EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

**Foundational Skills to Support
Reading for Understanding in
Kindergarten Through 3rd Grade**

A Second Grade Teacher's Guide to

SUPPORTING FAMILY INVOLVEMENT IN FOUNDATIONAL READING SKILLS

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Overview of K–3 Suite of Teacher's Guides

Learning to read begins at home through everyday parent–child interactions, long before children attend school. Parents' continuing support of literacy development throughout elementary school positively affects their child's reading ability.[1] Many recent efforts to motivate parent involvement in their child's literacy development involve informing parents about how to incorporate literacy into daily routines, such as labeling food items at the grocery store or conversing while folding laundry. Teacher leadership and communication are critical—the more teachers encourage and assist parents, the more likely parents are to become involved in the education of their child.[2] If teachers encourage and guide parents to integrate literacy development into their daily routines, parents may prioritize time to work with their child, while addressing their many other responsibilities. One study found that email, phone calls, and learning management systems are useful ways to share information and motivate families to engage in literacy-related activities.[3] Text messages that provide literacy tips and reminders to families are a powerful technique to promote students' literacy at home.[4]

To assist you in helping families support literacy, the Georgia Department of Education partnered with the Regional Educational Laboratory Southeast to create a suite of grade-specific Teacher's Guides that certified teachers can use with families to encourage and facilitate literacy support for children at home. Families must be motivated to support their child's literacy development and be able to set aside time to read with their child and engage in some literacy activities together.

Four Teacher's Guides address literacy development in each grade from kindergarten through third grade. The information in each grade-specific Teacher's Guide is designed to assist you in supporting home literacy activities that are:

- Aligned to classroom instruction.

- Informed by student need.

- Grounded in evidence-based practices (the WWC Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*).[5]

- Facilitated by ongoing parent–teacher communication.

Each grade-specific Teacher's Guide provides a framework for literacy support that you can present during your school's family literacy nights and parent–teacher conferences. Each Teacher's Guide includes the following:

- **Recommendation Reminders** that include a brief summary of how-to steps and a glossary.

- **Teacher Scaffolds** that model the language you can use during family literacy nights and parent–teacher conferences to explain to families how to engage their child in a Family Activity.

- **Family Literacy Videos** that show families engaging their child in Family Activities.

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1   Christenson & Reschly, 2010; Barnard, 2004; Englund et al., 2004.
2   Henderson & Berla, 1994.
3   Laho, 2019.
4   Mayer et al., 2015; York et al., 2019.
5   Foorman, Beyler, Borradaile, Coyne, Denton, Dimino, et al., 2016.

- **Family Activities**, which are evidence-based literacy activities to share with families during family literacy nights and parent–teacher conferences.

- **Appendixes**, which include Teacher Text Messages to Families, Video Links, Books to Share, and Teacher Resources.

A Second-Grade Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills serves as a companion to the What Works Clearinghouse (WWC) Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* for teachers and administrators.[6] Materials for professional learning communities[7] support the implementation of the recommendations from the practice guide. The practice guide and professional learning community materials are for teaching students at school, and this Second-Grade Teacher's Guide is to help you support families in practicing foundational reading skills with their child at home (figure 1).

Figure 1: The What Works Clearinghouse Practice Guide and Supporting Professional Learning Community Materials and the Second-Grade Teacher's Guide

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Professional Learning Communities Facilitator Guide for the What Works Clearinghouse Practice Guide

A Second-Grade Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills

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6   Foorman, Beyler, Borradaile, Coyne, Denton, Dimino, et al., 2016.
7   Kosanovich & Foorman, 2016.

Background on the Companion WWC Practice Guide

The WWC Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* provides a systematic review of the past 20 years of research on reading and supports teachers in developing students' foundational reading skills. The WWC practice guide focuses on the skills that enable students to read words accurately and efficiently and to relate those words to their oral language so as to understand what they read.
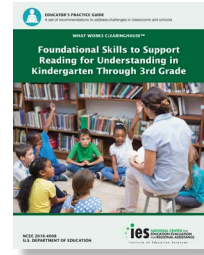
The practice guide describes four evidence-based recommendations that educators can use to improve foundational reading skills in the early grades. Each recommendation includes how-to steps that provide examples for implementing the recommendations with students. The four recommendations and how-to steps are outlined in table 1.

Table 1: Four Recommendations and How-to Steps to Improve Foundational Reading Skills in Kindergarten Through Third Grade

Recommendations	How-to Steps
RECOMMENDATION 1 Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.	**HOW-TO STEP 1** Engage students in conversations that support the use and comprehension of inferential language.
	HOW-TO STEP 2 Explicitly engage students in developing narrative language skills.
	HOW-TO STEP 3 Teach academic vocabulary in the context of other reading activities.
RECOMMENDATION 2 Develop awareness of the segments of sound in speech and how they link to letters.	**HOW-TO STEP 1** Teach students to recognize and manipulate segments of sounds in speech.
	HOW-TO STEP 2 Teach students letter–sound relations.
	HOW-TO STEP 3 Use word building and other activities to link students' knowledge of letter–sound relations with phonemic awareness.
RECOMMENDATION 3 Teach students to decode words, analyze word parts, and write and recognize words.	**HOW-TO STEP 1** Teach students to blend letter–sound and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
	HOW-TO STEP 2 Instruct students in common sound–spelling patterns.
	HOW-TO STEP 3 Teach students to recognize common word parts.
	HOW-TO STEP 4 Have students read decodable words in isolation and in text.
	HOW-TO STEP 5 Teach regular and irregular high-frequency words so that students can recognize them efficiently.
	HOW-TO STEP 6 Introduce non-decodable words that are essential to the meaning of the text as whole words.
RECOMMENDATION 4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	**HOW-TO STEP 1** As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.
	HOW-TO STEP 2 Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.
	HOW-TO STEP 3 Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Description and Use of this Second-Grade Teacher's Guide

This *Second-Grade Teacher's Guide* is organized according to the four recommendations and how-to steps from the WWC Educator's Practice Guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade*. The included activities follow the typical developmental progression through which students learn to read. Although you may use this Teacher's Guide sequentially, the activities are designed to be used flexibly. You can select activities to share with families based on each student's instructional needs. Some language is repeated throughout a few of the Teacher Scaffolds to ensure ready access to all necessary information and materials.

When selecting activities to share with families, use student data and your observations to determine which activities will best fit a student's instructional needs. Examples of data you can use to tailor activities include quantitative data, such as test data and attendance, and qualitative data, such as teacher observation and student responses to instructional activities. It is recommended that you use data collected with formative assessments in your core reading program to help you choose appropriate activities for your students. It may also be helpful to consider the typical development of skills for second-grade students. The activities that you share with families should include content that you have already taught in the classroom so that the activities provide extra practice with skills you have taught. The goal is to engage families in activities that promote learning in a positive environment, not to induce frustration. Recommendations 1, 3, and 4 span the entire year of second grade.

Recommendation 1 focuses on academic language and building vocabulary, so these activities can be recommended to every child at any time throughout the year. You can help families by recommending texts to use, but because the goal is for families to discuss shared books and experiences, any book or experience that families share and talk about will support the child's foundational reading skills.

Recommendation 2 on phonological awareness and letter–sound relations is typically achieved by second grade, so Teacher Scaffolds and Family Activities for Recommendation 2 are not included in this *Second-Grade Teacher's Guide*. However, if a child needs practice with segmenting and blending sounds in spoken words and linking sounds to letters in print, you may use Family Activities and Family Literacy Videos from *A First-Grade Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills* (https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/firstgrade_recommendation2.asp).[8]

Recommendation 3 focuses on decoding, writing, and recognizing words. The activities are organized from easier to more complex. You could use the free assessments for second-grade foundational skills from Really Great Reading (https://www.reallygreatreading.com/diagnostics) as a resource to help select appropriate activities.

Recommendation 4 focuses on fluency and comprehension. You could use the oral reading fluency assessments from your core reading program to select appropriate activities. If a student is having difficulty self-correcting word-reading errors, for example, you could recommend the **Does That Make Sense** activity to guide that family on what to do when a child misreads a word while practicing reading a text out loud.

Although the activities are designed to be used flexibly, the scope and sequence in table 2 illustrates one way you might share activities with families across the school year.

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8   Kosanovich, Lee, & Foorman, 2020.

Table 2: Sample Scope and Sequence of Family Activities Throughout the School Year

Week	Recommendation 1: Academic Language	Recommendation 3: Decode, Analyze, Write, and Recognize Words	Recommendation 4: Fluency and Comprehension
1	Talking While You Read Trifold Text 1	Short and Long Vowel Sort	
		Fun With Consonant Blends and Digraphs	When I Read to You/When You Read to Me Bookmark
3		r-Controlled Vowel Sort	
	Talking and Writing in the Kitchen	Long Vowel Spelling Patterns	
5		Vowel Diphthong Bingo	
		Let's Read Text 1	
7		Double the Consonant Spelling Rule	
		Read and Spell High-Frequency Words	
9		Change y to i Spelling Rule	
			Does That Make Sense?
11	Talking While You Read Stories Bookmark	Map and Swoop Open Syllables and Closed Syllables	
	Grocery Shop Talk	Let's Read Text 2	
13	Talking While You Read Trifold Text 2	Open and Closed Syllable Sort	
		Challenging and Important Words Bookmark	
15		Map and Swoop VCe Syllable Pattern	
17		Map and Swoop Vowel Team Syllable Pattern	
		Let's Read Text 3	
19		Vowel Team Syllable Pattern Practice	

Week	Recommendation 1: Academic Language	Recommendation 3: Decode, Analyze, Write, and Recognize Words	Recommendation 4: Fluency and Comprehension
21	Talking While You Read Trifold Text 3	Map and Swoop Vowel-r Syllable Pattern	Practice Reading Out Loud Bookmark (Echo Reading, Reading Together)
22			
23		Base Words and Inflectional Endings	
24			
25		Contraction Bingo	
26			
27		Prefix or Suffix?	
28			
29			
30			

Note: Phonological awareness and letter–sound activities are typically not needed in second grade unless a student is struggling. Therefore, Recommendation 2 activities are not included.

Table 3 illustrates one way to use activities from this guide at a family literacy night if, for example, you facilitate two family literacy nights a year.

Table 3: Example of Activities for Two Family Literacy Nights a Year

Fall Family Literacy Night	Spring Family Literacy Night
Recommendation 3: Decode, Analyze, Write, and Recognize Words	**Recommendation 4: Fluency and Comprehension**
• **Teacher Scaffold:** How-to Step 1 Phonemic Awareness, Manipulating Individual Sounds in Words • **Video 3.1:** r-Controlled Vowel Sort https://youtu.be/QKIw3-f6Cgc (4:45) • **Family Activity:** r-Controlled Vowels	• **Teacher Scaffold:** How-to Step 3: Oral Reading Practice • **Video 4.2:** Does That Make Sense? https://youtu.be/VMTWP2Rhlo0 (2:40) • **Family Activity:** Does That Make Sense?

This *Second-Grade Teacher's Guide* is organized to present information for your knowledge (Recommendation Reminders), information and videos for you to share with families (Teacher Scaffolds), and activities to give to families (Family Activities). Specifically, it includes:

Recommendation Reminders: These are for your information. They present a brief overview of each Recommendation and How-to Step from the WWC practice guide. The Recommendation Reminders are not intended to be read to or shared with parents. A glossary is included for you in each Recommendation Reminder but is not necessary for the families to use the activities. Each Recommendation Reminder has a light blue border along the edge of the page.

Teacher Scaffolds: These model the language you can use during family literacy nights and parent–teacher conferences to help you explain to families how to engage their child in an activity. Use the Teacher Scaffolds to describe a specific skill, explain why it is important in learning to read, and show families how to support that skill.

Families may be unsure about how to help their child with foundational reading skills and may need positive interactions and reassurance from you, so the Teacher Scaffolds use family-friendly language. Such language helps cultivate relationships that encourage you and the child's family to work as a team to support and enhance each child's foundational reading skills.

Review the Teacher Scaffold before meeting with families so that you can familiarize yourself with the kind of family-friendly language to use, prepare any needed materials, and cue up the Family Literacy Videos. Each Teacher Scaffold begins with a **Preparation Box** that lists what to prepare and print before a parent–teacher conference or family literacy night. Make any needed adaptations according to your school's context. For example, if your school does not send books from the school library home with students, then you can adapt that part of the Teacher Scaffold to inform families where they might be able to borrow books. Each Teacher Scaffold includes key points about the **Family Literacy Videos** and how to access them.

Family Activities: Family Activities are evidence-based literacy activities that you explain and share with families during family literacy nights and parent–teacher conferences. Family Activities include easy-to-follow steps to help families support their child's foundational reading skills at home. Materials needed for each Family Activity, such as word cards, are included. When you share Family Activities, explain that families should complete them with the child frequently and with patience and positive feedback. Emphasize that using the Family Activities at home will be a fun way to spend family time together!
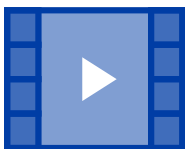
Family Literacy Videos: The Family Literacy Videos show families engaging their child in activities related to the skill you just explained and modeled. Show and discuss the videos using the key points about the videos found in each associated Teacher Scaffold. Table 4 lists all of the second-grade Family Literacy Video titles and links that you can share with families. Explain to families how they can access the free videos and activities online at https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/secondgrade_intro.asp

Table 4: Videos for Second-Grade Family Involvement in Foundational Reading Skills

Recommendation 1: Academic Language		
Video Title (book title in parenthesis)	**Link**	**Duration**
1.1 Talking While You Read Using CROWD	https://youtu.be/UMSxzZiCGSs	3:54
1.2 Talking While You Read Stories (*The Day the Crayons Quit*)	https://youtu.be/XzrAQxZOSZI	5:38
1.3 Talking and Writing in the Kitchen	https://youtu.be/gGek6Iii26g	5:07
Recommendation 3: Decode, Analyze, Write, and Recognize Words		
3.1 Fun With Consonant Blends and Digraphs	https://youtu.be/hhLImG-MkWA	4:32
3.1 r-Controlled Vowel Sort	https://youtu.be/QKIw3-f6Cgc	2:45
3.2 Floss Spelling Rule	https://youtu.be/N0SftHCxTIU	3:47
3.2 Long Vowel Spelling Patterns	https://youtu.be/olD0vqyI-Eo	4:25
3.2 Vowel Diphthong Bingo	https://youtu.be/WewWhd7VQnE	3:34
3.2 Double the Consonant Spelling Rule	https://youtu.be/7d49Jm8X-Gk	4:25
3.2 Vowel Team Syllable Pattern Practice	https://youtu.be/Dh9G2cWYm84	4:05
3.2 Map and Swoop Vowel-r Syllable Pattern	https://youtu.be/hPyzxqa8VcQ	4:24
3.3 Base Words and Inflectional Endings	https://youtu.be/bwJ0tnRTQZU	4:00
3.2 Contraction Bingo	https://youtu.be/KfFadqUFYjM	1:54
3.3 Prefix or Suffix?	https://youtu.be/j8L7QZc7Zel	5:42
3.4 Let's Read!	https://youtu.be/Rrc_a2edRY4	4:44
3.5 Read and Spell High-Frequency Words	https://youtu.be/nGPZ37b_CrM	3:00
3.6 Challenging and Important Words (*Moto and Me*)	https://youtu.be/CwtaMw1Jgoc	3:46
Recommendation 4: Fluency and Comprehension		
4.1 When You Read to Me (*Happy Birthday, Danny and the Dinosaur!*)	https://youtu.be/QGr7nDCGRrM	4:11
4.2 Does That Make Sense?	https://youtu.be/VMTWP2Rhlo0	2:40
4.3 Echo Reading (*Danny and the Dinosaur and the New Puppy*)	https://youtu.be/Gu-a0nLhZ8I	3:56
4.3 Reading Together (*Danny and the Dinosaur and the New Puppy*)	https://youtu.be/x7IOPf9ULjY	2:10

Nine Steps for Teachers

Before you meet with families:

1. Identify instructional needs using student data. See *Description and Use of This Second-Grade Teacher's Guide* section, above, for more information.

2. Using data, the skills you have taught, and the time of year, select a **Family Activity** from one of the three recommendations, with consideration for the individual student's instructional needs.

3. Read the **Recommendation Reminder**, How-to Steps, and Glossary for your background knowledge.

4. Read the **Teacher Scaffold**, adapt it to your school context, and use it as a guide to communicate with families at family literacy nights and parent–teacher conferences. The text in the Teacher Scaffold that you say or paraphrase to families is shown in a regular font. This is suggested language and is meant to facilitate a conversation with families.

Italicized text indicates a direction to you and is not part of what you say to families. The titles of the Family Literacy Videos, Family Activities, and key words, letters, and letter sounds are in bold.

Refer to the **Preparation Box** at the beginning of each Teacher Scaffold and print the appropriate number of copies of the **Family Activities**, check that you can access the Family Literacy Videos, and cue up the appropriate videos.

5. Refer to the **Appendix** for text messages you may want to send to families as reminders, video information and books to share from the recommendation, and Teacher Resources. Gather any of these materials that you plan to share with families.

During your meetings with families:

6. Use the **Teacher Scaffold** as a guide to explain the skill and its importance in learning how to read.

7. Explain and model examples from the **Family Activities** that you have prepared to send home with families to use with their child. First explain the process of the activity. Then model, or demonstrate, what you expect the families to do for each activity. Involve family members, including children, in the model (either the whole group you are working with or members who volunteer).

8. Show and discuss the **Family Literacy Video(s)**. Emphasize the key points about each video and answer family questions.

9. Provide the **Family Activities** to families. Emphasize that using the activities is a fun way for families to spend time with their child and that it is important for family members to express how proud they are of their child for practicing reading. Ask families if they'd like you to text them some tips about helping their child at home. Select and send text messages found in the Appendix that match a child's instructional needs.

Common Challenges and Solutions

Table 5 describes common challenges you may encounter when using this guide to support families' involvement in their child's literacy development. It also includes approaches you might consider for overcoming those challenges.

Table 5: Common Challenges and Solutions

Common Challenge	Solutions
Families don't attend family literacy nights, parent–teacher conferences, or other school functions.	• Strategize with your principal about how to provide childcare or food at a family literacy night. • Schedule parent–teacher conferences across a variety of days and times in an effort to provide convenient times for families. • Communicate with families to identify their reasons for not attending and take steps to address their reasons.
Families might not feel comfortable attending a school function.	• Establish a positive relationship with families by sharing information about what to expect at the family literacy night or parent–teacher conference. You could share this information through a text message, email, class newsletter, or a note sent home. • Provide a welcoming and encouraging environment in your classroom. Provide families with a tour of your classroom and describe a "school day in the life" of their child. • Provide snacks during family literacy nights and parent–teacher conferences. • Consider partnering with community-based organizations, like the public library or a family restaurant, that might already have built trust relationships with parents to encourage attendance.
Families lack time to engage in the activities with their children.	• Provide families with all the materials needed to complete activities at home so that they don't have to spend time looking for needed materials. • If an activity requires a book, lend families a book from your classroom or school library so they don't have to spend time searching for it. • Even 15 minutes each day engaging in these activities can help your child practice reading skills. • Suggest times for engaging in the activities, reading together, and sharing and discussing experiences. Examples include: cooking together, doing laundry together, reading together at bedtime, and using any free time such as on weekends. • Suggest who could engage the child in the activities. It could be an older sibling, an aunt or uncle, or grandparents, a caregiver, as well as parents.
Families might not have Internet access or might have a hard time using technology.	• Internet access is not a requirement to engage in the activities, because you provide the activities to families. You can show families relevant videos during parent–teacher conferences and family literacy nights. • Share ways to access the videos at the public library or perhaps in your school library or classroom. • Show families how to access the videos on a smartphone, tablet, or computer.

Recommendation 1: Academic Language

Recommendation Reminder

Recommendation 1	How-to Steps	
RECOMMENDATION 1 — Teach students academic-language skills, including the use of inferential and narrative language, and word knowledge.	**HOW-TO STEP 1**	Engage students in conversations that support the use and comprehension of inferential language.
	HOW-TO STEP 2	Explicitly engage students in developing narrative language skills.
	HOW-TO STEP 3	Teach academic vocabulary in the context of other reading activities.

Glossary

Academic language is the formal language that is common in books and at school.

Inferential language reflects the ability to process information that is not directly stated and to draw conclusions.

Narrative language is language that follows the rules of storytelling and includes story elements such as setting, characters, sequencing of events, and outcome.

Vocabulary knowledge includes knowledge about the meanings of words, how words are used, and how words are pronounced.

Recommendation 1 from the WWC practice guide describes the importance of teaching **academic language**, which is the formal language that is common in books and at school. It includes words and structures that are common across academic subjects and words that are unique to individual subjects but that students might not encounter in everyday conversations.

By stimulating the development of oral and written academic language skills, you will help students improve their listening and reading comprehension through grade 3 and beyond. Academic language skills include the following:

- Inferential language skills.
- Narrative language skills.
- Vocabulary knowledge.

Inferential language helps students think analytically and understand text that connects ideas from multiple contexts. Inferential language requires students to discuss topics beyond their immediate context by engaging in predicting, reasoning, problem-solving, hypothesizing, and contrasting.

To engage students in conversations that support the use and comprehension of inferential language, you can facilitate discussions focused on informational or narrative text before, during, and after reading the text. Asking students increasingly challenging, open-ended questions about the text will encourage them to think critically and use inferential language.

Narrative language skills can be used to discuss a story, an informational text, or an experience. Narrative language skills include being able to connect the events of a story, an experience, or pieces of information from informational text.

Explicitly engaging students in developing narrative language skills requires you to model, teach, and encourage the use of complex grammatical structures (for example, compound sentences) and elements of linguistic structure (for example, connectives and pronoun references). Classroom activities that help students develop narrative language include predicting and summarizing text.

Vocabulary knowledge refers to knowledge about the meanings, uses, and pronunciation of words.

Academic vocabulary (for **example**, **estimate**, **contrast**, **select**) is specific to words that students encounter in formal settings, such as school, and in texts that they are expected to read at school. Academic vocabulary is often heard and read in classroom instructions for assignments across subject areas but may not be encountered in everyday conversations.

One strategy to teach academic vocabulary is for grade-level teams to develop a common set of vocabulary words that align with reading selections and curriculum standards. Words on the list should occur frequently in a variety of contexts but should otherwise be unfamiliar to most students. Each week, you can explicitly teach a small group of those words by providing a clear definition, a meaningful example, and supportive sentences that include the word in multiple contexts. Following that, you can provide extended opportunities for students to use the word in their reading, writing, and discussions.

Dialogic Reading, which describes an adult having a conversation, or dialogue, when reading with a child, is an activity that can help families address Recommendation 1. The Teacher Scaffold does not use the term Dialogic Reading but explains this activity in plain language for families.

Teacher Scaffold for How-to Step 1: Talking While You Read

What Is Talking While You Read?

Talking while you read is simply having conversations about what you are reading. Having conversations about books will help your child become a better reader because it will develop your child's vocabulary and knowledge about the topics of those books. Whether you are reading a fairy tale, a picture book, an informational book, or any other text, you can engage in a discussion as you enjoy reading together.

Informational books explain facts, like an article about the water cycle, a book about animals that hibernate, or a biography, which is a description about someone's life. Reading and talking about informational books can help your child develop his or her language skills and improve skills like problem-solving while learning facts.

