

ACTION 100

Read-to-Me: 500-Book Kid

Action Plan

Additional Practice

Expert Coaching

500-Book Kid Read-Aloud Immersion

Listen to 20 books read aloud every day. This will be 500 books in one month.

Each morning, RTM student selects 20 books from a 2B or 1R basket (or other source) that he would like to hear and stores them in a basket on top of his desk. He must make sure he has heard every book in his basket read to him before the end of the day. After it is read, each title is logged in the 500-Book Kid Logbook.

Give him the following help:

15 minutes daily: Student Book Buddy _____

Have an older student come down at the same time every day to read to his RTM book buddy.

15 minutes daily: Adult Reading Coach 1-1 _____

30 minutes daily: 100BC Partner _____

Have the RTM student sit beside one of the best readers in your class. The RTM student listens to the partner read out loud. Each student gets 15-minute Steps for this time. Students who are behind in Steps may read books to the RTM student at other times in the day in order to make up their own reading time.

10 minutes daily: Small-group session with other RTM readers and skilled reading teacher who reads aloud to the group. Check daily to see if any of the students are ready to handle 1Y. Move them into 1Y ASAP.

Student will:

- Understand and enjoy stories read aloud to the entire class.
- Laugh at the funny parts.
- Make connections.
- Make predictions.
- Retell or summarize a simple story (2B/1R).
- Pretend-read picture books.
- Develop an identity as a person who likes books.
- Develop preferences in reading that reflect his personality: e.g., favorite titles, authors, and topics.

Move into 1Y as soon as the reader is able to remember the pattern and use it to read through a Yellow book. This doesn't have to be accurate reading, just sensible reading.

Decide whether the student needs to continue with the 500-Book Read-Aloud while working in 1Y, or if he should move to the 1-3Y Action Plan.

Be sure to read LOTS of books out loud to your entire class every day. Help them develop their listening comprehension ability.

For example: The security guard (or nurse, or secretary, or classroom assistant, or crossing guard, or principal, etc.) comes to the classroom every day at 1:00 to pick up the RTM student. The student takes his 500-Book Kid Logbook and his personally selected basket of books and they walk down to the Security Guard station in the front hall. The student selects a book from the basket for the adult to read to him. AFTER he finishes the whole book, the adult records the title in the Logbook. Then they read another, and another, and another for as long as they both are enjoying it. Then they return to the classroom. The student may select the same book to be read aloud every day. This is good news. This is the beginning of becoming a reader. Every time a student hears a book read aloud, it is recorded in the Logbook. The same book may be recorded multiple times.

What about the other classes the student is missing?

Don't worry about them. Nothing is more important than learning to read. Have him spend as much time listening to people read to him as he possibly can without getting tired of it.

ACTION 100

1-3Y: A Basket a Day

Action Plan

Additional Practice

A Basket a Day

Master an entire basket of Yellow books every day. Take home and read at least 10 books every night.

Put a basket of Yellow books on the reader's desk. Tell her to learn how to read them all by the end of the day. Give her the following help:

15 minutes daily:

Student Book Buddy _____

Have an older student come down at the same time every day to read with his 1-3Y book buddy. Consider using an older student who is seriously behind in reading, but is at least a 1B. Both students can afford to miss everything else for this activity.

15 minutes daily:

Adult Reading Coach 1-1 _____
Be sure the coach is teaching problem-solving, not sounding out, or it will do more harm than good.

30 minutes daily: 100BC.

1-3Y reading practice in class sitting near someone who can get him/her started on the first page.

10-15 minutes daily: Small-group session with other 1-3Y readers and skilled reading teacher.

Expert Coaching

Reading Is Thinking: Promote problem-solving behavior on the part of the reader.

1-3Y readers move through these stages, in sequential order:

- 1Y: Listen to the first sentence, memorize it, and use it (and the pictures) to “read” the rest of the book. Once she can do that, have her
- 2Y: Point to each word as she says it. Once she can do that, have her
- 3Y: Use the first letter sound to help figure out (check her reading of) the one new word on each page. Once she can do that, have her
- Transition to 1G: Begin to learn 1G Power Words

Tracking: One-to-One Correspondence

If the student is unable to point to each word as she says it, she probably hasn't developed 1-1 correspondence for counting either.

Phonics: Teach initial consonant sounds ONLY. Ignore all the other letter sounds, especially vowels. She will learn the vowel sounds in 1B.

Problem-Solving: Teach problem-solving, instead of sounding out: NEVER say “Sound it out” to a 1-3Y reader. 1-3Y readers who put their heads down and laboriously sound out across the letters, instead of figuring out what the word probably is, based on everything that has happened so far, what they know about how language works, and after investigating the picture clues, are not learning to think while they read. Students who over-rely on “sounding out” all the letters, instead of using all the cueing systems to figure out what the word is, are students who have comprehension trouble as the books become more complicated.

Repeated Reading: Have the student read the Yellow books over and over again until they no longer need help with the first pages.

Power Words: Once they no longer need help with most of the Yellow books in your baskets, put the Power Words they can read in those books on flash cards so they can begin getting ready for 1G. Students should be able to read a word in context before it goes on a flash card for practice in isolation.

Here is my...This is the...I see a ...

2-3Y Tracking/One-to-One Correspondence and Initial Consonant Practice



2Y: Tracking/One-to-One Correspondence

Integrating Motor and Conceptual Outputs

Some students have trouble coordinating physical actions (pointing) with conceptual demands (remembering the sentence stem). Have students practice taking physical actions while they are thinking.

Sing the alphabet song while you march.

Lift your knees up very high and count while you walk around the table.

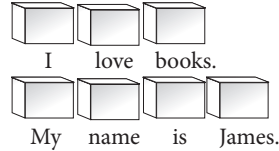
Concept of Word

Have students use clapping, tapping to separate words in speech.

Have students use blocks to separate words in speech.

Tape sentences (one word per cinder block or piece of paper) to the floor. Have student practice stepping on each word as s/he says it.

Keep magic pointer fingers in a center. When students read, have them point to each word with their magic pointer.



One-to-One Matching With Objects

Count their steps as they walk places.

Count things they can physically move as they count them (people, plastic animals, blocks).

