

Reading Routines

Research has demonstrated the importance of explicit, systematic instruction in phonological awareness, basic and advanced phonics, spelling, and decoding. ***Inside Language, Literacy, and Content*** features several instructional routines for presenting this instruction. In the Fundamentals level, these foundational skills are built into core lessons. For students who have demonstrated knowledge of basic and advanced phonics and have placed into levels A-C, phonics reteaching and intervention resources are provided in the ***Inside Phonics*** kit.

Reading Routine 1: Introduce Sound/Spellings

Step 1 Develop Phonemic Awareness

Purpose To orient students to the sounds of English

Procedure

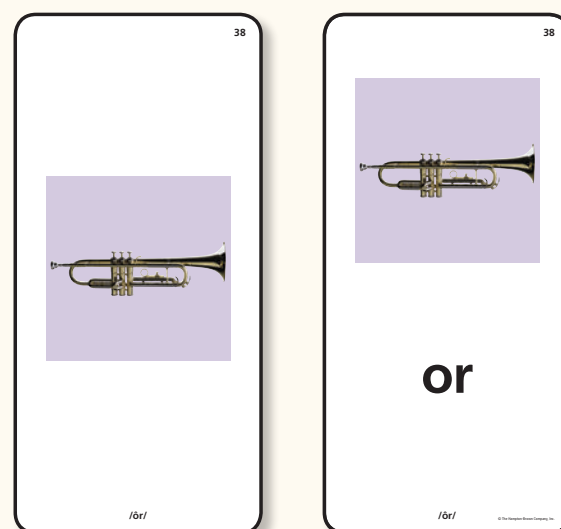
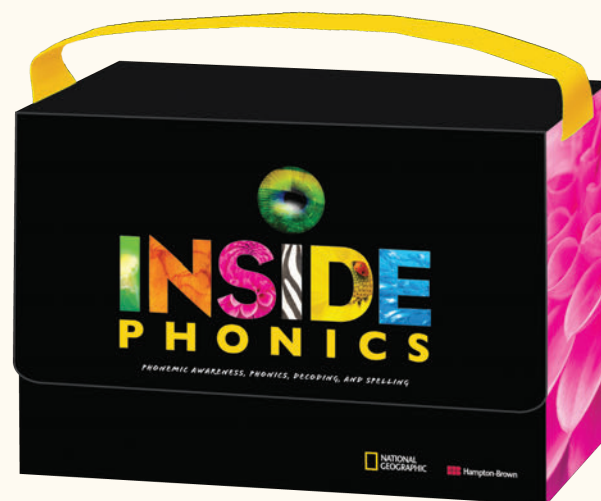
1. Provide examples of words with the target sound in the initial, final, and medial positions. (Note that some positions may not be applicable with all elements.)
2. Say a series of words, some with the target sound and some without. Have students respond to indicate when they hear the target sound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

Step 2: Introduce the Sound/Spelling

Purpose To help students connect sounds of English with their spellings

Procedure

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



Sound/Spelling Card

Step 3 Blend Sound-by-Sound

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

Procedure

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

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Step 4 Spell Sound-by-Sound Spelling

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

Procedure

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

north									
<small> ABCDEFGHIJKLMNOPQRSTUVWXYZ abcdefghijklmnopqrstuvwxyz </small>									

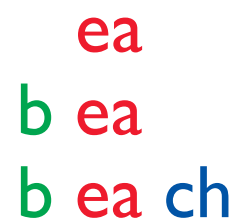
Write-on/Wipe-off Board

Reading Routine 2: Vowel-First Blending

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

Procedure

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



Reading Routine 3: Reading Decodable Text

Purpose To practice reading words with the sound/spelling patterns taught in phonics and decoding lessons

Preparation Have students who need extra support sit closer to you so you can provide immediate corrective feedback. Display the **Sound/Spelling Cards** for the target sound/spellings that appear in the text. Have students name the sound and the spelling. Then point out that those sound/spellings will appear frequently in the text they are about to read.

Procedure Students should read the text four times, each time for a different purpose. Prior to the first read, have students chorally read the title of the passage, and give them a brief overview of the passage. Then remind them to use the blending routines and refer to the **Sound/Spelling Cards** as they read.

First Read Whisper Read

1. Have students read the first page or section of text aloud quietly. Monitor students as they read, and listen for misread words. Provide immediate feedback to correct the misread words, and ask students to reread the sentences. If necessary, pronounce non-decodable selection words for students.
2. After students read, summarize the common errors you identified. Reteach the related **Sound/Spelling Cards**.
3. Have students repeat the process for the remaining pages or sections of the text.
4. Have students show you the hard words they found in the selection and tell how they figured out those words.

