Word Building Book C
Teacher's Guide, Revised

R-vowels, -oy (boy), -ou (out), -aw (paw),
-oo (book), and -oo (soon) patterns

A Response to Intervention Program

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Introduction to Word Building, RTI Edition

Word Building presents a carefully sequenced series of word patterns in a functional fashion. After being introduced to the patterns, students immediately use them in their reading and writing. Activities in the worktext include building words, reading fictional and informational selections that incorporate the patterns introduced, completing fill-in-the-blank comprehension exercises, completing word puzzles, reassembling scrambled sentences, solving riddles, sorting words, deciphering secret messages, and composing brief written pieces. Although each pattern is reinforced in the worktext, rhymes, verses, and songs that might be used to reinforce the patterns are contained in Appendix D. These are printed on blackline masters so they can be readily copied and used for additional reinforcement. After most lessons and at the end of each unit, a listing of carefully selected children’s books that might be used to reinforce patterns is provided in this guide. Suggestions for spelling and writing are also featured.

Although the focus of Word Building is on developing decoding skills and fluency, the program also builds background knowledge and vocabulary, fosters comprehension, and builds spelling and writing skills.

How Word Building Works

Word Building presents the most basic pronounceable element in the pattern being taught and leads students to build words by adding to that core element. In presenting the -ark pattern, for example, the teacher shows students how ark is composed of /ar/ and /k/ and helps them to build words like park, dark, bark, and shark by adding initial consonants. On a more advanced level, Word Building helps students learn multisyllabic words by building on known elements. For instance, building on their knowledge of at, students learn multisyllabic words such as batter, matter, and chatter. Sample lessons provide detailed examples of procedures for teaching Word Building patterns. Lesson 1 demonstrates how to introduce r-vowel (-ark, -et) and other-vowel patterns (-all, -oin, -oud). Lesson 9 provides procedures for reviewing consonant clusters (sc = /sk/, sct = /skt/, tw = /tw/) and Lesson 14 reviews advanced consonant digraphs (kn = /kn/, ph = /f/, wr = /r/).

By showing how phonic elements, such as, -ark or -all are used to construct words, students get a more concrete understanding of the alphabetic spelling system. They are then shown how to use this knowledge to decode unfamiliar words independently. When faced with a word that poses difficulty for them, students use the strategy of seeking a pronounceable word part and then using that pronounceable word part as the basis for reconstructing the word. A student unable to pronounce the printed word charming might use the pronounceable word part arm to reconstruct the word, saying “arm,” “charm,” and finally “charming.” In essence, Word Building is based on the way students actually attack unfamiliar words (Glass & Burton, 1973; Gunning, 1999; Hardy, Stennett & Smythe, 1973; Tunner & Chapman, 1999). When faced with unfamiliar words, most students seek out a known portion of the word and attempt to pronounce it. This portion is generally longer than a letter and often smaller than a syllable. It may be the en in bench, the ar in farther, or the et in letter that provides the reader with the phonological clue that enables her or him to reconstruct the entire word. If the pronounceable word-part strategy doesn’t work, the student would then try an analogy strategy. Unable to find a pronounceable word part in the unknown word crate, the student might compare it to the known word gate and work out the pronunciation through analogy (Cunningham, 1978; Gaskins, 2005).

Context is emphasized. The overall sense of the selection and the immediate context in which the unfamiliar word appears are woven into the pronounceable word-part and analogy strategies. Context, including picture clues, is also used when neither the pronounceable word-part nor analogy strategies works. Suggestions for teaching and applying the pronounceable word part and analogy strategies are presented in most lessons.

Research Basis

In keeping with recommendations by the National Reading Panel (2000), Word Building presents phonics in systematic fashion to small groups of students or individuals based on their needs. By combining a pattern approach and breaking down words into their individual parts and fostering the use of strategies, Word Building presents a highly effective program. In a study involving four first grades, only the two groups of struggling readers taught with a pattern approach were reading close to grade level by year’s end (Juel & Minden-Cupp, 2000). The students who had the highest level of achievement were those whose teacher broke the patterns into their individual sounds. The most effective programs also combine systematic instruction in word recognition skills with instruction in strategy
use (Lovett, Lacerenza, & Borden, 2000). In addition to being based on solid scientific research, Word Building has been used over a period of three decades with struggling readers in classrooms and clinics. In a recent mini-study, the five lowest achieving readers in a first-grade class who were taught through Word Building were reading at, above, or slightly below grade level by year’s end (Gunning, 2007).

**Target Audience**

Word Building has been used with gifted, average, and poor readers with excellent results. But it has been especially effective with youngsters who are experiencing difficulty. Severely disabled readers have learned to read with Word Building when all other methods have failed (Gunning, 1993). One such student was Marcia. Although 8-year-old Marcia has at least average intelligence and had been placed in a self-contained room for pupils with learning disabilities, she was still operating on a preprimer reading level until a graduate student at a university reading clinic tried Word Building. In addition to having difficulty learning and applying phonics, Marcia had acquired a condition known as learned helplessness. Repeated failure had convinced her that she was unable to decode unfamiliar printed words, so she gave up trying. This belief became self-fulfilling. Feeling incompetent, Marcia stopped trying to figure out difficult words. Encountering an unknown word, she either skipped it or sought help from the teacher. Because of disuse, her limited deciphering skills failed to develop. Word Building helped extend Marcia’s skills. The strategies that grew out of Word Building, especially the pronounceable word part, empowered Marcia by providing her with techniques that she could use to unlock unknown words on her own. Encouraged by her initial success, Marcia slowly grew in skill and confidence.

**Basic Principles**

Word Building is grounded in three basic principles.

1) **Build on what students know.** A Phonics Inventory has been provided so that you can determine students’ knowledge of phonics elements. Observations and probing questions can be used to see what kinds of strategies students use when they encounter difficult words in their reading.

2) **Proceed from the simple to the complex.** Word Building has been designed to start with the simplest, easiest-to-learn phonic elements and to use these as building blocks for more advanced elements. 3) **Provide ample reinforcement.** Although each pattern is reinforced with a number of exercises, it is strongly recommended that children’s books, rhymes from Appendix D, real world materials, writing, games, and other activities be used to provide additional practice.

**Word Building in the Literacy Program**

Word Building is not a core program. It lacks a literature component and systematic instruction in comprehension and writing. However, Word Building can be used along with the classroom program to complement the program’s word recognition component. Word Building would be especially helpful in programs that use children’s books to teach reading but lack a systematic program in decoding. Word Building can also be used along with the core program to provide added instruction for students who need more instruction and practice or more intensive instruction than the core program provides. Word Building has been highly effective when used as a Response to Intervention program.

**Fluency**

Fluency is built into the program. Mastery of decoding skills is a prerequisite for fluency. Word Building provides a thorough, systematic program for building decoding. In addition, the skills are heavily reinforced with plenty of opportunities for reading and rereading. The rhymes and songs in Appendix D can be used to foster fluent reading as can the children’s books that are recommended for additional reading. Rereading of rhythmic materials promotes fluency. However, wide reading is also a powerful builder of fluency.

**Role of Spelling and Writing**

Writing and spelling play critical roles in the development of decoding skills. No matter how limited their skills, students should be encouraged to write as best they can. Writing as best they can enables students to explore the relationship between letters and sounds. This builds both phonemic awareness and decoding skills. As students attempt to spell a word, they analyze its sound structure and seek ways to represent the sounds they hear. They progress from a kind of random spelling in which letters don’t represent sounds, to representing words with just an initial or an initial and final consonant sound, to writing words that contain vowel sounds. In the early stages students operate on the principle that each sound is spelled with one letter. Later, they become aware of patterns in spelling and begin to use final e (late) and double vowel letters (paid). By examining students’ spelling, you can discover what their level
of understanding of the spelling system is. Have they discovered the alphabetic system? Do they realize that certain sounds are spelled with certain letters? Are they representing just a few sounds in a word, or are they representing most or all of the sounds in a word? To obtain students’ developmental spelling level, administer the Developmental Spelling Screening located in Appendix B. Appendix B also contains additional information about the stages of spelling.

**Stages of the Program**

Word Building is divided into two stages: the Preparatory Program (emergent literacy) and the Basic Program. The Preparatory Program, which is presented in Beginnings, builds letter knowledge, phonemic awareness, the decoding of initial consonants, consonant digraphs, and some short-vowel patterns, awareness of print conventions, and reading of predictable/ decodable stories. The Basic Program, which includes Books A, B, C, and D, is designed for students who are nonreaders or who are reading on a first- to third-grade level. The two stages of Word Building are presented in five worktexts, four at the basic level and one at the preparatory or emergent literacy level.

**The Basic Program**

In the Basic Program single-syllable patterns of gradually increasing difficulty are presented until all major single–syllable patterns have been introduced. Major multisyllabic patterns are then presented. In all, there are four levels of patterns in the four-book Basic Program.

- **Book A: Short Vowels.** Includes short-vowel pattern and clusters (blends).
- **Book B: Long Vowels.** Includes final-e patterns (game, five), vowel digraphs (nail, green), and final y patterns (sky). A number of consonant clusters (blends) are presented.
- **Book C: R Vowels and Other Vowels.** Encompasses patterns that include an r as part of the vowel spelling: car, torn, fire. Also presents vowel patterns that are neither long nor short nor combined with r (moon, wood, saw, cow, toy).
- **Book D: Multisyllabic Patterns.** Building on previously presented single–syllable patterns, presents more than 80 major syllable patterns.

**Components of the Program**

In addition to worktexts and teacher’s guides, Word Building contains the following:

- **Checkup Tests.** Assess patterns and high-frequen-

- **Phonics Inventory.** Has three forms. Can be used as a placement, screening, and monitoring assessment.
- **Word Reading Fluency Indicator.** Assesses ability to read high-frequency words. Has three forms. Can be given monthly or biweekly.
- **Developmental Spelling Screening Assessment.** Indicates students’ developmental spelling level.
- **Rhymes and Songs.** Collection of more than 40 traditional rhymes and songs that reinforce long-vowel patterns and high-frequency words. These are printed on blackline masters ready for duplication.

**Placing Students in the Program**

The essence of Word Building is to build on what students know. To place students in the program, administer the Phonics Inventory, which can be found in Appendix B. The Phonics Inventory consists of 50 words. The words begin with the simplest phonic pattern, short-vowel words, and progress to r vowels and combinations such as aw (paw) and oi (coin). The first ten words assess short-vowel patterns; the second ten, short-vowels patterns with clusters (blends); the third group of ten, long-vowel patterns; the fourth group, r vowel combinations, and the fifth group, other vowel patterns (aw, oo, oi, ou, ow). This is the sequence followed by most programs. Students are placed according to how many words they can read correctly at each level.

**Screening and Progress Monitoring**

Screening and progress monitoring are key elements in Word Building and other Response to Intervention programs. Screening instruments provide an overall picture of student achievement. Recommended for administration three times a year, they indicate students' level and rate of progress. Screening tests, which are also known as benchmark tests, are used to identify students who are falling behind and so need additional instruction.

Progress monitoring assessments track the class’s progress and can be used to indicate gaps in the curriculum or instruction. There is some overlap between screening and monitoring tests. Screening tests can generally be used as monitoring tests.

In Word Building Book C, the Phonics Inventory (see Appendix B) is the key screening instrument. The Phonics Inventory, which is also used to place students, indicates at what level students should be instructed and what skills they need. The Phonics Inventory covers the basic word patterns of single-syllable phonics and encompasses a full year’s work. If given periodically,
the Phonics Inventory can also be used to monitor and track students’ progress. It is recommended that the Phonics Inventory be given at the end of each unit and that progress be recorded on the Progress Chart located in Appendix B. In a tryout of Word Building, screening and monitoring students and adjusting the program according to the data obtained were judged to be the most essential elements in the program.

**Word Reading Fluency Indicator**

Another key skill in beginning reading is the acquisition of the ability to read high-frequency words with increasing accuracy and speed. Along with the Progress Monitoring Assessment, you might use the Word Reading Fluency Indicator (WRFI). The Word Reading Fluency Indicator consists of 50 words drawn from the 500 highest-frequency words found in first-grade reading material (Zeno, Ivens, Millard, & Duvvuri, 1995). As such, it is not tied in to any particular program. The WRFI has three forms, each containing a different set of 50 high-frequency words. The WRFI may be given as often as once a month or even every two weeks. The three forms of the WRFI can be reused. To reuse them, give the first three in order and then give them again in order. Track progress using a copy of the Progress Chart provided in Appendix B.

**Oral Reading Fluency**

Oral reading passages, such as the DIBELS Next, are frequently used to screen students and monitor progress. DIBELS Next Oral Reading Fluency passages, Level 1, could be used to monitor progress for students in Book C. DIBELS Oral Reading Fluency passages, which are widely used to screen students and monitor progress, are free and are available for download at <http://dibels.org/next.html>. Because there are multiple passages at each level, DIBELS passages can be used for frequent monitoring. If students’ errors are recorded and analyzed, the passages can be used to plan instruction in much the same way that a running record or IRI can be used. Passages drawn from each unit in Book C could also be used to monitor progress.

**Checkup Assessments**

Each unit and the end of the book is accompanied by a Checkup Test. The Checkup Tests, which are located in Appendix B, differ from the screening and monitoring tests because the Checkup Tests directly assess patterns and high-frequency words that have been taught in Word Building. Taking a mastery approach, the checkup tests are untimed. The Checkup Tests are designed to indicate whether students have mastered patterns and key high-frequency words. It is especially important at this early stage of literacy development to make sure students have mastered the patterns and most of the high-frequency words that have been introduced. Take corrective action, if necessary, before they move on to the next unit or the next book. Missed patterns and missed high-frequency words should be retaught.

**Other Forms of Assessment**

Other ways of assessing decoding performance include noting comprehension of selections in Book C and other materials. If students’ comprehension is good, then decoding is probably adequate. As an additional check on decoding, note students’ performance on running records, informal reading inventories, passages from Book C, or any oral reading that they do in class. Note students’ use of strategies when they encounter challenging words. As students are reading from their basals, trade books, or content area texts, note the strategies that they use to decode difficult words. Possible strategies include: using pronounceable word part, analogy, trying another sound, sound-by-sound decoding, or context. (See Unit 1 for a discussion of strategies.) Observe whether clues are used appropriately and whether they are used in integrated fashion. When a student is facing a difficult word, ask, “What could you do to help you figure that word out?” After a student has successfully read a challenging word, ask, “How did you figure that word out?”

**Planning an Assessment Program**

Word Building offers a variety of assessments. Although assessment is an essential element in the program, it is important that you use limited time well. Select a mix of assessments that provide the information you need without taking an excessive amount of time. In tryouts, using the Phonics Inventory and the Checkup Tests proved to be highly effective. However, your goals might require added or alternate information, such as that yielded by the Word Reading Fluency Indicator.

**Word Building as a Response to Intervention Program**

In a response to intervention approach, students are provided with added instruction and carefully evaluated to see how they do. If they continue to experience difficulty despite intervention that increases in intensity and duration, they might then be evaluated for special education placement. Information from intervention attempts becomes part of the evaluation process.

RTI, however, is more than just an identification
Universal Screening

In RTI all students are given a screening test at least three times a year. Those judged to be at risk might be given added help in the classroom and their progress is noted. If they still struggle, they are provided with an intervention program. Students are screened on two additional occasions to check their progress and also to identify students who have fallen behind. The Phonics Inventory can be used for this purpose with students who are still learning basic phonics.

Selecting Students for Intervention

As part of setting up a screening/monitoring program you need to establish performance benchmarks to indicate whether students are doing well, are on the margin, or need additional assessment or intervention. Some systems use comparative data. For instance, students at or below the 25th or 10th percentile might be identified as being at risk. If the performance point is set at the 25th percentile and your class is average, this means that one student out of every four will be identified. Some other systems select a designated number of the lowest performing students. The ten or twenty lowest scoring students in a grade might be selected. Other systems use a criterion or set of criteria. Ideally, the criterion is set in such a way that students who meet it are usually successful, and those who don’t meet it usually have difficulty. First graders might be selected if, on the beginning-of-the-year screening assessment, they are able to read fewer than three to five words or know fewer than ten beginning consonants. From research and experience, it has been decided that if beginning first graders know fewer than three to five words or fewer than ten initial consonants, they will probably experience difficulty learning to read and most likely will need added instruction. Students in second grade and beyond are at risk if they are unable to read at least 40 to 45 of the 50 words on the Phonics Inventory.

Setting benchmarks is a tricky business. If set too low, then students who actually need help will not be given it. If set too high, students who do not need intervention will be provided with instruction that is not necessary, with the result that limited resources will not be used in the best possible way. Ideally, the benchmarks should be a little on the low side. Better to instruct a child who doesn’t need help but still benefits from it than to miss children who do need intervention. In terms of the Phonics Inventory, students should know 5 words at the beginning of first-grade, 20 to 25 words by mid-year, and 40 to 45 words by year’s end.

When selecting students for intervention, it is recommended that you first provide additional help in the classroom for students who are at risk and see how they respond. If they do not do well, then, after four to six weeks, they should be provided with intervention in addition to classroom instruction. However, if a student’s performance is well below the benchmark and/or the student is older, you might initiate an intervention immediately.

Monitoring Progress

In RTI all students are monitored at least three times a year. Struggling students are monitored more frequently. Screening and monitoring can be combined. Progress monitoring helps to determine if students are making adequate progress and if the core program and interventions are adequate. The Phonics Inventory and Word Reading Fluency Indicator can be used to monitor progress. They can be used singly or in combination.

Establishing Student Goals

The first step in progress monitoring is to determine where students are, set goals, and then monitor progress toward reaching those goals or benchmarks. The goal for learning single-syllable phonics is that it be covered in one year, usually in first grade. However, for older struggling readers who haven’t learned single-syllable phonics, you would probably want to accelerate progress by providing additional instructional sessions. Covering single-syllable phonics means that students would need to complete Word Building Books A (short-vowel patterns), B (long-vowel patterns), and C (r and other-vowel patterns). In terms of the Phonics Inventory, this means that students would be able to read 40 to 45 out of the 50 words by the end of the school year. Students should be able to read an additional 3 to 5 words on the Phonics Inventory each month. To accelerate progress, they would need to be able to read more than 3 to 5 additional words. For the Word Fluency Reading Indicator, students should gain 3 to 5 words a month and should be able to read 40 to 45 words by the time they finish the single-syllable program that includes Books A, B, and C. Students making average progress would need
to complete Book C within 8 to 10 weeks.

Once you have determined where students are, set up Progress Charts for them. Mark on the chart where the student is now. Then determine where the student needs to be by year’s end or at the end of some other designated instructional period. Draw a line from where the student is now to where the student should be at the end of the instructional period. This will show you the rate at which the student needs to progress to meet the year-end goal. The goal, of course, should be realistic. If the student is significantly behind, it might take an extended period of time for the student to catch up and the student might need more intensive instruction and additional sessions. Monitor the student’s progress periodically to see if the student is making adequate progress. If you measure progress weekly, three marks below the goal line are a sign of not making adequate progress. If you measure progress monthly, two successive months of poor progress indicate a problem. If the student is not on track to reach her or his goal, adjust the program.

The sample chart in Figure 1A shows an actual student’s progress from September through May. In September the student was able to read just one word on the Phonics Inventory. Because of this low score, the student was given added help by the classroom teacher. Because the student was only able to read two additional words in October, and so was not on track to meet his goal, the student was provided with supplementary Tier II instruction. Because progress was still slow, the student was placed in Word Building in January. Instruction was intensified to a Tier III. Progress was still slow but accelerated between February and March. By April, the student was on track to reach the goal set for him. At that point the intervention was discontinued but monitoring was continued.

**Intervention**

In most RTI approaches, the intervention process has three tiers. In the first tier students are provided with high quality instruction in the general education program. Instruction is differentiated as needed. Progress is monitored at least three times a year. Students who fail to make adequate progress enter into Tier II, in which they are given more intensive instruction and more support in small-group instruction by the classroom teacher, a specialist, a tutor, or a special education teacher. The intervention program supports the classroom program and lasts 8 to 12 weeks or longer. Tier II instruction typically lasts for 30 minutes or more each day and is in addition to classroom instruction.

Students’ progress is judged in two ways: level of performance and rate of progress. A student might be significantly behind, but might be making progress at a good rate. A problem arises when a student is significantly behind and is also failing to make adequate progress. If the student’s performance continues to lag despite high-quality intervention coordinated with the core program, then the student might enter into Tier III. In Tier III, the student’s program is further intensified and the student might also be considered for special education placement.

Some RTI systems have a fourth tier, which is special education assessment and possible placement. It is important to keep careful records on intervention students. Assessment data, work samples, and observations can provide invaluable information in planning a more intensive program or special education placement.

**Increasing Intensity of Instruction**

As students move from tier to tier, intensity of instruction is increased. In Word Building, intensity of instruction can be increased by placing the student in a smaller group or even providing one-on-one instruction. Intensity can also be increased by selecting an instructor, such as the reading specialist or special education teacher, who has advanced training in reading disabilities. Intensity can be increased, too, by slowing the pace of instruction, providing more examples, and involving more modalities. For instance, in learning a new pattern students might do the following:

- Sort words
- Using magnetic or cutup letters, assemble words
- Write words that have been dictated (spelling)
- Write dictated sentences composed of previously introduced words
- Making words (see Appendix C for making words lessons and possible words to make).

(See pp. 10-12 for a description of a Tier III intervention program using Word Building.)

**Coordination of Efforts and Service**

A primary purpose of RTI is to have all staff members work together so as to provide all students with whatever they needed to fully develop their literacy. Word Building has been designed so that it follows the same approximate sequence as the major classroom (core) programs. In tryouts, the best results were obtained when Word Building was coordinated with the core program. Thus, if students are being taught the -eep pattern in the core program, reinforce that instruction by presenting the -eep pattern from the third unit of Word Building.
Figure 1A: Monitoring Chart

Name: James  Grade: 1  School Year: _________

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Goal
However, if the classroom teacher hasn’t differentiated instruction and is teaching phonics whole class, you need to instruct the student at her or his level. If the class is being taught long vowels but the student is still learning short vowels, then the intervention program needs to work on short vowels. Of course, the classroom program should be differentiated. The intervention teacher and the classroom teacher should work toward that goal.