Play Mother May I?

Play Duck, Duck, Goose.

Play board games like Chutes & Ladders and Candyland.



3Y: Initial Consonants

Songs

Adapt songs to focus on letter names and sounds. Point to letters as students sing; have students hold letters up as they sing.

Alphabet song with letter sounds:

“Old MacDonalD Had a Farm”

_____ had an alphabet,

Oh, did you know?

And in her alphabet there was an M

And it would always go,

/m/, /m/ here,

And an /m/, /m/ there,

Here an /m/, there an /m/.....and so on.

Have students circle around a large cutout of a letter as they sing to the tune of “Here We Go ’Round the Mulberry Bush,” inserting different letters each time.

Here we go ’round the letter t,

The letter t, the letter t,

Here we go ’round the letter t,

So early in the morning.

/t/, /t/, /t/, is what it will say,

What it will say,....and so on

(Ending with “It’s the letter t.”)

Picture Sort

Sort pictures into categories for the beginning sound. Make a T chart with two sounds a child is working on; have them find pictures in magazines to put on their chart.

Write Yellow Books

Students write a stem (e.g., “I see a ____.”) and draw a picture starting with a letter they are focusing on (e.g., “I see a book. I see a bear. I see a bone.”).

ACTION 100

1G (Power Words)

Action Plan

Additional Practice

1G Immersion With Partners

Read a complete basket of 1G books every day to a partner (student or adult). Take home and read at least 10 books a night.

Put a basket of 1G books on the reader's desk. Tell her to learn how to read them all by the end of the day. Give her the following help:

15 minutes daily:

Student Book Buddy _____

Have an older student come down at the same time every day to read with his 1G book buddy. Consider using an older student who is seriously behind in reading, but is at least a 2B. Both students can afford to miss everything else for this activity.

15 minutes daily:

Adult Reading Coach 1-1 _____
Be sure the coach is teaching problem-solving, not sounding out, or it will do more harm than good.

30 minutes daily: 100BC reading practice.

1G reading practice in class sitting near someone who can help him/her with unfamiliar words.

10-15 minutes daily: Small-group session with other 1G readers and skilled reading teacher.

10-20 minutes daily: Writing practice.

Independent practice in class sitting near someone who can help him/her with unfamiliar words. After student finishes writing, teacher or other adult underwrites, reinforcing Power Words and initial consonant sounds.

Expert Coaching

Power Words

Power Words are low-meaning, high-frequency words. Once mastered, Power Words provide emergent readers with "islands of certainty" as they try to figure out new books. The 60 words on the back of the 1-Green Skills Card make up over 35% of all the words we read (Thorndike & Lorge, NY, 1944). As soon as students can read about 25 of the words on the 1-Green Skills Card, they can probably handle the 1-Green books.

Students typically need to see and say a new word 40 times before they know it. Others are initially unable to learn words, no matter how many times they see and say them. It is crucial that you notice which children are having trouble retaining these Power Words and help them.

Students' brains learn to learn sight words by:

- Using another sensory system (touch and/or gross motor).
- Using adrenaline to program the connection.
- Using emotion to encode long-term memory.
- Developing a memorable or funny association for the word.

Problem-Solving

Uses initial consonant sounds, syntax, and pictures to figure out other words in 1G books, NOT SOUNDING OUT ACROSS WORDS.

Expects that the book will make sense. Stops when it does not. Goes back and works to make it make sense. Best prompt when a 1G reader gets stuck on a word: What would make sense here?

1G Power Goals

Problem-Solving

Stop when what I read doesn't make sense. Go back and make sure every word I say makes sense in the story.

When I come to a word I don't know, make the first letter sound and think: What would make sense here?

When I come to a word I don't know, skip it, read to the end of the sentence, and come back and think: What would make sense here?

Power Words

I will know *who*, *this*, and *my* by Friday.

I will practice my Power Words until I can read them faster than my teacher.

ACTION 100

2G (Power Words)

Action Plan

Additional Practice

2G Immersion With Partners

Read a complete basket of 2G books every day, to a partner (student or adult). Take home and read at least 10 books a night.

Put a basket of 2G books on the reader's desk. Tell her to learn how to read them all by the end of the day. Give her the following help:

15 minutes daily:

Student Book Buddy _____

Have an older student come down at the same time every day to read with his 2G book buddy. Consider using an older student who is seriously behind in reading, but is at least a 2B. Both students can afford to miss everything else for this activity.

15 minutes daily:

Adult Reading Coach 1-1 _____

Be sure the coach is teaching problem-solving, not sounding out, or it will do more harm than good.

30 minutes daily: 100BC reading practice.

2G reading practice in class sitting near someone who can help him/her with unfamiliar words.

10-15 minutes daily: Small-group session with other 2G readers and skilled reading teacher.

Independent practice in class sitting near someone who can help him/her with unfamiliar words. After student is finished writing, teacher or other adult underwrites, reinforcing Power Words and initial consonant sounds.

Expert Coaching

Power Words

Power Words are low-meaning, high-frequency words. Once mastered, Power Words provide emergent readers with “islands of certainty” as they try to figure out new books. As soon as students can read about 25 of the words on the 2-Green Skills Card, they can probably handle the 2-Green books.

Children need to learn Power Words before they learn to decode across the whole word because in 1B, they will need to use these words to figure out words built from the same word families. Knowing these words and using them to build new words is faster, more efficient, and more effective than teaching students to sound out across whole words. (Have you ever tried to sound out *the*? It just doesn't work.)

Students typically need to see and say a new word 40 times before they know it. Others are initially unable to learn words, no matter how many times they see and say them. It is crucial that you notice which children are having trouble retaining these Power Words and help them.

Problem-Solving

Uses initial consonant sounds and blends/digraphs, syntax, and pictures to figure out other words in 2G books, NOT SOUNDING OUT ACROSS WORDS. Expects that the book will make sense. Stops when it does not. Goes back and works to make it make sense.

Initial Blends and Digraphs

Put initial blends and digraphs on flash cards. Drill students in these sounds until they are automatic. Remember to pronounce blends and digraphs as the single sound each makes when starting words, not as a blend of the two separate letter sounds. Teach children to say /ch/, not /c+/h/.

