



5th Grade

READ:IT

COMMON CORE AND RTI STANDARDS BASED READING CURRICULUM

Developed by teachers FOR teachers



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Welcome to Read:IT! This fully tested curriculum developed by teachers for teachers has over ten years of clinical research with amazing results.

REQUIREMENTS:

In order to fully utilize the Read:IT program, teachers will need the following:

- The internet
- A Reading A-Z subscription (<http://www.readinga-z.com>)
- One of the following: projector, Smartboard, student individualized laptops, Ipads, Chromebooks, etc.
- Six hours of training by the StemFuse team prior to instruction
- Weekly ongoing 30 minute training sessions as needed during the year.

HOW IT WORKS

Read:IT has weekly lesson plans divided into each of the three RTI (Response to Intervention) Tiers. For Schools who do not use the RTI model, the lessons plans are written for above, below and at grade level learning so that differentiation of instructions is done easily.

Tier One Lesson Plans are designed for the classroom teachers whose students are at or above grade level in all aspects of reading. This information is based on an initial screening done at the beginning of the academic year. These aspects are phonemic awareness, phonics, fluency, reading accuracy, vocabulary, and reading comprehension.

Tier Two Lesson Plans are designed for the classroom teachers who works with students who test below grade level in phonics, fluency, accuracy, and/or reading comprehension.

Tier Three Lesson Plans are designed for the instructor who works with students who test below grade level in all or most of the aspects of reading--phonemic awareness, phonics, fluency, accuracy, vocabulary, and comprehension. Many of these students may be on on an IEP or 504 plan. Tier Three is also divided into reading blocks. Block one is for the recommended instructional time that all students are encouraged to have in reading. Block Two is the additional time that Tier Three students are encouraged to have.

LEARNING STYLES

The Read:IT curriculum is unique in that it includes a learning styles assessment. This assessment is created to guide teachers further in ways to scaffold their instruction. Ideas for scaffolding are also included in the daily lesson plans.

FORMAT

Each grade level has weekly lesson plans for each of the three RTI Tiers. For Schools who do

not use the RTI model, the lessons plans are written for above, below and at grade level learning so that differentiation of instructions is done easily.

TIER ONE: is divided into three sections and is a 50 minute instruction period:

Multi-syllable Phonics (20 minutes one day weekly): This section of the lesson plan will direct teachers to utilize the digital phonics books included within this course. The focus at this level is higher level morphology focusing on Greek and Latin origins of words. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept. Hands on game suggestions and scaffolding ideas made specifically for this curriculum are also included. Eight phonics assessments are included.

Comprehension/Vocabulary Practice (30 minutes): This section will include both non-fiction and fiction stories from the Reading A-Z program in a reading workshop format. Teachers are encouraged to project the text or have it on individual student devices. Very specific higher level comprehension strategies are listed to teach as well as guided vocabulary and content reading instruction. Journal entry options are also a part of the weekly lesson plans. As students will progress at various rates with reading levels, the comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

TIER TWO: is divided into three sections as well and is a 70 minute instruction period:

Phonics Instruction (20 minutes) twice weekly: This section of the lesson plan will direct teachers to utilize the phonics books included within this course. The focus at this level is higher level morphology focusing on Greek and Latin origins of words. Extra activities are given for working with students at this tier level. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept. Hands on game suggestions and scaffolding ideas made specifically for this curriculum are also included. As students at this level have demonstrated that phonics is difficult, specific symbol imagery lessons and techniques are implemented.

Fluency/Comprehension Practice (20 minutes) once weekly: This section will include fluency passages from the Reading A-Z program for one day of direct instruction. Teachers are encouraged to project the fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included.

Comprehension/Vocabulary Practice (30 minutes): This section will include both non-fiction and fiction stories from the Reading A-Z program in a reading workshop format. Teachers are encouraged to project the text or have it on individual student devices. Very specific comprehension strategies are listed to

teach as well as guided vocabulary instruction. Journal entry and oral language options are also a part of the weekly lesson plans. As students will progress at various rates with reading levels, the comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

TIER THREE: is divided into three sections and is an 80-90 minute period :

Phonics Instruction (30 minutes): This section of the lesson plan will direct teachers to utilize the phonics books included within this course. Students will begin with basic phonics at this level to build up their foundational skills of reading. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept. Hands on game suggestions and scaffolding ideas made specifically for this curriculum are also included. As students at this level have demonstrated that phonics is difficult, specific symbol imagery lessons and techniques are implemented.