Phonics is developmental. Students typically learn phonics in the following sequence: initial consonants, final consonants, short vowels, clusters, long vowels, r sounds, and other vowels, and. For instance, learning long-vowel patterns is more advanced cognitively than learning short-vowel patterns. To decode short-vowel patterns such as pin, the students can follow the principle that each letter stands for a sound and decode the word sound by sound. In a word such as pine, students must recognize that the final e signals a long sound. This is a cognitive step above and beyond simply decoding sound by sound, which is why students who do not have a solid command of short-vowel patterns do not benefit from instruction in long vowels, r sounds, and other vowels...

Coordinating the core (classroom) and the intervention programs requires establishing an agreement as to what skills and strategies will be taught and in what sequence. It is also essential for the intervention teachers to know where students are in the core program so that they can instruct their students in the skills currently being taught in the classroom. This assumes that students have been correctly placed in the core program. Keeping a log of skills taught, materials used, and an assessment of the students’ performance and sharing it with the classroom teacher keeps the classroom teacher informed about the intervention program. The log can also be used when evaluating the student’s progress. It can be used in planning by providing a record of what seems to be working and what needs changing. The log can provide valuable information should the student be evaluated for special education placement. A sample log geared to Word Building is provided at the end of this chapter.

Professional Development

Although individual teachers can implement the basic principles of Response to Intervention into their classrooms, RTI is far more effective when adopted by a whole school. A first step would be to form a committee to decide an overall framework for the implementation of RTI. The committee needs to decide what programs will be used and what assessment measures will be used and who will assess and provide intervention. If using Word Building, it is suggested that the professionals involved meet in study groups to read and discuss this guide and to offer advice and support each other as they implement Word Building.

Home Outreach

The home is most supportive when family members are informed about the school’s program and when they are given specific suggestions for ways in which they can be of assistance. Plan group and individual meetings that explain the program and show parents how they can help. Also send home letters telling parents and other concerned family members what their children are working on and how specifically they might help. (A sample letter can be found at the end of this chapter. Please feel free to adapt the letter and to have it translated into the languages spoken in the children’s homes.) You might provide each student with a laminated folder or 8.5 by 11 envelope that contains materials and suggestions for parents. The folder or envelope can be sent home daily. Ways in which parents can help include:

- Reading to or with the child
- Making sure the child reads for 20 minutes each night
- Listening to the child read a rhyme or verse from Appendix D
- Helping the child sort cards or reassemble cut-up sentences
- Encouraging the child to write in a journal

Parents and other concerned family members need to know what to do when their child comes across a hard word. Although their children will be learning the pronounceable word part and other strategies, deciding which strategy to prompt requires knowing what phonics patterns the child knows and whether the target word lends itself to the pronounceable word part, analogy, or context strategy. You might suggest to parents that they pause for five seconds to give the child a chance to work out the word, and, if the child has not figured out the word, to simply tell the child the word. This procedure can lessen the stress that parents might feel.
when their child is unable to read a word that they think she or he should know.

Be mindful of the stresses and burdens that some families experience. Do not request assistance that will add to a family's stress or overburden the family.

**Diagnosis**

Despite a well-planned program and careful instruction, some students may fail to make adequate progress. When students fail to make adequate progress over a period of time, their performance should be carefully analyzed, and adjustments should be made in the program. There are two major adjustments that can be made: increasing instructional and practice time and/or increasing intensity of instruction. If struggling students are learning but are learning at a slower pace, they need more instructional time and more practice activities. If students fail to learn even when given more time, intensity of instruction should be increased. A diagnosis should also be conducted to determine if there are any blocks to the students' learning and to gain insight into approaches that might be more effective.

As part of a diagnosis, assess students to see if they have the prerequisite skills. In order to succeed in Book C, students must have a grasp of short-vowel and long-vowel patterns. They should be able to read 25 to 30 words on the Phonics Inventory and should be able to read almost all of the first 30 words on the Word Fluency Indicator. A second key area is symbol-sound learning ability. Students who have difficulty with symbol-sound learning ability typically have a history of slowness in learning the letters of the alphabet, consonant correspondences, and high-frequency words (see Assessing Word Learning Ability on pp. 11-12). Students who have difficulty with symbol-sound learning almost always require intensive specialized instruction on a one-to-one basis. Another possibility is that students' overall cognitive ability is limited and so they have limited ability to learn to read.

From a literacy standpoint, diagnostic information should include the following: students’ reading levels, students’ listening levels, students’ knowledge of phonics, a spelling assessment, samples of students’ work, students’ screening and progress monitoring assessments, and observations of students’ performance, including notes on their response to intervention. The school psychologist and other professionals can provide assessment information about the students’ cognitive, emotional and social development, and health.

**TIER III Instruction**

Despite careful, systematic instruction in TIERS I and II, some students will continue to have difficulty. This may be as many as one out of four at-risk students. To provide TIER III instruction, implement the following:

- Intensify instruction. If possible, work with the students one-to-one. Also extend instructional time by lengthening sessions and/or providing additional sessions.
- Provide added practice. Make use of the Extension and Application activities. Spelling, Shared Reading, Sorting, Additional Reading, and Making Words are especially effective with struggling readers.
- Focus on smaller units. Word Building emphasizes patterns. For most students, this is an efficient, effective way to learn. However, because they have difficulty processing written language, severely disabled readers often find it easier to learn individual letter sounds and to process printed words letter sound by letter sound. As you present patterns, focus on the individual sounds in the patterns. When presenting the -oot pattern, for example, emphasize the separate sounds in the pattern and in the pattern words. Say each letter sound and have students count out or tap each sound on their thumbs. For example, as you say boot, hold up a finger as you say /b/, a second finger as you say /oo/, and a third as you say /t/. To blend the sounds, after having said each sound individually, move your thumb along the tips of your fingers, blending the sounds as you do so (Wilson, 1999). Have students count out or tap and blend letter sounds in this same way. This is especially effective for building phonemic awareness. If students have difficulty using pronounceable word parts--if they can’t see the oin in joint--have them decode the word sound by sound. Over time, most students will learn to process words in patterns or pronounceable word parts, and you can emphasize a pattern approach.
- Use a multisensory approach. Have students use a tracing approach, such as the Fernald (1943), to learn words.

**Implementing Adapted Fernald Approach**

In an adapted Fernald (1943) tracing approach, the learner says the word, traces a copy of the word written by the instructor, and says the whole word. The word is traced syllable by syllable. As the syllable or word is traced, the student says the syllable or word. Here are the key steps in the approach.
Step 1: Words that pose problems are selected for tracing. This can be a word that the student is having difficulty with or has expressed a desire to learn.

Step 2: The teacher says the word and looks up the word in a dictionary to check to see how many syllables it has. The teacher reports how many syllables the word has.

Step 3: The teacher says the word, writes the word in blackboard size manuscript syllable by syllable on a 4-inch by 11-inch sheet of paper held horizontally, underlines its syllables, and then says the word. Single-syllable words are pronounced a whole. The sounds in single-syllable words and syllables in multisyllabic words may be elongated, but are not pronounced sound by sound unless the student needs to learn the words in this way.

Step 4: The teacher demonstrates the tracing technique. The teacher says the word, traces its syllables with the index and middle finger while saying each syllable, and then says the word as a whole. For the word ‘dinosaur,’ the teacher says, ‘dinosaur, di-no-saur, dinosaur.’ The teacher continues to demonstrate until the student feels ready to try the technique. (If in your judgment students need to process single-syllable words sound by sound, you may have them say the sounds of the letters as they trace them. Thus ‘stop’ would be traced: stop, s-t-o-p, stop but ‘chop’ would be traced: chop, ch-o-p, chop).

Step 5: The student traces the word until she or he judges that it is known. The teacher stops and redirects the student if the student fails to follow the procedure carefully or misreads a syllable.

Step 6: The student demonstrates mastery of the word by turning over the original copy of the word and writing the word twice on another sheet of 4 by 11 paper held vertically. After each attempt, the student compares her or his copy with the original. The first and any subsequent attempts are covered so that the student is writing the word from memory. The student must successfully write the word twice without making any errors. The student must say the word, say it in syllables as it is being written, and say the word once more. Words that have been learned are filed alphabetically in a box. If the student has difficulty with a previously traced word, the filed word is used as a model. If the word was learned because the student wanted to include it in a piece of writing but didn’t know how to write it or misspelled it, the word is then written in the piece.

The teacher keeps a record of words learned, including the number of tracings needed to learn the word. Reduction in the number of tracings is a sign that the student is making progress in learning words. The tracing can be discontinued when the student is able to learn words with just a few tracings or no tracings.

In classical Fernald, the student dictates an experience story, which is written by the teacher, and then is dictated back to the student. Students trace any words that they are unable to write correctly. As adapted for Word Building, dictate the sentence in the Making a Sentence or Writing Time activity or have students dictate a sentence using pattern words. The sentence might be one that tells about a selection the student has just read. After learning the ‘-ake’ pattern, the student might compose the sentence, ‘I would like to bake a chocolate cake.’ After you write the sentence on a strip of tag board, read it over with the student, and then dictate it to the student. Any word that the student has difficulty with is traced. After the student has learned the words, cut up the tag board sentence, and have the student reassemble it. The cutup sentence can then be placed in a take-home envelope and practiced at home. The next day, the student reads the individual words and reassembles the sentence. Any word not known is traced.

Tracing sessions should be in addition to other intervention sessions. TIER III students need additional practice and instruction along with more intense instruction. Tracing sessions should be scheduled for 20- to 30-minute blocks of time. Initial sessions should focus on learning the technique. A good way to introduce the technique is to tell students that this is a special way to learn words that “lots of bright people just like yourself have used.” Students are then invited to say what word they would like to learn. That word is then learned through the tracing technique. Since the Fernald tracing technique is time-consuming and arduous, reserve it for students who absolutely need it. For more information on the Fernald tracing technique, see Fernald (1943), Idol’s (1988) reprint of Fernald, or Chapter 14 in Gunning (2014).

Assessing Word Learning Ability

The most severely disabled readers typically have a word learning difficulty. It manifests itself early in difficulty learning the names of the letters of the alphabet, letter-sound relationships, high-frequency words, and phonics in general. These students take a long time to learn printed words or phonics elements and then have difficulty retaining them. The five words known on Monday are forgotten by Tuesday. As part of TIER III instruction, gather information on students’ word learn-
ing ability. This can be done by teaching them seven words that they have difficulty with. Present the seven words chosen to be test words. Hold each word so that the student can see it readily. After you say it, have the student say it. Present all seven words. Shuffle the word cards and present them in the same way a second time. Then start the testing trials. Present each word and ask the student to read it. If the student gives a correct response, say, “Yes, that’s correct. The word is ___.” If the student gives an incorrect response, say, “No, that is not correct. The word is ____.” Put the correct responses in a separate pile. Note the correct responses on a sheet on which the test words are listed. Do not record incorrect responses. Shuffle all the cards after each trial. Continue presenting testing trials until the student gets all the words correct on two consecutive trials or until the student has had ten learning trials. If the student has not gotten all seven words within ten trials, note the number correct. To check long-term retrieval, give a single test trial one hour later and then twenty-four hours later (Gunning, 2010, pp. 551-552). Failure to learn and remember all or most of the words within ten trials suggests a word learning problem. Also gather information about students’ phonemic awareness, phonics knowledge, and writing.

Managing Word Building

Word Building is an intensive program and works best when the teacher actively instructs students and provides encouragement and feedback. However, students should also take an active part in their learning. Pairs of students and small student-led discussion groups can be used to provide students with independent practice. Pairs of students can work together on the worktext activities, sorting words, reading the selections from Appendix D to each other, and reading the suggested children’s books to each other. They can also work in pairs or small groups to complete extension activities. If you have learning centers, some of the recommended activities can be placed in them. For instance, sorting words, reassembling mixed-up sentences, assembling magnetic or cutout letters into pattern words, and reading of the selections from Appendix D could be used as center activities.

Pacing Word Building

Word Building C consists of 30 lessons. Lessons should be 30 to 45 minutes long and should be held three to five days a week, with a preference for 45-minute lessons and five days per week of instruction. It is recommended that each lesson be covered in a day, with Fridays being used as a catch-up day. Thus, the program can be completed in 8 weeks. If the pace is too rapid for students, try to cover at least three lessons a week. It would then take about 10 weeks to complete the program.

Students might start out slow, but as they begin to acquire skills and confidence, they might be able to move ahead more rapidly. Average students are expected to cover the basic single-syllable patterns in one year, usually in first grade, although many students may have learned some of the short-vowel patterns in kindergarten. In Word Building, this means that students who knew initial consonant correspondences but not short-vowel patterns would complete books A, B, and C in a year’s time. Therefore, to help students catch up or to prevent them from falling behind, it is important that an adequate pace of instruction be maintained. This doesn’t mean moving so rapidly that students don’t grasp the skills being taught. If students are having difficulty keeping up, they might need added periods of instruction. Support from the home should also be sought.

Updates and Additional Resources

For updates and additional reinforcement ideas and materials, go to the Building Literacy Website at <www.buildingliteracy.org>.
## Intervention Log

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Dear Family,

In reading, your child is learning the ________ word pattern. The main pattern words that your child will be learning are_____________________________________________________.

Your child will also be learning the words ______________________________________.

Here are some things that you can do to help your child learn the new pattern and new words.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Learning a new pattern and new words takes time and practice. Your child may have forgotten some of the words that have been taught. If your child is reading and is having difficulty with a word, the best thing to do is to wait five seconds. Your child might be able to figure out the word. If your child is not able to figure out the word, simply tell your child the word. Don’t tell your child to sound out the word. It might be a word that is very hard to sound out, or your child might not have learned the skills needed to sound out that particular word. Most important of all, give your child lots of love and encouragement. Learning to read takes a lot of hard work.

Sincerely,
UNIT ONE: R-VOWEL PATTERNS

In Unit One, students are introduced to Word Building and learn the most useful r-vowel patterns: -ar, -ark, -arm, -art, -air, -are (care), -oor, -ore, -orn, -ir, -ur, -er, -ird, -urn, -earn, -ear, -eer, and the consonant clusters sc = /sk/, scr = /skr/, and tw = /tw/. These patterns and skills are presented through high-intensity lessons 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.

Word Building Lesson

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 any high-frequency words that students might encounter. 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. For instance, some students might be slower catching onto the pattern being introduced. They might need more instructional time and also more 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 from the previous night.

Presentation or Extension of New Pattern (3 to 5 minutes). Introduce the pattern by using or adapting the suggestions contained in the Guide. Have students complete the Making Words activity in Book C.

Guided Practice

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 C.

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 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. Duplicate these and, after you share read 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. 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.

Teaching High-Frequency Words

Although Word Building emphasizes presenting phonics patterns systematically and teaching students needed decoding skills before they meet in print words containing those elements, it is necessary to include high-frequency words that don’t lend themselves to decoding (to, of, where) or which contain advanced decoding elements (worry, noise) so that the selections have a natural flow and cover interesting topics. When
we read we use both decoding and semantic clues. Even novice readers use their knowledge of the world and language to help them decode hard words. They use decoding and context in parallel fashion. When selections have a natural flow, it is easier to use both phonics and context clues.

High-frequency words are sometimes known as sight words. High-frequency words, such as the and of, are the oldest words in the language, and because there have been pronunciation changes over the years, 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, 1998). 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, 2010).

When teaching high frequency words, take full advantage of phonic regularities, such as initial and final consonant correspondences. Also, seek out commonalities of words. For instance, when teaching that have students note that that contains the pronounceable word part ar. Except for dramatically irregular words such as of and one, help students match up spellings and sounds. For the word some, match s with /s/, note that o is a very unusual way of spelling /u/, and match m with /m/. Encourage students to spell out the words and provide opportunities for them to meet the words in many contexts so they form a visual image of the words in addition to making phonological connections. As students are learning exception words such as both or from, they also need to be taught specific distinguishing features of these words.

Specific suggestions for using phonics to teach high-frequency words are provided. Adapt the suggestions to fit the needs of your students. High-frequency words that incorporate elements that have been taught are marked with an asterisk.

**LESSON 1: -AR PATTERN.............2-3**

**Teaching the -ar Pattern**

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

To introduce the -ar pattern, write the rime (phonogram) -ar on the board. Ask a volunteer to pronounce the rime. Supply the pronunciation if no one else is able to do so. Tell students that you want to form some words. Ask them to tell what letter needs to be placed in front of ar to make the word jar. Have volunteers read the word. Directly under the word jar write ar. Have students tell what sound ar makes and what letter should be placed in front of ar to make the word car. Have students read both words. Introduce far, tar, and star in the same way. Discuss the meaning of tar as this may be unknown to students. Then have students read all the -ar words.

**Step 2: Adding the Rime (Phonogram)**

To make sure that students have a thorough grasp of both key parts of the word – the onset, which is the initial consonant or consonant cluster, and the rime, which is the pattern or phonogram – present the onset and have students add the rime or pattern. Writing j on the chalkboard, have students say the sound it stands for. Then ask them to tell what you would add to /j/ to make the word jar. After adding ar to j, say the word sound by sound and then as a whole. Pointing to j, say /j/; pointing to ar, say /ar/. Running your hand under the whole word, say “jar.” (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 car, far, tar, and star in the same way. Then have students read all five -ar words. (As a alternative to building words by having students add letters, which is a spelling approach, try a reading approach in which you add the letters and students tell what word you have formed. For instance, adding j to ar, ask students to tell what word you have formed. by adding j to /ar/.)

**Step 3: Introducing the Model Word**

A model word is an easy, commonly occurring word used to provide an example of a particular pattern. In most instances, model words can be depicted so that if a student forgets a pattern he can use the drawing of the model word as a memory aid. Since the model word is often the easiest word in the pattern, it can be used as an analogy or basis of comparison when a student encounters a pattern word that he doesn’t recognize. Model
words are presented on the last page and inside back cover of the students’ texts. Help students locate star, the model word for the -ar 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 -ar words, they can go to the chart and see what sound ar 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.)

As students encounter difficulty with -ar words, urge them to see if there is any part of the word they can say and then use that pronounceable word part to reconstruct the entire word. If that strategy doesn’t work, refer them to the chart and help them figure out the unknown word by comparing it with the model word star.

**Step 4: Guided Practice**

Direct students to Book C and have them complete Lesson 1.

**INTRODUCING WORD BUILDING: BOOK C**

Discuss the cover of the book and have students flip through to get an overview of its contents. Note that the book has articles on a variety of topics, riddles, puzzles, and other activities. Tell students that these activities will help them to learn their patterns.

Direct students to page 2. Have them read the pattern word (star) 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.

**Making Words**

In this exercise, which reinforces both reading and spelling, students are asked to add the vowel element to an initial consonant, digraph (two letters representing one sound as in sh or ch), or cluster (two or more letters representing two or more sounds as in br or cl). Lead students to see that they must add ar to the letters to make a word. Do the first item cooperatively. Stress the need to say the word that has been built. If students simply add an ar 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. Write their responses on the board.

**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 so they can change the order of the words around more easily.

**Reading Time**

**Before Reading**

Brief nonfiction selections have been written to reinforce the patterns that have been introduced. Most articles also contain some high frequency or sight 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. High frequency words should get more attention because these are words that are likely to appear in other materials that students read. The high frequency words for “Stars” are clear, very, away, during, warm. Content words include: earth, tiny.

**Presenting High Frequency Words.** To present high frequency and content words, put the words on 3” x 5” cards. Pretest students to see if they know the words. Hold up the card containing clear and ask students if they can read the word. Do the same with very, away, during, close, warm, earth, and tiny. If students can already read the words, introduce the article. 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 construct the words. When you hold a card containing a word 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. For instance, help them see the way in away or the ti in tiny or the ear in clear. Then build the words with them, supplying any elements that they are unable to handle. For some words students might only recognize the initial consonant. For instance, students might only recognize the v in very. You supply the ery and help students blend the parts to
form very. For during, students supply the sounds for d and ing and you supply the sound for ur. For warm, students supply the sounds for w and m and you supply the sound ar. For earth, you supply the sound for ear and students supply the sound for th. Also point out any special features of the words. Also discuss any words whose meanings may be unfamiliar to students. Present the words on cards until students can recognize them automatically.

Introducing the Article. Have students read the title, look at the drawing, and then tell what the article is about. Using a modified KWL Plus (What I Know, What I Want to Know, What I Learned, What I Still Want to Know), have students tell what they know about the stars. On the board, list what the class as a group knows. Then on a KWL Plus sheet, have students list in the K column what each one knows personally. In the W column, have them list what they want to learn about the stars. Then have them read the article to seek answers to their questions. As they read, have students list information that they learned under a third column (L), “What I Learned.” Have students list unanswered questions in a fourth column, “What I Still Want to Know.”

After Reading
Discuss what students learned about the stars. Verify and clarify disputed information by having students reread the selection. Also discuss questions that were not answered and new questions that students might have. Talk over ways in which students can get answers to questions that they still have about the stars.

Shape Words
In this exercise, students fill in the shape boxes based on the meaning of the word, the number of letters in the word, and the shape of the word. Although the shape boxes help students focus on the visual aspects of the pattern words, their main objective is to show students that working with words can be fun. To introduce the exercise, read the directions to your students. Lead 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
In this exercise, students are asked to use one or more of their pattern words in a writing activity. A drawing activity, which helps young learners to focus in on and develop their ideas, generally precedes the writing activity. Although students are asked to write a story, the story may consist of a single sentence. Or it may be longer. To help students think up suitable topics, tell about some faroff places that you might like to visit. Model the process of drawing a picture of a faroff place and writing a piece about it.

Extension and Application
Although the activities in Lesson I have provided students with varied practice with the -ar 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 an excellent reinforcement for phonics and is especially helpful to students who are struggling to learn patterns. Dictate the at 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.

Spelling words: car, far, star, start, ar

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 piece in Appendix D can be share read and partner read in order to provide added practice with the -ar pattern. The rhymes and songs in Appendix D are numbered 1 to 40.

“Bedtime” Rhyme 1

Additional Reading
Additional reading is an essential component of Word Building. Books listed have been selected because they do an especially good job of reinforcing patterns. There is no better practice than reading stories and inform-
tional books that incorporate the patterns presented as in the following book:


Jon needed six stitches to close a cut. Very easy reading.

**Science**

Read aloud informational books about the sun and the stars.

