them to tell what you would need to add to p to make page. Say the sounds of a-e and g as you add them. Have the other -age words formed in this way: cage, stage. Have students read the words.

Present -age and -ace words in a mixed list so students process all the letters in the words: page, place, race, cage, face. Pointing out that page is the model words for the -age pattern and race the model word for the -ace pattern, have students locate them on the chart on the last page and the inside of the back cover of their texts. Later, if students have difficulty with -age or -ace words, encourage them to look for a part of the word they can say (ace, age) or, if that doesn't work, have them refer to the chart and compare the unknown word...
to the model words page or face.

For guided practice, have students complete the activities on pp.14-15 of Word Building Book B.

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
High-Frequency Words: about, another, after, talk, turn, picture
Content Words: cheetahs, leopards

To present high-frequency and content words, put the words on 4" x 6" cards. Pretest students to see if they know the words. Hold up each card containing a high-frequency or content word and ask students if they can read the word. To introduce unknown words, encourage students to seek any part of a word that they can pronounce so they have the opportunity to practice the pronounceable word part strategy. For instance, students should be able to read the af in after and the chee in cheetahs and use these word parts to help reconstruct the words. Supply word parts that students are unable to decode. For instance, for talk have students supply the sound for t, you supply the sound for al and have students supply the sound for k and blend the parts to form talk. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentence:

After taking turns looking at one picture of a cheetah and a leopard, and then another picture, we talk about them.

Then have students locate and read the newly introduced words in the upcoming selection. You say the words and have students find and read them.

Before Reading. Before introducing the word cheetah or leopard, have students look at the picture and see if they can tell what kind of animal is being shown. If no one knows, help students read the title: If they have difficulty reading cheetah, encourage them to look for a part of the word they can say. After noting that the animal in the drawing is a cheetah, have students tell what kind of an animal the cheetah seems to be. Also ask students to tell what they know about the cheetah. Write their responses on the board. This helps build a visual awareness of content words. Have students read the story to find out more about the cheetah.

After Reading. Discuss the cheetah's main characteristics. Have students orally reread sentences that tell what the cheetah is like. Have students read sentences that tell how fast the cheetah is and which tell what cheetahs look like.

Pattern Puzzle
If students are having difficulty with the puzzle, do one or two items with them.

Riddle Time
Remind students to use all the clues to solve the riddle.

Writing
Have students share their drawings and written pieces.

Extension and Application

Spelling
face, place, age, page

Additional Reading

LESSON 8:
-ALE, -AIL PATTERNS ..... 16-17

Teaching the Pattern
Review the -ace and -age patterns. Using the procedure outlined in Lesson 2, introduce the -ale pattern. Explain to students that they will be learning the ale (whale) pattern. Present the following -ale words: whale, tale. First write a_e on the board and remind students that a_e spells /ay/. As you add l to a_e, say the sound of l and then say "ale." Point out that the final e marks the vowel as being long. Ask students to tell what two letters need to be placed in front of ale to make the word whale. Have several students read the word. Introduce tale and male by having onsets added to -ale. Then have students read the words: whale, tale, male. Discuss the meaning of tale and show students titles of books or stories that use the word tale so they can see the ale spelling of the word. Also discuss the meaning of male, if this is unknown.

Writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing wh on the board, have students say the sound it stands for. Then ask them to tell what you would need to add to wh to make whale.
Say the sounds of a-e and l as you add them. Have the other ale words formed in this way: tale, male. Have students read the words.

After -ale words have been taught, present the following -ail words: nail, mail, sail, tail, trail. Explain to students that they will be learning the ail (nail) pattern. Introduce the concept of the vowel digraph spelling of long-vowel words. Write the words tale and tail on the board. Explain that both are pronounced the same way. Point out that e at the end of a word is often used to mark the vowel as being long. Explain that another way of marking a vowel as being long is to place two vowel letters side by side as in tail. Discuss the different meanings of the two words. Place the following homophone pairs on the board and discuss them with students: male-mail, pale-pail, sale-sail.

