

Burst[®] Reading

REVIEWER GUIDE

Burst[®]:Reading Intervention

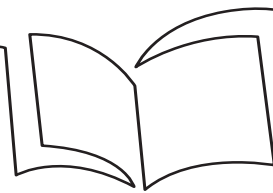
SUBMITTED BY:

Amplify Education, Inc.

2015 ELA/ELD California Adoption

For: Program 1 and Program 2

Amplify.



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1. Overview

Amplify's program includes Burst[®]:Reading as a supplemental reading intervention for Grade 6 students. Driven by formative assessment data, Burst automatically recommends groups and delivers highly differentiated instruction to help students become successful readers.

Students requiring intervention are initially assessed to determine their skill levels using the DIBELS Next[®] and Burst assessments. DIBELS Next is a research-based, valid and reliable indicator of students' progress in early foundational skills. Using assessment data, Burst recommends groups of students and a customized 10-day lesson plan for each group with instruction in up to two skills. Groups are typically comprised of three to six students. At the end of each 10-day period, teachers progress monitor students. Using these results, Burst recommends the next 10-day lesson plan that adapts to students' changing needs throughout intervention.

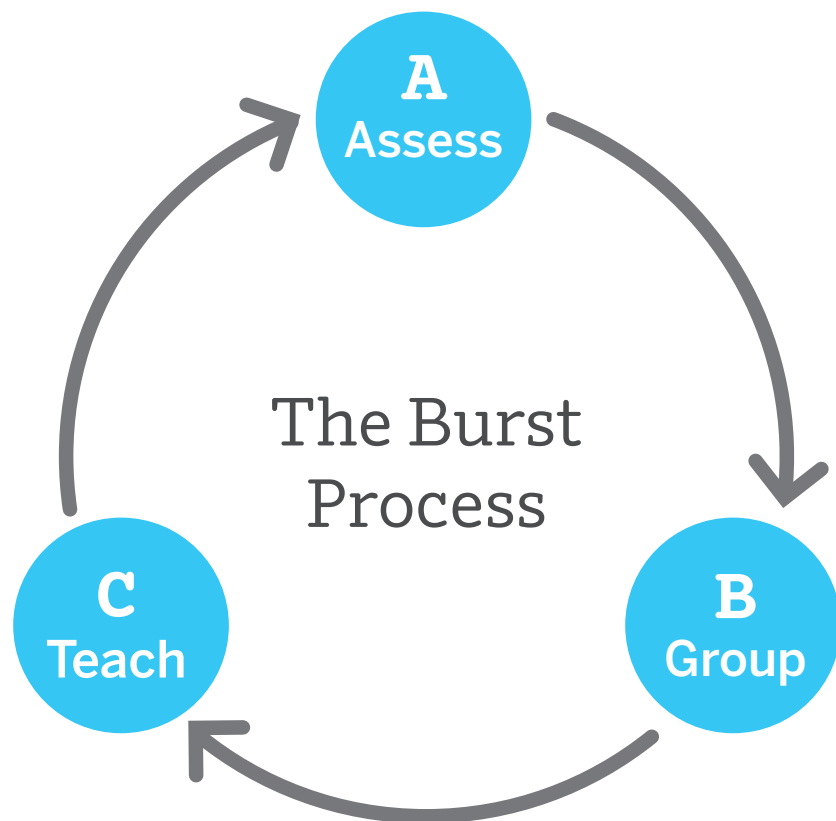
The Burst skills-based model follows the Institute of Education Sciences' guidelines for effective, research-based RTI practices. Burst follows these guidelines by using assessments to monitor students' progress and provide windows into their ongoing needs. Each lesson plan explicitly targets the skills that an individual student needs to improve. Teachers, interventionists or qualified volunteers deliver the skills instruction daily.

Foundational standards from Grades 2 through 5 cover phonics and word recognition as well as fluency. The Burst demo account provided for review includes four sets of 10-day lesson plans targeting skills practice in phonics, word recognition, and fluency for two groups of Grade 6 students (8 10-day lesson plans in total). Additional lesson plans can be generated on the Burst website using the Burst demo account. Physical materials used by teachers in the classroom are included in the Burst:Reading Kit for students in Grades 4 through 6.

2. The Burst Process

Burst:Reading delivers highly differentiated literacy intervention to help students build the foundational skills they need to become successful readers. Unlike many textbook-based intervention programs that provide a one-size-fits-all solution, Burst:Reading uses a smart algorithm to generate personalized lessons that target specific gaps in students' reading development.

Driven by formative assessment data, Burst analyzes assessment results to group students with similar difficulties and prescribes individualized instruction. Teachers monitor student progress every 10 days and lessons are updated to adapt to students' changing needs throughout intervention.



A. Assess

Formative assessment data drives the Burst:Reading intervention program. Teachers assess with DIBELS Next and Burst measures to identify the varying reading skill needs of intervention students.

Students are progress monitored with the DIBELS Next and Burst assessment measures recommended by the Burst program. Burst uses these results to update student skill ratings and lesson plans.

B. Group

Based on assessment results, Burst automatically groups students with similar skill needs using a smart algorithm engine. The system allows teachers to modify the recommended groups as needed. Students can move in and out of intervention throughout the school year.

C. Teach

After groups are created, the program will automatically generate a 10-day lesson plan with activities and games that focus on up to two skill areas. Students receive 30 minutes of instruction daily for nine days.

On the 10th day, teachers progress monitor students. After teachers sync the assessment results, the Burst algorithm analyzes the data and recommends the next 10-day lesson plan. Depending on the students' progress monitoring results, Burst may recommend that students focus on a new set of skills.

In some cases, Burst will recommend a new intervention group for students who progress more quickly than other students. Students may continue to receive Burst lessons until they demonstrate proficiency in Comprehension Skills, the higher-order skill that represents mastery in reading.

3. Burst in Action

A. Meet your class

The class summary page within the Amplify home page displays the intervention students in a 6th grade class who were assessed in DIBELS Next and Burst measures. Assessment results from these measures determine the type and pace of instruction that Burst recommends.

Burst Reading										
District:		School:		Class/Group:		California Revia...				
CA Review Dis...		CA Review School		CA Reviewer C...						
Class Summary						Record Date				
BOY						MOY				
EOY						Skills				
DIBELS Next						Burst Reading Assessment				
Grade 6	BOY	DORF Flu.	DORF Acc.	DORF Retell	Size	BOY	DEC IW	DEC RW	DEC LC	DEC AP
Name	Comp. Score	Goal 107	Goal 97%	Goal 27	Goal 18	Status	Max 8	Max 8	Max 8	Max 8
Aaronson, Eric	●	16	80	15	4	N/A	6	6	3	3
Alan, Jeff	●	24	80	14	5	N/A	8	8	8	0
Brown, Jackie						N/A				
Deesley, Wendy						N/A				
Drake, Alex	●	28	85	8	1	N/A	4	3	1	1
Everly, Brent	●	12	71	N/A	5	N/A	8	8	7	7
Hunter, Kate						N/A				
Klein, Tyra						N/A				
Leon, Penelope						N/A				
Logan, Jordan						N/A				
Nu, Al	●	48	91	10	1	N/A	6	4	1	1
Reed, Yolanda						N/A				
Reilly, Trent						N/A				
Simpson, Olivia						N/A				
Thomas, Bailey	●	26	84	14	1	N/A	4	3	1	1

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B. Identify area of intervention support

Burst Reading

District: CA Review Dis... School: CA Review School Class/Group: CA Reviewer C...

California Review... ?

Class Summary BOY MOY EOY Skills Hide Key

Burst:Reading Assessment

Grade 6	PA	LS	B	RW	IW	LC	AP	RF	VOC	CS
Name	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
Aaronson, Eric				Proficient	Proficient	Showing Progress	Showing Progress	Showing Progress		Showing Progress
Alan, Jeff				Proficient	Proficient	Proficient	Showing Progress	Showing Progress		Showing Progress
Brown, Jackie										
Deesley, Wendy										
Drake, Alex				Showing Progress	Showing Progress	Showing Progress	Showing Progress	Showing Progress		Showing Progress
Everly, Brent				Proficient	Proficient	Proficient	Proficient	Showing Progress		Showing Progress
Hunter, Kate										
Klein, Tyra										
Leon, Penelope										
Logan, Jordan										
Nu, Al				Showing Progress	Showing Progress	Showing Progress	Showing Progress	Showing Progress		Showing Progress
Reed, Yolanda										
Reilly, Trent										
Simpson, Olivia										
Thomas, Bailey				Showing Progress	Showing Progress	Showing Progress	Showing Progress	Showing Progress		Showing Progress

These skill ratings reflect each student's overall proficiency as demonstrated through the student's cumulative mCLASS assessment data (as of yesterday).


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On the Burst Skills tab, teachers can quickly gauge each intervention student's skill needs. The three hexagons are simple to interpret:

Burst:Reading Assessment

 Beginner

 Showing Progress

 Proficient

C. Group students based on skill needs

Burst automatically recommends grouping small clusters of students who demonstrated similar weaknesses with their early reading skills on the DIBELS Next and Burst measures. Groups can include students within classes or across multiple classes and grades.

The screenshot displays the 'Burst Reading Group' interface. At the top, it shows the current context: District (CA Review District), School (CA Review School), and Semester (MOY-to-EOY). A 'California Review...' dropdown menu is also visible. The main interface is divided into two primary sections: 'Select Classes' and 'Create Intervention Groups'.

Select Classes: This section includes a 'Start Over' button. Below it, the 'Create Intervention Groups' section shows a selected class, 'CA Reviewer Class'. A list of 15 available students is displayed as circular icons with their initials: BT, AD, AN, EA, JA, BE, JL, KH, JB, OS, TK, PL, TR, YR, and WD. A '15 available students' label and an 'Edit Grouping Preferences' button are located below the student list.

Review Groups: Below the student selection, two review groups are shown, each with a 'Show Key' button. 'Reviewer02 Group 1' features a central figure holding a sign that reads 'Reg. Words' and 'Irreg. Words', with student icons for BT and AD. 'Reviewer02 Group 2' features a central figure holding a sign that reads 'Letter Combos' and 'Reading Flu.', with student icons for AN, EA, BE, and JA. Both groups have a 'Teacher' dropdown menu set to 'C. Reviewer02'.

Alex and Bailey, the two students shown below in Reviewer02 Group 1, both read with low accuracy and struggle to decode regular and irregular words. Based on this information, Burst recommends that these students receive instruction in Regular Words and Irregular Words.

Teachers can review the skill rating hexagons of each student in the same intervention group. Alex and Bailey both are beginners in Regular Words and Irregular Words.

Burst® Reading Group District: CA Review District School: CA Review School Semester: MOY-to-EOY California Review... ? ✉

Burst:Reading Skills-Based Model

Reviewer02 Group 1

	Reg. Words	Irreg. Words
Alex Drake	○	○
Bailey Thomas	○	○

Teacher: C. Reviewer02

Reviewer02 Group 2

AN EA
BE JA

Letter Combos Reading Flu.

Teacher: C. Reviewer02

Start Over

TK PL

pping Preferences

Show Key

For more information about this diagram, please read [The Burst Skills-Based Model](#).

D. Create 10-day lesson plan

After creating groups, teachers can access each group's 10-day lesson plan and supplemental resources from our program's Manage Burst page.

Burst® Reading Manage

District: CA Review District School: CA Review School Semester: MOY-to-EOY Group: Reviewer02 Gro... California Revie... ?

Groups 2 Reviewer02 Group 1 [Create Groups](#)

Reviewer02 Group 1 [Edit Group](#)

Burst Teacher: **California Reviewer02**

Notes:

Thank you for syncing your assessment results. We will analyze them tonight and you can request the next Burst tomorrow morning.

Burst #1 Apr 22 **Next Burst** Processing

Burst #1 Regular Word Recognition, High-Freq. Irregular Word Recognition [View](#) [Save As...](#)

Supplemental Resources [View](#) [Save As...](#)

These students have been grouped together because they have similar instructional needs. This 2-week instructional plan, focused on **Regular Word Recognition** and **High-Freq. Irregular Word Recognition**, has been precisely tailored to those needs.

SNAPSHOT WHEN BURST WAS CREATED on Apr 22 [Show Key](#)

Students	Skills									
	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
Alex Drake				○	○	○	○	○		○
Bailey Thomas				○	○	○	○	○		○

If you need assistance or have any questions or comments, please send us an email at edsupport@amplify.com.

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Burst automatically generates a 10-day lesson plan with 36 activities and 9 games that can be downloaded instantly. This overview outlines the Regular Word and Irregular Word instruction Alex and Bailey will receive for the next nine days.

Reviewer02 Group 1 Burst #1 10-day lesson plan (30 minutes per day)		California Reviewer02 Created April 22, 2015
Students Alex D, Bailey T	Skills Regular Word Recognition High-Freq. Irregular Word Recognition	Progress Monitor: IW, RW * Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.
<p>Day 1</p> <p>A Syllabication Concentration: Connected Text Accuracy (<i>pancake, batter...</i>)</p> <p>B Use the Clues: Connected Text Accuracy (<i>mixing, batter, pancake</i>)</p> <p>C Introduce Irregular Words (<i>also, paper, work, your</i>)</p> <p>D Use the Clues: Irregular Word Accuracy</p> <p>E Syllabication Competition: Connected Text Game</p> <p>Day 2</p> <p>A Syllables and Sentences: Connected Text Accuracy</p> <p>B Introduce Consonant Blends: Connected Text Accuracy</p> <p>C Introduce Irregular Words (<i>around, book, find, me</i>)</p> <p>D Use the Clues: Irregular Word Accuracy</p> <p>E Word Hunt Tally: Irregular Words Game</p> <p>Day 3</p> <p>A Syllabication Concentration: Connected Text Accuracy (<i>puppy, monster...</i>)</p> <p>B Truth or Tale: Connected Text Accuracy (<i>puppy, very, monster</i>)</p> <p>C Introduce Irregular Words (<i>call, choose, no, someone</i>)</p> <p>D Truth or Tale: Irregular Word Accuracy</p> <p>E Word Stack: Connected Text Game (<i>I was feeling glum...</i>)</p> <p>Day 4</p> <p>A Ending Blends: Connected Text Accuracy</p> <p>B Syllables and Sentences: Connected Text Accuracy</p> <p>C Introduce Irregular Words (<i>down, eye, only, open</i>)</p> <p>D Simon Says: Irregular Word Accuracy</p> <p>E Word Hunt Tally: Irregular Words Game</p> <p>Day 5</p> <p>A Syllabication Concentration: Connected Text Accuracy (<i>morning, teacher...</i>)</p> <p>B Direction or Question: Connected Text Accuracy (<i>morning, teacher, softly</i>)</p> <p>C Introduce Irregular Words (<i>show, picture, group, sentence</i>)</p> <p>D Truth or Tale: Irregular Word Accuracy</p> <p>E Syllabication Competition: Connected Text Game</p> <p>Day 6</p> <p>A Introduce Consonant Blends: Connected Text Accuracy</p> <p>B Ending Blends: Connected Text Accuracy</p> <p>C Introduce Irregular Words (<i>people, please, talk, two</i>)</p> <p>D Use the Clues: Irregular Word Accuracy</p> <p>E Speed Battle: Irregular Words Game</p> <p>Day 7 *</p> <p>A Syllabication Concentration: Connected Text Accuracy (<i>brother, tummy...</i>)</p> <p>B Truth or Tale: Connected Text Accuracy (<i>brother, tummy, sandwich</i>)</p> <p>C Introduce Irregular Words (<i>hear, idea, look, so</i>)</p> <p>D Truth or Tale: Irregular Word Accuracy</p> <p>E Word Stack: Connected Text Game (<i>The cat is fast enough...</i>)</p> <p>Day 8 *</p> <p>A Syllables and Sentences: Connected Text Accuracy</p> <p>B Introduce Consonant Blends: Connected Text Accuracy</p> <p>C Introduce Irregular Words (<i>anywhere, below, move, new</i>)</p> <p>D Simon Says: Irregular Word Accuracy</p> <p>E Pick and Play: Irregular Words Game</p> <p>Day 9 *</p> <p>A Syllabication Concentration: Connected Text Accuracy (<i>better, doctor...</i>)</p> <p>B Truth or Tale: Connected Text Accuracy (<i>doctor, better, away</i>)</p> <p>C Introduce Irregular Words (<i>could, don't, fly, something</i>)</p> <p>D Riddle: Irregular Word Accuracy</p> <p>E Syllabication Competition: Connected Text Game</p> <p>Day 10*</p> <p>Progress monitor: IW, RW Choose activities from earlier lessons for review and reinforcement.</p>		

E. Deliver differentiated small-group instruction

Teachers engage students with short and fun activities that focus on two skills. To view a strong implementation of a Burst lesson, watch this video: www.burstbase.net/node/307

F. Progress monitor students to inform next lesson plan

On the 10th day of this Burst, Alex and Bailey were progress monitored with Regular Words and Irregular Words assessments. Results from these two measures will inform Burst's recommendation for the next 10 days of this intervention group's instruction.

The screenshot displays the 'Burst Reading Manage' interface. At the top, navigation tabs include District (CA Review District), School (CA Review School), Semester (MOY-to-EOY), and Group (Reviewer02 Gro...). A 'Groups' section shows 'Reviewer02 Group 1' with a 'Create Groups' button. Below this, the 'Reviewer02 Group 1' details are shown, including the 'Burst Teacher: California Reviewer02' and 'Notes'. Two buttons are visible: 'Burst #1 Apr 22' and 'Next Burst Processing'. A message box states: 'Thank you for syncing your assessment results. We will analyze them tonight and you can request the next Burst tomorrow morning.' A 'Create Burst #2' button is also present. A table shows student progress:

Students	Sync		Skills	
	IW	RW	Reg. Words	Irreg. Words
Alex Drake	Apr 22	Apr 22		
Bailey Thomas	Apr 22	Apr 22		

A 'Show Key' button is located to the right of the table. At the bottom, a note reads: 'If you need assistance or have any questions or comments, please send us an email at edsupport@amplify.com.' The footer contains the copyright notice: '© 2015 Amplify Education, Inc. All rights reserved.'

G. Update grouping and lesson plan

Based on the progress monitoring results, Alex and Bailey made progress with Regular Words, but need to continue instruction with Irregular Words. As a result, Burst adapts to student progress and recommends the next 10-day lesson plan focusing on Irregular Words and Letter Combinations.

Burst® Reading Manage

District: CA Review District School: CA Review School Semester: MOY-to-EOY Group: Reviewer02 Gro...

California Review... ?

Groups 2 Reviewer02 Group 1 [Create Groups](#)

Reviewer02 Group 1 [Edit Group](#)

Burst Teacher: California Reviewer02

Notes:

Burst #1 Apr 22 Burst #2 Apr 22 Burst #3 Apr 22 Burst #4 Apr 22 Next Burst PM: AP, DORF

Burst #2 High-Freq. Irregular Word Recognition, Letter Combination Knowledge [View](#) [Save As...](#)

Supplemental Resources [View](#) [Save As...](#)

These students have been grouped together because they have similar instructional needs. This 2-week instructional plan, focused on High-Freq. Irregular Word Recognition and Letter Combination Knowledge, has been precisely tailored to those needs.

SNAPSHOT WHEN BURST WAS CREATED on Apr 22 [Show Key](#)

Students	Skills									
	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
Alex Drake				●	●	●	●	●	●	●
Bailey Thomas				●	●	●	●	●	●	●

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Burst® Reading Manage

District: CA Review District School: CA Review School Semester: MOY-to-EOY Group: Reviewer02 Gro... California Reva... ?

Groups 2 Reviewer02 Group 1 [Create Groups](#)

Reviewer02 Group 1 [Edit Group](#)

Burst Teacher: **California Reviewer02**

Notes:

Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.

Burst #1 Apr 22 Burst #2 Apr 22 Burst #3 Apr 22 **Burst #4 Apr 22** Next Burst PM: AP, DORF

Burst #4 Advanced Phonics, Reading Fluency **Supplemental Resources**

[View](#) [Save As...](#) [View](#) [Save As...](#)

These students have been grouped together because they have similar instructional needs. This 2-week instructional plan, focused on **Advanced Phonics** and **Reading Fluency**, has been precisely tailored to those needs.

SNAPSHOT WHEN BURST WAS CREATED on Apr 22 [Show Key](#)

Students	Skills									
	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
Alex Drake				●	●	●	●	●		○
Bailey Thomas				●	●	●	●	●		○

If you need assistance or have any questions or comments, please send us an email at edsupport@amplify.com.

[Get Adobe Reader](#)

After three intervention cycles, Alex and Bailey filled important gaps in their reading development and are now ready to focus on Advanced Phonics and Fluency.

4. Appendices

A. Demo account

i. Log in and password

User name: creviewer2




Password: 1234

ii. Demo account instructions

To access a Burst demo account created specifically for the California Adoption, select the Burst Intervention icon and log in as **creviewer2** (password **1234**). Select the Burst:Reading icon.

The screenshot displays the Amplify dashboard interface. At the top left is the Amplify logo. The top right corner shows the user's name 'California Reviewer02' and a 'Log Out' link. Below this are navigation icons for Home, Notices (with a red notification badge), Admin, Classes, and Support. The main content area features a large background image of a teacher and students. Overlaid on this are several widgets: a header for 'California Reviewer02' with the school name 'CA Review School 2014-2015'; two boxes for 'Burst Reading' and 'mCLASS DIBELS Next'; a 'Training' icon; a 'Reporting' icon; a 'Sync Status' icon; a featured article titled '5 ways to use data to improve your teaching' with a 'Read Article' link; and 'Contact Us' and 'Help' buttons. The footer contains the copyright notice: '© 2013-2015 Amplify Education, Inc. All rights reserved. Terms and Conditions | Privacy Policy'.

Click **View Results** to analyze students' DIBELS Next and Burst measure results, **Create Groups** to determine intervention groups, and **Manage Burst** to access Instruction and supplemental resources.

Burst® Reading California Revie...   

The Burst Process

<p style="text-align: center;">Assess</p> <p>View completion status, scores, and skills for your students.</p> <p style="text-align: center;">View Results</p>	<p style="text-align: center;">Group</p> <p>Tell us the classes to use and the number of groups to create, and we will group your students.</p> <p style="text-align: center;">Create Groups</p>	<p style="text-align: center;">Teach</p> <p>Download each group's 10-day Burst, request a new Burst, and manage group details and membership.</p> <p style="text-align: center;">Manage Burst</p>
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Burst Day-to-Day

Each student needs to practice and respond to get the most from Burst instruction. Make sure every student gets a turn.

Remember to vary instruction using the easier/harder suggestions printed on each Burst activity. Even students in the same group may have slightly different needs.

Fresh progress monitoring data is the key to effective Bursts. Please make sure to monitor progress on time with the requested assessment measures. Doing so will save valuable instruction time.

Intensity of instruction matters! Students need 30 minutes per day of Burst instruction. We have chosen just the right activities for each group, so please do not skip any of them.


Students need to apply the skills they are learning during Bursts. Do not forget to provide ample opportunities throughout the school day for students to use the new skills they are acquiring.

Burst Resources

[BurstBase](#) connects you with the materials and resources you need to successfully implement your Burst program, including:

- [What's New](#)
- [Burst Assessment Student Materials](#)
- [Supplemental Materials](#)
- [Game Boards](#)
- [Frequently Asked Questions](#)
- [Scope and Sequence](#)
- [The Burst Skills-Based Model](#)

Burst Guides



B. BurstBase

The program's BurstBase page simplifies the incorporation of Burst intervention into classroom routine. This helps teachers implement Burst effectively, with fidelity.

Teachers can access a large library of training videos (burstbase.net/pages/training-videos), a comprehensive FAQs section (burstbase.net/faqs), and instructional guidance documents (burstbase.net/pages/when-student-needs-extra-help), among other items.

C. Preliminary Results from the IES Burst Efficacy Study













Enclosed is an overview of the preliminary results from a five-year study on the efficacy of the Burst intervention program.

D. Instruction samples

You can find two 10-day lesson plans included in this document.

These students have been grouped together because they have similar instructional needs. This 2-week instructional plan, focused on **Regular Word Recognition** and **High-Freq. Irregular Word Recognition**, has been precisely tailored to those needs.

SNAPSHOT WHEN BURST WAS CREATED on April 22, 2015

Students	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills	Key
Alex D.											
Bailey T.											

If you need assistance or have any questions or comments, please send us an email at edsupport@amplify.com.

Materials for Burst #1

BurstBase materials can be downloaded from www.burstbase.net/materials.
All other Burst-specific materials can be found in the Supplemental Resources and your Burst kit.

DAY 1

- A** Board to write on.
- B** Sentence cutouts for relevant Use the Clues activity. Board to write on.
- C** Board to write on.
- D** Board to write on.
- E** *Syllabication Competition: Connected Text Game Drill Chart*. Timer or clock with seconds. Board to write on.