Fluency/Comprehension Practice (20 minutes)two days a week: This section will include fluency passages from the Reading A-Z program for up to two days of direct instruction. Teachers are encouraged to project the fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included.

Comprehension/Vocabulary Practice (30 minutes): This section will include both non-fiction and fiction text from the Reading A-Z program in a guided reading and reading workshop format. Teachers are encouraged to project the text or have it on individual student devices. Teachers will be given very specific comprehension strategies to teach as well as guided vocabulary instruction. Journal entry and oral language options are also a part of the weekly lesson plans. As students will progress at various rates with reading levels, the comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

Phonics/ Spelling Instruction:

Phonics/Spelling Tier One

The main focus at this tier is on identifying syllables and being able to recognize prefixes and suffixes quickly. This skill helps students to be able to decode words quickly using a variety of multi-sensory strategies. Spelling rules are also integrated to improve spelling simultaneously with reading. At the upper grade levels, the meanings of prefixes and suffixes are an important part of the lessons in order to help students decipher the meanings of unfamiliar words. The following are explanations of the strategies used:

Pencil split and read: students will divide words into syllables using the following steps:

- Instruct the student to identify the vowels or vowel teams in the word by placing a dot above them.
- Have the student find the known prefixes and suffixes and underline them
- Have the student split the word after the vowel unless there is a double consonant (does not need to be the same consonant)

Note: Later the student will identify whether the syllable is open or closed. Once this skill becomes automatic, students will no longer split the word with a pencil, but with their finger and then with their eyes alone.

Finger Split and read: students divide words into syllables using the following steps:

- Verbally identify the vowels or vowel teams in the word
- Verbally identify the prefixes and suffixes

Use his/her finger to split the word after the vowel unless there is a double consonant (does not need to be the same consonant)

Eye Split and read: students divide words into syllables using the following steps:

- visually identify the vowels or vowel teams in the word
- visually identify the prefixes and suffixes

Decode the word by visually splitting the word after the vowel unless there is a double consonant (does not need to be the same consonant)

Visualize and Spell: Have student picture the word in his/her head then spell words appropriate to the patterns presented in the lesson.

Air Writing (Extra Practice using the Symbol Imagery Packet): Have students air-write prefixes, suffixes, or words in this column. Alternate between “see and spell” and “see and read.”

To “see and spell” , the teacher or another student will turn to the page and column suggested in the lesson plan. This column contains 10 words. The “**see and spell**” words are the first five words in the column. The teacher or another student will say the word orally. The student hears the word, visualizes it and spells it by writing the letters in the air and verbalizing what letters he/she is writing. For example, if the word in the column is “hislic,” the teacher will say the word and the student will write the letters h-i-s-l-i-c in the air. This exercise is created to build up the student’s visual memory. Teachers are then encouraged to have the student “manipulate” the word by changing some of the letters. For example, the teacher may say, “If you wanted to change hislic to haslid, what would you need to change?”

To “**see and read**”, the teacher or another student spells the word orally. These are the bottom 5 words of the given column. For example, the teacher would say, “See and read h-a-m-l-e-r.” The student writes the letters he/she hears in the air and then reads what was written. (hamler) Teachers are then encouraged to have the student “manipulate” the word by changing some of the letters. For example, the teacher may say, “If you wanted to change hamler to tomler, what would you need to change?”

NOTE: When air writing, the students need to picture the letters in their heads and then write them in the air watching their fingers as they write. This is a way to build up the student’s visual memory. This skill needs to be done in the air to be effective, **do not allow the students to write on any surface.**

Flashcards:

Flashcards for many of the rules are in the resource section of this manual. These are to be used as “flip cards” in that students will show their partner the card for 5 seconds and then flip it so he/she can no longer see it. The partner will then air write this word on his/her imaginary whiteboard. It is suggested that students imagine their board to be whatever color they would like it to be. (In other words, it doesn’t have to be white) They may also imagine that their finger is a colored marker. By writing in the air, students are increasing their visual memories. After the student writes the word, have the other student ask him questions about it. For example, What is the first letter? What is the last letter? Name the first vowel in the word. Spell it backwards. The question portion of this activity is the most important part as it forces the speller to focus on the word in his/her mind’s eye.

