



# Best Practices in Elementary Literacy Instruction

**Grades 3-5 Word Study**

January 10, 2022

4:15-6:15 PM



*Reach Associates and P-5 Instruction Team*

*Climate, Culture, Systems & Instruction*

# NORMS & WORKING AGREEMENTS



- Look for learning – new perspectives, interpretations.
- Be fully present.
- When possible, keep your camera on to facilitate interaction.
- Monitor airtime so all voices are heard.



×  
“Do the  
best you  
can until  
you know  
better.  
Then when  
you know  
better, do  
better.”

- *Maya Angelou*



# THE SCIENCE OF READING



*The research undergirding the science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.”*

- The Reading League, “A Defining Movement”

# OUTCOMES FOR UPCOMING SESSION



Deepen, validate and clarify understandings about:

- the research and instructional recommendations of the Science of Reading.
- Everett's Structured Literacy Framework.
- research-based instructional practices aligned with Everett's Structured Literacy Framework.
- research-based recommendations and suggestions for the Word Study block.

# EVERETT'S PARTNERS in the WORK



Reach supports advancing student achievement and social emotional learning through the implementation of deliberate and explicit instructional practices. Reach strives to connect research and theory with practice. Undergirding ALL of Reach's work is the belief that equitable and effective instructional practices:

- reflect current scientific and action-based research
- are informed by “what students need to know and be able to do”
- use valid, reliable and ongoing assessments to document students' learning and inform decision-making
- create high levels of student engagement through meaningful learning opportunities
- are defined by the use of explicit language that tells students the “what,” “how” “when” and “why” of their learning
- and recognize the ongoing importance of developing a child's expressive and receptive language.



*The body of work referred to as ‘the science of reading’ is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction.*

- Dr. Louisa Moats



*...These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students.*

- Dr. Louisa Moats





*...It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages...*

- Dr. Louisa Moats

# SCIENCE OF READING



*The tragedy here is that most reading failure is unnecessary. We now know that classroom teaching itself, when it includes a range of research-based components and practices, can prevent and mitigate reading difficulty.*

- Louisa C. Moats

# SCARBOROUGH ROPE



## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

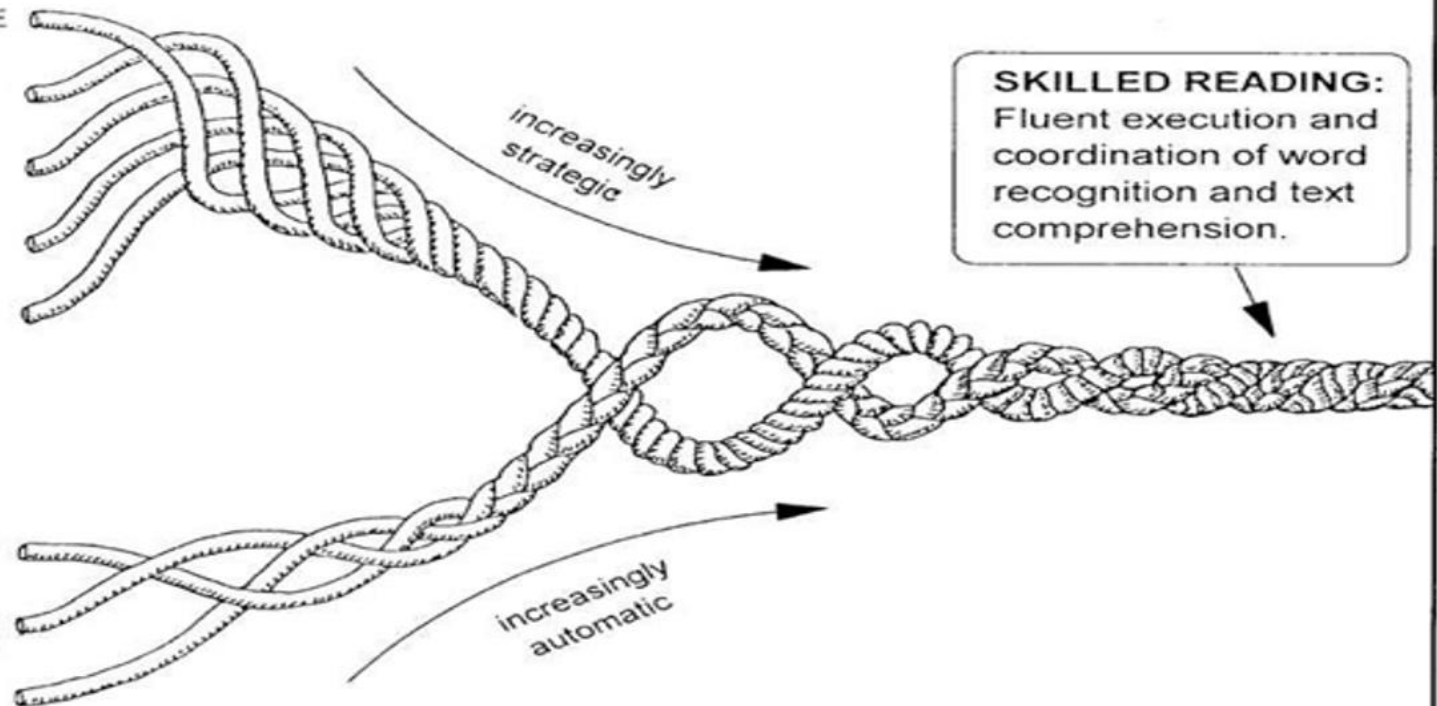
### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)

### FLUENCY



# CONNECTING CONVERSATION

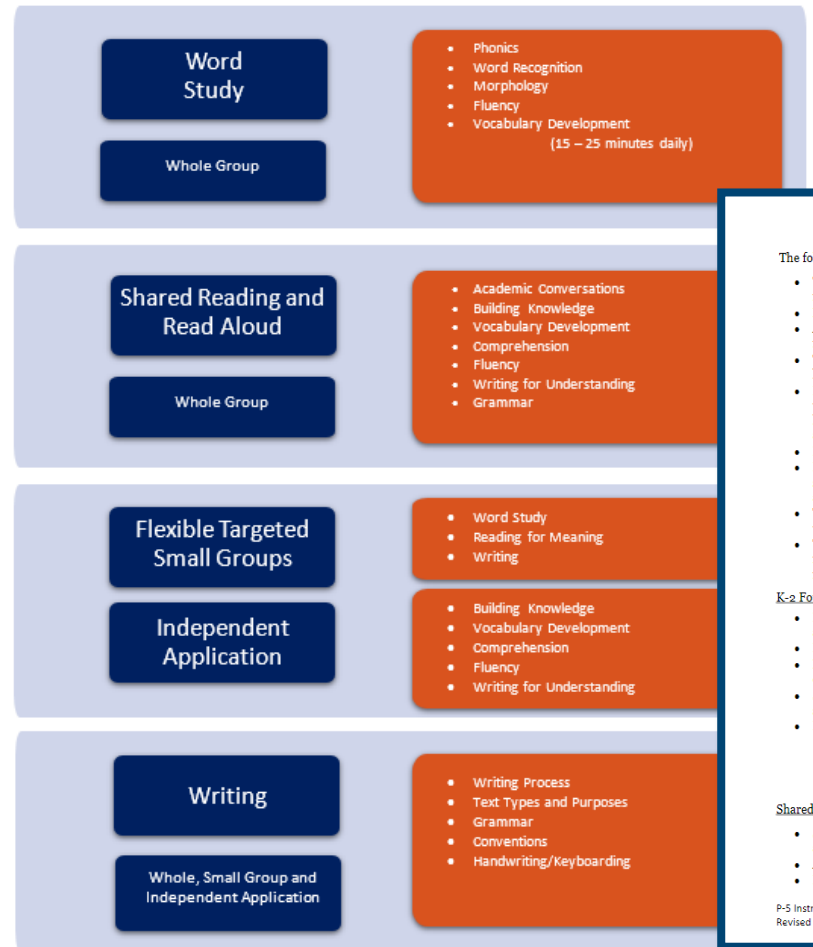


It is a coordinated movement of the thoracic muscles in the chest, diaphragm, larynx in the throat, and palate in the mouth. It helps distribute surfactant to coat the alveoli in the lungs. This semi-voluntary action is controlled by neurotransmitters in the hypothalamus of the brain. It is also associated with increased levels of neurotransmitters, neuropeptide proteins and certain hormones.

# STRUCTURED LITERACY MODEL



## 3- 5 English Language Arts Instructional Model



- Vocabulary
- Morphology

### K- 5 Tier 1 Instructional Guidelines

The following undergird all teaching and learning opportunities:

- The goal of all literacy instruction is to foster proficiency, confidence, and a love for reading and writing.
- Instruction is guided by grade level expectations as defined in the standards.
- Assessment practices (formative, CBA, benchmark, summative) are ongoingly implemented and data is used to inform instruction.
- The gradual release of responsibility is an undergirding principle of teaching and learning.
- Lessons are intentionally planned including: knowledge of students, learning target, academic vocabulary, instructional outcomes (academic and SEL), knowledge of resource, coherent instructional design, and aligned formative assessment practices.
- District adopted core instructional materials are implemented as intended.
- District adopted supplemental and online instructional materials are used to support classroom differentiation, small group instruction, and independent application.
- The ELA instructional model is based on an **integrated** 90-120-minute daily timeframe.
- Time allotted for K-2 Foundational Skills and 3-5 Word Study should be a set instructional block. Times allotted for additional ELA components will ebb and flow based on instructional focus.\*

### K-2 Foundational Skills/3-5 Word Study:

- Phonological awareness, phonics, word analysis, word recognition and fluency are prioritized (K-2: 30-45 minutes daily; 3-5: 45-25 minutes daily).
- Daily instruction is systematic and based on a defined scope and sequence.
- Instruction is explicit providing differentiated practice and transfer opportunities.
- Students are explicitly taught and provided practice using phonics as the first strategy when confronted with an unknown word.
- Fluency is taught and practiced daily.
  - K-2 decodable texts including previously taught phonics patterns and high frequency words are used to support fluency (accuracy and automaticity).
  - 3-5 grade level texts are used to support fluency (accuracy, automaticity, appropriate rate, and expression).

### Shared Reading and Read Aloud:

- Shared Reading and Read Aloud should be a focus 4-5 times a week (K-5: approximately 25-30 minutes).
- A major consideration in text choice is growing knowledge based on topics.
- Building of vocabulary is addressed through explicit and implicit instruction.

P-5 Instruction/Academics Team  
Revised November 2021

# WORD STUDY FRAMEWORK



**Grades 3-5 Word Study Framework**  
15 – 25 minutes

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Week 1</b>	Introduce Content Vocabulary	Introduce Academic Vocabulary	Introduce Weekly Phonics Rule  Review and Practice Syllabication	Review Weekly Phonics Rule  Fluency	Weekly Dictation  Fluency
<b>Week 2</b>	Introduce Weekly Phonics Rule  Vocabulary Review	Morphology	Review Weekly Phonics Rule	Fluency	Weekly Dictation  Fluency
<b>Week 3</b>	Introduce Content Vocabulary	Introduce Academic Vocabulary	Introduce Weekly Phonics Rule  Review and Practice Syllabication	Review Weekly Phonics Rule  Fluency	Weekly Dictation  Fluency
<b>Week 4</b>	Introduce Weekly Phonics Rule  Vocabulary Review	Morphology	Review Weekly Phonics Rule	Fluency  Vocabulary Review	Weekly Dictation  Fluency

## Unit Planning and Pacing

# VOCABULARY - RESEARCH



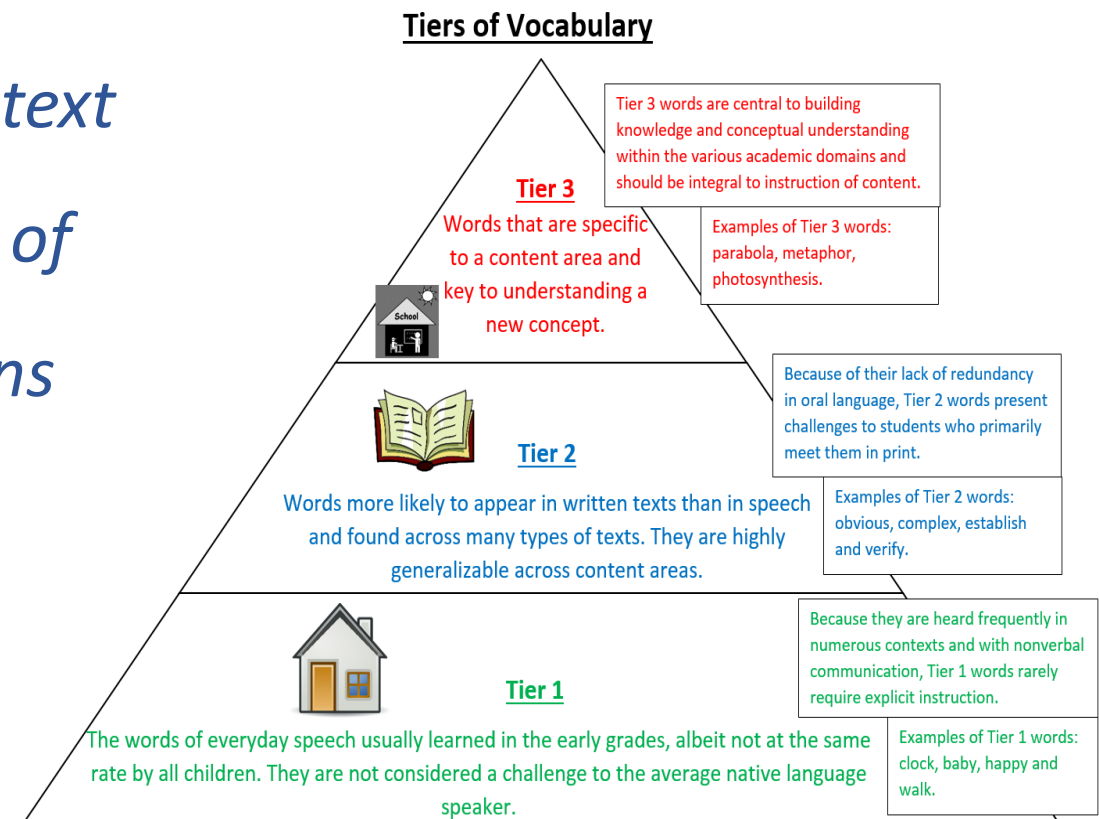
*We know that of the many features of complex text, difficult or uncommon vocabulary likely plays the largest role in causing student difficulty* (Nelson et al 2012). *We also know vocabulary is one of the primary causes of the achievement gap* (Becker 1977, Baumann & Kameenui 1991, Stanovich 1986), *and many students from low-income households enter school with smaller vocabularies than their more affluent peers* (Hart and Risley 1995, Biemiller 2010). *For all of these reasons, vocabulary instruction needs to be more systematic, intensive, and efficient than it has been to date.* Liben, 2019

# TIERS OF WORDS



*Understanding how words are classified into tiers can help educators plan effective vocabulary instruction. All text can be broken down into three tiers of words, each with its own implications for instruction.*

David Liben, 2013





# WORD STUDY FRAMEWORK - VOCABULARY



## Grades 3-5 Word Study Framework 15 – 25 minutes

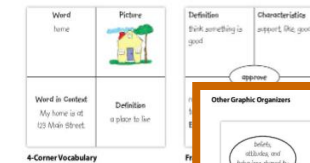
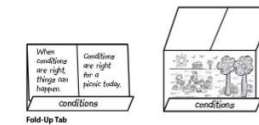
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines			
Week 2	<b>Vocabulary Review</b> (Word Map – Related Words)				
Week 3	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines			
Week 4	<b>Vocabulary Review</b> (Word Map – Related Words)			<b>Vocabulary Review</b> (Connections Across Unit)	

### Vocabulary Routine 2

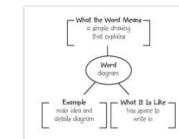
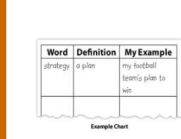
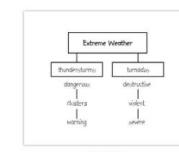
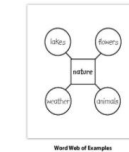
#### Expand Word Knowledge

**Purpose:** Students use graphic organizers, illustrations, and writing to expand their knowledge of the meaning and usage of new words.