DAY 2

- A** Board to write on.
- B** Board to write on.
- C** Board to write on.
- D** Board to write on.
- E** 5 index cards with irregular words learned so far. Basket. Stopwatch. Paper. Pencils. Copies of the same book for each student.

DAY 3

- A** Board to write on.
- B** Sentence cutouts for relevant Truth or Tale activity.
- C** Board to write on.
- D** Board to write on.
- E** 20 IW cards from 4–6 Burst Kit. 25 RW cards from 4–6 Burst Kit. For modeling: Two RW cards (*glum, Sam*) and two IW cards (*l, was*) from 4–6 Burst Kit. Board to write on.

DAY 4

- A** Board to write on.
- B** Board to write on.
- C** Board to write on.
- D** Board and pieces of paper to write on.
- E** 5 index cards with irregular words learned so far. Basket. Stopwatch. Paper. Pencils. Copies of the same book for each student.

DAY 5

- A** Board to write on.
- B** Sentence cutouts for relevant Direction or Question activity. Board to write on.
- C** Board to write on.
- D** Board to write on.
- E** *Syllabication Competition: Connected Text Game Drill Chart*. Timer or clock with seconds. Board to write on.

DAY 6

- A** Board to write on.
- B** Board to write on.
- C** Board to write on.
- D** Board to write on.
- E** 24 blank index cards.

DAY 7

- A** Board to write on.
- B** Sentence cutouts for relevant Truth or Tale activity.
- C** Board to write on.
- D** Board to write on.
- E** 20 IW cards from 4–6 Burst Kit. 25 RW cards from 4–6 Burst Kit. For modeling: Two RW cards (*cat, fast*) and two IW cards (*is, the*) from 4–6 Burst Kit. Board to write on.

DAY 8

- A** Board to write on.
- B** Board to write on.
- C** Board to write on.
- D** Board and pieces of paper to write on.
- E** Pick and Play board. 15 small Post-it notes. Paper. Pencil.

DAY 9

- A** Board to write on.
- B** Sentence cutouts for relevant Truth or Tale activity.
- C** Board to write on.
- D** Board to write on.
- E** *Syllabication Competition: Connected Text Game Drill Chart*. Timer or clock with seconds. Board to write on.

DAY 10

Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.

Mobile Device

Allow other students to work on skills activities as you assess.

Students

Alex D, Bailey T

SkillsRegular Word Recognition
High-Freq. Irregular Word
Recognition**Progress Monitor: IW, RW**

* Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.

Day 1

- A** Syllabication Concentration: Connected Text Accuracy (*pancake, batter...*)
- B** Use the Clues: Connected Text Accuracy (*mixing, batter, pancake*)
- C** Introduce Irregular Words (*also, paper, work, your*)
- D** Use the Clues: Irregular Word Accuracy
- E** Syllabication Competition: Connected Text Game

Day 2

- A** Syllables and Sentences: Connected Text Accuracy
- B** Introduce Consonant Blends: Connected Text Accuracy
- C** Introduce Irregular Words (*around, book, find, me*)
- D** Use the Clues: Irregular Word Accuracy
- E** Word Hunt Tally: Irregular Words Game

Day 3

- A** Syllabication Concentration: Connected Text Accuracy (*puppy, monster...*)
- B** Truth or Tale: Connected Text Accuracy (*puppy, very, monster*)
- C** Introduce Irregular Words (*call, choose, no, someone*)
- D** Truth or Tale: Irregular Word Accuracy
- E** Word Stack: Connected Text Game (*I was feeling glum...*)

Day 4

- A** Ending Blends: Connected Text Accuracy
- B** Syllables and Sentences: Connected Text Accuracy
- C** Introduce Irregular Words (*down, eye, only, open*)
- D** Simon Says: Irregular Word Accuracy
- E** Word Hunt Tally: Irregular Words Game

Day 5

- A** Syllabication Concentration: Connected Text Accuracy (*morning, teacher...*)
- B** Direction or Question: Connected Text Accuracy (*morning, teacher, softly*)
- C** Introduce Irregular Words (*show, picture, group, sentence*)
- D** Truth or Tale: Irregular Word Accuracy
- E** Syllabication Competition: Connected Text Game

Day 6

- A** Introduce Consonant Blends: Connected Text Accuracy
- B** Ending Blends: Connected Text Accuracy
- C** Introduce Irregular Words (*people, please, talk, two*)
- D** Use the Clues: Irregular Word Accuracy
- E** Speed Battle: Irregular Words Game

Day 7 *

- A** Syllabication Concentration: Connected Text Accuracy (*brother, tummy...*)
- B** Truth or Tale: Connected Text Accuracy (*brother, tummy, sandwich*)
- C** Introduce Irregular Words (*hear, idea, look, so*)
- D** Truth or Tale: Irregular Word Accuracy
- E** Word Stack: Connected Text Game (*The cat is fast enough...*)

Day 8 *

- A** Syllables and Sentences: Connected Text Accuracy
- B** Introduce Consonant Blends: Connected Text Accuracy
- C** Introduce Irregular Words (*anywhere, below, move, new*)
- D** Simon Says: Irregular Word Accuracy
- E** Pick and Play: Irregular Words Game

Day 9 *

- A** Syllabication Concentration: Connected Text Accuracy (*better, doctor...*)
- B** Truth or Tale: Connected Text Accuracy (*doctor, better, away*)
- C** Introduce Irregular Words (*could, don't, fly, something*)
- D** Riddle: Irregular Word Accuracy
- E** Syllabication Competition: Connected Text Game

Day 10*

Progress monitor: IW, RW

Choose activities from earlier lessons for review and reinforcement.

Syllabication Concentration: Connected Text Accuracy

Goal: Given a regular word, the student can verbalize syllable patterns

In a Nutshell: (5–8 minutes)

Students read each syllable part in a regular word, and then read the word at a natural pace.


MATERIALS


Board to write on.


PREPARE

Write the following words on the board, syllable by syllable, leaving enough space between the word parts for students to see syllable divisions: *pancake, mixing, sunny, napkin, batter.*


MODEL

1  Today, we're going to take part in a learning activity that will help us better understand syllables. Syllables are the way a word is divided when we read or speak it. The consonants and vowels in a word determine how it is divided into syllables and how we should read it.


 In today's activity, I will introduce three words to you, but these three words will be broken into syllables. Your job will be to concentrate on each word and look how it's been divided into syllables. You will first read the word as syllable portions and then you will blend the parts of the word together and read the whole word at a natural pace. An important thing to notice is that there will always be one vowel sound per syllable. The vowel sound can help us determine the different syllable parts of a word.

 Before we start, I will model an example for you, so you know how to participate in this syllabication activity.

2 Write the word *today* on the board, but divide it into syllables as follows: *to day*.

 To understand what syllables are, we have to read a word by, first, sounding out each part of the word. Then, we can blend those parts, or syllables, to create the whole word. Listen while I read the word, dividing it into its different parts, and then as one word.

PRACTICE

3  Now it's your turn. I have written five words on the board. I have divided each word into syllables. I will call on a student to read a word. The chosen student will do three things: first, sound out the word as seen on the board, syllable by syllable; second, tell me how many syllables there are in the word; third, read the word at a natural pace.

(Continued on next page)



Support

Have the students review the words from today's lesson and determine how many syllable parts each word has.



Challenge

Divide students into pairs. Have students think of two words each, but the words must have at least two syllables. Have students write the words down, and ask their partners to divide the words into the correct syllable parts.

Syllabication Concentration: Connected Text Accuracy

- 4 Have each student practice sounding out the syllables on one word and then reading the word at a natural pace. Do this until all the students have had a turn. Correct any student who cannot speak the syllables or blend the word properly.
- 5 If you feel students can use more practice, have them swap words and do the activity again, sounding the word syllable by syllable and then reading at a natural pace.

DISCUSSION (optional)

- 6 If time allows, and you think your group is ready, feel free to explain what determines how a word is divided into syllables by discussing some of the major rules of syllabication:
 - 1) When two consonants come between two vowels in a word, divide syllables between the consonants. Example: coffee.
 - 2) When there are more than two consonants together in a word, divide the syllables keeping the blends together. Example: monster.
 - 3) When there is one consonant between two vowels in a word, divide the syllables after the first vowel. Example: writer.

Use the Clues: Connected Text Accuracy

Goal: Given a written sentence, the student can read it.

In a Nutshell: (5–8 minutes)

Students read a clue in the form of a sentence and then try to identify what the clue describes.



MATERIALS

- Sentence cutouts for relevant Use the Clues activity.
- Board to write on.






PREPARE

Download and print the following Clue #1 and Clue #2 sentence cutouts associated with this activity: *I am mixing the batter with a blender* and *I will make pancakes, and you will make eggs*.

MODEL

-  Today, we're going to participate in an activity called Use the Clues. We're going to read two clues. Then you will try to figure out what I'm thinking of. This activity works a little bit like a puzzle or a riddle. To figure out the answer, you will have to look at some clues to try to find out the final answer. The clues help us make the connection.
-  First, let me explain the activity. I will give you two clues in the form of sentences. You will read the clues and then tell me what they describe. Let's say that I told you I was thinking of a place. The first clue was: The place has many chairs and desks. And the second clue was: Students come here to learn. Looking at those clues, you would know that the place I am talking about is a school. Feel free to use more examples as needed. That's exactly what you will do in today's activity. You will read two clues and guess what they are referring to.

PRACTICE

-  Okay, now it's your turn to use the clues! I will give you two clues that will help you figure out the answer. Here's your first clue. Pass around the Clue #1 to the group: *I am mixing the batter with a blender*.
-  Let's take turns reading the sentence in the first clue. Call on each student to read the entire clue while you point to the words. If a student forgets a word, help him or her sound it out again. Offer help if students have difficulty reading any of the words, particularly if there are letter-combination words in the sentence.
-  Now I'm going to pass around Clue #2 to the group: *I will make pancakes, and you will make eggs*. Repeat the process of having each student read the whole sentence and practice reading it with automaticity. Help students with difficult words.
-  Discuss what the clues mean.
-  Now that we have read the two clues very carefully, who can figure out what I'm thinking of? Elicit responses. That's right! I'm thinking of breakfast.



Support

On the board, write some of the words that were used in the sentences from today's activity. Have students say the words again, syllable by syllable.



Challenge

Have students pair up. Ask one student to think of a word, and help him or her write two clues about it on a piece of paper. The other student must try to guess what word the two clues are describing.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *also, paper, work, your*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *your* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /y/ for this letter. We say /or/ for these letters. We do not say /our/. We do not say the /u/ in this word.

4



Now let's blend the sounds together to say *your*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *your* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *your*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Use the Clues: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

Students read a clue in the form of a sentence, then try to identify what the clue describes.


MATERIALS

- Board to write on.


PREPARE

None.

MODEL


1  **We're going to play Use the Clues. We're going to read clues and try to figure out what they're describing. Here's your first clue.**


2 On the board, write: *I help you do your work.*


 **We'll take turns reading words in the clue. When I call on you, you'll read the word I'm pointing to. Ready?**


3 Have students take turns sounding out or reading the words in the sentence, one word per student. If a student needs help, model sounding out the word and then saying it fast. Have the student repeat what you did; then ask him or her to do the same for the next word in the sentence.

PRACTICE

4  **Now let's read the whole clue.**
Call on each student to read the entire clue while you point to the words. If a student forgets a word, help him or her sound it out again.

5  **Here's the second clue.**
On the board, write: *You also put me to paper.* Repeat the process of having students read words individually, and then have each student read the whole sentence and practice reading it with automaticity.
Discuss what the clues mean.

6  **Who can figure out what I'm thinking of? That's right! I'm thinking of a *pen or pencil.***

7  **Remember, you know these cool words: *also, paper, work, your.* Can you find these words and circle them?**

Call on students to circle those words and read them aloud.



Support

Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have students read both clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.

Syllabication Competition: Connected Text Game

Goal: Given a word, the student can read it correctly, recognizing each of its syllables.

In a Nutshell:

The students read multi-syllabic words at a natural pace and then divide them accurately into syllables.


MATERIALS


- *Syllabication Competition: Connected Text Game Drill Chart*.
- Timer or clock with seconds.
- Board to write on.

PREPARE


- Download and print *Syllabication Competition: Connected Text Game Drill Chart*.
- Make one copy of the drill chart for each student.

MODEL

-  Today, we are going to play a game called Syllabication Competition. This game will test your understanding of syllabication and also test how quickly you can recognize a word and say it in two ways. First, you will say the whole word at a natural pace. Then you will say the word again, breaking it into syllables.

 Here's how the game is played. Each of you will receive a *Syllabication Competition: Connected Text Game Drill Chart*. This chart has many words on it. Each of you will have 30 seconds to quickly choose a word, read the syllables of the word, and finally blend the syllables to form the word, reading it at a natural pace. When I say *begin*, the clock starts and you begin reading the words on the chart. Whenever you say a word correctly in both ways, you get two points. After saying one word, move onto any other word you like on the chart. You keep gaining points whenever you read and break into syllables correctly. When your 30 seconds are over, I will say *stop*. I will write your total points on the board. Once everyone has had a turn, we will calculate the points to see who said the most words correctly, and who the winner of the Syllabication Competition is.
- 2 If this is the first time students have played this game, model how to play for the group and further explain the rules, if necessary. Have a student time you, as you first read the word at a natural pace and then divide in its syllables.

PRACTICE

- 3 Distribute a copy of the *Syllabication Competition: Connected Text Game Drill Chart* to each student. You can have another student do the timing, if you would like to concentrate on keeping record of the scores for each student.
-  Now that we are all set up, let's play Syllabication Competition. Remember, when I say *begin*, you begin reading the words on the chart. You can read them in order or randomly. Choose a student. Start the timer. Record the number of words students say correctly and, when the 30 seconds are up, write that number on the board next to their names. Make sure each student has a turn.
- 5 After recording all the scores, declare the winner
- 6 You can have the students play the game again in pairs as further practice.

Syllables and Sentences: Connected Text Accuracy

Goal: Given a regular word with two or more syllables, the student can recognize the syllabic divisions, sound out the word, then use it in a sentence.

In a Nutshell: (5–8 minutes)

Students identify syllables in a multisyllabic regular word, sound out and blend the syllables to say the word, then use it in a spoken sentence.




MATERIALS

Board to write on.

PREPARE

Write the following multisyllabic regular words on the board: *insisted, object, restless, timid, valid.*

MODEL

-  **For today’s activity, we will focus on syllables. Syllables are parts of a word that let us know where we should pause or make a quick break in the word. In other words, syllables are the way a word divides when we say it. One helpful reminder for us to recognize syllables is each syllable in a word contains one vowel sound.** Offer an example. Briefly review vowels and vowel sounds.
-  **Today we will concentrate on this list of multisyllabic words. Each word in this group contains at least two syllables. In our activity, we will sound out syllables from each word and then blend them together to read the words.** Point to the words on the board. **After we point out and blend the syllable parts and letter-sounds to read the word, each of you will then be called on to use the word in a sentence.**
-  **Let me model the activity for you. To begin, I will sound out the syllables of this word: *timid*. Point to the word on the board. I first look for the vowels in the word. The vowels will help me figure out the number of syllables.** Point out the number of vowels and then sound out the syllables. */tim/ /id/*. **Now I’ll blend those syllables and letter-sounds to say the whole word: *timid*.** Guide students to repeat your actions: figure out the number of syllables by pointing out the vowels, identify the syllable parts, blend the syllables, then say the word. **Very good! Finally, I’ll use *timid* in a sentence. My sentence is: The new student was very timid when he arrived in his new school.**



Support


Take note of particular words students find difficult. Repeat the sounding out and blending with these words until students can say them easily.



Challenge

Allow students to take turns making up their own sentences with the multisyllabic words from today’s activity. For an added challenge, encourage students to see if they can use two of the words in a sentence.

PRACTICE

-  **Now, it’s your turn. We’ll work together. Let’s start with this word.** Point to another word on the list. **Count the vowels to guess how many syllables there are. Say each syllable aloud.** Pause for 3 seconds. **Now blend the syllables and sounds to read the word. Excellent! Now, we’ll create a sentence using the word.** Ask a volunteer to make up a sentence using the sample word.
- Continue this format for the other listed words. Make sure each student gets to practice. Ask each student to identify the syllabic parts of the word, put the syllables and sounds together to say the whole word, then use it in a sentence. Monitor each student’s understanding of the words as many times as possible. If a student responds incorrectly during group and individual responses, repeat the teacher model with the next word.

Introduce Consonant Blends: Connected Text

Accuracy

Goal: Given a regular word starting with a consonant blend, the student can decode it and read it.

In a Nutshell: (5–8 minutes)

Students read regular words that start with consonant blends.


MATERIALS

Board to write on.


PREPARE


Prepare these regular words that begin with the consonant blend *bl* for reference: *blab*, *bluff*.

MODEL


1  Today, we will do an exercise about consonant blends. If you recall, consonants are all the letters in the alphabet that are not vowels, such as *a*, *e*, *i*, *o*, or *u*. A consonant blend is when two or three consonants are together in a word. When you say the word, you should hear each letter in the blend. In today's activity, we will focus on blends with two consonants

2 Write the letters *bl* on the board.


 Here's an example: *bl* is a consonant blend. You can hear the sounds /*b*/ and /*l*/ when the letters are joined together.

3  Consonant blends can occur at the beginning or the end of a word. For today's activity, we will read words that begin with consonant blends.

4 Write the word *blab* on the board.

 Take a look at this word. It starts with the blend *bl*. The word is *blab*. Cover up the other letters to isolate the blend *bl*. Listen as I say the sound of the blend: /*bl*/. Uncover the rest of the word. Next, let me read the word again: *blab*.

PRACTICE

5  Now I want you to try this exercise. First, ask students, as a group, to repeat the steps you just modeled. Instruct them to read the word, say the blend, then read the word again. Next, ask each student to repeat the steps, making sure everyone gets a turn. If time permits, introduce students to the more words from the word list or other regular words with a similar beginning blend.



Support

Ask students to take turns sounding out the word. Cover the word, keeping the blend uncovered, then direct students to sound out the blend.



Challenge

Prompt students to think of other words that begin with the consonant blends reviewed in today's activity. As an added challenge, ask students to use the words they suggest in a sentence.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *around, book, find, me*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *book* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /b/ for this letter. We say /uh/ and /k/ for these letters. We do not say /ooh/ in this word.

4



Now let's blend the sounds together to say *book*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *book* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *book*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Use the Clues: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

Students read a clue in the form of a sentence, then try to identify what the clue describes.


MATERIALS

- Board to write on.


PREPARE

None.

MODEL


1  **We're going to play Use the Clues. We're going to read clues and try to figure out what they're describing. Here's your first clue.**


2 On the board, write: *You find me around a book.*


 **We'll take turns reading words in the clue. When I call on you, you'll read the word I'm pointing to. Ready?**


3 Have students take turns sounding out or reading the words in the sentence, one word per student. If a student needs help, model sounding out the word and then saying it fast. Have the student repeat what you did; then ask him or her to do the same for the next word in the sentence.

PRACTICE

4  **Now let's read the whole clue.**
Call on each student to read the entire clue while you point to the words. If a student forgets a word, help him or her sound it out again.

5  **Here's the second clue.**
On the board, write: *I help you find your spot.* Repeat the process of having students read words individually, and then have each student read the whole sentence and practice reading it with automaticity.
Discuss what the clues mean.

6  **Who can figure out what I'm thinking of? That's right! I'm thinking of a bookmark.**

7  **Remember, you know these cool words: *around, book, find, me.* Can you find these words and circle them?**

Call on students to circle those words and read them aloud.



Support

Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have students read both clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.


Word Hunt Tally: Irregular Words Game

Goal: Given a written irregular word, the student can identify and read the word in a written text.

In a Nutshell:

The students find a given irregular word in a written text and keep a tally of how many times they find it to win.

MATERIALS

 Five index cards with irregular words learned so far or needing more practice.



Basket.



Stopwatch.

- Paper.
- Pencils.
- Enough copies of the same book for each student (trade books or textbooks).

PREPARE

Write appropriate irregular words on five index cards and gather other supplies. Select relevant pages from the trade book or textbook that students will be using in the word hunt if the book is long.

MODEL

- 1 Place five irregular word cards in a basket.
- 2 Pass out a piece of paper and a pencil to each student in the group.
- 3 Give each student a copy of the same book or textbook.

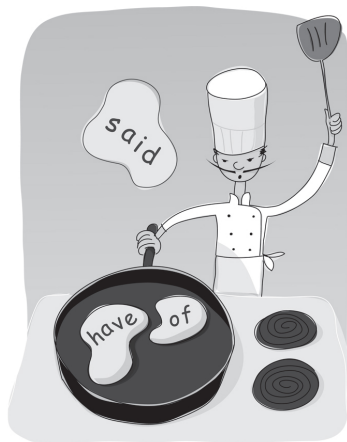


We are about to go on a word hunt and you are going to be detectives. You will start by picking a word from the basket, and writing it on the piece of paper I gave you. Then you are going to hunt through pages X - Y of the book and see how many times you can find the word. Each time you find the word in the pages of the book, you will make a tally mark on your paper next to the word you have written. After you are done with the word, place the word back into the basket and select a new word.

- 4 If this is the first time students have played this game, model for the group how to play. Remind students how to write and use tally marks to keep track of items.

PRACTICE

- 5 Give students three minutes to hunt for their word. Then, have them count up their tally marks. The student with the most words found is the winner for the round.
- 6 Continue playing several rounds of the game so students hunt for three to four different words.
- 7 After the final round, the student who finds the most words in the most rounds will be the Great Word Detective for the day.



Syllabication Concentration: Connected Text

Accuracy

Goal: Given a regular word, the student can verbalize syllable patterns

In a Nutshell: (5–8 minutes)

Students read each syllable part in a regular word, and then read the word at a natural pace.


MATERIALS


Board to write on.


PREPARE

Write the following words on the board, syllable by syllable, leaving enough space between the word parts for students to see syllable divisions: *puppy, monster, winner, very, hobby*.


MODEL

1  Today, we're going to take part in a learning activity that will help us better understand syllables. Syllables are the way a word is divided when we read or speak it. The consonants and vowels in a word determine how it is divided into syllables and how we should read it.


 In today's activity, I will introduce three words to you, but these three words will be broken into syllables. Your job will be to concentrate on each word and look how it's been divided into syllables. You will first read the word as syllable portions and then you will blend the parts of the word together and read the whole word at a natural pace. An important thing to notice is that there will always be one vowel sound per syllable. The vowel sound can help us determine the different syllable parts of a word.

 Before we start, I will model an example for you, so you know how to participate in this syllabication activity.

2 Write the word *dinner* on the board, but divide it into syllables as follows: *din ner*.

 To understand what syllables are, we have to read a word by, first, sounding out each part of the word. Then, we can blend those parts, or syllables, to create the whole word. Listen while I read the word, dividing it into its different parts, and then as one word.

PRACTICE

3  Now it's your turn. I have written five words on the board. I have divided each word into syllables. I will call on a student to read a word. The chosen student will do three things: first, sound out the word as seen on the board, syllable by syllable; second, tell me how many syllables there are in the word; third, read the word at a natural pace.

(Continued on next page)



Support

Have the students review the words from today's lesson and determine how many syllable parts each word has.



Challenge

Divide students into pairs. Have students think of two words each, but the words must have at least two syllables. Have students write the words down, and ask their partners to divide the words into the correct syllable parts.

Syllabication Concentration: Connected Text Accuracy

- 4 Have each student practice sounding out the syllables on one word and then reading the word at a natural pace. Do this until all the students have had a turn. Correct any student who cannot speak the syllables or blend the word properly.
- 5 If you feel students can use more practice, have them swap words and do the activity again, sounding the word syllable by syllable and then reading at a natural pace.

DISCUSSION (optional)

- 6 If time allows, and you think your group is ready, feel free to explain what determines how a word is divided into syllables by discussing some of the major rules of syllabication:
 - 1) When two consonants come between two vowels in a word, divide syllables between the consonants. Example: coffee.
 - 2) When there are more than two consonants together in a word, divide the syllables keeping the blends together. Example: monster.
 - 3) When there is one consonant between two vowels in a word, divide the syllables after the first vowel. Example: writer.

Truth or Tale: Connected Text Accuracy

Goal: Given a written sentence, the student can read it.

In a Nutshell: (5–8 minutes)

Students decide whether a statement the teacher says means the same as a written statement.


MATERIALS


Sentence cutouts for relevant Truth or Tale activity.


PREPARE


- Download and print the following model sentence cutout associated with this activity: *The crowded elevator was feeling more like an oven!*
- Download and print the following student sentence cutouts associated with this activity: *I did not dream that my puppy turned into something very scary* and *I had a nightmare where my puppy was a monster.*

MODEL

1  Today, we're going to participate in an activity called Truth or Tale. Here's how this activity works. I will give you two sentences. One of you will volunteer to read the first sentence aloud. The second sentence will be on a piece of paper that I will show to the rest of the group. Your job is to listen carefully as the volunteer says the first sentence. After that, I will ask the rest of the group to read the sentence on the piece of paper. If their meanings match, then you will say it is the truth. But if they mean totally different things, then you will call it a tale. Remember, your job is to think of the meaning of both sentences to determine whether they represent the truth or a tale. Clarify the rules, as needed.