2G Power Goals

Problem-Solving

Stop when what I read doesn't make sense. Go back and make sure every word I say makes sense in the story.

When I come to a word I don't know, make the sound of the first letter or blend and think: What would make sense here?

When I come to a word I don't know, skip it, read to the end of the sentence, then come back and think: What would make sense here?

Power Words

I will know *out*, *eat*, and *those* by Friday.

I will practice my Power Words until I can read them faster than my teacher.

I will know the sound every blend makes by Wednesday.



1G/2G Power Word Practice

Power Word Practice

Students' brains learn to learn sight words by:

- Using another sensory system (touch and/or gross motor).
- Using adrenaline to program the connection.
- Using emotion to encode long-term memory.
- Developing a memorable or funny association for the word.

Use Power Word ring or necklace, if available.

- Make Power Word flash cards. Student keeps the words he can read in a zip-lock bag or word ring. If the Power Word Ring Necklace is available, have the student wear it and read one word to you every time you walk by. Ask him to put a different word in front every few minutes.
- Make a written record of all the Power Words she can read anywhere without help. How many does she know?
- Play speed games (adrenaline helps encode words into memory). Play hard. Go fast. Get the juices flowing. If the student isn't up on his feet trying to say the words as fast as he can, you don't have adrenaline helping yet.
- **Beat the Teacher:** Flash the words to the student. If he can say the correct word by the time you count to 3, he gets it. If not, you get it. Whoever has the most cards at the end wins.
- **Fish:** Make 2 cards for each word. Student must read the word when he asks for it. Do you have THAT? As you get a pair, you read it and put it down. Whoever gets the most pairs, wins.
- **Memory:** Make 2 cards for each word. Lay all the words out facedown in a grid. Take turns turning over 2 cards. If the words match, and the student can read the word, she gets the match. Whoever gets the most pairs, wins.
- **Sandwiching:** Add special words (dog's name, Mom's name) to provide emotional associations to aid memory.
- **Kinesthetic Encoding:** Write the words LARGE on the board. Have student stand and trace the words in the air using his arm as he says the word stretched out (not the individual letters).
- **Auditory/Visual/Tactile Encoding:** Have student write the word in black crayon as he says the word stretched out (not the individual letters). Have student trace the words on the card using a fingertip, and saying the word stretched out, until he can write the word from memory. This is not a spelling test. Students are not saying the individual letters. They are encoding the word as a whole into long-term memory.
- Make a written record of all the Power Words he can read anywhere without any help. How many does he know?



1G/2G Power Word Practice



- **Dictation:** Student should be able to write the Power Words from memory. You can call it a spelling test as long as you don't emphasize rote recall of the individual letters, but continue to encode the entire word as a whole, stretching out the sounds.
- **Associate:** Association learning connects concrete things children like with low-meaning, high-frequency words, helping to store the words in long-term memory. Introduce the word in association with concrete (high-meaning) words. Funny or silly connections (*I can meow*) or connections with words the children can act out (*I can clap*) also facilitate word learning.
- Write and illustrate Yellow books for the Kindergarten classroom. Yellow books are built on repeating sentence stems using Power Words.

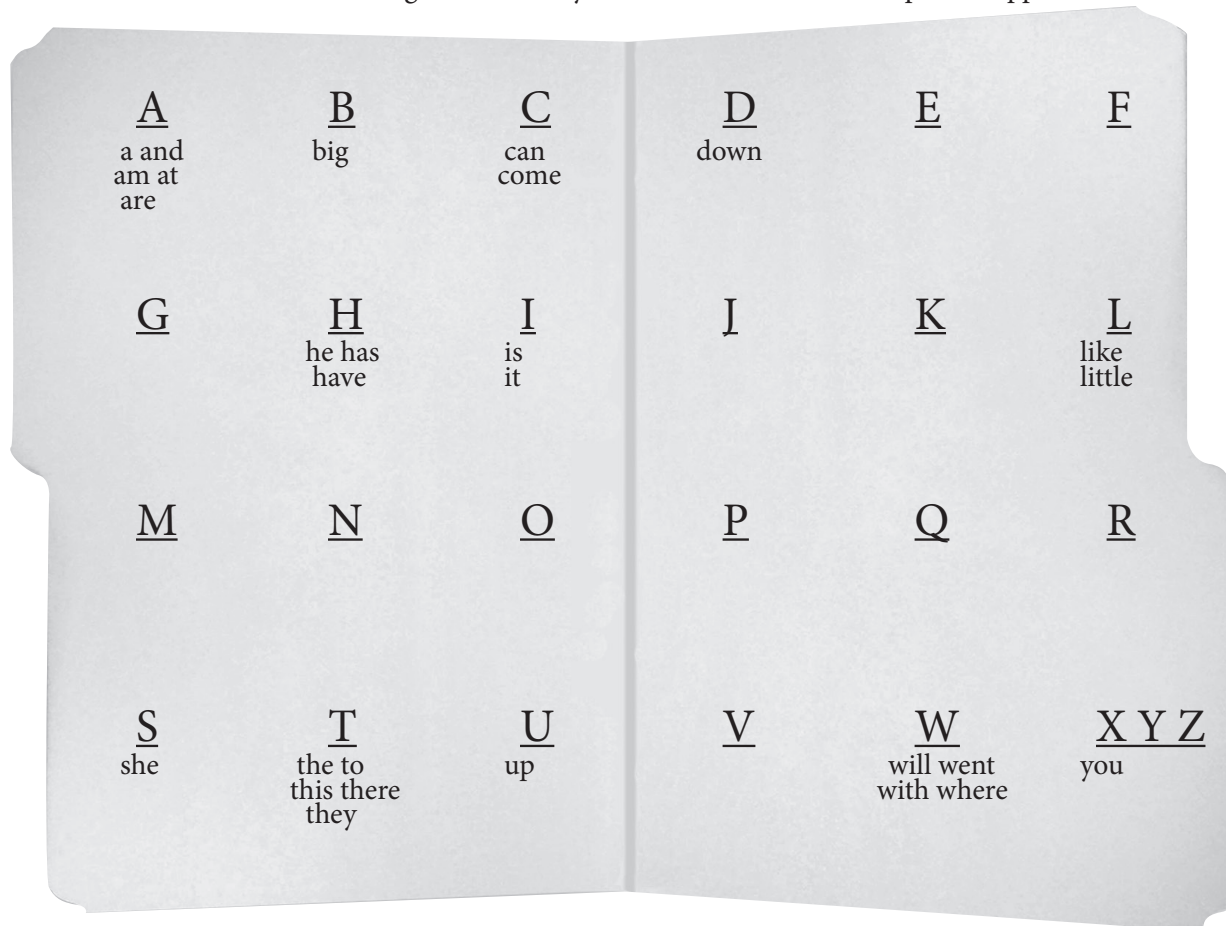
I see the dog.