- Form pairs.** Explain that each pair will become experts on one vocabulary word.
- Display the graphic organizer.** Use the graphic organizer or three-dimensional graphic organizer specified in the Teacher's Edition lesson, or another graphic organizer from the examples in Vocabulary Routine 4.
- Select a key word.** Display the vocabulary word and model for students how to locate information about the word and complete the graphic organizer.
  - Find the word in the Picture Dictionary in the Anthology or in another dictionary and read the information about the word.
  - Write the word.
  - Add a definition, context sentence, and picture.
- Assign key words.** Assign a word to each student pair and have them create a similar graphic organizer for their word.



### Other Graphic Organizers



# VOCABULARY ROUTINES



## GRADES 3-5: VOCABULARY ROUTINES

We know that of the many features of complex text, difficult or uncommon vocabulary likely plays the largest role in causing student difficulty (Nelson et al 2012). We also know vocabulary is one of the primary causes of the achievement gap (Becker 1977, Baumann & Kameenui 1991, Stanovich 1986), and many students from low-income households enter school with smaller vocabularies than their more affluent peers (Hart and Risley 1995, Biemiller 2010). For all of these reasons, vocabulary instruction needs to be more systematic, intensive, and efficient than it has been to date. Liben, 2019

### Purpose

- Building Background Knowledge
- Making Meaning
- Setting a Context

### Instructional Guidance

- Vocabulary should be frequently integrated, reviewed, and practiced during shared reading/read aloud, small group, independent reading and across content.
- Utilize Reach for Reading Digital Image Library for visual supports.

Weeks  
1 & 3  
Days  
1 & 2

### Introduce Content and Academic Vocabulary

- See Key Words from Student Edition
- Create a Graphic Organizer (BP18)
  - 4 Corner Vocabulary
  - Frayer Model
  - Share Word Knowledge (BP19)
  - Shared Vocabulary Chart

Word	Part of Speech	Definition	Oral Sentence	Sketch

Week 2  
Day 1

### Review Vocabulary

- Word Web – Related Words (BP21)
- Additional Routines – (BP17–23)

Ongoing  
Practice

### Independent Activities:

- Vocabulary Notebooks: record word, definition, part of speech and sample sentence
- myNGconnect – My Vocabulary Notebook
- Word Web Connect Across Unit (BP 21)

### Partner Activities:

- Word Sorts – (BP26) Choose 1-2 from list of sorting ideas
- Word Swap
  - BP18 VR2 - Expand Word Knowledge
    - Assign a different word to each pair of students
  - BP19 VR3 (to be done on a day following VR2)
    - Create new partners to share word knowledge

## Multilingual Learner Considerations

Vocabulary Instruction Recommendations	
Strategy	How it supports students
Color Coding	• Use of color helps students to make connections between related ideas and concepts.
Total Physical Response (TPR)	• Use of gestures helps students develop understanding and retain meaning of words.
Say with me/read with me	• Use of the teacher voice to shelter student voices lowers students' affective filter and allows them to try new vocabulary to gain confidence.
Partner Talk (10/2)	• Use of partner talk before opening discussion to a larger group provides students an opportunity to negotiate for meaning and develop confidence to share ideas.
Visuals	<ul style="list-style-type: none"> <li>• Use of pictures supports students with making connections to prior knowledge and vocabulary in their native language.</li> <li>• Reach for Reading has digital images available to support each unit.</li> <li>• Clarify visuals used to support sound spelling correspondence, as needed. For example: /g/= girl (English)/muchacha (Spanish)/cô bé (Vietnamese)</li> </ul>
Sentence Stems	<ul style="list-style-type: none"> <li>• Use of stems provides support for students to articulate their ideas and understanding of content.</li> <li>• Reach for Reading has:                             <ul style="list-style-type: none"> <li>◦ An Academic Talk flip chart</li> <li>◦ Academic Talk Language Frames in the teacher guide</li> </ul> </li> </ul>

### Additional Considerations related to Multilingual Learners:

- Project GLAD is the ML Instructional Model for EPS at the elementary level:
  - Use GLAD strategies that you are familiar with to increase vocabulary development for all students, especially multilingual learners.
  - Reach out ML Facilitators for additional resources (including Key Word Images and Language Builder Picture Cards).
- Tiers of Vocabulary:
  - Some words can shift tiers based on the context.
  - All students have vocabulary knowledge, for some, it might not be in English yet.
- Students need multiple opportunities for exposure and oral practice when acquiring new vocabulary.

# VOCABULARY ROUTINES



1. Read the Vocabulary Routines & Guidance
2. Code the Text

- ✓ What you **know**
- ! What **stands out** and/or **excites** you
- ? What is something **new** or needs further **exploration**

Protocol

## Breakout Room Discussion

- Share your **reflections** from the document
- Discuss the **connections** you have to your current instructional practice
- Discuss **considerations** for next steps

# CLASSROOM APPLICATION




# CLASSROOM APPLICATION



Unit 1  
Cultural Traditions, Customs and Celebrations

craft ✓	create *
musical *	culture ✓
perform *	express ✓
pottery *	medium ✓
tradition ✓	style *
weave ✓	detail *
	previous *
	author's purpose ✓

<u>WORD</u> craft (noun)	<u>PICTURE</u> 
--------------------------------	--

<u>WORD in CONTEXT</u> My friend taught me the craft of basket weaving.	<u>DEFINITION</u> The skill to make something artistic by hand.
--	--

Synonyms - art, trade, skill

**biodegradable**

- 'biodegradable' - When things are biodegradable, they break down. (adjective)
- Prefix "bio" means life.
- Suffix "able" means can be done.

Context

*"I know bananas are biodegradable, another word that I recently learned."*

(page 512)

What it is...(synonyms)	What it is not...(antonyms)

I will remember this word by connecting it to: (word, phrase, picture)

# DETERMINING WHICH WORDS TO TEACH



- Words needed to fully comprehend the text
- Words likely to appear in future texts (Tier 2)  
***summarize***
- Words that share a similar morpheme  
***construct, construction, destruction***
- Words which have multiple meanings  
***ring***
- Words which may show a nuance in meaning  
***chilly, cold, frozen frigid***

# MORPHOLOGY - RESEARCH



*The majority of English words have been made through combinations of morphological elements such as prefixes and suffixes with base words.*



# MORPHOLOGY - RESEARCH



*Research has documented a strong correlation between morphological awareness and success in reading, writing and spelling.*



# MORPHOLOGY TERMS



Jamboard

## Match the term to the definition

**Affix**

Morpheme

Syllable

Phonics

**Prefix**

Morphology

Phoneme

**Suffix**

**Base Word**

**Root**

Vocabulary

A unit of pronunciation having one vowel sound with or without surrounding consonants, forming the whole or a part of a word

A word, such as "spell", to which prefixes and suffixes can be added to form related words (e.g. misspell, misspelling)

A large store of words that a person recognizes and/or uses in their oral and written language for communication and comprehension

The basic form of a word, from which other words derive; it is most likely to be a bound morpheme, but can also be a word by itself

An affix added to the end of a base or root that creates a new word; primarily affects grammatical function, but can impact meaning as well

A meaningful form that is attached to another form, to make a more complex word (e.g. prefix, suffix)

**The study of word structure**

The smallest contrastive unit of grammar; the smallest linguistic unit of meaning in word which can be a whole word, a base word, a suffix or a prefix

A teaching method that stresses letter-sound relationships in reading and spelling

An affix added initially to a "root" or "base word"; primarily affects meaning although can also affect grammatical function

The smallest contrastive unit in the sound system of language; the smallest unit of sound

# MORPHOLOGY INSTRUCTION



Intentional instruction should include:

- meanings of specific affixes and roots,
- analysis of how a word's morphemes contribute to its meaning,
- grammatical function,
- spelling, and
- strategies for figuring out the meaning of words.

# WORD STUDY FRAMEWORK - MORPHOLOGY



**Grades 3-5 Word Study Framework**  
15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1					
Week 2		Morphology See Morphology Activities			
Week 3					
Week 4		Morphology See Morphology Activities			

# MORPHOLOGY SCOPE AND SEQUENCE



## Grade 3

### Grade 3 - Prefixes, Suffixes, and Roots Scope and Sequence

Prefix Family: "not"							
Units 1 & 2							
Prefix	dis-	il-	im-	in-	ir-	non-	un-
Meaning	not, opposite of						
Example Words	disagree disappear disloyal	illogical illegal illegible	imperfect immobile imperceptible	invisible inedible inevitable	irregular irreplaceable irrelevant	nonstop nonfiction nonviolent	unpack unafraid unjust

Prefix Family: "over and under"							
Unit 3							
Prefix	over-	under-					
Meaning	more than, too much, above	too little, below					
Example Words	overcoat overload overexert	underground underdone understatement					

Prefix Family: "number"							
Unit 4							
Prefix	bi-	tri-					
Meaning	two	three					
Example Words	bicycle bilingual biannual	tricycle triathlon tripod					

Additional Prefixes							
Units 5 & 6							
Prefix	en-/em-	in-/im-	mis-	pre-			
Meaning	put into, cause something to be more	in	bad, wrong, not	before			
Example Words	enlarge enrich empower	intake inhale import	misuse misunderstand misaligned	preview premade prearrange			

Adapted from Curriculum Associates, LLC Tools for Instruction

## Grade 4

### Grade 4 Prefixes, Suffixes, and Roots

Prefix Family: "position"							
Unit 1							
Prefix	fore-	mid-	inter-				
Meaning	before, in front	middle	between				
Example Words	forehead forewarn forethought	midnight midair midwinter	interact interstate interrupt				

Prefix Family: "over and under"							
Unit 2							
Prefix	super-	sub-					
Meaning	above, beyond	below					
Example Words	superhuman superwise superimpose	subway subset subside					

Prefix Family: "number"							
Unit 3							
Prefix	uni-	quad-	centi-				
Meaning	one	four	hundred				
Example Words	unicycle uniform unidirectional	quadrilateral quadrangle quadruped	century percent				

Additional Prefixes							
Units 4 - 6							
Prefix	anti-	de-	ex-	trans-			
Meaning	against, opposite	away, apart from	out of, away from	across, through			
Example Words	antifreeze antislip antibiotic	decode defrost decentralize	export exhale exclude	transnational transport transmit			

Adapted from Curriculum Associates, LLC Tools for Instruction

## Grade 5

### Grade 5 Prefixes, Suffixes, and Roots

Prefix Family: "together"							
Units 1 - 2							
Prefix	co-	com-	con-				
Meaning	together, with						
Example Words	copilot coexist cooperate	compress compassion community	conform conclusion concern				

Prefix Family: "number"							
Unit 3							
Prefix	mono-	dec-					
Meaning	one	ten					
Example Words	monorail monotone monocle	decade decathlon decibel					

Suffix Family: "person"							
Unit 4							
Suffix	-ian	-ist					
Meaning	a person who does or works at something						
Example Words	librarian vegetarian physician	pianist dentist therapist					

Additional Suffixes							
Units 2 - 5							
Suffix	-ance/-ence	-ant/-ent	contra-	mal-			
Meaning	the state, quality, or act of	being or doing something	against, opposite	bad, ill			
Example Words	performance difference existence	student pleasant resident	contrast contradict contrary	maltreat malnourished maladjusted			

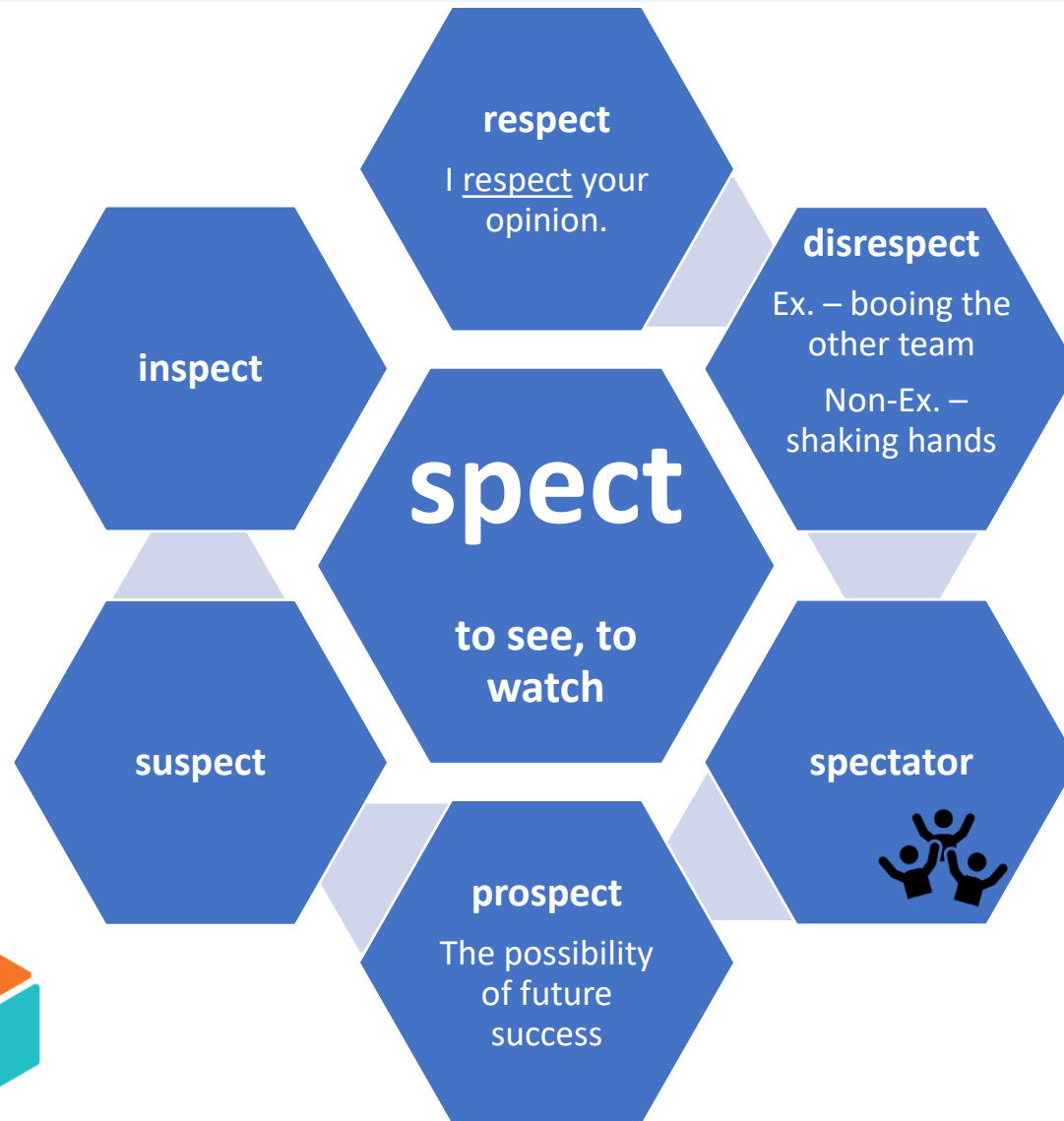
Adapted from Curriculum Associates, LLC Tools for Instruction