When you and your child sit down to read an informational book, follow these steps:

1. Listen to your child read or take turns reading the whole book (if not too long).

2. Listen to your child read or take turns reading the book again. This time, after every page or so, stop and ask a question to prompt a conversation about the book.

3. After reading the book, ask your child to explain the information in the book.

The best books to use are about topics that interest your child. You can use books from your home or borrow a book from your child's classroom library, school library, or the public library. You can also access books on laptop computers, tablets, digital reading devices, and smartphones. Websites such as Project Gutenberg provide free access to books and mobile formats especially for smartphones. Don't forget to look through your smartphone's app store for free apps containing books for children.

Use CROWD to Talk While You Read

To talk while you read, use the acronym **CROWD** to ask different types of questions to prompt a discussion about the book. You can use CROWD with any book. *Explain CROWD using the examples below.*

Completion Ask your child to complete a sentence or a phrase from a book you are reading.

- The four stages of the life cycle of a butterfly are egg, caterpillar, _____, and butterfly.

Recall Ask about details of what you read.

- Can you describe how the caterpillar builds a chrysalis?

Open-ended Ask about a picture in the book.

- What is going on in this picture?

W--Ask **wh** questions that begin with Who, What, Where, When, or Why.

- What does a caterpillar do a lot of after it hatches from the egg?

Distancing Ask questions that relate something in the story to your child's life.

- Remember when we saw that butterfly on our walk yesterday? Which picture of the butterflies in this book look most like the one we saw? What type of butterfly was it that we saw?
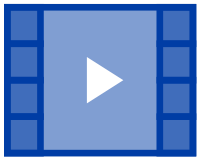
Family Literacy Video

Let's watch a video of a mom and her son engaging in **Talking While You Read Using CROWD** while reading informational text. *Review the key points before or after the video. Answer family questions about the video.*

1.1 Talking While You Read Using CROWD (3:54)

Key Points About the Video

- Mom encourages her son to point to the words as he reads because she knows that his accuracy is better when he points to the words.
- Mom asks different types of questions using CROWD (Completion, Recall, Open-Ended, W, and Distancing).
- Mom encourages her son to look back at the text to find answers to the questions.

Family Activities for How-to Step 1: Talking While You Read

This Family Activity includes three trifolds organized from easier to more difficult (Trifolds 1, 2, and 3). Select the one appropriate for the instructional level of each child. Give this activity to families after you have taught them the Talking While You Read process and have shown the accompanying video. Then, answer questions about the Family Activity.

The **Talking While You Read Trifold** includes an overview of how to use CROWD to prompt discussion about any book you read with your child. It also includes an example of informational text with questions placed where they are most helpful to prompt your child. Remember to read the text through one time first with your child. You can take turns or listen to your child read the whole thing. On the second read, use CROWD as you ask each question.

Books to Share includes a list of suggested informational books that you could use to talk while you read. *Edit this list as needed and share with families.*

Remember to enjoy the conversations with your child! Provide a lot of positive praise about how your child is learning about both the topic from the book and specific new words. If you are enjoying yourself while reading and talking, so will your child.

Fog (with example prompts)

Have you ever seen fog? Fog is a cloud that has formed on the ground. Fog is made when there is too much water in the air. When the sun comes up, the water in the air goes away. This makes the fog go away. Fog can form quickly and go away quickly as well. Next time you see fog you will know where it comes from.

Fog is made when there is too much _____ in the air. **(Completion)**

What makes fog go away? (Recall)

There are many kinds of fog. Most of the fog we see is called wind fog. Wind fog forms when cool air is blown into a warm area. Many hot cities have wind fog. Another type of fog is called valley fog. It is found near mountains. Valley fog only forms when it is cold outside.

When does wind fog form? (Recall)

Look at this picture. What kind of fog is this? How do you know? (Recall)

Fog can make it very hard to see. It is not safe to drive if it is very foggy. Fog can also make a place seem scary. Don't be afraid though. Fog is nothing to be scared of at all.

Why do you think it is not safe to drive if it is very foggy? (Wh question)

When you see fog, how does it make you feel? (Distancing)

Talking While You Read Trifold 1

When you read together, talk with your child about the book following these steps.

1. Take turns reading or listening to your child read the whole book.
2. Read the book again, stopping regularly to have a conversation.
3. Ask your child to explain the information from the book.

Use **CROWD** to ask different types of questions to prompt a discussion about the book. Examples of the types of questions to ask:

Completion Ask your child to complete a sentence or a phrase from a book you are reading. *The four stages of the life cycle of a butterfly are egg, caterpillar, _____, and butterfly.*

Recall Ask about details of what you read. *Can you describe how the caterpillar builds a chrysalis?*

Open-ended Ask about a picture in the book. *What is going on in this picture?*

W – Ask **wh** questions that begin with Who, What, Where, When, or Why. *What does a caterpillar do a lot of after it hatches from the egg?*

Distancing Ask questions that relate something in the story to your child's life. *Remember when we saw that butterfly on our walk yesterday? Which picture of the butterflies in this book look most like then one we saw? What type of butterfly was it that we saw?*

Use CROWD with any book.

Talking While You Read Trifold 2

Directions

When you read together, talk with your child about the book following these steps.

1. Take turns reading or listening to your child read the whole book.

2. Read the book again, stopping regularly to have a conversation.

3. Ask your child to explain the information from the book.

Use **CROWD** to ask different types of questions to prompt a discussion about the book. Below are examples of the types of questions that you can ask your child.

Completion Ask your child to complete a sentence or a phrase from a book you are reading.

The four stages of the life cycle of a butterfly are egg, caterpillar, _____, and butterfly.

Recall Ask about details of what you read.

Can you describe how the caterpillar builds a chrysalis?

Open-ended Ask about a picture in the book.

What is going on in this picture?

W--Ask **wh** questions that begin with Who, What, Where, When, or Why.

What does a caterpillar do a lot of after it hatches from the egg?

Distancing Ask questions that relate something in the story to your child's life.

Remember when we saw that butterfly on our walk yesterday? Which picture of the butterflies in this book look most like then one we saw? What type of butterfly was it that we saw?

Use CROWD with any book.

Talking While You Read Trifold 2
The Whistle by James Baldwin
(with example prompts)

Two hundred years ago there lived in Boston a little boy whose name was Benjamin Franklin. On the day that he was seven years old, his mother gave him a few pennies. He looked at the bright, yellow pieces and said, "What shall I do with these coppers, mother?" It was the first money that he had ever had.

"You may buy something, if you wish," said his mother.

"And then will you give me more?" he asked.

His mother shook her head and said, "No, Benjamin. I cannot give you any more. So you must be careful not to spend these foolishly."

What did Benjamin's mother give him? (Recall)

Why do you think his mother won't give him any more? (Wh question)

The little fellow ran into the street. He heard the pennies jingle in his pocket. How rich he was! Boston is now a great city, but at that time it was only a little town. There were not many stores. As Benjamin ran down the street, he wondered what he should buy. Should he buy candy? He hardly knew how it tasted. Should he buy a pretty toy? If he had been the only child in the family, things might have been different. But there were fourteen boys

and girls older than he, and two little sisters who were younger.

What a big family it was! And the father was a poor man. No wonder the lad had never owned a toy.

How do you know that Benjamin's family does not have a lot of money? (Recall)

He had not gone far when he met a larger boy, who was blowing a whistle. "I wish I had that whistle," he said. The big boy looked at him and blew it again. Oh, what a pretty sound it made! "I have some pennies," said Benjamin. He held them in his hand, and showed them to the boy. "You may have them, if you will give me the whistle."

"All of them?"

"Yes, all of them."

"Well, it's a bargain," said the boy; and he gave the whistle to Benjamin, and took the pennies. Little Benjamin Franklin was very happy; for he was only seven years old. He ran home as fast as he could, blowing the whistle as he ran. "See, mother," he said, "I have bought a whistle."

Do you think Benjamin made a good choice buying the whistle? Why or why not? (Wh question)

"How much did you pay for it?"

"All the pennies you gave me."

"Oh, Benjamin!"

One of his brothers asked to see the

whistle. "Well, well!" he said. "You've paid a dear price for this thing. It's only a penny whistle, and a poor one at that." You might have bought half a dozen such whistles with the money I gave you," said his mother.

What did Benjamin's brother mean when he said, "You've paid a dear price for this thing?" (Wh question)

The little boy saw what a mistake he had made. The whistle did not please him anymore. He threw it upon the floor and began to cry.

"Never mind, my child," said his mother, very kindly. "You are only a very little boy, and you will learn a great deal as you grow bigger. The lesson you have learned today is never to pay too dear for a whistle." Benjamin Franklin lived to be a very old man, but he never forgot that lesson.

What would you buy if you were given some money? (Distancing)

Every boy and girl should remember the name of Benjamin Franklin. He was a great thinker and a great doer, and with Washington he helped to make our country free. His life was such that no man could ever say, "Ben Franklin has wronged me."

Why is Benjamin Franklin considered a great thinker? (Wh question)
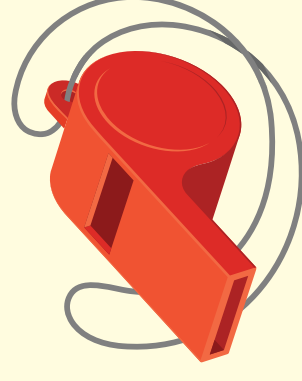
Talking While You Read Trifold 3

Directions

When you read together, talk with your child about the book following these steps.

1. Take turns reading or listening to your child read the whole book.

2. Read the book again, stopping regularly to have a conversation.

3. Ask your child to explain the information from the book.

Use **CROWD** to ask different types of questions to prompt a discussion about the book. Below are examples of the types of questions that you can ask your child.

Completion Ask your child to complete a sentence or a phrase from a book you are reading.
The four stages of the life cycle of a butterfly are egg, caterpillar, _____, and butterfly.

Recall Ask about details of what you read.
Can you describe how the caterpillar builds a chrysalis?

Open-ended Ask about a picture in the book.
What is going on in this picture?

W--Ask **wh** questions that begin with Who, What, Where, When, or Why.
What does a caterpillar do a lot of after it hatches from the egg?

Distancing Ask questions that relate something in the story to your child's life.
Remember when we saw that butterfly on our walk yesterday? Which picture of the butterflies in this book look most like then one we saw? What type of butterfly was it that we saw?

Use CROWD with any book.

Talking While You Read Trifold 3

The Landlord's Mistake
by James Baldwin
(with example prompts)

When John Adams was president and Thomas Jefferson was vice president of the United States, there was not a railroad in all the world. People did not travel very much. There were no broad, smooth highways as there are now. The roads were crooked and muddy and rough. If a man travelled from one city to another, he often rode on horseback. Instead of a trunk for his clothing, he carried a pair of saddlebags. Instead of sitting at his ease in a parlor car, he went jolting along through mud and mire, exposed to wind and weather.

Why did people travel by horseback?
What are saddlebags? (Wh question)

One day some men were sitting by the door of a hotel in Baltimore. As they looked down the street they saw a horseman coming. He was riding very slowly, and both he and his horse were bespattered with mud. "There comes old Farmer Mossback," said one of the men, laughing. "He's just in from the backwoods."

"He seems to have had a hard time of it," said another; "I wonder where he'll put up for the night."

"Oh, any kind of a place will suit him," answered the landlord.

What does 'bespattered with mud' mean? (Wh question)

The traveler was soon at the door. He was dressed plainly, and, with his reddish-brown hair and mud-bespattered face, looked like a hard-working countryman just in from the backwoods. "Have you a room here for me?" he asked the landlord.

Now the landlord prided himself upon keeping a first-class hotel, and he feared that his guests would not like the rough-looking traveler. So he answered: "No, sir. Every room is full. The only place I could put you would be in the barn."

Why did the landlord tell the traveler that every room was full at the hotel? (Recall)

"Well, then," answered the stranger, "I will see what they can do for me at the Planters' Tavern, round the corner;" and he rode away. About an hour later, a well-dressed gentleman came into the hotel and said, "I wish to see Mr. Jefferson."

"Mr. Jefferson!" said the landlord.

"Yes, sir. Thomas Jefferson, the vice president of the United States."

"He isn't here."

"Oh, but he must be. I met him as he rode into town, and he said that he intended to stop at this hotel. He has been here about an hour."

"No, he hasn't. The only man that has been here for lodging today was an old clodhopper who was so spattered with mud that you couldn't see the color of his coat. I sent him round to the Planters'."

"Did he have reddish-brown hair, and did he ride a gray horse?"

"Yes, and he was quite tall."

"That was Mr. Jefferson," said the gentleman.

"Mr. Jefferson!" cried the landlord. "Was that the vice president? Build a fire in the best room! Put everything in tiptop order! He shall have all the rooms in the house, and the ladies' parlor, too, I'll go right round to the Planters' and fetch him back."

Why didn't the landlord recognize Vice President Thomas Jefferson? (Recall)

So he went to the other hotel, where he found the vice president sitting with some friends in the parlor. "Mr. Jefferson," he said, "I have come to ask your pardon. You were so bespattered with mud that I thought you were some old farmer. If you'll come back to my house, you shall have the best room in it—yes, all the rooms if you wish. Won't you come?"

Why did the landlord ask Thomas Jefferson to return to his hotel? (Recall)

What would you have said to Thomas Jefferson if you were the landlord? (Distancing)

"No," answered Mr. Jefferson. "A farmer is as good as any other man; and where there's no room for a farmer, there can be no room for me."

Why did Mr. Jefferson tell the landlord that he would not return to his hotel? (Wh question)

Books to Share

Suggested Books to use for Talking While You Read

Take turns reading or listening to your child read. Stop after each page or so to ask questions to prompt discussion. Use the acronym CROWD to prompt a discussion about the book.

- **Completion** Ask your child to complete a sentence or a phrase from a book you are reading.
- **Recall** Ask about details of what you read.
- **Open**-ended Ask about a picture in the book.
- **W**- Ask **wh** questions that begin with Who, What, Where, When, or Why.
- **Distancing** Ask questions that relate something in the story to your child's life.

Charlotte the Scientist is Squished by Camille Andros

The Magic School Bus Inside a Beehive by Scholastic

There's No Place Like Space: All About our Solar System (Cat in the Hat's Learning Library) by Tish Rabe

Pop! By Meghan McCarthy

Smart About Chocolate: A Sweet History by Sandra Markle

Teacher Scaffold for How-to Step 2: Talking While You Read Stories

Talking while you read is simply having conversations about what you are reading. Having conversations about books will help your child become a better reader because it will develop your child's vocabulary and knowledge about the topics of those books. Whether you are reading a fairy tale, a picture book, an informational book, or any other text, you can engage in a discussion as you enjoy reading together.

Stories, sometimes call narratives, usually include a beginning, middle, and end. An example of a story is *The Three Little Pigs*. Stories often include characters, a setting (or where the story takes place), a problem, and a solution. The characters in *The Three Little Pigs* are the three pigs and the wolf. The setting is the pigs' houses. The problem is that the wolf tries to blow down the pigs' houses. The solution is that all the pigs move into the house made of bricks, which the wolf cannot blow down. Reading and talking about stories can help your child develop his or her understanding about how stories are organized and can improve comprehension.

When you and your child sit down to read a story, follow these steps:

1. Choose a book that is of interest to your child.

2. Listen to your child read or take turns reading.

3. After every page or so, stop and ask a question to prompt a conversation about the story.

The best books to use are about topics that interest your child. You can use books from your home or borrow a book from your child's classroom library, school library, or the public library. You can also access books on laptop computers, tablets, digital reading devices, and smartphones. Websites such as Project Gutenberg provide free access to books and mobile formats especially for smartphones. Don't forget to look through your smartphone's app store for free apps containing books for children.

Family Literacy Videos

Let's watch a mom and her son reading a story called *The Day the Crayons Quit*. Notice that Mom refers to the bookmark to facilitate a conversation about the characters, the setting, the problem, and the solution.

1.1 Talking While You Read Stories (*The Day the Crayons Quit*) (5:38)

Key Points About the Video

- Mom and her son take turns reading.
- Mom facilitates a conversation at the end of the book by asking questions about the story and using the bookmark as a resource.
- Mom asks questions that refer to typical characteristics of any story (character, setting, problem, and solution).

Family Activities for How-to Step 2: Talking While You Read Stories

Print the bookmark one-sided, laminate (optional), cut along outside edge and on dotted line, and give to families to use with their child as they read stories.

To talk while you read stories, use the **Talking While You Read Stories Bookmark** to ask questions and prompt a discussion about the story. Have fun reading stories together, and tell your child how proud you are that he or she is practicing reading!

Books to Share includes a list of suggested stories that you could use to talk while you read. *Edit this list as needed and share with families.*

Talking While You Read Stories Bookmark

Talking While You Read Stories

Stories usually include a beginning, middle, and end. They often include characters, a setting, a problem, and a solution. Understanding how stories are organized will help your child better understand them.

Choose a book that is of interest to your child. Listen to your child read or take turns reading. After every page or so, stop and ask a question to prompt a conversation about the story.

Example Questions

- Who are the characters?
- What is the setting (where does the story take place)?
- What is the problem?
- How is the problem solved?
- What would you do if you were (name the main character from the story)?
- Can you retell the story to me? What happened at the beginning? In the middle? At the end?
- What was your favorite part of the story? Why is that your favorite part?

Books to Share

Possum Magic by Mem Fox

Stellaluna by Janell Cannon

The Snowy Day by Ezra Jack Keats

Tacky the Penguin by Helen Lester

Jabari Jumps by Gaia Cornwall

Teacher Scaffold for How-to Step 3: Supporting Oral Language and Vocabulary

What Is Oral Language and Vocabulary?

Oral language is the way we communicate with others through speaking and listening. We are using oral language right now as we speak and listen to each other. **Vocabulary knowledge** is a crucial part of oral language and includes understanding the meaning of words and how to use and pronounce them. Speaking and listening to your child every day about books and his or her experiences will help your child practice oral language. And we all know that the more you practice something, the better you become!

Oral language practice will help your child expand his or her vocabulary. Children with strong oral language skills and larger vocabularies typically become better readers. Reading, talking, and listening to your child daily are the best ways to provide your child with a strong foundation for learning to read.

How Can Families Support Oral Language and Vocabulary Development?

Read! Talk! Listen! Take every opportunity to talk with and listen to your child. Talk about people you know, places you go, and experiences you have together. Writing with your child also helps with oral language development.

- Ask questions that require more than a yes or no answer. For example, instead of asking, "Did you have a good day?" ask, "What was your favorite part of school today?" Continue to ask questions about your child's response. If the answer was "Recess," ask, "Who did you play with?" "What did you do?" "How do you play that game?"

- When you speak with your child, model speaking in complete sentences and providing details. Use the words your child says and expand on them. For example, if your child points to a car and says, "Yellow car!" say, "That is a bright yellow car that is moving quickly! Where do you think that car is going?
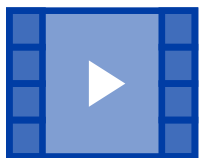
Family Literacy Video

Now, let's watch a video called **Talking and Writing in the Kitchen**. This video demonstrates how a mom supports oral language and vocabulary while creating a grocery list with her sons. *Review the key points and answer family questions about the video.*

Preparation Box

Cue Up Selected Videos

- 1.3 Talking and Writing in the Kitchen
  https://youtu.be/gGek6Iii26g *(5:07)*

Print Selected Family Activities

- Talking and Writing in the Kitchen
- Grocery Shop Talk

1.3 Talking and Writing in the Kitchen (5:07)

Key Points About the Video

- Children have fun talking about and making a grocery list of ingredients for chicken noodle soup.
- Mom involves both children in creating the grocery list by asking one son to draw pictures and the other son to write words.
- Mom asks many questions and fully involves both children in the conversation.

Family Activities for How-to Step 3: Supporting Oral Language and Vocabulary

Let's look at the Family Activity **Talking and Writing in the Kitchen**. *Print this activity one-sided for families to post on their refrigerator.* Explain the activities and demonstrate an example or two. Take this home and put it on your refrigerator and have fun speaking, listening, and writing in the kitchen!

Let's look at the Family Activity **Grocery Shop Talk**. *Print this activity one-sided and give to families for writing a grocery list and asking questions during shopping* . You can use this to write a grocery list with your child. While at the grocery store, use the questions to engage your child in conversation. Make up your own questions too! *Answer questions about the Family Activities.*

Dinner Table Talk

Engage in extended conversations at the dinner table. Share stories about your day. After you ask your child a question, follow up with more questions to encourage your child to provide details. Examples:

- What ingredients did we use to make this meal? How did you help me make this? What did we do first? Then what?
- What was your favorite part of school today?
- What was hard for you today at school?
- Tell me about your daily routine at school. What do you do first? Then what do you do?

RECIPE

Cooking Conversations

- Show your child the recipe and explain that the ingredients are always listed first. What you do with the ingredients is described in the order in which you need to do them.
- Talk about what you are making using cooking terms (for example, one-half cup, two teaspoons) and explain what you are doing while you do it.
- Describe how you measure ingredients using measuring cups and spoons.
- Actively involve your child in each step of the recipe.
- Your child will have many questions. Answer them in complete sentences and provide details.

Writing in the Kitchen

- Make a grocery list. Plan meals together for the next week and write down what you will need from the grocery store to make them.
- Make to-do lists for errands you need to run or chores you do around the house.
- Make labels for food containers.
- Create a list of important phone numbers and put them on the refrigerator.
- Draw and write birthday cards, invitations, thank you notes, and "just because" notes to neighbors, friends, and loved ones.
- Write your own recipes!

Grocery Shop Talk

- Let's stop at the bakery.

  - Can you find a loaf of wheat bread that is already sliced?

  - Which type of muffins should we buy? Why do you like that kind?

- Now we need to go to the deli.

  - Should we get one-half pound or three-quarters of a pound of sliced ham? What is the difference between one-half and three-quarters?

  - Can you hand me two packages of sliced cheddar cheese?

  - Can you find a dozen eggs? Why should we look in the carton before we decide to buy the eggs?

- Is this a healthy food or unhealthy food? Why?

- What is this called (select any item). What is its texture?

- -

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Grocery List

APPENDIX 1

Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them support their child's reading at home. Send the text messages below at appropriate times to the families that request them.

- Ask different types of questions to prompt a discussion about a book you read with your child using CROWD.

  - **Completion** Ask your child to complete a sentence or a phrase from a book you are reading.

  - **Recall** Ask about details of what you read.

  - **Open-ended** Ask about a picture in the book.

  - **W**- Ask **wh** questions that begin with Who, What, Where, When, or Why.

  - **Distancing** Ask questions that relate something in the story to your child's life.

- Take turns reading a story. Ask questions about the characters, setting, problem, and solution.

- Ask questions that require more than a "yes" or "no" answer. For example, instead of asking, "Did you have a good day?" ask, "What was your favorite part of school today?" Continue to ask questions about your child's response. If the answer was "Recess," ask, "Who did you play with?" "What did you do?" "How do you play that game?"

- When you speak with your child, model speaking in complete sentences and providing details. Use the words your child says and expand on them. For example, if your child points to a car and says, "Yellow car!" say, "That is a bright yellow car that is moving quickly! Where do you think that car is going?

