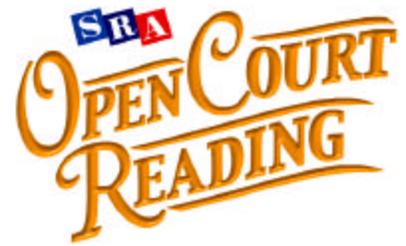
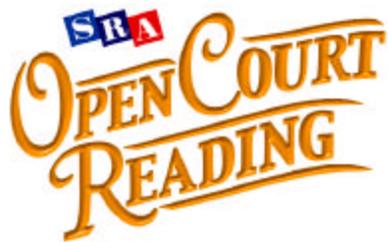




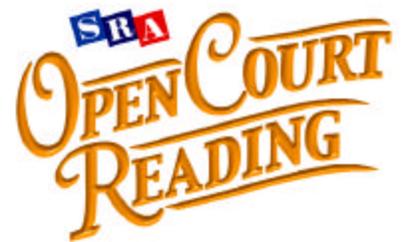
Routine Cards



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Introducing Sounds and Letters Kindergarten

- ✍ Point to the back of the **Alphabet Sound Card** and ask the students what they already know.
- ✍ Point to the picture and name it.
- ✍ Tell the students the name of the letter and the sound.
- ✍ Read the alliterative story.
- ✍ Repeat the name of the letter and the sound.
- ✍ Form the letter and have the students do it in the air. Say the sound as you write it.
- ✍ Read words and listen for the target sound.
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Sound-by-Sound Blending Kindergarten

- ✎ Write the spelling for the first sound.
- ✎ Have students say the sound.
- ✎ Write the spelling for the second sound.
- ✎ Have students say the sound.
- ✎ If the second sound is a vowel, blend through the vowel making a blending motion with your hand.
- ✎ Write the spelling of the next sound.
- ✎ Have students say sound.
- ✎ If it is the last sound in the word, make the blending motion as students blend and read the word; if it is not the last sound, continue writing the spellings.
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Reading Pre-Decodable Books Kindergarten

- ✍ Teach new nondecodable, high-frequency words; review previously introduced words.
 - ✍ Point out the words in context.
- ✍ Give students copies of the book.
- ✍ Read the title, pointing to each word.
- ✍ Read the names of the author and illustrator, pointing to each word.
 - ✍ Remind students that an author writes books and an illustrator draws the pictures.
- ✍ Point to and name the rebus pictures as you read the book; have the students repeat the name of each rebus.
- ✍ Have students browse through the book on their own, commenting on illustrations and making predictions about the story.
- ✍ Read the book without stopping.
 - ✍ Move your hand beneath the words to show progression of print.

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 - ✍ Move your hand beneath the words to show progression of print.

- ✍ Pause beneath each rebus as you say the word it represents; point first to the rebus, then to the word beneath it.
- ✍ Reread the book.
 - ✍ Ask students to point to and read the high-frequency words.
- ✍ Read the book again.
 - ✍ Read the title aloud, then have the students read it with you.
 - ✍ Read the first page of the story.
 - ✍ Point to the rebus and ask a volunteer to “read” it.
 - ✍ Point to the word beneath the rebus and remind students that the picture shows what the word is.
 - ✍ Continue through the remainder of the book.
- ✍ After reading, answer questions the students might have.

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 - ✍ Answer any question students might have about the story.
- ✍ Reread the book.
 - ✍ Have students point to and say high-frequency words they recognize.
- ✍ Read the book again.
 - ✍ Read the title aloud.
 - ✍ Read the title again and have the students read it with you.
 - ✍ Have students follow along as you read the story, pointing to words in their books as you read.
 - ✍ After you complete one page, have a student read it aloud; continue this through each page of the book.

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Reading the Selection Kindergarten--Grade 1 Big Books

- ✍ Before reading:
 - ✍ build background by activating prior knowledge and sharing relevant information.
 - ✍ browse the selection and set purposes.
 - ✍ develop understanding of selection vocabulary.
- ✍ During reading:
 - ✍ have students stop periodically and check to see if the text makes sense. Use strategies like Clarifying and Predicting to support comprehension.
 - ✍ reread the text applying comprehension skills.
- ✍ After reading, have students:
 - ✍ make connections to other selections in the unit as well as to selections in other units.
 - ✍ discuss what new information they have learned.