Phonics Slide Step by Step Directions:

(This will be used throughout all of the phonics lessons in this book.)

Slide 2: Teach the eye-split and read technique

Eye Split and read: students divide words into syllables using the following steps:

- visually identify the vowels or vowel teams in the word
- visually identify the prefixes and suffixes

Decode the word by visually splitting the word after the vowel unless there is a double consonant (does not need to be the same consonant)

Slides 3-5: Introducing the prefixes en, em, deca, centi, sub, semi, mili, multi and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves.

Slides 6-8: Introducing the prefixes auto, anti, fore, poly and kilo and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 9-11: Introducing the suffixes able, ible, an, ian, tive, ence, and ance and their meanings

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 12-13: Introducing the suffixes ology and tion and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 14-15: Common Latin root words

Use these slides to go over the meaning of the Latin root words. Have the students play the prefix, suffix, root word game found in the resource section of this manual. Again, remind the

students that by knowing the meaning of the root words, they will be able to learn the meaning of new words more quickly.

Slides 16-17: Common Greek root words:

Use these slides to introduce the meanings of these root words with look more like bound prefixes and suffixes. Play games such as concentration, bingo, and go fish to help students to learn the meanings.

Slides 18-19: Open and Closed Syllables and Doubling:

Use the game “Reach the Peak” in the resource section to help students practice this concept.

Slides 20-21: Tl, Cl, and Sl say sh:

Have the students look at this slide to form a visual of the rule that says Tl, Cl and Sl (that say sh) are **not** used in the first syllable.

Next look at slide 59 to see sample words that demonstrate this rule. Have students practice reading and then have them write them in the air.

Slides 22-24: The schwa says /uh/:

Say, “Let’s practice humming words. Hum trusted, dozen, and seldom. Notice how the accent is on the first syllable in all of these words. When a word has an unaccented syllable, (if it is not a prefix or suffix) we call that a schwa. A schwa will always sound like ‘uh’ unless it is /r/controlled. This can be confusing when we spell, because we will want to spell this sound with a ‘u.’

Tell the students to hum “umbrella.” Notice that the unaccented syllable is the last syllable, spelled “a” but we say “uh.” Let the students know that if a word ends with the letter ‘a’ it will have the schwa sound.

Say, “A schwa is a vowel sound that is neutral because it is in an unstressed, unaccented syllable. The word ‘happen’ has the accent on the first syllable. Hum the word ‘happen’ with me. We can hear where the accent is in the word happen. We can also hear the vowel /a/. We cannot hear the vowel in the second syllable. It just sounds like /u/.”

Point out the schwa symbol on slide 23. Have students air write the schwa and say it’s name.

Slides 25-32: Review: Slides 25 and 26 help review meanings, slides 27-32 review in context.

Tiers 2 : (Tier 2 kiddos begin here)

Slide 34 Teaching Air Writing (SI):

See page 7 in this manual

Slides 35-37: Prefixes un, under, over and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 38-41: Prefixes non, im, pre, mis, dis, re, bi, in, quad, de, per and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 42-45: Introduce trans, con, ex, per, sub, com, un and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 46-48: Introduce prefixes oct, tri, tele, and pro and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 49-52: Introduce suffixes en, ness, ly, est, s, and less and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 53-56: es, y, le, tion, ing, ful and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 57-60: Suffixes ment, ture, tious, cious, er, or, al, tive, sive and their meanings:

Use these slides to teach and practice these prefixes. Have the students create a concentration game to help them to remember the words. It is important that the students create their own games themselves so that they have additional practice writing the prefixes and meanings themselves. See other games in the resource section of this teacher's manual for other practice options.

Slides 61: Bound Suffixes

This can be a tricky concept for the students. Really have them look at them and process how this works.

Slides 62-64: Common Latin root words

Use these slides to go over the meaning of the Latin root words. Have the students play the prefix, suffix, root word game found in the resource section of this manual. Again, remind the students that by knowing the meaning of the root words, they will be able to learn the meaning of new words more quickly.

Slides 63-67: Common Greek root words

Use these slides to introduce the meanings of these root words with look more like bound prefixes and suffixes. Play games such as concentration, bingo, and go fish to help students to learn the meanings.

Slides 68-70: C rule

Most students should have this rule down by now if they were using the Read:IT curriculum in previous grades. Use these slides to review and practice the rule.