- Make a to-do list of errands with your child. Have your child read each errand before you complete it and then cross it off the list when it is completed.

- Have conversations in the kitchen while preparing meals together.

Family Literacy Videos

Video	Author of Book	Link	Duration
1.1 Talking While You Read Using CROWD		https://youtu.be/UMSxzZiCGSs	3:54
1.2 Talking While You Read Stories (*The Day the Crayons Quit*)	Drew Daywalt	https://youtu.be/XzrAQxZOSZI	5:38
1.3 Talking and Writing in the Kitchen		https://youtu.be/gGek6Iii26g	5:07

Recommendation 2: Phonological Awareness and Letter–Sound Relations

Even though phonological awareness instruction is not typically implemented in second grade, we include this recommendation reminder as a reference. Phonological awareness activities are typically not needed in second grade unless a student is having difficulty segmenting sounds in spoken words. Therefore, Recommendation 2 does not include Teacher Scaffolds and Family Activities in this document. For students who need practice, teachers can use segmenting and blending activities from the *First-Grade Teacher's Guide*. Letter–sound relations and word-building activities to assist second graders who are weak in phonics can also be found in the *First-Grade Teacher's Guide* (https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/firstgrade_recommendation2.asp).

Recommendation 2		How-to Steps
RECOMMENDATION 2	**Develop awareness of the segments of sound in speech and how they link to letters.**	**HOW-TO STEP 1** Teach students to recognize and manipulate segments of sounds in speech.
		HOW-TO STEP 2 Teach students letter–sound relations.
		HOW-TO STEP 3 Use word building and other activities to link students' knowledge of letter–sound relations with phonemic awareness.

Glossary

Alphabetic principle is the understanding that letters or combinations of letters represent individual sounds. For example, the letter **s** represents the sound **/s/** and the letter combination sh represents the sound **/sh/**.

Elkonin sound boxes are tools used during phonemic awareness and encoding instruction. One box is provided for each sound in a target word. Elkonin boxes are sometimes referred to as sound boxes. For example, the word **fish** has three sound boxes where each box represents one sound, **/f/ / ĭ/ /sh/**.

Encoding refers to determining the spelling of a word based on the sounds in the word.

Letter–name knowledge is the ability to recognize and name letters.

Letter–sound knowledge is the ability to look at a letter in print and say the sound it represents.

Onset-rime For example, in a single-syllable word, the **onset** is the initial phoneme(s) and the **rime** is the medial vowel and the remaining consonant(s). In the word **sun**, the onset is **/s/** and the rime is **/un/**. In the word **stop**, the onset is **/st/** and the rime is **/op/**.

Glossary (continued)

Phoneme is the smallest unit of sound. For example, there are two phonemes, or sounds, in the word **me**: **/m/ / ē/**. There are three phonemes in the word **fish**: **/f/ / ĭ / /sh/.**

Phonemic Awareness is the ability to understand that sounds in spoken language work together to make words. Phonemic awareness is auditory; it does not involve printed letters. It includes the ability to notice, think about, and manipulate the individual phonemes in spoken words. Phonemic awareness is a type of phonological awareness.

Phonological awareness is an awareness of sounds in spoken words. For example, understanding that there are three words in the spoken sentence **I like candy** or that the word **computer** has three parts or syllables: **com-pu-ter**. Children eventually understand that words are made up of individual sounds and that those sounds can be moved around to make new words. For example, **sat** has three sounds (phonemes), **/s/ /ă/ /t/**. If we change the beginning sound **/s/** to a **/b/**, the word becomes **bat**.

Rhyme means words share the same middle and ending sound: **cat** and **rat** rhyme; **spoon** and **moon** rhyme.

Syllable is a larger unit of sound within a word. For example, the word **folder** has two syllables, or units: **fold-er**. The word **Saturday** has three syllables or units: **Sat-ur-day**.

The main idea of Recommendation 2 from the WWC practice guide is to teach students the **alphabetic principle**. The alphabetic principle is the concept that letters and letter combinations represent individual sounds (**phonemes**) in written words. Recommendation 2 explains how to teach students to recognize and manipulate the segments of sounds in speech (**phonological awareness**), link those sounds to letters, and combine this knowledge to begin to read and spell single-syllable words.

Phonological Awareness Continuum

Table 6 illustrates phonological awareness skills listed from easier to more complex. The goal of phonological awareness instruction is to help students segment and blend individual phonemes in spoken words to prepare them to learn the individual sounds that letters represent.

Table 6: Sequence of Phonological Awareness Skills

Skill	Example	Phonological Awareness Instruction
Segment sentences into words.	The moon shines brightly (four words).	Teach during a class discussion using students' sentences.
Segment compound words into smaller words.	cupcake = cup-cake	Use pictures (for example, bird and house, foot and ball, butter and fly).
Segment words into syllables.	engine = en-gine microwave = mi-cro-wave	Clap for each syllable in a spoken word or picture.
Segment words into onsets (initial consonant or consonant blend) and rimes (vowel and final consonants).	book = /b/ and /ook/ sleep = /sl/ and /eep/	Select one-syllable words from a book previously read and students say the onset and the rime.

Skill	Example	Phonological Awareness Instruction
Segment and blend individual phonemes in words.	fan = /f/ //ă/ /n/ /s/ /ĭ/ /t/ = sit	Use Elkonin sound boxes and markers to identify individual sounds in spoken words.

A Sequence for Instruction

When students can isolate phonemes in spoken words, teach them letter names and their corresponding sounds, working with a few letters at a time and using the following sequence:

- Consonants and short vowel sounds represented by a single letter.

- Consonant blends (for example, **fl**, **sm**, **st**) and two-letter consonant digraphs (for example, **sh**, **th**, **ch**).

- Long vowels with silent **e**.

- Two-letter vowel teams (for example, **ea**, **oa**, **ai**).

When letters or letter combinations correspond to multiple sounds, start with the most common sound each letter represents.

- Teach phonemes one at a time by introducing the letter name and letter sound in both uppercase and lowercase form.

- Show a picture with a regular word containing that phoneme (for example, **duck** for **d**) and tell the students a story about the picture that incorporates the target sound frequently.

- Ensure that students have multiple opportunities to practice the target letter sound along with other letter sounds they learned previously.

- Include opportunities to write that letter in meaningful contexts, such as writing familiar names or words.

The final step in understanding the alphabetic principle is to help students connect their phonemic awareness (the ability to recognize individual sounds in spoken words) with the knowledge of letter–sound relations through word building and other activities. As soon as students have learned a few letter sounds, they can begin to spell and decode words using Elkonin sound boxes with letter tiles, for example. Begin with commonly spelled consonant-vowel-consonant (CVC) words and gradually include more advanced words: consonant-vowel-consonant-silent e (CVCe), CCVC, and CVCC. Always begin by modeling the activity, and scaffold as students practice.

Recommendation 3: Decode, Analyze, Write, and Recognize Words

Recommendation Reminder

Recommendation 3	How-to Steps
RECOMMENDATION 3 **Teach students to decode words, analyze word parts, and write and recognize words.**	**HOW-TO STEP 1** Teach students to blend letter–sound and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
	HOW-TO STEP 2 Instruct students in common sound–spelling patterns.
	HOW-TO STEP 3 Teach students to recognize common word parts.
	HOW-TO STEP 4 Have students read decodable words in isolation and in text.
	HOW-TO STEP 5 Teach regular and irregular high-frequency words so that students can recognize them efficiently.
	HOW-TO STEP 6 Introduce non-decodable words that are essential to the meaning of the text as whole words.

Glossary

Blending is the ability to put sounds together to say or read a word. In order to read a word, students must know what sounds the letters in the word represent and be able to blend those sounds to read the correct word. When they see the word **fan**, they are able to say, "**/f/ /ă/ /n/**, **fan**."

Decoding is the ability to translate a word from print to speech, usually by employing knowledge of letter–sound relationships; also, the act of deciphering a new word by sounding it out.

Elkonin sound boxes are tools used during phonemic awareness and encoding instruction. One box is provided for each sound in a target word. Elkonin boxes are sometimes referred to as sound boxes.

Encoding refers to determining the spelling of a word based on the sounds in the word.

High-frequency words are words that appear frequently in books. Examples of high-frequency are **the**, **was**, **very**, **up**.

Irregular high-frequency words have irregular sound–spelling patterns; for example, **the**, **friend**, **have**.

Glossary (continued)

Non-decodable words are challenging to read because the student cannot yet decode them. Non-decodable words are made up of irregular sound–spelling patterns (for example, **of**) or sound–spelling patterns that the student has not yet learned.

Regular high-frequency words have regular sound–spelling patterns; for example, **in**, **did**, **then**.

Schwa sounds like "uh" and should not be added when saying individual sounds; for example, **t** says **/t/**, not **/tuh/**.

Sound–spelling pattern refers to the connection between a sound and the way it is written. Some sounds correspond to a single letter (for example, **/s/** corresponds to **s**) but other sounds may correspond to multiple letters (for example, long **/ā/** can be spelled in various ways as in the words **bait**, **bake**, **great**, **vein**). Letters can also be combined to form a single sound (for example, **ph** represents **/f/**, **kn** represents **/n/**, and **dge** represents **/j/**.

Recommendation 3 describes the importance of teaching students a blending strategy, common sound–spelling patterns, recognition of common word parts (morphology), high-frequency words, and non-decodable words. **Blending** is reading a word from left to right by sounding out each successive letter or chunking a combination of letters into one sound. When teaching a blending strategy, it is important to start with familiar consonant-vowel-consonant words made up of letter sounds students already know. As students become proficient using a blending strategy, you can gradually progress to longer words and words that are new to students. Pocket charts with letter tiles, magnetic letters, and Elkonin sound boxes can be used to teach a blending strategy. Ensure that students do not add a schwa sound ("uh") after **stop sounds** (for example, incorrectly pronouncing **/t/** as **/tuh/**) because that can affect the ability to blend sounds into a recognizable word.

Sound–Spelling Patterns

Sound–spelling patterns are letters that are combined to form unique sounds that appear in multiple words (for example, **-dge**). (See appendix 3 for a consonant, vowel, and syllable-construction patterns chart.) Teach students common sound–spelling patterns one at a time with plenty of examples, familiar words, and ample opportunities to practice with teacher feedback. Begin with initial consonant patterns and then move to vowel patterns and syllable-construction patterns. When students recognize these patterns, they can identify more complex words by pronouncing smaller parts of the word as they read.

Teach students how to break down a word into smaller, meaningful word parts (**morphemes**) to help them read more challenging words. Teach students about base words and roots, prefixes, and suffixes and how to combine them to create words. Also teach them to combine words by using contractions. Teach students a word analysis strategy to decode complex words.

Have students read decodable words in isolation and in text. For example, when teaching **ea** and **ee**, have students practice reading **ea** and **ee** in isolation; in a list of words that contain **ea** and **ee**; and in decodable, connected text that has many words with **ea** and **ee**.

Being able to quickly recognize high-frequency words will speed up students' reading so that they can focus on the meaning of the text. Teach students **regular** and **irregular high-frequency words**. Because irregular words do not have consistent sound–spelling patterns, they should be taught in a "say, spell/write, then say again" fashion, where the student says the word, spells and writes the word, and then says the word again. Students can apply their letter–sound skills to read regular high-frequency words. Flashcards and word walls are examples of activities that can be used to teach high-frequency words.

Non-decodable words are made up of irregular sound–spelling patterns or sound–spelling patterns that students have not yet learned. Before introducing a new text, teach a few non-decodable words that are essential to the meaning of the text.

Teacher Scaffold for How-to Step 1: Blending to Read Words: Short and Long Vowels

What Is Blending?

*Before describing blending, write the word **fish** where family members can see it.* Blending is the ability to put letter sounds together to read a word. To read a word, children must know what sounds the letters in the word represent and must be able to blend those sounds to read the correct word. For example, after children know the letter sounds *(point to the letters as you say each sound)* **/f/** for **f**, **/ĭ/** for **i**, and **/sh/** for **sh**, they learn to blend those sounds to read the word **fish**. When they see the word in print, they are able to say *(model blending by pointing to the letters as you say each sound and holding the sounds)* "**/f/ /ĭ/ /sh/**, **fish**." We call this **blending** because you are putting sounds together to read a word.

*Write **a**, **e**, **i**, **o**, **u** on the board and point to each letter as you say its name and sound.* The vowels are **a**, **e**, **i**, **o**, **u**. Each vowel has a short sound and a long sound. The short sound of each vowel is: **a**, **/ă/**; **e**, **/ĕ/**; **i**, **/ĭ /**; **o**, **/ŏ/**; **u**, **/ŭ/**. The long sound of each vowel is when the vowel says its name, **a**, **e**, **i**, **o**, **u**. The other letters of the alphabet are called consonants. For example, **b**, **c**, and **d** are consonants.

Family Activities for How-to Step 1: Blending to Read Words: Short and Long Vowels

Let's review the Family Activity **Short and Long Vowel Sort**. For this activity, you will help your child identify short and long vowels and read words. You will cut apart the header cards and the word cards. The header cards are slightly larger than the word cards. Each set of words focuses on one vowel (**a**, **e**, **i**, **o**, or **u**) and includes two header cards and 10 word cards. You can use small plastic sandwich bags to store each set of words (so the words with long **a** and short **a** will all go in one bag). *Show an example of how you store the word cards.*

To demonstrate, I'll use the set of word cards for **a**. Notice that I placed the two header cards, **past** and **snake**, in a row. I scattered the word cards face up. I'll select a word card, read it, and say the vowel sound in the word. For example, **patch**, **/ă/**. Then I'll place it under the header card **past** because **past** also has the short **a**, **/ă/**, sound. *Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*

Take the Family Activity home and have fun identifying short and long vowel sounds and reading words. Tell your child how proud you are that he or she is practicing reading words!

Short and Long Vowel Sort

Directions

1. Cut apart the header cards and the word cards.

2. Use five small plastic bags to store words. Store all the words with short and long a in one plastic bag; the short and long e words in a second plastic bag; the short and long i words in a third plastic bag, the short and long o words in a plastic bag and; the short and long u words in the fifth plastic bag.

3. Use words from one or two plastic bags at a time.

4. Place the header cards in a row.

5. Scatter the word cards face up on the table.

6. Ask your child to select a word card, read the word, and say the vowel sound (for example, "**Craft**, **/ă/**.")

7. Ask your child to place the word card in the column under the matching header card (for example, **craft** would be placed under **back** because they both have the short a sound).

8. Ask your child to point to and read the sorted words. If needed, help blend the sounds to read the words.

9. Discuss the meanings of any unknown words.

Example
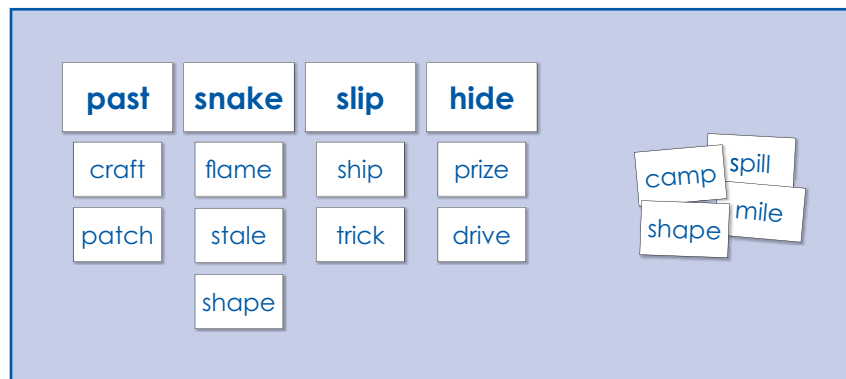
Key

past /ă/	snake /ā/	slip /ĭ/	hide /ī/	stop /ŏ/	joke /ō/	drum /ŭ/	cute /ū/	set /ĕ/	week /ē/
act	flame	ship	prize	lock	globe	shrug	use	crept	creek
camp	stale	trick	drive	pond	shone	crush	mute	shelf	street
slam	shape	spill	smile	stomp	chose	skunk	cube	blend	green
craft	tame	drift	mile	shock	broke	hunt	fume	dress	teeth
patch	brake	mint	ripe	lost	note	stuff	huge	west	queen

past

snake

slip

hide

stop

header cards

joke

drum

cute

set

week

act	flame
camp	stale
slam	shape
craft	tame
patch	brake

| short /ă/ word cards | long /ā/ word cards |

crept	creek
shelf	street
blend	green
dress	teeth
west	queen

ship	prize
trick	drive
spill	smile
drift	mile
mint	ripe

short /ĭ/ word cards   long /ī/ word cards

lock	globe
pond	shone
stomp	chose
shock	broke
lost	note

short /ŏ/ word cards   **long /ō/ word cards**

shrug	use
crush	mute
skunk	cube
hunt	fume
stuff	huge

short /ŭ/ word cards   long /ū/ word cards

Teacher Scaffold for How-to Step 1: Blending Consonant Blends and Digraphs to Read Words

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Preparation Box

Cue Up Selected Videos

. . . .

- 3.1 Fun With Consonant Blends and Digraphs
  https://youtu.be/hhLlmG-MkWA *(4:32)*

Print Selected Family Activities

. . . .

- Fun With Consonant Blends and Digraphs

</div>

What Is Blending?

*Before describing blending, write the words **clown** and **crown** where family members can see them.* Blending is the ability to put letter sounds together to read a word. To read a word, children must know what sounds the letters in the word represent and must be able to blend those sounds to read the word. For example, after children know the letter sounds *(point to the letters as you say each sound)* **/k/** for **c**, **/l/** for **l**, **/ow/** for **ow**, and **/n/** for **n**, they learn to blend those sounds to read the word clown. When they see the word in print, they are able to say *(model blending by pointing to the letters as you say each sound and holding the sounds)* "**/k/ /l/ /ow/ /n/**, **clown**." We call this blending because you are putting sounds together to read a word.

*Write the consonant blends **cl** and **cr** where families can see them. Write the words **clown** and **crown** under their corresponding blend and underline the consonant blends. Point to each blend and word as you describe them.* Often, when two consonants are next to each other like **cl** or **cr**, you can say each letter's sound and blend them to read a word: **cl**own, **cr**own. We call these consonant blends because you can blend the sound of each consonant to read a word.

*Write the digraphs **ch** and **sh** where families can see them. Write the words **chain** and **sheep** under their corresponding digraphs and underline the digraphs. Point to each digraph and word as you describe them.* Sometimes, when two consonants are next to each other like **ch** or **sh**, they make one sound. **Ch** says **/ch/** as in the word **chain**, and **sh** says **/sh/** as in the word **sheep**. The name for two or more letters next to each other that say only one sound is digraph.

Family Activities for How-to Step 1: Blending Consonant Blends and Digraphs to Read Words

Let's review the Family Activity **Fun With Consonant Blends and Digraphs**. For this activity you will help your child blend consonant blends and consonant digraphs to read a word. First, cut apart the picture rhyming cards, the beginning cards, and the ending cards. Then select a rhyming card and ask your child to name the pictures. Provide the name of the pictures if needed and discuss the meaning of any unknown words. Finally, ask your child to spell each word using the beginning cards and the ending cards. So, if I selected the picture rhyming card with the **chair** and the **stair** on it, I would use the beginning card **ch** and the ending card **air** to spell the word **chair**. I would use the beginning card **st** and the ending card **air** to spell the word **stair**. *Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*
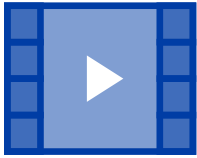
Family Literacy Video

Now, let's watch a video of a mom and her son practicing this activity at home. *Review key points before or after the video. Answer family questions about the video.*

3.1 Fun With Consonant Blends and Digraphs (4:32)

Key Points About the Video

- Mom explains that a digraph is two (or more) letters that make one sound (**sh** says **/sh/**).

- Mom explains that a consonant blend is two or more consonants next to each other that keep their individual sounds. (You can hear the **/s/** and the **/l/** in the word sleep.)

- When her son has difficulty with the **/ch/** (as in **chick**), mom models it for him and has him practice it several times.

Fun With Consonant Blends and Digraphs

Directions

1. Cut apart picture rhyming cards, beginning cards, and ending cards.

2. Place picture rhyming cards in a stack face down.

3. Scatter the beginning cards in a group face up. Your child will use these cards to spell the beginning of the word.

4. Scatter the ending cards in a group face up. Your child will use these cards to spell the ending of the word.

5. Ask your child to select a picture rhyming card from the stack and name the pictures. Provide the name of the pictures if needed.

6. Ask your child to choose the beginning and ending cards to spell the word under each picture (the ending card will be the same for both pictures).

7. Help your child blend the sounds together to read each word.

8. Discuss the meanings of any unknown words.

Example
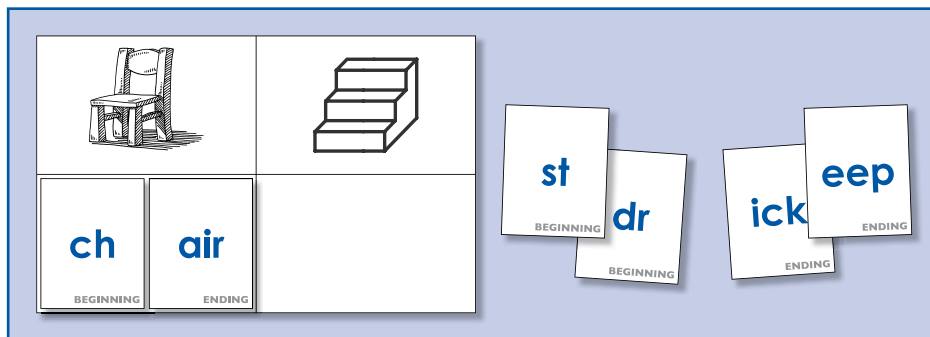
Key

Picture Rhyming Card 1	chain, train		**Picture Rhyming Card 6**	clown, crown
Picture Rhyming Card 2	sleep, sheep		**Picture Rhyming Card 7**	chess, dress
Picture Rhyming Card 3	shower, flower		**Picture Rhyming Card 8**	cry, fly
Picture Rhyming Card 4	chick, stick		**Picture Rhyming Card 9**	shirt, skirt
Picture Rhyming Card 5	chair, stair			

1.

2.

picture rhyming cards

3.

4.

picture rhyming cards

5.

6.

picture rhyming cards

7.