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Introducing Sounds and Spellings Grade 1

- ✍ Point to the back of the **Sound/Spelling Card** and ask the students what they already know.
- ✍ Turn the card.
- ✍ Point to the picture and name it.
- ✍ Point to the spelling(s) and name the spelling(s).
- ✍ Read the alliterative story.
- ✍ Repeat the sound and give the name of the spelling.
- ✍ Point to the spelling and have the students give the sound.
- ✍ Write the spelling; at the same time have the students write the spelling in the air and say the sound as they write it.
- ✍ Have students listen for target sounds.
- ✍ Have students practice writing and proofreading the spelling on the board.
- ✍ Review—name of card, sound, spelling(s).

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Sound-by-Sound Blending Grade 1 on

- ✍ Write the spelling for the first sound.
- ✍ Have students say the sound.
- ✍ Write the spelling for the second sound.
- ✍ Have students say the sound.
- ✍ If the second sound is a vowel, blend through the vowel making a blending motion with your hand.
- ✍ Write the spelling of the next sound.
- ✍ Have students say sound.
- ✍ If it is the last sound in the word, make the blending motion as students blend and read the word; if it is not the last sound, continue writing the spellings.
- ✍ Students reread the word naturally as they would speak it.
- ✍ Complete a line and have the students read the words in the line.
- ✍ Have students use selected words in sentences and extend the sentences.
- ✍ Review blended words using activities in Developing Oral Language.

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Whole-Word Blending Grade 1 on

- ✍ Write the whole word.
- ✍ Point to each spelling and have the students blend the sound.
- ✍ Have students blend the sound for each spelling.
- ✍ Have students blend the sounds and say the word.

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Blending Sentences Grade 1 on

- ✍ Underline nondecodable, high-frequency sight words in the sentence first.
- ✍ Then blend the sentence:
 - ✍ Write the sentence as you blend it.
 - ✍ Students may use the sound-by-sound technique for each decodable word in the sentence. (Have students use Whole-Word Blending when they are ready.)
 - ✍ Say and underline each nondecodable word in the sentence.
- ✍ Have students read the sentence and then reread it naturally.

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Spelling: Word Building Grade 1

Initially done with letter cards and then paper and pencil.

- ✎ Say the word, use it in a sentence, and repeat the word.
- ✎ Have students say the word.
- ✎ Have students say the first sound.
- ✎ Have students check the **Sound/Spelling Cards** and pull down the correct letter.
(Early in the process, physically point to and touch the appropriate card.)
- ✎ Students pull down the correct letter card.
- ✎ Continue until word is spelled.
- ✎ Write the word on the board.
- ✎ Students compare their spelling to the model—proofread. Make changes if necessary.
- ✎ Say the next word and repeat the procedure.

As the year progresses, Word Building can be done using the Whole-Word Dictation routine.

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As the year progresses, Word Building can be done using the Whole-Word Dictation routine.

Dictation: Sounds-in-Sequence Grade 1 on

- ✍ Say the word, use the word in a sentence, and repeat the word.
- ✍ Have students say the word.
- ✍ Have students say the first sound.
- ✍ Have students check the **Sound/Spelling Cards** and say the spelling. (Early in the process, physically point to and touch the appropriate card.)
- ✍ Have students write the spelling.
- ✍ Complete the spelling of the remainder of the words in the same manner.
- ✍ Students proofread. (Circle any incorrect words and rewrite them.)

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Dictation: Whole-Word Dictation Grade 1 on

- ✍ Say the word, use the word in a sentence, and then repeat the word.
- ✍ Have students say the word.
- ✍ Have students think about each sound they hear. (Students should be encouraged to check the **Sound/Spelling Cards**.)
- ✍ After each line, write (or have a student write) the words on the board.
- ✍ Students proofread. (Circle any incorrect words and rewrite them.)