# WORD WHEEL - PREFIX



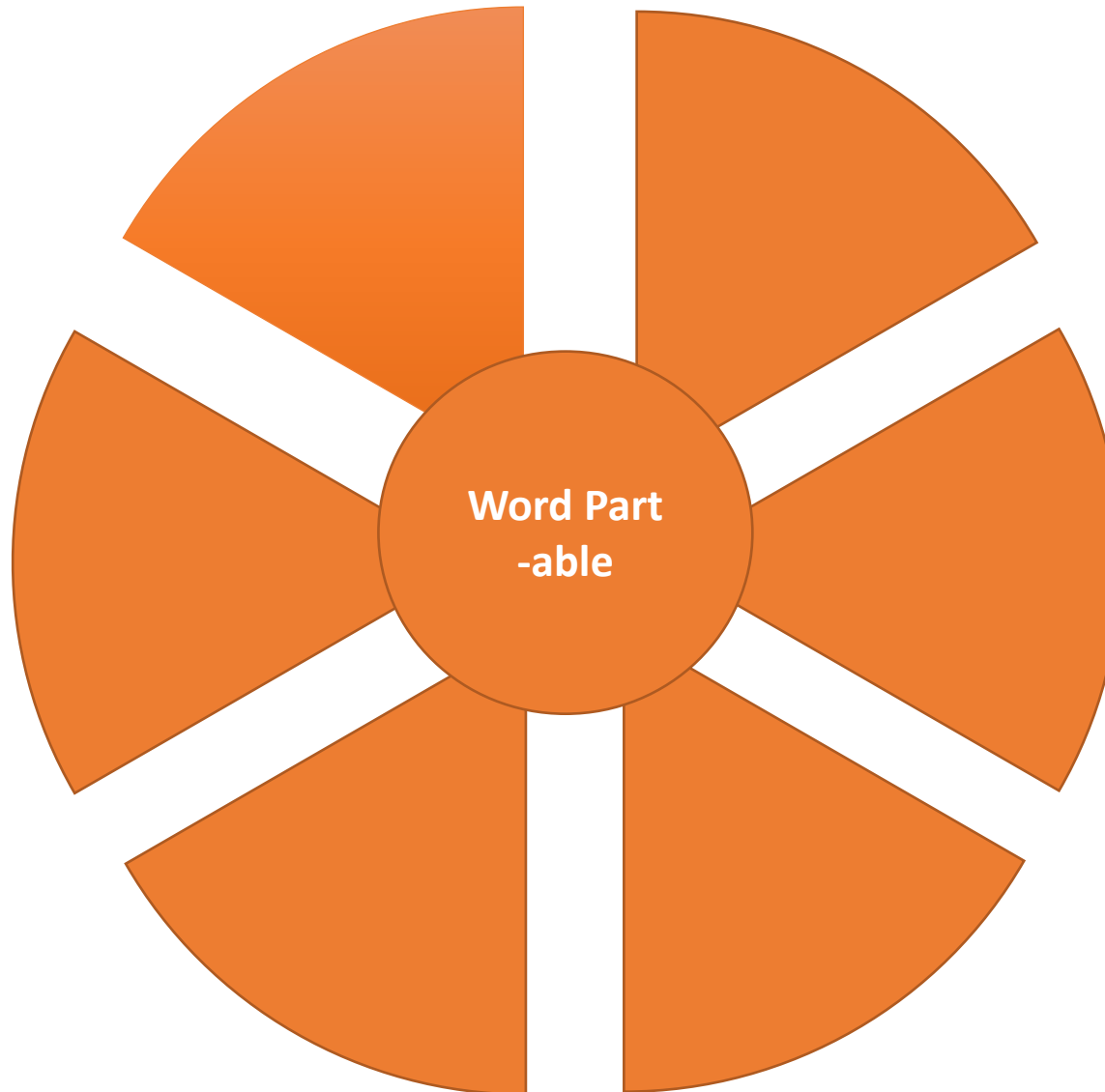
1. Choose a word part
2. Define the word part
3. Brainstorm words that include the word part
4. For each new word choose an activity
  - Draw a picture that shows an example of the word
  - Write a definition of the word
  - Write or draw a personal connection to the word
  - Write a sentence that shows what the word means

# WORD FAMILIES – ROOT or BASE WORD



1. Choose a base or root word
2. Define the word
3. Brainstorm words that include the base or root
4. For each new word choose an activity
  - Draw a picture that shows an example of the word
  - Write a sentence that shows what the word means
  - Write a definition of the word
  - Write an example and a non-example

# WORD WHEEL - SUFFIX



1. Choose a word part
2. Define the word part
3. Brainstorm words that include the word part
4. For each new word choose an activity
  - Draw a picture that shows an example of the word
  - Write a definition of the word
  - Write or draw a personal connection to the word
  - Write a sentence that shows what the word means

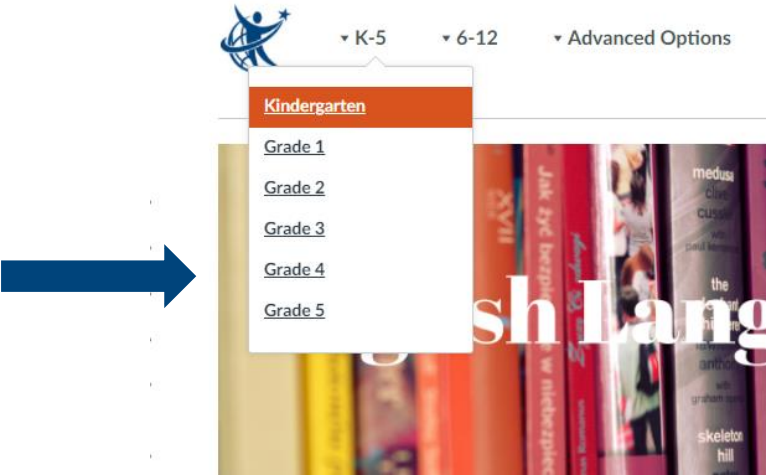




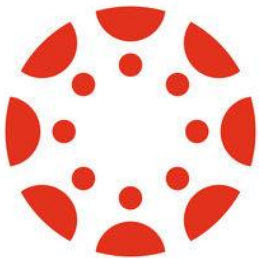
# CANVAS RESOURCES



## English Language Arts Portal



<a href="#">Reach Unit 8: Getting There</a> What tools can we use to achieve our goals?
<a href="#">Writing Units</a>
<a href="#">Assessments</a>
<a href="#">LAP Conference Resources</a>
<a href="#">Instructional Strategies</a>
<a href="#">Instructional Resources</a>
<a href="#">Literacy Footprints</a>
<a href="#">Typing Club Introduction</a>
<a href="#">Handwriting Without Tears</a>



## Word Study Resources

### Grades 3-5 Word Study Framework

Vocabulary	Morphology	Phonics	Fluency
Vocabulary Protocol	Morphology Instructional Guidance	Phonics Protocol	Fluency Instructional Guidance
Tiers of Vocabulary	G3 Morphology Scope & Sequence	Syllabication	Fluency Protocol
	Morphology Protocol		
	Morphology Glossary		
	Master List of Morphemes		



# NEXT STEPS



- Implement a vocabulary and morphology routine
  - Prepare to share out at next session
- Attend Word Study Session #2 – January 24
  - Phonics
  - Fluency
- Mark your calendar – February 16
  - Word Study Session #3



# REFLECTIONS & EXIT TICKET



Use the chat box to share:

- a new or deeper learning
- a routine or strategy you will implement



# THANK YOU



*Thank  
You*



# Best Practices in Elementary Literacy Instruction

## Grades 3-5 Word Study Session 2

January 24, 2022

4:15-6:15 PM



*Reach Associates and P-5 Academics Team*

*Climate, Culture, Systems & Instruction*

# NORMS & WORKING AGREEMENTS



- Look for learning – new perspectives, interpretations.
- Be fully present.
- When possible, keep your camera on to facilitate interaction.
- Monitor airtime so all voices are heard.





## Collegial Sharing in Breakout Rooms

- Please share with colleagues a vocabulary and/or morphology routine you've implemented since the last session.
- Describe the routine from the instructional lens.



# WORD STUDY FRAMEWORK



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15 – 25 minutes

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<b>Week 3</b>	Introduce Content Vocabulary	Introduce Academic Vocabulary	Introduce Weekly Phonics Rule  Review and Practice Syllabication	Review Weekly Phonics Rule  Fluency	Weekly Dictation  Fluency
<b>Week 4</b>	Introduce Weekly Phonics Rule  Vocabulary Review	Morphology	Review Weekly Phonics Rule	Fluency  Vocabulary Review	Weekly Dictation  Fluency

## Unit Planning and Pacing



# WORD STUDY FRAMEWORK - VOCABULARY



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Week 3	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines			
Week 4	<b>Vocabulary Review</b> (Word Map – Related Words)			<b>Vocabulary Review</b> (Connections Across Unit)	

- Use the vocabulary words from Reach.
- Approximately 15-25 mins.
- Implement the suggested high leverage vocabulary routines from Reach.
- Vocabulary instruction and guided practice occurs throughout the literacy block and across content.

# WORD STUDY FRAMEWORK - MORPHOLOGY



Grades 3-5 Word Study Framework  
15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1					
Week 2		Morphology See Morphology Activities			
Week 3					
Week 4		Morphology See Morphology Activities			

- Use the affixes and base/root words from grade level scope and sequence.
- Approximately 15-25 mins.
- Use the Word Wheel and Word Families.
- Morphology instruction and guided practice occurs throughout the literacy block and across content.

# OUTCOMES for TODAY'S SESSION



Deepen, validate and clarify understandings about:

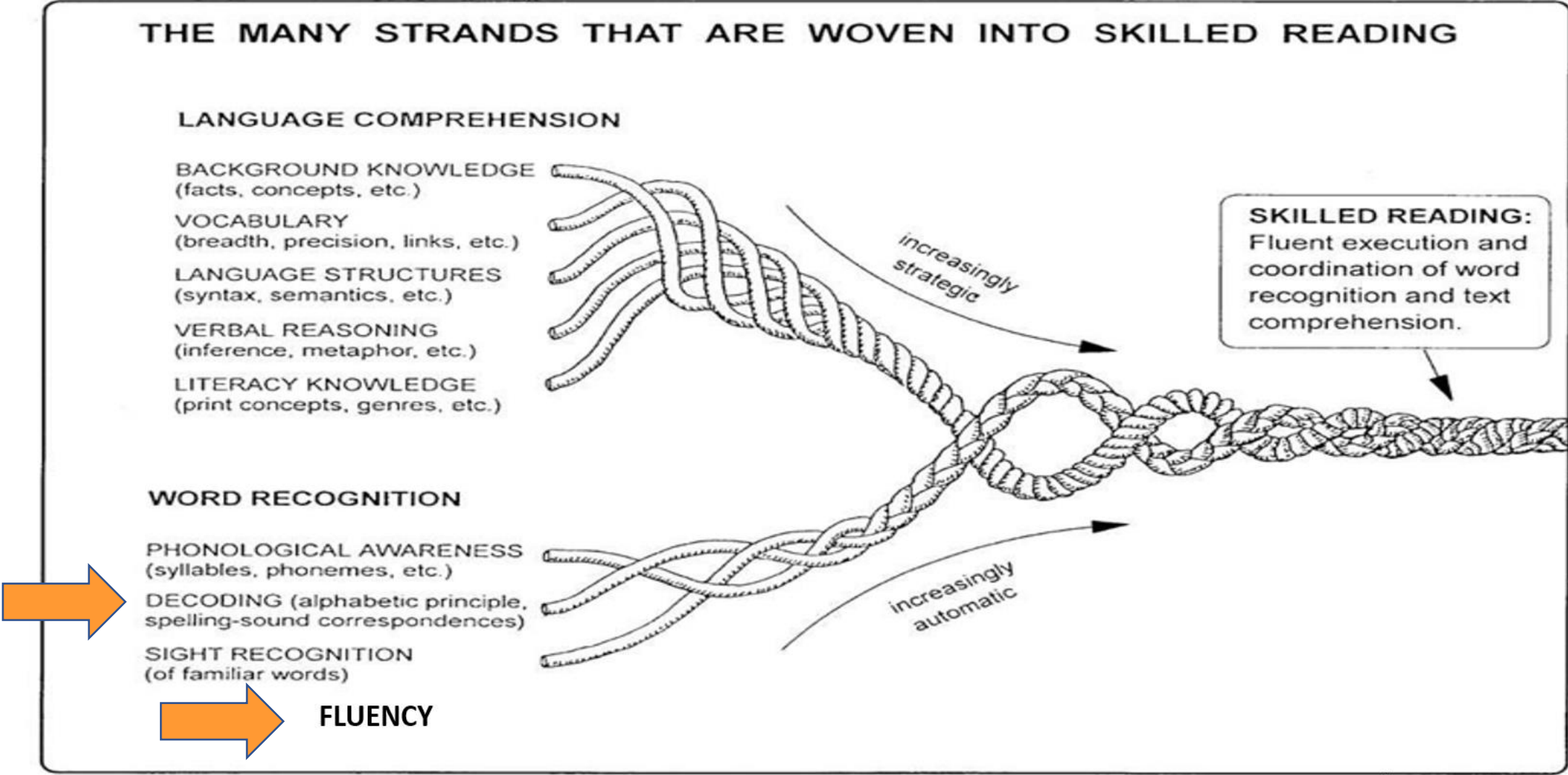
- the research and instructional recommendations of the Science of Reading,
- research-based instructional practices aligned with Everett's Structured Literacy Framework,
- research-based recommendations and suggestions for the Word Study Components of:
  - Phonics including Syllabication  
and
  - Fluency



*...The research undergirding the Science of Reading have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students.... The tragedy here is that most reading failure is unnecessary. We now know that classroom teaching itself, when it includes a range of research-based components and practices, can prevent and mitigate reading difficulty.*

- Dr. Louisa Moats

# SCARBOROUGH ROPE



# WORD STUDY COMPONENT – PHONICS



## 3- 5 English Language Arts Instructional Model

### Word Study

Whole Group

- Phonics
- Word Recognition
- Morphology
- Fluency
- Vocabulary Development (15 – 25 minutes daily)

### Shared Reading and Read Aloud

Whole Group

- Academic Conversations
- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding
- Grammar

### Flexible Targeted Small Groups

### Independent Application

- Word Study
- Reading for Meaning
- Writing

- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding

### Writing

Whole, Small Group and Independent Application

- Writing Process
- Text Types and Purposes
- Grammar
- Conventions
- Handwriting/Keyboarding



# PHONICS - RESEARCH



*Systematic, explicit phonics instruction helps children to make the neurological connections between the areas of the brain that are devoted to visual (writing), phonological (sound), and semantic (meaning) processing. Some children form these neurological connections quickly, while others require more intensive instruction and repeated exposures. A very small number of fortunate children are able to make the connections on their own, without explicit teaching.*

- Dr. Jennifer Buckingham, Anne Castles, 2019

# PHONICS AND WORD RECOGNITION – RF.3



**3<sup>rd</sup> Grade:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

**4<sup>th</sup> and 5<sup>th</sup> Grades:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.



# WORD STUDY FRAMEWORK - PHONICS



**Grades 3-5 Word Study Framework**  
**15 – 25 minutes**

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Week 1</b>			<b>Introduce Weekly Phonics Rule</b>	<b>Review Weekly Phonics Rule</b>	<b>Weekly Dictation</b>
<b>Week 2</b>	<b>Introduce Weekly Phonics Rule</b>		<b>Review Weekly Phonics Rule</b>		<b>Weekly Dictation</b>
<b>Week 3</b>			<b>Introduce Weekly Phonics Rule</b>	<b>Review Weekly Phonics Rule</b>	<b>Weekly Dictation</b>
<b>Week 4</b>	<b>Introduce Weekly Phonics Rule</b>		<b>Review Weekly Phonics Rule</b>		<b>Weekly Dictation</b>

# PHONICS - DAY 1



## Decoding/Blending

## Hard and Soft c



### Week 1 Daily Spelling & Word Work

**OBJECTIVES**  
Thematic Connection: Earth's Resources  
Words with Hard and Soft c, g  
Use the Commonly Misheard Words Carefully

**SUGGESTED PACING**  
DAY 1: Pencil  
DAY 2-4: Daily Practice Options  
DAY 5: Test

**Spelling Pretest** Day 1  
**Spelling Test** Day 5

**Spelling Words**  
Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

**Words with Hard and Soft c, g**

1. accumulate: The garbage accumulated the trash from each class and put it in a dumpster.
2. calculate: Add up all of the classrooms to calculate the number of bags of garbage we produce.
3. certify: Can you certify or guarantee that you recycle?
4. clogging: Is too much garbage clogging the waste system?
5. comply: Residents must comply with recycling rules to avoid a fine.
6. container: Put all your used plastic into the recycling container.
7. criticize: The writer criticized our town's recycling plan and offered a different approach.
8. disgusting: Overflowing garbage cans are dirty and disgusting.
9. garbage: Most of the garbage can go into the compost heap, but meat and fat have to go into the trash.
10. gems: Does garbage carry gems that can make us sick?
11. graciously: At first, many people graciously agree to recycle; eventually, they are happy to do it.
12. indulge: People who indulge in the use of fossil fuels should consider other energy sources.
13. obligation: Recycling is duty or obligation on all most items.
14. recycle: When we recycle things, we find new uses for their materials and save resources.
15. regulate: Does your community have rules to regulate what types of trash may be recycled?

**Watch-Out Words**

16. been: We have been very careful to recycle everything.
17. bin: We have a bin for recycling plastic and one to paper.
18. avoid: Don't avoid it and create too much garbage.
19. overdue: The time for everyone to recycle is long overdue.

T455K Unit 7

**Hard and Soft c** Day 2 ★★★ Option 1

**MATERIALS**  
Index cards, 2 per group

**Teach**  
Display the words calculate, certify, and criticize, underline each c, and pronounce the words. Point to calculate. Explain: The consonant c spells the sound /k/ with most words and consonants. This is called a hard c. Point to certify and criticize. Explain: When c comes before an e, i, y, it usually spells the sound /s/. This is called a soft c.