8.
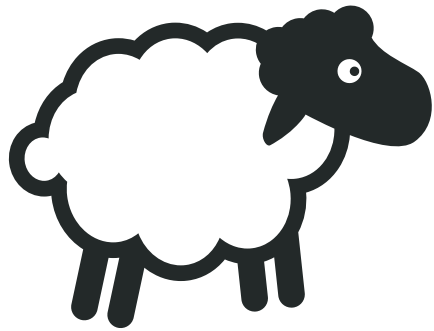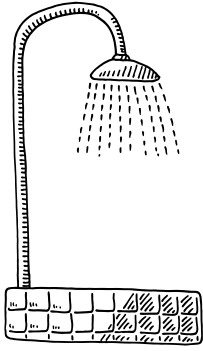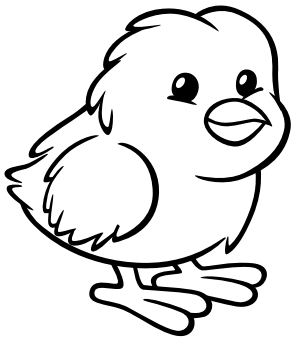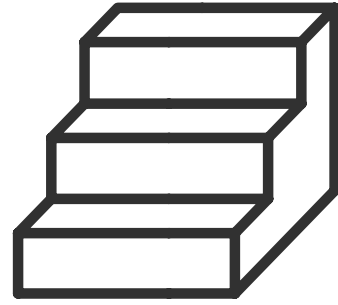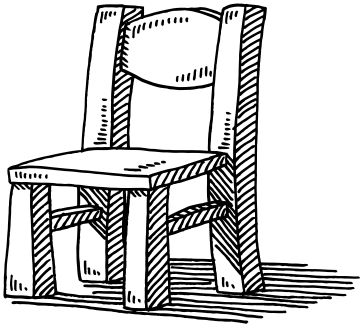
picture rhyming cards
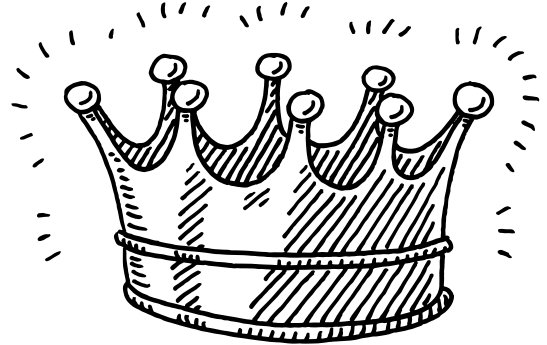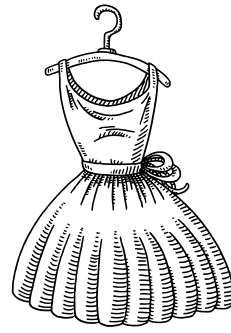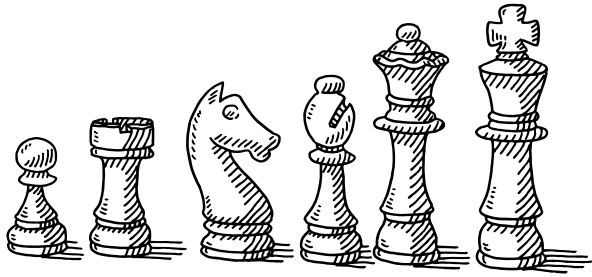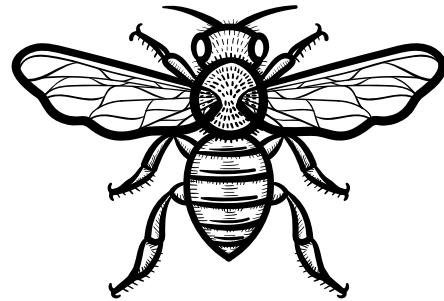
9.
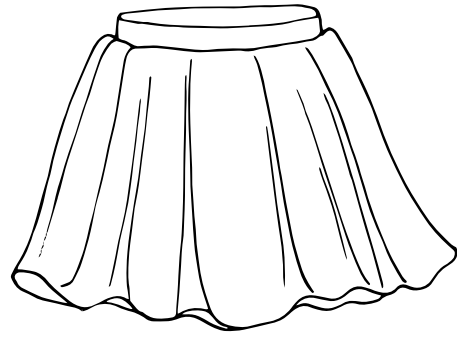
picture rhyming cards

ch	tr	sl	sh
BEGINNING	BEGINNING	BEGINNING	BEGINNING
sh	sl	ch	st
BEGINNING	BEGINNING	BEGINNING	BEGINNING
ch	st	cl	cr
BEGINNING	BEGINNING	BEGINNING	BEGINNING
ch	dr	cr	fl
BEGINNING	BEGINNING	BEGINNING	BEGINNING

beginning cards

sh BEGINNING	sk BEGINNING	ain ENDING	eep ENDING
ower ENDING	ick ENDING	air ENDING	own ENDING
ess ENDING	y ENDING	irt ENDING	

ending cards

Teacher Scaffold for How-to Step 1: Blending to Spell Words: r-Controlled Vowels

What Is Blending?

*Before describing blending, write the word **park** where family members can see it.* Blending is the ability to put letter sounds together to read a word. To read a word, children must know what sounds the letters in the word represent and be able to blend those sounds to read the word. For example, after children know the letter sounds *(point to the letters as you say each sound)* **/p/** for **p**, **/ar/** for **ar**, and **/k/** for **k**, they learn to blend those sounds together to read the word **park**. When they see the word in print, they are able to say *(model blending by pointing to the letters as you say each sound and holding the sounds)* "**/p/ /ar/ /k/**, **park**." We call this **blending** because you are putting sounds together to read a word.

*Write the sound–spelling patterns **ar**, **er**, **ur**, **or**, **ir** where families can see them.* We often see these sound–spelling patterns in words: **ar**, **er**, **ur**, **or**, and **ir**. Notice how each vowel (**a**, **e**, **i**, **o**, **u**) is followed by the letter **r**. They are called **r-controlled vowels**. *Write the words **park**, **her**, **surf**, **fork**, and **dirt** next to or below their corresponding r-controlled vowels.* The sounds r-controlled vowels make are *(point to each r-controlled vowel as you say the sound and then the word)*:**/ar/**, p**ar**k; **/er/**, h**er**; **/ur/**, s**ur**f; **/or/**, f**or**k; **/ir/**, d**ir**t.

Family Activities for How-to Step 1: Blending to Spell Words: R-Controlled Vowels

Show the Family Activity. Let's review the Family Activity **R-Controlled Vowels**. For this activity, you will help your child identify r-controlled vowels in words and spell those words. You will read a word to your child without him or her seeing it. Your child will repeat the word, tell you which r-controlled vowel he or she hears in the word, and spell the word on the activity sheet. So, if you say **chart**, your child will say, "**chart**, **/ar/**, **ar**." Then your child will spell the word in the correct column on the activity sheet. *Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*
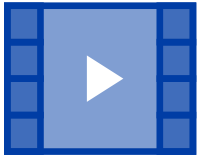
Family Literacy Video

Now, let's watch a video of a dad and his son practicing r-controlled vowels at home. *Review key points before or after the video. Answer family questions about the video.*

3.1 r-Controlled Vowels (2:45)

Key Points About the Video

- Dad reviews the r-controlled vowels on the activity sheet before he and his son begin the activity.
- Dad provides positive feedback to his son: "Great job, buddy!"
- Dad uses words in a sentence to model oral language and help his son understand the word.

Take the Family Activity home and have fun with identifying r-controlled vowels and spelling words. Tell your child how proud you are that he or she is practicing spelling words!

R-controlled Vowels: ar, er, ur, or, ir

Directions

1. Give your child the activity sheet.

2. Read a word from the word list to your child **(spark)**.

3. Ask your child to repeat the word, tell you which r-controlled vowel (**/ar/**, **/er/**, **/or/**) he or she hears in the word, and tell you how to spell it (**spark**, **/ar/**, **ar**).

4. Ask your child to spell the word in the correct column on the activity sheet. Help your child pull apart each sound in the word (**/s/ /p/ /ar/ /k/**) if needed.

5. Ask your child to read the word. Help your child blend the sounds together if needed.

6. Discuss the meanings of any unknown words.

Example

farm	stern	church	short	bird
spark park	her	surf	fork	first

"Spark."

"Spark, /ar/, ar."

Word List and Key

Select words randomly from these lists.

farm	stern	church	short	bird
spark	her	blur	born	third
arch	verb	burn	cord	dirt
park	term	curl	fork	first
scarf	perch	hurt	horn	girl
chart	clerk	purr	forth	firm
march	perk	surf	pork	sir
charm		spur	scorn	squirm
		fur	torch	chirp

bi<u>rd</u>	
sho<u>rt</u>	
chu<u>rch</u>	
st<u>ern</u>	
f<u>arm</u>	

R-Controlled Vowels Activity Sheet

Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Floss Spelling Rule

What Is A Sound–Spelling Pattern?

*Write the following lists of words where family members can see them. As you explain sound–spelling patterns, underline the sound–spelling pattern (**ch**, **ew**) in each word.*

ch	ew
chop	ch**ew**
hun**ch**	f**ew**
champ	st**ew**

Sound–spelling patterns consist of letters that are often combined to make a specific sound. Look at these common sound–spelling patterns: **ch**, **ew**. These are called sound–spelling patterns because each time these letters are together, they make the same sound. For example, when **c** and **h** are together, they make the sound, **/ch/** as in **chop**. Let's look at the first list. Notice how each word has the same sound–spelling pattern, **ch** as in **chop**, **hunch**, **chat**. **Ch** can be at the beginning or end of a word? The sound–spelling pattern **ew** makes the sound **/ew/**, as in ch**ew**, f**ew**, and st**ew**.

Common sound–spelling patterns appear in multiple words. Understanding sound–spelling patterns can help children read and spell many words. One common sound–spelling pattern that I teach is a spelling rule called the Floss Spelling Rule. *Write the words **floss**, **sniff**, **fall**, and **mess** on the board and underline the **ss**, **ff**, **ll**, and **ss** as you explain the rule.*

- When a one-syllable word ends in **f**, **l**, or **s**, double the final **f**, **l**, or **s** (for example, **sniff**, **fall**, **mess**).

- We call this the floss spelling rule because the word **floss** follows this rule and includes the letters **f**, **l**, and **s** to help us remember the rule.

- There are some exceptions to this rule (for example **if**, **pal**, **has**).

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Floss Spelling Rule

Let's review the Family Activity **Floss Spelling Rule**. *Review each step of the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*
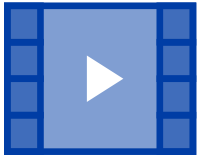
Family Literacy Video

Now, let's watch a video of a father and daughter doing this activity at home. *Review key points before or after the video. Answer family questions about the video.*

3.2 Floss Spelling Rule (3:47)

Key Points About the Video

- Dad clearly explains the floss rule to his daughter and provides examples at the beginning of the activity.
- Daughter uses her favorite color markers to complete the activity.
- After several practice opportunities, Dad asks his daughter to explain the difference between words that follow the floss rule and those that do not.

Take the Family Activity home and practice spelling words using the floss spelling rule. Tell your child how proud you are that he or she is practicing spelling words!

Floss Spelling Rule

Directions

1. Provide your child with the activity sheet. Or, use any paper with a line down the center to create two lists where your child will spell words.

2. Review the floss spelling rule with your child and share words that follow the rule.

   - When a one-syllable word ends in **f**, **l**, or **s**, double the final **f**, **l**, or **s** (for example, **sniff**, **fall**, **mess**). We call this the floss spelling rule because the word **floss** follows this rule and includes the letters **f**, **l**, and **s** to help us remember the rule.

   - There are some exceptions to this rule (for example **if**, **pal**, **has**).

3. Select a word from the Key below and read it to your child (for example, bell) without your child seeing the word.

4. Ask your child, "Does the floss rule apply to this word?"

   - If it does, ask your child to spell the word on the left side under "Floss Rule."

   - If it does not, ask your child to spell the word on the right side under, "Exceptions."

5. Help your child blend the sounds in the word to read it if needed.

6. Continue for each word in the list. Read the words in random order.

7. Discuss the meanings of any unknown words.

Key

Floss Rule Words			Exceptions
ff	ll	ss	if
cliff	drill	boss	chef
huff	grill	class	of
off	skull	dress	pal
staff	stall	hiss	was
stuff	sell	floss	yes
			this

Floss Spelling Rule Activity Sheet

When a one-syllable words ends in **f**, **l**, or **s**, double the final **f**, **l**, or **s** (for example, sni**ff**, fa**ll**, me**ss**). We call this the floss spelling rule because the word **floss** follows this rule and includes the letters **f**, **l**, and **s** to help us remember the rule.

Floss Rule Words	Exceptions

Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Long Vowel Spelling Patterns

What Is a Sound–Spelling Pattern?

*Write the words **rain**, **rake**, and **pay** where family members can see them.* As you explain long vowel spelling patterns, underline the sound–spelling pattern (**ai**, **a_e**, **ay**).

Sound–spelling patterns consist of letters that are often combined to make a specific sound. Common long vowel spelling patterns appear in multiple words. For example, the **ai** in r**ai**n, the **a_e** in r**a**k**e**, and the **ay** in p**ay**.

The vowels are **a**, **e**, **i**, **o**, **u**. When a vowel is long, it says its letter name. So, **a** says /**ā**/, **e** says /**ē**/, **i** says /**ī**/, **o** says /**ō**/, and **u** says /**ū**/. Each long vowel spelling pattern shows a different way to spell that long vowel. For example, let's look at the long vowel spelling patterns for **e**.

Write the table below where families can see it. Review the long vowel spelling patterns and words in the table below.

ee	ea	y	ie
f**ee**t	b**ea**ch	bab**y**	gr**ie**f
j**ee**p	dr**ea**m	cand**y**	sh**ie**ld

When children learn common long vowel spelling patterns, it can help them read and spell many words.

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Long Vowel Spelling Patterns

Let's review the Family Activity **Long Vowel Spelling Patterns**. *Review each step of the Family Activity. Model using one activity sheet. Include family members in the model, either the whole family or members who volunteer.*
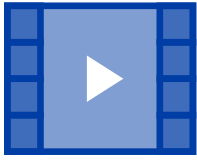
Family Literacy Video

Now, let's watch a video of a mom and her daughter doing this activity at home. *Review key points before or after the video. Answer family questions about the activity and video.*

3.2 Long Vowel Spelling Patterns (4:25)

Key Points About the Video

- Mom explains and shows examples of long **o (ō)** spelling patterns before beginning the activity.
- Mom does the first example to show her daughter how the activity is to be completed.
- As the daughter spells each word, mom uses it in a sentence to promote vocabulary and oral language development.

Take the Family Activity home and have fun spelling words using long vowel spelling patterns. Tell your child how proud you are that he or she is practicing spelling words!

Long Vowel Spelling Patterns

Directions

1. Select an activity sheet. Each activity sheet focuses on one long vowel spelling pattern.

2. Review the long vowel spelling patterns at the top of the activity sheet. Each long vowel spelling pattern shows a different way to spell that long vowel. For example, if you select the long a (/ā/) spelling pattern activity sheet, then review the **a_e**, **ai**, **_ay**, **_eigh**, and **_ey** spelling pattern with their example words (c**a**n**e**, b**ai**t, d**ay**, **eigh**t, pr**ey**).

3. Ask your child to read each word on the activity sheet with the long vowel sound (for example, **cake**).

4. Ask your child to identify and write the long vowel spelling pattern to spell the word (**a_e**) on the activity sheet.

5. Ask your child to read the word (**cake**). Help your child blend the sounds together if needed.

6. Repeat steps 3 through 5 for each word on the activity sheet.

7. Discuss the meanings of any unknown words.

Key

Words with long a (/ā/) spelling patterns	Words with long e (/ē/) spelling patterns	Words with long i (/ī/) spelling patterns	Words with long o (/ō/) spelling patterns	Words with long u (/ū/) spelling patterns
1. cake	1. jeep	1. twice	1. whole	1. use
2. mail	2. meal	2. knight	2. coach	2. clue
3. way or weigh	3. dirty	3. shy	3. crow	3. chew
4. weight or wait	4. thief	4. dries	4. scold	4. cute
5. obey	5. cheek	5. child	5. code	5. value
6. trade	6. speak	6. while	6. roast	6. stew
7. strain	7. candy	7. bright	7. know	7. mute
8. play	8. yield	8. why	8. colt	8. continue
9. they	9. greet	9. fried	9. Joe	9. mew
10. crane	10. feed	10. kind	10. spoke	10. argue
11. stray	11. any	11. sigh	11. goal	11. rescue
12. may	12. chief	12. try	12. grow	
13. skate			13. roll	
14. rain			14. doe	
15. tale				
16. braid				
17. claim				

Fill in the blanks using a long a (/ā/) spelling pattern to spell the word.

Long a (/ā/) Spelling Patterns Activity Sheet				
a_e	**ai**	**ay**	**eigh**	**ey**
c a n e	b ai t	d ay	eigh t	pr ey

1. c__k__	2. m_____l	3. w____
4. w_____t	5. ob____	6. tr__d__
7. st____n	8. pl____	9. th____
10. cr__n__	11. str____	12. m____
13. sk__t__	14. r____n	15. t__l__
16. br_____d	17. cl_____m	

Fill in the blanks using a long e (/ ē/) spelling pattern to spell the word.

Long e (/ē/) Spelling Patterns Activity Sheet			
ee	ea	y	ie
f_e_e_t	b_e_a_t	bab_y_	br_i_e_f
1. j_____p	**2.** m_____l	**3.** dirt__	
4. th_____f	**5.** ch_____k	**6.** sp_____k	
7. cand__	**8.** y_____ld	**9.** gr_____t	
10. f_____d	**11.** an__	**12.** ch_____f	

Fill in the blanks using a long i (/ ī/) spelling pattern to spell the word.

Long i (/ī/) Spelling Patterns Activity Sheet

i_e	igh	y	ie	i_ _
sm_i_l_e_	h_i g_h	sk_y_	p_i e_	m_i_nd

1. tw__c__	**2.** kn_____t	**3.** sh__
4. dr_____s	**5.** ch__ld	**6.** wh__l__
7. br_____t	**8.** wh__	fr_____d
10. k__nd	**11.** s_____	**12.** tr__

Fill in the blanks using a long o (/ō/) spelling pattern to spell the word.

Long o (/ō/) Spelling Patterns Activity Sheet

o_e	oa	ow	o_	oe
h_o_m_e_	b_o_a_t	sh_o_w_	b_o_ld	t_o_e_

1.

wh__l__

2.

c_____ch

3.

cr_____

4.

sc__ld

5.

c__d__

6.

r_____st

7.

kn_____

8.

c__lt

9.

J_____

10.

sp__k__

11.

g_____l

12.

gr_____

13.

r__ll

14.

d_____

Fill in the blanks using a long u (/ū/) spelling pattern to spell the word.

Long u (/ū/) Spelling Patterns Activity Sheet		
u_e	**ue**	**ew**
f u s e	f u e l	f e w
1. ___s___	2. cl_____	3. ch_____
4. c__t__	5. val_____	6. st_____
7. m__t__	8. contin_____	9. m_____
10. arg_____	11. resc_____	

Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Vowel Diphthongs

What Is a Sound–Spelling Pattern?

Write the table below where families can see it. Point to the vowel diphthongs and words as you review.

oi	oy	ou	ow
s**oi**l	j**oy**	**ou**t	c**ow**
p**oi**nt	t**oy**	c**ou**ch	pl**ow**

Sound–spelling patterns consist of letters that are often combined to make a specific sound. One common type of sound–spelling pattern is called a vowel diphthong. **Vowel diphthongs** are vowels that glide in the middle as you say the sound. Say the word **toy** out loud. Did you notice when you said the **oy** in **toy** that it sounded like you said two vowel sounds? Due to regional accents, the sounds may not sound like two sounds (for example, **oil** is pronounced as if it rhymes with **all** in the South and in Texas).

Examples of vowel diphthongs and the sounds that they make include:

- **oi**, **/oi/**, s**oi**l: **oi** is usually in the middle of words.

- **oy**, **/oy/**, j**oy**: **oy** is usually at the end of words.

- **ou**, **/ou/**, spr**ou**t: **ou** is usually at the beginning or middle of words.

- **ow**, **/ow/**, c**ow**: **ow** is usually at the end of words.

When children learn vowel diphthong spelling patterns, it can help them read and spell many words.

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Vowel Diphthongs

Let's review the Family Activity **Vowel Diphthong Bingo**. The goal of this activity is to know which vowel diphthong (**ou**, **ow**, **oi**, **oy**) is used to spell specific words. It is played like regular bingo, and each player has a bingo board and counters. You will select a word card and read it without your child seeing it. Your child will repeat the word, tell you which vowel diphthong is in the word, and use a counter to cover that vowel diphthong on his or her bingo board if it is there. Reverse roles and continue playing until one person gets four counters in a row, column, or diagonal. Be sure to discuss the meanings of any unknown words. *Model a few turns. Include family members in the model, either the whole family or members who volunteer.*
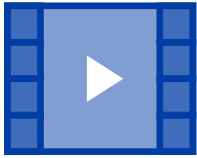
Family Literacy Video

Now, let's watch a video of siblings playing vowel diphthong bingo at home. *Review key points before or after the video. Answer family questions about the activity and video.*

3.2 Vowel Diphthong Bingo (3:34)

Key Points About the Video

- Siblings have fun identifying vowel diphthongs while playing bingo.
- Oldest son engages both siblings in the activity.
- Oldest son encourages siblings to use the word in a sentence to promote language development.

Take the Family Activity home and have fun playing vowel diphthong bingo. Tell your child how proud you are that he or she is practicing spelling words!

Vowel Diphthong Bingo

Directions

1. Vowel diphthongs are vowels that glide in the middle as you say the sound. Say the word "toy" out loud. Did you notice when you said the **oy** in **toy** that it sounded like you said two vowel sounds? Due to regional accents, the sounds may not sound like two sounds (for example, *oil* is pronounced as if it rhymes with *all* in the South and in Texas). The goal of this activity is to know which vowel diphthong (**ou**, **ow**, **oi**, **oy**) is used to spell specific words.

2. Cut out word cards, shuffle, and place face down in a stack.

3. Cut out counters and place in the center of your playing area. You can use the provided counters or anything small (for example, buttons, pennies, beans, rolled up small piece of paper from junk mail).

4. Provide your child and yourself with a Vowel Diphthong Bingo board.

5. Select the top word card from the stack and read it without your child seeing it.

6. Ask your child to repeat the word and identify the diphthong sound and spelling (for example, **cow**, **/ow/**, **ow**).

7. Ask your child to search for the correct diphthong that makes that sound on his or her board and cover it with a counter.

