

A Third-Grade Teacher's Guide to
**SUPPORTING FAMILY INVOLVEMENT IN
FOUNDATIONAL READING SKILLS**

Developed by
Marcia Kosanovich, Ph.D.
Laurie Lee, M.S.
Barbara Foorman, Ph.D.

Acknowledgments

The authors thank these individuals for their contributions.

Partners

Caitlin Dooley, Deputy Superintendent, Teaching and Learning
Birth–Grade 5 Literacy Initiative at the Georgia Department of Education

Design

Nathan Archer, Communications Director, Florida Center for Reading Research
Todd Scott, Graphic Designer, Florida Center for Reading Research

Video Production

Amy Carroll, Media Specialist, Florida Center for Reading Research

Families and Caretakers Featured in Videos

Jennifer Dombek
Lucas Dombek
Nick Dombek
Felesa Oliver
Emily Raines
Samantha Raines
Hannah Lynn Weidner
Marcia Kosanovich Weidner
Nicholas Weidner
Tim Weidner
Emma Willis
Eric Willis
Isla Willis
Karli Willis

Teachers and School Leaders Who Participated in the Pilot

Gray Elementary School, Gray, Georgia

Jamie Daugherty
Heather Jackson
Dawn Mills
Sheri Moore

Upson-Lee Primary School, Thomaston, Georgia

Tracy Wainwright, Principal

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Introduction

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 their child’s literacy development throughout elementary school positively affects their child’s reading ability.¹ Many recent efforts to motivate parents’ involvement in their child’s literacy development involve informing parents about how to incorporate literacy development into daily routines, such as labeling food items or conversing while folding laundry. Teacher leadership and communication are critical—the more teachers encourage and assist parents and caregivers in supporting their child’s literacy development, the more likely they are to become involved in their child’s education.² If teachers encourage and guide parents and caregivers to integrate literacy development into their daily routines, parents and caregivers may prioritize time to work with their child while also addressing their other responsibilities. Prior research has shown that text messages, email, phone calls, and learning management systems are useful ways for teachers to share information and motivate families to engage in literacy-related activities.^{3,4}

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. Implementation is most successful when families are motivated to support their child’s literacy development and 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 grade 3. The information in each grade-specific Teacher’s Guide is designed to assist you in supporting home literacy activities with families by providing Family Activities, sharing Family Videos, and offering book suggestions. These home literacy activities are:

- Aligned to classroom instruction.
- Informed by student needs.
- Grounded in evidence-based practices (the What Works Clearinghouse 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**, which include a brief summary of How-to Steps and a Glossary.

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 et al., 2016.

- **Teacher Scaffolds**, which 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 Activities**, which are evidence-based literacy activities to share with families during family literacy nights and parent–teacher conferences.
- **Family Literacy Videos**, which show families engaging their child in Family Activities.
- **Appendixes**, which include Teacher Text Messages to Families, Video Links, Books to Share, and Teacher Resources.

A *Third-Grade Teacher’s Guide to Supporting Family Involvement in Foundational Reading Skills* serves as a companion to the 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 communities⁷ support the implementation of Recommendations from the practice guide. The practice guide and professional learning community materials are for teaching students at school, and this *Third-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 Third-Grade Teacher’s Guide

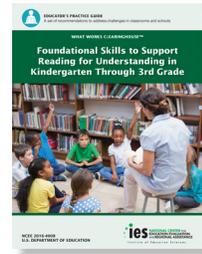


6 Foorman et al., 2016.

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

Description and Use of this *Third-Grade Teacher's Guide*

This *Third-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 3rd 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 records, 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 third-grade students. The activities that you share with families should include content that you have already presented 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 third grade; Recommendation 2 is generally achieved by second grade.

Recommendation 1 focuses on academic language and vocabulary building, so these activities can be recommended to every family 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 *Third-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*](#).⁸

Recommendation 3 focuses on decoding, analyzing, writing, and recognizing words. The activities are organized from easier to more complex word recognition activities. You could use the free assessments for third-grade foundational skills from [Really Great Reading](#) as a resource to help in selecting appropriate activities.

Recommendation 4 focuses on fluency and comprehension. You could use the oral reading fluency assessments from your core reading program to guide your selection of appropriate activities. If a student is having difficulty self-correcting word-reading errors, for example, you could recommend the **Monitoring for Understanding Bookmark** 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 the activities with families across the school year.

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	Incredible Inferences	Map a Word	
2			When I Read to You/When You Read to Me Bookmark
3		How Many Words?	
4	Summarize a Story		
5		Building Words with r-Controlled Vowels	
6		Let's Read! Text 1	
7	Summarizing Bookmark		
8		Read and Spell High-Frequency Words	
9			
10		Silent Letters	Monitoring for Understanding Bookmark
11	Talking and Writing in the Kitchen		
12		Open and Closed Syllable Sort	
13	Synonyms and Antonyms		
14		Syllable Sort	
15	Chatting about Chores		
16		Map and Swoop Consonant le Syllable Pattern	
17			
18		Word Part Detective	
19		Let's Read! Text 2	
20			

Week	Recommendation 1: Academic Language	Recommendation 3: Decode, Analyze, Write, and Recognize Words	Recommendation 4: Fluency and Comprehension
21		Adding Prefixes and Suffixes to Build Words	Practice Reading Out Loud Bookmark (Alternated Reading, Reading Together)
22	Talk about Words		
23		Building Words with Grammatical Endings	
24			
25		Building Words From Root Words	
26			
27			
28		Challenging and Important Words Bookmark	
29			
30			

Note: Recommendation 2 activities are not included in the table because phonological awareness and letter–sound activities are typically not needed in third grade unless a student is struggling.

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
<p>Recommendation 1: Academic Language</p> <ul style="list-style-type: none"> • Teacher Scaffold: How-to Step 1: Inferential Language • Video 1.1: Incredible Inferences https://youtu.be/8rl7lQ8R8Ro (5:58) • Family Activity: Incredible Inferences 	<p>Recommendation 4: Fluency and Comprehension</p> <ul style="list-style-type: none"> • Teacher Scaffold: How-to Step 2: Self-Monitor Understanding and Self-Correct Errors • Video 4.2: Self-Monitor Understanding and Self-Correct Word-Reading Errors (<i>Goldie</i>) https://youtu.be/biZE2DPyiDU (6:21) • Family Activity: Monitoring for Understanding Bookmark

This *Third-Grade Teacher's Guide* is organized to present information for your knowledge (Recommendation Reminders), information for you to communicate and share with families (Teacher Scaffolds), activities to give to families (Family Activities), and videos to share with families (Family Literacy Videos). 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 families. A Glossary is included for you in each Recommendation Reminder, but the families do not need the Glossary in order to use the activities. Each Recommendation Reminder has a red border along the edge of the page.



Teacher Scaffolds: Teacher Scaffolds 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.

Because families may be unsure about how to help their child with foundational reading skills and may need positive interactions and reassurance from you, the Teacher Scaffolds use family-friendly language. Such language helps to grow 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 to familiarize yourself with the family-friendly language, 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 key points of the videos found in each associated Teacher Scaffold. Table 4 lists all of the third-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/thirdgrade_intro.asp

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

Recommendation 1: Academic Language		
Video Title (book title in parenthesis)	Link	Duration
1.1 Incredible Inferences	https://youtu.be/8rl7IQ8R8Ro	5:58
1.2 Summarize a Story	https://youtu.be/ixJzrRSRWV4	4:20
1.3 Dinner Table Talk	https://youtu.be/5bY4I59u3uc	5:12
1.3 Baking Conversations	https://youtu.be/HCUo8_Cf5Ic	6:38
1.3 Chatting about Chores	https://youtu.be/GrqnJzPHvEQ	4:09
1.3 Synonyms and Antonyms	https://youtu.be/WpZ_AUsXx4g	5:30
1.3 Talk About Words	https://youtu.be/h77z11M3GIE	6:04
Recommendation 3: Decode, Analyze, Write, and Recognize Words		
3.1 Map a Word	https://youtu.be/tNZq_NudqOA	3:56
3.1 How Many Words?	https://youtu.be/SJCktpJVm3I	5:17
3.1 Building Words with r-Controlled Vowels	https://youtu.be/Nj5u06ivQXo	4:37
3.2 Silent Letters	https://youtu.be/JpGb00B4LCs	2:58
3.2 Map and Swoop Consonant -le Syllable Pattern	https://youtu.be/6nHBpUR808Q	3:38
3.3 Word Part Detective	https://youtu.be/1oTjK8a9kio	8:17
3.3 Adding Prefixes and Suffixes to Build Words	https://youtu.be/LIQpBxHk0d8	3:54
3.4 Let's Read!	https://youtu.be/XzCLNIhWa9w	4:40
3.5 Read and Spell High-Frequency Words	https://youtu.be/VCCYbj0Xkll	4:17
Recommendation 4: Fluency and Comprehension		
4.1 When You Read to Me (<i>Dingoes at Dinnertime</i>)	https://youtu.be/ufjNfVSQEco	3:49
4.1 When I Read to You (<i>Because of Winn-Dixie</i>)	https://youtu.be/ejU194r-5Y4	4:06
4.2 Self-Monitor Understanding and Self-Correct Word-Reading Errors (<i>Goldie</i>)	https://youtu.be/biZE2DPyiDU	6:21
4.3 Practice Reading Out Loud (<i>Afternoon on the Amazon</i>)	https://youtu.be/fmlncCz3Vco	4:23

Nine Steps for Teachers

Before you meet with families:

1. Identify instructional needs using student data. See Description and Use of This *Third-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 individual student's instructional needs.
3. Read the **Recommendation Reminder**, which includes a brief summary of 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. Teacher Scaffolds include guidance on how to model the associated Family Activity for families. 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 each family member to do for each activity. Try to involve each family member, 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 parents or caregivers 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 that you may encounter when using this guide to support families' involvement in their child's literacy development. It also includes approaches that you might consider for dealing with 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.	<ul style="list-style-type: none"> • 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 these reasons.
Families might not feel comfortable attending a school function.	<ul style="list-style-type: none"> • 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 with students. • 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, such as the public library or a family restaurant, that might already have built trust relationships with families to encourage attendance.
Families lack time to engage in the activities with their children.	<ul style="list-style-type: none"> • 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 that they don't have to spend time searching for it. • Suggest that just 15 minutes a day engaging in these activities can support children's practice of reading skills. Suggest times for engaging in the activities, reading together, and sharing and discussing experiences: <ul style="list-style-type: none"> -Cook together. -Do laundry together. -Use free time, such as weekends. -Read together at bedtime. -Talk about what you see, hear, and feel when you go for a walk together. • Suggest others who could engage the child in the activities. It could be an older sibling, an aunt or uncle, grandparents, or a caregiver, as well as parents.
Families might not have Internet access or might have a hard time using technology.	<ul style="list-style-type: none"> • Tell families that Internet access is not required in order to engage in the activities because you will 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
 <p>Teach students academic-language skills, including the use of inferential and narrative language, and word knowledge.</p>	 <p>Engage students in conversations that support the use and comprehension of inferential language.</p>
	 <p>Explicitly engage students in developing narrative language skills.</p>
	 <p>Teach academic vocabulary in the context of other reading activities.</p>

Glossary

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

Inferential language is 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 outcomes.

Vocabulary knowledge means knowing about the meanings of words and about how words are used and pronounced.

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

By stimulating your students 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.

RECOMMENDATION 1: ACADEMIC LANGUAGE

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 number 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: Making Inferences

What Does It Mean to Make an Inference?

An **inference** is an educated guess. You make an inference when you draw a conclusion using evidence and reasoning. When you make an inference while reading, you use evidence in the text to draw a logical conclusion.

For example, if you read that a character in a book tasted broccoli for the first time and frowned, you can infer that the character does not like broccoli. Or if you read that the dinner guests asked for seconds, you can infer that the guests enjoyed the meal. Helping your child understand when information is implied (not directly stated) will improve your child's ability to draw conclusions and understand what is read.

Preparation Box

Cue Up Videos

- 1.1 Incredible Inferences
<https://youtu.be/8rl7IQ8R8Ro> (5:58)

Print Family Activities

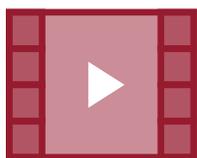
- Incredible Inferences



Family Activities for How-to Step 1: Making Inferences

Prepare the Family Activity before meeting with families by cutting apart the inference cards, inference triangles, and the counters.

Let's look at the Family Activity **Incredible Inferences**. The activity includes the directions, an example, the answers (for the adult), and the materials needed. For this activity you will take turns with your child, selecting a card, reading it out loud, and answering a question by making an inference based on what you read. Inference triangles include inferences that are based on the cards that are read. Next, you will check your inference triangle to see if that inference is there. Let's try one! *Model at least one example. Include family members in the model, either the whole family or members who volunteer.*



Family Literacy Video

Let's watch a video of a mom and her children playing **Incredible Inferences**. *Review the key points before or after the video. Answer family questions about the video.*

1.1 Incredible Inferences (5:58)

Key Points about the Video

- Mom describes what an inference is before she and the kids play the game.
- Mom asks kids to show evidence from the text to support their inference.
- Mom and the kids have fun playing the game.

Take the Family Activity home and have fun making inferences. Tell your child you are proud that he or she is practicing reading!

Incredible Inferences

Directions

1. Remind your child that an inference is an educated guess. You make an inference when you draw a conclusion using evidence and reasoning. When you make an inference while reading, you use evidence in the text to draw a logical conclusion. For example, if you read that a character in a book tasted broccoli for the first time and frowned, you can infer that the character does not like broccoli. Helping your child understand when information is implied (not directly stated) will help him or her learn to draw conclusions and understand what is read.
2. Cut out the inference triangles. Provide your child and yourself with an inference triangle.
3. Cut out the inference cards, shuffle them, and place them face down in a stack.
4. Cut out counters and place them 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).
5. Take turns.
 - Take the top card from the stack and read it. For example: *He heard a sound of twigs breaking. He was startled when an owl hooted. He walked through the trees and came to a creek. Where is he?*
 - Look for a phrase on your inference triangle that answers the question: *in the forest*. Read the phrase and place a counter on that spot. Turn the phrase into a complete sentence: *He was in the forest.*
 - If no phrase is found that matches the inference card, place inference card at bottom of the stack.
6. Repeat step 5 until all phrases on the inference triangles are covered.