Slides 71-73: G rule

Most students should have this rule down by now if they were using the Read:IT curriculum in previous grades. Use these slides to review and practice the rule.

Slides 74-76: I, U, V, J rule

I, U, V, J rule. Say, "English words do not in in a i, u, v, or j. Use the pictures on this slide to help the students to remember the rule. Explain that we use "dge" or "ge" instead of a j at the end of a word.

Slides 77-79: Open and closed syllables

Use the game “Reach the Peak” in the resource section to help students practice this concept.

Slides 80-82: AEOU rule

AEOU open syllable rule- Teach that aeou usually say their own name at the end of a syllable.

Slide 83: Accents

Students will hum to hear the accented syllables. Model this for the students.

Slides 84-86: Y rule

Show slide and read the Y-rule to students. Have them think of words they know that follow the rule. Read and discuss the Y-rule words with the students on slides 53,54. Be sure to have students repeat the rule often.

Slides 87-88 Two I rule:

Say, “Did you know that two i’s cannot be next to one another in English words? Therefore, when we add an ending that starts with an i, we need to keep this in mind. For example, when we change busy to business, the ‘y’ changes to an ‘i’. But in the word crying, we can’t do that.”

Look at the examples on the slide 88together. Use these words to prove this rule.

Slide 89: Review:

Slides 90-91: Ed rule:

NOTE: It is very important that the teacher does not assume that students know what the words “past tense” mean. Take a moment to clarify this before proceeding with this lesson.

Read “ED, past tense ending, forms another syllable when the base word ends in /d/ or /t/. Otherwise, ED says /d/ or /t/.” Use the words on slide 91 to demonstrate this rule.

Slides 92-96: S, es rule

Add an S to make a noun plural unless the word hisses or changes, then add es instead. Make sure that the students understand that a noun is a person place or thing prior to this lesson. Look at slide 93-94 to identify the nouns.

Talk about what “hissing” means with this rule. The x, sh, s,and z all have continued air coming out of your mouth as you say them. Have your students say each letter with their hand in front of their mouth as they say the sound and feel the air “hissing.” The sound “ch” is a bit different as the sound doesn’t continue, but stops. We call this a short “hiss.”

Slides 97-99: GE, DGE rule

Show slide and read the GE and DGE-rule to students. Have them think of words they know

that follow the rule. Read and discuss the GE and DGE-rule words with the students. Have the students practice writing these words on their whiteboards or other medium. Extra practice can be found in the SI packet Page 3, column 50-54.

Slides 100-101: CK rule

Read the rule on slide 100 and then show slide 101 for application. Discuss the rule as you read each word. Have the students practice teaching this rule with a partner.

Slides 102-103: TCH rule

Read the rule on slide 102. "TCH is used only after a single vowel which says its short sound." Look at the words on slide 103 to enforce this rule. Have the students use this slide to quiz their partner on the words. As the partner writes the word, have him tell why he/she has chosen this particular spelling by explaining the rule.

Slides 104-106: Prefix/suffix review

Slides 107-108: GH rule

Use these slides to teach that the gh is either silent or says "f" when put in these letter combinations.

Slides 109-110: FSZL rule

Show the student the visual of this rule on slide 84. Then go through the words on slide 85. Have the students practice reading and spelling these words with a partner to apply the rule.

TIER 3 Slides (Tier 3 classes begin here)

Slides 112-127: Word Maker Square

These slides contain practice words (both real and nonsense words) to be used while teaching the students the word maker square. Students will read the words in the first column together up to 3x.

Column two words are not shown to the students, and are dictated to the students by the teacher for them to write or create in clay. It is recommended that students do not use paper/pencil but use a variety of mediums to do this.

Suggestions are:

Writing with white boards/markers

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Introduction of the Word Maker Square:

- Let students know that every word has a vowel in it
- Show what students' names would sound like without vowels in it
T: *Vowels are very important. Pretend like you were across the playground and I wanted to call you. I would say, (students name without vowels). It would be hard to hear me, right? Vowels give words sound and volume.*
- We are going to learn about these very important word makers by using a square shape to learn them. We will start on the left side of the square. A digital format of this is provided within this curriculum. Talk about mouth movement-the first part of the Word Maker square will slowly drop your jaw as you say them. These are called "Jaw Droppers."
T: *When you say the first vowel in the word maker square your teeth are going to be very close together. Your mouth is then going to drop until it's as low as it can get until your mouth is wide open!* Demonstrate for them by going through the vowels on the left side of the square and having them watch as your mouth drops when you get to "au". As we "slide" across the bottom of the square, our mouth will need to get "slippery." The slippery vowels slide from one sound to the next. After we "slide", we will then make our mouth very round like a circle to say "OO!" (There are two ways to say "oo.") Then say, "We made it through the slippers! Now we are ready to get crazy again with the crazy R's as we move up the other side of the square. Finally, we will slide back across with the Magic E's."