8. Reverse roles and continue until one person gets four counters in a row, a column, or diagonal.

9. Discuss the meanings of any unknown words.

Key

oi is usually in the **middle** of words.	**oy** is usually at the **end** of words.	**ou** is usually at the **beginning** or **middle** of words.	**ow** is usually at the **end** of words.
join	boy	sprout	cow
coin	Toy	couch	plow
boil	Joy	sour	now
moist	ploy	pout	bow
point	Troy	round	prowl
spoil	Roy	proud	scowl

VOWEL DIPHTHONG BINGO BOARD

oi	oy	ow	ou
ou	ow	oy	oi
ow	oi	ou	oy
oy	ou	oi	ow

VOWEL DIPHTHONG BINGO BOARD

oy	oi	ou	ow
oi	ou	ow	oy
ow	oy	oi	ou
oi	oy	ou	ow
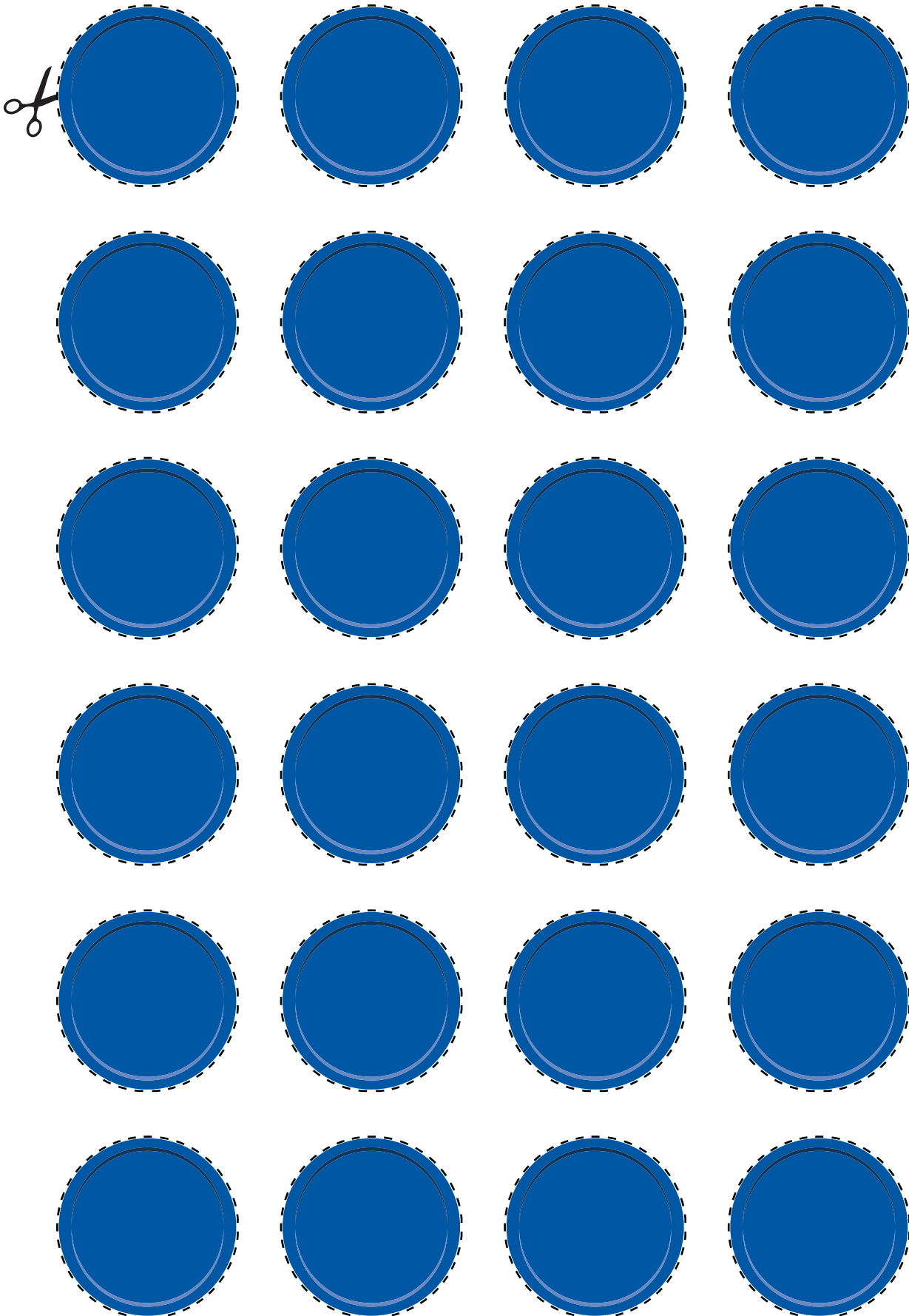
counters
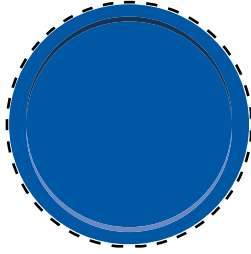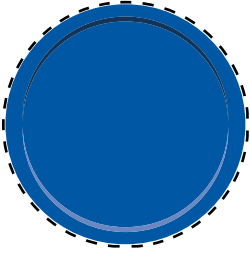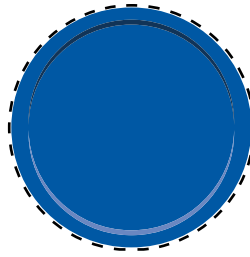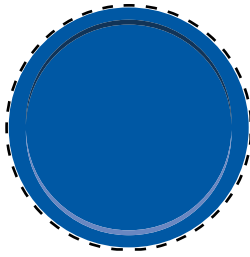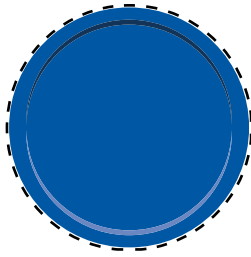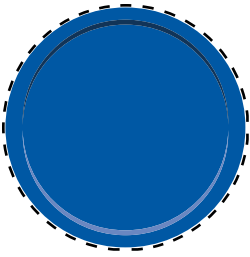
counters

join	coin
boil	moist
point	spoil
boy	toy

word cards

joy	ploy
Troy	Roy
sprout	couch
sour	pout

word cards

round	proud
cow	plow
now	bow
prowl	scowl
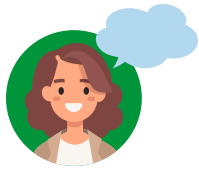
word cards

Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Double the Consonant Spelling Rule

What Is the Double the Consonant Spelling Rule?

*Write the following lists of words where family members can see them. As you explain the rule, underline the doubled consonant and the **-ing** or **-ed** ending.*

Word	Double the final consonant and add -ed or -ing
swim	swim**ming**
dig	dig**ging**
stop	stop**ped**

When a vowel is followed by a consonant in a one syllable word, double the consonant and then add **-ed** or **-ing**. For example, to change **swim** to **swimming**, we double the final consonant, **m**, and add **-ing**. To change **dig** to **digging**, we double the final consonant, **g**, and add -ing. To change **stop** to **stopped**, we double the final consonant, **p**, and add **-ed**. Understanding this spelling rule will help children spell many words.

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Double the Consonant Spelling Rule

Let's review the Family Activity **Double the Consonant Spelling Rule**. *Review steps 2-5 of the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*
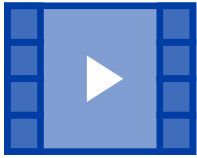
Family Literacy Video

Now, let's watch a mom and her daughter doing this activity at home. *Review key points before or after the video. Answer family questions about the video.*

3.2 Double the Consonant Spelling Rule (4:25)

Key Points About the Video

- Mom explains the double the consonant spelling rule to her daughter and provides examples at the beginning of the activity.

- Mom reviews the double the consonant rule with each word her daughter spells.

- Mom asks her daughter to use a word in a sentence to promote language and vocabulary development.

Double the Consonant Spelling Rule

Directions

1. Remind your child about the double the consonant spelling rule. We use this rule when we add **-ing** or **-ed** to a base word. **When a vowel is followed by a consonant in a one-syllable word, double the consonant and then add -ed or -ing.**

Word	Double the final consonant and add -ing or -ed
swim	swim**ming**
shop	shop**ping**
mop	mop**ped**
flip	flip**ped**

2. Provide your child with the activity sheet.

3. Ask your child to review the word plus the ending in the first column. Ask your child to use the double the consonant spelling rule to spell the new word in the second column.

4. Discuss the meaning of any unknown words.

5. Ask your child to select at least two of the words and use them in one sentence.

Key

Word	New Word Using the Double the Consonant Spelling Rule
drop + ing =	dropping
grab + ed =	grabbed
trim + ing =	trimming
quit + ing =	quitting
hop + ed =	hopped
trap + ed =	trapped
ship + ing =	shipping
hum + ing =	humming
skin + ed =	skinned
stuff + ing =	stuffing

Double the Consonant Spelling Rule Activity Sheet

Word + ending	New Word Using the Double the Consonant Spelling Rule
drop + ing =	
grab + ed =	
trim + ing =	
quit + ing =	
hop + ed =	
trap + ed =	
ship + ing =	
hum + ing =	
skin + ed =	
stuff + ing =	

Select two words and use them in one sentence.

_____

Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Change the y to i Spelling Rule

Preparation Box

Print Selected Family Activities

· Change y to i Spelling Rule

What is the Change the y to i Spelling Rule?

Write the following table where family members can see it. Demonstrate using the words in the table and saying, "Change the y to i and add the ending" when appropriate. As you explain the rule, cross out the y and underline how the word changed.

Word	Change the y to i and add the ending
study + ed	stud**ied**
noisy + est	nois**iest**
fly + es	fl**ies**

Change the y to i spelling rule is used when the last letter of the word is **y** and we want to add a suffix, like **-ed** or **-est**. We also use this rule when we want to make the word plural (more than one) by adding **-es**. We can remember this rule by saying, "Change the y to i and add the ending." Understanding this spelling rule will help children spell many words. Let's look at these examples. Review the table.

*Write the words **play** and **carry** where families can see them. Explain how to remember the rule and demonstrate crossing out the y, changing the y to i, and writing the new word.* The best way to remember when to use this rule is to look at the letter that comes before the y in the word.

· If a **vowel** comes **before the y**, keep the **y** and add the **suffix**. For example, pl**ay** + **ed** = pla**yed**.

· If a **consonant** comes **before the y**, change the **y** to **i** and add the suffix. For example, ca**rry** + **ed** = carr**ied**. NOTE: If the suffix begins with an **i** (**-ing**), keep the **y** and add the suffix (car**ry** + **ing** = carry**ing**).

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Change the y to i Spelling Rule

Let's review the Family Activity **Change the y to i Spelling Rule**. *Review steps 3-6 of the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Take the Family Activity home and practice spelling words using the change the y to i spelling rule. Tell your child how proud you are that he or she is practicing spelling words!

Change the y to i Spelling Rule

Directions

1. Remind your child about the change the y to i spelling rule. We use this rule when the last letter of the word is y and we want to add a suffix, like -ed or -est or make it plural (more than one) by adding -es to the end of the word. We can remember this rule by saying, "Change the y to i and add the ending." Here are some examples.

Word	Change the y to i and Add the Ending
rely + ed	rel**ied**
busy + est	bus**iest**
try + es	tr**ies**

2. The best way to remember when to use this rule is to look at the letter that comes before the y in the word.

   - If a **vowel** comes **before the y**, keep the y and add the suffix (pl**ay** + ed = pla**yed**).

   - If a **consonant** comes **before the y**, change the y to i and add the suffix (ca**rry** + ed = carr**ied**). NOTE: If the suffix begins with an i (-ing), keep the y and add the suffix (pl**ay** + ing = play**ing**).

3. Give your child the activity sheet.

4. Ask your child to:

   - Review the word plus the ending in the first column.

   - Use the change y to i spelling rule to spell the new word in the second column.

   - For each word, discuss why the y was changed to i or why it was not.

5. Discuss the meaning of any unknown words.

6. Ask your child to select at least two of the words and use them in one sentence.

Key

Word	New Word Using the Change y to i Spelling Rule
happy + est =	happiest
silly + er =	sillier
funny + er =	funnier
bunny + es =	bunnies
cry + ed =	cried
candy + es =	candies
story + es =	stories
apply + ed =	applies
pay + ing =	paying
jumpy + est =	jumpiest
study + ing =	studying

Change the y to an i Spelling Rule Activity Sheet

Word + ending	New Word Using the Double the Consonant Spelling Rule
happy + est =	
silly + er =	
funny + er =	
bunny + es =	
cry + ed =	
candy + es =	
story + es =	
apply + ed =	
pay + ing =	
jumpy + est =	
study + ing =	

Select two words and use them in one sentence.
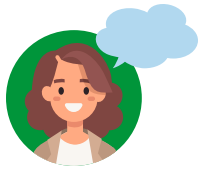
_____

Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Open and Closed Syllables

Preparation Box

Print Selected Family Activities

- Map and Swoop Open Syllables and Closed Syllables
- Open and Closed Syllable Sort

What Are Open and Closed Syllables?

*Write the words **paper**, **cat**, **picnic**, and **yesterday** where families can see them. As you explain syllables, place a slash at the appropriate place within each word so families can see the separate syllables.*

A **syllable** is a word part with a **vowel** in it. Vowels are **a**, **e**, **i**, **o**, **u**. The other letters (for example, **b**, **c**, **d**, **f**) are **consonants**. Usually, a word has as many syllables as it has vowels. So, if a word has two vowels, like the word paper, it will have two syllables. Do you hear two syllables, or parts, in **paper**, **pa-per**?

- **Cat** has one syllable.

- **Picnic** has two syllables, **pic-nic**.

- **Yesterday** has three syllables, **yes-ter-day**.

*Write the words **equal**, **program**, and **music** in a list. Write the words **hat**, **dish**, and **basket** in another list. As you explain syllables, make a slash at the appropriate place within each word so families can see the separate syllables.*

An **open syllable** ends with a vowel sound that is spelled with a single vowel letter (**a**, **e**, **i**, **o**, or **u**). Examples include **me**, **e**/qual, **pro**/gram, **mu**/sic. A **closed syllable** has a short vowel ending in a consonant. Examples include **hat**, **dish**, **bas/ket**. Understanding how to break words into syllables, or parts, can help children read and spell unfamiliar and challenging words.

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Open and Closed Syllables

There are two Family Activities. The first is an introduction to open and closed syllables. The second is more challenging and asks children to identify and sort words with open and closed syllable patterns. Select which one you'd like to use and demonstrate it. Or demonstrate both if appropriate for the children.

Let's review the Family Activity **Map and Swoop Open Syllables and Closed Syllables**. For this activity, your child will map and swoop words with open and closed syllables. Let me show you. *Review steps 3–5 of the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Open and Closed Syllable Sort**. For this activity, your child will identify and sort words with open and closed syllable patterns. Let me show you an example. *Review steps 3–8 of the Family Activity. Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*

Take the Family Activity home and practice reading words with open and closed syllables. Tell your child how proud you are that he or she is practicing spelling and reading words!

Map and Swoop Open Syllables and Closed Syllables

Directions

1. Remind your child that a **syllable** is a word part with a vowel in it. Usually, a word has as many syllables as it has vowels. **Vowels** are a, e, i, o, u. The other letters (like b, c, d, f) are **consonants**.

   - **Cat** has one syllable.

   - **Picnic** has two syllables (pic-nic).

   - **Yesterday** has three syllables (yes-ter-day).

2. For this activity, we will practice open and closed syllable patterns.

   - An **open syllable** ends with a vowel sound that is spelled with a single vowel letter (a, e, i, o, or u). Examples include me, e/qual, pro/gram, mu/sic.

   - A **closed syllable** has a short vowel ending in a consonant. Examples include hat, dish, bas/ket.

3. Give your child the open syllable pattern activity sheet. Ask your child to:

   - Read the word.

     > Veto

   - Map the word (spell the word by writing one letter per box).

v	e	t	o

   - Underline the vowels (a, e, i, o, u) in the word.

v	<u>e</u>	t	<u>o</u>

   - Swoop the syllables (draw a u shape under each syllable).

v	<u>e</u>	t	<u>o</u>

4. Repeat step 3 with the closed syllable pattern activity sheet.

5. Discuss the meaning of any unknown words.

Key

Word	Open Syllables								
me	m	e							
yoyo	y	o	y	o					
redo	r	e	d	o					
silo	s	i	l	o					
zero	z	e	r	o					
she	s	h	e						
hero	h	e	r	o					
solo	s	o	l	o					
wifi	w	i	f	i					
no	n	o							

Word	Closed Syllables								
napkin	n	a	p	k	i	n			
helmet	h	e	l	m	e	t			
volcanic	v	o	l	c	a	n	i	c	
problem	p	r	o	b	l	e	m		
cricket	c	r	i	c	k	e	t		
fantastic	f	a	n	t	a	s	t	i	c
trumpet	t	r	u	m	p	e	t		
inhibit	i	n	h	i	b	i	t		
plastic	p	l	a	s	t	i	c		
consistent	c	o	n	s	i	s	t	e	n	t

Open Syllable Pattern Activity Sheet

1. Read the word.

2. Map the word (spell the word by writing one letter per box).

3. Underline the vowels (a, e, i, o, u) in the word.

4. Swoop the syllables (draw a u shape under each syllable).

Word	Open Syllables									
Veto	v	e	t	o						
me										
yoyo										
redo										
silo										
zero										
she										
hero										
solo										
wifi										
no										

Closed Syllable Pattern Activity Sheet

1. Read the word.

2. Map the word (spell the word by writing one letter per box).

3. Underline the vowels (a, e, i, o, u) in the word.

4. Swoop the syllables (draw a u shape under each syllable).

Word	Closed Syllables								
cobweb	c	o	b	w	e	b			
napkin									
helmet									
volcanic									
problem									
cricket									
fantastic									
trumpet									
inhibit									
plastic									
consistent									

Open and Closed Syllable and Sort

Directions

1. Remind your child that a **syllable** is a word part with a vowel in it. Usually, a word has as many syllables as it has vowels. **Vowels** are a, e, i, o, u. The other letters (like b, c, d, f) are **consonants**.

   - **Cat** has one syllable.

   - **Picnic** has two syllables (pic-nic).

   - **Yesterday** has three syllables (yes-ter-day).

2. For this activity, practice sorting words with open and closed syllable patterns.

   - An **open syllable** ends with a vowel sound that is spelled with a single vowel letter (a, e, i, o, or u). Examples include me, e/qual, pro/gram, mu/sic.

   - A **closed syllable** has a short vowel ending in a consonant. Examples include hat, dish, bas/ket.

3. Cut out the two headers cards (**she**, **flat**). Place the two header cards face up in a row on a flat surface.

4. Cut out the word cards, shuffle, and place them in a stack.

5. Ask your child to select a word card from the top of the stack, read the word, and identify whether the word has an open or closed syllable pattern (for example, "Tennis, closed syllable.").

6. Ask your child to place the word card under the matching header card. Words with closed syllables go under the header card, **flat**. Words with open syllables go under the header card, **she**.

7. Repeat for each word in the stack.

8. Discuss the meaning of any unknown words.

Key

she (open syllable pattern)	flat (closed syllable pattern)
wifi zero no he hero me be	witness bobbin grand suffix tennis camp picnic happen

she

OPEN SYLLABLE

flat

CLOSED SYLLABLE

header cards

word cards

witness

bobbin

grand

suffix

tennis

camp

picnic	happen
wifi	zero
no	he
hero	me
be	

Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: VCe Syllable Pattern

Preparation Box

Print Selected Family Activities

- Map and Swoop VCe Syllable Pattern

What Is a VCe Syllable Pattern?

A **syllable** is a word part with a vowel in it. **Vowels** are **a**, **e**, **i**, **o**, **u**. The other letters (for example, **b**, **c**, **d**, **f**) are **consonants**. Usually, a word has as many syllables as it has vowels. So, if a word has two vowels, like the word **paper**, it will have two syllables. Do you hear two syllables, or parts, in **pa-per**?

- **Cat** has one syllable.

- **Picnic** has two syllables, **pic-nic**.

- **Yesterday** has three syllables, **yes-ter-day**.

*Write the words **can, rid**, and **hop** where families can see them. As you explain the silent e rule, write the new word.* Here is a quick review of the silent e rule. When we have a word like **can**, and we add an e at the end, the word changes to **cane**. We do not say the sound of **e**; it is silent. The silent **e** changes the vowel before it to a long sound. A vowel is long when it says its letter name. **Can** has a short **a /ă/**. But when we add the silent e to the end, short **a /ă/** changes to long **a /ā/**. Other examples include **mad/made**, **rid/ride**, **hop/hope**.

*Write the words **stripe**, **shine**, **bake**, and **homemade** where families can see them. As you explain the VCe syllable pattern, underline the VCe syllable pattern in each word.* Some words have a VCe syllable pattern. V stands for vowel, C stands for consonant, and e is the silent e at the end of a syllable or word. The VCe syllable pattern works just like the silent e rule. A VCe syllable pattern ends in silent e, which makes the vowel before it a long sound (say its name). Examples include **str<u>ipe</u>**, **sh<u>ine</u>**, **b<u>ake</u>**, **h<u>ome</u>/m<u>ade</u>**.

Understanding how to break words into syllables, or parts, can help children read and spell unfamiliar and challenging words.

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: VCe Syllable Pattern

Let's review the Family Activity **Map and Swoop VCe Syllable Pattern**. For this activity, your child will map and swoop words with the VCe syllable pattern. Let me show you. *Review steps 4 and 5 of the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Take the Family Activity home and practice reading words with VCe syllable pattern. Tell your child how proud you are that he or she is practicing spelling and reading words!

Map and Swoop VCe Syllable Pattern

Directions

1. Remind your child that a **syllable** is a word part with a vowel in it. Usually, a word has as many syllables as it has vowels. **Vowels** are a, e, i, o, u. The other letters (like b, c, d, f) are **consonants**.

   - **Cat** has one syllable.

   - **Picnic** has two syllables (**pic-nic**).

   - **Yesterday** has three syllables (**yes-ter-day**).

2. Remind your child about the silent e rule. When we have a word like **can**, and we add an **e** at the end, the word changes to **cane**. We do not say the sound of **e**; it is silent. The silent **e** changes the vowel before it to a long sound. A vowel is long when it says its letter name. **Can** has a short a, /ă/. But when we add the silent e to the end, /ă/ changes to /ā/. Other examples include **mad/made**, **rid/ride**, **hop/hope**.

3. For this activity, we will practice the VCe syllable pattern. V stands for vowel, C stands for consonant, and e is the silent e at the end of a syllable or word. The VCe syllable pattern works just like the silent e rule. A VCe syllable pattern ends in silent e, which makes the vowel before it a long sound (say its name). Examples include **stripe, shine, bake**.

4. Give your child the VCe syllable pattern activity sheet. Ask your child to:

   - Read the word.

     cake

   - Map the word (spell the word by writing one letter per box). The silent e is written in the bottom right corner of the box with the consonant before it. Cross out the silent e because we do not say its sound.

   - Underline the vowels (not the silent e) in the word.

- Draw a curved line above the word connecting the silent e back to the vowel that comes before it. This shows that the silent e makes the vowel that comes before it say its long sound.
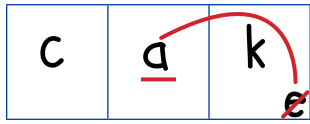
- Swoop the syllables (draw a u shape under each syllable).
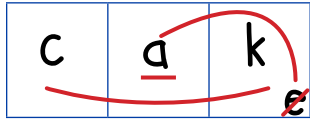
5. Discuss the meaning of any unknown words.

Key

Word	Closed Syllables									
stale	s	t	a	l	e					
trace	t	r	a	c	e					
grapevine	g	r	a	p	e	v	i	n	e	
stovepipe	s	t	o	v	e	p	i	p	e	
homemade	h	o	m	e	m	a	d	e		
sideswipe	s	i	d	e	s	w	i	p	e	
stoneware	s	t	o	n	e	w	a	r	e	
nosedive	n	o	s	e	d	i	v	e		
milestone	m	i	l	e	s	t	o	n	e	
slime	s	l	i	m	e					

VCe Syllable Pattern Activity Sheet

1. Read the word.

2. Map the word (spell the word by writing one letter per box). The silent e is written in the bottom right corner of the box with the consonant before it. Cross out the silent e because we do not say its sound.

3. Underline the vowels (not the silent e) in the word.

4. Draw a curved line above the word connecting the silent e back to the vowel that comes before it. This shows that the silent e makes the vowel that comes before it say its long sound.