Write the digraph ai on the board and remind students that it makes the sound /ay/. Pointing to ai, ask students what letter would need to be added to /ai/ to make the rime ail. As you write I say /l/ and then, running your hand under the rime, say /lay/. Point out that the two letters ai standing together mark the vowel as being long. Ask students to tell what letter needs to be placed in front of ail to make the word nail. Have the words mail and sail formed by having onsets added to -ail. For trail, ask what letter needs to be added to the beginning of tail to make the word trail. Emphasize the beginning sounds of trail as you say it. Have several students read all the ail words: nail, mail, sail, tail, trail.

Present -ail, -ale, -age, and -ace words in a mixed list so students process all the letters in the words: whale, page, tail, face, mail, race, sail. Pointing out that whale is the model word for the -ale pattern and nail the model word for the -ail pattern, have students locate them on the chart on the last page on the inside of the back cover of their texts. Later, if students have difficulty with -ale or -ail words, encourage them to look for a part of a word that they can say (ale, ail) or, if that doesn’t work, have them refer to the Model Words chart and compare the unknown word to the model words whale or nail. For guided practice, have students complete the activities on pp. 16-17 of Word Building Book B.

Write the digraph ai on the board and remind students that it makes the sound /ay/. Pointing to ai, ask students what letter would need to be added to /ai/ to make the rime ail. As you write I say /l/ and then, running your hand under the rime, say /lay/. Point out that the two letters ai standing together mark the vowel as being long. Explain that another way of marking a vowel as being long is to place two vowel letters side by side as in tail. Discuss the different meanings of the two words. Place the following homophone pairs on the board and discuss them with students: male-mail, pale-pail, sale-sail.

Before Reading. Ask students to tell which animal has the longest tail. Have them look at the drawing of the thresher shark and note how long its tail is. Have students predict how the thresher shark might use its long tail. Have students read the selection to find out how long the thresher shark’s tail is and to see how the thresher shark uses its long tail.

After Reading. Discuss the size of the thresher shark’s tail and the uses to which it puts its tail. Compare the way the thresher shark uses its tail and the way other the pronounceable word part strategy. For instance, students should be able to read the for in forth and the thres and er in thresher, the bod in body, and the an in any and use these word parts to reconstruct the words. (Saying the an in any will produce a slightly distorted pronunciation of any. However, students should be taught to make slight adjustments so that the word they reconstruct sounds like a real word.) Supply word parts that students are unable to decode. For the word look, have students say the sound of l, you supply the vowel sound, and have students provide the sound of k and blend the sounds to form look. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentences:

Any thresher shark that you see will have a big body and a long tail.

The thresher shark flicks its tail back and forth as it looks for fish for food.

Then have students locate and read the newly introduced words in the upcoming selection. You say the words and have students find and read them.

Content Words: body, thresher shark

To present high-frequency and content words, put the words on 4" x 6" cards. Pretest students to see if they know the words. Hold up each card containing a high-frequency or content word and ask students if they can read the word. To introduce unknown words, encourage students to seek any part of a word that they can pronounce so they have the opportunity to practice the pronounceable word part strategy. For instance, students should be able to read the for in forth and the thres and er in thresher, the bod in body, and the an in any and use these word parts to reconstruct the words. (Saying the an in any will produce a slightly distorted pronunciation of any. However, students should be taught to make slight adjustments so that the word they reconstruct sounds like a real word.) Supply word parts that students are unable to decode. For the word look, have students say the sound of l, you supply the vowel sound, and have students provide the sound of k and blend the sounds to form look. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentences:

Any thresher shark that you see will have a big body and a long tail.

The thresher shark flicks its tail back and forth as it looks for fish for food.

Then have students locate and read the newly introduced words in the upcoming selection. You say the words and have students find and read them.
Writing
To help students prepare for this assignment, discuss some places that they might like to visit.

Extension and Application

Spelling
mail, male, tail, tale

Sorting
Have students sort -ace, -age, -ale and -ail words: race, face, place and age, page, cage, stage and whale, tale and nail, mail, sail, till, trail. When sorting -ail and -ale words, they would sort them by both sound and spelling so that they would be placed in separate columns.

Shared Reading for Fluency
The following piece in Appendix D can be shared read and partner read in order to provide added practice with the -ale and -ail patterns:
"If You Ever Meet a Whale" Rhyme 4

Making More Words
Students complete Lesson 8 on p. 97.