	a_e e_e i_e o_e u_e	or
i		ar
e		ur
a		ir
u		er
o		
au/aw	oi/oy ou/ow oo/oo!!	

Introduction of the Vowel Groups:

- **T:** *We divide the vowels into several different groups based on how they feel when we say them. The first three groups are called jaw droppers, slipperies, and circle teams. I'll say the first group: i, e, , a, u,o, au/aw. Do you think those sounds are jaw droppers, slipperies or circle teams? (jaw droppers)*
I'll make the next group: oi/oy, ou/ow. Do you think those sounds are slipperies or circle teams? (slipperies) How about oo, and oo? How is my mouth? Is it round like a circle?

Model the three groups while introducing to be sure the students understand the difference. Also demonstrate jaw droppers by using your finger. At the top, your finger barely fits between your teeth. As you go down the row your teeth are further apart. This technique is especially useful for feeling the difference between “i” ,“e”, and “a.”

Jaw Droppers: i, e, a, u,o, au/aw

***Note that at the beginning your teeth are pretty close together and then your jaw begins to drop as you go through them.15**

- Determine which vowel drops your jaw the most by holding up two of the jaw dropper cards and making the sound for each. *EX. Which is more of a jaw dropper, i or e?* Once you have gone through all of them set them up in the correct order and review them. See vowel practice on page 30. (The blank word maker template for students to write on is on p. 88 in the resource section of this manual.)
- NOTE: These will not be taught all at once, but in stages. (See lesson plans)

Slipperies: oi/oy, ou/ow

***Note sliders make two different mouth movements. Your mouth slides as it goes from one movement to the other.**

- When introducing oi/oy and ou/ow make sure that the student says o-i and o-y say /oy/. And o-u and o-w say “ow”. The students should put their hands on their chins to feel the movement as to how their mouth is slippery as it slides from sound to sound. Do all the vowel practice reviews.

Circle Teams: oo (hook), and oo (school)

***Note the lips form a tight puckered circle when making these sounds.** The oo sound (like in *school*) will be the most puckered. It will be hard to fit your finger in your mouth with this sound.

- Determine which is the most round by using your finger.

REVIEW FOR ALL VOWELS:

1. The teacher says the Word maker square by pointing to each one as you read them.
2. The teacher and students say the word maker square together once again pointing to each one.
3. The students say the word maker square by themselves pointing to each one.

Crazy R's: er, ir, ur, ar, or

***Note that some vowels are together with the letter "r". The r makes the vowel go crazy.**

- You say the crazy r's with the sound and lay them out in the correct order. **EX.** E-r, i-r, u-r, all say ER.
- A-r says the letter name R
- O-r says or like the word.

Do all the vowel practice reviews.

Magic E's: a_e, e_e, i_e, o_e, u_e

The E jumps over, bops the (A,E,I,O or U) on the head and says, "Say your own name in the alphabet (A,E,I,O or U)!"

This will be the first time that the student is introduced to a vowel rule. Show the E-rule card. (Slide 40, Phonics book 1)

VOWEL PRACTICES: (Students must do all 5 reviews every day until mastered.)

1. **Circle Set Up** = The student takes the vowel cards and places them in the correct spot of the word maker square. Once done, the student is to read it out loud.
2. **Goodnight Game**= The teacher says a vowel sound *EX. Show me (ae)*. The student has to match the sound and then turns the card over wishing it goodnight. *If a student gets it wrong then the card is not ready to go to bed and leave it face up.*
3. **Wake-Up Game**= Teacher points to a card and the student has to give the sound and turn it over. *If the student gets it wrong then the card is still sleeping and remains face down.*
4. **Flash Cards**= Teacher flashes the vowel cards. The student has to give the sound and the label. (in teacher resources)
5. **Writing the Square**= Students fill out a blank word maker square. Have them say the sounds as they write each vowel. Once finished writing, have the students read the entire square out loud. (Blank template for this exercise is on p. 88 in the resource section of this manual.)