Example



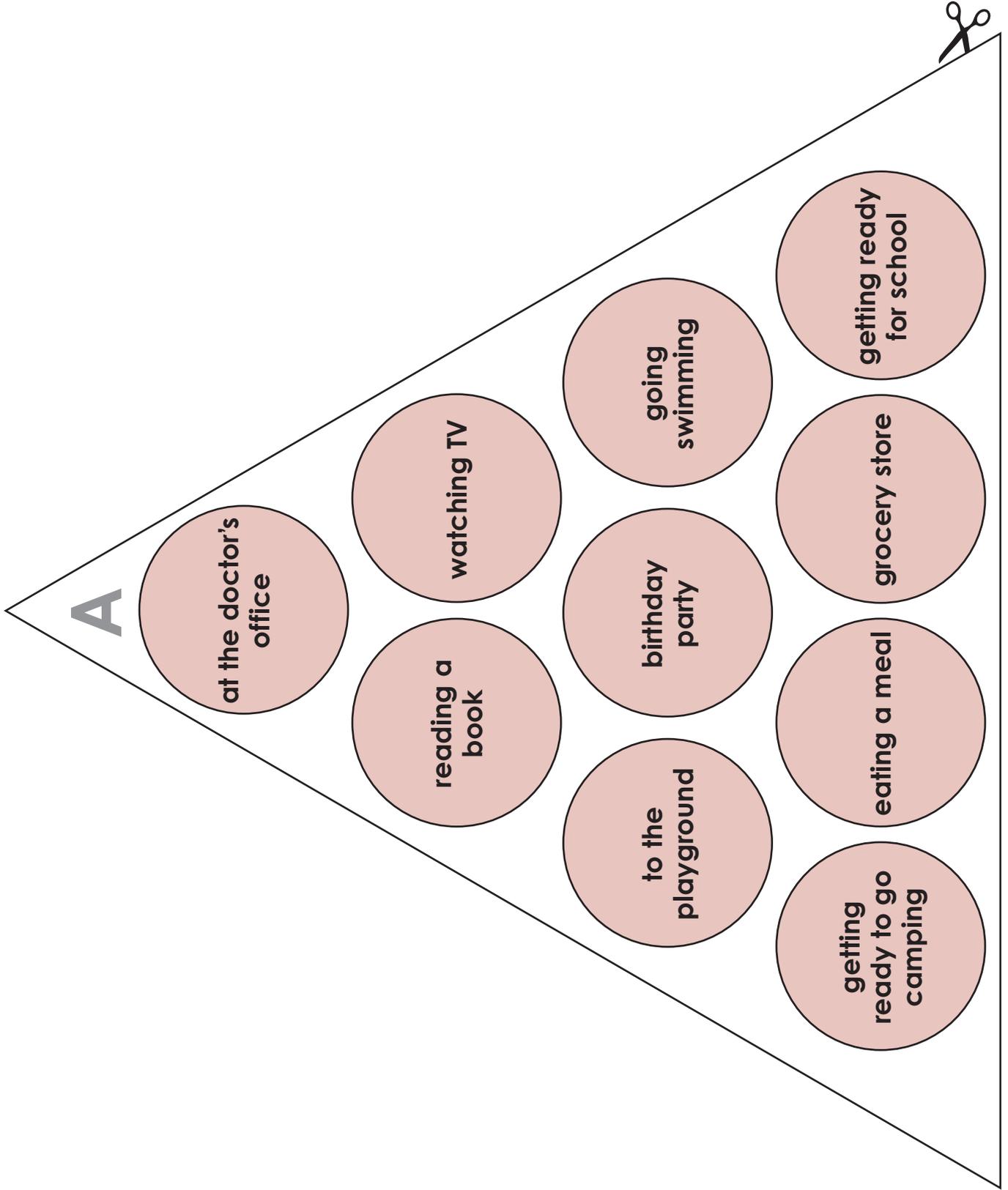
Key for Inference Triangle A

Where are you?	at the doctor's office
What is the boy doing?	reading a book
What are you doing?	watching TV
Where did the children go?	to the playground
What is going on?	birthday party
What is the girl doing?	going swimming
What is the family doing?	getting ready to go camping
What is he doing?	eating a meal
Where did the family go?	grocery store
What is my brother doing?	getting ready for school

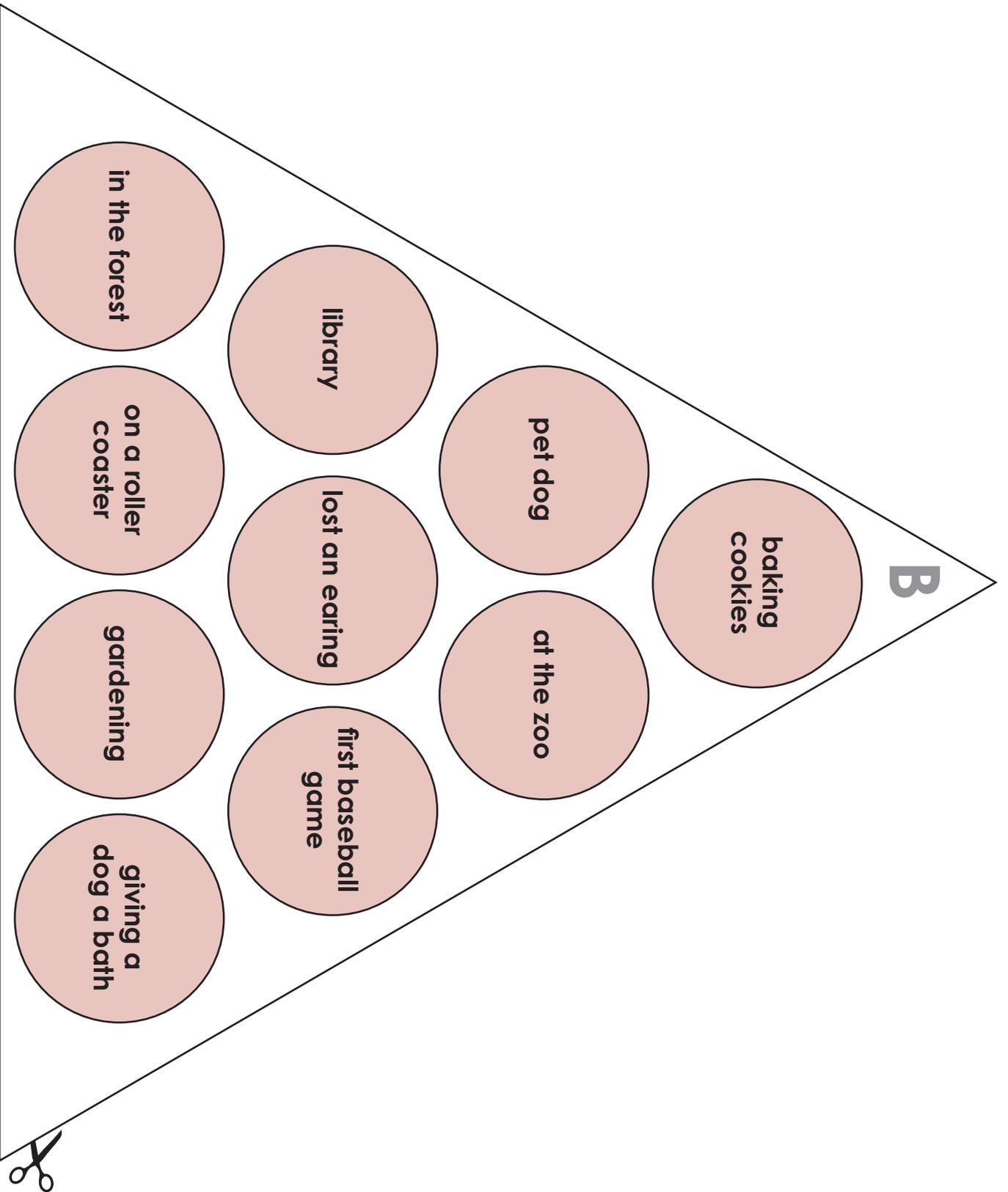
Key for Inference Triangle B

What are they making?	baking cookies
Where is the family?	at the zoo
What do you have?	pet dog
What building were you in?	library
Why is she crying?	lost an earring
What is happening the next day?	first baseball game
Where is he?	in the forest
Where are they?	on a roller coaster
What is the man doing?	gardening
What was happening?	giving a dog a bath

Inference Triangle A



Inference Triangle B

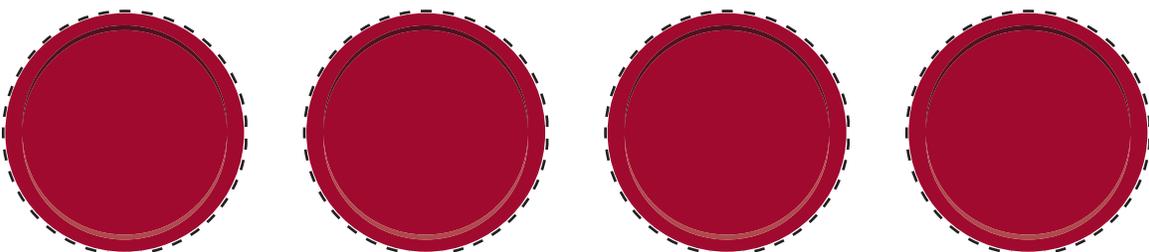
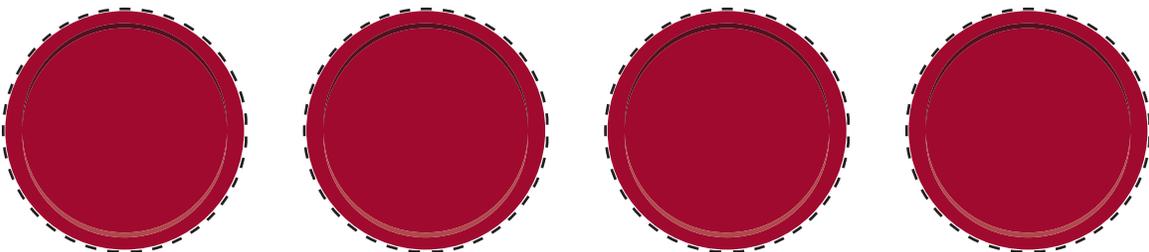
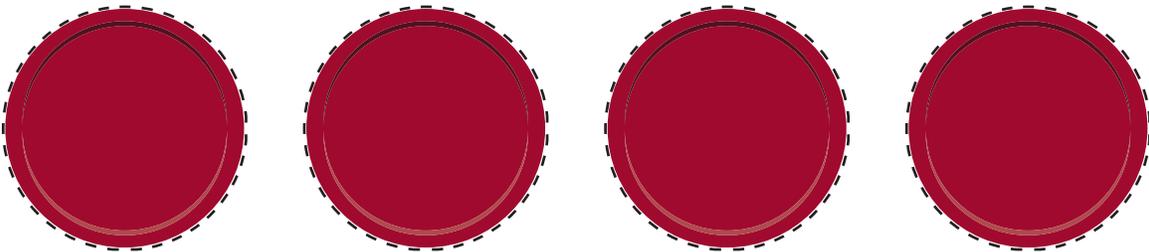
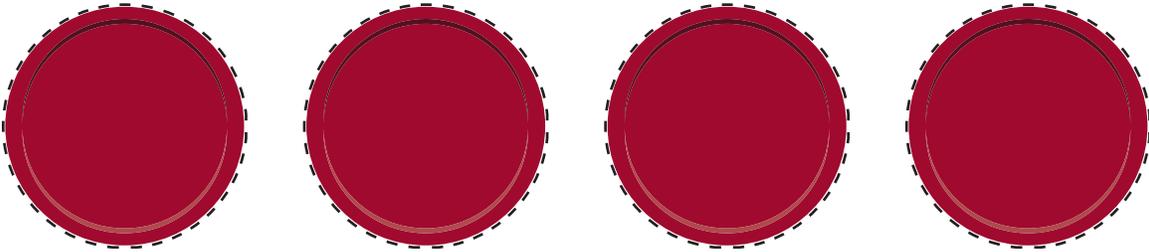
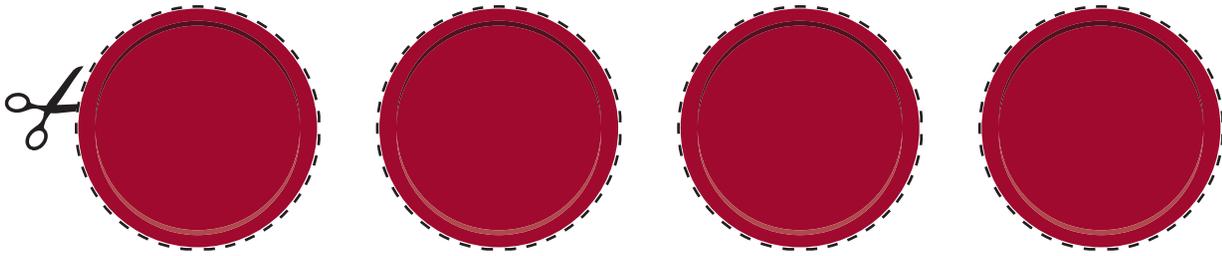




<p>A person takes your temperature. Another person listens to your heart and asks how you are feeling.</p> <p>Where are you?</p>	<p>You watch the screen. You see a man telling what the weather will be tomorrow. You switch the channel to watch a cartoon.</p> <p>What are you doing?</p>
<p>The boy looked at the cover and read the title. He looked at the pictures and some of the words. He went back to the beginning and began.</p> <p>What is the boy doing?</p>	<p>The girl changed her clothes. She grabbed a towel and sunscreen. When she got there she walked to the edge, took a deep breath, and jumped in.</p> <p>What is the girl doing?</p>
<p>Mom made a cake, decorated it, and put candles on it. There are lots of balloons. Children came with presents. Everyone played games.</p> <p>What is going on?</p>	<p>My brother woke up early and got dressed. After he ate breakfast, he waited for the bus. He and all the other children arrived as the bell was ringing.</p> <p>What is my brother doing?</p>
<p>Dad put the tent and sleeping bags in the back of the car. Mom put the food in a cooler. The family got in the car and headed for the mountains.</p> <p>What is the family doing?</p>	<p>The family took a cart and pushed it to the first row. They chose vegetables and fruit. Next they picked out meat and tomato sauce. Then they paid for it all and a lady put it in bags.</p> <p>Where did the family go?</p>
<p>The children lined up at the door. Some took a ball and others took jump ropes. They ran out and began playing games.</p> <p>Where did the children go?</p>	<p>He put meat, broccoli, and french fries on his plate. He picked up his knife and fork, cut the meat, put it in his mouth and began to chew.</p> <p>What is he doing?</p>



<p>The children read the directions. They got out a bowl and pans. They put sugar, flour, and butter in a bowl. They rolled it into balls, and put them in the oven.</p> <p>What are they making?</p>	<p>The family saw many animals. First, they saw the giraffes. Then they went to the bear den. They thought the monkeys were very fun to watch.</p> <p>Where is this family?</p>
<p>You have to give it plenty of food and water. It needs to go outside and get fresh air and sunshine. You need to pet it and play with it.</p> <p>What do you have?</p>	<p>It was very quiet when we entered. There were people at tables. Others stood at shelves. We saw many books.</p> <p>What building were you in?</p>
<p>She cried and cried. She made a poster and offered a reward. She wasn't sure when it had happened. She did not know if it had just fallen off her ear, or if she had dropped it when she put it on.</p> <p>Why is she crying?</p>	<p>It was the night before. He was excited and could not sleep. His uniform lay on the bed. He had practiced with his bat and ball. The coach said this was going to be a great season.</p> <p>What is happening the next day?</p>
<p>He heard a sound of twigs breaking. He was startled when an owl hooted. He walked through the trees and came to a creek.</p> <p>Where is he?</p>	<p>We have tickets. We go to our seat and strap ourselves in. The cars start to move very slowly up the hill. Finally, we are at the top and then we quickly race down.</p> <p>Where are they?</p>
<p>The man made rows and put one type in each. He covered them and watered the rows every day. Soon he saw sprouts and he was able to pick them.</p> <p>What is the man doing?</p>	<p>The boy ran the water. He called Skippy. Skippy hopped in and splashed. He got the soap, scrubbed Skippy, and rinsed him off. Skippy barked and shook himself off.</p> <p>What was happening?</p>



Counters



Teacher Scaffold for How-to Step 2: Summarize

What Does It Mean to Summarize?

Summarizing while reading is something skilled readers do to make sure that they understand what they are reading. Here is an example of a summary of *The Three Little Pigs*:

The Three Little Pigs is a story about three pigs who each build a house out of different materials. A Big Bad Wolf blows down two of the pigs' houses but is unable to blow down the third pig's house because it was made of bricks.

Summarizing means you shorten what you read to the most important ideas. To summarize, focus on main ideas and important details while reading to help you generate a summary. If you are reading a shorter text, you can summarize after you finish reading the text. If you are reading a longer text, summarize after important sections of the text, such as chapters.

- A **main idea** is the most important message of what you are reading. There can be more than one main idea in a text.
- Important **details** include information that support the main ideas.



Family Activities for How-to Step 2: Summarize

Prepare the Family Activities before meeting with families.

Let's look at the Family Activity **Summarize a Story**. The activity includes the directions, a story to read, and an activity sheet to guide your child through writing a summary of the story. There is also a key that the adult can use as an example summary. *Show the Summarize a Story Activity Sheet*. Notice that the activity sheet includes questions to discuss as your child writes a summary of the story.

Show the Summarizing Bookmark. The **Summarizing Bookmark** can be used with anything you and your child read. The bookmark includes reminders about including the main idea and details when you summarize what you read. There is also space on the bookmark to practice writing a summary. A list of suggested books to practice summarizing is on the bookmark, although you can summarize anything you read. Take turns reading or listen to your child read. Stop after a few paragraphs, or after a chapter if the book is long, and ask your child to tell you the main ideas and important details. If the book is short, you can summarize after you finish reading the book.