5. Swoop the syllables (draw a u shape under each syllable).

Word	VCe Syllables								
cake	c	a	k e						
stale									
trace									
grapevine									
stovepipe									
homemade									
sideswipe									
stoneware									
nosedive									
milestone									
slime									

Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Vowel Team Syllable Pattern

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Preparation Box

Cue Up Selected Videos

- 3.2 Vowel Team Syllable Pattern Practice
  https://youtu.be/Dh9G2cWYm84 *(4:05)*

Print Selected Family Activities

- Vowel Team Syllable Pattern Practice

</div>

What Is a Vowel Team Syllable Pattern?

*Write the words **paper**, **cat**, **picnic**, and **yesterday**, where families can see them. As you explain syllables, make a slash at the appropriate place within each word so families can see the separate syllables.* A **syllable** is a word part with a vowel in it. **Vowels** are **a**, **e**, **i**, **o**, **u**. The other letters (for example, **b**, **c**, **d**, **f**) are **consonants**. Usually, a word has as many syllables as it has vowels. So, if a word has two vowels, like the word **paper**, it will have two syllables. Do you hear two syllables, or parts, in **paper**, **pa-per**?

- **Cat** has one syllable.

- **Picnic** has two syllables, **pic-nic**.

- **Yesterday** has three syllables, **yes-ter-day**.

*Write the words **threw**, **trainer**, and **boating** where families can see them. As you explain vowel team syllables, make a slash at the appropriate place within each word so families can see the separate syllables.* A vowel team syllable pattern has multiple letters spelling the vowel sound. Examples include thr**ew**, tr**ai**n/er, b**oa**t/ing. Understanding how to break words into syllables, or parts, can help children read and spell unfamiliar and challenging words.

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Vowel Team Syllable Pattern

There are two Family Activities. The first is an introduction to vowel team syllable patterns. The second is more challenging. Select which one you'd like to use, and demonstrate it. Or demonstrate both if appropriate for the children.

Let's review the Family Activity **Map and Swoop Vowel Team Syllable Pattern**. For this activity, your child will map and swoop words with vowel team syllables. Let me show you. *Review steps 3 and 4 of the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Vowel Team Syllable Practice**. For this activity, your child will practice identifying vowel team syllable patterns in words. Let me show you an example. *Review steps 3 and 4 of the Family Activity. Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*

Family Literacy Video

Now, let's watch a video of a dad and his son practicing identifying vowel team syllable patterns. *Review key points before or after the video. Answer family questions about the video.*

3.2 Vowel Team Syllable Pattern Practice (4:05)

Key Points About the Video

- Dad discusses vowel teams and syllables to make sure that his son understands what they are before starting the activity.
- Dad is patient and encouraging ("you're doing a great job") throughout the activity.
- Dad points out and explains the "tricky" words (**boatload**, **toenail**). These words are compound words, and each includes two vowel team syllables.

Take the Family Activity home and practice vowel team syllable patterns. Tell your child how proud you are that he or she is practicing spelling and reading words!

Map and Swoop Vowel Team Syllable Pattern

Directions

1. Remind your child that a **syllable** is a word part with a vowel in it. Usually, a word has as many syllables as it has vowels. **Vowels** are a, e, i, o, u. The other letters (like b, c, d, f) are **consonants**.

   - **Cat** has one syllable.

   - **Picnic** has two syllables (**pic-nic**).

   - **Yesterday** has three syllables (**yes-ter-day**).

2. For this activity, practice the vowel team syllable pattern. A vowel team syllable pattern has multiple letters spelling the vowel sound. Examples include thr**ew,** tr**ai**n/er, b**oa**t/ing.

3. Give your child the vowel team syllable pattern activity sheet. Ask your child to:

   - Read the word.

   sleep

   - Map the word (spell the word by writing one letter sound per box). When two letters make one sound, put both letters in one box.

s	l	ee	p

   - Underline the vowel teams (for example, **ea**, **ai**) in the word.

s	l	<u>ee</u>	p

   - Swoop the syllables (draw a u shape under each syllable).

s	l	<u>ee</u>	p

4. Discuss the meaning of any unknown words.

Key

Word	Vowel Team Syllables								
sleep	s	l	ee	p					
dream	d	r	ea	m					
railroad	r	ai	l	r	oa	d			
cookbook	c	oo	k	b	oo	k			
count	c	ou	n	t					
feet	f	ee	t						
rainbow	r	ai	n	b	ow				
maintain	m	ai	n	t	ai	n			
load	l	oa	d						
stood	s	t	oo	d					
meadow	m	ea	d	ow					

Vowel Team Syllable Pattern Activity Sheet

1. Read the word.

2. Map the word (spell the word by writing one letter sound per box). When two letters make one sound, put both letters in one box.

3. Underline the vowel teams (for example, **ea**, **ai**) in the word.

4. Swoop the syllables (draw a u shape under each syllable).

Word	Vowel Team Syllables								
sleep	s	l	<u>ee</u>	p					
dream									
railroad									
cookbook									
count									
feet									
rainbow									
maintain									
load									
stood									
meadow									

Vowel Team Syllable Pattern Practice

Directions

1. Remind your child that a **syllable** is a word part with a vowel in it. Usually, a word has as many syllables as it has vowels. **Vowels** are a, e, i, o, u. The other letters (like b, c, d, f) are **consonants**.

   - **Cat** has one syllable.

   - **Picnic** has two syllables (pic-nic).

   - **Yesterday** has three syllables (yes-ter-day).

2. For this activity, practice the vowel team syllable pattern. A vowel team syllable pattern has multiple vowels spelling the vowel. Examples include b**oi**l, tr**ai**n/er, b**oa**t/ing.

3. Provide your child the vowel team syllable pattern activity sheet. Ask your child to:

   - Read the two syllable word.

   > **teacher**

   - Circle the vowel team.

   > **teacher**

   - Underline the vowel team syllable pattern.

   > **teacher**

4. Discuss the meaning of any unknown words.

Key

Word
teacher
measure
toe/nail (two vowel team syllables)
trainer
sweater
peanut
boat/load (two vowel team syllables)
untie
breaking
proclaim

Vowel Team Syllable Pattern Practice Activity Sheet

1. Read the two syllable word.
2. Circle the vowel team.
3. Underline the vowel team syllable pattern.

Word
teacher
measure
toenail
trainer
sweater
peanut
boatload
untie
breaking
proclaim
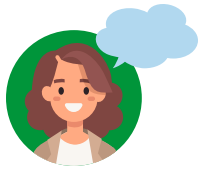
Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Vowel-r Syllable Pattern

What Is a Vowel-r Syllable Pattern?

*Write the words **paper**, **cat**, **picnic**, and **yesterday** where families can see them. As you explain syllables, make a slash at the appropriate place within each word so families can see the separate syllables.*

A **syllable** is a word part with a vowel in it. **Vowels** are **a**, **e**, **i**, **o**, **u**. The other letters (for example, **b**, **c**, **d**, **f**) are **consonants**. Usually, a word has as many syllables as it has vowels. So, if a word has two vowels, like the word **paper**, it will have two syllables. Do you hear two syllables, or parts, in **paper**, **pa-per**?

- **Cat** has one syllable.

- **Picnic** has two syllables, **pic-nic**.

- **Yesterday** has three syllables, **yes-ter-day**.

*Write the words **start**, **fern**, and **doctor** where families can see them. As you explain vowel-r syllables, make a slash at the appropriate place within each word so families can see the separate syllables. Underline the vowel-r spelling pattern.*

A vowel-r syllable pattern always has **at least one vowel** followed by an **r**. The **r** always comes directly after the vowel. Examples include st**ar**t, f**er**n, doc/t**or**. Understanding how to break words into syllables, or parts, can help children read and spell unfamiliar and challenging words.

Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Vowel-r Syllable Pattern

Let's review the Family Activity **Map and Swoop Vowel-r Syllable Pattern**. For this activity, your child will map and swoop words with vowel-r syllables. Let me show you. *Review steps 3 and 4 of the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Family Literacy Video

Now, let's watch a video of a mom and her son practicing identifying vowel-r syllable patterns in words. *Review key points before or after the video. Answer family questions about the video.*

3.2 Map and Swoop Vowel-r Syllable Pattern (4:24)

Key Points About the Video

- Mom explains vowel-r syllable patterns to her son before beginning the activity.
- Mom explains the meanings of unknown words (**cursor**) to promote vocabulary development.

Take the Family Activity home and have fun practicing vowel-r team syllable patterns. Tell your child how proud you are that he or she is practicing spelling and reading words!

Map and Swoop Vowel-r Syllable Pattern

Directions

1. Remind your child that a **syllable** is a word part with a vowel in it. Usually, a word has as many syllables as it has vowels. **Vowels** are a, e, i, o, u. The other letters (like b, c, d, f) are **consonants**.

    -   **Cat** has one syllable.

    -   **Picnic** has two syllables (**pic-nic**).

    -   **Yesterday** has three syllables (**yes-ter-day**).

2. For this activity, practice the vowel-r syllable pattern. A vowel-r syllable pattern always has **at least one vowel** followed by an **r**. The **r** always comes directly after the **vowel**. Examples include st**ar**t, f**er**n, doc/t**or**.

3. Give your child the map and swoop vowel-r syllable pattern activity sheet. Ask your child to:

    -   Read the word.

    corner

    -   Map the word (spell the word by writing one letter sound per box). When two letters make one sound, put both letters in one box.

c	or	n	er

    -   Underline the r-controlled vowels (for example, **ar**, **er**, **or**) in the word.

c	or	n	er

    -   Swoop the syllables (draw a u shape under each syllable).

c	or	n	er

4. Discuss the meaning of any unknown words.

Key

Word	Vowel-r Syllables								
corner	c	or	n	er					
partner	p	ar	t	n	er				
perform	p	er	f	or	m				
barber	b	ar	b	er					
charter	ch	ar	t	er					
farmer	f	ar	m	er					
cursor	c	ur	s	or					
harder	h	ar	d	er					
motor	m	o	t	or					
spider	s	p	i	d	er				
sliver	s	l	i	v	er				

Map and Swoop Vowel-r Syllable Pattern Activity Sheet

1. Read the word.

2. Map the word (spell the word by writing one letter sound per box). When two letters make one sound, put both letters in one box.

3. Underline the r-controlled vowels (for example, **ar**, **er**, **or**) in the word.

4. Swoop the syllables (draw a u shape under each syllable).

Word	Vowel-r Syllables								
corner	c	or	n	er					
partner									
perform									
barber									
charter									
farmer									
cursor									
harder									
motor									
spider									
sliver									

Teacher Scaffold for How-to Step 3: Common Word Parts: Base Words and Inflectional Endings

What Are Common Word Parts?

*Write the words **cat**, **bench**, **eat**, and **walk** on the board. As you explain a base word and inflectional ending, rewrite the new word and underline the inflectional ending.*

An **inflectional ending** is a word part that is added to the end of a base word that changes the number or tense of a base word. A **base word** can stand alone and has meaning (for example, **cat**, **bench**, **eat**, **walk**). Inflectional endings include **-s**, **-es**, **-ing**, **-ed**.

• The inflectional endings **-s** and **-es** change a noun from singular (one) to plural (more than one): cat/cat**s**, bench/bench**es**.

• The inflectional endings **-ing** and **-ed** change the tense of a verb: eat/eat**ing**, walk/walk**ed**.

Knowing word parts like base words and inflectional endings will help children break words into smaller, meaningful word parts, which can help them read, spell, and understand more challenging words.

Family Activity for How-to Step 3: Common Word Parts: Base Words and Inflectional Endings

Let's review the Family Activity ***Base Words and Inflectional Endings***. For this activity, your child will break words into base words and inflectional endings. *Show the table of examples of inflectional endings from the Family Activity so families can see it. Review the information in the table.*

Let me show you. *Review steps 2-5 of the Family Activity. Model at least one example from the activity. Include family members in the model, either the whole family or members who volunteer. Answer questions about the activity.*
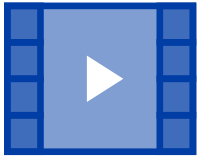
Family Literacy Video

Now, let's watch a video of a mom and her son dividing words, spelling base words, and reading words and inflectional endings. *Review key points before or after the video. Answer family questions about the video.*

3.3 Base Words and Inflectional Endings (4:00)

Key Points About the Video

- Mom reviews the activity that they started before dinner, to remind her son what the activity was about.
- Mom asks her son the meaning of the inflectional endings **-es** and **-ed** to make sure that he understands the meaning of the words they review.
- Mom prompts her son by asking him to say the whole word, the base word, and the inflectional ending.

Take the activity home and have fun with base words and inflectional endings. Tell your child how proud you are that he or she is practicing reading words!

Base Words and Inflectional Endings

Directions

1. Review inflectional endings using the table below. An inflectional ending is a word part that is added to the end of a base word that changes the number or tense of a base word. A base word can stand alone and has meaning (for example, **cat**, **bench**, **eat**, **walk**). Inflectional endings include **-s, -es, -ing, -ed**.

   - The inflectional endings **-s** and -**es** change a noun from singular (one) to plural (more than one): cat/cat**s**, bench/bench**es**.

   - The inflectional endings **-ing** and **-ed** change the tense of a verb: eat/eat**ing**, walk/walk**ed**.

Inflectional Ending	Use	Example
-s	To make a word plural (more than one).	cat**s**, letter**s**, finger**s**
-es	To make a word plural when the word ends in **ch**, **sh**, **ss**, or **x**.	bench**es**, dish**es**, class**es**, box**es**
-ing	To say something that is currently happening. NOTE: If the word ends in silent **e**, drop the **e** and add **-ing**. Give changes to giving. The e was dropped and then -ing was added.	I am eat**ing** lunch. She is draw**ing**. We are rak**ing** the leaves. He is bak**ing** cookies.
-ed	To make a word past tense (say something that already happened).	She clos**ed** the door. He walk**ed** to the store.

2. Cut out the word cards, shuffle, and place face down in a stack.

3. Provide your child with the activity sheet.

4. Ask your child to select a word card from the stack and read the word. Help your child blend the sounds together if needed.

5. Ask your child to:

   - Write the word in the Word column of the activity sheet.

Word
benches

   - Draw a line between the base word and the inflectional ending.

Word
bench/es

- Write the base word in the base word column and the inflectional ending in the inflectional ending column.

Base Word	Inflectional Ending
= ___bench___	+ ___es___

- Use the word in a sentence, or you can provide a sentence for each word.

- Discuss the meaning of any unknown words.

Key

Word	Base Word	Inflectional Ending
shirt/s	shirt	s
peach/es	peach	es
protect/ing	protect	ing
stack/ed	stack	ed
connect/ing	connect	ing
paint/s	paint	s
want/ed	want	ed
dress/es	dress	es
counter/s	counter	s
appear/ing	appear	ing
fox/es	fox	es
reflect/ed	reflect	ed

Base Words and Inflectional Endings Activity Sheet

Word = Base Word + Inflectional Ending		
Word	Base Word	Inflectional Ending
bench/es =	bench +	es
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____
_____ =	_____ +	_____

shirts	peaches
protecting	stacked
connecting	paints
wanted	dresses
counters	appearing
foxes	reflected

Teacher Scaffold for How-to Step 3: Common Word Parts: Contractions

What Are Contractions?

*Write the words **he is**, **is not**, and **let us** where family members can see them. As you describe each contraction, cross out the letters that are replaced by the apostrophe and add the apostrophe where those letters are crossed out. Under that, write the contraction.*

Preparation Box

Cue Up Selected Videos

- 3.3 Contraction Bingo
  https://youtu.be/KfFadqUFYjM *(1:54)*

Print Selected Family Activities

- Contraction Bingo

he is	is not	let us
he i's	is no't	let u's
he's	isn't	let's

A **contraction** is one word formed from two words. When putting together the two words, some letters are left out and replaced with an apostrophe ('). Examples of contractions include he is/**he's**, is not/**isn't**, let us, **let's**. Knowing contractions will help children be better at reading and spelling.

Family Activity for How-to Step 3: Common Word Parts: Contractions

Let's review the Family Activity **Contraction Bingo**. For this activity, your child will practice identifying contractions made up of two words. Let me show you. *Review steps 2-7 of the Family Activity. Model a couple of examples from the activity. Include family members in the model, either the whole family or members who volunteer. Answer questions about the activity.*

Family Literacy Video

Now, let's watch a mom and her daughter play contraction bingo. Review key points before or after the video. Answer family questions about the video.

3.3 Contraction Bingo (1:54)

Key Points About the Video

- When her daughter doesn't find **I've**, mom tells her that it will have an I first to help her find the contraction.
- Mom has her daughter read the word cards and asks her what contraction makes up the words.
- Mom encourages her daughter to look on both bingo cards to find the contraction to provide more practice opportunities.

Take the activity home and have fun with contractions. Tell your child how proud you are that he or she is practicing identifying and reading contractions!

Contraction Bingo

Directions

1. Remind your child that a contraction is one word formed from two words. When putting together the two words, some letters are left out and replaced with an apostrophe ('). Examples of contractions include he is/**he's**, is not/**isn't**.

2. Cut out the word cards, shuffle, and place face down in a stack.

3. Cut out counters and place in the center of your playing area. You can use the provided counters or anything small (for example, buttons, pennies, beans, rolled up small piece of paper from junk mail).

4. Provide your child and yourself with a Contraction Bingo board.

5. Take turns. Take the top card from the stack, read the two words, and look on your board to see if it has the contraction for those two words. If your board has the contraction, cover it with a counter and place the card at the bottom of the stack.

6. The game is over when one card is covered with counters and the person says, "Contraction Bingo!"

7. Ask your child to select a contraction and use it in a sentence.

Key

Contractions		
I am = I'm	have not = haven't	here is = here's
you are = you're	who is = who's	were not = weren't
he is = he's	who will = who'll	that is = that's
I would = I'd	should not = shouldn't	I will = I'll
they have = they've	what is = what's	has not = hasn't
she will = she'll	she is = she's	there is = there's
can not = can't	you would = you'd	are not = aren't
do not = don't	we have = we've	will not = won't
let us = let's	they will = they'll	I have = I've
we are = we're	could not = couldn't	is not = isn't
did not = didn't	they are = they're	

CONTRACTION BINGO BOARD

I'm	you're	he's	I'd
they've	she'll	can't	don't
let's	we're	didn't	haven't
who's	who'll	shouldn't	what's

CONTRACTION BINGO BOARD

she's	you'd	we've	they'll
couldn't	isn't	they're	here's
weren't	that's	I'll	hasn't
there's	aren't	won't	I've
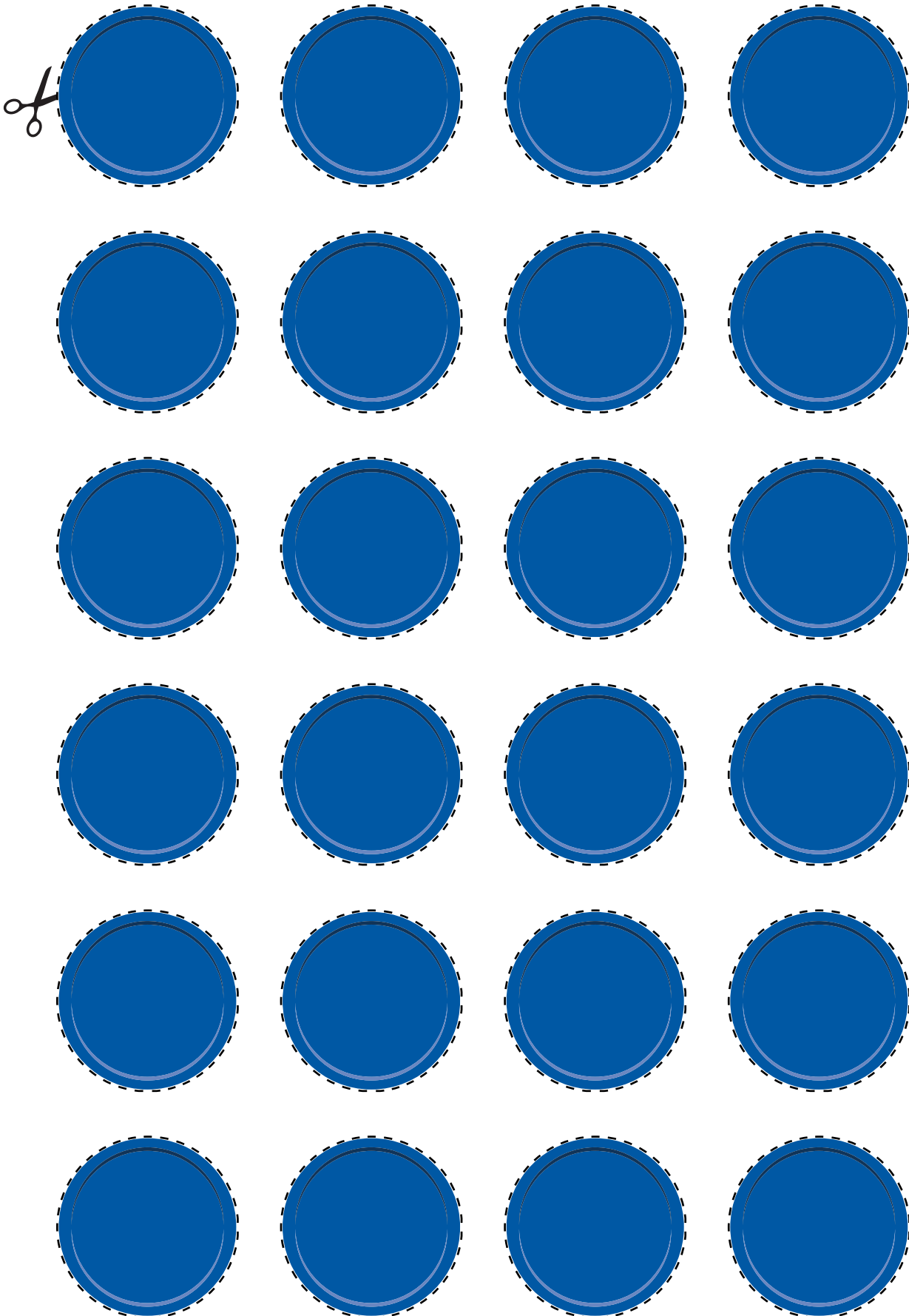
counters
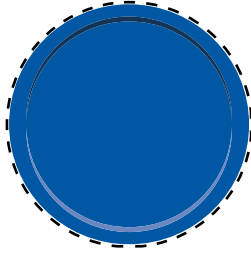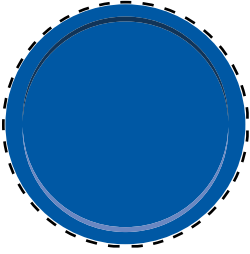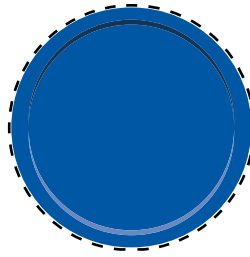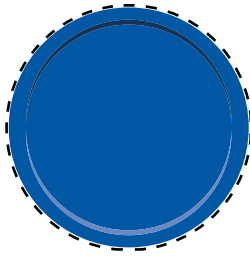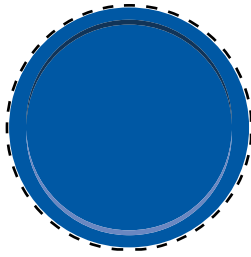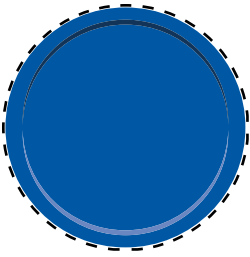
counters

I am	you are
he is	I would
they have	she will
can not	do not

word cards

let us	we are
did not	have not
who is	who will
should not	what is

word cards

she is	you would
we have	they will
could not	they are
here is	were not

word cards

that is	I will
has not	there is
are not	will not
I have	is not

word cards

Teacher Scaffold for How-to Step 3: Common Word Parts: Prefixes and Suffixes

What Are Prefixes and Suffixes?