I see the cat.

I see the fish.

Portable Word Wall

Made from a file folder, these can go home with your students or travel to a special support class.



ACTION 100

1B (Word Families)

Action Plan

Additional Practice

1B Immersion With Partners

Read a complete basket of 1B books every day, to a partner (student or adult). Take home and read at least 10 books a night.

Put a basket of 1B books on the reader's desk. Tell her to learn how to read them all by the end of the day. Give her the following help:

15 minutes daily:

Student Book Buddy _____

Have an older student come down at the same time every day to read with his 1B book buddy. Consider using an older student who is seriously behind in reading, but is at least a 1R. Both students can afford to miss everything else for this activity.

15 minutes daily:

Adult Reading Coach 1-1 _____ Be sure the coach is able to teach problem-solving using patterns, not sounding out across letters, or it will do more harm than good.

30 minutes daily: 100BC.

1B reading practice in class sitting near someone who can help him/her with unfamiliar words.

10-15 minutes daily: Small-group session with other 1B readers and skilled reading teacher.

15 minutes daily: Coaches a younger reader.

Expert Coaching

Word Families

The key skill for 1B is using word family chunks they already know and rhyming to figure out words they don't know. If you know the word *cat*, you can figure out the word *Matt*. If you know the word *him*, you can figure out the word *Tim*. Do not teach long and short vowels in isolation, but in their word families. Begin by using chunks familiar from Power Words. Since you already know *it*, you can figure out *slit* or *skit* or *Kit*. Insist that students figure out one-syllable names, as well as other words. When students come to an unfamiliar word or name, have them:

- Use their fingers to cover up first and last letters.
- Look for something they know inside words they don't know.
- Use rhyming to figure it out.

1B Power Goals

Word-Solving

Stop when what I read doesn't make sense. Go back and make sure every word I read makes sense in the story AND matches the letters.

When I come to a word I don't know, use my fingers to cover the first or last letter until I see a part of the word that I do know. Use that part to figure out the rest.

When I come to a word I don't know, see if I can think of a word I do know that rhymes.

If the first rhyme I try doesn't make sense, keep trying different rhymes until one makes sense.

Word Recognition

I can read 20 1B Tricky Words. By Friday I will be able to read at least 25.

1B Word Family Practice



Word Family Practice

Students read unknown words by using word family chunks they already know and rhyming to figure out words they don't know. When students come to an unfamiliar word or name, have them:

- Use their fingers to cover up first and last letters.
- Look for something they know inside words they don't know.
- Use rhyming to figure it out.

Word Family Practice can be done in a small 1B strategy group.

- Read, write, and sing nursery rhymes and other verse that rhymes. Have students supply the rhyming words for you as you read aloud.
- Drill student on the basic chunks (e.g., *-at*, *-ip*, *-in*) using flash cards and high-speed games. Student keeps the “chunks” he has mastered in a zip-lock bag or word ring.
- **Play speed games** (adrenaline helps encode words into memory). Play hard. Go fast. Get the juices flowing. If the student isn't up on his feet trying to say the words or chunks as fast as he can (*it*, *bit*, *kit*, *sit*, *skit*, *fit*, *flit*, *pit*, etc.), you don't have adrenaline helping yet. (See IRLA, Word Family Practice Lists.)
- **Beat the Teacher:** Flash the words to the student. If he can say the correct word by the time you count to 3, he gets it. If not, you get it. Whoever has the most cards at the end wins.
- **Word Master:** Give students a chunk and have them work with partners to find as many words or names as they can that include that chunk. Set a timer and give prizes to the winning team. Keep engagement and adrenaline high.
- **Make and Break:** Give student 4-5 letters on small cards or tiles. Have him see how many words he can make (and read) using those letters (e.g., *i*, *t*, *e*, *s*, *a*).
- **Kinesthetic encoding:** Write the chunks LARGE on the board. Have student stand and trace the chunks in the air using his arm as he says the chunk stretched out (not the individual letters).
- **Dictation:** Student should be able to write the chunks from memory. They should be able to correctly spell any word that uses that chunk.
- Make Word Family flash cards that take a single chunk (e.g., *it*) and have student try to read as many words as possible that are built from it: *it*, *bit*, *bits*, *sits*, *bitter*, *hitter*, *sitter*, *babysitter*, *skit*, *skit*, *skitter*, *skittered*, *skittering*. (See IRLA, Word Family Practice Lists.) Begin to move reader into basic endings and 2- and 3-syllable words he will need for 2B and 1R.
- **One-Syllable Words:** 1B readers should be able to read most one-syllable words they encounter in their reading by using patterns. As they master basic chunks, move them to the rules for long and short vowels (*at/ate*). However, vowels are not essential for reading, so don't hold them back if they are having trouble with this. They can move to 2B without mastering this skill.

ACTION 100

2B (2-Syllable Words)

Action Plan

Additional Practice

2B Immersion With Partners

Read a complete basket of 2B books in 2 days, to a partner (student or adult). Take home and read at least 5 books a night.

Put a basket of 2B books on the reader's desk. Have her read them all within 2 days. Give her the following help:

15 minutes daily:

Student Book Buddy _____

Have an older student come down at the same time every day to read with his 2B book buddy. Consider using an older student who is seriously behind in reading, but is at least a 2R. Both students can afford to miss everything else for this activity.

15 minutes daily:

Adult Reading Coach 1-1 _____ Be sure the coach is able to teach problem-solving using patterns, not sounding out across letters, or it will do more harm than good.