Preparation Box

Cue Up Videos

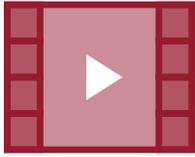
- 1.2 Summarize a Story
<https://youtu.be/ixJzrRSRWV4> (4:20)

Print Family Activities

- Summarize a Story
- Summarizing Bookmark

RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 2: Narrative Language



Family Literacy Video

Let's watch a video of a mom and her daughter engaging in the **Summarize a Story** activity at home. *Review the key points before or after the video.*

Answer family questions about the video.

1.2 Summarize a Story (4:20)

Key Points about the Video

- Mom and her daughter discuss what a main idea is before beginning the activity.
- Daughter reads the beginning of the story, writes a summary of it, and then discusses the summary with her mom. This is repeated with the middle and the end of the story.
- Mom discusses the meanings of words that may be challenging to understand (**despise**).

Provide one or both of the Family Activities to families. Take the Family Activity home and have fun summarizing what you read. Tell your child you are proud that he or she is practicing summarizing!

Summarize a Story

Directions

1. Remind your child that summarizing while reading is something skilled readers do to make sure they understand what they read. Summarizing means you shorten what you read to the most important ideas. To summarize, focus on main ideas and important details while reading to help you generate a summary. If you are reading a shorter text, you can summarize after you finish reading the text.
 - A **main idea** is the most important message of what you are reading. There can be more than one main idea in a text.
 - **Important details** include information that supports the main ideas.
2. Tell your child that he or she will read a text out loud and then summarize it. Ask your child to pay attention to the main ideas and important details while reading.
3. Give your child the activity sheet and the text, "A Moving Story".
 - Review the activity sheet noting that your child will summarize the beginning, middle, and end of the story using the bulleted prompts in the first column.
 - Ask your child to read the story out loud and to fill in the activity sheet while reading or after reading. He or she may look back at the text as needed.
 - Ask your child to read his or her summary out loud. Discuss your child's summary.
4. Remind your child, "You can summarize anything you read to help you understand it."

A Moving Story

Addie had lived in Happyville since she was born. Next week, however, Addie and her family were moving over 1,000 miles away to Washington. Addie despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and didn't want to leave her team. She would not be sleeping in her bedroom, which she loved and had decorated all by herself. She just hated the whole thing.

Addie's dad had gotten a new job and said it would be good for the entire family. Her mother told Addie that there would be a lot of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and have to go to a brand new school?

The whole situation was worse because they were moving on Addie's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted?

One morning Addie woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was to take pictures of everything that was familiar to her.

Her mom rescheduled her birthday party so she could celebrate early with her friends. It was a special party and Addie had a blast with her friends. She also got pictures of herself with her friends. Addie also took pictures of her house, her bedroom, and her school. Then she made a list of things she could try when she got to the new town. She would join the soccer team and introduce herself to the kids at school to make friends with them. She knew that if she had the right attitude, things would turn out fine.

Summarize a Story Activity Sheet

Title: A Moving Story	
Order of Events	My Summary
Beginning <ul style="list-style-type: none">• Who are the main characters?• When does the story take place?• What happens in the beginning?	Addie lives in Happyville and loves it. She plays soccer, has friends, and loves her bedroom and her home. Addie learns that her father got another job and her family has to move away.
Middle <ul style="list-style-type: none">• What happens in the middle?• What is the problem?• What does the main character do and feel?	
End <ul style="list-style-type: none">• How is the problem solved?• How does the story end?	

A Moving Story

Addie had lived in Happyville since she was born. Next week, however, Addie and her family were moving over 1,000 miles away to Washington. Addie despised the idea of moving for many reasons. She was sad to be leaving her best friend. She had played on the soccer team for two years and didn't want to leave her team. She would not be sleeping in her bedroom, which she loved and had decorated all by herself. She just hated the whole thing.

Addie's dad had gotten a new job and said it would be good for the entire family. Her mother told Addie that there would be a lot of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and have to go to a brand new school?

The whole situation was worse because they were moving on Addie's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house being put on a truck. What about her party? What about spending the day with her friends? What about what she wanted?

One morning Addie woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was to take pictures of everything that was familiar to her.

Her mom rescheduled her birthday party so she could celebrate early with her friends. It was a special party and Addie had a blast with her friends. She also got a lot of pictures of herself with her friends. Addie also took pictures of her house, her bedroom, and her school. Then she made a list of things she could try when she got to the new town. She would join the soccer team and introduce herself to the kids at school to make friends with them. She knew that if she had the right attitude, things would turn out fine.



Summarize a Story Activity Sheet

Title:	
Order of Events	My Summary
Beginning <ul style="list-style-type: none">• Who are the main characters?• Where does the story take place?• What happens in the beginning?	
Middle <ul style="list-style-type: none">• What happens in the middle?• What is the problem?• What does the main character do and feel?	
End <ul style="list-style-type: none">• How is the problem solved?• How does the story end?	

Key: Summarize a Story Activity Sheet

Title: A Moving Story	
Order of Events	My Summary
Beginning <ul style="list-style-type: none">• Who are the main characters?• Where does the story take place?• What happens in the beginning?	Addie lives in Happyville and loves it. She plays soccer, has friends, and loves her bedroom and her home. Addie learns that her father got another job and her family has to move away.
Middle <ul style="list-style-type: none">• What happens in the middle?• What is the problem?• What does the main character do and feel?	Addie is upset because she does not want to move away from her home, her best friend, and her soccer team. The problem is not only that her family is moving, but also that they are moving on her birthday, when she was supposed to celebrate with her friends.
End <ul style="list-style-type: none">• How is the problem solved?• How does the story end?	Addie's mom reschedules her birthday party to an earlier date. Addie changes her attitude about the move and makes a plan to help her be happy in her new home.

Books to Share

Suggested Books to Practice Summarizing

Take turns reading or listen to your child read. Stop after a chapter, if a long book, and ask your child to tell you the main ideas and important details to support the main ideas. You can do this at the end of a short book.

Owen and Mzee: The True Story of a Remarkable

Friendship by Isabella Hatkoff, Craig Hatkoff, Paula Kahumbu

Goose and Duck by Jean Craighead George

Koala Lou by Mem Fox

The Tiny Seed by Eric Carle

Ice Cream by Elisha Cooper



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

What Are 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 with and listening to your child every day talk 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 can expand your child's vocabulary. Children with strong oral language skills and a larger vocabulary 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 bird and says, "There is a bird!" say, "That is a male cardinal flying through the backyard! I know it is a male because of his bright, red feathers. What do you think a female cardinal looks like?"

Preparation Box

Cue Up Videos

- 1.3 Dinner Table Talk
<https://youtu.be/5bY4l59u3uc> (5:12)
- 1.3 Baking Conversations
https://youtu.be/HCUo8_Cf5lc (6:38)
- 1.3 Chatting About Chores
<https://youtu.be/GrqnJzPHvEQ> (4:09)

Print Family Activities

- Talking and Writing in the Kitchen
- Chatting About Chores

RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 3: Academic Vocabulary



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

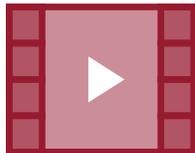
Talk with and listen to your child anywhere while doing anything! For example, have conversations at the dinner table and while baking or cooking in the kitchen. Let's look at the Family Activity **Talking and Writing in the Kitchen**. Use these questions, activities, and conversation starters to have fun while you talk and write in the kitchen. *Explain the activities and demonstrate an example or two. Print this activity one-sided for families to post in their kitchen.* Take this home and place it at eye level in the kitchen, such as on the refrigerator, and have fun speaking, listening, and writing in the kitchen!



Chores		
Chore	Every Day	As Needed
Make my bed	X	
Pick up my room	X	
Set the table	X	
Clear the table	X	
Help fill laundry		X
Help bring in groceries		X

Let's look at the Family Activity **Chatting About Chores**. Use this activity to talk with your child about why chores are important and what type of chores he or she is ready to take on. Use the chore chart on the Family Activity to list chores and note whether a chore is to be completed every day or as needed. Place the chore chart at your child's eye level so it's easy to check every day.

Answer questions about the Family Activities.



Family Literacy Videos

Let's watch a video of a family talking at the dinner table. *Review the key points before or after the video. Answer family questions about the video.*

1.3 Dinner Table Talk (5:12)

Key Points about the Video

- Parents listen to their daughters and ask open-ended questions to extend the conversation.
- Family has fun discussing what they would invent and their favorite super power.
- Mom ensures that all family members have opportunities to participate in the conversation by asking each family member the same questions.

RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 3: Academic Vocabulary

Let's watch a video of a child and her caretaker talking while they bake cookies. *Review the key points before or after the video. Answer family questions about the video.*

1.3 Baking Conversations (6:38)

Key Points about the Video

- Caretaker describes how recipes are organized (ingredients and steps).
- Child reads the steps of the recipe and is actively involved in every step of the recipe.
- Caretaker uses words (for example, **chill, dough, fluffy, batter, scoop**) to describe what she is doing.
- Caretaker describes why she is doing specific things, to deepen the child's understanding of concepts (for example, the science of baking, why make a test batch, why place cookies near the center of baking sheet).

Let's watch a video of a mom and her daughter talking about chores. *Review the key points before or after the video. Answer family questions about the video.*

1.3 Chatting about Chores (4:09)

Key Points about the Video

- Mom and daughter discuss what chores are and why they are important.
- Mom talks about the meaning of **responsibility**.
- Mom has a positive attitude and has her daughter determine her own chores, state why each chore is important, and write them on the chore chart.

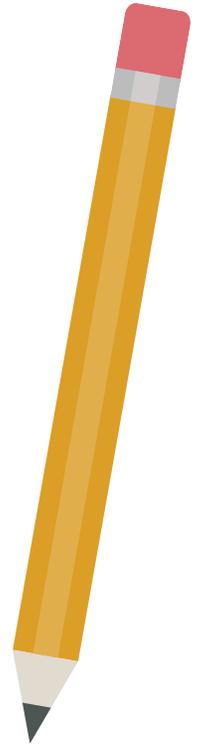
Provide one or both of the Family Activities to families. Take the Family Activity home and have fun talking with your child to help build oral language and vocabulary knowledge!



Dinner Table Talk

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

- What was your favorite part of school today? Why?
- What was difficult for you today at school? How did you handle it?
- What are you thankful for today? Why?
- What would you love to invent?
- Which superhero power would you like to have? How would you use it?



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 recipes** of your own!

Chatting About Chores

Directions

1. Explain to your child that a chore is a task or job done in a home. Examples of chores are doing laundry and washing dishes. Children who do chores learn about responsibility and important life skills.
2. You can say, "You're part of our family team, and your chores help the whole team."
3. Talk with your child about the types of chores that you think he or she is ready to take on. Consider everyday chores like making the bed. Also, consider chores that are done as needed such as folding and putting away laundry.
4. Use the Chore Chart below to list chores for your child in the first column. For each chore, put an X in either the Every Day column or the As Needed column.
5. Cut out the Chore Chart and put it in the kitchen at your child's eye level so he or she can check it every day.

Example

Chore Chart

____ Maya ____'s Chore Chart

Chore	Every Day	As Needed
Make my bed.	X	
Pick up my room.	X	
Set the table.	X	
Clear the table.	X	
Help fold laundry.		X
Help bring in groceries.		X



Teacher Scaffold for How-to Step 3: Related Words

What Are Related Words?

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 with and listening to your child every day talk about books and his or her experiences will help your child practice oral language. We all know that the more you practice something, the better you become!

Oral language practice can expand your child’s vocabulary. Children with strong oral language skills and a larger vocabulary typically become better readers. The best ways to give your child a strong foundation for learning to read are to read to, talk to, and listen to your child every day.

Words that are related to each other are connected in some way. For example, if I say the word *bird*, you may think of related words like *wing*, *feather*, and *fly*. You may also think about types of birds like *cardinals*, *blue jays*, and *penguins*. Synonyms and antonyms are related words. A **synonym** is a word that means the **same** or almost the same as another word. **Smart** is a synonym for **clever**. An **antonym** is a word that means the **opposite** or nearly the opposite of another word. **Afraid** is an antonym for **brave**. Talking about synonyms and antonyms can deepen your child’s understanding of related words. It will also enhance your child’s vocabulary, which can help him or her be more precise and imaginative when writing.

Preparation Box

Cue Up Videos

- 1.3 Synonyms and Antonyms
https://youtu.be/WpZ_AUsXx4g (5:30)
- 1.3 Talk About Words
<https://youtu.be/h77z11M3GIE> (6:04)

Print Family Activities

- Synonyms and Antonyms
- Talk About Words

RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 3: Academic Vocabulary



Family Activities for How-to Step 3: Related Words

Prepare the Family Activity before meeting with families by cutting apart word cards. Let's look at the Family Activity **Synonyms and Antonyms**. You can use this activity to help your child identify and write synonyms and antonyms. It is important to discuss the meanings of any unknown words during this activity. Your child selects a word card, reads it, and identifies another word from a word list that is a synonym or antonym of the original word. *Explain the activity and model an example or two. Include family members in the model, either the whole family or members who volunteer. Answer questions about the Family Activity.* Take this Family Activity home and have fun talking about synonyms and antonyms.

Prepare the Family Activity, **Talk About Words**, before meeting with families by cutting apart word cards and organizing them by sets in separate plastic sandwich bags. Explain to families that each set of words can be identified by the symbol (circle, triangle, square) on each card.

Let's look at the Family Activity **Talk About Words**. Use one set of words and the activity sheet. It is important to discuss the meanings of any unknown words. The two larger word cards are opposites and go on each end of the activity sheet. Ask your child to read the smaller word cards and place them on the word continuum on the activity sheet in an order that shows a gradual shift in meaning, making a bridge from one opposite to the other. Ask your child to explain why he or she placed the words in that order. *Answer questions about the Family Activity.* Take this Family Activity home and have fun talking about words!



Family Literacy Videos

Let's watch a video of a dad and his son talking about synonyms and antonyms. Review the key points before or after the video. *Answer family questions about the video.*

1.3 Synonyms and Antonyms (5:30)

Key Points about the Video

- Dad makes sure that his son knows what synonyms and antonyms are by asking him to give examples before beginning the activity.
- Dad explains the meanings of words that may be unfamiliar (for example, **courteous**) and uses words in sentences that his son can relate to (for example, "Your sister comes into your room and **ruins** your Legos.")
- Dad asks his son to use words in sentences to make sure that his son understands the meaning of each word.

Let's watch a video of a mom and her daughter talking about the meanings of words. *Review the key points before or after the video. Answer family questions about the video.*

RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 3: Academic Vocabulary

1.3 Talk About Words (6:04)

Key Points about the Video

- Mom describes the meanings of the antonyms (opposites): **stranger, relative**.
- Mom relates the meanings of words to her daughter's experiences.
- Mom asks questions to prompt her daughter to describe why she decides to place words where she does on the continuum.
- Mom helps her daughter read unfamiliar words by giving her cues. For example, "That's a long a" (**stranger**). "Sound it out" (**sob**).
- Mom asks daughter to read all the words after they are placed on the continuum, for another opportunity to practice reading.

Provide one or both of the Family Activities to families. Take the Family Activity home and have fun talking with your child to help build oral language and vocabulary knowledge! Tell your child you are proud that he or she is practicing reading new words!

Synonyms and Antonyms

Directions

1. Remind your child about synonyms and antonyms.
 - A **synonym** is a word that means the **same** or almost the same as another word. **Smart** is a synonym for **clever**.
 - An **antonym** is a word that means the **opposite** or nearly the opposite of another word. **Afraid** is an antonym for **brave**.
2. Cut out the word cards and place them face down in a stack.
3. Provide your child with the activity sheet.
4. Ask your child to:
 - Select a card and read it.



- Read the bottom corner of the card to determine if it is a synonym or antonym.



- Read the words in the middle column of the activity sheet to determine whether to write the word in the antonym or synonym column.

Synonym	Word	Antonym
	thin	
	pretend	
	ruin	

- Write the word in the correct column.