Correction Techniques:

If a student lays the vowels in the wrong order of the square then...

Hold up the two cards to your mouth and say their sounds and ask the student which opens your jaw more, slides, or is more round?

Or.....Have the student say the two sounds on their own and have them use their hand or mirror to determine which is more jaw dropping, sliding, or round.

If a student gives the wrong label, ask what he/she feels his/her mouth doing? Give choices if the student is stuck. "Is your mouth open, round, or sliding?" etc.

If a student gives the wrong sound, respond with the correct sound and have the student repeat the sound and label.

Word Maker Bingo:

Play like normal bingo. Use word maker cards and bingo sheet (both found in teacher resource section). One student is the caller and each of the other students has a bingo sheet. Cover and say the letter sound and group it belongs to. The first student with five in a row is the winner.

Word Maker Go Fish:

The game is played like normal Go-fish only students match vowel sounds. So, if one student has the word pool, he/she would need to ask for the oo sound. (Words to make go fish cards can be found in the resource section of this manual.)

Air Writing – Lesson plans will guide you to the **SI (Symbol Imagery) packet**.

The purpose of this portion of the lesson is to give students another way to practice the word maker square and phonics rules that they've learned thus far. It is also a way to strengthen their visual memories as students will be forced to picture letters and nonsense words in their mind's eye.

- Have the students picture an imaginary white writing board in the air in front of their faces. Let the students know that their imaginary board doesn't have to be white, it can be whatever color they choose. Explain that as they write in the air on this board, their finger becomes an imaginary colored marker. Students can imagine color for their markers.
- In the lesson plan, teachers are instructed to go to the SI (Symbol Imagery) packet. Two exercises are listed-- "see and read" and "see and spell." Teachers are also directed to go to a column. The first five words in the column are the "see and read" words, the second five words in that same column are "see and spell" words.
- For see and read, the teacher spells the word for the students to write on their imaginary boards. For example, the teacher will say, "Read t – e- b." Students then write each letter on their

imaginary whiteboards, repeating the letter name aloud and looking at the imaginary letters as they write. The students then say that the word is “teb.”

- Do five see and read (These are the first five words in the suggested column.)
- For see and spell, the teacher says the word for the students to write on their boards. For example, the teacher will say “teb.” The students write t – e – b on their boards saying the letters orally.
- Do five see and spell (These are the bottom five words in the suggested column.)

If a student makes an error with the vowel, direct him/her to the vowel sound and ask about what he/she feels. For example, if the student writes tab instead of teb, the teacher would say, “What vowel did you write? What do you feel when you say teb? Which is more jaw dropping?”

Also use air writing as an opportunity for students to practice manipulating the word. This is another strategy to strengthen their visual memories. For example, the teacher says, “Change teb to tib” or “put a b at the beginning instead of a t.” Manipulation of the word should be done for both see and spell and see and read. By changing portions of the word in this manner, students gain a better understanding of how words work. They are also increasing their phonemic awareness.

Slides 128-129: Two Vowels Go Walking Rule

Use these slides to review the two vowels go walking rule if needed.

Slides 130-139: Initial and Ending Blends

Use these slides for the students who still struggle with initial and ending blend sounds.

Students should now be ready to follow the Tier 2 Sequence. If more work is needed with vowels of blends, continue playing games found in resource section of this manual as well as introducing the new concepts.

Fluency Instruction

Fluency Reads: The purpose of this portion of the lesson is to help students to understand the importance of reading like we speak. We don't speak really slowly, nor do we speak at record speed. We also speak with inflection as well as expression. Children will complete this portion of the lesson by:

1. Step one is for the student to complete a "cold read". This is simply having the teacher or another student time them for one minute as they read the recommended fluency passage for the first time. Students will record their cold read time on a graph. (A sample graph is located in the resource section of this manual.)
2. The next step is to have the student practice picturing or visualizing what they've read and then verbalize what they see. This skill must be modeled by a teacher frequently as many students cannot visualize as they read. To do this, a teacher is encouraged to use "prompting" words such as--what, size, color, number, shape, where, movement, mood, background, perspective, when, and sound.

What: Students will share what they are reading about--a dog, a boy, a boat, etc.

Size: Students will describe how large or small the character or subject matter is-- a large sail boat, a tiny puppy, etc.