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Reading Decodable Books Grades 1-3

- ✍ Teach nondecodable, high-frequency sight words.
- ✍ Have the students read the title, browse, and then discuss what story is about.
- ✍ Read the Decodable book. Students:
 - ✍ read a page silently, then read the page aloud.
 - ✍ blend decodable words and refer to the **Sound/Spelling Cards** as necessary.
 - ✍ repeat this procedure for each page.
- ✍ Respond to the story. Students:
 - ✍ discuss hard words
 - ✍ retell the story.
 - ✍ respond to questions by pointing to the answers.
- ✍ Reread decodable book (partner reading, choral, turn-taking, and the like) to build fluency.

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Selection Vocabulary Grade 1

- ✍ Before reading:
 - ✍ read the words to the students.
 - ✍ ask the students what the words mean.
 - ✍ teach or review specific vocabulary skills, e.g., structure.
 - ✍ have the students use the words in
- ✍ During reading, students:
 - ✍ clarify the meaning of unknown words.
 - ✍ use context or structural analysis to figure out the meaning.
 - ✍ ask someone for help, if necessary.
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Selection Vocabulary Grades 1, Unit 7–Grade 6

- ✍ Before reading:
 - ✍ display the vocabulary transparency for the lesson.
 - ✍ have students read the words.
 - ✍ teach or review specific vocabulary skills, e.g., context, structure, apposition.
 - ✍ have students read sentence(s) and figure out the meaning of the target word.
 - ✍ have the students explain how they figured out the word
 - ✍ reread the sentence substituting the meaning of the word in the sentence.
 - ✍ check to see if the sentence makes sense.
- ✍ During reading, students:
 - ✍ stop and clarify the meaning of unknown words.
 - ✍ use context or structural analysis to figure out the meaning.
 - ✍ ask someone for help, if necessary.
 - ✍ use the glossary as a last resort.
 - ✍ reread the sentence with the definition and see if it makes sense.
- ✍ After reading:
 - ✍ review the vocabulary words.
 - ✍ complete the Vocabulary Word Forms. (These can be done over several days.)
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Handing-Off Grades 1-6

- ✍ Students are seated so they can see each other and engage in a discussion.
- ✍ Take a seat and be part of the group.
- ✍ Students have their books and are free to refer back to any selection to make a point.
- ✍ Students take responsibility for discussion.
- ✍ Students ask questions, comment on what they have read, react to the text.
- ✍ Students choose—hand the discussion off to—others in the class.
- ✍ Getting started:
 - ✍ Model handing-off by offering comments on the text, the style of the writer, or the connection to the unit theme.
 - ✍ Use discussion starters such as “I didn’t know that . . . ” or “This piece made me think . . . ” or “I disagree with _____ because . . . ”
 - ✍ Participate in the discussion by raising your hand.

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- ✍ Seed new ideas as you participate in the discussion, for example, “As I read this selection, I was reminded of _____.” What did that part remind you of?” Or, “This piece opened up a whole new way of thinking about the unit.”
- ✍ Wait for students to respond to each other; don’t feel the need to jump in when there are a few moments of silence.
- ✍ Use handing-off periodically to check understanding of the text and concepts, at the end of a section of text, or at the end of the reading each day.
- ✍ Build the idea of handing-off into all classroom discussions.

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- ✍ Does your writing sound like you?
- ✍ Is your voice too formal or informal?
- ✍ Will this writing get a strong response from the reader?

Word Choice

- ✍ Do you use the same word or phrase over and over?
- ✍ How could you say the same thing in different words?
- ✍ Have you defined words your audience may not understand?
- ✍ Is there a better word to express this idea?
- ✍ Have you used your own words and phrases when summarizing information from another text?
- ✍ Do you use time-order words such as first, next, then, and last to help the reader understand when events take place?
- ✍ Have you used original and memorable words in some places?