 To show you how this activity works, I will first model an example for you. Listen carefully as I read the first sentence, but don't give your responses just yet. Read the first sentence: *There were too many people on the elevator, so I was feeling very hot.* Now, I will show all of you a sentence on this paper: *The crowded elevator was feeling more like an oven!* Pass the paper around so each student has a chance to read it quietly.

2  Now, would someone like to read the sentence on the paper aloud? Ask a volunteer to read: *The crowded elevator was feeling more like an oven!* Read the sentence for the student again, correcting where necessary. Point to each word as you say it.

 Now think about the sentence that I first spoke and the sentence you just read on the paper. Think about whether the meaning of the sentence I first said matches the meaning of the one on the paper. Now answer this, is the sentence on the paper the truth or a tale? It is the truth. Even though I didn't use the same exact words, the meaning of both sentences is still very much the same. That's why I called it the truth. Feel free to elaborate or discuss as needed.

(Continued on next page)



Support

The sentences students will read today contain words that have been part of their previous lessons through a recently learned word list. Have the students look at the sentences and circle the words that they recognize from those recent lessons.



Challenge

Pair up the students. Have each pair take turns making two sentences using recently learned regular words. To take a step further, encourage them to create their own truths or tales.

PRACTICE

3 

Now it's your turn. I will choose a volunteer to read the first sentence, while the rest of you listen to it carefully. Choose a volunteer to read the following sentence: *I did not dream that my puppy turned into something very scary.* **Now I'm going to show the rest of the group a sentence on a piece of paper.** Pass around the following sentence: *I had a nightmare where my puppy was a monster.* Allow each student a turn to read it aloud.



Now, I want you to think about the two sentences, the one that our volunteer first spoke and the one you all read from the paper. Now tell me if the sentence on the paper is the truth or a tale. Practice and re-read sentences as needed. Feel free to elaborate on answers.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *call, choose, no, someone*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *call* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /k/ for this letter. We say /aw/ for these letters. We say the letter *a* as /aw/, not /aah/ in this word.

4



Now let's blend the sounds together to say *call*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *call* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *call*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Truth or Tale: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

Students decide whether a statement the teacher says means the same as a statement the teacher writes.


MATERIALS


Board to write on.


PREPARE

None.


MODEL

1  We're going to play Truth or Tale. I'm going to tell you something. Listen carefully because after I tell it to you, I'm going to write a sentence on the board. You will read the sentence and try to figure out if the sentence I write is the truth or a tale. If what I said and what I wrote mean the same thing, it is the truth; if they mean different things, it's a tale.

2  My turn first. I say, *It feels like an oven in here!* On the board, write: *It is hot!*

3  Now I read the sentence. It says, *It is hot!* (Point to each word as you say it.) Is this the truth or a tale? This time, the answer is: the truth.

PRACTICE


4  Now it's your turn. Your sentence is: *I choose to call her and she answers.* Now I'm going to write a sentence on the board and you will read it. Then tell me if I wrote the truth or a tale.

5 On the board, write: *I choose someone to call and no one is there.*

6 Have students take turns sounding out or reading the words in the sentence, one student per word. Remind students of letter sounds if they need help.

7 Call on each student to read the entire sentence while you point to the words. If he or she forgets a word, help the student sound it out again.

8 Ask students if they think the sentence on the board is the truth or a tale. For this activity, the answer is: a tale. If there is a disagreement, encourage discussion about the meaning of the written sentence or the meaning of what you actually said.

9  Remember, you know these cool words: *call, choose, no, someone.* Can you find these words and circle them?

Call on students to circle these words and read them aloud.



Support

Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have a student think of a sentence using any of the irregular words the group has learned so far. Write the sentence on the board and have another student read it. Then it is that student's turn to think of a new sentence.



Word Stack: Connected Text Game

Goal: Given written regular and high-frequency irregular words, the student can form a sentence.

In a Nutshell:

The students use regular and high-frequency irregular words to make sentences.

MATERIALS

-  20 Irregular Word cards from the 4–6 Burst Kit.
-  25 Regular Word cards from the 4–6 Burst Kit.
 - For modeling: Two Regular Word cards (*glum*, *Sam*) and two Irregular Word cards (*I*, *was*) from the 4–6 Burst Kit.
 - Board to write on.

PREPARE

- Select 20 Irregular Word cards and 25 Regular Word cards.
- Gather the following cards for use with modeling:
 - Regular Word cards: *glum* and *Sam*.
 - Irregular Word cards: *I* and *was*.

MODEL

1 

We are going to play Word Stack today. In front of you, you will see two stacks of word cards. I will distribute two regular words to each of you and then ask you to pick two irregular word cards from a stack that is face down. You won't know what any of your cards are, until you have them in your hands. The goal of the game is to make a complete sentence using the two regular word cards I give you and at least one of the two irregular cards that you take from the word stack. If for some reason, you don't like the irregular word cards you have picked, you will have the opportunity of putting one of the irregular word cards back, and taking a different one from the stack that is facing down. Then you will attempt to make a sentence. Remember, your sentence can be as long as you want it to be. You must use the two regular words and at least one of the irregular words in your sentence.

Give two regular word cards to each student. Allow each one to take two irregular word cards and place the remaining cards face down in a stack in front of students.



Look at the cards in your hands. Try to put them together to make a complete sentence. If your sentence is correct, I will write it on the board. You will get one point for each word in your sentence, so the longer your sentence, the more points you get. If you want to exchange one of your irregular word cards, take a new one from the stack and place the old one at the bottom.

(Continued on next page)

- 2 If this is the first time students play this game, model for the group how to play.



My turn first. I have chosen two regular word cards and two irregular word cards. My regular word cards are *glum* and *Sam*, and my irregular word cards are *I* and *was*. Now I will make a sentence using these cards. My sentence is: *I was feeling glum because Sam would not share his cake with me*. Does my sentence make sense? Elicit response. **Did I use my two regular word cards and at least one irregular word card? Elicit response and write your model sentence on the board. **My sentence correctly used both the regular words and the irregular words, as you can see on the board. I will get thirteen points because there are thirteen words in my sentence. Remember, if you have a hard time making a sentence, you can trade in one of your irregular words for another one from the stack. If you can make a sentence, you get the points. If you still can't make a sentence, you get no points and it is the next person's turn. The person with the most number of points at the end of all the rounds of the game is the winner!****

- 3 After all students have a turn, shuffle the cards so they can create new sentences. If a particularly odd set of cards makes it extremely difficult for a student to make a sentence, feel free to distribute new cards as needed.

PRACTICE

- 4 Play several rounds of the game and keep track of the points.

Ending Blends: Connected Text Accuracy

Goal: Given a regular word that ends with a consonant blend, the student can decode it and read it.

In a Nutshell: (5–8 minutes)

Students read regular words that end with blends.


MATERIALS

Board to write on.


PREPARE


On the board, write these regular words that end with consonant blend *st* for reference: *contest, crust, distrust, eldest, gust, lost, west.*


MODEL

1  Today we'll participate in an activity about consonant blends. If you recall, a consonant is any letter in the alphabet that is not a vowel. Vowels are the letters *a, e, i, o, or u*. Now, a consonant blend is two or three consonants that appear together in a word. When you say the word, you should hear the sound of each letter in the blend. Blends can occur at the beginning or the end of a word. In today's exercise, we will focus on words that end with a consonant blend.


2 Write the word *crust* in large letters on the board.

 Let's look at this word as an example. This word ends with the blend *st*. The word is *crust*. Listen closely as I say each sound. Point to each letter as you say its sound: /k/ /r/ /u/ /s/ /t/. Now pay attention as I put the sounds together to say the word. I will hold up one finger for each sound. Say the word: *crust*. You can hear the sounds of all the letters, including the ending blend /s/ and /t/, when the letters are put together.

3  Now let's repeat these steps together. First, we will read the word: *crust*. As I point to each letter, we will say each sound slowly. Point to each letter: /k/ /r/ /u/ /s/ /t/. Next, slowly put the sounds together to read the whole word and hold up one finger for each sound. Let's begin: *crust*.

4  Pay close attention. Listen for the sounds of each letter in the consonant blend at the end: *st*. Let's read the word once more: *crust*.

PRACTICE

5  Now I want each of you to repeat the steps individually. Ask individual students to repeat the steps above. Instruct them to read the word, sound out the word, blend the sounds to read the word, hold up one finger for each sound, then read the word again. Make sure each student gets a turn. Once they grasp the ending consonant blend and the word it's paired with, if time allows, introduce students to more words from the list or other regular words with ending blends not on the list.



Support

Practice sounding out the ending blend. Cover the word, keeping the blend uncovered. Then ask students to take turns sounding out the blend. When they can do this comfortably, direct them to sound out the whole word again.



Challenge

Prompt students to think of other words with the ending blend from today's activity. If time allows, ask them to use one or two of the words in a sentence.

Syllables and Sentences: Connected Text Accuracy

Goal: Given a regular word with two or more syllables, the student can recognize the syllabic divisions, sound out the word, then use it in a sentence.

In a Nutshell: (5–8 minutes)

Students identify syllables in a multisyllabic regular word, sound out and blend the syllables to say the word, then use it in a spoken sentence.




MATERIALS

Board to write on.

PREPARE

Write the following multisyllabic regular words on the board: *adlib*, *disgusted*, *intend*, *invest*, *modest*.

MODEL

-  **For today’s activity, we will focus on syllables. Syllables are parts of a word that let us know where we should pause or make a quick break in the word. In other words, syllables are the way a word divides when we say it. One helpful reminder for us to recognize syllables is each syllable in a word contains one vowel sound.** Offer an example. Briefly review vowels and vowel sounds.
-  **Today we will concentrate on this list of multisyllabic words. Each word in this group contains at least two syllables. In our activity, we will sound out syllables from each word and then blend them together to read the words.** Point to the words on the board. **After we point out and blend the syllable parts and letter-sounds to read the word, each of you will then be called on to use the word in a sentence.**
-  **Let me model the activity for you. To begin, I will sound out the syllables of this word: *intend*.** Point to the word on the board. **I first look for the vowels in the word. The vowels will help me figure out the number of syllables.** Point out the number of vowels and then sound out the syllables. */in/ /tend/*. **Now I’ll blend those syllables and letter-sounds to say the whole word: *intend*.** Guide students to repeat your actions: figure out the number of syllables by pointing out the vowels, identify the syllable parts, blend the syllables, then say the word. **Very good! Finally, I’ll use *intend* in a sentence. My sentence is: I intend to spend my allowance on a new video game.**



Support


Take note of particular words students find difficult. Repeat the sounding out and blending with these words until students can say them easily.



Challenge

Allow students to take turns making up their own sentences with the multisyllabic words from today’s activity. For an added challenge, encourage students to see if they can use two of the words in a sentence.

PRACTICE

-  **Now, it’s your turn. We’ll work together. Let’s start with this word.** Point to another word on the list. **Count the vowels to guess how many syllables there are. Say each syllable aloud.** Pause for 3 seconds. **Now blend the syllables and sounds to read the word. Excellent! Now, we’ll create a sentence using the word.** Ask a volunteer to make up a sentence using the sample word.
- Continue this format for the other listed words. Make sure each student gets to practice. Ask each student to identify the syllabic parts of the word, put the syllables and sounds together to say the whole word, then use it in a sentence. Monitor each student’s understanding of the words as many times as possible. If a student responds incorrectly during group and individual responses, repeat the teacher model with the next word.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *down, eye, only, open*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *down* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /d/ for this letter. We say /ow/ and /n/ for these letters.

4



Now let's blend the sounds together to say *down*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *down* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *down*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Simon Says: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

A student quietly reads the directions to the teacher and follows them. Then the group reads the same directions and judges whether the acting student followed them correctly.



MATERIALS

- Board and pieces of paper to write on.

PREPARE

- Write the following sentence on a piece of paper to use for modeling: *Open the door.*
- Write the following on a piece of paper: *Sit down and open only one eye.*

MODEL

-  **We're going to play Simon Says today. Just like the regular Simon Says game, you're going to get directions and follow them. But instead of me telling you what to do, you're going to read the directions using words you've learned.**
-  **When I call on you, come up and quietly read to me what I've written on this piece of paper. If you need help, point to a word and I'll whisper it to help you. Then follow the directions, just like Simon Says.**

Pretend to quietly read the model direction, then make an action (not the one on the paper). Now write the model direction on the board. Ask if what you did matched the model direction.

- 
- Very good! Now it's your turn.**



Support



Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have a student make up new Simon Says directions using any of the irregular words the group has learned so far. Write the sentence on the board, and have the other students in the group read and follow the directions.

PRACTICE

- 3** Call on one student to stand next to you. Show the direction *Sit down and open only one eye* only to that student and have him or her read it quietly to you. The student should then follow the direction.
- 4** After the student follows the direction, he or she can sit down again. Then write the direction on the board and ask a different student to read the sentence aloud.
-  **Great job figuring out those words.**
- 6** Ask the group if the acting student followed the direction correctly. If there is a disagreement, discuss the meaning of the sentence.
-  **Remember, you know these cool words: *down, eye, only, open*. Can you find these words and circle them?**
Call on students to circle these words and read them aloud.


Word Hunt Tally: Irregular Words Game

Goal: Given a written irregular word, the student can identify and read the word in a written text.

In a Nutshell:

The students find a given irregular word in a written text and keep a tally of how many times they find it to win.

MATERIALS

 Five index cards with irregular words learned so far or needing more practice.



Basket.



Stopwatch.

- Paper.
- Pencils.
- Enough copies of the same book for each student (trade books or textbooks).

PREPARE

Write appropriate irregular words on five index cards and gather other supplies. Select relevant pages from the trade book or textbook that students will be using in the word hunt if the book is long.

MODEL

- 1 Place five irregular word cards in a basket.
- 2 Pass out a piece of paper and a pencil to each student in the group.
- 3 Give each student a copy of the same book or textbook.

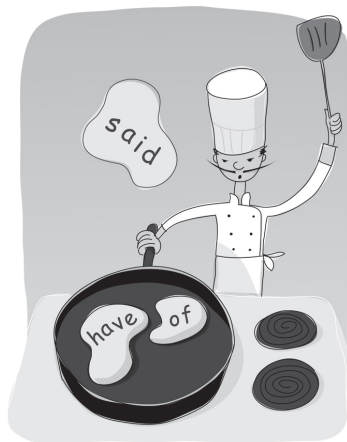


We are about to go on a word hunt and you are going to be detectives. You will start by picking a word from the basket, and writing it on the piece of paper I gave you. Then you are going to hunt through pages X - Y of the book and see how many times you can find the word. Each time you find the word in the pages of the book, you will make a tally mark on your paper next to the word you have written. After you are done with the word, place the word back into the basket and select a new word.

- 4 If this is the first time students have played this game, model for the group how to play. Remind students how to write and use tally marks to keep track of items.

PRACTICE

- 5 Give students three minutes to hunt for their word. Then, have them count up their tally marks. The student with the most words found is the winner for the round.
- 6 Continue playing several rounds of the game so students hunt for three to four different words.
- 7 After the final round, the student who finds the most words in the most rounds will be the Great Word Detective for the day.



Syllabication Concentration: Connected Text

Accuracy

Goal: Given a regular word, the student can verbalize syllable patterns

In a Nutshell: (5–8 minutes)

Students read each syllable part in a regular word, and then read the word at a natural pace.


MATERIALS


Board to write on.


PREPARE

Write the following words on the board, syllable by syllable, leaving enough space between the word parts for students to see syllable divisions: *morning, teacher, manner, softly, today.*


MODEL

1  Today, we're going to take part in a learning activity that will help us better understand syllables. Syllables are the way a word is divided when we read or speak it. The consonants and vowels in a word determine how it is divided into syllables and how we should read it.


 In today's activity, I will introduce three words to you, but these three words will be broken into syllables. Your job will be to concentrate on each word and look how it's been divided into syllables. You will first read the word as syllable portions and then you will blend the parts of the word together and read the whole word at a natural pace. An important thing to notice is that there will always be one vowel sound per syllable. The vowel sound can help us determine the different syllable parts of a word.

 Before we start, I will model an example for you, so you know how to participate in this syllabication activity.

2 Write the word *monster* on the board, but divide it into syllables as follows: *mon ster*.

 To understand what syllables are, we have to read a word by, first, sounding out each part of the word. Then, we can blend those parts, or syllables, to create the whole word. Listen while I read the word, dividing it into its different parts, and then as one word.

PRACTICE

3  Now it's your turn. I have written five words on the board. I have divided each word into syllables. I will call on a student to read a word. The chosen student will do three things: first, sound out the word as seen on the board, syllable by syllable; second, tell me how many syllables there are in the word; third, read the word at a natural pace.

(Continued on next page)



Support

Have the students review the words from today's lesson and determine how many syllable parts each word has.



Challenge

Divide students into pairs. Have students think of two words each, but the words must have at least two syllables. Have students write the words down, and ask their partners to divide the words into the correct syllable parts.

Syllabication Concentration: Connected Text Accuracy

- 4 Have each student practice sounding out the syllables on one word and then reading the word at a natural pace. Do this until all the students have had a turn. Correct any student who cannot speak the syllables or blend the word properly.
- 5 If you feel students can use more practice, have them swap words and do the activity again, sounding the word syllable by syllable and then reading at a natural pace.

DISCUSSION (optional)

- 6 If time allows, and you think your group is ready, feel free to explain what determines how a word is divided into syllables by discussing some of the major rules of syllabication:
 - 1) When two consonants come between two vowels in a word, divide syllables between the consonants. Example: coffee.
 - 2) When there are more than two consonants together in a word, divide the syllables keeping the blends together. Example: monster.
 - 3) When there is one consonant between two vowels in a word, divide the syllables after the first vowel. Example: writer.

Direction or Question: Connected Text Accuracy

Goal: Given a decodable written sentence or question, the student can read it.

In a Nutshell: (5–8 minutes)

A student quietly reads a direction or question to the teacher and follows or answers it. Then the group reads the same direction/question and decides whether the student's answer or action matches the written phrase correctly.


MATERIALS


- Sentence cutouts for relevant Direction or Question activity.
- Board to write on.

PREPARE


- Download, print, and cut the sentence cutouts associated with this activity: *morning, teacher, softly.*
- Set aside the following: *Please clap your hands five times.*

MODEL

1  Today, we're going to participate in an activity called Direction or Question. In this activity, I will choose one of you to quietly read a piece of paper to me. On the paper there will be either a direction or a question. All of you will watch carefully as the chosen student either acts out the direction or answers the question. Then, I will pass the paper around so the rest of you can read it. The group will figure out if it is a direction or a question, and then decide if the chosen student followed the direction or answered the question correctly. An important thing to keep in mind is that the directions and questions will use some of the new words you have learned recently, but I'll ask you about those words at the end.

2  Let's begin. When I call on you, come up and quietly read what is written on the piece of paper to me. If you need help with a word, point to it and I'll whisper it to you. Then you will follow the direction or answer the question. First, I will model an example for you.

Quietly read the following: *Please clap your hands five times.* Give students an incorrect or mismatched action or response. Pass around the corresponding sentence cutout. Ask students if what they read on it is a direction or a question. Then ask them if your action or answer matched the sentence cutout. Offer students help if they have trouble decoding any of the letter-combination words introduced in this activity.

 Now that you know how to do this activity, it's your turn to work with a new direction or question.

PRACTICE

- 3 Call on one student to stand next to you. Show him or her the following sentence cutout: *Say good morning to the teacher softly.* Tell the student to read the sentence cutout quietly to you and then to match it.
- 4 After the student follows the direction or answers the question, he or she can sit down again. Then pass the sentence cutout to the group, allowing each student to read it aloud. Correct and clarify words in the sentence cutout. Ask the group if the chosen student followed the direction or answered the question correctly. If there is a disagreement, discuss the meaning of the sentence.

(Continued on next page)



Support

Using the sentences covered today, have students pick out words that they may have had trouble with. Once students are comfortable with those words, ask them to create new sentences using some of those words as further practice.



Challenge

Let students take turns making up brand new directions or questions. Write them on the board. Have the group read and follow the directions or answer the questions, and determine if they execute the task correctly.

5 

Now that you've tried this once on your own, let's practice using other directions and questions. Continue this activity using the practice sentence cutouts provided. For variety, feel free to have students pair up sharing one direction/question.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *show, picture, group, sentence*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *show* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /sh/ for these letters. We say /long-o/ for these letters. We do not say the *w* in this word.

4



Now let's blend the sounds together to say *show*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *show* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *show*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Truth or Tale: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

Students decide whether a statement the teacher says means the same as a statement the teacher writes.




MATERIALS

Board to write on.



PREPARE

None.

MODEL

-  **We're going to play Truth or Tale. I'm going to tell you something. Listen carefully because after I tell it to you, I'm going to write a sentence on the board. You will read the sentence and try to figure out if the sentence I write is the truth or a tale. If what I said and what I wrote mean the same thing, it is the truth; if they mean different things, it's a tale.**
-  **My turn first. I say, *Everyone in the class will help me find your book.* On the board, write: *Someone around me can help me find your book.***
-  **Now I read the sentence. It says, *Someone around me can help me find your book.* (Point to each word as you say it.) **Is this the truth or a tale? This time, the answer is: the truth.****

PRACTICE

-  **Now it's your turn. Your sentence is: *I do not have a picture for you.* Now I'm going to write a sentence on the board and you will read it. Then tell me if I wrote the truth or a tale.**
- On the board, write: *I will show a picture to the group.*
- Have students take turns sounding out or reading the words in the sentence, one student per word. Remind students of letter sounds if they need help.
- Call on each student to read the entire sentence while you point to the words. If he or she forgets a word, help the student sound it out again.
- Ask students if they think the sentence on the board is the truth or a tale. For this activity, the answer is: a tale. If there is a disagreement, encourage discussion about the meaning of the written sentence or the meaning of what you actually said.
-  **Remember, you know these cool words: *group, picture, sentence, show.* Can you find these words and circle them?**
Call on students to circle these words and read them aloud.



Support

Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have a student think of a sentence using any of the irregular words the group has learned so far. Write the sentence on the board and have another student read it. Then it is that student's turn to think of a new sentence.

Syllabication Competition: Connected Text Game

Goal: Given a word, the student can read it correctly, recognizing each of its syllables.

In a Nutshell:

The students read multi-syllabic words at a natural pace and then divide them accurately into syllables.



MATERIALS

- *Syllabication Competition: Connected Text Game Drill Chart*.
- Timer or clock with seconds.
- Board to write on.


PREPARE

- Download and print *Syllabication Competition: Connected Text Game Drill Chart*.
- Make one copy of the drill chart for each student.

MODEL

-  Today, we are going to play a game called Syllabication Competition. This game will test your understanding of syllabication and also test how quickly you can recognize a word and say it in two ways. First, you will say the whole word at a natural pace. Then you will say the word again, breaking it into syllables.
-  Here's how the game is played. Each of you will receive a *Syllabication Competition: Connected Text Game Drill Chart*. This chart has many words on it. Each of you will have 30 seconds to quickly choose a word, read the syllables of the word, and finally blend the syllables to form the word, reading it at a natural pace. When I say *begin*, the clock starts and you begin reading the words on the chart. Whenever you say a word correctly in both ways, you get two points. After saying one word, move onto any other word you like on the chart. You keep gaining points whenever you read and break into syllables correctly. When your 30 seconds are over, I will say *stop*. I will write your total points on the board. Once everyone has had a turn, we will calculate the points to see who said the most words correctly, and who the winner of the Syllabication Competition is.
- If this is the first time students have played this game, model how to play for the group and further explain the rules, if necessary. Have a student time you, as you first read the word at a natural pace and then divide in its syllables.

PRACTICE

- Distribute a copy of the *Syllabication Competition: Connected Text Game Drill Chart* to each student. You can have another student do the timing, if you would like to concentrate on keeping record of the scores for each student.
-  Now that we are all set up, let's play Syllabication Competition. Remember, when I say *begin*, you begin reading the words on the chart. You can read them in order or randomly. Choose a student. Start the timer. Record the number of words students say correctly and, when the 30 seconds are up, write that number on the board next to their names. Make sure each student has a turn.
- After recording all the scores, declare the winner
- You can have the students play the game again in pairs as further practice.

Introduce Consonant Blends: Connected Text

Accuracy

Goal: Given a regular word starting with a consonant blend, the student can decode it and read it.

In a Nutshell: (5–8 minutes)

Students read regular words that start with consonant blends.


MATERIALS

Board to write on.

PREPARE


Prepare these regular words that begin with the consonant blend *fr* for reference: *frantic*, *frolic*.