30 minutes daily: 100BC.

2B reading practice in class sitting near someone who can help him/her with unfamiliar words.

10-15 minutes daily: Small-group session with other 2B readers and skilled reading teacher.

15 minutes daily: Coaches a younger reader.

Expert Coaching

2B Chunking

The key skill for 2B is using word families, common suffixes, and compound words to figure out 2-syllable words. When students come to an unfamiliar word or name, have them:

- Use their fingers to cover parts of the word.
- Look for something they know inside words they don't know.
- Use rhyming to figure it out.

2B Power Goals

Word-Solving

When I come to a word I don't know, use my fingers to cover the first or last chunk until I see a part of the word that I do know. Use that part to figure out the rest.

When I come to a word, or a part of a word, that I don't know, see if I can think of a word I do know that rhymes.

I will try breaking the word into chunks at different places until it sounds like a word I recognize and that makes sense.

Try different sounds for the letters in a chunk until the word sounds like a word I recognize and that makes sense.

2B Word Family Practice



Word Family Practice

Students read unknown 2-syllable words by using word families, common suffixes, and compound words to figure out 2-syllable words. When students come to an unfamiliar word or name, have them:

- Use their fingers to cover up first and last letters.
- Look for something they know inside words they don't know.
- Use rhyming to figure it out.

Word Family Practice can be done in a small 2B strategy group.

- Practice syllable awareness by having students tap out the number of syllables in words. Dictate simple 2-syllable words and have them try to spell them, leaving a break between the syllables (*happy, baby, winter*).
- Drill student on the common suffixes (*-ing, -s/-es, -ed, -y, -le, -er, -est*) using flash cards, dictation, and high speed games:
 - Bill, bills, Billy,*
 - sill, sills, silly,*
 - chills, chilly, chilled*
 - fill, fills, filly, filled, fillies*
- Play speed games (adrenaline helps encode words into memory). Play hard. Go fast. Get the juices flowing. If the student isn't up on his feet trying to say the words or chunks as fast as he can, you don't have adrenaline helping, yet.
- **Beat the Teacher:** Flash the words to the student. If he can say the correct word by the time you count to 3, he gets it. If not, you get it. Whoever has the most cards at the end wins.
- **Word Master:** Give students a chunk and have them work with partners to find as many words or names as they can that include that chunk. Set a timer and give prizes to the winning team. Keep engagement and adrenaline high.
- **Play Boggle:** Give student 9 letters on a Boggle card (on the board). Have them compete to see how many words they can make (and read) using those letters. Be sure to include the letters needed to make endings: *s, e, d, y*, along with other letters for basic words. Score as follows: 3-letter words (1 point), 4-letter words (2 points), 5-letter words (3 points), 6-letter words (4 points).
- **Kinesthetic encoding:** Write the endings LARGE on the board. Have student stand and trace the chunks in the air using his arm as he says the ending stretched out (not the individual letters).
- **Dictation:** Student should be able to correctly spell regular 2B words from dictation, e.g., *Billy, supper, sunning*, etc.
- Make Word Family flash cards that take a single chunk (e.g., *it*) and have student try to read as many words as possible that are built from it: *it, bit, bits, sits, bitter, hitter, sitter, babysitter, skit, skit, skitter, skittered, skittering*. Begin to move reader into 3-syllable words he will need for 1R. (See IRLA, Word Family Practice Lists.)
- **Two-Syllable Words:** 2B readers should be able to read most 2-syllable words they encounter in their reading by using patterns. As they master basic chunks, move them to the rules for long and short vowels, e.g. *sloped* vs. *slopped*. However, vowels are not essential for reading, so don't hold them back if they are having trouble with this. They can move to 1R without mastering this skill.

ACTION 100

1R (Falling in Love With Books)

Action Plan

Additional Practice

1R Immersion

Read a complete basket of 1R books in 2 days. Read them all, fiction and nonfiction. Take home and read at least 3 books a night.

Put a basket of 1R books on the reader's desk. Have her read them all within 2 days. Have her find a favorite book or author. Give her the following help:

15 minutes daily:

At least one other 1R reader (could be a small group) who will read through the same basket of books in the same 2 days. Have them compare notes, decide which are the best books in the basket and why, and report to the class on their progress and evaluations.

15 minutes daily:

Adult Reading Coach 1-1 _____

Checks in on student's comprehension, fluency, and decoding skills each day. Acts as sounding board for which books student likes. Reads some of the books with the student.

30 minutes daily: 100BC.

1R reading practice in class sitting with a partner (group) who is reading at the same level and will discuss the same books. This is to ensure comprehension is supported.

10-15 minutes daily: Small-group session with other 1R readers and skilled reading teacher.

15 minutes daily: Coaches a younger reader.

Expert Coaching

Falling in Love With Books

The key skill for 1R is falling in love with stories and informational text. This is the first level where most of the books in the collections are funny, or beautiful, or scary, or fascinating. It is essential that you keep your focus on reading the ideas, finding favorite kinds of books and authors, learning things, and having a wonderful time binge-reading.

Three-Syllable Words: Students will be consolidating their skills with vowel patterns and suffixes as they decode 3-syllable words. 1R books have 3-syllable words that are common in everyday speech. Do not let them mumble through an unfamiliar word (or name). Insist they get into the habit of working on the sounds (using meaning clues) until they come up with a word they recognize from everyday speech that makes sense in the context.

When students come to an unfamiliar word or name, have them:

- Use their fingers to cover parts of the word.
- Look for parts they know inside words they don't know.
- Actively try different sounds until they come up with a word they recognize from speech that makes sense in the context.

1R Power Goals

Problem-Solving

When I come to a word I don't know, look for chunks I do know and use those chunks to figure out the word.

When I come to a word or a part of a word I don't know, try to think of a word I do know that rhymes.

I will try breaking the word into chunks in different places until it sounds like a word I recognize and makes sense.

I will read lots of books that have the same characters (e.g., Frog & Toad, Little Bill, Amelia Bedelia).

I will read for 30 minutes straight.