*Write the words **lucky** and **work** on the board. As you explain a base word, prefix, and suffix, add to the words **lucky** and **work**. Use a different color marker or chalk for the base word, the prefix, and the suffix.*

This is the word **lucky**. This is the word **work**. These words are sometimes called a base word because they can stand alone and have meaning. They are also called a base word because we can add to them to change the word. For example, we can add the ending **-er** to the word **work**. When we add a word part to the end of a word, it is called a **suffix**. We can also add a word part to the beginning of a base word. When we add a word part to the beginning of a base word, it is called a **prefix**. For example, the prefix **un-** can be added to **lucky** to make the word **unlucky**.

I teach common word parts like base words, prefixes, and suffixes because it helps children break words into smaller, meaningful word parts, which can help them read, write, and understand words that are more challenging.

Family Activity for How-to Step 3: Common Word Parts: Prefixes and Suffixes

Let's review the Family Activity **Prefix or Suffix**. For this activity, your child will identify prefixes and suffixes and read words. Let me show you. *Review steps 4 and 5 of the Family Activity. Show the example (respectful) from the Family Activity so families can see it. Review the example. Model at least one example from the activity. Include family members in the model, either the whole family or members who volunteer. Answer questions about the activity.*
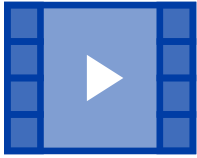
Family Literacy Video

Now, let's watch a video of a mom and her daughter doing this activity at home. *Review key points before or after the video. Answer family questions about the video.*

3.3 Prefix or Suffix? (5:42)

Key Points About the Video

- Mom discusses the meaning of each word to promote vocabulary development.
- When her daughter can't remember the word **prefix**, mom gives her a choice, "Is it a **suffix** or a **prefix**?"
- Mom and daughter enjoy painting and reading words with prefixes and suffixes.

Take the activity home and have fun with prefixes and suffixes. Tell your child how proud you are that he or she is practicing prefixes and suffixes!

Prefix or Suffix

Directions

1. Remind your child about prefixes and suffixes.

   - A **prefix** is a word part that is added to the beginning of a base word that changes its meaning. Examples of prefixes are **un-**, **re-**, **in-**. When the prefix **un-** is added to the base word **lucky**, the word changes from lucky to **unlucky**. The prefix **un-** means "not," so unlucky means not lucky.

   - A **suffix** is a word part that is added to the end of a base word that changes its meaning. Examples of suffixes include **-er**, **-ful**, **-less**. When the suffix **-er** is added to the base **work**, the word changes from work to **worker**. The suffix **-er** means "one who," so worker means one who works.

2. Provide your child with the activity sheet.

3. Cut out the word cards, shuffle, and place face down in a stack.

4. Ask your child to select a word card from the stack and read the word. Help your child blend the word parts together if needed.

5. Ask your child to:

   - Write the word in the word column of the activity sheet.

   respectful

   - Underline the base word (a word that can stand alone and has meaning).

   respectful

   - Circle the prefix if there is one.

   - Circle the suffix if there is one.

   respectful

   - Write prefix or suffix based on what was circled.

   suffix

   - Discuss the meaning of any unknown words.

   - Repeat these steps for each word in the Key.

Key

Word	Prefix or Suffix
respectful	suffix
preheat	prefix
unhappy	prefix
nonfat	prefix
untie	prefix
refresh	prefix
careful	suffix
disappear	prefix
return	prefix
unspoken	prefix
misspoke	prefix
careless	suffix
fearless	suffix
badly	suffix
eagerly	suffix
painful	suffix
boldly	suffix
recall	prefix
unwell	prefix
nonsense	prefix
disagree	prefix
misbehave	prefix
safely	suffix
mouthful	suffix
nonfiction	prefix
mislead	prefix
helpful	suffix

Prefix or Suffix Activity Sheet

Word	Prefix or Suffix
<u>respect</u>(ful)	suffix

Prefix or Suffix Activity Sheet

Word	Prefix or Suffix

respectful	**preheat**
unhappy	**nonfat**
untie	**refresh**
careful	**disappear**

word cards

return	unspoken
misspoke	careless
fearless	badly
eagerly	painful

word cards

boldly	**recall**
unwell	**nonsense**
disagree	**misbehave**
safely	**mouthful**

word cards

nonfiction	mislead
helpful	

word cards

Teacher Scaffold for How-to Step 4: Reading Words

Reading Words

*Write the word **soil** where family members can see it.*

Once children know letter sounds, such as the letter **s** says **/s/**, and how to blend, they can read many words! In second grade, children are learning more complex sound–spelling patterns and can use their knowledge of sound–spelling patterns to read unfamiliar words. Blending is the ability to put sounds together to read a word. *Model blending by pointing to the letters as you say each sound and holding the sounds.* For example, when children see the word **soil**, they are able to say "**/s/**, **/oi/**, **/l/**, **soil**."

There are many ways to support your child in reading words. For example, provide opportunities for your child to practice reading words in a list or on flashcards. It is also important for children to practice reading words in sentences and stories.

Preparation Box

Cue Up Selected Videos

....

- 3.4 Let's Read!
  https://youtu.be/Rrc_a2edRY4 *(4:44)*

Print Selected Family Activities

....

- Let's Read (Text 1)
- Let's Read (Text 2)
- Let's Read (Text 3)

Family Resources for How-to Step 4: Reading Words

There are three Family Activities that range from simpler text to more complex (Text 1, 2, and 3). Select the activity most appropriate for the child(ren).

Let's review the Family Resource **Let's Read!** For this activity, ask your child to read each word in the list and then read the text. The text includes the words from the word list. Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you read.

Keep in mind that the purpose of this activity is to provide your child with practice in using the letter–sound knowledge and blending strategy that he or she has learned. The more your child practices, the better and more confident he or she will be in reading. *Model an example from the activity. Include family members in the model, either the whole family or members who volunteer. Answer questions about the Family Activity.*
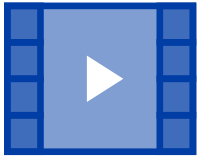
Family Literacy Video

Now, let's watch a video of a mom and her son engaging in reading word lists and text. *Review key points before or after the video. Answer family questions about the video.*

3.4 Let's Read! (4:44)

Key Points About the Video

- When her son encounters a difficult word, mom encourages him to separate the word into individual sounds (**still**) or parts (**bad-ly**) and then read the whole word.

- Mom talks about important vocabulary (**tour**, **caught her eye**) in the story.

- Mom asks her son questions about what he read to encourage language development and ensure that he understood what he read.

Take the Family Activity home and have fun with practicing reading! Tell your child how proud you are that he or she is practicing reading words!

Let's Read!

Text 1

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you read.

Directions:

1. Ask your child to read the word list in the Word List column. Help your child with any words that are difficult. The sound-spelling patterns underlined in each group of words have the same sound. For example, the **ea** or **ee** in the words **ea**t, b**ea**ns, p**ea**s, m**ea**t, and b**ee**f are underlined because **ea** and **ee** say the long **e** (/ē/) sound in these words.

2. Ask your child to read the text next to the Word List. Help your child with any words that are difficult.

3. Talk about the meanings of the words and the text.

Word List	Text
Long e (/ē/) sound: eat beans peas meat beef **Long o (/ō/) sound:** potatoes tomatoes	**Stew's Ready!** One Sunday afternoon Jim's grandma filled a big pot with meat and put it on the stove. Then she put in some water with lots of potatoes, some onions, and celery. Later in the day, she cut up some carrots to put in the pot of stew. She put in beans, peas, and tomatoes. Then she added some salt and pepper. That afternoon, Jim came home from school on the bus. When he walked in the door, he said, "Something smells good! What's cooking?" Jim's grandma told him they would have beef stew for dinner. "I love beef stew," said Jim. "I can't wait to eat!

Let's Read!

Text 2

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you read.

Directions:

1. Ask your child to read the word list in the Word List column. Help your child with any words that are difficult. The sound-spelling patterns underlined in each group of words have the same sound. For example, the **ow** in the words rainb**ow**, sh**ow**s, and foll**ow**ed are underlined because **ow** says the long **o** (/**ō**/) sound in these words.

2. Ask your child to read the text next to the Word List. Help your child with any words that are difficult.

3. Talk about the meanings of the words and the text.

Word List	Text
Long o (/ō/) sound: rainb<u>ow</u> sh<u>ow</u>s foll<u>ow</u>ed **Long i (/ī/) sound:** r<u>igh</u>t l<u>igh</u>t br<u>igh</u>t **Long a (/ā/) sound:** tod<u>ay</u> aw<u>ay</u>	**The Colors of the Rainbow** Have you ever seen a rainbow? I saw one today, far away, after a rain shower. It was very big and bright. I went for a walk so I could look at it for a while. Did you know that a rainbow shows up only when there is rain and sunshine? The sun shines on little drops of water in the air and light is reflected into the sky. Even when there is rain and sunshine, a rainbow will not be seen if the sun is too high. Rainbows are almost always seen in the early morning or late afternoon, when the sun is in just the right place. Every rainbow has the same colors. Red is always the top color, followed by orange, yellow, green, blue, and purple. I hope I get to see another rainbow soon. Some people say that rainbows are lucky. I just think they are pretty!

Let's Read!

Text 3

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you read.

Directions:

1. Ask your child to read the word list in the Word List column. Help your child with any words that are difficult. The sound-spelling patterns underlined in each group of words have the same sound. For example, the **ake** in the words c**ake**, t**ake**, and m**ake** are underlined because they follow the silent e rule where the e at the end of the word makes the vowel before it long. The **a** is long (**/ā/**) sound in these words.

2. Ask your child to read the text next to the Word List. Help your child with any words that are difficult.

3. Talk about the meanings of the words and the text.

Word List	Text
Silent e rule: c<u>ake</u> t<u>ake</u> b<u>ake</u> **Drop final -e (when adding -ing) rule:** pl<u>a</u>cing m<u>a</u>king	**The Bakery** Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the large oven. The baker asked Jill if she would like to get a tour of the kitchen. Jill smiled and said, "Yes!" The baker showed Jill and her dad the large mixer, the oven, and the huge baker's worktable. Then the baker told them how he prepares the dough to bake the cookies. As Jill listened, the shiny switch on the giant mixing machine caught her eye. She reached out her hand and flipped the switch. "Whir!" went the machine. The baker, Jill, and her dad jumped back. Chocolate cake batter sprayed around the room and all over Jill. The baker ran toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Suddenly, the baker started to laugh. Then, Jill's dad started to laugh. Jill still felt bad but she began to giggle too. Jill's dad sat and had a cup of coffee while Jill cleaned up the chocolate cake batter. When she was finished, she told the baker she was sorry about making the mess. He smiled and said, "That's okay." Then, he handed her a box to take with her. When she got outside the bakery, she looked in the box to see a huge piece of chocolate cake. Jill smiled.

Teacher Scaffold for How-to Step 5: High-Frequency Words

What Are High-Frequency Words?

High-frequency words are words that appear frequently in books. Examples of high-frequency words are **again**, **every**, **know**, and **could**. It is important that children learn to read high-frequency words automatically. When a child doesn't hesitate to read a word and pronounces it correctly, then he or she knows the word automatically. To become good readers, children must be able to read high-frequency words automatically. Practice is the key. The more your child reads and writes high-frequency words, the better he or she will get at reading them automatically.

There are many activities that families can do together to help their child read high-frequency words automatically.

1. Show your child the high-frequency word **because**. Have your child say the word, write the word, and then say the word again. *Demonstrate the activity just described.*

2. Use the provided high-frequency word cards as flashcards and time your child as he or she reads a stack of them. You can place words that were challenging for your child in a separate pile, so that you know which words need more practice. The goal is to read more words correctly in less time each time you engage in the activity. *Demonstrate the flashcard activity just described.*

> ## Preparation Box
> ### Cue Up Selected Videos
> ....
> - 3.5 Read and Spell High-Frequency Words
>   https://youtu.be/nGPZ37b_CrM *(3:00)*
>
> ### Print Selected Family Activities
> ....
> - Read and Spell High-Frequency Words

Family Activities for How-to Step 5: High-Frequency Words

Let's review the Family Activity **Read and Spell High-Frequency Words**. For this activity, your child will select a high-frequency word card, read the word, write the word, point to each letter in the written word as it is said out loud, and read the word again. Let me show you. *Select the high-frequency word card,* **does**. *Say* **does**. *Write* **does** *where families can see it. Point to each letter as you spell it out loud.* **D-o-e-s**. **Does**. Did you notice that in a very short time, I had multiple opportunities to practice the word **does**? *Model another example. Include family members in the model, either the whole family or members who volunteer. Answer questions about the Family Activity.*
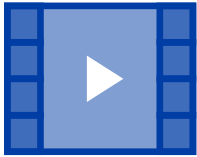
Family Literacy Video

Now, let's watch a video of a dad and his daughter engaging in this high-frequency word activity. *Review key points before or after the video. Answer family questions about the video.*

3.5 Read and Spell High-Frequency Words (3:00)

Key Points About the Video

- Dad provides several opportunities for his daughter to read and spell each word.
- Daughter uses her favorite color markers to complete the activity.
- Dad has his daughter write a sentence using high-frequency words of her choice to provide more practice opportunities.
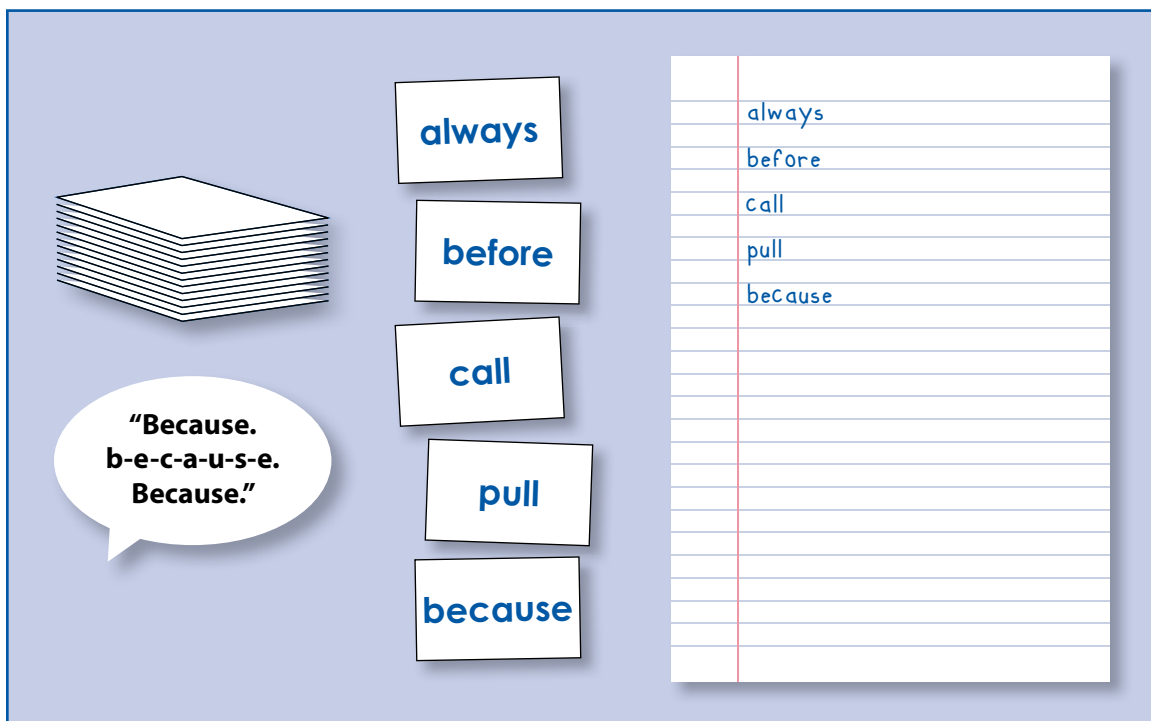
Take the Family Activity home and have fun with high-frequency words. Tell your child how proud you are that he or she is practicing reading words!

Read and Spell High-Frequency Words

Directions

1. Provide your child with a piece of paper and a pencil.

2. Cut out the word cards and place them face down in a stack.

3. Ask your child to:

   - Select a word card and read it (because). Help your child with any words that are difficult.

   - Write the word.

   - Point to each letter in the word as each letter is said out loud (b-e-c-a-u-s-e).

   - Read the word.

4. Repeat the steps for each word card.

5. Ask your child to select a few words and use them in a sentence.

Example

always	around
before	best
call	cold
fast	first
gave	goes

word cards

made	many
pull	read
sit	sleep
these	those
use	very

word cards

why	wish
write	your
because	been
both	buy
does	don't

word cards

five	**found**
green	**its**
off	**or**
right	**sing**
tell	**their**

word cards

upon	us
wash	which
work	would

word cards
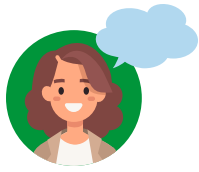
Teacher Scaffold for How-to Step 6: Challenging and Important Words

What Are Challenging and Important Words?

Sometimes children want to read books that have words that are challenging to read but important for understanding what they are reading. For example, many children love to learn about dinosaurs but would have a hard time reading about dinosaurs because the words are too challenging. The word **tyrannosaurus** would be considered challenging to read but is an important word in a book about dinosaurs. As texts become more complex, children will encounter more challenging and important words—words like **necessary**, **descend**, and **resource**. Such words may be challenging because the child either has not learned the sound–spelling pattern contained in the word or the word contains irregular sound–spelling patterns as in the word **pigeon**.

> **Preparation Box**
>
> **Cue Up Selected Videos**
>
> - 3.6 Challenging and Important Words (*Moto and Me*) https://youtu.be/CwtaMw1Jgoc *(3:46)*
>
> **Print Selected Family Activities**
>
> - Challenging and Important Words Bookmark
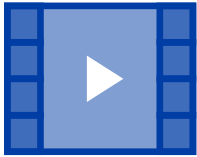> - Books to Share

Family Activities for How-to Step 6: Challenging and Important Words Bookmark

Before reading a book with your child, skim it to see if there are any challenging and important words. Select three such words that appear most frequently in the book. Introduce the words to your child before you read the book. Point to each word in the book and tell your child how to pronounce it and what it means. Ask your child to point to the word and say it. *Model using an informational text from your classroom library. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Challenging and Important Words Bookmark**. You can use the bookmark to remind you of the steps for discussing challenging and important words with your child as you read books. You can use these steps with any book.

Informational books explain factual information. Science and social studies books are examples of informational books. Examples of informational books are under **Books to Share**. *Add your suggested books to this list and let families know where they might borrow those books; for example, from your classroom library, the school library, or the public library. Print the bookmark one-sided, laminate (optional), cut along the dotted line, and give to families to use with their child as they read books. Answer questions about the Family Activity.*

It's important to share books about topics your child loves. The more interested your child is in the topic of the book, the more excited and motivated he or she will be to share it with you!

Family Literacy Video

Now let's watch a video of a mom and son reviewing challenging and important words as they read an informational book. *Review key points before or after the video. Answer family questions about the video*

3.6 Challenging and Important Words (*Moto and Me*) (3:46)

Key Points About the Video

- Mom reviews the main idea of the book because she and her son are reading the book over several days.
- Mom reviews three challenging and important words (**independent**, **razor**, **treasure**) and relates them to something familiar to her son before reading.
- When the challenging and important words appear as they read, mom asks her son what they mean.

Take the Bookmark home and have fun talking about and reading challenging and important words. Tell your child how proud you are that he or she is practicing reading!

Challenging and Important Words Bookmark

Challenging and Important Words Bookmark

Share books with your child that have words that are challenging to read but important to understanding the information in the book. Examples: **necessary**, **descend**, **resource**.

Before reading together, skim the book to find three challenging and important words that appear often. When you read together:

1. Point to word in the book and read it to your child.

2. Have your child look at the word and repeat it.

3. Explain what the word means and why it is important to understand the word for this book.

4. As you read the book, stop at the challenging and important word to talk about it.

5. Point to the word again and ask your child to read it and explain what it means.

Books to Share

Suggested Informational Books

Below are examples of informational books to read with your child. Use the provided bookmark as a reminder to talk about challenging and important words that appear often in the book.

Emperor Penguins by Roberta Edwards	*Fly Guy Presents: Dinosaurs* by Tedd Arnold
Your Fantastic Elastic Brain by JoAnn Deak	*Pet Heroes* by Nicole Corse

APPENDIX 3

Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them support their child's reading at home. Send the text messages below at appropriate times to families that request them.

- Blending means putting sounds together to read a word, like **/s/**, **/oi/**, **/l/, soil**. Help your child blend sounds together to read when he or she comes to a difficult word. Read simple sentences so that blending becomes easier and faster. You can find Family Activities and Family Literacy Videos related to blending at https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/secondgrade_recommendation3.asp.

- Understanding how to break words into syllables, or parts, can help children read and spell unfamiliar and challenging words. A **syllable** is a word part with a vowel in it. Usually, a word has as many syllables as it has vowels. **Vowels** are **a**, **e**, **i**, **o**, **u**. The other letters (like **b**, **c**, **d**, **f**) are **consonants**.

    - **Cat** has one syllable.

    - **Picnic** has two syllables (**pic-nic**).

    - **Yesterday** has three syllables (**yes-ter-day**).

- Understanding common word parts like base words, prefixes, and suffixes will help your child break words into smaller, meaningful parts, which can help him or her read, write, and understand more challenging words. **Place** is a base word because it stands alone and has meaning. **Re-** is a prefix because you add it to the beginning of a base word: **replace**. **Ment-** is a suffix because you add it to the end of a base word: **placement**. You can find Family Activities and Family Literacy Videos related to reading more challenging words at https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/secondgrade_recommendation3.asp.

- High-frequency words are words that appear frequently in books such as **after**, **some**, **could**, and **then**. It is important that children learn to read high-frequency words quickly and correctly. Ask me for a list of high-frequency words your child should practice.

- Explain challenging and important words to your child as you read books together.

- Listen to your child read books out loud as often as possible. Share books about topics your child loves. The more interested your child is in the topic of the book, the more excited and motivated he or she will be to share it with you!