Color: Students describe the color of the character or object--yellow striped shirt, white with black spots, etc.

Number: Students share how many characters, objects, etc. are in the passage.

Shape: Students describe the shape of the character or object--skinny, chubby, etc.

Where: Students describe where they think the story or passage is taking place.

Movement: Students will use words such as fast, slow, jumping, running, etc.

Mood: Students will describe the mood of the character--serious, happy, sad, elated, etc.

Background: Students will describe the setting of the passage--grassy field, in the middle of the river, etc.

Perspective: Students will describe the angle that they are visualizes their image-- from the side, looking down on it from the sky, from shore, etc.

When: Students will describe the time of day or time period that they see in their mind's eye.

Sound: Students will describe what they imagine they would hear if they were in the story or passage.

Teachers are encouraged to give suggestions and use gestures as they utilize these prompts. For example, "Did you picture the clown to be tall and thin, or short and chubby? (Gesture size with your hands) What color are his shoes? Does he have a striped shirt or a polka-dot shirt? How many clowns are there? Did the story say if they were walking, running, skipping, or tripping?"

Model Script for Verbalizing:

Passage

Lydia was jumping up and down with excitement as the children started to arrive for her big day. She turned nine today, and just couldn't wait for her friends to join her in the many exciting activities planned for her birthday party!

T: Describe what you pictured in the first sentence. (Have the child choose a colored piece of felt to represent each part of the sentence--for example, a blue piece for Lydia, an orange piece for her jumping up and down, a brown piece for the children arriving, and a yellow piece to represent what her "big day" is.)

S: This blue piece is for Lydia.

T: Tell me what you picture when you think about Lydia. (Use the structure words to coach--is she tall or short, what color of hair does she have, is she smiling, etc.)

S: She is kind-of short with blonde hair. She is wearing a pink frilly dress and is smiling.

T: Is her hair long or short? Is she wearing pig tails? (The purpose of these questions is to really help the student to visualize the whole picture.)

Continue this type of questioning for each part of the first sentence. Once students get very good at describing the parts of a sentence, then you will move them into picturing sentence by sentence. In this stage, students will use a piece of colored felt to represent each sentence. For example, a red piece for sentence one. A blue piece for sentence two.

T: We will use this red piece of felt to place our thoughts on for the first sentence of this passage. What do you picture in your mind's eye as you read this sentence. Remember use the prompting words as you describe this.

S: I see Lydia wearing a pink frilly dress and jumping up and down because she is so excited to see her friends coming for her birthday party. Lydia is kind of short and has blonde hair with a long braided pony tail. She has a pink ribbon in her hair. She is standing at the front door greeting her friends as they arrive. They are excited too and give her a hug as they walk in.

Have the student complete the same process for the second sentence as well. Once students have demonstrated mastery in retaining a visual picture sentence by sentence, teachers may direct students to retain their visual image paragraph by paragraph. This is done in a similar way, but students will use a piece of colored felt to represent what they picture paragraph by paragraph. (One piece of felt per paragraph.)

3. Practice reading aloud again without being timed. Students may play "keep up with my finger", or "Keep up with my voice" as they read.

4. Complete a hot read. Students are once again timed for one minute and record their time. The purpose of this step is so that students can see how practicing to read aloud helps them to increase their fluency.

Comprehension Instruction

Comprehension strategies are integrated into each of the lessons in Read:IT. The following 20 comprehension strategies are integrated throughout all three tiers: (Analyzing characters, author’s point of view, cause/effect, compare/contrast, making connections, determining importance, drama, explaining relationships, figurative language, fix-up strategies, genres, inferencing, main idea/detail, poetry, questioning, story elements, story structure, summarizing/synthesizing, theme, tracking thoughts, visualizing, and vocabulary strategies.)

For Grades 4 and 5, a reading workshop model is recommended. Instructions on how to set this up can be found at <http://www.readersworkshop.org/> Lesson plans lend themselves to this format.

All strategies and the recommended text to practice these strategies are listed in the comprehension scope and sequence. A brief summary and some sample lesson suggestions of each strategy is listed below.

Analyzing Characters: (Common core standard RL.5.2) Slide 2

Use this slide to discuss characters and how they respond to challenges. Show the video *Carrot Crazy* and have the students write down how each of the characters responded to the various challenges.