**Prepare**  
Assign students in groups of three and have them collaborate to write each of the following spelling words on a separate card: accumulate, calculate, certify, clogging, comply, container, criticize, recycle. Have students spread the cards face up on a table.

**Play a Game**

- Player 1 begins by making a soft or a hard sound to represent hard or soft c, such as a humming sound and a tap on the table.
- Have Player 2 look away while Player 1 chooses a card based on the sound cue. For example, certify for soft c.
- Player 3 reads the word to Player 2, who spells the word. Players assist each other to correct sound cue errors or misspellings.
- Have players switch roles and continue until all the cards have been read and spelled correctly.

Apply Phonics Skills  
Use Letter-Sound Correspondence to Read Multisyllabic Words. (CC.3.M.3.1)  
Use Letter-Sound Correspondence to Read Multisyllabic Words. (CC.3.M.3.2)

**Match It!** Day 3 ★★ Option 1

**MATERIALS**  
Index cards, 2 per student

**Teach**  
Display the words garbage and graciously, circle g and gr, and pronounce the words. Explain: When g comes before an e, i, usually spells the sound /j/. This is called a soft g. Contrast this with the hard g sound, /g/, at the beginning of garbage and graciously.

**Prepare**  
Assign partners and have each partner write each of these spelling words on a separate card: disgusting, garbage, gems, graciously, indulge, obligation, regulate.

**Play the Game**

- Have partners shuffle both sets of cards and lay them out face down.
- Have students take turns turning over two cards and reading the words.
- If the cards match, the student spells the word aloud without looking to keep the cards. If the cards do not match or the word is spelled incorrectly, the cards are returned face down to the table.
- Have students play until all the words have been matched and correctly spelled. The student with more cards wins.

Apply Phonics Skills  
Use Letter-Sound Correspondence to Read Multisyllabic Words. (CC.3.M.3.1)  
Use Letter-Sound Correspondence to Read Multisyllabic Words. (CC.3.M.3.2)

**Create Word Webs** Day 4 ★★★ Option 1

**MATERIALS**  
Index cards

**Use Graphic Organizers**  
Have small groups collaborate to make a word web for each of the following words: accumulate, calculate, certify, comply, container, criticize, disgusting, garbage, indulge, obligation, regulate.

- Have students write the spelling word in the center circle and, using their experience and a thesaurus, add synonyms to the web.
- At the bottom of the web, have the writer compose an original sentence using the spelling word.
- Have students take turns reading sentences aloud. As a writer reads a sentence, the student to his or her left spells the spelling word aloud.

CC.3.W.4.1  
CC.3.W.4.2

### Day 1

### Decoding/Blending

- Introduce the sound/phonics/spelling pattern(s) with the accompanying rule
  - Example: Long ā: /ā /
    - Review previous taught sound/phonics/spelling patterns. *We have learned one way to spell the long ā sound is with the letters /a\_e/. We use this spelling pattern for long ā in the words unsafe or plane.*
    - Introduce the new sound/phonics/spelling pattern. *There are many ways to spell the long ā sound. Today we will learn another way to spell the long ā sound is with a vowel combination. When the letters /ai/ are combined in a word they work together to make the long ā sound.*
- Decoding/Blending Routine
  - Choose 5-10 words from the Spelling Words to practice decoding
  - Include "watch out" words as needed.
  - Write the words highlighting the spelling pattern and/or rule, students read as you write.
  - Provide guided practice to support students' decoding by using syllabication rules.
  - Provide guided practice to support students in using morphology to understand the meaning of the words.
  - Engage students by having them provide context to the words and/or sharing previously learned grammar rules.
  - Examples:
    - plane, plain, entertain (en/ter/tain)
    - pain, painful, main, mainly
    - raise, raising, paid, unpaid
    - When will the rain stop falling?
  - Engagement Examples:
    - Notice the homophones plane and plain. What are the meanings of each word?
    - Thinking about the syllabication rules, how would you divide this word into syllables to read the word?
    - Who has a sentence for gain?
    - What suffix could I add to the word pain? How does that change the meaning or part of speech?
    - What happens to the /e/ in raise if I want to make the word raising?
    - Include visuals to support multilingual learners as needed.

# PHONICS - DAY 2



## Application & Practice

### Word Sorting

Hard c	Soft C

calculate	accumulate	certify	concert
recycle	criticize	conclusion	celebrate

Day 2

#### Application & Practice

- Provide opportunities for students to practice the phonics spelling pattern with accompanying rule
- Possible Options: See *Daily Spelling & Word Work* for the week – choose one of the following high-leverage instructional activities:
  - Word Sorts (open or closed)
  - Word Building
  - Word Puzzles

### Word Building

cent  
center  
central  
century  
percent  
centimeter  
concentrate

# PHONICS - DAY 3

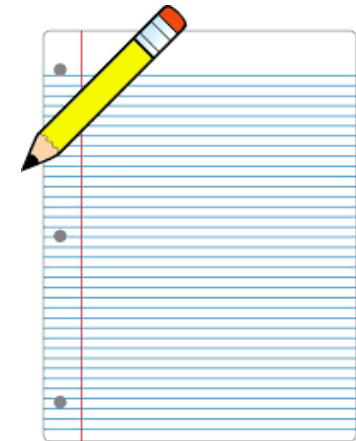


## Encoding/Dictation

## Formative Assessment Opportunity

1. pencil
2. cinema
3. certain
4. curtain
5. cyclone
6. I appreciate you taking time to sort the recycle.

Day 3	<b>Encoding/Dictation (Formative Assessment)</b> <ul style="list-style-type: none"><li>• Review the sound/phonics/spelling pattern(s) with the accompanying rule</li><li>• Encoding/Dictation Routine<ul style="list-style-type: none"><li>○ Choose 5-7 words and create a sentence which includes application of the sound/phonics/spelling pattern(s). Words should vary from words used on Day 1 or 2.</li><li>○ Include at least one word with a previously taught sound/phonics/spelling pattern(s)</li><li>○ Say each word in a sentence, include visuals to support Multilingual Learners as needed.</li><li>○ When dictating the sentence, repeat multiple times. Sentence should include previously taught grammar and/or conventions.</li><li>○ Students write the word to practice applying the sound/phonics/spelling pattern(s). Students can use white boards, dictation journals, or paper/pencil.</li><li>○ Provide feedback - model different spelling patterns and highlight correct spelling of word</li><li>○ Allow time for self-correction</li><li>○ Word Dictation Examples:<ul style="list-style-type: none"><li>▪ aid (We can provide aid when my friend is in need.)</li><li>▪ escape</li><li>▪ chain</li><li>▪ mainly</li><li>▪ rainbow</li><li>▪ complain</li></ul></li><li>○ Sentence Dictation Example<ul style="list-style-type: none"><li>▪ When we see a rainbow we do not complain, we exclaim, "Wow"!</li></ul></li></ul></li></ul>
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# TRYING IT ON



- Independently Read the Phonics Instructional Guidance
- Breakout Rooms
  - **Practice** the Day 1 Blending Routine.
  - Share your **reflections**.
  - Discuss the **connections** you have to your current instructional practice.
  - Discuss **considerations** for next steps.

Protocol



# WORD STUDY – PHONICS & SYLLABICATION



## 3- 5 English Language Arts Instructional Model

### Word Study

Whole Group

- Phonics
- Word Recognition
- Morphology
- Fluency
- Vocabulary Development (15 – 25 minutes daily)

### Shared Reading and Read Aloud

Whole Group

- Academic Conversations
- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding
- Grammar

### Flexible Targeted Small Groups

### Independent Application

- Word Study
- Reading for Meaning
- Writing

- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding

### Writing

Whole, Small Group and Independent Application

- Writing Process
- Text Types and Purposes
- Grammar
- Conventions
- Handwriting/Keyboarding



# PHONICS – SYLLABICATION RESEARCH



*When students are faced with reading multisyllable words, it is extremely helpful that they are familiar with the different syllable types or patterns. They will then have strategies to divide such a word into its syllables, and from there to blend the syllables so they can pronounce the whole word.*

<https://ortongillinghamonlinetutor.com/the-big-five-phonics-teaching-syllabication/>

# PHONICS – SYLLABICATION RESEARCH



*...Being able to spot the common spelling patterns or syllable types will aid them in the division. Instead of guessing, they will be able to attack long words and read them accurately and fluently. When encoding (spelling) a word, listening for the vowel sound in a particular syllable can help a student select a syllable pattern and “map” the phonemes in that syllable onto the letters they write.*

<https://ortongillinghamonlinetutor.com/the-big-five-phonics-teaching-syllabication/>



# WORD STUDY FRAMEWORK – SYLLABICATION



Grades 3-5 Word Study Framework  
15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1			Review and Practice Syllabication		
Week 2					
Week 3			Review and Practice Syllabication		
Week 4					

# SYLLABICATION TYPES



Jamboard

## Syllable Type

## Definition

## Example

Odd and Schwa Syllables	Consonant-le	A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.	Usually final, unaccented syllables with odd spellings.	dap-ple, hos-tel, bev-er-age	con-sort, char-ter
Open	Vowel Team	An unaccented final syllable that contains a consonant before /l/, followed by a silent e.	A syllable with er, ir, or, ar, or ur. Vowel pronunciation often changes before /r/.	com-pete, des-pite	lit-tle, drib-ble, bea-gle
Vowel-r	Vowel Consonant e (VCe)			pro-gram, ta-ble, re-cent	dam-age, act-ive, na-tion
Closed		A syllable that ends with a long vowel sound, spelled with a single vowel letter.	A syllable with a long vowel, spelled with one vowel + one consonant + silent e.		aw-ful, train-er, con-geal

# SYLLABICATION INSTRUCTIONAL GUIDANCE



## Week 1: Intentional Teaching and/or Review of Rule

## Week 3: Review, Application & Practice

### GRADES 3-5: Syllabication

"When students are faced with reading multisyllable words, it is extremely helpful that they are familiar with the different syllable types or patterns. They will then have strategies to divide such a word into its syllables, and from there to blend the syllables so they can pronounce the whole word. Being able to spot the common spelling patterns or syllable types will aid them in the division. Instead of guessing, they will be able to attack long words and read them accurately and fluently. When encoding (spelling) a word, listening for the vowel sound in a particular syllable can help a student select a syllable pattern and "map" the phonemes in that syllable onto the letters they write."

<https://ortongillinghamonlineutor.com/the-big-five-phonics-teaching-syllabication/>

#### Instructional Guidance:

- It is important to intentionally teach and practice each of the syllabication rules.
- Revisit previously taught syllabication rules during decoding instruction for review and practice.

- Day 1
- Identify the syllabication rule being taught.
  - Display a word\*.
  - Circle the vowels with red.
  - Underline the consonants between the vowels (don't worry about the other consonants).
  - Explain the syllable division rule being taught or revisited.
  - Divide and mark the sample word accordingly.
  - Read the word.
  - Use additional words\* to provide students guided practice.
- \* Use words to practice syllabication from vocabulary, reading selection, and/or spelling words.

- Day 2
- Review syllabication rule from Day 1.
  - Have students practice decoding words\* from Day 1 and previously taught syllabication rules.
- \* Use words to practice syllabication from vocabulary, reading selection, and/or spelling words.

General Notes: See *Reading Rockets* – *Six Syllable Types* by Louisa Moats and Carol Tolman.

<b>Closed</b>	The closed syllable is the most common spelling unit in English; it accounts for just under 50 percent of the syllables in running text. When the vowel of a syllable is short, the syllable will be closed off by one or more consonants. Therefore, if a closed syllable is connected to another syllable that begins with a consonant, two consonant letters will come between the syllables ( <b>com-mon, but-ter</b> ).  Two or more consonant letters often follow short vowels in closed syllables ( <b>dodge, stretch, back, stuff, doll, mess, jazz</b> ). This is a spelling convention; the extra letters do not represent extra sounds. Each of these example words has only one consonant phoneme at the end of the word. The letters give the short vowel extra protection against the unwanted influence of vowel suffixes ( <b>backing; stuffed; messy</b> ). ( <b>cs, ss, ccs, ccs</b> )
<b>Open</b>	If a syllable is open, it will end with a long vowel sound spelled with one vowel letter; there will be no consonant to close it and protect the vowel ( <b>to-tal, ci-val, bi-ble, mo-tor</b> ). Therefore, when syllables are combined, there will be no doubled consonant between an open syllable and one that follows.  A few single-syllable words in English are also open syllables. They include <b>me, she, he</b> and <b>no, so, go</b> . (cv, v, ccv)
<b>Silent e</b>	Also known as "magic e" syllable patterns, <b>Vce</b> syllables contain long vowels spelled with a single letter, followed by a single consonant, and a silent e. Examples of <b>Vce</b> syllables are found in <b>wake, whale, while, yoke, yore, rude, and hare</b> . Every long vowel can be spelled with a <b>Vce</b> pattern, although spelling "long e" with <b>Vce</b> is unusual.

### GRADES 3-5: Syllabication

<b>Vowel Teams</b>	A vowel team may be two, three, or four letters; thus, the term vowel digraph is not used. A <b>vowel team</b> can represent a long, short, or diphthong vowel sound. Vowel teams occur most often in old Anglo-Saxon words whose pronunciations have changed over hundreds of years. They must be learned gradually through word sorting and systematic practice. Examples of vowel teams are found in <b>thief, boil, hay, suit, boat, and straw</b> .  Sometimes, consonant letters are used in vowel teams. The letter <b>y</b> is found in <b>gy, ay, oy, and uy</b> , and the letter <b>w</b> is found in <b>gw, aw, and ow</b> . It is not accurate to say that "y" can be a vowel, because the letter is working as part of a vowel team to represent a single vowel sound. Other vowel teams that use consonant letters are <b>-augh, -ough, -igh, and the silent -ai</b> spelling for /aw/, as in <b>walk</b> .
<b>R-Controlled</b>	We have chosen the term "vowel-r" over "r-controlled" because the sequence of letters in this type of syllable is a vowel followed by <b>r</b> ( <b>er, ir, ur, ar, or</b> ). Vowel-r syllables are numerous, variable, and difficult for students to master; they require continuous review. The /r/ phoneme is elusive for students whose phonological awareness is underdeveloped. Examples of vowel-r syllables are found in <b>perform, ardor, mirror, further, worth, and wart</b> .
<b>Consonant-le</b>	Also known as the <i>stable final syllable</i> , C-le combinations are found only at the ends of words. If a C-le syllable is combined with an open syllable — as in <b>cable, bugle, or title</b> — there is no doubled consonant. If one is combined with a closed syllable — as in <b>dabble, topple, or little</b> — a double consonant results.

#### Syllable Activities Adapted from Reading Rocket

<b>Musical Syllables</b>
Instead of clapping out syllables, use a <b>drum or tambourine</b> . Pass the instrument around to have students take turns drumming out the syllables of a variety of words or use students' names.
<b>Marker Activity</b>
This activity, from the article, <i>How Now Brown Cow: Phoneme Awareness Activities</i> is an example of how to teach students to use a marker (i.e., token) to count syllables.  The marker activity often used for word counting can be adapted for use in counting syllables. Teachers can provide each child with tokens and two or three horizontally connected boxes drawn on a sheet of paper. The children place a token in each box from left to right as they hear each syllable in a word.
<b>Multisyllabic Words Manipulation</b>
Divide words you've selected from upcoming reading selections into syllables. Write each syllable on a note card. Display the syllables that make up one of the words in jumbled order (e.g., tag fan tic). Have students arrange the syllables to form the word. When necessary, discuss the pronunciation and spelling generalizations of any confusing syllables.
<b>Jumping Syllables</b>
This activity teaches student to separate words into syllables. Students move syllables around to create new "silly" words which gives them practice manipulating different sounds.
<b>Using Mirrors</b>
Distribute small mirrors to students or have them find a partner to watch as he or she pronounces words. Have students say aloud a series of words of varying lengths as they look in the mirror. Tell them to count the number of times their mouths open when saying the word. This is the number of syllables in the word. An alternative is to have

### GRADES 3-5: Syllabication

the students cup their jaw and count the number of times it drops when saying the word. This is also a way to count the number of syllables.

Ask students to identify which part of the word causes the mouth to open (the vowel sounds). Point out to students that a syllable has one vowel sound.

Review the vowel patterns on the Vowel Pattern Chart (EPS Parent Reading Intervention Matrix (pgs. 24-25))

Select words and ask students to identify syllables and divide the word into syllable chunks.