Reading Routines, continued

Second Read Partner Reading

1. If students struggled in the first read, have those students who need extra help read aloud with you.
2. Discuss hard words students found as they read. Have partners tell how they figured out the words.
3. Have students summarize the selection by responding to prompts and questions about it. Prompts for the Decodable Passages in the Student Book are provided for each passage.

Third Read Group Reading

1. Review the genre of the selection. Remind students about the defining characteristics of the genre and how those are present in the text.
2. If a selection contains text features such as captions, headings, or diagrams, point out those features. Read each one and discuss with the students how they help them better understand the selection.
3. Call on a student at random to read the first four sentences of the selection. Then call on other students to read the next portions of the selection. As you listen to students read, focus on whether they have corrected the common errors you noticed during the first read. If they have not, repeat the corrective feedback.

Fourth Read Choral Reading

1. Listen while students read the selection chorally.
2. Read the last two sentences in the selection, modeling appropriate phrasing. Have students chorally read the sentences, and listen to assess their phrasing.
3. Have students demonstrate comprehension of the selection by responding to prompts and questions about it. Prompts for the Decodable Passages in the Student Book are provided for each passage.



Decodable Passages
(in *Student Edition*, Fundamentals Level Volumes 1 and 2.)

Decodable Passage 1

A Lap, a Cat Nap, and a Pal

Pam stands at the window and claps.
"Dad! Dad! I can see a van, and I can see a man in a tan cap. The man has a fat cat. Can I go and gab, Dad?" Pam asks.
Dad hangs up a damp rag and says, "Okay, Pam. I can go, too."
Pam runs fast to the van. Pam says, "Hi. I am Pam. I saw your van and your cat."
"I am Frank," says the man in the tan cap. "And my cat is Max. This is our brand new home." Dad and Frank shake hands.
"Can I pat Max?" asks Pam.
"You can pat Max," Frank says. "Max is a fan of pats, and Max is a fan of laps, too."
Pam had a plan.
Pam sat down, and Max sat on her lap. Max had a cat nap on Pam! Max is a fan of laps and naps! Pam, Frank, Dad, and Max are pals. Pam is glad.

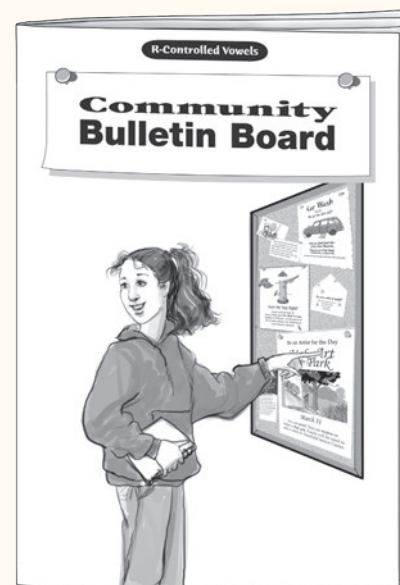
Words with short a

and	claps	Frank	has	naps	rag
asks	Dad	gab	lap	pal	ran
at	damp	glad	laps	pals	sat
heard	fan	had	man	Pam	stands
can	fast	hands	Max	pat	tan
cap	fat	hangs	nap	plan	van
cat					

Unit 1 High Frequency Words

go	home	now
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334 Decodable Passages



Tear-Out/Fold-Up Books
(in *Practice Book*, Fundamentals Level Volumes 1 and 2 and *Inside Phonics*.)

Other Reading Routines

Throughout the program, additional instructional routines provide explicit, systematic practice with key reading skills and strategies.

Whole-Word Blending

Purpose To develop a strategy for decoding unfamiliar words which contain familiar sound/spellings

Procedure

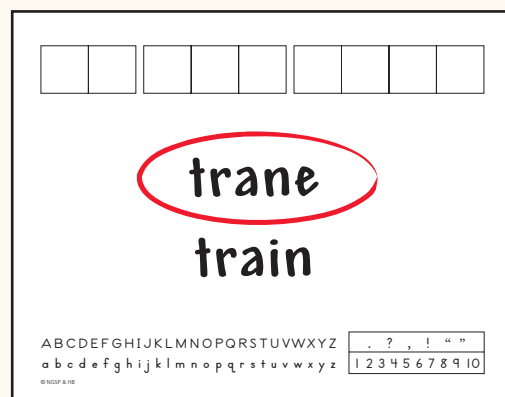
1. Display a word that includes the target sound/spelling.
2. Point to each sound/spelling. Have students blend the sounds as you point.
3. Sweep your hand under the whole word and have students blend and read it.
4. Have students say the word naturally.