Additional Reading

LESSON 9:
-AIN, -ANE PATTERNS ..... 18-19

Teaching the Pattern
Review the -ale and -ail patterns. Using the procedure outlined in Lesson 8, introduce the -ain pattern. Explain to students that they will be learning the -ain (train) pattern. Present the following -ain words: rain, train, pain, chain. Write the rime -ain on the board. Say "ain" before you write it. As you write the rime, say its sound: /a/n/. Ask students to tell what letter needs to be placed in front of -ain to make the word cane. Have several students read the word. Introduce Jane and plane in the same way. Explain that pane spelled p-a-n-e means a piece or side of something as in a window pane or a pane of glass. Ask students to tell what you would need to add to pane to make the word plane. Have students read all the -ain words: cane, Jane, plane.

Writing c on the board, have students say its "hard" sound. Then ask them to tell what you would need to add to c to make cane. Have the other -ain words formed in this way: Jane, plane. Have students read all the -ain words. Present -ain, -ane, -ail, and -ale words in a mixed list so students process all the letters in the words: train, tail, chain, cane, pain, pail, rain, whale. Pointing out that train is the model word for the -ain pattern and plane the model word for the -ane pattern, have students locate them on the chart on the inside of the back cover of their texts. Later, if students have difficulty with -ain or -ane words, encourage them to look for a part of the word they can say (ain, ane) or, if that doesn't work, have them refer to the chart and compare the unknown word to the model words train or plane. For guided practice, have students complete the activities on pp. 18-19 of Word Building Book B.

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Story Time

High-Frequency Words: does, above, off, other, pull, high, sky, low
Content Words: maglev, magnets

To present high-frequency and content words, put the words in 4" x 6" cards. Pretest students to see if they know the words. Hold up each card containing a high-frequency or content word and ask students if they can read the word. To introduce unknown words, encourage students to seek any part of a word that they can pronounce so they have the opportunity to practice the pronounceable word part strategy. For instance, stu-
students should be able to read the mag and lev in maglev and the mag and nets in magnets and use these word parts to reconstruct the words. Supply word parts that students are unable to decode. For instance, for flies, have students say the sound of fl and you pronounce the sounds of ies. For does, have students say the sound of d, you note that oe makes the sound of /uh/ in this word, and s makes the sound /z/. Help students blend the word's parts. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentences:

Magnets lift a maglev train up off the rails and pull it.

Jets and other planes can fly high or low in the sky.

Then have students locate and read the newly introduced words in the upcoming selection. You say the words and have students find and read them.

Before Reading. Have students read the title and look at the drawing and try to predict what the story might be about. Have them read to check out their predictions.

After Reading. Have students compare their predictions with the content of the story. Discuss the maglev and how it is different from trains with wheels. Have students explain how maglev works. Some may have seen a model of maglev at Epcot Center. If so, have them tell what they saw.

Riddle Time
Discuss the meanings of plane and plain.

Writing
To help students prepare for this assignment, discuss some train or plane trips that they have taken or might like to take.

Extension and Application

Spelling
main, rain, train, plane

Shared Reading for Fluency

The following piece in Appendix D can be shared read and partner read in order to provide added practice with the -ain pattern:

"Rain" Rhyme 5

Making More Words
Students complete Lesson 9 on p. 97.

LESSON 10: -AY PATTERN...20-21

Teaching the Pattern
Review the -ail and -ale patterns. Using the procedure outlined in Lesson 8, introduce the -ay pattern. Explain to students that they will be learning the -ay (hay) pattern. Present the following -ay words: hay, day, may, say, stay, gray, way, pay, and play. Write the rime -ay on the board. Say "ay" before you write it. As you write the letters, say their sound: /ay/. Point out that ay standing together mark the vowel as being long. Ask students to tell what letter needs to be placed in front of ay to make the word hay. Have several students read the word. Introduce day, may, say, gray, way, and pay in the same way. To introduce stay, have students tell what letter they would add to say to make stay. Emphasize the cluster: sssstittay. To introduce play, have students tell what letter they would add to pay to make play. Emphasize the second sound in the cluster: pllllay.

Writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing h on the board, have students say the sound it stands for. Then ask them to tell what would need to be added to h to make hay. Have the other -ay words formed in this way: day, may, stay, gray, way, and pay. When forming play, have students tell what needs to be added to pay to make play; when building stay, have students tell what needs to be added to say to make stay. Present -ay, -ale, and -ail words in a mixed list so students practice all the letters in the words: may, mail, play, whale, way, stay, sail, trail, nail, gray. Pointing out that hay is the model word for the -ay pattern, have students locate it on the chart on the inside of the back cover of their texts. Later, if students have difficulty with -ay words, encourage them to look for a part of the word they can say (ay) or, if that doesn't work, have them refer to the chart and compare the unknown word to the model word hay. For guided practice, have students complete the activities on pp. 18-19 of Word Building Book B.

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
Sight Words: white, onto
Content Words: climb, learn
To present high-frequency and content words, put
the words on 4" x 6" cards. Pretest students to see if they know the words. Hold up each card containing a high-frequency or content word and ask students if they can read the word. To introduce unknown words, encourage students to seek any part of a word that they can pronounce so they have the opportunity to practice the pronounceable word part strategy. For instance, students should be able to read the on and to in onto and use these word parts to reconstruct the word. Supply word parts that students are unable to decode. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentence:

The black kitten with white spots can learn to climb out of the box.

Then have students locate and read the newly introduced words in the upcoming selection. You say the words that students have difficulty detecting the separate sounds in clusters, you might want to use the counting out procedure described below whenever you introduce or review clusters.

**Extension and Application**

**Spelling:** say, stay, pay, play, way

**Sorting**

Have students sort -ane, -ain, and -ay words: cane, Jane, plane and rain, train, pain, chain, and hay, day, may, say, stay, gray, way, pay, play. Have students sort ane and -ain words by both sound and spelling so that they would be placed in separate columns.

**Shared Reading for Fluency**

The following pieces in Appendix D can be share read and partner read in order to provide added practice with the -ay pattern:

“Bees” Rhyme 6

*should be able to read the on and to in onto* and use these word parts to reconstruct the word. Supply word parts that students are unable to decode. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentence:

The black kitten with white spots can learn to climb out of the box.

Then have students locate and read the newly introduced words in the upcoming selection. You say the words that students have difficulty detecting the separate sounds in clusters, you might want to use the counting out procedure described below whenever you introduce or review clusters.

**Teaching sn = /sn/**

**Step 1: Building Clusters by Adding an Internal Consonant**

Many students have difficulty with consonant clusters. They can hear the first sound but have difficulty with the second. By having them form words by adding the second sound, this helps them to develop awareness of a cluster’s sounds. Counting out sounds also helps. Write the following words on the chalkboard: sail, sap (from tree). Have a volunteer read sail. Ask students to tell what letter would need to be added to sail to make snail. Emphasize the /s/ and /n/: sssnnnnail. Hold up a finger as each sound is pronounced: /s/-/n/-/a/-/y/-/l/. After snail has been formed, have students read it. Have students read sap and tell what letter would need to be added to sap to make the word snap. Emphasize the /s/ and /n/: sssnnnnap and count out the sounds by holding up a finger as each sound is pronounced. After snap has been formed, have students read it. Write sack and sake on the board. Have a volunteer read sack. Ask students to tell what letter would need to be added to the s in sack to make snack. After snack has been formed, have a volunteer read sake (as in “for safety’s sake”). Ask students to tell what letter would need to be added to s to make the word snake. Emphasize the separate sounds in the clusters as you say the words. Count out the sounds in the words. After snake has been formed, have students read it.

**Step 2: Letter-sound Integration**

Have students read all four sn words: snail, snap, snack, snake. Lead them to see that some words herein with the counting out procedure described below whenever you introduce or review clusters.