MODEL


1  Today, we will do an exercise about consonant blends. If you recall, consonants are all the letters in the alphabet that are not vowels, such as *a*, *e*, *i*, *o*, or *u*. A consonant blend is when two or three consonants are together in a word. When you say the word, you should hear each letter in the blend. In today's activity, we will focus on blends with two consonants

2 Write the letters *fr* on the board.


 Here's an example: *fr* is a consonant blend. You can hear the sounds /f/ and /r/ when the letters are joined together.

3  Consonant blends can occur at the beginning or the end of a word. For today's activity, we will read words that begin with consonant blends.

4 Write the word *frolic* on the board.

 Take a look at this word. It starts with the blend *fr*. The word is *frolic*. Cover up the other letters to isolate the blend *fr*. Listen as I say the sound of the blend: /fr/. Uncover the rest of the word. Next, let me read the word again: *frolic*.

PRACTICE

5  Now I want you to try this exercise. First, ask students, as a group, to repeat the steps you just modeled. Instruct them to read the word, say the blend, then read the word again. Next, ask each student to repeat the steps, making sure everyone gets a turn. If time permits, introduce students to the more words from the word list or other regular words with a similar beginning blend.



Support

Ask students to take turns sounding out the word. Cover the word, keeping the blend uncovered, then direct students to sound out the blend.



Challenge

Prompt students to think of other words that begin with the consonant blends reviewed in today's activity. As an added challenge, ask students to use the words they suggest in a sentence.

Ending Blends: Connected Text Accuracy

Goal: Given a regular word that ends with a consonant blend, the student can decode it and read it.

In a Nutshell: (5–8 minutes)

Students read regular words that end with blends.


MATERIALS

Board to write on.


PREPARE


On the board, write these regular words that end with consonant blend *_pt* for reference: *apt, concept, disrupt, kempt, except, tempt, wept*.


MODEL

1  Today we'll participate in an activity about consonant blends. If you recall, a consonant is any letter in the alphabet that is not a vowel. Vowels are the letters *a, e, i, o, or u*. Now, a consonant blend is two or three consonants that appear together in a word. When you say the word, you should hear the sound of each letter in the blend. Blends can occur at the beginning or the end of a word. In today's exercise, we will focus on words that end with a consonant blend.


2 Write the word *wept* in large letters on the board.

 Let's look at this word as an example. This word ends with the blend *_pt*. The word is *wept*. Listen closely as I say each sound. Point to each letter as you say its sound: */w/ /e/ /p/ /t/*. Now pay attention as I put the sounds together to say the word. I will hold up one finger for each sound. Say the word: *wept*. You can hear the sounds of all the letters, including the ending blend */p/* and */t/*, when the letters are put together.

3  Now let's repeat these steps together. First, we will read the word: *wept*. As I point to each letter, we will say each sound slowly. Point to each letter: */w/ /e/ /p/ /t/*. Next, slowly put the sounds together to read the whole word and hold up one finger for each sound. Let's begin: *wept*.

4  Pay close attention. Listen for the sounds of each letter in the consonant blend at the end: *_pt*. Let's read the word once more: *wept*.

PRACTICE

5  Now I want each of you to repeat the steps individually. Ask individual students to repeat the steps above. Instruct them to read the word, sound out the word, blend the sounds to read the word, hold up one finger for each sound, then read the word again. Make sure each student gets a turn. Once they grasp the ending consonant blend and the word it's paired with, if time allows, introduce students to more words from the list or other regular words with ending blends not on the list.



Support

Practice sounding out the ending blend. Cover the word, keeping the blend uncovered. Then ask students to take turns sounding out the blend. When they can do this comfortably, direct them to sound out the whole word again.



Challenge

Prompt students to think of other words with the ending blend from today's activity. If time allows, ask them to use one or two of the words in a sentence.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *people, please, talk, two*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *two* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /t/ for this letter. We say /oooh/ for these letters. We do not say the *w* in this word.

4



Now let's blend the sounds together to say *two*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *two* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *two*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Use the Clues: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

Students read a clue in the form of a sentence, then try to identify what the clue describes.


MATERIALS

- Board to write on.


PREPARE

None.

MODEL


1  **We're going to play Use the Clues. We're going to read clues and try to figure out what they're describing. Here's your first clue.**


2 On the board, write: *Two people talk and one said please.*


 **We'll take turns reading words in the clue. When I call on you, you'll read the word I'm pointing to. Ready?**


3 Have students take turns sounding out or reading the words in the sentence, one word per student. If a student needs help, model sounding out the word and then saying it fast. Have the student repeat what you did; then ask him or her to do the same for the next word in the sentence.

PRACTICE

4  **Now let's read the whole clue.**
Call on each student to read the entire clue while you point to the words. If a student forgets a word, help him or her sound it out again.

5  **Here's the second clue.**
On the board, write: *The other one said this.* Repeat the process of having students read words individually, and then have each student read the whole sentence and practice reading it with automaticity.
Discuss what the clues mean.

6  **Who can figure out what I'm thinking of? That's right! I'm thinking of *thank you*.**

7  **Remember, you know these cool words: *people, please, talk, two*. Can you find these words and circle them?**

Call on students to circle those words and read them aloud.



Support

Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have students read both clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.

Speed Battle: Irregular Words Game

Goal: Given a written irregular word, the student can read the word with automaticity.

In a Nutshell:

The students read and collect the most word cards to win the game.

MATERIALS

 24 blank index cards.

PREPARE

Using 24 blank index cards, create 2 decks of cards, each containing 12 irregular words students have learned so far.

MODEL

- 1 Have the students sit in a circle.



We are going to play a word game called Speed Battle. We will go around the circle and take turns playing.

When it is your turn, you will turn to the person on your right, flip over a card so each of you can see it, and both of you will read the word on the card. The person who says the word correctly first gets to keep the word card. It's a Speed Battle, so you will have to read fast! You will flip over the card after I say *flip!*

- 2 If this is the first time students have played this game, model for the group how to play.



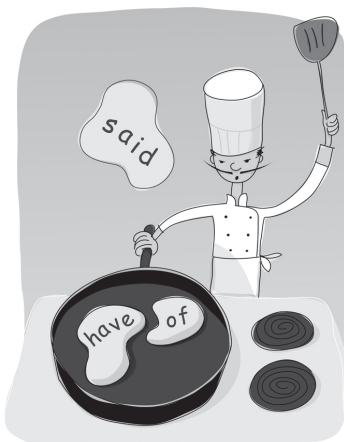
The rest of us are going to be the judges, and we will decide who read the word first. If we decide that you both read it correctly at the same time, it's a Double Speed Battle! You will flip over two cards at the same time and you have to read both of them. The first person who reads them both correctly will get to keep the two cards. If both of you read the card incorrectly, we will move on to the next two students.

The person at the end of the game with the most cards will be our Speed Battle Champion!

- 3 The game ends when there are no more cards left.

PRACTICE

- 4 Play several rounds of the game, so each player has participated several times.



Syllabication Concentration: Connected Text

Accuracy

Goal: Given a regular word, the student can verbalize syllable patterns

In a Nutshell: (5–8 minutes)

Students read each syllable part in a regular word, and then read the word at a natural pace.


MATERIALS


Board to write on.


PREPARE

Write the following words on the board, syllable by syllable, leaving enough space between the word parts for students to see syllable divisions: *brother, tummy, toaster, sandwich, picnic*.


MODEL

1  Today, we're going to take part in a learning activity that will help us better understand syllables. Syllables are the way a word is divided when we read or speak it. The consonants and vowels in a word determine how it is divided into syllables and how we should read it.


 In today's activity, I will introduce three words to you, but these three words will be broken into syllables. Your job will be to concentrate on each word and look how it's been divided into syllables. You will first read the word as syllable portions and then you will blend the parts of the word together and read the whole word at a natural pace. An important thing to notice is that there will always be one vowel sound per syllable. The vowel sound can help us determine the different syllable parts of a word.

 Before we start, I will model an example for you, so you know how to participate in this syllabication activity.

2 Write the word *manner* on the board, but divide it into syllables as follows: *man ner*.

 To understand what syllables are, we have to read a word by, first, sounding out each part of the word. Then, we can blend those parts, or syllables, to create the whole word. Listen while I read the word, dividing it into its different parts, and then as one word.

PRACTICE

3  Now it's your turn. I have written five words on the board. I have divided each word into syllables. I will call on a student to read a word. The chosen student will do three things: first, sound out the word as seen on the board, syllable by syllable; second, tell me how many syllables there are in the word; third, read the word at a natural pace.

(Continued on next page)



Support

Have the students review the words from today's lesson and determine how many syllable parts each word has.



Challenge

Divide students into pairs. Have students think of two words each, but the words must have at least two syllables. Have students write the words down, and ask their partners to divide the words into the correct syllable parts.

Syllabication Concentration: Connected Text Accuracy

- 4 Have each student practice sounding out the syllables on one word and then reading the word at a natural pace. Do this until all the students have had a turn. Correct any student who cannot speak the syllables or blend the word properly.
- 5 If you feel students can use more practice, have them swap words and do the activity again, sounding the word syllable by syllable and then reading at a natural pace.

DISCUSSION (optional)

- 6 If time allows, and you think your group is ready, feel free to explain what determines how a word is divided into syllables by discussing some of the major rules of syllabication:
 - 1) When two consonants come between two vowels in a word, divide syllables between the consonants. Example: coffee.
 - 2) When there are more than two consonants together in a word, divide the syllables keeping the blends together. Example: monster.
 - 3) When there is one consonant between two vowels in a word, divide the syllables after the first vowel. Example: writer.

Truth or Tale: Connected Text Accuracy

Goal: Given a written sentence, the student can read it.

In a Nutshell: (5–8 minutes)

Students decide whether a statement the teacher says means the same as a written statement.


MATERIALS


Sentence cutouts for relevant Truth or Tale activity.


PREPARE


- Download and print the following model sentence cutout associated with this activity: *I didn't let him play my game, so he became angry.*
- Download and print the following student sentence cutouts associated with this activity: *I could tell that my brother was hungry from the way his tummy was grumbling* and *My brother couldn't wait to take a bite out of that sandwich.*

MODEL

1  Today, we're going to participate in an activity called Truth or Tale. Here's how this activity works. I will give you two sentences. One of you will volunteer to read the first sentence aloud. The second sentence will be on a piece of paper that I will show to the rest of the group. Your job is to listen carefully as the volunteer says the first sentence. After that, I will ask the rest of the group to read the sentence on the piece of paper. If their meanings match, then you will say it is the truth. But if they mean totally different things, then you will call it a tale. Remember, your job is to think of the meaning of both sentences to determine whether they represent the truth or a tale. Clarify the rules, as needed.

 To show you how this activity works, I will first model an example for you. Listen carefully as I read the first sentence, but don't give your responses just yet. Read the first sentence: *He was mad at me because I wouldn't share my game with him.* Now, I will show all of you a sentence on this paper: *I didn't let him play my game, so he became angry.* Pass the paper around so each student has a chance to read it quietly.

2  Now, would someone like to read the sentence on the paper aloud? Ask a volunteer to read: *I didn't let him play my game, so he became angry.* Read the sentence for the student again, correcting where necessary. Point to each word as you say it.

 Now think about the sentence that I first spoke and the sentence you just read on the paper. Think about whether the meaning of the sentence I first said matches the meaning of the one on the paper. Now answer this, is the sentence on the paper the truth or a tale? It is a tale. The meanings of the two sentences — the one on the piece of paper and the one that I spoke — were different. They were almost saying opposite things. That is why I called it a tale. Feel free to elaborate or discuss as needed.

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Support


The sentences students will read today contain words that have been part of their previous lessons through a recently learned word list. Have the students look at the sentences and circle the words that they recognize from those recent lessons.




Challenge

Pair up the students. Have each pair take turns making two sentences using recently learned regular words. To take a step further, encourage them to create their own truths or tales.

PRACTICE

3  **Now it's your turn. I will choose a volunteer to read the first sentence, while the rest of you listen to it carefully.** Choose a volunteer to read the following sentence: *I could tell that my brother was hungry from the way his tummy was grumbling.* **Now I'm going to show the rest of the group a sentence on a piece of paper.** Pass around the following sentence: *My brother couldn't wait to take a bite out of that sandwich.* Allow each student a turn to read it aloud.

 **Now, I want you to think about the two sentences, the one that our volunteer first spoke and the one you all read from the paper. Now tell me if the sentence on the paper is the truth or a tale.** Practice and re-read sentences as needed. Feel free to elaborate on answers.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *hear, idea, look, so*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *look* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /l/ for this letter. We say /uh/ and /k/ for these letters. We do not say /ooh/ in this word.

4



Now let's blend the sounds together to say *look*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *look* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *look*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Truth or Tale: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

Students decide whether a statement the teacher says means the same as a statement the teacher writes.




MATERIALS

Board to write on.

PREPARE

None.

MODEL

-  **We're going to play Truth or Tale. I'm going to tell you something. Listen carefully because after I tell it to you, I'm going to write a sentence on the board. You will read the sentence and try to figure out if the sentence I write is the truth or a tale. If what I said and what I wrote mean the same thing, it is the truth; if they mean different things, it's a tale.**
-  **My turn first. I say, *We ran down the hill together.* On the board, write: *I ran down the hill. You also ran down the hill.***
-  **Now I read the sentence. It says, *I ran down the hill. You also ran down the hill.* (Point to each word as you say it.) **Is this the truth or a tale? This time, the answer is: the truth.****



Support



Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have a student think of a sentence using any of the irregular words the group has learned so far. Write the sentence on the board and have another student read it. Then it is that student's turn to think of a new sentence.

PRACTICE

-  **Now it's your turn. Your sentence is: *If you are talking and not looking at me, you will not bear my idea.* Now I'm going to write a sentence on the board and you will read it. Then tell me if I wrote the truth or a tale.**
- On the board, write: *Look at me so you can bear my idea.*
- Have students take turns sounding out or reading the words in the sentence, one student per word. Remind students of letter sounds if they need help.
- Call on each student to read the entire sentence while you point to the words. If he or she forgets a word, help the student sound it out again.
- Ask students if they think the sentence on the board is the truth or a tale. For this activity, the answer is: the truth. If there is a disagreement, encourage discussion about the meaning of the written sentence or the meaning of what you actually said.
-  **Remember, you know these cool words: *bear, idea, look, so.* Can you find these words and circle them?**
Call on students to circle these words and read them aloud.

Word Stack: Connected Text Game

Goal: Given written regular and high-frequency irregular words, the student can form a sentence.

In a Nutshell:

The students use regular and high-frequency irregular words to make sentences.

MATERIALS



20 Irregular Word cards from the 4–6 Burst Kit.



25 Regular Word cards from the 4–6 Burst Kit.

- For modeling: Two Regular Word cards (*cat*, *fast*) and two Irregular Word cards (*is*, *the*) from the 4–6 Burst Kit.
- Board to write on.

PREPARE

- Select 20 Irregular Word cards and 25 Regular Word cards.
- Gather the following cards for use with modeling:
 - Regular Word cards: *cat* and *fast*.
 - Irregular Word cards: *is* and *the*.

MODEL

1 

We are going to play Word Stack today. In front of you, you will see two stacks of word cards. I will distribute two regular words to each of you and then ask you to pick two irregular word cards from a stack that is face down. You won't know what any of your cards are, until you have them in your hands. The goal of the game is to make a complete sentence using the two regular word cards I give you and at least one of the two irregular cards that you take from the word stack. If for some reason, you don't like the irregular word cards you have picked, you will have the opportunity of putting one of the irregular word cards back, and taking a different one from the stack that is facing down. Then you will attempt to make a sentence. Remember, your sentence can be as long as you want it to be. You must use the two regular words and at least one of the irregular words in your sentence.

Give two regular word cards to each student. Allow each one to take two irregular word cards and place the remaining cards face down in a stack in front of students.



Look at the cards in your hands. Try to put them together to make a complete sentence. If your sentence is correct, I will write it on the board. You will get one point for each word in your sentence, so the longer your sentence, the more points you get. If you want to exchange one of your irregular word cards, take a new one from the stack and place the old one at the bottom.

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- 2 If this is the first time students play this game, model for the group how to play.



My turn first. I have chosen two regular word cards and two irregular word cards. My regular word cards are *cat* and *fast*, and my irregular word cards are *is* and *the*. Now I will make a sentence using these cards. My sentence is: *The cat is fast enough to run away from that angry dog*. Does my sentence make sense? Elicit response. Did I use my two regular word cards and at least one irregular word card? Elicit response and write your model sentence on the board. My sentence correctly used both the regular words and the irregular words, as you can see on the board. I will get twelve points because there are twelve words in my sentence. Remember, if you have a hard time making a sentence, you can trade in one of your irregular words for another one from the stack. If you can make a sentence, you get the points. If you still can't make a sentence, you get no points and it is the next person's turn. The person with the most number of points at the end of all the rounds of the game is the winner!

- 3 After all students have a turn, shuffle the cards so they can create new sentences. If a particularly odd set of cards makes it extremely difficult for a student to make a sentence, feel free to distribute new cards as needed.

PRACTICE

- 4 Play several rounds of the game and keep track of the points.

Syllables and Sentences: Connected Text Accuracy

Goal: Given a regular word with two or more syllables, the student can recognize the syllabic divisions, sound out the word, then use it in a sentence.

In a Nutshell: (5–8 minutes)

Students identify syllables in a multisyllabic regular word, sound out and blend the syllables to say the word, then use it in a spoken sentence.




MATERIALS

Board to write on.

PREPARE

Write the following multisyllabic regular words on the board: *conflict, inspect, politics, profit, vivid.*

MODEL

-  **For today’s activity, we will focus on syllables. Syllables are parts of a word that let us know where we should pause or make a quick break in the word. In other words, syllables are the way a word divides when we say it. One helpful reminder for us to recognize syllables is each syllable in a word contains one vowel sound.** Offer an example. Briefly review vowels and vowel sounds.
-  **Today we will concentrate on this list of multisyllabic words. Each word in this group contains at least two syllables. In our activity, we will sound out syllables from each word and then blend them together to read the words.** Point to the words on the board. **After we point out and blend the syllable parts and letter-sounds to read the word, each of you will then be called on to use the word in a sentence.**
-  **Let me model the activity for you. To begin, I will sound out the syllables of this word: *inspect*. Point to the word on the board. I first look for the vowels in the word. The vowels will help me figure out the number of syllables.** Point out the number of vowels and then sound out the syllables. */in/ /spekt/*. **Now I’ll blend those syllables and letter-sounds to say the whole word: *inspect*.** Guide students to repeat your actions: figure out the number of syllables by pointing out the vowels, identify the syllable parts, blend the syllables, then say the word. **Very good! Finally, I’ll use *inspect* in a sentence. My sentence is: Inspectors regularly visit restaurants to inspect the kitchens for cleanliness.**



Support


Take note of particular words students find difficult. Repeat the sounding out and blending with these words until students can say them easily.



Challenge

Allow students to take turns making up their own sentences with the multisyllabic words from today’s activity. For an added challenge, encourage students to see if they can use two of the words in a sentence.

PRACTICE

-  **Now, it’s your turn. We’ll work together. Let’s start with this word.** Point to another word on the list. **Count the vowels to guess how many syllables there are. Say each syllable aloud.** Pause for 3 seconds. **Now blend the syllables and sounds to read the word. Excellent! Now, we’ll create a sentence using the word.** Ask a volunteer to make up a sentence using the sample word.
- Continue this format for the other listed words. Make sure each student gets to practice. Ask each student to identify the syllabic parts of the word, put the syllables and sounds together to say the whole word, then use it in a sentence. Monitor each student’s understanding of the words as many times as possible. If a student responds incorrectly during group and individual responses, repeat the teacher model with the next word.

Introduce Consonant Blends: Connected Text

Accuracy

Goal: Given a regular word starting with a consonant blend, the student can decode it and read it.

In a Nutshell: (5–8 minutes)

Students read regular words that start with consonant blends.


MATERIALS

Board to write on.


PREPARE


Prepare these regular words that begin with the consonant blend *dr* for reference: *draft*, *drastic*.

MODEL


1  Today, we will do an exercise about consonant blends. If you recall, consonants are all the letters in the alphabet that are not vowels, such as *a*, *e*, *i*, *o*, or *u*. A consonant blend is when two or three consonants are together in a word. When you say the word, you should hear each letter in the blend. In today's activity, we will focus on blends with two consonants

2 Write the letters *dr* on the board.


 Here's an example: *dr* is a consonant blend. You can hear the sounds /d/ and /r/ when the letters are joined together.

3  Consonant blends can occur at the beginning or the end of a word. For today's activity, we will read words that begin with consonant blends.

4 Write the word *draft* on the board.

 Take a look at this word. It starts with the blend *dr*. The word is *draft*. Cover up the other letters to isolate the blend *dr*. Listen as I say the sound of the blend: /dr/. Uncover the rest of the word. Next, let me read the word again: *draft*.

PRACTICE

5  Now I want you to try this exercise. First, ask students, as a group, to repeat the steps you just modeled. Instruct them to read the word, say the blend, then read the word again. Next, ask each student to repeat the steps, making sure everyone gets a turn. If time permits, introduce students to the more words from the word list or other regular words with a similar beginning blend.



Support

Ask students to take turns sounding out the word. Cover the word, keeping the blend uncovered, then direct students to sound out the blend.



Challenge

Prompt students to think of other words that begin with the consonant blends reviewed in today's activity. As an added challenge, ask students to use the words they suggest in a sentence.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *anywhere, below, move, new*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *new* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /n/ for this letter. We say /ooH/ for these letters.

4



Now let's blend the sounds together to say *new*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *new* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *new*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Simon Says: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

A student quietly reads the directions to the teacher and follows them. Then the group reads the same directions and judges whether the acting student followed them correctly.



MATERIALS

- Board and pieces of paper to write on.

PREPARE

- Write the following sentence on a piece of paper to use for modeling: *Choose a picture and show it to two people in the group.*
- Write the following on a piece of paper: *Move to a new spot. Go anywhere but not below the desk.*

MODEL

-  **We're going to play Simon Says today. Just like the regular Simon Says game, you're going to get directions and follow them. But instead of me telling you what to do, you're going to read the directions using words you've learned.**
-  **When I call on you, come up and quietly read to me what I've written on this piece of paper. If you need help, point to a word and I'll whisper it to help you. Then follow the directions, just like Simon Says.**

Pretend to quietly read the model direction, then make an action (not the one on the paper). Now write the model direction on the board. Ask if what you did matched the model direction.

-  **Very good! Now it's your turn.**



Support



Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have a student make up new Simon Says directions using any of the irregular words the group has learned so far. Write the sentence on the board, and have the other students in the group read and follow the directions.

PRACTICE

- 3** Call on one student to stand next to you. Show the direction *Move to a new spot. Go anywhere but not below the desk* only to that student and have him or her read it quietly to you. The student should then follow the direction.
- 4** After the student follows the direction, he or she can sit down again. Then write the direction on the board and ask a different student to read the sentence aloud.
-  **Great job figuring out those words.**
- 6** Ask the group if the acting student followed the direction correctly. If there is a disagreement, discuss the meaning of the sentence.
-  **Remember, you know these cool words: *anywhere, below, move, new*. Can you find these words and circle them?**
Call on students to circle these words and read them aloud.

Pick and Play: Irregular Words Game

Goal: Given a written irregular word, the student can read it correctly.

In a Nutshell:

The students read an irregular word to earn points.

MATERIALS

- Pick and Play board.
- 15 small Post-it notes.
- Paper.
- Pencil.

PREPARE

Write one irregular word in each box on each row (you can pick words from a story that has been read recently). Words should increase in difficulty, with the first row containing the easiest words, and the fifth row containing the most difficult words. On Post-it notes, write the numbers 1, 2, 3, 4, 5; create three Post-it notes for each number. Place the numbered Post-it notes over each of the three words in the appropriate row. For example, place all “1” Post-it notes over words in the first row; place all “2” Post-it notes over words in the second row; etc.

MODEL

1. Display the Pick and Play board.



Today we are going to play a game called Pick and Play. Under each of the Post-it notes is a word. You will pick a letter and point value on the board; the higher the point value, the more difficult the word will be. I will remove the Post-it note and you will read the word.

My turn first. I am going to pick B-2.

- 2 Remove the Post-it note and read the word.



I read the word correctly, so I earn the two points on the Post-it note and will keep the Post-it. If I read the word incorrectly, I would put the Post-it note back over the word and I would not earn any points.

- 3 Each student should get an equal number of turns. The game ends when there are not enough words to play another full round.

PRACTICE



Now it's your turn.

Have students take turns choosing a letter and point value, then reading the irregular word.

- 5 The student with the most points wins.



Syllabication Concentration: Connected Text Accuracy

Goal: Given a regular word, the student can verbalize syllable patterns

In a Nutshell: (5–8 minutes)

Students read each syllable part in a regular word, and then read the word at a natural pace.


MATERIALS


Board to write on.


PREPARE

Write the following words on the board, syllable by syllable, leaving enough space between the word parts for students to see syllable divisions: *better, doctor, dentist, illness, away*.


MODEL

1  Today, we're going to take part in a learning activity that will help us better understand syllables. Syllables are the way a word is divided when we read or speak it. The consonants and vowels in a word determine how it is divided into syllables and how we should read it.