**Implementing Strategies**

Students, especially if they are struggling, 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., 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 pattern words that were not presented in the lesson (or two-syllable words that contain *ar*) on the board. For instance, you might write the following on the board: *scarred, target, market*. Urge students to find the letters that make the *ar* 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 pronounce. 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 or a part of the word is like *star* or another model word that they might know. Remind students that they can use the Model Words chart on the last page and the inside back cover of their texts.

As students encounter difficult words, pause for about five seconds to see if students can work out the word on their own. If they can’t decode the word, 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 guiding question, such as: Are there any parts 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?

  or

- Is this word like any word I know? Is it like one of the model words?

  or

- 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 other times, your guidance might need to be more highly directive. For instance, if a student who has been taught the -*ar* pattern has difficulty with a word like *scarred* and is unable to note any known parts in the word, you might cover up all but the *ar* and have her say “*ar*.” Uncovering the *sc*, have her say “*scar*” and then lead her to say “*scarred*.” If a student is unable to pronounce the *ar* in *scarred*, you would help her use an analogy strategy. Using the model word *star*, have her compare *scarred* with the model word *star* (cover the *r*-*e*-*d* in *scarred* if necessary so that she can more easily see the *ar* in both words). 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 (*beak, 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 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 have *r* as part of the vowel. These words are tough. The *r* changes the pronunciation of the vowel. But if you use the vowel chart and think of what would make sense in the sentence 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.

**LES SSON 2: -ARK PATTERN ..........4-5**

**Teaching the Pattern**

Review the -*ar* pattern. Using the procedure outlined in Lesson 1, introduce the -*ark* pattern. Present the following words: *park, bark, dark, mark, shark.* Present -*ar* and -*ark* words in a mixed list so students process all the letters in the words: *car, bark, far, mark, dark, jar, park.* Pointing out that *shark* is the model word for the -*ark* 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 -*ark* words, encourage them to look for a part of the word they can say (*ark*) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model word *shark.* For guided practice, have students complete the activities on pp. 4-5 of Word Building Book C.

**Word Building Activities**

**Making Words**

Have students read the words they made.

**Making a Sentence**

Have students read the sentence they made.

**Reading Time**

**High Frequency Words:** *people, beneath, find*

To present high frequency and content words, put the words on cards or the board. Pretest students to see if they know any of the words. For unknown words, encourage students to seek any part of a word that they can pronounce so they have the opportunity to practice
### Figure 2A
#### Strategy Chart

<table>
<thead>
<tr>
<th>Strategy</th>
<th>When Used</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronounceable Word Part</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>Analogy</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>Context</td>
<td>Word is irregular, or other strategies don’t work.</td>
<td>What word would make sense here?</td>
</tr>
<tr>
<td>Sound by Sound</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>Try Another Sound</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>Sound Correction</td>
<td>Student says wrong sound for element 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? (See model words at beginning of units in Teacher’s Guide for Book A.) 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-<em>a</em> sound in it?</td>
</tr>
<tr>
<td>Monitoring/ Cross Check</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>Choice</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>Affirmation</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 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>Diagnostic</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>
the pronounceable word part strategy. For instance, stu-
dents should be able to read the be and neat in beneath
and and use these word parts to reconstruct the words.
Have students read as much of each of the remaining
high frequency words and content words as they can.
Provide help with parts they can't read and help them
blend the parts to form words.

Before Reading. Have students read the title and
look at the illustration. Ask students to tell what they
know about sharks. After discussing their knowledge and
clarifying any misinformation, explain that the selection
will tell about three different sharks: the whale shark,
the great white, and tsuranagakobitosame. Help them
say “tsuranagakobitosame.” Point out that its name is
respelled in the article.

After Reading. Discuss each of the sharks. Have
students compare their sizes. Have students tell where
the tsuranagakobitosame lives. Ask students to tell what
special ability this shark has and how it uses this ability.
Also have students tell why it would be better to meet
up with a whale shark than a great white.

Pattern Puzzle
Do one or two items with students. If they are not
familiar with crossword puzzles, explain to them how
the numbers and “Across” and “Down” items work.

Rhyme Riddle
Remind students that the two words that are the
answer to the riddle should rhyme.

Writing
Discuss the parks that students drew and wrote about.

Extension and Application

Additional Reading
Random House. Illustrated description of sharks and
their ways.

Implementing Strategies
As students encounter difficulty with words contain-
ing -ark 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 fit here?

LESSON 3:
-ARM, -ART PATTERNS... 6-7

Teaching the Pattern
Review the -ark pattern. Using the procedure outlined
in Lesson 1, introduce the -arm pattern. Present the fol-
lowing -arm words: arm, farm, harm. Then introduce
the -art pattern. Present the following words: cart,
part, smart, start. Present -arm, -art, and -ark words
in a mixed list so students process all the letters in the
words: arm, art, dart, dark, smart, shark. Pointing out
that arm is the model word for the -arm pattern and
cart the model word for the -art 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 -arm or -art words, encourage them to
look for a part of the word they can say (arm, art) or,
if that doesn’t work, have them refer to the chart and
compare the unknown word to the model words arm or
cart. For guided practice have students complete the
activities on pp. 6-7 of Word Building Book C.

Word Building Activities

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, before, another, them-
selves, sure
To present new high frequency and content words,
put the words on cards or the board. Pretest students to
see if they know the words. For unknown words, encour-
age 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 be in before and the them and
sel in themselves and use these word parts to reconstruct
the words. Have students read as much of each of the
remaining high frequency words and content words as
they can. Provide help with parts they can't read and
help them blend the parts to form words.

Before Reading. Have students read the title, look
at the drawing, and then tell what the article is about.
Using a modified KWL Plus (What I Know, What I
Want to Know, What I Learned, What I Still Want
To Know), have students tell what they know about
chimps. On the board, list what the class as a group
knows. Then on a KWL Plus sheet, have students list
in the K column what each one knows personally. In
the W column, have them list what they want to learn
about chimps. Then have them read the article to seek answers to their questions. As they read, have students list information that they learned under a third column (L), “What I Learned.” Have students list unanswered questions and new questions in a fourth column, “What I Still Want to Know.”

After Reading. Discuss what students learned about chimps. Verify and clarify disputed information by having students reread the selection. Also discuss questions that were not answered and new questions that students might have. Talk over ways in which they can get answers to questions that they still have about chimps.

Word Shapes
Discuss students’ responses.

Riddle Time
Encourage students to use both the meaning and the sound clues.

Writing
Encourage students to share their drawings and pieces they wrote about them.

LESSON 4:
-AIR, -ARE PATTERNS .....8-9

Teaching the Pattern
Review the -arm and -art patterns. Using the procedure outlined in Lesson 1, introduce the -air pattern. Present the following words: air, hair, pair, chair. Then introduce the -are (care) pattern. Present the following words: care, share, scare. Present -air, -are, -arm, and -art words in a mixed list so students process all the letters in the words: care, cart, hair, harm, chair, chart. Pointing out that chair is the model word for the -air pattern and care the model word for the -are 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 -air or -are words, encourage them to look for a part of the word they can say (air, are) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words chair or care. For guided practice, have students complete the activities on pp. 8-9 of Word Building Book C.

Word Building Activities
Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
Sight Words: above, below, across, bottom
Content Words: eye, water, enemies

To present high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 be in below and the bot in bottom and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can't read and help them blend the parts to form words.

Before Reading. Have students read the title and look at the illustration. Ask them to tell what they think the four-eyed fish’s eyes might be like and how it might use its eyes. Have students read the selection to check out their predictions.

After Reading. Have students tell what is special about the four-eyed fish’s eyes. Discuss how the four-eyed fish uses its special eyes. Have students tell what kinds of enemies the four-eyed fish might have below the water and what enemies it might have above the water.

Rhyme Time
Point out London on a map and discuss the fact that Great Britain has a queen.

Writing
Model the assignment by drawing a picture of your favorite chair and writing a brief piece about it.

Extension and Application
Additional Reading

LESSON 5:
-OOR, -ORE, -ORN PATTERNS.....10-11

Teaching the Pattern
Review the -air and -are (care) patterns. Using the procedure outlined in Lesson 1, introduce the -oor pattern. Present the following -oor words: door, poor, floor. After -oor words have been taught, present the
following -ore words: more, store. Then introduce the
-orn pattern with the following words: born, corn, horn,
torn. Present -air, -are, -oor, -ore, and -orn words in a
mixed list so students process all the letters in the words:
corn, care, horn, hair, floor, store, stairs. Pointing out
that door is the model word for the -oor pattern, store
the model word for the -ore pattern, and corn the model
word for the -orn 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
-oor, -ore, or -orn words, encourage them to look for a
part of the word they can say (oor, ore, orn) or, if that
doesn’t work, have them refer to the chart and compare
the unknown word to the model words door, store, or
corn. For guided practice have students complete the
activities on pp. 10-11 of Word Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
Sight Words: years, could
Content Words: gym, indoor, basket

To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 in and door in indoor and the bas and ket in basket and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words.

Before Reading. Have students read the title and look at the illustration and guess what new game the article might be telling about and how the game came to be started. Have students read the article to check their predictions.

After Reading. Discuss what the new game was and how it was started. Have students tell why James Naismith wanted a game that could be played indoors. Have students tell why they think the game was called basketball. Have them explain how they can tell that the first players were not good at making baskets. Have students explain what the sentence, “A new game was born,” means. You might have students try the game if they have never played it.

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

Writing
Have students share their drawings and written
pieces.

Extension and Application

Additional Reading
York: Scholastic. Minnie, the monkey, loves spaghetti
and eats it with mustard, marshmallow, pickles, bananas,
and other garnishes.
spy a penguin, a horse, corn, a unicorn and other objects.

LESSON 6:
-IR, -UR, -ER, PATTERNS.....12-13

Teaching the Pattern
Review the -oor, -ore, and -orn patterns. Adapting
the procedure outlined in Lesson 1, introduce the -ir, -ur,
-er patterns. Introducing were as a related high frequency
word, present the following words: sir, stir, fur, her, were.
Pointing out that fur is the model word for the -ur pat-
tern and her the model word for the -er pattern (there
is no model word for -ir words since there are so few
of them), have students locate the model words on the
chart on the last page and the inside of the back cover
of their texts. Later, if students have difficulty with -ur
or -er words, encourage them to look for a part of the
word they can say (ur, er) or, if that doesn’t work, have
them refer to the chart and compare the unknown word
to the model words fur or her. For guided practice have
students complete the activities on pp. 12-13 of Word
Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
High Frequency Words: watching, learn
Content Words: polar bear, warn, growls, keen

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 *po* and *lar* in *polar bear* and use these word parts to reconstruct the words.

**Before Reading.** Have students read the title and look at the picture and tell what they know about polar bears. Have students read the story to find out how a mother polar bear teaches her cubs.

**After Reading.** Discuss how a mother polar bear teaches her cubs. Discuss why the mother polar bear growls and sniffs the air. On a map, locate areas where polar bears are found. Discuss why these areas are called “land of ice and snow.” Discuss why life might be hard in the land of ice and snow.

**Writing**
Encourage students to share their drawings and the pieces they wrote about them.

**Extension and Application**

**Additional Reading**


**LESSON 7:**
**-IRD, -URN, -EARN PATTERNS ....14-15**

**Teaching the Pattern**
Review the -ir, -ur, and -er patterns. Adapting the procedure outlined in Lesson 1, introduce the -ird pattern. Present the following words: bird, third. Then introduce the -urn pattern. Present the following words: burn, turn. Introducing the -earn pattern, present: earn, learn. Present -ird, -urn, and -earn words in a mixed list so students process all the letters in the words: bird, earn, third, turn, learn, burn. Pointing out that bird is the model word for the -ird pattern, learn the model word for the -earn pattern, and turn the model word for the -urn 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 -ird, -urn, or -earn words, encourage them to look for a part of the word they can say (-ird, -urn, -earn) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words *bird, turn, or learn*. For guided practice, have students complete the activities on pp. 14-15 of *Word Building Book C*.

**Word Building Activities**

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

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

**Reading Time**
Sight Words: covers
Content Words: turtles, crawls
To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 *tur* in *turtles* and the *ers* in *covers* and use these word parts to reconstruct the words. Have students read as much of *crawls* as they can. Provide help with parts they can’t read and help them blend the parts to form the word.

**Before Reading.** Have students read the title and look at the drawing. Ask them if they have ever heard of green turtles. If no one has, tell them that green turtles are unusual and interesting creatures. Have them read the article to find out about green turtles.

**After Reading.** Have students tell why green turtles are unusual and interesting. Ask them to tell how big green turtles are and where they live. Discuss why green turtles crawl onto sandy beaches, even though they live in the sea. Discuss what baby green turtles do after they hatch and why this is mysterious.

**Writing**
If possible, have bird books available so that students can have models for their drawings and a source of material for ideas.

**LESSON 8:**
**-EAR, -EER PATTERNS .....16-17**

**Teaching the Pattern**
Review the -ir, -ur, and -er patterns. Using the procedure outlined in Lesson 1, introduce the -ear pattern. Present the following words: ear, dear, fear, hear, near, year. Then introduce the -eer pattern. Present the
following words: *deer, steer*. Point out to students that *deer* and *deer* and *hear* and *here* are homophones. Note that it’s easy to tell *hear* from *here* because *hear* has an *ear* in it. Present *-ear*, *-eer*, and other *r-vowel* words in a mixed list so students process all the letters in the words: *fear, fur, hear, her, stir, steer*. Pointing out that *ear* is the model word for the *-ear* pattern and *deer* the model word for the *-eer* 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 *-ear* or *-eer* words, encourage them to look for a part of the word they can say (ear, eer) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words ear or deer. For guided practice, have students complete the activities on pp. 16-17 of *Word Building Book C*.

**Word Building Activities**

**Making Words**

Have students read the words they made.

**Making a Sentence**

Have students read the sentence they made.

**Reading Time**

**High Frequency Words:** *dog, frog, would, other*

**Content Words:** *India, China, centimeters, mouth, pointy*

To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 *er* in *other*, the *In* in *India*, the *Chi* in *China*, the *cent, me,* and *ters* in *centimeters*, and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words.

**Before Reading.** Have students tell which animals bark. If they don’t mention them, tell students that some deer and frogs also bark. Have students read the article to find out more about barking deer and barking frogs.

**After Reading.** Discuss barking deer and frogs. Have students read sentences that tell what barking deer look like. Discuss why other animals might be afraid of male barking deer, even though they are small. Discuss how loud barking helps frogs.

**Riddle Time**

Discuss and illustrate the meanings of *deer* and *dear*. Show students the salutations of letters in which *dear* is used.

**Writing**

Encourage students to share the list of things they hear.

**Extension and Application**

**Additional Reading**


**LESSON 9: CLUSTERS:**

**sc/sk/, scr /skr/, tw /tw/....18-19**

**Teaching sc = /sk/**

**Step 1: Building Clusters by Adding a Second Consonant**

Write *sat, sore,* and *sale* on the board. Have a volunteer read *sat*. Ask students to tell what letter would need to be added to the *s* in *sat* to make *scat* as in *"Scat, cat."*. Have a volunteer read *sore*. Ask students to tell what letter would need to be added to the *s* in *sore* to make *score*. Have students read *score*. Ask students to tell what letter would need to be added to the *s* in *sale* to make the word *scale*. After *scale* has been formed, have students read it. Then have students read *scat, score,* and *scale*.

**Step 2: Building Clusters by Adding an Initial Consonant**

Write the word *care* on the chalkboard: *care*. Have a volunteer read *care* and tell what letter would need to be added to *care* to make the word *scare*. After *scare* has been formed, have students read it. Then have students read *scare, scat, score,* and *scale*.

**Step 3: Letter-sound Integration**

Have students read all four *sc* words: *scat, scare, score,* and *scale*. Lead them to see that some words begin with two consonant sounds and that these are known as clusters. Explain that *sc* spells the cluster that
appears in scarecrow (scarecrow is the model word for the cluster sc). Point out scarecrow in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that sc stands for.

**Teaching scr = /skr/**

**Step 1: Building Clusters by Adding a Second Consonant**

Write seen on the board. Have a volunteer read seen. Ask students to tell what letters would need to be added to seen to make screen. Have students read screen. Write sub on the board. Have a volunteer read sub and tell what letters would need to be added to sub to make the word scrub. After scrub has been formed, have students read it. Then have students read both screen and scrub.

**Step 2: Building Clusters by Adding an Initial Consonant**

Write the word cream on the chalkboard. Have a volunteer read cream. Ask students to tell what letter would need to be added to cream to make scream. After scream has been formed, have students read it. Then have students read both scream, screen, and scrub.

**Step 3: Letter-sound Integration**

Have students read all three scr words: scream, scrub, and screen. Lead them to see that some words begin with three consonant sounds and that these are also known as clusters. Lead them to see that scr spells the cluster that appears in scrub (scrub is the model word for the cluster scr). Point out scrub in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that scr stands for.

**Teaching tw = /tw/**

**Step 1: Building Clusters by Adding a Second Consonant**

Write tin on the board. Have a volunteer read tin. Ask students to tell what letter would need to be added to tin to make twin. After twin has been formed, have students read it.

**Step 2: Building Clusters by Adding an Initial Consonant**

Write the following words on the chalkboard: wig, witch. Have a volunteer read wig. Ask students to tell what letter would need to be added to wig to make twig. After twig has been formed, have students read it. Have a volunteer read witch and tell what letter would need to be added to witch to make the word twitch. After twitch has been formed, have students read it. Then have students read both twig and twitch. Also discuss the meanings of these words if they are unknown to any of the students.

**Step 3: Letter-sound Integration**

Have students read the three tw words they formed plus some high frequency tw words: twig, twitch, twin, twist, twelve, and twenty. Lead them to see that tw spells the cluster that appears in twelve (twelve is the model word for the cluster tw). Point out twelve in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that tw stands for.

**Step 4: Guided Practice**

Introduce the reinforcement exercises for the clusters on pp. 18-19.

**Word Building Activities**

**Making Words**

In this exercise students form words by adding a cluster to a rime (vowel pattern). Students should say the words they have formed, or the exercise won’t have any value.

**Finishing 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.

**Making New Words**

In this exercise students make new words by adding a consonant to a word’s initial consonant and so form a consonant cluster. It is important in this exercise that students say the words that they have formed.

**Cluster Puzzle**

The Cluster Puzzle provides additional reinforcement and is a fun activity.

**Missing Letters**

This exercise combines phonics and contextual clues. Students fill in the blanks in a brief article or story with one of three clusters. Before students attempt this exercise, you may want to introduce potentially difficult vocabulary: scabble.

**Making a Dictionary**
In this exercise, students create a Cluster Dictionary. Here is an alphabetical listing of the clusters and digraphs covered in *Word Building Book C*: *bl, cr, dr, fr, gl, pr, sc, scr, sk, sw, thr, tw*. To help students keep their clusters in alphabetical order, you might want to have them label blank pages with clusters, or you might want to distribute numbered pages containing clusters, which could be assembled into a booklet. If students started a cluster dictionary while working on *Word Building Book B*, they might simply add to it.

**UNIT REVIEW**

On the chalkboard or an overhead, write the *r*-pattern words presented in this unit. (A listing of pattern words can be found on p. 45.) Mix the patterns so students aren’t simply using the first word as a clue to the other words in that column.

Some other review activities include:

- **Every-pupil response.** Distribute 5 to 8 pattern words. Call out a word and have students hold up the printed version of the word that you called out. Then show them a large card with the word on it or write the word on the board so that they can check their responses.

- **Forming sentences.** Give students envelopes that have cut-up sentences containing pattern and sight words and have them reassemble the words.

- **Reassembling words.** Have students reassemble cut-up pattern words or form pattern words with magnetic letters.

- **Illustrating words.** Have students illustrate sight and pattern words.

- **Writing.** Encourage students to use their pattern and sight words in their writing.

- **Other activities.** Use some of the practice and application activities suggested in Appendix B. Most important of all, have students read books that contain pattern words.

**Unit Assessment**

Have students complete the unit checkup test that is presented in Appendix D and the Phonics Inventory. As an option, you might also administer the Word Reading Fluency Indicator. Chart students' progress on the Progress Charts (a blank copy is located in Appendix B). On the Phonics Inventory and Word Reading Fluency Index, students should be reading about 3 to 5 additional words as a result of completing the unit. On the Checkup tests, they should be getting about 80% of the words correct. Overall, they should be demonstrating ability to read /aw/ words.

Depending upon students' performance, move them to the next unit, *long-oo Patterns*, or provide additional instruction in short- *i* patterns. Note the patterns on the Unit Checkup that students had difficulty with and re-teach these patterns. If students have not made adequate progress, modify the program as necessary.
UNIT TWO: /AW/ PATTERNS

In Unit Two students learn the most useful /aw/ patterns: -all, -aw, -alk, -aught, -ought, -ost, -ong, and -awn and the following consonant digraphs: \( kn = /n/ \), \( ph = /f/ \), and \( wr = /r/ \). These patterns are presented through high-intensity lessons 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.

LESSON 10:
-ALL PATTERN ........PAGES 20-21

Teaching the Pattern
Review the -ear and -eer patterns. Using the procedure outlined in Lesson 1, introduce the -all pattern. Present the following words: all, ball, call, fall, hall, tall, wall, small. Present -ear and -all words in a mixed list so students process all the letters in the words: fall, fear, hear, hall, small, smear. Pointing out that ball is the model word for the -all 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 -all words, encourage them to look for a part of the word they can say (all) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model word ball. For guided practice, have students complete the activities on pp. 20-21 of Word Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
High Frequency Words: itself, strange
Content Words: football, field, danger

To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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, encourage students to pronounce the it and self in itself and the ball in football, and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words.

Before Reading. Have students read the title and look at the illustration to find out what the article is about. Have students see if they can guess how flying fish fly and also why they might fly. Have students read the selection to check their predictions.

After Reading. Discuss how and why flying fish sail through the air. Have students tell what a fish’s fins are and how the flying fish uses its fins. Lead students to see that flying fish don’t really fly in the same way that a bird does. Have students read the sentence that tells how far a flying fish can sail through the air.

Rhyme Time
Have students read the rhyme and discuss how small Jack Hall is.

Rhyme Riddle
Remind students that the two words that are the answer to the riddle should rhyme.

Writing
Discuss the games that students drew and wrote about.

Extension and Application

Application to Multisyllabic Words
Encourage students to read the following: also, always, although, walrus

Spelling
all, ball, call, small

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 -all pattern:
"Go to Bed Late" Rhyme

Making More Words
Students complete Lesson 10 on p. 97.