Whole-Word Spelling

Purpose To develop a strategy for spelling unfamiliar words which contain familiar sound/spellings

Procedure

1. Say a word that includes the target sound/spelling. Use the word in a sentence, then say the word again.
2. Have students say the word.
3. Have students write the word. Invite them to refer to **Sound/Spelling Cards** if they need help associating spellings with sounds.
4. Write the word correctly, and have students check their work.
5. Have students circle the word if they spelled it incorrectly and then write it correctly.



Write-on/Wipe-off Board

High Frequency Word Practice

The Fundamentals level of **Inside**, as well as the **Inside Phonics** kit, include lessons to teach high frequency words that students need to recognize in their reading and use effectively in their writing. Use the instructional routine in the lessons to present each word. Practice the words daily selecting from the following activities

Activities for Daily Practice

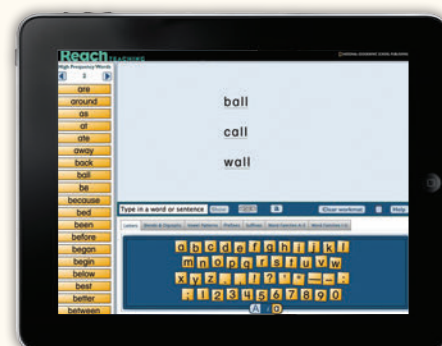
Word Chart Have students use index cards to make a word card for each new word. Add the cards to a classroom word chart, organizing them by the sound of the first letter. Use the chart to play the following practice games:

- Group members take turns saying a sound, and other group members name the words on the chart that start with that sound.
- Point to words at random, and have students read them aloud. Increase the pace of the game as students gain familiarity with the words.
- State the meaning of a word and have students say the word aloud.
- Have students take a card from the chart and use the word in a sentence.

Repeat one or more of these quick activities at the beginning of each day's practice session.

Word Hunt Partners or small groups challenge one another to find words from the list in the unit's reading selections or in print around the school or classroom.

Interactive Whiteboard Games Display the **Word Builder** located on myNGconnect.com. Use the digital letter tiles to spell words from the word chart one letter at a time. Pause after placing each letter to see if students can guess the word you are spelling. Alternatively, set several tiles on the projector, give clues about a word, and have volunteers come to the projector and spell the word with the tiles. (For example, say: *It starts with n and rhymes with blue. What is the word?* or *What is the opposite of old?*)



Word Builder App

Open Word Sorts Have partners write the set of words on cards and then put them in as many categories as they can. These categories can be print based (e.g., start with same letter; have the same number of letters; share a common word part) or semantic (related to a category, such as family or animals). Students come up with their own categories and explain them.

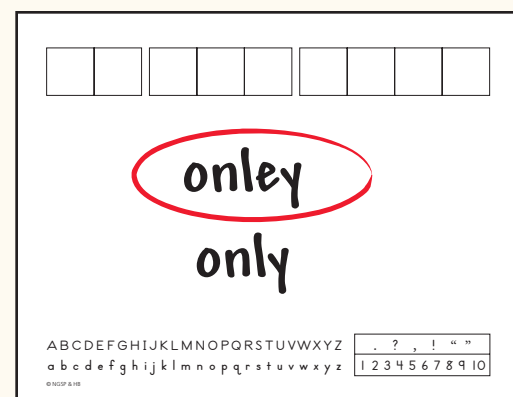
Spelling Practice Say a sentence omitting one of the words. Have students write the word on a **Write-on/Wipe-off Board**. Write the word for students to see, and have them check their work. If they wrote the word incorrectly, have them circle the word and write it again. Invite students that need extra support to refer to the word chart as they write. You may even wish to isolate the few words students will be practicing and review them together.

Routine for Reteaching the High Frequency Words

Group students who did not master the high frequency words. Reteach about five words at a time. Work at the overhead using letter and word tiles to carry out the following reteaching routine:

1. Write the word or set out the word tile on the overhead. Say: *Look at the word.*
2. Tell students: *Listen to the word.* Then point to the word as you say it. Have students repeat the word.
3. Next use the word in a sentence and discuss its meaning.
4. Tell students: *Say the word.*
5. Have students spell the word as you place letter tiles on the overhead. Point to each letter again and have students spell the word.
6. Then ask students to say the word on their own and write it.

Choose from the practice options above to practice the words you are reteaching.



Write-on/Wipe-off Board