 In today's activity, I will introduce three words to you, but these three words will be broken into syllables. Your job will be to concentrate on each word and look how it's been divided into syllables. You will first read the word as syllable portions and then you will blend the parts of the word together and read the whole word at a natural pace. An important thing to notice is that there will always be one vowel sound per syllable. The vowel sound can help us determine the different syllable parts of a word.

 Before we start, I will model an example for you, so you know how to participate in this syllabication activity.

2 Write the word *correct* on the board, but divide it into syllables as follows: *cor rect*.

 To understand what syllables are, we have to read a word by, first, sounding out each part of the word. Then, we can blend those parts, or syllables, to create the whole word. Listen while I read the word, dividing it into its different parts, and then as one word.

PRACTICE

3  Now it's your turn. I have written five words on the board. I have divided each word into syllables. I will call on a student to read a word. The chosen student will do three things: first, sound out the word as seen on the board, syllable by syllable; second, tell me how many syllables there are in the word; third, read the word at a natural pace.

(Continued on next page)



Support

Have the students review the words from today's lesson and determine how many syllable parts each word has.



Challenge

Divide students into pairs. Have students think of two words each, but the words must have at least two syllables. Have students write the words down, and ask their partners to divide the words into the correct syllable parts.

Syllabication Concentration: Connected Text Accuracy

- 4 Have each student practice sounding out the syllables on one word and then reading the word at a natural pace. Do this until all the students have had a turn. Correct any student who cannot speak the syllables or blend the word properly.
- 5 If you feel students can use more practice, have them swap words and do the activity again, sounding the word syllable by syllable and then reading at a natural pace.

DISCUSSION (optional)

- 6 If time allows, and you think your group is ready, feel free to explain what determines how a word is divided into syllables by discussing some of the major rules of syllabication:
 - 1) When two consonants come between two vowels in a word, divide syllables between the consonants. Example: coffee.
 - 2) When there are more than two consonants together in a word, divide the syllables keeping the blends together. Example: monster.
 - 3) When there is one consonant between two vowels in a word, divide the syllables after the first vowel. Example: writer.

Truth or Tale: Connected Text Accuracy

Goal: Given a written sentence, the student can read it.

In a Nutshell: (5–8 minutes)

Students decide whether a statement the teacher says means the same as a written statement.


MATERIALS


Sentence cutouts for relevant Truth or Tale activity.


PREPARE


- Download and print the following model sentence cutout associated with this activity: *My brother couldn't wait to take a bite out of that sandwich.*
- Download and print the following student sentence cutouts associated with this activity: *After he saw the doctor, he felt much better* and *The doctor was away on a trip, so he did not get to see him.*

MODEL

1  Today, we're going to participate in an activity called Truth or Tale. Here's how this activity works. I will give you two sentences. One of you will volunteer to read the first sentence aloud. The second sentence will be on a piece of paper that I will show to the rest of the group. Your job is to listen carefully as the volunteer says the first sentence. After that, I will ask the rest of the group to read the sentence on the piece of paper. If their meanings match, then you will say it is the truth. But if they mean totally different things, then you will call it a tale. Remember, your job is to think of the meaning of both sentences to determine whether they represent the truth or a tale. Clarify the rules, as needed.

 To show you how this activity works, I will first model an example for you. Listen carefully as I read the first sentence, but don't give your responses just yet. Read the first sentence: *I could tell that my brother was hungry from the way he was staring at his food.* Now, I will show all of you a sentence on this paper: *My brother couldn't wait to take a bite out of that sandwich.* Pass the paper around so each student has a chance to read it quietly.

2  Now, would someone like to read the sentence on the paper aloud? Ask a volunteer to read: *My brother couldn't wait to take a bite out of that sandwich.* Read the sentence for the student again, correcting where necessary. Point to each word as you say it.

 Now think about the sentence that I first spoke and the sentence you just read on the paper. Think about whether the meaning of the sentence I first said matches the meaning of the one on the paper. Now answer this, is the sentence on the paper the truth or a tale? It is the truth. Even though I didn't use the same exact words, the meaning of both sentences is still very much the same. That's why I called it the truth. Feel free to elaborate or discuss as needed.

(Continued on next page)



Support

The sentences students will read today contain words that have been part of their previous lessons through a recently learned word list. Have the students look at the sentences and circle the words that they recognize from those recent lessons.



Challenge

Pair up the students. Have each pair take turns making two sentences using recently learned regular words. To take a step further, encourage them to create their own truths or tales.

PRACTICE

3 

Now it's your turn. I will choose a volunteer to read the first sentence, while the rest of you listen to it carefully. Choose a volunteer to read the following sentence: *After he saw the doctor, he felt much better.* **Now I'm going to show the rest of the group a sentence on a piece of paper.** Pass around the following sentence: *The doctor was away on a trip, so he did not get to see him.* Allow each student a turn to read it aloud.



Now, I want you to think about the two sentences, the one that our volunteer first spoke and the one you all read from the paper. Now tell me if the sentence on the paper is the truth or a tale. Practice and re-read sentences as needed. Feel free to elaborate on answers.

Introduce Irregular Words

Goal: Given a printed irregular word, the student can read it.

In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed to.

MATERIALS

Board to write on.

PREPARE

Prepare a list of the following irregular words for you to reference: *could, don't, fly, something*.

MODEL

1



In a few minutes, we're going to play a game. The game might have some new words in it you may not have learned yet. First, we need to learn those words. Are you ready to learn them?

- 2 Write the word *fly* on the board in large letters. (NOTE: Students will sound out the word after you note the exception, if there is one. It is optional for you to share this information with your students.)



Some words are really cool. You can sound them out, just like you've been doing. But some letters change the sound in a word so you say the word a bit differently. Let's meet a new cool word.

- 3 Using the board, show how the letters map to the sounds.



Let's sound out this word. My turn first. Point to each letter as you say it. In this word, we say /f/ for this letter. We say /l/ and /long-i/ for these letters. The y is said as /long-i/ in this word.

4



Now let's blend the sounds together to say *fly*. What a cool word, and it's a word we use all the time.

PRACTICE

5



Now it's your turn. When I touch the letters, you say the sounds and then read the word.

Have each student practice sounding out *fly* and saying the word correctly. Correct any students who blend the sounded out word incorrectly. **We say *fly*. What's the word?** Ask them to sound it out and then say it again.

- 6 Repeat the steps when introducing the remaining words in the list, mapping the correct sounds to the letters in the irregular word.

- 7 Once each of the new irregular words has been introduced, write them all on the board in a random arrangement.

8



Now, we're going to practice reading all the new words we just learned. Ready? Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

Riddle: Irregular Word Accuracy

Goal: Given a written sentence with irregular words, the student can read it.

In a Nutshell: (5–8 minutes)

Students take turns reading a riddle and try to figure out the answer.


MATERIALS

Board to write on.


PREPARE

None.

MODEL


1  **Do you want to hear a riddle? Okay, we're going to read a riddle and you will try to figure out the answer. I'm going to write the question part of the riddle on the board. After we read it, you will try to figure out the answer.**

2 On the board, write: *I am something that could fly. I don't have a wing. What am I?* Leave room to write the answer below it.

3  **We'll take turns reading words in the riddle. When I call on you, you'll read the word I'm pointing to. Ready?**

Have students take turns sounding out or reading the words in the sentence, one word per student. If a student needs help, model sounding out the word and then saying it fast. Have the student repeat what you did; then ask him or her to do the same for the next word in the sentence. If a word is irregular, remind students how to say the word and have them repeat the word correctly.


PRACTICE

4  **Now let's read the whole riddle.**

Call on each student to read the entire riddle while you point to the words. If a student forgets a word, help him or her sound it out again. If a student sounds out words aloud or says the sentence very slowly, encourage him or her to read it again to make it sound more like talking.

Who knows the answer to the riddle?

Allow students to guess. Then write the answer on the board: *Time*. Call on a student to sound out and read the answer. If necessary, explain the riddle.

5  **Remember, you know these cool words: *could, don't, fly, something*. Can you find these words and circle them?**

Call on students to circle these words and read them aloud.



Support

Write the newly learned irregular words on the board. When reading the sentence, support students in recognizing the "cool" words and with sounding out and blending.



Challenge

Have a student think of a sentence using any of the irregular words the group has learned so far. Write the sentence on the board and have another student read it. Then it is that student's turn to think of a new sentence.

Syllabication Competition: Connected Text Game

Goal: Given a word, the student can read it correctly, recognizing each of its syllables.

In a Nutshell:

The students read multi-syllabic words at a natural pace and then divide them accurately into syllables.



MATERIALS

- *Syllabication Competition: Connected Text Game Drill Chart*.
- Timer or clock with seconds.
- Board to write on.


PREPARE

- Download and print *Syllabication Competition: Connected Text Game Drill Chart*.
- Make one copy of the drill chart for each student.

MODEL

-  Today, we are going to play a game called Syllabication Competition. This game will test your understanding of syllabication and also test how quickly you can recognize a word and say it in two ways. First, you will say the whole word at a natural pace. Then you will say the word again, breaking it into syllables.
-  Here's how the game is played. Each of you will receive a *Syllabication Competition: Connected Text Game Drill Chart*. This chart has many words on it. Each of you will have 30 seconds to quickly choose a word, read the syllables of the word, and finally blend the syllables to form the word, reading it at a natural pace. When I say *begin*, the clock starts and you begin reading the words on the chart. Whenever you say a word correctly in both ways, you get two points. After saying one word, move onto any other word you like on the chart. You keep gaining points whenever you read and break into syllables correctly. When your 30 seconds are over, I will say *stop*. I will write your total points on the board. Once everyone has had a turn, we will calculate the points to see who said the most words correctly, and who the winner of the Syllabication Competition is.
- If this is the first time students have played this game, model how to play for the group and further explain the rules, if necessary. Have a student time you, as you first read the word at a natural pace and then divide in its syllables.

PRACTICE

- Distribute a copy of the *Syllabication Competition: Connected Text Game Drill Chart* to each student. You can have another student do the timing, if you would like to concentrate on keeping record of the scores for each student.
-  Now that we are all set up, let's play Syllabication Competition. Remember, when I say *begin*, you begin reading the words on the chart. You can read them in order or randomly. Choose a student. Start the timer. Record the number of words students say correctly and, when the 30 seconds are up, write that number on the board next to their names. Make sure each student has a turn.
- After recording all the scores, declare the winner
- You can have the students play the game again in pairs as further practice.

Complete Progress Monitoring

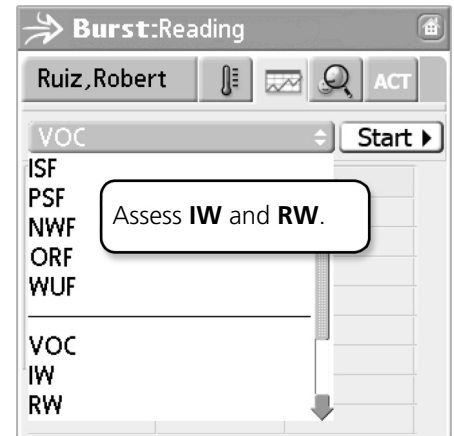
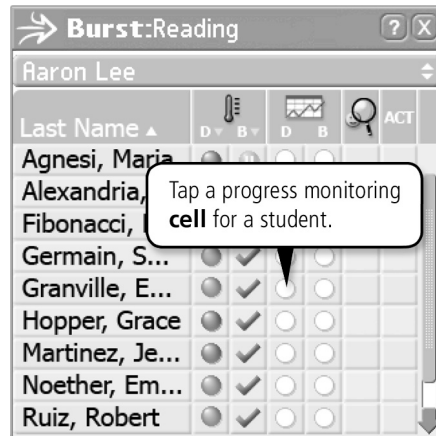
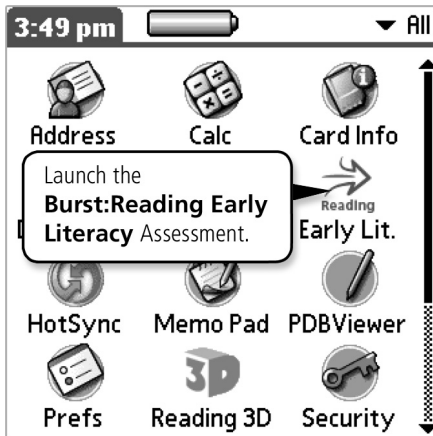
IW

RW



If you have not already, you will need to finish Progress Monitoring **IW** and **RW** with the students in this group today to stay on schedule.

Reviewer02 Group 1: **Alex D, Bailey T**



Remember to sync the day before you want to request the next Burst on mCLASS:Home. Burst performs item-level analysis of new student results overnight and will be ready to deliver targeted instruction the next day.




























While you are assessing one student, the other students in the group can repeat some of the *Apply the Skills* activities from earlier in this Burst.

If you have already completed progress monitoring, you could use today's Burst session to:

- Review the Burst and complete any activities you ran out of time completing.
- Repeat the activities that students did not master.
- Repeat the *Apply the Skills* activities.
- Select any other activity and use the *Harder* adjustment.

These students have been grouped together because they have similar instructional needs. This 2-week instructional plan, focused on **Letter Combination Knowledge** and **Reading Fluency**, has been precisely tailored to those needs.

SNAPSHOT WHEN BURST WAS CREATED on April 22, 2015

Students	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills	Key
Eric A.											 Beginner
Jeff A.											 Showing Progress
Brent E.											 Proficient
Al N.											

If you need assistance or have any questions or comments, please send us an email at edsupport@amplify.com.

Materials for Burst #1

BurstBase materials can be downloaded from www.burstbase.net/materials.

Created April 22, 2015

All other Burst-specific materials can be found in the Supplemental Resources and your Burst kit.

DAY 1

- A** Board to write on.
- B** Sentence cutouts for Use the Clues: Letter Combination Accuracy — *ai*. Board to write on.
- C** Copies of *Calendar Days* (one for you and one for each student). One *Fluency Chart* per student. One resealable bag per student. One blue and one red marker per student. One pencil per student. One-minute timer.
- D** Fluency bags.
- E** At least one level-appropriate book, magazine, or newspaper for each student. Board to write on.

DAY 2

- A** 12 blank index cards. Board to write on.
- B** Paragraph for Introduce Read and Seek: Letter Combination Accuracy — *The guests were coming...* Board to write on.
- C** Blank index cards.
- D** Fluency bags. Board or projector.
- E** 18 blank index cards.

DAY 3

- A** Board to write on.
- B** Board to write on.
- C** Copies of *Calendar Days*, as needed. Fluency bags.
- D** *Nonfiction Question Sheet* (copies for you and your group). Fluency bags. One-minute timer.
- E** At least one level-appropriate book, magazine, or newspaper for each student. Board to write on.

DAY 4

- A** 12 blank index cards. Board to write on.
- B** Paragraph for Read and Seek: Letter Combination Accuracy — *Do you need...* Board to write on.
- CD** Copies of the play *Three Birthday Parties*, for you and your group. Fluency bags. One-minute timer.
- E** 20 blank index cards.

DAY 5

- A** Board to write on.
- B** Sentence cutouts for Use the Clues: Letter Combination Accuracy — *oa*. Board to write on.
- CD** Copies of the play *Three Birthday Parties*, for you and your group.
- E** At least one level-appropriate book, magazine, or newspaper for each student. Board to write on.

DAY 6

- A** 12 blank index cards. Board to write on.
- B** Letter Combination cards from 4–6 Burst Kit: *ai, ay, oa*. Box or bag.
- CD** Copies of the play *Three Birthday Parties*, as needed.
- E** 16 blank index cards.

DAY 7

- A** Board to write on.
- B** Sentence cutouts for Use the Clues: Letter Combination Accuracy — *oe*. Board to write on.
- CD** Copies of the play *Three Birthday Parties*, as needed.
- E** Bean bag. Board to write on.

DAY 8

- A** 12 blank index cards. Board to write on.
- B** Letter Combination cards from 4–6 Burst Kit: *ai, ay, oa*. Blank index cards.
- CD** Copies of the play *Three Birthday Parties*, as needed. Fluency bags. One-minute timer.
- E** 20 blank index cards.

DAY 9

- A** Board to write on.
- B** Sentence cutouts for Use the Clues: Letter Combination Accuracy — *ea*. Board to write on.
- CD** Copies of the play *Three Birthday Parties*, as needed.
- E** Bean bag. Board to write on.

DAY 10

Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.

Mobile Device

Allow other students to work on skills activities as you assess.

Students

Eric A, Jeff A, Brent E, Al N

SkillsLetter Combination
Knowledge
Reading Fluency**Progress Monitor: LC, DORF**

* Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.

Day 1

- A** Introduce *ai*
- B** Use the Clues: Letter Combination Accuracy *ai*
- C** Introduce One-Minute Timed Reading
- D** Model With Expression: Declarative Sentences
- E** Sound Search: Letter Combination Game

Day 2

- A** Reintroduce *ai*
- B** Introduce Read and Seek: Letter Combination Accuracy (*ai*)
- C** Word Awareness: Multisyllabic Words
- D** Read With Expression: Declarative Sentences
- E** Punctuation Mix-Up: Fluency Game

Day 3

- A** Introduce *ay*
- B** Swap Out: Letter Combination Accuracy (*ay*)
- C** Practice Reading With Fluency
- D** Review One-Minute Timed Reading
- E** Sound Search: Letter Combination Game

Day 4

- A** Reintroduce *ay*
- B** Read and Seek: Letter Combination Accuracy (*ai, ay*)
- CD** Introduce Reader's Theatre: One-Minute Timed Reading
- E** Reading or Not: Fluency Game

Day 5

- A** Introduce *oa*
- B** Use the Clues: Letter Combination Accuracy *oa*
- CD** Practice Reading Lines
- E** Sound Search: Letter Combination Game

Day 6

- A** Reintroduce *oa*
- B** Letter Combination Accuracy (*ai, ay, oa*)
- CD** Repeated Readings
- E** Speed Battle: Fluency Game

Day 7 *

- A** Introduce *oe*
- B** Use the Clues: Letter Combination Accuracy *oe*
- CD** Reading With Expression: Declarative Sentences
- E** Catch It!: Letter Combination Game

Day 8 *

- A** Reintroduce *oe*
- B** Letter Combination Fluency (*ai, ay, oa*)
- CD** Rehearse the Play: Review One-Minute Timed Reading
- E** Reading or Not: Fluency Game

Day 9 *

- A** Introduce *ea*
- B** Use the Clues: Letter Combination Accuracy *ea*
- CD** Perform the Play
- E** Catch It!: Letter Combination Game

Day 10*

Progress monitor: LC, DORF
Choose activities from earlier lessons for review and reinforcement.

Introduce *ai*

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students say / / when the teacher points to *ai*, and “Erase it!” when the teacher points to other letters or letter combinations.

MATERIALS

Board to write on.

PREPARE

Write *ai* on the board.

MODEL

- 1 Point to the letters *ai*.



The letters *ai* make the /ā/ sound even though they are two letters. It’s the sound you hear at the start of the word *aim*. What’s the sound? Students: /ā/.

- 2 Erase *ai*. Write a mix of 16 letters and letter combinations on the board, arranged randomly. Six of the items should be *ai*. Intersperse them with 10 other letters and letter combinations dissimilar in appearance to *ai*.



When I point to the letters we just learned, say their sound. When I point to other letters, say, “Erase it!” I’ll go first. Point to an item and model as appropriate, either saying the sound or “Erase it!”

PRACTICE



Now it’s your turn. Ready? Point to items randomly to ensure students do not memorize a sequence. After several group responses, call on students individually to check for understanding.



Support

For students who do not pronounce the sound correctly, model the sound for them and have them practice saying it.



Challenge

After identifying *ai*, have each student suggest a word that contains *ai*, and put it in a sentence.

Use the Clues: Letter Combination Accuracy *ai*

Goal: Given a pair of written clues, the student can figure out what the clues describe.

In a Nutshell: (5–8 minutes)

Students read a pair of clues in the form of a sentence and then try to identify what the clues describe.

MATERIALS

- Sentence cutouts for Use the Clues: Letter Combination Accuracy — *ai*.
- Board to write on.

PREPARE

Download, print, and cut out clues 1 through 4 associated with this activity:


The sun shines on these and the rain waters them.


Some people make chains out of these flowers.

If you sprain your ankle, you could hold onto this.

You can use this when you go up or down the stairs.


MODEL

1  Today, we're going to play Use the Clues. We're going to read two clues and try to figure out what they're describing. Here's your first clue. Pass around the Clue #1 sentence cutout to the group: *The sun shines on these and the rain waters them.*


2  Let's read the clue. I'll go first. Model reading the clue to students. You might show students what you would do if you got stuck on a word. First, sound it out and then repeat it, saying it fast and with automaticity.


PRACTICE


3 Pass around the Clue #2 sentence cutout to the group: *Some people make chains out of these flowers.*

4  Now I'm going to pass around Clue #2. When I call on you, you'll read the clue. Call on a student to read the clue out loud. If the student forgets a word, help him or her sound it out and then say it fast. Have each student read the whole sentence and practice reading it with automaticity.

5 Discuss what the clues mean.

 We have just read the two clues very carefully. Who can figure out what the clues describe? Elicit responses. The answer is *daisies*. Follow the same procedure as above with Clue #3 and Clue #4.

6  Who can figure out what these two clues describe? Elicit responses. The answer is *rail*. Write *ai* on the board.

7  Remember, we just learned the sound that these letters make together. What's the sound? Students: */ā/*. Let's circle these letters every time we see them in the clues and read each */ā/* word again.



Support

Remind students that they just learned the / / sound in *rain*. Write several other words with *ai*, such as *paint* and *afraid*, and help the students decode the words.



Challenge

Have students read both clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.

Introduce One-Minute Timed Reading

Goal: Given a passage, the student can read a passage fluently and accurately.

In a Nutshell: (5–8 minutes)

Students read in pairs for one minute and record how many words they read per minute on the *Fluency Chart*.

MATERIALS

- Copies of *Calendar Days* (one for you and one for each student).
- One *Fluency Chart* per student.
- One resealable bag per student.
- One blue and one red marker per student.
- One pencil per student.
- One-minute timer.

PREPARE

- Make enough copies of the passage *Calendar Days* and the *Fluency Chart* for you and every student.
- For each student, assemble a resealable bag with a copy of *Calendar Days* and the *Fluency Chart*, a pencil, and a red and a blue marker. These will be your Fluency bags.
- Group students in pairs. If you have an odd number of students, partner with the remaining student. You may wish to partner with the student in the group who needs the most support.

INTRODUCE

1 Build Background

Distribute the Fluency bags. Have students take out the passage *Calendar Days*.



We're going to practice reading with fluency. Reading with fluency means that you are reading a passage smoothly and accurately. When you fluently read a passage out loud, your audience is able to understand every word you read as well as the overall meaning of the passage. Later on today, I will also be teaching you about declarative sentences, which will help you become a more fluent reader.

2 Model the Process

If students are not familiar with timed reading, model it for them as follows.



We are going to start our work on this passage with a timed reading. For the timed reading, I am going to break you into pairs. One partner will read *Calendar Days* for 1 minute. The other partner will time you using this timer. Hold up the timer for everyone to see. Your partner will also follow along as you read to help keep track of the words you read correctly and any mistakes you make. Then you will switch and your partner will get a chance to read while you time your partner. After everyone has had a chance to read, you'll count the number of words you read correctly. Then you'll record that number on the *Fluency Chart* in your bags.



My turn first. Who will time me as I read for 1 minute? Choose a volunteer. **I want the rest of you to follow along as I read.** Read at approximately the target fluency rate for this group. Skip a few words and replace one word for another as you read to show students how to record these mistakes. Remind students that accuracy and expression are as important as speed. Ask students to tell you what word you read to.

(Continued on next page)



Support

Have the stronger reader be Partner 1 so that the other student has the opportunity to listen to the passage one time before reading it aloud.



Challenge

If time allows, have students pick a book of their choice to read aloud to their partner for 1 minute. Students can then compare that reading rate to the one they recorded with the assigned passage.

PRACTICE

3 Timed Reading

You may want to remind or explain to students that with each passage they will be doing a timed reading at the beginning and at the end of their work on that passage. The purpose of the timed reading is to see the progress they have made. Assign partners and have them sit together. Assign Partner 1 and Partner 2 in each pair.



Let's do our first timed reading for this passage. Partner 1, you will read the passage first. Partner 2, you will tell your partner when the time is up.

4 Complete the Chart

After everyone has read, help students count and fill in their *Fluency Charts*.



Now let's see how many words you read.

Tell students to look at the number at the start of the line where they circled their last word. Then ask them to count up from that number to the word they circled. Next, ask them to subtract the words they missed or read incorrectly. Ask them to use the blue marker to shade in their *Fluency Chart* up to the number of words they read correctly. Help students with their charts as needed.

5 Have students put the materials back in their Fluency bags and keep them for the next session.

Model With Expression: Declarative Sentences

Goal: The student can read a passage fluently and accurately.