Synonym	Word	Antonym
	thin	wide
	pretend	
	ruin	

- Discuss the meanings of any unknown words.

Key

Synonym	Word	Antonym
narrow	thin	wide
make believe	pretend	realistic
destroy	ruin	repair
apart	separate	together
display	show	hide
wrinkle	crease	smooth
courteous	polite	rude
succeed	achieve	fail



narrow

SYNONYM

**make
believe**

SYNONYM

destroy

SYNONYM

apart

SYNONYM

display

SYNONYM

wrinkle

SYNONYM

courteous

SYNONYM

succeed

SYNONYM



wide

ANTONYM

realistic

ANTONYM

repair

ANTONYM

together

ANTONYM

hide

ANTONYM

smooth

ANTONYM

rude

ANTONYM

fail

ANTONYM

Synonyms and Antonyms Activity Sheet

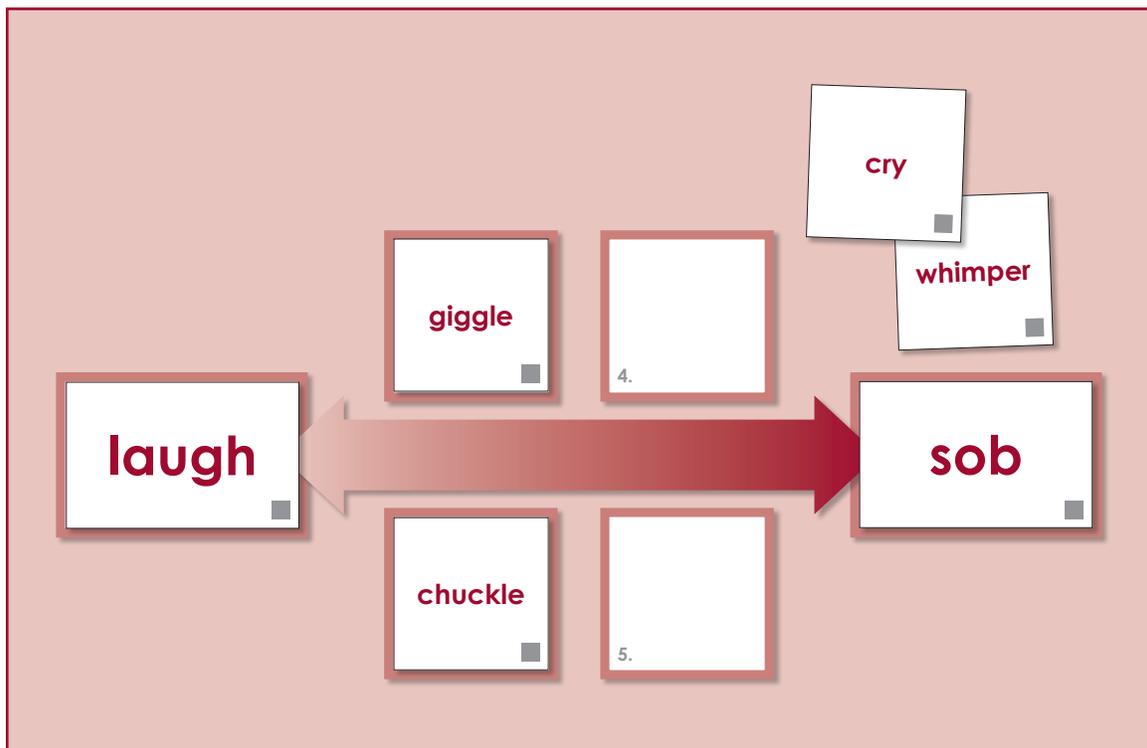
Synonym	Word	Antonym
	thin	
	pretend	
	ruin	
	separate	
	show	
	crease	
	polite	
	achieve	

Talk About Words

Directions

1. This activity will deepen your child's understanding of related words. It will also enhance your child's vocabulary, which can help him or her be more precise and imaginative when writing.
2. Cut out the word cards. There is one set of word cards per page. Each set has the same symbol in the lower right corner of the word card. Store each set of cards in its own sandwich bag.
3. Provide your child with the activity sheet and select one set of word cards.
4. Ask your child to:
 - Read the word cards.
 - Place the larger two word cards on either end of the word continuum on the activity sheet. These are antonyms (opposites).
 - Place the smaller word cards on the word continuum in an order that creates a gradual shift in meaning, making a bridge from one opposite to the other.
 - Discuss rationale for placement of words.
 - Think of other words that might belong on the continuum. Where would those words be placed?

Example



word cards



sunny



sunless



hazy	overcast
foggy	cloudy



word cards



nothing



all



few	several
some	many



word cards



laugh



sob



<p>giggle</p> 	<p>chuckle</p> 
<p>whimper</p> 	<p>cry</p> 



word cards



relative



stranger



friend



classmate



neighbor



visitor



1.



3.

2.

5.

4.

6.

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 your child to make inferences about what he or she is reading. For example, if you read that a character heard a dog bark and the mailbox door close, you can infer that the mail carrier just delivered the mail.
- Ask your child to summarize what he or she is reading by telling you the main ideas and important details.
- Talk with your child throughout the day—when you're cooking, eating, doing chores, or going on a walk.
- Say a word and ask your child to give you an opposite word. For example, if you say "sour," your child might say "sweet."
- Say a word and ask your child to give you a word that means the same thing. For example, if you say "fast," your child might say "quick."

Family Literacy Videos

Video	Link	Duration
1.1 Incredible Inferences	https://youtu.be/8rl7IQ8R8Ro	5:58
1.2 Summarize a Story	https://youtu.be/ixJzrRSRWW4	4:20
1.3 Dinner Table Talk	https://youtu.be/5bY4l59u3uc	5:12
1.3 Baking Conversations	https://youtu.be/HCUo8_Cf5lc	6:38
1.3 Chatting About Chores	https://youtu.be/GrqnJzPHvEQ	4:09
1.3 Synonyms and Antonyms	https://youtu.be/WpZ_AUsXx4g	5:30
1.3 Talk About Words	https://youtu.be/h77z11M3GIE	6:04

Recommendation 2: Phonological Awareness And Letter–Sound Relations

Even though phonological awareness instruction is not typically implemented in third grade, we include this recommendation reminder as a reference. Phonological awareness activities are typically not needed in third 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 third graders who are weak in phonics can also be found in the [First-Grade Teacher’s Guide](#) and [Supporting Your Child’s Reading at Home](#).

Recommendation 2	How-to Steps
 <p data-bbox="415 793 662 926">Develop awareness of the segments of sound in speech and how they link to letters.</p>	 <p data-bbox="776 793 1357 856">Teach students to recognize and manipulate segments of sounds in speech.</p>
	 <p data-bbox="776 898 1122 926">Teach students letter–sound relations.</p>
	 <p data-bbox="776 1003 1357 1066">Use word building and other activities to link students’ knowledge of letter–sound relations with phonemic awareness.</p>

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, and each box represents one sound, /f/ /i/ /sh/.

Encoding is 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 and rime The onset is the initial phoneme(s), and the rime is the medial vowel and the remaining consonant(s) in any single-syllable word or syllable. For example, 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 chop: /ch/ / ɒ / /p/.

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 that 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. 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 = /s/ and /leep/	Select one-syllable words from a book previously read and have students say the onset and the rime.
Segment and blend individual phonemes in words.	fan = /f/ //ă/ /n/ /s/ /i/ /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 that 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
 <p>Teach students to decode words, analyze word parts, and write and recognize words.</p>	 <p>Teach students to blend letter–sound and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.</p>
	 <p>Instruct students in common sound–spelling patterns.</p>
	 <p>Teach students to recognize common word parts.</p>
	 <p>Have students read decodable words in isolation and in text.</p>
	 <p>Teach regular and irregular high-frequency words so that students can recognize them efficiently.</p>
	 <p>Introduce non-decodable words that are essential to the meaning of the text as whole words.</p>

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. For example, the word **fish** has three sound boxes, and each box represents one sound, /f/ /i/ /sh/.

Encoding is 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 focuses on 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. Once 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 and root words, 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**.

RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

Being able to quickly recognize high-frequency words will speed 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. Activities with flashcards and word walls can be used to help 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 some of the non-decodable words that are essential to the meaning of the text.



Teacher Scaffold for How-to Step 1: Blending to Read Words

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 word correctly. For example, after children know the letter sounds (*point to the letters as you say each sound*) /f/ for **f**, /i/ 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/ /i/ /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: /ă/, /ĕ/, /ĭ/, /ĕ/, /ĭ/, /ĕ/, /ĭ/, /ĕ/, /ĭ/. 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

There are three Family Activities for this How-to Step. They all involve blending words to read them and move from simple to more complex. The first activity involves spelling a given word, the next activity involves determining words to spell with given letter cards, and the final activity involves spelling words with r-controlled vowels. Select the activity that meets the instructional needs of your students and prepare the materials prior to a family meeting.

Let’s review the Family Activity **Map a Word**. For this activity your child will identify a picture and spell the word by writing one letter–sound or letter–sound combination in each sound box. Each box represents one sound. You will help your child blend the word to read it if your child needs assistance. Identify any unknown pictures for your child and discuss any unfamiliar words. *Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*

This Family Activity is called **How Many Words?** The letter cards are provided for you. Your child will choose five consonants and two vowel letter cards. He or she will use the letter cards to spell as many words as possible and then write each spelled word for extra practice. Be sure to discuss the meaning of any unknown words. *Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*

Preparation Box

Cue Up Videos

- 3.1 Map A Word
https://youtu.be/tNZq_Nudq0A (3:56)
- 3.1 How Many Words?
<https://youtu.be/SJcktpJm3l> (5:17)
- 3.1 Building Words With R-Controlled Vowels
<https://youtu.be/Nj5u06ivQXo> (4:37)

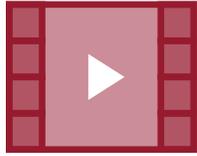
Print Family Activities

- Map a Word
- How Many Words?
- Building Words With r-Controlled Vowels

RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

How-to Step 1: Blending

Let's review **Building Words with r-Controlled Vowels**. R-controlled vowels are any letter combination that begins with a vowel and is followed by the letter **r**. Common r-controlled vowels include **ar**, **er**, **ir**, **or**, and **ur**. In this activity your child will use letter cards to spell and read words that have r-controlled vowels. Example words are provided for you.



Family Literacy Videos

Let's watch a video of a mom and her son engaging in the **Map a Word** activity. *Review the key points before or after the video. Answer family questions about the video.*

3.1 Map a Word (3:56)

Key Points about the Video

- Mom explains that each box represents one sound. There may be more than one letter in each box.
- Mom encourages her son to say each sound in the word to help him spell the words (for example, /sh/ /ee/ /p/, **sheep**; /l/ /igh/ /t/, **light**; /sh/ /ě/ /ll/, **shell**).
- Mom is patient and encouraging.

Here is a video of a mom and her daughter spelling, blending, and reading words using letter cards. This is the **How Many Words?** activity. *Review the key points before or after the video. Answer family questions about the video.*

3.1 How Many Words? (5:17)

Key Points about the Video

- Mom has her daughter spell words with letter cards and write them on the board for another opportunity to practice.
- Mom gives hints to determine which words to spell (for example, "Sometimes I like to make the ending of the word **-at** and then change the beginning letter to see how many words we can spell.")
- Mom describes the meaning of words that may be unfamiliar to her daughter (for example, **raw**).

In this video, a mom and her son read and spell words with r-controlled vowels. *Review the key points before or after the video. Answer family questions about the video.*

3.1 Building Words with r-Controlled Vowels (4:37)

Key Points about the Video

- Mom makes sure that her son knows what r-controlled vowels (**ar**, **er**, **ir**, **or**, **ur**) are before beginning the activity.
- Mom uses words in sentences and engages her son in discussions about the meanings of words (for example, **march**, **stern**, **storm**).
- Mom prompts her son by saying individual sounds in words to help him spell the words (for example, "Which two letters say /ch/?").

Map a Word

Directions

1. Provide your child with the activity sheet.
2. Ask your child to:
 - Name the picture.



- Spell the word by writing one letter-sound or letter-sound combination in a box. Each box represents one sound. Help your child say each sound in the word, if needed.



1.		
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- Discuss the meaning of any unknown words.

Key



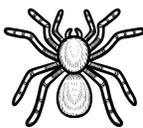
1.	sh	ee	p
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2.	l	igh	t
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3.	sh	e	ll
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4.	s	p	i	d	er
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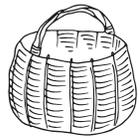
5. th or n



6. s c ar f



7. ch i ck e n



8. b a s k e t



9. d r e s s



10. t r ai n



11. f l ow er



12. c r aw l

Map a Word Activity Sheet



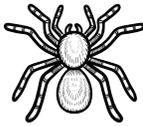
1.			
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2.			
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3.			
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4.					
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5.			
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6.				
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7.					
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8.						
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9.				
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10.				
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11.				
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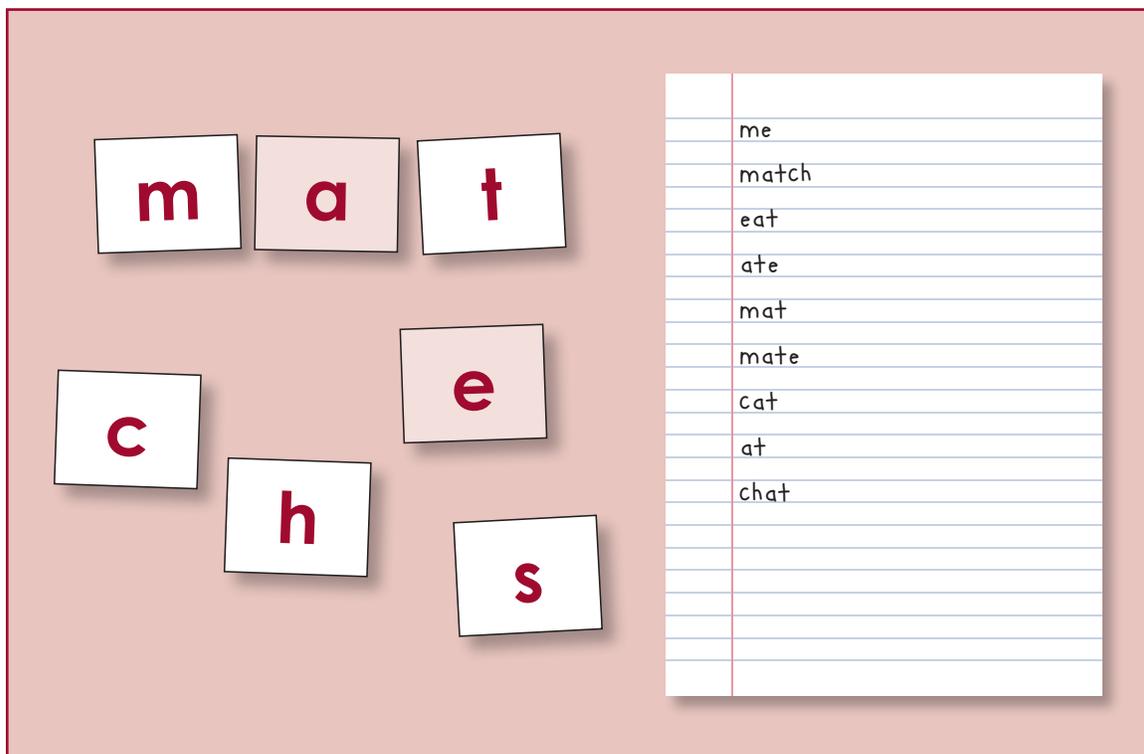


12.				
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How Many Words?

Directions

1. Cut out the letter cards and the shaded vowel cards. Place the vowel cards (**a, e, i, o, u**) on the table face up.
2. Place the other letter cards in a paper bag (or any container that you cannot see through).
3. Provide your child with a piece of paper and a pencil.
4. Ask your child to:
 - Choose five letter cards from the bag and two vowel cards from the table.
 - Use the letter cards to make as many words as possible. Help your child blend the sounds together to read words, if needed.
 - Write each word on the piece of paper.
 - Discuss the meaning of any unknown words.