**Teaching sn = /sn/**

**Step 1: Building Clusters by Adding an Internal Consonant**

Many students have difficulty with consonant clusters. They can hear the first sound but have difficulty with the second. By having them form words by adding the second sound, this helps them to develop awareness of a cluster’s sounds. Counting out sounds also helps. Write the following words on the chalkboard: sail, sap (from tree). Have a volunteer read sail. Ask students to tell what letter would need to be added to sail to make snail. Emphasize the /s/ and /n/: sssnnnnail. Hold up a finger as each sound is pronounced: /s/-/n/-/a/-/y/-/l/. After snail has been formed, have students read it. Have students read sap and tell what letter would need to be added to sap to make the word snap. Emphasize the /s/ and /n/: sssnnnnap and count out the sounds by holding up a finger as each sound is pronounced. After snap has been formed, have students read it. Write sack and sake on the board. Have a volunteer read sack. Ask students to tell what letter would need to be added to the s in sack to make snack. After snack has been formed, have a volunteer read sake (as in “for safety’s sake”). Ask students to tell what letter would need to be added to s to make the word snake. Emphasize the separate sounds in the clusters as you say the words. Count out the sounds in the words. After snake has been formed, have students read it.

**Step 2: Letter-sound Integration**

Have students read all four sn words: snail, snap, snack, snake. Lead them to see that some words herein with the counting out procedure described below whenever you introduce or review clusters.
pin. Have a volunteer read pot. Ask students to tell what letter would need to be added to pot to make spot. After spot has been formed, have students read it. Have a volunteer read pin and tell what letter would need to be added to pin to make the word spin. Emphasize the separate sounds in the clusters and count out the sounds in the words by holding up a finger as each sound is pronounced. After spin has been formed, have students read it. Then have students read both spot and spin.

Step 2: Building Clusters by Adding an Internal Consonant
Write sell and soon on the board. Have a volunteer read sell. Ask students to tell what letter would need to be added to the s in sell to make spell. Have students read spell and then soon. Ask students to tell what letter would need to be added to soon to make the word spoon. Emphasize the separate sounds in the clusters and count out the sounds in the words by holding up a finger as each sound is pronounced. After spoon has been formed, have students read it. Then have students read both spell and spoon.

Step 3: Letter-sound Integration
Have students read all four sp words: spot, spin, spell, and spoon. Lead students to see that sp spells the cluster that appears in spot, spin, spell, and spoon.

Step 1: Building Clusters by Adding an Initial Consonant
Write the following word on the chalkboard: top. Have a volunteer read top. Ask students to tell what letter would need to be added to top to make stop. Emphasize the separate sounds in the cluster as you say stop and count out the sounds in the word by holding up a finger as each sound is pronounced. After stop has been formed, have students read it.

Step 2: Building Clusters by Adding an Internal Consonant
Write sand on the board. Have a volunteer read sand. Ask students to tell what letter would need to be added to the s in sand to make stick. Have students read stick and then sand. Ask students to tell what letter would need to be added to sand to make the word spoon. Emphasize the separate sounds in the clusters as you say it and count out the sounds in the word by holding up a finger as each sound is pronounced. After spoon has been formed, have students read it. Have a volunteer read tick and tell what letter would need to be added to tick to make the word stick. Emphasize the separate sounds in the cluster as you say it and count out the sounds in the word by holding up a finger as each sound is pronounced. After stick has been formed, have students read it.

Step 3: Letter-sound Integration
Have students read the st words they formed: stop, stick, stand, and stay. Lead them to see that st spells the cluster that appears in stop, stick, stand, and stay.

Step 4: Guided Practice
Introduce the exercises on pp. 22-23.

Word Building Activities
Making New Words
In this exercise students make new words by adding clusters to a rime. Encourage students to read the words as they make them. This could be a partner activity in which students fill in the blanks on their own but check each other's work.

Sentences
Students choose the word that correctly completes the sentence. This integrates phonics and contextual clues. Do one or two items cooperatively. Stress the fact that the word chosen should make sense in the sentence.

Missing Letters
This exercise reinforces phonics and contextual cues. As they read a brief story, students fill in the blanks with one of three clusters. Before students undertake this exercise, review the words desert and water.

Cluster Puzzle
The Cluster Puzzle provides additional reinforcement. Students read it.

Step 3: Letter-sound Integration
Have students read the st words they formed: stop, stick, stand, and stay. Lead them to see that st spells the cluster that appears in stop, stick, stand, and stay.

Step 4: Guided Practice
Introduce the exercises on pp. 22-23.
which students fill in the blanks on their own but check each other's work.

**Extension and Application**

**Spelling:** stop, still, spell, space, snake, snack

**Sorting**

Have students sort words that begin with beginning consonants and words that begin with clusters: sail, sack, silly, sell, sand, say, sick and snake, snail, snack, spell, stand, still, stay, stick. As students say the words, have them emphasize the beginning sounds.