Use the "Spot and Dot" syllabication strategy

- Spot and dot the vowels, connect the dots
- Look at the consonants between the vowels
- if there are two consonants, split between them
- if there is one consonant, split after the first vowel, if it doesn't sound right move over one letter

This strategy helps students decode multisyllabic words and identify the vowel patterns in the words

Follow up by having students list words on the Syllabication Chart according to the pattern

Adapted from Reading Rockets

Table 5.1. Summary of Six Types of Syllables in English Orthography

Syllable Type	Examples	Definition
Closed	<b>dap-ple</b> <b>hos-tel</b> <b>be-er</b> <b>age</b>	A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.
Vowel-Consonant-e (VCe)	<b>com-pete</b> <b>des-pite</b>	A syllable with a long vowel, spelled with one vowel + one consonant + silent e.
Open	<b>pro-gram</b> <b>ta-ble</b> <b>re-cent</b>	A syllable that ends with a long vowel sound, spelled with a single vowel letter.
Vowel Team (including diphthongs)	<b>aw-ful</b> <b>train-or</b> <b>con-geal</b> <b>spoil-age</b>	Syllables with long or short vowel spellings that use two to four letters to spell the vowel. Diphthongs <b>ou/ow</b> and <b>oi/oy</b> are included in this category.
Vowel-r (r-controlled)	<b>in-jur-i-ous</b> <b>con-sort</b> <b>char-ter</b>	A syllable with <b>er, ir, or, ar, or ur</b> . Vowel pronunciation often changes before /r/.
Consonant-le (C-le)	<b>drib-ble</b> <b>bea-gle</b> <b>lit-tle</b>	An unaccented final syllable that contains a consonant before /l/, followed by a silent e.
Leftovers: Odd and Schwa syllables	<b>dam-age</b> <b>act-ice</b> <b>na-tion</b>	Usually final, unaccented syllables with odd spellings.

# WORD STUDY COMPONENT – FLUENCY



## 3- 5 English Language Arts Instructional Model

### Word Study

Whole Group

- Phonics
- Word Recognition
- Morphology
- Fluency
- Vocabulary Development  
(15 – 25 minutes daily)

### Shared Reading and Read Aloud

Whole Group

- Academic Conversations
- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding
- Grammar

### Flexible Targeted Small Groups

### Independent Application

- Word Study
- Reading for Meaning
- Writing

- Building Knowledge
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- Comprehension
- Fluency
- Writing for Understanding

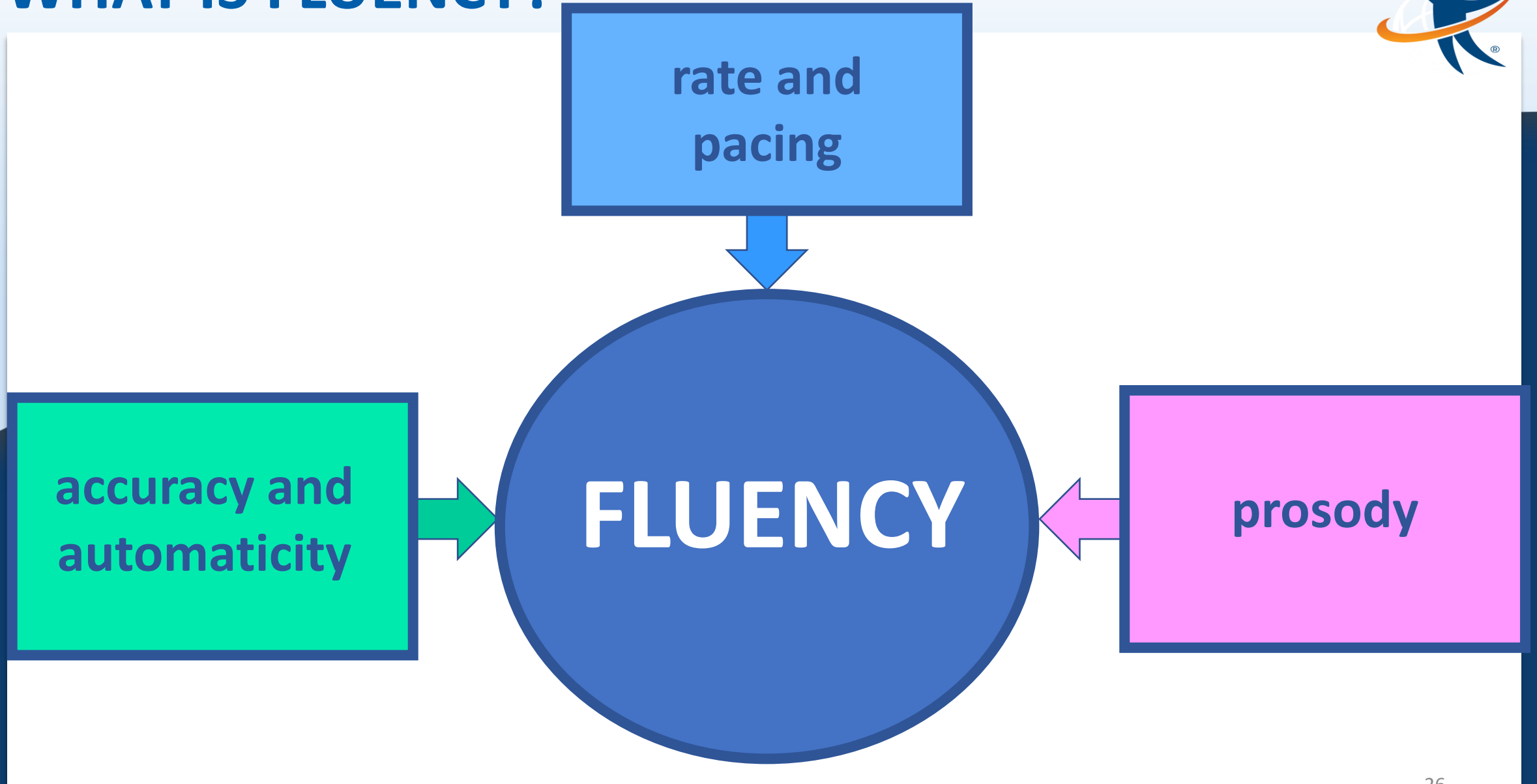
### Writing

Whole, Small Group and Independent Application

- Writing Process
- Text Types and Purposes
- Grammar
- Conventions
- Handwriting/Keyboarding



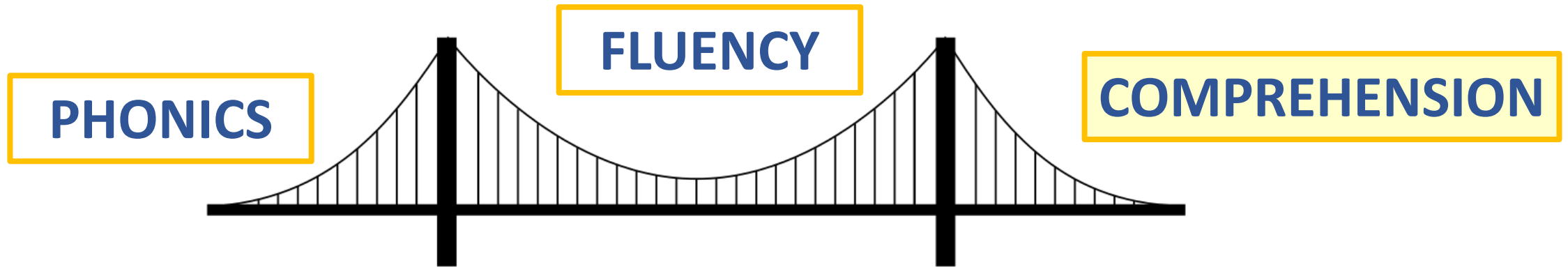
# WHAT IS FLUENCY?



# PREREQUISITES FOR COMPREHENSION



*Mastering the foundational skills (phonics and fluency) are pivotal for students to comprehend text. - Tim Rasinski*



*While fluent reading is likely to aid comprehension, it is not a guarantee. On the other hand, being a disfluent reader is very likely to result in less than adequate comprehension.*

*- Student Achievement Partners*



# LEARNING TO BE A FLUENT READER



*The good news is that fluency is an element of reading that can be improved relatively quickly with some attention and practice. And, fluency practice can be conducted during existing classroom activities and routines, with little in the way of additional resources.*

UnboundEd ELA Guide, 2017

# WORD STUDY FRAMEWORK – FLUENCY



**Grades 3-5 Word Study Framework**  
15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1				Fluency	Fluency
Week 2				Fluency	Fluency
Week 3				Fluency	Fluency
Week 4				Fluency	Fluency



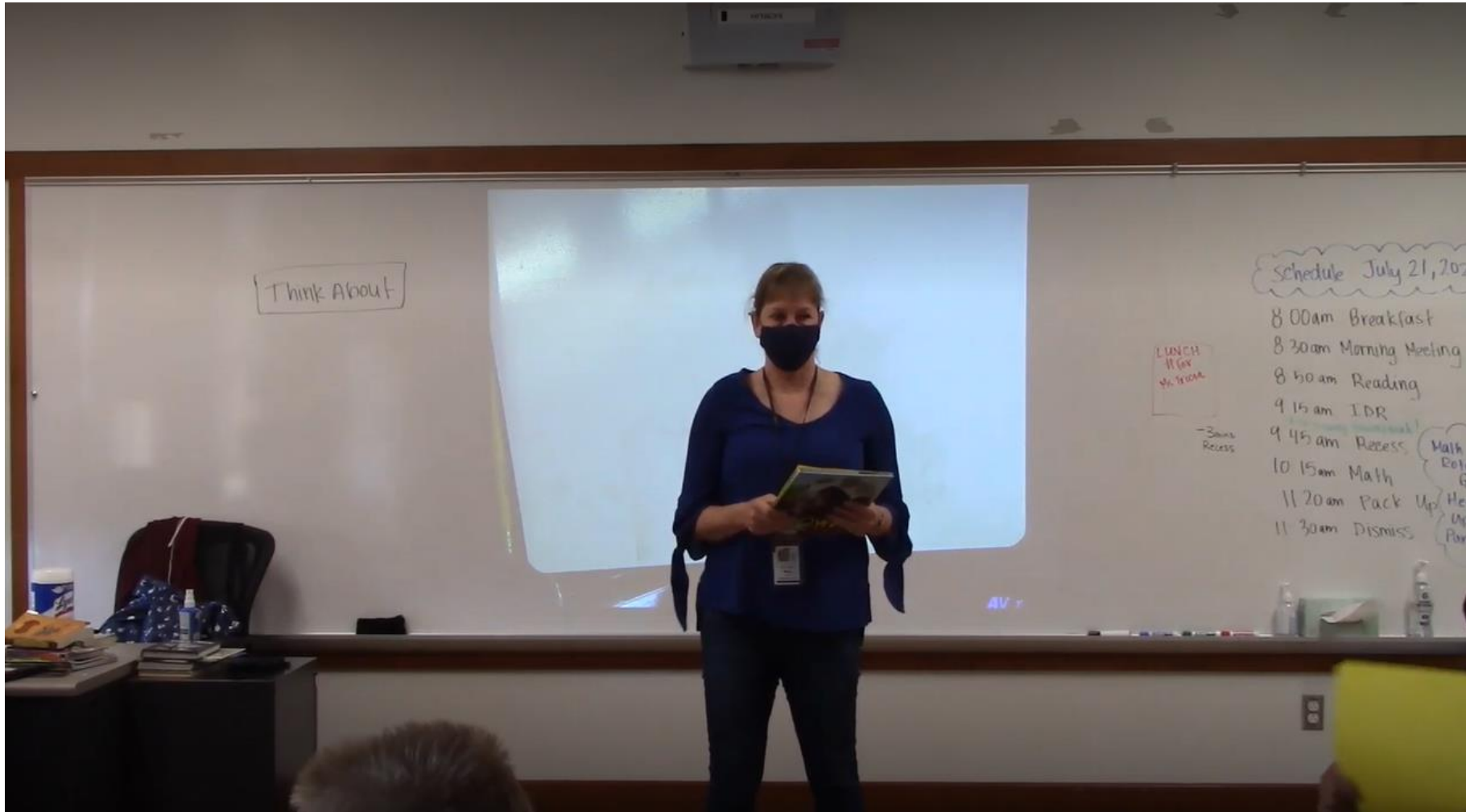
# FLUENCY THROUGH THE WEEK



GRADES 2-5: FLUENCY PRACTICE PROTOCOL Non-Decodable Text – Abridged Repeated Reading Protocol	
<p><i>The good news is that fluency is an element of reading that can be improved relatively quickly with some attention and practice. And, fluency practice can be conducted during existing classroom activities and routines, with little in the way of additional resources.</i></p> <p><small>Udessa, 2017 ELA Guide, 2017</small></p>	
<p><b>General Notes:</b></p> <ul style="list-style-type: none"> <li>- Use the same short, previously read non-decodable text (grade level text) throughout four-day protocol</li> <li>- All students should have access to the text (either individual copies or displayed)</li> </ul>	
<b>Day 1</b>	<p><b>Model</b></p> <ul style="list-style-type: none"> <li>• Educator identifies fluency teaching point based upon students' strengths and needs.</li> <li>• Educator explicitly shares the teaching point with students (including the <b>what, hows</b>, and whys).</li> <li>• Educator reads the text, modeling the teaching point.</li> <li>• Educator asks students to identify specifics modeled during the teacher's reading.</li> </ul> <p><b>Choral or Echo Read</b></p> <ul style="list-style-type: none"> <li>• Educator reminds students of teaching point.</li> <li>• Students and educator simultaneously read the text (choral reading). If additional scaffolding is needed, echo reading could be substituted for choral reading.</li> <li>• Educator provides group feedback.</li> <li>• If time permits, the text is chorally read a second time.</li> <li>• Educator asks students a comprehension question about the text.</li> </ul>
<b>Days 2 and 3</b>	<p><b>Choral Read</b></p> <ul style="list-style-type: none"> <li>• Educator identifies fluency teaching point based upon students' strengths and needs. (This may or may not be the same teaching point as Day 1.)</li> <li>• Educator explicitly shares the teaching point with students (including the <b>what, hows</b>, and whys).</li> <li>• Students and educator simultaneously read the text (choral reading).</li> <li>• Educator provides group feedback.</li> <li>• If time permits, the text is chorally read a second time.</li> <li>• Educator asks students a comprehension question about the text.</li> </ul> <p><b>Partner Practice</b></p> <ul style="list-style-type: none"> <li>• In-Person Practice <ul style="list-style-type: none"> <li>◦ Students are paired for rereading of the text.</li> <li>◦ Partners could chorally read or alternate read.</li> <li>◦ Students could be taught to offer productive feedback to one another.</li> </ul> </li> <li>• Virtual Practice Options <ul style="list-style-type: none"> <li>◦ Students record self while rereading; do a self-reflection or receive adult feedback.</li> <li>◦ Students read with a family member.</li> <li>◦ Students read in small group.</li> <li>◦ Educator meets with a few individual students each week.</li> <li>◦ Educator listens to student during reading conference.</li> <li>◦ Educator asks student a comprehension question about the text.</li> </ul> </li> </ul>
<b>Day 4</b>	<p><b>Perform</b> – This could take a variety of forms. Some possibilities include:</p> <ul style="list-style-type: none"> <li>• Reader's Theater</li> <li>• Record self and share with at least one person</li> <li>• Read in small group</li> <li>• Perform for family</li> </ul>
<b>Formative Assessment Opportunities</b>	<ul style="list-style-type: none"> <li>• See Reach for Reading Oral Reading Assessment Rubrics</li> <li>• Utilize iReady Benchmark, Formative and Progress Monitoring Fluency Passages</li> </ul>
<p>The goal would be to offer opportunities for fluency instruction and practice daily. The following additional protocols from Student Achievement Partners may also be used.</p> <ul style="list-style-type: none"> <li>• <a href="#">Non-decodable protocol</a></li> <li>• <a href="#">Decodable Protocol</a> (for students still working on decoding)</li> <li>• <a href="#">Virtual Protocol</a></li> </ul>	
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Fluency G2-5  
See pg. 4

# A LOOK INTO A CLASSROOM



## Intentional and Explicit:

- Whats
- Hows
- Whys

Fluency G2-5  
See pgs. 2-3

### Sample Instructional Language when Modeling and Providing Guided and Independent Practice

#### Please Note:

- The following are a sampling of skill embedded in fluency reading – although not an all-inclusive list of skills, nor are they listed as grade-specific.
- The sample instructional language is an example of what the teacher might say to focus the what and how of each skill.
- The sample instructional language below includes blank lines. This was intentionally done to allow the teacher to insert “I am” if he/she is modeling, “we are” if the lesson is providing students guided practice and “you are” if the lesson is providing students independent practice.