A Second-Grade Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills

Family Literacy Videos

Video	Link	Duration
3.1 Fun With Consonant Blends and Digraphs	https://youtu.be/hhLlmG-MkWA	4:32
3.1 r-Controlled Vowel Sort	https://youtu.be/QKlw3-f6Cgc	2:45
3.2 Floss Spelling Rule	https://youtu.be/N0SftHCxTIU	3:47
3.2 Long Vowel Spelling Patterns	https://youtu.be/olD0vqyI-Eo	4:25
3.2 Vowel Diphthong Bingo	https://youtu.be/WewWhd7VQnE	3:34
3.2 Double the Consonant Spelling Rule	https://youtu.be/7d49Jm8X-Gk	4:25
3.2 Vowel Team Syllable Pattern Practice	https://youtu.be/Dh9G2cWYm84	4:05
3.2 Map and Swoop Vowel-r Syllable Pattern	https://youtu.be/hPyzxqa8VcQ	4:24
3.3 Base Words and Inflectional Endings	https://youtu.be/bwJ0tnRTQZU	4:00
3.3 Contraction Bingo	https://youtu.be/KfFadqUFYjM	1:54
3.3 Prefix or Suffix?	https://youtu.be/j8L7QZc7Zel	5:42
3.4 Let's Read!	https://youtu.be/Rrc_a2edRY4	4:44
3.5 Read and Spell High-Frequency Words	https://youtu.be/nGPZ37b_CrM	3:00
3.6 Challenging and Important Words (*Moto and Me*)	https://youtu.be/CwtaMw1Jgoc	3:46

Books to Share

How-to Step	Activity	Title and Author
6: Non-decodable Words	**Informational Text** Here are examples of informational texts to read with your child. Use the provided bookmark as a reminder to talk about challenging and important words that appear often in the book.	*Emperor Penguins* by Roberta Edwards
		Your Fantastic Elastic Brain by JoAnn Deak
		Fly Guy Presents: Dinosaurs by Tedd Arnold
		Pet Heroes by Nicole Corse

Teacher Resources

Table 7: Consonant, Vowel, and Syllable-Construction Patterns.*

Category	Pattern	Examples
Consonant patterns	**Consonant digraphs** and **trigraphs** (multiletter combinations that stand for one phoneme)	th, sh, ch, ph, ng, tch, dge
	Blends (two or more consecutive consonants that retain their individual sounds)	scr, st, cl, ft
	Silent-letter combinations (two letters; one represents the phoneme, and the other is not pronounced)	kn, wr, gn, rh, mb
Vowel patterns	**Vowel teams** (combination of two, three, or four letters standing for a single vowel sound)	ea, oo, oa, igh, eigh
	Vowel diphthongs (complex speech sounds or glides that begin with one vowel and gradually change to another vowel within the same syllable)	oi, ou
	R-controlled vowels or bossy r's (vowels making a unique sound when followed by r)	r, er, ir, or, ur
	Long e	ee, ie, ea, e_e, ey, ei, y, ea
	Long a	a_e, ai, ay, a_y, ei, ea, ey
Syllable-construction patterns	**Closed syllables** (short vowel spelled with a single vowel letter and ending in one or more consonants)	in-sect stu-dent
	Vowel-consonant-silent e (long vowel spelled with one vowel + one consonant + silent e)	com-pete base-ball
	Open syllables (ending with a long vowel sound, spelled with a single vowel letter)	pro-gram tor-na-do
	Vowel team (multiple letters spelling the vowel)	train-er neigh-bor-hood
	Vowel-r (vowel pronunciation changing before /r/)	char-ter cir-cus
	Consonant-le (unaccented final syllable containing a consonant before l followed by a silent e)	drib-ble puz-zle

* Source: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., et al. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Educator's Practice Guide (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance.

Recommendation 4: Fluency and Comprehension

Recommendation Reminder

Recommendation 4	How-to Steps
RECOMMENDATION 4 **Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.**	**HOW-TO STEP 1** As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.
	HOW-TO STEP 2 Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.
	HOW-TO STEP 3 Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Glossary

Accuracy means that words are read correctly.

Choral reading is when students read the same text at the same time out loud at a set pace.

Comprehension means understanding what you read.

Echo reading is when a more proficient reader reads a sentence or paragraph as a less proficient reader follows along with his or her finger, and then the less proficient reader reads the same sentence or paragraph.

Fluency means reading words correctly, quickly (at a conversational pace), and with expression.

Model means showing your child the behavior you expect him or her to do.

Reading together or partner reading is when a more proficient reader and a less proficient reader read the same thing at the same time.

Self-correction is when you realize that you misread a word and go back and correct it on your own.

Recommendation 4 reminds us to ensure that each student reads connected text every day to support reading **accuracy**, **fluency**, and **comprehension**. As students read orally, you should model and scaffold instruction to support accurate and efficient word identification. Activities in which students receive support from a more proficient reader can aid in word identification. This support can be from you in small groups or from an assistant, another family member, or even a peer. Model effective **word identification** strategies and provide scaffolded support to the student when a challenging word is encountered.

Instructional-level text is used so that students can practice recently taught sound–spelling patterns. Students should be able to accurately read at least 90 percent of the words in instructional-level text. When students encounter a challenging word, remind them of the decoding strategy they have learned. If the word is not decodable or is irregular, tell them the word and have them repeat it. As students become more proficient in reading, gradually release more responsibility to them to read difficult words, providing support when students encounter more challenging words.
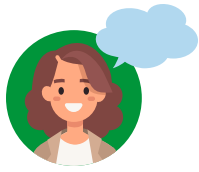
Reading Accurately and Fluently

Teach students how to monitor their understanding of the text and how to correct their word-reading errors. Also, introduce reading activities that integrate reading words accurately and fluently. When a student misreads a word that he or she should be able to read, pause to allow the student the opportunity to self-correct the error and then have the student correctly reread the sentence that contained the misread word. If the student is unable to identify the word correctly, read the sentence exactly as the student read it and ask the student if it made sense. As students begin to self-correct and self-monitor, you can use these kinds of scaffolds less frequently.

Reading with Expression

Provide opportunities for oral reading practice with feedback to develop fluent and accurate **reading with expression**. Model how to read in meaningful phrases as opposed to word by word, and teach students how to interpret punctuation marks. Decrease support for expressive reading as students begin to read text in longer phrases. Model how to read accurately and fluently using familiar texts. Gradually move to more challenging texts as students' reading rate and accuracy progress. When students practice fluency on their own, they should read **independent-level text**, meaning that they can read at least 95 percent of the words accurately. When students read orally with support from a more proficient reader, they should read text at their **instructional level**. **Frustration-level text** is text that is difficult for students to read accurately. Students should not read text at their frustration level without teacher instruction and support.

Activities to practice reading fluently include partner reading, echo reading, and choral reading. In **partner reading**, two students work together to read an assigned text. In **echo reading**, a more proficient reader such as the teacher reads a section of the text out loud and then the student reads the same section of text out loud. In **choral reading**, students all read the same text out loud at a set pace. Computerized devices can also provide oral reading practice if the text used is at an appropriate level for the student. **Repeated reading**, or reading the same text multiple times for mastery, exposes students to the same words repeatedly so that students are less likely to practice incorrect word reading or guess at words and more likely to read words efficiently by increasing accuracy and rate. **Wide reading**, or reading many different kinds of texts, exposes students to diverse vocabulary and world knowledge.

Teacher Scaffold for How-to Step 1: Accurate and Efficient Word Identification

What Is Accurate and Efficient Word Identification?

As your child practices reading out loud, it is important to help him or her to read words accurately and quickly. When children read words accurately, it helps them understand what they are reading, and as children practice reading, they read words more efficiently by increasing accuracy and rate. **Rate** is the pace at which you read, and we want children to read at a conversational pace. When children can read words correctly and fairly quickly, they can focus their attention on understanding what they are reading instead of trying to identify each word.

How Can Families Support Accurate and Efficient Word Identification?

Families can do two important things to help their child read words correctly and quickly.

1. Read out loud to your child every day! Reading to your child can be a special time together. It will show him or her that reading is important and fun! Reading out loud helps your child understand what reading should sound like and provides a **model** of how to read words correctly, quickly, and with expression! Reading with the right expression means that you are talking like the characters in the book—your voice sounds excited when the character is excited or sad when the character is sad.

2. **Encourage** and help your child as he or she reads out loud. You may need to help your child when he or she comes to a word that is difficult to read. You might provide a reminder by saying, "Let's say each part in this word and then put the parts together to read it." Any reminder that encourages your child to use what he or she already knows to figure out the word can be helpful. Sometimes, showing your child how to say each part of the word and then reading the word may be helpful.

As you read with your child, remember to be patient because reading is a skill that takes a lot of practice. Be sure to let your child know that you are proud of his or her progress! The support and encouragement you give your child will help him or her improve in reading and become an independent reader.

When choosing books for your child to read out loud, select books that are of interest to your child, are not too easy or too hard, and are linked to his or her experiences or concerns. You can ask me for recommendations of books at your child's reading level. If your child is interested in cars or is afraid of the dark, it can be helpful to select books on those topics.

Preparation Box

Cue Up Selected Videos

• When You Read to Me (*Happy Birthday, Danny and the Dinosaur!*) https://youtu.be/QGr7nDCGRrM *(4:11)*

Print Selected Family Activities

• When I Read to You, When You Read to Me Bookmark

• Books to Share

Family Activities for How-to Step 1: Accurate and Efficient Word Identification

Let's review the Family Activity **When I Read to You/When You Read to Me Bookmark**. On one side of this bookmark are tips to use as you read out loud to your child. On the other side are tips for when your child reads out loud to you. It also includes recommended books that you can read with your child.

Books to Share includes a list of suggested informational texts that you can use to help your child read words correctly, at a conversational pace, and with expression. *Add to the list appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source. Answer questions about the Family Activity and the recommended books.*
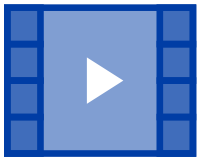
Family Literacy Video

Now, let's watch a video of a family engaging in **When I Read to You/When You Read to Me**. *Review key points before or after the video. Answer family questions about the video.*

4.1 When You Read to Me (*Happy Birthday, Danny and the Dinosaur!*) (4:11)

Key Points About the Video

- Mom encourages her son to use his finger to point to the words as he reads.
- Mom helps her son read challenging words (**helped**, **song**) by modeling how to read them and then asks him to read the sentence again for another opportunity to practice.
- Mom and her son have fun talking about the book.

Take the Family Activity home and have fun reading out loud to your child and listening to your child read out loud to you. Tell your child how proud you are that he or she is practicing reading!

When I Read to You/ When You Read to Me Bookmark

When I Read to You

Reading to your child can be a special time to spend together. Here are tips for reading out loud to a child:

☐ Read to your child every day.

☐ Read about things your child is interested in and enjoys.

☐ Read at the same pace that you talk.

☐ Read with expression. Give different characters different voices. Change your voice to match how the character in the book feels.

☐ Reread books your child enjoys.

☐ Explain some words that your child may not understand.

☐ Read different types of things like poems, books that tell a story, and informational books (for example, factual books about volcanoes, weather, or animals).

☐ Read books that are too difficult for your child to read on his or her own.

When You Read to Me

Listening to your child read out loud can help him or her read words correctly and quickly. Here are tips for when your child reads out loud to you:

Select books that are

☐ Interesting to your child.
  - Not too easy or too hard.
  - Linked to your child's experiences or concerns.
  - Recommended by your child's teacher.

☐ Have your child point to the words while reading.

☐ When he or she makes a mistake, reread the sentence with the mistake and ask, "Does that make sense?"

☐ When your child cannot read a word, use these tips in this order until he or she reads the word:
  - Say each sound in this word and then put the sounds together.
  - What is the first sound? Next sound? Next sound? Can you put the sounds together to read the word?
  - Let's say each sound together and then read the word.
  - I'll say each sound in the word and then read it. Then you try.
  - This word is _____. What is this word? Read this sentence again.

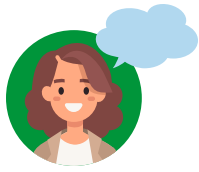## Books to Share

Suggested Informational Books

Below are examples of informational books to read with your child. Use the provided bookmark to help your child read words correctly, at a conversational pace, and with expression.

Emperor Penguins by Roberta Edwards

Your Fantastic Elastic Brain by JoAnn Deak

Fly Guy Presents: Dinosaurs by Tedd Arnold

Pet Heroes by Nicole Corse

Teacher Scaffold for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

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Preparation Box
Cue Up Selected Videos

- 4.2 Does That Make Sense?
  https://youtu.be/VMTWP2Rhlo0 *(2:40)*

Print Selected Family Activities

- Does That Make Sense?
- Books to Share

</div>

Recognizing Misread Words and Correcting Errors

Experienced readers know when what they are reading does not make sense because they have misread a word. Once they realize that they have misread a word, experienced readers can correct their mistake. Many second-grade students are still learning to be independent readers and don't always notice when they misread a word because they don't always pay attention to what they are reading. So, it is important to show children how to recognize misread words when they read. Readers should think about what they are reading and decide whether it makes sense or not; that is, they should **self-monitor**. We also need to show children how to **self-correct** when they misread a word. Improving the ability to self-monitor and self-correct will help children understand what they read and become better readers.

Family Activities for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

Families can help children monitor what they read and make corrections when words are misread. As you read to your child, you can provide examples of how to recognize when words are misread by "thinking out loud." You can say things such as, "That didn't make sense. I'm going to read that sentence again." When your child reads to you and misreads a word, ask him or her to stop and see whether he or she can correct the error. If not, reread the sentence with the missed word exactly as your child read it and ask, "Did that make sense?" If your child does not self-correct, read the word and have him or her reread it. Then have your child read the sentence correctly.

Let's review the Family Activity **Does That Make Sense?** *Review each step of the Family Activity. Model at least one example. Include family members in the model, either the whole family or members who volunteer.*
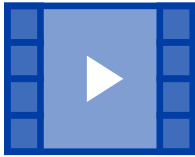
Family Literacy Video

Now, let's watch a video showing what this looks like at home. *Review key points before or after the video. Answer family questions about the video.*

4.2 Does That Make Sense? (2:40)

Key Points About the Video

- When her sone makes a reading error, mom reads the sentence just as her son read it and asks, "Does that make sense?" to provide her son an opportunity to self-correct.
- Mom has her son reread misread words correctly and then read the whole sentence again.

Let's review the **Books to Share**, a list of suggested books to listen to your child read and help him or her recognize and correct misread words. *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source. Answer questions about the Family Activities.*

Take the Family Activity home and have fun helping your child monitor his or her understanding and correct errors. As you read with your child, remember to be patient because reading is a skill that takes a lot of practice. Tell your child how proud you are that he or she is practicing reading!

Does That Make Sense? Bookmark

Does That Make Sense?

It is important to help children pay attention to what they read and make corrections when words are misread. Ask your child to read the story. When your child misreads a word:

3. Ask, "Does that make sense?"

4. If your child does not know where the error was made, point to the word and ask him or her to read it.

5. If he or she cannot read the word, read the sentence exactly as he or she read it, with the error. Ask, "Does that make sense?"

6. If he or she does not fix the mistake, read the word and ask your child to read the word.

7. Ask your child to read the whole sentence correctly.

Time for a Bath

It's time to give my big dog a bath. He does not like it, not one bit! He spent the day outside rolling around in my mom's garden. He is covered with mud and bits of grass. He ran up to me wagging his tail and wanting to play. He does not know that I have a plan.

First, I have to put on his leash. My mom helps me hook his leash to a pipe so that he can't get away. He has guessed what I'm going to do and is starting to bark and jump around. I use a soft voice to calm him down and give him hugs. He has long hair so it takes a lot of soap to get him clean and then a lot of water to get out the soap! I always get soap on me too.

When I finish, I rub him with a towel and then stand back. He shakes his body so hard that nearly every drop of water flies off! Next, I use a large brush to make his fur shiny and sleek. The funniest thing is that when I am all done, I am clean too!

Books to Share

Suggested Books to Practice Recognizing Misread Words and Correcting Errors
Listen to your child read and help your child recognize and correct misread words.

Dog Man (Series) by Dav Pilkey

The Magic Tree House (Series) by Mary Pope Osborne

Owl Diaries (Series) by Rebecca Elliott

The Best Seat in Second Grade by Katharine Kenah

The Rainbow Fish by Marcus Pfister

Teacher Scaffold for How-to Step 3: Oral Reading Practice

Why Is Oral Reading Practice Important?

Oral reading practice is when children read out loud. Children in second grade need many opportunities for oral reading practice. As children read out loud, it is important to have a more proficient reader who listens and offers help when needed. As children read out loud, they get better at reading words correctly, quickly, and with the right expression (that is, fluently). Reading words quickly means reading them at the same pace at which we talk. When you read with the right expression, you understand what commas, periods, and question marks mean. Reading with expression shows that you understand what you read; for example, when you change your voice to sound excited when a character is excited. When children read fluently, they can focus their attention on understanding what they are reading rather than trying to figure out how to read the words. The more children practice reading out loud with support, the better readers they will become!

How Can Families Support Oral Reading Practice?

You can support your child in oral reading practice in many ways. You can **Echo Read** and **Read Together**.

- **Echo Reading** means that the more proficient reader reads part of a book out loud and then the child reads the same part out loud. So, the child echoes what you read. As you echo read with your child, make sure that he or she follows along while you read by looking at the words as you read them. Your child should point to the words as he or she reads the same thing you read. This is to make sure your child is paying attention to the words and not just repeating what you say.

- **Reading Together** means that you and your child read the same thing out loud at the same time. When you read at the same time, make sure your child follows along by pointing to each word. You can slow your pace of reading down a little when you read at the same time.

Family Activities for How-to Step 3: Oral Reading Practice

Let's review the Family Activity **Practice Reading Out Loud Bookmark**. This bookmark reminds us of the importance of reading with children every day. More proficient readers should read out loud to be a model for what good reading sounds like. Children should practice reading out loud while they receive help from a more proficient reader.

Model at least one example of echo reading and one example of reading together. Include family members in the model, either the whole family or members who volunteer.

Suggested **Books to Share** as you echo read and read together are also included. *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source.*
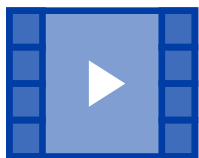
Family Literacy Videos

Let's watch a mom and her son engaged in **Echo Reading**. *Review key points before or after the video. Answer family questions about the video.*

4.3 Echo Reading (*Danny and the Dinosaur and the New Puppy*) (3:56)

Key Points About the Video

- Mom and her son read the title, look at the cover, and make a quick prediction about what they think the book will be about before reading.
- Mom models reading with expression, which is an important part of reading fluently.
- Mom praises her son for using expression (different voices for different characters) as he reads.

Here is a mom and her son engaged in **Reading Together**. *Review key points before or after the video. Answer family questions about the video.*

4.3 Reading Together (*Danny and the Dinosaur and the New Puppy*) (2:10)

Key Points About the Video

- Mom reads at a conversational pace and with expression to model fluent reading.
- Mom encourages her son to point to the words as he reads and reviews words (**leap**, **tug**, **shrug**, **heap**) to make sure he understands what they are reading.
- Mom tells her son she is proud of him for practicing reading.

Take the Family Activity home and have fun practicing reading out loud. The encouragement and support children receive as they read out loud will help them become more fluent and confident readers. As you read with your child, remember to be patient because reading is a skill that takes a lot of practice. Tell your child how proud you are that he or she is practicing reading!

Practice Reading Out Loud Bookmark

Echo Reading

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what is being read.

Echo reading is when you read a sentence and then your child reads the same sentence. You may echo read a single sentence or multiple sentences. Over time, read longer books and encourage your child to read at the same pace that we talk. Echo reading helps build your child's confidence. Follow these steps:

8. Share a book or have two copies of the same book.
9. Read a sentence out loud from the book.
10. Have your child read the same sentence out loud. Ask your child to follow the words with his or her finger while reading.
11. Continue Steps 2 and 3 for the rest of the book.

Reading Together

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what is being read.

Reading together is when you and your child read the same thing at the same time. Your child can point to the words. Read with expression—change your voice to match the characters' feelings and follow punctuation (question marks, periods, commas).

- Sit together to share a book.
- Read the book out loud at the same time.
- Make sure your child follows along by pointing to each word.
- Tell your child how much you love to read together and how proud of him or her you are for practicing reading.

Books to Share

Suggested Books to Practice Reading Out Loud
Use the information on the bookmark to Echo Read and Read Together.

The Magic School Bus Series by Joanna Cole	*The Day the Crayons Quit* by Drew Daywait
Waiting is Not Easy! by Mo Willems	*Oh Say Can You Say What's the Weather Today?: All About Weather (Cat in the Hat's Learning Library* by Tish Rabe
The Book With No Pictures by B.J. Novak	

APPENDIX 4

Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them support their child's reading at home. Send the text messages below at appropriate times to families that request them.

- Places to find books to share with your child include our classroom library, your public library, yard sales, and your friends and family.

- Look at websites and apps for free online children's books. Two examples:

  - Storyjumper: https://www.storyjumper.com.

  - Free Kids Books: https://freekidsbooks.org.

- When selecting a book for your child to read to you, look for a book that is interesting and enjoyable to your child. Ask your child to read page 2 of the book out loud. If there are four or five words that your child does not know, select an easier book.

- When your child reads out loud and does not know a word, ask your child to break the word into parts (if it is a longer word) or sounds (if it is a shorter word) and then put the parts (or the sounds) together to read the word. If your child still needs help, show your child how to break the word into parts or individual sounds and then read the word. Have him or her repeat the word and read it in the sentence. Tell your child how proud you are that he or she is practicing reading!

- Make time this weekend to create a special space in your home for reading together and storing books. Include a soft chair, pillows, or a beanbag chair in your special reading space.

- Spend some time together reading before bedtime.

- Keep books in baskets or on top of coffee tables so children can see them and easily reach them.

Family Literacy Videos

Title	Author of Books Used	Link	Duration
4.1 When You Read to Me (*Happy Birthday, Danny and the Dinosaur!*)	Syd Hoff	https://youtu.be/QGr7nDCGRrM	4:11
4.2 Does That Make Sense?		https://youtu.be/VMTWP2Rhlo0	2:40
4.3 Echo Reading (*Danny and the Dinosaur and the New Puppy*)	Syd Hoff	https://youtu.be/Gu-a0nLhZ8I	3:56
4.3 Reading Together (*Danny and the Dinosaur and the New Puppy*)	Syd Hoff	https://youtu.be/x7lOPf9ULjY	2:10

Books to Share

How-to Step	Activity	Title and Author
1: As your child reads out loud, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.	**Read Out Loud to Your Child** Model reading words correctly, at a conversational pace and with expression.	*Emperor Penguins* by Roberta Edwards
		Your Fantastic Elastic Brain by JoAnn Deak
		Fly Guy Presents: Dinosaurs by Tedd Arnold
		Pet Heroes by Nicole Corse
2: Teach your child to self-monitor his or her understanding of the text and to self-correct word-reading errors.	**Recognizing Misread Words and Correcting Errors** Listen to your child read and help him or her recognize and correct misread words.	*Dog Man (Series)* by Dav Pilkey
		The Magic Tree House (Series) by Mary Pope Osborne
		Owl Diaries (Series) by Rebecca Elliott
		The Best Seat in Second Grade by Katharine Kenah
		The Rainbow Fish by Marcus Pfister
3: Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.	**Practice Reading Out Loud** Use the information on the bookmark to Echo Read and Read Together.	*The Magic School Bus Series* by Joanna Cole
		Waiting is Not Easy! by Mo Willems
		The Book With No Pictures by B.J. Novak
		The Day the Crayons Quit by Drew Daywait
		Oh Say Can You Say What's the Weather Today?: All About Weather (Cat in the Hat's Learning Library by Tish Rabe

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