**Lesson 12: Long-a Review**

Review the main spellings of long a: a-e (cake), ai (rain), and ay (day). Introduce the following less frequent spellings of long a: ei (eight), ey (they), and ea (break). Explain that ei, ey, and ea are sometimes used to spell long a. Explain that gray can be spelled ay or ey but is most often spelled ay. Explain, too, that ei and ea can also be used to spell other sounds. Write the spellings on the board in columns and sort some sample long-a words: great, train, late, say, sleigh, hey, neigh, lake, weigh.

**Word Building Activities**

Review the spellings of long a. Ask students to tell how many ways long a can be spelled and to give an example of each. Provide guidance as needed. Have students read the directions and complete the sorting activity. Do several items as an example. Students might work with a partner to compete the sorting activity.

**Sentences**

Students might compete this activity independently or with a partner. After completing the activity, have students read their responses. Place the correct answers on the board so that students associate sounds and spellings. Emphasize the impact of final e as a long-vowel marker.

**Reading Time**

**High-Frequency Word:** bottom, lives

**Content Word:** drinks, school

To present high-frequency and content words, put the words on 4" x 6" cards. Pretest students to see if they know the words. Introduce words that students have difficulty with. When presenting new words, encourage students to seek any part of a word that they can pronounce so they have the opportunity to practice the pronounceable word part strategy. For instance, students should be able to read the bot and tom in bottom and the sch and l in school. Once the words that students had difficulty with have been introduced, use the cards to present the words until students can read them automatically. Also have students read the words in the context of the following sentences:

Gray whales drink up the mud at the bottom of the sea and eat the sea animals that live in the mud.

A gray whale can be bigger than a school bus.

**Before Reading.** Have students read the title and look at the drawing. Ask them if they know anything about gray whales. Write their responses on the board. Ask them to predict what the author might tell them about gray whales. Have students read the article to find out how their predictions play out.

**After Reading.** Ask students to tell what they found out about gray whales. Have them read aloud sentences that tell what gray whales eat, how gray whales swim, and how big they are. As a follow-up, have students seek information about the migrations of gray whales.

**Pattern Puzzle**

Discuss students' responses.

**Secret Message**

Have students read the heading, "Secret Message." Explain that by changing words they will find a secret message that uses all the words they built. Do one or two items to get students started. Remind them to compose the secret message by writing in order on the line the four words that they built.

**Additional Review**

See Appendix C for suggestions for additional review activities. Most important of all, have students read books that contain long-a pattern words.

**Unit Assessment**

Have students complete the unit Checkup Tests that are presented in Appendix B. Also have students complete the Phonics Inventory. As an option, you might also administer the Word Reading Fluency Indicator. Chart students' progress on the Progress Chart. Make copies of the Progress Chart located in Appendix B.

Depending upon their performance, move students to the next unit, Long-i Patterns, or provide additional instruction in long-a patterns. If students have not made adequate progress, note the patterns on the unit Checkup Test that they had difficulty with. Reteach missed patterns and assess to see whether they have learned them.
### Word Building Lesson Fidelity Checklist