In a Nutshell: (5–8 minutes)

Students hear the teacher model fluent reading before practicing the passage independently.

MATERIALS

Fluency bags.

PREPARE

Review your copy of the passage *Calendar Days* and practice reading it aloud several times before modeling for students. Pay particular attention to declarative sentences.

MODEL

1 Build Background

Have students open their Fluency bags and take out the passage *Calendar Days*.



As we work on our fluency skills with *Calendar Days*, we are going to spend some time focusing on declarative sentences. Declarative sentences state facts. Your voice should sound steady when you read declarative sentences. Declarative sentences can be short or long, simple or complex. They always end with periods.

2 Model Reading the Passage

Have students turn over their copies of the passage.



I'm going to read *Calendar Days* to you. Listen for the way I say the words as I read. Pay close attention to how my voice sounds as I read declarative sentences. Read the passage aloud, modeling declarative sentences. Students should not be following along with their copies of the passage. They should be listening to the modeled reading so they have a sense of what the passage should sound like.



Tell me what you noticed about the way I read. Elicit feedback. As I read, I maintained a steady tone. I sounded sure of what I was reading.

(Continued on next page)



Support

If students are struggling with words in the passage, give them some time to work out the words independently before providing support.



Challenge

If students can read the passage easily, challenge them to read the passage with correct phrasing.

PRACTICE

3 Students Read the Passage



Now it's your turn to read the passage. I would like each of you to read the passage aloud quietly to yourselves. As you are reading, pay attention to the sound of your voice as you read declarative sentences. Have students read the passage quietly, but loud enough that you can hear each student. If some students are reading in sync, stop one of them briefly until they are all reading independently. Assist struggling readers individually, as needed.

4 Wrap Up

Close the activity by discussing with students the way that declarative sentences affected the reading. Ask students what they noticed about reading declarative sentences. To offer additional support, you may want to ask students if there were any vocabulary words in the passage that they would like clarified.



When we sit down with this passage again, you will have several opportunities to read it aloud to practice your fluency skills. When it is time to do that, I want you to keep in mind what we talked about today. You'll want to think about how this passage sounded when you heard it read fluently and you'll also want to think about specific ways that declarative sentences will affect your reading. These things will help you become more fluent readers.

5 Have students put the materials back in their Fluency bags and collect them for the next session.

Sound Search: Letter Combination Game

Goal: The student can find a word containing the letter combination for a specific sound in a text.

In a Nutshell:

Students look for words containing targeted letter combinations in level-appropriate books, magazines, or newspapers.

MATERIALS

- At least one level-appropriate book, magazine, or newspaper for each student.
- Board to write on.

PREPARE

Collect printed materials. Select one to three of the most-recently learned letter combinations on which to focus.

MODEL

- 1 Hand out a level-appropriate magazine, book, or newspaper to each student.



Today, we are going on a sound hunt. When I say a sound, you're going to look for words that contain that sound in the text that you receive. Once you find at least three words, raise your hand. When I call on you, you will show me the words, and I will write your words on the board. Then you will sound out each word and say the whole word. You will get a point for each of the three words you find. But if you can find five words, you'll get two extra points. The student with the most points at the end of the game is the winner.

- 2 If this is the first time students play this game, model how to play for the group.



For example, if I say /ā/, you will open your book and look for words with *ai* and *ay*. I'll go first.

- 3 Open a book and locate a word with *ai* or *ay*.



I found the word [insert your word], so I will raise my hand. Then I will write [insert your word] on the board. First, I will sound it out, and then I will say the whole word. Each of you will have a chance to say the words you found before we move on to a new sound.

PRACTICE



Now it's your turn. After each round, go over the words on the board with the group. Be sure to go over how to pronounce each word and explain the definition of new words. If few words are found for a particular letter combination sound, you can also ask individual students to think of additional words with the sound for the letter combination before moving to the next sound. As an alternative, you can ask students to write the words they found on the board. The game ends when all the letter combinations for the day have been found.


Reintroduce *ai*

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students take turns identifying *ai* among a mix of letter combinations on index cards.

MATERIALS

-  12 blank index cards.
- Board to write on.

PREPARE

- Write *ai* on five index cards. On the remaining seven index cards, write other letter combinations dissimilar in appearance to *ai*. You may wish to save and reuse these letter combination cards.
- Write *ai* on the board.

MODEL

- 1 Point to the letter combination *ai* on the board.



Remember these two letters that make one sound? Let's review the sound for these letters. What's the sound? /ā/. Remember, it's the same sound you hear at the start of the word *aim*: /ā/.



- 2 **What are some words that have the /ā/ sound?** As students suggest words, write them on the board. Correct students as necessary. Remember to focus on the correct sound in suggested words, not the correct spelling.

- 3 Mix up all 12 cards that you prepared and place them face down on the table in front of the students.



There are 12 letter cards on the table. Some of them have letters that make the /ā/ sound on them. I will turn one card over and call on you. If the letters on the card make the /ā/ sound, you will say that sound out loud. If the letters don't make that sound, you will say, "Pass!" I'll go first. Turn over the top card of the pile and model for students how to say the sound out loud or "Pass!" depending on the card you are looking at.

PRACTICE



- 4 **Now it's your turn.** Call on an individual student to go first. Turn over the letter card on the top of the pile and have him or her either say the sound of the letter combination on the card or "Pass!"

- 5 When all students have had a turn, mix up the cards and repeat the activity. It is important that every student can identify the letter combination and say its sound by the end of the activity.



Support

Put fewer distracter cards in the pile. If students are struggling to pronounce the letter combination, model for them how to pronounce the sound correctly. Then have them practice saying the sound.



Challenge

Use only one *ai* card and 11 distracters. Have students look for this card in the pile, say its sound, and mix it back in with the other cards. All students should get a chance to look for the *ai* card.

Introduce Read and Seek: Letter Combination Accuracy

Goal: Given a written paragraph with words containing a letter combination, the student can find the words and say the sound of each word.

In a Nutshell: (5–8 minutes)

Students read a paragraph and identify words with a letter combination in it.

MATERIALS


- Paragraph for Introduce Read and Seek: Letter Combination Accuracy — *The guests were coming....*
- Board to write on.

PREPARE


Download and print out one copy per student of the following paragraph associated with this activity: *The guests were coming....*

MODEL


1 Write the following letter combination on the board: *ai*.


2  Today, we're going to Read and Seek. We're going to take turns reading a paragraph and looking for words with the letter combination *ai* in it. What is the sound for these two letters? Students: /ā/.

3 Pass out one copy of the paragraph to each student.

4  We'll take turns reading the sentences in the paragraph. When I call on you, you'll each read one sentence. I'll go first. Demonstrate by reading the first sentence in the paragraph out loud to students.

PRACTICE

5  Now it's your turn. Have students take turns reading the sentences in the paragraph. If a student needs help with a word, model sounding out the word and then saying it fast. Have the student repeat what you did. Encourage students to read the sentence with automaticity.

6  Who can find and read the words in this paragraph that have the letter combination *ai* in them? When a student identifies a correct word, have him or her write it on the board. Then have students circle this word in their paragraphs. Students should find the following words in their paragraphs: *trains, waiters, main, entertainers, raining, main, waited, rainbow.*



Support

As students identify the letter combination in the words in the paragraph, encourage them to keep lists of these words in a notebook for reference.



Challenge

Encourage students to create new sentences or paragraphs with the words they identify in the paragraph they have just read.

Word Awareness: Multisyllabic Words

Goal: The student can read multisyllabic words accurately.

In a Nutshell: (5–8 minutes)

Students learn to read multisyllabic words syllable by syllable.

MATERIALS

- Blank index cards.

PREPARE

- Write the following multisyllabic words on index cards: *determine, advanced, methods, ancient, technologically, decided*.
- When modeling and pronouncing the syllables in a word such as *capital*, take care to pronounce the correct vowel sound in each syllable. Remember, vowel sounds can be long, short, or schwas. Note, for example, that the /i/ in *capital* is short.

MODEL

1 Build Background



Last time, we worked on our fluency skills with a new passage. In order to read a passage fluently, it's important to read all the words correctly. Today, we are going to talk about a strategy for reading long words that have several syllables. What do you already know about syllables? Elicit responses. A syllable is part of a word. Each syllable has a vowel sound. For example, in the word *determine*, there are three syllables. Show students the card with the word *determine*. Say the word to the students so they can hear each syllable distinctly.



When you come across a long word in your passage, the best thing to do is to break it down syllable by syllable. When you've figured out each syllable, then read the whole word. Let's see how it sounds with *de-ter-mine*. Point to each syllable as you read it. Then read the whole word.



Support

If students struggle with the strategy, model it again. Use simpler words, such as *length, example, different*.



Challenge

Substitute longer and more difficult words, such as *technologically, Egyptians, rotate*. Have students read the syllables without covering the other word parts.

PRACTICE

2 Practice the Strategy

Show students the index card with the word *advanced*.



Let's practice this strategy now with words from the passage *Calendar Days*. We'll start with this word. First, we will break this word into syllables. Let's do this one together. Cover all but the first syllable of the word with a blank index card. Have students read the syllable and then reveal the next syllable. Continue until they have read each syllable. **What's the word? Right: ad-vanced.**



Let's do some more. Show students the next index card. Cover all but the first syllable. Call on one student to read the word, syllable by syllable, as you reveal each syllable. **What's the word?** Continue through the word cards, giving each student several turns to practice.

- 3 If time permits, help students define these and any other unfamiliar words from the passage before moving on to the next activity.

Read With Expression: Declarative Sentences

Goal: The student can read a passage fluently with a demonstrated understanding of various punctuation marks.

In a Nutshell: (5–8 minutes)

Students practice reading declarative sentences from a passage.

MATERIALS

- Fluency bags.
- Board or projector.

PREPARE

Write on the board or projector the following sentence from the passage *Calendar Days*: *This cycle lasts about 30 days.*

MODEL

1 Build Background



As we work on the passage *Calendar Days*, we are going to build our fluency skills. Last time, we started talking about declarative sentences. What do you remember about declarative sentences? Elicit responses. **Declarative sentences are the most common kind of sentence. A declarative sentence makes a statement and ends with a period. They do not ask questions, they simply state facts.**

2 Model Reading Declarative Sentences



Today, we are going to practice reading sentences that end with a period. When we read a sentence that ends in a period, our voice is steady. It sounds calm and confident. Listen as I read a sentence in two ways. First, read the sentence as a question. *It is warm outside today? How did I sound? Did I sound sure that it is warm outside?* Elicit responses. **I sounded unsure because I read the sentence as a question.** Next, read the sentence as a declarative sentence. *It is warm outside today. How did I sound?* Elicit responses. **I sounded sure of myself because I read the sentence as a declarative sentence.**



Look at the sentence on the board. Read the sentence silently and think about how it should sound. Now listen while I read it. Read the sentence on the board. **Did that sound right to you? Why?** Elicit responses.

PRACTICE

3 Students Practice Reading Declarative Sentences

Have students take out their copies of the passage *Calendar Days*.



Now, you will practice reading the entire passage *Calendar Days*. I want you to read the passage aloud to yourselves. **Make sure to read the declarative sentences in a steady, confident voice.** Have students read the passage quietly, but loud enough that you can hear each student. If some students are reading in sync, stop one of them briefly until they are all reading independently. Correct students' expression individually, as needed.

4 Have students put the materials back in their Fluency bags and collect them for the next session.



Support

Model difficult declarative sentences from the passage and have students repeat for additional practice.



Challenge

Have students write a few additional sentences from the passage. Have them experiment with using different types of punctuation on their sentences and discuss how changing the punctuation affects the meaning of the sentence.

Punctuation Mix-Up: Fluency Game

Goal: The student can read a sentence with the appropriate expression.

In a Nutshell: (5 minutes)

A student draws two cards, one with a sentence and one with a punctuation mark. He or she then reads the sentence on the card with the appropriate expression based on the punctuation card drawn.

MATERIALS

18 blank index cards.

PREPARE

- Write the following sentences, without punctuation, on index cards: *Your birthday is tomorrow, These dogs can fly kites, This map is wrong, She mailed you a snowball, Dad made one hundred cookies, I just ate that, My brother is a robot, Summer vacation is canceled, Polar bears sleep in igloos.*
- Write the following punctuation marks on nine index cards: three with a question mark, three with an exclamation point, and three with a period. Shuffle the deck.

INTRODUCE

1 Explain the Rules



We are going to play a game called Punctuation Mix-Up. Show students the two decks of cards. **In this game, you will draw two cards, one from each deck. On one card, there will be a sentence. On the other card, there will be a punctuation mark.** Turn over one card from each deck to show students each type of card. **You will read the sentence on the sentence card using the punctuation shown on the punctuation card. If you draw a period, you will read the sentence as a declarative sentence. If you draw a question mark, you will read the sentence as an interrogative sentence. If you draw an exclamation point, you will read the sentence as an exclamatory sentence.** Read the sentence using the punctuation indicated.

2 Model How to Play

If students are not yet clear on how to play this game, model for the group by reading through a few rounds of cards.

PRACTICE

3 Play the Game



Let's begin. Place the two decks of cards face down on the table. Play enough rounds of the game so that each player participates several times. After each sentence, collect the cards into their separate decks. Shuffle each deck separately after each round. Collect the cards at the end of the game and store them for future use.

Introduce ay

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students say / / when the teacher points to *ay*, and “Erase it!” when the teacher points to other letters or letter combinations.

MATERIALS

Board to write on.

PREPARE

Write *ay* on the board.

MODEL

- 1 Point to the letters *ay*.



The letters *ay* make the /ā/ sound even though they are two letters. It’s the sound you hear at the end of the word *holiday*. What’s the sound? Students: /ā/.

- 2 Erase *ay*. Write a mix of 16 letters and letter combinations on the board, arranged randomly. Six of the items should be *ay*. Intersperse them with 10 other letters and letter combinations dissimilar in appearance to *ay*.



When I point to the letters we just learned, say their sound. When I point to other letters, say, “Erase it!” I’ll go first. Point to an item and model as appropriate, either saying the sound or “Erase it!”

PRACTICE



Now it’s your turn. Ready? Point to items randomly to ensure students do not memorize a sequence. After several group responses, call on students individually to check for understanding.



Support

For students who do not pronounce the sound correctly, model the sound for them and have them practice saying it.



Challenge

After identifying *ay*, have each student suggest a word that contains *ay*, and put it in a sentence.

Swap Out: Letter Combination Accuracy

Goal: Given a word, the student will swap out one part of the word and say the new word.

In a Nutshell: (5–8 minutes)

Students take turns reading a word, swapping out one part of the word, and saying the new word.

MATERIALS

Board to write on.

PREPARE

- On the board, write *ay*.
- Prepare a list of words to reference that contain the letters *ay*. You might wish to include: *clay*, *fray*, *slay*, *gray*, *stay*, *stray*.



Support







Remind students that they just learned the / / sound in *tray*. Write several other words with *ay* on the board, such as *Monday* and *anyway*, and help students decode the words.







Challenge

Have students pair up for a round of Swap Out of their own. Encourage students to think and keep a list of words with the / / sound in them. When students finish, have them share their lists of words with the group. You might have one student from the pair read the list as the other student writes the words on the board.

MODEL

- 1  Today we're going to play Swap Out. I'll go first. Look at the letters I've written on the board. Who can tell me what sound these two letters make? Point to the letters *ay* on the board. Students: /ā/.

- 2  Now I'm going to write a word on the board. Write *tray*. Call on a volunteer to read the word.

- 3  Next I'm going to ask you a question about this word. What word do you get if you take the word *tray* and swap out *tr* with *sw*? What is the new word? My answer is *sway*. Write the new word on the board.


PRACTICE

- 4  Are you ready to play Swap Out? Write this word on the board: *day*. Call on a volunteer to read the word aloud.

- 5  Now who can answer my question about this word: What word do you get if you take the word *day* and swap out *d* with *pl*?

- 6 Call on a volunteer to answer the question. Then have him or her write the word *play* under the first word on the board. If time permits, ask students similar questions using different words from the list you prepared earlier.

Practice Reading With Fluency

Goal: The student can read a passage fluently with expression and accuracy.

In a Nutshell: (5–8 minutes)

Students practice reading a passage fluently in pairs.

MATERIALS

- Copies of *Calendar Days*, as needed.
- Fluency bags.

PREPARE

Take out and review your copy of the passage *Calendar Days*.

MODEL

1 Build Background

Distribute the Fluency bags and have students sit with their partners.



We have been reading *Calendar Days* this week. With this passage, we've been working on declarative sentences. Remember, when you read declarative sentences, your voice should sound steady. Today you are going to practice reading the complete passage *Calendar Days* to your partner. Before reading the passage, we are going to practice declarative sentences one more time. Have students take out the passage.

PRACTICE

2 Practice Declarative Sentences



Each of you will read a small part of the passage aloud to the group. As you are reading, remember to read declarative sentences correctly. Call on students one by one to read sentences from the first two paragraphs aloud to the group. Correct students on their expression as needed.

3 Partner 1 Reads and Partner 2 Follows Along



All right. Now, you are going to read the entire passage to your partner. Remember to read with expression. Your partner should follow along as you read. You may want to have the stronger readers read the passage first, giving their partners another chance to hear the passage modeled before they, in turn, read it aloud. Allow students 2 minutes of practice.

4 Partner 2 Reads and Partner 1 Follows Along



Okay, now switch roles. Partner 2 will read while Partner 1 follows along. Allow students 2 minutes to read, helping them as needed. Then continue to the next activity, *Review One-Minute Timed Reading*.

5 Have students retain Fluency bags for the second exercise.



Support

If students are struggling to read the passage smoothly, model reading a small part of the passage. Then have students repeat after you.



Challenge

If students show mastery of declarative sentences, draw their attention to another aspect of the passage that presents a challenge, such as volume and pacing.

Review One-Minute Timed Reading

Goal: The student can read a passage fluently and accurately.

In a Nutshell: (5–8 minutes)

Students read in pairs for one minute and record how many words per minute they read on the *Fluency Chart*.

MATERIALS

- *Nonfiction Question Sheet* (copies for you and your group).
- Fluency bags.
- One-minute timer.

PREPARE

Take out and review your copy of the passage *Calendar Days*.

MODEL

1 Build Background

Hold up the timer.



On the first day we worked with this passage, we used a timer to time each other as we read for 1 minute. Today, we are going to do that again. You are going to read the passage *Calendar Days* again for 1 minute to see if you can read more than you did on the first day. Partner 1 will read the passage first. Partner 2 will follow along as Partner 1 reads and will mark any mistakes. Partner 2 will also circle the last word read before the timer runs out. Then you'll switch roles.

PRACTICE

2 Timed Reading



Let's begin. Remember, when it is your turn, read quickly, but with expression. Both are important. Start the timer and prompt students when to start and when to stop reading for both Partner 1 and Partner 2.

3 Complete the Chart

After all students have read, help them calculate their scores and fill in their charts.



Let's see how many words you read. Look at the number at the start of the line where you circled your last word. Then count up from that number to the word you circled. Next, subtract the number of words you missed. Use your red markers to shade in your *Fluency Chart* to the number of words you read correctly. Gather the group.



So how did you do? Elicit responses. Discuss with students the possible reasons they read more, fewer, or the same amount of words as their first reading. As we get more and more familiar with a passage, we read it more fluently. Knowing how to pronounce all the words and read the sentences accurately allows us to read a little faster. But remember, reading with fluency does not mean that you are racing to read the most words. You should take your time to read the words correctly.

4 Review the Passage



Let's talk about what the passage was about. Use the questions on the *Nonfiction Question Sheet* to discuss the passage with students.

5 Have students put the materials back in their Fluency bags and collect them for the next session.



Support

You may want to partner with any student who is still struggling with the passage and time that student yourself.



Challenge

If a student gets to the end of the passage before 1 minute is up, tell him or her to start over from the beginning. Then have the student add those additional words when filling out the *Fluency Chart*.

Sound Search: Letter Combination Game

Goal: The student can find a word containing the letter combination for a specific sound in a text.

In a Nutshell:

Students look for words containing targeted letter combinations in level-appropriate books, magazines, or newspapers.

MATERIALS

- At least one level-appropriate book, magazine, or newspaper for each student.
- Board to write on.

PREPARE

Collect printed materials. Select one to three of the most-recently learned letter combinations on which to focus.

MODEL

- 1 Hand out a level-appropriate magazine, book, or newspaper to each student.



Today, we are going on a sound hunt. When I say a sound, you're going to look for words that contain that sound in the text that you receive. Once you find at least three words, raise your hand. When I call on you, you will show me the words, and I will write your words on the board. Then you will sound out each word and say the whole word. You will get a point for each of the three words you find. But if you can find five words, you'll get two extra points. The student with the most points at the end of the game is the winner.

- 2 If this is the first time students play this game, model how to play for the group.



For example, if I say /ā/, you will open your book and look for words with *ai* and *ay*. I'll go first.

- 3 Open a book and locate a word with *ai* or *ay*.



I found the word [insert your word], so I will raise my hand. Then I will write [insert your word] on the board. First, I will sound it out, and then I will say the whole word. Each of you will have a chance to say the words you found before we move on to a new sound.

PRACTICE



Now it's your turn. After each round, go over the words on the board with the group. Be sure to go over how to pronounce each word and explain the definition of new words. If few words are found for a particular letter combination sound, you can also ask individual students to think of additional words with the sound for the letter combination before moving to the next sound. As an alternative, you can ask students to write the words they found on the board. The game ends when all the letter combinations for the day have been found.


Reintroduce ay

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students take turns identifying *ay* among a mix of letter combinations on index cards.

MATERIALS

-  12 blank index cards.
- Board to write on.

PREPARE

- Write *ay* on five index cards. On the remaining seven index cards, write other letter combinations dissimilar in appearance to *ay*. You may wish to save and reuse these letter combination cards.
- Write *ay* on the board.

MODEL

- 1 Point to the letter combination *ay* on the board.



Remember these two letters that make one sound? Let's review the sound for these letters. What's the sound? /ā/. Remember, it's the same sound you hear at the end of the word *holiday*: /ā/.



- 2 **What are some words that have the /ā/ sound?** As students suggest words, write them on the board. Correct students as necessary. Remember to focus on the correct sound in suggested words, not the correct spelling.

- 3 Mix up all 12 cards that you prepared and place them face down on the table in front of the students.



There are 12 letter cards on the table. Some of them have letters that make the /ā/ sound on them. I will turn one card over and call on you. If the letters on the card make the /ā/ sound, you will say that sound out loud. If the letters don't make that sound, you will say, "Pass!" I'll go first. Turn over the top card of the pile and model for students how to say the sound out loud or "Pass!" depending on the card you are looking at.

PRACTICE



- 4 **Now it's your turn.** Call on an individual student to go first. Turn over the letter card on the top of the pile and have him or her either say the sound of the letter combination on the card or "Pass!"
- 5 When all students have had a turn, mix up the cards and repeat the activity. It is important that every student can identify the letter combination and say its sound by the end of the activity.



Support

Put fewer distracter cards in the pile. If students are struggling to pronounce the letter combination, model for them how to pronounce the sound correctly. Then have them practice saying the sound.



Challenge

Use only one *ay* card and 11 distracters. Have students look for this card in the pile, say its sound, and mix it back in with the other cards. All students should get a chance to look for the *ay* card.

Read and Seek: Letter Combination Accuracy

Goal: Given a written paragraph with words containing letter combinations, the student can find the words and say the sound of each word.

In a Nutshell: (5–8 minutes)

Students read a paragraph and identify words with letter combinations in them.

MATERIALS

- Paragraph for Read and Seek: Letter Combination Accuracy — *Do you need....*
- Board to write on.

PREPARE

Download and print out one copy for each student of the following paragraph associated with this activity: *Do you need....*

MODEL

- 1 Write the following letter combinations on the board: *ai, ay*.



Today, we're going to Read and Seek. We will take turns reading a paragraph and looking for words with these letter combinations in them: *ai, ay*. What are the sounds for these letters? Students: *lā/, lā/*.

- 2 Pass out one copy of the paragraph to each student.



We'll take turns reading the sentences in the paragraph. When I call on you, you'll each read one sentence. I'll go first. Demonstrate by reading the first sentence in the paragraph out loud to students.

PRACTICE



Now it's your turn. Have students take turns reading the sentences in the paragraph. If a student needs help with a word, model sounding out the word and saying it fast. Have the student repeat what you did. Encourage students to read the sentence with automaticity.



Who can find and read the words in this paragraph that have these letter combinations in them?: *ai, ay*. When a student identifies a correct word, have him or her write it on the board. Then have students circle this word in their paragraphs. Students should find the following words in their paragraphs: *entertainment, playing, clay, brainstorm, gray, always, spray, paint, afraid*.



Support

As students identify letter combinations in the words in the paragraph, encourage them to keep lists of these words in a notebook for reference.



Challenge

Encourage students to create new sentences or paragraphs with the words they identify in the paragraph they have just read.