Additional Reading
Bogehold, B. (1990). You are much too small. New York: Bantam. Being told that she is much too small to
help with a number of family activities, Totley Pig goes
to live in a tent until her family discovers they need her.

Implementing Strategies
As students encounter difficulty with words contain-
ing -all 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?

LESSON 11:
-AW, ALK PATTERNS.....22-23

Teaching the Pattern
Review the -all pattern. Using the procedure out-
lined in Lesson 1, introduce the -aw pattern. Present the
following -aw words: saw, paw, law, claw, draw. Then
introduce the -alk pattern. Present the following words:
walk, talk, chalk. Present -aw, -alk, and -all words in a
mixed list so students process all the letters in the words:
talk, tall, wall, walk, claw, chalk. Pointing out that saw
is the model word for the -aw pattern and walk the
model word for the -alk 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 diffi-
culty with -all or -alk words, encourage them to look
for a part of the word they can say (all, alk) or, if that
doesn’t work, have them refer to the chart and compare
the unknown word to the model words saw or walk. For
guided practice, have students complete the activities
on pp. 22-23 of Word Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
Sight Words: another, dries, pushing
Content Words: crawling, kilometers
To present new high frequency and content words,
put the words on cards or the board. Pretest students
to see if they know the words. For 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 er in another, the
craw and ing in crawling, and kil and er in kilometers
and use these word parts to help reconstruct the words.
Have students read as much of each of the remaining
high frequency words and content words as they can.
Provide help with parts they can't read and help them
blend the parts to form words.

Before Reading. Remind students of the unusual
fish that they just read about, the flying fish. Ask them
if they know of any other unusual fish. Have them look
at the title and drawing. Ask them what is unusual about
this fish. Have them guess how a fish might walk. Ask
them if they can also guess why a fish might walk. Have
students read to check out their guesses.

After Reading. Have students explain how a walking
catfish walks, referring back to the article if necessary.
Also talk over what makes it possible for walking catfish
to be out of water. Discuss, too, why walking catfish
walk. Have students tell why walking catfish might also
be called jumping catfish. Discuss some of the names
of fish that are formed by putting two words together
as in catfish. These might include such fish as: goldfish,
angelfish, sailfish, swordfish, bluefish, and sunfish.

Word Shapes
Discuss students’ responses.

Riddle Time
Encourage students to use both the meaning and
the sound clues.

Writing
Encourage students to share their drawings and
pieces they wrote about them.

Extension and Application
Application to Multisylabic Words
Encourage students to read the following: awful,
awkward, awesome, crawling, drawing.

Spelling
saw, draw, talk, walk

Sorting
Have students sort spellings of /aw/ words: all, ball,
call, fall, hall, mall, small, tall, wall; law, paw, saw,
claw, draw; talk, walk, chalk.

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 -aw and -alk patterns:
"See-Saw, Margery Daw " Rhyme 10
Making More Words
Students complete Lesson 11 on p. 97.

Additional Reading
Brenner, B. (1989). Annie’s pet. New York: Bantam. Although she plans to buy a pet, Annie spends all her money on pet supplies and so has no money left with which to purchase a pet.

LESSON 12:
-AUGHT, -OUGHT, -OST ............24-25

Teaching the Pattern
Review the -aw and -alk patterns. Using the procedure outlined in Lesson 1, introduce the -aught pattern. Present the following words: caught, taught. Then introduce the -ought pattern. Present the following words: ought, bought, brought. Discuss the meanings of the three words and use them in sentences. Introduce the -ost pattern, presenting the following: cost, lost. (The -ost pattern highlights the need for the use of meaning and context in decoding and the alternative pronunciation strategy. Since -ost can be pronounced /awst/ or /ohst/, readers need to be sure that the word they have constructed is a real one and fits the sense of the sentence in which it is used.) Present -aught, -ought, -ost, and other /aw/ words in a mixed list so students process all the letters in the words: bought, ball, brought, call, caught, cost, talk, taught. Pointing out that taught is the model word for the -aught pattern, thought the model word for the -ought pattern, and lost the model word for the -ost pattern, have students locate them on the last page and the inside of the back cover of their texts. Later, if students have difficulty with -aught, -ought, or -ost words, encourage them to look for a part of the word they can say (aught, ought, ost) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words taught, thought, or lost. For guided practice, have students complete the activities on pp. 24-25 of Word Building Book C.

Word Building Activities
Making Words
Have students read the words they made.
Making a Sentence
Have students read the sentence they made.
Reading Time
High Frequency Words: months, enough, love, someone
Content Words: puppy, money, blind
To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 pup and y in puppy, the ind in blind, and the some and one in someone and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can't read and help them blend the parts to form words. You might also use the opportunity to point out that y at the end of a word often represents a long e sound as in puppy and money.

Before Reading. Have students read the title and look at the drawing. Ask them what they think the story might be about. Tell students that “Puppy Tails” is the name of a very special club. Have them read the story to find out what the boys and girls in the club do.

After Reading. Discuss the purpose of “Puppy Tails.” Have students tell how Bob raises puppies. Have students tell why Bob gives his puppies lots of pats and takes them to places where there are lots of people. Discuss why Bob feels both happy and sad when he gives one of his puppies back.

Riddle Time
Discuss the difference between bought and brought, a confusing pair of words.

Writing
Model the assignment by drawing a picture of something you lost and writing a brief piece about it.

Extension and Application
Application to Multisyllabic Words
Encourage students to read the following: daughter, , thoughtful, costly.

Spelling
cost, lost, caught, taught, bought
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 -aw and -alk patterns:
"Betty Botter " Rhyme 12

Making More Words

Students complete Lesson 12 on p. 97.

Additional Reading


LESSON 13:
-ONG, -AWN PATTERNS .....26-27

Teaching the Pattern

Review the -aught, -ought, and -ost patterns. Using the procedure outlined in Lesson 1, introduce the -ong pattern. Present the following -ong words: long, song, strong, wrong. After -ong words have been taught, present the following -awn words: lawn, dawn, drawn. Discuss the meanings of lawn and dawn and use them in sentences, if these words are unfamiliar to students. Present -ong, -awn, and other /aw/ words in a mixed list so students process all the letters in the words: long, lawn, lost, dawn, drawn, wrong, saw, song. Pointing out that song is the model word for the -ong pattern and lawn the model word for the -awn 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 -ong or -awn words, encourage them to look for a part of the word they can say (-ong, -awn ) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words song or lawn. For guided practice, have students complete the activities on pp. 26-27 of Word Building Book C.

Word Building Activities

Making Words

Have students read the words they made.

Making a Sentence

Have students read the sentence they made.

Reading Time

Sight Word: through
Content Words: finger, tunnels

To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 tun in tunnels and the fing in fingers and use these word parts to reconstruct the words.

Before Reading: Have students read the title and look at the drawing. Tell them that the title of the article is “Aye Aye” (pronounced I-I), which is the name of the creature shown in the drawing. Ask them if they have ever seen a creature like the one shown in the picture. Have them guess what the aye aye might be like. Have students read the selection to find out about the aye aye.

After Reading. Discuss the aye aye. Have students tell what it looks like. Ask how it uses its big ears and eyes and large fingers. Ask what its teeth are like and discuss how it uses them.

Pattern Puzzle

Discuss the meaning of fawn.

Writing

Have students share their drawings and written pieces.

Extension and Application

Application to Multisylabic Words

Encourage students to read the following: stronger, longest, yawning.

Spelling

long, song, lost, strong, wrong

Sorting

Have students sort spellings of /aw/ words: caught, taught; ought, bought, brought, fought; cost, lost, frost; long, song, strong, wrong; boss, loss, toss, cross.

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 -ong pattern:
"I'll Sing You a Song" Rhyme 13

Making More Words

Students complete Lesson 13 on p. 97.

Additional Reading


when Mudge, his dog, gets sick.


LESSON 14: kn/n/, ph /f/, wr/r/...28-29

Teaching kn = /n/

Step 1: Building Clusters by Adding an Initial Digraph
Write the pattern -ot on the board and ask students what you would need to add to -ot to make the word knot as in “I tied a knot in my shoe laces.” Lead students to see that you would need to add a kn. Otherwise knot and not would be confused. The k shows you are talking about the knot that is tied and not the word that means “no.” Have students form knee, know, and knife by adding kn to ee, ow, and ife.

Step 2: Letter-sound Integration
Have students read all four kn words: knot, knee, know, and knife. Lead them to see that kn is sometimes used to spell the /n/ sound as in knee. Explain that knee is the model word for the digraph kn. Point out knee in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sound that kn stands for.

Teaching ph = /f/

Step 1: Adding an Initial Digraph
Write the word phone on the board and ask students to read it. Supply help, if needed. Explain that ph is used to spell the f sound heard at the beginning of phone. Help students form photo, phonics, and Phil by adding ph to oto, onics, and il.

Step 2: Letter-sound Integration
Have students read all four ph words: phone, photo, phonics, and Phil. Remind them that ph is sometimes used to spell the f sound as in phone. Explain that phone is the model word for the digraph ph. Point out phone in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sound that ph stands for.

Teaching wr = /r/

Step 1: Building Words by Adding a Digraph
Write the pattern -ite on the board and ask students what you would need to add to -ite to make the word write. Have students form wrong, wrist, and wrap (as in “wrap a gift”). Discuss the fact that wrap and rap are homophones as are write and right.

Step 2: Letter-sound Integration
Have students read all four wr words: write, wrong, wrist, and wrap. Lead them to see that wr is used to spell the sound heard at the beginning of write. Explain that write is the model word for the digraph wr. Point out write in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sound that wr stands for.

Step 3: Guided Practice
Introduce the exercises on pp. 28-29.

Word Building Activities
Making a Dictionary
In this exercise, students create a Digraph Dictionary, which they can add to or merge with their Cluster Dictionary. Remind them that digraphs stand for just one sound whereas clusters represent two or more sounds.

Extension and Application
Spelling
know, knee, write, wrong

UNIT REVIEW
On the chalkboard or an overhead, write the /aw/ pattern words presented in this unit. (A listing of pattern words can be found on p. 45.) Mix the patterns so students aren’t simply using the first word as a clue to the other words in that column. See Appendix C for suggestions for additional review activities. Most important of all, have students read books that contain /aw/ pattern words. One possible title is listed below.


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 Charts (a blank copy is located in Appendix B). On the Phonics Inventory and Word Reading Fluency Index, students should be reading about 3 to 5 additional words as a result of completing the unit. On the Checkup tests, they should be getting about 80% of the words correct. Overall, they should be demonstrating ability to read /aw/ words.
UNIT THREE: /oo/ PATTERNS

In Unit Three, students learn the most useful /oo/ vowel patterns: -oo, -oon, -ew, -ue, -oot, -uit, -ool, oom, and review the consonant clusters fr = /fr/, thr = /thr/, pr = /pr/, gl = /gl/, sk = /sk/, and sw = /sw/. These patterns and skills are presented through high-intensity lessons 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.

LESSON 15:
-OO, -OON PATTERNS...... 30-31

Teaching the Pattern

Review the -ong and -awn patterns. Using the procedure outlined in Lesson 1, introduce the -oo pattern. Present the following words: zoo, too, boo, moo. Then introduce the -oon pattern, presenting the following: moon, noon, soon spoon. Present -oo and -oon words in a mixed list so students process all the letters in the words: moo, moon, zoo, soon, spoon, too, noon. Pointing out that zoo is the model word for the -oo pattern and moon is the model word for the -oon 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 -oo or -oon words, encourage them to look for a part of the word they can say (oo, oon) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words zoo or moon. For guided practice, have students complete the activities on pp. 30-31 of Word Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time

High Frequency Words: said, someday, anytime, closer
Content Words: spaceship, pictures, colder, bouncing

To present new words high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words. Use this opportunity to discuss compound words as in someday, anytime, and spaceship, and er as a comparative in closer and colder.

Before Reading. Have students read the title, look at the drawing, and tell what the article is about. Using a modified KWL Plus (What I Know, What I Want to Know, What I Learned, What I Still Want to Know), have students tell what they know about the moon. On the board, list what the class as a group knows. Then on a KWL Plus sheet, have students list in the K column what each one knows personally. In the W column, have them list what they want to learn about the moon. Then have them read the article to seek answers to their questions. As they read, have students list information that they learned under a third column (L), “What I Learned.” Have students list unanswered questions and new questions in a fourth column (Plus), “What I Still Want to Know.”

After Reading. Discuss what students learned about the moon. Verify and clarify disputed information by having students reread the selection. Also discuss questions that were not answered and new questions that students might have. Talk over ways in which they can get answers to questions that they still have about the moon.

Rhyme Riddle
Remind students that the two words that are the answer to the riddle should rhyme.

Writing
Discuss the pictures that students drew and the pieces they wrote.

Extension and Application

Application to Multisylabic Words
Encourage students to read the following: balloon, raccoon, sooner, cartoon, teaspoon.

Spelling
too, moon, noon, soon

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 -oo and -oon patterns:

"Shoo, Fly " Rhyme 15
"A Dillar, a Dollar " Rhyme 16
"Hey Diddle, Diddle" Rhyme 17
"The Balloon" Rhyme 18

Making More Words
Students complete Lesson 15 on p. 97.

Additional Reading

LESSON 16: -EW, -UE PATTERNS.....32-33

Teaching the Pattern
Review the -oo and -oon patterns. Using the procedure outlined in Lesson 1, introduce the -ew pattern. Present the following -ew words: new, chew, flew, grew. Then introduce the -ue pattern. Present the following words: blue, true, Sue. Present -ew, -ue, -oo, and -oon words in a mixed list so students process all the letters in the words: new, noon, Sue, soon, blue, boo. Pointing out that new is the model word for the -ew pattern and blue the model word for the -ue 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 -ew or -ue words, encourage them to look for a part of the word they can say (ew, ue) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words new or blue. For guided practice, have students complete the activities on pp. 32-33 of Word Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
Content Words: animals, hearts, worms, mammals pygmy, Goliath, world, weighs
To present new words high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 an in animals, the mam in mammals and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words. Discuss the meanings of mammal, Goliath, and pygmy.

Before Reading. Using their newly learned knowledge of -ew patterns, have students read the title. Ask students if they have ever heard of shrews. Discuss any knowledge students might have of shrews. Have students look at the drawing of the shrew and discuss what shrews look like. Have students read the article to find out more about shrews.

After Reading. Ask students to tell what they found out about shrews and tell why shrews have to work so hard. Have a volunteer read the sentence that tells how much a shrew eats. Also discuss the sizes of shrews. Have students hold a dime and imagine how tiny an animal would be that weighed the same as a dime.

Pattern Puzzle
Discuss the meaning of the word stew, since this may be unfamiliar to some students.

Rhyme Time
Share read this nursery rhyme with students and then have it read chorally.

Riddle Time
Have students recite or read the rhyme, “The Cow Jumped over the Moon,” that the riddle refers to..

Writing
Encourage students to share their drawings and pieces they wrote about them.

Extension and Application

Application to Multisylabic Words
Encourage students to read the following: chewing, bluebird, avenue, untrue.

Spelling
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 -ew, -ue patterns:
"Cut Thistles in May" Rhyme 19
"The Old Man of Peru" Rhyme 20
"Said a Flea to a Fly" Rhyme 21

Additional Reading

**LESSON 17:**
-OOT, -UIT PATTERNS........ 34-35

**Teaching the Pattern**
Review the -ew and -ue patterns. Using the procedure outlined in Lesson 1, introduce the -oot pattern. Present the following words: boot, hoot, toot, shoot. Then introduce the -uit pattern. Present the following words: fruit, suit. Present -oot, -uit, -ew, and -ue words in a mixed list so students process all the letters in the words: boot, blue, too, toot, suit, Sue, shoot. Pointing out that boot is the model word for the -oot pattern and fruit the model word for the -uit 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 -oot or -uit words, encourage them to look for a part of the word they can say (oot, uit) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words boot or fruit. For guided practice, have students complete the activities on pp. 34-35 of Word Building Book C.

**Word Building Activities**

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

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

**Reading Time**
Content Words: bananas, giraffe, sprout, yellow

To present new words high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 yell in yellow and use this word part to reconstruct the word. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can't read and help them blend the parts to form words.

**Before Reading.** Write the word fruit on the board and ask students what their favorite fruit is. List the fruits. Have students read the title and look at the drawing and see if they can tell what fruit is being shown. Using a modified KWL Plus (What I Know, What I Want to Know, What I Learned, What I Still Want to Know), have students tell what they know about bananas. On the board, list what the class as a group knows. Then on a KWL sheet, have students list in the K column what each one knows personally. In the W column, have them list what they want to learn about bananas. Then have them read the article to seek answers to their questions. As they read, have students list information that they learned under a third column (L), “What I Learned.” Have students list unanswered questions and new questions in a fourth column, “What I Still Want to Know.”

**After Reading.** Discuss what students learned about bananas. Verify and clarify disputed information by having students reread the selection. Also discuss questions that were not answered and new questions that students might have. Talk over ways in which they can get answers to questions that they still have about bananas.

**Rhyme Time**
Discuss the meanings of meadow and haystack.

**Writing**
Model the assignment by drawing a picture of a pair of boots that you might like to have and writing a brief piece about them.

**Extension and Application**

**Spelling**
boot, fruit, suit

**Sorting**
Have students sort spellings of long /oo/ words: too, zoo, moon, noon, soon, boot, shoot; new, chew, flew,
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 -oot and -uit patterns:

"Kind Hearts Are the Gardens" Rhyme 22

Making More Words

Students complete Lesson 17 on p. 97.

Additional Reading


LESSON 18: CLUSTERS:

fr /fr/, thr /thr/, pr/pr/..... 36-37

Presenting each cluster separately, adapt the following steps to meet the needs of your youngsters.

Teaching fr = /fr/

Step 1: Building Clusters by Adding an Internal Consonant

Clusters pose problems because the second sound in the cluster is difficult to detect. This is especially true of /r/ clusters. In presenting the spelling of the cluster fr, relate it to known words that begin with f and emphasize the /r/ sound. Place the word fed on the board and have students read it. Carefully stretch and count out each sound: /f/-/e/- /d/. Ask students what would need to be added to fed to make the word Fred. As you say Fred, count out the sounds and emphasize the /r/. After Fred has been formed, have students read it. Write fog on the board. Have a volunteer read fog. Carefully stretch and count out each sound: /f/-/o/- /g/. Ask students to tell what letter would need to be added to the f in fog to make frog. As you say frog, emphasize the /r/. Have students read frog. Write the word fright on the board. Have a volunteer read fright. Carefully stretch and count out each sound: /f/-/ight/- /t/. Ask students to tell what letter would need to be added to the f in fright as in “The monster gave us all a fright.” As you say fright, emphasize the /r!/ After fright has been formed, have students read it.

Step 2: Letter-sound Integration

Have students read all three fr words: Fred, fright, and frog. Lead students to see that fr spells the cluster that appears in Fred, fright, and frog. Explain that frog is the model word for the cluster fr. Point out frog in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that fr stands for.

Teaching thr= /thr/

Step 1: Building Clusters by Adding a Second Consonant

Write thee on the board and read it. Carefully stretch and count out each sound: /th/-/ee/. Explain that it is an old-fashioned word that means “you.” Ask students to tell what letter would need to be added to the th in thee to make three. As you say three, count out the sounds and emphasize the /r/. After three has been formed, have students read it.

Step 2: Building Clusters by Adding an Initial Consonant

Write the following words on the chalkboard: row, read. Have a volunteer read row. Ask students to tell what letters would need to be added to row to make throw. As you write throw on the board, emphasize the /r/. Also have students read it. Read the word read /red/ and ask what letters would need to be added to read / red/ to make the word thread. As you write thread on the board, emphasize the /r/. Have students read it. Then have students read both throw and thread.

Step 3: Letter-sound Integration

Have students read all three thr words: throw, thread, and three. Lead students to see that thr spells the cluster that appears in throw, thread, and three. Explain that three is the model word for the cluster thr. Point out three in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that thr stands for.

Teaching pr = /pr/

Step 1: Building Clusters by Adding a Second Consonant

Write pay on the board. Carefully stretch and count out each sound: /p/- /ay/. Have a volunteer read pay. Ask students to tell what letter would need to be added to the p in pay to make pray. As you say pray, count out the sounds and emphasize the /r/. After pray has been formed, have students read i.
Step 2: Building Clusters by Adding an Initial Consonant

Write the following words on the chalkboard: rice, roof. Have a volunteer read rice. Ask students to tell what letter would need to be added to rice to make price. As you write price on the board, emphasize the /r/. After price has been formed, have students read it. Have a volunteer read roof and tell what letter would need to be added to roof to make the word proof. As you say proof, emphasize /r/. After proof has been formed, have students read it. Then have students read both price and proof.

Step 3: Letter-sound Integration

Have students read the three pr words they have formed: price, proof, and pray. Write pretzel on the board and help students read it. Lead them to see that pr spells the cluster that appears in price, proof, pray, and pretzel. Explain that pretzel is the model word for the cluster pr. Point out pretzel in the Consonant Clusters and Digraphs chart on p. 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that pr stands for.

Step 4: Guided Practice

Introduce the reinforcement exercises for the clusters on pp. 36-37.

Word Building Activities

Missing Letters

Before students begin this exercise, help them read the words Goliath, giant, and knocked. After they have finished reading the selection, have them reread the selection, this time with their responses filled in. Also discuss the Goliath frog and the meaning of the word Goliath.

Extension and Application

Spelling

tree, throw, price, proof

LESSON 19: -OOL, -OOM PATTERNS .....38-39

Teaching the Pattern

Review the -oot and -uit patterns. Using the procedure outlined in Lesson I, introduce the -ool pattern. Present the following -ool words: fool, pool, tool, school, stool. After -ool words have been taught, present the following -oom words: broom, room, zoom. Present -ool, -oom, -oot, and -uit words in a mixed list so students process all the letters in the words: fool, fruit, toot, tool, school, suit, boot, broom. Pointing out that school is the model word for the -ool pattern and broom the model word for the -oom pattern, have students locate them on the chart on the last page and the back cover of their texts. Later, if students have difficulty with -ool or -oom words, encourage them to look for a part of the word they can say (-ool, -oom) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words school or broom. For guided practice, have students complete the activities on pp. 38-39 of Word Building Book C.

Word Building Activities

Making Words

Have students read the words they made.