The illustration shows a collection of letter cards on a light brown background. There are five white cards with red letters: 'm', 't', 'c', 'h', and 's'. There are also two shaded pink cards with red letters: 'a' and 'e'. To the right of the cards is a piece of lined paper with a vertical red margin line. The words 'me', 'match', 'eat', 'ate', 'mat', 'mate', 'cat', 'at', and 'chat' are written in red on the lines.



b	c	d	f	g	h	j
k	l	m	n	p	q	r
s	t	v	w	x	y	z
oa	au	ow	ee	ay	oo	ea
ai	aw	igh	ch	sh	ck	th
		wh	ph	oi	ou	oy

letter cards

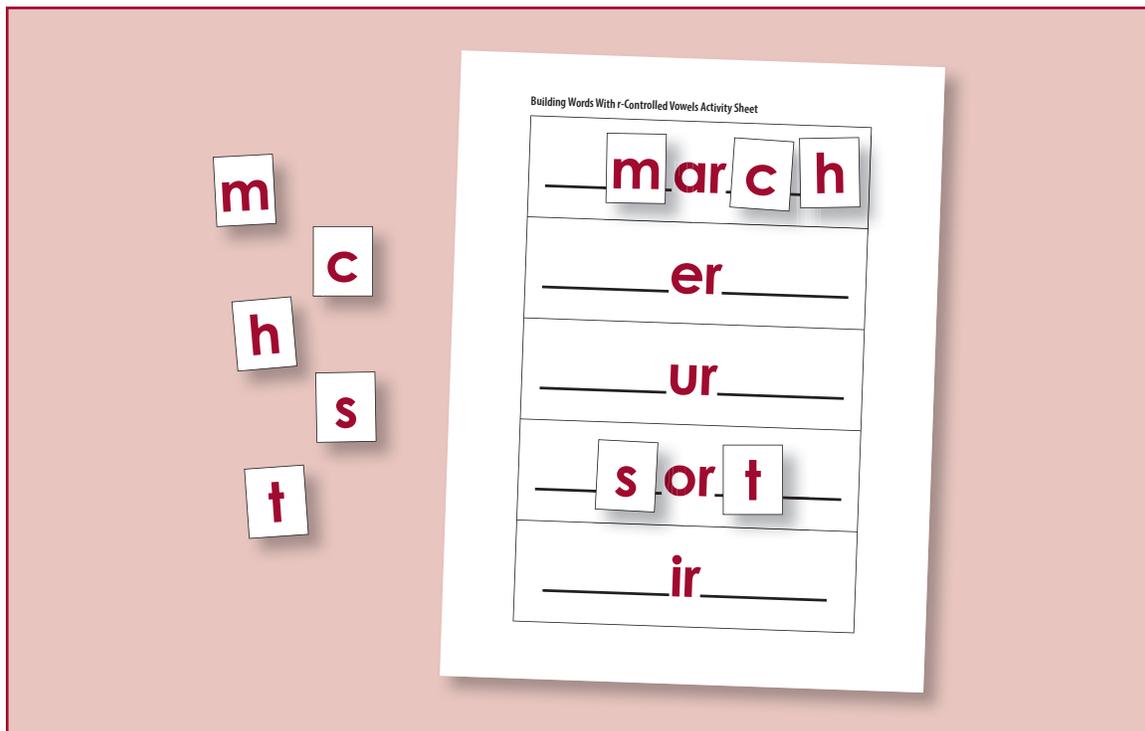
a	e	i	o	u
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vowel cards

Building Words With r-Controlled Vowels: ar, er, ur, or, ir

Directions

1. Cut out the letter cards and place them face up on the table.
2. Provide your child with the activity sheet.
3. Ask your child to:
 - Use the letter cards to spell words on the activity sheet.
 - Read each word that is spelled. Help your child blend the sounds together to read words, if needed. If a word is misspelled, help your child correct the spelling.
 - Discuss the meaning of any unknown words.



Key

Example Words				
ar	er	ir	or	ur
sharp	fern	dirt	porch	curb
chart	stern	shirt	cord	burn
yarn	her	bird	storm	curl
dark	germ	third	fork	fur



b	c	d	f	g	h
j	k	l	m	n	p
q	r	s	t	v	w
x	y	z			

letter cards

Building Words With r-Controlled Vowels Activity Sheet

_____ar_____

_____er_____

_____ur_____

_____or_____

_____ir_____



Teacher Scaffold for How-to Step 2: Common Sound–Spelling Pattern: Silent Letters

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	chew
hunch	few
champ	stew

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 **chew**, **few**, and **stew**.

Common sound–spelling patterns appear in multiple words. Understanding sound–spelling patterns can help children read and spell many words.

Write the words **knock**, **lamb**, **write**, and **listen** where family members can see them. As you explain silent letters, underline the silent letter in each word. One common sound–spelling pattern that I teach is called **silent letters**. Many words have letters that are not pronounced when we read the word. For example, in the word **knock**, the **k** is not pronounced; it is silent. Other examples of silent letters include the **b** in **lamb**, the **w** in **write**, and the **t** in **listen**.



Family Activities for How-to Step 2: Common Sound–Spelling Pattern: Silent Letters

Let’s review the Family Activity **Silent Letters**. For this activity your child will read a word on a word card, decide whether the word has a silent letter, and sort the word under the headings “silent” or “not silent.” Next, your child will write the word and circle any silent letter in the word. The activity includes step-by-step directions, an example, the key for the adult, an activity sheet, and word cards. *Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*

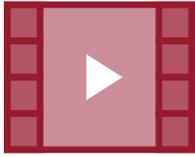
Preparation Box

Cue Up Videos

- 3.2 Silent Letters
<https://youtu.be/JpGb00B4LCs> (2:58)

Print Family Activities

- Silent Letters



Family Literacy Video

Let's watch a video of a mom and her son engaging in the **Silent Letters** activity. *Review the key points before or after the video. Answer family questions about the video.*

3.2 Silent Letters (2:58)

Key Points about the Video

- Mom provides a word with a silent letter (**comb**) and explains to her son that the **b** is silent because we do not hear **/b/** when we say **comb**.
- For each word, mom has her son read the word, determine if there are any silent letters in the word, sort the word, and spell the word.
- Mom and her son talk about how the letters **e** and the **a** in the word **speak** work together to make one sound.

Key

Silent	Not Silent
comb	habit
know	speak
walk	salt
wrench	water
doubt	pretzel
science	absent
gnaw	lemon
honor	week
column	born
receipt	belt
island	most
sign	silent



silent

not silent

header cards



comb	know
walk	wrench

word cards



doubt

science

gnaw

honor

column

receipt

island

sign

habit

speak

salt

water



pretzel

absent

lemon

week

born

belt

most

silent



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

Preparation Box

Print Family Activities

- Open and Closed Syllable Sort
- Syllable Sort

What Are Syllable Patterns?

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 that contains a vowel. **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. 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, 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.

Show the Syllable Pattern table from the Family Activities (below). Point to the example words as you describe VCe, vowel team, and vowel-r syllable patterns.

RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS**How-to Step 2: Common Sound–Spelling Pattern**

Syllable Type	Description	Example Words
Open	A syllable ending with a vowel sound that is spelled with a single vowel letter (a, e, i, o, or u).	me <u>pro</u> -gram <u>mu</u> -sic
Closed	A syllable ending in one or more consonants and a short vowel sound spelled with one vowel.	hat dish <u>bas</u> - <u>ket</u>
VCe	A syllable pattern that ends in silent e, which makes the vowel before it a long sound (say its name). V stands for vowel, C stands for consonant, and e is the silent e at the end of a syllable or word.	stripe shine bake
Vowel Team	A syllable that has multiple letters spelling the vowel sound.	tooth pain <u>train</u> -er <u>neigh</u> bor
Vowel-r	A syllable that has at least one vowel followed by an r. The r always comes directly after the vowel (ar, er, ir, or, ur).	corn bird <u>mar</u> -ket



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

There are two Family Activities. The first activity is the Open and Closed Syllable Sort. The second activity is a more challenging Syllable Sort that asks children to sort words under one of five syllable patterns: open, closed, VCe, vowel team, and vowel-r. Prepare which one you'd like to use and demonstrate it.

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. *Review steps 5–6 of the Family Activity. Model a few examples. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Activity **Syllable Sort**. For this activity your child will identify and sort words according to five syllable patterns: open, closed, VCe, vowel team, or vowel-r. The table in the activity is the same one that I just shared with you, so you and your child can use it to refer to while sorting the words. An answer key is also included on the activity. Let me show you. *Review step 5 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 have fun helping your child practice identifying and sorting words by their syllable patterns. Tell your child how proud you are that he or she is practicing reading!

Open and Closed Syllable 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, pr-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 (**devote, calendar**). 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 underlined syllable has an open or closed syllable pattern (for example, photo, open syllable).
6. Ask your child to place the word card under the matching header card. Words with open syllables go under the header card, **devote**. Words with closed syllables go under the header card, **calendar**.
7. Repeat for each word in the stack.
8. Discuss the meaning of any unknown words.

Key

<u>de</u>vote (open syllable pattern)	<u>cal</u>endar (closed syllable pattern)
<u>ph</u> oto	<u>ath</u> letic
<u>re</u> place	volun <u>teer</u>
argu <u>me</u> nt	<u>ins</u> istent
<u>de</u> tergent	bas <u>ke</u> t
imi <u>ta</u> tion	<u>che</u> mical
absol <u>u</u> te	intellig <u>en</u> t



devote

OPEN SYLLABLE

calendar

CLOSED SYLLABLE

header cards

word cards



photo

replace

argument

athletic

volunteer

insistent



basket

chemical

detergent

absolute

imitation

intelligent

basket	chemical
detergent	absolute
imitation	intelligent

Syllable 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. Remind your child that there are different syllable types using this table.

Syllable Type	Description	Example Words
Open	A syllable ending with a vowel sound that is spelled with a single vowel letter (a, e, i, o, or u).	me <u>pro</u> -gram <u>mu</u> -sic
Closed	A syllable ending in one or more consonants and a short vowel sound spelled with one vowel.	hat dish <u>bas</u> - <u>ket</u>
VCe	A syllable pattern that ends in silent e, which makes the vowel before it a long sound (say its name). V stands for vowel, C stands for consonant, and e is the silent e at the end of a syllable or word.	stripe shine bake
Vowel Team	A syllable that has multiple letters spelling the vowel sound.	tooth pain <u>train</u> -er <u>neigh</u> bor
Vowel-r	A syllable that has at least one vowel followed by an r. The r always comes directly after the vowel (ar, er, ir, or, ur).	corn bird <u>mar</u> -ket

3. Cut apart header cards and place face up in a row.
4. Cut apart word cards and place face down in a stack.
5. Ask your child to:
 - Select the top card from the stack and read it. Help your child break the word into smaller parts to read, as needed.

participate

- Identify the syllable type of the underlined syllable.

participate



“Vowel-r syllable.”

- Place the word card in the column under the matching syllable type.

intersect
VOWEL-R SYLLABLE

participate

- Continue until all cards are sorted. For extra practice, have your child point to and read the words in each column.
- Discuss the meaning of any unknown words.

Example

devote (OPEN SYLLABLE) **mechanic** (CLOSED SYLLABLE) **telescope** (VCe SYLLABLE) **wheelchair** (VOWEL TEAM SYLLABLE) **intersect** (VOWEL-R SYLLABLE)

calendar (under mechanic)

participate (under intersect)

entertain (on a stack of cards, with an arrow pointing to the 'wheelchair' column)

Key

devote (open syllable)	mechanic (closed syllable)	telescope (VCe syllable)	wheelchair (vowel team syllable)	intersect (vowel-r syllable)
<u>d</u> etergent	cal <u>e</u> ndar	micro <u>ph</u> one	ent <u>e</u> rtain	part <u>i</u> cipate
abs <u>o</u> lute	mag <u>n</u> ify	trad <u>e</u> mark	s <u>pe</u> aker	pass <u>e</u> nger
im <u>i</u> tation	ch <u>e</u> mical	lim <u>e</u> light	disag <u>re</u> ed	fav <u>o</u> rite
<u>i</u> dent <u>i</u> ty	for <u>g</u> etful	illu <u>s</u> trate	be <u>au</u> tiful	surg <u>e</u> ry

header cards



devote

OPEN SYLLABLE

mechanic

CLOSED SYLLABLE

telescope

VCe SYLLABLE

wheelchair

VOWEL TEAM SYLLABLE

intersect

VOWEL-R SYLLABLE



detergent

absolute

imitation

identity

calendar

magnify

chemical

forgetful

microphone

trademark



limelight

illustrate

entertain

speaker

disagreed

beautiful

participate

passenger

favorite

surgery



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

What Is a Consonant -le Syllable Pattern?

A **syllable** is a word part that contains a vowel. **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. 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 **simple**, **cycle**, and **able** where families can see them. As you explain the consonant -le syllable pattern, underline that pattern and make a forward slash separating it in each word: **sim/ple**, **cy/cle**, **a/ble**. A **consonant -le syllable pattern** is a final syllable that contains a **consonant followed by le**. The **e** is always silent in this syllable pattern. Examples include **sim/ple**, **cy/cle**, **a/ble**. 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: Consonant -le Syllable Pattern

Let's review the Family Activity **Map and Swoop Consonant -le Syllable Pattern**. As you explain the activity, show each step of the example on the activity. For this activity your child will read a word on the activity sheet and then map, or spell, the word using sound boxes. Each sound box represents one sound, so there may be more than one letter in a box. The **le** will always be written in one box. Next, your child will underline the **le** and the other vowels, vowel combinations like **ea** or **oa**, and r-controlled vowels like **ar** and **er**. Finally, your child will swoop each syllable in the word by drawing a u-shape under each syllable. The activity includes step-by-step directions, an example, the answer key for the adult, and an activity sheet. *Model a couple of examples. Include family members in the model, either the whole family or members who volunteer.*

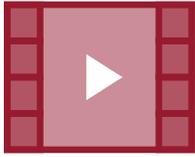
Preparation Box

Cue Up Videos

- 3.2 Map and Swoop Consonant -le Syllable Pattern
<https://youtu.be/6nHBpUR808Q> (3:38)

Print Family Activities

- Map and Swoop Consonant -le Syllable Pattern



Family Literacy Video

Let's watch a video of a mom and her daughter engaging in the **Map and Swoop Consonant -le Syllable Pattern** activity. *Review the key points before or after the video. Answer family questions about the video.*

[3.2 Map and Swoop Consonant -le Syllable Pattern \(3:38\)](#)

Key Points about the Video

- Mom makes sure her daughter knows what a syllable is and what vowels and consonants are before beginning the activity.
- Mom has her daughter write a sound–spelling pattern in each sound box, underline the vowels, swoop the syllables, and read the word.
- Mom and her daughter discuss the meaning of the words, and mom puts each word in a sentence to ensure understanding.

Map and Swoop Consonant -le 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 consonant -le syllable pattern. A **consonant -le syllable pattern** is a final syllable that **contains a consonant followed by le**. The e is always silent in this syllable pattern. Examples include sim-**ple**, puz-**zle**, a-**ble**.
3. Provide your child with the consonant -le syllable pattern activity sheet. Ask your child to:
 - Read the word.

stumble

- 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. The le in the consonant -le syllable will always go in one box.

s	t	u	m	b	le
---	---	---	---	---	----

- Underline the le and the vowels, vowel combinations (for example **oa**, **ea**, **ai**), and r-controlled vowels (**ar**, **er**, **ir**, **or**, **ur**) in the word.

s	t	<u>u</u>	m	b	<u>le</u>
---	---	----------	---	---	-----------

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

s	t	<u>u</u>	m	b	<u>le</u>
---	---	----------	---	---	-----------

4. Discuss the meaning of any unknown words.

Key

Word	Consonant -le Syllables									
stumble	s	t	u	m	b	le				
maple	m	a	p	le						
stifle	s	t	i	f	le					
sparkle	s	p	ar	k	le					
beagle	b	ea	g	le						
circle	c	ir	c	le						
visible	v	i	s	i	b	le				
unstable	u	n	s	t	a	b	le			
multiple	m	u	l	t	i	p	le			
dwindle	d	w	i	n	d	le				
resemble	r	e	s	e	m	b	le			



Teacher Scaffold for How-to Step 3: Common Word Parts: Reading Challenging Words

What Are Common Word Parts?