#### Accuracy

Skill	Sample Instruction Language
Use finger (or pointer) to be sure to read each word accurately	“As ____ read, ____ will be careful to touch each word, so ____ eyes know where to look, and ____ brain knows what words to read.”
Look at each letter and letter patterns to sound out unknown words	“As ____ read and come to an <u>unknown word</u> ____ will be careful to look at each letter and letter patterns in order to be able to sound out the unknown word.”
Recognize and read sight words	“As ____ read and come to a sight words ____ will read it automatically (in a snap) and not sound it out.”
Self-correct word recognition when it doesn't make sense	“As ____ read each word, it's important to make sure it makes sense. If it does not make sense, use the letters in the word to sound it out. Do not just guess.”
Rereading after self-correcting	“If ____ make a mistake in my reading, ____ sound out the unknown word. then reread the entire sentence so it makes sense.”

#### Automaticity/Rate

Read at a pace like you are talking...not too quickly, not too slowly	“As ____ read, pay attention to how ____ reading voice sounds just like ____ speaking voice. When ____ read, just like when ____ speak, it important that ____ don't say the words too quickly or too slowly so my brain understands the words.”
Read more smoothly with phrasing	“As ____ read, pay attention to how ____ put words together. Putting words together helps to make ____ reading make sense.”

#### Prosody/Expression

Pay attention to commas to guide reading with expression.	“As ____ read, it's important to pay attention to commas. Authors use commas to help readers know how to read the words. When ____ see a comma, it's important to take a quick pause in our reading.”
Pay attention to periods to guide reading with expression.	“As ____ read, it's important to pay attention to the end punctuation marks. Authors use punctuation marks at the end of a sentence to help readers know how to read the words. A period tells the reader to stop. Stopping while reading helps make the words make sense.”

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# TRYING IT ON



## Breakout Rooms

- Assign roles – 1 teacher, 2 students
- Teacher –
  - Identify a teaching point from either accuracy, pacing, or prosody.
  - Model the skill.
- Students –
  - Practice the skill with the passage.
- Switch roles and repeat protocol with a new teaching point focused on a different skill of fluency.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fluency Practice**  
**"Wind at Work"**  
Use this passage to practice reading with proper intonation.

Tornadoes may be terrifying, but hurricanes are huge and terrifying. A hurricane can easily stretch across three states with winds that pack a major punch.

Hurricanes form over tropical oceans. Warm, moist air rises. More air moves in underneath and then rises. Big, wet clouds start to gather.

Over a few days, Earth's rotation causes the growing mass of clouds to spin. When winds reach 119 kilometers (74 miles) an hour, the storm becomes a hurricane.

Once hurricanes hit land, they can do extreme damage. The winds can destroy trees and buildings, and huge waves flood coasts.

From "Wind at Work," page 234

**Intonation**

1 ☐ Does not change pitch. 3 ☐ Changes pitch to match some of the content.  
2 ☐ Changes pitch, but does not match content. 4 ☐ Changes pitch to match all of the content.

**Accuracy and Rate Formula**  
Use the formula to measure a reader's accuracy and rate while reading aloud.

words attempted in one minute      number of errors      =      words correct per minute (wcpm)

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For use with TE p. T237 **PM4.7** **Unit 4 | Power of Nature**

Example – G4 Unit 4 Week 1 (PM4.7)

# FINAL FRAMEWORK OVERVIEW



## Grades 3-5 Word Study Framework 15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending  <b>Review and Practice Syllabication</b>	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 - Application & Practice  <b>Fluency</b> See Fluency Protocol Day 1	<b>Weekly Dictation*</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment)  <b>Fluency</b> See Fluency Protocol Day 2
Week 2	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending  <b>Vocabulary Review</b> (Word Map – Related Words)	<b>Morphology</b> See Morphology Activities	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 – Application & Practice	<b>Fluency</b> See Fluency Protocol Day 3	<b>Weekly Dictation*</b>  <b>Fluency</b> See Fluency Protocol Day 4
Week 3	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending  <b>Review and Practice Syllabication</b>	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 - Application & Practice  <b>Fluency</b> See Fluency Protocol Day 1	<b>Weekly Dictation*</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment)  <b>Fluency</b> See Fluency Protocol Day 2
Week 4	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending  <b>Vocabulary Review</b> (Word Map – Related Words)	<b>Morphology</b> See Morphology Activities	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 – Application & Practice	<b>Fluency</b> See Fluency Protocol Day 3  <b>Vocabulary Review</b> (Connections Across Unit)	<b>Weekly Dictation*</b>  <b>Fluency</b> See Fluency Protocol Day 4

# NEXT STEPS



- Implement a phonics, syllabication and a fluency routine.
  - Prepare to share out at next session.
- Try on the Word Study Framework
- Attend Word Study Session #3 – February 16
  - Small group instruction
  - Independent application and practice



# REFLECTIONS & EXIT TICKET



## G3-5 Science of Reading & Word Study

Exit Slip for session of Monday, January 24, 2022



# THANK YOU



*Thank  
You*





# Best Practices in Elementary Literacy Instruction

**Grades 3-5 Word Study**  
February 16, 2022  
4:15-6:15 PM



*Reach Associates and P-5 Instruction Team*

*Climate, Culture, Systems & Instruction*

# NORMS & WORKING AGREEMENTS



- Look for learning – new perspectives, interpretations.
- Be fully present.
- When possible, keep your camera on to facilitate interaction.
- Monitor airtime so all voices are heard.



# OUTCOMES for TODAY'S SESSION



Deepen, validate and clarify understandings of:

- Word Study routines based on the research and instructional recommendations of the Science of Reading.
- the '*what*', '*why*', and '*how*' of targeted small group instruction focusing on the components of Word Study.



# RECONNECTING CONVERSATION



## Collegial Sharing in Breakout Rooms

- Please share with colleagues a phonics and/or fluency routine you've implemented since the last session.
  - Describe the routine from the instructional lens.
- Share how the Word Study Framework is supporting your planning and implementation of the Word Study Block.



# UPDATED FRAMEWORK



**Grades 3-5 Word Study Framework**  
15 – 25 minutes

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Week 1</b>	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending  <b>Review and Practice Syllabication</b>	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 - Application & Practice  <b>Fluency</b> See Fluency Protocol Day 1	<b>Weekly Dictation</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment)  <b>Fluency</b> See Fluency Protocol Day 2
<b>Week 2</b>	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending  <b>Vocabulary Review</b> (Word Map – Related Words)	<b>Morphology</b> See Morphology Activities	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 – Application & Practice	<b>Fluency</b> See Fluency Protocol Day 3	<b>Weekly Dictation</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment)  <b>Fluency</b> See Fluency Protocol Day 4
<b>Week 3</b>	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending  <b>Review and Practice Syllabication</b>	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 - Application & Practice  <b>Fluency</b> See Fluency Protocol Day 1	<b>Weekly Dictation</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment)  <b>Fluency</b> See Fluency Protocol Day 2
<b>Week 4</b>	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending  <b>Vocabulary Review</b> (Word Map – Related Words)	<b>Morphology</b> See Morphology Activities	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 – Application & Practice	<b>Fluency</b> See Fluency Protocol Day 3  <b>Vocabulary Review</b> (Connections Across Unit)	<b>Weekly Dictation</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment)  <b>Fluency</b> See Fluency Protocol Day 4

# VOCABULARY



**Grades 3-5 Word Study Framework**  
15 – 25 minutes

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Week 1</b>	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines			
<b>Week 2</b>	<b>Vocabulary Review</b> (Word Map – Related Words)				
<b>Week 3</b>	<b>Introduce Content Vocabulary</b> See Vocabulary Routines	<b>Introduce Academic Vocabulary</b> See Vocabulary Routines			
<b>Week 4</b>	<b>Vocabulary Review</b> (Word Map – Related Words)			<b>Vocabulary Review</b> (Connections Across Unit)	

# VOCABULARY PLANNING



## Grade 3 Word Study Framework Unit 5 – Mysteries of Matter 15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Introduce Content Vocabulary</b> <ul style="list-style-type: none"> <li>• form*</li> <li>• freeze</li> <li>• liquid</li> <li>• melt</li> <li>• solid*</li> <li>• temperature</li> <li>• thermometer</li> </ul> See Key Words SE 277 4-Corners: Add 2-3 Words to Vocabulary Notebook	<b>Introduce Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• alter*</li> <li>• character</li> <li>• connection</li> <li>• occur*</li> <li>• scene*</li> <li>• state*</li> <li>• substance</li> <li>• trap</li> </ul> See Key Words SE 279 4-Corners: Add 2-3 Words to Vocabulary Notebook			
Week 2	<b>Vocabulary Review</b> (Related Words) Word Web: substance (liquid, solid, matter, material, item)				



# INSTRUCTIONAL MAP



2021-22 ELA Grade 3 Overview Map					
Unit 5: Mysteries of Matter					
Overview and Standards					
Unit Overview	Students apply long vowel spellings and r-controlled vowels to improve word recognition and fluency. Students learn to use adjectives effectively. Students learn about nonfiction text structures to comprehend and analyze text. Students learn to use source information to develop a fictional narrative.				
Big Question	What causes matter to change?				
Vocabulary	<b>Science:</b> form, freeze, liquid, melt, solid, temperature, thermometer		<b>Science:</b> ground, mixture, sand, water, wetland		
	<b>Academic:</b> alter, character, connection, occur, substance, substance, trap		<b>Academic:</b> area, combine, composition, firm, surface		
<b>G3 Essential ELA Standards</b> - Embed and highlight these standards throughout the unit in addition to the weekly Unit Standards.					
Foundational Skills/ Word Study	Reading Literature	Reading Informational	Writing	Speaking & Listening	Language
RF.3.3, RF.3.4	RI.3.1, RI.3.4, RI.3.10	RI.3.1, RI.3.4, RI.3.10	W.3.8	SL.3.1	L.3.4, L.3-5, L.3.6
Evidence of Student Learning					
<b>Summative Assessments</b> <ul style="list-style-type: none"><li>• G3 SBA Testing Window Opens: March 7</li><li>• SBA Interim Option: G3-ELA-IAB: Read Information and Research</li><li>• <a href="#">G3 Unit 5 Reading Comprehension Assessment</a></li><li>• <a href="#">G3 Unit 5 Scoring Guide</a></li><li>• G3 Unit 5 Oral Reading Fluency (A5.1-5.3)</li><li>• <a href="#">G3 Narrative Writing Rubric</a></li></ul>					
Instructional Sequence					
<a href="#">G3 Instructional Resources</a>	Week 1	Week 2	Week 3	Week 4	
Foundational Skills/Word Study					
G3 Unit Standards	RF.3.3, RF.3.4				
Reach for Reading	<b>Spelling and Word Work:</b> Long i: <i>ie, igh</i> Commonly Misspelled Words (T273m-n)	<b>Spelling and Word Work:</b> Long u: <i>ui, ue</i> Commonly Misspelled Words (T299m-n)	<b>Spelling and Word Work:</b> Word with r-Controlled Vowels: <i>ar, er, ir, or, ur</i> Commonly Misspelled Words (T307u-v)	<b>Spelling and Word Work:</b> Words with r-Controlled Vowels: <i>ar, air, ear, ir, ear, eer</i> Commonly Misspelled Words (T327k-l)	
<a href="#">Word Study Framework &amp; Resources</a>	<b>Fluency:</b> PM5.7  Unit Sing with Me/Read with Me MP3	<b>Fluency:</b> PM5.7	<b>Fluency:</b> PM5.22	<b>Fluency:</b> PM5.22	

# VOCABULARY – REACH for READING



## Unit 5 Skills at a Glance

**BL** = BELOW LEVEL    **DL** = ON LEVEL    **✓** = TESTED SKILL  
**BL** = BELOW LEVEL    **AL** = ABOVE LEVEL    **✓DL** = TESTED SKILL FOR ENGLISH LEARNERS

Introduce Unit 5	BUILD BACKGROUND VIDEO • INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME	Language and Vocabulary
<b>Week 1</b> 	<b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>✓DL Describe Actions: Stay on Topic</li> <li>✓DL Explain Dialogue</li> <li>✓DL Theme Theater: Perform "Melt the Snow"</li> </ul>	<ul style="list-style-type: none"> <li>✓DL Daily Spelling and Word Work: Words with Long <i>i</i>, <i>ie</i>, <i>igh</i> and Commonly Misspelled Words</li> <li>✓DL Daily Grammar: Adjectives and Comparison Adjectives</li> <li>✓DL Science Vocabulary: <b>form freeze liquid melt solid temperature thermometer</b></li> <li>✓DL Academic Vocabulary: <b>alter character connection occur scene state substance trap</b></li> </ul>

## Week 1 Planner

Online Lesson Planner  
NGReach.com

**✓** = TESTED SKILL    **DL** = DEDICATED ENGLISH LEARNER SUPPORT  
**✓DL** = TESTED SKILL FOR ENGLISH LEARNERS

WHOLE GROUP TIME	Day 1	Day 2
<b>Speaking and Listening</b> 5–10 minutes	<b>Listen and Comprehend</b> <b>Science Background</b> Introduce the Big Question; Preview Unit Projects T274–T275 <b>Academic Talk</b> Describe Actions T276, <b>✓DL</b> T273s <span style="float: right;">CC.3.SL.1</span>	<b>Read and Comprehend</b> <b>Academic Talk</b> Elaborate <b>DL</b> T273s Stay on Topic T278a
<b>Language and Vocabulary</b> 15–25 minutes	<b>Daily Spelling and Word Work</b> <span style="float: right;">CC.3.Rfou.3; CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.e; CC.3.L.2.f</span> Words with Long <i>i</i> , <i>ie</i> , <i>igh</i> and Commonly Misspelled Words T273m <b>Daily Grammar</b> <span style="float: right;">CC.3.L.1; CC.3.L.1.a</span> ✓DL Adjectives T273o <b>Science Vocabulary</b> <span style="float: right;">CC.3.SL.1; CC.3.L.6</span> ✓DL Learn Key Words T276 <b>form freeze liquid melt solid temperature thermometer</b>	<b>Daily Spelling and Word Work</b> <span style="float: right;">CC.3.Rfou.3; CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.f</span> ✓DL Practice T273m <b>Daily Grammar</b> <span style="float: right;">CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g</span> ✓DL Comparison Adjectives T273o, <b>DL</b> T273s <b>Academic Vocabulary</b> <span style="float: right;">CC.3.L.4; CC.3.L.6</span> ✓DL Learn More Key Words T278a <b>alter occur state substance trap character connection scene</b>

## Science Vocabulary

**Key Words**  
 form  
 freeze  
 liquid  
 melt  
 solid  
 temperature  
 thermometer

### Key Words

Look at the pictures. Use **Key Words** and other words to talk about **forms** of water.

**thermometer**

melting/freezing point

Solid water **melts** when the temperature is warmer than 32°F.

Liquid water **freezes** at 32°F.

**Talk Together**

Tell a partner what causes water to change its form. Use **Key Words**. Then use **Language Frames** from page 276 to describe fun things you can do with water in different kinds of weather.

277

# VOCABULARY



<p><b>WORD</b></p> <p style="text-align: center; font-size: 2em;">solid</p>	<p><b>PICTURE</b></p> 
<p><b>WORD IN CONTEXT</b></p> <p>The brick house was a <u>solid</u> structure that would stand for centuries.</p>	<p><b>DEFINITION</b></p> <p>A state of matter with a fixed shape, mass, and volume.</p>

Name \_\_\_\_\_ Date \_\_\_\_\_

## My Vocabulary Notebook

**Word:** \_\_\_\_\_

**Rate This Word**

I know this word:

☐ 1 – Very well      date: \_\_\_\_\_

☐ 2 – A little      date: \_\_\_\_\_

☐ 3 – Not at all      date: \_\_\_\_\_

Picture of the Word

Part of speech: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

**What I Know**

My connection to this word: \_\_\_\_\_

<p><b>Synonyms</b> words that have a similar meaning</p>	<p><b>Antonyms</b> words that mean the opposite</p>
<p><b>Related Words</b> another form of this word or another word with the same word part</p>	<p><b>Cognates</b> the word in another language</p>

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**Please add your response to the Chat Box.**

When planning for vocabulary I will....