Making a Sentence

Have students read the sentence they made.

Reading Time

High Frequency Words: moved

Content Words: teacher, cover, money

To present new words high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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. 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 teach and er in teacher and use these word parts to reconstruct the word. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words.

Before Reading: Have students read the title and look at the drawing and then discuss what one-room schools might be like. Have students read to find out about one-room schools of long ago.

After Reading: Ask students what one-room schools were like. Discuss how the students were taught. Discuss, too, how teachers were paid. Have students tell what makes them think that people didn’t have much money in olden days. Discuss advantages and disadvantages of one-room schools.

Pattern Puzzle

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

**Writing**

Have students share their drawings and written pieces.

**Extension and Application**

**Application to Multisyllabic Words**

Encourage students to read the following: *foolish, toolbox, schoolroom, zooming, roomful, gloomy.*

**Spelling**

too, stool, school, room, broom

**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 *ool* and *oom* patterns:

"Mary Had a Little Lamb" Rhyme 23
"Who Ever Sausage Such a Thing?" Rhyme 24
"Old Woman, Old Woman" Rhyme 25

**Making More Words**

Students complete Lesson 19 on p. 97.

**Additional Reading**


**LESSON 20: CLUSTERS:**

gl/gl/, sk /sk/, sw/sw/......40-41

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

Write the following words on the chalkboard: *low, love, and lad.* Have a volunteer read *low.* Ask students to tell what letter would need to be added to *low* to make *glow.* As you write *glow* on the board, emphasize the /l/. Have a volunteer read *love* and tell what letter would need to be added to *love* to make the word *glove.* As you write *glove* on the board, emphasize the /l/. Have a volunteer read *lad* and tell what letter would need to be added to *lad* to make the word *glad.* As you write *glad* on the board, emphasize the /ll/. After *glad* has been formed, have students read it. Then have students read all three words: *glow, glove,* and *glad."

**Step 2: Letter-sound Integration**

Have students read all three *gl* words: *glow, glove,* and *glad.* Lead them to see that *gl* spells the cluster that appears in *glove* (*glove* is the model word for the cluster *gl*). Point out *glove* in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that *gl* stands for.

**Teaching sk = /sk/**

**Step 1: Building Clusters by Adding a Second Consonant**

Write *sip* on the board. Carefully stretch and count out each sound: /s/-/i/-/p/. Ask students what would need to be added to *sip* to make the word *skip.* As you say *skip,* count out the sounds and emphasize the /k/. After *skip* has been written, have students read it. Write *sip* and *sunk* on the board. Carefully stretch and count out each sound: /s/-/u/-/n/-/k/. Ask students to tell what letter would need to be added to *sunk* to make the word *skunk.* As you say *skunk,* count out the sounds and emphasize the /k/. After *skunk* has been formed, have students read it. Then have students read both *skip* and *skunk.*

**Step 2: Building Clusters by Adding an Initial Consonant**

Write the following words on the chalkboard: *kid,* *Kate.* Have a volunteer read *kid.* Ask students to tell what letter would need to be added to *kid* to make *skid.* As you write *skid* on the board, emphasize the /k/. Have students read *skid.* Have a volunteer read *Kate* and tell what letter would need to be added to *Kate* to make the word *skate.* As you write *skate* on the board, emphasize the /k/. After *skate* has been formed, have students read it. (Point out that uppercase *K* was changed to lowercase *k.*) Then have students read both *skid* and *skate.*

**Step 3: Letter-sound Integration**

Have students read all four *sk* words: *skid, skate, skip,* and *skunk.* Lead them to see that *sk* spells the cluster that appears in *skunk* (*skunk* is the model word for the cluster *sk*). Point out *skunk* in the Consonant Clusters and Digraphs chart on pp 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that *sk* stands for.

**Teaching sw = /sw/*
Step 1: Building Clusters by Adding a Second Consonant

Write *sing* on the board. Carefully stretch and count out each sound: /s/-/i/-/ng. Have a volunteer read *sing*. Ask students to tell what letter would need to be added to *wing* to make *swing*. As you say *swing*, count out the sounds and emphasize the /w/. After *swing* has been formed, have students read it. Write *Sam* on the board. Have a volunteer read *Sam*. Carefully stretch and count out each sound: /s/-/a/-/m/. Ask students to tell what letter would need to be added to *Sam* to make *swam* as in “I swam to shore.” As you say *swam*, count out the sounds and emphasize the /w/. As you write *swam* emphasize the /w/. After *swam* has been formed, have students read it. Have students read *swing* and *swam*.

Step 2: Building Clusters by Adding an Initial Consonant

Have a volunteer read *weep* and tell what letter would need to be added to *weep* to make the word *sweep*. (Discuss the meaning of *weep* if it is unknown to students.) As you write *sweep* on the board, emphasize the /w/. After *sweep* has been formed, have students read it.

Step 3: Letter-sound Integration

Have students read the three *sw* words they formed plus some high frequency *sw* words: *swing, sweep, swam, swim, sweet*. Lead them to see that *sw* spells the cluster that appears in *swing* (*swing* is the model word for the cluster *sw*). Point out *swing* in the Consonant Clusters and Digraphs chart on pp 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that *sw* stands for.

Step 4: Guided Practice

Introduce the reinforcement exercises on pp. 40-41.

Word Building Activities

Missing Letters

Before students begin this exercise, help them read the words *monkey, wolves, and squirrels*. After they have finished reading the selection, have them read it with their responses filled in.

UNIT REVIEW

On the chalkboard or an overhead, write the long *-oo* vowel pattern words presented in this unit. (A listing of pattern words can be found on p. 45.) Mix the patterns so students aren’t simply using the first word as a clue to the other words in that column. Additional suggestions for practice activities can be found in Appendix B. Most important of all, have students read books that contain 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 Charts (a blank copy is located in Appendix B). On the Phonics Inventory and Word Reading Fluency Index, students should be reading about 3 to 5 additional words as a result of completing the unit. Overall, they should be demonstrating ability to read *-oo (too)* words.

Depending upon students' performance, move them to the next unit, short-*oo* Patterns, or provide additional instruction in long-*oo* 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 the patterns. If they learn the patterns without too much struggle, increase the amount of instructional time and provide more practice. If they struggle to learn the patterns, use sorting, spelling, and assembling letters to make words. Provide more practice and extra time.
UNIT FOUR: /OO/ PATTERNS

Students are introduced to useful short /oo/vowel patterns: -ook, -ood, -ould, -ull, -ush.

LESSON 21:-OOK PATTERN... 42-43

Teaching the Pattern

Review the -ool and -oom patterns. Using the procedure outlined in Lesson 1, introduce the -ook pattern. Present the following words: book, cook, look, took, shook. Present -ook, -ool, and -oom words in a mixed list so students process all the letters in the words: cool, cook, broom, book, shook, school, tool, took. (The -oo patterns highlight the need for the use of meaning and context in decoding. Since -oo can be pronounced in two main ways, readers need to be sure that the word they have constructed is a real one and fits the sense of the sentence in which it is used. Stress with students the need to use the try-another-sound strategy.) Pointing out that book is the model word for the -ook 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 -ook words, encourage them to look for a part of the word they can say (ook) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model word book. For guided practice, have students complete the activities on pp. 42-43 of Word Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
High Frequency Words: upside down, along
Content Words: sloth, branch, ground, enemies
To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 up and side in upside down, the ran in branch, and the en in enemies and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words.

Before Reading. Have students read the title and look at the drawing and see if they can tell what animal the article is about. If students are unable to guess the topic of the article, tell them it is about the sloth. Ask students to tell what they know about the sloth. Have students read the story to find out why the sloth is called an upside-down animal and what its living habits are like.

After Reading. Discuss why the sloth is called an upside-down animal. Have students read sentences that tell how the sloth manages to stay upside-down much of the day. Discuss, too, why sloths might spend their whole lives in trees and why they are hard to see.

Writing
Have students discuss the book they listed.

Extension and Application

Application to Multisyllabic Words
Encourage students to read the following: cookie, cooking, football, footprint, bookcase.

Spelling
book, look, took, shook

Shared Reading for Fluency
The following piece in Appendix D can be share read and partner to provide added practice with -ook:
"There Was a Crooked Man" Rhyme 25
Explain that a sixpence is worth less than a quarter and a stile is a gate that turns when you push it.

Additional Reading


LESSON 22:
-OOD, -OULD PATTERNS .....44-45

Teaching the Pattern
Review the -ook pattern. Using the procedure outlined in Lesson 1, introduce the -ood pattern. Present
the following -ood words: wood, good, hood, stood. Then introduce the -ould pattern. Present the following words: could, would, should. Point out that wood and would are homophones and have the same sound but different meanings and different spellings. Present -ood, -ould, and -ook words in a mixed list so students process all the letters in the words: could, cook, should, shook, stood, hood, hook. Pointing out that wood and would are homophones and have the same sound but different meanings and different spellings. Present -ood, -ould, and -ook words in a mixed list so students process all the letters in the words: could, cook, should, shook, stood, hood, hook. Pointing out that wood is the model word for the -ood pattern and could the model word for the -ould 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 -ood or -ould words, encourage them to look for a part of the word they can say (ood, ould) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words wood or could. For guided practice, have have students complete the activities on pp. 44-45 of Word Building Book C.

Word Building Activities
Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
Sight Words: bottom, nearby
Content Words: snout, weighs
To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 bot in bottom, the near and by in nearby and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can't read and help them blend the parts to form words. Use this opportunity to discuss the ei spelling of long a as in weighs. Other ei = /ay/ words include: eight, weight, neighbor, freight, sleigh.

Before Reading. Have students read the title. Ask them if they have ever heard of a fish called the sawfish. Discuss what they know about this fish. Also have students look at the drawing of a sawfish and discuss what they can tell about the sawfish from the drawing. Have students read the article to find out what the sawfish's saw is like and how it uses its saw.

After Reading. Discuss the sawfish’s snout. Have a volunteer read aloud the sentence that tells how long the sawfish’s snout might be. Also discuss how the sawfish uses its saw.

Pattern Puzzle
Discuss the meaning of the word brook, since this may be unfamiliar to some students.

Rhyme Time
Recite the rhyme for students, demonstrating how it should be read for proper interpretation. Point out, too, that woodchucks are also called groundhogs.

Writing
Model the assignment by drawing a picture that shows what you might make if you had a lot of wood and then writing a piece that explains your choice.

Extension and Application
Application to Multisylabic Words
Encourage students to read the following: goodness, wooden.

Spelling
could, would, should

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 -ood patterns:

"A Man in the Wilderness" Rhyme 26

Additional Reading
Brenner, B. (1989). Lion and lamb. New York: Ban-
tam. A bold lamb and timid lion become friends.

LESSON 23:
-ULL, -USH PATTERNS.....46-47

Teaching the Pattern
Review the -ood and -ould patterns. Using the procedure outlined in Lesson 1, introduce the -ull pattern. Present the following words: pull, full, bull. Then introduce the -ush pattern. Present the following words: push, bush. Present -ull and -ush words in a mixed list so students process all the letters in the words: pull, push, full, bush. Pointing out that pull is the model word for the -ull pattern and push the model word for the -ush pattern, have students locate them on the chart
on the last page and the inside of the back cover of their texts. If students have difficulty with -ull or -ush words, encourage them to look for a part of the word they can say (ull, ush) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words pull or push. Have have students complete the activities on pp. 46-47 of *Word Building Book C*.

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

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

**Reading Time**

**Sight Words:** seven, itself

**Content Words:** wool, fleece, camels, angora, cashmere, sweater

To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 *sev* and *en* in *seven*, the *it* and *self* in *itself*, the *flee* in *fleece*, the *cam* in *camels*, and the *an* and *or* in *angora* and use these word parts to reconstruct the words. When introducing *wool*, explain to students that most often *ool* has a long *oo* sound as in *tool* and *pool* but has a short *oo* sound in *wool*. Point out the importance of making sure that they construct real words and use context, especially when dealing with patterns that may have more than one pronunciation. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can't read and help them blend the parts to form words.

**Before Reading.** Have students read the title, look at the drawing, and then tell what the article is about. Using KWL, have students tell what they know about wool. On the board, list what the class as a group knows. Then on a KWL sheet, have students list in the K column what each one knows personally. In the W column, have them list what they want to learn about wool. Then have them read the article to seek answers to their questions. As they read, have students list information that they learned under a third column (L), “What I Learned.” Have students list unanswered questions in a fourth column, “What I Still Want to Know.”

**After Reading.** Discuss what students learned about wool. Verify and clarify disputed information by having students reread the selection. Also discuss questions that were not answered and new questions that students might have. Talk over ways in which they can get answers to questions that they still have. Students might create a map or web to summarize the selection.

**Rhyme Time**
Share read the nursery rhyme and have students read it chorally. Discuss the meanings of *dame* and *lane*.

**Writing**
Before students begin writing, discuss things that they might like to have to fill their bags.

**Extension and Application**

**Application to Multisyllabic Words**
Help students read: fuller, fullest, fully, pushing, pulling.

**Spelling**
pull, full, push, bush, put

**Sorting**
Students sort: book, cook, look, shook, took, good, stood; could, should, would; bull, full, pull, bush, push, put.

**Additional Reading**

**UNIT REVIEW**
On the chalkboard or an overhead, write the short -oo vowel pattern words presented in this unit. (A listing of pattern words can be found in Appendix E.) Mix the patterns so students aren’t simply using the first word as a cue to the other words in that column. Additional suggestions can be found in Appendix B. Emphasize the reading of books that contain pattern words.

**Unit Assessment**
Have students complete the Checkup tests in Appendix B and the Phonics Inventory. As an option, administer the Word Reading Fluency Indicator. Chart students' progress on the Progress Charts (a blank copy is located in Appendix B). On the Phonics Inventory and Word Reading Fluency Index, students should be reading about 3 to 5 additional words. On the Checkup tests, they should be getting about 80% of the words correct. Depending upon students' performance, move them to the next unit, or provide additional instruction.

Note on the Unit Checkup test patterns students had difficulty with. Reteach missed patterns..
UNIT FIVE: /OW/ PATTERNS

In Unit Five, students are introduced to the most useful /ow/ vowel patterns: -ow, -own, -ouse, -ound, owl, -our, -oud, -out, -outh. The clusters bl = /bl/, cr = /kr/, and dr = /dr/ are reviewed.

LESSON 24:
-OW, -OWN PATTERN...... 48-49

Teaching the Pattern

Review the -ull and -ush patterns. Using the procedure outlined in Lesson 1, introduce the -ow pattern. Present the following words: cow, how, now, wow. Then teach the -own pattern. Present the following words: down, town, brown, crown, clown. Present -ow, -own, and short-oo words in a mixed list so students process all the letters in the words: cow, clown, now, brown, hood, how, would, wow. Pointing out that cow is the model word for the -ow pattern and clown the model word for the -own pattern, have students locate them on the chart on the last page and the inside back cover of their texts. Later, if students have difficulty with -ow or -own words, encourage them to look for a part of the word they can say (ow, own) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model word. Since ow can also have a long-o pronunciation, stress the need to construct real words and use context when decoding words containing ow. For guided practice, have students complete the activities on pp. 48-49 of Word Building Book C.

Word Building Activities

Reading Time

Sight Words: easy, laugh
Content Words: circus, shoes, covers

To present new words high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 ea in easy and the cir and cus in circus and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can't read and help them blend the parts to form words.

Before Reading: Have students read the title, look at the drawing, and then tell what the article is about.

Using KWL (What I Know, What I Want to Know, What I Learned, What I Still Want to Know), have students tell what they know about clowns. On the board, list what the class as a group knows. Then on a KWL sheet, have students list in the K column what each one knows personally. In the W column, have them list what they want to learn about clowns. Then have them read the article to seek answers to their questions. As they read, have students list information that they learned under a third column (L), “What I Learned.” Have students list unanswered questions in a fourth column, “What I Still Want to Know.”

After Reading: Discuss what students learned about clowns. Verify and clarify disputed information by having students reread the selection. Discuss questions that were not answered and new questions that students might have. Talk over ways in which they can get answers to questions that they still have about clowns.

Writing

To prepare for the drawing and writing activity, have the class discuss times when they said, “Wow!”

Extension and Application

Application to Multisyllabic Words

Encourage students to read the following: tower, power, vowel, frowning, allow, downtown.

Spelling

how, now, down, town, brown

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 -ow and -own patterns:

"What Animals Say" Rhyme 27
"Bow, Wow, Wow," Rhyme 28
(Explain the meaning of thou in Rhyme 28.)
"Wee Willie Winkie" Rhyme 29
"Cobbler, Cobbler, Mend My Shoe" Rhyme 30

Making More Words

Students complete Lesson 24 on p. 97.

Additional Reading


UNIT FIVE: /OW/ PATTERNS

In Unit Five, students are introduced to the most useful /ow/ vowel patterns: -ow, -own, -ouse, -ound, owl, -our, -oud, -out, -outh. The clusters bl = /bl/, cr = /kr/, and dr = /dr/ are reviewed.

LESSON 24:
-OW, -OWN PATTERN...... 48-49

Teaching the Pattern

Review the -ull and -ush patterns. Using the procedure outlined in Lesson 1, introduce the -ow pattern. Present the following words: cow, how, now, wow. Then teach the -own pattern. Present the following words: down, town, brown, crown, clown. Present -ow, -own, and short-oo words in a mixed list so students process all the letters in the words: cow, clown, now, brown, hood, how, would, wow. Pointing out that cow is the model word for the -ow pattern and clown the model word for the -own pattern, have students locate them on the chart on the last page and the inside back cover of their texts. Later, if students have difficulty with -ow or -own words, encourage them to look for a part of the word they can say (ow, own) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model word. Since ow can also have a long-o pronunciation, stress the need to construct real words and use context when decoding words containing ow. For guided practice, have students complete the activities on pp. 48-49 of Word Building Book C.

Word Building Activities

Reading Time

Sight Words: easy, laugh
Content Words: circus, shoes, covers

To present new words high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 ea in easy and the cir and cus in circus and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can't read and help them blend the parts to form words.

Before Reading: Have students read the title, look at the drawing, and then tell what the article is about.
all by himself because the other animals refuse to help.

LESSON 25:
-OUSE, -OUND PATTERNS...50-51

Teaching the Pattern

Review the -ow and -own patterns. Using the procedure outlined in Lesson 1, introduce the -ouse pattern. Present the following -ouse words: mouse, house. Then introduce the -ound pattern. Present the following words: found, sound, round, pound, ground. Present -ouse, -ound, -ow, and -own words in a mixed list so students process all the letters in the words: how, house, round, mouse, ground, clown, pound. Pointing out that house is the model word for the -ouse pattern and round the model word for the -ound 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 -ouse or -ound words, encourage them to look for a part of the word they can say (ouse, ound) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words house or round. For guided practice, have students complete the activities on pp. 50-51 of Word Building Book C.

Reading Time

Content Words: owls, hunters, softest, feelers, fluffy, rabbits

To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 ow in owls, the hun and ters in hunters, the fluff in fluffy, and the farm and ers in farmers and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words. Take this opportunity to discuss the ea spelling of short e as in feelers, weather, bread, head, and health.

Before Reading. Have students read the title, look at the drawing, and then tell what the article is about. Using KWL (What I Know, What I Want to Know, What I Learned, What I Still Want to Know), have students tell what they know about owls. On the board, list what the class as a group knows. Then on a KWL Plus sheet, have students list in the K column what each one knows personally. In the W column, have them list what they want to learn about owls. Then have them read the article to seek answers to their questions. As they read, have students list information that they learned under the third column (L), “What I Learned.” Have students list unanswered questions in a fourth column, “What I Still Want to Know.”

After Reading. Discuss what students learned about owls. Verify and clarify disputed information by having students reread the selection. Also discuss questions that were not answered and new questions that students might have. Talk over ways in which they can get answers to questions that they still have about owls.

Extension and Application

Application to Multisylabic Words

Encourage students to read the following: houseboat, soundproof, around, rebound.

Spelling

found, sound, round, ground

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 -ow and -own patterns:

" Wheels on the Bus" Rhyme 31

Making More Words

Students complete Lesson 25 on p. 97.

Additional Reading


LESSON 26:-OWL, -OUR, -OUD PAT-TERNS...52-53
Teaching the Pattern

Review the -ouse and -ound patterns. Using the procedure outlined in Lesson 1, introduce the -owl pattern. Present the following words: owl, howl, growl. Then introduce the -our pattern. Present the following words: our, hour, flour. Then introduce the -oud pattern. Present the following words: loud, cloud, proud. Present -owl, -our, and -oud words in a mixed list so students process all the letters in the words: howl, hour, our, owl, proud, growl, flour. Pointing out that owl is the model word for the -owl pattern, hour, the model word for the -our pattern, and cloud, the model word for the -oud 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 -owl, -our, or -oud words, encourage them to look for a part of the word they can say (owl, our, oud) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words owl, hour, or cloud. For guided practice, have students complete the activities on pp. 52-53 of Word Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time

Sight Words: really, live (v), once
Content Words: parrots, monkey

To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 real in really and the key in monkey and use these word parts to reconstruct the word. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words.

Before Reading. Have students read the title and look at the drawing. Have them state what they think the article might be about. Tell students that the article is about the sounds that the howler monkey makes. Have them read to find out about these sounds.

After Reading. Discuss the sounds that howler monkeys make. Have students read the sentence that tells how far the howler monkey’s howl can be heard. Discuss the purpose of the howling. Have students find the word in the article that is the name for a group of monkeys (troop). Discuss group names for other animals.

Extension and Application

Application to Multisylabic Words
Encourage students to read the following: growling, howling, cloudy, ourselves.

Spelling
owl, growl, our, hour, flour

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 -ow and -own patterns:
"Owl" Rhyme 32
"A Sunshiny Shower" Rhyme 33

Making More Words
Students complete Lesson 26 on p. 97.

Additional Reading

LESSON 27: -OUT, -OUTH PATTERNS .....54-55

Teaching the Pattern
Review the -owl, -our, and -oud patterns. Using the procedure outlined in Lesson 1, introduce the -out pattern. Present the following words: out, shout, snout, scout. Discuss the meanings of snout and scout. Introduce the -outh pattern. Present the following words: south, mouth. Introduce crowd as a related sight word. Present -out and -outh words in a mixed list so students process all the letters in the words: south, scout, shout, crowd, mouth. Pointing out that out is the model word for the -out pattern and south the model word for the -outh 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 -out or -outh words, encourage them to look for a part of the word they can say (out, outh) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words out or south. For guided practice, have students complete the activities on pp. 54-55 of Word Building Book C.
Reading Time

Content Words: crowd, giant, fluffy, pillows, engine

To present new high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 ow in crowd, the ant in giant, the fluff in fluffy, the pill and ows in pillows, and the en in engine and use these word parts to reconstruct the words. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can't read and help them blend the parts to form words.