1R Multisyllabic Decoding Practice



Multisyllabic Practice

Students read unknown multisyllabic words by consolidating their word-solving skills to figure out any word or name that is familiar from speech by the end of 2R. Insist they get in the habit of working flexibly on the sounds (using meaning clues) until they come up with a word they recognize from everyday speech that makes sense in the context. When students come to an unfamiliar word or name, have them:

- Use their fingers to cover parts of the word.
- Look for parts they know inside words they don't know.
- Actively try different sounds until they come up with a word they recognize from speech that makes sense in the context.

Three-Syllable Decoding Practice can be done in a small 1R strategy group.

- Practice syllable awareness by having students tap out the number of syllables in words. Dictate simple 3-syllable words and have them try to spell them, leaving a break between the syllables (*suddenly, wonderful, unhappy*).
- Drill students on the suffixes (*-en, -est, -iest, -ly*) using flash cards, dictation, and high-speed games: *happy, happier, happiest, unhappy, unhappily, unhappiest, happen, happening, etc.*
- **Play Boggle:** Give students 9 letters on a Boggle card (on the board). Have them compete to see how many words they can make (and read) using those letters. Be sure to include the letters needed to make endings: *s, e, l, r, d, y*, along with other letters for basic words. Score as follows: 3-letter words (1 point), 4-letter words (2 points), 5-letter words (3 points), 6-letter words (4 points).
- **Dictation:** Students should be able to correctly spell regular 1R words from dictation, e.g., *superman, beginner, different, etc.*
- Make Word Family flash cards that introduce difficult vowel sounds, e.g. i=e (*appreciate*) or soft c (*celebrate*) or y=i (*apply*) that he will need for 2R. (See IRLA, Word Family Practice Lists.)

ACTION 100

2R (Chapter Books)

Action Plan

Additional Practice

2R Immersion

Put a basket of 2R books on the reader's desk (or small group). Begin by reading all the picture books in the 2R basket and then try to read one of the chapter books. See how many books the student(s) can finish in a week. Take home and read at least 2 books a day and eventually a chapter book each week.

Have student find a favorite book or author. Give her the following help:

15 minutes daily:

At least one other 2R reader (could be a small group) who will read through the same basket of books in the same week. Have them compare notes, decide which are the best books in the basket and why, and report to the class on their progress and evaluations.

15 minutes daily:

Adult Reading Coach
1-1 _____

Checks in on student's comprehension, fluency, and decoding skills each day. Acts as sounding board for which books student likes. Reads some of the books with the student.

30 minutes daily: 100BC.

2R reading practice in class sitting with a partner (group) who is reading at the same level and will discuss the same books. This is to ensure comprehension is supported.

10-15 minutes daily: Small-group session with other 2R readers and skilled reading teacher.

15 minutes daily: Coaches a younger reader.

Expert Coaching

Becoming a Chapter Book Reader

2R readers come in as picture book readers and go out as chapter book readers. This is an essential step. Do not let them leave 2R until they are regularly finishing a little 2R chapter book each day or so.

The best way to ensure this happens is to read aloud the first book in a terrific 2R chapter book series (e.g., Magic Tree House, Junie B. Jones, Nate the Great, Cam Jansen) and then provide all the rest of the books in that series for a group of readers. ARC has these collections for you to purchase, or you can find them on your own. Becoming a chapter book reader often requires social pressure. It can be a very difficult step. Students often need a push. Once you are sure they are ready, insist students try a chapter book. Write "Chapter Books Only" at the top of their reading logs. Have older avid reading students visit your classroom to tell your students about the chapter books they love and which ones they read when they were their age. Students will begin to read them, talk about them, trade them, compete to see who can finish the most first, and even buy their own. If you have a student who is still not able to finish a chapter book, you just haven't found the right book yet.

When working in 2R, keep your focus on reading the ideas, finding favorite kinds of books and authors, learning things, and having a wonderful time binge-reading.

Multisyllable Words

In 2R, students must be able to figure out any word or name that is familiar from speech. Do not let them mumble through an unfamiliar word (or name). Insist they get into the habit of working on the sounds (using meaning clues) until they come up with a word they recognize from everyday speech that makes sense in the context.

When students come to an unfamiliar word or name, have them:

- Use their fingers to cover parts of the word.
- Look for parts they know inside words they don't know.
- Actively try different sounds until they come up with a word they recognize from speech that makes sense in the context.

Multisyllabic decoding can be done in a small 2R strategy group.

- Practice syllable awareness by having student tap out the number of syllables in words. Dictate multisyllabic words and have them try to spell them, leaving a break between the syllables (*unusual, scientific, South America*).
- Make Word Family flash cards that introduce the alternate sounds of *y* and *i* (e.g., *envy, apply, radio, biography*) using flash cards, dictation, and high-speed games. (See IRLA, Word Family Practice Lists.)

2R Power Goals

I will finish a chapter book by Monday.

When I come to a word I have trouble reading, I will try different sounds for the letters (or chunks) until I recognize the word as one I've heard before that makes sense in the book.

I will read 5 books in a series.

I will read 5 informational books about the same topic.

I will notice and learn one new word per day.

ACTION 100

Wt (Grade 3: Chapter Books/Vocabulary) Action Plan

Additional Practice

Wt Immersion

Put a basket of Wt books on the reader's desk (or small group). Begin by reading all the picture books in the Wt basket and then try to read one of the chapter books. See how many books the student(s) can finish in a week. Take home and read at least 2 books a day and eventually a chapter book each week.

Have student find a favorite book or author. Give her the following help:

15 minutes daily:

At least one other Wt reader (could be a small group) who will read through the same basket of books in the same week. Have them compare notes, decide which are the best books in the basket and why, and report to the class on their progress and evaluations.

15 minutes daily:

Adult Reading Coach 1-1 _____

Checks in on student's comprehension, fluency, and decoding skills each day. Acts as sounding board for which books student likes. Reads some of the books with the student.

30 minutes daily: 100BC.

Wt reading practice in class sitting with a partner (group) who is reading at the same level and will discuss the same books. This is to ensure comprehension is supported.

10-15 minutes daily: Small-group session with other Wt readers and skilled reading teacher.

15 minutes daily: Coaches a younger reader.