Introduce Reader's Theatre: One-Minute Timed Reading

Goal: The student can read a play with fluency and accuracy.

In a Nutshell: (10 minutes)

Students learn about the features of a play and do a one-minute timed reading.

MATERIALS

- Copies of the play *Three Birthday Parties*, for you and your group.
- Fluency bags.
- One-minute timer.

PREPARE

- Reassemble a resealable Fluency bag for each student by swapping the previous passage with a copy of *Three Birthday Parties*. Bags should also contain a *Fluency Chart*, a pencil, and a red and a blue marker.
- Review your copy of the play *Three Birthday Parties*.
- Decide which role each student will play. You may want to assign a more proficient reader for the role of the Narrator and you may also choose to take on a role yourself, depending on the number of students in your group.
- Assign partners.

INTRODUCE

1 Build Background



Tell me what you already know about plays. Elicit responses. **A play is a story meant to be read out loud. Plays have characters and dialogue and are generally works of fiction.**



As we continue to work on our fluency skills, we are going to practice and perform a play. Show students your copy of *Three Birthday Parties*. **Today I am going to give you copies of the play that we'll be working on. The first thing we are going to do with this script is a 1-minute timed reading.** Distribute Fluency bags to students and have them take out the play.



This play, *Three Birthday Parties*, is about three friends who accidentally planned their birthday parties for the same day. For the timed reading, you will read as far as you can in 1 minute. For this reading, you are only going to read the dialogue. Do not worry about reading the characters' names or reading any particular part. If students are not familiar with or need to be reminded about this process, explain that Partner 1 will read first while Partner 2 follows along. Partner 2 will circle the last word Partner 1 reads and mark any mistakes made. Then the partners will switch roles.

PRACTICE

2 Conduct a Timed Reading



Let's get started. Start the timer and prompt students when to start and when to stop reading for both Partner 1 and Partner 2.

(Continued on next page)



Support

For students who are new to this genre, take extra time to go over the features of the play. Explain to students how and where to find the setting, characters' names, and stage directions.



Challenge

Discuss with students how a play and a reading passage can be both similar and different. Talk about how authors use different strategies to communicate with their audiences depending on the genre they are writing in.

3 Complete the Chart



Let's see how many words you read. Have students look at the number at the start of the line where the last word was circled. Then count up from that number to the last word read. Next, subtract the number of words missed. Have students use their red markers to shade in their *Fluency Charts* to the number of words read correctly. On Day 8, students will be timed again on the same lines they read today in order to determine their fluency progress.

4 Wrap Up



Over the next few days, we will be reading this play together. As we work with this script, we are going to focus on declarative sentences. This means as we read our lines, we will practice reading declarative sentences with correct tone. Now let's talk about what role each of you will play. Discuss the assigned parts. If there is time, have students look through the parts of the script they will be reading. **Next time we will read the entire play together.**

5 Have students put the materials back in their Fluency bags and collect them for a later session.

Reading or Not: Fluency Game

Goal: The student can read a sentence fluently.

In a Nutshell: (5 minutes)

Students share a sentence while other students guess if they are reading the sentence or not.

MATERIALS

20 blank index cards.

PREPARE

- Write the following 10 sentences on index cards: *My sister smells like cookies. My birthday is tomorrow. My mom loves to cook. I have a pet rock. I like listening to jazz. I want to learn how to play drums. I own three skateboards. My granddad used to fly jets. My dog barks at balloons. I wish I had three cookies.*
- Mix remaining blank index cards into the deck.

INTRODUCE

1 Explain the Rules



We are going to play a game called Reading or Not. The goal of this game is to read a sentence as naturally as possible so that you do not sound like you are reading at all. Each player will get a card. Some of the cards have sentences on them and some are blank. If you get a card with a sentence, you have 30 seconds to read the sentence silently to prepare for reading it aloud. If you get a blank card, you have 30 seconds to think of a sentence to say. It can be any sentence at all. Then, once we are all ready, we will go around the table and say our sentences. As each player says his or her sentence, the rest of us will try to guess if you are reading or not.

PRACTICE

2 Play the Game



Let's begin. Pass out one card to each student. Give students 30 seconds to either read the sentence silently or think of a sentence to say. Then call on students one by one to share their sentences. As each student shares a sentence, ask the group, **Reading or not?** Play several rounds of the game. Save the cards for future use.

Introduce oa

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students say / / when the teacher points to *oa*, and “Erase it!” when the teacher points to other letters or letter combinations.

MATERIALS

Board to write on.

PREPARE

Write *oa* on the board.

MODEL

- 1 Point to the letters *oa*.



The letters *oa* make the /ō/ sound even though they are two letters. It’s the sound you hear in the middle of the word *groan*. What’s the sound? Students: /ō/.

- 2 Erase *oa*. Write a mix of 16 letters and letter combinations on the board, arranged randomly. Six of the items should be *oa*. Intersperse them with 10 other letters and letter combinations dissimilar in appearance to *oa*.



When I point to the letters we just learned, say their sound. When I point to other letters, say, “Erase it!” I’ll go first. Point to an item and model as appropriate, either saying the sound or “Erase it!”

PRACTICE



Now it’s your turn. Ready? Point to items randomly to ensure students do not memorize a sequence. After several group responses, call on students individually to check for understanding.



Support

For students who do not pronounce the sound correctly, model the sound for them and have them practice saying it.



Challenge

After identifying *oa*, have each student suggest a word that contains *oa*, and put it in a sentence.

Use the Clues: Letter Combination Accuracy oa

Goal: Given a pair of written clues, the student can figure out what the clues describe.

In a Nutshell: (5–8 minutes)

Students read a pair of clues in the form of a sentence and then try to identify what the clues describe.



MATERIALS

- Sentence cutouts for Use the Clues: Letter Combination Accuracy — oa.
- Board to write on.





PREPARE

Download, print, and cut out clues 1 through 4 associated with this activity:
You can make oat or white bread darker and crunchier with this.
But you can't roast in it.
Boaters make sure they have these on their boats.
Many of them are made out of foam and you can lie on them in the water.

MODEL

-  **1** Today, we're going to play Use the Clues. We're going to read two clues and try to figure out what they're describing. Here's your first clue. Pass around the Clue #1 sentence cutout to the group: *You can make oat or white bread darker and crunchier with this.*
-  **2** Let's read the clue. I'll go first. Model reading the clue to students. You might show students what you would do if you got stuck on a word. First, sound it out and then repeat it, saying it fast and with automaticity.

PRACTICE

- 3** Pass around the Clue #2 sentence cutout to the group: *But you can't roast in it.*
-  **4** Now I'm going to pass around Clue #2. When I call on you, you'll read the clue. Call on a student to read the clue out loud. If the student forgets a word, help him or her sound it out and then say it fast. Have each student read the whole sentence and practice reading it with automaticity.
- 5** Discuss what the clues mean.
 **We have just read the two clues very carefully. Who can figure out what the clues describe?** Elicit responses. **The answer is toaster.** Follow the same procedure as above with Clue #3 and Clue #4.
-  **6** Who can figure out what these two clues describe? Elicit responses. **The answer is floats.** Write *oa* on the board.
-  **7** Remember, we just learned the sound that these letters make together. What's the sound? Students: */ō/*. Let's circle these letters every time we see them in the clues and read each */ō/* word again.



Support

Remind students that they just learned the / / sound in *oat*. Write several other words with *oa*, such as *roam* and *throat*, and help the students decode the words.



Challenge

Have students read both clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.

Practice Reading Lines

Goal: The student can read lines in a play fluently and accurately.

In a Nutshell: (10 minutes)

Students practice reading their lines out loud.

MATERIALS

Copies of the play *Three Birthday Parties*, for you and your group.

PREPARE

Review your copy of *Three Birthday Parties* and practice reading it out loud several times before modeling for students.

INTRODUCE

1 Build Background



Last time, we started to work on the play *Three Birthday Parties*. In a few days, we will perform this play in front of a live audience. In order to prepare for that, we need to practice it a lot. As we practice, I want you to think about the tone you will use as you read your lines. You will need to think about the type of punctuation in your lines and make sure that your voice reflects the punctuation used. Distribute copies of the play.

2 Model Reading the Play



I am going to read the beginning of *Three Birthday Parties* out loud, and I want you to follow along as I read. While I am reading, pay attention to the parts of the script I read out loud and the parts of the script I don't. Read several lines of the play. Discuss with students that, as actors, they will read the dialogue out loud, but not the characters' names or setting.



Support

For students who struggle with decoding, look through their lines ahead of time and circle words that might be challenging for them. Review these words with them while the rest of the group is looking at their lines.



Challenge

Have students make a short timeline of events that happen in the play. Discuss with students how to use the setting, dialogue, and stage directions to improve their understanding of the events in the play.

PRACTICE

3 Read the Play Together



Now we are going to read the entire script as a group. Remember to read only the dialogue out loud. Turn to the beginning of the play and be ready to read when it's time for your part. Let's begin. Assist students with finding and reading their lines. Help them with decoding and pronunciation as needed.

4 Wrap Up



Well done. Last time, we talked a little about declarative sentences. What do you already know about this topic? Discuss with students how declarative sentences would affect the way they read their lines. For example, ask students how punctuation affects the meaning of their lines.



For your homework, please take your copies of the script. Read the whole play again. Make sure to concentrate on reading the lines that belong to your character. As you read, think about your understanding of the play. We'll clarify anything that you do not understand in the script the next time we meet. The more we practice, the more we will begin to sound like experienced actors.

Sound Search: Letter Combination Game

Goal: The student can find a word containing the letter combination for a specific sound in a text.

In a Nutshell:

Students look for words containing targeted letter combinations in level-appropriate books, magazines, or newspapers.

MATERIALS

- At least one level-appropriate book, magazine, or newspaper for each student.
- Board to write on.

PREPARE

Collect printed materials. Select one to three of the most-recently learned letter combinations on which to focus.

MODEL

- 1 Hand out a level-appropriate magazine, book, or newspaper to each student.



Today, we are going on a sound hunt. When I say a sound, you're going to look for words that contain that sound in the text that you receive. Once you find at least three words, raise your hand. When I call on you, you will show me the words, and I will write your words on the board. Then you will sound out each word and say the whole word. You will get a point for each of the three words you find. But if you can find five words, you'll get two extra points. The student with the most points at the end of the game is the winner.

- 2 If this is the first time students play this game, model how to play for the group.



For example, if I say /ā/, you will open your book and look for words with *ai* and *ay*. I'll go first.

- 3 Open a book and locate a word with *ai* or *ay*.



I found the word [insert your word], so I will raise my hand. Then I will write [insert your word] on the board. First, I will sound it out, and then I will say the whole word. Each of you will have a chance to say the words you found before we move on to a new sound.

PRACTICE



Now it's your turn. After each round, go over the words on the board with the group. Be sure to go over how to pronounce each word and explain the definition of new words. If few words are found for a particular letter combination sound, you can also ask individual students to think of additional words with the sound for the letter combination before moving to the next sound. As an alternative, you can ask students to write the words they found on the board. The game ends when all the letter combinations for the day have been found.


Reintroduce oa

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students take turns identifying *oa* among a mix of letter combinations on index cards.

MATERIALS

-  12 blank index cards.
- Board to write on.

PREPARE

- Write *oa* on five index cards. On the remaining seven index cards, write other letter combinations dissimilar in appearance to *oa*. You may wish to save and reuse these letter combination cards.
- Write *oa* on the board.

MODEL

- 1 Point to the letter combination *oa* on the board.



Remember these two letters that make one sound? Let's review the sound for these letters. What's the sound? /ō/. Remember, it's the same sound you hear in the middle of the word *groan*: /ō/.



- 2 **What are some words that have the /ō/ sound?** As students suggest words, write them on the board. Correct students as necessary. Remember to focus on the correct sound in suggested words, not the correct spelling.

- 3 Mix up all 12 cards that you prepared and place them face down on the table in front of the students.



There are 12 letter cards on the table. Some of them have letters that make the /ō/ sound on them. I will turn one card over and call on you. If the letters on the card make the /ō/ sound, you will say that sound out loud. If the letters don't make that sound, you will say, "Pass!" I'll go first. Turn over the top card of the pile and model for students how to say the sound out loud or "Pass!" depending on the card you are looking at.

PRACTICE



- 4 **Now it's your turn.** Call on an individual student to go first. Turn over the letter card on the top of the pile and have him or her either say the sound of the letter combination on the card or "Pass!"

- 5 When all students have had a turn, mix up the cards and repeat the activity. It is important that every student can identify the letter combination and say its sound by the end of the activity.



Support

Put fewer distracter cards in the pile. If students are struggling to pronounce the letter combination, model for them how to pronounce the sound correctly. Then have them practice saying the sound.



Challenge

Use only one *oa* card and 11 distracters. Have students look for this card in the pile, say its sound, and mix it back in with the other cards. All students should get a chance to look for the *oa* card.


Letter Combination Accuracy

Goal: Given printed letter combinations, the student can discriminate between them and say the sound of each.

In a Nutshell: (5–8 minutes)

Students draw a letter combination card from a box and practice saying the correct sound.

MATERIALS

 Letter Combination cards from the 4–6 Burst Kit: *ai, ay, oa.*

- Box or bag.



Support

Use half the cards showing the most recently learned letter combination, such as *oa*, or a letter combination students have trouble identifying. Half the cards should show letter combinations the students are familiar with.





Challenge

Have students say the sound of the letter combination and then say a word that contains that letter combination. They can also use that word in a sentence.

PREPARE

Place a mix of letter combination cards in a box or a bag.

MODEL

-  **Today, we're going to take turns pulling a card from this box [bag] and saying the sound of the letters. These cards have two letters that, together, make one sound. I'll go first.** Draw a card, show the letter combination to the students, and say its sound.
-  **After I say the sound on my card, I put the card back in the box [bag] and pass it to the person on my right.**

PRACTICE

- 3** Pass the box to a student to begin. Make sure he or she holds up the card so everyone can see it. Remind students to put the card back, shake the box or bag, and pass it to the next student. Continue the activity until everyone has had at least three turns. If a student does not know the correct sound for a letter combination, say it for him or her and have the student repeat it. Then have the student draw another letter card and try again.

Repeated Readings

Goal: The student can read lines in a play fluently and accurately and demonstrate an understanding of the script.

In a Nutshell: (10 minutes)

Students discuss the events of the play and practice their lines as a group and with partners.

MATERIALS

Copies of the play *Three Birthday Parties*, as needed.

PREPARE

Review your copy of the play *Three Birthday Parties*.

INTRODUCE

1 Build Background



We've been using the play *Three Birthday Parties* to build our fluency skills. The last time we met, I asked you to read the play at home and focus specifically on your understanding of the script. It's very important that you understand what is happening in this play. Professional actors give their best performances when they have a thorough understanding of the script they are working with, and the same is true for you. The better you understand the play, the better your performance will be. Are there any words or ideas in this script that you would like me to explain or clarify? Elicit responses and resolve any questions students have. Distribute copies of *Three Birthday Parties*.

2 Monitor for Comprehension



What is happening in this play? Elicit responses. When playwrights begin to work on a play, they have a message in mind that they want to communicate to their audience. What message do you think this playwright is trying to communicate? Discuss with students a basic summary of the script to monitor for meaning and comprehension. Again, resolve any questions and clarify the script as needed.

PRACTICE

3 Read the Play Together



We will now read the entire play as a group. You all need to follow along and be ready to read when it's your turn. When it's time for you to read your lines, take your time and read them loud enough for everyone to hear. Let's get started. If students struggle with their lines, encourage them to read their lines again, or model the lines for them and have them repeat after you.



Great job, everybody! Working repeatedly on this script will affect your fluency skills in several ways. It will help you read your lines more smoothly and with confidence. It will also make the entire play easier for you and your audience to understand. By practicing the same script many times, your fluency rate is much more likely to improve, which will help you to become better readers overall.

(Continued on next page)



Support

For students who struggle to understand the play, map out the setting and events on the board to diagram the narrative.



Challenge

For students who have a clear understanding of the play and its meaning, encourage them to think about other plays, books, stories, or movies that have a similar theme. Discuss with students how the theme in *Three Birthday Parties* compares to other narratives they are familiar with.

4 Work in Pairs



Now it's your turn to practice your lines with a partner. Partner 1 will start and read through all of the lines assigned to his or her role. Partner 2 will follow along. Then you will switch roles, and Partner 2 will read his or her lines as Partner 1 follows along. You may need to remind some students to track the script as their partners read. Also, be available to aid struggling readers with difficult lines in the script.

5 Wrap Up



You all did a great job practicing your lines today. Take some time to think about what your character is like and use that to determine how you will read your lines. Next time, we will practice our lines again, focusing specifically on declarative sentences.

6 Collect copies of the play from students and retain them for the next session.

Speed Battle: Fluency Game

Goal: Students can read multisyllabic words correctly.

In a Nutshell: (5 minutes)

Students must read and collect the most multisyllabic word cards to win the game.

MATERIALS

16 blank index cards.

PREPARE

Write the following multisyllabic words on 16 blank index cards:

- Two-syllable words: *displayed, utter, conflicts, abrupt*
- Three-syllable words: *usual, envelopes, distribute*
- Four-syllable words: *invitation, definitely, disappointment, celebration, rationalized, technically*
- Five-syllable words: *simultaneous, chronological, complimentary*

MODEL

1 Explain the Rules



We are going to play a word game called Speed Battle. To start, one of you will turn to the person on your right and flip over a card so you both can see it. Then both of you will read the word on the card aloud. The student who says the word correctly first gets to keep the word card. Remember that the game is called Speed Battle, so you will have to read quickly! You will flip over the card after I say *flip*.



The rest of us are going to be the judges, and we will decide who reads the word first. If we decide that you both read it correctly at the same time, it's a Double Speed Battle! This means that you will flip over two cards at the same time and read both of them. The first student who reads them both correctly will get to keep all three cards. If no one can read both of the cards correctly, we will move on to the next two students and I will collect those cards.



The student with the most cards at the end of the game will be our Speed Battle champion!

2 Model How to Play

If students are unfamiliar with this game, model for the group how to play.

PRACTICE

3 Play the Game

Play several rounds of the game until all players have had the same number of turns. Have students tally the number of cards they have won.

4 Keep the word cards for use in future lessons.

Introduce oe

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students say / / when the teacher points to *oe*, and “Erase it!” when the teacher points to other letters or letter combinations.

MATERIALS

Board to write on.

PREPARE

Write *oe* on the board.

MODEL

- 1 Point to the letters *oe*.



The letters *oe* make the /ō/ sound even though they are two letters. It's the sound you hear in the middle of the word *toenail*. What's the sound? Students: /ō/.

- 2 Erase *oe*. Write a mix of 16 letters and letter combinations on the board, arranged randomly. Six of the items should be *oe*. Intersperse them with 10 other letters and letter combinations dissimilar in appearance to *oe*.



When I point to the letters we just learned, say their sound. When I point to other letters, say, “Erase it!” I'll go first. Point to an item and model as appropriate, either saying the sound or “Erase it!”

PRACTICE



Now it's your turn. Ready? Point to items randomly to ensure students do not memorize a sequence. After several group responses, call on students individually to check for understanding.



Support

For students who do not pronounce the sound correctly, model the sound for them and have them practice saying it.



Challenge

After identifying *oe*, have each student suggest a word that contains *oe*, and put it in a sentence.

Use the Clues: Letter Combination Accuracy oe

Goal: Given a pair of written clues, the student can figure out what the clues describe.

In a Nutshell: (5–8 minutes)

Students read a pair of clues in the form of a sentence and then try to identify what the clues describe.

MATERIALS

- Sentence cutouts for Use the Clues: Letter Combination Accuracy — oe.
- Board to write on.

PREPARE

Download, print, and cut out clues 1 through 4 associated with this activity:


You walk on your toes.


Try not to harm your toenails as you do this.

This female animal goes in and out of the forest.

A wolf is a foe of this animal.


MODEL

1  Today, we're going to play Use the Clues. We're going to read two clues and try to figure out what they're describing. Here's your first clue. Pass around the Clue #1 sentence cutout to the group: *You walk on your toes.*


2  Let's read the clue. I'll go first. Model reading the clue to students. You might show students what you would do if you got stuck on a word. First, sound it out and then repeat it, saying it fast and with automaticity.


PRACTICE


3 Pass around the Clue #2 sentence cutout to the group: *Try not to harm your toenails as you do this.*

4  Now I'm going to pass around Clue #2. When I call on you, you'll read the clue. Call on a student to read the clue out loud. If the student forgets a word, help him or her sound it out and then say it fast. Have each student read the whole sentence and practice reading it with automaticity.

5 Discuss what the clues mean.

 We have just read the two clues very carefully. Who can figure out what the clues describe? Elicit responses. The answer is *tiptoe*. Follow the same procedure as above with Clue #3 and Clue #4.

6  Who can figure out what these two clues describe? Elicit responses. The answer is *doe*. Write *oe* on the board.

7  Remember, we just learned the sound that these letters make together. What's the sound? Students: */ō/*. Let's circle these letters every time we see them in the clues and read each */ō/* word again.



Support

Remind students that they just learned the / / sound in *toes*. Write several other words with *oe*, such as *backhoe* and *tomatoes*, and help the students decode the words.



Challenge

Have students read both clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.

Reading With Expression: Declarative Sentences

Goal: The student can read a script fluently and accurately.

In a Nutshell: (10 minutes)

Students practice reading lines from the play, focusing on declarative sentences.

MATERIALS

Copies of the play *Three Birthday Parties*, as needed.

PREPARE

Review your copy of the play *Three Birthday Parties*.

MODEL

1 Build Background



Through your work on the play *Three Birthday Parties*, each of you is developing an understanding of your character. In the play, your character does and says things that give you information about his or her personality. The better you understand who your character is, the better you will be able to read your lines in a way that best suits your role.

2 Discuss the Lines



Today I want to focus specifically on declarative sentences. Remember, a declarative sentence states a fact and ends with a period. It does not need an answer or an action from the reader or audience. When you read declarative sentences, your voice should sound steady and you should sound confident. Distribute copies of the play.

PRACTICE

3 Practice the Lines



Now take a few minutes to reread your lines to yourselves and think about how your voice should sound when you read declarative sentences. Give students time to read through their lines quietly. Discuss how their lines are affected by punctuation.



Now let's read through the play again together. Remember to think about how declarative sentences affect your lines. Have students read the script without too much interruption. Try not to correct, unless it is in relation to the target skill.

(Continued on next page)



Support

Have students list specific quotes and actions of their characters to help them determine the personality and voice of their roles.



Challenge

After analyzing the personality and voice of their characters, have students write a paragraph in the voice of their roles, describing the way the characters feel about the events in the play.

4 Wrap Up



Great job, everyone. The next time we meet, it will be our last day to practice this script before we perform our play for a live audience!

- 5 Collect copies of the play from students and retain them for the next session.

Catch It!: Letter Combination Game

Goal: The student can say a word containing a given letter combination.

In a Nutshell:

Students say a word containing a given letter combination.

MATERIALS

- Bean bag.
- Board to write on.

PREPARE

Write letter combinations learned thus far on the board.

MODEL

- 1 Have students form a circle.



Today we're going to play a fun word game called Catch It! We're going to use the letter combinations on the board to play this game. I'll start by quickly tossing this bean bag to one of you. You have to catch it and say a word that contains the first letter combination on the board. Then you will quickly toss the bean bag to someone else, and they will say a word that contains the next letter combination. We will keep playing until we have gone through the whole list.

- 2 If a student says an incorrect word for a given letter combination, have another student help him or her say a correct word before he or she tosses the bean bag to someone else.

PRACTICE

- 3 Play Catch It! until you have gone through the list of letter combinations. If time allows, you can play another round with a different list of recently learned letter combinations. As a more challenging alternative, you may write a list of words on the board, each with letter combinations used so far in the game. For this version of the game, you will toss the bean bag to a student. The student will catch the bean bag, read the first word, and sound out the letter combination in the word. He or she will then quickly toss the bean bag to someone else who will then read the next word and sound out the letter combination in the word. The game continues like this until all students have had a turn and all the words in the list have been covered.


Reintroduce oe

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students take turns identifying *oe* among a mix of letter combinations on index cards.

MATERIALS

-  12 blank index cards.
- Board to write on.

PREPARE

- Write *oe* on five index cards. On the remaining seven index cards, write other letter combinations dissimilar in appearance to *oe*. You may wish to save and reuse these letter combination cards.
- Write *oe* on the board.

MODEL

- 1 Point to the letter combination *oe* on the board.



Remember these two letters that make one sound? Let's review the sound for these letters. What's the sound? /ō/. Remember, it's the same sound you hear in the middle of the word *toenail*: lōl.



- 2 **What are some words that have the /ō/ sound?** As students suggest words, write them on the board. Correct students as necessary. Remember to focus on the correct sound in suggested words, not the correct spelling.

- 3 Mix up all 12 cards that you prepared and place them face down on the table in front of the students.