Writing Conference Procedure Grades 2-6

- ✍ Have the student read his or her work aloud.
- ✍ Review any feedback the student has received so far.
- ✍ Identify positive elements of the work.
- ✍ Use one or more of these strategies to help the student improve his or her work.
 - ✍ Have students explain how they got their ideas.
 - ✍ Have students think aloud about how they will address the feedback they have received.
 - ✍ Ask students to help you understand any confusion you may have about their writing.
 - ✍ Have the student add, delete, or rearrange something in the work and ask how it affects the whole piece.
 - ✍ Think aloud while you do a part of what the student was asked to do. Then ask the student to compare what you did to what he or she did.

- ✍ Does your writing sound like you?
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- ✍ Have the student prescribe as if to a younger student how to revise the work.
- ✍ Ask two or three questions to guide students through revising.
- ✍ Conclude the conference by having the student state his or her plan for continuing work on the piece.

Writing Conference Questions

Ideas

- ✍ Who is your audience?
- ✍ What is your purpose for writing?
- ✍ How does the reader know what your purpose is?
- ✍ Do you have enough information about the topic?
- ✍ Do you like one part of your work more than the rest? Why?
- ✍ Is your main idea clear?
- ✍ Is there a better way to express this idea?
- ✍ Is your introduction engaging?
- ✍ Are any important details left out?

- ✍ Are any not-so-important details left in?
- ✍ Do you use specific, vivid details and examples to support your ideas?
- ✍ What might be another way to end the work?

Organization

- ✍ Have you organized your writing in a way that makes the most sense based on the main idea you have chosen?
- ✍ Is your structure clear so that your reader can follow it? Is there a clear beginning, middle, and conclusion?
- ✍ Are there smooth transitions from one part to the next?
- ✍ Can you combine any smaller paragraphs or separate larger ones?

Voice

- ✍ Do you sound confident and knowledgeable?
- ✍ Does the voice you use reflect the purpose or your writing? Does your writing sound funny or serious when you want it to be?
- ✍ Do you sound interested in the subject or topic?

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Clues, Problems, & Wonderings Grades 1-6

- ✍ Students browse the selection before reading.
- ✍ Students identify and share clues, problems, and wonderings as they find them.
 - ✍ Possible sources for clues: content, author or illustrator, genre, illustrations (charts, graphs, etc.)
 - ✍ Possible problems: words with unknown meaning, long or difficult sentences, confusing illustrations (charts, graphs, etc.), unfamiliar content, unusual format, unfamiliar style of writing, etc.
 - ✍ Possible wonderings: content of pictures, unusual author techniques (for example, flashback), connection to the theme, connection to other books written by the same author, etc. Wonderings help determine the purposes for reading.
- ✍ Students continue to add to clues, problems, and wonderings while reading.

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- ✍ Students return to clues, problems, and wonderings after reading.
- ✍ Discuss clues and whether or not they were helpful.
- ✍ Discuss problems and how the strategies helped solve them.
- ✍ Discuss wonderings: Were wonderings addressed? Were they important? How can I find out more?

** Clues, problems, and wonderings help students identify what they know before reading, what problems they may encounter while reading and set their purposes for reading.*

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Reading the Selection Grade 1: Unit 7 – Grade 6

- ✍ Before reading:
 - ✍ build background by activating prior knowledge and sharing relevant information.
 - ✍ browse the selection and set purposes (Clues, Problems, and Wonderings).
 - ✍ develop understanding of key selection vocabulary.
- ✍ During reading:
 - ✍ model strategies (early in the year); prompt use of strategies (after strategies are taught); have students use strategies independently.
 - ✍ have students stop periodically and check to see if the text makes sense. Use strategies like Clarifying and Summarizing to support comprehension.
 - ✍ reread the text applying comprehension skills.
- ✍ After reading, have students:
 - ✍ discuss the selection using “handing-off.”
 - ✍ make connections to other selections in the unit as well as to selections in other units.
 - ✍ discuss what new information they have learned.
 - ✍ Write in their ***Inquiry Journals***.

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Reading the Words and Sentences Word Knowledge, Grades 2-6

- ✍ Write each word and sentence on the board.
- ✍ Have students read each word together.
- ✍ Have students read each sentence in natural phrases and chunks.
- ✍ Discuss the features of the words in About the Words and Sentences.
- ✍ Review the words using activities in Developing Oral Language.

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