Expert Coaching

Becoming a Chapter Book Reader

Wt readers are chapter book readers. This is an essential step. Do not let them leave Wt until they are regularly finishing a little Wt chapter book each day or so. If your Wt reader is not yet able to finish a chapter book, have him go back and read 2R chapter books first. Once he is able to finish a 2R chapter book in a day or so, move to Wt.

When working in Wt, keep your focus on reading the ideas, finding favorite kinds of books and authors, learning things, having a wonderful time binge-reading. Students often discover Goosebumps (Bk) and skip right from 2R or Wt into Bk, just from reading through their first Goosebumps book. Encourage this. Do not hold them back.

The best way to ensure Wt-level readers are regularly finishing a Wt chapter book each day or so is to read aloud the first book in a terrific 2R or Wt chapter book series (2R: Magic Tree House, Junie B. Jones, Nate the Great, Cam Jansen; Wt: Zack Files, Aliens for Breakfast, Bailey School Kids, Commander Toad, Jackie Chan), then provide all the rest of the books in that series for a group of readers. ARC has these collections for you to purchase, or you can find them on your own. Becoming a chapter book reader often requires social pressure. It can be a very difficult step. Students often need a push. Once you are sure they are ready, insist students try a chapter book. Write "Chapter Books Only" at the top of their reading logs. Have older avid reading students visit your classroom to tell your students about the chapter books they love and which ones they read when they were their age. Students will begin to read them, talk about them, trade them, compete to see who can finish the most first, and even buy their own. If you have a student who is still not able to finish a chapter book, you just haven't found the right book yet.

Literary Vocabulary: The Wt level is the first level in which readers will encounter words on each page of text that are not familiar to them from everyday speech (e.g., *shrugged*, *exclaimed*, *tittered*). Reading levels Grade 3 through adult are largely dependent on the size of a reader's literary vocabulary. This vocabulary grows through immersion in reading.

ACTION 100

Bk (Avid Readership)

Action Plan

Additional Practice

Bk Immersion

Put a basket of Bk books on the reader's desk (or small group). Require the reader to finish a chapter book every few days.

Give her the following help:

15 minutes daily:

At least one other Bk reader (could be a small group) who will read from the same basket of books in the same week. Have them compare notes, decide which are the best books in the basket and why, and report to the class on their progress and evaluations.

15 minutes daily:

Adult Reading Coach 1-1 _____

Checks in on student's comprehension, fluency, and decoding skills each day. Acts as sounding board for which books student likes. Reads some of the books with the student.

30 minutes daily, 100BC.

Bk reading practice in class sitting with a partner (group) who is reading at the same level and will discuss the same books. This is to ensure comprehension is supported.

10-15 minutes daily: Small-group session with other Bk readers and skilled reading teacher.

15 minutes daily: Coaches younger reader.

Expert Coaching

Getting Hooked on Page-Turners

Bk-level readers must get hooked on page-turners. Some students say they only like nonfiction and don't want to read chapter books. This may be the case, but it cannot be the end of the story. Students must get hooked on narrative in order to develop the silent reading speed essential for proficient, fluent, silent reading. This is an essential step. If your Bk reader is not hooked on chapter books, have him go back and read 2R chapter books first, or help him find a Bk-level book that he can't put down.

Power Book: Avid readers remember the first book they read that turned them into an avid reader. It is always a page-turner. It is always a narrative. It is that book that suddenly takes possession of your mind, changes your sense of time, and before you realize it, you've learned to read in that hyper-speed which is faster than your lips can move. Reading is suddenly as good as a movie. If you don't finish the book in one sitting, it keeps calling you back. Until students are sneaking the books during math and staying up late at night to read, it hasn't happened to them. Everyone is a good reader with the right book.

Guest Speakers: Have older avid reading students (or adults) visit your classroom to tell your students about the chapter books they love and which ones they read when they were their age. Students will begin to read them, talk about them, trade them, compete to see who can finish the most first, and even buy their own. If you have a student who is still not able to finish a chapter book, you just haven't found the right book yet. Every student MUST become an avid reader. The only good reader is an avid reader. Unless this student becomes an avid reader, he will never be a proficient reader.

The best way to ensure this happens is to read aloud the first book in a terrific Bk chapter book series (e.g., Goosebumps, Baby-Sitters Club, Cheetah Girls, Time Warp Trio, Captain Underpants) and then provide all the rest of the books in that series for a group of readers. ARC has these collections for you to purchase, or you can find them on your own. Becoming an avid reader often requires social support. It can be a very difficult step. Students often need a push. Once you are sure they are ready, insist students try a chapter book. Write "Chapter Books Only" at the top of their reading logs.

When working in Bk, keep your focus on reading the ideas, finding favorite kinds of books and authors, learning things, and having a wonderful time binge-reading. When students are highly motivated to read a book, they will often power through a book that is initially too difficult for them, then becomes manageable; by the time they finish, they have changed reading levels. Be flexible about the color levels students are reading. Focus on their engagement levels.

Literary Vocabulary: In Bk books, students will encounter 3-5 words on each page of text that are not familiar to them from everyday speech. Reading levels Grade 3 through adult are largely dependent on the size of a reader's literary vocabulary. This vocabulary grows through immersion in reading. In order to build your students' vocabulary, the best thing you can do is to saturate them in reading. You should also be sure they notice unfamiliar words and are able to provide a synonym or phrase that could take the place of the vocabulary word. Learning to notice and learn literary vocabulary can be done in a small strategy group.

Using Word Parts to Unlock Unknown Words: Help readers talk about parts of words and their meanings. Point out that we use our thinking about word parts to help us spell words and to enhance our understanding of words. Learning to notice and use word parts can be done in small flexible groups.

ACTION 100

Or/Pu (Genres, Branching Out)

Action Plan

Additional Practice

Or/Pu Immersion

Put a basket of Or or Pu books on the reader's desk (or small group). Require the reader to finish a chapter book each week. Once she is an avid reader, insist she read in a new genre: historical fiction, science fiction, biography, or fantasy.

Give her the following help:

15 minutes daily:

At least one other Or/Pu reader (could be a small group) who will read from the same basket of books in the same week. Have them compare notes, decide which are the best books in the basket and why, and report to the class on their progress and evaluations. It can be more fun if they decide to try a new genre together.