There are 12 letter cards on the table. Some of them have letters that make the /ō/ sound on them. I will turn one card over and call on you. If the letters on the card make the /ō/ sound, you will say that sound out loud. If the letters don't make that sound, you will say, "Pass!" I'll go first. Turn over the top card of the pile and model for students how to say the sound out loud or "Pass!" depending on the card you are looking at.

PRACTICE



- 4 **Now it's your turn.** Call on an individual student to go first. Turn over the letter card on the top of the pile and have him or her either say the sound of the letter combination on the card or "Pass!"

- 5 When all students have had a turn, mix up the cards and repeat the activity. It is important that every student can identify the letter combination and say its sound by the end of the activity.



Support

Put fewer distracter cards in the pile. If students are struggling to pronounce the letter combination, model for them how to pronounce the sound correctly. Then have them practice saying the sound.



Challenge

Use only one *oe* card and 11 distracters. Have students look for this card in the pile, say its sound, and mix it back in with the other cards. All students should get a chance to look for the *oe* card.


Letter Combination Fluency


Goal: Given a printed letter combination, the student can say its sound with automaticity.

In a Nutshell: (5–8 minutes)

Students go through a deck of letter combination cards as quickly as possible, identifying the sound for each letter combination.

MATERIALS

 Letter Combination cards from the 4-6 Burst Kit: *ai, ay, oa*.

 Blank index cards.



Support

If students have difficulty with the letter combination sounds, you might wish to sort the cards with students, by putting them in piles according to the sounds the letter combinations make. For example, *ai* and *ay* make the / / sound; *ea* and *ei* make the / / sound; etc. Review these with students to help them distinguish among the letter combinations.




Challenge

Using a stopwatch, time each student as he or she identifies the sounds for the whole stack of cards. Record each student's time. Second time through, have each student try to beat his or her best time.



PREPARE

Gather appropriate letter combination cards. Create extra cards for the letter combinations students struggle with most.

MODEL

-  **Today, we're going to go through this stack of cards as fast as we can, saying the correct sound for each card. The two letters on each card make one sound. Let's see how fast we can go. I'll go first.** Model taking the top card off the stack, showing it to the students, and saying the letter combination sound. Continue through the stack.

PRACTICE

-  **Do you think you can go faster than I did?** Call on a single student in the group. Have that student go through the entire stack as quickly as he or she can. If the student says the wrong sound for a card, model the correct sound, ask him or her to repeat your answer, and move to the next card. Select the next student, shuffle the stack, and repeat until all students in the group have worked through the stack individually.
-  **Okay, now let's go faster.** Shuffle the stack of cards and repeat at a faster pace so that each student has two turns.

Rehearse the Play: Review One-Minute Timed Reading

Goal: The student can read a play fluently and accurately.

In a Nutshell: (10 minutes)

Students complete a 1-minute timed reading and then rehearse the play as a group.

MATERIALS

- Copies of the play *Three Birthday Parties*, as needed.
- Fluency bags.
- One-minute timer.

PREPARE

Review your copy of the play *Three Birthday Parties*.

INTRODUCE

1 Build Background



We are one day away from performing our play in front of a live audience. Before we can perform, it is important that we continue to rehearse. We've been working on this script for several days and the more we rehearse, the more fluently we'll be able to read our lines.



Before our rehearsal today, we are going to time ourselves reading the script. You will read with your partners for 1 minute to see how your fluency rate was affected after all the work that you've put into the script this week. Distribute copies of *Three Birthday Parties* and Fluency bags to the group.

PRACTICE

2 Conduct a Timed Reading



For this timed reading, you will not necessarily read the lines for your role. You will start at the beginning of the script and read as many lines of dialogue as you can in 1 minute. Pair up students as Partner 1 and Partner 2. Remind them that they do not need to read the names of the characters.



Begin when I say, "Start reading." Start the timer and prompt students when to start and when to stop reading for Partners 1 and 2. After all students have read, help them count and fill in their *Fluency Charts* with the number of words read accurately.



Now let's see how many words you read. How does your rate today compare to your rate from a few days ago? Discuss.

3 Rehearse



Now it's time for our rehearsal. Let's read this play as if we were performing for a live audience. Don't forget to read declarative sentences correctly. Let's begin. As students read, limit your intervention as much as possible.

4 Wrap Up



I am really looking forward to your performance. Please take home the script tonight to practice. Have students keep their scripts and put the remaining materials back in their Fluency bags, and collect them for a later session.



Support

For students whose fluency rate has not improved, give them some time to work with a new partner for additional reading practice.



Challenge

For students with improved fluency rates, ask them if there were any specific exercises that really helped them with the script. Discuss with students the activities that were the most useful to build their fluency skills and why.

Reading or Not: Fluency Game

Goal: The student can read a sentence fluently.

In a Nutshell: (5 minutes)

Students share a sentence while other students guess if they are reading the sentence or not.

MATERIALS

20 blank index cards.

PREPARE

- Write the following 10 sentences on index cards: *Green beans are my favorite food. My cat sleeps in the bathtub. I saw a mouse today. I love dancing. My brother loves to swim. I wish it would snow. My neighbor has a pet snake. I love apple pie. I eat popcorn at the movies. My pet hamster eats chocolate.*
- Mix remaining blank index cards into the deck.

INTRODUCE

1 Explain the Rules



We are going to play a game called Reading or Not. The goal of this game is to read a sentence as naturally as possible so that you do not sound like you are reading at all. Each player will get a card. Some of the cards have sentences on them and some are blank. If you get a card with a sentence, you have 30 seconds to read the sentence silently to prepare for reading it aloud. If you get a blank card, you have 30 seconds to think of a sentence to say. It can be any sentence at all. Then, once we are all ready, we will go around the table and say our sentences. As each player says his or her sentence, the rest of us will try to guess if you are reading or not.

PRACTICE

2 Play the Game



Let's begin. Pass out one card to each student. Give students 30 seconds to either read the sentence silently or think of a sentence to say. Then call on students one by one to share their sentences. As each student shares a sentence, ask the group, **Reading or not?** Play several rounds of the game. Save the cards for future use.

Introduce ea

Goal: Given a printed letter combination, the student can say its sound.

In a Nutshell: (5–8 minutes)

Students say / / when the teacher points to *ea*, and “Erase it!” when the teacher points to other letters or letter combinations.

MATERIALS

Board to write on.

PREPARE

Write *ea* on the board.

MODEL

- 1 Point to the letters *ea*.



The letters *ea* make the /ē/ sound even though they are two letters. It’s the sound you hear in the middle of the word *peanut*. What’s the sound? Students: /ē/.

- 2 Erase *ea*. Write a mix of 16 letters and letter combinations on the board, arranged randomly. Six of the items should be *ea*. Intersperse them with 10 other letters and letter combinations dissimilar in appearance to *ea*.



When I point to the letters we just learned, say their sound. When I point to other letters, say, “Erase it!” I’ll go first. Point to an item and model as appropriate, either saying the sound or “Erase it!”

PRACTICE



Now it’s your turn. Ready? Point to items randomly to ensure students do not memorize a sequence. After several group responses, call on students individually to check for understanding.



Support

For students who do not pronounce the sound correctly, model the sound for them and have them practice saying it.



Challenge

After identifying *ea*, have each student suggest a word that contains *ea*, and put it in a sentence.

Use the Clues: Letter Combination Accuracy ea

Goal: Given a pair of written clues, the student can figure out what the clues describe.

In a Nutshell: (5–8 minutes)

Students read a pair of clues in the form of a sentence and then try to identify what the clues describe.

MATERIALS

- Sentence cutouts for Use the Clues: Letter Combination Accuracy — ea.
- Board to write on.

PREPARE

Download, print, and cut out clues 1 through 4 associated with this activity:



This is a strip of sand or pebbles where land meets sea.

You may find seagulls and seashells here.





There are four of these throughout the year.

Each one usually has its own type of weather.

MODEL

-  **Today, we're going to play Use the Clues. We're going to read two clues and try to figure out what they're describing. Here's your first clue.** Pass around the Clue #1 sentence cutout to the group: *This is a strip of sand or pebbles where land meets sea.*
-  **Let's read the clue. I'll go first.** Model reading the clue to students. You might show students what you would do if you got stuck on a word. First, sound it out and then repeat it, saying it fast and with automaticity.

PRACTICE

- Pass around the Clue #2 sentence cutout to the group: *You may find seagulls and seashells here.*
-  **Now I'm going to pass around Clue #2. When I call on you, you'll read the clue.** Call on a student to read the clue out loud. If the student forgets a word, help him or her sound it out and then say it fast. Have each student read the whole sentence and practice reading it with automaticity.
- Discuss what the clues mean.
 -  **We have just read the two clues very carefully. Who can figure out what the clues describe?** Elicit responses. **The answer is beach.** Follow the same procedure as above with Clue #3 and Clue #4.
 -  **Who can figure out what these two clues describe?** Elicit responses. **The answer is seasons.** Write *ea* on the board.
 -  **Remember, we just learned the sound that these letters make together. What's the sound?** Students: */ē/*. **Let's circle these letters every time we see them in the clues and read each /ē/ word again.**



Support

Remind students that they just learned the / / sound in *seagulls*. Write several other words with *ea*, such as *clean* and *leader*, and help the students decode the words.



Challenge

Have students read both clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.

Perform the Play

Goal: The student can perform a play with fluency and accuracy.

In a Nutshell: (10 minutes)

Students perform the play as a group in front of a small audience.

MATERIALS

Copies of the play *Three Birthday Parties*, as needed.

PREPARE

- Invite guests such as the principal, support staff, parents, other teachers, or other Burst groups to this performance.
- Prepare the guests by explaining beforehand that this Burst group will perform a play about conflicting birthday parties. Encourage the guests to praise the students by giving them a specific compliment on what they appreciated about their performance.

INTRODUCE

1 Build Background



We have spent the last few days working on our lines in the play *Three Birthday Parties* and we've talked specifically about reading declarative sentences correctly. We've rehearsed our lines together many times and we're now ready to perform our play! If there are guests, let the class know who has been invited: principal, teachers, other Burst groups, etc. As you perform the play, remember that the main goal today is to communicate the message of the play as clearly as possible to your audience.



We're almost ready to begin. When it's your turn to read your part, read your lines from the script just like we've been practicing. If you get stuck, don't worry. I will be right here to help. If you make a mistake, you can reread the line or just keep going. It's up to you.



Support

Before the performance, practice the lines from the play with students who struggle. Model specific lines to help them overcome any reading obstacles and challenges.



Challenge

After the play is over, ask students what kind of audience this play may have been targeting. Is it relevant to a general audience? Is it relevant to them?

PERFORM

2 Perform the Play



Welcome! If you have guests, welcome them to the play. We are so happy you came today to see our performance of the play *Three Birthday Parties*. Our actors have been working hard over the past several days to prepare for this performance and we hope you enjoy it! Give a signal for students to begin. Do not correct anyone during the play. Provide help only if someone clearly needs support. When the play is over, encourage the audience to clap.



Thank you for that great performance! I'd now like to introduce our actors. Introduce each student by name and the role that they played. I'd like to take comments from our audience. Lead a short discussion with the audience about the students' performance, focusing on praise for their specific work and what you and the audience appreciated about the performance.

(Continued on next page)

3 Discuss the Play



What did you learn from the process of preparing for and performing a play? Ask students what they found most interesting about this process. Ask them how they felt performing in front of an audience and whether or not they felt prepared.



All of you worked so hard to put on a great performance today. You should be proud of yourselves for today's work and for your preparation over the past several days. Well done!

Catch It!: Letter Combination Game

Goal: The student can say a word containing a given letter combination.

In a Nutshell:

Students say a word containing a given letter combination.

MATERIALS

- Bean bag.
- Board to write on.

PREPARE

Write letter combinations learned thus far on the board.

MODEL

- 1 Have students form a circle.



Today we're going to play a fun word game called Catch It! We're going to use the letter combinations on the board to play this game. I'll start by quickly tossing this bean bag to one of you. You have to catch it and say a word that contains the first letter combination on the board. Then you will quickly toss the bean bag to someone else, and they will say a word that contains the next letter combination. We will keep playing until we have gone through the whole list.

- 2 If a student says an incorrect word for a given letter combination, have another student help him or her say a correct word before he or she tosses the bean bag to someone else.

PRACTICE

- 3 Play Catch It! until you have gone through the list of letter combinations. If time allows, you can play another round with a different list of recently learned letter combinations. As a more challenging alternative, you may write a list of words on the board, each with letter combinations used so far in the game. For this version of the game, you will toss the bean bag to a student. The student will catch the bean bag, read the first word, and sound out the letter combination in the word. He or she will then quickly toss the bean bag to someone else who will then read the next word and sound out the letter combination in the word. The game continues like this until all students have had a turn and all the words in the list have been covered.

Complete Progress Monitoring

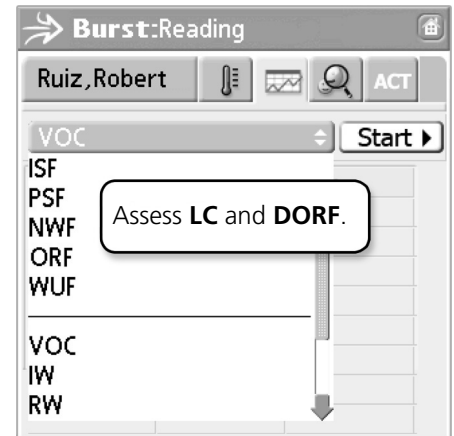
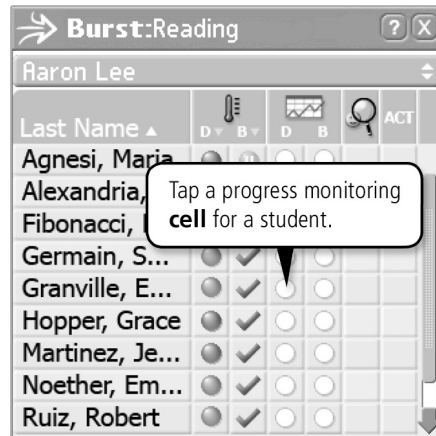
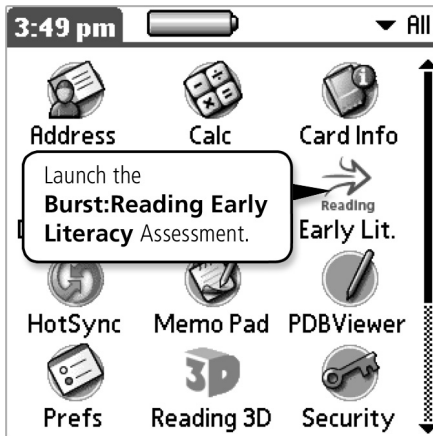
LC

DORF



If you have not already, you will need to finish Progress Monitoring **LC** and **DORF** with the students in this group today to stay on schedule.

Reviewer02 Group 2: **Eric A, Jeff A, Brent E, Al N**



Remember to sync the day before you want to request the next Burst on mCLASS:Home. Burst performs item-level analysis of new student results overnight and will be ready to deliver targeted instruction the next day.

While you are assessing one student, the other students in the group can repeat some of the *Apply the Skills* activities from earlier in this Burst.

If you have already completed progress monitoring, you could use today's Burst session to:

- Review the Burst and complete any activities you ran out of time completing.
- Repeat the activities that students did not master.
- Repeat the *Apply the Skills* activities.
- Select any other activity and use the *Harder* adjustment.

Program Alignment to K–6 Common Core State Standards

Burst®:Reading meets the requirements of the Common Core State Standards by providing students and teachers with:

- A balanced amount of literary and informational texts, with a greater emphasis on fiction in earlier grades
- Carefully leveled texts that incrementally increase in readability requirements over time
- Rigorous lessons, worksheets, games, and instructional materials that grow in complexity as the year progresses
- Opportunities to read and comprehend increasingly complex grade-level literature, including prose, drama, and poetry
- Opportunities to read and comprehend increasingly complex grade-level informational texts, including history/social studies, science, and technical texts

The following table illustrates alignment of Burst:Reading components to the Common Core State Standards in English Language Arts for Grades K–6.

Common Core State Standards

Kindergarten	Foundational Skills
Print Concepts†:	
✓	1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness:	
✓	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition:	
✓	3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency:	
	4. Read emergent-reader texts with purpose and understanding.

Kindergarten Speaking and Listening Standards

Comprehension and Collaboration

✓	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
NPP	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
NPP	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

NPP	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
NPP	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
✓	6. Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten Language Standards

Conventions of Standard English

NPP	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities.
✓	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use



4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.



5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.



6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade 1 Reading Standards: Foundational Skills

Print Concepts:



1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:



2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:



3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Fluency:



4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 Reading Standards for Literature

Key Ideas and Details



1. Ask and answer questions about key details in a text.



2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.



3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure



4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.



5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.



6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas



7. Use illustrations and details in a story to describe its characters, setting, or events.

8. (Not applicable to literature)



9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

P

With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

Grade 1 Reading Standards for Informational Text

Key Ideas and Details



1. Ask and answer questions about key details in a text.



2. Identify the main topic and retell key details of a text.



3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure



4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.



5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.



6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas



7. Use the illustrations and details in a text to describe its key ideas.

8. Identify the reasons an author gives to support points in a text.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

P

10. With prompting and support, read informational texts appropriately complex for Grade 1.

Grade 1 Speaking and Listening Standards

Comprehension and Collaboration

✓	1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
✓	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
NPP	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

✓	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
✓	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
✓	6. Produce complete sentences when appropriate to task and situation.

Grade 1 Language Standards

Conventions of Standard English

NPP	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
NPP	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	3. (Begins in Grade 2)

Vocabulary Acquisition and Use

✓	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none">a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Use frequently occurring affixes as a clue to the meaning of a word.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).
✓	<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.
✓	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>

Grade 2 Reading Standards: Foundational Skills

Phonics and Word Recognition:

✓

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency:

✓

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 Reading Standards for Literature

Key Ideas and Details

✓

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

✓

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

P

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

✓

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

✓

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

✓

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

8. (Not applicable to literature)

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

P

10. By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 2 Reading Standards for Informational Text

Key Ideas and Details



1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure



4. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.



5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas



7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.



8. Describe how reasons support specific points the author makes in a text.

9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity



10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 2 Speaking and Listening Standards

Comprehension and Collaboration



1. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.



2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.



3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

✓	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
NPP	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
✓	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 2 Language Standards

Conventions of Standard English

NPP	<ol style="list-style-type: none">Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none">Use collective nouns (e.g., <i>group</i>).Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).Use reflexive pronouns (e.g., <i>myself, ourselves</i>).Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).Use adjectives and adverbs, and choose between them depending on what is to be modified.Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
NPP	<ol style="list-style-type: none">Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none">Capitalize holidays, product names, and geographic names.Use commas in greetings and closings of letters.Use an apostrophe to form contractions and frequently occurring possessives.Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>)Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

P	<ol style="list-style-type: none">Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ol style="list-style-type: none">Compare formal and informal uses of English.
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Vocabulary Acquisition and Use

✓	<ol style="list-style-type: none">Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.<ol style="list-style-type: none">Use sentence-level context as a clue to the meaning of a word or phrase.Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>waddition, additional</i>).Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
✓	<ol style="list-style-type: none">Demonstrate understanding of word relationships and nuances in word meanings.<ol style="list-style-type: none">Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closed related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
✓	<ol style="list-style-type: none">Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Grade 3 Reading Standards: Foundational Skills

Phonics and Word Recognition:

✓

3. 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.

Fluency:

✓

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 Reading Standards for Literature

Key Ideas and Details

✓

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

✓

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

✓

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

✓

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

P

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

✓

6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

✓

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

8. (Not applicable to literature)

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

P

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.

Grade 3 Reading Standards for Informational Text

Key Ideas and Details

- ✓ 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ✓ 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ✓ 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- ✓ 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
- ✓ 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- ✓ 6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- ✓ 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- ✓ 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- ✓ 9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- P 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently.

Grade 3 Speaking and Listening Standards

Comprehension and Collaboration

- ✓ 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' idea and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- ✓ 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ✓ 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

NPP	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
NPP	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
✓	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 3 Language Standards

Conventions of Standard English

NPP	<ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none">a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., <i>childhood</i>).d. Form and use regular and irregular verbs.e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.f. Ensure subject-verb and pronoun-antecedent agreement.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.h. Use coordinating and subordinating conjunctions.i. Produce simple, compound, and complex sentences.
NPP	<ol style="list-style-type: none">2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none">a. Capitalize appropriate words in titles.b. Use commas in addresses.c. Use commas and quotation marks in dialogue.d. Form and use possessives.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

✓	<ol style="list-style-type: none">3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ol style="list-style-type: none">a. Choose words and phrases for effect.b. Recognize and observe differences between the conventions of spoken and written standard English.
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Vocabulary Acquisition and Use



4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.



5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friends or helpful)
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).



6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Grade 4 Reading Standards: Foundational Skills

Phonics and Word Recognition:



3. 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.

Fluency:



4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 Reading Standards for Literature

Key Ideas and Details



1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.



3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure



4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.



6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas



7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

8. (Not applicable to literature)



9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity



10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 4 Reading Standards for Informational Text

Key Ideas and Details



1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.



3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure



4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.



5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas



7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.



8. Explain how an author uses reasons and evidence to support particular points in a text.



9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity



10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 4 Speaking and Listening Standards

Comprehension and Collaboration



1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

NPP	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
NPP	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
NPP	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 4 Language Standards

Conventions of Standard English

NPP	<ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none">a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).e. Form and use prepositional phrases.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).
NPP	<ol style="list-style-type: none">2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none">a. Use correct capitalization.b. Use commas and quotation marks to mark direct speech and quotations from a text.c. Use a comma before a coordinating conjunction in a compound sentence.d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

P	<ol style="list-style-type: none">3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ol style="list-style-type: none">a. Choose words and phrases to convey ideas precisely.b. Choose punctuation for effect.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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Vocabulary Acquisition and Use

✓	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
✓	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
✓	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>

Grade 5 Reading Standards: Foundational Skills

Phonics and Word Recognition:

✓

3. 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.

Fluency:

✓

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 Reading Standards for Literature

Key Ideas and Details

✓

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

✓

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

✓

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

✓

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

✓

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

✓

6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

✓

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

8. (Not applicable to literature)

✓

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

P

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.

Grade 5 Reading Standards for Informational Text

Key Ideas and Details

- ✓ 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ✓ 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ✓ 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- ✓ 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
- ✓ 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- ✓ 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- ✓ 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- ✓ 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- ✓ 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- P 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.

Grade 5 Speaking and Listening Standards

Comprehension and Collaboration

- ✓ 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- ✓ 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ✓ 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

✓	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
NPP	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
NPP	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grade 5 Language Standards

Conventions of Standard English

NPP	<ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none">a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.c. Use verb tense to convey various times, sequences, states, and conditions.d. Recognize and correct inappropriate shifts in verb tense.e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).
NPP	<ol style="list-style-type: none">2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none">a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).d. Use underlining, quotation marks, or italics to indicate titles of works.e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

P	<ol style="list-style-type: none">3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ol style="list-style-type: none">a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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Vocabulary Acquisition and Use

✓	<ol style="list-style-type: none">4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.<ol style="list-style-type: none">a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
✓	<ol style="list-style-type: none">5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ol style="list-style-type: none">a. Interpret figurative language, including similes and metaphors, in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
NPP	<ol style="list-style-type: none">6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).

Grade 6 Reading Standards for Literature*

Key Ideas and Details

- ✓ 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ✓ 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- P 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- ✓ 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- ✓ 6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

- ✓ 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- 8. (Not applicable to literature)
- ✓ 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

- P 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 6 Reading Standards for Informational Text

Key Ideas and Details

- ✓ 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ✓ 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure



4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.



5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.



6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas



7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.



8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.



9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

P

10. By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 6 Speaking and Listening Standards

Comprehension and Collaboration



1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

NPP

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

NPP

3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

NPP

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

NPP

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

NPP

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 6 Language Standards

Conventions of Standard English

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| NPP | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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| NPP | <ol style="list-style-type: none"> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements. b. Spell correctly. |
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Knowledge of Language

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| P | <ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. |
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Vocabulary Acquisition and Use

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| ✓ | <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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| ✓ | <ol style="list-style-type: none"> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). |
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| NPP | <ol style="list-style-type: none"> 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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† Print Concepts for kindergarten will be available February 2013.

* There are no explicit foundational skill standards for Grade 6, however, Burst:Reading addresses grade-level phonics and fluency in the intervention decoding strand.

✓ Indicates full compliance with the standard.

P (Partial): Indicates partial alignment with the standard. Burst:Reading contains a variety of readings that cover the genre and topic criteria of the CCSS. However, as an intervention program, Burst:Reading does not meet the entire breadth of reading materials suggested by the CCSS for each grade.

NPP (Not Part of Program) As Burst:Reading is a supplementary intervention program, it does not explicitly teach the Language standards and Speaking and Listening standards. The standards noted here are covered indirectly through the teaching of other overlapping standards and skill set criteria.

For more information, please visit www.wirelessgeneration.com/burst.