As your child becomes a more fluent reader, he or she will be reading books with more challenging words and complex concepts. Many of the words your child reads will have more than one syllable, or part. Examples of challenging words include **ridiculous**, **contrast**, **generalization**, and **imperative**. You can help your child read a challenging word by reminding him or her to break the word into smaller word parts and then putting the parts together to read the word. Practicing this skill with your child will help him or her read challenging words independently.



Family Activity for How-to Step 3: Common Word Parts: Reading Challenging Words

Let's review the Family Activity **Word Part Detective**. For this activity you will help your child read challenging words by having him or her practice a strategy called word part detective. In this strategy, your child is a word part detective because he or she analyzes a word like a detective. When you **analyze** a word, you **look at it closely and take it apart by its word parts**. Your child can use this strategy while reading text to figure out words he or she doesn't know. Let me show you. *Display the Family Activity so families can see it. Review the directions in step 3. 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.*

Preparation Box

Cue Up Videos

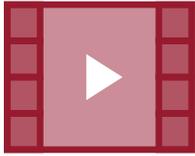
- 3.3 Word Part Detective
<https://youtu.be/1oTjK8a9kio> (8:17)

Print Family Activities

- Word Part Detective

RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

How-to Step 3: Common Word Parts



Family Literacy Video

Now, let's watch a video of a mom and her son using Word Part Detective to read challenging words. Review key points before or after the video. Answer family questions about the video.

3.3 Word Part Detective (8:17)

Key Points about the Video

- Mom explains to her son how to be a word part detective. Mom shows her son how to analyze the first word (**indifferent**).
- With each word mom has her son do more and more of the work until he is analyzing words independently.
- If her son does not know the meaning of a word, mom explains the meaning (**unpleasing, identical, intermittently**) to make sure her son understands each sentence.
- Mom is enthusiastic and encouraging.

Take the Family Activity home and help your child be a word part detective. Tell your child how proud you are of him or her for practicing reading challenging words!

Word Part Detective

Directions

1. Help your child read challenging words by having him or her practice a strategy called word part detective. In this strategy, your child is a word part detective because he or she analyzes a word like a detective. When you **analyze** a word, you **look at it closely and take it apart by its word parts**. Your child can use this strategy while reading text to figure out words he or she doesn't know.
2. Provide the activity sheet to your child. Remind your child that he or she can be a word part detective to figure out words that are challenging to read. A word part detective takes the word parts apart, reads the parts, and then reads the whole word.
3. Here is an example of something you might read: *He had an **indifferent** attitude about the movie so there was not much to talk about.* The word in bold may be a challenge to read. You can be a word part detective by following these steps:
 - Circle word parts you know. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.



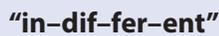
indifferent

- Underline the other vowels.



indifferent

- Say the different parts of the word.



"in-dif-fer-ent"

- Say them again fast to make it a real word.



"indifferent"

- Make sure the word makes sense in the sentence.



"He had an indifferent attitude about the movie so there was not much to talk about."

- Help your child be a word part detective using the bolded words in the sentences on the activity sheet. After the challenging word is analyzed, discuss the meaning of each sentence.

Example

Word Part Detective Steps	He had an indifferent attitude about the movie so there was not much to talk about.
1. Write the word. Circle word parts you know. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.	indifferent
2. Underline the other vowels.	indifferent
3. Say the different parts of the word.	"in-dif-fer-ent"
4. Say them again fast to make it a real word.	indifferent
5. Make sure the word makes sense in the sentence. Reread the sentence saying the word.	He had an indifferent attitude about the movie so there was not much to talk about.

Key

This key includes examples of how your child might complete this activity. Since the first step is to "circle word parts you know," what gets circled will vary from child to child.

Word	Word Parts
disadvantage	disadvantage
unpleasing	unpleasing
intermittently	intermittently
identical	identical
undemanding	undemanding

Word Part Detective Activity Sheet

For each table:

1. Read the sentence at the top of the right column.
2. Follow the Word Part Detective steps to analyze the bolded word from the sentence.
3. Discuss the meaning of the sentence.

Word Part Detective Steps	It is fun to stay up late, but the disadvantage is that you have low energy the next day.
1. Write the word. Circle word parts you know. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.	
2. Underline the other vowels.	
3. Say the different parts of the word.	
4. Say them again fast to make it a real word.	
5. Make sure the word makes sense in the sentence. Reread the sentence saying the word.	It is fun to stay up late, but the disadvantage is that you have low energy the next day.

Word Part Detective Steps	Some of the guests found the smell of the burning candle unpleasing .
1. Write the word. Circle word parts you know. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.	
2. Underline the other vowels.	
3. Say the different parts of the word.	
4. Say them again fast to make it a real word.	
5. Make sure the word makes sense in the sentence. Reread the sentence saying the word.	Some of the guests found the smell of the burning candle unpleasing .

Word Part Detective Activity Sheet

For each table:

1. Read the sentence at the top of the right column.
2. Follow the Word Part Detective steps to analyze the bolded word from the sentence.
3. Discuss the meaning of the sentence.

Word Part Detective Steps	Her pet cat ate intermittently , so she never knew how much to feed her.
1. Write the word. Circle word parts you know. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.	
2. Underline the other vowels.	
3. Say the different parts of the word.	
4. Say them again fast to make it a real word.	
5. Make sure the word makes sense in the sentence. Reread the sentence saying the word.	Her pet cat ate intermittently , so she never knew how much to feed her.

Word Part Detective Steps	Their fashion sense was identical , so they wore the same style of dress to the party.
1. Write the word. Circle word parts you know. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.	
2. Underline the other vowels.	
3. Say the different parts of the word.	
4. Say them again fast to make it a real word.	
5. Make sure the word makes sense in the sentence. Reread the sentence saying the word.	Their fashion sense was identical , so they wore the same style of dress to the party.

Word Part Detective Activity Sheet

For each table:

1. Read the sentence at the top of the right column.
2. Follow the Word Part Detective steps to analyze the bolded word from the sentence.
3. Discuss the meaning of the sentence.

Word Part Detective Steps	I didn't have to change my regular schedule when company arrived because they were undemanding houseguests.
1. Write the word. Circle word parts you know. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.	
2. Underline the other vowels.	
3. Say the different parts of the word.	
4. Say them again fast to make it a real word.	
5. Make sure the word makes sense in the sentence. Reread the sentence saying the word.	I didn't have to change my regular schedule when company arrived because they were undemanding houseguests.



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

What Are Prefixes and Suffixes?

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

As your child becomes a more fluent reader, he or she will be reading books with more challenging words and complex concepts. Many of the words your child reads will have more than one syllable, or part. This is the word **possible**. This is the word **paint**. These words are sometimes called base words 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 and its meaning. When we add a word part to the end of a word to make a new word, it is called a **suffix**. For example, we can add the ending **-er** to the word **paint** to make the word **painter**. 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, we can add the prefix **im-** to the beginning of the word **possible** to make the word **impossible**.

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

Prepare the Family Activity before meeting with families. Let's review the Family Activity **Adding Prefixes and Suffixes to Build Words**. For this activity your child will select a card and read the prefix or the suffix on the card. Your child will add the prefix or suffix to a base word on the activity sheet to create a new word, read the word, and define the word. This Family Activity includes step-by-step directions, examples, an answer key for the adult, prefix and suffix cards, and an activity sheet. I'll show you a few examples. Display the Family Activity so families can see it. Review the directions in step 4. *Model a few examples from the activity. Include family members in the model, either the whole family or members who volunteer. Answer questions about the activity.*

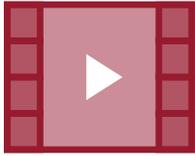
Preparation Box

Cue Up Videos

- 3.3 Adding Prefixes and Suffixes to Build Words
<https://youtu.be/LIQpBxHk0d8> (3:54)

Print Family Activities

- Adding Prefixes and Suffixes to Build Words



Family Literacy Video

Now, let's watch a video of a dad and his son adding prefixes and suffixes to base words. *Review key points before or after the video. Answer family questions about the video.*

3.3 Adding Prefixes and Suffixes to Build Words (3:54)

Key Points about the Video

- Before beginning the activity, dad makes sure his son knows that a prefix is added to the beginning of a word and a suffix is added to the end of a word.
- Dad has his son read the list of base words to make sure that his son knows them.
- After a prefix or suffix is added to a word, dad asks his son to define the word or to use it in a sentence to make sure that his son understands the new word.

Take the Family Activity home and help your child build and read words with prefixes and suffixes. Tell your child how proud you are of him or her for practicing reading!

Adding Prefixes and Suffixes to Build Words

Directions

1. Remind your child that we can add prefixes and suffixes to base words to build new words. A base word can stand alone and has meaning (for example, cat, bench, eat, walk).
 - 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-**, **im-**. 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**, **-ness**. When the suffix **-er** is added to the base word **work**, the word changes from **work** to **worker**. The suffix **-er** means “one who,” so worker means one who works.
2. Cut out the prefix and suffix cards. Place them face down in a stack.
3. Provide your child with the base word activity sheets and ask your child to read the base words. Discuss the meaning of any unknown base words.
4. Ask your child to:
 - Select a card from the stack and read the prefix or suffix.
 - Find a base word on the activity sheets to add the prefix or suffix to build a new (real) word.
 - Read the new word and tell whether a prefix or suffix was added.
 - Discuss the meaning of the new word.

Example

The diagram illustrates the process of adding prefixes and suffixes to build words. It features two activity sheets, a stack of cards, and a card labeled "im".

Adding Prefixes and Suffixes to Build Words Activity Sheet 1

	agree	
	school	
	cheer	
	able	
	paint	er
	possible	

Adding Prefixes and Suffixes to Build Words Activity Sheet 2

mis	behave	
	art	
	sense	
	tender	
	call	
	child	

A stack of cards is shown between the two activity sheets. A card labeled "im" is shown above the stack. A red arrow points from the "im" card to the "possible" word on Activity Sheet 1.

Activity Sheet 1 Key

agree	school	cheer	able	paint	possible
agreement	preschool	cheerful cheerer	unable	painter	impossible

Activity Sheet 2 Key

behave	art	sense	tender	call	child
misbehave	artful	nonsense	tenderness	caller recall	childish

prefix and suffix cards



pre	un	im
mis	non	re
ful	er	ment
ist	ness	ish

Adding Prefixes and Suffixes to Build Words Activity Sheet 1

agree

school

cheer

able

paint

possible

Adding Prefixes and Suffixes to Build Words Activity Sheet 2

behave

art

sense

tender

call

child



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

Preparation Box

Print Family Activities

- Building Words With Grammatical Endings

What Are Grammatical Endings?

As your child becomes a more fluent reader, he or she will be reading books with more challenging words and complex concepts. Many of the words your child reads will have more than one syllable, or part. I teach common word parts to help your child read and understand words that may be challenging. Grammatical endings are word parts added to the end of words that affect the tense, number, or comparative/superlative form. There are several types of grammatical endings. Let's look at the table included in the Family Activity that I'll share with you today. *Display the table so families can see it. Point to the appropriate place on the table as you describe each grammatical ending and its use, spelling change, and example.*

Grammatical Endings Table

Grammatical Ending	Use	Spelling Changes	Example
-s	To make a word plural (more than one).	None—just add s to the end of the word.	<ul style="list-style-type: none"> • cats • letters • fingers
-es	To make a word plural when the word ends in ch, sh, ss, or x.	None—just add es to the end of the word.	<ul style="list-style-type: none"> • benches • dishes • classes • boxes
-ing	To say something that is currently happening.	<ul style="list-style-type: none"> • If the word ends in silent e, drop the e and add -ing. Give changes to giving. • When a vowel is followed by a consonant in a one-syllable word, double the consonant and then add -ing. Swim changes to swimming. Shop changes to shopping. 	<ul style="list-style-type: none"> • I am eating lunch. • She is drawing. • We are raking the leaves. • The bunny is hopping.
-ed	To say something that already happened (to make a word past tense).	<ul style="list-style-type: none"> • When a vowel is followed by a consonant in a one-syllable word, double the consonant and then add -ed. Flip changes to flipped. • When a verb ends with y and there is a vowel before it, add -ed. Play changes to played. • When a verb ends with y and there is a consonant before it, change the y to i and add -ed. Try changes to tried. 	<ul style="list-style-type: none"> • She closed the door. • He walked to the store. • He mopped the floor. • He played with the toys. • She studied yesterday.

Grammatical Ending	Use	Spelling Changes	Example
-er	To compare two or more things or people (comparative).	None—just add er to the end of the word.	<ul style="list-style-type: none"> Tall becomes taller. Smart becomes smarter.
-est	To compare three or more things or people (superlative).	None—just add est to the end of the word, unless the word ends in y . Then change the y to i before adding -est .	<ul style="list-style-type: none"> Tall becomes tallest. Smart becomes smartest. Happy becomes happiest.

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

Comparative and superlative adjectives and adverbs are used to compare two or more things, such as **-er** and **-est**.

- Comparative adjectives and adverbs are used to compare two or more things. The tree is **taller** than the building. Notice the **-er** in **taller**. The **-er** is the comparative ending added to the word **tall**.
- Superlative adjectives and adverbs are used to compare three or more things. He is the **happiest** puppy. Notice the **est** in **happiest**. The **-est** is the superlative ending added to the word **happy**. There is also a spelling change when adding **-est** to a word that ends in **y**: change the **y** to **i** and add **-est**.

I teach common word parts like grammatical endings because it helps children break words into smaller, meaningful word parts, which can help them read, spell, and understand words that may be more challenging.



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

Prepare the Family Activity before meeting with families. Let's review the Family Activity **Building Words with Grammatical Endings**. For this activity your child will select a word card, read it, write the word on the activity sheet, and select a grammatical ending to add to the word. Then, your child will write and read the new word. Remember to help your child blend letter-sounds or word parts if the word is challenging. Also, discuss the meaning of any unknown words. This Family Activity includes step-by-step directions, examples, an answer key for the adult, word cards, and an activity sheet. I'll show you a few examples. *Display the Family Activity so families can see it. Review the directions in step 4. Model a few examples from the activity. Include family members in the model, either the whole family or members who volunteer. Answer questions about the activity.*

Take the Family Activity home and help your child read and write words with grammatical endings. Tell your child how proud you are of him or her for practicing reading!

Building Words With Grammatical Endings

Grammatical Endings Table

Grammatical Ending	Use	Spelling Changes	Example
-s	To make a word plural (more than one).	None—just add s to the end of the word.	<ul style="list-style-type: none"> cats letters fingers
-es	To make a word plural when the word ends in ch, sh, ss, or x.	None—just add es to the end of the word.	<ul style="list-style-type: none"> benches dishes classes boxes
-ing	To say something that is currently happening.	<ul style="list-style-type: none"> If the word ends in silent e, drop the e and add -ing. Give changes to giving. When a vowel is followed by a consonant in a one-syllable word, double the consonant and then add -ing. Swim changes to swimming. Shop changes to shopping. 	<ul style="list-style-type: none"> I am eating lunch. She is drawing. We are raking the leaves. The bunny is hopping.
-ed	To say something that already happened (to make a word past tense).	<ul style="list-style-type: none"> When a vowel is followed by a consonant in a one-syllable word, double the consonant and then add -ed. Flip changes to flipped. When a verb ends with y and there is a vowel before it, add -ed. Play changes to played. When a verb ends with y and there is a consonant before it, change the y to i and add -ed. Try changes to tried. 	<ul style="list-style-type: none"> She closed the door. He walked to the store. He mopped the floor. He played with the toys. She studied yesterday.
-er	To compare two or more things or people (comparative).	None—just add er to the end of the word.	<ul style="list-style-type: none"> Tall becomes taller. Smart becomes smarter.
-est	To compare three or more things or people (superlative).	None—just add est to the end of the word, unless the word ends in y . Then change the y to i before adding -est .	<ul style="list-style-type: none"> Tall becomes tallest. Smart becomes smartest. Happy becomes happiest.