Before Reading. Have students read the title, look at the drawing, and then tell what the article is about. Using a modified KWL Plus (What I Know, What I Want to Know, What I Learned, What I Still Want to Know), have students tell what they know about clouds. On the board, list what the class as a group knows. Then on a KWL Plus sheet, have students list in the K column what each one knows personally. In the W column, have them list what they want to learn about clouds. Then have them read the article to seek answers to their questions. As they read, have students list information that they learned under the third column (L), “What I Learned.” Have students list unanswered questions in a fourth column (Plus), “What I Still Want to Know.”

After Reading. Discuss what students learned about clouds. Verify and clarify disputed information by having students reread the selection. Also discuss questions that were not answered and new questions that students might have. Talk over ways in which they can get answers to questions that they still have about clouds.

Extension and Application

Application to Multisylabic Words

Have students read: shouting, outside, mouthful.

Spelling

tou, shout, mouth, south

Sorting

Have students sort spellings of /ow/ (cow) words: cow, how, now, down, brown, town, clown, owl, growl; house, mouse, found, ground, pound, round, sound, our, hour, out, shout.

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 -out and -outh patterns:

"I'm a Little Teapot" Rhyme 34
"The Boy in the Barn" Rhyme 35
"Take Me out to the Ball Game" Rhyme 36
"The Donkey" Rhyme 37
"Come on In" Rhyme 38

Additional Reading


McNamara, M. (2003). One hundred days (plus one). New York; Alladin. Because she is sick, Hannah misses the 100th day of school.


LESSON 28:

CLUSTERS: bl/bl/, cr/kr/, dr /dr/...56-57

Teaching bl = /bl/

Step 1: Adding a Second Consonant

Write back on the board. Carefully stretch and count out each sound: /b/-/a/-/k/. Have a volunteer read back. Ask students to tell what letter would need to be added to the b in back to make black. As you say black, count out the sounds and emphasize the /l/. After black has been formed, have students read it.

Step 2: Adding an Initial Consonant

Write the following words on the chalkboard: lock, low. Have a volunteer read lock. Ask students to tell what letter would need to be added to lock to make block. As you write block on the board, emphasize the /l/. After block has been formed, have students read it. Have a volunteer read low and tell what letter would need to be added to low to make the word blow. As you write blow on the board, emphasize the /l/. After blow has been formed, have students read it. Then have students read both block and blow.

Step 3: Letter-sound Integration

Have students read all three bl words: block, blow, and black. Lead them to see that bl spells the cluster
that appears in block. (block is the model word for the cluster bl). Point out block in the Consonant Clusters and Digraphs chart on pp. 62-63 of the students’ texts. Remind students to use the chart if they forget the sounds that bl stands for.

**Teaching cr = /kr/**

**Step 1: Adding a Second Consonant**
Write cab on the board. Carefully stretch and count out each sound: /c/-/a/-/b/. Have a volunteer read cab. Ask students to tell what letters would need to be added to cab to make crab. As you say crab count out the sounds and emphasize the /l/. After crab has been formed, have students read it.

**Step 2: Building Clusters by Adding an Initial Consonant**
Write the following words on the chalkboard: row, rib. Have a volunteer read row. Ask students to tell what letter would need to be added to row to make crow. As you write crow on the board, emphasize the /r/. After crow has been formed, have students read it. Have a volunteer read rib and tell what letter would need to be added to rib to make crib. As you write crib on the board, emphasize the /r/. After crib has been formed, have students read it. Then have students read both drag and drip.

**Step 3: Letter-sound Integration**
Have students read the three dr words they formed plus some high frequency dr words: drag, drip, drove, dry, and drum. Lead them to see that dr spells the cluster that appears in drum (drum is the model word for the cluster dr). Point out drum in the Consonant Clusters and Digraphs chart on pp 62-63 of the students’ texts.

**Step 4: Guided Practice**
Introduce the cluster exercises on pp. 56-57.

**Extension and Application**

**Spelling**
blue, black, crowd, crawl, drop, draw

**UNIT REVIEW**
On the board, write the -ow pattern words presented in this unit. (A listing of pattern words can be found on p. 48.) Mix the patterns so students aren’t simply using the first word as a clue to the other words in that column. Additional suggestions for practice activities can be found in Appendix B. Also have students read books that contain pattern words. Possible titles include:

**Unit Assessment**
Have students complete the unit Checkup test in Appendix B. and the Phonics Inventory. As an option, administer the Word Reading Fluency Indicator. Chart students’ progress on the Progress Charts (a blank copy is located in Appendix B). On the Inventory and Index, students should be reading about 3 to 5 additional words. Depending upon students’ performance, move them to the next unit or provide additional instruction in ow (cow) patterns. Note the patterns on the Checkup test that they had difficulty with. Reteach missed patterns.
UNIT SIX: /OY/ PATTERNS

In Unit Six, students are introduced to the most useful /oy/ vowel patterns: -oy, -oin, -oil, -oice.

LESSON 29:
-OY, -OIN PATTERNS......58-59

Teaching the Pattern

Review the -out and -outh patterns. Using the procedure outlined in Lesson 1, introduce the -oy pattern. Present the following words: boy, toy, joy. Then teach the -oin pattern. Present the following words: coin, join (discuss the meaning of coin). Present -oy and -oin words in a mixed list so students process all the letters in the words: joy, join, boy, join, toy. Pointing out that boy is the model word for the -oy pattern and coin the model word for the -oin 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 -oy or -oin words, encourage them to look for a part of the word they can say (oy, oin) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model word boy. For guided practice, have students complete the activities on pp. 58-59 of Word Building Book C.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
Sight Words: climbing, surprised
Content Words: eagle, banded mongoose, danger, leader

To present high frequency and content words, put the words on cards or the board. Pretest students to see if they know the words. For 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 sur in surprised, the ea in eagle, the goos in mongoose, the lea and er in leader, and the er in danger. Have students read as much of each of the remaining high frequency words and content words as they can. Provide help with parts they can’t read and help them blend the parts to form words.

Before Reading. Have students read the title, look at the drawing, and discuss what seems to be happening in the drawing. Discuss, too, what kind of an animal a mongoose seems to be. Have students read the article to find out what happened when an eagle swooped down and picked up a mongoose.

After Reading. Discuss what happened when the eagle picked up the mongoose. Have students tell where the eagle took the mongoose. Ask students what the mongooses did when they saw that a mongoose had been picked up. Have students tell how big banded mongooses are and what they do in time of danger. Discuss why the eagle was no match for the mongooses.

Rhyme Time
Share read the nursery rhyme, and then have it read chorally. Discuss the meaning of gingerbread.

Writing
Encourage students to share their drawings and the pieces they wrote about them.

Extension and Application

Spelling
boy, joy, join, coin

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 -oy pattern:
"Clap Hands" Rhyme 39

Making More Words
Students complete Lesson 29 on p. 97.

Additional Reading

LESSON 30:
-OIL, -OICE PATTERNS......60-61

Teaching the Pattern

Review the -oy and -oin patterns. Using the procedure outlined in Lesson 1, introduce the -oil pattern. Present the following -oil words: oil, boil, soil (discuss the meaning of soil). Then introduce the -oice pattern. Present the following words: voice, choice. Present -oil,
-oice, -oy, and -oin words, and noise as a related high-frequency word, in a mixed list so students process all the letters in the words: boy, boil, choice, noise, voice, joy, join. Pointing out that oil is the model word for the -oil pattern and voice the model word for the -oice 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 -oil or -oice words, encourage them to look for a part of the word they can say (oil, oice) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model words oil or voice. For guided practice, have students complete the activities on pp. 60-61.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Reading Time
Content Words: plastic, spoiling
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 plas and ic in plastic and the oil in spoiling. Discuss the meaning of plastic and spoiling, as these words may be unknown to students.

Before Reading. Have students read the title, look at the drawing, and predict why oil is said to be magic.

After Reading. Discuss why oil is said to be magic. Talk over some of the ways in which oil is used.

Writing
Help students identify items that made of plastic.

Extension and Application

Spelling
oil, boil, soil, choice, voice

Sorting
Students sort spellings of /oy/ words: boy, joy, toy, enjoy, destroy; oil, boil, soil, coin, join, choice, voice.

Shared Reading for Fluency
The following pieces in Appendix D can be share read and partner read to provide added practice.
" Hot Boiled Beans" Rhyme 40
" Birds of a Feather" Rhyme 41

Making More Words
Students complete Lesson 30 on p. 97.

Additional Reading

UNIT REVIEW
On the chalkboard or an overhead, write the /oy/ pattern words presented in this unit. (A listing of pattern words can be found on p. 45) Mix the patterns so students aren’t simply using the first word as a clue to the other words in that column. Additional suggestions for practice activities can be found in Appendix B.

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 Charts (a blank copy is located in Appendix B). On the Phonics Inventory and Word Reading Fluency Index, students should be reading about 3 to 5 additional words as a result of completing the unit. Overall, they should be demonstrating ability to read -oy words. Reteach missed patterns and high-frequency words.

End-of-Book Assessment
Have students complete the End-of-Book Checkup presented in Appendix B. Also note how students performed on the Phonics Inventory and the Word Reading Fluency Indicator, if they were assessed on this optional test. By the end of Book C, students should be able to read at least 40 to 45 words on both tests in an untimed administration. Depending upon students’ performance, move them to the next book, Book D, or provide additional instruction.

Because students have been taught the major single-syllable patterns and key high-frequency words, the Oral Reading Fluency subtest of the DIBELS or another oral reading fluency test may be administered. Test passages and directions may be downloaded at no charge at <http://dibels.uoregon.edu>.
APPENDIX A: ANSWER KEY

Lesson 1
Making Words. 1. car 2. star 3. jar 4. far 5. tar
Making a Sentence. The jars are in the car.
Reading Time. shine 2. far 3. star 4. warm 5. bright.
Word Shapes. 1. jar 2. are 3. bar 4. car.

Lesson 2
Making Words. 1. park 2. dark 3. mark 4. shark 5. bark.
Making a Sentence. The park closes at dark.
Reading Time. sizes, whale, white, smallest, sea.

Lesson 3
Making Words. 1. part 2. cart 3. harm 4. smart 5. start.
Making a Sentence. She will start a farm.
Reading Time. smart, sticks, ant, licks, rocks.
Word Shapes. 1. part 2. start 3. farm 4. cart

Lesson 4
Making Words. 1. pair 2. care 3. scare 4. chair 5. share.
Making a Sentence. Take care of your hair.
Reading Time. fish, line, air, water, food.

Lesson 5
Making Words. 1. door 2. store 3. corn 4. floor 5. more.
Making a Sentence. Open the door to the store.
Reading Time. game 2. indoors 3. floor 4. basket 5. basketball.

Lesson 6
Making Words. 1. her 2. fur 3. sir 4. were 5. stir.
Making a Sentence. Her kittens were not in the box.
Reading Time. sea beach, hole, eggs, swim.

Lesson 7
Making Words. 1. bird 2. word 3. third 4. learn 5. turn.
Making a Sentence. The birds turned in the sky.
Reading Time. sea beach, hole, eggs, swim.
Word Shapes. 1. plane 2. train 3. pain 4. rain

Lesson 8
Making Words. 1. deer 2. dear 3. cheer 4. year 5. hear.
Making a Sentence. Can you hear them cheer?
Reading Time. dogs, sides, high, summer, mates.

Lesson 9
Sentences. 1. scat 2. scare 3. 3. tin 4. seen 5. scrub.
Missing Letters. Scrabble, Scrabble, scraps, score, twelve, twenty, Scrabble.


Lesson 10
Making Words. 1. ball 2. call 3. tall 4. small 5. fall.
Making a Sentence. Throw the small ball.
Reading Time. warm, fins, bird, fish, flying.
Word Shapes. all 2. fall 3. hall 4. ball.

Lesson 11
Making Words. 1. saw 2. walk 3. talk 4. draw 5. chalk.
Making a Sentence. Cats walk on their paws.
Reading Time. walk, tail, fins, jump, mile.

Lesson 12
Making Words. 1. taught 2. lost 3. caught 4. cost 5. thought.
Making a Sentence. We brought the lost dog to its owner.
Reading Time. year, Eye, blind, shops, buses.
Down: 11. ought 3. bought 5. lost.

Lesson 13
Making Words. 1. song 2. lawn 3. long 4. strong 5. yawn.
Making a Sentence. The birds sang a long song at dawn.
Reading Time. animal, big, hear, teeth, fingers.

Lesson 14
Sentences. 1. know 2. knock 3. phone 4. write 5. wrong.

Lesson 15
Making Words. 1. zoo 2. moon 3. spoon 4. noon 5. too.
Making a Sentence. The zoo opens at noon.
Reading Time. rock, moon, cold, sun, three.

Lesson 16
Making a Sentence. The plane flew up into the blue sky.
Reading Time. mice, food, worms, shrew, dime.
Pattern Puzzle. Across: 2. glue 3. stew 4. moon
Down: 1. flew 2. grew 3. soon 5. noon.

Lesson 17
Making a Sentence. The roots of the tree grew deep.
Reading Time. fruits, trees, year, green, yellow.
Down: 1. fruit 2. shoots.

Lesson 18
Sentences. 1. frog 2. throw 3. pies 4. three 5. throat.
Missing Letters: three, frog, frogs, price, frog, through, throw, free.
Missing Letters: tree, branch, brown, trash, gray, bright, trunk, trunk's.

Lesson 19
Making a Sentence: Sue swept the room with a broom.
Reading Time: schools, teacher, stool, money, homes

Lesson 20
   sw: 1. swing 2. sweep 3. swim 4. sweet 5. swamp.
Missing Letters: skunks, swing, swim, fly, sky, skin, glide.
Down: 1. sweep 2. glow 3. skunk.

Lesson 21
Making a Sentence: Look at the cook book.
Reading Time: tree, hooks, down, leaves, plants.

Lesson 22
Making Words: 1. wood 2. hood 3. could 4. should 5. stood.
Making a Sentence: We should look for wood.
Reading Time: snout, teeth, fish, dig.
Down: 1. brook 2. god 4. hook 6. could.

Lesson 23
Making Words: 1. wool 2. full 3. pull 4. push.
Making a Sentence: The bag is full of wool.
Reading Time: wool, spring, camel, goat, coats.

Lesson 24
Making a Sentence: Take the cow to town.
Reading Time: night, sounds, fluffy, animals, crops.

Lesson 25
Making Words: 1. mouse 2. pound 3. house 4. sound 5. ground.
Making a Sentence: We found the brown house.
Reading Time: big, tricks, small, clown, fares.

Lesson 26
Making Words: 1. loud 2. howl 3. hour 4. proud 5. ground.
Making a Sentence: Our dog was howling loudly.
Reading Time: miles, trees, leaves, rises, feeding


Lesson 27
Making Words: 1. 2. south 3. shout 4. mouth 5. scout.
Making a Sentence: "Go south!" shouted Joe. (Or any version that makes sense.)
Reading Time: water, air cools, bits, jet.

Lesson 28
   cr: 1. crab 2. cry 3. crow 4. crowd 5. crawl.
   dr: 1. drum 2. dry 3. draw 4. drop 5. drag.
Missing Letters: cry, crow, black, crows, crops, crows, blow, drums, crows.

Lesson 29
Making Words: 1. boy 2. coin 3. boil 4. toy 5. joy.
Making a Sentence: The boy has a new toy.
Reading Time: danger, mongoose, tree, climbed, leaped.

Lesson 30
Making a Sentence: He can make a lot of noise with his voice.
Reading Time: gas, heat, plastic, killer, food.
Word Building features a number of assessment options. Assessment options include a placement test, monitoring tests, mastery tests, and a developmental spelling test.

Placing Students

Placing students in the right level text is essential for the success of this program. If placed in materials that are too difficult, students will be frustrated and reading will be seen as an impossible, unhappy task. If materials are too easy, students may be bored and progress will be hampered.

Together with any test data that you might have and results of observations of students at work, use the Phonics Inventory at the end of this appendix to place your students in the appropriate level of Word Building. The Inventory consists of 50 words that include most of the major word patterns found in single-syllable words. Arranged in five levels of difficulty, the words begin with the simplest phonic pattern, short-vowel words, and progress to long vowels, r vowels, and combinations such as aw (paw) and oi (coin).

Administering the Phonics Inventory

Put the students at ease. Say to the student, “I want to find out about the ways in which you read words so that I can help you become a better reader. I am going to ask you to read a list of words to me. Some of the words may be hard for you, but read as many as you can.” Give one copy of the Phonics Inventory to the student and keep one copy for marking. Mark each response with a check (✓) for correct or with a check with a tail for incorrect. (By using a check with a tail rather than a minus sign or an x or a zero, the student can’t tell that their answers are being marked incorrect and so a source of stress is reduced.) If possible, write down each incorrect response for later analysis. Start first item and continue testing until the student gets five in a row wrong.

Establishing an Instructional Level

Students are placed according to the number of words they get correct at each level. The first ten words assess short-vowel patterns; the second ten assess short-vowel patterns with clusters (blends); the third group of ten, long-vowel patterns; the fourth group, r vowel patterns; and the fifth group, other vowel combinations (aw, oo, oi, ou, ow). The proficiency standard at each level is 80%. Students are placed at the level at which they get more than 20% of the words wrong. Book A encom-passes the first 20 words. If students get more than 2 of the first 10 words wrong, they would need to work in Book A. If they get 8 of the first 10 words correct, but have difficulty with the second set of 10 words (words 11-20), they would need to be instructed in clusters (blends). Since they know some vowel patterns, they do not need to be placed in the beginning of the program. If materials they might need to work in Book D.

Verifying Placement

As with any other placement measure, the Phonics Inventory is subject to error. Verify students’ placement by observing their actual performance in the book in which they are placed. If they are breezing through the exercises, then move them to a higher level. If their performance is labored, try an easier level. Place students conservatively. It is better to be placed in a book that is too easy rather than one that is too hard.

Observation is also a vital source of data. As students are reading from this or other texts, note the strategies that they use to decode difficult words. After a student has decoded a difficult word, ask: “How did you figure out that hard word?” Possible strategies include: using pronounceable word parts, analogy, sound-by-sound decoding, trying another sound, using context, or using picture clues. Observe whether strategies are used appropriately and whether they are used in integrated fashion.

Also note word attack needs. Jot down words that students have difficulty with. Look for patterns of needs. Based on the results of the Phonics Inventory and other assessment information that you might have, including test and observational data, start with the book and les-
son that seem most appropriate.

Validity and Reliability of the Inventory

Content validity was established by basing the Phonics Inventory on the scope and sequence of the phonics programs of the most widely used reading series. In addition, using the Phonics Inventory, the phonics achievement of five first graders was tracked during the school year 2004-2005. The students were administered the Phonics Inventory in October, January, February, March, and May. Students showed a steady increase in phonics knowledge from testing to testing. In addition, their grasp of phonics generally followed the sequence incorporated in the test. They were able to read short-vowel words first, then words with clusters, then long vowel patterns, followed by r-vowel words, and other vowel words, although there was some overlapping at the higher levels. To determine concurrent validity of the Phonics Inventory, scores of 18 first graders on the Oral Reading Fluency subtest of the DIBELS® at midyear. Correlation was .655 with a standard error of measurement of 5, significant at the .001 level. Based on the scores of 14 students, split-half reliability for the Phonics Inventory is .97. Additional reliability and validity data is being gathered.

Screening and Monitoring

The Phonics Inventory can function as a screening device as well as a placement instrument. As you gather placement information, you are also screening students. The Phonics Inventory is available in three equivalent forms, so it can be used for screening three times a year. The Phonics Inventory can also be used to monitor progress. All students should have their progress checked three times a year. Struggling students should have theirs checked more frequently. Because the items on the Phonics Inventory increase in difficulty, the test can be given over and over again until students can read all or most of the 50 words. Administer forms A, B, and C as often as is necessary. Give them in order: A, first; B, second; C, third; and then give them in order again. It is recommended that the Phonics Inventory be given at the end of each unit and that progress be recorded on the Progress Chart located at the end of this appendix.

Word Reading Fluency Indicator

Another key skill in beginning reading is the acquisition of the ability to read high-frequency words with increasing accuracy and speed. Along with the Phonics Inventory, you might administer the Word Reading Fluency Indicator (WRFI). The Word Reading Fluency Indicator consists of 50 words drawn from the 500 highest-frequency words found in first-grade reading material (Zeno, Ivens, Millard, & Duvvuri, 1995). The WRFI is not tied in to any particular program. It is a general test of the ability to read high-frequency words and is adapted from Fuchs (2007). The Word Reading Fluency Indicator is a timed probe. Students are assessed on the number of words they can read in one minute. The WRFI has three forms, each containing a different set of 50 high-frequency words. The WRFI should be given three times a year, but may be given as often as once a month or even every two weeks. The three forms of the WRFI can be reused. To reuse them, give the first three in order and then give them again in order. Track progress using the Progress Chart provided in this appendix. (There are several assessments that are charted but only one Progress Chart. Duplicate and use a separate Progress Chart for each assessment.)

Administering the Fluency Indicator

To administer the WRFI, first put the student at ease. Say, “I am going to show you some rows of words. I want to see how you read the words so I can help you to become a better reader. Some of the words are hard, so you might not know them. But I want you to try your hardest and do your best. If you don’t know a word and can’t figure it out, just say, “Don’t know,” and we’ll go on to the next word.” Covering all but the first row, say, “Let’s try this row of words.”

Students read the first row of words, which are Practice Words. The Practice Words are a row of five of the easiest words. Record the student’s performance. If the student cannot read any of the words or can only read one or two, stop the testing. It is obvious that the student’s word reading ability is too limited to take part in the assessment. Record the student’s performance by putting a small p next to it. This indicates that this was performance on the practice test.