# PHONICS



## Grades 3-5 Word Study Framework 15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1			Introduce Weekly Phonics Rule  Review and Practice Syllabication	Review Weekly Phonics Rule	Weekly Dictation
Week 2	Introduce Weekly Phonics Rule		Review Weekly Phonics Rule		Weekly Dictation
Week 3			Introduce Weekly Phonics Rule  Review and Practice Syllabication	Review Weekly Phonics Rule	Weekly Dictation
Week 4	Introduce Weekly Phonics Rule		Review Weekly Phonics Rule		Weekly Dictation

# PHONICS PLANNING



Grade 3 Word Study Framework  
Unit 5 – Mysteries of Matter  
15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1			<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1 – Blending/Decoding Words with Long i: <u>ie</u> , <u>igh</u> <ul style="list-style-type: none"> <li>lie</li> <li>tie</li> <li>tried</li> <li>flight</li> <li>lightly</li> <li>higher</li> <li>I need to slightly alter my lines in the play.</li> </ul> <b>Review and Practice Syllabication</b> <u>light/ly</u> , <u>high/er</u> (Type – Vowel Team)	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 - Application & Practice Word Sort – <u>ie</u> , <u>igh</u> & <u>ie</u>	<b>Weekly Dictation</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment) 1. sigh 2. delight 3. bright 4. pie 5. fried 6. Is it alright to untie the string on the present?
Week 2	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1– Decoding/Blending Words with Long u: <u>ui</u> , <u>ue</u> <ul style="list-style-type: none"> <li>fruit</li> <li>juice</li> <li>pursuit</li> <li>blue</li> <li>value</li> <li>do / due</li> </ul>		<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 – Application & Practice Word Sort – <u>ui</u> , <u>ue</u> & <u>ue</u>		<b>Weekly Dictation</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment) 1. glue 2. clues 3. rescue 4. suit 5. bruise 6. Rent is due each month.

# INSTRUCTIONAL MAP



## 2021-22 ELA Grade 3 Overview Map Unit 5: Mysteries of Matter

Overview and Standards					
Unit Overview	Students apply long vowel spellings and r-controlled vowels to improve word recognition and fluency. Students learn to use adjectives effectively. Students learn about nonfiction text structures to comprehend and analyze text. Students learn to use source information to develop a fictional narrative.				
Big Question	What causes matter to change?				
Vocabulary	<b>Science:</b> form, freeze, liquid, melt, solid, temperature, thermometer		<b>Science:</b> ground, mixture, sand, water, wetland		
	<b>Academic:</b> alter, character, connection, occur, substance, substance, trap		<b>Academic:</b> area, combine, composition, firm, surface		
<b>G3 Essential ELA Standards</b> - Embed and highlight these standards throughout the unit in addition to the weekly Unit Standards.					
Foundational Skills/ Word Study	Reading Literature	Reading Informational	Writing	Speaking & Listening	Language
RF.3.3, RF.3.4	RL.3.1, RL.3.4, RL.3.10	RI.3.1, RI.3.4, RI.3.10	W.3.8	SL.3.1	L.3.4, L.3.5, L.3.6
Evidence of Student Learning					
Summative Assessments <ul style="list-style-type: none"><li>G3 SBA Testing Window Opens: March 7</li><li>SBA Interim Option: G3-ELA-IAB: Read Information and Research</li><li><a href="#">G3 Unit 5 Reading Comprehension Assessment</a></li><li><a href="#">G3 Unit 5 Scoring Guide</a></li><li>G3 Unit 5 Oral Reading Fluency (A5.1-5.3)</li><li><a href="#">G3 Narrative Writing Rubric</a></li></ul>					
Instructional Sequence					
<a href="#">G3 Instructional Resources</a>	Week 1	Week 2	Week 3	Week 4	
Foundational Skills/Word Study					
G3 Unit Standards	RF.3.3, RF.3.4				
Reach for Reading	Spelling and Word Work: Long i: ie, igh Commonly Misspelled Words (T273m-n)	Spelling and Word Work: Long u: ui, ue Commonly Misspelled Words (T299m-n)	Spelling and Word Work: Word with r-Controlled Vowels: ar, er, ir, or, ur Commonly Misspelled Words (T307u-v)	Spelling and Word Work: Words with r-Controlled Vowels: ar, air, ear, ir, ear, eer Commonly Misspelled Words (T327k-l)	
<a href="#">Word Study Framework &amp; Resources</a>	Fluency: PM5.7  Unit Sing with Me/Read with Me MP3	Fluency: PM5.7	Fluency: PM5.22	Fluency: PM5.22	





# PHONICS – REACH for READING



## Week 1 Daily Spelling & Word Work

**OBJECTIVES**

Thematic Connection: Temperature and Change

- Spell Words with Long *i*, *ie*, *igh*
- Use Commonly Misspelled Words Correctly

**SUGGESTED PACING**

DAY 1 Spelling Pretest

DAY 2-4 Daily Practice Options

DAY 5 Spelling Test

**Spelling Pretest** Day 1 ★★

**Spelling Test** Day 5 ★★

**Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with Long <i>i</i> , <i>ie</i> , <i>igh</i>	
1. dried	We <b>dried</b> our towels in the sun after swimming.
2. flashlight	Dan used a <b>flashlight</b> to find firewood in the dark.
3. flight	During an airplane <b>flight</b> in cold weather, ice can form on the plane's wings.
4. fried	The cook <b>fried</b> chicken in a pan of hot oil.
5. frightful	The <b>frightful</b> ice storm scared everyone!
6. higher	If you start your sled <b>higher</b> up the hill, you'll pick up more speed and have a longer ride.
7. lied	Robin <b>lied</b> about the weather because if he'd told the truth, his mom would have made him wear a jacket.
8. lightly	At first it rained <b>lightly</b> , but then the drops turned to ice.
9. nightmare	Last night's dream turned into a <b>nightmare</b> when I forgot my schoolbooks at home this morning.
10. pried	Dad <b>prided</b> open the frozen window with a screwdriver.
11. sigh	Ava heard a happy <b>sigh</b> from her grandpa as she covered him with a warm quilt.
12. slightly	Since the temperature has risen from 80 to 85 degrees, it is <b>slightly</b> hotter now.
13. sunlight	<b>Sunlight</b> can burn your skin more quickly in the mountains than at sea level.
14. tried	Maurice <b>tried</b> to stay warm by putting on a sweatshirt.
15. untied	I <b>untied</b> my wet sneakers before I took them off.

Watch-Out Words	
16. die	It will get below freezing tonight so most plants will <b>die</b> .
17. dye	Can we make <b>dye</b> out of the berries and leaves?
18. cell	We are using a microscope to look at a plant <b>cell</b> .
19. sell	We'll dye woolen yarn and <b>sell</b> it to people who knit.

**Long / Spellings** Day 2 ★★ Option 1

**MATERIALS**  
index cards, 18 per pair of students

**Teach**  
Display the words *flight* and *higher*. Circle *igh* and pronounce the words. Explain: *The letters igh make the long i sound you hear in flight and higher.*  
Then display *lied* and *die*. Circle *ie* and pronounce the words. Explain: *The vowel combination ie can also make the long i sound, as they do in the words lied and die.*

**Prepare**  
Have partners collaborate to write the first 15 spelling words and *die*, each on a separate card. Then have them write each of these phrases on a separate card: *i as in pie* and *i as in night*.

**Play a Game**

- Have Partner 1 take the two phrase cards and Partner 2 take the 16 word cards.
- Partner 2 holds up one card at a time.
- Partner 1 holds up the appropriate phrase card, says the phrase, and orally spells the word with his or her eyes closed.
- After one round, have partners switch roles and repeat the activity.

Apply Phonics Skills  
Decode Multisyllabic Words  
Use Spelling Patterns and Generalizations

CC.3.8.1a.1  
CC.3.8.1a.2  
CC.3.1.2F

**Compose a Rap** Day 2 ★★ Option 2

**MATERIALS**  
dictionaries, one per group

**The Long *i* Rap**

- Arrange students in pairs. Point out that many of the week's spelling words rhyme: *prided, fried, lied, etc.*
- Invite partners to create a rap of at least four lines. Tell them to look up the meanings of the spelling words to be sure they are using them correctly in their rap.
- Have partners write down the rap, underlining the spelling words, and then rehearse it. Suggest that students use claps, finger snaps, or toe taps when rehearsing.

There was truth to be told, so none of us lied.  
Grandma looked us in the eyes, and then Grandma sighed.

Demonstrate Command of Spelling CC.3.1.2



Sound/Spelling Cards





**Please add your response to the Chat Box.**

After seeing the planning for phonics and syllabication, I have greater clarity for....



# FLUENCY



## Grades 3-5 Word Study Framework 15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1				Fluency	Fluency
Week 2				Fluency	Fluency
Week 3				Fluency	Fluency
Week 4				Fluency	Fluency

# FLUENCY PLANNING



Grade 3 Word Study Framework  
Unit 5 – Mysteries of Matter  
15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1				<b>Fluency</b> See Fluency Protocol Day 1 See PM5.7 – “Melt the Snow!” Focus: Reading with proper expression (Model and Choral Read)	<b>Fluency</b> See Fluency Protocol Day 2 See PM5.7 – “Melt the Snow!” (Choral Read)
Week 2				<b>Fluency</b> See Fluency Protocol Day 3 See PM5.7 – “Melt the Snow!” (Partner Read)	<b>Fluency</b> See Fluency Protocol Day 4 See PM5.7 – “Melt the Snow!” (Flipgrid Recording)

# INSTRUCTIONAL MAP



## 2021-22 ELA Grade 3 Overview Map

### Unit 5: Mysteries of Matter

Overview and Standards					
Unit Overview	Students apply long vowel spellings and r-controlled vowels to improve word recognition and fluency. Students learn to use adjectives effectively. Students learn about nonfiction text structures to comprehend and analyze text. Students learn to use source information to develop a fictional narrative.				
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	<b>Academic:</b> alter, character, connection, occur, substance, substance, trap		<b>Academic:</b> area, combine, composition, firm, surface		
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Evidence of Student Learning					
Summative Assessments <ul style="list-style-type: none"><li>G3 SBA Testing Window Opens: March 7</li><li>SBA Interim Option: G3-ELA-IAB: Read Information and Research</li><li><a href="#">G3 Unit 5 Reading Comprehension Assessment</a></li><li><a href="#">G3 Unit 5 Scoring Guide</a></li><li>G3 Unit 5 Oral Reading Fluency (A5.1-5.3)</li><li><a href="#">G3 Narrative Writing Rubric</a></li></ul>					
Instructional Sequence					
<a href="#">G3 Instructional Resources</a>	Week 1	Week 2	Week 3	Week 4	
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G3 Unit Standards	RF.3.3, RF.3.4				
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<a href="#">Word Study Framework &amp; Resources</a>	Fluency: PM5.7  Unit Sing with Me/Read with Me MP3	Fluency: PM5.7	Fluency: PM5.22	Fluency: PM5.22	



# FLUENCY – REACH for READING



**eEditions**

**Announcements**

Welcome!  
Play a game, listen to a book, or watch a video. Explore the site to find these and other resources.

**Teacher Tools**

- Digital Library
- Assignments
- Correlations
- Interactive Whiteboard Lessons
- Teacher Resources

Visit [nationalgeographic.com](https://nationalgeographic.com)

See Resource Directory for:  
Reach for Reading - 3

- Explorer Book Collection
- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
  - Build Background Videos and Interactives
  - Complex Texts
  - Sing With Me MP3s
  - Read With Me MP3s
  - Fluency MP3s
  - Family Newsletters
  - Key Word Lists
  - Cross-Curricular Teamwork Activities
  - Language and Literacy Teamwork Activities
  - eVisuals
  - EL Resources
  - Practice Book and Teacher's Annotated Edition
    - Week 1

Unit 5 > Practice Book and Teacher's Annotated Edition > Week 1

- PRACTICE BOOK PM5.1 - Unit Concept Map (Fill-in Fields)
- PRACTICE BOOK PM5.2 - Thinking Map (Fill-in Fields)
- PRACTICE BOOK PM5.3 - Daily Grammar
- PRACTICE BOOK PM5.4 - Daily Grammar: Grammar & Writing
- PRACTICE BOOK PM5.5 - Test-Taking Strategy Practice (Fill-in Fields)
- PRACTICE BOOK PM5.6 - Reread (Fill-in Fields)
- PRACTICE BOOK PM5.7 - Fluency
- PRACTICE BOOK PM5.8 - Grammar Practice (Fill-in Fields)

Fluency Passages:  
Week 1  
Week 3

Name \_\_\_\_\_ Date \_\_\_\_\_

## Fluency Practice

### ***Melt the Snow!***

Use this passage to practice reading with proper expression.

HORMIGUITA [pointing]: ¡Mami, mira! Look, 3  
the sun is shining. It's melting the snow. 11  
It's been such a long winter, and I'm tired of 21  
staying indoors. May I go out and play? 29

**From *Melt the Snow!* page 284**



**Please add your response to the Chat Box.**

An ah-ha I had for fluency planning was....



# MORPHOLOGY



## Grades 3-5 Word Study Framework 15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1					
Week 2		Morphology See Morphology Activities			
Week 3					
Week 4		Morphology See Morphology Activities			

# MORPHOLOGY PLANNING



Grade 3 Word Study Framework  
Unit 5 – Mysteries of Matter  
15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1					
Week 2		<p><b>Morphology</b> Prefix <u>en-</u>/<u>em-</u> Put into, cause something to be more Word Wheel</p> <ul style="list-style-type: none"><li>• encourage</li><li>• enrich</li><li>• enlarge</li><li>• endanger</li><li>• empower</li><li>• embrace</li><li>• embody</li></ul>			



# MORPHOLOGY - RESOURCES



## Grade 3 - Prefixes, Suffixes, and Roots Scope and Sequence

Prefix Family: "not"							
Units 1 & 2							
Prefix	dis-*	il-	im-	in-	ir-	non-	un-*
Meaning	not, opposite of						
Example Words	disagree disappear disloyal	illogical illegal illegible	imperfect immobile imperceptible	invisible inedible inevitable	irregular irreplaceable irrelevant	nonstop nonfiction nonviolent	unpack unafraid unjust

Prefix Family: "over and under"							
Unit 3							
Prefix	over-	under-					
Meaning	more than, too much, above	too little, below					
Example Words	overcoat overload overexert	underground underdone understatement					

Prefix Family: "number"							
Unit 4							
Prefix	bi-	tri-					
Meaning	two	three					
Example Words	bicycle bilingual biannual	tricycle triathlon tripod					

Additional Prefixes							
Units 5 & 6							
Prefix	en-/em-	in-/im-	mis-	pre-*			
Meaning	put into, cause something to be more	in	bad, wrong, not	before			
Example Words	enlarge enrich empower	intake inhale import	misuse misunderstand misaligned	preview premade prearrange			

Adapted from Curriculum Associates, LLC *Tools for Instruction*

## Word Study Resources

[Grades 3-5 Word Study Framework](#) ↓

[Scarborough Rope](#) ↓

Vocabulary	Morphology	Phonics & Syllabication	Fluency
<a href="#">Vocabulary Protocol</a> ↓	<a href="#">Morphology Instructional Guidance</a> ↓	<a href="#">Phonics Protocol</a> ↓	<a href="#">Fluency G2-5</a> ↓
<a href="#">Tiers of Vocabulary</a> ↓	<a href="#">G3 Morphology Scope &amp; Sequence</a> ↓	<a href="#">Syllabication</a> ↓	<a href="#">Sample Fluency Passage</a> ↓
	<a href="#">Morphology Review &amp; Practice</a> ↓		
	<a href="#">Morphology Glossary</a> ↓		
	<a href="#">Master List of Morphemes</a> ↓		
	<a href="#">Word Wheel Graphic Organizer</a> ↓		
	<a href="#">Word Family Graphic Organizer</a> ↓		



**Please add your response to the Chat Box.**

Moving forward, when planning for morphology I will...