Directions

- Review grammatical endings, which are word parts added to the end of words that affect the tense, number, or comparative/superlative. 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/cats, bench/benches.
 - The inflectional endings **-ing** and **-ed** change the tense of a verb: eat/eating, walk/walked.
2. Review **comparative** and **superlative adjectives** and **adverbs**, which are used to compare two or more things, such as **-er** and **-est**.
 - Comparative adjectives and adverbs are used to compare two or more things. The orange cat is **bigger** than the grey cat. Notice the **-er** in **bigger**. The **-er** is the comparative ending added to the word **big**.
 - Superlative adjectives and adverbs are used to compare three or more things. Hannah is wearing the **brightest** shirt. Notice the **-est** in **brightest**. The **-est** is the superlative ending added to the word **bright**.
 3. Cut out the word cards, shuffle, and place face down in a stack.
 4. Provide your child with the activity sheet.
 5. Ask your child to:
 - Select a word card from the stack and read the word. Help your child blend the sounds together if needed.
 - Write the word in the blank before the plus sign.
 - Select a grammatical ending from the bank of grammatical endings on the Activity Sheet to add to the end of the word.
 - Write the grammatical ending in the blank after the plus sign.
 - Write the new word in the blank after the equal sign. You may need to change the spelling of the original word to create the new word.
 - Discuss the meaning of any unknown words.

Key

The key includes words your child could spell. For example **stun** could change to **stunning**.

Word	Grammatical Ending	New Word
crunch	es	crunches
dismiss	es	dismisses
modify	ed	modified
decay	ing	decaying
try	ed	tried
trim	ed	trimmed
enjoy	ed	enjoyed
clear	er	clearer
narrow	est	narrowest
admire	ing	admiring
omit	ing	omitting
box	es	boxes
stun	ed	stunned
table	s	tables

Building Words With Grammatical Endings Activity Sheet Directions

1. Select a word from the word card stack and read it.
2. On the Activity Sheet, write the word in the blank before the plus sign.
3. Select a grammatical ending from the bank of grammatical endings on the Activity Sheet below to add to the end of the word.
4. On the Activity Sheet, write the grammatical ending in the blank after the plus sign.
5. On the Activity Sheet, write the new word in the blank after the equal sign. You may need to change the spelling of the original word to create the new word.

word cards



crunch

dismiss

modify

decay

try

trim

enjoy

clear

narrow

admire

omit

box

stun

table



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

Preparation Box

Print Family Activities

- Building Words from Root Words

What Are Root Words?

As your child becomes a more fluent reader, he or she will be reading books with more challenging words and complex concepts. Many of the words your child reads will have more than one syllable, or part. Teach common word parts to help your child read and understand words that may be challenging.

*Write the root word **spect** and the words **respect**, **aspect**, **inspect**, **inspection**, **respectable**, and **perspective** where families can see them. Explain what a root word is using the language in the next paragraph and read each word as you underline the root word.*

The root of a word is the part that contains the main meaning of the word. The root is used to form a family of words with related meanings by adding other word parts, such as prefixes, suffixes, and inflected endings, before or after the root. A root is not necessarily a complete word by itself (for example, **spect** in **inspector**). Latin and Greek root words rarely stand alone as words in English. But we can form many English words from root words. An example of a Latin root word is **spectare**, which means to see, observe, watch over. There are several words we can build from the root **spect**: **respect**, **aspect**, **inspect**, **inspection**, **respectable**, **perspective**. Knowing the meaning of a root word can help your child know the meanings of several other related words.



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

*Prepare the Family Activity before meeting with families. Let's review the Family Activity **Building Words from Root Words**. For this activity your child will select prefixes and suffixes to add to a given root word. Your child will spell and read the word. Help your child create more words from each root word and discuss the meaning of any unknown words. This Family Activity includes step-by-step directions, an answer key for the adult, root words on an activity sheet, and a bank of prefixes and suffixes. I'll show you a few examples. Display the Family Activity so families can see it. Review the directions on the activity sheet. Model a few examples. Include family members in the model, either the whole family or members who volunteer. Answer questions about the activity.*

Take the Family Activity home and help your child build words from root words. Tell your child how proud you are of him or her for spelling and reading words!

Building Words from Root Words

Directions

1. Remind your child that a **root word** is a single word that cannot be broken into smaller words or parts. Latin and Greek root words rarely stand alone as words in English. But we can form many English words from root words. An example of a Latin root word is **spect**, which means to see, observe, watch over. There are several words we can build from **spect**: **respect**, **aspect**, **inspect**, **inspection**, **respectable**, **perspective**. Knowing the meaning of a root word can help you know the meanings of several other related words.
2. Provide your child with the Root Word Activity Sheet and a pencil. Explain the meaning of each root word (see the Key).
3. For each tree on the Activity Sheet, ask your child to build words using the root word at the base of the tree trunk by:
 - Selecting prefixes and suffixes from the bank to add to the root word.
 - Writing the new words on the branches of the tree.
 - Discussing the meaning of the new words.
 - Writing other words near the tree that you could build from the root word.

Key

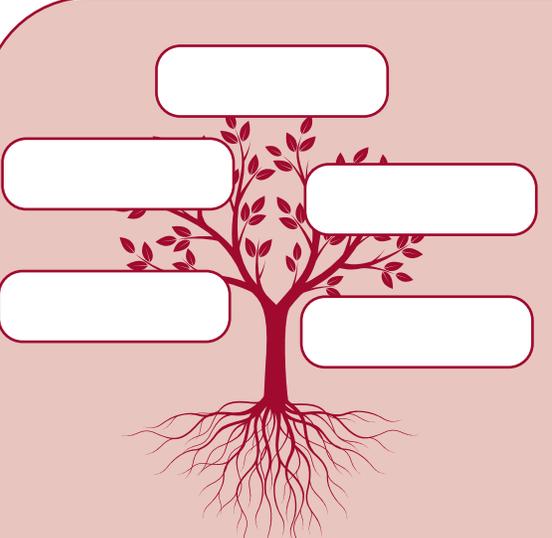
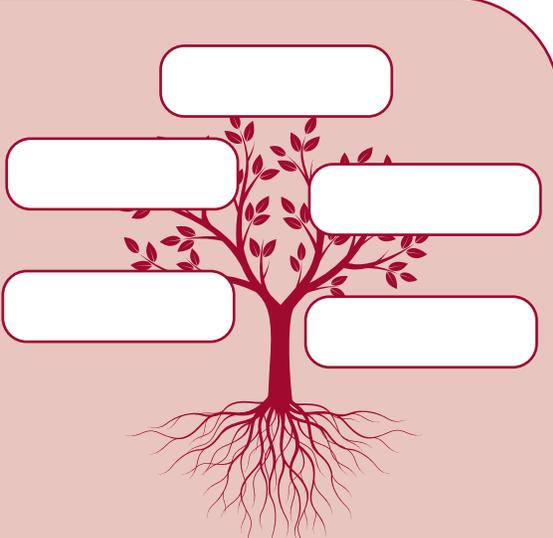
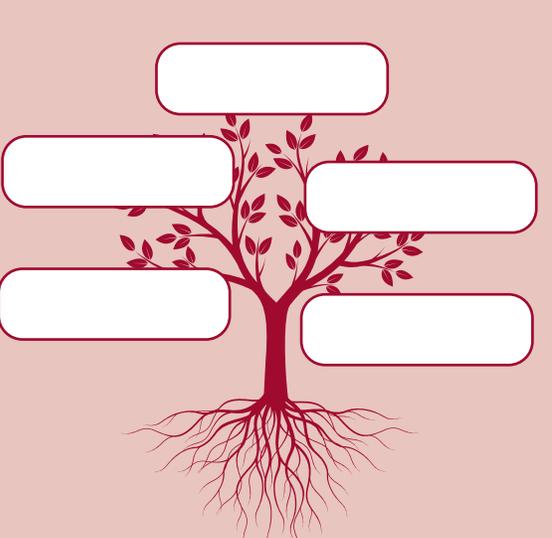
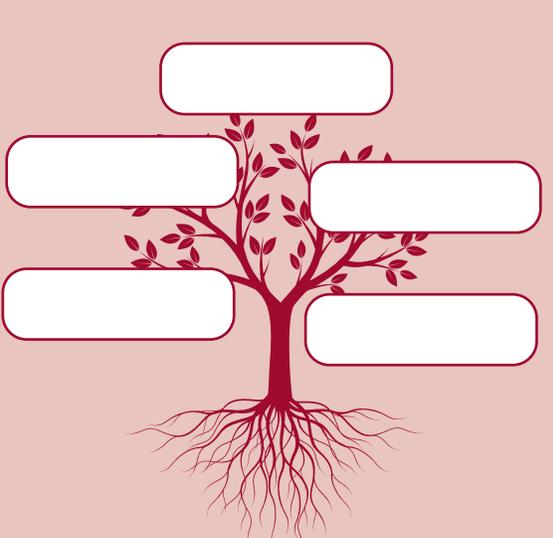
Root Word	Meaning	New Word Using the Prefix and Suffix Bank	Other New Words (examples)
dict	say, tell	predict predictable prediction	verdict diction dictionary
port	carry	report import portable reportable	transport portable support export
tract	drag or pull	retract retraction traction distract distract	contract abstract extract detract
fer	carry, bring, bear something	refer prefer preferable infer inferable	inference indifferent defer

Building Words from Root Words Activity Sheet

For each tree on the Activity Sheet, build words using the root word at the base of the tree trunk by:

1. Selecting prefixes and suffixes from the bank to add to the root word.
2. Writing the new words on the branches of the tree.
3. Discussing the meaning of the new words.

Prefix and Suffix Bank						
re-	pre-	dis-	im-	in-	-able	-ion

 <p>dict</p>	 <p>port</p>
 <p>tract</p>	 <p>fer</p>



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! 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**.”

By third grade children have learned complex sound–spelling patterns and can use that knowledge to read unfamiliar words. Third graders also learn common word parts like root words and different grammatical endings (for example, **-est**). It is important for children to practice reading out loud. You can provide opportunities for your child to practice reading words in a list, on flashcards, in sentences, and in stories. When children have support while reading out loud, they can improve their reading ability and confidence.



Family Resources for How-to Step 4: Reading Words

There are two Family Activities that range from simpler text to more complex (Text 1 and Text 2). Select the activity most appropriate for the children.

Let’s review the Family Resource **Let’s Read!** For this activity ask your child to read each word in the list. Discuss the meanings of any unknown words. Next, ask your child to 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 the word is a longer word, help your child break the word into parts and then blend the parts together to read the word. If your child needs more support, model reading each word or sentence first while your child follows along and then have your child read what you just read.

Keep in mind that the purpose of this activity is to provide your child with practice in using knowledge of letter–sounds and common word parts to blend words that are challenging to read. 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.*

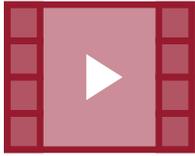
Preparation Box

Cue Up Videos

- 3.4 Let’s Read!
<https://youtu.be/XzCLNlhWa9w> (4:40)

Print Family Activities

- Let’s Read! Text 1
- Let’s Read! Text 2



Family Literacy Video

Now, let's watch a video of a dad and his 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! (4:40)

Key Points about the Video

- Dad reminds his son to follow along with his finger as he reads.
- Dad models fluent reading (reading words correctly, at a conversational pace, and with expression) when it is his turn to read.
- Dad explains difficult words (**pursue**) and asks questions during and after reading to make sure that his son understood what he read.

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

Let's Read!

Text 1

Encourage your child to point to the words while reading, if needed. If your child needs help reading an unfamiliar word, encourage him or her to say sounds in the word and then blend them together to read the word. If it is a longer word, encourage your child to read parts of the word separately and then put the parts together to read the whole word. If your child needs more support, 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 before reading the text. Help your child with any words that are difficult.
2. Talk about the meaning of the text.

Word List	Text
<p>garage</p> <p>finally</p> <p>suddenly</p> <p>pursued</p> <p>caught</p>	<p>Sam's Day Outside</p> <p>When Sam heard the garage door open, he sat next to the door. As soon as Matt opened the door to come into the house, Sam ran out as fast as he could. He ran faster than he had ever run in his life. Finally, he was outside and free! He ran straight to the river. Matt ran after him, and Sam hid in the bushes. Matt kept calling for Sam, but finally Matt went back inside. Sam felt as free as a lion in a jungle, even though he was just a cat.</p> <p>Sam ran through the grass, watched the river, and chased rabbits and birds. He loved it outside! He could not believe that he had stayed inside for so long. Sam saw a butterfly and chased it down a path and through the tall grass. Suddenly he was face to face with a large dog with sharp teeth. Sam turned around as fast as he could and ran. He heard the dog's paws pounding on the ground. He heard the dog growling and barking as he pursued Sam. Sam's heart was racing! What would happen if the dog caught him?</p> <p>Sam ran faster. He ran along the river bank and then headed toward the house. The dog caught up to Sam and nipped at his tail. Luckily, all the dog got was a mouthful of fur! Sam saw Matt holding the door open. Sam ran inside the house and straight to his big, comfortable chair next to the window. He sat in the sun and decided that staying inside and looking at the river through the window was much nicer and safer than being outside.</p>

Let's Read!

Text 2

Encourage your child to point to the words while reading, if needed. If your child needs help reading an unfamiliar word, encourage him or her to say sounds in the word and then blend them together to read the word. If it is a longer word, encourage your child to read parts of the word separately and then put the parts together to read the whole word. If your child needs more support, 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 before reading the text. Help your child with any words that are difficult.
2. Talk about the meaning of the text.

Word List	Text
<p>characteristics</p> <p>habitat</p> <p>marsupial</p> <p>approximately</p> <p>herbivores</p>	<p>Kangaroos by Nicholas Weidner (second grade student)</p> <p>If you want to learn about kangaroos, read on! This report is about the characteristics, habitat, diet, and life cycle of kangaroos.</p> <p>Kangaroos have very strong back legs, a powerful tail, and little front legs. They are the biggest of all of the marsupials, as tall as six feet! The gray kangaroo, the most-known kangaroo of their family, weighs about 145 pounds as an adult and is approximately ten feet long. The kangaroo's tail is about four feet long.</p> <p>Kangaroos live in eastern Australia in troops, or herds, which are small groups of 50 or more kangaroos. People who live in Australia call troops of kangaroos, mobs. Kangaroos are herbivores because they eat mostly plants. Humans and dingoes (wild dogs) are predators to kangaroos. Kangaroos' biggest danger is their habitat disappearing.</p> <p>Kangaroos are in the Macropus animal family, which means "big foot."</p> <p>Kangaroos have large feet that allow them to jump 30 feet in one hop! They use their tails to balance and can run faster than 30 miles per hour. When in danger, kangaroos smack with their feet to alert other kangaroos. Kangaroos protect themselves by kicking and biting.</p> <p>Baby kangaroos, called joeys, are only one inch long when they are born. Joeys live in a pouch on their mother's belly. After a joey is born, it moves through their mom's fur to her pouch. The kangaroo mom pumps milk down a joey's throat because joeys cannot nurse. When a joey turns four months old, he leaves the pouch for short trips to eat grass and shrubs. The joey is old enough to leave the pouch forever at ten months old.</p> <p>I hope you enjoyed learning about the characteristics, habitat, diet, and life cycle of kangaroos. If you want to learn more, read books about kangaroos!</p>



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 **about**, **done**, **together**, and **better**. To become good readers, children must be able 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. 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 for your child to read more words correctly in less time each time he or she engages in the activity. *Demonstrate the flashcard activity just described.*



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

Prepare the Family Activity before meeting with families. 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, **about**. Say **about**. Write **about** where families can see it. Point to each letter as you spell it out loud. **A-b-o-u-t. About**.* Did you notice that in a very short time, I had multiple opportunities to practice the word **about**? *Model another example. Include family members in the model, either the whole family or members who volunteer. Answer questions about the Family Activity.*

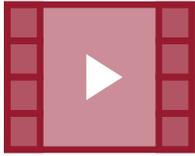
Preparation Box

Cue Up Videos

- 3.5 Read and Spell High-Frequency Words
<https://youtu.be/VCCYbj0XkII> (4:17)

Print Family Activities

- Read and Spell High-Frequency Words



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 (4:17)

Key Points about the Video

- Before beginning the activity, dad explains high-frequency words to his daughter and how they will complete the activity.
- For each word, the daughter reads it, writes it, spells it out loud, and reads it again.
- Dad has his daughter say the whole sentence before she writes it.