Administering the Test Words

With the rows of unread words still covered, say to the student, “On this paper I have more rows of words. When I say, ‘Start,’ I want you to read as many of the words as you can. Ready? Begin.” Students read across the rows. (A ruler or sheet of paper may be placed as a marker under the row of words being read if you judge that students might have difficulty maintaining their
As unobtrusively as possible, start your timer. Do not correct any mistakes. If a student hesitates for three seconds, say, “Go on to the next word.” If the student is attempting to decode a word, allow him or her five seconds to do so. Then say, “Go on to the next word.” Mark correct responses with a check and incorrect responses with a check with a tail.

Test for one minute or until the student gets five words in a row wrong. When the minute is up, draw a line on the scoring sheet to indicate where the student was at that point. You can allow the student to continue, if you believe he or she could read more words. This will provide you with added information about the student’s word reading ability. However, when charting students’ scores, record the number read in one minute. If students can read all 50 words in less than a minute, mark their score as being 50+. If the student also got 45 to 50 on the Phonics Inventory, the student is ready to move up to Book D. Students making average progress gain about 3 to 5 words a month.

After administering the WRFI, analyze the student’s performance. How many words was the student able to read correctly? Did the student recognize the words immediately, or did the student have to decode all or most of the words? Conversely, when words were not recognized immediately, did the student attempt to decode them? What implication for instruction can you draw from the student’s performance? Slow but accurate word readers might need more practice to increase their speed of recognition. Inaccurate readers might need more work with decoding skills. By the time they finish Book C, students should be able to read 40 of the words within a minute and 45 to 50 of the words untimed.

**Unit and Book Checkup Tests**

Each unit and the end of the book is accompanied by a Checkup test. The Checkup tests differ from the screening and monitoring tests because the Checkup tests directly assess patterns and high-frequency words that have been taught. Taking a mastery approach, the Checkup tests are untimed. The Checkup tests are designed to indicate whether students have mastered patterns and key high-frequency words. It is especially important at this early stage of literacy development to make sure students have mastered the patterns and most of the high-frequency words that have been introduced.

Take corrective action, if necessary, before they move on to the next unit or the next book. Missed patterns and missed high-frequency words should be retaught.

Checkups are administered individually. Provide the student with a copy of the test and keep a second copy for marking. Tell the student what she or he is being asked to do and why. Say, “I am going to ask you to read some words. These words are from the unit (or book) you have just finished. I want to see if there are some words that we might need to review. Some of the words may be hard. But do the best that you can.”

Start with the first word and continue to the end or until the student misses five words in a row. Mark correct responses with a check (✓) and incorrect ones with a check with a tail. Record incorrect responses, if possible. An analysis of errors could indicate the kinds of difficulties the student is having and could suggest areas that need work.

**Assessing Spelling**

Knowing what spelling stage students are in can be helpful in planning their instructional program, especially if students are struggling. Students’ earliest spelling is prealphabetic. Children realize that letters are used to compose words but have not discovered that letters represent sounds, which is the alphabetic principle. Once children realize that letters represent sounds, they enter the alphabetic stage. Single letters may at first represent whole words but later may stand for syllables and then single sounds. The letter k may be used to represent car. Later in this stage, a child may add the final consonant, spelling car as KR.

This early stage of spelling is known as the letter name stage because students use the name of a letter to represent the sound heard in the letter’s name. Car would be spelled KR because the name of the letter k (Kay) contains the sound /k/, the first sound in car, and the letter name r (/ar/) contains the sound /r/. Unfortunately, not all letter names say the sound that the letters represent. For example, the name of the letter h is pronounced “aitch.” The letter name strategy doesn’t always result in correct spellings. For instance, letter name spellers typically spell train as CHRN or CHARAN and drum as JRUM. If you say train and drum slowly and listen to the sounds that you are articulating, you will note that train begins with a /ch/ sound and drum begins with a /j/ sound. Children spell what they hear. Their spellings might not be correct, but they are frequently logical.

The letter name strategy works for most consonants and long vowels but not for short ones, as the names of short vowels do not contain their pronunciations. To spell short vowels, children use the “close to” strategy in which they use the long-vowel name that is closest to the point in the mouth where the short vowel to be spelled is articulated. For instance, short e is formed very close to the point where long a is articulated, so the child
spells short e with an A, as in BAD for bed. Following
the “close to” tactic, short i is spelled with an E (SET
for sit), short o with an i (HIP for hop), and short u
with an o (BOT for but). Short a is spelled with an a
(Read, 1971). In the word pattern stage, students
learn to see patterns in words and begin spelling
long vowels with final e (pine) or double vowel
letters (pain). They might misspell words but their
misspellings contain a final e or vowel digraph. For
instance, rain might be misspelled RANE and toad
might be misspelled TODE.

Students learning r or other-vowel patterns are in
the word pattern stage. Periodically examine students’ spell-
ing to note changes in their understanding of the spelling
system. Are they catching on to vowel spellings? How
are they doing with clusters? To get a sense of where
students are in their spelling development, administer
the Developmental Spelling Screening Assessment.

**Administering the Spelling Assessment**

Explain the purpose of the Assessment. Distribute papers
for students to write on. Have students put their names
and today’s date on the papers. Say, “I am going to say
some words and I want you to spell the words the best
way you can. Even if you can’t spell the whole word,
spell as much of the word as you can. Say the word’s
sounds and then write the letters that spell the word’s
sounds. If I say the word cat, you would say the sounds
/k/-/a/-/t/ and you would write the letters that make these
sounds: c-a-t (write cat on the board). Ready? Here is
the first word.” When dictating words, say the word,
use it in a sentence, and then say the word once more.

1. cat My cat likes to play with a ball. cat
2. pet A dog can be a pet. pet

3. spot The man could not find a parking spot. spot
4. bump The road has a big bump in it. bump
5. trap The wolf was caught in a trap. trap
6. game We played a game of checkers. game
7. train A train runs on tracks. train
8. goat A goat will eat weeds. goat
9. twice Maria read her book twice. twice
10. drive My mom can drive a school bus. drive
11. learn Did you learn the new words? learn
12. fruit I like to eat fresh fruit. fruit
13. growl Did my dog growl at the cat? growl
14. taught I taught my dog a trick. taught
15. choice You have a choice of two books. choice

Using the Spelling Correction Chart, which is based
on work by Bear and colleagues (2008), analyze stu-
dents’ spellings. What stage would you place them in?
At this point, they should be in the word pattern stage.
Note how many sounds they were able to spell, which
sounds they were able to spell, and which caused them
difficulty. Are they showing evidence of being able to
spell r-vowel and other-vowel words? What implica-
tions does their performance have for instruction?

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<th>Letter Name</th>
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<td>choice</td>
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Phonics Inventory, Form A

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<th>No.</th>
<th>Word</th>
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<td>2</td>
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<td>3</td>
<td>sit</td>
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<td>play</td>
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<td>13</td>
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<td>drip</td>
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<td>16</td>
<td>block</td>
<td>41</td>
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<td>step</td>
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<td>18</td>
<td>trunk</td>
<td>43</td>
<td>broom</td>
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<td>ground</td>
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<td>ride</td>
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<td>sheep</td>
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<td>noise</td>
</tr>
<tr>
<td>25</td>
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<td>50</td>
<td>could</td>
</tr>
</tbody>
</table>

Directions: Explain to the student that he or she will be asked to read a series of words. Say that some of the words might be difficult but that the student is expected to try her or his hardest. Put the words on cards or have them read from a copy of the list. Mark responses √ (correct) or check with a tail (incorrect) and write the incorrect response in the blanks as time allows. If the student doesn’t respond within 5 seconds, supply the word. Stop when the student gets 5 in a row wrong. The student’s level is the highest one at which he or she gets 8 out of 10 correct. Students should be instructed at a level if they get more than 2 out of 10 wrong. Each level has ten items: 1-10, short-vowel patterns; 11-20, short vowels with clusters (blends) (place in Book A); 21-30, long vowels (place in Book B); 31-40, r vowels; 41-50, other vowels (place in Book C).
**Phonics Inventory, Form B**

<table>
<thead>
<tr>
<th>Name ________________________</th>
<th>Date ___________</th>
<th>Score ______/50</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rat __________</td>
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<td>2. ran __________</td>
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<td>3. hit __________</td>
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<td>4. dig __________</td>
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<td>5. will __________</td>
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<td>6. hop __________</td>
<td>31. purse________</td>
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<td>7. pen __________</td>
<td>32. cheer ________</td>
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<td>8. dug __________</td>
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<td>15. spell __________</td>
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<td>16. block __________</td>
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<td>17. step __________</td>
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<td>18. truck __________</td>
<td>43. spoon ________</td>
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<td>19. drop __________</td>
<td>44. sound ________</td>
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<td>20. plum __________</td>
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<td>21. take __________</td>
<td>46. growl ________</td>
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<td>22. rope __________</td>
<td>47. toy ________</td>
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<tr>
<td>23. place __________</td>
<td>48. caught ________</td>
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<td>24. sheep __________</td>
<td>49. noise ________</td>
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<tr>
<td>25. side __________</td>
<td>50. would ________</td>
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<td>1. bat __________</td>
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<td>3. bit __________</td>
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<td>4. pig __________</td>
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<td>5. hill __________</td>
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<td>31. nurse___________</td>
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<td>7. when___________</td>
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<td>8. rug __________</td>
<td>33. stair __________</td>
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<td>9. lot __________</td>
<td>34. shark __________</td>
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<td>10. wet __________</td>
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<td>11. stand__________</td>
<td>36. shirt __________</td>
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<td>14. trip___________</td>
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<td>16. block___________</td>
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<td>18. trunk___________</td>
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<tr>
<th>Name ____________________________________</th>
<th>Grade ____________</th>
<th>School Year __________</th>
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<tr>
<td>Skill ______________________________________</td>
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| 50  | 49  | 48  | 47  | 46  | 45  | 44  | 43  | 42  | 41  | 40  | 39  | 38  | 37  | 36  | 35  | 34  | 33  | 32  | 31  | 30  | 29  | 28  | 27  | 26  | 25  | 24  | 23  | 22  | 21  | 20  | 19  | 18  | 17  | 16  | 15  | 14  | 13  | 12  | 11  | 10  | 9   | 8   | 7   | 6   | 5   | 4   | 3   | 2   | 1   |
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Word Reading Fluency Indicator, Form A

Name ________________________       Date _________    Score ______/50

I  cat  me  no  red
at  will  was  all  come
want  how  them  saw  ran
start  father  sheep  fish  something
oh  name  night  bed  soon
each  nose  fly  sure  wet
sad  bad  always  really  great
care  lost  ground  year  pain
mark  until  brown  bell  floor
sea  grass  river  cried  without
letter  catch  thought  found  young

Directions: Administer the first row of words, which are practice words. With the rows of words covered, say to the student, ‘On this paper I have rows of words. When I say, ‘Start,’ I want you to read as many of the words as you can. Let’s try this row of words.” (Uncover first row of words.) “Ready? Begin.” (If the student cannot read any of the words or can only read one or two, do not administer the rest of the test.) After administering the practice words, say to the student, “I have some more rows of words. When I say, ‘Start,’ I want you to read as many of the words as you can.” (Uncover the rest of the words.) “Ready? Begin.” As unobtrusively as possible, start your timer. Do not correct any mistakes. If a student hesitates for three seconds, say, “Go on to the next word.” If the student is attempting to decode a word, allow him or her five seconds to do so. Then say, “Go on to the next word.” Mark correct responses with a check and incorrect responses with a check with a tail. Stop after one minute.
Word Reading Fluency Indicator, Form B

Name ________________________       Date _________    Score ______/50

I red no cat me
it did like have we
they would your some how
stop tree took jump off
move night much sleep wheel
watch eye hear under wish
light king heard always face
nothing nice horse please listen
outside arm sad fox few
leg train voice line love
bring ship pond around wife

Directions: Administer the first row of words, which are practice words. With the rows of words covered, say to the student, “On this paper I have rows of words. When I say, ‘Start,’ I want you to read as many of the words as you can. Let’s try this row of words.” (Uncover first row of words.) “Ready? Begin.” (If the student cannot read any of the words or can only read one or two, do not administer the rest of the test.) After administering the practice words, say to the student, “I have some more rows of words. When I say, ‘Start,’ I want you to read as many of the words as you can.” (Uncover the rest of the words.) “Ready? Begin.” As unobtrusively as possible, start your timer. Do not correct any mistakes. If a student hesitates for three seconds, say, “Go on to the next word.” If the student is attempting to decode a word, allow him or her five seconds to do so. Then say, “Go on to the next word.” Mark correct responses with a check and incorrect responses with a check with a tail. Stop after one minute.
Word Reading Fluency Indicator, Form C

Name ________________________       Date _________    Score ______/50

I   cat   me   no   red
see   is   big   but   are
were   time   boy   way   would
walk   has   well   took   more
told   fast   much   soon   laugh
hot   happy   another   wish   any
top   face   answer   great   thank
late   find   brother   surprise   high
baby   shout   few   push   warm
hurt   follow   hair   cook   cow
moon   hop   met   trouble   stood

Directions: Administer the first row of words, which are practice words. With the rows of words covered, say to the student, "On this paper I have rows of words. When I say, 'Start,' I want you to read as many of the words as you can. Let's try this row of words." (Uncover first row of words.) "Ready? Begin." (If the student cannot read any of the words or can only read one or two, do not administer the rest of the test.) After administering the practice words, say to the student, "I have some more rows of words. When I say, 'Start,' I want you to read as many of the words as you can." (Uncover the rest of the words.) "Ready? Begin." As unobtrusively as possible, start your timer. Do not correct any mistakes. If a student hesitates for three seconds, say, "Go on to the next word." If the student is attempting to decode a word, allow him or her five seconds to do so. Then say, "Go on to the next word." Mark correct responses with a check and incorrect responses with a check with a tail. Stop after one minute.
UNIT ONE ASSESSMENT

Name _______________   Date ______
Pattern Score ______/20

Pattern Checkup
1. car _____________
2. dark _____________
3. farm _____________
4. part _____________
5. hair _____________
6. care _____________
7. poor _____________
8. more _____________
9. horn _____________
10. her _____________
11. turn _____________
12. hear _____________
13. star _____________
14. shark _____________
15. start _____________
16. chair _____________
17. scare _____________
18. stir _____________
19. floor _____________
20. steer _____________

UNIT TWO ASSESSMENT

Name _______________   Date ______
Pattern Score ______/20

Pattern Checkup
1. call _____________
2. paw _____________
3. talk _____________
4. long _____________
5. caught __________
6. bought __________
7. lost _____________
8. song _____________
9. lawn _____________
10. small ___________
11. draw _____________
12. chalk _____________
13. taught __________
14. dawn _____________
15. brought __________
16. cost _____________
17. strong___________
18. drawn _____________
19. wrong _____________
20. claw _____________
UNIT THREE  ASSESSMENT

Pattern Score  ______/20

Pattern Checkup
1. zoo _____________
2. noon _____________
3. new _____________
4. blue _____________
5. boot _____________
6. suit _____________
7. pool _____________
8. room _____________
9. soon _____________
10. chew _____________
11. tool _____________
12. shoot _____________
13. zoom _____________
14. spoon _____________
15. flew _____________
16. true _____________
17. fruit _____________
18. school _____________
19. grew _____________
20. broom _____________

UNIT FOUR ASSESSMENT

Pattern Score  _____/10

Pattern Checkup
1. look _____________
2. good _____________
3. would _____________
4. full _____________
5. push _____________
6. wood _____________
7. shook _____________
8. stood _____________
9. should _____________
10. pull _____________
UNIT FIVE  ASSESSMENT

Name _______________   Date ______
Pattern Score _____/20

Pattern Checkup
1. how _____________
2. town _____________
3. house _____________
4. round _____________
5. owl _____________
6. our _____________
7. loud _____________
8. out _____________
9. south _____________
10. crowd ____________
11. now _____________
12. down _____________
13. mouse _____________
14. ground _____________
15. growl _____________
16. shout _____________
17. crown _____________
18. cloud _____________
19. scout _____________
20. proud _____________

UNIT SIX  ASSESSMENT

Name _______________   Date ______
Pattern Score _____/10

Pattern Checkup
1. toy _____________
2. join _____________
3. boy _____________
4. voice _____________
5. boil _____________
6. joy _____________
7. coin _____________
8. soil _____________
9. oil _____________
10. choice ___________
BOOK C • END-OF-BOOK CHECK-UP

Name _________________________________  Date _________  Pattern Score _____ /50

1. car ______________  18. room ______________  36. brown ____________
2. dark _____________  19. could _____________  37. start _____________
3. wall _____________  20. how _____________  38. grew _____________
4. zoo _____________  21. farm _____________  39. south _____________
5. out _____________  22. sound _____________  40. third _____________
6. her _____________  23. road _____________  41. true _____________
7. long _____________  24. house _____________  42. smart _____________
8. saw _____________  25. turn _____________  43. fruit _____________
9. moon _____________  26. deer _____________  44. strong _____________
10. joy _____________  27. hour _____________  45. shark _____________
11. part _____________  28. join _____________  46. school _____________
12. boy _____________  29. shoot _____________  47. stood _____________
13. loud _____________  30. growl _____________  48. stir _____________
14. new _____________  31. share _____________  49. should _____________
15. took _____________  32. drawn _____________  50. choice _____________
16. care _____________  33. shook _____________
17. full _____________  34. spoon _____________
18. room _____________  35. small _____________
Students vary in the amount of reinforcement they require. Struggling readers frequently need additional practice. All too often, the class moves on to a new skill before the struggling readers have a firm grasp of the skill that has been presented. Because they have a weak foundation, they have difficulty learning the new skill. Struggling readers need high-payoff activities that involve lots of genuine reading and writing. One of the most effective reinforcement activities is shared reading.

**Shared Reading**

Shared reading is a high-payoff technique for providing reading material for students whose reading vocabulary is limited. In shared reading, the teacher reads a story, a factual selection, a poem, a nursery rhyme, the lyrics to a song, or other suitable materials. Shared reading is also a useful device for providing reading material for students whose reading vocabulary is limited. The selection is presented in such a way that the students can see the print as the teacher reads the selection. The selection might be written on the chalkboard, large sheets of paper, or on an overhead transparency. Enlarged versions of the text known as big books might also be used.

Appendix D features more than 40 traditional rhymes and songs specifically chosen to reinforce long-vowel word patterns. Some of the pieces contain a few words that students might not recognize in print. Therefore, these pieces should be share read.

**Steps in a Shared Reading Lesson**

**Before Reading.** Before reading the text, prepare students. Build background, if necessary, and also pique students’ interest. Read the title to students and have them look at the cover illustration. Based on a discussion of the title and cover illustration, encourage them to predict what the selection might be about. Set a purpose for the shared reading. If students have made a prediction, the purpose might be to compare their predictions with what actually happened.

**During Reading.** Read the title to students, pointing to each word as you do so. Tell students that you want them to follow along as you read the selection. Read the story to students. If you are reading a big book, glide your hand or a pointer under each word as you read it. Stop and clarify difficult words or concepts. Discuss interesting parts and have students revise their predictions if necessary. During a second reading, invite students to join in as you read it. For a third reading, pause before words and repeated phrases that students might know and have them read them. During a fourth reading again pause before known words and phrases and have students read them. For the Rhymes in Appendix D repeat until students seem to be able to read all the words. Then have the piece read chorally.

**After Reading.** Discuss the selection. Begin with the purpose question. If students made predictions, talk over their predictions. Try to relate the selection to experiences that students may have had. Also try to elicit responses to the characters and situations portrayed, asking such questions as: Do you know anyone like the main character? Has anything like that ever happened to you?

For the Rhymes in Appendix D, have students work with a partner until both students can read the piece accurately and rapidly. Have students take the piece home to read to family members.

**Sample Shared Reading Lesson**

Here is how *The Ant and the Dove* (Wang, 1989) might be presented in a shared reading lesson.

**Before Reading.** What does the cover show? The bird on the cover is a dove. What do you think might happen to the dove and the ant shown on the cover? Let’s read the story to see how your predictions work out.

**During Reading.** Read the text dramatically. Adopt an appropriate tone when you read the ant’s dialog and a tone that seems to fit a dove when you read the dove’s dialog. At key points, have students make new predictions. At the end of p. 9, when the dove spots the ant in the water and says, “Coo. I know what to do,” have students predict what the dove might do. At the end of p. 16, when the ant states, “Someday I will do something for you,” have them predict how the ant might help the dove.

**After Reading.** Discuss students’ predictions. Also ask questions that summarize the story’s plot or which deepen students’ understanding and appreciation of the tale: How did the dove help the ant? What did the dove say when the ant told her that he would do something for her someday? How did the ant help the dove? What lesson does the story teach us? How have you helped people? How have
people helped you?

Rereading
As you reread the story, pause before words, phrases, or sentences that students are likely to know, and have them join in. Repeated elements are especially appropriate for this. In stories like this one, which lack repeated elements, have students read the easier phrases and sentences and pattern words that have been previously introduced. If the tale is well liked, have it reread several times. Ultimately, students should read the book on their own.

Shared Writing
Shared writing is similar to shared reading. The teacher provides support so that students can accomplish literacy tasks that they might not be able to complete on their own. Shared writing can take a number of forms. In a traditional shared writing experience approach, students have an experience and then dictate a story about the experience or a summary of the experience. The experience could be a visit to the fire house or the reading of a story. If the experience is tied in to the patterns that students are learning, it can provide excellent reinforcement. For instance, after learning the -ike pattern, the class might discuss the kinds of bikes that they like best and dictate a story about favorite bikes, which the teacher writes on the board.

The teacher reads the story to the class to make sure that the story says what the class wants it to say. As in shared reading, the teacher points to each word as it is being read. The class, with the teacher’s help, then reads the story. The story might also be duplicated and given to children. They might read it with a partner and/or take it home and read it with family members. The story could be cut up into sentence strips and reassembled. Key words from the story might be highlighted and placed on cards for students to put in their word banks and used for composing sentences or sorting or other activities.

Shared writing selections can also be interactive. In a share-the-pen (or marker) activity, students are invited to write on the board words they know or even parts of words. For instance for a shared writing story that states, “The cat next door meows at night,” one student might write the word The, and a second student might write the word cat. A third student might write the first letter of meows, with the teacher writing the rest of the word. A fourth student might write the word at and a fifth, the word night. As students gain in skill, they are able to contribute more. Shared experience stories are especially useful when students’ reading vocabulary is so limited that there are few books that they can handle or the books they can handle are not on their interest level.