# A LOOK AT A 2 WEEK CYCLE



## Grade 3 Word Study Framework Unit 5 – Mysteries of Matter 15 – 25 minutes

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Introduce Content Vocabulary</b> <ul style="list-style-type: none"> <li>form*</li> <li>freeze</li> <li>liquid</li> <li>melt</li> <li>solid*</li> <li>temperature</li> <li>thermometer</li> </ul> <p>See Key Words SE 277 4-Corners: Add 2-3 Words to Vocabulary Notebook</p>	<b>Introduce Academic Vocabulary</b> <ul style="list-style-type: none"> <li>alter*</li> <li>character</li> <li>connection</li> <li>occur*</li> <li>scene*</li> <li>state*</li> <li>substance</li> <li>trap</li> </ul> <p>See Key Words SE 279 4-Corners: Add 2-3 Words to Vocabulary Notebook</p>	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1 – Blending/Decoding Words with Long i: <u>ie</u> , <u>igh</u> <ul style="list-style-type: none"> <li>lie</li> <li>tie</li> <li>tried</li> <li>flight</li> <li>lightly</li> <li>higher</li> <li>I need to slightly alter my lines in the play.</li> </ul> <b>Review and Practice Syllabication</b> light/ <u>ly</u> , high/ <u>er</u> (Type – Vowel Team)	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 – Application & Practice Word Sort – <u>ie</u> , <u>igh</u> & <u>i_e</u> <p><b>Fluency</b>            See Fluency Protocol Day 1            See PM5.7 – “Melt the Snow!”            Focus: Reading with proper expression (Model and Choral Read)</p>	<b>Weekly Dictation</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment) <ol style="list-style-type: none"> <li>sigh</li> <li>delight</li> <li>bright</li> <li>pie</li> <li>fried</li> <li>Is it alright to untie the string on the present?</li> </ol> <p><b>Fluency</b>            See Fluency Protocol Day 2            See PM5.7 – “Melt the Snow!” (Choral Read)</p>
	<b>Introduce Weekly Phonics Rule</b> See Phonics Protocol Day 1 – Decoding/Blending Words with Long u: <u>ui</u> , <u>ue</u> <ul style="list-style-type: none"> <li>fruit</li> <li>juice</li> <li>pursuit</li> <li>blue</li> <li>value</li> <li>do / due</li> </ul> <p><b>Vocabulary Review</b>            (Related Words)            Word Web: substance (liquid, solid, matter, material, item)</p>	<p><b>Morphology</b>            Prefix <u>en-/em-</u>            Put into, cause something to be more            Word Wheel</p> <ul style="list-style-type: none"> <li>encourage</li> <li>enrich</li> <li>enlarge</li> <li>endanger</li> <li>empower</li> <li>embrace</li> <li>embody</li> </ul>	<b>Review Weekly Phonics Rule</b> See Phonics Protocol Day 2 – Application & Practice Word Sort – <u>ui</u> , <u>ue</u> & <u>u_e</u>	<p><b>Fluency</b>            See Fluency Protocol Day 3            See PM5.7 – “Melt the Snow!” (Partner Read)</p>	<b>Weekly Dictation</b> See Phonics Protocol Day 3 – Encoding/Dictation (Formative Assessment) <ol style="list-style-type: none"> <li>glue</li> <li>clues</li> <li>rescue</li> <li>suit</li> <li>bruise</li> <li>Rent is due each month.</li> </ol> <p><b>Fluency</b>            See Fluency Protocol Day 4            See PM5.7 – “Melt the Snow!” (Flipgrid Recording)</p>

# WORD STUDY APPLICATION



## Grades 3-5 Word Study Framework 15 – 25 minutes

### Explicit Instruction and Guided Practice of Word Study Skills

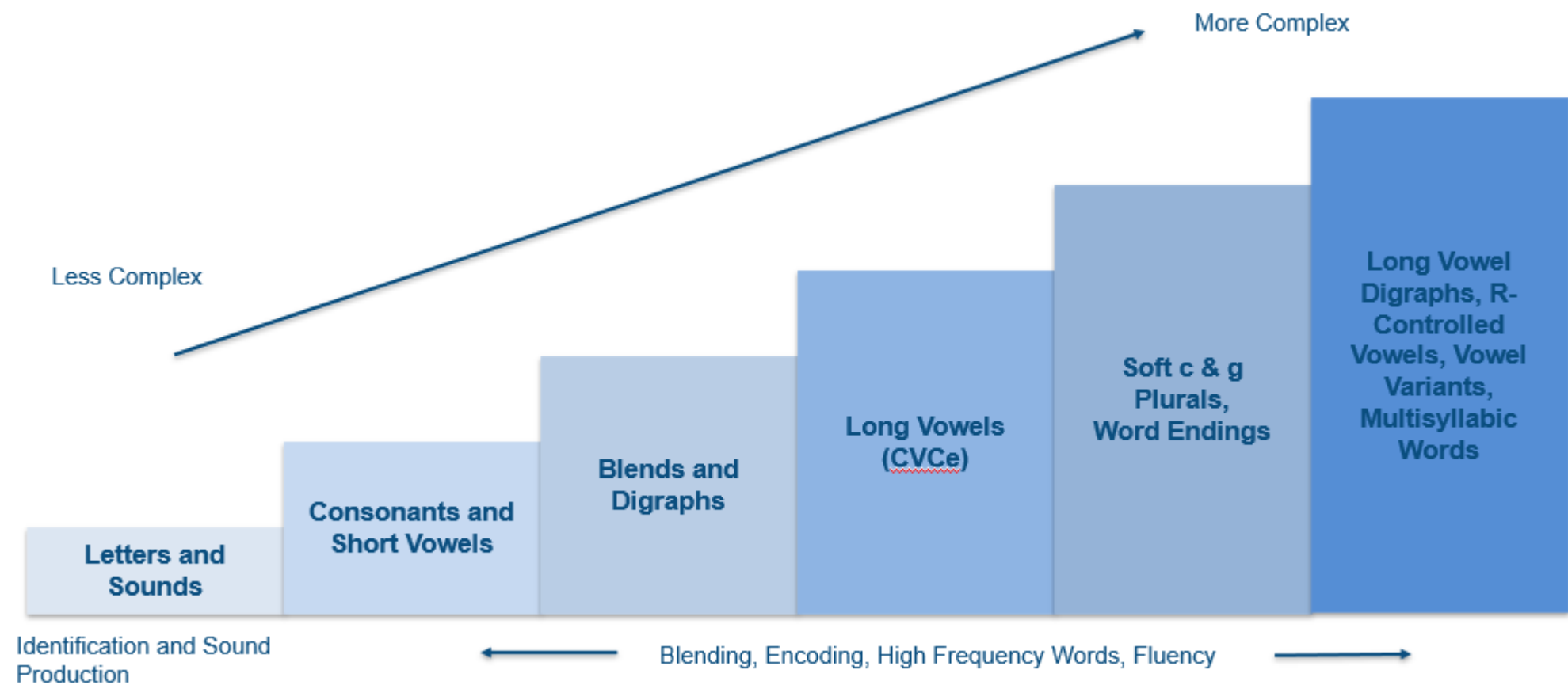
#### Guided Practice and Application of Word Study Skills Across the Day

	Shared Reading	Targeted Small Group	Independent	Cross Content
<b>Vocabulary</b>	Revisit and discuss words within text  Vocabulary Strategies	Connect and extend vocabulary to topic based on small group text	Vocabulary Notebook – notice and record interesting words  Vocabulary Partner Swap	Connect and extend vocabulary  Reinforce academic vocabulary
<b>Phonics</b>	Use phonics as a primary strategy to decode unfamiliar words  Highlight spelling patterns within text	Revisit based on formative assessment  Use phonics as a primary strategy to decode unfamiliar words	Use phonics as a primary strategy to decode unfamiliar words	Use phonics as a primary strategy to decode unfamiliar words
<b>Morphology</b>	Use morphology as a strategy to figure out the meaning of unknown words	Use morphology as a strategy to figure out the meaning of unknown words	Use morphology as a strategy to figure out the meaning of unknown words	Use morphology as a strategy to figure out the meaning of unknown words
<b>Fluency</b>	Review, model, and apply fluency target  Practice target with selection from Shared Text or Anthology  Teacher provides feedback	Review, model, and apply fluency target based on formative assessment  Choral and partner reading (text will vary)  Teacher provides feedback	Work in partners to apply fluency target  Partners provide feedback	Review, model, and apply fluency target  Practice target with selection  Teacher provides feedback

# A DEEPER DIVE INTO PHONICS



## Phonics Progressions



# A DEEPER DIVE INTO PHONICS



## High-Leverage Routines

### Phonics Instructional Routines

#### Decoding/Blending

##### Reading Routine 1: Introduce Sound/Spellings

###### Step 1 Develop Phonemic Awareness

**Purpose** To orient students to the sounds of English

###### Procedure

1. Provide examples of words with the target sound in the initial, final, and medial positions. (Note that some positions may not be applicable with all elements.)
2. Say a series of words, some with the target sound and some without. Have students respond to indicate when they hear the target sound and in which position it appears.

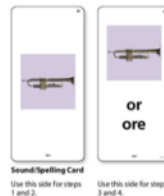
###### Step 2 Introduce the Sound/Spelling

**Purpose** To help students connect sounds of English with their spellings

###### Procedure

1. Display the picture-only side of the Sound/Spelling Card. Say the name of the picture and have students repeat it.
2. Say the target sound and have students repeat it.
3. Turn the Sound/Spelling Card over. Point to and name the spelling for the sound. Have students repeat.
4. Give examples of words with the sound/spelling in various positions.
5. Have students say the sound as they write the spelling in the air.

When you have completed the routine, post the Sound/Spelling card. Have students refer to previously-taught sound/spellings when they need help reading or spelling words.



## Decoding/Blending

### Phonics Instructional Routines

#### Step 3 Blend Sound-by-Sound

**Purpose** To practice blending words with the target phonetic element; to develop a strategy for decoding unfamiliar words

#### Procedure

1. Select a word made up of the target sound/spelling and other sound/spellings with which students are familiar. Write the spelling of the first sound in the word. Point to the spelling and say the sound. Point to the spelling again and have students say the sound.
2. Write the spelling of the second sound and repeat the procedure. If the second sound is a vowel, blend the first sound with the vowel sound as you sweep your hand beneath the two spellings.
3. Write the spelling of the next sound, and continue the procedure until the word is complete.
4. When you have written the complete word, sweep your hand beneath the word and have students blend the sounds and read the word.
5. Repeat the procedure for other words.



#### Reading Routine 2: Vowel-First Blending

**Purpose** To provide support for students who have difficulty blending and reading words by focusing on a word's vowel sound

#### Procedure

1. Select a word that includes the target sound/spelling. Write the spelling for the word's vowel sound.
2. Point to the vowel spelling and say the sound. Have students repeat the sound. If students need additional support, have them say the sound with you. If not, have them say it independently.
3. Tell students that you will write the letters that come before the vowel sound. Explain that you will remember to say the vowel sound as you blend the word.
4. Write the spellings for the sounds in the word that precede the vowel sound. Point to each spelling and say the sound. Have students repeat each sound after you.
5. Blend the partial word (first sound/spelling through the vowel) as you sweep your hand slowly under the letters. Have students repeat after you.
6. Write any remaining spellings that follow the vowel. Point to each spelling and say the sound. Have students repeat each sound after you.
7. Blend the whole word as you sweep your hand slowly under the letters. Have students repeat after you.
8. Have students say the word again, naturally.



### Phonics Instructional Routines

#### Encoding/Dictation

##### Step 4 Spell Sound-by-Sound

**Purpose** To practice spelling words with the target phonetic element; to develop a strategy for spelling unfamiliar words

#### Procedure

1. Select and say a word made up of the target sound/spelling and other sound/spellings with which students are familiar. Use the word in a sentence. Have students repeat it.
2. Have students say the first sound of the word. Encourage them to match the sound to a Sound/Spelling Card and identify the spelling. Say: *Check the card. What's the spelling?* Students say the spelling and then write it. Repeat for the remaining sound/spellings in the word.
3. Write the word on the board. Ask students to check their spelling of the word.
4. Have students who misspell the word circle it and write it correctly.
5. Repeat the procedure for other words again.



## Encoding/Dictation

# A DEEPER DIVE INTO PHONICS



## High-Leverage Routines



# PLANNING TIME





# FLEXIBLE TARGETED SMALL GROUP INSTRUCTION



- Groups are flexible and determined by on-going assessment data
- Students are fluidly grouped by instructional need
  - Phonics
  - Fluency
  - Comprehension
- Frequency depends on students' needs
  - 15-20 minutes per group
  - at least 2 times a week



# SMALL GROUP CONSIDERATIONS



Once I determine a skill, how do I group students?

What instructional routines or practices are used during targeted small group instruction?

What does “flexible” mean?

Where can I access additional resources?



# I-READY- 4th grade student case study



PA	PH	HFW	VOC	LIT	INFO
Tested Out	Tested Out	Tested Out	Grade 3	Early 4	Grade 3
Tested Out	Tested Out	Tested Out	Grade 2	Early 4	Grade 3
Tested Out	Grade 2	Tested Out	Grade 2	Grade 3	Grade 2

Phonological Awareness	★ Phonics	High-Frequency Words	Vocabulary
● Tested Out	● Grade 2 508	● Tested Out	● Grade 2 486

## Next Steps & Resources for Instruction ⓘ



## Next Steps & Resources for Instruction ⓘ

- + Practice decoding three- and four-syllable words.
- + Practice decoding multisyllabic words with prefixes and suffixes.
- + Teach decoding multisyllabic words with schwa sounds.
- + Teach identifying syllable sounds.

- Practice decoding three- and four-syllable words.

### Practice decoding three- and four-syllable words.

- Aurora will benefit from decoding the same multisyllabic words multiple times.
- Create speed drills that combine 10 to 20 three- and four-syllable words multiple times. Ask Aurora to read the words aloud with a partner.

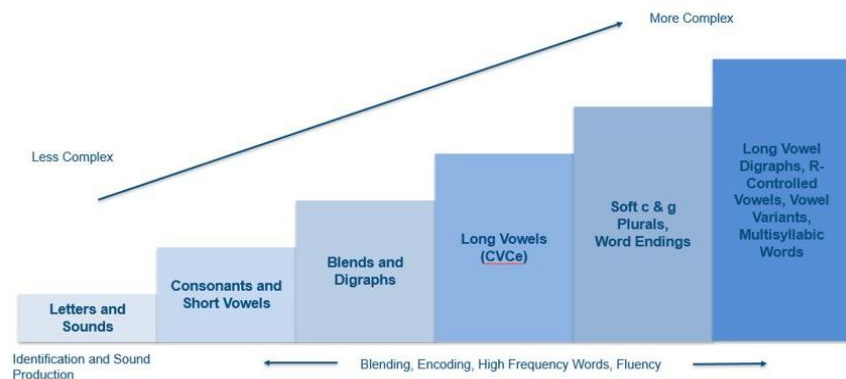
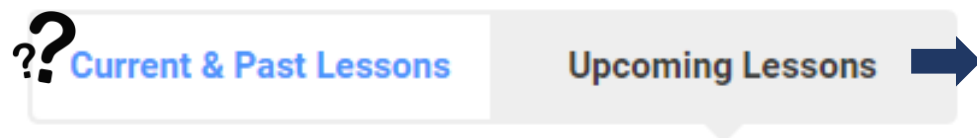


### Tools For Instruction

Multisyllabic Words: Three and Four Syllables 



## Personalized Instruction Summary ▾



1	VOC	Early 2	Working with Words: 2
2	VOC	Early 2	Working with Words: 3
3	VOC	Early 2	Working with Words: 4
4	VOC	Early 2	Working with Words: 5
5	VOC	Early 2	Working with Words: 6
6	VOC	Early 2	Working with Words: 7
7	VOC	Early 2	Working with Words: 8
8	PH	Mid 2	Read Words with the Suffixes -er, -or
9	PH	Mid 2	Read Words with the Suffix -y
10	PH	Mid 2	Read Two-Syllable Words with Vowel Team Syllables
11	PH	Mid 2	Read Two-Syllable Words with Vowel Variations in the Initial Syllable
12	PH	Mid 2	Read Words with the Prefixes mis-, dis-

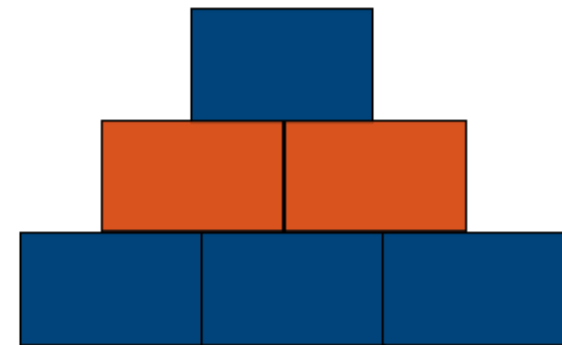
# 3-2-1 REFLECTION & DISCUSSION



**3 - Key Ideas that surfaced**

**2 - Implications for my planning and teaching**

**1 - Question you have**



# NEXT STEPS



- Connect with your coach or team around an area of focus
- Collaborate to plan a 2-week cycle
- Implement focused Word Study instruction
- Connect with a member of our team for additional support



# EXIT TICKET



## G3-5 Science of Reading & Word Study

Exit Slip - Wednesday, February 16, 2022 (final session)

# THANK YOU



*Thank  
You*