15 minutes daily:

Adult Reading Coach 1-1 _____

Checks in on student's comprehension, fluency, and decoding skills each day. Acts as sounding board for genre exploration. Reads some of the books with the student.

30 minutes daily: 100BC.

Or/Pu reading practice in class sitting with a partner (group) who is reading at the same level and will discuss the same books. This is to ensure comprehension is supported.

10-15 minutes daily: Small-group session with other Or/Pu readers and skilled reading teacher.

15 minutes daily: Coaches a younger reader.

Expert Coaching

Avid Readership

Or- and Pu-level readers must get hooked on page-turners before you push them to expand their repertoire into a new genre. Some students say they only like nonfiction and don't want to read chapter books. This may be the case, but it cannot be the end of the story. Students must get hooked on narrative in order to develop the silent reading speed essential for proficient, fluent, silent reading. This is an essential step. If your Or/Pu reader is not hooked on chapter books, have him go back to an easier level, even 2R, and read chapter books, or help him find an Or/Pu level book that he can't put down. Every student MUST become an avid reader. The only good reader is an avid reader. Unless this student becomes an avid reader, he will never be a proficient reader.

The best way to ensure this happens is to read aloud the first book in a terrific Or/Pu chapter book series (Animorphs, Ziggy) or by a favorite author (Bruce Coville, Gary Paulsen), then provide all the rest of the books in that series/author for a group of readers. ARC has these collections for you to purchase, or you can find them on your own. Becoming an avid reader often requires social support. It can be a very difficult step. Students often need a push. Once you are sure they are ready, insist students try a chapter book. Write "Chapter Books Only" at the top of their reading logs.

Power Book: Avid readers remember the first book they read that turned them into an avid reader. It is always a page-turner. It is always a narrative. It is that book that suddenly takes possession of your mind, changes your sense of time; before you realize it, you've learned to read in that hyper-speed which is faster than your lips can move. Reading is suddenly as good as a movie. If you don't finish the book in one sitting, it keeps calling you back. Until students are sneaking the books during math and staying up late at night to read, it hasn't happened to them. Everyone is a good reader with the right book.

Expanding Genre Repertoires: Once your Or/Pu reader is hooked on chapter books, insist that she develop expertise and proficiency in a new genre. Too often Or/Pu level readers only have experience in one genre. Often it is horror, realistic fiction, or sports biography. In order to develop literary vocabulary and experience with other narrative structures, it is essential that students become proficient in at least 5 genres.

Guest Speakers: Invite students (or adults) who are experts in one of the new genres to visit your classroom and tell your students about the books/authors they love in that genre.

Read-Aloud: Read aloud the first chapter of several of the most popular books in the new genre.

Students will begin to read them, talk about them, trade them, compete to see who can finish the most first, and even buy their own. If you have a student who is still not interested in this genre, try an easier level in the genre, or get a student to help them find the right book.

When working in Or or Pu, keep your focus on reading the ideas, finding favorite kinds of books and authors, learning things, and having a wonderful time binge-reading. When students are highly motivated to read a book, they will often power through a book that is initially too difficult for them, then becomes manageable; by the time they finish, they have changed reading levels. Be flexible about the color levels students are reading. Focus on their engagement levels.

Literary Vocabulary: In Or books, students will encounter 6-10 words on each page of text that are not familiar to them from everyday speech. In Pu books, there are 11-15 words. Reading levels Grade 3 through adult are largely dependent on the size of a reader's literary vocabulary. This vocabulary grows through immersion in reading. In order to build your students' vocabulary, the best thing you can do is to saturate them in reading. You should also be sure they notice unfamiliar words and are able to provide a synonym or phrase that could take the place of the vocabulary word.

Learning to notice and learn literary vocabulary can be done in a small strategy group.



Vocabulary Practice

In order to build your students' vocabulary, the best thing you can do is to saturate them in reading and writing.

Ideas for building literary vocabulary:

Read Aloud to your class every day. Read books that are at least a level or two above their current independent levels. Read them new genres. Talk (briefly) about what you read—just to enjoy the book, not to teach it.

Context/Meaning Clues: Most vocabulary will be learned from children's independent reading. Make sure they notice unfamiliar words and can use context to come up with a reasonable synonym.

One Literary Word for Each Step: Ask students to choose one literary word they encountered while reading, and record it on the logsheet along with a possible synonym (e.g., *village=town*). Limit this to one word per 15-minute Step to ensure it does not become laborious.

Teach Roots/Prefixes/Suffixes so that students learn to use these as clues when they encounter new words. Play word-building games to see who can come up with the most real words off of a given root.

Use Parts of Speech as a clue to meaning. Teach students to ask themselves what kind of word the new word is—is it a person/place/thing? Is it describing something? Is it describing an action?

Vocabulary Challenge Post a scoreboard with each student's name (or teams). Throughout the day/week/month, students earn a point each time they use a literary or technical vocabulary word in their speech.

Writing is an excellent way to internalize vocabulary. Make sure all your writing rubrics include points for vocabulary. Give students an opportunity to revise their writing for vocabulary. Thesauruses can be great for this.

Genre Expansion will help students build the breadth of vocabulary they will need in high school and college. Make sure students don't get in a rut of reading only realistic fiction or sports fiction, etc., all the time. Help them expand into historical fiction, science fiction, fantasy, and plenty of nonfiction (science, history, newspapers, etc.) to ensure they encounter a wide variety of vocabulary.

Teach Science and Social Studies so that students have the background knowledge and technical vocabulary required to handle higher-level texts.

Vocabulary Charts: Create charts of words students find in their reading that they can define or for which they can provide a synonym. On each chart, write the word and a student-friendly meaning and in parentheses, the name of the student who found and defined the word. Naming the student recognizes his/her contribution and makes the student a resource for other students.

Vocabulary Collectors: Each student should have a copy book or spiral notebook or 3"x5" card box in which to collect new words s/he learns. The rule is that only words you know can go into the vocabulary collection. If someone picks one of the words and asks you what it means, and you don't know, that word comes out of the vocabulary collection.