Wide Reading
Have students read children’s books, selections from basal readers, selections from content area texts, periodicals, and other materials that reinforce the patterns that have been introduced. Many lessons have a feature, known as Additional Reading, which suggests children’s books that might be used to reinforce patterns presented in Book B.

When choosing a children’s book to reinforce a pattern, try to select a book that has as many familiar words as possible. If there is a large proportion of unknown words —more than 5%— you might want to take one of the following steps to make the book more accessible to your students: 1) share read the book, 2) read the first part of the book, and have students read the rest, 3) read the difficult parts and have students read the easy parts, 4) walk students through the book, pointing out and explaining difficult vocabulary, concepts, and expressions.

Guided Reading
In guided reading, you prepare one student or a group of students for the reading of a selection and then discuss it with them. After selecting a text for students to read, examine it for unknown words. Present these words to students before they read the text. Also build background, engender interest in the text, and set a purpose for reading, or have students set a purpose. After the initial reading, which should be silent, discuss the text, clarify puzzling concepts, and arrange for some purposeful oral rereading to check facts or to provide a greater depth of understanding. To provide added practice with the pattern being reinforced, have students orally reread selected sentences containing those pattern words. For an extended description of guided reading lessons, see Gunning (2008). Creating Literacy Instruction for All Students (Boston: Allyn & Bacon), pp. 335-342.

Real World Application
Use signs, labels, set of directions, and other real world reading materials to reinforce patterns. To provide practice for the long-e patterns, for example, you might display and have the class read and discuss labels and signs or replicas of signs similar to the following: Corn, Toy Store, Wet Floor, Use Other Door.

Writing
In addition to group writing activities, encourage students to write individual stories that incorporate newly learned words. Suggest the use of invented spelling, as this allows for a wider range of expression and fosters the exploration of the spelling system.

**Sorting**

Sorting is a highly effective activity because it helps students explore the spelling system and make discoveries and also requires active engagement. Students should only sort known words. They can sort words according to initial sounds, whether they begin with a single consonant or a cluster, by vowel patterns, etc. Suggestions for specific sorts are provided for many of the lessons.

**Making Words**

In a making words activity, students compose words by putting letters together. To create a making words lesson, decide what pattern you wish to reinforce. Then decide what words the students will assemble. Students might start with two-letter words and work up to words that contain five or more letters. The last word that students put together contains all the letters. The last word is a challenge word. Instead of telling what the word is, ask students to see what word they can make using all the letters. To reinforce -ar and -art patterns, you might distribute the following letters: a, d, e, r, s, t, and t. Students are then asked to do the following:

- Use two letters to make are as in the sentence "We are friends."
- Add a letter to make art
- Change a letter to make the word lap
- Switch letters around to make tar
- Switch letters and add a letter to make dart
- Switch letters and change a letter to make star
- Add a letter to make start
- Use all the letters and see what word you can make (started).

Students place the letters to be assembled on their desks. Words are assembled in letter holders. (Letter holders can be constructed from file folders.) After each word has been formed, the teacher checks it. The teacher has a set of large letters. The teacher calls on a volunteer to assemble the target word with large letters placed in a pocket chart or on a chalkboard ledge. The teacher has also placed the target words on large cards. The teacher places the large word card in the pocket chart. That way, after all words have been assembled, the words can be reviewed and/or sorted. Students check their words to make sure they have assembled them correctly. (For management purposes, store words and letters in folders or 8.5 by 11 envelopes.) Here are the steps in a making words lesson,

**Step 1:** Letters are passed out by helpers. Each helper distributes one letter to each student and later collects that letter.

**Step 2:** The teacher holds up each letter and has children do the same to make sure they have the appropriate letters and can recognize them.

**Step 3:** The teacher gives the directions for assembling each word. Use the word in a sentence so students have a clear idea of the word's identity. Children assemble the words.

**Step 4:** The teacher calls on one child to use large letters to assemble the word in the pocket chart. Children check their spellings. The teacher can go over the word sound-by-sound. The teacher places the word card in the pocket chart.

**Step 5:** The teacher goes on to the next word.

**Step 6:** Students form the secret word.

**Step 7:** The words are reviewed and discussed. Students might be asked to select words that rhyme or begin with the same sound. Words might be sorted. Students might suggest other words that have the same pattern as the assembled word or they might be asked to read words that incorporate -ate or another pattern. After assembling plate, students might be asked to read date, gate, and hate. For more information about making words, see Cunningham, P. (2008). Phonics we use. Boston: Allyn & Bacon. Letters and words for possible making words lessons are listed below. Words are placed in the order in which they might be presented. The last word is the secret word.

**R-Words Lessons**

- Lesson 3: See sample lesson on this page.
- Lesson 4: Letters: a, i, r, s, t
  - Words: sit, sat, rat, sir, stir, air, stair
- Lesson 5: Letters: e, o, r, s, t
  - Words: rot, rest, or, sore, tore, store

**AW-Words Lessons**

- Lesson 10: Letters: a, e, l, l, m, s, s, t
  - Words: Sam, sat, set, seat, all, tall, mall, smallest
- Lesson 11:
  - Letters: a, r, s, t, w
  - Words: rat, sat, saw, was, raw, straw
- Lesson 12:
  - Letters: b, g, h, o, r, t, u
  - Words: got, rot, rob, hut, bought, brought
Lesson 13
Letters: e, g, n, o, r, s, t
Words: set, get, got, rot, rest, song, strong, stronger

Long-oo Lessons
Lesson 15
Letters: n, o, o, p, s, s
Words: so, no, soon, spoon, spoons
Lesson 17: Letters: h, o, o, s, t
Words: so, to, too, soot, hot, hoot, shoot
Lesson 19: Letters: b, m, o, o, r, s
Words: so, sob, mob, moo, boo, boom, room, rooms, broom, brooms

OW (cow)-Words Lessons
Lesson 24
Letters: c, l, n, o, s, w
Words: so, no, low, slow, cow, cows, now, clowns
Lesson 25: Letters: d, g, n, o, r, u
Words: go, no, do, dog, gun, run, round, ground
Lesson 26
Letters: g, l, o, r, s, w
Words: go, row, low, slow, ow, sow, owl, owls, growls

OY-Words Lessons
Lesson 29
Letters: e, j, n, o, s, y
Words: no, Joe, Jen, yes, joy, enjoy, enjoys
Lesson 30: Letters: d, e, i, l, o, p, s
Words: led, lid, pod, oil, soil, spoil, spoiled

Integration with Other Subjects
From time to time, relate the new patterns to science, social studies, music, or another subject area that students are studying.

Rhymes
Have students read nursery and other rhymes that contain pattern or high-frequency words that have been introduced. Rhymes, of course, are especially good for reinforcing patterns. They also tend to be easier to read because a rhyming word incorporates an extra clue to its pronunciation, since it will have the same sound as a previously occurring rhyming word. Appendix D contains 42 rhymes and songs.

Games
As long as they focus on key skills, games can provide valuable reinforcement and can also be motivational. Two games that are especially effective are word bingo and concentration.

Word Bingo
A word bingo card has only three or four columns and three or four rows. (Only three or four word patterns should be put into play in one game.) The head of each column is a pattern word: cake, gate, name, for instance. Students take turns drawing from a stack of cards that contain target pattern words. The pattern cards are the same size as the squares on the bingo cards. When one of the players picks an -ate pattern word, the player can fill in a space by placing the -ate pattern word in a square in the gate column. However, students must read the column word and the word they are placing. The first player to complete a row or column wins. (A row can be diagonal.) In another version, students are supplied with bingo cards with pattern words printed on them and also free spaces. The teacher or a student calls words from a stack of pattern words that incorporate the patterns on the cards. Columns are marked by pattern. Students place markers on words that are called. When placing a marker on a word, students read the word. Students who complete a row must read all the words that they marked in order to win the game.

Concentration
In concentration, pairs of cards are mixed up and turned over so that they are face down. Students turn over one card and then turn over another card in hopes of making a match. A match could be finding words that rhyme. Students read the cards as they turn them over. If students make a match, they take the matched cards out of the playing area and place the cards in front of them. Students who have made a match also get another turn. If students fail to make a match, they turn the cards over face down. Students play until all the cards have been placed in matches. The winner is the student who has the most matches. See Bear et al. (2008). Words their way (4th ed.). Upper Saddle River, NJ: Prentice Hall for a wealth of activities.

Internet

Software
* Simon Sounds It Out (Don Johnston) provides high-quality exercises that help students build words by adding onsets (consonants) and rimes (vowel plus consonant). It has a speech component that pronounces words and word parts.
APPENDIX D: REINFORCEMENT RHYMES AND SONGS

The following rhymes and songs, which are arranged in approximate order of difficulty and the order in which they are presented in Word Building C, can be used to reinforce r-vowel and other-vowel patterns and high-frequency words. Because some of the rhymes may contain unfamiliar words, go over the hard words with students, or use a shared reading procedure. In a shared reading procedure, you display the piece so that all can see it. You might make a transparency out of the blackline master or copy it on the board or chart paper or show it with a document camera. Briefly introduce the rhyme or song. Read the title and have students predict what the rhyme or song will tell. For a very simple rhyme or song, just give an overview of the piece. For instance, for “Bedtime,” you might simply say, “This is a very old rhyme that tells children when to go to bed and when to get up.” Read the rhyme to students. Point to each word as you say it so they can match spellings and sounds. If the word is a pattern word or a high-frequency word that has been introduced, pause and invite students to read it. (After the initial reading of a more complex work, take some time to discuss students’ predictions and the meaning of the piece.) Read the piece again. This time students read it with you. Read it a third and, if necessary, a fourth time with them and then have volunteers read it. Duplicate the piece and provide students with copies. Students might read or sing the song with a partner until they can read or sing it flawlessly. They can take the piece home and read or sing it to family members.

As a follow-up, cut the shorter rhymes into lines and have students reassemble them. This provides additional practice with the words and fosters comprehension. Also cut up individual lines and have students reassemble the words. This provides practice with reading individual words and also fosters comprehension. Because students might have memorized the rhymes and aren’t really reading individual words, present individual words on large cards and have students read them. Lines and words could be placed on large strips or cards so that they could be read by a whole group. Words and lines might be placed in pocket charts. Assembling words into lines and lines into stanzas as well as practicing reading the rhymes with a partner make good learning center activities.

The skills that these rhymes and songs can be used to reinforce are noted at the bottom of each piece. Most of the rhymes encompass a variety of skills, so feel free to use them in any way that is of most benefit to your students. The songs and rhymes are traditional and are out of copyright, so you can feel free to make and distribute copies. A number of the songs can be found on the National Institutes of Education and Health (NIEH) Web site, NIEHS Sing-Along Songs’ Index! at <http://www.niehs.nih.gov/kids/musicm_hym>, Songs that have been set to music on that site are marked with an asterisk. A number of the rhymes are read aloud or set to music at Nicky’s Nursery Rhymes at <www.nurseryrhymes4u.com>. Both sites contain a wide variety of rhymes and songs that might be used to reinforce patterns and high-frequency words.
1

Bedtime
Down with the lambs
Up with the lark,
Run to bed children
Before it gets dark.

-ark

2

Dickery, Dickery, Dare
Dickery, dickery, dare,
The pig flew up in the air;
The man in brown
Soon brought him down,
Dickery, dickery, dare.

-air, -are (dare)
3 Little Jack Horner
Little Jack Horner
Sat in a corner,
Eating his Christmas pie;
He put in his thumb,
And pulled out a plum,
And said, “What a good boy am I!”

-or-

4 The North Wind Doth Blow
The north wind does blow,
And we shall have snow,
And what will poor Robin do then?
Poor thing!
He’ll sit in a barn,
And keep himself warm,
And hide his head under his wing.
Poor thing!
The Mocking Bird
Hush, little baby, don’t say a word,
Papa’s going to buy you a mocking bird.
If the mocking bird won’t sing,
Papa’s going to buy you a diamond ring.
If the diamond ring turns to brass,
Papa’s going to buy you a looking-glass.
If the looking glass gets broke,
Papa’s going to buy you a billy goat.
If that billy goat runs away,
Papa’s going to buy you another today.
Oh Where, Oh Where Has My Little Dog Gone?
Oh where, oh where has my little dog gone?
Oh where, oh where can he be?
With his ears cut short and his tail cut long.

Fears and Tears
Tommy’s tears and Mary’s fears
Will make them old
Before their years.
8  Wishes
Said the first little chicken
With a queer little squirm,
“I wish I could find a fat little worm.”

Said the second little chicken
With an odd little shrug,
“I wish I could find a fat little slug.”

Said the third little chicken
With a sharp little squeal,
“I wish I could find
Some nice yellow meal.”

“Now see here,” said their mother
From the green garden patch.
“If you want any breakfast,
Just come here and SCRATCH!”

9  Go to Bed Late
Go to bed late,
Stay very small.
Go to bed early,
Grow very tall.
See-Saw, Margery Daw
See-saw, Margery Daw,
Jack shall have a new master,
He shall have but a penny a day,
Because he won’t work any faster.

The Caterpillar
Brown and furry
Caterpillar in a hurry.
Take your walk
To the shady leaf or stalk.

May no toad spy you,
May the little birds pass by you;
Spin and die,
To live again a butterfly.
Betty Botter
Betty Botter bought some butter,
“But,” she said, “the butter’s bitter;
If I put it in my batter,
It will make my batter bitter;
But a bit of better butter,
That would make my batter better.”
So she bought a bit of butter,
Better than her bitter butter,
And she put it in her batter,
And the batter was not bitter;
So ‘twas better Betty Botter
Bought a bit of better butter.
I’ll Sing You a Song

I’ll sing you a song,
Though not very long,
Yet I think it as pretty as any.

Put your hand in your purse,
You’ll never be worse,
And give the poor singer a penny.
14  Shoo, Fly
Shoo, fly, don’t bother me,
Shoo, fly, don’t bother me,
Shoo, fly, don’t bother me,
For I belong to somebody.

I feel, I feel,
I feel like a morning star,
I feel, I feel,
I feel like a morning star.

15  A Dillar, a Dollar
A dillar a dollar,
A ten o’clock scholar,
What makes you come so soon?
You used to come at ten o’clock,
But now you come at noon.
Hey Diddle, Diddle
Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed
To see such a sport,
And the dish ran away with the spoon.

The Balloon
“What is the news of the day,
My good Mr. Gray?
They say the balloon
Has gone up to the moon.”
18   Cut Thistles in May
Cut thistles in May,
They’ll grow in a day;
Cut them in June,
That is too soon;
Cut them in July,
Then they will die.

-oo. -une

19   The Old Man of Peru
There was an old man of Peru,
Who dreamt he was eating his shoe.
He woke in the night
In a terrible fright,
And found it was perfectly true.

-u, -ue, -oe
Said a Flea to a Fly
Said a flea to a fly in a flue
Said the flea “Oh what shall we do?”
Said the fly, “Let us flee!”
Said the flea, “Let us fly!”
So they flew through a flaw in the flue.

Kind Hearts Are the Gardens
Henry Wadsworth Longfellow

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the flowers,
Kind deeds are the fruits.

Take care of your garden
And keep out the weeds,
Fill it with sunshine,
Kind words and kind deeds.
Mary Had a Little Lamb

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.

It followed her to school one day,
That was against the rule;
It made the children laugh and play,
To see a lamb in school.
23  Who Ever Sausage Such a Thing?
One day a boy went walking
And went into a store.
He bought a pound of sausages
And laid them on the floor.

The boy began to whistle
A merry little tune.
And all the little sausages
Began to dance around the room.

-oom, -une

24  Old Woman, Old Woman
There was an old woman tossed in a basket,
Seventeen times as high as the moon;
But where she was going no one could tell,
For under her arm she carried a broom.
“Old woman, old woman, old woman, “ said I,
Where, oh where, oh where so high?”
“To sweep the cobwebs from the sky;
And I’ll be with you by and by.”

-oom
There Was a Crooked Man
There was a crooked man,
And he walked a crooked mile,
He found a crooked sixpence
Against a crooked stile;
He bought a crooked cat,
Which caught a crooked mouse.
And they all lived together
In a little crooked house.

A Man in the Wilderness
A Man in the wilderness
Asked this of me,
“How many strawberries
Grow in the sea?”
I answered him
As I thought good,”
As many red herrings
As swim in the wood.”
27 What Animals Say
Bow-wow, says the dog,
Mew, mew, says the cat,
Grunt, grunt, goes the hog,
And squeak goes the rat.
Tu-whoo, says the owl,
Caw, caw, says the crow,
Quack, quack, says the duck,
What cuckoos say you know.

-ow (wow)

28 Bow, Wow, Wow,
Bow, wow, wow,
Whose dog art thou?
Little Tom Tinker’s dog,
Bow, wow, wow.

-ow
29  Wee Willie Winkie
Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window,
crying through the lock,
Are the children all in bed,
for now it’s eight o’clock?

30  Cobbler, Cobbler, Mend My Shoe
Cobbler, cobbler, mend my shoe.
Get it done by half past two.
Half past two is much too late.
Get it done by half past eight.
Stitch it up, and stitch it down,
And I’ll give you half a crown.
Wheels on the Bus
The wheels on the bus
Go round and round,
Round and round.
The wheels on the bus
Go round and round,
All over town.
32  Owl
A wise old owl sat in an oak,
The more he heard the less he spoke.
The less he spoke the more he heard.
Why aren’t we all like that wise old bird?

-owl

33  A Sunshiny Shower
A sunshinny shower
Won’t last half an hour.

-ow. -our
I’m a Little Teapot
I’m a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I get all steamed up,
Hear me shout,
“Tip me over, and pour me out.”

The Boy in the Barn
A little boy went into a barn,
And lay down on some hay.
An owl came out, and flew about,
And the little boy ran away.
Take Me out to the Ball Game
Take me out to the ball game,
Take me out with the crowd.
Buy me some peanuts and Cracker Jack,
I don’t care if I never get back,
Let me root, root, root for the home team,
If they don’t win it’s a shame.
For it’s one, two, three strikes, you’re out,
At the old ball game.

-out, -owd, -outh
The Donkey
Christina Rossetti

Donkey, donkey, old and gray,
Open your mouth and gently bray;
Lift your ears and blow your horn,
To wake the world this sleepy morn.

-outh
Come on in,
The water’s fine.
I’ll give you
Till I count nine.
If you’re not
In by then,
Guess I’ll have to
Count to ten.
Let everyone clap hands with me. (Clap, Clap)
It’s easy as easy can be. (Clap, Clap)
Let everyone join in the game. (Clap, Clap)
You’ll find that it’s always the same. (Clap, Clap)

Let everyone Ho, Ho, with me. (Ho! Ho!)
It’s easy as easy can be. (Ho! Ho!)
Let everyone join in the game. (Ho! Ho!)
You’ll find that it’s always the same. (Ho! Ho!)
Clap, hands, clap and be merry,
Clap, hands, dance round the floor.
Clap, hands, clap and be merry,
Sing till you can’t any more.
Sing till you can’t anymore.
Let everyone He, Ha, with me. (He! Ha!)
It’s easy as easy can be. (He!, Ha!)
Let everyone join in the game. (He!, Ha!)
You’ll find that it’s always the same. (He!, Ha!)
Clap, hands, clap and be merry,
Clap, hands, dance round the floor.
Clap, hands, clap and be merry,
Sing till you can’t any more.
Sing till you can’t anymore.
Let everyone Meow with me. (Meow!)
It’s easy as easy can be. (Meow!)
Let everyone join in the game. (Meow!)
You’ll find that it’s always the same. (Meow!)
Clap, hands, clap and be merry,
Clap, hands, dance round the floor,
Clap, hands, clap and be merry,
Sing till you can’t any more.
Sing till you can’t anymore.
40  Hot Boiled Beans
Boys and girls come to supper—
Hot boiled beans
And very good butter.

41  Birds of a Feather
Birds of a feather flock together
And so do pigs and swine;
Rats and mice will have their choice,
And so will I have mine.
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<td>Lesson 13</td>
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High-Frequency and Content Words

Lesson 2
during
during
long
smallest
babies
anaconda
school

Lesson 3
across
down
people
rows
player
slant
line

Lesson 4
want
ever
said
some
all
home
opens
feels
kitchen

Lesson 5
away
very
hides
where
bird
ground
follows
flies
killdeer

Lesson 7
about
another
after
talk
turn
picture
cheetahs
leopards

Lesson 8
any
look
food
body
forth
thresher
shark

Lesson 9
does
above
off
other
pull
high
sky
low
maglev
magnets

Lesson 10
onto
white
climb
learn

Lesson 12
bottom
live
drinks
school

Lesson 14
move
their
also
even
dead
possum
teeth
alive

Lesson 15
under
deep
parts
dark
could
sea
eye

Lesson 16
around
should
would
their
many
more
seem
bamboo
fruit

Lesson 17
everything
hairs
porcupine
needles
quills
sharp

Lesson 18
hear
ears
better
squeaking
found
sounds

Lesson 19
forest
golden
flattens

Lesson 20
during
between
head
eyes
keeping

Lesson 21
how
watch
danger
freeze
song
chickadees

Lesson 22
about
another
color
book
grow
basketball
stones

Lesson 23
because
care
farm
farmer
guard
honk
mostly
money
quiet
peacefu

Lesson 24
anywhere
magic
deer
giant
rabbit
finger
world

Lesson 25
blue
leaves
warm

Lesson 26
taste
tongue
butterfly
flowers
drink
juices

Lesson 27
four
spider
round

Lesson 28
about
another
color
book
grow
basketball
stones

Lesson 29
father
emperor
penguin
South Pole
family

Lesson 30
over
clever
wire
hook
insects
corn
pizza
telephone
fledge

Lesson 31
pulls
even
until
full
smarter
heavy
horse

Lesson 32
your
never
tunnels
football
worms
underground
yard

Lesson 33
took
funny
strange
mother

Lesson 34
other
round
puppy
litter
sponge ball

Lesson 35
woman
water
floors
chairs
acorns
squirrels

Lesson 36
father
emperor
penguin
South Pole
family

Lesson 37
over
clever
wire
hook
insects
corn
pizza
telephone
fledge

Lesson 38
pulls
even
until
full
smarter
heavy
horse

Lesson 39
over
clever
wire
hook
insects
corn
pizza
telephone
fledge

Lesson 40
over
clever
wire
hook
insects
corn
pizza
telephone
fledge
References