CARROT CRAZY

Character	Response to the Challenge
Rabbit	
Hunter One (in baseball cap)	
Hunter Two (in cowboy hat)	

It is important for students to be able to describe characters and explain how their actions affect the order of events. It is recommended that students use the prompting words --what,

size, color, number, shape, where, movement, mood, background, perspective, when, and sound-- to better enable them to do this.

What: Students will share what they are reading about--a dog, a boy, a boat, etc.

Size: Students will describe how large or small the character or subject matter is-- a large sail boat, a tiny puppy, etc.

Color: Students describe the color of the character or object--yellow striped shirt, white with black spots, etc.

Number: Students share how many characters, objects, etc. are in the passage.

Shape: Students describe the shape of the character or object--skinny, chubby, etc.

Where: Students describe where they think the story or passage is taking place.

Movement: Students will use words such as fast, slow, jumping, running, etc.

Mood: Students will describe the mood of the character--serious, happy, sad, elated, etc.

Background: Students will describe the setting of the passage--grassy field, in the middle of the river, etc.

Perspective: Students will describe the angle that they are visualizes their image-- from the side, looking down on it from the sky, from shore, etc.

When: Students will describe the time of day or time period that they see in their mind's eye.

Sound: Students will describe what they imagine they would hear if they were in the story or passage.

Visualizing techniques should also be integrated into teaching this skill. Students are encouraged to describe characters through drawing, acting, writing, and speaking. It is recommended that students share verbally with a partner or in groups prior to writing anything about a character.

Author's Point of View and Purpose: (Common core standard RL 5.6, RI 5.8) Slides 3-4

Slide 3 is a visual to help the students to determine the point of view. Slide 4 gives students a way to organize how they can prove the purpose of the writer by gathering reasons/evidence to support this.

While teaching this strategy, teachers will encourage the students to identify the author's point of view and then explain how their point of view may be the same or different from this. This will be done with both informational and fictional text. Possible activities are: hold mock interviews with the author, change a scene in the story to fit your point of view, do an author study, or write a paragraph demonstrating the same point of view as the text.

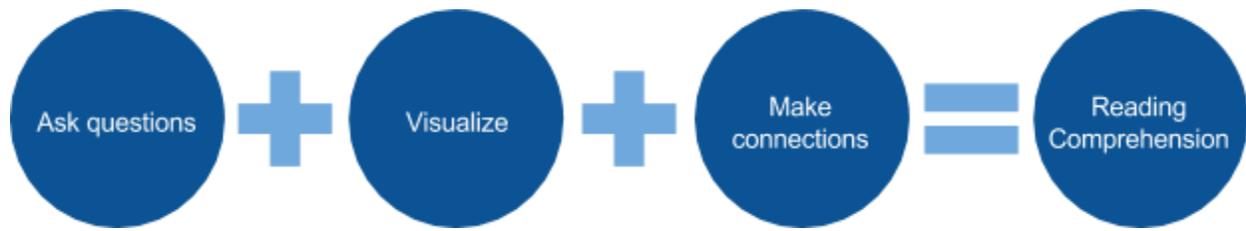
Compare/Contrast: (Common core standards RL.5.7, 5.9, RI.5.5) Slides 5-6 Use slide 6 to have students compare/contrast 3 sources on the same subject area. Use slide 7 to help students delve more into primary and secondary sources. (Students who used the Read:IT curriculum in grade 4 have already been on this site so this will be a review for them.)

Making Connections using prior knowledge: (Common core standards RI.5.10, RL 5.10) Slides 7-8

When we read, we all come to the text with different thoughts, ideas, and memories based on our experiences in life. For example: The word “escalator” could be an abstract concept to someone who has never seen one before.

Questions to ask to find out about the student’s background knowledge are:

- When you read that story (text) did it remind you of anything you know about or have done before?
- When you think about experiences that are similar to what you are reading, how does this help you to connect and remember what you read?
- We have just discussed _____. What do you understand now that you didn’t understand before?



Determining Importance: (Common core standards RI 5,10) Slide 9

This is a vital skill—especially in the area of content reading. We learn to develop a purpose for reading, develop good questions, learn what to highlight, and what is important to remember by learning this skill. Modeling is extremely important when teaching this skill.

Good questions to ask are:

- Are there some parts of this story (text) that are more important than others? Which ones? Why do you think that they are the most important?

What do you think the author (name author) thought was most important so far in this story (text)? Why do you think so?