Mark items 5 for Strong, 3 for Adequate, and 1 for Needs Improvement. Note plans for improvement.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Needs</th>
<th>Plans for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher manages, assesses, and differentiates instruction.</td>
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<tr>
<td>Class is well managed. Students are on task at least 80% of the time.</td>
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<tr>
<td>Students are on the appropriate instructional level as determined by the Phonics Inventory and their performance on classroom activities. Responses indicate that the skill being taught or reviewed is one that they need but is not too advanced.</td>
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<tr>
<td>Instruction is differentiated and based on students' needs. Needs might be demonstrated on formal or informal assessments, difficulty with key tasks, or requests for help. Differentiation might take the form of review, fuller explanation, demonstration, added practice, additional instructional sessions, one-on-one help.</td>
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<tr>
<td>Progress is formally monitored at the end of each unit with the Phonics Inventory. Informal measures such as Pattern Checkups, observations, and inspection of work samples are used on an ongoing basis.</td>
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<td>Previously taught skill is reviewed and new skill is introduced.</td>
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<td>Take-home assignment from previous night is checked/discussed.</td>
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<tr>
<td>New phonics element is introduced as directed. Element being presented is carefully taught with an emphasis on phonemic awareness. Model word for new skill is discussed as is how the new skill might be used to help read difficult words.</td>
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<td>Strategy use is modeled. Students are prompted to use strategies when they encounter a challenging word. A pause-prompt-praise routine is used. The strategy prompted fits the nature of the challenging word and the student's level of knowledge. In general, the pronounceable word part strategy is prompted first. Students are prompted to make sure the word they construct is a meaningful one and fits the context.</td>
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<td>Skill is applied in worktext activities.</td>
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<tr>
<td>Making Words. When completing Making Words, students say the words as they build them. Responses are checked by a partner, tutor, or whole group discussion.</td>
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<tr>
<td>Making a Sentence. Students manipulate the words until the sentence makes sense. Sentences are checked by a partner or in group discussion.</td>
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<tr>
<td>Reading Time. Teacher quickly checks to see which high-frequency and content words are unknown. Unknown words are carefully introduced. Teacher helps students recognize familiar elements in the new words and build on those to construct the words. Words that might not be in students' listening vocabularies are discussed. New words are presented in sentences and located in the article. Article is introduced through a brief discussion. Students read silently and complete the cloze activity, using a lookback strategy as needed. In early lessons, the lookback strategy is modeled. The article is discussed.</td>
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</tbody>
</table>
### Word Building Lesson Fidelity Checklist

Mark items 5 for Strong, 3 for Adequate, and 1 for Needs Improvement. Note plans for improvement.

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<th>3</th>
<th>1 Needs</th>
<th>Plans for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pattern Puzzle/Word Shapes.</strong> Students complete this activity on their own or with a partner. Can also be a whole group cooperative activity or a take-home activity.</td>
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<tr>
<td><strong>Picking Words, Building Words, Missing Letters, Mixed-Up Words, Sentences. Students say words that they make or choose. Work is checked by partner or teacher.</strong></td>
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<td><strong>Writing Time. Students can complete this activity on their own or with a partner, but it is more effective if the teacher models the assignment and discusses students’ work.</strong></td>
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<tr>
<td><strong>Skill is applied in Additional Activities.</strong></td>
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<tr>
<td><strong>Spelling.</strong> Spelling is a part of each lesson in which a new phonics element is introduced. Sounds in words are emphasized as the words are dictated. Students correct any spelling errors.</td>
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<tr>
<td><strong>Shared Reading for Fluency.</strong> Rhyme is discussed briefly. Teacher share reads with students until they can read the rhyme on their own. Partners may take turns reading to each other until they are able to read the rhyme fluently. Rhymes can be taken home and read to caregivers.</td>
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<td><strong>Making More Words.</strong> Teacher has an efficient routine for distributing letters. Words chosen to be assembled include elements that students are currently studying. Teacher provides help as needed and checks to see that students have correctly assembled the words.</td>
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<td><strong>Sorting.</strong> Students sort known words on their own or with a partner. Sorts are checked with a partner or by the teacher. Students explain their sorts. Students re-sort words to build fluency.</td>
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<td><strong>Additional Reading.</strong> For each unit students read at least two of the suggested books or other books that reinforce the patterns taught. Books might be read in much the same way as selections are read in Reading Time, or they may be share read, or difficult concepts and vocabulary might be previewed in a text walk.</td>
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<tr>
<td><strong>A connection is made with the home.</strong></td>
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<td>The home is informed about student’s progress and ways in which the home can help.</td>
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<td>Students take home a book and/or rhyme to read or reread, a cut-up sentence, or other reinforcement activity.</td>
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<thead>
<tr>
<th>Student(s) ___________________ Date ____________</th>
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<tbody>
<tr>
<td><strong>Objectives/ Standards</strong></td>
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<tr>
<td>Review</td>
</tr>
<tr>
<td>Introduction/ Extension of New Skill</td>
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<tr>
<td>Guided Practice</td>
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<tr>
<td>Application</td>
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<tr>
<td>Spelling/ Writing</td>
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<td>Extension</td>
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<td>Evaluation/ Observations</td>
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