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 (**about**). 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 (**a-b-o-u-t**).
 - 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

The example illustrates the activity with several components:

- A stack of white word cards on the left.
- A speech bubble containing the text: "Carry. C-a-r-r-y. Carry."
- A vertical column of five word cards: "about", "better", "bring", "carry", and "clean".
- A sheet of lined paper on the right with the words "about", "better", "bring", "carry", and "clean" written in red ink on the first five lines.



about

better

bring

carry

clean

cut

done

draw

drink

eight



fall

far

full

got

grow

hold

hot

hurt

if

keep



kind

laugh

light

long

much

myself

never

only

own

pick



seven

shall

show

six

small

start

ten

today

together

try



warm



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

Preparation Box

Print Family Activities

- Challenging and Important Words Bookmark

What Are Challenging and Important Words?

Sometimes children want to read books that have words that are both challenging to read and important for understanding what they are reading. For example, many children love to learn about dinosaurs but would have a hard time reading a book about dinosaurs because the words are so challenging. The word **tyrannosaurus** is challenging for most third graders to read and yet 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 either the child has not learned the sound–spelling pattern contained in the word or the word contains irregular sound–spelling patterns, as in the word **pigeon**.



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 challenging and important 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**. The bookmark can remind you of the steps for discussing challenging and important words with your child as you read books. You can follow these steps with any book.

Informational books explain factual information and often include challenging and important words. Science and social studies books are examples of informational books. 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 your child will be to share it with you!

*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. Examples of informational books are under **Books to Share**. 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.*

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	Challenging and Important Words Bookmark
<p>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.</p> <p>Before reading together skim the book to find three challenging and important words that appear often. When you read together:</p> <ol style="list-style-type: none">1. Point to the 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.	<p>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.</p> <p>Before reading together skim the book to find three challenging and important words that appear often. When you read together:</p> <ol style="list-style-type: none">1. Point to the 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.

Moto and Me by Suzi Eszterhas

You Can Be an Entomologist: Investigating Insect

with Dr. Martins by Dino Martins

Awesome Minds: The Inventors of LEGO Toys by Erin Hagar

The Toad: The Disgusting Critters Series by Elise Gravel

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**. For longer words, you can break the word into parts and then put the parts together (blend the parts) to read the word. Help your child blend individual sounds or parts of a word when he or she comes to a difficult word. You can find Family Activities and Family Literacy Videos related to blending at https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/thirdgrade_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 that contains a vowel. 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 in reading, writing, and understanding more challenging words. **Place** is a base word because it stands alone and has meaning. **Re-** is a prefix because you can add it to the beginning of a base word to form a new word: **replace**. **Ment-** is a suffix because you can add it to the end of a base word to form a new 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 **laugh, about, myself, and together**. It is important that children learn to read high-frequency words quickly and correctly. Ask me for a list of high-frequency words that 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 your child will be to share the book with you!

RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

Family Literacy Videos

Video	Link	Duration
3.1 Map a Word	https://youtu.be/tNZq_NudqOA	3:56
3.1 How Many Words?	https://youtu.be/SJCktpJVm3l	5:17
3.1 Building Words with r-Controlled Vowels	https://youtu.be/Nj5u06ivQXo	4:37
3.2 Silent Letters	https://youtu.be/JpGb00B4LCs	2:58
3.2 Map and Swoop Consonant -le Syllable Pattern	https://youtu.be/6nHBpUR808Q	3:38
3.3 Word Part Detective	https://youtu.be/1oTjK8a9kio	8:17
3.3 Adding Prefixes and Suffixes to Build Words	https://youtu.be/LIQpBxHk0d8	3:54
3.4 Let's Read!	https://youtu.be/XzCLNlhWa9w	4:40
3.5 Read and Spell High-Frequency Words	https://youtu.be/VCCYbj0Xkll	4:17

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.	<i>Moto and Me</i> by Suzi Eszterhas
		<i>You Can Be an Entomologist: Investigating Insects with Dr. Martins</i> by Dino Martins
		<i>Awesome Minds: The Inventors of LEGO Toys</i> by Erin Hagar
		<i>The Toad: The Disgusting Critter Series</i> by Elise Gravel

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
 <p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>	 <p>As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.</p>
	 <p>Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.</p>
	 <p>Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p>

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 out loud while a less proficient reader follows along by moving a finger on each word, and then the less proficient reader reads the same sentence or paragraph out loud.

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 when they encounter a challenging word 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, a family member, or even a peer.

RECOMMENDATION 4: FLUENCY AND COMPREHENSION

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 determine 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 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 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 students' 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 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 on 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 your child that reading is important and fun! When you read out loud it 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 read out loud. You may need to help when your child 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, it may help to show your child how to say each part of the word and then read the word.

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! With support and encouragement your child will 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 experiences or concerns that interest your child. If your child is interested in cars or is afraid of the dark, it can be helpful to select books on those topics. You can ask me for recommendations of books at your child’s reading level.

Preparation Box

Cue Up Videos

- 4.1 When You Read to Me (Dingoes at Dinnertime)
<https://youtu.be/ufjNfVSOEco> (3:49)
- 4.1 When I Read to You (Because of Winn Dixie)
<https://youtu.be/ejU194r-5Y4> (4:06)

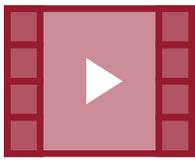
Print Family Activities

- 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. The bookmark also includes **Books to Share**, which are recommended books that you can read with your child. *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 Videos

Now, let's watch a video of a mom and her daughter engaging in **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 (*Dingoes at Dinnertime*) (3:49)

Key Points about the Video

- Mom provides hints on how to read unfamiliar words so that her daughter can use the letter-sounds and the sound-spelling patterns she knows to read unfamiliar words (**wasted, precious, whirlwind**).
- Mom models reading words correctly.
- For extra practice mom has her daughter reread sentences that are challenging.

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

4.1 When I Read to You (*Because of Winn-Dixie*) (4:06)

Key Points about the Video

- Mom reads words correctly, at a conversational pace, and with great expression!
- Mom asks questions once in a while to make sure her daughter understands the story.

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 that 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 people, weather, or animals).
- Read books that are too difficult for your child to read on his/her own.

When You Read to Me

Listening to your child read out loud can help him/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 a mistake is made, reread the sentence with the mistake and ask, "Does that make sense?"
- When your child cannot read a short word, use these tips:
 - Ask your child to say each sound and then put the sounds together.
 - Show your child how to blend the sounds together and read the word.
- When your child cannot read a longer word, use these tips:
 - Ask your child to look for parts of the word he or she knows, say each part, and put the parts together.
 - Show your child how to read the parts of the word separately and then read the parts together.
- Once your child reads the word, ask him or her to read the sentence again to make sure that it makes sense.



Books to Share

Suggested Books to Read With Your Child

Below are examples of books that you can read with your child.

The One and Only Ivan by Katherine Applegate

How Much is a Million? by David M. Schwartz

Thank You, Mr. Falker by Patricia Polacco

How to Train Your Dragon by Cressida Cowell



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

Recognizing Misread Words, Correcting Errors, and Self-Monitoring

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. Third-grade children 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. It is important to show children how to recognize misread words when they read. Children 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. A self-correction is when the reader realizes that a word was misread, goes back to the word in the text, and reads the word correctly. Improving the ability to self-monitor and self-correct will help children understand what they are reading and become better readers.

Preparation Box

Cue Up Videos

- 4.2 Self-Monitor Understanding and Self-Correct Word Reading Errors (*Goldie*)
<https://youtu.be/biZE2DPyiDU> (6:21)

Print Family Activities

- Monitoring for Understanding Bookmark
- Books to Share

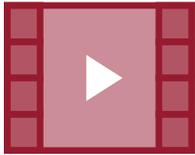


Family Activities for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

Families can help children self-monitor while they read and make corrections when they misread a word. As you read to your child, you can provide examples of how to recognize when you misread a word, by “thinking out loud.” You can say such things 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 your child 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 your child reread it. Then have your child read the sentence correctly.

Let’s review the Family Activity **Monitoring for Understanding Bookmark**. On one side of this bookmark are questions that you can ask your child or that your child can ask himself or herself before, during, and after reading. These questions will encourage your child to think about what he or she knows about the topic of the book before reading it. The questions also encourage your child to think about what he or she is reading and then help your child summarize it after reading. These questions will help your child self-monitor. *Review the questions on the Family Activity.*

On the other side of the bookmark are tips to help you child self-monitor while reading. *Review the tips on the Family Activity.*



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 Self-Monitor Understanding and Self-Correct Word-Reading Errors ***(Goldie) (6:21)***

Key Points about the Video

- Mom asks her son questions about the topic of the book and asks him to make a prediction before reading.
- Mom praises her son for self-correcting words that he misreads.
- Mom asks questions to help her son summarize what he read, to make sure that he understood what he read.

Let's review the **Books to Share**, a list of suggested books that your child can read out loud to you while you encourage him or her to self-monitor for understanding and self-correct errors. *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!

Monitoring for Understanding Bookmark



Monitoring for Understanding Bookmark

Help your child learn how to self-monitor while reading and to self-correct when a word is misread. A reader self-monitors when he or she thinks about what is being read and decides whether it makes sense or not.

Questions to Ask Myself Before, During, and After Reading

Before I read

- What do I already know about this topic?
- What do I think will happen?

As I read

- Do I understand what I'm reading?
- Are there any words I don't understand?
- Is anything confusing?
- Can I retell in my own words what I'm reading?

After I read

- Can I summarize what I read?

Monitoring for Understanding Bookmark

Help your child learn how to self-monitor while reading and to self-correct when a word is misread. A reader self-monitors when he or she thinks about what is being read and decides whether it makes sense or not.

Things To Do to Help Me Understand What I Read

- Sound out an unknown word (either sound by sound or word part by word part).
- Go back and reread.
- Ask someone or look up the meaning of an unknown word.
- Read ahead and see if it makes sense.
- Ask a question and try to find the answer.
- Stop and retell what I have read so far.



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.

Because of Winn-Dixie by Kate DiCamillo

Over and Under the Pond by Kate Messner

The Puppy Place (Series) by Ellen Miles

The Bravest Dog Ever: The True Story of Balto (Step-

The Fantastic Mr. Fox by Roald Dahl

Into-Reading Series) by Natalie Standiford



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

Why Is Oral Reading Practice Important?

Oral reading practice means to practice reading out loud. Children in third grade need many opportunities for oral reading practice. As children read out loud, it is important for them to have a more proficient reader with them 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. Reading with the right expression means understanding what commas, periods, and question marks mean. Reading with expression shows that you understand what you are reading; 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 on figuring 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, using **Alternated Read** and by **Reading Together**.

- **Alternated Reading** means that you and your child take turns reading. As you practice alternated reading with your child, encourage him or her to follow along when it is your turn to read by looking at the words pointing to them as you read.
- **Reading Together** means that you and your child read the same thing out loud at the same time. While you read at the same time, your child can point to the words. You can slow your pace of reading down a little, if needed, when you read at the same time.

Preparation Box

Cue Up Videos

- 4.3 Practice Reading Out Loud
(*Afternoon on the Amazon*)
<https://youtu.be/fmlncz3Vco> (4:23)

Print Family Activities

- Practice Reading Out Loud
Bookmark
- Books to Share



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 model what good reading sounds like. Children should practice reading out loud while they receive help from a more proficient reader. One side of this bookmark lists the steps of **Alternated Reading**. *Review the steps for Alternated Reading and model an example. Include family members in the model, either the whole family or members who volunteer.*

The other side of the bookmark describes the process of **Reading Together**. It also lists questions your child can ask himself or herself to ensure that he or she is reading fluently. *Review the steps and questions for Reading Together and model an example. Include family members in the model, either the whole family or members who volunteer.*

Suggested **Books to Share** as you practice **Alternated Reading** and **Reading 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 Video

Let's watch a mom and her son engage in **Alternated Reading**. *Review key points before or after the video. Answer family questions about the video.*

4.3 Practice Reading Out Loud (*Afternoon on the Amazon*) (4:23)

Key Points about the Video

- Mom explains to her son what a prologue is (an introduction to the book that tells what happened before chapter 1).
- Mom and her son take turns reading so that mom can model fluent reading (reading correctly, at a conversational pace, and with expression).
- Mom gives her son tips on how to read with expression by reminding him what to do at periods, question marks, and exclamation marks.

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



Practice Reading Out Loud: Alternated Reading Bookmark

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.

Alternated reading is when you and your child take turns reading. Encourage your child to read at the same pace that we talk. Follow these steps:

1. Share a book or use two copies of the same book.
2. Read a paragraph, page, or chapter out loud from the book.
3. Have your child continue reading, picking up where you left off. Your child reads a paragraph, page, or chapter. Ask your child to use a finger to follow the words while reading.
4. Repeat Steps 2 and 3.

Practice Reading Out Loud: Reading Together Bookmark

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.
- Tell your child how much you love to read together and how proud of him or her you are for practicing reading.

How's My Reading Sound?

Record your child reading a couple of paragraphs or one page. Text that includes conversation is helpful, but not necessary, for this activity. Have your child listen to the recording and answer these questions:

- Did my reading sound smooth?
- Did I read at the same pace as I talk?
- Did I read with expression?



Books to Share

Suggested Books to Practice Reading Out Loud

Use the information on the bookmark for Alternated Reading, Reading Together, and How's My Reading Sound?

Where the Sidewalk Ends (poems) by Shel Silverstein *Punctuation Celebration* by Elsa Knight Bruno
You Read to Me, I'll Read to You: Very Short Fables to Read Together by Mary Ann Hoberman *Don't Let the Pigeon Drive the Bus!* by Mo Willems

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 your child will find interesting and enjoyable. 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 your child 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 a basket or on top of the coffee table so children can see them and easily reach them.

RECOMMENDATION 4: FLUENCY AND COMPREHENSION

Family Literacy Videos

Title	Author of Books Used	Link	Duration
4.1 When You Read to Me (<i>Dingoes at Dinnertime</i>)	Mary Pope Osborne (Magic Treehouse Series)	https://youtu.be/ufjNfVSQEco	3:49
4.1 When I Read to You (<i>Because of Winn-Dixie</i>)	Kate DiCamillo	https://youtu.be/ejU194r-5Y4	4:06
4.2 Self-Monitor Understanding and Self-Correct Word-Reading Errors (<i>Goldie</i>)	Ellen Miles (Puppy Place Series)	https://youtu.be/biZE2DPyiDU	6:21
4.3 Practice Reading Out Loud (<i>Afternoon on the Amazon</i>)	Mary Pope Osborne (Magic Treehouse Series)	https://youtu.be/fmIncCz3Vco	4:23

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.	<i>The One and Only Ivan</i> by Katherine Applegate
		<i>How Much is a Million?</i> by David M. Schwartz
		<i>Thank You, Mr. Falker</i> by Patricia Polacco
		<i>How to Train Your Dragon</i> by Cressida Cowell
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 your child recognize and correct words he or she misreads.	<i>Because of Winn-Dixie</i> by Katie DiCamillo
		<i>Over and Under the Pond</i> by Kate Messner
		<i>The Puppy Place (Series)</i> by Ellen Miles
		<i>The Bravest Dog Ever: The True Story of Balto (Step-Into Reading Series)</i> by Natalie Standiford
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 Practice Reading Out Loud bookmark for alternated reading and reading together.	<i>Where the Sidewalk Ends (poems)</i> by Shel Silverstein
		<i>Punctuation Celebration</i> by Elsa Knight Bruno
		<i>You Read to Me, I'll Read to You: Very Short Fables to Read Together</i> by Mary Ann Hoberman
		<i>Don't Let the Pigeon Drive the Bus!</i> by Mo Willems

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This resource is available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.

